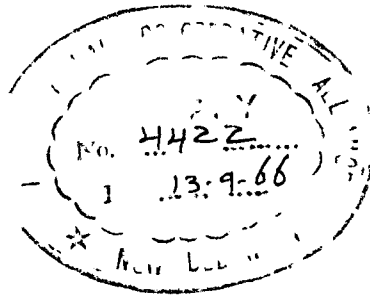


COOPERATIVE EMPLOYEE TRAINING



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COOPERATIVE EMPLOYEE TRAINING

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PART I

REPORT OF THE REGIONAL SEMINAR ON COOPERATIVE
EMPLOYEES' TRAINING

Comilla. October 5-18, 1964

International Cooperative Alliance
6 Canning Road
New Delhi.

PART I

REGIONAL SEMINAR ON COOPERATIVE EMPLOYEE TRAINING HELD AT
COMILLA, EAST PAKISTAN
October 5th - 18th 1964

R E P O R T

I

INTRODUCTION

The International Cooperative Alliance, in collaboration with the East Pakistan Cooperative Union, organised a Regional Seminar on Cooperative Employee Training at Comilla, East Pakistan, from October 5 to 18, 1964. The Seminar, which was held in the premises of the East Pakistan Cooperative College, was inaugurated by Mr. K.A. Kader, the then Minister for Food and Agriculture, Government of East Pakistan. The delegates attending were mainly members of the teaching staff of cooperative training colleges from India, Malaysia, Nepal, Pakistan, the Philippines, Republic of Korea and Thailand. A number of principals/directors of national cooperative colleges from the Region also participated.

In addition to the principals of cooperative colleges, experts from the International Labour Organisation, the Pakistan Academy for Rural Development, the Cooperative College and the Cooperative Department of East Pakistan were invited to lecture at the Seminar. The International Cooperative Alliance also provided some lecturers. A list of delegates, lecturers and a copy of the Seminar programme are reproduced in appendices at the end of the report.

The purpose in organising the Seminar was to provide a forum in which representatives of cooperative movements engaged in the field of employee training might exchange experiences and discuss the problems faced by them in their work. The discussions in the Seminar centred around the deficiencies in the training programmes and the ways to overcome them, the techniques of training and the possibilities of introducing new methods, the recruitment of teachers and trainees and the administration and financing of training institutes. References were also made to the training activities in the advanced cooperative movements and some conclusions were drawn therefrom.

II

PRESENT POSITION OF COOPERATIVE TRAINING: A Review

With the rapid growth of the cooperative movement in countries of South-East Asia, the facilities for employee training have also increased. Despite the considerable diversity in the level of cooperative development

in different countries, there is a general recognition of the need to provide extensive staff training facilities. At present nearly twelve national training centres are functioning in Burma, Ceylon, India, Japan, Malaysia, Nepal, Pakistan, the Philippines, Republic of Korea and Thailand. Although a number of these colleges have programmes for the education of members and office-bearers of cooperative societies, the bulk of their activities are in the field of employee training. In several countries there are more than one training centre catering for different parts of the country or for different categories of employees. The Seminar reviewed the present position under the following heads:

(a) The Trainees

Although a majority of the training centres are of recent origin, several of them provide extensive training facilities. The bulk of the trainees are from government cooperative departments. In a few colleges, in addition to the employees of cooperative societies, a number of trainees who do not have any relations with the cooperative movement or who have not been recruited for cooperative employment are also admitted as private trainees. The predominance of trainees from the government departments is explained partly by the fact that there are in existence large government departments for dealing with cooperative societies and partly because the governments often delegate their staff to work with cooperative organisations. Governmental trainees are officers of various categories such as deputy registrars, assistant registrars, inspectors, auditors and supervisors. The employee-trainees of cooperatives come from amongst the managerial or secretarial staff. The background of experience and educational qualifications of candidates are often varied, although they may belong to the same category of employees. This diversity of background among trainees makes it difficult to evolve a programme which meets with the requirements of the group as a whole. The result is that often courses of a very general nature are provided for different categories of employees undergoing training in one class. During recent years, however, a trend is visible in the direction of organising specialised courses for different categories of personnel. Some such courses are organised in India, Pakistan, the Philippines, Malaysia, Japan and the Republic of Korea and provide specialised training in the fields of marketing, salesmanship, farming, industrial cooperation, accounting, methods of education and training.

(b) Duration of Training

The duration of the courses varies from a few weeks to one year. Some training institutions, in addition to providing short-term courses, hold regular courses lasting a year and award diplomas to successful candidates. In response to specific requests, courses are also arranged for the training of special groups of employees.

(c) The Syllabus

As mentioned earlier, the syllabi for most of these courses are of a general nature. The emphasis is on the principles, history

and general practices of different types of cooperative societies. Training centres which have taken the initiative in evolving syllabi for specialised training in some fields suffer for want of trained and efficient staff; with the exception of some countries, these have invariably to be drawn from government cooperative departments.

(d) Recruitment and Training of Staff

There are hardly any specialised facilities for training the staff required to man the training colleges. Cadres of teachers have not been developed. It has not yet been possible for the movements to attract competent teachers from universities and colleges. The teachers drawn from cooperative departments or other agencies are generally not permitted to stay in the training centres for a sufficiently effective length of time, thereby creating instability in the staff position. This also invariably lowers the standards of training.

(e) The library

The majority of the training centres have library facilities but these are not well-equipped and are generally not fully utilised. There is a lack of emphasis on documentation and the students rely mainly on lecture notes. There is also a dearth of good text books.

(f) Relations with the Movement

The majority of the centres are organised and administered by the governments who also shoulder their major financial responsibility. The planning and execution of training programmes is, therefore, in the hands of the government cooperative departments. In a very few countries, however, the movements themselves run the training centres entirely on their own, while in a few others a part of the financial and other responsibilities is shared by the cooperatives. The training programme is, in the majority of cases, an activity initiated and administered by the government, and is implemented to the extent that the government is able to provide financial assistance, staff and other facilities required for the day-to-day working of the training centres. The training programmes, in other words, are not generally supported by the efforts of the cooperative movements, and in the absence of any such organic link with the Movement Proper, the training centres are not able to meet the specific needs of cooperatives for efficient and trained personnel.

(g) Adequacy of Present Training

The facilities for cooperative training available at present are inadequate both in extent and quality. The nature of the training is such that it is not effective in equipping employees for specific practical jobs. In some cases the training provided is wasted as the trainee, upon completion of the course, is assigned a task at variance with the one for which he had been trained. Finally, while there are demands in some places for starting more cooperative training centres, at other places in the same country, there are complaints of under - utilization of the existing training facilities.

III

EXPERIENCES FROM ADVANCED COOPERATIVE MOVEMENTS.

The cooperative movements of the developed countries, since the early stages of their growth, had realized the need for training employees to man their different organisations. Well-equipped cooperative training centres started and run by the cooperative movements themselves are, therefore, found in almost all these countries. Some of them are a part of the national cooperative organisation while others are organised and administered jointly by various sectors of the movement. As the training activity is an integral part of the movement itself, it has been possible to make the programmes of training effective and meaningful in terms of the movement's needs. Such close links also enable the centres to draw upon qualified and experienced personnel from various cooperative fields to work as teachers. Most of these teachers are able to return periodically to their field jobs and so keep in touch with current field activities and problems.

The employees sent for training to these colleges are persons who have been recruited especially for working with the cooperatives. They are given both pre-service and in-service training which, in most cases, is supplemented by correspondence courses conducted by the training centres or by the national cooperative organizations. The trainees do not usually study in the colleges for an unbroken period without practical experience. Theoretical instruction is linked to on-the-job training so that for several years the employee is able to attend training courses periodically after completing specified periods of employment in the cooperatives. As he attains seniority as well as specialisation, the nature of training is gradually changed to meet the stricter demands on the employee in his organisation.

Apart from the training activity organized and conducted by advanced cooperative movements for their own employees, a number of the colleges provide facilities for training cooperative employees from developing countries. Notable among these are the Cooperative College, Loughborough, U.K, the Swedish Cooperative Centre in Sweden; The Coady International Institute, Antigonish, Canada; The Cooperative Training Centre, Wisconsin, USA, and the Ecole Supérieur Internationale de la Cooperation (International High School of Cooperation) Paris, France. A few institutions in Asia also provide training in cooperation for students from other Asian countries. Prominent among these are the Afro-Asian Institute for Labour Studies and Cooperation, Tel Aviv, Israel; the Institute for the Development of Agricultural Cooperation in Asia, Tokyo, Japan; The Agricultural Credit and Cooperative Institute, Laguna in the Philippines; The National Cooperative College and Research Institute, Poona, India, and the Pakistan Academy for Rural Development, Comilla, East Pakistan.

As the trainees admitted to these institutions come with diverse backgrounds and varied experiences, the problem of devising concrete training programmes remains a real one. The emphasis, therefore, tends to be on educating the candidates in principles and practices of cooperation, to

acquaint them with the working of the movement in the host country and to give them an opportunity to observe different business techniques and educational methods which have enabled the cooperative movements in those countries to attain their present position.

IV

CATEGORIES TO BE TRAINED

The aim of cooperative training is to prepare a person to discharge his tasks in his organization in an efficient manner. Such training also aims at enabling the employee to develop qualities of leadership since it is not just enough for a cooperative employee to be simply efficient on the job. With the steady growth of the cooperative movement in the Region, there is now an increasing demand for skilled employees capable of handling with competence many newly-emerging specialised tasks. At present most of the employees highly specialised in these diverse fields are recruited from outside the cooperative movement, as the training centres do not yet have the resources and the technical know-how necessary to train such personnel. However, the pressure on cooperative training institutes to develop or expand training facilities of a specialised nature is likely to increase.

The categories of employees who need training are as follows:-

1. Secretaries and other employees working with primary cooperative societies at the village level.
2. Managers or secretaries working in specialised societies like consumers, marketing, processing, banking, insurance, farming, fisheries, industrial, etc.
3. The personnel required to handle different operations such as salesmanship, processing, dairying and several other jobs of a technical nature.
4. Persons working in the cooperative departments or cooperative societies who are responsible for administration, accounting and auditing.
5. Administrators at the policy-making level, and staff required for training.

V

SPECIALISED COURSES AND THE NEED FOR FIELD VISITS

As mentioned earlier, effective training for the above categories of employees can only be given through specialised courses equipped with qualified teaching staff and upto-date teaching aids. A beginning has, therefore, to be made in starting such courses in different fields of cooperative activity, such as salesmanship, marketing and processing operations, and the technical aspects involved in industrial, farming, banking, insurance and fishery enterprises.

The cooperative colleges and training centres in South East Asia will need to make very serious and concerted efforts to organise such courses, to arrange for training of teachers in specified fields and to relate staff training to the actual needs of the movement. Until the time when the movement is able to provide such specialised training, it may be necessary to utilise the facilities already available in technical training institutions such as business management institutes, salesmanship training courses, commercial and industrial schools and others. It may also be necessary to invite external lectures specialising in different fields till the movement itself is able to provide the required teaching staff.

Field visits

In order to make training more effective, practical training in the field will have to be provided. At present observation tours, on-the-job training, and training through demonstration form part of the general training programmes. The observation tours are not very effective although they may have strengthened the trainees conviction in the cooperative movement. One of the limitations of the job training provided is that the societies selected for such training may not be able to spare the requisite time and energy for the purpose. They are also short of personnel and resources, and are often reluctant to accept employees for training over long periods. The demonstration method suffers for want of suitable models and other equipment.

To make the observation tours more effective it is necessary to give the trainees detailed background information on the working of cooperative societies to be visited. The trainees should also be asked to write reports on the visits. It might be advantageous to restrict the number of trainees for visiting a society. Effective supervision by teaching staff during practical training period is also necessary.

The problem created by the non-availability of many good societies for on-the-job training could be solved to some extent by creating dummy societies or demonstration projects within the training centre itself. As and when practical, experts from cooperative societies may be invited to give instruction with the help of these dummy societies or projects.

VI

METHODS OF TRAINING

The lecture method is still used extensively in most of the training centres, although in some of them other methods such as group discussions, debates, seminars and panel discussions, public speaking and field visits are now being increasingly practised.

The two main approaches to employee training are the class-room approach, and the individual approach. Although the class-room approach will be the common feature for general training, the small group approach will be needed for giving intensive and specialised training to cooperative employees. At highly specialised levels of training the

individual approach will be the most important as the knowledge and the skill of the employee will have to be developed to suit his background and the nature of the job he is expected to handle after training.

The methods of training will have to be carefully designed to suit the ability of the candidates and also the nature of the subject. Although they will vary from group to group, the technique must be such as will help the candidate to understand the problems thoroughly and also assist him in acquiring the skills needed for the job. To achieve this objective, techniques such as lecture-cum-discussions, group discussions, workshops, surveys, seminars, pilot projects, demonstrations, study circles, case studies and correspondence courses could be usefully employed.

The need for individual attention has already been stressed. It is here that discussion with the student of the results of an individual assignment or a survey or case study completed by him should be of immense help. The following methods could be suitably adopted to make the training programme more relevant to the needs of individual trainees; in some cases a combination of these might be profitable.

- a. Reading assignments
- b. Essay writing
- c. Interviews
- d. Practical and field assignments.

VII

ASSESSMENT OF TRAINEES

At present the performance of the trainees is assessed in several ways. The most commonly used method is the end-of-course examination. Successful candidates are given certificates or diplomas according to the nature of the course. While the performance of the trainee is assessed mainly through the final examination, in a few training centres, importance is also attached to periodic examinations, tutorials, practical training notes, home tasks and viva-voce tests. The performance during these tests is taken into consideration at the final assessment.

The Seminar suggested the following methods for assessment of performance by trainees: Day-to-day observation by the teachers; home tasks and essay writing; group assignments; performance in tutorial groups; book reviews; evaluation of a questionnaire; extra-curricular activities; performance during practical training; and general behaviour and aptitude. Due consideration should be given to these aspects at the time of final assessment.

VIII

TEACHING AIDS

Text-Books

In facilitating communication and making teaching more effective, the importance of using proper teaching aids cannot be over emphasised.

There are, first of all, the text books which not only help the candidates to understand the subject but also provide the teacher with a basic document in dealing with the subject. Very few textbooks have been published so far and the present policy followed for their production is not likely to result in any significant increase in their number. Shortage of textbooks in the local languages is particularly an acute problem since the majority of training centres impart instruction through the mother tongue.

As the demand for cooperative training is steadily on the increase, special efforts will be needed to get good textbooks written and produced on different subjects. The incentives at present provided for writing textbooks are not very attractive and the cooperative agencies responsible for their production do not have the necessary finance and personnel. Nevertheless, the main responsibility for the production of textbooks will have to be shouldered by cooperative unions and the training centres. The following measures were recommended at the Seminar to improve the position with regard to text books.

1. Books already published in cooperation should be carefully examined and where possible, suitably adapted as textbooks. The writers of these books should, if necessary, be requested to revise the books to suit the requirements of the training centres and should be paid for the additional work. Awards and prizes should be given to books of quality.
2. The cooperative unions should also publish books written by persons working outside the cooperative movement. Co-authorship of technical and non-technical staff should be encouraged to publish quality books on specialised subjects.
3. Government should give liberal grants to persons or cooperative unions willing to produce books.
4. Teaching staff of the cooperative training centres and employees working in cooperatives should be provided with incentives such as leave, attractive remuneration, material required for writing, books required for reference etc.
5. If necessary, books should be sold to trainees at concessional rates.

Other Teaching Aids.

Other teaching aids range from a chalkboard to movie films and TV. Since their effective utilisation calls for technical competence it will be necessary to train the teachers using them. As the resources of the cooperative movement are limited, emphasis should generally be on the production of simple teaching aids and teachers working at primary or village levels should be encouraged to produce simple aids with the material available on the spot. The following teaching aids were recommended for use in cooperative employee training.

1. Visuals : Non-Projection Types:

- (a) Chalkboards (b) Charts - graphs (c) Pictures -photographs
- (d) Flannelgraphs (e) Models (f) Bulletin boards (g) Flash-cards, flip-books, and striptease-charts.

Projection Types.

- (a) Slides (b) Film-strips (c) Opaque projectors.

2. Audio:

- (a) Tape Recorders (b) Phonographs (c) Radio

3. Audio-Visual:

- (a) Motion Pictures (b) T.V.

It must be ensured that there is no duplication of efforts. In some countries, special agencies are in existence producing audio-visual aids, and the movements must coordinate their efforts with those of other agencies. A careful list of requirements should be prepared and a proper division of work among the various agencies arranged. The national cooperative organisations should also produce prototype materials which could be adapted for use at the training centres while the latter could develop simple aids relevant for local needs.

IX

RECRUITMENT OF TRAINEES

In discussing the role of the principal of a training centre in admitting candidates, the Seminar emphasised the need for giving him wide discretion in accepting or rejecting candidates for training. It was felt that the present practices of admission of candidates do not give the principal a chance to reject non-qualified candidates nominated by the cooperative departments or cooperative societies. These present practices may have to be modified to enable the principal to play an effective role in the selection of candidates. This can be done if a committee consisting of the principal and representatives of the departments or cooperative societies nominating the candidates, is appointed to scrutinise the applications and make the final selection.

Apart from the candidates nominated by the government departments and the cooperative societies, a number of private candidates are admitted in the training centres. Such candidates are neither appointed in cooperative societies nor do they have any assurance of employment after their training. Often, such candidates secure employment outside the cooperative movement after the training. In places where such candidates are admitted, efforts should be made to absorb them in the cooperative movement after the training period.

Candidates selected for employment in the movement should first have opportunities of general pre-service training before they are entrusted with any responsibility. This should be followed by work on suitable jobs within the cooperative societies, after which the employees

should be able to return to the training centres until their specialised training is completed.

X

GADRE OF COOPERATIVE EMPLOYEES

The cooperative movements in South-East Asia, with very few exceptions, have not been able to provide attractive terms and conditions of employment and security of service to the majority of their employees. The best way to provide employment would be to develop different categories of employees in the various specialised sections of the movement, and to have the cooperative societies draw personnel from these. However, it may not be possible to develop full-scale cadres for employees at the primary level since the resources of most primary societies are very limited and the salaries of their employees lower than the average. In such cases the possibility of prescribing terms and conditions of employment or forming an association of employees at the primary level to ensure security of service and uniformity of employment conditions could be considered.

XI

THE TEACHING STAFF

The success of any training programme depends largely upon the availability of qualified and efficient teaching staff. The sources from which the cooperative training centres can recruit the staff are the cooperative departments, cooperative institutions, universities and colleges and also the open market. To impart effective training the cooperative teacher should possess good academic qualifications, adequate practical experience in the cooperative field, ability to communicate effectively, an open and inquisitive mind and an aptitude for working with groups such as cooperative employees. Also essential are qualities of leadership which a centre should attempt to develop among the trainees.

XII

THE STATUS OF THE TRAINING CENTRE

The cooperative training centre should have considerable freedom of action in deciding upon the pattern of training to be given to personnel working in the movement. Even though the training centres are organised and financed by cooperative unions or the governments, they should be able to function with full autonomy within the general policy formulated by the parent body or the department. The best way to guarantee such autonomy would be to form a committee to advise the principal in framing training policies and programmes. The principal should be the chief executive for both academic and administrative purposes and should have wide discretion in the finalisation of syllabi, selection of staff, mode of assessment, teaching methods and selection of trainees. He should, however, decide upon these matters in consultation with other members of the teaching staff. To facilitate such consultations the practice of holding regular staff meetings should be introduced.

XIII

SOURCES OF FINANCE

As already mentioned, the majority of the training centres in the Region are financed directly or indirectly by governments while in a few countries, cooperative movements finance their own training institutions out of the education funds collected from cooperative societies. These funds are usually inadequate and are invariably supplemented by government grants. Furthermore difficulties generally arise in their collection, and in a very few cases the money is available to the unions at the time when it is urgently required.

Apart from these funds no other sources of finance are at present available through which the movement can support its educational activity. Hence, steps may have to be taken soon to involve more directly cooperative societies using the facilities at the training centres. In other words, cooperative societies deputing candidates for training should, over a period of time, be made to pay all costs of training their candidates. This would also give the societies a right to demand improved training facilities. Finally, efforts should be made to obtain financial assistance from external agencies such as educational foundations and international agencies interested in cooperative development.

XIV

COOPERATIVE TRAINING CENTRES AS RESIDENTIAL INSTITUTIONS

Cooperative training centres, which aim at turning out candidates equipped not only with skills for different jobs but also with leadership ability, need to provide an integrated community life for the trainees. This will depend on the creation of suitable conditions and opportunities on the campus and the Seminar made the following suggestions in this field.

1. Organisation of cultural and recreational programmes in which the trainees and staff could participate.
2. Creation of formal and informal groups or committees of students for running their different activities.
3. Informal exchange of knowledge and information between the staff and the trainees by occasional visits of the trainees to the homes of the staff members.
4. Organisation of a common mess, managed by representatives of the staff and the trainees.
5. Promotion and encouragement of hobbies among the trainees.
6. Setting up of a consumer store, student club etc.
7. Publication of wall newspapers and magazines.

STATUS OF COOPERATIVE EMPLOYEES VIS-A-VIS ELECTED LEADERS

The cooperative employees are an important group responsible for efficient functioning of the cooperative movement and their role should be considered as important as the role of non-official leaders. The proper functioning of a cooperative society could be ensured only if the relations between the elected leaders and the employees are smooth and cordial. This is possible only if a balanced division of the functions and responsibilities between the elected board and the paid employees is worked out. The elected board, which is responsible for policy-making, should lay down broad principles for the running of the society and leave the daily management in the hands of senior employees. After making senior appointments and sanctioning expenditure on different budget heads, the boards should make the management responsible for various routine expenses. The employee being specialised in his job should be left free to do his work according to his knowledge, skills and ability. Naturally, the board would receive reports of his working and will have opportunities of periodically judging the quality and the nature of his work. It is, therefore, necessary to lay down the healthy practice of non-interference by elected leaders in the day-to-day functioning of the society. Such division would be more precise in societies at higher levels where a multiple of specialised functions are required to be undertaken by different sections of the management. In primary societies, however, it may be necessary for the elected representatives and the employees to work hand in hand and to have frequent consultations with each other.

PART II

REPORT OF THE CONFERENCE OF PRINCIPALS OF NATIONAL
COOPERATIVE COLLEGES IN SOUTH-EAST ASIA

Dacca. October 20-24, 1964

PART - II

Experts' Conference of Principals of National
Cooperative Colleges in South East Asia,

Dacca, East Pakistan

October 20 - 24, 1964

REPORT

I

INTRODUCTION

The Conference of the Principals of National Cooperative Colleges in South-East Asia immediately followed the Seminar on Cooperative Employees' Training. This Conference was also held in collaboration with the East Pakistan Cooperative Union at Dacca from 20th to 24th October 1964. Countries participated in the Conference were : India, Korea, Malaysia, Nepal, Pakistan, Philippines, and Thailand. Observers attended from the International Labour Organisation and the Government of Pakistan. A copy of the programme and a list of participants and observers are enclosed as appendices C and D.

II

REVIEW OF THE REPORT OF THE EMPLOYEES' TRAINING SEMINAR

In reviewing the Report of the Employees' Training Seminar, the Conference made the following points. Although there is need for employees to understand the significance of cooperative principles, training should be of a very practical nature and should respond to the specific needs of the Movement. Visits to cooperative organisations should be an integral part of the training, The Cooperative Training Centres should also undertake extension activities, extra-mural courses, etc. Recruitment of trainees should be based on a careful coordination between the policies, programmes and the needs of the sponsoring organisations. Simple and effective teaching aids should be developed. Due emphasis should be given to the distinctive aspects of management problems in cooperative societies. Evaluation of the trainee's work should be comprehensive and should be based both on the end-of-the course examination as also on an assessment of his practical work. As a follow-up the past trainees should have further opportunities for receiving advance training after completing a certain period of service. Strict autonomy should be ensured to the Principal in running the institution both in terms of the formulation of the syllabi, selection of candidates and the staffing of the institute, and an advisory body consisting of various sectors of the cooperative movement and educational institutions should provide to the Principal the necessary assistance. The Cooperative Training Institutions should draw teachers from the ranks of efficient managers or secretaries of cooperative societies in addition to the universities, cooperative departments and the open market. In view of the urgent need to produce, translate and adapt literature into local languages, attempts should be made to develop

a standardized terminology of Cooperative terms. In order to provide adequate training facilities, existing institutions should be strengthened and the area of their activities enlarged. Finally, great care should be exercised in selecting employees for training in advanced Movements, so that the trainees may be able to interpret and adapt the experiences from their study visits to their own Movements.

III

ROLE OF COOPERATIVE TRAINING INSTITUTIONS IN THE PRODUCTION OF COOPERATIVE LITERATURE

The role of Cooperative Training Institutions in the production of Cooperative literature must, for several reasons, remain central. The teaching members of the staff have the necessary knowledge and also, quite often, a facility for writing. Besides, they have a steady opportunity of gathering information from the field and from the trainees. With the help of adequately stocked libraries in the institutions and given the required scientific equipment, the institutes could provide cooperative literature so badly needed by the Movement-

Despite the above mentioned facilities, the Conference felt that maximum advantage was not taken of the opportunities available to staff members of the training institutions. The reasons may be the large responsibilities with which the staff members are burdened, especially, in residential institutes; the lack of incentives for writing and of funds for publication; restrictions on Government officers to publish their writings; shortage of staff; the difficulty of finding suitable terminology in vernaculars and the turnover of the staff members.

In most institutes, however, literature is produced for the use of trainees and such literature is sometimes also used in the form of hand-books and guides in the field as well.

The Conference emphasized the following points:

- (i) The desirability of having an Editorial Board at the national institute level consisting of experts who should encourage and direct the production of literature relevant for the Movement as a whole;
- (ii) The necessity of carefully indexed documentation in the library in addition to the collection of basic and secondary material and the need to have the status of the Librarian at par with the senior members of the staff;
- (iii) The need for a vigorous effort to find people with the required talent and knowledge and a clear agreement on the Copyright to provide an incentive for the writer;
- (iv) Developing a programme of translation, abridgment and production of readings with a practical bias to make it meaningful to the field workers;
- (v) Intensification of exchange of material among the various libraries in the Region with one copy to be sent to the ICA Library at New Delhi and also to arrange for an exchange of additions to the library on a regular basis; and

(vi) Finally, the creation of revolving funds for publications with the assistance of International Agencies,

IV

RELATIONS OF COOPERATIVE TRAINING CENTRES WITH COOPERATIVE MOVEMENTS

The basic purpose of Cooperative Training Centres is to impart the necessary skills to Cooperative employees so as to enable them to discharge their functions more effectively. With some exceptions, the cooperative training institutions in the Region are either entirely or substantially financed by the Governments. As a consequence, the influence of the Government is very strong in the field of policy-making of the institutions. The absence of close relations of the Cooperative Colleges with the Movement renders it difficult for the former to undertake field studies and investigations and also to carry out extension programmes. On the other hand, in many cases the Movement itself appears apathetic to spare its employees for training.

In presenting the problems of developing close relations between the Training Institutions and the Cooperative Movements, the following may be mentioned (in the Republic of Korea, the Training Institution is entirely financed by the Cooperative Federation and is an integral part of the Movement, this is also the case in Japan).

a. Although cooperative education and training is regarded as fundamental to the growth of a sound Cooperative Movement, the Movements do not fully utilise the existing facilities. This indicates an absence of consciousness on the part of the leaders of the Movement as to the extreme need for employee training. Looked at from this point of view, one could perceive a broader relationship between programmes of member education and cooperative employees' training.

b. The apathy of the Movement referred to above is caused by two additional factors, viz., the Movement may feel that the course content provided at the Training Institutes is not meaningful to the needs of the Movement and the syllabi does not reflect the actual problems encountered in the field. Moreover, the representation of the Movement on the governing body of the Institute is also not adequate. If the syllabus is to mirror the changing situations in the Movement, the question was posed if there was a likelihood of a resistance from the institutions in the constant adaptation of the syllabus necessitated by the newly emerging problems of the Movement.

c. There is a great need of building effective channels of communication between the institutes and the various sectors of the Movement. In this context the role of the Cooperative Unions, weak though they may be, was felt to be important.

d. There is the aspect of financial involvement of the Movement in the operations of the training institutions. What measures could be taken to increase the financial stake of the Movement in the working of the Colleges?

The Conference suggested the following for establishing close contacts between Cooperative Colleges and the Movements:

1. Frequent visits of elected leaders to Cooperative Training Institutions;
2. Effective public relations work on the part of Training Centres with business federations. Occasional personality clashes between the elected leaders of the Movement and the Institute staff sometimes provide an impediment;
3. Invite representatives of the Cooperative Federations to join the Advisory Council/Governing Board of the Institution;
4. Organise periodic national conferences on cooperative education to facilitate the exchange of views between members of the faculty and the leaders of the Movement;
5. Form working committees for special purposes on which there would be an exchange of views between the Movement and the training institutions;
6. Create nuclei of training within the business federations themselves so as to provide a steady contact point for the training centre;
7. Arrange for the provision of consultative services from the Training Institutions to the Movement. The Conference, however, felt that this may raise a number of practical problems and may be regarded as a long-term objective.
8. Participation of teaching staff in the deliberations of the Movement;
9. Organise "extra-mural" courses to cover a wider audience; and
10. Maintain continuous contacts with past trainees through the formation of old boys' association, etc.

Basic to the establishment of an effective link between the Centre and the Movement is that of financial stake of the latter in the former. Unless the Movement undertakes some financial responsibility for running the Institute, it will not develop a distinct stake in the successful operation of the training centres. The other aspect of the problem, however, is that the Institutions themselves must project an image of service organisations which meet with a specific need of the Movement. Several examples were cited of the ways in which the Movements contribute to the working of the centres. The general feeling was that in the collection and allocation of finance, the National Cooperative Union of a country should play the central role through the creation of a representative committee set up for the purpose. The Unions could make lump-sum grants and some arrangements could be devised whereby the business organisations could pay a sum related to the services obtained by them from the Colleges.

I. Research, Areas of Research, Communication between Research Centres and Field Workers.

The Place of Research in a Cooperative Training Institution

1. Research in a cooperative training institution should be viewed not only from the point of view of its usefulness to the institution itself but also from the broader context of its contribution to the growth of the Movement and ultimately to the total economic development of the nation. From the standpoint of the training centre, research is primarily used to make cooperative education and training more functional, practical and oriented to the particular problems and conditions of the Movement, to develop cooperative literature, text-books, and other training materials suitable to local conditions and related to the students' typical experiences and the everyday problems they face, to expose the teaching staff to the realities of the situation in the Cooperative Movement, to develop effective methods of teaching, suitable teaching aids, and more meaningful courses of a reasonable duration; to develop a sufficient number of case studies for use in training, and to follow up the performance of trainees in the field after their training at the centre.

2. From the broader point of view, research is used to provide basic data and information needed for policy formulation and programme planning. As the Cooperative Movement grows and develops, cooperative training centres will increasingly be the major source of information and data on cooperatives, and they must, therefore, be prepared to assume this bigger role. Through research, it can help develop new techniques and improved methods of doing cooperative business, which information need to be extended to the cooperatives themselves to enable them to operate successfully.

II. Review of Research Techniques and Procedures

3. Research can either be basic or applied. However, no sharp line of distinction can be drawn between basic and applied research, since both types are geared towards the solution of given problems. Basic research is more general in scope whereas applied research is more particular.

4. The approaches, or methods, used in research may be historical, statistical or experimental. Highly sophisticated statistical analysis is not yet commonly used as a tool for cooperative research. Experimental method is still impractical for studies on cooperatives.

5. Scientific research involves defining the problem to be studied, reviewing literature and studies that have already been made relating to the research contemplated, formulating the hypothesis or set of assumptions as to possible relationships of various factors and conditions, collecting the data needed to test the hypothesis, analysing and interpreting the data gathered, verifying the results obtained and disseminating the results of the study.

6. Data may be gathered by conducting field surveys, with the use of mailed questionnaires from case studies and pilot projects, and through library-reference work. The collection of primary data through survey involves much time and expenses. Lack of funds and trained research workers

greatly limit the coverage of field surveys conducted by many cooperative training institutions. It is very necessary that researchers and interviewers should be properly trained in research techniques. If the questionnaires are to be used in gathering data, these questionnaires should be carefully prepared so as to minimize, if not totally avoid, ambiguity or confusion in answering them.

III. Organisation for Research

7. There are various organisations, agencies and institutions conducting research on cooperatives. These include the following:

- (i) Cooperative Training Centres: Research is complementary to the education and training functions of the Institute. For this reason, every effort should be made to organise a research unit, even on a very modest scale such as a section or committee, in the cooperative training institution. In most countries in the Region, research conducted by training centres is primarily directed towards the development or improvement of training materials and teaching methods of the centre.
- (ii) Cooperative Organisations: In some countries where the Cooperative Movements are strong enough to stand on their own feet, there is usually a research department in the Cooperative Union which is responsible for conducting research studies on cooperative development, feasibility and business operations, as well as on the development of suitable cooperative training materials. Where this is the case, research undertakings are financed by the Cooperative Union itself.
- (iii) Government departments concerned with cooperative promotion and development: There is usually a research and statistics division in the government agency responsible for the promotion and supervision of Cooperatives. In addition, there may also be Government Agencies such as National Planning Office, Land Reform Office, etc., which conduct research on particular aspects of cooperatives.
- (iv) Committees: These are created for purposes of carrying out research studies on specific problems including Cooperatives. Examples are the Board of Economic Enquiry in West Pakistan, the Committee of Direction of the All-India Rural Credit Survey, etc.
- (v) Central Banks or Reserve Banks: Where these central banks are helping to finance agriculture and cooperative societies, some amount of research on Cooperatives is, or could be conducted.
- (vi) Academic institutions such as universities and degree colleges: Research is one of the primary functions of a University. Students working for a degree are sometimes assigned to work on research projects relating to cooperatives.
- (vii) Professional bodies, such as Agricultural Economics' Association, Rural Sociology Professional Society, Anthropology Research Society, etc. Many of these professional societies are engaged in research work, and their projects may invariably include cooperatives as a field of study.

(viii) It has been observed that there is a lack of coordination among these various organisations in the conduct of research in many countries of the Region. In order that field workers may benefit maximally from the results of research, there should be greater coordination among these organisations doing research. Such coordination should take place in the planning of research projects and in the dissemination of research results. The Cooperative Union is suggested by some to be the coordinating agency for research on cooperatives, since it is directly involved in the Movement and is more familiar with the problems and needs of Cooperatives. Others suggested that the cooperative training centre should be the focal point for undertaking cooperative research, since in many countries the cooperative training centres do not have adequately trained research personnel. In any case, every effort should be made to use all available professional agencies and organisations which are technically equipped to carry out research.

(ix) There should be provision of adequate funds for research. Too often, research activities are hampered or limited by lack of continuing and sufficient financial support. Perhaps international organisations like the FAO, ICA, Asia Foundation, etc. may be asked to help finance meritorious research projects dealing with cooperative development. Providing adequate funds for research on a continuing basis is a responsibility of both local and national governments. Because funds for research are never unlimited, it is necessary that priorities be established for research projects to be undertaken. Some of the factors to be considered in determining priorities are urgency of the problem to which research effort will be directed, availability of trained manpower to conduct the research, amount of financial resources available, amount of time and administrative feasibility of the project.

IV. Suggested Areas of Research

(x) There is a wide range of problems that may be subject of research. Cooperators must be careful in selecting areas of research, with the objective of making researches purposive. Some research projects are carried out by University students working for a degree, and may tend to be non-purposive except as a means to fulfil certain requirements for the particular degree being sought. The following areas of research are suggested as possible subjects for study by cooperative training institutions. The list is by no means complete, nor is it arranged in any order of priority.

1. Studies on the social and economic background of cooperative development - Factors which affect the success or failures of cooperatives of different types; historical development of Cooperation;
2. Compilation of general statistics on cooperatives - number of cooperatives of each type, membership, volume of business, capitalization, cooperative laws and regulations.
3. Studies on cooperative business, organisation and operation - Comparative studies of cooperative societies, comparative studies between cooperatives and other business organisations, case studies of selected cooperative societies, stock control, cost accounts;

4. Feasibility studies - Determining technical and economic feasibility of organising cooperatives of specific types in particular areas, feasibility of expanding certain existing types;
5. Studies on the growth of Cooperative leadership;
6. Studies on the operation of democracy within the Cooperative Movement and the applicability of Cooperative principles to present-day conditions.
7. Studies relevant to the operation of the cooperative training centre to make its education and training programme more functional and responsive to the needs, problems and conditions of the Cooperative Movement. These studies should be with special reference to the following areas:
 - a. Teaching methods
 - b. Teaching or training materials and aids
 - c. Evaluation of trainees
 - d. Cooperative terminology
 - e. Financing of cooperative training centres
 - f. Extension and communication method.

(xi) A study of this nature may well be conducted on a Regional basis. ICA may be the central clearing house for coordinating the various national projects for consolidation on a regional basis. Since Regional research projects require a large amount of preparation and planning, it would be advisable if the National Cooperative Training Centres should take the initiative in planning the project in their own country.

V. Communication between Research Centres and Field Workers

(xii) There are two main reasons why an effective communication should be established between the research centres and the field workers.

1. The research worker cannot totally divorce himself from the realities of the situation. In order to make his research purposive and useful, he must attune his studies to the real world.
2. In order for research to be useful, its results must be communicated to the field workers and others in need of such information. Otherwise, researches would only be archive-building and would not be of practical value.

(xiii) There should be an effective two-way communication between the researcher and the field worker, the former transmitting the new knowledge resulting from the research effort and the latter letting the research know the problems in the field to which research studies may be directed. The various media by which research results may be presented are:

Books, journals, reports and other publications - In general, the circulation of books and journals covers only a very limited sphere. The research organisation should, therefore, study the demand for publications in which research results are published. Actually, there is no journal as yet available which publishes the findings of cooperative research. What is commonly contained in existing journals and other periodicals are merely popular articles, speeches

and others of a similar nature, but nothing really based on scientific investigations of cooperative problems. Hence the possibility of publishing a cooperative journal as a ventilator of research results should be explored.

(xiv) There are some research findings which may not be pleasant to the authorities. While the principle of objectivity in research must be adhered to, it is sometimes desirable to place such unpleasant or derogatory results under classified category, so that they will not be available for public consumption.

1. In publishing the results of research, due attention should be given to the kind of audience to whom such results are to be conveyed. There is need for a proper categorization of audiences, so that the presentation could suit particular audiences.

2. Seminars, conferences, training courses - These media provide an excellent forum for dissemination of research results. To organise seminars and conferences and to give lectures, requires a large amount of preparation and careful programming. Research is even undertaken on how the seminar or conference is going to be conducted.

3. International exchange of information - This involves relationships of research and training institutions with other agencies and organisations abroad. The exchange can be both on an intra-regional and international basis. Too often requests for research information are vague and this may limit the kind of information that may be furnished. Another problem with international or intra-regional exchanges is the existence of several languages, involving large translation expenses.

4. The cooperatives themselves - The cooperatives are in need of information for making their business successful. Research results should be transmitted to them as soon as these results are available. Various media of communication may be used.

5. Policy-makers and programme-planning organisations - These organisations need facts and information on which they can base the formulation of sound policies and the carrying out of programme-measures. The results of research on cooperatives will be very useful to these activities.

(xv) Through these various means, research results will find a ready market. Research without extension is an expensive luxury, whereas extension without research is mere folly.

VI

INTER-COOPERATIVE COLLEGE RELATIONS IN SOUTH-EAST ASIA

Need for Inter-Cooperative College Relations

(xvi) During the last few years, there has been a rapid expansion in various types of cooperative enterprises in S.E. Asia. A notable phenomenon has been, therefore, an increase in the number of cooperative teaching/training institutions in almost all the countries in the Region.

(xvii) The Cooperative Training Colleges/Institutes in South-East Asia exist in India, Japan, Pakistan, Ceylon, Republic of Korea, Malaysia, Philippines, Thailand and Nepal. These institutes differ from one another considerably in respect of their origin, background, curricula and fundamental inspiration but they have more or less the same important objective - to produce students proficient in cooperative theory and practice and to provide the Movement with trained and capable leaders. Some of the training institutions, whether run by Government or by the Movement or both, have attained considerable experience through trial and error in the field. Since the problems and training needs of various Movements of the Region are broadly similar, the hard-earned experience in the field of Cooperation and employee training programmes of one country may quite naturally be of vital interest to other countries of the Region.

Fields in which Inter-Cooperative College Relations may be developed

(xviii) For development of inter-cooperative college relationships, some suitable fields of activity should be selected for being used as basis for exchange by the training institutions of the Region. Some of these fields are as follows:

1. Syllabi, text-books and teaching materials.
2. Information relating to teaching methods and aids.
3. Research and evaluation material.

Methods for developing inter-cooperative college relations

(xix) The following methods may be considered for a continuous and increasing exchange of experiences in the above-mentioned fields among the various cooperative colleges in the Region.

(xx) Exchange of literature: Prospectuses, reports, information concerning teaching and training aids, newsletters, copies of syllabi and other education, training and publicity material may be regularly exchanged between the various cooperative colleges/institutes in the Region. All the institutes may prepare a mailing list for this purpose and try to keep it up-to-date, perhaps, through the services of their librarian, if any. The exchange of this literature may be directly between the various colleges with copies sent to the ICA Regional Office.

Principals' Conferences

Conferences of Principals of National Cooperative Colleges in the Region may be held regularly. These will help to strengthen the relations between the various colleges and also provide a forum for a discussion of mutual problems. In view of the high costs involved, such conferences could be held once in three years. During the intervening period, regular exchange of material should be ensured and the ICA Regional Office and Education Centre should act as a coordinating agency.

The Conference recommended as follows:

- (i) All Cooperative Colleges should establish regular exchange of literature;

- (ii) ICA should act as the store-house for information on important matters and this could be supplied on special requests;
- (iii) Intra-regional research studies should be carried out by the ICA;
- (iv) Photographs of Cooperative Training Institutions, etc., should also form part of the exchange;
- (v) Teaching staff of the National Cooperative Colleges may be exchanged occasionally for a period not exceeding three years. International agencies such as the FAO, ILO, UNESCO, ICA, Asia Foundation, etc., could be approached for the award of fellowships;
- (vi) Seminars for Teachers may be held on a National basis, and, if possible, on a Regional basis to provide an excellent opportunity for the teachers to discuss common problems and find out some useful solutions;
- (vii) Research material on cooperative problems may be exchanged between different Research Institutions and National Cooperative Colleges. In the case of India and the Philippines, Research Institutions have been attached to the National Cooperative Colleges.
- (viii) It is desirable for the specialists working with various National Cooperative Colleges to take up a joint research project if there are similar problems in certain countries. Intra-regional research studies may also be carried out by the ICA. In both these cases the National Cooperative Organisations may collect and make available the information needed in this connection;
- (ix) Teachers in the various National Cooperative Colleges may be admitted to correspondence courses by other National Cooperative Colleges which offer correspondence courses.
- (x) Training courses for freshly recruited teachers to the cooperative colleges in various specialised subjects or fields in Cooperation may be held as and when necessary at the National, Regional or sub-Regional basis. Specialists from the National Cooperative Colleges should be invited to participate. Besides, specialists from allied departments/fields may also be invited. The facilities offered by the ICA Regional Office and Education Centre may be availed of when courses are organised on a Regional basis.

Coordinating Agency

At present the ICA Regional Office & Education Centre, New Delhi, are performing somewhat similar functions. It would be advisable to avail of the services of the same organisation in this connection too.

Financing

The projects of starting Regional/Sub-Regional Training Centres may be financed by the National Colleges through Government support or with the support of respective cooperative national organisations. Besides, other international aid-giving agencies like the FAO, ILO, UNESCO, Asia Foundation, etc. could

also be requested for financial support in various fields.

VII

RELATIONS WITH COOPERATIVE COLLEGES IN THE WEST AND IN AFRICA

The existing facilities offered by cooperative training institutions in Europe, USA and Canada with international curricula were reviewed and the following points were discussed:

1. The syllabi: The group thought that it would enhance the utility of the courses offered if the Principals of Asian Training Centres could be consulted on the contents of the syllabi, for instance, with the ICA as the medium.
 2. Teachers: It was the view that the International courses offered by institutions in America and Europe could be improved if teachers with thorough experience in the conditions of the Region or teachers from countries of South-East Asia joined the faculties and teaching staffs. It was proposed to examine to what extent the exchange of teachers in international courses could be arranged.
 3. Trainees: It was agreed that greater care in the selection of trainees from the Region to the international courses should be taken. It was also discussed that the trainees ought to be briefed and prepared for their studies before leaving homeland. The importance of sincere evaluation reports to the institution in the host country was stressed.
 4. Teaching Aids and Methods: It was felt that several of the international centres disposed of excellent teaching aids and used effective methods of instructions, which could mean much to improve the performance of the Asian centres.
 5. Reading and study material, literature: The possibility of inducing the centres with international programmes to help in the development of cooperative literature and reading material was discussed.
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COOPERATIVE EMPLOYEE TRAINING

LIST OF APPENDICES

- Appendix A Programme followed at the Regional Seminar on Cooperative Employees' Training held in Comilla, October 1964.
- Appendix B List of participants who attended the Regional Seminar on Cooperative Employees' Training held in Comilla.
- Appendix C Programme followed at the Conference of the Principals of National Cooperative Colleges in South-East Asia, held in Dacca during October 1964.
- Appendix D List of participants who attended the Principals' Conference held in Dacca.
- Appendix E List of Cooperative Training Centres in the world.
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International Cooperative Alliance
Regional Office & Education Centre
for South East Asia
6 Ganning Road
New Delhi.1. India.

East Pakistan Cooperative
Union
9/d, Motijheel Commercial
Area, Dacca.2.
East Pakistan APPENDIX "A"

REGIONAL SEMINAR ON COOPERATIVE EMPLOYEE TRAINING
COMILLA EAST PAKISTAN
5th - 18th October 1964

Programme

5th October 1964

10.00 a.m. Inauguration
Introduction to ICA Activities
Working Methods of the Seminar

SECTION - I

2.30 - 3.30 p.m. Review of Present Employee Training
Activities in South East Asia

Introduced by - Mr. M.V. Madane
Deputy Director
ICA Education Centre
New Delhi.

3.30 - 4.00 p.m. Discussion

4.00 - 4.20 p.m. Tea

4.20 - 5.00 p.m. Discussion (contd.)

6th October 1964

9.30 - 10.30 a.m. Need, Aims and Objectives of Cooperative
Employee Training

Introduced by - Mr M M Zaman
Registrar of Coop Societies
& Chairman, East Pakistan
Cooperative Union, Dacca.

10.30 - 11.15 a.m. Discussion

11.15 - 11.35 a.m. Tea

11.35 - 12.30 p.m. Discussion (contd)

2.30 - 3.30 p.m. Status of Cooperative Employees viz-a-viz
Elected Leaders

Introduced by - Mr H.S. Lather
Chief Administrative Officer,
Delhi State Coop Bank, Delhi.

- 3.30 - 4.00 p.m. Discussion
4.00 - 4.20 p.m. Tea
4.20 - 5.00 p.m. Discussion (contd)

7th October 1964

- 9.30 - 10.15 a.m. Adequacy of present Training Arrangements-
Problems
Introduced by - Mr. M.V. Madane
10.15 - 11.15 a.m. Discussion
11.15 - 11.35 a.m. Tea
11.35 - 12.30 p.m. Group Discussion on Section I
2.30 - 4.00 p.m. Group Discussion on Section I (contd)
4.00 - 4.20 p.m. Tea
4.20 - 5.20 p.m. Plenary on Section I

SECTION - II

8th October 1964

- 9.30 - 10.15 a.m. Review of Cooperative Training Institutions
in the West
Introduced by - Mr Marian Radetzki
Director, ICA Education
Centre, New Delhi.
10.15 - 11.00 a.m. Discussion
11.00 - 11.20 a.m. Tea
11.20 - 12.05 p.m. Categories to be trained, Contents of
Training, Subjects taught, what additional
subjects should be introduced
Introduced by - Mr R.D. Bedi, Joint Director
Committee for Cooperative
Training, New Delhi.
12.05 - 12.30 p.m. Discussion
2.30 - 3.15 p.m. Discussion (contd)
3.15 - 4.00 p.m. Need to Introduce Specialised Courses

Introduced by - Mr H.S. Lather

4.00 - 4.20 p.m. Tea
4.20 - 5.00 p.m. Discussion

9th October 1964

9.30 - 10.30 a.m. Practical Training as part of Employee Training Courses, Nature of Practical Training

Introduced by - Mr A.K.M. Wajihullah
Principal, East Pakistan
Cooperative College
Kotbari, Comilla.

10.30 - 11.15 a.m. Discussion
11.15 - 11.35 a.m. Tea
11.35 - 12.30 p.m. Discussion
2.30 - 3.30 p.m. Pre-Service Training, In-Service Training
Correspondence Courses

Introduced by - Mr Marian Badetzki

3.30 - 4.00 p.m. Discussion
4.00 - 4.20 p.m. Tea
4.20 - 5.00 p.m. Discussion

10th October 1964

9.30 - 12.30 p.m. Group Discussion on Section II
2.30 - 3.30 p.m. Group Discussion (contd)
3.30 - 4.00 p.m. Tea
4.00 - 5.00 p.m. Plenary on Section II

11th October 1964 (Sunday) Visit to Chittagong.

SECTION - III

12th October 1964

9.30 - 10.15 a.m. Methods of Training

Introduced by - Mr Dharm Vir, Specialist in
Coop Member Education, ICA
Education Centre, New Delhi.

12th October 1964 (contd)

- 10.15 - 11.00 a.m. Discussion
- 11.00 - 11.20 a.m. Tea
- 11.20 - 12.30 p.m. Techniques of Group Development
Demonstration by - Mr Dharm Vir
- 2.30 - 3.30 p.m. Assignment to students, job-work, case studies
field investigation
Introduced by - Mr Abdul Muyeed
Instructor in Education and
Communication, Pakistan Aca-
demy for Rural Development
Comilla.
- 3.30 - 4.00 p.m. Discussion
- 4.00 - 4.20 p.m. Tea
- 4.20 - 5.00 p.m. Discussion

13th October 1964

- 9.30 - 10.15 a.m. Final Assessment - Examinations, Evaluation
from time to time
Introduced by - Mr Choon Sup Bak, Principal
Education Centre, National
Agricultural Cooperative
Federation, Seoul.
- 10.15 - 11.00 a.m. Discussion
- 11.00 - 11.20 a.m. Tea
- 11.20 - 12.05 p.m. Text Books
Introduced by - Mr Supah Noh, Lecturer,
Cooperative College of
Malaya, Petaling Jaya.
- 12.05 - 12.30 p.m. Discussion
- 2.30 - 3.00 p.m. Discussion (contd)
- 3.00 - 3.45 p.m. Teaching Aids
Introduced by - Mr Mustafa M Ali
Chief Technical Information
Officer, Department of Agri-
culture, Dacca.

13th October 1964 (contd)

- 3.45 - 4.00 p.m. Tea
4.00 - 4.45 p.m. Discussion

14th October 1964

- 9.30 - 11.30 a.m. Group Discussion on Section III
11.30 - 11.50 a.m. Tea
11.50 - 1.00 p.m. Plenary on Section III
Afternoon Study Visits to Cooperatives

SECTION - IV

15th October 1964

- 9.30 - 10.30 a.m. Recruitment of Trainees and Promotions -
Private Trainees
Introduced by - Dr Kissen Kanungo
Director, National Coop
College & Research Institute
Poona. India.
10.30 - 11.00 a.m. Discussion
11.00 - 11.20 a.m. Tea
11.20 - 12.30 p.m. Discussion (contd)
2.30 - 3.30 p.m. Recruitment and Training of Teachers
Introduced by - Mr Robert Staermose
ILO Adviser to the Government
of Pakistan, Lahore.
3.30 - 4.00 p.m. Discussion
4.00 - 4.20 p.m. Tea
4.20 - 5.00 p.m. Discussion (contd)

16th October 1964

- 9.00 - 10.00 a.m. Financing and Administration of Cooperative
Training Institutions
Introduced by - Dr. N.B. Tablante, Director
Agricultural Credit and Coop
Institute, Laguna. Philippines.

16th October 1964 (contd)

10.00 - 11.00 a.m. Discussion

11.00 - 11.20 a.m. Tea

11.20 - 12.30 p.m. Cooperative Colleges as Residential Institutes
- Panel

Chairman - Dr. S.K. Saxena, Regional Officer,
ICA Regional Office, New Delhi.

2.30 - 5.00 p.m. Group Discussion on Section IV

17th October 1964

9.30 - 11.00 a.m. Group Discussions on Section IV (contd)

11.00 - 11.20 a.m. Tea

11.20 - 1.00 p.m. Plenary on Section IV

Afternoon Study Visits to local cooperatives

18th October 1964

9.30 - 11.00 a.m. Final Plenary

11.00 - 11.20 a.m. Tea

11.20 - 12.30 p.m. Evaluation
Conclusion.

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International Cooperative Alliance
6 Canning Road
New Delhi.1. India.

APPENDIX "B"

REGIONAL SEMINAR ON COOPERATIVE EMPLOYEE TRAINING
COMILLA, EAST PAKISTAN

October 5 - 18, 1964

List of Participants

India

Dr Kissen Kanungo
Director
National Cooperative College & Research Institute
5 B.J. Road
Poona.

Mr. R.D. Bedi
Joint Director
Committee for Cooperative Training
34 South Patel Nagar
New Delhi.12.

Mr. K.C. Jain
Deputy Director
National Cooperative Union of India
72 Jorbagh,
New Delhi.3.

Mr. Keshav Kini
Principal
Cooperative Training Centre
12 College Road
Nungambakkam, Madras.

Korea (South)

Mr. Choon Sup Bak
Principal, Education Centre
National Agricultural Cooperative Federation
75, 1-ka, Choongjong Ro
Sudamoon-ku, Seoul.

Mr. Min Ha Ryu
National Agricultural Cooperative Federation
75, 1-ka, Choongjong Ro
Sudamoon-ku
SEOUL.

Malaysia

Mr. Supah Noh
Lecturer
Cooperative College of Malaya
Petaling Jaya.

Mr. A.D. Mayer
Senior Supervisor
Malayan Cooperative Insurance Society Ltd
36 Ampang Road
Kuala Lumpur.

Nepal

Mr. B.P. Bhattarai
Chief, Cooperative Training Centre
Narayan Bhavan
Jawala Khal, Lalitpur
Kathmandu.

Pakistan - East

Mr. A.K.M. Wajihullah
Principal
East Pakistan Cooperative College
Kotbari, Comilla.

Mr. Raziuddin Ahmad
Principal
Cooperative Zonal Institute
PO Muktagacha
Mymensingh Dt. East Pakistan.

Mr. Mia Md Serajul Huq - Observers
Khaikur Village
Gacha Post. Dacca Dt.
East Pakistan.

Mr. Choudhury Abdul Halim
Hat Krishnapur Post
Faridpur Dt. East Pakistan

Mr. F.E. Khan
Assistant Chief Officer
Agricultural Credit Department
State Bank of Pakistan
4/3, Minto Road
Dacca.

Mr. A.T.M. Amin
Banking Adviser
Government of East Pakistan
Dacca.

Mr. Nurul Huda Khan
Chief Regional Manager
Agricultural Development Bank of Pakistan
Dacca.

Pakistan - West

Mr. Rashid Ahmad
Vice Principal
West Pakistan Cooperative Training Centre
PO Zeenat Mills
Sargodha Road, Lyallpur.

Mr. I.A. Ansari
Assistant Director (Cooperation)
Department of Marketing Intelligence &
Agricultural Statistics
Government of Pakistan,
Karachi.

Regional Conference of Principals of National Cooperative
Training Colleges in South East Asia, Dacca
October 20 - 24, 1964
Programme



20th October 1964

9 30 - 12 00 noon

Working Methods of the Conference

- Dr S K Saxena
Regional Officer
ICA Regional Office & Education Centre
New Delhi

Discussion on Points arising out of the Employees
Training Seminar Report

Discussion Leader & Chairman - Mr M V Madano
Deputy Director
ICA Education Centre
New Delhi

Discussion Leader - Mr Choon Sup Bak
Principal, Education Centre
National Agricultural
Cooperative Federation,
Seoul

(Tea 11.00 - 11.15 a.m.)

3.00 - 5.00 p.m.

Discussion on Report (contd.)

(Tea 4.00 - 4.15 p.m.)

21st October 1964

9.30 - 12.00 noon

Role of Cooperative Training Institutes in the
Production of Cooperative Literature

Discussion Leader & Chairman - Dr Kissen Kanungo
Director, National Coopera-
tive College and Research
Institute, Poona.

Discussion Leader - Mr Supah Noh
Lecturer, Cooperative
College of Malaya,
Petaling Jaya.

(Tea 11.00 - 11.15 a.m.)

21st October 1964 (contd.)

3.00 - 5.00 p.m.

Relations of Cooperative Training Centres with
Cooperative MovementsDiscussion Leader & - Mr A.K.M.Wajihullah
Chairman Principal, East Pakistan
Cooperative Colloge, Comilla.

Discussion Leader - Dr S.K.Saxena

(Tea 4.00 - 4.15 p.m.)

22nd October 1964

9.30 - 12.00 noon

Research, Areas of Research, Communication between
Research Centres and Field WorkersDiscussion Leader & - Dr N.B.Tablante
Chairman Director, Agricultural Credit
and Cooperative Institute
Laguna.

Discussion Leader - Dr S.K.Saxena

(Tea 11.00 - 11.15 a.m.)

Afternoon

Study Visits

23rd October 1964

8.00 - 9.30 a.m.

a. Inter-Cooperative Colloge Relations in South East
AsiaDiscussion Leader & - Mr M.M.Zaman
Chairman Registrar of Coop Societies
& Chairman, East Pakistan
Cooperative Union, Dacca.Discussion Leader - Mr Rashid Ahmad
Vice Principal, West Pakistan
Cooperative Colloge, Lyallpur.

9.30 - 11.00 a.m.

b. Relations with Cooperative Colleges in the West
and in AfricaDiscussion Leader & - Mr Robert Staermose,
Chairman ILO Adviser to the Government
of Pakistan, Lahore.Discussion Leader - Mr Arun Charuchari
Chief, Training Centre
Office of the Under Secretary
of State, Ministry of
National Development, Bangkok

(Tea 10.00 - 10.15 a.m.)

Afternoon

Free

24th October 1964

9.30 - 12.00 noon

Report and Conclusions

Follow-up

1.00 P.M.

ICA Lunch

Regional Conference of Principals of National Cooperative
Training Colleges in South-East Asia, Dacca
October 20 - 24, 1964

List of Participants

India
Dr Kissen Kanungo
Director
National Cooperative College and Research
Institute, 5 B.J. Road
Poona.

Korea
Mr Choon Sup Bak
Principal
Education Centre
National Agricultural Cooperative Federation
75, 1-ka Choongjong Ro
Sudaemoon ku, Seoul.
Mr Min Ha Ryu - Observer
National Agricultural Cooperative Federation
75, 1-ka Choongjong Ro
Sudaemoon ku, Seoul.

Malaysia
Mr Supah Noh
Lecturer
Cooperative College of Malaya
Petaling Jaya.

Nepal
Mr B.P. Bhattarai
Chief, Training Centre
Narayan Bhavan
Jawala Khal, Lalitpur
Kathmandu.

Pakistan (East)
Mr A.K.M. Wajihullah
Principal
East Pakistan Cooperative College
Kotbari, Comilla.
Mr Raziuddin Ahmad - Observer
Principal
Cooperative Zonal Institute
PO Muktagacha
Mymensingh District.

Pakistan (West)
Mr Rashid Ahmad
Vice Principal
West Pakistan Cooperative Training Centre
PO Zeenat Mills, Sargodha Road
Lyallpur.

Pakistan (West)	Mr I.A.Ansari - Observer Assistant Director (Cooperation) Department of Marketing Intelligence and Agricultural Statistics Government of Pakistan Karachi.
Philippines	Dr N.B.Tablante Director Agricultural Credit and Cooperative Institute College, University of the Philippines Laguna.
Thailand	Mr Arun Charuchari Chief, Training Section Cooperative Techniques and Promotion Division Ministry of National Development Bangkok.
ILO Observer	Mr Robert Staermose ILO Adviser to the Government of Pakistan c/o West Pakistan Cooperative Union 31 Lower Mall, Lahore.1
ICA Staff	Dr S.K.Saxena Regional Officer ICA Regional Office and Education Centre New Delhi.
	Mr M.V.Madane Deputy Director ICA Education Centre New Delhi.1
	Mr A.H.Ganesan Secretary ICA Education Centre New Delhi.

g/ 8.6.66

APPENDIX "E"

COOPERATIVE TRAINING CENTRES IN THE WORLD

E.1 to E.11

COOPERATIVE TRAINING CENTRES IN THE WORLD

PART A: Countries with Cooperative Organisations Affiliated to the International Cooperative Alliance

- Argentina
1. President, Board of Directors
Escuela de la Cooperacion
Federacion Argentina de Cooperativas de Consumo Ltda.
Suraz 2034/36, Buenos Aires
 2. Director, Instituto de Estudios Cooperativos
Facultad de Ciencias Economicas de la Universidad Nacional de la Plata, Calle 45 No. 385, La Plata, Buenos Aires.
 3. Director, Casa de Rochdale
Calle José Evaristo Uriburu 353
Buenos Aires
 4. Director, Comision de Relaciones Intercooperativas
Calle José Evaristo Uriburu 353
Buenos Aires
 5. Director, Centro de Estudios Cooperativos
Universidad de la Pampa
Santa Rosa (La Pampa)
 6. Director, Department of Cooperation
Instituto Para la Educacion y Capacitacion de los Trabajadores
Parana' 851 (1st floor office 6)
Buenos Aires
 7. Director, Instituto Estudios Cooperativos
Universidad de Córdoba
Rivira Fudarte 55, CORDOBA
 8. Director, Asociacion Estudios Cooperativos
Asociacion de Cooperativas Argentinas
Calle 25 de Mayo 35
Buenos Aires
 9. Director, Escuela de Cooperacion y Seguro Solidario
Asociacion Argentina de Cooperativas y Mutualidades de Seguros
Avda. Belgrano 530, Buenos Aires
 10. Director, Asistencia Tecnica
Direccion Nacional de Cooperativas
Av. Julio Roca 651, Piso 4^o
Buenos Aires
 11. Director, Cooperativa "El Hogar Obrero"
Rivadavia 5126, Buenos Aires

- Australia Principal
Tranby Cooperative College
Glebe, Sydney NSW Australia
- Austria Principal, Bildungsheim des Konsumverbandes
Hohe Warte 50-54
Vienna 19
Dr h.c. Rudolf Buchinger-Schule der
Landwirtschaftlichen Genossenschaften in Niederösterreich
Landstrasse Hauptstrasse 138
Vienna 3
Principal
Institut für Genossenschaftswesen an der
Universität Wien
Vienna 1
- Belgium Principal/Professor of Cooperation
Universite de Liege
Faculte de Droit
7 Place du XX auot
LIEGE Belgium
Professor of Cooperation
Institut des Hautes Etudes de Belgique
65 rue de la Concorde
Brussels 5
Professor of Cooperation
Universite catholique de Louvain
Faculte de Droit
Place Mgr Ladauze, Louvain.
- Bulgaria 1. Director, Ecole Cooperative Central
Boulevard P. Nape'tov 36
Sofia.
2. Director, Ecole Cooperative a Pleven
Kajlaka.
3. Director
Ecole de Commerce de l'Union Centrale Cooperative
rue Atamas Samakovetza 1
Plovdiv
4. Director, Ecole de Commerce de l' UGC
Boulevard Lenin 119, Varna
5. Director, Ecole de commerce d l' UGC
rue Slavianska 42, Kolarovgrad
6. Director, Ecole de commerce de l' UGC
rue Hr. Smirnenski 139
Rousse
7. Director, Ecole de commerce de l' UGC
Blagoevgrad
8. Director, rue Tolbouhin 41
Bourgas

- Bulgaria(contd) 9. Director, Ecole de commerce de l' UCC
Berkovitza
10. Director, Ecole de commerce de l' UCC
Stara Zagora
11. Director, Ecole Cooperative
Haskovo
- Burma Principal
State Cooperative Training School
Munnee's Building
Shafrez Road, Rangoon. Union of Burma
- Canada 1. Director, Coady International Institute
St. Francis Xavier University
Antigonish. Nova Scotia
2. Principal, Western Cooperative College
141/105th Street, Saskatoon
Saskatchewan. Canada
3. Director
Institut Cooperatif Desjardins
Levis, Quebec
- Ceylon Principal
School of Cooperation
Polgolla.(Kandy)
- Czechoslovakia Chair of Cooperation
College of Economics
G. Kliment Square 4
Prague 3
- Director
Central Cooperative College
(Central Cooperative Council)
Jiloviste (by Prague)

(Note: In addition there are the following cooperative educational establishments in Czechoslovakia, a list of which is held by the ICA: (a) 14 Technical Schools of Producer Cooperatives; (b) 5 Technical Training Centres of Producer Cooperative Societies; (c) 85 Apprentice Schools of Consumer Cooperatives (shop assistants); (d) 25 Apprentice Schools of Consumer Cooperatives (cooks and waiters); (e) 11 Technical Training Centres of Consumer Cooperatives (cooks and waiters), and one window dressers.)

- Denmark 1. Principal
Den Danske Andelskole
Middelfart
2. Principal, Landboskolen ved Middelfart
Den danske Fjerkraeskole (Poultry Cooperatives)
Grovvareskolen (Food and Fertilizer Cooperatives)
3. Principal,
Havedstadens Kooperative Handelsskole
Copenhagen

- Denmark (contd)
4. Principal
FDB's B-Kursus
Sletten, Humlebaek
 5. Principal
Landbrugets Oplysnings-og Konference-
virksomhed
Axelborg, Copenhagen V
- Finland
1. Principal, K.K. Cooperative College
Roihuvuori, Helsinki
 2. Principal, SOK Residential College
Jollas
 3. Director, Institute for Cooperative Studies
The University, Helsinki.
- France
- Principal, College Cooperatif
7 Avenue France-Russe
Paris 7e
- The Principal
Institut des Etudes Cooperatives
7 Avenue Franco-Russe
Paris 7e
- Administrator
Institut Francais de Action Cooperative
14 Rue Armand Moisant, Paris 15e
- Principal
Ecole Superieure Internationale de la Cooperation
14 Rue Armand Moisant, Paris 15e
- Principal
Ecole Technique
c/o Federation Nationale des Cooperatives de
Consommation
89 rue de la Boitie, Paris 8e
- Germany
(Federal
Republic
of)
1. Principal
Forschungsinstitut für Genossenschaftswesen an
der Universität Erlangen-Mürnberg
Friedrichstrasse 4, 852 Erlangen
 2. Principal
Seminar für Genossenschaftswesen an der
Universität
Von-Melle-Park 9, 2 Hamburg 13
 3. Principal
Institut für Genossenschaftswesen an der
Westfälischen Wilhelms-Universität Münster
Universitätsstrasse 14-16, 44 Munster (Westfl)
 4. Principal, Institut für Genossenschaftswesen an der
Philipps-Universität Marburg
Guttenbergstrasse 18
355 Marburg/Lahn

Germany(contd)

5. Principal
Seminar Für Genossenschaftswesen
Forschungsstratte der Universitat zu Koln
5 Koln-Lindenthal
6. Principäl
Institut für genossenschaftswesen an der Universitat
Frankfurt
6 Frankfurt/Main
7. Principal
Schule der Konsumgenossenschaften
Saselbergweg 63
2 Hamburg-Sesel
8. Principal
Schulheim Ammersee
Prinz-Ludwig-Strasse 26
8918 Diessen
9. Principal
Schulheim Kirschhausen
Sigfriedstr. 80
6149 Kirschhausen b Heppenheim/Bergstr.
10. Administrator, Raiffeisenverband Hannover e.V
Genossenschaftsschule Hannover
Auf dem Echternfeld 12
3004 Isernhagen Niedernhägener Bauernschaft
11. Principal
Raiffeisengenossenschaftsschule Karlsruhe
Lauterbergstrasse 1, 75 Karlsruhe
12. Principal
Raiffeisenschule Kassel
Wolfsschlucht 15
35 Kassel
13. Principal
Raiffeisenschule im Theodor Milberg Haus
Am Tanneneck, 237 Rendsburg
14. Principal
Genossenschaftsschule des Raiffeisenverbandes
Mittelrhein e.V
Roonstrassa 9. 54 Koblenz.
15. Principal
Bayerische Raiffeisenschule
Schloss Höhenkammer
8051 Höhenkammer/Obb
16. Principal
Genossenschaftsschule Munster
Wiener Strasse 53/55
44 MUNSTER

- Germany (contd)
17. Principal
Raiffeisen-Schule
2902 Rastede
 18. Principal
Genossenschaftsschule
7 Stuttgart-Hohenheim
 19. Principal
Private Berufsschule des Verbandes
Rheinischer Wohnungsunternehmen e.V.
Hosel, Am Roland 14 "Haus der Wohnungsunternehmen"
Dusseldorf

Iceland
Principal
Samvinnuskolinn
Bifrost
Borgarfjorour

Principal
Brefaskoli SIS
Reykjavik

India
Principal
National Cooperative College and Research Institute
5 B.J. Road, Post Box 32
Poona-1 Maharashtra State

The Principal
All-India Cooperative Instructors' Training Centre
(National Cooperative Union of India)
7-A Kailash Colony, New Delhi

(Note: In addition there are in India: 17 Intermediate Training Centres, 67 Junior Training Centres. For details contact, the Member-Secretary of the Committee for Cooperative Training of the National Cooperative Union of India, 34 South Patel Nagar, New Delhi-8, India.)

Israel
The Principal
Afro-Asian Institute for Labour Studies & Cooperation
Post Box Number 16201, Tel Aviv

Principal
Workers' College
5 Nehardeah Street, Tel Aviv

Principal
Rupin Institute (Agriculture Cooperation)
Kfar Rupin

Italy
Director
La Scuola di Cooperazione
Borgo Cioffi
Eboli. Salerno

Japan
Principal
Cooperative College of Japan
816 Funabashi-cho, Setagaya-ku
Tokyo. Japan

Director
Institute for the Development of Agricultural
Cooperation in Asia (IDACA)
816 Funabashi-cho, Setagaya-ku
Tokyo. Japan

Jordan
Acting Director
The Cooperative Institute
Post Box Number 2150
Amman.

Korea, Republic
of
Principal
Cooperative Education Centre
National Agricultural Cooperative Federation
75, 1-ka Choongjong Ro
Sudaemoon-ku, Seoul.

Director
Cooperative Education Institute
Kwangwhamoon, Post Office Box No. 117
Seoul

Malaysia
Principal
Cooperative College of Malaysia
Petalingjaya, Kuala Lumpur

Nepal
Instructor-in-Charge
Cooperative Training Centre
Thapathali, Kathmandu

Netherlands
Principal
"COOP NEDERLAND"
Afdeling Vorming Training en Opleiding
Postbus 6008
Rotterdam 7

Principal
Stichting "Op 't Veld"
Hoofdstraat 28
De Steeg Gld

Nigeria East
Principal
Cooperative College
PMB 1014, Enugu

Nigeria North
Principal
Cooperative Training Centre
Zaria

Nigeria West
Principal
Cooperative College
Ibadan

- Norway
Rector
Samvirkeskolen,
Gjøttumveien 66
Sandvika
- Pakistan East
Principal
East Pakistan Cooperative College
Kotbari, Comilla
Director
Pakistan Academy of Rural Development
Comilla
- Pakistan West
Principal
West Pakistan Cooperative Training Centre,
Sargodha Road, Lyallpur
- Philippines
Director
Agricultural Credit and Cooperative Institute
University of the Philippines, College
Laguna
- Rumania
1. Director, Centre d'enseignement Cooperatif
Hunedoara region
Str. Leonte Filipesco 8
Alba Iulia
 2. Director, Centre d'enseignement cooperatif
Bucarest region, Str. stefan 21
Bucarest
 3. Director, Centre d'enseignement cooperatif
Bazau region, Aleea Episcopiei 1
Bazau
 4. Director, Centre d'enseignement cooperatif
Cluj region, Str. Doinei 1
Bistritza
 5. Director, Centre d'enseignement cooperatif
Oltenia region, Str. Karl Marx 3
Caracal
 6. Director, Centre d'enseignement cooperatif.
Crisana region, Str Nogall 5
Oradea
 7. Director, Centre de'enseignement cooperatif
Arges region, Str. V. I. Lenin 92
Rimnicu Vilcea
 8. Director, Centre d'enseignement cooperatif
Brasov region, Piata Libertatii 11
Sf. Gheorghe
 9. Director, Centre d'enseignement cooperatif
Galatzi region. Bd. A.I. Guza 138
Braila

- Rumania (contd)
10. Director, Centre d'enseignement cooperatif
Brasov region, Str. Centrumvirilor 1
Sibiu
 11. Director, Centre d'enseignement cooperatif
Banat region, Str. Wilhelm Muller 4
Timisoara
 12. Director, Centre d'enseignement cooperatif
Jassy region, Str. Gheorghe Lazar 12
Vaslui
 13. Director, Ecole professionnelle
Suceava region, Calea Nationala 417
Botosani
 14. Director, Ecole professionnelle
Ploiesti region
Str. Republicii 87
Ploiesti
- Sweden
- Principal
Vår Gård
Saltsjobaden
- Principal
Jordbrukets Föreningsskola
(Sveriges Lantbruksförbund)
Sanga-Säby
Svartsjö
- Director
Swedish Cooperative Centre
KF, Fack, Stockholm-15
- Principal
HSB-Skolan
Södra Kungsvägen 254
Lidingö
- Switzerland
- Rector
Genossenschaftliches Seminar
Seminarstrasse 12-20
Muttenz. Basel
- Tanzania
- Principal
Tanganyika Cooperative College
Post Box Number 474
Moshi
- Director
Cooperative Education Centre
Post Box Number 788
Moshi

United Kingdom Principal
 Cooperative College
 Stanford Hall
Loughborough Leicestershire

Secretary
 Plunkett Foundation for Cooperative Studies
 10 Doughty Street, London WC I

U.S.A. Principal
 International Cooperative Training Inc.
 University of Wisconsin
Madison, Wisconsin

Principal
 School of Cooperation
 Consumers' Cooperative Association
 Post Box Number 7305
Kansas City 16, Missouri

U.S.S.R. Rector
 Moscow Cooperative Institute
 St. Perlovskaya
 2-ya Vokzal'naya ul. 12,
Moscow Oblast

Rector
 Novosibirsk Institute of Soviet Cooperative Trade
 Prospekt Karla Markša 24
Novosibirsk

Rector
 L'vov Institute of Trade and Economics
 Ul. Chkalova 10
L'vov

Rector
 Samarkand V.V. Kuybyshev Cooperative Institute
 Kommunisticheskaya Ul. 47
Samarkand

International The Regional Officer
 International Cooperative Alliance
 Regional Office & Education Centre for S-E Asia
 Post Box Number 639, 6 Canning Road
New Delhi-1, India

(Note: The following training institutes also accept candidates
 from overseas for training in Cooperation.)

France Ecole Superieure Internationale de la Cooperation.

India National Cooperative College & Research Institute

Japan Institute for the Development of Ag. Coopn in Asia

Philippines Agricultural Credit and Cooperative Institute

International (contd)

Pakistan (East)	Pakistan Academy for Rural Development, Comilla
Sweden	Swedish Cooperative Centre, Stockholm
Tanzania	Cooperative Education Centre, Moshi
United Kingdom	Cooperative College, Loughborough Plunkett Foundation for Cooperative Studies, London
U.S.A.	International Cooperative Training, Madison
U.S.S.R.	Moscow Cooperative Institute
Israel	Afro-Asian Institute for Labour Studies & Cooperation

PART B: Cooperative Educational Establishments notified by countries
which have not at present any organisations affiliated to the ICA

Peru	Director Instituto de Cooperativismo Universidad Communal del Peru Oficiiana 500, Maison de France Abda. Nicolas de Pierola <u>Lima.</u>
Taiwan	Chairman, Department of Cooperation Taiwan Provincial Chung Hsing University Ho-Kiang Street, <u>Taipei</u>
Thailand	Director Cooperative Training Centre Ministry of National Development 4 Pichai Road, Dusit, <u>Bangkok</u>

August 18, 1966