

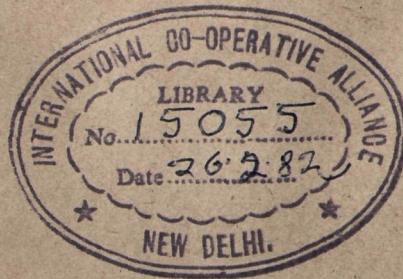
# INTERNATIONAL CO-OPERATIVE ALLIANCE

Regional Office for East and Central Africa

ICA SEMINAR ON

## PRODUCTION & USE OF AIDS IN CO-OPERATIVE EDUCATION AND TRAINING

KAMPALA 10th - 14th APRIL 1972  
REPORT AND RECOMMENDATIONS



334:37 (b)  
ICA/ROECA

ICA Regional Office for East and Central Africa,  
P O. Box 946 - MOSHI - Tanzania.

## L I S T   O F   C O N T E N T S

<u>Colour Code</u>	
Green	Background Paper
Green	Programme
Green	List of Participants
White	Report and Recommendations
Yellow	Group Reports
Blue	Country Reports
	- Kenya
	- Tanzania
	- Uganda
	- Zambia
Pink	Book-list

## THE PRODUCTION AND USE OF EDUCATION AIDS

An ICA Seminar to be held in Kampala, Uganda, April 10 - 14 1972  
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BACKGROUND: Education, training and instruction - on various levels, in various forms and directed to various target groups - are accepted as perhaps the most important instruments to be used in co-operative development. Whatever area of the co-operative field being brought up for study and planning, with the aim of improved performance, one will find that education and training are deemed to be the crucial factors, and additional efforts to expand and improve the educational work are recommended.

Governments and Co-operative Movements in East and Central Africa, are, in recognition of this situation, allocating increasing shares of the scarce resources of finance and manpower to education and training. Co-operative Colleges are being built, and an extensive machinery for field education is being organised.

If education and training thus are important instruments for a sound and economic co-operative development, also these instruments in themselves must be kept in highest trim. The highest possible efficiency should be the aim.

Teaching - or learning, if seen from the receivers' viewpoint - is the process of conveying a message, which we may call knowledge, from a teacher to a recipient student. The extent, to which the message is clearly received and understood, determines the efficiency of the teaching. A loss in that process is a loss of efforts, time and money invested.

Modern pedagogy stresses the use of aids, as a means of improving and reinforcing the learning process. The mere instructive talk by a teacher is not sufficiently effective, especially in a situation where the recipient student's frame of reference is limited, due to factors such as environment, experience, language etc.

This is also recognized by co-operative educationists in the region, and the problems of selecting the right types of aids to use, production of selected aids and the proper use of produced aids have come into the foreground.

REQUEST: The ICA Office was therefore requested by a combined meeting of the Regional Council and the Working Party on Education in December 1971, to organise a seminar for co-operative education leaders on problems related to the production and use of teaching aids. The Seminar is now planned to be held in Kampala the second week of April 1972 ( Monday 10 - Friday 14).

The convening of the Seminar can also be seen as a response to one of the recommendations adopted by the ICA/UNESCO International Conference of Co-operative Education Leaders, held at Jongny, Switzerland, in December 1970:

" The Regional Offices of the ICA should promote seminars on the production of teaching material and the use of mass media; particular attention should be paid to the preparation and use of audio-visual material and radio programming."

OBJECTIVES: To promote an increased use of aids in co-operative teaching and information, for the purpose of improving and reinforcing co-operative education work, by giving the leaders of co-operative education/training in the region an opportunity to

- exchange ideas and experience on the need of education aids, the selection of aids, the problems of production of aids and the problems connected with the use of aids
- enter into a discussion of the possibilities of exchange of aids, and a co-ordinated production of aids, for the purpose of achieving savings of finance and labour.

PARTICIPANTS: The members of the ICA Working Party on Education, who are, from each country:

- Principal of Co-operative College
  - Officer responsible for education, in the Commissioners Office.
  - Secretary General of national apex organisation, or his representative
- and also other education leaders or aid technicians on national level. A total participation of about 20 is anticipated.

- WORKING METHOD:
1. Each country delegation to deliver a report, based on a separate request from the ICA Office, to be circulated.  
( Please take note that the preparation of the country report will call for "group work" between the delegates.)
  2. A few lectures delivered by professionals in the field.
  3. Group work and plenary sessions, guided by the objectives of the seminar.

The ICA Office will distribute a detailed programme to the nominated participants.

SEMINAR cum WORKING CONFERENCE ON "THE  
 PRODUCTION AND USE OF EDUCATION AIDS  
 FOR CO-OPERATIVE EDUCATION/TRAINING".

KAMPALA, 10 -- 14 APRIL, 1972.

Day/Date	Time	P R O G R A M M E
Monday 10	9.00	OPENING
	9.30	Introductory discussion on the objectives of the Seminar, and on the terminology in the field of education aids.
	10.30	TEA/COFFEE BREAK
	11.00	Country Report (Tanzania) " " (Uganda )
	12.30	LUNCH
	14.00	Country Report (Kenya ) " " (Zambia )
	19.00	A film on "VISUAL AIDS" introducing a coming discussion.
Tuesday 11	8.45	Visit the Audio Visual Aid Centre at the Institute of Education, Makerere University, for demonstration and discussion of production of aids.
	12.30	LUNCH
	14.00	Group Work on Topic I: "Selection of the right aids for Co-operative Education"
	18.00	Discussion on the film shown on Monday.
Wednesday 12	9.00	The ICA Office presents its plans for production of aids for Co-operative Education Secretaries Discussions
	10.30	TEA/COFFEE BREAK
	11.00	Plenary Session on Group Topic I
	12.30	LUNCH
	14.00	Sightseeing by bus in Kampala and surroundings. Time for shopping.

Day/Date	Time	P R O G R A M M E
Thursday 13	9.00	Group Work on Topic II: "Problems related to the use of aids"
	10.30	TEA/COFFEE BREAK
	11.00	Plenary Session on Topic II
	12.30	LUNCH
	14.00	Group Work on Topic III: "Problems related to the production of aids"
Friday	9.00	Plenary Session on Topic III, leading to a discussion on the possibilities of co-ordination and collaboration in the field of production of aids for co-operative education/training in the region.  CLOSING
	12.30	LUNCH  In the afternoon departure

ICA SEMINAR/WORKING CONFERENCE ON "THE PRODUCTION AND  
USE OF EDUCATION AIDS", KAMPALA 10 - 14 APRIL 1972

LIST OF PARTICIPANTS

KENYA:

Mr. J.G. Ayugi	Principal	Co-operative College of Kenya P.O. Box 24814, KAREN, Kenya.
Mr. G. Knutsson	" (Nordic Adviser)	" " " " "
Mr. J. Mukule	Tutor	" " " " "
Mr. D.O. Arende	Asst. Commissioner (Education)	Co-operative Department P.O. Box 40811, NAIROBI, Kenya
Mr. B. Genberg	Education Co-ordinator (Nordic Adviser)	" " " " "
Mr. S.M. Karugu	Education Secretary (Representing K.N.F.C.)	Muranga Coop. Union, P.O. Box 14, FORT HALL, Kenya
Mr. P. Elgaard	Nordic Adviser, (Education)	Kenya National Federation of Co-operatives, P.O. Box 49768, NAIROBI, Kenya

TANZANIA:

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Mr. R.Y. Mwakatobe	Manager Correspondence Institute	" " " " "
Mr. C.C. Mtawali	Senior Tutor	Co-operative College P.O. Box 474, MOSHI, Tanzania
Mr. R.A. Kimaro	Tutor	" " " " "
Mr. D.M. Makonya	Education/Public Relations Officer	Co-operative Union of Tanganyika, P.O. Box 2567, DAR ES SALAAM, Tanzania.

UGANDA:

Mr. A.R. Kyamulesire	Principal	Co-operative College, Bukalasi P.O. Box 97, BOMBO, Uganda.
Mr. H.J. Muzaale	Lecturer	" " " " "
Mr. A. Ejalu	Lecturer	" " " " "
Mr. D. Omolo	Lecturer	" " " " "
Mr. W.W. Masete	Senior Coop. Officer (Education)	Co-operative Department P.O. Box 3585, KAMPALA, Uganda
Mr. D. Mabwa	Cooperative Officer (Education)	" " " " "
Mr. S.K. Tibamwenda	Co-operative Officer (Education)	" " " " "
Mr. P.K. Batarinyebwa	General Secretary,	Uganda Co-operative Alliance P.O. Box 2215, KAMPALA, Uganda

UGANDA:

Mr. F. X. Rubani	Visual Aids Technician	Uganda Co-operative Alliance P.O. Box 2215, KAMPALA, Uganda
Mr. J. Mukasa-Ssebana	Coop. Education Secretary	West Mengo Growers Coop. Union, P.O. Box 7039, KAMPALA, Uganda
Mr. J. Lutwama	Coop. Education Secretary	East Mengo Growers Coop. Union P.O. Box 7039, KAMPALA, Uganda

ZAMBIA:

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Mr. V.M. Lubasi	Senior Cooperative Officer (Training)	Co-operative Department P.O. Box 1229, LUSAKA, Zambia
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ICA OFFICE:

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Mr. R. Forsberg	Administrative Secretary	" " " " "
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Mr. B. Nordlof	Training Officer	" " " " "



MAIN REPORT OF THE ICA REGIONAL SEMINAR ON  
THE PRODUCTION AND USE OF EDUCATION AIDS  
HELD IN KAMPALA, UGANDA, DURING 10TH - 14TH  
APRIL, 1972

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INTRODUCTION

- I. A combined meeting of the Regional Council and the Working Party on Education in December, 1971, requested the ICA Regional Office to organise a seminar for Co-operative Education Leaders on problems related to the production and use of teaching aids. The background to the request is outlined in a circular "The Production and Use of Education Aids", appended to this Report.
- II. In response to this request, the Regional Office arranged a Seminar in Kampala, Uganda, during 10th - 14th April, 1972, which was attended by 26 Co-operative educators (Kenya 7, Tanzania 5, Uganda 11 and Zambia 3), representing the respective Co-operative Colleges, Education Sections in the Departments for Co-operative Development and Education Sections in the Apex Organisations. The Regional Office was represented by the Regional Director, the Administrative Secretary and the two Training Officers. A List of Participants is appended.
- III. The major part of the time was apportioned to group work and plenary discussions. A most valuable contribution was, however, made by Mr. Charles A Pratt, Chief Co-ordinator, Audio Visual Aids Centre, Makerere University (National Institute of Education). The Seminar visited the Centre where Mr. Pratt explained and demonstrated various teaching aids equipment etc. (See Programme in Appendices.)

REPORT AND RECOMMENDATIONS

1. The Present Position with regard to the use of Aids in Co-operative Education/Training, as disclosed in Country Reports and Discussions:
  - 1.1. Field Education:

It appears that the use of visual and audio-visual aids is not uncommon in field education, although the extent, to which they are used, may vary from place to place. (Field education being defined as such education and information activities, as are predominantly directed towards members of Primary Societies.)

The most common aids are portable flanno boards and chalk boards. The use of flanno boards is, however, restricted by the limited availability of pedagogic display material, which in its turn is a result of the lack of training in the production of such material, on the part of the educators. Films are shown fairly frequently, but film shows are considered to be of rather limited educational value, because of the widespread lack of relevant films. Educative film strips and slides are very rarely used.

Other views expressed in the reports were:

- (a) That those engaged in field education feel a definite need of suitable and relevant aids, and would be using it, if only it could be provided and they were instructed in the use of it. Motivating the educators is not the foremost problem.
- (b) That availability of suitable aids leaves much to be desired. The Seminar was however, more in favour of the simpler, less sophisticated types of aids, which means that given proper organisation, the supply of quite adequate aids at a reasonable cost would not be an insurmountable problem, but on the contrary a task inviting early action.
- (c) That training in the technical and pedagogic aspects of teaching aids, including the production of certain material with "a local touch" (especially where language is a problem), is greatly needed, and would improve the situation, if organised.

## 1.2 College Teaching:

- 1.2.1. Teaching aids do not seem to be very much used in classroom work in the Co-operative Colleges, apart from the classic chalk board. Equipment, such as over-head projectors, slide projectors, tape recorders, flip-over, flanno board, etc., is quite often available, but remains unused. There is, as in the case of field education, a lack of material to go with the equipment, and that establishes a resistance. Teachers are usually hard-pressed in their work, and do not find time for the not so easy task of creative and technically demanding - sometimes also artistic - production of pedagogic aids. They are, moreover, in the same situation as the field educators, in that they have not received any instruction or training in the production and use of aids, and that is probably the root of what

appears to be the great stumbling block:-  
Co-operative teachers are rarely motivated to  
introduce "modern" aids in their teaching.

- 1.2.2 The Seminar touched, at this introductory stage, upon a problem, which tended to be felt throughout the following discussions, and which is serious enough to call for the attention of the authorities responsible. Teachers at Co-operative Colleges in the region are recruited from two main sources:-  
- either from among those with a very good practical experience of co-operative fieldwork, coupled with own good training (often including overseas courses), or from graduates, fresh from the University.

Very few of the teachers, if any at all, have undergone formal "teacher training". They have had no basic training in the pedagogics, methods and techniques of classroom teaching or adult education. The neglected use of aids is only a part of, and a result of, a bigger problem. Although the work being done by Co-operative teachers under these circumstances is highly promising and commendable, a system for basic and continuous teacher training needs to be devised and implemented. That aspect was, however, outside the scope of the Seminar. The desirability of training the teachers was noted, as well as the effect which such training would, no doubt, have in providing motivation and know-how, as far as the use of teaching aids is concerned.

- 1.2.3. Motivation, therefore, seems to be the major problem, as far as the Colleges are concerned, and the probable cause of lacking motivation is outlined above. Another problem has also been mentioned above, that of lack of suitable pedagogic material, if not produced by the individual teacher himself. (Something which, again, is hampered by the lack of "raw material".)

- 1.2.4 It was also revealed that there is a good amount of expensive educational equipment, such as film projectors, lying idle all over the region, because of some mechanical fault which is difficult to get repaired or to obtain the necessary spare parts for. Also, equipment is out of use for long periods, while repairs are being carried out, where at all possible.

Educational equipment is very often donated by various overseas organisations, and there is no co-ordination in this area, resulting in a situation in which there is no economic base for service facilities for the various individual makes. This state of affairs was verified by Mr. Pratt, as nothing peculiar to the field

of Co-operative education. The Seminar did not pursue the problem at depth, but noted it as an important aspect of technical assistance to Co-operative education.

- 1.3 The general conclusion of the regional survey on education aids was, that education and training could be improved by more frequent and more skilled use of aids, but that the lack of instruction as to their proper use was a hinderance, which had to be tackled. Production of pedagogic material was another obstacle, whereas availability of basic equipment and finance, although sometimes problematic factors, were not the major causes of unsatisfactory use of aids.

## 2. Selection of Aids.

- 2.1 From Group Reports and the ensuing discussions it can be noted, that educators in the region have adopted a realistic view, when the problem is to rank various types of aids in order of priority. The limitation of the use of the more sophisticated equipment, gives these a fairly low place on the list.

More readily available types of aids, which are not so dependent on the availability of service facilities and not so liable to break-downs, are preferred. These "simpler" aids are also, as a rule, easier to operate, and they are not so demanding on the "software side", i.e. the pedagogic material to be used with the equipment can more easily be produced.

- 2.2 Some noteworthy points from the discussion are:

- (i) The teacher has always to adopt his use of aids to the circumstances. The number of people he is addressing can vary from a small group of 5 - 10 up to several hundred, and the level of education (and hence the reference background and perception), can also vary considerably. Aids which are excellent in one situation may fail completely in another.
- (ii) "Software" should as far as possible, be related to local conditions, to make a real impact on the learning process. This is especially important in field education, but teaching aids used in Colleges should also be based on local examples and references, rather than on copying, or the blind use of imported material.
- (iii) A teacher need not always be tied to the availability of equipment, when using visual aids. The pictures or symbols which he needs

for illustrating his points are all that matters, not the way they are displayed. He can, for example, reproduce them as handouts to be distributed among the audience.

- (iv) Equipment for field education should be portable and convenient, and be constructed so as to withstand the tough transport conditions on roads leading to the villages.
- (v) Posters, pamphlets, leaflets, etc., which are not strictly teaching aids, in the sense that they are only used by a teacher in his work, are nevertheless to be regarded as a form of education aids, in that they are meant to carry across a message to the members and the public.
- (vi) It would be an advantage if different types of aids in education can be selected in such a manner that they are co-ordinated and reinforce each other. For example, radio programmes should be backed up by posters and printed educative material, and suitable radio programmes should be made available on tapes, to be re-played in, say, member education activities.

For more details on the selection of Aids, reference is made to the appended Group Reports.

### 3. The Use of Aids:

3.1. The discussion on the topic of use of aids confirmed, by and large, what had already been stated in the Country Reports namely:

- (i) That greater variety of aids are being used in field education, than in class-room teaching at the Colleges.
- (ii) Aids could be used much more extensively, than was the case at present, to the benefit of the educational work going on.

3.2 There are some technical, and sometimes financial reasons preventing a better use of aids, such as lack of "software" or funds with which to purchase and produce it; lack of physical facilities in the case of certain types of aids, etc.

3.3 The main bottle-neck, however, seems to be lack of know-how. A better knowledge of aids and their proper, pedagogic use would not only promote the use, but to some extent help in overcoming the problem of production, or in other words, the problem of lack of availability.

Lack of motivation and initiative; which is right now a problem, is very likely caused by lack of know-how.

3.4 The Seminar therefore drew attention to the need for organising training for Co-operative educators of all categories in the use of aids, as well as the production of simple "software". Co-ordinated production of "software" would also be helpful, as availability of suitable aids would promote usage.

For details on the Use of Aids, reference is made to the appended Group Reports.

#### 4. Production of Aids:

4.1 Production refers, in this context, to the production of "software":

- display material for flanno boards, charts, posters, slide series, film strips, material for over-head projectors, text material of all kinds, etc.

4.2 The problems related to production of aids can be seen as falling into a few main groups:

- Human Problems
  - on the side of producers/users
  - on the side of the "receivers"
- Technical Problems
- Financial Problems

#### 4.3 Human Problems:

##### 4.3.1 Producers/Users:

The Seminar had earlier noted that lack of training hampered the use of aids. Obviously, the same problem effects the production of aids by teachers themselves, only much more so. One cannot expect a teacher, who is not specially motivated/to use aids in his teaching, to take the initiative to produce them.

It is also true that interest, initiative and motivation are not in themselves sufficient. Some skill is needed - inherent or acquired. Training in the field of teaching aids should therefore put much emphasis on the techniques of producing "software".

Time is another crucial factor. The time for planning of lectures is limited, and does not allow for technical production of visual or other aids. The necessity of allowing time for creation of aids should therefore be brought in at the early stage of planning staff time tables for the Colleges.

##### 4.3.2 "Receivers":

It was noted that the language problem makes centralised production of aids difficult in several countries, as

far as field education is concerned. That, again, puts the burden back on the shoulders of the individual educator. It was, however, agreed that initiative and the "creativity" part of production could still be centralised, while the field educator takes care of translating texts into the relevant vernacular.

Another problem, on the side of the receivers, is that of perception. The producer, and user of aids, himself educated and with a wide frame of reference, can easily go wrong in his estimate of the capacity of his audience or students to understand the meaning of the aids being used, for example, symbols can carry quite a different idea to the receivers from what the teacher intended, while some aids might carry no idea whatsoever, because the receivers cannot relate what they see to anything within their knowledge or experience.

Research into picture perception was recommended, but with the remark that such research should be practically oriented, and intended to guide in aids production, instead of being merely scientific.

#### 4.4 Technical Problems:

Physical facilities are not always available. Equipment or tools with which to produce aids are needed, and so is the "raw material". Space for the production proper, and especially for storage of produced aids, is another problem.

Lack of physical facilities is very often a result of the problem of finance. There are simply no funds available. It was, however, mentioned that, as already discussed above, the problem of know-how and motivation may influence the basic planning. Allocations for the procurement of facilities for production of aids can easily be overlooked, when a budget is prepared, if the planners are not aware of the importance of the use of aids.

#### 4.5 Financial Problems:

The Seminar did not dwell much upon the problem of lack of funds for production of aids, it being understood that finance is a crucial factor in all development work, and that development within this particular field will also by necessity be restrained by the scarcity of finance.

It was, however, recommended that teaching aids - purchase and/or production - should not be given the lowest priority, when it comes to resource allocation. This particular budget vote could very well do with more generous allocations of funds than have hitherto been made available. The appended Group Reports, Topic III, list the views of the Seminar in detail.

5. RECOMMENDATIONS:

- 5.1 Two dominant recommendations of the Seminar were:
- (i) that training in the production and use of aids be organised for co-operative educators of all categories;
  - (ii) that efforts be made to increase the supply of "software" through co-ordination, collaboration and exchange.
- 5.2 The Seminar had the following recommendations for implementation of the above:
- 5.2.1 That a Sub-Committee on Education Aids be instituted under the ICA Regional Working Party on Education, as soon as possible.
  - 5.2.2 That planning of training on a regional level be delegated to the Sub-Committee. In this connection, it was recommended that existing institutions in the region for training in education aids and/or adult education be used as much as possible.
  - 5.2.3 That the Sub-Committee also initiates discussions on how production of "software" could best be co-ordinated, and also investigates the possibilities of joint production.
  - 5.2.4. That a Production Unit be established in all Co-operative Colleges in the region, and that a staff member of each College be assigned to be Co-ordinator of Education Aids. Regional co-ordination to be channelled through the Production Unit and the Co-ordinator.
  - 5.2.5 That the ICA Office undertakes to compile a catalogue of aids in the region: - existing aids, aids under production and aids being planned. Such a survey should not necessarily be confined to aids in Co-operative Training Institutions, but should also include such available aids as are produced or procured by other institutions, which could be of use in co-operative/education. It was pointed out that there existed a great deal of good aids, which were unknown.
  - 5.2.6 That the ICA Office attempts to follow the developments within the field, and disseminates information and news about education aids regularly.



- 5.2.7. That Colleges and other training institutions exchange samples of produced aids (including text materials) on a quarterly basis. The ICA Office should initially compile the mailing list for the exchange, and subsequently ensure that the recommendation is implemented.
- 5.2.8 That there should be an internal exchange and co-ordination machinery in each country, as well as at the regional level. The importance of a two-way traffic between the field and the central institutions was especially highlighted.
- 5.2.9 That policy-makers should be made aware of the central role of education and training in Co-operative development, so that they may give the Education Sections of the Departments better treatment in the allocation of funds and personnel, It was recommended that this should be the task of the national apex organisations, assisted by the ICA.
- 5.2.10 That expensive projects, such as films, posters in larger series, etc., should be referred to the ICA Office for investigation of possibilities of joint production, before being implemented in any individual country.



ICA SEMINAR/WORKING CONFERENCE ON "THE PRODUCTION AND  
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Kampala, 10 - 14 April, 1972.

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Group Discussion, Tuesday, April 11, 2.00 p.m.

TOPIC I: "THE SELECTION OF AIDS"

There is very wide range of teaching aids: - from a home made chalkboard with a piece of chalk to programmed teaching with electronic computers.

Selection of aids can therefore become a problem in itself. Sometimes the attractiveness of a certain aid overshadows the really important question: - Is it really an aid? Can it be used to advantage in the situation where it was intended to be used? Will it improve the learning process?

Certain aids are also expensive to procure, and expensive and time consuming to use productively. Still it could be a worthwhile investment.

We have to consider whether they are complicated to use and if special "training of the trainers" would be needed, and whether the various recipient target groups will understand them.

One could compile a long list of such pertinent questions.

Discuss, taking all the aspects into consideration, what sort of Aids could be suitable and realistic in our conditions.

Discuss various aids in various situations: - field education as well as college training, and all the various situations where a "message" has to be brought over to a receiver.

List what aids you would give priority in the various situations, and give also your comments to how the aids should be constructed in order to be meaningful in a given situation.

(Do not discuss the problems of production and use in this session. We will tackle these problems in other sessions, starting from the list we will be compiling in this session.)

TOPIC I - THE SELECTION OF AIDS  
REPORT: GROUP I

THE SELECTION OF AIDS

A. FOR FIELD COURSES

The group started off by defining Field Courses as the practice in the various countries differ in the use of the word.

It was agreed that one day courses for members were proper field courses, whereas those for staff and committee held for a week or so at training centres in the Regions and Districts could be termed Field Residential Courses to distinguish them from Residential Courses held at Co-operative Colleges.

1. AIDS THAT CAN BE USED AT ONE DAY COURSES

These were listed as follows:

- |                         |                         |
|-------------------------|-------------------------|
| A. Portable chalk-board | D. -Slides              |
| B. Handouts             | -Film strips            |
| C. -Flip-charts         | E. -Film shows          |
| -Flannel-boards         | F. -Tape Recorders      |
| -Posters                | -Records/Music          |
| -Models                 | -Public Address System- |
| -Real Things            | (Loudspeakers           |
| } Demonstration         | (Microphones            |
| Material                |                         |

The group was of the opinion that the use of the above listed aids for one-day courses would depend on and be limited by various factors such as the number of attendants, the availability of facilities etc;. For instance the use of portable chalk-boards and flip-charts would be more suitable to a small sized group of say not more than 50 participants.

The group realised the problem that could occur when the one-day course is over-flooded by people wishing to see a film. All efforts should be made by the teacher to obtain maximum results by adapting to the changing circumstances and by using the suitable aids accordingly.

2. AIDS FOR FIELD RESIDENTIAL COURSES

The group agreed that these courses are held at centres outside the college and in the regions or districts. The optimum size for these courses is between 20 and 30 participants.

THE AIDS THAT CAN BE USED FOR THESE COURSES

are as follows:

- A. -chalk-boards
- B. -Flannel-boards
- Flip-charts
- C. -Handouts
- Book-lets
- Case-studies

- Posters
- Models
- Real Things

- D. -Tape Recorders
- Slides
- Film strips
- E. -Overhead Projectors
- Film-shows

The group stressed that when these aids are available they should be used by giving local examples and wherever possible using local material so that they are related to local conditions and relevant to their way of life.

B. FOR RESIDENTIAL COURSES

These are the ones held at the College for varying length.

AIDS THAT CAN BE USED

A. -Chalk-boards	D. -Overhead Projectors
B. -Text-books	-Slide Projectors
-Hand-outs	-Film-strips
-Case studies	-Films
C. -Flipover charts	E. -Models
-Flannel boards	-Real Things

The group tried to list these aids according to easy possibility of obtaining them. This means some are more expensive to obtain and maintain.

C. OTHER AIDS OUTSIDE RESIDENTIAL AND FIELD COURSES

- Newspapers
- Newsletter
- Radio Education Programmes
- Correspondence Courses
- Badges
- Ties etc;.

TOPIC I - THE SELECTION OF AIDS

REPORT II

APRIL 1972

The group resolved to set the terms of reference in tackling the subject along the lines suggested in the introductory paper. The types of learning situations were examined in order to relate the aids to the relevant learning-teaching circumstances. Two major situations were identified for the purposes of Co-operative Education and Training.

I. FIELD EDUCATION IN RESPECT OF

- (i) members and non members in the rural areas.
- (ii) committeemen and staff both of unions and primary societies.

II. COLLEGE TRAINING.

It was thought convenient to list out possible Visual Aids applicable in the first instance and examine them in their respective situations in order to set priorities. The target was put at 150 people in the audience.

I. (i) Members and non members in rural areas:

- (a) Chalk board
- (b) Flannel board
- (c) Film show
- (d) Posters and Handouts
- (e) Public Address System
- (f) Radio and Tapes
- (g) Demonstrations, displays and models.

- (ii) Committeemen and staff of Unions and Societies.

It was considered that such a group would be more advanced standwise than (i) above. Nevertheless some similar aids would be usable still but (a) Text material (b) Charts, diagrams and flash cards. (c) Slides were listed as additional aids. The audience was set at 20 - 30 people.

II. COLLEGE TRAINING

Most of the aids used in Co-operative Colleges would be the same as some of those mentioned except that they would be more sophisticated depending on the needs of the trainer and subject to the fact that a trainer at College is expected to be proficient in the choice, production and use of educational aids.

SITUATIONS DETERMINING PRIORITIES IN SELECTION OF AIDS

I. (i)	(a) Handouts and Posters for over 150 people	(ii)	(a) Chalk board or/and Flannel board
	(b) Film show		(b) Text material
	(c) Displays exhibits and Modelts		(c) Slides
	(d) Chalk board, and or Flannel board		(d) Charts, diagrams, flash cards

- (e) Radio and Tapes
  - (f) Public Address System.
- II.
- (a) Chalkboard and/or Flannel board
  - (b) Text material
  - (c) Flip over charts
  - (d) Slides
  - (e) Films

## TOPIC I - THE SELECTION OF AIDS

### REPORT: GROUP III

1. On the outset the group viewed the use of aid in teaching as being very much useful and effective and attached a great importance to their adoption in teaching situation. The group noted however that every aid is very much dependent on the skill of the person using it, and therefore suggested that thorough training in the use of aids be given to those who are to use them.
2. The group then discussed the various teaching situations and types of aids relevant and effective to such situations. These situations were grouped into two main categories: - The Classroom Teaching and Field One Day Courses.
3. CLASSROOM TEACHING:
  - 3.1 The Chalk Board: A good aid to teaching activates both teacher and class. The Teacher must however not ask too much of the chalk-board as some topics are better illustrated or demonstrated by other types of aids. The teacher must prepare his notes carefully before presenting them on the chalk-board. Its easily available and relatively cheap. Recommended for use in all classroom teaching.
  - 3.2 The Flannel Board: A very good aid to teaching. It gives illustrative presentation and facilitates easy comprehension. Motivates both teacher and class. Materials can be preserved for future use. Can be used in all categories of classroom teaching. Material must be prepared very carefully well in advance and teacher must be well trained in its use. Relatively low costs. Easily available recommended strongly for all classroom teaching.
  - 3.3 Magnetic Board: Has almost/<sup>the</sup>same advantages as the Flannel Board. - A good teaching aid. The group noted with regret however that this can not be recommended for classroom teaching due to the high costs attached to it and the fact that it is not easily available. It can easily be substituted by the Flannel Board.
  - 3.4 Flip Chart: A good teaching aid. Software can be used repeatedly. Helps break a topic into parts and can also give a sequence presentation of a topic material must however be prepared well in advance.

#### Recommended for Classroom Teaching

- 3.5 Handouts: These are good to classroom teaching, but the material must be relevant to the topic, brief and comprehensive. Handouts should not be a duplication of available text-book material, but something original and of maximum educational value to the student.



3.6 Film Projector: Can be a very good aid to teaching though expensive and delicate. Software must however be chosen carefully and relevant to the subject being taught.

4. FIELD COURSES:

All these  
can be  
locally  
available  
and are  
effective  
aids.

For Field Courses the following non-projected aids are recommended: Chalkboard, Flannelboard, Flipcharts, Posters, Flash Cards, Photographs, Handouts and the real object.

Projected aids recommended by the group were:

Film Projection: These were said to be very effective in teaching members in the One Day Courses. But here again the group stressed the importance of carefully selecting the software so that it was relevant, interesting and simple. Films should preferably be locally produced so that they involve the people to whom they are meant to be shown. The group noted that there is a tendency of looking too much into the hardware and neglecting the significance of the software.

Slide Projector  
Flim Strips

} Very good aid to teaching. Software however must be carefully selected. Strongly recommended for use in all Field Courses

ICA SEMINAR/WORKING CONFERENCE ON "THE PRODUCTION AND  
USE OF EDUCATION AIDS IN CO-OPERATIVE EDUCATION/TRAINING"

Kampala, 10 - 14 April, 1972.

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Group Discussion, Thursday, April 13, 9.00 a.m.

TOPIC II: "THE USE OF AIDS"

It is apparently so, that many aids which are available to us, or which could fairly easily be made available, are not very much used today. We do not go very much beyond the chalk board.

One might dare say, that the co-operative education work could be made more efficient, by more frequent and proper use of appropriate aids.

Discuss:

1. Are the above statements correct?
2. Where lie the main problems:
  - 2.1 Do the co-operative educationists in the region - on the average - have sufficient knowledge of the pedagogic of aids? How to use them? The techniques of how to produce them?
  - 2.2 Are they sufficiently motivated to use aids?
  - 2.3 Is availability of aids - "hardware" and "software" - a problem, affecting the use of them?
  - 2.4 Is production of "software" a problem? Would the teachers use more aids more often if the pedagogic material (the "software") was more easily available?
  - 2.5 Other problems?
3. What can be done, and ought to be done, in order to overcome the problems?

## TOPIC II - THE USE OF AIDS

### REPORT: GROUP I

#### 1. Statements

As for classroom teaching the group agreed that the Statements are true but as regards teaching outside the classroom, the aids are usually used.

#### 2. Where Problems Lie:

##### 2.1 Knowledge:

Generally newly recruited College teachers have very little knowledge about the use of aids, and they then use only the chalkboard, whereas field teachers use aids and have some knowledge about them.

##### Use:

New teachers do not use these aids. Old ones are aware of them and use them.

##### Production:

The group agreed that such aids as: slides, chalkboard, flannelboard, case studies, flipover charts, materials for overhead projector, could be produced. But people who deal with education have very little knowledge about the production of these aids.

##### 2.2 Motivation:

Teachers at Colleges and those in the field are not sufficiently motivated both externally and internally.

This is so because of:

- (a) Lack of pressure from outside, and
- (b) Lack of knowledge about the use of aids.

##### 2.3 Availability:

The group agreed that availability of aids is a problem. For hardware there is a problem of maintenance and for software there is a problem of constant supply.

##### 2.4 Other Problems:

- 1) Lack of facilities/transport
- 2) Maintenance of Aids
- 3) Lack of electricity power in rural areas
- 4) Technological know-how.

#### 3. What to be Done:

- 1) Education
- 2) Motivation
- 3) Finance
- 4) Training Programmes/Follow-up
- 5) Co-ordination of Production of aids to effect reduction in cost of production.

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## TOPIC II - THE USE OF AIDS

### REPORT: GROUP II

In the first instance, the Group amended the first statement of the questionnaire to read as follows: It is apparently so, that many aids which are available to us, or which could fairly easily be made available, are not very much used today, except a few aids like chalkboard, handouts, and text material.

1. The group agreed with the above statement, but noted that the available aids at present were not sufficient to cope-up with situations.

#### 2.1 Lack of Knowledge

The Group resolved that educationists were not trained professionally enough in the ways of presenting the lessons to the students.

#### 2.2. Motivation

The Group noted that educationists were by far not motivated to use the visual aids. The reasons being that:

- (a) Planners of education were not professional in their work to produce the right syllabus which the educationists would follow and make proper use of.
- (b) The educationists lacked time to produce and prepare visual aids.
- (c) There is also lack of material from which to produce the aids.

#### 2.3 Availability of Aids

The group resolved that availability of aids - "hardware" and "software" posed as a problem. Here again the group recorded that the lack of knowledge in maintenance of these aids was a big problem.

#### 2.4 Production of Software

The group resolved that the production of software was a problem because of:

- (a) Lack of finance
- (b) Lack of knowledge (motivation).

The group therefore was of the opinion that teachers would be able to use more aids more often if they were motivated to use the aids.

#### 2.5 Other Problems

The group recorded that aids may not be understood by students if they are wrongly used, due to exaggeration and wrong presentation in wrong situations.

3. The group resolved that training programmes of educationists should be steady and systematic. Budgeting should also include hardware and software at all times in order to combat the growing need of these aids.

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ICA SEMINAR/WORKING CONFERENCE ON "THE PRODUCTION AND  
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=====

Group Discussion, Thursday, April 13, 2.00 p.m.

TOPIC III: "THE PRODUCTION OF AIDS"

1. What are the main problems as regards production of aids?

- Know-how?
- Time/Manpower?
- Finance?
- Other problems?

2. Do you think that some of the problems would be easier to solve through collaboration in the region?

How do you think such collaboration and co-ordination should be organised?

TOPIC III - THE PRODUCTION OF AIDS.

REPORT: GROUP I

Question 1 - What are the main problems as regards production of (software) aids?

(Know how - Time/Manpower - Finance, - other problems)

The aids can be listed into three groups according to their complexity:

1. Simple Aids Hand-outs, material for flannel board for overhead projector, real things, etc.  
Anyone engaged in Co-operative teaching should be able to produce and prepare these aids provided he/she has got -

- (a) reasonable training
- (b) the necessary initiative
- (c) ideas on the material to be produced.

Time/Manpower and finance should not normally be problems here. The short comings may be lack of initiative and of ideas.

2. More Advanced Aids Slides, flash cards, more advanced hand-outs, booklets, overhead material, etc.

/in

An important assumption for the production of these aids is, /in addition to what is mentioned for simple aids, a special interest and skill. Therefore, the production of these aids is, to a great extent, a job for specialists.

3. Advanced Aids Films, models, posters, text books, etc.

Special problems connected with the production of advanced aids are:-

- (a) the need for skilled manpower, specialists
- (b) often high costs
- (c) the need for advanced technical resources.

When planning for the production of aids, the group found it, first of all, necessary to arrange for a proper co-ordination on national levels and to establish a central, well staffed and equipped Production Unit in each country. The National Production Unit should also be the body to communicate with when co-ordinating the production within the region.

Question 2 - Can the ICA assist in the production?

The group felt that the ICA could make an important contribution. Much depends, however, on the resources which are or can be made available by the ICA. The group listed the following main fields:-

- (a) To co-ordinate the production of aids to be done on regional level.
- (b) Production of material of a general nature. The C.E.S. handbook is a good example.  
Co-operative films and posters where big expenses and/or professional assistance are involved are other examples.  
Also, other aids where the ICA has the necessary know how and resources should, however, be included here.
- (c) To inform all the member countries of production and plans for aids within the region and to communicate and spread ideas on useful aids. These should include also ideas from outside the region.
- (d) The group also felt that the ICA may be able to employ expertise in fields where it is difficult or too expensive for a member country itself to cater for this. As an example, an Artist/Designer was mentioned who could be consulted and give professional assistance to the member countries.

RECOMMENDATIONS:

- (1) The member countries should exchange quarterly educational material of a general nature produced during the period.
- (2) The ICA Office in Moshi should get this material continuously and also be informed of material under production.
- (3) The ICA should appoint a Working Group (Sub-Committee to the Working Party on Co-operative Education) to co-ordinate the production of educational material within the region. This Group should also consider and plan for regional training activities. It was also considered of importance that a special post as Co-ordinator for this programme be established within the ICA Office.
- (4) The ICA should, as a background for its co-ordination maintain an up-to-date list of Co-operative Education material available in the region -  
under production -  
planned or asked for by member countries -

The Working Party should then have the task of

- (a) investigating the possibilities and advantages of a joint production,
- (b) listing the material to be produced in priority order,
- (c) agreeing with the ICA or member countries on the production.

## TOPIC III - THE PRODUCTION OF AIDS.

### REPORT: GROUP II

Report from discussion on "The Production of Aids".

#### 1. The main problems as regards production of aids

The group listed the following problems:-

- The limited number of persons with sufficient know-how to write books, handouts, etc.
- Qualified artists are needed to illustrate the material.
- Production of aids in the field is very often hampered because of lack of initiative, which in itself is caused by lack of motivation and know how.
- The technical production problems.
- The perception.
- The language problem.

Furthermore, the group discussed the lack of funds, which often is a bottle-neck in production and maintenance of aids. The groups felt that the education section was often mistreated when allocating funds and personnel.

#### 2. The role of ICA in solving the problems:

The group recommended the following proposals to be discussed and considered:-

- Lack of funds is a long term problem which can only be solved by convincing the policy makers about the benefits of education. This is in first hand a task for the apex organisations with assistance from ICA.
- To follow the development within education, particularly adult education and aids, is a task for ICA (which does not mean that other bodies or institutions should neglect it).
- Instead of producing aids, ICA should find out the needs and co-ordinate the production. ( A typical job for the proposed sub-committee). The hand-book for ES under production is an exception from this.
- The applied research within education that need to be done in the region should be taken care of by ICA.
- ICA should continue to arrange courses and seminars on regional basis, as is done to-day:..
- ICA should make a survey of what kind of what kind of aids is in use in the region to-day. ICA should furthermore make a survey of the market in order to find out what kind of aids are available. The purpose of this is to enable ICA to give recommendations and information on suitable aids both to the region and to donor countries.



- Concerning films and slides, ICA should find out the needs and the possibilities of making films etc, which could be used jointly in the region.
- The group finally put forward the proposal of establishing a AV - workshop in one of the Colleges. The workshop should train the educationists in the region in the use and production of aids, and assist the member countries in production of aids.

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## TOPIC III - THE PRODUCTION OF AIDS

### REPORT: GROUP III

#### 1. KNOW-HOW

The teachers at the Co-operative Colleges lack the basic training in making the aids. However, it was noted that in some places where the teachers have the ~~technical~~ know-how, they do not have the tools to make the aids.

##### Time/Man power

Agreed that lack of sufficient staff at the College is a bar to producing aids. We added that in this connection the teachers take many subjects and as a result they have no time at their disposal for making aids. The group pointed out that wherever possible the teachers should try their best to find out suitable aids for their classes.

##### Finance

Outside countries should be supplement to the local finance.

##### Other Problems

Resolved that the attitudes of some teachers towards their work were negative, for instance there are teachers who are not strong believer in the movement. Others are strong beleiver in the movement but have no interest in imparting knowledge to others. Such teachers will not be interested in producing aids.

The group requests the authority (Principals) to create a good working atmosphere that could enable the teachers to be interested in their work.

2. The group agreed that some materials should be produced centrally: - slides, film strips, hand-outs covering general nature and case studies, production of tapes for radio programmes.

Training could be co-ordinated at regional level, e.g. exchange of manpower e.g. teacher from Bukalasa, Uganda, to teach at Langata, Kenya, and vice-versa.

##### Study Tours

A Sub-Committee should be formed to work on a certain co-operative education aid e.g. handbook for Committeemen. The group stressed that the Committee should be small group so as to be able to carry out its work easily.

It was recommended that the Co-operative staff in the field should try their best to work together with other departmental field staff so as to make the co-operative education very effective.

SEMINAR ON " THE PRODUCTION AND USE  
OF EDUCATION AIDS "

Kampala 10 ~ 14 April 1972

COUNTRY REPORT - TANZANIA

PRODUCTION AND USE OF AUDIO-VISUAL AIDS  
FOR CO-OPERATIVE EDUCATION AND TRAINING  
IN MAINLAND TANZANIA

Paper prepared at the Co-operative  
College, Moshi

INTRODUCTION.

As defined in the directive from I.C.A. Office for East and Central Africa, the term aids covers:

- (i) Text material (Handouts, case studies, text books and similar material of own production).
- (ii) Visual Aids - Non projected ( chalk boards, flip charts, flannel graphs etc.)  
- Projected ( slides, film strips, overhead projectors, films etc.).
- (iii) Audio Aids (Radio education, tape recorders etc).
- (iv) Combination of elements belonging to any of the above groups.

It is a fact that a large part of all the things we know are a direct result of seeing and hearing experiences. Through hearing and seeing, our experiences are registered more permanently in our brains than without these aids. It is for this reason that no one concerned with the communication of ideas or with teaching and training in any form can afford to neglect the use of audio visual aids. Although the audio visual aids are not a substitute for the teacher, since audio visual aids will not do his work for him nor will they make his task of preparation any easier, aids correctly used will arouse new interest among the people trained and possibly change attitude towards both the teacher and his subject. Aids will certainly make teaching more effective if properly used. The use of training aids indicates that the teacher has taken some care in the way of preparations and that he is concerned for the well being of his trainees and that he really wants them to understand.

2. AUDIO VISUAL AIDS IN USE IN CO-OPERATIVE MOVEMENT IN TANZANIA

Training programmes in Mainland Tanzania are divided into two main categories:

- (a) Residential Courses which are conducted at the Co-operative College where the students are admitted for the whole training period.
- (b) Field Courses which are conducted while the students are doing their work in the field or may be assembled in various field training centres.

A. RESIDENTIAL COURSES:

These residential courses which are conducted at the Co-operative College, normally last for periods of more than four weeks and the longest course at the moment lasts for 18 months. It is in fact at the Co-operative College where there is the highest probability of using most of the audio visual aids.

The College has film projectors; slide and film-strip projectors, overhead projectors, flip overs, tape recorders etc. There is also a classroom furnished with black curtains in order to facilitate the showing of projected aids at any time of the day.

All teachers at the Co-operative College make full use of the chalk board and issue handouts to students. While some teachers issue their handouts before the lectures, others prefer issuing them after the lectures and the question as to which method is superior is a highly debatable one. Unfortunately the other aids are not fully utilised for reasons which will be discussed later on.

B. FIELD COURSES:

In Tanzania there is a team of Tutor/Study Organisers who organize courses for the members, committee and staff of Co-operative Societies in the regions. Since such courses are for different categories of persons, it is important that teachers use different teaching methods, to be effective to the learners. The use of Audio Visual Aids has been found useful in supplementing the written and spoken word to the students, since they stimulate the interests of the learners and enable them retain the knowledge they have gained.

Aids in Use:

The Nature of the Co-operative Wing activities (A Co-operative Wing is a regional field branch of the Co-operative Education Centre) call for the use of the following aids:

- (i) Black-boards
- (ii) Posters
- (iii) Flip-overs
- (iv) Exhibitions
- (v) Tape Recorders
- (vi) Radios
- (vii) Film Shows

It is a common practice that when courses are held for the members, visual aids are used to illustrate points to the members. A Black-board is for instance used to explain Estimates of a Society, it can similarly be used to illustrate a Balance Sheet. Charts are used to compare achievements of different years or gradual development of the society. Exhibitions are also useful, for example it is easy to explain a member the meaning of a Depreciation by means of a glowing candle rather than lecturing him, provided that the presentation is carefully outlined. In the Tanzanian Co-operative Training Programme, members are organized in Study Groups. During their discussion they use study materials sometimes supplemented by a radio broadcast. There is a permanent broadcast every Thursday afternoon and the same is repeated on Saturday through Radio Tanzania National Programme. The itinerant team of teachers goes round checking up the registered groups studying Correspondence Courses. In the course of their check ups, it

is sometimes necessary that a Tape Recorder is played on a subject the group is studying. This is necessary because sometimes remote areas have a very poor radio reception. Tape recorders are also used to relay a policy statement or any other important news delivered by a prominent person to the members.

It is the policy of the Co-operative Movement that, as a matter of publicity, in every celebration Co-operatives participate in Exhibitions. As a rule all the Regional Unions take an active part in the Saba Saba Annual Celebrations. At such an occasion members learn the developments of their co-operatives through a display of posters. At such occasions (and any other convenient ones) film shows are featured, meeting the mass education purposes. This is educative because non-members get an opportunity to learn about co-operatives. People who were not clear of the benefits they could get from joining societies now get to understand their aims and objectives, finally they may become strong supporters of the Co-operative Movement.

### 3. PROBLEMS.

The whole exercise of audio-visual aids use is not so going as it might sound. More or less similar problems are faced in both residential and field courses in the areas of production and use of these aids. Some of these problems have already been solved in Tanzania, but a considerable amount has not yet been solved.

In the first place, limited attempts have been made by the Co-operative Sector to produce these educational aids. This is not only due to lack of proper skills, but also due to lack of funds and most probably motivation. Worse still there is not adequate information as to the existence of some aids and as to where they can be available.

It is also true that for various reasons the existing aids are not fully utilised. For example, at the College most teachers have an average of 15 teaching hours per week and with such a heavy teaching load it is very difficult for teachers to prepare audio-visual aids. At the same time a good number of the College and field teachers do not know how to use most of these aids and they are not even motivated to use them. In fact to most teachers, the use of audio-visual aids is a fairly new phenomenon. Most of the teachers are not trained professionals and as such they are not oriented in the use of these aids. It shouldn't be surprising therefore to find out that most of the teachers have an impassive or even a negative attitude towards the use of these aids.

Problems are also faced when it gets to the equipment themselves, especially film equipment. The automatic model of film projectors is difficult to handle. Transporting it in Landrovers/Landcruisers on rough country roads with the shaking and bumping, renders the projector in-effective after the journey. Furthermore, the capacity of the wings to show films is limited by the fact that on a point of administrative responsibility, the Co-operative Education Secretaries who are not staff members of the Co-operative Education Centre (CEC) are usually not allowed to use the C.E.C. film equipment.

Servicing or repairing of film projectors is done in Dar es Salaam. When the projector breaks down at Kigoma or Mtwara, Bukoba or Songea, Mbeya or Musoma, it has to be sent to Dar es Salaam. This means months of waiting and delay, which in the final analysis means disruption of film shows programme.

Previously wings had no repair instruments when a film is cut, at the same time they had neither spare fuses nor bulbs and so if either of these blow up the programmes had to be postponed. Both problems have now been solved as repair instruments for cut films and spare bulbs and fuses are supplied. Likewise the screens which were supplied to the wings were too large to transport easily unless the Landrover/Cruiser was fitted with a carrier. However, we now have small and handy screens.

One very valid problem for both the College training and field training is that the number of films available is not enough and even the available films do not quite marry with the topics or subjects taught either at the College or in the field. Most of the films and all of the films-strips are foreign and do not quite pertain to the socio-political aspirations of socialist Tanzania. The stress should be on educational films which should be produced in Tanzania or in Tanzanian context but, as mentioned earlier, the cost is prohibitive.

The chalk-board is the commonest aid at the College but it is quite a different story in the field. Apart from field training Centres there were few other areas where chalk-boards had been used in the past in the field. If a portable chalk-board could be found, combined with a flannel-graph - flip-over charts, may be the problem could be solved.

The Tanzanian delegation is of the opinion that more stress should be put on the use of flip-over charts, flannel-graphs slides projectors and overhead projectors. In the strictest sense these aids are not absent but that teachers are not oriented to their presence and use. There is a proposal to establish an Audio-Visual-Aids Centre by the Tanzania Elimu Supplies (an Educational Clearing House) in Dar es Salaam. This move should be fully supported by both educational institutions and the government. If this project materialises it will provide with specialist expertise. The centre will get in contacts with firms of experts supplying these aids. It will also provide the know-how to Teachers in Schools and Colleges through demonstrations and publicity by the Sales representatives in the country side.

Whether the teaching or the learning is improved or not and whether it is worthwhile investing money, manpower and efforts in educational aids will depend on the particular teacher in question. If the teacher is oriented in the use of these aids he will most probably give an affirmative answer otherwise the answer will be 'no' or 'not sure'. However, as mentioned above, the delegation which is representing the view of the Tanzanian Co-operative Sector at large, believes in the use of these aids and thinks it is worthwhile investing money, manpower and efforts in educational aids.

SEMINAR ON " THE PRODUCTION AND USE  
OF EDUCATION AIDS "

Kampala 10 - 14 April 1972

COUNTRY REPORT - KENYA

"THE PRODUCTION AND USE OF EDUCATION AIDS"  
KENYA. MARCH 1972

Section I: Co-operative College of Kenya

II. 1 Aids used at the College

- (i) (a) Textbooks  
(b) Case studies  
(c) Handouts.

(ii) Non-Projected

- (a) Chalk-board  
(b) Flip-over

Projected

- (a) Films  
(b) Slides  
(c) Overhead projector

- (iii) There is a language laboratory with 12 tape recorder units. It is recently set up and not yet in full use.

2. The extent to what the aids are being used

The frequency that the aids are used can be seen from below chart:

	Rarely	Sometimes	Often	Very often
Text books				x
Case-studies		x		
Hand-outs				x
Chalk-board				x
Flip-over		x		
Films			x	
Slides		x		
Overhead projector				x

3. Production of aids

- (i) There are not very many problems involved in the production of the aids now being used.

Three can be mentioned:

- (a) To get authors and producers to planned aids.  
(b) The production of aids is very time consuming  
(c) Finance.

- (ii) The use of the present aids does not meet with any big problems. The motivation from the side of teachers is a bit difficult to create for newly introduced aids. When the College, for example switched over to more teaching with the help of overhead projector fairly many teachers continued with the chalk-board as the only aid.  
The techniques of the available aids are known to all teachers at the College.

4. Aids not yet in use

- (a) There is a language laboratory at the College. It is not yet in use due to the fact that it is very recently put up and no one is yet trained to operate it.
- (b) The future need of textbooks has been surveyed and listed. It comprises a big volume and acts as a guide-line for the operations of the Production Section.
- (c) The use of slide series should be encouraged. The resources for their production are however limited.

5. Experiences of aids in learning

- (a) The teaching is inevitably improved by the use of aids.
- (b) The stream-lining of the various teachers ways of teaching is achieved and a uniformed knowledge is transmitted to students in various streams of the same courses.

The over-all feeling at the College is that it is meaningful to invest money and manpower in education aids.

Encl.

1. List of Education Material Available
2. List of material to be written
3. Network on Education material production
4. Functions of the Production and Correspondence Section
5. Examples of textbooks used.

PART II

FIELD EDUCATION

EDUCATION AIDS IN THE FIELD

Lack of proper educational aids, particularly textbooks and handouts, has been a great obstacle for the field educators in Kenya. The situation has improved greatly during the last two years, but we are still lagging behind in some fields. We will here shortly outline the situation as it stands to-day.

1. Concerning what kind of aids and to what extent they are used we refer to table no. 1.

2. Problems

2.1. Textbooks, handout etc

The main problem on the production side is simply to get somebody to write the material needed. We have now tried to overcome this obstacle by forming working groups to deal with a specific subject.



In order to get away from telephone calls and other disturbing factors, the members of the group meet outside their normal office surroundings and brainstorm for three or four consecutive days. Something substantially will always emerge from such a meeting and it will then be much easier for a single person to carry on and complete the work on basis of the framework laid down by the group. Such a method is not suitable for all education material to be produced, but it will remove the initial difficulties in many cases.

## 2.2. Use of the AV-aids

This constitutes a greater problem, since it involves teaching how to use the AV-aids. It is not a matter of instructing the teachers in the field how to handle the aids technically, but to teach them through experiences the limitations and the advantage of the various aids. It is very easy for a teacher to become enthusiastic about a newly introduced aid, with quite possible effect that he will overdo it. On the other hand, lack of elementary knowledge in the use of aids, might prohibit the instructor from using any aid at all. Aids are unfortunately sometimes regarded as the solution to all problems in various teaching situations. It is up to us to create an awareness that the aids are merely means to facilitate the communication process and must be used with discrimination. The instructors in the field must be taught to select the right aid and teaching method to fulfil a certain educational objective. To be more specific, the teachers must be instructed in

- the advantages
- the disadvantages and
- the areas of use

for every individual aid.

We have so far not managed to tackle this problems satisfactorily. In short, we have two categories, which we have to instruct in these matters, the movement personnel (mostly represented by the Education Secretaries, E.S.) and the Departmental officers. The E.S. are rather well off, since they are trained theoretically by the apex organization and practically by their counterparts, the Education Teams. To plan which aid to be used in a particular situation is a part of the preparations for a lecturer, and our Ed. Teams will in the future have to devote more time to assist the Departmental Officers in preparing themselves for lectures, if the quality of the teaching in the field shall improve.

### 2.3 Mobile Vans

Something should in this context be mentioned about our experiences with the mobile vans. The vans - long wheel based Landrovers - are equipped with filmprojector, slide projector and a public address system and are used for our member days. The Education Division in the Department has two vans at its disposal and they have now been in use for eight months.

The greatest advantage with the vans is their ability to attract the members with the filmshows and the loudspeaker system. From a pure educational point of view, the experiences are good, but, when considering the technical failures and the costs involved (maintenance, petrol, salaries and allowances for driver and operator) the picture tends to become a bit darker. It has therefore been decided not to buy any more mobile vans.

A more promising experience has been gained with a mobile generator, film projector and screen. This equipment can be transported with almost any car and will - supplemented with taprecorder and loudspeaker fulfil the same function as a mobile van to a much lower cost.

### 3. Future plans

There are at the moment no plans to introduce any new kind of AV-aids. For the planned production of textbooks see appendix 2. Two important booklets now under production deserve mentioning. The first one is intended for the illiterate members, to be handed out on members information days. This booklet or handout will of course have to be based on drawings and/or photographs and accompanied with very short texts. Since the illiterate farmers perception is quite different from ours, the pictures will have to be thoroughly tested before going to printing. This booklet will be complemented with a manual for the teacher.

The second booklet will be a simplification of the correspondence course in Basic Co-operative Knowledge and translated into Swahili. This book will be used in the training of the committee members and the literate members and will come in very handy in the local seminars and future study groups.

There is at the moment one co-operative radioprogramme - Mshiriki na Ushirika - broadcasted once a week. This programme is of general informative character with interviews with prominent co-operators etc. In addition, there is a need for a radio educational programme and the plans are to embark upon production of such a programme during the last half of 1972.

Table No. 1

TYPE OF AID	USED FOR				EXTENT USED			
	STAFF COURSES	COMMITTEE SEMINARS	MEMBER INFORMATION	RARELY	SOMETIMES	OFTEN	VERY OFTEN	
Chalk Board								
Stationary & Portable	X	X	X				X	
Flip Chart	X	X	X		X			
Paper Roll (combi)	X	X	X	Now being introduced				
Flannel Graph	X	X		X				
Slides	X	X		X				
Overhead Projectors	X			X				
Films							X	
Tape Recorders		X			X			
Various Handouts	X	X					X	
Co-operative Magazine						X		
Radio Programmes Information								
Mobile vans with Generators								
Projectors, Screens, Slide Projectors and Public Address System							X	
Mobile Generator, Projector and Screen							X	

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SEMINAR ON " THE PRODUCTION AND USE  
OF EDUCATION AIDS "

Kampala 10-14 April 1972

COUNTRY REPORT -- UGANDA

Uganda Delegation's Report Presented to The Seminar 'Cum  
Working Conference on "The Production and use of Education  
Aids for Co-operative Education/Training." Kampala 10-14  
April, 1972

In Uganda Co-operative Education is a responsibility of the Co-operative Department in collaboration with the Uganda Co-operative Alliance Ltd. These two Institutions work hand in hand for the promotion of Co-operative Education at National, District and village levels.

2. The Co-operative Department in this field, runs a National Co-operative College and wings at District level, at the moment, for training Government officials and Co-operative employees and committeemen. On the other hand, the Uganda Co-operative Alliance takes an active part in the training of members, committeemen and to some extent employees of the movement and the public at large. This is usually done through the established Education Department at nearly every District Co-operative Union, right to the members, committeemen, employees and the public at a village level. It's here the Alliance plays a big role in the production and use of Co-operative Education Aids in Field Education.

3. Education Aids to us here mean and cover all teaching materials used in the process of learning and for effective communications. In this context, these materials are intended for imparting Co-operative Education to members of Co-operative Societies, Unions and National organizations, i.e. members, committeemen, office bearers, potential members and the public at large.

4. These aids in use are detailed in the following categories and classifications:-

I. PRINTED MATERIALS OF TEXT AIDS:-

These cover all printed materials which include:

- |               |   |
|---------------|---|
| 1) booklets   | 7) photographs                                  |
| 2) handouts   | 8) flash cards                                  |
| 3) posters    | 9) bullentins                                   |
| 4) text books | 10) Newsletters and newspapers                  |
| 5) charts     | 11) Co-operative neck ties, badges<br>and flags |
| 6) maps       |   |

and most of them are being produced locally by the Uganda Co-operative Alliance to suit the movement's educational programmes. However, in this field we lack manpower. At the moment we have only one Visual Aids Technician, who is charged with the responsibility of producing most of the above materials. Secondly, we have also experienced language problems in the production of printing materials. In this country, there are various languages which are not easy to be understood by all. Therefore, this makes it difficult for us to produce standard materials that could be applicable to all situations.

5. According to our experiences, these aids have been useful and are still effective to learning situations; and have really played a big role in our day-to-day communication to the masses.

6. At the Co-operative College text materials used include:-

- 1) Text books
- 2) Reference books
- 3) Lesson Outlines
- 4) Case studies
- 5) Programmed Books

7. The first three are very much used whereas the fourth and fifth depend to a very great extent on the nature of the subject being taught. Thus, for instance, case studies lend themselves easily to studies in law, management etc.— and programmed book to studies in finance, reading of a balance sheet etc.—

## II VISUAL AIDS:

(a) Non-projected aids - They are non-mechanical aids which need no sophisticated equipment and accessories. Some of them have been produced locally and others donated to the movement by various organizations, like the United States Agency for International Development.

- |                    |   |
|--------------------|---|
| 1) Chalk boards    | 5) Display boards   |
| 2) Flip overs      | 6) Three dimensional aids (i.e. models, objects and specimens). |
| 3) Flannel boards  |   |
| 4) Magnetic boards |   |

Their preparation involves a great effort on the part of the doer (e.g. a teacher or technician) and anybody can produce them according to what he wants to convey to the masses. These are still considered and used as effective and important tools for teaching in one-day courses, conferences, seminars, workshops and also for informing the public and members about field co-operative programmes.

In this category, we will also include the following:-

7) Social and cultural activities:

- i.e.
- i) Co-operative Day rallies and celebrations
  - ii) District shows and floats
  - iii) Meetings and conferences
  - iv) Demonstrations - farm demonstrations.

8) Field trips:

- i.e.
- i) Community trips
  - ii) Study tours
  - iii) Journeys
  - iv) Inter - Co-operative visits.

These two last aids are intended for transmitting what the Co-operative movement is doing in serving its members and the public and also the part it plays in the country's economic development. These in reality give chances to the people to know exactly what is taking place somewhere in different situations. Both ways have proved effective and suitable for acquiring and disseminating new ideas and knowledge.

Non-projected aids used at the Co-operative College include the following:-

- 1) blackboards
- 2) flip-charts
- 3) flannel-graphs
- 4) study tours

The blackboard is by far the most used aid any time irrespective of whether there are text materials or not. Flip charts are catching on as they are a more permanent form than blackboard writings. Flannel-graphs are rarely used at the moment and study tours are arranged where appropriate.

(b) Projected Aids:- These are the sophisticated and mechanical equipments employed in the learning situation of a large group section of the audience; and for transmitting a message to larger groups. Their operation and application need care and preparations so as to achieve encouraging and concrete results. They are usually made in overseas countries and purchased from local agents or donated to us by foreign organisations.

1. FILM OR CINE PROJECTORS: These equipments are widely used in the College and in the country and are considered as the most powerful tools in our visual communication. Their use has resulted in bringing forth a very important medium for the dissemination of information, news and ideas. These modern machines are using both Bland White and colour films.

In this activity every union in Uganda with an Education Secretary at least owns such cine equipment intended for film shows to members and non-members on one-day courses, at General Meetings, and other important functions. In addition the Uganda Co-operative Alliance staff organises such shows nearly in each district throughout the year. For this reason, the Alliance has been eager in owing a mobile cinema van but lack of finance has held such plan.

Film Library and Servicing:- The Uganda Co-operative Alliance Ltd., runs a film library of its own for lending films to Co-operative Institutions i.e. Unions, Co-operative Wings and College, Department etc. for use in Field education. The Alliance, itself, is also a member of the Film Unit of the Information Department, United States information service, British information service etc. through which unions can be loaned such films on its behalf. The College intends to establish a moderate film library in Kigumba. Due to lack of electricity in rural areas, the Alliance took another responsibility of providing electrical generators to member Unions and the Department for the supply of power that could be used in operating projectors. These are normally made available on short and long term loans.

2. FILM STRIPS AND SLIDE PROJECTOR:- This equipment has been regarded as the most effective media for transmitting ideas for longer duration and number of times, depending on the educational needs. It involves the use of slides or film strips projected with a pre-recorded message running on any learning situations.

Here in Uganda, however, this equipment is not widely used in the field. Nevertheless the Co-operative College, some co-operative wings and Uganda Co-operative Alliance make use of such tools for their educational programmes.

Colour slides, film strips and cameras: The Uganda Co-operative Alliance produces slide series and film strips by using an ordinary 35 m.m. Camera. These materials are intended for use on seminars and committee members' education and also for public relations.

In future there are plans for encouraging member unions to purchase slide projectors if their funds permit. These unions already have some Education Secretaries equipped with 35 m.m. Cameras by the Uganda Co-operative Alliance Ltd.; and those same people are already trained in the production of slides and film strips as well as the operation and maintainance of the equipment. If such tools are provided to these people, it would help a great deal in presenting actual situations at local levels.

3. OPAQUE PROJECTOR:- This is useful equipment for projecting any non-transparent materials such as pictures, photographs, sketches etc. These machines have been used slightly and improperly. Thus proving not effective because they are too heavy to carry to the field and their spare parts are not easy to obtain. Moreover, due to lack of electricity in rural areas they have not been used.

4. OVERHEAD PROJECTOR:- This can effectively be used in a class-room teaching in order to project easily notes and sketches by way of prism lens process to the screen, thus enabling students to take notes in a normal manner. However, at the moment there are only two machines in the country both being used at the Co-operative College and Mityana Co-operative Wing respectively. This shows that our financial resources don't permit us to purchase such expensive equipment for our field education. Otherwise the machine would have been useful for one day courses, seminars, workshops, conferences etc.

III. AUDIO AIDS:- Those aids which have a relationship with listening hearing and possibly seeing inclusive.

1. Tape recorders and recordings:- A tape recorder is one of the sophisticated tools being used in the country for recording radio talks, interviews and commentaries accompanied by slides, film strips and magnetic films; and also for playing back a particular message to members, committeemen, employees and the public.

The use of such delicate equipment is so much limited that in the whole country there are only 8 tape recorders in use. The Co-operative College has budgeted for one.

1. 3 Sony Tape recorders with cassettes.
2. 4 Uher Tape recorders with tape speeds of 7/8 and 15/16 Ips.
3. 1 Akai tape recorder with tape speed of 7/8 and 15/16 Ips.
4. Paros Radio /corder with 3 - 3/4 Ips and 1 - 7/8 Ips.  
Tape speed. (personal property)

Such tools are being considered important in our field education, especially, on carrying out radio programmes. However, there have been plans for purchasing other more powerful tape recorders for each region but our limited funds have never permitted. Therefore, we request the I.C.A. Moshi to assist in this activity.



In addition to the above, we have introduced in the country Co-operative songs on grammophone records in English and local languages. These have helped in activating the public as to acquire knowledge and interest about the Movement.

2. RADIO EDUCATION:- This is an educational aid which is being used and regarded as a means of mass media communication. It has a capacity of helping and supporting as many people as possible by forming a part of continuous educational process.

In this country Co-operative Radio Programmes are prepared in different local languages; and normally submitted to Radio Uganda (Government Institution) for broadcasting through the Uganda Co-operative Alliance Ltd. and the Department for Co-operative Development. The programmes are given on a kind of talk about any co-operative activity; and sometimes by group discussions on certain Co-operative topics and problems. Last year there were 120 such radio talks and group discussions lasting 15 minutes each. These proved useful and effective in our field education activities; more especially in spreading knowledge about co-operatives. At this juncture more programmes have been arranged and organised to suit all the sections of the public.

However, in this field, we lack manpower very much. We do not have enough specialised personnel in carrying out group and individual interviews. At the same time we do not possess enough, proper equipment needed for recording and controlling effective sounds.

3. Closed Circuit television:- This is a truly portable, battery or electrical operated equipment with Vide O Corder, compact T.V. camera with built in electrical condenser microphone.

The equipment can easily be used for both in-door and out-door situations. In this way you take photographs of certain situations with a T.V. movie camera and at the same time record necessary sounds with a Video-tape recorder. Thereafter you play back on a television set, viewed by a group or participants.

In Uganda we find it necessary to introduce such a teaching aid for courses, seminars, conferences, important co-operative functions etc. This would stimulate, activate and show the exact situations in different circumstances to participants functions in real life situations. However, to acquire such expensive tools, at least assistance has to be sought from somewhere.

#### CONCLUSION:-

In general, all the aids listed on this paper are useful and effective in our day to - day field education. They have both improved the standard of teaching and learning, which are very important to our Co-operative Movement. However, much has to be done in future as to maintain and probably increase the standard to the highest level possible.

Furthermore, it has been proved fruitful to invest more money; manpower and efforts on these aids. In the long run they have shown successful results. Therefore extra contribution and sacrifice is very much needed in this field.

At the moment the College is ill-equipped to produce visual aids, as there is no proper production unit. A number of machines have just been ordered from U.K. under the new College loan scheme and they are expected in a year's time. Gradually, however, a proper aids production unit will be established.

Another handicap has been lack of teachers and hence the overloading of the few available. This has left little time for designing proper visual aids such as flip-overs, flannel-graphs etc.— With the opening of the new College, availability of more teachers and equipment, the problem will be overcome.

We are indebted in thanking all those who have helped us to reach this stage of development, especially the United States Agency for International Development, who have all the time provided us with expert personnel, necessary equipments and encouraging efforts, and the British Aid Scheme for providing loans that have enabled the erection and equipping of a new Co-operative College, Kigumba.

SEMINAR ON " THE PRODUCTION AND USE  
OF EDUCATION AIDS "

Kampala 10 - 14 April 1972

COUNTRY REPORT - ZAMBIA

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THE PRODUCTION AND USE OF EDUCATION AIDS  
AIDS USED IN ZAMBIA

V.M. Lubasi, Senior Co-operative Officer (Training)

Co-operative Education in Zambia is a responsibility of the Department of Co-operatives. This will have to be the case until the National Co-operative Development Committee is in a position to take up some of the responsibilities. Before one mentions what types of aids are used in Zambia, it may be necessary to say one or two things about the way Co-operative Courses are organised in the country:

(a) Field Courses:

In each province there is a Co-operative Officer who is in charge of training. This man, and in some cases he is assisted, is responsible for one day courses, one week courses for committee members, and other specialised courses depending on local conditions. Except for Eastern Province where there is Katete Co-operative School, the Department of Co-operatives has no institution of its own in the provinces. Because of this problem field residential courses are organised in institutions owned by sister Departments of Agriculture and Community Development.

(b) Luanshya Co-operative School:

This is at the moment the only national school catering for newly employed officers in the Department of Co-operatives and Co-operative Societies and Committee Members. More advanced Courses are for a while being organised at Evelyn Home College of Applied Arts and Commerce.

(c) Headquarters:

At the Head Office in Lusaka there is a training office whose responsibility is to plan and co-ordinate all educational programmes. There is also a publicity office whose responsibility is to inform co-operators and the public all about the movement. This is done through radio, posters, co-operative newsletters, Ministry of Rural Development magazines, and national daily papers.

2. After having mentioned the Education Structure, here below is a summary of aids used at all levels:

- (a) Provinces: Handouts, Chalk boards and Demonstrations especially for members of farming co-operatives.
- (b) Co-operative School: Conventional chalk board, Handouts including text books, Film shows and Tape Recorders.
- (c) Headquarters:
  - (i) Training Office - mostly handouts.
  - (ii) Publicity Office - radio, posters tape recorders, photographs and co-operative newsletters.

3. Future Plans: Although many aids were not used as much as we should have liked, there is more scope for their usage in our future programmes. At the moment we are in the process of formulation a long education programme with the help of the International Labour Organisation and very shortly by the Swedish International Development Agency (SIDA) also. Through this programme, a Co-operative Education Centre gradually leading to a Co-operative College, it is hoped, will be established and consequently establish more scope for more aids being used.

#### 4. Problems:

- (a) The use of aids is limited by the fact that quite a number of officers involved in training are not sufficiently trained in using aids.
- (b) Finance has been quite a problem, although this may not be a point to dwell upon very much because aids have in the past not seriously come up in our Educational Programmes.

5. At the seminar discussing the production and use of aids, it is hoped that Zambian Delegates will learn from the experiences gained in the sister movements and as such become more useful to the Zambian Co-operative Movement. The International Co-operative Alliance has in the past given assistance in direction, and this is very much appreciated, but it is hoped that I C A will regard what they have done as a start, and more of this assistance will be highly appreciated.

INTERNATIONAL CO-OPERATIVE ALLIANCE

Regional Office for East and Central Africa  
Seminar on "THE PRODUCTION AND USE OF EDUCATION AIDS"  
Kampala April 10 - 14, 1972

SOME BOOKS ON AUDIO-VISUAL AIDS

Centre for Educational Development Overseas (CEDO)

Tavistock House

Tavistock Square

LONDON W.C.1

has compiled a series of leaflets on matters related to education aids, i.a. lists of books, films, filmstrips etc. The following is a selection of the literature in their lists. Books are not supplied from CEDO, but should be ordered through your ordinary booksellers.

For information on the activities of the CEDO, write to the above address.

CEDO Leaflet No. 19

Price in  
£ sterling

The Art of Communication A.C. Leyton

Pitman

1.75

The author is a specialist in communication methods and techniques in industry.

Audio-Visual Aids and Techniques in Managerial and Supervisory Training R.P. Rigg Hamis Hamilton

3.50

With photographs, diagrams and drawings, this book deals with every kind of aid.

Audio Visual Methods in Teaching. Edgar Dale. Henry Holt, New York. Available from U.K. and other booksellers. Sections on the theory of audio-visual instruction, materials and application of audio-visual methods. An invaluable source of reference on every aspect of the subject.

4.90

Economics, Commerce and Administration - Volume 1. Neil Skene Smith. Pergamon Press.

1.05

Intended as a visual stimulus to the understanding of economic principles, the book will be a useful source of ideas for lectures in these subjects at courses for management in industry and commerce.

A Guide to the Use of Visual Aids. L.S. Powell. British Association for Commercial and Industrial Education (BACIE), 16 Park Crescent, London N.W.1.

50p.

A concise book on the general use of visual aids and also containing useful information on technical subjects.

Management Communication through Visual Aids.

1.80

Langton Gould-Marks. Leonard Hill A Comprehensive, Illustrated book which recommends an integrated use of as many tools of communication as possible.

	<u>Price in £ sterling</u>
<u>A Manual of Visual Presentation in Education and Training.</u> E.A. Taylor. Pergamon.	10.00
270 illustrations and 28 charts. A comprehensive study designed to facilitate reference to the techniques of visual presentation.	
<u>Practical Lettering and Layout.</u> F.J. Mitchell. A & C Black.	52½p.
Describes the construction of letters for various purposes, including display, tools for drawing, and also the elementary principles of layout.	
<u>Typography. Basic Principles.</u> John Lewis. Studio Vista.	62½p.
<u>Using Sound Filmstrips.</u> Case studies for commerce. Industrial Society, Robert Hyde House, 48 Bryanston Square, London W.1.	25p.
On production and use of sound filmstrips and discussion methods.	
<u>CEDO-Leaflet No. 3</u>	
<u>Aids to modern teaching: a short survey.</u> R.T.B. Lamb	52½p.
Pitman	
<u>Aids to teaching and learning.</u> Helen Coppen. Pergamon Press	1.25
<u>Application and operation of audio-visual equipment in education.</u> F.J. Pula. John Wiley.	3.75
<u>Audio-Visual handbook.</u> R. Cable. University of London Press.	65p.
<u>Audio-visual instruction - methods and materials.</u> Brown, Lewis and Harclerod. McGraw Hill.	5.50
<u>Audio-visual material.</u> Wittich and Schuller. Harper Bros., New York.	
<u>Blackboard to computer.</u> Grace Kent. Ward Lock Educational.	1.50
<u>Communication and learning.</u> L.S. Powell. Pitman	2.50
<u>Lecturing to large groups.</u> L.S. Powel. BACIE.	35p.
<u>Modern teaching aids.</u> N.J. Atkinson. MacLaren.	1.40
<u>New methods and media in further education.</u> Ed. Brdon Lamb. NCAVAE.	45p.
<u>Planning and producing audio-visual materials.</u> J.E. Kemp. Chandler Publishing Company.	4.05

	<u>Price in £ sterling</u>
<u>The practical audio-visual handbook for teachers.</u> H.E. Scuorzo. Parker Publishing Co., New York.	4.25
<u>The selection and use of teaching aids.</u> A.J. Romiszowski. Kogan Page.	90p.
<u>Techniques for producing visual instructional media.</u> Minar and Frye. McGraw Hill, New York.	3.60
<u>Blackboard drawing.</u> S. Crichton, Nelson	30p.
<u>Blackboard work.</u> H.G. Ramshaw. Oxford University Press.	25p.
<u>The chalkboard - a link between the teacher and the learner.</u> A.W. Bartram. UNRWA/UNESCO. Available in English and Arabic.	
<u>Film projecting without tears or technicalities.</u> M. Simpson. EIFVA.	27 $\frac{1}{2}$ p.
<u>Guide to the overhead projector.</u> L S. Powell. BACIE.	35p.
<u>The overhead projector in education.</u> Reprint of three articles from Visual Education (see page 7) by Alan Vincent, Derck Hill, L.S. Powell. EIFVA	
<u>How to use your camera in the tropics.</u> G.C. Dodwell. Focal Press. From: The Book Centre.	1.50
<u>Teaching with tape.</u> Graham Jones. Focal Press From: The Book Centre.	62 $\frac{1}{2}$ p.
<u>Designing for visual aids.</u> Andrew Wright. Studio Vista	1.50
<u>Silk screen printing for beginners.</u> Heinemann.	22 $\frac{1}{2}$ p.
<u>Communication and change in the developing countries.</u> Lerner and Schramm. East-West Center Press, Honolulu. (UK: Wm. Dawson).	\$9.50
<u>Mass media in the developing countries.</u> UNESCO Reports and Papers on Mass Communication No.33.	35p.
<u>Radio programming: a basic training manual.</u> R. Milton. Geoffrey Bles.	1.75
<u>Adult education groups and audio-visual techniques.</u> UNESCO.	17 $\frac{1}{2}$ p.