

909



MEMBER EDUCATION



A CAMPAIGN PLAN FOR TINSA VALLEY

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Introduction

SIG VARDAN'S PLAN

Sig Vardan is a Co-operative Education Officer who has been given the task of preparing a plan for a member education campaign, from the pre-formation stage into the first full year of operation of a small, primary co-operative. We thought it a good plan which other colleagues might like to see. In a very thorough way he has shown why the work should be done, what he proposes to do, and how he intends to do it. We have, therefore, reproduced Sig's plan, as he wrote it, on the right-hand pages of this book.

CEMAS COMMENTS

On the facing, left-hand pages we have included our comments on particular points of interest. These might help to stimulate thought about the approach and methods suggested in the plan. It will, we hope, serve two useful purposes. First, it provides food for thought, and useful ideas, on a very important aspect of our work - planning - which is often neglected. It is offered not as a model, but as an example of member education planning, the study of which would be of interest and help to anyone responsible for this kind of work. Second, it could be used as training material, perhaps in the form of a case study, on courses for field education workers.

There is an important message in this plan for all concerned with Co-operative Education. It emphasises the need for careful planning and, in particular, the crucial relationship between what we want to do and how we are going to do it.

May, 1980



In our comments on these left-hand pages we have, for brevity and convenience, referred to Sig Vardan by his initials S.V.

A work plan is prepared by the people who are going to do the work. But, of course, other people who are involved must be kept informed. S.V., who is employed by the District Co-operative Union, will require some assistance from the Education Committee of the National Federation, who would wish, in any event, to know what is going on. So under cover of this letter S.V. sends a copy of this plan to the Chairman of the Federation, indicating that a specified request in regard to assistance required will follow later.

As arrangements and responsibility for promotion and supervisory work differs from place to place, it might be helpful to explain the situation in this case. S.V. is an employee of the Central District Co-operative Union, which is responsible for educational work as well as several trading activities on behalf of its constituent societies. The District Union is in turn a member of the National Federation.

Working in the same district as S.V. is a District Co-operative Officer (Stek Reed), who is employed by the Government Department of Co-operatives, and who is responsible to his senior officer for general supervisory and development duties. On promotional work he is expected to collaborate with the District Union and its officers. Two other colleagues of S.V., Sam Sabaro and Will Wado will also be working on this campaign.



Central District Cooperative Union

4 August 1979

Mr Ruru Nefobe
Chairman
Education Committee
Federation of Co-operatives

Dear Mr Nefobe,

Member Education - Tinsa Valley

It is most likely that a co-operative society will be formed in Tinsa Valley, Central District.

Early this year, there were signs of interest from the people in the area. Some farmers had taken the initiative to start village discussions about common problems, especially the marketing of their agricultural produce. A preliminary economical survey was later made by the District Co-operative Officer. The findings were positive (ref our letter of 4.4.79), and upon request, the Central District Co-operative Union is now assisting in the "pre-formation activities", including a full feasibility study.

I have been assigned the task of organising the member education programme, co-ordinated with other pre-registration work. A copy of the plan I have drawn up is attached for your information and comments.

As you can see from the plan and the cost estimation, we shall need support from the Federation. The Central District Co-operative Union will, in due course, send you a specified request concerning these matters.

Under separate cover, I will shortly send you a plan for the specific programme we have planned for the training of prospective committee members.

Co-operatively,

Sig Vardan
Co-operative Education Officer

Enc. Plan for a Member Education
Programme in Tinsa Valley

cc Sam Subaro
Will Wado

If a plan is not systematic, it should not be called a plan. Sig Vardan's list of contents proves that he has a very systematic step-by-step approach in his planning. If we translate the headings he is using into the following simple words, we see the logical sequence of the steps he is taking.

What do we know?	(Background information)
What do we have?	(Personnel and other resources)
What do we want to achieve?	(Objectives)
How are we going to do it?	(Programme and contents)
How can we check the results?	(Evaluation)
What will it cost?	(Costs)

The factors mentioned above should be included in a plan of this type. The list immediately gives a framework for planning.

PLAN

for a Member Education Programme in Tinsa Valley, Central District.

August 1979 - July 1981

Prepared by: Sig Vardan, Co-operative Education Officer,
Central District Co-operative Union.

C O N T E N T S

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The basic information which Sig Vardan has compiled in Section 1 is given as a guide to those concerned and particularly to his collaborators in the education programme, who may not know the area as well as he does himself.

Under 'Type of Society' Sig Vardan has noted that a feasibility study will be undertaken. As we saw in the covering letter to the Federation, a preliminary economic survey has already been made, and the findings were positive. There is economic potential for a co-operative in the Tinsa Valley, and it has been decided to proceed with an education programme, without awaiting the result of a full feasibility study. S.V. knows that this will be available when he has reached the stage in his time-table at which he will need it, so that he can adjust his plan accordingly, if needed. His own observations of the reactions of the people at the initial stages are, as a matter of fact, important contributions to the feasibility study.

A field officer must always ascertain that the basic economic pre-conditions for a co-operative undertaking are present before he initiates an education programme, so that he does not raise unrealistic hopes among the people.

This plan is based on the following background information.

Area Tinsa Valley, Central District.

Tentative Name of Proposed Co-operative.

Tinsa Valley Co-operative Society.

Type of Co-operative

A preliminary survey indicates that a multipurpose co-operative could be organised to provide for:

- a) marketing of agricultural produce
- b) supply of agricultural inputs
- c) supply of basic consumer goods

A feasibility study to fully test this assumption will be undertaken during the first year of the programme.

Estimated Size of Proposed Co-operative.

The potential membership is 320 (see below)

Area Description:

The proposed co-operative would cover an area comprising 8 villages varying in size from 12 families to 62 families (see map on page 4) :

Sultinsa	30 families
Kanoro	42 families
Bokoro	48 families
Tinsabo	62 families
Sissoro	24 families
Voro	12 families
Tinsataj	60 families
Rostinsa	42 families
<hr/>	
TOTAL	320 families

Six of the villages are situated along the road between Turalo and Vollo, which is a good all-season truck road.

Two villages are situated along the Voro Creek, accessible by truck only during the dry seasons.

The distance from the District Co-operative Office in Saria to Tinsabo Village is 35 km.

The needs and problems of the potential members is, of course, what the whole exercise is about. Who are they? How many? What are their circumstances? Much of this information will come from an intimate knowledge of the district. But good planning requires careful investigation so that we can proceed on the basis of facts and information rather than assumption. This is particularly important when 'outsiders' are being employed in the programme - as here.

S.V. has not mentioned what these 'cash crops' are. But we can assume this has been discussed with the Agricultural Extension people and that proposals are spelt out in their own development plans.

One person who saw this plan asked three questions about the background details which seemed to us very reasonable:

1. Who are the "private agents" and what role do they play in the community? Are they shopkeepers?
2. Is there any evidence that Tinsataj is acceptable to the other communities as the headquarters of the proposed co-operative?
3. Why is there no particular reference to the part women might play in this project?

S.V. has sensibly done a survey of the physical facilities available for meetings so that he can plan venues accordingly. He has noted that electric power is available at two places which will enable him to use equipment requiring this. It would have been useful also to note the days of the week and the times when the facilities would be available.

The Prospective Members:

The potential members are all "small farmers" supporting themselves and their families by subsistence farming and, to a very limited scale, sale of some produce. They grow mainly yams, sweet potatoes, bananas, maize and vegetables.

The surplus crop is sold to private agents and some vegetables are sold directly by the farmers on the markets in Turalo and Vollo. A few farmers have made efforts to increase their production of 'cash crops', but storage and transport problems make these efforts difficult at present.

The difficulties experienced and the influence from neighbouring districts where some successful co-operatives operate, have aroused some curiosity in co-operation as a means of improving the situation. However, the general interest is still very low and most farmers are simply not aware of any possibilities for development, in some cases they do not even see the need for any change.

The level of formal education among the farmers is low; most are illiterate. However, most families have children in primary or secondary schools and, it has been found, simple printed information can be assimilated in all homes.

Facilities for Educational Activities:

Tinsabo: Rooms for meetings are available in the Central School, according to Mr Rowe, the Principal. 250 people can be seated in the largest room. An open area adjacent to this room can be utilised for outdoor meetings. Chalkboards are available in all classrooms. Electric power is available. A 16mm film projector, a slide projector and a portable screen may be borrowed from the school in Turalo.

Tinsataj: A huge, provisional building, erected by the Ministry of Works in connection with the road construction some years ago is not used. It will be investigated whether or not this building can be used for some meetings (and eventually also for the business of the society). A primary school is also available, but has smaller rooms. The school has electric power.

Kanoro: A primary school is available, but is without electricity. A church building is also available.

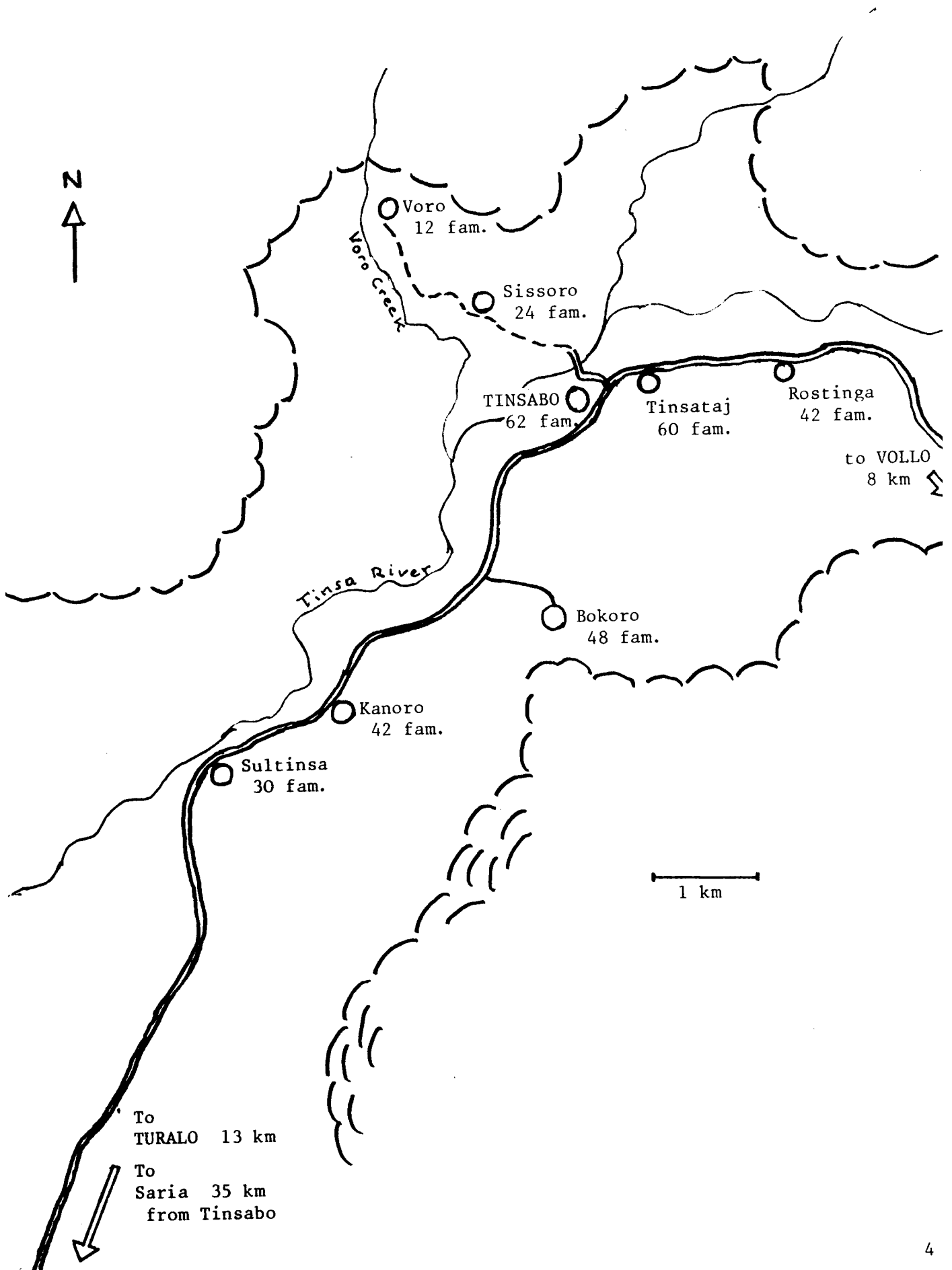
Portable Equipment: The Co-operative Union has some portable equipment, including stands for flipcharts and flannelboards, one overhead projector, one slide projector, one screen. A portable generator has to be borrowed, when needed.

On the facing page is a sketch map of Tinsa Valley, showing the various villages, which will be served by the proposed co-operative. In a planning exercise such as this, sketch maps can be very useful for easy and quick reference not only to the person(s) undertaking the education programme, but also to all those who may be involved in the organisation of the co-operative.

Of course, the sketch map need not be too detailed or precise.

TINSA VALLEY

Central District



Involve the People.

S.V. recognises, there is much evidence of it in the following pages, the importance of working with people rather than for them. The formation of a co-operative in Tinsa Valley will depend on the response of the local people and the extent to which they are involved in the necessary preparatory work. From the beginning, therefore, S.V. seeks to work with and through local community leaders. And, at the earliest possible date, to encourage a local committee to share in organising the programme, gradually assuming full responsibility for it.

As this process develops, it may well be that the local 'inputs' will result in adaptation of some of the activities he has planned. This is to be expected, and, insofar as it helps to make the programme more relevant to the people's problems and needs, desired. But possible change doesn't rule out the need for careful planning. A good plan can be adjusted as we go along. It is easier, and far more efficient, to do this than to stumble along with no plan at all.

Involve the Colleagues.

The role and attitude of officers engaged in the programme, and their ability to work as a team, is extremely important. All concerned need to be consulted at an early stage and we note how S.V. has discussed his proposals with his colleagues and agreed on a delegation of the various duties to be performed. Clearly, there must be complete agreement between all members of the team, and their senior officers, so that full participation and support is assured, and possible difficulties are avoided. This is particularly necessary where officers from other departments or organisations are involved.

The General Plan and Programme:

This plan has been worked out by:

Sig Vardan, Co-operative Education Officer in the Central District Co-operative Union, in close collaboration with

Sam Subaro, Co-operative Adviser, Central District Co-operative Union, and

Will Wado, Training Officer, the Co-operative College.

The following have been consulted:

Patrik Ramba, Chairman, Tinsa Valley Local Government Council,

Ohene Rowe, Principal, Tinsa Central School

Egan Henry, Farmer, Tinsataj

James Koama, Farmer, Bokoro

Richard Soame, Farmer and Churchman, Tinsabo

Stek Reed, Co-operative Officer, Central District

Ken Williams, Agricultural Extension Officer, Central District.

Implementation:

The overall responsibility for the implementation of the proposed programme rests with Sig Vardan.

The practical tasks of organising and leading the proposed activities will be shared by:

Sig Vardan

Sam Subaro

Will Wado

and three students from the Co-operative College.

A caretaking committee to be elected in the early stages.

Comments:

Sig Vardan will be on leave in September, 1980. Sam Subaro will take leave 12.8 - 26.8.79. This has been considered and will not affect the proposed programme.

Sam Subaro will work mainly on the survey/feasibility studies and the registration procedures in collaboration with a government officer. He will, however, contribute considerably to the education programme, as shown in Section 5.

It is quite clear what the objective of this programme is, - "To form a co-operative society", isn't it?

Why, then, is S.V. using four pages to write about aims and objectives?

Let us take one thing at a time.

First, although S.V. hopes that the result of his efforts will be the formation of a co-operative, it is not up to him to decide so. The people will have to decide themselves, as an experienced co-operator, S.V. knows that this is the only way. And to be able to make a decision, the people need to know certain things.

Second, S.V. wants to help organise a successful co-operative and that is what his education programme is about. The necessary level of interest, participation and commitment will depend on this programme, and its objectives must be designed to achieve this on the basis of knowledge and understanding of what is involved!

So, read the aims on the right hand page and you will agree that those aims are much more relevant for the work in Tinsa, much more realistic and honest than saying that 'the goal is to form a co-operative'.

This is a good example of how important it is that an educator takes time to analyse the aims for his work. Just imagine if S.V. had told his colleagues "We are going to start a co-operative in Tinsa!" What a completely different approach they would have used!

But now the aims are properly described, and S.V. and his team have guidelines for their work. He can take the next step in his planning. That is described on the following page.

GENERAL AIMS OF THE MEMBER EDUCATION PROGRAMME:

- A. THE PEOPLE OF THE AREA SHOULD BECOME AWARE OF WAYS AND MEANS OF IMPROVING THEIR SITUATION.
- B. THE PEOPLE SHOULD UNDERSTAND THE AIMS AND PRINCIPLES OF CO-OPERATION SO AS TO BE ABLE TO DECIDE WHETHER CO-OPERATIVE EFFORTS WOULD BE APPROPRIATE FOR THE DEVELOPMENT OF THE TINSA VALLEY.
- C. IF THE PEOPLE DECIDE TO START A CO-OPERATIVE SOCIETY, THEY MUST ACQUIRE UNDERSTANDING OF CO-OPERATIVE PRINCIPLES AND BUSINESS METHODS, AND BE AWARE OF WHAT IS EXPECTED OF THEM AS MEMBERS.

* * * * *

Detailed educational objectives, related to these general aims, have been specified overleaf.

The specific objectives become the teaching programme. They list precisely what the potential members have to know and be able to do if a co-operative is to be organised. By the same token, S.V. has listed precisely what he and his colleagues have to accomplish in the time available. When the time comes to evaluate the success of the programme the first test will be whether or not these objectives have been achieved. If they have, and the other preparatory work has been done equally well, there is a good chance that the new co-operative will succeed.

It is well worth the trouble of carefully identifying and stating your objectives as S.V. has done. First, because they tell you what the training programme has to enable the participants to learn and be able to do, and so tells you what the content of the programme should be. Second, because without them you have no basis for evaluation of results.

On objective B.1: where explanation is necessary in order to identify the difference between a co-operative and other forms of business it should be given. But, if the people concerned do not know how capitalist enterprise operates, it is not necessary to teach them it in order to show the difference.

Objectives must be expressed in precise terms which relate to ability to do or to perform, otherwise they will not be of much help. For example, Objective B.1 states exactly what S.V. wants the people to be able to do (not simply to know) on completion of the programme. Suppose the objectives had been worded "To understand co-operative principles and organisation". There are two objections to this statement. First, the phrase "to understand" is too vague for this purpose. What level or degree of understanding is required, about what facts and information, and how will "understanding" be tested? Second, what particular area of knowledge is it intended to include? Some people could interpret this statement to imply the need for a single lecture, and others for a course covering several weeks. As a learning objective it would be much too vague and imprecise. Objectives should always be specific and include a task or performance requirement.

Specific Objectives

Objectives related to General Aim A : "... ways and means of improving their situation"

To enable the people to...

- A.
1. compare their own situation (predominantly subsistence farming) with that in some other districts with a more developed cash economy and explain basic differences.
 2. identify and explain some reasons why the people of Tinsa Valley have not adopted the same level and type of production as people in other parts of the country.
 3. identify and explain some of the benefits and problems connected with an expanding economy based on cash crops.
 4. participate actively in a discussion of possible ways of improving the use of their own resources in a better way so as to get a better life.
 5. assess and describe their own situation with a more critical view, based on changes in their consciousness and knowledge about their possibilities.

Objectives related to General Aim B: "... aims and principles of co-operation"

To enable the people to...

- B.
1. explain the basic aims and principles of a co-operative society and the difference between a co-operative enterprise and other forms of business organisations.
 2. give examples of existing co-operative enterprises elsewhere and explain what these have meant to their members.
 3. participate actively in a discussion of needs and problems in Tinsa Valley which might be solved through co-operative efforts and take part in a decision whether it would be possible to organise such a co-operative.
 4. understand that a co-operative is organised and run in accordance with specific by-laws, and demonstrate their understanding by explaining the more important ones.
 5. describe the role of the District Co-operative Union and the Co-operative Federation.
 6. describe the role of the Government in promotion and supervision of co-operatives.
 7. state which organisations the co-operative officers involved in the campaign belong to.

The field educator must satisfy himself that most of the prospective members have reached the objectives under A and B before he advances too far into the technicalities of C.

On the other hand, he need not set for himself the ambitious objective of all the people being able to meet the requirements of A, which are much concerned with "attitude change", a process which will take place slowly.

These are the things which S.V. and his colleagues have to discuss when they evaluate the progress. See Section 6.

Objectives C.3 and C.5 might be amended to read "explain and adopt" because the criterion "explain" is easier to test than "understand". Of course, understanding is of great importance because people should not be expected or encouraged to adopt something they don't understand. But to be able to explain requires understanding, so "explain" is perhaps preferable.

S.V.'s list of objectives is worth careful reading and study. They are not perfect (but then what is?) but they do well illustrate the necessary characteristics of good performance objectives in that they identify what performance result is required. Performance objectives are difficult to write, but are essential to a good training result. Without them, training loses much of its purpose and the result cannot be evaluated.

Objectives related to General Aim C: "... co-operative
business methods"

To enable the people to...

- C.
1. explain the basic concept of 'co-operative business'.
 2. agree on the Co-operative's need for capital and contribute accordingly.
 3. understand and adopt basic rules concerning shares.
 4. give examples of operational costs which affect the business results (transport, leakage, salaries, etc.) and explain what these costs mean to the members.
 5. understand and adopt co-operative rules for distribution of surplus.
 6. recognise and demonstrate what member loyalty means to the co-operative and to all members.
 7. accept the need for cash trading and explain the adverse effects of credit.
 8. participate actively in general meetings and demonstrate their concern about the co-operative through a critical review of the work of the committee and the staff.
 9. describe the duties and responsibilities of the committee and to apply the right criteria when electing committee members.
 10. describe the role of the manager and his relation to the members and the committee and to accept the necessity of having a qualified manager.
 11. demonstrate, through active participation in the programme, that the need for member education is understood.
 12. on the basis of the details revealed by the Feasibility Study, sum up the pre-requisites for the success of a co-operative and the most common reasons for failure.

S.V. wisely enters a cautionary note not to attempt to do too much at once. It is another example of the value of carefully identifying your goals and of expressing them in precise terms - it helps to keep other people's interest focused on them.

Comments to the List of Objectives.

If some objectives seem to be missing from the list, the reason may be one of the following:

1. The topic has been given lower priority. Time does not allow it to be included in this programme, but it will be taken up later. This applies in particular to some topics concerning the consumer services which will probably commence at a later stage.
2. The topic has to do with improved agricultural techniques, for which a special training programme is already being implemented by the Agricultural Extension Officer in Tinsa, and which will continue later. We have agreed that his programme and this member education programme will be co-ordinated in the future. (See Activity 9).

Section 4 describes a step between "setting the objectives" and "implementing the programme".

The "objectives" have here been covered by "topics", which are more practical to deal with when designing the actual programme.

Vardan carefully checked that all his objectives were properly covered by the topics, as you can see in the table. Note that some of the objectives are covered under several topics and in several periods.

Objectives should normally be reached gradually during an education period. It is often necessary to achieve one objective before proceeding to another. Therefore, S.V. spent some time deciding the most suitable sequence in which to present the various topics. The result is shown in the column 'Activity' in the table, and in Section 5, which describes the actual programme.

In identifying the topics here S.V. is writing for himself and his colleagues and so uses language appropriate to that need. He would not necessarily use these descriptions in material prepared for trainees. For that purpose it is better to use trainee-centred titles as this helps create interest and motivation. For example, "what is our relationship as members to our manager and staff?"

With the stated objectives in mind, it is recommended that the following topics be included in the programme.

In the columns to the right, reference is made to:

- the objectives the topic is related to
- the activity periods in which the topic is brought up (the activity periods are described in chronological order on pages 13-50).

Topics:	References	
	Object	Activity Period
<u>1. DEVELOPMENT AND CHANGE</u>		
The need and possibilities for change.	A1-5	1,2
Production for own use and for sale.	A3	1,2
What is preventing the people of Tinsa Valley from growing more cash crops at present?	A2	1,2
Can obstacles be overcome?	A4,5	1,2,4,7
Cash income and cash spending.	A3,C1	1,2,3
More cash crop - more cash economy. What will be the consequences for the people?	A3-5	1,2
<u>2. WHAT IS CO-OPERATION?</u>		
Elementary explanation of co-operative ideas.	B1,4	2,3,4,5,7
The co-operative movement in the country, what it means to people in other parts of the country, what it could mean to the people of Tinsa Valley.	B2,3	2,5,7,13
What the Government thinks about co-operatives and is doing for the co-operatives.	B6,7	3,4
Pre-requisites for the success of a co-operative.	C12	8
<u>3. ORGANISATION OF A CO-OPERATIVE SOCIETY</u>		
The practical organisation of a co-operative.	B4	4,5,8
Who is the owner of a co-operative?	B4	4,5,8
Who is the 'boss' of a co-operative?	B4	5,8
Relations between members, committee and staff	B4	5,8

Here we have a good example of how topics arise naturally from the objectives. Of course, the order might be different. But what is important is that first the objectives have been identified and then appropriately related topics included in the programme.

Most of the topics included would appear in other member education programmes and field officers would have their lesson notes and plans prepared for these. With a little adaptation to suit local circumstances a lesson plan can, of course, be used many times over. Good field officers build up a file of such lesson plans so that they are readily available. Similarly, hand-outs to illustrate lessons in one programme can often be used in other places.

4. THE MEMBERS

Responsibilities of the members
Why is member loyalty important?
The need for member education in order to form and run a co-operative society.

5. THE COMMITTEE

The work of the committee, duties and responsibilities of the committee members
"Qualities" to look for when electing committee members
Training of committee members

6. THE MANAGER AND THE STAFF

The duties of the manager
The importance of having a qualified manager
Relations between the committee and the manager - who is the 'boss' of the store?

7. THE GENERAL MEETINGS

Purpose of the Annual General Meeting and Special General Meetings
How to request a General Meeting
How members prepare for the Annual General Meeting
Members' participation - how to act in meetings

8. CASH TRADING

Credit and cash trading - comparison
Why credit trading has ruined many co-operatives
What the by-laws say about credit trading

9. PRICES

Who decides the prices in a co-operative society?
What factors influence the prices?
Why do prices fluctuate?

References	
Obj.	Activity Period
B4,C8	4,5,8
C6	5,8,10,11
C11,C12	4,5,6
C9	4,5,8
C9	5,6,8
C9	5
C10	4,5,8
C10	5
C9,10	5
C8	5,12
C8	5
C8	10,11,12
C8	11,12
C7	12
C7	12
C7	12
C9,10	9
C1-7	9
C1	9

By 'lessons of the Feasibility Study' S.V. means both the main findings of the study and the specifications and calculations on which these were based. It is not sufficient to tell the potential members that, in the judgement of professional officers, a co-operative is feasible. It is the members who have to decide whether or not they wish to form a co-operative and to make that decision they need to know, and to understand, at least the more significant figures used in arriving at this conclusion. For example, a conclusion as to economic viability would have postulated a certain number of members, contributing so much share capital, and doing so much business. All these are items potential members are being expected to accept as targets if viability is to be secured. So they would need to know how many members, how much share capital etc. is required. The 'lessons' of the feasibility study will also be reflected in many of the other objectives - why is it necessary to build up trade, to control expenses, to make a surplus, to fix realistic prices, etc. etc.

Because of the difficulty of explaining such matters to members, it is tempting to take the line that this is beyond their comprehension and that they will have to rely on the judgement of their advisers. But that is not a very good beginning to an exercise concerned with the development of a co-operative in which members will be expected to make their own decisions and be responsible for the consequences. Of course, it is not easy to translate such information into simple terms, but that is no excuse for not doing it. In Activity Period 4 you will note how S.V. proposes to approach this problem by preparing and using a simple visual summary of the feasibility study.

S.V. might usefully have made the point here that what is important is accomplishing the objectives, not completing the programme within a given period of time. Organising and running an education programme is one thing, our concern is its impact and the results achieved. If more time is necessary to accomplish the objectives, it will have to be found. Clearly, S.V. understands this, but all his colleagues may not. A basic fault in many education programmes is to imagine that because something has been taught it has been learned. Obviously, this doesn't follow at all, so it is not the fact that teaching has been provided which is important; it is the result - the learning and the accomplishment related to the specific objectives.

10. BASIC ECONOMICS OF A CO-OPERATIVE

The basic concepts of 'business'
The need for capital, how to finance operations
Laws and rules about shares
What determines the surplus (price policy, costs, reserves etc)
Principles for surplus distribution
Responsibilities in case of loss or liquidation
Control of the operations and the economy
The lessons of the feasibility study

References	
Obj.	Activity Period
C1	3
C2	4, 5, 6
C3	4, 5, 6
C1, 4	9
C5	3, 5, 9, 13
C2, 3	5, 6
B6, C12	5, 10, 11, 13
C8-10 C12	4, 5, 6, 9

Comments:

The topics outlines above constitute a base for the programme. The amount of time spent on each topic is determined by the objectives referred to (see Section 3) and the level of difficulty the topic presents to the participants. Normally, the time suggested in the programme (see Section 5) should be sufficient, but organisers and session leaders must always be open to the need for alteration in the programme.

At last (you may think) we come to the actual programme for member education in Tinsa Valley. In this section S.V. describes how he is going to achieve his aims and objectives, the methods and the techniques he is going to use, and gives a tentative time-table for the various activities to be included.

Some 'educators' might have simply decided they knew what they wanted to do and set down a time-table and a list of topics as the programme for doing it. Not so with S.V. He has properly described what his aims and objectives are, and what he has based his programme of work upon.

- * He described the actual situation in the area and the training needs as he saw them
- * He analysed his resources
- * He stated his general aims and formulated his specific learning objectives
- * He decided what topics he would need to include to reach these objectives
- * Now he works out his programme and decides how the various topics should be dealt with
- * Then, on the basis of the objectives he has set down, he will be able to make a realistic and valid evaluation of the achievement.

The total education programme has been divided into 13 'activity periods' which are described in this section in chronological order.

The words 'activity periods' may refer to either a special event, such as a meeting, or a period of time comprising varying educational work.

Each activity period has been tentatively planned with respect to:

- a) Time and co-ordination with other activities
- b) Venues and practical arrangements
- c) Leaders, assisting leaders, resource persons
- d) Purpose
- e) Approach (programme, methods, material)

Contents of Section 5

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It is a good idea to first present the total programme in a summarized form. A diagram can be used. The problem is to draw a diagram that serves its purpose, to really give a summary at a glance of what is going to happen.

Observe that S.V. has not only confined the diagram to his own work-plan, which is covered by the headings "Member Education Activities" and "Formal General Meetings". He has also indicated the series of committee meetings, which naturally will be used for educational purposes although they do not form part of this programme, as well as the technical work carried out by his colleagues in the Co-operative Department, parallel with the education programme. That is why he titles the diagram a "co-ordinated activity plan".

It is interesting here to note the sequence of S.V.'s approach and the way he has related this to other necessary work proceeding at the same time - particularly committee training which has to be carefully integrated with the member education programme. Remember that here he is concerned only with the detail of the member education programme, but has to take account of the other work proceeding at the same time. Actually, it might have been useful for him to have given a brief summary of the committee training programme so that his colleagues could quickly and easily see how this inter-related with this programme.

CO-ORDINATED ACTIVITY PLAN

		MEMBER EDUCATION ACTIVITIES	FORMAL GENERAL MEETINGS	COMMITTEE MEETINGS (incl. training)	
		1			PREL. ECON. SURVEY
		CONTACT PERIOD			FEASIBI- LITY STUDY AND SURVEY OF INTEREST
79	OCT.	2	PUBL. MEET.	_____	
	NOV.	3		_____	
	DEC.	COOP. INFO. PERIOD		_____	
80	JAN	4	PUBL. MEET.	_____	
	FEB	5		_____	PREPARA- TION OF BYE-LAWS
	MAR	COOP. EDUC. PERIOD		_____	
	APR			_____	
	MAY	6	PUBL. MEET.	_____	
	JUN	7 MEMBER RECRUITM. PERIOD		_____	APPL. for REGISTR.
REGISTRATION OF THE SOCIETY					
	JUL	8	1st GEN. MEET.	_____	
	AUG	9 AGRIC. INSTR. • COOP EDUC. PER.		_____	COOP. SOCIETY IN OPERA- TION
	SEP			_____	
	OCT	10		_____	
	NOV	SPEC. INFO- EDUC. PERIOD		_____	
	DEC.			_____	
81	JAN	11	2nd GEN. MEET.	_____	
	FEB	12		_____	
	MAR	SPECIAL INFO. AND EDUC. PERIOD		_____	
	APR			_____	
	MAY			_____	
	JUN			_____	
	JUL	13	A.G.M.	_____	

PRE-REGISTRATION

POST-REGISTRATION

S.V. has presented his programme in two steps:

1. The summarised list of contents on this page and the same summary in diagram form, on page 14. This serves as "information-at-a-glance".
2. The detailed plan for each individual activity, beginning on page 16. This part is very much a guide for the actual implementation. S.V. has made it for the benefit of himself and his colleagues more than for other readers of the plan.

Both steps serve a definite purpose. Of course, it may not always be necessary to arrange a plan in this way.

Activity Period 5 is perhaps the most significant section of the whole programme. Here the basic lessons of how a co-operative actually works, the economic and business factors involved, and the responsibilities of members have to be learned and understood. It is on the basis of this understanding that members will take their decision about forming a co-operative and formulate their expectations in regard to it. S.V. may not have allowed sufficient time for this vital work. However, we shall see when we come to the detailed programme.

Activity Period 1: Contact Period

- to stimulate interest in possibilities for development and change.

Activity Period 2: First Public Meeting

- To turn the interest in development into an organised programme of action.

Activity Period 3: Co-operative Information Period

- To further promote interest in development and impart an understanding of some basic concepts of co-operation.

Activity Period 4: Second Public Meeting

- To consider the feasibility of a co-operative and decide on further action.

Activity Period 5: Co-operative Education Period

- To give prospective members an understanding of the main conclusions of the feasibility study and of the co-operative management structure.

Activity Period 6: Third Public Meeting

- To emphasis the importance of active support by all members.

Activity Period 7: Recruitment Period

- To give further motivation for participation and to encourage people to join the co-operative.

Activity Period 8: First General Meeting

- To repeat and emphasise the pre-requisites for success of the co-operative.

Activity Period 9: Agricultural Instruction - Co-operative Education

- To give a basic understanding of economic matters related to farming, so that the link between production and co-operation is reinforced.

Activity Period 10: Special Information and Education Activities

- To strengthen the link between the co-operative and its members.

Activity Period 11: Second General Meeting

- To give members an opportunity to exercise their rights during this important period and thus strengthen member participation.

Activity Period 12: Special Information and Education Period

- To further strenghten the members' co-operative interest, knowledge and active participation. Also to prepare the ground for a co-operative shop.

Activity Period 13: Annual General Meeting

Here begins the description of each 'Activity Period'. Note that the same arrangement of the information and the same headings have been used throughout. It is arranged in the following way:-

- First, S.V. gives some organisational details about planned dates, venues, person in charge, collaborators, etc.
- Then, he sums up the purpose of the activity, and lists the objectives to be covered. This may be the most important section, and S.V. and his team will use this information as guidelines when the activities are being implemented. This will keep them "on the right track" all the time.
- Under the heading 'Approach', S.V. describes how the work should be done. Of course, it will be very difficult for Vardan to plan in detail all the coming events, some of them several months ahead. But already at this stage it is necessary for S.V. to make sure that all topics are covered by the programme (See Section 4), and at the same time he proposes suitable learning methods for the actual topics. We must understand, however, that when the actual event is coming close, S.V. or the officer-in-charge has to revise this tentative plan and work out a programme or a "lesson plan" in more detail.
- This applies also to the practical organisational matters, listed at the end of each activity description. S.V. can envisage certain practical problems now, but other matters may need attention as well.

In the introductory details for each Activity Period S.V. has listed the objectives to be covered (but not necessarily completed) during that period. The references are to the lists included on pages 7 - 8 and you might find it interesting to check back, now and then, to see which particular objectives are being dealt with, and how they relate to the stated purpose. Note also that it is not intended to complete the work on all the objectives listed in a particular period. For example, of the objectives listed for Activity Period 1, A1 and 5 are continued in Activity Period 2, and C1 in Activity Periods 2,3 and 9.

DATE: Up till October, 1979

PLACE: All Villages

ORGANISER: Sig Vardan

ASSISTING: Egan Henry, Farmer, Tinsataj
James Koama, Farmer, Bokoro

PURPOSE: At the time of preparing this Plan, certain extension activities are already being implemented in Tinsa Valley. The reason is the newly awakened interest in "development". The initiative has been taken by some local farmers, and they are now supported by co-operative advisers from the Union. The activities include talks and discussions in smaller groups, and spreading of information by other means.

The general purpose of these activities is to encourage those farmers who have taken the initiative and give them any possible assistance and support in their continued efforts.

Particularly, our purpose is to involve as many people as possible in discussions of the following problems:

- A change - why?
- More cash crop - why?
- What is holding the people of Tinsa Valley back from growing more cash crop at present?
- Can the obstacles be overcome?
- More cash crop - more business. What will happen to the people?
- Cash income and cash spending.

OBJECTIVES: A1 to 5 and C1.

In this Section, S.V. correctly emphasises the importance of involving local leaders. Throughout the programme you will note the ways by which he does this progressively until, at the appropriate time, a local committee takes over full responsibility.

In the informal contacts it is intended to do no more than stimulate interest and persuade local leaders to co-operate in convening and organising meetings. It is good psychology to give them a sense of involvement and commitment from the very beginning. And during the contacts, opportunity will be taken to collect more information about the local situation.

At this point we might enter two criticisms made to us by a reader of this plan which are worth considering. The first is that he is not sure of the wisdom of working through village leaders. "Rural people", he says, "do not like being left out of the discussions, especially if a few village 'progressives' approve of a plan." The second is that the programme is too intensive for rural people who have many other commitments, including their work. Fair comment - judge for yourself in relation to S.V's proposals.

APPROACH:

It is very important that all work is done in close collaboration with local leaders, and preferably through or by them. During the series of village-meetings we have held, I have kept this in mind and functioned only as an adviser upon request. During the first meetings we developed a certain strategy which we now follow as much as possible. See the outline below.

The total programme during this period looks as follows:

1. Informal Contacts with Village Leaders

Egan Henry and James Koama will visit all villages. In these first informal contacts they wish to achieve two things:

- a) Interest the leaders in the same questions as themselves.
- b) Make sure that the leaders support the idea to further discuss the problems and are willing to call a meeting with all the villagers.

Henry and Koama will, for this purpose, raise the following points during the talks:

- They refer to what they have heard about the new developments in Faruna.
- They raise the question whether or not the same thing could happen in Tinsa. They compare the 'working and living conditions' in the two areas.
- They present some ideas they have regarding some practical matters - transport and storage of produce.
- They point out that they themselves cannot achieve anything, it will be necessary to work together in order to solve the problems.
- They convince the leaders that it is necessary to continue the discussions, and that all villagers should be involved. They agree to have a meeting with all the villagers within a few days. They agree to invite me to that meeting to talk about the development in other areas.

2. Discussion-meetings in all Villages.

We do not strictly follow an agenda in the meetings with all the villagers, but Henry, Koama and myself have agreed upon the matters we will raise for discussion. In principle, we shall follow the plan

Just note the careful approach, based on talks and discussions, aiming at getting people more interested in their own situation, not trying to force any suggestions and solutions upon them.

Also note how neighbouring Faruna is used as an example at the beginning of the programme. This will make the discussions more realistic, and hopefully function as a motivational factor in Tinsa.

At the same time, opportunity is taken to ensure that some important facts (new information?) are entered into the discussion, particularly by reference to the experience at Faruna.

Even at this early stage S.V. is using a simple visual aid - a flannel-board illustration - to facilitate understanding of new ideas.

outlined below, but we shall always be ready to adjust the programme to suit the participants:

- The Village Leader

will introduce the topic for discussion and welcome the guests (Henry, Koama and myself). He may elaborate more or less on some of the matters which Henry and Koama previously discussed with him, and we also have to refer to these in the discussion.

- Henry

will talk about his visit to Faruna and explain how the farmers there can sell potatoes and vegetables to the Marketing Board, how transport is organised, and so on. He compares the situation there with Tinsa Valley.

- Koama

continues with a short description of what he sees as the main obstacles for the development of Tinsa Valley in the same way, the transport and storage problems. He asks the participants what they think, - can those obstacles be overcome?

- A discussion

may now start. At suitable points I take the opportunity to explain some basic concepts: requisites for the marketing of produce, distribution and transport problems, the role of the middle-men, etc. I shall sum up by a practical example from Faruna, using a flannelboard illustration which shows the movement of the produce (pineapples) from the farmer, through the co-operative and the Union, on to the cannery and the consumers.

- Henry and Koama

will then during the discussion bring forward their optimistic views on the possibilities, but they will always ask for the opinions of the meeting participants, in order to reveal possible reservations and worries in connection with any changes in their traditional ways. Practical and realistic examples from the neighbouring areas will be used whenever possible to illustrate both the positive and negative aspects of an increased cash economy.

- The Village Leader

will then be asked to conclude the discussions, to invite participants to further meetings, and to mention about the planned 'big meeting' for the whole valley later on.

S.V's team is fortunate in having access to radio programmes. Where this is not so, a tape of a report or discussion from a successful co-operative in a similar area might be used. In some ways this has an advantage because you can ensure that the points you want made are clearly brought out.

Para. 4 obviously refers to the locally produced pamphlet. Material for member education is often designed and produced at co-operative colleges, and provided to extension workers. This is a good idea which needs to be developed.

In any event, every effort should be made to provide some simple hand-out material at most sessions. It helps to maintain interest and to stimulate discussion between meetings. There is a CEMAS guide on visualisation of co-operative ideas to assist in preparing such materials as hand-outs, flip-charts and flannel-board illustrations.

3. Radio Programmes

A reporter from Radio BNT recently recorded some interviews with co-operators in Janommo and he is planning to do the same in Faruna. The programme(s) will probably be broadcast over the medium-wave station in September. We shall ensure that the people in Tinsa are informed, that radiosets are available to the village leaders on this occasion and that arrangements are made so that as many people as possible will listen to the programme.

4. Printed Information

One of the pamphlets which will be used during Activity Period 3 as an aid to explain basic concepts of co-operation contains a series of illustrations with simple text (cartoon style). This pamphlet will be distributed to all families through the schoolchildren during this period (September) with the purpose of creating an early curiosity in co-operation.

PRACTICAL:

If possible, the remaining discussion meetings will be organised during a concentrated period. This will facilitate S.V's travel arrangements, and he can stay full time in the area during the period.

The pamphlets to be ordered from the Federation.

Public, and later General, Meetings are going to form an important part of the programme and the learning experience of members. They must be well organised - lively and informative. People will not continue to attend meetings they find boring and a waste of time (as they see it) - and why should they? The main reason for poor attendance at Co-operative meetings is that members do not find them interesting enough to attend. You will see how S.V. tries to guard against this.

Note the sequence in the purpose of this meeting:

- * discuss the situation
- * identify the problems
- * consider possible solutions
- * focus on one possible solution
- * draw on relevant experience elsewhere
- * agree to study the practicability of a possible solution

And note that the final item refers to a decision for action to be taken; the meeting has not simply been concerned with a discussion which is left in the air.

DATE: October, 1979

PLACE: Tinsabo Central School

ORGANISER: Sig Vardan

ASSISTING: Patrik Ramba, Tinsa Valley Local Govt. Council
Egan Henry, Farmer, Tinsataj
James Koama, Farmer, Bokoro
Sam Subaro

PURPOSE: The first public meeting for people from the whole area will be the natural follow-up to the initial information activities.

The general purpose is to turn the interest for development into an organised programme of action.

Particularly, we shall

- sum up the local discussions during the initial period (see Activity Period 1) and encourage further discussions on the same topics.
- identify the problems of Tinsa Valley
- concentrate on the question "what can be done to solve our problems?"
- introduce the idea of co-operation
- give examples of co-operative efforts in other parts of the country
- initiate a survey in order to find out the general interest for self-help action, e.g. a co-operative.

OBJECTIVES: A1 to 5, B1 to 4, C1.

APPROACH: Invitations:

Henry and Koama will agree with the village leaders and with P. Ramba about the date for the meeting. People will be called through the village leaders.

Tentative Agenda:

1. P. Ramba will open the meeting and explain

From Point 7 onwards, the idea of co-operation is introduced. Note, however, that the purpose is just to show that co-operation is a possible alternative, and what can be achieved through co-operation. No complicated technical matters are brought up at this stage.

Point 8. The overhead projector is suitable in large meetings and S.V. is fortunate in having both a projector and power available, so he wisely uses it. A normal flip-chart or a flannel-board may not be large enough for the big audience expected here, but would be used if nothing better was available. Of course, both seating of the participants and the location of the equipment used are also factors which have to be taken into consideration in order that participants can see the visual display.

This is a hefty agenda and some careful planning would be necessary to complete it. The control and guidance of the Chairman would be important and no doubt S.V. would not leave this to chance. He would have ensured Patrik Ramba was an efficient Chairman and carefully discussed the purpose, planning and progress of the meeting with him.

the purpose: to continue the discussions which have begun in the villages about selling of agricultural products.

2. Koama talks about the difficulties experienced by those farmers in Tinsa Valley who want to sell their products: transport, prices, uncertain collection days, etc.
3. Henry reports from the meetings in the villages (Activity Period 1). He relates what he has been told about similar experiences by other farmers.
4. Vardan will lead a discussion which may give more examples of the local problems.
5. Vardan will sum up the discussion and then briefly describe the change in the situation that is needed. He will then lead the discussion to the question: Do we actually want a change? What can we do ourselves in order to improve the situation? All suggestions and alternatives should be seriously discussed.
6. Break.
7. Henry will make an introduction about the recent development in Faruna, then Vardan will show a series of slides illustrating the work in the co-operative there. The meaning of the word 'co-operative' should in this way become more concrete to the people of Tinsa.
8. With the help of a few simple illustrations on the overhead projector, Vardan will explain the basic differences between the co-operative system used in Faruna and the system at present used in Tinsa Valley, with private agents operating as they like.
9. Subaro tells about some other co-operatives in neighbouring districts. He compares with the situation in Tinsa Valley.
10. Questions about the co-operatives in Faruna and the other places, and questions about co-operation in general are answered by Vardan and Subaro.
11. Subaro outlines some of the basic pre-requisites for a successful co-operative. He tells about the positive result of the preliminary economical survey, which was carried out by a Co-operative Officer in the area earlier this year. Subaro emphasises that the most important aim for a co-operative is the interest and action of the people involved, and that we must find out about this before we take any further steps.
12. A Caretaking Committee is elected and given as a first task to make a survey in order to find out how many people are seriously interested in the formation of a co-operative society. Each village is to be represented on the committee, or at least have a 'contact-man'.

It is anticipated that it will be a large meeting. No doubt someone will be responsible for seeing that enough chairs, suitably set-out, and other facilities are available. It is also expected that the meeting will go on for a long time (after dark) so some arrangements for refreshments may be necessary; and presumably, in this case, public transport is available for people from some distance away.

PRACTICAL:

1. The Principal of Tinsa Central School to be contacted in good time, through Ramba.
2. The slide projector and the overhead projector with spare lamps and one screen to be brought by Vardan.
3. At least the second part of the meeting should be after dark, because of the slide projection.

In effect committee training is beginning here with the Caretaking Committee given the dual role of carrying forward the survey and planning work and organising the meetings. Though he has not commented on it, S.V. would have prepared a similarly detailed plan for his committee training programme.

In Activity Period 4 (Point 12), S.V. informs members about that programme.

During a period of 3/4 months, it is intended to hold six meetings - one in each village. S.V. has decided this is sufficient for his purpose in this situation. Where it was convenient and practicable at least two meetings at not more than a two week interval would be preferable at each place in view of the amount of work to be done.

These "information/education" meetings have to be carefully handled because, in a sense, they are concerned with both propaganda and education. The propaganda is necessary both to inform the people and to encourage them to support the proposal. But their decision to organise and join the co-op must be based on the understanding of what is required of them and what the practicable possibilities are. This involves the process of education. It is essential to avoid the temptation of getting a decision by a few rousing speeches. S.V. recognises this and you will see on page 24 (Point 4) how he deals with it.

DATE: October 1979 - January 1980

PLACE: Meetings in six villages.

ORGANISER: Sig Vardan

ASSISTING: Egan Henry, Farmer, Tinsataj,
James Koama, Farmer, Bokoro,
and members of the Caretaking Committee.

PURPOSE: The work of the committee should be combined with further discussions and information. This can be done in village meetings during this period.

The general purpose is to further promote the interest in development and to impart an understanding of some basic concepts.

Particularly, we shall

- discuss the basic concept of cash economy ('business').
 - compare co-operative business ideas with other forms of business.
-

OBJECTIVES: A3, B1 - 4, B6 - 7, C1, C5.

APPROACH: Invitations to village meetings:

The Caretaking Committee will work out a timetable for the meetings, based upon agreements with the village leaders, who will call all the villagers to the meetings.

As mentioned above, the meetings will have two purposes:

- a) Information/education.
- b) To obtain the information needed for the survey (see Activity Period 2, item 12.).

Point 2. For discussion and visual material, S.V. is using a leaflet previously distributed. We have not seen a copy but, presumably it outlines in simple terms the proposal to establish a co-operative in the area, the services which would be provided, and what steps would have to be taken.

Point 4. S.V. obviously intends that all members of the Caretaking Committee will be present at all village meetings. It is a good idea, but may not always be practical. After all, they also have their own training sessions to attend. The main point is that with each discussion group there should be one person who can advise and answer questions of fact.

It is a good idea to use the discussion group method at this stage, rather than to call, as S.V. puts it, for 'a show of hands'. Apart from facilitating better discussion and understanding, it will tend to encourage a firmer sense of commitment on the part of those responding positively to Question (a). At the same time, it is important not to pressurise people into saying 'Yes' and, particularly, not to encourage expectations which cannot be realised. 'Yes' votes must be based on an understanding of the facts.

Practical Point 1. If the organisers succeeded in securing a good attendance from the combined villages of Kanoro and Sultinsa (total 72 families) it would make for a large meeting for the purpose intended. Still, S.V. has probably taken this into account.

Tentative Programme for each Meeting:

1. The village leader opens the meeting.
2. After a brief introductory summary of the previous discussions, Vardan repeats and develops further his explanation about 'business' as done by co-operatives and by private businessmen (compare Activity Period 2, item 8). The pamphlet which has been distributed earlier to all houses is used in this connection as a visual aid.
3. The question of 'development' and 'cash economy' will be further discussed. Questions related to motivation should be brought up: Why change at all? What do we need - finance, advice, fair prices for supplies and produce, no exploitation? How can a co-operative help give us this?
4. After these discussions, it is time to find out the situation with regard to the interest for further action, and the formation of a co-operative.

A more reliable indication than a 'show of hands' in the big assembly will be needed. Therefore, we will at this stage break up the meeting in smaller groups of 8 - 12 participants. Each group will elect a chairman among themselves. One man from the Caretaking Committee will also join each group. The chairman will be asked to find out from his group:

- a) How many will join a co-operative?
 - b) Those who will not join - what are their reasons,
 - c) What questions related to co-operatives are you still curious about?
5. After the group discussions all the participants assemble again. The chairmen report the discussions, the questions raised and the interest in a co-operative.
 6. Vardan takes up the questions raised in the groups for further discussion and explanations. Vardan also refers and invites to a following 'big meeting' (Activity Period 4) which will offer more information about co-operatives.
 7. The meeting is concluded by the village leader and the leader of the Caretaking Committee.
 8. After the meeting, the members of the Caretaking Committee sum up their findings. Notes should be taken for their final report.

PRACTICAL:

1. In order to save time we gather the people from Voro and Sissoro in one meeting, and the people from Kanoro and Sultinsa in another meeting.
2. At least five members of the Caretaking Committee are needed for the group discussions.
3. Because of the use of the pamphlets the meetings should be held before dark.

S.V. is very fortunate in having so much support to draw upon - here he is using a tutor and students from the Co-operative College. Colleagues in other countries may not be so fortunate and will have to rely more on their own immediate resources. But the idea behind the use of students is a good one - introduce variety and, where possible, 'dramatise' an important point you want to make. Other possibilities would be to invite the Chairman of a nearby successful co-operative to make a brief speech on his experience, or to recruit and train a group of local schoolchildren to do a 5/10 minute sketch - with or without words!

The reasonable assumption made here is that the Feasibility Study is positive and that both educational and organising work can continue.

DATE: January, 1980

PLACE: Tinsako Central School

ORGANISER: Sig Vardan

ASSISTING: Egan Henry, Farmer, Tinsataj
James Koama, Farmer, Bokoro
Other members of the Caretaking Committee
Stek Reed, District Co-operative Officer
Will Wado, Training Officer, Co-operative College
Three students from the Co-operative College

PURPOSE: From now on there will be a change in the content of the educational programme. We have previously mainly discussed possible solutions to the problems of Tinsa Valley, co-operation being one means. Now we gear the programme towards the knowledge actually required of the members in a co-operative society, and this meeting will constitute an introduction to future activities.

The general purpose is to consolidate the ambitions which now, hopefully, should be prevalent amongst the people: to start a co-operative venture.

Particularly, we shall:

- present a summary of village meetings and discuss further the role of a co-operative in the development of Tinsa Valley.
- outline the main findings of the Feasibility Study and discuss the results of the survey on likely support for a co-operative.
- give a first basic explanation about organisation and work of a primary society.
- discuss how the people should be prepared for their membership, agree on a member education programme.

OBJECTIVES: A4 - 5, B1, B4 - 7, C2 - 3, C8 - 12.

Our own feeling is that S.V. is probably trying to do too much at this meeting, but he has carefully identified all the items he wants to see covered and so is able to make his own judgement on this.

Wherever possible, S.V. uses a visual aid - in Point 7 he intends using an overhead projector - to facilitate understanding of new ideas. Where projectors cannot be used, flip-charts, if well prepared, can be just as effective.

Points 9-10 are, of course, crucial. S.V. has already worked out his plan for a member education programme. But he is at any time prepared to adjust it according to the needs and wishes of the people. The plan will now be presented to the people, and S.V. must be prepared to adjust it accordingly.

However, experience shows that it is the specific questions and the discussion topics, the amount of time needed and similar details that will have to be adjusted rather than the general outline of the plan.

Item 12. Note here that S.V. has also prepared his committee training programme which from now on will run concurrently with the member education programme.

APPROACH:

Invitations

The Caretaking Committee will inform the people through the village leaders. Invitations will also be posted in all villages.

Tentative Agenda for the Meeting:

1. The meeting is opened by a member of the Caretaking Committee.
2. Vardan reports on the village meetings (Activity Period 3). He makes a summary of the discussions and takes up those points which have been of special interest to the people. He gives further explanations on relevant matters. He leads a discussion on "what a co-operative can do for Tinsa".
3. The Caretaking Committee reports about the result of the survey (Activity Period 2).
4. Stek Reed talks about the economical pre-requisites for successful operations of a co-operative. He explains that it is now necessary to investigate in detail the need for capital and to plan the operations, etc., and reports on the outcome of the Feasibility Study.
5. The Caretaking Committee is assigned the task of studying the Feasibility Study in detail - Reed and Subaru to assist with this.
6. Break.
7. Using the overhead projector, Vardan explains the structure of a co-operative and emphasises the role of the members. He explains the need for a "member education programme".
8. The students from the Co-operative College perform a sketch illustrating the problems which arise when a member is not aware of his rights and responsibilities.
9. Vardan proposes how a 'member education programme' could be organised. (The proposal will be in accordance with this plan, of course). The outline of the programme is presented with the help of simple illustrations on the overhead projector.
10. Vardan's proposals are discussed by the meeting, and a programme agreed upon.
11. Will Wado and his students, who will be responsible for education activities in Activity Period 5, introduce themselves and say a few words about their plans.
12. Vardan informs the meeting about a special training programme which will be run for the members of the Caretaking Committee (prospective committee members of the new society). The meeting will propose a few more participants for this special programme.

In Point 14, although the next public meeting is some months away, the people are being given preliminary notice about it and told that it is then a decision will be taken about the proposed co-operative. S.V., sensibly, doesn't believe in keeping people in the dark. Let people know what is going on, is his motto. In this particular case, he has, by doing this, set a target the people can aim at and, as a consequence, emphasised the importance of the work to be done during the next Activity Period.

We like the forethought given to the need to prepare a simple, visual summary of the findings of the Feasibility Study. (See Practical Point 3). It might, as we said earlier, be difficult for members to understand these, but it is important that they should; and a well thought out visual aid will be needed.

13. The film "How can a Co-operative Help You" is shown. Vardan's commentary through the loud-speakers is substituted for the original sound track in English. After the show, possible questions are answered by Vardan, Wado and Reed.
14. Participants are tentatively invited to the next public meeting (Activity Period 6), when it is hoped a decision can be taken about the proposed society.

PRACTICAL:

1. The later part of the meeting to be held after dark because of the film show.
2. Invitations, posters to be prepared by Vardan.
3. The findings in the Feasibility Study and survey to be summarised and possibly visualised for overhead projector (Vardan to prepare).
4. The CEMAS manual to be used for preparation of a new set of transparencies for item 7.
5. Wado and students to be informed 2 weeks prior to meeting. Transport to be arranged for them (charge Fed?).
6. Contact Reed before 20.12.
7. Overhead projector, spare lamps and screen to be brought by Vardan.
8. Film projector to be borrowed from Turalo School. Contact the Principal.
9. Film from the Federation.

This is, of course, the core Activity Period when the basic educational work has to be done. S.V. may not have allowed for sufficient discussion meetings taking account of the material to be covered, but his plan is flexible and there is plenty of time (4 months) available if further meetings are required.

Wado, who is a teacher and an expert on member education in the Co-operative College, has been appointed to organise and carry out this activity. Wado will bring three students from a training course for co-operative officers. The students have chosen this work as a 'special project' in their own training programme.

It is a very good idea to collaborate with a training institute in this way. It is of benefit for all involved,

- for the college teacher (who does not lose contact with the 'field'),
- for the trainees (who get effective on-the-job training),
- for the target group, the prospective members (who will receive expertise and well planned training).

DATE: January 1980 - May 1980

PLACE: Six villages (4 - 5 meetings in each village)

ORGANISER: Will Wado, The Co-operative College.

ASSISTING: Three students from the Co-operative College
Sig Vardan

PURPOSE: The extension work during this four month period will bring important co-operative knowledge to all prospective members in the villages.

The general purpose is to give prospective members an understanding of the main conclusions of the feasibility study and of the co-operative management structure.

Particularly, we want to develop an understanding of the following matters:

- Who are the owners of the co-operative?
 - Who is the 'boss' of the co-operative?
 - Duties/responsibilities of the committee.
 - Duties/responsibilities of the Manager.
 - Rights/responsibilities of the members.
 - Purpose of the Annual General Meeting and other meetings.
 - Relations members - committee - manager.
 - Election of committee-members.
 - Laws and rules about shares and surplus.
 - Members' responsibilities in case of losses.
 - Further, on participants' requests, we shall discuss other points and aspects of the draft by-laws (which are prepared by the Caretaking Committee and the advisers.)
-

OBJECTIVES: B1 - 7, C2 - 6, C8 - 12.

Will Wado and the students from the Co-operative College will implement their 'basic member education programme' in the villages. The programme consists of three meetings as can be seen below. Subsequent visits to each village will be made by Vardan during this period, if needed. The Caretaking Committee

Notice the "practical" approach here, people are not given a theoretical lecture about certain matters, but small, dramatised scenes will show them what could actually happen.

The pictures on the flannel-board will help them to remember the facts.

And then, the participants are involved in discussions and they will draw their own conclusions, confirmed by the teacher.

The sketches here would have to be carefully formulated so that they practically demonstrate the difference between an individually/privately owned business and a co-operative. An alternative method is to use a simple "case study" read as a story and then discussed.

A hand-out, summarising and illustrating the main points should be available for distribution.

will work out a Schedule for the meetings, in collaboration with the village leaders. Wado has outlined the following tentative programme for the meetings.

The First Meeting.

The College Team will explain the democratic organisation of a co-operative through the performance of a series of small 'scenes' (sketches), 2 - 5 minutes each. Before each sketch, Wado will give an introduction and put a question, afterwards conclusions will be drawn.

Examples of their methods:

Scene 1. Wado introduces: "Imagine that we have a co-op here now. This is the store and here is one man in the office. Who is he? Is he the boss and owner of the business? Who is actually the owner of a co-op? Here is a member coming now, let us see what happens!"

The sketch then makes it clear that the members are the owners. Afterwards, Wado sums up and illustrates this fact on a flannelboard with simple pictures.

Scene 2 illustrates what would happen if all the members - 'owners' tried to take an active part in the management of the co-operative, and this will make it clear that a committee is needed to look after the co-operative on behalf of the members. Wado will summarise the duties of the committee on the board.

Scene 3. The committee members cannot cope with the day-to-day job, they have no time and they have not the proper qualifications. Members complain. The committee employs a manager to look after the store on behalf of them and the members.

Wado sums up the duties of the manager on the flannel board.

Other scenes show a member, the chairman of the committee and the manager arguing about some problems, and this should further clarify the distribution of 'power' between them in a practical and democratic way.

Wado will follow up with more symbols on the board, and repeat the total organisational structure as it now is built-up on the board.

After this presentation Wado will try to have the participants involved in a discussion about how they can influence the work of the co-operative. Another flannelboard illustration will be used when participants draw the right conclusions: they have to elect suitable committee-members and follow-up their work, exercise their power in the AGM, and participate actively in co-operative efforts.

You will find that the method used under Point 1 excels in many ways, particularly in that it involves group participation (i.e. the audience), eliminates boredom and checks whether the group has followed and understood the point.

A simple 'ranking' exercise can be effectively used when discussing qualities required in a committee member. There is an example in the CEMAS publication 'Participative Teaching Methods for Co-operative Teachers'. It stimulates much active discussion as to the merits and significance of the various qualities required.

The Second Meeting

This meeting will have the following features:

- A review of the organisational structure.
- A study of the duties of the committee.
- Shares and surplus, two typical co-operative matters to be explained.
- The By-laws.
- An explanation of the major findings of the Feasibility Study.

Tentative Programme:

1. One man from the college team goes through again the organisational structure of a society, using the same visual aids as in the previous meetings. He invites the participants to ask questions, and un-clear points are discussed. As a conclusion a simple quiz is arranged. The leader makes a statement, e.g. "The members elect a committee in the Annual General Meeting - right or wrong," The participants answer in chorus - "Right". "The chairman alone decides the prices - right or wrong?" etc. The basic facts will thus be repeated.
2. Reference is made to the previous talk about the duties of the committee members. Once again their main work tasks are gone through, and the importance of their work for the benefit of all members is emphasised.

The necessity of having responsible and honest committee members is illustrated by two 'case-studies', presented in a dramatised form by the college team. One man is the ideal committee-member, and when making decisions he has always the good of all the members in mind. The other man is thinking more about himself and it is quite clear that he is not a true co-operator and suitable committee member.

Participants are then to discuss what 'qualities' they should look for when electing committee members.

Another short scene is then performed: A member is arguing with the society chairman about the failure of their society. The member is accusing the chairman, and the chairman puts the blame on the manager.

The participants are asked to comment, who should be blamed? Proposals that the members have the ultimate responsibility should be taken seriously and discussed further, - they elected a committee which could not control the operations and the manager.

3. The business aspect of the project and the main features of the feasibility study will be explained so that members can understand the contribution expected of them and the requirements for economic success.

At this stage, inevitably, the prospective members are going to be confronted with new concepts and words which have a very special meaning and significance – like capital or surplus (or their local equivalents). Care has been taken to ensure that new words being introduced are explained and understood.

Note the use of a flannel-board illustration (a previously prepared flip-chart can also be used). The need and purpose of capital has to be explained as well as the possible sources. From the point of view of potential members we are often entering into strange and new concepts here and careful explanation, supported by visual illustrations, is essential. Some suggestions are offered in the CEMAS publication referred to on the page facing page 19.

A more thorough study of the draft by-laws is, of course, included in the committee training programme, but it is also important that the members should be aware of at least the more important of these. An idea very often used is to paraphrase into simple language sections of the by-laws concerning membership, shares, voting, obligations of members etc., so that they can be more easily understood.

The Third Meeting

At the third meeting we shall discuss

- capital, shares and use of surplus.
- the main by-laws.

A simple example is used to explain the need for capital in any business. Alternative sources available to a co-operative should be compared, and the advantages of 'own' capital explained.

Other simplified examples, illustrated on the flannelboard, will clarify how a surplus is created in a co-operative, and how the surplus is divided between members who have patronised the society more or less.

Questions related to shares and surplus should be answered.

The by-laws for the new society have been drafted at this stage, and they have to be approved by the membership later on. For this purpose, the participants will now be introduced to important parts of the text. Reference is made to the discussions during these two meetings, and how the text agrees with this.

Participants are invited to ask for rules of specific interest to them, the text will then be read and discussed.

The Fourth and Subsequent Meetings.

Vardan will go to the villages as necessary for further meetings during this period in order to follow-up the discussions and give further information. This will have to be decided in consultation with the college team and the village leaders.

PRACTICAL.

1. The college team will stay in the area one week to implement the first meeting in each of the six villages (one meeting per day).
2. For the second and third meetings the team will split up and work in pairs - each pair taking three villages.
3. The same arrangements with combined meetings for Voro/Sissoro and Kanoro/Sultinsa as in Activity Period 3.
4. Transport for the college team to be organised by Vardan (Charge Federation).
5. Wado responsible for time schedule etc. in collaboration with Caretaking Committee in Tinsa. (Contacts through Vardan).
6. All needed educational material supplied from the college by Wado.

During the last Activity Period the Caretaking Committee will have been hard at work studying and discussing the implications of the feasibility study and preparing the by-laws (working from a model provided by S.V.). On the basis of this work they will formally submit a proposal at this meeting to apply for registration.

The previous public meetings (Activity Periods 2 and 4) were arranged mainly for educational and informational purposes, but from now on the meetings will be more like normal general meetings of a co-operative society.

Any general meeting of a co-operative is educational, because people learn from the proceedings, from the information and the discussions. But for Vardan it is important to take the opportunities which the general meetings offer to include some specific member education items on the agenda.

You will notice that he is doing so in every general meeting, and this is an example worth following.

Notice also, that you will not find much detail about the other items on the agendas of the general meetings, in this document. Vardan is only describing his special duties, the member education activities.

DATE: May, 1980

PLACE: Tinsabo Central School

ORGANISER: The Caretaking Committee

ASSISTING: Stek Reed, Co-operative Officer, Central District
Sam Subaro
Sig Vardan (in charge of educational items).

PURPOSE: This meeting is the formal occasion for a decision on the formation of a co-operative society. The agenda will comprise mainly formal matters (review of the feasibility study, approval of by-laws, the application for registration, elections etc.) but we shall not miss the opportunity to include some particular member education features.

The general purpose of the educational features will be to emphasise the importance of active support by all members.

Particularly, we shall discuss

- how to finance operations
 - shares.
-

OBJECTIVES: C1 - 5, C9, C11 - 12

APPROACH: Invitations:

Same procedures as for Activity Period 4, through village leaders and posters in all villages.

Programme:

The programme will later on be worked out in detail by the Committee, Reed and Subaro.

When the feasibility study has been reviewed in general terms, and the problems of financing the co-operative are brought up, Vardan will contribute to the programme by explaining certain matters related to membership and shares. The matter has been discussed earlier in the village meetings, but people may have more questions now when the need for money is specified and the figures are mentioned.

It would be a good idea to have a hand-out showing the main features of the Feasibility Study. As S.V. suggests in this case, the total figures may not mean a great deal to prospective members (not so, of course, in every case), but they have to be able to understand the main conclusions arising from the study because they are the ones who have to make the decision to go ahead or not.

Here is another example of how important it is to find a suitable method for each topic.

Every topic on the programme should be looked upon as a teaching problem, which the educator has to solve. In this case, the problem is to explain complicated figures which are of importance to the members, they must know their financial commitments.

Here, the solution to the problem is not evident at the first glance. Vardan suggests, that only by avoiding the actual figures, and using other more man-related figures, which are understood by the people, will it be possible to explain the matter.

Again, this is a matter of judgement. With more sophisticated audiences, it would be preferable to deal with the actual figures indicated by the Feasibility Study. This can still be done by starting from the contribution and commitment required of each member.

Vardan's task now will be to make clear what is required from the members to secure the success of the co-operative. This must be explained in a way that is not discouraging but, on the contrary, encourages and motivates people to join the co-operative..

Further explanations will be given as to the main features of the feasibility study and this will be done by avoiding the use of total figures and by using the individual farmer as an example: What will be required of him, and what will he gain? A short "panel-discussion" between a farmer and Vardan will clarify these matters:

- First, the output from the farm should be discussed, at present and the plans for the future, in case the new co-op will make it possible to sell the products. Exact figures should be mentioned, and the corresponding cash income should be calculated, the present and the future.
- The pre-requisite for this development is that the co-operative begins operations, and the discussion should make it clear how this will be possible: Capital from shares and loans and a certain volume of business is needed (ref. feasibility study). This should be translated into practical terms for this farmer: He has to buy a share for X dollars, and he has to sell X kg. of produce every year.
- The business operations of the co-operative should then be discussed so that the people understand how the surplus is created and the society will be able to repay the loans. Again, practical examples relating to the individual farmer should be used.

Another example may be taken to illustrate the situation of a different farmer growing more and/or other produce than the first one.

In this way, most of the meeting participants will get an idea about what the co-operative will mean to them and that this will be achieved only if they buy shares and continue to be loyal to the society.

As a conclusion there will be another educational feature, the film entitled "How to form a co-operative" will be shown with a localised narration by Vardan. The film will show the formation process which the people of Tinsa are now going through, and they will get a confirmation that people elsewhere are striving together in the same way as the Tinsa people.

You will have noted how S.V. lists the practical matters concerning organisation at the end of each Activity Period summary. It provides a check list for him and his colleagues as to the things which have to be done and helps to remind people of their particular responsibilities.

It might be worth mentioning here the importance of attention to detail like this. Plans have to be translated into effective action. That means that if we intend to use a chalkboard, somebody has to make sure that one is available, with a proper support for it, and chalk to use on it. When we are teaching people how to organise co-operative business, we have to demonstrate our own ability in this direction by ensuring that all is done well and the meeting goes smoothly. If these preparatory meetings are poorly organised, don't start on time and are badly run, we shouldn't be surprised if these features are carried over into the business organisation of the new Co-operative. An example of people learning the wrong lessons.

PRACTICAL:

1. Reed and Subaro keep in touch with the Committee for the preparations for the meeting.
2. The Committee to contact the Principal of Tinsabo Central School.
3. Because of the film show, the meeting should take place in the evening.
4. Vardan to organise loan of film projector and screen from Turalo, loan of film from the Federation and preparation of posters.

The intention here is to provide a period during which the potential members can be thinking about and discussing between themselves the information they have been given. The hand-outs provided at the last meeting will provide some of the material for this. It is a very good idea to bring the committee members directly into this activity, but, of course, they will need training if their work is to be effective. S.V. has provided for this.

On the collection of share capital, S.V. is not very clear as to the arrangements. Usually, it is unwise to permit individual committee members to go around collecting money. But perhaps he does not mean this. In any event, collection of share capital should only be done at a properly constituted meeting, or fixed venue, and taken only by a properly authorised person, such as the Secretary or Treasurer, who issues a receipt from a receipt book used for share capital receipts only. Again, the point is that if we are teaching people how to run their own business, then everything we do or advocate has to be done in a business-like manner, otherwise bad practices can easily become the accepted way of doing things.

DATE: June, 1980

PLACE: All Villages.

ORGANISER: The Caretaking Committee.

ASSISTING: Sig Vardan
Sam Subaro

PURPOSE: Pending the registration of the new society we will carry out some general information activities in the villages, recruit members and collect share capital.

The general purpose of the information/education activities is to give further motivation for participation in the planned co-operative efforts and to encourage people to join.

Particularly, we shall:

- inform about the plans of the proposed Co-operative
 - approach those farmers who are still reluctant to join, and give them an opportunity for further discussions.
-

OBJECTIVES: A4 - 5, B1 - 4.

APPROACH: Preparation:

This activity period will be implemented by the committee members. Vardan and Subaro will thoroughly prepare and train them for this important task. Two sessions in the special training programme for committee members will be used for this.

In the previous meeting (Activity Period 6) the people have been informed about the purpose and procedures for this activity, so 'member-recruitment' and the collection of share-money should be a rather simple formal matter.

However, the committee members should take every opportunity to motivate everyone to join and to support the co-operative. They should meet people who are still doubtful about or negative to the new ideas and a careful approach is necessary in these cases.

A good point about not raising 'false expectations'. In their enthusiasm, unskilled organisers will often promise 'the moon' in order to get agreement. This tendency has to be avoided, or it can cause a lot of trouble and dissatisfaction later on. Encourage people to join - Yes. But only on the grounds of realistic argument.

It is at these meetings that collection of share capital could be done, but the points made on the previous page should be noted and followed. It might mean that one person (the authorised collector) has to go to all the meetings. In this case, Subaru would have to organise this and we would have expected to see more reference to the arrangements in the list of practical points. It is an example of how the arrangements for the member education programme have to be integrated with other work proceeding at the same time.

In the preparation - and training sessions the committee members will be trained for this work mainly through discussions and role-play. Subaro and Vardan will ask the questions common in a situation like these, and the committee members will practice the right arguments. Special attention will be paid to the correctness of the arguments in order to avoid raising false expectations among the people.

Programme for the village meetings:

Tentatively, a meeting in a village will take the following pattern:

- A committee man sums up the latest developments in the formation process, referring to the previous meetings and the decisions taken. He may have some new information to add: the progress of the application for registration, the plans for a storehouse, etc.
- He explains that the recruitment of members has begun and may give details about the recruitment results so far.
- A ceremony for joining the co-operative is then arranged.
- Opportunity is provided for discussions and questions.

PRACTICAL:

The Caretaking Committee to work out a plan for the work distribution.

Subaro to assist the Committee in this work.

Subaro in charge of all practical formalities in connection with member recruitment, which are not described here.

General meetings of members are a much neglected medium of education.

Efficient conduct of meetings (getting the business transacted without wasting time, while encouraging good membership participation) is an important element in the member education and committee training programmes. That training has to begin here by demonstrating how meetings should be run, so that they are effective as forums of democratic control and decision making. So the arrangements for the smooth conduct of the meeting are very important. In a sense, the meeting itself is a demonstration lesson, or real-life role play.

S.V. has not given us an outline of the agenda for the formal part of this important meeting. Stek Reed is responsible for that and so S.V. has not included it here; he has outlined only the 'education' section of the meeting. S.V. assumes (no doubt on good ground) that by this time the application to register the Co-operative agreed on in Activity Period 6 (page 32) has been approved and this is to be reported and the Registration Certificate handed over. It is an occasion of some significance, as indicated by the attendance of the representative from the Ministry, and this has to be emphasised.

Well, we have mentioned it before. S.V. is fortunate in being able to use films so easily. Many of his colleagues in other places would not be able to do so, because films, or equipment, or power, may not be available. But, he is right to recognise that after the formal part of the meeting has been completed, there will have been enough direct talking to people for the time being. Note how he has sought to introduce variety into the proceedings with two films and two other events.

DATE: July, 1980

PLACE: Tinsabo Central School.

ORGANISER: The Caretaking Committee

ASSISTING: Stek Reed, District Co-operative Officer.
Sam Subaro
Will Wado and three students from the Co-operative College.
Ken Williams, Agricultural Extension Officer
Sig Vardan.

GUESTS: Representative from Ministry of Co-operatives.
Representative from Faruna Co-operative Society.

PURPOSE: Formal proceedings and the 'official opening' of the Co-operative will take most of the time in this meeting, but we will, (as in Activity Period 6), add some member education activity to the agenda.

The general purpose of that will be to repeat and emphasise the pre-requisites for success of the co-operative.

Particularly, we shall bring up, again,

- those aspects of the co-operative organisational structure which are most crucial for successful future operations.
- the importance of member loyalty.

OBJECTIVES: B4 - 5, B7, C8 - 12.

APPROACH: Four educational features are planned for the meeting:

1. A film on co-operation.
2. A panel-debate with a visiting co-operator.
3. A dramatised "look into the future".
4. A film on agricultural techniques.

1. The film "How to manage a co-operative".

This film will be shown as an introduction to the meeting. It functions as a review of the education

This interview technique is a useful idea as it not only helps to make the session more relevant to local issues, but also involves local people. It might be a good idea to deliberately include on the panel at least one person known to be sceptical about the project. It would need some careful preparation, including briefing of both the questioners and the visitors, to make sure that questions and answers are to the point.

programme previously implemented in the villages by the college team. Wado will introduce the film with reference to Activity Period 5, and he will comment and substitute the original soundtrack during the show.

2. A Visiting Co-operator.

The next educational item will be a speech by a guest from the co-operative society in Faruna. He will be asked to talk about his co-operative, especially about the work in the initial period. To ensure that his information will be relevant to the needs of the audience in Tinsa, a panel-debate will be arranged after his speech, so that 6 - 8 people from Tinsa (one from each village) will sit with him on the stage and 'interview' him about his experience of co-operation.

3. "A Look into the Future".

Later on in the formal proceedings, there will be a break for a short performance by Wado and his students from the co-operative college, by now well known to all the people. They will 'look into the future' and perform two scenes from imaginary committee meetings, one year ahead. One scene will illustrate progress, and the other problems. The main reasons for the problems should come out clearly: Lack of member support and interest. The sketches will be 'localised' with examples and names taken from the area.

4. A Film on Agriculture.

The last educational item on the programme will be handled by Ken Williams, the agricultural extension officer. He will give a short talk about the agricultural training and demonstration programme he is about to begin in the villages. Then he will show one of his instructional films, relevant to the situation.

PRACTICAL:

1. Preparations and training for the formal meeting procedures will be done in the committee members special training programme.
2. The Caretaking Committee to decide meeting date as soon as the society is registered. Invitations to be arranged by the committee.
3. Because of the film shows, the meeting should be in the evening.
4. Guests for the meeting to be invited by the Committee and Reed (including the Chairman or other from Faruna).

continued . . .

5. The Committee to contact the Principal of Tinsabo Central School.
6. Reed to inform Williams.
7. Vardan to organise for film projection (loan of projector and screen from Turalo, one film from the Federation).
8. Vardan to contact Wado and organise his and students' transport to Tinsabo (Charge Federation).

The emphasis during this period is on the inter-relationship between agricultural production and the work of the Co-operative. It is a very important link which has to be stressed, because in this particular project, success of the Co-operative will depend on growing volumes of in-puts required and crops to be marketed. For example, the Feasibility Study will have been based on estimates of volume and value of in-puts required and of crops to be marketed. If these cannot be met, it will seriously affect the financial operations of the Co-operative and inhibit its effectiveness. That is why S.V. has sought to ensure that the main features of the Feasibility Study are understood.

The approach used is an interesting combination of practical demonstration and instruction, and distribution of educational material. While the main organisers are S.V. and the Agricultural Extension Officer, the focus is kept on the Co-operative by involving the Management Committee as much as possible.

AGRICULTURAL INSTRUCTION - Activity Period 9
CO-OPERATIVE EDUCATION PERIOD

DATE: July 1980 - December 1980

PLACE: All Villages

ORGANISER: The Committee

ASSISTING: Sig Vardan
Sam Subaro
Ken Williams, Agricultural Extension Officer
The Manager of the Co-operative

PURPOSE: The emphasis of the member education programme during the first half year after the formation of the Co-operative will be on agricultural techniques. Demonstrations and instructions will be organised by the Agricultural Extension Officer, temporarily stationed in Tinsabo. Closely related co-operative matters will be dealt with simultaneously.

The general purpose of the 'co-operative sessions' will be to give members a basic understanding of economic matters directly related to their farming work, so that the link between production and co-operation is reinforced.

Particularly, we will discuss and clarify the following matters:

- why do crop prices fluctuate?
 - supply and demand
 - who decides the prices?
 - what determines the net surplus of the society?
 - principles for surplus distribution
 - the functions of the Marketing Boards
-

OBJECTIVES: C1 - 7, C9 - 10, C12

APPROACH: In addition to the practical work and demonstrations on the fields, Williams will also have some village discussions during this period. We have agreed to co-ordinate this so that Subaro or Vardan will be

continued . . .

A training officer always feels most comfortable when he is using methods and material he has developed himself. It is not always so easy to make use of 'ready-made' material, supplied by a colleague, or specialist firm.

When Vardan refers to the 'CEMAS' material, he means some visual aids he has prepared himself, based upon ideas and proposals presented in that manual.

A good point is made under the heading 'Surplus Distribution'. While patronage refund can be a powerful argument to encourage people to join, it is unwise to over-emphasise this in the early years when the need for more capital is urgent. The wisdom of creating reserves by 'ploughing back' surplus for development purposes should be shown to have priority at this stage. And by showing that this becomes collectively owned capital being used for development purposes in the interest of all members, this can be an equally powerful and attractive proposal.

It might be asking too much of the new Manager to expect him to attend all these meetings - he will have other things to do. But, in principle, the idea is good.

present, together with the secretary/manager of the new society, for the purpose of explaining and discussing economic matters related to the business of the Co-operative.

The following will be discussed:

- Price fluctuations, supply and demand.

The problem of fluctuating prices on some agricultural products is always a matter of concern to farmers. An effort should therefore be made to explain the supply and demand mechanisms. The CEMAS material will be used to explain the problem in principle, on the flannelboard. Examples from the local markets will be used. Efforts to stabilise the prices should be mentioned, e.g. by the governments, marketing boards, etc.

- The Pricing Policy of a Co-operative.

The farmers naturally want to know who decides the prices they are paid, and how the price is determined. To explain this, a typical local product will be used as an example. All money transactions in connection with the buying and selling of a bag of produce will be shown on the board, in order to explain why the society cannot pay the same amount to the farmer, as it receives from the buyer. The expenses and costs involved are illustrated.

It is then explained how the manager of the society works out these prices in consultation with the advisers and the committee.

- Surplus Distribution.

In connection with the previous discussions, the question of surplus distribution will naturally come up, and the opportunity should be taken to answer possible questions related to this. The CEMAS material will be used in order to visualise the principle regarding patronage refund. However, it is important to mention that the surplus may be needed for varying purposes during the first years and nobody should therefore definitely expect a refund.

PRACTICAL:

Williams will keep us informed of the progress of the agricultural training programme and let us know in good time about the village meetings.

Vardan and Subaro to agree on work distribution between themselves for this activity (Vardan on leave in September).

The new manager (or the secretary) will gradually take over the information tasks of Vardan and Subaro. However, Vardan or Subaro will always be present in these meetings.

Vardan or Subaro will prepare all necessary educational material.

Note that Activity Periods 9 and 10 run simultaneously, with the work in Period 10 being organised by the Committee. It is a period when new committee members are getting practical training in their duties and the emphasis here is on good member relations and communication. These are matters many co-operatives fail to give sufficient attention to. S.V. intends that in Tinsa this should not be the case. During this period of six months it might have been worthwhile holding another General Meeting to report on progress and maintain interest.

DATE: July 1980 - December 1980

PLACE: The Society Store and in all villages.

ORGANISER: The Committee

ASSISTING: The Manager
Sam Subaro
Sig Vardan

PURPOSE: Simultaneously with Activity Period 9, there will be certain information activities which form part of the member education programme, e.g. information through the manager and the committee-members, notice-board information, radio information/education.

The general purpose is to strengthen the link between the Co-operative and its members.

Particularly, we aim at

- establishing suitable and effective channels for communication with the members about plans and progress of the Co-operative.
-

OBJECTIVES: B6, C6, C8 - 10

APPROACH: The committee members and the manager will have very important roles in order to create the right co-operative atmosphere and interest in the venture during the first period, so as to build a good foundation for the future work. They will be thoroughly prepared for this task during the special training programme for committee members.

In addition to their work among their neighbours, as promoters of the co-operative idea in general, we are proposing the following activities in order to involve the people as much as possible in the co-operative work:

The Manager Visiting the Villages.

Together with some committee members, the new manager will visit all villages during this period. If he stays in the store/office he may not meet many of the less active members and visits will give him opportunity to establish direct contacts with more people, including non-members.

continued . . .

In a co-operative which serves several villages, as this one does, the idea of regular village or 'branch' meetings is an important concept. Too often, once co-operatives have been organised, there is a tendency to rely on an occasional General Meeting at headquarters. Here, the idea of "reporting-back" to members is being encouraged as a permanent feature of the communication process. This will help to stimulate a two-way flow of information and to cultivate good member-relations.

S.V. has mentioned several times that the use of printed literature should not be excluded on the grounds of a high rate of illiteracy in the community. He is right, of course. It has frequently been noted in research studies that there is a high degree of interest in literature relevant to people's needs and problems in such communities. There are usually a few people who can read to others and parents will ask their children to read for them. All this stimulates interest and discussion in the community.

In most countries there is a Government or voluntary body concerned with the promotion of literacy which would be able to advise and help in the preparation of information leaflets.

The manager will not be requested to carry out any specific education activities during these village meetings, just establish contacts and give some general information about the work of the society. He should explain matters of general interest to the farmers, such as the budgeted purchases of produce from each village he visits and the importance of achieving this goal. He or a committee man could also explain about the progress with regard to other plans, such as transport and storage facilities, supply services, etc.

Information to each Village.

We shall try to set up a system for good information and communication with all villages. Each village will probably be represented on the committee, and the system based on this presumption.

At the end of each committee meeting, there should be a summing-up of what has been discussed and decided, and agreement on the information that should be conveyed to the members.

As a rule, the committee members should then give "members' reports" in their villages on the following evening. They should not acquire the bad habit of informing only those they happen to meet or those who ask for information.

Committee members should also be requested to report from their villages at the following committee meeting about the questions and concerns of the members.

Newsletter.

No printed information will be issued to the members by the society at this stage.

However, the Newsletter of the Co-operative Union, which is distributed to all co-operatives on a quarterly basis, is planning to have a report on the Tinsa Co-operative in the December issue, 1980, including a number of photographs. If possible, extra copies will be printed and distributed to the villages in Tinsa for the purpose of motivation. In one of the report sessions, mentioned above, committee members could refer to the article and arrange distribution of copies.

Noticeboard.

There will be a noticeboard at the storehouse. It will be used for a limited number of messages only, such as changes in prices paid for produce, dates for meetings, buying days and dispatch days for produce, etc. Vardan and the Manager will discuss and work out a suitable form for this information.

continued . . .

Radio listening groups can be useful, but effective co-ordination with the programme organisers is often difficult. Radio is best used for such specialised topics as suggested here, e.g. for improved farming techniques. Short talks on battery operated cassette recorders can also be used - sometimes more effectively as you can play sections back if necessary.

Radio.

According to the District Office of Radio BNT, no co-operative education programmes are planned for 1980, but one series of programmes will deal with animal husbandry, mainly aimed at improved chicken and goat farming. No other details are available at present. Efforts will be made to organise one or more listeners groups to follow this series, especially among the youth of the area. If possible, this will be combined with a practical 'project' on a co-operative basis.

PRACTICAL:

1. The Manager's visits to be planned by the Committee and Subaro. The meetings of Activity Period 9 to be considered when deciding the dates (The Manager will take part in both).
2. The Villagers' information meetings to be organised in the special training programme for committee members.
3. Vardan to organise the distribution of the Union Newsletter. (Cost to be charged to the Union and the Federation?)
4. Vardan and the Manager to discuss the notice-board with the committee.
5. Vardan to obtain more information from BNT and inform the committee accordingly about radio courses. Williams to be involved.

S.V. never forgets the importance of both arousing interest and stimulating and maintaining it, by ensuring that there is full opportunity for member participation and good communication. At this early stage in the life of the new co-operative, quarterly members' meetings might have been considered, but with the active extension work going on in the previous period, and that to continue in the subsequent weeks, he is probably right to propose a half-yearly meeting in this case. Too many co-operatives rely upon the AGM as the only regular meeting and that is a grave mistake.

Even at the General Meeting, S.V. keeps his training objectives in mind - look up, on page 8, those to be partly covered here.

DATE: January, 1981

PLACE: Tinsataj, The Co-operative Store or the School.

ORGANISER: The Committee

ASSISTING: The Manager
Sam Subaro
Ken Williams, Agricultural Extension Officer
Sig Vardan

PURPOSE: This general meeting is summoned after the first six months of operations. The Committee reports about the work, the results so far and the plans. Educational features will be included on the agenda, dealing with both agricultural and co-operative matters.

The general purpose is to give members an opportunity to exercise their rights during the important 'building up period' and thus strengthen the member participation.

Particularly, together we want to:

- analyse possible problems and seek solutions
 - discuss the need for a retail store
-

OBJECTIVES: C6, C8 - 10, C11.

APPROACH: This first general discussion about the business of the co-operative will prove to the members that they have a real and positive role to play. They will realise the importance of expressing their opinion in discussion and of reaching decisions by voting.

When the meeting opens, the Chairman should make this clear and invite all members to express their opinions. At the end of the meeting, Vardan or Subaro will again stress the importance of members' participation and by referring to what has been said in the meeting, show how important it is that members express their views and make their decisions.

continued . . .

There will be reference here to the estimates made in the Feasibility Study. How many members doing how much business; how much share capital subscribed; what are the expenses, etc. It is a good idea to set targets for important elements of the co-operative's operations and members can then see what progress is being made.

The Committee, advised by Subaro, is now responsible, as they should be, for all arrangements.

The following topics will be on the agenda, and in the discussions the members will have the opportunity to influence the immediate course of the society:

The Business of the Society.

The Manager and Subaro will inform the members of the financial situation of the society after the first half year of operations. The members will be told whether everything is going according to plan, or if there are any problems, financial or other. Members will be encouraged to ask questions and make suggestions and the committee will answer and comment.

Retail Services.

At the time of preparing this plan, it is the general opinion that a co-operative retail shop should not be started during the first year. The question should eventually be discussed however, and this meeting would offer an opportunity. The topic as such is well suited for a general discussion and will therefore also have educational values.

Should the question not be brought up, the members can alternatively be involved in a discussion about improved services concerning the collection of produce and supply of agricultural requirements.

Farming.

Williams will take this opportunity to promote a discussion on agricultural problems. He will use slides for a demonstration of some techniques he is introducing, also some slides taken in Tinsa during his field work.

PRACTICAL:

1. Committee and Subaro to decide date for the meeting.
2. The committee to invite members to the meeting, not forgetting to mention the slide show with local pictures.
3. The Principal of the school in Tinsataj to be contacted by the Committee, if the school is needed.
4. At least the later part of the meeting to be held after dark, because of the slide show.
5. Williams to bring necessary equipment for the slide show.

Included in this period is discussion and study related to the forthcoming first AGM - and what a good idea it is to prepare members for this so that they will be better able to participate intelligently. AGM's are extremely important events in the annual calendar of operations but their potential value and significance is often wasted because members are inadequately prepared or informed.

We particularly like the intention to educate members about the purpose and content of the Annual Report - a much neglected medium of education because it is so often produced in a way which makes it quite incomprehensible to members, particularly the financial reports.

You will notice that this member education programme contains many features which are not directly educational. The purpose has also been to create motivation and to strengthen the unity, and later on to keep up the interest for co-operation.

It is an advantage if all these aspects can be interwoven in the programme. The study visit is one example of this.

DATE: January 1981 - June 1981

PLACE: Meetings in all villages.

ORGANISERS: The Committee

ASSISTING: Sam Subaro
Sig Vardan
The Manager

PURPOSE: This period will comprise another series of study/discussion sessions in the villages, a study tour to Faruna to see the successful co-operative and the cannery there, a self-help project with educational bias (probably to improve storage facilities) and continued direct-contact work by the manager.

The general purpose is to further strengthen the members' co-operative interest, knowledge and active participation and to prepare the ground for a consumers' shop.

Particularly, we will discuss and study:

- the need for a retail shop.
 - problems related to credit trading.
 - the contents and purpose of an Annual Report.
 - control of operations and money.
 - purpose of the Annual General Meeting.
 - preparations for the Annual General Meeting.
-

OBJECTIVES: C7 - 8.

APPROACH: The Study Visit.

The visit to Faruna will be made early in 1981. The main purpose is to let the members see a good example of what can be achieved through co-operation and to get a direct report from the people involved. Hopefully, this will give motivation for increased efforts in Tinsa Valley.

continued . . .

Study visits, if they are to be of value, need careful organisation. Three things are particularly important:

1. Briefing the people at the place to be visited as to the precise purpose of the visit and the matters of special interest (S.V. has listed them).
2. Briefing the participants as to the purpose of the visit, the place they are visiting and what, in particular, to look for.
3. De-briefing, by way of a discussion, the participants after the visit so that the important points are brought out and noted. In this case, where all members cannot go on the visit, it would also be sensible to provide an opportunity for them to report back to meetings of other members so that the information and experience gained can be shared more widely.

We commented before on this excellent idea of preparing members for the AGM as part of the education programme. Note here the care being taken to do this well, including explanation of some financial terms which may be unfamiliar to members.

In the studies of the Faruna Society and in the informal talks with the leaders and members there, the following questions will be discussed:

- How much has the production increased since the Co-operative started? How much has the earnings of a farmer increased (actual examples)?
- What was the total cost of all investments needed?
- How was this made possible? What was requested from each member?
- How much are the farmers paid for their products (a comparison with Tinsa)?
- What have been the greatest difficulties so far? How have the problems been solved?
- Experiences of the consumers' shop? Credit trading?

The Village Meetings.

During this period, committee members will continue to have regular 'reporting sessions' in their respective villages, after each committee meeting. In this way they will help to keep up the members' interest and involvement in the affairs of the society.

Prior to the Annual General Meeting, Vardan and Subaro will arrange a meeting in every village to explain and discuss the following matters:

- The purpose of the Annual General Meeting:

The relation between the members, the committee and the manager will once again be explained with the help of the flannel board. (Compare Activity Periods 4 and 5). It will be clearly shown that the AGM is the main opportunity for the members to exercise their powers.
- The purpose of the Annual Report and the Auditor's Report:

This will also be explained thoroughly and the members will be prepared for their task of considering these reports. To facilitate the comprehension of the financial reports, they will be published in a very simple form. The terms used and how the figures should be judged will be explained. Some figures may be available at the time of these meetings, so the discussions may be realistic.

(When the actual reports have been prepared, it will be arranged that committee members bring simplified versions to the villages, and explain them to the members. Thus there will be an opportunity to hear and discuss the business results in advance of the AGM).

A group discussion exercise, such as the 'ranking' exercise mentioned on the page facing page 30, would be useful to focus people's minds on the qualities required.

It is likely that an idea for a self-help project will arise during discussions at previous meetings and it would be preferable for this to be so, rather than for S.V. to make a particular suggestion. It might take the form of a part contribution to some building work, like preparation of the site for a storehouse or warehouse. Anything the members can do themselves will decrease capital costs to the co-operative as well as helping to improve the sense of unity and commitment among members.

There would be much scope in this co-operative for improving agricultural production and facilitating the work of the co-operative generally by studying the possible use and application of appropriate technology techniques.

The Intermediate Technology Development Group,
9 King Street,
LONDON, WC2E 8HN, UK

can offer advice.

- The election of a new committee:

This is another matter which will be brought up for review at these meetings. The first year of operations may have revealed which persons have the most sincere interest in the co-operative and be suitable for office. The members ought to discuss this matter.

The Self-Help Project.

It has still not been decided for what practical purposes a self-help project should be organised during this period. One purpose, however, of such an effort, would be to increase the feeling of unity among the members and to show that it is possible to achieve a lot without high costs and outside assistance. Therefore, a self-help project will be given a high priority in the education programme.

PRACTICAL:

1. Study Visit to Faruna:

Vardan to contact Faruna Co-operative Society and decide about date.

Transports in truck to be organised by Vardan and the Committee for approx. 100 persons.
(One truck from Union, two others).

Costs for the trip to be subsidised by the Union and the Federation? Participants to pay a low fee.

2. Village Meetings:

Subaro and Vardan to share the work.

The Committee to organise dates.

All educational material to be brought by Subaro or Vardan.

3. Self-Help Project:

Will be planned by the Committee, Vardan and Subaro as soon as possible.

Arrangements for the A GM will no doubt be a subject for special attention in the committee members' training programme. With the guidance of the officers, they will be responsible for its organisation. Afterwards, they will require a session to discuss how it went and what could be done to improve it.

S.V. has not reproduced here the actual Agenda for the A GM which will, of course, be prepared later. At this stage his concern is how the Meeting will be used for educational purposes.

Note again the intention to present the annual report in a simplified form comprehensible to members.

S. V. and Subaru are to see that members get helpful answers to their questions. No doubt they will intend to brief committee members and the manager on this in their training sessions. The reference underlines the importance S.V. attaches to the work and purpose of the A GM. He is right to do so, because it is the main agency of member control and real co-operative democracy.

It is a good idea to introduce a visiting dignitary as a guest speaker, but make sure he is well briefed and his remarks confined to about 10 - 15 minutes. The members have come to discuss the business of their co-operative, not to listen to long speeches.

DATE: July, 1980

PLACE: Tinsabo Central School

ORGANISER: The Committee

ASSISTING: The Manager
Sig Vardan
Sam Subaro
Stek Reed, District Co-operative Officer

GUESTS: Representative from the Movement and/or the Government

PURPOSE: In addition to the formal proceedings of the meeting, some of the features on the agenda will also have educational undertones and motivational effects.

The general purpose of those features will be to make a general assessment of the work during the first year and encourage continued efforts.

Particularly, we want to:

- present the annual reports in a way comprehensible to all members.
 - encourage the discussion of important matters.
-

OBJECTIVES: B6, C5, C8 - 10, C12

APPROACH: Discussions

As mentioned in Activity Period 12, the members will be thoroughly prepared for the AGM and they should have seen and discussed the reports prior to the meeting. Subaro and Vardan have to see to it that the members now get clarifying answers to all their questions in the meeting.

Guest Speakers

It is desirable that the members get an opportunity to hear an assessment of their work also from an unbiased outsider, not only from their own committee and the advisers. A guest-speaker may fill this function, either a representative of the movement, or the government. This kind of recognition may encourage increased efforts both among the members and the new committee members.

The test to which SV and his colleagues have now to submit themselves is "Have we succeeded in achieving our specific objectives?" If they have, reinforcement and continuation work can be commenced. If they have not - if there are gaps or weaknesses - then the necessary work has to be done again.

Evaluation of this kind is crucial to the whole exercise - and remember it is SV and his colleagues who are being tested, (did they succeed in helping the members to learn what they wanted them to learn?) not the members.

Some people think that completion of a training programme is itself an achievement. Nothing could be further from the truth. It is the results, the effect of the training that is important, and that has to be ascertained by evaluation.

If evaluation reveals that some lessons have not been learned, then it will be necessary to review the methods (and the personnel) used. If a training course fails, wholly or in part, it is the fault of the organisers and educators, not the participants.

The member education activities have to be assessed continuously, the results considered and action taken in order to adjust and improve the programme whenever needed. There will be three different evaluation efforts:

1. After each activity period
2. On four special occasions
3. At the end of the programme

Comments:

1. Evaluation after each Activity Period.

After each Activity Period, the officer-in-charge and others involved will discuss the result. This plan will be used as a 'check-list', particularly the programme description and the list of objectives.

There are two ways of assessing the result of an activity:

- a) The field educator will normally be able to make a fair assessment of whether the objectives have been reached, by observing the participants and assessing their contribution to a discussion, their questions, comments etc. The attendance is, of course, also important for the general result, and should be observed and noted on the form provided, page 55, as the programme proceeds.
- b) Direct questions, or interviews with some participants, about their opinions of the activity. Especially, they should be able to say which topics they wish to discuss further, what matters they still do not understand fully, etc.

2. Evaluation at four special occasions.

The progress in general should be evaluated at the following occasions:

After Activity Period 3, with Vardan and Subaru.

After Activity Period 5, with Vardan, Subaru, Wado and College students.

After Activity Period 10, with Vardan, Subaru, Williams and the Manager.

After Activity Period 13, with Vardan, Subaru, Williams, the Manager and the Committee.

continued . . .

A useful method of evaluation is for a person who has not been directly involved in the programme to conduct some question and answer sessions, with members, using questions based directly on the specific objectives. For example, (Objective C5) "What is surplus?", "What do the rules say about distribution of surplus?" "How can surplus be used to build up capital?" Such questions can soon reveal the level of understanding reached.

One important test in the evaluation exercise will, of course, be the attitude, behaviour and participation of members in the AGM.

On these occasions, the results of each preceeding activity should be summarised and compared to the plan, the objectives and the programme. If adjustments are needed in the programme, they should be discussed in these meetings, and later with the committee for possible action.

If any differences have been observed between the villages with regard to interest and membership, this should also be analysed in these meetings, and possible reasons and remedial actions discussed.

3. Evaluation at the end of the programme.

This evaluation should have the purpose of assessing the total result, comparing it with the objectives of the programme, and suggesting what the immediate need for further member education will be.

The evaluation will be done in close collaboration with the Committee to be elected in the first AGM. They will also be responsible for the implementation of a possible continuation programme.

To complete his plan, S.V. has produced, for his senior officers, an estimate of the costs involved and the amounts to be charged to each organisation; the number of working days required; and the mileage for which the Union jeep will be used. This is a final example of his thorough, business-like approach. If we are to have any success in teaching people how to run their own Co-operative Businesses, we have to be business-like ourselves.

Tentative Summary of Costs for the whole Programme:

	<u>Fixed Cost/ Resource</u>	<u>Cash/ Current</u>	<u>Cost to be carried by</u>
<u>Activity Period 1</u>			
Travel - Vardan	280 km	14:-	Union
400 copies pamphlet 'Co-operation'	Union Jeep	30:-	Federation
<u>Activity Period 2</u>			
Travel - Vardan, Subaro	70 km Union Jeep	3:50	Union
<u>Activity Period 3</u>			
Travel - Vardan	420 km Union Jeep	21:-	Union
<u>Activity Period 4</u>			
Travel - Vardan	70 km Union Jeep	3:50	Union
Travel - Wado's team, bus		20:-	Federation
<u>Activity Period 5</u>			
Travel - Wado's team, bus		40:-	Federation
Accommodation for team.		0:-	Tinsa Society
<u>Activity Period 6</u>			
Travel - Vardan, Subaro	70 km Union Jeep	3:50	Union
<u>Activity Period 8</u>			
Travel - Vardan, Subaro	70 km Union Jeep	3:50	Union
Travel - Wado's team, bus		20:-	Federation
Travel - Guest from Faruna, bus and Jeep		10:-	Federation
<u>Activity Period 9</u>			
Travel - Vardan, Subaro	560 km Union Jeep	28:-	Union

continued . . .

In calculating the number of man-days work required, SV has taken a strict count of time as indicated in his programme. It is probably too optimistic and may not take account of either unexpected problems which might arise, or the time required for final evaluation.

	<u>Fixed Cost Resource</u>	<u>Cash/ Current</u>	<u>Cost to be carried by:</u>
<u>Activity Period 10</u>			
Travel - Vardan, Subaro	280 km Union Jeep	14:-	Union
Newsletter, extra copies		35:-	Union
<u>Activity Period 11</u>			
Travel - Vardan, Subaro	70 km Union Jeep	3:50	Union
<u>Activity Period 12</u>			
Travel - Vardan, Subaro	560 km Union Jeep	28:-	Union
Travel - Faruna study visit	Union Truck	24:-	Union
Travel - Faruna study visit	Private Trucks	50:-	Federation
<u>Activity Period 13</u>			
Travel - Vardan, Subaro	70 km Union Jeep	3:50	Union
Travel - Guest from Federation		12:-	Federation
<u>All Activities:</u>			
Working time - Vardan	45 man days		Union
Working time - Subaro	20 man days		Union
Working time - Wado	14 man days		Co-operative College

Vardan's and Subaro's overtime to be compensated in time.

Total Current Expenses:

Central District Co-operative Union	185:-
The Co-operative Federation	182:-

S. V. wants a record of attendance and participation in the various activity periods listed village by village. It will provide useful information as to the level of interest and reveal the places where more effort might be required. In the last column he has indicated the level of support expected for each activity period and will use this both as a guide and as a target.

Well, that is S.V.'s plan for Tinsa Valley. It would be worthwhile summarizing here the main ingredients of it - or, for that matter, any plan worthy of the name.

1. Information Know the situation and analyse the needs. Do a feasibility study.
2. Objectives Determine both your general aims and your specific objectives.
3. Resources Identify the resources required.
4. Programme Detail a systematic programme based on the objectives and show what topics and information has to be provided.
5. Methods Decide what methods will be used, including how the necessary participation and collaboration of all concerned will be encouraged and secured.
6. Evaluation Decide what evaluation procedures will be used, both during the programme (formative evaluation - to check on how things are going) and when the programme has been completed (summative evaluation - what was the final result).

PARTICIPATION IN THE MEMBER EDUCATION PROGRAMME

Number of families represented:

ACTIVITY	Sult	Kan	Bok	Tinb	Siss	Voro	Tint	Ros	TOTAL	
	Act %	Act %	Act %	Act %	Act %	Act %	Act %	Act %	Act %	Exp %
1 Village meetings										50
2 Public meeting										50
3 Village meetings										80
4 Public meeting										70
5 Village meeting 1										80
Village meeting 2										80
Village meeting 3										80
Village meeting 4										80
Village meeting 5										80
Village meeting 6										80
6 Public meeting										60
7 Recruitment meetings										90
8 General meeting										70
9 Village meetings										80
10 Village meeting										80
Radio Programme										10
11 General meeting										70
12 Study Visit										30
Village meetings										80
Project										20
13 AGM										70

MEMBERSHIP DEVELOPMENT

Number of members from each Village:

After Act. Per. 7										60
After Act. Per. 8										65
After Act. Per 9-10										70
After Act. Per. 11										75
After Act. Per. 12										80
After Act. Per. 13										80