

# **RURAL COMMUNITY RESOURCE CENTRES**

**A Guide for Developing Countries**

**Shirley Giggey**



# Rural Community Resource Centres

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*A Guide for Developing Countries*

Shirley Giggey



Commonwealth Secretariat

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# Preface

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In mid-1985 the Commonwealth Secretariat sought the views of over 200 organisations and government departments throughout the world about the need for a practical handbook on setting up and operating rural learning resource centres in developing countries. Their responses revealed that no such publication existed and that a simple manual would make a very useful contribution to rural development.

The Secretariat accordingly commissioned Ms Shirley Giggey to prepare the first draft of a manual on the subject, taking into account her personal experience of organising rural resource centres. Her draft was submitted to a specially convened working party which met on two occasions in London and gave its enthusiastic support to the project. Arrangements were then made with the Government of Malawi to hold an international workshop with the following aims:

- to review the draft manual so as to meet the requirements of a wide range of developing countries;
- to prepare an accompanying training guide;
- to provide suggestions on the promotion and distribution of the manual and on the concept of rural community resource centres.

The workshop, held in Lilongwe in January 1986, brought together experts in adult education, agriculture and health extension, community development and librarianship from twelve countries. In addition to Ms Giggey, who served as the workshop consultant, those who attended were:

Mr G Chowa – Ministry of Health, Malawi

Mr J Chuma – National Library Service, Malawi

Mr S Dube – Senior Government Librarian, Zimbabwe

Mrs L Maepa – Division of Extra-Mural Studies, University of Swaziland

Mr O Makafu – Tanzania Library Service

Mr S Malya – Department of Adult Education, Mozambique

Mrs A Maruatona – Department of Adult Education, Mozambique

Mr R Mbando – Ministry of Agriculture, Malawi

Mr G Mkamanga – Ministry of Community Services, Malawi

Dr J Mutanyatta – Institute of Adult Education, University of Botswana  
Dr B C Muthayya – National Institute of Rural Development, India  
Mr J Mutimba – Department of Agricultural, Technical and Extension Services, Zimbabwe  
Mr N Ndzingo – Department of Non-Formal Education, Botswana  
Dr Z Ngoitima – Institute of Adult Education, Tanzania  
Mr A Njanga – Ministry of Culture and Social Services, Kenya  
Miss M Picart – Jamaica Library Service  
Mrs K Raseroka – University of Botswana Library  
Miss M Reynen – Canadian Organisation for Development through Education  
Mrs D Rosenberg – University of Juba Library  
Mr E A Ulzen – African Association for Literacy and Adult Education, Kenya  
Dr W Witjetunga – Asian-South Pacific Bureau of Adult Education, Sri Lanka  
Mr J Macpherson – Chief Project Officer, Education Programme, Commonwealth Secretariat

Local arrangements for the workshop were undertaken by the Director of the National Library Service of Malawi, Mr R Mabomba who, with his staff, also provided all the support services.

At the conclusion of the workshop, the participants drew up and adopted the following resolution:

The Commonwealth Workshop on Adult Learning Resource Services in Rural Areas of Developing Commonwealth Countries, organised by the Commonwealth Secretariat, hosted by the National Library Service and the Ministry of Community Services of the Government of Malawi, and held at Lilongwe on 20-31 January 1986, having prepared a very comprehensive manual and training guide, recommends that:

1. The Commonwealth Secretariat explore the possibilities of co-opting other international agencies, including UNESCO, in undertaking or sponsoring translations of the manual into international languages such as French, Spanish and Portuguese so that the manual will have wide distribution outside the Commonwealth.
2. Member governments of the Commonwealth undertake or sponsor translations of the manual into national languages so as to achieve its maximum dissemination.
3. Member governments sponsor and support the dissemination and practical application of the manual through workshops, seminars and other activities, and in doing so ensure the minimum

participation of their extension services.

4. National non-government organisations involved in adult/non-formal education and related matters, library and other information-related subjects, undertake or sponsor the study, application and dissemination of the manual.

5. Member governments encourage and support the efforts of appropriate non-governmental organisations in the application and dissemination of the manual.

6. International associations, such as the International Council for Adult Education, the International Council for Voluntary Agencies, the International Federation of Library Associations, the International Community Education Association, and the Commonwealth Association for the Education of Adults, involved in adult/non-formal education and related matters, undertake or sponsor the study, application and dissemination of the manual among their members.

# *Introduction*

---

## **What is a Rural Community Resource Centre?**

A resource centre is a place where members of a community can:

- Find information about subjects of interest to them.
- Take part in learning activities.
- Discuss and share knowledge, information and concerns with extension and other community workers, planners and administrators.
- Find materials to help them retain their literacy and numeracy skills.
- Meet to organise and work together on community projects.
- Use equipment to produce their own informational materials.
- Enjoy culture and leisure activities.

## **What are the Benefits of a Centre?**

A centre can:

- Provide information and activities which will help community members acquire the skills, knowledge and confidence to participate more fully in community affairs.
- Provide information and activities about health and agricultural techniques, business, etc. to assist communities to improve their economic situation.
- Provide a forum through which governments and other agency workers can be informed about concerns, problems and reactions of community members to their plans and programmes.
- Provide support to extension programmes and help extension workers to co-ordinate their work in the community.
- Strengthen a community's involvement in, and appreciation of, local and national culture.
- Serve as a focal point for community activities and enhance a sense of belonging among community members.

### **Therefore if you are**

- a community leader or elder
  - a religious leader
  - a school teacher
  - a health worker
  - an agricultural extension worker
  - a literacy teacher
  - a community or rural development worker
  - a librarian
  - a women's group leader
  - a youth group leader
  - or someone active in community leadership and activities,
- then this guide is for you.**

It can help you and your community to understand the basic procedures to follow in developing a resource centre in your community.

### **About the Guide**

The guide is written in four major sections:

Introduction

Part 1: Setting up a Centre: Promoting, Planning, Organising and Supervising Tasks

Part 2: Operating the Centre: the Day-to-Day Tasks

Part 3: Extra Information

This Introduction sets out the benefits of a community learning resource centre.

Parts 1 and 2 describe the tasks of setting up a learning resource centre in the order in which they should be done.

Part 3 of the guide gives additional information that can help a community to carry out the tasks easily and quickly.

Each rural community will have its own unique needs and its own unique economic, cultural and political conditions. Tasks may have to be adapted to meet these needs and conditions. For this reason the guide gives only suggestions and examples to show different ways in which tasks can be done.

Even where the words 'must' and 'should' are used in this guide, the instructions can be changed to meet the local situation.

<p>Each community is unique and should develop its resource centre to meet its own needs and conditions.</p>
--

Those who organise training courses for community leaders and the staff of a centre may wish to obtain the training manual which accompanies this guide. Information about the manual is given on page 27.

**Part 1:**  
**SETTING UP A CENTRE**

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**Promoting, Planning, Organising  
and Supervising Tasks**

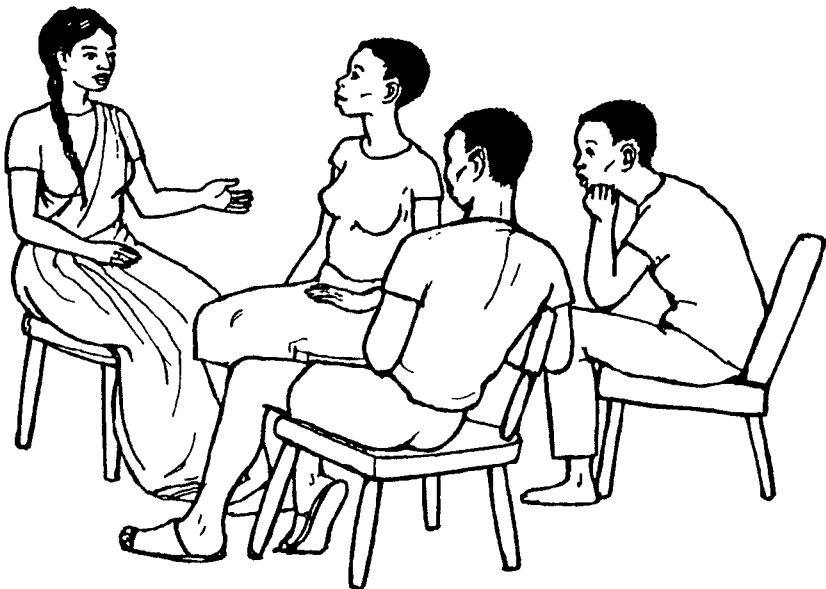
# *Promoting the Idea*

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A resource centre will not succeed unless it is fully understood and welcomed by the community. Promoting the idea of the centre is therefore of the utmost importance.

## **Promoting the Idea to Local Leaders**

The first people who must be involved are the local leaders and decision-makers. These may have been elected or appointed or they may be people who have become leaders according to a different tradition.



It is very important that these decision-makers:

- Approve of the idea of having a resource centre in the community.
- Are involved in planning and setting it up.

This approval is needed:

- To ensure the centre will succeed.
- To give support to the people who plan, supervise and work in the centre.
- To motivate community members to be involved in developing the centre.

The ways by which community decisions are made vary from place to place.

Here are some examples from two Commonwealth countries.

In India many community decisions are made by the village 'Panchayat'. Each Panchayat is made up of members who are elected by secret ballot by all the adults living in a village. Village groups, such as co-operatives, youth clubs, women's groups, and adult education centres, operate under the general supervision of the village Panchayat.

In Botswana each village has a Village Development Committee which is elected at a public meeting. The local headman and a representative of the Village Extension Team (a team made up of all the extension workers in the community) are also represented on the Committee.

Involve the local decision-makers from the beginning, and make sure you have their approval. If they are not involved, they will not give their support nor help to solve problems when they arise.

### *Story*

*In India an international organisation decided to set up a health and nutrition education programme in a village. The organisers did not involve the members of the village Panchayat in the planning. When some of the organisation's medicines were stolen, the Panchayat did not help to find the thief. They did not feel committed to the programme as they had not been involved in its planning.*

### **Promoting the Idea in the Community**

When the local leaders and decision-makers have welcomed the idea of a centre, the idea must be promoted to the whole community. To do this successfully, the leaders must be very clear about the value and benefits of the centre. Although each

community will have its own unique needs, the benefits are likely to be those outlined in the Introduction.

Promote the idea through activities such as:

- Holding information talks at community and group meetings.
- Asking community group members to discuss the idea with others.
- Asking teachers to discuss the idea with students and parents.
- Encouraging students to tell their families.
- Organising popular theatre or puppet shows with the benefits of a centre as the theme.
- Using local singers, poets, etc. to write something about a centre.
- Using local press and radio, where they exist, to produce items about a centre.

After 'promoting' the idea, hold a community meeting to discuss it. If there is support for the idea, discuss ways the community members can contribute. This will give the leaders enough information to decide whether to start the project.

*Note:* There are ideas on page 63 for promoting the centre after it has been opened.

The success of a rural community resource centre depends mainly on the support and participation of the community.

### **Getting Approval from other Decision-Makers**

In some communities the local leaders and decision-makers make the final decisions on community projects. In others, however, it may be necessary to obtain approval of other decision-makers (e.g. a government ministry, a district adult education committee, or a rural development office). If this is the case in your community, do not go ahead without having their approval. The possibility also exists that they may be able to fit the centre into their own plans and help with funding, training, and keeping the centre going.

The resource centre may need to be approved by district, regional, or national decision-makers.

### *Story*

*A village in Africa wanted its own health clinic. The people put up a building and started a small service with volunteer staff. But it soon ran out of money and supplies. The organisers went to the district health committee to ask for more funds. The district health committee said that they had never planned to put a clinic in that village because they were planning for one to be set up in a nearby village. Nor could they provide funds for a clinic they had not planned.*

## ***Setting up a Planning Group or Committee***

---

The purpose of a community resource centre is to meet the learning and information needs of the community. How should these needs be defined? How should the service be planned, organised, financed, managed, staffed, and supervised? One way to answer these questions is to set up a planning group or committee. The term 'committee' will be used in this guide, but another term such as 'planning group' or 'advisory group' may be preferred.

In some communities there may already be a number of groups or committees. Some may have goals similar to those of a resource centre. In this case it may be wise to ask an existing committee to form a sub-committee of its members to plan and supervise the centre. Another possibility is to ask interested representatives from such committees to form a new committee.

### **Committee Membership**

It is important that the committee represents the different interest groups in the community (e.g. the interests of teachers, religious leaders, shopkeepers, police, women's groups, youth groups, extension workers, etc.).

- The members of the committee should be:
- Committed to the development of the community.
  - Able to give time to their committee duties.
  - Responsible people who are trusted by the community.
  - Aware of the work involved.

When setting up a resource centre committee always involve existing organisations and committees to make sure that different interest groups are represented.

### *Story*

*A business woman was elected to be chairperson of a committee in her village. She knew her community well and got on well with the village leaders. She accepted the position. But she was so busy with other things that she did not have time to arrange and run regular meetings. The committee soon stopped meeting and the project failed.*

### **The Size of the Committee**

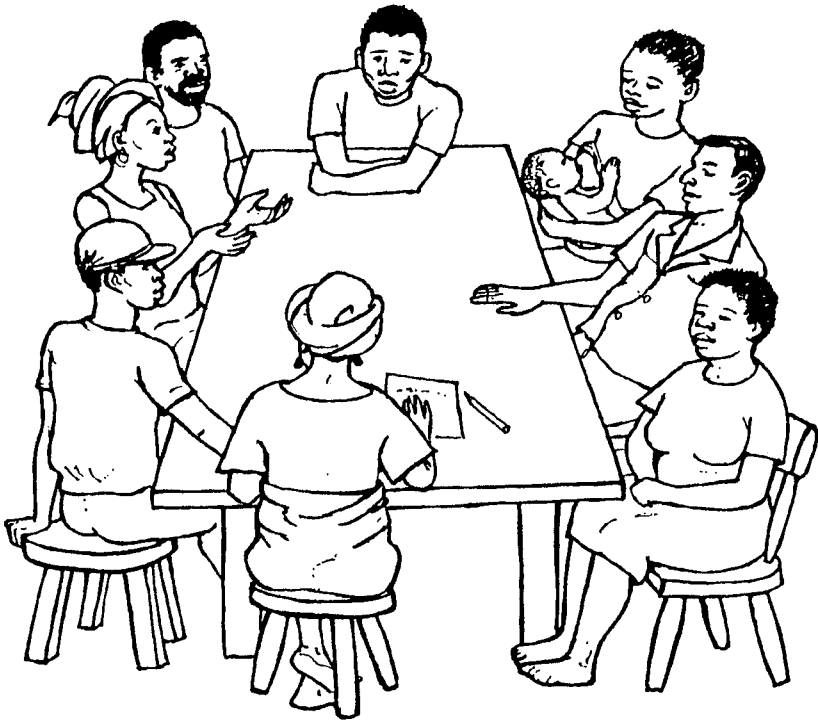
The committee should have from five to ten or twelve members. If it is smaller than five it may not represent the different groups in the community. If it is larger than twelve, it will have difficulty in organising and making decisions.

### **Selecting the Committee**

Some communities may wish to elect the committee. These elections should follow the rules of other community elections.

It is possible to have a combination of elected members and appointed members. It may be essential to have representatives of particular groups (e.g. health and agriculture extension workers or teachers) on the committee. People holding these posts should be automatic appointments and the rest of the committee should be elected.

No matter how a committee is formed, be sure its main responsibilities are to plan, manage and supervise the centre.



*A committee holding a meeting*

## **A Constitution for the Committee**

It is necessary to make a written statement about the committee's size, membership and responsibilities. This is called a 'constitution'. Some points to consider when writing a constitution are:

- Overall duties of the committee.
- The number of elected members.
- The appointed members.
- The length of membership, e.g. 1 year, 2 years.
- Requirements for attendance at meetings.
- Language to be used at meetings and for the record of these meetings.
- Minimum number of members to be present at a meeting ('quorum').
- Frequency of meetings.

- Duties of committee leaders.
- Passing decisions.
- Recording the discussions and decisions.
- Committee leaders and their election.
- Dissolving the committee.

An example of a constitution is given on pages 75 to 77.

## **Duties of the Committee**

The duties of a committee are:

- Overall planning.
- Setting objectives.
- Selection and supervision of staff.
- Fund-raising.
- Budgeting.
- Supervising accounts.
- Auditing.
- Monitoring and evaluation.

## **The Committee's Officers**

The committee must have good leaders if it is to achieve its work successfully. Most committees have the following leaders or officers:

- A chairperson.
- A secretary.
- A treasurer.

Sometimes there is a deputy chairperson to carry out the duties of the chairperson when the chairperson cannot be present. There is a detailed description of the qualities and duties of good committee leaders on pages 78 to 80.

If the committee leaders do not have the right qualities, the project may fail.

### *Story*

*A farming co-operative was given a good farm by the government. A chairperson, a secretary, and a treasurer were elected. Soon they began to use the money for themselves instead of the farm. They treated the other members of the co-operative as labourers and did not involve them*

*in decision-making. When the leaders were asked to explain their actions they threatened to throw other members out of the co-operative.*

*At the end of the first season, the crop yields were not very good. Everyone except the leaders and their relatives left the co-operative. Soon afterwards the co-operative was closed.*

## *Determining Community Needs*

---

The committee should make a list of the community's needs. These may be:

- *Basic needs* such as better health, water supply and sanitation.
- *Information needs* such as where to find out about a particular service or government policy.
- *Economic needs* such as how to produce better crops.
- *Educational needs* such as textbooks and teaching aids.
- *Recreational needs* such as sports facilities.

There may also be adults who wish to start basic numeracy, literacy or other adult education lessons, and need reading materials.

There may be extension workers wanting informational material for people to study.

Community development workers may wish to hold educational workshops but not have the teaching aids they need.

There may be parents who are worried that their children have nothing of interest to them in the village and will drift to the towns.

Women's groups may need information on setting up co-operatives.

To find out what people want from the centre, it may be necessary to carry out a house-to-house survey or organise a meeting of the whole community.

<p>The objectives of the centre must be based on the <b>NEEDS</b> of the community.</p>
---

# *Community Profile*

---

A community is a group of people who have something in common. This can be the place where they live, their age, their education, their religion, their interests, their political affiliations, their activities, their work, their problems, or a combination of two or more of these.

A community profile is information about the community and its members. This information will help the centre and its workers to provide the right materials and service for the members of the community. If the right materials and services are not available, people will not use the centre.

## **The Information Required**

Here are some guidelines on the kind of information the committee should know about the community. There is no need for 100% accuracy. That would involve too much work and time. But the committee should have enough correct information to provide a good description of the community.

Make sure that the information is acquired with the knowledge and permission of the local leaders and the community members.

### *1. Local Administration/Leadership*

Is there a local government office in the village? Is there a traditional system of administration? How are decisions made about the community? Are they made by a local government officer, a community committee, or village elders? When decisions are made, how and by whom are they carried out?

### *2. Physical Boundaries*

What are the physical boundaries of the community the centre will serve? Will the centre serve only the village in which it is situated or will it also serve nearby villages?

### *3. Population of the Community*

What is the total number of people living in the community? It is helpful to know the number of children aged up to 12 years,

the number of teenagers, the number of adult women and adult men and the number of older people.

#### *4. Occupations*

What do most of the men do for a living? What do most of the women do? How many children go to school? What do the other children do? What do the teenagers do? How much money do the people earn and how do they earn it? Is there an 'exchange' or barter system?

#### *5. Education*

Approximately how many people have been to formal school? How many years of school have they had? This information will help in planning the reading level of the materials in the centre.

#### *6. Languages — Literacy*

What languages are usually spoken in the community? Which one is used most? What language(s) can the people read and write? How many people can read and write well enough to use simple instructional material? What percentage of literates are women, men?

#### *7. Adult Education Programmes and Extension Services*

What adult education programmes are being held or have recently been held in the village? Who and how many have attended the programmes? Are there any special programmes for women? What other extension services are there?

#### *8. Learning Resources*

What learning materials already exist in the village (e.g. at the school, at the places of worship)? How are these materials used and how often?

#### *9. Community Knowledge and Skills*

People are the most important information resource. Find out who can help to teach special skills in the community. For example, can someone help to teach farming, basic numeracy and basic carpentry?

#### *10. Interest Groups*

What groups are there in the community? For example, sports

teams, women's groups, religious groups, dance groups? What are the main cultural activities?

### *11. Transportation and Communication*

Is there a road to the village? Where is the nearest railway station? Airstrip? How often do buses, planes or trains come to the village, if at all? Is there a post office? Are there any telephones?

### *12. Seasonal Patterns*

Do community activities depend on weather patterns, such as rainy or dry seasons? How many members of the community are involved in the harvest?

### *13. Religion*

What religions are practised in the community? Do any of these have special rules that have to be considered, such as holy festivals and days, rules for women?

### *14. Institutions/Social Facilities*

Is there a school and what classes does it have? What places of worship are there? Is there a market place or a meeting place? Who can use it and when? What health care facilities are there? Is there a police post? Are there shops or co-operatives and if so, what kind? Is there electricity and a water supply?

## **Collecting the Information**

The information can be collected in several ways.

If there has been a recent census in the country, it can give some of the information needed, such as the number of people and their ages and perhaps number of years in school, and languages spoken.

If there has not been a recent census, or if this information is not easily available, then ask people at gatherings and meetings to provide this basic information. Explain that the information collected will only be used to help the staff of the centre to provide a good service.

The headteacher or the nearest education office can also help with information about the number of families and school-age children living in the area, and about recent adult education programmes. The local religious and political leaders may also be able to provide information about the education work they

have sponsored. And of course the committee will already know a lot about the community which can be included in the profile.

The committee can carry out the survey itself or ask others to help. There may be a social studies teacher at the local school, or someone attending a college willing to do this survey as part of his/her course requirements.

When the information has been gathered, it should be organised and written down. This record will be very useful to the workers of the centre. It helps when choosing suitable materials and organising activities. It is also useful when applying for money.

The community profile tells you all about the people the centre will serve.

## *Setting Objectives*

---

The overall purpose of the resource centre is to meet the informational and learning resource needs of the community. This can be achieved by such objectives as:

- Providing information on subjects of concern and interest to the community in forms that can be easily understood and used by community members.
- Co-ordinating and organising activities with extension and other community workers such as workshops, discussion groups, and practical demonstrations, and by providing appropriate teaching aids.
- Organising activities in which community members can share ideas, information and concerns with government and non-government agency workers.
- Providing interesting reading material in local languages, and at the appropriate literacy levels.
- Providing a meeting and activity space for community use.
- Providing simple duplicating equipment and supplies, and training people to use them.

- Providing equipment and supplies for leisure activities such as film/slide shows, dances, etc.

To achieve these or similar objectives the resource centre must have:

- A building.
- Finances.
- Appropriate staff.
- A management group such as a committee (already described) to be sure the community's needs are being met.

The objectives will have to be checked from time to time to see if any changes are required. This process is described in more detail on pages 36 and 37 under the heading 'Monitoring and Evaluation'.

## **Work Plan**

To achieve these objectives the committee should set out a work plan.

This work plan outlines the tasks in the order in which they should be done. It also indicates how long each task is expected to take. This means putting down what can be achieved in the first month, the second month and so on. Remember that much of the work may have to be done in people's spare time and may take a long time. Also remember when people will not be able to help, such as at harvest time and holidays.

It is wise to review this work plan every few months. Change the plan if necessary.

An example of a work plan is given on pages 81 to 85. It is divided into several 'phases'.

These are:

- Phase 1* setting up the committee;
- Phase 2* selecting and training staff;
- Phase 3* the building;
- Phase 4* final preparations for opening the centre.

Each of these phases sets out:

- The start date; the activity; the community members involved; the person in charge; the people involved outside the community; the date by which that particular activity should be completed.

A work plan provides a timetable for the work that needs to be done.

# The Budget

---

After preparing the work plan, make a budget. This budget outlines the money needed to set up and run the centre. It usually covers one year at a time.

To prepare the budget, find out the cost of each item you need. Then add a percentage to cover likely price increases. Experience shows that more money is always needed than was originally thought.

Part of a budget might look like this:

	<i>Amount of money</i>
Office supplies (paper, pens, postage, etc.)	_____
Equipment (e.g. furniture, typewriter)	_____
Building supplies (or rent)	_____
Learning and information materials	_____
Printing equipment and supplies	_____
Maintenance and repair of building	_____
Electricity or fuel	_____
Salaries	_____
Transport	_____
Miscellaneous	_____
<i>Total</i>	_____

It is very difficult to know how much money will be needed for the learning and informational materials. Ask extension workers and teachers for their help. Be generous in the estimate, especially for the first year, when the basic collection of materials will be developed.

# *Fund-raising*

---

Basically there are two different kinds of funds:

- Those funds that are used to start the centre and are not guaranteed in advance.
- Those that are guaranteed by donors for a certain period of time (usually longer than one year).

It is essential to have both 'starter' money and long-term funds. Without long-term funds a centre cannot be sure that it can continue to provide a service to the community. Therefore it is important to plan all fund-raising activities carefully and to include long-term funding applications from the beginning.

## **A Fund-raising Plan**

The committee may decide to appoint some of its members to be responsible for fund-raising. This group should develop a fund-raising plan which will involve the community and get assistance from outside.

## **Involving the Community**

Members of the community must be involved in raising money for the centre. The fund-raising group should tell the community how much money is needed and for what purpose. They should encourage community members to give as much money as they can and to contribute their labour, their time and their skills.

Some examples of fund-raising activities are:

- Sponsored walks, swims, runs.
- Selling arts and crafts.
- Donating part of the profits from market day.
- A benefit dance.
- Performing street theatre in the community and the nearest large town.
- Selling raffle tickets for a prize.

One centre in Papua New Guinea bought plain T-shirts of different sizes and colours. A member of the community knew how to put silk-screen prints on cloth. A design was made with

the centre's name and this was printed on the T-shirts. These were then sold at a small profit and were very popular.

In Swaziland, communities organise local 'talent' shows. The audience pays the performers to get off the stage or to get back on the stage. The performers donate the money to whatever project they are supporting.

Some communities hold 'Dutch Auctions' for a prize. Each person bids a few pennies higher than the last person and puts only those pennies in the pot. The last person to bid gets the prize.

Raising money can be made easier if the committee does the following:

- Makes sure the centre has the whole community's support.
- Makes sure the amount of money needed from the community is realistic.
- Makes sure that the community can trust the committee to spend the money properly.
- Encourages the community to contribute every year.
- Keeps the community informed about the centre's progress. (Successful efforts should be celebrated, and recognition given to groups and individuals.)

Sometimes people who have left a community to live elsewhere form societies to collect money for projects in their home community or help in other ways.

Always involve the community in raising funds for the centre.

## **Assistance from Outside the Community**

Once the community has raised some money of its own, it can look outside the community for more. Its self-help efforts will prove to outside organisations that the community really wants the centre and deserves assistance.

The first thing to do is to find out where to apply for money. The next step will be to write application forms.

## **Finding out Where to Apply for Money**

The following may provide funds:

- *Government departments*, especially those which are concerned with the type of service the centre will give. These include

departments responsible for community development, social welfare, library services, adult education, rural development. (There may be a council or committee that co-ordinates projects, made up of representatives from these departments.)

- *Non-government organisations*, such as voluntary agencies, social service organisations, religious organisations.
- *Embassies and High Commissions* of developed countries may have special project funds which they can use to help a centre.
- *Specialised agencies* such as UNESCO, UNICEF, The Food and Agriculture Organisation (FAO), The World Health Organisation (WHO).

Ask local government officers which government departments and non-government organisations in the country are the best ones to ask for money for the centre. Find out if it is necessary to apply for funds through a co-ordinating council.

If addresses are not known there are two things to do:

1. Write to the nearest reference library or the National Library Reference Service in the capital city. Ask the library to send the names and addresses of government departments, embassies and high commissions of developed countries, and of non-government organisations with offices in the country. Often non-government organisations publish directories of organisations in the country. The National Library should also know of such publications.
2. Use a telephone book. The committee should try to obtain an up-to-date telephone book (or books) for the country. If this is not easy, find out who has the nearest telephone and ask to use their telephone book. Most telephone books are divided into two parts. One part is the alphabetical list of the names of the people and organisations and their telephone numbers. The other part is a list of companies arranged by the type of product or service they sell (e.g. car (auto) dealers, bookshops).

Government departments are usually listed in the alphabetical section of the telephone book. Sometimes they are listed alphabetically by each department's name. Sometimes they are all listed together under the section perhaps called GOVERNMENT MINISTRIES/DEPARTMENTS. These ministries and departments have different names in different countries. They may change their names from time to time. However, there will probably be departments in the country that deal with the following:

- health
- agriculture

- education
- library services
- rural and community development (this often includes services for youth and women)
- business/commerce
- transportation
- minerals and energy
- government information services

## **How to Apply for Money**

Here are some useful guidelines to follow when applying for money:

- Find out what types of project each department and organisation prefers to support. For example, some support women's projects, some support appropriate technology, some support projects for children.
- Write a letter to the organisation explaining how the centre fits into the kinds of effort it supports. Ask for an application form.
- Prepare a chart in a notebook as a fund-raising record. A sample is given on page 89. Fill in the details accordingly.
- Write a detailed description of the centre which can be sent to organisations that give money to projects. This description may be used more than once. A local government officer or extension worker may be willing to duplicate or photocopy the description. Also try to have it typed.

The description should include the following:

- The name of the centre and where it is.
- The general purpose of the project.
- A short community profile.
- What the money will be used for.
- How the project started.
- Progress to date.
- How the centre will work with other programmes and groups in the community.
- Location of the centre.
- Work plan.
- The supervision and administration of the centre.
- The staff of the centre.
- Contributions from the community.
- Budget.

- Other organisations being asked for money.
- Special difficulties.
- Reporting procedures.

More details on these points are given on pages 86 to 88.

The description should be accompanied by letters of reference from community leaders, saying how the centre will benefit the community. It is also important to provide the name of the contact person at the centre and the name and address of the bank and the centre's bank account number there. In the same letter, ask the organisation if it would like to meet someone from the centre and suggest a time for this person to visit.

If it is not possible for a committee member to go, try instead to find someone who comes from the village and is going to the town where the organisation's offices are. Be sure that this person is reliable and can explain the project well. It is important to show donors that the project has been well planned and will be well managed.

Write to the department in charge of finance or the department in charge of national planning and ask if there are rules or regulations for aid money coming from other countries. Be sure to follow these rules if the centre applies for money from overseas.

Always acknowledge donations of money and materials by sending a thank-you letter. This is a good idea because:

- It tells the donor you have actually received the donation and it has not been lost.
- It shows the donor you are organised and they may consider donating again.

Remember that certain types of projects are more likely to receive funding than others. They are those which:

- Involve local groups.
- Encourage self-help and self-reliance within the community.
- Do not need large amounts of money.
- Promote learning and improvement of living conditions.

Community-based projects that do *not* appeal to most organisations are those which:

- Ask for large amounts of money.
- Provide assistance to a small group of people which will put them in a privileged position.

Be prepared for some organisations to say 'no' to a request for money. Do not be discouraged. Try to find out if there is anything that could be improved (e.g. the information in the application; the evidence of community support).

## Long-term Funding

Long-term funding is money that donors guarantee every year for more than one year. It is only with long-term funding that a centre can continue to give service. It is important to include long-term funding in the earliest plans for the future.

Unfortunately, most overseas aid organisations will NOT provide long-term funding for communal services like the centre. It will therefore be necessary to find out which government departments and non-government organisations in the country may be interested in the centre for more than one year. These may include the education department; the adult education division; the library services; a literacy development division or literacy council; a correspondence or external studies department; a department of information; the community or social services department; a rural development department; extension divisions of the departments of Health and Agriculture.

The committee may find it helpful to talk with the district officers of government departments. They will know how best to apply for long-term funding. Be ready to provide the written details about the service as outlined on pages 86 to 88. BE PATIENT! Governments have to know a long time in advance to make decisions about providing funds.

Even if the committee is successful in getting agreement for long-term funding from government or non-government organisations, it will take time to receive the actual money. The centre should try to develop services during this time. For this there must be some money for essential items. If the centre can guarantee that funds are coming, a bank may be willing to lend it money. Remember that loans must be repaid, and a charge (known as interest) will have to be paid as well. Be sure to find out how much interest will have to be paid.

The advantages of long-term funding from outside the community are that:

- The centre will be able to continue to provide a service for more than a short time.
- It may be possible to pay the workers in the centre regular salaries.
- The centre may be able to use some of the facilities of the funding agency's district office (e.g. a telephone, typewriter, duplicating machine).

The disadvantages are that:

- The centre may have to change its procedures to meet the requirements of those of the funding agency.
- It may not be possible to employ staff from the community.
- There will be more administrative 'paper work'.
- The committee may be disbanded, thereby losing the community's direct involvement in the centre.

## *Setting up a Bank Account*

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When the centre receives money in cash or by cheque from fund-raising activities, it must be kept safely.

The best way of keeping money is to open an account in a bank or a post office.

Ask a bank or post office employee to explain what kinds of account are available. Most banks have two types of account: a savings (or deposit) account and a chequing (or current) account. Both are described on page 90. It is a good idea to have both a savings account and a chequing account. Money can be moved from one to the other.

Before setting up an account, the committee must decide who has 'signing authority' for the centre's money. These are the people who can take money from the bank account and sign cheques. It is a good idea to have at least two such people who must both sign a cheque before it can be used. This way there is less chance of funds being misused. Have a third person as a 'reserve' in case one of the other people is away or ill. The people with signing authority should probably include the staff member and a member of the committee.

The bank will regularly send a list or 'statement' for each account, showing how much money has been paid in and taken out. This statement will help the centre to check that its own record of accounts is correct. Information on how to keep the centre's own accounts is given on pages 108 to 110.

In some rural areas the nearest bank is too far away for the

community to make use of it. In such a case it will be necessary to find another institution or person to hold the centre's funds and act as a 'bank'. The committee could ask the local church, a trustworthy trader, a co-operative, a credit union, or an aid organisation to do this.

## *Auditing*

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The centre's accounts will have to be audited. 'Auditing' means that someone from outside comes and checks that the centre has spent the money on the items that are listed in the accounts book. Most organisations including banks, schools, hospitals, libraries, clinics and shops have their accounts audited each year. Often it is a legal requirement to have the accounts audited.

If the centre is funded by the government, the government will probably instruct its own auditors to check the accounts. If the centre is not a government centre, ask someone from the outside who is a qualified accountant or is trusted and respected and able to check the accounts to do an audit. This person must not be involved in the centre. Have this person write a report on the accounts. Send copies of this report to all major donors.

<p>In preparation for auditing make sure the accounts are up-to-date, accurate and have all the receipts available.</p>
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## *Choosing the Staff*

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The committee will have the responsibility for the overall planning and supervision of the centre. But one or two staff members

will be needed to do the day-to-day tasks. The staff will be answerable to the committee which should always be ready to give advice and supervision.

## **The Job Description**

The committee must write a clear statement (or job description) of the work that each staff member will be required to do. At first there will probably only be one staff position. The job description for that position should include the following:

- Consulting community members, extension workers and other community workers about their informational and learning resource needs.
- Gathering information and learning resources to meet those needs.
- Developing activities in which community members can share ideas, information and concerns among themselves and with extension and other community workers, administrators and planners.
- Working with extension and other community workers to co-ordinate their activities in the community, and provide materials for those activities.
- Producing informational materials in written and non-written forms and providing duplicating equipment and supplies for community use.
- Organising and keeping a record of the informational and learning resource materials in the centre.
- Providing extension services and promoting these and other services.
- Assisting the fund-raising activities.
- Performing general administrative tasks including keeping accounts, developing lending procedures, keeping statistics, stock-taking, reviewing the materials, disposing of materials which can no longer be used, writing reports, general maintenance and repair of the centre and the materials.

## **Title**

A title for the job should be decided. Some suggestions are:

- Community Information Officer (CIO)
- Information Centre Manager
- Community Information Centre Co-ordinator

- Community Librarian
- Community Resource Centre Manager

The term 'Community Information Officer' (CIO) is used throughout this guide.

## **Salary**

Decide how much money, if any, the CIO is to receive for doing the job. There may be government guidelines for similar jobs. If the CIO is to receive a salary, be sure the centre has the money to pay it regularly.

If there is no money for the salary, community members could consider paying the CIO in other ways, such as helping in the CIO's garden, building a new house for the CIO, or supplying the CIO with food. An example of this takes place in some villages in Sri Lanka. Instead of a salary, the village members take turns to give a mid-day meal to the person who organises community activities and services in the Buddhist temple.

The CIO may not have time to do all the tasks outlined in the job description. The committee may wish to help by appointing a caretaker to keep the centre clean and do any small repairs. Again, it will be necessary to decide how much money, if any, the caretaker receives.

## **Selection Procedures**

In some cases the CIO may be the person who had the original idea of starting the centre. In other cases the committee will have to look for someone else. Above all, the person should be acceptable to the community. In addition the person should:

- Be committed to the idea of information sharing.
- Have good organisational skills.
- Be literate and numerate.
- Work well with people.
- Be imaginative, friendly and creative.

Typing skills would be an advantage. It may be advisable to set minimum formal educational qualifications. A short test may be given to ensure that a candidate has the right skills. This test could include questions in basic arithmetic, filing in alphabetical order, finding information in books, and verbally summarising material.

The committee may decide to advertise the job or to ask the

community to nominate people for the position. Make a final date for applications and nominations. Then assign a small group to interview each applicant.

It is also a good idea to have a 'trial' or probationary period for the CIO. Inform the person that after the first six months (or year) the committee will meet with the CIO to review the work that has been done. If the committee and the CIO agree the work has gone well, the CIO should be offered long-term employment. If the work has not gone well, it may be necessary to find a new CIO.

## **Training**

Training will basically be 'on-the-job', 'do-it-yourself', with the CIO using the suggestions in this guide and adapting them as necessary. It is very important that the committee help the CIO as much as possible. Perhaps the task should be given to one or two committee members. Visits to similar projects, centres, libraries would also be useful.

Further training may be necessary as the services of the centre expand. Remember that this training may have to be paid for.

The committee should:

- write a clear job description for the CIO;
- select the right person for the job;
- be available for advice and supervision.

## **Training Manual**

A training manual has been written to accompany this guide. It is intended for institutions and agencies which train groups for rural community projects and require specific examples and methods relating to the development of rural community resource centres. It can also be used by extension workers, community leaders and others for training purposes within a specific community. It is available from the Director, Education Programme, Commonwealth Secretariat, Marlborough House, Pall Mall, London SW1Y 5HX.

# *A Building for the Centre*

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This section describes the building or room where:

- The information and learning materials will be kept.
- People can come to use or borrow them.
- Information-sharing activities can take place.

It can be an unused room in an existing building, such as the place of worship, a school, or a community centre. Or it can be a new building on a piece of land that is bought or rented.

## **Site**

Try to locate the centre as close as possible to places where people meet, such as the market, the shops, the school, the transport stop. If the centre is located far away from busy places, people may not visit it. Be sure the members of the community and the person owning the land or building want to have the centre located there.

## **Legal Agreements**

It is advisable to set out the arrangements for purchasing, renting or using a building or a piece of land for the centre in a legal agreement. Everyone involved will then be clear about the arrangements, and there should be no misunderstandings. Such legal agreements include a lease, and the registration and transfer of land. Here are some points to note about them.

A 'lease' is an agreement between those who own the land or building and those who want to use it. A lease for using a building may include conditions such as:

- Length of lease.
- How much rent is to be paid.
- Who pays for repairs, water supply, electricity, taxes.
- Who will have keys.
- Who pays for any changes that are made to the buildings.
- When and how to give notice of leaving.

If land is being bought, the law of the country may require land to be legally 'acquired' and registered at the nearest land

registry office. It is important to follow all the necessary procedures, and keep all legal documents in a safe place.

Where land is communally owned, be sure that everyone involved in the ownership is in agreement about having the centre on their land.

## **Cost**

It can be very tempting to have a modern building. Buildings of this type can be attractive, and people are often proud of them. But they may be too expensive to build and maintain, especially when the centre is just starting. If there is not enough money to have this type of building, don't worry. It is more important that the centre provides a good service. It is possible to have an inexpensive but well-designed and attractive building if:

- There are local people willing to help build the centre. Their labour will cost less than bringing people from outside. They will also know the best way to build with local materials.
- There is someone who has experience in building and carpentry to lead the group of workers.
- Local materials are used. It is expensive to buy and bring zinc sheets, glass, cement and plastics, etc. to rural villages. Also people often find it easier to look after a building that is familiar to them and made of local materials.

## **Design/Plan**

When designing a building:

- Provide for as much natural sunlight as possible. This makes the centre a bright place, which is important for reading, writing and working. In some rural areas, village buildings have very low roofs and are very dark inside. If this design is to be used, have as many windows or openings as possible.
- Design the building to protect the inside from strong sunlight, heavy winds, rain and dust. Be sure the windows have shutters, and that the roof is well constructed and has enough 'overhang'. If the centre is in an old building, check that the walls and roof are strong and do not leak.
- Try to prevent dampness and mildew caused by rain and humidity. One way is to have as much air as possible flowing around the materials. This can be done by having as many windows as possible, shelves without solid backs, large spaces

between each shelf, and shelves that are not tightly packed with materials.

- Plan a building that is easy to enter. For example, avoid steps that are difficult for older or disabled people.

Two examples of simple but good designs for buildings are shown on the next page.

## **Size and Space**

The centre should be at least 6 metres long by 4.5 metres wide (approximately 20 feet by 15 feet), making a floor area of 27 square metres. It is necessary to have this amount of space to provide for:

- Community activities.
- The materials acquired by the centre.
- Displays.
- The people who wish to use the materials.
- The people who work in the centre.
- Storage.

### *Activity Space*

The centre should have space for such activities as workshops, small discussion groups, children's story times, puppet shows and meetings.

### *Space for Materials*

The materials need to be placed directly on shelves or in boxes that are put on shelves. At first there may not be many materials, but as the centre develops the amount will increase. Begin by building shelves along one or two walls and then build more as they are needed.

### *Display Space*

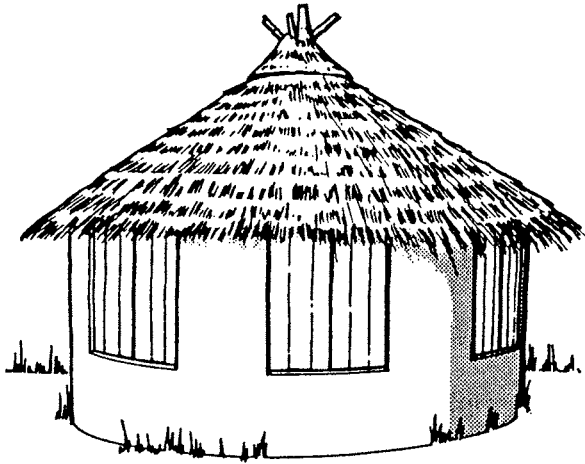
Have a place for displaying information, interesting new materials, posters, games, local crafts, etc.

### *Space for People*

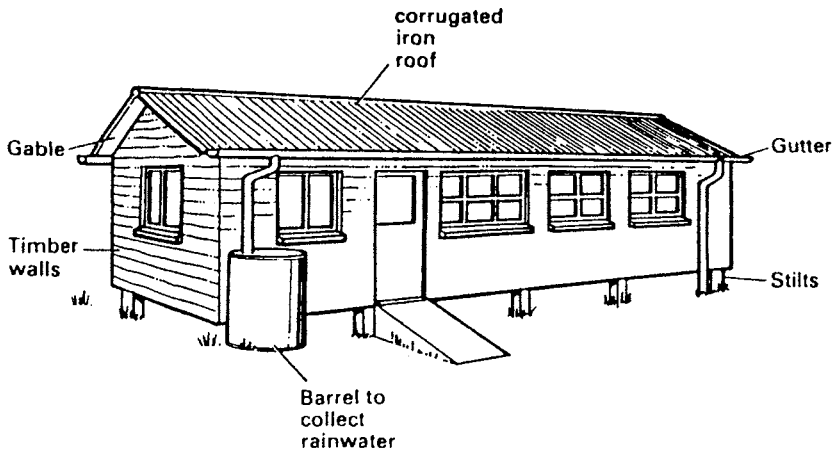
People need enough space to be able to use the learning and information materials in comfort. Provide space for a study or work table and for several chairs, stools or mats.

### *Workspace*

There must be space with a table or desk and a chair for the staff to work in the centre. There they can write letters; order, unpack



*Round hut style with several windows to let in the sunlight and the air and overhang roof to keep out the rain.*



*School-classroom style with peaked roof to keep the rain well away from the walls and windows. The stilts or piles on which the building rests are a good way of keeping the floor dry.*

and arrange materials; draw posters; use duplicating equipment, etc.

The best place for the workspace is near the doorway. There the CIO can see the activities in the centre and be seen by people needing assistance. This is also the best place for borrowing and returning materials.

### *Storage Space*

There must be space to put paper, pens, extra copies of materials, storage boxes and materials for repair. This storage area should be kept neat and away from the public space. A loft or the space behind the work table is a good strong place.

## **Furniture**

The furniture for the centre should include shelves, work tables, chairs, a lockable cabinet, stools and mats.

### *Shelves*

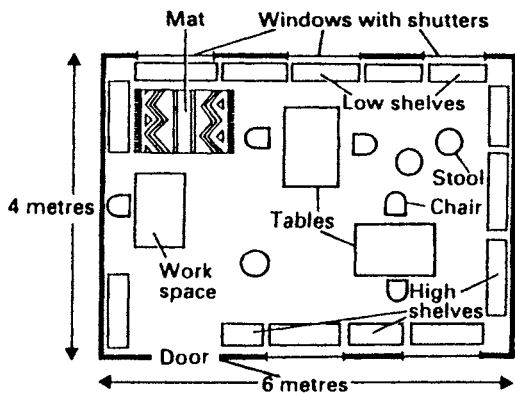
Make shelves that are:

- Strong.
- Supported approximately every metre to prevent sagging.
- At least 20 centimetres deep (from front of each shelf to back).
- Without backs so as to allow for maximum airflow.
- 'Braced' at the back for strength.
- At least 30 to 35 centimetres apart in height, with 10-20 centimetres beneath the bottom shelf and the floor to allow for cleaning.
- Protected from rain, wind and sun.
- Not too high. (People must be able to reach the top shelf.)
- Of different sizes (e.g. low ones under windows and for children and higher ones along the walls).
- Protected from ants if necessary by placing the legs in tins of water or a mixture of kerosene and water.

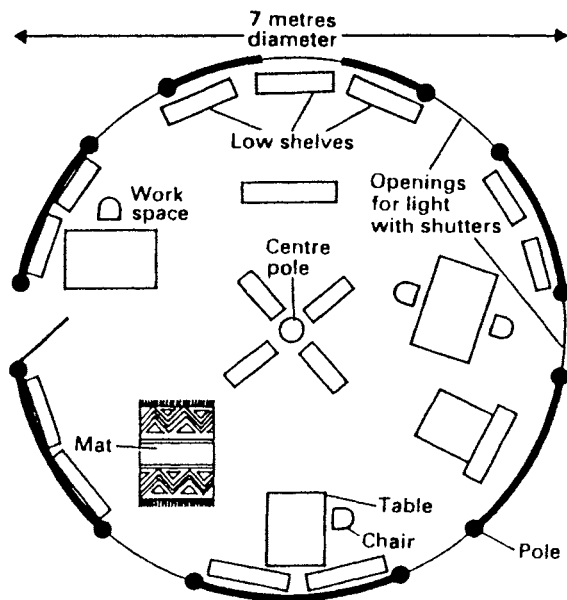
Shelves should be made from inexpensive, locally available materials such as:

- Wood, smoothed by planing and sanding.
- Smooth, flat bricks and boards.
- Wooden boxes placed side by side, stacked on top of each other, and held firmly by braces.
- Bamboo lashed together.
- Smoothed strong branches lashed together.

Here are some ideas for placing furniture in the centre.

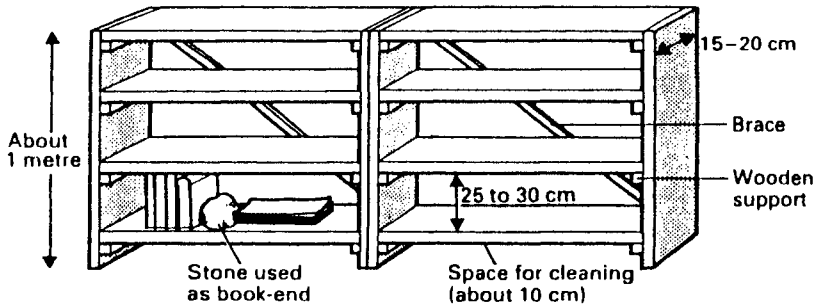
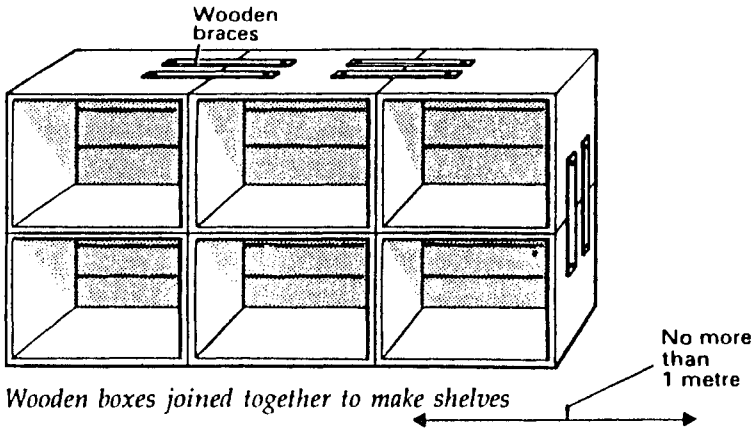


*School classroom shape*

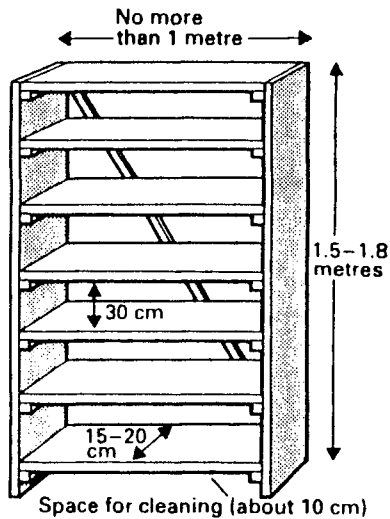


*Round hut*

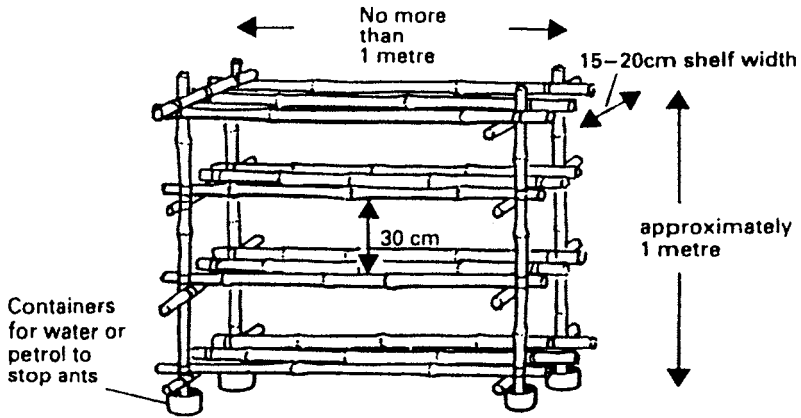
Here are some drawings of different kinds of shelves:



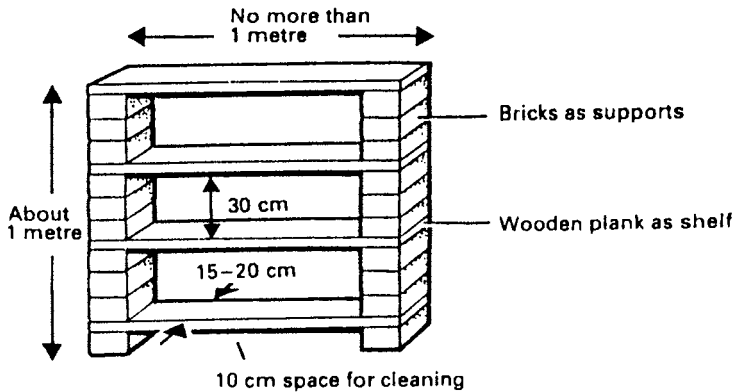
*Low timber shelves*



*High timber shelves*



*Bamboo shelves*



*Shelves made from boards and bricks*

# *Monitoring and Evaluation*

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## **Monitoring**

Monitoring is the process of regularly looking at the procedures of the centre to find out what works well, what the problems are and what to do about them.

It is necessary for the CIO or a committee member to report regularly at committee meetings and to community members about the day-to-day activities of the centre. They will then know how well their service is running. With this information, they will be able to make suggestions on how to improve the service.

The reports should outline the different types of activities for a certain period of time. They should cover such matters as:

- Activities with the community, and with extension and community workers.
- Fund-raising activities.
- Accounts.
- Materials purchased, donated, duplicated and borrowed.
- Problems and possible solutions.

## **Evaluation**

Evaluation basically is two things:

- Finding out if the service is achieving its objectives.
- Finding out if these objectives are meeting the needs of the community.

Evaluation must be done at least once a year so that the committee can determine what has been achieved, what has not been achieved, and why.

The committee has already defined the needs of the community, the objectives, the type of service, how the service will answer the needs, and the tasks of the staff. This description will provide the basis for evaluation.

Because the centre is used by the community, it should be evaluated by the community. If the centre is evaluated by someone from outside the community, the evaluation may not reflect what the community feels.

Involve the community in the evaluation by:

- Bringing together the community, the CIO, the extension workers and the committee to form groups to look at the objectives of the centre.
- Requesting these groups to comment on the services of the centre.
- Requesting them to provide suggestions for improvement.

If some objectives have not been achieved, the committee should find out why. Perhaps they were not realistic. Perhaps unexpected problems arose. Perhaps no one knew how to do the tasks involved.

Make sure to find out if any objectives are no longer needed or should be changed, or whether new ones should be added.

Involving the community in evaluation takes time and must be organised carefully. But it will ensure that the centre and its services are meeting the informational and learning resource needs of the community.

*MONITORING* makes sure that the activities of the centre are proceeding according to the agreed policies and work plan.

*EVALUATION* makes sure that the objectives of the service are being achieved, and that the objectives are meeting the needs of the community.

**Part 2:**  
**OPERATING A CENTRE**

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**The Day-to-Day Tasks**

## *The Basic Tasks*

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This part of the guide describes the day-to-day tasks the Community Information Officer (CIO) selected by the committee should try to perform. The tasks outlined are only suggestions and can be changed to suit the local situation.

It is advisable for the CIO to work closely with one or two members of the committee or with a sub-committee which can give advice and assistance.

The tasks of the CIO, as given on page 25, are as follows:

- Consulting community members, extension workers and other community workers about their informational and learning resource needs.
- Gathering informational and learning resources to meet those needs.
- Developing activities in which community members can share ideas, information and concerns among themselves and with extension and other community workers, administrators and planners.
- Working with extension and other community workers to coordinate their activities in the community, and provide materials for those activities.
- Producing informational materials in written and non-written forms and providing duplicating equipment and supplies for community use.
- Organising and keeping a record of the informational and learning resource materials in the centre.
- Providing extension services and promoting these and other services.
- Assisting the fund-raising activities.
- Performing general administrative tasks including keeping accounts, developing lending procedures, keeping statistics, stock-taking, reviewing the materials, disposing of materials which can no longer be used, writing reports, and general maintenance and repair of the centre and the materials.

## *Consulting about Informational and Learning Resource Needs*

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From the community needs survey (see page 10) the CIO will have already learned much about the informational and learning resource needs of those who live and work in the community.

It is important, however, for the CIO to continue to consult regularly with these people about their needs and how the centre can help to meet them. This can best be done by being active in community affairs, for example by:

- Becoming a member of relevant committees in the community or asking them to keep the centre informed about their meetings and activities.
- Holding community meetings about the activities and services of the centre.
- Setting up information stalls at local meeting-places.
- Holding 'open days' at the centre.
- Talking informally with individuals about the community's information needs.

It is important for the CIO to inform people that the centre is there to serve them. If the right information is not in the centre, be sure to try to find it somewhere else: in the next village, from extension workers – from anyone, anywhere.

The Community Information Officer must:

- consult regularly with the community and those who work in it.
- try to find whatever information is needed by the community.

# Gathering Informational and Learning Resources

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Two main groups of people who will use the centre and its resources are:

- The community members.
- Agricultural and health extension officers, school teachers, community development workers, adult education workers, and others who work in the community.

There are two basic places to find materials and information for the centre:

- In the community.
- Outside the community.

## In the Community

Within the community there are people with a great deal of local knowledge. They know the customs and beliefs. They know how to use the local resources. They know who is skilled at carpentry, fishing, growing crops, cattle-rearing, home-making, midwifery, etc. They know the weather, the local environment and the effects these have on their day-to-day lives.

This knowledge and these skills are often overlooked by people who plan and administer projects and services for rural communities.

### Story

*A village in a Commonwealth country wanted a school. The education planners agreed to have one built. They realised that it would be cheapest to build the school using local wood. But they decided to use their standard construction methods and sent workmen from the capital city who knew how to build schools to planners' requirements.*

*The workmen did not know that the local wood split very easily when nailed. The villagers knew this and watched as the carpenters used nails instead of tying the logs together.*

*If the local people had been involved in building the school, this mistake would not have been made.*

Because local skills and knowledge are so important for community development, the centre should keep a record of them. This record can be used when a community problem needs solving or a task needs to be done.

Stories and traditions often explain why communities do things in certain ways. The CIO should record them in writing or on cassette. Where this is not done, useful information may be lost. This does not mean that *all* the knowledge and beliefs of a community are correct or good. The CIO should therefore seek advice about local practices and record any concerns expressed about them.

The results of a mistaken community belief are shown in the following story.

### *Story*

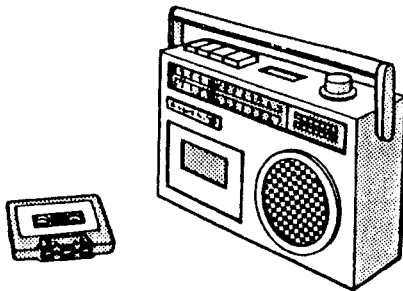
*In a poor part of Papua New Guinea many new-born babies died. The health workers tried to find out why.*

*An old custom was discovered. When women became pregnant, they were not allowed to eat certain foods. These foods, however, were needed to keep the mothers and their babies healthy.*

*The health workers taught the women about the importance of healthy foods, especially during pregnancy. As a result, fewer babies died.*

### **Outside the Community**

People from other communities with similar problems and concerns may have useful information about them. The CIO should try to find out from neighbouring communities what knowledge and skills they have and are willing to share.



*Cassette and cassette recorder*

The CIO should also collect printed materials and audio-visual materials (such as tapes, films and slides) produced outside the community.

## *Sources of Materials*

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In most countries there are three main sources of materials. These are:

### **Government Departments**

Many government departments have publications units or information offices. These often produce materials that are useful to the community.

Extension workers should be able to help the CIO to select and obtain the most suitable materials their departments produce. These materials are often free or inexpensive and may be in more than one language.

At first the centre may decide to order most of its materials from these sources.

### **Non-Government Organisations**

There will probably be organisations in the country concerned with child welfare, women's issues, youth, literacy, library services, appropriate technology, nutrition, setting up co-operatives, etc. As part of their work these organisations also often provide inexpensive materials suitable for rural communities.

### **Commercial Publishers**

Commercial publishers specialise in the business of producing materials for sale. Perhaps the best known commercial publishers are newspaper companies. Some of them publish special

magazines and supplements on agriculture, health, literacy, etc. (In some countries, governments and non-government organisations also publish newspapers.)

## **Other Sources**

The CIO should try to collect materials from all the above sources. In addition to the materials produced within the country, the centre should consider obtaining materials from neighbouring countries with similar conditions and concerns.

Many international organisations are concerned with the problems of developing countries. They pay for or publish materials which are often of use in rural areas and which contain information on other useful materials. Some of these organisations are listed on pages 91 to 94.

## **Finding Addresses**

From the fund-raising activities, the centre should already have the names and addresses of many government departments and other organisations. Use the telephone book again to obtain the names and addresses of commercial publishers.

*ALSO:*

- Look for useful addresses in pamphlets, posters and newspapers.
- Keep asking people who may have ideas of sources of materials.
- Check frequently with the nearest reference library.
- Listen to those radio programmes which tell listeners where to write to get certain information.

## **Writing a Letter asking for Publications Lists**

The next step is to write to the organisations and businesses that are likely to produce useful materials and ask them to send a publications list and a complimentary sample of their materials. (Not all organisations will do this but it is worth a try.)

To write letters to each of them will take a very long time. To save time, a 'form' letter can be written and duplicated. A sample of a 'form' letter is on page 95. Each copy can then be completed by filling in the date, the name and address of organisation to which the letter is being sent, and the subject of the letter. Finally,

the CIO should sign each one and keep an extra 'file' copy for the centre. Duplicating methods are explained on pages 58 and 59.

The CIO should write a 'thank-you' letter for each gift the centre receives.

#### *CHECKLIST FOR LETTERS*

1. Make sure the postal address of the receiver is correct.
2. Make sure the overseas letters are marked 'Airmail'.
3. Make sure the postage is correct.
4. Keep a file copy for the centre.

## *Selecting Materials*

---

Materials should be selected carefully so as to meet the needs of:

- Members of the community who are seeking information, knowledge and skills.
- Extension workers, literacy teachers and others.

The CIO should work closely with both of these groups of people so as to decide what materials will be of most use.

### **The Subjects of the Materials**

The CIO will already have information about the concerns, problems and interests of the community obtained from the community needs survey, from discussions, and from day-to-day life in the community. Most of the materials selected for the centre should be about these subjects. Other materials, however, should be about other parts of the world and other people. They are interesting, and encourage people to be curious and maintain their interest in learning.

The subject of the material selected for the centre should reflect the needs and interests of the community.

## **Languages**

Members of the community may speak more than one language. Select material written in the language which most people use. If few materials exist in this language, the CIO should look carefully at materials in other languages to see if they are useful. Perhaps they can be translated or adapted.

Materials written in the languages most used should be first choice.

## **Educational and Age Levels**

Materials should be chosen to suit the various educational levels in the community. Those that are difficult to understand discourage people: those that are too simple can be boring.

People of different ages are interested in different things. There should be some materials for adults, some for young adults (teenagers) and some for children. For example, an adult who is learning to read may understand the words in a children's book but be bored by the subject and soon lose interest.

If there is any doubt about the educational level of the material, the CIO should ask the advice of the local school teacher (or literacy teacher) and the people who use the centre.

Obtain materials for the age groups and educational levels in the community. Do not choose materials only for those who use the centre most.

The CIO should not worry about making mistakes. It is almost impossible to choose materials that are perfectly suited to a community, especially if the only information available is a title or a very brief description.

## **Format**

The word 'format' means type, form, shape or style. Information and learning materials can be in many different formats. For example, magazines, newspapers, books, booklets, pamphlets, news sheets, posters and charts all are print materials. Slides,

films, cassette tapes and filmloops are examples of audio-visual (AV) materials.

### *Print Materials*

Print materials are produced for people who can read. Some print materials, such as posters, may also be used by people who cannot read. If designed well they can be used by individuals, by groups, or by extension workers in discussions and learning sessions.

The centre should obtain at least one national or local newspaper. It will provide up-to-date information on current events and matters of importance and interest to the community.

### *Audio-Visual Materials*

Audio-visual (AV) materials are useful for teaching, discussions and workshops. They can be used by individuals and by groups and by people who can read and by those who cannot. However, most AV materials require special equipment and a source of electricity. The equipment is usually expensive and often difficult to repair. The centre should not buy AV materials until there are sufficient funds for the materials, equipment, repairs and electricity.

Choose materials for readers and non-readers. Decide if AV materials can be bought and how much to spend on them compared to printed materials.

### **Checklist for obtaining Print and AV Materials**

	Yes	No
1. Is the language the same as the language most spoken in the community?	_____	_____
2. Is the subject useful to the community?	_____	_____
3. Is the subject of interest to the community?	_____	_____
4. Is the information accurate and up to date?*	_____	_____
5. Is the language easy to understand?*	_____	_____
6. Does the centre lack materials on this subject?	_____	_____
7. Can the format be used without expensive equipment?	_____	_____
8. Can the centre afford the cost of the material and the postage?	_____	_____

\*These points are hard to answer if the material is not available to look at.

# *Ordering, Receiving, and Checking*

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When materials have been chosen and there is money to pay for them, follow these steps for ordering the materials, for receiving and checking them and for paying for them.

## **Ordering**

Write to the organisation or department that has material the centre wants. Say what is wanted and how many copies to send. Ask for an 'invoice' or a 'bill'. A sample letter for an order is on page 96.

When ordering materials from other countries, say whether they should be sent seairmail or airmail. Seairmail (or surface mail) takes a long time, perhaps several months. Airmail is quicker but is much more expensive.

Sometimes the organisation will send a 'pro-forma' invoice. This means that the organisation must receive payment before they send the materials. In such a case follow the procedures for paying given on page 51.

## **Receiving and Checking**

When materials arrive the CIO should:

- Check the order to see that every item asked for has arrived.
- Check that the bill is correct.
- If all is correct, pay the bill as described on the next page under the heading 'Paying'.
- If all is not correct, write a letter explaining the problem.

If the organisation says the material is 'out of print' this means the material is not being produced any more. 'Out of stock' means that there is none left but that there will be more.

## *Paying*

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If all is correct, pay for the material by sending a cheque, postal order, or money order with a letter. Do not send cash in a letter.

Cheques cannot be used to pay for materials from another country. Find out from the bank what to do. For example, it may be possible to buy an International Money Order (IMO) at the bank. If so, a copy of this IMO should be kept by the centre.

In some countries there may be regulations which make it difficult or impossible for the centre to pay for materials from other countries. If this problem arises, ask the national library service, a university library or an aid agency for help. They may have overseas bank accounts which they are willing to use to pay for materials for the centre. They will be able to make the payment in local currency instead of having to apply for foreign currency to make the purchase.

The centre will, of course, have to repay the organisation that makes the arrangements.

There is also a UNESCO book coupon scheme to help countries to obtain materials from other countries. The centre should apply to the UNESCO National Commission in the capital city for information.

## *Information-sharing Activities*

---

### **Among Community Members**

The centre should encourage people to ask for and share information. The CIO can do this by:

- Obtaining information and then letting the community know that the information is available.

- Helping people to find the information they need or putting them in touch with someone who can provide it.
- Organising study groups using radio, films, guest speakers, etc.
- Encouraging groups to use the centre as a meeting and activity place.

When people see that they can get information from the centre and that the information they receive is useful, they will use the centre more.

### **Between the Community and Planners and Administrators**

Planners and administrators who are developing projects and services for the community may not have detailed information about the community. In turn, the community may not know what developments are being planned for them.

There is no way to be sure that the planners and administrators will talk with the community, work with them, and develop the projects the community wants. But the CIO can help by:

- Finding information about development plans.
- Encouraging discussions between planners, administrators and the community.

## *Co-ordinating Activities with Extension Workers*

---

Often there are several extension workers in a community. Their work may include:

- Helping people to improve their crops and look after their animals.
- Introducing new methods of doing things.
- Helping people increase their knowledge of mother-child care, good nutrition, etc.
- Organising literacy and numeracy classes.
- Small business development.

In some rural areas these extension workers work closely with each other. In others they do not. This may cause problems.

### *Story*

*In Papua New Guinea a functional literacy co-ordinator encouraged his community literacy class to build community water tanks, sell firewood and raise chickens for sale. He did not discuss these projects with the extension workers dealing with agriculture, health or business development. Some of his advice was not the same as theirs. This confused the literacy class and angered the other extension workers.*

The CIO can help prevent such a situation by:

- Keeping information about all the extension workers' plans and activities.
- Encouraging the extension workers to share their work plans and co-ordinate their activities.
- Providing information and appropriate teaching aids for the extension workers.
- Organising meetings at which the extension workers discuss their plans with the community.

## *Producing Materials*

---

The centre will need to make posters and notices to tell people about its activities, community events, etc. It may also wish to:

- Start a community news sheet.
- Write down or record stories.
- Make copies of these and any special forms the centre requires.

Before beginning any of these activities, the CIO should decide:

- The purpose of the item.
- Who is going to design and produce the item.
- How many copies are needed.
- The best way of making the copies.
- The materials and equipment necessary.

- How to 'test' the item before making a large number of copies.
- How and where to display and distribute the copies.

## **Making Posters**

Posters are usually pictures and words on large sheets of paper. They can be produced simply and cheaply by using marking pens of different colours and thicknesses. There are posters that:

- Introduce or support an idea. They do not explain anything. They are made to 'catch the eye'. Many big billboard advertisements are like this.
- Explain or announce something. A poster explaining how to vote is an example. So is a notice about the hours the centre is open.
- Are used as teaching aids.

### *A Note of Caution*

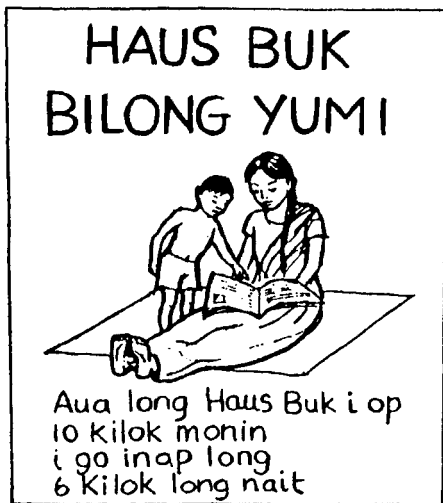
Making good learning and training materials is a difficult task. They should be produced only by someone who has had special training.

Some things to remember when producing posters are:

- Present only one main idea.
- The words should be few, simple and easy to read.
- Do not use signs and symbols unless they are understood by the community.
- The drawings should be large.
- Do not put a lot of background detail in the drawings. This can be confusing.
- Make the drawings as real as possible. For example, clothes and houses should look like those in the community.
- Draw things in full. Drawings that only show part of a human body or other item can be confusing.
- Make the size difference of items similar to real life (e.g. do not make a fly the same size as a child).
- Use colours carefully because they have certain meanings for different people.

Here are examples of a well-designed poster and a poorly-designed poster:

*A well-designed poster*



Large, clear lettering.

Simple, clear picture showing an adult and child looking with interest at a book.

Short, simple message to say when people can visit the centre to use the materials.

*A poorly-designed poster*



Small and untidy lettering with too many words.

A drawing trying to show what the information centre offers. Why is it unclear?

## Community News Sheets

Community news sheets give information about events and issues in the community and other items that are of use and interest. The news sheets can be produced simply and duplicated by the methods described in the section on duplicating, page 58. People who can read can share the information with those who cannot.

They can be produced at regular or irregular intervals (e.g. once a week, once a month, or when there is something to report).

*Some of the topics that could be included in community news sheets are:*

- Community concerns.
- Births, deaths, marriages.
- Meetings.
- Important visitors to the community.
- Adult education classes and how to become involved in them.
- Festivals, celebrations, forthcoming events.
- Transportation information.
- Articles by an extension worker.
- Achievements in the community.
- Folk stories.
- Reports from the local leaders.
- Essay competitions.

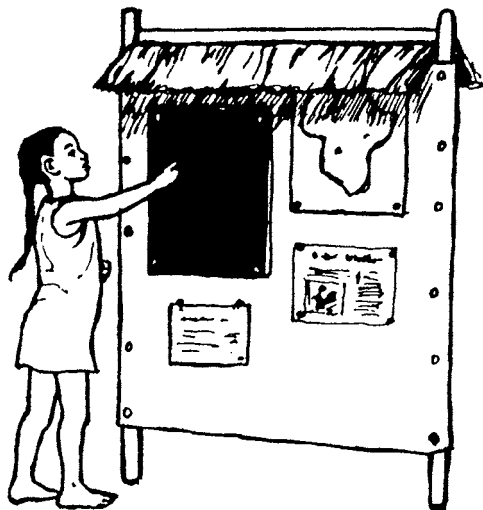
*Points to remember when writing articles are:*

- Use simple phrases and short sentences.
- Keep the amount of information short.
- Include a variety of topics.

*Points to remember when producing news sheets are:*

- Leave empty spaces between different sections of information and between articles.
- Leave empty spaces (margins) along all four sides of paper.
- Keep lines of writing straight.
- Write titles of articles in large print.
- Keep the length of the lines on the pages short (between 5 and 10 words) for easy reading.
- Use simple drawings and illustrations whenever possible.
- Add pictures and clippings from newspapers whenever possible.
- Decide how many copies will be needed.
- Decide if there is to be a small charge for each issue or whether they will be free.
- Print the news sheet on cheap paper such as newsprint.

After the news sheets have been duplicated, distribute them from the centre, the school, the place of worship, the market, shops, and at meetings. Pin them on walls where people can read them. If there is only enough money and supplies for one or two copies of the news sheet, display these copies on a notice board or bulletin board.



*Bulletin board*

## *Recording Stories and Skills*

---

In many places, traditional stories, customs and skills have been passed on from the adults to the children by word of mouth and not the written word. Now that more people can read and write, the oral tradition is in danger of going out of use.

One of the most useful tasks a centre can do is to help preserve the oral tradition. If the centre has a cassette recorder, or can

borrow one, it can arrange to make recordings of community members, particularly elderly people whose knowledge and experience of life may otherwise be lost forever.

Here are some guidelines for making a cassette (or tape) recording:

- Discuss with the community what stories, skills, etc. should be recorded.
- Decide who will do the telling.
- Discuss how it will be done (e.g. by interview or by story).
- Practise with the machine and the microphone until the quality of the recording is satisfactory.
- When the recording is complete, make a second copy of the tape if possible.
- Write on each copy the details of the recording, including the person who is giving the information, the date, the subject, etc.
- Make a written record of the tape in case the tape is destroyed or wears out.

## *Duplicating Methods and Supplies*

---

'Duplicating' (making several copies of the same thing) is useful because the centre will need to have several copies of certain items. Examples of these items are:

- Special forms for use by the centre.
- Information sheets for community workers.
- Community news sheets.
- Any item the community wishes to duplicate.

There are several ways to duplicate materials. Some are very cheap and simple. Others are more expensive and complicated. The cheaper and simpler methods include:

- Carbon paper.
- The gelatine duplicator.
- Hand silkscreen.
- Spirit duplicator.
- Stencil duplicator.

The CIO may need to have training on how to use some of these methods. There may be some of the equipment in a nearby school, place of worship or government office. The CIO can ask the people there how to use it and, if possible, to duplicate some of the centre's forms on it.

As the CIO learns the different methods of duplicating, he/she will learn more and more about such things as the choice of inks, the amount of ink to use, different types of paper and stencils, and making changes to the machine itself.

### *Note*

There are some items that may be cheaper and easier to buy than to duplicate. For example, the date slips that will be pasted on to the materials. Another thing to remember is that it takes time to duplicate things. If the CIO is very busy, he/she may prefer to use the time for more important tasks.

## *Organising and Recording the Materials*

---

One of the most essential tasks that a centre has to do is to organise and record the materials. Only when this is done can the centre:

- Tell people if it has any information on a certain subject.
- Tell people if the centre has a specific item in its collection.
- Know if more materials and information on a specific subject are needed.

There are several ways of organising materials. For example:

- By subject (e.g. agriculture, health, education).
- By size (e.g. big books on some shelves; small ones on others).
- Alphabetically by author or title.

The most common way is organising materials by subject (i.e. what the material is about).

## Subjects

Some very complex subject systems are in use in libraries and resource centres all over the world. They are difficult to understand, and people need special training to use them.

The system for the centre need not be complex. Instead it should be simple so that the community members can easily find information and so that the CIO does not have to spend much time organising it.

First, the CIO must decide:

- The subjects of the materials already in the centre.
- Any other subjects that would be useful in the future.

It is not always easy to decide on the subject of an item. But it is easier to decide on the subject if there is a sample or guide. An example is given below. A more detailed description of this example is on pages 97 to 100.

Here is a list of subjects that a centre might use to organise the materials:

Agriculture	Money/Business/and Credit
Health	Systems
Food and Nutrition	Natural Resources
Shelter and Furniture	Government Plans/Policies
Appropriate Technology	Arts and Crafts
Machines/Technology	Sports
The Earth and Sky	Real Lives
Plants and Animals	Stories for Children
Working with People	Stories for Adults
Education and Training	People and Countries
	Religion

## Reading/Educational Levels

The CIO may decide that it is helpful to show which materials are suitable for people who cannot read, for those who are just learning to read, and for those whose reading skills are more advanced. A school teacher or literacy teacher can help decide about these levels. A special mark or label can be put on the cover of the item to show the level. The CIO should try to be sure users know what level is best for them and what label is used for the materials at that level.

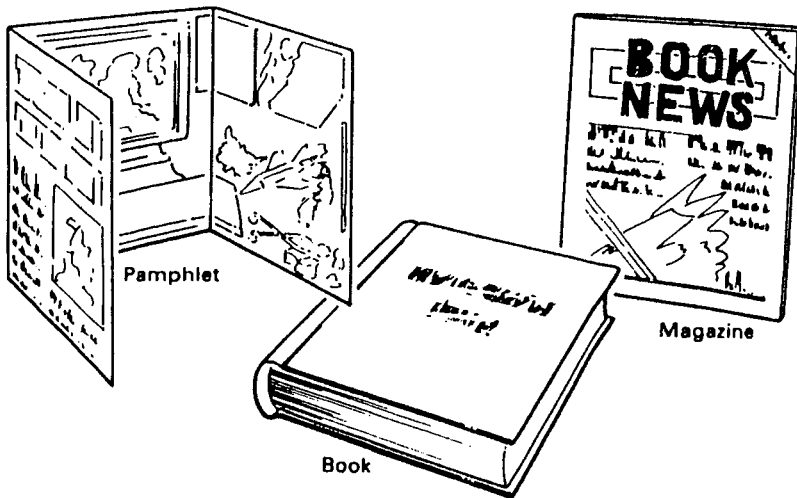
## Where to put Materials

Materials on the same subject may be in different 'formats' such as books, pamphlets, slides, cassettes, posters, magazines.

Some people prefer to put all the material on one subject in one place. Then there is no need to go to different places for information on that subject. But this may not be easy to do. Shelves are suitable for books and for pamphlets which can be kept in boxes but not for posters, flip charts or newspapers.

There are other problems. Magazines and newspapers contain many subjects so it is difficult to decide where to put them. Cassette tapes, slides and other audio-visual materials can only be used with special equipment and these can easily be damaged if placed on open shelves.

For these reasons, it may be better to separate the material by type or 'format' first, and keep each format in a special place. Then divide them into subjects.



*Some different formats: pamphlet, magazine, book*

## Keeping a Record

When each item is received and checked, it must be given a subject and then recorded. This is necessary so that the CIO will know if:

- The centre has something on a subject.
- The centre has a particular item.
- The centre needs material on a subject.
- An item has been lost.

There are several methods of keeping this record. A simple method for the centre is described on pages 100 to 104.

### **Simple Filing Rules**

Filing means putting the record cards in an order. This order is usually alphabetical either by the author's last name or by the title. Using the title is suggested in this guide. Descriptions of filing by this method and for filing the copies of letters, orders and other items written for the day-to-day tasks in the centre, are given on pages 105 to 107.

## *Other Possible Services*

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In addition to the services just described, the centre may consider offering other services.

### **At the Centre:**

- A toy corner where children can play with toys. Some of these may be made out of local materials.
- Story-telling sessions in the centre for children and adults.
- Materials for distance education students who have left school but wish to continue studies for further qualifications.

### **Extension Services (away from the centre)**

Some people who would like to use the centre may not be able to visit it. These include the elderly, the disabled, those who are otherwise occupied when the centre is open, and those who live too far away. The centre should do whatever it can to provide

or extend its services to them. Some possible extension services are:

- *A drop-off service* Information and learning materials (not necessarily limited to books) can be taken to particular places such as someone's home or a school. Extension workers who make regular visits to these places may be able to help deliver the materials. They then can be returned to the centre and exchanged for other machines. A record should be kept of what is where.
- *Story-telling/reading sessions* These can be organised with teachers at the schools or at any place where people can gather. They are very popular with children and also appeal to adults, especially those who do not read.

### **Notice Boards or Bulletin Boards**

Notice boards or bulletin boards can be put up in places where people gather (e.g. in shops, the school, the market). News and information of interest and importance to the community can be posted on the boards. The CIO should make sure that the information is kept up to date. A notice board should be protected with clear plastic, and a little roof built over it if possible like the one shown on page 57.

## ***Promotional Activities***

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The centre should try to serve the whole community. It is therefore important to inform as many people as possible about its services.

Some ideas on how to do this are listed below.

- Open days can be held. These can coincide with local festivals, fairs, etc. Materials can be displayed and activities arranged that relate to these celebrations. On open days the whole community can be invited to visit the centre.
- Displays of new and interesting material such as posters,

games and local crafts can be arranged at festivals, agricultural shows, sports events, etc. These displays could include crafts made by local people with a description of how they were done and why they were used. (Always be sure to include the name of the person who made the items.)

- Stalls can be set up at places of worship, the market and other areas where people meet. At such a stall, display the types of materials in the centre and give information about how to use the centre, how to become registered, etc.
- Popular theatre groups could perform stories using the services of the centre as a theme.
- Puppet shows about these services could be taken to schools and other meeting points.

## *Continuing Fund-raising Activities*

---

It is important that the community remains involved in raising funds for their centre even if long-term funds have been secured. Community fund-raising strengthens the feeling that the centre belongs to the community, and enables the centre to expand its services to meet community needs.

There are some other points to remember about continuing fund-raising.

- Be sure that people will be willing to continue to organise fund-raising events over a period of time.
- Be sure that the community will be able and willing to continue to give money and donations of labour, time, skills, etc.
- Be sure that the work of the centre comes first. If care is not taken, fund-raising events can become more important than the service itself.

Some examples of ways in which the community can continue to raise money for the centre are:

- Selling items no longer useful to the centre, such as old newspapers.

- Selling T-shirts, food, books, etc. at a stall in the market or at a place where people gather.



One community group in Papua New Guinea helped a centre by selling low-cost story books under a tree outside church every Sunday and had trouble keeping up with the demand. The profits went to the centre.

## *General Tasks*

---

### **Keeping Accounts**

Accounting is keeping a written, accurate and up-to-date record of the money the centre receives and the money it spends. Accounts must be kept for the following reasons:

- To know how much money the centre has.
- To know what the centre has spent.
- For reports to be sent to donors.

This record should be kept in a ledger book. There are specially-made 'ledger' books, but an ordinary notebook with lines drawn in it will do.

Each amount of money spent or received must be recorded by date, what was bought, how much it cost, and the amount of money left in the account. The entries should be entered in order by date and perhaps divided by months.

The CIO should keep receipts for all payments, including all purchases from shops, money paid as taxes, rent, rates, labour, etc. These receipts tell how much money was spent, when it was spent and for what. The receipts will be needed if the accounts ever have to be checked.

There may be confusion if the accounts are not up-to-date and receipts are not kept.
--

### *Donations of Money*

When money is received, the CIO or the committee treasurer should write a receipt to the donor and a 'thank-you' letter, and keep a carbon copy of each. An example of a receipt is on page 107.

### *Donations in Kind*

Donations 'in kind' are gifts of labour, learning materials, or other supplies or services such as wood from a timber merchant, nails donated from a hardware shop, or labour given by the community to build shelves. All these should be recorded in the accounts book but in a separate section. Again write 'thank you' letters for any donations in kind, and make sure to keep a copy.

### *Keeping a Record of Money from Several Organisations*

The centre may receive money from more than one organisation. Each of these organisations may tell the centre how it wants its money spent. For example, a family-planning organisation may want the money spent only on family-planning materials or on mother-child health-care materials. Or an organisation may give money only for one item in the budget such as magazine subscriptions or a generator to supply the centre with electricity. They will want proof of these purchases.

- In cases like these, the CIO should:
- Keep receipts of the items purchased.
  - Show in the accounts that the money was spent in the way the organisation wished.

One way to do this is to divide the accounts ledger book into a section for each donor and one section for all accounts together (the main account). An example of keeping accounts in this way is given on pages 108 to 110.

### *Money from another Country*

Money from an organisation in another country may be sent by a cheque in foreign money. Ask the bank to change it to local money. Then the CIO or treasurer should write a thank-you letter and indicate how much local money the cheque provided.

If the organisation has an office in the country, it can be asked to look after the money donated. If the office agrees, then the CIO should send the bills for items ordered to that office for payment.

It is, of course, still necessary for the centre to keep a record of how much money is spent and how much remains.

### *Petty Cash*

'Petty cash' is a small amount of money kept in a locked box or safe place. It is used to pay for inexpensive items that are available locally. Such items include postage stamps, matches, kerosene, etc. Each of these purchases should be recorded in a special Petty Cash section in the accounts ledger book.

Remember not to keep large amounts of money in the centre.

## **Lending Procedures**

People may wish to borrow and take home some of the centre's materials. A system must be organised so that the centre has a list or record of who has borrowed what. Without this record, the centre will lose items and no one will know where they are.

The things that have to be done before people can take items home are:

- Informing people how to borrow materials.
- Registering borrowers.
- Telling borrowers what can be borrowed and what cannot.
- Telling them how long they can keep the materials they borrow.

- Explaining the rules for returning materials and for lost or damaged materials.

### *How to Borrow*

It is important that people should understand and follow the centre's rules for borrowing and returning materials. At first, some people may not understand the borrowing idea. Some may think they can keep the things they take home. It may be necessary to explain that everything belongs to the community as a whole and that the materials are to be shared.

There are several ways to tell people about borrowing:

- Posters explaining opening hours, showing types of materials and borrowing procedures.
- Information sessions at places of worship, in each class at the school, at group meetings and gatherings, and in the centre.
- Simple information sheets sent to each home. School children can take them home, and they can be handed out at meetings.

### *Borrower Registration Forms*

Everyone who lives in the community should be entitled to become a registered borrower of the centre. It is important to have a register of the names and addresses of all those who want to borrow materials. It is possible that some community members do not have 'addresses'. There can be a different system for them (e.g. the name of the head of the house or the name of the compound).

Some centres charge a small fee when a person becomes a registered borrower. Some centres or libraries ask borrowers to pay a fee every year. Others provide their services free of charge.

These fees can help provide money for the centre. Sometimes however, this causes problems. Some people think that if they pay money, they own the materials and do not have to return them. Others may not have enough money to pay and will be too embarrassed to come to the centre. The committee should think carefully whether or not the centre should charge any fees.

It may be unwise to allow people who live far away from the centre to borrow material. If they do not return an item, it will be difficult to get it back again.

Sometimes people pay long visits to the community. If they want to become members of the centre, the CIO can ask an existing member to 'sponsor' the person. The sponsor will then take responsibility for the materials the visitor borrows.

## Keeping Statistics

The CIO should consider keeping the following statistics for the centre:

- The number and type of community activities held by the centre (e.g. community meetings, discussions, film shows, story times, reading group sessions and the number of people who attended each activity).
- The amount and type of help given to community members (e.g. the number of enquiries answered and not answered).
- The number and type of extension and promotion activities.
- The total number of registered borrowers, perhaps broken down into the number of borrowers by age group (e.g. those under 10 years old; 10–20 years old; 20 years and older) and by number of males and females.
- The total number of items in the centre, and by subject and format.
- The number of items borrowed. (Each day a total is made, then added up to make weekly, monthly and yearly totals.)
- The number of items on each subject which are borrowed.
- The number of items produced/printed by the centre.
- The times of day and week the centre is most used and least used.

These statistics give information that is useful when:

- Reviewing policies and day-to-day tasks.
- Finding out if any changes are needed.
- Fund-raising (especially for long-term funding).

## Keeping a Record of What is Borrowed

There are two simple ways to keep a record of what is borrowed. The first is very easy but takes time. It involves writing the title of each item and the borrower's name in a notebook. The second is done when the material is received and recorded and involves putting 'cards' in every item that can be borrowed. It takes less time when someone is borrowing an item but more time when recording the materials. It is also more expensive.

More detailed descriptions of these methods are given on pages 110 to 113.

## **Keeping a Record of Visitors**

People who are not members of the community may wish to visit the centre. Some of them may come because they are interested in what the centre does, or they may wish to get advice and ideas on starting a centre in their own communities. Others may come from organisations who have made donations to the centre and may wish to see how a centre is progressing. The centre may want to keep a record of these visitors.

## **Stock-taking**

The centre has a record of all its materials. About once a year the CIO should check to see if every item in the record is still in the centre. This is called stock-taking. It is used to find out if any materials have been lost and if any items need to be replaced. More details are given on page 113.

## **Insurance**

It may be possible for the centre to insure its building and materials. To do so it will have to pay an insurance company a regular amount of monies called a 'premium'. Then if the centre is damaged by fire, water or vandals, or if something is stolen, the insurance company will give the centre money to replace the materials and fix the building.

For insurance purposes, it is necessary to keep a record of the furniture, and other equipment in the centre. AV equipment, typewriters, etc. have brand names and serial numbers. These names and numbers should be written down and kept in a safe place and given to the police and insurance companies in the event of a fire, theft, etc.

## **Reviewing the Materials**

It is necessary from time to time to review the materials so as to find out what the centre no longer needs. The CIO must be sure to remove the record card or make a note of any item that is removed. If this is not done, when the next stock-taking is made, the item will wrongly be believed to be lost or stolen. The CIO should clearly write or stamp 'Removed' or 'Discarded' on every item removed from the collection.

## **Writing Reports**

The CIO must report to the committee about the day-to-day activities held in the centre. The reports should include information about the use of the centre, the successful activities, and any problems that have arisen. The committee can then help the CIO where necessary. These reports are part of the monitoring process described earlier. The committee may wish the reports to be written. If they require only verbal reports, it is a good idea for the CIO to keep written copies in the centre's files for future information.

## **General Maintenance and Repair of the Centre and the Materials**

### *Protection from Pests*

There is no sure way to stop harmful insects and other creatures from invading the centre. Ants, cockroaches, bookworms, termites, woodworms, mice, and rats are part of everyday life. Insects like dark, damp places with plenty of paper, and they can do a great deal of damage. The CIO can, however, do some things to discourage them. Here are some suggestions:

- Do not have food in the centre.
- Keep AV materials and equipment dry and clean.
- Keep the centre as clean and dry as possible — dust and sweep it regularly.
- Block any holes in the floor, ceiling or walls.
- Do not leave materials piled tightly in corners or in boxes for long periods of time.
- If there is enough money, spray a long-lasting insect spray along the floorboards, but NOT on the materials.
- Use a rat poison in safe places, and perhaps an insect bomb occasionally.
- If there is enough money, put wire mesh or fly wire on the windows.

### *Security*

The CIO and the committee should make sure the centre is protected as much as possible from people who wish to damage it. Have locks on door(s) and windows and secure them when no one is at the centre. If there are watchmen in the community,

they may be able to include the centre in their responsibilities. The cost of this should be included in the budget.

### *Care of the Materials*

A successful centre is one where the materials are used often. Popularity, however, can cause problems. For example, the materials may quickly be worn or damaged. When encouraging people to use the materials, the CIO should also explain how to look after them.

Here are some do's and don'ts to follow and tell users:

- Do clean the centre regularly.
- Do check for bugs, mildew, pests.
- Do try to have clean hands when using materials.
- Do handle the materials carefully.
- Do try to get plastic bags in which members can wrap materials.
- Do explain to borrowers how to look after materials.
- Don't wash the materials or get them wet.
- Don't put them in strong sunlight.
- Don't pack books tightly on shelves for long periods of time.
- Don't let materials 'flop around' on the shelves.
- Don't write in the materials.
- Don't put food and drink on the materials.
- Don't let pets chew them.
- Don't put large items in between the pages.
- Don't use staples or paper clips in materials (they discolour and stain the paper).

### *Repairing Materials*

No matter how much care is taken, materials are sure to be damaged and to need repair. Repairing materials properly however, is difficult. Special tools and skills are needed. It is unlikely that the centre will be able to do more than patch up the materials so that they can be used for a little longer. For example, torn pages in books can be mended with Scotch 3M Magic Tape (which is better than ordinary sticky tape). For broken spines, use a heavy cloth tape and slow-drying glue. To remove marks from paper, erase very carefully in one direction only.

If an item is very badly damaged, it is best to replace it. Remember to make a note on the record card if an item is thrown away.

**Part 3:**  
**EXTRA INFORMATION**

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# *1. A Sample Constitution*

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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*

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### **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 organizations, 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*

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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	
<b>TOTAL</b>	<hr style="border-top: 1px solid black;"/> <hr style="border-top: 3px double black;"/>

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

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### 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***

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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 Galle 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 assistance 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 department 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
-------------	--

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.

<p><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)</p>
--

*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).....	
.....	
the amount of .....	(in words).....
..... \$ .....	
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. Bor- rower 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***

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### **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*

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### **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.

The Commonwealth Secretariat has found that there is a need throughout the developing world for a book describing the setting up and operation of rural learning resource centres. On behalf of the Secretariat, and using her own practical experience, Shirley Giggey has drawn up this comprehensive training guide.

She first provides a complete description of the best method for setting up a rural resource centre, right from the initial idea and planning (taking local circumstances into account), through to financial and staffing arrangements. She covers suitable designs for the buildings to be used and their interior layout, with much detailed advice.

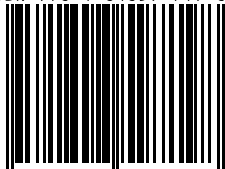
The practical, day-to-day running of the centre is dealt with clearly, simply and thoroughly. The need for methodical arrangements in acquiring and storing materials, and how (and even whether!) to lend them out are covered at length. Duplicating and other services are examined. Such matters as keeping of accounts, keeping records of the centre's activities, filing, stock-taking, insurance, maintenance and repair are amply explained. Samples of form letters and accounts pages are included. There is a list of organisations that provide useful materials.

The main business of the centre – the gathering and selecting of materials and making them available – is given pride of place, but the many other possible services that can be offered are suggested and described. The effective use of resources is the aim throughout, and fund-raising is shown to have a continuing importance. Suggestions are given on all relevant topics.

This guide offers workable, solid, thorough advice and information for anyone in the developing countries who is either working in this field already or who wishes to do so.

It is written for anyone living in or working with rural communities (community leaders, teachers, extension workers, women's group leaders, youth group leaders, etc.) and who feel their community could benefit from having informational and learning resources. It is written as clearly and simply as possible and uses examples from various parts of the world. There are ample illustrations and checklists.

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