

LIFELONG LEARNING PROGRAMME

2007 – 2013 - selection 2007

MULTILATERAL PROJECTS - DEVELOPMENT OF INNOVATION
PRIORITY 5 - VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

AGREEMENT No 2007 – 1970 / 001 – 001 LE3-MULPRO

Action entitled “LLP/LDV/MP – ‘SKILLS’ (*Skill and Knowledge within Innovative Lifelong Learning System*) – 133981-LLP-1-2007-IT-LEONARDO-LMP”

PREP4 – PREPARATION AND DESIGN OF MULTIMEDIA AND INTERACTIVE DIDACTIC MATERIALS

D.4.1. CO-OPERATOR CURRICULUM

Deliverable n°: D.4.1.
Deliverable title: CO-OPERATOR CURRICULUM
Period covered: ---
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SKILLS - SKILLS KNOWLEDGE WITHIN INNOVATION LIFELONG LEARNING SYSTEM

D.4.1. CO-OPERATOR CURRICULUM

1 PREMISE

The SKILLS project proposes a curriculum for co-operators to become more aware and active, with specific attention towards social and labour cooperatives and the pre-existent non formal and informal learning that will be proposed in the different cooperative systems involved as possible mandatory curriculum with different levels for the training of people in the field of cooperation.

The curriculum will be the guide for personalising and possibly certifying the learning process using the learning system proposed.

The idea is to propose and validate a curriculum for training co-operators to become more aware and active in order to ensure cooperatives are managed respecting the ethics, values and principles of the social enterprises but also with attention for the dynamics and constant need for innovation in an ever expanding market and a globalisation of the economy. Targets involved are managers and members of existent cooperatives in different fields (labour, social, retail, etc.), the unemployed and university students who are interested in setting up cooperatives. The end users will be the trainers who will facilitate the learning processes proposed. They will have different levels of training and diverse backgrounds (agriculture, manufacturing, healthcare, etc.)¹.

The co-operator curriculum proposed answers to the growing importance that the cooperative systems are gaining on the market. In fact, (as revealed by the Social Enterprise Coalition) 'the majority of people believe that social and environmental values of business are as or more important than before the onset of the credit crunch'². Many are the actions that different organisations are proposing to support the cooperative systems. For example, the UK Ministry of the Third sector is developing policies and programmes to support social enterprises and give the opportunity to their 'original and energetic' entrepreneurs to really fulfil the potential change of the society in better.

This recognised growing importance of the cooperatives highlights both the need and the will to have more prepared and aware co-operators as proposed by this curriculum.

Following the Lisbon treat, the proposal of a co-operator curriculum supports the development of ethic and technical skills recognised at the European level to allow the mobility and dialogue amongst different cooperative systems.

The partners agreed to refer the International Cooperative Alliance principles as guide to work on the skills necessary to manage cooperatives ethically and with other cooperatives. This reference has a recognised international value that will allow to translate the same value in the co-operator curriculum.

In line with the Copenhagen Declaration, the co-operator curriculum is a tool for

1. rendering transparent and validating the co-operator skills through the identification of the skills necessary and their description in line with the ICA principles, and the validation of non-formal and informal learning occasions suitable for gaining them;

1 From the project proposal, p. 32.

2 Social Enterprise Coalition (2008), *Poll shows increasing demand for businesses with social and environmental values*, Press releases November 20th 2008

2. improving the quality of the non-formal learning occasions for the co-operators through the construction of a learning system that validate and combine them with the informal ones to have a good and aware co-operator;
3. helping the co-operator understand and use learning opportunities available for improving her/his ethical and technical skills through the collection and validation in a learning system.

In line with the European Qualification Framework (EQF) approaches, this curriculum proposes:

1. common levels related to the learning outcomes gained with proposed learning system that combines non-formal and informal learning occasions. The learning outcomes identify what the co-operators have to know, understand and/or be able to do in order to be an aware and good co-operator.

The curriculum proposes three levels that represent the whole life cycle of a co-operator: potential member (1), member (2) and board member (3).

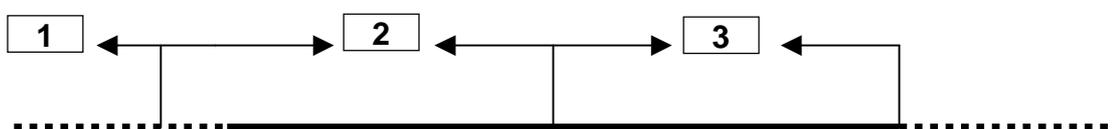


Figure 1. The co-operator life cycle

The idea of these three levels emerged from the balance of skills:

Skills balance – model 1

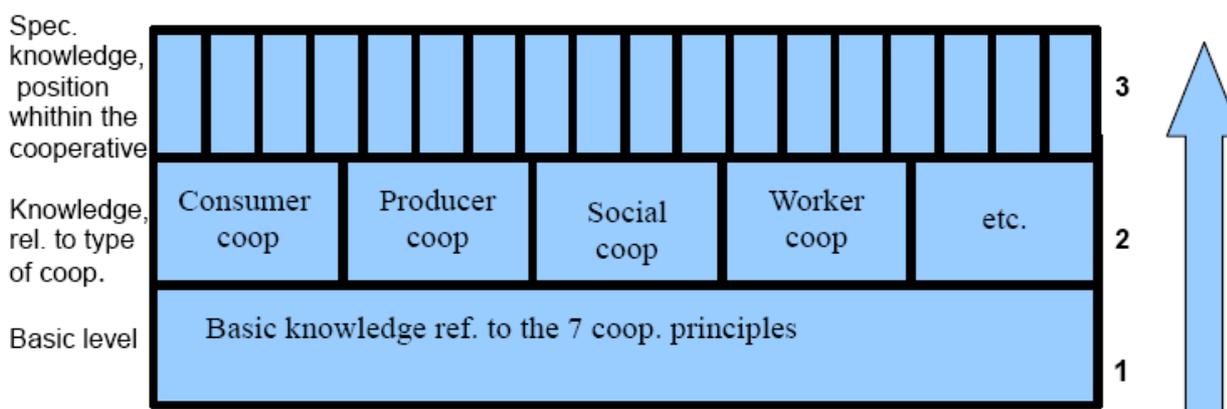


Figure 2. First model of balance of skills³

2. common principles to validate non-formal and informal learning occasions. The curriculum – and then the validation and the learning system - proposes the principles emerged by the European Commission and CEDEFOP work on the inventory of non-formal and informal learning and the related cluster⁴, i.e. voluntary validation; respect of

³ D.1.2 Balance of skills p. 4.

⁴ CEDEFOP – European Centre for the Development of Vocational Training (2007), *[Valid]ation of non-formal and informal learning in Europe. A snapshot 2007*, Office for Official Publications of the European Communities, Luxembourg

the privacy; equal access and fair treatment; balance involvement of the stakeholders; orientation and counselling for individuals present; quality guarantee; respect of the stakeholders' interests; impartiality and transparency; professionalism of the validators.

Following these general indications, the co-operator curriculum will be the tool for the co-operator lifelong learning.

2 GLOSSARY

In line with the EQF approaches, definitions of reference are here:

- learning as 'a cumulative process where individuals gradually assimilate increasingly complex and abstract entities (concepts, categories, and patterns of behaviour or models) and/or acquire skills and wider competences, this process takes place informally, for example through leisure activities, and in formal learning settings which includes the workplace'⁵;
- learning outcomes as 'statements of what a learner is expected to know, understand and/or be able to do at the end of the period of learning'⁶;
- skills as competences that include:
 - ✓ 'cognitive competence involving the use of theory and concepts, as well as informal tacit knowledge gained experientially;
 - ✓ functional competence (skills or know-how), those things that a person should be able to do when they are functioning in a given area of work, learning or social activity;
 - ✓ personal competence involving knowing how to conduct oneself in a specific situation;
 - ✓ ethical competence involving the possession of certain personal and professional values'⁷.

According to this definition, the work developed in the D.1.2. Balance of skills tried to customise this definition, identifying different categories of skills for the co-operator in: Personal skills, Entrepreneurship/spirit of innovation, Ethic skills, Transversal skills, Technical skills.

The identification of these categories and of the skills necessary for being a 'good and aware co-operator' are one of the starting points of this curriculum and the identification of a first possible grid of reference for the three levels (potential member, member, board member);

- curriculum as 'a set of actions followed when setting up a training course: it includes defining training goals, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers'⁸.

5 Commission of the European Communities (2005), *Commission Staff Working Document. Towards a European Qualification Framework for Lifelong Learning*, Brussels – p.10

6 Ibid., p.11

7 Ibid. p.11

8 Ibid. p.46

3 THE CO-OPERATOR CURRICULUM

The main object of this co-operator curriculum is to propose and validate a learning system that allows to the co-operators to become more aware and active in order to ensure cooperatives are managed respecting the ethics, values and principles of the social enterprises but also with attention for the dynamics and constant need for innovation in an ever expanding market and a globalisation of the economy. This document will be a first draft of co-operator curriculum as guidelines of reference for the development of a first draft of the learning system proposed by the SKILLS project.

3.1 WHY A CURRICULUM FOR THE GOOD AND AWARE CO-OPERATOR?

'Co-operation in one of the most natural things in the world. Human beings do it every day – in their everyday life, at work, at leisure. Co-operatives are also one of the most 'natural' phenomena in the world, after all we have more than eight hundred million members. But cooperatives have become invisible in many countries and in much development theory. They are too often dismissed as a relict from the past.'⁹

These words of Ivano Barberini - president of the International Co-operative Alliance (ICA) – give a clear idea of the co-operative context at the world level, its importance but also a need of a need to promote the cooperative culture and its continuous updating according to the globalisation trends.

In order to strength their importance in the economic and social context, to be represented according to common principles and to be supported in their work, the cooperatives are organised international institutions.

The International Co-operative Alliance is an independent, non-governmental organisation which unites, represents and serves co-operatives worldwide. ICA's main objectives are:

- raising awareness about co-operatives. It helps individuals, government authorities and regional and international institutions understand the co-operative model of enterprise;
- ensuring that the right policy environment exists to enable co-operatives to grow and prosper. It helps its members in their lobbying for new legislation and more appropriate administrative procedures that respect the co-operative model, its principles and values. It provides political support as well as technical expertise to enable co-operatives to compete on a level playing field.
- providing its members with key information, best practice and contacts. Through its publications it ensures the sharing of information. It organises meetings and workshops to address key issues affecting co-operatives and allows discussion among co-operators from around the world. ICA facilitates contacts between co-operatives for trading purposes and intelligence sharing in a wide range of areas;
- providing technical assistance to co-operatives through its development programme. ICA promotes capacity-building and financial support, it facilitates job creation and supports poverty reduction and microfinance programmes around the world.

(from ICA's Web site: <http://www.ica.coop>)

⁹ Barberini Ivano (2004), Foreword in Smith Stirling (2004), *Promoting Co-operatives. A guide to ILO Recommendation 193*, Co-operative College, Manchester UK

ICA brings together over 800 million people around the world. In 1994, the United Nations estimated that the livelihood of nearly 3 billion people (half of the world's population) was made secure by co-operative enterprise.

At the European level, the cooperatives are represented by Co-operative Europe that counts 171 individual co-operative organisations from 37 countries out of 42 countries of the European Region, from 6 European Sector Organisations out of 7. Co-operative Europe represents a force for economic and social change of 267,000 co-operative enterprises, 163 million members and 5.4 million jobs. Co-operative Europe's main objectives are:

- to unite, represent, promote and defend co-operatives in Europe;
- to support & grow the co-operative model of enterprise and co-operative organizations across Europe;
- to provide consultation, research, development, members' services and share experience and best practice.

(from the Co-operative Europe's Web site: <http://www.coopseurope.coop/>)

Also according to the dimension of this phenomenon, the cooperative enterprises play a significant economic and social roles in their communities but also a relevance and contribution to economic and social development.

Central objective both for ICA and Co-operative Europe is the promotion of the cooperative model and the support to the cooperative enterprises in knowing their system and working according the agreed principles. So, these organisations are working in line with the 5th ICA 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 their co-operatives. They inform the general public - particularly young people and opinion leaders - about the nature and benefits of co-operation.*

In line with this principle, the need to reinforce the **cooperative identity** of the co-operators in the involved countries emerged by the previous work on the SKILLS project.

Alex Laidlaw in 'Cooperatives in the Year 2000'¹⁰ initiated the discussion about cooperative identity, identifying 'three crises in the development of the world cooperative movement: the first was one of credibility, as co-ops became established and had to prove their viability. The second was managerial, because as they became larger they faced the problem of how keep an active membership and to curb the technocratic power of the managers. The third was ideological, arising from 'gnawing doubts about the true purpose of co-operatives and whether they are fulfilling a distinct role as a different kind of enterprise.'¹¹ The analysis of these crises was one of the starting point for the revision of the cooperative principles in 1995 according to the ICA's original purpose of safeguarding and periodically updating and interpreting them. This revision answered to the recognised need to connect the cooperatives to their present context, paying a specific attention to the cooperative principles¹² as practical guidelines derived from the everyday practices and immediately applicable.

10 'Cooperatives in the Year 2000' is the report that Laidlaw presented at the ICA in 1980.

11 Birchall Johnston (1997), *Co-operative values and principles: a commentary*, in Journal of Co-operative Studies Vol. 30:2 (No 90) September 1997, p.1. This article quotes also Laidlaw Alex (1987 2nd ed), *Co-operatives in the Year 2000*, Geneva: International Co-operative Alliance (2nd edition)

12 ICA gives a precise definition of cooperative as '*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*' and declares that 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 ethical values of honesty, openness, social responsibility and caring

The same principles were the focus of the work done on the SKILLS project that produced the D1.3. Skill framework that was one of the starting point of this co-operator curriculum.

The co-operator curriculum organises and combines the results of the balance of skills that identify the competences to be gained by the co-operators and the collection of the existent non-formal and informal learning opportunities in the learning framework. This work supports the construction of the SKILLS learning system that will validate and combine the learning occasions in order to train a more aware and active co-operator.

The co-operator curriculum answers to the need of a reinforcement of the ethical skills recognised by the partners.

3.2 WHAT STRUCTURE FOR THE GOOD AND AWARE CO-OPERATOR?

The description of the structure of the good and aware co-operator curriculum can be give answering to the following questions:

3.2.1 WHAT IS THE TARGET OF THE TRAINING? - WHO ARE THE CO-OPERATORS THAT NEED TO REINFORCE THEIR BEING GOOD AND AWARE IN THEIR COOPERATIVE SYSTEMS

The analysis of the structure of the cooperative systems involved in the SKILLS project presented in the D.1.2. Balance of skills describes the members present, i.e.:

- the members in the Trentino cooperative system (FTC) can have different positions (ordinary members, special members, board members, etc) that define different roles and rules. Other differences are related to the various types of cooperative present (for example in work cooperatives → worker members; agricultural cooperatives → suppliers; social cooperatives → volunteer members);
- the members in the Turkish cooperative system (ABPSHE) can have different positions (managers, workers, members) that define different roles and rules;
- the members in the Basque cooperative system (LANKI) can have different positions (worker members, collaborator members, inactive members, temporary members, consumers etc) that define different roles and rules;
- the members in the Swedish cooperative system (KUS) can have different positions (consumers, users, suppliers, workers etc) that define different roles and rules.

So, each cooperative system has roles and rules different for the membership. Common items emerged were different positions and different activities according to the various types of cooperatives.

After different discussions amongst the partners, the target of SKILLS project was identified as the members in the different cooperative systems involved (Italy, Spain Sweden, and Turkey). The cooperative systems involved in the project are different but they have structures, roles and member roles that are very similar and based on the general principles of the cooperation. So, the co-operators considered are persons with:

- very different backgrounds (from the primary to the university education);
- very different ages (from major to elder people);
- very different experience in the cooperatives (from potential members to founders of cooperatives with long tradition);

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

- very different roles in the cooperatives (from simple members to administrators part of the board).

The work on balance of skills highlighted the need of a basis training that allows to the co-operators, in general, to understand the cooperative system of which they are part. So, the partners agreed to have all the kinds of members as targets groups of a basis training in order to introduce a common cooperative identity using the same languages and metaphors.

This basis training considers the co-operator life cycle with three main steps – potential member, members, board member – that represent the possible learning levels of this curriculum.

Another item of discussion was the role of teachers/trainers in the project. The learning system was here defined as a toolbox to support them in the training of the co-operators but also the validation of non-formal and informal learning occasions. So, the role of teachers/trainers will be very important in the testing and developing of this toolbox and they will be involved in the testing events organised in the second year of the project.

Items to be consider for precisely identifying the target of the SKILLS project are:

- to define the cooperative as an open system;
- to identify three possible levels for the learning system;
- to introduce the concept of 'mobilisation actors'.

THE COOPERATIVE AS OPEN SYSTEM

The cooperative, as well as any other type of enterprise, is an open system. So, it is not self-sufficient but permanently in touch with the external environment from which it receives the new members that:

- a) substitute the old ones (retirement, death, etc), or
- b) get involved in the cooperative (especially, during the first growing periods).

So, there is a flow of people and skills between the “inside” and the “outside”. This is an interesting question by the point of view of the learning process also for to paying a particular attention to the first moment when someone establish a relation with a cooperative. In fact, this first contact with the cooperative correspond with the first step of the co-operator life cycle. The curriculum proposes three levels that represent the whole life cycle of a co-operator: potential member (1), member (2) and board member (3).

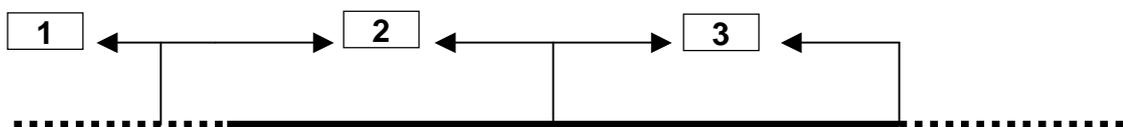


Figure 3. The co-operator life cycle

THREE DIMENSIONS OF THE CO-OPERATORS

The following scheme represents three dimensions in terms of quantity of people without considering the specificities of roles and rules of the cooperative members emerged in the analysis of the different cooperative systems involved in the SKILLS project. These dimensions well represents the target of cooperator curriculum as toolbox for supporting the personal growing of the cooperative members and the creation of awareness for being a good and active co-operator.

The biggest circle represents the potential members that are all the people that have a first contact with a cooperative¹³ and so that are at the start of their co-operator life cycle. Potential members can be people without formal relationship with the cooperatives (potential consumers, clients, etc) but also people already actively involved in the cooperatives (workers, voluntaries, ...) and part of informal learning occasions.

Second step for some of these people is to become cooperative members. The transition from potential to effective members is a very important moment to be supported by non formal and informal learning occasions in order to be an 'aware and good co-operator'.

The activism of few cooperative members and their interest in the success and growing of their enterprise represents the third step of the co-operator life cycle for becoming board members¹⁴. Also the transition from the state of cooperative to board members needs to be supported by non formal and informal learning to develop specific skills and knowledge of the cooperative system, values and principles for managing the cooperative in a coherent and aware way.

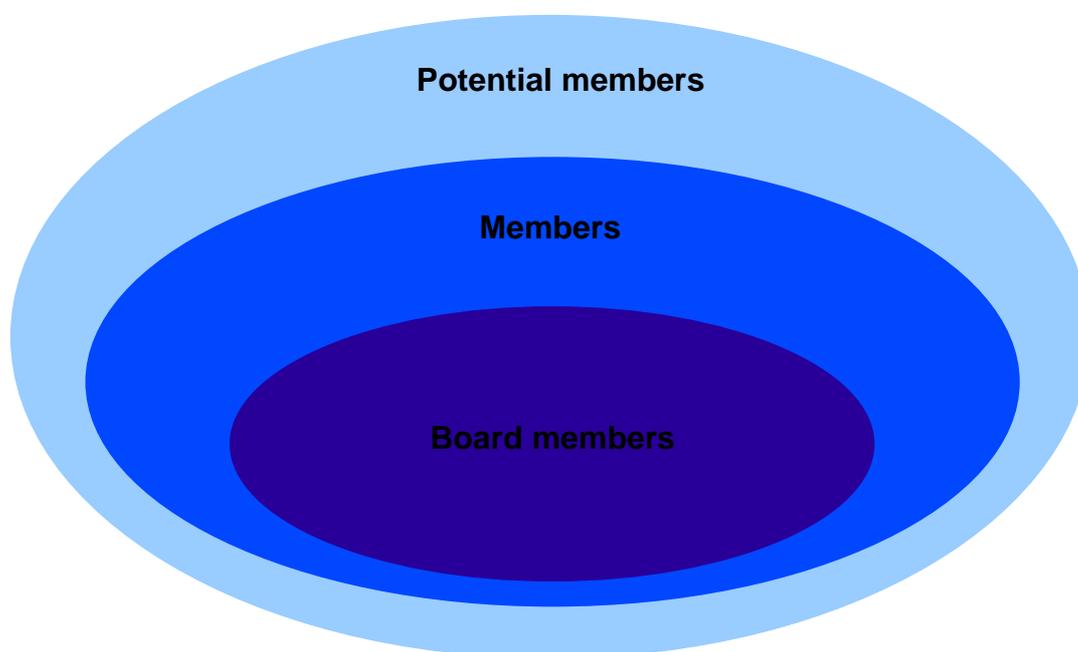


Figure 3. The co-operators' dimensions

ANOTHER IMPORTANT TARGET: THE MOBILISATION ACTORS

¹³ For example, they can be consumers that buy something in a cooperative retail store; employees that start their work in a work cooperative; clients that open their first current account in a cooperative bank; people that ask more information about a cooperative in general.

¹⁴ In Sweden, the cooperative movement is often divided in two parts: the old and the new cooperatives. In the old cooperatives, members are co-operators by tradition and also retired people. They are often very big cooperatives – so big that the members often do not know that they are members and do not identify themselves as co-operators.

The new cooperatives contain people from very different ages, but mostly young people active on the labour market who constitute small cooperatives. Many of them are non-traditional entrepreneurs. Furthermore, they are not striving to get positions in the board of direction, on the contrary, their primary goal is to create activities in the cooperative. These members can be considered as board members for their activism in their cooperatives.

The transitions from one to another of the dimensions above described need to be supported by non formal and informal learning occasions but also by 'mobilisation actors' that are cooperative advisers that promotes the cooperative culture meeting and supporting people in improving their knowledge and skills for an aware choice and active participation in the cooperative system.

The 'mobilisation actors' can operate in the three levels identified in this curriculum as adviser in non formal and informal learning occasions, i.e.:

1.to promote the cooperative identity/culture as basis for the potential members for being part of the cooperative system as 'good and aware co-operators'. These 'mobilisation actors' can be *promoter* of the cooperative identity also as young co-operators that can also share their enthusiasm for the cooperative system;

2.to support the cooperative members in better understanding their cooperative systems and their potential for acting as 'good and aware co-operators'. They can be *knowers* also as old co-operators that have a deep practical and theoretical knowledge and interest of the cooperative principles and their contextualisation (in terms of roles, rules, etc) in their specific system;

3.to support the board members in improving their abilities and potential for managing their cooperative in a coherent and aware way thanks to the study in depth of their cooperative systems and related principles. These 'mobilisation actors' can be *expert* in cooperation.

In conclusion, the target of interest for the cooperative curriculum are

- co-operators considering three steps in the co-operator life cycle: potential members, cooperative members and board members. They represent the final users of the SKILLS products;
- 'mobilisation actors' as facilitators in the skills gaining process as promotion and strengthening of the cooperative identity, considering the three steps described above. They represent the target involved in the testing sessions also as validators.

3.2.2 WHAT ARE THE SKILLS TO BE DEVELOPED? - WHAT ARE THE SKILLS FOR THE GOOD AND AWARE CO-OPERATORS?

The work on the balance of skills (D.1.2.) identified different skills that the partners and the co-operators of their cooperative systems recognised as important to be gained. Starting point of this work was a general definition of skills and a possible categorisation, with a specific reference to the model adopted.

The next step was to analyse these skills in combination with the co-operator activities and behaviours according to the ICA principles for giving them a stronger ethical and European value (D.1.3. Skill framework). The skills emerged from this work were:

- the knowledge of the cooperative system;
- mutual ethic skills;
- the knowledge of co-operator rights, duties and responsibilities and the ability to exercise them;
- the ability of benefiting correctly from products / services;
- the ability of producing quality products / services;
- management skills in developing, reinforcing and promoting the knowledge of the cooperative system, the cooperative identity and the active membership.

A further work was the identification of more specific skills to be gained during the meeting in Sweden. These were:

- To manage cooperatives ethically and with other cooperatives
- To work in a cooperative way
- To maintain solidarity with the local community
- To participate in training programmes
- To decide and participate in the design of the decisions

These skills were defined by each partner and collected in D.2.3. Learning Framework.

A further work was done for better define the skills for the 'good and aware co-operator'. Starting point was the categorisation done by LANKI and reported in the following table.

SPECIFIC SKILLS	TRANSVERSAL SKILLS	ATTITUDES	KNOWLEDGE	ACTIVITIES
Performative dimension	Performative dimension	Attitudinal dimension	Cognitive dimension	
1. Capability to recognize the cooperative distinctive elements		Sense of responsibility	The cooperative system	Accept freely to become member of a cooperative
2. Act according to the cooperative principles		Will to compromise	The law and the statute of the cooperatives	Voting and active participation
3. Balance between individual and collective interests		Innovative spirit	Rights and duties	Controlling
4. Ability in exercising one's rights		Democratic behaviour	The cooperative values and principles	Decision making
5. Active involvement in the cooperative matters		Mutualistic ethic skills	The cooperative context	Training
6. Capability to make critical diagnosis		Flexibility	The local community	Transmitting the cooperative culture
7. Identify with cooperative principles and values		Availability		Promoting new and innovative initiatives
8. Integrate the self within the labour community		Risk assumption		Working together and learning from each other
9. Involve with local community		Empathy		Considering with diligence the labour factor
10. Ability to develop a critical view		Creativity		Promoting intercooperation
	11. Team working	Trust building		Achieving internal and external solidarity
	12. Communicative skills	Entrepreneurship		Sharing of the cooperative choices and make them competitive
	13. Cooperative leadership			Reinforcing relationships with the local community
	14. Problem solving			Solving/supporting community's

hability

needs

Table 1. The co-operator skills

**3.2.3 WHAT ARE THE TRAINING/ LEARNING OPPORTUNITIES PRE-EXISTENT IN THE LEARNER CONTEXT?
- WHAT ARE THE NON-FORMAL AND INFORMAL LEARNING OCCASIONS FOR GOOD AND AWARE CO-OPERATOR?**

The identification in the cooperative systems involved of the non-formal and informal learning occasions highlighted different possible occasions that could be validated and introduced in the SKILLS learning system for improving the skills of the cooperators in a cooperative identity perspective.

The non-formal learning occasions identified are different kinds of events (seminars, workshops, courses, etc) that introduce concepts, knowledge and skills for reinforcing the cooperative identity. These involve very different targets from the potential members to the 'elder' board members and have a clear learning objective declared by the organisers and known/accepted by the participants according to the nature of the .non-formal learning.

The main informal learning occasions identified are represented by different cooperative everyday life activities and events, like for example: the participation and organisation of the annual assembly, the use of the Web for having more information about cooperatives and cooperation, the work in the cooperatives, the visits to other cooperatives.

The work on the learning framework (D.2.3.) identified the following learning occasions of interest:

NON-FORMAL LEARNING OCCASIONS	INFORMAL LEARNING OCCASIONS
<p>Incontri in cooperazione (Seminars on the theme of cooperative culture) (FTC)</p> <p>The Trentino Cooperative Movement Statement of Value (FTC)</p> <p>Carta in cooperazione (Cooperation card) (FTC)</p> <p>Evenings in cooperation (Seminars on the theme of responsible cooperative membership) (FTC)</p> <p>The management of the human resources according to a gender viewpoint (FTC)</p>	<p>Cooperative assembly (FTC)</p> <p>The support of FTC auditors in the accounting activities (FTC)</p> <p>Concern for Community (FTC)</p> <p>The visit catalogues (FTC)</p> <p>The use of the Web (FTC)</p> <p>“Truke” Exchange programme (LANKI)</p> <p>Cooperative assembly (ABPSHE)</p>

The woman and the man on the job and in the cooperative system (FTC)	Education in Accounting Activities (ABPSHE)
Training proposal for the board of the Trentino cooperatives (FTC)	Culture entrepreneurs (KUS)
The cooperative enterprise among territory, institutions and internationalisation (FTC)	Tax law, labour law (KUS)
Cooperation: the values, the principles and the rules of our cooperative acting (FTC)	Daily tasks (life) of the cooperators (KUS)
'A journey through cooperation in Trentino' (FTC)	
Cooperative Training programme for Representative Boards (LANKI)	
'Bazkide' programme (LANKI)	
Seminars on the theme of cooperative culture (ABPSHE)	
Being a cooperotor (ABPSHE)	
Women in cooperative (ABPSHE)	
Training proposal for the board of the Turkish cooperatives (ABPSHE)	
Learning the values, the principles and the rules of our cooperative acting (ABPSHE)	
Social enterprising (KUS)	
Starting a cooperative, introduction to enterprising (KUS)	
Management knowledge (KUS)	

Table 2. The non formal and informal learning occasions

3.2.4 WHAT IS THE COMBINATION OF LEARNERS / SKILLS / LEVELS? - HOW TO COMBINE THE ITEMS COLLECTED AND STRUCTURED IN THE PREVIOUS DELIVERABLES FOR HAVING A MORE ACTIVE AND AWARE CO-OPERATOR?

A possible graphical representation of the co-operator curriculum is the following one that try to combine learners, skills and behaviours as collected in the learning framework (D.2.3.).

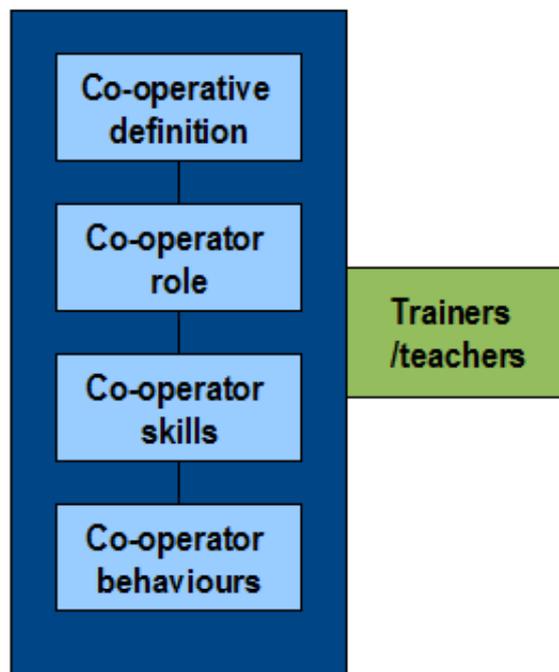


Figure 4. The co-operator curriculum

All these parts will be collected and re-organised for constructing a catalogues of training modules (as validation of existent non-formal and informal learning occasions) that can be combined according to the specific training needs/objectives of the learners.

Possible further representation of the co-operator curriculum could be the one for levels that refers to the EQF approaches, i.e.

Level	Knowledge	Skills	Ethical Personal and Technical competence			
			Comp1	Comp2	Comp3

Table 3. The co-operator levels of skills

REFERENCES

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COOPERATOR CURRICULUM

A first step for the validation process was defined in the recognition as individual/group identification of the previous skills (competences, attitudes and knowledge). The following curriculum was proposed as first self-reflection on the experience in the cooperativism and tool for the facilitator for planning the next steps of the validation.

The proposed model is a customisation of the EuroPass model that considers the specific skills to be gained for being a more active and aware co-operator.

CO-OPERATOR CURRICULUM VITAE

Insert photograph (optional)

PERSONAL INFORMATION

First name(s) / Surname(s) **FIRST NAME(S) SURNAME(S)**

Address(es) House number, street name, postcode, city, country

Fax(es)

Mobile:

E-mail

Nationality

Date of birth

Gender

CO-OPERATIVE INFORMATION

Co-operative name Add separate entries for each relevant involvement in a co-operative, starting from the most recent.

Address

Kind of co-operative

Role in the co-operative

Years spent in the co-operative

WORK EXPERIENCE

Dates Add separate entries for each relevant post occupied, starting from the most recent

Occupation or position held

Main activities and responsibilities

Name and address of employer

Type of business or sector

Principal occupational skills gained

EDUCATION AND TRAINING

Dates	Add separate entries for each relevant course you have completed, starting from the most recent.
Title of qualification awarded	
Principal subjects/occupational skills covered	
Name and type of organisation providing education and training	
Level in national or international classification	

PERSONAL ATTITUDES AND ACTIVITIES

Attitudes	Replace this text by a description of these competences and indicate where they were acquired
Knowledge	Replace this text by a description of these competences and indicate where they were acquired
Activities	Replace this text by a description of these competences and indicate where they were acquired
Other skills and competences	Replace this text by a description of these competences and indicate where they were acquired

ADDITIONAL INFORMATION

Include here any other information that may be relevant, for example contact persons, references, etc.

ANNEXES

List any items attached.