

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”

PREP3 -

D.3.2. (FINAL VERSION) LEARNING SYSTEM

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SKILLS - SKILLS KNOWLEDGE WITHIN INNOVATION LIFELONG LEARNING SYSTEM

D.3.2. (FINAL VERSION) LEARNING SYSTEM

INTRODUCTION

This guide will give to the users of the intercative materials developed by SKILLS and usable on Moodle platform (<http://www.skillcoop.eu/moodle/>):

1. General introduction to the project:

- ✓ **SKILLS in general** (with a specific attention to the objectives and the cooperative contexts)
- ✓ **Glossary:** validation, non-formal and informal, etc
- ✓ **Validation process:** from the enrollment to the use of the learning units and the new training;
- ✓ **Catalogue** of the existent learning occasions and the possible itinerant workshops.

2. Instructions for using the tools in a correct way (according to the two different viewpoints: learner and facilitator) as validation system introducing: objectives, structure, contents, times, targets and roles for the materials developed.

GUIDE FOR THE FACILITATOR

1 THE SKILLS PROJECT

OBJECTIVES

SKILLS is a project co-funded by the Lifelong Learning Programme – Leonardo da Vinci sub-programme. Leonardo da Vinci focuses on vocational education and training, also at tertiary level. It addresses both the learning and teaching needs in the sector, and is therefore aimed at all parties involved, namely trainees in vocational education, teachers and trainers, institutions and educational bodies, enterprises, associations, social partners and bodies relating to either lifelong learning or to the labour market.

SKILLS developed an innovative learning system, validating existent non formal and informal learning and combining them with different methodological approaches and innovative contents for training co-operators to become more aware and active. The aim was to answer to the needs of the validation and structuring of training for co-operators that are not embedded at national and regional levels of the countries involved as people tend to work in co-operatives without a precise idea of social enterprises and without specific skills.

LEARNERS

SKILLS aims to update knowledge in order to help co-operators organise and formalise what they learn in different situations.

The specific target chosen is that of co-operators who need to be trained to become more aware of the characteristics of social enterprises and to acquire the technical competences necessary for an efficient management. Training is one of the fundamental principles and requisites for cooperatives identified by the International Cooperative Alliance (ICA) which SKILLS seeks to respond to.

CO-OPERATOR is here used to identify various possible end users, i.e.:

- ✓ *cooperative managers* who want to both improve their knowledge and skills and to encourage and help people in their cooperatives (members, workers, etc.) in choosing and attending training in order to become more active in their cooperatives;
- ✓ *cooperative members* who need to improve their awareness as a cooperative member, and therefore become more active in their cooperatives, and improve their technical skills in order to work together better;
- ✓ *cooperative workers* who are potential cooperative members who need to become better acquainted with their cooperatives and cooperative values and principles;
- ✓ *jobseekers* who would like to investigate the opportunities offered by a cooperative organisation as possible future work;
- ✓ *university students* who want to understand the cooperative model (ethics, values and principles) as an alternative economic model which could also be a future for them.

PARTNERS

FEDERAZIONE TRENTINA DELLA COOPERAZIONE – ITALY - as project coordinator responsible of the construction of the learning system

LANKI, INSTITUTO DE ESTUDIOS COOPERATIVOS – SPAIN - as cooperative movement representative and responsible for the exploitation of the project results

COOMPANION KOOPERATIV UTVECKLING SKARABORG – Sweden - as cooperative movement representative, responsible for the balance of skills and the dissemination of the project results

SWEDISH TELEPEDAGOGIC KNOWLEDGE CENTER – SWEDEN - as project evaluator

ANADOLU BIL MESLEK YUKSEK OKULU – TURKEY - as responsible of the construction of the learning framework and the testing phase organisation

KEMI-TORNION AMMATTIKORKEAKOULU – FINLAND - as responsible of the construction of the on-line learning system

ACTIONS

The main actions developed in the SKILLS project were:

- ✓ **IDENTIFICATION OF THE SKILLS (KNOWLEDGE, ATTITUDES, ACTIVITIES)** necessary for the 'good and aware' co-operator
- ✓ **COLLECTION OF THE NON-FORMAL AND INFORMAL LEARNING OCCASIONS** offered to the co-operator/s as basis for the future training
- ✓ **CONSTRUCTION OF LEARNING PROFILES** for co-operators
- ✓ **DEVELOPMENT OF AN INNOVATIVE LEARNING SYSTEM** for validating the co-operator/s' skills and improving them

PRODUCTS

- ✓ **BALANCE OF SKILLS** as collection of the skills (knowledge, attitudes, activities) necessary for the 'good and aware' co-operator
- ✓ **CO-OPERATOR CURRICULUM** as learning profile of the 'good and aware' co-operator
- ✓ **VALIDATION SYSTEM** as tools and practices for recognising and measuring the skills gained by the co-operators
- ✓ **LEARNING SYSTEM** as final product that integrates methodological approaches, catalogues, tools and guidelines for validating the co-operator/s' skills and improving them
- ✓ **CATALOGUE** as presentation of the SKILLS products/results and as collection of the non-formal and informal learning occasions and itinerant workshops

2 GLOSSARY OF REFERENCE

The SKILLS partner consortium shared and agreed on the following definitions that guided the project development:

“Formal learning: learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner’s perspective. *[The cooperatives involve their members in different actions like technical-professional training courses for improving the professional skills (based on the right of the co-operator for*

training as it is foreseen in the cooperative law]

Non-formal learning: learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective. [*Courses, seminars and workshops in specific areas, both in technical and socio-institutional skill improving. Information and advice services on accounting, compiling balance sheet or legal matters.*]

Informal learning: learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but in most cases it is non-intentional (or "incidental"/ random). [*The long tradition in the cooperative field transferred from a generation to another. The day to day experience working in the cooperative and actively participating to its activities is the other important point for informal learning.*]¹

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'².

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'³;

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'⁴;

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'⁵.

Attitude: *to know to be an active and aware co-operator* within the view and perception of the co-operative movement of the co-operators. SKILLS proposes to reinforce the

¹ The EC (2001) Communication on Lifelong Learning: formal, non-formal and informal learning

² Commission of the European Communities (2005), *Commission Staff Working Document. Towards a European Qualification Framework for Lifelong Learning*, Brussels – p.46

³ Ibid., p.10

⁴ Ibid., p.11

⁵ Ibid. p.11

awareness, the realisation and reference to the definition, principles and structure of the co-operative movement at the local and global level in the members' actions according to a co-operative identity perspective.

Knowledge: *to know the co-operative movement* as familiarity, awareness and understanding gained through experience or study. SKILLS proposes to reinforce the knowledge of the definition, principles and structure of the co-operative movement at the local and global level in the members according to a co-operative identity perspective.

Activity: *to know to act in a co-operative perspective* as capacity to carry out the activities in co-operatives in line with the definition, principles and structure of the co-operative movement. SKILLS proposes to give skills and knowledge to the co-operators for acting according to a co-operative identity perspective.

3 VALIDATION SYSTEM

The main objective of the validation system is to support the co-operator in being aware of his/her skills in cooperation gained in different ways on the basis of a process customised on the co-operator/s expectations and needs.

The proposed recognition work starts from different activities structured in learning units developed in order to validate attitudes, knowledge and activities identified as central for the co-operator by the balance of skills developed. These activities can be combined in a validation process that:

- answers to specific expectations considering previous knowledge and skills gained;
- proposes possible future training activities for improving the skills that can have very different objectives, contents, structure and durations from a half-day meeting to a year;
- can be developed individually or in a group with a process centred on team activities and co-operative learning approaches supporting the creation of a sense of belonging, the development of team working skills and the constitution of groups.

3.1 MAIN CHARACTERISTICS OF THE VALIDATION SYSTEM

Specific characteristics of this systems are:

- a **3-LEVEL STRUCTURE** that describes learning objectives for the co-operator/s:
 - ✓ **FIRST LEVEL:** *the potential member as basic level → knowing for understanding.*
This level is represented by all the people that have their first contact with a co-operative who are at the start of their co-operator life cycle. Potential members can be people without formal relationships with the co-operatives (potential consumers, clients, etc) but also people already actively involved in the co-operatives (workers, volunteers, ...).
 - ✓ **SECOND LEVEL:** *the member as intermediate level → knowing for understanding + being able to discuss and construct/develop the object of the 'skill'.*
This level is represented by all the people who evolved from potential to real members and who are active part of the co-operatives with different roles and rules according to the co-operative system of affiliation. Their knowledge and understanding of the co-operative is different according to their experience

and life in the co-operative (in terms both of time spent and of active participation).

- ✓ THIRD LEVEL: *the board member as advanced level → knowing for understanding + being able to discuss and construct/develop the object of the 'skill' + being able in decision making for the object of the 'skill'.*

This level is represented by all the co-operative members that participated actively, were particularly interested in the success and growth of their enterprise, and decided to be elected in the co-operative board with roles and duties defined by the specific co-operative system of reference.

The following table describes the three levels in terms of Attitudes (To know to be), Knowledge (To know), and Activities (To know to do).

Level 1. Potential members			Level 2. Members			Level 3. Board members		
Attitudes (To know to be)	Knowledge (To know)	Activities (To know to do)	Attitudes (To know to be)	Knowledge (To know)	Activities (To know to do)	Attitudes (To know to be)	Knowledge (To know)	Activities (To know to do)
The Potential member is aware about the distinctive features of the co-operatives; the need of active members in the co-operative; the links of values and principles to the membership; understand the role of the co-operatives in the community and how to be more active in the co-operative and the local community.	The Potential member has a basic general knowledge and is able to list, identify, choose, be aware and name concepts related to the definition, principles and structure of the co-operative movement at the local and global level (familiarity).	The Potential member is able to plan simple task in her/his co-operative in line with the definition, principles and structure of the co-operative movement with a partial tutorship, in a structured environment thanks to the acquisition of simple operative guidelines.	The Member is able to examine the range and complexity of the international co-operative movement; to use available policies and codes of co-operative best practices; to identify the other local organisations supporting the local community; to identify the key features of their own organisation.	The Member has a significant field specific knowledge and is able to describe, explain, delineate, illustrate, discuss, define, research concepts related to the definition, principles and structure of the co-operative movement at the local and global level (knowledge).	The Member is able to develop tasks in her/his co-operative in line with the definition, principles and structure of the co-operative movement in total autonomy, applying specialist knowledge and skills and solving problems.	The Board member is able to recognise how co-operative values and principles are currently put into practice in their own organisation; to appreciate key barriers to a diverse and active membership; recognise the importance of good communication with the membership; to identify the possibility to collaborate with other local organisations in supporting the local community proposing also innovative ways of inter-cooperation.	The Board member has a specialised field knowledge and is able to analyse, evaluate, compare and nuance, draw conclusions and summing, apply, examine critically and master concepts related to the definition, principles and structure of the co-operative movement at the local and global level (application).	The Board member is able to develop tasks in her/his co-operative in line with the definition, principles and structure of the co-operative movement introducing innovative solutions and ideas and solving complex problems taking in account social and ethical issues and responsibilities.
Sense of responsibility	The co-operative system		Sense of responsibility	The co-operative system	Decision making	Sense of responsibility	The co-operative system	Decision making
The Potential member is aware about the specific co-operative need: - to cultivate (social /ethical) values; - to demonstrate respect for co-operative principles and values; - to make ethical choices; - to recognize the local needs.	The Potential member has a basic general knowledge of the co-operative system considering different levels: the international co-operative system, the national/regional co-operative system and the own co-operative as part of the		The Member is able to actively participate examining the complexity in her/his co-operative: - cultivating (social /ethical) values; - demonstrating respect for co-operative principles and values; - making/proposing ethical choices;	The Member has a significant field specific knowledge of the co-operative system considering different levels: the international co-operative system, the national/regional co-operative system and the own co-operative as part of the	The Member is able to develop tasks in her/his co-operative in line with the specificities of the co-operative movement: - recognising and using the information fonts for collecting information; - analysing and elaborating information; -	The Board member is able to active participate and manage her/his co-operative: - cultivating (social /ethical) values; - demonstrating respect for co-operative principles and values; - making/proposing ethical choices; - recognizing the	The Board member has a specialised field knowledge of the co-operative system considering different levels: the international co-operative system, the national/regional co-operative system and the own co-operative as part of the	The Board member is able to develop tasks in her/his co-operative in line with the specificities of the co-operative movement: - recognising and using the information fonts for collecting information; - analysing and elaborating

Level 1. Potential members		Level 2. Members				Level 3. Board members		
	previous systems. Specific knowledge are in the field of: - the historical background; - the definition of co-operative enterprise; - the co-operative principles and values; - the co-operative governance; - the structure and organisations of reference;		- recognizing the local needs.	previous systems. Specific knowledge are in the field of: - the historical background; - the definition of co-operative enterprise; - the co-operative principles and values; - the co-operative governance; - the structure and organisations of reference;	elaborating innovative decisions; - evaluating different decisions and choose the one more suitable ones; - sharing and communicating the decisions to the group (co-operative and local community). [Prerequisites for this skill are the knowledge of the co-operative system, the local community, the social-economical sector of the co-operative and the innovative initiatives existent, in order to have all the information for deciding.]	local needs.	previous systems. Specific knowledge are in the field of: - the historical background; - the definition of co-operative enterprise; - the co-operative principles and values; - the co-operative governance; - the structure and organisations of reference;	information; - elaborating innovative decisions; - evaluating different decisions and choose the one more suitable ones; - sharing and communicating the decisions to the group (co-operative and local community). [Prerequisites for this skill are the knowledge of the co-operative system, the local community, the social-economical sector of the co-operative and the innovative initiatives existent, in order to have all the information for deciding.]
Willingness to compromise	The co-operative values and principles		Willingness to compromise	The law and the statute of the co-operatives	Voting and active participation	Willingness to compromise	The law and the statute of the co-operatives	Voting and active participation
The Potential member is aware of the need to be active and pro-positive in a co-operative working with the local community: - being open to dialogues and to reach shared co-operative solution; - being able to generate different solutions with positive impact on co-operative system; - being able to manage the conflicts in a co-operative	The Potential member has a basic general knowledge of the ethics of the co-operatives considering both the international level (International Co-operative Alliance) and the specific adoption of values and principles at the local level and their practical realisations. Specific knowledge are in the field of: - the definition of co-		The Member is able to examine possible initiatives and is active and pro-positive in her/his co-operative working with the local community: - being open to dialogues and to reach shared co-operative solution; - being able to generate different solutions with positive impact on co-operative system; - being able to manage	The Member has a significant field specific knowledge of the law and the statute of the co-operatives considering the specificities of the regional/national system and its relationship with the national and international levels. Specific knowledge are in the field of: - the definition of co-operative enterprise; - specific law of	The Member is able to develop tasks in her/his co-operative in line with the specificities of the co-operative movement: - analysing all the information about the co-operative system and the co-operative; - working in team also with the local community; - negotiating possible solutions; - actively participating in	The Board member is active and pro-positive in her/his co-operative working and managing it considering the local community needs: - being open to dialogues and to reach shared co-operative solution; - being able to generate different solutions with positive impact on co-operative system; - being able to manage	The Board member has a specialised field knowledge of the law and the statute of the co-operatives considering the specificities of the regional/national system and its relationship with the national and international levels. Specific knowledge are in the field of: - the definition of co-operative enterprise; - specific law of	The Board member is able to develop tasks in her/his co-operative in line with the specificities of the co-operative movement: - analysing all the information about the co-operative system and the co-operative; - working in team also with the local community; - negotiating possible solutions; - actively participating in

Level 1. Potential members			Level 2. Members			Level 3. Board members		
way.	operative enterprise; - the ICA values and principles; - the specific definition of values and principles at the national/regional level; - values and principles into practice.		the conflicts in a co-operative way.	co-operative enterprise; - members: the different types - rights and duties; - the co-operative governance; - similarities and differences with other enterprises; - the statute: structure and contents; - the local systems: specific characteristics.	the co-operative and local community. [Prerequisites for this skill are the knowledge of the co-operative system and its roles and rules, the local community, the social-economical sector of the co-operative and the innovative initiatives existent, in order to actively and consciously participating in the co-operative and local community.]	the conflicts in a co-operative way.	co-operative enterprise; - members: the different types - rights and duties; - the co-operative governance; - similarities and differences with other enterprises; - the statute: structure and contents; - the local systems: specific characteristics.	the co-operative and local community. [Prerequisites for this skill are the knowledge of the co-operative system and its roles and rules, the local community, the social-economical sector of the co-operative and the innovative initiatives existent, in order to actively and consciously participating in the co-operative and local community.]
Innovative spirit			Innovative spirit	The co-operative values and principles	Transmitting the co-operative culture	Innovative spirit	The co-operative values and principles	Transmitting the co-operative culture
The Potential member - knowing co-operative system, the local community and the existent innovative initiatives – is aware of the need of innovation in the co-operatives that can be realised: - comparing different innovative activities in a benchmarking perspective; - applying cost-benefit analysis; - analysing the relationship among local actors/stakeholders resources, opportunities and			The Member - knowing co-operative system, the local community, the social-economical sector of the co-operative and the existent innovative initiatives – is able to examine and propose different possible innovative solutions: - comparing different innovative activities in a benchmarking perspective; - applying a cost-benefit analysis; - analysing the relationship among local actors/stakehold	The Member has a significant field specific knowledge of the ethics of the co-operatives considering both the international level (International Co-operative Alliance) and the specific adoption of values and principles at the local level and their practical realisations. Specific knowledge are in the field of: - the definition of co-operative enterprise; - the ICA values and principles; - the specific definition of values and principles at the	The Member is able to develop tasks in her/his co-operative in line with the specificities of the co-operative movement: - identifying and recognising the specificities of the co-operative system; - analysing the local community as target of the transmission; - working in line with the co-operative values and principles. [Prerequisites for this skill are the knowledge of the co-operative principles and values the co-operative system, the local	The Board member - knowing co-operative system, the local community, the social-economical sector of the co-operative and the existent innovative initiatives – is able to examine, propose, making and manage different possible innovative solutions: - comparing different innovative activities in a benchmarking perspective; - applying a cost-benefit analysis; - analysing the relationship	The Board member has a specialised field knowledge of the ethics of the co-operatives considering both the international level (International Co-operative Alliance) and the specific adoption of values and principles at the local level and their practical realisations. Specific knowledge are in the field of: - the definition of co-operative enterprise; - the ICA values and principles; - the specific definition of values and principles at the	The Board member is able to develop tasks in her/his co-operative in line with the specificities of the co-operative movement: - identifying and recognising the specificities of the co-operative system; - analysing the local community as target of the transmission; - working in line with the co-operative values and principles. [Prerequisites for this skill are the knowledge of the co-operative principles and values the co-operative

Level 1. Potential members			Level 2. Members			Level 3. Board members		
problems; - collecting and interpreting information about the local and the innovation contexts of interest for the co-operative; - knowing the main information fonts traditional and not.			ers resources, opportunities and problems; - collecting and interpreting information about the local and the innovation context of interest for the co-operative; - knowing the main information fonts traditional and not.	national/regional level; - values and principles into practice.	community, in order to produce an effective promotion of the co-operative identity to the local community.]	among local actors/stakeholders resources, opportunities and problems; - collecting and interpreting information about the local and the innovation context of interest for the co-operative; - knowing the main information fonts traditional and not.	national/regional level; - values and principles into practice.	system, the local community, in order to produce an effective promotion of the co-operative identity to the local community.]
Democratic behaviour			Democratic behaviour	The local community	Promoting new and innovative initiatives	Democratic behaviour	The local community	Promoting new and innovative initiatives
The Potential member is aware of the co-operative principle of democratic behaviour in the co-operative and in the relationship with the local community that is realised: - being participative in the social life of own community and own co-operative; - being comprehensive & inclusive; - respecting the differences present in the community (religion, races, gender, disables); - being consultative and sharing (idea, objective...); - collaborating and manifesting the will to confront own reality with			The Member working in the co-operative following the co-operative principle of democratic behaviour and in relationship with the local community: - being participative in the social life of own community and own co-operative; - being comprehensive & inclusive; - respecting the differences present in the community (religion, races, gender, disables); - being consultative and sharing (idea, objective...); - collaborating and manifesting the will to confront own reality with other realities.	The Member has a significant field specific knowledge of the local community both as opportunity for the co-operative development and as gatherer of social needs that the co-operative can solve. Specific knowledge are in the field of: - the local context: needs and opportunities; - the actors and stakeholders present in the local community; - the services, projects and initiatives present in the local community.	Promoting new and innovative initiatives needs that the Member is able to develop tasks in her/his co-operative in line with the specificities of the co-operative movement: - identifying and structuring the local community needs; - collecting and elaborating the necessary information; - identifying and finding the necessary resources; - planning innovative initiatives (time, tasks, costs, interdependence s, risks, etc) for solving the local community needs; - managing the activities and monitoring the	The Board member working in the co-operative and in the board following the co-operative principle of democratic behaviour and in relationship with the local community: - being participative in the social life of own community and own co-operative; - being comprehensive & inclusive; - respecting the differences present in the community (religion, races, gender, disables); - being consultative and sharing (idea, objective...); - collaborating and manifesting the will to confront own reality with	The Board member has a specialised field knowledge of the local community both as opportunity for the co-operative development and as gatherer of social needs that the co-operative can solve. Specific knowledge are in the field of: - the local context: needs and opportunities; - the actors and stakeholders present in the local community; - the services, projects and initiatives present in the local community.	Promoting new and innovative initiatives needs that the Board member is able to develop tasks in her/his co-operative in line with the specificities of the co-operative movement: - identifying and structuring the local community needs; - collecting and elaborating the necessary information; - identifying and finding the necessary resources; - planning innovative initiatives (time, tasks, costs, interdependence s, risks, etc) for solving the local community needs; - managing the activities and monitoring the

Level 1. Potential members			Level 2. Members			Level 3. Board members		
other realities.					task timetable and quality of results; - working in team; - identifying and involving the promotion targets in the local community; - communicating the co-operative identity. [Prerequisites for this skill are the knowledge of the co-operative system and its roles and rules, the local community, the social-economical sector of the co-operative and the innovative initiatives existent, in order to actively and consciously participating in the co-operative and local community.]	other realities.		task timetable and quality of results; - working in team; - identifying and involving the promotion targets in the local community; - communicating the co-operative identity. [Prerequisites for this skill are the knowledge of the co-operative system and its roles and rules, the local community, the social-economical sector of the co-operative and the innovative initiatives existent, in order to actively and consciously participating in the co-operative and local community.]
Risk assumption			Risk assumption	Historic sense and nowadays sense of co-operatives	Promoting inter-cooperation	Risk assumption	Historic sense and nowadays sense of co-operatives	Promoting inter-cooperation
The Potential member is aware of the necessity to be an entrepreneur in the co-operative assuming risks and paying attention to the local community. She/he is aware to the need to be able: - to identify and to define risks and their impact; - to plan the protections against risks and negative consequences; -			The Member is able to examine possible initiatives and is active and positive in her/his co-operative assuming risks and paying attention to the local community. She/he be part of the co-operative: - identifying and to define risks and their impact; - planning the protections against risks and	The Member has a significant field specific knowledge of history and present of the co-operatives for understanding their evolution according to the world changing, considering both the international and the national/regional perspectives. Specific knowledge are in the field of: - the co-operative	Promoting the inter-cooperation needs that the Member is able to develop tasks in her/his co-operative in line with the specificities of the co-operative movement: - knowing the principles of inter-cooperation; - knowing the co-operative system identity; - knowing the aim of inter-	The Board member is able to active participate and manage her/his co-operative assuming risks and paying attention to the local community. She/he be part of the board: - identifying and to define risks and their impact; - planning the protections against risks and negative consequences; -	The Board member has a specialised field knowledge of specific history and present of the co-operatives for understanding their evolution according to the world changing, considering both the international and the national/regional perspectives. Specific knowledge are in the field of: - the	Promoting the inter-cooperation needs that the Board member is able to develop tasks in her/his co-operative in line with the specificities of the co-operative movement: - knowing the principles of inter-cooperation; - knowing the co-operative system identity; - knowing the aim of inter-cooperation; -

Level 1. Potential members			Level 2. Members			Level 3. Board members		
to manage risks; - to involve - as active actors – co-operators and local community in the risk assumption.			negative consequences; - managing risks; - involving - as active actors – co-operators and local community in the risk assumption.	enterprise yesterday: origins and historical context; - the role of co-operative enterprise today: social and economic needs and solutions; - the local system: specific characteristics.	cooperation; - analysing and comparing experiences and concrete activities to develop inter-cooperation; - developing and managing networks amongst co-operatives; - working and interacting with different co-operatives; - transferring from one economic sector to an inter-co-operative perspective. [Prerequisites for this skill are the knowledge of the co-operative system and the local community, the social-economical sector of the co-operative and the innovative initiatives existent, in order to actively and consciously participating in the co-operative and local community.]	managing risks; - involving - as active actors – co-operators and local community in the risk assumption.	co-operative enterprise yesterday: origins and historical context; - the role of co-operative enterprise today: social and economic needs and solutions; - the local system: specific characteristics.	analysing and comparing experiences and concrete activities to develop inter-cooperation; - developing and managing networks amongst co-operatives; - working and interacting with different co-operatives; - transferring from one economic sector to an inter-co-operative perspective. [Prerequisites for this skill are the knowledge of the co-operative system and the local community, the social-economical sector of the co-operative and the innovative initiatives existent, in order to actively and consciously participating in the co-operative and local community.]
Creativity			Creativity			Creativity		Reinforcing relationships with the local community
The Potential member is aware about the distinctive features of the co-operatives and their need to be creative also in the relationship with the local community.			The Member is able to examine possible initiatives and is active and positive in her/his co-operative responding to their need to be creative also in			The Board member is able to actively participate and manage her/his co-operative responding to their need to be creative also in the relationship with the local		Reinforcing relationships with the local community needs that the Board member is able to develop tasks in her/his co-operative in line with the specificities of

Level 1. Potential members			Level 2. Members			Level 3. Board members		
She/he is aware to the need to be able: - to analyse and face flexibly complex situations proposing innovative solutions and ideas; - to explore information, possible alternatives, different options and their consequences on the local context; - to work in team producing innovative solutions involving the local community.			the relationship with the local community: - analysing and face flexibly complex situations proposing innovative solutions and ideas; - exploring information, possible alternatives, different options and their consequences on the local context; - working in team producing innovative solutions involving the local community.			community: - analysing and face flexibly complex situations proposing innovative solutions and ideas; - exploring information, possible alternatives, different options and their consequences on the local context; - working in team producing innovative solutions involving the local community.		the co-operative movement: - identifying the local actors and stakeholders and involving them in periodical workshops with the aims to identify, discuss and compare social needs and opportunities; - promoting special projects where the co-operatives satisfy the social needs of the local community. [Prerequisites for this skill are the knowledge of the co-operative system and the local community, the social-economical sector of the co-operative and the innovative initiatives existent, in order to actively and consciously participating in the co-operative and local community.]
Trust building			Trust building			Trust building		
The Potential member is aware about the distinctive features of the co-operatives in trust building also in the relationship with the local community. She/he is aware to the need to be able: - to share information; - to manifest the willingness to be			The Member is able to examine possible initiatives and is active and positive in her/his co-operative responding to their need of trust building also in the relationship with the local community: - sharing information; -			The Board member is able to active participate and manage her/his co-operative responding to their need of trust building also in the relationship with the local community: - sharing information; - manifesting the willingness to be		

Level 1. Potential members			Level 2. Members			Level 3. Board members		
influenced; - to adopt fair choices; - to fulfil promise and commitments; - to generate constructive interdependence with the other key local actors.			manifesting the willingness to be influenced; - adopting fair choices; - fulfilling promise and commitments; - generating constructive interdependence with the other key local actors.			influenced; - adopting fair choices; - fulfilling promise and commitments; - generating constructive interdependence with the other key local actors.		
Entrepreneurship			Entrepreneurship			Entrepreneurship		
The Potential member is aware about the distinctive features of the co-operatives and the need to be an active entrepreneur in the co-operative and in the relationship with the local community. She/he is aware to the need to be: - propositive in own co-operative; - strategic and organising; - able to take initiatives; - able to take decisions.			The Member is able to examine possible initiatives and is active and propositive in her/his co-operative responding to their need to be an active entrepreneur in the co-operative and in the relationship with the local community: - being propositive in own co-operative; - being strategic and organising; - being able to take initiatives; - being able to take decisions.			The Board member is able to active participate and manage her/his co-operative responding to their need to be an active entrepreneur in the co-operative and in the relationship with the local community: - being propositive in own co-operative; - being strategic and organising; - being able to take initiatives; - being able to take decisions.		

- the **2-STEP VALIDATION PROCESS:**
 - ✓ an **INITIAL VALIDATION** with a diagnostic and prognostic aim to verify the mastery of attitudes, knowledge and activities of the co-operator before further training;
 - ✓ a **FINAL VALIDATION** with a summative aim to verify and validate the mastery of attitudes, knowledge and activities of the co-operator after the training;
- the **THREE DIFFERENT KINDS OF VALIDATION:**
 - ✓ **VALIDATION OF THE ATTITUDES** that refers to qualitative methods (qualitative observations of simulations, descriptions of behaviours, etc.) in order to evaluate the mastery of the attitudes identified as central for the learning unit. Role of the facilitator will be here very important in order to analyse the qualitative results of the activities proposed and to develop feedbacks (using also F2F colloquy) that guide the co-operator in improving her/his attitudes;
 - ✓ **VALIDATION OF THE KNOWLEDGE** that refers to objective and quantitative methods (on-line and F2F questionnaires, open questions, etc.) in order to evaluate the mastery of the knowledge identified as central for the learning unit. Role of the facilitator will be here the analysis of the results of the activities proposed and the development of feedbacks that guide the co-operator in improving her/his knowledge.
 - ✓ **VALIDATION OF THE ACTIVITIES** that refers both to objective/quantitative methods (on-line and F2F questionnaires, open questions, etc.) and to qualitative methods (qualitative observations of simulations, descriptions of behaviours, etc.) in order to evaluate the mastery of the knowledge and the competences necessary for developing the activities identified as central for the learning unit. Role of the facilitator will be here very important in order to analyse the qualitative results of the activities proposed and to develop feedbacks (using also F2F colloquies) that guide the co-operator in improving her/his actions in the cooperative.
- **PORTFOLIO** as method proposed using a mix of methods and instruments employed in consecutive stages to produce a coherent set of documents or work samples showing an individual's skills and competences in different ways.

3.2 STEPS OF THE VALIDATION PROCESS

The following scheme summarises the different phases/steps of the validation process:

1. **Recognition:**
 - (a) **Enrollment:** cooperator/s or cooperative/s ask to be part of the process indicating the willingness of assessing own skills and asking for learning more about co-operativism for being a more aware and active co-operator and validating her/ his/ their skills.
 - (b) **Orientation:** facilitator supports the co-operator/s and cooperative/s in the enrolment phase with an important action to explain the process, objectives, ICA reference, activities, etc.
2. **Validation**
 - (a) **Diagnosis:** facilitator prepares the validation actions:
 - ✓ d
efining the validation objective using both the grid of the skills for the good and aware co-operator and the collection of the specific expectations of the

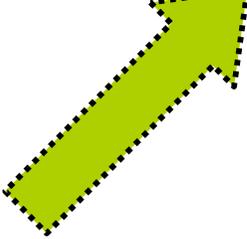
co-operator/s/cooperative involved in the process (*validation plan*);

✓

meeting with the co-operator/s and/or co-operative/s for enriching the information collected on-line;

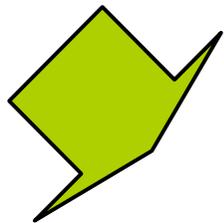
(b) **Validation:** cooperator/s or cooperative/s validate his/her/their skills also in order to improve them and passing across the three levels. The activities proposed follow the validation plan;

3. **Improvement:** according to the results of the previous phases, co-operator/s or cooperative/s are involved in training actions according to the existent non-formal learning occasions and a structured observation and validation of the informal occasions in the co-operative/s. The facilitator proposes a training plan on the basis of the validation results.



Role of the facilitator:
 1. reading/analysing the co-operator/group curriculum;
 2. proposing/choosing the validation

Tools:
 1. a model for the co-operator/group curriculum;
 2. the different validation tools developed



Role of the facilitator:
 1. supporting the co-operator/group in the learning

Tools:
 1. the learning framework as collection of non-formal and informal learning occasions



Role of the facilitator:
 1. analysing/summarising the results of the tools used by the co-operator/group;
 2. proposing choosing further learning for

Tools:
 1. the different validation tools developed
 2. the learning framework as collection of non-formal and informal learning

4 CATALOGUE OF THE EXISTENT LEARNING OCCASIONS AND THE POSSIBLE ITINERANT WORKSHOPS

The use of the validation system can indicate possible training actions for improving the gained/validated co-operator/s skills. The training activities of reference for this part are the formal, non-formal and informal learning occasions already active in the cooperative systems involved.

4.1 FORMAL AND NON-FORMAL LEARNING OCCASIONS

The SKILLS project collected the *formal and non-formal learning occasions* ([link to the deliverable D.2.2. Present learning occasions](#)) present in the Swedish, Basque and Trentino cooperative systems (as cooperative systems involved in the project) filling the following grid that summarises the main characteristics of these learning occasions.

The facilitator who wants to use the SKILLS validation system can prepare his/her activities collecting information about the formal and non-formal learning occasions present in his/her cooperative context in order to use them as suggestion for improving the co-operator/s skills. Item that could be improve are the identification of the skills (knowledge, attitudes and activities) gained within the learning occasions described.

<i>FORMAL/NON-FORMAL LEARNING OCCASIONS</i>	
LEARNING OCCASION (Name of the Course)	
TARGET GROUPS (Learners of the Course)	
TRAINING PROVIDERS (Training Actors of the Course)	
LEARNING OBJECTIVES (Objective of the Course)	
CERTIFICATION, VALIDATION, ASSESSMENT (Development Methods of the Activities)	
LEARNING OUTCOMES (Skills Gained)	
METHODOLOGY (Used Training Methodologies)	
LEARNING STRUCTURE (Module Structure)	
LEARNING CONTENTS (Content of the Learning)	
DURATION (Duration of Learning Event)	
NOTES	

Table 1: Description of the formal and non-formal learning occasions

4.2 INFORMAL LEARNING OCCASIONS

The *informal learning occasions* were identified by the SKILLS project in all the cooperative activities that involve the co-operators. Important occasions identified were:

- the periodical co-operator assembly where there are not declared learning

objectives. Main objective of these occasions are: the nomination of the board; the discussion of the annual balance sheet; the discussion of the organisation of the cooperative, its activities and presence on the territory. There are not specific learning outcomes but it is the most important occasion for the co-operators for knowing the cooperative system and their cooperative. Many cooperators indicated it as important occasion for sharing and discussing principles, values and guidelines with the members.

- the technical support activities that the cooperative organisation offer to their associates (like for example the Cooperation Trentino Federation that offers a customised auditor service). There are not declared learning objectives, for example: the auditors help the cooperative in the accounting activities and introduce the values, principles and guidelines of the Trentino cooperative system. There are not specific learning outcomes but it is the an important occasion for the cooperative members of the board for better knowing the cooperative system and the guidelines for being coherent. Many cooperators indicated it as important occasion for sharing and discussing principles, values and guidelines with the members of the board and better knowing the guidelines of their organisation of reference.
- the active involvement in the local community issues (7th ICA Principle: Concern for Community). There are not declared learning objectives but the knowledge and support to the community needs produce the promotion of the cooperative culture. There are not specific learning outcomes but it is the an important occasion for the cooperative members for knowing and improving their knowledge of the cooperative system and their cooperative in order to promote them and the cooperative culture.

The skills gained within informal learning occasions needs to be recognised by the co-operator/s. A possible way is to help him/her/them in an observation and self-reflection about the activities done. Support to this can be the guidelines for a structured observation in attachment (Attachment 1. Guidelines for the structured observation). the results of the observation can then be discussed with a facilitator in the final validation process.

The facilitator can identify informal learning occasions of interest for the specific needs and expectations of the cooperator/s and/or cooperative/s involved.

Other learning occasions can be designed in line with the specific needs and expectations emerged by the validation process.

4.3 ITINERANT WORKSHOPS

The *itinerant workshops* were introduced by the SKILLS project as possible learning occasion. The final goal set for this is to gain a complete analysis of the potentialities offered by cooperatives with particular attention for relevant organizational elements, internationally acknowledged values and principles.

The itinerant workshops are intended as opportunities for participants to personally experience a cooperative context, getting to know its structure and ways in which cooperative principles and values are concretely realised.

The basic idea is to offer a presentation of the cooperative movement based on existing realities. For this reason, contents of the visits need to be focused on particular topics such as organizational models, problematic issues faced at market and internal levels,

distinctive elements of individual cooperative enterprises, relationship among cooperatives according to cooperative values and principles. The peculiar aspects relating to the visited cooperatives activity sector are held as the framework for the organizational aspects presentation. In order to fulfill such aims, the visits are supported by a cooperative representative tutoring on topics such as organizational/entrepreneurial aspects, relationships between the cooperative society and the cooperative movement etc.

The proposed method combines the ethnography of the cooperative environment with not structured interviews with the tutors. The common goal will be a focused observation intended to identify the cooperative distinctive characters (also in terms of values and principles). This identification allows a confrontation of the hosting organizations, focused on their different activity sectors and peculiar way of being social enterprises.

Items of attention for the realisation of itinerant workshops are summarised in the following grid.

ITINERANT WORKSHOPS	PLANNING	VISITING	SUMMARISING
ACTIVITIES	Preparation of the cooperative/s about target and aims. Orientation on visit and purpose.	Presentation Guided tours Interviews	Round table discussion what learnt? How does it contribute to the learning goal
TOOLS	letter/email/phone/meeting	AV equipment forms (for interviews or tours to focus on the learning aspects)	Forms
FACILITATOR'S ROLE	Central role as mediator between coops and visitors Responsible for the involvement of the coop/coops	Focus on learning aspects	Moderating the discussion
CO-OPERATOR/S ROLE	Orientation with aid of cooperator	Focus on learning aspects	Participating in the discussion Evaluating own learning
TIMING	Planning complete before the visits	Not too long (max 3/day)	Not too long after the visit, but not the same day
NOTES			

Table 2: Items of attention in planning and realising itinerant workshops

VALIDATION PROCESS DESCRIPTION: GENERAL INSTRUCTIONS FOR USING THE MATERIALS IN THE MOODLE

The SKILLS validation system is structured in 3 phases with these objectives and activities:

1. Recognition:

- (a) **Enrolment:** cooperator/s or cooperative/s ask to be part of a SKILLS process indicating the willingness of assessing own skills and asking for learning more about co-operativism for being a more aware and active co-operator and validating her/ his/ their skills.

Tools/Activities:

- ✓ the registration in the Moodle; th
- ✓ the collection of the first information and expectations using the CV proposed by FTC and a new simple form for collecting the expectation that can be send to the facilitator (use of a forum? an open questions?) in the case of the choice of the validation with the facilitator support; th

- (b) **Orientation:** facilitator supports the co-operator/s and cooperative/s in the enrolment phase with an important action for explaining the process, objectives, ICA reference, etc.

Tools/Activities:

- ✓ the guides in the Moodle; th
- ✓ the availability on-line of the facilitator for giving more information; th
- ✓ the dissemination actions; th

2. Validation

- (a) **Diagnosis:** facilitator prepares the validation actions:

- ✓ defining the validation objective using both the grid of the skills for the good and aware co-operator and the construction of the specific expectations of the co-operator/s/cooperative involved in the process (validation plan); d
- ✓ having a possible first meeting with the co-operator/s and/or co-operative/s for improving the information collected on-line; h

Tools/Activities:

- ✓ the information collected in 1.a.; th
- ✓ the validation plan model → need to develop some guidelines about how to elaborate the information collected and construct and action plan for the validation; th
- ✓ the skills framework as reference for identifying the skills to be validated; th
- ✓ the learning units structure as reference for structuring the skills to be

validated and choosing the tools to be used;

- (b) **Validation:** cooperator/s or cooperative/s validate his/her/their skills also in order to improve them and passing across the three levels.

Tools/Activities:

- ✓ the validation on-line tools developed → need to improve them with learning materials;
- ✓ new possible validation on-line tools → need to construct guidelines for future developments;
- ✓ a possible meeting with the facilitator for finalising the validation process (discussion about the results of the validation tool use and provocation also for validating also F2F the skills);
- ✓ the non-formal occasions collection as reference for indicating how to improve (if necessary) the skills → to be improved;
- ✓ grids for observing/self-reflecting on the everyday life in cooperative as informal learning occasion as reference for indicating how to improve (if necessary) the skills → to be developed;
- ✓ the itinerant workshops opportunities as reference for indicating how to improve (if necessary) the skills → to be improved;

3. **Improvement:** according to the results of the previous phases, co-operator/s or cooperative/s are involved in training actions according to the existent no-formal learning occasions and a structured observation and validation of the informal occasions in the co-operative/s.

Tools/Activities:

- ✓ Non-formal learning
- ✓ Informal learning
- ✓ Itinerant workshops

Specific instructions will be necessary for explaining the use of the materials present in the Moodle.

Attachment 1. Guidelines for the structured observation

Background

The observation of the behaviours of the co-operators in natural or simulated situations was chosen for the validation of the cooperator attitudes.

This method is very important for validating cooperator attitudes towards the definition, principles and structure of the cooperative movement. They are combined with F2F interviews for clarifying the contingent influence of external factors or unfavourable groups.

The proposal is for different possible kinds of observation to be developed in the cooperative activities or in classroom simulations. The choice is related to the opportunities offered by the specific contexts involved, i.e.:

- *the participant observation*. The observer/facilitator is an active part of the cooperative where the natural or simulated activities are developed. So, she/he works with the cooperators and observes the actions and the process developed following the guidelines indicated and validating the attitudes involved;
- *the non-participant observation*. The observer/facilitator is not an active part of the cooperative where the natural or simulated activities are developed. Her/his role is only to be the observer of the actions developed following the guidelines indicated and validating the attitudes involved.

Purpose

The structured observation has the purpose to validate the attitudes of the cooperator. The following questions can guide the observation and the validation of the evidence of the cooperator attitudes identified in the learning unit.

What is the evidence that cooperators cooperative attitudes?

from their behaviour and dialogue?

from their ability to engage in the actions?

from their ability to actively participate in the group?

How is the activity implemented?

Who is taking part?

Number and role/responsibilities of the participants

Timing and structure of the activity

Decisions being made by whom and for whom and with which reference to the cooperative principles?

Which cooperative resources are available?

How are the cooperators participating in the activity?

How are cooperators undertaking the actions?

How are the cooperators interacting with the cooperative environment?

Do the cooperators appear motivated, engaged and propositional?

How are the cooperators interacting?

Is there constructive dialogue?

Who is talking/listening?

How the co-operators referring to the coop principles?

Which are the principles of reference?

How are the principles realised?

The facilitator will customise these questions on the specific attitudes to be validated, the cooperative context involved, the cooperator/s level. Result of this customisation will be an in a observation plan that could identify:

1. the objective of the observation as research hypothesis;
2. the techniques of observation (participant or not, structured or not, ...);
3. the method for recording the observation results (using check-list, using audio-video devices, taking notes, ...);
4. the opportunities to supplement other data;
5. the techniques for analysing and interpreting the observational findings;
6. the precise plan of activities (where, when, how much time, ...);
7. the guidelines for the discussion of the results of the observation guided by the facilitator for the recognising and validating the cooperator/s attitude and planning their improvement.