

FIELD EXPERIENCE FOR COOPERATIVE TRAINERS

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International Cooperative Alliance
Regional Office & Education Centre
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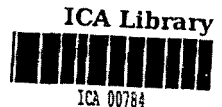
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Field Experience for Cooperative Trainers

Introduction

The adult trainer normally engages in human development for various occupations or training people for various social roles. The adult, on the other hand, is a vast resource of experience. Therefore, the educators role becomes a complex situation in contrast to that of a public school teacher. He has to create an environment for interaction of adults which would help to learn from each other. Such a learning environment cannot be created unless the adult trainer himself is a person with vast experience.

In many countries, the present day cooperative teachers are selected from young university graduates who do not have sufficient experience in the cooperative field. If they are selected from the job holders in the cooperatives, a gap would not exist at least for some time between the field situation and training. However, under the present system it is necessary to consider field experience as a priority requirement for cooperative trainers.

When we consider the present gap between the reality and the training available, we notice that the curriculum does not reflect the field requirements and does not help the trainee to apply whatever he learns from the training programmes in his job situation.

Field experience is one aspect of the total personality of the teacher which interacts and influences the formation of his personality. Therefore, field experience has to be considered along with the ideals and values of a cooperative trainer. Even if the trainer possesses vast experience in the field he would not become a good trainer unless he is developed personally.

The strategy to acquire field experience is simpler if

there are possibilities to release cooperative trainers to work in different capacities in the cooperative societies, but unfortunately cooperative movements in many countries are unable to do it due to structural and administrative problems. Therefore, alternative strategies will have to be worked out in order to provide trainers with appropriate field experience.

The Contemporary Cooperative Trainer

The cooperative trainers in many developing countries have emerged from a background of colonial organisation and the education systems developed at that time. These systems have rarely been updated. Only very few countries have tried to look into their own traditions to develop indigenous systems. However, many social and economic systems have not been able to keep pace with the developments in the developed countries. Some have tried to skip the mid-phase of development history of developed countries and tried to enter modern industrial development resulting in defused social systems with inbuilt social contradictions.

Cooperative systems which have to exist with the changing situations economically and socially too have to face this inevitable contradiction. The cooperative systems which cannot keep abreast of the times get defeated and go into dissolution. Some countries which did not have cooperative traditions are unable to develop any cooperative systems in the face of capitalistic economic development.

Some cooperative systems have to face competition with multi-national companies in many countries who gain control both of consumer trade and the production sector.

Modern management systems have been introduced in those fields where multi national companies operate. Even local private companies adopt these systems in some form. Competition among these companies is such that either they have to win or perish. Cooperatives become weak in this struggle unless they could face upto the situation. Some attempts have been made to integrate cooperative systems into socialist economic reforms which failed due to the

mishandling of voluntary participation and democratic control by the membership.

The cooperative trainer has played an unimportant role in this struggle of cooperatives. Very few successful managers opt to become trainers due to several reasons. Even the management of cooperative have underrated the achievements of cooperative education, in bringing about management efficiency which is the base for better return in business.

The cooperative system in a country which was under colonial rule emerges either as some form of resistance to oppression or as a tool of avoiding uprisings. When such a system is evolved and nurtured by the rulers, the guardian role of government would continue even after independence, and this role is often used as a political weapon.

This influence dominates even in the field of cooperative education. Government authorities not only decide the training policy, education system and the format of regular training courses but also the examinations and career prospects of the employees who are conditioned to this system.

What is the role of a cooperative teacher in this structure? Some countries have the situation of trainers appointed by the government and cooperative colleges run by the government. This arrangement fits into the history and the current system. In some situations cooperative teachers recruited by the national organisations function alongside the government trainer.

However, the recruitment of these trainers are from the universities and the high schools. Some may have had some experience in the cooperative field but not necessarily as successful managers. Many cooperative systems do not follow the principle of recruiting successful managers as trainers.

These teachers again come from an authoritarian public school system which is traditionally teacher-dominated. Even the cooperative education system follow this system of preparation of curriculum oriented to an examination system and this generally has little-relevance to the real field situations. Further this is in contradiction to the cooperative idea which seeks to help people to develop their po-

tentialities in economic ventures as well as integrating their creative ability with a voluntary organisation to achieve ideas of equity and social justice. Therefore, it is vital to adopt an ideology of cooperative education in keeping with these ideals.

The Cooperative trainer has to be developed through a properly constructed education system. The trainers are expected to implement an education system and they are trained how to do it. When the system is defective the trainers themselves become defective. Their personal development is also hindered in the process. Training of trainers is a part and parcel of those process.

A trainer engaged in teacher training has to face these problems and see that the immediate environment is prepared for developing trainers. He has to take into account the teachers' level of development; the learning systems and processes they have been exposed to the role of trainers in cooperative development, the training demands created and operated by the social and economic environment, the trainers personality, emotional-life and value orientation.

It must be noted that field experience for trainers would become conflicting to the present image of a teacher and consequently this has to be carefully planned. Traditionally the teachers do not learn from students. They function as teachers from the day they join the service as young graduates. Naturally they have to look into books for knowledge and experience, eg., they go to the extent of teaching how to conduct a board meeting without even participating even in one such meeting.

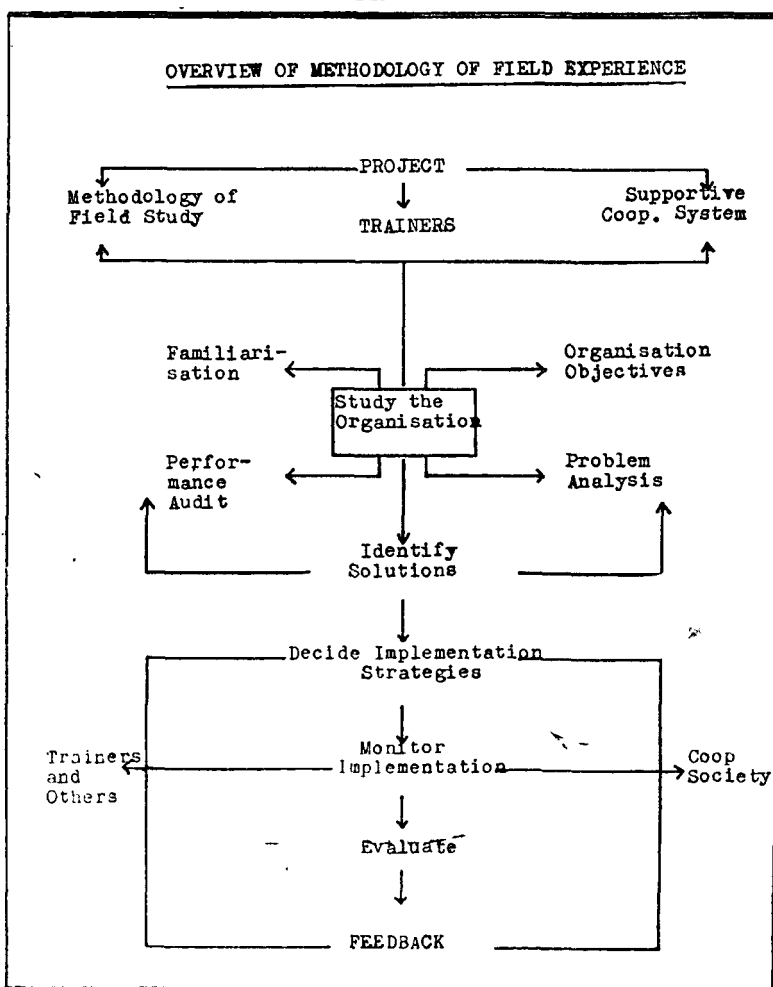
Another aspect is that any field experience programme should be integrated into a comprehensive trainer development programme. The field programmes should be complimentary to the achievement of the goals of such a trainer development programme.

The most important aspect is the need to develop a trainer as a person who is open to new experiences and who is able to have an existential approach to training problems. His personality development is very important in this respect. His personality influences his field work.

The best arrangement would be to allow the trainers to

work as actual job holders or leaders in the societies. They will be able to gain insight into a job situation by performing it. They will be able to obtain job skills too. However, the problem would arise that he would not be able to treat a problem in different dimensions.

It is also necessary to keep in mind that any field experience programme should bring at least indirect benefits to the Cooperative Society in the exercise. Otherwise the leaders and the managers of the society may not support the programme.



Concept of Field Experience for Cooperative Trainers

The various experience we had through several isolated attempts to develop teachers to practice learner controlled training approaches had difficulties due to the personality problems of the teachers. The psychosocial environment of teachers conditions them to a specific behavioural pattern and a specific value system. When this environment does not permit a person to become open to experiences and flexible enough to believe in human initiative and potentiality the task of this teacher trainer becomes difficult and complex. Therefore, the teachers training should become an integral approach accommodating inter-dependant teacher training activities. These activities may have the following components:

- Participative training techniques.
- Concepts of learning.
- Curriculum Development.
- Materials production.
- Audio Visual aids.
- Education management.
- Educational research.

These activities should be carried out based on the reality of the field situations. The materials and examples may be drawn from the actual field experiences. The participative training methods should be used to produce material for participative learning. Therefore, field experience serves as a means for self-development of a trainer.

All these activities should achieve the ideal of a fully functioning cooperative trainer. He should be exposed to experiential learning activities in order to discover the learning process himself. He has to assimilate the ideas during this experience and appropriate them himself. Generally trainers are reluctant to free trainees by allowing them to learn through creative and participative learning experiences due to their own non-exposure to such experiences.

Experiential learning of this nature has a quality of personal involvement. The total person with feelings and

cognitive skills lives in the learning event. The ultimate result of this kind of learning is change of behaviour and even the total personality.

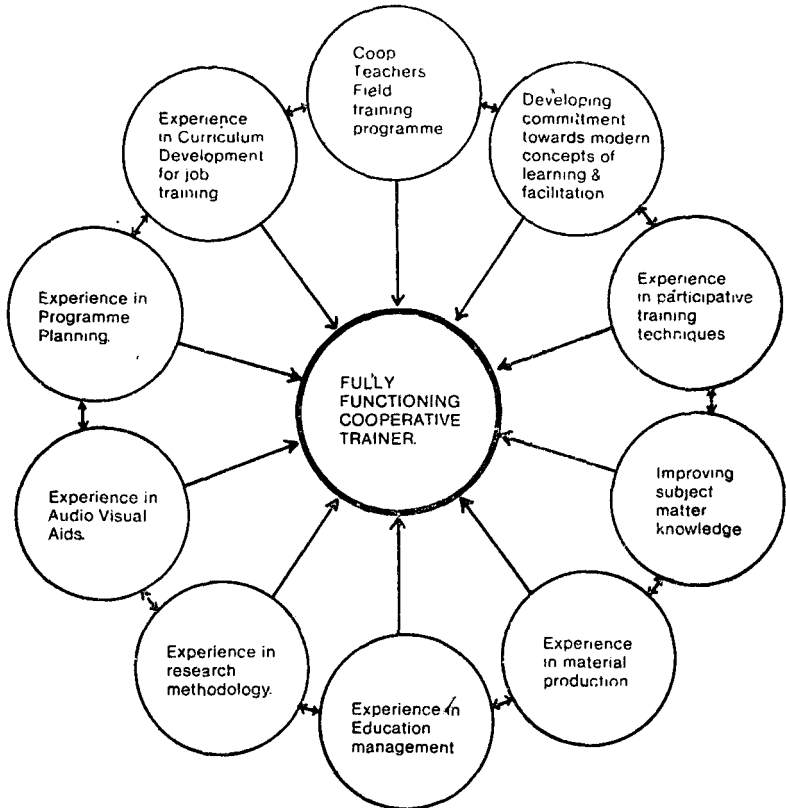
The cooperative trainer basically works through group processes. Therefore, he has to experience group behaviour, members interpersonal relationships and even group problems. The participative learning methods demand facilitation by the trainer. Unless the trainer himself is exposed to such experience he may not develop insight into group process. He may lack confidence in himself in dealing with groups. Rather he will prefer to work through lectures.

Therefore, any cooperative trainer should be a person who is existential and open to experience and conscious of the functioning of his body and mind and his aspirations and ultimately become a fully functioning person. This could not be achieved by teaching him teaching technology only. His total personality should undergo a process of change for development.

In this background any field experience programme should serve the following purposes in order to ensure the trainers development of personality and skills in training methodology.

- It should contribute towards his personality development.
- He should be able to work through various groups in the field maintaining balanced relations.
- He should be able to gain insight into the working of societies and their environment.
- The trainer should be able to gather enough material for simulation in his actual training sessions and prepare participative learning material based on them.
- He should be able to assess his own behaviour in the process of interactions with various persons in the groups.
- He should be able to match his learnings to actual field problems and develop solutions with the groups involved.
- The trainer should be able to test new training methods and techniques and validate them.

A possible strategy for dealing with a field experience programme based on the concepts and the objectives explained above is discussed below:



AN INTEGRATED MODEL OF TEACHER DEVELOPMENT.

The trainer who has an academic background in his subject matter should be exposed to a systematic field training programme. Following steps form the whole process of experience.

- Introduction to Cooperative Society.
- Familiarization with management, membership, employees and business operations.

- Performance analysis.
- Task analysis.
- Skills analysis.
- Identifying training needs.
- Developing programme objectives.
- Developing training programme.
- Creating education environment.
- Implementing training programme.
- Education counselling.
- Evaluating the programme.

In this manner, it is intended to develop the trainer to become a facilitator of a learning programme through a systematic process. Through this process he would study the structure and functioning of the organisation and put his experience gained in training technology to practice in actual situations. He will be exposed to challenging situations at the Society itself.

The framework of such a programme necessitates dealing with several groups of people at various levels:

Group	Level
—Other trainers.	Cooperative college.
—Board members.	
—employees.	Society level.
—members.	
—General public.	
Cooperative officers	
—Cooperative heads of Districts.	District Level.

The trainer essentially has to use his colleagues as a reference group. This peer group would ultimately help him to achieve the objectives of the programme. He starts his group process with his colleagues who function as an encounter group.

The study (encounter) group at the college should be developed into a cohesive and integrated group to achieve maximum learning experience. They interact with each other on the problems and the experience gained from the

societies. This is essential because the trainer has to deal with conflicting groups at the Society level. He may refer his problems and controversies to his peer group. However, it must be admitted that it would take considerable time to develop such a group.

The organiser has a very vital role in bringing the college peer group together as an informal yet interactive group. He has to identify the members personality individually and help them to grow by helping them to go through a process of action and reflection. He has to encounter their psychosocial conflicts through non-directive methods. The behaviourists models of group thereby could be adopted.

The group members interact with each other by narrating the experiences of their visits to cooperative organisations and deal with their own reactions to various situations. This would enable them to look into their own personality traits and behaviour and this becomes a therapeutic experience for them. The reactions and discussions of the peer group would help orientation.

The trainers would become more confident in dealing with such groups at the society level.

The encounter group may adopt psychodrama socialization or transactional analysis depending on the circumstances. Sometimes the programmer will be compelled to introduce group dynamic sessions to maintain better relationship. He may also introduce based on the problems put forward by the group members, some exercises on group problems as follows:

1. Contradictions, conflicts and tensions among individuals and groups in the organisation.
2. Clash of interests among the people and organisations.
3. Problems of communications in the organisation.
4. Motivational problems in the organisations.

The college encounter group functions as an unstructured group. The purpose and the situation have to be decided by the group.

The individuals should use the group sessions to giving response to others and receive feed back. They gradually develop non-defensiveness and understanding.

The outcome expected from the group are:

- To create awareness of our own feelings and ideas within ourselves and about others.
- To be able to be open to feelings and ideas of our own; become, more receptive to a wide range of expressive behaviour in others.
- To develop a high regard for the significance of feelings in living and working.
- To expand the repertoire of behaviour; develop skills in behaving in new and different ways.
- To integrate into a more coherent whole, the various parts that make up our personalities so that our identity is clear and more complete.
- To match our experiences in the group to our working situations.
- To develop social skills to get integrated into the community.
- To help the interest groups in the society to maintain a constant and open dialogue within the organisation and to avoid interpersonal or intergroup conflicts.

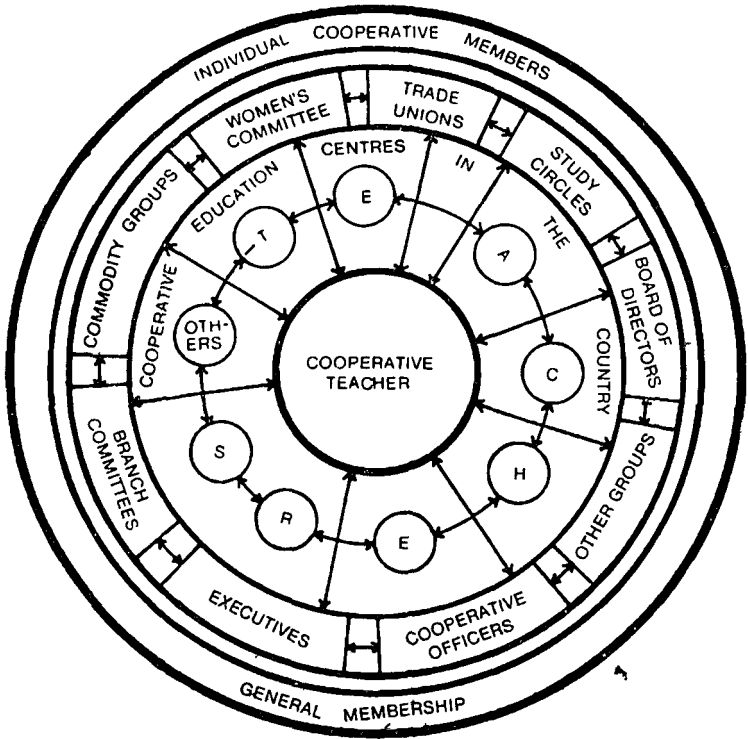
Kurt Lewin has explained the encounter group as a process of unfreezing, changing and enfreezing.

The programme starts with an introduction of the trainer to the society. They have to be accompanied by the organiser and introduced to board members, executives, employees and members. This is vital for trainers who have not visited cooperatives earlier. Even if they have visited may be for the purposes of collection of data and delivering a lecture a formal familiarisation approach is mutually beneficial.

It is desirable to allow the trainers to select their own society. Mutual understanding and positive response normally facilitate the programme.

The trainer should be thoroughly briefed about the prog-

CONCEPT OF FIELD TRAINING (EXPERIENCE) PROGRAMME



PROCESS OF INTERPERSONAL RELATIONSHIP OF A COOPERATIVE TEACHER IN A COOPERATIVE SOCIETY

ramme. They should be allowed to modify the model programme depending on the requirements.

After familiarisation the trainer gradually extends his horizon to the general membership through branch committees and employees.

The traditional approach for studying a situation or organisation normally takes a detached view of the situation, event or social phenomena. The observer tries to quantify things. This would not help the trainer to understand and interpret the dynamics of a cooperative society. A

cooperative society, being a social reality is ever changing. Hence a quantitative measuring tool does not facilitate defining the system. The observer has to touch the causes and effects of every issue. One particular situation in the society cannot be taken as a totality without considering the interconnected underlying elements and their social environment.

Therefore, any situation in a society has to be understood with its complexity and totality of factors which interact and interplay.

At the next step he is ready to undertake an in-depth study in selected areas.

It is very important to keep notes of his emotional reactions to any given visit going into personal details and giving frank impressions. The note should not be an official diary but a personal sketch. The organiser could receive a copy in order to review progress of the trainer or to detect any problems.

The encounter group should meet as regularly as possible. Failures and successes made by the trainer go a long way in the programme, otherwise the teacher has to withdraw.

The teacher has to get merged into the total reality of the society to perceive the situation better and analyse the emotional life of interacting individuals.

It is always advisable for the organiser also to visit the societies, which are being used by the trainers for their field experience.

At the next stage the trainer starts showing interest in performing a bigger role in transforming the Society to become more dynamic. Then he starts associating with the development tasks. The trainer by this time should be able to identify broad areas of gaps and convince the society on the need to change. The strategy that should be followed is reflecting his analysis with the groups concerned. Action and reflection are two sides of an integrated process.

Thereafter the trainer begins to collect data on specific areas of deficiencies. Study of official documents, case histories, observation of reactions by various groups to a problem are some of the methods he could adopt. Rigid

and structured interview procedures can be avoided.

These methods enable the trainer to re-assess the hypothesis he has already arrived at and look at new dimensions. The basic objective of such an exercise is to understand how they perceive their situation. What major problems they confront during their society life and in the final analysis, consciousness of the people about their problems.

The trainer has to organise the information systematically and interpret it. This includes analysis of actual situation of the group (society) and their perception of the situation. The gap between the reality of the situation and their level of perception forms the base for developing suitable educational processes.

He would analyse in depth the gaps at various levels of management and other groups, and present it to the people concerned. Such a presentation could motivate the groups to create a critical awareness of the problems of the society which could be solved through training. The people involved in the development of the society should become conscious of the existing reality and the changing dynamism.

This analysis provides the basic foundation on which he could develop a relevant plan with the groups. All level discussions and group opinions provide a checklist for his conclusions.

These needs have to be filtered into programme objectives. In this process personal objectives and organisational needs are integrated together. These objectives have to be achieved through designing learning activities by using proper training strategies.

Several models of training strategies are available and trainer is already exposed to such methods in the process of his academic training as a trainer. These training activities cover all categories of people in the society. They are exposed to a process of action and reflection in order to develop their capacity to critically evaluate the issues and find solutions through their initiation.

This process can be summarised into following steps:

1. Study human environment of the society which affects educational aspects.

2. Study and analyse:

- (a) Realisation of 3 objectives of the system—
Stability, growth and interaction.
- (b) Strategic parts of the systems.
- (c) The process which links main parts.
- (d) Ways of facilitating adjustments by processes.
- (e) Recognition of distortions or irregularities in the system.
- (f) Dealing with distortions and irregularities in the system.

3. Analyse data collected.

4. Logical findings.

5. Collect data on the organisation and critically analyse the objectives of the society and its actual performance.

6. Comparison between the objectives with the organisation of the society.

7. Identify the required jobs and human response in the society.

8. Preparation of the job analysis.

9. Study work performance of various categories.

10. Study behaviour in his role.

11. Prepare documentation and presentation.

12. Presentation of facts to the involved groups.

13. Prepare documentation on the present educational arrangements.

14. Prepare documentation on present levels and arrangements for education and evaluate their relevance to actual needs.

15. Identify what to teach.

16. Identify what not to teach.

17. Discuss with target groups and management.

18. Finalise documentation on the actual needs.

19. Organise needs into a priority system in consultation with groups.

20. Translate surviving needs into programme objectives.

21. Indicate progressive sequence of activities.

22. Discuss clearly limits of programme in terms of purposes, direction, content and methodology.

23. Decide on the depth, length, time and other details of the session.
24. Presentation of training programme.
25. Carrying out the programme with the group in the society.

It is necessary to say something about the duration of the field experience programme. Sometimes this could be taken as an on-going activity by the trainer where it is built to an integrated programme of trainer developments. However, this activity has to become a permanent process as the trainer has to exist with changing situations in the cooperatives.

The trainer should also have a flexible time schedule from the beginning upto the development of an internal training system in the society.

The time schedule as indicated in the appendix provides the trainer a guide line and checklist for his guidance.

The organiser of the field experience programme should have a feed back system developed to watch the progress. This could be done in two ways:

- Insisting on maintaining a record of personal notes on the visits and observations.
- Personal dialogue with the teachers and discussions at encounter groups at the college.

The trainer has to discuss and come to conclusions with the organiser and the group members at the college. Each step has to be checked with society groups for their comments and agreements. It is necessary to deal with the society groups as a facilitator and not as a traditional teacher.

Conclusion

The role of a cooperative trainer is to provide learning experiences to trainees through a logically formulated training programme. He develops not only the skill as a facilitator but also participates in the process as a learner. When he adopts a systematic development of training with the so-

ciety, he learns and practices various components of such an exercise. This provides actual training ground for him unlike in a laboratory training, programme planning and implementation situation. He learns the functioning of the society systems, its complexity, problems and dynamics. He develops a training programme with the groups which is realistic and practical in terms of society needs. He gets an opportunity to prepare training material such as case studies, ranking exercises, role plays and in tray exercises etc. based on actual experiences in a society.

The teacher could also participate in changing problematic situations into achievements in terms of management efficiency and business operations of a society. He will feel the changes and participate in the permanent process of action and reflection.

The trainer who undertakes such an experienced programme would gain more balanced growth through meeting field situations for his total development. The society would also experience a positive change which ultimately enhances the image of the teacher.

The trainer will also gain confidence and skill for facilitation at the college group and at the group meetings. The problems, conflicts and tensions he encounters at the society are discussed and analysed in these meetings. Constant group meetings are held not only to decide these problematic issues but also to analyse the trainers re-actions and responses to experiences, so as enable him to become an open and fully functioning person. The organiser helps the group to develop group cohesiveness and interactions to achieve meaningful group experiences.

As the field experience programme is focussed upon the development of the cooperative teacher the impact is visible in his job behaviour. Therefore, assessment could be made in terms of his behavioural change. Behavioural changes occur on the basis of the progress made on knowledge, attitudes and skills. The indications are his emotional reaction to problems, subject-matter knowledge, performance at work and creativity. However, it is difficult to isolate the impact of the field experience programme alone as the model is integrated with other teacher development activities. The

ultimate goal of evaluation of the cooperative trainers field experience programme would be to assess the appropriateness and relevance of the programme to meet the deficiency created by the educational and psycho-social environment of the teacher and to make necessary adjustments and changes in the format and functioning of the programme to become meaningful for the participant.

**MODEL WORK PROGRAMME FOR
FIELD EXPERIENCE PROGRAMME FOR COOPERATIVE TEACHERS**

<i>Time Schedule</i>	<i>Activity</i>	<i>Steps</i>	<i>Participants</i>
Three months	Introduction to Cooperative Society	<ol style="list-style-type: none"> 1. Preliminary discussions with facilitators of the field experience programme. 2. First meeting of the centre group. 3. Meet Board of Directors of the society along with the facilitator. 4. Keep observation in notes and maintain a diary. 5. Discussions with the centre group. 6. Attend branch committee meetings. 7. Keep notes and maintain a diary. 	Cooperative Teachers & facilitators. -do- Cooperative Teachers, facilitator and the board of directors. Cooperative Teachers. Centre group facilitator.
			Branch committees, Secretary to the society and cooperative teachers. Cooperative teacher.

One month	Familiarisation with the management, organization of society.	Centre group meeting. Read documentation on the Cooperative society. Attend & observe proceedings of a society general meeting. Keep notes & discussions with the centre group. Attend & observe branch general meeting. Keep notes & discussion with the centre group. Meeting with the centre group & the facilitators.	Centre facilitators. Cooperative teacher. Cooperative teacher & representatives of the society. Centre & the facilitator. Cooperative teacher. Branch member. Cooperative teacher & centre group with the facilitator. Cooperative teacher, Centre group. Cooperative teacher.
		Collect & study all possible documents in the society. (Bye-law, working rules, audit reports & progress reports etc.) Analysis of existing situation of the society vis-à-vis members need.	Cooperative teacher.

<i>Time Schedule</i>	<i>Activity</i>	<i>Steps</i>	<i>Participants</i>
	Familiarisation with business operations of the society.	Discussion with the centre group. Observe function of the society & study problem.	Cooperative teacher, centre group & the facilitator. Cooperative teacher.
Two months	Familiarization with membership.	Meet & discuss with member on random basis. Keep notes and discussions with the centre group. Meet informal groups of members & discuss on their aspirations. Keep notes & discuss with the centre group.	Cooperative teacher, individual members. Cooperative teacher, centre group; & facilitator. Cooperative Teachers member groups. Cooperative teachers, centre group & facilitator.
Three months	Familiarisation with staff of the society.	Interview with the executive staff. Maintains observation notes & with the centre staff. Study work distribution & talks of the staff.	Cooperative teacher society staff. Cooperative teacher & centre group with the facilitator. Cooperative teacher.

One month	Performance analysis.	Observe functions of the staff & study problems. Collect data on the organization & critically analyse. observation of the society & actual performance.	Cooperative teacher. Cooperative teacher.
One month	Job analysis	Comparison between the objectives & the organization of the society. Discussion with centre group.	Cooperative teacher & Society staff. Cooperative teacher, centre group & facilitator.
One month	Skill analysis	Analysis of jobs. Analysis of skills required to perform jobs.	Cooperative teacher & staff. Cooperative teacher & society staff.
One month	Performance appraisal of the employees.	Discussion with centre group. Appraisal of the total organization.	Cooperative teacher, centre group & facilitator. Cooperative teacher & society staff.

<i>Time Schedule</i>	<i>Activity</i>	<i>Steps</i>	<i>Participants</i>
One week	Presentation of appraisal to the society.	Appraisal of various sections.	Cooperative teacher & society staff.
One month	Identifying training needs.	Appraisal of staff.	Cooperative teacher & society staff.
	i. Basic organization needs.	Discussion with centre group.	Cooperative teacher & centre group & the facilitator.
	ii. Individual needs of the leader, staff & the members.	Discussion with the Board of Directors.	Cooperative teachers & the board.
		Prepare documentation on the present levels of training.	Cooperative Teacher.
		Discussions with the centre staff.	Cooperative teacher, centre staff & the facilitator.
		Identify performance deficiencies.	Cooperative teacher, leaders, staff & individual members.
		Identify what to teach	Cooperative teacher.
		Identify what not to teach.	Cooperative teacher.

<i>Time Schedule</i>	<i>Activity</i>	<i>Steps</i>	<i>Participants</i>
Two weeks	Translate need into programme objective.	<p>Discussion with the centre group.</p> <p>Discuss with society staff.</p> <p>Discuss with members.</p> <p>Analyse conflicting interests of persons & groups in the society.</p> <p>Discussion with centre group.</p>	<p>Cooperative teacher, centre group & the facilitator.</p> <p>Cooperative teacher & the society staff.</p> <p>Cooperative teacher.</p> <p>Cooperative Teacher.</p> <p>Cooperative teacher, centre group & the facilitator.</p> <p>Cooperative teacher.</p>
Two months	Preparation of a training programme.	<p>Decide on dynamic integration theory (indicate progressive sequence of activities & scheduling of activities)</p> <p>Define clearly limits of programme in terms of purposes, climate, content & methodology.</p> <p>Direct the length of their individual sessions.</p>	<p>Cooperative teacher & target group.</p> <p>Cooperative teacher & target groups.</p>

<i>Time Schedule</i>	<i>Activity</i>	<i>Steps</i>	<i>Participants</i>
		Vary the depth of activities. Specify the limits in size of various activities.	Cooperative teacher.
		Assess the cost of training.	Cooperative teacher.
		Arrange physical setting.	Cooperative teacher.
		Consider target group & their training needs.	Cooperative teacher & target group.
		Decide on the depth of emphasis for various programme areas.	Cooperative teacher.
		Decide strategy for maintaining harmony & friendliness among target groups.	• Cooperative teacher.
		Select informal physical facilities.	Cooperative teacher.
Two weeks	Formats of learning	Imagine creatively ultimate results of the integrated aspects of the programme.	Cooperative teacher.

		Identify ways in which the target groups are organized to conduct training activity.	Cooperative teacher & target group.
		Identify suitable ways for individual & group learning	Cooperative teacher & target group.
		Discussions with centre group	Cooperative teacher, centre group & facilitator.
One month	Training environment	Study human environment of the society which affects training.	Cooperative teachers.
One month	Training environment	Study human environment of the society which affects training.	Cooperative teacher.
		Plan & arrange for positive training environment in the society.	Cooperative teacher & society management.
		Discussion with the centre group.	Cooperative teacher, centre group & the facilitator.
One year	Implementation of the programme	Conducting training programme with external resources when necessary.	Cooperative teacher, target group facilitator & external resource persons.

<i>Time Schedule</i>	<i>Activity</i>	<i>Steps</i>	<i>Participants</i>
Continuous	Education counselling	Occasional discussion with the centre group. Establishing a climate conducive to self-analysis & self direction. Discussion with the centre group. Assessing needs & interests of the individuals for further learning in the light of his model of what he wants to become. Helping to formulate his step by step learning objectives. Discussions with the centre group. Helping individuals to identify the resources available to him & map-out a sequence of learning experience.	Cooperative teacher, centre group & the facilitator. Cooperative teacher & target group. Cooperative Teacher, centre group & facilitator. Cooperative teacher & target group. Cooperative teacher & target group. Cooperative teacher, centre group & the facilitator. Cooperative Teacher & target group.

<i>Time Schedule</i>	<i>Activity</i>	<i>Steps</i>	<i>Participants</i>
Continuous	Evaluation of the programme.	Helping him continuously to evaluate his progress towards his objectives & repeat the cycle.	Cooperative Teacher & target group.
		Discussion with the centre group.	Cooperative teacher, centre group and the facilitator.
		Decide when to evaluate, who should evaluate & what to evaluate.	Cooperative teacher.
		Formulate the evaluation format.	Cooperative Teacher.
		Collecting the data.	Cooperative teacher & target group.
		Analysing the data and interpretation.	Cooperative teacher.
		Modify plans, operation & programme.	Cooperative teacher, target group, centre group & the facilitator.
		Discussion with the centre group.	Cooperative teacher, centre group & the facilitator.

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