



**Stafford**  
Sports College

# **The Stafford Community Learning Trust**

(a mutual schools co-operative membership trust)

and

## **Stafford Sports College**

### **Initial Consultation: Booklet 1**

***'Changing from Foundation School Category to Foundation Trust Category and acquiring a Charitable Trust'***

#### **The reason for the consultation**

The Governing Body of Stafford Sports College is proposing to change its legal school category from foundation to foundation trust, and at the same time acquire charitable status by joining **The Stafford Community Learning Trust (SCLT)**.

#### **What we would like you to do**

We would like to know what you think of our proposals so we invite you to take part in our public consultation. You can do this by:

- a) Reading this booklet. (You may also wish to read *Booklet Two* which provides answers to a number of commonly asked questions). Copies of this will be available from School as well as electronically from our website [www.staffordsportscollege.com](http://www.staffordsportscollege.com) or via e-mail upon request to the Clerk to the Governors [governors@staffordsportscollege.staffs.sch.uk](mailto:governors@staffordsportscollege.staffs.sch.uk);
- b) Completing the Questionnaire Response Form you have been sent and returning it to the School;
- c) Attending one of the Consultation Meetings – see detail inside for the appropriate meeting.

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## Section 1 – Executive Summary

- 1 The Governing Body of Stafford Sports College is proposing to change its legal school category from foundation to foundation trust and at the same time acquire charitable status by joining **The Stafford Community Learning Trust (SCLT)**.
- 1.1 The proposed date of implementation (i.e. the date on which any legal change of category would take place and the Trust created) is **1<sup>st</sup> May 2015**.
- 1.2 For some time our SLT and the Governing Body have been looking at the various options available to us in terms of the legal status of the school including both Academy and Foundation Trust. After a great deal of thought and discussion, we decided further to explore the co-operative foundation trust model. The Governing Body at its meeting on Thursday February 5<sup>th</sup> decided to take this a stage further by agreeing to consult on proposals to become a Co-operative Trust School.
- 1.3 In many ways this will complete a process the Governing Body embarked upon a time ago when it originally changed the School's legal category from community to foundation. We now suggest completing this process by making our legal foundation a trust which will be known as the Stafford Community Learning Trust (SCLT). Crucially this will not mean us leaving the Staffordshire Local Authority family of maintained schools as would be the case if we became an Academy.
- 1.4 The Stafford Community Learning Trust was originally created nearly two years ago at a time when it was believed that a number of other local schools would consider joining. This did not happen as quickly as was anticipated so we can be the first school to take advantage of this existing legal structure.
- 1.5 In 2012 Stafford Sports College was inspected by *Ofsted* and found to be a 'Good' school. The inspection team's main findings were:
  - Teaching is good and a significant proportion is outstanding.
  - Leaders provide outstanding care for all students and consistently strive to raise their aspirations and build their confidence.
  - Students behave well and, when they are appropriately challenged, their behaviour in lessons is outstanding.
  - Teachers manage behaviour consistently well and the school's expectations of behaviour are continually rising.
  - Students feel safe and say that there is always an adult who will listen if they have a problem.
  - The Sixth Form is good and the curriculum, provided through the Collegiate, is outstanding.
- 1.6 On joining SCLT the Governing Body would still remain the legal employer of staff and the Admissions Authority but our land and assets would transfer across from the Governing Body to SCLT where it would be held mutually on behalf of the Governing Body and our stakeholders. The Governing Body will retain day to day responsibility for managing these assets in the same way as it does now.

- 1.7 What is different about a co-operative foundation trust such as SCLT is that the trust itself is a co-operative. This means that over time stakeholders, be they staff, parents, carers, people who work and live locally and vitally our learners can also join the trust as members. In due course there will be the opportunity for other groups or bodies such as other schools and educational establishments to join the Trust. This is potentially very important as we believe (based on evidence from elsewhere) that this will help us to raise participation and attainment. Another important attraction for us in the co-operative school model is that it will ensure that the historic co-operative values and ethos, as well as its ethical principles and co-operative ways of working are formally embedded in our school. In many ways we already subscribe to these.
- 1.8 Another important attraction for us in the co-operative school model is that it will ensure that the historic co-operative values and ethos, as well as its ethical principles and co-operative ways of working are formally embedded in our school. In many ways we already subscribe to these informally.
- 1.9 We will formally enter into the consultation process by issuing our statutory proposals at noon on Thursday 5<sup>th</sup> March 2014. There will then be a four week statutory consultation period until noon on Thursday 2<sup>nd</sup> April 2015. The Governing Body will meet in the week beginning Monday April 13<sup>th</sup> to consider the outcome of the consultation and decide in view of all responses whether to adopt the proposals. If this is decided, the day the School would join the Trust (the legal implementation date) would be Friday May 1<sup>st</sup>.
- 1.10 We already work closely in an informal manner with many of our local primary and secondary schools. We are also part of the Stafford Collegiate that works collaboratively to offer Sixth Form provision. Our hope is that joining the Trust will help us build a strong partnership of schools supported by the Trust which will work together to further improve standards, outcomes and services for children, young people and their families within our local school communities. Our Headteacher and our Governing Body believe strongly that by working together we can achieve significantly more, for our school as well as other local schools, than we can by working alone. We would therefore like to build on the work already being undertaken by forming a strongly mutual co-operative Trust to support and secure our work.
- 1.11 We would emphasise that no decision has been made as yet and we would welcome suggestions that might help us to improve our proposals as well as challenge them. Copies of all the consultation documents are available from the School website (see Contact Details in Section 8 below).
- 1.12 **Potential Change of School Name**

Although in no way connected with this possible change of status, we are using the opportunity of this consultation to seek your views upon the name of the school. If you believe that the school name should remain the same or change or have any suggestions as to what the name might be, please include these in your response.

## Section 2 – Visions and Values

- 2.1 Our vision is to use the strength of the Trust to build on and strengthen what our informal partnership working with local schools has already achieved and to create a learning community which seeks further to improve teaching and learning, to raise enjoyment, achievement and aspirations for all and to ensure children and their families are supported. The values of the Trust are underpinned by the principles of equality, inclusion and commitment to support the well-being of every child and their family in our schools. We have considered a variety of school structures, including academies, but feel that this model best meets our context, needs and values.
- 2.2 Becoming legally a shared Trust will help us to clarify our vision and aims, continue to raise expectations and standards across our area, and make our existing collaboration and associated school improvement strategies more sustainable. We believe that to meet the needs of our communities we need to work together as a community. We know that we can achieve more by working together than we can by working alone. A shared Trust would help to make that belief a reality.
- 2.3 Key aims for our Trust are to:
- Further improve outcomes for all our learners in all our local schools with a strengthened focus on school-to-school self-improvement;
  - Support each school to become - and then remain - 'Outstanding';
  - Strengthen our ability to work collaboratively and co-operatively to enable our schools to grow, develop and improve together;
  - Formalise and further develop arrangements already in place for joint working;
  - Develop further the skills and expertise of staff across the schools;
  - Further share resources and skills across the schools;
  - Further increase levels of aspiration across our school communities thereby impacting positively upon standards.
- 2.4 As a co-operative trust, the Trust has adopted the values and principles of the Co-operative Movement (see Appendix B).
- 2.5 Co-operatives are based on the values of self-help, self-responsibility, democracy, equality, equity and solidarity. In the tradition of their founders, co-operative members believe in the values of honesty, openness, social responsibility and caring for others.
- 2.6 We have chosen to become a co-operative trust because these are the values and principles which we feel should underpin our work - with each other and with our young people.

## **Section 3 – What will the Trust do?**

### **3.1 What will be the Trust’s particular focus?**

It is the key role of the Trust to raise attainment by:

- Improving the quality and consistency of teaching;
- Increasing aspirations among learners, parents and all those who work with our children;
- Harnessing resources efficiently in the interests of learning;
- Creating the right conditions for enjoyable effective learning.

Our focus is to increase the enjoyment and achievement of all stakeholders by working with a variety of innovative educational partners, from the community and beyond, in order positively to impact on learner outcomes.

#### **3.1.1 Further Improve the Quality and Consistency of Teaching**

As a Trust we will:

- Look to recruit the brightest and the best to work in our schools;
- Develop talented professionals within our schools;
- Continue to encourage teachers and school leaders to share their expertise for the benefit of all members of our Learning Trust;
- Provide professionals working in our schools with the best in terms of training, facilities, resources and support.

#### **3.1.2 Raise Aspirations Further**

As a Trust we will work in partnership to:

- Encourage parents and professionals to have high expectations of our young people - and our young people to have high expectations of themselves;
- Enable those attending our schools to acquire the skills and attitudes needed to go through life as life-long learners;
- Foster creativity and innovation in our young people through an exciting and challenging curriculum;
- Create amongst learners a sense of local pride and the possibilities afforded by the wider world;
- Further enable the local community to aspire and achieve.

#### **3.1.3 Harness Partnership Resources and Beyond**

As a Trust we will work:

- To develop and share resources to continue to improve outcomes for our learners;
- With our parents/carers to help them to make their contribution to learning;
- With local community organisations to extend what schools can offer;
- With external partners to support our efforts in a variety of ways.

#### **3.1.4 Improving Conditions for Learning**

As a Trust we will work:

- To provide an enjoyable, stimulating educational environment in which both learners and teachers can flourish;
- To ensure that children arrive at school ready and willing to learn;
- To improve attendance so that all our children are in a position to learn;
- To continue to promote good behaviour through clear and consistent expectations and a curriculum which encourages students to learn;
- To ensure good transition arrangements are in place to provide continuity in learning as pupils move from classes or to new schools.
- With partners to improve the health and well-being of our learners.
- With other stakeholders to increase their capacity for lifelong learning to impact on themselves and their children.

### 3.2 Partnerships

For every school that joins SCLT, trust status will widen the range and quality of active partner groups who will be able to add to both the corporate strength of our co-operative school trust, as well as to the individual strengths of each school and the community they serve. The trust schools will thus be enabled to build on their strengths and track record seen in the provision of high standards and outstanding partnership / collaborative working within the community. The Trust will enable and strengthen a coherent vision in order to improve outcomes for our community's children through shared support and appropriate challenge.

The Trust partnership will provide a framework to support autonomy whilst retaining strong accountabilities and roots within the local community. This is at the heart of localism.

The Co-operative Movement has extensive experience in supporting educational establishments to develop and embed a co-operative, values-driven ethos both within and across schools and across the whole curriculum. It also helps to bring a global dimension to school and community perceptions through national and international links with other co-operative educational institutions and organisations. Initially, it will be represented by The Co-operative College which is the education arm of the 6,000 strong Co-operative Movement in this country. We will work with the College to identify a suitable long term co-operative partner for the trust from the Co-operative Movement. Being a co-operative trust school will also allow us to become members of the Schools Co-operative Society (SCS). SCS is the fastest growing network of schools across England and is itself a co-operative of co-operative schools. It is strong in Staffordshire and the region generally and is growing steadily. Being part of a national, regional and local co-operative schools organisation will be of great assistance as we try to navigate our school through the rapidly changing educational landscape facing all mainstream schools. We will also be able to participate in a strong international network of co-operative schools.

The Trust is keen to explore links with other partners from the public, voluntary and commercial sectors that can help to further its aims. Charitable status and existing partnerships will help significantly in identifying suitable partners.

### **3.3 How will the Trust make a difference?**

- 3.3.1 By focussing collective attention and resources on enjoyment and achievement. Joining and developing the Trust will focus the minds and energies of all partners on the task of raising attainment and increasing opportunities for enjoyment and achievement across the SCLT community.
- 3.3.2 By bringing coherence and continuity to lifelong learning at a time when Local Authority services are diminishing and schools increasingly find themselves working alone, the Trust provides the means of bringing local schools together to serve a common purpose and to provide continuous pathways to enjoyment, learning and achievement from early years to adulthood and beyond.
- 3.3.3 By making efficient and effective use of resources, the Trust will provide schools with significant collective bargaining power in their negotiations with suppliers of goods and services. This will enable them to secure best value and prioritise funding for teaching and learning. It will also encourage schools to pool expertise and resources to enable them to maximise the benefits for staff and learners.
- 3.3.4 By providing the motivation of membership, a number of partnerships have demonstrated the value of treating stakeholders as members. The Trust will extend the offer of membership to parents/carers, learners, employees and local community groups and individuals. This will have the value not only of identifying specific benefits for each of these groups, but also enlisting their support in achieving the aims of the Trust.

## **Section 4 – How will the Trust work?**

- 4.1 The Trust will be a charitable, not for profit, organisation meeting the legal and other requirements of the Department for Education (DfE). It will carry out its duties in relation to schools as set out by the DfE, specifically by appointing a minority of (probably two) governors to the Governing Body of any supported school and by holding the land and assets mutually in trust for its school community.
- 4.2 The Trust will be legally established and regulated (as with all charities) by the Charities Commission and be registered as a company limited by guarantee with Companies House.
- 4.3 Trustees will not be able to derive an income from the Trust, but the Trust may become an employer as it develops its work. Any income generated by the Trust must only be used to support its charitable aims. The Trust will not seek to alter the individual characteristics of the partner schools and it will not seek to change the character (religious or otherwise) of a partner school.
- 4.4 The Trustees will meet a minimum of 3 times a year (co-ordinated with existing school governance arrangements as required).
- 4.5 The Trust will work with other people and organisations, as appropriate, to carry out its work. As the Trust develops, it may be appropriate to consider additional partners. There will be a clear process involving existing Trustees to ensure that any future partner will comply fully with the vision, values and aims of the Trust.
- 4.6 The Trust will be made up of representatives from schools, partner institutions and the membership – via a representative Forum that will be established - generally known as the Stakeholder Forum.
- 4.7 The Trust will have an ethos of co-operation and democracy consistent with co-operative values. It will seek to empower learners and their community and help young people prepare for the challenges facing them as global citizens.

## **Section 5 – Foundation Trust Status**

- 5.1 To facilitate the organisation of the Trust, Foundation schools without a trust (as we currently are) need to alter their legal category to become Foundation schools with a trust acting as their legal foundation. In acquiring foundation trust status, our Governing Body - and not the Trust- will continue to be responsible for the employment of staff and the admission of pupils to the School. However a key function of the Trust will be to hold the School's land and assets mutually in trust for the Governing Body. Our Governing Body will retain day to day responsibility for managing these assets, as is presently the case.
- 5.2 Existing and new staff will continue to work under the terms of the 'School Teachers' Pay and Conditions Document' (STPCD). Each school's Governing Body will set out the terms and conditions for new support staff which will be no less favourable than those enjoyed by existing staff. All staff will therefore enjoy as a minimum the same terms and conditions of employment as currently in place.
- 5.3 Schools will continue to teach the National Curriculum and be inspected by OFSTED at appropriate times.
- 5.4 The Governing Body will continue to have day to day control of the School's land and assets as is presently the case.
- 5.5 The Trust will work in collaboration with the Local Authority in ensuring strict adherence to the Schools Admissions Code while reserving the legal right to review admission arrangements if deemed appropriate.

## **Section 6 – What Foundation Trust Status will mean for:**

- a) Parents and Carers;
- b) Learners;
- c) Employees;
- d) The Wider Community.

### **Admissions**

- 6.1 The School will remain part of the Local Authority's family of maintained schools – but in a different category. We will continue to have a fair admissions policy and not introduce selection by ability or according to which particular school a child attends.
- 6.2 Parents will apply for places at an SCLT school as part of the Local Authority process and this School will continue to work with the Local Authority to ensure that pupil places are given fairly in line with the published admissions criteria. However all Trust School Governing Bodies reserve the right to review admissions arrangements as deemed appropriate.

### **Composition of Governing Bodies**

- 6.3 From September 1st 2012 the Government changed somewhat the arrangements for appointing Parent, Community, Local Authority and Staff Governors. Community governors now become known as 'co-opted' governors.

Stafford Sports College has already implemented these changes. However, we would acquire a further minority of governors (probably the legal minimum of two) appointed by the Trust. This will help to ensure that there is a good link between the Trust and the Governing Body.

Our Governing Body would therefore be composed of:

- Two Parent Governors;
- One Local Authority Governor;
- One Staff Governor;
- The Headteacher (unless she gives notice that she does not wish to be a Governor);
- Six Co-opted Governors;
- Three Partnership Governors;
- At least two - but no more than 45% of the total – foundation governors appointed by SCLT; in our case we are proposing the legal minimum of two.

### **Membership of the Trust**

- 6.4 All parents/carers and learners attending a Trust school are eligible to become members of the Trust. This is also true of all members of staff employed by Trust schools and members of a range of community organisations supporting the work of the Trust. Family members of our pupils and past pupils as well as individuals living or working locally who identify with what the trust is seeking to achieve can also join the Trust.
- 6.5 We are planning to establish a Trust Forum whose members, including parents, staff, learners and representatives of community – both organisations and individuals - are elected from the respective membership constituency. The purpose of the Trust Forum

will be to hold the Trust to account, to help shape policies and to appoint a minority of trustees.

- 6.6 In keeping with the co-operative tradition, we will be looking to identify a range of benefits to members which would be consistent with the aims of the Trust

### **Employee Terms and Conditions**

- 6.7 Co-operative Trust schools will continue to recognise the same unions and professional associations. The existing rights of teachers will be fully protected if schools acquire a Trust. The schools will continue to be bound by the School Teachers' Pay and Conditions Document.
- 6.8 Each governing body will set terms and conditions for its own support staff. However, these will be safeguarded as per the prescribed regulations and the same employment rights they currently have as Local Authority employees, will be maintained.
- 6.9 Employees will still be represented on the Governing Body, but in two categories going forward. Some will continue to be elected by their colleagues, others can also be co-opted onto a governing body. There will still be representatives from parents, the community and the Local Authority as is currently the case, together with the additional (probably 2) foundation governors nominated by the Trust.
- 6.10 Under the terms of the 2013 regulations referred to above, all staff will continue to enjoy as a minimum entitlement the same terms and conditions of employment as staff in any maintained school.

## Section 7 – The Consultation Process

7.1 We would like to know what you think about the proposals contained in this booklet.

7.2 You can take part in the consultation by

a) Attending one or more of the consultation meetings below;

b) Completing a Questionnaire and returning it to School. It is also available electronically on the School's website – see details in Section 8 below. Responses can also be made online as well as in hard copy.

7.3 The full consultation meetings programme is as follows:

Audience	Date	Time	Venue
Staff	Wednesday March 18th 2015	3.15pm	Main Hall
Public	Wednesday March 18th 2015	4.30pm	Main Hall
Parents and Carers	Wednesday March 18th 2015	5.30pm	Main Hall

Learners will be consulted via Student Voice / Student Council, assemblies and a range of other internal school mechanisms.

7.4 You can comment on the proposals at any time from noon on Thursday 5<sup>th</sup> March 2015 to noon on Thursday 2<sup>nd</sup> April 2015.

7.5 After the statutory consultation is closed, all comments oral and written will be considered and a report will be prepared for the Governing Body. This report will be made available on the School website. It will be available for inspection by stakeholders on request. The Governing Body will then hold a meeting to review the report and all the comments made before reaching an informed decision.

7.6 The Governing Body may decide to:

- Adopt the proposals;
- Modify the proposals in the light of suggestions made during the consultation and if the changes are significant, consult again on the changes;
- Pause the process;
- Decide not to proceed and to remain as a Foundation school without a foundation.

7.7 The proposed implementation date for joining the Trust is 1<sup>st</sup> May 2015.

## **Section 8 – Contact details**

If you have any queries about anything you have read here or require copies of any of the consultation documents, please contact:

Derek Hickman  
Clerk to Governors  
Stafford Sports College  
Wolverhampton Road  
Stafford ST17 9DJ

Tel: 01785 258383

E-mail: [governors@staffordsportscollege.staffs.sch.uk](mailto:governors@staffordsportscollege.staffs.sch.uk)

Copies of the Statutory Notice and Statutory Proposals (when published), all consultation documents and the Report to Governors on the outcome of the Consultation (when published) can also be accessed on the School website [www.staffordsportscollege.com](http://www.staffordsportscollege.com) or in hard copy upon request to the Clerk above.

## Section 9 - Appendices

### Appendix a) – List of Consultees

As part of the consultation process, the following will all be consulted:

#### Stafford Sports College

- Students currently enrolled at the School
- Parents and Carers of those Students
- Teaching and Support Staff currently employed at the School
- Other personnel currently working at the School

#### Local Schools & Colleges

- All Saints CE (VC) Primary
- All Saints CE (VC) Infants
- Anson CE (VA) Primary
- Barnfields
- Berkswich CE (VC) Primary
- Blessed Mother Theresa of Calcutta Catholic Primary
- Blessed William Howard Catholic High School
- Burton Manor Primary
- Castlechurch Primary
- Chetwynd Centre
- Church Eaton Endowed (VA) Primary
- Colwich CE (VC) Primary
- Cooper Perry
- Doxey Primary and Nursery
- Flash Ley
- Gnosall St Lawrence CE (VC)
- Greenhall Nursery
- Haughton St Giles CE (VC) Primary
- John Wheeldon Primary
- King Edward VI High
- Leasowes Primary
- Marshlands Special
- Oakridge Primary
- Parkside
- Rowley Park Academy
- Silkmore Primary
- Sir Graham Balfour High
- Stafford Children's Centre
- Stafford College
- St Andrew's CE (VC) Primary
- St Anne's Catholic Primary
- St Austin's Catholic Primary
- St John's Catholic Primary
- St John's CE (C) Primary
- St Leonard's Primary
- St Patrick's Catholic Primary
- St Paul's CE (VC) Primary
- St Peter's CE (VC) Primary
- Tillington Manor Primary
- Walton Hall Community Special
- Walton High
- Weston Road Academy
- William Baxter
- Woodseaves CE (VC) Primary

#### Teacher Associations and Trade Unions

- ASCL
- ATL
- NAHT
- NASUWT
- NUT
- UNISON
- GMB
- UNITE

#### Elected Representatives

- All Members of Stafford Borough Council
- Members of Staffordshire County Council sitting for the following Divisions:
  - Stafford Central
  - Stafford East
  - Stafford North
- Jeremy Lefroy MP
- Gnosall & Doxey
- Stafford Trent Valley
- South Staffs Penkridge

#### Other Statutory Bodies & Community Groups

- Child and Adolescent Mental Health Services
- Department for Education
- Hyde Lea Parish Council
- Stafford and Surrounds Clinical Commissioning Group
- Stafford Baseline Tennis Centre
- Staffordshire County Council
- St Peter's Pre-School
- The Stafford Community Learning Trust

## **Appendix b) – Co-operative Values and Principles**

The Values and Principles embraced by today's worldwide co-operative movement have evolved from the ideals of the early co-operators of the 18<sup>th</sup> and 19<sup>th</sup> centuries. They are embodied in the Statement of the Co-operative Identity published by the International Cooperative Alliance - <http://ica.coop/en/whats-co-op/co-operative-identity-values-principles>.

### **Co-operative Values**

Self-help: In co-operatives, people help each other whilst helping themselves by working together for mutual benefit.

Self-responsibility: Individuals within co-operatives act responsibly and play a full part in the organisation

Democracy: A co-operative will be structured so that members have controls over the organisation – one member, one vote.

Equality: Members will be treated justly and fairly.

Solidarity: Members will support each other and other co-operatives.

Ethical Values: In the tradition of their founders, co-operative members believe in the ethical values of: honesty, openness, social responsibility and caring for others

### **Co-operative Principles**

The co-operative principles are guidelines by which co-operatives put their values into practice.

#### 1<sup>st</sup> Principle: Voluntary and Open Membership

Co-operatives are voluntary organisations, open to all persons able to use their services and willing to accept responsibilities of membership, without gender, social, racial, political or religious discrimination.

#### 2<sup>nd</sup> Principle: Democratic Member Control

Co-operatives are democratic organisations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary co-operatives members have equal voting rights (one member one vote), and co-operatives at other levels are also organised in a democratic manner.

#### 3<sup>rd</sup> Principle: Member Economic Participation

Members contribute equitably to, and democratically control, the capital of their cooperative. At least part of that capital is usually the common property of the co-operative. Members usually receive limited compensation, if any, on capital subscribed as a condition of membership. Members allocate surpluses for any of the following purposes: developing their co-operative, possibly by setting up reserves, part of which at least would be indivisible; benefitting members in proportion to their transactions with the co-operative; and supporting other activities approved by the membership.

#### 4<sup>th</sup> Principle: Autonomy and Independence

Co-operatives are autonomous, self-help organisations controlled by their members. If they enter into agreements with other organisations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their co-operative autonomy.

#### 5<sup>th</sup> Principle: Education, Training and Information

Co-operatives provide education and training for their members, elected representatives, managers and employees so they can contribute effectively to the development of the cooperatives. They inform the general public – particularly young people and opinion leaders – about the nature and benefits of co-operation.

#### 6<sup>th</sup> Principle: Co-operation Among Co-operatives

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

#### 7<sup>th</sup> Principle: Concern for Community

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