

**COURSE
GUIDE****CRD 326
COOPERATIVE EDUCATION**

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INTRODUCTION

This course guide is designed to help you have an adequate basic understanding of cooperative education in all ramifications. This is relevant in exposing you to desire and necessary skills regarding administration and management insight of co-operatives which is used to attain perquisite success in the cooperative.

The course guide should always be handy with you at all times. Your success in the course depends largely on your constant references and understanding of the guide.

The time table scheduling your activities in the course such as studying the course, writing and submission of assignments, allocation of continuous assessment scores, final examination and other relevant information are contained in this course guide. All have been carefully packaged to enable you achieve the aims and objectives of this course.

COURSE OBJECTIVES

At the end of this course, you should be able to:

- Have an in-depth knowledge of the structure and content of the course – Cooperative Education
- Explain the relevance of the Cooperative Education with In-depth methodology its entails for practical insight as one of the requirements leading to the award of B.Sc in Cooperative and Rural Development.
- apply the knowledge of Cooperative Education in the administration and management of co-operative societies in relation to members' group decision making.

COURSE AIMS

The course primarily aims at equipping you with an in-depth knowledge of Management of Cooperative society in relation to the nature of members, groups, the laws of their development and their interrelations with other groups and larger institutions.

The specific objectives of this course are to:

- i. Meaning of Education and Cooperative Education
- ii. Concept of Cooperative Education.
- iii. Reason for Cooperative Education
- iv. Target Groups and Scope of Cooperative Education
- v. Cooperative Education as an Adult Education
- vi. Qualities and Role of a Good Cooperative Extension Worker.

- vii. The Adult Learner and the Learning Environment
- viii. Cooperative Education in Nigeria
- ix. The Principles of Cooperative
- x. Development of Cooperative in Nigeria
- xi. Teaching/Learning Methods in Cooperative Education
- xii. Problems and Solutions of Cooperative Education in Nigeria
- xiii. The Concept, Procedure and Principles of Cooperative Extension Teaching
- xiv. Basic Characteristics, Implications and Steps in Cooperative Education Extension Teaching
- xv. Learning Process in Cooperative Education and Extension
- xvi. Concept of Adult Education in Cooperative
- xvii. Training and Visit System In Cooperative Education
- xviii. Concept And Overview Of The Use Of Extension Methods In Cooperative Education Course Materials
- xix. Cooperative Education Extension Methods
- xx. Communication And Information Process In Cooperative

The course materials that will guide you to successfully complete this course are:

- i. Course guide
- ii. Study units
- iii. Assignment file
- iv. Relevant textbooks

STUDY UNITS

The study units are fifteen in number organized in modules as follows:

Module 1

- Unit 1 Meaning of Education and Cooperative Education
- Unit 2 Concept of Cooperative Education
- Unit 3 Reason for Cooperative Education
- Unit 4 Target Groups and Scope of Cooperative Education
- Unit 5 Cooperative Education as an Adult Education

Module 2

- Unit 1 Qualities and Role of A Good Cooperative Extension Worker
- Unit 2 The Adult Learner and The Learning Environment
- Unit 3 Cooperative Education in Nigeria
- Unit 4 The Principles of Cooperative

Module 3

Unit 1	Development Of Cooperative In Nigeria
Unit 2	Teaching/Learning Methods in Cooperative Education
Unit 3	Problems and Solutions of Cooperative Education in Nigeria
Unit 4	The Concept, Procedure and Principles of Cooperative Extension Teaching
Unit 5	Basic Characteristics, Implications and Steps in Cooperative Education Extension Teaching

Module 4

Unit 1	Learning Process in Cooperative Education and Extension
Unit 2	Concept of Adult Education in Cooperative
Unit 3	Training and Visit System in Cooperative Education
Unit 4	Concept and Overview of the Use Of Extension Methods In Cooperative Education Contents
Unit 5	Cooperative Education Extension Methods
Unit 6	Communication and Information Process in Cooperative

You should note that each of the units under each module as shown has self-assessment exercises and assignments which will be scored by the Course Tutor. Practice the exercises seriously and assess yourself if you adequately understand the content and objectives of each unit. This will prepare you for a good performance in the Teacher Marked Assignments (TMA) and final examinations.

References of all the information provided in this course are provided for further readings if required. This will broaden your idea of the content of the course.

TEXTBOOKS AND REFERENCES

Appraising Mangers Performance,

<http://www.rurdev.usda.gov/rbs/pub/rr136.pdf>

Basic Training methodology-Materials for Training of Cooperative Trainers, Trainers Manual, ILO, www.coopnetaldia.org

Cooperative Management,

<http://www.rurdev.usda.gov/rbs/pub/cir4/cir4.htm>

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- Lawal, K.A.A (2013) Cooperative development in Europe, America and Africa in Oluyombo O.O. Cooperative And Microfinance Revolution, Lagos, Soma Prints Limited
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- Promoting Cooperatives-A guide to ILO Recommendation 193, <http://www.co-op.ac.uk/downloads/Promoting%20Co-operatives.pdf>
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- Sharma, G.K (1997) Cooperative Laws in Asia and the Pacific, COOP TIMES, New Delhi, 1997.
- [http://ilo.law.cornell.edu/public/english/employment/ent/coop/laws/Ethiopian Commercial Code 1960.](http://ilo.law.cornell.edu/public/english/employment/ent/coop/laws/Ethiopian%20Commercial%20Code%201960.pdf)

ASSIGNMENT AND MARKING SCHEME

Assignment	Marks
Assignment 1-5	Five assignments. Select the best four and around 12.52 each, $12.5 \times 4 = 50\%$
Final examination	50% of the overall course marks
Total	100% of course marks

COURSE OVERVIEW

Unit	Title of work	Weeks activity	Assessment
	Course guide	1	

MODULE 1

1	Meaning of Education and Cooperative Education	2	
2	Concept of Cooperative Education	2	Assignment 1
3	Reason for Cooperative Education	2	
4	Target Groups and Scope of Cooperative Education	2	
5	Cooperative Education as an Adult Education	2	Assignment 2

MODULE 2

1	Qualities and Role of A Good Cooperative Extension Worker	2	
2	The Adult Learner and The Learning Environment	2	Assignment 1
3	Cooperative Education in Nigeria	2	
4	The Principles of Cooperative	2	
5	Qualities and Role of A Good Cooperative Extension Worker	2	Assignment 2

MODULE 3

1.	Teaching/Learning Methods in Cooperative Education	2	
2.	Problems and Solutions of Cooperative Education in Nigeria	2	
3.	The Concept, Procedure and Principles of Cooperative Extension Teaching	2	Assignment 3
4.	Basic Characteristics, Implications and Steps in Cooperative Education Extension Teaching	2	
5.		2	

MODULE 4

1.	Learning Process in Cooperative Education and Extension	2	
2.	Concept of Adult Education in Cooperative	2	Assignment 4
3.	Training and Visit System in Cooperative Education	2	
4.	Concept and Overview of the Use Of Extension Methods In Cooperative Education Contents	2	
5.	Cooperative Education Extension Methods	2	Assignment 5
	Communication and Information Process in Cooperative	1	
		42	

The above table gives an overview of the course Cooperative Management—the units, the numbers of weeks devoted to each unit and the assignments to be written by you.

HOW TO GET THE MOST FROM THIS COURSE

In the National Open University of Nigeria (NOUN), there is no lecturer physically present unlike the Conventional University. It counts on your maturity and initiatives. Your drive is the force that propels you and you are the major determinant on when and how to complete the B.Sc Programme in Co-operative Studies successfully.

You should regard the reading of the study materials as if you are listening to lectures. Indeed you are listening to the lecturer indirectly.

MODULE 1

UNIT 1 MEANING OF EDUCATION AND COOPERATIVE EDUCATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Contents
 - 3.1 Concept of Cooperative
 - 3.2 Principles of Cooperative,
 - 3.3 The Rockdale co-operative principles
 - 3.3.1 Concept of Education
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References and Further Reading.

1.0 INTRODUCTION

Since the year of operations and practice of cooperative societies, business in Nigeria, no doubt, had undergone series of dynamic change to equip and expose middle and high level manpower of various levels grounded in the theory and practice of cooperative studies that will be substantial relevance to industry. All these changes were aimed at establishing independent training institution that will provide the right knowledge and manpower required for the understanding, application and transformation of cooperative theory and practice traditionally nationally and internationally in the areas of learning, teaching and research.

However, in this first unit our discussions shall be on conceptualizing education and cooperative education. Cooperative, educations are three vital but different streams that feed human culture. Cooperative values are more tangible, education is concerned with less concrete goals like helping our young to become good citizens while extension cooperates with other organizations which aim to develop individuals, community and the nation.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define concept of cooperative
- state the principles of cooperative

- explain the rockdale cooperative principles
- define concept of education.

3.0 MAIN CONTENTS

3.1 Definitions of Cooperative

There are different definitions of a Cooperative. We shall enumerate and explain various definitions one after the other. In order to understand this definition clearly, let us examine it by analyzing some key words in the definition. It should however be noted that “A cooperative is a firm owned, controlled, and operated by a group of users for their own benefit. Each member contributes equity capital, and shares in the control of the firm on the basis of one-member, one-vote principle (and not in proportion to his or her equity contribution). It is also a business enterprise to be compared with one man business, partnership, joint stock company e.t.c. While in the others, an individual or a group of people are so financially strong to start and run the business, in a Cooperative society, the members are financially weak and through the association with others that the people could establish and run a business. By starting the business, they become owners and people that will directly benefit from the business of the society.

Cooperative can be defined as a form of business organization own by two or more people to serve the benefit of their members and assist in liberating of oppression of the economically strong people.

Calvert (1959) sees cooperative as a form of organization wherein person voluntarily associates together as human beings on the basis of equality for the promotion of economic interest of themselves.

Roy (1981) defined a cooperative as a business voluntarily organized, operation at cost, owned, capitalized and controlled democratically by members-patrons who are the users of its services and who share risks and benefits in proportion to their participation.

Chukwu (1990) also defined cooperative societies as institutions within whose frame work cooperation or joint activities by people take place in a formalized, long term, deliberate aids, to a great extent, specific form in the social and especially economic spheres of human endeavor.

3.2 Principles of Cooperative

- 1. Association of Persons:** A Cooperative society is an association of persons, people who are ready to work together, who understand themselves, who are ready to solve their common

problems jointly, who are socially fit to associate with one another. It is when these are taken into consideration that the society can stand on its feet. Also, we should note that it should not be an association of armed robbers, thieves, fraudsters, e.t.c.

2. **Limited Means:** These persons who associate with one another are usually of limited means. They are regarded as poor but not people living in abject poverty who are so poor and would not be able to make some capital contribution to the society. For an example a Cooperative Society is not an association of beggars. Intending members must be able to make capital contributions like entrance fees, share capital etc. to the society. Limited means explains the fact that they don't have enough money. They are still looking for more money and they hope to get more by becoming members of a Cooperative society.
3. **Voluntarily Joined Together:** Cooperative societies are voluntarily organizations. People should not be forced directly or indirectly to join Cooperative societies. In some parts of the country, people are indirectly forced to join cooperative societies by asking them to form cooperative societies so that they would get fertilizer or loan from the Government. It then means that the people becomes members out of their own volition but because the government wants them to join cooperative so as to benefit something from the cooperative. Experience has shown that people will rush to join such a Society to benefit from what "Father Christmas" the government will give to them. This may however be regarded as their own share of the national cake. Apart from that, if this "gift" is no more forthcoming, then the members will disperse and the Society will die a natural death.
4. **Achieve a Common Economic End:** The main aim of forming a cooperative Society is to achieve Economic goals. Such economic goals include, making surplus, increasing members ability to have more money buying goods at a cheaper rate, getting cheaper loan that can be used to expand business etc.
5. **Democratically Controlled:** The business that is formed by the people is usually democratically controlled. Democracy in a cooperative society connotes "One man one vote" Each member has only one vote to cast when a decision on matters affecting the business of the society is to be taken. It is one man one vote irrespective of each member's Capital contribution to the society, wealth, and post in the religious organization he/she belongs, whether he is a Chief, Oba, Pastor or Reverend. A member has the right to vote only once when a decision is to be taken Apart from this, voting by proxy is not allowed. This is somebody else voting in place of a member or non-member voting on behalf of a member that is absent in a meeting. In addition, majority carries the vote and whatever is decided in the meeting (where quorum

was formed) binds on all members.

6. **Equitable Contribution to the Capital:** Since cooperative Society is a business venture, intending members must make some Capital Contributions. However, individual Capital contribution must be in relation to his/her financial ability. In practice, minimum and maximum capital contribution is usually stated. Example of this is Share Capital.
7. **Accepting a Fair Share of the Risks and Benefits:** Each member must contribute physically to the running of the society. Cooperative society is not like public limited liability company or Joint Stock Company whereby the shareholder may not participate directly in the running of the business. Cooperatives like other types of 20 business ventures are interested in making surplus. If at the end of the business year, the society makes surplus, each member will have a fair share of this benefit and smile. On the other hand, if the society makes a loss, the members will share their risk.
8. **Giving the members adequate Cooperative Education:** The cooperative Assistant should endeavor to attend the meetings of the Society regularly. He can pass a lot of information to the members when they are holding a General meeting. Apart from this, he can organize seminars and workshops for the members. It is usually during meetings or training sessions that the members can receive Cooperative Education. He can use this opportunity to discuss their problems with them, answer their questions, and guide them aright by using the Cooperative laws, principles of cooperation and the society's byelaws as guide. Members should learn how to be good business men/women using business principles and methods.
9. **Business Organization:** The Cooperative Society formed is a business Organization. It is not a humanitarian organization like the Red Cross society where business principles are neglected. For an example, when a society wants to be humane, it may give "blanket loan" to majority of its members without regard to laid down rules. Such society may collapse within a short time. Business techniques and principles must be employed to run Cooperative society's activities. It must be run to make surplus and render maximum services to the members. Also, the society or the business belongs to the members and it should not be seen as a business set up by the Government.

According to the International Cooperative Alliance (ICA), a cooperative can be defined as a group of people who join together in a common undertaking in accord with the six principles that are as follows:

- Membership is open and voluntary
- There is democratic control, usually on the basis of one man, one vote
- Interest on share capital is limited
- Distribution of surplus proportionally, according to the level of transactions
- Cooperatives devote some part of their surpluses to education
- Cooperatives cooperate among themselves.

The purpose of the cooperative is to provide greater benefits to the members such as increasing individual income or enhancing a members' way of living by providing important needed services.

International Labour Organization (ILO) has defined a cooperative as: an association of persons who have voluntarily joined together to achieve a common end through the formation of a democratically controlled organization making equitable contributions to the capital required and accepting a fair share of the risks and benefit of the undertaking in which the members actively participate.

While Casseiman says Cooperative is an economic system with social elements. The economic ideals affect the business enterprise, its methods and operations. The social ideas have a direct bearing on the association of persons comprising the society, particularly as they affect the membership and personnel relations.

Otokiti (2000) see cooperative as a voluntary association with unrestricted membership and collectively owned funds organized on democratic principles of equality by persons of moderate means and income who come together to supply their needs and wants through mutual action in which motive of production is serve rather than profit.

3.3 The Rochdale Co-Operative Principles

The Rochdale co-operative principles are as follows:

1. **OPEN, VOLUNTARY MEMBERSHIP:** Member in a co-operative society should be voluntary and available without artificial restriction or any social, political, racial or religious discrimination, to all persons who can make use of its services and are willing to accept the responsibilities of membership.
2. **DEMOCRATIC CONTROL:** Cooperative societies are democratic organizations. Their affairs should be administered by persons elected or appointed in a manner agreed to by members accountable to them. Member's primary societies should enjoy equal right of voting (one member, one vote) and participation in

decisions affecting their societies. In other than primary societies the administration should be conducted on a democratic basis in a suitable form.

3. **LIMITED RETURN, IF ANY, ON EQUITY CAPITAL:** Share capital should only receive a strictly limited rate of interest.
4. **NET SURPLUS BELONGS TO USER-OWNERS:** The economic results arising out of the operations of a society belong to the members of that society and should be distributed in such a manner as would avoid one member gaining at the expense of others. This may be done by decision of the members as follows:
 - a) By provision for development of the co-operative;
 - b) By provision of common services;
 - c) By distribution among the members in proportion to their transactions with society.
5. **HONEST BUSINESS PRACTICES:** Co-operatives should deal openly, honestly, and honorably with their members and the general public.
6. **ULTIMATE AIM IS TO ADVANCE COMMON GOOD:** The ultimate aim of all cooperatives should be to aid in the participatory definition and the advancement of the common goal.
7. **EDUCATION:** All co-operative societies should make provision for the education of their members, officers, and employees and of the general public in the principles and techniques of co-operation, both economic and democratic.
8. **CO-OPERATION AMONG CO-OPERATIVES:** All co-operative organized in order to best serve the interest of their members and their communities should actively co-operate in every practical way with other co-operatives at local, national and international levels.

3.3.1 Definitions of Education

Education is very important for an individual's success in life. Since education is a major aspect of development of any society, if there is a deficit of educated people then society will stop its further progress. Education mainly begins at home; one does not acquire knowledge from a teacher, one can learn and get knowledge from a parent or a family member.

Generally, the word education is derived from a latin word "EDUCARE" meaning "to bring up", "to elevate" or "to raise" (Molagun et al, 2000). Education is seen as the foundation and gradual process of developing the Latent and Manifest potentialities in the child. Education provides pupils teaching skills that prepare them physically, mentally and socially for the world of work in later life. Education goes

beyond what is being given in the school. It includes every step taken by members of a society to impact the attitudes ethics skills values e.t.c, needed for growth and survival of the younger generations who will eventually take over the responsibility of initiating and sustaining the much cherished societal and economic development.

Education has been defined by several authors, philosophers and experts in various fields in accordance with discipline and their assessment of the society in general as follows:

- The transmission of life by the living (Throngs).
- The art of making available to each generation the organized knowledge of the past (Carter Good).
- Plato (1928) defines education as the process of interaction between the individual and the society.
- The aggregate of all the processes by which a child or young adult develops the abilities ,attitudes and other forms of behaviors that are of positive values to the society in which he lives (Fafunwa A. B).
- The total efforts of a community to raise its economic, social and political standards of life (Taiwo 2000).
- The process of bringing up a person to develop according to such person's abilities, aptitudes, capabilities, and interest to enable such person function successfully and effectively in the society (Abdulkareem).

From the above we can conclude that education can be defined in a number of ways. The views perceptive and submission of various authorities rests on the perception of their society. Education in its broadest, general sense is the means through which the aims and habits of a group of people lives on from one generation to the next. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts. In its narrow, technical sense, education is the formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another, e.g., instruction in schools.

Main purpose of education is to educate individuals within society, to prepare and qualify them for work in economy as well as to integrate people into society and teach them the values and morals of the society. Role of education is means of socializing individuals and to keep society smoothing and remain stable.

In general terms, there are several types of educational systems as enshrined in the national policy of education and other educational documents but our major concern is on three principle areas:

- Informal
- Formal
- Non – formal

Informal Education is a general term for education that can occur outside of a structured curriculum. It encompasses student interests within a curriculum in a regular classroom, but is not limited to that setting. It works through conversation, and the exploration and enlargement of experience. Informal education offers the following:

1. Responsiveness when interacting with the environment.
2. Possibility to act freely in unknown situations.
3. Possibility for an individual to learn without any obligations or restrictions.
4. Allows for free choice and changes in interests.
5. Ability to create one's own identity.

Formal education, also known as formal training, is the process of integral education correlated stretching from primary education to secondary education and higher education, and that entails a systematic and deliberate intention that correlates itself with an official curriculum.

It is therefore a type of education regulated (by different internal regulations within the educational project of each College), intentional (because they have the primary intention the educate and give knowledge to students), and planned (because before each course, the college regulates and plans all the educational action which will be transmitted in the same).

Non-formal education is an integral part of a lifelong learning concept that ensures that young people and adults acquire and maintain the skills, abilities and dispositions needed to adapt to a continuously changing environment. It can be acquired on the personal initiative of each individual through different learning activities taking place outside the formal educational system. It offers the following:

1. Provides functional literacy and continuing education for adults and youths who have not had the advantage of formal education or who did not complete their primary education.
2. Provide functional and remedial education for the young people who did not complete their secondary education.
3. Provide education to different categories of graduates to improve the basic knowledge and skills.

4. Provide in-service, on-the-job, vocational and professional training to different categories of workers and professionals to improve their skills.
5. Give adult citizens of different parts of the country necessary aesthetic, cultural and civic education for public enlightenment.

In conclusion, education acts as the distribution mechanism of the cultural values such as it more layered the society and participate in society that carries the culture.

4.0 CONCLUSION

In this unit, we discussed the concept of cooperative and the concept of education in order to understand the subject matter and have the knowledge of area differences and similarities.

5.0 SUMMARY

During the course of this unit, we have learnt about the concept of cooperative and the concept of education from different views, opinions, writers researcher's and scholars on the subjects matters areas.

6.0 TUTOR MARKED ASSIGNMENT

1. Explain the meaning of the following terms:
 - i. Cooperative
 - ii. Education
 - iii. Types of education.
2. State the Six Principles of Cooperative according to ICA.
3. State the Rockdale principle of cooperative

7.0 REFERENCES AND FURTHER READINGS

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UNIT 2 CONCEPT OF COOPERATIVE EDUCATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Contents
 - 3.1 Concept of Cooperative and Education
 - 3.2 Definitions of Education
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References and Further Reading

1.0 INTRODUCTION

Since the year of operations and practice of cooperative societies, business in Nigeria, no doubt, had undergone series of dynamic change to equip and expose middle and high level manpower of various levels grounded in the theory and practice of cooperative studies that will be substantial relevance to industry. All these changes were aimed at establishing independent training institution that will provide the right knowledge and manpower required for the understanding, application and transformation of cooperative theory and practice traditionally nationally and internationally in the areas of learning, teaching and research. However, in this first unit our discussions shall be on conceptualizing cooperative, education and extension. Cooperative, education and extension are three vital but different streams that feed human culture. Cooperative values are more tangible, education is concerned with less concrete goals like helping our young to become good citizens while extension cooperates with other organizations which aim to develop individuals, community and the nation.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define concept of cooperative;
- define concept of education; and
- define concept of extension.

3.0 MAIN CONTENTS

3.1 Definition of Cooperative

There are different definitions of a Cooperative. We shall enumerate

and explain various definitions one after the other. In order to understand this definition clearly, let us examine it by analyzing some key words in the definition. It should however be noted that a cooperative Society is a business enterprise to be compared with one man business, partnership, joint stock company e.t.c. While in the others, an individual or a group of people are so financially strong to start and run the business, in a Cooperative society, the members are financially weak and through the association with others that the people could establish and run a business. By starting the business, they become owners and people that will directly benefit from the business of the society.

Cooperative can be defined as a form of business organization own by two or more people to serve the benefit of their members and assist in liberating of oppression of the economically strong people.

Calvert {1959} sees cooperative as a form of organization wherein person voluntarily associates together as human beings on the basis of equality for the promotion of economic interest of themselves.

Roy {1981} defined a cooperative as a business voluntarily organized, operation at cost, owned, capitalized and controlled democratically by members-patrons who are the users of its services and who share risks and benefits in proportion to their participation.

Chukwu (1990) also defined cooperative societies as institutions within whose frame work cooperation or joint activities by people take place in a formalized, long term, deliberate aids, to a great extent, specific form in the social and especially economic spheres of human endeavour.

Cooperative can be defined as working or acting together for a common purpose or benefit (Webster's College Dictionary; 1991, p. 300). A Cooperative is an autonomous association of persons united voluntarily to meet their COMMON ECONOMIC, social and cultural Needs and aspirations through a jointly-owned and democratically controlled enterprise" (ICA, 1994).

The contest of co-operatives in agribusiness can be described as where people engaged in for defense and emancipation of promoting economic interest, according to Adelaja M.A. (1996).

Banwo. (1996) posit that co-operative is an institution where two or more people work together for mutual assistance procurement of input at affordable cost and achieve their desired goal.

The cooperative, for instance may be the vehicle to obtaining improved markets or providing sources of supplies or other services otherwise unavailable if members acted alone. Cooperative most effectively serve their members by working together locally, nationally, regionally and globally for the sustainable development of their communities (Birchall 1998).

Cooperatives are voluntary organization without gender, social, racial, political or religious discrimination. They are democratic organizations controlled by their members who actively participate in management decisions and policies.

In essence, cooperation represents the process of interaction between (i) cooperatively committed members, employees and leaders and their expectations for the future,

cooperative values inherited from the past and expressed in principles, programmes, status, books, education material, etc, (iii) practical cooperative applications, structures, methods of activity, education, etc. also inherited from the past, and (iv) the environment of cooperatives, e.g. the government, the institutional structures of the society at large, the economic system, the values in the community, etc. (ICA; 1998)

According to the International Cooperative Alliance (ICA), a cooperative can be defined as a group of people who join together in a common undertaking in accord with the six principles that are as follows:

- i. Membership is open and voluntary.
- ii. There is democratic control, usually on the basis of one man, one vote. Interest on share capital is limited.
- iii. Distribution of surplus proportionally, according to the level of transactions
- iv. Cooperatives devote some part of their surpluses to education.
- v. Cooperatives cooperate among themselves.

The purpose of the cooperative is to provide greater benefits to the members such as increasing individual income or enhancing a members' way of living by providing important needed services.

International Labour Organization (ILO) has defined a cooperative as: an association of persons who have voluntarily joined together to achieve a common end through the formation of a democratically controlled organization making equitable contributions to the capital required and accepting a fair share of the risks and benefit of the

undertaking in which the members actively participate.

While Casseiman says Cooperative is an economic system with social elements. The economic ideals affect the business enterprise, its methods and operations. The social ideas have a direct bearing on the association of persons comprising the society, particularly as they affect the membership and personnel relations

Otokiti (2000) see cooperative as a voluntary association with unrestricted membership and collectively owned funds organized on democratic principles of equality by persons of moderate means and income who come together to supply their needs and wants through mutual action in which motive of production is serve rather than profit.

“The cooperative society is an association of persons, usually of limited means, who have voluntarily joined together to achieve a common economic end, through the formation of a democratically controlled business organization, making equitable contribution to the Capital required and accepting a fair share of risks and benefits of the undertaking”

Despite this stringent definition, some cooperatives do not always obey all of these principles, for example Scandinavian cooperatives are less rigorous regarding principle (v) and (vi) Despite this theoretical definition, the application of cooperative principles to reality has always been a matter of priorities and compromises. These critical decisions pertaining to the cooperative movement must swiftly reflect the interaction between the development and changing environment.

However, co-operative is a voluntary association of individual human beings with common socio-economic felt needs and with the conviction that such needs can be best attained by pooling resources and efforts in a controlling and ensuring business organization, sharing the recursion investment equitably. From all the above explanation the following silent points should be noted.

- Persons voluntarily associating together.
- Formation of a jointly owned business organization.
- Democratically controlled on basis equitably
- Returns on investment share equitably.
- Members-patronage pooling all production resources together and promoting of common economics interest.

3.2 Definitions of Education

Education is very important for an individual's success in life. Since

education is a major aspect of development of any society, if there is a deficit of educated people then society will stop its further progress. Education mainly begins at home; one does not acquire knowledge from a teacher, one can learn and get knowledge from a parent or a family member.

Generally, the word education is derived from a Latin word ‘‘EDUCARE’’ meaning ‘to bring up’, ‘to elevate’ or ‘to raise’ (Molagun et al 2000). Education is seen as the foundation and gradual process of developing the Latent and Manifest potentialities in the child. Education provides pupils teaching skills that prepare them physically, mentally and socially for the world of work in later life. Education goes beyond what is being given in the school. It includes every step taken by members of a society to impact the attitudes ethics skills values e.t.c, needed for growth and survival of the younger generations who will eventually take over the responsibility of initiating and sustaining the much cherished societal and economic development.

Education has been defined by several authors, philosophers and experts in various fields in accordance with discipline and their assessment of the society in general as follows:

- a. The transmission of life by the living (Things)
- b. The art of making available to each generation the organized knowledge of the past (Carter Good).
- c. Plato (1928) defines education as the process of interaction between the individual and the society.
- d. The aggregate of all the processes by which a child or young adult develops the abilities ,attitudes and other forms of behaviours that are of positive values to the society in which he lives (Fafunwa A.B.).
- e. The total efforts of a community to raise its economic, social and political standards of life (Taiwo 2000).
- f. The process of bringing up a person to develop according to such person’s abilities aptitudes, capabilities, and interest to enable such person function successfully and effectively in the society (Abdulkareem).

From the above we can conclude that education can be defined in a number of ways. The views perceptive and submission of various authorities rests on the perception of their society. Education in its broadest, general sense is the means through which the aims and habits of a group of people lives on from one generation to the next. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts. In its narrow, technical sense,

education is the formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another, e.g., instruction in schools.

Main purpose of education is to educate individuals within society, to prepare and qualify them for work in economy as well as to integrate people into society and teach them values and morals of society. Role of education is means of socializing individuals and to keep society smoothing and remain stable.

In general terms, there are several types of educational systems as enshrined in the national policy of education and other educational documents but our major concern is on three principle areas:

- a. Informal
- b. Formal
- c. Non – formal

The listed above will be discuss in the next unit

Education acts as the distribution mechanism of the cultural values such as it more layered the society and participate in society that carries the culture. Education can also be defined as the production of changes in human behaviour.

3.3 Cooperative Education Three Main Facets

1. As a discipline it deals with the behaviour of people. It is educational in content and purposive in approach. Whether the content consists of cooperative agriculture, medicine (preventive and social medicine), public health, education, engineering, etc, cooperative education extension is always dependent on a firm knowledge and expertise in economics, business, management, sociology, anthropology, psychology, administration, communication arts, political science and so on.
2. As a process, cooperative education seeks to influence the behavior of rural people through education and information exchange. The aim is to assist them in gaining a livelihood, improving the physical and psychological level of living of rural families, and fostering rural community welfare. The success of the cooperative education process requires an atmosphere of mutual trust, helpfulness and respect on the part of both cooperative workers, rural and urban people.
3. As a service, cooperative education makes the government, ministry, the university or voluntary agency as useful as possible to the people who support it through taxes and donations.

The concept that the broader function of cooperative work is to help people to solve their own problems through the application of scientific knowledge is now generally accepted.

4.0 CONCLUSION

In this unit, we discussed the concept of cooperative, concept of education and Cooperative education three main facets in order to understand the subject matter and have the knowledge of area differences and similarities. Final the three main facet were Cooperative education.

5.0 SUMMARY

During the course of this unit, we have learnt about the concept of cooperative, concept of education and concept of extension from different views, opinions, writers researcher's and scholars on the subjects matters areas Cooperative education extension.

6.0 TUTOR MARKED ASSIGNMENT

- i. Explain the meaning of the following terms:
- ii. Cooperative
- iii. Education
- iv. Extension
- v. State the Cooperative education extension three main areas

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UNIT 3 REASON FOR COOPERATIVE EDUCATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Contents
 - 3.1 Meaning of Cooperative Education
 - 3.2 Objectives of Co-Operative Education in Nigeria
 - 3.3 Benefit of Cooperative Education
 - 3.3.1 Benefits of Cooperative Education for the Student
 - 3.3.2 For the School
 - 3.3.3 For the Community
 - 3.3.4 For the Employer/Training Sponsor
 - 3.4 The Importance of Cooperative Education
 - 3.5 The Need for Cooperative Education in Nigeria
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References and Further Reading

1.0 INTRODUCTION

In the last unit, we learned about the concept of cooperative and the concept of education from different views and opinions and scholars on the subject matters. In this unit, we shall discuss the meaning of cooperative education, objectives of cooperative education, benefits of cooperative education, importance of co-operative education and the need for cooperative education.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- explain the meaning of cooperative education;
- list the objectives of cooperative education in Nigeria;
- list the benefits of co-operative education;
- list the importance of cooperative education.
- explain the need for cooperative education in Nigeria.

3.0 MAIN CONTENTS

3.1 Meaning of Cooperative Education

Cooperative education (learning) is an instructional method in which

students work together in small groups to achieve a goal. In cooperative learning environments, the teacher gives the students a problem or project and facilitates the learning process instead of directly instructing. Students work in their groups to explore the problem or question and work toward a shared goal. Cooperative learning improves student achievement and increases social awareness, but may also create classroom management and accountability issues.

Cooperative education may be defined as a structured program in which periods of study alternate with periods of related work experience. At the secondary level, students usually attend classes for part of the day and work for part of the day. Post-secondary co-op most often alternates a quarter or semester of classes with a period of full-time employment; college credit is often awarded for the employment period.

A number of definitions have been suggested in the literature for the term ‘cooperative education’. The Canadian Association for Cooperative Education defines cooperative education as “a program that formally integrates a student’s academic studies with work experience with participating employers” (CAFCE, 2005, p. 1). This definition is further elaborated to include programs which are based on either work experience alternating with academic studies or internship programs which are based on a single work experience.

The National Commission for Cooperative Education defines cooperative education as “a structured educational strategy integrating classroom studies with learning through productive work experiences in a field related to a student’s academic or career goals.” (Groenewald, 2004, p. 17). Groenewald (2004) reviewed existing definitions of the term cooperative education and their historical development. He concluded that “cooperative education can be reduced to four core dimensions namely: (a) an integrated curriculum, (b) learning derived from work experience, (c) cultivation of a support-base, and (d) the logistical organization and coordination of the learning experience.” the four components refer to developing a curriculum which integrates the needs of industry with academic requirements; careful design of the work component to ensure its contribution to the experiential learning process; the cultivation of a loyal supporting industrial base; and establishing a structure which ensure sound practices of monitoring and evaluating students before, during, and after the work experience.

3.2 Objectives of Co-Operative Education in Nigeria

The objectives of Cooperative Education in Nigeria are many. This are as follow:-

1. Planting and promoting in members the right attitudes required for the reception of Cooperative ideas and principles: When cooperators receive cooperative education, it is a way of planting and promoting in them the attitude required in knowing how to behave, act, and contribute to discussions, think, etc. in a cooperative Society. One needs to observe a cooperator who has not got any.
2. Cooperative education, His orientation might be negative to cooperative development: Usually in Nigeria and other developing countries, members of the public are' misguided and misdirected to form cooperatives for purposes that could not be regarded as the "felt needs" of members. This type of mis-education impedes the realization of the objectives of cooperative education in Nigeria.
3. As a democratic and open organization, education of members should be extended to members of the public: One of the objectives of cooperative education is to enlighten the members of the public on what a cooperative Society is, what it does, how it can be run and the advantages members can derive when they form it. This objective can be achieved through radio and television programmes, workshops, seminars, conferences, congresses, etc.

Other objectives are as follows:-

1. To develop a strong virile Cooperative Movement in Nigeria: Through cooperative education whereby awareness and positive attitude are created in cooperators, a strong cooperative movement can be built in Nigeria. Cooperators should cooperate with one another and form a group to be reckoned with by the Government, its agencies and other organizations that are not in the Cooperative Movement. This will make the Government respect the views and thoughts of Cooperators and act on them when making public statements or development plans.
2. Cooperative organization will be able to survive in the Competitive enterprise: Cooperative education will enable cooperative organizations and the individual business enterprises of the members to be able to compete with other types of business organizations. There will also be healthy competition among Cooperatives which will enhance their growth in general. In addition, Cooperative Education will remove lack of business experience in Cooperators. It will enable Cooperators internalize principles which are essential to efficient administration and management of Cooperative ventures.
3. To develop Co-operative Field staff that will be able to successfully carry out their duties in the field:-Through

Cooperative Education, field staff like the Cooperative Assistants, the Cooperative Auditors, the extension officers, the Area Officers, the Zonal Officers, and the Director of Cooperatives will be able to carry out their duties successfully. They would be able to organize people successfully into forming and running Cooperative Societies, of all types, supervise, check and audit books and records of cooperative societies. They would also be able to conduct feasibility studies and generally promote good health and rapid growth of these organizations.

3.3 Benefit of Cooperative Education

3.3.1 Benefits of Cooperative Education for the student

- Students have the opportunity for learning useful employment skills on real jobs under actual working conditions.
- Interest in classroom work is stimulated by the application of academic and job related learning to job situations.
- As wage earners, students develop understanding, appreciation, and respect for work and workers.
- The ability to get and hold a job helps young people develop a mature and realistic concept of self.
- The transition from school to employment is made easier.
- The ability of the student to develop a post-high school plan for employment and continuing education is enhanced.

Other benefits includes:

- Clarification of career goals
- Increased relevance of learning and motivation for study
- Improved self-reliance, self-confidence, responsibility
- Practice in human relations skills
- Financial assistance for educational expenses
- Contacts with potential employers
- Feedback through performance assessment
- Employability skills and marketable job skill

3.3.2 For the school

- A school that conducts cooperative on-the-job training is able to extend educational opportunities that are beyond its own physical and financial resources.
- Interaction with professionals outside the school environment is provided in the training of young people.

- Teachers, guidance counselors, and school administrators are provided with improved opportunities to keep in touch with changing employment conditions.
- Cooperative on-the-job training is a living demonstration of the concept that education is indeed a community-wide partnership.

3.3.3 For the community

- The number of young people making a successful transition from school to work is increased, thereby adding to the number of economically productive members of society.
- A continuing pattern of school-community partnerships is developed.
- Training experiences through cooperative education help to improve the community's pattern of job stability by giving students employment skills and civic competence.

3.3.4 For the employer/Training Sponsor

- Employers are assisted in analyzing jobs and developing training outlines.
- The private sector is provided with opportunities to take an active part in the education and career preparation of students in the local community.
- Students are prepared to work in their own localities, under the supervision and following the methods of a specific local employer.
- Classroom instruction gives student-learners a more thorough understanding of job related theory and knowledge.

3.4 The Importance of Cooperative Education

Education is very important among all of us, the fact which is commonly nothing to deny among any. It's the cooperative education and extension service that will transform a member and non-members to live a better life and more importantly in a socially wellbeing. Cooperative education and extension does make a remarkable effect on one's personality. Getting cooperative educated and finally earning a professional degree prepares you to be a part and contribute in good organizations, companies or institutions and society at large. Cooperative education is the one which provides member the thrust in getting ahead and doing something constructive in near future.

Cooperative education involves gathering of knowledge in whatever aspects. It helps a person to draw the best out of their mind and spirit. Cooperative Education plays a vital role in the member personal growth

and the social development among all. It imparts us with all the power and necessities in making a noticeable mark in any of the field. With the high urgency of cooperative education and extension among all members, many of the nations have already come up with their ideas in maximizing the literacy among all and awareness on self-help. It becomes a quite challenging factor among many of the developing countries in spreading the awareness of cooperative education. But, in spite of that, we can hear a number of cases where almost all the people get the privilege to get educated provided by the governing bodies, which is indeed a positive sign. On account of the high importance of cooperative education and extension among members, steps taken by respective governing bodies have eventually led a high literacy rate among many regions. It is on imparting education among all by which one can learn to get civilized and leading their life in a healthy way. Cooperative education support member with all the needed attributes in leading members' life in a proper lifestyle. In all in all, it is one's education which decides what one can make out in their life. Education is the solution of any types of problems. It is education which promotes good habits, values and awareness towards anything like terrorism, corruption and disease.

3.5 The Need for Cooperative Education in Nigeria

1. In order to improve the knowledge and skills of the people in cooperative to convey comparative ideology in practical terms, thereby enabling them to carry out business activities in a distinctive way.
2. To improve populace performance and efficiency.
3. To train them to be competent experts in all aspects of business management, in order to survive the modern technological development.

4.0 CONCLUSION

In this unit, we discussed the meaning of cooperative education, objectives of cooperative education, benefits of cooperative education, importance of co-operative education and the need for cooperative education. The understandings of these concepts are essential in the study of cooperative studies.

5.0 SUMMARY

During the course of this unit, we have learnt about the following areas:

- i. The meaning of cooperative education

- ii. The objectives of cooperative education in Nigeria.
- iii. The benefits of Cooperative education.
- iv. The importance of cooperative education.
- v. The need for cooperative education in Nigeria.

6.0 TUTOR MARKED ASSIGNMENT.

- 1. What do you understand by Cooperative Education?
- 2. Discuss the objectives of co-operative education in Nigeria?
- 3. Discuss the Role of Cooperative education?
- 4. Enumerate the importance of Co-operative education?
- 5. Discuss the need for cooperative education in Nigeria?

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UNIT 4 TARGET GROUPS AND SCOPE OF COOPERATIVE EDUCATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Contents
 - 3.1 The Target Groups
 - 3.2 Private Producers
 - 3.3 Cooperatives
 - 3.3.1 Subsistence Producers
 - 3.3.2 Selection of Target Groups
 - 3.4 Education
 - 3.5 Diagnostic Services
 - 3.6 Scope and History of Co-Operative Education in Nigeria
 - 3.6.1 Pre-Independence Development
 - 3.6.2 Post-Independence Development
 - 3.7 Reforming Cooperative Education in Nigeria
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References and Further Readings

1.0 INTRODUCTION

The last unit discussion was on the Reason for cooperative education which highlighted the meaning of cooperative education, objectives of cooperative education, benefits of cooperative education, importance of co-operative education and the need for cooperative education. This unit we shall focus on the target groups in cooperative education system and as well as the scope and history of cooperative education as well as the development of cooperative education in Nigeria and way of reforming cooperative education in Nigeria.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- highlight who are the target audience of cooperative education
- discuss scope and history of co-operative education in Nigeria;
- state other institutions that are involved in cooperative education Nigeria
- explain the development of cooperative education in Nigeria.
- explain ways of reforming Cooperative education in Nigeria.

3.0 MAIN CONTENTS

3.1 The Target Groups

The selection of target groups for extension programmes often results in a highly emotional debate. Selection is generally determined by government policy, although government policy does not always represent the attitudes and philosophies of all individuals in society.

Selection of target groups may precipitate debates which range from ideological/philosophical posturing to pragmatic assessments of a nation's capability of providing extension services dictated by a particular philosophy. Extension services represent a large investment with returns occurring over the long-term. Rarely are returns immediate in nature. Budgetary resources may not permit the level of investment which a sense of moral obligation to strive for social justice may require.

Who will be the beneficiaries of the aquacultural extension system? Target groups can be identified and categorized in several ways. In many countries policy debates are common on whether to carry out extension with the purpose of maintaining low consumer prices, or helping rural producers to achieve higher standards of living through higher prices for their commodities.

Aquaculture projects often specify goals of enhancing rural incomes, nutrition, and overall food security for smallholders (Ben-Yami, 1987). At the other end of the spectrum the need for foreign exchange (which can be obtained by export of high-value commodities such as salmon and shrimp) has resulted in capital-intensive aquaculture systems for large-scale commercial producers (Bailey, 1988).

A second policy issue revolves around emphasis on private producers or cooperatives. Often the argument is phrased as a decision to work primarily with large- or small-scale farmers. This decision is closely related to national philosophies on economic development strategies.

3.2 Private Producers

Some countries identify private producers as the targets for extension activities. Private producers are defined in this document as farmers who work for themselves, receive benefits from their management and control of the aquaculture enterprise, and assume the consequences of

any wrong decision. Private producers can be small-scale farmers working individually, or large-scale commercialized farmers. The common denominators are the private ownership and management control of the farm pond(s). Private producers have strong incentives to adopt those technologies which will benefit them the most, and from which a tangible reward can be obtained for their efforts. The challenge to extension, in general, is to demonstrate effectively to farmers the benefits of any proposed technology, and to ensure adequate feedback from farmers as to its on-farm feasibility.

Private producers can be difficult to work with if farms are small, isolated, and difficult to reach. In these cases extension agents may invest enormous amounts of energy, fuel, and effort to visit remote areas with relatively little time to work directly with the farmer. Ambitious programmes, which call for working and attending to large numbers of such farmers, may place unrealistic demands on both the energy of extension agents and transportation resources of many countries. Some countries have developed ingenious methods of handling these types of situations; for example, see the case studies for Rwanda (Section 4.4.2) and Zaïre (4.4.3).

On the other hand many large producers provide a different set of problems for extension programmes. For example, large producers may be more educated than extension agents and consider them poorly trained, and some purposely try to avoid extension agents if they fear that the agent may communicate their production secrets to other farmers.

Despite these difficulties, the trend in aquaculture extension has been to move away from emphasis on group and cooperative efforts to services for private producers. Efforts to encourage community and group aquaculture projects have generally met with little success.

3.3 Cooperatives

Many development efforts of international assistance agencies have been oriented towards cooperative groups. In this approach individuals are not favoured with special privileges, and extension resources are used efficiently by working with a group of people rather than one person at a time.

The investment required in both capital and labour to construct fish ponds has been the basis for encouraging cooperative or group efforts in aquaculture. For example, instead of 10 small ponds constructed at high cost per water surface area, one large pond could be constructed at a much lower cost and would supply the same number of people with fish. Moreover, one large pond requires only one good site, while 10 small

ponds require 10 good sites. Individual subsistence farmers may have insufficient land to set aside part for a fish pond, but the government may be willing to provide land to a group of farmers for an aquaculture project.

However, grouping farmers is not always easy. For example, cooperative efforts in Panama appeared to be hindered by the organizational complexity related to socio-economic inequality, existing cattle ranching operations, and divisions between members and non-members (Lovshin et al., 1986). But younger, married, and relatively well-informed men with large households were especially attracted to group fish culture projects.

Socio-economic homogeneity, and socially esteemed and influential leaders (but not rich) are factors which contribute to the success of group projects. Nevertheless, many cooperative groups have not functioned well. In general cooperatives are short-lived, but there have been exceptions. The basic problem is to provide adequate incentives for farmers to share the workload. Inevitably some individuals work harder than others, and become disgruntled when those who do not work as hard receive the same benefits as they do. In fish production it is especially difficult to determine whether an individual has contributed his or her share of work, or if he or she has harvested more than a fair share. In cases where cooperatives have been successful, there is generally a strong and highly-respected leader who has been able to maintain unity. If this person leaves, however, the cooperative usually fails.

3.3.1 Subsistence Producers

A common debate in development philosophy related to extension is whether to work directly with the poorest people, or to work with wealthier farmers and hope that the technology "trickles down" to lower economic strata. In societies which are highly stratified in economic and social terms, choosing to work only with the wealthier class prevents the technology from reaching the poorer strata. In practice the "trickle down" theory rarely works.

In 1979 the World Conference on Agrarian Reform and Rural Development declared that "... most development efforts have not yet succeeded in satisfying the aspirations of peoples and their basic requirements consistent with principles of human dignity and international social justice and solidarity, especially in the rural areas of developing countries. Rural development strategies can realize their full potential only through the motivations, active involvement, and

organization at the grass-roots level of rural people, with special emphasis on the least advantaged." (FAO, 1981).

Efforts directed towards the "poorest of the poor" meet with enormous obstacles. Many of the world's farmers are landless or tenants. Poverty itself indicates a very low level of resources to work with to provide both food and income for the family.

It is far easier to work with people who have a certain level of resources which at least permits them to provide some amount of surplus production to accumulate capital or other resources. However, if the participants in a project are all extremely wealthy the technology may be perceived as one which is only appropriate for the upper economic strata.

In some cases the expressed target group may be subsistence farmers, while in fact the majority of extension efforts are devoted to larger-scale producers. If donor agencies insist on funding only projects devoted to subsistence producers then there is a strong incentive to state them as the target group whether or not this is based on reality.

3.3.2 Selection of Target Groups

The types of extension strategies selected depend to a large degree on the target groups selected. Selection of target groups may be, in some cases, by default and not through a conscious effort, and strategies effective for one group may not work for another.

An effective extension programme designed to service large-scale commercial producers should be managed differently from one designed to work primarily with subsistence producers. This paper will attempt to draw from the experiences of various nations, and identify which extension responsibilities, strategies, methods, and organizational structures have been most effective for different target groups and different government objectives.

Table 1 presents data of respondents to the survey instrument (Annex I) on the types of groups targeted by aquaculture extension programmes in a number of countries and regions. With the exception of the Philippines, Panama, and Uruguay, commercial producers were not the targeted group of aquaculture extension efforts. This may be due largely to reasons expressed by several respondents that private producers actually had more advanced technology than researchers or extension agents. Large companies, particularly shrimp farmers, either hire researchers and have developed their own proprietary technology on private research stations, or fund university or government research. In

the Philippines respondents from projects of the Food and Agriculture Organization of the United Nations (FAO), colleges, and universities indicated that extension programmes did not target commercial producers, while the Inland Resources Development Corporation worked primarily with private commercial concerns.

Subsistence producers are most often targeted by aquaculture extension efforts. All countries responding, except Ecuador and Uruguay, targeted subsistence producers. Approximately half of the respondents indicated that cooperatives were targeted, while approximately two-thirds targeted private producers. Four of the countries responding (the Philippines, Ecuador, Mexico, and Uruguay) targeted both private and cooperative producers.

Regardless of the target group, careful selection of individual cooperators is of great importance, especially in the early stages of a programme where there is a need to demonstrate that the production technology is sound. Extension theory classifies personality types according to an individual's propensity to adopt new ideas and technologies. Individuals are classified as (a) innovators, (b) early adopters, (c) late adopters, and (d) laggards.

In this scheme extension theory says that early adopters are the best contact persons for extension personnel. Innovators may be too far ahead of what is practical at a certain point in time, and may be seen as unusual or extreme. Early adopters are, on the other hand, interested in new ideas, but are also respected by neighbours and more likely to be perceived as resembling them. While laggards probably have the greatest need, they generally are the least likely to change and adopt new technologies. Extension theory maintains that the greatest long-term effect will occur if extension activities focus on early adopters. If the likelihood of adopting change is low, extension resources may not be well spent and overall change may be slow.

3.4 Education

The primary responsibility of extension personnel world-wide is that of education. Technology transfer is an educational process orchestrated by extension personnel through both formal and informal means.

Formal education by extension personnel takes the form of workshops designed to focus on specific topics, conferences, seminars, and producer meetings. Extension personnel also engage in in-service training of extension agents who are responsible for day-to-day contact with producers. These formal education sessions may focus on a wide array of different topics, from specific management practices to more

general technical theories of relationships between stocking and harvest size, and even oxygen fluctuations in ponds and disease diagnosis.

Table 1. Target Groups of Aquaculture Extension Programmes by Region and Country

Region/Country	Private Producers	Cooperatives	Subsistence Producers	Commercial Producers	Other(*)
AFRICA					
Cameroon	X	-	X	-	-
Rwanda	-	X	X	-	-
Tanzania	-	-	-	-	X
Zaire	X	-	X	-	-
Zimbabwe	-	X	X	-	-
Subtotal	2	2	4	-	1
ASIA					
Jordan	X	-	X	-	-
The Philippines	X	X	X	X	X
Thailand	X	-	X	-	-
Subtotal	3	1	3	1	1
LATIN AMERICA					
Colombia	-	X	X	-	-
Ecuador	X	X	-	-	-
Guatemala	-	-	X	-	-
Mexico	X	X	X	-	-
Panama	X	-	X	X	-
Peru	-	X	X	-	-
Uruguay	X	X	-	X	-
Subtotal	4	5	5	2	-
TOTAL	9	8	12	3	2

• **Artisanal fishermen**

Extension personnel also spend a great deal of time in informal education through farm visits. For example, good extension personnel who get a first-hand view of farm operations can often notice potential problems, and even discuss particular difficulties of an individual's ponds. Farm visits also provide farmers with the opportunity to ask questions on different topics, problems, and issues which are not covered in formal seminars.

Farm-level demonstrations are techniques of informal education in which the extension agent demonstrates a particular technique to improve farm operations for an individual or group of farmers. Hands-on training and education, working side by side with farmers, is an effective albeit time-consuming means to transfer technology.

Educational activities also include dissemination of information to producers and consumers, through, for example, newsletters, newspaper articles, television and radio broadcasts, and utilization of other media. Specific technologies or techniques may also be presented at fairs, markets, and other public gatherings. Printed materials in the form of popular magazines or comics, manuals, bulletins, fact sheets, and books, all contribute to the educational process.

Almost all (87%) of the countries responding to the survey utilized formal education methods (see Table 2).

Only two countries (Colombia and Uruguay) indicated that they did not have organized extension services for aquaculture. All but one country (Uruguay) utilized informal education methods. Uruguay is a country with little aquaculture extension.

3.5 Diagnostic Services

Cooperative Extension services for the agriculture sector invariably establish and provide technical services; for example, seed and soil testing services. These services may be free, charged at cost, or operated for a profit. Most aquaculture extension services provide water quality diagnostic services. Extension agents are often provided with a water-test kit as part of their standard equipment. Basic parameters for water quality can be analyzed to identify its suitability for raising fish, or other aquatic organisms, and to determine the need and quantity of lime and fertilizer. Extension agents with water test kits also have the capability to provide advice on water quality problems related to pond fertility, oxygen, and management.

Many Cooperative extension services provide disease diagnostic services and recommend treatments to aquaculture producers. This service becomes important in areas where aquaculture has reached industrial levels of production. Most disease and water quality problems originate in extremely fertile ponds as a result of high rates of feeding. In many countries the lack of production inputs for fish farming, such as feed and inorganic fertilizers, results in low pond fertility, and hence production. For most extensive systems, with low levels of production, disease problems are rarely significant and do not justify investment in a laboratory and equipment for disease diagnosis.

Table 2. Responsibilities Assumed by Aquaculture cooperative Extension Personnel

Region/Country	Education		Transport	Input Supply	Regulation/ Enforcement
	Formal	Informal			
AFRICA					
Cameroon	X	X	-	SEED	-
Rwanda	X	X	X	X	-
Tanzania	X	X	X	-	-
Zaire	X	X	-	-	-
Zimbabwe	X	X	SEED	SEED	X
Subtotal	5	5	3	3	1
ASIA					
Jordan	X	X	-	-	-
Philippines	X	X	-	-	-
Thailand	X	X	X	X	-
Subtotal	3	3	1	1	-
LATIN AMERICA					
Colombia	-	X	-	X	-
Ecuador	X	X	-	-	X
Guatemala	X	X	-	SEED	-
Mexico	X	X	-	-	X
Panama	X	X	X	-	-
Peru	X	X	-	-	X
Uruguay	-	-	-	-	-
Subtotal	5	6	1	2	3
TOTAL	13	14	5	6	4

In rural areas transport and communications are such problems that diagnostic services are not practical. Most disease or water quality problems require a quick response. By the time the agent arrives at the pond, the problem and symptoms may be past. In such situations there is virtually no need for disease or even extensive water quality diagnostic services.

3.6 Scope and History of Co-Operative Education in Nigeria

The history of cooperative education in Nigeria can be traced to the appointment of Mr. C. F. Strickland was to look into how Cooperative Societies contribute to the overall development of cooperative in Nigeria

in the year 1993. Strickland report was submitted to the colonial Government 1994. The period were majority of the Cooperators were either illiterates or semi illiterates and they were expected to form as many Cooperatives as possible which should play great role in the development of both Urban and Rural Areas despite the circumstances and inability. Cooperatives are business ventures and any Business that is devoid of education and training will not develop well.

A cooperative organization needs to have the ability to run the societies well then proper cooperative education will be inevitable. The Colonial Government later succeeding Nigerian Governments later succeeding and emphasized on Education for the Government Staff i.e. the Director of Cooperative Department and his support staff. In caring out this objective, a Cooperative Staff Training School was set up in 1943 which was to train Government Registrars of Cooperatives, Cooperative Inspectors and the employees of the Cooperative Movement under the direction and supervision of Mr. C. Bateye, who was then an Assistant Registrar of Cooperative Societies. The aim was that these officers will train the Cooperators who were in dire need of Cooperative Education.

This school is what is today known as the Federal Cooperative College, Ibadan. It was convened into a College in 1957 following the recommendation of a World Bank Mission that visited Nigeria. The school trained Cooperative Personnel from other African Countries like Ghana, Sierra Leone and Gambia.

Apart from training Cooperative Inspectors and Auditors at that time it also engaged in refresher course for Executives and members of the cooperative Movement. Later the College offered Certificate Course in Cooperative Studies which was a course for newly employee Cooperative Inspectors and Auditors. There is also the Diploma Course which is for the newly employ Registrars of Cooperatives in the Cooperative Department. The two courses which were accompanied by practical field work ran for a year each.

On 1st April 1976, the College was taken over by the then Federal Military Government. This was to ensure greater effectiveness in the development of Cooperative Movement in Nigeria.

In addition to that of Ibadan mentioned above, the Federal Government also took over other existing Colleges. These Colleges are the Cooperative Col Awgu now in Oji-River (Enugu State), and Zaria which has moved its permanent site in Kaduna, Kaduna State. The directives of the Federal Government empowering State Governments to establish their own State Cooperative Colleges if so desire led to the establishment of many State.

Cooperative College Some of such Colleges are the following:

- Ondo State Cooperative College, Akure.
- Oyo State Cooperative College, Oyo.
- Imo State Cooperative College, Orlu.
- Kaduna State Cooperative Institute, Ikara
- Edo State Cooperative College, Benin City
- Lagos State Cooperative College, Oko-Oba Agege, Lagos

They awarded Certificates and diploma in Cooperative Studies to their trainees.

A number of interesting developments have taken place relate in the spread of Cooperative.

Education. Polytechnics and Colleges of Technology are now offering Ordinary National Diploma and Higher National Diploma courses in Cooperative Studies. Examples of these are:

- Kwara Polytechnic, Ilorin (Department of Social Work, Administration and Cooperatives),
- Institute of Management and Technology, Enugu, (Cooperative Studies Department), Kaduna
- Polytechnic, (Department of Social Services and Cooperatives), Kano State Polytechnic, (School of Social and Rural Development), and the Federal Cooperative Colleges, in Ibadan,
- Kaduna and Oji River. A number of Universities are now offering Undergraduate and Postgraduate programmes in Cooperative Studies.
- The University of Nigeria, Nsukka had of late upgraded its centre for cooperatives and Rural Development to an Institute,
- National Open University of Nigeria (NOUN) offer undergraduate and postgraduate Diploma.
- Enugu and Nnamdi Azikwe Universities offer undergraduate and postgraduate courses in Cooperative Economics and Management,
- Olabisi Onabanjo University offers degree and Masters Degree in Cooperative and Business Management.

Some other Universities have researchers and professors who are doing some research and consultation in Cooperatives. These Universities are the:

- University of Ibadan, Obafemi Awolowo University, Ile Ife,
- Federal University of Technology, Akure, University of Ilorin, Ilorin, Federal University of Agriculture, Abeokuta e.t.c.

3.7 Development of Cooperative in Nigeria

The growth and development of practice of Co-operative in Nigeria started as far back As 1907. Notable among the earliest cooperative societies was Agege Planters Union (A.P.U), made up of cocoa producers. About four hundred (400) cocoa farmers came together to ensure that cocoa was the major farm produce earning foreign exchange for Nigeria. The development of Cooperative in Nigeria is synonymous to the development of Agriculture.

The development of Agriculture in the Country also follows the same pattern with the historical development of the country. This development can be grouped into two:-

- a. Pre-independence development, and
- b. Post-independence development.

3.6.1 Pre-Independence Development

Government involvement in a purposeful agricultural and cooperative extension development started with the colonization of the country by the British. The main purpose then was to increase the agricultural production of the export crops. This was aimed at getting a ready source of raw materials for their industries in Britain. As a result of this all extension works at that time were directed towards the development of export crops. The period between 1890 and 1905 can be described as a period of trial and error. Many projects were tried but all failed.

The Colonial masters, with the formulation and enactment of cooperative legislation in 1935 based on the report of Mr. F.F. Strickland's stated that cooperative will thrive in Nigeria When the government realized the significance of Co-operatives, it commissioned on Mr. C.F. Strickland submitted in 1955, titled "The Introduction of Co-operative Societies in Nigeria" he strongly advocated the introduction and development of Co-operatives. He also proposed and actually drafted the relevant Ordinance and Regulations. Later the government saw the need to promote savings habit among the low-income people. With another report which Mr Strickland submitted in 1936, (C.T.C.S) Co-operative Thrift and Credit Societies were formed and it spread all over Eastern and Western Nigeria. More so, with the enactment of the ordinance saw more rapid development of Co-operative since the enabling framework has been provided. Even though some of the early Cooperatives collapsed for a number of reasons, the

mistakes having been learnt a lot more was formed especially after Nigeria's independence 1960.

The efforts of the colonial government in spreading Co-operatives from independence to the present, concerted efforts are being made to bring Co-operatives to every community. As more states are created so also Co-operatives are brought nearer to the grass roots. Four years after government involvement in the cooperative societies, the cooperative society's ordinance was passed in 1935. From then registered cooperative societies started to receive government recognition and financial assistance. The period between 1951 and 1960 before the country got her independence was a period of major landmarks in the development of Agriculture and Extension in Nigeria.

The initial achievement of the government on Co-operatives was the promulgation Cooperative Laws and the Co-operative Regulations which followed on the 6th February, 1936. In 1937, Gbedun Co-operative Produce Marketing Society became the first Co-operative Society to be the first Registrar of Co-operative societies in Nigeria. After these developments, several Co-operative Societies and Union were formed and registered by the government through the Western Ministry of Trade, Industry and Cooperative. In 1953, The Co-operative bank Plc was established by the Co-op Movement to provide for financial needs of members of Co-operative Societies in Nigeria. A sum of One Million Pounds (part of the proceeds realized on cocoa Export) was approved for the takeoff of the bank by the late Chief Obafemi, Awolowo, then Premier of the Western Region. For instance in 1952, as a result of constitutional changes three regions were created Northern, Western and Eastern regions. Separate regional Ministries of Agriculture were also created. This also led to the creation of a separate extension units under the Ministries. Due to this major reorganization, extension service was given a prominent role to play in the education of the farmers and the supply of essential farming materials. Departments for Co-operative development were created in the appropriate ministries and this helped in the promotion of Co-operatives in all parts of Nigeria. The Co-operative Federation of Nigeria was formed in 1945 and formally registered in 1967. It is the national apex organization which represents the entire cooperative movement in Nigeria.

3.6.2 Post-Independence Development

Nigeria got her independence in October, 1960. Three years after the independence.

Midwest region was created in 1963 and this brought the number of Ministries of Agriculture to four and Department of Cooperative. As a

result of the regional creation of the ministries of Agriculture and Cooperative, development of Agriculture and Cooperative became a regional concern. Each region made several attempts to make use of all the agricultural and Cooperative potentials in their areas. Such attempts included the establishment in their rural projects, farm settlements. Agricultural Financing agencies, marketing boards Cooperative Societies etc. Most of these projects could not succeed due to political and financial problems. However, they were able to make significant impacts on Agricultural and Cooperative development especially in the area of extension.

More purposeful agricultural programmes were initiated during the 1970s, all aiming at increasing agricultural productivity. Notable among them were the National Accelerated Food Production Project (NAFPP), Agricultural Extension and Research Liaison Services (AERLS), River Basin and Rural Development Authorities, Operation Feed the Nation (OFN) etc. 1980s witnessed further development of Agriculture and extension. During the change to civilian rule between 1979 and 1983, the Green Revolution Programme was launched. This programme could not succeed for political reasons. Despite all the transformation, the country has witnessed in the agricultural sector and cooperative, the Country continues to experience food shortage and the extension unit of the sector is still at the mercy of our policy makers.

3.7 Reforming Cooperative Education in Nigeria

Some of the strategies that could be adopted to improve the effectiveness of cooperative education and extension in Nigeria and to ameliorate the above problems include the followings:

1. As a way of encouraging the cooperative extension staff working in the rural areas, in-service training should be granted to them after two years of active service. This is essential for them to increase their knowledge and also to be able to compare class work with field experience. There is also the serious need to train all cooperative extension staff in the operation and maintenance of modern farm tools. Farmers/members who may wish to adopt these modern tools may eventually call on the cooperative extension staff for help. This demand that cooperatives extension staff must be well informed about the operation and maintenance of this equipment before they can render any advice.
2. The present ratio of cooperative extension workers to farming families is too high for effective coverage; this is worsened by lack of mobility. It is therefore highly recommended that government should embark on urgent recruitment of cooperative

extension staff to reduce this ratio. In addition to employment of more staff, vehicle loan should be given to all cooperative extension staffs serving in the rural areas. Most of the roads linking to the rural areas should also be graded periodically to provide easy accessibility to these villages.

3. The provision of essential facilities for cooperative extension staffs especially those serving in the rural areas is very important. Such facilities include prompt payment of salary, leave grant, promotion, in-service training and the like. These facilities when provided promptly and regularly will motivate the extension staff to stay in the field. The supply of resources such as Audio Visual aids, improved seeds, fertilizers, pesticides, farm tools, etc, should also be timely. Farm inputs should be supplied at subsidized prices. It will be meaningless for extension agents to advocate the use of these inputs when the farmers cannot afford to buy them.
4. One of the identified problems militating against effective performance of extension service in Nigeria is the lack of capital and credit facilities. When this credit is granted to a few privileged members/farmers, they often misused it by using it for the provision of social amenities and other things that are against the purpose for which the loan is granted. One way of solving this problem is for the banks to engage on supervised credit. In addition to this, some of the money can be given to farmers in form of inputs. The credit guarantee scheme should be the only condition for granting loan to members/farmers. The members/farmers on their own part should not see the loan as a way of sharing the national cake. The money should be judiciously used for cooperative agricultural production. Formation of cooperative movement will enable the members/farmers to reap economy of scale.
5. To improve the effectiveness of cooperative extension service in Nigeria and also to eliminate the unnecessary bureaucracy of the Civil Service, extension service should have autonomous board. That will enable the staff to operate more efficiently. This may also enable the extension service to operate at national level since the board will have offices throughout the states Performance evaluation of the board will also be easier.
6. There is also the need to introduce adult education for the illiterate members/farmers.

This will enable them to read and write at least in their major local language. Certificate should be awarded at the end of the course which should be the pre-requisite for receiving government assistance in farm operation. If the level of illiteracy is reduced, adoption process will be faster. This is because most farmers/members will be able to read and

understand any leaflet or poster given to them. Research findings sent to members/farmers should be those that are profitable to the members/farmers, simple to adopt and must not be in conflict with the existing farming and business practices in the Country. These conditions can be met by carrying out field trials under different soil and climatic condition. The trial should be carried out under the supervision of the cooperative extension agents in those areas. It will also include the variation between the expected and the observed results.

4.0 CONCLUSION

In this unit, we have discussed the discussed who the target audience of the cooperative education system are, scope and history of cooperative education, institutions that are involved in cooperative education in Nigeria and also we equally explain Development of Cooperative in Nigeria, the pre and post-Independence Development and way to reforming Cooperative Education in Nigeria.

5.0 SUMMARY

During the course of this unit, we have learnt in this unit that:

- i. The scope and the history of cooperative education in Nigeria
- ii. Institutions that are involved in cooperative education in Nigeria.
- iii. Development of Cooperative in Nigeria and the pre and post-Independence Development.
- iv. Ways to Reforming Cooperative Education and Extension in Nigeria Agricultural

6.0 TUTOR MARKED ASSIGNMENT

1. Explain the scope and history of cooperative education in Nigeria
2. Discuss the Development of Cooperative in Nigeria.
3. Enumerate Ways to Reforming Cooperative Education and Extension in Nigeria?

7.0 REFERENCES AND FURTHER READINGS

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UNIT 5 COOPERATIVE EDUCATION AS AN ADULT EDUCATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Contents
 - 3.1 Adult Education
 - 3.2 Aims of Adult Education
 - 3.3 Principles of Adult Education
 - 3.4 Functional Literacy and Vocational Programmes
 - 3.4.1 Functional Illiteracy
 - 3.4.2 Vocational Education
 - 3.5 Cooperative Education as Part of Adult Education and Manpower Development
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References and Further Reading.

1.0 INTRODUCTION

In the last unit, we concluded our discussions on learning is a process by which an individual through its own activities become changed in his behaviour, We discovered that an Adult learn best when they have clear goals, put forth an effort to learn, strong desire to learn and satisfaction from what they have learned. In this unit, we are entering into the concept of adult education in cooperative. We shall concern majorly on the functional literacy and vocational programmes and cooperative education as part of adult education and manpower development

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- explain the concept of adult education in cooperative
- discuss the aims and principles of adult education in cooperative.
- explain the functional literacy and vocational programmes
- explain the concept of cooperative education as a part of adult education in manpower development.

3.0 MAIN CONTENTS

3.1 Adult Education

An adult is a human being or living organism that is of relatively mature age, typically associated with sexual maturity and the attainment of reproductive age. **Adult education** is a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values. It can mean any form of learning adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner. Manpower can simply be said to be the capability of any individual personnel in a given organization. It may therefore be considered as economic resource and in this context, it represents the aggregate skills and attitudes resulting from education plus training that equips the labour force with the capacity to plan, organize and carry out economic activities when efficiently allocated.

De-Bettignies (1975) defines manpower development as the attempt to improve manpower effectiveness through a planned and deliberate learning process. Manpower development brings a balance between demand and supply of skills needed for production and management.

3.2 Aims of Adult Education

Educating adults differs from educating children in several ways given that adults have accumulated knowledge and work experience which can add to the learning experience. Another difference is that most adult education is voluntary, therefore, the participants are generally self-motivated, unless required to participate, by an employer, for example. Adults frequently apply their knowledge in a practical fashion to learn effectively. They must have a reasonable expectation that the knowledge they gain will help them further their goals.

Purposes of adult education may vary, the general purposes of which are summarized as:

- Vocational
- Social
- Recreational
- Self-development

One of its goals may be to help adult learners satisfy their personal needs and achieve their professional goals. Therefore, its ultimate goal might be to achieve human fulfillment. The goal might also be to achieve an institution's needs. For example, this might include

improving its operational effectiveness and productivity. A larger scale goal of adult education may be the growth of society by enabling its citizens to keep up with societal change and maintain good social order. Another aim might be to not only sustain the democratic society, but to even challenge and improve its social structure.

Defined as the science and art of helping adults learn, the practice of adult education is referred to as **andragogy**, to distinguish it from the traditional school-based education for children **pedagogy**. Unlike children, adults are seen as:

- More self-directed, rather than relying on others for help
- Mature and therefore experienced with the experience providing a rich source for learning
- An adult's readiness to learn is linked to what one needs to know
- Adult orientation to learn is problem centered rather than subject centered
- Adult motivation to learn is internal.

3.3 Principles of Adult Education

The principles of adult education flows directly from an understanding of the characteristics of adults as learners and can be recognized when we understand the characteristics of adults, and see the way those characteristics influence how adults learn best. Teachers who follow the principles of andragogy when choosing materials for training and when designing program delivery, find that their learners progress more quickly, and are more successful in reaching their goals. The Canadian Literacy and Learning Network outlines the 7 key principles of adult learning. In other words, these 7 principles distinguish adult learners from children and youth.

1. Adults cannot be made to learn. They will only learn when they are internally motivated to do so.
2. Adults will only learn what they feel they need to learn. In other words, they are practical.
3. Adults learn by doing. Active participation is especially important to adult learners in comparison to children.
4. Adult learning is problem-based and these problems must be realistic. Adult learners like finding solutions to problems.
5. Adult learning is affected by the experience each adult brings.
6. Adults learn best informally. Adults learn what they feel they need to know whereas children learn from a curriculum.
7. Children want guidance. Adults want information that will help them improve their situation or that of their children.

Therefore, Adult education is a necessary tool for national development because adult is developed to be useful for both himself and country at large. Therefore, the essence of adult education is to train and develop the needed manpower for the nation's economy. It is necessary to identify the various programmes that adults are involved in, such as full educational programmes, literacy programmes, distant learning programmes, on-the-job training etc. looking at these various programmes and trainings, one can analyze them as follows: functional literacy programmes and vocational or job oriented programmes and extended educational programmes.

3.4 Functional Literacy and Vocational Programmes

3.4.1 Functional Illiteracy

This is a term used to describe reading and writing skills that are inadequate to manage daily living and employment tasks that require reading skills beyond a basic level. It is contrasted with illiteracy in the strict sense, meaning the inability to read or write simple sentences in any language. It can also be defined as incorporates reading materials that relate directly to community development and to teaching applicable or useful life skills.

3.4.2 Vocational Education

This is an education that prepares trainees for jobs or careers at various levels from a trade to a craft or a position in engineering, accounting, nursing, medicine and other healing arts, architecture, pharmacy, law etc. literacy serves as a link that elevate primitive life of an individual to a modern life. It serves as a key to the realms of skills and also improves the human personality and the attainment of self-realization (Anyanwu 1980; 76).

In the process of developing the individual and the society at large, functional literacy should be a life-long education that is an education from the cradle to the grave. Adult education should serve as bedrock of literacy and functional literacy programmes. Functional literacy programme should be channeled to develop the receipt and the community to which he belongs, politically, socially and economically.

In summary, Omolewa (1981) sees functional literacy as the eradication of illiteracy, development of manpower and promotion of civic training 'therefore in order to meet the much fast dynamism of the society, there is need for education and this includes adult education in which functional literacy and various vocational training activities serve better and can be developed upon.

3.5 Cooperative Education as Part of Adult Education and Manpower Development

The cooperative education Learning System is a dynamic, non-formal system for developing and implementing programs. The system consists of numerous complementary and interactive components, each contributing to the success of the total system. The individual components are the organization's mission; situation analysis; target audiences; needs assessment; program objectives; content; learning strategies; and the non-formal learning system, which includes inputs, evaluation and adjustment. An adult education programme designed to reach out to those adult who are not close to the institutions where adult education programmes are being offered, is referred to as an extension education programme (Brimoh 1990). It is a programme designed to bring education to the center where recipients can receive it. It entails community project and help in urban-rural integration. Most Nigerians reside in the rural areas and there is a need for them to be educated. In order to achieve a balanced social, political and economic development, these set of people need to be included in the development plan particularly the education plan, so as to enable them contribute their own quota to the overall development of the nation. To get this done, the need for the cooperative programme is highly essential for the development of the nation's manpower. The cooperative programme can be given throughout the traffic lanes of the nation and this is now taking place through different government ministries, such as the ministry of agriculture, ministry of health, and other adult education agencies. This enables the rural areas to increase in their productivities, for example, farmers are given this programme to improve their skills planting and harvesting through the cooperative workers from the ministry of agriculture who serve as agents in the rural areas. Apart from this, correspondence education also helps as extended programme. Many adults were able to develop on their own through correspondence colleges because "they could not enjoy the formal school system and they could also not resign their appointments to go to formal school" (Brimoh, 1990). This takes care of one of the aspects of the adult education objectives in the National Policy on Education. This process helps the recipients to improve academically and at the same time keep his job and earn a steady salary because it is a kind of on the job programme. Many higher institutions and universities now have this type of educational programmes. Such institutions include the National Open University of Nigeria, Open Distance Learning Institution (ODL) programme University of Lagos, which has the Distance Learning Institution (DLI) programme; Lagos State University has the "Sandwich Programme" Likewise Olabisi Onabanjo University while Adeniran Ogunsanya College of Education also has a similar programme under its ventures.

4.0 CONCLUSION

In this unit, we discussed the concept of Explain the concept of Adult education in cooperative, aims and the principles of adult education, the functional literacy and vocational programmes. The understandings of these concepts are essential in the cooperative extension education as part of adult education, manpower development and community development and organization development including the rural poverty.

5.0 SUMMARY

During the course of this unit, we have learnt about the following areas:

- i. The concept of Adult education in cooperative.
- ii. Aims and principles of Adult education in cooperative.
- iii. The functional literacy and vocational programmes
- iv. The understandings of these concepts are essential in the cooperative extension education as part of adult education and organization development including the rural poverty.

6.0 TUTOR MARKED ASSIGNMENT

1. Explain the concept of Adult education in cooperative
2. State the aims and principle of Adult education
3. List the functional literacy and vocational programmes
4. Discuss the cooperative extension education as part of adult education for rural poverty.

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MODULE 2

UNIT 1 QUALITIES AND ROLE OF A GOOD COOPERATIVE EXTENSION WORKER

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Contents
 - 3.1 Qualities of a Good Cooperative Extension Worker
 - 3.2 The Role of Cooperative Extension Worker
 - 3.3 Education duty of the cooperative
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References and Further Reading.

1.0 INTRODUCTIUON

In the last unit, we concluded our discussions on the principles of cooperative extension. We shall we shall explain Qualities of a good cooperative extension Worker. We shall also discuss the role of cooperative extension worker and education duty of the cooperative.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- discuss the qualities of a good cooperative extension worker;
- explain the role of cooperative extension worker; and
- discuss the education duty of the cooperative.

3.0 MAIN CONTENT

3.1 Qualities of a Good Cooperative Extension Worker

Certain criteria are very essential in the selection of the cooperative extension worker. Any person lacking in any of these qualities should not be chosen as a cooperative extension agent. The basic qualities that a good cooperative extension worker should possess are as follows:-

a. Educational Qualification

It is essential that cooperative extension worker must have a basic

knowledge of the subject matter. The qualification required will depend on the level of entry into the profession. At the administrative level, the Cooperative Extension officer (CEO), normally must have at least B.Sc degree in Cooperative or related courses. Close to him is the Cooperative Superintended (CS) who is normally an HND holder in Cooperative or related courses. At the community level are the cooperative assistants (CA), who are normally OND holders in Cooperative or related courses. The last set of the people are the Field Officers (FO), who may be school certificate holders or an experienced primary school holder. The field officers should undergo some training before they are allowed into the profession.

b. Ability to Speak the Local Language

This quality is very essential for cooperative extension worker at the community level. About 90 percent of the local farmers/non farmers are illiterates. They cannot read, write or speak English language. Nor the cooperative extension worker to communicate effectively with the practical farmers/non farmers demands that he must be able to speak their dialects. However, this quality is not important for the administrative officer as they are not directly linked with the farmers.

c. Experience of the Cooperative Extension worker

Experience, they say, is the best teacher. The experience acquired in the job will largely depend on the age and years of service of the cooperative extension worker. Through experience, the cooperative extension worker will be able to find solution to some of the farmers' problems without necessarily referring the case to the highest authority. He will also be able to tackle most of the farmers problems in the ways that will satisfy them.

d. Interest in the Job

Cooperative extension worker must be highly interested in the job before he can perform efficiently. Some extends on agents take to the job probably because there is no other opportunity opened for them. This group of cooperative extension workers may not be committed to the job as expected of them.

e. Attitude towards the Job

The cooperative extension worker must show positive attitude towards this job. He must be punctual and prepared to stay in rural area. This is common to find cooperative extension agent posted to rural area to live in urban centres in order to enjoy electricity and pipe-borne water. As a

result of this, some may absent themselves from duty for up to two or three days in a week.

f. Attitude towards the Members

The cooperative extension agent must not place himself too high above the members. He should feel free to mix and eat with them. He should not be ashamed to associate with the members of their families. He must be rural minded. He must also be ready to abide by the norms and values of the people. It is only when this is done that the members will be prepared to receive his message. The members will equally be happy to narrate their problems to him.

Personal Character

Generally, the cooperative extension worker must be somebody of good behaviour. He must be respectful and obedient. He must always have patience so as to be able to cope with the illiterate members. He must be hardworking, tolerant and be prepared to work for 24 hours every day.

The Role of Cooperative Extension Worker

a. As an educator

The cooperative extension agent plays a vital role in the education of the members and their families. The members rely on the cooperative extension agent for solution to all their educational problems. This is why it is essential for cooperative extension workers to have some basic educational qualification to be able to cope with the demand of the members. He teaches the members generally on how to raise their standard of living through their own efforts.

b. As a Link between researchers and the members

Cooperative Extension workers are largely responsible for the transmission of research findings to the members. All research findings especially in the field of agriculture, cooperative and agribusiness are simplified by the cooperative extension workers for the members. In the same process all the problems of the members regarding production and co operative activities are taken to the researchers. Without the help of cooperative extension workers, there will be a communication gap between the researchers and the members.

c. As a change agent

Prior to the introduction of intensive cooperative extension service in Nigeria, Members were known to be reluctant to change from their traditional system of business activities. Nowadays, through the help of cooperative extension workers, most members realized that before they can progress in life it is inevitable for them to change to the modern techniques. The success is largely attributed to the role played by cooperative extension workers. As a result of this, the members have been able to substantially improve on their standard of living through increased productivity.

d. As a supervisor

Cooperative Extension agents do not merely pass information to the members; they also make sure that the information is carried out to the letter. This is possible through direct supervision of the members. The members are guided by the cooperative extension workers at all stages of the project. The projects are never carried out directly by the cooperative extension worker, what they normally do is to guide the members on how it should be done especially through demonstration or pilot projects.

As a programme planner

This role is being performed mainly at the administrative level. It is the duty of the cooperative extension officer to plan all the projects to be carried out each year and how it should be done. The plan is based on the needs and aspirations of the people concerned.

3.3 Education Duty of the Cooperative

In Nigeria, majority of the cooperators are illiterates. Hence they are not good businessmen. Before they can be good businessmen they have to be educated. If the Cooperative Society is taken to be a business venture and it has to be run like a business before the members can be successful. To be able to carry out their educational duty, the Cooperative Assistant needs to be educated. He must possess at least the school certificate before he could be employed as a Cooperative Assistant into the relevant Department of Cooperatives. After this, he would undergo training in one of the Cooperative Colleges for an academic session. If he is successful in the final examination, he becomes a qualified Cooperative Assistant and a holder of a Certificate in Cooperative Studies. It is after this course that he is qualified to be an educator of Cooperative Societies. He would have at this stage been trained to be a trainer. He would have got a good knowledge of

Cooperative business principles, the Cooperative law and regulations and the bye-laws of Cooperative societies. He would also have a good accounting knowledge.

Apart from this training at the Cooperative College, he must be having constant training from time to time in form of refresher courses, workshops, seminars e.t.c.

Cooperative Assistant may also enjoy in service training from time to time. He may go for further studies in the Polytechnic, University or Diploma in Cooperative studies at the Cooperative College to enable him perform his job better in the field. Whenever the Cooperative Assistant is well equipped to carry out the educational duties effectively, he must direct the educational activities to the following groups:-

Members Education

The Cooperative Assistant must teach the members of the Societies allocated to him to be able to read and understand the bye-laws of the society. They must also learn to use the bye- laws to run their society. The members must be educated on how to run the society effectively, by utilizing business principles. They must be taught what their rights and duties in the Society are. He must teach the members how to hold meetings, how to discuss effectively in meetings, how to take decisions in meetings and the importance of meetings. They must also be taught how to choose their officers and committee members. They should understand that they must choose capable officers who are ready to work for the society selflessly and in line with the aims and objectives of the members. The members of the society should also be taught to be able to discuss and evaluate reports on their society's business. They should be able to formulate policies which will eventually lead them to making good decisions for the betterment of their organization.

Officers of the Society

The officers of the society who are the President, Secretary, Treasurer, Vice president, Members of the Committee should be informed what their duties and responsibilities to the society are and how to carry out these duties, most effectively. This is necessary since they run the Society according to the mandate given to them by them by the members of the Society. It is important for them to be well educated since any mistake committed by these officers will be detrimental to the success of the society.

Employees of the society

The employees of the society are not members: nevertheless, since they work for the society, they need to receive education on the organization and members of the society they are working with. The employees should know what the organization is the characteristics it has that make it different from other business organizations, the principles of Cooperation, the Cooperative law and the bye-laws of the society. They should know also how the organization operates and how they can perform their duties effectively in such an environment. The employees should not be selected on the basis of their social relationship with any of the members but on their qualifications, experience and their foreseen ability to perform the duties that will be assigned to them diligently. Apart from making the right selection, they should be trained and retrained from time to time. It is also important that the employees should be well remunerated so that they can decide to work with the organization for a long time. The idea of losing experienced employees as a result of low remuneration will be minimized if the members are well remunerated. This will reduce the urge to defraud the society.

The members of the public

The cooperative Assistant needs to educate members of the public on what a cooperative society is all about and the benefits people can derive by its formation, how to form a cooperative Society, how to run and administer it etc. This action will give more enlightenment about Cooperation to the members of the public and as a result they will embrace it and there will be tremendous increase in the number of societies that will be formed in the area which the officer is supervising.

Teaching the Officers their duties

The secretary should be taught his duties. This is more pronounced where a qualified Secretary has not been employed. He should teach him how to write minutes of meetings, how to post transactions of the society into the appropriate books of accounts and records, how to prepare the final accounts of the society etc. He must also teach the President and the Treasurer how to perform their duties; He must explain the penalties they will face if they do not carry out their duties as laid down in the byelaws. It should be noted that the Secretary is the pivot on which the society rotates, and that the Secretary must be up and doing, efficient and hardworking. An indolent Secretary is a curse and doom to the Society.

Free training programmes

Members of registered Cooperative Societies enjoyed free training programmes from the Government or its agencies in the past. They are usually given handouts, writing materials free. At times they are given free food and accommodation in expensive hotels.

However, if the economic situation in the country is bad, free training programmes for Cooperators will reduce drastically or even stop. The field in some cases, had been taken over by non-governmental Cooperative consultants who offer training to Cooperator at a fee. In some areas where this does not happen at all, Cooperators lack substantial Cooperative Training. Even when some cooperative departments organize training programmes for Cooperators, these days trainees are charged some training fees.

4.0 CONCLUSION

In this unit, we discussed the Qualities of a Good Cooperative Extension Worker. We also discussed the Role of Cooperative Extension Worker, education duty of the cooperative. The understandings of these concepts are essential in the enlighten about cooperative societies.

5.0 SUMMARY

During the course of this unit, we have learnt about the following areas:

- i. The Qualities of a Good Cooperative Extension Worker.
- ii. The Role of Cooperative Extension Worker,
- iii. The education duty of the cooperative.

6.0 TUTOR MARKED ASSIGNMENT

1. Explain the Qualities of a Good Cooperative Extension Worker?
2. Discuss the Role of Cooperative Extension Worker?
3. Enumerate the education duty of the cooperative?

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UNIT 2 THE ADULT LEARNER AND THE LEARNING ENVIRONMENT

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Contents
 - 3.1 Generalized characteristics of an Adult Learner
 - 3.2 Adult Learner and its learning environment
 - 3.3 Principles in teaching an Adult Learner
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References and Further Reading.

1.0 INTRODUCTION

In the previous unit, we discussed about the features of an adult and what adult education is all about which involves a practice in which adults are engage in systematic and sustained self–educating activities in order to gain new forms of knowledge, skills, attitudes, or values.

In this unit, we are going to look at the characteristics of an adult learner and the learning environment which facilitate adequate result and essentials in adult learning. After studying this unit, you are expected to have achieved the listed objectives below.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- i. Discuss in details what makes up an Adult learner
- ii. Explain the strategies involved in effectively teaching an adult learner.
- iii. Explain the concept “Adult Learner and the Learning Environment”

3.0 MAIN CONTENT

3.1 Generalized Characteristics of an Adult Learner

When it comes to learning, adults are not oversized children. Maturity brings unique characteristics that affect how adults are motivated to learn. By appealing to the unique qualities of adult learners, we can

design more effective and motivating online courses. Here's a list of generalized characteristics common to many but not all adult learners.

- **Autonomy.** Adults typically prefer a sense of control and self-direction. They like options and choice in their learning environment. Even adults who feel anxiety from self-direction may learn to appreciate this approach if given proper initial support.
- **Goal-oriented.** Many adults have specific goals they are trying to achieve. They prefer to partake in learning activities that help them reach their goals.
- **Practical.** Adults in the workplace prefer practical knowledge and experiences that will make work easier or provide important skills. In other words, adults need personal relevance in learning activities.
- **Competence and mastery.** Adults like to gain competence in workplace skills as it boosts confidence and improves self-esteem.
- **Learning by experience.** Many adults prefer to learn by doing rather than listening to lectures.
- **Wealth of Knowledge.** In the journey from childhood to adulthood, people accumulate a unique store of knowledge and experiences. They bring this depth and breadth of knowledge to the learning situation.
- **Purposeful.** Workplace training is often part of an initiative that involves change. Adults want to know the purpose of training and the motivation underlying an organization's training initiative.
- **Emotional Barriers.** Through experience, adults may fear a subject, have anxiety about a subject or feel anger about forced changes in job responsibilities or policies. These emotions can interfere with the learning process.
- **Results-oriented.** Adults are results-oriented. They have specific expectations for what they will get out of learning activities and will often drop out of voluntary learning if their expectations aren't met.
- **Outside responsibilities.** Most adult learners have numerous responsibilities and commitments to family, friends, community and work. Carving out time for learning affects adult learners.
- **Potential physical limitations.** Depending on their age and physical condition, adult learners may acquire psychomotor skills more slowly than younger students and have more difficulties reading small fonts and seeing small images on the computer screen.
- **Big Picture.** Adults require the big picture view of what they're learning. They need to know how the small parts fit into the larger landscape.

- **Responsible for Self.** Adult learners often take responsibility for their own success or failure at learning.
- **Need for Community.** Many self-directed adult learners prefer a learning community with whom they can interact and discuss questions and issues.

3.2 Adult Learner and the Learning Environment

With the number of non-traditional students growing, many educators have discovered that adult learners are fundamentally different than their younger counterparts in many ways. Yet, most instructors have been left to their own devices to figure out how best to reach these students who come to class with an entirely different set of challenges, demands and expectations, and generally at a much different level of maturity.

How can instructors better accommodate and encourage adult student success in a classroom setting? Here are a number of ways to create a better environment for adult learners, no matter what the subject material.

- **Treat them like the adults they are.** Adult learners are generally more sophisticated and experienced than their younger counterparts and they benefit from realistic examples of skills they can use in “real life.” “Adult learners will be empowered as they discover they have a great deal to teach their younger classmates, and the dynamic is mutually beneficial,” said Thomas Lisack, an instructor at Rasmussen College in Wausau, WI. Lisack recommends incorporating intergenerational discussions on issues that otherwise have a generational divide as appropriate for the subject matter to engage learners of all ages.
- **Be aware that their classroom skills may be “rusty.”** Some adult learners have not been in a classroom for 30 years, so you may need to remind them of basic rules and etiquette, such as raising a hand if you have a question. At the same time, reassure them that, as the instructor, you will not be judgmental of their life experiences or their perspectives, and that they will be evaluated only on their mastery of the content. Be generous when it comes to formatting issues such as APA writing guidelines. Instead, focus on content. “I have found adult learners to be self-conscious, even apologetic, when it comes to being in the classroom,” Lisack noted. “They might even exhibit some shame because they feel decades behind their classmates. The more you can break down these walls of insecurity, the better.”
- **Consider and acknowledge the technology gap.** Students in their 50s and 60s are generally not nearly as tech savvy—or tech dependent, as some would argue—as 18 or even 30 year olds.

Assess each student's level of proficiency as it relates to class requirements and compensate. Lisack said he once spent three hours after class teaching a group of displaced workers—many of whom had never used a computer—the finer points of Microsoft Word. “The students were very grateful. I felt I’d accomplished something important to help them on their educational journey and it was very satisfying,” he said. Even if they are skilled with technology, adult learners tend to have dramatically different habits. “While younger students may be tethered to technology, adults have longer attention spans and traditional classroom approaches appeal to them,” Lisack said. “This does not mean you can lecture to them for three hours, but you can expect the older learner to concentrate on complex material without feeling ‘withdrawal’ of from a technology device.”

- **Be efficient with lessons and activities.** “Move fast and don’t waste anyone’s time,” advises Andrea Leppert, adjunct instructor at Rasmussen College in Aurora/Naperville, IL. “Adult students have jobs, sometimes children and tons of responsibilities, so pack every class with information and useful activities.” Consider balancing instructional time with “lab” time, giving students an opportunity to do modeling work or homework in class to give them a better chance of accomplishing all the requirements on time. Leppert also suggests being “strictly flexible” — diligent in your expectations, yet understanding about busy lives, illness and working late. “Like any job, it’s not to be abused, but as grown-ups, we have priorities that sometimes take precedent over finishing assignments,” she said. “Build in safety nets that allow a limited number of late assignments to maintain flexibility, accountability and expectations of excellent work.”
- **Be creative:** Use the unique vibe or personality of each class to teach the lesson and choose activities that engage, and even entertain to some degree. Pair highly motivated students with those less skilled on projects to create peer encouragement and mentoring. Leppert says this strategy keeps students interested, attendance high and motivation strong.

3.3 Principle in Teaching Adult Learners

The motivations to learn evolve as you become older; and for an adult educator, teaching can be even more difficult without a basic understanding of adult learning theory.

Malcolm Knowles, a pioneer in adult education, popularized the concept of five teaching strategies for adults, which states that students learn best when:

1. Adults understand why something is important to know or do
2. Adults have the freedom to learn in their own way
3. Learning is experiential
4. The time is right for them to learn
5. The process is positive and encouraging

This post breaks down each principle outlined above, and details why it's an important method to teaching adults effectively. Make sure adults understand why something is important to know or do. When we step into adulthood many of us chose to take classes to meet personal and/or careers goals. Adults students are special because they step foot into a classroom with the desire to learn. They are there to learn something new or become certified in a particular field.

This principle is not about why adults are sitting in your class looking to feed off of your knowledge, but rather why each component of the class you're teaching is an important part of the learning process. Adults have the freedom to learn in their own way, Many adults can remember having only one type of learning style growing up; this is mainly determined by their teachers' preferred method of instruction. However, as an adult you may learn that you prefer a different learning style, or a combination of all three.

Visual Learners

Visual learners prefer to be shown a lesson through graphs, diagrams, and illustrations. They rely on what the instructor is doing and often sit in the front of the classroom to avoid visual obstructions. The best form of communication is providing worksheets, white boarding, and leveraging phrases such as, "Do you see how this works?"

Auditory Learners

Auditory learners listen carefully to all sounds associated with the lesson. "Tell me," is their motto. They will pay close attention to the sound of your voice and all of its subtle messages, and they will actively participate in discussions. You can best communicate with them by speaking clearly, asking questions, and using phrases like, "How does that sound to you?"

Tactile Learners

Tactile learners need to physically do something to understand it. Their motto is "Let me do it." They trust their feelings and emotions about what they're learning and how you're teaching it. Tactile learners are

those students who will get up and assist instructors with role playing in the classroom.

You can best communicate with tactile learners by involving volunteers; allow them to practice what they're learning, and use phrases like, "How do you feel about that?"

The types of learner that makes up your classroom can easily be identified by conducting a short learning style assessment at the beginning of class. This assessment will benefit you and the students and will allow you and your students to be successful. This information will be as valuable to the student as it is to you.

Learning is experiential

Experiential learning experiences can take multiple forms. Activities that get your students involved enhance your students' learning experience. Example of activities includes small group discussions, experiments, role playing, and skits, building something at their table or desk, or writing/drawing something specific. Activities also keep people energized, especially activities that involve stepping away from their desks. Honoring the life experiences your students bring to the classroom is another component of experiential learning. It's important to tap into that wealth of wisdom of your classroom whenever it's appropriate.

The time is right for them to learn

No matter how hard a teacher tries, if a student isn't ready to learn, they won't. Luckily, adult students chose to be in your classroom, which means they have already determined that the time is right. As an instructor, listen carefully for teaching moments and take advantage of them. When a student says or does something that triggers a topic on your agenda, be flexible and teach it right then.

The process is positive and encouraging

For most adults, stepping back into the classroom can be intimidating, which is understandable if they haven't taken a class in years. Students may be apprehensive about what the class will be like and how well they'll do. As an instructor of adult students, it's important to exude positivity, encouragement, and patience. Give your students time to respond when you ask a question. They may need a few moments to consider their answer. Recognize the contributions they make, even when small. Give your students words of encouragement whenever the

opportunity arises. Most adults will rise to your expectations if you're clear about them.

4.0 CONCLUSION

In this unit, we have been able to examine the concepts of teaching an adult learner, how their learning environment should be organized, calm and innovative, also we have learnt about the principles involved in teaching an adult learner, finally highlights the essentials in adult learning

5.0 SUMMARY

The main points in this unit are:

1. Adult learners are generally more sophisticated and experienced than their younger counterparts and they benefit from realistic examples of skills they can use in "real life.
2. Adults understand why something is important to know or do and they have the freedom to learn in their own way

6.0 TUTOR MARKED ASSIGNMENT

1. List the characteristics of an Adult learner
2. Explain the tips needed to teach an adult learner
3. What do you understand by "Adult Learner and the Learning Environment?"

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UNIT 3 COOPERATIVE EDUCATION IN NIGERIA

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Contents
 - 3.1 History of Co-Operative Education In Nigeria
 - 3.2 Other Institutions That Are Involved In Cooperative Education Nigeria
 - 3.3 The Department of Co-operative in the Federal Ministry of Agriculture and Natural Resources (FMA&NR)
 - 3.4 Overseas Institutions which have Contributed to Cooperative Education in Nigeria
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References and Further Reading.

1.0 INTRODUCTION

The last unit discussion was on the Role of Cooperative Extension Worker, education benefit and importance of the cooperative education and extention. This unit we shall focus on co- operative education in Nigeria. The history of cooperative in Nigeria is as old as man

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- discuss co-operative education in Nigeria;
- state other institutions that are involved in cooperative education Nigeria; and
- highlight the overseas institutions that have contributed to cooperative education in Nigeria.

3.0 MAIN CONTENTS

3.1 History of Co-Operative Education in Nigeria

The history of cooperative education in Nigeria can be traced to the appointment of Mr. C. F. Strickland was to look into how Cooperative Societies contribute to the overall development of cooperative in Nigeria in the year 1993. Strickland report was submitted to the

colonial Government 1994. The period were majority of the Cooperators were either illiterates or semi illiterates and they were expected to form as many Cooperatives as possible which should play great role in the development of both Urban and Rural Areas despite the circumstances and inability. Cooperatives are business ventures and any Business that is devoid of education and training will not develop well.

A cooperative organization needs to have the ability to run the societies well then proper cooperative education will be inevitable. The Colonial Government later succeeding Nigerian Governments later succeeding and emphasized on Education for the Government Staff i.e. the Director of Cooperative Department and his support staff.

In caring out this objective, a Cooperative Staff Training School was set up in 1943 which was to train Government Registrars of Cooperatives, Cooperative Inspectors and the employees of the Cooperative Movement under the direction and supervision of Mr. C. Bateye, who was then an Assistant Registrar of Cooperative Societies. The aim was that these officers will train the Cooperators who were in dire need of Cooperative Education.

This school is what is today known as the Federal Cooperative College, Ibadan. It was convened into a College in 1957 following the recommendation of a World Bank Mission that visited Nigeria. The school trained Cooperative Personnel from other African Countries like Ghana, Sierra Leone and Gambia.

Apart from training Cooperative Inspectors and Auditors at that time it also engaged in refresher course for Executives and members of the cooperative Movement. Later the College offered Certificate Course in Cooperative Studies which was a course for newly employee Cooperative Inspectors and Auditors. There is also the Diploma Course which is for the newly employ Registrars of Cooperatives in the Cooperative Department. The two courses which were accompanied by practical field work ran for a year each.

On 1st April 1976, the College was taken over by the then Federal Military Government. This was to ensure greater effectiveness in the development of Cooperative Movement in Nigeria In addition to that of Ibadan mentioned above, the Federal Government also took over other existing Colleges. These Colleges are the Cooperative Col Awgu now in Oji-River (Enugu State), and Zaria which has moved its permanent site in Kaduna, Kaduna State.

The directives of the Federal Government empowering State

Governments to establish their own State Cooperative Colleges if so desire led to the establishment of many State Cooperative College. Some of such Colleges are the following:

- Ondo State Cooperative College, Akure.
- Oyo State Cooperative College, Oyo.
- Imo State Cooperative College, Orlu.
- Kaduna State Cooperative Institute, Ikara
- Edo State Cooperative College, Benin City
- Lagos State Cooperative College, Oko-Oba Agege, Lagos

They awarded Certificates and diploma in Cooperative Studies to their trainees.

A number of interesting developments have taken place relate in the spread of Cooperative Education. Polytechnics and Colleges of Technology are now offering Ordinary National Diploma and Higher National Diploma courses in Cooperative Studies. Examples of these are Kwara Polytechnic, Ilorin (Department of Social Work, Administration and Cooperatives), Institute of Management and Technology, Enugu, (Cooperative Studies Department), Kaduna Polytechnic, (Department of Social Services and Cooperatives), Kano State Polytechnic, (School of Social and Rural Development), and the Federal Cooperative Colleges, in Ibadan, Kaduna and Oji River. A number of Universities are now offering undergraduate and postgraduate programmes in Cooperative Studies. The University of Nigeria, Nsukka had of late upgraded its centre for cooperatives and Rural Development to an Institute, National Open University of Nigeria (NOUN) offer undergraduate and postgraduate Diploma. Enugu and Nnamdi Azikwe Universities offer undergraduate and postgraduate courses in Cooperative Economics and Management, Olabisi Onabanjo University offers degree and Masters degree in Cooperative and Business Management. Some other Universities have researchers and professors who are doing some research and consultation in Cooperatives. These Universities are the University of Ibadan, Obafemi Awolowo University, Ile Ife, Federal University of Technology, Akure, University of Ilorin, Ilorin, Federal University of Agriculture, Abeokuta e.t.c.

3.2 Other Institutions That Are Involved In Cooperative Education Nigeria

The Institutions mentioned above, there are a lot of other institutions involved in Cooperative Education. There is the Cooperative Research Institute in Abuja, which is involved in short courses in Agricultural Management and Training, there is the Federal Department of

Agricultural Cooperatives/International Labour Organization/United Nations Development Programme Project which offers short Courses in management in its Centre for Rural Development and Cooperatives. The State Cooperative Federations also engage mostly in non formal education in Secretaries training, Printing of Cooperative Posters, textbooks and leaflets. Other activities include organizing seminars, workshops, and teaching Cooperators rudiments of accounts.

The national apex of the Cooperatives in Nigeria, the Cooperative Federation of Nigeria Ltd was involved mainly in non formal Cooperative Education. It was involved in sponsoring authors who write Cooperative text-books, organizes seminars, workshops, conferences. It also links Nigerian Cooperatives with overseas Cooperative Organizations. Some Cooperators have in the past gone for further studies in overseas countries through Cooperative Federation of Nigeria.

The Agricultural Rural Management Training Institute ARMTI in Ilorin engages in Cooperative education. It also conducts research in Cooperatives. The activities of Free-lance Consultants in Cooperative Education cannot be left out. They liaise with the Cooperative Departments and the Cooperative Federations in their respective States to organize workshops, conferences, seminars to Cooperative Organizations at various levels.

There is also the agriculture, Extension and Research Liaison services, Zaria (AERLS). This Organization is involved in the production of booklets on agriculture and Cooperatives. The Departments of Cooperatives both at the State and Federal levels are active in contributing to the growth of Cooperatives through Cooperative Education. At the Federal level, this is the Federal Department of Cooperatives.

At the state level, the department of Cooperatives is in various ministries. Some are in Ministry of Agriculture and Cooperatives while some others are in the Ministry of Commerce, Industry and Cooperatives. These departments of Cooperatives train Cooperative Assistants who visit and educate Cooperators at Primary, Secondary and tertiary levels. They also train other members of staff. They organize workshops, seminars. Also, they finance cooperative training institutions like the State Cooperative Colleges.

Another institution that has contributed immensely to Cooperative Development through education is the NIG/EEC Cooperative Education Project formerly based in Ibadan but later moved to Abuja. It had two training units. These were the basic Education and promotion

unit (BEPU) and the Curriculum methods and materials unit (CMMU). BEPU was mainly responsible for grassroots education and supply of training equipment to Federations while CMMU trained managers, Trainers, Executives of cooperative organizations etc.

The National Association of Cooperative Credit Union of Nigeria (NACCUN) also contributed to the development Of Cooperatives (especially Thrift and credit societies) through Cooperative education. They engaged in printing and distribution of newsletters, carry out risk management programmes, organized seminars and consultancy services for Cooperatives. The Organization also publishes books like model accounting manual for Cooperatives.

3.3 The Department of Co-operative in the Federal Ministry of Agriculture and Natural Resources (FMA&NR)

The functions of the Co-operative department in the Federal Ministry of Agriculture and Natural Resources, these are:

- a. Co-ordination of inter – governmental co-operative activities.
- b. Formulation of broad natural economic policy for Co-operative development and financing and integration of Co-operative policies into national development plans.
- c. Co-operative education and training at the national level and relations with appropriate Nigerian and foreign educational institutions.
- d. Inter – African and other international Co-operative matters including relations with international co-operative organizations and specialized agencies of the United Nations.
- e. Relations with global central labour organization and similar bodies especially in matters relating to jointly sponsored welfare schemes.
- f. Coordination of research into co-operative problems.
- g. Co-ordination of inter – State co-operative activities.
- h. Regulate the activities of national co-operative apexes and societies
- i. Compilation of information on all matters relating to co-operatives and preparation of reports on co-operative development in Nigeria.

3.4 Overseas Institutions Which have Contributed to Cooperative Education in Nigeria

The under listed Institutions in overseas countries have contributed to

the widespread development of Cooperative education in Nigeria. In many cases, the Cooperative Institutions give scholarships to Nigerian Cooperators through the Government or through the Cooperative movement representatives (e.g. CFN) to study in these institutions. Few others who benefited from the institutions are sponsored by Organizations in Nigeria.

The Institutions are the following:

- Coady International Institute, Nova Scotia, Canada.
- International Cooperative Training Centre, Jiloviste. Czech.
- Institute for Cooperation in Developing Countries, Marburg, Germany.
- Institute for Development of Agricultural Cooperatives, Japan.
- International Institute for Development, Cooperatives and Labour Studies, Tel-Aviv, Israel.
- RVB, Netherlands International Institute for Management, Maastricht, Netherlands.
- International Cooperative Training Centre, Loughborough, United Kingdom.
- University Centre for Cooperatives, University of Wisconsin, U.S.A.
- Moscow Cooperative Institute, Moscow, Russia.
- I. L. O. International Centre for Advanced Technical and vocational Training, Turin, Italy.
- Swedish Cooperative Centre, Stockholm, Sweden e.t.c.

4.0 CONCLUSION

In this unit, we discussed the co-operative education in Nigeria. We also discussed other institutions that are involved in cooperative education Nigeria and the overseas institutions that have contributed to cooperative education in Nigeria. The understandings of these units are essential for the training and acquisition of knowledge based in rural/community development of cooperative societies.

5.0 SUMMARY

During the course of this unit, we have learnt about the growth and development of cooperative education in Nigeria, other institutions that are involved in cooperative education Nigeria also acquired knowledge on the overseas institutions that have contributed to cooperative education in Nigeria to improve the organization of cooperative education and extension service.

7.0 TUTOR MARKED ASSIGNMENT

1. Discuss the growth of cooperative education in Nigeria?
2. Enumerate other institutions that are involved in cooperative education Nigeria?
3. Highlight the Overseas institutions that have contributed to cooperative education in Nigeria?

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UNIT 4 THE PRINCIPLES OF COOPERATIVE

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Contents
 - 3.1 Principles of Cooperative
 - 3.2 The Rochdale Co-Operative Principles
 - 3.3 Principles of Cooperative Extension
- 4.0 Conclusion
- 5.0 Summary
- 3.0 Tutor Marked Assignment
- 7.0 References and Further Reading

1.0 INTRODUCTION

In the last unit, we learned cooperative extension and formal education we shall discuss the principles of cooperative, The Rochdale co-operative principles and principles of cooperative extension.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- state the principles of cooperative, and the Rochdale co-operative principles; and
- describe the principles of cooperative extension and principles of cooperative extension education.

3.0 MAIN CONTENT

3.1 Principles of Cooperative Association of Persons

A Cooperative society is an association of persons, people who are ready to work together, who understand themselves, who are ready to solve their common problems jointly, who are socially fit to associate with one another. It is when these are taken into consideration that the society can stand on its feet. Also, we should note that it should not be an association of armed robbers, thieves, fraudsters, e.t.c

Limited means

These persons who associate with one another are usually of limited means. They are regarded as poor but not people living in abject poverty who are so poor and would not be able to make some capital

contribution to the society. For an example a Cooperative Society is not an association of beggars. Intending members must be able to make capital contributions like entrance fees, share capital etc. to the society. Limited means explains the fact that they don't have enough money. They are still looking for more money and they hope to get more by becoming members of a Cooperative society.

Voluntarily joined together

Cooperative societies are voluntarily organizations. People should not be forced directly or indirectly to join Cooperative societies. In some parts of the country, people are indirectly forced to join cooperative societies by asking them to form cooperative societies so that they would get fertilizer or loan from the Government.

It then means that the people becomes members out of their own volition but because the government wants them to join cooperative so as to benefit something from the cooperative.

Experience has shown that people will rush to join such a Society to benefit from what "Father Christmas" the government will give to them. This may however be regarded as their own share of the national cake. Apart from that, if this "gift" is no more forthcoming, then the members will disperse and the Society will die a natural death.

Achieve a common economic end

The main aim of forming a cooperative Society is to achieve Economic goals. Such economic goals include, making surplus, increasing members ability to have more money buying goods at a cheaper rate, getting cheaper loan that can be used to expand business etc.

Democratically controlled

The business that is formed by the people is usually democratically controlled. Democracy in a cooperative society connotes "One man one vote" Each member has only one vote to cast when a decision on matters affecting the business of the society is to be taken. It is one man one vote irrespective of each member's Capital contribution to the society, wealth, and post in the religious organization he/she belongs, whether he is a Chief, Oba, Pastor or Reverend. A member has the right to vote only once when a decision is to be taken Apart from this, voting by proxy is not allowed. This is somebody else voting in place of a member or non-member voting on behalf of a member that is absent in a meeting. In addition, majority carries the vote and whatever is decided in the meeting (where quorum was formed) binds on all

members.

Equitable contribution to the capital

Since cooperative Society is a business venture, intending members must make some Capital Contributions. However, individual Capital contribution must be in relation to his/her financial ability. In practice, minimum and maximum capital contribution is usually stated. Example of this is Share Capital.

Accepting a fair share of the risks and benefits

Each member must contribute physically to the running of the society. Cooperative society is not like public limited liability company or Joint Stock Company whereby the shareholder may not participate directly in the running of the business. Cooperatives like other types of business ventures are interested in making surplus. If at the end of the business year, the society makes surplus, each member will have a fair share of this benefit and smile. On the other hand, if the society makes a loss, the members will share their risk.

Giving the members adequate Cooperative Education

The cooperative Assistant should endeavour to attend the meetings of the Society regularly. He can pass a lot of information to the members when they are holding a General meeting. Apart from this, he can organize seminars and workshops for the members. It is usually during meetings or training sessions that the members can receive Cooperative Education. He can use this opportunity to discuss their problems with them, answer their questions, and guide them aright by using the Cooperative laws, principles of cooperation and the society's bye-laws as guide. Members should learn how to be good business men/women using business principles and methods.

Business organization

The Cooperative Society formed is a business Organization. It is not a humanitarian organization like the Red Cross society where business principles are neglected. For an example, when a society wants to be humane, it may give "blanket loan" to majority of its members without regard to laid down rules. Such society may collapse within a short time. Business techniques and principles must be employed to run Cooperative society's activities. It must be run to make surplus and render maximum services to the members. Also, the society or the business belongs to the members and it should not be seen as a business set up by the Government.

3.2 THE ROCHDALE CO-OPERATIVE PRINCIPLES THE ROCHDALE CO-OPERATIVE PRINCIPLES ARE AS FOLLOWS:

3.3 OPEN, VOLUNTARY MEMBERSHIP: Member in a co-operative society should be voluntary and available without artificial restriction or any social, political, racial or religious discrimination, to all persons who can make use of its services and are willing to accept the responsibilities of membership.

3.1.1 DEMOCRATIC CONTROL: co-operative societies are democratic organizations. Their affairs should be administered by persons elected or appointed in a manner agreed to by members accountable to them. Member's primary societies should enjoy equal right of voting (one member, one vote) and participation in decisions affecting their societies. In other than primary societies the administration should be conducted on a democratic basis in a suitable form.

3.1.2 LIMITED RETURN, IF ANY, ON EQUITY CAPITAL: Share capital should only receive a strictly limited rate of interest.

3.1.3 NET SURPLUS BELONGS TO USER-OWNERS: The economic results arising out of the operations of a society belong to the members of that society and should be distributed in such a manner as would avoid one member gaining at the expense of others. This may be done by decision of the members as follows:

3.1.3.1 By provision for development of the co-operative;

3.1.3.2 By provision of common services;

3.1.3.3 By distribution among the members in proportion to their transactions with society.

3.1.4 HONEST BUSINESS PRACTICES: Co-operatives should deal openly, honestly, and honorably with their members and the general public.

3.1.5 ULTIMATE AIM IS TO ADVANCE COMMON GOOD: The ultimate aim of all co-operatives should be to aid in the participatory definition and the advancement of the common goal.

3.1.6 EDUCATION: All co-operative societies should make provision for the education of their members, officers, and employees and of the general public in the principles and techniques of co-operation, both economic and democratic.

3.1.7 CO-OPERATION AMONG CO-OPERATIVES: All co-operative organized in order to best serve the interest of their members and their communities should actively co-operate in every practical way with other co-operatives at local, national and international levels.

3.2 Principles of Cooperative Extension

The principles of cooperative extension are the essential elements that guide the effective teaching of cooperative extension. Failure to abide by these principles may lead to total failure of the cooperative extension programmes. Some of these principles are as follows:

- a. That cooperative extension programmes should be based on the needs and interest of the members. Programmes should never be forced on the members. It is therefore essential for the cooperative extension agent to seek for the opinion of the members before introducing a new project for them.
- b. Closely linked to the above principle is that all cooperative extension programmes should be concerned with the welfare of the community. If the programme is not related to their welfare it may not be readily accepted. Farmers will be interested in any programme that touches on their well-being.
- c. Cooperative extension education is also based on the conditions that exist in the community. All extension programmes must respect the norms and values of the people in the community. Any cooperative extension activity that runs contrary to the critical belief of the people will not be accepted by the members. Cooperative extension service also believes in the economic achievement of the members. This also determines the types of projects that can be introduced in a particular area.
- d. One of the basic principles of cooperative extension is the use of local leaders in executing the cooperative extension programmes. It is essential that cooperative extension agents should seek the cooperation of the local leaders before introducing new ideas. If the leaders accept the idea, it is believed that more than half of the people in the community will also accept it. Using local leader has a multiplier effect on the success of cooperative extension programmes.
- e. It is also the principle of cooperative extension to involve the entire family in its programmes. Members may be taught on how to increase his productivity while his wife will be engaged in home management and the children will also be involved in youth development programmes. The cooperative extension agent should allow the family to participate in the activities rather than carrying them out on their behalf.
- f. All cooperative extension service should be in line with government policies and objectives. Any cooperative extension programme that runs contrary to the wish of government may likely

fail even if the community is interested in it.

g. Cooperative extension programme is concerned with the quality of the work done rather than quantity of the work. The programmes are continuously evaluated to assess the progress made. The pace of the work is largely determined by the economic level of the people. It is therefore important that cooperative extension agent should not be too much in a hurry to complete the project as this can have adverse effect on future projects.

h. It is very essential for cooperative extension service to make use of any existing club or societies in the community. Cooperative societies are good sources of approaching the local members. Rural societies are agents of change and cooperative extension service should take advantage of any existing one in the rural area. Clubs with political undertone cooperative extension work. Cooperative extension agents should try by all means to avoid such association.

3.3 Principles of cooperative extension education

The cooperative work is based upon some working principles & the knowledge of these principles is necessary for cooperative worker. Some of these principles, as related to agricultural extension are mentioned below.

Principle of adaptability: People differ from each other, one group differs from another group & conditions also differ from place to place. An extension programme should be flexible, so that necessary changes can be made whenever needed, to meet the varying conditions.

1. **Principle of co-operation:** co-operative is a venture. It is a joint democratic enterprise in which rural people co-operate with their village, block & state officials to pursue a common cause.

2. **Principle of cultural difference:** Cooperative work is based on the cultural background of the people with whom the work is done. Improvement can only begin from the level of the people where they are. This means that the extension worker has to know the level of the knowledge, & the skills of the people, methods & tools used by them, their customs, traditions, beliefs, values etc. before starting the cooperative programme.

3. **Principle of interest and need:** Cooperative work must be based on the needs & interests of the people. These needs and interests differ from individual to individual, from village to village, from block to block, and from state to state and therefore, there cannot be one programme for all people.

4. **Principle of participation:** Cooperative helps people to help themselves. Good cooperative work is directed towards assisting rural

families to work out their own problems rather than giving them ready-made solutions. Actual participation & experience of people in these programmes creates self-confidence in them & also they learn more by doing.

5. Principle of satisfaction: The end-product of the effort of cooperative teaching is the satisfaction that comes to the farmer, his wife or youngsters as the result of solving a problem, meeting a need, acquiring a new skill or some other changes in behaviour. Satisfaction is the key to success in cooperative work. "A satisfied customer is the best advertisement."

6. The evaluation principle: cooperative also applied element and principles based upon the methods of social and management science, & it needs constant evaluation. The effectiveness of the work is measured in terms of the changes brought about in the knowledge, skill, attitude and adoption behaviour of the people but not merely in terms of achievement of physical targets.

7. The grass roots principle of organization: A group of rural people in local community should sponsor extension work. The programme should fit in with the local conditions. The aim of organising the local group is to demonstrate the value of the new practices or programmes so that more and more people would participate.

8. The leadership principle: Cooperative work is based on the full utilisation of local leadership. The selection & training of local leaders to enable them to help to carry out cooperative work is essential to the success of the programme. People have more faith in local leaders & they should be used to put across a new idea so that it is accepted with the least resistance.

9. The whole-family principle: Cooperative work will have a better chance of success if the extension workers have a whole-family approach instead of piecemeal approach or separate & unintegrated approach. cooperative work is, therefore, for the whole joint effort of members as family, i.e. for male, female and the youth.

4.0. CONCLUSION

In this unit, we discussed and state the principles of cooperative, and the rochdale co- operative principles and finally discussed the principles of cooperative extension and principles of cooperative extension education.

5.0 SUMMARY

During the course of this unit, we have learnt about the following areas:

i. The principles of Cooperative, and The rochdale co-operative principles – Techniques or law designed to involve people which is reflected in every practical way with other co- operatives at local, national and international levels.

- ii. Principles of Cooperative Extension - the essential elements that guide the effective teaching of cooperative elements.
- iii. Principles of cooperative extension education

6.0 TUTOR MARKED ASSIGNMENT

- i. Explain Cooperative Extension and Formal Education?
- ii. State the principles of Cooperative, and The Rochdale co-operative principles?
- iii. Enumerate Principles of Cooperative Extension?

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MODULE 3

UNIT 1 DEVELOPMENT OF COOPERATIVE IN NIGERIA

Contents

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Contents
 - 3.1 Development of Cooperative in Nigeria, Problems of Cooperative
 - 3.2 Agricultural Extension in Nigeria,
 - 3.3 Reforming Cooperative Education and Extension in Nigeria.
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References and Further Reading.

1.0 INTRODUCTION

The last unit, our discussions was on the growth and development of cooperative education in Nigeria, other institutions that are involved in cooperative education Nigeria also acquired knowledge on the overseas institutions that have contributed to cooperative education in Nigeria to improve the organization of cooperative education and extension service. In this unit we shall discuss Development of Cooperative in Nigeria, the pre and post-Independence Development and Reforming Cooperative Education and Extension in Nigeria.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- discuss the development of cooperative in Nigeria,
- describe pre and post-independence development
- explain the reforming cooperative education and extension in Nigeria

3.0 MAIN CONTENTS

3.1 Development of Cooperative in Nigeria

The growth and development of practice of Co-operative in Nigeria started as far back as 1907. Notable among the earliest co operative societies was Agege Planters Union (A.P.U), made up of cocoa

producers. About four hundred (400) cocoa farmers came together to ensure that cocoa was the major farm produce earning foreign exchange for Nigeria. The development of Cooperative in Nigeria is synonymous to the development of Agriculture. The development of Agriculture in the Country also follows the same pattern with the historical development of the country. This development can be grouped into two:-

- a. Pre-independence development, and
- b. Post-independence development.

3.2 Pre-Independence Development

Government involvement in a purposeful agricultural and cooperative extension development started with the colonization of the country by the British. The main purpose then was to increase the agricultural production of the export crops. This was aimed at getting a ready source of raw materials for their industries in Britain. As a result of this all extension works at that time were directed towards the development of export crops. The period between 1890 and 1905 can be described as a period of trial and error. Many projects were tried but all failed.

The Colonial masters, with the formulation and enactment of cooperative legislation in 1935 based on the report of Mr. F.F. Strickland's stated that cooperative will thrive in Nigeria. When the government realized the significance of Co-operatives, it commissioned on Mr. C.F. Strickland submitted in 1955, titled "The Introduction of Co-operative Societies in Nigeria" he strongly advocated the introduction and development of Co-operatives. He also proposed and actually drafted the relevant Ordinance and Regulations. Later the government saw the need to promote savings habit among the low-income people. With another report which Mr Strickland submitted in 1936, (C.T.C.S) Co-operative Thrift and Credit Societies were formed and it spread all over Eastern and Western Nigeria. More so, with the enactment of the ordinance saw more rapid development of Co-operative since the enabling framework has been provided. Even though some of the early Cooperatives collapsed for a number of reasons, the mistakes having been learnt a lot more was formed especially after Nigeria's independence 1960.

The efforts of the colonial government in spreading Co-operatives from independence to the present, concerted efforts are being made to bring Co-operatives to every community. As more states are created so also Co-operatives are brought nearer to the grass roots. Four years after government involvement in the cooperative societies, the cooperative societies ordinance was passed in 1935. From then registered

cooperative societies started to receive government recognition and financial assistance. The period between 1951 and 1960 before the country got her independence was a period of major landmarks in the development of Agriculture and Extension in Nigeria.

The initial achievement of the government on Co-operatives was the promulgation Co- operative Laws and the Co-operative Regulations which followed on the 6th February, 1936. In 1937, Gbedun Co-operative Produce Marketing Society became the first Co-operative Society to be the first Registrar of Co-operative societies in Nigeria. After these developments, several Co-operative Societies and Union were formed and registered by the government through the Western Ministry of Trade, Industry and Cooperative. In 1953, The Co-operative bank Plc was established by the Co-op Movement to provide for financial needs of members of Co-operative Societies in Nigeria. A sum of One Million Pounds (part of the proceeds realized on cocoa Export) was approved for the take off of the bank by the late Chief Obafemi, Awolowo, then Premier of the Western Region. For instance in 1952, as a result of constitutional changes three regions were created Northern, Western and Eastern regions. Separate regional Ministries of Agriculture were also created. This is also led to the creation of a separate extension units under the Ministries. Due to this major reorganization, extension service was given a prominent role to play in the education of the farmers and the supply of essential farming materials. Departments for Co-operative development were created in the appropriate ministries and this helped in the promotion of Co-operatives in all parts of Nigeria. The Co-operative Federation of Nigeria was formed in 1945 and formally registered in 1967. It is the national apex organization which represents the entire cooperative movement in Nigeria.

3.3 Post-Independence Development

Nigeria got her independence in October, 1960. Three years after the independence. Midwest region was created in 1963 and this brought the number of Ministries of Agriculture to four and Department of Cooperative. As a result of the regional creation of the ministries of Agriculture and Cooperative, development of Agriculture and Cooperative became a regional concern. Each region made several attempts to make use of all the agricultural and Cooperative potentials in their areas. Such attempts included the establishment in their rural projects, farm settlements. Agricultural Financing agencies, marketing boards Cooperative Societies etc. Most of these projects could not succeed due to political and financial problems. However, they were able to make significant impacts on Agricultural and Cooperative development especially in the area of extension.

More purposeful agricultural programmes were initiated during the 1970s, all aiming at increasing agricultural productivity. Notable among them were the National Accelerated Food Production Project (NAFPP), Agricultural Extension and Research Liaison Services (AERLS), River Basin and Rural Development Authorities, Operation Feed the Nation (OFN) etc. 1980s witnessed further development of Agriculture and extension. During the change to civilian rule between 1979 and 1983, the Green Revolution Programme was launched. This programme could not succeed for political reasons. Despite all the transformation, the country has witnessed in the agricultural sector and cooperative, the Country continues to experience food shortage and the extension unit of the sector is still at the mercy of our policy makers.

3.2 Reforming Cooperative Education and Extension in Nigeria

Some of the strategies that could be adopted to improve the effectiveness of cooperative education and extension in Nigeria and to ameliorate the above problems include the followings:

- a.** As a way of encouraging the cooperative extension staff working in the rural areas, in-service training should be granted to them after two years of active service. This is essential for them to increase their knowledge and also to be able to compare class work with field experience.
There is also the serious need to train all cooperative extension staff in the operation and maintenance of modern farm tools. Farmers/members who may wish to adopt these modern tools may eventually call on the cooperative extension staff for help. This demand that cooperatives extension staff must be well informed about the operation and maintenance of this equipment before they can render any advice.
- b.** The present ratio of cooperative extension workers to farming families is too high for effective coverage; this is worsened by lack of mobility. It is therefore highly recommended that government should embark on urgent recruitment of cooperative extension staff to reduce this ratio.
In addition to employment of more staff, vehicle loan should be given to all cooperative extension staffs serving in the rural areas. Most of the roads linking to the rural areas should also be graded periodically to provide easy accessibility to these villages.
- c.** The provision of essential facilities for cooperative extension staffs especially those serving in the rural areas is very important. Such facilities include prompt payment of salary, leave grant, promotion, in-service training and the like. These

facilities when provided promptly and regularly will motivate the extension staff to stay in the field.

The supply of resources such as Audio Visual aids, improved seeds, fertilizers, pesticides, farm tools, etc, should also be timely. Farm inputs should be supplied at subsidized prices. It will be meaningless for extension agents to advocate the use of these inputs when the farmers cannot afford to buy them.

- d. One of the identified problems militating against effective performance of extension service in Nigeria is the lack of capital and credit facilities. When this credit is granted to a few privileged members/farmers, they often misused it by using it for the provision of social amenities and other things that are against the purpose for which the loan is granted. One way of solving this problem is for the banks to engage on supervised credit. In addition to this, some of the money can be given to farmers in form of inputs.

The credit guarantee scheme should be the only condition for granting loan to members/farmers. The members/farmers on their own part should not see the loan as a way of sharing the national cake. The money should be judiciously used for cooperative agricultural production. Formation of cooperative movement will enable the members/farmers to reap economy of scale.

- e. To improve the effectiveness of cooperative extension service in Nigeria and also to eliminate the unnecessary bureaucracy of the Civil Service, extension service should have autonomous board. That will enable the staff to operate more efficiently. This may also enable the extension service to operate at national level since the board will have offices throughout the states. Performance evaluation of the board will also be easier.
- f. There is also the need to introduce adult education for the illiterate members/farmers. This will enable them to read and write at least in their major local language. Certificate should be awarded at the end of the course which should be the pre-requisite for receiving government assistance in farm operation.

If the level of illiteracy is reduced, adoption process will be faster. This is because most farmers/members will be able to read and understand any leaflet or poster given to them. Research findings sent to members/farmers should be those that are profitable to the members/farmers, simple to adopt and must not be in conflict with the existing farming and business practices in the Country. These conditions can be met by carrying out field trials under different soil and climatic condition. The trial should be carried out under the supervision of the cooperative extension agents in those areas. It will also include the variation between the expected and the observed

results.

4.0 CONCLUSION

In this unit, we have discussed the Development of Cooperative in Nigeria. We equally explain Development of Cooperative in Nigeria, the pre and post-Independence Development and way to reforming Cooperative Education and Extension in Nigeria.

5.0 SUMMARY

We have learnt in this unit that:

- i. Development of Cooperative in Nigeria and the pre and post-Independence Development.
- ii. Ways to Reforming Cooperative Education and Extension in Nigeria .Agricultural

6.0 TUTOR MARKED ASSIGNMENT

1. Discuss the Development of Cooperative in Nigeria?
2. Enumerate Ways to Reforming Cooperative Education and Extension in Nigeria?
3. Discuss the Development of Cooperative in Nigeria?

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UNIT 2 TEACHING/LEARNING METHODS IN COOPERATIVE EDUCATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Contents
 - 3.1 Concept of learning
 - 3.2 Principle of Learning.
 - 3.3 Characteristics of Learning in Cooperative Education.
 - 3.4 Cooperative education methods
 - 3.5 Learning Transfer
 - 3.6 Factors Affecting Learning
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References /Further Readings

1.0 INTRODUCTION

In this unit, we are going to treat concept and principle of learning, how to learn, transfer of learning, characteristics of adult learning and also the methods used in cooperative education. After studying this unit, you are expected to have achieved the listed objectives below.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- i. Explain the concept and principle of learning,
- ii. Demonstrate the method by which people learn in Cooperative education
- iii. Explain how transfer of learning takes place in cooperative education
- iv. Identify the characteristics of learning in cooperative education
- v. Identify factors affecting learning,

3.0 MAIN CONTENT

3.1 Concept of Learning

Learning is a process by which an individual through its own activities become changes in his behaviour (knowledge, attitude) (Williams et al, 1984). Learning is essentially a response to a teaching situation. The learner is no longer regarded as a passive agent, but an active participant

in his own education. Learning is not a “filling up” process. The learner has to be active to acquire knowledge, skills, attitude which satisfied his or her needs and interest.

Learning is a personal matter in terms of learners needs. No individual can learn for others because learning takes place within the person.

3.1.1 Cooperative learning

Is a teaching method where students of mixed levels of ability are arranged into groups and rewarded according to the group's success, rather than the success of an individual member. Cooperative learning structures have been in and out of favor in American education since the early 1900s, when they were introduced by the American education reformer John Dewey. Cooperative learning is sometimes thought of simply as 'group work,' but groups of students working together might not be working collaboratively.

Elements of Cooperative Learning

Cooperative learning researchers David and Roger Johnson have identified five elements that define cooperative learning:

Face-to-Face Interaction

Students are promoting each other's' learning through face-to-face activities where they discuss and explain assignment topics with each other.

Positive Interdependence

Students have the sense that they're 'in this together,' feeling that each member's individual effort will not only help him, but the whole group. The grade of each student is dependent upon the effort of other group members.

Individual Accountability

Each student is accountable for their own contribution to the group. Clearly described goals ensure that each student knows what she is responsible for and what the group is responsible for.

Group Processing

Students are given a means for analyzing their group for how well the group has learned and whether or not collaborative skills are being used.

Collaborative Skills

Students learn not only the subject matter, but interpersonal skills and how to work in teams. Students are taught skills of communication, leadership, and conflict management during the early stages of cooperative learning sessions.

There are two types of learning namely incidental and deliberate learning's. Incidental learning occurs when learning takes place without efforts. Deliberate learning results from a specific purposeful activity or experience, i.e., it results from some motivated efforts. The learner

directs his learning along a definite planned manner. Abdullai (2002) defined learning situation as one in which all elements necessary to promote learning are present such as: (a) Instructor (agent), (b) Learners, (c) subject matter, (d) Learning materials (e) physical factor.

Learning experience is a mental or physical reaction one makes through seeing, learning or doing the things to be learnt through which one gains the meanings and understandings of the materials to be learnt. Learning is the process by which one becomes changed in behaviour, skills, understanding, interest, and appreciation as a result of his experience. The essence of learning is to systematically acquire knowledge and experience.

3.2 Principles of Learning in Cooperative Education

There are guidelines or factors to be considered by cooperative extension workers or teachers in instructional process.

- Learning is growth like and continuous. Its growth depends on the past experiences of the learner. So commence where the learner is. He / She has got certain ideas and knowledge before e.g. Pests reduce yield or production – what do they know about pest control on their farms / fields and from here introduce the use of pesticides for large areas. Relate new ideas to the old as this increases effectiveness. Ideas to be learnt should be brought to the attention of the learners repeatedly.
- Learning is purposeful: Learning is purposeful when it makes sense to the learner i.e. meaningful from the learner's viewpoint. Help farmers/members to fix achievable goals through helpful activities e.g. field trips, demonstrations, etc. to satisfy needs.
- Learning is challenging: It is more effective if it is more appropriate and timely and recognition is given to the learners' achievements. It is also challenging if the standard demands of the learner are suited to his ability i.e. the extension worker/teacher helps the learner to build a mental picture of himself in the new situation.
- Learning is effective if it results in fundamental understanding: Memorizing is useless unless there is practical application to it. Activity that stimulates the actual situation is most effective and there must be need for information.
- Learning is influenced by the social or physical environment: the instructor should see that the physical conditions are appropriated and the learner has no fear.
- Gradual process: Usually it requires several exposures before change is observed. For effective learning, several exposures are to be made to get over each point.

- Learning is an active process: The learner is an active, behaving, exploratory individual and learning results from the activities of the individual and learning also results from the activities of the individual learner. It is what he does when he learns: skills – the learner must practice them, facts – the learner must relate them, attitudes – he must change them.

3.3 Basic Characteristics of Learning in Cooperative Education

These characteristics of learning are being examined as a foundation for planning and executing extension outreach programme.

1. Learning is meaningful. Learning should enable the learners to be able to solve related problems. This is attained by relating new terms and knowledge to that which the learners already known, i.e. there should be a connection between familiar and unfamiliar concepts.
2. Learning is facilitated when two or more senses are used by the learners/farmers. While in the process there should be a variety of learning activities to use more of our senses.
3. Learning is more effective where the learner actively participates. The learner is more active when he realizes that learning goals are not forced on him.
4. Learning is affected by physical and social environments. The general physical environment should be suitable to the kind of learning taking place and to the activities selected for the learning situation. The cooperative extension worker/teacher should recognize and use the effect of the social environment on learning.
5. Learning is growth-like and continuous. New knowledge should be built on the old. In essence then, learning is cumulative in nature and is a gradual process. Hence, learning is a lifelong activity.

3.4 Cooperative Education Extension Methods

The kind of teaching tools to use in cooperative education extension may be classified in three groups on the basis of the number of people they are designed to reach: these are: (1) individual methods (2) group methods and (3) mass methods.

3.4.1 Individual Methods

Individual methods are used in extension teaching in recognition of the fact that learning is an individual process and that the personal influence of the cooperative extension worker is an important factor in securing

people's participation in extension activities. The various methods which come under the classification of individual methods include farm and home visits, office calls, telephone calls, personal letters, informal contacts and result demonstrations. Farm and home visits are essential elements of extension education. They provide a means of personal communication between the farm family and the extension worker in an environment where they can discuss matters of common interest in privacy and without the distractions and interruptions commonly experienced in group cooperative extension activities. Societies, Farm and home visits serve the following useful purposes:

- (1) To acquaint cooperative extension worker with the member/farmer and farm family
- (2) To answer specific requests for help
- (3) To gain firsthand knowledge of problems faced by the member/farmer or villager
- (4) To explain a recommended practice
- (5) To follow up and observe the results of recommended practices
- (6) To plan an activity such as demonstration, or a meeting
- (7) To invite the member/farmer or villager to participate in a planned activity
- (8) To discuss policies and programmes
- (9) To recruit, train or encourage a local volunteer leader

Individual Instruction Teachers should design instructions according to the needs of individual students. For example, manuals should be left to the students to work at their own pace. This is because people differ in intelligence at the rate that they assimilate or comprehend. You should work from one student to another. During examinations, questions set should cover the different domains of knowledge to take care of individual differences. Careful and adequate preparation is the key to a successful visit as with all cooperative extension methods. Visits are cooperative extensive in terms of time and transportation. Preparation for a visit will include a review of all the known facts about the organization and farm, the member/farmer and the family, specific information concerning the problem, purpose or activity involved and materials such as leaflets and samples that may be left with the member/farmer. Office calls are made by the member/farmer for the purpose of satisfying a felt need. They are an expression of interest by the farmer in a need which he hopes the extension worker can help him meet. Office calls provide the cooperative extension worker with knowledge of the needs of the farming community. Like farm and home visits, they help to build member/farmers confidence in the worker and create good public relations. They are less expensive and time consuming than farm and home visits. However, the member/farmer may feel less at home in the office and may be sensitive to the attitude of

the worker. He may also be too shy to disclose the real purpose of his visit. Telephone calls are initiated by either the member/farmer or the cooperative extension worker, they are useful in giving specific information relating to treatment of known diseases, control of insect pests or to answer questions on interesting broadcasts or requests for bulletins and leaflets.

Telephone calls cannot be used where telecommunication system is under-developed. Personal letters are useful in answering request for information, as follow-up after visits and office calls and in contacting local volunteer leaders. The use of letters as a teaching method is quite limited in countries lacking an efficient postal service or where many rural residents are illiterate. Be careful that the information you give in a letter is simple, understandable and complete without being wordy or including unnecessary information. Remember, the words you put on paper are all he has to go by in determining your meaning. Informal contacts provide many opportunities for effective extension work. Every experienced cooperative extension worker has had people stop him on the street or in the village to ask a question.

Often, seeing the cooperative extension worker will remind the villager of a problem about which he would like technical advice. Market days, picnics, holiday celebrations and religious events bring people together. Where people gather, they talk about current problems in farming and rural life. By attending such events, the cooperative extension worker will become better acquainted with his people, learn of their wants, needs and problems and be able to impart information on an informal basis. Result demonstration is a method by teaching designed to show, by example the practical application of an established fact or group of facts.

The result demonstration: Is one which shows after a period of time what happened after a practice is adopted. As an example, compost is put on a certain field. Good seed potatoes are planted and cared for. In the next field, no compost is used and poor seed potatoes are used. At harvest time the potatoes are dug in each field at the same time. The villagers have watched all during the planting, growing and harvesting season. They see how much better results are from using better practices. This is a result of demonstration. Comparison is the essential ingredient in result demonstration.

3.4.2 Demonstration

For any skill subject, demonstration is essential by a skilled teacher. The development of skill requires practice, but a student cannot secure the best result from his practice unless he knows how it is practiced. That is,

he must know how he is to perform it. This he can effectively achieve by observing a competent teacher demonstrate the skill. For example, a good teacher of skill subject will show the students how to build the techniques for skill subjects.

In demonstrating a skill, the teacher has to perform it in stages, but slowly, first and the entire class must see what he does. He can do this by dividing the class into smaller groups or demonstrate to individual students.

The advantages of result demonstration are as follows:

- (1) Furnishes local proof of the desirability of adopting a recommended practice
- (2) Is an efficient method for introducing a new subject
- (3) Appeals to the eye and reaches the “show me” individual
- (4) Provides a good source of information for meetings, news items, pictures, radio talks.
- (5) Furnishes cost data and other basic information
- (6) A high percentage of people will understand
- (7) Aids in developing local leadership
- (8) Establishes confidence in the extension worker and in extension work
- (9) It teaches needed skill to many people at one time
- (10) It builds confidence in extension worker if demonstration is skilfully performed
- (11) Local leaders easily learn simple demonstrations and can repeat them with other groups.
- (12) It promotes personal acquaintance between the demonstrators and the farmers

Limitations

- (1) Result demonstration requires a large amount of extension workers time
- (2) The cost is high per practice changed
- (3) Good demonstrations are hard to find
- (4) Few people see the demonstration at a not-convincing stage
- (5) The teaching value is frequently destroyed by unfavourable weather.

In general smaller groups are preferred to larger groups. Method demonstration- A method demonstration is to teach a skill. It teaches how to do certain work. It is always interesting to the farmers and especially when the demonstration is concluded by the extension worker, it increases their respect for the worker. Examples of method

demonstration subjects include:

(i) seed treatment (ii) pruning, and (iii) spraying.

Things to note in method demonstration are as follows:

1. Outline operations in logical steps
2. Identify key points
3. Carefully select materials and tools
4. Arrange for diagrams or other teaching aids
5. Rehearse demonstration until perfect
6. Make sure all the audience can see and hear him
7. Explain purpose and show application to local problem
8. Show each operation slowly, step by step
9. Emphasize key points
10. Invite members of audience to repeat demonstration

Use the Following Steps for Demonstration

1. Explanation and demonstration by the teacher
2. Imitation by learner
3. Evaluation by you and students
4. Imitation by the students
5. Re-evaluation by both

The Demonstration Method may be used when

- a. teaching psychomotor skills
- b. when the teacher want to appeal to the 5 senses of the students
- c. when he wants the students to emulate a particular course of action.
- d. when there is need for the students to know the process of an action.

Tips before using the Demonstration Method

1. Ensure that you have all the required materials.
2. Know how many minutes the demonstration would last.
3. Have a thorough knowledge of the subject matter. You should not be too fast at each point in time.
4. Ask questions to ensure that the students are following. Erase any bias that may interfere with the learning process.
5. Focus on specific topics to avoid building too much into the students. The students may want to divert your attention, tactfully call them to order.

In using this method Ahukannah (2002), Rate stressed that the teacher should exhibit the following qualities:

- Confidence and poise
- Mutual respect
- Tolerance in controversial situations

Humour and Self-abasement when demanded by the situation
objectivity.

3.4.3 Group Methods

Group Study/Project Work

The teacher should organise the situation in a manner that will make the students work cooperatively with one another. By encouraging joint effort the students will see the need to cooperate with one another and work to accept group decision. In addition, this may help the dull students to work harder. Give them different projects to carry out and let them develop the human relation skills by learning how to accommodate one another.

Group methods take into account the inclination of the individual to respond to the pressures and opinions of groups in which he participates and to listen to the views of others before arriving at a decision about making changes in his farming operations. Group method include general meetings, group discussion, exhibits, tours and field trips, method demonstrations, extension schools and farmer training centre. General meetings include all kinds of meetings held by the extension worker except demonstration meetings. The method of conducting the meetings may be lectures, discussions, showing of slides and motion pictures or any combination of these. The method of the meeting must be well thought out and the agenda carefully prepared in order to achieve objectives envisaged. During the meeting, provision should be made for use of models, charts, specimens, pictures e.t.c to illustrate points.

Towards the end of the meeting allowance should be made for questions and answers which would help clarify specific ideas. To make the meeting successful, the extension worker should enlist the help of local leaders to:

- (1) Agree on the purpose of the meeting and to draw up tentative programme;
- (2) Decide on and secure speakers;
- (3) Arrange for social and recreational aspects of the meeting;

- (4) Agree on the place and time of the meeting;
- (5) Select the chairman and advertise the meeting.

Group discussion is a method commonly used in cooperative extension work. Generally, discussion is the process by which two or more persons pool their knowledge and feelings, and through mutual agreement clarify the issues under consideration. There are several distinct types of group discussion meetings. The newest idea is called “brain trust” in which questions are posed and the participating “brains” provide their opinions and views. Actually this is quite similar to panel and symposium discussions. The panel is usually a rather informal discussion by several “experts” to consider a major topic, while a symposium is characterized by having several speakers, each of whom gives a rather detailed and usually prepared presentation of his views. Sometimes the symposium speakers are given a chance to answer one or more of the others in a form of rebuttal.

3.4.4 EXHIBITS AND DISPLAYS

Exhibits are systematic displays of specimens, models, charts, posters, etc. Their main purpose is to develop the interest of those who see them, influence their attitude, increase their knowledge and stimulate them to action. Exhibits are considered as some of the best methods of teaching illiterates. A well planned educational exhibit can present information quickly and convincingly. Exhibits have imaginative appeal, and can stimulate competitive spirit among participants, this will be particularly so when prizes are awarded to those who produce the best shows. An exhibit can be of any size. It can be a display of a few potted maize plants with different levels of fertilizer treatments or it can be as big as world agricultural fair. However, for extension purposes, they should be made simple, and should convey only one idea at a time. Tours and field trips are methods of extension teaching which appeal to man’s desire to “go places and see things”. It represents a teaching method whereby a group of people are taken on a study tour to observe the result of improved practices in actual situations. This means that the group will travel together for a day or more. Tours are among the best methods of teaching farm people to gain practical knowledge because people learn through seeing things in actual operation. Tours are most suited for teaching groups such as members of Young Farmers Clubs. A tour can be made to a research station, demonstration farms and similar places of educational interest.

The following suggestion will help you plan and hold a successful tour or field trip.

1. Decide exactly what you wish to accomplish

2. Work out a detailed plan for the tour well in advance
3. Go through a rehearsal or "dry run" of the entire programme well in advance
4. On the day of the tour, keep the party together and keep them moving briskly from point to point.

Advantages

1. It teaches needed skill to many people at one time
2. Seeing, hearing, discussing and participating stimulate action.
3. It builds confidence in extension worker if demonstration is skilfully performed
4. Local leaders easily learn simple demonstrations and can repeat them with other groups.
5. It promotes personal acquaintance between the demonstrators and the farmers
6. It influences changes in practice with many people at a single meeting.

Limitations

1. It is frequently difficult to ensure that all members of the group can see clearly
2. With certain considerable equipment must be transported to the meeting places
3. Requires a certain amount of showmanship not possessed by all extension workers.

Extension schools are designed to give the participants knowledge and skill in some specific line of subject matter such as irrigation methods, dress making or gardening. Schools involve intensive training over a specific period of time, such as one to four days. They may require pre-enrolment and an obligation to attend all sections. Schools offer an opportunity for presentation of much information in a short time to a selected group of people with special interest in the subject. They must be well organized with specific teaching objectives and employ teaching methods which will hold the interest of participants. Demonstrations, discussions and the use of visuals add much to their effectiveness. Periodic and terminal evaluations help to keep the programme realistic and provide guidance in conducting future schools. Member/Farmer training centre have been used effectively in a number of developing countries to train member/farmers and their wives in concepts and practices of modern societies, agriculture and home making. Leadership training appears to be the most effective role of member/farmer training centres. To fulfil this role, training centre programmes must be integrated with cooperative extension programmes to the extent that:

1. Subjects of training contribute to the educational objectives included in the cooperative extension programme.
2. Participants are selected on the basis of their leadership potential and through recommended leader recruitment processes, and
3. Returned participants are utilized in planning and executing cooperative programmes.

3.4.5 Methods of Learning in Cooperative education

We learn through five physical senses – sight, sound, touch, taste and smell. When we say a learner (farmer/member) changes his behaviour through his own activities, what are those activities? Those activities involve using one or more of these five senses for a specific purpose. There are seven major ways by which learning takes place in individuals. That is, the ways by which we learn.

1. **Conditioning:** This is when learning takes place through the establishment of a connection between a stimulus and a response, referred to as conditioning. Pavlov, in his experiment, conditioned dogs to salivate when a bell is rung.
2. **Trial and Error:** When an individual is faced with a problem, he discovers a solution by trial and error. This procedure takes a long time and it is not efficient. Considerable time is wasted in unsuccessful efforts.
3. **Problem solving:** This procedure involves the use of the product of the previous learning experiences when faced with a problem. It also involves higher mental processes such as reasoning, concept formation and testing a hypothesis.
4. **Training:** Training is similar to conditioning. It is especially useful in skills, habits and attitude development. There is considerable use of rewards and punishment during training for success and failure respectively.
5. **Insight Learning:** During insight learning, a solution is found as a flash. There is the feeling of relief when a solution occurs in a flash. The learner does not have complete understanding about how the solution works.
6. **Imitation:** This implies copying and following a pattern of behaviour without much

reasoning. Opinions and beliefs expressed by leaders and books are adopted quickly by many people.

7. Memorization: This is learning without understanding but attempt is made to commit Everything under focus to memory verbatim

3.5 Transfer of Learning in Cooperative Education

Transfer of learning takes place when an idea in one situation is used in another. Learning should not be the compartmentalization of learned matter. The transfer may be knowledge, skill, ideas, and attitude from one situation to another, (Yahaya 2003).

Transfer of learning depends upon on a number of similar components in the two situations and the degree of generalization that can be achieved for deriving principles that can be applied to various situations. The transfer of learning also depends upon the mental capacity of the learner.

Transfer of learning can be achieved in the following ways:

- a. Encourage the learner to look for similarities in various situations.
- b. Encourage learner to apply the ideas in other similar situations.
- c. Encourage learner to generate principles personally rather than being told, allowing the learner discovers similarities and principles.
- d. Discourage memorization of data or content of learning process by the learner. Lay more Emphasis on understanding and application of ideas.

3.6 Factors Affecting Learning

Some factors are related to the characteristics of the subject matter, or of the external situation in which learning takes place. Others are characteristics of the individual and what he brings to the learning situation.

- i. Motivation Influences: Motivation has influence on learning in form of reward or punishment intent to learn, intrinsic and extrinsic motivation (extrinsic includes hunger, thirst, etc., Intrinsic interest in the learning task, and is anxious to learn for its own sake), long-term goals, and stress and group participation.
- ii. Characteristics of materials to be learnt: This includes amount which should be within the memory span e.g. four to six units can be remembered

- at one time, familiarity of material and meaningfulness.
- iii. Efficient conditions of practice: These include; knowledge of results, distributed versus massed practice i.e. short well placed learning periods and long concentrated ones, whole versus part learning, guidance as an aid to learning, special aid learning such as films, visual aids, television, etc. (Onwubuya 2005)
- iv. Learning under special conditions: These include learning during sleep. Studies have shown that there is no learning during sleep but these are evidence that proved learning maybe achieved under hypnotism use of drugs, beverages and drinks bring down output in learning, poor nutritional status of the individual.
- v. Comfort while learning: Such as quality of chairs or furniture, aeration, humidity, noise, etc. distracts learning.
- vi. Emotional problems: Lower efficiency of learning.
- vii. Fatigue: Due to tiredness brings in discomfort and reduces efficiency especially where operations requires to be performed.
- viii. Monotony of presentation: Also reduces level of attention, interest and attitude in learning.

4.0 CONCLUSION

In this unit, we have been able to examine the concepts of learning, how learning takes place, transfer and characteristics of learning, learning methods in cooperative education and factors affecting learning.

5.0 SUMMARY

The main points in this unit are:

1. Learning is a process by which an individual through its own activities become changed in his behaviour
2. Learning takes place in individual through: conditioning, trial and error, problem solving, training, insight learning, imitation and memorization.
3. Basic characteristics of learning includes: Learning is meaningful, learner's active participation, physical and social environments, growth – like and continuous.
4. The following factors affect learning: motivation influences, characteristics of materials to be learnt, learning under special conditions, efficient conditions of practice, comfort, emotional problems, fatigue and monotony of presentation.

5. Principles of learning: Learning is purposeful and challenging, fundamental, understanding, social or physical environmental influences, gradual and active processes.

6.0 TUTOR MARKED ASSIGNMENT

1. List and explain five major principles of learning in cooperative extension
2. Identify and discuss three essential factors in adult and cooperative learning.

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UNIT 3 PROBLEMS AND SOLUTIONS OF COOPERATIVE EDUCATION IN NIGERIA

Contents

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Contents
 - 3.1 Problems of cooperative education in Nigeria
 - 3.2 Problems of Cooperative and Agricultural Extension in Nigeria
 - 3.3 Suggested solutions to problems of cooperative education in Nigeria
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References and Further Reading.

1.0 INTRODUCTION

In the last unit, we discussed on the growth and development of cooperative education in Nigeria. We also explain the pre and post-Independence Development and way to reforming Cooperative Education and Extension in Nigeria. In this unit, we shall focus our to discussion on the problems of cooperative education in Nigeria and come up with suggested solutions to problems of cooperative education in Nigeria

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- i. known problems of cooperative education in Nigeria; and
- ii. Suggest possible solutions to problems of cooperative education in Nigeria.

3.0 MAIN CONTENTS

3.1 PROBLEMS OF COOPERATIVE EDUCATION IN NIGERIA

Cooperative Education has many problems which make it difficult for the objectives mentioned earlier to be realized. The problems are as follows:

Too many Cooperative Training Institutions with some operating with less their capacity:

One of the problems is that there are too many Cooperative training institutions in Nigeria than are actually needed. The fact still remains that very little fraction of the Nigerian populace embrace Cooperation. Hence embarking on Cooperative Education via formal Cooperative Institutions more than there is a demand for is a wasteful exercise.

The opportunity given to each state to establish its Cooperative College (if it so wishes) had contributed to the fact that some Colleges admit students far less than what they require in an academic year. In some cases also, many of such institutions may not have a single student in an academic year because of non-patronage. While there is low patronage in some Cooperative Institutions some receive applications far more than what they can admit. The latest development is that the Certificate course in Cooperatives in all Cooperative Colleges has been discontinued. This is so because some of these schools/collages are ill equipped and cannot cater for the needs of students/learners. The few that are equipped admit few number of students far beneath their capacity.

Cooperative Textbooks are difficult to come by:

Nigeria is at the moment witnessing a period when indigenous textbook are few, because only few Nigerian authors write on Cooperatives. When they write, they have little or no fund to publish them. Also, imported Cooperative Text books are difficult to get and when they are available, they are very expensive. In addition to the above, most Cooperative Institutions have poorly equipped libraries. Books in many of the libraries are old and outdated.

To compound these problems, many primary Cooperative Societies, Secondary Societies and even the apex organizations have no libraries or shelves on Cooperative books.

May I state here that majority of the Cooperators in Nigeria cannot read and write in English which most of these textbooks are written. This is a great hindrance to Cooperative Education and the greatest hindrance is that Nigerians don't have a reading culture.

Few qualified trainers in Cooperative Subjects/shortage of Manpower

Qualified Trainers in Cooperative Subjects are few relative to the demand for them. In many cases, people that are not qualified to train or impart Cooperative Education are doing so presently because there

are insufficient trainers in Nigeria.

Weak position of Cooperative Unions and Federation

Cooperative members' education is expected to be the main responsibility of the state Cooperative unions/federations. However, many have neither the funds nor the personnel to ensure effective execution of this programme.

Shortage of fund

Funds provided for membership education is usually a paltry sum and therefore inadequate to sponsor education programmes adequately. Though, the Cooperative regulation stipulates that all Cooperative societies must keep part of their surplus as education fund so as to use it to train their members; in many cases, this education fund is only on paper and cannot be easily accessed or converted into cash. The result of this is that the cooperative society cannot use the money to train their members. Apart from the above mentioned fact, some Cooperative do not make surplus at all let alone have a reserved funds for educating members.

Attitude of Members

Many members sometimes give themselves and others the impression that they have joined Cooperative to please the Government. At times Cooperatives are regarded as Government Organization to be funded and administered by the Government.

In another vein people are encouraged or educated to form or join Cooperatives so that they may be able to get essential social basic benefits, commodities and loans from the Government. It is clear that people are mis-educated, thus to revert the belief and the mentality to the right path is a difficult task.

Supply of Training Equipment and Facilities

In Cooperative Training Institutions there is short supply of Training Equipment and other training facilities. Training equipment like audiovisual aids, internet facilities, power point computers, overhead projector, slide-projectors, flip chart boards, etc. are difficult to come by. In some areas, there are hardly suitable accommodations for Cooperative Membership Education.

Many Students attending Cooperative Institutions tend to read

Cooperative Programme as last resort

Many school certificate graduates resolve to attend the formal Cooperative Training Institutions as a last resort. This is to say that if they had better results, they would have preferred other institutions or other courses. As a result of this, after their graduation they slip off Cooperative line with the slightest opportunity.

Co-operators have been used to free Cooperative Education:

Cooperators especially at the grassroots level had been used to free Cooperative education in the form of seminars, workshops-conferences, Congresses, symposia e.t.c. In the past when these trainings were taking place, the Cooperators were usually given free accommodation; free food and even they were usually paid kilometre allowances depending on the distance between where they came from and the venue of the training. Nowadays, when free education is no more available, it tends to be difficult to convince them to pay for Cooperative Education.

Unwillingness to release Cooperative Staff for Cooperative Training

Many Cooperative Societies are unwilling to release any of their staff for Cooperative training because they feel it would be an opportunity for them to look for greener pasture after the completion of the education. Some other Societies feel nobody would be doing the officer's job while he/she is away on course hence should stay put on the job. Another reason

for this is that the societies do not want to spend any money on their staff to improve them. On the other side, the members of staff themselves do not want to leave their seat for any Cooperative Education because while they are away, likely issue of fraud may occur. Misappropriation of funds or embezzlement may be discovered. Others feel they are indispensable that no one can do their job while they are away.

3.2 Problems of Cooperative and Agricultural Extension in Nigeria

Nigeria has witnessed a series of transformation in the area of cooperative and agricultural extension for almost a century ago. Despite all these changes, cooperative agricultural extension is yet to find its feet in terms of development. The reasons for this are many and vary from state to state. Some of the generalized problems facing cooperative and agricultural extension in Nigeria are as follows:

a. Lack of Adequate Training

It is essential that cooperative and agricultural extension workers should be well equipped with modern agricultural knowledge in order to cope with the demand of the members/farmers. Most of our cooperative extension workers could not proceed further in their training especially in their specialized work. This is due to the government refusal to grant in service training to them. As a result of lack of in-service training, most of the cooperative extension workers find it difficult to cope with the field experience.

b. Lack of Proper Coverage

The ratio of cooperative extension agents to members/farming families in Nigeria is about 1: 2,000. This is by far above the recommended ratio of 1: 250. This problem is affecting the effective coverage of the members/farming families. Other problems militating against effective coverage of cooperative extension work are lack of mobility for extension agents and deplorable conditions of our feeder roads. Despite the wide areas the cooperative extension agents are expected to cover, Vehicles loan are not provided for them. Some areas are not motorable especially during the rainy season. As a result of these problems, cooperative extension agents find it difficult to maintain close contact with their clientele.

c. Lack of Co-ordination with Research Institutes

It has been alleged in many quarters that most of the researches conducted in Nigeria are not very useful to our members/farmers. They are either not adaptable or too complicated for the members/farmers to understand. In others the expected results are quite different from the actual results obtained in the field. One of the major reasons for this is lack of proper co- ordination between researchers and cooperative extension workers. Cooperative Extension workers are supposed to play the role of middlemen between the researchers and the members/farmers. Bringing to the notice of the members any new innovation from the researchers and the business and farmer's problems to the researchers. This role has not been effectively performed due to lack of proper coordination between extension workers and researchers.

d. Political Instability

Nigeria has witnessed more than ten changes of leadership since 1960 when the country got her independence. These changes had effects on the cooperative extension programmes as each leader tended to condemn most of the work of their predecessors and bring in their own ideas, which in most cases may quite differ from the former programmes. This often leads to abandonment of some cooperative extension programmes and the introduction of new ones. This is reflected in the development of cooperative agricultural extension in Nigeria. Such projects are the Farm Settlement Scheme, OFN, River Basin Development Authorities, and Green Revolution etc. This has also made proper evaluation of cooperative agricultural extension programmes very difficult.

e. Lack of Commitment

Most of the Cooperative extension workers serving in the rural areas are normally neglected at the headquarters. Most of the amenities such as vehicle loan, in-service training, payment of allowances etc are normally reserved for those staff at the headquarters. Coupled with the fact that most of our areas lack essential amenities such as electricity and pipe borne water, it is uncommon to find most of the cooperative extension workers posted to rural areas living in the nearby urban centres. Some of them only report for work once a week. Some engage themselves in other forms of business thereby neglecting the work assigned to them. This has contributed in no small measure to the poor performance of cooperative and agricultural extension service in Nigeria.

f. Lack of Resources

Lack of essential facilities has serious impact on the effective performance of cooperative and agricultural extension duties. Some of these resources include: Sources of transport, Audio Visual aids, office accommodation, farm inputs and other equipment. Some of these facilities when provided are grossly inadequate. Farm inputs such as fertilizers, treated seeds, pesticides etc do not arrive at the appropriate time that the farmers are supposed to use them. Some treated seeds are brought into this country after they have expired.

All these have negative effect on the agricultural extension worker, as farmers tend to put all the blames on the cooperative extension agent in case of any failure. This can also affect future acceptance of agricultural programmes. Certain posters are supposed to be used at a specific time of the year. For instance posters on planting of seeds are supposed to be distributed to the farmers before the planting is done. Audio visual aids are necessary to supplement the work of the

cooperative extension agents.

g. Lack of Credit Facilities

With the removal of subsidy from most of the farm inputs such as fertilizers, insecticides, herbicides and farm tools, it is very difficult for peasant farmers to use these inputs. The prices of these inputs are by far beyond the reach of the peasant farmers.

Commercial banks are not willing to give loan to farmers/members despite the Federal Government directives. This is because of the lack of collateral security normally demanded by the banks in addition to the credit guarantee scheme by the Central Bank of Nigeria.

h. Channels of Communication

The organizational structure of cooperative extension in Nigeria follows the line type. The positions are arranged in a hierarchy, each lower office being under the control and supervision of a higher one. In this regard the cooperative extension field officer who occupies the lowest position has to report farmers' problems to the cooperative assistant who will in-turn report to the cooperative superintendent. This channel will be followed until when the information will get to the highest officer for necessary actions. This channel appears to be too long for matters demanding urgent attention, e.g. outbreak of disease, pest invasion and other natural disasters.

I. Illiteracy of the Members/Farmers

More than 80 percent of our peasant farmers/members are illiterates. They can neither write nor read. Among the few that can read and write, some of them cannot communicate in English Language. Most of the extension guides are writing in English language. Most of the cooperative extension guides are writing in English. These leaflets are essential to supplement the efforts of cooperative extension workers especially in those areas where they cannot effectively cover.

The problem of illiteracy has great impact on the adoption process. Adoption of agricultural and cooperative business innovations among these illiterate members/farmers is often slow because of their attitudes towards new innovation. This problem also demands that for any cooperative extension agent to perform effectively, he must be able to speak the local language in the area he is posted to.

j. Lack of Unified Cooperative Extension Service:

One of the problems facing cooperative and agricultural extension in Nigeria is lack of Unified cooperative extension service. At present each state is solely responsible for organizing own cooperative extension services. This problem renders the evaluation of cooperative extension service at the national level difficult. Comparison of cooperative extension service between states is almost impossible.

In some states extension service is limited to cooperative and agricultural development only, while in others it may include community development, some states have no well defined cooperative extension service. In a case where cooperative extension agents will be under the control of two or more Ministries, it will be difficult for them to perform efficiently.

3.3 SUGGESTED SOLUTIONS TO PROBLEMS OF COOPERATIVE EDUCATION IN NIGERIA

Here are some suggested solutions to the problems of Cooperative Education in Nigeria: -

Establishment of Cooperative Training Institutions should only be done after proper feasibility study

Though each state had been given the freedom to establish Cooperative Training Institutions, despite this, any state that is willing to establish such Institution should do so only after a careful feasibility study indicating that it will serve the purpose for which it is established.

Need to maintain the accreditation given to Cooperative Colleges in Nigeria

The Cooperative Institutions need to maintain the resources, equipments and facilities that enabled them get accreditation from the relevant authorities, especially the National Board for Technical Education (NBTE). Such resources include, good libraries stocked with relevant and modern books, good medical facilities, good learning environment, good auditorium for students, computer units, office accommodation for lecturers, recruitment of staff teaching core subjects; standard classrooms for students, e.t.c. Other institutions offering Cooperative Courses should also ensure that these courses are accredited by the authorized institutions.

Education and Training for members of Cooperative Societies

Cooperative Societies must provide education and training for their

members, elected representatives, managers and other employees from time to time so that they can contribute effectively to the development of their Cooperative. The members of the public must also be educated and informed about Cooperation. This will enable them to know about Cooperatives and they may from there decide form one. To be indicted in the list of those to benefit from Cooperative education are members of staff of the Cooperative Department at Federal and State levels. These include the Director of Cooperatives, his members of Staff like the Zonal Officers, Area Officers, Cooperative Assistants, e.t.c. A Cooperative is a business owned and controlled by the people who use its services. They finance and operate the business or service for their mutual benefit. By working together, they can reach an objective that would be unattainable if acting alone.

3.4 Regulations and Guidelines for Cooperative Education

Department of Education regulations and guidelines for cooperative education apply to all Career and Technical Education (CTE) program areas offering cooperative education.

Questions related to interpretation or implementation of these regulations and guidelines should be directed to program area specialists at the Department of Education. Questions concerning certification or endorsements should be directed to a specialist in Teacher Certification at the department of Education.

Teacher Qualifications

Teacher-coordinators must be endorsed to teach the course in which the cooperative method is used, they must be professionally competent, and must demonstrate technical ability and actual business/industry experience within the discipline for which they provide instruction.

Professional Development

Teacher-coordinators should have continuing professional development in cooperative education and in their technical areas. A workshop for new cooperative education teacher- coordinators is offered each summer by the Department of Education, Office of Career and Technical Education Services. Other professional experiences could include summer institutes and conferences, college courses, teacher internships in business and industry, and other state and local staff-development options.

Policy Statement

Each school division should have a written policy statement on cooperative education that includes teacher-coordinator qualifications and responsibilities; requirements for recruitment/selection of

students and training stations; content of the training plan and training agreement; required length of training; and information about course credit, student wages, records, reports, and administration.

Class Size and Facilities

“Career and technical education programs using the cooperative education method of instruction shall be limited to an average of 20 students per instructor per class period (with no class being more than 24) where the cooperative method is required.” In programs where the cooperative method is optional, class size shall not exceed the number of individual workstations or an average of 20 students per instructor per class period (with no class being more than 24) if all students participate in cooperative education. Schools should allocate sufficient and appropriate classroom and office space, equipment, and material for teaching the occupational skills.

Coordination Time and Travel

“Career and technical education programs using the cooperative education method of instruction shall have a class period assigned to the instructor for on-the-job coordination for each 20 students participating in on-the-job training, and specify provisions for instructor travel for on-the-job coordination.” Instructional time for teacher-coordinators within a block schedule must be equated to the teaching load in the Standards of Accreditation (SOA).

NOTE: The coordination period for the teacher-coordinator is based on a traditional, single- period class period. For example, if a school is operating on a block schedule, the coordinator must have a minimum of 45 minutes for each 20 students. Alternate-day block schedules may allow for daily 45-minute coordination class periods or alternate-day 90-minute class periods. Where more than one coordination period is required (due to the number of students enrolled), the periods should be scheduled consecutively to allow for travel time to and from job sites. Adequate coordination time must be provided for teacher-coordinators to obtain training stations; supervise the employment experience component of the program; and plan, organize, and complete all cooperative education activities. (For a more complete listing of coordination activities, see the section on “Selecting the Teacher-Coordinator”).

Extended Contracts

Teacher-coordinators should be assigned extended contracts to ensure effective cooperative education coordination. An extended contract is defined as a period of time provided to instructors for employment beyond the regular contractual period. Program specialists recommend a minimum of 20 days in addition to the regular

contract.

Training Agreement

“A training agreement shall be developed and followed for each student receiving training through cooperative education.

Parties to the training agreement shall include the student, parent or guardian, instructor, employer, and a school administrator.” The agreement identifies the responsibilities of the student, the employer, and the coordinator (school). If the teacher-coordinator supervises students from other classes within a program area, the students’ classroom teacher(s) must also be involved in this process and sign the training agreement. All signers should retain a copy of the agreement.

Training Plan

“A training plan shall be developed and followed for each student receiving training through cooperative education.” The teacher-coordinator, training sponsor, and the student must jointly prepare the training plan. The format and content of the training plan are determined by the individual program or school division. The plan, which provides documentation for evaluation, should include development of both the technical skills required by the occupation and employability skills.

Supervision

In programs where the cooperative method is required, teacher-coordinators must teach the students they supervise. Students taking the Education for Employment reasons have needs in cooperative education employment placement that are not typical of other cooperative education students; therefore, it is required that the cooperative education coordinator for EFE students be the EFE teacher. In programs where the cooperative method is optional, teacher-coordinators may supervise students from other classes within a program area where the number of students enrolled in cooperative education does not justify an additional coordinator. Where this situation exists, the guidelines outlined below must be followed to ensure the integrity of the cooperative experience:

- Students must be currently enrolled in a course within a program that is approved for the cooperative method of instruction.
- Teacher-coordinators may work only with students in the program area for which they are certified and currently teach

courses.

- Every effort should be made to assign teacher-coordinators to classes within programs where the greatest numbers of students who will be coordinated are enrolled.
- Teacher-coordinators must meet with the students' career and technical education classroom teachers before each training station visit and, if there is a need, after each visit.
- Meetings between teacher-coordinators and the students' career and technical education classroom teachers must be documented on the training plans.
- Career and technical education classroom teachers' involvement in the development of the training agreement and training plan must be certified by signature on each document.
- Training agreement and training plan forms must be modified to account for the meetings with and involvement of other program classroom teachers (if applicable).
-

Block Schedules

The cooperative education experience must be continuous throughout the school year even if the classroom instruction is in the second semester. The students must be placed by the coordinator in jobs related to the career area and must be supervised and visited by the coordinator throughout the year. The students must adhere to the regulations and guidelines set forth in this handbook. Released time for coordinators is outlined under "Coordination Time and Travel".

Training Stations

Training stations should be carefully selected so that students are placed in locations that provide quality learning experiences that are compatible with their career goals. Cooperating businesses should appoint a training sponsor to assist the teacher-coordinator in student training, supervision, and evaluation.

Coordination

Teacher-coordinators should strive for a minimum goal of one coordination visit to the training station per month and no fewer than one visit per grading period. The visits should include conferences involving the student, teacher-coordinator, and training sponsor to discuss training plans and to evaluate student performance and progress.

Supervised Work Experience Hours Required for Approved Programs

Credit for career and technical cooperative education during a 36-week school year should be based upon successful completion of the course and continuous employment throughout the school year, averaging

between 11 and 15 hours a week, with a minimum of 396 hours.

Research has shown that fewer than 11 hours does not provide the working environment experiences that students need to support classroom instruction and that more than 15 hours is detrimental to the student's ability to complete all school assignments.

Federal and State Labour Regulations

Programs using the cooperative education method are subject to acceptable federal and state labour regulations. Teacher-coordinators must keep abreast of such regulations to ensure compliance. Coordinators are not to interpret labour laws. Labour laws are made available to coordinators during an annual training workshop for new coordinators to provide an awareness of all safety and legal aspects of coordinating students' cooperative education experience. If any procedure is questioned, coordinators should call either the state or federal office for assistance. A coordinator should never attempt to interpret the law or to confront an employer.

Role of Guidance

Teacher-coordinators should work closely with guidance personnel in establishing selection criteria for cooperative education. Students should be placed in programs with content compatible with their interests, aptitudes, abilities, and career goals. Students participating in cooperative education should demonstrate a genuine interest in the career field and understand that the emphasis of the cooperative experience is on learning, not on earning money.

Advisory Council

Programs using the cooperative education method of instruction should have an active advisory council of business/industry representatives, labor representatives, school personnel, parents, and students.

Department of Education Reports

The Department of Education requires, for purposes of program accountability, one comprehensive report that includes numbers of students, job classifications, and wage and hour information.

School Records

Each participating school must maintain the following records for each student:

- Training agreement
- Training plan
- Course competency record
- Annual wage and hour report
- Documentation of all out-of-school coordination activities,

including dates of training station visits.

The retention and disposition for cooperative education records follow:

- Enrollment Retain 1 year, then destroy.
- Evaluation Retain 3 years, then destroy.
- Program Review annually; destroy those records that have no administrative value.
- Student Records:
- Work experience forms Retain 5 years after student graduates, then destroy.
- Record of employment Retain 5 years after student counseling and placement graduates, then destroy. Work experience forms would include training plans, training agreements, course competency records, annual wage and hour reports, and documentation of site visits.

Instruction

Cooperative education provides for employment experience that is directly related to the classroom instruction. The Career and Technical Education (CTE) programs ensure a unified approach to instruction in which the teacher-coordinator blends classroom learning, employment experiences, and student-organization activities. This instructional approach provides opportunities for students to acquire the academic and technical knowledge and skills that will enhance their employability, enable them to advance in a career, and continue their education to maintain their competitiveness in the workplace.

In tertiary schools, career and technical education is organized in career clusters that provide course sequences within career areas and roles. Coordinators, counselors, administrators, parents, and students are encouraged to learn about these career areas and the course sequences available.

The following program areas provide opportunities for cooperative education: Agriculture Education, Business and Information Technology, Career Connections, Family and Consumer Sciences, Marketing, and Trade and Industrial Education. Each program area will identify in the course instructional frameworks the courses that provide for the cooperative education method of instruction.

Planning Guide

All CTE programs have **task/competency lists** that are available

through either the CTE Resource Center or the CTE Web site. These task lists have been correlated to the academic standards of learning. Instructional frameworks will be available for each career and technical course. These frameworks will contain course descriptions, duty areas, task/competency lists, related Standards of Learning, and crosswalks with CTE Student Organization activities and national standards.

4.0 CONCLUSION

In this unit, we discussed the problems of cooperative education in Nigeria. We also suggested solutions to problems of cooperative education in Nigeria for human capital development that are essential in the administration, management and organization of cooperative societies and also as strategy for improving the standard of living of people.

5.0 SUMMARY

The discussed in this unit focus on the problems of cooperative education in Nigeria and with suggested solutions to problems of cooperative education in Nigeria.

6.0 TUTOR MARKED ASSIGNMENT

- i. What are the challenges facing cooperative educations in Nigeria?
- ii. Highlight and explain workable solution to the problems of cooperative education.

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UNIT 4 THE CONCEPT, PROCEDURE AND PRINCIPLES OF COOPERATIVE EXTENSION TEACHING

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 3.1 The Concept of Cooperative Extension Teaching
- 3.2 Procedure for Effective Teaching in Cooperative Extension
- 3.3 Principles of Cooperative Extension Teaching
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References / Further Readings

1.0 INTRODUCTION

This unit the discussion shall be on the concept of cooperative extension teaching and principles guiding the branch of knowledge of teaching or instructional approaches. Let us look at what you should learn in this unit, as specified in the unit objectives below.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- i. define the meaning/concept of cooperative extension teaching;
- ii. explain the procedure for effective teaching in cooperative extension work; and
- iii. Identify the principles of cooperative extension teaching.

3.0 MAIN CONTENT

3.1 The Concept of Cooperative Extension Teaching

Members are referred to as adult learners and cooperative education extension workers as teachers. Cooperative education extension workers are continuously striving to bring about changes in the behaviour of members/farmers and their families. They want members/farmers to discard ancient methods of production and business and follow new techniques. They strive to show members the advantages of better and improved production and business effectiveness with the profits that will follow their use to provide more and better food for their families, better clothing, better their housing and happier living. This is teaching in its truest sense.

Teaching is a process of arranging situations that stimulate and guide learning activities towards goal that specify desired changes in the

behaviour of people. That is, cooperative extension teaching is the process in which situations are so arranged as to stimulate and guide learning activities towards achieving some specified desired behavioural changes in individuals. This involves getting the attention of learners, developing their interest, arousing their desires and promoting action. Good cooperative extension teaching is the successful creation of opportunities or situations in which people gain abilities and stimulation necessary for successfully meeting their needs and interests in such a way as to attain continuous improvement and self actualization. Teaching is closely associated with learning. According to Williams et al (1984) learning is the process; teaching is closely associated with learning by which an individual through his own activity becomes changed in his behaviour. It is essentially a response to a teaching situation where the learner is an active participant in his own education. Learning is not a “filling up” process but the learner has to be active to require knowledge, skills and interest. Learning is a personal matter in terms of learner’s needs. No one learns for others because learning takes place within the individual. In general, we learn through five physical senses – sights, sound, touch, taste and smell. When we say a learner changes his behaviour through his own activities, what are those activities? Those activities involve using one or more of these five senses for a specific purpose.

3.2 Procedure for Effective Teaching in Cooperative education extension work

For effective teaching in cooperative education extension work, the following procedures should be taken into consideration. Ensure visibility for all. Arrangement of exhibits and other materials such as chairs should not obstruct participants’ view. Participants should see clearly what is being taught (Yahaya, 2003). Speaker should speak clearly. Adults comprehend spoken words better than written words. Speaker should be seen by all participants. Talk with and to the people or even at the people. Always start with the present needs and problems of the members.

Presentation should be logical in sequence. One idea or one theme at a time:

- Be it in written or spoken words, one sentence or one idea is ideal.
- Use practical devices to show relationship between ideas.
- Repeat ideas being presented make physical environment conducive.
- Summarize your presentation.

3.2.1 Strategies for Teaching

Strategies touch the different senses; it stimulates and spurs the students into action and the teacher into achieving the desired goal.

This is because the different methods of teaching have been combined to achieve the learning goal.

The strategies include:

1. Individual Instruction
2. Small group instruction
3. Large group instruction
4. Selective group instruction (Njoku)

Explaining the different group will help you know what each group is capable of achieving:

1. Individual
group
instruction

This is
divided into
2 groups:

- a. Individual Paced Learning

This makes it possible for the learner to work at his/her own pace towards the stated goal.

- b. Individual Prescribed Learning

It allows the learner to work at his/her own pace, but it has to be with the help of teacher who chooses a specific goal for the learner to reach. The step to be taken at each stage has to be graduated before moving to the next step. Generally no two people are the same, people learn at different rates, perceive value of learning differently and have different approaches to learning and may not be expected to reach the same goal at the same time.

One great advantage of this type of strategy is that it makes the learner to become less dependent, encourages critical thinking and helps them to develop a positive thinking about themselves.

2. Small Group Instruction

This group can be carved out from a large group. The small group gives the learner a better opportunity for interaction with other members.

- a. He is no longer lost in a large group and can now have a sense of belonging.

b. Finally, he is enabled to be grouped with those that share similar interests and learning problems. If people without similar interest and learning problems are put together, they may have friction and the teacher may experience a little problem, which may later die down. This type of grouping motivates the students and gives them a better chance for communication, which helps to develop them. Everyone contributes to the group and the group appreciates the contribution of each member.

Explain convincingly the group you would adopt to handle your class in teaching the functions of a secretary in a modern office.

3. Large Group Instructions

This enables the teacher to avoid duplication of effort. As the teacher you have to assemble and teach the students for the achievement of the set goal. No consideration is given to any individual as each and every student is seen as driving at the same time and pace.

In a large group instruction, up to 2/3 of the students are not carried along. Similarly, learning activities tend to be restricted since it may be impossible to attend to everyone.

4. Selective Group Instruction

This is where the teacher may decide to select some students who need help and render such help to them. This is usually done during break periods, at agreed location. He may be influenced to carry out this type of strategy because of his relationship with the few, on request or voluntarily. This strategy generates envy and may lead to the students hating the course and teacher.

3.2.2 Teaching Tools

a. Chalkboard

The chalkboard is the main teaching tool. The teacher demonstrates whatever she feels worth writing on it for the students. In fact, this is very important in some subjects where most of the diagrams/symbols would be presented on the chalkboard. The teacher must make sure that each student sees the chalkboard from his seat.

b. Textbooks

Where every student has his or her textbook, it will be easy for the teacher to operate. This is very true in Technical/Vocational Education (TVE) subjects. Examine the level of the material and match it with the age, and level of understanding of the students.

3.3 Principles of Cooperative education extension teaching

Principles are a kind of philosophy guiding the branch of knowledge (Learning) of teaching or instructional approaches. Cooperative education extension teaching has the following principles:

1. Principle of activities: Active in the use of teaching methods or approaches.
2. Principle of communication: Be able to communicate his teaching methods.
3. Principle of interest. Interest should be developed in teaching because without interest, specific objectives will not be achieved.
4. Principles of linking with life. Link teaching with used life situation.

5. Principles of practice. In teaching, practice is emphasized. There is what is called teaching practice. Practice makes perfection.
6. Define aim or purpose. That is, teaching should be purposive and definite.
7. Principle of selection. Teacher or extension worker should be able to select appropriate teaching methods.
8. Principle of teaching steps by steps. That is, doing one thing at a time.
9. Principle of vision. That is, vision into various teaching methods, individuals and groups.

4.0 CONCLUSION

The cooperative extension teaching will be inevitable without the procedure and principles of cooperative education extension teaching approaches likewise understanding the strategies and tools for impacting knowledge. In this regard, the application of the different methods and strategies as well the making of effective use of the teaching tools in learning would help to drive home the point and effect behaviour change.

5.0 SUMMARY

The main points in this unit are:

1. The term “Cooperative Extension Teaching” consists of providing situations on which important things to be learnt are called to the attention of the learners, their interests developed, desires aroused and action promoted.
2. Several procedures for effective teaching in cooperative extension were highlighted.
3. Principles guiding cooperative extension teaching were also highlighted briefly.
4. The benefits were explained to let the teacher know the appropriate method or strategy to be used at any given time.

6.0 TUTOR MARKED ASSIGNMENT

1. Identify five procedures for effective cooperative extension teaching.
2. List and discuss five principles of cooperative extension teaching.
3. Define cooperative extension teaching.
4. Identify five physical senses through which farmers learn.
5. What are the benefits of a small group instruction? Explain 2 of them.
6. Explain the two methods that you consider appropriate in the teaching of cooperative to the students/learners.

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UNIT 5 BASIC CHARACTERISTICS, IMPLICATIONS AND STEPS IN COOPERATIVE EDUCATION EXTENSION TEACHING

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Basic characteristics of Cooperative education extension teaching
 - 3.2 Implication of Teaching Process for Cooperative education work
 - 3.3 Steps in Cooperative education extension teaching
 - 3.4 Advantages and Limitations of Cooperative education extension teaching
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References / Further Readings

1.0 INTRODUCTION

In the last unit we looked at the concept, procedure and principles of cooperative education extension teaching. In this unit, we are going to examine some basic characteristics, implications and steps in cooperative education extension teaching. This unit will help you understand the subsequent units. The objectives below specify what you are expected to learn after going through the unit.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Explain some basic characteristics of cooperative education extension teaching.
- Understand the implications of teaching process for cooperative education extension work
- Explain the steps in cooperative education extension teaching

3.0 MAIN CONTENT

3.1 Some basic characteristics of cooperative education extension Teaching

There are a number of characteristics of teaching which if understood by the cooperative education extension worker can help in assisting the clientele to gain an understanding of the ideas he is trying to sell to them. These include:

1. Cooperative education extension teaching requires specific clearly defined objectives. A teaching objective is simply the term used to describe the end product desired. All purposeful teaching should be

seen as having specific objectives.

2. Cooperative education extension teaching usually requires that several methods of presentation be used for the most effectiveness. No one cooperative extension method will reach all the people nor will it influence all it does reach.

3. Cooperative education extension teaching requires that learners have effective learning experiences. A learning experience is the mental or physical reaction one makes through seeing, learning or doing the things to be learnt through which he gains an understanding and meaning of the content.

4. Cooperative education extension teaching should provide learning situations that include the following elements:

- a. An effective learning situation include teacher who joins the learning group to provide good stimulation and guidance of learning activity;
- b. Learners who are properly motivated and recognized the needs for learning;
- c. Teaching aids should be properly used so that learning experience is identified

5. Cooperative education extension teaching requires careful evaluation of results which should guide future efforts. Cooperative teacher should constantly evaluate results in a precise and objective manner and base future effort on the findings.

6. Cooperative education extension teaching should link up new materials with what is already known. The cooperative instructor has some responsibility for learning, understanding level of his learning and adequately preparing them for new understanding.

7. Cooperative education extension teaching must accomplish certain kinds of educational changes in relation to the subject matter (topic) to be learnt. Changes in knowledge such as varieties, amount of capital/fund to use, etc; changes in skills, ability such as mental skill e.g. working out solutions to problems.

3.2 Implication of Teaching Process for Cooperative education extension work

The above characteristics of teaching process have some implications for effective cooperative education extension work, which can be summarized as follows:

- a. Arrange and use equipment that will enable all the audience to

see clearly what is going on.

- b. Adults comprehend spoken word better than written word at every speed of presentation.
- c. Start with the present interests and needs or problems of the group.
- d. Present topic step by step in logical sequence. That is, teaching one thing at a time.
- e. Employ or use every possible practical device to show relationship of ideas and materials.
- f. frequently repeat ideas to be sold to the group.
- g. Make physical surroundings comfortable and attractive.
- h. Always endeavour to have them leave in a spirit of accomplishment and desire for more.
- i. A good summary of the content, giving what was attempted, what was accomplished, what is yet to be done is always essential.

3.3 Steps in Cooperative education extension Teaching

The cooperative education extension worker is a teacher. He is continually working to bring about desirable changes in human behaviour. If he is to meet success in his efforts, he must understand and follow the logical steps in teaching:

1. Getting the attention of the learners. Most members/farmers are quite unaware of the great improvement in farming methods. That have been developed by scientific research and how the employment of these methods can make farming so much more profitable. The first duty of cooperative worker as a teacher is to direct the attention of the members/farmer to the newer methods of business/farming suggested by research source.
2. Stimulating the learners' interests. When the members/farmer's attention have been directed to the newer methods, the next step is to appeal to the interest by showing him how the new method may be of value to him, how it may save labour or increase his yield and profit.
3. Arousing the Learner's Desire for Information. When the attention of the farmer has been directed to a new method and his interest aroused in a way or possibility that his new method may be of direct value in meeting his demand the farmers will want to get all possible information on how the new method may be used to his advantage.
4. Convincing the Learner that he should act. Cooperative teacher has directed the attention of a members/farmer to a new method, he has stimulated his interest, supplied him with all information on the new method into operation. When a members/farmer through the above steps has become convinced that the new method will lead to profit and

satisfaction for himself, this is not difficult to do.

5. Getting action by the learner: Teaching is without value unless converted into action. The cooperative teacher must do everything possible to make action easy. If the improvement requires fertilization or an insecticide or new equipment, the cooperative worker must take the responsibility of arranging for its purchase by the members/ farmer at a convenient source and at a fair price. The members/farmer by himself cannot do this and he will not act if there are obstacles in the way of action.

6. Making certain that the learner derives satisfaction from his action: The cooperative worker has follow-up job. He must help the learner evaluate the progress made, measure an increase yield and strengthen the satisfaction obtained. A member/farmer that meets a want by the successful application of a new method becomes a local learner in influencing his neighbours to satisfy their wants by following the same practice and he finds prestige and satisfaction in teaching and helping them. Also, when a member/farmer has used a new method and realized profit and satisfaction from it, he gains confidence in his own ability to learn and is ready to try other new methods.

SATISFACTION ACTION CONVICTION DESIRE INTEREST ATTENTION

3.3 1 Four-Step Teaching Approach

One instructional theory that is quite simple and is a tried and true model for teaching is the Four-Step Teaching Approach developed by Herbert psychologist in the early 1800s. You can share this approach with training sponsors to help them develop instructional competence.

PREPARATION

- Prepare the learner:
 - Put learner at ease.
 - Explain the reason for instruction — motivate learner.
 - Get complete attention.
- Prepare the lesson:
 - List or decide on major points to be presented.
 - Determine how you will present the material.
 - Decide upon a standard of performance.
 - Make available all materials learner will need.

PRESENTATION

- Present the material to be learned.
- Teach one point at a time and do so slowly.
- Pause to allow time for questions during the presentation.

Review the material. APPLICATION

- Let learner demonstrate the procedure.
- Ask questions about procedure to assure learner understanding and correct any mistakes.
- Assist when necessary during the initial tryout and for the first few times the procedure comes up again.

EVALUATION

- Check the learner in the actual work setting against your established standards of performance.
- Correct errors.
- Encourage questions.
- When satisfied that the learner can perform at established standard, allow him/her to assume the responsibility.
-

3.4 Advantages and Limitations of cooperative education extension teaching Advantages of cooperative extension teaching

- It stimulates and guides learning activities towards goal.
- Specify desired changes in the behaviour of people
- Assist the clientele to gain an understanding of ideas the agent is trying to impact or sell them.

Limitations

- Requires a lot of time for preparations
- Problem of individual differences, and
- Not all clientele (farmers) may be attentive to teaching

4.0 CONCLUSION

This unit has examined some basic characteristics of teaching implications of teaching process and steps in cooperative extension teaching. I hope by now, you would be able to understand some basic issues in extension teaching.

5.0 SUMMARY

The summary of the major points in this unit include:

1. Some basic characteristics of cooperative education extension teaching viz: specific clearly defined objectives, several methods of presentation, effective learning experience; careful results evaluation, linking up new materials and accomplishment of educational changes.

2. Some implications for effective cooperative work; clear visibility of use of equipment by the audience, comprehension of spoken words by adults, interest and needs of the group; use of every possible practical device; present topic step by step; comfortable physical surrounding and good summary of the content.

3. Steps in cooperative education extension teaching include:

Attention, interest, desire, Conviction, action and satisfaction (AIDCAS).

6.0 TUTOR MARKED ASSIGNMENT

1. Identify and explain five implications of teaching process for cooperative work
2. List five steps in cooperative education extension teaching and explain them.

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MODULE 4

UNIT 1 LEARNING PROCESS IN COOPRATIVE EDUCATION AND EXTENSION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Concept of Learning in Cooperative Education and Extension
 - 3.2 Principles of Learning in Cooperative Education and Extension
 - 3.3 Characteristics of Learning in Cooperative Education and Extension
 - 3.4 learning Transfer
 - 3.5 Factors Affecting Learning
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References / Further Readings

1.0 INTRODUCTION

In the previous unit, we discussed characteristics, implications, steps, merits and demerits of cooperative extension teaching. In this unit, we are going to treat concept of learning, how to learn, transfer of learning, characteristics and essentials in adult learning. After studying this unit, you are expected to have achieved the listed objectives below.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- explain the concept of learning
- demonstrate how people learn in Cooperative Education and Extension
- Explain how transfer of learning takes place in cooperative education and extension
- Identify the characteristics of learning in cooperative education and extension.
- Identify factors affecting learning.
- state the principle of learning, and
- explain the essentials in adult learning

3.0 MAIN CONTENT

3.1 Concept of Learning

Learning is a process by which an individual through its own activities become changes in his behaviour (knowledge, attitude) (Williams et al,

1984). Learning is essentially a response to a teaching situation. The learner is no longer regarded as a passive agent, but an active participant in his own education. Learning is not a “filling up” process. The learner has to be active to acquire knowledge, skills, attitude which satisfied his or her needs and interest.

Learning is a personal matter in terms of learners needs. No individual can learn for others because learning takes place within the person.

There are two types of learning namely incidental and deliberate learning's. Incidental learning occurs when learning takes place without efforts. Deliberate learning results from a specific purposeful activity or experience, i.e., it results from some motivated efforts. The learner directs his learning along a definite planned manner. Abdullai (2002) defined learning situation as one in which all elements necessary to promote learning are present such as: (a) Instructor (agent), (b) Learners, (c) subject matter, (d) Learning materials (e) physical factor.

Learning experience is a mental or physical reaction one makes through seeing, learning or doing the things to be learnt through which one gains the meanings and understandings of the materials to be learnt.

Learning is the process by which one becomes changed in behaviour, skills, understanding, interest, and appreciation as a result of his experience. The essence of learning is to systematically acquire knowledge and experience.

3.2 Principles of Learning in Cooperative Education and Extension

There are guidelines or factors to be considered by cooperative extension workers or teachers in instructional process.

a. Learning is growth like and continuous. Its growth depends on the past experiences of the learner. So commence where the learner is. He / She has got certain ideas and knowledge before e.g. Pests reduce yield or production – what do they know about pest control on their farms / fields and from here introduce the use of pesticides for large areas. Relate new ideas to the old as this increases effectiveness. Ideas to be learnt should be brought to the attention of the learners repeatedly.

b. Learning is purposeful: Learning is purposeful when it makes sense to the learner i.e. meaningful from the learner's viewpoint. Help farmers/members to fix achievable goals through helpful activities e.g. field trips, demonstrations, etc. to satisfy needs.

c. Learning is challenging: It is more effective if it is more appropriate and timely and recognition is given to the learners' achievements. It is also challenging if the standard demands of the learner are suited to his ability i.e. the extension worker/teacher helps the learner to build a mental picture of himself in the new situation.

d. Learning is effective if it results in fundamental understanding: Memorizing is useless unless there is practical application to it. Activity that stimulates the actual situation is most effective and there must be need for information.

e. Learning is influenced by the social or physical environment: the instructor should see that the physical conditions are appropriated and the learner has no fear.

f. Gradual process: Usually it requires several exposures before change is observed. For effective learning, several exposures are to be made to get over each point.

g. Learning is an active process: The learner is an active, behaving, exploratory individual and learning results from the activities of the individual and learning also results from the activities of the individual learner. It is what he does when he learns: skills – the learner must practice them, facts – the learner must relate them, attitudes – he must change them.

3.3 Basic Characteristics of Learning in Cooperative Education and Extension

These characteristics of learning are being examined as a foundation for planning and executing extension outreach programme.

a. Learning is meaningful. Learning should enable the learners to be able to solve related problems. This is attained by relating new terms and knowledge to that which the learners already known, i.e. there should be a connection between familiar and unfamiliar concepts.

b. Learning is facilitated when two or more senses are used by the learners/farmers. While in the process there should be a variety of learning activities to use more of our senses.

c. Learning is more effective where the learner actively participates. The learner is more active when he realizes that learning goals are not forced on him.

d. Learning is affected by physical and social environments. The general physical environment should be suitable to the kind of learning taking place and to the activities selected for the learning situation. The cooperative extension worker/teacher should recognize and use the effect of the social environment on learning.

e. Learning is growth-like and continuous. New knowledge should be

built on the old. In essence then, learning is cumulative in nature and is a gradual process. Hence, learning is a lifelong activity.

3.4 Learning in Cooperative education extension?

We learn through five physical senses – sight, sound, touch, taste and smell. When we say a learner (farmer/member) changes his behaviour through his own activities, what are those activities? Those activities involve using one or more of these five senses for a specific purpose.

There are seven major ways by which learning takes place in individuals. That is, the ways by which we learn.

1. **Conditioning:** This is when learning takes place through the establishment of a connection between a stimulus and a response, referred to as conditioning. Pavlov, in his experiment, conditioned dogs to salivate when a bell is rung.

2. **Trial and Error:** When an individual is faced with a problem, he discovers a solution by trial and error. This procedure takes a longtime and it is not efficient. Considerable time is wasted in unsuccessful efforts.

3. **Problem solving:** This procedure involves the use of the product of the previous learning experiences when faced with a problem. It also involves higher mental processes such as reasoning, concept formation and testing a hypothesis.

4. **Training:** Training is similar to conditioning. It is especially useful in skills, habits and attitudes development. There is considerable use of rewards and punishment during training for success and failure respectively.

5. **Insight Learning:** During insight learning, a solution is found as a flash.

There is the feeling of relief when a solution occurs in a flash. The learner does not have complete understanding about how the solution works.

6. **Imitation:** This implies copying and following a pattern of behaviour without much reasoning. Opinions and beliefs expressed by leaders and books are adopted quickly by many people.

7. **Memorization:** This is learning without understanding but attempt is made to commit everything under focus to memory verbatim

3.4.1 Transfer of Learning in Cooperative Education

Transfer of learning takes place when an idea in one situation is used in another. Cooperative agent and consultant is concerned with the transfer of learning because when the agent teaches an idea to a farmer

the learning situation (e.g. a demonstration or field trip) is not the same situation as that on the farm of the farmer. Learning should not be the compartmentalization of learned matter. The transfer may be knowledge, skill, ideas, and attitude from one situation to another, (Yahaya 2003).

Transfer of learning depends upon on a number of similar components in the two situations and the degree of generalization that can be achieved for deriving principles that can be applied to various situations. The transfer of learning also depends upon the mental capacity of the learner.

Transfer of learning can be achieved in the following ways:

- a. Encourage the learner to look for similarities in various situations.
- b. Encourage learner to apply the ideas in other similar situations.
- c. Encourage learner to generate principles personally rather than being told, allowing the learner discovers similarities and principles.
- d. Discourage memorization of data or content of learning process by the learner. Lay more emphasis on understanding and application of ideas.

3.5 Factors Affecting Learning

Some factors are related to the characteristics of the subject matter, or of the external situation in which learning takes place. Others are characteristics of the individual and what he brings to the learning situation.

- i. **Motivation Influences:** Motivation has influence on learning in form of reward or punishment intent to learn, intrinsic and extrinsic motivation – (extrinsic includes hunger, thirst, etc., Intrinsic – interest in the learning task, and is anxious to learn for its own sake), long-term goals, and stress and group participation.
- ii. **Characteristics of materials to be learnt:** This includes amount which should be within the memory span e.g. four to six units can be remembered at one time, familiarity of material and meaningfulness.
- iii. **Efficient conditions of practice:** These include; knowledge of results, distributed versus massed practice i.e. short well placed learning periods and long concentrated ones, whole versus part learning, guidance as an aid to learning, special aid learning such as films, visual aids, television, etc. (Onwubuya 2005)
- iv. **Learning under special conditions:** These include learning during sleep. Studies have shown that there is no learning during sleep but these are evidence that proved learning may be achieved under hypnotism use of drugs, beverages and drinks bring down output in

learning, poor nutritional status of the individual.

- v. Comfort while learning: Such as quality of chairs or furniture, aeration, humidity, noise, etc. distracts learning.
- vi. Emotional problems: Lower efficiency of learning.
- vii. Fatigue: Due to tiredness brings in discomfort and reduces efficiency especially where operations requires to be performed.
- viii. Monotony of presentation: Also reduces level of attention, interest and attitude in learning.

4.0 CONCLUSION

In this unit, we have been able to examine the concepts of learning, how learning takes place, transfer and characteristics of learning, factors and principles of learning in extension. The unit finally highlights the essentials in adult learning.

5.0 SUMMARY

The main points in this unit are:

1. Learning is a process by which an individual through its own activities become changed in his behaviour
2. Learning takes place in individual through: conditioning, trial and error, problem solving, training, insight learning, imitation and memorization.
3. Basic characteristics of learning includes: Learning is meaningful, learner's active participation, physical and social environments, growth – like and continuous.
4. The following factors affect learning: motivation influences, characteristics of materials to be learnt, learning under special conditions, efficient conditions of practice, comfort, emotional problems, fatigue and monotony of presentation.
5. Principles of learning: Learning is purposeful and challenging, fundamental, understanding, social or physical environmental influences, gradual and active processes.

6.0 TUTOR MARKED ASSIGNMENT

1. List and explain five major principles of learning in cooperative
2. Identify and discuss three essential factors in adult and cooperative learning.

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UNIT 2 CONCEPT OF ADULT EDUCATION IN COOPERATIVE

Contents

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Contents
- 3.1 Concept of Adult education in cooperative
- 3.2 Functional literacy and vocational programmes
- 3.3 Extension education as part of adult education and manpower development
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References and Further Reading.

1.0 INTRODUCTION

In the last unit, we concluded our discussions on learning is a process by which an individual through its own activities become changed in his behaviour, learning takes place in individual through: conditioning, trial and error, problem solving, training, insight learning, imitation and memorization. We discussed basic characteristics of learning includes: Learning is meaningful, learner's active participation, physical and social environments, growth – like and continuous, the following factors affect learning: motivation influences, characteristics of materials to be learnt, learning under special conditions, efficient conditions of practice, comfort, emotional problems, fatigue and monotony of presentation, principles of learning: Learning is purposeful and challenging, fundamental, understanding, social or physical environmental influences, gradual and active processes. We discovered Adult member/farmers learn best when they have clear goals, put forth an effort to learn, strong desire to learn and satisfaction from what they have learned. In this unit, we are entering into the concept of adult education in cooperative. We shall concern majorly on the functional literacy and vocational programmes and cooperative education as part of adult education and manpower development

2.0 OBJECTIVES

At the end of this unit, you should be able to

- 1. Explain the concept of adult education in cooperative
- 2. List functional literacy and vocational programmes
- 3. State extension education as part of adult education and manpower development

3.0 MAIN CONTENTS

3.1 Adult education

An adult is a human being or living organism that is of relatively mature age, typically associated with sexual maturity and the attainment of reproductive age. Adult education is the practice of teaching and educating adults. Adult education takes place in the workplace, through 'extension' school (e.g. Harvard Extension) or 'school of continuing education' (Columbia School of Continuing Education). Manpower can simply be said to be the capability of any individual personnel in a given organization. It may therefore be considered as economic resource and in this context, it represents the aggregate skills and attitudes resulting from education plus training that equips the labour force with the capacity to plan, organize and carry out economic activities when efficiently allocated. De-Bettignies (1975) defines manpower development as the attempt to improve manpower effectiveness through a planned and deliberate learning process. Manpower development brings a balance between demand and supply of skills needed for production and management.

Adult education is a necessary tool for national development because adult is developed to be useful for both himself and country at large. Therefore, the essence of adult education is to train and develop the needed manpower for the nation's economy. It is necessary to identify the various programmes that adults are involved in, such as full educational programmes, literacy programmes, distant learning programmes, on-the-job training etc. looking at these various programmes and trainings, one can analyze them as follows: functional literacy programmes and vocational or job oriented programmes and extended educational programmes.

3.2 FUNCTIONAL LITERACY AND VOCATIONAL PROGRAMMES

Functional illiteracy is a term used to describe reading and writing skills that are inadequate to manage daily living and employment tasks that require reading skills beyond a basic level. It is contrasted with illiteracy in the strict sense, meaning the inability to read or write simple sentences in any language. It can also be defined as incorporates reading materials that relate directly to community development and to teaching applicable or useful life skills. While, vocational education is an education that prepares trainees for jobs or careers at various levels from a trade to a craft or a position in engineering, accounting, nursing, medicine and other healing arts, architecture, pharmacy, law etc. literacy serves as a link that elevate primitive life of an individual to a modern life. It serves as a key to the realms of skills and also improves the human personality and the attainment of self-realization (Anyanwu 1980;76).

In the process of developing the individual and the society at large, functional literacy should be a life-long education that is an education from the cradle to the grave. Adult education should serve as bedrock of literacy and functional literacy programmes. Functional literacy programme should be channeled to develop the receipt and the community to which he belongs, politically, socially and economically. In summary, Omolewa (1981) sees functional literacy as the eradication of illiteracy, development of manpower and promotion of civic training 'therefore in order to meet the much fast dynamism of the society, there is need for education and this includes adult education in which functional literacy and various vocational training activities serve better and can be developed upon.

3.3 COOPERATIVE EDUCATION AS PART OF ADULT EDUCATION AND MANPOWER DEVELOPMENT

The cooperative education Learning System is a dynamic, non-formal system for developing and implementing programs. The system consists of numerous complementary and interactive components, each contributing to the success of the total system. The individual components are the organization's mission; situation analysis; target audiences; needs assessment; program objectives; content; learning strategies; and the non-formal learning system, which includes inputs, evaluation and adjustment. An adult education programme designed to reach out to those adult who are not close to the institutions where adult education programmes are being offered, is referred to as an extension education programme (Braimoh 1990). It is a programme designed to bring education to the center where recipients can receive it. It entails community project and help in urban-rural integration. Most Nigerians reside in the rural areas and there is a need for them to be educated. In order to achieve a balanced social, political and economic development, these set of people need to be included in the development plan particularly the education plan, so as to enable them contribute their own quota to the overall development of the nation. To get this done, the need for the cooperative programme is highly essential for the development of the nation's manpower. The cooperative programme can be given throughout the traffic lanes of the nation and this is now taking place through different government ministries, such as the ministry of agriculture, ministry of health, and other adult education agencies. This enables the rural areas to increase in their productivities, for example, farmers are given this programme to improve their skills planting and harvesting through the cooperative workers from the ministry of agriculture who serve as agents in the rural areas. Apart from this, correspondence education also helps as extended programme. Many adults were able to develop on their own through correspondence colleges because "they could not enjoy the formal school system and they could also not resign their appointments

to go to formal school'' (Brimoh, 1990). This takes care of one of the aspects of the adult education objectives in the National Policy on Education. This process helps the recipients to improve academically and at the same time keep his job and earn a steady salary because it is a kind of on the job programme. Many higher institutions and universities now have this type of educational programmes. Such institutions include the National open University of Nigeria, Open Distance Learning Institution (ODL) programme University of Lagos, which has the Distance Learning Institution (DLI) programme; Lagos State University has the ‘‘Sandwich Programme’’ Likewise Olabisi Onabanjo University while Adeniran Ogunsanya College of Education also has a similar programme under its ventures.

4.0 CONCLUSION

In this unit, we discussed the concept of Explain the concept of Adult education in cooperative. The functional literacy and vocational programmes. The understandings of these concepts are essential in the cooperative extension education as part of adult education, manpower development and community development and organization development including the rural poverty.

4.0 SUMMARY

During the course of this unit, we have learnt about the following areas:

- The concept of Adult education in cooperative.
- The functional literacy and vocational programmes.
- The understandings of these concepts are essential in the cooperative extension education as part of adult education and organization development including the rural poverty.

6.0 TUTOR MARKED ASSIGNMENT.

Explain the concept of Adult education in cooperative. List the functional literacy and vocational programmes.

Discuss the cooperative extension education as part of adult education for rural poverty.

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UNIT 3 TRAINING AND VISIT SYSTEM IN COOPERATIVE EDUCATION

Contents

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Contents
- 3.1 Training and Visit System in cooperative education
- 3.1.1 Concept of Training and Visit (T & V)
- 3.2 Merits of T & V System
- 3.2.1 Demerits/Criticisms of T & V System
- 3.3 Features of Training and Visit System
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References and Further Reading.

1.0 INTRODUCTIUON

In the last unit, we concluded our discussions on discussed administration of cooperative extension education function and processs cooperative development and organization. Other areas discussed include the application administration concept on cooperative societies. In this unit, we are entering into a new field of Training and Visit System in cooperative education We shall concern majorly Concept of Training and Visit (T & V), Merits of T & V System, Demerits/Criticisms of T & V System, Features of Training and Visit System.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- i. explain Training and Visit System in cooperative education
- ii. discuss the Concept of Training and Visit (T & V)
- iii. list the Merits of T & V System
- iv. state the Demerits/Criticisms of T & V System
- v. list the Features of Training and Visit System

3.0 MAIN CONTENTS

3.1 Training and Visit System

3.1.1 Concept of Training and Visit (T & V)

The training and visit system is an attempt to reform and improve on the conventional extension system in many developing countries which has not made the necessary impact on agricultural productivity. It is a management procedure involving regular intensive training sessions for VEWS followed by a scheduled of visit to farmers. The system emphasizes simplicity in organization, objective and operations. It has

a well-defined organization, mode of operation and provides continues feedback from the farmers to the extension and research workers. It also allows for continues adjustments to the farmers needs.

It is spreading rapidly in many developing countries because of its effectiveness as a means of increasing agricultural production and incomes of farmers and as a flexible management tool that is suited to the needs of many developing countries.

Its basic extension techniques is a systemic programme of training the Village Extension Workers (VEW) combined with frequent visits by him to the farmer's fields. Its central theme is efficiency in the use of resources available to the extension service and the farmers.

3.2 : Merits of T & V System

The key advantages of T & V include:

- i. It improves the organization of the extension service by introducing a single line of command with clearly defined duties at each level.
- ii. It establishes a well-defined geographical boundary of operation for each extension worker.

It improves coverage by limiting the number of farmers the extension worker is expected to visit.

It limits the number of extension supervisor to supervise ratio of not more than 1:8 which allows for adequate monitoring of performance and concentration of efforts to achieve maximum impact.

It provides a systematic programme of short training courses at which instructions on the current technical messages to be extended to the farmers are explained to the VEWS followed by a predetermined schedule of visits to selected contact farmers.

- i. It improves extension's tise with agricultural research through the provision of subject matter specialists who are expected to maintain regular contacts with the research institutes and to ensure continuing flow of technical information to the farmer' problems back to the research institutes.

- ii. It removes all non agricultural extension functions from the responsibility of the extension workers.

- iii. It provides adequate transport facilities or other logistics support

that help improve the mobility of the extension worker.

3.2.1 Demerits/Criticisms of T & V System

- i. It assumes that all the essential infrastructural facilities and essential inputs are already available and are in good working condition shape in all development countries. Many of these countries still have a long way to go to establish viable institutions to take care of these;
- ii. It is too rigid, top oriented and does not allow for active participation of the farmers in its programme planning;
- iii. Not many developing countries can afford to have the large number of subject matter specialists (SMSs) required to make the system effective;
- iv. It is costly to operate because of high recurrent personal costs;
- v. It is too heavily focused on technology transfer at the expense of human resource development;
- vi. Because of the hierarchical authority structure of many extension organizations and long channels of communication in the extension organization in many countries, supervision is not often sufficiently positive or morale boosting.

3.3 : Features of Training and Visit System

The system involves the systematic application of well-known management principles with a view to professionalizing the extension service. These principles or the basic features of the T & V according to Benor (1984) are as follows:

- 1) Professionalism: This is the capability of extension staff to identify production problems in the field, recommend appropriate messages to solve them and train farmers on how to use the messages on their farms.
- 2) Single line of command: The extension service should technically and administratively be responsible to a single unit of authority.
- 3) Concentration of efforts: This emphasizes the educational role of extension service, that non-educational function should be severed from extension. And in training sessions focus should be on major or impact points.
- 4) Time bound work: Farmers are taught in regular timely

scheduled so that they make the best use of their information and other resources at their disposal.

5) Field and farmer orientation: Emphasizes that the village extension agents must spend most of their time visiting farmers and their farms.

6) Regular and continuous training of their field staff through fortnightly training for village extension agents and black extension agents and through Monthly Technology Review Meetings (MTRM) for subject matter specialist and other staff should be ensured.

7) Linkage between Research: This system supports a close two way linkage between research and extension based on joint responsibility for field activities such as identifying production constraints and formulating production recommendations and organizing MTRM.

Other essential features and requirement of the T & V monitoring are built on supervision, continuous up-grading of staff monitoring and evaluation of all extension activities and provision of production recommendations that are economically feasible and relevant to the needs and resources conditions of the farmers.

The main idea behind the system is to have a competent VEWs who will visit farmers frequently and regularly with useful technical messages and bring farmers problems to research (Benr and Baxter, 1984). They maintained that the methods to achieve this may vary from place to place to suit the prevailing conditions but the features must be closely followed. Otherwise the potential effectiveness of the system, which then may no longer qualify as training and visit extension will be drastically curtailed.

3.4 Training Sponsor Preparation

Coordinators should make a concerted effort to translate the theory of the cooperative method into the practice of successful sponsor preparation. One way to apply this theory is to create a sponsor development plan. This plan can in turn help the sponsor to provide relevant and meaningful experiences for the student. The sponsor development plan can be described as a written plan that identifies what the coordinator must do to prepare the training sponsor to be a better teacher of the student-trainee.

Preparation of a sponsor development plan can be viewed as consisting of two stages: (1) training sponsor preparation and (2) continuing sponsor development. Strategies that can be used in executing the plan include interviews during individual visits, group

conferences with several training sponsors, and written guidelines in the form of a sponsor-training manual.

Training sponsor development begins to take place during the coordinator's first visit. This initial face-to-face contact is crucial to the success of sponsor development because the way in which the program is initially presented will ultimately determine the long-term relationship with the training sponsor. The preparation of the training sponsor for the role to be assumed sets the stage for all activities to be undertaken during the year.

The following are items that should be covered during the initial visit:

- Orientation to Cooperative Education
- Training Sponsor's Role
- Student's Role and Responsibilities
- School/Coordinator's Role.

- **Orientation to Cooperative Education**

The concept and philosophy of the cooperative method of instruction should be covered thoroughly. This discussion establishes the foundation for successful operation of the program. A study on cooperative education substantiates the importance of this discussion. In the study, expectations of students in cooperative programs were contrasted with expectations of participating employers. Results showed that students expected specific training for an occupation; academic credit for the work experience; varied and interesting work assignments; pleasant, fair, and helpful supervision; at least the minimum wage; and experience leading to further training. The expectations of employers were quite different.

They expected the students to have the ability to perform a variety of tasks, to exhibit good work habits, and to display desirable personal attributes. The employers wanted the school to provide specific occupational training, effective coordination, and solutions to problems that might arise. It has been noted that the study identifies a most critical potential defect of cooperative education: employers may view the student essentially as a part-time worker, while students expect the experience to have educational significance. The study indicates how essential an orientation component is to the development of a viable training station. All participants in cooperative education must understand that the training station is to serve primarily as a training medium rather than merely as an opportunity for the student to obtain remunerative employment or for an employer to obtain part-time help. In the sponsor development plan, provision is made for this concept to be introduced and reiterated to training sponsors so that they will thoroughly understand it.

- **Training Sponsor's Role and Responsibilities**

Training sponsors need and want to know what is expected of them while participating in the cooperative method of instruction. A brief discussion of the sponsor's major responsibilities is sufficient during the initial session. Training sponsor responsibilities include

- orienting the student-learner to the training station and the position
- training and supervising the student-learner
- providing the student-learner with learn-by-doing experiences
- teaching specific skills and attitudes
- evaluating student performance
- counseling the student-learner on good work habits and attitudes, such as responsibility and dependability, and on other job-related matters
- communicating with the coordinator about job-related matters concerning the student- learner.

• **Student's Role and Responsibilities**

It is essential that the sponsor understand what is expected of a student enrolled in the cooperative method of instruction. The sponsor must be aware of the policies and procedures that apply to the student as well as the fact that the student has been selected to participate in the program to further a particular career objective.

The sponsor should encourage the student to acquire particular career skills on the job through practice under supervision.

Student responsibilities include

- maintaining hours of work/school attendance
- earning academic credit
- adhering to specific school policies regarding participation in the cooperative method of instruction
- communicating with the teacher-coordinator and training sponsor regarding job related matters.

• **School and Teacher-Coordinator's Roles and Responsibilities**

The training sponsor also needs information about how the school experience and the teacher-coordinator fit into the cooperative partnership. Items that should be discussed include

- the provision for related classroom instruction (content and objectives of curriculum)
- the coordinator's role as a teacher and as a partner in developing the training plan and a worksite visitation schedule
- the purpose of visits
- the preferred times of visits
- the frequency of visits
- related student-organization involvement
- evaluation of the student and of the total program
- reporting policies and procedures.

- **Group Sessions**

Although training sponsor preparation usually takes place during individual visits by the teacher-coordinator to each training station, a school-sponsored group function in which employers and/or training sponsors are brought together can prove beneficial. The purpose of such an activity may be for training sponsors to hear a presentation on the cooperative method, to participate in a workshop, or simply to exchange ideas.

Ideally, such a session is scheduled as a luncheon or afternoon meeting held at the school or area career and technical education center. It may be desirable to go to a community or business location. The session should not be too long and probably will be well attended if held during the middle of the regular workweek. The coordinator should be responsible for making all the necessary arrangements and planning the agenda.

In large school systems, a joint activity with coordinators and training sponsors from several high schools may be advisable. The session can be planned by all or a committee of coordinators. With this type of session, training sponsors from all over the city can be brought together for discussion and interaction among themselves and with coordinators.

Several topics that lend themselves to this type of session include

- sponsor preparation/orientation held early in the year
- instructional techniques workshop
- supervisory techniques with youth
- training sponsor's role in affiliated student organizations
- program evaluation.

Group sessions have many advantages and should be considered as a strategy in implementing a sponsor development program.

- **Continuing Sponsor Development**

Once the foundation has been laid during the sponsor preparation phase and the training sponsor is aware of the instructional approach in cooperative education, the coordinator should reinforce the concepts and assist the training sponsor in the performance of responsibilities as the "off-campus teacher." This reinforcement and assistance is a continuous process and one that should be prepared in advance. It is carried out during the regularly scheduled visits of the coordinator to the training station. By means of observation and discussion with the student and training sponsor, areas of assistance needed by the training sponsor can be discovered.

Care should be exercised, however, not to imply that the training sponsor is lacking in skill as an instructor or supervisor and therefore needs training. Rather, a collegial relationship in which the sharing of

information and expertise will result in a team approach should be stressed.

Consideration during the continuing phase of the sponsor development program should be given to preparation and utilization of the training plan, instructional techniques, supervisory techniques, student evaluation, integration of affiliated student organization activities, career awareness, and program evaluation.

- **Preparation and Utilization of the Training Plan**

In the continuing sponsor development program, a thorough knowledge and understanding by the sponsor of the purposes of and techniques for use of the training plan are essential. After the initial conference items are described in the “preparation” stage, emphasis is given to the development and use of the training plan. The sponsor should be acquainted with what a training plan is and what purposes it serves. Next, the joint planning of the training plan with the student, sponsor, and coordinator should be accomplished. A working session with all three persons present will expedite this planning session. Finally, a short period should be devoted to a review of the training plan by the coordinator and the training sponsor.

Although the use of a training plan will be continuous throughout the time a student is with an organization, a specific visit early in the sponsor development program should be devoted to an extensive discussion and development of the training plan. Involvement in the preparation of the training plan will help the sponsor become aware of the student’s occupational goal. Also, the sponsor will then be more likely to provide adequate work activities and on-the-job instruction to assist the student in meeting individual objectives.

- **Instructional Techniques**

The coordinator should realize that the occupational competence of the training sponsor does not ensure teaching competence. In fact, training sponsors may assume that the learner can perform a task after being told and shown once how it should be done. Actually, research has shown that students can take from two to ten times longer to perform a task than is normally required by experienced workers.

Sponsor development in instructional techniques will be an on-going process. In other words, an entire session will not usually be devoted to instructional techniques. Rather, a sharing of information and spontaneous responses to a sponsor’s manifested need will establish the format. This is easier said than done, for even though a coordinator has encouraged the training sponsors to discuss any concerns they may have regarding their instructional roles, most will be reluctant to communicate their teaching deficiencies openly with the coordinator. Therefore, the coordinator, by means of observation and individual discussions with the training sponsor and the student, must determine

specific areas and topics where the training sponsor needs assistance. The coordinator should avoid any implication that the training sponsor is incompetent as an instructor. The coordinator's task is to serve as a resource person to the sponsor, providing needed information and assisting the sponsor in fulfilling the responsibility as the "out-of- school teacher."

- **Supervision of Youth**

Supervision is the general charge of overseeing the student-learner on the job. For most students, the cooperative experience is their first contact with the world of work. Therefore, the supervisory techniques used by the training sponsor in dealing with the student are part of the foundation of attitudes and work habits that influence a lifetime of work and interpersonal relationships for the student.

The training sponsor, in conjunction with the coordinator, must help develop and foster the work habits and attitudes that a good worker needs. As a supervisor, the training sponsor has the responsibility to be a constructive counselor to the student-learner and to help the young person adjust to and find satisfaction and reward in work. Many training sponsors, however, may be unaware of the characteristics and behavior patterns of youth that make their supervision such a challenge. A training sponsor's success in supervision will depend on an understanding of what youth are like and application of the general principles of good supervision to youth on the job. The coordinator must assist the training sponsor in developing and adapting the general supervisory techniques that are most productive in dealing with the student.

- **Student Evaluation**

Monitoring the progress of the student is a responsibility of the training sponsor.

Many sponsors may prove reluctant, however, to be honest and realistic about the student under their supervision when they realize that their evaluation will be considered in assigning an academic grade for the cooperative experience.

Nevertheless, the training sponsor needs to note an honest and forthright assessment of the student's strengths and weaknesses so that recommendations and improvements can be made. Ideally, evaluation should be a continuous process — i.e., when the sponsor notes deficiencies, an immediate informal session should be held to communicate the deficiencies to the student. Likewise, praise should accompany a task well done.

The use of the "Evaluation" column on the training plan facilitates continuous assessment, and the coordinator should encourage use of this column by the training sponsor.

On coordination visits during the school grading period, the

coordinator and training sponsor should discuss particular strengths and deficiencies of the student.

Strategies for improvement should be formulated, and criteria for further assessment identified. Notations should be made by the coordinator on the evaluation section of the training plan. The presence of the student at such a session is advisable.

At the time of the evaluation, a coordination visit should be devoted entirely to the process. The coordinator will have an opportunity to work with the training sponsor in translating informal assessments into a more formal evaluation. At the same time, the coordinator can assist the sponsor in improving skills for evaluating student progress.

- **Integration of Career and Technical Student Organizations**

Career and Technical student organizations are an integral part of a total career and technical education curriculum. As such, they are an important component of the cooperative experience. Most training sponsors are unaware of the existence of student organizations, their co-curricular nature, and the many activities sponsored by them to achieve the objectives of leadership, skill, and citizenship development.

Training sponsors need information about career and technical student organizations, what goals they try to achieve, what kinds of activities students are involved in through them, and how training sponsors can assist in the career and technical student organization curriculum component.

Although a discussion of the major goals, objectives, and activities of organizations is one way to convey this information to the training sponsor, a superior method is by inviting the sponsor to participate in the organization's activities. Attending regularly scheduled meetings, being a guest speaker at a local meeting, serving as a judge in local competitive events, or chaperoning an organization-sponsored trip are examples of activities in which a training sponsor may participate. Involvement will enhance the sponsor's understanding of an affiliated organization and the sponsor's role in the organization. The coordinator, through the planned sponsor development program, promotes such involvement.

- **Career Awareness**

In addition to the obvious anticipated outcomes of the cooperative experience, such as skill development and adjustment to the work environment, students should also become aware of the various careers available in the career family. Most students begin their cooperative experience believing that there are only a few occupations available to them. Effort must be given to helping students become acquainted with the many occupations available within a career family. Although some activities directed toward this goal can be part of classroom

instruction, a more desirable way to learn of a career is through first-hand observation and exploration at the organization where the students are working. To provide such experiences for each student, the training sponsor and coordinator must plan the appropriate settings and desirable outcomes. These pre-planned experiences should be included in the training plan and may take various forms, for example, a weekly or daily rotation for several weeks from one job to another for observation purposes or an investigation by means of interviews of the various duties and job responsibilities of persons in different positions within the organization.

Regardless of the strategy employed, the important concept is that training sponsors be cognizant that career awareness is a desired outcome of the total cooperative method of instruction experience. Further, the coordinator is responsible for ensuring that efforts are made to provide appropriate career awareness experiences for each student.

• **Program Evaluation**

The coordinator should be concerned not only about the evaluation of individual students but also with the overall effectiveness of the total cooperative program.

How is the program contributing to the success of the total career and technical education program in the school? This questions needs to be addressed.

One of the major components in this assessment is feedback from the people who are closely involved in the program. In addition to feedback from students and graduates, employers and training sponsors should be given the opportunity to express their views on the strengths and weaknesses of the cooperative program.

Much valuable feedback can be obtained by informal conversations with training sponsors on routine coordination visits. Likewise, a group meeting with several training sponsors and employers can facilitate an exchange of ideas that will provide worthwhile information for evaluation purposes.

3.4.1 Training Sponsor Manual and/or Resources

A worthwhile strategy to be employed in a sponsor-development program is the development and use of a training sponsor manual. The manual should be an attractive booklet containing pertinent information needed by the training sponsor. Information arranged in an attractive format and organized in a way to facilitate ready reference is an asset to the training sponsor and a beneficial addition to your sponsor development program. A typical manual may include the following items:

- a short explanation of the cooperative method of instruction and individual program

- a copy of the employer/employee training agreement
- a copy of the parent/student agreement, if applicable (an additional agreement usually detailing parent/student responsibilities outlined in the training agreement)
- an on-the-job orientation checklist
- a sample training plan
- a curriculum outlining topics to be covered in class
- pertinent information about the affiliated career and technical student organization
- a copy of the student evaluation form
- other helpful information such as
 - “Four-Step Teaching Approach
 - school calendar
 - labor law information
 - school and coordinator’s names and telephone numbers.

Additional Ideas for Sponsor Development

- Conduct a luncheon/workshop session on techniques of supervision.
- Conduct a session to discuss the learning process in simple terms. Sponsors should know how students learn in order to train them effectively.
- Send out a newsletter telling about in-school, related instruction.
- Conduct an open house of the related career and technical education department.
- Conduct an appreciation event (e.g., Employer/Employee Banquet with the awarding of certificates to sponsors).
- Invite sponsors to a meeting of your advisory committee.
- Conduct a session on how to evaluate the student-employee.
- Invite sponsors to attend a career and technical student organization activity.
- Conduct in-service classes for supervisors. Employers are appreciative of courses in the latest techniques in the career and technical area.
- Ask sponsors to arrange a field trip for your class.
- Ask sponsors to serve as judges for local/regional events or to chaperone at state career and technical student organization activities.
- Ask sponsors to be guest speakers in related classes.
- Ask sponsors to allow you to study a particular system within the employing organization (job analysis). Ask that they evaluate your procedures, survey instruments, etc.
- Ask sponsors to display materials during Career and Technical Education Week.
- Ask sponsors to arrange career awareness sessions for students in related classes.
- Explain procedures for making a final written evaluation of the student-trainee.

- Ask for suggestions concerning future in-service education classes that you might offer at the local high school to help sponsors with their own staff continuing education and improvement.

3.4.2 ORIENTATION TRAINING CHECKLIST

Training Sponsor: Use one checklist for each student-trainee. Check each item as it is completed. Review information with the student-trainee after five days to insure thorough comprehension.

Introduce student-trainee to all persons with whom he/she will have contact. Give the student-trainee a tour of the training facility.

Explain the duties of the student-trainee's first assignment.

Inform student-trainee as to who will supervise and give orders to the student-trainee. Inform co-workers of their relationship to student-trainee, and solicit their cooperation. Inform student-trainee of arrival time, quitting time, check-in, and check-out procedures. Inform student-trainee of lunchtime and relief procedures and regulations.

Inform student-trainee of facilities available such as rest room, lunchroom, telephone, coat rack, etc.

Inform student-trainee of time-recording procedure, pay schedule, deductions from pay, and computation of wages.

Inform student-trainee about any information which is to be kept confidential. Familiarize student-trainee with employee benefits.

Inform student-trainee of clauses in a union agreement, if one exists, that pertain to cooperative students.

Inform student-trainee of promotional possibilities in the firm.

4.0 CONCLUSION

In this unit, we discussed the concept of Training and Visit System in cooperative education. The training and visit system is an attempt to reform and improve on the conventional extension system in many developing countries which has not made the necessary impact on agricultural productivity. It is a management procedure involving regular intensive training sessions for VEWS followed by a scheduled of visit to farmers. The system emphasizes simplicity in organization, objective and operations. It has a well- defined organization, mode of operation and provides continues feedback from the farmers to the extension and research workers. It also allows for continues adjustments to the farmers needs.

5.0 SUMMARY

During the course of this unit, we have learnt about the following areas:

Training and visit system, designed to improve the organization of extension service, also, the merits of T & V System, demerits/criticisms of T & V System, features of training and visit system, training sponsor preparation and orientation training checklist.

6.0 TUTOR MARKED ASSIGNMENT.

- i. What do you understand by Training and Visit System in cooperative education?
- ii. Discuss the Concept of Training and Visit (T & V).
- iii. Enumerate the Merits of T & V System.
- iv. Highlight the Demerits/Criticisms of T & V System.
- v. List the Features of Training and Visit System.

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UNIT 4 TEACHING TOOLS AND AUDIO-VISUAL AIDS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 3.1 Concept of teaching tools and Audio Visual aids
- 3.2 Use Audio-Visual, Visual and Audio Aids
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References / Further Readings

1.0 INTRODUCTION

This unit will introduce you to various concept of teaching tools and audio visual aids used in disseminating information in cooperative education. We are now going to look at this concept in detail. The objectives below specify what you are expected to have learnt after studying this unit.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- i. Explain the various teaching tools;
- ii. Identify the different kind of audio visual aids.

3.0 MAIN CONTENT

3.1 Teaching Tools

a. Chalkboard

The chalkboard is the main teaching tool. The teacher demonstrates whatever she feels worth writing on it for the students. In fact, this is very important in some subjects where most of the diagrams/symbols would be presented on the chalkboard. The teacher must make sure that each student sees the chalkboard from his seat.

b. Textbooks

Where every student has his or her textbook, it will be easy for the teacher to operate. This is very true in Technical/Vocational Education (TVE) subjects. Examine the level of the material and match it with the age, and level of understanding of the students.

3.1.1 Four-Step Teaching Approach

One instructional theory that is quite simple and is a tried and true model for teaching is the

Four-Step Teaching Approach developed by Herbert psychologist in the early 1800s. You can share this approach with training sponsors to help them develop instructional competence.

PREPARATION

- Prepare the learner:
 - Put learner at ease.
 - Explain the reason for instruction — motivate learner.

- Get complete attention.
- Prepare the lesson:
 - List or decide on major points to be presented.
 - Determine how you will present the material.
 - Decide upon a standard of performance.
 - Make available all materials learner will need.

PRESENTATION

- Present the material to be learned.
- Teach one point at a time and do so slowly.
- Pause to allow time for questions during the presentation.
- Review the material.

APPLICATION

- Let learner demonstrate the procedure.
- Ask questions about procedure to assure learner understanding and correct any mistakes.
- Assist when necessary during the initial tryout and for the first few times the procedure comes up again.

EVALUATION

- Check the learner in the actual work setting against your established standards of performance.
- Correct errors.
- Encourage questions.
- When satisfied that the learner can perform at established standard, allow him/her to assume the responsibility.

3.1.2 Relationships between Teaching Tools and Audio Visual Aids

Audio visual material must be seen in their relationship to teaching as a whole and to the learning process as a whole, until the teacher understands the relationship between audio visual material and teaching learning process. Audio visual materials are produced, distributed and used as planned components of educational programs. It helps the process of learning that is motivation, classification and stimulation. Audio visual aids are multisensory materials which motivate and stimulate the individual. It makes dynamic learning experience more concrete realistic and clarity. It provides significant gains in thinking and reasoning.

Audio visual aids are sensitive tools used in teaching and as avenues for learning. These are planned educational materials that appeal to the senses of the people and quicken learning facilities for clear understanding.

Importance of Teaching tools in Cooperative education system:

- To supplement and enrich teachers own teaching to make teaching-learning more concrete.
- To serve an instructional role in itself.
- To create interest among the group.
- To make teaching as an effective process.

Advantages:

1. Audio visual aids helps in effective perceptual and conceptual learning.
2. it's helpful in capturing and sustaining attention of students.
3. It arouses interest and motivates students to learn.
4. It is helpful in new learning.
5. It helps in saving energy and time of both the teacher's and students.
6. It provides near realistic experience.
7. It can meet individual demands.
8. It is useful in for education of masses.

Characteristics of good teaching aids:

Teaching aids should be;

- Meaningful and purposeful
- Motivates the learners
- Accurate in every aspect
- Simple and cheap
- Improvised
- Large in size
- Up-to-date
- Easily portable

They includes the following to mention a few:

Radio, television, cinema vans and public address systems, newspapers, posters and other printed materials are used to reach large numbers of people quickly. Radio is one of the fastest, most powerful and in many countries the only way of communicating with the masses of rural people. It reaches people of all cultural levels who understand the language of transmission.

An advantage of radio programmes is that they can be done almost anywhere through the use of tape recorder. Radio is useful in reporting spot news, such as announcement of meetings, for warning about insect outbreaks, and especially as a part of campaigns. Listening habits may vary according to the society involved. Studies of listening habits will tell the extension worker when his listeners are likely to be men and women and at what hours they listen most.

Take these factors into account when planning your programme. Television adds a second dimension to radio broadcasting thus increasing the scope of methods available to the extension worker. He can demonstrate as well as talk. Television programmes require meticulous preparation. Every piece of equipments must be in place and the dialogue must be well thought out. In spite of the relatively high cost of receiving sets, television occupies an increasingly important role in developing countries.

Television and Radio could be used to vary teaching methods in order to

stimulate student's interest. As this is being done, the students should be asked to take down notes. The teacher should try his possible best to control the atmosphere. At the end of the lecture, find out how far they have followed the lesson by means of questions and demonstration.

Advantage of Radio and Television

1. Radio programmes are especially fitted to handle emergency information
2. Reach people who cannot read
3. Reach people who cannot attend extension meetings
4. Build interest in other extension activities

Limitations

1. Broadcasting facilities are not everywhere available
2. Active involvement of the audience in the teaching process is impossible
3. Frequently extension programmes are given poor time for farm listeners
4. Direct and immediate feedback from the audience to the teacher is not possible
5. Frequently extension programmes loose out in competition with entertainment
6. Specific local needs cannot be given adequate attention and there is often cultural gap (e.g. language, dialect) between the speaker and the audience.

*** Poster**

A poster is a sheet of paper or cardboard with an illustration and usually a few simple words.

It is designed to catch the attention of the passer by, impress on him a fact or an idea and stimulate him to support an idea, get more information or take some kind of action. Since a single glance may be all your poster will get, the message must be simple and clear. Details and wordy sentences have no place. Here are a few suggestions that will help you design more effective posters.

1. Decide exactly who your audience is. Decide exactly what you want to tell them. Decide what you want them to do.
2. Put down on a sheet of paper words and rough pictures that express your message simply and clearly.
3. Try to put your message into a few words- a concise striking slogan. Visualize or put into picture for the most important central idea in the message.
4. Cut out your poster in small scale V 8 1 or 4 1 actual size. Other suggestions: use plain, bold lettering and lines.

Use colour to attract attention and for contrast. Remember however that too many colours add confusion. Allow plenty of space. Do not crowd letters, words or illustrations.

Folders, leaflets and Pamphlets: Simple folders, leaflets and pamphlets can be used in many ways in extension programmes. They may be used singly for example to explain the advantage of societies. They may be used as reminders of when to societies have goods and services to offers members. Folders, leaflets and pamphlets may be used in coordination with other visuals in long-range campaigns. Because of their low cost, they can be given away at meetings and fairs and offered on radio programmes. They are useful to supplement large publications when new information is available and reprinting the whole publication is not practical.

Other methods are:-

Use of Brochures

Little pamphlets written by companies or institutions explaining to people their activities and what they can do as an institution. The teacher can request students to go to these companies and collect their brochures. These pamphlets could be got from libraries, firms or locally. This will make the student feel more committed to learning. The teacher should go through the pamphlets with the students and then post same on the bulletin board for other student's information.

3.2 Use Audio-Visual, Visual and Audio Aids

The term audio-visual aid refers to anything that an extension agent uses to help to convey the message when communicating with farmers. The spoken word is the agent's main communication tool, but, whether the agent is speaking to a large village meeting or discussing a problem in a field with a group of farmers, its impact and effectiveness can be greatly increased by the use of suitable audio-visual aids. When selected and used properly, audio-visual aids can help in the following ways:

* The interest of the audience can be maintained if the agent varies the mode of presentation. It is difficult to concentrate for long on what someone is saying; but if the agent refers to a wall chart, or illustrates a point with some slides, his audience's attention can be maintained.

* When information is presented to more than one sense (sight and touch, for example, as well as hearing), more is taken in and it is better understood and remembered.

* Processes and concepts that are difficult to express in words alone can be explained. The procedure for applying for a loan, for example, may sound confusing, but a simple chart or diagram can make the process clearer. Again, the life cycle of a crop pest can be explained by showing a series of slides or drawings

* The effects of decisions and actions that farmers might take can be shown. Photographs of a cattle dip or a model of a cooperative store can give farmers a clear idea of just what it is they might be considering.

* Pictures can have a more immediate impact on our emotions than words. Photographs of a heavy crop, for example, are likely to arouse interest more effectively than details of yields read out by an extension agent.

The range of audio-visual aids

Extension agents often use sophisticated audio-visual aids which require electricity and complex machinery such as projectors or television sets. But there are many simple aids that the agent can make locally, and these have several advantages. They do not require a power source or heavy equipment, they do not cost much to produce and they can be made to suit the precise needs of the agent. Between these two extremes lies a wide range of more or less sophisticated aids. The distinction between a mass medium and an audio-visual aid lies only in the way it is used. All the mass media described earlier can be used as audio-visual aids. A film is a mass medium, in that it is shown to large audiences in many different places; but for an individual extension agent who uses it to increase the impact of a talk, it is an audio-visual aid. Many of the principles of media use discussed earlier also apply to audio-visual aids. The audio-visual aids available to the extension agent can now be examined.

Objects

A real object is often the most effective aid. It enables the audience to understand exactly what the extension agent is talking about. Equipment and tools can be shown, samples of diseased plants and insect pests displayed and different seed varieties and fertilizers handled by farmers. Where an object is too large to be shown, a model of it can sometimes be used as a teaching aid. This applies particularly to buildings and other fixed structures. The construction of a poultry shed, for example, or the installation of a dip tank can be demonstrated by using a model, which can be taken to pieces in front of the audience.

Photographs offer another substitute for real objects. They can be passed around an audience or displayed by the agent. If a photograph is being taken to use as a visual aid, just the right amount of detail should be included for the audience to recognize it. Too much detail confuses and distracts, while too little prevents recognition. Photographs of people doing things are more likely to interest the audience than photographs of objects alone.

Chalkboards

Blackboards are widely available in schools, rural training institutes and extension offices. They may be fixed to an inside wall or supported on a freestanding easel which can be moved around. They are useful for setting down the main headings of a talk, for sketching simple drawings and diagrams, and for noting points raised in questions and discussion.

If using a blackboard, the agent should practice writing on it, if necessary by drawing horizontal chalk lines for guidance. He should make sure that the writing is large enough for someone at the back of the

audience to see clearly and that the headings and phrases are kept short. There is not much space on blackboards and the agent will lose the audience's attention if he spends a lot of time with his back to them while writing.

Whiteboards have a smooth, shiny surface on which coloured felt pens can be used, but it is important to use only pens with water-soluble ink. Whiteboards are easier to use than blackboards from both the agent's and the audience's point of view. The pens flow smoothly over the surface and the colours are much clearer than chalk on a blackboard.

Newsprint, which is an inexpensive paper, can be obtained in large sheets and fixed to a blackboard or to the walls of a building. It can be used in the same way as a blackboard but it is more versatile. Text and drawings can be prepared on several sheets, before a meeting, to avoid having to write while speaking. Paper and pens can be given to small discussion groups to note their conclusions. These conclusions can then be displayed around the meeting-place and discussed by others. Suggestions and ideas from the audience can be added to enable farmers to see their decisions taking shape. Used sheets can be kept for future reference. At a planning meeting with a group of farmers, for example, the agent can take away the sheets to guide him in preparing a written record of the decisions taken.

Posters

Posters are useful for highlighting the main theme of a talk and wall charts can be used to show complex processes. Although they are used mainly in class-room teaching where they can be left on the wall for future reference, they can also be carried by the extension agent to help him to convey ideas to farmers.

Flip charts

Flip charts contain a series of pictures, with or without words, fastened along one edge between two sheets of thin wood or thick cardboard. The two covers can be opened and folded back so that the flip chart stands in front of the audience. Each picture illustrates one point in the extension agent's talk and he simply turns over each one when he moves on to the next point. As well as helping the audience to understand and remember they remind the agent of the structure of his talk without the need to refer constantly to his written notes.

Many extension agents will already have access to printed posters, wall charts and flip charts, but they can also be made locally with large sheets of paper and coloured pens. When making flip charts, the following points should be noted.

- Lettering should be large.
- Diagrams should be simple.
- Information on each sheet should be limited.
- Pictures from posters and magazines can be cut out and stuck on by those who cannot draw.
- Pre-testing is important for all home-made visual aids.

Flannel graphs

A flannelgraph is made from rough textured cloth, such as flannel or a blanket, which is hung or supported almost vertically. Figures, words, and symbols cut from cardboard, which are backed with similar cloth or sandpaper, are attached to it. A cheaper backing is obtained by putting glue on the back of the cut-out and then dipping it into fine sand. The backing holds the cut-outs firmly on the cloth surface. The cut-outs are prepared beforehand and can be used repeatedly.

The flannelgraph can be used very effectively to build up a story or an explanation. Unlike a wall chart, which can confuse an audience by presenting a finished diagram at the start of a talk, a flannelgraph can be used to present in turn each part of the diagram until it is complete.

The cut-outs can be placed in different positions to show alternative outcomes. After showing the process of wind erosion, for example, the effect of wind-breaks can be demonstrated by placing cut-outs of trees between the wind direction and a field. Arrows representing the wind can then be deflected, and the general effect shown by putting back soil symbols on the surface of the field.

A modern alternative to flannelgraphs is the magnetic board. Cutouts are backed by a magnetic strip that holds them firmly to a metal board. They can be used in windy conditions when flannelgraph cut-outs would blow away, but they are cumbersome to transport. On the other hand, flannelgraphs, which can be made in a variety of sizes and designs can be folded into an agent's bag or rolled up and tied to a bicycle.

Projected aids

Films, colour slides, filmstrips and overhead projector transparencies are useful as teaching aids, bringing colour, variety and interest to an extension talk. However, they all require specific equipment and electricity. Extension agents are, therefore, more likely to use them in training centres and schools, although some slide projectors can be adapted to work from a 12-volt car battery. Films, filmstrips and slides are best used at night or in a room with curtains drawn or shutters closed. Daylight screens can be used for small groups. Overhead projectors can be used in daylight, provided the sun is not shining directly on the screen or wall on which the image is projected.

Colour slides can be selected and put in a suitable sequence by the extension agent. He can produce his own slides to suit his purposes, provided he has access to a camera, film and film processing facilities. A slide set can easily be modified or updated by replacing one or more slides. If they are kept dry and free from dust and fingerprints, they will remain in good condition for many years. An agent can either provide his own spoken comments on the slides, or a commentary can be recorded on an audio cassette. With synchronized equipment, the tape can be modified so that slides automatically change at the appropriate point.

Filmstrips contain a sequence of slides in a single continuous strip of

film. They are shown on a slide-projector fitted with a filmstrip carrier between the projector body and the lens. They cannot be modified easily and the sequence is fixed, but individual frames cannot fall out or be put into the projector the wrong way round. They are useful when a fixed message has to be presented many times.

Overhead projectors are usually only found in class-rooms. Diagrams and texts are put on to a sheet of transparent acetate with special felt pens; the acetate is then placed on a flat glass platform through which a light shines, projecting the contents on to a vertical screen. The agent can write on the acetate while facing his audience, or he can prepare it beforehand. If he covers different parts of a sheet with paper, he can gradually reveal the sections of a diagram, thus achieving an effect similar to the flannelgraph.

Using audio-visual aids

Audio-visual aids are only effective if they are appropriate to the situation and are used properly by the agent. Unsuitable aids or ones that are not used properly can at best distract and at worst mislead the audience. When selecting suitable audio-visual aids, the agent will be limited to what is readily available or can be made. Within that range, some aids are more suited to a particular objective than others. For example, if accurate detail is needed, a photograph, slides or a careful drawing may be more appropriate. If, on the other hand, the agent simply wants to highlight the structure of a talk or the main conclusions of a discussion, a blackboard or newsprint will be suitable. The agent should also consider where the aids will be used: indoors or outdoors, with or without electricity, at a large meeting or with a small group. All these factors will influence the choice of audio-visual aids.

4.0 CONCLUSION

In this unit we have learned about the relationships between teaching tools and audio visual aids in cooperative education system. Also, talked about various audio visual tools that can aid teaching to be more robust and meaningful.

5.0 SUMMARY

In summary, this unit examines various teaching tools, purposes, advantages and characteristics of audio visual aids and how audio visual materials serve as an important instrument for effective teaching aid in cooperative education system. It is worthwhile to know in great details what each of the audio visuals meant and what they are used for and when to use in relation to communication process and system members and the society at large. The level of information received and process served as a catalyst for improved knowledge. The benefits were explained to let the teacher know the appropriate method or strategy to be used at any given time.

6.0 TUTOR-MARKED ASSIGNMENTS

- i. Explain in details the linkage between teaching tools and audio visual aids
- ii. What is the essence of audio visual materials in cooperative education system?
- iii. List different types of audio visual materials that you know stating their usefulness and limitations.

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UNIT 5 CONCEPT AND OVERVIEW OF THE USE OF EXTENSION METHODS IN COOPERATIVE EDUCATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 An overview of the use of Extension Methods
 - 3.2 Concept of Extension Methods used in effective Cooperative Transformation
 - 3.3 Conditions necessary for effective use of teaching methods
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References / Further Readings

1.0 INTRODUCTION

This unit will introduce you to the concept and overview of the utilization of extension methods employed in agricultural extension. We are now going to look at this concept in detail. The objectives below specify what you are expected to have learnt after studying this unit.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- apply the concept of extension methods utilized in effecting Cooperative transformation;
- Identify the necessary conditions for effective use of teaching methods;
- explain the overview of the use of Extension Methods;

3.0 MAIN CONTENT

3.1 An Overview of the Use of Extension Methods

Extension workers are often concerned about what constitutes the most appropriate methods among all the array of approaches available. It should be noted that there is no single rule-of-thumb that is applicable in all conditions. The nature of the subject matter and the circumstances of the farmers such as their level of education will help to determine the type of method to be utilized. A number of studies have shown the relative importance which extension staff attach to the use of extension methods. In one of the studies, Pandey (1998) asked a group of 92 staff members of the Western Nigeria Ministry of Agriculture how they distribute their time among the various methods. In response, 52 of

them said they often held extension meetings, 25 said they often carried out demonstration of new farm practices, while 39 reported that they conducted demonstrations occasionally and 28 of them never carried out demonstration. Twenty one of the respondents often used posters to show new practices, 59 said that farmers called to them to seek advice. 31 often took farmers on tours, while 18 often gave out pamphlets and bulletins. Similarly, Obibuaku and Hursh (1994) studied the effects of radio, demonstrations, personal contact with extensions staff, films, lectures, newsletters, pamphlets on farm practices, adoption in the East Central State of Nigeria. The results showed that the radio and agricultural demonstrations were the means most used in reaching the farmers. The significant of the two methods may be related to the fact that the majority of the farmers were illiterate and thus responded more to those methods which emphasized seeing and hearing in contrast to those methods which emphasized reading. Also Tenebe and Mundi (2008) carried out a research on comparative study of direct extension teaching methods (DET) and Open and Distance Learning (ODL) on technology adoption rate by cowpea farmers in Bauchi State of Nigeria. The DET methods used included contact lectures/seminars, workshop, field demonstration and on-farm trials while ODL methods included the use of print materials (pamphlets, posters and bulletins), radio and television. The study revealed that the use of radio as a method of ODL is more effective than DET method and therefore recommended for successful technology adoption by cowpea farmers in Bauchi State of Nigeria. The study also attempted to determine the effects of the various methods in helping to bring about Improvements on the farm.

From the study, the researchers concluded, the results of this study indicate that in teaching farmers with little or no education, extension workers should be selective in the methods they use. Very little use can be made of pamphlets, bulletins, circular letters and the like.

However, where the farmers are literate, extension written materials can make valuable contributions because of the specific nature of their message and the fact that they are available for easy reference. The radio appears to be significant in making illiterate farmers aware of extension programmes. But it is less significant in when deciding on changes in farm practices. From these and similar studies, it can be seen that extension workers in Nigeria are not making adequate use of extension methods in their work. For example, 28 out of 92, or 30.43% of the extension staff in Western Nigeria never used demonstrations in their teaching. It is therefore necessary for all extension staff to understand the classification and usefulness of various extension methods.

3.2 The Concept of Extension Methods

Extension teaching methods may be defined as devices used to create situations in which new information can pass freely between the extension worker and the farming communities. It is the function of the extension workers or teachers to use the extension methods which provide opportunities for rural people to learn and which stimulate mental and physical activities among the people. For cooperative extension workers to be successful, they must be proficient in technical knowledge and educational process and must also know the right attitude towards rural people.

The extension methods employed by the extension workers during the cooperative extension of development programme directly affect the effectiveness of their efforts. An understanding of the strength and weakness of the various extension methods available to an extension worker is important because the results of the cooperative extension worker's effort is dependent on the types and intensity of the methods he uses to pass on information to farmers and to persuade them to adopt new farm technologies. Cooperative Extension education assists farmers in effectively using the resources available to them in solving their present farm and domestic problems. By giving farmers educational and material services, utilizing effective extension methods, the extension service stimulates them to make such changes in their farm operations as will result in more efficient production and more profitable marketing of their farm products. The extension worker should be careful and selective about the methods he uses. Cooperative Extension work requires many methods and tools of teaching. People are influenced to make changes in behaviour in proportion to the degree of their contact with several different methods. A good cooperative extension worker must not only have in his command a variety of teaching methods, but must know also where to use them when to use them and how to use them to achieve best results. The teaching methods used by the extension workers differ according to farmers' circumstance and their stance in the various stages of the adoption process.

3.3 Conditions Necessary for Effective use of Teaching Methods in cooperative

The following conditions are necessary for effective utilization of teaching methods.

1. The Learning Objectives. As a precondition, objectives for the use of extension methods must be clearly stated. An objective is defined as an end towards which teaching is directed. Any purposeful

teaching has specific objectives which must contain four basic elements namely; people to be taught, behavioral changes to be made, subject matter to be taught and life situation in which action is to take place.

2. The Learning Situation. This comprises the extension worker who has clear objectives, knows the subject matter to be taught and is able to communicate freely with the farmers. The learning also includes the people who are capable of and interested in learning and the subject matter which must be pertinent to farmers' needs and which is taught at people's intellectual level. In physical terms, the learning situation should be free from outside distraction and should be comfortable. Teaching equipment should be suitable to the subject matter presented and be available when required.

3. Use of effective Learning Experiences. A learning experience is referred to as the mental or physical reaction one makes in a learning situation through seeing, hearing or performing activities during a learning process.

4. Use of a variety of teaching methods. This is the final condition. Provision should be made for the opportunity to utilize a variety of extension methods.

4.0 CONCLUSION

In application of the concept, conditions for effective utilization of extension methods in training and acquisition of knowledge in cooperative education and extension will make in a learning situation through performing activities during a learning process and use of a variety of teaching methods made for the opportunity to utilize a variety of these discussions know what extension methods imply.

5.0 SUMMARY

The main points in this unit are as follows:

1. Extension methods refer to devices used to create situations in which information can pass freely between the extension worker and the farmer.
2. Conditions necessary for effective use of extension methods include: Learning situation, learning objectives, learning experiences and variety of teaching methods.
3. It is very important for all extension workers to understand the classification and utilization of various extension methods.

6.0 TUTOR MARKED ASSIGNMENT

1. Identify and explain four significant conditions for effective utilization of instructional methods?
2. Discuss the conditions necessary for effective use of extension methods?

7.0 REFERNECES/FURTHER READINGS

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UNIT 5 COOPERATIVE EDUCATION EXTENSION METHODS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 5.0 Main Content
- 3.1 Cooperative education extension methods
- 3.2 Group Methods
- 3.3 Exhibits are systematic displays
- 3.4 Mass Methods
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References / Further Readings

1.0 INTRODUCTION

This unit will introduce you to the concept and overview of the utilization of extension methods employed in cooperative agricultural extension. We are now going to look at this concept in detail. The objectives below specify what you are expected to have learnt after studying this unit.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- explain the Cooperative education extension methods;
 - Identify the Group Methods;
 - demonstrate the overview of the use Exhibits are systematic displays;
- and
- explain Mass Methods

3.0 MAIN CONTENT

3.1 COOPERATIVE EDUCATION EXTENSION METHODS

Cooperative education extension methods may be classified in three groups on the basis of the number of people they are designed to reach: these are: (1) individual methods (2) group methods and (3) mass methods.

3.1.2 Individual Methods

Individual methods are used in extension teaching in recognition of the fact that learning is an individual process and that the personal influence of the cooperative extension worker is an important factor in securing people's participation in extension activities. The various methods which come under the classification of individual methods include farm and home visits, office calls, telephone calls, personal

letters, informal contacts and result demonstrations. Farm and home visits are essential elements of extension education. They provide a means of personal communication between the farm family and the extension worker in an environment where they can discuss matters of common interest in privacy and without the distractions and interruptions commonly experienced in group cooperative extension activities. Societies, Farm and home visits serve the following useful purposes:

- (1) To acquaint cooperative extension worker with the member/farmer and farm family
- (2) To answer specific requests for help
- (3) To gain firsthand knowledge of problems faced by the member/farmer or villager
- (4) To explain a recommended practice
- (5) To follow up and observe the results of recommended practices
- (6) To plan an activity such as demonstration, or a meeting
- (7) To invite the member/farmer or villager to participate in a planned activity
- (8) To discuss policies and programmes
- (9) To recruit, train or encourage a local volunteer leader

Individual Instruction

Teachers should design instructions according to the needs of individual students. For example, manuals should be left to the students to work at their own pace. This is because people differ in intelligence at the rate that they assimilate or comprehend. You should work from one student to another. During examinations, questions set should cover the different domains of knowledge to take care of individual differences. Careful and adequate preparation is the key to a successful visit as with all cooperative extension methods. Visits are cooperative extensive in terms of time and transportation. Preparation for a visit will include a review of all the known facts about the organization and farm, the member/farmer and the family, specific information concerning the problem, purpose or activity involved and materials such as leaflets and samples that may be left with the member/farmer. Office calls are made by the member/farmer for the purpose of satisfying a felt need. They are an expression of interest by the farmer in a need which he hopes the extension worker can help him meet. Office calls provide the cooperative extension worker with knowledge of the needs of the farming community. Like farm and home visits, they help to build member/farmers' confidence in the worker and create good public relations. They are less expensive and time consuming than farm and home visits. However, the member/farmer may feel less at home in the office and may be sensitive to the attitude of the worker. He may also be too shy to disclose the real purpose of his visit. Telephone calls are initiated by either the member/farmer or

the cooperative extension worker, they are useful in giving specific information relating to treatment of known diseases, control of insect pests or to answer questions on interesting broadcasts or requests for bulletins and leaflets.

Telephone calls cannot be used where telecommunication system is under-developed. Personal letters are useful in answering request for information, as follow-up after visits and office calls and in contacting local volunteer leaders. The use of letters as a teaching method is quite limited in countries lacking an efficient postal service or where many rural residents are illiterate. Be careful that the information you give in a letter is simple, understandable and complete without being wordy or including unnecessary information. Remember, the words you put on paper are all he has to go by in determining your meaning. Informal contacts provide many opportunities for effective extension work. Every experienced cooperative extension worker has had people stop him on the street or in the village to ask a question. Often, seeing the cooperative extension worker will remind the villager of a problem about which he would like technical advice. Market days, picnics, holiday celebrations and religious events bring people together. Where people gather, they talk about current problems in farming and rural life. By attending such events, the cooperative extension worker will become better acquainted with his people, learn of their wants, needs and problems and be able to impart information on an informal basis. Result demonstration is a method by teaching designed to show, by example the practical application of an established fact or group of facts.

‘The result demonstration’ “Is one which shows after a period of time what happened after a practise is adopted. As an example, compost is put on a certain field. Good seed potatoes are planted and cared for. In the next field, no compost is used and poor seed potatoes are used. At harvest time the potatoes are dug in each field at the same time. The villagers have watched all during the planting, growing and harvesting season. They see how much better results are from using better practices. This is a result of demonstration”. Comparison is the essential ingredient in result demonstration.

3.1.3 Demonstration

For any skill subject, demonstration is essential by a skilled teacher. The development of skill requires practice, but a student cannot secure the best result from his practice unless he knows how it is practiced. That is, he must know how he is to perform it. This he can effectively achieve by observing a competent teacher demonstrate the skill. For example, a good teacher of skill subject will show the students how to build the techniques for skill subjects

In demonstrating a skill, the teacher has to perform it in stages, but

slowly, first and the entire class must see what he does. He can do this by dividing the class into smaller groups or demonstrate to individual students.

3.1.4 The advantages of result demonstration are as follows:

- (1) Furnishes local proof of the desirability of adopting a recommended practice
- (2) Is an efficient method for introducing a new subject
- (3) Appeals to the eye and reaches the “show me” individual
- (4) Provides a good source of information for meetings, news items, pictures, radiotalks.
- (5) Furnishes cost data and other basic information
- (6) A high percentage of people will understand
- (7) Aids in developing local leadership
- (8) Establishes confidence in the extension worker and in extension work
- (9) It teaches needed skill to many people at one time
- (10) It builds confidence in extension worker if demonstration is skilfully performed
- (11) Local leaders easily learn simple demonstrations and can repeat them with other groups.
- (12) It promotes personal acquaintance between the demonstrators and the farmers

3.1.5 Limitations

- (1) Result demonstration requires a large amount of extension workers time
- (2) The cost is high per practice changed
- (3) Good demonstrations are hard to find
- (4) Few people see the demonstration at a not-convincing stage
- (5) The teaching value is frequently destroyed by unfavourable weather.

In general smaller groups are preferred to larger groups. Method demonstration- A method demonstration is to teach a skill. It teaches how to do certain work. It is always interesting to the farmers and especially when the demonstration is concluded by the extension worker, it increases their respect for the worker. Examples of method demonstration subjects include:

- (i) seed treatment (ii) pruning, and (iii) spraying.

Things to note in method demonstration are as follows:

1. Outline operations in logical steps
2. Identify key points
3. Carefully select materials and tools
4. Arrange for diagrams or other teaching aids
5. Rehearse demonstration until perfect

6. Make sure all the audience can see and hear him
7. Explain purpose and show application to local problem
8. Show each operation slowly, step by step
9. Emphasize key points
10. Invite members of audience to repeat demonstration

3.1.6 Use the Following Steps for Demonstration

1. Explanation and demonstration by the teacher
2. Imitation by learner
3. Evaluation by you and students
4. Imitation by the students
5. Re-evaluation by both

The Demonstration Method may be used when

- a. teaching psychomotor skills
- b. when the teacher want to appeal to the 5 senses of the students
- c. when he wants the students to emulate a particular course of action.
- d. when there is need for the students to know the process of an action.

Tips Before using the Demonstration Method Ensure that you have all the required materials.

Know how many minutes the demonstration would last.

Have a thorough knowledge of the subject matter. You should not be too fast at each point in time.

Ask questions to ensure that the students are following. Erase any bias that may interfere with the learning process.

Focus on specific topics to avoid building too much into the students. The students may want to divert your attention, tactfully call them to order.

In using this method Ahukannah (2002), Rate stressed that the teacher should exhibit the following qualities:

Confidence

and poise

Mutual

respect

Tolerance in controversial situations

Humour and Self-abasement when demanded by the situation
objectivity.

3.2 Group Methods

Group Study/Project Work

The teacher should organise the situation in a manner that will make the students work cooperatively with one another. By encouraging

joint effort the students will see the need to cooperate with one another and work to accept group decision. In addition, this may help the dull students to work harder.

Give them different projects to carry out and let them develop the human relation skills by learning how to accommodate one another.

Group methods take into account the inclination of the individual to respond to the pressures and opinions of groups in which he participates and to listen to the views of others before arriving at a decision about making changes in his farming operations. Group method include general meetings, group discussion, exhibits, tours and field trips, method demonstrations, extension schools and farmer training centre. General meetings include all kinds of meetings held by the extension worker except demonstration meetings. The method of conducting the meetings may be lectures, discussions, showing of slides and motion pictures or any combination of these. The method of the meeting must be well thought out and the agenda carefully prepared in order to achieve objectives envisaged. During the meeting, provision should be made for use of models, charts, specimens, pictures e.t.c to illustrate points. Towards the end of the meeting allowance should be made for questions and answers which would help clarify specific ideas. To make the meeting successful, the extension worker should enlist the help of local leaders to:

- (1) agree on the purpose of the meeting and to draw up tentative programme;
- (2) decide on and secure speakers;
- (3) arrange for social and recreational aspects of the meeting;
- (4) agree on the place and time of the meeting;
- (5) select the chairman and advertise the meeting.

Group discussion is a method commonly used in cooperative extension work.

Generally, discussion is the process by which two or more persons pool their knowledge and feelings, and through mutual agreement clarify the issues under consideration. There are several distinct types of group discussion meetings. The newest idea is called “brain trust” in which questions are posed and the participating “brains” provide their opinions and views. Actually this is quite similar to panel and symposium discussions. The panel is usually a rather informal discussion by several “experts” to consider a major topic, while a symposium is characterized by having several speakers, each of whom gives a rather detailed and usually prepared presentation of his views. Sometimes the symposium speakers are given a chance to answer one or more of the others in a form of rebuttal.

3.3 EXHIBITS AND DISPLAYS

Exhibits are systematic displays of specimens, models, charts, posters, etc. Their main purpose is to develop the interest of those who see them, influence their attitude, increase their knowledge and stimulate them to action. Exhibits are considered as some of the best methods of teaching illiterates. A well planned educational exhibit can present information quickly and convincingly. Exhibit have imaginative appeal, and can stimulate competitive spirit among participants, this will be particularly so when prizes are awarded to those who produce the best shows. An exhibit can be of any size. It can be a display of a few potted maize plants with different levels of fertilizer treatments or it can be as big as world agricultural fair. However, for extension purposes, they should be made simple, and should convey only one idea at a time. Tours and field trips are methods of extension teaching which appeal to man's desire to "go places and see things". It represents a teaching method whereby a group of people are taken on a study tour to observe the result of improved practices in actual situations. This means that the group will travel together for a day or more. Tours are among the best methods of teaching farm people to gain practical knowledge because people learn through seeing things in actual operation. Tours are most suited for teaching groups such as members of Young Farmers Clubs. A tour can be made to a research station, demonstration farms and similar places of educational interest. The following suggestion will help you plan and hold a successful tour or field trip.

1. Decide exactly what you wish to accomplish
2. Work out a detailed plan for the tour well in advance
3. Go through a rehearsal or "dry run" of the entire programme well in advance
4. On the day of the tour, keep the party together and keep them moving briskly from point to point.

3.3.1 Advantages

1. It teaches needed skill to many people at one time
2. Seeing, hearing, discussing and participating stimulate action.
3. It builds confidence in extension worker if demonstration is skilfully performed
4. Local leaders easily learn simple demonstrations and can repeat them with other groups.
5. It promotes personal acquaintance between the demonstrators and the farmers
6. It influences changes in practice with many people at a single meeting.

3.3.2 Limitations

1. It is frequently difficult to ensure that all members of the group can see clearly
2. With certain considerable equipment must be transported to the meeting places
3. Requires a certain amount of showmanship not possessed by all extension workers. Extension schools are designed to give the participants knowledge and skill in some specific line of subject matter such as irrigation methods, dress making or gardening. Schools involve intensive training over a specific period of time, such as one to four days. They may require pre-enrolment and an obligation to attend all sections. Schools offer an opportunity for presentation of much information in a short time to a selected group of people with special interest in the subject. They must be well organized with specific teaching objectives and employ teaching methods which will hold the interest of participants. Demonstrations, discussions and the use of visuals add much to their effectiveness. Periodic and terminal evaluations help to keep the programme realistic and provide guidance in conducting future schools. Member/Farmer training centre have been used effectively in a number of developing countries to train member/farmers and their wives in concepts and practices of modern societies, agriculture and home making. Leadership training appears to be the most effective role of member/farmer training centres. To fulfil this role, training centre programmes must be integrated with cooperative extension programmes to the extent that:
 1. Subjects of training contribute to the educational objectives included in the cooperative extension programme.
 2. Participants are selected on the basis of their leadership potential and through recommended leader recruitment processes, and
 3. Returned participants are utilized in planning and executing cooperative programmes.

3.4 Mass Methods

Individual and group methods cannot reach everyone who wants and needs information. Radio, television, cinema vans and public address systems, newspapers, posters and other printed materials are used to reach large numbers of people quickly. Radio is one of the fastest, most powerful and in many countries the only way of communicating with the masses of rural people. It reaches people of all cultural levels who understand the language of transmission.

An advantage of radio programmes is that they can be done almost anywhere through the use of tape recorder. Radio is useful in reporting spot news, such as announcement of meetings, for warning about insect outbreaks, and especially as a part of campaigns. Listening habits may vary according to the society involved. Studies of listening habits will tell the extension worker when his listeners are likely to be men and

women and at what hours they listen most. Take these factors into account when planning your programme. Television adds a second dimension to radio broadcasting thus increasing the scope of methods available to the extension worker. He can demonstrate as well as talk. Television programmes require meticulous preparation. Every piece of equipments must be in place and the dialogue must be well thought out. In spite of the relatively high cost of receiving sets, television occupies an increasingly important role in developing countries.

Television and Radio could be used to vary teaching methods in order to stimulate students' interest. As this is being done, the students should be asked to take down notes.

The teacher should try his possible best to control the atmosphere. At the end of the lecture, find out how far they have followed the lesson by means of questions and demonstration.

3.4.1 Advantage of Radio and Television

1. Radio programmes are especially fitted to handle emergency information
2. Reach people who cannot read
3. Reach people who cannot attend extension meetings
4. Build interest in other extension activities

3.4.2 Limitations

1. Broadcasting facilities are not everywhere available
2. Active involvement of the audience in the teaching process is impossible
3. Frequently extension programmes are given poor time for farm listeners
4. Direct and immediate feedback from the audience to the teacher is not possible
5. Frequently extension programmes loose out in competition with entertainment
6. Specific local needs cannot be given adequate attention and there is often cultural gap (e.g. language, dialect) between the speaker and the audience.

3.4.3 Poster

A poster is a sheet of paper or cardboard with an illustration and usually a few simple words. It is designed to catch the attention of the passer by, impress on him a fact or an idea and stimulate him to support an idea, get more information or take some kind of action. Since a single glance may be all your poster will get, the message must be simple and clear. Details and wordy sentences have no place. Here are a few suggestions that will help you design more effective posters.

1. Decide exactly who your audience is. Decide exactly what you want to tell them. Decide what you want them to do.
2. Put down on a sheet of paper words and rough pictures that express your message simply and clearly.
3. Try to put your message into a few words- a concise striking slogan. Visualise or put into picture for the most important central idea in the message.
4. Cut out your poster in small scale – 81 or 41 actual size. Other suggestions: use plain, bold lettering and lines. Use colour to attract attention and for contrast. Remember however that too many colours add confusion. Allow plenty of space. Do not crowd letters, words or illustrations.

Folders, leaflets and Pamphlets: Simple folders, leaflets and pamphlets can be used in many ways in extension programmes. They may be used singly for example to explain the advantage of societies. They may be used as reminders of when to societies have goods and services to offers members. Folders, leaflets and pamphlets may be used in coordination with

other visuals in long-range campaigns. Because of their low cost, they can be given away at meetings and fairs and offered on radio programmes. They are useful to supplement large publications when new information is available and reprinting the whole publication is not practical.

Other methods are:-

1. Use of Brochures

Little pamphlets written by companies or institutions explaining to people their activities and what they can do as an institutions. The teacher can request students to go to these companies and collect their brochures. These pamphlets could be got from libraries, firms or locally This will make the student feel more committed to learning. The teacher should go through the pamphlets with the students and then post same on the bulletin board for other students" information.

2. Use Audio-Visual, Visual and Audio Aids

Audio-visuals

These include teachers demonstration, role-play, field trip, motion picture and television. Audio: Record player, radio, cassette recorder, etc.

Visual: Textbooks, chalkboard, class bulletin board, mounted pictures, graphic materials, etc. If all these are used or applied, students will become more interested and there will be higher interest in learning at the tertiary level.

3. Discussion

Presenting real life cases and problems will enable the students to see

the relevance of learning to everyday activities. A lot of knowledge should be obtained not only from textbooks but also from happenings around the environment. Develop creativity in them by asking them to give examples of such happenings. This would make them to start acquiring materials for use in the long run.

Use Practical Examples in Teaching

4. Questionnaire

Students can be taught how to develop questionnaire and questions for interviews.

Ask students to go to firms, to ask questions of things you want them to know or what they want to know. The questions have to be drafted before they leave, and whatever they collect from the firm, is termed first hand information. Give them opportunity to present what they have brought while you guide them.

5. Role Playing

It is a method of human interaction that involves realistic behaviour in any imaginary situation. Students can be asked to role-play, such things that come up in real life or what they have learnt in class.

You have to distribute each person's function to ensure sound role-play. This will remain in their minds for a long time.

6. Field Trips to Business Offices

The teacher has to plan very well before going on a field trip with the students. In short, objectives must be clearly defined. The firm must be contacted and must be there to show to the students what they have come for and help to direct them

At the end of the presentation the teacher should find out from the students if they have any question for the firm. This is to prevent students from asking further questions when they come back to the class.

7. Guest Speakers

People from different walks of life could be invited to speak to the students on different topics. They should be consulted in advance and should be told the background of the students, the objectives you have in mind i.e. what you want him to speak on, so that he can plan ahead. As he speaks, ask them to note important points and questions to be discussed.

8. Question Method

Questions can be divided into 3 verses:

1. Facts questions that are based on information-presented in a text book, reports, journals or periodicals

Answering fact questions demands that students study the material

and remember the facts presented.

2. Thought, or discussion questions that require the students to reason or brainstorm. It is not the type that will recall answers. Rather it often starts with why, Explain or How do you account for..?
3. Application questions that require the students to apply the original situations, rules, principles presented in the textbook. They may use a combination of the 2 classes of questions or 3 as the case may be.

3.5 Practical Tips for instructors/facilitators/Teachers

1. Avoid reading your lesson note or lecture always.
2. Avoid extending the lecture beyond the attention span of the students.
3. Avoid assuming that students have understood all you have said
4. Design your lesson/lecture to meet specific objectives.
5. Know your material and organise them properly.
6. Limit your teaching to the ability level of the students.
7. Occasionally direct the instruction to students as individuals, and as a group.
8. Train your students to take note during instruction; emphasize the strong points for them to note
9. Use attention-getting devices such as listening, discussion, questioning, to mention a few, during the lesson.

4.0 Conclusion

In this unit we have learn; cooperative extension method of communication processes within cooperative systems. Also, objectives of extension education information needs of farmers and extension methods which give learner more understanding of Folders, leaflets and pamphlets and others may be used in coordination with other visuals in long-range campaigns. Because of their low cost, they can be given away at meetings and fairs and offered on radio programmes.

5.0 Summary

In summary, this unit examines various teaching methods and strategies such as demonstration, field trip, discussions, individual paced instruction and small group instruction among others. It is worthwhile to know in great details what each of them meant and what they are used for and when to use in relation to communication process and system members and the society at large. The level of information received and process served as a catalyst for improved knowledge. The benefits were explained to let the teacher know the appropriate method or strategy to be used at any given time.

6.0 Tutor-marked assignments

- Discuss communication processes within cooperative systems?
- Explain the objectives of cooperative methods education?

- List and explain two extension methods used in cooperative education?

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UNIT 7 COMMUNICATION AND INFORMATION PROCESS IN COOPERATIVE

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1.0 INTRODUCTIUN

In the last unit, we examine cooperative extension method use in cooperative studies and practice for educating members and the society at large. The level of information received and process served as a catalyst for improved knowledge. In this unit, we are entering into a new field of communication and information process in cooperative education. We shall concern majorly on the Communication processes within cooperative system, Information needs of members/farmers of cooperative, market information needs of cooperative members/farmers and the problems of cooperative information dissemination.

2.0 OBJECTIVES

At the end of this unit course, you should be able to:

- demonstrate communication processes within cooperative systems;
- explain Information needs of members/farmers of cooperative;
- state market information needs of cooperative members/farmers;
- list the problems of cooperative information dissemination;
- uses of computer application to cooperative education; and
- need of computer to cooperative education

3.0 MAIN CONTENTS

3.1 COMMUNICATION PROCESSES IN COOPERATIVE SYSTEMS

Most of this communication has taken the form of verbal explanations and practical demonstrations, but some information took a more durable form as soon as systems of writing were developed.

The concept that the broader function of cooperative work is to help people to solve their own problems through the application of scientific knowledge is now generally accepted.

Two particular issues help to define the type of communication systems in cooperative education: how does communication take place, and why does it take place. How communication takes place in cooperative system: paternalism versus participation. Early books on communication often describe a model of communication that involved the transmission of messages from "senders" to "receivers". As part of this model, senders are usually people in authority, such as government planners, researchers, and cooperative executive, member and staff, while receivers are usually members/farmers who are relatively poor and uneducated. Although this model might include something called "feedback", it is clear that the senders are in control of the communication process. The transmission model of communication is closely related to the idea that cooperative workers are the link (i.e. message carriers) between researchers (senders) and farmers (receivers). A cooperative programme based on this model has been described as "paternalistic"; in other words, the actors in the communication process have a parent/child or teacher/student relationship. In many countries, paternalistic cooperative is gradually being replaced by more participatory approaches, in which the knowledge and opinions of members/farmers is considered to be just as important as that of researchers or government officials. Participatory approaches involve information-sharing and joint decision-making. The terms "interactive" and "bottom- up" have been used to describe these approaches.

The development of participatory cooperative education requires a re-examination of the communication process. At the present time, no single description has replaced the transmission model that is referred to above, but two ideas are becoming widely accepted: Communication in the context of participatory cooperative cannot usefully be described in a linear manner with distinct groups of senders and receivers. Instead, cooperative activities take place within a knowledge system consisting of many actors who play different roles at different times.

Although some actors in the knowledge system have more authority than others, communication usually involves a negotiation rather than a transmission. What takes place is a dialogue, with actors collaborating in the construction of shared meanings rather than simply exchanging information. The related, but separate field of agricultural communication has emerged to contribute to in-depth examinations of the communication processes among various actors within and external to the agricultural system. This field would refer to the participatory extension or cooperative model as a form of public relations rooted two-way symmetrical communication based on mutual respect, understanding, and influence between an organization and its stakeholders (publics).

Four paradigms of cooperative

Any particular cooperative system can be described both in terms of both how communication takes place and why it takes place. It is not the case that paternalistic systems are always persuasive, nor is it the case that participatory projects are necessarily educational. Instead there are four possible combinations, each of which represents a different extension paradigm, as follows:

1. **Technology Transfer (persuasive + paternalistic).** This paradigm was prevalent in colonial times, and reappeared in the 1970s and 1980s when the Training and Visit system was established across Asia. Technology transfer involves a top-down approach that delivers specific recommendations to farmers about the practices they should adopt.
2. **Advisory work (persuasive+participatory):** This paradigm can be seen today where government organisations or private consulting companies respond to members/farmers enquiries with technical prescriptions. It also takes the form of projects managed by donor agencies and NGOs that use participatory approaches to promote pre-determined packages of technology.
3. **Human Resource Development (educational+paternalistic):** This paradigm dominated the earliest days of extension in Europe and North America, when universities gave training to rural people who were too poor to attend full-time courses. It continues today in the outreach activities of colleges around the world. Top-down teaching methods are employed, but students are expected to make their own decisions about how to use the knowledge they acquire.
4. **Facilitation for empowerment (educational+participatory):** This paradigm involves methods such as experiential learning and member/farmer-to-member/farmer exchanges. Knowledge is gained through interactive processes and the participants are encouraged to make their own decisions. The best known examples in Asia are projects that use Member/Farmer Field Schools (MFFS) or participatory technology development (PTD).

3.2 INFORMATION NEEDS OF COOPERATIVE MEMBERS

No one can categorically claim to know all the information needs of members/farmers especially in an information dependent sector like agriculture where there are new and rather complex problems facing members/farmers every day. It is safe to assert that the information needs of Nigerian small scale farmers revolve around the resolution of problems such as pest hazards, weed control, moisture insufficiency, soil fertility, farm credit, labor shortage, soil erosion and so forth.

The information needs may be grouped into five headings: agricultural inputs; cooperative extension education; agricultural and cooperative

technology; agricultural and cooperative credit; and marketing. An examination of the factors influencing the adoption and continued use of these inputs will show that information dissemination is a very important factor. It is a factor that requires more attention than it now gets.

1. **Cooperative Extension Education:** The general lack of awareness among small scale farmers can be attributed to their high level of illiteracy. This contributes to the low level of adoption of agricultural production technology. Extension is a type of education which is functional rather than formal. It is better provided by cooperative workers whose main task is to convey information in a meaningful form to members/farmers. One of the ways they do this is by training a group of model members/farmers with the hope that such members/farmers come in contact with other members/farmers.

2. **Agricultural Cooperative Technology:** Agricultural Cooperative technology for the small scale farmer must help minimize the loss of farm chores. It should be labor-saving, labor-enhancing and labor-enlarging. The member/farmer needs information on production technology that involves cultivating, fertilizing, pest control, weeding and harvesting. This sort of information is at the moment being diffused by cooperative extension workers, other members/farmers, government parastatals and agricultural equipment dealers.

3. **Agricultural Cooperative Credit:** Agricultural cooperative credit encompasses all loans and advances granted borrowers to finance and service production activities relating to agriculture, fisheries and forestry and also for processing, marketing, storage and distribution of products resulting from these activities. Small scale members/farmers are among the potential beneficiaries of agricultural credit in Nigeria but because of their low level of literacy they are mostly unaware of existing loan facilities. To reap the benefit of credit, farmers need information relating to sources of loan such as names of lenders, location and types of existing credit sources. They need information on the terms of loans such as the interest rates, loanable amount and mode of repayment. Information regarding agricultural credit gets to small scale members/farmers usually through channels such as relations, friends, neighbors, government officials, commercial and credit banks. Grassroot organs such as village heads and local government officials are used to diffuse such information because of their personal touch with small scale

farmers. Cooperative Extension agents need to intensify their efforts in educating members/farmers to increase their level of awareness.

4. **Marketing:** All business activities involved in the movement of commodities from production to consumption is marketing. The market information needs are those that enable him make rational and relevant decisions. Market information services have the function of collecting and processing market data systematically and continuously, and of

making it available to market participants in a form relevant to their decision making.

3.3 MARKET INFORMATION NEEDS OF COOPERATIVE MEMBERS/FARMERS

Market information needs of cooperative members/farmers include:

Information on product planning: This is information on what crop and variety to grow at a given season with marketability of such a crop as an important deciding factor. Information on current prices Information on forecast of market trends This type of information assists farmers in planning their market products.

Information on sales timing: This assists members/farmers in ensuring that they do not cause a market glut. It enables them to stagger harvesting and quantity for marketing. Information on improved marketing practices. It includes information on improved harvesting methods. This information is disseminated by field level cooperative extension workers by demonstration on farmer's fields, at local and wholesale markets.

Information on group marketing: This enables small scale to have organised sales of marketable surplus and bulk transport of produce. In Nigeria, agricultural market information to small scale farmers and cooperative patronage is provided by the Ministry of Agriculture through the field level cooperative extension workers and by the broadcasting media. A lot still has to be done in this area. Some of those in charge of market information are not trained for the job.

Agricultural Information Dissemination: Within the past two decades there has been a burst of research activities in the area of agriculture in Nigerian universities and agricultural research centre located around the country. Far reaching innovations that are capable of boosting the small scale agricultural production and Nigeria's economic development have been discovered. The yam mini-sett technique, protein rich soya-bean production and utilization techniques, production and use of animal vaccines and drugs and labor saving devices are some of the many improved agricultural innovations not properly diffused. Prominent among the agricultural centers are the International Institute for Tropical Agriculture (IITA), the National Root Crops Research Institute, the National Veterinary Research Institute and the three universities of agriculture. Unfortunately, most of these innovations do not reach the farmer's field. This is because the medium for information dissemination in use are not quite effective.

3.4 PROBLEMS OF COOPERATIVE INFORMATION DISSEMINATION

There are some limiting factors and apparent constraints in Cooperative information dissemination in Nigeria, including status differences

between extension agents and their clients;

One of the obvious constraints in the use of the broadcasting media in Nigeria is poor reception quality and the area covered. The messages carried are not tailored to the information needs of rural populations. Even when the information is relevant, it is seldom aired at the proper time and so does not get to the targeted audience.

Another major constraint is the use of print media: Leaflets and newsletters as message carriers are of limited use in reaching illiterate farmers. Technical language used in communicating information is incomprehensible to the members/farmers.

Yet another constraint to agricultural information dissemination is the inadequacy of existing extension programs. Some of these programs are conceived without well thought out plans and are prepared in a hurry without the members/farmers whose attitudes are to be changed making any input. Such agricultural information packages can neither sustain the farmers' interest nor effect the desired attitudinal change. Members/Farmers' interests are disregarded even more as most of the agricultural innovations are written and broadcast in English instead of the local language.

When local language is used, emphasis is often on the three major Nigerian languages Hausa, Ibo and Yoruba. These programs are broadcast when farmers are far away in the fields or too tired to listen after the day's toil. A majority of the farmers do not own radio sets.

Well intentioned agricultural programs can be marred by poor implementation and too much bureaucracy. For example, the Cooperative Extension Centre of the University of Agriculture, Makurdi, has a competent corps of subject specialists without adequate funding, facilities and logistic support like visual aids, equipment, transportation and adequate communication channels. As a result, the Centre has not been able to achieve the expected impact on the immediate university community. The present ratio of 1 extension worker to 3,000 farmers is inadequate for effective agricultural information diffusion. The problem is compounded by the paucity of women in extension agents especially in a society where cultural and religious taboos make it impossible for male extension workers to reach women farmers who outnumber male small scale farmers.

Many people in cooperative are ill-prepared for cooperative and cooperative communication job. The emphasis in their training is more on technical proficiency rather than on rhetorical and persuasive skills. Cooperationist trained in this way, is unlikely to make an impact on a conservative member/farmer who is not likely to put his farm inputs to risk by trying the Cooperationist's improved technique. There is real need for cooperative agents training to be relevant to their jobs at the grassroots.

3.5 Definitions of Some Important Concept

General purpose machine, commonly consisting of digital circuitry, that accepts (inputs), stores, manipulates, and generates (outputs) data as numbers, text, graphics, voice, video files, or electrical signals, in accordance with instructions called a program. Application may refer to verbal or written request. Therefore, computer application is simply another word for a computer program or executable file.

The most important benefit of computers is their practicability. A single machine allows students to calculate, to write essays and to search for information while listening to music. For example, Office package includes a spreadsheet program, a word processor and a presentation program. It includes a grammar and spelling check, which simplifies edition. At the same time, the student can listen to music, watch a video, record a CD, or chat with friends. In short, any computer shares the characteristics of a radio, a television, a telephone, a notebook, and a calculator together with tools for organization, for multimedia presentations and for grammatical corrections.

Another benefit of computers is the assistance they provide to students. For example, with the help of a computer, files can be easily organized and adequately separated in folders according to subject. In addition, they can be retrieved by using the computer's search tool. Another example of how they are helpful is the capacity to store a large amount of information. By using the Internet, a student can download a great number of files of different sizes which can be saved on the computer's hard disk. E-books, audiobooks, movies and programs on school subjects can be downloaded and stored for the student benefit.

3.6 Uses of Computer Application to Cooperative Education

There are so many uses for computers application to cooperative education. Some include:

- Research and training
- Word Processing, Graphic Design and Illustration
- Information Processing
- Game design, Creation, and Development
- Scientific analysis use in Project Management
- Training for Office Systems Technology
- Cooperative quantitative techniques and Problem solving
- Various kinds of communication techniques
- Development of Spread Sheets
- Used in segmentation of demographics
- E-business and Internet

Examples and uses of Computer Application

Application	Uses
Standard Office Applications - Main Examples	
Word	E.g. Microsoft Word: Write letters, reports etc
Spreadsheets	E.g. Microsoft Excel; Analyze financial information; calculations; create forecasting models etc
Databases	E.g. Oracle, Microsoft SQL Server, Access; Managing data in many forms, from basic lists (e.g. customer contacts through to complex material (e.g. catalogue)
Presentation software	E.g. Microsoft PowerPoint; make presentations, either directly using a computer screen or data projector. Publish in digital format via email or over the Internet
Desktop publishing	E.g. Adobe Indesign, Quark Express, Microsoft Publisher; produce newsletters, magazines and other complex documents.
Graphics software	E.g. Adobe Photoshop and Illustrator; Macromedia Freehand and Fireworks; create and edit images such as logos, drawings or pictures for use in DTP, web sites or other publications
Specialist Applications - Examples (there are many!)	
Accounting and auditing package	E.g. Sage, Oracle; Manage an organization's accounts including revenues/sales, purchases, bank accounts etc. A wide range of systems is available ranging from basic packages suitable for small businesses through to sophisticated ones aimed at multinational companies.
Computer Aided Design	Computer Aided Design (CAD) is the use of computers to assist the design process. Specialized CAD programs exist for many types of design: architectural, engineering, electronics, products.
Customer and members Relations Management (CMRM)	Software that allows businesses to better understand their customers by collecting and analyzing data on them such as their product preferences, buying habits etc. Often linked to software applications that run call centres and loyalty cards for example.

3.7 Need of Computer to Cooperative Education

1. **Interactive Whiteboards:** The digital whiteboard is an electronic interactive version of the standard dry-erase board, capable of presenting dynamic lessons and connecting to the internet and the computer. It can be a powerful tool to bring interactivity into the classroom. Interactive activities can offer numerous cognitive benefits to the students, since they supplement the typical didactic approach of pure observations with the added component of hands-on "doing." These activities can help with visualization of abstract concepts and can provide an added cognitive dimension by allowing students to view

ideas through motion and music. Furthermore, they are just pure fun and a good way to break up the monotony of a typical lecture. Thus, it is constructive to incorporate interactivity to reinforce and enrich the curriculum.

2. **Statistical Analysis:** learner of cooperative studies should learn to use computers to perform statistical analysis. Computers are important in psychological research, particularly because contemporary psychological research is so statistically intensive. Computers can be used in conjunction with specialty software (such as SPSS and SAS) for processing and analyzing large data sets. Psychological research, in many cases, is focused on studying large populations over long periods of time. But, this can be scaled down for high school students who are attempting to finish smaller research projects that also require the analysis of large data sets. Computers and software technology can be used to help students process data in a speedy and constructive way and can facilitate the learning of social science research techniques and methodologies for future career development.

3. **Architectural Modelling:** Computer software such as 3D Studio Max can be used at the high school level for projects in architectural modelling. It is a professional software package with a lot of easily accessible options, and students can really explore their creativity through various design projects. They can model buildings, design parks or create the interfaces for their own video games. They can even use it to create different animations. This kind of computer software can be used across the curriculum, in art class, in shop class and even in science class, where students can use it to model the human body. The digital and interactive components are sure to create a new level of comprehension for the subject being studied.

Mathematical Software: Computers, together with specialty software such as Mathematical or MatLab can be used effectively to enhance mathematics instruction at the high school level. That kind of software is particularly excellent not just because of its vast functionality but also because of the store of knowledge that the community supporting it possesses. Students who embark on a study of mathematics with the use of these computer applications can easily gain proficiency in the subject, but will also be motivated to further their exploration of mathematics and connect with other students and mathematicians using these tools for their studies and research.

4.0 Conclusion

In conclusion, Communication and information processes within cooperative systems of education needs by members/farmers of

cooperative will enhance further enlighten on knowledge building and acquisition of cooperative studies and management generally of cooperative information dissemination addressed for learners understanding. Computers have become an essential tool for students and without them, academic work would be wearying. The ability to store and execute different programs makes computers extremely practical and helpful for students benefit.

5.0 Summary

This unit has actually discussed Communication processes within cooperative systems. An information need of members/farmers of cooperative is discussed. Furthermore, we enumerate market information needs of cooperative members/farmers; list the problems of cooperative information dissemination that is saddle with cooperative matters for its survival. We also discussed general purpose machine, commonly consisting of digital circuitry, that accepts (inputs), stores, manipulates, and generates (outputs) data as numbers, text, graphics, voice, video files, or electrical signals, in accordance with instructions called a program.

Application may refer to verbal or written request. Therefore, computer application is simply another word for a computer program or executable file.

6.0 Tutor-marked assignments

1. Discuss the Communication processes within cooperative systems? Mention Information needs of members/farmers of cooperative?
2. Enumerate market information needs of cooperative members/farmers? List the problems of cooperative information dissemination?
3. Explain the computer application?
4. List the uses of computer application to cooperative education

7.0 REFERNECES/FURTHER READINGS

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