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# Participatory Training for Managers of the Cooperative Movement in South Sulawesi Province- Indonesia.

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PARTICIPATORY TRAINING FOR MANAGERS  
OF THE COOPERATIVE MOVEMENT IN  
SOUTH SULAWESI PROVINCE - INDONESIA

BY  
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A PAPER SUBMITTED TO THE  
CENTER FOR INTERNATIONAL EDUCATION  
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SPRING 1980

## PREFACE

The purpose of this manual is to complete the graduate course requirements as a Master's Degree at the Center for International Education, School of Education, University of Massachusetts.

The writer divided this manual into three parts. Part I is the cooperative movement in Indonesia and training needs of Managers of cooperatives which consists of nine chapters, that is : 1) introduction, 2) statement of the problem, 3) general objectives of training, 4) a participatory approach to the training of managers of cooperatives, 5) planning the training program, 6) activities/content of training, 7) resources, 8) constraints, and 9) participants.

Part II is the implementation which consists of three chapters. The first chapter is the schedule of sessions of a ten-day training program. The second is the content areas and goals for training. The third is sample learning activities and specific objectives.

Part III is evaluation which consists of three chapters, that is : 1) objectives, 2) activities, and 3) types and technique of evaluation.

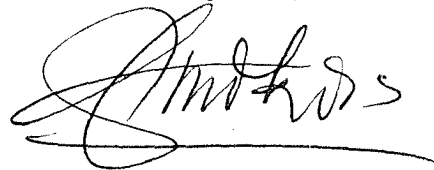
This manual that is developed is self contained, and of course, the implementors of this manual should consider the resources and constraints which exist in their own situation and the adaptations which should be made under those conditions.

I wish to acknowledge the fact that Miss LINDA ABRAMS, my instructor, aided me in organizing my project. DR. DAVID KINSEY, my advisor, has also supported me. DAVID KAHLER, my tutor, has helped me greatly in overcoming my language problems. Also, I owe much to all .....

the Center's staff who helped me in various activities.

Last but not least, I must also recognize my wife, for her love and support.

Amherst, May 1st, 1980

A handwritten signature in black ink, appearing to read 'Abdul Kadir Suma', with a long horizontal flourish extending to the right.

ABDUL KADIR SUMA

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PARTICIPATORY TRAINING FOR MANAGERS  
OF THE COOPERATIVE MOVEMENT IN  
SOUTH SULAWESI PROVINCE - INDONESIA  
(A TRAINING MANUAL)

I. THE COOPERATIVE MOVEMENT IN INDONESIA AND TRAINING  
NEEDS OF MANAGERS OF COOPERATIVES.

A. INTRODUCTION

Following the renaissance period and the commercial revolution came the industrial revolution, which began at the end of the eighteenth century. The essence of this revolution was technological advance, which completely changed the lives of all people living in Europe. These changes at first brought about much misery. Many people had to leave the countryside to go to work in the factories where the new machines had been set up. The factory system led to exploitation of workers. They worked for long hours and very little pay. There was no help for the unemployment or health benefits and no free education for the children.

It was during this period that the cooperative movement was born. It was not started by the state or by any wealthy organization. It was started by working people who themselves knew what hunger was and people who had no money with which to start the work.

The main idea of cooperative movement is to improve the lot of the economically weak by means of their working together. As working together is the basis of the cooperative movement, it must therefore go hand in hand with a feeling of solidarity. Through cooperation human beings and groups may move up from one level of social development to a richer and more stimulating one.

To make the conception of the cooperative movement clearer, some definitions are presented.

"Cooperation is a working and living together on various levels of social activity. Through cooperation human beings and groups may move up from one level of social development to the next richer and more stimulating one". 1)

"A business voluntarily organized, operating at cost, which is owned, capitalized and controlled by member-patrons, sharing risks and benefits proportional to their participation". 2)

"A cooperative is an enterprise organization owned by and operated for the benefit of those using its services". 3)

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1). Emory S. Bogardus. Principles of Cooperation (Danville, Illinois : The Cooperative League of the U.S.A., 1964), p.9.

2). Ewell Paul Roy. Cooperatives Today and Tomorrow (Danville, Illinois : Interstate Printers & Publishers, 1969)p.1.

3). Philip Babacoch Gove, ed. Websters Third New International Dictionary, (Springfield, MA. : G.& C. Meriam Company, 1976), p. 501.

Although these definitions are all appropriate to understanding the development of the cooperative movement, the movement at the present time in Indonesia has not developed internally, as in many other cases.

The cooperative movement as a modern economic organization, starting and developing in the industrial countries (West Europe), was introduced by the Dutch and taught to the Indonesian people. As we know the cooperative movement in Indonesia was introduced by W.P.D. de WOLF van WESTERRODE (the Residence of Dutch Colonialism in Java) at the end of 19th century, in accordance with the Raiffeisen system then present in Germany. Second, the cooperative in its birth-place, as an idea and a concept, begins in the community, and is developed by the community itself. In Indonesia the contrary has been true. The cooperative movement has been taught to the people by the government. Third, to grow and develop, cooperatives need a favorable environment (political and economical), because the development process of the cooperative is slow, by easy stages and in need of continuity. In Indonesia after independence, there were always political crises and economic shakiness. For example, up to now Indonesia has had four cooperative laws which have basically been different. At the same time continuous inflation has weakened those cooperatives' capital. Only in the 1970's has the economic situation ~~was~~ become stable.

In building up and widening the cooperative sector .....



in Indonesia there are a number of obstacles to surmount. The most important of these obstacles is not the opposition of those for whom the cooperative society is likely to represent competition, however crushing a weight this may sometimes be. The destruction of the cooperative has generally been caused by the cooperative circles themselves. It is their (a) limited knowledge of organizational matters, (b) lack of business experience, and (c) ignorance of principles, methods and aims of cooperative among members which contributes to their failure. As Charles Gide said :

"Common people with the ambition to try to provide for their own needs, and become their own employers, bankers and creditors, their own insurers would indeed be imprudent if they did not first equip themselves with the knowledge and faith necessary for the task". 4)

This knowledge and this faith are a necessity not only for committee members, managers and staff, but also for the largest possible number of members. The reason for this is that the members have rights and responsibilities. For this reason educational activities are necessarily in the cooperative movement.

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4) International Labour Office. COOPERATION  
(Geneva : I.L.O., June, 1967), p. 89.

## B. STATEMENT OF THE PROBLEM

In this section, problem areas in the cooperative movement in Indonesia are introduced. There are three decisive factors in the development of cooperatives, namely :

1. Social and political conditions
2. Financing, and
3. Weaknesses in organization and management

The political and economic crises have always threatened these development of cooperative. Also, the attitude and measures of the government apparatus could influence the cooperative development either in macro meaning or micre. That is why those cooperatives needed protection and support from the government (particularly by the government apparatus).

Besides that, the community attitude itself has a lot of influence on the development of cooperatives. Competition and threat from those non-cooperative business are factors which are very heavy, and sometimes smash those cooperatives. For this reason government policy has a great impact on the development of cooperatives.

The second factor which supports the cooperative movement is financing. Most of the cooperative members are part of the weak economy group. Therefore, it is very difficult for cooperative to collect capital from their members. The only way to solve the cooperative financial problem is through supported finance or subsidy by the government.

In fact, organization and management are a key factor for the success of cooperatives. Through satisfying organization and management an opportunity prepared in a positive climate and with available financing could be profitable, productive, effective, and efficient.

The main problem of the cooperative movement in Indonesia is a weakness of organization and management. This problem is generally caused by the Leader and Manager of the cooperative itself, both who have limited knowledge of organization, lack of business experience, and are often ignorant of the principles, methods and aims of cooperative.

These problems could be solved by giving specific training to the Managers of the cooperative movement.

### C. GENERAL OBJECTIVES OF TRAINING

The general objectives of such training are :

1. To increase cooperative consciousness among the Managers of the cooperative; and
2. To improve organizational and managerial knowledge and skills of Managers of the cooperatives.

#### D. A PARTICIPATORY APPROACH TO THE TRAINING OF MANAGERS OF COOPERATIVES

The basic characteristic of the proposed training is that it is participatory training. This training will therefore apply a learner centered approach to teaching/learning activities.

What is essentially involved in the participatory training process ? According to experiences of Kindervater (1977), Srinivasan (1977), and Pettit (1978), the participatory training process can be divided in two stages, that are : Pre-service Training and In-service Training.

##### 1. Pre-service Training

###### a. Identification of problems and objectives of training:

This is a process using group discussion techniques in a series of workshop sessions with minimum lecturing. Group discussion, learning by doing, and practical demonstrations should be used by trainers from the beginning to assist instructors in learning ways to deal with adult learners and to emphasize their role in facilitating rather than teaching.

###### b. Introduction to experimental exercises and to learning materials. The contents of this introduction consists of small group exercises to practice skills in communication, leadership and facilitation, and production sessions to involve trainees in developing innovative

methods and materials.

c. Introduction to planning and needs assessment techniques in which trainees learn :

- to plan a program activity with goals, structures and procedures.
- to identify the priority needs of the target learners and identify available resources.
- to develop evaluation techniques to assess the effectiveness of a program.

## 2. In-service Training

- a. Following pre-service training, instructors begin the planning stage by assessing the needs of the trainees. Based on these needs, the planning of learning activities begins.
- b. Staff members of the training unit provide the necessary training in specialized subject matter or skills in organizational and managerial of cooperative. Thus, in-service training is continuous through the operational stage.
- c. Each learning activities must be continuously monitored and reviewed for feed back. This can be done by having regular in-service sessions or by having fellow instructors observe each learning activities and prepare an observation list, noting down attendance of trainees, etc.

In addition, training must emphasize appropriate techniques to develop skills and knowledge in interpersonal communications, leadership and facilitation; in planning and needs assessment, as well as production of materials and methods.

## E. PLANNING THE TRAINING PROGRAM

### 1. Needs assessment.

This process is carried out to identify the cooperative movement's needs and the trainees' needs as well. To identify the cooperative movement's and the trainees' needs is done by discussing (work-shop). The instructors of this work-shop consist of the staff of Cooperative Office, cooperators, experts in the cooperative movement, and the Managers as the learner candidates.

The budget is allocated from the national budget of the Directorate-General of Cooperatives, Ministry of Commerce and Cooperatives of the Republic of Indonesia. Facilities are provided by the Directorate of Cooperatives in South Sulawesi Province and it's Center for Education and Training (Pusat Pendidikan dan Latihan Perkoperasian).

The training staff consists of the local Cooperative Office. The trainers are taken from the Cooperative Office, banking instructors, and experts in the cooperative movement.

Materials used in the training are developed by staff of the Cooperative Office.

### 2. Statement of purpose and setting objectives.

The purpose and the objectives of the training are formulated based on the needs assessment.



a. The purpose is to improve the capability of the Managers to carry out their functions in the cooperatives.

b. The objectives of the training are to improve :

-- their knowledge :

By the end of the training, the participants will be able to demonstrate knowledge of their function in cooperative organization.

-- their skill :

After ten days of the training the participants will be able to apply their knowledge and to demonstrate their capability by carrying out their functions as the Managers of a cooperative organization.

-- their attitude :

By the end of ten days of the training, the participants will develop self confidence in their ability to carry out their functions and their spirit of dedication will improve.

### 3. Trainee entry assessment

Trainee entry assessment is carried out to obtain more information about the prior training of Managers and their experiences in order to know what they want to learn during ten days training. This information is used for revising the training program if it is necessary.

#### 4. Trainee Terminal Assessment

Trainee terminal assessment is use to evaluate the goals and objectives of training from the point of view of the trainees. The assessment will be done as a part of training activities.

#### F. ACTIVITIES/CONTENT OF TRAINING

The training will be carried out every day for ten days. Materials and activities for the training are based on trainee needs assessment and the additional information.

Learning activities applied in this training are :

1. Dyads
2. Lectures
3. Group discussion
4. Critical incidents
5. Role plays
6. Simulations
7. Brainstorming

Content areas of this training are as follows :

1. Ideology of Cooperative Movement
2. Organization and Management of Cooperatives
3. Entrepreneurship
4. Bookkeeping and Administration
5. Capital and Credit System
6. Cooperative-Laws
7. Government Policy in Cooperative Development.

## G. RESOURCES

There are many resources that might be utilized for facilitating this participatory training. Some are :

### 1. Human resources :

- Administrators (organizing committee)
- Trainers/Instructors
- Planners (Steering Committee)
- Evaluators
- Extension workers/Field workers
- Participants/Trainees

### 2. Non-human resources :

- Accommodations
- Text-books
- Office equipment
- Transportation
- Audio Visual Aids
- Class room/meeting
- Place for training/practicum
- Time
- Budget

## H. CONSTRAINTS

The functions of a Manager of a cooperative in Indonesia is not an interesting job. This is caused partially by the inability of the cooperative organization to pay their Manager a sufficient salary. Only retired men or the unemployed want to volunteer to be the Manager of a cooperative.

These facts indicate that there are some differences among the Managers who will be trained in this participatory training, and of course these facts become the constraints of the training program. The differences are :

1. Level of consciousness toward cooperative spirit.
2. Knowledge and experiences in business management and entrepreneurship.
3. Age.
4. Educational background.
5. Socio-economic background.

## I. PARTICIPANTS

The total number of trainees/participants is 23 Managers from cooperative organizations from the 23 districts in South Sulawesi Province, Indonesia.

## II. IMPLEMENTATION

To achieve the general and specific objectives of the training, handouts of the training materials can be given to the participants. The material can be distributed a week before the training program starts so that the participants will have a general idea of the purpose of the training. In addition, they will also learn what kinds of knowledge and skills they will receive from the facilitators. After they know the purpose of the training and receive information and skills practice, we hope their attitude will change from a teacher-centered to a learner-centered approach through the participatory training experience.

This part of the manual consists of three chapters. The first chapter containing the daily schedule and sessions of a ten-day training program. In the second chapter, training content areas and goals for each area are presented. In the third chapter, sample learning activities and performance objectives are presented. Sessions consist of critical incidents, group discussion, and role plays, etc. in order to give the participants practice in solving problems.

### A. THE DAILY SCHEDULE/SESSION

The daily schedule of sessions for the training is listed as follows :

DAY	SESSION / TIME		TOPIC / CONTENT	METHOD / ACTIVITY	MATERIAL
I	-	9.00 - 12.00	Opening ceremony	Dyads	Handouts
			Personal introduction	Discussion	Questionnaire
			Orientation	Brainstorming	Loudspeaker
			Needs assessment	Interview	Information board
			Announcement		
	1	14.00 - 16.00	<u>Government policy in the cooperative movement in Indonesia</u>	Lecture	Handouts
			- Remarks by the Head of Cooperatives Division of South Sulawesi Province.	Dialogue	Notes
				Discussion	
	2	16.15 - 18.15	<u>Group discussion</u>	Brainstorming	Handouts
			- Discussion about government policy in the cooperative movement in Indonesia		
II	3	8.00 - 10.00	<u>Ideology of cooperatives</u>	Lecture	Textbook
			- Basic ideology of cooperatives in general	Discussion	Handouts



DAY	SESSION / TIME		TOPIC / CONTENT	METHOD / ACTIVITY	MATERIAL
II	4	10.15 - 12.15	<u>Ideology of cooperatives</u> - Basic ideology of cooperatives in Indonesia	Lecture Discussion	Textbook Handouts
	5	14.00 - 16.00	<u>Group discussion</u> - Discussion about ideology of cooperatives	Brainstorming	Handouts
	6	16.15 - 18.15	<u>Organization and Management</u> - Organization of cooperatives	Lecture Brainstorming Simulation	Slide presentation Handouts Chart
III	7	8.00 - 10.00	<u>Organization and Management</u> - Management of cooperatives	Critical incident Role play Lecture	Handouts Chart
	8	10.15 - 12.15	<u>Group discussion</u> - Discussion about organization and management of cooperatives	Discussion Brainstorming	Notes Handouts
	9	14.00 - 16.00	<u>Entrepreneurship</u> - Business orientation	Lecture Discussion Brainstorming	Textbook Handouts

DAY	SESSION/TIME		TOPIC / CONTENT	METHOD / ACTIVITY	MATERIAL
III	10	16.15 - 18.15	<u>Entrepreneurship</u> - Salesman	Lecture Discussion Critical incident Brainstorming	Textbook Handouts
IV	11	8.00 - 10.00	<u>Bookkeeping practice for cooperatives</u> - Theory	Lecture Discussion	Textbook Handouts
	12	10.15 - 12.15	<u>Bookkeeping practice for Cooperatives</u> - Application I	Critical incident Discussion Brainstorming	Handouts Paper work
	13	14.00 - 16.00	<u>Bookkeeping practice for cooperatives</u> - Application II	Critical incident Discussion Brainstorming	Handouts Paper work
	14	16.15 - 18.15	<u>Evaluation : Bookkeeping</u> - Individual evaluation : Bookkeeping session	Pretest Interview	Questionnaire Working paper

DAY	SESSION / TIME		TOPIC / CONTENT	METHOD / ACTIVITY	MATERIAL
V	15	8.00 - 12.00	<u>Field trip</u> - Visiting PKPN (Government employee cooperative). Group divided in group A and B	Observation Discussion	Transportation Notes Handouts
	16	16.00 - 18.00	<u>Group discussion</u> - Discussion about the field trip	Brainstorming Discussion	Notes Handouts
VI	17	8.00 - 10.00	<u>Group report</u> - Group A report	Group presentation	Flipchart
	18	10.15 - 12.15	<u>Group report</u> - Group B report	Group presentation	Flipchart
	19	14.00 - 16.00	<u>Needs assessment</u> - Group discussion about needs assessment	Discussion Brainstorming	Flipchart
	20	16.15 - 18.15	<u>Film presentation</u> - Documentary film about the cooperative movement in Europe	Group presentation	Film projector

DAY	SESSION / TIME		TOPIC / CONTENT	METHOD / ACTIVITY	MATERIAL
VII	21	8.00 - 10.00	<u>Capital and credit system</u> - Capital system for cooperative business	Lecture Discussion	Textbook Handouts
	22	10.15 - 12.15	<u>Capital and credit system</u> - Credit system for financing cooperatives	Lecture Discussion	Textbook Handouts
	23	14.00 - 16.00	<u>Capital and credit system</u> - Budgeting system for operation of cooperatives	Lecture Discussion	Textbook Handouts
	24	16.15 - 18.15	<u>Group discussion</u> - Discussion about capital and credit system	Brainstorming Discussion	Flipchart Notes
VIII	25	8.00 - 10.00	<u>Study visit</u> - Group A visit to BRI (a government bank) - Group B visit to Bank Masyarakat (a private bank)	Observation	Transportation Notes Handouts

DAY	SESSION / TIME		TOPIC / CONTENT	METHOD / ACTIVITY	MATERIAL
VIII	26	10.15 - 12.15	<u>Group discussion</u> - Each group discuss the results of their study visit	Discussion Brainstorming	Handouts Flipchart
	27	14.00 - 16.00	<u>Group report</u> - Group A report	Presentation Discussion	Flipchart
	28	16.15 - 18.15	<u>Group report</u> - Group B report	Presentation Discussion	Flipchart
IX	29	8.00 - 10.00	<u>Cooperative laws</u> - Cooperative laws in Indonesia	Lecture Discussion	Textbook Handouts
	30	10.15 - 12.15	<u>Cooperative laws</u> - Government rules for the cooperative movement	Lecture Discussion	Textbook Handouts
	31	14.00 - 16.00	<u>Group discussion</u> - Discussion about the role of cooperative laws and Government rules for the cooperative movement in Indonesia	Discussion Brainstorming Dialogue	Cooperative laws No. 12/1967. Government rules for cooperative movement.

DAY	SESSION / TIME		TOPIC / CONTENT	METHOD / ACTIVITY	MATERIAL
X	32	8.00 - 10.00	<u>Final evaluation</u> - Evaluation of all topics/content areas in the training program		Questionnaire
	33	10.15 - 12.30	<u>Closing ceremony</u> - Farewell address from the Head of committee - A vote of thanks to the committee from the participants - Complementary address from the Deputy of Directorate General of cooperative division - Take lunch together		

## B. CONTENT AREAS AND GOALS FOR TRAINING

1. IDEOLOGY OF COOPERATIVES

- Knowledge : -- of the basic idea of the cooperative movement in general  
-- of the basic idea of the cooperative movement in Indonesia
- Skills : -- in explaining the important position of cooperatives in the community  
-- in explaining the strengths and weaknesses of the cooperative movement
- Attitudes : -- toward improving dedication in spirit toward cooperatives

2. ORGANIZATION AND MANAGEMENT

- Knowledge : -- of the real meaning of organization and the basic principles of management in the organization of cooperatives  
-- of a variety of management system for cooperatives
- Skills : -- in the organization and management of cooperative organizations

- in comparing the variety of systems of organization and management.
- in selecting some systems of organization and management which conform with the goals of the cooperative.

Attitude : -- toward increased performance in their job.

### 3. ENTREPRENEURSHIP

Knowledge : -- of the functions of entrepreneurship in cooperative business.

-- of systems of entrepreneurship which conform with cooperative business.

-- of marketing systems and market analysis.

Skills : -- in becoming a successful entrepreneur in cooperative businesses.

-- in working with the marketing system through their participation in a detailed market survey.

Attitude : -- toward more open views of entrepreneurship.



#### 4. BOOKKEEPING PRACTICE FOR COOPERATIVES

- Knowledge : -- of theories of bookkeeping.
- Skills : -- in choosing a specific system to use in bookkeeping administration of cooperative organizations.
- in managing financial and commercial aspects of the cooperative organization.
- in creating and improving an appropriate system for bookkeeping for cooperative organizations.
- Attitude : -- toward greater self confidence in use of a good bookkeeping system.

#### 5. CAPITAL AND CREDIT SYSTEM

- Knowledge : -- of arranging capital for the cooperative business.
- of the function of the credit facility in cooperative business.
- Skills : -- in collecting and investing the capital through credit system.
- in constructing budgets for the cooperative business and operation.
- Attitude : -- toward accuracy and carefulness in dealing with financial administration.

## 6. GOVERNMENT POLICY IN COOPERATIVE DEVELOPMENT

- Knowledge : -- of how far the intervention of the Government in the cooperative movement in Indonesia has been.
- of Government policies in the cooperative movement.
- Skills : -- in describing the strengths and the weaknesses of the Government policy in cooperatives movement.
- in using the benefits of the Government policies in cooperatives movement in Indonesia.
- Attitudes : -- toward appreciating the benefits of the Government policies in cooperatives movement in Indonesia.
- toward improving consciousness toward the job.

## 7. COOPERATIVE LAWS

- Knowledge : -- of the role of cooperative laws in the cooperative movement.
- Skills -- in comparing the different kinds of cooperative laws of foreign countries.

-- in managing cooperative organization based on cooperative laws.

Attitudes : -- toward greater responsibility and consciousness toward cooperative spirit and adhering to cooperative laws.

### C. SAMPLE LEARNING ACTIVITIES AND SPECIFIC OBJECTIVES

On the following pages sample learning activities are presented. In each case specific objectives for each activity are offered.

ACTIVITY & TIME	DESCRIPTION OF ACTIVITY	MATERIALS	OBJECTIVES
Opening ceremony Introduction Entry assessment 9.00 - 12.00	Welcome to training and statement of overall goals Each Trainee and Trainer introduces himself. Trainees study and discuss handout about framework and overall goals of the training.	Handouts Staff Trainers Trainees Label name	Participants begin to become familiar with background, skills and interests in the class. Trainees will know each other, their name, skills, their prior training and experiences. Trainees will be able to help making revision of content and strategy of the training program.
Presentation	Remarks by the Head of Co- operatives Division of South Sulawesi Province about Government policy in the cooperative movement in Indonesia	Handouts	By the end of the training, participants will be able to understand and to explain how far the intervention of Govern- ment in cooperative movement in Indonesia.

ACTIVITY & TIME	DESCRIPTION OF ACTIVITY	MATERIALS	OBJECTIVES
Itemized Response Technique (IRT) (for evaluation of presentation)	Participants use IRT to assess strengths and weaknesses of cooperatives		
14.00 - 16.00 Group discussion	Discussion about Govern- ment policy in cooper-	Flipchart	By the end of the training, participants will be able to discuss and describe the strengths and the weaknesses of the Government policy in cooperatives movement.
16.15 - 18.15	atives movement in Indone- sia.		

ACTIVITY & TIME	DESCRIPTION OF ACTIVITY	MATERIALS	OBJECTIVES
Lecturing 8.00 - 10.00	Keynote address about basic ideology of cooperatives in general.	Textbook Handouts	By the end of the training session, participants will be able to demonstrate their understanding of the basic ideas of the cooperative movement in general way through an oral explanation of those ideas.
Lecturing 10.15 - 12.15	Keynote address about basic ideology of cooperatives in Indonesia.	Textbook Handouts	By the end of the training session, participants will be able to demonstrate their understanding of the basic ideas of the cooperative movement in Indonesia through an oral explanation of those ideas.

IDEOLOGY OF COOPERATIVE (Continued)

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ACTIVITY & TIME	DESCRIPTION OF ACTIVITY	MATERIALS	OBJECTIVES
Group discussion 14.00 - 16.00	Discussion about ideology of cooperatives in accordance with the Government policy.	Handouts Notes Flipchart	By the end of the training session, participants' attitudes toward cooperatives will be observable in their general reaction toward the presentation and their degree of participation in discussion.



ACTIVITY & TIME	DESCRIPTION OF ACTIVITY	MATERIALS	OBJECTIVES
Lecturing about management of cooperative 8.00 - 10.00	<p>The trainees listen and make notes on the lectures.</p> <p>The trainees brainstorm concerning the role of managerial skill and the principles of management.</p>	<p>Textbook</p> <p>Handouts</p> <p>Flipchart</p>	By the end of the training session, participants will be able to describe the meaning of organization and the basic principles of management in the organization of cooperative.
Lecturing about organization of cooperative	<p>The trainees listen and make notes on the lectures.</p> <p>The trainees brainstorm concerning the function of organizational skill in cooperative movement.</p>	<p>Textbook</p> <p>Handouts</p> <p>Flipchart</p>	By the end of the training session, participants will be able to compare the variety systems of management and select some of them which conform with the goals of the cooperative.

ORGANIZATION AND MANAGEMENT (Continued)

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ACTIVITY & TIME	DESCRIPTION OF ACTIVITY	MATERIALS	OBJECTIVES
Role Play 10.15 - 12.15	Trainees use role play as means of dealing with problem of organization and management		By the end of the training session, participants will be able to increase their performance in their job.
Group discussion 14.00 - 16.00	The trainees discuss organization and management systems which conform with the cooperative organization	Handouts Notes Flipchart	

ACTIVITY & TIME	DESCRIPTION OF ACTIVITY	MATERIALS	OBJECTIVES
Lecturing 8.00 - 10.00	<p>Presentation about theory of bookkeeping which conform with cooperative administration.</p> <p>The participants note some systems of bookkeeping theory in business enterprises.</p>	<p>Textbook</p> <p>Handouts</p>	<p>By the end of the training session, participants will be able to understand some systems of bookkeeping.</p> <p>Participants will be able to compare some systems and select some of them which conform with cooperative administration.</p>
Application	<p>Trainees practice some cases of bookkeeping process by working group under control the trainer.</p>	<p>Working paper</p>	<p>By the end of the training session, participants will be able to create and to improve an appropriate system for bookkeeping of cooperative.</p>

BOOKKEEPING PRACTICE FOR COOPERATIVES (Continued)

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ACTIVITY & TIME	DESCRIPTION OF ACTIVITY	MATERIALS	OBJECTIVES
Critical incident 10.15 - 12.15	Through critical incident trainees are asked to solve specific bookkeeping problems.		
Evaluation 14.00 - 16.00	Individual evaluation . bookkeeping session. Trainees seek to work and organize some problem in bookkeeping administration.	Questionnaire Critical incident	At the end of the training session, it will be known how far the trainees can understand the theory and the practice of some systems of bookkeeping which conform with cooperative administration.

### III. EVALUATION

#### A. OBJECTIVE :

1. To evaluate training effectiveness based on program design.
2. To evaluate the trainees' activities and trainees' learning.
3. For the well-being of the next training program :
  - to improve the activities for obtaining goal and activities.
  - to minimize disadvantages.
  - to reduce unnecessary constraints and problems.

B. ACTIVITIES :

1. The participants fill in questionnaire prepared by Training committee.  
(see appendixes).
2. The participants brainstorm about or use an itemize response technique to list the strengths and the weaknesses of training.
3. The participants discuss ways in which certain aspects of the training could be improved.

### C. TYPES AND TECHNIQUE OF EVALUATION :

1). Formative evaluation, is carried out during the training program. It is conducted to assess the program and the implementation of the program.

The kind of formative evaluation which will be used are monitoring and participatory evaluation.

- a. Monitoring evaluation will be carried out by the administrator to monitor :
- sequences of activities or the process.
  - particular cases.
  - attendance of participants especially trainees and instructors.

The instruments for monitoring include :

- 1). evaluation check-list;
- 2). attendance sheets; and
- 3). case report.

- b. Participatory evaluation, is conducted at the end of the last meeting by all of the participants : Training committee, Instructors, Trainees and invited people. The method used will be : questionnaire, brainstorming, discussion and itemize response technique.

2. Summative evaluation, intends to assess how far trainees have improved in their knowledge and skills as a result of the training. In this case the evaluation could be on the unit task and the result of activities.

Generally, evaluation can be undertaken to investigate the extent of program success so that decisions such as the following can be made :

1. To continue or discontinue the program.
2. To improve its practices and procedures.
3. To add or drop specific program strategies and techniques.
4. To institute a similar program elsewhere.
5. To allocate resources among competing programs.
6. To accept or reject a program approach or theory.

In keeping with the principle of participatory training, the evaluation basically will be a collective/group self-evaluation. Three major components of evaluation are as follows :

1. Participants critique.

A questionnaire on various aspects of training to be filled out by participants at the end of the training course, on a three-point scale rating. (see appendix A)

2. Participants' achievement of performance objectives. Assessment of participants' performance will emphasize group discussion and group observation. (see appendix B)



### 3. Application on the job.

This assessment of the impact of training to his/her job performance will consist of two parts :

Firstly, for the participants in the form of writing a case on a specific aspect of program implementation that the participants did differently from what they used to. A second, for the steering committee, asks their observation of participants work practice after returning from training.

Appendix A

Moderator : . . . . .

Topic : . . . . .

Date : . . . . .

EVALUATION SHEET

To be filled out by participants at the end  
of each session (anonymously)

<u>PRESENTATION:</u>			
1. Systematic	Good	Fair	Poor
2. Mastery of topic	Good	Fair	Poor
3. Method of presentation	Good	Fair	Poor
4. Example demonstrated	Relevant	Fair	Low
<u>DISCUSSION :</u>			
1. Change for discussion	Good	Fair	Poor
2. Ability to guide the discussion	Good	Fair	Poor
<u>GENERAL SUGGESTION :</u>			

## Appendix B.

EVALUATION SHEET FOR OVERALL  
ADMINISTRATION OF THE TRAINING

We would appreciate your filling out the form below  
and adding any comment you have about this training.

Level of participation of facilitator	Good	Fair	Poor
Technical education service	Good	Fair	Poor
Provision of training material	Good	Fair	Poor
Consumption	Good	Fair	Poor
Accommodation	Good	Fair	Poor
Health service	Good	Fair	Poor
Center's general environment	Good	Fair	Poor

SUGGESTIONS :

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