

CHAPTER 5: CO-OPERATIVE COLLEGE OF MALAYSIA

This chapter is confined to the detailed discussion of Cooperative College of Malaysia (CCM), as the one and only training institution for the co-operative movement in Malaysia.

The Co-operative College of Malaysia was given the leading role in the development of co-operative training and education for the co-operatives as in accordance with the Co-operative College (Inc.) Act, 1968 which states that :-

"An Act to incorporate the Co-operative College of Malaysia, for the purpose of developing and promoting co-operative training and education and to provide matters connected therewith."

Laws of Malaysia Act 437,
Co-operative College (Inc.) Act 1968

5.1 CCM BACKGROUND

The Co-operative College of Malaysia, the one and only training institution for the co-operative training and education for the co-operative movement is situated at 103, Jalan Templer, Petaling Jaya, Selangor. She was set up in 1956 with the financial aid from the Colonial Welfare and Development Fund and was officially declared

opened by M. B. J. Surridge, advisor on co-operation to the Secretary of State for the Colonies. The CCM was incorporated into a statutory body in 1968 and since then she was placed under six ministries but currently she is under the jurisdiction of the Ministry of Land and Co-operative Development. Since its establishment, CCM has been financed by the Co-operative Education Trust Fund which was set up with the contribution from the net profit of the co-operatives which in the beginning, this contribution was made on a voluntary basis. However, since 1969, co-operatives are legally required to contribute two percent of their net profit of this Education Trust Fund.

The mission of CCM is to be an excellent training institution in the co-operative sector in enhancing the development of the co-operative movement consistent with the National Development Policy. As quoted from K. Taimni, "to be centres of excellence in the field of co-operative training and education for leaders, staff and members of ceaselessly strive to effectively meet their training and education needs in full measures".¹ Therefore in order to achieve this mission, CCM have the following objectives :-

- * to upgrade the management and leadership skills of board members and senior management staff of the co-operative organisation to better manage their co-operatives and activities.

¹ Krishnan K. Taimni, Issues in Making Cooperative Training Institutions Effective, Regional Coordinator for Asia and the Pacific, ILO-COOP-NET PROGRAM, India, pg. 3

- * to obtain the management skills in commerce, small and medium scale industries in order to create a "Bumiputra Trade Organisation".
- * to upgrade the management and the training effectiveness through improvement of utilisation of the information technology.
- * to provide training and education in the field of co-operative management and administration to the co-operative movement.

Being a training institution, the college is also responsible for :-

- i) conducting courses, workshops and seminars in the field of co-operative studies and such other courses of study which are considered appropriate by the college;
- ii) printing publications of books and material regarding co-operation and related matters;
- iii) carrying out co-operative research and providing advisory services to the co-operative organisation.

5.2 CCM Organisation Structure

CCM is administered by a Board Of Council of eighteen members who sit on the council for a duration of three years and can be re-elected. The Director of CCM is the secretary to the council and

also the highest executives officer responsible for the daily administration and management of the college.

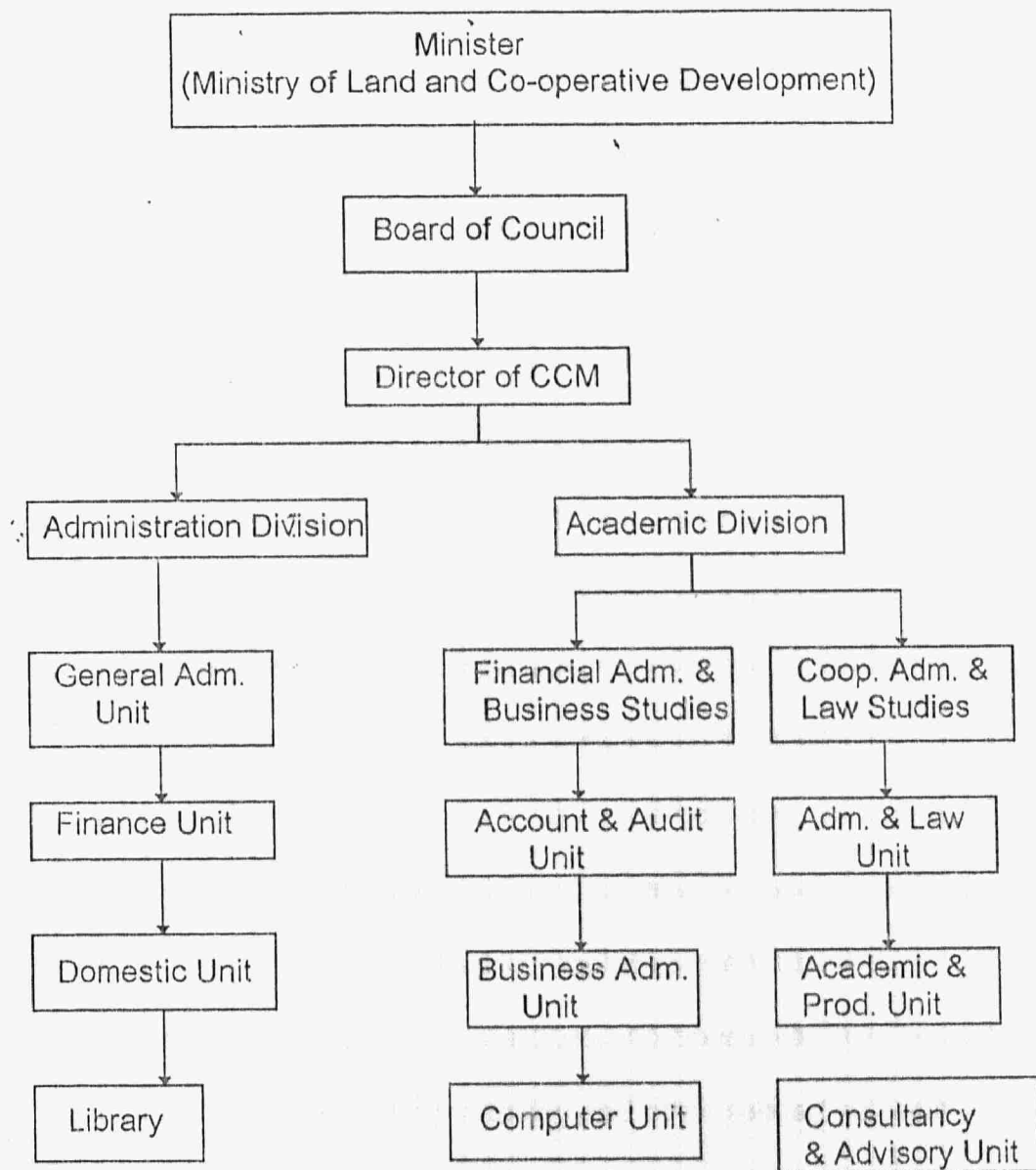
As shown in Chart 4, the organisational structure of CCM is divided into two, the Management Division and the Academic Division, Under the Management Division, there are four units; the Finance Unit, the Administrative Unit, the Domestic Unit and the Library Unit.

The Academic Division have two Studies :-

- i. the Financial Administration and Business Studies and
- ii. the Co-operative Administration and Law Studies.

The sub-division of the Financial Administration and Business Studies are the Account and Audit Unit, Computer Unit and the Business Administration Unit. The sub-division of the Co-operative Administration and Law Studies are the Co-operative Administration and Law Unit, Consultancy and Advisory Unit and the Production and Academic Administration Unit.

CHART 4
CCM ORGANISATION CHART



Sources : Academic and Production Unit, CCM.

3 Background on the Training Activity by CCM

Since the inception of co-operatives in this country in 1922, there were no formal programs on co-operative training and education; only very few training and education activities was provided by the supervising officers of the CDD on adhoc basis. With the growth in number and activities of the co-operative movement, there was a felt need for formal training and education programs which lead to the establishment of CCM.

Since its establishment in 1956, the co-operative college was regarded as the 'wing' of the CDD until 1968 and it was established to train the officers of the CDD and staff of co-operative societies.

After the co-operative college was incorporated as a Statutory Body, it was administered by a Council consisting of government officials and co-operative leaders; hence forth the co-operative college training and education activities were planned on a wider scale. Subjects taught before 1970 includes basic co-operative ideology and principles, co-operative concepts and practices, co-operative law, book-keeping, management, marketing, retailing and other related subjects. ²

The establishment of ANGKASA in 1972, brought some changes in the types of courses conducted by CCM. Since ANGKASA provided post-registration training and education for members, CCM diversified her attention providing training for co-

² Annual Report, CCM, 1969, pg. 15

operative leaders such as the board directors, the committee members and the co-operative employees; the management level. Thus from 1970's onwards, the co-operative college not only provide courses for the CDD officers but for the co-operatives at large with more new courses were introduced to equip them with knowledge and skills in co-operative management.

New subject matter were introduced and for the first time the co-operative college in co-operation with MATCOM (Material and Techniques for the Co-operative Management Training) organised two in-service training courses for the co-operative managers.

MATCOM is an ILO project launched in 1978 and aided financially by the Swedish International Development Authority (SIDA). Now MATCOM is economically supported by the government of Denmark, Finland and Norway. The materials produce by MATCOM are job-oriented and based on participative training techniques. Among the MATCOM training courses include Transport Management, Marketing of Agricultural Management, Supply Management, Project Preparation and Appraisal, Staff Management and Training for the Co-operative Trainers.

Apart from MATCOM, CCM also get the support from ICA in producing training materials called CEMAS which stand for "Co-operative Education Material Advisory Service" , 1975.

During the 1980's the style of management of the big co-operatives changes while the small and medium co-operatives still

maintained the old styles of management; that is the board directors render services on voluntary basis. Co-operatives with large financial sources began to introduce activities such as industry, commerce, investment, shares, and undertook big economic projects. Hence, in the 1980' and 1990's, CCM introduced varieties of new courses³ in line with the current activities so as to suit the contemporary needs and requirements of the co-operatives but still maintaining the 'traditional' courses. Besides that the co-operative college also took steps to increase and to offer co-operative training and education activities to the officers of other agencies supervising co-operatives such as FOA and FDA.

Besides introducing new subjects, CCM also improve on the methods and techniques of training for the cooperative movement by applying a combination of various methodology depending on various factors such as the background of the trainees, duration of the programs and the availability of the materials and teaching aids.

5.4 Training Programs by CCM

There are different types of training program conducted by CCM such as in-campus program which includes short courses, seminar, workshop, International Certificate in Co-operative Management and Diploma in Co-operative Management. In addition to the in-campus

³ Sukatan Pelajaran, CCM, 1982, pg. 2

programs, CCM also conduct off-campus programs which was carried out solely or jointly with CDD, ANGKASA and other co-operatives societies.

For the in-campus programs, a committee was set up to discuss and planned the annual training programs for the co-operatives. In order to fulfil the needs of the co-operatives, representatives from the various bodies involved in the co-operative movement and the co-operative organisations were invited to give suggestions and recommendations regarding the types of program needed by the co-operative movement. As for the year 1997, CCM planned to conduct 82 programs at the college, (Appendix 1).

The dissemination of the information regarding the training programs was done through various mass media such as local newspaper, the college bulletin 'Berita MKM', phamplets and over the radio. The college also organised public campaign by the academic staff who visited the various organisations involved in the co-operative movement and to the co-operative societies all over Malaysia.

Application to attend any course at the cooperative college is through their various organisations on a standard application form, obtainable free from the college and to be submitted at least eight weeks before the program started.

a. Types of Courses Conducted by CCM

As mentioned earlier, over the years, the types of courses conducted at the college have increased to fulfil the contemporary needs of the co-operative movement.⁴ The courses run by the college as seen in Appendix 2 were classified under four units which are as follows :-

- * Accounting And Audit Unit
- * Business Administration and Management Unit
- * Co-operative Law and Administration Unit
- * Computer Unit

Every year new courses were introduced to keep pace with the current issues and contemporary needs of the co-operatives. As for 1996, six new courses were introduced namely :- ⁴

- I. Basic Computer and Application
- ii. Microsoft Words Processing Text
- iii. Packaging Techniques for the Co-operative Produce
- iv. How to be a Successful Salesperson?
- v. Negotiation Skills
- vi. Counselling Techniques

⁴ Sukatan Pelajaran, CCM, 1997, pg. v

For the short courses, the duration of the courses conducted at the college ranges from three days to two weeks while the Certificate course is conducted for five weeks and the Diploma courses took two years.

The number of in-campus courses conducted by the college have increased over the years, i.e. between 1988 and 1996 and as it can be seen from Table 5.1. In total, about 882 in-campus programs were conducted from 1988 -1996. There was an increase of 10 courses annually for the years 1988 -1993 but a drop in number of courses in 1994 and 1995, which account for 97 courses and 40 courses respectively. The drop in number of courses is off-set with an increased of the number of joint programs conducted by CCM with other organisations, as shown in Table 5.2.

TABLE 5.1
The Number of In-campus Courses
Conducted By CCM from 1988-1996

No.	Years	No. of Courses
1.	1988	100
2.	1989	110
3.	1990	111
4.	1991	115
5.	1992	123
6.	1993	130
7.	1994	97
8.	1995	90
9.	1996	90
Total		966

Sources : Academic and Production Unit, CCM

As for the year 1996, CCM have conducted about 90 in-campus programs from the four unit and about 2,905 co-operators have attended.⁵

Another approach of providing training and education for the co-operatives which was undertaken by the college in 1995, was to provide training at the co-operatives societies. In the past this was carried only on request from the co-operative. However according to the findings of the '1992 Survey'⁶ by the college, it shows that the some co-operatives having difficulties in sending their members, board members, committee members and the co-operative employees to the campus for training. Thus with the off-campus program conducted by the college at their respective places, many have managed to attend the programs. As for the year 1996 the college have conducted about 15 off-campus programs and 557 participants have attended it.⁷

Apart from the above programs, the college also conduct joint programs, in collaborations with other bodies such as CDD, ANGKASA and co-operatives societies. As shown in Table 5.2, there are 591 joint programs conducted by the college over the years from 1988-1996. For the joint programs, the co-operative college will usually provide the trainers and the training materials, while the other party will make the necessary arrangement for the selection of participants,

⁵ Annual Report, CCM, 1996 pg. 9.

⁶ Unit Pentadbiran Dan Perundangan Koperasi, Survey : "Maklum Balas Daripada Peserta-Peserta Mengenai Keberkesanan Kursus Di Maktab Kerjasama Malaysia", Unit Pengeluaran Akademi MKM, October, 1992, pg. 22

⁷ Ibid, pg. 9.

the training venues and financed the expenses incurred in running the program.

Like wise the in-campus programs that were conducted by CCM, there was a fluctuation in the numbers of joint program conducted over the years. The highest number of joint program conducted was in 1989, about 93 programs while the lowest was in 1993, only 47 programs. As for 1996 there are 42 joint programs held in collaboration with CDD, ANGKASA and the co-operative societies.⁸

TABLE 5.2
Joint Program Conducted with other Organisation from
1988 -1996

No.	Year	No. of Program
1.	1988	77
2.	1989	93
3.	1990	74
4.	1991	83
5.	1992	50
6.	1993	47
7.	1994	75
8.	1995	50
9.	1996	42
Total		591

Sources : Academic and Production Unit, CCM

Apart from the short program mentioned above, the co-operative college also run the Diploma in Co-operative Management,

⁸ Ibid, pg. 10.

which was introduced in 1991 on a part time basis and in 1992 on the full time basis. The Diploma courses were jointly organised and conducted with University Putra Malaysia (UPM) and the target group of participants were the board members, co-operative employees and the officers from the various government bodies supervising the co-operatives. Among the objectives of the Diploma courses are to equip the participants with the techniques and skills in co-operative administration and management especially in business strategic and planning for the co-operatives. Since its inception in 1991, 90 students have graduated and obtained their Diploma in Co-operative Management.

CCM also conducted the International Certificate in Co-operative Management which is a five weeks Certificate in Co-operative Management course offered under the category of Specialised Training in the Malaysia Technical Co-operation Program (MTCP) and fully financed by our Malaysian Government. This program which is conducted annually at the college is specially designed for participants from Developing Countries with particular emphasis on co-operative management.

As shown in Table 5.3, a total of 206 participants representing 48 countries have participated in this program. However for the year 1988 - 1990, MTCP was unable to be conducted because of insufficient number of participant. The various participating countries are from Sri Lanka, Brunei, Bangladesh, Pakistan, Nepal, Myanmar,

Vietnam, Mongolia, Lesotho, Morocco, Gambia, Sudan, Ghana, Botswana, countries from the Pacific Island , the United Arab Emirates countries and the Asean countries

The objective of this program is to enable participants to upgrade their leadership and management skill by recognising the salient features of co-operative enterprise and the basic elements necessary for its effective and efficient management.

TABLE 5.3

Number of MTCP Participants (1984 - 1996)

Year	No. Participants
1984	17
1985	15
1986	15
1987	19
1991	20
1992	17
1993	18
1994	21
1995	19
1996	23
1997	22
Total	206

Sources : CCM Annual Report, 1996

This **course** is also classified as an in-service program to upgrade the **skills** and knowledge in co-operative management. Apart from focusing **on** issues related to philosophy, finance, management and co-operative law, it is also intended to promote a healthy environment **for** active exchange and experience in this field. The participants **for** this program includes managers, supervisors, senior staff, co-operative board members and staff of government agencies.

Other **International** program run by the college is a joint program in **collaboration** with other international bodies such as with ICA, ILO **COOP**-NET on the "Training the Trainers" and other training institutions **like** Coady Training institution in Canada, Loughborough Co-operative Training Institution, England and Marburg Co-operative Training Institution in Germany. A series of the "Training the Trainers" programs **that were conducted at the college are :-**

- * " The Co-operative Training Policy and Standards ", from
5 - 8 February, 1985
- * " The Co-operative Development Through Effective
Training, Personnel and Organisational Policies", from 5-
7 March, 1990
- * "Issues in Making Co-operative Training Effective",
19 June - 7 July, 1995
- * "Management Consulting Skills for the Co-operative
Trainers", 24 March - 4 April, 1997

COOP-NET is an inter-regional service program for the development of human resources in co-operatives. The Co-operative Branch (COOP) of the International Labour Organisation (ILO) in Geneva co-ordinates COOP-NET with the objective of assisting co-operatives world-wide in achieving cost-effective human resource development.

Seminars and workshops were also organised and conducted by the college based on the current issues and current needs of the co-operatives.

In some cases the co-operatives can also request on specific topics/areas that they want. For 1996, the college conducted four seminars⁹ which are :-

- * Seminar on the Land Development Co-operatives, "Koperasi Rancangan FELDA";
- * Seminar on leadership, "Kepimpinan Menurut Islam";
- * Seminar on Technology Information, "Sektor Koperasi Dalam Era Internet";
- * Seminar on "Developing A Positive Image".

In order to expose the academic staff and the co-operative leaders on current issues as well as to develop better ideas for the development of co-operatives, three 'tea-talks' were organised last year (1996). The topics discussed and presented are as follows:-

⁹ Annual Report CCM, 1996, pg. 10

- * Money culture in the Co-operative Movement by the Royal Prof. Ungku Abdul Aziz from ANGKASA.
- * The Relevance of the New Co-operative Principles in the context of the Malaysian Law by Prof. Munkner from Phillips University of Marburg, German.
- * A dialogue on the Seventh Malaysia Plan, "Cabaran dan Peluang Bagi Gerakan Koperasi".

b. Research, Publication and Training Materials

Being the only co-operative training institution in the country, it is therefore inevitable that the college undertakes research and write-ups so as to monitor the development of the movement. However this area of the training and education activity was still lacking and inadequate. On average, about two research papers were done annually. The research was done either in groups according to the respective units or assigned to a minimum of two trainers to do it. Most of the research were utilised internally or as the background papers for different international seminars and workshops.

However, there is one research entitled, "Maklum Balas Daripada Peserta-Peserta Mengenai Keberkesanan Kursus di Maktab Kerjasama Malaysia"¹⁰ which was continuously carried out on every five years basis by the Co-operative Administration and Law Unit.

¹⁰ CCM, "Maklum Balas Daripada Peserta Mengenai Keberkesanan Kursus Di Maktab Kerjasama Malaysia, 1985, 1990, 1995", Academic Unit and Production, CCM.

Among the objective of the research are; to gather feed back from participants regarding the effectiveness of the training programs conducted by the college; to provide recommendations and guideline for the college to improve the training activities and to see any changes and improvement on the co-operatives by the co-operators after attending the training program conducted by the co-operative college.

It is also the duty of the trainers to prepare training materials and handout for the participants. Some training packages prepared by the trainers includes "Office Management", "Basic Co-operative Law", "Advance Co-operative Law", "Training Methodology for Co-operatives", "Quality Control Circles", "How to Conduct Meeting", "Preparation for the Co-operative Annual General Meeting", "Work Simplification", "Basic Accounting and Auditing", etc.

About 80 percent of the participants attending the training programs at the cooperative college were Malay. Hence the trainers were also encouraged to translate the training manuals, articles and books into the local language (Bahasa Malaysia).

Among others that have been translated are three books by Has H. Munkner; 'The Ten Co-operative Law', 'The Co-operative Principles and Co-operative Law' and 'Ten Lectures on the Co-operative Law' and 16 MATCOM Elements on consumer activities. These books have been printed and reproduce by the Academic and Production Unit and sold to the co-operators. In addition, a number of case studies, role

play and management games have been translated and used as teaching aids in the classrooms.

To add varieties in the training aids, the trainers also produce some video tapes on topics such as "Why Co-operative?", "The Co-operative Law" and "Leadership Styles" and the "local artists" were the college staff.

A few publications were also published by the trainers such as; "Koperasi Satu Pengenalan", "Mesyuarat Koperasi" dan "Perakaunan dan Pengauditan Koperasi". Besides the books mentioned above, the cooperative also published two magazines; "Berita MKM", which was produced four times a year and the "Dimensi Koop" which was produced twice a year. Both the magazines provide information on the current co-operatives activities and events for the co-operators. As for 1996, the training materials produced by the trainers are eight paper works, three case studies, two training packages and seven lecture notes.¹¹

c. Consultancy and Advisory Services

CCM also provides consultancy and advisory services for the co-operatives through the "Klinik Koperasi". The purpose for this service is to cater for the medium and small-sized co-operative societies which were unable to engage expertise to manage their

¹¹ Annual Report, CCM, 1996, pg. 11.

business activities. These co-operatives are in constant need for experts in the feasibility study of their new projects, financial matters, marketing and computer management. For them to engage the service of the private consultants will be costly, thus the college have undertaken this responsibility to provide such assistance by setting up the "Klinik Koperasi" in 1984. However a new approach was used when CCM set up the Consultancy and Advisory Unit, three years ago to replace 'Klinik Koperasi' in order to provide a more professional approach in rendering this service to the co-operatives.

TABLE 5.4
Consultancy and Advisory Services Provided by CCM (1996)

No.	Name of Co-operative	Area
1.	Koperasi Kakitangan Perwaja	To run a mini-market
2.	Koperasi Peneroka FELDA Bkt. Sagu 3	Members Education
3.	Koperasi FELDA Chemomoi, Pahang	Cash Management
4.	Koperasi FELDA Chaah, Johor	Land Development
5.	Koperasi Daerah Pasir	"Pajak Gadai" (AR-Rahn)
6.	Koperasi Polis DiRaja (M) Bhd.	Co-operative Act, 1993
7.	Monford Co-operative, Sg. Buloh	To set up a Co-operative
8.	Koperasi Kada Bhd.	Distribution of Surplus & Co-operative Act, 1993
9.	Koperasi Perubatan Johor Bhd.	"Sistem Koperasi Islam"
10.	Koperasi Masjid UIA	Adm. & Management of Co-operative
11.	Koperasi RTM Bhd.	How to run a mini-market?

Sources : Annual Report CCM ,1996

On the average, about ten co-operatives requested for this service annually and in 1996, this Unit had provided consultation and advisory services to 11 co-operatives as shown in Table 5.4.

d. Training Methodology

A multi-disciplinary training approach are being used by the cooperative college which includes formal classroom lectures, group discussion, workshops, case studies, project work, management games and role play. Various training aids such as flip charts, overhead projectors, films and video, slides and tapes are also adapted to make the training session more interesting and lively. In addition, study visits and attachment at various co-operative organisation and government agencies supervising co-operatives were included to enable the participants to optimise their learning during their stay at the college.

e. Training Budget

As mentioned earlier, the co-operative college has been financed by the Co-operative Education Trust Fund. However the budget provided by this fund is insufficient (only about 85%) to meet the expenses and hence the Co-operative College have to finance

herself by renting out her premises. For the 1997 Budget, the Co-operative Education Trust Fund have allocated about RM 3.6 million to CCM and from the total amount about RM 975,500 were allocated for the co-operative training. Whereas the training budget allocated for the co-operatives for 1996 are RM 267,389 which shows that there is an increased allocation for 1997 because of the Sabah campus which started its operation this year and CCM has planned to organise more joint programs.¹²

f. Participants

Since its inception between 1956 - 1996¹³, the college have trained about 65252 participants for both the in-campus programs and off-campus programs. The background of participants attending the training programs at the college come from the government sectors, statutory bodies, private companies, the self-employed and the unemployed people in the urban and rural areas. Majority of the participants attending the training programs at the co-operative college were the Malays. In terms of age, their ages range from the school children level to pensioner which is between twelve years to 80 years old and their qualification are from standard six to PhD.

In order to categories them, they are the co-operators from all over Malaysia including Sabah and Sarawak holding the post as

¹² Annual Report CCM, 1996, pg. 12.

¹³ Annual Reports, CCM, from 1956 - 1996, CCM Academic and Production Unit.

Board members, committee members, ordinary members and the co-operative employees. The college also conduct 'in-service ' training program for the government officers from the various government bodies supervising the co-operatives such as from FOA, FDA and CDD as well as the officers from other statutory bodies namely RISDA, FELDA and FELCRA.

TABLE 5.5
The Participants Attending the In-Campus Program at CCM
(1988 -1995)

No.	Years	No. of Participants
1.	1988	3,253
2.	1989	2,752
3.	1990	2,672
4.	1991	2,886
5.	1992	3,304
6.	1993	3,479
7.	1994	3,236
8.	1995	2,211
9.	1996	2,905
Total		26,698

Sources : Annual Report, CCM, 1996

The total number of participants attending the in-campus program at the co-operative college from 1988 to 1995 are 26,698 participants. This number is far beyond the total number of co-

operative membership, which is about four million members. However there are reason why some co-operators do not attend the training program at the co-operative college. ¹⁴ Among others, the co-operators felt the CCM is too far away from their home, they were too busy, the management do not allow them to attend the training and in some cases because of the unexpected circumstances.

The participants attending the training programs at the college will be given an official unrecorded leave and they will be paid the travelling allowances according to the rate approved by the treasury.

Comparing the figures from Table 5.5 and Table 5.6, the number of participants attending the joint programs are more then the participants attending the in-campus program. This is obvious because the joint program are conducted not only by CCM but also by CDD, ANGKASA and the co-operative societies themselves. Another reason why the joint program is more popular is due to the fact that the co-operators do not have to leave their home town and the duration of the program is only one or two days.

¹⁴ CCM, Research, The Effectiveness of the Training Program Conducted by CCM, 1992.

TABLE 5.6
Number of Participants Attending the Joint Programs
(1988 -1995)

No.	Years	No. of Programs.
1.	1988	6,552
2.	1989	7,332
3.	1990	4,256
4.	1991	6,319
5.	1992	5,432
6.	1993	2,457
7.	1994	5,540
8.	1995	2,978
9.	1996	5,897
Total		46,763

Sources : Unit Academic and Production Unit, CCM

g. The College Staff

Currently, the co-operative college have a total of 87 staff and of these, 62 are administrative personnel and 25 are academic personnel (trainers). As the trainers form the backbone of the college, hence every efforts are made to expose them to current co-operative information and development, within and outside the country. CCM

also believes in investing on training the trainers so as to ensure that the multiplier effect on the dissemination of knowledge and ideas can take place easily. Trainers were given the opportunity to pursue their study locally and overseas and usually they will be financed by Public Service Department (PSD) and /or CCM.

At present (1997), two trainers were send for their Masters program at University of Malaya and University of Leicester, England while one is pursuing her Advance Diploma at ITM.

In addition to the above, group study visit were also arranged to expose the trainers to current co-operatives activities and development. Among the places that they had visited are Thailand (1996), Kelantan (1995), Indonesia (1994), Singapore (1993) and for 1997, CCM planned to visit Australia.

The co-operative college has also actively supported the training and exchanging of staff from other institution. Since 1985, about 10 trainers from the co-operative college have the privilege of participating in the exchange program. In view of this, CCM keep close contact with other foreign institution such as Puslatpenkop in Indonesia, Vaikunthmehta National Institute of Co-operative Management , Pune (India), International Training Centre of ILO, Turin (Italy), RVC Delft in Holland, Stanford Hall in England, Coady Institute in Canada, Phillips University & Marburg University in West Germany, IDACA/JCCU in Japan, NTUC in Singapore and ILO MATCOM in Sweden

.5 Evaluation of the Training and Education Program by CCM

The evaluation of the training programs conducted by CCM, were conducted orally and written at the end of every training session. A standard evaluation form formulated by CCM will be distributed to the participants and the evaluation are divided into four parts namely :- (Appendix 3).

- * the general evaluation
- * the course content and the trainers presentation
- * the library service
- * the college facilities such as the hostel, the dinning hall, lecture rooms, recreation facilities and the surroundings.

The first part of the evaluation which is Part A, is a general evaluation which includes among others; the relevancy of the training program to their job in the co-operatives, the duration of the course whether it is sufficient or otherwise, the briefing on the college rules and regulations, the transport facilities and the participants discipline.

The second part of the evaluation, Part B, evaluates the relevance of the topics, their understanding of the subject matter, the presentation and performance of the trainers such as their interaction with the participants, the ability to conduct the session, their responsiveness towards the participants questions and the ability to response questions and answer session.

Part C, evaluates the library service such as audio visual facilities, Photostat machines, the library hours and the library staff. The last part, Part D evaluate the facilities available in the college and the surrounding environment such as the cleanliness of the toilets, hostel rooms, lecture rooms, dinning hall, counter service, recreational facilities and the college security.

Apart from the written evaluation, verbal evaluation was also conducted by the head of studies at the end of the training session i.e. immediately before the closing ceremony. Both the evaluation will be recorded and process, which will be brought at the academic meeting for further action.

For the purpose of this study several interviews and discussions were also conducted out with the participants attending the training programs at the co-operative college. Below are the comments and evaluation they made which were gathered from the three types of evaluation i.e. the written evaluation, the verbal evaluation and the interviews. (The evaluation is only for 1996).

- * the duration of the training program should be extended
- * they have benefited from the courses that they attended
- * the computer facilities for the computer classes should be increased and upgraded
- * increased more computer classes because there was a demand for it from the participants.

- * the computer unit should offer more contemporary computer courses such as the Internet, the use of e-mail etc.
- * library hours should be extended until the evenings since they cannot utilise the library during office hours because they have to attend classes.
- * the cleanliness of the college such as the hostels, the toilets, the 'surau', the classroom and the corridor should be upgraded. The cleanliness of these places should be given priority and the need for frequent check by the authority to improve the condition.
- * the college facilities such as the furniture, the showers and the toilet fixtures should be replaced since most of the equipment's cannot be used anymore.
- * offer letters should be sent efficiently and at early notice if there were any changes regarding the programs so as to allow the participants to make the necessary arrangement. The letter should also dictate what are required of the participants, for examples for the Cooperative Law courses they were required to bring their co-operative by-laws and proper attire for the sports activities.
- * they were satisfied with the curriculum and the training methodology used.
- * regarding the trainers presentation and performance, they have no complaints about it.

* Other minor comment such as food, transport and individual requirements are mostly based on individual preferences and it is quite difficult to entertain because there were a large group to cater for.

* MTCP program for the year 1997 :-

- overall the program is very good and very informative
- the courses duration should be extended to eight or ten weeks. (currently MTCP program was conducted for five weeks).
- insufficient information about Malaysia
- should increased the hours for the computer classes.
- they would like to know about the Multimedia Super Corridor which was the current issue in Malaysia.
- time table schedule was very pack and they need to have some time for themselves.
- some trainers and guest speakers cannot communicate well in English.

For the purpose of this study, the writer would also like to highlight some of the significant findings of the "five-year survey" that were conducted in 1995 by the CCM, on the topic "Maklum Balas Daripada Peserta Mengenai Keberkesanan Kursus Di Maktab Kerjasama Malaysia", (The Effectiveness of the courses conducted at the Co-operative College of Malaysia). (Appendix 4)

The objectives of the research have been mentioned earlier in pg. 79. The respondents were the co-operators, members, board members, committee members and co-operative employees from the various co-operative all over Malaysia. The respondent's background are as follows ;

1. Ethnic groups - about 95.9% of the respondent were Malays, 1.9% Indians and 1.6% Chinese while 0.6% others.
2. Age - about 26.7% of the respondent are above 51 years old, about 60.6% were between 31 years to 50 years old and 12.7% are less than 30 years old.
3. Sex - 87.3% of the respondent were male and 12.7% were female.
4. Qualification - only 1% of the respondent have their Masters and PhD., 6.6% were Degree holders, 2.3% have Diploma, 2.6% have Vocational qualification, 7.2% have STP/HSC certificate, 39.3% have SPM/MCE certificate, 15.1% have SRP/LCE qualification while the reminder 29.1% have primary education.

For the purpose of this study, only some of the significant findings will be highlighted. As shown in Table 5.7, about 45.4% and 48.2% of the respondents were very satisfied and satisfied with the training program conducted by CCM. Whereas only 2.9% and 6.3% were dissatisfied and very dissatisfied with the training program held by CCM. The show that CCM have manage to provide the training needs of the co-operators as show by the big percentage , about

93.8% of the respondent satisfied with the training program conducted by CCM.

Table 5.7
Participant Perception Regarding the
Training Program Conducted by CCM

Participant Perception	%
Very satisfied	45.4
Satisfied	48.2
Fair	3.2
Dissatisfied	2.9
Very Dissatisfied	0.3
Total	100

**Sources : Survey on the Effectiveness of the Training Program
Conducted by CCM , 1995**

With regards to the benefit acquired after attending the training program at the co-operative college, the survey have gathered about 35 "benefit" from the respondent. As it can be noted from Table 5.8, only ten the most significant ones are being highlighted.

Table 5.8

The Benefit Acquired after Attending the Training Program at CCM

No.	Benefit Acquired	%
1	Understand the Co-operative Principles and Practices	86
2	Create Awareness regarding their responsibility towards the co-operative	80
3	Motivated to do their job	77
4	Able to conduct meeting more effectively	72
5	Able to managed their co-operative more effectively	71
6	Better understanding on management of accounts	71
7	Improved communication with co-operative staff	71
8	Provide better services for co-operative members	70
9	Improved communication with Broad Directors	69
10	Able to plan co-operative activity more effectively	69

Sources : Survey on the Effectiveness of Training Program By CCM,1995

Table 5.9 shows the percentage of respondent that make changes and improvement upon returning from attending the training program conducted by the co-operative college. About 74% of the respondent made some changes/improvement at their co-operative while 26% did not make any changes/improvement.

Table 5.9

Changes made upon returning from Training Program by CCM

Make Changes	%
Yes	74
No	26

**Sources : Survey on the Effectiveness of the Training Program
Conducted by CCM, 1995**

Related to the above, Table 5.10 shows the three significant changes/improvements made by the respondent upon returning CCM.

Table 5.10

Changes/Improvement made at the Cooperative by Respondent

No.	Change/Improvements	%
1.	Increased members participation	68
2	Increased co-operative profit	62
3	Conduct co-operative AGM more effectively	61

**Sources : Survey on the Effectiveness of Training Program
Conducted by CCM , 1995**

The survey also show the reasons why the 26% of the respondent as mentioned earlier did not make any change/improvement upon returning from the training. The reasons are as shown in Table 5.11.

Table 5.11

Reasons for not making any changes/improvement

Reasons	% Agreed	% Fair	% Disagree
No proper channel	63	21	16
No power	73	20	7
Not given opportunity	38	28	34
Proposal rejected	48	14	38
Top management not supportive	51	11	38
No confident	37	20	43
Shy to give suggestion	22	23	55
Left the co-operative	34	24	42

Sources : Survey on the Effectiveness of the Training Programs

Conducted by CCM, 1995

Overall, the survey shows that the training program conducted by the co-operative college is effective and needed by the cooperatives. May be a more detailed research should be done on training needs of the co-operators and its relevance so that CCM can improved her role and function in providing training and education for the co-operative movement.

To conclude the evaluation part of this study, the writer would like to highlight two interviews that were conducted with the Director of CCM and the Board Director of KHUB.

The statement made by the Director of CCM, " the courses in the co-operative received cold response from the co-operative because the attitude of some the co-operatives board of directors and the co-operative management who do not see the importance of training and education for their members".

To support the statement above, the Board Director of the Hospital University Co-operative Bhd. (KHUB), who is heading the education and information section of KHUB mentioned that, " everything are there in the co-operative college, equipped and sufficient facilities to conduct the training programs. However the problems are the members attitude who were not interested in getting education and knowledge".

This shows that the co-operators who had attended the training program conducted by CCM benefited from it but there are still some co-operators who were not concerned about this activity.

5.6 Facilities in CCM

Since its establishment in 1956, CCM have experienced a new 'facelift' where renovations and extension of the old building were carried out in 1964, 1982 and 1995. These renovations had enable CCM to provide better facilities and better accommodation for the increasing demands to attend training program at the college.

The college provides several facilities for the participants attending the training programs which include : ten well-equipped air conditioned lecture rooms with white boards and overhead projector, a large auditorium to host major seminars and conference, with a capacity to accommodate 300 people and a multi-purpose hall for gatherings and functions. Residential facilities are also available for participants attending the training programs at the college where the hostel can accommodate two hundred and forty male residents and house thirty six females residents. The college dining hall provide three main meals, tea, lunch and dinner, which served daily to the participants.

A small mini-market is also available to provide the necessary requirements and toiletries, a Surau for prayer, a post box, six telephone booth, two vending machines and two water coolers are also available to make their stay more comfortable. For transportation purposes, two buses and two cars are available for visits and out-door activities.

For those who are interested in sports, there are facilities available for indoor and outdoor games. The recreation room and the multi-purpose hall can be utilised for games such as Ping-Pong, carom, chess and badminton. There are also tennis, net-ball, volley ball and 'sepak-takraw' courts available within the college compounds.

Besides the physical facilities mentioned above, the college had also set up the audio-visual and printing unit for the production and

printing services. Prior to its establishment, most of the printing work that had been done outside the college were done internally thus this unit have proven to be beneficial and efficient. It manage to cope with printing the co-operative reading materials, training handouts, brochures, phamplets, administrative form and document ,etc.

In addition, this Unit also co-ordinate the usage of audio-visual aid equipment by the trainers. Services are also rendered for recording role plays, classroom exercises and viewing the management films, etc.

This unit is well-stocked with the latest printing and production equipment as well as the audio-visual gadgets such as the overhead, slide and film projectors, video-camera, video player, transparency maker, Photostat machine, cassette players etc.

For further co-operative knowledge and information, the library has been the collecting and disseminating centre for the college. It serves as the main source for references on co-operatives activities for the college staff, co-operators, officers from the various bodies supervising co-operatives, as well as the public such as the local and foreign students and researchers.

Besides over 45,000 text books and journals, the library also prides itself in having about 350 magazines on co-operatives and non-co-operative matters, 400 Annual Reports from various co-operatives, seminar papers, newspaper cutting and etc. Current

issues for the movement and the latest books purchased are usually exhibited within the library premises.

Regarding audio-visual facilities, at present the library managed to acquire about 438 video tapes and 838 cassettes of various topics on co-operative matters.

In addition to offering reading and viewing services, the library also provides advisory services especially to co-operatives which are keen in setting up their own library or reading rooms. Practical training opportunities have also been extended to potentials and trainees taking Advance Diploma in Library Science from other local academic institution.

Another activity undertaken by the library unit is the college exhibitions and in 1996, the library held three exhibitions with regards to the various events as mention below.

In conjunction with CCM 40th Anniversary, the exhibition was held at the co-operative college, from 3 -7 October, 1996 and the theme of the exhibition, "Perkembangan MKM dari Tahun 1950 hingga Tahun 2000".

Another exhibition was held in conjunction with the FELDA 40th Anniversary at Bukit Tangga, Changlun, Kedah on 24 October, 1996 and the third exhibition was held in UKM, Bangi, from 21 - 22 December, 1996 which was to celebrate the 74th International Co-operative Day.

To keep abreast with the new information and technology age , the college has also take up the responsibility of spreading the computer knowledge to the co-operatives. The college engaged a computer company to develop the appropriate software for teaching purposes and for usage by the co-operative societies.

The co-operative college conduct computer courses for the co-operatives hoping that it would create the awareness among the co-operators about the new technology and also to provide the necessary foundation for them to operate a computer system in their co-operative.

Besides training the co-operators, the college staff were also trained to use the computers. It is hoped that with the basic training this will enable the trainers to develop training packages by using computers as additional teaching aids. The co-operative college administrative division was also computerised in order to provide a more efficient administration and management of the co-operative college.

5.7 Current Issues and Future Outlook

Being the only co-operative training institution in the country, CCM adopted a similar concept as the ICA Commission (mentioned earlier in Chapter 3), which states that 'co-operative training and education is a life-long process'. Realising the importance of training

and education and fully aware that training and education as the pre-requisite of the co-operative success, the co-operative college have taken steps to improve the field of co-operative training and education for the co-operators.

a. CCM Branch Campus

The purpose of CCM to open a branch campus in Sabah and Sarawak is to minimise cost and provide better coverage for the co-operators throughout Malaysia. Starting 1997, the Sabah campus have started its operation and to date about three programs were conducted there ; the Co-operative Law, Co-operative Principles and Practice and Co-operative Accounting and Auditing which took place in July, August and September, 1997 respectively. As for the Sarawak Campus, it is supposed to take off next year (1998).

b. CCM New Campus

The Ministry of Land and Co-operative Development plans to put CCM at par with other higher learning institution of higher learning in the country. In order to do this, a new CCM campus will be built in Tehran, Perak which enable CCM to offer better facilities and accommodation for more participants. In his speeches at the auspicious occasion celebrating the CCM 40th Anniversary, Datuk

Osu Sukam, Minister of MLCD said that, " once the college status is upgraded, it will offer degree courses in among others, co-operative management, accounting and auditing. The new campus will help to achieve the aim of making CCM the centre of excellence for the co-operative training and education in the Asia Pacific Region. He also added that, "this is in-line with the government effort to turn Malaysia as a regional training hub in co-operative training and development". The new campus is expected to be ready by the year 2000.

c. Twinning Program

The co-operative college also planned to embark on a twinning program and collaboration with other training institution of higher learning locally and overseas. Plans are underway with University Leicester, England to conduct a 'distant-learning program' for Certificate, Diploma and Masters level program in Co-operative Management and Organisational Development. Another twinning program with UKM, Bangi, Malaysia to conduct a degree level program in accounting and auditing cooperatives.

d. ISO 9000 for CCM

To achieve its mission to be the excellence centre for co-operative studies in this region, CCM plan to achieve the ISO 9000

award by the year 1998. In view of that two workshops on the Implementation of ISO 9000 were conducted at the college in May, 1997 and July, 1997. These workshops were jointly conducted with INTAN.

e. Career Development

CCM is a statutory body having a closed system policy, thus the potential for career development for the staff is limited. This situation can cause de-motivation and less competition among the work force because the avenues for promotion is limited. However, the CCM is trying very hard to improve the situation by restructuring the organisation structure in order to give more room for promotion.

f. Corporatisation of CCM

The co-operative college is also planning to corporatise the college and a workshop regarding this matter will be held to discuss the possibilities and the viability of corporatising the co-operative college.

5.8 CONCLUSION

The college has come a long way in building her image and in providing appropriate training and education for the co-operators throughout the nation. As an agent of change and development for the movement, in the next millennium as in the past, the co-operative college is expected to play a dynamic role in the field of mobilising and motivating members, leaders and employees of co-operatives in order to encourage their active participation for the benefit of their own co-operatives.

There may be problems encountered in the process of providing such services but that will certainly not deter her aims in doing her utmost best for the movement. The challenges will only pose as bridges for greater activity, creativity and contribution towards the progress of the co-operative movement in the country as in line with the Malaysian government Vision 2020.