

Toolkit

UNDERSTANDING COOPERATIVE VALUES

IN THE ARTISANAL MINING SECTOR ●●●●●●



Toolkit: Understanding Cooperative Values in the Artisanal Mining Sector

Authors: Gisèle Eva Côté, Henri A. Nzedom, and Kady Seguin

Contributor: Céline Koffi

Managing Editor: Zuzia Danielski

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IMPACT transforms how natural resources are managed in areas where security and human rights are at risk. We investigate how natural resources are managed and develop approaches for natural resources to improve security, development, and equality. We are an independent non-profit, collaborating with local partners for lasting change.

This Toolkit was produced with financial support from the **Public-Private Alliance for Responsible Minerals Trade (PPA)**, a platform that aims to strengthen ethical and responsible mineral sourcing and maximize benefits for the communities in which they are produced. This multi-sector initiative brings together civil society stakeholders, businesses, and governments to improve the due diligence and governance systems necessary for ethical supply chains. To this end, it strives to understand the main obstacles, test and scale up promising solutions, and promote alignment among key stakeholder groups.



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FOREWORD



The **Toolkit: Understanding Cooperative Values in the Artisanal Mining Sector** reflects IMPACT's commitment to supporting artisanal and small-scale miners in implementing inclusive and effective governance structures that are tailored to their living conditions.

By using this Toolkit, facilitators will engage artisanal and small-scale mining (ASM) cooperatives and their members in conversations around the six fundamental values of cooperatives: self-help, self-responsibility, democracy, equality, equity, and solidarity. These values are fundamental elements of a strong cooperative that supports responsible mineral governance.

Cooperatives are a common structure for formalizing the artisanal mining sector, and in some countries, a legal requirement. While the cooperative model has already proven itself in other sectors, such as agriculture, we've seen how the transition to cooperatives can be difficult within the ASM sector.

The ASM sector is often opaque due to its informal nature with many people working illegally. As a result, it can be difficult to establish transparent and democratic forms of governance, such as those envisaged by the cooperative model.

In many regions, traditional and customary concepts of authority, land ownership, hierarchy, decision-making, and gender roles are deeply entrenched. Decisions are often made by investors or financial elites within the cooperative rather than democratically among members. Women and other disadvantaged groups may face barriers that prevent them from becoming members or participating in decision-making. Land and resources may be seen as belonging to individuals rather than collective assets. Members of a cooperative may even be unfamiliar with how a cooperative works or their rights as members.

These traditional views often conflict with the values of a cooperative. In many cases, imposing the cooperative structure on ASM actors has led to the creation of cooperatives that, while legally recognized, exist only on paper.

For a cooperative to serve as an effective vehicle for good governance in the ASM sector, it is essential for its leaders and members to understand the cooperative's objectives and how they operate. With this knowledge, local ASM actors will be able to protect their rights as members and ensure that they benefit from the cooperative's success equally.

This Toolkit was developed as part of a commitment from the Public–Private Alliance for Responsible Minerals Trade (PPA) to foster improved governance for mineral supply chains by understanding and tackling key barriers to sound government systems. It follows research commissioned by the PPA, carried out by IMPACT and Synergy, that explored governance models in Democratic Republic of Congo's (DRC) ASM sector. This research—which included focus groups with artisanal mining groups—demonstrated the disconnect between the vision of the cooperative model and how it is experienced by miners in DRC and other artisanal mining contexts. Part of this disconnect was attributed to a lack of fundamental understanding of what a cooperative is and its purpose, which are intrinsically linked to their values. Understanding these is a critical first step to cooperative members being able to fully participate in and benefit equitably from the cooperative model.

We hope that this Toolkit will serve as a starting point for artisanal mining cooperatives to introduce their members—existing and potential—to the fundamental values of such a structure.

We encourage those working with ASM cooperatives including civil society, government departments and agencies, and the private sector to use the Toolkit as part of their efforts to introduce improved governance capacity, in the context of supporting more responsible mining practices.

While the Toolkit focuses on cooperatives, it remains a useful resource for practitioners working with a broader range of ASM groups, as many concepts apply to other types of artisanal mining structures, such as associations.

We hope you find this Toolkit useful as part of your efforts to support a transformation of natural resource governance, for a more inclusive and just artisanal mining sector.

Joanne Lebert
Executive Director, IMPACT

INTRODUCTION



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Understanding the Cooperative Model

👉 What is a Cooperative?

According to the International Cooperative Alliance (ICA), a cooperative is

cooperative
(noun) co-op-er-a-tive

“an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly owned and democratically-controlled enterprise.”¹

Cooperatives operate according to values and principles defined by the ICA.² This is an international non-profit association, established in 1895, which promotes the cooperative business model. The ICA is the global umbrella organization for cooperatives, representing more than 300 cooperative federations and organizations in 110 countries. Its members are national cooperative federations and individual cooperative organizations.

Cooperatives engage in many different types of activities such as mining, agriculture, housing, banking and finance, transportation, research, education, entertainment.

Cooperatives differ from other types of businesses such as corporations or non-profit organizations. The differences between these entities depends on a country's laws and can sometimes be subtle.

In short, a cooperative is neither a capitalist company nor a non-profit organization. A cooperative is a people-centred enterprise. The members of a cooperative have come together to meet their common economic, social, and cultural aspirations and needs. This enterprise belongs to them and is managed democratically. Unlike a capitalist enterprise, its democratic decision-making

¹ International Cooperative Alliance, *Cooperative Identity*, accessed December 2, 2025, <https://ica.coop/en/cooperatives/cooperative-identity>.

² The ICA was established to promote the cooperative model. Learn more: <https://ica.coop/en>.

process is based on the principle of “one person, one vote” rather than on the proportion of capital held. A cooperative is guided first and foremost by values, not exclusively by profit.

While the cooperative’s members are its primary users, they may support or provide services to the wider community, based on policies approved by their members. A full list of Cooperative Principles is available on the ICA website.³

Some African states have ratified the Organization for the Harmonization of Business Law in Africa (OHADA),⁴ which includes the Uniform Act on Cooperatives (UA-COOP).⁵ These countries use the UA-COOP to govern their legislation pertaining to cooperatives.

How Cooperatives are Managed

There are different types of cooperatives around the globe, and their management is governed by national legislations. However, the principle of democracy runs throughout all cooperative structures.

OHADA’s UA-COOP provides for two categories of cooperatives, which could be used a reference for others:

- The simplified cooperative with a management committee
- The cooperative with a board of directors

	The simplified cooperative with a management committee⁶	The cooperative with a board of directors⁷
Establishment	Formed by at least five natural persons or legal entities	Formed by at least 15 natural persons or legal entities
Management	Led by a management committee : <ul style="list-style-type: none"> • Cooperatives with up to 99 members: management committee with up to three members. • Cooperatives with 100 members or more: management committee with three to five members. The management committee appoints a chairperson.	Led by a board of directors with three to 12 members.

³ International Cooperative Alliance, *Cooperative Identity*, accessed December 2, 2025, <https://ica.coop/en/cooperatives/cooperative-identity>.

⁴ The OHADA was created in 1993 with a mission to harmonize business law in Africa to guarantee legal and judicial security for investors and businesses in its member states. To date, 17 states have become members. Uniform acts are texts adopted to establish common rules for all member states; they are applicable in those states.

⁵ The Uniform Act on Cooperatives entered into force on May 15, 2011. It is available online in French: <https://www.ohada.org/en/cooperative-societies-law/>. An unofficial English translation is available at the following: <https://www.ohadalegis.com/anglais/telAUGB/Ohada-Uniform-Act-Cooperatives-en.pdf>.

⁶ See Articles 204 to 266 of the Uniform Act on Cooperatives.

⁷ See Articles 267 to 385 of the Uniform Act on Cooperatives.

Anyone planning to establish a cooperative or support the development of their cooperative's management structure should refer to their country's laws to ensure they align with national legislation governing cooperatives.

The Six Values of Cooperatives

The six cooperative values have been set out by the ICA as follows:



1. SELF-HELP



2. SELF-RESPONSIBILITY



3. DEMOCRACY



4. EQUALITY



5. EQUITY



6. SOLIDARITY

These values are an integral part of a cooperative and are enshrined in the Statement on the Cooperative Identity.⁸ These values must be put into practice in a concrete way in the operation and management of cooperatives.

This Toolkit aims to help cooperatives operating in the artisanal mining sector understand these values.

⁸ International Cooperative Alliance, *Cooperative identity, values & principles*, accessed November 26, 2025, <https://ica.coop/en/cooperatives/cooperative-identity>.

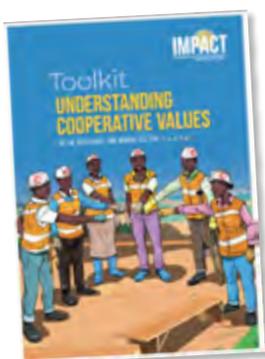
How to Use This Toolkit

👉 Objectives

For decades, IMPACT has worked directly with artisanal mining communities to ultimately set miners on the path towards formalization and legal trade. Cooperatives are a common structure for formalizing the ASM sector and may be legally required.

Yet, we've seen the transition to the cooperative model in the artisanal mining sector to be difficult, with the cooperative model poorly understood. Despite many governments requiring the creation of cooperatives, there is often little information available or support offered to artisanal mining communities to understand this requirement and how to implement it.

The Toolkit: Understanding Cooperative Values in the Artisanal Mining Sector aims to fill this gap.



This Toolkit has been developed based on IMPACT's work with artisanal mining communities. It can be used to support local actors to facilitate dialogue and raise awareness around these fundamental values of inclusive governance and its potential benefits for everyone. By embracing these values, we hope that it will strengthen the management and capacity of cooperatives, promote inclusivity and community well-being, and overall contribute to responsible supply chains.

👉 Target Audience

The ultimate audience of the Toolkit will be artisanal miners, including both leaders and members of artisanal mining cooperatives. The Toolkit is also aimed at those who are interested in forming a cooperative or those who are already part of a different artisanal mining structure, such as an association.

Cooperative values apply to all people who have joined a cooperative, starting with its founders, its leadership, as well as its members. **We encourage everyone who is part of the cooperative to participate in the training.** It is also appropriate for other organizations who work with or provide support the ASM sector, such as state services.

The Toolkit has been designed for trainings in communities with low literacy rates. While the user of the Toolkit will require English or French, they are guided to introduce the values using visualizations, hands-on activities, and group discussions. Trainers can include government technical services, organizations that work with mining communities to support formalization or good governance of the mining sector, as well as cooperative leadership themselves. While the trainer does not need to have expertise in the artisanal mining sector or cooperatives, they should be familiar with the context the cooperatives work in and the challenges they face.

While the Toolkit has been created based on IMPACT's research and work in Democratic Republic of Congo and Côte d'Ivoire, it is not country specific and adaptable across all country contexts.

Conducting a Training Session

The Toolkit is divided into individual chapters: one for each of the six values, as well as an opening and closing session. The trainer is guided through group discussions and activities that use a series of questions to help spark dialogue and support participant understanding around the key messages.

Each chapter outlines a cooperative value and a set of activities, divided into six participatory sections, to be used to facilitate discussion and exchange amongst the participants. It provides a recommended time to be spent answering each set of questions. It then outlines the expected responses to each set of questions, which are meant to be illustrative and non-exhaustive. These expected responses aim to help the facilitator gauge whether participants have covered the intended points to help adequately illustrate each value.

The series of questions help participants in group discussions define and explain the value, see how a cooperative functions once the value has been put into practice, what benefits the value can bring about, identify potential challenges, and then focus on what the cooperative member can do in concrete terms to help uphold the value in question.

In addition, the trainer uses group activities and illustrations to further engage participants to understand each value and how it's put into practice. Each chapter indicates when the illustrations should be used, with guidance for the trainer on the scenario it depicts. Full page illustrations for sharing with the participants are in the Participant Guide. Depending on the context, the illustrations can be used in a variety of ways. They can be photocopied and distributed to participants, projected on a screen, or shared as laminated posters.

A final, optional activity is provided in each chapter which allows for a larger, group discussion or interactive activity.

Suggestions are made in each chapter regarding facilitation. It is up to the person in charge of training to adapt them to the context and circumstances or to even adopt more appropriate learning approaches.

Training Length

The total length of the training will depend on the context. **We suggest either one full day (8 hours) or half-day training (4 hours) with 20 participants.**

Each section provides timing for the facilitator, as well as optional activities. If the facilitator selects not to complete the optional activities, each section can be completed in 30 minutes—allowing the training to be completed in half-day.

The trainer will need to prepare an agenda ahead of time to ensure there is enough time to complete all values within the training time allotted.

If you have a larger number of participants, it is recommended to increase the number of trainers. Also keep in mind the make-up of your participants and try to have a balance of women and men, as each will bring different perspectives to the discussion.

Preparing for the Training

Most of the effort involved in giving a training is done before the actual training session. The trainer must prepare and adapt their training to the participants and unique context each time. As part of their preparation, the trainer should go through the material in detail and tease out where information may need to be nuanced or further clarified for the unique context. This is especially important if the training will be conducted in a different language.

By preparing the activity in advance, the trainer will:

- Adjust the activities in keeping with the time allotted to them.
- Be able to anticipate any questions from learners.
- Feel more comfortable in front of learners.
- Be better equipped to deal with the unexpected. Unexpected events are always possible, and preparation will not prevent them from occurring, but it will help to limit and manage them.

During this period, the trainer can also prepare the logistical aspects of the training including the location, equipment, resources that will be used, how the illustrations will be shown, the training schedule, as well as coffee and lunch break requirements.

Particularities of Adult Training

This Toolkit has been designed to support the unique features of adult training.

Tips to keep in mind:

- The training should be held after identifying training needs, which are reflected in the development of training objectives.
- The knowledge and practical experience of participants should be sought and used during the training session.
- The trainer does not act as a “knowledge provider” or “schoolteacher” but as a guide, support, and facilitator of learning.
- The trainer uses a variety of participatory training approaches and techniques which are adapted to the unique context of the participants.

The Toolkit uses several participatory training techniques to support learning and encourage participants to share their knowledge. We encourage the facilitator to adapt the materials and activities based on the context and participants.

Facilitation Tips



Each person must facilitate in their own way, constantly adapting their approach based on participants' reactions. Here are some general suggestions to inspire you:

- Have a good grasp of the message the activity is aiming to convey and consciously **guide the discussion toward the key points** of the message. Let yourself be guided by participant reactions, while maintaining control of the discussions.
- **Keep an eye on the time** and maintain a pace that will allow you to finish the activity within the allotted time. You may use more or less time than originally planned but be aware of how this will impact the other activities.
- **Be comfortable with silences.** Sometimes participants need a minute to understand the question and find an answer. If no one offers an answer, wait a few seconds, then repeat or rephrase the question. If the room remains silent after you ask a question, suggest incorrect answers to elicit reactions.
- Practice active listening. Repeat and/or paraphrase participants' answers and questions so that everyone is on the same page, then continue. When a participant asks a question, **you can answer it yourself or put it back to the room.**
- If the answer is **correct**, whether it covers the question in whole or in part, you can **ask the room what they think.** You can also say that it is a good answer, ask if anyone has anything to add, and then move on to the next point.
- If the answer is **incorrect**, you can **ask the room for their opinion.** You can also tactfully point out that the answer is incorrect. Be sure to value and appreciate the contribution. Explain why it is not the correct answer but highlight the positive elements of the answer, if there are any. Also check whether your question needs to be clarified or rephrased and apologize if necessary.
- Encourage everyone to participate. You can ask the simplest questions to those who are participating less actively. Give people from minority or disadvantaged groups the **opportunity to participate.**
- Encourage learners to seek out and share **concrete examples** from their personal experiences or what they've heard around them.
- If the discussions are **slow** to generate the key message, **present it in part or in full**, then ask for feedback from the trainees using questions such as: Have you heard this before? What do you think about it? Are you familiar with similar concepts or practices? **Take note of the responses and facilitate discussion.**
- Always **end an activity by clearly stating the message** it was intended to convey, even if it has already been mentioned during the discussion. Before moving on to the next activity, ask if there are any questions or comments and respond to them if necessary.

FACILITATION GUIDE



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Opening Session



Time: 20 minutes



Facilitate an opening to the training which introduces the topic and greets participants.



Preparation

How you prepare for the opening and how it ultimately unfolds will depend on the context and how formal the stakeholders expect it to be.

Here are some elements that should be included in your training's opening session:

1. Opening remarks or speech
2. Introduction of each person present
3. Icebreaker
4. General introduction by the trainer: refer to the introduction section of this Toolkit for guidance and encourage participants to contribute



Use the following information to guide the discussion.

- Explain the background and objectives of the training.
- Present the definition of a cooperative.
- Present the agenda including the schedule and coffee break.
- Adopt a code of conduct: a set of rules that everyone agrees to follow to make sure the training runs smoothly.
- Training methodology: explain the benefits of adult training and emphasize the importance of participating.



Cooperative Value 1: **SELF-HELP**



1. WHAT DOES SELF-HELP MEAN?

Time: 5 minutes



As a group, discuss the following questions:

- What does it mean to put self-help into practice?
- Can you give some examples of self-help in everyday life?



Use the following information to guide the discussion.

Self-help is:

- Taking care of oneself
- Self-sufficiency
- Independence
- Freedom

It is the ability to take care of oneself, make decisions, and act freely without being limited. For example, a person may be unable to put self-help fully into practice in everyday life due to factors such as age or disability. Similarly, cultural considerations may constitute barriers to self-help for some people, particularly based on their sex or gender.

When it comes to cooperatives, self-help covers two aspects: self-help for the cooperative member and self-help for the cooperative itself as an entity.

Self-help requires personal effort on the individual's part and collective effort on the cooperative's part to meet their respective needs and obligations as much as possible and considering the circumstances. This is the value that gives rise to the idea that each member of the cooperative shares responsibility for its success.

2. WHAT IS A COOPERATIVE THAT PRACTICES SELF-HELP?



Time: 5 minutes

As a group, discuss the following question:

- What is a cooperative that practices self-help?

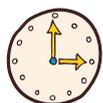


Use the following information to guide the discussion.

A cooperative practicing self-help is a cooperative that:

- Values its human resources and promotes awareness of the values, advantages, and benefits of the cooperative movement through education and training.
- Builds on its members' capacities, including by taking bold steps, such as giving more rights to certain members even when the cultural context is not conducive to this.
- Develops its cooperation with other cooperatives.
- Establishes clear agreements and transparent contracts with its business partners, the content of which protects the rights of all parties.
- Diversifies its partnerships and develops its resilience and capacity to bounce back from challenges.
- Eliminates or reduces its dependence on outside support.
- Develops its economic potential, including its entrepreneurial capacity and management skills.
- Strengthens its competitiveness, increases access to markets, and gains institutional financing.

3. WHAT POTENTIAL OBSTACLES TO SELF-HELP DOES A COOPERATIVE FACE?



Time: 5 minutes



As a group, discuss the following question:

- What are the potential obstacles to putting self-help into practice within a cooperative? Use concrete examples from your own context, whether personal experiences or published information.



Use the following information to guide the discussion.

For the members of the cooperative, the obstacles may include:

- Cultural factors in certain contexts:
 - » Women are limited in their rights and are not fully independent and free to make their own decisions.
 - » Young people are considered immature and incapable of assuming certain responsibilities.



- Cooperative members may have lifestyle habits that hinder them from fully putting self-help into practice (e.g., bad spending habits, issues with substance abuse) or exhibit characteristics counter to self-help, such as the desire to please others, abuse of authority, selfishness, or competition with other members.
- Not being loyal to the cooperative regarding sales obligations (e.g., selling gold to a buyer outside the cooperative).
- The failure or refusal of members to take part economically or financially in the cooperative's actions and activities.

For the cooperative, the obstacles include:

- Relationships with business partners can become relationships of dependency, particularly when the organization is less democratic in nature. For example, these may be financial partners (individuals or institutions), suppliers, or buyers.
- Dependence on administrative stakeholders who, for example, must grant or renew operating permits.
- Other potential obstacles such as corruption.

4. HOW CAN I HELP MY COOPERATIVE PUT SELF-HELP INTO PRACTICE?



Time: 10 minutes



As a group, discuss the following question:

- As a cooperative member, what can I do to put self-help into practice and strengthen my cooperative?



Use the following information to guide the discussion.

As a cooperative member who puts self-help into practice, I must:

- Check for any relationships of dependence or subordination to other people or entities.
- Remain independent of any influence that could limit my capacity for self-help.
- Respect the principles of equality and equity within the cooperative, allowing everyone to express themselves freely and participate in decision-making, without any discrimination based on characteristics such as age, ethnicity, or gender.
- Be proactive and seek out the information I need.
- Seize opportunities to stimulate the cooperative's growth and organizational expansion.
- Respect the limits regarding business with non-members.



5. HOW IS SELF-HELP PUT INTO PRACTICE?



Time: 5 minutes



As a group, discuss the images.

The images show scenarios when self-help is being put into practice and other scenarios when it is not.



Activity Instructions

This activity can be done as a whole group, or you can organize four groups, with each one commenting on an image. Facilitate a group discussion to highlight what participants learned about the value and its importance.

IMAGE 1

The cooperative offers training to its members, but many of them either don't show up or don't pay attention.



IMAGE 2

The members of the cooperative receive training and demonstrate commitment and motivation to learn.



IMAGE 3

During a vote, a financier tries to influence a decision made by the cooperative, disrupting the democratic process by encouraging certain members to vote a certain way.



IMAGE 4

There is no interference with the cooperative's democratic decision-making process.





6. OPTIONAL ACTIVITY

Time: 15 minutes



Facilitate a group discussion.

The objective of this exercise is to encourage participants to think about how they or their cooperative can help tackle some of their own challenges without relying on help from others.



Preparation

No preparation is required for this exercise.



Activity Instructions

Give participants examples of some common mining-related problems and ask them to step forward if they think the cooperative can help solve it themselves.

Provide one example at a time, and for each one ask:

1. What could the cooperative do?
2. Who can take the first step?

Some examples of problems:

- A tree has fallen during a storm and blocked the road to the mining site
- The water pump is broken
- Miners have no safety gear
- Buyers are offering low prices
- One person wants to take over the whole site

Ask participants if they also have examples of problems or challenges to put forward to the group.



Cooperative Value 2: **SELF-RESPONSIBILITY**



1. WHAT DOES SELF-RESPONSIBILITY MEAN?

Time: 5 minutes



As a group, discuss the following questions:

- What does it mean to put self-responsibility into practice?
- Can you give some examples of self-responsibility in everyday life?



Use the following information to guide the discussion.

Self-responsibility is:

- A sense of duty
- Maturity
- Integrity and honesty
- When a person or an entity fulfills its obligations

This value stems directly from self-help and covers two aspects. If I put self-help into practice, **I must be able to:**

1. make decisions and take action to ensure my own well-being, and
2. accept the consequences of my actions and decisions.

We could even talk about self-responsibility—the responsibility for oneself—both as a cooperative member or for the cooperative itself. Just as an individual is responsible for its own well-being and for the consequences of their actions and decisions, so too is a cooperative.



2. WHAT IS A SELF-RESPONSIBLE COOPERATIVE?



Time: 5 minutes



As a group, discuss the following question:

- What is a self-responsible cooperative?



Use the following information to guide the discussion.

A responsible cooperative is a cooperative that:

- Is formally established in accordance with the law.
- Operates in compliance with applicable laws, such as by seeking to obtain the authorizations, permits, and approvals required by law.⁹
- Makes payments legally due to communities and government agencies.
- Adopts and strictly complies with its bylaws, regulations, and other internal documents governing its operations and the distribution of tasks, and maintains any other documents required by law including bylaws, membership register, internal regulations, code of ethics, procedural manual and policy documents.
- Recruits new members in accordance with its bylaws and other internal regulations, for example by verifying their place of residence, their status as citizens in good standing and of good reputation.
- Fulfills obligations associated with certain roles, such as that of president of the cooperative.
- Respects the rights of its employees and provides them with working conditions that protect their health and safety.
- Ensures the safety of affected communities and vulnerable populations, for example by adopting measures to protect against sexual harassment and violence.
- Respects the rights of its business partners and any person or entity with which it interacts.
- Is aware of its impact on the community and works to promote its development, by respecting human rights, sustainable development, and the environment.
- Sets ambitions that are commensurate with its resources and context.
- Encourages its members to be responsible.

⁹ In many countries, cooperatives face significant challenges to legal compliance including administrative barriers, high fee structures, and long delays. Cooperatives should do the best they can to operate in compliance with the applicable laws, based on the circumstances of their contexts.



- Provides its members, leaders, managers, and employees with the information and training they need to participate effectively in the life of the cooperative, including collaborating with government agencies as needed.
- Keeps updated on legislative and regulatory developments that may affect its sector and activities.

3. WHAT POTENTIAL OBSTACLES TO RESPONSIBILITY DOES A COOPERATIVE FACE?



Time: 5 minutes



As a group, discuss the following question:

- What are the potential obstacles to putting self-responsibility into practice within a cooperative? Use concrete examples from your own context, whether personal experiences or published information.



Use the following information to guide the discussion.

A cooperative's potential obstacles to responsibility include:

- Difficulties related to compliance with administrative formalities including costs, processing times, distance from administrative offices.
- Potential conflicts with local communities, particularly regarding access to land and its use or exploitation.
- The security context.
- Social and cultural prejudices can lead to discrimination against certain groups of people including women, young people, people with disabilities, certain ethnic groups.
- The lure of profit, which can lead to the rights of employees and business partners being disregarded, failure to protect the environment, and ambitions that are disproportionate to the means and context.
- A lack of self-help caused by its dependency on partners.
- Lack of knowledge about standards for preventing and responding to human rights violations or gender inequality.



4. HOW CAN I HELP MY COOPERATIVE PUT SELF-RESPONSIBILITY INTO PRACTICE?



Time: 10 minutes



As a group, discuss the following question:

- As a cooperative member, what can I do to practice self-responsibility and strengthen my cooperative?



Use the following information to guide the discussion.

As a responsible cooperative member, I must:

- Behave with integrity, respect the laws of the country, and my cooperative's internal operating rules.
- Complete my tasks.
- Know my own strengths and weaknesses.
- Think critically and clearly about problems and accept the consequences of my choices.
- Take full responsibility for the consequences of my actions and decisions.
- Be proactive and seek out the information I need.
- Note any irresponsible behaviour within the cooperative, as well as any violation of cooperative values and principles, and take measures to remedy them in accordance with internal texts such as internal regulations and code of ethics.
- Promote the involvement and participation of young women and men in my cooperative to contribute to its sustainable prosperity.



5. HOW IS SELF-RESPONSIBILITY PUT INTO PRACTICE?



Time: 5 minutes



As a group, discuss the images.

The images show scenarios when self-responsibility is being put into practice and other scenarios when it is not.



Activity Instructions

This activity can be done as a whole group, or you can organize four groups, with each one commenting on an image. Facilitate a group discussion to highlight what participants learned about the value and its importance.

IMAGE 1

Waste is being dumped around the site. The mining pits are accessible to the public and pose a danger to children playing nearby. No one is helping anybody.



IMAGE 3

At the mine site people are ignoring the fact that there is a pit where someone could easily fall and injure themselves.



IMAGE 2

There is no waste at this mining site. People fill in the pits and replant trees. Fencing and warning signs are installed to prevent children from entering the site. People help each other.



IMAGE 4

At the mine site people are aware of the danger of leaving a pit open. They take responsibility for filling it in.





6. OPTIONAL ACTIVITY

Time: 15 minutes



Facilitate an interactive group activity.

Support participants to build a wall of responsibility. The objective of the exercise is to show that each member's self-responsibility strengthens the cooperative, and neglect weakens it.



Preparation

For this activity you will need small materials available locally such as stones or sticks—one per participant. You will also need a flat surface or space on the ground to build a “wall”.



Activity Instructions

Ask everyone to stand in a circle around the surface where you will build a wall. Show the group the pile of small materials (stones or sticks) and explain that each stone represents one aspect of self-responsibility of a cooperative member. Together, they form the foundation of the cooperative. Ask everyone to think about an aspect of self-responsibility and then, one by one, invite participants to place their stone on the wall in the middle of the circle, saying out loud what responsibility their stone represents. Examples can include paying dues, attending meetings, respecting safety rules, protecting the environment, supporting others.

As each participant adds their stone, the “wall” grows stronger.

Remove 2-3 stones and ask: What happens when some members don't take responsibility?

Replace the missing stones and ask: What changes when everyone fulfills their responsibilities? What can each of us do to keep the wall strong?

Conclude the discussion with key messages such as:

- Self-responsibility is about doing your part—even small actions matter.
- Each member's responsibility is a stone in the foundation of the cooperative.
- If one stone is missing, the whole structure weakens.
- When everyone contributes, the cooperative is strong, safe, and sustainable.



Cooperative Value 3: DEMOCRACY



1. WHAT DOES DEMOCRACY MEAN?

Time: 5 minutes



As a group, discuss the following questions:

- What does democracy mean?
- Can you give some examples of democracy in everyday life?



Use the following information to guide the discussion.

Democracy is:

- “Government of the people, by the people, for the people”¹⁰
- Majority representation
- Transparency
- Participation by everyone

It is a philosophy and practice of governance in which the people collectively hold authority. Each person participates in the making of decisions that affect everyone, understanding the issues and contributing to the process consciously.

In a cooperative, the people form the general meeting of cooperative members, or any other body called upon to vote within the cooperative.

Democracy therefore promotes transparency in the management of the cooperative.

For there to be democracy within the cooperative, the following conditions must be met:

- Members must be consulted openly and freely.
- There must be discussions and deliberations.
- Members are able to make decisions, including by voting, without being subject to any pressure or influence, particularly members belonging to minority or vulnerable groups including women, young people, older people.
- Members have reasonable access to all information relevant to the decisions they are required to make.

¹⁰ This statement was first made by US President Abraham Lincoln in 1863 in reference to democracy, in what is known as The Gettysburg Address.



2. WHAT IS A DEMOCRATIC COOPERATIVE?

Time: 5 minutes



As a group, discuss the following question:

- What is a democratic cooperative?



Use the following information to guide the discussion.

A democratic cooperative is a cooperative that:

- Has been transparent in adopting the rules of democratic voting and the operating procedures of the cooperative.
- Organizes open debates in which each member has the right to express themselves and have their opinions heard.
- Ensures that each member is sufficiently informed on the issues submitted for debate and voting.
- Respects the principle of “1 member = 1 vote.”
- Relies on the collective wisdom of its members.
- Ensures diversity among its members as much as possible.
- Ensures that the barriers faced by certain members of the cooperative including women, young people, ethnic minorities, are gradually eliminated.
- Allows its members access to documents and information relating to the cooperative's financial health.

3. WHAT ARE THE POTENTIAL OBSTACLES TO DEMOCRACY WITHIN A COOPERATIVE?



Time: 5 minutes



As a group, discuss the following question:

- What are the potential obstacles to democracy within a cooperative?
Use concrete examples from your own context, whether personal experiences or published information.



Use the following information to guide the discussion.

Potential obstacles to democracy within a cooperative include:

- Social and cultural prejudices that can lead to discrimination against certain groups of people including women, young people, people with disabilities, certain ethnic groups.
- Members being insufficiently informed about their rights and obligations or the law.
- Abuse of authority by certain members of the cooperative.
- A lack of self-help caused by dependency on partners.
- A lack of transparency and insufficient access to information needed to make informed decisions.

4. HOW CAN I HELP MY COOPERATIVE OPERATE DEMOCRATICALLY?



Time: 10 minutes



As a group, discuss the following question:

- As a cooperative member, what can I do to practice democracy and support our cooperative's decision-making?



Use the following information to guide the discussion.

As a cooperative member, I must:

- Know my rights and obligations as a cooperative member.
- Get informed on the issues submitted for debate and voting.
- Participate in debates and votes.
- Respect the opinions and decisions of others.
- Strictly respect the outcomes of votes.
- Ensure that normal decision-making procedures are followed, for example by ensuring that member meetings are held regularly in accordance with the cooperative's rules.

5. HOW IS DEMOCRACY PUT INTO PRACTICE?



Time: 5 minutes



As a group, discuss the images.

The images show scenarios when democracy is being put into practice and other scenarios when it is not.



Activity Instruction

This activity can be done as a whole group, or you can organize four groups, with each one commenting on an image. Facilitate a group discussion to highlight what participants learned about the value and its importance.

IMAGE 1

A small group of people are voting while the other members of the cooperative are still working or are not involved.



IMAGE 3

The leaders of the cooperative meet and secretly share financial information.



IMAGE 2

All members are present and involved during a democratic vote.



IMAGE 4

A leader of the cooperative presents the financial statements to the cooperative members and ask for their approval, contributing to sound and fair management.





6. OPTIONAL ACTIVITY

Time: 15 minutes



Facilitate a group discussion.

As a group, discuss democratic decision-making. This exercise encourages participants to explore what transparency and fairness look like in decision-making processes.



Preparation

There is no preparation required for this exercise. When working with literate populations, consider using large notepads or flip charts to allow participants to write down their answers.



Activity Instructions

Ask participants to gather in smaller groups, designating one person to report back to the larger group at the end of the exercise. In their small groups, ask participants to imagine that they are in the process of creating a cooperative and they need to establish a democratic decision-making process, including the procedures for voting by members. Ask the groups to discuss what rules they would recommend for ensuring fairness and transparency in how decisions are made.

Inform participants how long they have for their discussion. Circulate amongst the groups to help spark discussion where needed and to ensure that participants have understood the instructions. At the end of the allotted time, ask the designated persons in each group to report back on the rules that they have identified as important.

After each group has presented, ask the others what they think. **Encourage discussion so that the following rules emerge:**

- Members must be informed of any upcoming vote in advance. This notice must include the subject of the vote (i.e., the question being decided), date, time, and location of the vote. This ensures members have adequate time to reflect and prepare.



- A quorum must be reached before the start of a general meeting, meaning that a minimum number of participants must be present for the meeting to be held and for any decisions made to be valid. The quorum is generally expressed as a percentage (e.g., 50% + 1) or a fraction (e.g., one-third, one-half, etc.) of the total number of members, depending on the rules of the entity concerned.
- The absence of a quorum means that no decisions can be made at the meeting.
- 1 member = 1 vote.
- Votes must be anonymous.
- An absent member may vote by proxy, meaning that they can designate another member to vote on their behalf.
- A proposal that receives at least half (50% + 1) of the votes cast wins by an absolute majority.
- In the absence of an absolute majority, the vote is repeated and the proposal that receives the most votes wins by a relative majority, or simple majority, meaning that it is the proposal that has received the most votes relative to others.



Cooperative Value 4: EQUALITY



1. WHAT DOES EQUALITY MEAN?

Time: 5 minutes



As a group, discuss the following questions:

- What does equality mean?
- Can you give some examples of equality?



Use the following information to guide the discussion.

Equality is:

- The principle of “1 member = 1 vote”
- Non-discrimination
- Equal opportunities

Within the cooperative, members are equal. As human beings, no one has more or less intrinsic value than anyone else, because each human being has their own value that cannot be compared to that of another human being.

There may be differences in terms of talents, skills, or material wealth, and these parameters may even be important for the cooperative, but this does not call into question the value of equality, particularly in the context of its democratic functioning and decision-making.

Members have the same voting rights, regardless of the amount of financial or material resources they have invested in the enterprise.¹¹

¹¹ Article 102 of OHADA's UA-COOP states: “Each member shall have one vote, regardless of the size of his share in the cooperative's capital.”



2. WHAT IS AN EGALITARIAN COOPERATIVE?

Time: 5 minutes



As a group, discuss the following question:

- What is an egalitarian cooperative?



Use the following information to guide the discussion.

An egalitarian cooperative:

- Refrains from any discrimination or unequal treatment in granting membership status, as well as in operations and management.
- Includes the principles of equality and non-discrimination in its internal rules.
- Ensures that each person's abilities are valued like those of any other member.
- Ensures that all cooperative and community initiatives respect the richness of each individual.
- Establishes working bodies responsible for ensuring compliance with the principle of equality and the elimination of all forms of discrimination, such as a gender equality committee, and allocates the necessary resources to implement the principle of equality.

3. WHAT ARE THE POTENTIAL OBSTACLES TO EQUALITY WITHIN A COOPERATIVE?



Time: 5 minutes



As a group, discuss the following question:

- What are the potential obstacles to equality within a cooperative? Use concrete examples from your own context, whether personal experiences or published information.



Use the following information to guide the discussion.

Potential obstacles to equality include:

- Inequalities already present in society, particularly those arising from social and cultural prejudices against certain groups of people including women, young people, people with disabilities, certain ethnic groups.
- Members being insufficiently informed about their rights and the law.
- Abuse of authority by certain members of the cooperative.
- Inequality that women and other marginalized groups face, which can be an obstacle to them joining a cooperative.

4. HOW CAN I HELP MY COOPERATIVE PUT EQUALITY INTO PRACTICE?



Time: 10 minutes



As a group, discuss the following question:

- As a cooperative member, what can I do to practice equality and ensure fairness in our cooperative?



Use the following information to guide the discussion.

As a cooperative member, I must:

- Recognize that, as a human being and as a member of the cooperative, I am inherently equal to other members.
- Refrain from any behaviour that conveys discrimination, inequality, and stereotypes, paying particular attention to negative behaviours inspired by sociocultural prejudices.
- Publicly promote the inclusion of women and other vulnerable groups, valuing their contributions and work.



5. HOW IS EQUALITY PUT INTO PRACTICE?



Time: 5 minutes



As a group, discuss the images.

The images show scenarios when equality is being put into practice and other scenarios when it is not.



Activity Instructions

This activity can be done as a whole group, or you can organize four groups, with each one commenting on an image. Facilitate a group discussion to highlight what participants learned about the value and its importance.

IMAGE 1

The cooperative has purchased personal protective equipment but only distributes it to certain members, such as managers or to men.



IMAGE 3

Cooperative members must wait in line for their turn to have their ore crushed. Women are at the back of the waiting line and men are cutting in line in front of them.



IMAGE 2

The cooperative has purchased personal protective equipment which is distributed equally to women and men.



IMAGE 4

The image shows women and men lining up to have their ore crushed, without women being relegated to the back of the line.





6. OPTIONAL ACTIVITY

Time: 15 minutes



Facilitate an interactive group activity.

Encourage participants to walk in each other's shoes. The objective is to explore how gender and age affect equality within the cooperative and to reflect on how to build more inclusive practices.



Preparation

For this exercise, no material is required. You can have participants use materials such as scarves, hats, helmets, or other items that symbolize their roles.



Activity Instructions

Invite participants to stand in a circle. Introduce the activity by stating that today, we are going to walk in someone else's shoes. Men, you are now women miners. Women, you are men. Elders, you are youth. Youth you are elders. Let's see what changes, and what stays the same.

Ask them to switch roles based on gender and age:

- Men will now imagine themselves as women in the cooperative
- Women will imagine themselves as men
- Young women and men will take the role of elders
- Elders will become youth

Encourage them to embody the role: how they speak, how they move, how they're treated, what they expect.

Still standing in a circle, the facilitator presents some scenarios. After each one, the participants are asked to step forward, backward, or stay in place depending on how empowered they feel in their new role. **For example:**

- You want to speak during a general assembly. Do you feel confident and respected?
- You need protective equipment. Will you receive it without delay or questioning?
- You want to run for a leadership position. Will others support you?
- You are proposing a new idea. Will it be taken seriously?

Let participants move silently. Then pause and ask a few to share why they moved or didn't.



Afterward, have a debrief discussion. **Ask the group:**

- How did it feel to take on a different identity?
- What surprised you about how others are treated?
- What inequalities became visible during this exercise?
- How can we ensure that women, youth, and elders all feel equally valued in your cooperative?

Conclude the discussion with key messages such as:

- Equality means recognizing and correcting imbalances in voice, access, and respect.
- Gender and age often shape how people are treated, even when rules say everyone is equal.
- A cooperative must actively create space for all members to participate fully.
- True equality is not just about rules; it's about daily practice and shared responsibility.

Closing words from the facilitator: We have walked in each other's shoes. We have seen how inequality can feel. Now, we return to ourselves, but with new understanding. In this cooperative, each person matters, each voice counts, and each vote is equal.



Cooperative Value 5: EQUITY



1. WHAT DOES EQUITY MEAN?

Time: 5 minutes



As a group, discuss the following questions:

- What does equity mean?
- Can you give some examples of how equity is put into practice?



Use the following information to guide the discussion.

Equity is:

- Justice, meaning that people, regardless of their identity, are treated fairly
- Impartiality
- Equality adapted to real circumstances
- A measure that allows us to achieve true equality and a fair situation

Equity aims to ensure that equality is truly achieved. It is often said that “equity is a means, equality is an end.”

Equity allows for adjustments or adaptations to be made where the same solution or measure applied identically to everyone leads to a situation that perpetuates inequality.

Equity is therefore not about treating every person or entity exactly the same but about adapting strategies to specific needs to achieve equality.



2. WHAT IS AN EQUITABLY OPERATED COOPERATIVE?



Time: 5 minutes



As a group, discuss the following question:

- What is an equitably operated cooperative?



Use the following information to guide the discussion.

An equitably operated cooperative:

- Ensures equal treatment for everyone.
- Pays attention to each member's personal circumstances and takes measures to ensure equity, for example:
 - » Scheduling meetings such as general meetings or trainings taking into account women's usual schedules to facilitate their attendance and participation.
 - » Acquiring work equipment and developing mining sites considering the specific circumstances of certain people (women, people with disabilities, etc.).
- Each member has the right to express themselves and participate in cooperative life, and the cooperative may take specific measures to make this possible.

3. WHAT ARE THE POTENTIAL OBSTACLES TO EQUITY WITHIN A COOPERATIVE?



Time: 5 minutes



As a group, discuss the following question:

- What are the potential obstacles to equity within a cooperative? Use concrete examples from your own context, whether personal experiences or published information.



Use the following information to guide the discussion.

Potential obstacles to equity include:

- Prejudices already present in society.
- Failure to take into account the specific needs of different groups.
- An automatic and indiscriminate application of equality.
- A lack of resources available to the cooperative to implement measures to ensure equity.
- A poor understanding of equity issues or a lack of willingness on the part of cooperative leaders to make it a priority.

4. HOW CAN I HELP MY COOPERATIVE OPERATE EQUITABLY?



Time: 10 minutes



As a group, discuss the following question:

- As a cooperative member, what can I do to practice equity and promote just opportunities in my cooperative?



Use the following information to guide the discussion.

As a cooperative member, I must:

- Be aware of the specific needs of other cooperative members and do what I can to help them.
- Promote equity among other members of the cooperative.
- Be open to changes in perceptions and prejudices.
- Ensure that equity is a topic that is frequently discussed at member meetings and that the cooperative takes steps to promote it.
- Be open to accepting that some people need and are deserving of extra support or measures to fully participate as a cooperative member.



5. HOW IS EQUITY PUT INTO PRACTICE?



Time: 5 minutes



As a group, discuss the images.

The images show scenarios when equity is being put into practice and other scenarios when it is not.



Activity Instructions

This activity can be done as a whole group, or you can organize four groups, with each one commenting on an image. Facilitate a group discussion to highlight what participants learned about the value and its importance.

IMAGE 1

The cooperative has purchased hammers for its members. These hammers are very heavy and difficult for women to use, while men can use them effectively.



IMAGE 3

At the mine site there are several pits. A processing area with a crushing machine has been set up near some of the men who work in the mine, while women have to carry their ore long distances.



IMAGE 2

The cooperative has purchased hammers, with different sizes for both women and men. Both women and men are able to work effectively.



IMAGE 4

At this mine site, the processing area has been set up in a different location, more central and easier to access for both women and men. Operators of more remote pits have been given wheelbarrows to help transport their ore.





6. OPTIONAL ACTIVITY

Time: 15 minutes



Facilitate an interactive group activity.

Highlight the unique obstacles that certain groups of people may face versus others. The objective of this activity is to demonstrate how these challenges can be addressed to make things more equitable for everyone.



Preparation

For this exercise, you will need to have some rocks or small bags of rocks available.



Activity Instructions

Identify 3 participants (ensuring at least 1 woman and 1 man) to serve as volunteers for the group exercise. Ask all three volunteers to line up on one side of the room or area where the training is taking place. Tell the volunteers they need to move the rocks or bags of rocks from one side to the other.

Each volunteer does the exercise under different circumstances:

- One participant will be asked to carry out the activity using only one arm and keeping the other arm behind their back. This is to simulate someone with a disability having to carry out the task.
- One participant (a woman) will be asked to start carrying out the task after the other participants have had a minute or two to start moving their rocks. This is to simulate the additional responsibilities that women often carry out in the home prior to being able to work in the mines such as making breakfast, washing, cleaning, farming, tending to animals.
- The remaining participant should be left to do the activity without any challenge or hindrance.

Ask the remaining participants to comment on the simulation and what they have observed, including what the impacts might be on those people facing additional challenges. Ask them to propose measures that a cooperative could take to help address these challenges and bring greater equity to its members in terms of access to minerals and participation in the cooperative.

Conclude the discussion by reinforcing that the operations of the cooperative—from decision-making to procuring equipment or delivering services—should be viewed through a lens of inclusion and equity to ensure that members can equally participate and benefit, and that the cooperative's operations do not inadvertently perpetuate inequality.



Cooperative Value 6: **SOLIDARITY**



1. WHAT DOES SOLIDARITY MEAN?

Time: 5 minutes



As a group, discuss the following questions:

- What does solidarity mean?
- Can you give some examples of solidarity?



Use the following information to guide the discussion.

Solidarity is:

- Working together for a common cause
- Mutual support among people who share the same interests and objectives, drawing on their respective strengths and experiences

Solidarity is more than a value of the cooperative; it is its very foundation.

The spirit of solidarity and shared interests is at the heart of the cooperative spirit. The cooperative is therefore the product of solidarity.

United by the common bond on which a cooperative was founded, cooperative members show solidarity in the running of the cooperative and in achieving its objectives.

Members are bound by a shared responsibility and common interests; they depend on one another. Solidarity leads to interdependence, which is essential to the health and vitality of the collective.

As the cooperative is their common property, members treat each other with respect and dignity and consider each other to be as valuable as themselves.



2. WHAT IS A COOPERATIVE THAT PUTS SOLIDARITY INTO PRACTICE?



Time: 5 minutes



As a group, discuss the following question:

- What is a cooperative that puts solidarity into practice?



Use the following information to guide the discussion.

A cooperative that puts solidarity into practice is a cooperative that:

- Ensures equality and equity among its members.
- Distributes tasks equitably, taking into account each member's personal circumstances.
- Encourages its members to exercise their prerogatives and carry out their tasks.
- Encourages mutual aid among members.

3. WHAT ARE THE POTENTIAL OBSTACLES TO SOLIDARITY WITHIN A COOPERATIVE?



Time: 5 minutes



As a group, discuss the following question:

- What are the potential obstacles to solidarity within a cooperative? Use concrete examples from your own context, whether personal experiences or published information.



Use the following information to guide the discussion.

Potential obstacles to solidarity include:

- Misunderstanding the values of self-help and self-responsibility.
- Mistrust among members.
- Social and cultural prejudices can lead to discrimination against certain groups of people including women, young people, people with disabilities, certain ethnic groups.
- Members being insufficiently informed about their rights, their obligations, and the law.



- Abuse of authority by certain members of the cooperative.
- A lack of confidence that other members are properly fulfilling their obligations and responsibilities.
- Insufficient understanding of the benefits of acting in solidarity.
- The lack of a culture of solidarity within the cooperative.

4. HOW CAN I HELP MY COOPERATIVE PUT SOLIDARITY INTO PRACTICE?



Time: 10 minutes



As a group, discuss the following question:

- As a cooperative member, what can I do to practice solidarity and strengthen mutual support in our cooperative?



Use the following information to guide the discussion.

As a cooperative member, I must:

- Care about myself as a member, care about my cooperative as an entity, care about any meetings we hold, also care about other individual members.
- Know that I am an integral part of the cooperative and feel empowered to exercise my rights.
- Respect the division of tasks and perform my duties with integrity.
- Show humility and report situations where I cannot satisfactorily perform my duties.
- Offer my help to other cooperative members when needed.
- Strictly follow the rules.
- Demonstrate transparency.



5. HOW IS SOLIDARITY PUT INTO PRACTICE?



Time: 5 minutes



As a group, discuss the images.

The images show scenarios when solidarity is being put into practice and other scenarios when it is not.



Activity Instructions

This activity can be done as a whole group, or you can organize four groups, with each one commenting on an image. Facilitate a group discussion to highlight what participants learned about the value and its importance.

IMAGE 1

A worker is struggling with a heavy load, but no one notices or offers to help.



IMAGE 3

A member of the cooperative has been injured, but no one comes to her aid. She seems to be struggling. The others keep working as if nothing has happened, ignoring the injured person.



IMAGE 2

Two workers help each other move a heavy load that previously could not be moved by a person alone.



IMAGE 4

A member of the cooperative has injured her leg and can no longer work. The other members of the cooperative help this person by offering her food and money until she recovers.





6. OPTIONAL ACTIVITY

Time: 15 minutes



Facilitate an interactive group activity.

As a group, complete the rope of solidarity. The objective of this exercise is to demonstrate that solidarity means depending on one another, sharing strengths, and moving forward together.



Preparation

You will need a rope or a long piece of cloth and a stone.



Activity Instructions

Clear some space in the room so all the participants can stand in a circle. Ask 6-8 volunteers to come forward and stand in the middle of the circle. Have them hold the rope together in line. The rope represents their cooperative. Each one of their hands holding the rope represents a member of the cooperative. If one lets go, the rope loses strength.

Give them simple tasks to complete as a group holding the rope. **For example:**

- Form a specific shape such as a square, triangle, circle
- Pass a stone along the rope without dropping it

Add challenges, making the tasks harder by introducing challenges mimicking those a cooperative may face, such as:

- One person must close their eyes (representing lack of information)
- Two people must use only one hand (representing limited capacity)
- The group must walk across the room without letting go of the rope, faster or slower depending on a signal

This forces participants to support each other and adapt so that everyone succeeds.

**Afterward, have a debrief discussion. Ask the group:**

- What happened when you tried to complete the task?
- Could one person succeed alone, or did you need each other?
- How did you adapt when someone had a limitation?
- How does this reflect the way solidarity works in our cooperative? What does “holding the rope” look like in practice, for example sharing tools or supporting someone with limited capacity?

Conclude the discussion with key messages such as:

- Solidarity means we move forward together, respecting each person's situation and ensuring no one is left behind.
- Just like the rope, if one person lets go or is left behind, the whole group is affected.
- In a cooperative, solidarity is not optional – it is the foundation of success
- In the mine site, no one works alone. The rope is like the chain of solidarity that links us, if one link breaks, the whole operation is at risk, just like when members disengage from meetings or decision-making.
- In a cooperative each of us has a role to play, and only by staying connected can we succeed.

Closing Session



Time: 20 minutes



As a group, discuss the following questions:

- Do you think certain values conflict with each other?
- Could upholding one value interfere with putting another value into practice?



Use the following information to guide the discussion.

The values are not in conflict; they are interconnected and complementary. They are interdependent. Respecting each of them strengthens the others and contributes to the cooperative's prosperity. For example, acquiring equipment and setting up mine sites while considering the difficulties faced by certain groups of people including women and people with disabilities, helps to ensure equity and thus achieve equality. This also enables everyone to become self-sufficient, thereby contributing to the cooperative's autonomy—putting the value of self-help into practice.



As a group, discuss the following questions:

- Now that we have reached the end of this training course, what are your essential takeaways?
- Which of the six values is most important in your context?
- Which would be easiest to put into practice?
- Which would be most difficult to put into practice?
- What concrete steps could you take to help ensure that previously disregarded values are put into practice?

As part of the closing session, encourage the participants to ask any questions they may have.

Facilitate a discussion encouraging participants to think more concretely about how they can put the values into practice in their everyday working environment.

PARTICIPANT GUIDE



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Cooperative Value 1: SELF-HELP



IMAGE 1



Cooperative Value 1: SELF-HELP



IMAGE 2



Cooperative Value 1: SELF-HELP



IMAGE 3



Cooperative Value 1: SELF-HELP



IMAGE 4



Cooperative Value 2: SELF-RESPONSIBILITY

IMPACT
Transforming natural resource management
Empowering communities



IMAGE 1

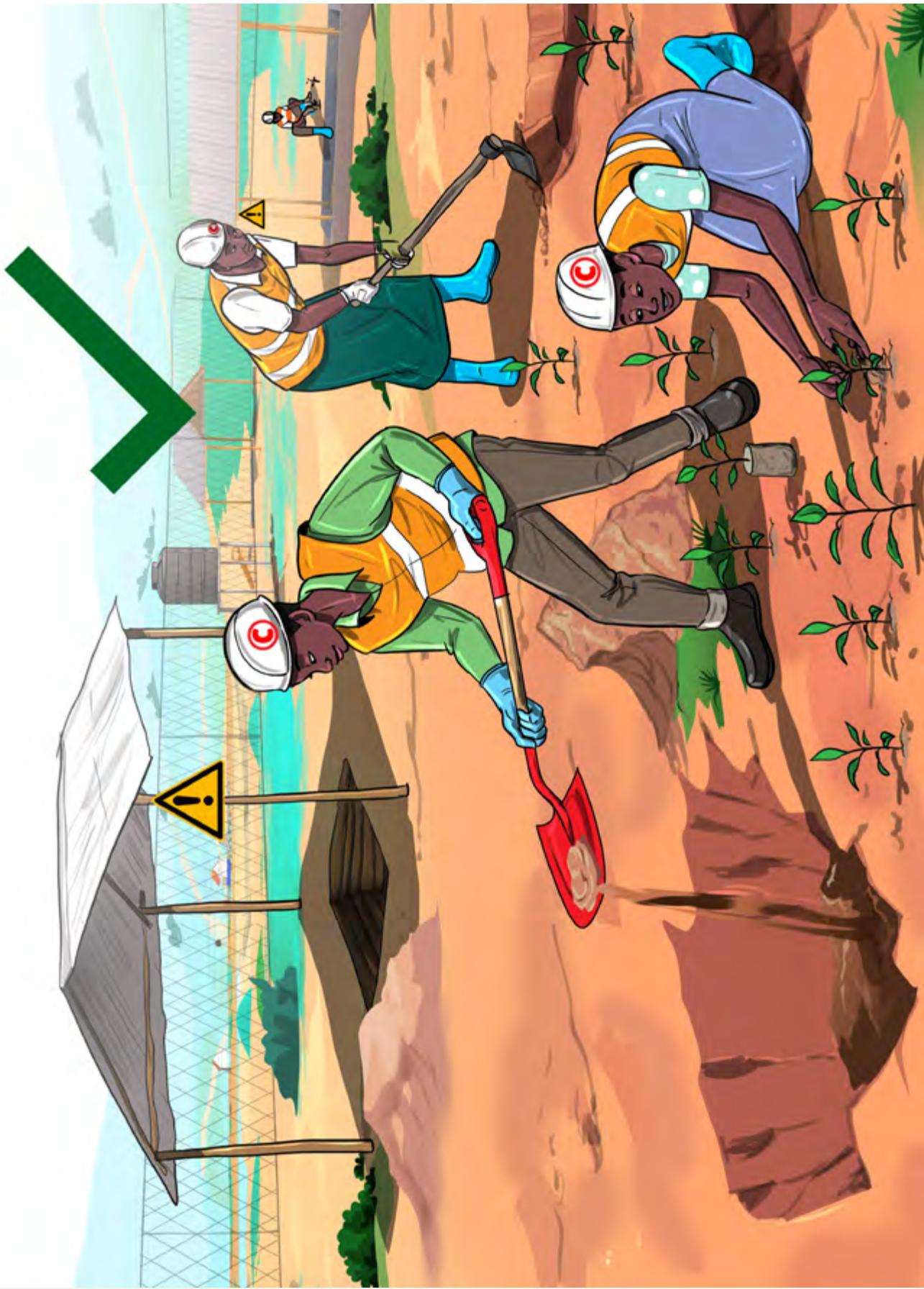


Cooperative Value 2: SELF-RESPONSIBILITY

IMPACT
Transforming natural resource management
Empowering communities



IMAGE 2



Cooperative Value 2: SELF-RESPONSIBILITY

IMPACT

Transforming natural resource management
Empowering communities



IMAGE 3



Cooperative Value 2: SELF-RESPONSIBILITY

IMPACT

Transforming natural resource management
Empowering communities



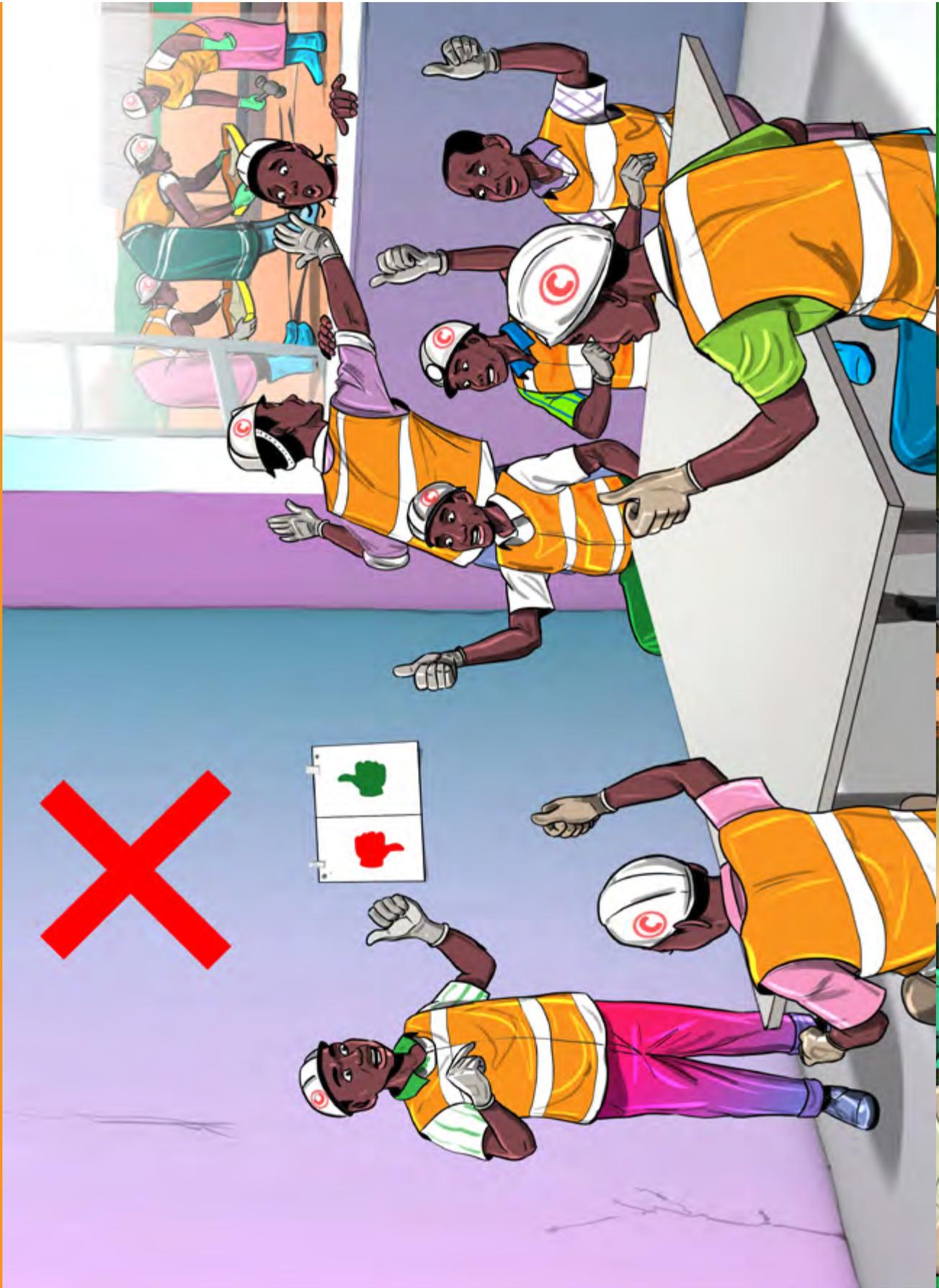
IMAGE 4



Cooperative Value 3: DEMOCRACY



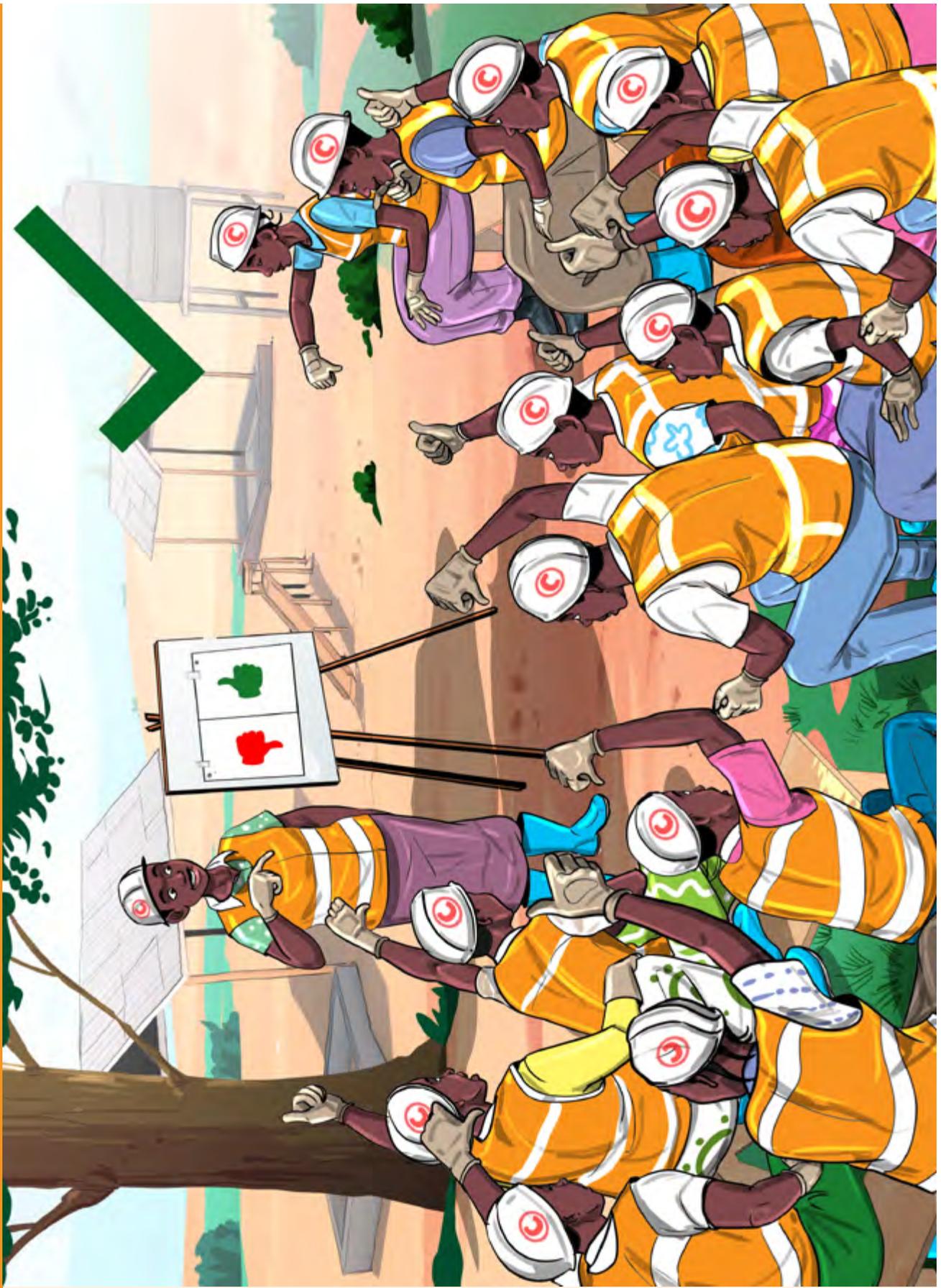
IMAGE 1



Cooperative Value 3: DEMOCRACY



IMAGE 2

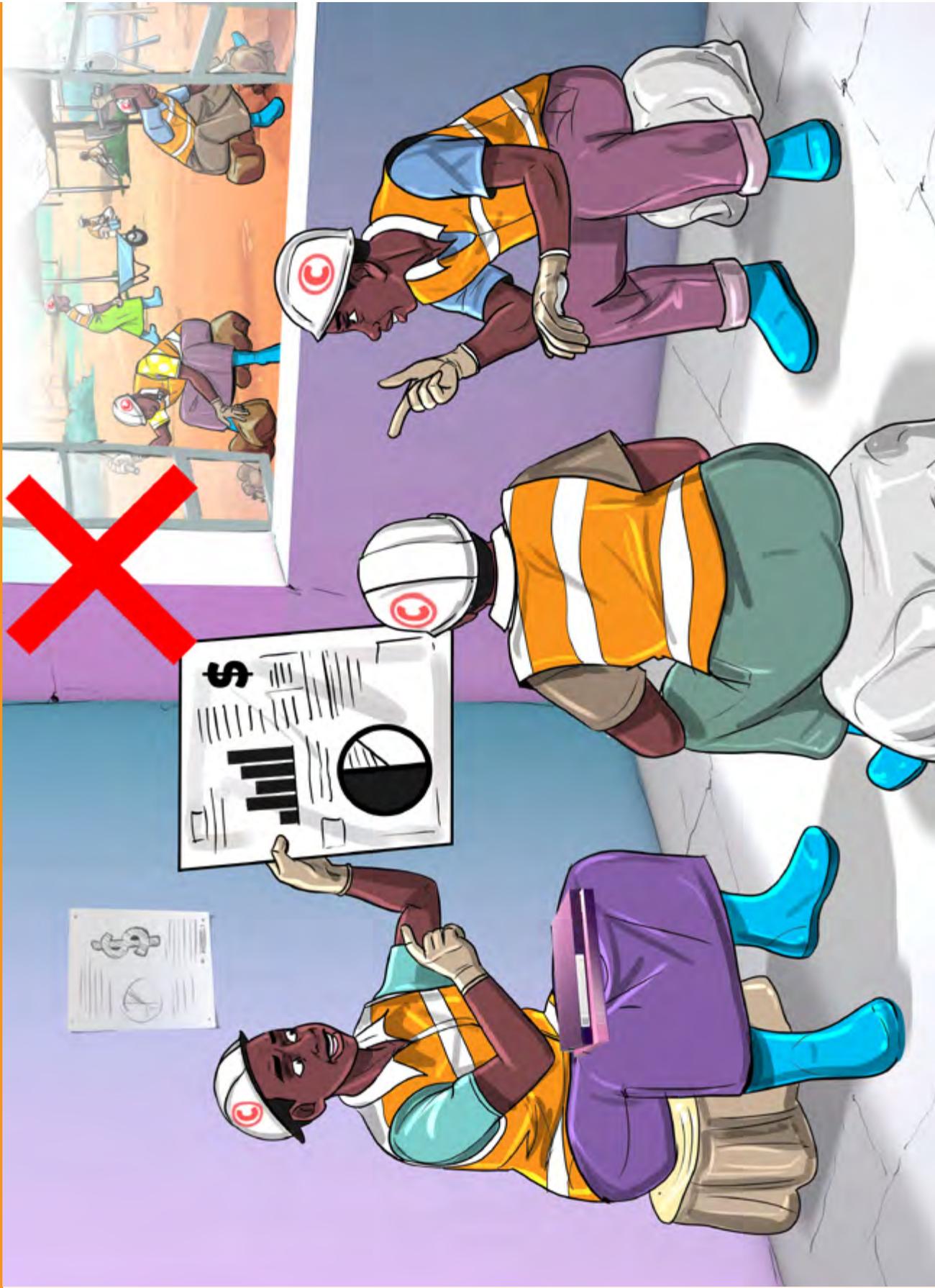


Cooperative Value 3: DEMOCRACY

IMPACT
Transforming natural resource management
Empowering communities



IMAGE 3



Cooperative Value 3: DEMOCRACY



IMAGE 4



Cooperative Value 4: EQUALITY



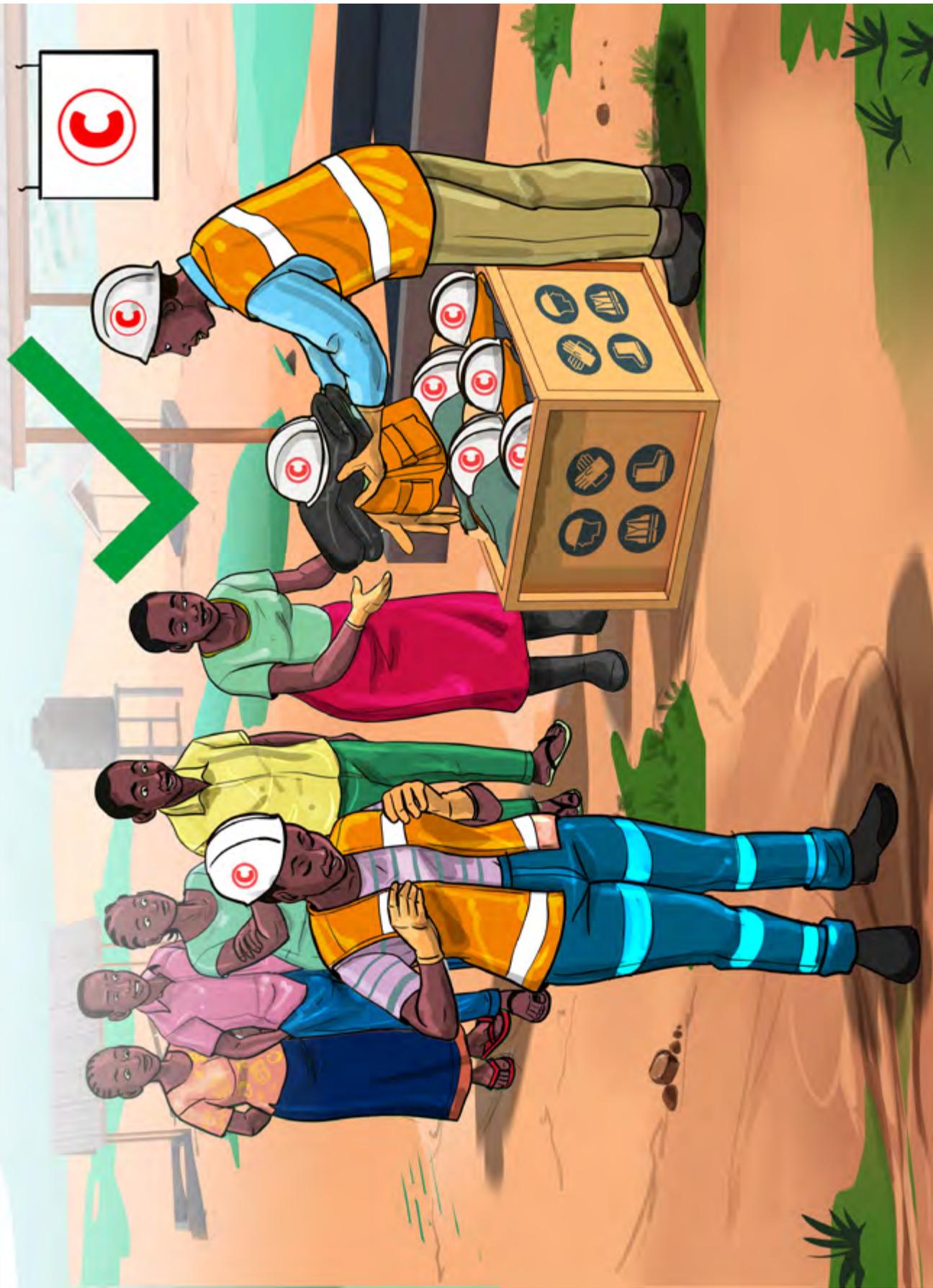
IMAGE 1



Cooperative Value 4: EQUALITY



IMAGE 2



Cooperative Value 4: EQUALITY



IMAGE 3



Cooperative Value 4: EQUALITY



IMAGE 4



Cooperative Value 5: EQUITY



IMAGE 1



Cooperative Value 5: EQUITY



IMAGE 2



Cooperative Value 5: EQUITY



IMAGE 3



Cooperative Value 5: EQUITY



IMAGE 4



Cooperative Value 6: SOLIDARITY



IMAGE 1



Cooperative Value 6: SOLIDARITY



IMAGE 2



Cooperative Value 6: SOLIDARITY



IMAGE 3



Cooperative Value 6: SOLIDARITY



IMAGE 4



IMPACT

Transforming natural resource management
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310 Miwate Private, Suite 100
Ottawa, Ontario, K1R 0E1, Canada
+1-613-237-6768

www.impacttransform.org

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