AUDIO-VISUAL AIDS AND TRAINING MATERIAL DEVELOPMENT

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R E P O R T
of the Sub-Regional
Workshop on

AUDIO-VISUAL AIDS AND TRAINING MATERIAL DEVELOPMENT : I

Workshop Director
Daman Prakash
Education Officer-AVA

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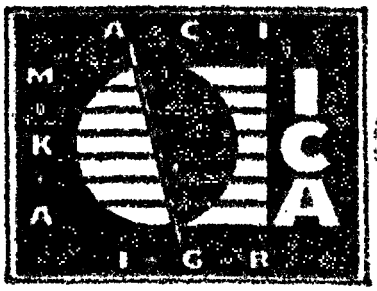

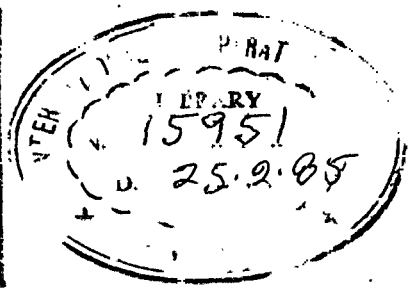

International Co-operative Alliance

COOPERATIVE UNION
OF THE PHILIPPINES, INC.

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Our Cover:

Practical work results into perfection.
Surin Prechasart, a participant from Thailand,
working on his practical assignment.

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PART-I

This section contains the Main Report of the Sub-Regional Workshop; Recommendations of the Workshop; Programme Followed; list of Participants; and a List of Background Papers distributed at the Sub-Regional Workshop

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

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 concious 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.

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,

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.

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, compuer, 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. Deliquency - 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.

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 appreciated 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.

WORKSHOP PROGRAMME

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 Goverhment 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 Fredie 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 - 1500	13	Presentation of Country Paper/Korea - Mr Huh Sun
1500 - 1700	14	Cooperative Training Material Production Unit at Puslatpenkop in Indonesia - A Case Study - Ir Ngatiyo Ngayoko, and - Mr Daman Prakash
1700 - 1830		Discussion on the above.

Saturday, June 9 1984

0900 - 1200	15	Graphic Aids - Simple Visual Aids with special reference to low-cost training material development - Ms Eva Penamora
1200 - 1400		Lunch Break
1400 - 1700		Practice session on Session 09, and sight-seeing trip to the city of Manila

Sunday, June 10 1984

Holiday

Monday, June 11 1984

0900 - 1200	16	Layout and Designing of Education and Training Material for adult learners - Ms L P Gutang
1200 - 1400		Lunch break
1400 - 1700	17	Layout and Designing - Production of Simple Material - Mr Daman Prakash

Tuesday, June 12 1984

0900 - 1200	18	Development of Cooperative Training and Education Materials. Approach, Methods and Techniques. Special emphasis on ICA-CEMAS and ILO-MATCOM. - Mr Daman Prakash - Mr Alfredo Sanchez, Manager, Centro-Escolar University Consumer Cooperative
Afternoon		FREE (Philippines National Day)

Wednesday, June 13 1984

0900 - 1200	19	Script Writing. Techniques of Simple Writing for training material for adults - Mr Rogelio de los Santos
1200 - 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.

PARTICIPANTS

I. Participants to the Workshop

01 Ir A. Ngatiyo Ngayoko, Trainer
PUSLATPENKOP (National Cooperative Training and Development Centre)
Komplex Puslatpenkop
Jalan Gatot Subroto, Jakarta Selatan.
Indonesia

02 Mr Huh Sun, Manager
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Jung-ku
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03 Mr Mas Aziz Mas Mohammad
Assistant Director, Education/Publicity
Department of Cooperative Development
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04 Ms Hayati Md Salleh, Lecturer
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05 Ms Victoria O Abril, Lecturer
Junior Auditor
Philippines Federation of Credit Cooperatives Inc
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Philippines

06 Ms Estella M. Soriano
Chairman, U.P. Visayas Cooperative Credit Union, Inc
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ILOILO CITY. Philippines

07 Mr Fredisindo M. Bartlome, Chairman
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08 Mr Gonzalo A Salvatierra, Jr
Training Officer
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09 Ms Ampai Luangpirom, Chief
Periodicals and Publishing Section
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10 Mr Surin Prechasart, Artist
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11 Mr T.H. Nga
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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
College, 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
Ministryof 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.

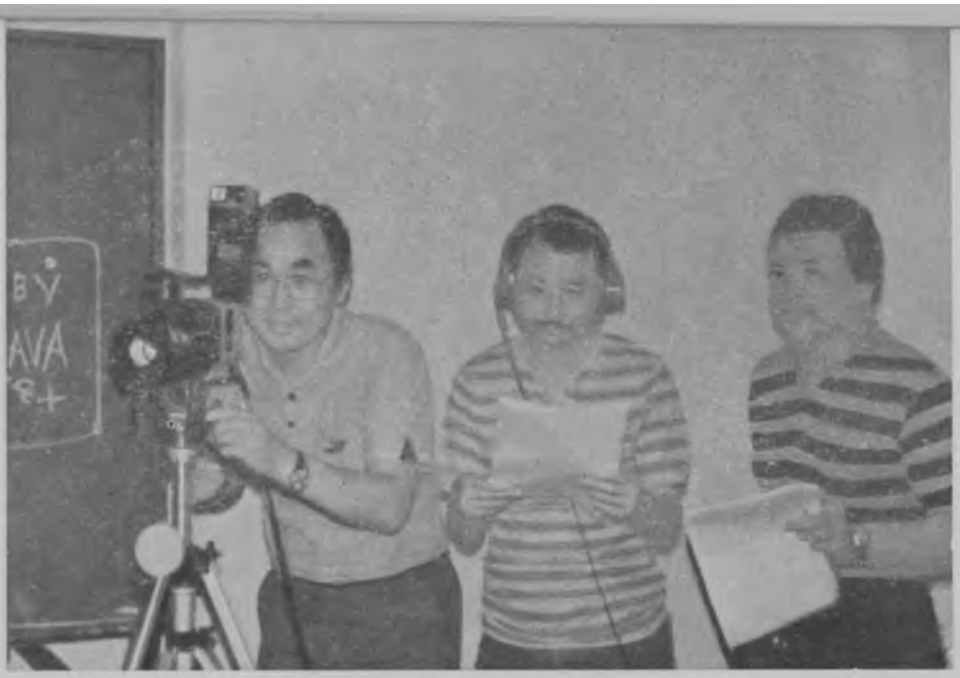
A group of Workshop participants discussing their work assignment.

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 Lozaaa, 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.

PART-II

This section contains some of the core background and working papers; summaries of some selected papers; A Brief Note on the Indonesian Material Production Unit; A Select Reading, which may be of reference value.

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

TRAINING MANAGEMENT§

R.B. Rajaguru

01 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 remain 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 cooperative movements, the ICA, ILO and others have mounted several programmes, both at regional and national levels to examine the problem indepth 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

02 In approach the subject of Training Management, it would become necessary to broadly identify the overall objectives of cooperative efforts. 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

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§The paper was originally presented at the ICA-SEASPECT meeting held in Kuala Lumpur, March 1984, by Mr R.B. Rajaguru, ICA Regional Director for South-East Asia. The paper was distributed among the participants of the ICA sub-regional workshop on Audio-Visual Aids and Material Production, Manila, June 1984, for discussion and information.

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 government, 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

03 The 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 simposia and workshops held by the ICA and the ILO in this regard.

i) The need for a Training Policy - with the cooperatives becoming more and multipurpose 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 problem 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 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 leasf 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 methodology 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 identifies to suit the various levels of training involved. Who will produce such materials. How do we train persons to use equipment effectively?

vii) What of the cirriculum 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?

04 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

05 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 of a manpower planning unit and data bank(s). 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 of Cooperative Education and Training - which will coordinate activities on this sector, develop suitable curricula - train the trainers produce materials etc.

v) The setting 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 national cooperative organisation or as a separate unit, to assist in implementation, of various programmes at various levels.

viii) Setting up of suitable mechanism 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 feedback to constantly review and update training programmes.

ix) Setting up of wings at national cooperative organisations and its lower level affiliates level to develop effective member education of relations approaches and to link the education to ongoing 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) Reorient 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.

Conclusions

06 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 (South-East Asian Specialist Group on Cooperative Training, is a regional forum of the ICA Regional Office) 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.

NEED FOR AUDIOVISUAL 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 dramatization; objects, models and mockups; displays and exhibits; television programmes and motion pictures; lantern slides; transparencies for 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; text and pamphlet

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

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 sequence, 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 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.

AUDIO-VISUAL AIDS AND THEIR APPLICATION IN TRAINING AND EDUCATION PROGRAMMES

Daman Prakash

Introduction

01 In any teaching-learning situation the role of audiovisual 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 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/cooperative educator/extension worker still more difficult and delicate.

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

03 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?

04 Audiovisual 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	Projectors, slides, filmstrips, pictures, posters, graphs, display boards etc.
AUDIO AIDS	Radio, record players, tapes, microphone etc.
AUDIOVISUAL AIDS	Motion pictures, television
ACTIVITY AIDS	Demonstrations, dramatisation, puppets, wayang etc.

05 Audiovisual 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 motion, hidden things
- motivate persons to follow up activities and action.

Properties of Audiovisual Aids

06 Generally speaking, audiovisual aids and materials have the following five principal properties:

1 Ability to help promote perception

2 Ability to help promote understanding

3 Ability to help promote transfer of training

4 Ability to provide reinforcement or knowledge of results, and

5 Ability to help retention.

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

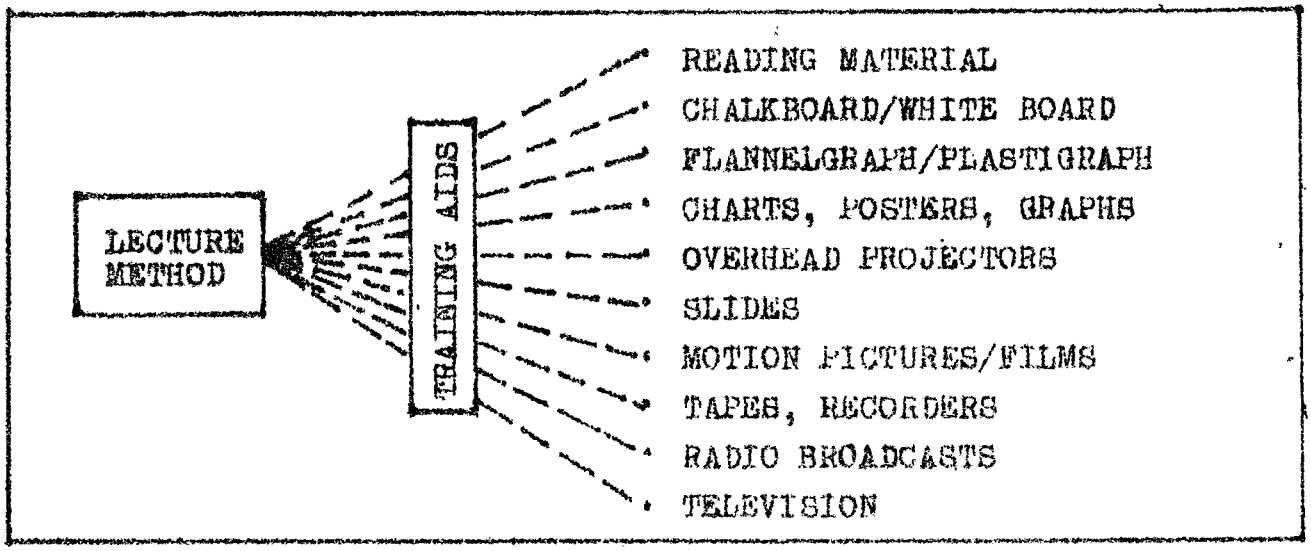
- They supply a concrete basis for conceptual thinking and hence reduce meaningless words responses of students
- They have a high degree of interest for students
- They supply the necessary basis for developmental learning and hence make learning more permanent
- They offer a reality of experience which stimulate 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.

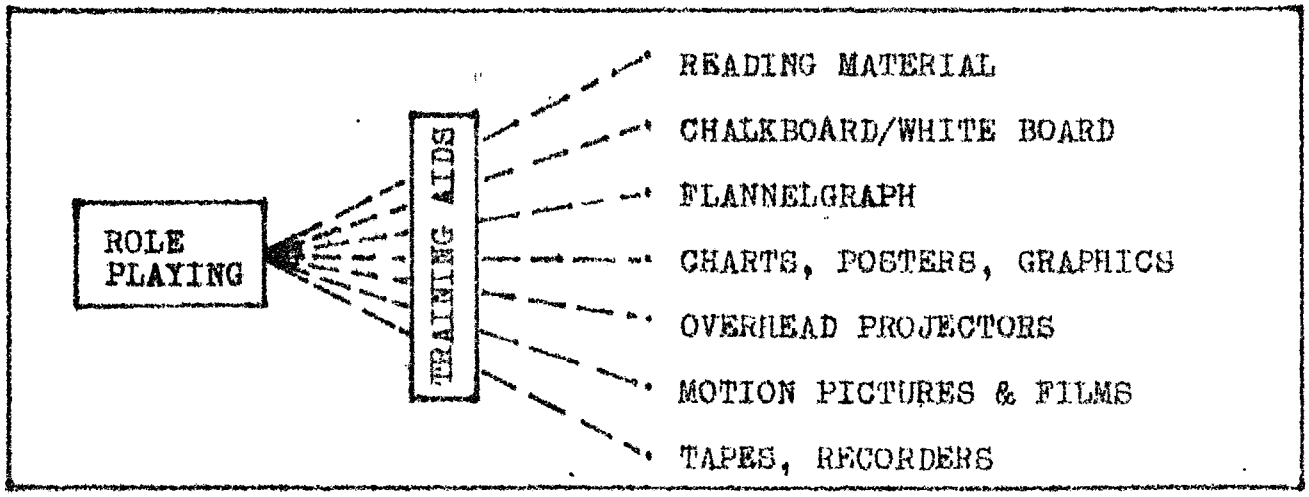
Application of Audiovisual Aids

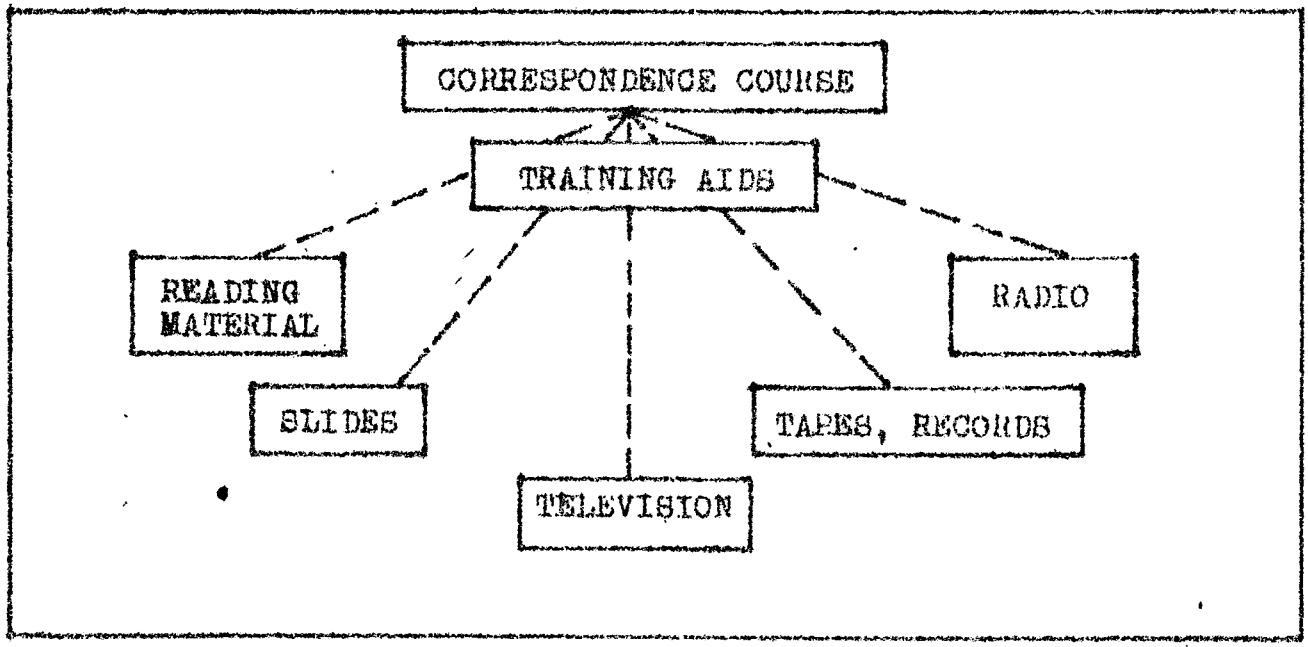
08 Audiovisual aids are the ones which the teacher often (?) uses to make the communication effective. These are the vehicles of communication and the "non-traditional" teachers have been making use of these aids in order to help their students. Training aids, which are audiovisual aids, can be broadly 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 materials e.g., lines, 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 flipchart and that does the job well.

POSSIBLE APPLICATION OF TRAINING AIDS WITH TRAINING METHODS

FIGURE-I







09 It has also been noticed by many teachers that making use of audiovisual 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 audiovisual aids, can bring better experience to the methods and proper audiovisual aids, can bring better experience to the learner, and that is the precise aim and purpose of using audiovisual 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/Whiteboard: 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 available and used.

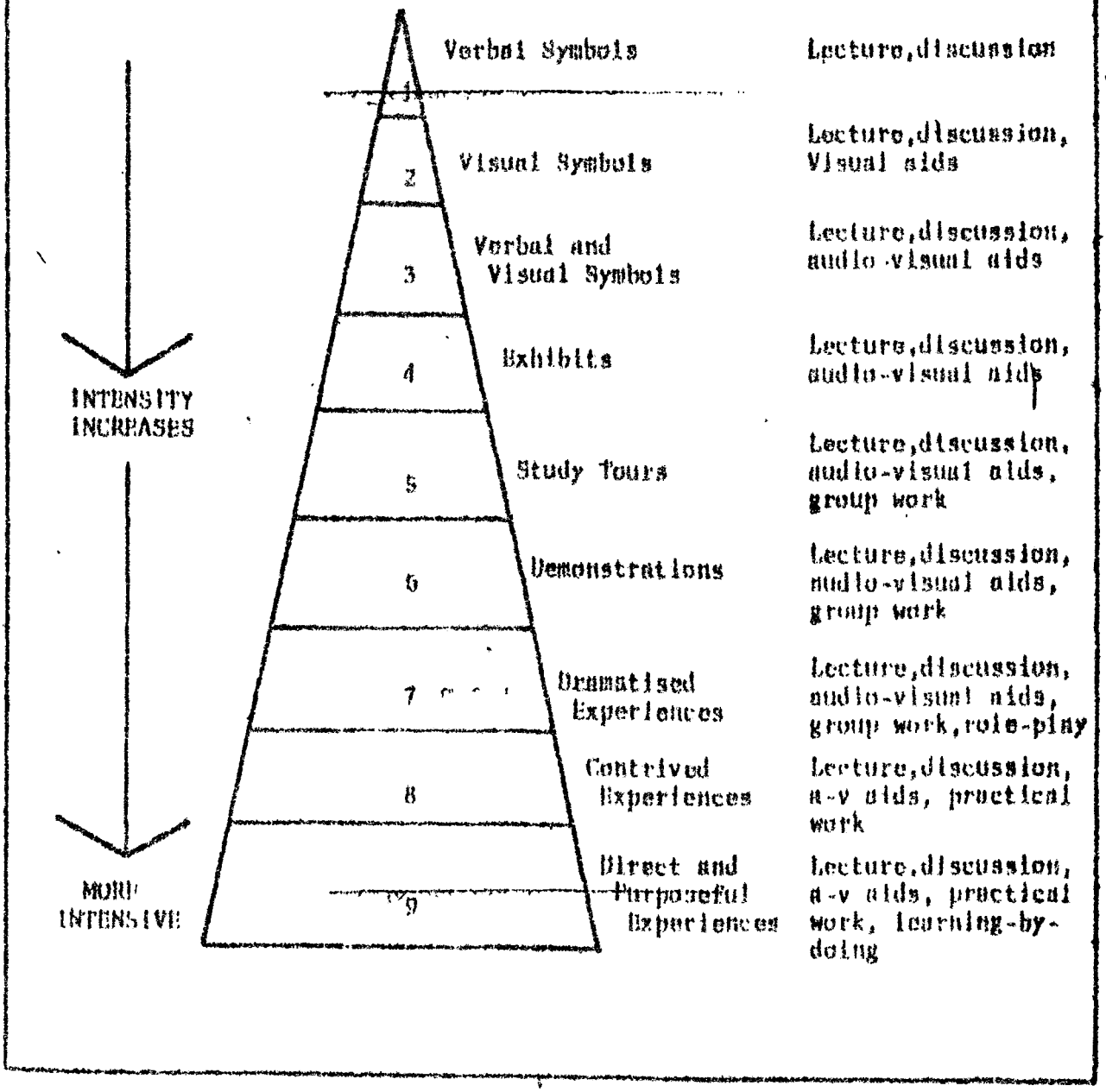
Charts and Graphs: Various types of charts and graphs can be made by the teacher himself. These are used to show growth, trends, comparison and statistics. A combination with visuals is also possible. Some of them are bar graphs, circular graphs, pictorial graphs, etc. These are particularly valuable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

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

Exhibits: Bulletin boards, dioramas, etc. 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 corelate them with the topics being discussed. Provide concrete examples of wide range of objectives. Permits organisation in terms of functional operations, developmental sequence, categories etc. Objects and display material can be examined closely.

FIGURE-II

CONE OF INTENSITY OF LEARNING



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.

Motion Pictures: It is audiovisual, which means it conveys a very effective meaning and the communication is durable. The teacher employs it in connection with some complicated points. Provides a lot of experience and involvement. It provides a wide range of knowledge and experience. Condenses 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 indifinitely. 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 tape-recorded commentary with the help of tape-synchronisation process.

Photographs: These provide permanent visual records of situations. Very close to realities and can be used over and over again. Black and 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.

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 Audiovisual 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. Audiovisual 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 audiovisual aids in combination with relevant training methods in order to be effective communicators.

HOW DO I SELECT AND USE AUDIOVISUAL MATERIALS?§

Ms Lourdes P Gutang, Vice-President, Academic Affairs
Far Eastern University, Manila

I Selection of Audiovisual Materials

A. Know your teaching purpose

- To introduce a unit, or
- To teach specific facts during a unit, or
- To clarify understandings of concepts, or
- To help in teaching a skill, or
- To summarise a unit.

B. Know your group

- Your group's past experience
- The understanding your group has
- The interest your group has
- The additional experiences your groud needs.

C. Know audiovisual materials

- What materials are available

  (overhead transparencies, posters, boards, slides, filmstrips, photographic prints, motion pictures, tape recordings, VTR, multi-media material)

  Which kinds of audiovisual materials are best for specific kinds of teaching jobs i.e., films for showing motion, filmstrips for studying teaching situations etc.

- can this material help the teacher
- is it the right level
- is it authentic
- is it interesting
- are the visual and audio quality good.

II Utilising the Audiovisual Materials

A. Preparation

Teacher/Educator become familiar with the material by previewing it, consulting the teacher's study guide, consulting notes made when the material was used previously.

Educant/Trainee. Help trainee establish a purpose for seeing the material by listing the things

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§Synoptic notes used by Ms Gutang at the ICA-CUP Sub-Regional Workshop on Audiovisual Aids and Training Material Production.

the group should lookout for prior to the showing of the material, helping them develop questions that the group hopes the material will answer, or setting up specific things for which specific trainees will look as the material is shown.

Plan how to relate the material to your trainees' past experiences.

Room. Have any projection equipment set up and working prior to class time.

B. Presentation

- Present the material in an interesting manner, relating it to the group's past experiences and present interests,
- Present the material in a learning situation, being sure to emphasise the fact that audio-visual materials help us learn things that we wish to know,
- 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.
- Avoid sharing audiovisual materials with other groups when other trainer's purpose is identical with yours.

C. Follow-Up

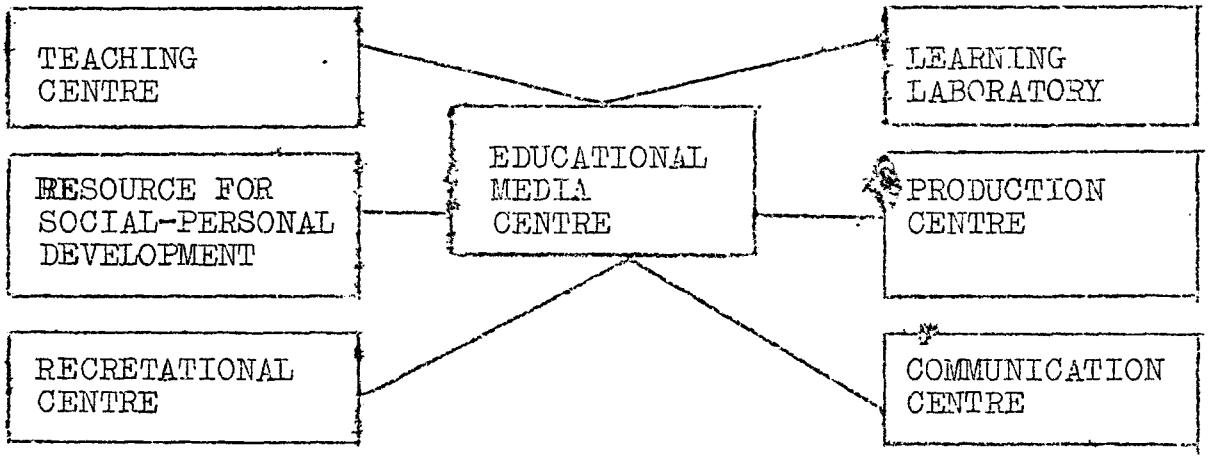
- Follow the showing of the audiovisual material in one or more of these ways: a) helping the group discuss questions that the material answer, b) having trainees practice the skill demonstrated by the material, c) giving trainees a test in the information presented by the material.

Selected Media and Their Unique Advantages

I SLIDES

- permit local production
- sequence of slides can be altered
- easily revised and updated
- combines effectively with taped narration

MULTI-MEDIA RESOURCES



- easily produced with inexpensive 35mm camera
- larger image area of a slide permits a better picture and more detail than a filmstrip does
- easy to store in trays
- pictures can be held in screen for class discussion as long as desired.

II FILMSTRIPS

- shows planned sequence of ideas
- encourages discussions
- poses material as desired
- used effectively with other media
- are available in many subjects
- can be stored easily
- room need not be dark for projection
- since the sequence is fixed, filmstrips can be used for independent study without concern that a student will rearrange the order of the material.

III OVERHEAD PROJECTION TRANSPARENCIES

- equipment is used in front of the room
- teacher can maintain eye contact with the class
- made to meet specific needs
- arranged in any order desired
- combines effectively with taped narration

- OHTs can be easily produced by the teacher
- bright and large images can be projected in a fully lighted room
- equipment is simple to operate and maintain
- equipment is relatively inexpensive

IV MOTION PICTURES

- record events as they happen and make the events available
- can be used to manipulate time.
- extend the limits of human vision
- present meaning involving action
- adds realism to learning situations
- influence attitude change
- compels attention
- bring other people and other nations to the screen

V TELEVISION

- offers a means of providing a common basis of experience for all who see a given programme at the same time
- capitalise upon immediacy
- magnifies demonstrations and illustrative material
- reaches audience of any size
- brings to classroom people, places and events that could not be seen otherwise
- students come to school as a confirmed TV consumers thus, the use of TV in instruction can capitalise on this acceptance and help them become more critical viewers
- makes it possible for teachers to be in two places at one time
- widespread use of videotape now permits programmes to be recorded and used when they are most appropriate
- immediate feedback of result and performance by teachers and students alike is possible.

VI DISK RECORDINGS

- many subject areas available
- materials cannot be erased
- inexpensive and readily available
- can enhance listening skills
- easy to store and use
- equipment is readily available and easy to use

VII TAPE RECORDINGS

- ease of recording
- available for immediate playback
- material edited for specialised use
- pre-recorded tapes easily scheduled
- synchronised with other media
- teacher can be in two places at one time if a recording can substitute for one's actual presence
- operation of tape recorded is relatively simple
- since cassette units are inexpensive, many students own them and can borrow from resource centres.

VIII REAL THINGS AND MODELS

- potential for increasing realism
- preferred when authenticity is desired
- help reduce the gap between instruction and later performance
- can be handled, manipulated, assembled and observed very closely
- space can be compressed
- trainees can help build the collections.

IX STILL PICTURES

- inexpensive and widely available
- provide common experiences for an entire group
- visual detail makes it possible to study subjects which would otherwise be impossible
- help to prevent and correct misconceptions
- offer a stimulus to further study, reading etc.
- help to focus attention
- easily manipulated.

X PROGRAMMED INSTRUCTION

- follows a logical sequence of thought
- 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
- well-suited to many kinds of learning tasks
- a wide variety of media can be used in presenting stimuli.

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.

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2 Media use should be consistent with objectives

3 Users must familiarise themselves with media content

4 Media must be appropriate for the mode of instruction

5 Media must fit students capabilities and learning systems and 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 material - if you so wish.

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 ensure 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 electricity 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 wire, 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.
- Rehearse your use of the materials.

- If necessary, find out who will assist you with projection and other services, and give necessary instruction in advance.
- Arrange materials for use in proper sequence and in proper position.
- Prepare the group for viewing the materials.
- Make your presentation, using good projection techniques (centering of the image on the screen, focus, sound level etc.)
- 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 behaviour 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 objectives or lack appeal, what revisions can be made?
- Are the arrangements for use of the materials convenient for instructor and students?

- 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 upto date by adding or substituting the absolete. Only by revision will your audiovisual material be kept timely and maintained at your standards of quality and effectiveness.

PHOTOGRAPHY - SLIDES WITH A PURPOSE§

- A summary

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 confuses our . . listeners. Words do not always have the same meaning to everyone.

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 is the purpose of this assignment - to help you plan, make, and present slides that help you communicate more effectively - slides that help your audience understand better.

Why Slides?

Slides have three basic strengths for communication. First, a slide can hold audience attention. 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 2x2 inch size facilitates compact storage and ease of handling.

Slides become even more effective when used with other visual media. Use them to get double use from wall

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§Summarised from the booklet SLIDES WITH A DIFFERENCE issued by Motion Picture and Audiovisual Markets Divn of KODAK.

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 summarise 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 realise. You already know the subject and the problem areas, so in making a slide presentation you will just be using a new tool to do the familar 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 grouping is discussed briefly:

Planning
Production
Adding Sound
Presentation

Planning

Analysing your audience
- Who is my audience
- How much does my audience know about the subject
- What are my audience's beliefs and prejudices
- How much can they understand at one time
- Why is audience here

Collecting and Organising
- Local library, newspapers, museum etc.
- Note-keeping on small cards
- Simple sketching relating to notes

Grouping and Editing
- Using planning board
- Grouping the cards

- Editing the cards according to presentation plan
- Reorganising and re-editing
- Finalising the sequence

Ask the following questions to yourself

- 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?

Production

Selecting a camera
- Your skill to operate it
- It produces good results
- Decide what size of slides are needed

Selecting a film
- Black and White
- Colour
- Size

Titling Techniques
- Taking direct photographs of titles
- Using cardboards
- Using photograph alone
- Using letters/words together with photographs
- Using sketch pens, instant lettering
- Colours

Lighting and Exposure
- Using sunlight
- Indoor lighting
- Floodlighting
- Using exposure meter
- Using copy stand
- Using basic two light arrangement
- Using three lights
- Check your planning cards

Shooting Techniques
- Objective or Subjective approach
- Shooting distance
- Long shot or establishing shot
- Medium shot
- Closeup shot
- Extreme closeup shot

Camera Angle
- Eye level shot
- High angle shot
- Low angle shot

Bracketing
Shooting duplicates
Composing your shots

Adding Sound

Tape-recorded commentary
Synchronisation process
Use pause signals using a bell
Use remote control/pause or forward signal/pulse

Presentation

Preparing the viewing room
- Screen placement
- Loudspeaker location
- Projector location

Preparing the Equipment
- Check bulbs, power supply and output
- Advance familiarisation
- Rehearse
- Extra supplies e.g., bulb

Dissolve Technique
Black Slides as separators
Slide Illuminators
Clean slides
Review the Material
Prepare your audience

Keep your narration simple
Provide impact to your presentation
- avoid reading your narration. Just discuss
- Project proper slides together with narration
- Do not talk to the screen

Storing your Slides
Reorganise for future use before sending to the stores.

(In addition to the booklet SLIDES WITH A PURPOSE several other informatory material was provided to the participants when they visited the KODAK Philippines as a part of a study visit programme.)

RESOURCE CENTRES, LIBRARY AND DOCUMENTARY AND INFORMATION CENTRES IN THE SERVICE OF TRAINERS IN COOPERATIVES (A SUMMARY)§

Ms Digna Medina-Mendoza
Head, Audiovisual Department, Far Eastern University
Executive Director
Philippines Universities Audiovisual Centre

01 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 Information Worlds

02 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 organisation has been added along with an element of human judgement.

03 The second information world is the document world of information centres, clearing house, documentation centres, and records centres, where information has been collected and organised but perhaps not evaluated in the same sense as in the literature world. In order for us to penetrate this world, we need the tool and understandings that come from paperwork management.

04 The third information world is the data of computers, telecommunication and automated information system, where the information is often numerical.

What is a Resource Centre?

05 What is a resource centre? First, a resource centre makes available sources of information both in print and audiovisual form to users - a hint here of its strategic place in the field of lifelong education like in cooperatives. Second, its chief purpose is to encourage self-instruction, whether supervised or entirely independent. To this end, it provides facilities for individual working on their own in small groups ranging from two students to a whole class and also in large group composed of several

§ This is the summary of the paper presented at the ICA-CUP sub-regional workshop on Techniques of Audiovisual Instruction & Development of Training Material. June 1984

classes. The centre shall provide for research and document - study for at least fifty 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 synchronisation series, photo-copying, photography, video etc. etc.

06 A resource centre may now be defined as a systematic structuring of materials, equipment and services available to students and teachers in teaching - learning situations. Its purpose is to implement curriculum goals whether these will be pursued in the classrooms, in the centre itself or in the community. The resource centre 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 appratus and equipment for this work, and

4 To offer a consultancy service for those using the centre.

07 Emphasizing that the Media library is the only one unit in the organisational structure of the Resource Centre which must at all times operate in full cooperation with other units, the functions of the Media Library are information, purchasihg, storage and access.

08 The types of material included may be classified as print media, visual media, sound media, multi-media 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.

09 Under the heading of Information, the Media Library is responsible for:

- Collection of learning materials from external and internal sources
- Cataloguing
- Budgeting for purchasing and for inhouse production of materials
- Forward planning, and

- Disseminating information about the activities of the Resource Centre.

10 As regards Collection, the only real problem is one of judicious selection.

11 As regards Purchasing, available resources shall be directly linked with local and regional curriculum projects.

12 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.

13 Easy Access to stock in a favourable learning environment is 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.

What is an Educational Media Centre (EMC)?

14 An "Educational Media Centre-EMC" is a central service agency in a school, college, or university 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 use of materials and methodology.

Educational Media Programme - Philosophy

15 The first basic assumption was that in any school, college or university, there should be a media programme 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 organisation at the individual school would be a unified programme under one administrative head. 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.

EMC - Its Components

16 In an Educational Media Centre there is a strong combination of a library, an audiovisual media service programme, non-traditional learning spaces and instructional development. A brief discussion follows:

Library: The shift has been from the library to a learning resource centre with a library of media. The emphasis is on learning as both a product and a process. Within the centre, with its consortium of specialists working towards the improvement of learning in school, flexibility is a key asset.

Non-Traditional Learning Spaces: The EMC should be a centre for innovation and experimentation. Thus, if one school so wishes, it may experiment with a tutorial centre within the non-traditional learning spaces in its learning centre. Another school may wish to institute a career, an independent studies programme, or a learning disabilities programme. Later, such programmes become interdependent and strengthened through interdependence.

The Instructional Development Service of the centre provides for the institution as a whole and for the centre itself. Within the centre it may help in developing media for an independent study programme - for a library orientation class, or multimedia teaching - an instructional development system.. The instructional development team may be made up of the centre's i) research specialists, ii) a print specialist, iii) a non-print specialist, iv) a learning specialist from a certain field like the learning disability programme, v) a subject-matter specialist from the teaching team, and vi) the system or instructional development specialist.

The Audiovisual Media Service Programme within the EMC 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 cell.

Objectives of the Audiovisual Media Service. The following objectives can be utilised as a set of guidelines or principles for setting up an audiovisual media service:

i) to facilitate the teaching-learning process through the competent application of instructional media

ii) to provide consultation, assistance, instruction, and services concerning the selection and application of instructional media

iii) To maintain a constant contact with the faculty concerning instructional problems and the application of instructional media

iv) To contribute to the development of courses and programme in all areas of educational technology

v) 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.

General Areas of Audiovisual Media Service. The structure can be described in terms of four general areas: Audiovisual media storage and distribution service, Instructional technology information centre, Instructional media demonstration laboratory, and Production services.

-The Audiovisual Media Storage and Distribution Service - this 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 upto-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.

-The Instructional Technology Information Centre serves as a research and demonstration centre concerned with educational technology state of the art. This type of materials would include source files on new products, shelved collection of instructional media and devices, and research reports and journals on instructional innovation and technology. The centre would assume responsibility for publishing periodic information bulletins and provide a liaison service through correspondence, conventions etc. and exchange visits with all groups in the field of instructional technology and innovation.

-The Instructional Media Demonstration Laboratory should be designed to train small groups of faculty and students in the proper methods of operating audiovisual equipment and in the preparation of instructional materials. A representative collection of audiovisual equipment should be constantly housed in the facility e.g., 16mm and 8mm motion projectors, filmloop projectors, overhead projectors, opaque projectors, slide and other transparency production equipment, 2x2 inch and other slide projectors, record players, and video and audio tape recorders.

-The Production or Media Preparation Service is responsible for providing the facilities as well as personnel necessary to enable instructors to prepare instructional materials.

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.

17 Media Centre (MC) is referred to the following generally used terms:

- Multi-media centre
- Learning Resource Centre
- Comprehensive library
- Multimedia learning centre
- Resource centre
- Library resource centre
- College library/media centre
- Instructional Media Centre
- Media Centre

18 According to UNESCO Survey Team the term "Centre Multi Media" 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.

TRAINING MATERIAL PRODUCTION ACTIVITIES WITHIN THE INDONESIAN COOPERATIVE TRAINING STRUCTURE - An Informatory Note

Ir Ngatiyo Ngyoko and Daman Prakash §

Introduction

01 The policy of the Government of Indonesia is to achieve rural development through the Village Unit Cooperatives (Koperasi Unit Desa - KUD) as stated in the Presidential Instruction No.2 of 1978. The major emphasis of this policy is to develop the capability and responsibility of the rural people for self-help and genuine participation in rural development through organisations which are owned and managed by themselves. This will require a large-scale operation for stimulating and building up the KUDs as a primary instrument for rural development and as the main organisation for increased food production and other rural development activities, particularly for the benefit of small farmers and other low-income groups.

02 In order to implement the policies of the Government and to strengthen the Indonesian Cooperative Movement, the Government has initiated several developmental programmes on its own as well as in collaboration with several international specialised agencies. The infrastructure within the Cooperative Movement is being built and further consolidated. Naturally a lot of emphasis has been placed on the development of human resources. Consequently a number of training programmes are being offered and implemented through a network of cooperative training institutions at the national as well as at the provincial level.

03 One such structure is the training and development structure, with the PUSLATPENKOP (National Cooperative Training and Development Centre) at the national level and 27 BALATKOPs (Provincial Cooperative Training and Development Centres) at the provincial level.

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§ This paper was presented at the ICA-CUP sub-regional Workshop on Techniques of Audio-Visual Instruction and Development of Training Material, Manila, June 1984. Ir Ngatiyo Ngayoko is the trainer at the PUSLATPENKOP in Jakarta, while Mr Prakash is the Education Officer-AVA at the ICA Regional Office, New Delhi.

Cooperative Training Structure and the ILO Project

04 Keeping in view the enormous task lying ahead of the authorities in educating the members of cooperative institutions and training of cooperative employees - both within the Movement and within the Department of Cooperatives - the Government took an initiative to find out from the International Labour Office (ILO) and the United Nations Development Programme (UNDP) if they could provide some support to this development activity. Accordingly the UNDP evaluation mission of 1979 stated in their report that in their opinion an adequate overall framework for cooperative development had been established. However, at the same time they commented that the organisational and management aspects of the cooperative development programmes are still rather weak and future UNDP assistance should particularly concentrate on those areas. As a result of this development a COOPERATIVE TRAINING PROJECT (INS-78-068) was developed jointly by the UNDP and the ILO and placed at the PUSLATPENKOP - the National Cooperative Training and Development Centre, Jakarta for a duration of approximately two years 1981-1983.

05 Some of the main activities of the Project were as follows:

- Development of training, management and administrative systems at the National Centre and at a few selected provincial centres,
- Development of detailed curricula, course programmes and training materials for various target groups,
- Training of faculty members of national as well as provincial training centres in training methodology, material production and subject-matter,
- Development of a Cooperative Training Material Production Centre at the National Centre and training of personnel in techniques of material production,
- Development of Management Consultancy Services for KUDs at the national level as well as at some selected provincial centres,
- Assistance in the development of cooperative training policies and systems,
- Provision of training opportunities to selected cooperative trainers within the country and/or abroad,

- Arranging training of nearly 1200 KUD managers book-keepers, Board members at two provincial cooperative training centres, etc. etc.

06 The ILO Cooperative Training Project was thus able to provide a good amount of support to the PUSLATPENKOP in the development of Material Production Unit by making available sufficient funds for essential equipment and one ILO Advisor on Audio-Visual Aids and Material Production. The ILO Advisor was responsible for the organisation, installation and development of the Unit, as well as for training of trainers in the techniques of production of training material. The Advisor was available to the PUSLATPENKOP during the entire duration of the Project.

Objectives of the Production Unit

07 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 training materials,
- to organise 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 Indonesian Cooperative Movement.

08 A large variety of training materials were already available to the training community but most of this material was not relevant as it did not reflect the current needs and developments of the Indonesian Cooperative Movement. A number of specialised agencies were also producing a host of training material. These were very good in quality but needed some changes in contents and presentation. There was a great need for adaptation and adjustment. Within the Indonesian cooperative literature world, very few suitable materials were available which could be used in classroom situation.

09 Trainers and cooperative authors have also been finding it difficult to have their materials published or distributed. There was thus a great need to streamline the whole system of training material for training purposes.

10 The Material Production Unit was thus designed to fill this gap.

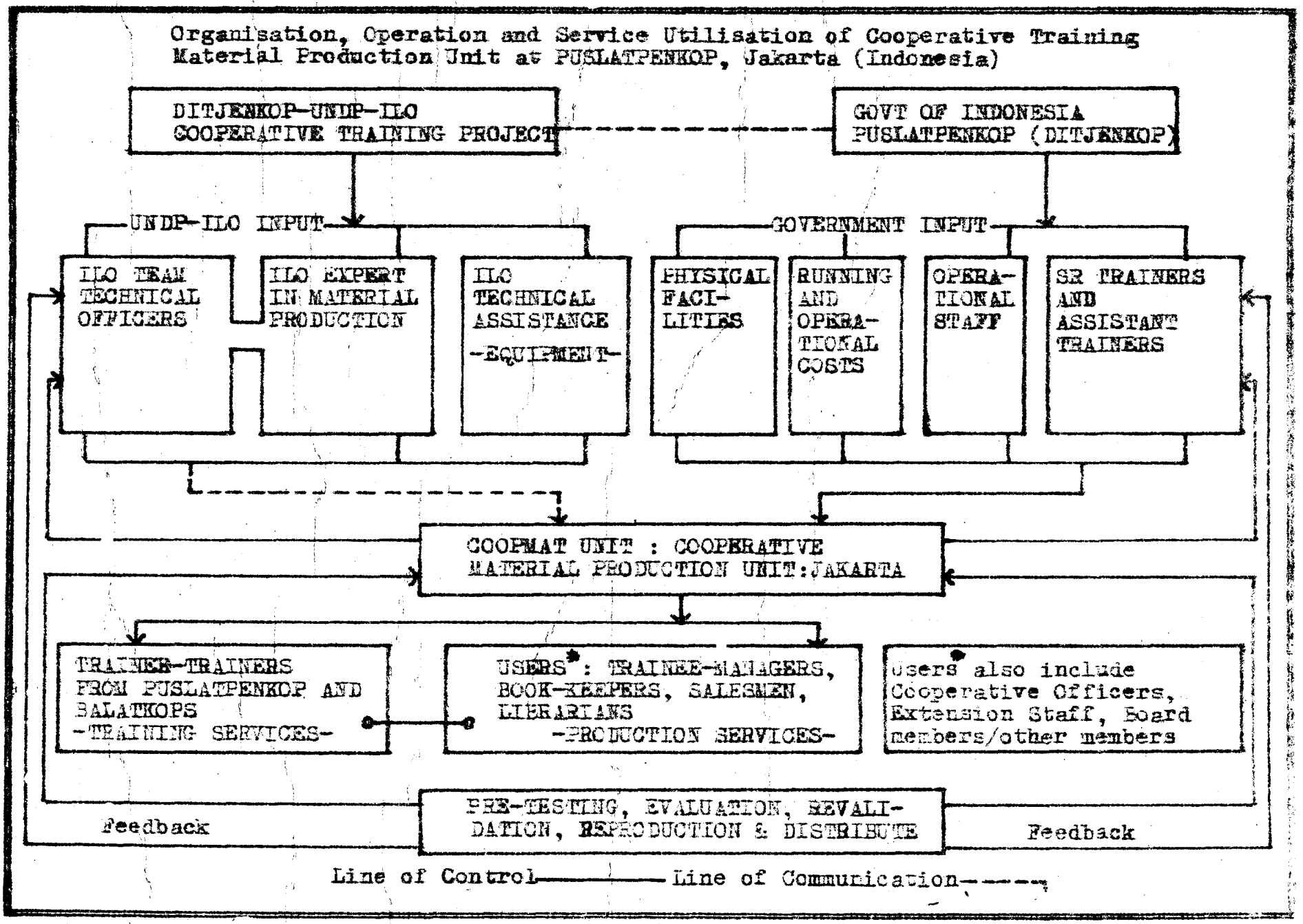
11 FIGURE-I describes the organisation, operation and service utilisation of the Material Production Unit at Puslatpenkop. The UNDP-ILO input included the provision of technical personnel as well as some expensive and essential equipments, while the Government of Indonesia provided physical facilities, running and operational costs, operational personnel etc. Through the channel of the Chief Technical Advisor of the Project, a good coordination and dialogue was possible between the ILO team and the national counterparts. The Material Production Unit was considered as a Service Unit for the entire organisation - even for the entire cooperative movement, and therefore, all possible efforts were made to keep it operational.

Equipment at the Unit

12 The following equipment is available at the Material Production Unit:

Gestetner Offset Duplicator 211	USD 12,000
Gestetner Offset Platemarker OEI	2,500
Gestetner Offset Fuser	500
Gestetner Paper Cutter H-14G	450
Gestetner Elec Duplicator 420	1,200
Cutting Machine	1,500
Perforator 3 holes Uchida	250
Drill Punch	100
Lion Paper Cutter	500
Bostich Elec Stapler B5E6J	200
Large stapler - manual	100
Numbering machine UN-15	100
Velo-Bind 100	750

Organisation, Operation and Service Utilisation of Cooperative Training Material Production Unit at PUSLATPENKOP, Jakarta (Indonesia)



IBM Typewriter:Selectric II	USD 11,000
IBM Typewriter:Selectric III	11,000
Lettering System	1,000
Transparency Maker	900
DAICHI Filing Cabinets	300
Steel Cupboards	500
Xerox Copier 5159	4,500
Screen Printing frames	300
Screen Printing table	700

13 In addition to the above, a sufficient number of other items e.g., inks, chemicals, blank offset plates, and other accessories are available.

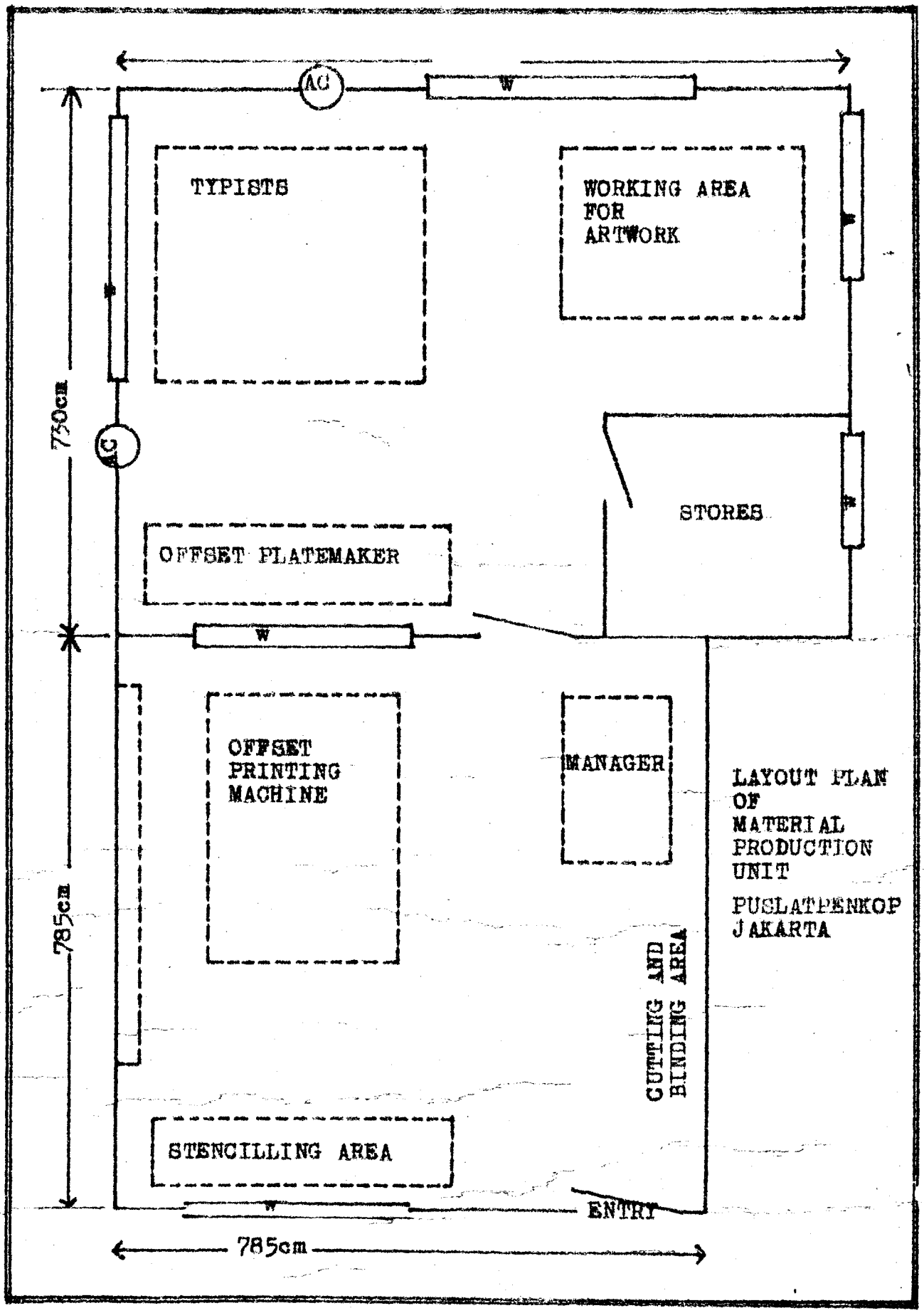
14 A special area within the Puslatpenkop campus has been prepared to house the Production Unit. FIGURE-II explains the location of the Unit as well as the placement of various equipments in the working area. As can be seen from the illustration, essential personnel e.g., typists and illustrators have been housed in the inner room which has the benefit of two airconditioners with a plenty of light in the room. The area marked "stores" is, in fact, going to be the photographic dark room for processing etc.

15 The Government has provided the following personnel to operate the Unit:

- Production Manager one
- Typists two
- Layout Designer one
- Machine Operator one
- Mimeo Operator one
- Binder & Gen Assistance two

16 Additional personnel support is available as and when needed.

17 One Trainer from among the faculty members of the Puslatpenkop is designated as Coordinator whose main task is to maintain cooperation and collaboration among the various departments within the Puslatpenkop and the Production Unit. It is he who is in overall charge of the Unit and all work goes to the Unit through him.


AC
W
TYPISTS
WORKING AREA FOR ARTWORK
730cm
AC
STORES
OFFSET PLATEMAKER
W
OFFSET PRINTING MACHINE
MANAGER
LAYOUT PLAN OF MATERIAL PRODUCTION UNIT
PUSLATPENKOP JAKARTA
785cm
CUTTING AND BINDING AREA
STENCILLING AREA
W
ENTRY
785cm

18 The internal organisational structure of the Material Production Unit is given in FIGURE-III. As can be seen from the illustration, the working of the Unit is under the charge of the Manager. The Manager gets his instruction from the Coordinator. The Coordinator is one of the trainers of the Puslatpenkop. All matters concerning the Unit - administrative, financial, operational - are dealt with by the Coordinator. The faculty members of the Puslatpenkop deal with the Unit through the Coordinator in order to avoid confusion.

Services Provided by the Unit

19 The Material Production Units provides a variety of services. It serves the faculty members of the National Centre, Dekopin (Indonesian Cooperative Council), Extension Division of the Department of Cooperatives, and others.

20 Some of the main productions of the Unit include:

- leaflets
- lecture notes
- internal working stationery
- overhead projection transparencies
- training packages
- Cooperative Education Bulletin (quarterly)
- audio-visual materials

21 The Material Production Unit has recently been actively engaged in the production of adapted versions of several ILO-MATCOM training materials e.g.,

- Marketing of Agricultural Produce
- Credit and Rural Savings
- Financial Management
- Staff Management
- Supply Management
- Storage Management
- Consumer Cooperatives

22 Some of the adapted versions of ILO-MATCOM material have already been issued.

Adaptation of Training Material

23 As mentioned earlier, a variety of training material is available at the Puslatpenkop for the use of faculty members, but their application has been limited owing to these materials being in English. The Puslatpenkop

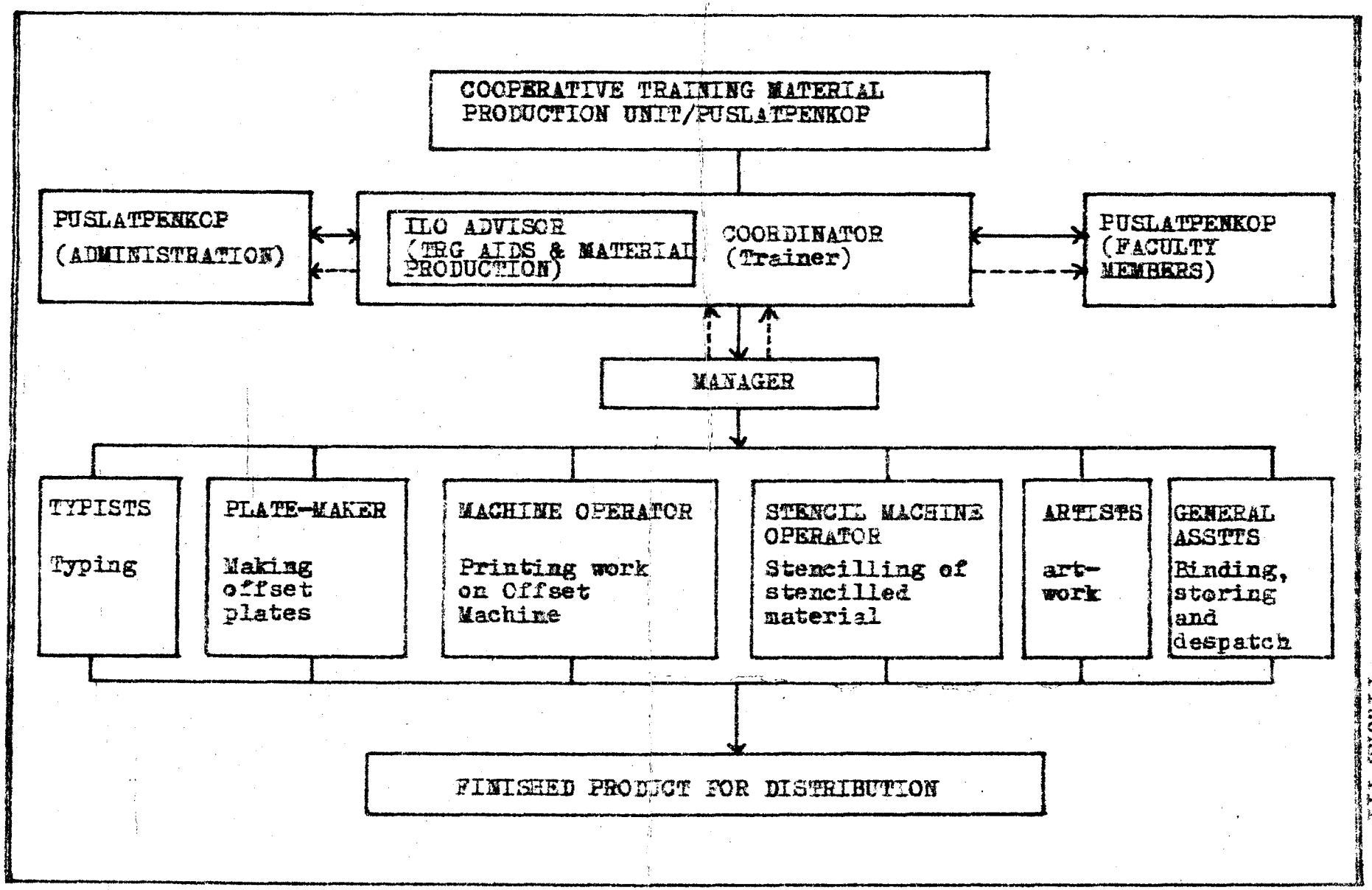

COOPERATIVE TRAINING MATERIAL PRODUCTION UNIT/PUSLATPENKOP
PUSLATPENKOP (ADMINISTRATION)
ILO ADVISOR (TRG AIDS & MATERIAL PRODUCTION)
COORDINATOR (Trainer)
PUSLATPENKOP (FACULTY MEMBERS)
MANAGER
TYPISTS
Typing
PLATE-MAKER
Making offset plates
MACHINE OPERATOR
Printing work on Offset Machine
STENCIL MACHINE OPERATOR
Stencilling of stencilled material
ARTISTS
art-work
GENERAL ASSTTS
Binding, storing and despatch
FINISHED PRODUCT FOR DISTRIBUTION

FIGURE 11

engages itself in adaptation work of this material. Special attention has been paid to the adaptation of MATCOM material and in this process the provincial centres have been actively involved.

24 FIGURE-IV explains the operational procedures adopted by the Puslatpenkop in the adaptation of ILO-MATCOM material. Special groups have been constituted from among the faculty members of Puslatpenkop and Balatkops to undertake the adaptation work. This work includes translation, validation workshops, finalisation of adapted material and its printing and publication.

25 FIGURE-V discusses in greater detail the methodology of production of cooperative training material. As could be observed from the illustration, a good amount of collaboration exists between the course participants and government and cooperative officials in production of training material. The Production Unit assumes a key position in the entire procedure.

26 It can be safely assumed that the Material Production Unit at the Puslatpenkop has been providing a very useful service to the faculty members and other cooperative trainers and educators, and also to the cooperative development organisations in the country.

Material Production Unit & the Media Resource Unit

27 While the Production Unit provides production services to the teaching faculty, the Media Resource Unit provides resources and technical support to the faculty members of the National Centre.

28 The main purposes of the Media Resource Unit are as follows:

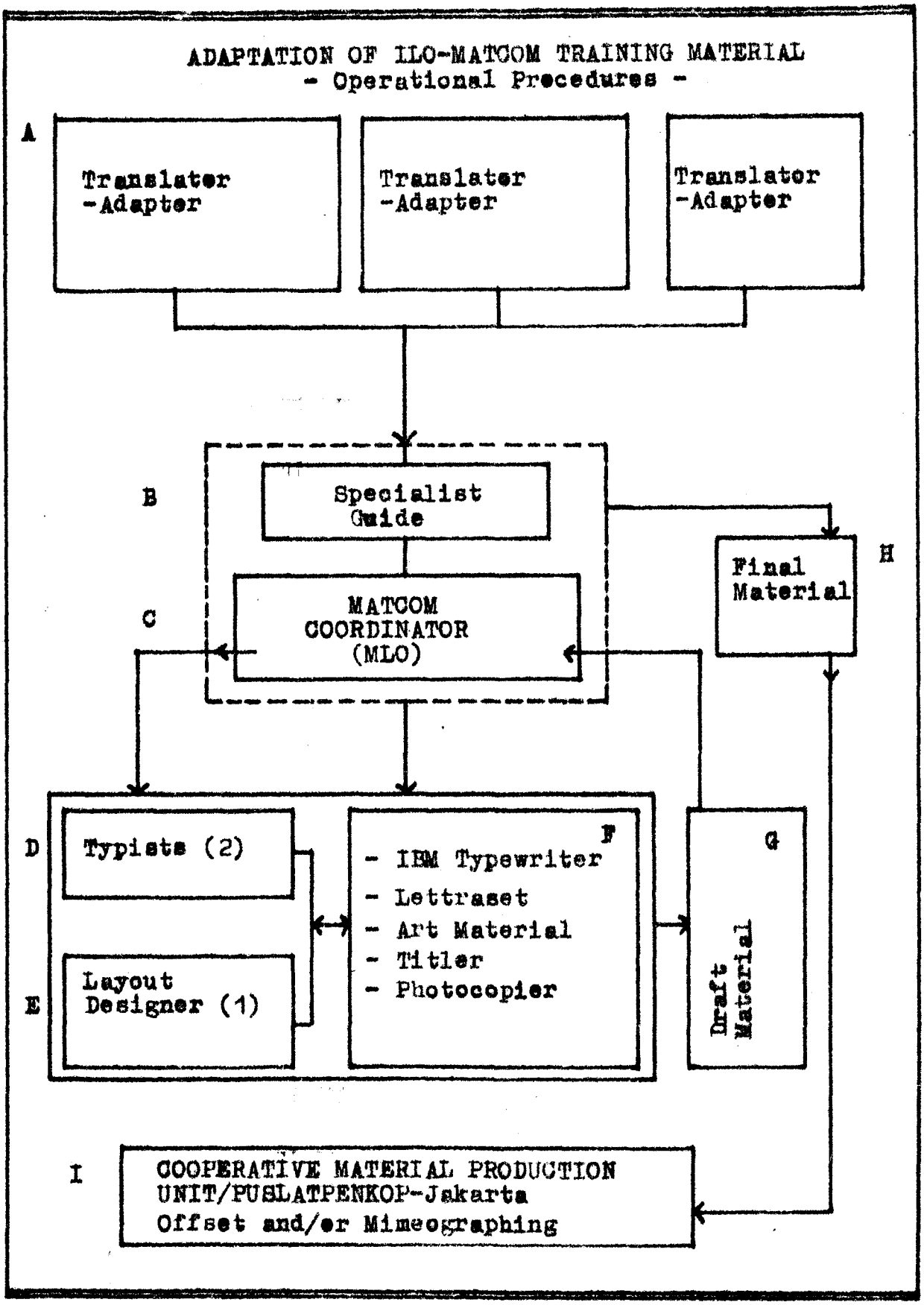
a to provide a specific area of work and storage where the trainers and participants could work on the production of their training materials and training aids,

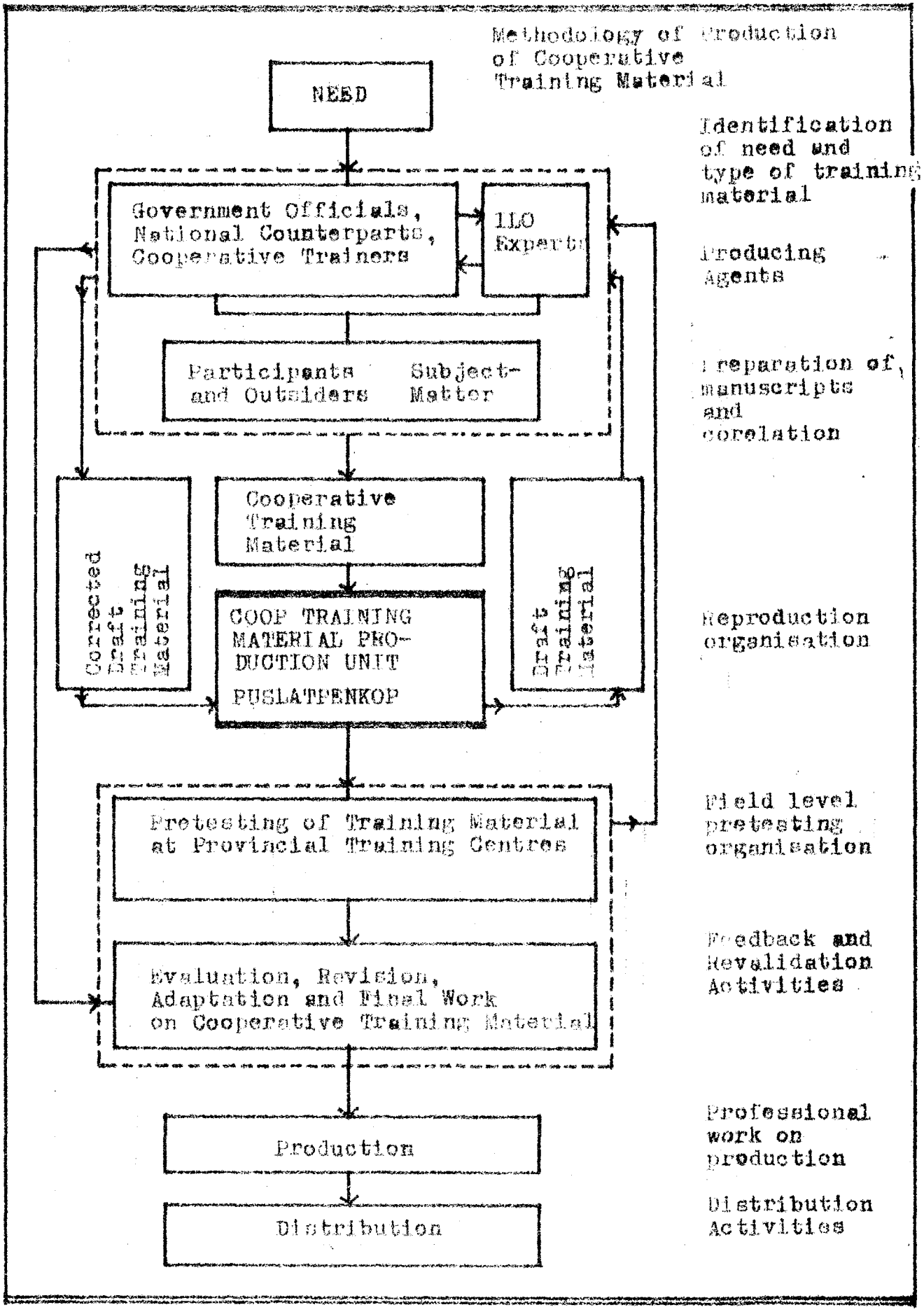
b to provide sufficient space for the display of training material produced and used by the trainers and the participants,

c to provide a specific area/location where certain training equipment could be demonstrated and used, and

d to provide the trainers and participants with a facility to obtain resources, information and software and make use of them under the guidance of a specialist.

FIGURE-IV


ADAPTATION OF ILO-MATCOM TRAINING MATERIAL
- Operational Procedures -
A
Translater -Adapter
Translater -Adapter
Translater -Adapter
B
Specialist Guide
C
MATCOM COORDINATOR (MLO)
H
Final Material
D
Typists (2)
E
Layout Designer (1)
F
- IBM Typewriter
- Lettraset
- Art Material
- Titler
- Photocopier
G
Draft Material
I
COOPERATIVE MATERIAL PRODUCTION UNIT/PUSLATPENKOP-Jakarta
Offset and/or Mimeographing


Methodology of Production of Cooperative Training Material
NEED
Identification of need and type of training material
Government Officials, National Counterparts, Cooperative Trainers
ILO Experts
Producing Agents
Participants and Outsiders
Subject-Matter
Preparation of manuscripts and corelation
Corrected Draft Training Material
Cooperative Training Material
COOP TRAINING MATERIAL PRODUCTION UNIT
PUSLATPENKOP
Draft Training Material
Reproduction organisation
Pretesting of Training Material at Provincial Training Centres
Field level pretesting organisation
Evaluation, Revision, Adaptation and Final Work on Cooperative Training Material
Feedback and Revalidation Activities
Production
Professional work on production
Distribution
Distribution Activities

29 The Puslatpenkop was able to prepare a special room within the campus and equip it for the purposes of the Media Resource Unit. FIGURE-VI explains the layout plan of the Unit and indicates the location of various equipments.

30 The Media Resource Unit has the following equipment and facilities:

- TV monitor (colour)	one
- Video unit	one
- Video Camera	one
- Video tapes	several
- OHP Transparency Maker	one
- Photocopier	one
- OHP	one
- Whiteboards	two
- Projection screen	one
- Drawing board and light box	one each
- seating arrangement for	10-15 persons

31 The Unit is also used for undertaking Micro-Teaching activities in connection with the Trainers Training Courses.

32 Although the Media Resource Unit is not a part of the Material Production Unit, yet it complements and supplements the training material activities.

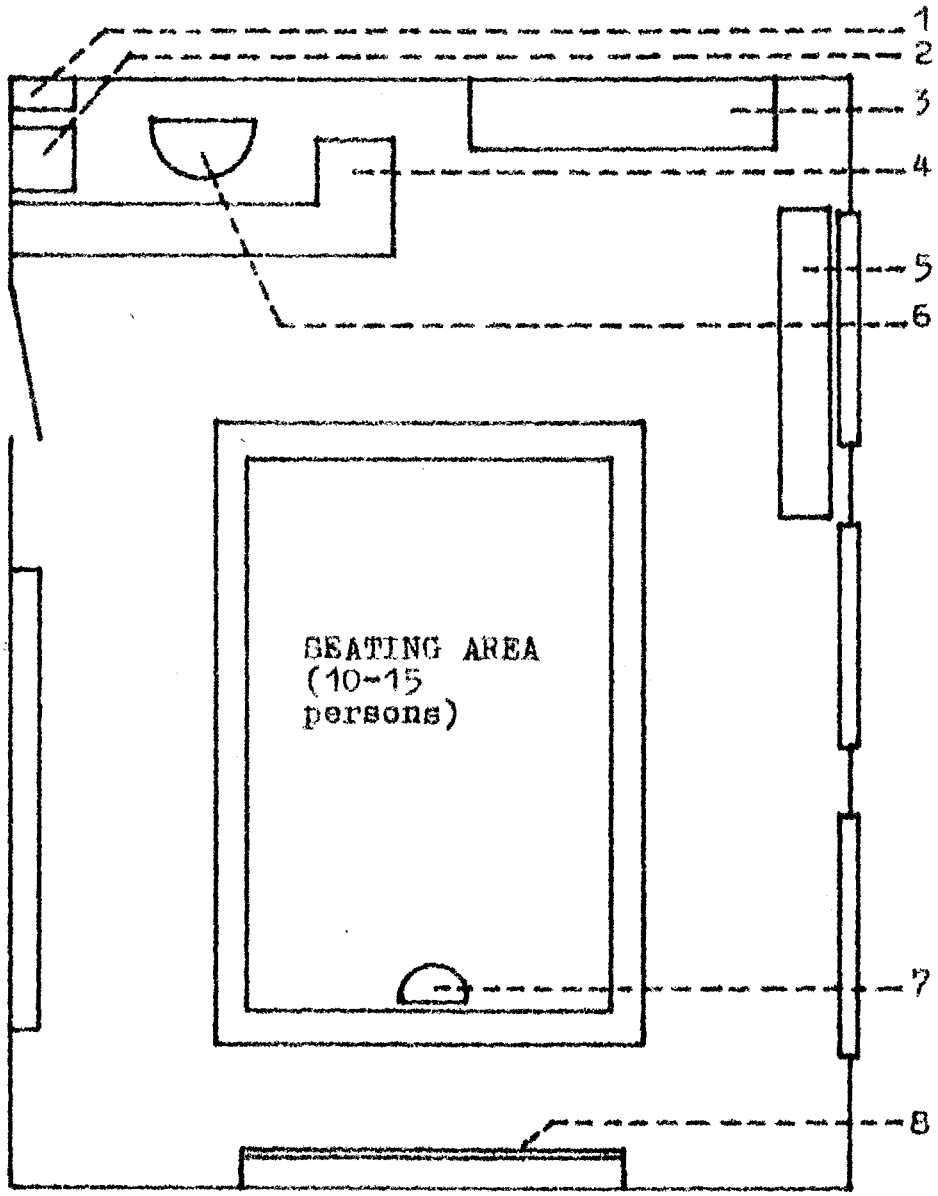
Conclusion

33 The creation of a Material Production Unit within the Puslatpenkop is a correct step in the right direction, and the participation of the ILO-UNDP in its development has been a positive participation. Although the activities of the Material Production Unit and the Media Resource Unit are still to be expanded and fully utilised, yet it is satisfying to note that the quality of material produced and used by the faculty members has considerably improved. The Indonesian cooperative training structure has this unique facility and all concerned are happy that this specialised service is now available to the cooperative education and training programmes in the country.

(Note: Mr Daman Prakash was the ILO Advisor working with the Puslatpenkop under whom this Production Unit was established. Mr Ngatiyo was one of the national counterparts assigned to Mr Prakash in the field of training material development.)

LAYOUT PLAN OF PUSLATPENKOP
MEDIA RESOURCE CENTRE

FIGURE-VI



Key to figures used in this illustration

1 Filing cabinet
2 Steel cupboard
3 Location of TV and OHT copier
4 Service counter
5 Cupboard for storage
6 Location of drawing board
7 Location of OHP
8 Whiteboard and Projection Screen

OPERATIONAL PROCESS WITHIN THE COOPERATIVE TRAINING MATERIAL PRODUCTION UNIT-PUSLATPENKOP (INDONESIA)

PERSON/OFFICIAL	TASK	
	PRINTED MATTER	STENCILLED MATTER
COORDINATOR	1 Receives the material from author and discusses with him about the TIME and layout etc	-do-
	2 Discusses with the Manager about its production	-do-
MANAGER	1 Receives the matter from Coordinator	-do-
	2 Prepares estimates on: - costs - materials - time-table	-do-
	3 Reports to Coordinator	-do-
COORDINATOR	1 Obtain funds and authority from respective sections	-do-
	2 Approves the job	-do-
	3 Instructs the Manager to proceed	-do-
MANAGER	Distributes work among: - Typists - Illustrator - Organises/ supplies etc.	
TYPISTS	- Ask for layout - Checks with author - Types, and - Hands over to Manager	-do- -do- -do- -do-

PROCESS (ii)

ILLUSTRATOR	- Illustrates material - Checks with author - Delivers to Manager	-do- -do- -do-
MANAGER	- Passes on to the Platemaker (Manuscript and illustrations) - Instructs the printer to prepare work schedule - Checks with the stores about: - paper - inks - chemicals etc.	- Passes on the stencils to Stencil Operator for duplicating - Checks with stores about paper and inks etc.
PLATEMAKER	1 Returns finished plates to the Manager 2 Returns the originals	
STENCIL OPERATOR		1 Duplicates the matter 2 Staples the matter 3 Store the used stencils for future use 4 Prepares delivery note and have it signed from the Manager 5 Delivers the matter to the author, and 6 Reports to the Manager

PROCESS (iii)

MANAGER	Passes on the ready-made plates to the printer for printing
PRINTER	1 Prints the matter 2 Delivers to the Binder 3 Used plates also go to the Binder for safe-keeping for future use 4 Returns originals to the Manager
BINDER/ GENERAL ASSISTANT	1 Binds the matter 2 Writes out a delivery note and have it signed from Manager 3 Delivers to the author 4 Or despatches (by mail or by hand) 5 Retains for storing: - 5 copies for use - offset plates - originals - illustrations
MANAGER	Reports to Coordinator with: - sample of work done - originals - requisitions for replenishments

A SELECT READING

AN INTRODUCTORY COURSE IN TEACHING AND TRAINING METHODS FOR MANAGEMENT DEVELOPMENT (Management Development Manual 36). Published by the International Labour Office, Geneva

AN INTRODUCTION TO LETTERING. R.Greer. Published by Pitman's Publishing Limited, London.

AV INSTRUCTION TECHNOLOGY MEDIA AND METHODS. Brown, Lewis and Harcleroad. Published by McGraw Hill, NY.

AUDIO-VISUAL AIDS FOR COOPERATIVE EDUCATION AND TRAINING. Botham., C.N., Published by the Food and Agriculture Organisation of the UN, Rome.

AUDIO-VISUAL METHODS IN TEACHING. Edgar Dale. Published by Dryden Press, Holt and Rinehard and Winston, N.Y.,

COMMUNICATION AND THE COOPERATIVE TEACHER. Daman Prakash. Published by the International Cooperative Alliance, New Delhi.

EDUCATIONAL PSYCHOLOGY. Pintner. Published by Barnes and Noble Books, New York.

EDUCATION AND EDUCATION OF THE TEACHERS. Peters. Published by Barnes and Noble Books, New York.

EFFECTIVE COMMUNICATION MADE SIMPLE. Eyre. Published by W.H.Allen and Company, London.

EXTENSION IN RURAL COMMUNITIES. Savile, A.H., Published by Oxford University Press, London.

GRAPHIC COMMUNICATION. Browman. Published by John Wiley and Sons, New York.

HANDBOOK FOR PREPARING VISUAL MEDIA. Ed Minor. Published by McGraw Hill, New York.

INNOVATIONS IN TEACHING LEARNING PROCESS. Chauhan. Published by Vikas Publishers, New Delhi.

IN THE WONDERLAND OF INDIAN MANAGERS. Prabhu. Published by Vikas Publishers, New Delhi.

LEARNING AND HUMAN ABILITIES - EDUCATIONAL PSYCHOLOGY. Klausmeier, Herbert J., Published by Harper and Row, New York.

METHODS AND TECHNIQUES FOR TEACHING. Kochhar. Published by Sterling Publishers, New Delhi.

MODERN TEACHING AIDS - A Practical Guide to Audio-Visual Techniques in Education. Atkinson, Norman J. Maclaren and Sons Limited, London.

PRINCIPLES AND METHODS OF TEACHING. Bhatia. Published by Doaba House, New Delhi.

TEACHING TECHNIQUES WITH SPECIAL EMPHASIS ON THE USE OF AUDIO-VISUAL AIDS. Manuscript of a Training Package. Daman Prakash and others. Published by CEMAS/International Cooperative Alliance, New Delhi.

TEACHING TECHNIQUES IN ADULT EDUCATION. Michael Stephens and Gordon. Published by David and Carles, Newton Abbot.

TECHNIQUES FOR PRODUCING VISUAL INSTRUCTIONAL MEDIA. Minor and Fry. Published by McGraw Hill, New York.

TEACHING AND TRAINING - A HANDBOOK FOR INSTRUCTORS. H.R.Mills. E.L.B.S. and McMillan Press, London.

THE MODERN PRACTICE OF ADULT EDUCATION. Malcolm Knowles. Published by Association Press, New York

THE MANAGEMENT OF LEARNING. Ivor K Davies. Published by McGraw Hill, New York.

TRAINING AND DEVELOPMENT HANDBOOK. Craig and Bittle. Published by the American Society for Training and Development and McGraw Hill, New York

TRAINING AIDS - A HANDBOOK FOR TEACHERS. Daman Prakash. Published by the Cooperative Teachers' Training Project, Colombo, Sri Lanka.

VISUAL AIDS - THEIR CONSTRUCTION AND USE. Weaver Gilbert G., and Bollinger, Eiroy W. Published by D.Van Nostrand Company, New York.

In addition to the above some of the manuals and Handbooks issued by the CEMAS (Cooperative Education Materials Advisory Service) International Cooperative Alliance would be very valuable.

And finally, here we are - all of us.

Caricaturist: Freddie Bartlome

THE INTERNATIONAL COOPERATIVE ALLIANCE

is one of the oldest of non-governmental international organisations. It is a world-wide confederation of cooperative organisations of all types. Founded by the International Cooperative Congress held in London in 1895 it now has affiliates in 66 countries, serving over 365 million members at the primary level. It is the only international organisation entirely and exclusively dedicated to the promotion of cooperation in all parts of the world.

Besides the Head Office of the ICA, which is in Geneva, there are three regional offices, viz., the Regional Office & Education Centre for South-East Asia, New Delhi, India, started in 1960, the Regional Office for East and Central Africa, Moshi, Tanzania, started in 1968, and the Regional Office for West Africa, Abidjan, Ivory Coast, started in 1979.

The main tasks of the Regional Office & Education Centre are to develop the general activities of the Alliance in the Region, to act as a link between the ICA and its affiliated national movements, to represent the Alliance in its consultative relations with the regional establishments of the United Nations and other international organisations, to promote economic relations amongst member-movements, including trading across national boundaries, to organise and conduct technical assistance, to conduct courses, seminars and conferences, surveys and research, to bring out publications on cooperative and allied subjects and to support and supplement the educational activities of national cooperative movements. The Regional Office and Education Centre now operates on behalf of 15 countries, i.e. Afghanistan, Australia, Bangladesh, India, Indonesia, Iran, Japan, Republic of Korea, Malaysia, Nepal, Pakistan, Philippines, Singapore, Sri Lanka and Thailand. ▢

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