

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”

PREP2 – IDENTIFICATION OF INFORMAL AND NONFORMAL LEARNING

D.2.3. LEARNING FRAMEWORK

Deliverable n° D.2.3.

Deliverable title: LEARNING FRAMEWORK

Period covered:

Date: July 30th 2008

I.PREMISE

This document is a first draft that was discussed during the project meeting in Sweden (November 11-14 2008). A new version is in progress.

Objective of the construction of this Learning framework is a common identification of the non-formal and informal learning occasions. These learning occasions will be the starting point for the development of an innovative learning system.

The proposal is here refers to the previous work done in the D2.2. Present Learning Occasions and the agreement for working on the cooperative identity start by the seven principles of the International Cooperative Alliance (ICA).

The following evaluation is made on the basis of an analysis of the Formal, Non-Formal and Informal Learning occasions which are practice in the partner countries' Present Learning Occasions.

FORMAL LEARNING

Formal Learning's **target group** in Italy is particularly for the undergraduate students whilst in Spain it included the Master Degree students as well as social leaders and members of the representatives' Boards, and the future cooperative trainers.

Both countries' **training providers** are universities and educational civil organizations.

The **learning objectives** of both countries are specific for their own target groups as well as their training providers' cooperative field objectives.

Development Methods of the Activities for both countries are individual research projects which were certified accordingly.

Both countries, Italy and Spain have thought out their **learning contents** according to their **learning outcomes** in line with the **time** specified for the target groups' training periods.

The **training methodology** for both countries include tutorial lectures and insights into the practical life experiences shared by the cooperators during the class sessions, seminars, workshops and labs using the **materials** such as lecture notes, books and ppt presentations.

NON-FORMAL LEARNING

Learning occasion concerns particularly the start up, understanding the cooperative culture and its required trainings for the target groups in the fields of legal and social aspects of the cooperatives.

Non-formal learning's **target groups** are all related to the cooperatives as members, board directors and other interested parties.

Training providers are related to the job training agencies, federational cooperations and associations, project offices, university and other educational civil organisations.

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INFORMAL LEARNING

Learning occasion concerns various target groups' cooperative training initiatives.

Informal learning's **target groups** are all related to the cooperatives as members, board directors, potential members, students and other related parties such as local and international communities.

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For the **Development Methods of the Activities** only the Swedish partner has some high school certificates and testimonials. The other partners do not have any certification entries.

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Seven ICA principles are combined with the project's related cooperators' activities for identifying the Non-formal and Informal Learning Occasions are used to gain the necessary skills to construct the Learning Framework.

The table below shows ICA Principles, their Descriptions with their Activity fields together with the Learning Occasions and Target Groups of this Project. The far right column shows the final Skills Gained throughout these analyses.

Principles	Description	Activity	Learning Occasion	Target Group	Skills Gained	
1st Principle: Voluntary and Open Membership	Co-operatives are voluntary organisations, open to all persons able to use their services and willing to accept the responsibilities of membership, without gender, social, racial, political or religious discrimination.	Membership	Non-Formal Learning	<ul style="list-style-type: none"> - Open Seminars - Seminars - Workshops - Plenary Sessions - Study Visits - Groupwork - lecture courses 	<ul style="list-style-type: none"> - Cooperative Members - Cooperation administrative - People interested in cooperatives - New Members 	<ul style="list-style-type: none"> - Knowledge of the cooperative system, culture and values - Knowledge of the meaning of the active membership - Mission agreement and fidelity - Sense of responsibility, equality and solidarity - Social competence skills - Gender awareness
			Informal Learning	Workshops, seminars, visits to different cooperatives, conversations with cooperators	People interested in cooperatives	Basic knowledge about cooperative movement
2nd Principle: Democratic Member Control	Co-operatives are democratic organisations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary co-operatives members have equal voting rights (one member, one vote) and co-operatives at other levels are also organised in a democratic manner.	Governance	Non-formal Learning	<ul style="list-style-type: none"> - Individual consultancy - Active methodologies as the cooperative learning approach 	<ul style="list-style-type: none"> - Cooperators - People interested in the cooperative system 	<ul style="list-style-type: none"> - Aware of personal responsibilities - Knowledge of rights and duties - Stakeholders' rights - Internal and external auditing - Democratic conduct, skills and values
			Informal Learning	Peer-to-peer Learning	Cooperatives member of the board	-Introduce the values, principles and guidelines of the cooperative system
3rd Principle: Member Economic	Members contribute equitably to, and democratically control, the capital of their co-operative. At least part of that capital is usually	Financial Distribution	Non-formal			

Participation	the common property of the co-operative. Members usually receive limited compensation, if any, on capital subscribed as a condition of membership. Members allocate surpluses for any or all of the following purposes: developing their co-operative, possibly by setting up reserves, part of which at least would be indivisible; benefiting members in proportion to their transactions with the co-operative; and supporting other activities approved by the membership.		Informal Learning	Peer-to-peer Learning	Cooperative members of the board	-Learning accounting activities
4th Principle: Autonomy and Independence	Co-operatives are autonomous, self-help organisations controlled by their members. If they enter to agreements with other organisations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their cooperative autonomy.	Management	Non-formal Learning	-specific training methodologies -Groupwork -Lecture Courses	Cooperators member of the board	- Aware of personal responsibilities - Knowledge of rights and duties - Stakeholders' rights - Internal and external auditing
			Informal Learning	- Cooperative Assembly	-Cooperative members	-Knowing the cooperative system and the cooperative
5th 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 cooperatives. They inform the general public - particularly young people and opinion leaders – about the nature and benefits of co-operation.	Training	Non-formal Learning	-Cooperative learning - Outdoor training techniques - Seminars - E-learning. - Study visits	- Cooperative members - Cooperative members in the board, -Managers, - Employees -Young Cooperators	- Learning technical skills - Specific professional skills according to the activities of the cooperatives - Personal development -Gaining skills in cooperative working, negotiation and communication -Knowing the cooperative culture -Differences between cooperative enterprises and non-cooperative enterpris
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6th Principle: Co-operation among Co-operatives	Co-operatives serve their members most effectively and strengthen the co-operative movement by working together through local, national, regional and international structures.	Cooperating within the cooperatives	Non-formal Learning			<ul style="list-style-type: none"> - Knowledge of the cooperative system - Team working - Capacity of finding cooperative solutions - Negotiation skills - Entrepreneurship/spirit of innovation
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7th Principle: Concern for Community	Co-operatives work for the sustainable development of their communities through policies approved by their members.	Having social responsibility	Non-formal Learning	- Seminars on the theme of responsible cooperative membership	-Consumer cooperative members - consumer cooperative administrators	<ul style="list-style-type: none"> - Knowledge of local community and its needs - Knowledge of responsible consumption - Networking - Entrepreneurship/spirit of innovation
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CONCLUSIONS

1. This study explored the existing non-formal and informal learning occasions used in cooperative system in order to produce cooperative behaviors in line with the ICA's seven basic principles.
2. Target groups (cooperators; cooperative administrators; cooperative members; employees; people interested in cooperatives; young cooperators; local communities) of the learning occasions are from the diverse cultural backgrounds and needs.
3. Implementing all the ways of formal, non-formal and informal learning occasions is vital to the cooperative movement. Because, members of cooperatives are diverse in background and in needs. Thus, actively fostering the many ways by which members learn will further hone the learning of knowledge, skills and attitudes as well as encouraging the continuous participation of member volunteers in the management and running of their cooperative.
4. Several ways or sources of learning, which represent a continuum from non-formal (seminars; conferences; workshops; labs; cooperative learning; outdoor training techniques; e-learning; individual consultancy; study visits) and to informal settings (member assembly; peer to peer learning; learning by doing), are identified.
5. Non-formal and Informal Learning occasions are especially provided by the cooperatives.

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