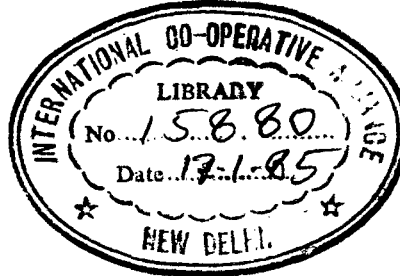


ICA-CUM SUB-REGIONAL WORKSHOP ON TECHNIQUES OF AUDIO-VISUAL INSTRUCTION AND DEVELOPMENT OF TRAINING MATERIAL-I. MANILA. THE PHILIPPINES. JUNE 4-23 1984

WORKSHOP DOCUMENTATION



Section-I

- A Brief Report of the Workshop
- Workshop Programme
- List of Participants
- List of Background material distributed
- Some photographs

Section-II Background Papers

- 1 Audio-Visual Aids and Their Application in Training and Education - Daman Prakash
- 2 Manual on Production of Training Package based on Audiovisual Aids - Draft
- 3 Using illustrations in producing cooperative education and training material - Daman Prakash
- 4 Need for Audiovisual Technology in Teaching - Synopsis
- 5 Development of Cooperative Training Material - Methods and Techniques - A Handbook
- 6 Simplifying the Process of Teaching and Learning among the Adults - Teaching Methods and Aids - Daman Prakash
- 7 The Demonstration Teaching Method
- 8 Training Management - R.B.Rajaguru
- 9 Monitoring and Evaluation
- 10 CEIAS for the Improvement of Cooperative Education and Training at the Local Level - An Introduction - DP
- 11 Cooperative Societies are Like Human Beings - an example of an extension material -DP
- 12 Low Cost Training Material and Training - Daman Prakash

- 13 Communicating the Information - Strategy for the development of cooperatives at the local level - Daman Prakash
- 14 Teaching Together in the Classroom- The Concept of Team Teaching - Daman Prakash

Section-III Working Papers and Synopsis

Forms of Documentary Writing

Non-Formal Methods - The Cooperative Education Process

Resource Centres/Library and Documentation and Information Centres in the Use of Trainers in Cooperatives - Ms Digna Medina-Mendoza

Slides With a Purpose - Kodak

How Do I Select and Use Audiovisual Material - Ms L.P. Gutang

The Process of Cooperative Training Material Production in Indonesia - An Example - Ir Ngatiyo Ngayoko

Section-IV Country Papers

Methods and Techniques used in Cooperative Training in Malaysia - Ms Hayati Salleh

Country Background Paper, Philippines (consolidated)

Methods and Techniques Used in Cooperative Member Education and Training Programmes in the Philippines

Country Paper from Indonesia - Ir Ngatiyo Ngayoko

Methods and Techniques Used in Cooperative Member Education and Training Programmes in Korea - Mr Huh Sun

Methods and Techniques Used in Cooperative Member Education and Training Programmes in Thailand - Surin and Ampai

A Summary of Country Papers

Section-V Work Done by Participants

Group Assignments

Group Reports

Manuscript of a TV programme

Workshop Evaluations I, II and III

Section-VI Miscellaneous and Practical Matters

Invocation Speech - Fr Jayoma

Welcome Speech - Atty Manuel Verzosa

Message from the ICA - Daman Prakash

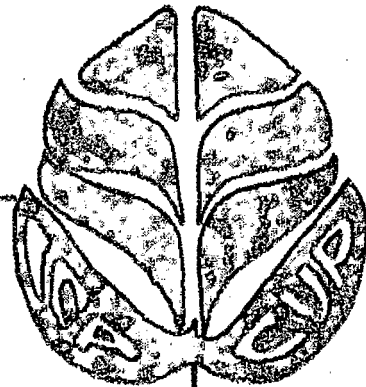
Some Guidelines for the Participants

Certificate of Attendance issued to participants.

**Daman Prakash
Workshop Director.**

SECTION : I

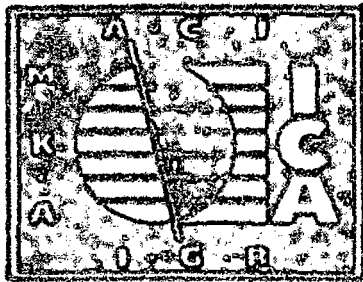
- 1.1 A Brief Report of the Workshop**
- 1.2 Workshop Programme**
- 1.3 Participants**
- 1.4 Background Material distributed - a list**
- 1.5 Some Photographs**
- 1.6 Caricatures of Participants**



REPORT
of the Sub-Regional
Workshop on

AUDIO-VISUAL AIDS
AND
TRAINING MATERIAL
DEVELOPMENT : I

Workshop Director
Daman Prekash
Education Officer-AVA



International Co-operative Alliance



COOPERATIVE UNION
OF THE PHILIPPINES, INC.

ICA-CUP SUB-REGIONAL WORKSHOP ON TECHNIQUES OF AUDIO-VISUAL INSTRUCTION AND DEVELOPMENT OF TRAINING MATERIAL-I. MANILA (PHILIPPINES). JUNE 4-23 1984

A BRIEF REPORT OF THE WORKSHOP

Introduction

01 In the recent past greater emphasis is being laid by the National Cooperative Organisations (NCOs) and the National Cooperative Training Centres (NCTCs) in the development of human resources and infra-structure. Efforts are also being made in developing facilities to produce and apply various communication skills, materials and resources. Cooperative trainers, cooperative educators, cooperative extension workers and cooperative educational instructors are being exposed to various methods and techniques of training. These trainers are given brief introductions to various methods and skills in order to enable them to communicate effectively with cooperative members, cooperative employees and members of general public. The whole exercise is directed at making the cooperative institutions more effective and viable.

02 The National cooperative organisations are also engaging themselves in conducting cooperative member education/extension programmes with a view to enhancing member participation in the affairs of their cooperative organisations. The cooperative educators/cooperative instructors, in this case, deal with adults, women and youth. In many cases the literacy level is low. They have, therefore, to make use of simple tools of communication and adopt more direct and persuasive methods of communication. It has been observed that these skills and means need further improvement and support.

03 The NCOs together with the NCTCs also conduct and operate cooperative training structures - for cooperative employees and in many cases for the members of managing committees of cooperative institutions. The cooperative trainers - in this case the faculty members of national cooperative training centres - make use of communication tools

methods and materials. Since these faculty members often deal with technical aspects and face literate target groups, their methods and techniques have to be somewhat different. Some of the training institutions have been keenly developing their own audio-visual resources and material production units. It has been observed that wherever such facilities exist these have been underutilised mainly because the faculty members some time are unable to make use of various machines and equipments. In many cases where good hardware are available, the software production is either difficult or it is expensive. Wherever the faculty members have demonstrated some initiative to produce their own software these have been rather unprofessional which meant waste of resources and efforts. The resources invested in such facilities do not bring the desired results.

04 Keeping the above in view, the ICA Regional Office and Education Centre for South-East Asia (ICA ROEC) has been offering various opportunities and courses in the field of trainers' training, which also included to some extent the fields of audio-visual aids and training material development. Several ICA Member-Organisations in the Region have taken advantage of such facilities and programmes. Quite a number of their faculty members have undergone these special training programmes. Some of the NCTCs are now gradually becoming conscious of developing audio-visual aids units and material production units of their own.

05 It was in this context that the ICA ROEC decided to provide further initiative and offer further training programmes to cooperative trainers and field educators in the field of audio-visual instruction and material production by holding sub-regional workshops.

06 The first sub-regional workshop was held by the ICA Regional Office in the Philippines at Manila in collaboration with its Member-Organisation, the Cooperative Union of the Philippines Inc (CUP), June 4-23 1984.

Main Objective

07 To enhance the effectiveness of cooperative trainers and cooperative field educators by exposing them and training them in the effective use of various training methods, training aids, development of training material, to achieve a better rapport and communication with their respective target groups.

Objectives

08 By participating in this Workshop the selected participants were expected to be able to:

- i acquaint themselves with the availability and utilisation of audio-visual aids and methods that are presently available and in use in the Sub-Region,
- ii understand the concept of communication under different conditions e.g., individuals, groups and masses and with varying emphasis,
- iii understand the various participative methods of training and education which could be usefully employed in the training and education of various categories of cooperative personnel,
- iv understand and achieve skills in the use of various audio-visual aids in communicating with the people,
- v develop and practice their own training material (combined with appropriate training methods) e.g., training packages and the techniques of production of training material, and to
- vi achieve sufficient skills in carrying out evaluation of training methods and training materials.

Participation

09 The Workshop was attended by 11 regular and two observer-participants representing the Republic of Korea, Republic of Indonesia, Malaysia, Singapore, Thailand and the Republic of the Philippines. The list of participants is annexed to the report.

10 The qualifications prescribed for the selection of participants were given as under:

- i The participants should have been working with the cooperative member education/ Extension/guidance programmes of the national cooperative organisations/state/provincial level cooperative organisations, and having an experience of field work for about two-three years. The

participant should have undergone some training course in training/educational methodology and should have dealt with adult members of a cooperative society. The participant should have some experience of producing some educational and training materials including audio-visual aids and used them in the field situation;

ii The participant should have been working with the national cooperative training institutions as a regular faculty member for at least 2-3 years. Faculty members having experience of handling audio-visual equipment, reprographic and reproduction machines are likely to benefit most from their participation in the Workshop. Persons handling micro-teaching (closed circuit, educational television) equipment are most welcome. Preference should be given to those who have already done some work on adaptation of training material and production of training packages.

Background Documentation

11 The participants were requested to prepare comprehensive country papers according to the pre-designed outlines. These country papers were presented by the participants during the course of the Workshop. Later on, towards the end of the Workshop, a summary of the national papers was prepared and presented.

12 The ICA ROEC also produced a set of background papers for the use and benefit of the participants. The participants were requested to make use of these background documentation in order to follow the work programme of the Workshop. Two of these background papers were the draft manuscripts of handbooks: one, Manual for the Development of Training Packages, and the second one, Handbook for the Development of Material Production Activities. A list of background papers circulated is annexed to the report.

Work Programme

13 The work programme followed at the Sub-Regional Workshop is annexed to the report.

Resource Persons

14 In order to cover all the topics included in the Workshop Programme, the ICA ROEC, in collaboration with the CUP, enlisted the support of various resource persons from within the Philippines itself. It was done with the belief and understanding that adequate expertise was available within the host country itself - local universities, technical agencies and the cooperative organisations. A list of resource persons who assisted the Workshop is annexed to the report.

15 Areas covered by the resource persons were as follows:

- i Cooperative Education and Training in the Philippines - Use of Training Methods and Aids
- ii Use of Training Aids in Adult Education with special reference to cooperative education and training
- iii Photography and Reprographics - Multiplication and Development of Training Material with special emphasis on use of photographs
- iv Resource Centre, Library, Documentation Centre and Information Centre in the Service of Cooperative Trainers
- v Graphic Aids - Simple Visual Aids with special emphasis on Low Cost Training Material
- vi Layout and Designing of Education and Training Materials for Adults
- vii Development of Cooperative Training and Educational Materials. Approach, Methods and Techniques. Special reference to ICA-CEMAS and ILO-MATCOM training materials
- viii Script Writing. Techniques of simple writing for training material for adult learners
- ix Development and Application of Training Packages in Cooperative Education and Training - A Concept

16 In addition to the above, several other topics were covered by the Workshop Director as well as by other resource persons e.g., the President of the CUP.

Study Visits

16 In order to provide the participants with further information on methods and aids and production of training material, visits to some of the important institutions were organised. The participants visited the following institutions:

- i Agricultural Credit and Cooperatives Institute (ACCI) of the University of the Philippines at Las Banos
- ii International Rice Research Institute at Las Banos
- iii Graphic Arts Division of the National Media Production Centre, Government of the Republic of the Philippines
- iv Kodak (Philippines) Inc.
- v PC-INP Cooperative Credit Inc.
- vi Philippines Universities Audio-Visual Centre at the Far Eastern University
- vii Audio-Visual Centre and the Television Studios of the Centro-Escolar University.

17 At some of the above mentioned institutions, particularly at the Graphic Arts Division, Philippines Universities Audio-Visual Centre and the Centro-Escolar University, the participants were able to undertake some practical assignments e.g., in screen printing process, multi-vision production programme, and production of one hour television programme based on simple writing, script writing, and interviews.

Working Methods of the Workshop

18 Participative method of training and communication was adopted for this Workshop. The participants mostly worked in groups - smaller groups. The advantage of working in smaller groups was realised by the ICA already in advance for such a technical activity. It was in this context that the activity was sub-divided into two sub-regional workshops.

19 A good quality of inter-personal rapport among the participants was achieved which was amply evident from the three periodic evaluations. The Workshop Director only provided the groups with resources,

materials and motivation, and rest of the work was done by the sub-groups, often sitting late in the afternoons, producing written reports, training packages and participating in several outdoor assignments.

20 The entire work was presented to the plenary session, a day before the concluding day. The work was commented upon by the participants, Workshop Director and other available resource persons including the officials of the CUP. The Workshop participants then met separately to work their recommendations for the use of the ICA authorities.

21 The participants chaired several sessions, and one participant, who had earlier participated in one of the ICA Teachers' Training Courses, even undertook a special assignment to introduce a topic on the "Development of Training Packages" with great success and confidence.

22 Another participant presented a special paper on "Development of Cooperative Training Material - An Indonesian Experience of Developing a Production Unit".

23 A special assignment was given by a resource person in photography. The results were displayed and commented upon by experts. The winners were awarded prizes by way of encouraging them and appreciating the good work done by them.

Group Work During the Workshop

24 In order to share various responsibilities among the participants and the Workshop Director, some Working Groups were constituted. These were:

- G.I Working Group on Summarising Country Papers,
- G.II Working Group on Manual on Training Packages,
- G.III Working Group on Handbook for Material Production,
- G.IV Working Group on Workshop Evaluations, and
- G.V Working Group on Workshop Recommendations.

25 A brief description of the work done by the Working Groups follows:

G.I Working Group on Summarising Country Papers

All participants were requested to produce comprehensive country papers and present these at the Workshop with a view to provide maximum possible information to the group to facilitate the working of the Workshop. This Working Group went through all the country papers (Indonesia, Korea, Philippines, Malaysia, Singapore and Thailand). The summary was presented to the Workshop for general information and comments. The main points made by this group were as under:

Training Methodology Used: All countries of the Sub-Region make use of such methods as the lecture, discussion, case study, group participation, role play, group dynamics, mobile audio-visual units, computer, management games, workshops, study visits, simulation, radio and publication of training material. In some countries the emphasis on some methods is more while in some others, it is less on other methods.

Malaysia has the distinction of making use of multi-image projection shows in the context of member education and extension activities, while Thailand utilises an effective means of sending out published material. The Republic of Korea, in addition to the above methods, uses group assignments and project methods.

Audio-Visual Aids Used: The following audio-visual aids are employed in these countries to enhance the quality of training and education of various groups:

- Chalkboards and White Boards
- Flannelgraph and magnetic boards
- Flip charts
- Bulletin boards
- Posters, graphs and charts
- Overhead projectors
- Opaque projectors
- Video-tape equipments
- Filmstrips and slides
- Slide projectors
- Audio-tape equipment
- Film projectors
- Flashcards
- Public address system etc. etc.

It is noteworthy to mention that among the six countries represented, the National Agriculture Cooperative Federation (NACF) (Republic of Korea) made an extensive use of audio-visual aids to train an estimated potential trainees of 2 million farmer-members. The NACF employs the following audio-visual equipment:

| | | |
|------------------|-------------|---------------|
| Movie Projectors | 54 units | 16mm |
| Movie Projectors | 99 units | 8mm |
| Slide Projectors | 231 units | Automatic |
| Slide Projectors | 219 units | Manual |
| Tape Recorders | 75 units | Reel-to-Reel |
| Tape Recorders | 602 units | Cassette |
| Television sets | 559 units | Colour |
| Television sets | 458 units | B&W |
| V.C.R. | 2 units | VHS-type |
| V.C.R. | 3 units | Betamax |
| Movie Cameras | 9 units | |
| O.H. Projectors | 41 units | |
| Amplifiers | 37786 units | |
| Other equipment | 1154 units | various items |

Malaysia also employs multi-image audio-visual presentations. This work is mostly done by the Department of Cooperative Development to support extension and member education programmes. In Singapore various cooperative organisations have been making use of computers for their management and training purposes. Singapore's NTUC-INCOME has been using micro-filming and computer activities for the benefit of policyholders as part of the education and promotion programmes.

In most of the countries, it seems that the common problem relates to audio-visual aids and equipment i.e., acquisition and full utilisation for member education and training activities. There is a great need for training of personnel in the use of audio-visual equipment and in the production of software.

Training Material Production Activities: Among the training material produced by the participating countries, are:

- Books
- Leaflets and bulletins
- Pamphlets and brochures
- Audio-visual aids
- Training packages
- ILO-MATCOM training materials and its adaptation and production

ICA-CEMAS and ILO-MATCOM training materials have been of great help in the training activities in Indonesia, Malaysia, the Philippines and Thailand.

Some of the countries have recently initiated steps to establish production units. Indonesia was mentioned as a good example in taking the lead in establishing material production unit at the National Cooperative Training and Development Centre at Jakarta, with the support of the ILO. Some efforts have been made in this regard in Thailand where the CLT has an Arts Section. In other countries training and educational material is produced by individual organisations and there is a great need to consolidate and centralise these activities.

Problems faced: The Working Group identifies the following problems in the field of audio-visual aids, training material production and other training related matters:

- Lack of funds to provide adequate and relevant audio-visual aids and training material to the educational and training personnel,
- Lack of coordination among organisations and institutions engaged in cooperative education and training activities,
- Unsystematic channelling, duplication and overlapping of functions,
- Inadequate availability of relevant training materials, references and audio-visual aids,
- Lack of full-time, qualified and competent personnel to manage the cooperative development, education and training programmes and the audio-visual aids production units on a professional scale,

- Inadequacy of skills in translation, adjustment and adaptation of training material to suit training needs and requirements,
- Need to pool talents and expertise to be tapped as cooperative resource persons in education and training activities, and
- How to increase the effectiveness and capacity to reach out to the members in the villages especially those cooperatives with large membership.

G.II Working Group on Manual on Training Packages

This Working Group mainly went through the manuscript of the draft of Manual on Production of Training Packages based on Audio-Visual Aids. The manuscript was distributed among the participants for comments already in advance. Some of the important contents of this Manual are:

- Communication Process and the Role of Audio-Visual Aids
- Concept of a Training Package
- Planning a Training Package
- Choice of Media and Visualisation
- Field Testing and Validation
- How to Use a Training Package

The Working Group suggested some slight modifications to the manuscript and suggested that this material be issued by the ICA for the use of trainers in the Region.

G.III Working Group on Handbook for Material Production

With a view to initiate and consolidate efforts of cooperative organisations and training centres in the field of training material production, the ICA had developed a Handbook on Development of Cooperative Training Material - Methods and Techniques, the draft of which was distributed among the participants for their comments and suggestions. The Working Group studied the draft thoroughly and suggested some slight modifications and

adjustments. The Handbook covers the following areas:

- Target groups for education and training
- Sources of Training Material
- What is a Training Material
- Concept of a Training Package
- Training Material and Training System
- Production of Training Material
- Methods to Follow in the Production Process
- How to Adapt a Training Material
- Time Planning
- Evaluation and Validation
- Problems Generally Faced

G.IV Working Group on Workshop Evaluations

A small group was constituted from among the participants to conduct, tabulate and present periodic evaluations. Three such evaluations were thus conducted - Week-I, Week-II and Week-III. Week-III evaluation was also the End-of-the-Workshop Evaluation. Some of the main points emerging out of this evaluation are:

- A majority of participants felt that the objectives of the Workshop were fully achieved, and that all the relevant areas have been covered by the Workshop.
- A majority of the participants felt that the knowledge and skills acquired during the Workshop would be beneficial and effective.
- All practical arrangements - administrative as well as academic - were rated as good.
- Duration of the Workshop was rated as reasonable.
- Good exposure to various problems in the respective countries and insight into the know-how of audio-visual aids production and instruction is valuable.

- Better rapport/communication with target group could possibly be achieved with the inputs received.
- Such activities should also be conducted at the national cooperative training centres. The ICA could support such programmes.
- Had a firsthand experience on production of material and the multi-vision/multi-image presentation. The presentation of different audio-visual aids and equipment supplemented our knowledge in this area.

The participants were thus able to evaluate themselves and participate effectively in the running of the Workshop - a good example of team work between the Workshop Director and the participants. This also resulted in learning-by-doing.

G.V Working Group on Workshop Recommendations

This working group was specifically charged with the task of suggesting the points on which the Workshop should work out some recommendations for member-organisations, training institutions in the Sub-Region and also for the ICA Regional Office.

The recommendations made by this group were placed before the plenary session of the Workshop. The finally adopted recommendations are given elsewhere in this Report.

Practical Work Done by the Workshop Participants

26 In addition to the group work done by the participants, they also undertook some practical assignments. These are described hereunder briefly:

i. Development of Training Packages: The following training packages were produced by the participants during the Workshop duration:

- a. Preparation of Graphic Material
- b. What is Life Insurance and How Cooperative Insurance Helps You
- c. Delinquency - Failure to Honour Members' Commitment
- d. Credit Management

- e. Cooperative Understanding
 - f. Introduction to Agricultural Cooperatives
 - g. How to Apply for a Loan
 - h. Internal Auditing
 - i. Farm Guidance - Using the Agri Material.
 - j. Elements of Life Insurance Salesmanship.
- ii. Development of Simple Literature: The participants were able to produce a number of illustrations and examples of simple leaflets, brochures and pamphlets, as a part of a practical assignment.
- iii. Production of a Television Programme: The participants were able to produce two simple television programmes at the Audio-Visual Centre and TV Studios of the Centro-Escolar University. These were: i) A Threshold to Abundance - based on simple script writing and simple photographs, and ii) The ICA Audio-Visual Training Course, based on interviews and discussions with the participants. The participants were able to acquaint themselves with the equipment and procedures.
- iv. Production of a "inhouse" journal entitled AVA WORKSHOP PROFILE: The participants were able to produce a simple journal by using sketches, illustrations, photographs and adopting the collage system based on the participants themselves. The idea was to demonstrate the skills acquired during the Workshop on production of simple material by using the most easily materials and machines. d
- v. Photography Contest: Mr D Galila, one of the resource persons had given an assignment on photography to the participants. They were expected to produce photographs of the following: sun set, night photography, moving car, freezing the movement of a car, close up with the blurred background, close up with the in-focus background. These results were later on examined by a panel of judges together with the resource person.

27 By producing the above material, the participants were able to practice some of the skills acquired during the Workshop.

Formal Ceremonies and Other Details

28 The Workshop was inaugurated by Madame Nelia Gonzales, Chief of the Bureau of Cooperative Development of the Government of the Republic of the Philippines in the presence of several distinguished Cooperators. A welcome address was given by the Secretary-General of the Cooperative Union of the Philippines Inc., Atty Manuel F. Verzosa. Mr Daman Prakash, Workshop Director conveyed the greetings of the International Cooperative Alliance and explained the main objective of the Workshop. He expressed thanks on behalf of the ICA, the participants and on his own, to Madame Nelia Gonzales for gracing the occasion.

29 The Closing Function of the Workshop was presided over by the President of the Cooperative Union of the Philippines Inc., Gen Arcadio Lozada. He very kindly distributed the Certificates of Attendance and prizes among the participants. Gen Lozada had very kindly also participated in another session of the Workshop at which he explained the working of the Cooperative Union and its future projections and touched briefly on the CUP Corporate Plan for 1984.

30 Mr M.K.Puri, Joint Director, ICA ROEC, who happened to be in Manila, was also invited to meet the participants of the Workshop. While at the Workshop he gave a brief talk on the recent trends and developments in the Consumer Cooperative field in the Region. Mr A Pinlac, Chief of the Training and Education Division of the BOCD also explained briefly about the activities of the BOCD in the field of training and education in the country.

ICA-CUP SUB-REGIONAL WORKSHOP ON THE TECHNIQUES OF
AUDIO-VISUAL INSTRUCTION AND DEVELOPMENT OF TRAINING
MATERIAL-I. PHILIPPINES. JUNE 4-23 1984

WORKSHOP RECOMMENDATIONS

Based on the background material presented at the Workshop, discussions held among the groups of participants, lectures delivered by resource persons, observations made during study visits, the Workshop participants made the following recommendations for the use of cooperative organisations, national cooperative training institutions, and the ICA with the hope that all parties together and in collaboration with each other could work in improving training and education activities in the Region for the ultimate benefit of Cooperators at the local level.

General

- 01 Keeping in view the good work done by the ICA and the ILO in the field of cooperative development, with special reference to cooperative education and training in Region, the Workshop was of the view that still a lot of work needs to be done to evolve specific policy on cooperative training so that responsibilities are given to National Cooperative Organisations (NCOs) to provide education and training facilities to members of cooperative societies at the grass-root level.
- 02 There is a great need for developing a National Cooperative Training Council/Committee for Cooperative Training, within the framework of the NCO, to develop suitable training and education strategies, programmes and their implementation. These committee should be quite professional in their character.
- 03 Special efforts should be made in the field of identification of manpower needs, training requirements, training personnel, training material and hardware and the training of trainers/field educators.

Establishment of National and International
Centre of Training Management

- 04 The NCOs and the National Cooperative Training Centres (NCTCs) should try to establish, in their respective countries, a National Centre of Cooperative Training Management in order to provide systematic and appropriate education and training opportunities to cooperative training and education staff. Assistance and collaboration of the ICA could be sought in this field.
- 05 The ICA, together with its Member-Organisations in the Region, should work towards the establishment of an International Centre for Cooperative Training Management with a view to providing training programmes for cooperative trainers and educators.

Audio-Visual Education and Audio-Visual Aids

- 06 The NCOs and NCTCs should lay more emphasis on introducing more of audio-visual techniques in their programmes. AV equipments and software should be pooled together and they should be made serviceable and all faculty members should be trained in the use of such equipment. Special training programmes should be conducted by NCOs and NCTCs in this field with the help and collaboration of the ICA ROEC.
- 07 In order to facilitate the work of cooperative trainers, Resource Centres/Media Resource Centres/Audio-Visual Resource Centres should be developed at the NCTCs and NCOs. These centres should equip themselves with materials like slides, graphs, graphic material, photographs, sketches, films, tapes, etc. etc.
- 08 Assistance in the development of such resource centres can be obtained from technical agencies like the national universities, teachers training colleges, and Radio and Television Stations and from the ICA ROEC.

Library and Documentation Centres

- 09 Recognising the important role that is played by the Library in the development of a trainer, the Workshop felt that the NCOs and the NCTCs should improve further the quality and services of their libraries and encourage these to provide more and more of referencing and documentation services to the trainers and field educators. In the development of such services, the assistance of the ICA ROEC can be enlisted.

Material Production Activities

- 10 Recognising the fact that a large amount of training and education material is already published by various agencies and organisations in various countries, and realising that there has not been any real coordination and collaboration in the production of training and education material, the Workshop was of the view that the production of training material should be systematised and, if possible, centralised, in order to bring in quality, uniformity and a better coordination.. In this context the Workshop recommended that NCOs and NCTCs should try to establish Cooperative Training Material Production Units. In order to establish these centres or units, initial feasibility studies and other preliminary support should be undertaken with the support of the ICA ROEC and other technical assistance agencies.
- 11 The main objective of such centres or units should be to generate adequate and quality training and education materials for training and education activities in various countries. The main activities of such centres should be: adoption, adaptation, adjustment, translation of existing material produced by various national and international organisations, production of handbooks, handouts, lecture notes, and other material produced by trainers within the country; production of audio-visual aids e.g., posters, charts, slides, OHP transparencies, slide-tape programmes, public relations material etc. In this context the example of Cooperative Training Material Production Unit in Indonesia could be worth a study and adoption.

- 12 In order to establish such centres or units, the services of cooperative trainers who had participated in various Training Methodology Courses of the ICA and this Workshop could be usefully utilised.
- 13 The Workshop suggested that various development organisations like the Cooperative Department, Cooperative Unions and NCTCs could pool their existing resources into one single Material Production Unit in order to avoid duplication of efforts and wastage of resources. The unit could be adequately staffed with professionals and provided adequate funds for its operations.
- 14 In order to facilitate and guide the work in the material production field, the Workshop strongly recommended that the ICA distributes widely the two documents among the NCOs and NCTCs. These documents are: i) Manual on Production of Training Packages and ii) Handbook for Production of Training Material, which were endorsed by the Workshop.
- 15 The Workshop strongly supported the development and use of training packages approach in educational and training programmes. The Workshop appreciated the work done by the ICA-CEMAS and ILO-MATCOM in this field.
- 16 The Workshop, while appreciating the production of prototype training material by the ICA-CEMAS, strongly suggested that greater efforts should be made to provide intensive Clearing House Services to trainers in the Region. The ICA-CEMAS should provide them with more information on developments in training techniques and technology.

Miscellaneous

- 17 The Workshop suggested that a national register or roster of experts and specialists in cooperative education and training should be initiated and prepared to undertake various assignments.
- 18 The Workshop expressed its appreciation and satisfaction on the organisation and conduct of this Workshop and suggested that such training opportunities should be offered to a greater number of trainers in the Region.

- 19 The Workshop expressed its gratitude and appreciation to the Workshop Director for professional conduct of the Workshop, and to the Cooperative Union of the Philippines, for providing an efficient secretariat and other supporting facilities in the conduct of this Workshop.
 - 20 The Workshop strongly suggested that the reports of Workshop-I and Workshop-II should be distributed widely in the Region in order to generate a good and positive climate towards developing audio-visual and cooperative training material production programmes and activities.
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- 20 The Workshop strongly suggested that the reports of Workshop-I and Workshop-II should be distributed widely in the Region in order to generate a good

W O R K S H O P P R O G R A M M E

Sunday, June 3 1984

Arrival of Participants.
Stay at Bayview Plaza Hotel.
Workshop venue at Bayview Plaza Hotel.

Monday, June 4 1984

0900 - 1200 01 Registration and Inaugural
Inauguration of the Workshop
- Ms Nelia Gonzales, Chief of the
Bureau of Cooperative Development
Government of the Republic of the
Philippines

1200 - 1400 Lunch break

1400 - 1700 General Introductions
Working Methods
Practical Arrangements
- Mr Daman Prakash, Workshop Director
- Atty Manuel F Verzosa, Sec-Gen., CUP
- Ms Nelia Hernandez of the CUP

Tuesday, June 5 1984

0900 - 1000 02 Workshop Objectives and Introductions
to Workshop Background Papers
- Mr Daman Prakash

1000 - 1200 03 Presentation of Country Paper/Singapore
- Mr T.H. Nga

1200 - 1400 Lunch break

1400 - 1700 04 Cooperative Education and Training in
the Philippines - Use of Training
Methods and Aids : Panel Discussion
- Atty Manuel F Verzosa of CUP
- Ms Lennie Manzano of ACCI

1700 - 1900 Discussion on the above.

Wednesday, June 6 1984

- 0900 - 1030 05 Presentation of Country Paper/Malaysia
 - Mr Mas Aziz
 - Ms Hayati Md Salleh
- 1030 - 1200 06 Audio-Visual Aids : Classification,
 Availability, Their Production and
 Utilisation
 - Mr Daman Prakash
- 1200 - 1400 Lunch break
- 1400 - 1700 07 Use of Training Aids in Adult Education
 with special reference to cooperative
 education and training
 - Mr Servando Garcia
- 1700 - 1900 08 Presentation of Country Paper/Thailand
 - Ms Ampai Luangpirom
 - Mr Surin Prechasart

Thursday, June 7 1984

- 0900 - 1200 09 Photography and Reprographics -
 Multiplication and Development of
 Training Material (with special
 emphasis on use of photographs)
 - Mr Doane Galila
- 1200 - 1400 Lunch break
- 1400 - 1700 Practice Session (Handling of camera,
 all about the films, processing etc.)
- 1700 - 1900 10 Presentation of Country Paper/Indonesia
 - Ir Ngatiyo Ngayoko

Friday, June 8 1984

- 0900 - 1100 11 Presentation of Country Paper/Philippines
 - Ms Estella Soriano
 - Ms Victoria Abril
 - Mr Gonzalo Salvatierra Jr
 - Mr Freddie Bartlome
- 1100 - 1230 12 Resource Centre, Library, Documentation
 Centre and Information Centre in the
 Service of Cooperative Trainers
 - Ms Digna Mendoza
- 1230 - 1400 Lunch break

- 1400 - 1700 Visit to the Graphic Arts Division of the National Production Centre, TV-IV.
- Screen printing practical work
- Multivision demonstration
- 1730 - 1830 Practical matters
- Group formations
- Information on study visits

Thursday, June 14 1984

- 0900 - 1800 Study Visits:
- Agricultural Credit & Coops Institute
- International Rice Research Institute

Friday, June 15 1984

- 0900 - 1800 Study Visits:
- Kodak (Philippines) Inc
- Philippines Universities Audio-Visual Centre (Far Eastern University)
- PC-INP Cooperative Credit Inc

Saturday, June 16 1984

- 0900 - 1200 20 Presentation of the draft of the Manual on Production of Training Packages based on Audiovisual Aids
- Daman Prakash
Group discussion on the above.
- Afternoon FREE (Observed the General Meeting of the Cooperative Union of the Philippines)

Sunday, June 17 1984

Holiday

Monday, June 18 1984

- 0900 - 1000 General review of study visits and impressions/experiences gained.
- General discussion
- 1000 - 1200 21 Development and Application of Training Packages in Cooperative Education and Training - A Concept
- Ms Hayati Md Salleh
(Participant-Resource Person)
- 1200 - 1400 Lunch Break
- 1400 - 1500 22 Practical Assignments. Methodology of working in groups to produce training packages.
- Mr Daman Prakash & Ms Hayati Salleh

- 1500 - 1700 23 Cooperative Union of the Philippines,
its corporate plan, strategies - national
and international context.
- Gen Arcadio S Lozada, President of the
Cooperative Union of the Philippines Inc
- 1700 - 1900 24 Assessment of Photographic Assignments
- Mr Doane Galila Resource Person
- Gen Arcadio Lozada -Judge
- Mr Daman Prakash -Judge
- Mr Servando Garcia -Judge
- Ms Nelia Hernandez -Judge

Tuesday, June 19 1984

- 0900 - 1300 Visit to the Television Studios of the
Centro-Escolar University for practical
work on:
- application of simple writing
- handling of video and TV equipment
- production of TV programmes (2 progs)
- general discussion
Guided by:
- Mr Rogelio de los Santos
- Mr Daman Prakash

1300 - 1400 Lunch break

1400 - 1800 Practical Assignments

Wednesday, June 20 1984

0900 - 1700 Practical Assignments

Thursday, June 21 1984

0900 - 1200 Practical Assignments

1200 - 1400 Lunch break

- 1400 - 1700 25 Comments and discussion on the draft of
the Handbook on Development of Training
Material
- Group reporting

Friday, June 22 1984

- 0800 - 1100 26 Summary of National Papers. Group
work and reporting.
- Chairman: Mr T.H. Nga
- Secretary: Ms Hayati Md Salleh
- 1100 - 1200 End-of-the Workshop Evaluation.

- | | | |
|-------------|----|---|
| 1200 - 1400 | | Lunch break |
| 1400 - 1500 | 27 | Presentation of selected training packages produced during the practical assignments |
| 1500 - 1700 | 28 | - Presentation of Evaluation Report - General introduction by Mr M.K.Puri - General introduction by Mr A Pinlac |
| 1700 - 1900 | 29 | General assessment on the Workshop and discussions. |

Saturday, June 23 1984

- | | | |
|-------------|----|---|
| 0900 - 1200 | 30 | Workshop closing formalities. - Chief Guest: Gen Arcadio S Lozada - General reporting & Summary: Mr D Prakash - Concluding Remarks: Gen Lozada - Distribution of Certificates - Distribution of Photo Contest Prizes |
|-------------|----|---|

Afternoon FREE

Sunday, June 24 1984

Departure of participants from Manila.

P A R T I C I P A N T S

I. Participants to the Workshop

- 01 Ir A. Ngatiyo Ngayoko, Trainer
PUSLATPENKOP (National Cooperative Training
and Development Centre)
Komplek Puslatpenkop
Jalan Gatot Subroto, Jakarta Selatan.
Indonesia
- 02 Mr Huh Sun, Manager
Education Division
National Agriculture Cooperative Federation-NACF
75, 1st st., Chungjong-Ro
Jung-ku
SEOUL. Republic of Korea
- 03 Mr Mas Aziz Mas Mohammad
Assistant Director, Education/Publicity
Department of Cooperative Development
Jalan Mahameru, KUALA LUMPUR
Malaysia
- 04 Ms Hayati Md Salleh, Lecturer
Cooperative College of Malaysia
103 Jalan Templer
PETALING JAYA. Selangor Malaysia
- 05 Ms Victoria O Abril, Lecturer
Junior Auditor
Philippines Federation of Credit Cooperatives Inc
12th floor, C.I.T.
Santol St.Mesa., MANILA
Philippines
- 06 Ms Estella M. Soriano
Chairman, U.P. Visayas Cooperative Credit Union, Inc
University of the Philippines/Visayas
ILOILO CITY. Philippines
- 07 Mr Fredisindo M. Bartlome, Chairman
Education and Training
National Capital Region Union of Cooperatives Inc
San Juan Municipal Building
San Juan, METRO MANILA
Philippines

- 08 Mr Gonzalo A Salvatierra, Jr
Training Officer
Visayas Cooperative Training Centre VITCO
2nd floor, Guadalupe Coop Building
170 M.Velez St., CEBU CITY
Philippines
- 09 Ms Ampai Luangpirom, Chief
Periodicals and Publishing Section
Cooperative League of Thailand
4 Pichai Road, Dusit, BANGKOK
Thailand
- 10 Mr Surin Prechasart, Artist
Cooperative League of Thailand
4 Pichai Road, Dusit
BANGKOK. Thailand
- 11 Mr T.H. Nga
Assistant Manager, Development & Training
NTUC INCOME
Trade Union House Annexe
Shenton Way, SINGAPORE-0106
Republic of Singapore

II. Observer-Participants to the Workshop

- 12 Mr Marlito P Luzano, Accounts Clerk
PC/INP Cooperative Credit Union, Inc
Camp Crame, QUEZON CITY
Philippines
- 13 Mr Wilfredo M Pascua, Manager
PC/INP Cooperative Credit Union, Inc
Camp Crame, QUEZON CITY
Philippines

III. Resource Persons to the Workshop

- 14 Gen Arcadio S Lozada, President
Cooperative Union of the Philippines Inc
Room 400-G Delta Building
West Avenue, QUEZON CITY. Philippines

- 15 Atty Manuel F. Verzosa
Secretary-General
Cooperative Union of the Philippines Inc.
- 16 Ms Lennie Manzano, Lecturer
Agricultural Credit and Cooperative Institute ACCI
University of the Philippines
Collegè, LOS BANOS Laguna
- 17 Ms Digna Mendoza, Executive Director
Philippines University Audio Visual Centre
Far Eastern University, MANILA
- 18 Ms Lourdes P Gutang, Vice-President
Academic Affairs
Far Eastern University, MANILA
- 19 Ms Eva Penamora, Chief
Graphic Arts Division
National Media Production Centre
Bohol Avenue, QUEZON CITY
- 20 Mr Doane Galila
Consultant
United Laboratories
Makati, METRO MANILA
- 21 Mr Servando Garcia, Officer-in-Charge
National Capital Region Union of Cooperatives Inc
METRO MANILA
- 22 Mr Rogelio de los Santos
Presidential Assistant
Ministry of Public Information
QUEZON CITY

IV Workshop Director

- 23 Mr Daman Prakash
Education Officer-AVA
International Cooperative Alliance
Regional Office for South-East Asia
43 Friends Colony
New Delhi 110065. India

V. Secretariate to the Workshop

- 24 Ms Nelia A Hernandez
Programme and Operation Officer
Cooperative Union of the Philippines Inc
- 25 Ms Carmen M dela Rosa
Cooperative Union of the Philippines Inc
- 26 Mr Saturnino dela Cruz
Cooperative Union of the Philippines Inc
-

B A C K G R O U N D M A T E R I A L

distributed at the Workshop .

- 01 Audio-Visual Aids and Their Application in Training and Education - Daman Prakash
 - 02 Manual on Production of Training Packages based on Audio-Visual Aids (draft manuscript)
 - 03 Using Illustrations in Producing Cooperative Education and Training Material - Special emphasis on Visualisation - Daman Prakash
 - 04 Need for Audio-Visual Technology in Teaching. Synopsis. Compiled by Daman Prakash
 - 05 Development of Cooperative Training Material - Methods and Techniques. A Handbook. (draft manuscript). Developed by Daman Prakash
 - 06 Simplifying the Process of Teaching and Learning Among the Adults - Teaching Methods and Aids. - Daman Prakash
 - 07 The Demonstration Teaching Method.
 - 08 Training Management - R.B. Rajaguru
 - 09 Monitoring and Evaluations - Marimuthu & Ramaiah
 - 10 CEMAS for the Improvement of Cooperative Education and Training at Local Level - An Introduction. - Daman Prakash
 - 11 Cooperative Societies are Like Human Beings - An Example of an Extension Material from Indonesia - Daman Prakash
 - 12 Low Cost Training Material and Training Aids - Daman Prakash
 - 13 Communicating the Information - A Strategy for the Development of Cooperatives at the Local Level - Daman Prakash
 - 14 Communication and the Cooperative Teacher - A Handbook - Daman Prakash
 - 15 Application of Communication Media in Cooperative Member Education/Extension - Daman Prakash
 - 16 Organising Your Educational Media Programme - Far Eastern University, Manila.
-

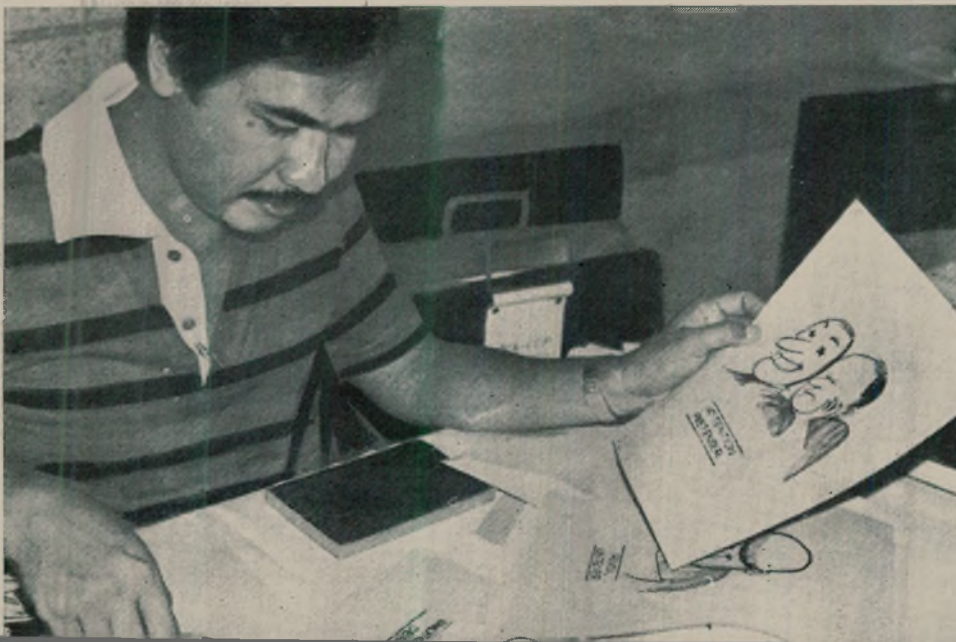
WORKSHOP ACTIVITIES



Mrs. Nelia Gonzales, Chief, Bureau of Cooperative Development of the Republic of the Philippines delivering her Inaugural Address.



A description of the cooperative education and training activities in the Philippines being given by Ms. Lennie Manzano of the ACCI-UP/LB.



Production of artwork for a Training Package by Fredie Bartlome.



A group of Workshop participants discussing their work assignment.

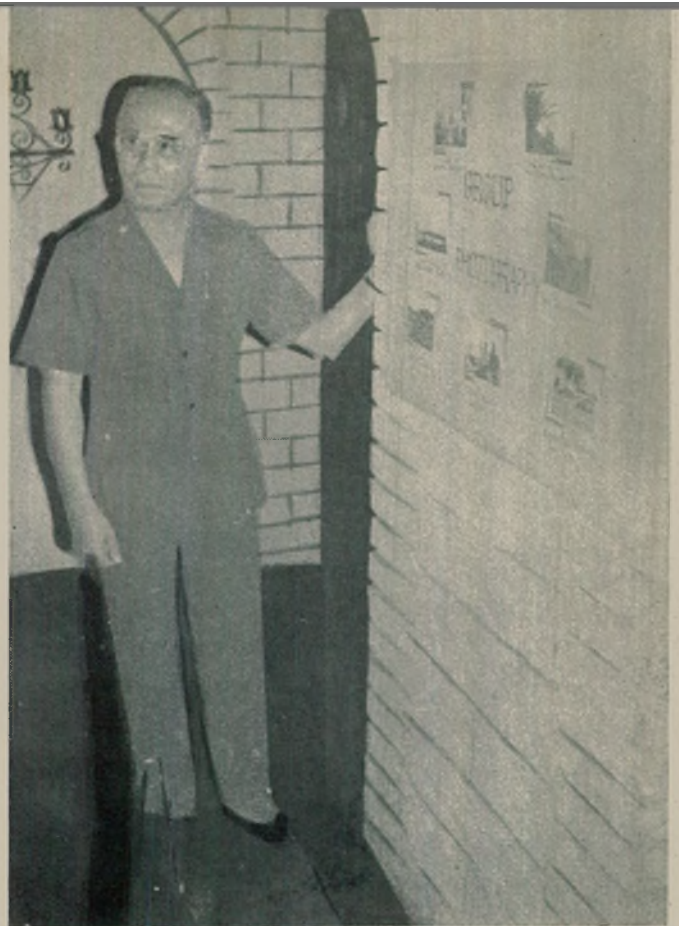
Participants busy in their practical assignments



(Right) Ms Ampai from Thailand and Victoria Abril from the Philippines.

(Below) Mr. Ngatiyo Ngayoko from Indonesia.





(Left) Mr. G. A. Salvatierra, Jr., (Philippines) at work. (Right) Brig. Gen. Arcadio S. Lozaa, President of the Cooperative Union of the Philippines Inc., assessing the quality of photographs taken by the participants.



A group of participants observing the screen printing process demonstration held at the National Media Production Centre.

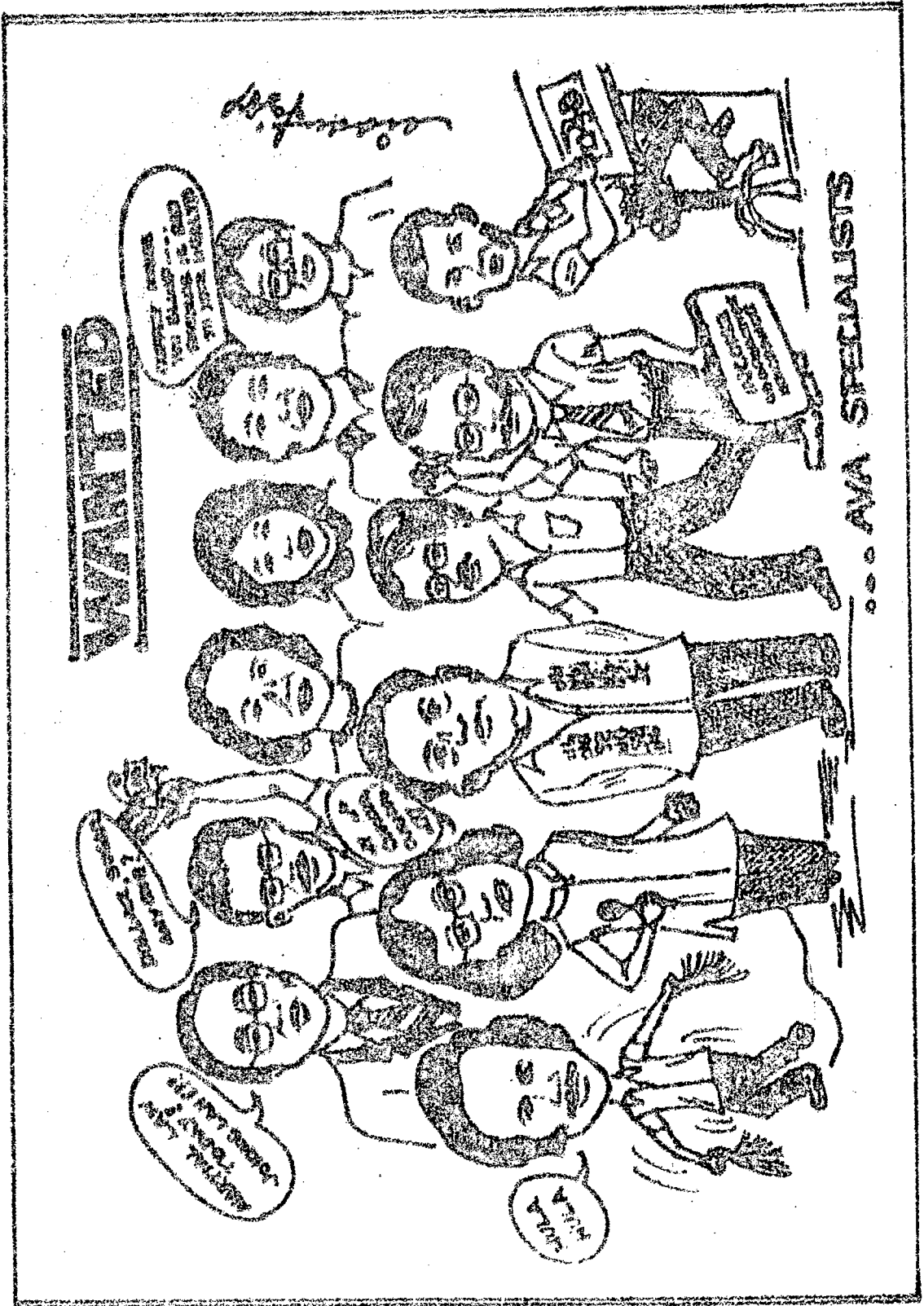


↑
Participants seen handling the television equipment at the TV Studios of the Centro Escolar University.



A group photograph of the workshop participants.





And finally, here we are - all of us.

Cartoonist: Fredie Bartlome

SECTION : II

This section contains all the background papers distributed at the Workshop.

BACKGROUND PAPER

BF-01

AUDIO-VISUAL AIDS AND
THEIR APPLICATION IN
TRAINING AND
EDUCATION

Daman Prakash
Education Officer-AVA
International Cooperative Alliance
43 Friends Colony
New Delhi 110065. India

International Cooperative Alliance
Cooperative Union of the Philippines
joint sub-regional
WORKSHOP ON TECHNIQUES OF AUDIO-
VISUAL INSTRUCTION AND DEVELOPMENT
OF TRAINING MATERIAL
Manila. June 4-23 1984

AUDIO-VISUAL AIDS AND THEIR APPLICATION IN TRAINING AND EDUCATION

Daman Prakash, Education Officer-AVA

Introduction

1 In any teaching-learning situation the role of audio-visual aids cannot be overemphasised. This assumes greater importance when we talk about the cooperative education and training activities. In the education of members of cooperative organisations an instructor/trainer faces various situations. A majority of members of primary cooperative societies in many of the developing countries are unfortunately illiterate, yet they form a legal socio-economic organisation called the 'Cooperative Society'. By virtue of their being the members of this organisation they have to perform certain duties and take care of certain legal formalities. Unless they are aware of the importance of their rights and duties, cooperative organisations cannot be true democracies. This makes the task of the cooperative instructor/field educator/extension worker still more difficult and delicate.

2 Besides adopting the lecture method or face-to-face communication techniques, an educator has to rely on certain other communication channels. Audio-visual aids and training methods, therefore, come handy and they should be applied in communicating ideas more and more.

3 The use of communication media and material is also used quite a great deal in the training of employees of cooperative societies. The faculty members of national and other cooperative training institutions have good knowledge of subject-matter, but they often lack competence in training methodology. Such teachers and field educators need training in communication methods and materials.

What are Audio-Visual Aids?

4 Audio-visual aids or visual sensory aids help our senses of hearing and seeing to enable us to learn effectively. Through these aids the process of learning gains speed. They help in the process of communication. A simple classification can be:

VISUAL AIDS e.g., Projectors, Slides, Filmstrips, Pictures, Posters, Graphs, Display boards etc.;

AUDIO AIDS e.g., Radio, Record Players, Tapes, Microphone etc.;

AUDIO-VISUAL AIDS e.g., Motion films, Television etc.

ACTIVITY AIDS e.g., Demonstrations, Dramatisation, Puppets, Wayang etc.

Audio-visual aids are necessary and useful because these aids:

- make communication easier and more realistic;
- accelerate and vitalise the process of communication;
- stimulate interest and motivate persons for further communication;
- compel (rather hold) attention;

- cover more subject-matter in a shorter time;
- thus save time in communication system;
- enrich communication;
- can reach many people one and all at the same time;
- can be used at all levels;
- overcome barriers in communication such as distance, time, size, shape, very slow and fast motions, hidden things;
- motivate persons to follow up activities and action.

Properties of Audio-Visual Aids

6 Generally speaking, audio-visual aids and materials have the following five principal properties:

- 1 The ability to help promote perception;
- 2 The ability to help promote understanding;
- 3 The ability to help promote transfer of training;
- 4 The ability to provide reinforcement or knowledge of results; and
- 5 The ability to help retention.

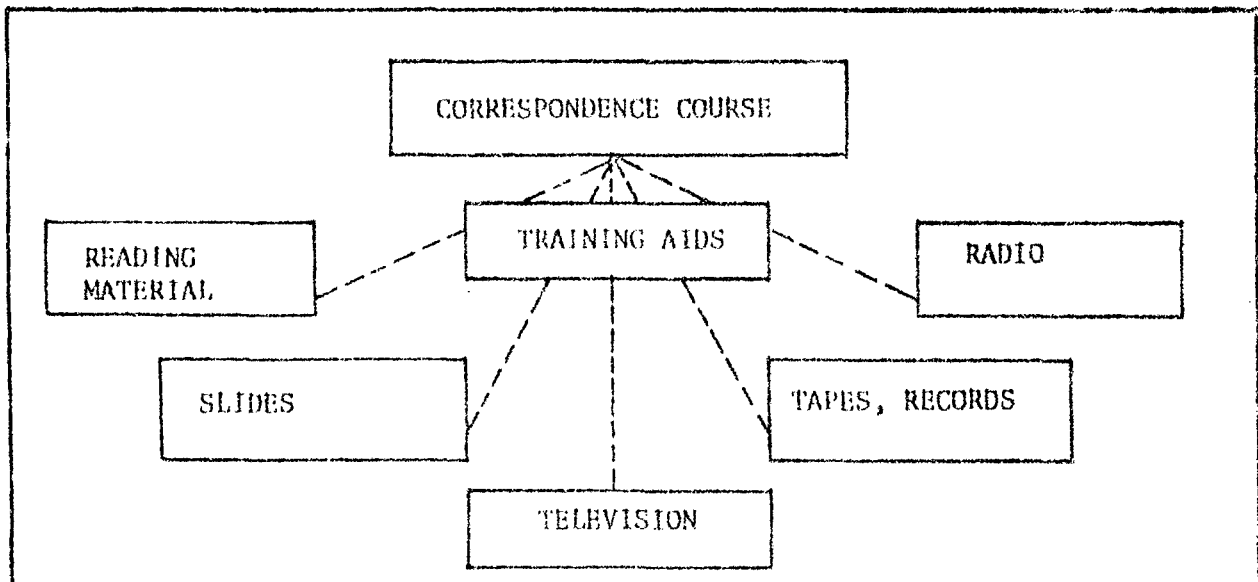
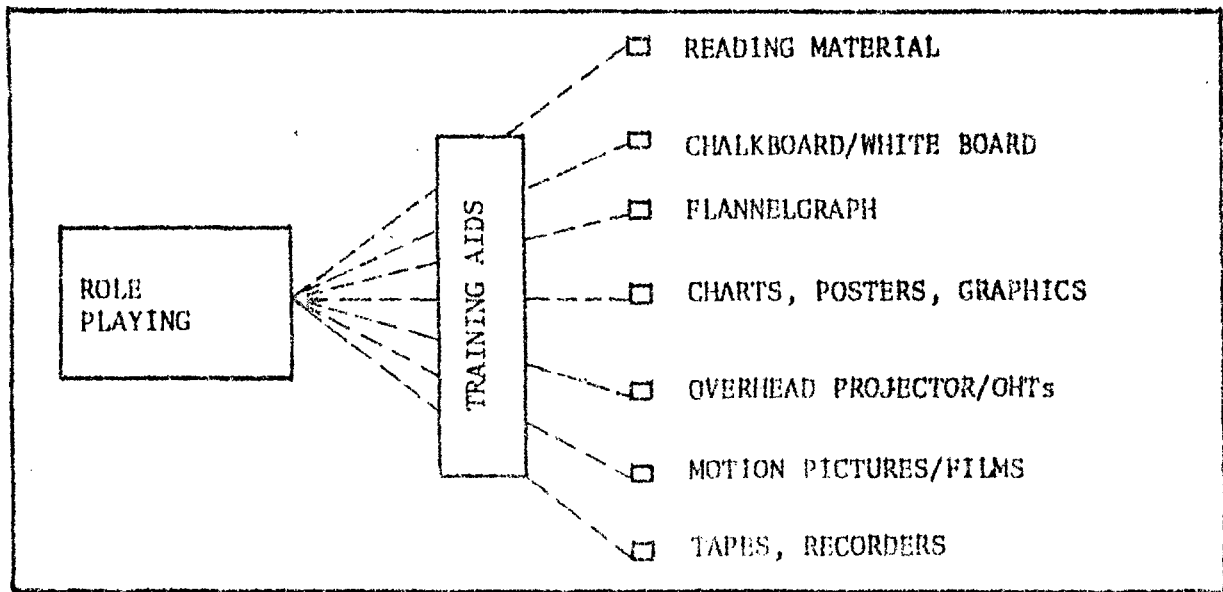
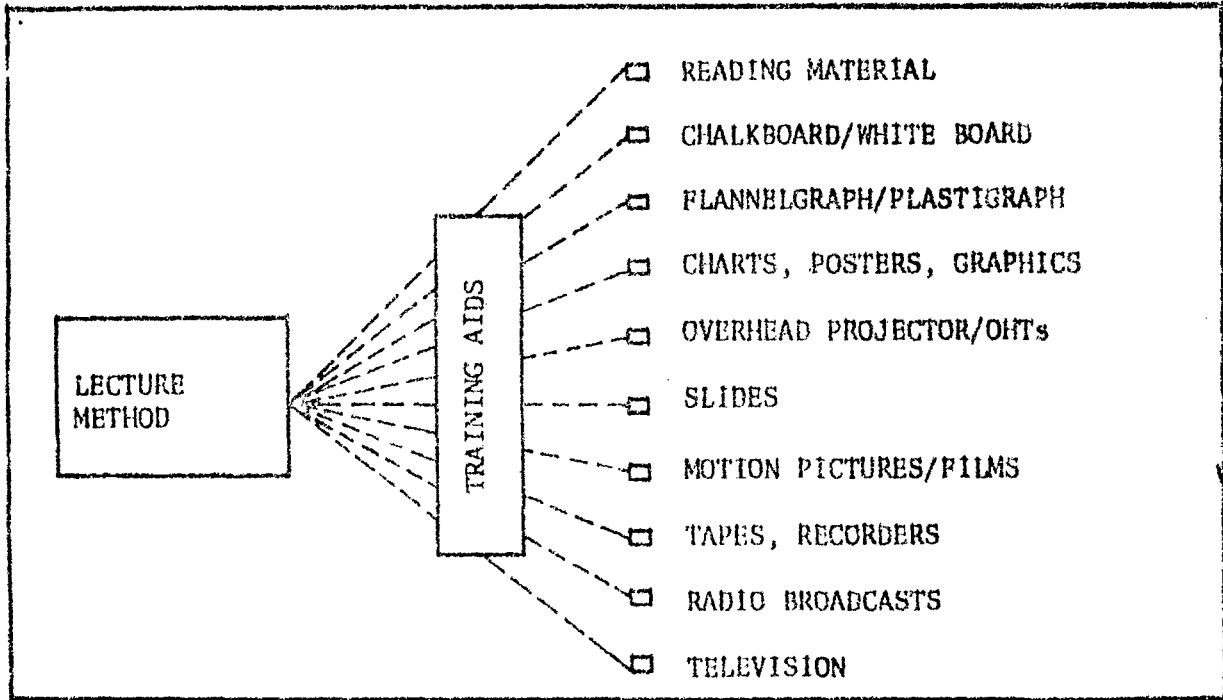
7 Everyone agrees that teaching methods, if associated with audio-visual aids, could bring very encouraging results. (see Figure I). Schools and colleges have improved their results. Researchers have made use of audio-visual aids with advantage. These are the points which have been made by researchers about the audio-visual aids:

- They supply a concrete basis for conceptional thinking and hence reduce meaningless words responses of students;
- They have a high degree of interest for students;
- They supply the necessary basis for developmental learning and hence make learning more permanent;
- They offer a reality of experience which stimulates self-activity on the part of the students;
- They develop a continuity of thought;
- These aids contribute a growth of meaning and hence to vocabulary development;
- They provide experiences not easily secured by other materials and contribute to efficiency, depth and variety of learning; and
- These aids help to retain more for a longer time.

Application of Audio-Visual Aids

8 Audio-visual aids are the ones which the teacher often (?) uses to make the communication effective. These are the vehicles of communication and the 'non-traditional' teachers have been making use of these aids in order to help their students. Training aids, which are audio-visual aids, can be broadly grouped into two: projected aids and non-projected aids. Some teachers use more of slide projectors, films, overhead projector transparencies, while the other make use of graphic material e.g., lines

POSSIBLE APPLICATION OF TRAINING AIDS WITH TRAINING METHODS



outlines, drawings, illustrations, graphs, charts, comics, photographs, maps and so on. Some make use of the commercially produced and standardised aids while some make their own aids and they make them on the spot. Some lines and illustrations are drawn on the flip chart and that does the job well.

9 It has also been noticed by many teachers that making use of audio-visual aids together with various methods of training and teaching, enhances the learning process and the intensity of learning gradually increases. (See Figure-II). Lecture method, if combined with discussion methods and proper audio-visual aids, can bring better experience to the learner, and that is the precise aim and purpose of using audio-visual aids.

10 We will discuss here some of the simple audio-visual aids which can be effectively and usefully applied in training and education activities.

Chalkboard/White Board: It is also called 'blackboard'. It has been in use from time immemorial and no teacher can think of holding a class without there being a chalkboard in his classroom. It permits creative and simultaneous illustration of ideas by the speaker. Very valuable for listing, simple drawings, emphasising a point and stressing. It is highly flexible. Black or grey or light green background is commonly used with white or colour chalks. It can be permanently fixed on to the wall or on a stand so that it can be transported easily. A folding or rolling chalkboard is also used and available.

Motion Pictures: It is audio+visual, which means it conveys a very effective meaning and the communication is durable. The teacher employs it in connection with some complicated point. Provides a lot of experience and involvement. It provides a wide range of knowledge and experience. Condensed and selected. Makes possible visualisation of realities which are otherwise out of reach. It conveys movement, lays stress on verbal communication as well as on cues and gestures. Available in 8mm, 16mm, 35mm and 70mm, silent/sound, black & white/colour. Also available in a variety of languages. It is, however, very difficult to locate relevant films. It is difficult to alter, as the entire sequence is woven around one specific theme.

Slides, Film-Strips: Well-planned themes could be woven around a set of properly exposed slides or picture frames. Each slide can be interpreted differently. Teacher can involve himself more in communication. Permits personal interpretation and expansion of visual experience. Visual images can be enlarged greatly and held indefinitely. Images can be brought back for clarification and discussion. Slides can be removed from the set and replaced, if needed. New slides can be added. Slides can be also linked with a pre-recorded commentary with the help of tape-synchronisation process.

Charts and Graphs: Various types of charts and graphs can be made by the teacher himself. These are used to show growth, trends, comparison and statistics. A combination with visuals is also possible. Some of them are bar graphs, circular graphs, pictorial graphs, etc. These are particularly valuable in communicating statistical information.

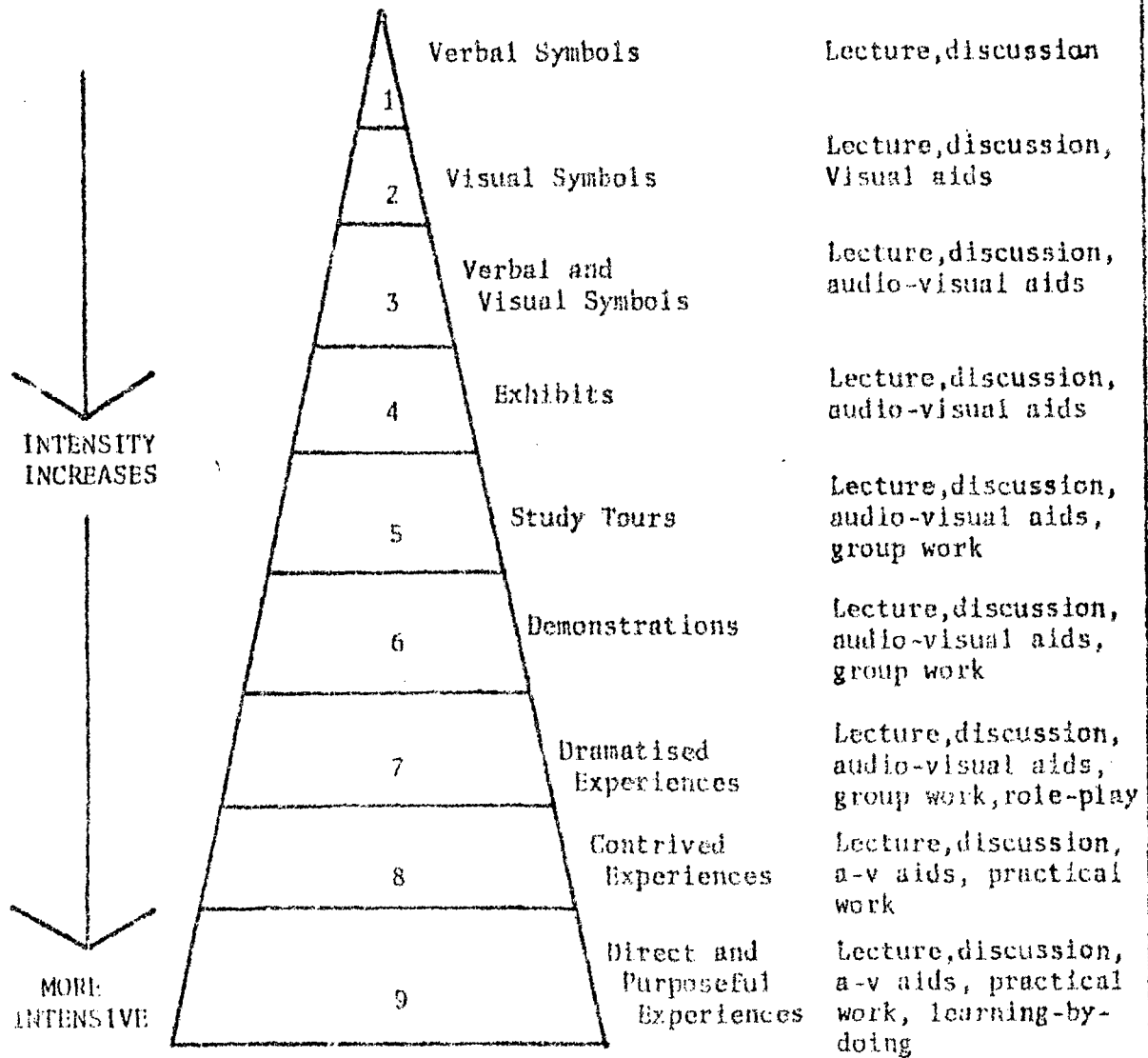
Maps, Globes: These are used to locate locations, charting out information, movements and geographical relationships.

FIGURE-II

CONE OF INTENSITY OF LEARNING

INTENSITY OF LEARNING

COMBINATION OF METHODS AND AIDS



Photographs: These provide permanent visual records of situations. Very close to realities and can be used over and over again. Black & white and colour reproductions. Can be enlarged or reduced. Always interesting and help in retention of knowledge and interest. Teacher can produce them by himself and also can obtain from the market and from the already printed material. Combination of photographs with charts and graphs can be effectively achieved with some experience and imagination. Very valuable in teaching and learning situations. Useful for publicity work and effective for public relations activities.

Exhibits, Bulletin Boards, Dioramas: Exhibits provide a lot of information to the students and the teacher can use them with a very great advantage. He can involve the students to collect, arrange and label exhibits and correlate them with the topic being discussed. Provide concrete examples of wide range of objects. Permits organisation in terms of functional operations, developmental sequence, categories etc. Objects and display material can be examined closely.

Puppets: Permit creative portrayal of situations. Very effective to handle a general topic either in the classroom or outside the classroom. Most effective in rural settings and among the school children. The teacher can construct these and involve the participants in their construction. He can inform the people the methods and construction and their application.

11 Some other aids are: Radio and television, video recordings, gramophone records, tape recordings etc.

12 It is extremely necessary that the teacher and the extension worker or the field educator gets himself thoroughly acquainted with these teaching aids and makes use of them. These aids are for use and constant use. These aids are not complete by themselves, they have to be manipulated by the teacher to achieve his objective - better communication.

Conclusion

13 Audio-visual aids are the vehicles of communication. They cannot replace the teacher. They help the teacher to handle his subject-matter more effectively. They cannot be used in isolation. They have to be well-knit with the training methods. Audio-visual aids include projected as well as non-projected aids. Projected aids tend to become expensive as well as complicated and need qualified staff to operate and use them. The non-projected aids are the graphics and very little training is needed to make them and to apply them. They are simple, cheap and effective.

14 Cooperative trainers, whether in the field or in the classroom, should make use of audio-visual aids in combination with relevant training methods in order to be effective communicators.

Background
Paper

BP-02

D r a f t

MANUAL ON
PRODUCTION OF
TRAINING PACKAGE
BASED ON
AUDIO-VISUAL AIDS

(contains techniques,
ideas and examples)

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office & Education Centre
for South-East Asia
43 Friends Colony, New Delhi 110065.
India

April 1984

MANUAL ON PRODUCTION OF TRAINING PACKAGE
BASED ON AUDIO-VISUAL AIDS - a draft

C O N T E N T S

| | |
|-------------|---|
| CHAPTER I | COMMUNICATION PROCESS AND THE ROLE OF AUDIO-VISUAL AIDS |
| | Introduction Elements of Communication Process Role of Visual Aids |
| CHAPTER II | CONCEPT OF A TRAINING PACKAGE |
| | Meaning of Training Package Modular Approach Stages of Production |
| CHAPTER III | PLANNING A TRAINING PACKAGE |
| | Choice of Subject Target Population Defining Aim and Terminal Objectives Time Factor Project Format Collection of Material |
| CHAPTER IV | CHOICE OF MEDIA AND VISUALISATION |
| | Choice of Media - determining factors Consultation with Visual Experts Preparation of Sequence Sheets Visualisation |
| CHAPTER V | FIELD TESTING AND VALIDATION |
| | Objectives of Field Testing Techniques of Field Testing Modification and Finalisation Specimen of Evaluation Form |

CHAPTER VI HOW TO USE A TRAINING PACKAGE

Guidelines for the Use of Trg Pack

- Preparation before coming to the class
- Classroom arrangements
- Precautions while teaching

Hand-outs

Feedback Information

CHAPTER VII SUMMARY OF STEPS TO FOLLOW IN
THE CONSTRUCTION OF A TRAINING PACK

INTERNATIONAL COOPERATIVE ALLIANCE

Regional Office & Education Centre for South-East Asia
Post Box 3312, 43 Friends Colony, New Delhi 110065.India

April 1984.

CHAPTER-I

COMMUNICATION PROCESS AND THE ROLE OF AUDIO-VISUAL AIDS

Introduction

Teaching involves communication between the teacher and the learner. Communication is the process of passing on a message - be it knowledge, information or skills from the teacher to the learner. It involves the process of transferring, receiving and understanding the message and its adaptation by the learner. All teaching is a matter of communication, two way communication, in which the learner benefits from the teacher's specific knowledge and skills. In cooperative training situation which involves adults in the learning process, learning may be defined as a process which brings changes in the attitude and behaviour (personality) of the learners as a result of the input of knowledge and experience. However, effective learning which could bring in attitude and behavioural changes are dependent on effective communication between the teacher and the learner. Effective communication thus is an important element in a teaching/learning situation.

From teacher's angle effective communication depends on the following three main factors:

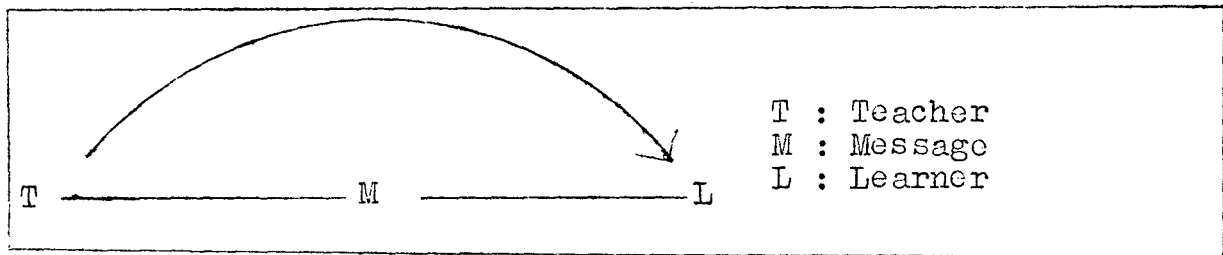
- i. the teacher has something to teach
- ii. the teacher has the skills and methods
- iii. the teacher has the methods to pass on his knowledge (message).

The purpose of teaching, therefore, could be identified as "to help the student to understand and not merely to instruct", which means that teaching to be effective must have proper communication.

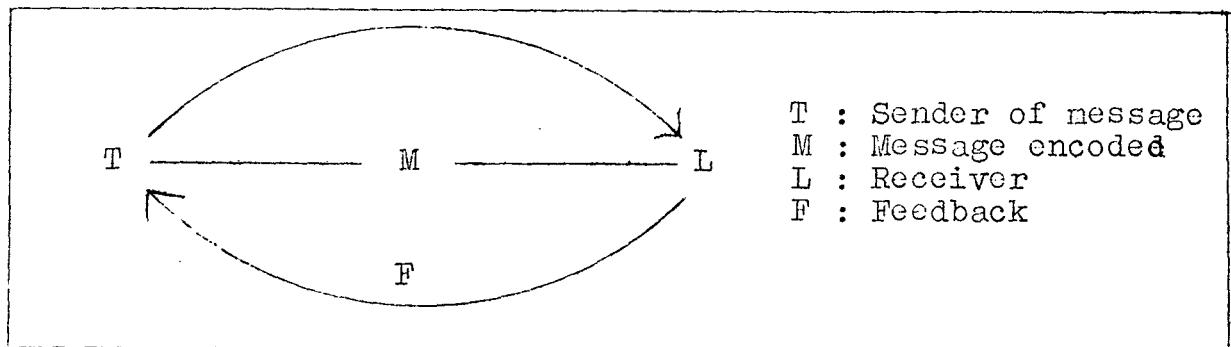
Elements of communication process

It is the general view of the experts that message does not contain any meaning but the meaning is attributed to the message by the receiver according to his understanding and perception. The point could be further clarified if one looks at the basic components in communication process in the teaching system.

These are: (a) the sender of the message (teacher), (b) the message, (c) the receiver of the message (the learner).



The teacher (T) who has some message sends it to learner (L). The message of the teacher is generally in the coded form such as in the form of words, signs, symbols, etc. The learner (L) receives the message and tries to understand and adapt it. Much depends on how his understanding and adaptation of the message is in conformity with the knowledge and understanding of the teacher. If the learner reacts to the teacher about the message, and if the teacher finds that the reaction shows proper understanding of his message, he could assume that communication is effective. For this, it is essential that the message be (i) complete, (ii) correct, (iii) clear, and (iv) concise. The reaction of the learner communicated to the teacher is called the "feed back" in communication which helps in correcting the 'break down' points in communication. Thus modern communication cycle in teaching visualises the two-way process of communication as illustrated below:



Role of Audio-Visual Aids

It has been mentioned earlier that one of the pre-conditions of effective teaching is that the teacher has the knowledge of the techniques, tools and appropriate skills in various methods of communication. It is in this context that various techniques of teaching and training have been developed to make the teaching and communication more effective. Experience has shown that appropriate use of audio-visual aids as communication tools in modern teaching techniques are the most effective techniques in modern teaching. A picture or a symbol is worth a thousand words. It is in the light of the above that a training package should have a number of audio-visual aids which could supplement the written matter. The assumption is that a given lesson plan of a teacher based on well-designed audio-visual aids would enhance the learning process and save the time of both the learner and the teacher. Visual aids help the student to perceive various problems more easily by stimulating their interest, removing monotony and involving them mentally.

CHAPTER-II

CONCEPT OF A TRAINING PACKAGE

Meaning of Training Package

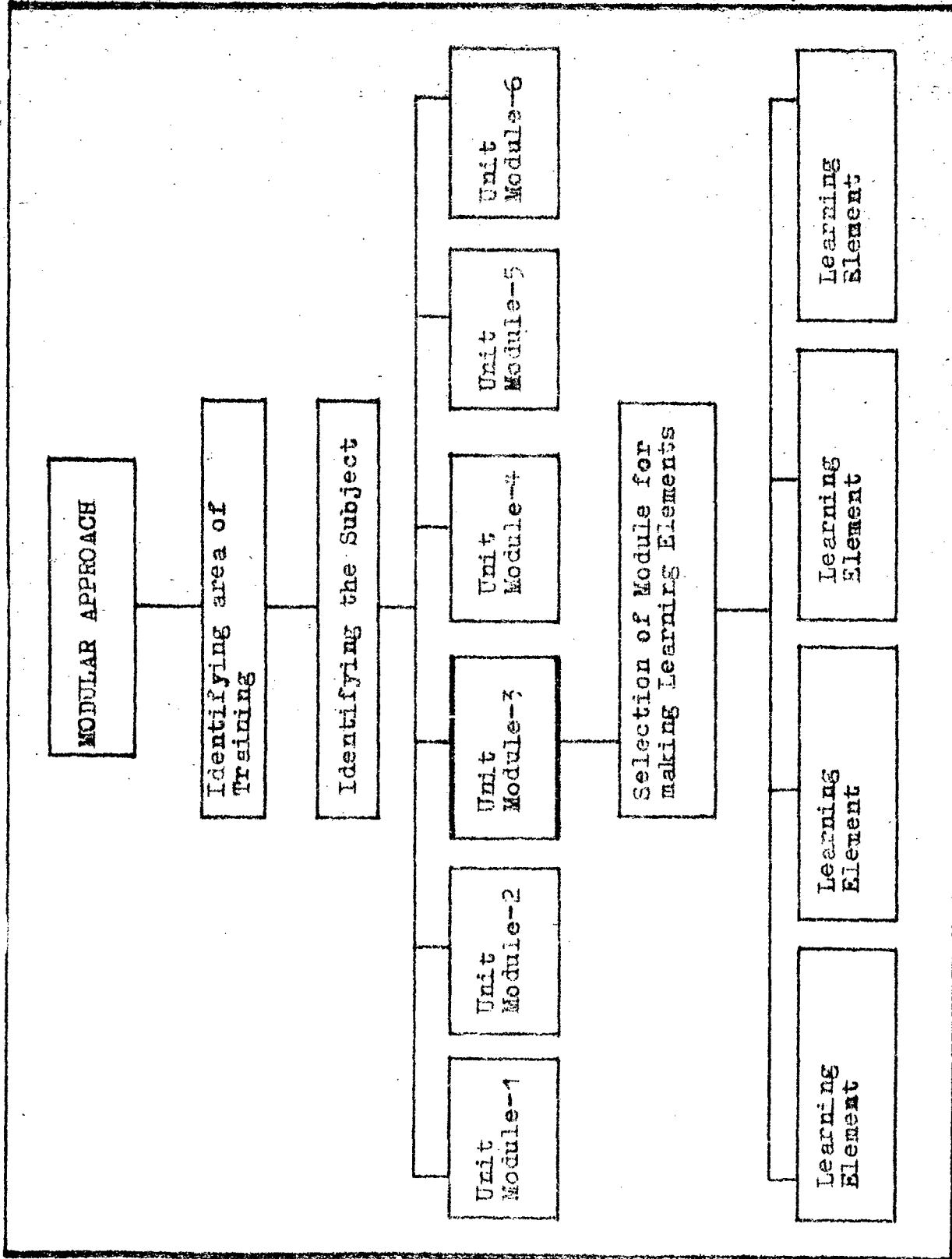
The growing realisation of the need of making the training effective has given birth to a new approach in training commonly known as the 'Technique of Training Package' largely based on audio-visual aids/visual aids. The dictionary meaning of 'Package' refers to "the act, manner or privilege of packing ; a case or other receptacle for packing goods, in a pack form". In its crude sense the word training package also refers to "a systematic collection and arrangement of training and educational material on a particular subject and its sub-sections supported through audio-visual aids/visual aids and placing them in a packet". Thus it could be defined as "a packet of instructional device containing training/educational materials divided into cohesive modules (as per break down of the subject area in the lesson plan) capable of transferring knowledge and skills through the use of appropriate audio-visual aids, exercises and evaluation devices". (Module: a small measure or quantity:(archit) a measure, often the semi-diameter of a column, for regulating/proportions of other parts: a model, image).

The concept of Training Package is based on the development of Modular Approach in lesson planning for the purpose of imparting training.

What is Modular Approach

The modular approach in lesson planning aims at firstly, identification of main subject area, secondly breaking of the subject area into specific topics (called unit module) and thirdly dividing the module (unit module) into sub-modules (called elements).

DEVELOPMENT OF TRAINING PACKAGE : MODULAR APPROACH



The training materials prepared under the modular approach, each unit module or elements though consist of independent material they, in fact, remain inter-related. Each unit could either be used independently or can be put together to meet the total requirement of a given subject matter area of training.

Stages of Training Package

It will appear from figure-I that the modular approach which is adopted in the preparation of the training package has got four primary stages before the actual work of training package based on audio-visual aids are undertaken.

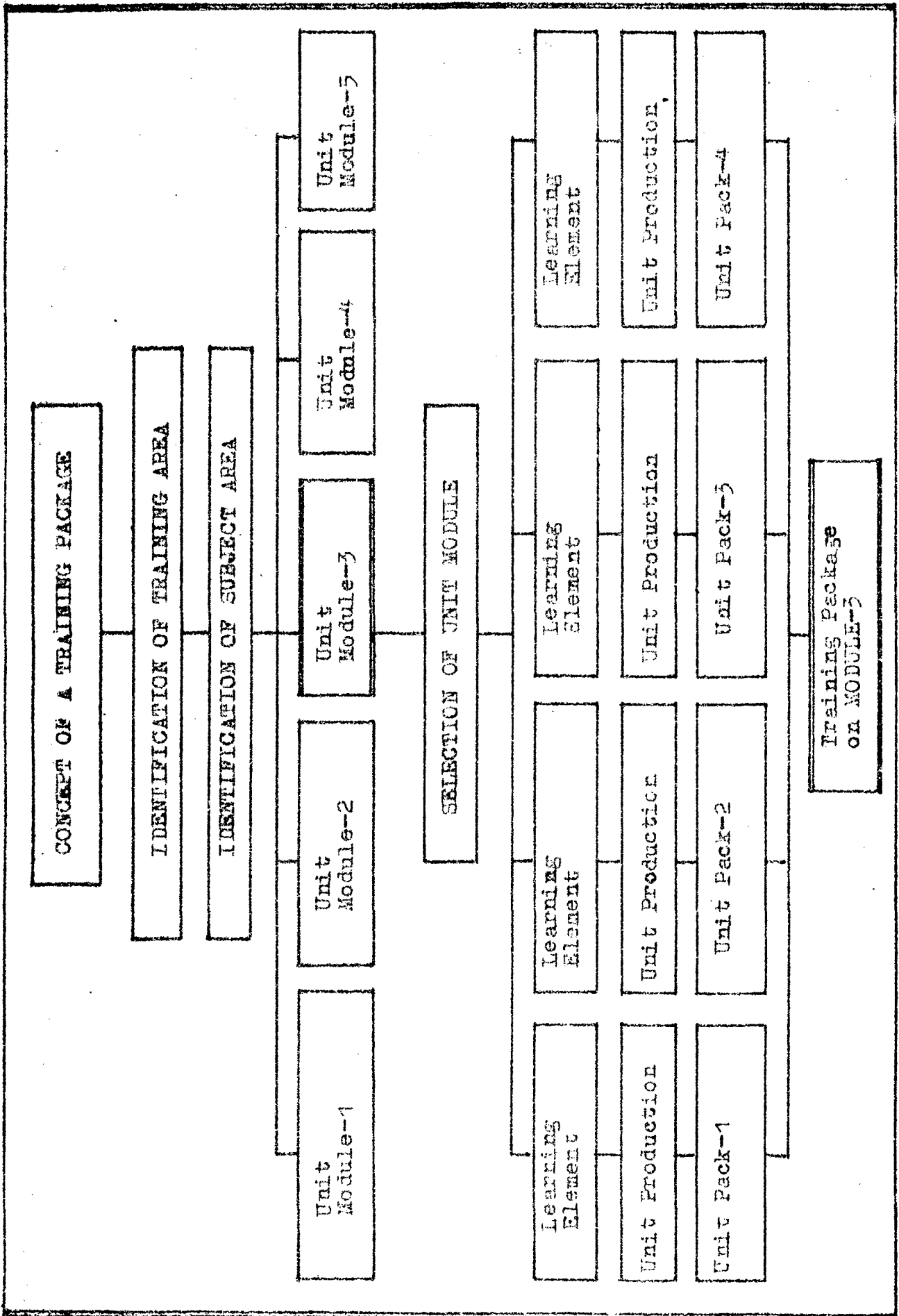
The first stage refers to identification of the training area or the subject area to meet the requirements of trainees. The second stage refers to breaking of the subject area into specific topics which may fall under the subject area. The figure-I shows that there are 5 topics in a given subject area.

The third stage requires identification of the specific topic for the preparation of training materials. For example one may identify unit module 3 (subject topic) as the specific area of training (figure-I). After the third stage in which the unit module is identified the next task is to break this unit-module (subject topic) into learning element. This means that each topic should further be sub-divided into learning elements according to the training needs in the specified area. In figure-I the unit module 4 is selected as the area of training which is again sub-divided into 3 learning elements which will necessitate detail subject-matter analysis of the unit module-3.

To some extent trainers have been adopting the modular approach in the preparation of the lesson plans even before the development of the concept of Training Package as a modern training technique. However, the effort in this direction have been of casual nature rather than based on scientifically evolved modular system.

The concept of training package has added new dimensions to the modular approach in the sense that it is a step forward to strengthen the modular approach by facilitating the training through the inclusion of audio-visual aids. This is illustrated in figure-II.

DEVELOPMENT OF A TRAINING PACKAGE : PRODUCTION STAGES



It is apparent from figure-II that after the details of the learning elements are worked out the actual work of preparing a training material starts. According to the approach which is being followed for each learning element there should be a Production Plan and actual production of training materials including such materials which are based on audio-visual aids. This assumes that the verbal or written training material has to be reinforced by the appropriate audio-visual aids. Thus, each learning element in a given unit module (subject topic) will have written/verbal training material reinforced by audio-visual aids. These materials are, though independent, but inter-related. When these independent learning materials are put together they form a training pack on a given module (unit module). When materials and other modules are also prepared following the same systematic approach and all these modules are arranged and put together in a sequence as per the course design, the total material so prepared and packed is the 'Training Package'.

A concrete example is given in Figure-III to further illustrate the point.

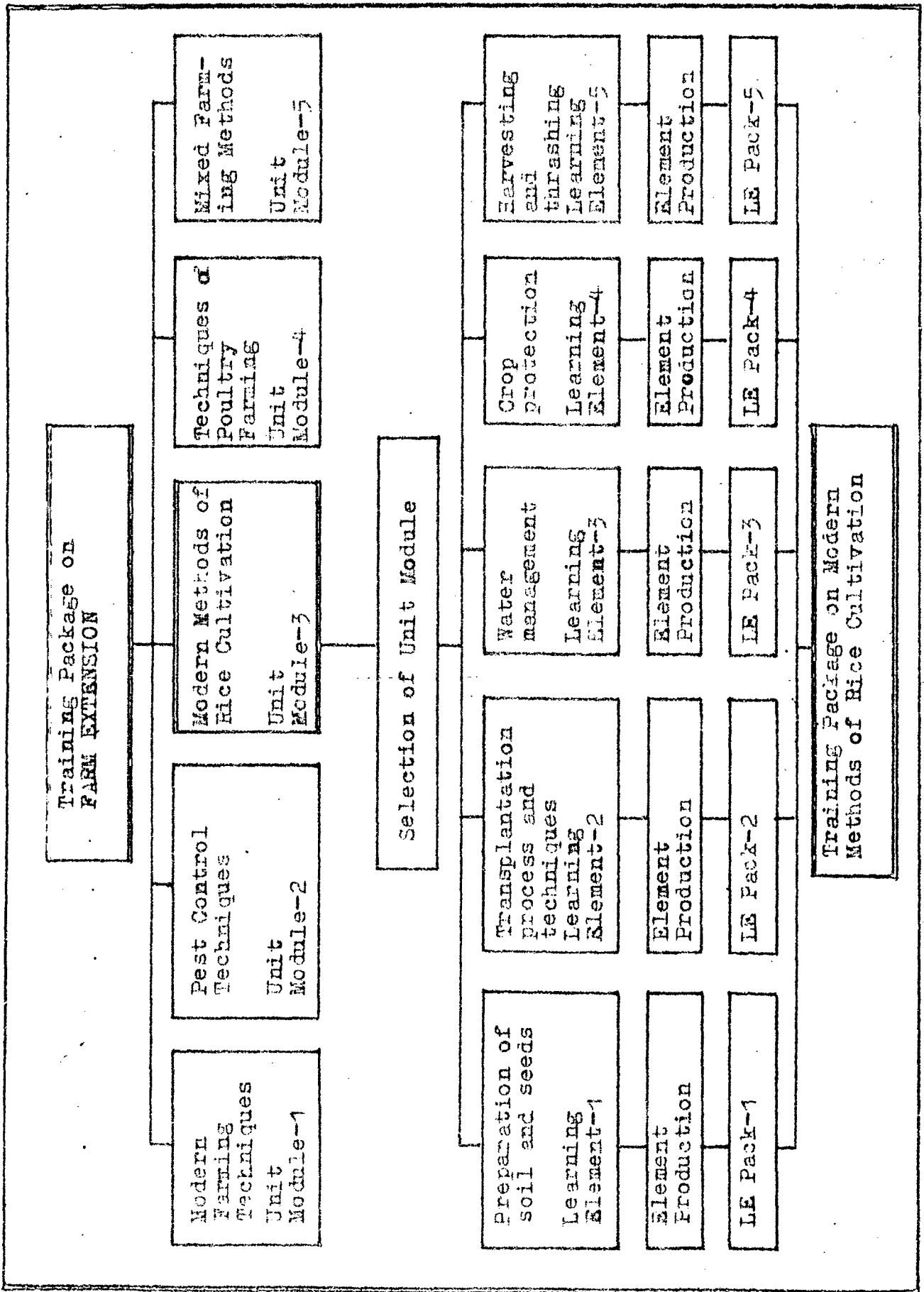
It is apparent from Figure-III that within the subject area of Farm Extension, there could be 5 unit modules dealing with various aspects of Farm Extension. Unit Module 3 which deals with the topic of Modern Methods of Rice Cultivation has further been sub-divided into 5 learning elements dealing with specific details of various aspects of the topic or the modules.

The final stage of preparing the Training Package based on audio-visual aids start with the production of audio-visual material for each of the learning elements. This means that for each of the 5 learning elements the teaching materials are to be reinforced with audio-visual aids. All these materials are kept separately in a packet and finally all these packets are placed in one pack. This becomes the 'Training Package on Modern Methods of Rice Cultivation'.

Following the similar process on each of the 5 topics of Farm Extension (modules) a Training Package could be developed.

These training packages on each unit module could then be used either independently to cover a specific topic in Farm Extension or could be used as one Training Package on Farm Extension covering all the identified areas of Training.

DEVELOPMENT OF A TRAINING PACKAGE ON FARM EXTENSION : AN EXAMPLE



CHAPTER-III

PLANNING A TRAINING PACKAGE

Choice of Subject

Preparation of a Training Package requires a lot of planning and efforts on the part of teacher as compared to the use of other teaching techniques.

Once a teacher has decided to teach some of the subjects in a given syllabus of a particular course through a training package, his next task is to identify the suitability of a given technique to deal with the subject to make the learning effective. Some topics may better be covered through case method, some through role plays, some would necessitate working out of practical exercise and some topics may be more effective through the lecture method. Yet a few topics may be much more effectively communicated through the technique of Training Package. Of various techniques opened for choice to the teacher, the teacher should select such technique which evinces the best promise. Since the technique of Training Package gives high weightage to the use of audio-visual/visual aids it becomes all the more important for the teacher to be very careful in selecting the subject of training to be taught through the technique of Training Package. If care is not taken in this regard he may land himself in difficulties in translating the subject matter into visuals which could have been conveyed to the students more conveniently and at minimum cost through some other technique. Therefore, in planning to prepare a training package appropriate choice of the subject or identification of the problem to be discussed is the first task before the teacher.

Target Population

A particular subject area could be matter of training for different levels of learners. However, the treatment of the subject will differ according to the level of the learner. This is also true in respect of the media to be selected to deal with a subject. In the preparation of the training package the teacher must clearly identify his target population. What are the characteristics of the students who would be served by it, their job, age group, qualification experiences and other relevant factors. This is necessary because the training package to be effective should meet the level of intelligence of the participants. For example, the specimen of training package on shop layout given at the end of the Manual is meant for middle level managers in a departmental store who are graduates, in the age group 25 to 35 years and have had an experience of working in a retail store for at least 3 years. If this training package is to be used for senior level executives and managers of the store, it would have to undergo considerable modifications. Hence, it is pertinent to ensure that the training package is prepared keeping in view the level of the participants.

Defining Aim and Terminal Objectives

The training objectives could broadly be classified under two heads i.e. Main Aim and the Terminal Objective.

The Main Aim of any training programme is stated in a broader context with reference to the broader management needs of the organisation. For example, if a teacher wants to prepare a training package on shop layout, a subject area which falls under the broad subject head of Retail Management the main objective could be stated as "Increasing Sales" and the training in floor management will lead to better sales. Within this broad aim the terminal objective could be identified in the context of the skills that is expected to be achieved by the participants in order to increase sales. In other words it refers to the specific task which the participant will be able to perform on the completion of the training. Thus the terminal objective of the training package on shop layout could be identified as follows:

On the completion of the training the participants will be able to do the following:

- i) manage the floor area on scientific lines so that the sale will increase,
- ii) manage the floor area in such a way that customers could feel that shopping is a pleasure, and
- iii) manage the floor area into self service area and counter sale in such a way that best use of the space is made by placing proper commodity at proper place, etc.

The distinction therefore, between the main aim and terminal objective is that while the former refers to achieve broad management objective the latter aims at giving specific skills and knowledge in order to achieve the main aim.

In the preparation of the training package a very careful exercise is required to identify terminal objective. It is mainly on the basis of the terminal objectives that the whole lesson plan is to be developed on 'Modular' concept.

Given here is another example in respect of Main Aim and Terminal Objectives. (see Annexe A).

An example of the project format is given as Annexe-B.

A careful look at the Project Format will reveal that it requires a lot of imagination and complete advance planning which could serve as a guide to the teacher in preparing the training package.

Collection of Materials

Collection of materials is an important step for the preparation of an effective training package. Once the terminal objectives are identified, the teacher must attempt to collect the relevant materials which could help in achieving both the Aims and the Terminal Objectives of the training package.

There is no cut and dried formula to offer to the producers of training package for the best or most suitable way of collecting materials. Much depends on the resources available, the objectives or uses to be made of the training package and the information needs of the producer. A variety of strategies are being employed to secure information by the teachers. These

MAIN AIM AND TERMINAL OBJECTIVES

Annexe A

| | |
|---------------------|---|
| Subject of Training | Course in Training Methodology and Techniques |
| Main Aims | To improve the quality of training. To give participants command on effective training. To enable the teachers to develop and produce their own training materials. |
| Terminal Objectives | At the conclusion of the programme the participants will be able to: a. understand and use modern teaching techniques such as case study, role play, training package etc. b. use the various audio-visual equipment to make the training effective. c. produce and use their own training package to make the training effective. |
| Time Factor | Time factor is very important in the preparation of training package. The duration of the programme has its bearing on either enlarging the area of terminal objective or reducing it. Therefore, before the task of preparing the training package is undertaken the teacher should take into consideration the time available for dealing with the subject or topics or a given lesson within a topic. The terminal objectives then have to be adjusted so as it could be covered within the stipulated time as provided in the syllabus. |
| Project Format | In order to have better planning in the preparation of the training pack the teacher could adopt the project format approach. A project format is nothing but a written statement of plan of action. |

TRAINING PACKAGE - PROJECT FORMAT

Annexe B

- 1 Name of the Project _____

- 2 Media _____

- 3 Language _____

- 4 Producers of Trg Pack 1 _____ Coordinator
2 _____
3 _____
- 5 Target Group _____

- 6 Age Group _____

- 7 Ability _____

- 8 Other relevant factors _____

- 9 Main Aim of the Pack _____

- 10 Terminal Objectives a. _____
b. _____
c. _____
d. _____
- 11 Attached documents a. Script of the Lesson
b. Teacher's notes
c. Student's notes
d. _____
e. _____
- 12 Reasons for choice of media _____

Date

Coordinator

methods may take the form of observation, case study references from libraries, personal interviews with the subject matter specialists, etc.

Whatever method or technique the teacher may employ for collection of information, he must consciously apply some tools of systematizing and recording of the data. He may use small cards or note books on which to write key words with photographs, maps, scales etc. as supplementary materials. He may also utilize a note log with a set of sub headings dealing with different items of the subject. Whether or not the original notes are recorded under sub headings, they must be re-analysed and placed under the appropriate categories. Such categorisation will facilitate the shifting and sequencing of materials for script writing.

CHAPTER - IV

CHOICE OF MEDIA AND VISUALISATION

The most critical stage in the production of a training package is the choice of media and visualisation. The teacher has a wealth of informations and materials available with him but he faces problems in putting these ideas and knowledge across to his audience. As has been pointed out earlier, the technique of Training Package helps the teacher in communicating his knowledge more effectively with the help of suitable audio-visual aids. However, the major problem in respect of the use of the audio-visual aids is the right choice of media to make the communication effective. Should he communicate his ideas through the flannel graph or via the magnetic board or through the use of slides? If the use of overhead transparencies could be more effective than all other aids? It is in this context that the teacher has to analyse carefully the various factors which should be taken into consideration in making a choice of the communication media.

Choice of Media

The question of selecting a proper media comes at a stage when the teacher has prepared all the material for the different elements of a given topic. In the choice of media he should take the following aspects into consideration:

1) Capacity and Capability of the Teacher: The capacity of the teacher in producing audio-visual materials and skills in handling audio-visual equipments. The teacher must look to his own capability in converting the materials into visuals. Can he draw simple figures himself? If not, could he get his ideas converted into visuals through the help of an artist? Can he handle audio-visual equipments? He must be in a position to distinguish the effectiveness of the one equipment media over the other.

ii) Receptivity (level of understanding) of the audience: The choice of media is again greatly affected by the level of understanding of the target population.

iii) Subject matter: The subject matter of teaching itself affects the choice of media to a large extent. If it contains more figures, forms, schedules then probably the choice of overhead projector could be appropriate. Similarly, if the subject matter deals with the principles of display in retailing, the best choice could be the use of slides with the help of slide projector.

Apart from these there are many material and practical factors which should be taken into consideration before the choice of media is made. Some of these prominent factors are identified below:

i) Facilities available to the teacher to produce audio-visual materials such as, graphic room, equipment, photographic equipments, projection facilities, recording facilities, etc. Is

ii) Availability of finance and institutional support for production of material including the support in terms of personnel, transportation, etc.

iii) Environment in which the teacher is ultimately going to use the material. Is he going to use the material in class room situation or in open air? If the material is to be used outside the class room as we find in case of member education the choice of media will get confined to few items.

iv) Availability of production material. A teacher must select only such media for the use of which the material is available. For example, a teacher may decide to use coloured slides with the help of slide projector, but coloured slide films or the required processing facilities may not be available in the country, or if available, these may be very expensive.

v) The physical facilities available in the class room. Is the room sufficiently convenient to use the aid that the teacher has in mind? Can the room be easily darkened? Is ventilation good? Is the electric supply available, etc.?

vi) Avoiding the multiplicity of media for treating a particular subject. Apart from creating operational problem for the teacher, it may reduce the effectiveness of the techniques. Experiences have shown that a teacher at most should use not more than two medias during a session.

Consultation with the audio-visual experts

A teacher who decides to use the technique of training package based on audio-visual aids may not necessarily be an expert in the use of audio-visual aids. In such a situation once the material or ideas to be visualised are ready, he should consult an audio-visual expert. The expert can solve many of the problems that a teacher faces in giving concrete shape to his visual ideas. In order to take the best out of him, the following steps may be taken:

i) The teacher should consult the audio-visual expert with his full script and hold a fairly frank and serious discussion. The best way is to leave the script with him and give him some time to go through the material and then agree on a specific time and duration for holding consultations with him. In order to get the optimum benefit from the expertise available with the expert it is essential that the teacher should give his own view points with regard to the manner in which the teacher wants to present the subject in the visual form the teachers should ensure that the expert has, clearly got the point. This will help the audio-visual expert in exactly converting the ideas of the teacher into visuals.

ii) Once the visualisation part of the material is ready the teacher should take necessary steps to synchronise the visual materials with the written script.

iii) After the first attempt is accomplished, the teacher may request the audio-visual expert and his team to review the material and the teacher could undertake the corrections wherever necessary.

Preparation of Sequence Sheets

What is a sequence sheet? It is a sheet of paper containing three principal parts (a) subject heading including the page number, (b) one half part on the left side contains blank squares for visualisation, and (c) the right half part contains horizontal lines meant for written script of the subject matter. An example of the sequence sheet is given as Annexure-C.

As has been pointed out in Chapter-II a training pack deals with one subject, and the subject is divided into various modules (or elements) and each module into various learning elements. Each learning element is connected with the other learning elements and the subject is handled progressively in stages.

EXAMPLE OF A SEQUENCE SHEET

Subject: Channels of Marketing

Page No. 7

Presentation 10 mts

Unit No. III

Discussion 5 mts

Sr.No. Suggested Visuals

Verbal/Narration

6

SLIDE
showing the shop
of a private
trader

The teacher has to give the private trader's characteristics as follows:

- 1 buys at lowest price
- 2 farmer has to carry the goods/produce to him and waste his time and money
- 3 private trader does not pay cash price at once
- 4 He only buys best quality goods

7

POSTER
exchanging
expensive farm
produce with
cheap consumer
commodity
e.g. plastic
bucket

Secondly, the barter system should be explained.

Points to be stressed:

- 1 Low price for farm produce
- 2 Wastage of time and money for transport

8

SLIDE
showing a
government
collection
centre

Thirdly, the extension worker explains the functioning of the government marketing department and gives its defects:

- 1 Corruption and indifference
- 2 Purchases from middlemen
- 3 Farmers have to carry their produce to collection centre
- 4 Low and fixed price for farm produce

It is the treatment of the subject step by step and the SEQUENCE SHEET is the basic instrument in breaking down the subject logically and effectively.

The box (or the sequence) contains the rough visual which is synchronised with the narration and the script dealing with the subject. The written narration is the job of the teacher himself. He can visualise his narration in a very rough manner in the squares provided. These squares are used in order to present the visual in proper sequence.

Visualisation

In visualisation the following factors may be considered:

- i) The visualisation depends upon the script and the subject under discussion. The teacher should, therefore, first prepare a rough scheme of visualisation.
- ii) Always prefer simple figures to complicated and detailed figures.
- iii) The pictorial figures and forms of symbols planned to be used should be of national characteristic.
- iv) The words and numerical figures are to be of broad and bold type so that they are seen from a distance.
- v) Initially very rough drawings are to be prepared by the teacher himself (preferably in pencil). These are to be suggestive in character.

The final visualisation should be attempted after having consultations with the expert who may suggest modifications. This is particularly necessary in such cases where the teacher does not have the background in the use of audio-visual media.

Visual Illustration of Cooperative Concepts

Visual aids, in one form or another, are increasingly being used in cooperative education at the grass root level.

The spoken word remains the main carrier of the message from 'the educator' to the receivers of it, although silent message carriers such as posters and leaflets seem to be used more and more.

Visualisation is added as a means to clarify, to make it easier to understand the actual point in what is being said (or what is being written in, say, a leaflet), to make it easier to remember, to make education sessions more interesting and attractive. It is a help in the learning process - seeing, the eye, is added to hearing, the ear, as an instrument.

The media differ - blackboard, flipcharts, flannoboard, slides, overhead projection, posters, illustrated handouts, etc., - but it is always a matter of finding really effective ways of visualisation of basic cooperative concepts and also of basic economic concepts.

There are handbooks available on the use of various media, and also on the techniques of transferring ideas to the media: - how to draw in a simple way, lettering, how to prepare flannoboard material, how to prepare overhead transparencies, etc.

However, there seems to be a very limited supply of suggestions how to illustrate these basic concepts and ideas, although that aspect may very well be the most difficult one, both in terms of the field educators' time spent on trying to think of useful visualisations and in terms of the real effectiveness of the illustrations he may produce. It is also possible that the lack of ideas, of suggestions, discourages many educators from the use of visual aids altogether.

CHAPTER-V

FIELD TESTING AND VALIDATION

Objectives of Field Testing

Field testing is an important instrument for the teacher to judge the reliability and suitability of a given teaching material prepared by him. This is also true in the case of the field testing of Training Package. The objectives of field testing could broadly be classified as follows:

- i. to test the validity of the material with reference to objectives,
- ii. to examine the effectiveness of the material in the sequential order and in terms of the contents concerned,
- iii. to examine the effectiveness of various types of audio-visual aids used in the communication process, and
- iv. to improve the teachers performance in the light of the feedback received.

Field tests provide an opportunity to make suitable improvement (and adaptation of the material) from the point of view of effective teaching.

Techniques of Field Testing

There are various techniques which could be adopted for field testing. However, the selection of a given technique for field testing will depend on the type of teaching material which is required to be tested.

The field testing techniques could broadly be classified into two types.

- A. Classroom testing
- B. Close door testing

The basic considerations for field testing relate to the target group and target situation.

Before we actually discuss the two techniques, we could briefly discuss the points i.e. the target population for testing and the target situation for testing.

FIELD TESTING, EVALUATION AND
VALIDATION OF TRAINING PACKAGE

TECHNIQUES OF FIELD TESTING

CLASSROOM TESTING
(field testing)

- test conditions -
 - * Necessary facilities
 - * Necessary equipment; and
 - * Adequate time

USING PARTICIPATIVE TECHNIQUE (1)

- limited objective
- specific discussion
- active learners' participation
- obtaining accurate reactions

IDENTIFY AREAS OF TEST (2)

- testing subject-matter
- testing script
- testing sequence followed
- testing effectiveness of AVA
- testing methods used

TESTING OF VISUAL AIDS (3)

- suitability and relevance
- visibility
- legibility
- balancing of methods & AVA
- use of hardware

RECORDING OF TEST RESULTS (4)

- use of test instruments
- checking of reactions
- summarisation of results
- points for producers

USE OF EVALUATION (TEST) FORMS (5)

- simple and brief
- adequacy of contents
- receptivity of knowledge
- general suggestions

CLOSED DOOR TESTING
(selective testing)

SELECTIVE GROUP APPROACH

- * Subject-matter specialists
- * Management personnel
- * Production specialists

Results are made available to:

- producers
- production staff
- incorporation of specialists' comments into the material and revision of audio-visual aids etc

RE-TESTING BEFORE
FINAL PRODUCTION (6)

The selection of the target population should be in accordance with the learning objectives. For example, if one wants to test the teaching/training package on shop layout, the target audience for field testing should be drawn from among those people who are actually connected with the question of shop floor management. There is no point in testing such material among salesman/sales supervisors or among the managers of banking or credit organisations the target audience must belong to the specified sector for whom the material is intended to be used subsequently.

Similarly, in the field testing which aims at verifying certain facts the test should be conducted in real life situation.

A. Classroom testing technique

The essence of this technique is to expose the training package before a selected target population in a class room situation at least two to three times. The main requirements for the use of such a technique is:

- i. necessary physical facilities.
- ii. necessary equipment and materials used in the package.
- iii. adequate time.

Methods

i. Use of Participative Technique: It is often found that the audio-visual technique becomes a one way traffic, if it is not used intelligently by the teacher, as a result of which most of the effectiveness of the audio-visual technique is lost. In a test situation it is absolutely necessary to involve the target population in the learning situation but at the same time avoiding unnecessary discussions leading to wastage of time.

ii. Identify areas of tests: Before the field test is conducted by the teacher it is essential that he should broadly identify the areas which he wants to test. He should make a note of such identified areas and try to focus the discussion on these areas. This does not mean that the areas which the teacher has not identified should not be open for receiving comments. The test areas may cover the following aspects in a training package:- (a) testing of subject matter - its coverage, contents and concepts used, (b) testing of the script, (c) testing of the sequence order as followed in the package to deal with the topic, (d) testing of the effectiveness of the visuals used, and (e) testing of the effectiveness of media used.

iii. Testing of Visual Aids: While using the visual aids under test situation the following aspects be taken into consideration: (a) the suitability of the visuals used in relation to the symbols and subject matter, (b) visibility of the visuals used, (c) utility of the visuals used and scope for replacing one visual method by the other, and (d) operational problems in the use of visuals. The teacher should identify the difficulties that he may face in the handling of the visuals.

iv. Recording of Test Results: It has often been observed that even under the participative technique of training the only method of finding out the test results used by the teacher is the "evaluation form" which covers the subject matter very widely. In this process the teacher might miss many vital points brought out during discussions.

The system of test notes by the teacher could form an important informative material to improve the product. Some teachers are found using the blackboards to note down the various points emerging during the discussions. But these are erased by the teacher himself with the continuation of the discussion. For this purpose the teacher could profitably use the flip chart with the help of a marker noting down the main points of discussion and the broader areas of consensus which the teacher could refer subsequently.

v. Use of Evaluation Form: At the end of the course the teacher should issue a questionnaire to the target audience in order to obtain their reaction broadly on the following aspects: (a) Adequacy of contents covered in the package, (b) Receptivity regarding the knowledge imparted, (c) Presentation of subject matter, (d) Use of visuals in terms of time/clarity of understanding, etc., and (e) General suggestions.

After the evaluation forms are received by the teacher he should compile the data and analyse them. The test notes in the form of the flip chart sheets should also be examined and analysed by him after which he could prepare a comprehensive note making use of both 'test notes' and evaluation report.

The observations as received by the teacher should be analysed by him objectively and necessary modification carried out in the package at appropriate places. These suggestions could also be discussed with experts before modification wherever considered appropriate. A specimen of evaluation form on Shop Layout and Display is attached as Annexure-D, at the end of this chapter which could be taken as suggestive. Each teacher may evolve his own evaluation form according to his needs of training.

Re-Testing

In order to ensure qualitative production it may be necessary to expose the revised training package for re-testing before the appropriate target audience to examine the effectiveness of the material. The whole process discussed earlier could be followed for re-testing.

B. Close door Testing

Close door testing refers to a test situation wherein the training package is shown to a selected group of audience. The select group may belong to three categories of personnel i.e. the subject matter specialists and management personnel in the field and the audio-visual expert. The basic difference between the class room testing and close door testing is that in the former case the material is used as a teaching material where as in the second case the material is used as demonstration material. In the second method the material is thrown open for discussion whenever the experts want to comment and discuss. The teacher makes simultaneous noting of the comments. It is not necessary to have further evaluation after the demonstration and discussions are over.

The teacher should incorporate the points emerging from the discussion during the process of modification of the package.

The next step involved in the close door testing is to again expose the material before the selected expert and to see the effect of the changes made. After this the material could be ready for use. However, it would be more appropriate if a combination of the two methods is made to derive further benefit from such an exercise. Time permitting it may be appropriate for the teacher first to conduct close door testing, carry out the suggestions and then test the same in the class room situation. After this the teacher may take necessary steps to give final shape to the package.

Modification and Finalisation of the Training Package

Planning Modification:

Identify and classify areas of modification into:

- i. modification of the script,
- ii. modification of the contents and concepts,
- iii. modification of the sequences,

- iv. modification of the visuals, and
- v. modification in the use of media.

Time and Cost factor in modification

Modification of the training package not only involves considerable time but it may also involve considerable amount of money. The first three areas under the head planning modification of the training package are exclusively related with teacher's efforts and normal secretarial assistance available to him. These could be carried out by the teacher by phasing his busy time schedule. The main objective in such modification should be to make the subject matter more effective by its logical presentation.

As for the cost factor in modification is concerned it is suggested that the teacher before carrying out modifications involving costs (particularly in relation to Sr. No. iv & v under the head Planning Modification) should appreciate the physical and financial constraints under which he is functioning. This is extremely essential if he is planning to modify the media used for visuals. Such changes may involve a lot of cost. It is always advisable to consult audio-visual experts before a modification is attempted in the visual.

Draft Modified Package

A draft modified package containing all the changes both in the text of the package as well as the visuals be discussed with the experts. The visuals to be modified may be only illustrative in nature providing scope for further refinement. After consultation with the experts the modifications may be given final shape in the package.

SPECIMENT OF EVALUATION FORM ON TRAINING
PACKAGE ON SHOP LAYOUT & DISPLAY

(Please give your frank and free opinion. Do not leave any column blank)

Name of the Respondent

Designation

Organisation

A Content:

i) Have you understood the various concepts and principles to be followed regarding the shop layout?

Yes/No

Remarks:

ii) Can you now study the layout of a store and give and give suggestions for improvement?

iii) What is your overall reaction to the subject matter covered in the lesson on Shop Layout?

B Teaching Techniques

i) Do you consider the media/s used as effective?

ii) Do you consider that the use of visual aids reinforced your understanding of the concepts involved with the subject?

Yes/No

Remarks:

iii) Have you any suggestions to offer in respect of the use of medias to make learning more effective?

Yes/No

Remarks

iv) Do you think the same purpose could be achieved without audio-visual aids?

Yes/No

Remarks

v) Do you consider this a method of saving time in the class or more consuming?

Yes/No

Remarks

vi) Do you feel that you were involved in the learning process?

Yes/NO

Remarks

6 General Remarks & Suggestions

CHAPTER-VI

HOW TO USE A TRAINING PACKAGE

The training package contains a number of modules (or unit packs) and a complete text of the manuscript of the training package, project format and evaluation sheet. It would be worthwhile at this stage to observe the steps that should be followed in its usage by the teacher in a given teaching situation. This would make the task of the teacher much easier - specially in a situation where the teacher using the training package is not the producer of the training package.

Guidelines for the Use of Training Package

For the convenience of the teacher the guidelines for the use of training package is divided into the following categories:

- a) Preparation before coming to the class room;
 - b) Class room arrangements including equipments required for the use of training package;
 - c) Precautions while teaching;
 - d) Handouts; and
 - e) Use of feedback information.
- (a) Preparations before coming to class
- i. The teacher should be thorough with the subject matter for which the training package is prepared.
 - ii. The teacher must go through the script very carefully and do further reading on the subject matter, if necessary,
 - iii. The teacher should prepare his own notes (apart from the script that is available) to facilitate him to use the training package effectively.

- iv. If the teacher is using the slides during presentation of the training package, he should see that they are placed in the slide tray in sequential order in advance. It is also advisable to preview them before using them in the class room. Similarly, if the teacher is using overhead transparencies, he must arrange his transparencies in the sequential order giving them serial numbers.
- v. The teacher should likewise check, before, hand, whether the other relevant teaching materials are arranged in accordance with the script.

(b) Class room arrangement

- i. It has been pointed out at many places that the training package makes intensive use of the audio-visual aids and media. It is, therefore, essential that the teacher should see that the audio-visual equipments which are to be used during the use of training package are not only available but are available in working condition. The placement of the equipments should also be : examined by the teacher.
- ii. If the teacher is using the training package in a teaching situation for the first time, it is advisable for him to rehearse it before hand.
- iii. The teacher should ensure the proper sitting arrangement and lighting arrangement to make the use of audio-visual aids more effective.

(c) Precautions while teaching through training package

- i. The first precaution that the teacher should take is in respect of meeting the needs of slow and fast learner. Since the technique of training package heavily depends on the use of audio-visual aids the teacher while handling the audio-visual aids must look to the needs of slow learner also. It is, therefore, advisable that the teacher should not handle the aids fast.
- ii. The teacher should speak less and allow the visuals to speak.
- iii. The teacher should use participative teaching technique. In no way the teacher should be a one way communicator when the lesson is in progress. He should give the opportunity to the participants

to raise questions and clarify any matter that arise during the deliberation of the lesson. In a situation where the students are silent observers the teacher should arouse their interest by asking questions and involving them in the subject matter.

- iv. Be a good listner. The participants raising any issue be given sufficient opportunity to clear their mind.
- v. During the progress of the lesson, the teacher should summarise the issues covered from time to time and invite comments. There should be final summarisation of the learning objectives at the end of the lesson.
- vi. The teacher should not be hasty in completing the lesson and provide opportunity to the participants to take down notes wherever they feel necessary.
- vii. When the teacher has to use one or more visual aids simultaneously he should ensure that they are arranged in such a way as to avoid any over lapping.
- viii. The training package and its various components are meant for teaching not for demonstrating or exhibiting.

(d) Handouts

After the presentation of the training package if the teacher packs up all his material and leaves the class without leaving any notes or handouts for the students, he is not likely to achieve fully his teaching objectives. It is, therefore, necessary that a teacher should prepare in advance a short synopsis of his lesson in the form of a handout and distribute the same after the lesson is over. This will enable the participants to refresh their memories on the subject.

(f) Feed-back information

In the interest of improving the training package the teacher should obtain specific feed back information on the package. This he should do in addition to the feed back that a teacher may receive during the progress of the session. A specimen copy of the feed back information that may be required to improve the effectiveness of the training package is enclosed at the end of Chapter-V.

CHAPTER-VII

SUMMARY OF STEPS TO FOLLOW IN THE
CONSTRUCTION OF A TRAINING PACKAGE

By making use of a training package in education and training programmes the teacher is going to make his own task as well as the task of the learners easy. Given below are the summary of steps to be followed in the preparation of a Training Package:

1. Select the subject - it can be a broad subject, not necessarily a precise one.
2. Identify the target population for which you are going to design the training package. All training packs cannot be effectively applied to all types of people.
3. Set the MAIN AIM of the training package. This has to be defined as concisely as possible. There should not be too many of ideas and themes in the MAIN AIM.
4. Define the OBJECTIVES that you wish to achieve after the application of the training package. These should be the terminal objectives. Make use of the project format.
5. Be aware of the availability of material.
6. Select the right type of media and take into consideration its availability. The media should be related to the general level of understanding of the target population. Do not make it too sophisticated.
7. Collect suitable information from various sources. It would be necessary for you to make trips to farmers, their fields, meetings with experts, consulting of standard documents and obtaining of information from well-established resource centres.

8. Plan or organise the instructional material. Make use of a lesson plan and prepare your teaching notes. The instructional material should be in a sequence.
9. Produce the rough visuals on the Sequence Sheet.
10. Synchronise the audio part with visual images (if slide-cum-tape synchronisation is to be used).
11. Prepare teachers notes and students notes.
12. Prepare evaluation sheets and keep enough copies ready.
13. Pre-test the training package with limited audience.
14. Incorporate changes and standardise the training pack for use.

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BACKGROUND PAPER

BP-03

USING ILLUSTRATIONS IN
PRODUCING COOPERATIVE
EDUCATION AND TRAINING
MATERIAL

- Special emphasis on.
visualisation

Daman Prakash
Education Officer-AVA
International Cooperative Alliance
43 Friends Colony
New Delhi 110065. India

International Cooperative Alliance
Cooperative Union of the Philippines
joint sub-regional
WORKSHOP ON AUDIO VISUAL INSTRUCTION
AND DEVELOPMENT OF TRAINING MATERIAL
Manila (Philippines)

June 4-23 1984

International Cooperative Alliance
Regional Office & Education Centre
for South-East Asia, "Bonow House",
43 Friends Colony, New Delhi-110065.

11th May 1984

USING ILLUSTRATIONS IN PRODUCING COOPERATIVE
EDUCATION AND TRAINING MATERIAL

Daman Prakash
Education Officer (AVA)

What are Audio-Visual Aids?

1. Audio-visual aids or visual sensory aids help our senses of hearing and seeing to enable us to learn effectively. Through these aids the process of learning gains speed. They help in the process of communication. A simple classification can be :

VISUAL AIDS e.g., projectors, slides, filmstrips, pictures, posters, graphs, display boards etc.

AUDIO AIDS e.g., radio, record players, tapes, microphones, etc.

AUDIO-VISUAL AIDS e.g., motion pictures, TV etc.

ACTIVITY AIDS e.g., demonstration, dramatisation, puppets, etc.

2. Audio-visual aids are necessary and useful because these aids :

- make communication easier and more realistic,
- accelerate and vitalise the process of communication,
- stimulate interest and motivate persons for further communication,
- compel (rather hold) attention,
- cover more subject-matter in a shorter time,
- thus save time in communication system,
- enrich communication,
- can reach many people one and all at the same time,
- can be used at all levels,
- overcome barriers in communication such as distance, time, size, shape, very slow and fast motions, hidden things etc.

Properties of Audio-Visual Aids

3. Generally speaking, audio-visual aids and materials have the following five principal properties :

1. The ability to help promote perception
2. The ability to help promote understanding
3. The ability to help promote transfer of training
4. The ability to provide reinforcement of knowledge of results, and
5. The ability to help retention.

4. Everyone agrees that teaching methods, if associated with audio-visual aids, could bring very encouraging results. Schools and colleges have improved their results. Researchers have made use of audio-visual aids with advantages. These are the points which have been made by researchers about audio-visual aids :

- They supply a concrete basis for conoceptional thinking and hence reduce meaningless words responses of students,
- They have a high degree of interest for students,
- They supply the necessary basis for developmental learning and hence make learning more permanent,
- They offer a reality of experience which stimulates self-activity on the part of the students,
- They develop a continuity of thought,
- These aids contribute a growth of meaning and hence to vacabulary development,
- They provide experiences not easily secured by other materials and contribute to efficiency, depth and variety of learning, and
- These aids help to retain more for a longer time.

Application of Audio-Visual Aids

5. Audio-visual aids are the ones which the teacher often (?) uses to make the communication effective. These are the vehicles of communication and the "non-traditional" teachers have been making use of these aids in order to help their students. Training aids, which are audio-visual aids, can be broadly grouped into two : Projected aids and non-projected aids. Some teachers use more of slide projectors, films, overhead projector transparencies, while the other make use of

graphic material eg., charts, comics, photographs, maps and so on. Some make use of the commercially produced and standardised aids, while some make their own aids and they make them on the spot.

6. It has also been noticed by many teachers that making use of audio visual aids together with the various methods of training and teaching, enhances the learning process and the intensity of learning gradually increases. Lecture method, if combined with discussion methods and proper audio-visual aids can bring better experience to the learner, and that it the precise aim and purpose of using audio-visual aids.

Audio-Visual Aids and Training Material

7. Audio-visual aids cannot replace the training material. Training material includes : books, pamphlets, guides, training packages, magazines, handouts, lecture notes, etc. While using the training material, special care should be taken that the material is interesting. What do you mean by "interesting" - text, contents, layout, printing, paper, colour, properly structured matter, headings and sub-headings, illustrations, pictures, photographs, maps etc. etc.

8. A long sentence cannot make the desired impact on the listener. It should be brief and crisp. Better still if the long paragraph is replaced by a simple but meaningful picture - Remember, ONE PICTURE IS WORTH A THOUSAND WORDS. Pictures and illustrations, accompanying the text, make things easier, understanding better.

9. Visual presentations and illustrations enhance the value of the written text.

10. Illustrations, figures, charts, graphs, etc. are used to illustrate the training material in order to make it interesting, attractive, understandable and acceptable. Visuals in whatever form they are used, enhance the effectiveness of written text. Visuals further supplement the meaning and context of the written material.

11. Some of the following points are worth consideration before attempting to illustrate a training material :

Communication Channels

- means of expression of ideas, feelings and actions
- facilitation of understanding, comprehension
- support to the written text
- proverb : one picture is equal to 1000 words
- visuals used in propaganda and publicity work.

Figures

- abstract figures - details free
- illustrative
- cartoons
- comics
- photographs (colour or black and white)

Contents of figures

- faces, expressions, postures
- dress - for men, women and children
- ornaments and/or other decorations
- background, foreground, backdrop
- colours
- size

Context of figures

- area, location, country
- culture, life style
- religion
- infrastructure : mode of transport, electricity, etc.

Adaptation, resource book, resource centre

- individual efforts
- collective efforts

Education and training material

- author's imagination
- field trials, validations, pre-tests
- participants comments and reactions
- final adaptation
- evaluation, continuous feedback/observations.

12. Any individual or an organisation involving in the production of training material for adult learners, it becomes necessary that there should be some technical support e.g., artist, visualiser, processing facilities, reproduction arrangements etc.

Visual Illustration of Cooperative Concepts

13. Visual aids, in one form or another, are increasingly being used in cooperative education at the grass root level. The spoken word remains the main carrier of the message from 'the educator' to the receivers of it, although silent message carriers such as posters and leaflets seem to be used more and more.

14. Visualisation is added as a means to clarify, to make it easier to understand the actual point in what is being said (or what is being written in, say, a leaflet), to make it easier to remember, to make education sessions more interesting and attractive. It is a help in the learning process - seeing, the eye, is added to hearing, the ear, as an instrument.

15. The media differ - blackboard, flipcharts, flannoboard, slides, overhead projection, posters, illustrated handouts, etc., but it is always a matter of finding really effective ways of visualisation of basic cooperative concepts and also of basic economic concepts.

16. There are handbooks available on the use of various media, and also on the techniques of transferring ideas to the media : - how to draw in a simple way, lettering, how to prepare flannoboard material, how to prepare overhead transparencies, etc.

17. However, there seems to be a very limited supply of suggestions how to illustrate these basic concepts and ideas, although that aspect may very well be the most difficult one, both in terms of the field educators' time spent on trying to think of useful visualisations and in terms of the real effectiveness of the illustrations he may produce. It is also possible that the lack of ideas, of suggestions, discourages many educators from the use of visual aids altogether.

Type of Illustrations

18. The suggested ways of illustrating basic concepts should :-

- be realistic and concrete, based on comparisons with something which exists or frequently happens, rather than on abstract ideas.
- be based on ideas which relatively easily can be adapted in different countries to something which the local people recognise and can identify with. (In other words : specifically local examples in which 'the point' is not transferable should not be included).
- avoid the assumption that the target group is familiar with other 'modern' concepts with which comparisons could be made.
- recognise that the target mainly consists of illiterate persons, which means that text should be included just an additional reinforcement for those who can read, and must not be an essential part of the illustration. (For the same reason the use of abstract diagrams is not suitable. A field educator who is in the situation that his audience understand diagrams, will probably anyhow know how to draw them).

- should not necessarily require advanced artistic and/or technical skill for application to media.
- not necessarily be pictorial in the sense that they should be drawings. Suggestions for the use of three-dimensional models or any such ways of illustrating basic concepts would be welcome.

Conclusion

19. In the field of development communication a number of possibilities exist. Several agencies and institutions are involved in the production of training/education materials for adult learners. These examples can be easily used.

20. Training methods if properly integrated with training aids and properly prepared training material can bring very encouraging results. Some of the good examples of training material within the cooperative training and education field are from ILO-MATCOM and ICA-CEMAS.

SOME SUGGESTED CONCEPTS FOR 'VISUALISATION'

(Any other suggestions will be most welcome! The following is indicative only).

1. Cooperation, Cooperatives, as such

1.1 What is 'cooperation'?

- The idea of joining efforts and resources in order to achieve together, what cannot easily be achieved on one's own.
- The idea of "Unity is strength".
- The fact that many small resources can become important, if pooled together.

1.2 What is a 'cooperative society'?

(The general concept of cooperation, implemented in a specific way).

- People joining together in order to meet some specific need which they have in common. (Selling what they produce, buying some requirements).
- Characteristics of a cooperative society. How does it differ from a private enterprise?
- Who owns a cooperative society? (Illustrating the concepts of users - owners - members).

1.3 Why form or join a cooperative?

- The idea of adding to one's own strength by sharing the combined strength of the group.
- The idea of controlling one's own situation better through participation in a coop - not just leaving to others (such as merchants) to control it.
- The idea of mutual help. Helping oneself through helping others at the same time.
- The idea of sharing the profit of trade, instead of somebody else making a profit from you (The 'middle-man motive').
- The idea of 'social effects', such as education, bringing oneself into a better understanding in a world where that matters more and more.

2. Basic Cooperative Principles

2.1 Open membership - who can become a member?

- The idea of open membership. That anybody who intends to make use of the coop and who wants to join should be allowed to do so. (No discrimination on any grounds).

2.2 Who decides in a coop?

- The idea and mechanism of democratic control.
- The role of members, committee and 'management'.

2.3 Equal rights and equal treatment

- That all members have the same rights and obligations. (One man - one vote).
- That all members should be treated equally (No special favours given to certain members).

3. Structure

3.1 Committee and 'management'.

- Need of having a committee and a 'day-to-day' manager.

3.2 Relations

- The importance of good relations members - committee - management.

3.3 Cooperative movement

- Various types of cooperatives (illustrated in one picture).
- A coop society is not alone. There are many others forming a movement, a family. (In the country, internationally).
- Cooperation with other cooperatives (working together with people elsewhere) through secondary cooperatives, "Unions". National federations.

4. Basic General Economic Concepts

4.1 Income and expenditure (earning, spending)

- The idea that an individual (and a coop) cannot in principle spend more than what he (it) has received.

4.2 Savings and Loans

- The idea that savings are created when spending is less than earning. That savings can be used for spending at some later time, when the need of spending is greater than the earning.
- The idea of savings = security.
- The idea that savings can make some bigger spending (investment) possible.
- The idea of loans to enable necessary and useful spending now, but that loans must be repaid at a later time.
- The concept of 'interest'.

4.3 Basic business economics

- The mechanics and economics of buying and selling. (buying from members and selling onwards. Buying from suppliers and selling to members). The various cost factors which cause the difference between buying price and selling price.

(Simple illustrations/explanations to facilitate the understanding that trading is connected with costs, and that these costs unavoidably will influence the price).
- The concept of profit (or surplus in the cooperative terminology). What remains of the difference between buying price and selling price, when costs have been paid.

5. Basic economic concepts, relevant in cooperatives

5.1 Share capital

- The idea of putting resources together in order to be able to achieve something.
- The idea of many - relatively - small contributions building up a capital to be used for the common good.

5.2 Cooperative business activities

- The mechanics and economics of marketing of agricultural produce through a cooperative.
- The mechanics and economics of procuring members' requirements and selling it to them.

5.3 Profit - Surplus

- The importance of a surplus accruing from the business.
- The consequences of a loss accruing from the business.

5.4 Distribution of surplus

- Importance of training (saving) part of the surplus as reserves or for some specific purpose.
- Refund to members and the basic principle for refund. (The idea that surplus is created by "too much paid" or "too little received" by the members when doing business with the coop, and that distribution of it should therefore be made on the basis of what they have actually bought or delivered).

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BACKGROUND PAPER

BP-04

NEED FOR AUDIO-VISUAL
TECHNOLOGY IN
TEACHING

- Synopsis

compiled by:

Daman Prakash
Education Officer-AVA
International Cooperative Alliance
43 Friends Colony
New Delhi 110065. India

International Cooperative Alliance
Cooperative Union of the Philippines
joint sub-regional
WORKSHOP ON TECHNIQUES OF AUDIO-
VISUAL INSTRUCTION AND DEVELOPMENT
OF TRAINING MATERIAL-I
Manila, the Philippines

June 4-23 1984

International Cooperative Alliance
43 Friends Colony
New Delhi 110065. India

NEED FOR AUDIO-VISUAL TECHNOLOGY § IN TEACHING

Synopsis

Introduction

Years ago we changed visual to audio-visual education and then we removed the hyphen. We changed aids to materials, and quickly discarded multi-sensory materials. We did not like teaching tools either. Instructional materials and curriculum materials seemed to be too inclusive, and besides in them we tended to lose sight of the newer technological developments.

Hence we now like to refer to technological materials, instructional technology, audiovisual communications, learning resources, and also to instructional or educational media, or new educational media. It also seems proper technologically to adopt the term instruments as an inclusive expression for equipment and machines such as projectors, record players, tape-recorders, and the hardware of the so-called teaching machines.

Audio-visual Materials

The expression audiovisual materials will refer to those teaching materials, some real, some graphic not solely dependent upon words as a predominant source of meaning for the observer. Such materials include field and classroom study of real things: demonstrations and dramatizations; objects, models and mockups; displays and exhibits; television programmes and motion pictures; lantern slides; transparencies for the overhead projector; sound and silent filmstrips; projected study prints and other illustrations (opaque projections); objects for a microprojector (both slides as well as animate or inanimate specimens); photographic enlargements;

§ source: Fundamentals of Teaching With Audiovisual Technology, Carlton W.H. Erickson. 1965. The Macmillan Company, New York.

~~and graphic illustrations; magnetic tape~~
and disk recordings; and graphic portrayals such
as maps, globes, graphs, charts, posters, diagrams,
and cartoons. Whenever it is used, the expression
audiovisual materials will refer to all or
combination of the items listed above.

Instructional Materials

The expression instructional materials is a broader term than audiovisual materials. It includes in addition to audiovisual materials such printed materials as textbooks, pamphlets, documentary leaflets and reports, sheets of special directions for problem solving, and programmed learning sequences for use with or without machines. When using the term instructional materials, we must be careful to include in its meaning all instructional materials.

What is the relationship of audiovisual materials to programmed learning sequences, or to teaching machines, to use the broader term? Specifically, audiovisual materials may serve as rich resources of illustration and sensory experience for the verbal frames of a programmed sequence. Sometimes a teaching machine with hardware is designed to communicate through a combination of media such as a magnetic tape for language and a sound-effect sequence presentation as in music, even adding a still picture frame for reference by the pupil.

Technology

Technology is an inclusive term that is as broad as the total scientific, economic, and industrial development of our country and of the entire world. When we consider a specific segment of the total technological development, for example, the technology that is involved with instruction, we must use a new term, instructional technology.

Technology: "A systematic body of facts and principles related to a comprehensive, practical, and useful end. The term is not limited to industry or to engineering. The principles of effective teaching (pedagogy), for example, comprise a technology. The actual processes of manufacture in a given industry or plant."

Instructional Technology

Technology is an inclusive term that refers to both the materials and the instruments, and even to the instructional system to be used with them. Every teacher knows that a motion picture projector, is of value only as the projected films change the behaviour of viewers in desirable ways, and what the teacher says and does in terms of systematic application of principles is also a part of a technological whole.

We use the expression instructional technology because it does not have mechanical and electronic connotations: however, we are also using this term because it is a broad one that includes the entire range of both old and new teaching materials that we now call audiovisual materials.

Media

Let us turn to two related published definitions of two of these expressions. Educational media is one, and new educational media is the other.

Educational media: " ...as those things which are manipulated, seen, heard, read or talked about, plus the instruments which facilitate such activity. Educational media are both tools for teaching and avenues for learning.."

New educational media: "..to describe pertinent materials and technological devices: TV, teaching machines, programmed learning material, electronic learning laboratories; it also includes many well-established audiovisual media such as motion pictures, filmstrips, slides, and recorders."

Roles Played by Audiovisual Technology

- Role 1: Audiovisual technology provides the teacher with the means for extending the horizon of experience.
- Role 2: Audiovisual technology helps the teacher provide meaningful sources of information.

- Role 3: Audiovisual technology provides the teacher with interest-compelling springboards into a wide variety of learning activities.
- Role 4: Audiovisual technology assists the teacher in overcoming physical difficulties of presenting subject-matter.
- Role 5: Audiovisual technology provides the teacher with rich sources of pupil purpose when communicative materials are produced jointly by pupils and teachers.
- Role 6: Audiovisual technology provides the teacher with a kit of tools to carry out diagnostic, research, and remedial work demanded by upto-date instructional purposes.
-

BACKGROUND PAPER

BP-05

DEVELOPMENT OF COOPERATIVE
TRAINING MATERIAL

- Methods and Techniques

(A Handbook)

Developed by

Daman Prakash
Education Officer-AVA
International Cooperative Alliance
43 Friends Colony
New Delhi 110065. India

International Cooperative Alliance
Cooperative Union of the Philippines
joint Sub-Regional Workshop on
TECHNIQUES OF AUDIO VISUAL INSTRUCTION
AND DEVELOPMENT OF TRAINING MATERIAL-I

Manila, Philippines

June 4-23 1984

A Handbook on
DEVELOPMENT OF COOPERATIVE TRAINING MATERIAL
-Methods and Techniques

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The text also includes a number of simple
illustrations for a better understanding.

INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office & Education Centre
for South-East Asia
43 Friends Colony, New Delhi 110065, India

May 1984

International Cooperative Alliance
Regional Office & Education Centre for S-E Asia
43 Friends Colony
New Delhi 110065. India

DEVELOPMENT OF COOPERATIVE TRAINING MATERIAL
- Methods and Techniques

Daman Prakash, Education Officer-AVA

Introduction

01 In any developing situation, a cooperative society provides a socio-economic platform to the people to experiment with the democratic system at their own level and to improve their economic life and wellbeing. Cooperatives provide inexpensive credit for agricultural and other inputs, they provide opportunities for savings, outlets for consumer goods, and agencies for purchase of agricultural and other produce of their members. All sections in a rural unit are represented on the cooperative and all members agree to govern themselves in conformity with the guidelines provided by the government through model bylaws and other relevant laws.

02 Cooperatives, as we know, are people's organisations. These are social platforms and enjoy an economic entity in legal terms. All sections of the village or a community are entitled to become members of this organisation. These are the farmers, small traders, artisans, teachers, civil servants and all others.

03 A cooperative serves all its members alike and provides them with all possible services. An active board of directors of a cooperative, with its properly planned activities, acts like a magnet. By its activities and positive results it tries to involve members of general public also into the affairs of the cooperative and ultimately enrolls them as full members. The board members and the manager have, therefore, to be active, capable of making good decisions. They must be able to take advantage of the facilities and opportunities available to them. This is a skill which they must learn under some competent guidance.

04 A cooperative society acts like a teacher, guide, banker and a manager and the like. The managers, members of board of directors, general members should be aware

of their responsibilities and duties and this they must be taught by someone. And that "someone" must make use of some material, literature, information to carry on the teaching in some systematic manner and in a progressive fashion. Manager should know the techniques of management, business operations, cash control, personnel management etc. Members of the board of directors should understand the concept of Cooperation, their responsibilities and their duties towards the society and their relationship with the manager and other employees.

Target Groups for Cooperative Education & Training

05 From the above it is clear that the extent of the target coverage is quite large and broad. In order to effectively provide a proper training and education input, various levels have to be covered. These include, government cooperative officers, field extension and promotional staff of the government cooperative department and other agencies, members of the boards of directors of cooperatives at various levels and the members of cooperative institutions including the potential members, employees of cooperative institutions which include members, managers, book-keepers, sales staff, store keepers and the like and other functionaries e.g., cooperative advisors and supervisors including the members of general public.

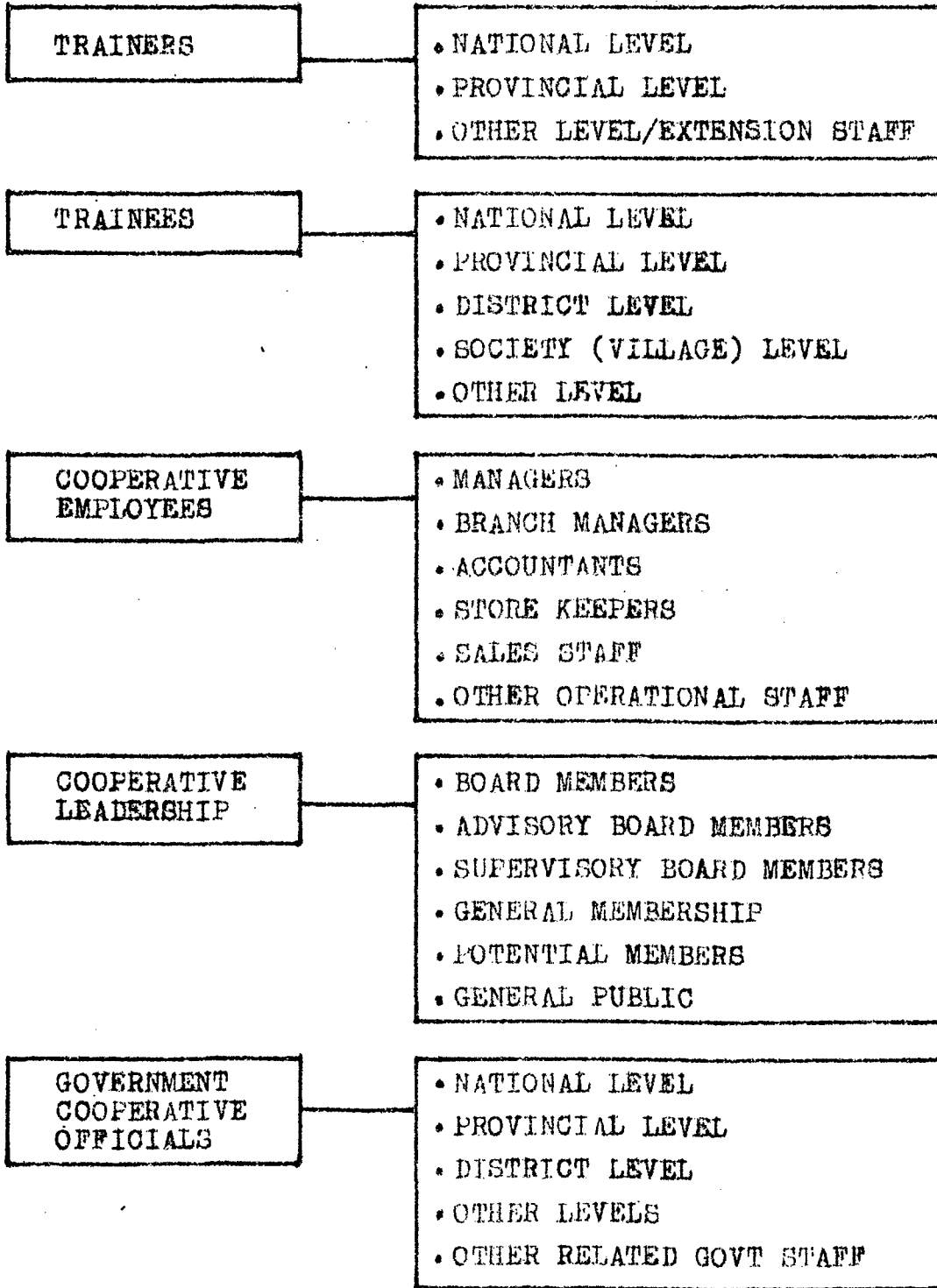
06 Training staff at the national level, training staff at the provincial level and the trainees at these levels need some training in methods and techniques of the Movement, employees of cooperative institutions need training in methods and techniques of running cooperatives effectively and according to certain norms; and the leadership of cooperatives need some information on cooperative principles and practices including some information on their rights and duties; and the government cooperative staff need some information and training in the methodology of implementation of government policies and the techniques of providing an effective guidance to cooperatives and their leaders. FIGURE-I here illustrates these possible targets. Training system, therefore, has to be so designed as to cover all possible target groups and to divide them into some homogeneous groups and to prepare training programmes for them and to provide these training programmes with some adequate training material.

Sources of Training Material

07 The best source of training material is the teacher himself. He knows the subject better because while teaching

FIGURE-1

POSSIBLE TARGET GROUPS FOR WHOM
TRAINING MATERIAL IS TO BE PRODUCED



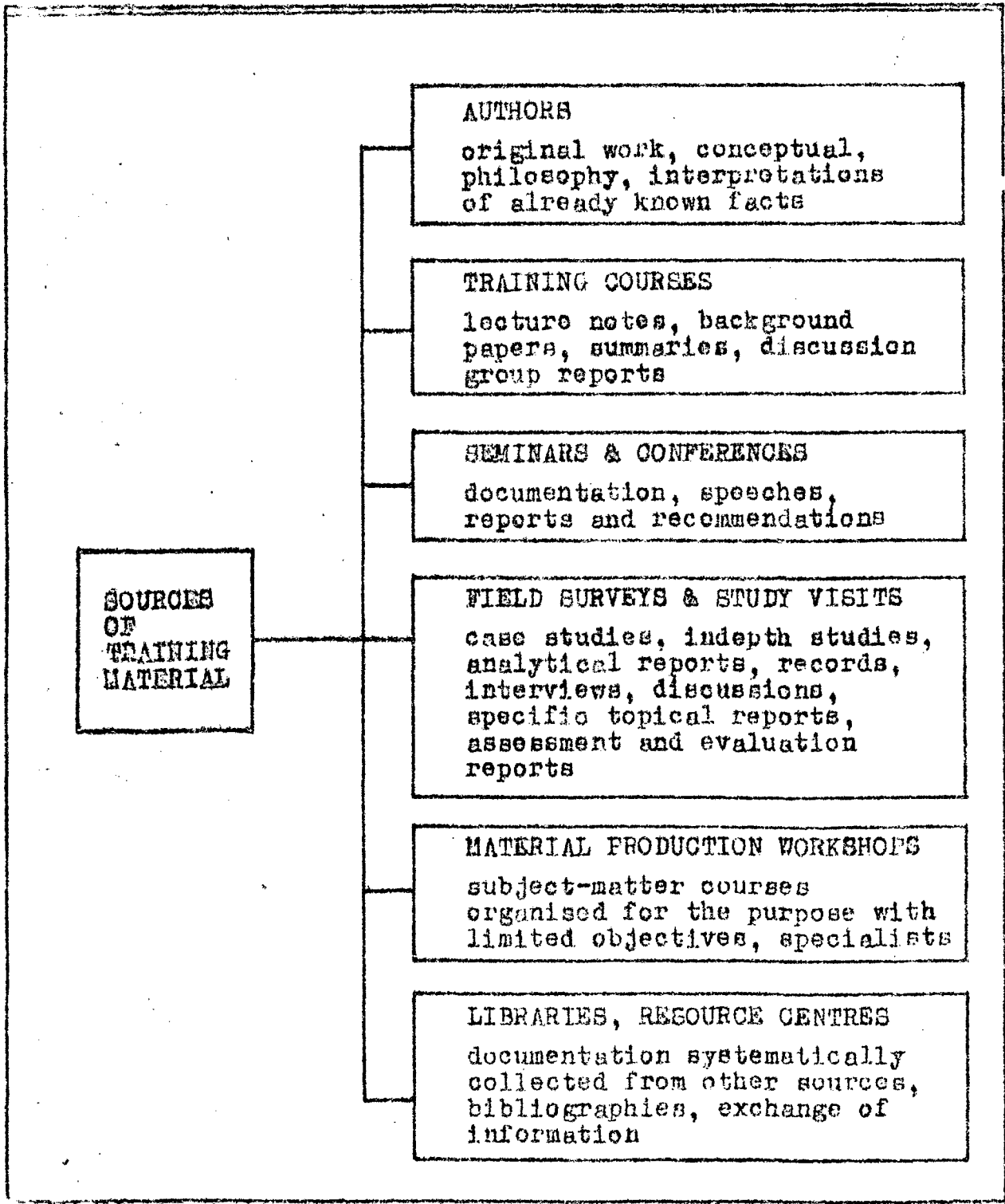
he has to cite examples, highlight the problems of cooperatives and suggest possible solutions. A cooperative teacher is, therefore, the key person who can create and develop any supporting training material.

08 Other sources could be: books, reference material, documentation, reports, handouts, information material, and other similar, case studies, feasibility reports, field reports, society annual reports, society minutes, society account books, discussions with the boards of directors, discussions and general interviews with the general membership, remarks and suggestions made by the employees of cooperative societies, policy statements made by the government, government rules and regulations, draft bylaws, speeches made by leaders etc. etc. It is only a question of keeping the eyes and ears open. It is also necessary to maintain a close touch with departmental libraries, some good reading rooms and bibliographies, including documentation lists. A number of resource centres also keep information on Cooperative philosophy, documentation on success stories and other profiles.

09 As can be seen from FIGURE-II, information from a large number of sources can be gathered on specific and specified topics and converted into training material. Specialised training courses could be also organised to produce training material e.g., workshop on development of training material for Managers on Accounting System; workshop on development of training material for Chairmen and Board of Directors on Cooperative Principles and Practices; Training material production workshop for Managers on Transport Management in Village Service Cooperatives etc. Selected managers and selected teachers can be invited for such workshops to develop training material. The draft material thus produced at such workshops can be adapted and professionalised by the Production Unit staff and produced for distribution.

10 The organisation can also commission some well-known authors and officials to produce training material on some specific areas. In order to enlist their active support and timely results, they should be paid some honorarium and other costs. Such material could be passed on the Production Unit. There is no problem at all to locate the material, it is only the question of putting the material in some form - the form which could serve the purpose of training people.

GENERATION OF TRAINING MATERIAL



What is Training Material

11 Any written and/or illustrated material used to supplement and support the spoken words and which can be used later on by the participant as a reference material is the training material. The material should not only enrich the knowledge of the learner but also impart some amount of skills to the recipient. This can be: lecture notes, well-written and illustrated handouts, small brochures, pamphlets, illustrated material like charts, graphs, pictures, projected material like the slides and overhead projector transparencies which are related to the topic taught are training materials. These can be used individually or in the form of a training package. Any material that supports teaching is the teacher or training material.

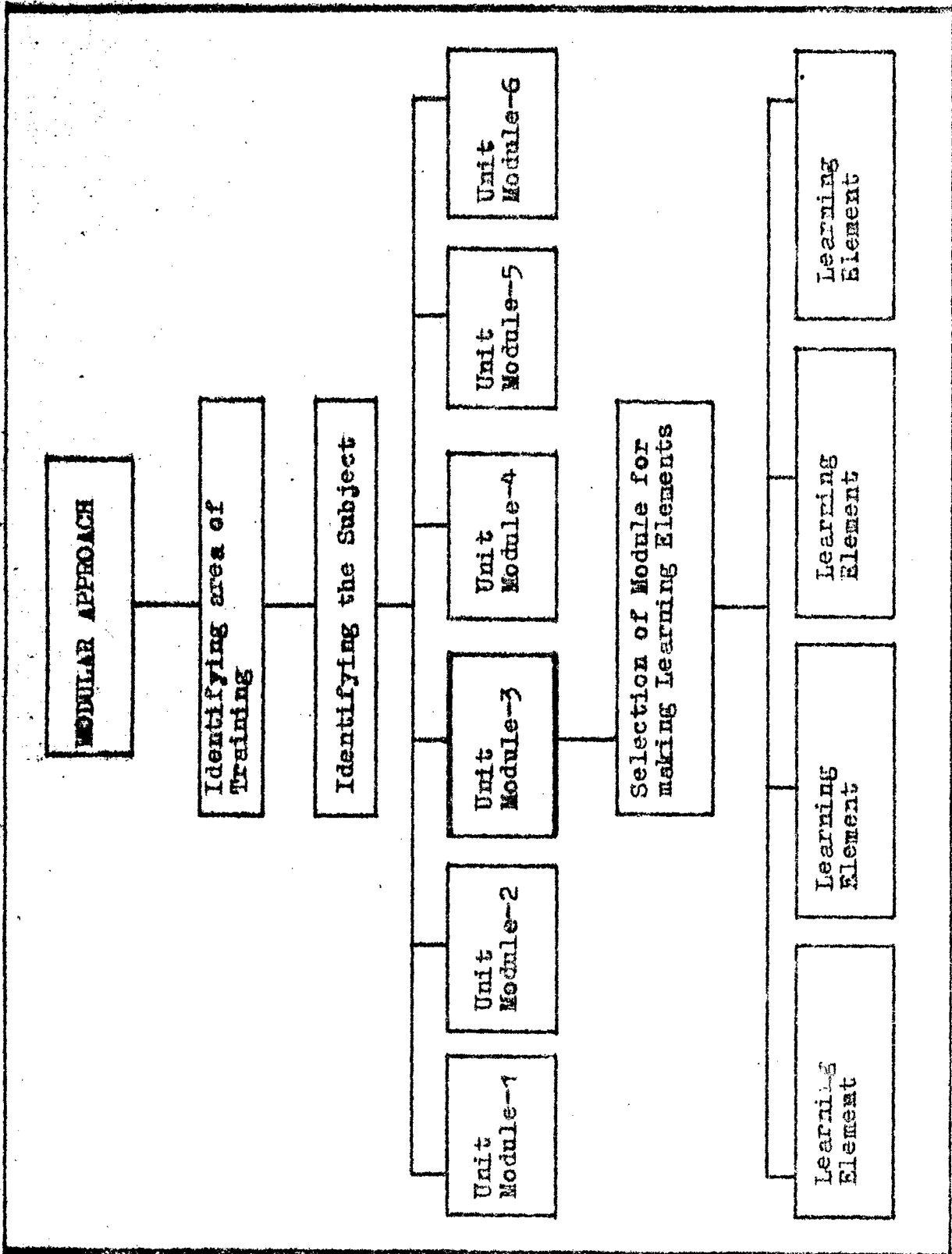
12 The training material has to be precise and to-the-point with limited objectives and related closely to the topic which is being discussed in the class during the given time frame. One subject can be discussed through elements or modules broken down in a logical sequence. Each element (or learning element) or a module can be used in isolation or in conjunction with other modules, and with slight modifications can be used for different target groups.

Concept of a Training Package

13 The growing realisation of the need of making the training effective has given birth to a new approach in training commonly known as the technique of training package based on audio-visual aids. The dictionary meaning of "package" refers to the act, manner or privilege of packing; a case or other receptacle for packing goods, in a pack form. In its crude sense the word training package also refers to the systematic collection and arrangement of training and educational material on a particular subject based on audio-visual aids and placing them in a packet. Thus it could be defined as "an instructional device containing training⁹educational material divided into cohesive modules or elements and facilitating an effective mode of transferring knowledge and skills through the use of appropriate audio-visual aids, exercises and evaluation devices."

14 The concept of training package is based on the development of modular approach in lesson planning for the purpose of imparting training. Refer FIGURE-III.

DEVELOPMENT OF TRAINING PACKAGE : MODULAR APPROACH



15 The training package, to be brief, contains the teaching material to be used by the teacher, an indication of the methods to be adopted by him and the media to be used by him so that he could make a perfect rapport with his audience and obtain the necessary feedback through well-designed and pre-planned evaluation forms. These steps - FIGURE IV - provide a lot of opportunity to the audience to have more contact with the teacher and the teacher has more time to answer the questions and points raised by the members of his audience. Using a well-designed cooperative training material - or a training package - tries to ensure a two-way process of communication.

Contents of a Training Package

16 As mentioned earlier, a training package is a systematic organisation of training elements duly supported by visuals, questions, points for discussion, evaluation instruments, exercises etc. FIGURE V gives an idea of the contents of a training package.

17 The main topic is divided into sub-topics and then the sub-topic is treated systematically supporting it with lesson plan, teachers' notes, audio-visual aids, handouts for learners, exercises, evaluation forms, instructions for the user and lists of reference material for further reading etc. etc.

Training Material and Training System

18 For any well-organised training programme, there has to be a stock of well-prepared and relevant training material. The training material consists of: text books, handouts, descriptive notes, exercises, various kinds of reports and studies, illustrated materials, projected aids e.g., photographs, slides, filmstrips, films, overhead projector transparencies, sound recordings like the cassettes and records etc.

19 In a systematic and progressive system of cooperative training, which, in fact, is an immediate need of any Cooperative Movement, training programmes are designed for the rural cooperatives, and then for the district level organisations, and then for the provincial and national level cooperative organisations. Cooperative managers, for instance, are exposed to the philosophy, principles and practices of Cooperation at the lowest level training programmes. When they achieve some amount of confidence and competence they can be exposed to somewhat advanced concepts at district level training courses and subsequently at provincial level and national

FIGURE-IV

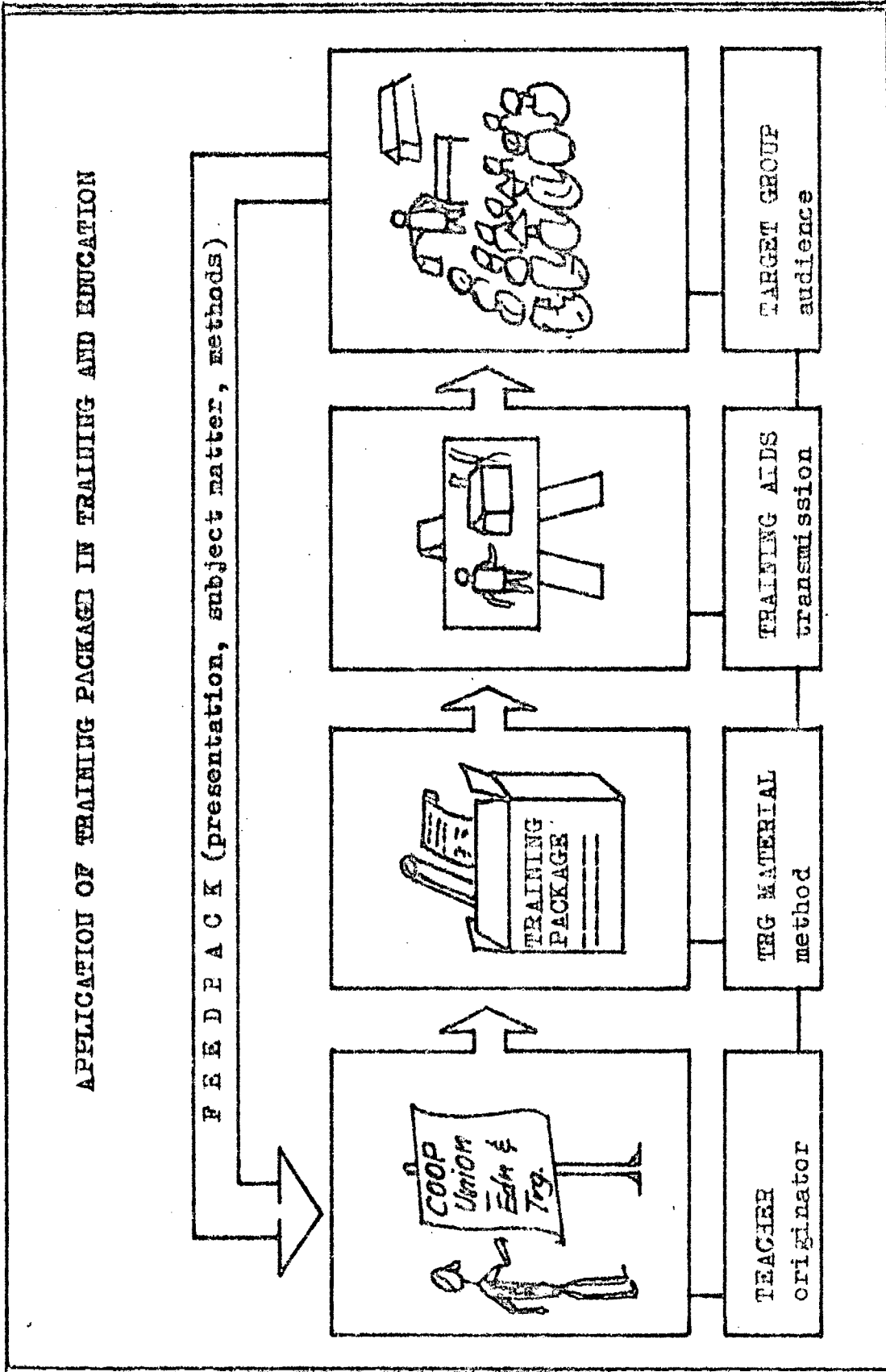
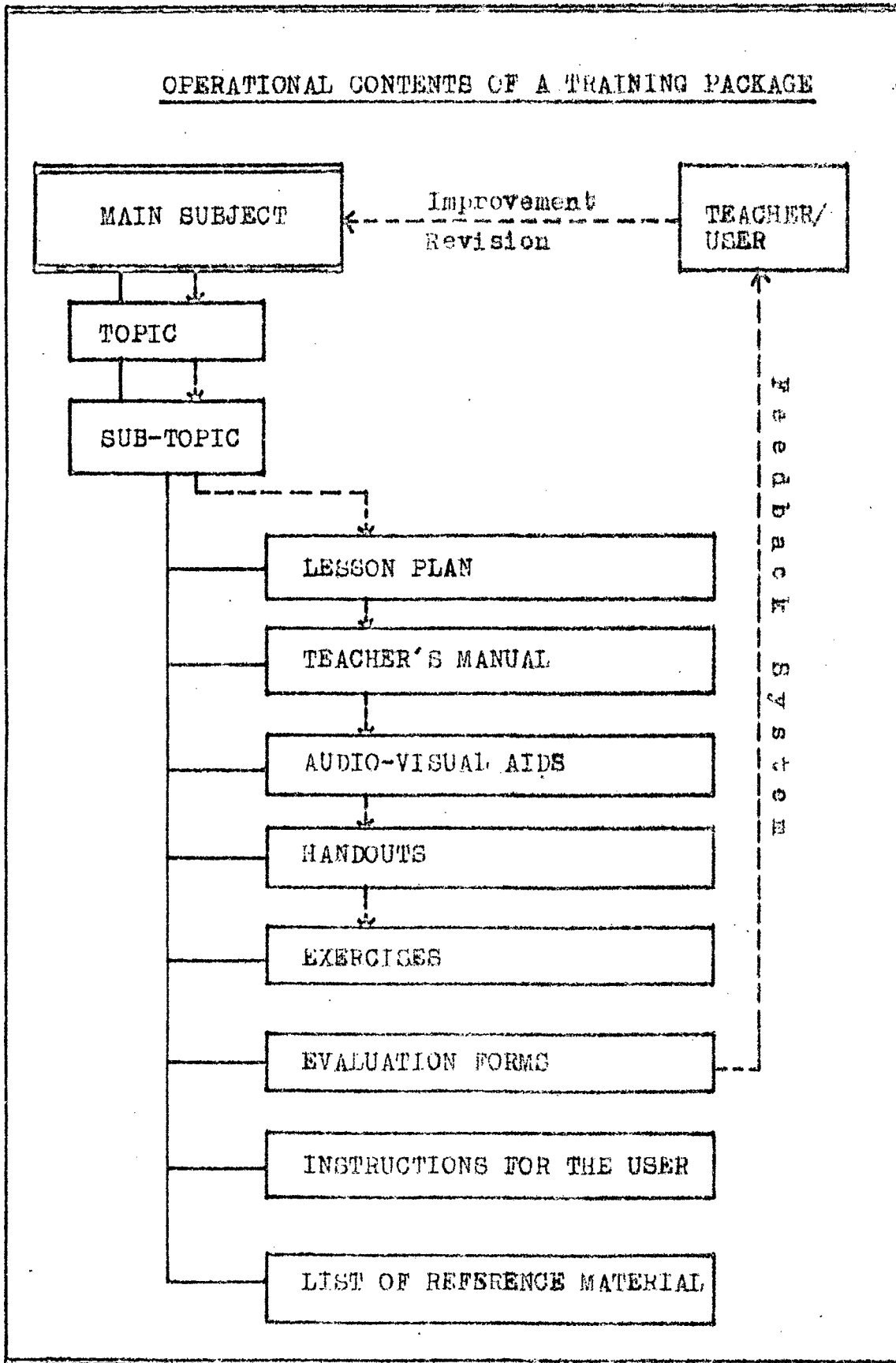


FIGURE-V



training courses. Training packages designed on certain subjects can be usefully employed for this group at various stages. Also, the same training package can be used for other set of people i.e., chairmen and board members of cooperatives. Cooperative principles do not differ from people to people, they remain the same. So, if there are standardised training packages, these can be used for a variety of target groups.

Production of Training Material

20 Trainers all over the world are continuously on look out for some training material which they could use in the conduct of their classes and training courses. Training material generally means handbooks, manuals, text books, training packages, articles, notes, leaflets, brochures, handouts etc. Trainers find this material generally in their libraries or with their friends and colleagues. They some time buy such material from the market. With every moment passing there is a continuous addition to information in the world today. With the modern way of life the role of documentation has assumed a considerable importance. Everything is documented by somebody or the other. Detailed notes on contents and proper annotations are prepared and these are published for the use of teachers and researchers.

21 Within the cooperative field also there has been a considerable growth of cooperative literature. These are speeches, committee reports, field studies, surveys, annual reports, teaching notes, technical papers, etc. Only recently the development of cooperative training material has taken a different turn. Increasing emphasis is now being placed on development of cooperative information and technology which could be used for training and education. A number of training material has been prepared by cooperative development institutions and other organisations.

22 Some of the important cooperative organisations which have contributed towards the developmental literature are, among others, the International Cooperative Alliance and its regional offices and the ICA-CEMAS (Cooperative Education Materials Advisory Service); the International Labour Organisation of the UN and its MATCOM Project; and a few important national and international cooperative

training and development institutions. The ILO-MATCOM has produced a number of training packages on various subjects which could be used for training of employees and cooperative leaders within the Cooperative Movement, the ICA-CEMAS has produced a good number of training packages, handbooks and manuals which are being used all over the world in cooperative development work.

23 The training material is not available in the form that we need for our training programmes. There is already a plenty of material available but the context differs. The material, whichever is available, has to be adjusted or adapted to suit our particular requirements. The process of adaptation or readjustment is the production - the production of training material to suit our requirements and needs.

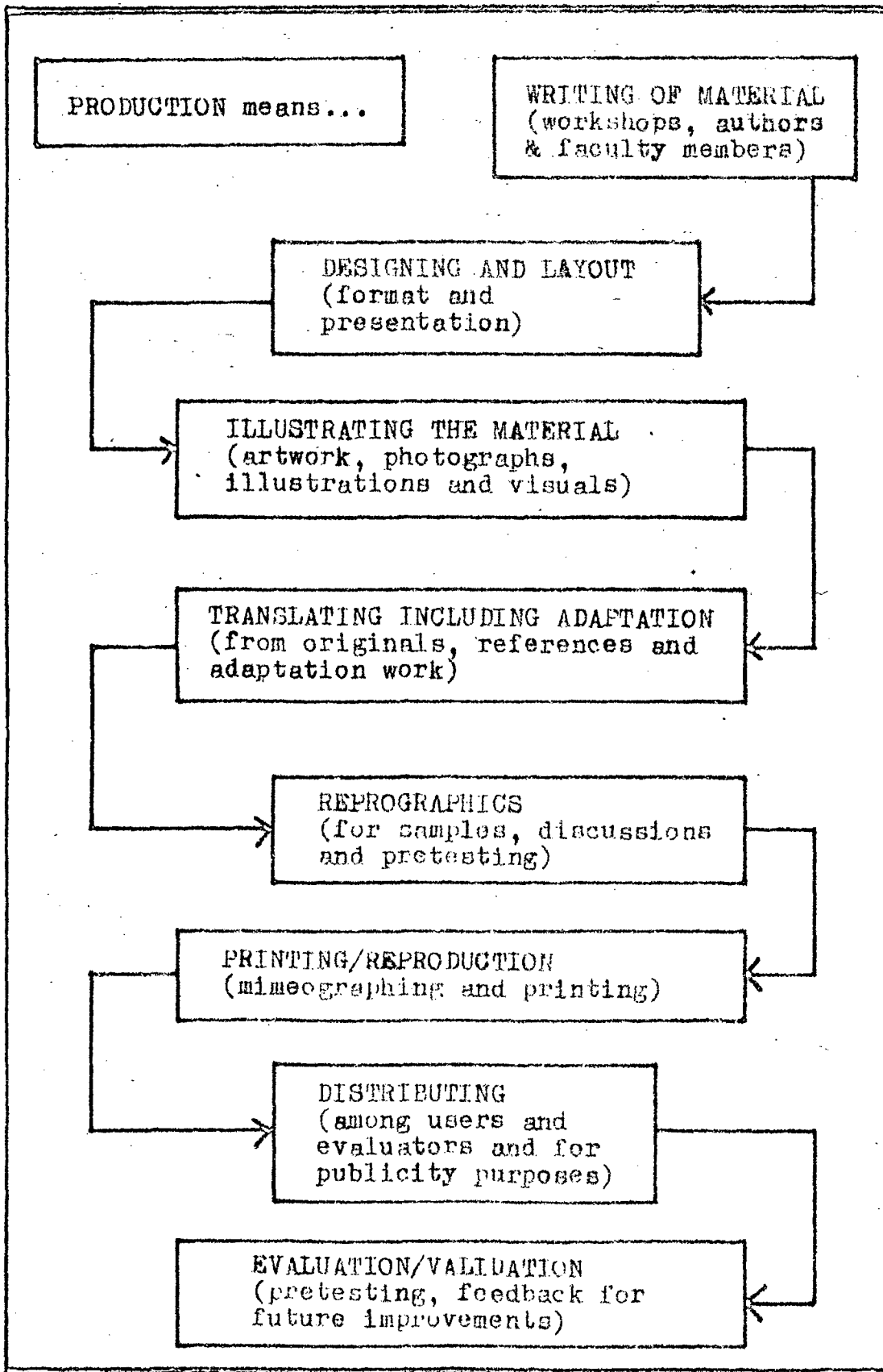
24 Production of material here means: creating the original material, which is later on reproduced by adoption, adaptation or readjustment.

25 The process of production involves a number of steps. These steps require existing material - in its existing physical availability or information about the material, designing of training material to suit our requirements, illustrating the material which involves a considerable amount of readjustment and recasting or adaptation, translation of material into the language in which it is to be used, reprographic work, printing and reproduction, its distribution among the users and its evaluation and revalidation for future use and possible improvements. Please see FIGURE VI.

26 The material to be produced must conform to certain standards and it must satisfy the needs for which it is designed. The material should correspond with the line of curriculum and syllabus to be followed by the trainers and it should meet the objectives of the planners and the institution. The training material should closely correlate with the field situation and must cite examples from the field. The illustrations, examples and pictures used must reflect the actual situation and the material should not look to be a "foreign" stuff. Any out-of-context illustrations or examples tend to put off the readers/users and reduce the effectiveness of the training material.

27 Production of any training material demands a proper organisation, proper facilities, future projections, proper follow-up and continuous updating. It should be more "national" and "natural".

LOGICAL STEPS TO FOLLOW IN THE PRODUCTION OF TRAINING MATERIAL



Methods to follow in the Production
of Cooperative Training Material

28 Methods which should be followed in the actual production of training material are illustrated in FIGURE-VII.

29 The methods include the very step of assessment of needs for the training material and identification of the target group for whom the material is to be produced. Other methods included are: Planning stage and the process of planning of the material, sequence and several other related matters; subject-matter as per the scheme of syllabus; technical aspects of the process of production, testing and actual work in the production unit and this also includes the availability of funds, personnel and facilities; coordination of work to be done by the field staff and the technical personnel and the benefit of advice from the subject-matter specialists and planners; samples for testing either in the classroom or out in the societies; pre-testing of the training material involves the first and initial test reports which also includes the stages of correction and improvements; production of material includes the actual work i.e., final layout, final illustrations, final typescript, printing, binding and presentation; distribution includes sending out material to the field, libraries, authors, for reviews and comments, and finally, the application and use of the training material. It should be clearly understood that the material thus produced after such careful planning and preparations must also be used by the users.

30 These methods must be closely followed. There must be some machinery or mechanism which follows up these methods and which ensures that highest possible quality is maintained. These methods involve quite a lot of organisation, planning and control and also a considerable amount of administrative and financial responsibilities. The entire process is a well-knit organisation and everyone involved has to play their respective roles as carefully as possible. These methods are briefly discussed hereunder:

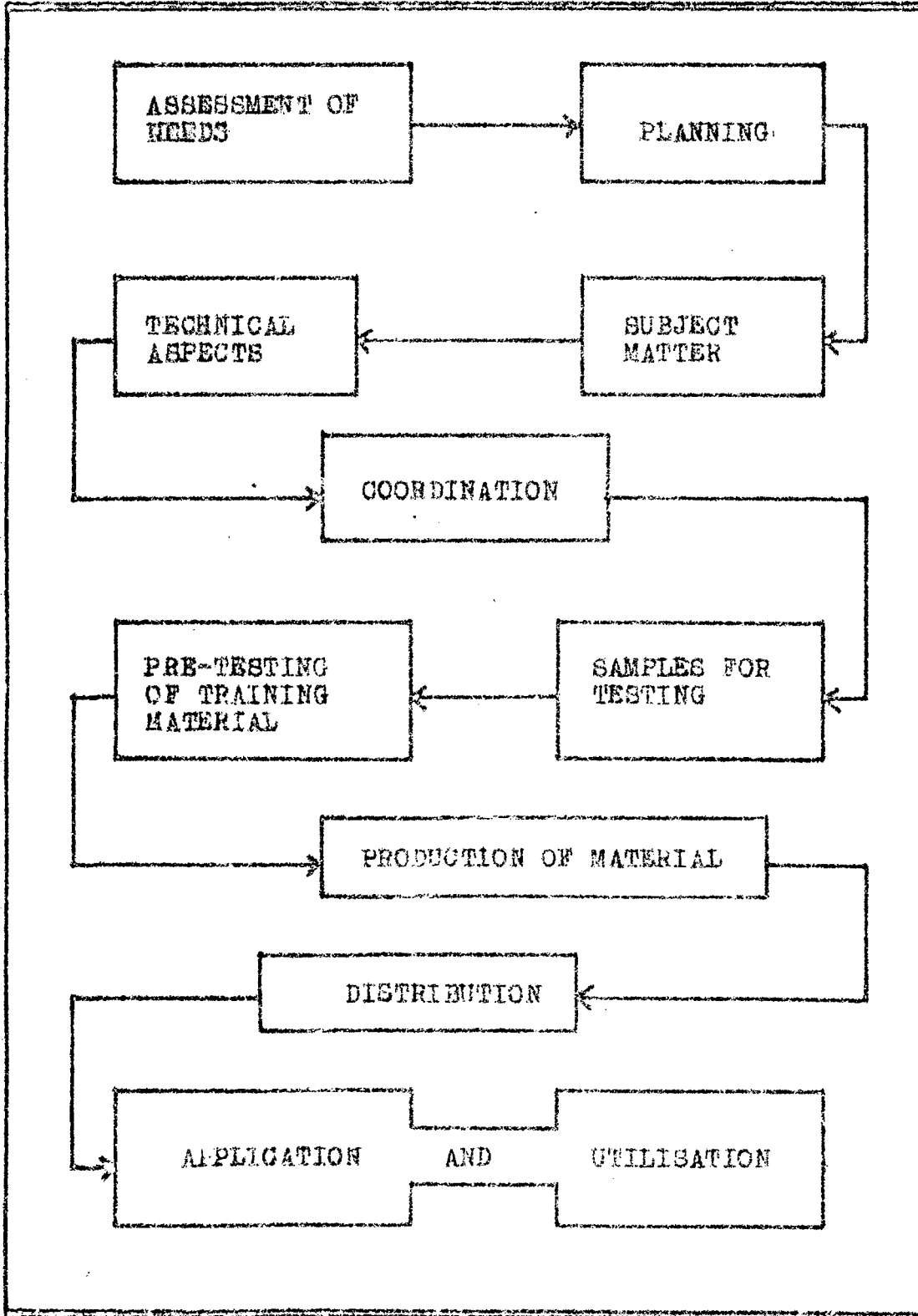
i) Assessing Needs

What material, for whom and for what? Why training material and in what form?

ii) Planning

This includes planning, designing, methodology, outfit, work plan, personnel, finances, facilities, time planning,

TECHNIQUES AND METHODS TO BE ADOPTED
IN THE PRODUCTION OF TRAINING MATERIAL



feedback, follow-up, translation, distribution and sales, fixation of responsibilities and preparation of job descriptions.

iii) Subject-Matter

Target group, courses, syllabus, level, subject specialists, training system to use the training material, resources, information, documentation on the subject-matter.

iv) Technical Matters

Production and development set up. Specialists groups and technical group. Design of production unit, identification of equipment, activity pit, library and documentation services, resources centre, testing and evaluation facilities.

v) Coordination

Planners and producers and technical staff. Need for having a coordinator or manager of material production unit (not necessarily the same as the manager of the production unit).

vi) Samples

Samples or rough pullouts for discussion and for snap-testing. Scope for changes is available here. Opinions to be obtained - from outsiders, producers and colleagues.

vii) Pre-Testing/Pre-Evaluation

Field testing with actual situation - not to inform the audience in advance about the pretesting sessions but after the testing only. Present the draft training material once again, distribute reaction proformae, and obtain objective reactions, hold discussions, interviews and an on-the-spot correction workshop, or to carry the alternatives to the production unit for incorporation. Provide results to the coordinator and producers and discuss changes with them and with the technical staff:

viii) Production

Production unit should have a full-time manager with adequate authority on finances and personnel. Senior level officer necessary. Competent and should be able to devote full attention to the production unit. Staff job descriptions, work time table, availability of sufficient and timely material supplies and finances. Equipment, operational and servicing, live contacts with

coordinator and producers. Control forms for final production, centralised production or production of prototype material to be adapted and reproduced by the state level cooperative training centres.

ix) Distribution

Recognised and authorised channels of distribution. Distribution to synchronise with training and education programmes/time factor and availability at locations. Feedback instruments to be included with despatches. Control and inventory of the material being sent out, and to ensure that feedback is promptly received from the users.

x) Application and Use

Must be used and applied according to the programme. Expensive production and hence application and use is a must. Instructions for teachers, handouts for students and hardware. Evaluation forms included. No evaluation possible, if material not being used. Evaluation results must be communicated to the producer for future improvements.

How to Adapt the Training Material?

31 Let us first be clear about two terms - adoption and adaptation. Adoption means accepting a given material in its actual form. In such a case there is no need for any major change - no need to alter the sequence, contents, methodology and concepts. The term adaptation means that you accept to make use of a certain material but with some changes. These changes could be: translation into the local language, changing the examples, contexts, contents, (only to a limited extent), forms, terms, names, situations, currency etc. Adaptation, therefore, includes the following stages:

- Translation of the training material
- Adjustments
- Field Testing
- Validation
- Reproduction
- Evaluation
- Revision, if necessary.

i) Translation

The translation has to be contextual and not literal. Translation is not necessarily converting each and every word into the local language - it means also translating the thinking and meaning.

Translation has to be uniform and standardised. One English word may have two or three similar words in the local language. A pre-translation orientation is, therefore, necessary to bring about the desired uniformity.

ii) Adjustments

This means replacing the original terms and examples with the "known" information. The material may be closely examined and such situations may arise - do we need this chapter or that illustration...if we do not need that then do we need any replacement...if we need any replacement then what it should be...etc. etc.

Some items which need adjustment are: examples, units of currency, relevance of chapters, methodology, use of audio visual aids, forms used by cooperatives, names of persons and places, situations from cooperative laws and other regulations etc.

iii) Field Testing

When the first translated version is available it is necessary to hold some preliminary - informal - discussions with some cooperative officials and cooperative leaders at the society level. Such discussions could be held at two or three different places with different people. This might bring in something "real" into the material. This stage will lead to the Validation Stage.

iv) Validation of Training Material

Validation here means to find out if the training material is fit for a general application in the country. Validation can be achieved in the following manner:

- Formal
- Informal

The "formal" way of validation is to involve the original producer of the training material. This generally means holding of a training course or a workshop - validation workshop - which would be run only on the basis of the training material produced by the original author. The author conducts a training programme around the real training material. This involves a careful selection of participants - those having a good understanding of the subject-matter, somewhat longer experience and of a better status.

The "informal" way of validation is to send out copies of the training material (draft of the translated version) to several pre-selected cooperative employees, cooperative leaders, extension and other trainers, and to colleagues asking for their comments and suggestions. The

problem in this case may be that the material does not come back to the coordinator in time. Some time the suggestions and comments tend to become vague and too general.

v) Reproduction of Training Material

Now is the time for the coordinator to keep all the reactions and suggestions at one side of the table and the draft adapted version on the other and then he could start looking into the material paragraph by paragraph, page-by-page, and chapter by chapter and start incorporating the additions and suggestions. This process takes some time and demands a considerable care and attention. On the basis of these suggestions, comments and revisions the coordinator can prepare a final draft of the training material which can be sent to the Unit for reproduction - in printed form or in mimeographed form. Reproduction includes:

- Visualisation
- Layout
- Designing
- Typing
- Printing/mimeographing
- Binding
- Issuing

vi) Evaluation of Training Material

Contents (their sequence), enclosures and working forms etc. used in the training material have to be in line with the present practices. Evaluation and updating is a continuous process.

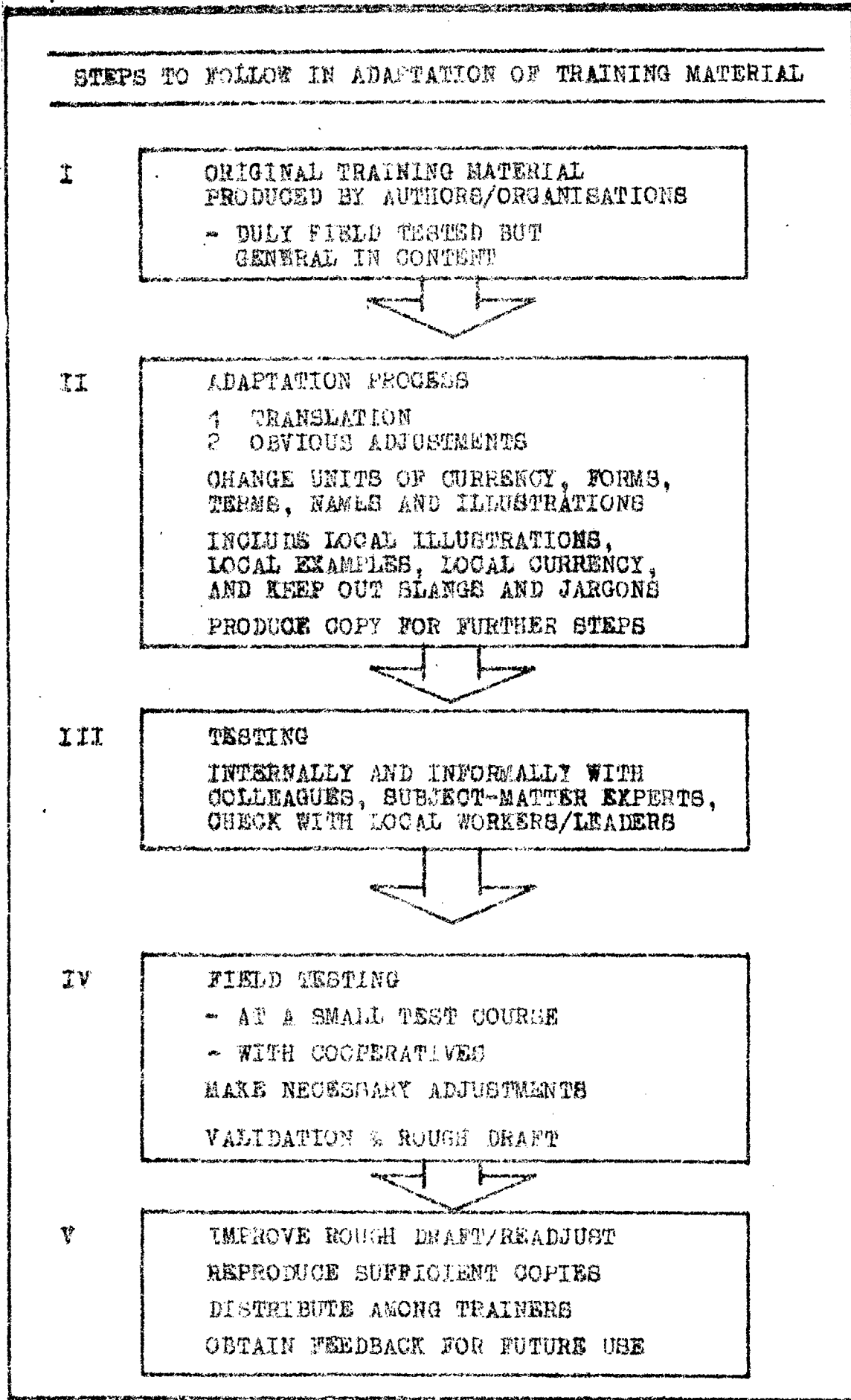
Another aspect is the validity of training methods and training material in field application after production.

vii) Revision of Training Material

Government policies and practices keep on undergoing changes and these should also reflect in the training material. A revision cell within the Production Unit would, therefore, be a wellcome move. This cell should continue to monitor the changes and shifts and provide the revisions to the users as fast as possible. This is the key to the success of a good training material.

32 FIGURE VIII illustrates the steps to be followed in the adaptation of training material. Some of these have been discussed earlier in this paper.

FIGURE-VIII



Time Planning

33 In order to control the time for adaptation of training material it is necessary to work out a time table and allocate responsibilities among various people. A suggested time table for adaptation of training package is given in FIGURE-IX.

34 The process of adaptation of training material is an integrative one and one step cannot be isolated from the other. Each step is inter-linked with the preceding and following ones. For instance, if a decision to adapt a certain training material has been taken in January then the first step is to have the material translated into the local language and the adaptation process begins right from there. Generally it takes about one month to complete the translation and initial adaptation work. The translated version is then discussed among the translators themselves in order to achieve the uniformity in language and terms and other factors. This process will take full February. Typing, layout and copying will take another month. So the Stage-I spanning over nearly three months will produce a translated and adapted copy in a draft form.

35 Stage-II is the validation and reproduction stage. This includes preliminary testing, discussions, conducting validation courses/workshops etc. Upon completion of the course and in the light of the evaluations and comments, a final version will be produced. The reproduction, which includes visualisation, art work, photographs, designing and layout, would take almost one month. Stage-II is the most crucial, but its success depends upon the work done during Stage-I.

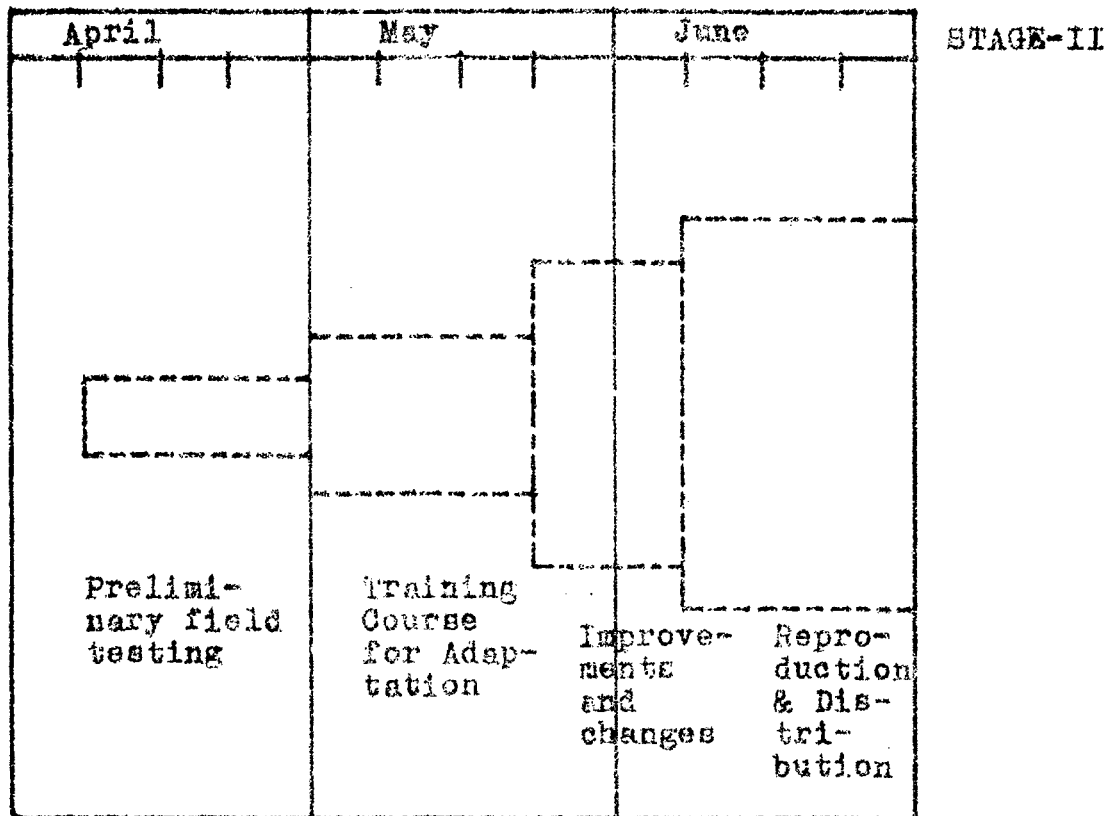
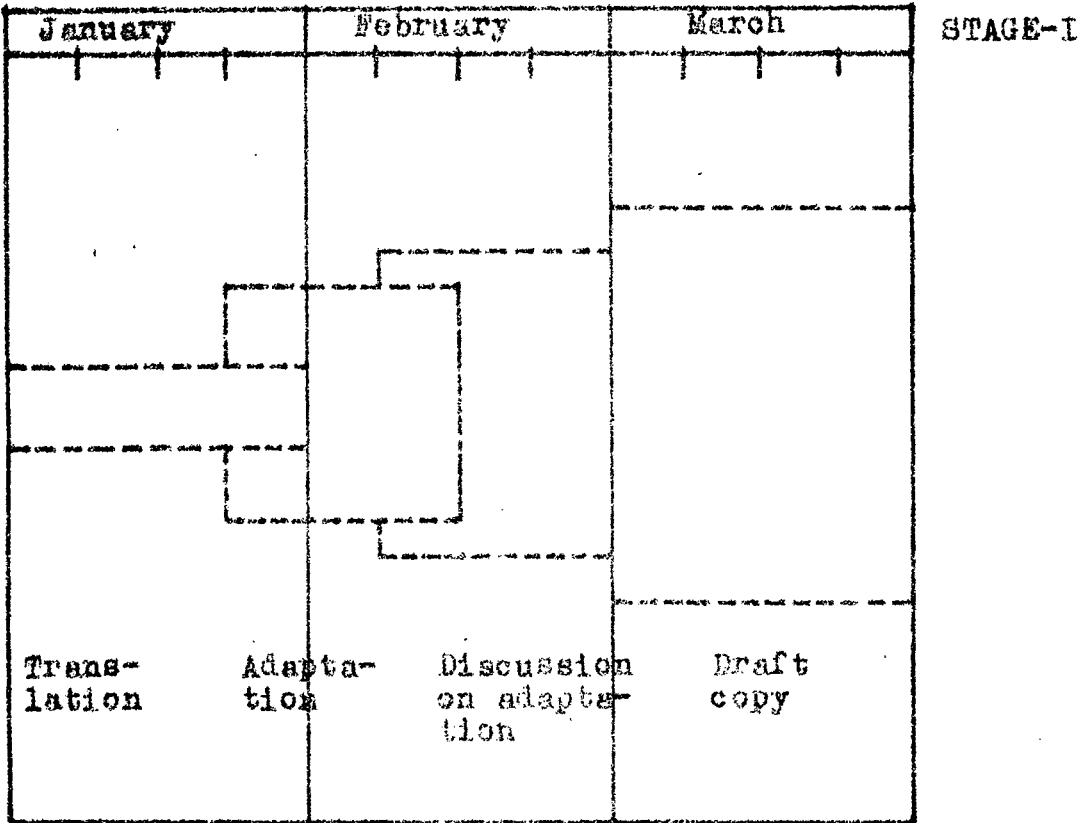
Evaluation and Validation of Training Material

36 In order to make the training material relevant and effective, it is necessary that a continuous process of evaluation and testing goes on. Before the training material is put out as a final product, some testing has to be done, otherwise later on the user and the producer comes across some of the most unpleasant glaring drawbacks which are then difficult to correct.

37 Field testing is an important instrument for the teacher to judge the reliability and suitability of a given training material prepared by him and/or under his charge. This is also true in the case of the

FIGURE-IX

SEQUENCE AND TIME FRAME FOR ADAPTATION OF TRAINING MATERIAL : AN EXAMPLE



field testing of training package. The objectives of field testing could broadly be classified as follows:

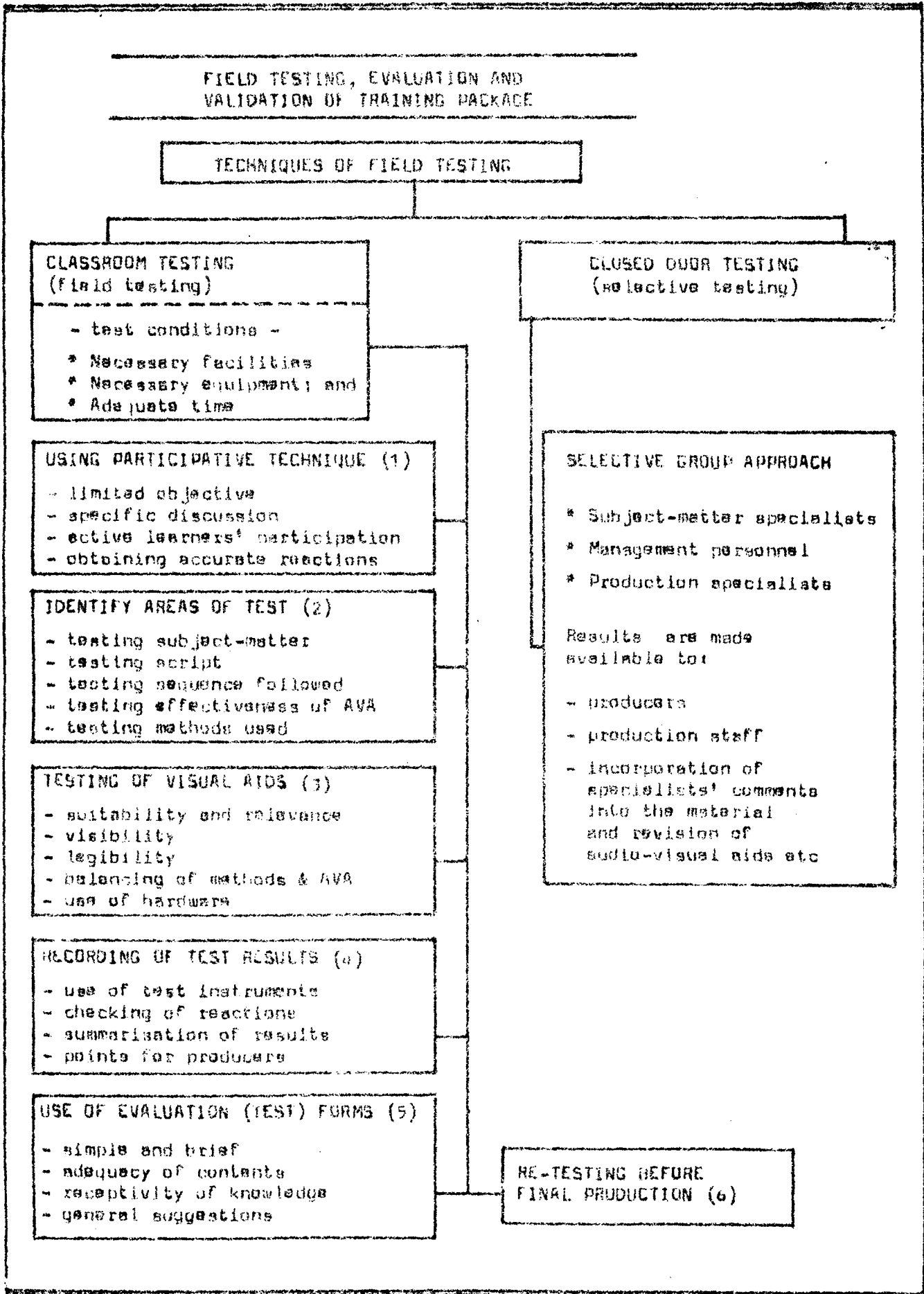
- 1 to test the validity of the material with reference to the objectives
- 2 to examine the effectiveness of the material in the sequential order and in terms of the contents concerned
- 3 to examine the effectiveness of various types of audio visual aids used in the communication process, and
- 4 to improve the teacher's performance in the light of the feedback received.

38 Field tests provide an opportunity to make suitable improvements (and adaptation) from the point of view of effective teaching.

39 Field testing of training material can be done by the teacher himself together with his colleagues or by an outsider with the support of the subject-matter specialist and the production staff.

40 Field testing can be done by adopting a classroom testing technique or the closed door testing technique. It all depends on the time and facilities available to the teacher and the producers. FIGURE-X outlines the techniques of field testing of a training material. Six steps have been given under the Classroom Testing Technique. A group approach has been adopted under the Closed Door Testing Technique. Both have their own advantages and disadvantages/limitations. But the most useful result of the exercise is that you get a fairly accurate and reliable training material which can be used by the teacher without any doubt.

41 Emphasis and stresses on various aspects of the Movement keep on changing and these changes have to be continuously incorporated into a training material and this necessitates a system of a "continuous feedback" and "continuous validation". The producers have, therefore, to be alert and quick in this respect and whenever there is any reported change and suggestion, it should be taken up by the Production Unit and issue the necessary correction slips or revised versions.



FIELD TESTING, EVALUATION AND VALIDATION OF TRAINING PACKAGE

TECHNIQUES OF FIELD TESTING

CLASSROOM TESTING (Field testing)

- test conditions -
- * Necessary facilities
- * Necessary equipment; and
- * Adequate time

USING PARTICIPATIVE TECHNIQUE (1)

- limited objective
- specific discussion
- active learners' participation
- obtaining accurate reactions

IDENTIFY AREAS OF TEST (2)

- testing subject-matter
- testing script
- testing sequence followed
- testing effectiveness of AVA
- testing methods used

TESTING OF VISUAL AIDS (3)

- suitability and relevance
- visibility
- legibility
- balancing of methods & AVA
- use of hardware

RECORDING OF TEST RESULTS (4)

- use of test instruments
- checking of reactions
- summarisation of results
- points for producers

USE OF EVALUATION (TEST) FORMS (5)

- simple and brief
- adequacy of contents
- receptivity of knowledge
- general suggestions

CLOSED DOOR TESTING (selective testing)

SELECTIVE GROUP APPROACH

- * Subject-matter specialists
- * Management personnel
- * Production specialists

Results are made available to:

- producers
- production staff
- incorporation of specialists' comments into the material and revision of audio-visual aids etc

RE-TESTING BEFORE FINAL PRODUCTION (6)

Problems Generally Faced in Adaptation Work

42 Some of the problems generally faced in the process of adaptation of any training material could be the following:

- Use of unfamiliar jargons
- Illustrations and pictures
- Salutations and other "meeting" expressions
- Examples and exercises
- Working forms and books
- Remunerations for translators
- Facilities to visit cooperatives and officials
- Lack of time
- Terminology

43 With a proper encouragement and support given from the institution, many of these problems can be easily removed. Some difficulties can be removed if the translation and adaptation is done by "cooperative" people themselves, as they are aware of the terms, concepts and ideas.

Objectives for Preparing a Draft for Testing

44 The following are generally the main objectives for preparing a draft of a training package for testing and field work:

- There should not be any major changes in the style and presentation of training material
- Substitute material which is not applicable to local conditions
- Check carefully the expressions, slangs and terms used
- Simplify the language
- Add material with care, if at all it is necessary (it may disturb the entire package)
- Do not waste time with a lot of practical exercises. These could be produced during field tests
- Circulate rough draft to enable comments and coordination between packages. Circulation may take more time and the comments would be delayed, but select the persons who would respond quickly

- Retain training methods suggested and apply them as far as possible (remember that the training material has already been field tested by various people in various countries)
- Draft material to be validated, formally or informally
- Production, according to controlled layout and then distribution
- Exposure of trainers to the use of training material
- Periodic evaluation and follow-up as to revisions etc.

Draft of this Handbook has been prepared for discussion at the ICA-CUP SUB REGIONAL WORKSHOP ON TECHNIQUES OF AUDIO VISUAL INSTRUCTION AND DEVELOPMENT OF TRAINING MATERIAL-I. June 4-23 1984 The Philippines.

BACKGROUND PAPER

BP-06

SIMPLIFYING THE PROCESS
OF TEACHING AND LEARNING
AMONG THE ADULTS

- Teaching Methods & Aids

Daman Prakash
Education Officer-AVA
International Cooperative Alliance
43 Friends Colony
New Delhi 110065. India

ICA-CUP SUB-REGIONAL WORKSHOP
ON TECHNIQUES OF AUDIO-VISUAL
INSTRUCTION & DEVELOPMENT OF
TRAINING MATERIAL-I.
Manila (Philippines)

June 4-23 1984

ICA Regional Office,
"Banow House",
43 Friends Colony,
New Delhi-110065.

10th April 1984

SIMPLIFYING THE PROCESS OF TEACHING AND LEARNING
AMONG THE ADULTS : TEACHING METHODS AND AIDS.

By

Daman Prakash,
Education Officer,
ICA ROEC, New Delhi.

01. It has been an established fact that learners retain on an average only 10% of what they read, 20% of what they hear and 30% of what they see. The rate of retention of knowledge is higher when a combination of hearing and seeing is used. It has been found that the retention then is around 50%, which is considered to be quite satisfactory. Progressive teachers have, therefore, come to realise that a combination of audio and visual aids is necessary while communicating with people in order to achieve a higher rate of learning. Even if we take out the teaching machines and sophisticated equipment from the system and restrict ourselves only to graphic aids, still a higher retention has been noticed. We narrow it down a bit more, and say that the application of teaching aids helps in a better learning, and perhaps a durable learning. A majority of teachers has been making use of chalkboards and flipcharts in order to achieve this objective. This practice has shown some encouraging results although with some limitations.

Can the Teacher Teach?

02. It has also been well-understood by the enlightened teachers that teachers "cannot" teach. They cannot impose their knowledge on their pupils. Their role is primarily those of "facilitators". They help the learners to learn. They do not believe in the concept of "banking of knowledge". Teachers help the students to learn, by facilitating the process of learning e.g., by providing suitable learning environments, relevant material, discussions, guidance, encouragement and testing.

03. Teaching is conveyance of ideas, learning is absorption of ideas. The essentials of teaching are simple but the methods are complex. In the same way, the contours of learning are clear but the process is intricate. Help and support are needed from both sides and make this interaction a success and every effort should be made by the teacher to give his best in the best possible way and by the learner to learn in the most easiest way.

Learning is Painful

04. If learning is a "painful" process, the students become indifferent. If the process is easy and duly supplemented by proper facilities, the learning process becomes interesting and the students become "interested". They then feel involved in the process and they seem to be looking up.

05. When a good teacher expresses his ideas, expounds his concepts, lays all the facts relating to the subject he is teaching he obviously tries to communicate to them in a way the students can easily understand if the teacher is explaining a lesson of a complicated nature.

Teaching Aids help Learning

06. In order to make the explanation easy and simple, it is advised that the teachers make use of simple teaching aids. Teaching aids make the task of the teacher easy and without much of an effort he can obtain the best possible results. "Teaching machines are simple devices to make it possible to apply our technical knowledge of human behaviour to the practical field of education", wrote Skinner. It is hard to bring the student into contact with the things he is learning and here aids are useful in bringing the gulf at least to an extent. Teaching aids reduce onus of incessant explanations. It augments manyfold the comprehensive ability of the learner and helps both the teacher and the taught in achieving their goals in a short time and provides better opportunities for discovery, innovations and stimulation of thought. As Skinner had put it "instrumentation simply makes it possible for the programmer and the teacher to provide conditions which maximally expedite learning".

07. It has been often observed and many teachers have expressed it, that they could perhaps do better without making use of any teaching aids. The teacher should not feel shy of using teaching aids. He should view them as necessary to support his teaching role. Of course, machines can never replace the physical presence of a teacher.

08. There has been a stage in the Western countries where efforts (or experiments) were made to give prominence to teaching machines and the role of the teacher was made secondary. The efforts did not produce the desired results. The classrooms got converted into workshops and showwindows of electronic equipments and the students lost contact with a human being - the teacher. In the Asian context, a student cannot imagine a situation where machines teach and not the teacher. For us, Asians, the teacher is the Guru.

09. Teaching aids when properly handled to throw light on a subject helps the teacher to reduce his talk for the aids would suffice for the explanation. Such a demonstrative lecture would create an indelible impression in the minds of the learners and they will experience the pleasure of almost being in contact with what they are learning.

Teaching Methods and Aids

10. Given the situation as we are in, cooperative societies derive their power and strength from the general membership. Cooperative societies operate their business through their employees. Unless the members understand the basic distinction between a cooperative venture and a joint-stock venture or a private enterprise, members cannot exercise properly their right to vote. The whole principle of democratic management goes off. Cooperative membership has to be exposed to their rights and duties, difference between cooperative and other forms of organisations and so on. People have to be trained to educate the membership. It has also been found that the general educational standards of general membership is not enough to make use of books and other printed training/educational material. A great stress has to be laid on the use and proper teaching aids. Experience has shown that the cooperative teachers and extension workers who are engaged in cooperative member education have been successfully using simple visual aids like the flannelgraph, flipcharts, display boards, chalkboards, illustrations, pictures, activity aids etc.

11. Cooperative trainers have therefore to be trained in the techniques of production and use of simple (basic) visual aids and teaching aids.

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10. Given the situation as we are in, cooperative societies derive their power and strength from the general membership. Cooperative societies operate their business through their employees. Unless the members understand the basic distinction between a cooperative venture and a joint-stock venture or a private enterprise, members cannot exercise properly their right to vote. The whole principle of democratic management goes off. Cooperative membership has to be exposed to their rights and duties, difference between cooperative and other forms of organisations and so on. People have to be trained to educate the membership. It has also been found that the general educational standards of general membership is not enough to make use of books and other printed training/educational material. A great stress has to be laid on the use and proper teaching aids. Experience has shown that the cooperative teachers and extension workers who are engaged in cooperative member education have been successfully using simple visual aids like the flannelgraph, flipcharts, display boards, chalkboards, illustrations, pictures, activity aids etc.

11. Cooperative trainers have therefore to be trained in the techniques of production and use of simple (basic) visual aids and teaching aids.

12. Some of the experiments conducted at field projects have revealed that a proper combination of methods and teaching aids was necessary and no specific stress should be laid on the use of teaching aids alone. Teaching aids are vehicles of communication and information, and the information is communicated to the people by the teacher - or an extension worker.

Resistance to Change

13. Quite a few teachers who claim to have a long experience of teaching adults hold on to the view that the lecture method was the best one that they found. During the process of their exposure to other methods of teaching, they happily "discovered" that there were other suitable methods as well e.g., group work, case study method, seminars, syndicate method, role play and the like. After such brief exposures and with a background of 30 or more years of teaching, these teachers employed group discussion methods, but they could not help themselves - they dominated the discussions and gave long lectures to the group members (habits die hard, anyway). It was perhaps very difficult for them to break away from their traditional paths. The younger ones, however, found it to be more useful to avoid lecturing but encouraging the students to discover the facts for themselves. They help the group members to make use of teaching aids for putting their ideas across to their fellows. They took up the path of convincing the others, and for that purpose they made use of chalkboard, flipcharts, overhead projectors and other simple aids.

A Human Aspect

14. Teaching is a profession which is intellectual, and to convey knowledge it is necessary to provide for vehicles of communication. The transfer of information and knowledge cannot be done through machines and computers or by any drug, it is a human problem and therefore the efforts should be human.

15. Efforts should be made to simplifying the process of learning and teaching as far as possible and this means development of human resources and encouragement to participative methods of teaching and participation.

BACKGROUND PAPER

BP-07

THE
DEMONSTRATION
TEACHING
METHOD

International Cooperative Alliance
Cooperative Union of the Philippines
joint sub-regional
WORKSHOP ON AUDIO VISUAL INSTRUCTION
AND DEVELOPMENT OF TRAINING MATERIAL
June 4-23 1984.
Manila, the Philippines

THE DEMONSTRATION TEACHING METHOD

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THE DEMONSTRATION TEACHING METHOD

I ABOUT DEMONSTRATIONS

What is Demonstration?

A demonstration is a way to show people how to do something. Usually, you show them how and tell them why you do it. A good demonstration shows how to do something so clearly and so carefully that a person watching can copy what you have done.

The main difference between the simple demonstration and the teaching method demonstration is that the latter is carefully planned.

How Demonstrations Teach New Practices?

- They help people to take more interest in learning
- They combine seeing with learning
- They encourage people to try new practices
- They make each step easy to understand
- They convince people who see and examine results.

Why Demonstrations Improve Your Programme?

- They are dramatic and attract attention
- They build confidence in the local worker.
- Announcements of a demonstration can be used to publicise a programme
- Demonstration results make news that can carry the suggested practice to a broader audience.

Who Should Use Demonstrations?

Local Workers - Village Workers - Agents: Village workers have many places to demonstrate to farmers, village women, boys and girls. Never tell how to do something when you can show how. Form the habit of putting this kind of action in your teaching whenever you can.

Leaders: It is easy to train leaders to give demonstrations. New leaders are more comfortably giving demonstration than using any other method. Well trained

leaders enjoy showing their neighbours a new skill.

Trainers - Supervisors - Specialists: People responsible for training local workers have many uses for demonstrations. A supervisor or specialist should study his teaching outlines to locate points at which he can demonstrate, rather than just lecture. The audience will learn faster and he will get better results. For example, go to a village with a new worker and demonstrate how to make a home visit, rather than confining training to a discussion in the office.

What Can be Demonstrated?

Both home economics and agriculture have almost unlimited possibilities for the use of demonstrations. Some examples: how to plant a garden, its care; how to plan and where to place the stove in the kitchen, how to build a smokeless stove, its use and care; mixing feed for poultry etc.

Where Can Demonstrations Be Held?

- 1 Hold demonstrations where a group can gather to see and hear you. Arrange benches under a tree, in a home or use a public building,
- 2 Exhibits at fairs offer a good place to demonstrate. The demonstration need to be short and related to the exhibit.
- 3 Demonstration in a market may show how to use foods. This helps the farmer and the consumer.
- 4 A talk to school children on health could include a short demonstration on how to make a homemade toothbrush and how to use it.
- 5 In farm and home visits, you have many opportunities to say "Let me show you how to...."

II GETTING READY FOR THE DEMONSTRATION

Plan Ahead

Plan your demonstration as a part of your total programme. Weeks or even months before you give a demonstration, write in your plan of work that you will use demonstrations to teach certain skills.

When and Where

Plan when and where you will give your demonstration. Plan the time and place most convenient for the people you want to reach. Ask these people to help you plan. They will know when they will have free time. They will also know about a suitable place for the number of people you expect to attend. You may need to review with them the requirements for a meeting place.

Select a place -

- large enough to hold the audience
- where everyone can see the demonstration and can hear what you say
- suited to the demonstration. For instance, a plowing demonstration should be held in a field.

Publicity

Advertise the demonstration ahead of time to reach the people you want to attend. In your plan of work, you indicated who these people would be. Will posters tell them about the demonstration? Do you have leaders in the village who will notify others? Call on key people in the village well in advance, to be sure they remember the time and place of the demonstration.

Study Your Subject

To conduct a successful demonstration, study your subject. Be skilled in the practice you plan to demonstrate. Know more about your subject than you tell your audience. They will ask questions. Convince them that you are thoroughly familiar with the method you are teaching.

Select the Right Demonstration

A demonstration should:

- teach a sound practice
- have wide application
- be timely - show how to treat seeds for disease just before planting season and how to prepare beans when they are available in the garden
- be one that you do with available equipment.

Outline Steps

Make an outline. List each step you will take when you give your demonstration. Each step should be an act you will perform.

List Key Points

The steps you list are the framework of your demonstration. But they are not enough to make it a success. Use KEY points to support every step. Key points are the facts that are brought out in each step. These facts will make each step easier for your audience to understand or will eliminate any hazards as they try to practice what you are demonstrating. List this information in your outline under a column called KEY POINTS.

Assemble Equipment and Material

After you have outlined your demonstration - step by step with all the key points - your next job is to assemble everything you will use. Select equipment that is familiar to the people who will attend. For instance, if you plan to show village women how to cook, use cooking pots, spoons and other utensils familiar to them. Or bring in the equipment which is easily available in the local market at a price they can afford to pay.

Arrange your equipment neatly as you plan to use it in your demonstration.

Rehearse

Like an actor on the stage, you must rehearse your demonstration. Whether you are an experienced demonstrator or a beginner, this is necessary. This is the only way you will know that you have all the equipment and supplies you will need; all the information you will need; and most important of all, that you will know how to coordinate what you do with what you say.

People enjoy watching an expert work. They appreciate forethought and careful preparation. When you give a well-prepared demonstration, it lets your audience know that you think they are important.

Rehearse your demonstration exactly as you plan to give it at your meeting. Find a place to practice where you will be uninterrupted. Do and say out loud exactly what you are going to do and say in your demonstration. Repeat the demonstration until you know it well enough to welcome questions or interruptions without losing your chain of thought.

III CONDUCTING YOUR DEMONSTRATION

Before the Audience Arrives

On the day you give your demonstration, plan to reach the meeting plan ahead of time. For many demonstrations, a half hour before the meeting starts is sufficient. But for others, you may need more time. You need time to:

- Arrange your demonstration equipment and supplies neatly
- Check any equipment such as stove, sprayer - to see if it will work
- Make sure your audience can see and hear every step of your demonstration.

Presentation

Your presentation will consist of four parts. They are:

- 1 Introduction - explain the need for this demonstration. Tell your audience why you are showing this particular practice in the community. Also tell them how it will improve on the method now in use. Be sure to acknowledge the present method. Make your introduction short, but make it interesting. Convince your listeners that the subject is important.
- 2 The Demonstration Itself - make the demonstration look easy so the group will want to try it at home. Make it look like fun, and really make it fun.
 - Be enthusiastic - enthusiasm is contagious. Act as if you believe in what you are doing.
 - Be yourself - you can be yourself if you have practiced your demonstration and you are confident in your ability to present it. Smile occasionally as you talk to your audience.
 - Talk to your audience - each member of your audience should feel you are talking to him. Look at your audience whenever you can. During your demonstration, do not attempt

to talk to your audience while your back is turned to them.

- Speak loud and clear - be sure the audience can hear you. Speak distinctly. You may wish to have someone posted in the back to raise his hand when he cannot hear you. Use words that the audience will understand. If you use words you think are unfamiliar to them, explain the meaning.
- Follow your outline - explain step-by-step what you are doing, how it is done, and why this practice is important. Have some of the audience demonstrate back to you steps you feel are difficult. Repeat a step, if necessary.
- Work alone - It may be better not to have an assistant when you demonstrate. The group may get the impression that the operation is too complicated for one person to do. However, you could ask some members of the audience to help in certain lengthy operations, after you have shown your ability to work alone.

3 Questions and Answer Period - Encourage discussion. You may tell your audience that there will be time at the end of your demonstration for questions. You may, however, tell them that questions are welcome any time. Anyhow you must be prepared to answer any questions that interrupt your demonstration.

Always repeat a question so everyone can hear it. Be sincere and tactful in answering these.

4 Summary - summarise your entire demonstration. Handout reference materials. Advise audience where to get further assistance, and where they can get materials and equipment. If this demonstration is one of a series, announce when and where the next one will be given.

IV FOLLOWUP

Publicise what happened at the demonstration - Here are some ways you can publicise your demonstration:

- 1 News Item - If you have a newspaper available, use local names, incidents and situations as background to describe the new practice.

- 2 Radio - if you have a radio programme, publicise your demonstration the same as in a newspaper.
- 3 Ask leaders to talk to others about the demonstration.
- 4 Hold a follow up meeting at the home of a family who is satisfactorily using the practice shown in the demonstration. This type of meeting is an effective way to prove further the local value of the practice.

Evaluate - a good demonstration should produce changes in the methods people use. To measure your effectiveness:

- visit people who attended the demonstration and find out if they have put the recommendations into practice,
- check with local storekeepers to see if they have had increased demands for special materials you recommended.

What else.'

You need material - written as well as illustrated - to further supplement your efforts. Demonstrations duly supported by training material e.g., reference notes etc. would be more effective.

BACKGROUND PAPER

BF-08

TRAINING
MANAGEMENT

R.B. Rajaguru
ICA Regional Director
for South-East Asia

International Cooperative Alliance
Cooperative Union of the Philippines
joint sub-regional
WORKSHOP ON TECHNIQUES OF AUDIO-
VISUAL INSTRUCTION AND DEVELOPMENT
OF COOPERATIVE TRAINING MATERIAL-I
Manila, the Philippines

June 4-23 1984

Training Management

R. B. RAJAGURU

The aspect of training to ensure a more efficient and a more member need-oriented service through cooperatives has continued to grow in importance over the last several decades. Many a cooperative system has sought to improve performance by setting up suitable structures in the training sector, but overall, in many situations, the approaches have been somewhat rudimentary and ad hoc and the continuing complaint against cooperatives remains one of disinterested and indifferent service by a staff that has no commitment. On the other hand the range of services rendered by cooperatives has continued to grow and there is an increasing emphasis for the professionalisation of management. Over the last decade the national movements, the ICA, ILO and others have mounted several programmes, both at Regional and National levels to examine the problem in-depth and find workable solutions. All these efforts have shown that "training" cannot be treated as an isolated activity - It forms an integral part of a total approach to cooperative development and needs to be treated on long-term perspective. The purpose of this paper is to focus attention on the various aspects which will lead to better training management and is intended basically as a paper for discussion with the hope that the workshop will be able to identify strategies which will be

implementable in the national situations, in the short run.

Overall Objectives

In approaching the subject of Training Management, it would become necessary to broadly identify the overall objectives of cooperative effort. What is it that is sought to be done by and through cooperatives? In this regard there could be various interpretations and definitions, and it is not the intention of this paper to examine these however, for the purpose of this paper the overall objective of cooperative effort would be taken to mean the evolution of structures with a strong base of an involved and participating membership, who through democratic means, seek to satisfy their various needs, economic, and social by a careful and participative management of the structures which they have set up. This effort would lead to various types of linkages, both vertical and lateral, and various types of collaboration at various levels with the governments, banks, other voluntary organisations etc, and would involve the employment of staff, who may or may not be members of the cooperatives themselves. The overall effort would lean to the satisfaction of their various needs and to a better quality of life for the large mass of the membership. In this context Management of Training would be a composite one, with the focus stretching over the membership, their elected leaders, their employed staff, the government functionaries concerned, the trainers, institutions concerned with training and a host of others. The total

effort, however, would be one that seeks to ensure a better quality of life to the primary target group - the large mass of the membership and the achievement of this through conscious participatory involvement, in the development process.

Needs

To achieve the overall objective of cooperative effort, as mentioned above, one would have to ensure the effective interaction between a whole host of inter-related organisations, functionaries and functions. In this paper attention will be focussed primarily on those factors, which have a direct bearing on Training and Training management. These are in general the findings of the various symposia/workshops held by the ICA and ILO in this regard.

(i) The need for a Training policy - with the cooperatives becoming more and multi-purpose in nature, and also large in size, there is an increasing need for more and more staff who can perform effectively. Even if one gets "trained" they need to be trained to work in a cooperative environment. In view of the complex problems that arise, there is a need to evolve an accepted policy on cooperative training, which is acceptable to the large mass of the cooperators.

(ii) The identification of manpower needs and training requirements. - How does one evolve a suitable policy and a plan of action unless one knows what the nature of the problem is. It can safely be said that the ad hoc approach by

*ICA Regional Director for South-East Asia, New Delhi.

**Presented at 4th SEASPECT Meeting, Kuala Lumpur, Malaysia, 11-22 March, 1984.

Individual cooperatives or groups of cooperatives to the problem of manpower, has complicated the issues regarding training and manpower development. However, a basic fact remains - and that is that if a conscious approach is to be made, one has to assess the situation "as is" and to project the needs over a time span projection of at least five years, to develop suitable strategies to meet the manpower needs. This remains a vexed problem for many a cooperative movement, primarily because of the lack of systems and the absence of perspective planning within the cooperative system itself. Many a cooperative movement has been called upon to perform in various fields, dependent on a government policy or programme which necessitates the induction of a large number of staff in the short run - and when the government changes, the cooperatives have had to carry the burden of some staff that is not generally usable except in emergencies.

(iii) Identification of training needs -- this is a very complex problem - as the cooperatives now perform a wide variety of functions and consequently employ staff with different kinds of skills.

(iv) Determining the way in which the training needs are to be met - this is another complex area needing careful examination of the needs and matching the methodologies with the needs in the most cost effective manner. What do we need? Elaborate training institutions, or on-the-job training? Short courses or long courses? Theoretical and conceptual or practical and job related? Diploma, Graduate or post-graduate courses, or basic skills development? And a whole host of related questions.

(v) What of the trainers? How do we acquire, train, develop and maintain good trainers? For that matter who is a good trainer and

how do we provide the necessary orientation to the trainers we use in our training situations? Should trainers be purely academicians with high qualifications, or should they be conversant with the actual field situation. How do we expose them to the live field situation?

(vi) Training materials and equipment - how do we match these with the needs for training identified to suit the various levels of training involved. Who will produce such material - How do we train persons to use equipment effectively?

(vii) What of the curriculum to be used in various training programmes. How do we make the curriculum relevant and meaningful. Is this a one man/small team academic exercise, or is this a participatory effort involving the trainer and the user of the trained persons?

(viii) What of the persons to be trained? What are their problems and needs? Are they properly motivated lot? Is the working environment conducive to effective performance? What action is necessary to provide attractive service conditions and security of service and career development prospects.

(ix) What of the complex problem of Board/Manager relationship? - How do we evolve a working hypothesis which permits professional management to perform effectively?

(x) What of the member-owner of the cooperative itself? How do we get him to understand the need for professionals in management. How do we get him to recognise that a satisfied workforce means more effective performance?

(xi) The all pervasive government functionary - how do we get him to accept the fact that professionalisation of management is not a challenge to his area of authority -

how do we work towards peaceful co-existence?

(xii) What of the policy-makers - both in government and among the elected cooperative members - especially at the higher echelons. How do we inspire them to make objective decisions in regard to the total need. How do we get them to evolve strategies and to effectively implement them.

These, and perhaps many more, are the types of issues which have a direct bearing on the aspect of Training Management, on which this paper seeks to focus attention on. It is the contention of this paper that unless approaches are made on a broad spectrum, and with objectivity and vision, the vital aspect of training is likely to remain one which is poorly managed in many situations.

Some Recommendations

The various symposia/workshops referred to earlier made some basic recommendations which would help in better training management. These are mentioned here for the consideration of this workshop with hope that they can be critically examined and guidelines formulated.

(i) In many situations, training is a function carried out by several institutions and functionaries. There is a need for an overall approach and this gives rise to need for a National Council/Committee for Cooperative Training, which will consist of policy makers, Trainers, Users, Academicians etc. It could be the forum in each country to develop suitable strategies. Where and how and by whom it would be set up would depend on the local situation.

(ii) Manpower survey unit - to be set up at national level to continuously assess manpower needs.

(iii) The setting up of a Man-

power planning unit and data bank/banks. There is a diversity of opinion in this regard - whether there should be only one unit or several at several levels - the decision being dependent on local situations.

(iv) The setting up of a National Institute for Cooperative Education and Training - which will coordinate activities on this sector, develop suitable curricula - train the trainers produce materials etc.

(v) The setting up of a centre for materials production - some are of the view that this should be a separate unit, but functioning in collaboration with the National Institute.

(vi) National Institute for Cooperative Teachers Training. Some are of the view that this too should be separate, but work in close collaboration with the National Institute.

(vii) Setting up of a Management Consultancy unit either within the N.C.O. or as a separate unit, to

assist in implementation, of various programmes at various levels.

(viii) Setting up of suitable mechanisms to monitor and evaluate performance at society level to ensure that the members benefit from the services of the better trained staff/or in the alternative to identify strengths or weaknesses and provide the necessary feed-back to constantly review and up-date training programmes.

(ix) Setting up of wings at N.C.O. and its lower level affiliates level to develop effective member education of relations approaches and to link the education to on going cooperative activities and to future needs. The effort would aim at getting a closer relationship between the member, the society and its staff and management.

(x) Re-orient training programmes for the Government functionaries to enable them to better understand their role as facilitator rather than the present one that is commonly held of being the controller, regulator and manager.

Conclusion

Training Management, when taken in broad perspective is a complicated affair. Any meaningful and effective approach to the subject would depend fundamentally on the breadth of understanding at several levels and in particular at the level of the policy-maker and those who influence policy decisions. It is in this context that the National Training Institutions, as already existing, their Directors and Principals, and possibly SEASPECT as a group has a vital role to play in focussing the attention of the National Ministries and Departments concerned with cooperatives, the National Cooperative Organisations and their affiliates, the Government functionaries and others concerned, of the immensity of the problem facing the cooperatives and the urgent need to take effective action, if the expectations of large mass of the people for a better quality of life through cooperative effort are to be meaningfully realised, at least within a reasonable period of time. []

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BACKGROUND PAPER

BP-09

MONITORING
AND
EVALUATION

T. Marimuthu
and
A.L. Ramaiah
Faculty Members
University of Malaya

International Cooperative Alliance
Cooperative Union of the Philippines
joint sub-regional
WORKSHOP ON TECHNIQUES OF AUDIO-
VISUAL INSTRUCTION AND DEVELOPMENT
OF TRAINING MATERIAL-I
Manila, the Philippines
June 4-23 1984

Methodology of Evaluation

T. MARIMUTHU & A. L. RAMAIAH

This paper will attempt to provide some basic ideas related to the concept of evaluation, with particular reference to monitoring of non-examination training programmes and courses. The first part of the paper is devoted to the discussion of basic concepts in evaluation, while the second part deals with the design of evaluating a training programme. Since the general term evaluation includes monitoring, both terms will be used interchangeably in this discussion.

What is evaluation?

The dictionary definition of evaluation is "to determine the worth of; to appraise". In the educational context, this term evaluation includes not only the process of determining what the actual outcomes are and of comparing them with the expected outcomes but it also involves judgements about the nature and desirability of any demonstrated changes. Evaluation provides feedback for any educational activity in which the goals are compared with outcomes. The feedback can help to clarify what the goals are, and it can help indicate the nature and extent of any discrepancy between what is intended and what actually happens. But before one undertakes the task of monitoring or evaluating any educational or training programme, one has to be clear about the aims and objectives of the programme. If the aims and objectives are stated in behavioural terms then judgements can be made with regard to the changes in behaviour. Some means of measurement or assessment have to be made in order to evaluate the effectiveness

of the programme. Has the student actually acquired the skills, knowledge, attitudes, belief and values that were intended by the training programme? Has he shown any marked changes in his behaviour? In order to assess his ultimate behaviour after the programme, one has to know his initial behaviour, that is, the behaviour that the individual or group displays before the educational experience. In order to evaluate the intended outcomes of the programme three classes of variables that guide programme development should be considered. They are the *input* variables such as the characteristics of the students, teachers and the environment, costs of the various components of the programme, and priority accorded to the programme. The *process* variables constitute the actual experience of the training programme and may include variables such as the interaction between the teacher and student, instructional procedures, the setting in which teaching and learning takes place and the resources available for the running of the programme. The third class of variables is referred to as *outputs* or outcomes; it consists of the programme such as the behavioural outcomes, benefits to learner and society, influence on other parts of the educational system and other unanticipated outcomes. This process of measuring programme outcomes and comparing them to what was intended is called *product evaluation*.

What are some of the characteristics of evaluation?

Anderson and others (1975) have listed the following characteristics of evaluation :

1. The primary purpose of evaluating an education or training programme is to provide information for decisions about the programme.
2. Evaluation results should be used for the improvement of the programme, not just for decisions about continuation or termination.
3. Evaluation information should be provided in time to be useful for such decisions.
4. Evaluation is a human judgemental process applied to the results of programme examination.
5. Evaluation efforts should take into account the long and short term objectives of the programme. It is also desirable for evaluators to be alert to any unintended effects that a programme might have.
6. Evaluation of education or training programmes is multivariate in nature. Human behaviour is complex and multiply determined.
7. The process of obtaining information for evaluation should meet the appropriate criteria of objectivity, reliability, validity,

*Faculty of Education, University of Malaya.

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practicality, utility and ethical responsibility.

The above are some of the factors that should be taken into account when designing an evaluative technique. The choice of the technique will depend on the purpose and the kind of information needed by the decision-makers.

Evaluation models

There are two main types of evaluation models *formative and summative* evaluation. Formative evaluation is essentially concerned with the improvement of an existing programme while the summative evaluation is concerned with the final outcomes of the programme. Formative evaluation should collect detailed and specific information to guide the programme developers. Examples of the kinds of evaluation research conducted by the formative evaluator may include pretesting of the materials through tests and observation, obtaining more information about the characteristics of the target group, selection and definition of the goals and objectives of the programme and in some cases conducting special studies which run parallel to the programme. Cronbach (1963) has provided the following suggestions for course improvement through evaluation :

1. Obtain data regarding changes produced in the pupils.
2. Look for multidimensional outcomes and map out the effects of the course along these dimensions separately.
3. Identify aspects of the course in which revisions are desirable.
4. Collect evidence mid-way in curriculum development, while the course is still fluid.
5. To find out how the course produces its effect and what factors influence its effectiveness.
6. During trial stages, use the teacher's informal reports of

observed pupil behaviour in aspects of the course.

7. Make more systematic observations only after the more obvious problems in the early stages have been dealt with.
8. Make a process study of events taking place in the classroom and use proficiency and attitude measures to reveal changes in pupils.
9. Observe several outcomes ranging far beyond the content of the curriculum itself-attitudes, general understanding, aptitude for further learning and so forth.

Formative evaluation is part of the developmental process and provides feedback so as to improve the programme

Summative evaluation as stated earlier is designed to assess the overall effectiveness of the programme. For example if a training programme has been organised to impart certain job-specific skills, such as carpentry, plumbing or computer technology, then summative evaluation will utilize designs to assess the final outcomes of the training programme. There are two types of research designs which are sometimes known as "hard" and "soft" evaluation. The hard evaluation which usually involves survey research utilizes a research design that is capable of discerning causal relationships, the collection of data that are objective, reliable and valid and the analysis of these data by sophisticated statistical techniques. On the other hand the soft type of evaluation consists of a research design that point to trends and co-relationships, data that are subjective and judgemental and an absence of sophisticated statistical analysis. Examples of this kind of research includes the case-study method and participant observation. The use of a particular research design will depend on the problem

to be studied, the type of data to be collected and the use of the data for the overall programme development.

Summative evaluation provides information for policy makers to make decisions about competing alternatives. They have to decide whether to continue the programme based on the evaluation.

Role of evaluation in curriculum development

Evaluation is an integral part of the process of curriculum development. Evaluation is used to provide feedback so that the aims, goals and objectives can be further redefined, adapted, or changed based on the information provided. Wheeler (1967) suggests five stages of curriculum as :

1. The selection of aims, goals and objectives.
2. The selection of learning experiences calculated to help in the attainment of these aims, goals and objectives.
3. The selection of content through which certain types of experience may be offered.
4. The organisation and integration of learning experiences and content with respect to the teaching-learning process within school and classroom.
5. Evaluation of the effectiveness of all aspects of phases 2, 3 and 4 in attaining the goals detailed in phase 1.

The formulation of clear goals and objectives is important for the evaluation process, for evaluation is part of the whole process of setting objectives and assessing how well these objectives have been achieved. In curriculum development, educational goals and objectives are usually stated in behavioural terms. What sort of changes in behavioural standards are expected at the end of the training programmes?

What type of changes are expected of the individuals in their personnel attributes such as knowledge, skills, values, attitudes and interests? The attainment of the expressed goals and objectives will depend on the selection of learning experiences, selection of content and the integration of learning experiences and content.

To monitor and evaluate job-oriented and job-specific non-examination courses, both formative and summative evaluation can be used. Formative evaluation during the training programme will monitor the efficacy of the programme, while summative evaluation will provide information regarding the efficiency and the relevance of the programme in relation to the goals and objectives. To evaluate job-oriented training programmes, it is necessary to develop research instruments that will gather information relating to the level of skills and knowledge to the job, job performance, job satisfaction, attitude to the job and the work place, ability and aptitude. One may also want to evaluate the individual's other values such as his creativity, initiative, adaptability, respect for authority, loyalty to the group, perseverance, punctuality etc. This information can be obtained through observation of the individual in his work-place and through administering questionnaires which will measure his value orientations. Job-related information can be obtained from his employers, colleagues and from the individual himself. Based on this feedback information, it is possible to make a judgement as to whether the job-oriented training programme has achieved its aims and objectives or not.

It must also be borne in mind that the job performance of the individual may be related to a host of other factors which have little to do with the training programme. Therefore it is important to develop

test instruments and research techniques that will assess the contribution made by the training programme to job performance.

Design of an evaluation system for cooperative education curriculum

The objectives of the cooperative colleges provide the framework for a specific type of evaluation. But the institutions will also need much on-going research and management information to monitor their own progress and that of their students. This information must be structured so that it can feed into the decision-making processes of the colleges

Information is not collected as an end in itself. We are here concerned with it as an aid to management decision-making. Decisions in industry are usually dominated by the necessity to maximise financial pay-offs. The value of information can be directly related to the value of the decisions to be made and decision-makers have a clear interest in the use of such information. The situation in an educational institution is less clear. It has not in the past been necessary, nor have academics thought it desirable, to question too much what goes on in institutions of cooperative nature. But with an ever increasing number of participants, informational problems are acute.

The following are generally accepted as essential in course evaluation design.

1. The nature of the information,
2. Categorisation of the information,
3. Uses of the information,
4. Levels of information,
5. Questions to be asked- some examples :
 - 5.1 The need and/or demand for the course,
 - 5.2 The effectiveness of the course,

- 5.3 Evaluation of one unit or block of work,
- 5.4 Evaluation of the effectiveness of one component.

6. The timeliness of the data.
7. The responsibility for collecting and banking the data.

1. The nature of information

Some information will need to be collected from participants themselves, some will be derived as a by-product of their studies and some will need to be collected from staff.

Certain types of information need to be collected at the beginning of students' studies, and may or may not need up-dating e.g. occupation. Other types of information are related to study habits and reaction to courses and will need collection on a continuing basis.

Wherever possible, information that is essential to the efficient functioning of a cooperative college should be obtained as an automatic part of the institution's administrative processes. Because of this necessary information will be collected automatically, it is necessary to be selective about it and limit it to that considered as basic and essential. Basic information should be collected compulsorily. More detailed information should probably be collected voluntarily.

The basic data can then be made available on a routine basis, and its function should be to pin-point and highlight trouble spots in the system as a whole.

2. Categorisation of the information

- (i) for each piece of information required, it is necessary to categorise it as
 - (a) essential
 - (b) desirable i.e. optional
- (ii) then the information needs to be categorised according to its

potential users. These are likely to include :

- (a) the individual student
- (b) the instructors or academic groups
- (c) the administration and policy makers
- (d) the course team

(iii) Finally the information has to be categorised according to its source :

- (a) the student
 - by student
 - by observation
- (b) the instructor
 - by request
 - by observation
- (c) information from the administrative records e.g. student survival

(iv) Information will be required to monitor :

- (a) the student's performance
 - on the course as a whole
 - on each unit
- (b) the instructor's performance
- (c) the course's performance
 - as a whole
 - for each unit
- (d) the administration's performance in the delivery of the educational system

3. Users of the information

Much information is multi-purpose, and will be needed for more than one user. Feedback to different categories of users may include such items as :

- (i) *To the student*
 - Individual grade
 - Average grade
 - Average length of time studied
 - Commentaries on errors
- (ii) *Feedback to instructor*
 - Overall distribution of grades by student characteristics

Distribution of scores, item by item

Students' subjective reactions
Instructors' subjective reaction to unit

Distribution of instructor's gradings

(iii) *Feedback to course team*

Distribution of grades by student characteristics

Distribution of scores, item by item

Length of time on each unit

Students' subjective reactions

Information on students' study habits e.g. viewing/listening, visits to study and resource centres

Student survival

Distribution of Instructor's gradings

(iv) *Feedback to administration and policy maker*

Summaries of much information already listed, but on an aggregate basis, particularly:

Structure of the student body
Student performance and survival

Study habits

Use of facilities

(v) *Feedback to regional organisations*

Individual learning patterns
Pattern of student performance by course

Pattern of student performance by country

Study habits

Use made of facilities

Nature of student problems

4. Levels of evaluation and persons involved in the decisions. It is possible to distinguish, at minimum, four different levels :

(a) evaluation of the need and/or demand for the course

(b) evaluation of the effectiveness of the whole course

(c) evaluation of individual units of work on the course e.g. one week's work

(d) evaluation of the impact or effectiveness of one individual component of the course

Different persons or groups are likely to have a different view of "what constitutes effectiveness" at each of these levels. For example, at least five different persons or groups may need to make judgements about the effectiveness of the whole course :

- the college/country providing the resource
- the educator/instructor
- the employer of the newly trained qualified student
- outside educationalists
- the student

5. Questions to be asked

At each level there are a range of questions which could be asked. Some examples are given here

5.1 *The need and/or demand for the course*

Is there a national evidence of the need for the course? What form does the evidence take? What would be acceptable evidence anyway? Is there effective demand for such a course? What is the nature of the demand? What other courses currently meet that demand, or are being planned to meet it?

5.2 *The effectiveness of the course*

Did it attract enough students? Were they the right "sort" of students? Did enough of them survive? Was the academic standard high enough? Did the course provide the students with adequate educational foundation for future studies? Were the academics satisfied?

Were the students satisfied?
Is the course same standard as
other courses? Was the work-
load of the course reasonable?

decision making process is more
difficult to pin down in education,
the question of timing is even more
crucial.

5.3 *Evaluation of one unit of work*
Is the level at which the work
was pitched correct? Is the
quantity of work acceptable?
Is the assignment work
adequate?

**The responsibility for collecting and
banking the data**

It is desirable to identify some-
one, either within the academic
group or the evaluation group, to be
overall responsible for the collection
and banking of all data. If not, it
is likely to be considered either
everybody's job or nobody's! The
outside group is likely to be consi-
dered more objective. The outside
group may have more academic
credibility with their colleagues and
more notice may be taken of them.

The timeliness of the data

Information has to be available
in time for decision. A complex
research design no matter how scien-
tifically correct is of no use if the re-
sults come even a few days after the
decision has been taken. Since the

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BACKGROUND PAPER

BP-10

COOPERATIVE EDUCATION MATERIALS
ADVISORY SERVICE (CEMAS) FOR THE
IMPROVEMENT OF COOPERATIVE
EDUCATION AND TRAINING AT
LOCAL LEVEL

- an introduction

Daman Prakash
Education Officer-AVA
International Cooperative Alliance
43 Friends Colony
New Delhi 110065. India

ICA-CUP SUB-REGIONAL WORKSHOP
ON TECHNIQUES OF AUDIO-VISUAL
INSTRUCTION AND DEVELOPMENT OF
TRAINING MATERIAL-I.
Manila (Philippines)

June 4-23 1984

COOPERATIVE EDUCATION MATERIALS ADVISORY
SERVICE (ICA-CEMAS) FOR THE IMPROVEMENT OF
COOPERATIVE EDUCATION AND TRAINING AT
LOCAL LEVEL - An Introduction

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The text includes a number of simple
illustrations for a better understanding

International Cooperative Alliance
Regional Office & Education Centre
for South-East Asia
43 Friends Colony, New Delhi 110065. India

May 1984

International Cooperative Alliance
Regional Office & Education Centre for S-E Asia
43 Friends Colony, New Delhi 110065. India

**COOPERATIVE EDUCATION MATERIALS ADVISORY SERVICE
(CEMAS) FOR THE IMPROVEMENT OF COOPERATIVE
EDUCATION AND TRAINING AT LOCAL LEVEL - An Introduction**

Daman Prakash, Education Officer-AVA

PART I : CEMAS

Introduction

The Cooperative Education Materials Advisory Service (CEMAS) of the International Cooperative Alliance (ICA) is working on the improvement of materials and methods for cooperative education and training in developing countries, with particular reference to the needs of members, committee (board) members and staff in primary cooperative societies.

At various forums in the past, and more specifically at the joint ICA-UNESCO Cooperative Education Leaders' Conference at Jongny, Switzerland, in 1970 and at the African Cooperative Education Leaders' Conference held in Nairobi, Kenya in 1972, the International Cooperative Alliance was requested to examine and to take appropriate steps towards a coordination and promotion of the production and use of educational materials for cooperative education and training. Following these wishes and recommendations, a joint ICA-CLUSA (Cooperative League of the USA) project, financially sponsored by the USAID, was initiated in 1973. The COOPERATIVE EDUCATION TECHNIQUES PROJECT (CET) presented its first report with recommendations in September 1974, following a year of intensive research into the situation with regard to education materials for cooperative education/training in the lesser-developed countries.

The main recommendations made were that the ICA should:

- i) set up a permanent working group representative of cooperative training centres to assist in the development and improvement of facilities for international cooperative training; and
- ii) take action to improve the existing supply of suitable materials, and to advise on appropriate methods and techniques, for cooperative education and training in developing countries.

In response to the first, the ICA created the Advisory Group for International Training of Cooperators (AGITCOOP), in 1974. And, in the same year, after completing a research study into the materials and methods being used, the Cooperative Education Materials Advisory Service - CEMAS - was created as a permanent feature of ICA services to cooperatives in developing countries.

In order to put the CEMAS on a regular footing, the ICA approached the Swedish Cooperative Centre (SCC). The request was favourably considered by the SCC and the Swedish International Development Authority (SIDA), and a formal agreement was entered into under which the CEMAS structure at the head office as well as the Regional Offices would be adequately supported by the SCC and the SIDA. Since then the CEMAS has been progressively operating its head office structure together with the CEMAS regional units at the ICA Regional Offices in South-East Asia; East, Central and southern Africa; and West Africa.

Since its establishment in 1975, it has happily become a well-known and appreciated educational service of the ICA to its member-organisations through the clearing house for information and advice; the publication of various materials; the training of trainers and the development of improved methods and techniques.

Overall Aim of the CEMAS

The overall aim of the CEMAS project has then been defined as to contribute towards the efficient establishment and operation of small primary cooperatives through suitable support by the process of education and training of the people involved.

"Small primary cooperatives" - rural, serving the needs of small farmers operating in the environment of the typical developing country;

"The people involved" - the members in general, those of them who have been elected for leader functions, the secretary/manager;

"Education" - to make all the people involved understand the advantages of group action through cooperatives, to understand and accept the characteristic principles or features of a cooperative, to understand the constitution and operations of their cooperative, to understand some basic economic facts ect. Education is concerned with knowledge and understanding. The objective of education then is to create willingness.

"Training" - to impart the necessary know-how and skills needed by the manager to manage the cooperative, by the elected leaders for decision-making and participation in management, by the members with regard to the practical dealings with the cooperative. Training is concerned with know-how and skills. The objective of training then is to create ability.

The name "CEMAS" - Cooperative Education Materials Advisory Service - indicates what it is all about - a service with the aim of contributing towards improvement of materials and methods for education and training for promotion of cooperatives. Cooperative organisation of economic activities - often for the purpose of solving some of the socio-economic problems - is a recognised instrument for development, and effective education and training are absolutely necessary and decisive factors in cooperative development work. Without it, the development is slowed down or fails altogether. Knowledge about and access to effective materials and methods are, in their turn, important requirements for making education and training effective.

The Purpose of the Service

In order to satisfy the ever-increasing needs of movements in the field of cooperative and education, a great number of material is constantly being prepared and applied. A variety of education and training material is appearing on the field every now and then. A number of educators have been making use of locally available material and also they have been "importing" quite a bit of it. Materials for education and training for cooperative development are in great demand everywhere. Such materials should ideally be designed to meet local needs in local situations - they should not just be imported. Great efforts are, therefore, being made in most countries to produce "appropriate" material and to try out various educational methods.

One of the aims of CEMAS is to facilitate an exchange of both materials and of relevant information, in order to assist local producers by providing them with models, ideas and inspiration.

The CEMAS has, therefore, been based on two main assumptions :

- 1) If materials for cooperative education and training are to be relevant and effective, they must be designed to meet local needs. They cannot be standards. There is no such thing as a "universal handout" or a "universal poster".

- 2) Granted that materials should be locally designed, there is still so much similarity in training needs, in subject-matter, in the basic structure, that the cooperative educators can, and should, borrow ideas and inspiration from each other. There is no need to start from scratch each time some educational and training material is to be produced for a specific local purpose. The efforts of others should be utilised - but always adapted to what is needed, there and then.

Operational Aspects of the CEMAS

Some of the aspects of the CEMAS are multi-faced so the approach has to be multi-pronged. A vast field lies in front of the CEMAS. A variety of material is available in the field. A number of methods are being used in the field of cooperative member education and training. All these have to be pooled together - if not all the materials and information on methods - at least the information on all education and training aspects. A number of Cooperators, Cooperative Educators, and field organisations have to be contacted. A proper system of collection, indexing and dissemination has to be designed and followed. A number of field trials and validations have to be conducted. A close collaboration thus becomes essential with other organisations. A very effective working relationship has to be developed with the CEMAS regional units.

There are certain INPUTS which result into OUTPUTS. A process of give and take develops. The working aspect of the CEMAS is illustrated in Fig. 1. This is the general practical working structure. The main foundation is the principle of "collaboration", "cooperation" and "mutual understanding". The slogan is SHARE IT WITH CEMAS, SEND IT TO CEMAS. CEMAS works on the principle of cooperation between cooperators.

Another aspect relating to the operations is the techniques part. This involves some amount of research, field studies, development of prototypes, actual field work in the field of training of trainers etc. This aspect is illustrated in Fig. II.

In order to achieve the main aim of the CEMAS, some strategies have been identified and adopted. Some of these are:

- 1) Collection of information about materials and methods for cooperative education and training from the field;

IGA COOPERATIVE EDUCATION MATERIALS ADVISORY SERVICE

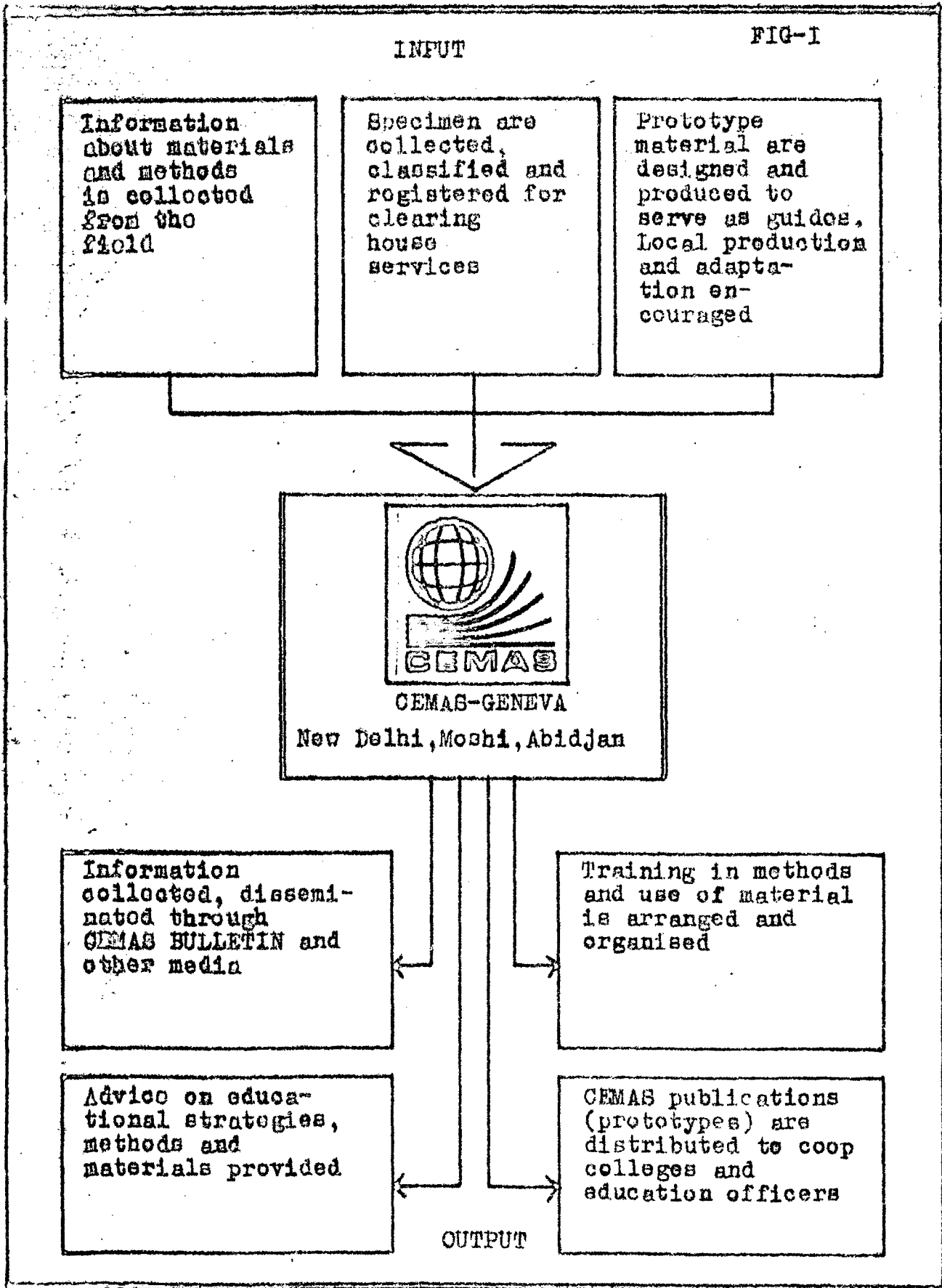
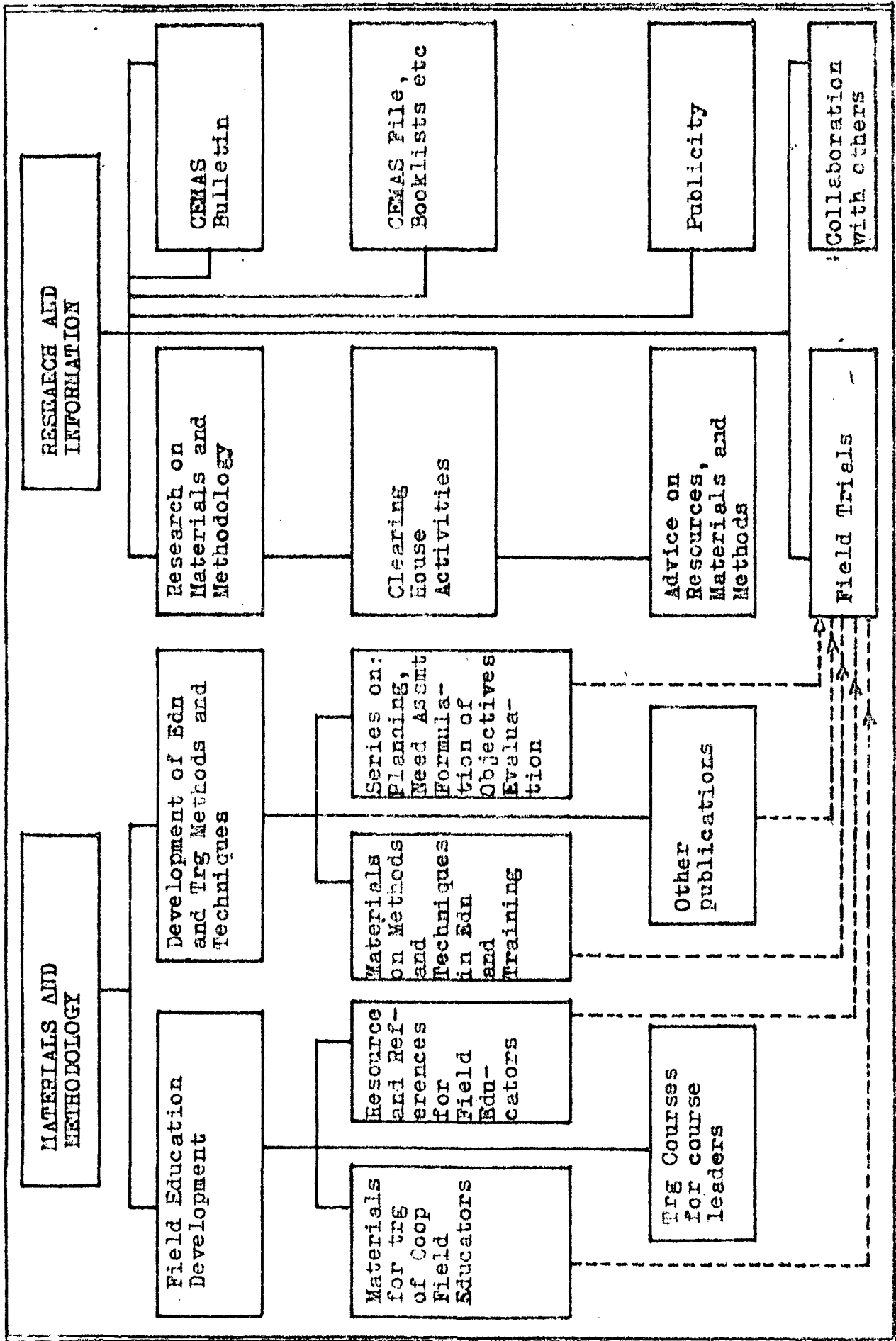


FIGURE-II

OPERATIONAL ASPECTS OF ICA-CEMAS



- 2) Collection of specimen of education/training materials and their classification and registration for clearing house service;
- 3) Designing and production of prototype material which could serve as guides for local production of training material;
- 4) Distribution of prototype material and assistance in its adaptation and application;
- 5) Provision of advice on educational strategies, methods and materials;
- 6) Arranging training opportunities in training methods and techniques;
- 7) Collaboration with several international agencies and projects dealing with cooperative development ; and
- 8) Continuous evaluation and appraisals of CEMAS activities.

These operational aspects are discussed hereunder in some detail :

1 Collection of Information about materials and methods

The CEMAS is maintaining a close contact with the ICA member-organisations, international and national cooperative training institutions throughout the world. These institutions have been, in various contexts, producing training and educational materials to operate their own programmes. The CEMAS, through its regional units keeps track of such material and makes special efforts to collect information on such materials. Some of the materials are quite relevant and effective and these could be useful to other users with some slight variations and adaptations.

2 Collection of Specimen of Educational/training materials

This is a practical step. Wherever the material is of real value and relevance, efforts are made by the CEMAS and its regional units to procure copies. Upon receipt of such material it is classified and registered for future use and reference. Upon receipt of requests from user-cooperative education and training institutions, the material is made available on loan or by making photo-copies or by annotating the material. Special permission is also sought and obtained from the authors and publishers to further duplicate the relevant material for use by the field educators and other cooperative trainers.

As soon as the material is classified and registered, its availability is made known to the other CEMAS units so that they would also know about the existence and availability of material.

This is the most crucial aspect of the operations of the CEMAS. This falls under the CLEARING HOUSE service of the CEMAS. "Clearing House" means a point where information is first received - thereafter disseminated. The CEMAS believes that cooperative educators have a lot to tell their colleagues; positive experiences of a particular technique in some particular situation. Some seemingly small organisational innovations which have turned out to be successful. The discovery of simple ways of visual illustration of common cooperative subject-matters. An effective way of demonstrating a point through action and audience participation. Ideas for role plays for cooperative education. The simple point is: why not share our experiences with our colleagues! This is the main basis of the CEMAS Clearing House service

The Clearing House renders the following services:

- 1) Making information on materials available;
- 2) Making photographs, illustrations, slides etc available to the users either on loan or otherwise;
- 3) Operation and maintenance of film library - just as the one in New Delhi having nearly 80 films;
- 4) Special annotated bibliographies or select lists are prepared, on request, for cooperative training centres and cooperative education departments;
- 3) Designing and Production of prototype material

There is no dearth of manuals and handbooks within the cooperative world and outside, but there are very very few relevant materials. The main objective of the CEMAS is, to repeat it again, to make the cooperatives effective so that they are able to perform better. This can be achieved only by educating the members in their duties and obligations by providing systematic information and skills, to the managers of these cooperatives in handling the business. The material of the CEMAS - the manuals and handbooks - do not, therefore, gear to a higher level management but emphasises strongly on the day-to-day management of a small "primary" cooperative business. The

manuals, handbooks and other prototype materials of the CEMAS is, therefore, naturally somewhat elementary - but realistic. The material is designed keeping the "needs" of the members and committee (board) members in view, and also by keeping the "needs" and "capabilities" of the managers and other officers in view.

The publications are of two types. One type is instructive manuals on different methods for cooperative education e.g. Radio Education, Correspondence Education, Participative Methods, Training Aids, Role Plays and the like. The other type is models or prototypes of training materials, to be adapted to local conditions. A series of manuals on simplified book-keeping have attracted special interest among these.

A list of publications issued by the CEMAS appears on Annexure III.

The training material, including the manuals and handbooks, is designed and prepared by leading and experienced authors and Cooperators specially commissioned for the purpose. Material thus prepared is then subjected to several field tests, validations and evaluations before they are actually issued.

The mere publication of this material does not serve the ends. The main purpose is to give the Cooperators and educators - including the trainers - the material which points out and leads towards a specific goal and purpose, and which could be easily suited and adapted to local conditions. It is never the intention of the CEMAS to have its own material to be adopted as it is, but expects that the best part of the material is made use of by adapting it.

The ICA has been conducting a number of trainers' training courses. It has also been involved in several field level and national level projects. A number of technical meetings and workshops were also conducted by the ICA in the field of cooperative education and training. A valuable material - training packs, manuals, handbooks - has gathered within the ICA. Several of the training packs produced by the participants have been rated as "relevant". The regional units of the CEMAS have been collecting such useful examples and several of these are being adapted and published for the use of field educators and trainers. A number of such training packs and materials are on display in the CEMAS room in New Delhi, for instance.

4) Distribution of prototype material and assistance in its adaptation and application

The CEMAS is fully alive to the inadequate financial conditions that prevail in most of the cooperative institutions in developing countries. A large number of cooperative institutions, though interested in making use of training material, may not be able to afford the expenses involved in adaptation and revision. The CEMAS, through its regional units, tries to support such activities through the national cooperative organisations or the ICA Member-organisations - by providing assistance, financial and expertise. The first few sets of training material are, normally, made available free of charge.

5) Provision of Advice on educational strategies, methods and materials

Through its regional offices, the ICA, has been actively engaged in the developmental work and the officers of the organisation are quite well aware of the "high" and "low" points of various cooperative movements. In several countries the cooperative movement has made remarkable achievements while in several others much remains to be desired. The ICA and the CEMAS are, therefore, in a better position to provide technical assistance and consultancy and advice to the cooperative movements, and which strategies could help improve the performance of the Cooperative Movement.

The CEMAS believes - and that too rather strongly - that it is the education of members and committee members that is more important. Members have to have a sense of belonging and loyalty towards their cooperative. Together with this awareness, the cooperative business should be transacted in a proper manner and this is done mainly by the secretary/manager of the cooperative. This functionary should be aware of the simple and elementary management skills so that the books of accounts are complete, cash records are straight and upto date, stock registers are complete and are available, bank accounts are regularly updated, membership relations are regular and cordial and so on and so forth.

The CEMAS, through its regional units, continues to monitor such developments and helps the recipient movements in designing member education and training programmes. The CEMAS and the ICA do, in many instances, provide meaningful support to such movements.

Of late, the CEMAS has laid a special emphasis on Field Education Development approach - the FED Approach.

It is no replacement to the cooperative member education programme/activity which several national cooperative organisations have been operating. The FED approach is only a support to the member education programme with a main aim being to make the cooperative viable, effective and useful - in its services and activities. More about the FED later.

6) Arranging training opportunities in training methods and techniques

Although the CEMAS has been operating as an independent entity under the umbrella of the ICA, yet its activities have been aligned to support the developmental activities of the ICA and to provide the needed support and assistance to the ICA member-organisations in the developing countries. The CEMAS has been supporting and supplementing some of the major and minor educational programmes of the ICA and its Regional Offices. The Regional Offices of the ICA have, over the years, taken a special interest in training of trainers through different forms of conferences, seminars, training courses and technical meetings. The possibilities of coordinating some of these activities and the special CEMAS functions are now being looked into. That would mean development of instructional courses in "methods/materials packages" developed by the CEMAS, with special interests taken in training of field educators - co-operative educational instructors/officers/extension workers - responsible for education and training at the grassroot level.

A number of training courses have already been held in this area - training of trainers. Some of the recent ones are FED training courses in the Regions of East, Central and Southern Africa; West Africa and South-East Asia. Several others are being planned.

7) Collaboration with several international agencies and projects dealing with cooperative development

Cooperative development is not the sole monopoly of the ICA or that of the CEMAS. Many organisations are concerned with the development of Cooperatives. The CEMAS, by virtue of its having closest links with the world confederation of Cooperative Movements i.e. the ICA - a non-governmental international voluntary organisation - is naturally more concerned with the development of

cooperatives. It has, therefore, a special obligation towards co-operative institutions. To provide a better service to cooperatives in developing countries, the CEMAS solicits and maintains a close and working relations with other international agencies. Prominent among these are the International Labour Organisation of the United Nations (ILO), ILO's MATCOM Project (the Material and Techniques for Cooperative Management Training Project), the Food and Agriculture Organisation of the UN (FAO), the Swedish Cooperative Centre (SCC), the Intermediate Technology Group, international cooperative training centres and several others.

The CEMAS has a special working arrangement and relationship with the MATCOM Project of the ILO. The MATCOM aims at improving the management training techniques through the training institutions and prepares management guides and training packages for the use of management trainers. The main objectives of MATCOM can be summarised as follows :

- to help design, prepare, produce and disseminate basic practical training material and aids in the field of cooperative management and, at the same time, develop suitable training techniques for the use of the material and aids;
- to train trainers in the use of MATCOM material, aids and techniques; and
- to provide general advisory services in the field of cooperative management training.

The two services - the CEMAS of the ICA and the MATCOM of the ILO - try to ensure that they do not duplicate each others' efforts but supplement each others' work. The main objective of these two services is to ensure a good performance of a cooperative institution. One is trying to do by improving the management techniques while the other is trying to do it through improving the knowledge of members and committee (board) members.

8) Continuous evaluation and appraisals of CEMAS activities

The CEMAS does not only march ahead but also looks back. It believes in introspection and feedback. Because of its very close association with the ICA Regional Offices - now almost an integrated activity of the ICA working structure - the CEMAS continues to receive feedback from the movements. This is done through correspondence, officers' contacts, exchange of material, participation in ICA educational activities, continuous correspondence with the CEMAS liaison officers etc. The AGECOOP, SEASPECT (the South-East Asian Specialists' Group on Cooperative Training), and the Standing Education Committees in the

African Regions are the main sources of feedback to the CEMAS, which also continue to guide the activities. At some intervals review meetings of CEMAS officials also take place which reviews the past work and charts out future activities.

The most effective feedback that the CEMAS receives is from the cooperative training institutions which keep on placing demands on the CEMAS for supply of information, specimen of training material and copies of CEMAS publications. A very large number of training material is received from these institutions.

SUMMARY

CEMAS - Cooperative Education Materials Advisory Service - is a service of the International Cooperative Alliance aiming at contributing towards better materials and better methods for cooperative education and training in developing countries. It was created in response to a repeatedly expressed need of coordination in this particular field. It acts as a clearing house for information and advice on materials and methods, and is also a producer of prototype materials. It is an ideas bank for the use of cooperative educators and trainers. One of the aims of CEMAS is to facilitate an exchange of both materials and of relevant information, in order to assist local producers by providing them with models, ideas and inspiration. Besides a large number of manuals and handbooks which have been issued by the CEMAS, it publishes, four times a year, a CEMAS BULLETIN which is an important channel through which information is disseminated to cooperative training institutions, education departments of both national cooperative organisations and government ministries. The CEMAS has its headquarters at the Head Office of the ICA in Geneva and maintains its regional units at the three Regional Offices of the ICA i.e. South-East Asia (New Delhi); East, Central and Southern Africa (Moshi); and West Africa (Abidjan). The head of the CEMAS is Mr. Bo Engstrom (of Sweden), based at the ICA Head Office in Geneva.

The CEMAS deals mainly with the cooperative member education including some aspects of basic management techniques. Its main aim is to help improve the performance of a cooperative through a proper field education programme. It has developed a Field Education Development Approach (FED approach) which supplements and supports the cooperative member education activity.

The CEMAS has very active and close working relations with the ILO's MATCOM Project which deals with the management training techniques.

The CEMAS operates on the basis of "cooperation between cooperators" and believes that the CEMAS can be effective only if its services are solicited and used. It has a slogan SHARE IT WITH CEMAS, SEND IT TO CEMAS.

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LIST OF PUBLICATIONS/TRAINING MATERIAL ISSUED BY THE CEMAS

- I Issued by the CEMAS Head Office**
- 1 Participative Teaching Methods
 - 2 Explaining Annual Reports
 - 3 Cooperative Education Radio Programme
 - 4 Correspondence Education
 - 5 Member Education - A Campaign Plan for Tinsa Valley
 - 6 Basic Control of Assets
 - 7 A Cooperators' Dictionary
 - 8 Cooperative Education Directory
 - 9 Field Education Development - A Training Pack
 - 10 Training Aids - A Handbook for Teachers
 - 11 Case Study Workshop - A Teaching Pack
 - 12 CEMAS BULLETIN - four times a year
 - 13 Sources of Cooperative Information
 - 14 Society Operating Manual
 - 15 The Work Process
 - 16 The Situation Study
 - 17 Action Proposals
 - 18 Cooperative Information
 - 19 Organisation & Management of Field Education
 - 20 Cooperative Book-keeping - Four Manuals
 - 20.1 Marketing Cooperatives
 - 20.2 Consumer Cooperatives
 - 20.3 Savings and Credit Cooperatives
 - 20.4 Industrial Cooperatives
- II Issued by CEMAS, ICA Regional Office, New Delhi**
- 21 Manual on Role Plays for Cooperative Teachers
 - 22 Adult Psychology and Educational Methods
 - 23 Field Education Development - Indian Version
- III Issued in association with UK Cooperative Union**
- 24 Cooperative Enterprises
- IV Issued in association with the Intermediate Technology Group - UK**
- 25 An Introduction to Cooperatives
 - 26 Cooperative Organisation - An Introduction
 - 27 The Work of a Cooperative Committee
 - 28 Tropical Agriculture for the Staff of Cooperatives
 - 29 Office Management for Cooperatives
 - 30 Business Arithmetic for Cooperatives

PART II - FIELD EDUCATION DEVELOPMENT PROGRAMME OF THE CEMAS

Introduction

It has been observed that in a great number of countries the national cooperative organisations have been operating cooperative member education/extension programmes in order to educate the members and committee (board) members of cooperatives on their rights and duties. In general these programmes are conducted by the ideological organisations eg national cooperative unions or national cooperative federations through the network of their provincial organisations, district cooperative unions and cooperative educational instructors/extension officers. In several countries such developmental and promotional activities eg extension programmes, are conducted by the government through cooperative departments and cooperative extension divisions or field officers.

Cooperative instructors are generally employed to conduct short-term education courses at the society level or block level. Some of the topics that they cover are:

- rights and duties of members
- rights and duties of office bearers
- information on cooperative law and byelaws
- procedures of obtaining credit
- how to conduct general meetings and elections
- rights and duties of the Registrar/Commissioner
- board-secretary/board-member relationship etc

The duration of members' courses is generally one day while for the committee (board) members it is 2-3 days. Office bearers, in some cases, continue to participate in such courses for about a week or so. Most of the courses are peripetatic and non-residential. The methodology adopted in many cases is : lectures, talks, discussions, brief study visits and some general questions-and-answers. Very little written material is distributed due to certain obvious reasons eg lack of funds, lack of time, lack of planning, lack of facilities. Education courses are handled in a routine fashion. The field educators/instructors are required to conduct a certain number of courses, or train a certain number of people in a certain period. Reaching the numerical target is considered more important.

It has also been observed that no serious efforts are made to handle the member education programme in a systematic fashion and very few educators emphasise on the quality rather than on quantity. Very few instructors make use of case studies or indepth studies around which, if fruitful discussions were held, could lead to the elimination of the causes of many obvious problems.

In several of the developing countries, within the folds of the ICA membership, the membership runs into millions, whereas the number of instructors does not go beyond 1000 or so. The targets prescribed by the authorities are ambitious and the resources available are meagre. Support facilities are inadequate. It would naturally take an instructor years - at least a decade - before he returns to the village where he had held his members class last. It sounds incredible to cover such large membership under cooperative member education programmes. Naturally, there has to be a rethinking and development of new strategies which could deliver the goods, reduce the time, and still be able to manage within the available resources.

These observations are not wholly negative. Some of the efforts have been quite successful where cooperative membership have improved their performance by participating in cooperative activities and business. It can perhaps be an incidental occurrence! The main point which remains still in focus is - whether the cooperative member education programmes currently being implemented by national cooperative organisations are really making the cooperative perform better - are the economic results improving - are the members really participating in business decision-making process - are the cooperative educators able to understand the problems of their cooperatives and to plan their programmes accordingly etc.

In order to make the cooperative member education programmes more effective and useful, several efforts and experiments have been made by various cooperative movements. Some have developed the project approach. Some of these were to link the national cooperative training institutions with cooperative member education work, training of cooperative instructors at the national training centres, adoption of cooperatives by national or provincial cooperative training centres and participation in cooperative activities by professionals etc.

The example of the Field Education Development Project in Indore District (India) is a case in point. The success of the Project lead the National Cooperative Union of India (which was also supported by the Government of India) to create nearly 15-20 more field education projects in various parts of India. A few other States, again in India, have modified the project approach i.e. laid the emphasis on

business aspect of the cooperative - better business means better participation in the activities of the cooperative, better participation means better business which brings in more money to the individual member in return etc.

The CEMAS has been watching these developments and was trying to collect more and more information of approaches which could "improve the performance of the cooperative through the education process". Several field studies were conducted in several parts of the world. Some discussions with cooperative leaders, successful cooperative managers and planners were held. These studies and observations lead to some of the following pointers:

- Cooperative member education programmes, which are currently under implementation, are quite alright but they needed further support and improvements;
- Cooperative educational instructors/extension officers need further training in the techniques of cooperatives and they should be able to lead the cooperative towards a "better performance";
- Organisations operating cooperative member education programmes should think seriously on realigning the implementation strategies;
- A better coordination between the training structure and the education/extension wing;
- Preparation, utilisation and development of appropriate training and education material which should be systematic and result-oriented.

The CEMAS strongly believes that the best cooperative member education programme can be effectively operated if there are (a) well-trained cooperative field educators, (b) better and simple techniques of collection of information on the performance of the cooperative institution, and (c) a systematically developed course of study based on well-trying pattern - training package or system.

Field Education Development Programme (FED)

It is in this context that the CEMAS has developed a programme called the FED - the Field Education Development - which does not at all replace the cooperative member education programme. The FED is designed to further supplement and support the existing member education activities/extension programmes. The programme is designed to provide cooperative field educators with the ability to carry out a realistic analysis of the education and training needs of primary cooperatives - be they agricultural or others.

The FED approach - which is available in the form of a training package (the FED material) - has been put to use in several countries of the ICA Regions.

The approach is directed more on the capabilities and initiative of the cooperative field educator whose actions would influence the performance of a cooperative society - a primary cooperative. In other words, the FED Approach supplements the cooperative member education programmes whose principal aim is to improve the business performance of a cooperative. The FED, therefore improves the quality of the educator, provides him with the techniques of handling and conducting field studies and using the results of such studies in his education work, and ultimately strives to improve the performance of the cooperatives in various ways eg business results, relations with membership, better decision-making, planning for the future etc.

Areas of Field Education

The FED Approach deals with the following principal areas :

- I - Analysis of existing situation with emphasis on identification of causes of problems;
 - Identification of suitable actions to take in order to try and solve the problems
 - For an educator; clear-cut identification of the problems where education and training seems to be the appropriate solution. Formulation of need-based objectives. Strategy formulation.
- II - Planning, preparation, Selection of methods.
- III - Implementation of the education programmes.
- IV - Evaluation on the basis of formulated objectives.
 - Adjustments, as necessary.

The underlying philosophy is that a field educator must find out what is actually wrong in the situation he is supposed to improve, and why it is wrong, before being able to plan and carry out meaningful education.

A comprehensive training package based on performance objective methodology is the starting point of the programme. The instruction in a special analysis technique provided by this material will enable the educator to perform a diagnosis of a cooperative; and in that way arrive at an identification of both his own priorities and of other priority actions to which he should draw the attention of whoever may be in a position to do something about them.

The illustration appearing as Annexure IV describes the objectives and progress of FED approach. The programme begins with a Situation Study and leads to Action Proposals. These action proposals are to be implemented by the responsible authorities of the cooperative or by all those who are responsible in the cooperative structure. These action proposals also help the field educators to determine his own priorities and future plans.

So, the action proposals activate three channels - the cooperative itself, the cooperative membership and the cooperative educator himself.

In Part IV, "Performance and problems of Cooperatives" of his Congress paper "Cooperatives in the year 2000 AD", Dr A.F. Laidlaw discusses, what he calls, "the neglect of education" in the present day cooperative movement, and later on poses the question, "can (cooperative) education be stimulated and enlivened?" The CEMAS is quite conscious of these feelings and assures that cooperative education can be stimulated and enlivened providing that we have clearly identified to what purpose. The FED approach is the "performance" approach based on systematic studies.

The FED Approach - A Tested Approach

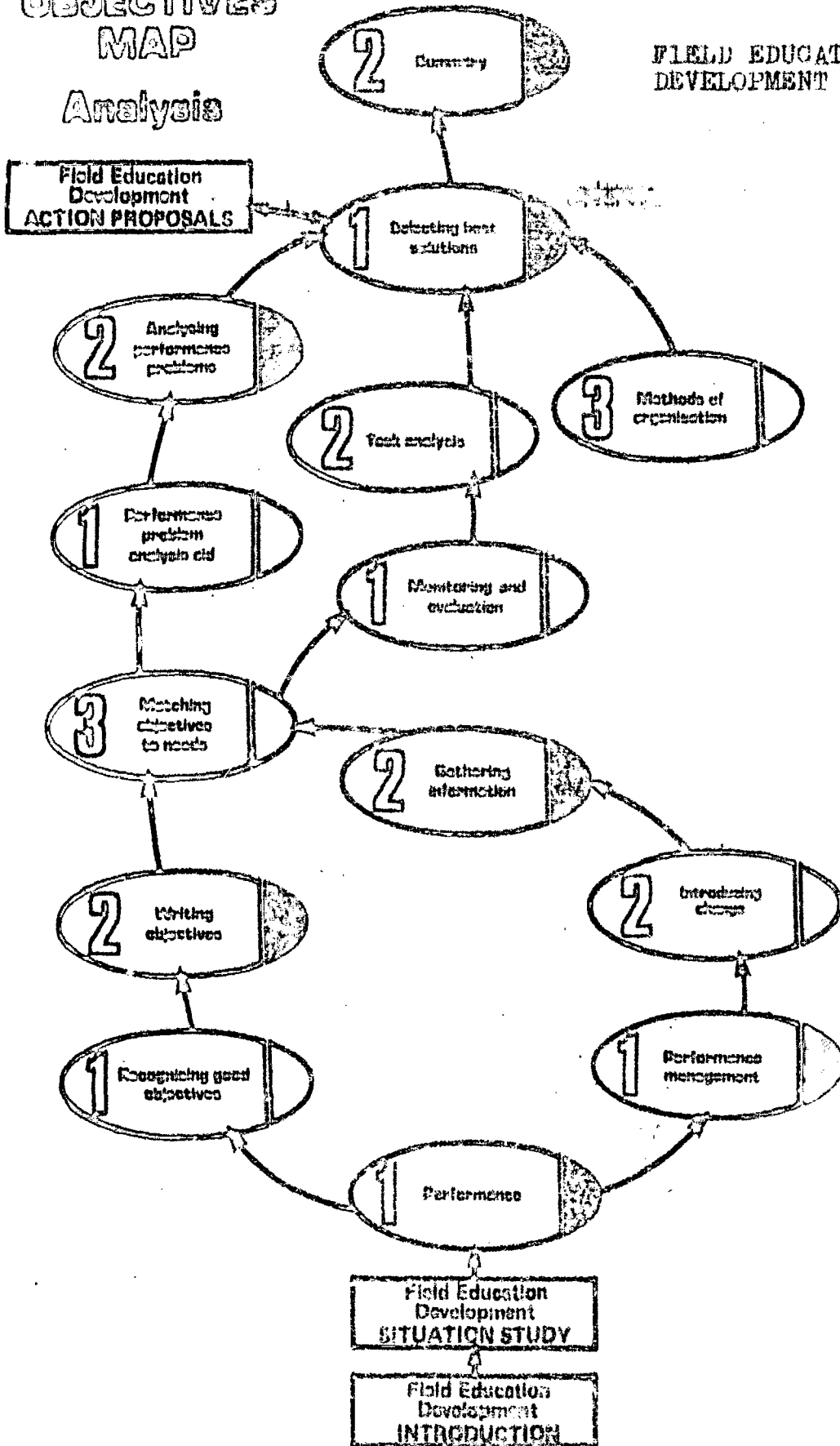
The planning work on the FED approach commenced some time during 1979. Its successful validation course was conducted in Kenya (at Nairobi in October 1980) with 24 cooperative field educators representing a cross-section of that personnel category participating. The training package on FED - consisting of 13 modules - was put to various tests and feedback obtained from the participants. The main emphasis was on the training of field educators in the use of FED material - a programmed approach based on self-study, of course, on-the-spot guidance being available to those who needed it. The main characteristic of this approach has been: reduction in training time of the field educators and low investment in such a training.

The FED approach is now very much in existence in several countries in Africa eg Kenya, Zambia, Tanzania, Botswana, Uganda and a few others. The FED approach has now been introduced in South-East Asia, in India, to begin with. The FED material has been adapted to suit the Indian conditions by the ICA-CEMAS and the National Cooperative Union of India (NCUI) - an apex organisation of the Indian Cooperative Movement. The adaptation work commenced in November 1982 followed by a national training course for field educators held during September 1983 in Gujrat State of India.

OBJECTIVES MAP

Analysis

FIELD EDUCATION DEVELOPMENT APPROACH



Several other workshops in this field were conducted. The objectives of these workshops have been to:

- train as selected groups of course managers in the use of the FED training material and techniques so that, on their own, they can conduct training courses in the FED approach for cooperative field workers;
- conduct training workshops for cooperative field educators in collaboration with the newly trained course managers, in the techniques of:
 - .. conducting a situation of study in cooperatives
 - .. identifying performance problems in cooperatives
 - .. analysing performance problems in cooperatives
 - .. designing solutions appropriate to performance problems in cooperatives; and
 - .. monitoring and evaluation of solutions to performance problems.

Slowly and steadily a good number of trained cooperative field educators in FED approach are building up. National adaptations are appearing gradually in the various regions of the ICA. Until now CEMAS has almost exclusively produced material in English. This situation is not satisfactory and with the establishment of the ICA Regional Office for West Africa in Ivory Coast, the need for CEMAS material in French has been emphasised. A survey of the situation regarding cooperative training material in the Region has been carried out and various activities based on the results of the survey are being discussed. The discussions will, no doubt, accelerate the production of CEMAS material in French and the introduction of CEMAS programme in that Region.

The FED approach was also introduced to the Bangladesh Cooperative Movement during 1983 in connection with the DANIDA-ILO-MATCOM and BRDB national seminar.

The most recent development in the application of FED approach to South-East-Asian Cooperative Movements was the holding of the Asian Regional Workshop on Field Education Development Material held at Pune (India) February 6-24 1984. The workshop was organised jointly by the ICA-CEMAS, National Cooperative Union of India and the Vaikunth Mehta National Institute of Cooperative Management. Twenty-three participants from Afghanistan, Bangladesh, India, Indonesia, Republic of Korea, Malaysia, Nepal, the Philippines, Sri Lanka and Thailand attended the Workshop.

The objectives of the Workshop were:

- i) to orient the participants with the Field Education Development Approach and materials developed by the CEMAS;
- ii) to enable the participants to learn the skills of using the FED material; and
- iii) to explore the possibilities of adapting and using CEMAS material in different countries of the Region.

It is hoped that the participants, upon completion of this Workshop, will introduce this approach and the material in their respective countries. The participants were expected to produce national plans which will be discussed by the CEMAS together with the ICA Regional Office to determine the possibilities of technical assistance projects in this field.

The FED Work Process

The FED approach is a complete approach in itself. It provides the most needed support to any cooperative member education/extension activity. Three main characteristics - situation study, performance analysis and training of field educators. The FED work process includes:

- The general principles and advantages of a methodological approach to field work.
- The concept of problems and problem-solving in cooperatives.
- The significance of a situation study as a start of problem-solving activities in a cooperative
- How to carry out a situation study properly
- How to formulate performance objectives
- How to identify performance problems in cooperatives by comparing actual performance to desired performance (performance objectives)
- How to analyse performance problems in cooperatives
- How to select the best solutions appropriate to those performance problems
- How to structure the decision process on what remedial actions to take
- How to monitor and evaluate the implementation of these actions

Factors Determining Efficiency of Cooperatives

In general terms the cooperatives should strive to satisfy the socio-economic needs of its members. This can be done if there is (a) a good board-membership relationship; (b) a good society-employee relations; and (c) better decision-making process. The efficiency of cooperatives is determined (or influenced) by (a) External factors, and (b) Internal factors.

External Factors

- The general environment in which they operate (physical, economic, social, cultural, political etc). Cooperatives are quite obviously, to a great extent, affected by the environment - but they can try to help towards a change of the negative elements in the environment, and they do change the environment - to some degree - by their very existence.
- Regulations, restrictions, support etc by external forces - the environment or other authorities.
- The performance of people who represent external forces eg government officers.

Internal Factors

- The existence of efficient systems, working methods, routines, control measures etc laid down in regulations, instructions and guidelines, to be applied and followed.
- The performance of
 - the management (secretary/manager) and subordinate staff
 - the committee in decision-making based on general policy, in supervision of the management and in leadership;
 - the members, both in actual dealing with the cooperative and in participation in policy-making and control.

In turn that means that all these three categories of people active in the development of the cooperatives must perform efficiently in order to improve the operations or the performance of cooperatives.

The Five Logical Steps of FED Approach

In order to achieve the best results, the CEMAS believes that the work has to be systematic and runs along with pre-determined or pre-identified lines. The FED work process proceeds along these five steps or five phases:

- PHASE 1 Situation Study
- Carry out a simple but effective study of

the situation in the cooperative for the purpose of identifying problems which need to be remedied.

PHASE 2 Performance Problem Analysis

Guided by the results of the situation, carry out a detailed analysis of those problems which seem to be caused by inadequate performance of members, committee (board) members, or employed personnel, as the case may be.

PHASE 3 Action Plan

Having identified the causes of the performance problems, consider what the appropriate remedial actions are and structure these into an Action Plan taking also other problems into account.

PHASE 4 Implementation

Put the action plan into effect

PHASE 5 Evaluation

Monitor the implementation and evaluate the effects of the actions. Amend the plan as necessary.

A consideration of these five phases will reveal that they are actually as obvious as the bases of building a house - step by step, and gradually, but steadily.

Summary

Cooperative Member education programme in various countries have different forms and with varying degree of success. Implementation strategies are different. Some achievements have been noticed but these are isolated and incidental cases. The system has to be systematic and less expensive and less time consuming. The FED approach developed by the CEMAS is to further supplement the efforts made under various cooperative member education programmes, and is not a replacement to those existing programmes. The Field Education Development approach and the material has been built on the following assumptions:

- The real aim of cooperative organisations and activities - irrespective of the specific objectives determined by the specific nature of the activities - is to create social and economic benefits for the people who have thus joined together. Quite simple - to improve the situation of people.

- A cooperative must be efficient if its members are to derive any benefits from its activities.
- The role of the members, the committee (board) members, the staff and the manager, that is, all the categories of people involved in the various activities of the cooperative, must be identified in the total efforts to make the cooperative efficient.
- Such cooperative education and training must be provided which will enable these categories - both separately and collectively to perform their roles better in relation to their families, farms, side occupations and above all, cooperatives.

In other words - efficiency-oriented cooperative education and training.

It follows from this reasoning that local conditions and training cannot be generalised. The performance of the people involved have to be analysed, where actual performance is compared to desired performance, and education and training programmes have to be based on such analysis and aimed at minimising the difference.

The FED programme is supporting the cooperative field workers - the people directly involved in the promoting, advising and supervision of primary societies - by providing them with guidance and training in the techniques of their work both through instructional material and by assisting them with actual training. As opposed to conventional training of these people - which normally confines itself to education technology, use of training aids etc - great emphasis is placed by CEMAS on the techniques of a systematic approach to cooperative work based on problem identification, problem analysis and problem solutions.

The programme has been introduced to several countries covered by the ICA Regional Offices in Africa and Asia.

The CEMAS provides assistance in the adaptation and further development of FED material and approach. The most recent development is the international workshop on FED Material and Approach currently being held in India.

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COOPERATIVE EDUCATION MATERIALS ADVISORY SERVICE
(International Cooperative Alliance)

International Cooperative Alliance
15 route des Morillons
CH-1218 Grand-Saconnex
Geneva, Switzerland

International Cooperative Alliance
Regional Office & Education Centre for S-E Asia
Bonow House, 43 Friends Colony
New Delhi 110065, India

International Cooperative Alliance
Regional Office for East and Central Africa
Post Box 946
Moshi, Tanzania

International Cooperative Alliance
Regional Office for West Africa
01 B.P. 3969
Abidjan 01, Ivory Coast

BACKGROUND PAPER

BF-41

COOPERATIVE SOCIETIES
ARE LIKE
HUMAN BEINGS.....

-- an example of an
extension material

Daman Prakash
Education Officer-AVA
International Cooperative Alliance
43 Friends Colony
New Delhi 110065. India

International Cooperative Alliance
Cooperative Union of the Philippines
joint sub-regional
WORKSHOP ON TECHNIQUES OF AUDIO-
VISUAL INSTRUCTION AND DEVELOPMENT
OF COOPERATIVE TRAINING MATERIAL
Manila, the Philippines
June 4-23 1984

International Cooperative Alliance
Regional Office & Education Centre for S-E Asia
43 Friends Colony
New Delhi 110065, India

COOPERATIVE SOCIETIES ARE LIKE HUMAN BEINGS. §
-- an example of an extension material

Daman Prakash, Education Officer

Quite interesting.... Cooperative societies are like human beings. Yes, they are. Let us look into this statement more carefully. Two aspects: i) as a training or extension material, and ii) as a method to highlight the importance of "operating" a cooperative society. In cooperative member education (extension) activities it is sometimes very difficult to discuss certain matters by using "formal", "cold" and "general" terms and definitions. Matters start looking up and they become more interesting and lively when some "simple" examples are brought into discussion as well.

What is a cooperative society? can be explained by citing several examples and definitions, but the idea and concept may not sink deep enough into the minds of rural populace. Approaching the adults is a very difficult process. Approaching them and convincing them is still more difficult. Things become easier when some interesting examples and associations are cited at the same time.

So - what is a cooperative society - is a concept which could be quite similar to our own "human body". How does a cooperative society operate - and how does a human body operate?

Assumptions

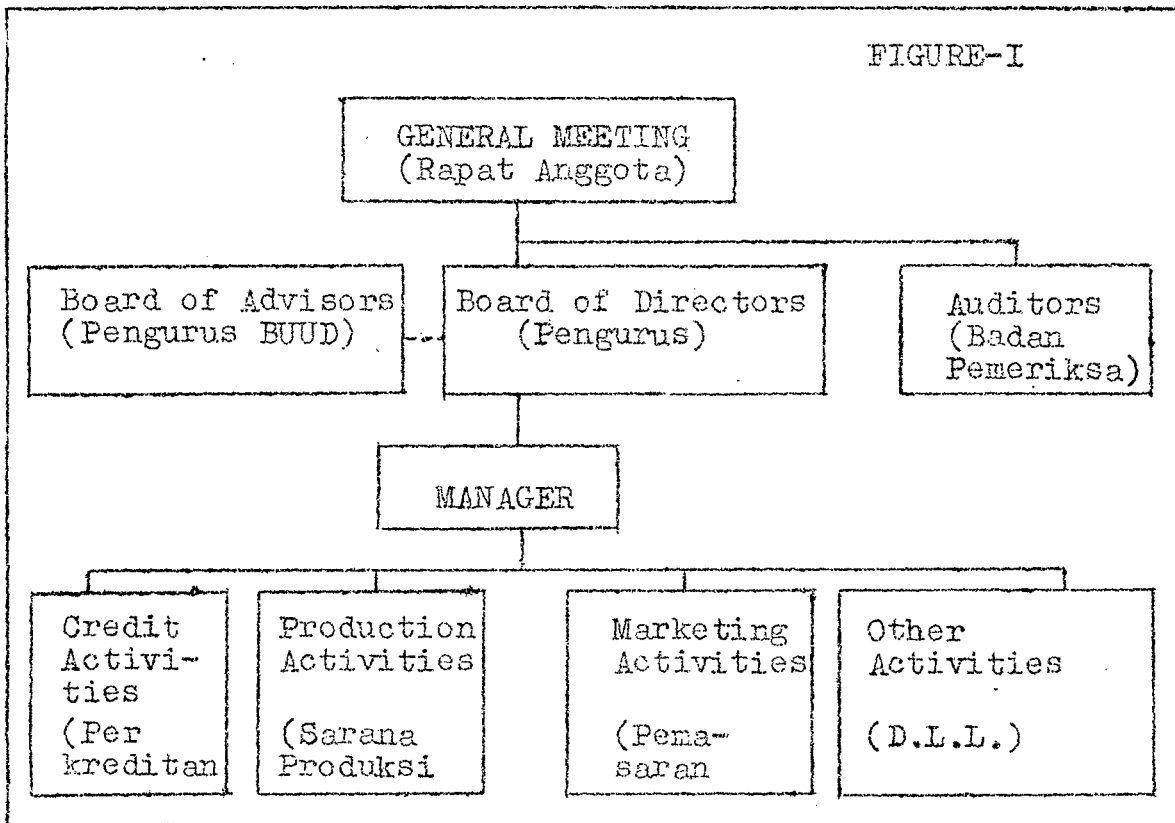
We, as cooperative educational instructors or extension agents, are to explain to a group of Indonesian adults in a rural setting, how does a primary cooperative (KUD - Koperasi Unit Desa - primary rural cooperative) operate? Who takes decisions? How do these decisions affect the working of a cooperative society and its business? Who is more important in a KUD - the Chairman or the Board of Directors of the Manager? What happens if the General Meeting takes wrong decisions? Who is to execute these decisions? and how these decisions affect the members of the General Meeting in turn? and so on are several important questions.

§ This is the revised version of the original paper written by the author when he was working with the ILO-UNDP Cooperative Training Project in Indonesia (1981-83).

The Extension Officer is trying to explain to the members that they should actively participate in the general meetings, they should try to obtain more and more services from the cooperative, they should strive to transact more and more business with their cooperatives and they should offer their suggestions to the management for the improvement of services of the cooperative, and they should have clean and healthy business relations with the Manager and other Assistant Managers etc. etc.

Cooperative Organisational Structure

According to the regulations, the organisational structure of a KUD is as follows (FIGURE-I):



This chart can be enlarged and drawn on a big sheet of paper or on a whiteboard or be used by making a flannelgraph of it. As a teaching method - just consider - how difficult it would be to explain the organisation structure and the activities of various functionaries. It would be very formal, dull and dry. A lot of talking will have to be done by the teacher.

The extension officer will soon develop a feeling as if he is speaking before "unwilling listeners". It would be a hard thing for the extension officer to generate a two-way communication process. Try and see..'

Making "Structures" Interesting

We can achieve an altogether different feeling if some slight changes are made in the construction of the organisational structure. Instead of drawing simple and straight lines of control and lines of communication if we place the boxes differently, the explanation becomes somewhat easier. It becomes more interesting. See FIGURE-II (Part B). Basic elements of the structure and their association with each other remain the same, but the total figure has undergone a change, which is perhaps more acceptable.

Now look at FIGURE-II (Part C). It is quite different now. The basic elements are the same, but the structure has been converted into the shape of the human body. What...a man is like a cooperative society or a cooperative society like the human body.' The explanation now becomes very easy. A lot of discussion now can be generated. The entire discussion can be based on simple questions. These questions can be something like this...

What are the functions of the General Meeting?

(Members are supposed to think, see, listen, speak, and suggest and so on.) So the general meeting of a cooperative society is like the head of the body. The head has the brain, ideas, eyes can look and distinguish, ears can hear - good or bad, nose can smell (foul or pleasant), mouth has taste, tongue and so on.

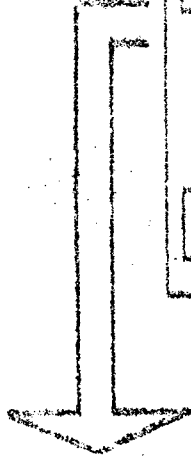
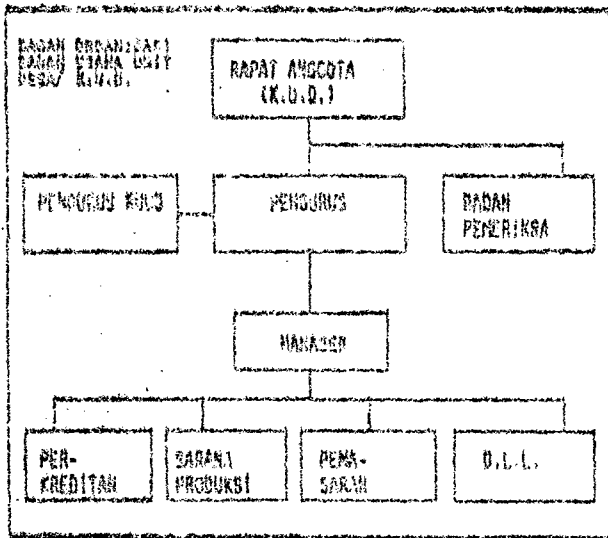
What are the functions of the Board of Directors?

(Board members are to carry out the policies and wishes of the members. Board members are to provide information to the members for future and information on the past activities.) The heart and the lungs do the same work. They pump clean blood to the brain so that the brain gets good ideas, good thoughts etc.

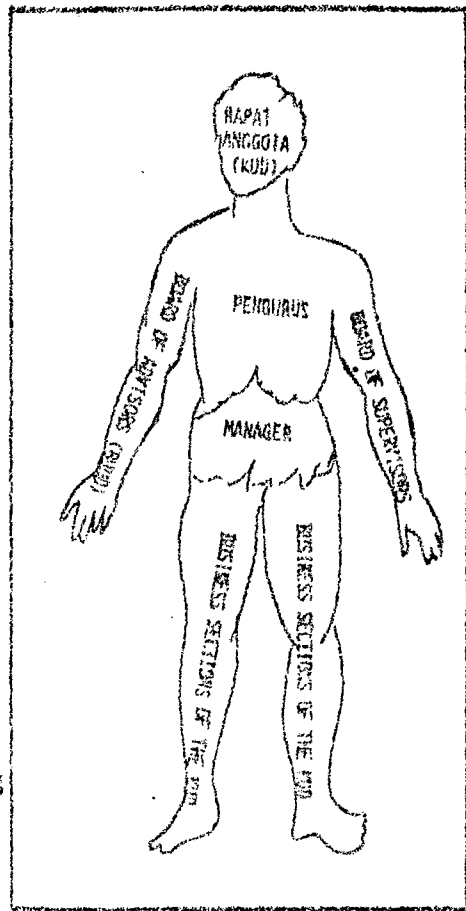
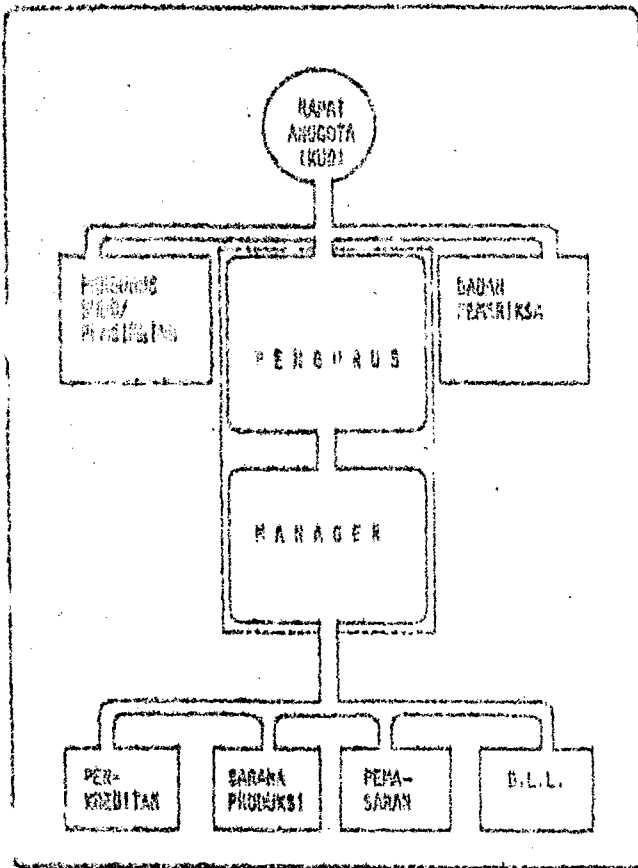
What are the functions of the auditor?

(Auditors are to check the financial matters, stock-taking, cash in hand and prepare reports)

FIGURE-II



Part-B



What are the functions of the Manager?

(The manager is to manage the cooperative society - its business, its employees, member-society relationship, report to the Board, suggest new schemes, help in the organisation of meetings etc.) The manager is like the stomach, spleen, kidneys, etc. etc. which processes everything that is passed on from the top and apply it for the wellbeing of the society (body).

What are the functions of business managers or assistant managers?

(These branch or assistant managers are supposed to support the Manager and help develop the actual business.) Better business means more money to the society. More money means better services to the members. Better business also reflects the better work of the Manager. If the business is down then the body will fall, and similarly the society will collapse. That means to do a better business we must have a good manager, that means a better selection of the manager, and in this case the Board of Directors have to be objective rather than being subjective.

Teaching Methods and Teaching Material

A simple material used in conjunction with simple method can produce better results. You can have good discussions, you can establish a better rapport and the end-results could be happy and lasting.

Let us look at the picture once again - starting from the feet. Business sections are credit, marketing, production, consumers and others. These sections must keep on working since these are the foundations and on which the entire body rests. If these sections become weak or ineffective, the entire body will become shaky, and there will not be any movement in the business and performance of the society. There will be stagnation. The Manager will become ineffective, his communication with the business sections will break and once that happens he loses the confidence of his Board. The Board may have to remove him and once that happens the cycle and vicious circle of "non-confidence" sets itself in motion. The Board gets ineffective and unpopular and it will not be able to execute the

policies and programmes of the members (general meeting). Members will become disinterested. Dirty blood begins to flow to the brain, dirty ideas begin to grow, dirty intentions take root and dirty things begin to happen. When there is a breakdown between the heart and the brain, the hands which used to inspect, guide and feed, begin to do dirty jobs - corruption sets in, self-interests begin to operate and the entire body becomes sick - ineffective, full of disease and move towards a slow death i.e., the dormant position of an ineffective cooperative society - the only solution left is to close down the cooperative business and say goodbye to every good thought which the healthy brain used to dream of some time ago.

Surely, a cooperative society operates like any human body.

BACKGROUND PAPER

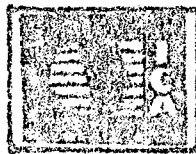
ICA-CUP Sub-Regional Workshop on Techniques of Audio-Visual
Instruction & Development of Training Material-I. Manila, June 84

BP-12

LOW- COST

TRAINING MATERIAL AND
TRAINING AIDS

Domen Prakash
Education Officer-AVA



International Cooperative Alliance
Regional Office & Education Centre
for South-East Asia
43 Friends Colony
New Delhi 110065, India

May 1984

International Cooperative Alliance
Regional Office & Education Centre for S-E Asia
Bonow House, 43 Friends Colony
New Delhi 110065. India

LOW-COST TRAINING MATERIAL & TRAINING AIDS

Daman Prakash

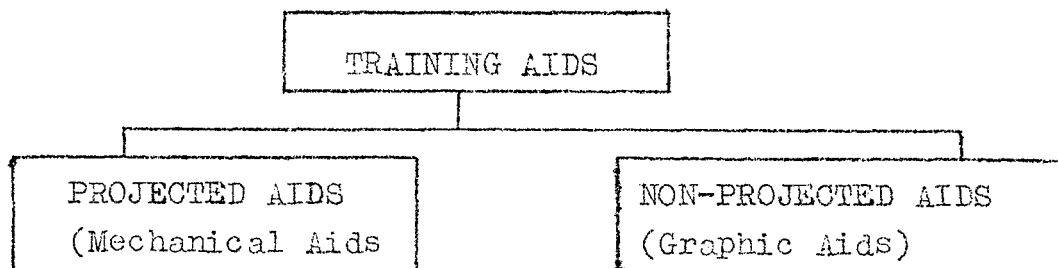
Introduction

The present day technology has not only provided the teacher with so many teaching equipments but also has made the process of communication too expensive. Several electronic equipments e.g., projectors, photographic machines and equipments, printing, etc have brought new things in the classroom. New resources are coming into being every moment. Expensive hardware and softwares have, so to say, made things quite difficult because they are so expensive. Gradually teachers and field educators in the developing countries are unable to make use of them due to certain obvious reasons - spare parts, replacements, operational costs, special maintenance services, erratic electric supply and so on.

Teachers are now becoming more and more aware of the need of using locally available material and simple machines. Special emphasis is being laid on graphic work and use of intermediate technology. It is in this context that we are today talking of training materials and training aids which can be produced with a very low expenditure.

Training Aids

Training aids, in other words, are those softwares and hardwares which the teacher employs in supplementing his verbal delivery. These training aids can be broadly grouped in the following two categories:



For an effective teaching work an application of the two groups is necessary. Teaching cannot be done by teaching aids alone and also by one of the two groups alone. There has to be a judicious combination between the methods and the aids, as well as between the projected aids and the non-projected aids. A proper balance between the two groups of training aids has to be maintained for effective teaching and lasting results.

Projected Aids/Mechanical Aids and Equipment

This group of training aids includes: Films, Filmstrips, Slides, Overhead Projector Transparencies, Photographs, Tapes, Video tapes, all kinds of projectors e.g., OHP, Slides Projector, Film Projectors, Screens, Television, Radio, Taperecorders, Slide-Tape Synchronisation system, Video recorder, cameras etc.

In the Production of these aids we need:

Expert and qualified professional technicians, artists, visualisers, electrically operated sophisticated equipment like the enlargers, copiers, chemicals, OHT makers, letteraset sheets, electricity, soundproof cabins, proper lighting conditions, temperature controls, proper dustfree and controlled conditions for storage, electronic stencil cutters, thermocopiers, offset platemakers and fusers, careful handling and transportation arrangements etc. etc.

Characteristics of Projected Aids/Mechanical Aids

These are attractive, fascinating, costly, time-consuming, demand precision work, regular maintenance of equipment, bulky in volume, heavy in weight, difficult to adapt to changing conditions, demand care and protection and expensive to operate.

Resulting into:

Less use and application, loss of teachers' time, teacher spends more time on location of suitable and relevant aids, installation of equipment and frequent changes in the classroom setting, non-availability of suitable and relevant aids, application to controlled conditions in classroom etc. etc.

Non-Projected Aids/Graphic Aids

This group of training aids includes: All kinds of display boards - chalkboard, whiteboard, flannel-

board, flipboard, bulletin board, notice board, magnetic board, exhibition panels, all kinds of charts, graphs, diagrams, illustrations, dioramas, drawings, simple figures, stick figures, cartoons, comics, models, printed material, mimeographed material, newsletters, handouts, lecture notes etc.

In the production of these aids we need:

Local trainers, local talents, folk tales, folk art, general artists, producers, drawing board, ordinary pencils, chalk sticks - white and coloured - crayons, oil and waterbased paints and brushes, ordinary coloured paper sheets, white drawing sheets, glue, adhesive tapes, coloured and white cotton tapes, pins, old newspapers, old illustrated magazines, scissors, knife or cutters, strings of various types, ordinary transparent plastic sheets, flannelcloth, towel cloth, pieces of felt cloth, old thermocol sheets etc.

Characteristics of Non-Projected Aids/Graphic Aids

These are attractive, fascinating, simple, colourful, realistic, indigenous, easily made, easily available, low priced, light weight, easy transportation, easy storing possibilities, no maintenance, no operational costs, and no electricity needed.

Resulting into:

Their applicability anywhere under any conditions - indoor and/or outdoor - easily locatable, easily adaptable, easily duplicated without any special processing and by a layman or by a person with a brief spell of training, no loss of time and energy, sense of satisfaction and achievement, and the audience can be involved in production resulting into team work and quick learning etc.

Using Intermediate Technology

Intermediate technology enables us to look for indigenous material, local resources, make useful and effective things out of that material, and make use of those useful things for the betterment of the people by making use of folk tales, folk art and local talents. The result of application of intermediate technology is low expenditure, self-reliance and self-confidence.

Factors of Low Cost Production

We will now discuss briefly the factors which contribute to the development of low cost training aids and training materials. These are:

- Material easily available
- Easy to transport
- Locally available
- Alternatives available
- No maintenance costs
- Local talents available
- No running and operational costs
- Inexpensive tools and equipment
- Cheap material
- Simple techniques employed
- No electricity or electrical equipment needed
- Realistic and actual
- No specialists needed, and
- Easily adaptable.

Training Material

Training material includes: lecture notes, handouts, lesson notes, training packages, exercises, text books, posters, charts, etc. etc.

Methods employed to produce training material

i. Expensive ones

Printing
Photocopying

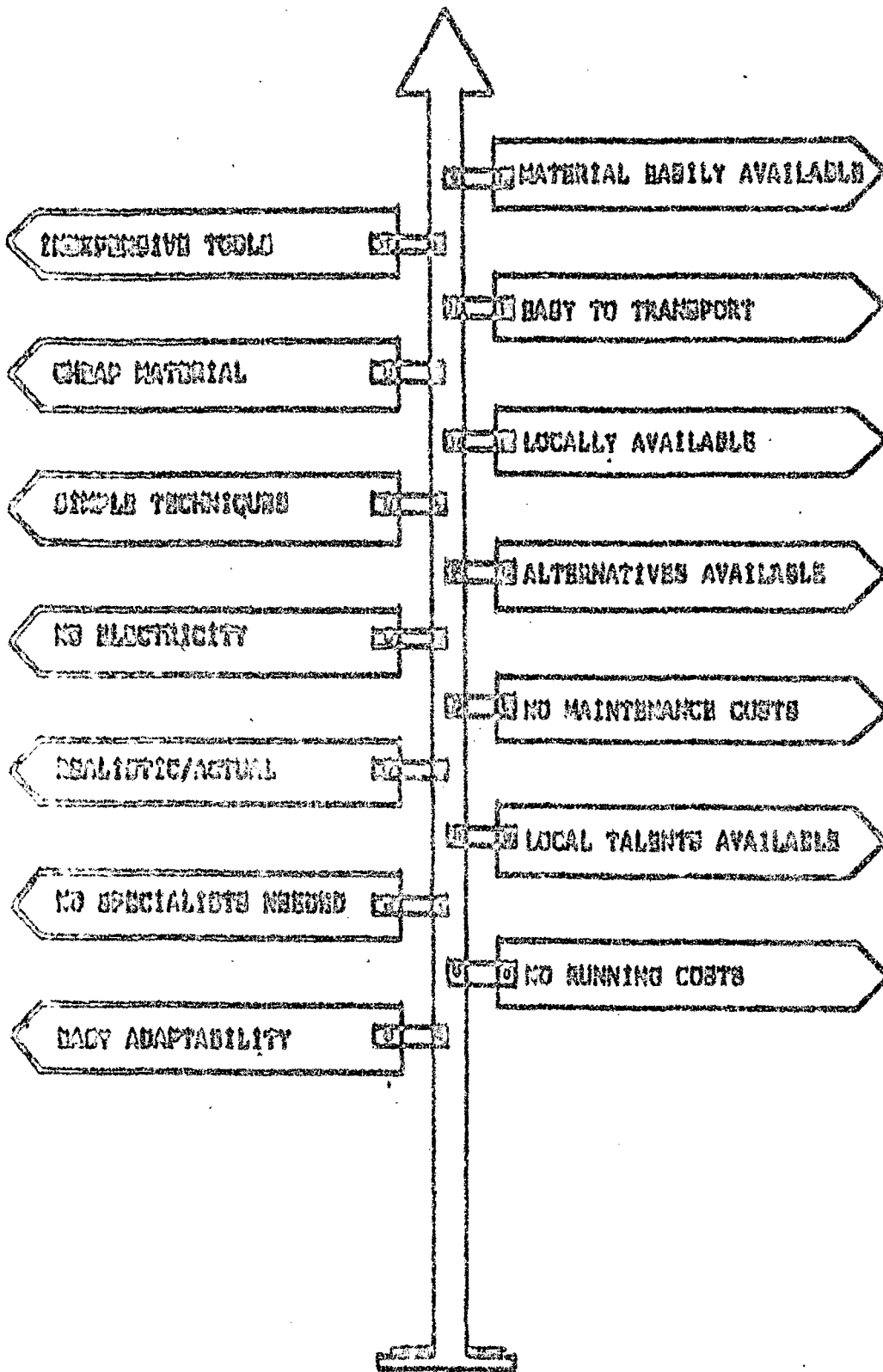
ii. Inexpensive ones

Typewriting
Stencilling
Screen printing

Low-Cost Means of Communication

For any field educator and cooperative trainer it is always useful to keep abreast with the latest developments in the means of communication. Much also depends upon the resourcefulness of the person himself. In order to carry out the work and with considerable ease and without much of expenditure involved, the trainer could think of many

FACTORS RESPONSIBLE FOR PRODUCTION OF LOW-COST TRAINING AIDS



other means of communication. In the context of low-cost training material and training aids, and in the context of the scarce financial and other resources available, the trainer could think of other means of communication. These could be, for instance:

Radio (radio talks could be combined with the discussions, radio-listening forums could be organised and regular listening and discussion programmes could be held).

Radio vision (radio programme could be associated with illustrations and pictures and other media and later on discussions could be initiated. In this case some coordination would become necessary with the radio authorities).

Rural newspapers (small journals or handouts giving information about agriculture, new varieties of seeds, application methods of fertilisers, crop protection, success stories etc. could be made use of for discussions).

Pamphlets, brochures and posters (a large number of useful pamphlets are produced by several organisations e.g., agricultural extension department, cooperative education and information department, fertiliser manufacturing companies, farm service organisations and several others produce such brochures.) They distribute their information material free of cost and on a wide scale. These could be collected and made use of by trainers and field educators.

Exhibitions (small exhibitions and demonstrations which are held by several agencies could be made use of in communication with farmers and cooperative members).

Charts (trainers and field educators could encourage their audience to produce some useful charts for discussions and use. They are not very expensive to produce).

Bulletin boards (cooperative institutions could be encouraged to install bulletin boards on their premises for the information of their members and to boost their sales and offer their services).

Theatres and plays (there are many of these. Local talents could be exploited and sought out with the help of local leaders and develop them into some extension agents. Folk tales are generally popular with the people).

Conclusion

In order to put the philosophy of Cooperative Movement in its proper perspective in developing situations it is not necessarily that advanced training aids and equipments be applied. Cooperative institutions in such countries are not so very financially strong that they could afford cinema projectors, film production units for member education and training. Also in development situations all places do not have electricity and sufficiently trained personnel are also not available to handle modern gadgets. Efforts, therefore, should be on the production and application of low cost training material and training aids. Greater stress should be on the use of local material, local talents and local themes.

BACKGROUND PAPER

BP-13

COMMUNICATING THE INFORMATION

- a strategy for the development of cooperatives at the local level

Daman Prakash
Education Officer-AVA
International Cooperative Alliance
New Delhi

International Cooperative Alliance
Cooperative Union of the Philippines
joint sub-regional
WORKSHOP ON TECHNIQUES OF AUDIO
VISUAL INSTRUCTION AND DEVELOPMENT
OF TRAINING MATERIAL-I
Manila, the Philippines
June 4-23 1984

International Cooperative Alliance
Regional Office & Education Centre for S-E Asia
Bonow House, 43 Friends Colony, New Delhi 110065. India

COMMUNICATING THE INFORMATION

- a strategy for the development
of cooperatives at the local level

Daman Prakash

Introduction

01 Today's world is the world of communication and information. Throughout the world, everywhere, there is a continuous growth in "information". Speeches, writings, research findings, new experiments, reports are all adding to the already vast resources of information. Every word that is spoken is documented today in some form or the other. Very sophisticated means are being employed to keep track of information in various fields and very advanced methods and means are being used to retrieve that information for the users.

02 80-85% of all knowledge accumulated by mankind during its evolution is kept and spread by the written word. Cooperative sector is a very small sector of man's efforts in socio-economic sphere. But within this sector a lot of information is available and is being gradually collected and documented. This information is being used by the users in various ways. The 1973 survey conducted by the International Cooperative Alliance (ICA) found that a total number of 236 cooperative organisations all over the world were engaged in generating information out of which 117 organisations produced information in English language and 119 in languages other than English. The organisations producing literature in English language were also generating sizeable amount of cooperative information in their respective national languages. Likewise, the organisations producing cooperative literature mainly in languages other than English were also contributing considerably in English language also.

03 Cooperatives occupy an important place in the economy of member-countries (of the ICA) within the South-East Asian Region. At present there are over 516,000 cooperative societies with nearly 160 million individual members. Cooperatives have gradually been

diversifying their activities. Nearly 1.5 million people are employed in the cooperative sector in South-East Asia alone.

Training and Education Inputs

04 The vast number of membership and of cooperative employees naturally calls for systematic and concerted cooperative education and training programmes leading to better management of cooperative business. This involves education and training of members of cooperatives, board members, cooperative leaders, cooperative employees and members of general public. This task - which forms a part of national plans - is generally executed by national cooperative organisations and cooperative training structures as well as by the various departments of the government.

05 In order to conduct these developmental activities, cooperative trainers and extension agents naturally look for material, information, literature, and guidance. Here comes the question of the role that information plays in developing cooperative education and training activities - resulting into developing the cooperative institutions at the local level.

06 The function of training is to create ability and the function of education is to create willingness. Together they are capable of creating actual performance. We need both, each fulfilling its own. One without the other leaves a deficiency which risks failure in achieving actual performance. Ability being the acquisition of the necessary knowledge and skills. Willingness involving the motivation to use the ability to perform and, if necessary, to change behaviour in order to do so.

07 In order to teach - or train - some of the pre-requisites are: the trainer should have:

- a. the basic knowledge i.e., education
- b. an understanding i.e., analytical understanding of the concept and a comparative knowledge
- c. an experience i.e., practical application of the concept and working in the field and together with other people who are doing the job
- d. the technique of analysing and transferring the information and knowledge to others.

08 So, how do we get knowledge? We get information and knowledge through books, notes, papers, documentation, by listening to others, by reading, by observing, and by gathering information and experience by getting ourselves involved in the work. We get knowledge from people. We continue to learn all the time. The formal education may be terminal, but the process of learning continues for ever. There is no end to knowledge and to the learning.

09 Cooperative trainers, therefore, make use of the following information in teaching/training people:

- text books
- teaching notes
- articles from newspapers and journals
- committee and working group reports
- reports of specialist groups
- survey reports
- annual progress reports
- institution progress reports and notes
- case studies
- field surveys, personal visits etc.
- Radio broadcasts
- Television

10 We need information, therefore, to:

- a. properly illustrate the problem and the concepts
- b. convince people that there could be some other alternatives as well
- c. enhance our own understanding of the situation
- d. be able to argue or clarify our statements, and
- e. generate worthwhile discussions.

What is Information

11 Information is defined as "an aggregate of facts so organised or utilised as to provide knowledge or intelligence." Information is a vital resource for any developmental activity. In order to understand the implications of this vital resource it would be useful to take note of the attributes of information and information services specifically.

What is Information Service/System

12 An information system or service can, therefore, be said to be formally structural organisational unit

specifically - but not necessarily exclusively - established for the purpose of acquiring, selecting, storing, retrieving, evaluating, analysing and synthesizing a body of information in a clearly defined specialised field or pertaining to a specified mission with the intent of compiling, digesting, repacking or otherwise organising and presenting pertinent information in a form most authoritative, timely and useful to a society of peers and management.

Information Transfer

13 Executives and professional cooperators tend to keep contact with development and advancements in their field through personal contacts, correspondence and participation in symposia, seminars and congresses. Information from colleagues seem to be supplemented by contacts in other cooperatives through visits, meetings and letters.

14 Heads of cooperative organisations tend to have contacts with their counterparts and others in other parts of the world through attendance at international conference for exchange of new information. The rate of publication of information within the cooperative sector is rather low, and where organised information and bibliographical services are inadequate or non-existent. Cooperative workers seem to depend for their latest information on project reports, annual reports, progress reports etc. which are brought out either regularly or on ad-hoc basis.

Generation of Information

15 The rate of generation of information today has assumed enormous proportions. It has been estimated that the world's output of new books is around 1000 titles per day or about six million pages a year. The number of periodical publications brought out are estimated to be about 50,000 or about three million articles. These figures do not include reports, theses, proceedings, unpublished documents etc. which constitute a sizeable quantity. If volume of literature is one obstacle confronting the prospective information user, access to it is still another. It is here that information services come to the help of information seekers.

The main types of organisations which generate information in the field of cooperatives can be broadly classified as under:

- Cooperatives
- Cooperative educational, research and training institutions and colleges
- Government departments, institutes, inter-governmental organisations, ministries, registrars of cooperative societies, commissions, special committees etc.
- Universities and university institutes
- Other educational and research institutions
- International Cooperative Alliance and other international organisations
- National, State and district cooperative unions
- Individual authors, researchers, professional cooperators
- Conferences, congresses, seminars, symposia, workshops etc.

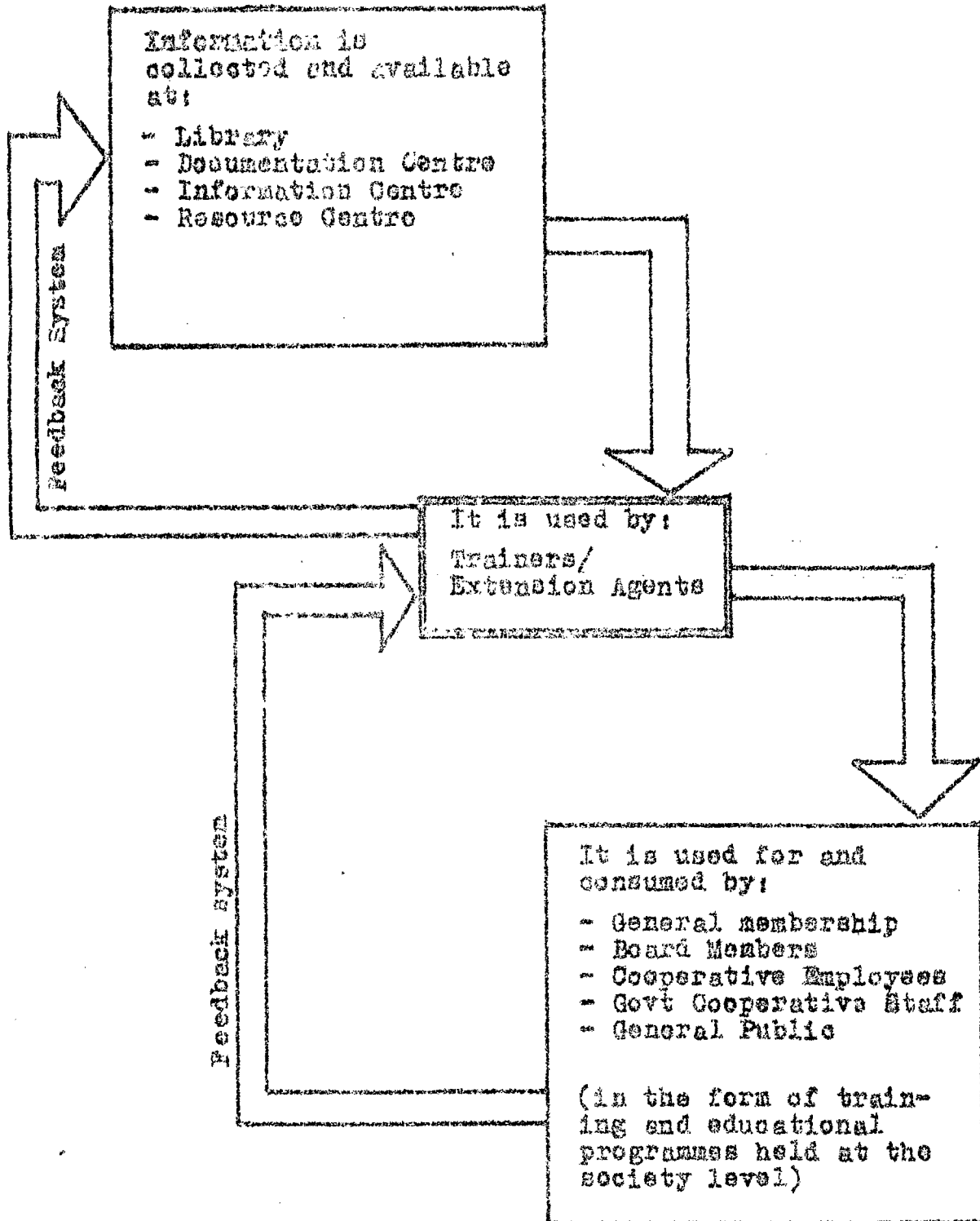
Communication of Information

16 The information and information material so generated gradually flows into documentation centres and libraries. This information has to be made known or supplied to the users. Communication is a "two-way sharing" process. The information has to continue flowing. The user of information also gains new experiences and collects a lot of information which could be of great value to others.

17 Let us examine FIGURE-I to clearly understand the flow of information and its utilisation. The information comes into the Library, Documentation Centre, Information Centre or the Resource Centre. It is treated there scientifically and coded according to a well-developed classification system. This information is grouped according to various trades, professions and services. It is used by the users - trainers, extension agents, managers, students, and so on. In the context of cooperative education and development programmes, the users are trainers, training managers and field extension workers. They make notes, or obtain photocopies or pick up relevant portions and cast the material into their own words or visuals. This information is used

FIGURE-1

CHANNELLING OF INFORMATION TO TARGET GROUP
AND THE FEEDBACK PROCESS



by them to conduct various types of activities e.g., classes for members and potential members, classes for Board members, or classes for employees. The user gets examples, illustrations, cases and other information from the library and other centres.

18 The trainers after having used the information sends his reactions or suggestions to the library (a) on the existing material and its utility, and (b) on additional material that could be ordered for future use.

Some Relevant Definitions

19 In the context of information and its communication we shall be dealing with several terms. Let us understand these:

Book - 1.A set of blank sheets of paper bound along one edge and enclosed within protective covers to form a volume, especially a written or printed literary composition presented in this way. 2.A division of a literary work, which is separately published and has an independent physical existence, although its pagination may be continuous with other volumes. 3."a non-periodical printed publication of at least 49 pages, exclusive of cover pages".

Brochure - A short printed work of a few leaves, merely stiched together, and not otherwise bound; and a pamphlet.

Folder - 1.A publication of one sheet of paper folded to make two or more leaves but neither stiched nor cut. 2.A large sheet of stout paper, usually manilla, folded once, and having a projection or tag for a heading at the top of the back portion, into which papers are placed for storage in a filing box or cabinet.

Information Centre - Usually an office, or a section of a bibliographical centre, research bureau or documentation centre, which gives information about books or on a subject with which the organisation providing the facilities of the centre is concerned.

Information Clearing House - A name sometimes given to a special library possessing a limited amount of published material, but which collects and gives information by telephone, correspondence and the use of other libraries.

Information Officer - One whose function is to give information; he often works in close collaboration with a librarian, giving information from his own knowledge and from published materials which are collected, administered and made available by a librarian.

Leaflet - A small sheet of paper folded once and printed on to make two or four pages following in the same sequence as in a book, but not stitched or bound. Often used to indicate a small, thin pamphlet.

Retrieval - 1. The act of finding again, recovery, retrospective searching and securing of documents. The act of going to a specific location or area and returning therefrom with an object or document.

Resource Centre - Collection of books and non-book materials of all kinds, which are relevant sources of information and instruction in schools, colleges and institutions of higher education. They are developments of libraries in such centres of learning.

Some Experiments in Communicating Information

20 Within the cooperative sector a number of efforts have been made by which information is passed on to the cooperative membership - generally rural farmers. These are done, in many cases, through radio broadcasts, television programmes and through rural newspapers. Simple brochures and leaflets are produced by various agencies for the benefit of farmer-members e.g., methods of fertiliser application, using good quality seeds, cautions in storing of harvest, methods of irrigation, rights and duties of members of cooperative societies, general body meeting and its functions, secretary/Manager and the board and so on. These are issued by manufacturing companies, extension divisions, cooperative unions and media departments of the government.

21 Development of information centres: In a number of countries in the Region of South-East Asia a number of farm information units have been established. A successful example is those of Farm Guidance Workers of the Japanese Agricultural Cooperative Movement, and of similar workers within the Korean Cooperative Movement. In India and in the Republic of the Philippines such experiments have been made with some amount of success.

22 In Thailand an interesting experiment has been conducted i.e.,¹⁾ Farmers teach farmers via radio and television. The use of modern communication channels such as radio and television makes it easier for governments to spread development messages to large numbers of widely scattered rural people. Here the farmer is taken on video programmes and his experiments are shown to a large number of other farmers. Here are some excerpts from an article "Farmers teach farmers via radio and television":

"I hope I can help other people by showing them what I have learned; there is no benefit to be gained by keeping this knowledge to myself."

"My methods are not secret," he said, "Other farmers can do the same as I have done. In fact since I started using integrated farming methods, more than 100 other farmers in this province have used my methods to raise fish. Many of them still visit me asking for advice and for discussing new ideas. In addition to the fish, I tell them about the early yielding variety of coconuts on the farm; these are not widely planted yet elsewhere in Thailand, but they bear fruit after four years and yield a good income."

"There are many ways farmers can improve their yields and the amount of money they make from their farms...and now I publish a newsletter for other small-scale farmers like myself.... My language is at the same level as other farmers, so my newsletter is easy to understand; we can all improve our life by imitating the proven ideas of other people."

Since 1977, Thailand has been expanding its extension programme with the implementation of a national agricultural extension project, which is financed partly by the World Bank. The project

¹⁾Agricultural Information Development Bulletin.
Vol.3. No.3, UN-ESCAP Bangkok. Thailand Sept.1981

is aimed at improving agricultural extension services that reach millions of farmers throughout Thailand. It is focused mainly at strengthening the communications links between farmers and technical information sources.

Conclusion

23 Information is growing. It is being used by people in developing themselves. Information must be used and if not used, it becomes stale and unproductive. New and more modern methods are being employed to keep pace with the growth in information and more in its communication. It is a difficult process to communicate information properly and effectively. There are many handicaps. It is expensive to handle information and undertake any information clearing house. High costs should, however, not discourage the users. It has enormous advantages.

24 Cooperative organisations should try to develop their own information units in association with their cooperative libraries. They should undertake proper annotations and bibliographical activities so that all concerned with human resources development within the Movement should benefit. Experiments being conducted in various countries in information and communication strategies for development should be properly gathered and these be made known to trainers, extension agents and cooperative educators. If they are better informed, only then they could inform the rural poor - the fundamental life line of cooperative activities.

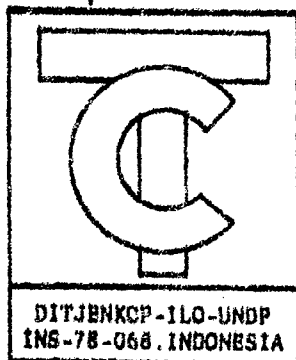
Information must be intelligible to the least sophisticated of its potential users.

TRAINING MATERIAL

TEACHING TOGETHER
IN THE CLASSROOM
-THE CONCEPT OF
TEAM TEACHING

Distributed for
training purposes
by the CEMAS
ICA Regional Office
New Delhi, India

DAMAN PRAKASH
ILO ADVISOR
(TRAINING AIDS AND
MATERIAL PRODUCTION)



DITJENKOP-ILO-UNDP
COOPERATIVE TRAINING PROJECT
PUSLATPENKOP
JL JEND GATOT SUBROTO
JAKARTA SELATAN, INDONESIA

NOVEMBER 1981

TEACHING TOGETHER IN THE CLASSROOM
- THE CONCEPT OF TEAM TEACHING

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Republic of Indonesia.

November 1981

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TEACHING TOGETHER IN THE CLASSROOM
- The Concept of Team Teaching

Daman Prakash, ILO Advisor (Training Aids)

Introduction

01 It is a question of reaching the audience and that too, effectively and most efficiently. Participants are approached in several ways. Those ways are, of course, lecture method, participative teaching method and other methods of teaching. Teachers all over the world have been trying hard to find some solution to the intricate problem of communicating with the people. Many methods have been tried and still some more are being perfected. The general tendency among most of the teachers has been lecturing and imposing the knowledge on the learners, banking of ideas into human beings and expecting rich returns.

02 It is also agreed that the lecture method is by far the best method, but is it really the best method! That method is the best which enriches the understanding of the topic and where the participants are involved in discussion and where the participants have the benefit of comparing and analysing the topic. Lecture method, obviously, does not provide that facility - it is one way traffic, with some occasional showers of questions or clarifications from the participants and which the teacher or the lecturer tries to satisfy. The armoury of a lecturer comprises of words, words and words and those too coming from one single person. The participants have merely to become passive listeners and submit to the dictum of the lecturer and accept the verdict as correct. Obviously we are limiting the scope of interpretation and analysis. We are also denying the participants of the benefit of hearing other point of view.

03 Participative teaching methods, of course, provide the participants with an opportunity of discussing a matter among themselves with the help of teachers or resource persons. Of course, the understanding is deeper and perhaps more rewarding, but the fact remains that the participants discuss only those points which are known to them with some additions from the resource persons.

Team Teaching

04 There are other techniques which enhance the understanding. One of those methods is called the Method of Team Teaching. Team teaching, as it is, means a team of teachers or resource persons (mostly two of them) get together and handle two different topics for the benefit of participants. The participants gain knowledge on the various aspects of one problem. The two teachers, who take up the teaching in turn, try to supplement each other and with the help of the participants come to an agreed decision or conclusion. This means that there is input from two teachers, who are experts in their own fields, and try to come to a broad conclusion with the help of participants, who are obviously involved by the teachers as and when necessary.

05 A simple sketch of a Single Teacher Classroom, given on the next page, would make it amply clear that the teacher is the monarch or a dictator and he is in full command of the situation. The participants are listeners and they take down notes, whenever they like. The teacher continues to face the participants and it is his only voice which the participants continue to hear for a certain period of time.

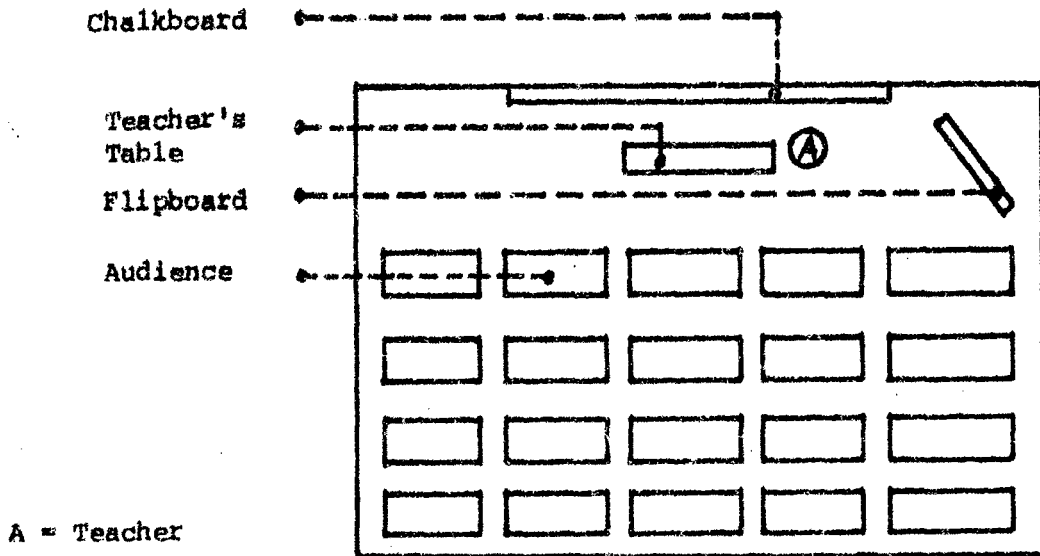
06 Another version of teaching, the Team Teaching Classroom, places two teachers in the classroom, of course, at different places - one at the traditional platform and the other, perhaps in some other place in the room. The second teacher could be at the back of the room, or in the side rows of the class. There is no definite place for the second teacher. Both of them can change their position as and when necessary. Teacher A can move to the position of Teacher B and so on. Teacher B supplements the points of view of Teacher A and Teacher A supplements the points of view of Teacher B. Both of them continue to remain in dialogue with the participants in order to gain a consensus. Both the teachers continue to make use of the chalkboard, flip charts and other simple visual aids while talking and while discussing with the participants.

Characteristics of Team Teaching

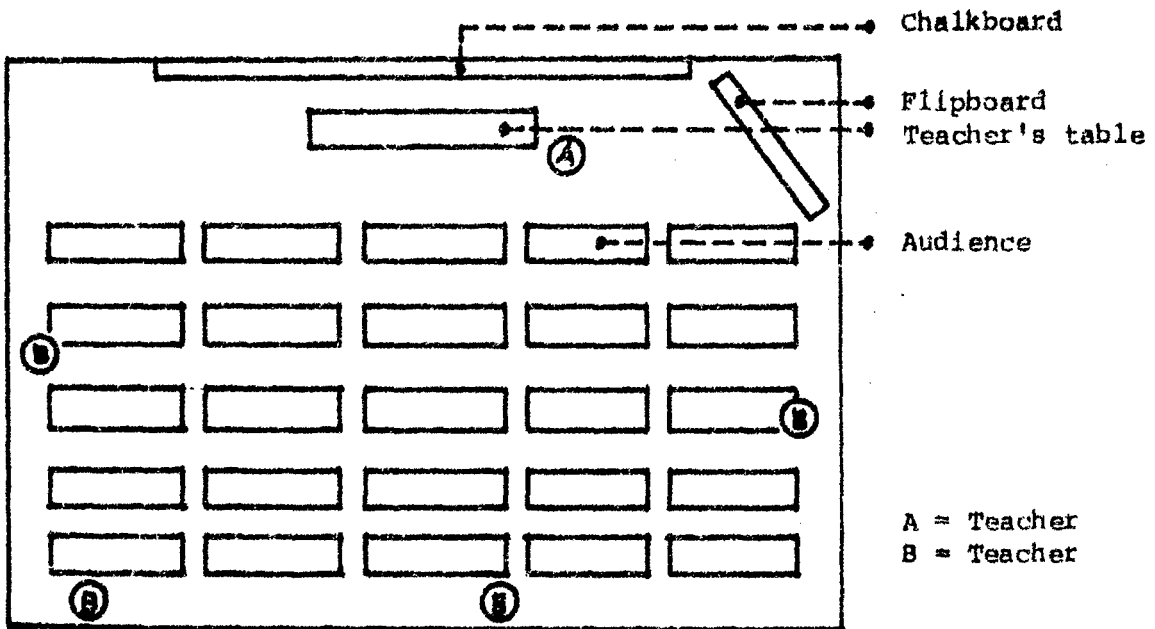
07 Some of the characteristics of this method of teaching can be listed in the following manner:

- 07.01 Two specialised areas can be dealt with together and proper comparisons made with the cooperation of the participants;
- 07.02 Getting several points of view together i.e., multiple points of views for a better discussion and conclusion;

Single Teacher Classroom



Team Teaching Classroom



- 07.03 Availability of element of dramatization due to the placement of teachers in the classroom;
- 07.04 Supplementary support in dealing with the topic is logical and in proper doses. The subject matter is not put out at once;
- 07.05 Presents novelty. A slight break from the traditional teaching methodology;
- 07.06 Enables minute-to-minute coordination between the two teachers or resource persons. Provides an effective support to each other. The take over from one teacher to another is smooth and natural;
- 07.07 Teachers supplement each other wherever necessary and without any hesitation. Both the teachers work in perfect harmony and they can interrupt each other whenever needed;
- 07.08 By making some advance planning, the topic can be time-slotted so that the topic can be covered within a given (or available) time frame; and
- 07.09 Enables an absolute perfect understanding between the two teachers - respect for each other, perfect communion with each other and both of them know what was going to happen the next minute.

08 From the above it is clear that the two teachers have to work as a closely-knit team and in a perfect harmony without snatching each others' words and with a full understanding of providing the maximum possible information to the participants in a given time on a specific topic.

Advantages of Team Teaching

09 Some of the advantages noticed with the application of this method have been listed as under:

- 09.01 Regarded as less monotonous as compared with lecture method of teaching;
- 09.02 Contradictions are rounded up during the course of team teaching. All confusions and unclear points can be cleared up by the two teachers;
- 09.03 Enables the teachers to treat the subject in as exhaustive manner as possible;

- 09.04 Enables the participants to come in and make their own points of view or to express views on the statements made by the teacher;
- 09.05 Provide a free, frank and democratic set up for the participants to learn as much as possible.

Elements of Reporting

10 It is also necessary to appoint a member from among the participants who could report to the participants later on as to the points discussed during the course of Team Teaching. The nominated-participant would make a brief report and present it to the class after the team teaching session for a brief discussion and comments.

11 This method helps the class to listen to all the points made by the teachers once again, although in a brief manner.

12 The report presented by the nominated participant is also commented upon by the two teachers in order to correct any wrong reporting or understanding.

Cautions to be Observed

13 The following cautions should be observed by the team members:

13.01 It is a difficult method to be adopted. Its necessity and working should be clearly understood by the teachers as well as by the participants. Better to keep it as a Team Teaching session rather than a group discussion.

13.02 Some amount of advance preparation is essential on the part of the teachers. Preparation in terms of topic, strategy, discussions, timing and attitudes (like dramatisation, questioning) is necessary and worth an exercise.

13.03 It is good to collect as much of supporting information as possible. Better to have all the facts and examples (and audio visual aids) available before the commencement of the session.

13.04 Teachers are members of the team. They should respect each other, supplement each other, and use respectable words, and do not interrupt each other unnecessarily. No domination of each other should be done.

13.05 Learn to accommodate your partner's views (he is an expert in his own field and you have no right to throw him out).

- 13.06 Summarisation is necessary towards the end of the session (this should be done by the teachers in their respective areas).
- 13.07 Do not overshoot the time allocations, and
- 13.08 Bring in humour in the class as much as possible.
- 14 Some other points which should be carefully observed include: proper and judicious use of audio visual aids; cleaning up of the chalkboard for the use of the other teacher and by encouraging the participants to come in as much as possible and whenever felt necessary. Encourage the participants to make additional points and to cite illustrations and examples.

Conclusion

15 The Team Teaching method is an interesting method which would prove to be effective. The participants feel themselves involved in the process of Teaching and Learning. Teachers also do not feel out of place as they are contributing to the participants with each other's support and cooperation.

16 The members of the team should make some advance preparations and decide on the strategy, topic, and time frame in advance, and also to keep the visual aids and other supporting material ready for use. Most important point is not to dominate the other teacher and respect each other's point of view and personality. No doubt the element of dramatisation would make the task of the teachers simpler, but the topic and presentation should not be over-dramatised, otherwise the whole purpose would be lost.

(This material has been used to conduct trainers' training programmes at the National Centre for Cooperative Training and Development - Puslatpenkop - in Indonesia. Bahasa Indonesia translation also available from the National Centre.)

7.5/7/84

SECTION : III

**This section contains working papers,
synoptic notes and other documents used
by guest lecturers at the Workshop.**

BIO-DATA

ROGER DE LOS SANTOS holds the position of Radio-TV-Movie Presidential Assistant in the Ministry of Public Information. He is a graduate of the Career Executive Service and twice a government scholar abroad in the fields of Educational TV Production and Television Broadcasting Management. Mr. De los Santos was once a part-time teleplay writer at ABS-CBN, a full time Instructor of Pamantasan ng Lungsod ng Maynila teaching Film Appreciation, Film and TV Writing, Ethics of the Cinema and Broadcasting Programming and Development. He was Chief of the Film Coordination and Training Section of the Bureau of Standards for Mass Media prior to its abolition. Presently, he teaches at the Centro Escolar University managing subjects for the Mass Communications Department, such as Broadcast News and Documentary Production, Radio-TV Dramatic Writing, Advertising Copywriting and Layouting and Broadcasting Programming and Development.

As to media projects, Mr. De los Santos has engaged in several film and TV projects, foremost of which are: Mindanao a Change, A TV documentary premiered and carried by all TV Channels, as supervising Producer and Director; Arnis de Mano educational film, as director-writer, Mahal TV Special for GTV 4, as Production Manager, French Film Festival, an Alliance Francaise CCP projects as project manager, Tunog-Larawan, audio-visual spectacle presentation of the CCP and BSMM, as production Manager.

FORMS OF DOCUMENTARY WRITINGS

I. CONCEPT WRITING:

E.G. SULYAP: A unique first on Television. For the first time, documentary and specialized films will be shown weekly on GTV 4. The films will vary in content and techniques and will give viewers an insight in what is Filipino, as kaleidoscoped through our historical past, present and future.

The films to be used in the series bespeak the rationale of the presentation, Historical films culled from film archives, classical films evocative of nostalgia for the days when movies were movies, more recently produced films which attempt to editorialize on present strides for national consciousness and solidarity.

2. TREATMENT WRITING

E.G. We open with a shot of the East African landscape, wild rugged and without a sign of human habitation. We dissolve

through a series of introductory scenes showing East Africa as it was, untouched by any civilising handempty plains, wide expanse of bush, the Rift Valley, the rolling highlands, and then Uganda, green and fertile.

The commentator begins: East Africa at the end of the nineteenth century. A land without history. In these vast tracts of land, today was the same as yesterday. And yesterday was the same as it had been for centuries, etc.

3. SEQUENCE BREAKDOWN:

Seq. I - Establishing shot of Zamboanga City, people and places-downtown scene, market place, the barter market, more tropical scenes, such as houses on stilts, the badyao houses.

Seq. II - Interviews in a downtown scene to evoke the opinions and sentiments of people on the peace talks. Cutaway to preparatory scenes for the Talks with Voice over of interviews.

Seq. III - Cutaways to past efforts of Pres. Marcos, receiving returnees, development projects in Mindanao, etc.

4. The Shooting Script

| VIDEO | AUDIO |
|--|--|
| Exterior, A clearing in front of the Chief's hut. M.L.S. The Chief is seated on an old but imposing dining room type chair: around him, setting on the ground, are the village elders. | A few days later the project went a stage further. At a meeting of the Tribal Elders, known as the Kgotha, the Chief put forward the plans and asked for the cooperation of everyone in the village. |
| M.S. The Chief and the leader of the group. The Chief points across the river to his land on the other side and speaks. | Fade music to background Commentator: "Beyond the river is my land," said the Chief, "If you come and work there you must work hard and quickly". |

SCRIPT TERMINOLOGY

EXTERIOR - any scene shot in the open air
ENTERIOR - any scene shot indoors
LONG SHOT (L.S.) - a full general view of the subject
MEDIUM SHORT (M.S.) - part of the scene photographed from nearer than a long shot. In the case of human subject, from the knee to head

CLOSE-UP (C.U.) - a close view of an object. In the case of
a human subject, the head only
BIG CLOSE-UP (B.C.U.) - a very close shot, In the case of a human
subject, part of a face only, as the eyes
or mouth
PAN - horizontal rotation of camera
TILT - vertical plane movement of camera, either TILT UP or DOWN
TRACT (or DOLLY) - move camera forwards, backwards, sideways
ZOOM - to operate the zoom lens of camera to bring subject
optically nearer or further
SYNCHRONOUS SOUND (or SYNC SOUND) - the sound is recorded at the
time of shooting
WILD SOUND - the sounds, such as effects, are recorded separately
MUSIC OUT or MUSIC IN - same as FADE OUT MUSIC and FADE IN MUSIC
other optical effects: DISSOLVES, FADES, WIPES

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NON FORMAL METHODS
THE COOPERATIVE EDUCATION PROCESS

I. Using Informal Methods

Although most adults expect their classes to resemble those they knew in grade school, high school or college, it does not necessarily mean that they want it that way.

Studies have shown that people learn better in a relaxed and informal atmosphere. And the best method found, so far, is the group discussion method whenever possible.

However, when group discussion is not possible, the teacher can still conduct his classes approximating group discussions through several means.

The first and most important thing for a teacher to remember is that his primary function is to help release the fullest potential of all members of the group so that the members themselves can cope with their own problems.

The teacher sets the tone in the classroom. Attitudes are caught, not taught. If the teacher is open and informal, he sets the atmosphere for freedom. The teacher must make it clear that he is one of the group and may be criticized. The group must be made to feel free to express themselves positively or negatively. All answers, all points raised are listened to without judgment. When we say someone is good, it implies we have the right to say he is bad. Nothing closes channels of communication more efficiently than judging.

If the teacher is to help the group cope with their problems, then the teacher should inhibit himself from expressing his opinions. Given a subject matter, the class should be allowed to discuss what they think and feel about a subject. The teacher should express himself only in the end. This way, students do not become dependent on the teacher. They learn to think for themselves.

When the teacher remains neutral, he throws the group back upon its own resources and viewpoints.

The physical arrangements of the class should, as much as possible, be circular seating or at least semi-circular. Eye-to-eye contact encourages group interaction. The least conducive to the development of an informal climate is the conventional classroom.

II. The Risks of Informality

When the teacher resists the development of dependency upon him, several things are apt to happen. The most predictable is that stress and tension will develop because in an informal group differences of opinion, viewpoint, value and feeling are bringing with them conflict and challenge, and can be a constructive source of learning for the group.

Stress is energy. Nothing happens without energy. Like all energy, human stress can be channeled in constructive or destructive directions. A teacher who uses informal methods does so on the theory that they will best allow for the wholesome development, expression and management of stress.

When controls are relaxed in an informal situation very often some disturbing things could happen. The most outstanding episodes usually are introduced by people who bring badly distorted perceptions or accumulated hostilities into the group. If as a teacher you promote an informal climate, do not be surprised if you see a group member or two go off like a Fourth of July explosion for no discernible reason. This is the problem any democratic environment faces. Where does it place controls on freedom to prevent disturbance from eccentrics? In a formal environment where controls are tightly held, we do not find so much individualistic expression of a disturbing nature: Internal pressures are likely to develop to a point where the whole group blows up. An informal environment actually acts as a safety valve for the group.

Another disturbing aspect of an informal environment is that it becomes easy for the teacher to fall under attack. If informality and consequent freedom of expression are attained, the teacher as fair game as any to be criticized and actively opposed. Some may dislike him because they do not like his looks, his behavior, or his ancestors. In a formal situation controls are such in most cases as to cause repression of hostility toward a teacher if it exists. If you promote an informal environment, you should be prepared to take hostility directed your way and you should proceed on the theory that the most productive, wholesome teacher-group relationship will only prevail where you are fair game along with everyone else.

In the usual group a great deal of pressure will build up to find out what the teacher thinks. The dangers of inhibiting creative thinking by premature disclosure of the

teacher's views have described. It makes a difference, however, whether a teacher superimposes his views as those of one person - in response to a widespread desire within the group to hear his views - only after there has been full expression of viewpoint by members of the group. If these views then have influence in the group, it is more likely to be because they have merit, and not simply because of the status of their advocate. On this basis lectures, or preferably lectures may have a useful function as an adjunct to discussion in communicating to the group the crystallization of the teacher's experience and point of view.

III. And the Rewards

If the teacher is to exercise constructive influence upon the group, he must have the fullest kind of feedback upon which to arrive at a tentative diagnosis about group functioning. He needs to be able to find out what is wrong and sometimes to propose treatment for it; he needs to know whether group members think they are on the proper course.

To gather this information, observation periods have been used during which the group takes a calm look at itself. Post meeting reaction forms have also been found useful. A feedback device gaining in popularity is that of random writing; group members are asked at reasonable intervals to write at random anything they care to write relative to the operation or are often able to find cues helpful in thinking about their responsibilities to their groups. They are able to set up a personal channel of communications from group members that often taps inner feelings. Here is an actual statement; "This method of writing my thoughts down is helping me to see how opinionated and dogmatic I really am. For this reason I did not throw them (earlier random writings) away. What I feel like writing now is: I need to know how to function in a group. What attitudes do I need to develop? How can I be less dogmatic? How can I present my views without giving offense? How can I develop sensitivity to others? How can I develop my opinions without 'fixing' them so solidly?"

Using informal methods in ways similar to those described can yield very satisfactory results. It would be foolish to say that they lead to one hundred percent success; they do not. But extremely positive reactions are not uncommon from people who have been freed from restraints and constrictions of traditionally formal situations through the introduction of informal methods.

IV. Resistance Against Learning

Why do people resist against learning? A noted educator suggests three reasons that keep us from learning and that may explain many of our teacher student blindness: (1) a wrong supposition, (2) a false pressure, and (3) a horror of self-encounter.

1. A wrong Supposition

Many teachers and students still believe that it is better to give than to receive. And therefore, the teacher wants to give something to students - an idea, an opinion, a specific skill, advice, or anything that he thinks the students expect. And students, in turn, value their teachers according to what they have to give.

A gift becomes a gift only when it is received. Nothing we have to give - wealth, talents, competence or just beauty - will ever be recognized as true gifts until someone opens his hands or heart to accept them.

This means that he who wants someone else to grow - that is to discover his potential and capacities, to experience that he has something to live and work for - should first be able to recognize that person's gifts and be willing to receive them. For man only becomes fully man when he is received and accepted. When teachers accept their students and vice-versa, then resistance to learning is minimized. What happens is that too many people keep their talents untouched because they are afraid that nobody is really interested.

2. False Pressure

The network of modern educational process has led us to believe that we become better men when we have higher grades. We are more willing to trust someone with a high degree than others.

This false pressure of society, which forces us to pay undue attention to the formal recognition of our intellectual accomplishments, tends to pull us away from our own personal needs and to prevent us from coming to insights into our own experiences that can form the basis of a creative life project.

3. Horror of Self-Encounter

This is the most powerful resistance against learning. True learning means man facing himself, recognizing and accepting himself for what he really is: weak, naked, destined to die and totally alone. Only when man is able to do this, when he no longer clings to life as an inalienable right, when he has nothing more to lose -- only then can he be sensitive to others and to what is happening in the world around him. He can begin to approach life without fear he can begin to learn.

All these three reasons are universally applicable. When the teacher goes to the village, it would do him well to remember the following:

1. Learning is self-discovery
2. Learning is self acceptance and acceptance of other;
3. Learning is a slow process.
4. Learning is a pain and a joy.
5. Learning is a mutual sharing of experiences between teacher and student

V. The Art of Asking Questions

One of the primary principles of learning is that it is an experience which occurs inside the learner and is activated by the learner himself. It has something to do with what happens in the unique world of the learner. Learning is best in a situation in which teaching is a facilitating process that helps people to explore and discover the personal meaning of events for them.

When a teacher asks questions he must remain within the frame of reference of the learner. Too often we forget that learning is a deeply PERSONAL experience and we fail to relate to the learner. Asking questions in teaching is not so much to find out what the learner knows or does not know. It is more to find out how well the teacher has communicated and how well the student has accepted and internalized what has been taught. Asking questions encourages the learner to be active. His answers indicate how far he has permitted himself to take part in the process. Very little learning takes place without the permission of the learner.

Every learner brings with him a world experience in which the teacher has had no part. Therefore, when a teacher asks questions he is really trying to explore, as much as possible the learner's inner world in order to find the level in which communication is most effective. To achieve this, there are three things to remember.

First, be sure that the words you use have the same meaning for you as well as for the learner. We use words all the time, but how often we mis-communicate. To a creative person, a single word could get pregnant with meaning; to a less imaginative person, the same word might take on a practical color. For example, take the word discipline. To one it could suggest punishment for a misdeed. For another it means being in control of one's behavior. And still to another it could mean being single-minded about one's objectives in life.

Secondly, after the first question has been answered, repeat the learner's statement and find out exactly what he means by asking a follow up question. For example, the learner stated that his community is a religious one. Do you mean that many people go to church regularly or that people believe in God in general? Find out whether his statement refers to the community's general attitude towards religion or the community's religious practices.

Last but not least, always remember that people come before purpose. This simply means that it is more important that you treat them as persons more than anything else. Learning is often a joy, but it can also be a painful process for the adult. It is always an emotional as well as an intellectual process. Therefore, when you ask questions remember that you are dealing with thinking, feeling human beings. Each of them is unique and demands to be accepted and treated as such. In everything a teacher does, a great amount of respect and patience is required.

ICA-CUP SUB-REGIONAL WORKSHOP ON TECHNIQUES OF AUDIO-VISUAL INSTRUCTION
AND DEVELOPMENT OF TRAINING MATERIAL-I, Manila, June 4-23, 1984

Resource Centers/Library and Documentary
and Information Centers in the use
of Trainers in Cooperatives

by

DIGNA MEDINA-MENDOZA
Head, Audiovisual Department, Far Eastern Univ.
Executive Director, Phil. Universities Audiovisual Center

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INTRODUCTION ON INFORMATION

The growth of information awareness, the explosion of messages, the increasing access to and demand for information, the growth of information technologies - all these measures demand a more dynamic and holistic approach to information.

The Three Information Worlds

Presently, there are three major "information worlds" which have traditionally been divided and separated.¹ The first is familiar to us. It is the literature world of libraries and archives where information has been put into accorded form. A meaningful organization has been added along with an element of human judgement.

The second information world is the document world of information centers, clearinghouse, documentation centers, and records centers, where information has been collected and organized but perhaps not evaluated in the same sense as in the literature world. In order for us to penetrate this world, we need the tools and understandings that come from paperwork management, a burgeoning sister field that is closely related to archival work.

The third information world is the data of computers, telecommunication and automated information systems, where the information is often numerical.

Horton² suggests that the key variables that distinguish the three groups are time frame and storage medium. The library focuses in the historical time frame, and the book/periodical focuses on the storage medium. The paper-work or record center focuses more on a more current document medium. Finally, there is the rapidly changing machine - readable data world of the computer. It is in this latter field that is growing exponentially and that the new breed of libraries must penetrate in order to provide the information function that is sorely needed now and can only increase in

¹E. Daniel, "Special Librarian to Information Manager" Special Libraries, 1982 April, p.97-98

²E. Daniel, Ibid.

need in the late 1980's and the 1990's.

Organization & Operation of Documentation and Information Centers in Teaching Establishments

If Documentation and Information Centers, constantly increasing both in number and importance in education are today recognized as fulfilling an essential pedagogical function, such a conception has become inevitable only after a slow, lengthy evolution. These centers extensively developed at first for general and technological studies, later, many secondary education schools benefited from modern installations. While technical schools cause exploring their own avenues, elementary schools were provided with libraries thus encouraging in their students a taste for reading, as well as with documentation centers that would help the young and awakening minds to find answers they seek.

Teacher Training Colleges have been progressively seeking a new role for the teacher and stressing an ever-growing need for a library as well as a genuine media-centre giving access to pedagogical documentation, information, self-instruction and further training.

A Short Historical Survey³ in French Education to Clarify Present Developments

During the first years of the twentieth century, in France the schools were provided with classroom libraries for the use of students as well as with a central library for the use of teachers. There were two establishments, however provided with a central library for the use of the pupils, but there was no regulation to make their availability compulsory. The first of its kind was created in 1947 at a school in Marseilles. Others followed at the instigation of the French Inspector - general who was devoted to the prin-

³J. Treffel. "Organization and Operation of Documentation and Information Centers in Teaching Establishments". Educational Media International. Vol. 2 1978. p.7

principles of learning and concerned with the problems of life in boarding schools. However, the uniform pattern of these libraries and their inadequate means available relegated them mainly to a recreational role. Traditional study rooms were transformed into working libraries with all the elements essential to the acquisition of further knowledge (in particular, dictionaries, encyclopedias).

In 1958, the Director General of Secondary Education entrusted the Inspector General with the task of finding out how the upkeep and maintenance of media resources could be ensured their full usage and duplication avoided. It was a result of this investigation that the first school service of documentation was established in Paris. In the early days, the object was to familiarise with the resources at their own school, and to demonstrate to them that effective aids were available and would help them in their teaching and in general educational activities. A few self-documentation rooms were opened to students but these were instituted mainly for the use of teachers who had become familiar with the documents as well as the apparatus.

A year later, under the motivation of the French Inspector - general re-grouping of libraries and documentary rooms for the use of pupils as well as teachers began to take shape in schools. From then onwards there evolved a policy of development on a national scale of Documentation and Information Services and all newly established secondary schools were provided with a Documentary Centre.

In 1974, Documentation and Information Services until then intended primarily to receive, classify and distribute documents, ceased to be known and act as a service to become a 'Centre'. Now the function of teaching with all its impetus really comes to life. These centres constitute the architectural heart of the building and become within the various establishments the very pivot of life and of educational reformation. Documentation and Information Centres (CDI) have come to stay. The realization of these innovation which requires learning of methods of research depends to a great extent upon the existence of a documentary centre which must be sufficiently extensive, well situated, well conceived, well equipped and

well managed. Recent experience gained from independent work has made all members of educational establishments appreciate the enormous possibilities offered by a documentary centre as well as the problems set by its absence or inadequacy. In the future with the new reformed system, a great proportion of independent work will also be done within the framework of the CDI.

The documentary centre must be, in fact, at the service of pupils as well as teachers. Its objective is to promote in learners not only the acquisition of knowledge but also the understanding of attitudes and methods of individual work as well as teamwork, to develop a spirit of initiative, a taste of research and for the use of documents and to inculcate a sense of responsibility. It is also intended to reshape the pupil-teacher relationship so as to assist in discovering their needs to create a more genuine motivation to give pupils more individual attention and to make them gradually more aware of the process of learning. It is intended to assist the student to grow up and to become self-reliant.⁴ **Whoever becomes initiated to self-instruction will know not only at school or at university but also in his later professional life, in any place and in any given circumstances, how to find the methods and documents which will enable him to turn his personal study into a productive and satisfying activity.**

It was therefore decided, starting in 1973 that newly built secondary schools have major documentary centres. There would be re-grouping of libraries, reading rooms, documentation rooms, group activity room, combined into an extensive complex of resources which would encourage research work. It is for this reason, since 1974, that in France ministerial directions renewed each year insistently recommend that regional authorities should install CDI in those establishments which are not provided with one.

There has been a definite improvement in the premises intended for CDI's since 1969 when standard building plans laid down pro-

⁴J. Treffel. Ibid.

visions for special accommodation, consisting of documentation room, teachers library, pupils library, a room for self-documentation and a central reading room.

It was only after a while that it was understood that these premises would have to be re-grouped and gradually this accommodation came to be grouped into a single block, the various rooms communicating with each other, at first by doors, the solid walled partitions being replaced by glass partitions, to end up with the complete removal of all partitions providing an extensive open plan encompassing the whole of the bibliographical and audiovisual materials available.

A Ministerial Circular on March 14, 1974 laid down the change-over from Documentation and Information Service to Center for Documentation and Information. This circular in respect of all establishments made provision for the re-grouping, as functionally of the various component elements (libraries, reading rooms, documentation rooms and self documentation rooms, group activity rooms, photocopying and duplicating workrooms, and audiovisual centre). This circular laid down that the library for students and the library for teachers should be combined.

The construction program for 1975-76 for establishment of primary and secondary education gave the following architectural guidelines: the documentation room and the library reading room may be accommodated in a single location known as a 'Media Centre' housing books, publications and various documents, (printed and audiovisual) as well as providing space for working with tables for consulting documents. The whole will be developed as 'open-plan or split-level plan'.⁵

Within the framework of the documentary centre for secondary education establishments the circular of March 14, 1974 also expressed hope that an audiovisual centre be organized as a real workshop for practical individual efforts. These would allow the full utilization of audio- or visual documents in the same way that

⁵J. Treffel. Ibid.

written documents may be studied in a library (with the help of viewing apparatus, radios, overhead projectors, filmstrips projector, tape recorders, microfilm readers, television connected to video recorders, 8mm and super 8mm cameras and projectors, etc.).

Audiovisual center have been fitted and equipped on an experimental basis in secondary schools. The Teachers' Training Colleges in Paris region are already enjoying the use of excellent audiovisual centers.

Furnishing Equipment and Teaching Material for CDI's

A Documentation and Information Center whether part of a newly built establishment or as a conversion of an existing establishment (with aid from a regional grant) receives an allowance for initial equipment consisting of furniture, audiovisual apparatus, and a starting fund for documentary expenses (dictionaries, encyclopedias, atlases, books, transparencies, records ...). The initial equipping of documentary centers as in that of secondary education establishments, is carried out wholly at the French government expense.

Outlook for the Future

Many existing establishment are endeavoring to obtain the necessary finances to enable them to install documentary centres in their old premises by means of conversion and renovation. The documentation centre with its library and its audiovisual rooms and its student work rooms is regarded more and more pedagogically indispensable. The movement is spreading fast where every encouraging experiments are now taking place, and where, alongside the library and pupils' workroom, there is a need for an audiovisual room properly equipped with simple apparatus such will permit the study of audiovisual documents. A great effort is being made also in French Teacher Training Colleges where it is essential to place at the disposal of student teachers every possible means to enable them to formulate their study-program, and to improve their training. For them the documentary centre should truly be a media center capable of offering every dedicated resource of a written word (books,

magazines, publications), of audio (cassettes, tapes, records), of visual (transparencies, silent films), and of sound and images together (video, filmstrips, and tapes, sound films 8 & 16mm).

What is a Resource Centre?

Addressing ourselves to the question, 'What is a Resource Center?' let us first have a working definition⁶ by identifying the various possible functions such a centre might perform. First, a resource centre makes available sources of information both in print and audiovisual form to pupils, students, teachers, or for that matter any interested party - a hint here of its strategic place in the field of lifelong education like Cooperatives. Second, its chief purpose is to encourage self-instruction, whether supervised or entirely independent. To this end, it provides facilities for individuals working on their own in small groups ranging from two students to a whole class and also in large group composed of several classes. The centre shall provide for research and document - study for at least fifty (50) people working it all, possible social/educational modes. A further felt need is the provision of a wide range of equipment for the production and reproduction of software by and for teachers and learners: transparencies, films, sound recordings, slide - tape sequencies, photo-copying, photography, video, etc.

Given this as an ideal, we feel to acknowledge that in the Philippines, it would be many years before the ideal can be realized. This is because laissez-farce policies has allowed schools to do exactly what they like in setting up library services. Thus there are some well-appointed central libraries, others which scarcely deserved the name but a vast numbers of small department libraries. This decentralization is largely explained by the dominance of specialist subject teachers in the traditional system of education. To this day, books played only a supportive, supplementary role compared with the heavy emphasis placed onchalk and talk. You must have heard the op-

⁶J. Morten. What is a Resource Center. Educational Media International. Vol. 4 1975. p.6

position of school masters to the use of books as recommended as far back as 1598: In short, in this prevailing climate of opinion, a resource centre symbolized a radical innovation which seems fated to meet strong disapproval from the conservative profession. We then have to progressively put an end to the predominance of verbal communication.

The first step, is to convert the library into a workshop so as to make it the heart of the modern school:

- a) by providing spacious easily accessible premises;
- b) by furnishing it in such a way as to allow students to study there;
- c) by improving systems of classification and distribution;
- d) by creating file catalogues including subject files to facilitate research; and
- e) by de-emphasising the use of small libraries.

The second step, involves the addition of a whole range of non-book materials, i.e. audiovisual software and hardware. These will provide for individual and group listening and viewing activities. In other words, what has began as a collection of books, will have to contain collection of slides, films, video tapes etc. and may be called multi-media libraries.

A third step, is to arrange for easy and speedy distribution of audiovisual materials to schools. The administrative problems involved in this will be complex and can best be overcome by further centralization. It is a question here of a dial-access system, allowing for automatic choice by remote control.

No less important is the provision of equipment for the production of original software and for reprographic and other copying services. In every school, teachers and students should have adequate facilities for this kind of work, no matter how amateurish the results may be. As for non-professional production of software by and for teachers, we have to establish interschool resource centers in the existing audiovisual centers, where teachers can attend to these at least one afternoon each week in order to make any software they need.

A resource center in every school: an internal distribution system in large schools, together with regional resource centers for the professional production of high quality software, plus a qualified media librarian per school, not to mention technicians for recording, distribution, maintenance of equipment etc. All this can be in impressive plan. Quite apart from financial obstacles, a program can be inhibited by the traditional set-up in the schools, by adverse opinion and not least by vested interests and restrictive practices in the teaching profession itself.

It will be observed that the relationships between the school and society will remain essentially the same whether the system remains traditional or become partially or largely resource-based. However, some obvious changes in classroom procedure will be brought about in the change-over to a resource-based system.

In the first place, due to modern methods of cataloguing and retrieval, students will be able to take at least partial responsibility for their own development. In the second place, students will no longer be restricted to class groups, they will to some extent be free to move around the school premises, work individually or in groups with constantly changing memberships. Thirdly, the students will spend, less time in listening to lessons delivered by teachers and will be inclined to take the initiative in finding out what they need to know for themselves.

Given these conditions, it is obvious that the traditional role of the teacher will be fundamentally modified. Under the new order the teacher will be a counselor, a guide, philosopher and friend of the learner; nothing like so easy to devise methods of training which will help him to cope with the new situation confronting him in a resource-based system.

Resource Center - definitions:

A Resource Center may now be defined as a systematic structuring of materials, equipment and services available to students and tea-

chers in the teaching - learning situation.⁷ Its purpose is to implement curriculum goals whether these will be pursued in the classrooms, in the center itself or in the community. Summarizing such center serves four basic functions:

- 1) as a media library for the storage and distribution of learning materials;
- 2) to facilitate the work of production;
- 3) to provide necessary apparatus and equipment for this work, and
- 4) to offer a consultancy service for those using the centre.

Emphasizing that the Media Library is the only one unit in the organizational structure of the Resource Center which must at all times operate in full cooperation with other units, the functions of the Media Library are information, purchasing, storage and access.

The types of material included may be classified as print media, visual media, sound media, tactile media, multimedia and computer media. The media library may be arranged for storage with closed access as well as with free access, each of which demands its own solution to the problems of management, information, purchasing and storage.

Under the heading of information, the Media Library is responsible for:

- 1) collection of learning materials from a ternal and internal sources;
- 2) cataloguing;
- 3) budgeting for purchasing and for in-house production of materials;
- 4) forward planning, and
- 5) disseminating information about the activities of the Resource Center.

⁷J. Duzs. "The Development & Management of Media Libraries"
Educational Media International, Vol. 5 1975 p. 12-14.

As regards collection the only real problem is one of judicious selection.

As regards purchasing, available resources shall be directly linked with local and regional curriculum projects.

The basic task of storage includes the keeping of receipts, registering, ensuring that items are in their assigned places, repair of damaged items and repurchasing of missing ones. Housing materials from the various media presents its own peculiar difficulties because they will come in all shapes and sizes. One practical solution is to store/different media in different groups, i.e. keeping all the sound tapes together, all the filmstrips together and so on. Alternatively, where an extensive collection of non-book materials exists in one subject area it should be housed close to the book collection.

Easy access to stock in a favorable learning environment is arguably the most valuable service which any Media Library can offer. Cost considerations may necessitate closed access for certain items but wherever possible, free access should be encouraged. Closed access may improve security but it prevents browsing and in any case it shall entail too much fetching and carrying by library assistants. Teachers and students need ample opportunities for previewing and listening to resource materials in order to choose those best suited to their needs.

Problems

A review of the managerial and organizational problems which will be encountered in the establishment and maintenance of resource centers ends with an appeal for more coherent policy - making both at the national and international levels. In planning the progressive development from School Library to Media Library and from Media Library to Resource Center, it is necessary to take into account local needs and conditions, but equally necessary is to enlist the cooperation of any existing regional and national services. Liaison between schools, colleges and universities and a regular change of information and ideas concerning new apparatus, new curriculum, research findings, etc. may ensure greater efficiency in setting up and running a local Resource Center. Ultimately, however, the justification of resource based learning could only be found by pooling and sharing

facilities and personnel on a wide scale. According to J. Duzs⁸ moves in this direction has already been made or are being made in France, West Germany, the United Kingdom, United States of America and in Eastern Europe; but although these have helped to promote a wide spread and effective use of resource-based learning in these countries, efforts to reach even a minimum of compatibility of the international level has so far yielded few practical results. Instancing such promising initiatives as the Library of Congress MARC System (USA), the British National Film Catalogue, Lermistor, HELPIS (UK) and the AV Data Bank (GFR), Duzs was inclined to be critical of such bodies as the UNESCO and the Council of Europe (Committee on Educational Documentation and Information) for their lack of resolution in tackling the problem.

Collective, coordinated action at the national level is difficult enough as it is - and may be thought a prerequisite for any viable international agreement. Exchange of films, TV programmes, etc. between one country and another involved difficulties on translation, copyright, not to mention the vested interest of private commercial enterprises. Moreover, in countries with highly decentralized system of education, the problems tend to be more acute, if not altogether intractable. Dr. Anna Hyer (NEA, USA) noted that in her country for example, educators were excluded from conferences dealing with copyright.

Again, what is the point of planning elaborate exchange schemes if the materials on offer are liable to be quickly out of date or simply not good enough.⁹ According to Duzs in Holland where an efficient inter-universities information service is operating the number of exchange effected has been disapprovingly meager - mainly because most of the resource materials produced are amateurish and not sufficiently of high quality. This in turn, raise problems of production and evaluation which have yet to be overcome.

⁸Duzs. Ibid.

⁹Duzs. Ibid.

In view of these and other constraints it appears that progress in policy making both on the national and international fronts is slow.

What is an Educational Media Center?

An "Educational Media Center (EMC) is a central service agency in a school, college, or universities which has the responsibility to design, operate, maintain and improve the media facilities of a school in support of its goals to instruction, research and continuing education. This support is not only in the technical and logistical areas of communication, but also includes the training of teachers, staff, and students in the proper and creative uses of materials and technology.

Educational Media Program: Philosophy

An Instructional Media Program must have a philosophy which will guide the decision on establishing standards for a media program in any school, college or university. The first basic assumption was that in an individual school, there should be a media program to implement the "entire spectrum of instruction". The second basic assumption was that, given adequate support and adequately trained personnel, both professional and technical, the logical and most effective matters of administrative organization at the individual school would be a unified program under one administrative head. Consequently, it is a fact that centralized administration obliterates in traditional separation of library and audio-visual media program as two discrete entities within the school. The case of unification is based on the fact that media are no longer actually separable in the technological sense. As one gets into electronic storage and distribution of information, the original physical form of the information tends to melt down. The logistic problem of storing, transmitting and distributing the information becomes one individual problem. As an adjunct to audio-visual media services, the libraries of many schools have been restructured and organized into learning resource centers. In terms of this context the Educational Media program will continue to expand, ultimately to be integrated into a more comprehensive organization context.

EDUCATIONAL MEDIA CENTER (EMC) - Its Components

In an Educational Media Center, there is a strong combination of a library, an audiovisual media service program, non-traditional learning spaces and instructional development.

1. The Library -

The shift has been from the library to a learning resource center with a library of media. In such a center, the emphasis is on learning as both a product and a process. Within this center, with its consortium of specialists working toward the improvement of learning in school, flexibility is a key asset. In order to understand this flexibility, one must understand the concept of this learning center (EMC) and its four major components.

In a truly unified center, budgetary and media format boundaries should be eliminated. If money is available for commercial items, the most appropriate media should be purchased to meet the learning need. Thus, for example, with only one budget for print and non-print media; an audiotape on "noise pollution" might be purchased, rather than a book or magazine - which could only discuss the concept of noise pollution. As it happens too often in many institutions, money will not be available for the audiotape, so an inferior item for that particular need will be purchased.

2. Non-Traditional Learning Spaces -

The Educational Media Center should be a center for innovation and experimentation. Thus, if one school so wishes, it may experiment with a tutorial center within the non-traditional learning spaces in its learning center. Another school may wish to institute a career, an independent studies program, or a learning disabilities program. Later, such programs become interdependent and strengthened through interdependence.

3. The Instructional Development service of the center provides for the institution as a whole and for the center itself.

Within the center it may help in developing media for an inde-

pendent study program - for a library orientation class, or multi media teaching - an instructional development system.

In the Educational Media Center (EMC) the instructional development team may be made up of the center's 1) research specialist, 2) a print specialist, 3) a non-print specialist, 4) a learning specialist from a certain field like the learning disability program, 5) a subject specialist from the teaching team, and 6) the system or instructional development specialist.

It is a known fact that an Educational Media Center is a product of the environment within which it operates. Most factors making up this environment are subtle. These five suggestive sources of influence are:

1. Management concerns
 2. User concerns
 3. Available facilities
 4. Political factors
 5. Budget constraints
4. The Audiovisual Media Service Program within the Educational Media Center, is defined by its service status. It should provide a production facility so it should be furnished with the resources necessary to deliver learning signals in a variety of learning setting from the large lecture hall to the individual learning carrel.

4.1 Audiovisual Media Service - objectives

The following objectives can be utilized as a set of guidelines or principles for setting up an audiovisual media service:

1. To facilitate the teaching-learning process through the competent application of instructional media.
2. To provide consultation, assistance, instruction, and services concerning the selection and application of instructional media.

3. To maintain a constant contact with the faculty concerning instructional problems and the application of instructional media.
4. To contribute to the development of courses and program in all areas of educational technology.
5. To maintain an awareness of all relevant research, technology and activity concerning the application of instructional media.

An institution of higher learning should provide for at least one expert in audiovisual media. He can either work alone or, if the institution is large enough, function as director of a complete audiovisual media service.

The director's support would consist of both professional and clerical personnel. The number of personnel would depend on faculty demand as well as the size of the student body.

4.2 Audiovisual Media Service - general areas

The structure of an audiovisual media service can be described in terms of four general areas: audiovisual media storage and distribution service, instructional technology information center, instructional media demonstration laboratory, and production services.

- 4.2.1 The Audiovisual Media Storage and Distribution Service - Component is responsible for ordering, scheduling, delivering, and operating the various audiovisual media materials and equipment; providing assistance and consultation in the evaluation of commercially available audiovisual media; training groups and individuals in the technology of audiovisual media; maintaining an up-to-date, comprehensive collection of source books for commercially available materials such as film loops, filmstrips, slides, audio tapes, and transparencies; and providing audio and visual preview facilities.

- 4.2.2 The Instructional Technology Information Center - serves as a research and demonstration center concerned with educational technology state of the art. Such central source of information should be made available to students and faculty as well as to community groups like the Cooperative Union of the Philippines.

The types of materials would include source files on new products, shelved collections of instructional media and devices; and research reports and journals on instructional innovation and technology. The center would assume responsibility for publishing periodic information bulletin and providing a liaison service through correspondence, conventions, etc. and exchange visits with all groups in the field of instructional technology and innovation.

- 4.2.3 The Instructional Media Demonstration Laboratory - should be designed to train small groups of faculty and students in the proper methods of operating audio-visual equipment and in the preparation of instructional materials. A representative collection of audiovisual equipment should be constantly housed in the facility; like 16mm and 8mm motion picture projectors, film loop projectors, overhead, and opaque projectors, slide and other transparency production equipment, 2-by-2 inch and $3\frac{1}{2}$ -by-4 inch slide projectors, record players, and video and audio tape recorders.

- 4.2.4 The Production or Media Preparation Service - is responsible for providing the facilities as well as personnel necessary to enable instructors to prepare instructional materials: such as basic media slides, transparencies, tapes photographs, and films.

Although requests for audiovisual information and services will be expressed in a variety of ways, personnel within each of the four basic areas mentioned must be aware that each request reflects an instructional need. By encouraging faculty members to discuss the objectives, they expect to achieve through the application of audiovisual technology, the service personnel will be in a better position to recommend equipment and media appropriate to the task.

X 4.2.5 Audiovisual Media Service - Budget

To provide for a well-rounded materials program, it is recommended that the basic complement of films, filmstrips, and recordings be considered capital equipment and be purchased with such funds. To provide for the ongoing program, including maintenance and replacement but not a pension, no less than one percent (1%) of the average per student cost in the school unit should be spent per student.

The one percent amount would include film rentals if no basic film collection is started but would not include film purchases, building construction or remodelling, closed-circuit television, or electronic learning centers. To provide for an advanced materials program, the one percent (1%) should be increased to one and one-half percent (1.5%).

Budget statements should be based on the existing prices as of specific models referred. It is extremely difficult to suggest budget figures for an audiovisual media service. Initial investment costs would be determined by projected faculty requirements. Annual operational costs must be carefully controlled.

Reports show that quantitative standards for audiovisual personnel, materials and equipment for all levels have been already established since 1965 in more progressive countries.

Media Centers (MC)* is referred to: when English-speakers use the following terms:

multi media centre
learning resource centre
comprehensive library
multi media learning centre
resource centre
library resource centre
school library/media centre
instructional media centre
media centre

or when French speakers use the following terms:

Centre multi media D'autoformation
Mediathaque
Centre de documentation
Centre de ressources
Centre d' etude multi media
Centre multi media
Centre documentaire
Centre documentaire multi media
Centre pedagogue multi media

According to UNESCO survey the term 'Centre Multi Media' (CM) appears to be the most satisfactory being fairly comprehensive and suggesting a place when a large variety of activities like self-instruction, documentation, documentary research can be carried out.

*UNESCO Survey: Media Centers Educational Media International
1978 Vol. 2 p. 2

The changes taking place today in society and in education - advances in communication techniques, curricular reform, new educational methods - are making it increasingly necessary to develop to set up media centres in schools, both to help improve the quality of education and to facilitate self-instruction and long-life education.

It is now generally admitted that the conditions under which learning takes place have changed. The development of communication media has profoundly modified the thresholds of perception; at the same time, learners have become capable of far earlier than previously of manipulating technical equipment and producing their own documents. The considerable development of the mass media is tending to eliminate from society any sense of there existing a hierarchy among the different media of communication. Schools alone still tend to maintain such a hierarchy. However more and more people are coming to attach the same value to educational materials whether printed or audiovisual.

The growing importance of informal education, the gradual disappearance of the notion of accepted truth, the whirling growth of knowledge and its increasingly scientific and technical character, are leading to the emergence of conditions which will enable the learner's capacity for independent endeavor to be developed while he is at school. Henceforth, each individual will have, to a greater extent, to assume responsibility for his own instruction in the context of a life-long education in which compulsory school attendance is no more than a stage.

But existing school libraries or documentation centres are no longer fitted to meet needs other than those of already outdated patterns of instruction. From now on, under the combined impact of the development of the educational sciences and the advance of communication techniques, emphasis will have to be laid on learning and training. The organization of school libraries and documentation centres should be adopted so as to allow them to take account of the changes which have occurred in recent decades, both within the school and in the surrounding world.

The idea of media centre, where printed and audiovisual materials are organized with a view to assisting self-instruction among learners is starting to be widespread among educational institutions in the Philippines.



**SLIDES
WITH A
PURPOSE**

introduction

In our communication, we all have had experiences when words alone cannot express our ideas. Thoughts that seem so clear to us sometimes only confuse our listeners. Words don't always have the same meaning to everyone.

How often have you said to yourself—if only they could see what I'm saying, they'd understand?

Slides can *show* your audience what you are saying by lending clarity and accuracy to your verbal ideas. And, the new insight that you develop by making your own slides can help you become a more effective communicator.

Making slides for training, teaching, or any other purpose can be as easy as taking snapshots. You just approach your subject differently. That's the purpose of this book—to help you plan, make, and present slides that help you communicate more effectively—slides that help your audience understand better, SLIDES WITH A PURPOSE.

Why slides?

Slides have three basic strengths for communication. First, a slide can hold audience attention. Think of the times you sat in meetings that seemed to drag on, the times you've been bored listening to statistics, the sessions that almost lulled you to sleep, the flip charts you've tried to read from the back of the room. Properly designed slides let you get your message across quickly, capture audience attention, and build interest.

Second, slides help clarify points. They let the speaker show exactly what is being discussed.

Third, through the time and space potential of slides, an audience and speaker can share experiences otherwise impossible or impractical.

Slides offer other advantages: they focus attention on a large screen image. Slides are flexible—you can add to, remove, or rearrange them for different presentations. Slides are easy to handle—their 2 x 2-inch size facilitates compact storage and ease of handling. Considering the convenience and time-saving they offer and the improvement they can make in your communications, slides are an economical investment.

Slides become even more effective when used with other visual media. Use them to get double use from wall graphs, charts, and maps—slides can isolate and enlarge sections of these materials to focus attention. Use slides with movies as part of a multimedia presentation, with chalkboards to summarize lessons, with mimeographed notes to help ideas stick in your audience's mind, or with just about any other medium to get your message across quickly, clearly, and accurately.

Making your own slides

Slide making is easy and fun. Slides you make yourself can be exactly suited to your needs.

You may be better prepared to make instructional or informational slides than you realize. You already know the subject and the problem areas, so in making a slide presentation you'll just be using a new tool to do the familiar job of communicating information. As you make slides, you will build a valuable collection of instructional aids, ready to be used again and again as the need arises.

Choose your material from any accessible and copyright-free source, or from any scene you observe or arrange. Thus, you can design the presentation to fit the interest and level of the listeners. The following pages provide a step-by-step guide that will help you make more effective slide presentations.

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planning

A well-planned slide presentation can increase your confidence in presenting the program, have greater impact on your audience, and save you time and expense when shooting.

In most cases, you will want to create a change in your viewer. Perhaps the change is in attitude—toward yourself, your service or organization, or the subject you are presenting. The change may be some action—you might want your audience to vote, contract your services, or support a decision. You may want to change their understanding or skills, or develop an appreciation for a certain subject.

To bring about such changes, you must know exactly what you want to happen. You must know the *objective* of your communication. One approach is to think of the objective in terms of desired audience behavior. Try defining it in a sentence that begins, "After seeing this slide presentation, I want my audience to . . ." You may complete the sentence with any phrase ranging from "decrease the number of accidents within a given period" to "be able to better apply corporate policy." But you should have only one objective for each presentation, and all content—visual and verbal—must support that objective.

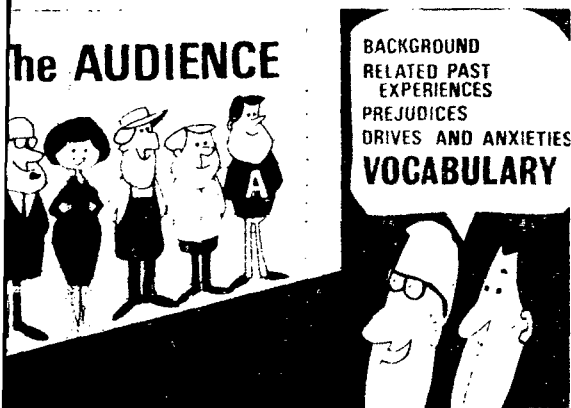


Analyzing your audience

Collecting and organizing

7

The next step is to determine what factors will make the audience listen to and understand what you have to say, and then stimulate them to do what you want.



Ask yourself a few questions about your audience:

Who is my audience? Occupations; education; religious, political, and social affiliations; age; and sex of your audience may dictate your approach.

How much does my audience know about the subject? Avoid both needless elementary information and "talking over their heads."

What are my audience's beliefs and prejudices? Will you try to change them or use them?

How much can my audience understand at one time? Don't present more than your audience can digest, and remember—a short presentation is most always better than a long one.

Why is the audience here? A voluntary audience is generally more receptive than a captive one. Provide them with the information they came to see. Think, "If I were in their shoes . . ."

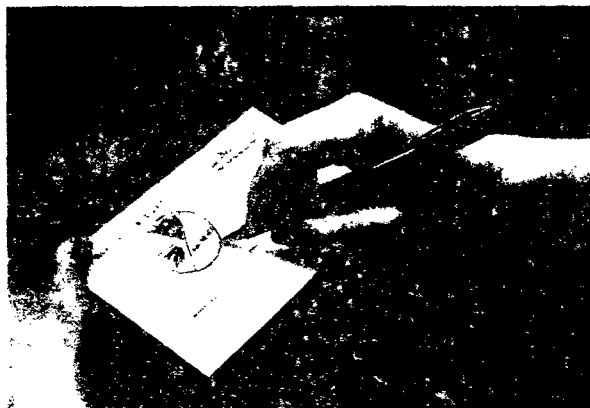
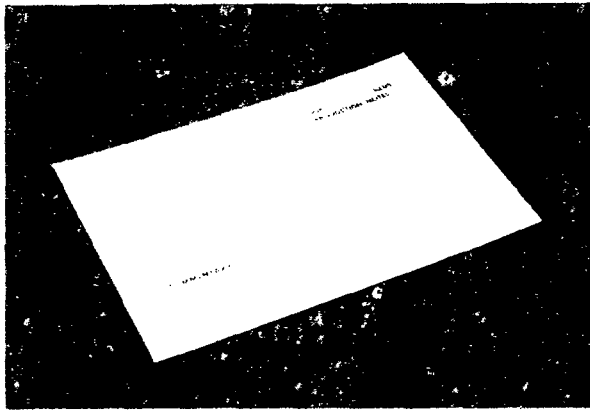
Although audience analysis sounds like quite a task, it really isn't. Most of the information you already know. Most of the other will be readily available, and not every point has to be considered for every presentation. Careful audience analysis gives you an edge—you face the audience from a position of knowledge and increase your chances for successful communication.

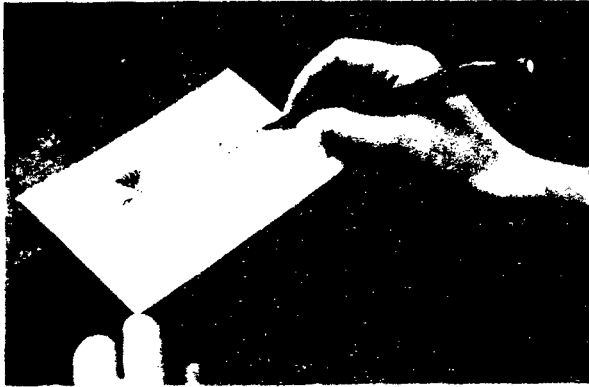
The next step is the collection and organization of material. The local library, newspaper, or museum are often good sources. Idea-swapping sessions with other teachers, business acquaintances, or members of your prospective audience will also prove helpful.

One effective note-keeping approach is to record your ideas on 4 by 6-inch index cards, one idea per card. Using cards allows you to edit without messy eraser marks and a complicated system of arrows and lines. On these cards, draw a large box in the upper left-hand corner and then add reminders for specific information—title, illustration number, production notes, and commentary.

Illustration numbers are usually left blank or just penciled in until more definite ideas about the presentation have been formed, and the cards have been edited.

Rather than writing notes on the cards, record ideas in visual form. Use the "picture box" area for a rough sketch, snapshot, clipping, or some other





visual representation of the slide you are planning to use. By beginning with a visual, you can develop a visually oriented program, not just a speech to which slides have been added.

Once you have your ideas on cards, you are not restricted to using only these ideas. These visuals are a basis on which to build—they tell what pictures you need to present your story. But these planning cards can also help you visualize other pictures that may fit into your presentation. One good idea often generates another.

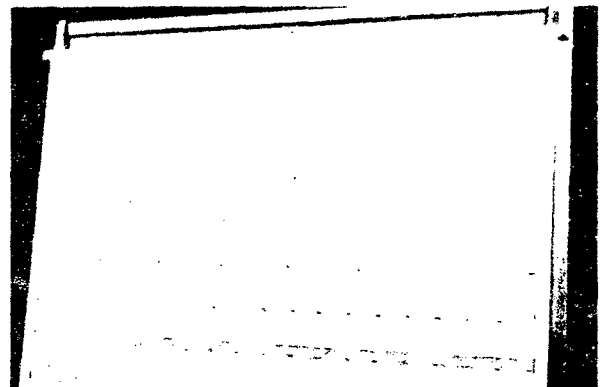
The sketch is just a reminder of the needed shot—it doesn't have to be a quality rendition. Roughly draw what you see in your "mind's eye" and add a few production notes, if necessary, to help you get the desired shot. Such things as camera location, angle, types of shot, or other short remarks may simplify your picture-taking.

Although you can include commentary on your planning cards, try to let the visual carry the message, using only enough narration to clarify what is being presented.

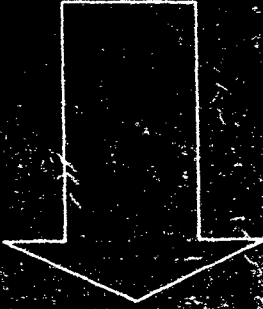
Grouping and editing

When you have recorded all the basic ideas, the cards may be laid out on any flat surface to get an idea of their continuity. A planning board is especially helpful here. This is nothing more than a 3x4-foot board on which acetate strips are stapled to hold the cards. These are recommended because they are portable, securely hold the cards, and can be hung on walls to show the program to others for suggestions or approval. Kodak Pamphlet S-11 gives full directions for building a planning board.

As you edit your cards, organization of your presentation begins. Sometimes the parts fit in an easily seen, logical pattern. In other instances, you may have to select an appropriate systematic plan—such as chronological, cause-to-effect, or problem-solution.



After editing, adding to the series, reorganizing, and re-editing, each card represents a completed slide, so you might want to take a final check before beginning production.



Does this slide help me achieve my presentation objective?

Is there good continuity between this slide and the previous one?

Does this slide add to my audience's knowledge of the subject?

Does this slide focus attention on one main idea? Is this idea clear?

Have I removed all unnecessary elements without destroying the one main thought in this slide?

Have I presented the information in this slide in the most effective manner?

Are the titles legible and short enough to be read in the time they will be shown?

Does the commentary add anything to this slide? Does it distract?

Selecting a camera

production

There are many cameras that will produce excellent color slides. These range in complexity from simple instant-loading cameras to adjustable cameras with systems of interchangeable lenses, different shutter speeds and lens openings, etc.

When selecting a camera, be certain of two things—first, that you can confidently operate it; and second, that it will produce the desired results.

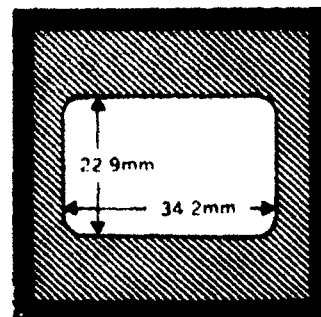
If you have never used a camera, try a simple one, such as a KODAK INSTAMATIC® Camera. In general, more complex and expensive cameras offer greater flexibility and capability, but also require more photographic know-how. Whatever camera you select, if you are careful in composing and shooting each scene, you can prepare a good slide show.

Another factor to consider when choosing a camera is the slide format produced. The most common 2 x 2-inch slide formats are:

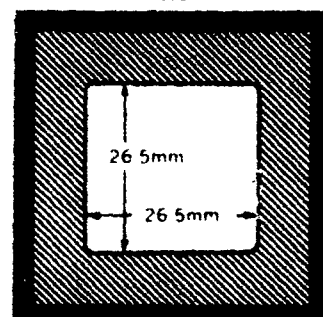
Produced by a camera designed to use 135-size or 35mm-size film.

Produced by a camera using the popular 126-size film cartridge.

Produced by a camera using 127-size film.



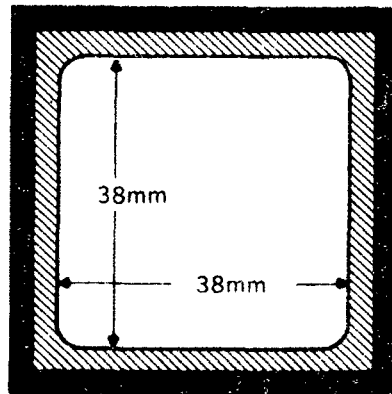
135



126

Choosing a film

Color should be your choice. It adds authenticity, clarity, and interest to your presentation. Choose the color film best suited to the conditions under which you will be shooting. (Also, be sure to specify what you want to make slides, not prints.) Kodak offers a wide selection of films for making slides under a variety of shooting conditions.



Super-Slide

11

FILM CHOICE

| Film | For Use With | Special Features | Light source | Speed | Filter |
|---|---|--|-----------------------------------|------------------|------------------------|
| KODACHROME II Daylight Type (K) | Daylight, Blue flash, or Electronic flash | excellent color quality and high sharpness | Daylight | ASA 25 | None |
| KODACHROME II Professional, Type A (KPA) | Photolamp (3400 K) | excellent color quality and sharpness | Daylight Photolamp (3400 K) | ASA 25 ASA 40 | WRATTEN No. 85 None |
| KODACHROME-X (KX) | Daylight, Blue flash, or Electronic flash | excellent all-purpose film specially suited to handle dull or cloudy conditions | Daylight | ASA 64 | None |
| KODAK EKTACHROME-X (EX) | Daylight, Blue flash, or Electronic flash | excellent all-purpose film specially suited to handle dull or cloudy conditions | Daylight | ASA 64 | None |
| KODAK High Speed EKTACHROME (Daylight) (EH) | Daylight, Blue flash or Electronic flash | specially suited for action shots | Daylight | ASA 160 | None |
| KODAK High Speed EKTACHROME (Tungsten) (EHB) | Tungsten (3200 K) or existing indoor light | specially suited for a wide variety of artificial indoor lighting conditions. | Tungsten (3200 K) | ASA 125 | *None |

See film instructions

Titling techniques

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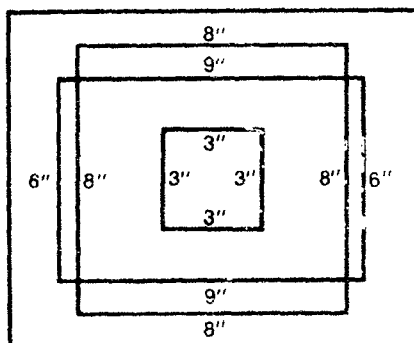
In your presentation, you should use titles—whether to introduce your program, answer questions, bridge gaps, or provide graphic explanation of points you are trying to make. Consider shooting street signs, billboards, or other ready-made titles. No need to make a title if someone has already done it for you.

But if someone hasn't already done it, you can make your own titles quickly and easily.



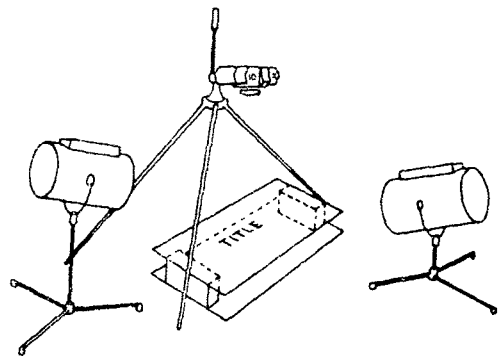
Begin with a background

A 10 by 12-inch piece of cardboard is a good size because it's convenient for storage in a file drawer. Using deep colors adds richness to your titles, and gives you a photographic advantage. No matter how careful you are, slides pick up dust. These dust



specks stand out on light backgrounds, but are almost invisible on deep colors. On this cardboard, sketch out an area in which to place your words and illustrations. Whether this "working area" is rectangular or square depends on the format of your finished slides, so you may want to check your film type against the formats shown on the preceding pages. For a square format, use any working area with a 1:1 ratio, such as the 8 by 8-inch or 3 by 3-inch areas that are suited for use with a KODAK Visual-maker. If your slides are rectangular, use a working area with 2:3 ratio—such as 6 by 9 inches—centered on the 10 by 12-inch board.

This colored cardboard alone makes an effective background, but for variety or special effects, add other materials behind your titles. You can use a photograph, drawing, map, piece of wood or fabric,



or just about any other flat surface under your lettering. Try putting your background material on the floor and placing a sheet of plate glass, on some blocks, above it. Titles can then be placed on the glass, and the background and titles lighted independently. With this arrangement, you can also put small articles—like rock specimens, stamps, coins, jewelry—under the glass.

Whatever background you use, remember it is only a background. Don't make it so colorful or complicated that it obscures your message. For further information see Kodak Publication S-8, *Producing Slides and Filmstrips*.

Add the words

It's easy to make legible, attractive titles. A good rule of thumb for legibility is: the height of the letters should be at least one-twenty-fifth the height of the working area. For example, if you will be using the 8 by 8-inch working area, your letters should be at least $\frac{1}{3}$ inch in height. Words prepared for a 6 by 9-inch area should be at least $\frac{1}{4}$ inch.

Three-dimensional plastic or ceramic letters make effective titles and can be reused indefinitely. Place them on the background and photograph the layout.

Another good technique involves dry transfer let-



ters. Available in a variety of colors, sizes, and styles, they are transferred directly onto the background.

Where a sketch-like look is desired, you may want to do your lettering freehand. If so, it will probably be more legible if you use capital letters and print



your words. With chalk, wax, or pastel-color pencils on a dark-textured background, you can make good title slides.

Be careful if you type your titles because they



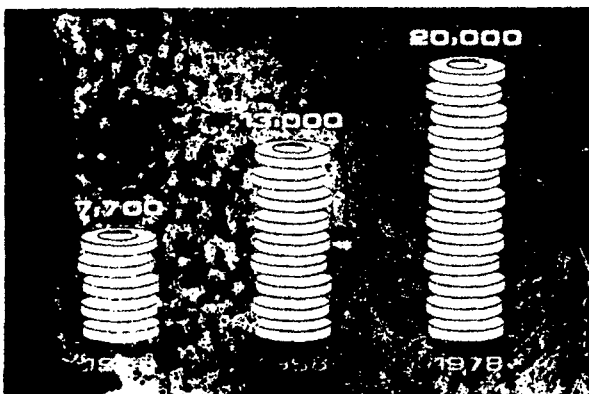
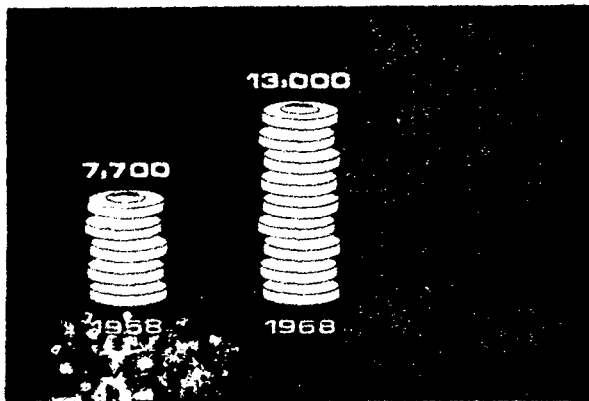
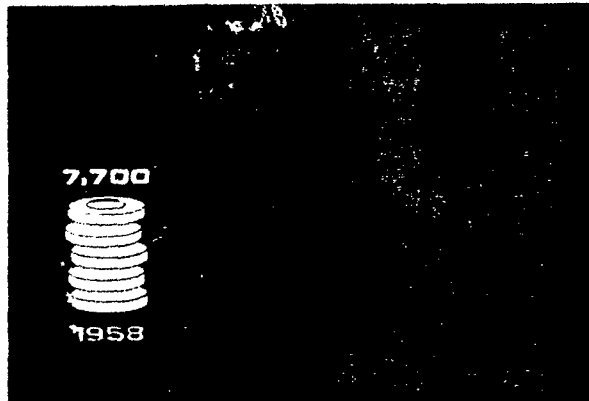
probably won't be legible unless your working area is not more than twenty-five times the letter height. This means an area no larger than 3 inches in height for most typewriters.

Script letters, ornate type styles, and words printed vertically lose effect because they are harder to read. For better legibility, leave space—at least $\frac{1}{2}$ inch around all the edges, at least the height of a capital letter between lines of words.

If you compile short lists to use as title slides, add one line at a time—that is, one line to each slide in a series until the list is complete. This technique, called "Progressive Disclosure," gives the audience information in a series of smaller, easier-to-grasp segments. It prevents reading ahead, can be used to build from simple to more complex ideas, and can step up the pace of the program by not having one slide on the screen for the time it takes to discuss the whole list of items.

Titling techniques -

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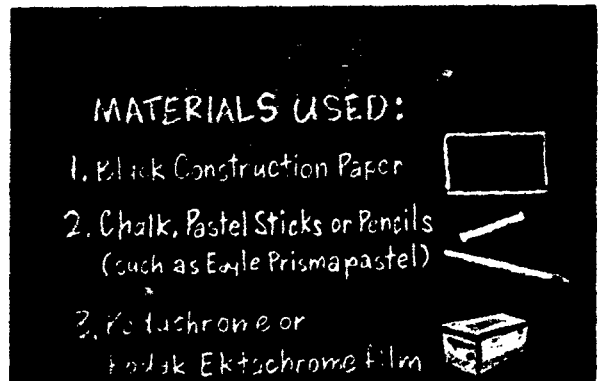


When making such a slide sequence, first compose the entire visual and photograph it. Then, remove the last line (or item) and make the next slide. Repeat this procedure until you are down to one item. You will then project them in reverse order.

Add illustrations

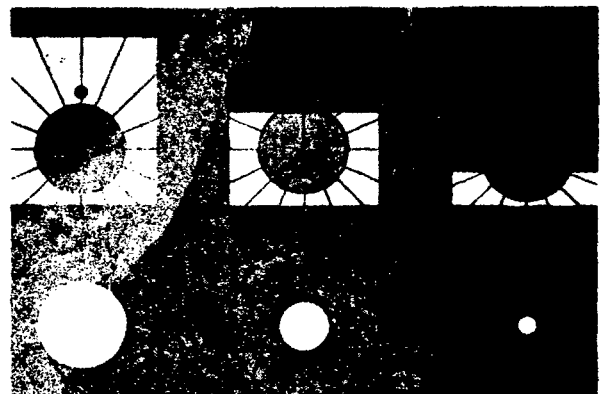
There are many quick and easy ways of making illustrations for your title slides.

A sketch-like look, for example, might be acceptable for your presentation. This can be achieved by using chalk or color pencils on dark-colored paper stock that has some texture to its surface.



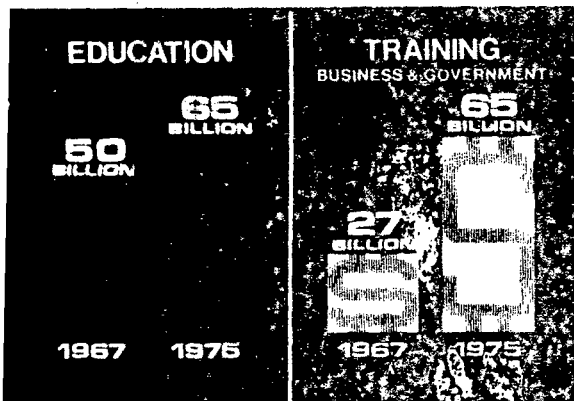
Using copyright-free art is another timesaving technique. You can sometimes find appropriate illustrations in old books no longer under copyright law, or you can purchase any of a number of excellent copyright-free books. These illustrations can be cut out and used directly, enlarged or reduced as black-and-white photostats, and colored if desired. Mounting old black-and-white photographs on colored paper is another good method.

Sometimes simplified illustrations communicate information more easily than the real object. This technique, called "symbolization," uses an abstract



symbol for the real object. For example, a series of window shades is an effective method of explaining the working of a camera diaphragm.

Graphs—another type of symbolization—can effectively communicate statistical information. Don't try to copy graphs directly from books or periodicals; they probably won't be legible. Instead, prepare new artwork from the material, simplifying it and reducing the number of legends to the essential ones. Graphs are more effective if you add color, use uncomplicated type styles, and have all words read horizontally. Also, your audience will usually grasp your comparison quicker if you use simplified graphs (especially pictorial ones) instead of charts to present comparative information.



Copying your title slides

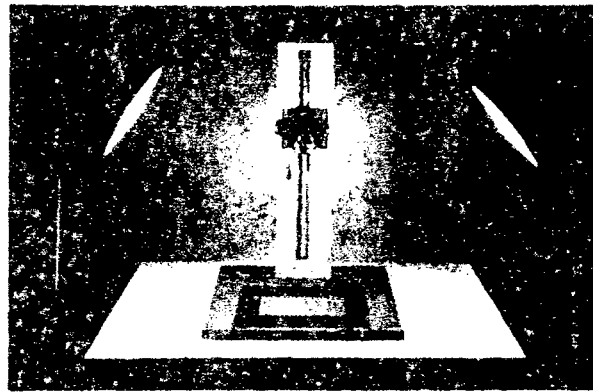
Almost any camera is suitable for making close-ups if you add a suitable close-up lens, which is simply an additional lens that fits over the regular lens of your camera.

This enables the title to fill your picture area.

Close-up lenses are available in a number of sizes and come with directions giving the size area they will photograph.

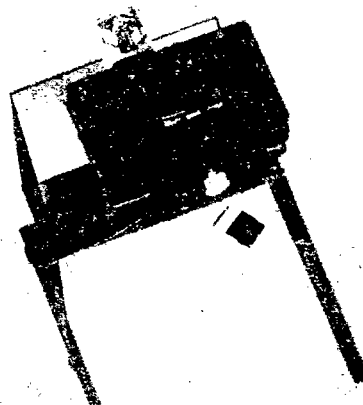
With a close-up lens on your camera, even slight movement can ruin your picture. Mount your camera on something solid such as a tripod or copy stand. For greater accuracy in focusing, measure the distance from camera to subject.

The arrangement which is especially helpful if

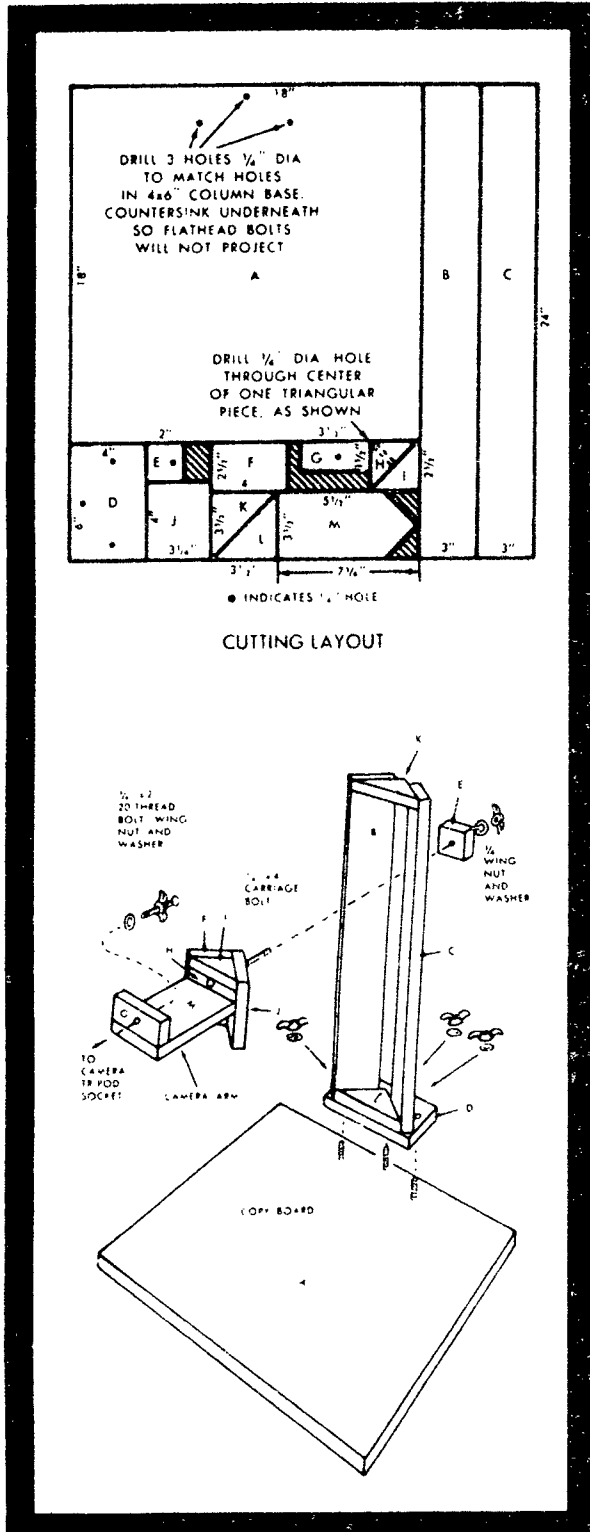


you will be doing extensive close-up work uses a wooden copy stand that you can make yourself from a 24-inch-square piece of 3/4-inch plywood.

The simplest method of all for good close-ups is the EKTAGRAPHIC Visualmaker kit. This kit includes an INSTAMATIC Camera with flash attachment and two copy stands with built-in close-up lenses. For more details, see your local dealer who handles Kodak film and audiovisual equipment.



Lighting and exposure



Sometimes the most convenient light source will be sunlight—just move your copying setup to the back yard.

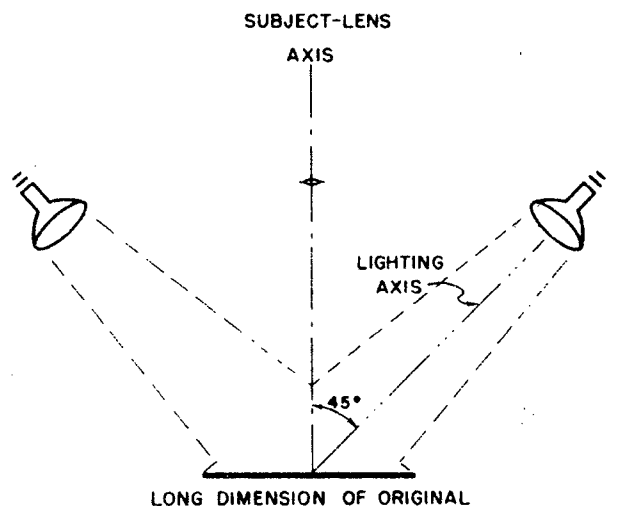
Indoors, a practical lighting setup uses two reflector floodlights on either side of the material. These should be of equal intensity, at 45-degree angles to the copy material, and placed so shadows from the legs of the tripod are not cast on the material. For interesting effects, try using just one light in the upper left-hand corner to cast shadows from small objects or three-dimensional letters.

You can also use a camera-mounted flash, or electronic flash unit; however, if you use one of these lighting methods, it is advisable to make some test slides first to check for correct exposure.

Whatever method you choose, be sure your film is suitable for use with that type of lighting. Consult the instruction sheet in the film box, or the chart shown on page 11.

If you have a more sophisticated camera, use an exposure meter to determine exposure. For best results, always use a lens opening of f/8 or smaller with close-up lenses.

When doing close-up copy work of surfaces, glare may become a problem. This can usually be reduced by carefully locating the copy lights. Many professionals use a polarizing screen over the camera lens and light sources. More information on these screens and other filters is available in Kodak Publication AB-1, *Filters for Black-and-White and Color Pictures*.



If the copy stand

When photographing indoors, in the shade, or on overcast days, you can get correctly exposed slides with a camera-mounted flash if you stand within the recommended camera-to-subject distance. For most single-lens reflex cameras, this distance is 4 to 9 feet. This means that pictures taken from farther than 9 feet will usually appear too dark, while those taken from closer than 4 feet will be too light.

Sometimes people's eyes appear to be red when a camera with a flash mounted on it is used to take a picture. This is caused by light from the flash being reflected in their eyes, and can be minimized by using a flashcube extender or by holding the camera away from the camera, if it is detachable. Another problem with on-camera lighting is direct reflection of the light source off eyeglasses and glossy surfaces, such as glass. This can be eliminated by shooting at an angle to the shiny surfaces.

The camera-mounted flash can properly light your subject, but sometimes you may want special highlights, or separation between your subject and the background. This can be achieved by multiple flash strobe units, or this can be the time to try reflector or photofood lamps. These lamps can be used in any standard light socket that can be aimed at your subject. Some simple arrangements for these lamps include:

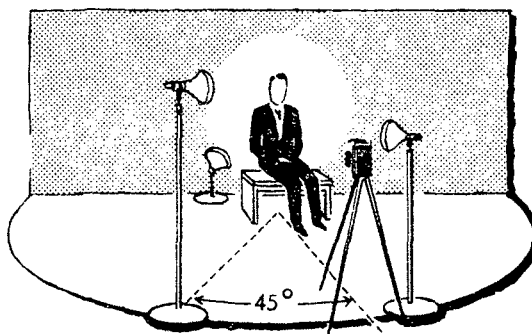
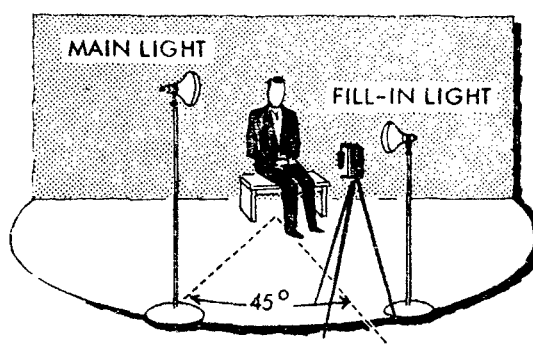
basic two-light arrangement

When reflector-type photofood lamps are used, place one light (the "fill-in" light) at the camera, and another (the "main" light) high and to one side. The main light should be placed at a 45-degree angle from the line between the subject and the camera. These lights should illuminate the highlights of the face without "burning out" the modeling, which is the dimensional effect obtained by lighting. Be sure to use tungsten-type film, a suitable filter, or use "daylight" lights. Fluorescent lights usually do not work well with color film.

with three lights

The two-light system just described can be improved by the addition of a third light, low and behind the subject, pointed at the background from 4 to 6 feet away. This helps control the apparent brightness of the background, as well as providing

good separation between the subject and the background. It does not affect the exposure on the subject. For more information about lighting methods, consult Kodak Publication AE-7, *New Adventures in Indoor Color Slides*.



Check your planning cards

These are your guides for shooting, so keep them handy. On location, arrange your cards in the order most convenient for shooting. Later, you can rearrange the slides for presentation. It is not necessary to shoot in sequence.

Refer to your *Production Notes* section for camera angles and positions, but don't feel that you have to abide strictly by these directions. On location, you may find that a different camera angle might convey your message more effectively. In such a case, it is often helpful to shoot both angles, and then choose between the finished slides.

At this point, your planning cards should be numbered, but feel free to rearrange them, since out-of-sequence shooting is often more convenient. To avoid any confusion over what slides have been taken, put a check mark on the cards of the slides you have completed.

Objective or subjective approach?

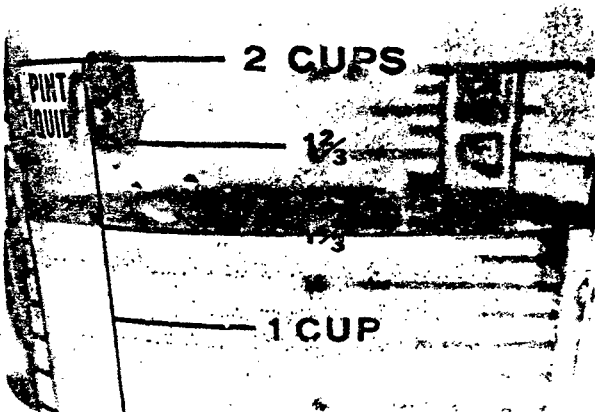
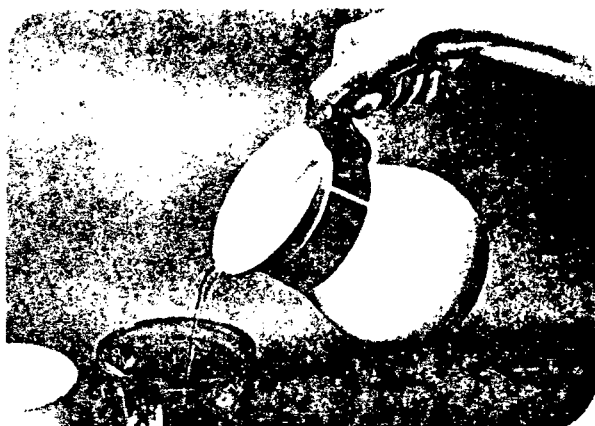
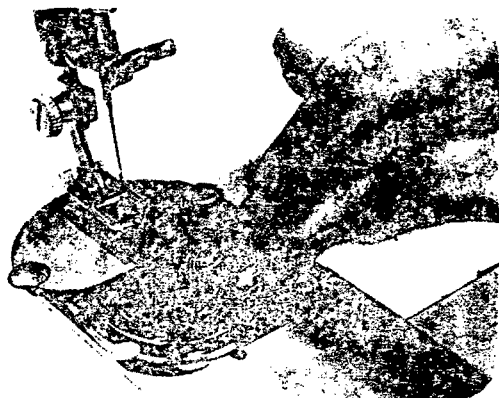
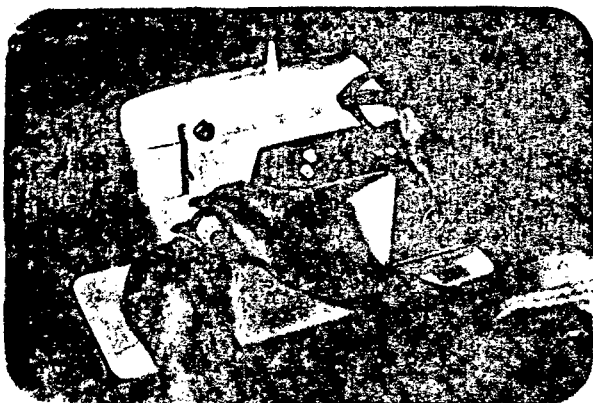
Before you put your ideas on film, you should decide what audience role will best help to accomplish your objective. Do you want the audience to watch the action as observers, or do you want them to get the feeling they are actually performing the action?

The objective camera photographs the action through the eyes of an unseen observer. What the viewer sees is similar to what he would see if he watched a demonstration. Objective camera angles are excellent for showing what happens.

In subjective shooting, the viewer seems to actually perform the action. This is achieved by shooting over the performer's shoulder. Subjective camera angles are excellent for how-to-do-it slide presentations.

Shooting distance

Photographing your subject from several distances can provide variety, maintain interest, and direct the attention of your audience to specific details.



Wide shot or establishing shot. This includes all the elements of the situation. The viewer is oriented to the subject's environment and sees the relationship between the parts making up the whole. This makes a good opening slide.

Medium shot. Here the camera moves in, centering attention on the main elements in the scene.

Close-up shot. The camera is close enough to permit one element to dominate the scene. This shot emphasizes detail.

Extreme close-up. This is most helpful in magnifying small, but important, details.

Camera angle. A good rule to determine angle is to use the best vantage point for your viewer.

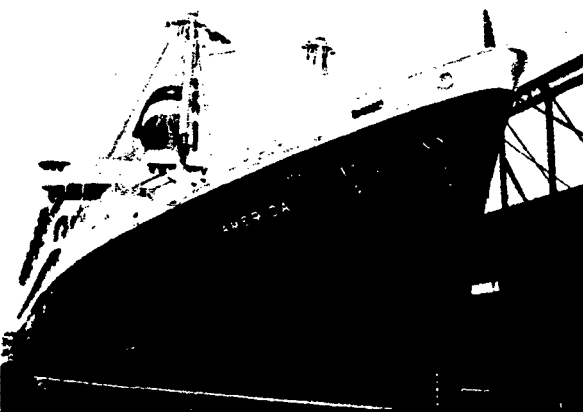
Eye-level shot. The camera here is usually parallel to the ground. Objective eye-level close-ups could be made at the height of the subject being photographed. Subjective eye-level shots should be made from the height of the person performing the action. Although eye-level shots may not always be particularly interesting, they are easy for the viewer to identify with because they present a normal perspective of the subject.

High-angle shot. The camera tilted downward helps orient the viewer by showing the relationship among all elements in the setting. High-angle shots tend to decrease the appearance of power and superiority in the subject.

Low-angle shot. The camera tilted upward dramatizes the subject, separates it from the background, and heightens the illusions of size and perspective. Low shots are useful for photographing monuments, massive pieces of equipment, important persons—any subject, in fact, that commands respect and authority.

Bracketing

Whenever possible, shoot your slides long before the presentation date, so that any poor slides may be rephotographed. If, as the presentation date draws near, you still have more shots to take, shooting several slides of the same scene helps make certain that you will get all the slides you need. If you are using an adjustable camera, "bracket" critical scenes by shooting two extra slides—one a stop over, and another a stop under, the exposure indicated by your light meter.



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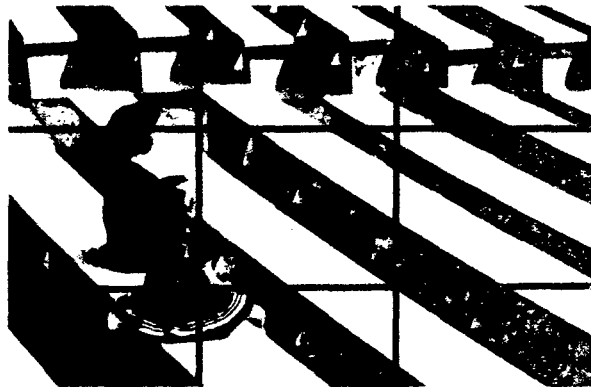
Shooting duplicates

If you would like duplicate slides to repeat or emphasize points in your presentation, consider shooting the original subject until you have the needed number of slides. Of course, duplicates can be made commercially by copying your original slide.

Composing your shots

Look carefully in your viewfinder before you press the shutter. With most cameras, everything you see will be photographed and often, a little more—so, move in closer. If you notice any distracting reflections, shadows, or a displeasing background, move your camera, the lights, or both. Also, remove wrist watches and other jewelry that may be distracting in a close-up.

Usually avoid putting your center of interest in the center of your picture. If the main subject is in the middle of the picture, it looks static and uninteresting. Instead, divide your picture area into thirds, vertically and horizontally. For a pleasing composition, place your subject at one of the four places the lines intersect.



Basic rules for sharper slides

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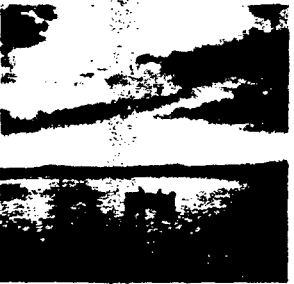
DO For bright, sparkling pictures, keep the lens clean by wiping it with a soft, lintless cloth.

A dirty lens will make your pictures look hazy. **DON'T**



DO Hold the camera steady and gently squeeze the shutter release. It pays off in sharp pictures.

Jiggling the camera as you snap the shutter blurs the entire picture. **DON'T**



DO Hold the camera level and the horizon will be level in your picture.

If your camera isn't level when you snap the shutter, your subject will look as if it's sliding downhill. **DON'T**



DO For sharp pictures, focus accurately. With simple cameras, check the manual to see how close you can get to your subject.

If you don't focus correctly, or if you get too close with a simple camera, your subject will be blurred. **DON'T**



DO Get the whole picture—don't obstruct the lens.

A finger, part of the camera case, or strap in front of the lens causes dark areas in your pictures. **DON'T**



adding sound

For most presentations, you don't need a professional writer to prepare a script or narration, nor a professional announcer to deliver it. It's your audience, your subject, and you are the authority. Usually it is more effective to talk informally or from notes about the subject, rather than read a script.

You may find it desirable to tape-record your comments, either to permit a precisely timed delivery or to have the program presented without you. Music and sound effects could also be added at this time. When adding music or sound effects, use materials that have been cleared by publishers. If you have recording equipment, you could add music and other effects yourself. Otherwise, consult commercial sources such as recording houses, or radio and TV stations.

Synchronizing sound and slides

One simple method of synchronizing sound and slides is to change slides by following cues on the script while listening to the tape. Another approach is to use audible cues, pick the least distracting one—like the tap of a pencil.

The smoothest, most professional show has inaudible cues on the tape that automatically change the slides. Several available tape recorder-projector synchronizers trigger the advance mechanism on slide projectors in response to cues you put on the tape. Only projectors with remote-control outlets can be used, because the synchronizing equipment operates the projector via its remote-control outlet.

Using the right projector and screen to fit the audience and room increases attention and gives you added confidence in presenting your message. When selecting a projector, consider such factors as edge-to-edge brilliance, reliability, and availability of accessories.

When selecting a screen, consider the necessity of mobility, the size and shape of the room, and the amount of ambient light. These factors suggest the proper size and surface type for the screen. For additional information on screens, consult the Kodak technical publications on this topic listed in the bibliography. In any case, before purchasing a projector and/or screen, seek the advice of your audio-visual specialist. A local dealer for Kodak audio-visual equipment is one such expert.

Preparing the viewing room

Screen placement. For best viewing, the screen should be placed in the front of a long, rectangular room and, perhaps, in the corner of a square room. The bottom of the screen should be eye-level or slightly higher so that the people in the rear can see.

Loudspeaker location. Sound quality is usually most satisfactory if the loudspeakers are on either side of the screen and high enough to be heard by everyone. Where acoustics are poor, extra speakers may be placed near the middle of the side walls and aimed toward the rear of the audience.

Projector location. For an undistorted image, the projector lens should be on a line extended at right angles, vertically and horizontally, from the screen. Projectors should be high enough so that their beams will "clear" obstructions, such as the heads of viewers.

Preparing the equipment

You will be more confident if you are sure that all equipment is operating perfectly. Familiarize yourself with the operation of the projector and any accessories, such as remote-control units. For maximum audience attention, have the slides in order, screen set up, the first slide focused before the audience arrives, and be familiar with location of light switches, etc.

Always check out the equipment just before your presentation, since any failure in the projection will detract from your presentation.

Preparing slides for projection

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Dissolve techniques

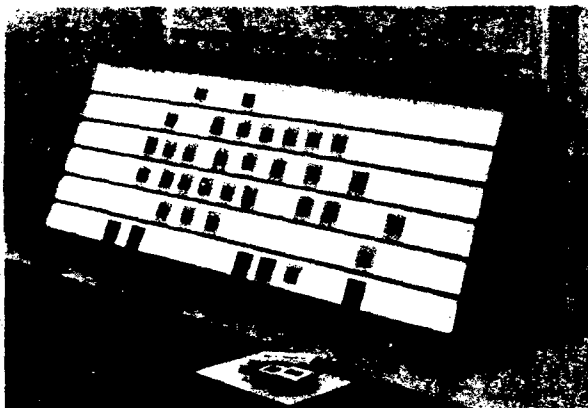
For a more professional presentation, try using dissolve control. This mechanism, used with two projectors, controls the light output of each—fading the image from one projector as the other comes in. The result is the elimination of the black interval between slides so material can be designed to merge into the next visual for better continuity. It also is easier on the eyes of your viewers, since there are no abrupt changes from total blackness to bright images as slides are changed.

Black slides

Black slides work best as separators between parts of your presentation when you have no visuals to accompany your narration, and as beginning and ending slides. These spacers eliminate having a bright light appear on the screen, which can be annoying when eyes have become accustomed to a darkened room. You can make black slides by cutting 2x2-inch squares of cardboard and inserting them in your slide trays where needed.

Slide illuminator

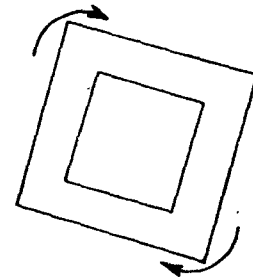
This device, which is a type of illuminated planning board, is used for comparing different slide sets, editing slides, or comparing slides with planning cards. These illuminators are available from many department stores, or you can build your own from plans in Kodak Pamphlet S-11, *Audiovisual Planning Equipment*.



Clean slides

Dirty slides detract from your presentation. Therefore, clean them before use. Dust or lint can be removed with a clean, dry camel's-hair brush. Use it gently on both sides of the transparency. Fingerprints or oil smudges can be removed by applying KODAK Film Cleaner or its equivalent sparingly to the slide with a plush pad or a wad of cotton.

After cleaning, the slides should be loaded into trays. Be sure to load these trays correctly! To properly orient a slide for projection, hold it so the picture looks correct; rotate it bottom to top; and put it into the tray from behind the projector.



Presentation techniques

Review the material

Be thoroughly familiar with both the slides and your narration. Try to anticipate any questions that might arise. The reward for this reviewing is greater self-confidence and poise for you and, for your audience, a more effective presentation.

When using round slide trays, keep a list of slide locations. If a question arises regarding any particular slide, you can find it quickly and project it during discussion.

Prepare your audience

Tell your audience the topic of your presentation and relate its message to them by showing how they will benefit from it. Once convinced of the relevancy of your topic, the audience becomes more willing and more intent on listening to you.

Also inform your audience of the problem to be solved and the approach you will take. This alerts them to the points you will make. Also, tell them whether they will be expected to take a test, operate a piece of equipment, or in any way demonstrate an understanding of the information you present.

Keep your narration simple and to the point. Good narration ties the pictures together, puts the emphasis where you want it, and rounds out your story, while permitting the visuals to carry most of the communicative burden. Avoid saying "in this slide we see . . ." or "here we have a picture of . . ." Such phrases add nothing to your presentations.

If you are not using a sound synchronizer, control your own slide advance with a remote-control unit. Since you are most familiar with the show, you can best pace its delivery. It is most distracting to have a string of "next slide, please . . ." punctuating a presentation. Similarly, you may want to control the room lighting by remote control.

Finally, by following several simple rules, you may heighten the impact of your presentation:

(1) Avoid reading your narration. Instead, speak to the audience in a conversational tone. This arouses interest and adds a personal warmth to your presentation.

(2) Be careful that the proper slide is being projected, so that your narration complements the slide, rather than detracts from it.

(3) Don't talk to the screen. Glancing at the

screen to ascertain which slide is being projected is fine, but then face your audience and direct your message to them. You may place your lectern at an angle to the screen to help keep track of slide changes.

Storing your slides

Slide trays are ideal for storage purposes, keeping the slides clean, orderly, and always ready for projection.

There are also many types of compartment files in which to store 2 x 2-inch slides. Choose the one that best fulfills your requirements. Most important, don't keep your slides on tabletops, in drawers or cupboards, with chalk and ink, or where they may become damaged, dirty, disorganized, or lost. Store the box of slides in a dry, dark, cool place.

To facilitate retrieval of any slide, make a list of all slides in each box. You may also want to prepare an alphabetical listing of all slides in your collection. Index cards are ideal for this task. Simply note the title of the slide and its location, and put the cards in alphabetical order. As you update your collection, new cards can be added quickly and easily.

Slides for more effective communications

What we have described so far are the mechanics of producing a slide show. Combined with your knowledge of communications, your subject, and your audience, these guidelines will help you create hard-working, attention-holding, thought-provoking slide presentations.

In producing your slide talks, we strongly feel that the most crucial ingredient is the initial planning. Plan your talks with care—select those visuals which logically and smoothly unfold your message. Produce your slides with care—search for the most pleasing composition and camera angle for each scene. Present your slide talk with care—know your materials thoroughly and deliver it confidently and enthusiastically.

Producing a slide talk can be a real adventure. It is a challenge to combine creatively and effectively the power of pictures and words to tell a meaningful story. The reward comes when your audience reacts in the way you planned. This is communication with a purpose—this is SLIDES WITH A PURPOSE.

bibliography

Kodak Pamphlets: Precise, concise, accurate information covering a large variety of photographic subjects, including audiovisual products and their uses. Available singly and in bulk.

- S-11 Audiovisual Planning Equipment**
- S-22 Effective Lecture Slides**
- S-3 Audiovisual Projection**
- S-13 Planning and Producing Visual Aids**
- S-2 Some Sources of 2 by 3-inch Color Slides**
- S-35 Wide-Screen and Multiple-Screen Presentations**
- AT-1 Your Programs from Kodak**
- S-10 Motion Picture and AV Publications (Selected References)**
- S-40 Simple Copying Techniques with a KODAK EKTAGRAPHIC Visualmaker**

Kodak Books and Specialty Items: DATAGUIDES, data books, packets, catalogs. Authoritative; complete; functional. Worthwhile and inexpensive additions to any photographic library.

- U-915 Audiovisual Literature Packet**
- AJ-2 Basic Developing, Printing, and Enlarging**
- M-1 Copying**
- AB-1 Filters for Black-and-White and Color Pictures**
- AW-1 How to Make Good Pictures**
- P-17 The Industrial Photographic Department**
- E-77 KODAK Color Films**
- AR-21 KODAK Master Photoguide**
- S-16 KODAK Projection Calculator and Seating Guide**
- P-2 Photography Through the Microscope**
- S-8 Producing Slides and Filmstrips**

For a price list of the above pamphlets and other publications pertaining to use of audiovisuals write:

**Eastman Kodak Company
Department 412-L
Rochester, New York 14650**

Brown, James W. and K. D. Norberg, *Administering Educational Media*. New York: McGraw-Hill Book Co., (1965).

Consideration is given to the roles of instructional media in the total process of education. From this discussion a form or management for each media is presented. Purpose of book is to serve as a college text for persons who will become media generalists, audiovisual specialists, librarians, television specialists, graphics production specialists, and others.

Erickson, Carlton W. H., *Administering Instructional Media Programs*. New York: Macmillan Co., (1968).

Beginning with the nature of the media program director's job, the book covers the acquisition, distribution, physical facilities, and service system within the individual school. One chapter is devoted to organizing the citywide audiovisual-media center.

Rigg, Robinson P., *Audiovisual Aids and Techniques in Managerial and Supervisory Training*. London: Hamish Hamilton Ltd., (1969).

A section on selecting and using training materials precedes sections devoted to a discussion of audio-visuals and their presentation techniques. Also included is a checklist for trainers, glossary, bibliography, and film evaluation questionnaire.

Anonymous, *Audio-Visual Equipment Directory*. Fairfax, Virginia: National Audio-Visual Association, Inc., Annually.

A guide to current models of audiovisual equipment.

Bowker, R. R., *Audio-Visual Market Place*. New York: Xerox Education Division, (1969).

A directory of the audiovisual industry listing producers and distributors, equipment, services and organizations, conventions, film festivals, as well as publications concerned with all types of media.

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comprehensive and scholarly treatment of audio-visuals and their use.

Brown, Lewis and Harclerod, *A-V Instruction: Materials and Methods*. New York: McGraw-Hill Book Company, (1969).

Up-to-date general textbook on the characteristics and utilization of all types of audiovisual instructional materials and equipment.

Freedman, Florence B. and Esther L. Berg, *Classroom Teacher's Guide to Audio-Visual Material*. Philadelphia: Chilton Co. Book Division, (1967).

Lesson plans and practical suggestions in the use of audiovisual materials.

Erickson, *Fundamentals of Teaching*. New York: Macmillan Co., (1965).

Discusses need for audiovisual technology with emphasis on newer instructional media: includes numerous case studies and unique characteristics of each medium. Tells how to prepare simple materials and operate equipment.

Thomas, R. Murray and Sherwin G. Swartout, *Integrated Teaching Materials*. New York: Longmans, Green and Co., (1963).

Guidance in the creation, selection, and use of a variety of teaching materials—for teachers in both elementary and secondary schools.

Rothschild, *Making Slide Duplicates, Titles, and Filmstrips*. New York: Chilton Press, (1965).

Explicit directions with charts and photographs to show various cameras as well as procedures for making duplicates.

Anonymous, *Standards for School Media Programs*. Chicago: American Library Association and the National Education Association, (1969).

National standards providing guidelines for media programs of good quality and establishing criteria for media services, resources, and facilities essential to the educational process.

Kinder, James S., *Using Audio-Visual Materials in Education*. New York: American Book Co., (1965).

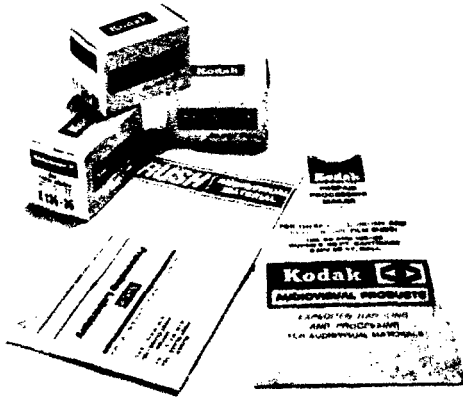
Suggestions for utilization of audio-visuals from kindergarten through the grades.

Kemp, Jerrold E. and others, *Planning and Producing Audiovisual Materials*. San Francisco: Chankler Publishing Co., (1968).

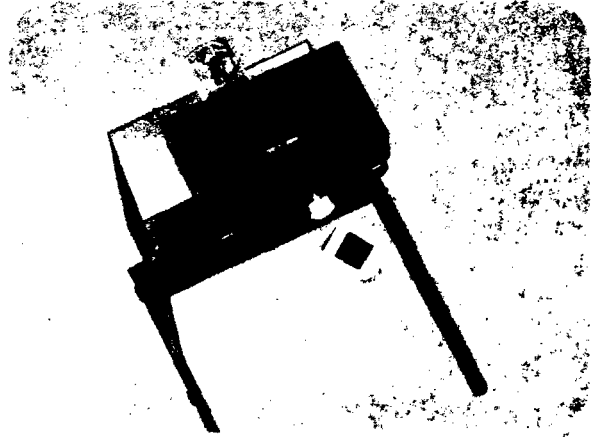
Comprehensive production manual for teachers.

Equipment 28

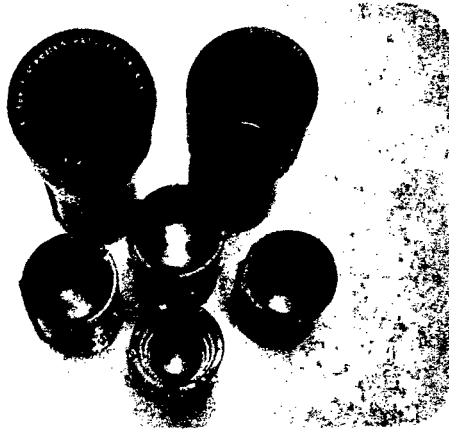
Kodak slide production presentation equipment: It grows on you! For openers, there's a wide choice of films, complemented by an expedited processing service. Next, there's an easy-to-use visual production kit that lets you make your slides with push-button ease. For a finished show that starts sharp, stays sharp—automatically—trust your slide presentation to one of Kodak's top projectors. It features remote, automatic, and manual slide changing; in-



Kodak film and expedited processing



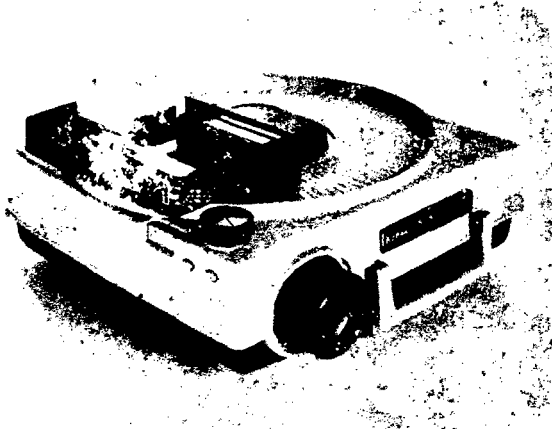
KODAK EKTAGRAPHIC Visualmaker



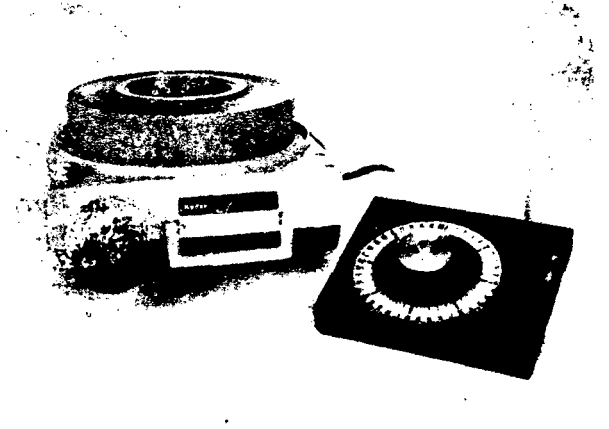
Choice of lenses



KODAK CAROUSEL Sound Synchronizer, Model 2



KODAK CAROUSEL Stack Loader



KODAK EKTAGRAPHIC RA-960 Projector

ICA-CUP SUB-REGIONAL WORKSHOP ON TECHNIQUES OF AUDIO-VISUAL INSTRUCTION
AND DEVELOPMENT OF TRAINING MATERIAL-I, Manila, June 4-23, 1984

Synopsis used by:

MRS. LOURDES P. GUTANG
Vice President, Academic Affairs
Far Eastern University
M a n i l a

HOW DO I SELECT AND USE AUDIOVISUAL MATERIALS

I. Selection of Audiovisual Materials

A. KNOW YOUR TEACHING PURPOSE

1. To introduce a unit, or
2. To teach specific facts during a unit, or
3. To clarify understandings of concepts, or
4. To help in teaching a skill, or
5. To summarize a unit

B. KNOW YOUR GROUP

1. Your group's past experience
2. The understanding your group has
3. The interests your group has
4. The additional experiences your group needs

C. KNOW AUDIOVISUAL MATERIALS

1. What materials are available?
 1. overhead transparencies
 2. posters
 3. boards
 4. slides
 5. filmstrips
 6. photographic prints
 7. motion pictures
 8. taped recordings/VTR
 9. Multi-media
2. Which kinds of audiovisual materials are best for specific kinds of teaching jobs (i.e., films for showing motion, filmstrips for studying teaching situation, etc.)
 1. can this material help the teacher teach it better?
 2. Is it the right level?
 3. Is it authentic?
 4. Is it interesting?
 5. Are the visual and audio quality good?

II. Utilization of Audiovisual Materials

A. PREPARATION

1. Teacher/Educator

- a. Become familiar with the material by
 - 1) previewing it

- 2) consulting the teacher's study guide
- 3) consulting notes made when the material was used previously

2. Educant/Trainee

- a. Help trainee establish a purpose for seeing the material by
 - 1) listing the things the group should look out for prior to the showing of the material
 - 2) helping them develop questions that the group hopes the material will answer, or
 - 3) setting up specific things for which specific trainees will look as the material is shown
- b. Plan how to relate the material to your trainees' past experiences

3. Room

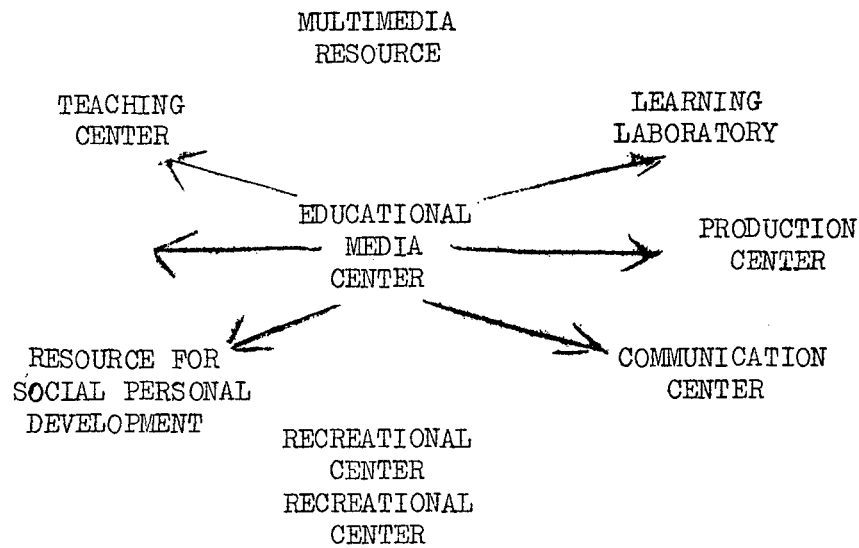
Have any projection equipment set up and working prior to class time.

B. PRESENTATION

1. Present the material in an interesting matter, relating it to the group's past experiences and present interests
2. Present the material in a learning situation, being sure to emphasize the fact that audiovisual materials help us learn things that we wish to know
3. Present a limited amount of material at any one time, taking into consideration
 - a. the amount of material that is really needed to do this teaching job effectively
 - b. the amount of material that can be used effectively
 - c. the trainee's attention span
4. Avoid sharing audiovisual materials with other groups when other trainer's purpose is identical with yours

C. FOLLOW-UP

1. Follow the showing of the audiovisual material in one or more of these ways
 - a. helping the group discuss questions that the material answer
 - b. having trainees practice the skill demonstrated by the material
 - c. giving trainees a test in the information presented by the material



Selected Media and Their Unique Advantages

I. SLIDES

1. Permit local production.
2. Sequence of slides can be altered to meet specific needs.
3. Easily revised and updated.
4. Combines effectively with taped narration.
5. Easily produce with an inexpensive 35 mm camera.
6. Larger image area of a slide permits a better picture and more detail than a filmstrip does.
7. Easy to store in trays.
8. Pictures can be held in screen for class discussion as long as desired.

II. FILMSTRIPS

1. Shows planned sequence of ideas.
2. Encourages discussions.
3. Poses material as desired.
4. Used effectively with other media.
5. Are available in many subjects.
6. Store easily.
7. Room need not be dark for projection.
8. Since the sequence is fixed, filmstrips can be use for independent study without concern that a student will rearrange the order of the material.

III. OVERHEAD TRANSPARENCIES

1. Equipment is used in front of the room thus, the teacher can maintain eye contact with the class.

2. Made to meet specific needs.
3. Arranged in any order desired.
4. Combines effectively with taped narration.
5. Transparencies can be easily and inexpensively produced by the teacher.
6. Bright and large images can be projected in a fully lighted room.
7. Equipment is simple to operate and has almost no maintenance problems except the occasional replacement of the lamp.
8. Equipment is relatively inexpensive.

IV. MOTION PICTURES

1. Record events as they happen and make the events available.
2. Can be used to manipulate time. When some films are projected at normal speed, the action of many weeks can be seen in a matter of seconds.
3. Extend the limits of human vision.
4. Present meaning involving action.
5. Adds realism to learning situations.
6. Influence attitude change.
7. Compels attention.
8. Bring other people and other nations to the screen.

V. TELEVISION

1. Offers a means of providing a common base of experience for all who see a given program at the same time.
2. Capitalize upon immediacy.
3. Magnifies demonstrations and illustrative material.
4. Reaches audience of any size.
5. Brings to classroom people, places and events that could not be seen otherwise.
6. Students come to school as confirmed T.V. consumers thus, the use of T.V. in instruction can capitalize on this acceptance and help them become more critical viewers.
7. Makes it possible for teachers to be in 2 places at one time.
8. Widespread use of videotape now permits programs to be recorded and used when they are most appropriate.
9. Immediate feedback of result and performance by teachers and students alike is possible. Class performance, student presentation of a project can easily be recorded on videotaped and viewed immediately upon completion.

VI. DISK RECORDINGS

1. Many subject areas available.
2. Materials cannot be erased.
3. Inexpensive and readily available.
4. Can enhance listening skills.
5. Easy to store and to use.
6. Equipment is readily available and easy to use.

VII. TAPE RECORDINGS

1. Ease of recording.
2. Available for immediate playback.
3. Material edited for specialized use.
4. Pre-recorded tapes easily scheduled.
5. Synchronized with other media.
6. Teacher can be in two places at one time if a recording can substitute for one's actual presence.
7. Operation of tape recorded is relatively simple.
8. Since cassette units are inexpensive, many students own them or can borrow them from school. This makes it possible for students to work independently, guided by the teacher's recorded lecture or activity.

VIII. REAL THINGS AND MODELS

1. Potential for increasing realism.
2. Preferred when authenticity is desired.
3. Help reduce the gap between instruction and later performance.
4. Can be handled, manipulated, assembled and observed very closely.
5. Space can be compressed.
6. Trainees can help build the collections.

IX. STILL PICTURES

Inexpensive and widely available.

2. Provide common experiences for an entire group.
3. Visual detail makes it possible to study subjects which would otherwise be impossible.
4. Help to prevent and correct misconceptions.
5. Offer a stimulus to further study, reading and research.
6. Help to focus attention.
7. Easily manipulated.

X. PROGRAMMED INSTRUCTION

1. Follows a logical sequence of thought.
2. By the time the programmed instruction reaches the learner, it has usually been field tested and verified, thus ensuring optimum learning and use of student time.
3. Well-suited to many kinds of learning tasks.
4. A wide variety of media can be used in presenting stimuli: audio, tapes, films, slides, filmstrips, flat pictures.

General Principles of Media Selection and Use

1. No one medium is best for all purposes. Some subjects appear to be better suited for presentation by one medium rather than another.
2. Media use should be consistent with objectives.
3. Users must familiarize themselves with media content.
4. Media must be appropriate for the mode of instruction.
5. Media must fit students capabilities and learning styles.
6. Media should be chosen objectively rather than on the basis of personal preference or bias.

USING AND EVALUATING YOUR MATERIALS

Plan your presentation and use by checking facilities and rehearsing; then make your presentation and evaluate the results. If appropriate, arrange to copyright your materials.

Now you are ready to use your materials with the intended audience. You - and your team - have spent much time in planning and in preparation, and now, in order to insure a successful reception, it is important that you arrange for the mechanics of the presentation and also make the materials meaningful to the audience, whether your materials are for use with a group or for a self-paced learning.

Here are some pointers that may make this and subsequent uses successful:

- If you are not familiar with the room in which the materials will be used, try to visit it in advance. Check for electrical outlets, screen placement, seating arrangements, viewing distances, and appropriate placement for the projector. Also, find out how the room lights are controlled.
- Arrange for necessary equipment - projector, tape recorder, stands, screen, extension cord, adapter plugs, and extra projection lamp.
- Provide for the proper physical comfort of the group - ventilation, heat control, light control, and other conditions.
- Provide for distribution of handout materials, if appropriate.
- Rehearse your use of the materials (if possible in the setting in which they are to be used).
- If necessary, find out who will assist you with projection and other services, and give instructions accordingly.
- Arrange materials for use in proper sequence and in proper position.
- prepare the group for viewing the materials. Refer to the instruction guide.
- Make your presentation, using good projection techniques (centering of the image on the screen, focus, sound level and the like).
- After the presentation, discuss the materials and, if possible, provide for related activities.
- Judge audience reactions and consider any revisions for subsequent presentation.

Finally, evaluate the effectiveness of your audiovisual materials. This can be of value if your materials are designed for either informational or instructional purposes. Recall that a suggested checkpoint during the final stage of production was to get the reactions from colleagues and from a student group for improving the materials at that time. Now after use encourage reactions from those viewing and using the materials. Determine changes in audience behavior in terms of the objectives originally established through observing specific actions by members of the audience, and by administering performance or written tests. These results will allow you to answer the question, How well do your materials do the job for which they were designed?

Here are suggestions for items to include when evaluating the effectiveness of your audiovisual materials:

- How well do students accomplish the objectives upon which the materials are based?
- Do reactions indicate the materials are appealing to the audience or to individual students?
- If the materials do not meet the criteria of the objective(s), or lack appeal, what revisions can be made?
- Are the arrangements for use of the materials convenient for instructor and students (applicable to individualized learning)?
- What were the development costs (professional and staff time, material services)?
- What are the operational use costs (staff time, materials, facilities use)?

On the basis of the responses to these questions, revise the materials as necessary. Repeat the evaluation periodically to maintain a standard of effectiveness. Keep the materials up to date by adding or substituting the obsolete. Only by revision will your audiovisual materials be kept timely and maintained at your standards of quality and effectiveness.

/cmr

WORKING PAPER

THE PROCESS OF COOPERATIVE
TRAINING MATERIAL PRODUCTION
IN INDONESIA

- An Example -

Ngatiyo Ngayoko
Trainer, Puslatpenkop
Jakarta

PUSLATPENKOP
National Training and Upgrading
Centre for Cooperative Development
DEPARTMENT OF COOPERATIVES
Indonesia

ICA-CUP Sub-Regional Workshop on Techniques of
Audio-Visual Instruction & Development of
Training Material, Philippines, June 1984

The Process of Cooperative Training Material
Production in Indonesia - "An Example"

Ngatiyo Ngayoko
Trainer, PUSLATPEKOP, Jakarta

I. INTRODUCTION

1. Trainers and extension workers always have suffered from the lack of training material. They always look around to find something which could really help them in supporting their ideas and teachings. They try to collect some material from a variety of sources, generally newspaper articles, small handouts, brochures and pamphlets issued by various publicity organizations unit of manufacturing organization or by the publicity wings of educational institutions. Barring a few exceptions the material is generally stencilled and mimeographed.

2. Besides those things for internal communication in cooperatives itself, some other training material are also needed. The managers, members of the board of directors, general members should be aware of their responsibilities and duties and this they must be taught by someone. And someone should make use of the material, literature, information to carry on the teaching in some systematic manner and in a progressive fashion. Manager should know the techniques of management, business operations, cash control, personnel management, etc. Members of the Board of Directors should understand the concept of Cooperation, their responsibilities and their duties towards the society and their relationship with the manager and other employees. From the above it is to effectively provide proper training and education input.

II. WHAT IS TRAINING MATERIAL?

3. Any written and/or illustrated material used to supplement and support the spoken words and which can be used later on by the participants as a reference material is training material. This can be: lecture notes well written and illustrated handouts, small brochures, pamphlets, illustrated material like charts, graphs, pictures, projected material like the slides and overhead projector transparencies which are related closely to the topic which is being discussed in the class

during the given period or time. One subject can be discussed through elements or modules broken down in a sequence. Each element or module can be used in isolation or in conjunction with other modules, and with slight modifications can be used for different target groups.

III. DEVELOPMENT OF MATERIAL PRODUCTION UNIT

4. It was therefore felt necessary that an outfit for production of training material should be set up at Puslatpenkop. The attachment of ILO-UNDP Project on Cooperative Training was timely. The project which became operational in June 1981 had components which facilitated the establishment of a Cooperative Training Material Production Unit. The ILO made the services of its ILO Adviser, Mr. Daman Prakash (of India) available to the Puslatpenkop to design, organize and establish a full-fledged material production unit at the national centre. He continued to nourish and develop the unit until his departure from Indonesia in June 1983. The unit became operational in April 1982 having overcome some practical and procedural problems.

5. The main objectives of the Cooperative Training Material Production Unit have been identified as under:

- to train the cooperative teachers in the use and production of audio-visual aids and materials;
- to organize material production workshops and to develop working relationship with known authors and writers;
- to set up a Cooperative Training Material Production Unit which should be able to help trainers, and others in the production of their training materials;
- to train Indonesian trainers in the techniques of production of training materials and its evaluation and the operation of the Production Unit; and
- to supply training material for the cooperative movement.

6. The organizational structure of the Material Production Unit is given in Figures I and II.

7. The Unit at present is housed in a specially prepared area within the campus. All equipments and personnel are located in this area. The personnel now working with the Unit consist of the following staff:

1. Production Manager - 1
2. Typist - 2
3. Layout Designer - 1
4. Offset Machine Operator - 1
5. Mimeograph Operator - 1
6. Binder & General Assistant - 2

8. Figure III indicates how these personnel handle the manuscript and how does the material come out finally for distribution.

9. Given below is the equipment which is now available in the Material Production Unit:

| <u>Description</u> | <u>Value</u> (Approx. in US\$) |
|---|--------------------------------|
| 1. GESTETNER Offset Duplicator Model No. 211 | US\$12,000 |
| 2. GESTETNER Offset Plate Maker Model OEI | 2,500 |
| 3. GESTETNER Offset Fuser | 500 |
| 4. GESTETNER Paper Cutter Type H-14G | 450 |
| 5. GESTETNER Model 420 Electric Duplicator AC 220V | 1,200 |
| 6. Cutting Machine | 1,500 |
| 7. Perforator 3 Holes UCHIDA | 250 |
| 8. Drill Punch | 100 |
| 9. LION Paper Cutter | 500 |
| 10. BOSTITCH Electric Stapler Model B5E6J | 200 |
| 11. Big Stapler | 100 |
| 12. Numbering Machine UN-15 | 100 |

| | | |
|-----|--|----------|
| 13. | Velo-Bind Model 100 GESTETNER | US\$ 750 |
| 14. | IBM Typewriter - Selectric II | 11,000 |
| 15. | IBM Electric Typewriter Selectric III | 11,000 |
| 16. | Lettering System | 1,000 |
| 17. | Transparency Maker 45 | 900 |
| 18. | DAICHI Filing Cabinet | 300 |
| 19. | Steel Cupboard LION 33 4 drawers | 500 |
| 20. | XEROX COPIER No. 5195 | 4,500 |
| 21. | Screen Printing Frammer | 300 |
| 22. | Screen Printing Table | 700 |
| 23. | Portable Video Cassette Recorder SONY | 900 |
| 24. | Portable Color Camera SONY | 900 |
| 25. | Color Television 27" SONY | 1,000 |

IV. PRODUCTION OF TRAINING MATERIALS

10. The training material is not available in the form that we need for our training programme. There is already plenty of material available but the content differs. The material, whichever is available, has to be adjusted, adapted, or readjusted for production to suit our requirements and needs.

11. The process of production involves a number of steps (Fig.IV). These steps are to collect existing material (existing physical availability or information about the material), designing of training material to suit our requirements, illustrating the material which involves a considerable amount of readjustment and recasting or adaptation, translation of material into Bahasa Indonesia, reprographic work, printing and reproduction, distribution among the users and its evaluation for future use and possible improvements.

12. The material to be produced must conform to certain standards and it must satisfy the needs for which it is designed. The material should correspond with the line of curriculum and syllabus to be followed by trainers and it should meet the objectives of the planners and the institution. The training material should closely co-relate with the field situation and must cite examples from the field. The illustrations, examples and pictures used must reflect the actual situation. Any out-of-context illustrations or examples tend to put off the readers/users and reduce the effectiveness of the training material.

13. In the present context, most of the training of cooperative officials and non officials is done by the training structure i.e., the national cooperative training centre and the provincial cooperative training centre. The ultimate goal is the village level cooperative organizations, KUDs or non-KUDs and their general membership. The national training centre is responsible for higher level training programmes while the provincial centres are more concerned with the district level and village level cooperative organizations. Since the national cooperative training centre is close to the 'policy structure', its faculty members are more aware of the government and of the movement. They formulate the training schemes and the syllabi which are eventually to be followed by the provincial training structure. It is they who should design the format, concept and design the training material. The design and the concept should then be passed on the provincial level training centres for real adaptation illustrating, improving. After the field testing and discussions at the provincial level it should be returned to the national training centre for final production. The provincial training centre have an easy access to village level cooperatives and they should, therefore, pre-test the draft material there before sending it to the national centre.

14. Figure V illustrates this point. The national training centre has, within its framework, a material production unit, which looks after the training material production activity, but it heavily relies on the support and guidance from the members of the faculty.

15. Provincial level centres have the benefit of consultations with the provincial level set-up of the cooperative office provincial

and district level cooperative federations and individual cooperatives. They are more competent to look after the socio-cultural context of the material, illustrations and examples. It is, however, quite difficult for the national level training centre to produce training material for the entire country without really having it tested in various regions and with various people. The problems and needs of cooperatives vary considerably in the country and the level of development is also different. So some examples may be relevant in West Java, while they may not hold valid in Bali and Sulawesi. Similarly, the illustrations, topography, facial expressions also have different meaning in different places.

16. Certain methods and rules and forms have to be designed to have the material prepared according to some agreed standard format and design. These systems have to be carefully followed and revised whenever necessary in the light of the experiences.

17. The coordinator, for instance, has to design a time table, cost estimates finance availability, allocation of responsibilities and follow the production schedule. If the training material is not appearing during the time it was planned, it might go waste.

18. Again, the following considerations have to be kept in view before undertaking any production.

- what type of material;
- in what form; (training package or single modules)
- for what audience;
- for what course;
- for how much (money)
- for how many (print order)
- who will do the basic work;
- what is the time schedule;
- who else will assist;
- who and how to do the evaluation, etc.

19. For any production, of course, money is most important. How much will be spent, how can the costs be reduced, and what should be the quality of material, will it be the low cost material, or projected aids and material like slides and overhead transparencies can also be

included, are some of the important questions which need a considerable amount of attention and consideration. On some matters, the production coordinator can take decisions while on others he might have to consult the head of the organization and on several other matters he might have to consult the faculty members. It would, therefore, be better if there could be something like a coordinating committee to look after the production and to provide immediate support and guidance to the production and to provide immediate support and guidance to the production unit.

V. SOURCES OF TRAINING MATERIAL

20. The best source of training material is the teacher himself. He knows the subject better because while teaching he has to cite examples, highlight the problems of cooperatives and suggest possible solutions. A cooperative teacher is therefore, the key person who can create and develop any supporting training material.

21. Other sources could be: books, reference material, documentation, reports, handouts, information material produced by cooperative department and other similar bodies, case studies, feasibility reports, field reports, society annual reports, society minutes, society account books, discussions with the board of directors, discussions and general interviews with the general membership, remarks and suggestions made by the employees of cooperative societies, policy statements, statements made by the government, government rules and regulations, draft by laws, speeches made by leaders, etc. It is only a question of keeping the eyes and ears open. It is also necessary to maintain a close touch with departmental libraries, some good reading rooms and bibliographies including documentation lists. A number of resource centres also keep information on cooperative philosophy documentation on success stories and other profiles.

22. As can be seen from Fig. VI, information from a large number of sources can be gathered on specific and specified and converted into training material.

23. The methodology of production of training material is given in Figure VII.

24. Specialised training course could be also organised to produce training material e.g., workshop on development of training material for Managers on Accounting System; workshop on development of training material for Chairmen and Board of Directors on Cooperative Principles and Practices; Training material production workshop for Managers on Transport Management in KUDs etc. Selected managers and selected teachers can be invited for such workshops to develop training material. The draft material thus produced at such workshops can be adapted and professionalized by the Production Unit staff and produced for distribution.

25. The organisation can also commission some well known authors and officials to produce training material on some specific areas. In order to enlist their active support and timely results, they should be paid some honorarium and other costs. Such material could be passed on to the Production Unit for production and distribution. There is no problem at all to locate the material, it is only the question of putting the material in some form - the form which could serve the purpose of training people.

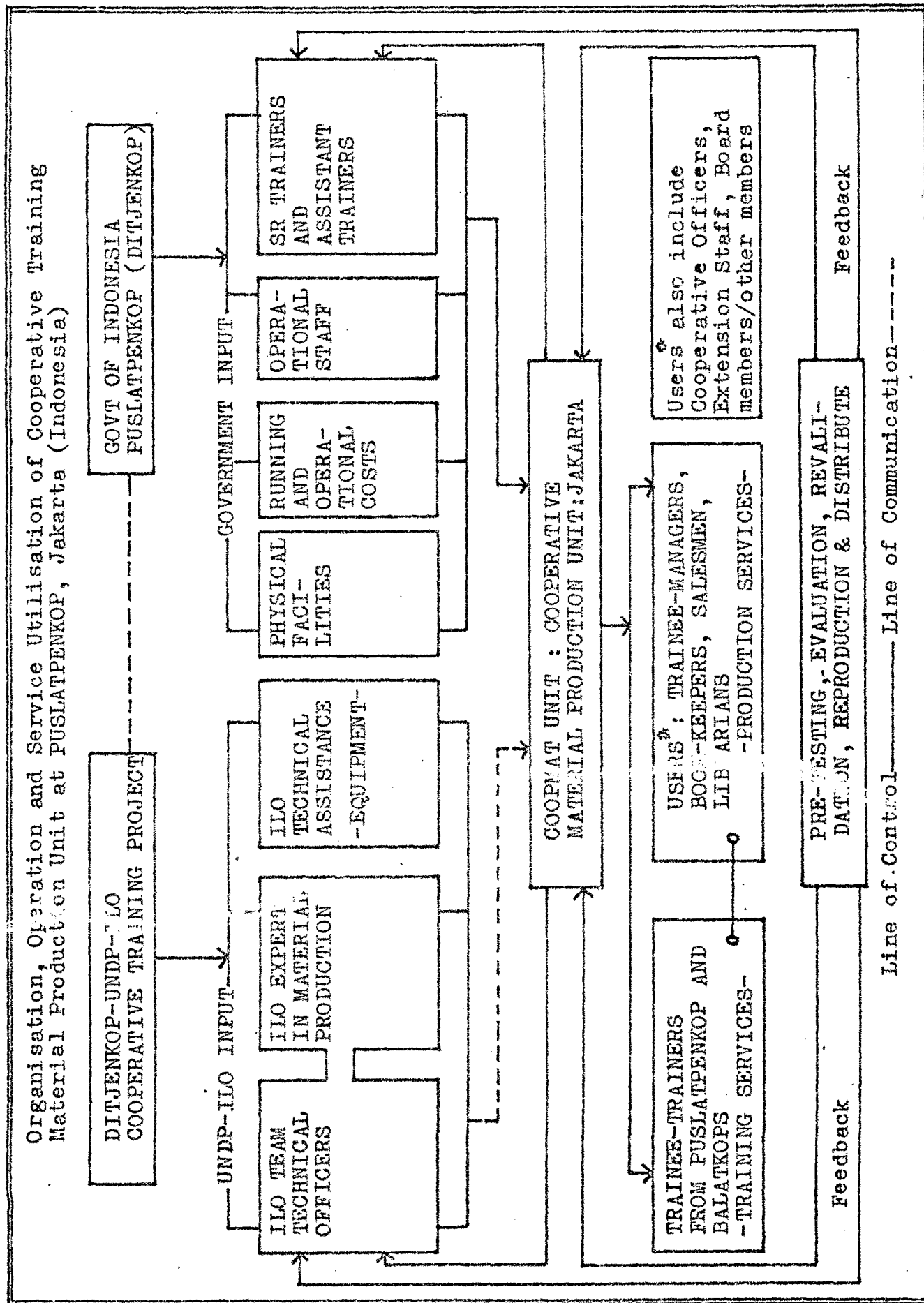
VI. CONCLUSION:

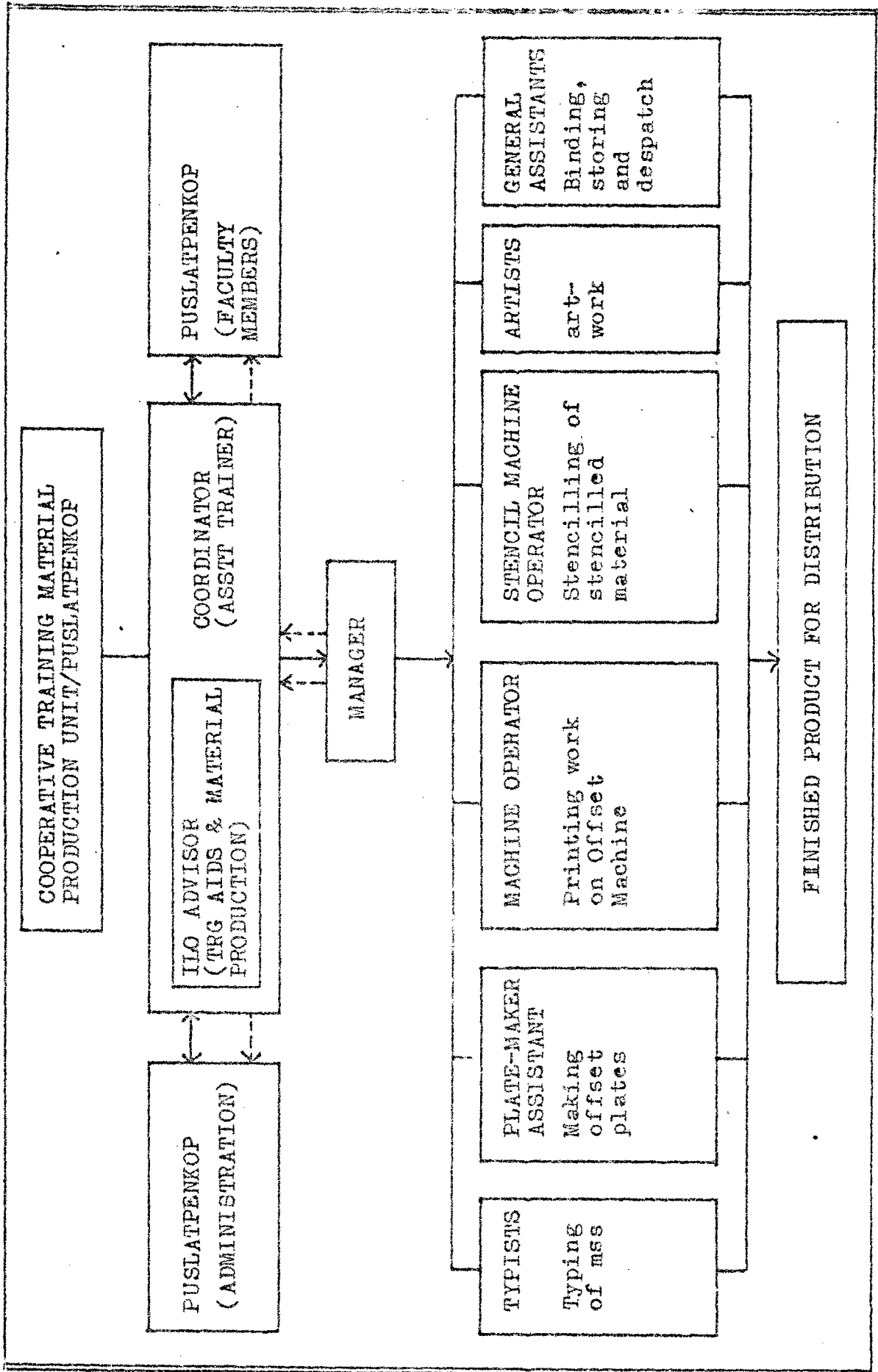
26. The establishment and operation of the Material Production Unit has been a positive and concrete structure which has been created within the Indonesian Cooperative Movement by the ILO. The services rendered by the ILO Adviser, Mr. Daman Prakash have been very valuable as he devoted a great amount of his time in the development of training materials and the Unit. The Unit serves now not only the National Training Centre but also other organisations such as the PUSDIKLAT, BALATKOPS, Department of Cooperative Staff and others. I had the pleasure of working with Mr. Daman Prakash for nearly 2 years in the development of this Unit as one of his national counterparts. The Unit now produces Bulletins, MATCOM Training Packages and other training materials.

Jakarta, June 2, 1984

/cmr

FIGURE I





OPERATIONAL PROCESS WITHIN THE PRODUCTION UNIT

FIGURE III

| PERSON/OFFICIAL | TASK | |
|-----------------|---|-------------------|
| | PRINTED MATTER | STENCILLED MATTER |
| COORDINATOR | <ol style="list-style-type: none"> 1. Receives the material from author and discusses with him about the TIME and layout etc. 2. Discusses with the Manager about its production | -do- |
| MANAGER | <ol style="list-style-type: none"> 1. Receives the matter from Coordinator; 2. Prepares estimates on: <ol style="list-style-type: none"> 2.1 Costs; 2.2 Materials; 2.3 Time-table. 3. Reports to Coordinator | -do- |
| COORDINATOR | <ol style="list-style-type: none"> 1. Obtains funds and authority from respective sections; 2. Approves the job; 3. Instructs the Manager to proceed. | -do- |
| MANAGER | Distributes work among: <ol style="list-style-type: none"> a. Typists; b. Illustrator; and c. Organises/Supplies etc. | |
| TYPISTS | <ol style="list-style-type: none"> 1. Ask for layout; 2. Checks with author; 3. Types; and 4. Hands over to Manager. | -do- |
| ILLUSTRATOR | <ol style="list-style-type: none"> 1. Illustrates the material; 2. Checks with author; 3. Delivers to Manager. | -do- |
| | | |

| | | |
|------------------------|---|---|
| <p>MANAGER</p> | <ol style="list-style-type: none"> 1. Passes on to the Plate-making man; (Manuscript and illustrations); 2. Instructs the Printer to prepare a printing schedule; 3. Checks with the store about: <ul style="list-style-type: none"> - paper; - inks; - chemicals etc. | <ol style="list-style-type: none"> 1. Passes on the stencils to the Stencilling Man for duplicating; 2. Checks with stores about paper and inks etc. |
| <p>PLATEMAKER</p> | <ol style="list-style-type: none"> 1. Returns the finished plates to the Manager; 2. Returns the originals. | |
| <p>STENCILLING MAN</p> | | <ol style="list-style-type: none"> 1. Duplicates the matter; 2. Staples the matter; 3. Store the used stencils in order <i>and</i> for future reprint; 4. Prepares delivery note and have it signed from Manager; 5. Delivers the matter to author; and 6. Reports to Manager |
| <p>MANAGER</p> | <p>Passes on the ready-made plates to the Printer for printing.</p> | |
| <p>PRINTER</p> | <ol style="list-style-type: none"> 1. Prints the matter; 2. Delivers to the Binder; 3. Used plates also go to the Binder for safe-keeping for future reprint; 4. Returns originals to Manager. | |

| | | |
|--|--|--|
| <p>BINDER/ GENERAL ASSISTANT</p> | <ol style="list-style-type: none"> 1. Binds the matter; 2. Writes out a delivery note and have it signed from Manager; 3. Delivers to author; 4. or Despatches; <i>(by mail or by hand)</i> 5. Retains for storing: <ul style="list-style-type: none"> - 5 copies for use; - all off-set plates; - all originals; - all illustrations. | |
| <p>MANAGER</p> | <p>Reports to Coordinator with:</p> <ol style="list-style-type: none"> 1. Sample of work done; 2. Originals; 3. Requisition for replenishments. | |

Regarding the mimeographed material, it is strongly recommended that the stencilling work should be done by the authors and their relevant secretaries and NOT by the production unit typists. Authors should obtain a layout from the Production Unit.

The Production Unit will not be responsible for any translation, editing and typing of any manuscript. The manuscript delivered to the Unit should be final in all respects.

FIGURE

FIGURE IV

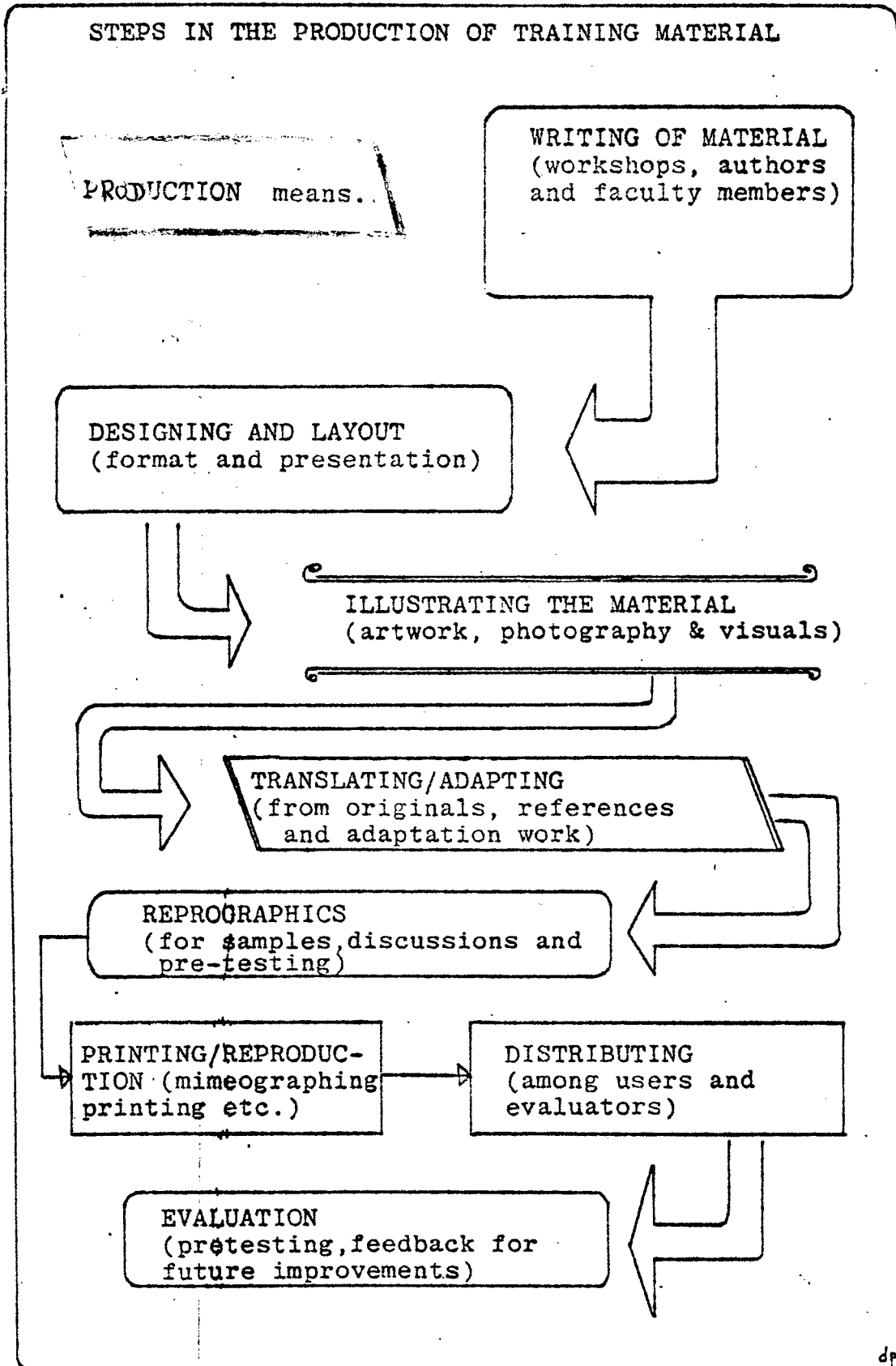


FIGURE V

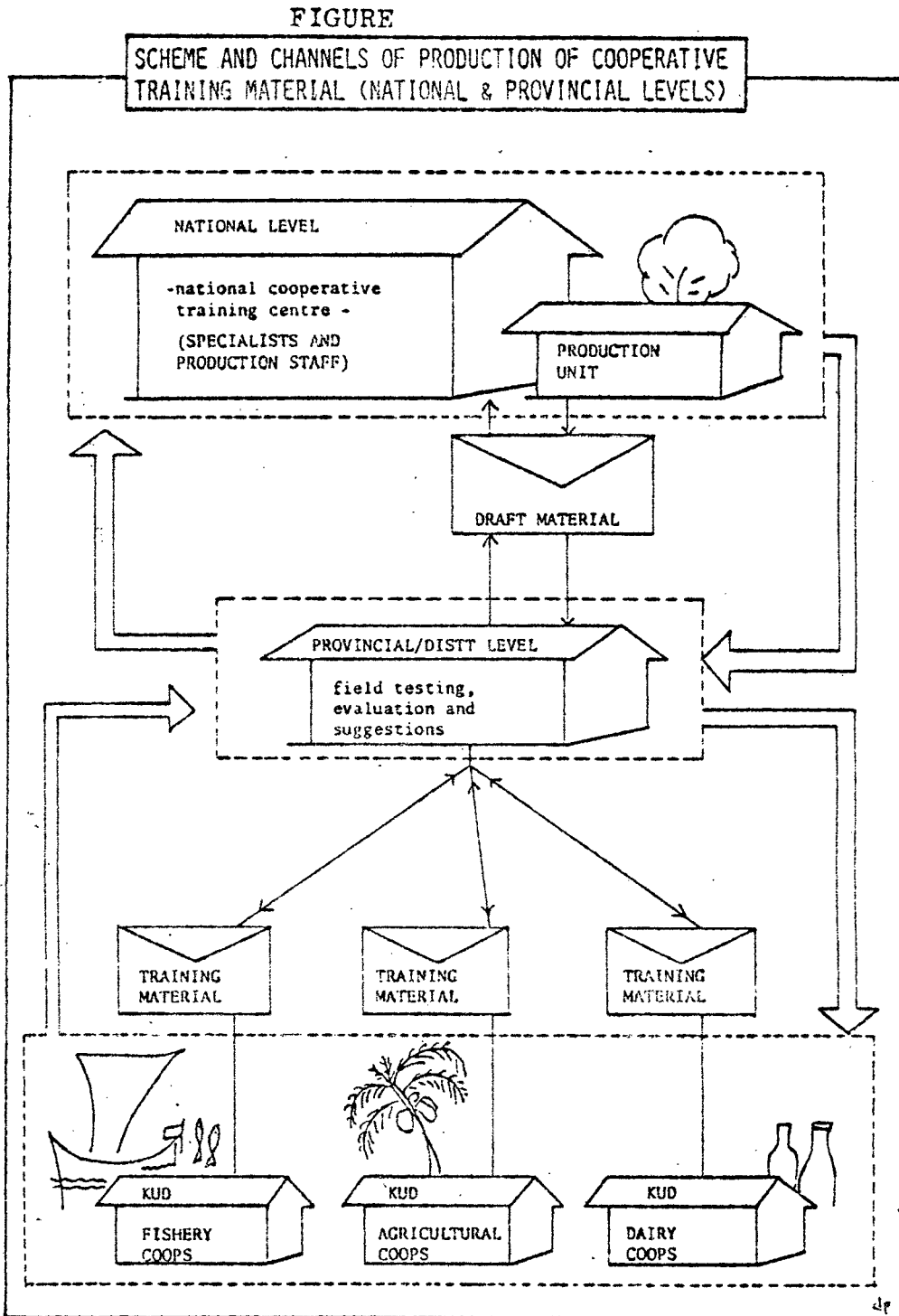


FIGURE VI

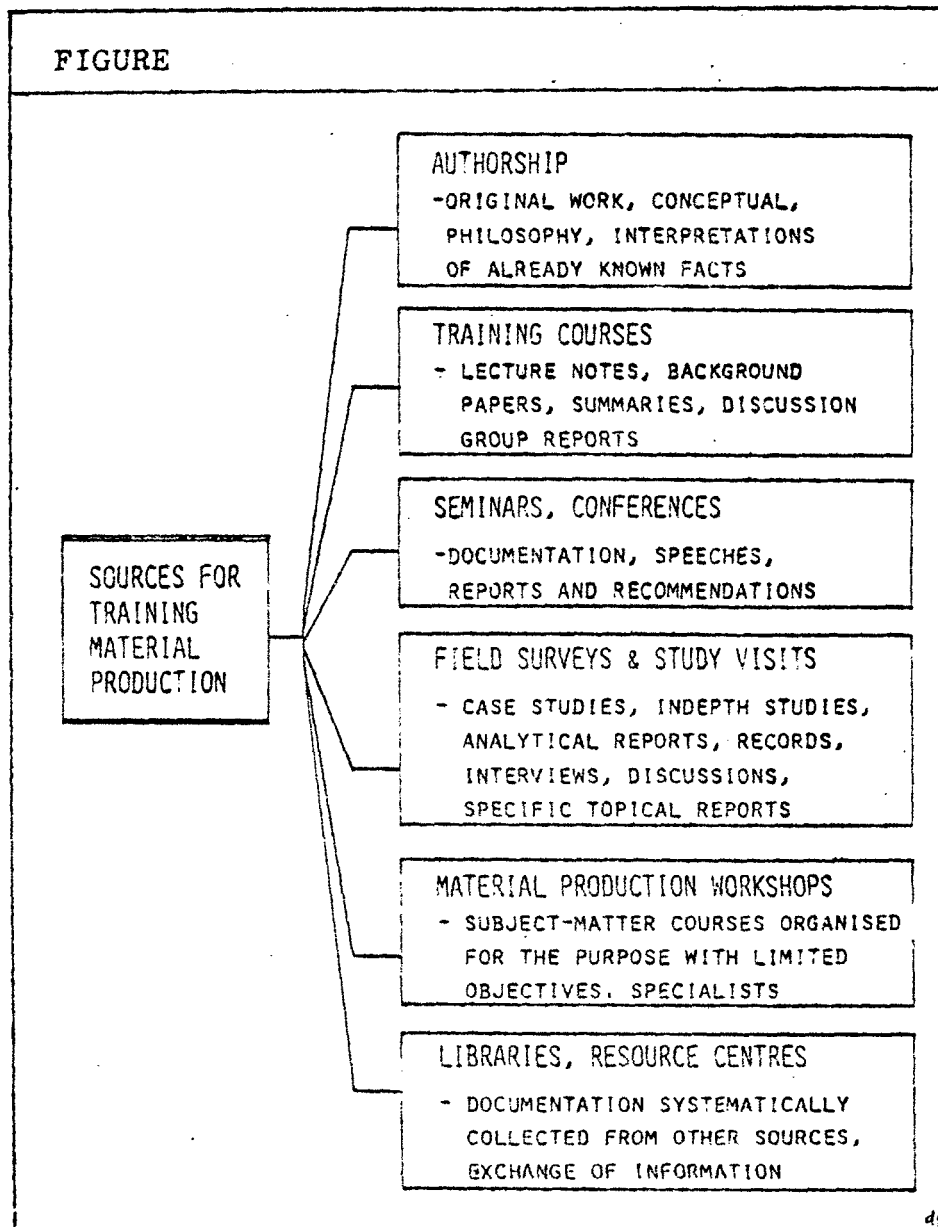
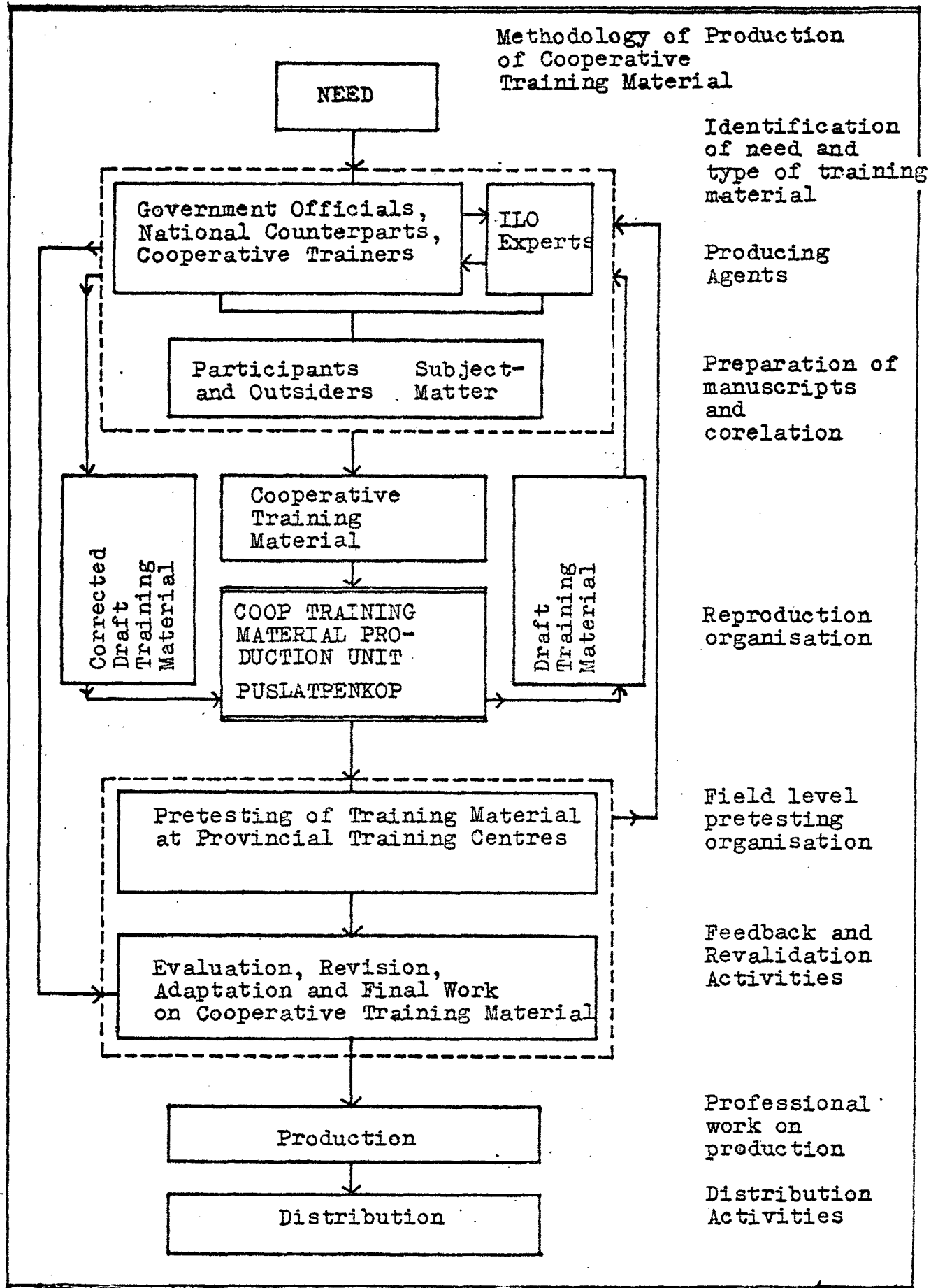


FIGURE VII



SECTION : IV

This section contains all the country and background papers prepared by the participants and presented at the Workshop.

METHODS AND TECHNIQUES
USED IN CO-OPERATIVE TRAINING
IN MALAYSIA

Prepared by:
Hayati bt. Md. Salleh
Lecturer Co-operative College of Malaysia

Introduction

In Malaysia, agencies that involve in co-operative education and training are the Co-operative College of Malaysia, ANGKASA (apex organisation of co-operative) and the Department of co-operative in Malaysia, is handling member education programmes with the objective of developing and sustaining co-operative consciousness among members. The education programmes are normally short courses or seminars which are held in major towns in various parts of the country.

The Department of co-operative Development has its own education programmes publicising the virtue and benefits of co-operative to members and potential.

In this paper I would like to discuss the outline of the training activities of Co-operative College of Malaysia which is the sole co-operative training institution in Malaysia.

Background of the college

In 1956, the Co-operative College was set up by the Co-operative Department with financial assistance from the Colonial Welfare and Development Fund. In 1968, the college was incorporated under the act of parliament, making it an autonomous body governed by a council constituting of 18 members.

The functions of the college are:

- i) To provide co-operative education
- ii) To provide co-operative management training
- iii) To publish or assist in the publication of books on co-operative
- iv) Carry out research for the development of co-operative movement
- v) Carry out research to gather materials for preparation of management training packages.

Since its establishment, the college has been training three broad categories of student firstly the employees of co-operatives, secondly is the office bearers of the co-operative societies and finally government co-operative officers from Co-operative Department and various statutory bodies that supervise certain sectors of co-operatives.

The following shows the classes of students trained in the college:

- a) Officers of the Department of Co-operative Development
- b) Officials of Urban and Consumer Societies
- c) Co-operative Rural leaders
- d) Internal Auditors of co-operatives
- e) Officers of other Government Agencies
- f) Co-operative personnel

There were several phases of development to improve the facilities in the college. The last phase was completed in early 1983. With the renovation, the college now can accommodate 250 students at any one time. All students are lodged in double-rooms hostel with convenient wash-rooms. The college also provides food catering so that the students can have food for breakfast, mid morning tea, lunch, evening tea and dinner in the college itself. All lecture-rooms and auditorium are air-conditioned so as to ensure the students have comfortable environment conducive for study. It is hoped that with these facilities the students can concentrate and fully involve themselves in their study.

Some of the courses conducted are as follows:

| <u>Course/Seminar</u> | <u>Duration</u> |
|---------------------------------------|-----------------|
| - Cooperative leadership course | 1 week |
| - Cooperative System | 3 days |
| - Cooperative Administration | 2 weeks |
| - Cooperative Law | 1 week |
| - Salesmanship | 1 week |
| - Decision Making Techniques | 1 week |
| - Office Administration | 1 week |
| - Certificate Coop. Administration | 5 weeks |
| - Cooperative Principles & Practice | 3 days |
| - Transport Management | 2 weeks |
| - Project Preparation & Appraisal | 2 weeks |
| - Marketing of Agricultural Produce | 2 weeks |
| - staff Management | 2 weeks |
| - Financial Management | 2 weeks |
| - Accounting For Consumer Coops | 2 weeks |
| - Accounting For Thrift & Loan Coops. | 2 weeks |

| | |
|--------------------------------|---------|
| - Accounting For School Co-ops | 1 week |
| - Internal Auditing | 2 weeks |
| - Advance Accounting | 2 weeks |

Training Methodology

The college places great emphasis on the effectiveness of its programmes. For this purpose, various training methods and techniques have been used. In co-operative management programmes, the college lecturers, besides lecture method, use case studies, role plays, group work and management games. These methods have been found to be very effective. However, the exact method used will depend on the subject matter to be taught, and the inclination of the lecturer concerned and the time available. The lecturers are given complete freedom to choose any combination of methods and techniques to present their subject matter. However at the end of the programmes, the principal and a team of lecturers evaluate the effectiveness of the programme from the student point of view. Generally, case studies has been found to be popular among the lecturers in the college.

In accounting and auditing programmes, the methods normally used are practical training exercises and simulation techniques. In dealing with accounting and auditing problem in the field, group discussions have proven to be very effective.

Several of the college lecturers have attended the ICA Training Methodology programmes and this has equipped them adequately to use themodern training methods and techniques. The programmes have been a great asset to the college, in the sense that the lecturers who have undergone the training are able to make effective use of the audio visual equipments available besides having the awareness of the need to produce quality training materials.

Another great contribution to the modern training techniques is the MATCOM project. This project has resulted in the production of rumerous training packages which incorporate management games, case studies, role plays and other participative techniques. In the last few years, college has tapped on this materials and adapted them to local needs. This exposure also has given some of the young college lecturers to modern training techniques.

Audio visual aids

The college is quite adequately equipped audio-visual aids facilities. There is an AVA section under the library set-up. The following audio visual equipments are available for use by the college staff:

- 1) 10 overhead projectors
- 2) Sliding magnetic white board in all lecture-rooms
- 3) Slide projector
- 4) Opaque projector
- 5) Projection screen
- 6) Audio tape equipments
- 7) Film projector 16 mm
- 8) 2 cameras
- 9) Photostat machine
- 10) Transperancy maker
- 11) Abidick Offset machine

Overall, the audio visual equipments in the college are under utilised. Not all lecturers have the knowledge in handling them and there is a problem of getting the lecturers to be thoroughly acquainted with the equipments available. However, most of the lecturers are quite familiar with overhead projectors, magnetic board and slide projector.

Training Material Production

Most of the training materials are produced by the lecturers by adapting available materials such as cases available in ICA case bank and MATCOM packages. Besides that, where there is a need, the individual lecturer or group of lecturers build up their own training materials.

There is not much materials available for adaptation in areas like accounting and auditing. Here the lecturers have to use their own creativity in developing the training materials. So far, most of the materials used in accounting and auditing are locally developed materials. At present, accounting training materials have been

prepared for Thrift and Loan Co-operative Society, Consumer Co-operative Society, Land Development Co-operative Society and School Co-operatives. For auditing, the lecturers have developed material using simulation technique.

The person in charge of the AVA section also assists in the preparation of audio visual aids. However being a one man show, his time available for production of audio visual aids is rather limited because he is also responsible for handling the audio visual equipments. In the end, more often than not the lecturers have to handle the preparation of AVA materials themselves.

At present, there is no formal evaluation procedures for the new materials developed by the lecturers. The lecturers individually evaluate the effectiveness of the materials in the course of their teaching, and up-date it if necessary.

Training of Trainers

MATCOM has organised several programmes to train lecturers in the college in the use of training materials developed by the MATCOM project. Experts have been sent by the ILO-MATCOM project from Sweden, Denmark, Vienna and India to familiarise the local lecturers in the new techniques.

The topics that have been covered are as follows:

- Supply management
- Project Preparation & Appraisal
- Marketing of Agricultural produce
- Consumer Co-operative
- Training Programme for managers of Agricultural Co-operatives.

Conclusion

Although the college has a person in charge of the Audio Visual section who is responsible for producing audio visual materials required by lecturers, the service inadequate to meet the volume of demand. He is also responsible for handling audio visual equipments, and involves in preparation of co-op exhibitions besides taking photographs for the college album. There is definitely a need for one

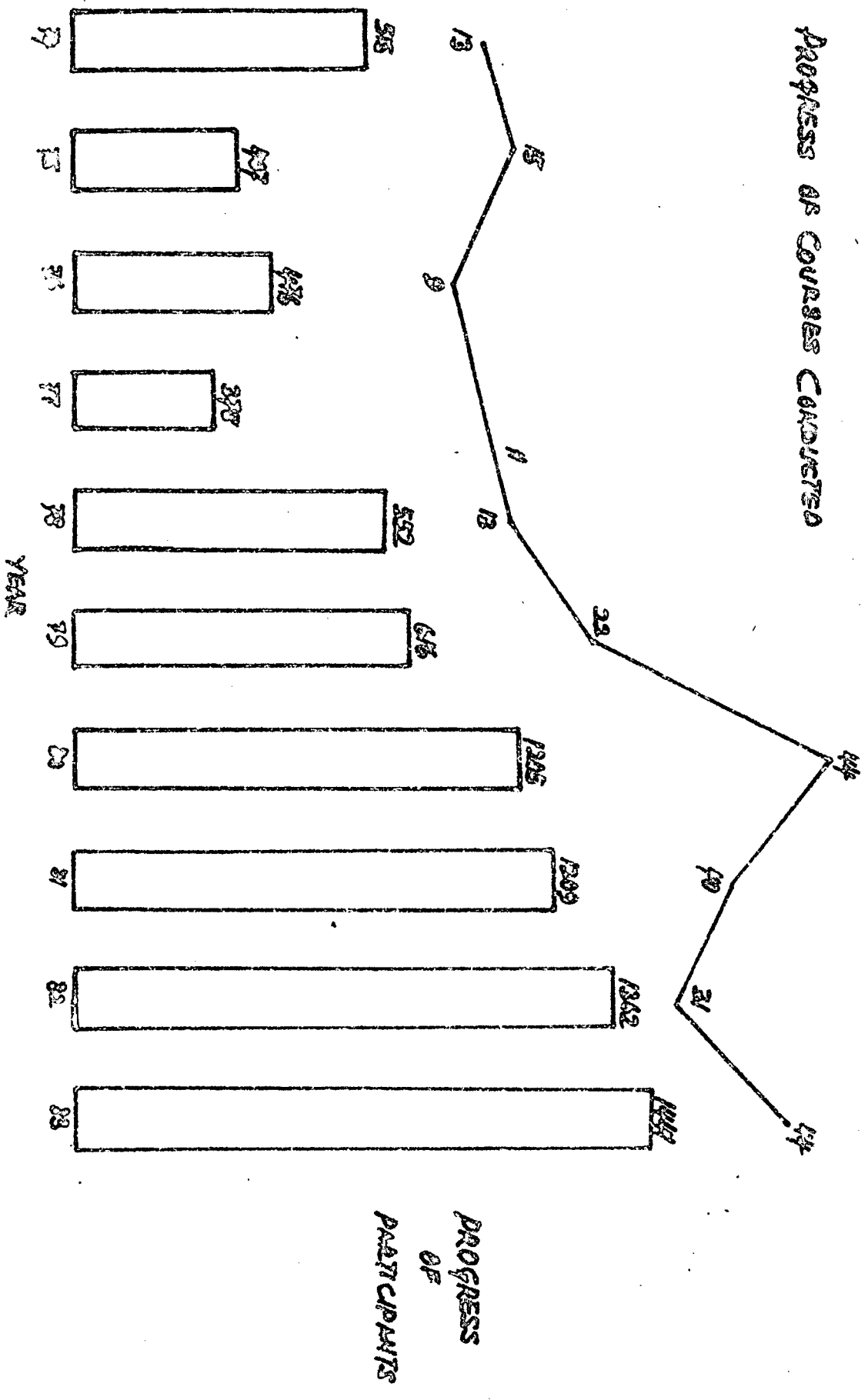
person who is solely responsible for production of Audio Visual Aids. On the other hand, there is also a problem in getting skill person in this area. The only alternative is to select a promising candidate and develop him on the job. This is indeed time consuming and takes years to develop a good man for the job.

I suggest that ICA send a team of experts to conduct a course in Audio Visual Aids and training material production in the college. It is very important that all lecturers and others responsible for AVA productions to be exposed to such training. Unless all lecturers of the college are tuned to the use of modern training methods, the few lecturers who are already trained in this area are unable to achieve their full potential in the use of modern teaching techniques. The negative response and resistance to new ideas and the inertia for no change by lecturers who are not trained in this area, poses a great problem to the trained personnels to implement new ideas. se

Any international assistance in developing the AVA and material production unit would be a great contribution to the development of the college and its effectiveness.

HMS/fa.

PROGRESS OF COURSES AND PARTICIPANTS OF COOPERATIVE COLLEGE OF MALAYSIA 1944 - 1955



3

COUNTRY BACKGROUND REPORT
Philippines (Consolidated)

I INTRODUCTION

Among the major causes of failures of cooperatives in the Philippines can be generally attributed to mismanagement and lack of education among the members. With the promulgation of P.D. 175 "Strengthening the Cooperative Movement" in 1973, cooperative education and training has been a major component in cooperative development today.

However, it should be noted that private volunteers had also been promoting cooperatives in the 1960's with cooperative membership education as a requirement. Credit cooperatives are among the most successful cooperatives in the country today. Most of these were initiated by the church and some non-governmental organizations.

Since education has been a vital component, training or education centers for cooperatives were organized even before the primary cooperatives can support them financially. These centers were operating either in a secondary or tertiary or even national levels.

The Philippine participants to these seminar workshop represents such kind of regional/national structure in promoting cooperatives through education and training. e.g.

1. PFCCI - National organization servicing credit coops
2. NCRUCI - A regional organization of cooperatives providing cooperative training and other management and accounting services
3. VICTO - A training center for cooperatives operating in multi-regional level servicing cooperatives in its various needs such as education and training, auditing, management consultancy and other services. Similar activities are conducted by the four training centers affiliated to National Association of Training Center for Cooperatives (NATCCO) in various parts of the country.

The Cooperative Union of the Philippines (CUP) has been doing its best in harnessing these different cooperative organizations towards one direction in terms of cooperative education and training. At present CUP is utilizing the training capabilities of these organizations in the conduct of cooperatives education and training program throughout the country.

II. OBJECTIVES

Working towards a common direction, the following are the common objectives:

1. Identify problems, needs, as well as resources of all affiliates.

2. Draw-up programs and projects which are responsive to the needs of the affiliates, and
3. Establish linkages among the various cooperative aggrupation with the aim of strengthening them, both socially and economically.

The various services offered by these organizations to its affiliate cooperative members and cooperative clients are the following:

1. Extension service
2. Cooperative education and training
3. Consultancy and auditing services
4. Participation in economic projects
5. Others

For the four cooperative organizations represented by the participants in this seminar, there are twenty (20) full-time staff directly engaged in the above mentioned activities.

The following education and training programs are offered to the cooperatives:

1. Cooperative membership education
2. Leadership training
3. Officers and committee trainings
4. Accounting and auditing
5. Management development trainings for credit, consumers, marketing and service cooperatives
6. Cooperative trainors training
7. Office staff development
8. Other specialized training

III. WORK METHODOLOGIES

Among the methodologies in both its training and education programs, and as far as the staff is concerned, the most preferred methods are the following:

1. Lecture-discussion
2. Group Dynamics
3. Case Study
4. Workshop
5. Field trips
6. Role playing
7. AV aids as charts, posters, slides and use of overhead projector

Generally, we use lecture-discussion. This is fully supplemented with adequate AV aids to highlights important points and at the same time create impact. In lecture-discussion time will be very much under control.

IV TRAINING AIDS/AUDIO-VISUAL AIDS

In our training and education programs, we employ the following training aids to complement our training methodologies:

1. Chalk Board/White Board
2. Posters and Charts
3. Overhead Projector
4. Slide Projector

These aids were prepared in advance by the training staff with the assistance of our part-time artist/draftsmen. Some of these aids were prepared in previous training programs but are being updated and use from time to time.

Our participants were always encouraged to prepare visual aids to further illustrate their points. These are usually done in workshops and case studies. In our trainers training, the participants were oriented and familiarized with some of the training methodologies and were asked to prepare visual aids mostly posters and charts. This will be used in their respective areas/organizations. Cost constraint has always been our main difficulty in such kind of training.

V TRAINING MATERIAL PRODUCTION UNIT

The training materials used by the cooperatives comes from both cooperative and non-cooperative. To provide our trainee/participants with hand-outs and for supplemental readings - we reproduced some portions of the textbooks or other materials deemed important. In conjunction with training, we produced the following training materials:

1. Booklets
2. Pamphlets
3. Pop Sheets
4. Audio-Visuals
5. Slides/Films

VI EVALUATION OF MATERIALS, METHODS AND AIDS

Conduct of pre-testing evaluation is done on a case-to-case basis. This is usually done when such training program is sponsored or funded by other agencies also engaged in cooperative development and projects.

Pre-evaluation is conducted not only on the basis of training materials, AV aids and methodologies, but more on what the participants already knew about the subject matter. This enables us to know more about the participants and to meet their expectations.

Post evaluation is conducted to determine if the training/subject matter has been successful in achieving the objectives set forth in the training design. It consists of test items or test procedures duplicating what is called for in the training objectives. This enables us to know what were our strong and weak points. Through this, improvements can be made for the future training programs.

General evaluation of the training program is also conducted on the last day of the training. The participants assess our training in terms of relevance, content, resource persons, facilities, food, training materials, AV aids and others. This will guide us to make the necessary changes and improvement of future trainings to be conducted.

VII TRAINING AND EDUCATION PROGRAMMES

In order to further improved our staff/trainors, it has been the policy of the coops to send its staff to training on specialized fields both within and outside the cooperative movement.

Some types of education training/seminar, programs which are commonly conducted by various cooperatives in the Philippines are:

1. Orientation to the New Cooperatives Development Program
2. Skills Training on Cooperatives Accounting for Credit Union Bookkeepers and Treasurers
3. Trainors Course on Kilusang Bayan (Stage II)
4. Kilusang Bayan Echo Seminar
5. Skills Training for Supervisory Committee Members on Credit Union Accounting and Auditing
6. Cooperative Management Development Course
7. Trainors Training for Education and Training Committee
8. Planning Workshop on Settlement Cooperatives
9. Cooperative Training for Board of Directors
10. Inter Agency Cooperatives
11. Cooperative Training on Leadership and in Bookkeeping
12. Teachers Training on Cooperatives
13. Cooperative Union Planning Workshop
14. Seminar Workshop on Basic Accounting and Records Management

VIII CONCLUSION/RECOMMENDATIONS/SUGGESTIONS

To develop further the capabilities of cooperative trainers and educators in the Philippines, we are submitting the following recommendations:

1. Training staff be required to attend specialized training involving areas of specialization and other concerns to meet the needs/demands of the movement.

2. Redirect cooperative education and training activities having in mind the present socio-economic and political conditions prevailing in the Philippines.
3. For CUP to set-up a resource center, provide and make available cooperative education and training materials, audio-visual aids, books and other materials.
4. CUP to conduct trainings in methods and techniques used in cooperative member education in key areas in the country.

PREPARED BY:

Mrs. ESTELA M. SORIANO
UPVCCUI
Iloilo City

Mr. GONZALO A. SALVATIERRA, JR.
VICTO
Cebu City

Ms. VICTORIA O. ABRIL
PFCCI
Sta. Mesa, Metro Manila

Mr. FREDDIE M. BARTOLOME
NCRUCI
San Juan, Metro Manila

/cmr

METHODS AND TECHNIQUES USED IN COOPERATIVE EDUCATION EDUCATION AND TRAINING PROGRAMS IN THE PHILIPPINES

I. Introduction

The New Society ushered in after the declaration of Martial Law in 1972 introduced abrupt revolutionary changes intended to achieve a more rapid socio-economic development. Together with these changes, the Philippine cooperative development program was also launched as an attempt to help solve the socio-economic problems of the country which have been pinpointed to be great barriers to its national development.

People are not united, there is a noticeable socio-economic gap; the control of the economy falls within the select few wealthy government members or government favored businessmen. They are the ones who grow richer and richer, the low income groups became poorer and poorer. It was actually the land reform program that made possible the "policy of the State to foster the creation and the growth of cooperatives as a means of increasing income and purchasing power of the low-income sector of the population in order to attain a more equitable distribution of income and wealth."

In the country, there seem to be conflicting trends of thought: one belongs to a group who would want to be in control of the movement because cooperatives are competing with their personal business interests; another is a group who believes that because it is a government supervised program then let the government do all what it has to do. Let's just wait and see it is always a failure; and the third group who does not care at all about the challenges and opportunities brought about by changes in the modern world; and the last are those who are concerned with group welfare those who understand the importance of working together for "the greatest good of the greatest number".

With the above Philippine situation, cooperative education finds its way quite slowly into the populace ever as the government has set up under its supervision a cooperatives development program designed to help improve the socio-economic condition of the masses. Even the legislature did not find the uplift of the common man a major consideration.

II. The Cooperative Education Programme.

Under the Ministry of Agriculture is the Bureau of Cooperatives Division which implements the cooperative development program. It takes care of promoting, organizing,

developing registering and evaluating cooperatives,

In each region there is an office of the BCCD with a cooperative education and training division. This division has the following functions and objectives: 1

1. Involves an education and training program to develop the cooperative movement,
2. Develops procedures and techniques in determining training needs,
3. Formulates training curricula for specific clientele and or goals,
4. Develops appropriate education and training techniques, methodology, materials and aids,
5. Develops guidelines in the implementation of the education and training programs
6. Recommends the allocation of education and training equipment and resources among the regional offices,
7. Undertakes continuing evaluation of different education and training programs and guidelines to determine their effectiveness and recommends shifts or modifications whenever necessary.

Coverage

The Philippine cooperative education program is designed to be pursued in four stages: 2

Stage I - Organization and Development of the Samahang Nayon.

The Samahang Nayon has been designed under Presidential Decree 175 as direct support to Agrarian reform. Thus, it should command the initial stage of the program. Besides, it supports the basic premise that cooperatives under the new program should be built from the bottom up. Finally, Letter of Implementation No. 23 directs that the Samahang Nayon serves as "the cooperative" for purposes of land transfer decreed in Presidential Decree No. 27.

This stage has two phases. Phase I deals with the organization of the Samahang Nayon. This consists of training and organization activities for a period of ten weeks. The principal feature of this organizational phase is the pre-membership education consisting of 8 major lessons on

agrarian reform, cooperatives and the Samahang Nayon. No Samahang Nayon can be organized and registered unless its members have undergone the training requirements of Phase I.

Phase II concerns itself with the development of the Samahang Nayon. This consists of a series of training courses on elementary management, technical agriculture and product specialization which, if pursued normally, would take up all of 55 weeks.

Stage II - Organization and Development of Kamlusang Bayan.
(Full-fledged cooperatives)

This stage is devoted to the organization of Area Marketing Cooperatives for the purpose of supplying the farmers with necessary production inputs and supplies and in the marketing of their produce; the establishment of Cooperative Rural Banks or Credit Cooperatives for the purpose of mobilizing the small, scattered resources of the people for productive activities; the organization of Producers Cooperatives to assist artisans and craftsmen in the acquisition of raw materials, machinery and equipment, in the production and standardization of their output, and in the marketing of their produce; the establishment of Consumers and other Service Cooperatives primarily to provide the consumers with quality goods and services at reasonable prices.

Stage III - Organization of Consumer Cooperative Markets

Consumer cooperative markets in key urban centers of the country shall be organized for the purpose of developing steady and regular domestic outlets for agricultural produce.

Stage IV - Integration of Cooperatives

This consists of federating cooperatives at higher levels, establishing the proper and necessary linkages and areas of cooperation among the different types of cooperatives. This will culminate in the organization of a National Cooperative Union of the Philippines which will be the official spokesman of the movement. The union is envisioned to take over some of the current functions and activities of government in respect to cooperatives.

The new cooperatives program has instituted three basic requirements that would lead to stable and viable cooperatives. These are the following:

1. Continuous education and training
2. Planned savings program, and
3. Discipline

The Education and Training Requirement In the Samahang Nayon.

In the Samahang Nayon, the members undergo a total of sixty weeks of educational program. We have earlier pointed out that in the organizational phase (Phase I), the members have to take eight major lessons before they are organized and registered with the Bureau of Cooperatives Development (this gives them juridical personality as a pre-cooperative) they are now ready for Phase II which is the developmental phase.

In Phase II, the first course is a management course for the Board of Directors of the Samahang Nayon. Conducted over a period of ten weeks, this course consists of 20 lessons designed to develop among the officers the knowledge, skills and attitudes necessary for intelligent leadership and effective management of the Samahang Nayon.

The second course under this phase is the technical agriculture training which is given to all members of the Samahang Nayon. This consists of 20 lessons conducted over a period of 20 weeks in such subjects as use of fertilizers and pesticides, poultry, piggery, vegetable, production, credit financing and specific subjects on improved farming practices. These lessons are accompanied by actual demonstration projects conducted in the farms of the members.

The next course is product specialization. Given to all members of the Samahang Nayon, this course consists of 8 lessons along certain special skills relevant to the needs and requirements of particular areas.

The last course under Phase II is an abridged management training for all SN members. Consisting of 12 lessons, this is conducted through a 12-week period.

When a Samahang Nayon member has satisfactorily completed all the lessons of Phase I and II of Stage I, he is considered a graduate of the "Pamantasan sa nayon", which is sort of an open barrio university. He is given a "diploma" for this.

All this educational process is reinforced by printed materials such as leaflets, posters and manuals in the appropriate vernacular; and by radio programs such as jingles, slogans, drama spots and school-on-air lessons.

III. Personnel Involved in Cooperative Education

The personnel involved in the cooperative education and training in the region are the BCOD regional officers whose work is supervisory. Under him are the cooperative development officers and cooperative examiners.

The provincial and the municipal agricultural development officers with the help of the agricultural field technicians work hand in hand to supplement the cooperative development program supervised by the BCOD regional officers.

In the private sector, like the Philippine Federation of Credit Cooperatives, much of the cooperative education and training activities have served the member coops with the officers of the government sector acting as consultants and coordinators. 3

Now, with the Cooperative Union of the Philippines it is hoped that all cooperatives have a coordinator in the synchronization of activities especially along education and training to compliment those of the BCOD to enable the success of the cooperatives development program.

IV. Different types of training/seminar held in Region VI 4

1. Orientation to the New Cooperatives Development Program
2. Skills Training on Cooperatives Accounting for Credit Union Bookkeepers and Treasurers
3. Trainers Course on Kilusang Bayan (Stage II)
4. Kilusang Bayan Echo Seminar
5. Skills Training for Supervisory Committee Members on Credit Union Accounting and Auditing.
6. Cooperative Management Development Course
7. Trainers Training for Education and Training Committee
8. Planning Workshop on Settlement Cooperatives
9. Cooperative Training for Board of Directors
10. Inter Agency Cooperatives.
11. Cooperative Training on Leadership and In Bookkeeping
12. Teachers Training on Cooperatives
13. Cooperative Union Planning Workshop
14. Seminar Workshop on Basic Accounting and Records Management
15. Seminar Workshop Samahang Mayon Project Development
16. Seminar Workshop on Rural Improvement Clubs in Cooperatives

Participants to the seminars are usually categorized according to the position they occupy in their respective cooperative. For example, a seminar maybe held for board of director members only, or for managers only or for treasurers or supervisory committee members only. Each set of participants should number only from 40-60 people.

V. Methods Used and Training Materials Produced and Used

The methods used are generally in the form of lecture, discussion, open forum and workshop activities and games in group dynamics. All these methods are effective.

The facilities used are blackboards, visual aids thro' flip charts, leaflets, TV and radio ads. The overhead projector is used only during conferences and briefings by top officials.

Some training materials produced by the Bureau of Cooperatives are in the form of leaflets, booklets, hand-outs, publications, charts. However, not all coo eratives could avail of these limited materials. Other cooperatives could not afford to have these materials. Some do not know where to secure such materials.

Formal cooperative education is offered as a requirement for a course in the social sciences at least 6 units in the undergraduate level and there are several universities in the region offering specialization along this line.

The BCOB conducts pre-membership education, trainers training and skills training. The evaluation done by the people in charge of the training is only to determine the reactions of participants towards the seminar or workshop undertaken. However, there is no follow-up afterwards.

There is no office in the region taking charge of production of visual aids and training packages except those produced by the Ministry of Agriculture, BCOB office in Quezon City and the IATCCM package in Los Baños.

The facilities for such an endeavor are very meager and the cooperatives can not afford to buy them, only a few coops have availed of such materials.

VI. Conclusion, Suggestions and Recommendations

There are many poor and struggling cooperatives and yet with very dedicated and deeply involved members who are willing to pool together human resources to help in the production and dissemination of cooperative materials if facilities for such will be provided for by the government

since the equipment are too expensive. There is a felt need for developing audio Visual aids and resource units.

The education committee of all cooperatives need strengthening by more intensive training in techniques and methods of teaching and the construction and use of visual aids and materials.

The private sector should also take the initiative to help and not depend upon the government in its drive to alleviate the socio-economic condition of the low income populace most especially at this time when the morale of the Filipinos are at its lowest because of devaluation.

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Estela M. Soriano
ESTELA M. SORIANO
UPV CCUI
ILOILO CITY

WORKSHOP ON TECHNIQUES OF AUDIO
VISUAL INSTRUCTION AND DEVELOP-
MENT OF TRAINING MATERIAL

MANILA JUNE 4 - 23, 1984

COUNTRY PAPER INDONESIA

BY

NGATIYO NGAYOKO

PUSLATPENKOP

*National training and up-
grading centre for coopera-
tive development*

Department of Cooperatives

Indonesia

INTRODUCTION

The Government of Indonesia is committed by article 33 of the 1945 Constitution to develop cooperatives as one of the main sectors of the Indonesian economy. The role of the government is mainly to create a favourable condition in which the cooperative movement can develop themselves. With all efforts the government is trying to make the cooperatives become one of the main pillars and the back bone of the national economy, alongside with the private and state owned enterprises.

These efforts are now intensified in order to strengthen the cooperatives to perform their function as back bone of the future national economy. The efficiency and effectiveness of the management, business activities and organization are improving through education and training.

The present state of development also indicates that greater responsibilities are being placed on cooperative training institutions to provide effective training for the staff of the Department of Cooperative and the Cooperative movement (i.e. Board of Directors, Board of Supervisors, Manager and other employees).

Cooperative education and training programmes in Indonesia can be divided into the following activities:

(1). In Service Training :

In Service training is introduced through a network of one National Training and Upgrading Centre for Cooperative Development (PUSLATPENKOP) and 27 Provincial Training Centres (BALATKOP) which are under the guidance and supervision of Puslatpenkop. These are government institution run and financed by the Department of Cooperatives.

The Indonesian Cooperative Council (DEKOPIN) which is the apex cooperative organization is still under represented in this aspect.

(2). Pre Service Training :

The Pre Service Training in cooperatives integrated in the formal education and starts from Kindergarten up to the highest level of education.

OBJECTIVES OF COOPERATIVE TRAINING

The objective of cooperative education and cooperative training is raising the capability of the coop to be independent business entities, and to enhance the ability of cooperatives to cooperate with each other in doing business as well as their ability to cooperate either individually or in group with the state private business organization.

The objective of cooperative training is also to impart development and maintain cooperative knowledge and professional skills of personnel within the cooperative movement as well as in the Department of Cooperatives.

The development and improvement of cooperative personnel is practically oriented in order to contribute to developing, upgrading and maintaining efficient business policies and member relations in cooperatives.

Efficiently managed cooperatives will make the ultimate objective of cooperative development possible, namely :
Self-reliance and adequate distribution of income to rural and urban population through adequate benefits and services provided by an expanded and strengthened Cooperative Movement.

The target group of the cooperative education and training consists of the following:

- (1). Cooperative movement (Board of Directors, Board of Supervisors, Managers and other cooperative employees)
- (2). Staff of the Department of Cooperative Trainer's for the Provincial Balatkon, officials of the Department of Cooperatives involved in technical matter of cooperative development, and also officials from other department involved in the guidance in overall development of cooperatives.

TRAINING METHOD/EDUCATIONAL METHOD

- The methods being used by the trainers in Puslatpenkop (Training & upgrading centre for cooperatives development) and their effectiveness in regard with ^{the} target groups are :

| NO. | METHOD | EFFECTIVENESS FOR GROUP OF PEOPLE |
|-----|---------------|---|
| 1. | Lecture | 30, in experienced persons |
| 2. | Discussion | (4-8) persons per group, adults & experienced. |
| 3. | Case study | adults, experienced |
| 4. | Role play | adults, experienced |
| 5. | Study visit | adults, experienced |
| 6. | Demonstration | adults, in experienced with the purpose to improve their skills |
| 7. | Simulations | idem |
| 8. | Group dinamic | adults, an affective method to break the social barrier This method needs a skilled moderator, will it be succesfull |

Prefer to use the discussion and case study methods because the main objective of my training session is mostly focused on problem solving and decission making process.

The case study, role play and discussion methods increased more participation of the trainees ^{since} they have to face real problems from the field.

- The facilities available for training in training methods are sufficient such as classroom and wide range of AVA equipment (for illustration : slides).

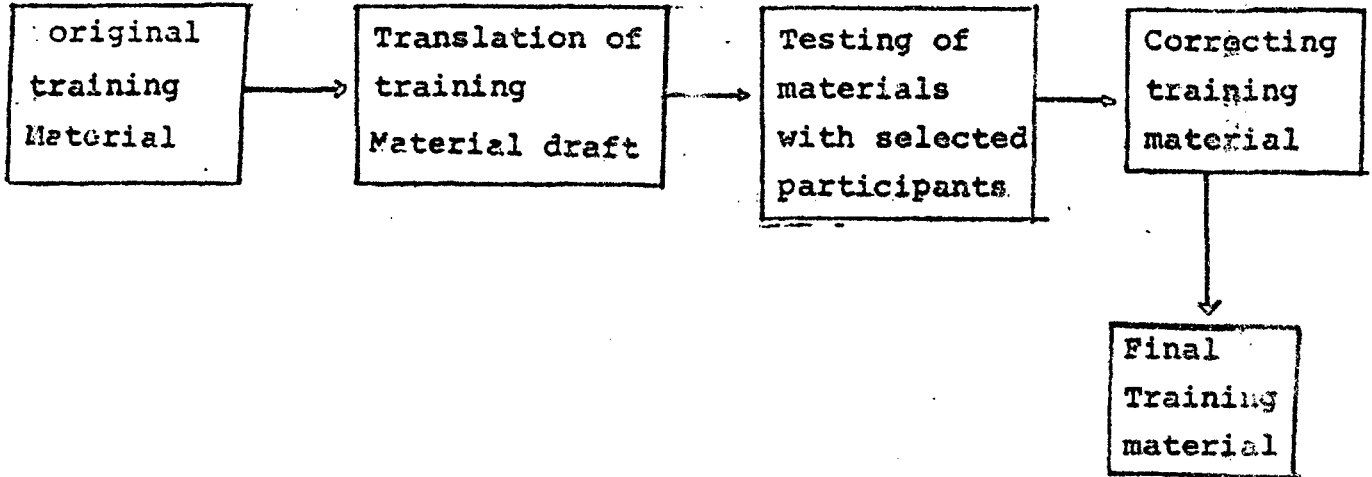
Training Aids/Audio Visual Aids

- The training aids/audio visual aids being used in Puslapankop are white board, flipchart, flannel board, cutting board, OHP, video and slides.
- The training aids which are the most effective are OHP and cutting board because those materials are easy to prepare and very useful in illustrating the session.
- Audio Visual Aids that are prepared by the participants are flipcharts and cutting board.
- I have used these Training Aids for 3 years.
- Yes. education/training section and also production unit.

Training Material/Production Unit

- Existing facilities see slides
- Leaflet, training package, transparency, bulletin, AVA
- For example ILO - MATCOM material.
 - = Marketing of agricultural produce.
 - = Credit and rural saving.
 - = Financial management
 - = Staff management
 - = Supply management
 - = Storage management
 - = Consumers Cooperatives..

- The methodology of adaptation process is as follows,



Evaluation Of Material, Method and Aids

The evaluation of training material and aids at Puslatpenkop is still at its initial stage. Methods and forms are not yet developed to carry out a systematic evaluation. This will be our next activity which should

Problems

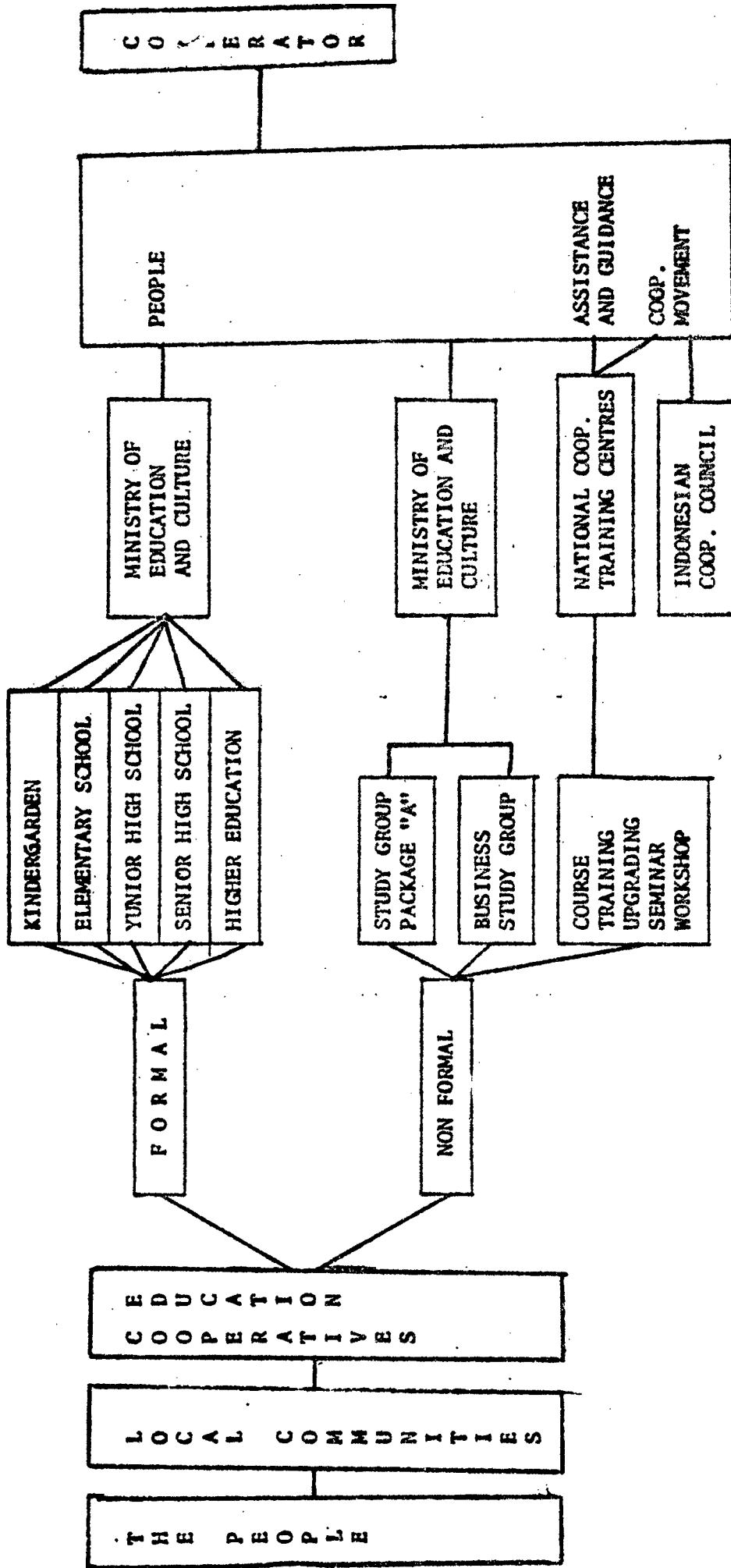
1. Personnel recruitment is not done by Puslatpenkop which organize^{the} production unit, but by the chief of personnel Bureau of Department of Cooperative.
2. Lack of personnel who work in the production unit and the existing personnel don't have the skill to produce AVA properly.
3. Lack of coordination and direct link between trainers as users and the Production unit as producer.
4. Trainers who produce training material do not have enough field experience.

5. The organization structure of the centre is bureaucratic which obstruct fast flow of communication which has a negative effect on the decision making process.
6. There is still no standard format/design in the production of training material.

Recommendations

1. A clear and extensive job description should be prepared by Puslatpenkop and submitted to the chief of the personnel bureau. The recruitment should be done on the basis of the job description. Permanent contract should be given to them, who have the required skills.
2. To establish better coordination between user (trainer) and producer (production unit).
3. Trainers should make field visit more often to increase their practical knowledge.
4. To simplify the bureaucratic structure and make more open and direct communication link between those concerned.
5. A standard format in the production of training material should be designed and implemented.

Jakarta June 1984.



Background paper on Sub-Regional
Workshop on Audio-Visual Instruction
and Development of Training Material

METHODS AND TECHNIQUES USED IN COOPERATIVE
MEMBER EDUCATION AND TRAINING PROGRAMMES
IN KOREA

HUH SUN
Manager, Education Division
Saemaul Guidance Department
National Agricultural Cooperative
Federation

Seoul Korea

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I. INTRODUCTION

A. Organizational Structure of NACF

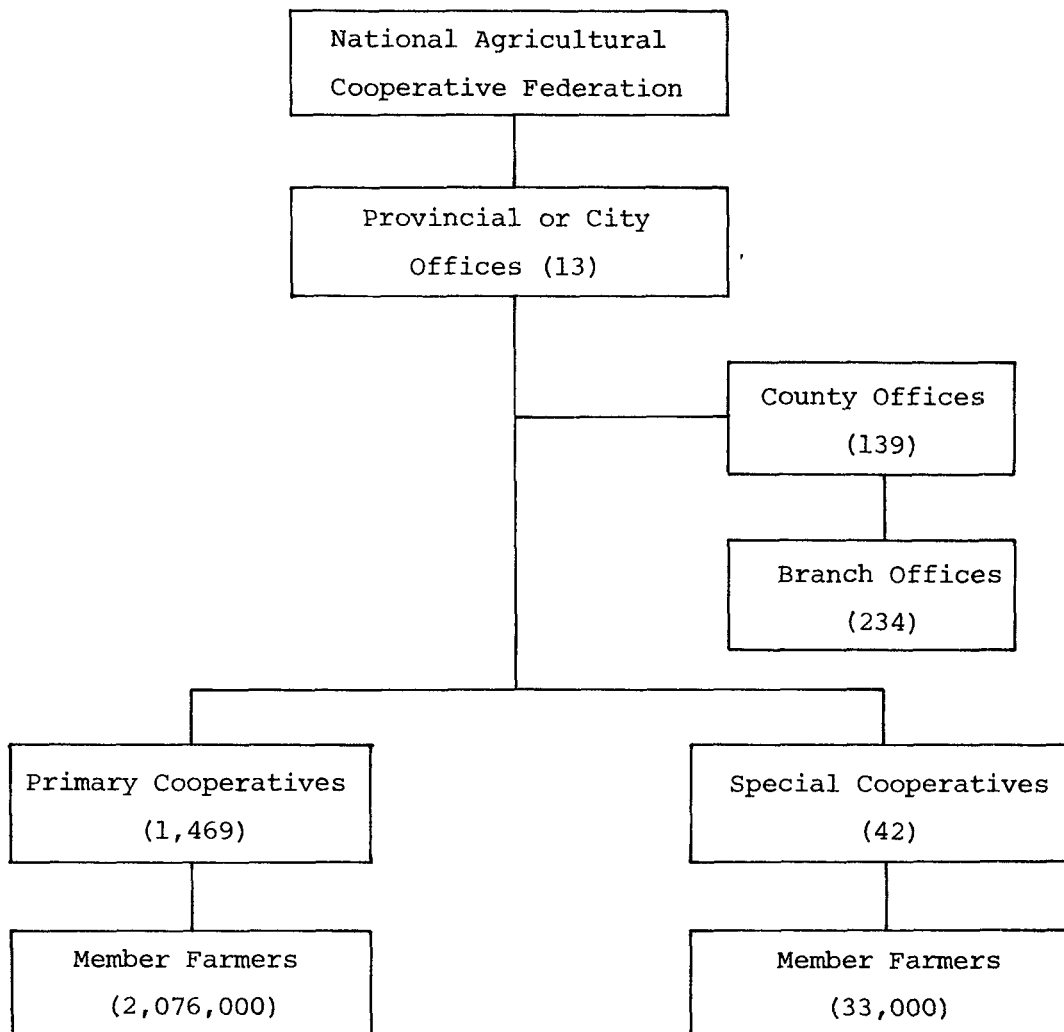
Up until 1980, the agricultural cooperatives were vertically organized at three levels; Primary Cooperatives at the township level, City or County Cooperatives at the city or county level, and a Federation at the national level. On the other hand, they were horizontally classified into two categories: multipurpose agricultural cooperatives and specialized agricultural cooperatives.

In an effort to strengthen the primary cooperatives with which farmers have direct contact, and to develop them a strategic organization for rural development, the former three-tier system of primary cooperatives, city or county cooperatives, and the National Agricultural Cooperative Federation (NACF) were restructured on January 1, 1981 to two-tier system of primary cooperatives and the NACF, reforming the former city or county cooperatives as branch offices of the NACF.

Livestock cooperatives formerly affiliated with NACF have been transferred to the newly established National Livestock Cooperatives Federation (NLCF). Therefore, at present, primary cooperatives and horticultural cooperatives are members of NACF.

As of the present, there are 13 provincial or city offices, 139 county offices, 1,469 primary cooperatives and

42 special cooperatives under the NACF. And a total of 2,076 thousand farmers and 33 thousand farmer are affiliated with primary cooperatives and special cooperatives respectively.



B. Major Activities of NACF

As described Chapter I, the objectives of agricultural cooperatives are to increase agricultural productivity, to enhance the economic and social status of farmers, and to assure a balanced development of the national economy through the voluntary organizations of farmers.

In an effort to attain these objectives, agricultural cooperatives have conducted diverse business activities as follows;

- 1) guidance, education, public information services and research for the improvement of farming technology and betterment of rural life
- 2) supply of agricultural inputs and consumer goods
- 3) marketing of farm products
- 4) utilization and processing
- 5) banking and credit operation including loan, deposits and domestic exchange
- 6) cooperative insurance for livelihood stabilization and welfare of member farmers
- 7) international cooperation for the strengthening of cooperative relationships with overseas cooperative movements and international organizations relating to agricultural development.

C. The Activities of Education by NACF

The target of the activities of education and training by NACF is to inspire the ideal of cooperative movement and to strengthen the ties with member farmers and to cultivate competent employees of Agricultural Cooperatives.

In order to facilitate the successful attainment of the cooperative movement, and effective implement of farming and living guidance, NACF offers a wide range of education and training programmes not only to member farmers but also to staffs of NACF and primary cooperatives.

II. TRAINING INSTITUTES

The persons who would need to take cooperative education and training can be grouped as in the following;

- A) The staffs working in the NACF and its branch offices (around 12,000 persons)
- B) The staffs working in the 1,469 primary cooperatives (around 30,000 persons)
- C) The leaders of member farmers of primary cooperatives

In the period of 1961-1970, the above group (A) was trained mostly in the Central Training Institute located in Seoul.

In the period of 1970-1980, the demands for the training of group (B) and (C) were increased beyond the capacity

of the Central Training Institute and the construction of provincial training institutes were started in the latter part of 1970s.

Presently, the Central Training Institute is training the group (A) mostly and partly the group (B). On the other hand, the provincial training institutes are training the group (B) mostly and partly the group (C). So far central and provincial training institutes have been trained around 11,400 persons among (C).

Table 1. Training Capacities of Agricultural Cooperative Training Institutes in Korea

| Location | Construction Completed | Capacity at the same Time | Capacity in a Year | Number of Instructor |
|-------------------|------------------------|---------------------------|--------------------|----------------------|
| Central Institute | 1961 | 300 | 4,000 | 35 |
| Provincial " | | | | |
| Kyunggi | 1981 | 200 | 6,000 | 18 |
| Jeonbuk | 1979 | 200 | 6,000 | 18 |
| Kangwon | 1978 | 200 | 3,300 | 11 |
| Choongbuk | 1981 | 100 | 2,000 | 8 |
| Choongnam | 1976 | 100 | 2,000 | 10 |
| Jeonnam | 1978 | 200 | 3,300 | 11 |
| Kyungbug | 1976 | 100 | 2,000 | 8 |
| Total | | 1,000 | 16,600 | 83 |

On October 1983, Kyunggi Provincial Institute was transferred from the mostly staff training institute to the Agricultural Cooperative Leaders' Training Institute as a national level (ACLTI) to strengthen for the member education. On March 1984, Jeonbuk Provincial Institute was also transferred to the Agricultural Cooperative Leaders' Training Institute to meet the increasing demands from the farmers.

Since the establishment of Agricultural Cooperative Leaders' Training Institutes around 5,000 leaders of grass-root organizations such as Saemaul Farming Societies, Saemaul Farming Groups, Saemaul women clubs, Saemaul Youth Clubs have been trained in the Institutes.

Table 2. Training Programme of Training Institutes

| Institute | Course | Participants | Duration | Objective |
|---|--------------------|---|---------------|--|
| Central Training Institute (1) | Basic course | Newly-employed staff Clerk level staff | week 5 2-3 | Cultivation of basic knowledge on business operation |
| | Middle management | Assistant managers Primary coop. managers | 1 1 | Cultivation of managerial ability |
| | Top management | General managers of NACF and primary coop. Presidents of primary coop. | 1 2 | Techniques for business management and leadership |
| | Specialized course | Staff of specialized field | 1 | Acquisition of knowledge on specialized field |
| Agr. Coop. Leaders' Training Institute (2) | Leaders' course | Leaders of grass root organization (Members) | 1 | Cultivation of cooperative philosophy and ideas |
| Provincial Training Institute (5) | Basic course | Newly-employed staff Clerk level staff | 5 2-3 | The same of CTI' objective |
| | Middle management | Manager | 1 | " |
| | Specialized course | Executives of primary agr. coop. | 1 | Cultivation co-operative spirit |

ACLTI will train the leaders of grass-root organizations about 12,000 persons in the 1984.

The capacities of the central and provincial training institutes are summarized in Table 1. In the table we notice that most of the provincial institutes were established in recent years. For the training institutes as a whole, around 1,000 persons can be trained at the same time. For a year around 16,600 persons can be trained. But how many persons can be trained depends on training duration. The subjects offered to the trainees can be classified into two categories; the one is the subjects relating to the skills of cooperative business operations and the other is the subjects relating to the will of staff, leadership, ideologies of cooperative movement, etc.

The training is usually ceased during in the cold winter and in the hot summer. The period can be trained in the year is usually 30-33 weeks.

And the list of subjects offered for the staffs in the provincial institutes and for the member farmers in the Agricultural Cooperative Leaders' Training Institute are in Table 3 and 4.

All the trainees, not only to staffs working in NACF and primary cooperatives but also to members, are requested to live in the dormitories and tight schedule of daily life is as follows:

- o Get up 6 clock
 - physical training
 - jogging

Table 3. Training Programme of Agricultural Cooperative Leaders Training Institute

| Participants | Duration | Major Subjects | Hour |
|--|----------|--|------|
| . President of primary coop. | 1 week | o National spirit for advanced country | 2 |
| . Vice-president of primary coop. | 1 | o National economy and attitude of people | 2 |
| . Man extension worker of primary coop. | 1 | o Our resolution for the better life | 2 |
| | | o Rural development and role of Agri. Coop. | 2 |
| . Leaders of farming societies | 2 | o Experience presentation on Agri. Coop. movement | 2 |
| | | o The necessity of grass-root organization | 2 |
| . Leaders of farming groups | 2 | o The role of grass-root organization | 2 |
| . Leaders of women clubs | 2 | o Agricultural management and marketing | |
| . Leaders of youth clubs | 1 | o New farm technology | 2 |
| | | o Success stories of grass-root organization | 4 |
| (Sub-total 10) | | | |
| * 10 persons per primary coop. | | o Case study and discussion on grass-root organization | 4 |
| | | o Field trip | 11 |
| * 1 course is operating as 20 primary coops. | | o Saemaul film show | 7 |
| | | o Physical training | 2 |
| | | o Farm dancing festival | 2 |
| | | o Others | 2 |
| | | | 4 |
| Total 200 persons | | | 52 |

Table 4. List of Subjects Offered for Training Courses
(ex. Basic course)

| Subjects on Business | Subjects on Spirits, will |
|-----------------------------------|----------------------------------|
| o Book-keeping | o Opening and closing ceremonies |
| o Accounting of Agri. Coop. | o Orientation program |
| o Deposit business | o Singing and meditation |
| o Loan business | o Group discussion |
| o Check and money changes | o Role calls and jogging |
| o Insurance business | o Success stories |
| o Loan control | o Human relations |
| o Cooperative purchasing | o Job as a life |
| o Cooperative marketing | o Leadership, group dynamics |
| o Tax affairs | o Decision making process |
| o Guidance of member farmers | o Agri. Coop. movement |
| o Agricultural credits | o Agri. economy |
| o Agricultural cooperative law | o Economic development |
| o Civil code | o International relations |
| o Cases of legal problems | o National development |
| o Management | |
| * The ratio of total time is 70%. | 30% |

- o Class works in day time from 08:00 to 17:00
- o Group discussion in evening
- o Evening roll call at 22:00

III. TRAINING/FARMING GUIDANCE IN COUNTY OR TOWNSHIP LEVEL

The central/provincial training institutes and cooperative leaders' institute are unable to train all the member farmers. It will be only possible to train the leaders of grass-root organizations.

Accordingly, member farmers are trained mainly on the spot (filed) basis as follows;

1) Training programmes for member farmers

A) Details of training

- (1) Understanding of the essence of the cooperative movement.
- (2) Cultivation of the cooperative spirit and voluntary participation in the cooperative movement.
- (3) Introduction to farm management and extension service.

B) Training methods

- (1) Residence courses of the leaders of grass roots organizations, in Local Staff Training Institutes or in county training halls.
- (2) Training of farmers at the primary cooperative.

- (3) Training of members of grass roots organization by its leader.
- (4) Promotion of the self-development attitude through observation tours to well-advanced primary co-operatives and farming societies.
- (5) Training of member farmers during the off-farm season on cooperative movement.
- (6) Lectures, tours to agricultural cooperatives, various kinds of cultural activities.
- (7) Cooperative staff members' visits to farm villages.
- (8) Maximum use of information networks through co-operative channels.
 - o Farmers' Newspaper, mobile theatres, Radio, T.V, V.T.R.
- (9) Publication of respective cooperative bulletin.
- (10) Public address system at each farming society.
- (11) Observation tours to industrial complexes.
- (12) Audio-visual training
 - (a) Operation of mobile theatres at primary cooperatives by provincial branches of the NACF.
 - (b) Operation of a mobile health unit under the cooperative mutual insurance programme.

IV. FUTURE PROGRAMME

In general, Farmers are more interesting to know new technological skills and informations relating to their specific farming activities than the knowledges on agricultural cooperatives.

On the other hand, very few instructors in provincial training institutes are able to provide technological informations of agricultural production to fulfill the farmer's needs.

So Agricultural Cooperative Junior College is going to add new course for farmer such as New Farmers' Technology College from this year.

The farmers who want to attend this course have to give a application and the money needed to implement this programme to ACJC.

Staffs of ORD, professors of agricultural college, exemplary farmers are invited as visiting instructors to give lectures on agricultural techniques to attendant farmers.

The duration is 1 week, we will implement 4 times as the pilot case this year.

V. AUDIO-VISUAL TRAINING & EDUCATION

From the beginning of its organization 1961, NACF has put a high priority on the education of cooperative staffs. However we realized from the beginning of 1980s that activities of education for member farmers must be strengthened to meet the emerging demands for their better lives from the member farmers. Naturally we are interested in the audio-visual training methods for member farmers' education.

It can be said that we NACF started audio-visual training in 1963 chiefly for agricultural staff training with some films, slides and reel recorder etc. Overhead projectors were added in 1978 by the help of FAO.

We are in the beginning of using Video Tape Recorders as training equipments. However, by the end of this year, we expect to be completed the introduction of all equipments required to produce, edit, duplicate and play back audio-visual materials. By 1985 we will have every primary cooperatives have their own V.T.R and television set.

Now we are mainly producing slides, films, and cassette recorders on central level and providing them to 9 provincial office of NACF (including provincial training institutes) and 139 county offices of NACF and 1,469 primary cooperatives. Every office has its own slide projectors.

Table 1. Educational audio-visual materials available produced by N.A.C.F.

| Trainee | Classification | Kinds | Format | Length | Contents |
|--------------------|----------------|-------|----------|---------|---|
| For Member Farmers | Film | 3 | 16mm C/L | 60 min. | Various activities of the N.A.C.F. |
| | | 1 | " | " | Marketing |
| | | 5 | " | " | Saving |
| | | 2 | " | " | Insurance |
| | | 4 | " | " | Exemplary successful model in farm or cooperative |
| | Slide | 4 | 35mm C/L | 30 min. | Farm technology |
| | | 1 | " | " | Marketing |
| | | 5 | " | " | Advanced farm technology and cooperatives |
| | For Staff | Slide | 11 | " | " |
| For Others | Film | 5 | 16mm C/L | 6 min. | |
| | Slide | 6 | 35mm C/L | 20 min. | Various activities of the N.A.C.F. |

For trainings of trainers, in many cases instructor's educational background and research experiences are limited to write the teaching materials helpful for problem solving of trainees and to exhaust the technological questions from the participating farmers. The training of trainers course we have is to improve the quality of instructors for writing teaching materials and for consulting with the farmers.

The total number of instructors for agricultural cooperative training and education at the central and provincial institutes is little over 100 persons and they get together twice in a year (winter and summer vacation) to have a workshop for improving the teaching methods and materials. The 100 instructors are subgrouped with respect to the speciality of instructors, such as credit group, purchasing group, marketing group, accounting group, extension group, law and tax group, etc. Within a group papers are presented and panel discussions are continued. A final report is made for each group with regard on the ways to improve the teaching methods and materials for the next year.

VI. OTHERS

Problems are existing in the teaching method and teaching materials and the size of class too. Most of the time in a class room is spent for giving lecture by the instructor and little time is spent for discussions with trainees.

We have found that the quality of teaching staffs must be improved, the teaching methods must be improved, the teaching materials must be explored, the size of class must be reduced, etc. to meet the demands of trainees.

Background Paper
Methods and Techniques Used In Cooperative
Member Education And Training Programmes
Presented by
Mr. Surin Prechasart
Miss Ampai Luangpirom

General Situation of Cooperative Education and Training Programmes
in Thailand

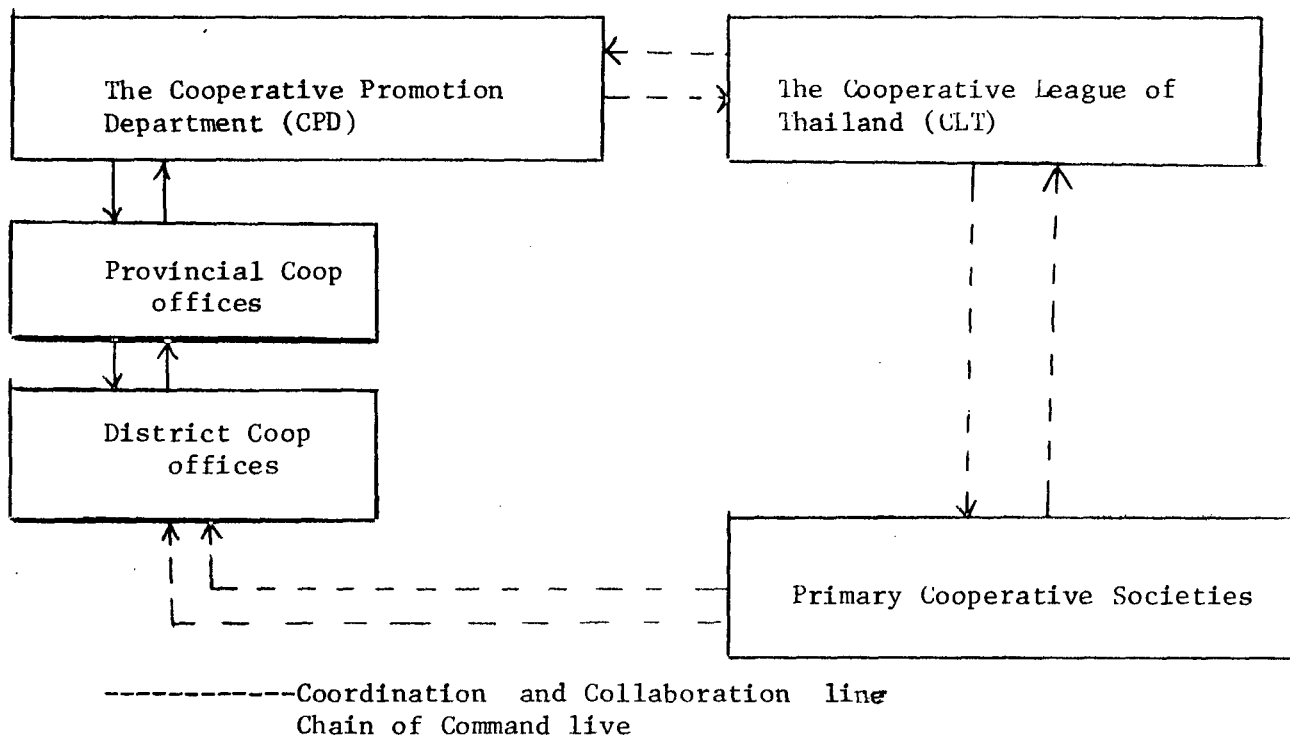
Cooperative movement in Thailand was firstly launched by the government since 1916. At the initial stage, the whole activities pertaining to organization, supervision, promotion, extension as well as education had been done by the government officers, where people particularly farmers who lived in rural areas know nothing about Cooperative. The main task of the government in organizing a Cooperatives is to enlight them with Cooperative ideology principles and practices. In addition to oral explanation, they have to prepare all sort of simple materials to distribute to them so that they can read and think over what and how cooperation is for. So educations and training were consider a vital role in helping members, board members and employees to know about Cooperatives, what and how the members to contribute and participate.

After the setting up of the Cooperative League of Thailand (CLT) in 1968, this institution is acknowledged as the apex organization and representing body of the Cooperative movement in the country. Under the Cooperative Act 1968, Article 104 of the mentioned Law stated that "The Cooperative League of Thailand shall be created on non-profit making basis consisting of all types of member Cooperatives in order to give aid and assistance to Cooperative societies on educating and training." Presently there are 2,079 member societies. The objectives of the League in general is to promote and develop the Cooperative movement in Thailand, to conduct research, educations and training and assist the Leadership within the Cooperative movement, to build and expand Cooperative activities and to serve as the representative of the Cooperative in the country.

At present there are two organizations dealing with Cooperative education and training :

1. The Cooperative Promotion Department.
2. The Cooperative League of Thailand

Most of the ducation and training programs have been done in coordinations and collaboration among them as illustrated in the chart below.



The Cooperative Promotion Department processes the programmes through the provincial Cooperative offices, the district cooperative offices and the primary Cooperative societies respectively :

- at village or tambon levels, district Cooperative officer is responsible for education and training of members in small groups.

- at district level, training course is arranged for board members of the agricultural Cooperatives in various Amphurs, the course is conducted by mobile training units, training division.

- at national level, the meeting or seminars will be organized for the chairman or members leaders of Agricultural, land settlement and fisheries Cooperatives throughout the country by the Cooperative League of Thailand.

In addition programmes conducted by the Cooperative Promotion Department are as follows :

1. Education pre-members to show interest and trust in cooperative movement and be ready to organize cooperative societies in the future,
2. Local education and training of the Cooperative members in several groups at village levels. For the purpose of educating members to understand the correct way of Cooperative administration.

3. Training to it's local Cooperative leadership such as the chairman, secretaries of the groups to be capable and good leaders for the members

4. Training the Board of Directors to enables them to manage the Cooperative societies and to supervise their own business. This training course will be conducted at Provincial and National levels.

On training programmes conducted by the Cooperative Promotion Department are financed partly from the interest of so-called "Cooperative Promotion Fund" and government budget in the form of allowances for officers carried out the programmes.

The CLT processes the Cooperative education and training programmes directly to the primary societies with the coordination and Collaboration of the Cooperative Promotion Department, Cooperative Auditing Department and other institution concerned in particular the form of technical assistance. The payment of programmes are the CLT's budget and being supported by other sources.

In 1984, It was about 49% of the total income of the league allocated for the purpose of conducting seminars and training programmes for members, board members and employees of the Cooperatives including general public and promotion and extension works. Among 21 training and seminar programmes carried out, 14 programmes were shared by the member cooperative subscription, which account for 12.37%, 6 programmes were shared by from cooperative Central fund which account for 19.9% and another programmes were shared by outside sources (foreign agencies and other institutions) which account for 1.24%. The promotion and extension activities were shared by members subscription which account for 15.49%.

The following training programmes were conducted in 1984

1. Training of board members, employees and leader member of thrift and credit Cooperatives, Consumer Cooperatives and Service Cooperatives, 2,000 participants
2. Workshops on Credit Staff of Agri Coop; 80 participants
3. Workshops on Accounting Staff of Agri Coop, 80 participants.
4. Workshops on Accounting Staff of Consumer Coop, 120 participants.
5. Workshops on Accounting Staff of thrift and Credit Coop, 120 participants.
6. Training on Financial Management for board members of Land Reform Cooperative, 120 participants.
7. Training on retail staff of Consumer Coop, 120 participants
8. Seminar and training of CLT staff, 51 participants.
9. Seminar of the board members and managers of Consumer Coop on.
10. Seminar of the board member of Agriculture, Land settlement, and fishery Coop throughout the country, 200 participants.
11. Seminar of the board members of Thrift and Credit Coop throughout the country, 500 participants.
12. Seminar of the board members of Consumer Coop throughout the country, 200 participants.

13. Seminar of the board members of Service Coop throughout the country, 140 participants.
14. Seminar of the board members of landsettlement Coop throughout the country, 120 participants.
15. Seminar of the board members of Agri and settlement, 120 participants.
16. Seminar of CLT' board members and advisory board, 31 participants.
17. Seminar of the board members of Hog Raising cooperatives 50 participants.
18. Nationwide Training Programme at local levels , 130 societies.
19. Seminar of the board members of sugar cane Coop, 60 participants.
20. Training of Trainers in schools and colleges, 150 participants.
21. ICA Council Meeting and Open Asian Conference (4-10 and 11 - 16 November 1984 respectively)

Training /Educational Methods

The methods being used in the cooperative education and training programmes are :

1. Seminar. The methods are lectures cum group and planary discussions
2. Training. The training programmes being conducted by lectures, discussions, role-playing, work-shop, demonstration, practical assignments.
3. Mobile training units. The methods having been used: lectures, demonstration, films and slides, books, pamphlets, leaflets and exhibitions
4. Extension programmes : Methods used publication press, radio and exhibitions.

The most effective methods in our experience are discussions, role-playing, demonstration and practical assignments. We always use; lectures discussions and work - shops for training courses as they prove more efficiency to enlight the participants.

Training aids/audio-visual aids

The Training aids and audio-visual aids which have been used in conducting the cooperative education programmes by the CLT, are :

1. Amplifiers.
2. Overhead projector.
3. Tape recorders,
4. Slide projectors, and slide programmes
5. film projectors.
6. flannel boards.
7. flip charts.
8. posters.
9. flash-cards, pictures.
10. Books, pamphlets, brochures, leaflets.

11. Several sets of training packages.
12. Cases.
13. Games.

Evaluation of Materials, Methods and Aids

Having shortage of personnels, the CLT has never actually done the systematic follow-up programme. It is not surely said about the achievements of cooperative education and training programmes. However, by the normative observation and some statistical surveys, it has been seen that the cooperatives are quantitatively and qualitatively more rapidly progressive and increasing. These indicated the effective cooperative education and training programmes. The CLT is not satisfied that much. It needs to be improved both the quality of personnels and techniques. The problem areas of the quality of members which should be improved by means of education, are :

1. The cooperative loyalty of members.
2. Lack of self-helps characteristics.
3. Lack of knowledge and understanding in cooperative principles and practices.
4. Lack of innovativeness.
5. Lack of the professional knowledge.
6. Lack of the ability in group working.
7. Lack of the managerial skills.
8. Lack of the supervisors and personnel in both quality and quantity.
9. Having not enough educational materials and audio-visual aids.

Conclusion/Recommendation

It is cleared that either failure or progressiveness of the cooperative procedure is certainly depended on the human factors of the members. Educational processors only the means to develop those human factors. So the process of cooperative education and training would be carefully considered to be arranged in view of effectiveness. From the experiences in conducting the cooperative education and training, the following comments would be as below :

1. The programmes would be highly achieved if they get along with the way of members' living, needs, and abilities.
2. The effective educational programmes should be initiated by the members themselves and they are responsible in the programme arrangement.
3. The programmes should cover all of the member and the people concerned, such as youths, housewives.
4. Group process the effective technique, should be used in the member education process.
5. The follow-up programme is very important. It should be done relatively.
6. Every programme should be done consecutively and coordinatively. If the programmes is arranged by many institutes, they should be planned in close coordination and collaboration.
7. The programme should be more effective, if the instructors are in closely relationship with the members.
8. The instructors should be well trained, having the good knowledge and skills in teaching including technique of using learning

media. The Cooperative League should organize workshop on seminar for instructors annually at the national level.

9. The training staff should be of the group of multi-disciplinary personnel

10. Since the small group discussion programme is a very effective training technique, it is necessary to train the leaders on this matter.

11. The cooperation among the Cooperative Leagues or Unions or the similar organizations of other countries should be more closely collaborated. They should have more interchangeable programmes for experts, research works, training techniques, etc. the

A BRIEF SUMMARY OF COUNTRY PAPERS

INTRODUCTION

The recognition of the importance of education and training in the success of cooperative societies has been the growing concern of many countries, among these: Indonesia, Korea, Malaysia, Philippines, Thailand and Singapore.

These countries have manifested concerted and sincere efforts in the attempt to improve the education and training policies and programmes of their cooperative systems within the last decade. In almost all of the countries, their governments have also encouraged their participation in national issues and policies.

In spite of this there seems to be a felt need for improving the strategies and approaches to cooperative development management training, and effective education for the grassroot membership.

Existing Education and Training Situation

INDONESIA

.....
In Indonesia, cooperative laws have been incorporated in their constitution and a separate ministry for cooperatives had been created which sponsors the education and training programme.

There are two types of training:

1. Pre-Service Training, a formal education which starts from kindergarten to the highest level of education. Cooperative ideology is integrated in the instructional contents.
2. In-Service Education and Training in the PUSLATPENKOP which is the national training and upgrading center for cooperatives. Under the PUSLATPENKOP are 27 Provincial Training Centers (BALATKOP).

Apart from that, some cooperative societies also conduct their own training programmes for their personnels and members. At present in special provinces like West Nusatenggara, North Sumatra, Central Java, East Java are in the process of developing cooperative training centres in district level.

KOREA

.....
In Korea, there are two training institutes: The Central and the Provincial Training and Agricultural Cooperative Leaders Training Institutes which are under the National Agricultural Coopera-

tive Federation (NACF). The former trains members of the staff of NACF and those of the primary coops while the latter takes care of training cooperative leaders of grassroot organizations. Recently around 5,000 leaders have already been trained in the Agricultural Cooperative Leaders Training Institute with particular emphasis on the activities of Samaul grassroot organizations with the course content 30% cooperative ideology and 70% practical knowledge and skills on farming.

MALAYSIA

.....
Malaysia has three agencies that handle the education and training programs. They are the ANGKASA which is the apex organization of cooperatives, the cooperative College of Malaysia and the Department of Cooperatives Development.

The ANGKASA and the Cooperative Department are handling more on cooperative education aspects while the college is dealing more on the training. The college trains the co-operative personnel, officers of the Department of Co-operatives and officials of urban and rural co-operatives. The Angkasa and Co-operative Department hold member education programmes throughout the country and very often, lectures from the college also participants in the programmes. The three agencies from time to time coordinate and organize courses jointly.

On the other hand some co-operatives are having their own training programmes for their staff to meet the professional needs in their respective organization. Trainers from the Cooperative Department, Angkasa and the College are often invited to help in the programmes.

PHILIPPINES

.....
In the past decade, education and training was undertaken by three sectors: the government sector, the private sector and the educational institutions. Each group has its own education and training programme.

The government programme is shouldered by the Bureau of Cooperatives under the Ministry of Agriculture. This was intended to help the farmers in the rural areas. The private sector has a more active co-operative training programme usually assisted by local and foreign agencies to help improve the socio-economic conditions of the people. The third group are those organized by schools and institutions with a more structured programme of training, making use of CEMAS and MATCOM materials.

With the establishment of the Cooperative Union of the Philippines (CUP) in 1980, efforts are being exerted to coordinate cooperative training and education activities among the various sectors. Attempts for changes in cooperative legislation are also undertaken being the apex organization of cooperatives.

SINGAPORE

.....
Since its formation in 1980, the Singapore National Cooperative Federation (SNCF) has conducted various forms of cooperative education and training on an ad hoc basis. These education and training programmes are meant primarily for the leaders and management personnel of the member-cooperatives.

As for co-operative members at grassroot levels, education and training is the responsibility of the various respective cooperative organizations.

The training function of SNCF at the national level is entrusted to the SNCF Education and Training Committee whose members are voluntarily co-opted from the affiliated member co-operatives.

Early this year 1984, the Committee undertook the task of reviewing and restructuring the training programme of SNCF and will now proceed with the implementation of its blue-print.

THAILAND

.....
There are two organizations involved in co-operative education and training. They are the Cooperative Promotion Department and the Co-operative League of Thailand which is the co-operative apex organization of the country. The two organizations collaborate and coordinate training and education programmes among them. There are at present three level training programmes:

- a) Village of Tambon level
- b) District level
- c) National level

The Cooperative Promotion Department organizes the programmes through the provincial co-operative offices, the district co-operative offices and the primary co-operative societies. The Department conducts training programmes for the co-operative leaders, members and co-operative personnel. It also propagates the co-operative ideology to the public through its mobile unit. The Co-operative League of Thailand most of the time undertakes co-operative education programmes for primary societies.

OBJECTIVE

The overall objectives of cooperative efforts of the countries participating in the ICA-CUP Sub-Regional Seminar-Workshop-I are the following:

General Objective:

The promotion and development of cooperative societies and institutions by strengthening the cooperative movement

through proper education and training of members using cooperative development management methods and techniques with the end in view of achieving national unity and improving the quality of life of the urban and rural poor.

Specific Objectives:

1. To develop and maintain a well managed cooperative development education and training programme.
2. To standardize a uniform and relevant cooperative training programme responsive to the socio-economic needs of the rural and urban communities.
3. To provide proper and continuing cooperative education and training for cooperative leaders, trainers, officers and potential members.
4. To encourage research as a means to guide and inform cooperative leaders in order to update and continually improve the cooperative development programme.
5. To enable cooperative members to grow in and improve the cooperative movement to ensure national development and unity.

METHODOLOGY

All countries make use of such methods as the lecture, discussion, case study, group participation, role play, group dynamics, management games, workshops, study visits, simulation, lessons on the air, sending published materials.

Malaysia making use of Multi-Image projection shows while Thailand utilizes an effective means of sending out published materials. Korea, in addition to the above mentioned methods give group assignments.

AUDIO VISUAL AIDS

In all the countries represented in this seminar-workshop, the following AV aids were employed to enhance the quality of training and education for various groups:

1. Black and White Boards
2. Flannel Magnetic Board
3. Flip Charts
4. Posters/Graphs and Charts
5. Overhead Projectors

6. Opaque Projectors
7. Video Tapes (Betamax and VHS)
8. Film Strips and Slides
9. Slide Projectors
10. Audio-Tape Equipments
11. Film Projectors
12. Flashcards
13. Amplifiers
14. Others.

It is noteworthy to mention that among the six countries represented in this workshop, the National Agricultural Cooperative Federation (NACF) of the Republic of Korea made extensive use of Audio-Visual aids to train on estimated potential trainees of 2 million farmer-members. For this gigantic tasks they had to employ the following:

1. Movie Projectors - 16 mm 154 units
8 mm 99 units
2. Slide Projectors - Auto - 231 units
Manual - 219 units
3. Tape Recorders - Reel - 75 units
Cassettes - 602 units
4. TV - Colored - 559 units
Black & White - 458 units
5. Video Tape Players - VHS - 2 units
Betamax - 3 units
6. Movie Camera - 9 units
7. Overhad Projectors - 41 units
8. Amplifiers - 37,786 units
9. Others - 1,154 units

Malaysia also employs multi-projector audio-visual presentation and in Singapore, various co-operatives have acquired several computers for their management and training purposes. Singapore's NTUC INCOME has also micro-filming and computer activities which is open for observation to its policy-holders as part of the education and promotion programs.

For most countries, it seems that common problem relative to AV Aids and equipments - will be the acquisition and full utilization for its education and training programs.

TRAINING MATERIAL PRODUCTION UNIT

The Training Material Production Unit is a vital component in making Cooperative Education and Training more effective and relevant. Among the training materials produced by the six countries/participants are the following:

1. Books
2. Leaflets/Bulletins
3. Pamphlets and Magazines
4. Audio-Visual Aids
5. Training Package
6. ILO/MATCOM Material adaptation and reproduction
7. Others

ILO/MATCOM and ICA/CEMAS training materials had been of great help in the training activities of the countries of Indonesia, Malaysia, the Philippines and Thailand. To-date, several countries have adapted and reproduced seven ILO/MATCOM materials covering various topics.

Some of the countries have just started to put up their own training material and production units. Korea, Malaysia, Indonesia and Thailand have their own training material and production units, but for most countries, much has to be done in professionalizing the production capabilities within the co-operative movement. In the Philippines, for example, some cooperative organizations and educational institution, at the moment have their own staff either in full time or part-time basis for their production needs. In Singapore, the co-operatives can avail themselves to the professional services of the commercial production houses for their training material production needs.

PROBLEMS

In their efforts to further the quality of education and training activities, some of the problems raised by the countries represented in this seminar/workshop are as follows:

1. Lack of funds.
2. Lack of coordination among organizations and institutions engaged in cooperative education and training.
3. Inadequate training materials, reference and AV aids.
4. Unsystematic channeling, duplication and overlapping of functions/activities.

5. Lack of full-time, qualified and competent personnel to manage the cooperative development education and training program and the AVA production unit on a professional scale.
6. Adjustment and adaptation of training materials to suit **training needs** and requirements.
7. Need to pool talents and expertise to be tap as cooperative resource persons in education and training.
8. How to increase effectiveness and capacity to reach out to the members in the villages especially those cooperatives with large membership.

RECOMMENDATIONS

The participants in their country background papers give some recommendations in order to improve further the education and training activities of the cooperatives in their respective countries. We are hereby presenting the following consolidated recommendations with the hope that these will be considered and implemented by the cooperative policy-makers in the respective countries:

1. For the cooperative apex organizations of the different countries or cooperative colleges (in collaboration with ICA) to organize training with the aim to further improve the skills of cooperative trainers and audio-visual production personnel.
2. For the cooperative apex organizations (in coordination with ICA) to set up a Cooperative Resource and Training Centre in their respective countries.
3. Training and Education programs should include the participation of women and youth.
4. Cooperative trainers should be well-grounded on cooperative ideology and should be knowledgeable on training teaching methods and techniques.
5. Closer collaboration should be encouraged between apex organization, government and other sectors relevant in order to carry out an effective cooperative education and training programs. When possible, all activities in the field of training and education should be integrated and co-ordinated.

6. More cooperation and exchange in personnel, research work, training materials and references should be encouraged among the different ICA affiliated countries,
7. The feasibility of setting-up a production unit and production capability within the movement must be looked into.
8. Provision of technical assistance (local and international) must be sought.
9. Creation of a cooperative training and education and other specialized field pool of expertise which can be utilized in future activities for education and training,
10. Critical assessment of the education and training needs of the members must be made and present education and training materials be upgraded to meet present needs and conditions.
11. Study possibilities of bringing together participants of different levels and background in some training activities in order that they share and learn from each other.

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SECTION : V

This section contains the work done by the participants at groups during the Workshop. It also includes the three evaluations which were conducted during the course of the Workshop.

SUB-REGIONAL WORKSHOP ON TECHNIQUES OF
AUDIO-VISUAL INSTRUCTION & DEVELOPMENT OF TRAINING MATERIAL

GROUP ASSIGNMENTS

GROUP I TRAINING AIDS IN COOPERATIVE EDUCATION AND TRAINING

- classification - mechanical and graphic
- kinds available
- kinds desirable
- rating of utilisation in education and training at present
- facilities to produce them locally
- personnel and funds
- evaluation process

GROUP II TRAINING MATERIAL IN COOPERATIVE EDUCATION AND TRAINING

- locally available training material
- adoption, translation and adaptation process
- production facilities - present position
- future plans - production unit - to be located where
- organisation, funding and operation
- evaluation process

GROUP III RESOURCE UTILISATION IN COOP EDUCATION AND TRAINING

- human resources development
- is training necessary in training aids and material production
- what methods are used in education/extension and training
- what else (or more) could be used
- national centre for training and development (education/extension)
- ICA-CEMAS and ILO-MATCOM training material
- Media resource centre - where
- library and documentation centre

GROUP ASSIGNMENT: TRAINING MATERIAL IN COOPERATIVE
EDUCATION AND TRAINING

Locally Available Training Material

1. As listed in para 08, p.4, figure II, p.5 and para 11, p.6 of Background Paper BP-05, training material can come from various sources and in various forms. (one source not included in the lists is the local newspaper which very often provides useful information or illustrations that could serve as training material)
2. Printed materials, such as hand-books, pamphlets and notes, and projected aids, such as slides, film strips, films and OHP transparencies, are commonly included in the training material used by the cooperative organizations represented at the Workshop. Printed material remains indispensable in any training situation. Even so, slides, OHP transparencies and/or with cassette-tape recording have become very popular aids in training because in most cases, they are not too difficult to produce and are considered to be effective media for training as they appeal to both sight and sound.
3. In the experience of some countries, the micro-computer, the word-processor, the video tape recorder and the micro-fiche are fast gaining ground as popular training aids as they have the capability of overcoming the problem of large numbers and of separate decentralized training locations. The only limitation lies in the initial high cost of purchasing and installing the equipment or the hardware.

Adoption, Translation and Adaptation Process

4. The training package and the modular approach as described in p.p. 6-11 of Background Paper BP-05 for a training programme are found to be most suitable in the case of adult teaching and learning and should be recommended for co-operative training programmes.
5. The methods of material production for a training programme, whether by adoption, translation, or adaptation, as described in p.p. 12-21 of Background Paper BP-05, are to be recommended.

Production Facilities - Present Position

6. For most cases, it has been noted that while there is the tremendous pressure on trainers to be able to train more effectively and extensively, the support necessary for material production is either inadequate or poorly co-ordinated. As a result in most cases, there is either the lack of proper production facilities or the under-utilization of such facilities.

7. The consideration of training needs must take into account the production facilities required, the manpower resources and the funds available.
8. Even if resources are unlimited, it would still be necessary for sufficient manpower to be properly trained in the use of the available production facilities. And co-ordination would also be necessary to ensure that production facilities and equipment are put to optimum use to meet the training needs.

Future Plans - Production Unit - Location

9. In almost every co-operative, there is the presence of someone with either the artistic, the writing or the photographic talent, or a combination of two or all of these talents. While these talents may be informally involved in the production of training and promotional material for the organisations, there are limitations as these talents are very often engaged on a voluntary and not on a full-time basis.
10. There is, therefore, the need to set up a centralised unit to cater for either the regional or the national production requirements (as the case may be). For the larger nations, more than one of such unit should be set up, as their production needs would certainly be much greater than the smaller countries.

Organization, Funding and Operation

11. The centralised production unit should be headed by someone who has some training or communication background, and who knows and appreciates the needs of the local co-operative movement. The head of the production unit should also have at least one of the talents mentioned in para 9. Under him or her, there should be one, two or more other talents in order to make up the full complement of an operationable production unit.
12. As a centralised production unit would invariably be expected to serve several cooperatives in a region or a country, such a unit should be organised as a co-operative unit itself. Those existing co-operatives wishing to use the services of the unit must provide the initial capital to set it up and ensure that it is commercially viable.
13. To make the unit commercially viable and to help it establish its professional reputation, the unit must be allowed to accept jobs not only from within the cooperative movement but also from outside. In any case, if the unit has the full business support from the other co-operatives that it services, then it should have more than enough jobs to cope with and it might

never need to look outside for jobs. The speciality of a centralised cooperative production unit should in the first place help the other co-operatives to produce low-cost and low-budget training, promotional and publicity materials. However, in order to be commercially viable, the unit must not be expected to accept jobs at unprofitable cut-rate prices.

14. The merit of setting up a centralised production unit on a co-operative basis is in the cost savings to be derived by a co-operative not having to farm out its production jobs to the expensive commercial production houses outside. Also it will enable the cooperative movement to develop its own production capability to serve its own needs without any duplication and dissipation of resources.

Evaluation Process

15. Even when the training material is ready, it will be good to list out in recapitulation the original objectives for which the training material was prepared and against which the effectiveness of the production (when used in the teaching situation) is to be measured.
16. The evaluation team should consist of the teachers and trainees on the one hand and the evaluators on the other hand, so that while the former is able to gather the feedback, the other can collate the feedback received and suggest any necessary improvements or changes to be made on the training material. The guidelines on the evaluation procedure must be made clear to the team and the evaluators could be a mixed group representing the trainers, trainees and the production team.
17. A time-frame, to determine the frequency of tests, improvements, and changes to be made to the training materials, must be drawn up. Absence of a time-frame may result in improvements and changes haphazardously made, thus causing disruptive consequences to the training programme. The time-frame must take into consideration the various limitations of all parties concerned and of the resources available.
18. The original training material must in the first place be written in simple, plain, and if necessary in unidiomatic language and presented in a simple fashion with universal appeal bearing in mind that the material will eventually be used for adaptation into another language in another socio-economic or political setting.
19. Problems and solutions in adaptation should be recorded and catalogued for future reference and whenever it occurs, a diffi-

cult problem (whether in translation or illustration) should be noted and referred to competent experts (within or outside the co-operative circle) for assistance.

20. Specific field testing methods, as illustrated in Figure X in p.24 of Paper BP-05, should be given to an evaluation team and the team should be trained to be able to carry these methods.
21. Feedback in field testing is important and useful but the feedback gathered must be sieved and sorted out in accordance with the objectives decided at the outset of the evaluation process.
22. Evaluation is a continuous process and should not be an end in itself and the short-term expectations from an evaluation exercise should not be too ambitious.

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ICA-CUP SUB-REGIONAL WORKSHOP ON TECHNIQUES OF AUDIO-VISUAL INSTRUCTION
AND DEVELOPMENT OF TRAINING MATERIAL-I, Manila, June 4-23, 1984

MAIN GROUP ASSIGNMENT

Group I - Training Aids in Cooperative Education and Training

- Members :
1. Hayati Md. Salleh
 2. Ampai Luangpirom
 3. Freddie M. Bartolome
 4. Surin Prechasart

CLASSIFICATION OF TRAINING AIDS

| | <u>MECHANICAL</u> | <u>GRAPHICS</u> |
|--|---|---|
| I. Visual Aids | | |
| A. Still Pictures | | |
| 1. Non-projected | Photographs Illustrations | |
| 2. Projected | a) Slides b) Film Strips c) Opaque Projections d) Overhead Projections e) Betamax VHS | |
| B. Graphic Materials | | a) Charts b) Graphs c) Maps and globes d) Posters e) Sketches |
| C. Chalkboard and Flannels/Felt Boards | | |
| D. Objects | | a) Specimen b) Realias c) Models |

| | <u>MECHANICAL</u> | <u>GRAPHICS</u> |
|------------------------------|---|-----------------|
| II. Audio Aids | a) Radios b) Phonographs c) Tape Recorder | |
| III. Audio-Visual Aids | a) Films b) Television | |
| IV. Dramatization | | |
| A. Role Playing | | |
| B. Sociodrama | | |
| V. Demonstration | | |
| VI. Community Resources | | |
| A. Field Trips | | |
| B. Resource Persons | | |
| VII. Programmed Instructions | | |
| VIII. Printed Materials | | |
| A. Textbooks | | |
| B. Supplementary Materials | | |
| 1. Reference Books | | |
| 2. Workbooks | | |
| 3. Study guides | | |
| 4. Periodicals | | |
| 5. Pamphlets | | |
| 6. Mimeographed Articles | | |

KINDS OF TRAINING AIDS AVAILABLE AND DESIRABLE

Relatively, when we speak of availability and desirability of Training Aids, we cannot avoid equating them with cost and its usage to our training objectives. The training aids previously listed and classified were considered by our group to be available and mostly desirable for use in training in their respective countries. Although these training aids are readily available, quite a few trainers content themselves with the graphic aids since their desire to make use of the available and sophisticated mechanical ones are out of reach in terms of cost and funds. Hence, this same factor is carried on to the utilization of these training aids.

Of hand, we cannot give an exact statistical data relative to the rate of its usages by trainers in different countries at present. However, based on the country background paper of each participants, we conclude the following:

- A) Very few countries particularly the Philippines fully utilize the use of these training aids.
- B) Majority of the countries of the respective participants have the available training aids but the rate of its usage is very low. Reasons for this can be accounted to:
 - a) lack of personnel to operate them.
 - b) lack of knowledge in the use of the training aids.
 - c) lack of organization among its users.

Relative to the production of these training aids there are two considerations that our group noted.

1. The training aids that can be produced locally are those classified under the graphic.
2. Those classified as Mechanical are generally imported by each countries. None of the participating countries have technical knowledge to produce them locally.

As previously mentioned, one of the problems encountered by the group is lack of personnel and funds. Majority of the participating countries expressed their concern in this regard. For example the situation in Thailand. The CLT has only three people to run the mobile unit which is expected to cover urban area. At the same time the allocation of budget for training is not enough and this prevent the organization from carrying more education programs.

Likewise, the Philippines definitely lack on these two aspects. Most of its personnel are volunteers if not contract workers. Very few consider it as their main profession. Tenure of office is short. There is a large percentage of turn-over among personnel. Hence, replacements are not readily available. Philippines also depends much on foreign fund for support.

EVALUATION PROCESS

Training Aids, prior to its usage are evaluated for effective handling. All countries have a system or process of evaluating their training. The most commonly used process is the Field Testing which is classified into classroom or field testing and Closed Door Testing.

SUGGESTION/RECOMMENDATION

1. Sufficient fund should be allocated for co-operative training and education program in order to be able to

- 4 -

make use of mechanical AVA material for more effective learning process.

2. Personnel involved in visual aid production should be given sufficient training on skills and personal development to ensure continuity of services.
3. There should be a proper organized system in the production and utilization of AVA among its users.

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MAIN GROUP REPORT - III

Resource Utilization in Cooperative Education
and Training

- Members: 1. Mas Aziz
2. Estella Soriano
3. Hayati
4. Gonzalo A. Salvatierra, Jr.

HUMAN RESOURCES DEVELOPMENT

Considering the tasks and the challenge faced by the Cooperatives in training and education, Human Resource Development is a need that has to be undertaken in order to be responsive to changing needs of the time.

Since most of the people in the cooperative comes from the volunteer sector, the cooperative must be able to attract graduates and professionals. With their training and skills coupled with cooperative ideology, those people will be a great boost to the movement. The present trend for the cooperative trainers is to be both academicians and also conversant in actual field experiences at the same time efforts must be continuously undertaken to upgrade the present human resources to undergo trainings on specialized fields relevant to their undertakings.

In-Service trainings and utilization of a pool of cooperative experts can also be institutionalized to ensure quality human resources within the cooperative movement.

TRAINING IN TRAINING AIDS AND MATERIAL PRODUCTION

Since training aids and material production are vital components in making cooperative education more relevant and effective - training will be a must.

The cooperative trainers must be able to maximize whatever available resources at hand to be able to reach out to the target groups. In addition, having a working and practical knowledge of the latest and modern media will be very helpful. Cooperatives must be able to use and adapt the latest means in training aids and material production to be responsive and effective.

METHODS USED IN EDUCATION/EXTENSION AND TRAINING

Various learning-teaching methodologies had been used by the countries/participants in their Cooperative Education/Extension and trainings:

- | | |
|-----------------------|--|
| 1. lecture/discussion | 8. practical assignments |
| 2. case studies | 9. simulation |
| 3. group dynamics | 10. exhibitions |
| 4. role plays | 11. projected media |
| 5. management games | 12. multimedia |
| 6. workshops | 13. others (printed materials, radio, etc.) |
| 7. study visits | |

In formal education, the classroom media used properly can greatly increase learning. There are no rules that state exactly what medium to use in any given situation. Filmstrips, charts, flannel board presentation, simple chalkboard drawings or flip charts.

What is chosen will depend largely upon the objective of the instruction and the media available, characteristics of the various media and the instructor preferences.

Media can contribute to communication in the community as well as in the classroom. Programmes in agriculture, community development and cooperatives can all be more effective when a variety of media is used. Many of the ideas that have been found effective in the classroom can be adopted for informal group presentation.

In dealing with adult groups the audience is relatively large, scattered over a wide geographical area and the subject communicated may be complex. Short announcements over radio, newspaper ads or simple posters can attract attention. Exhibitions, demonstrations, slide shows, films or plays can impart information. Experts in the field can be used to reinforce presentations. Printed materials can be used to follow up the presentations. Audience consideration determines the selection of media. What may cook well in one culture may also sometimes be out of place in another.

Mobile units can also take the presentations to the audience to communicate information relating to agriculture, community development and also cooperatives. If mobile units are not readily available, it may be possible to borrow one for special purpose from a ministry of agriculture or even _____ in with regular presentation by the Ministry of Information.

Another important aspect which has to be looked into will be the impact of such methodologies, an evaluation of their effectiveness in educating and training of the greater portion of the populace, those of limited means, who are or would be the cooperative movement itself.

WHAT ELSE COULD BE USED

At present there are tendencies for some countries/cooperatives to favour some methodologies for certain reasons. Efforts should be exerted to utilize various methodologies for differing groups to be able to effectively assess the effectiveness of such methods.

Uniform approach to develop standard programs for the different regions/audiences of the country could then be developed. Further to this, an effective interaction between inter-related organizations, functionaries and functions is also important.

Findings and recommendations of various other simposia/workshops on cooperative training and training management held by the ICA and ILO that should be looked into are:

- a) there is a need to evolve an accepted policy on cooperative training which is acceptable to the large mass of the cooperators.
- b) there is a need for a National Council/Committee for Cooperative Training consisting of policy-makers, trainers, users, academicians, etc, to develop suitable strategies.
- c) Identification of manpower needs, training requirements, trainers, training materials and equipment and the persons to be trained.
- d) the setting up of a National Institute for Cooperative Education and Training and a Centre for production of training materials.
- e) with or without external aids, the feasibility of setting up a media resource, library and documentation centre for the region/country in collaboration with existing universities and other institutes of higher learning should be looked into.

NATIONAL CENTRE FOR TRAINING AND DEVELOPMENT
(Education/Extension)

Among the recommendations of the various country background papers for consideration by the respective cooperative authorities are:

- a) In collaboration with ICA (or others) the National apex cooperative organization should organize training with the aim of further improving the skills of cooperative trainers and audio-visual production personnel.
- b) In collaboration with ICA and others again, these apex organizations should set up Cooperative Resource and Training Centres in their respective countries.

- b) In collaboration with ICA and others again, these apex organizations should set up Cooperative Resource and Training Centres in their respective countries.
- c) Closer collaboration should be encouraged between apex organizations, government and other relevant sectors in the country for integrated, co-ordinated and effective cooperative education and training programs including:
 - 1) training of cooperative trainers in the use of training materials and audio-visuals
 - 2) participation of more women and youth
 - 3) setting up of training material production units
 - 4) provision of technical assistance and guidance
 - 5) creation of a pool of expertise in cooperative training and education
 - 6) bringing together participants of different background/levels for training so that they can also learn from each other
 - 7) assessment of present training needs and materials and upgrading them.
- d) More cooperation and exchange of personnel research work, training materials, etc. among ICA affiliated countries to be encouraged. For example the recent adaptations and reproductions of a number of ILO/MATCOM and ICA/CEMAS training materials (publication) had been a great help.

MEDIA RESOURCE, LIBRARY & DOCUMENTATION CENTRE

Media Resource and Library and documentation centers are needed in the different countries which will serve as a source of information that can be monitored properly to be used by them in other education and training activities.

The apex cooperative organization should take the responsibility of co-ordinating with IC^A for their own respective cooperatives.

Therefore, the establishment of such a center becomes a shared endeavor since what ever materials and information one country has accumulated can be extended to any other country through

this media and library and documentation resource center.

The respective countries should provide the necessary skilled manpower to run these centers because it is through these centers that a continuous flow of communication and interaction among ICA affiliates could be made possible and a stock of information can be accumulated, updated properly documented and stored for use in cooperative development research and study.

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Background Paper - 05
Development of Cooperative Training Materials
Covered Page - 1 to 10

Prepared by;

1. Estela Soriano
2. Victoria Abril
3. Ampai Luampiron
4. Surin Prechasart

I. Introduction

The improvement of instruction and learning is a constant endeavor among cooperative trainers and cooperative administrators. To achieve this goal, a number of ways are exploited by educators - among these ways is through the use of instructional materials and experiences which do not depend primarily upon the printed word but appeal to one or more of the senses which are involved in the learning activity.

A cooperative society acts like a teacher, guide, banker and a manager and the like. The managers, members of board of directors, general members should be aware of their responsibilities and duties and this they must be taught by someone. And that "someone" must make use of some material, literature, information to carry on the teaching in some systematic manner and in a progressive fashion. Manager should know the techniques of management, business operations, cash control, personnel management etc. Members of the board of directors should understand the concept of Cooperation, their responsibilities and their duties towards the society and their relationship with the manager and other employees.

II. Target Groups for Cooperatives

| <u>Coop Education</u> | <u>Training</u> |
|-----------------------|---------------------|
| 1. Leaders . | 1. Leaders |
| 2. Trainors | 2. Management staff |
| 3. Coop members | |

III. Sources of Training Materials

A. Human Resources

a.1 Teachers

a.2 Lecturers

a.3 Leaders or advisers - Government/Private

B. Non-Human Resources

b.1 Libraries

b.2 Documentation and information center

b.3 Audi-visual Center

b.4 Media Center

IV. What is Training Material?

- Any written and or illustrated material used to supplement and support the spoken words and which can be used later on by the participant and these are the following:

1. Lecture Notes - Discussion, Speeches

- 2. Printed Literature/Material

2.1 Leaflets

2.2 Brochures

2.3 Posters

2.4 Pamphlets

2.5 Bulletins

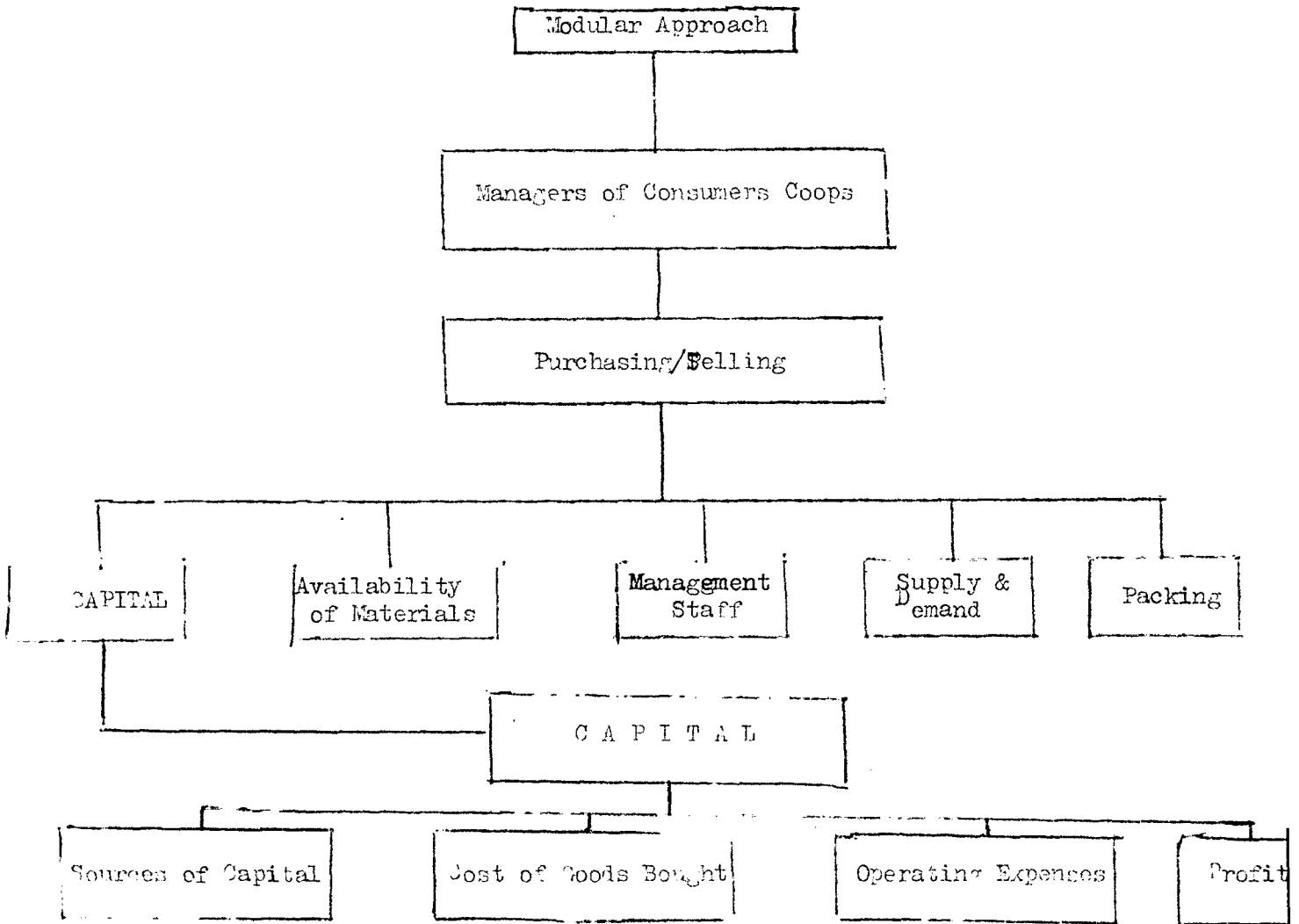
2.6 Newsletter

3. Audio-Visual Aids

- 3.1 Slides Projector
- 3.2 Overhead Transparency Projector
- 3.3 Films
- 3.4 Film Strips
- 3.5 Video Tapes

It is also the act, manner of privilege of packing.

V. Concept of Training Packages

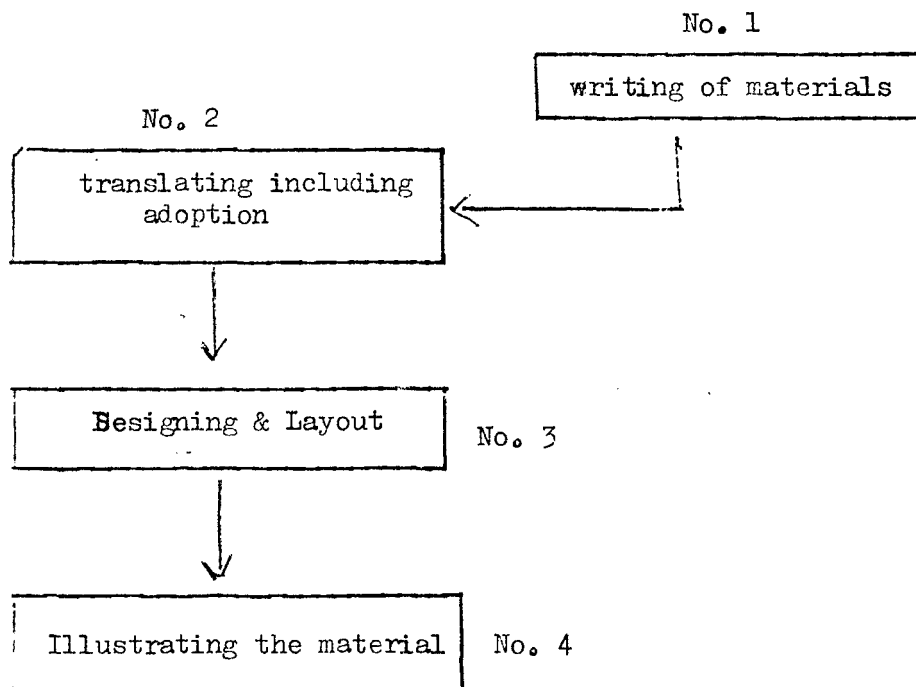


Members: Madam Hayati
Freddie Bartolome
Jun Salvatierra
Mr. Lozano

Following are the comments/suggestions/findings made by our group based on discussion and inter-change of ideas.

- a) For inclusion, topic/specific detail report on the cost in terms of time and personnel.
- b) Figure VI - logical steps to follow in the Production of Training Materials.

The group's analysis disclosed that the more logical sequence should be:



- c) Figure VII - Techniques and Methods to be Adopted in the Production of Training Materials

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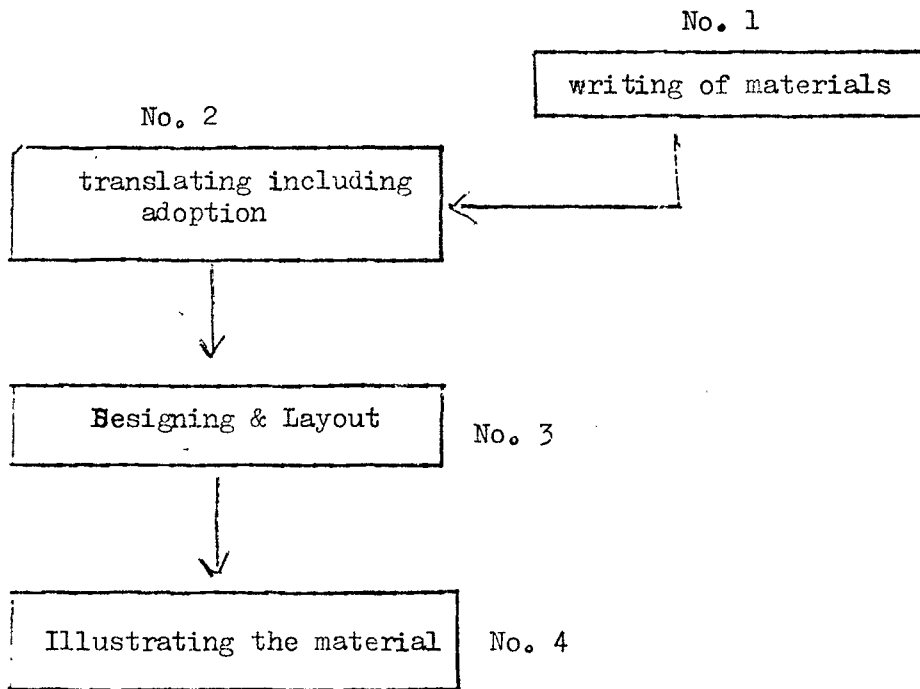
GROUP II - REPORT ON BACKGROUND PAPER Pages 11 - 21: HANDBOOK

Members: Madam Hayati
Freddie Bartolome
Jun Salvatierra
Mr. Lozano

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The group's analysis disclosed that the more logical sequence should be:



- c) Figure VII - Techniques and Methods to be Adopted in the Production of Training Materials

Group II

- 2 -

The group find it necessary to include another portion
after utilization →

| |
|--------------------------|
| FEEDBACKS/ EVALUATION |
|--------------------------|

d) Figure VIII - Steps to follow adaptation of Training Material

Addition: Make necessary adjustment (item No. 3)

ICA-CUP SUB-REGIONAL WORKSHOP ON TECHNIQUES OF AUDIO-VISUAL INSTRUCTION
AND DEVELOPMENT OF TRAINING MATERIAL-I, Manila, June 4-23, 1984

ICA TELEVISION PRODUCTION (AVA WORKSHOP PARTICIPANTS)

TITLE: A THRESHOLD TO ABUNDANCE

VIDEO

AUDIO

READY TO FADE IN SOUND AND VISION

FADE IN SOUND.....FADE IN VISION

ESTABLISHING SHOT OF A SLUM AREA

This is a typical scene of the urban squatters in our country today where our people live in even miserable conditions. The proverbial gold mine is no longer in urban centers. Society shall bear the burden of terminal decay unless something is done to better the situation and improve the quality of life.

CUT 2

CHILDREN RECEIVING
FOOD AID

The children, the hope of tomorrow, do not even get their three basic meals a day. The meager government aid program fails to overcome the crisis.

CUT 3

BEGGARS IN THE STREET

For grown-ups, the prospect is no better. Hunger cries louder than self-respect. Begging has become a way of life.

CUT 4

OUTSTRETCHED HANDS

Everywhere, outstretched hands are asking, rather than giving. The call then is for self-reliance through work and cooperation.

CUT 5

FARMERS GOING TO THE FARM

The land is wide and a source of abundance. A cooperative movement for prosperity can begin at the village level.

CUT 6

CLUSTER OF GRAINS

Guided by the cooperative spirit, planting and reaping will lead to a greener and happier nation.

CUT 7

SUNBURST

The future lies in our hands. Let us answer the challenge now.

READY TO FADE OUT SOUND AND VISION

FADE OUT SOUND AND VISION

CENTRO ESCOLAR UNIVERSITY (CEU)
AUDIO VISUAL CENTER & TELEVISION STUDIOS
Manila, June 19, 1984

/cmr

ICA-CUP SUB-REGIONAL WORKSHOP ON TECHNIQUES OF AUDIO-VISUAL INSTRUCTION
AND DEVELOPMENT OF TRAINING MATERIAL-I, Manila, June 4-23, 1984



Workshop Evaluation - Week I
June 4 - June 9, 1984

1. Background Papers/Country Papers

Contents - Adequate - Adequate - Inadequate

If inadequate, please state the points missing.

1. Some country, because they did not speak English well.

Presentation - Very Good - Good - Fair

2. Co-operative Education and Training in the Philippines.

Use of the training methods and Aids.

(Panel Discussion: Atty. Manuel Verzosa & Mrs. Lennie Manzano)

Contents - Adequate - Adequate - Inadequate

If inadequate, please state the points missing

1. We need more practical examples.

Presentation - Very Good - Good - Fair

3. Audio-Visual Aids, Classification, Availability, Production & Use.

- Mr. Daman Prakash -

Contents - Adequate - Adequate - Inadequate

If inadequate, please state the points missing.

Presentation ⁽⁴⁾ - Very Good ⁽⁸⁾ - Good - Fair

4. Use of Training Aids in Adult Education with Special Reference to Co-operative Education and Training - Mr. Servando Garcia -

Contents ⁽⁷⁾ - Adequate ⁽⁵⁾ Fairly Adequate - Inadequate

If inadequate, please state the points missing.

- We need more - not just introduction

Presentation ⁽³⁾ - Very Good ⁽⁹⁾ - Good - Fair

5. Photography and Reprographics-Multiplication of Training Material - Mr. Doane Galila -

Contents ⁽¹¹⁾ - Adequate ⁽¹⁾ Fairly Adequate - Inadequate

If inadequate, please state the points missing.

Presentation ⁽⁹⁾ - Very Good ⁽³⁾ - Good - Fair

6. Resource/Centre/Library, Documentation Centre and Information Centre in the Service of Co-operative Trainers - Mrs. Digna Mendoza -

Contents ⁽⁴⁾ - Adequate ⁽⁴⁾ Fairly Adequate ⁽⁴⁾ - Inadequate

If inadequate, please state the points missing.

- * Presentation was very academic - She should have discussed practical matters a coop can set-up its own resource centers.
- * Control system/methods on how to keep records/documents
- * Lecturer should not read her lecture - it induces the audience to sleep.

Presentation - Very Good ⁽⁸⁾ - Good ⁽⁴⁾ - Fair

7. Material Production Unite Puslatpenkop Indonesia
- Mr. Ngatiyo Ngayoko -

Contents - Adequate ⁽⁴⁾ - Adequate ⁽⁸⁾ Fairly - Inadequate

If inadequate, please state the points missing.

Presentation - Very Good ⁽²⁾ - Good ⁽⁸⁾ - Fair ⁽²⁾

8. Graphic Aids - Simple Visual Aids with Special Emphasis on
Low Cost Training Material
- Mrs. Eva Peñamora -

Contents - Adequate ⁽⁹⁾ - Adequate ⁽³⁾ Fairly - Inadequate

If inadequate, please state the points missing.

Presentation - Very Good ⁽⁷⁾ - Good ⁽⁵⁾ / - Fair

9. Practical Matters:

| | <u>Very Good</u> | <u>Good</u> | <u>Fair</u> |
|------------------------|---|---|--------------------------|
| a) Course direction | <input type="checkbox"/> ⁽⁷⁾ | <input type="checkbox"/> ⁽⁵⁾ | <input type="checkbox"/> |
| b) Secretariat support | <input type="checkbox"/> ⁽⁸⁾ | <input type="checkbox"/> ⁽⁴⁾ | <input type="checkbox"/> |
| c) Accommodation | <input type="checkbox"/> ⁽⁴⁾ | <input type="checkbox"/> ⁽⁸⁾ | <input type="checkbox"/> |

10. Any other comments:

* Duration of 3-weeks for seminar/workshop is little too long.

* I hope that it will further ~~develop~~ ^{develop} techniques in training by using audio-visual system.

* For this type of seminar, there should be more time for practical lessons.

* Duration of 3-weeks for the workshop is little too long.

International Cooperative Alliance

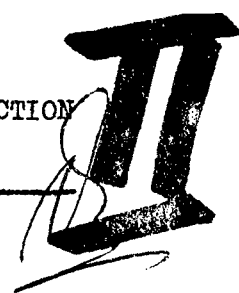
EVALUATION : WEEK-I
Additional comments

- 01 Some country representatives, because they did not speak English well
- 02 We need more practical examples
- 04 We need more - not just the introductions
- 06 Presentation was very academic. She should have discussed practical ways a cooperative can set up its own resource centre

Control system/method on how to keep records/documents

Lecturer should not read her own lecture notes.

- 10 - I hope that it will further develop techniques in training by using audio visual system
- For this type of seminar, there should be more time for practical lessons



WORKSHOP EVALUATION - WEEK 2
June 11 - June 16, 1984

1. Layout and Designing of Education & Training Material for Adult.
- Mrs. Lourdes P. Gutang -

Contents - - Adequate Fairly Adequate - Inadequate

Presentation - - Very good - Good - Fair

Comments : _____

2. Practice Session - Production of Brochures.
- Mr. Daman Prakash -

Contents - - Adequate Fairly Adequate - Inadequate

Presentation - - Very good - Good - Fair

Comments : _____

3. Development of Co-operative Training and Education Materials,
Approaches, Methods and Techniques.
- Mr. Daman Prakash -

Contents - - Adequate Fairly Adequate - Inadequate

Presentation - - Very good - Good - Fair

Comments : _____

4. Experiment in Development of Training Materials
ICA/CEMAS and ILO/MATCOM

- Mr. Daman Prakash and Mr. Fred Sanchez -

Content - - Adequate Fairly Adequate - Inadequate

Presentation - - Very good - Good - Fair

Comments : _____

5. Script Writing/Techniques of Simple Writing for Training
Material for Adult Learners.

- Mr. Rogelio de los Santos -

Contents - - Adequate Fairly Adequate - Inadequate

Presentation - - Very good - Good - Fair

Comments : _____

6. Practice Session - Script Writing and Model Presentation.

- Mr. Rogelio de los Santos -

Contents - Adequate Fairly Adequate - Inadequate

Presentation - Very good - Good - Fair

Comments : _____

7. Visit to Office of Media Production Centre (MBS TV Channel 4)

Visit - - Relevant - Fairly relevant - Irrelevant

Explain why: _____

Briefing - - Adequate - Fairly Adequate - Inadequate

AVA/Background

Materials Provided - Adequate - Fairly Adequate - Inadequate

8. ACCI/U.P. Los Baños/ IRRI

Visit - - Relevant - Fairly relevant - Irrelevant

Explain why: _____

Briefing - - Adequate - Fairly Adequate - Inadequate

AVA/Background

Materials Provided - Adequate - Fairly Adequate - Inadequate

9. KODAK (Philippines)

Visit - - Relevant - Fairly relevant - Irrelevant

Explain why: _____

Briefing - - Adequate - Fairly Adequate - Inadequate

AVA/Background

Materials Provided - Adequate - Fairly Adequate - Inadequate

10. PC/INP (Phil. Constabulary/Integrated National Police)

Visit - - Relevant - Fairly Relevant - Irrelevant

Explain why: _____

Briefing - - Adequate - Fairly Adequate - Inadequate

AVA/Background
Materials Provided - Adequate - Fairly Adequate - Inadequate

11. Far Eastern University/PUAVC

Visit - - Relevant - Fairly relevant - Irrelevant

Explain why: _____

Briefing - - Adequate - Fairly Adequate - Inadequate

AVA/Background
Materials Provided - Adequate - Fairly Adequate - Inadequate

12. Group Participation:

| | <u>Very Good</u> | <u>GOOD</u> | <u>Fair</u> |
|---|-------------------------------------|-------------------------------------|-------------------------------------|
| a) Photography project | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| b) Brochures/Handout exercise | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| c) Script Writing | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| d) Evaluation on Production of Handbook | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

- | | | | |
|---------------------------|-------------------------------|-------------------------------|--------------------------|
| e) Group assignment | 6 <input type="checkbox"/> | 5 <input type="checkbox"/> | <input type="checkbox"/> |
| f) Off-session activities | 6 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> |

13. Practical Matters

- | | <u>Very Good</u> | <u>Good</u> | <u>Fair</u> |
|--------------------------------|-------------------------------|--------------------------------|-------------------------------|
| a) Course direction | 7 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> |
| b) Secretariat support | 7 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> |
| c) Accommodation | 2 <input type="checkbox"/> | 7 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| d) Time scheduling | <input type="checkbox"/> | 9 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| e) Transportation | <input type="checkbox"/> | 10 <input type="checkbox"/> | <input type="checkbox"/> |
| f) Background material support | 7 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> |

14. Any other comments: _____

EVALUATION: WEEK II

Comments:

1. - Should be discussing more on layout and designing of education material rather than techniques of teaching.
 - Very academic, a practice session could have been more appropriate.
 - The lecture was concentrated more on training objective rather than subject matter concerned.
 - Short exercise should help.
2. - Need more exercise.
 - There are a lot of learning experiences in practice session.
 - All participants can practice and express the ideas.
 - Photocopies of selected finished product should be distributed to participants.
3. - The participants' discussions were very practical.
 - Background paper were informative and adequate.
4. - It provides information on CEMAS/MATCOM.
 - Examples in the difficulties encountered when MATCOM (others) are adapted for use in Asian countries should have been included in background paper.
5. - Not very clear.
 - Should show more examples.
 - We learn on how to make a simple script writing for training.
 - Speakers' experience and approach to the presentation was very good.
6. - There seems a need for another exercise.
 - Same participants having difficulties in language.

- Learned more practical exercise after theory.
 - More time should be given for practise session.
 - The practice session really proved that a picture is worth a thousand words that short, simple and stimulating presentation are prepared.
- 7.
- There was a good example of multi visual with the use of 12 projectors.
 - Had a first hand experienced on production of material and the multi projector presentation.
 - We got an overview of how artist and multi image slide show could help in the development of training materials.
- 8.
- Both ACCI & IRRI used slide presentation and actual visit TO IRRI farm.
 - People are very hospitable.
 - Knew more about ACCI, UP Los Baños, and IRRI.
 - F- - Give ideas of agricultural credit in the Philippines.
 - Going to IRRI may be considered more on sightseeing.
 - More relevance for agriculturists and rural cooperators but information and knowledge gained could be useful to all.
- 9.
- The presentation of different AVA equipment supplemented our knowledge on AV presentation.
 - The exposure to the techniques and use of modern AV was very helpful.
- 10.
- The coop was an example of a successful coop and will be a good leader.
 - It is a good to know that there are a good and successful cooperatives in the Philippines.
- 11.
- All participants were exposed to several forms of media aids and the personnel of PUAVC were very accommodating.
- Some of the facilities are out of date and not being used, not a good example to be followed.
 - Knowing more how the centre works and provide technical assistant, some equipments were used for exhibit only.
-

- They give us some know how on how to use, when, where the use of AVA.

12. =

13. -

14. - There seems to be a very noticeable or obvious feeling of congeniality.
- The trips were enjoyed by all, all have learned a lot.
 - The group should be given a chance on practical application of AVA materials.
 - Too many breakdown in the audio visual presentation of the various institutions visited.
 - A good group of participant, good venue, couldn't have been better.



Personal Copy

WORKSHOP EVALUATION: Week-3
(End of the Course Evaluation)

A. Week-3 Evaluation - June 18-June 23

1. Introduction to the Development of Training Packages

- Ms. Hayati Md. Salleh -

Contents *|||||* (7) Adequate *|||||* (4) Fairly Adequate Inadequate

Presentation *||||* (3) Very Good *|||||* (7) Good Fair (1)

Comments _____

2. Cooperative Union of the Philippines - National and International Context - BGen. Arcadio S. Lozada -

Contents *|||||* (6) Adequate *|||||* (5) Fairly Adequate Inadequate

Presentation *||||* (4) Very Good *|||||* (7) Good Fair

Comments _____

3. Visit to Centro Escolar University (TV Studios)

||||| (10) Relevant *|* (1) Fairly relevant Irrelevant

Explain why: _____

Briefing *|||||* (8) Adequate *||||* (3) Fairly Adequate Inadequate

Material Provided *|||||* (10) Adequate *|* (1) Fairly Adequate Inadequate

Practice Session *|||||* (7) Adequate *||||* (3) Fairly Adequate *|* (1) Inadequate

4. Practical assignment - Training Package

Facilities ⁷ Adequate ⁴ Fairly Adequate Inadequate

Comments _____

B. End of the Course Evaluation

5. Do you think the main aim and objectives of the workshop have been achieved?

⁶ Fully achieved ⁵ partly achieved not at all achieved

Comments _____

6. Do you think all the relevant areas have been covered in the course?

¹⁰ Yes ¹ No

Indicate the areas you would like to add: _____

Indicate the areas you would like to drop: _____

7. The knowledge and skills acquired by you at this workshop would help you in your work.

³ Highly effective ⁸ Effective Not effective

Comments _____

8. Your general impression of the workshop

a) Duration of the course

////// (7) //// (4) Too short
 Just enough Too long

b) Boarding arrangements

// (2) // (9) Fair
 Very good Good

c) Lodging arrangements

/ (1) // (10) Fair
 Very good Good

d) Overall handling of the Workshop

//// (5) // (6) Fair
 Very good Good

9. What will you suggest to make this kind of Workshop more effective.

10. Any other comments

Main Objective

To enhance the effectiveness of Cooperative Trainers and Cooperative Field Educators by exposing them and training them in the effective use of various training methods, training aids, development of training material, to achieve a better rapport and communication with their respective target group.

Objectives

By participating in this Workshop the participants should be able to:

1. acquaint themselves with the availability and utilization of audio-visual aids and methods that are presently available and in use in the Sub-Region,
2. understand the concept of communication under different conditions e.g., individuals, groups and masses and with varying emphasis,
3. understand the various participative methods of training which could be usefully employed in the training of various categories of cooperative personnel,
4. understand the various methods of education which could be usefully employed in carrying out member education/extension work,
5. understand and achieve skills in the use of various audio-visual aids in communicating with the people,
6. develop and practice their own training material (combined with appropriate training methods) e.g., training packages and the techniques of production of training material, and
7. achieve sufficient skills in carrying out evaluation of training methods and training material.

- ##### -

/cmr

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WORKSHOP EVALUATION : WEEK-III

Additional comments

- 01 - Need for more exercises
- She enlightened us on the concept of training packages
- More diagrammatic illustrations on transparencies would have provided greater assistance
- Good idea to make use of participants as resource persons
- 02 - Clas to know his deep involvement in the movement
- Very informative
- Very eloquently presented
- 03 - The participants could have a hand in the production of a short TV programme
- Everybody got the feel of working in a TV studio
- We had a firsthand knowledge in actual production of a video programme
- We had a firsthand experience on how to produce a simple film production
- Because I have now known how to produce script sound and other items
- Because it teaches how to make such good script with visual aids
- Exposure to TV studio and to get some experience in recording of TV programme
- Firsthand experience of a VTR production/operation of a studio
- 04 - Each one would have been given a chance to present their work for further criticism by all
- Individual works gives us better and actual insights how to prepare training package
- We have learnt a lot in this exercise
- We have short of time because we cannot think of other possible concept about the training package
- More facilities (material) should be provided to give more exposure to the participants of new things
- Some finished product of training packages must be evaluated whether they are good or not

International Cooperative Alliance

- Good experience
 - Participant-resource persons did an excellent job in telling us how to produce a technical material like the training packages.
 - Shows how the Workshop Director could make the participants work as resource persons as well
- 05
- Although in the last two days things were done too hurriedly
 - I obtained more inputs now than ever before
 - There are too many objectives which cannot be fulfilled within three weeks
 - Good exposure to various problems in the respective countries and insight into the know-how of audio-visual production and instruction is valuable
 - Better rapport/communication with the target groups could be facilitated with the use of new methods and approaches learnt during the Workshop
 - I am glad that the Course Director was able to carry the group with him and through with the Workshop
- 06
- More time needed to be exposed to modern media and audio visual equipment. Country papers were not quite comprehensive, therefore, the summary did not reflect the real position and problems
 - Subject matter of creativity and visual perception
 - Areas to add: Editing, cropping of articles etc. in the production of bulletin
- 07
- Will improve my work
- The training package helps me a lot
 - I would be able to share my experience with my colleagues who are involved in the production of training aids
 - Had the benefit of working with the Course Director while he was working in Indonesia in our Centre.
 - A good help in organising group work and group discussions

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- 09
- White board - magnetic or other boards - should also have been used
 - Require participants to re-echo this in their own cooperatives
 - Allow greater participation from the participants
 - The ICA should make use of former participants as resource persons as was done this time when Ms Hayati Salleh was used by the Course Director to handle various assignments
 - There should be monitoring and follow-up system on participants' performance and acquired knowledge from this workshop
 - Put more practical assignments
 - This is the best
 - Should be executed in some of training centres for smooth running of practical work
 - More secretarial facilities in order to cope up with the typing and copying work urgently required at short notice
 - A production team of artists could have been provided as a back-up support
- 10
- We hope to be able to get in touch with the fellow participants and ICA to be appraised of whatever development relative to education and training in their respective countries
 - A follow-up of this Workshop is a must after a lapse of at least one year
 - Overall the workshop had been fruitful in terms of new knowledge acquired, new skills learnt and meeting new friends
 - A bunch of flowers of appreciation for our course director. Good job done
 - Keep up the good work. ICA gets the credit as it deserves it.
 - Collaboration arrangements with the CUP were fantastic. Our appreciation to the secretariat staff.
 - I am satisfied.
 - Please convey our appreciation and gratitude to the ICA Regional Office.
-

SECTION : VI

This section contains speeches delivered at the inauguration session of the Workshop, as well as some practical matters including a copy of the Certificate issued to the participants.

ICA-CUP SUB-REGIONAL WORKSHOP ON TECHNIQUES OF AUDIO-VISUAL INSTRUCTION
AND DEVELOPMENT OF TRAINING MATERIAL-I, Manila, June 4-23, 1984

INVOCATION by Fr. Benedicto A. Jayoma

Almighty GOD, we, an international group of cooperators, heartily welcome you in our midst and please, stay with us to inspire us in our cooperative sharing to improve education in cooperativism through Methods and Techniques on Audio-Visual.

Guide us, a part of the several generations of cooperators, to develop the tenets around which the movement started and has continued to grow. Remind us to be fired by the spirit of Rochdale Pioneers as we go on the task of learning the modern discoveries on audio-visual aide. Remind us to be imbued by the Schulze-Delitsch drive for brotherhood of man as we search for updated experimental psychology on communication. Remind us to be filled with Raiffeisen's desire to promote character training as we get deeper into value formation. Remind us of the missionary constancy of Disjardins as we look for effective audio-visual methods. Remind us to Feline's situational and legal approach for expanding membership as we seek for fruitful motivation in cooperative education. Remind us that today half a million volunteers all over the world are inspired by authentic cooperative spirit to spread the movement while we on our part are exchanging views and experiences. Remind us to thoroughly and honestly examine ourselves of the personal motives why we participate in the movement. Is it for economic reasons? Is it for financial gains? Is it for honor? Is it for the glamour? Is it for the excitement to be with other cooperators? If this be the case, inspire us to be sorry for this fundamental mistake. Inspire us to make honest resolve to learn and live the original objectives that brought out the birth and the growth of the cooperative movement so that we could form part as an authentic and reliable link in the chain of cooperators who have produced achievements for the cooperative movement throughout the years.

THANK YOU DEAR GOD.

ICA-CUP SUB-REGIONAL WORKSHOP ON TECHNIQUES OF AUDIOVISUAL INSTRUCTION
AND DEVELOPMENT OF TRAINING MATERIAL-I, Manila, June 4-23, 1984

Welcome Speech delivered
during the Inaugural Session

By ATTY. MANUEL F. VERZOSA
CUP's Secretary-General

On behalf of the Cooperative Union of the Philippines, Inc. (CUP), the apex national cooperative organization in our country, I welcome you to this international seminar on audio-visual education co-sponsored by the International Cooperative Alliance and the CUP.

In the coming weeks you will be very much engaged in exchanging information, experience, techniques and expertise in the field of audio-visual education with the end in view of enhancing the effectiveness of your methodologies and techniques. Your highly specialized occupation has contributed immensely to the adequate, accurate, and timely transfer of knowledge and skills to, and the development of desired attitudes among the people. And we feel that this Seminar will further improve your delivery capabilities as well as those of cooperative education and training organizations and institutions in South East Asia. In a world constantly bombarded by information explosions, competition for attention of the human mind is increasingly becoming keener. Hence, the need for continuing improvement in audio-visual education through seminars like this. We wish you success in your continuing efforts toward this direction.

While you are with us, we hope that you will find your stay in our country fruitful, pleasant and enjoyable. You will note many things common to our countries in terms of climate, people, language, culture, economics, politics, etc; as well as things unique to the Philippines. As you come into contact with Philippine society during your off hours, you will learn many things about us which will give you a better understanding of our country and people thus, contributing to better international relations.

So my friends, welcome again and please feel at home. Do not hesitate to let us know how we can be of service or help to you.

THANK YOU.

ICA-CUP SUB-REGIONAL WORKSHOP ON TECHNIQUES OF AUDIO-VISUAL INSTRUCTION
AND DEVELOPMENT OF TRAINING MATERIAL-I, Manila, June 4-23, 1984

Message from the ICA delivered
during the Inaugural Session

By DAMAN PRAKASH
Seminar Director

1 With your blessings and good wishes, we commence formally our Sub-Regional Workshop on Techniques of Audiovisual Instruction and Development of Training Material- Part I, until June 23. We assure you a hard work, and of course, we look forward for a happy and enjoyable stay here in Manila.

2 The main objective of the Workshop is to supplement the efforts of the International Cooperative Alliance in this part of the world to enhance the effectiveness of cooperative trainers and cooperative field educators by exposing them and training them in the effective use of various training methods, training aids, development of training material and to achieve a better rapport and communication with their respective target groups.

3 Participating countries are: the Philippines, Indonesia, Malaysia, Thailand, Singapore and the Republic of Korea. The 13 participants come from the national cooperative organisations and national cooperative training centres in this Sub-Region. These are all experienced cooperative trainers and cooperative educators.

4 In the recent years the Cooperative Movement has diversified its activities. Business volume has increased. Membership has been growing. Number of employees has been increasing. Consequently modern concepts and methods of management are creeping in the cooperative system. Greater and varied demands are being placed on national cooperative training and education structures. This naturally results into development and organisation of more professional, educational and training programmes. Extension programmes are also undergoing stresses and changes. All efforts are geared towards providing more information, skills and material. These efforts ultimately demand

more and better training material which could provide professional and realistic support to cooperative trainers and educators and even extension workers. Some efforts in this direction have been made by national cooperative organisations as well as by the International Cooperative Alliance and the International Labour Organisation. These are done through the CEMAS and the MATCOM. National organisations in several countries of this region have been engaged in the adoption, translation and adaptation of training materials produced by the CEMAS and the MATCOM. A number of training packages and other kinds of training materials are being produced even by the national organisations and training centres on their own. The training material here also includes audio visual aids and materials, etc.

5 The International Cooperative Alliance itself has been assisting the member-movements by way of providing training opportunities to faculty members and field educators in the techniques and methods of training with special reference to adults.

6 The present Workshop is one link in the whole series of human resources development programmes of the ICA for its member-organisations. In order to provide a more effective backup to the Workshop, a number of background papers have been developed. The Philippines happily has a very large stock of competent professionals in educational and training technology. We have, therefore, tried to enlist the professionals from the Philippines itself to act as our resource persons during the period of this Workshop. I am happy to inform that there would be eight guest speakers assisting this Workshop.

7 The Workshop, which is now being conducted in this beautiful country in collaboration with the apex cooperative organisation of the Philippines i.e., the Cooperative Union of the Philippines, is the first in the series. The second workshop would be held some time during December this year or January next year either in Sri Lanka or in India. The work done at these two workshops, experiences gained and the recommendations and suggestions received, would be able to provide the ICA with a better appreciation of the present educational programmes and strategies for the future.

8 The International Cooperative Alliance is the world body of the cooperative movement. It was founded in 1895 in London. Its membership now covers 67 countries throughout the world and its affiliates have a total membership of over 366 million at the primary level. The ICA is the only organisation entirely and exclusively dedicated to the promotion of Cooperation in all parts of the world. The headquarters of the ICA are located in Geneva. It has three regional offices - for South-East Asia; for East and Central Africa and one for West Africa.

9 The ICA Regional Office for South-East Asia, located in New Delhi, will be celebrating its Silver Jubilee in November next year. The servicing of Cooperative Movements in this part of the world is done through the ICA member-organisations. The Swedish Cooperative Movement has been providing a lot of technical and financial support to the ICA in carrying out its technical assistance programmes.

10 I take this opportunity of expressing our very sincere thanks to the Cooperative Union of the Philippines, its dynamic Chairman and the Secretary-General, in providing us with all possible facilities, and assistance. I believe, and can perhaps assure you on behalf of our participants, that our work here would be smooth and our stay happy and enjoyable.

THANK YOU VERY MUCH.

ICA-CUP SUB-REGIONAL WORKSHOP ON TECHNIQUES OF AUDIOVISUAL INSTRUCTION
AND DEVELOPMENT OF TRAINING MATERIAL-I, MANILA. JUNE 4-23 1984

SOME GUIDELINES FOR THE PARTICIPANTS

June 2 1984

- 1 Please go through the Workshop Memorandum once again carefully. In case of any doubt on any issue, please get in touch with the Workshop Director.
- 2 Practical matters connected with this Workshop are fully supported by the ICA Member-Organisation i.e., the Cooperative Union of the Philippines Inc. The Secretariat to this Workshop is provided by the Cooperative Union and is headed by Ms NELIA HERNANDEZ, Programme and Operations Officer of the CUP. To sort out any practical matter kindly get in touch with her.
- 3 Hotel Bills. Please note the following points:
 - a. Arrangements for payment of room rent for all participants have already been made with the Hotel Management. The rooms are available until June 24 1984.
 - b. The ICA will not, therefore, cover any other costs e.g., signed bills, liquors, drinks, laundry, food, medicines etc. Participants will please clear all such costs themselves before they leave the country upon termination of the Workshop.
- 4 Food and Pocket Allowances. Please note the following points:
 - a. For participants a total sum of P200 per day will be paid in the following manner: (Breakfast P40, Lunch P60, Dinner P60 and Pocket allowance P40). A corresponding deduction will be made for any official lunch or dinner. The payment of this allowance will be made in two instalments. The participants would thus be free to eat anywhere they like.
 - b. The lunch break will be for nearly two hours. Please adhere to the announced work programme of the Workshop - afternoon session begins at 1400 hrs until 1700 hrs (hopefully).
 - c. Right in the neighbourhood of the Hotel, a number of good and reasonably priced eating houses are available. Our national participating colleagues could kindly assist in this matter. But be careful with what you eat, lest your stomach faces a problem....

Nelia Hernandez
Head, Workshop Secretariat

Daman Prakash
Workshop Director.



INTERNATIONAL COOPERATIVE ALLIANCE
Regional Office of Education Centre for Southeast Asia

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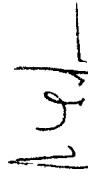
CERTIFICATE OF ATTENDANCE

This certifies that

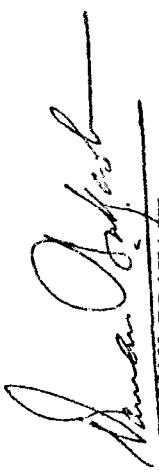
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*has participated and successfully completed the ICA=CUP SUB-REGIONAL WORKSHOP ON
AUDIO-VISUAL INSTRUCTION and DEVELOPMENT OF COOPERATIVE TRAINING MATERIAL - I,
held at Bayview Plaza Hotel, Manila, Philippines from June 4-23, 1984.*

Presented this 23rd day of June, 1984 in Manila, Philippines.


ARCAIDIO S. LOZADA
President

Cooperative Union of the Philippines, Inc.


DAMIAN PRAKASH
Workshop Director
International Cooperative Alliance

