

Part 3:
EXTRA INFORMATION

1. A Sample Constitution

This is a sample constitution. It does not refer to a real place. Committees may find it a helpful guide when making their own constitution to suit their needs.

Name

Kimatiri Resource Centre Committee
(Address)

Duties of the Committee

The Committee shall be responsible for:

- Overall planning
- Setting objectives and policies
- Selection and supervision of workers
- Overall management of the centre
- Fund-raising
- Budgeting
- Accounting
- Auditing
- Monitoring and Evaluation

Membership

The Kimatiri Resource Centre Committee shall have 10 official members and 2 honorary members.

Honorary Members: 1 Local Member of Parliament; 1 Local Government Councillor

Elected Members: 5 elected from the Kimatiri Community

Appointed Members, 1 each from:

- The Local Church Committee
- The School Committee
- The Women's Group
- The Farmer's Action Group
- The extension workers (Agriculture or Health or Community Services)

Length of Membership

The elected members shall serve on the Committee for 2 years. They may be elected again. If an elected member cannot serve a full 2-year term, an extra election for that position will be held and the elected person will serve 2 years from the date of election.

The appointed members shall serve on the Committee for 3 years. They may be appointed again. If an appointed member cannot serve the full 3-year term, the group he/she represents shall appoint a new member for 3 years from the date of appointment.

The extension worker shall serve on the Committee for as long as he/she remains in the community as an extension worker. By agreement with the Committee he/she can be replaced by another extension worker.

The Honorary Members shall be members for as long as they hold Parliamentary or Local Government Office.

Attendance

Any member who fails to attend three meetings in a row without good reason shall no longer be a member. Another person shall be chosen by election if the member who is leaving was elected or shall be appointed if the member who is leaving was appointed.

Language of Meeting and Notes

The language will be Swahili.

Official Meetings

It is necessary for 6 members out of the 10 official members to attend a meeting to make the meeting official. (This is called a 'quorum'.) If there is no quorum, the meeting shall be postponed to another date.

Number of Meetings

The Committee shall meet at least once every 2 months. It shall meet within the first week of every other month starting with the first month after the election. Additional meetings may be held when necessary as the leaders of the Committee decide.

Committee Officers

The Committee officers are:

- The Chairperson,
- The Secretary,
- The Treasurer.

Election of Leaders

The leaders shall be elected by show of hands in the first official meeting of the Committee. The leaders shall hold these positions for 2 years. They may be elected again. A leader may be removed from his/her position if he/she does not attend 2 meetings in a row without good reason. Each leader must appoint someone else for any meeting he/she cannot attend.

Decisions of the Committee

Decisions of the Committee shall be passed when more than half the members in attendance agree by show of hands.

Dissolution

The Committee will no longer exist if it fails to have a quorum for 4 meetings in a row. The Village Development Committee will take all funds, materials and other possessions and keep them and not use them until a decision is made to elect a Committee again or not. If not, the funds, materials and other possessions will be donated to the Village Development Committee.

2. Duties and Qualities of Committee Leaders

The Duties of the Chairperson are:

1. To organise and run meetings efficiently.

Do this by:

- Giving the members enough notice of a meeting (e.g. at least one week in advance).
- Starting the meeting on time or as soon as there is a 'quorum'.
- Explaining the items on the agenda clearly and dealing with one item at a time.
- Asking members to make suggestions for action.
- Trying to keep members' speeches brief and on the topic.
- Calling for a vote if the members do not seem to agree after long discussion. (Remember that it is good to agree on a proposal and reach a consensus through discussion. Voting should only come as a last resort.)
- Giving every member time to speak. The Chairperson should only stop discussions when people are becoming angry.
- Making sure that the Secretary records the final decisions after confirming that every member understands what has been decided.

2. To report back to the community.

Do this by:

- Arranging for the local leaders to report to the community.
- Putting up information notices.

3. To ensure that decisions are carried out.

Do this by:

- Dividing jobs among the members.
- Setting a good example by doing some of the work.
- Reminding members about tasks they have agreed to do.
- Asking members to report on the tasks they have agreed to do.

The Qualities of a Good Chairperson Include:

- Being committed to the success of the centre.

- Being a good and supportive listener.
- Being patient and encouraging people to make suggestions and give ideas.
- Ensuring that everyone has a chance to contribute to a meeting.
- Knowing the aims of each meeting.
- Planning time in the meeting to be sure these aims are achieved.
- Being able to summarise discussions accurately.
- Being willing to give responsibility to other members.
- Having time to carry out duties.

The Secretary's Duties are to:

- Set an agenda for each meeting.
- Take notes of each meeting.
- Arrange the meeting place and time.
- Distribute/discuss notes with members of the Committee.
- Write all letters for the Committee.
- Prepare applications for funds with advice from Chairperson and other Committee members.
- Remind members of tasks they are to do.

The Qualities of a Good Secretary Include:

- Reliability.
- Being a good listener.
- Accurate reporting of Committee discussions.
- Accurate reading and writing skills.
- Being well-organised.
- Ability to accurately summarise Committee discussions and decisions.
- Being able to discuss and explain any issues or notes with all members of the Committee.
- Willing and able to carry out duties.

The Treasurer's Duties are to:

- Supervise receipt of all money for the centre and be sure receipts for all money received are given.
- Supervise paying any money into the bank account.
- Supervise withdrawal of money whenever requested following correct procedures.

- Supervise prompt payment of all bills.
- Supervise staff in keeping up-to-date accurate accounts and all other financial records.
- Provide financial statements when requested or once every six months.
- Make sure money is spent wisely as directed by the Committee.
- Organise for auditing services.
- Hand over all money, records and property to a newly elected treasurer.

The Qualities of a Good Treasurer Include:

- Being trustworthy with money.
- Having accurate numeracy skills.
- Being well organised.
- Being able to supervise and give advice to staff about the accounts.
- Being firm about requesting money owed.

3: A Sample Workplan

Phase 1: The Committee (Start date July 19--)

ACTIVITY	START DATE	LOCAL PARTICIPANTS	OUTSIDE PARTICIPANTS	PERSON IN CHARGE	DATE OF COMPLETION
1. Elect the Committee	July Year 1	Whole Community			End of July Year 1
2 Hold first meeting and elect chairperson, secretary, treasurer	Aug. Year 1	Committee			End of Aug. Year 1
3 Write Constitution	Aug. Year 1	Committee		Chairperson	End of Sept. Year 1
4 Do Community Profile	Sept. Year 1	Committee	Community Development Worker	Chairperson	End of Oct. Year 1
5 Determine community needs	Oct. Year 1	Committee & Community members	Various extension workers	Chairperson	End of Dec. Year 1
6 Write objectives	Nov. Year 1	Committee		Chairperson	End of Dec. Year 1
7 Appoint Fund-raising Group & develop budget	Nov. Year 1	Committee		Chairperson	End of Dec. Year 1
8 Write work plan	Nov. Year 1	Committee		Chairperson	End of Dec. Year 1
9 Start fund-raising in the community	Dec. Year 1	Fund-raising Group		Chairperson of Fund-raising Group	Continuous
10 Start fund-raising outside the community	May Year 1	Fund-raising Group		Chairperson of Fund-raising Group	Continuous

Phase 2: Selecting and Training Staff

ACTIVITY	START DATE	LOCAL PARTICIPANTS	OUTSIDE PARTICIPANTS	PERSON IN CHARGE	DATE OF COMPLETION
1 Start evaluation of Phase 1	May Year 1	Committee		Chairperson	End of July Year 2
2 Discuss qualifications and qualities of staff needed; training available; and how to obtain staff	May Year 1	Committee		Chairperson	Early May Year 1
3 Appoint Selection Group	May Year 1	Committee		Chairperson	End of May Year 1
4 Choose staff	June Year 1	Selection Group		Chairperson of Selection Group	End of June
5 Introduce staff to Community	June Year 1			Chairperson	End of June Year 1
6 Appoint staff supervisor	June Year 1	Committee		Chairperson	End of June Year 1
7 Make arrangements for training (venue, duration, funding, trainers, objectives and content of training)	July Year 2	Selection Group	Library services, literacy organisations, community development department, university extra mural or non-formal department	Chairperson of Selection Group	End of July Year 2
8 Start training staff	Aug. Year 2	Staff	As above	Chairperson	End of Aug. Year 2

Phase 2 may begin earlier so that staff can be involved in the planning activities. Phase 3 could start at the beginning of Year 2 and proceed at the same time as Phase 2. Note that Year 1 ends in June, and Year 2 begins in July.

Phase 3: The Building

ACTIVITY	START DATE	LOCAL PARTICIPANTS	OUTSIDE PARTICIPANTS	PERSON IN CHARGE	DATE OF COMPLETION
1 Call community meeting to discuss site; start evaluation of Phase 2	Feb. Year 2	Committee and Community members		Chairperson	End of Feb. Year 2
2 Ask a local leader to donate land, or begin process to acquire land	Feb. Year 2	Committee		Chairperson	End of Feb. Year 2
3 Appoint Building Group	Feb. Year 2	Committee		Chairperson	End of Feb. Year 2
4 Ask qualified persons for advice on buildings	Mar. Year 2	Building Group		Chairperson of Building Group	End of Mar. Year 2
5 Design the building	Mar. Year 2	Building Group	Community Building Programme Worker	Chairperson of Building Group	End of Mar. Year 2

Continued on next page

Phase 3: The Building (Continued)

ACTIVITY	START DATE	LOCAL PARTICIPANTS	OUTSIDE PARTICIPANTS	PERSON IN CHARGE	DATE OF COMPLETION
6 Start collecting and/or purchasing building materials	Apr. Year 2	Community Members		Chairperson of Building Group (CPG)	Continuous
7 Start work on site (clearing, digging foundations)	Apr. Year 2	Community Members	Community Building Programme Worker (CBPW)	CPG	June Year 2
8 Start preparing materials (e.g. bricks, blocks, stones, timber)	May Year 2	Community Members	CBPW	CPG	End of May Year 2
9 Build the walls	May Year 2	Community Members	CBPW	CPG	End of June Year 2
10 Start and finish roof	June Year 2	Community Members	CBPW	CPG	End of June Year 2
11 Finish building	July Year 3	Community Members	CBPW	CPG	End of July Year 3
12 Build shelving & other furniture	Aug. Year 3	Community Members	CBPW	CPG	End of Aug. Year 3

Note that Year 2 ends in June and Year 3 begins in July.

Phase 4: Final Preparations

ACTIVITY	START DATE	LOCAL PARTICIPANTS	OUTSIDE PARTICIPANTS	PERSON IN CHARGE	DATE OF COMPLETION
1 Call community meeting to discuss progress & finances. Announce beginning of Phase 4 and request help	Sept. Year 3	Community and Committee		Chairperson	Sept. Year 3
2 Start evaluation of Phase 3	Sept. Year 3	Centre Staff		Staff Supervisor (see page 82)	Continuous
3 Start purchasing materials and organising them as they arrive	Sept. Year 3	Centre Staff		Staff Supervisor	Continuous
4 Publicise centre	Dec. Year 3	Centre Staff & Committee		Chairperson	Continuous
5 Hold Opening Ceremony	Jan. Year 4	Centre Staff, Committee & Community	Local and Regional Dignitaries and Press	Chairperson	Jan. Year 3
6 Evaluation of Phase 4	Feb. Year 4	Committee, Centre Staff & Community members		Chairperson	End of May Year 3
7 Evaluation of overall service	June Year 4	As above		Chairperson	July Year 4

4. What to Write when Applying for Funds

Some organisations will have special forms on which applications for funds must be made. The following is a guide for writing applications when there is no special form. Try to have the application typed.

1. The name of the centre and where it is

2. The need

Explain the problems and the needs of the community.

3. The general purpose of the project

Explain simply and clearly the objectives or purposes of the centre. Then describe the specific benefits it provides to members of the community.

4. What the money will be used for

Explain why there are not sufficient funds in the community for the centre. For example, it may be a subsistence farming community, or the local council may not have sufficient funds.

5. Community profile

This will be shorter than the one described in the section called 'Community Profile' on pages 11 to 14.

Describe:

- the size of the community;
- the work the community members do (farmers, fishermen, labourers, cattle rearers, etc.);
- the age groups;
- the language(s) that is spoken;
- the educational levels;
- the major problems of the community;

6. How the project was started

Describe how the project was started and by whom. For example, did the people in a literacy programme want it? Was it an idea to help adult education teachers? Also list those in the community who support the project. Try to supply letters of support from local teachers, community leaders, extension workers, etc.

7. Progress to date

Describe any work achieved so far, such as the formation of a committee, its members and the work it has done.

8. How the centre will work with other programmes and groups
Describe how the centre works or plans to work with different groups that exist in the community (e.g. women's groups; religious groups) and other extension programmes (e.g. literacy classes).
9. Location of the centre
Describe where the centre is or will be, such as in an existing building or a new building and where that is.
10. Work plan
Outline what tasks will be performed in the coming year. These may include fund-raising, designing and building a centre, setting up the services, and training that will be necessary. Include a plan or timetable like the one set out elsewhere in this guidebook.
11. Supervision and administration
Describe who will supervise the general development of the centre, for example, a committee or a group of village elders. Outline the responsibilities of these people (e.g. developing the policies, supervising workers, looking after the money).
12. Staff
List the staff who will operate the service. Describe their education and experience, and what they will do in the centre and what training they will need.
13. Contributions from the community
Describe what the community has and can supply in terms of fund-raising activities, money, labour, materials and volunteers in the centre.
14. Budget
Outline any specific items for which money is being sought, such as:

	<i>Expected cost</i>
— Office supplies	
— Equipment (e.g. typewriter)	
— Building supplies (cement, timber, nails, etc.)	
— Learning materials	
— Magazine subscriptions	
— Generator and fuel	
— Salaries	
— Transport	
— Miscellaneous	
TOTAL	

15. Other prospective donors

If necessary suggest that other organisations will be asked for additional funds if the present request cannot be met in full.

(Many organisations prefer to help if they know there is a possibility that other organisations are also helping.)

16. Special difficulties

Describe one or two of the centre's special problems. For example, transportation to the bank and post office in a town a long way away, or the transport of supplies.

17. Reporting procedures

Describe how often the centre will supply reports about the progress made and how the money has been spent. This can be done when the donor asks for it or perhaps every 6 months. A report should be supplied at least once a year.

5: A Sample Fund-raising Record

	DONOR'S NAME	SOURCE OR EVENT	DATE FUNDING APPLICATION SENT	AMOUNT NEEDED AND COST	AMOUNT RECEIVED AND DATE	ITEM
1	John's Building Supplies		9 Feb. 1988	4 bags £20/bag	£80 20 Feb. 1988	Cement
2	Community & Committee		21 Feb. 1988	£200	£200 13 Mar. 1988	General building supplies
3		Sponsored Walk	16 Mar. 1988	£100	£125 10 April 1988	Stationery
4	Community Health Aid Group		19 Apr. 1988	£150		Health Teaching Aids
5	Community Development Ministry		21 Apr. 1988	£200		Literacy Materials
6	Dept. of Transport		1 May 1988	£100	£100 20 June 1988	Bicycle
7	Food for Growth Group		16 May 1988	£150	£200 2 June 1988	Agricultural Materials

6. Types of Accounts

A Savings Account (Deposit Account)

One way to pay for items is by cash from a savings account. The advantage of this type of account is that:

- The money in the account gets 'interest', which is a small percentage of the total amount in the account. This interest is added at regular intervals. It comes from the profits made by the bank.
- The passbook or savings book always shows exactly how much money is in the account. The bank will not let anyone take out more than the amount in the account. Therefore, it is impossible to 'overdraw' (to take out more money than is in the account).
- It is a useful account for keeping money that the centre does not need day by day or week by week.

The disadvantage is that those with signing authority can only take money out *in person*. The bank may be far away, and it may be very difficult for these people to go there if the centre needs money quickly.

A Chequing Account (Current Account)

Another way to pay for items is by cheque. With a chequing account the centre receives a cheque book. The people with signing authority can fill out and sign a cheque and it will pay for anything, anywhere, and at any time in the country. There is no need to go to the bank. A cheque can be sent in the post. The bank will show those with signing authority how to complete the cheques.

The advantage of a cheque account is that:

- Things can be bought at any time, from anywhere in the country without anyone having to go there in person.

The disadvantages are that:

- An up-to-date and accurate record of the money spent must be kept by the centre. If this is not done, it is easy to spend more money than the centre has in its account. If this happens

- the bank may not allow a cheque to be used. If it does allow the cheque to be used, it may charge the centre a fee for doing so.
- The bank pays little or no interest on a chequing account.
 - The bank may charge a small fee for each cheque used.

7. Organisations that Produce Useful Materials

Action for Food Production
(AFPRO)
Technical Information
Service Community Centre
C-17 Safdarjung Development
Area
New Delhi, 110016
INDIA
(Agricultural and Appropriate
technology)

Afro-Asian Rural Reconstruction
Organisation
C-117/118 Defence Colony
New Delhi, 110024
INDIA
(Rural development)

Afrolit
P O Box 72511
Nairobi
KENYA
(Education – Literacy)

American Home Economics
Association
2010 Massachusetts Avenue NW
Washington DC 20036
USA
(Education – Visual Aids)

African Medical and Research
Foundation (AMREF)
Wilson Airport
P O Box 30125, Nairobi
KENYA
(Rural health)

Asian Programme of Education
Innovation for Development
(APEID)
P O Box 1425
Bangkok, GPO
THAILAND
(Education)

Appropriate Health Resources
and Technologies Action
Group (AHRTAG)
1 London Bridge Street
London SE1 9SG
UK
(Health)

Asia and Pacific Centre for
Women and Development
c/o Asia Pacific Development
Centre
P O Box 2224, Kuala Lumpur
MALAYSIA
(Community development and
Women's groups)

Blair Research Laboratory
P O Box 8105
Causeway
Harare
ZIMBABWE
(Appropriate technology)

BREDA
(Unesco Regional Office for
Education in Africa)
12 Avenue Roume
BP 3311, Dakar
SENEGAL
(Education)

Canadian Organisation for
Development through Education
(CODE)
321 Chapel Street
Ottawa, Ontario
CANADA K1N 7Z2
(Book and Project donations)

Centre for Appropriate
Technology (CAT)
Community College of Central
Australia
P O Box 795, Alice Springs
Northern Territory 5750
AUSTRALIA
(Appropriate technology)

Christian Aid
Films and Publications Team
35-41 Lower Marsh
London SE1 7RL
UK
(General)

Christian Development
Education Service
Development Education
Leadership
Training for Action (DELTA)
Box 14343, Nairobi, KENYA
(Community development)

Co-operative House
455 Calle Road
Colombo 3
SRI LANKA
(Small Business Co-operatives)

Danish Guide and Scout
Lundsgade 6
DK-2100, Copenhagen
DENMARK
(Appropriate technology)

Department of Community
Medicine
P O Box A178, Avondale
Harare
ZIMBABWE
(Health)

Dian Desa
Jalan Kaliurang
KM 7
P O Box 19, Bulaksumur
Yogyakarta
INDONESIA
(General and Rural development)

Food and Agriculture
Organisation (FAO)
Publications
Via delle Termi di Caracalla
00100, Rome, ITALY
(Agriculture)

The Hesperian Foundation
Box 1692, Palo Alto
California 943032
USA
(Health)

Information Collection and
Exchange (ICE)
Peace Corps
806 Connecticut Ave. NW
Washington DC 20526, USA
(Community development)

INADES — Formation
P O Box 14022
Nairobi,
KENYA
(General)

Institute of Child Health
University of London
30 Guildford Street
London WC1
UK
(Child health)

Intermediate Technology
Development Group (ITDG)
Myson House,
Railway Terrace
Rugby CV21 3HT
UK
(Appropriate technology)

Intermediate Technology
Development Group (ITDG)
Publications
9 King Street
Covent Garden
London EC2E 8HN
UK
(General and Appropriate
technology)

International Women's Tribune
Centre
305 East 46th Street
New York NY 10017
USA
(General and Women's groups)

International Planned
Parenthood Federation (IPPF)
18-20 Lower Regent Street
London SW1Y 4PW
UK
(Family planning)

Integrated Rural Development
Programme (IRDP)
41 Lady McCallums Drive
Nuwara Eliya
SRI LANKA
(Rural development)

Lik Lik Buk Senta
P O Box 1920
Lae, Morobe Province
PAPUA NEW GUINEA
(Rural development and
Appropriate technology)

Non-formal Education
Information Centre (NFE)
College of Education
513 Erickson Hall
Michigan State University
East Lansing
Michigan 48824
USA
(Education)

Population Reference Bureau
1337 Connecticut Avenue NW
Washington
DC 20036
USA
(Family planning)

South Pacific Appropriate
Technology Foundation
(SPATF)
P O Box 6937
Boroko, NCD
PAPUA NEW GUINEA
(Appropriate technology)

Technical Assistance Information
Clearing House (TAICH)
200 Park Avenue South
New York
NY 10003
USA
(Appropriate technology)

Teaching Aids at Low Cost
TALC
P O Box 49
St Albans, AL1 4AX
UK
(Health)

Technical Notes Series
Centre for International Education
Publications Co-ordinator
Hills House South
University of Massachusetts
Amherst, MA 01003
USA
(Appropriate technology)

Urban Sanitation Improvement
Team
Lesotho Ministry of the Interior
Private Bag A 41
Maseru 100
LESOTHO
(Health and Appropriate
technology)

Voluntary Health Association
of India (VHAI)
40 Institutional Area
Cnr Qutab Hotel, South of 111
New Delhi, 110016
INDIA
(Health)

Volunteers in Technical
Assistance (VITA)
1815 N Lynn Street
Suite 200, Arlington
Virginia 22209
USA
(Appropriate technology and
Agriculture)

Volunteers in Asia
Box 4543, Stanford
California, 94305
USA
(Appropriate technology and
Rural development)

Water and Waste Engineering
for Developing Countries
(WEDC)
Loughborough University of
Technology
Loughborough
Leicestershire, LE11 3TU
UK
(Appropriate technology and
Health)

Women and Development Unit
Extra-Mural Department
University of the West Indies
The Pine
St Michael, Barbados
WEST INDIES
(Community development and
Women's groups)

World Neighbours
5116 N Portland Avenue
Oklahoma City
Oklahoma 73112
USA
(General and Rural
development)

World Bank Technology
Advisory Group (TAG)
1818 H St NW
Washington DC 20433
USA
(Appropriate technology)

World Health Organisation
(WHO)
Division of Strengthening
Health Services
1211, Geneva 27
SWITZERLAND
(Health)

8. Sample Form Letter Requesting Publications Lists

(Centre's address)

(Date)

(Receiver's address)

Dear Sir/Madam

The community of.....
has set up its own small resource centre to provide
information and learning materials of interest and assist-
ance to the people in their daily lives.

Many of those who visit the Centre have asked for
information on

I am writing to you on their behalf to ask if your depart-
ment produces a list of materials. If so, would you please
send us a copy?

As the Centre operates on small donations, it would be
much appreciated if you could let us know of any items
which the Centre could obtain free of charge.

Thank you very much for your time and consideration
in this matter.

Yours faithfully

(Signature)

Community Information Officer

9. Sample Form Letter for an Order

(Centre's address)

(Date)

(Receiver's address)

Dear Sir/Madam

Our Centre would like to order the following:

.....

.....

.....

Please bill us appropriately.

Thanking you in advance.

Yours faithfully

(Signature)

Community Information Officer

10. Subjects

Here is a more detailed description of the type of materials that could be included in each subject.

Agriculture

The materials in this subject should be those that help people grow better crops, and raise better animals. Include such things as ways of farming, descriptions of diseases in plants and animals and their cures, harvesting, how to raise animals, slaughter, selling crops and animals, watering/irrigation, manure and fertilisers. If the centre has many items on these subjects, separate them (e.g. into Animal Husbandry, Animal Diseases, Irrigation, Fertilisers, Plant Diseases, Types of Plants).

If fishing is the main activity in the community it must be included as a subject.

Health

This subject consists of the materials that explain what keeps people healthy, and what to do if they are ill. This includes describing diseases and how to prevent them, and good health practices such as good sanitation, cleanliness, proper exercise, and mother-child health care.

Food and Nutrition

Nutrition is part of health. Because it is very important, especially in developing countries, it may need its own section. It includes what foods to grow and eat, how to prepare them, and what diets are good and bad. It also includes material on malnutrition.

Shelter/Furniture

This subject includes types and styles of houses, buildings and furniture, and improved methods of how to build them.

Appropriate Technology

This includes materials that help village people make useful, safe items from local materials that will help improve living conditions. Items such as ram pumps, ventilated pit latrines, solar dryers, coffee pulpers, farming tools are included in this subject.

Another possibility would be to put such items in other subjects such as *SHELTER/FURNITURE, AGRICULTURE, MACHINES/TECHNOLOGY* and not use this subject.

Machines/Technology

This subject includes pictures and descriptions of machines that would *not* be included in Appropriate Technology. Materials about planes, trains, boats, automobiles and other machines are included in this section. This subject could also include communications, telephones, postal services, radio services, etc.

The Earth and Sky

This subject includes materials that describe and explain the earth and its physical features such as mountains, rivers, deserts and oceans. Descriptions of space, stars, the moon, the sun, and other planets are also included.

Plants and Animals

This subject includes pictures and descriptions of plants and animals that would not be included in Agriculture/Fisheries. Many of these are wild and cultivated plants and wild and domestic animals.

Working with People

This subject includes materials that help us work well together with other people. This includes leadership skills, setting up committees and special groups such as women's groups, youth groups, and running meetings. The materials help us to understand the best way to organise and work with people in order to achieve the aims of these groups.

Education and Training

This subject includes materials on teaching methods, what schools and other education services should achieve, literacy and numeracy materials, available training courses, adult education centres.

Money/Business/Credit systems

This subject includes how to raise money, how to look after it, how to do accounts, and how to set up small businesses and co-operatives.

Natural Resources

This includes how the government and people use and manage wildlife, forests, lakes, the ocean, etc.

Government Plans/Policies

This includes information about government, including the information that governments issue about their economic and social development plans, and social service schemes such as pensions and social welfare. It also includes information on election procedures.

Arts and Crafts

These materials show us the way to do things such as carve, draw, paint, produce newsletters, embroider, make pots, sew clothes, play instruments, dance, perform puppet shows, street theatre, etc.

People and Countries

This subject includes materials that describe different people, their lives and customs in other countries. It also includes descriptions of countries, their economy, government, weather, money, transportation, etc.

Religion

This subject includes materials that describe the different religions around the world. It includes stories based on the Bible and other

religious texts. This subject should be included only if religion is a very important feature of the community. If it is not, put religious materials in the 'People and Countries' section.

Sports

This includes descriptions and rules of all kinds of sports.

Real Lives

This section includes descriptions of the lives of living or dead people.

Stories for Children

These are stories that are not factual. They are often called 'fiction'. Stories for children often include colourful pictures and are about topics that children enjoy.

Stories for Adults

These are stories that are not factual but are of interest to adults.

11. A Simple Method of Keeping a Record of Materials

The following supplies are needed:

- 125×74 mm file or record cards. These are usually sold in packets of 100 cards. A stationery shop in the nearest main town may have them. If not, cut sheets of heavy paper to the required size.
- Cards of the same width (125 mm) but about 10 mm taller. These 'index' cards, as they are called, are used as dividers or guides. They also may be available at a stationery shop.

- A long, narrow box to hold several hundred of these cards.
- Small, sticky labels, enough for each item in the centre. Try to buy different-coloured labels for each MAIN subject. If these are not available, get black and white permanent ink and the pens to use with these inks.
- Sticky tape. (Scotch 3M Magic Tape is better for hot, humid conditions but is expensive and often difficult to find.)

If any of these supplies are not available, ask the Library Service to help by donating some, ordering them for the centre, or sending an address so the centre can do its own ordering.

Record Cards for Books and Pamphlets

A shelf list will need to be kept. It is a record of all materials in the centre. The shelf list will be divided into sections. These sections will be the same as the main subjects for the books and boxes of pamphlets. There will be other sections for posters, charts and maps, audio-visual materials, and for magazines and newspapers.

Here is a good way of recording books and pamphlets received by the centre.

1. Make index cards for each of the *main* subjects used in the centre.
2. Look at each item carefully. Examine its Table of Contents, Introduction, Index. Decide what it is about, and decide what subject from the list of Main Subjects best describes it.
3. In the upper left-hand corner of a file card write in upper case (capital) letters a shortened way of writing the subject chosen. This can be a short form of the full subject such as *AGRIC* for 'Agriculture', *HTH* for 'Health', or *NUT* for 'Nutrition'.
4. Look very carefully at the title of the item as printed on the cover or the spine. Choose the first main word in the title. Do not choose such words as 'the', 'a', or 'an'. Write the first three letters of this main word under the subject letters.
5. On the card write the full title on the top line next to the letters in the upper left corner.
6. Write the first 3 letters, (the first upper case, the next two in lower case) of the first main word of the title underneath the letters of the subject.

NUT Rec.	Recipes for Change Christian Aid October, 1984 UK £0.50 Intermediate
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NUT Rec.

An index card for a book on nutrition

7. If there is more than one copy of an item, put the number of copies below the letters in the left-hand corner of the record card. Write 'c.1' on the label for the first copy and 'c.2' on the label for the second copy. Also write this in black or white ink on the spine.
8. On the same label, write the letters chosen for the subject (as in No.3) and beneath them the letters for the title (as in No.5). If colours are being used, choose the coloured label that has been chosen for the subject.
9. Stick this label on the bottom of the spine or the lower left-hand corner of the cover and put tape over it.
10. Write the same information on the upper left-hand corner of the first page inside the item.
11. On the card write the price, the name of the organisation that sent it and the date it was received. This information is helpful if the centre needs to order the item again.
12. Write the reading or educational level (e.g. 1 for Beginners, 2 for Intermediate and 3 for Advanced).
13. Pamphlets should be labelled by the subject and then with 'Pamph' underneath. Save cards by putting the titles of several pamphlets on one subject on one card.
14. File the card alphabetically *by the first main word* in the title behind the index or guide card for the subject.
15. Stamp all items with the rubber stamp (or write neatly) the name and address of the centre, in a space at the front of the item and somewhere in the middle.

HTH Pamph.	1. Breastfeeding 2. Malaria 3. Caring for Teeth	} - Department of Health, Zimbabwe - Free

HTH Pamph.

HTH Pamph.

HTH Pamph.

A record card for health pamphlets

Record Cards for Posters, Maps, etc.

1. Make an index card for posters, maps, etc. using the word **CHARTS** in place of the *subject*.
2. Write on one (or more) cards all the different charts, posters, maps the centre has.
3. Write a label or print 'CHARTS' for each item.

CHARTS
1. Government
2. Growing Groundnuts
3. Victoria Falls

CHARTS

A record card for posters

Record Cards for Audio-Visual Materials

Follow basically the same procedures as for CHARTS. Use the term 'AV'. This will also apply to kits which can be AV and print materials put together.

Record Cards for Magazines and Newspapers

Magazines and newspapers are supposed to arrive at regular intervals. It is important to keep a record of each issue received. The centre will have paid for a certain number of issues for a certain period of time. If an issue that has been paid for is not received, make a note of the fact. Then try to find out why by writing a letter to the distributor.

Keeping a record serves a further purpose. It will tell the centre when it is time to pay its next subscription (i.e. to renew its subscription).

Here is one way to keep track of the subscriptions:

1. Make an index card for Magazines/Newspapers.
2. Write the title of each magazine or newspaper on its own separate card.
3. Write the name and address of the organisation that produces or distributes the magazine.
4. Write how much the subscription costs (e.g. UK £5.50 a year).
5. Write how many issues are to be expected for how much time (e.g. 12 per year).
6. Write the renewal date when the subscription has to be renewed.
7. Write the number and date of each issue as it arrives.
8. File the cards alphabetically by title behind the index card for Magazines and Newspapers.

<u>Rainbow</u> \$15.00/year June, 1985 12/year ✓ No.1, June, 1985 ✓ No.2, July, 1985 ✓ No.3, August, 1985 (Name of publisher)

A record card for a magazine

12. Simple Filing Rules

For Cards

Filing means putting the file cards in an order. Alphabetical order is the best to choose, using either the author's last name or the first main word in the title. Using the title is suggested in this guide. As already mentioned, do not use 'the', 'a', or 'an', if they are the first word in the title.

Rule 1. File the cards alphabetically by the first letter of the first main word. The first card in front and then each alphabetically behind.

For example, if the following titles are on cards: 'Dogs', 'Hyenas', 'Cats', 'Tigers'.

They will be filed:

1st: Cats

2nd: Dogs

3rd: Hyenas

4th: Tigers

Rule 2. Where the first letter of the first main word is the same on more than one card, file the cards alphabetically by the second letter.

For example, if the following titles are on cards: 'Growing Vegetables', 'Gardening', 'Getting Seeds'.

They will be filed:

1st: Gardening

2nd: Getting Seeds

3rd: Growing Vegetables

Rule 3. If there are two or more cards with the same first words, file them together but in alphabetical order by the first letter of the second main word.

For example, if the following titles are on cards: 'The Sun Sets', 'The Sun Rises', 'The Sun and Stars'.

They will be filed:

1st: The Sun and Stars

2nd: The Sun Rises

3rd: The Sun Sets

Rule 4. File the shorter word followed by the longer word, first where words have the same letters. Ignore the first letter of the second word.

For example: the following titles are on cards: 'Gardening in the UK', 'Garden of Eden'.

They will be filed:

1st: Garden of Eden

2nd: Gardening in the UK

Rule 5. File all titles with the first main 'word' written as numbers (e.g. '10', '2', '25') in number order at the beginning of the alphabetical section. If the numbers are written as words file them alphabetically as 'words'.

For example, if the following titles are on cards: '7 Sleepy Children', '6 Happy Dogs', 'Seventeen Students at School', 'The Sixteen Children of Mary'.

They will be filed:

1st: 6 Happy Dogs

2nd: 7 Sleepy Children

3rd: Seventeen Students at School

4th: The Sixteen Children of Mary

For Letters

As mentioned on other pages, keep and file carbon copies of letters, orders and other items written for the day-to-day tasks in the centre. These should be kept in file folders and each folder should be labelled. Here are some suggestions for the different files a centre might decide to have:

- Orders Sent
- Orders Received
- Publication Lists Requests
- Fund-raising Applications
- Thank-you Letters
- Budget Receipts
- Fund-raising Events
- Co-ordinated Activities
- General Correspondence
- Committee Meeting Minutes
- Resource Centre Reports to Committee

- Centre's Forms
 - Membership forms
 - Notices
 - Registration forms

The copies of letters sent out by the centre should be kept within their files either by date or alphabetically by the name to whom the letter was sent. When replies are received, attach them to the copies in the file. Reports and receipts should probably be kept by date.

13. Sample Receipt for Money Received

The Resource Centre

(address)..... Date:

Received from (name of donor).....

..... (in words).....

the amount of \$

With thanks

Signed

Community Information Officer

14. Sample Accounts Pages

Here is what a page from the main accounts of a centre might look like. It shows that in June 1988 the centre received a total of \$450 from four different sources. It shows also what sums were spent and on what dates, and, following each expenditure, the amount of money remaining in the centre's bank account.

MAIN ACCOUNTS — JUNE 1988 (\$)				
Date	Details	Received	Spent	Remaining
June 2	Ministry of Community Development	100.00	—	100.00
June 3	Pens and Paper	—	5.00	95.00
June 6	Envelopes	—	4.50	90.50
June 9	Craft Fair	200.00	—	290.50
June 10	Postage	—	1.50	289.00
June 12	Timber	—	75.00	214.00
June 15	Ministry of Health	100.00	—	314.00
June 19	Subscription — <i>Healthy Living</i>	—	10.00	304.00
June 19	Postage	—	2.00	302.00
June 21	Donation — local shop	50.00	—	352.00
June 22	Nails	—	15.75	336.25
June 24	Ministry of Health (Pamphlets)	—	21.00	315.25
June 25	Return travel to town	—	10.00	305.25
June 25	Subscription — <i>Farming Today</i>	—	30.00	275.25
June 25	Office supplies	—	13.00	262.25
June 29	Subscription — <i>Newspaper Weekly Times</i>	—	15.00	247.25

Sample Account for Money from Several Organisations

The four sources from which the centre has received money are:

1. The community, which held a craft fair and raised \$200.
2. The Ministry of Community Development which gave \$100. Let us say that this was given specifically for office supplies.
3. The Ministry of Health which gave \$100. Let us say that this was given for magazine and newspaper subscriptions and health pamphlets.
4. A local shopkeeper who has given \$50 intending it to be used for travel expenses to and from the nearest main town.

To record these sums, and to show how the money from each of these sources is spent, the centre's accounts book needs to have four separate sections in addition to the main accounts.

These four sections are:

- Community Fund-raising
- Ministry of Health account
- Ministry of Community Development account
- Local Shop account

COMMUNITY FUND-RAISING — 1988 (\$)				
Date	Details	Received	Spent	Remaining
June 9	Craft Fair	200.00	—	200.00
June 12	Timber	—	75.00	125.00
June 22	Nails	—	15.75	109.25

MINISTRY OF HEALTH — 1988 (\$)				
Date	Details	Received	Spent	Remaining
June 15	—	100.00	—	100.00
June 19	Subscription <i>Healthy Living</i>	—	10.00	90.00
June 24	Health pamphlets	—	21.00	69.00
June 25	Subscription <i>Farming Today</i>	—	30.00	39.00
June 29	Newspaper Subscription	—	15.00	24.00

MINISTRY OF COMMUNITY DEVELOPMENT — 1988 (\$)				
	Details	Received	Spent	Remaining
June 2	—	100.00	—	100.00
June 3	Pens and paper	—	5.00	95.00
June 6	Envelopes	—	4.50	90.50
June 10	Postage	—	1.50	89.00
June 19	Postage	—	2.00	87.00
June 25	Office supplies	—	13.00	74.00

LOCAL SHOP — 1988 (\$)				
Date	Details	Received	Spent	Remaining
June 21	—	50.00	—	50.00
June 25	Return travel to town	—	10.00	40.00

The balance totals of the four separate accounts should add up to the same balance as on the Main Accounts, i.e.

Community Fund-raising	\$109.25
Ministry of Health	24.00
Community Development Ministry	74.00
Shopkeeper's gift	40.00
	<u>\$247.25</u>

15. Keeping a Record of What is Borrowed

There are two simple ways to keep a record of the materials that are borrowed from the centre. The first is very easy but it does take more time each time an item is borrowed. It involves writing the title of each item and the borrower's name in a notebook.

Here is a more detailed description.

Borrowing Method 1

Supplies

- A school notebook, divided lengthwise into 4 columns per page.
- A 125×74 mm slip of paper pasted on the inside cover of each item.
- A date stamp (though this is not essential).

For each item to be borrowed:

1. In the notebook, write the day's date in the first column.
2. Write the name of the borrower in the second column.
3. Write the title of each item borrowed in the next column.
4. Write the date by which the item is to be returned in the next column.
5. Write or stamp the date by which the item has to be returned on the slip of paper pasted on the inside cover of the item.

Make sure not to paste it on top of important information.

Here is what part of a page of the notebook could look like:

Date	Name	Title(s)	Date due
June 17	Joseph Malombo	Anasi the Spider	July 1
	" "	Visits of a Crocodile	" "
	" "	Learning to draw	" "
June 17	Makale Bangura	Sewing trousers	July 1
June 18	Fatima Ali	Growing wing-beans	July 2
	" "	Making baskets	" "

Borrowing Method 2

This method involves putting 'cards' in each item that can be borrowed from the centre. It takes less time when someone is borrowing the item but more time when the item is received and made ready to put on the shelves. Another thing to note is that the method is slightly more expensive.

Here is a description of this method.

Supplies

- 'Pockets' for each item. These can be made from small envelopes cut in half vertically. One half is pasted in the item. (Again, be sure not to paste it on top of important information.) Write the same details on the pocket as on the Shelf List Card.
- A 'borrowing' card for each item. This is a card with ruled lines that fits in the pocket. The subject and first 3 letters of the title (the same as on the Shelf List Card) are written along the top.
- A box in which to file the cards.
- Guide cards in the box with dates written on them.
- A 125×74 mm slip pasted on the inside of each item.
- A date stamp (not essential).

For each item:

1. The borrower (or staff) takes the card from the pocket.
2. The borrower (or staff) writes the borrower's name on the next empty line of the card in the pocket.
3. The date by which the item is to be returned is stamped on the same line.
4. The card is filed behind the same date due in the box.

Here is what a card for the second method could look like:

P.A. Borrower's Name	Butterflies are Friends	Date due
John Fornah		June 19
Albert Masanga		July 22
Mary Kitum		Sept. 18
Moi Jonah		Oct. 11
Agnos Banga		Dec. 17

Registration Cards for Borrowers

Write registration cards for everyone who wants to borrow items. On this card put:

- name
- address or house
- age
- for children — father's or mother's name and class if they attend school
- file the card alphabetically by family name in a special registration file.

In a very large village or community the centre's staff may not know everyone. Give registration cards to everyone who wants to borrow. They must show the card if they want to borrow items. It may, however, be difficult for people to carry cards. In this case, keep the cards in the centre. When people want to borrow an item, find out who they are and check the file to see that they are registered. They can borrow only after they have been registered.

16. How to do the Stock-taking

The shelf-list is the record of all the materials in the centre. It is kept on cards as described on pages 100–104. About once a year a 'stock-take' should be done to see if every item in the shelf-list is still in the centre. A simple way to do this is:

1. Arrange all the items on the shelves in the same order as the shelf-list.
2. Use the shelf-list to check each item on the shelf. If it is there, put a pencil tick on one corner of the card with the date. (Be sure to check for multiple copies of the same title.) If it is not there, look to see if it has been borrowed.
3. If it has not been borrowed, repeat step 2 to be sure. If you are sure that the item is not there and has not been borrowed, it may have been stolen or lost.

4. Send a list of the missing items to the committee. They may decide to find out if someone has taken them, and if so what to do about it.
5. Use the stock-take to make a record of the number of items on each subject under the following headings: *Subject; Total number of items; Items on the shelves; Items borrowed; Items lost*. Send this record to the committee. They can use it to see if the centre has too few titles on some subjects and to decide if more should be obtained.

17. List of Basic Equipment and Supplies

Equipment

- 1 sharp pair of medium-size scissors
- 1 pencil sharpener
- 1 ruler
- 1 stapler
- 1 ink pad
- 1 or more lanterns
- 1 lockable petty cash box and keys
- 1 or 2 wastebins
- 1 rubber stamp with name and address of centre
- 1 box to hold file folders
- 2 or more long, narrow boxes to hold record cards
- 1 date stamp

Supplies

- ballpoint pens
- pencils
- erasers (rubbers)
- felt marking pens
- staples

ink for ink pad
black and white permanent ink
carbon paper
stencils
paper clips
rubber bands
drawing pins
notebook for accounts
notebook for record of borrowing
notebook for statistics
notebook for visitors
plain white paper
envelopes for mailing
stamps
small brown envelopes
file folders
glue or glue stick
sticky labels (rectangular or other shapes in several colours if possible)
sticky tape (plus special Scotch 3M Magic Tape if possible)
masking tape
125×74 mm (5 inch by 3 inch) record (file) cards
125×74 mm (5 inch by 3 inch) index or guide cards
newsprint or butcher's paper
fuel for lanterns

18. Definitions of Words

Audio-Visual (AV)

AV materials are those that can be heard (audio), such as cassettes and tapes, and those that can be looked at (visual), such as slides, films.

Accounts

A list, usually by date, noting money that has been received and money that has been spent.

Audit

To look carefully at the accounts to be sure that all the money received has been spent the way the accounts say it has been spent.

'Form' Letter

A letter duplicated with spaces left for the date, the name and address of the receiver, any specific details, and the signature of sender. It can be used to save the task of writing many letters saying the same thing again and again.

Format

The style in which something is made, such as a cassette, a film, a book.

Invoice

A bill or piece of paper telling exactly how much money must be paid for items.

Issue (for magazines and newspapers)

Magazines and newspapers are produced from time to time using the same title. For example, a daily newspaper. It is produced every day. Each day's newspaper is called an 'issue'.

Lease

An agreement between the owner of land or building and a person or groups of persons who want to use it. Includes the amount of money for using it, the length of time it can be used, details of who pays for water, electricity, repairs, etc.

Minutes (of meetings)

Notes taken during a meeting describing what was talked about and what decisions were made.

Petty Cash

A small amount of money kept at the workplace that can be used to buy supplies that are needed quickly.

Premium

The amount of money paid regularly to an insurance company to buy insurance to cover the replacement costs of items destroyed by fire, vandals, etc.

Quorum

Number of persons who must be present at a meeting before any decisions become official.

Receipt

Paper stating the amount of money received, the date it was received, and signed by person receiving it.

Shelf List

A list or record of each item that is available in a resource centre or library. The record is kept in the same order as the materials on the shelves.

Signing Authority

Given by a committee to two or three people. These people are the only ones who can take out money from a bank account or sign cheques on a bank account.

Spine

The narrow side of a book that is covered. It usually has the title of the book printed on it.

Statistics

Figures that refer to the amount or number of something (e.g. the number of people in a community, the number of mothers with more than two children; the amount of grain produced in a country in one year).

Subscription

The payment for a set number of issues of a magazine or newspaper. For example, payment for 1 year's subscription for the national newspaper.