

### Learning Outcome 3

**Analyse how the global co-operative movement is helping to change the world.**

### Performance Criteria Checklist

Evidence may be presented for individual Outcomes 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 Outcomes 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 6 pass, learners must satisfy *all* performance criteria.

### Performance Criteria 3.6

*The learner has:*

Considered the extent to which co-operatives in **developed** countries have contributed to improving conditions for those in **developing** countries

*By:*

Giving the name of at least one co-operative in a **developed** country ☐

Describing the nature of its business ☐

Giving the name of a **developing** country ☐

Describing the nature of the contribution ☐

Describing the extent of the difference made to communities in the **developing country** as a result ☐

Considered how effectively this co-operative has put the co-operative principles into practice. ☐

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 3.6 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 may also be developed through the use of Power-Point and as a research tool.

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

*Analyse how the global co-operative movement is helping to change the world.*

### Instrument of Assessment

In order to assess your learning and attain a pass in Performance Criteria 3.6, you will be required to demonstrate Knowledge and Understanding of how co-operatives in **developed** countries have contributed to improving conditions for those in **developing** countries and on how effectively these co-operatives are putting the co-operative principles into practice.

This assessment will take the form of a Presentation. Your presentation may take the form of a Talk, a Power-Point Presentation, a Written Report or any other form as agreed with your teacher/lecturer.

Whichever response you choose, make sure you carefully follow the instructions below.

#### INTRODUCTION

Briefly introduce the purpose of your presentation.

#### SECTION ONE

You must name a relevant co-operative in a **developed** country of your choice.

#### SECTION TWO

You must describe the nature of its business.

### SECTION THREE

You must give the name of the **developing** country receiving help from your chosen co-operative

### SECTION FOUR

You must describe the nature of the contribution

### SECTION FIVE

You must describe the extent of the difference made to communities in the **developing country** as a result

### SECTION SIX

You must consider how effectively your chosen co-operative is putting the co-operative principles into practice.

In order to achieve a Level 6 pass in Performance Criteria 3.6 you must make sure you have **fully** explained each point and used statistical facts where appropriate.

Good luck!

### Learning Outcome 3

***Analyse how 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 3.6

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

*Candidates are required to name a relevant co-operative in a **developed** country of their choice.*

#### Answers may include:

The National Rural Electric Co-operative Association, United States.

*Candidates are required to describe the nature of their chosen co-operative's business.*

#### Answers may include:

NRECA is the national service organisation for more than 900 not-for-profit rural electric co-operatives and public power districts providing retail electric service to more than 42 million consumers in 47 states and whose retail sales account for approximately 12 percent of total electricity sales in the United States.

NRECA's members include consumer-owned local distribution systems - the vast majority - and 66 generation and transmission ("G&T") co-operatives that supply wholesale power to their distribution co-operative owner-members. Distribution and G&T co-operatives share an obligation to serve their members by providing safe, reliable and affordable electric service.

NRECA membership includes other organizations formed by these local utilities:

- Generation and transmission co-operatives for power supply
- Statewide and regional trade and service associations

- Supply and manufacturing co-operatives
- Data processing co-operatives
- Employee credit unions

*Candidates are required to name a **developing** country which is benefitting from the help of their chosen co-operative.*

**Answers may include:**

Bangladesh

*Candidates are required to describe the nature of the contribution*

**Answers may include:**

The National Rural Electric Co-operative Association in the United States has been supporting the development of Palli Bidyut Samities PSBs (local rural electricity co-operatives) in Bangladesh for over 30 years. 67 PSBs now serve approximately 38,000 villages, bringing electricity to over 20 million people in the rural parts of Bangladesh, with connections proceeding at a rate of over 390,000 new connections a year. In 2005, the UK Department for International Development announced an award of over £50 million to support the development of electricity co-operatives in Bangladesh.

They are now in discussions with the Indian Government and it is hoped to start to develop rural electricity co-operation in West Bengal shortly.



*Candidates are required to describe the extent of the difference made to communities in the **developing country** as a result of the support given.*

**Answers may include:**

Studies have shown that one of the critical elements for development is access to reliable energy including electricity. For Bangladesh, significant progress has been made through the ongoing development of the Rural Electrification (RE) Program that now brings electric service to more than 7.3 million connections and benefits more than 44 million rural people. This is considered by many to be one of the most successful infrastructure development programs in the developing world. While this indicates significant progress, only an estimated 35% of the rural households have access to electricity. Studies have shown significant socio-economic benefits to households having access to electricity.

*Candidates are required to comment on how effectively their chosen co-operative is putting the co-operative principles into practice.*

**Answers may include:**

The NRECA is putting into practice:

6th Principle of the ICA: Co-operation amongst Co-operatives

Co-operatives serve their members most effectively and strengthen the co-operative movement by working together through local, national, regional and international structures.

It is an example of co-operatives working together with other co-operatives to strengthen the co-operative movement as a whole.

Through NRECA putting into practice the

5th Principle: Education, Training and Information,

Co-operatives were set up in Bangladesh. These co-operatives put into practice the

7th Principle: Concern for Community:

*Co-operatives work for the sustainable development of their communities through policies approved by their members.*

As both the NRECA and the PSBs are co-operatives they are by their very nature implementing

1st Principle: Voluntary and Open Membership

2nd Principle: Democratic Member Control

3rd Principle: Member Economic Participation

Although NRECA are working with the Indian Government they retain

4th Principle: Autonomy and Independence

This is a fantastic example of co-operation among co-operatives, meeting all seven of the ICA's Principles.

**[END OF MARKING INSTRUCTIONS]**