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CO-OPERATIVE EDUCATION TECHNIQUES
PROJECT

REPORT ON A SURVEY AND EVALUATION OF
CO-OPERATIVE EDUCATION AND TRAINING MATERIALS
FOR USE IN DEVELOPING COUNTRIES

SEPTEMBER 1974

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CO-OPERATIVE EDUCATION TECHNIQUES PROJECT

1. Introduction

1.1 The survey was undertaken with the aid of a grant (Ref. No. AID/CM/pha-G-73-11) from the U.S. Agency for International Development (AID). With the concurrence and approval of AID the grantees, the Co-operative League of the U.S.A., (CLUSA), undertook the work in co-operation with the International Co-operative Alliance (ICA), and a project team of three members was appointed to work within the headquarters administration of the ICA at 11, Upper Grosvenor Street, London, W.1. The work of the project team was carried out under the direct control and supervision of the Director of the ICA. The ICA provided the supplementary in-puts necessary for the efficient operation of the project including office-space, use of administrative facilities, library and supporting services in London, and the assistance of the ICA Regional Offices and Educational Centres for South-East Asia and East and Central Africa whose resources and experience in Co-operative education and training have been extremely useful to the project.

1.2 It was originally intended by the parties that the project be conducted for the period 1st June, 1973, through 31st May, 1974, and that a report be made to AID by 15th July, 1974. As a consequence of delay in securing the appropriate staff appointments the work did not commence until later in the year, and AID approved the submission of the report by 30th September, 1974.

1.3 The following three staff members were engaged under contract to CLUSA to work under the direction of the Director of the ICA.

Senior Officer: T. N. Bottomley. Commenced work November, 1973.

Technical Assistant: S. Mshiu. Commenced work September, 1973.

Administrative & Research Assistant: R. Tyler. Commenced work July, 1973.

2. Background

2.1 For several years it has been widely recognised by Co-operative leaders in LDC's and Co-operative personell assisting those countries that there was considerable scope for improvement in both the supply and quality of material available for Co-operative education and training work in the developing countries. The expansion of education programmes necessary to keep pace with the fast growing Co-operative movements in many countries has made this need more

urgent. At the same time there has been a growing, and healthy, trend to introduce, and experiment with, a variety of techniques in order to improve the effectiveness of the programmes. This trend has itself created a demand for advice and guidance on the materials necessary for use with these new techniques.

2.2 The problem has frequently been discussed at conferences of Co-operative education leaders and in particular at the joint ICA/UNESCO Co-operative Education Leaders' Conference at Jongny, Switzerland in 1970 and the African Co-operative Education Leaders' Conference held in Nairobi, Kenya, in 1972.

2.3 At both these conferences it was recommended that the ICA should seek resources to enable a study to be made of the existing situation and, in particular to "assemble information about the present provision of education materials and to stimulate and co-ordinate the increased and improved production of them". (Report of Co-operative Education Leaders' Conference, Jongny, 1970).

2.4 The present project is the response to that frequently expressed request. It is intended as a practical step towards the solution of a major problem which is adversely affecting the efficiency of Co-operative educational programmes in many countries. There could be no more useful or important target in the programme and aspirations of the Co-operative Development Decade (1971-80) established by the ICA.

3. Objectives

3.1 The long-term objective of the project is to improve educational and training materials and techniques available for Co-operative development in the developing countries. In pursuance of this objective the present grant was provided for the purpose of establishing a clearing house at ICA headquarters to perform three specific tasks:-

A. Co-operative Education Materials, Techniques and Programmes Inventory

To compile an inventory by the collection and indexing of information about materials, techniques and programme presently in use or planned:

- (i) in the developing countries
- (ii) by Co-operative training institutions in developed countries which provide courses for people from developing countries.

B. Study of Effectiveness of Existing Educational and Training Materials

To make a study of materials and techniques presently in use or planned with a view to identifying both strengths and weaknesses in the present provisions .

C. Submission of a Project Plan Proposing Ways to Improve the Quality and Quantity of Co-operative Educational Materials for Use in Developing Countries.

The preparation of a project plan including recommendations for improving both the supply and quality of materials available for use in the developing countries . The recommendations would in the first place, focus on the development of English language materials .

4. Progress towards objectives

4.1 Working from information collected in the course of the enquiry an inventory for materials, techniques and programmes presently in use in the developing countries has been compiled. As it stands it provides a valuable source of information on which to base advice to Co-operative organisations in the developing countries . It is, however, necessary to continue to expand and revise the inventory and to work out efficient procedures for its use . Proposals regarding this are made in section 21.3 .

4.2 An evaluative study of many of the items of materials and techniques employed has been made . The results of this are reflected in the proposals for the production of proto-type materials made in section 25 .

4.3 Recommendations regarding the clearing house operation, the production of proto-type materials and related activities , including the organisation of training seminars , have been formulated as a consequence of the study and are included in Part III of this Report .

5. Methods Employed

5.1 Following is a summary of the principal methods employed in conducting the survey, most of which also helped to bring in materials and information for the inventory .

A. The distribution of a questionnaire to Co-operative organisations in developing countries .

B. A postal enquiry to Co-operative colleges and training institutions in developing countries .

- C. Evaluation of Co-operative education and training materials collected from many sources .
- D. Visits to several selected countries for the purpose of conducting studies of Co-operative educational materials, techniques and programmes .
- E. Consultations with Co-operative and other organisations whose work and interest are especially relevant to this field of activity .

Detailed comments about each of these methods are given below .

6. The Questionnaire

- 6.1 The first task undertaken by the project team was an attempt to make a survey of relevant aspects of Co-operative education in the developing countries . It was recognised that postal enquiries of this kind have severe limitations for collection of data about many different countries and situations . Nevertheless, within the time-scale of the study and because of the paucity of available up-to-date information, it was felt that such an approach was worthwhile when combined with other data collection methods . The questionnaire was distributed in three languages - English, French and Spanish . A copy of the questionnaire is attached as Appendix "A" .
- 6.2 A total of 65 replies to questionnaires were received from Co-operative organisations, training institutions and government Co-operative development departments in 48 countries . A summary of the replies received is given in Appendix "B" together with a list of the countries represented . References are made to particular sections of the questionnaire in appropriate parts of this Report .
- 6.3 About two-thirds of all respondents (47) indicated that they were producing printed materials of one kind or another and about one-half (29) that they were producing other materials and aids as well . Only few respondents sent in samples of their printed materials . However, it is anticipated that samples from others will be obtained through follow-up correspondence and visits and from ongoing procedures for systematic collection .

A significant piece of information arising from the questionnaire was that, with only one exception, all Latin American (and Spanish speaking Central American) countries which responded indicated that they produce their own printed materials and a majority of them produce other types of materials as well .

6.4 Despite the limitations of this kind of postal enquiry, it is suggested that a similar process of collecting and collating information about Co-operative educational activities in the developing countries be instituted as a regular practice. Carefully prepared, and focussed on the appropriate areas of interest, such an enquiry, could provide useful guide lines for policies responding to actual needs and problems, when supplemented by other information gathering methods. It is recommended that the possibility of conducting such an exercise on a biennial basis be examined by the ICA.

7. Inquiry to Co-operative Colleges and Training Institutions in Developed Countries

7.1 It was pertinent to the study that information be collected about courses conducted by Co-operative colleges and training centres in the developed countries for Co-operative personnel from the developing countries. This was potentially interesting for three reasons. First, colleges offering courses structured to the needs of the developing countries have accumulated considerable useful experience in the education and training problems of those countries. Second, their professional educators are skilled in judgement, as to effective response to needs. Third, in some cases, material prepared for use on the courses provided might, suitably adapted, be appropriate for use within the developing countries. It was anticipated that for some courses, the colleges might prepare material which had the dual purposes of serving both as a basis for a college-based course and as a working guide for the student when he had returned to his own country.

7.2 Brief details of most such courses are, of course, included in the ICA's annual Calender of Technical Assistance for Co-operatives. In the 1974 issue details of some 61 courses to be provided at 28 training institutions in developed countries were published. An enquiry was addressed to these seeking further information about courses provided and, in particular, details of teaching methods, materials and aids used. A list of the questions included in this enquiry is given in Appendix "C". The enquiry went out in English and French.

7.3 The responses received were not substantial enough in number or content to enable any general conclusions to be drawn or to permit any valid assumptions about the relation between the programme of the institutions and educational work in the developing countries covered. However, further information from these colleges and centres will be collected through the Advisory Group for International Training of Co-operators (AGITCOOP) which is a representative of the LDC's and of developed countries and is an ICA advisory group. It is expected that much of the work of AGITCOOP will be concerned with proposals arising as a consequence of the CFT Project.

7.1 Members of the team took the opportunity to visit the Centre for Co-operatives at the University of Wisconsin and the International Co-operative Training Centre at the British Co-operative College. Both these institutions responded very helpfully to all enquiries and provided samples of material developed and used by them.

8. Evaluation of Materials

8.1 The team collected and studied 238 selected educational and training items produced and used by various Co-operative organisations. The bulk of these materials comprised printed items. A few examples of other types of materials have been collected. The 238 items were selected for evaluation and possible inclusion in the permanent inventory from among many hundreds of examples of materials seen. Apart from the materials received in response to the questionnaire, those available in the ICA archives, and those seen while on country visits, many samples of useful materials produced by non-co-operative organisations were studied. These included correspondence courses, study guides, games and exercises, and radio scripts.

8.2 It was decided to exclude T.V. presentations and scripts, text books and other lengthy works of a general nature from the scope of the study. Television presentations and scripts were excluded because it was felt that, while this medium is of increasing significance, it is not, as yet, widely used and, insofar as its contribution to Co-operative education in the next decade is concerned, should be the subject of a special study.

8.3 Text-books and other lengthy published works on Co-operative topics were excluded because there are so many of them and the better ones are fairly well-known and publicised. It should, however, be emphasised that there is a strongly felt need in colleges and training institutions for more, better quality text books and basic reference material. While they were not included in the range of material studied, information on selected texts has, of course, been collected and included in the index which has been compiled.

8.4 Most of the publications studied were in English but 38 Spanish language and a few French language publications were also included.

8.5 The main task involved in surveying the wide range of publications studied was that of sorting them into a classified system. The classification system presently used is satisfactory for internal purposes but will require further refinement for use in communicating with others about available material. The ability to identify fairly precisely the scope, intention and relevance of an item is, of course, important in any process of advice and selection for use in particular circumstances.

9. Country Studies

9.1 To supplement and illuminate information gained from second-hand sources it was decided to make a special study of a group of selected countries and regions. The purpose was to study local programmes and to seek to identify, within the context of achievements and failures, the significance and value of techniques and materials used. These visits proved very useful. The opportunity to discuss problems and needs with national leaders, and with organisers, teachers and instructors in local situations produced much useful information and guidance. In addition it was possible to collect and study many samples of locally produced materials, and to study the difficulties confronting people in producing their own material.

9.2 The following countries were visited:-

Cameroon; Ethiopia; Kenya; Jordan; Malaysia; Mauritius; Peru; Puerto Rica; Sri Lanka; Tanzania.

During the course of these visits opportunity was also taken to consult representatives of the Organisation of the Co-operatives of America (OCA) about the situation in Latin America generally; to make a special study of a functional literacy programme in Ethiopia; and to consult with officials at the ICA Regional Offices about problems and needs of their regions. The Senior Officer attended a South East Asia Regional Conference of Principals and Selected Teachers of Co-operative Colleges and Training Centres at Djakarta at which several sessions were devoted to the production and use of materials and aids. At this conference, a special study was made of materials required for use in Co-operative management development courses.

10. Special Consultations

10.1. Visits have been made to and discussions held with, the following organisations. (Co-operative and other national organisations visited on the country studies are not included).

- Agricultural Co-operative Development International (ACDI), U.S.A.
- Confederacion Latino-Americana de Co-operativas de Ahorroy Credito (COLAC), Panama
- Council for Educational Development Overseas, London, U.K.
- Co-operative League of the U.S.A. (CLUSA)
- Food and Agricultural Organisation (FAO)
- Friedrich Ebert Stiftung
- International Labour Organisation (ILO)
- International Centre for Advanced Technology and Vocational Training, Turin, Italy
- International Extension College, Cambridge, U.K.

- International Co-operative Training Centre, Loughborough, U.K.
- International Co-operative Alliance, East and Central Africa Regional Office
- International Co-operative Alliance, South-East Asia Regional Office
- Organisation of the Co-operatives of America (OCA)
- Overseas Development Administration, London
- Plunkett Foundation for Co-operative Studies, Oxford, U.K.
- United States Agency for International Development (AID)
- University Centre for Co-operatives, University of Wisconsin, U.S.A.
- World Council of Credit Unions (WCCU)

10.2 The responses of all these organisations have been invariably helpful and appreciation is recorded of the generous assistance afforded. A consultative meeting of "experts" from several of these organisations is being planned to review the progress of the CET project and to advise on further development. It is appropriate to record here the generous response of the ACDI who, having embarked on a similar study and learning of the CLUSA/ICA project contributed to ICA the results of its own work so far.

PART II.

11. Scope of the Study

11.1 At an early stage of the study it became clear that it was necessary to narrowly define its area of interest. By definition educational technology cannot be studied outside the environmental context of the programmes and systems within which it is to be employed. Consideration of the supply and use of materials and aids has to take account of teaching methods and techniques. In turn these lead into questions of purpose, policy and organisation. To isolate one aspect of educational provision is a difficult thing to do. Nevertheless, for the purpose of this exercise, it was necessary to confine attention as narrowly as possible to the provision and quality of material and aids and, while taking account of the methods and techniques by which they are employed, avoid any detailed examination of other relevant features of educational programmes.

11.2 In itself, of course, a study of materials and aids conducted on a global basis is a formidable enough task and one that could only be approached with a fine mix of humanity and bravado. Clearly, in terms of the amount and range of materials studied, sources employed, advice taken, and possibilities considered, time, resources, language, ability, distance and communications have all imposed their limitations. Nevertheless, despite these obvious and anticipated difficulties,

the study conducted has been adequate to effectively respond to the limited objectives set and pursued.

11.3 In one respect it was found necessary to widen the scope of the study. In considering ways and means by which to improve both the quality and supply of materials, and the functions of a "clearing-house" operation, it was necessary to take account of three related factors:-

- (a) production and supply
- (b) information and distribution
- (c) use

11.4 There is, clearly, little value in seeking to improve the quality of materials unless there is, at the same time, a commensurate improvement in the procedures for informing potential users of their availability and unless there is some certainty that the materials will be put to effective use. It is, therefore, necessary to consider each of these aspects separately and to relate them one to the other.

12. Production and Supply

12.1 There is a good deal of support from replies to the questionnaire for the belief which gave rise to the study. Namely, that there is a shortage of relevant and useful educational material available or, at least, many people think there is. Respondents were asked to select from a list of seven statements (see item 12 of Appendix "B") one which most closely expressed their opinion about the supply of materials.

Of the 65 respondents;

- 37 said "improvement in supply is essential, we need more of everything"
- 10 said "improvement in supply would be helpful"

12.2 Two features of the existing supply situation are of particular significance. First it is clear that so far as publications are concerned the problem is not so much one of quantity as of selectivity, relevance and quality. To some extent the actual number of publications that can be listed obscures the useful and relevant items available. As noted particularly during the country studies this question of selectivity and relevance to purpose, is a great problem and one which is not solved by simply providing lists or catalogues. We shall return to this point later. In the meantime it would be worth commenting further on the obvious need for material of all kinds to be relevant to the circumstances within which they are going to be used. It is axiomatic that teaching aids must relate to the teaching situation. Much of the material produced in the developed countries and offered for use in the developing countries fails to do this.

- 12.3 The second feature in the matter of supply which should be noted is that there is a great deal of good material being produced, particularly in developing countries, that is not more widely used simply because its possible availability is not known to potential users or it is not available in an appropriate language. As a result resources of expertise and experience in many places are not being fully or sensibly exploited.
- 12.4 A secondary aspect of this situation is that, as a consequence, much spade-work is unnecessarily duplicated. This is not always the result of ignorance. Many expatriate advisors apparently prefer to ignore existing material and to produce something which carries their own imprint. This is not, necessarily, a bad thing especially where the concern is to produce something relevant and suitable to local needs. Indeed, so far as such teaching aids as flip-charts, and slides are concerned, this is, of course, essential. There is however, little evidence from the questionnaire that this sort of material is widely produced and used. In the production of training manuals, particularly, one is left with the impression that much time and effort is expended producing variations of work already done. Indeed, as has been said in another place, there is, in many development situations a strange urge on the part of some expatriates to "re-invent the wheel".
- 12.5 The principal "foreign" sources of production and supply are, of course, the Co-operative colleges and training centres in the developed countries, the specialist organisations working in this field, and the U.N. agencies concerned. Their production is mainly, though by no means entirely, directed to the more advanced work in developing countries. There are exceptions to this of which the ILO publication "The Co-operative Through Pictures" is a good example. This is an extremely useful collection of examples of posters, picture stories and illustrations used in various countries. It is also available as a set of slides.
- 12.6 There is little evidence, however, of careful research into real needs or even much effort to identify an intended target audience. Nor does there appear to be much concern for what is already available or being worked on in other places. Indeed the existing situation in production and supply reveals a marked lack of two qualities highly pertinent to our subject - Co-operation and management.
- 12.7 Clearly Co-operators would not dispute the advantages to be gained from a much greater degree of co-operation between the principal agencies involved in Co-operative education and training than exists at present. As to management (a vogue subject in Co-operative circles everywhere) there can equally be little dispute that it should be the concern of all agencies involved to use existing resources of time, cash and expertise as efficiently as possible.

12.8 It is, perhaps, inconceivable that there could be any formal procedures of consultation and agreement between the agencies concerned. Educators are, by definition, creative and imaginative people. The institutions within which they work are naturally concerned to expand their own programmes and to identify their own significance. In any event it would not be desirable, let alone practicable, to inhibit the natural inclinations of the institutions, national and international, to contribute, as they see fit, and as their resources permit, to the general stock of available materials.

12.9 Nevertheless, within the context of a programme concerned to improve the existing range and quality of materials, it is both reasonable and necessary to propose a degree of collaboration. This would have, as a minimum, the twin advantages of ensuring, that there would be some concentration on the more essential needs and of exploiting more fully the specialization within the institutions.

12.10 So far as Co-operative colleges and training institutions are concerned the AGITCOOP could greatly facilitate this type of consultation and have the added advantage of bringing producers and users together. The proposals made later regarding the functions of an ICA Co-operative Education Materials Advisory Service would help to identify future needs for materials and to co-ordinate response to them through the agency of AGITCOOP.

13. Information and Distribution

13.1 A striking result of the postal enquiry was that almost all of the respondents said that they needed more information about materials and aids available from other countries and international agencies. This view is held despite the information published regularly by such agencies as the ILO. The response was supported by evidence collected on the study tours. Almost invariably people asked the same thing "how can we find out what is available from other sources?"

13.2 There are several aspects to this problem. The first is that the gap that exists between the source of supply and the real user (the teacher or co-operative member) - frequently exists in the country of use. In other words information about materials from one source or another frequently stops in the files of the administrator. One way of partially alleviating this problem is to try to identify by name the chief officers actually responsible for education in the organisation addressed and to communicate directly with them.

13.3 Another problem is that of providing sufficient information in a general list to enable local people to judge whether or not a particular item would be suitable to their needs. One or two experiences of ordering something which turns out to be not quite what was expected soon puts people off placing further

orders. The technique of offering free copies where cash is available is little more effective. Even if copies are ordered it does not necessarily mean they will be put to good use and it is likely that there is a great deal of waste in this form of distribution. Generally people do not place much value on free issued publications.

13.4 Clearly it would be pointless to seek perfection in this situation. Nevertheless a good deal of improvement could be secured by attention to the salient features of the exercise. These might be described, simply, as seeking to make the real users - teachers and other training programme organisers - more aware of what is available, what is likely to be relevant to their needs, and how they can get hold of it.

13.5 In only a few cases would it be useful to send general lists to Co-operative apex organisations or Government departments. Though it is not suggested that such lists be entirely dispensed with. More effective distribution could however be secured by:

- (a) Stimulating user organisations to ask for information rather than sending it unsolicited.
- (b) Seeking to make direct contact with officials responsible for educational work in the user organisations. Such a list is being compiled using information derived from the questionnaire.
- (c) Co-ordinating the activities of the several principal organisations which assist in Co-operative development programmes and ensuring their agents are aware of what is available and from where.
- (d) Seeking to organise teacher training courses where use of new and specialised materials can be advocated and taught.

14. Use of Materials

14.1 Respondents to the questionnaire were asked what main problems they experienced in the use of educational materials and aids. Of the ten listed problems, from which they were asked to select three, the top four were:-

(a) Lack of equipment	36
(b) Lack of suitable material	33
(c) Inadequate teacher training	24
(d) Lack of information about material available	18

- 14.2 From supplementary information provided it is clear that "lack of equipment" refers almost entirely to such items as film and filmstrip projectors, tape-recorders and other mechanical aids. The problems of shortages of suitable materials and of information about what is available have already been discussed. The number identifying inadequate teacher training (24) is significant but not to the extent anticipated and only 13 respondents identified "lack of skill in use" as a problem. This, it is suspected, underrates the need for training and possibly arises from a failure to distinguish between mechanical ability to operate and use equipment and the teaching skill to use it effectively.
- 14.3 Teaching aids are designed to improve the quality of teaching, (and so, the process of learning) by imparting information in a more interesting and comprehensible way, and by stimulating thought about it. In circumstances where a great many untrained or poorly trained people are employed as teachers and instructors it is necessary to provide them with simple teaching aids as support to their own ability to teach or instruct. But access to teaching aids will not, of itself, necessarily secure improvement. It will be necessary, in many cases to provide guidance and instruction in the use of aids. And this should go beyond the mere mechanical skill of operation of equipment. More attention needs to be given to teaching skills as such and to the use of aids as supplements and supports to these.
- 14.4 There should also be encouragement to the teacher to make his own aids and the intended production of proto-type materials will assist in this objective. The main requirement, however, is for more attention to the training of teachers and instructors including the production and use of aids. A note on this is included as Appendix "D".
- 14.5 So far, this discussion has related only to the face-to-face teaching situation. Important as this continues to be in any education programme, we are equally concerned with the employment of distance teaching and mass media techniques. The effective use of these, and particularly the co-ordinated use of several of them, requires well organised and centralised facilities, drawing on a variety of skills. The provision, as for example in Tanzania, of linked postal tuition courses, radio broadcasts and study groups depends on the combined skills of organisers, teachers and radio specialists. Further comment on the use of multi-media techniques are made in Section 18.

15. Review of Materials and Aids Used

- 15.1 The following comments on each of the main types of Cooperative education materials and aids will indicate the information gained and the impressions formed from the study. Under each heading a summary is given of details from the questionnaire. Respondents were asked, in separate sections, to give details about materials and aids used, frequency of use, and effectiveness in use.

For full details of this information see item 6 of Appendix "B". The responses indicated are from a total of 65 completed questionnaires.

- 15.2 Text-Books 42 respondents said they used text-books in their own language and 33 in a foreign language; 40 said text-books were used frequently and 40 rated them very useful. As previously indicated, no text-books were included in the range of material studied. From impressions gained during the country studies it would appear that many organisations are less aware than they could be of the range of books available from foreign sources. However, the need for books with local relevance was repeatedly expressed and should be emphasised. A full list of available text-books is included in the ILO Co-operative Bibliography.
- 15.3 Manuals, Study Guides 50 respondents said they used; 34 said they used frequently; 50 rated them very useful; of those seen a few were very good, most were adequate, a few were poor. The best training manuals were some items produced for the instruction of government extension workers. In many places there is a need for improved instructional manuals for use in training Co-operative staff, particularly at the lower management and supervisory level. The techniques of programmed learning (or self-instruction) texts should be more widely adopted in both manual and study guide material. The facilities of the International Centre for Advanced Technology and Vocational Training (ILO, Turin) might be used in the preparation of management training material.
- 15.4 On the whole study guide materials for member education, and particularly committee-member education tend to be dull and rather pedantic descriptions of the application of Co-operative principles to organisational features often within an explicit or implied framework of duties and responsibilities. There is much scope for improvements in this provision. Most Spanish language materials received were study-guides for member and committee education. The standard of technical presentation of this range was generally good and illustrations were well used. The use of the quarterly or annual reports as an educational medium is an oddly neglected possibility which is discussed further in Section 15.11. Guides to the understanding of by-laws written in simple language are also required.
- 15.5 Correspondence Courses 14 respondents said they used; 4 of them using foreign sources; 14 used frequently; 15 rated them very useful and another 16 useful. Generally the examples seen were dull and unimaginative and this is undoubtedly a field where improvement is both possible and desirable. Too frequently they were simply a re-hash of standard text-book material. The courses provided by Co-operative Education Centre in Moshi, Tanzania are an exception and offer some interesting and useful ideas. The main need is undoubtedly for locally organised courses, provision from overseas only exaggerates the already formidable problems of communication and follow-up in distance teaching.

- 15.6 Radio Broadcasts 17 respondents said they used; 12 using frequently; 20 did not use but considered radio would be very useful. There are several interesting experiments going forward in the use of radio. In most developing countries it is the most popular and effective mass communication medium. Its importance in educational work is becoming increasingly recognised. Some of its advantages are economy, wide coverage (in terms of numbers ~~and~~ reached), and use of spoken language (bypasses illiteracy). Advice is required in programming, script writing and audience feed-back, and research techniques. A longer commentary is included in Appendix "E". No attempt has been made to consider the use of television as this medium is as yet of little significance in developing countries particularly in the rural areas.
- 15.7 Newspaper, Journals 38 said they used; 29 used frequently; 18 thought this medium very useful and 22 useful. Several good examples were seen, though in most cases the content seemed to be directed mainly to an articulate, motivated, politically oriented leadership. The USAID study on the use of low-cost mimeographed rural newspapers offers some sound advice which could be usefully followed in many places. The authors emphasise "local relevance of content" as being an essential characteristic and point out the considerable value of such publications in affording practice in neo-literacy skills. The value of low-cost community based newspapers in member education should be the subject of further study.
- 15.8 Educational Posters, Wall Newspapers 25 respondents used; 15 used frequently; 16 thought very useful; 19 useful. Few examples have been seen but the general impression is that posters illustrating a single, simple point are on the whole effectively used. But wall newspapers providing illustrated information on a particular topic or on Co-operative activities in general are less effectively used. A guide on their use and production might be useful though somewhat sophisticated printing machinery is required for good production.
- 15.9 Materials for Illiterates and Neo-Literates 17 respondents used; 11 used frequently; 28 thought very useful and another 31 useful. In view of the obvious need for such material in member education a surprisingly small number of respondents reported use of it. The main reason undoubtedly is scarcity of material and of skill in producing it. Some useful experiments in functional literacy are going forward (particularly in Ethiopia) from which experience and lessons can be drawn. One study by UNESCO (see footnote*) makes some highly pertinent comments on the use of illustrations in literacy material - line drawings, by far the most popular illustrative technique, being rated very low on a

*"Practical Guide to Functional Literacy": UNESCO 1973. In series "A Method of Training for Development".

comprehension table. This is a field where priority can be identified and proposals for proto-type material are included later.

- 15.10 Picture Stories These form part of the material provided for illiterates and neo-literates and are included separately only in order to note the use of the "comic" type publication used principally in Latin America. There was much verbal evidence from that region in support of the value of this medium and it might well be worth further consideration.
- 15.11 Reports and Special Studies 28 respondents said they used; 10 used frequently; 20 thought very useful and 20 useful; 9 surprisingly said these items were useful but not easily available. The intention here was to discover how far annual reports and the like were used as media of member education. In retrospect, it is clear that the heading which was used somewhat confused responses. It is, however, clear that while many recognise the value of annual (and other) reports, considerably fewer have pursued their use for educational purposes. It is not only in the developing countries that this medium is as much neglected as it is obvious. To be used effectively it is, of course, necessary for reports to be produced in such a way as to be suitable for this purpose. Useful work on this has been done at the ICA Project at Indore, India, and it is recommended that this be followed up for wider application.
- 15.12 Educational Films 43 respondents said they used; 30 said they used frequently; 35 thought very useful and 19 useful. With blackboards and text-books this was one of the highest scoring items. Equipment required for films was also rated highly in questions regarding main problems confronted in use and production of materials.
- 15.13 Film Slides 37 respondents said they used; 14 used frequently; 18 thought very useful and 28 useful. This is an easily produced aid which should, wherever possible, be locally produced and illustrate local situations.
- 15.14 Film Strips 18 respondents said they used; 5 used frequently; 15 thought very useful and 17 useful but not easily available. Few good examples were seen and no special comments or recommendations are made.
- 15.15 Tape Recordings 32 respondents said they used; 13 used frequently; 12 thought very useful and 28 useful. No examples of materials used have been examined but experience of use by several organisations working in development situations was studied. The use of standardised cassettes has made tape recordings a much more viable aid than hitherto and is referred to in Appendix "E" on use of radios.

- 15.16 Flip Charts 23 respondents said they used; 14 said they used frequently; 11 thought very useful and 18 useful. Several examples were seen and it is considered that flip charts could, and would, be used more extensively if teachers were encouraged to prepare them. Recommendations for preparation of proto-type material are made later.
- 15.17 Flannel Graphs 29 respondents said they used; 10 used frequently; 9 thought very useful and 11 useful. No locally produced examples were seen. These can be effectively used in classroom work but it is considered that they have severe limitations in field situations. No special recommendations are made. The same comments also apply to the use of magnetic boards.
- 15.18 Bulletin (Notice) Boards 37 respondents said they used; 26 used frequently; 4 thought very useful and 22 useful. Their use is considered in regard to having a fixed point for display of notices of meetings, (one of the most significant educational exercises) and of posters and wall-newspapers - see above Section 15.8.
- 15.19 Overhead Projection Transparencies 37 respondents said they used; 15 used frequently; 16 thought very useful and 18 useful. This is a surprisingly high score (50%) for relatively expensive immobile equipment suitable only for classroom use. No special recommendations are made.
- 15.20 Charts and Graphs 28 respondents said they used; 14 used frequently; 16 thought useful and 15 very useful. These are essentially locally produced items which have to be related directly to points within the lesson. There is, however, need to use them with care; what a carefully prepared graph illustrates and emphasizes to the author may well confuse less sophisticated students.
- 15.21 Blackboards (Chalkboards) These are included in this list only to record, for interest, the extent to which used. 48 respondents used; 44 frequently; 36 thought very useful and 17 useful.
- 15.22 The questionnaire also requested details regarding use of video tapes (not sufficiently widely used to merit interest); picture stories and cartoons (considered in notes relating to illiteracy and new-literates materials); models and real objects.

16. Publications - General

- 16.1 Several comments, mainly, it is regretted, adverse apply to the range of printed material generally and more particularly to those produced in the developed countries for use in developing countries. A major weakness of many is that there is little evidence of effort to identify, within reasonably narrow specifications, a target audience; and to address the work to the needs, problems, ability

and limitations of that audience. Locally produced publications, perhaps naturally, are mostly far superior to foreign products in this aspect. Wherever the target audience had been obviously and necessarily identified as, for example, in the production of material for neo-literates, the greater relevance was immediately apparent. Good examples of specially written material for member education which took account of the language ability of potential users were the publications prepared by Dr. Mario Conde for CLUSA in 1966-67. There was much evidence that these had been widely used in Spanish speaking countries.

16.2 Since fitness for purpose is an essential characteristic of any educational or training aid it follows that a publication written with no particular audience in mind, or a too widely defined audience, may well, in its optimistic anticipation to attract the many, fail to be of any real value to more than a few. These comments about suitability for purpose apply particularly in the staff training situation where it is essential that the text or manual of instruction which is used, refers explicitly to the techniques, systems or practices being taught.

16.3 A second failing of publications generally is in language and presentation. Of the many items seen very few showed evidence of care to employ simple, direct language; of effort to work out attractive and effective methods of presentation; or of concern to organise the material in a logical, sequential way. With a few striking exceptions most items were dull rehearsals of familiar material reminiscent of work done four decades ago. It is too often thought that a bright, attractive cover, some interesting juggling with type faces and setting, a splash or two of colour and a few abstract line drawings are all that is necessary for good presentation. While attractive presentation is important more concern for content, language and construction is frequently called for.

16.4 The form and language used will, of course, vary according to the audience addressed, the subject, and the purpose. There will also be both a change of emphasis and a difference in approach, depending on the language used and local cultural influences. Generally, however, the assertions for clarity, simplicity and audience identification hold good in every case and are too frequently ignored. As Paolo Freire has observed, for example, many elementary works intended for adult and rural educational purposes are written in a dry, technical, descriptive style which has little inspirational appeal to the reader's imagination and idealism or identification with his own cultural influences. The comment is relevant to much Co-operative educational material.

17. Audio-Visual Aids

17.1 There is no need to describe or discuss within the context of this report the use and operation of the various items of audio-visual aid equipment available for educational and training purposes. This report is concerned, in computer

language, more with the "software" required than with the "hardware" appliances frequently necessary to its use. There are plenty of good publications available which adequately describe the use of such equipment. A useful book written against a background of experience in Co-operative extension work in developing countries is "Audio-Visual Aids for Co-operative Education and Training" published by FAO as FAO Agricultural Development Paper No. 86.

18. Teaching Methods in Co-operative Education

- 18.1 Little direct reference has been made in the preceding pages to teaching methods, though, inevitably, everything that has been said is inextricably linked to them. No discussion of the contribution of materials and aids to educational achievement can be permitted, however, without entering the caveat that it is the teaching and the teacher that counts. As it has been argued earlier access to teaching aids will not, of itself, improve the quality of the teaching and the teacher.
- 18.2 Neither should ability and need to experiment with a variety of methods, or the availability of a wide range of good aids, obscure the fact that face-to-face teaching remains the basis of Co-operative educational work. Disappointment with the results of much effort expended on face-to-face methods and the apparent attractions and advantages of distance teaching methods should not lead to the conclusion that the former can be rejected for the latter.
- 18.3 Even where distance teaching methods are employed, and much extended use of them is advocated in member education, the role and significance of the teacher is not diminished. In any event several studies*, including Co-operative experience in Tanzania, suggest strongly that maximum impact in rural education is achieved by combining face-to-face and distance teaching methods.
- 18.4 Correspondence courses, radio broadcasts, newspapers and journals, as examples of distance teaching media have merits in their own rights. Linked to class or study group organisation they become tremendously more effective. They have the considerable advantage of great economy in the use of qualified teachers, (an important item where skill is at a premium) and of economy in cost for students.
- 18.5 To produce an improvement in the quality of education, therefore, it is necessary to first improve the quality of the teachers. This obvious point is made only to add the reminder that it is not sufficient merely to improve the tools of teaching. The skill with which the tools are used has itself to be improved, and particularly when the tools are new or have been substantially modified.

*Notably "Multi-Media Approaches in Rural Education",
International Extension College, Cambridge U.K.

18.6 The need for more attention to the training of teachers, instructors and study-group leaders lies outside the scope of this report but it is highly relevant and a note on the subject is included as Appendix "D".

19. Colleges and Training Institutions

19.1 A particular reference to the needs of the growing number of Co-operative colleges and training centres is appropriate here. In a recent count the ILO identified 35 in Latin America, 75 in Asia, 10 in the Near and Middle East, and 21 in Africa. (These figures do not include universities offering Co-operative training courses, and there are a considerable number of these, particularly in Latin America). Most of these institutions are concerned primarily with training of Co-operative staff though many also offer facilities for the education and training of voluntary leaders. All of the evidence received suggests that there is an acute lack of suitable training material for use at these centres and that their principals and staff feel keenly the need for improvement in the present situation.

19.2 It is, of course, true that the staffs of the centres should themselves produce the bulk of the teaching materials they require as an integral part of their teaching responsibility. There is general and ready recognition of this, though the practical ability to undertake this work is often severely inhibited by a too heavy teaching programme. Even if this handicap is removed, however, there are other substantial difficulties to be overcome.

19.3 The first is, simply, that of skill, experience and training. In the circumstances of many developing countries people are frequently appointed to teaching posts without any prior training in teaching. They can, at best, cope, with reasonable adequacy, with the traditional method of lecture and discussion geared to a formal, set, syllabus of instruction. But more sophisticated techniques of teaching, which demand considerable preparation and regular flow of specially prepared material, over-taxes their resources of skill, experience and imagination.

19.4 Clearly, the best solution to this situation is to greatly improve the facilities for teacher training but it is unlikely that much can be done in this direction in the short run. As has been noted earlier there is, despite the lack of training, a very real anxiety to improve the quality of teaching and this is expressed in the growing interest in the employment of participative teaching methods. This healthy trend could be positively encouraged by an increased supply of specimen materials (case studies, discussion notes, games and exercises, etc.) which the teacher could use as models for the production of his or her own materials. Even the highly skilled teacher in a well-equipped college will not expect to rely entirely upon his own imagination to produce original material at will. He will have access to work done by other colleagues,

or at other places, which he will seek to adapt to his own purposes. The less skilled teacher, working in more remote situations, requires at least the same facility of access to resources of examples of the work of others who teach within his range of subjects.

19.5 There is considerable scope here for the provision of proto-type and specimen materials and for facilitating the exchange of materials between institutions. There is a particular need for examples of such materials as of role-playing and "in-basket" exercises, case studies, and management games. Specimens of objective and achievement testing exercises would also be useful. It is anticipated that the materials advisory service discussed in Part III of this report would give some priority to meeting this need.

PART III.

20. Inventory of Material

- 20.1 A specific part of the assignment, and an integral part of the "clearing house" operation, was to compile an inventory of educational and training materials currently in use by Co-operative organisations and agencies engaged in training and development work, and materials planned for future development.
- 20.2 An inventory of materials collected or known about has been commenced as a card index file. It includes information about 238 items of which 164 were seen, the bulk of these being publications of one kind or another. Text books and other lengthy works of a general nature have been excluded principally because these are already listed in the ILO's Co-operative Bibliography, reference to which is made in section 21.3.
- 20.3 Consideration has been given to the value and desirability of reproducing this information, or some of it, in the form of a list or catalogue which could be made available for general distribution to potential users. It is, however, recommended that this should not be done for several reasons.
- 20.4 In the first place the inventory is incomplete. It includes information collected during the study but it can make no claim to be comprehensive and a good deal more work needs to be done on it. In any event there seems little point in listing items already included in widely circulated lists as, for example, the ILO bibliography. This information has simply been added en bloc to the index for internal reference purpose.
- 20.5 Secondly, lists and catalogues, while necessary, have severe limitations as media of information. Communications of this sort often tend to be treated as just another item of correspondence which is filed and forgotten.
- 20.6 Thirdly, some items included have been produced for local use only and copies may, or may not, be available for general distribution and sale to persons requesting them. Many of these have been included because they would be helpful in producing or recommending proto-type material.
- 20.7 Fourthly, there is the problem of deciding criteria for selection of items to go into a list. This is not simply a matter of classification, evaluation and choice working to a set of ground rules. Some items might be very useful in a few limited situations but have little value in others. Suitability to purpose first requires judgement as to the circumstances in which the material is to be used.

20.8 Finally, it is desirable to provide a service which does more than advertise what is available and leave enquirers to make selections on the basis of scant information. It is likely that much of the dissatisfaction about the quality of material presently available arises from the fact that users have made wrong selections. What is required is a service of advice related to the purpose to which the material is to be put, and the situation within which it is to be used.

20.9 It is, therefore, recommended that the advisory function of the "clearing house" should be the maintenance of an inventory of Co-operative educational materials and aids which is constantly kept up-to-date. At reasonable intervals the ICA would advertise in its own and other appropriate journals that information and advice about the availability of such materials was available from ICA head and regional offices. Organisations requiring information would be sent a proforma requesting detailed information about their educational programmes and specific needs. Working from this specification the index would be used to prepare advice on materials which appeared to be suitable to the purpose. Where they were available proto-type examples of recommended material would be provided.

20.10 Copies of the inventory would be supplied to the Regional offices of the ICA and those agencies would share in the task of regularly revising and updating the information, and would respond to requests arising from their own regions. This service from the Regional Offices would form part of the work envisaged for the "resource centres" referred to in paragraph 23.2.

20.11 The term "clearing house" used so far, because this was employed in the project description, is not entirely appropriate to the various operations envisaged for it and it is suggested that the description Co-operative Education Materials Advisory Service be used.

21. Co-operative Education Materials Advisory Service (CEMAS)

21.1 A detailed recommendation for the establishment of an advisory service is included at paragraph 23.1. As already suggested the maintenance of an inventory of materials and aids is only one of the functions the service could undertake. There are several others but, before discussing these, it would be useful to enter some comment on the scope and limitations of such an exercise.

21.2 It could only effectively be set up with the fullest support and co-operation of the other international agencies offering services of advice and aid to Co-operatives in developing countries, and particularly the U.N. agencies. Once a detailed proposal was agreed, therefore, consultation with these agencies would be necessary.

- 21.3 To duplicate facilities which already exist would be unwise and wasteful. The Co-operative Bibliography published by ILO as supplementary to their journal "Co-operative Information" and regularly up-dated serves the purpose of providing listed information on books and manuals available on Co-operative topics. To date 680 publications have been listed of which 376 have been classified according to type, language and topic. The provision of printed cards, covering 66 works to date, designed to encourage subscribers to build up their own card index is an extremely useful service. This information, as it stands, can be incorporated into the advisory service's inventory. Information published by other bodies would similarly be included as it was made available.
- 21.4 It would, at this stage, be difficult to predict the extent of the demand for such a service and the resources which would be necessary to respond to it. The CEMAS, as an ICA operation, should be understood to be of an experimental nature for adaptation and re-organisation as experience showed to be necessary. Given the appropriate support it might quickly grow to require facilities beyond the capacity of the ICA to provide, for example, in the use of computer facilities for storing, selecting and printing out information; or in the evaluation and classification of materials in particular languages.
- 21.5 With these reservations, however, there is no doubt that a CEMAS could provide a useful and needed service which would have three main aspects. First it would facilitate the identification of materials developed, and being successfully used, in one place which might, suitably adapted, be useful in many others. Ability to provide such information, arrange exchange and, when necessary, translation would result in more efficient use of existing resources of skill and experience in actual field situations; and help to avoid unnecessary work and duplication arising from ignorance of existing good, tested material. In a sense this might be described as identifying and exploiting strengths and success.
- 21.6 Second it would help to identify the main gaps and weaknesses in the existing provision and offer guide lines as to how these might be corrected by the production of proto-type materials. Third, and perhaps most significantly, it would, given the necessary degree of co-operation, be capable of offering a valuable, centralised service of guidance to potential users and providing a focus for the co-ordination of production of new material.
- 21.7 In the initial stages the CEMAS might itself engage in the production of a few samples of proto-type material and proposals on this are made in paragraph 23.3. Principally, however, it is suggested that the unit at ICA/London should act as a co-ordinating agency and that the Regional Offices of the ICA should engage, as a continuing feature of their services, in the production of materials as an important aspect of the work of the "resource centres". Co-operative, and other organisations, with special experience in this field should also be used in this capacity on an "associate" or sub-contracting basis.

22. Proto-type Materials

22.1 One purpose of the study of materials was to seek to identify gaps or weaknesses in the existing provision and to make recommendations to rectify these. This was a rather easier and, at the same, a more difficult task than was at first thought. Easier because of the obvious problem of identifying priorities.

Handwritten note: Difficult to identify areas in which it is not possible.

22.2 Two main criteria have been applied in this respect:-

- (a) In what areas of educational work are new or improved materials most urgently required?
- (b) What types of material will be likely to be most effectively taken-up and used in present and future programmes?

22.3 The priorities established as a consequence are as follows:-

- (a) self-instruction material suitable also for group study particularly, but not exclusively, directed to the needs of committee members;
- (b) materials concerned with the use of radio broadcasting including the use of multi-media techniques;
- (c) postal tuition courses available for both individual and group study together with, where appropriate, linked radio broadcasting;
- (d) materials for use in Co-operative functional literacy programmes.
- (e) materials intended for use in teacher training and development courses;
- (f) training manuals for Co-operative managers, particularly for managers of consumers' stores;
- (g) materials concerned with participative teaching methods;
- (h) a guide on the use and preparation of quarterly and annual reports for member education purposes.

22.4 Specific recommendations for the production of materials in each of these areas are made in paragraph 23.3.

PART IV.

23. Recommendations

23.1 Co-operative Education Materials Advisory Service

The ICA should seek financial assistance to create and operate a Co-operative Education Materials Advisory Service for an experimental period of three years. The purpose of this service would be to:-

- (a) collect and inventory information about educational materials specially produced for Co-operative purposes which are available to and/or used by Co-operative organisations in the developing countries;
- (b) provide advice on the use and availability of suitable materials to users;
- (c) produce, or arrange for the production of, proto-type materials where special need for such is identified;
- (d) seek to co-ordinate production of materials by the several most significant organisations concerned through the agency of the Advisory Group for the International Training of Co-operators.

The service would be operated through a special unit established at the ICA head office and through the Regional Resource Centres as suggested in 23.2 below. As part of its function under items 1(c) and 1(d) above the CEMAS would identify centres of special experience and resources and seek to arrange joint production of certain materials, if necessary on a sub-contracting basis, which would be made available to potential users free of all copyright.

23.2 Resource Centres

It is recommended that financial provision should be sought for the establishment of Resource Centres at each of the ICA Regional Offices. The provision should include the capital cost of equipment required and recurrent costs for three years. These should be modest rather than ambitious exercises designed to be absorbed into the permanent structure and financing of the host body after three years. The Centres would have five main purposes:-

- (a) to maintain and operate, within their own regions, the advisory and other services of the CEMAS proposal outlined in 23.1 above;
- (b) to undertake the production of proto-type materials for use in the region;
- (c) to act as workshops for the training of teachers in the production and use of aids;
- (d) to give advice and instruction in the production and use of aids to Co-operative organisations in the region;
- (e) to encourage, and help to establish, resource centres at the national Co-operative training centres in the region.

23.3 Production of Proto-type Materials

*action of
MAS Unit at
KOS office
The EIC*

As has been suggested above the production of proto-type materials should be undertaken by several Co-operative, and other, organisations concerned with Co-operative educational and development work. This programme would be initiated, co-ordinated and directed by the CEMAS unit at the ICA head office.

Following is a summary of items which might be included in the first list of items to be produced:-

- (a) a series of self-instruction booklets on various aspects of Co-operative organisation and practice directed particularly to the needs and interests of Committee members of primary societies;
- (b) an instructor's manual for the guidance of local teachers and trainers which could also be used as a basis for local teacher training courses;
- (c) a management training manual for managers of Co-operative food stores;
- (d) a series of booklets on specialist aspects of Co-operative management which would have a general relevance to several different types of primary societies;
- (e) proto-type postal tuition courses particularly directed to the needs and interests of intermediate and lower grade staff of Co-operatives;

- (f) a guide on the organisation of postal tuition courses and postal tuition teaching including a guide for postal tuition teachers on progress and achievement testing;
- (g) specimen radio scripts and other supporting material for use in Co-operative educational programmes by radio;
- (h) illustrative and follow-up primers on Co-operative topics for use in functional literacy programmes for prospective members, and members of primary societies;
- (i) specimen case studies, role-play exercises and other material for training courses organised in Co-operative training centres;
- (j) a guide on the use and preparation of quarterly and annual reports for member education purposes.

23.4 Training Seminars

A series of training seminars should be arranged as an integral part of the education techniques project. They would have four main purposes:-

- (a) to introduce and provide training in new and/or improved teaching techniques;
- (b) to introduce and provide training in the use of proto-type materials produced as a consequence of the project;
- (c) to provide training in the production of materials based on the proto-types;
- (d) to provide opportunity for the testing of proto-type materials in actual situations.

It is suggested that the following seminars be arranged:-

- (i) A seminar on functional literacy techniques and the use of special materials for Co-operative functional literacy programmes. A proposal for such a seminar has been included in the programme for 1974/75 which would be funded jointly by ICA Development Fund, the Norwegian Co-operative Movement and UNESCO.
- (ii) Seminars on the use of programmed learning (self-instruction) materials and on the use of participative teaching methods and objective testing.

- (iii) Seminars based on the proposed manual for Co-operative food store management and other proposed management training material.

It would be useful also to arrange follow-up seminars to each of the seminar proposals made above for the purpose of evaluating the impact of the original training, of re-inforcing the lessons taught, and of getting "feed-back" on the value and relevance of the materials advocated and used.

23.5 Information on Education Activities

In order to help guide and formulate policy on services of technical aid for the improvement of Co-operative educational work in the developing countries it is suggested that the ICA, possibly in association with the ILO, should at intervals of about two years, undertake a survey of educational activities in the developing countries. The survey would focus on areas of special interest which, from time to time, appeared to be particularly relevant or on which information was required.

London August 1974

**International Co-operative Alliance
 Alliance Coopérative Internationale
 Internationaler Genossenschaftsbund
 Международный Кооперативный Альянс**



11 Upper Grosvenor Street London W1X 9PA telephone 01-499 5991 telegrams Interallia London

Dear Co-operator,

The International Co-operative Alliance is currently undertaking a survey of techniques and materials used in Co-operative education and training. To assist us in this we should be very grateful if you would complete this Questionnaire and return it to me at the above address within two weeks of receipt. You are requested to answer all questions as far as possible and to use a separate sheet of paper where space provided is not adequate. We should also be very pleased to have a note on any additional comments you may wish to make on any aspect of the study.

On the reverse of this Questionnaire you will find a note of explanation on the various questions which you can use for your guidance if necessary. We do very much appreciate the demand which completion of this questionnaire will make on your time and resources. It is, however, a document of much importance in the conduct of our enquiry and we look forward to your kind co-operation in completing and returning it to us promptly.

T. N. Bottomley, Senior Officer,
 Education Techniques Project.

1. Name and Address of your Institution/Organisation/Department

.....

2. Name and Designation of officer completing this Questionnaire

Name: Designation

3. STATUS. Please state whether you are a

YES NO

- 3.1 National Co-operative Training Institution ...
- 3.2 Sub-National Co-operative Training Institution ...
- 3.3 Government Co-operative Development Department ...
- 3.4 National Co-operative Apex Organisation ...

4. CO-OPERATIVE DEPARTMENTS

In the case of Government Co-operative Development Departments please state whether:

- 4.1 Training is entirely undertaken by the Department ...
- 4.2 Department supplements educational and training activities conducted by a separate institution ...

4.3 If the answer to No. 4.2 above is 'YES' please give us the name and address of the other institution(s) engaged in Co-operative Education and Training in your country:

Name:

Address:

Name:

Address:

5. ORGANISATION

Please state whether the following are included in the organisation of Co-operative education and training in your country at the moment:

	<u>YES</u>	<u>NO</u>
5.1 Permanent training institutions for residential courses: (e.g. Co-operative College)	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Organisation for courses conducted in the field (extra-mural or extension)	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Co-operative Education and Publicity Officers or Education Secretaries in union or societies	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Co-operative Education Committees (in unions or societies)..	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Local training and/or Advisory Centres	<input type="checkbox"/>	<input type="checkbox"/>
5.6 Mobile Education Teams/Units	<input type="checkbox"/>	<input type="checkbox"/>
5.7 Specialist staff employed in Government Departments	<input type="checkbox"/>	<input type="checkbox"/>
5.8 Institution or programme financed and staffed from technical aid sources	<input type="checkbox"/>	<input type="checkbox"/>
5.9 Others: (Please give details		
.....		

6. COLLABORATION

Please state whether in your educational activities you collaborate with:

6.1 Other National Institutions - e.g. Universities, etc.	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Government Departments - e.g. Agriculture, Community Development, Rural Development, etc.	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Trade Unions	<input type="checkbox"/>	<input type="checkbox"/>
6.4 The International Labour Organisation (I.L.O.)	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Other United Nations Agencies e.g. UNDP, UNESCO, FAO etc....	<input type="checkbox"/>	<input type="checkbox"/>
6.6 The ICA Regional Office	<input type="checkbox"/>	<input type="checkbox"/>
6.7 Others (Please give details)		
.....		

7. TECHNICAL AID

In relation to question 5.8 please give details of kind of aid received during the period 1st January 1973 to present date:

<u>TYPE OF AID</u>	<u>YES</u>	<u>NO</u>	<u>DONOR COUNTRY</u>
7.1 Resident Experts/Advisors	<input type="checkbox"/>	<input type="checkbox"/>
7.2 Training Courses	<input type="checkbox"/>	<input type="checkbox"/>

	<u>YES</u>	<u>NO</u>	
7.3 Scholarships	<input type="checkbox"/>	<input type="checkbox"/>
7.4 Finance for Buildings	<input type="checkbox"/>	<input type="checkbox"/>
7.5 Development Centre	<input type="checkbox"/>	<input type="checkbox"/>
7.6 Equipment or materials	<input type="checkbox"/>	<input type="checkbox"/>
7.7 Voluntary Workers	<input type="checkbox"/>	<input type="checkbox"/>

8. PROGRAMME COVERAGE:

Please state whether the following areas of training are covered in your training programme:

	<u>YES</u>	<u>NO</u>
8.1 Co-operative education and information for the general public	<input type="checkbox"/>	<input type="checkbox"/>
8.2 Co-operative member education	<input type="checkbox"/>	<input type="checkbox"/>
8.3 Committee-member education	<input type="checkbox"/>	<input type="checkbox"/>
8.4 Lower and intermediate grade staff	<input type="checkbox"/>	<input type="checkbox"/>
8.5 Senior departmental and management staff	<input type="checkbox"/>	<input type="checkbox"/>
8.6 Specialised courses for technical staff	<input type="checkbox"/>	<input type="checkbox"/>
8.7 Specialised training in agricultural marketing Co-ops..	<input type="checkbox"/>	<input type="checkbox"/>
8.8 Specialised training in farming Co-operatives	<input type="checkbox"/>	<input type="checkbox"/>
8.9 Specialised training in consumer Co-operatives	<input type="checkbox"/>	<input type="checkbox"/>
8.10 Specialised training in savings & credit Co-ops	<input type="checkbox"/>	<input type="checkbox"/>
8.11 Special programmes for schools and school Co-ops	<input type="checkbox"/>	<input type="checkbox"/>
8.12 Special programmes for the promotion of literacy	<input type="checkbox"/>	<input type="checkbox"/>
8.13 Training of Co-operative teachers	<input type="checkbox"/>	<input type="checkbox"/>
8.14 Training of study circle leaders	<input type="checkbox"/>	<input type="checkbox"/>
8.15 Farm guidance programmes	<input type="checkbox"/>	<input type="checkbox"/>
8.16 Special educational programmes for political leaders...	<input type="checkbox"/>	<input type="checkbox"/>
8.17 Others : (Please give details)		
.....		

9. CAPACITY, RESOURCES AND FACILITIES

In the case of institutions such as Co-operative colleges or Training Centres running courses, please state:

9.1 Intake of students at a time (average)	...	<input type="checkbox"/>
9.2 Total number of students per annum (average)	...	<input type="checkbox"/>
9.3 Number of staff engaged in teaching and training	...	<input type="checkbox"/>

YES NO

- 9.4 Do you issue an annual course programme and/or prospectus
- 9.5 Do you have facilities for local production of teaching materials and/or educational aids ? ...
- 9.6 Do you have translation facilities for local publications of materials (e.g. into vernaculars) ? ...

10. METHODS EMPLOYED IN CO-OPERATIVE EDUCATION AND TRAINING

Please state which of the following methods are used in your Co-operative education and training programmes

- 10.1 One-day courses (mainly for members and committee-members)
- 10.2 Extended (at least six meetings) courses conducted in the field
- 10.3 Special educational programmes during members' meetings
- 10.4 Short seminars and conferences
- 10.5 Short residential courses of up to six months
- 10.6 Long duration courses (six months and above)
- 10.7 Correspondence courses
- 10.8 Correspondence courses supported by radio programmes ..
- 10.9 Correspondence courses studied in groups
- 10.10 Co-operative education by radio
- 10.11 Radio programmes with organised listening groups
- 10.12 Distribution of manuals based on radio programmes
- 10.13 Distribution and reading of newspapers and newsletters
- 10.14 Reading from text books, handouts or manuals
- 10.15 Lectures
- 10.16 Lectures followed by discussions
- 10.17 Study circles and/or discussion groups
- 10.18 Demonstrations and exhibitions
- 10.19 Role playing
- 10.20 Study tours
- 10.21 Case studies
- 10.22 Practical field exercises
- 10.23 Debates
- 10.24 Others (Please give details)
-

12. MATERIALS AND AIDS USED FOR DIFFERENT TYPES OF TRAINERS

MATERIALS AND AIDS USED	
TYPE OF TRAINERS	TEXT BOOKS MANUALS, STUDY GUIDES, ETC. CORRESPONDENCE COURSE MATERIAL RADIO AND TV SCRIPTS NEWSPAPERS, JOURNALS ETC. EDUC. POSTERS, WALL-NEWSPAPER LITERACY PRIMERS SPECIAL STUDIES REPORTS, ETC. SPECIAL MATERIAL FOR ILLITERATES EDUCATIONAL FILMS FILM STRIPS SLIDES VIDEO TAPES OVERHEAD PROJECTORS TAPE RECORDINGS CHALKBOARDS (BLACKBOARDS) FLIP CHARTS MAGNETIC-BOARDS FLANNEL GRAPHS BULLETIN (NOTICE) BOARDS 3 DIMENSIONAL DISPLAY BOARDS CHARTS AND GRAPHS PICTURE STORIES AND CARTOONS REAL OBJECTS MODELS OTHERS
GENERAL PUBLIC	
1. PRE-MEMBERSHIP TRAINING	
2. MEMBER EDUCATION	
3. COMMITTEE-MEMBER EDUCATION	
LOWER & INTERMEDIATE GRADE STAFF	
SENIOR DEPARTMENTAL AND MANAGEMENT STAFF	
7. SPECIALISED TRAINING FOR TECHNICAL STAFF	
* SPECIALISED TRAINING IN CONSUMER COOPERATIVE	
7. SPECIALISED TRAINING IN FARMING CO-OPERATIVES	
SPECIALISED TRAINING IN SAVINGS & CREDIT CO-OPS	
SPECIAL PROGRAMMES FOR SCHOOLS & SCHOOL CO-OPS	
SPECIAL PROGRAMMES FOR PROMOTION OF LITERACY	
TRAINING OF CO-OPERATIVE TEACHERS	
TRAINING OF LOCAL COUNTERPARTS	
12. TRAINING OF STUDY GROUP LEADERS	
13. FARM GUIDANCE PROGRAMMES	
SPECIAL PROGRAMMES FOR POLITICAL LEADERS	
OTHERS?	

11. EDUCATIONAL MATERIALS AND AIDS

Please state which of the following materials and aids are used in your training activities :

		<u>YES</u>	<u>NO</u>	
11.1	Text books in foreign language	<input type="checkbox"/>	<input type="checkbox"/>
11.2	Text books in own language	<input type="checkbox"/>	<input type="checkbox"/>
11.3	Manuals, study guides, and handouts	<input type="checkbox"/>	<input type="checkbox"/>
11.4	Correspondence course materials	<input type="checkbox"/>	<input type="checkbox"/>
11.5	Scripts based on radio or TV programmes	<input type="checkbox"/>	<input type="checkbox"/>
11.6	Co-operative newspapers, newsletters and journals ..		<input type="checkbox"/>	<input type="checkbox"/>
11.7	Educational posters and wall newspapers	<input type="checkbox"/>	<input type="checkbox"/>
11.8	Pamphlets and leaflets	<input type="checkbox"/>	<input type="checkbox"/>
11.9	Literacy follow-up primers (Co-operative based)	<input type="checkbox"/>	<input type="checkbox"/>
11.10	Special printed materials for illiterates	<input type="checkbox"/>	<input type="checkbox"/>
11.11	Special studies, reports and surveys	<input type="checkbox"/>	<input type="checkbox"/>
11.12	Educational films	<input type="checkbox"/>	<input type="checkbox"/>
11.13	Entertainment films	<input type="checkbox"/>	<input type="checkbox"/>
11.14	Film strips	<input type="checkbox"/>	<input type="checkbox"/>
11.15	Slides	<input type="checkbox"/>	<input type="checkbox"/>
11.16	Video tapes	<input type="checkbox"/>	<input type="checkbox"/>
11.17	Overhead projectors	<input type="checkbox"/>	<input type="checkbox"/>
11.18	Tape recordings	<input type="checkbox"/>	<input type="checkbox"/>
11.19	Chalkboards (Blackboards)	<input type="checkbox"/>	<input type="checkbox"/>
11.20	Flip Charts	<input type="checkbox"/>	<input type="checkbox"/>
11.21	Flannelgraphs	<input type="checkbox"/>	<input type="checkbox"/>
11.22	Magnetic Boards	<input type="checkbox"/>	<input type="checkbox"/>
11.23	Bulletin (Notice) Boards	<input type="checkbox"/>	<input type="checkbox"/>
11.24	Three dimensional display boards	<input type="checkbox"/>	<input type="checkbox"/>
11.25	Charts and graphs	<input type="checkbox"/>	<input type="checkbox"/>
11.26	Picture stories and/or cartoons	<input type="checkbox"/>	<input type="checkbox"/>
11.27	Real objects	<input type="checkbox"/>	<input type="checkbox"/>
11.28	Models	<input type="checkbox"/>	<input type="checkbox"/>

13. FREQUENCY OF USE OF VARIOUS TEACHING MATERIALS AND AIDS

(please tick where appropriate)

TYPE OF MATERIALS AND AIDS	FREQUENTLY USED AND LOCALLY PRODUCED	FREQUENTLY USED BUT IMPORTED	USED OCCASION- ALLY	CONSIDERED USEFUL BUT NOT EASILY AVAILABLE	NO KNOW- LEDGE OF THEIR AVAIL- ABILITY	NOT USED	NOT REQUIRED
TEXT BOOKS							
CORRESPONDENCE COURSE MATERIAL							
MANUALS, STUDY GUIDES, ETC.							
RADIO AND TV SCRIPTS							
NEWSPAPERS, JOURNALS, ETC.							
EDUCATIONAL POSTERS							
WALL-NEWSPAPERS							
LITERACY PRIMERS							
SPECIAL MATERIALS FOR ILLITERATES							
SPECIAL STUDIES, REPORTS, ETC.							
EDUCATIONAL FILMS							
ENTERTAINMENT FILMS							
FILM STRIPS							
SLIDES							
VIDEO TAPES							
OVERHEAD PROJECTORS							
TAPE RECORDINGS							
CHALKBOARDS (BLACKBOARDS)							
FLIP CHARTS							
FLANNEL-GRAPHS							
MAGNETIC BOARDS							
BULLETIN BOARDS (NOTICE BOARDS)							
3 DIMENSIONAL DISPLAY BOARDS							
CHARTS AND GRAPHS							
PICTURE STORIES AND CARTOONS							
REAL OBJECTS							
MODELS							
OTHERS							

14. PRINTED MATERIALS LOCALLY PRODUCED AND USED

14.1 In this section will you please list below the titles and other details requested of printed materials, not including regularly issued journals or newspapers, which you have produced during the past five years, and which are currently being used.

DETAILS OF PUBLICATION	TYPE OF PUBLICATION (e.g. text-books, leaflets, etc.)	PRINTED OR CYCLOSTYLED	NUMBER OF PAGES	ILLUSTRATED		LANGUAGE	PRICE
				YES	NO		

NOTE: We should be most grateful if you would send us a sample copy of as many of the items listed above as you can.

14.2 - OTHER MATERIALS AND AIDS LOCALLY PRODUCED AND USED

In this section please list below details of teaching materials and aids (OTHER THAN printed materials) which you have produced during the past five years.

TYPE OF MATERIALS (e.g. Films, Flip Charts, Tape recordings, etc. - See List in Section 11)	TITLE OR SUBJECT	OTHER DETAILS +

+ Please give as much other relevant information as possible - e.g. for a film whether it is in colour or black and white, running time, language, soundtrack, etc.

15. EFFECTIVENESS OF VARIOUS MATERIALS

In this section please give us your views on the usefulness of the different materials listed by placing a tick in the appropriate box and in the end column write in the type of activity you have particularly in mind - e.g. member education.

TYPE OF MATERIALS	VERY USEFUL	USEFUL	LITTLE USEFUL	NOT USEFUL	NO VIEWS	PARTICULARLY IN REGARD TO:
TEXT BOOKS						
CORRESPONDENCE COURSE MATERIALS						
MANUALS, STUDY AIDS, ETC; RADIO AND TV SCRIPTS						
NEWSPAPERS, JOURNALS, ETC.						
EDUCATIONAL POSTERS, WALL NEWSPAPERS						
LITERACY PRIMERS						
SPECIAL MATERIALS FOR ILLITERATES						
SPECIAL STUDIES, SURVEYS AND REPORTS						
EDUCATIONAL FILMS						
ENTERTAINMENT FILMS						
SLIDES						
VIDEO TAPES						
OVERHEAD PROJECTORS						
TAPE RECORDINGS						
FLIP CHARTS (BLACKBOARDS)						
FLIP CHARTS						
PANEL-GRAPHS						
MAGNETIC BOARDS						
DISPLAY BOARDS (NOTICE BOARDS)						
PICTURE STORIES AND CARTOONS						
3-DIMENSIONAL DISPLAY BOARDS						
CHARTS AND GRAPHS						
REAL OBJECTS						
MODELS						
OTHERS						

What problems do you experience with the PRODUCTION of educational materials and aids ? Tick the items which concern you, and write alongside the particular materials or aids you have in mind; Please identify what you consider to be your three main problems by putting a cross on the left side of the tick.

TICK	I T E M	PARTICULARLY IN REGARD TO PRODUCTION (
	16.1 Availability of qualified staff	
	16.2 Writing original texts	
	16.3 Editing	
	16.4 Translating	
	16.5 Obtaining photographs or pictures	
	16.6 Cost of producing	
	16.7 Obtaining information on subjects	
	16.8 Lack of local facilities	
	16.9 Availability of necessary equipment	
	16.10 Pressure of time	
	16.11 Lack of interest	
	16.12 Lack of skill	
	16.13 Lack of expert advice	
	16.14 Lack of technical knowledge	
	16.15 No previous experience	
	Others	

17. If you have marked item 16.9 above, list below the main items of equipment you think you need.

.....

18. What main problems do you experience in the USE of educational materials and aids Tick the items which concern you and write alongside the particular materials or aids you have in mind. Please identify what you consider your three main problems by putting a cross against these on left side of the tick.

TICK	I T E M	PARTICULARLY IN REGARD TO USE OF :
	18.1 Lack of equipment	
	18.2 Lack of suitable material	
	18.3 Irrelevance of material available	
	18.4 Poor quality of material available	
	18.5 Lack of information about material available	
	18.6 Language	
	18.7 Mobility of equipment	
	18.8 Lack of interest by instructors	
	18.9 Lack of skill in use	
	18.10 Inadequate teacher training	

19. If you have marked item 18.2 please list below the main types of material you would like to have available.

.....
.....
.....

20. Do you think you need more information about materials and aids available from other countries and international agencies ?

YES NO

21. Which, if any, of the following statements would you select as expressing your opinion as to the need for an improvement in the supply of materials and aids available ? Place a cross against the one you select or write an alternative of your own.

- 21.1 Improvement in supply is essential, we need more of everything --- TICK
- 21.2 Improvement in supply would be helpful ---
- 21.3 Supply is generally adequate but there are deficiencies in ---
.....
- 21.4 Supply is adequate ---
- 21.5 Supply is adequate; our problem is effective use ---
- 21.6 Supply is adequate, but quality could be improved ---
- 21.7 Other comment: ,.....

22. Which, if any, of the following statements would you select as expressing your opinion as to the need for an improvement in the quality of materials and aids available

- 22.1 Quality generally is poor and needs to be much improved --- TICK
- 22.2 Much, though well produced, is not relevant to our needs ---
- 22.3 Quality generally is good, but there are deficiencies in: ---
.....
.....
- 22.4 Quality is good ---
- 22.5 Quality is good; our problem is availability ---
- 22.6 Quality is good; our problem is in using it ---
- 22.7 We could improve quality of locally produced materials if more finance was available ---
- 22.8 Other comment: ,.....

23. We should be most grateful if you would complete your very helpful work on this questionnaire by adding below any comments which you feel might be useful to us,

.....
.....

NOTES OF EXPLANATION ON SOME HEADINGS USED

- Section 3.1 National Co-operative training institutions: College or Centre catering for Co operative education and training on a national level.
- Section 3.2 Sub-national Co operative training institution: One operating on a district, provincial or regional level, either as a branch of a national training institution or as an autonomous institution.
- Section 5.2 and 10.2 Courses conducted in the field: Educational activities which are predominantly directed towards members of primary societies within their own locality.
- Section 5.3 Co-operative education and publicity officers: Officers employed by Co-operative Unions or societies to conduct local educational programmes. They may also serve as public relations officers.
- Section 5.6 Mobile education teams/units: Teams of itinerant extension workers normally equipped with transport and teaching materials who travel from place to place conducting short courses.
- Section 8.6 Technical Staff: Accountants, factory technicians and supervisors, building workers, store-keepers, etc.
- Section 8.14 Study circle leaders: People who have completed a course of training to lead discussions and other activities of a study group.
- Section 8.15 Farm Guidance programmes: Educational programmes for farmer-members aimed at promoting better farming within a Co operative framework.
- Section 11.9 Literacy follow up primers: Printed materials, (usually illustrated texts) describing some aspect of Co-operative activity or other related topic for use by people with a low reading ability.
- Section 11.10 Special printed material for illiterates: Printed illustrative material specifically produced for use with illiterate groups.

APPENDIX B

SUMMARY OF REPLIES TO QUESTIONNAIRE

1 GENERAL

No. of questionnaires sent out:	....	280
No. of questionnaires returned:	....	65
No. of countries to which questionnaires sent:	....	92
No of countries from which replies received:	....	48
No. of Co-operative Training Institutions from which replies received:	....	26
No. of Government Co-operative Departments from which replies received:	....	26
No. of Co-operative Apex Organisations from which replies received:	....	13

2 PROGRAMME

Respondents were asked to say which listed areas of education and training work were included in their programmes.
 Figures not in brackets indicate the number claiming activity in each area. The figures in brackets indicate position in a list drawn in terms of number claiming activity.

Co-operative education and information for the general public	....	41 (4)
Co-operative member education	....	48 (2)
Committee member education	....	47 (3)
Lower and intermediate grade staff	....	52 (1)
Senior departmental and management staff	....	40 (5)
Specialised courses for technical staff	....	37 (6)
Specialised courses for agricultural marketing		
Co-ops	....	29 (9)
Specialised training in farming co-operatives	....	20 (12)
Specialised training in consumer co-operatives	....	26 (10)
Specialised training in savings & credit co-ops....		32 (7)
Special programmes for schools and school co-ops...		22 (11)
Special programmes for promotion of literacy	....	10 (15)
Training of co-operative teachers	....	31 (8)
Training of study circle leaders	....	20 (12)
Farm guidance programmes	....	12 (14)
Special educational programmes for political leaders	....	8 (16)

3 COLLABORATION WITH OTHER BODIES

Respondents were asked to state what other bodies they collaborated with in the promotion of educational work. Following is a summary of replies:

Government Departments	....	45
National Institutions e.g. Universities	....	41
International Labour Office	....	25
Other U.N. Agencies	....	22
I.C.A. Regional Offices	....	21
Trade Unions	....	19

4 TECHNICAL AID

Respondents were asked if they were in receipt of technical aid and if so what form this took. Following is a summary of replies:

Number of respondents in receipt of technical aid	....	41
Resident experts/advisers	....	17
Training courses	....	20
Scholarships	....	25
Finance for buildings	....	6
Development centres	....	4
Equipment and materials	....	14
Voluntary workers	....	11

5 METHODS AND TECHNIQUES

Respondents were asked to state which listed methods and techniques were used in their education and training programmes. The unbracketed figures indicate position in a list drawn in terms of number claiming use:

One-day courses (mainly for members and committee-members)		33 (11)
Extended (at least six meetings) courses conducted in the field	....	36 (8)
Special educational programmes during members' meetings.		40 (5)
Short seminars and conferences	....	53 (1)
Longer duration courses (six months & above)	....	29 (12)
Correspondence courses	....	14 (19)
Correspondence courses supported by radio programmes	....	3 (23)
Correspondence courses studied in groups	....	5 (22)
Co-operative education by radio	....	24 (15)
Radio programmes with organised listening groups	....	8 (20)
Distribution of manuals based on radio programmes	....	6 (21)
Reading from text books, handouts or manuals	....	41 (4)
Distribution and reading of newspapers and newsletters..		29 (12)
Lectures	....	43 (3)
Lectures followed by discussions	....	50 (2)
Study circles and/or discussion groups	....	38 (6)
Demonstrations and exhibitions	....	23 (16)
Role playing	....	18 (18)
Study tours	....	33 (9)
Case studies	....	30(11)
Practical field exercises	....	36 (7)
Debates	....	27 (14)

6 MATERIALS AND AIDSA. Materials and aids used

Respondents were asked to state which listed materials and aids were used in their education and training programmes. The figures not in brackets indicate the number claiming use of each. The figures in brackets indicate position in a list drawn in terms of numbers claiming use.

Text books in foreign language	....	33 (10)
Text books in own language	....	42 (4)
Manuals, study guides, and handouts	....	49 (1)
Correspondence course materials	....	14 (20)
Scripts based on radio or TV programmes	....	10 (25)
Newspapers, newsletters and journals	....	38 (6)
Educational posters and wall newspapers	....	25 (16)
Pamphlets and leaflets	....	42 (4)
Literacy follow-up primers (co-operative based)	....	11 (24)
Special studies, reports and surveys	....	28 (14)
Educational films	....	43 (3)
Entertainment films	....	30 (12)
Film strips	....	18 (19)
Slides	....	37 (7)
Video tapes	....	4 (28)
Overhead projectors	....	37 (7)
Tape recordings	....	32 (10)
Chalkboards (blackboards)	....	48 (2)
Flip charts	....	23 (17)
Flannelgraphs	....	29 (13)
Magnetic boards	....	9 (26)
Bulletin (Notice) boards	....	37 (7)
Three dimensional display boards	....	5 (27)
Charts and graphs	....	28 (14)
Picture stories and/or cartoons	....	14 (20)
Real objects	....	20 (18)
Models	....	14 (20)
Special printed materials for illiterates	....	13 (23)

B. Frequency of Use

Respondents were asked to indicate how frequently they used various materials and aids. In the following summary of replies the materials and aids have been listed in order of frequency of use. In the first column "Frequently Used" the figure in brackets represents the number of replies indicating that the material or aid concerned was "locally produced".

Materials & Aids	Frequently Used	Used Occasion- ally	Not easily available	Not Used
Chalkboards	42(40)	3		5
Text books	40(20)	4	9	2
Manuals, Studyguides	31(24)	8	4	4
Educational films	29(13)	16	14	3
Newspapers, journals	27(23)	13	4	8
Bulletin boards	26(24)	13	2	12
Entertainment Films	19(3)	13	7	9
Slides	16(14)	10	16	6
Poster, Wall-news- papers	15(12)	3	6	14
Flip charts	15(14)	7	5	13
O/H projection mat.	15(7)	18	11	6
Correspondence course	14(10)	6	10	17
Charts and graphs	14(14)	16	5	8
Tape-recordings	13(9)	14	9	7

Radio & TV scripts	12(12)	11	13	13
Literacy primers	11(11)	6	6	14
Special studies & reports	10(9)	17	9	9
Flannelgraphs	10(9)	6	6	15
Real objects	6(6)	13	5	14
Models	6(6)	6	6	16
Video tapes	5(1)	2	14	18
Magnetic boards	5(3)	2	9	23
Film strips	5(2)	5	16	16
Material for illiterates	3	2	9	19
3 dm display boards	3(3)	6	5	25
Picture stories, cartoons	2(2)	10	10	20

C. Effectiveness of Material

Respondents were asked to state their opinion on the general usefulness of various materials and aids with the following summarised result.

Materials and aids have been listed in order of the numbers given under the heading "Very Useful".

<u>Materials & Aids</u>	<u>Very Useful</u>	<u>Useful</u>	<u>First 2 columns together</u>	<u>Little or no use</u>
Text books	39	10	49	6
Chalkboards	34	16	50	1
Educational films	33	18	51	4
Manuals, studyguides	27	20	47	5
Radio, TV scripts	22	17	39	3
Special studies, Reports	20	20	40	8
Newspapers, journals	18	19	37	9
Posters, wall newspapers	16	19	35	12
Literacy primers	16	11	27	7
Slides	16	27	43	6
Correspondence courses	15	14	29	9
Charts & graphs	15	14	29	7
Flip charts	14	18	32	4
O/H projection Material	14	17	31	4
Film strips	14	16	30	6
Special illiteracy material	12	16	28	7
Tape recordings	10	25	35	8
Real objects	10	16	26	7
Flannel graphs	9	11	20	6
Video tapes	8	14	22	7
Picture stories, Cartoons	7	11	18	10
Bulletin boards	4	22	26	12
Magnetic boards	3	14	17	7
3D display boards	2	8	10	11
Models	2	15	17	4

7. LOCAL PRODUCTION OF PRINTED MATERIALS

Respondents were asked to give details of printed materials for education purposes which had been locally produced during the past five years and which were currently in use.

47 respondents gave such details

8. LOCAL PRODUCTION OF OTHER MATERIALS AND AIDS

Respondents were asked to give details of other educational materials and aids which had been locally produced during the past five years and which were currently in use.

29 respondents gave such details

17 mentioned films

10 mentioned slides

6 mentioned tape recordings

4 mentioned flip charts

3 mentioned flannelgraphs

3 mentioned charts & graphs

3 mentioned wall posters & papers

1 mentioned filmstrips, photos,
radio programmes, records

9. PRODUCTION OF MATERIALS AND AIDS

Respondents were asked to identify from a given list the main problems experienced in local production of material and aids. Following is a summary of the result:

<u>Problem</u>	<u>Response</u>
Availability of qualified staff	39
Writing original texts	19
Editing	15
Translating	17
Obtaining photographs or pictures	14
Cost of producing	34
Obtaining information on subjects	16
Lack of local facilities	27
Availability of necessary equipment	36
Pressure of time	20
Lack of interest	6
Lack of skill	12
Lack of expert advice	18
Lack of technical knowledge	21
No previous experience	13

10. PROBLEMS ENCOUNTERED

Respondents were asked to identify from a given list the main problems experienced in using materials and aids. Following is a summary of the result:

<u>Problem</u>	<u>Response</u>
Lack of equipment	39

<u>Problem</u>	<u>Response</u>
Lack of suitable material	35
Irrelevance of material available	13
Poor quality of material available	13
Lack of information about material available	19
Language	13
Mobility of equipment	17
Lack of interest by instructors	6
Lack of skill in use	14
Inadequate teacher training	24

11. INFORMATION ON MATERIALS AND AIDS

Respondents were asked if they thought they needed more information about materials and aids available from other countries and international sources. The response was, as expected, strikingly affirmative:

62 said YES

2 said NO

12. SUPPLY OF MATERIAL AND AIDS

Respondents were asked to select from a list a statement which most close represented their opinion as to the need for an improvement in the supply of materials and aids available:

37 said an improvement in supply is essential; "we need more of everything"
 10 said an improvement in supply would be helpful
 7 said supply was adequate but quality needed improving
 5 said supply was adequate, the problem was effective use
 4 said supply was adequate

13. QUALITY OF MATERIAL AND AIDS

Respondents were asked to select from a list a statement which most closely represented their opinion as to the need for improvement in the quality of material and aids available:

30 said they could improve the quality of locally produced material if more finance was available
 13 said that quality generally was good, their problem was availability
 10 said quality was poor and needed to be much improved
 8 said quality was good, their problem was in using it.
 6 said quality was good
 5 said that much, though well produced, was not relevant to their needs.

14 Countries from which completed questionnaires were received:

	<u>Language</u>
Argentina	Spanish
✓Australia	English
Papua New Guinea	English
Bolivia	Spanish
Botswana	English
Brazil	Spanish
Cameroon	Eng. & French
Costa Rica	Spanish
Cyprus	English
Ecuador	Spanish
El Salvador	Spanish
Ethiopia	English
Gambia	English
Ghana	English
Gilbert & Ellice Islands	English
Guatemala	Spanish
Guyana	English
✓India	English
✓Iran	English
Jordan	English
Kenya	English
Khmer Republic	French
Malagasy Republic	French
Malawi	English
Malta	English
Mauritania	French
Mauritius	French
Mexico	Spanish
✓Nepal	English
Nicaragua	English
✓Pakistan	English
Panama/International	Spanish
Puerto Rico	Spanish
Saint Vincent	English
Senegal	French
✓Sri Lanka	English
Sudan	English
Swaziland	English
Taiwan	English
✓Thailand	English
Trinidad	English
Tunisia	French
Turkey	English
Uganda	English
Venezuela	Spanish
S. Vietnam	French
Zaire	French
Zambia	English

**QUESTIONNAIRE ON COURSES AND TRAINING SCHEMES PROVIDED BY
CO-OPERATIVE COLLEGES, AND SIMILAR INSTITUTIONS
FOR CO-OPERATIVE STUDENTS FROM THE DEVELOPING COUNTRIES**

1. In any of the courses which you provide do you include training in teaching methods? If the answer is "yes" please give full details and attach a copy of the programme of such courses.
2. In any of the courses which you provide do you include instruction in the use of the audio-visual teaching aids? If the answer is "yes" please give full details including a list of the aids concerned and attach a copy of the programme of such courses.
3. Do you prepare and use special printed and/or illustrative material for teaching purposes in connection with all or any of the courses you provide? If the answer is "yes" please give full details and attach sample copies of such material.
4. Do you prepare and use special printed and/or illustrative material for teaching purposes which is intended for use, in teaching situations, by the students themselves acting as teachers or instructors after they return to their own countries? If the answer is "yes" please give full details and attach sample copies of such material.
5. What, if any, follow-up procedures do you maintain with students after they have returned to their own countries? Please attach sample copies of any printed material used for this purpose.
6. In the formulation of programmes of study for courses provided for students from the developing countries what other agencies do you consult or enquiries do you pursue:-
 - (a) in the developing countries?
 - (b) in the developed countries?

Please give full details including names of other agencies consulted and method of consultation and enquiry.

7. In the preparation of material used on courses provided for students from developing countries what other agencies do you consult or enquiries do you pursue:-
 - (a) in the developing countries?
 - (b) in the developed countries?

Please give full details including names of other agencies consulted and method of consultation and enquiry.

TRAINING OF CO-OPERATIVE TEACHERS

1. The term Co-operative Teachers is used here to refer to those teachers engaged in classroom teaching at residential training institutions such as Co-operative Colleges, as well as those engaged in educational programmes in the field.
2. A Co-operative education programme is far from complete if it does not provide for the training of trainers.
3. In many developing countries recruitment of Co-operative teachers does not require, as a qualification, teaching experience. In the majority of cases teachers are recruited from the staffs of the Co-operative and, Government Co-operative Departments. Normally these officers have a good general education background, coupled with experience in the field and some in-service training. There has also been the tendency in recent years to recruit teachers from the many university graduates who have qualifications in subjects related to Co-operative studies (such as economics, commerce, business administration and accounting).
4. Recruits are, therefore, usually knowledgeable in their respective subjects. But mastery of a subject is one thing; the skill and ability to pass on the knowledge another. Lack of training, despite knowledge of the subject, affects the quality of the teaching. Second-rate teaching implies a third-rate student output, which in turn lowers the standard of efficiency in the general performance of the Co-operatives.
5. Even with the lack of teacher training, however, education programmes in many countries have been running reasonably well, and it would be an over-statement to suggest that the quality of teaching is poor. It is undeniable, however, that the teaching could be improved and made much more effective if the teachers were trained in the necessary teaching skills.
6. It will be appreciated that neither the financial resources, nor the time factor, permit a comprehensive, professional training of Co-operative teachers at the existing teacher training institutions. What is more, the programme of these institutions is, in most cases, designed primarily for elementary and secondary school teaching and do not satisfactorily provide the skills required by the Co-operative teacher who is, essentially, an adult educator.
7. On the other hand, the number of Co-operative teachers in a country will be too insignificant to warrant the establishment of a separate Co-operative teacher training centre.

8. In the light of the above, the following suggestions are made in connection with the training programmes of Co-operative teachers:-
- 8.1 On-the-job training should be included in work programmes, perhaps by having newly recruited teachers working under the guidance of the more experienced staff.
- 8.2 Frequent training courses, seminars and workshops could be organised at national and regional levels.
- 8.3 The ICA Regional Offices and the proposed Resource Centres should, as a permanent feature of their activities, organise a programme of trainer-training.
- 8.4 More use should be made of existing institutions - both national and international - known to be conducting short, teacher training programmes, such as University adult education departments, the International Co-operative Training Centres and the International Centre for Advanced Technology and Vocational Training of the ILO.
- 8.5 In view of the high costs involved in courses conducted abroad, the recruitment, on a short-term basis, of adult education specialists from the international training centres to run local training courses and workshops for Co-operative teachers in the developing countries should be encouraged.
- 8.6 The International Co-operative Training Centres and other Co-operative Colleges in the developed countries should give more emphasis to teacher training in their existing programmes.
- 8.7 The attachment to the ICA Regional Offices of a teaching expert to conduct training courses, as is already being done by the ICA Regional Office for East and Central Africa.
- 8.8 The production at international or regional level of study material for Co-operative teachers, including a "Co-operative Teachers' Journal" and a loose-leaf Co-operative Teachers' Manual.
- 8.9 The Advisory Group for International Training of Co-operators should, as a prominent feature of its advisory functions, review from time to time, teacher training programmes and advise accordingly.

THE USE OF RADIO IN CO-OPERATIVE EDUCATION

1. In most developing countries, even with the awareness that education and training form the backbone of a Co-operative movement, it is not easy to meet the many and varied training needs. Scarce financial and manpower resources and lack of training facilities are the most common handicaps in Co-operative education.
2. As a result, the meagre resources that are available are used to meet the more pressing needs, for example, the training of managerial personnel to fill key positions in the Co-operatives. In these circumstances, education and information for members, Committee-members and other cadres of personnel is frequently inadequate.
3. The problem is not only economic; there is also the familiar problem of a poor background of general education amongst the rank and file members. Under such circumstances the traditional dependence on literature as a main means of communication for member education programmes is impracticable and inefficient. Even where finance is available, it is difficult to initiate an effective educational and information programme for members when the chief medium of communication is the printed word.
4. The consequences of this can be far-reaching. Inadequate member-education and information impairs members' understanding of, and communication with, their Co-operative. They become passive, indifferent and suspicious of the Co-operative, conditions which are largely responsible for the high "infant mortality" of Co-operatives in developing countries.
5. One possible solution to this problem is that of Co-operative education programmes by radio directed to the members in particular, and the public in general. Radio is perhaps today's most powerful mass communication medium. Its use in educational programmes is of particular importance, especially in the developing countries where the extensive use of printed material is limited due to a high rate of illiteracy. Fortunately, most developing countries are becoming more and more aware that the mass media - radio in particular - are no longer a luxury and importance is being attached to its vital educational role.
6. In Co-operative education, as indeed in other forms of adult education, the use of radio has many advantages.
 - It is capable of bypassing illiteracy:
as this medium does not require ability to read and write on the part of the listener, educational programmes can be directed to the illiterate Co-operative member

- It is money-saving:
when compared to other traditional methods of education the radio method is relatively cheaper. It does not require so many teachers, class-rooms, stationery and study materials.
- It has wide coverage:
It can cover a wider area and reach more people than other educational methods.
- There are few limitations on time or geographical conditions:
an educational programme can be put on the air any time of day or evening, summer or winter. Where bad weather, bad roads, flooded rivers or a broken bridge would restrict the movements of the teacher or student, the radio conveniently brings an educational programme to the listener's home.

7. Despite these advantages the radio medium has the following characteristic limitations:

- The absence of the visual element (as compared to television or motion pictures). In learning, whether one is illiterate or not, there always exists the desire to be shown rather than be told. The radio medium does not show; it tells. There is also the absence of personality and humanity of the teacher which adds to the effectiveness of a lesson in the face to face teaching situation.
- The lack of "two-way traffic" in the flow of information. In other words, the flow of information is one-directional, from the source to the receiver (listener). In communication terms radio is often referred to as a "deaf ear": it gives out information, but it does not receive any.

8. These limitations can, nevertheless, be reduced considerably by the use of sound effects, a technique by which sound, familiar to, and characteristic of, a given situation is used to stimulate the listener into relating to the topic being discussed, by appealing to his imagination and experience. A good radio programme can go a long way to fill the gap left by the absence of the visual element and the teacher's personality and humanity through this technique of sound effects. The skill of the producer and announcer and their ability to secure the listeners' attention and interest adds to the effectiveness of the programme. As for the lack of a two-way communication process, the use of organised radio listening groups with proper links between the listeners and the producers of the programme is a technique that can minimise this limitation.

9. Organised Radio Programmes: The most effective way of using the radio medium in educational activities is through organised radio programmes. By this is meant that:-

- The target audience is identified by the producers of the programme and their needs are known to the producers of the radio programme - the latter having the necessary educational resources to meet the needs.
- The radio programme is 'tailor-made' to meet the needs of the target audience.
- There is a regular contact between the target audience and the programme producers - either through correspondence or by physical contact by the producers or their representative, for the purpose of feed-back and follow-up.
- The most efficient form of organised radio programmes is that where the target audience is organised into listening groups or 'listening group-cum-study circle'.

10. Organised Listening Groups/Study Circles: Radio listening groups organised within the framework of a Study Circle make the best audience in educational broadcasting. These are highly recommended because:-

- they enhance the very spirit of co-operation - i.e. working together and discussing common problems together;
- through contacts with the producers of the programme, a two-way communication process is maintained (here it should be borne in mind that it is easier for the producer of a programme to deal with views expressed by a group of people than those of scattered individuals);
- the informal nature of the discussions in which every group member is encouraged to participate - illiterates included - creates an interest and confidence among the members to learn;
- when a group of people listen to a programme and then discuss what they have heard the levels of comprehension and retention are higher than with solitary listening.

11. Organisation of the Listening Group/Study Circle

The central body initiating the programme (it could be a national Co-operative training institution, a Co-operative apex body or a Government

Co-operative department), organises members of a Co-operative into radio listening groups .

The group may consist of both literates and illiterates . Each group elects from its members a chairman who leads the discussions and a secretary who writes down the conclusions reached by the group . Essentially, the group chairman and the secretary have to be literate though they are not expected to be more knowledgeable on the subject being discussed than the ordinary group members . It may happen that the chairman and secretary of the Co-operative whose members are organised into a listening group are also elected chairman and secretary of the group . The group leaders (i.e. chairman and secretary) are briefed by the programme organisers on how to conduct the discussions - e.g. encouraging each member to contribute his views without some of them dominating the discussion . The group members are informed of the broadcasting time, where to meet (normally at their Co-operative store), the station to which to tune and the subject to be dealt with .

12. Supporting Materials for Educational Radio Programmes

The efficiency of the Radio Listening Groups/Study Circle can be increased by the use of supporting or "backing up" materials . Some of these are:-

- (a) Script-based study-guides: The script upon which a radio programme is based is edited, cyclostyled and sent out to the radio listening groups as supporting study material . Editing of the script is important since the programme may appear in a "dramatised", "discussion", or "interview" form, whereas the printed study guide has to be presented in single discussion form . Even scripts for "report" or "magazine" programmes need editing and proper layout if they are to be presented as discussion material . In content the script-based study-guide should not be a carbon copy of what is broadcast, but should highlight and elaborate the essential parts of the subject which are to be properly understood by the group . Such study guides will help the group understand the subject better in addition to having the actual programme presented in a printed form making it possible for future reference and revision .

For radio listening groups where some of the members are illiterate, study guides are sent to the group leaders to read them to the group members . To provide copies for all literate members of the group creates the danger that the illiterates may drop out of the group because of embarrassment about their literacy deficiencies . On the other hand, some illiterates are always eager to carry home some printed materials to be read to them by their relatives; it thus serves as a good incentive for acquiring the skill to read and write . Each case has to be treated according to the prevailing circumstances; people's attitudes differ from place to place .

A number of questions may be put at the end of the study-guide to be discussed and answered by the group, then posted to the organisers of the programme for their comments. Such answers represent the views of people as a group and not of those of individuals within a group. This helps complete the two-way communication process.

- (b) Duplicate Tapes: Another form of "backing-up" material can be the radio programme itself. Most educational radio programmes are not presented live - they are recorded on tapes or cassettes which are later broadcast. The original recording can be "duplicated" (transferring the recording onto other tapes or cassettes). The duplicate recordings can then be played on tape or cassette players during meetings of the study circles. This makes it possible for a study circle to listen to previous programmes long after they have been broadcast. Today there are cheap cassette players on the market which most Co-operative societies in developing countries could afford for their Study Circles.
- (c) Correspondence Lessons: Correspondence course lessons can also be used as supporting materials for educational radio programmes in the same way as with the study guides mentioned above. The most common and perhaps most effective way of using correspondence courses with radio programmes is where the latter complements the former - i.e. the radio programmes support the correspondence course, and not the other way round. Here the radio programme is based on already existing correspondence courses. The radio script takes the form of a condensed transcript of a correspondence course unit. It highlights, elaborates, makes cross-reference to the vital aspects of the correspondence course where the student would otherwise need a teacher's help. Thus the radio programme plays the role of a student's guide and "counsellor" as far as his correspondence studies are concerned. Where correspondence courses are studied in groups or study circles, the radio programme also encourages the participation of illiterate members.