

LITERACY-ORIENTED FUNCTIONAL EDUCATION PROJECT

(DSPE-C-0045)

FIRST FIELD TEST REPORT:

FUNDACION ECUATORIANA DE DESARROLLO

AND

CREATIVE ASSOCIATES, INC.

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ABSTRACT

The Literacy-Oriented Functional Education (LOFE) Project, (DSPE-C-0045) is a three year effort designed to examine how economic improvement serves as an incentive for adults to achieve new levels of literacy through participation in vocational skills training programs. Through a review of documentation, discussions with LDC practitioners and experts, site visits, and field research, four factors have been explored: economic incentives as defined in a given culture, environmental factors influencing an individual's motivation to acquire new levels of literacy; factors contributing to effective literacy instruction in the context of practical skills training programs; and educational activities which emphasize the perception of economic opportunities and their relation to different levels of literacy.

This case study details activities involved in the design and conduct of field research activities in Ecuador where the first field site was located. The period covered by this report is June, 1980 - June, 1981 with the actual field research having taken place between November, 1980 - June, 1981.

The study first presents a short overview of the three year LOFE Project. Then attention is given to the antecedents of the research with special emphasis on the refinement of the research question, the development of site selection criteria, and the elaboration of a research methodology.

A following section on implementation of the field research describes the processes involved in selecting the LDC subcontractor and translating U.S.-based planning for the research into reality in an LDC setting. The research population is described in detail as are the educational treatment and the methodology as it was applied in five training workshops.

Findings of the research are presented under headings of general literacy level of participants, technical literacy level of participants, and participants' views on specific educational exercises and their relation to immediate economic activities. Tentative conclusions based on the six months of field research tend to support the central hypothesis of the study that educational activities based on the literacy requirements of an individual's immediate economic activity will influence the individuals' motivation to acquire those necessary literacy skills. The case study concludes with implications for the second field site.

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I. Overview of The Literacy-Oriented Functional Education Project

In September, 1979, the Office of Education, Development Support Bureau, United States Agency for International Development (USAID) undertook a three-year project to examine how economic improvement serves as an incentive for adults and out-of-school youth to achieve new levels of literacy through participation in vocational skills training and literacy programs. Through the Literacy-Oriented Functional Education (LOFE) Project, Creative Associates, Inc., the contractor, has designed activities to explore four factors:

- economic incentives as defined in a given culture;
- environmental factors which influence an individual's motivation to acquire new levels of literacy;
- factors which contribute to effective literacy instruction in a practical skills training program; and
- educational activities which emphasize the perception of economic opportunities and their relation to different levels of literacy.

The design of the LOFE Project involves a three-phase approach. During the first phase, September 1979 - May 1980, existing materials and documentation on the four factors noted above were gathered and synthesized. To accomplish this task, Creative Associates staff members interviewed adult education and literacy specialists, and visited literacy and practical skills training centers in Africa, Asia, Latin America, Europe and the United States. The information gathered was used in the preparation of a preliminary state-of-the-art review on economic incentives and literacy motivation. That report culminated with the formulation of a number of research hypotheses for possible testing in LDC situations.

Prior to the inception of field research activities in the second phase of the project, Creative Associates staff discussed possible research hypotheses with LDC adult education and literacy specialists and DS/ED staff. A central research hypothesis and two secondary hypotheses, which are presented in the following section, were refined for testing in two field sites.

In the second phase of the project, which began June 1980, Creative Associates is to conduct two field tests of the research hypotheses with LDC institutions in Latin America and Africa. The first field test, conducted in collaboration with the Fundación Ecuatoriana de Desarrollo from November, 1980 to June, 1981, is the subject of this document. Negotiations for a second site with the Municipality of Tunis and the Mellassine Integrated Development Project are in the final stage.

During the third phase of the LOFE project, which is scheduled for April to August 1982, the findings of the two field tests will be used to revise the state-of-the-art review prepared earlier in the contract. The revised state-of-the-art review will then be disseminated to interested organizations and individuals working in the fields of literacy, adult education and practical skills training.

II. Antecedents of the Research

1. The Research Question

The second phase of the LOFE project is designed as a research activity in which research hypotheses are studied in field settings. The central research hypothesis is the following:

An educational model which emphasizes the individual's perception of economic opportunities and the relationship of those opportunities with different levels of literacy will influence an individual's ability to achieve the new levels of literacy necessary for participation in the economic opportunities.

In addition, two secondary hypotheses were developed for examination in the two field sites. They are:

- An individual's perception of economic opportunities in the immediate environment will influence his/her motivation to acquire new levels of literacy related to those economic opportunities.
- An individual's perception of the economic and social value ascribed to literacy by a society will influence his/her motivation to acquire new levels of literacy.

Through field research activities, Creative Associates, Inc. is to study the relationships among:

- the individual's perception of economic opportunities;
- the individual's perception of the social and economic value ascribed to literacy by a society; and
- an educational treatment introduced into an ongoing vocational skills/literacy training program on the learner's motivation to acquire new levels of literacy related to economic opportunities in the immediate environment.

Key terms in the research are defined as follows:

- perception: an individual's views of his/her world in relation to economic, social and self-identity
- economic incentives: economic goods which the individual desires and which are expected as a result of an action. The expected contribution of literacy to a better quality of life may be a better job, an ability to participate in modernizing sector activities, or the capability to survive in the marketplace among those who are literate and use their literacy to their own advantage.
- social and economic value of literacy: worth ascribed by individuals, institutions, organizations and government to the expected contribution of literacy to a better quality of life
- literacy: skills involved in decoding and encoding written information and symbols accepted by society
- new levels of literacy: level of new skills necessary for performance of specific (economic) tasks
- educational treatment: a pedagogical intervention which emphasizes the individual's perception of economic opportunities and the relationships between those opportunities and different levels of literacy

Of the foregoing, the individual's perception of economic incentives and the social and economic values ascribed to literacy are considered as dependant variables interacting with and being influenced by the independent variable, the educational treatment.

With respect to these factors, Creative Associates, Inc. decided to concentrate its research efforts on the following questions during the first field site research.

1. How does an individual in a skills training program perceive of economic incentives related to the skills training he/she is receiving?
2. How does the economic and social value ascribed to literacy by a society (individuals, institutions, organizations and government) influence an individual's motivation to acquire new levels of literacy?
3. How does the perception of an economic opportunity motivate an individual to acquire new levels of literacy?

4. What influence does the educational treatment have upon an individual's motivation to acquire new levels of literacy?

2. The Research Setting

During the planning for the second phase of the LOFE project, Creative Associates staff and the DS/ED Project Monitor developed a set of criteria for the selection of the two prospective LDC sub-contractors to be engaged for the conduct of the field research required under the contract. These criteria were:

- that the subcontracting organization be involved in practical skills training programs for cash/income generation;
- that programs have an existing literacy component and instructional materials related to skills training;
- that instruction be conducted in the official language of the country;
- that programs not be scheduled at times which exclude participation because of "normal" working hours;
- that the sponsoring organization should possess demonstrated evaluation capacities or willingness to have staff trained in evaluation;
- that USAID-funded programs be given preference;
- that programs have clearly stated goals and objectives; and
- that program participants be of the active work force age range, include both sexes, and should have basic literacy skills (preferably 1-3 years of schooling).

3. The Research Methodology

Philosophical Orientations of the Research

During the first phase of the LOFE contract, Creative Associates proposed that the research hypotheses and research strategy be developed with the following points as guiding principles:

- research should be undertaken in full collaboration with local researchers and literacy/vocational skills specialists;

- research should be undertaken only when its purposes and technical design are understood by the collaborating local researchers;
- research should respond to the priorities and interests of local researchers and policy planners;
- research efforts should not jeopardize the program or the personal interests of local officials and researchers;
- research efforts should not disrupt organizational goals; specifically, any use of control groups should not require suspension or delay of any planned interventions with those groups;
- research treatments should be responsive to learner needs and should be integrated into the ongoing program;
- whenever possible, research should be carried out by local researchers.

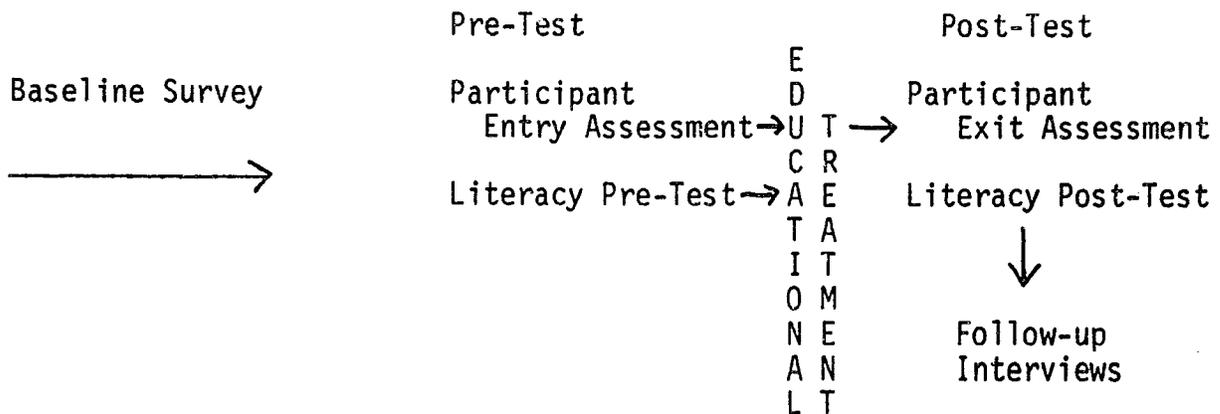
With these philosophical issues in mind, Creative Associates developed a tentative research design and an educational treatment for discussion with the collaborating organization. At the same time, the above criteria were developed for the selection of a collaborating organization and the research population.

The Research Design

The research design proposed by Creative Associates, Inc. for use in the field tests is that of a pre-test/post-test format, thus allowing for measurement of the impact of an educational treatment designed especially for the research. It was felt that such a design, although far from being experimental, would accommodate a wide range of philosophical and logistical issues.

The research design is depicted graphically on the next page*

* A set of the research instruments, in Spanish, is attached to this case study as Annex II. The copies which are attached were those used in the first workshop (La Union Poultry Co-operative).



The research instruments described below were developed in prototype for discussion with prospective sub-contractors. Modification was anticipated, especially in the case of the literacy pre- and post- tests where the graded reading materials would change according to the educational background of the participants.* In the same vein, the specific technical content of the reading comprehension exercise would change according to the economic activity of workshop participants. In both of the foregoing instances, it was agreed that the sub-contractors would be responsible for these modifications.

Baseline Survey

The baseline survey was designed to provide data on the social and economic context in which the literacy training (and research) were to take place. In gathering the necessary data, it was felt that the collaborating organization and Creative Associates would have access to:

- past participants in the collaborating organization's training programs;
- prospective program participants; and
- secondary data sources.

A baseline questionnaire, designed by the collaborating organization, was to be administered to prospective program participants two weeks prior to specific training activities. During the same visits, contact was to

* This was not found to be necessary.

be made with former participants to seek their evaluative comments on the appropriateness of past programs.

Secondary data sources to be accessed during the field research included:

- literacy statistics and adult education reports issued by the National government;
- documents issued by public and private sector institutions engaged in vocational training and literacy in the chosen country; and
- reports and research findings already compiled by the collaborating organization or its sponsoring agency.

Participant Entry Assessment

The research design requires the measurement of the entry level of program participants in two areas: literacy skills and knowledge in the technical content area(s) to be presented during the training. Research instruments designed to assess participant entry level in these two areas were:

- a literacy pre-test using graded reading materials and appropriate technical content material to measure reading ability and interpretation skills; and
- a participant entry level questionnaire designed to collect data on reasons for participation, expectations and learning needs, and perceived uses to which the new learning might be put.

Both instruments were designed to be administered by staff of the collaborating organization.

Participant Exit Assessment

Research instruments were designed to assess:

- increases in specific literacy skills;
- increased awareness of the linkages between a specific economic activity and the literacy skills required for fuller participation in that activity; and
- changes in participants' perceptions of the ways in which new literacy skills may be used in their current economic activities.

Creative Associates designed three research instruments to be used in assessing the foregoing:

- a literacy post-test using graded reading materials and appropriate technical content material to assess specific increases in literacy skills;
- a participant exit questionnaire designed to assess participant expectations, to identify new learning and information needs, to ascertain views on usefulness of training and to clarify participants' views on their role as an information source for the community; and
- a follow-up questionnaire on the applicability of the training, to be administered at the appropriate time to program participants on the applicability of the training.

The Educational Treatment

The educational treatment, as proposed by Creative Associates to LOFE sub-contracting organizations, was developed with two major objectives:

1. to aid the collaborating organization in incorporating state-of-the-art instructional techniques into their current adult education activities; and
2. to introduce content and activities which permit program participants the opportunity to study the link between immediate economic activities and the application of specific literacy skills to those activities.

The following description of the educational treatment reflects both objectives as well as the necessary role of the collaborating organization in the further refinement of the educational treatment and its application in their training programs.

The activities involved in the educational treatment were to introduce:

- formative evaluation procedures for internal monitoring of increased participant involvement, greater use of diverse teaching methods by instructors and effective introduction and conduct of learning activities by instructors;

- investigation procedures for establishing relevant instructional content through which economic opportunities and the literacy skills needed for participation in those opportunities could be identified;
- a procedure through which instructional materials could be analyzed, revised and augmented by the instructors;
- staff training in a variety of instructional techniques; and
- pre- and post-testing procedures through which immediate participant progress could be measured.

In each field site, the content of the treatment is to focus on the economic gains/savings to be achieved through the application of specific literacy skills relevant to economic opportunities in the immediate environment. Instructional methods and materials are to be structured to ensure the learner's personal involvement in the exploration of economic opportunities. The learner is to (1) assess specific economic opportunities; (2) understand what skills are needed to participate in these opportunities; and (3) understand the capacities to perform the skills required for participation.

As specified in the LOFE contract, Creative Associates is to introduce the educational treatment into ongoing courses offered by two selected sub-contractors in two LDCs. Throughout the evolution of its thinking on the proposed educational treatment, Creative Associates has proposed that two elements are crucial in increasing the learners' motivation to acquire new levels of literacy:

- an emphasis in each of the activities on learner involvement in the exploration of economic opportunities; and
- the learners' exploration and identification of the specific literacy skills to participate in these activities.

The proposed instructional treatment thus constitutes Creative Associates' understanding of what is required to aid the learner in making the connections between immediate economic opportunities and resultant gains and, the levels of literacy required to participate in these opportunities.

III. Implementation of the Field Research

In this section, discussion centers on the implementation of the field research and the activities which were completed in order to translate the antecedents of the research into action at the field level in Ecuador.

Consideration is given to:

- the selection of the Fundación Ecuatoriana de Desarrollo (FED) as the sub-contractor for the first field test under the LOFE project;
- the adaptation of the research questions and research design to sub-contractor needs, interests and priorities;
- the actual research setting within the context of FED's training programs; and
- the conduct of the research within selected FED training programs.

1. Selection of First Site Subcontractor

During the first phase of the LOFE project, Creative Associates and DS/ED identified a number of countries for possible field sites. In some instances, prospective field sites were visited and the LOFE project was discussed with LDC institutions. In each instance, the criteria developed for site selection were used to narrow the range of possibilities.

In July, 1980, Creative Associates staff visited several sites in Ecuador. Discussions were initiated with the Fundación Ecuatoriana de Desarrollo (FED), a private voluntary agency engaged in practical skills training programs for rural Ecuadorians. Visits were made to FED training sites and current and past training activities were examined and discussed at length.

In August, 1980, a formal invitation was extended by DS/ED and Creative Associates to FED to be the subcontractor for the first field test site under the LOFE Project. Between August and October, Creative Associates and FED agreed upon a work plan and site start-up activities were scheduled for November, 1980.

2. Discussion of the Research Questions

The central research hypothesis and the secondary hypotheses were the topic of discussion with FED managerial and training staff during the July, 1980 visit to Ecuador. At that time, FED staff indicated that the basic principles underlying the research were in agreement with their organizational philosophy and existing training programs and that the research question was germane to their programs.

A major point of discussion in the first meetings centered around the use of the word "literacy" in the written documentation provided by Creative Associates and FED's reluctance to refer to their training

activities as "literacy." Creative Associates staff stressed that the proposed research was not on "traditionally conceived-of-literacy" but rather on the "new levels of information/instruction" necessary for an individual's fuller participation in an immediate economic activity. Thus, a first task had become the operationalization of terms on a level meaningful to the Ecuadorian subcontractor. As Creative Associates and FED developed the work plan for the first site (August - October, 1980) attention was given to providing a structure that would allow for continuing input from the subcontractor on the evolution of the research question.

In November, 1980, FED and Creative Associates held their first joint training activity, a workshop focusing on the further development of FED's evaluation and research capabilities. At the same time, the research question was refined with agreement reached on the central and secondary hypotheses. The research methodology was discussed and a tentative selection of the training workshops in which the research was to take place was made. Discussion also centered on the application of the proposed educational model in FED's training activities with FED offering major suggestions on the desired direction and specific content of the educational model.

3. The Research Setting

From January through May, 1981, FED carried out research for the LOFE Project in five distinct workshops designed for the beneficiaries of its programs who live in rural areas. Four of the workshops took place in the northwest of the country, in Pichincha Province, with the remaining workshop held in Chimborazo Province, in the central part of the country.

The technical team for the five workshops was composed of FED personnel and specialists from other institutions. Four of the activities had their base at Finca Lourdes, located in Santa Elena, Pichincha Province, where FED maintains a training center. Two of the workshops took place in the training center at Finca Lourdes with FED training staff travelling to other sites. Finca Lourdes is the headquarters for the Northwest Cooperative for Community Development which was established in 1973 and now includes some 700 members, all of whom are involved in agriculture or livestock raising. FED has, through the years, used Finca Lourdes as the center for its training activities.

The Workshops:

From the various beneficiaries of its already existing programs, FED selected five groups to participate in training activities designed to test LOFE Project research hypotheses:

- Grupo Avícola La Unión (La Union Poultry Cooperative), Pacto;
- Cooperativa de Desarrollo Comunal Noroccidente (Northwest Cooperative for Community Development), Santa Elena;
- Vecinos de la Comunidad dedicadas a la Ganaderia (Community Cattle Raising Group), La Perla;
- Asociación de Comunas de la Provincia del Chimborazo (Commune Association of the Province of Chimborazo), San Antonio de Chacaza; and
- Asociación de Ganaderos (Cattle Raisers' Association), Santa Elena.

The selection of the five groups was based on a number of criteria, all of which focused on the desire that the groups chosen facilitate the observation of a number of variables and factors. Special attention centered on efforts to observe the relationships between participants' perceptions of a specific economic activity and their motivation to acquire the necessary new levels of instruction for fuller participation in those activities.

For these reasons, already existing groups engaged in a specific economic activity were preferable. The existence of basic literacy and numerary skills was a second requisite. An additional criterion for selection was an expressed interest, on the part of the groups, in participating in a training course.

A description of each of the five groups follows:

First Workshop: La Unión Poultry Cooperative, Pacto:
 This group was established six months prior to the training workshop with assistance from FED. The cooperative is engaged in raising laying hens and had constructed a laying house prior to the workshop. The laying house as well as all other cooperative business is administered directly by the 12 members of the cooperative.

Second Workshop: The Northwest Community Development Cooperative, Santa Elena:
 This 700 member cooperative was founded in 1973 as a savings and loan association for its members. Since

1977, the cooperative has received technical assistance from FED, especially in the management of Finca Lourdes, the co-op's model farm in Santa Elena. Finca Lourdes, as a functioning farm, is oriented toward the production and sale of cheese and dairy products. The upgrading of dairy cattle through breeding and feeding practices and pork and guinea pig raising are activities of a smaller scale at the farm.

Third Workshop: Cattle raisers, La Perla:

The third workshop was for a group of neighbors in the La Perla area who are engaged, at an individual level, in cattle raising activities. Although the La Perla participants were not organized into an incorporated group, the group had specifically requested the training. FED concurred that the economic activity was at a level such that training in accounting and administration was appropriate.

Fourth Workshop: Commune Association of the Province of Chimborazo, San Antonio de Chacaza:

This workshop was designed for participants from various "communas" of San Antonio de Chacaza, all of whom are members of the larger association. The association was created to stimulate increased agricultural production and has included technical assistance from FED in the development of a credit system for members.

Fifth Workshop: Cattle Raisers' Association, Santa Elena:

Organizational efforts with this group began in 1980 with the major objective being that of assisting the members with the upgrading of their herds. FED has collaborated with the association since the beginning of the organizational process on legal, financial and technical issues.

Seventy-eight (78) individuals participated in the five workshops. Of the 78 participants who began the workshop, 70 completed the sixty-hour offering. Participation was as follows:

	Entry	Exit
First Workshop -	13 participants	13
Second Workshop -	13 participants	12
Third Workshop -	18 participants	18
Fourth Workshop -	17 participants	17
Fifth Workshop -	17 participants	10
	<hr/>	<hr/>
Total	78	Total 70

As the workshops were open to attendance by individuals other than members of established or formalized groups, the workshops were characterized by situations such as the following:

- a) Of the 13 participants in the first workshop, 11 were members of the La Unión Poultry Cooperative and two were members of the Pacto community with an interest in the workshop topics;
- b) The second workshop was planned expressly for the Board of Directors of the Northwest Community Development Cooperative, who, on different occasions, had voiced an interest in training in management and accounting. Although the date and schedule of the workshop had been established and the actual workshop organized, none of the Board attended. In their places they sent family members. As a result, only three of the workshop participants were active members of the cooperative.
- c) The fifth workshop was begun with 17 members of the Cattle Raiser's Association in attendance. Due to scheduling problems, only 10 participants completed the workshop.

The technical content of each workshop was determined on the basis of each group's existing economic activity. Technical content was presented by either a FED specialist, or by an expert from the Ministry of Agriculture or from SECAP (Servicio Ecuatoriano de Capacitación).

The specific technical content areas for the five workshops were as follows:

- La Unión Poultry Cooperative, Pacto - poultry raising
- Northwest Community Development Cooperative, Sta Elena - management of cooperatives
- Cattle Raisers' Group, La Perla - cattle raising
- Commune Association, San Antonio de Chacaza - agriculture
- Cattle Raisers' Associations, Sta Elena - cattle raising

The specific technical content of each of the workshops, i.e., the presentations on poultry raising, animal husbandry, etc., were made by a number of outside technicians recruited by FED from either SECAP or the Ministry of Agriculture. In most cases, the technicians came to the training workshops only for the specific times of their presentations. An attempt was made to incorporate them more fully in the preparation for each of the workshops, but their own work schedules preclude this ideal approach to workshop planning. In the case of the LA Union Poultry group's workshop, this integration was a greater success, as the technician came to the training area for planning sessions, walked through the participatory methodology used in the workshop in general, and adapted his teaching materials to the specific interests and educational level of participants.

For these reasons, it was difficult to incorporate literacy and numeracy activities into the actual technical presentations. FED staff made every effort to relate the technical presentations to the literacy and numeracy activities which were concentrated in their "standard course" in small business management/administration which constituted about 30 hours of the total 60 hours of each workshop. FED's "standard course" emphasized project management, marketing of products and basic accounting principles.

Each of the topic areas/components of the standard course included literacy and numeracy activities, and employed a participatory approach to the development of the materials used. The materials developed by FED staff in their portion of the training workshops were, at best, evolutionary in nature. Literacy levels varied from workshop to workshop. Basic materials took into account the change in workshop themes and the basic economic activity of each of the groups.

Workshop schedules varied considerable. For example, the first and third workshops were held four hours each evening over a three-week period. The other three workshops were scheduled during a one-week

period with work sessions in the mornings, afternoons and evenings. With the latter scheduling, it was possible to continue an activity into a subsequent session without loss of participants, and interest, whereas the scheduling in the former required that each activity be completed prior to adjourning.

The Participants

The baseline and entry level questionnaires provided the following data on the 78 participants in the five workshops.

1. The majority of the participants were men (81%) with only limited participation by women. A notable exception was the workshop for the La Union Poultry Cooperation in which 46% of the participants were women. (see Table A, Annex I)
2. The majority of the participants (50) were between 15 and 35 years old (64%). Of these 50 participants 32 (64%) were between 15 and 25 years of age and 18 (36%) were between 26 and 35. It is worth noting that the second workshop had the largest number of participants under 25 (77%). As mentioned earlier, those in attendance at this workshop were the families of members of the Board of Directors of the Northwest Community Development Cooperative. (see Table B, Annex I)
3. Forty-four (56%) of the participants were married while 34 (44%) were single. The majority of the participants in the

first workshop (85%) and the fourth workshop (82%) were married (see Table C, Annex I).

4. As could be expected, the majority (81%) of the participants in all of the workshops were engaged in occupations related to agriculture or animal husbandry. The remaining 19% were involved in artisan or commercial activities (see Table H, Annex I).
5. The northwestern zone of Pichincha Province is known as a region which was recently colonized (1960's) by individuals native to other regions of the country or other areas of Pichincha. In analyzing the origins of the 61 participants in the Pichincha workshops, 33% were from provinces other than Pichincha. In contrast, all 17 of the participants in the Chimborazo workshop were native to the immediate area.
6. Of the 78 participants in the five workshops, 62% lived in the same village where the training took place, with 38% of the participants being obliged to travel to the training areas each day. It is interesting to note that in the second workshop where participation was by the families of the Board of Directors of the cooperative, 70% of those attending were lodged throughout the week at Finca Lourdes (see Table E, Annex I).
7. In addition to the foregoing factors which highlight the heterogeneity of the workshop participants, 74% reported that they had finished primary school. Twelve percent (12%) reported some level of secondary schooling with 5% claiming a level of technical instruction. Nine percent (9%) replied that they had participated in literacy classes. All of the latter were participants in the Chimborazo workshop (see Table F, Annex I).
8. Almost 50% of the participants had attended training workshops and courses in the past (see Table G, Annex I).

4. Application of the Research Methodology

The research instruments described on pages 5 to 7 of this report were administered in each of the five workshops conducted by FED in which LOFE research hypotheses were tested. Over the course of the six month period, minor changes in the wording of the instruments were necessary as were modifications in the ways the instruments were administered. This section of the report describes those modifications and provides the rationale for those changes which were made by the sub-contractor.

Baseline Survey: The baseline survey questionnaire was designed to be administered to prospective participants two weeks prior to each of the five workshops. FED found this arrangement to be problematic, both in terms of time and resources. For these reasons, the decision was made to administer the baseline survey questionnaire during the first day of each workshop. The sub-contractor found that this variation proved to be efficient as it provided socio-economic and demographic data only on those in attendance at the workshop.

In subsequent workshops, FED further collapsed the baseline questionnaire to avoid what it perceived as duplication of questions with some of the questions in the entry level questionnaire.

Entry Level Questionnaire: The entry level questionnaire was initially administered immediately after the opening session of each workshop. When the subcontractor administered the baseline questionnaire at the same time, problems arose due to similarity in questions. This was dealt with by collapsing the baseline questionnaire and administering the two in the form of a dialogue rather than a traditional interviewer-interviewee relationship. The sub-contractor found an increased level of acceptance of the interviewing process as well as the questions posed when the new format was employed.

Literacy Pre-Test: The word recognition and comprehension components of the literacy pre-test were administered as designed in each of the five workshops. Difficulties which were experienced centered on participants' lack of confidence when asked to read a passage aloud. In order not to impact on the readers' confidence, researchers were careful to record their evaluations in an unobtrusive fashion. As noted earlier, it was foreseen that the accounting subject matter of the comprehension exercise would change according to the technical content of each of the five workshops.

FED found that administering the entry level questionnaires and literacy pre-test took, on the average, 20 minutes for each participant. Two instructors interviewed and tested participants while a third did a group dynamics exercise which was repeated so that all participants could benefit from the exercise.

Literacy Post-Test: Initially, the word recognition exercise was administered to participants as they finished the exit questionnaire. The test was administered to participants separately by two instructors and one trainer. The reading comprehension (technical content) exercise was administered as part of the last accounting exercise. Participants were allowed to take as much time as each felt necessary with explanations often being needed.

Exit Level Questionnaire: The exit level questionnaire was designed to be administered verbally by FED staff or self-administered. Sub-contractor staff attempted the self-administered approach only to encounter resistance on the part of program participants and resultant difficulties. The questionnaire was then administered through a dialogue format, a decision which met with success in subsequent workshops.

The total number of each of the research instruments administered during the sub-contract are as follows:

Entry Level Questionnaire	78
Literacy Pre-Test	
Word Recognition	78
Technical Content	78
Literacy Post-Test	
Word Recognition	70
Technical Content	70
Exit Questionnaire	70

In the section which follows, the discussion turns to the educational treatment incorporated into FED's training programs for purposes of the research.

5. The Educational Treatment

The educational treatment as proposed by Creative Associates was structured around participatory instructional methodologies through which the instructor and the participants worked jointly on the design and development of specific educational activities.

The learners were at the same time both object and subject of educational activities focused on:

- the enhancement of the learner's self-concept;
- an analysis of immediate economic opportunities;
- identification of the literacy levels required for participation in the immediate economic opportunities under study; and
- the increased initiative, participation and use of individual and collective resources.

Workshop sessions were planned to give each participant the opportunity to immediately apply the technical content presented, to develop action strategies and to exercise leadership roles and behaviors. The technical content of the training was integrated with specific literacy or "instruction" exercises. Once existing economic opportunities had been explored, learner motivation was not concentrated on production per se, but it was directed toward the acquisition of the necessary "technical" literacy skills to implement the newly presented technical content. Formative evaluation measures were closely linked with all offerings so that the training was easily adapted to the realities of each workshop group.

In the paragraphs which follow, a description is presented of each of the major literacy-related activities incorporated into the training as conducted by FED. As FED was asked to make necessary modifications in the exercises to accommodate differences in the five workshop groups, a description of those modifications is also offered at this point.

a) Group History Exercise:

The objective of this exercise was to assist each group in identifying its antecedents and the processes involved in its formation and the ongoing pursuit of an immediate economic activity.

Description: The first phase of the activity consisted of

a small group activity in which each sub-group explained graphically or pictorially its version of the history of the larger group. Then, each sub-group analyzed the process it used in arriving at its version of the history. In doing so, participants developed a better understanding of group processes and communications, of the role of collaboration in their common economic activity, and of leadership and utilization of group resources.

The exercise, which took place at the beginning of each workshop, provided training staff with information which proved valuable in comparing and evaluating learner performance and attitudes at other points in the workshop, especially with respect to the development of planning skills and decision making approaches and the use of group resources to solve problems related to the immediate economic activity.

Modification Over the Five Workshops: This exercise was not modified over the five workshops, especially as it was designed to be the initial activity in which group characteristics were identified. Only once was the activity scheduled later in the training workshop. In that instance, the exercise was delayed so that the technical content trainer could learn more about the functioning of the group in order to incorporate that information into his planning.

b) Personal Image Exercise:

This exercise encouraged each participant to examine his/her self-image and identify the individual strengths and skills which they brought to the group's economic activity.

Description: All participants were given a card with a series of questions related to their personal skills and interests. Trainers explained the questions and asked each person to respond to the questions noting that the responses were not to be shared with the larger group. FED's trainers were to stress self-confidence, introspection, and the need to establish personal objectives and goals in their discussion.

Later in the workshop and after a period of intensive participation, participants were to return to their initial responses and change their answers if they felt they had grown personally during the workshop.

Application over the Five Workshops: In some workshops, FED training staff deemed the exercise of lesser importance than technical content exercises and thus omitted it.

c) Key Words Exercise:

The objective of this exercise was to give participants the opportunity to exercise literacy skills (both reading and writing) in connection with the specific technical content offered in the training sessions.

Description: Each participant was given a card which contained a key word from the accounting or administrative vocabulary. Each individual was to explain, in writing, the significance or specific uses of the word in relation to their immediate economic activity. After completing the exercise, each participant read what he or she had written and the larger group then discussed each individual's response. To assure that the vocabulary presented was internalized and applied, trainers returned to the exercise frequently during the workshop sessions.

Application over the Five Workshops: This exercise had been designed to reinforce and increase participants' technical vocabulary in administration through written and verbal exercises as well as the exchange of cards among participants. FED eventually eliminated the exchange portion of the exercise and concentrated on the more active use of the vocabulary while stressing its technical significance.

d) Sectorial Confrontation Exercise:

The objective of this exercise was to encourage group members to present and discuss the image they had of the group and the image the group had of other organizations and individuals with whom it interacted in its economic activity. The exercise was designed so that the group could clarify its own goals as well as identify and clarify its expectations of other groups and individuals.

Description: Individual questions on the group's role were distributed to small groups, each of which was asked with responding to the particular question. Each sub-group developed their responses which were shared in plenary. The small group work was to emphasize both reading and writing skills.

Application over the Five Groups: Although writing skills were to be stressed in this exercise, FED found the time needed by most participants to complete the exercise to be a major constraint. For that reason, FED decided that each subgroup should present the results of their discussions in a dramatization. FED observed that this change in format fostered greater motivation and participation on the part of those attending the workshops.

e) Role Playing Exercise

This exercise sought to provide participants with the opportunity to apply the new knowledge and skills acquired in the workshop to the resolution of simulated real life situations related to the group's economic activity.

Each sub-group was presented with role descriptions which they first discussed within the smaller group. Then, with one person taking the role as defined and decided upon by the sub-group, the work related situation was acted out with the entire group joining in the discussion.

Application over the Five Workshops: This exercise was used as planned in all five workshops to encourage groups to examine and practice problem solving in a group setting. In the second and third training workshops, participants wrote out their solutions and then read them. In the first, fourth and fifth, each situation was presented in the role-played settings as the exercise had been planned.

IV. Findings *

This section of the First Field Test report presents an analysis of the data collected by FED during the five workshops. Data sources included:

- literacy pre- and post-tests;
- entry and exit questionnaires;
- evaluations of educational activities;
- trainers' diaries and daily observation sheets; and
- notes from staff briefings and debriefings.

The analysis of the data is presented in three parts. The first discusses participants' self-reported and tested levels of "general" literacy, both before and after the 60-hour courses. The second analysis deals with participants' technical literacy skills in relation to their current economic activity. In the final section, data is presented on participants' opinions on specific educational activities included in the training and their relationship and usefulness in relation to immediate economic activities.

All data is presented in composite tables which cover all five workshops. The variance in the totals between tables ranges from 78 respondents who completed the pre-tests and the entry level questionnaire to 70 for the post-tests and the exit level questionnaire.

1. General Literacy Level of Participants

In this section, an analysis is offered of participants' general literacy level, i.e. the ability to read material written at a specific grade level (grade 4), a level widely accepted as a measure of functional literacy. In order to verify the literacy levels of workshop participants, FED studied both reading ability and comprehension of technical content through pre- and post-tests. In addition, FED closely monitored participant performance in a number of educational activities which emphasized the active use of literacy skills.

* Raw data collected during the research was analyzed by FED and retained in their possession for future use. The presentation in this section of the report is based on FED's in-depth reporting to Creative Associates on each workshop.

The pre-and post-tests each consisted of two parts: a test of word recognition skills and an evaluation of participants' "store of knowledge" in the area of project management and accounting. The former consisted of a paragraph on the advantages of co-operative membership. The reading material used was written at fourth grade level and had been tested* among a population with an educational level similar to that of FED clientele. A similar reading exercise, also written at fourth grade level, was used in the post-test. Both pre- and post-test reading exercises were administered in the same fashion. Each participant was asked to read the passage aloud while a trainer recorded the number of errors made in word recognition. Tables 1 and 2 present the data from the two reading tests.

TABLE 1
WORD RECOGNITION SKILLS
(PRE-TEST/BY WORKSHOP)

Workshop Levels	First		Second		Third		Fourth		Fifth		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very Good	3	23.1	5	38	3	16	5	29	6	35	22	28
Good	7	53.8	6	46	12	68	3	18	3	17.6	31	40
Average	2	15.4	1	8	3	16	3	18	3	17.6	12	15
Below Average	1	7.7	-	-	-	-	4	23	2	12.2	7	9
No Response	-	-	1	8	-	-	2	12	3	17.6	6	8
TOTAL	13	100	13	100	18	100	17	100	17	100	78	100

Note: Very Good (no errors)
Good (1 to 3 errors)
Average (4 to 6 errors)
Below Average (7 to 10 errors)

* The material used had been developed by World Neighbors, Inc. for use among Guatemalan campesinos.

TABLE 2
WORD RECOGNITION SKILLS
(POST-TEST / BY WORKSHOP)

Workshop Levels	First		Second		Third		Fourth		Fifth		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very Good	5	38.5	8	66.6	6	33.3	7	41	5	50	31	44
Good	6	46.1	4	33.4	11	59.2	3	18	4	40	28	40
Average	1	7.7	-	--	--	7.5	5	29	1	10	8	12
Below Average	1	7.7	-	--	--	-	-	-	--	-	1	1
No Response	-	-	-	--	--	-	2	12	-	--	2	3
Total	13	100	12	100	18	100	17	100	10	100	70	100

Note: Very Good (no errors)
 Good (1 to 3 errors)
 Average (4 to 6 errors)
 Below Average (7 to 10 errors)

Tables 1 and 2 deal with the tested reading ability (word recognition skills) of participants on the pre- and post-tests. Table 1 indicates that 68% of the participants could read the graded reading passage (written at a fourth grade level) with facility (very good, 28%, good, 40%). Fifteen percent (15%) had difficulty ("average"), while 9% read poorly. Eight percent of those tested did not respond for reasons of "could not read," "was too nervous to read," or "had great difficulty with the reading."

In comparing pre-test data with post-test data (the later was also written at fourth grade level), one finds an increase of 16% among those participants falling into the "very good" (44%) or "good" (40%) categories. On the post-test, only four percent (4%) of the total number of participants were in the "below average" or "no response" categories, as compared to 17% in the same categories on the pre-test.

In examining participants' levels of literacy skills in specific workshops, it was observed that participants in the fourth workshop (Chimborazo Province) had greater difficulty with the reading tests: 41% were found to be in "average" or "no response" categories. This performance appears to be related to the generally lower level of schooling among the group and the fact that Spanish was the second language for most. (Only 65% had attended primary school with the remaining 35% having attended literacy classes. See Table F, Demographic Data).

Each group showed an improvement in their collective performance on the literacy post-test, with the increase being the greatest in the fifth workshop (50%). In the post-test administered to the second training group (which was the youngest group), 100% of the participants scored in the "very good" or "good" categories.

According to data taken from trainers' diaries, it was found that participants were observed to exhibit a greater sense of self-confidence when asked to read the paragraphs included in the literacy post test in comparison with their performance on the pre-test reading exercises. In general, FED staff felt that this increase in reading facility was attributable to the participatory training methodologies which they felt had contributed to increased self-confidence among certain participants and the daily use of reading skills during the workshops.

Through the "Sectorial Confrontation Exercise" and "Key Words Exercise," as well as the "Role Play/Simulation Exercise," participants were frequently called upon to use their reading and writing skills in responding to questions, synthesizing information, and presenting that information in plenary sessions. In the "Key Words Exercise" in particular, participants were given the opportunity to individually practice their writing and vocabulary skills. After using the key words in sentences, each participant read their sentences to the group. The five groups were, in general, able to assimilate new vocabulary quickly and use it appropriately in this exercise.

Writing exercises were not easy for participants in the five workshops. Usually, such exercises took more time than expected. A close examination of the cards used in the "Key Words Exercise" shows a high degree of heterogeneity in writing abilities across the groups. Sentence construction and orthography varied directly with the participants' levels of schooling. Participants with secondary schooling were able to express themselves with greater clarity and precision, while these characteristics were less obvious among those who had only primary schooling or among those who had participated in literacy classes. In summary, the sentences written by all participants in this exercise were simple in nature, were often grammatically incorrect and contained spelling mistakes.

In addition to providing an opportunity to use reading and writing skills, training activities contributed to increasing individual and group initiative in accessing information and problem solving. With this goal in mind, exercises were designed and implemented in which real life situations were presented and discussed with participants proposing alternative solutions. Small group work focused on the larger group's immediate economic activity. The elaboration of written work plans and the exposition of those plans in plenary sessions provided participants with the opportunity to familiarize themselves with the vocabulary associated with their business and project administration, with planning issues related to their economic activity, and with the 'verbal savvy' so necessary to the process of many business undertakings.

2. Technical Literacy Level of Participants

In the literacy pre-test, each participant's level of technical literacy, especially that related to the administration of their specific economic activity, was evaluated. Participants were asked to look over a sample page from a business ledger book and respond to a set of questions in which they were to identify the different parts of the page. By contrast, in the post-test, participants were given a list of information including receipts and expenditures and asked to enter that information into the appropriate columns and to perform the necessary mathematical operations. This latter exercise included information directly related to the economic activity of each group: poultry raising, management of cooperatives, cattle raising and/or agriculture.

TABLE 3
CAPABILITY OF PARTICIPANTS TO RECOGNIZE AND EXPLAIN TECHNICAL CONTENT
(PRE-TEST/BY WORKSHOP)

Workshop Capability	First		Second		Third		Fourth		Fifth		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Identified and explained correctly	7	53.8	7	54	-	-	6	45.8	7	41	27	35%
2. Identified correctly but explained incorrectly	1	7	-	-	4	22.2	4	23.5	1	6	10	13
3. Identified incorrectly and explained incorrectly	3	23	5	38	14	77.8	3	17.2	2	12	27	35
4. Did not know	2	15.2	-	--	--	--	4	23.5	1	6	7	9
5. No response	-	--	1	8	-	--	-	--	6	35	7	9
Total	13	100	13	100	18	100	17	100	17	100	78	100

In Table 3, data on participants' ability to identify and explain the technical content items contained in the literacy pre-test are presented. Of the 78 participants who began the training workshops, 35% correctly identified and explained the elements of the page from the accounting book. Thirteen percent (13%) could identify the elements of the page, but could not correctly identify the specific content, while 53% of those tested appeared to have no knowledge whatsoever of the material.

It is worth noting that in the third workshop, all participants experienced difficulty with this portion of the pre-test, which could perhaps be related to the fact that the group had yet to set up the books for its activity (each person was still engaged in cattle raising on an individual level and not as a cooperative). It appears, though, that the members of the group were aware of the need for knowledge of accounting as they had specifically requested such training from FED.

Table 4 presents data on participants' ability to apply the technical content presented during the course of the workshop. Fifty nine percent (59%) of the participants tested performed well: 15% completed the exercise without error while 44% had between one and three errors. In the third workshop in particular, it was observed that well over 50% of the participants fell in the categories of "very good" or "good" on the post-test. In the first workshop, there was no noticeable increase in the ability of the participants in regard to their technical literacy. An examination of the trainers' diaries for the first workshop showed by and large that errors made on this portion of the post-test during that workshop were not informational, but rather mathematical in nature.

TABLE 4
TECHNICAL LITERACY SKILLS
(POST-TEST/BY WORKSHOP)

Workshop Level of Skills	First		Second		Third		Fourth		Fifth		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very Good	1	7.7	2	26.6	2	11.3	5	29.0	1	10	11	15
Good	5	38.5	7	58.4	7	38.8	7	50.7	5	50	31	44
Average	2	15.3	-	-	3	16.6	3	17.2	2	20	10	14
Below Average	5	38.5	3	25.0	6	33.3	-	-	-	-	14	20
No Response	-	-	-	-	-	-	2	13.1	2	20	4	5
Total	13	100	12	100	18	100	17	100	10	100	70	100

Note: Very Good (no errors)
Good (1 to 3 errors)
Average (4 to 6 errors)
Below Average (7 to 10 errors)

3. Participants' Views on Specific Educational Exercises and Their Relation to Immediate Economic Activities

In addition to studying general literacy levels and increases in technical literacy skills related to participants' economic activities, FED examined participants' motivation to attend the workshops, their preferences in the activities presented, and what participants found useful and of immediate applicability to their current economic activities. In short, the objective in this part of the research was to ascertain which kinds of activities and what content was perceived by participants to be of assistance to them in acquiring the new levels of literacy needed in their daily work.

Table 5 below indicates participants' responses to a question regarding which exercises they had found most useful. The data depicted in the table resulted from a question posed in the exit questionnaire to which participants could offer a multiple response. For this reason, the total number of responses is presented rather than the number of participants responding. The data shows that participants found the technical content exercises to be most useful to them in their work (44 responses of a total of 143). The "group history exercise" followed with 31 responses, then the "key words exercise" (26) and the "role play" (21). Participants' selection of the technical content exercises as those most useful would appear to be related to the major objective of the training sessions, i.e., linking training directly with immediate economic activities, instead of offering training of a general nature with possible but not guaranteed linkage with current economic activities.

TABLE 5
MOST USEFUL TRAINING ACTIVITIES

Workshop Activities	First	Second	Third	Fourth	Fifth	Total
	No. of Responses	Responses				
1. Group History	6	5	13	3	4	31
2. Persona' Image	2	2	8	4	5	21
3. Key Words	2	2	11	3	8	26
4. Technical Content	8	1	16	12	7	44
5. Role Play/ Simulation	8	2	8	3	-	21
6. No response	-	-	-	-	-	-
7. Total Responses	26	12	54	25	24	143

The "group history exercise" which 31 participants indicated as being among the more useful had been designed to create a team work atmosphere, to strengthen group cohesiveness and at the same time to offer groups valuable information about themselves. This latter information was most useful for the joint planning undertaken by the technical trainers and members of each group. Participants in the third workshop, the cattle raisers in La Perla, offered the most responses to this particular question, 56 responses from 18 respondents, in contrast to the participants in the second workshop (the Northwest Community Development Co-operative - 12 respondents and 12 responses). This pattern could indicate the level of initial motivation to participate in the training. The La Perla Group (third workshop) had specifically requested FED's assistance in providing them with a training workshop which would help them improve their immediate economic undertaking through group organization activities. The motivation of the second group was totally different. As was noted earlier, participants had been sent in the place of other family members and there was no common or shared economic activity. (see Table H, Demographic Data).

In the exit questionnaire, participants were asked to indicate content areas which they preferred from among those offered during the workshop. Through an open-ended question, participants could note their choices including technical content (poultry raising, cattle raising, etc.), accounting and/or small business administration. Even though specific response categories were made available, nine participants added comments regarding the participatory methodology used in the workshops as being the aspect they most preferred. Hence, the mixture of content areas and methodology as categories in Table 6 on the following page.

In examining the data presented in Table 6, it is apparent that 50% of those responding indicated the technical content related to their specific economic activity as that which they preferred. Thirty-three percent (33%) indicated that they had found all aspects of the workshops to their liking while 13% indicated that the participatory methodologies utilized during the workshop was the program element they preferred most.

It is of interest to note that six of the nine respondents who indicated a preference for the participatory methodologies were women, some of whom were attending their first training workshop. In other responses, participants linked their choice of technical content, accounting or project management with secondary mention of methods. This observation would seem to support the objectives of the educational treatment in its focus on having participants first analyze their immediate economic activity and then define the literacy levels necessary for fuller participation in those activities.

TABLE 6
PARTICIPANTS' PREFERENCE FOR COURSE CONTENT/METHODOLOGY
(BY WORKSHOP)

Workshop Content	First		Second		Third		Fourth		Fifth		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Specific Technical Content*	2	15.4	1	8.3	6	33	2	11.8	5	50	17	24
2. Accounting	1	7.7	1	8.3	2	11	-	-	-	-	4	6
3. Technical Content and Accounting	1	7.7	2	16.7	1	5.5	2	11.8	-	-	6	8
4. Project Management	2	15.4	-	-	5	28	-	-	1	10	8	12
5. Training Methods Used	2	15.4	4	33.3	1	5.5	2	11.8	-	-	9	13
6. All	5	38.5	4	33.3	3	17	8	47.1	3	30	23	33
7. No Response	-	-	-	-	-	-	3	17.6	1	10	3	4
Total	13	100	12	100	18	100	17	100	10	100	70	100

* Note: i.e., the specific technical content of that particular workshop

Researchers sought to establish participants' views on the applicability of the new technical content presented during the workshop to their daily lives. The responses to the open-ended question were grouped into the three categories presented in Table 7. The most significant finding to be derived from this table is that 70% of those questioned felt that they had increased their technical literacy *vis à vis* their immediate economic activity and their daily life. In studying each response to this question, it was possible to reconstruct and clearly establish the relationships that participants made between the acquisition of new technical content (technical literacy) and their participation in immediate economic activities. (See Table 7 on the following page.)

TABLE 7
 APPLICABILITY OF NEW TECHNICAL INFORMATION ACQUIRED
 DURING TRAINING
 (BY WORKSHOP)

Workshop Applicability	First		Second		Third		Fourth		Fifth		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Increase knowledge and apply it to daily work	9	69	8	66.7	16	94	9	53	7	70	49	70
2. Facilitate group work	-	-	4	33.3	-	-	2	12	-	-	6	8.5
3. Reinforce security and self confidence	2	15	-	-	-	-	-	-	3	30	5	7
4. No response	2	15	-	-	2	6	6	35	-	-	10	14.5
Total	13	100	12	100	18	100	17	100	10	100	70	100

Participants were asked to evaluate their ability to transmit the new technical information presented during the workshop to individuals who might join their co-operative. The information presented in Table 8 was obtained from a closed question asked during the administration of the exit questionnaire. It is interesting to note that about 70% of the participants responded affirmatively, indicating that they felt they could present the technical information they had acquired to new co-op members. With the exception of the participants in workshop two, 50% of whom felt they did not have a firm enough grasp on the technical content to train new members of the co-op, this feeling of confidence was present across the other groups. Although most participants felt confident about their abilities, 70% considered it necessary to continue to seek out new information related to their economic activities. Table 8 appears on the next page.

TABLE 8

CAPACITY TO TRANSMIT GROUP MANAGEMENT INFORMATION TO NEW MEMBERS OF THE GROUP

(BY WORKSHOP)

Workshop Types of Information	First		Second		Third		Fourth		Fifth		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Accounting Information												
Yes	11	84.6	2	17	13	72	14	82	10	100	50	71.4
No	1	7.7	6	50	4	22	1	6			12	17.1
No Response	1	7.7	4	33	1	6	2	12			3	11.5
Total	13	100	12	100	18	100	17	100	10	100	70	100
Management Skills												
Yes	13	100	6	50	13	72	12	70	8	80	52	74.2
No			5	41	4	22	3	18	2	20	14	20
No Response			1	9	1	6	2	12			4	5.8
Total	13		12	100	18	100	17	100	10	100	70	100
Ability to prepare contract. for sale of project products												
Yes	12	92	6	50	12	67	9	53			48	68.5
No			5	41	4	22	4	23.5	9	90	14	20
No Response	1	8	1	9	2	11	4	23.5	1	10	8	11.5
Total	13	100	12	100	18	100	17	100	10	100	70	100
Securing raw materials and supplies												
Yes	11	84.6	6	50	14	78	11	64.5	7	70	49	70
No	1	7.7	5	41	2	11	2	12	3	30	13	18.5
No Response	1	7.7	1	9	2	11	4	23.5			8	11.5
Total	13	100	12	100	18	100	17	100	10	100	70	100

Frequently, it has been hypothesized that participants' age, their level of schooling and their past training experiences serve as motivating factors for participating in training activities which have emphasized immediate economic gain as a result of participation. During this study, major emphasis was also placed on these factors as well as others. In the entry level questionnaire, participants were asked in an open-ended question to indicate their reasons for wanting to attend the workshops organized by FED. The responses to this question were grouped under three categories as shown in Table 9.

TABLE 9
PARTICIPANTS' REASONS FOR PARTICIPATING IN THE WORKSHOPS
(BY WORKSHOP)

Workshop Reasons for Participating	First		Second		Third		Fourth		Fifth		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. To acquire new knowledge	3	23	9	75	10	56	14	82.3	4	40	40	57
2. To acquire new information to improve one's project	6	46	-	-	4	22	2	13.1	3	30	15	21.5
3. To acquire new information to increase income	4	31	3	25	4	22	-	-	3	30	14	20
4. No response	-	-	-	-	-	-	1	4.6	-	-	1	1.5
TOTAL	13	100	12	100	18	100	17	100	10	100	70	100

As Table 9 shows, 57% of the participants responded in general terms that they were motivated to attend in order to gain "new knowledge." For 41.5%, the motivation was to learn new information related to their immediate economic activities (to improve their group's project (21.5%) or to increase their income (20%)). On explaining their motivation for attending the workshops, participants in the first workshop (La Unión Poultry Co-op) and the fifth workshop (Sta Elena Cattle Raisers) came closest to verbalizing the perceived relationship between acquiring new levels of literacy/instruction and fuller participation in their economic activities.

These reasons for participating were confirmed by participants when they expressed their expectations of the training workshops. A repeated principle expectation of participants was that the acquisition of new information would lead to an increase in technical skills, on both the group and individual levels and as a result would improve participants' abilities.

Throughout the five workshops, the activities in the educational treatment were focused on the further development of technical literacy in relation to specific economic activities (poultry raising, cattle raising and agriculture). Group work and project management issues such as accounting were also stressed. One would expect the impact of these objectives to be confirmed when participants were asked if their expectations had been met.

In their responses to a question on the exit questionnaire, participants noted that they had indeed acquired new information and that they perceived an immediate application of the information to their economic activity. In addition, they felt more self confident - as individuals and as a group.

Group work and the development of abilities to work as a group with shared economic goals was, as noted earlier, stressed during the training workshops. Participants were asked, in the exit questionnaire, about the usefulness of the training experience in helping them work together as a group. Ninety four percent (94%) of those responding clearly felt that training had been successful in that respect. In addition to their "yes/no" responses to this question, several participants wrote in additional remarks. These remarks related to increased technical skills, learning to work together as a group, and the effect of their training on community development. Other participants related the group work experience to economic productivity in ways such as "Now the group can work better and produce more," and "The workshop gave us the opportunity to organize ourselves better and to improve our production."

Upon completion of the training workshops, participants were asked if they saw the need for additional training workshops related to their economic activities. Ninety five percent (95%) replied that there was a need for additional training, particularly training related to the management of their group's immediate economic activity. Over 80% of those questioned on this matter replied with a description of the desired content.

4. Conclusions

On the basis of the foregoing data, the following tentative conclusions are offered.

- It can be said that the training delivered to the five groups was effective in imparting technical literacy as well as in fostering personal growth and group cohesion. Obviously, it cannot be said that there was a substantial increase in literacy levels during the 60 hours of instruction. But, a higher degree of participant self-confidence was evident when, at the end of the training period, participants were asked to apply their literacy skills in both activities and testing situations.
- The exploration of economic activities in the immediate environment, the determination of the requisite literacy skills needed to take fuller advantage of existing economic opportunities and the analysis of group potential allowed participants an opportunity to evaluate their current capabilities as well as their future potential in both physical and material terms. The awareness of the necessary new levels of literacy related to economic activities in the immediate environment and action taken by participants (and the organization providing the training) constitutes the most significant achievement of the training.
- The participatory nature of the training methodologies used in the workshops facilitated participants' involvement in formative evaluation activities, the results of which were used by FED to adapt educational exercises and research operations to the needs and realities of each workshop group.
- Educational activities which combined an emphasis on improved production (technical content) with management of that production (literacy) were identified by participants as those which were most useful and of immediate application to their daily work. In addition, participants expressed their confidence in being able to transmit their new learnings to new group members. The capability and confidence of participants in managing and transmitting the information acquired during the workshops were clearly demonstrated during the role play exercises and post-tests in the last sessions of each workshop.

- The immediacy of each group's economic activity appears to have played an important role in shaping participants' motivation to attend workshop sessions. In addition to having shaped participants' expectations, immediate economic opportunities were often cited by participants as influencing their desire to acquire both the technical and literacy skills related to the management of existing projects (poultry raising, agriculture, cattle breeding and management of co-operatives). The training programs, as offered in the research period, appear to have met participants' expressed needs and expectations and were, as well, responsive to specific needs which emerged during the workshops.
- The design of the activities included in the educational treatment appear to have contributed toward increased perception, on the part of those attending the workshops, of the relationships between their immediate economic activities and the need for specific types of literacy skills. Groups which were engaged in the pursuit of a specific economic activity were much quicker to demonstrate their awareness of those relationships. In general, participants in all five workshops came to realize, and accept, that the acquisition and application of one level of skills related to their work led to the need for additional information and skills.
- The educational treatment was observed by FED to have assisted groups in the clarification of their goals. At the same time, the educational treatment contributed substantially to the development of group cohesion, a factor vital to the success of group economic undertakings. At the end of the research period, FED endorsed several of the training activities for future use in helping to establish and strengthen groups engaged in economic activities.

The tentative conclusions listed above would tend to support the central hypothesis of this research:

An educational model which emphasizes the individual's perception of economic opportunities and the relationship of those opportunities with different levels of literacy will influence an individual's ability to achieve the new levels of literacy necessary for participation in the economic activities.

At this point in the research, it is possible to suggest two refinements in the central hypothesis. The first refinement would be that of talking in terms of immediate economic opportunities and the requisite literacy skills for those activities. The research conducted in Ecuador showed clearly that the more immediate the economic return was for participants, the greater their effort to acquire the necessary technical literacy skills needed for participation in the economic activity. A second refinement would be to stress the centrality of the relationship between the existing economic activity and requisite literacy skills rather than alude to that centrality as the current hypothesis does.

V. Implications for the Second Field Test

Conducting LOFE Project Research through a sub-contractual relationship like that which existed with the first sub-contractor has been a valuable learning experience. The processes involved in accommodating existing cultural differences, in dealing with intermittent presences in country and the uncertainties resulting from the lack of person-to-person contact, in discussing and resolving questions of a semantic nature and in accepting that initial expectations would, of necessity, have to be altered, have provided a rich experience for the contractor. Many of these insights have already been incorporated into the planning of second site activities. The true test of the learning which has taken place will be how well those insights are implemented as the second site becomes a reality.

The following factors which emerged from the first site are presented for discussion at this point as they have implications for the research and training activities planned in the second site.

1. Mutual Understanding of the Research Undertaking

- All parties involved in the research must have a thorough understanding of the research undertaking prior to its inception.
- The basic research question must be one which all involved -- from the executive director of the sub-contracting organization to the researcher collecting data in the field -- feel is of value to the sub-contractor's ongoing programs.
- If possible, actual research operations involved in the LOFE research should be shown to be integral parts of the sub-contractor's training activities, rather than separate, additional tasks to be completed.
- All involved with the research design should understand the inter-relationships between research operations and that each operation has a specific function in the overall design.

The experience of the first field test indicates a need for sufficient time so that all involved arrive at a complete understanding of the requirements of the research, both in terms of time and staffing. For this reason, preliminary discussions with the sub-contractor must deal, in detail, with the requirements of the suggested research and the appropriate level of staffing for research and training activities.

The sub-contracting organization should be encouraged to discuss both the research question and the research design internally to ascertain whether all who would be involved agree with the philosophical and methodological approaches which have been suggested. While the contractor must remain open to sub-contractor suggestions regarding necessary modifications in the design or instrumentation, the ultimate decision for major changes are those of the contractor.

Reporting requirements should be understood by all involved and it should be stressed that adherence to these schedules is important. Just as the completion of one research task impacts on the inception of another, other phases of the LOFE project depend upon the timely completion of one activity prior to the inception of another.

2. Collaborative Development of Relevant Training Materials:

- Training materials used as part of the proposed educational treatment must reflect the expressed interests and needs of participants in the sub-contractor's workshops.
- The sub-contractor's training staff must be proficient in the use of the proposed training materials.
- Materials should be developed, whenever possible, in full collaboration with training staff and workshop participants.

Implicit in the above is a need, on the part of the contractor, to plan in a more efficient manner for the collaborative development of training materials and the training, if necessary, of sub-contractor staff in the use of the materials. A major insight of the first field site was that "collaborative" development of training materials was often sacrificed due to time constraints. As a result, ownership of certain materials was never that of the staff, who in turn had difficulty adapting the materials to the realities of the individual workshops.

3. Need for Greater Emphasis on the Formative Evaluation Element of the Educational Treatment and Training Activities in General:

- All involved with the training activities and the implementation of the proposed educational treatment must understand and be able to apply formative evaluation procedures, analyze results and make appropriate modification in training exercises and research operations.

- Those involved in the implementation of the educational model must be able to explain formative evaluation procedures to workshop participants, and help them move toward more effective problem solving and analysis skills.

The use of formative evaluation procedures is integral to any adult education training program. Unless sub-contractor staff are convinced of the importance of such procedures and can successfully apply them to actual training situations, a major focus of the educational model will be left un-implemented.

4. Mutual Understanding on Reporting Requirements and Timetables for Completion of Research Undertaking:

- All involved in the research undertaking must be aware of the time-table for the completion of each portion of the workplan drawn up for the undertaking.
- Reporting requirements must be decided upon by both parties with the realization that the dates chosen are firm.

Research must be timely to be useful. Both parties must adhere closely to agreed upon schedules, both in terms of training exercises to be completed during the sub-contract as well as with regards to deliverables. The latter is particularly crucial in the second site as the timely completion of site requirements will impact directly on the completion of third phase activities (June to August, 1982) required under the LOFE contract.

ANNEX I

DEMOGRAPHIC TABLES

TABLE A
PARTICIPANTS (BY SEX AND WORKSHOP)

Workshop Number \ Sex	First	Second	Third	Fourth	Fifth	Total
Men	7 - 54%	10 - 77%	16 - 89%	14 - 82%	16 - 94%	63 - 81%
Women	6 - 46%	3 - 23%	2 - 11%	3 - 18%	1 - 6%	15 - 19%
TOTAL	13 - 100%	13 - 100%	18 - 100%	17 - 100%	17 - 100%	78 - 100%

TABLE B
AGE OF PARTICIPANTS (BY WORKSHOP)

Workshop Number \ Age	First	Second	Third	Fourth	Fifth	Total
15 - 25	3 - 23%	10 - 77%	7 - 39%	7 - 41%	5 - 29%	32 - 41%
26 - 35	3 - 23%	2 - 15%	7 - 39%	3 - 17%	3 - 18%	18 - 23%
36 - 45	4 - 31%	1 - 8%	2 - 11%	4 - 24%	6 - 35%	17 - 22%
46 - 57	1 - 8%			1 - 6%	2 - 12%	4 - 5%
Over 57	2 - 15%			2 - 12%	1 - 6%	5 - 6%
No response			2 - 11%			2 - 3%
TOTAL	13 - 100%	13 - 100%	18 - 100%	17 - 100%	17 - 100%	78 - 100%

TABLE C
CIVIL STATUS OF PARTICIPANTS (BY WORKSHOP)

Workshop Number \ Civil Status	First	Second	Third	Fourth	Fifth	Total
Married	11 - 85%	4 - 31%	8 - 44%	14 - 82%	7 - 41%	44 - 56%
Single	2 - 15%	9 - 69%	10 - 56%	3 - 18%	10 - 59%	34 - 44%
TOTAL	13 - 100%	13 - 100%	18 - 100%	17 - 100%	17 - 100%	78 - 100%

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TABLE D
ORIGIN OF PARTICIPANTS (BY WORKSHOP)

Workshop Origin	First	Second	Third	Fourth	Fifth	Total
Pinchincha Province	8 - 62%	9 - 69%	8 - 45%		10 - 59%	35 - 45%
Chimborazo Province				17 - 100%		17 - 22%
Other Provinces	5 - 38%	4 - 31%	10 - 55%		7 - 41%	26 - 33%
TOTAL	13 - 100%	13 - 100%	18 - 100%	17 - 100%	17 - 100%	78 - 100%

TABLE E
RESIDENCE OF PARTICIPANTS (BY WORKSHOP)

Workshop Residences	First	Second	Third	Fourth	Fifth	Total
Town/Village in which training took place	9 - 69%	4 - 31%	10 - 55%	15 - 87%	10 - 59%	48 - 62%
Surrounding areas	4 - 31%	9 - 69%	8 - 45%	2 - 13%	7 - 41%	30 - 38%
TOTAL	13 - 100%	13 - 100%	18 - 100%	17 - 100%	17 - 100%	78 - 100%

TABLE F
EDUCATION LEVEL OF PARTICIPANTS (BY WORKSHOP)

Workshop Level of Instruction	First	Second	Third	Fourth	Fifth	Total
Primary	9 - 69%	9 - 69%	15 - 83%	11 - 65%	14 - 82%	58 - 74%
Secondary	3 - 23%	3 - 23%			3 - 18%	9 - 12%
Advanced	1 - 8%		3 - 17%			4 - 5%
Other*		1 - 18%		6 - 35%		7 - 9%
TOTAL	13 - 100%	13 - 100%	18 - 100%	17 - 100%	17 - 100%	78 - 100%

* literacy classes

TABLE G
PARTICIPANTS' PAST ATTENDANCE IN WORKSHOPS (BY WORKSHOP)

Workshop Attendance in Training Courses	First	Second	Third	Fourth	Fifth	Total
Yes	7 - 54%	6 - 46%	10 - 56%	6 - 35%	7 - 41%	36 - 46%
No	6 - 46%	7 - 54%	8 - 44%	11 - 65%	10 - 59%	42 - 54%
TOTAL	13 - 100%	13 - 100%	18 - 100%	17 - 100%	17 - 100%	78 - 100%

TABLE H
ECONOMIC ACTIVITIES OF PARTICIPANTS (BY WORKSHOP)

Workshop Activity	First	Second	Third	Fourth	Fifth	Total
Agriculture	4 - 31%	7 - 54%	14 - 78%	17 - 100%	2 - 12%	44 - 56%
Agroindustrial	2 - 15%	1 - 8%			12 - 70%	15 - 19%
Poultry raising	1 - 8%					1 - 1%
Artisan						
Day wage earner					3 - 18%	3 - 4.5%
Commercial	3 - 23%					3 - 4.5%
Other	3 - 23%	5 - 38%	4 - 22%			12 - 15%
TOTAL	13 - 100%	13 - 100%	18 - 100%	17 - 100%	17 - 100%	78 - 100%

ANNEX II

RESEARCH INSTRUMENTS (IN SPANISH)

I

Cuestionario: ENTRADA

No. del Cuestionario: _____

NOMBRE: _____ FECHA: _____

NOMBRE DEL GRUPO Y LUGAR DEL
ENTRENAMIENTO: _____

NOMBRE DEL ENTREVISTADOR: _____

4A

CUESTIONARIO DE ENTRADA PARA PARTICIPANTES.

Instrucciones: Las preguntas en este cuestionario serán hechas a cada participante individualmente durante el entrenamiento. Esto se puede lograr como parte de un ejercicio donde varios instructores entrevistan a los participantes por un período de 10 a 15 minutos para cada entrevista. El entrevistador debe explicar lo siguiente a cada participante. Diga:

"DURANTE LOS ULTIMOS DIAS, USTED Y LOS OTROS MIEMBROS DEL GRUPO HAN ESTADO TRABAJANDO SOBRE EL GALPON. COMO PARTE DEL TRABAJO DE GRUPO, USTEDES HAN MOSTRADO INTERES EN PARTICIPAR EN UN CURSO ESPECIAL SOBRE CONTABILIDAD Y MERCADEO QUE LOS AYUDARA A MEJORAR SUS HABILIDADES PARA MANEJAR EL GALPON EFICIENTEMENTE. PUDIERA CONTESTAR LAS SIGUIENTES PREGUNTAS?" (Pausa).

1. CUALES SON SUS RAZONES PARA QUERER PARTICIPAR EN ESTE ENTRENAMIENTO?

(Déle tiempo para que conteste, si parece tener dudas, le puede preguntar: qué pensó que podría obtener del entrenamiento?)

2. HA PARTICIPADO ANTERIORMENTE EN ESTE TIPO DE CURSO DE F.E.D..

() a. SI

() b. NO

Si la respuesta es SI, DIGAME LOS NOMBRES DE LOS CURSOS _____

3. SI UNA PERSONA QUE FUE A ESTOS MISMOS CURSOS LE DICE QUE EL NO QUEDO SATISFECHO CON LO QUE APRENDIO, USTED ESTARIA DE ACUERDO?

() a. SI

() b. NO

Si la respuesta es SI, EXPLIQUEME POR QUE? _____

4. PARA EL MANEJO DEL GALPON, USTED CREE QUE NECESITA:

información
a.
habilidades
técnicas.

() a. APRENDER MAS SOBRE ALGUN TEMA? CUAL? O CUALES?

() b. APRENDER A HACER COSAS QUE AHORA NO SABE O APRENDER A HACERLAS MEJOR? CUALES?

5. QUE ESPERA APRENDER EN ESTE ENTRENAMIENTO?

() a. información nueva

() b. habilidades técnicas específicas

() c. trabajar en grupo

() d. otras (especifique) _____

6. CREE USTED QUE TIENE SUFICIENTES CONOCIMIENTOS DE CONTABILIDAD PARA MANEJAR LA PRODUCCION DE HUEVOS?

() a. SI

() b. NO

Si la respuesta es NO, QUE OTROS CONOCIMIENTOS DE CONTABILIDAD NECESITA PARA MANEJAR EL GALPON? (Anote cada respuesta). _____

7. QUE CREE QUE NECESITAN SABER USTED Y LOS OTROS MIEMBROS DEL GRUPO SOBRE MERCADEO DE HUEVOS PARA TENER EXITO EN SU PROYECTO? (Anote cada respuesta)

8. COMO CREE QUE LES AYUDARIA EN EL MANEJO DEL GALPON APRENDER SOBRE CONTABILIDAD? (Anote cada respuesta). _____

9. COMO CREE QUE LE AYUDARIA PARA EL MANEJO DEL GALPON, APRENDER SOBRE MERCADÉO DE HUEVOS? _____

10. SI USTED NO ESTUVIERA AQUI EN ESTE MOMENTO, QUE ESTARIA HACIENDO?

Si la actividad mencionada es de trabajo pregunte lo siguiente:

- QUIEN ESTA HACIENDO ESE TRABAJO POR USTED HOY?
- TIENE QUE HACERLO CUANDO REGRESE ESTA NOCHE?

11. CUENTEME COMO EMPEZO EL GRUPO AVICOLA LA UNION _____

Cuestionario: PRUEBA PREVIA (R/P)

No. del Cuestionario: _____

NOMBRE: _____ FECHA: _____

NOMBRE DEL GRUPO Y LUGAR DEL
ENTRENAMIENTO: _____

NOMBRE DEL ENTREVISTADOR: _____

Prueba previa de Instrucción: Ecuador/FED-Pacto

Nombre: _____ Fecha: _____

Nombre del Entrevistador/Instructor: _____

I. Lectura/Reconocimiento de Palabras.- Instrucciones: Solicite a cada participante que lea el siguiente artículo sobre el manejo de cooperativas. Durante la lectura, escuche cuidadosamente y observe la facilidad o dificultad con que lo ha hecho. Anote cada palabra que causó dificultad, cuente los errores y marque en el espacio apropiado en la próxima hoja.

Tan pronto como la situación financiera lo permita, la junta directiva debe contratar un gerente. Uno de los pasos mas importantes que una cooperativa debe tomar en el desarrollo de su organización, es la elección de un gerente competente.

El gerente juega un papel muy importante como enlace entre la junta directiva y la administración de la cooperativa. Los ayuda en el desarrollo de políticas y es responsable de llevarlas a cabo. Está a cargo de las actividades comerciales cuyo crecimiento y eficiencia dependen mayormente de su visión y habilidad. Es responsable de buscar fondos suficientes para financiar estas actividades. Debe asegurarse que la contabilidad esté al día para poder dar un informe financiero exacto a la junta directiva y a los socios.

El gerente es el responsable directo ante la junta directiva de la selección, desarrollo y despido de los empleados. Por ésto, necesita tener buen juicio de carácter y capacidad. A medida que la cooperativa crece, tanto la calidad de los empleados como sus capacidades para cumplir con sus responsabilidades dependen de él. También, debe saber cómo delegar su autoridad.

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- () a. no tuvo errores (leyó con facilidad).
- () b. uno a tres errores (leyó con alguna dificultad)
- () c. 4 a 6 errores (leyó con dificultad).
- () d. 7 a 10 errores (leyó con mucha dificultad).

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Cuestionario: PRUEBA PREVIA (INTER.)

No. del Cuestionario: _____

NOMBRE: _____ FECHA: _____

NOMBRE DEL GRUPO Y LUGAR DEL
ENTRENAMIENTO: _____

NOMBRE DEL ENTREVISTADOR: _____

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II. Lectura/Interpretación.- Instrucciones:

(Solicite a los participantes que examinen la hoja No. 2 entregada. No les diga qué es, aunque se lo pregunten. Diga simplemente lo siguiente:

"LES VOY A HACER PREGUNTAS SOBRE LA HOJA QUE LES ENTREGUE. ESCUCHEN CUIDADOSAMENTE."

(Cuando haga las preguntas, marque en el espacio que corresponda a cada respuesta. Diga:

II. 1. "QUE ES ESTA HOJA? ME PUEDE DECIR LO QUE REPRESENTA?"

(Respuesta: Página de contabilidad de una cooperativa)

- a. identificada correctamente
- b. dió una respuesta incorrecta
- c. no sabía
- d. no trató de responder

(Si el participante no contesta correctamente, explíquele que ésta es una hoja del libro mayor de contabilidad de una cooperativa. Infórmole que durante las próximas dos semanas se les va a enseñar contabilidad. No permita mas preguntas.)

(Si el participante contestó correctamente, continúe con la pregunta siguiente II.2. De nuevo anote en el espacio correspondiente la respuesta. Pregunte:

II. 2. "QUE REPRESENTA LA SEGUNDA COLUMNA?"

(Respuesta: El número del recibo)

- a. identificada correctamente
- b. dió una respuesta incorrecta
- c. no sabía
- d. no trató de responder

(Si el participante no contesta correctamente, explíquelo la respuesta correcta e infórmole que durante las próximas dos semanas se tratará ampliamente sobre este tema. No permita mas preguntas.)

(Si el participante contestó correctamente, continúe con la pregunta siguiente II.3. Anote en el espacio correspondiente la respuesta.
Pregunte:

II. 3. "QUE REPRESENTA LA TERCERA COLUMNA?"

(Respuesta: Recibos y gastos especificados)

- a. identificada correctamente
- b. dió una respuesta incorrecta
- c. no sabía
- d. no trató de contestar

PRUEBA FINAL/RECONOCIMIENTO DE PALABRAS

Prueba Final de Instrucción: Ecuador/FED-Pacto No. del Cuestionario: _____

Nombre : _____ Fecha: _____

Nombre del Entrevistador/Instructor: _____

I. Reconocimiento de palabras.- Instrucciones: Solicite a cada participante que lea el siguiente artículo sobre la Cooperativa El Quetzal. A medida que la persona lee el párrafo escuche cuidadosamente, observe la facilidad o dificultad con que lo ha hecho. Anote cada palabra que le causó dificultad. Cuente los errores y marque en el espacio apropiado.

Frecuentemente la gente que organiza cooperativas, las ve como medio para hacer préstamos y donaciones. Como consecuencia, no establecen un sistema para que los socios participen en el financiamiento de sus propias cooperativas. Ellos ven la pobreza económica como una justificación para su no participación. La experiencia de El Quetzal ha sido que los socios deben dar sus aportaciones para poder mantener su dignidad y espíritu de ayuda-mutua.

Cuando los socios aportan su propio dinero establecen una base sólida para el crecimiento económico de la cooperativa. Su dinero ayuda a financiar los servicios que desean y sirve como garantía para cualquier préstamo que quieran obtener en el futuro, a medida que las actividades de la cooperativa van creciendo. Los socios están mas concientes de la forma en que se gasta el dinero, ya que parte de éste ha venido de sus propios bolsillos. Se sienten dueños y adquieren un interés activo en el aspecto económico de la cooperativa.

La cantidad que una cooperativa puede prestar y administrar efectivamente debe ser directamente proporcional a la cantidad que sus socios han invertido. Cuando no se toma en cuenta la propia inversión de los socios, la cooperativa tiende a solicitar más crédito del que puede administrar y esto permite que haga mal uso de los fondos. Otros factores secundarios que son decisivos para medir la capacidad de crédito de una cooperativa son: el % de morosidad, la planificación de de las inversiones, las habilidades de su personal y el éxito en sus actividades comerciales.

- () a. no tuvo errores (leyó con facilidad).
- () b. uno a tres errores (leyó con alguna dificultad).
- () c. 4 a 6 errores (leyó con dificultad).
- () d. 7 a 10 errores (leyó con mucha dificultad).

Cuestionario: PRUEBA FINAL (INTER.)

No. del Cuestionario: _____

NOMBRE: _____ FECHA: _____

NOMBRE DEL GRUPO Y LUGAR DEL
ENTRENAMIENTO: _____

NOMBRE DEL ENTREVISTADOR: _____

II. Lectura/Interpretación.-

Instrucciones: En este ejercicio se le pide a los participantes que tomen una lista con información técnica sobre contabilidad y la anoten correctamente en una hoja del libro de caja. Este ejercicio puede realizarse durante una sesión de entrenamiento, pero debe ser hecho individualmente.

Diga:

"DURANTE ESTOS DIAS, HEMOS HABLADO SOBRE LA IMPORTANCIA QUE EL MANEJO CORRECTO DE LAS OPERACIONES DE CONTABILIDAD TIENE PARA LAS ACTIVIDADES DEL (nombre del grupo). EN LA PRIMERA HOJA QUE LE VOY A ENTREGAR, USTED ENCONTRARA UNA LISTA DE RECIBOS Y CUENTAS POR PAGAR. LEA CUIDADOSAMENTE Y PASE ÉSTA INFORMACION EN LOS ESPACIOS CORRESPONDIENTES EN LA HOJA DEL LIBRO DE CAJA. HAGA TODAS LAS OPERACIONES."

Lea esta información cuidadosamente. Abajo encontrará información sobre operaciones de la Cooperativa La Colmena. Pase esta información en los espacios correspondientes en el formato adjunto. Haga todas las operaciones.

recibo I-0014 del 12-8-80 Contribución del socio Juan López
por minga sábado Agosto 23/80
s/ 100

recibo I-0015 del 14-8-80 Venta de 325 docenas de huevos a
25 sucres cada docena s/ 8.125

recibo I-0016 del 16-8-80 Pago transporte de huevos a Transportadora
la Colina s/ 200

recibo I-0017 del 18-8-80 Venta de 580 docenas de huevos a 25
sucres cada docena s/ 14.500

recibo I-0018 del 19-8-80 Gastos Limpieza del galpón s/ 325

recibo I-0019 del 20-8-80 Pago del celador s/ 400

recibo I-0020 del 30-8-80 Pago de servicios: Luz-agua,
teléfono s/ 250

Cuestionario: SALIDA

No. del Cuestionario: _____

NOMBRE: _____ FECHA: _____

NOMBRE DEL GRUPO Y LUGAR DEL ENTRENAMIENTO: _____

NOMBRE DEL ENTREVISTADOR: _____

CUESTIONARIO DE SALIDA

Instrucciones: este cuestionario puede ser tomado en forma individual o ser distribuido por el equipo de instructores durante la última sesión de trabajo. En el primer caso el participante no cuenta con la orientación que presta el equipo y por ello deberá tener especial cuidado en el registro y clasificación de las respuestas incluyendo el mayor número de detalles que sea posible.

Como ejercicio final de las sesiones de trabajo, nos gustaría que respondieran a algunas breves preguntas sobre dichas sesiones. Estas preguntas están relacionadas con las dos últimas horas de cada sesión (no se requiere información sobre avicultura) .

Por favor use los espacios provistos en el cuestionario para sus respuestas.

1. QUE ES LO QUE MAS LE GUSTO SOBRE LAS SESIONES DE TRABAJO?

2. DE QUE MANERA ESTAS SESIONES DE TRABAJO SATISFICIERON SUS EXPECTATIVAS?

3. QUE SESION (O EJERCICIO) EN PARTICULAR FUE EL QUE MAS LE AYUDO PROVEYENDO INFORMACION ACERCA DE SU TRABAJO?

- HISTORIA DEL GRUPO
- IMAGEN
- EJERCICIOS SOBRE ASPECTOS LEGALES
- EJERCICIOS SOBRE PALABRAS CLAVES
- CONTENIDO TECNICO
- SIMULACION DE PAPELES

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-2-

PORQUE? _____

4. DE QUE MANERA LOS EJERCICIOS SOBRE PALABRAS CLAVES LE PODRAN AYUDAR EN SU TRABAJO? _____

5. DESCUBRIO ALGO NUEVO ACERCA DE SU PERSONA DURANTE ESTAS SESIONES DE TRABAJO? () SI () NO

SI RESPONDIO AFIRMATIVAMENTE, QUE FUE? _____

6. HABIA ALGO EN PARTICULAR QUE USTED NECESITABA APRENDER ACERCA DEL MANEJO DE SU COOPERATIVA O PROYECTO QUE NO FUE PRESENTADO DURANTE LAS SESIONES DE TRABAJO? () SI () NO

SI RESPONDIO AFIRMATIVAMENTE, QUE FUE? _____

7. PIENSA USTED QUE LE ENSEÑARA A UN NUEVO SOCIO:

a. COMO MANTENER LA CONTABILIDAD NECESARIA PARA SU PROYECTO?

() SI () NO

b. LAS HABILIDADES NECESARIAS PARA EL MANEJO DE SU PROYECTO?

() SI () NO

c. COMO REDACTAR UN CONTRATO DE VENTA DE ARTICULOS DE SU PROYECTO?

() SI () NO

d. COMO REDACTAR UN CONTRATO DE PEDIDO DE MERCADERIA NECESARIA PARA SU PROYECTO?

() SI () NO

6/5

-3-

8. CREE USTED QUE LAS SESIONES DE TRABAJO LE AYUDARON A MEJORAR SU HABILIDAD DE TRABAJO EN GRUPO?

 SI NO

SI RESPONDIO AFIRMATIVAMENTE, DE QUE MANERA? _____

9. SIENDE TODAVIA LA NECESIDAD DE MEJORAR SU DESTREZA EN EL MANEJO DE SU PROYECTO? SI NO

SI RESPONDIO AFIRMATIVAMENTE, CUALES? _____
