

Learning Outcome 3

Review and evaluate some of the ways in which the global co-operative movement is helping to change the world.

Performance Criteria Checklist

Evidence may be presented for individual Performance Criteria or gathered as a whole by combining assessments holistically in one single activity. Learners may work individually, in groups or in pairs, depending on the centre. Learners may demonstrate their knowledge by way of a written or oral response. Oral responses may be given by way of a formal presentation or as part of a group discussion. Oral responses may also be videoed. Use of ICT is encouraged. Learners may be assessed by the teacher or by teacher and peer assessment.

There are many different ways of assessing the Performance Criteria in this Unit and centres should structure their assessments in a manner appropriate to their individual needs, therefore allowing access for all.

In order to achieve a Level 5 pass, learners must satisfy *all* performance criteria.

Performance Criteria 3.7

The learner has:

Clearly explained the nature of their chosen natural disaster ☐

Clearly described the location of their chosen natural disaster ☐

Clearly explained the ways in which their co-operative has responded to a natural disaster ☐

Performance Criteria 3.7

The learner has:

Clearly explained the nature of their chosen man-made disaster ☐

Clearly described the location of their chosen man-made disaster ☐

Clearly explained the ways in which their co-operative has responded to a man-made disaster ☐

In the course of this assessment, learners will also develop broad generic skills for life, learning and work. These skills include evaluating a range of sources of information, skills in the use of statistics and research.

Performance Criteria 3.7 lends itself to the development of literacy skills, particularly reading a range of texts and drawing conclusions from written sources. Skills of numeracy will be developed through the evaluation of a range of numerical, statistical and graphical sources of information.

ICT skills will be developed.

Citizenship and sustainability will also be an important aspect of this Unit as a whole.

There may also be opportunities for other additional skills for learning, skills for life and skills for work to be developed in the Unit. However, this could vary across centres depending on approaches being used to deliver the Unit in a centre and this should be for individual teachers and lecturers to decide.

Learning Outcome 3

Explain some of the ways in which the global co-operative movement is helping to change the world.

Instrument of Assessment (Natural)

In order to assess your learning and attain a pass in Performance Criteria 3.7, you will be required to demonstrate Knowledge and Understanding of the ways in which a Co-operative has responded to a **natural** disaster.

This assessment will take the form of an Internet Research Project.

Carefully complete each section in turn as fully as you can, for your chosen co-operative.

Name:

Date:

Description of your chosen co-operative:

(Include the name and location details)

Description of the natural disaster and the effect it had on your chosen country:

(What happened? What were the effects?

How many people were affected?)

Description of the role your chosen co-operative had in responding to the natural disaster:

(What did they do? In what ways did their actions impact on their members?)

In order to achieve a Level 5 pass in Performance Criteria 3.7, you must make sure you have fully explained each point and given as much detail as possible.

Good luck!

Learning Outcome 3

Explain some of the ways in which the global co-operative movement is helping to change the world.

Instrument of Assessment (Man-made)

In order to assess your learning and attain a pass in Performance Criteria 3.7, you will be required to demonstrate Knowledge and Understanding of the ways in which a Co-operative has responded to a **man-made** disaster.

This assessment will take the form of an Internet Research Project.

Carefully complete each section in turn as fully as you can, for your chosen co-operative.

Name:

Date:

Description of your chosen co-operative:
(Include the name and location details)

Description of the man-made disaster and the effect it had on your chosen country:

(What happened? What were the effects?

How many people were affected?)

Description of the role your chosen co-operative had in responding to the man-made disaster:

(What did they do? In what ways did their actions impact on their members?)

In order to achieve a Level 5 pass in Performance Criteria 3.7 you must make sure you have fully explained each point and given as much detail as possible.

Good luck!

Learning Outcome 3

Explain some of the ways in which the global co-operative movement is helping to change the world.

Finalised Marking Instructions

It is **strongly** emphasised that the references in the marking instructions indicating expected responses are for guidance only and **MUST NOT BE VIEWED AS PRESCRIPTIVE**.

The performance of candidates is measured against the **Performance Criteria Checklist** and it is against these, rather than a checklist of responses, that they should be assessed.

Candidates must satisfy **ALL** Performance Criteria to achieve a pass in Learning Outcome 3.

Performance Criteria 3.7

Award a tick for each point, depending on the quality of the description, relevance and accuracy.

*Candidates are required to clearly explain the nature and location of their chosen **natural** disaster.*

Answers may include:

Tsunami, Sri Lanka

The 2004 Indian Ocean earthquake was an undersea mega-thrust earthquake that occurred at 00:58:53 UTC on Sunday, December 26, 2004, with an epicentre off the west coast of Sumatra, Indonesia. The quake itself is known by the scientific community as the Sumatra-Andaman earthquake. The resulting tsunami is given various names, including the 2004 Indian Ocean tsunami, South Asian tsunami, Indonesian tsunami, and Boxing Day tsunami.

The earthquake was caused by subduction and triggered a series of devastating tsunamis along the coasts of most landmasses bordering the Indian Ocean, killing over 230,000 people in fourteen countries, and inundating coastal communities with waves up to 30 meters (98 ft) high. It was one of the deadliest natural disasters in recorded history. Indonesia was the hardest-hit country, followed by Sri Lanka, India, and Thailand.

With a magnitude of M_w 9.1–9.3, it is the third largest earthquake ever recorded on a seismograph. The earthquake had the longest duration of faulting ever observed, between 8.3 and 10 minutes. It caused the entire planet to vibrate as much as 1 centimetre (0.4 inches) and triggered other earthquakes as far away as Alaska. Its epicentre was between Simeulue and mainland Indonesia. The plight of the affected people and countries prompted a worldwide humanitarian response. In all, the worldwide community donated more than \$14 billion (2004 U.S. dollars) in humanitarian aid.

*Candidates are required to clearly explain the ways in which their co-operative has responded to a **natural** disaster.*

Answers may include:

SANASA Development Bank Ltd, Sri Lanka.

The Tsunami of 2004 devastated communities, killing many and ruining infra-structure. Through it all, Sri Lankans have trusted the name SANASA and the familiar blue signs that adorn its 5,000 credit unions. SANASA was there coordinating relief operations in the days following the tsunami. Six years later, Sri Lankans are back at work thanks to training and credit made possible by the SANASA Development Bank Ltd and its partnership with the Canadian Co-operative Association.

This co-operative ensured that aid was delivered to the people who needed it most and that credit was available for restructuring and stimulating industry in Sri Lanka

*Candidates are required to clearly explain the nature and location of their chosen **man-made** disaster.*

Answers may include:

Famine, Somalia

In early July 2011 charities were blaming it on the 'worst drought in 60 years'. They are still calling it the 'worst drought ever' when in recent days torrential rains have flooded refugee camps in Mogadishu. The reality is that war caused this famine, not a drought, and the heart of it is in the battlefields of southern Somalia.

In December 2006, Ethiopian forces, financed by US and British money and reinforced by western special forces, invaded southern Somalia and occupied Mogadishu. The objective was to expel Islamists accused of being linked to al-Qa'eda who had seized power six months before in the capital. Under the Islamists, the city was enjoying its first period of relative peace since Somalia collapsed into civil war in 1991.

The infighting was by no means over, but what was evident in Mogadishu under the Islamists, was that Somalis were doing a surprisingly fine job of sorting out their own problems. The Ethiopian invasion smashed this process to smithereens, stirring up an insurgency led by militant forces of al-Shabaab. In the past 55 months of conflict, thousands have been killed in Mogadishu. It has become a battlefield between militant factions and an African Union force that replaced the Ethiopians with support from western intelligence agents, mercenaries, aerial drones and lashings of anti-terrorism money. Out in the provinces, al-Shabaab forces rule over the population in a style reminiscent of Pol Pot's Cambodia crossed with the Taleban.

In the sorghum-growing areas that are Somalia's breadbasket, al-Shabaab forces looted grain stores, taxed food markets and menaced farmers until they gave up planting crops. These farmers are Rahanwein, a family of clans who suffered most of the 300,000 deaths in Somalia's 1992 famine. Some Rahanweins are aligned with al-Shabaab, but that hasn't saved them. Other weak clans, meanwhile, are powerless against the onslaught of warlike nomadic militias in the pro-government or militant forces.

For let's get one thing right: the 'Somalis' are not starving. The victims are mainly the weak or minority clans — or anybody who has not armed himself to the teeth.

*Candidates are required to clearly explain the ways in which their co-operative has responded to a **man-made** disaster.*

Answers may include:

SAACID, Somalia.

SAACID's micro-credit programme comes under its 'Women's Empowerment (Women's Advocacy and Women's Rights') programme sector.

SAACID began its micro-credit programming in 1993. In 1996, SAACID received its first substantive capital injection from Oxfam America. Oxfam America provided the capital outlay for the initial training-of-trainers, training in numeracy, literacy and business principles for destitute Somali women, and an initial loan of US \$200 for each of 200 women. This initial capital injection was extremely successful and since that time SAACID has operated the programme by itself very successfully and has received further capital injections from Oxfam Novib and the Mennonite Central Committee (MCC), as well as from private donations.

Since then SAACID has received micro-credit funds from Oxfam Novib and the Mennonite Central Committee (MCC).

Unlike most other micro-credit models around the world, SAACID imposes only a minimal service charge on loans it provides to poor Somali women (1-2% - in Somalia, where the dominant religion is Islam, 'interest' is perceived as usury [*riba*] and is against the principals of Islam). SAACID's philosophy is not to gouge a large profit margin out of the participants, but to help those participants out of poverty and provide them with dignity and economic independence. The downside of this is that the core capital stock grows slowly, meaning that they remain relatively limited in their capacity to help large numbers of poor and illiterate Somali women. They hope to continue to build capital stock for loans through ongoing inputs from governments, international organisations, companies and individuals who see the worth of this loan initiative.

SAACID also binds women receiving loans into solidarity groups. Women are bound into a group of 5; a group of 20 and a group of 100. This layered grouping approach provides a loan guarantee mechanism. It also provides a support group for common problem solving and a safety net for agreed short-term individual financial difficulty. Solidarity groups are organised as a formal association - having their own constitution, rules, regulations, Board and weekly meetings. Finally, women wanting to enter the programme have to provide both a security guarantee (a deposit) and a guarantor from the wider community who will support the worthiness of the applicant. This layered process has preserved the capital stock in SAACID's Poverty Bank to the point that there has never been a default in the programme.

To date, SAACID has not had one defaulter on those loans. This is startling, as Somalia is still in an anarchic state, and there are none of the formal or legal mechanisms that mitigate risk in most other countries around the world. This is a testament to the ingenuity, flexibility and resourcefulness of SAACID's managers in adapting a general model of micro-credit to the prevailing Somali context. This programme is a real jewel in SAACID's strategic programming.