



MATCOM
training for the management of cooperatives

CURRICULUM GUIDE

for co-operative management training

This manual presents a compilation of possible subjects, topics, objectives and training methods for the training of co-operative managers.

It is intended to provide ideas to training managers and trainers engaged in the design of curricula and training programmes.



MATCOM

material and techniques for cooperative management training

The MATCOM Project was launched in 1978 by the International Labour Office, with the financial support of Sweden. Since 1984, MATCOM is financed by Denmark, Finland and Norway.

In collaboration with cooperative organisations and training institutes in all regions of the world, MATCOM designs and produces material for the training of managers of cooperatives and assists in the preparation of adapted versions for use in various countries. MATCOM also provides support for improving the methodology of cooperative training and for the training of trainers.

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- 1 Co-operative Knowledge
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- 3 The role of a Co-operative Manager
- 4 Rural Sociology
- 5 Economics
- 6 Development Economics

MANAGEMENT OF AGRICULTURAL CO-OPERATIVES:

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- 8 Collecting and Receiving Agricultural Produce EM
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MANAGEMENT OF OTHER TYPES OF CO-OPERATIVES:

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FINANCIAL MANAGEMENT AND CONTROL:

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- 20 Cost Accounting and Control EM
- 21 Financial Management M
- 22 Statistics
- 23 Co-operative Audit and Control M

MANAGEMENT OF OTHER COMMON FUNCTIONS:

- 24 Project Preparation and Appraisal M
- 25 Staff Management EM
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- 27 Public Relations, Member Recruitment
and Member Education

* E = MATCOM has published a "MATCOM Element" (a self-study booklet) on this subject.
M = MATCOM has published a Trainer's Manual for a complete course on this subject.

FOREWORD

What to teach, and how to teach it? To find the answers to these two questions is half the job, at least for us working with management training. If we do not pay enough attention to the fact that training needs analysis (the "what"), and the choice of training methods (the "how"), we may waste time - both ours and the trainees' - and the money invested in training.

MATCOM's Curriculum Guide

One of the first efforts of the MATCOM Project was to draw attention to the importance of training needs analyses, job-oriented training and modern training methods. The first "Curriculum Guide" which was published in 1979 was the result of contributions from many co-operative educators, managers and policy makers. The original manuscript was evaluated at many co-operative training institutes and some international seminars were organised (in collaboration with the International Co-operative Alliance and the Vaikunth Mehta National Institute of Co-operative Management, India) for the purpose of testing and validating the material.

The present edition is revised in accordance with feedback and proposals from co-operators around the world, and is tuned to the training programmes presented in MATCOM's "Trainer's Manuals".

The Format

The Curriculum Guide is structured as follows:

- a) The whole curriculum is divided into 27 subjects.
- b) Each subject subdivided into a number of topics.
- c) A training objective is suggested for each topic.
- d) Possible learning methods are suggested for each topic.

How to use the Curriculum Guide

A systematic approach to curriculum development and course design is presented in a condensed form in Section 28. Suggestions for the practical use of the Curriculum Guide are also included. It should be stressed, however, that the Curriculum Guide does not contain a ready-made curriculum which can be copied and used everywhere without further considerations. As its name implies it is only a guide, or a resource document; its purpose is to provide

guidelines and ideas to trainers and other persons involved in curriculum development and course design, particularly with regard to the following tasks:

- establishing overall aims of training programmes;
- establishing entrance qualifications for training programmes;
- analysis of training needs;
- selection of subjects and topics to be included in training programmes;
- defining objectives for courses and training sessions;
- defining the contents of training sessions;
- choice of training methods;
- session outline;
- determining the duration of courses;
- establishing standards for recruitment of trainees.

Applying participatory training methods

The training methods proposed in the Guide are often of the "participatory" type; lecturing has been reduced to a minimum. In this way trainees become actively involved in the programme as they learn more effectively than they would as passive receivers of information.

By necessity the training methods are described very briefly in the Curriculum Guide. A trainer may be interested in and curious about a proposed method, but find it difficult or even impossible to apply it as he may not have experience in preparing the material needed, such as a case study. It would seem then that the most difficult part of the job remains to be done...

This is not the case; most of the suggested case studies and other exercises have already been worked out and described in detail in MATCOM's "Trainer's Manuals", which are synchronised with the Curriculum Guide.

MATCOM's Trainer's Manuals

A trainer who wants more material and information with regard to the training methods should therefore check whether MATCOM has published a Trainer's Manual on the actual subject. (See page II).

Each Trainer's Manual presents a complete training programme based on the job-oriented syllabus and the training methods proposed in the Curriculum Guide; detailed instructions to the trainer as well as all needed training material are included.

Reading List

Whether a trainer is basing his course on a MATCOM manual or not, he would be well advised to prepare himself by referring to other books and material. It is particularly important that he is familiar with local practices concerning the actual subject; documentation in this respect is normally at hand in every training centre. To assist trainers who want to acquire further background and resource material on various subjects, a "Reading List" is included in this manual, see section 29.

* * *

MATCOM's Curriculum Guide plus the Trainer's Manuals constitute a resource which all co-operative trainers are welcome to exploit in their work. There are no restrictions; trainers should feel free to make use of any material, be it a complete course outline or just one single case study.