



Centre for the
Study of Co-operatives

The Fifth Co-operative Principle in Action

Mapping the Co-operative Educational Initiatives of Canadian Co-operatives

Erin Hancock and Annabelle Brault

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Creating Knowledge for a Better World

THE FIFTH CO-OPERATIVE PRINCIPLE IN ACTION



CO-OPERATIVE IDENTITY, VALUES AND PRINCIPLES

Definition

A co-operative is an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically-controlled enterprise.

Values

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 for others.

Principles

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

1. 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.

2. Democratic Member Control

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

3. Member Economic Participation

Members contribute equitably to, and democratically control, the capital of their co-operative. At least part of that capital is usually the common property of the co-operative. Members usually receive limited compensation, if any, on capital subscribed as a condition of membership. Members allocate surpluses for any 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.

4. Autonomy and Independence

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

5. 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.

6. Co-operation among Co-operatives

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

7. Concern for Community

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

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MAPPING THE CO-OPERATIVE EDUCATIONAL INITIATIVES OF CANADIAN CO-OPERATIVES

ERIN HANCOCK AND ANNABELLE BRAULT



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Editing, cover, and interior design by Nora Russell
Centre for the Study of Co-operatives

Centre for the Study of Co-operatives
101 Diefenbaker Place
University of Saskatchewan
Saskatoon SK Canada S7N 5B8
Phone: (306) 966-8509
Fax: (306) 966-8517
Email: coop.studies@usask.ca
Website: www.usaskstudies.coop

Co-operatives and Mutuels Canada
275 Bank Street, Suite 400
Ottawa ON Canada K2P 2L6
Phone: (613) 238-6712
Fax: (613) 567-0658
Email: info@canada.coop
Website: www.canada.coop

Measuring the Co-operative Difference Research Network
Website: www.cooperativedifference.coop/about-the-project

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EXECUTIVE SUMMARY

THIS STUDY EXPLORES THE APPLICATION OF THE INTERNATIONAL Co-operative Alliance’s fifth co-operative principle (education, training, and information) within Canadian co-operatives. It asks a number of questions:

- What type of education is offered to the Canadian co-operative business community (all stakeholders from members to board directors)?
- Do co-operatives operating in certain sectors of the economy tend to offer more educational initiatives than co-operatives operating in other sectors?
- Which stakeholder group is most often targeted by these initiatives?
- How is information delivered?

The researchers summarized the results of data collection and identified trends according to factors such as type of co-op, economic sector, target audience, topic addressed, educational materials and tools used, delivery methods, and others. In total, they identified and analyzed fifty-five groups (co-operative associations and federations, individual co-ops, and other organizations) and 180 educational initiatives.

The study explores educational initiatives undertaken by co-operatives to educate stakeholder groups (staff, board, members) and, more broadly, the general public. It also looks at external parties that offer educational initiatives specifically targeted at co-operatives. The project does not extensively explore university-based programs, partly because another study undertaken at the same time researched those initiatives separately.¹

¹ The Miner and Guillotte study entitled “Study on the Relevance and Impact of Co-operative Business Education” is available at <http://www.smu.ca/academics/sobey/cme-summit-study.html>.

Associations and federations were the largest single group offering educational initiatives (38 percent), which demonstrates the importance of second- and third-tier co-operatives in stewarding the fifth principle of co-operation. Seminars and workshops were the most commonly employed delivery method for stakeholders within the co-operative economy.

Managers/executive directors were the most common target audience and 65 percent of the topics that address this group were co-op issues from a co-op lens. Board directors were the second most commonly targeted audience and 73 percent of the topics were co-op related as opposed to sector or non-co-op topics. These findings illustrate a commitment to educating co-operative leaders using a co-op-centred framework rather than a conventional business approach. This is a positive finding in light of concerns among co-op advocates that the lack of a co-op framework in board training is leading to mission drift.

This study provides a general picture of known educational initiatives offered to co-operative sector constituents in Canada. However, it does not analyze the effectiveness of either the initiatives or the media used to deliver them, or whether the most important educational needs are being met through the existing programming. The study provides a basis for future dialogue and analysis among Canadian co-operatives as to whether or not the sector is being sufficiently educated in the most efficient and effective ways. Since the study reveals the large role that co-operative associations and federations play in educating the nation's primary co-operative stakeholders, these second- and third-tier organizations may well be poised to initiate these discussions.

ACKNOWLEDGEMENTS

THIS PROJECT IS PART OF THE MEASURING THE CO-OPERATIVE Difference Research Network, a Community-University Research Alliance funded (2010–2015) by the Social Sciences and Humanities Research Council of Canada/Conseil de recherches en sciences humaines. The lead research partner was initially the Canadian Co-operative Association and later, Co-operatives and Mutuels Canada. The authors would like to acknowledge the contribution of the provincial associations comprising the Canadian Co-operative Association’s Council of Regional Executives for providing help during the initial study phase. Thanks are also due to Véronique Gagnon, who was the research assistant during the initial phases of the study. Earlier versions of the paper were presented at the Canadian Association for Studies in Co-operation annual conferences in 2012 and 2013, as well as at the Association for Cooperative Educators Institute in 2013; feedback during these events helped to inform the research. The following individuals who offered comments and suggestions have made significant contributions to improving the paper: Fiona Duguid, Quintin Fox, Karen Miner, Katherine Kitching, and Jorge Sousa. Finally, we would like to thank several US-based partners: Christina Clamp of Southern New Hampshire University; Sarah Pike of the Association of Cooperative Educators; Kim Garmany of College Houses in Austin, TX; and Tom Decker of the National Cooperative Business Association. Although this paper addresses only Canadian initiatives, many of our US partners are engaged in similar research and were most helpful in informing the methodology and scope of our project.

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INTRODUCTION AND BACKGROUND

THIS STUDY EXPLORES THE APPLICATION OF THE INTERNATIONAL Co-operative Alliance’s fifth co-operative principle (education, training, and information) within co-operatives across Canada. The International Co-operative Alliance (ICA), the organization that unites co-operatives across all economic sectors worldwide, defines the principle as follows:

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.²

The study was initiated by the Canadian Co-operative Association (CCA) as part of the Measuring the Co-operative Difference Research Network (MCDRN), and was then taken over by Co-operatives and Mutuels Canada (CMC), the new co-op apex organization established in 2014. The project identifies educational initiatives designed for co-operative stakeholders, including, but not limited to, members, staff, managers, directors, and delegates. In total, we looked at fifty-five groups (including co-operative associations and federations, primary co-operatives,³ and other organizations) and analyzed 180 educational initiatives, which were developed either by the co-operatives themselves or by other groups such as

² See <http://ica.coop/en/whats-co-op/co-operative-identity-values-principles>.

³ A primary co-operative is a co-operative whose members are individuals (as opposed to second- or third-tier co-operatives, in which members are co-operative businesses or organizations).

consultants, but all specifically targeted at co-operative stakeholders. The study asks a number of questions:

- What type of education is offered to the various stakeholders within the Canadian co-operative community?
- Do co-operatives operating in certain sectors of the economy tend to offer more educational initiatives than others?
- Which stakeholder group is most often targeted by these initiatives?
- How is information delivered?

The report summarizes the results of data collection and identifies trends according to factors such as type of co-op, economic sector, target audience, topic addressed, educational materials and tools used, delivery systems, and more.

The Importance of Co-operative Education

The International Co-operative Alliance offers a comprehensive description of the fifth principle and explains why co-operative education is important.⁴ First, “co-op education played a central role in the growth of the Raiffeisen, Mondragon, and Antigonish movements.⁵ Education was and remains the lifeblood of all co-operatives and a driver of co-operative development” (ICA 2014, 9). Education and community development have been inextricably tied to co-operative development in each of the aforementioned examples.

Second, co-operative education is also a priority for the future. The ICA’s “Guidance Notes — Interpretation Aids for the Co-operative Principles” assert that “member education needs to be an important focus for co-operatives, and means more than simply informing co-operative members about the business and encouraging trading loyalty, albeit it must do those things as well. It must also provide avenues for members to learn about co-operative identity and values and the global co-operative family of which their co-operative is part”

4 This section pertains to the “Guidance Notes” on the fifth principle under the auspices of the ICA’s *Blueprint for a Co-operative Decade*. “5th Principle — Education, Training, & Information” is a section of a draft document prepared by Mervyn Wilson, a member of the ICA’s Principles Committee. For more information, visit <http://ica.coop/en/co-op-decade/call-comments-co-operative-principles-3-5-and-7>. For the “Guidance Notes,” go to <http://ica.coop/sites/default/files/attachments/DRAFT%20Guidance%20Notes%20P3%2C%20P5%2C%20P7%20English%202014-04-14.pdf>.

5 Three historic hubs for co-operative development in Germany, Spain, and the east coast of Canada, respectively.

(ICA 2014, 9). Further, educational initiatives should also help members understand the rights and responsibilities of membership (including democratic rights). If co-ops demonstrate a commitment to this broad-based educational approach, their initiatives will lead to more active citizens and better and more committed co-operators (ICA 2014, 9).

Third, the provision of education for elected representatives in co-operatives is often linked to more effective governance outcomes (ICA 2014, 10). Comprehensive education and training for elected representatives will ensure the highest standards of governance and decision making. Fourth, for managers and staff, the guide notes that “co-operative colleges have played an important role in helping managers with appropriate co-operative skills” (ICA 2014, 10). Canada is cited for the excellence of its Masters in Co-operative and Credit Union Management (see Appendix 1 for a list of formal education programs and co-op–related academic activities across Canada).

Fifth, education can play a role in providing guidance to co-operatives desiring to get involved in public policy advocacy. Through effective advocacy and lobbying efforts, co-operatives and leaders within the movement can make themselves more visible to government. This may influence policy and programs that will create positive change for co-operatives and their broader communities (Hancock 2009). These dialogues with policy makers are a reminder of how co-operatives can serve as tools for community development. According to the United States Department of Agriculture, “Co-operatives that develop long-term public policy programs to complement their long-term business plan have the greatest chance of achieving their overall objectives” (USDA 1993). In fact, “the policies anticipate problems and opportunities, and guide cooperative leaders in attempting to influence policy decisions” (USDA 1993). Recognizing the importance of effective approaches, many second- and third-tier co-ops have produced training materials to help directors and senior staff improve their lobbying skills. The Ontario Co-operative Association, for example, has developed a series of toolkits that educate co-operators about lobbying their local, provincial, and federal government representatives as well as civil servants (Hancock 2009). This could be seen as a double-tier education strategy in which co-operative leaders are taught how to teach policy makers and civil servants about co-operatives and their role in the economy.

Sixth, co-operative education is critical for youth, who are important stakeholders as current members and leaders and also for the future of the movement. Many jurisdictions have accomplished this through incorporating co-operatives into the curriculum of the formal education system. Another approach is the development of co-operative schools in places such

as Spain and Portugal; in response to legislative change, co-op schools have also grown rapidly in the UK as multistakeholder co-operatives with parents, staff, students, and the local community as members. Student-run co-operatives have become quite common in North America and Asia and provide a range of services such as housing, bookshops, and recreation.

Finally, the guide identifies heritage as one of the important components of co-operative education. “The stories of how co-operators faced up to serious challenges and overcame them are one of the greatest educational resources available” (ICA 2014, 12). These stories, which often illustrate how co-operatives have alleviated poverty and helped to improve the lives of workers in every part of the planet for generations, represent a crucial part of co-operative education, culture, and history.⁶

Theories of Education

While there is little consensus on what co-op education should look like because of the various audiences, goals, and pedagogies applied, commonalities and trends emerge across educational initiatives. The following subsections include a brief review of some philosophies and principles relevant to co-operative education.

Education can take many forms. Whether it is students in a school listening to a lecture, a person at the hardware store getting advice from a flooring specialist, or someone viewing a YouTube tutorial on how to start up a co-op, people engage in education in various ways. Researchers over the years have proposed many theories about how learning occurs, but have never reached a clear consensus. For the purposes of this study, we will refer to the categorizations outlined by Mark Smith in his article “What is nonformal education?” (2001), which have been well studied and have maintained relevance over many years.

Smith refers to three categories of basic learning: formal, informal, and nonformal. Formal education is identified as a “hierarchically structured, chronologically graded ‘education system,’ running from primary school through the university and including, in addition to general academic studies, a variety of specialized programmes and institutions for full-time technical and professional training” (Coombs et al., cited in Smith 2001). Although

⁶ See Appendix 2 for the core principles proposed by the ICA for co-operative education.

there are a number of co-operative business education programs offered in Canada, mainly through colleges and universities (including the co-operative master's program mentioned in the previous section), this paper will not address these initiatives since other researchers have recently completed studies that address that topic.⁷

Informal education refers to “the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment — from family and neighbours, from work and play, from the market place, the library and the mass media” (Coombs et al., cited in Smith 2001). In their book *Volunteer Work, Informal Learning and Social Action*, Duguid et al. (2013) explain that “informal learning has been under-theorized and under-researched, largely because it is more difficult to uncover and analyze than formal or nonformal educational activities that have a set curriculum and objectives whose attainment can be identified and evaluated” (25). For this reason, informal education will not be discussed in this paper.

Finally, nonformal education is described as “any organized educational activity outside the established formal system — whether operating separately or as an important feature of some broader activity — that is intended to serve identifiable learning clientele and learning objectives” (Coombs et al., cited in Smith 2001). Although formal education is vital for the co-operative sector, this paper emphasizes the importance and prevalence of nonformal co-op education initiatives. While formal education may allow for better training, especially in governance and management, nonformal initiatives can reach a much wider audience and more flexibly address a multitude of topics.

Empowering Co-operators through Adult Education

In her paper titled *Adult Educators in Co-operative Development: Agents of Change*, Stefanson (2002) suggests that “adult educators contribute to the development of co-operative movements by encouraging a change in attitude, and a change of perspective.” Reviewing the work of Paulo Freire, Alan Rogers, Moses Coady, and others,⁸ Stefanson highlights the key role that adult educators can play in helping groups overcome compla-

⁷ An international research project entitled *The Relevance and Impact of Co-operative Business Education* was undertaken in 2013–14, led by Canadian researchers from Saint Mary's University's Sobey School of Business and the Université de Sherbrooke's Research and Education Institute for Co-operative and Mutuals (IRECUS). See <http://www.smu.ca/academics/sobey/cme-summit-study.html>.

gency and a “victim attitude” in order to foster the sense of empowerment that is a precursor to making social change (73–74). Stefanson emphasizes that education for co-operation should create self-directed learners, empower individuals, and promote leadership (72).

Empowering individuals to take learning into their own hands was a hallmark of early co-operative development in Canada, most notably within the Antigonish Movement in eastern Canada, where marginalized individuals were encouraged to form “study clubs.” Through self-directed group learning, participants taught themselves about their social situation and how they could improve it (MacPherson 2007, 47). Today, co-operatives that take an emancipatory approach to education⁹ can help their members grow personally and also increase their ability and competence to participate in the organization, whatever their role may be (member, employee, board member, etc.). Approaches used to empower co-operators through education include group learning, community capacity building, individual capacity building, and discussion forums, along with education in economic, social, and political issues and practical training in literacy and life skills (Stefanson 2002, 74).

METHODOLOGY

IN 2012–2013, THE COUNCIL OF REGIONAL EXECUTIVES, A GROUP of representatives from provincial co-operative associations, gathered for meetings hosted by the Canadian Co-operative Association to discuss, among other things, education for co-operatives. How could they strengthen their role as educational institutions? Better contribute to the development of educational resources for co-operative? Engage more effectively with their member co-operatives? Lifelong learning was a recurrent

8 Freire, Rogers, and Coady are adult educators who have shown, through their practice, the key role of adult education in community development. For more information on their work, see Brenda Stefanson, *Adult Educators in Co-operative Development: Agents of Change* (Saskatoon: Centre for the Study of Co-operatives, University of Saskatchewan, 2002).

9 Emancipatory education is a concept that has been used in the field of adult education for some time. Jane Thompson of the National Institute of Adult Continuing Education in the UK explains: “The radical tradition in adult learning is concerned with how learning, knowledge and education can be used to assist individuals and groups to overcome educational disadvantage, combat social exclusion and discrimination, and challenge economic and political inequalities — with a view to securing their own emancipation and promoting progressive social change.” See https://www.niace.org.uk/sites/default/files/11_Emanicipatory_Learning.pdf_learning.pdf.

theme, with the associations expressing interest in how they could serve as hubs for encouraging the development of lifelong learning programs among their members. The education of young people and how to effectively engage them in co-op governance was another common topic. These discussions were part of the driving force behind this study. The co-op associations needed to better understand the scope of existing educational programming within the co-op community in order to determine how they could best support and strengthen it.

The study consisted of a cross-Canada mapping process to get some sense of the number and nature of nonformal educational initiatives targeting co-operative stakeholders. First, we identified the educational initiatives of the fifty largest non-financial co-operatives in Canada (Industry Canada 2009) by reviewing their websites and/or annual reports. Then we contacted co-operative associations and federations throughout Canada to enquire about their own educational work, as well as their knowledge of co-ops in their networks that offered or engaged in educational initiatives. Finally, we sent out a request through a number of co-op e-newsletters to draw out information about educational initiatives in smaller co-operatives, hoping at the same time to discover other programs that may not have been highlighted on the websites already reviewed. We did not limit the study to a specific co-operative sector or educational topic. In some cases, we contacted organizations by phone or e-mail to collect additional information. Altogether, we identified 180 initiatives from a total of fifty-five institutions. We were primarily interested in ongoing, well-established initiatives rather than one-off events.

This study defines an educational initiative as an offering, activity, or group of activities that an organization self-identifies as a discreet offering towards an educational end. Determining how to count groups of activities that might actually be part of one initiative was based mainly on whether the organization under study grouped them together under one banner. Further, we identified 180 items as discreet educational initiatives because the offering organizations spoke about them as such in correspondence, reports, or websites. The number for both “delivery methods” as well as “educational materials and tools used” exceeds 180 because many initiatives had multiple components. This is a limitation to the study since some organizations might define a group of activities as one initiative, whereas others might take a similar group of activities and define them as three. So in some cases, one initiative involving hours of workshops and another involving a mere distribution of reading materials may be counted as having the same value. Counting these activities is thus

significantly influenced by the organizations themselves, which is not always consistent with the means defined by this study.

We collected key information and classified it within the following categories:

- name of initiative
- name of the party offering the initiative
- name and address of the co-op targeted by the initiative
- economic sector of the co-operative offering the initiative
- type of co-op targeted by the initiative (by ownership structure)
- economic sector (area of business) of the co-op targeted by the initiative (where defined)
- target audience(s) (members, staff, board of directors, public, etc.)
- technical topic(s) addressed (topics related to the specific industry where the co-op operates)
- co-op topic(s) addressed (topics related to the co-operative form of organization, its identity, its unique business features, etc.)
- type of educational materials and tools used
- method(s) used to deliver the initiative

For each category, we created a fixed list of options to help the researchers classify the data they collected. For example, the options for target audience include members, board of directors, staff, and several others. We determined the options for each category after the data was collected, by looking at the most commonly reported information.

It is important to note that in the target audience category, we make special note of initiatives aimed at youth, since the inclusion of youth as a distinct audience in the list of options is double counted (i.e., youth could be members or part of the wider public).

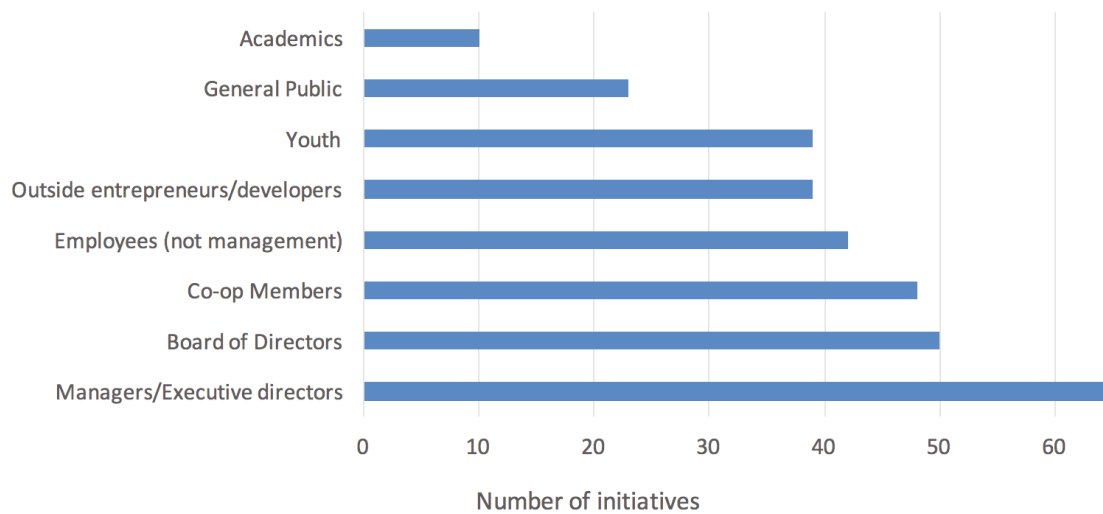
Initially, we also investigated a number of other topics not included in the list above, including the history of the initiatives, innovations, program descriptions, cost, and specific developer(s) of the initiatives. We eventually discarded these subjects because of the lack of consistent information available using the selected collection methods. In addition, because of the interest expressed by the provincial associations in lifelong learning, we attempted to analyze the findings through a lifelong learning lens. Unfortunately, a lack of information about the age of the target participants made it difficult to identify the strengths and weaknesses of educational initiatives from a lifelong learning perspective.

There are other limitations to the study. First, it does not provide an exhaustive picture of co-op education in Canada, but rather illustrates some general trends in education and training in the co-operative economy. Some of the providers of educational initiatives did not have websites, or had only minimal or out-of-date content, which made it difficult to collect comprehensive information. One topic in particular that seems to have been under-reported during the data collection phase is human resource (HR) development (i.e., education or professional development provided to staff, managers, and executive directors to improve their organizational skills and knowledge). This may be due to the fact that HR development is often managed internally and not typically advertised publicly. A second limitation is that we did not use formal recording tools to code or categorize the findings during the data collection phase. We took this approach because this was an exploratory study and the breadth of possible results was not understood until the study was underway.

RESULTS

THIS SECTION PRESENTS FINDINGS IN THE FOLLOWING ORDER: TARGET audience, geographic location, co-op type and economic sectors offering and/or targeted by the initiatives, topics addressed, materials and tools used, and methods of delivery. It also presents results comparing multiple variables.

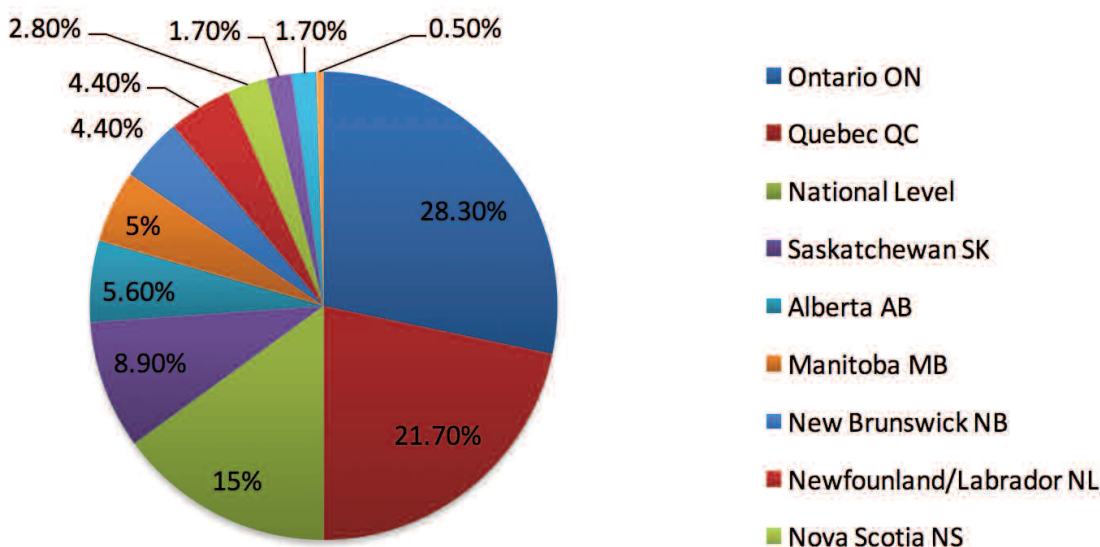
Figure 1: Target audiences



The audience targeted most often is “managers/executive directors,” followed by the “board of directors” and “co-op members.” “Academics” and the “general public” are targeted least often. Note that the total number of target audiences for the 180 identified initiatives is 316 because 50 initiatives target two or more audiences.

Youth are listed as a separate audience since this is a group that many co-operatives are interested in targeting. In some cases, youth are counted in another category as well (double counted). For example, in the case of the IMPACT! Youth Program for Sustainability Leadership organized by The Co-operators, public youth are the target audience (not youth who are members of co-ops or on the board of directors), so this initiative would be double counted under “youth” and “general public.” And an initiative such as a youth governance forum targeting young members of co-op boards would be counted under both “board of directors” and “youth.” The youth category is defined by the organizations themselves, not as a specific age category imposed during this research.

Figure 2: Educational initiatives per province



Of the initiatives that we analyzed, the highest number were offered by organizations in Ontario, followed by Quebec. National-level initiatives, at 15 percent, comprised the next highest number. These include initiatives offered by associations and federations at the

national level (e.g., the webinar series offered by Co-operatives and Mutuals Canada through the Measuring the Co-operative Difference Research Network).

Table 1: Type of organization offering the initiative (ownership structure)

| Type of co-op | % of total initiatives offered | % of type of co-op to total co-ops in Canada |
|------------------------------|--------------------------------|--|
| Associations and federations | 38% | 1% |
| Consumer | 38% | 66% |
| Producer | 9% | 19% |
| Other | 8% | N/A |
| Worker | 6% | 8% |
| Multistakeholder | 1% | 6% |
| Total | 100% | 100% |

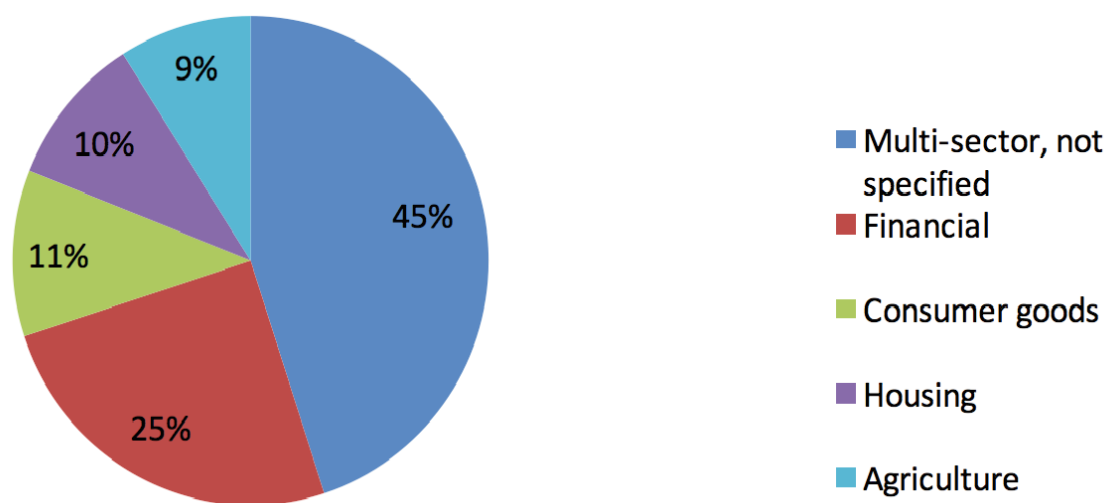
“Consumer co-ops” and “associations and federations” offer the most educational initiatives, while “multistakeholder” co-ops offer the least. The “other” category (which includes government and consulting groups) and “producer co-ops” offer a similar number of initiatives. Looking at the type of co-operative compared to the total number of co-ops in Canada (numbers are 2009 data from Industry Canada, released in 2013), we see that associations and federations as well as consumer co-ops offer a disproportionately large number of educational initiatives.

Table 2: Type of co-op targeted by the initiative

| Type of Co-op | # of initiatives | % |
|-------------------------------|------------------|-------------|
| Multiple types, not specified | 82 | 45% |
| Consumer | 68 | 38% |
| Producer | 18 | 10% |
| Worker | 11 | 6% |
| Multistakeholder | 1 | 1% |
| Total | 180 | 100% |

The results for the type of co-op targeted are similar to those of the co-op type offering the initiatives, since many institutions created initiatives in-house in order to meet their own educational needs. The majority of initiatives target “multiple types, not specified.” These findings are in line with the results of the types of organizations *offering* the initiatives (i.e., associations and federations).

Figure 3: Economic sector targeted by the initiative

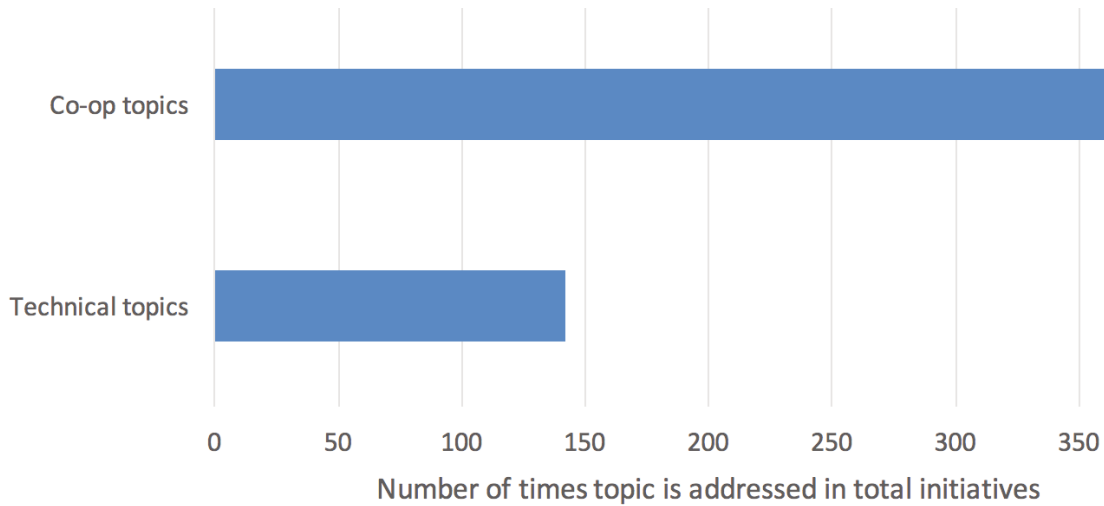


The largest segment (45 percent) is not sector specific, which coincides with the high rate of initiatives offered by associations and federations that cross economic sector solitudes. The financial sector offers the most sector-specific educational initiatives, followed by co-operatives in the business of providing consumer goods. It is worth noting, however, that our sample size was relatively small. We contacted only a few organizations representing each of these sectors, so the results do not necessarily indicate that these sectors are less likely to offer such initiatives. The following economic sectors were not represented in our sample: energy, forestry, health, knowledge, and social.

Most initiatives identified in this study addressed more than one topic. Figure 4 shows the total number of co-op (363) and technical (142) topics addressed by the 180 initiatives. We defined co-op topics as those that either teach direct content about the co-operative way of doing business or focus on educating through a co-op-centered framework rather than

from a corporate business perspective. Technical topics pertain to an aspect of the economic sector in which the co-op operates, or to business operations in general. Co-op topics are addressed significantly more often than technical topics, which are often used to put co-op topics into context.

Figure 4: Frequency of topics



The technical topic most often addressed in our study is “sector knowledge” (e.g., a program to teach board members of a dairy co-op about the latest developments in milk-processing technology), followed by “management and leadership.”

Figure 5: Technical topics addressed

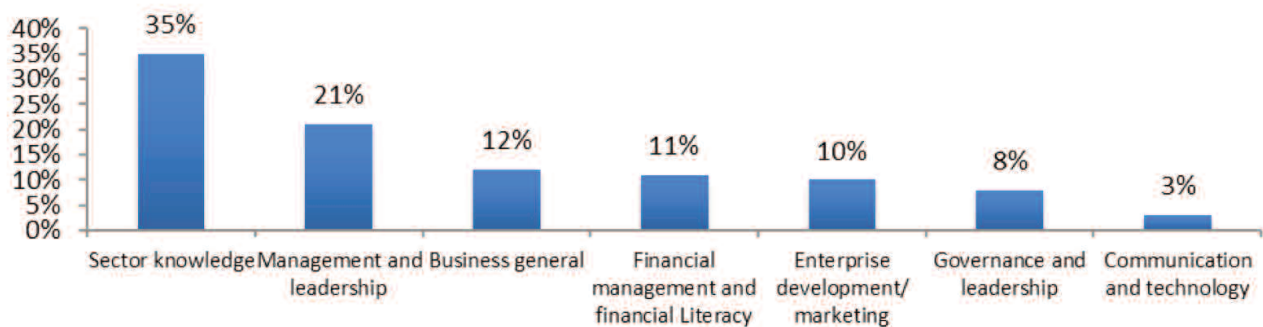
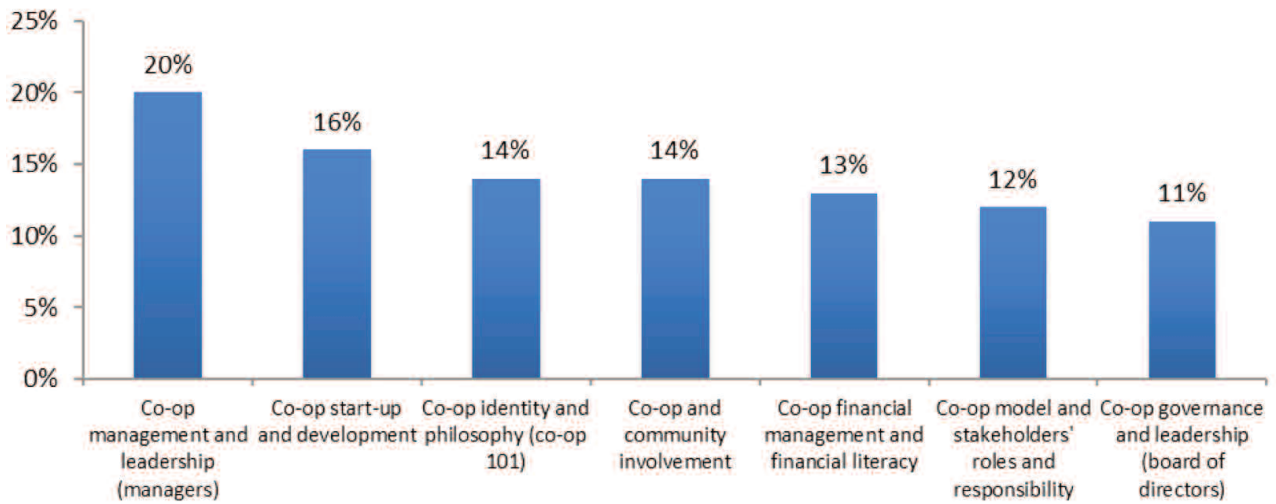
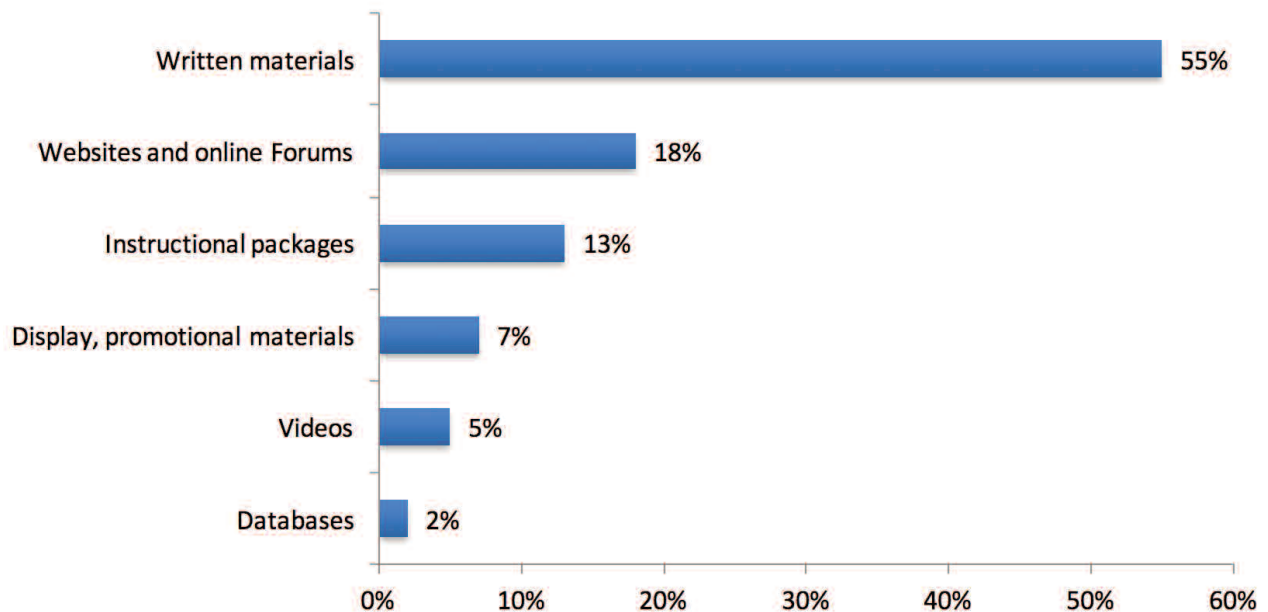


Figure 6: Co-op topics addressed



“Co-op management and leadership” is the co-op topic most often addressed, followed closely by “co-op start-up and development.” There are no significant differences among the other co-op topics addressed.

Figure 7: Type of educational materials and tools used in the initiatives



Instructors used written materials the majority of the time within the initiatives we studied. Websites and online forums were also used to some extent and will be discussed in more detail below. Videos and databases were the least-used educational tools.

Table 3: Method(s) used to deliver each initiative

| Delivery system | # of times used | % |
|--------------------------|-----------------|-------------|
| Seminars/workshops | 103 | 49% |
| Self-instruction | 48 | 23% |
| Conferences/symposia | 17 | 8% |
| Webinars/teleconferences | 17 | 8% |
| Others | 17 | 9% |
| Retreats/camps | 7 | 3% |
| Total | 209 | 100% |

The majority of the initiatives we studied were delivered using seminars or workshops, with the next most common method being self-instruction. It is important to note that some initiatives employed multiple methods to deliver the educational content, which is why the total number of delivery methods (209) exceeds the total number of initiatives (180).

Relationships among Multiple Variables

Appendix 4 contains three tables that show the relationships among the variables listed here. The results illustrated in the tables are discussed below.

1. Economic sectors targeted in relation to technical topics and co-op topics
2. Targeted audiences in relation to technical and co-op topics
3. Delivery methods used in relation to technical topics and co-op topics

Economic Sectors Targeted in Relation to Technical and Co-op Topics

We analyzed our findings to see if some sectors were more likely to focus on technical versus co-op topics, and, within both categories, which topics were most likely to be addressed. We have highlighted some of the areas where we noted clear tendencies.

In the agriculture sector, we found that the majority of the initiatives involving technical topics addressed “sector knowledge” (38 percent) and “enterprise development/marketing” (31 percent). Co-op topics are more commonly addressed than technical topics overall (59 as opposed to 41 percent), with “co-op management and leadership” being the most common (30 percent).

In the consumer goods sector, 38 percent of the initiatives involving technical issues focus on “management and leadership.” This is the only sector that addressed more technical topics overall (57 as opposed to 43 percent).

In the financial sector, the most commonly addressed technical matters are “management and leadership” and “sector knowledge” (both 26 percent). The most commonly addressed co-op topic, at 24 percent, is “co-op management and leadership.” Overall, co-op issues outnumber technical matters by 55 to 45 percent.

In the housing sector, a significant majority (74 percent) of the initiatives involving technical issues focus on “sector knowledge,” while the most common co-op topic is “co-op management and leadership” (42 percent). This sector represents the highest number of initiatives targeting “co-op and community involvement,” although at 17 percent, it is quite low. Again, co-op matters outweigh technical issues by 56 to 44 percent.

In the multisector, not otherwise specified category, 88 percent of the topics addressed are co-op-related. There are no co-op or technical topics that stand out as being more significant than any other. Only “sector knowledge,” at 27 percent, is even above 20 percent.

Targeted Audiences in Relation to Technical and Co-op Topics

When initiatives target co-op members, they are much more likely to be co-op focused (72 percent) than technical. Of the technical topics addressed, the most common (46 percent) is sector knowledge.

Co-op topics are also in the majority (65 percent) for initiatives targeting managers and executive directors. Of the technical matters addressed, the most common are “sector knowledge” (35 percent) and “management and leadership” (31 percent), while “co-op management and leadership,” at 34 percent, is the most common co-op subject.

For co-op employees (excluding management), co-op topics were once again addressed with greater frequency (66 percent). “Sector knowledge” (32 percent) is the most common

technical area, with “co-op management and leadership” (26 percent) being most frequently addressed on the co-op side.

Boards of directors are also much more likely to be targeted with initiatives addressing co-op topics (73 percent). The most common technical issue among boards is “sector knowledge” (36 percent) while the most common co-op subject is “co-op governance and leadership” (32 percent).

Among outside entrepreneurs and developers, an even more significant number of initiatives are co-op focused (82 percent). “Enterprise development/marketing” and “sector knowledge” are the most frequently addressed technical topics, at 24 percent each, with “co-op start-up and development” the most common on the co-op side.

For educational initiatives targeting the general public, a highly significant 89 percent are co-op focused. “Financial management and financial literacy” (30 percent) is the most common technical topic, while the co-op subjects range from 6 to 19 percent.

Looking at youth as a separate audience (drawn from the general public, member, employee, and other categories), co-op topics are once again much more commonly addressed (83 percent). The most common technical matters are “financial management and financial literacy” (27 percent), and “business, general” and “management and leadership” (each at 23 percent). The top co-op topic, at 23 percent, is “co-op identity and philosophy (co-ops 101).” The discussion section explores these results in more detail.

Academics are the audience least often targeted by nonformal educational initiatives, and the overwhelming majority of these are co-op focused (95 percent). The sample size was small, with only ten programs targeting this audience.

Delivery Methods in Relation to Technical and Co-op Topics

As mentioned earlier, seminars/workshops are the delivery methods used most often for the initiatives we studied. Topics covered in the seminars/workshops are most commonly co-op-related (70 percent). The most popular technical topic is “sector knowledge” (38 percent); its co-op equivalent is “co-op management and leadership” (21 percent).

Conferences/symposia are also concerned mainly with co-op topics (77 percent). The most common technical area is “sector knowledge” (25 percent), while the top co-op topic is “co-op management and leadership” (24 percent).

Almost all (92 percent) of the topics addressed through retreats/camps are co-op specific. This delivery method deals with only two technical issues — “management and leadership” and “sector knowledge” — while the most common co-op topic is “co-op community involvement” (26 percent). Note that this delivery method is used only seven times in our sample.

The majority of issues addressed through self-instruction (online or paper-based) are co-op based (70 percent). The most common technical topic, at 38 percent, is “sector knowledge,” while co-op topics range fairly evenly from 9–19 percent.

Webinars/teleconferences also deal with a significant number (87 percent) of co-op topics. The most common technical matter, at 57 percent, is “sector knowledge,” while the most common co-op subject, at 23 percent, is “co-op start-up and development.”

The others category of delivery methods include internships, mentoring, online games, among others. As with other categories, co-op topics are most frequently addressed (65 percent). The most common technical issues are “business, general” and “management and leadership” (each at 29 percent), while the corresponding co-op area is “co-op financial management and financial literacy” (65 percent).

DISCUSSION

WE CAN IDENTIFY AND EXPLAIN INTERESTING TRENDS IN THE data collected using current knowledge about nonformal educational initiatives in co-operatives. The following section is organized into the following subsections: educational initiatives per province; type of co-operative; economic sectors; target audience; delivery method and type of education materials and tools; limitations of the study; lifelong learning; and future research ideas.

Educational Initiatives per Province

This study recorded the highest number of educational initiatives in Ontario (28.3 percent), followed by Quebec (21.7 percent). National-level initiatives (including those by associations and federations) were the next highest, at 15 percent. We compared the num-

ber of initiatives per province to the number of co-operatives per province (Industry Canada 2009). Overall, we observed a link between the total number of co-operatives in each province and the number of initiatives offered (see Appendix 5). Ontario is the only province overrepresented in our sample; we recorded 28 percent of the educational initiatives there, although Ontario has only 20 percent of incorporated Canadian co-ops. On the other hand, Quebec is significantly underrepresented; 36 percent of Canada's co-ops are located in Quebec, although we recorded only 22 percent of the educational initiatives there.

There may have been a data-collecting bias at play. The researchers were more familiar with initiatives in Ontario, partly because this is where they were located while conducting this study. The difficulty in identifying certain initiatives may also be related to problems accessing information online. Future research initiatives should ensure a statistically representative sample from each province, which would increase the potential to generalize the research findings.

Type of Co-operative

Associations and federations and consumer co-ops are the types of organizations offering the most educational initiatives in our sample. It is important to mention that the associations and federations category is not a type of co-op *per se*; their members are co-operatives rather than individual people. Associations and federations account for a large proportion of the groups offering the educational initiatives captured by our study (38 percent of the total). This is not surprising, given that federations often have a more global mandate and strive to spread knowledge to their stakeholders, whereas primary co-ops tend to focus on more sector-specific activities. These findings suggest that federated structures and associations serve as hubs for educational resources. This can be helpful for all co-ops, but especially for smaller co-ops that do not have the capacity to design and deliver their own educational programming. The Discover the Co-operative Difference online tool created by the Canadian Co-operative Association is an example of a resource developed by an association for the use of all co-operatives. It is a free, online educational platform accessible to any co-op member, staff, or board member (www.thecoopdifference.coop).

Consumer co-operatives also offer a significant proportion of the educational initiatives we recorded, but as the Industry Canada data in Appendix 6 shows, there are many more consumer co-operatives in Canada relative to the other types. Comparing the number of

each type of co-operative offering initiatives to the total number of that type in Canada, we see that, in fact, about 1 percent of primary co-operatives are offering educational initiatives. So the lower number of educational initiatives offered by multistakeholder co-ops can be explained by the fact that there are very few co-ops of that type in Canada (Industry Canada 2009). In addition, many of the multistakeholder co-ops are newer and may not have educational initiatives in place yet and/or well-established websites that describe the educational initiatives they do undertake.

Economic Sectors

As mentioned earlier, a number of economic sectors are underrepresented in this study. No educational initiatives were recorded for the following sectors: energy, forestry, health, knowledge, and social. That being said, many initiatives target a multisectoral audience and co-ops from the above sectors may be taking advantage of these programs without being captured. Many educational initiatives, such as those designed to teach core co-op business knowledge, are designed to be used across sectors. This is particularly the case with the programs offered by associations and federations. An example is the Alberta Community and Co-operative Association's Co-op Basics 101, a workshop that offers information about co-op businesses and explains how to distinguish them from other business forms. It outlines the basic roles of delegates and directors and also clarifies co-operative principles and the co-operative advantage.

The topics addressed in the financial sector are consistent with the type of knowledge that would be required by regulators: 26 percent of the initiatives involving technical topics discuss "management and leadership"; another 26 percent address "sector knowledge"; and 24 percent focus on "co-op management and leadership." There is no doubt that financial co-ops must play a leadership role in education at all stakeholder levels. Some examples are presented later in the target audience section.

In the agriculture sector, the majority of the initiatives involving technical topics address "sector knowledge" and "enterprise development/marketing." "Management and leadership" is also a frequent topic. The hybrid educational initiative offered by La Coop Fédérée's Académie La Coop illustrates this finding. Académie La Coop offers a multi-level program designed to maintain a high level of competency within its board of directors. Many of the courses also touch on management-related topics, and some can be taken by management

staff as well. The program encourages participants to try new methods to overcome challenges, to network and exchange ideas with other managers and directors, to explore the nature of the co-operative difference, and to become better citizens overall. Examples of course titles include *leadership coopératif* (co-operative leadership), *évaluation de la direction générale* (evaluation of the executive director/s), *réunion efficace pour les élus* (effective meetings for elected members), and *consolidation de l'équipe de dirigeants* (strengthening of the management team). There is also a program available specifically for executive directors, though it is not offered every year.

Target Audiences

As mentioned above, the most frequently targeted audience is “managers/executive directors.” This is consistent with the finding that “co-op management and leadership” is the topic most often addressed in educational initiatives. Also as noted, we found that the most common technical topics addressed with this audience are “sector knowledge” and “management and leadership.” The key goals of co-op education for this group are clearly to improve managerial skills and to achieve an overall mastery of one’s sector. But are nonformal education initiatives the best way to achieve this objective? A more formal approach, such as a certificate in co-op management, might have better results. A recent research project on the relevance and impact of co-operative business education asks this very question (see footnote 7). The study found that more than 80 percent of sector partners surveyed said that co-operative business education (CBE) significantly or moderately improved the performance of their organization (p. 28). Of those surveyed, 78 percent would recommend CBE over traditional MBA programs, feeling that CBE addresses a lack of co-operative knowledge and can improve organizational effectiveness (p. 31). In addition, 95 percent of graduates surveyed would recommend these programs to colleagues and others. Given these findings, it may be useful for associations and federations to encourage co-op managers and directors to participate in these types of programs, acknowledging that many co-ops already serve as supporters/partners of the CBE programs and recognize the value to their institutions as well as to the broader co-operative economy. Offering bursaries and/or scholarships may encourage further involvement.

Some educational initiatives that target management are delivered via conferences. The Tools to Measure Co-operative Impact and Performance Conference¹⁰ highlighted gathering

and reporting data on co-operatives. It addressed five key themes: statistics and data collection; putting co-operative principles into practice; community impact; member and stakeholder engagement; and reporting practices. The conference resulted in both a summary paper¹¹ and a book.¹² Although this was a special, possibly one-time, event, organizers and participants stated an intention to continue the exchange and learning through webinars, publications, and future gatherings.

When addressing the board of directors as an audience, the main technical topic is “sector knowledge,” with the co-op counterpart being “co-op governance and leadership.” Sector knowledge would obviously be a priority since a significant portion of the board’s role is to strategically direct the business and to be informed about all aspects of it. Governance, too, is no surprise, since effective governance is a prerequisite for the success of any enterprise, especially for co-operatives, with their member-ownership structure. As member-owned enterprises, directors are fully accountable to the membership. Co-operatives and Mutuals Canada has created an online hub for governance resources, the primary goal of which is to improve governance capacity by bringing together a wide range of governance-related tools and resources from both within and outside the co-operative sector.¹³

Another example of an initiative focused on the board of directors is one of CUSOURCE’s National Governance Webinar Series — “Mergers: From Deciding to Building a Great Board,” which features four, ninety-minute webinars that explore key factors to review when considering mergers and outline the critical steps in the process to ensure a successful transition.

A final example is Gay Lea Foods and the Canadian Co-operative Association’s Leadership in Governance: By Farmers for Farmers Foundation Program, which took three years

10 Co-organized by Saint Mary’s University’s Centre of Excellence in Accounting and Reporting for Co-operatives and the Measuring the Co-operative Difference Research Network; held in Halifax in May 2014.

11 The conference report by John McNamara entitled “Measuring the Co-operative Difference: Community Impact and Member Engagement towards a Resilient Society” is available at <http://www.smu.ca/webfiles/ToolsConferenceReport-FINAL.pdf>.

12 Leslie Brown, Chiara Carini, Jessica Gordon Nembhard, Lou Hammond Ketilson, Elizabeth Hicks, John McNamara, Sonja Novkovic, Daphne Rixon, and Richard Simmons, *Co-operatives for Sustainable Communities: Tools to Measure Co-operative Impact and Performance* (Saskatoon: Centre for the Study of Co-operatives, and Ottawa: Co-operatives and Mutuals Canada, 2015).

13 With a searchable database organized by topic, the Co-operative Governance Portal (www.governance.coop) allows co-ops to share governance resources they have created, to retrieve resources they need, to find consultants, and to engage in discussions on matters of common interest.

to develop and offers eight modules discussing the roles and responsibilities of delegates, directors, management, and board — communication skills, financial governance, strategic business direction, leadership in governance, and much more.

It is also noteworthy that 73 percent of the topics addressing the board of directors audience are co-op-related, illustrating a commitment to educating co-operative leaders using a co-op framework.

Academics are the group least often addressed through the programs that we identified. As academics may be more inclined to pursue formal rather than nonformal educational initiatives, this finding is not surprising. Research collaborations, which happen frequently between academics and co-operatives, are not necessarily reported on websites and may not be counted as educational initiatives according to the criteria we used in our study. However, because we know these exchanges of information and co-creation of research are happening, it would be interesting to track the more formal, ongoing initiatives and examine how they contribute to education in the sector. National research grants, such as the Measuring the Co-operative Difference Research Network and other Community-University Research Alliances pertaining to the social economy, provide a great opportunity to explore how collaborative research can contribute to co-operative education.

The general public is the second-least targeted group, although information intended for the public might not be reported the same way as other educational initiatives, so it is possible that this form of outreach (e.g., communication initiatives) occurs more than is reported here. Examples not represented in our data but that may nevertheless provide co-op education to the public include press releases, newsletters, notices of meetings, mass poster or flyer distribution, social media, as well as any other type of media advertisements.

It is also worth noting that although we identified policy makers as a potential audience type, we found no initiatives targeting them. We suspect, however, that initiatives targeting the public would sometimes reach policy makers as well.

The study documented very few initiatives targeting young people. One example we found is Desjardins's Young Intern Officer Program, which annually teaches nearly two hundred young people aged thirty-five or under how to manage a *caisse populaire*/co-operative/credit union. Participants learn to read financial statements and study sound governance, risk management, and more. They also have free access to a program on governance know-how that is designed to train the roughly fifty-seven hundred administrators and

supervisory officers elected within the Desjardins Group. This is a great example of how management and governance can be taught to youth and has the potential to prepare and educate the co-op leaders of tomorrow.

Another example is “All 4 Each: A Unit to Inspire a Co-operative Conscience,” developed by the Ontario Co-operative Association. The goal of this program is to engage students in business, civics, and world studies classes about the co-operative principles, the triple-bottom-line approach to business, and the benefits unique to co-operative enterprises. Acclaimed internationally, it reaches many hundreds of Ontario high school students every term and has also been exported to other classrooms across the country.

Although there are a few youth leadership programs offered by primary co-operatives as well as the summer camps run by the provincial associations, there appears to be a gap for young teens as well as those of university age. It is worth mentioning, however, that initiatives that do target youth are often of great quality and long standing. Co-op education for these audiences could be undertaken by the public school system or by university business programs.

The outside entrepreneurs/developers audience was, not surprisingly, most often targeted by initiatives focusing on the technical topics “enterprise development/marketing” and “sector knowledge” and on the co-op topic “co-op start-up and development.” Co-op education may be a good strategy to attract new co-op leaders and to encourage entrepreneurs and developers to learn more about the co-operative business model. Co-op Zone, a network of people and organizations that helps to start, develop, and support co-operative enterprises, offers a variety of training programs online or by teleconference both for knowledge acquisition and for practice working with many different types of co-ops. The group also has an Introduction to Co-op Development course for those who wish to understand the process, but who do not currently work as front line co-op developers.

Delivery System and Type of Educational Materials and Tools

As noted above, written materials are the most common resources used within these initiatives and the majority are delivered through seminars and workshops. The second most common delivery method is self-instruction. Although online resources and training are becoming more popular, the vast majority of educational programming still takes place

face-to-face. Online videos could be a useful tool for co-op education, given the prominence of social media and the reduced cost of online dissemination. It would be interesting to explore the underutilization of online tools in the co-op sector: Is it related to the way people learn? To the skills of those designing the materials? To concerns about copyright and intellectual property? These questions raise possibilities for further exploration.

SUMMARY AND CONCLUSIONS

THIS STUDY HELPS TO ILLUSTRATE THE DIVERSITY AND BREADTH of educational initiatives being undertaken by co-operatives across Canada. Although most target managers and board directors, we found examples of educational initiatives for all key stakeholders. Our results highlight the opportunity to develop more programming for people less often targeted by current initiatives, such as policy makers, the general public, and youth (all potential allies and/or future co-operative members and leaders).

The findings of this study suggest that federations and associations play a primary role in the application of the fifth co-operative principle. Whereas primary co-ops might pitch their value proposition more specifically in terms of their products and services, associations and federations have the potential to offer initiatives covering a wide range of topics and the opportunity to reach a great number of stakeholders.

Although there were limitations to this study, it does provide a starting point for identifying further priorities for education within co-ops. It lays the foundation for a national strategy for co-operatives to work together to establish priorities for education and training. Many co-ops across the country are offering the same types of programs — governance training and co-op basics, for example. This suggests an opportunity to collaborate, to develop a shared resource hub, and to establish more national initiatives to avoid duplication of energy and resources.

This study observed that the vast majority of educational programming is still offered face-to-face, even though it is becoming more common to offer online resources and training. It would be useful to compare the effectiveness of a variety of mediums, looking at the advantages and disadvantages of online, face-to-face, and other delivery methods.

We divided the subject matter we studied into “technical topics” (related to the industry in which the co-op operates) and “co-op topics” (related to the unique features of the co-operative business model). Across target audiences, delivery methods, and (to a lesser extent) sector, co-operative topics were consistently addressed more often than technical topics. So although the co-op movement sees value in educating its stakeholders in the skills specific to their economic sector or industry, the priority is clearly on educating stakeholders in co-operative principles, values, business practices, and related concepts.

Further research could help to identify the gaps between university-based co-operative education programs and the sector’s current offerings, and could generate ideas for collaboration to create new educational initiatives. This would build on the work of Eklou Amendah and Christina Clamp (2014) and that of Karen Miner and Claude-André Guillotte (2014). Delving deeper into formal education, researchers should analyze co-operative theory and content in business schools and textbooks (aimed at the youth audience) and work with campus faculty and administration to address any shortcomings.

The paucity of educational initiatives targeting the public reflects two recent studies that identified a low level of public understanding of co-operatives in Canada (Ipsos Reid 2011 and Abacus 2012, both commissioned by the Canadian Co-operative Association). Increasing co-operative education for this audience would likely lead to an increase in public awareness. Sector leaders need to ensure that public education becomes a significant component of co-op education practices, standards, and investments in line with the fifth co-operative principle, which identifies the public as a key target audience.

In hopes that this study will inspire researchers to delve deeper into mapping and analyzing educational initiatives in Canada’s co-operative economy, we offer the following suggestions for future research:

- Examine the effectiveness of the various tools and delivery methods used in co-operative education. This could help co-operatives decide how to make the most effective investments in their education programs.
- Do a cost-benefit analysis of the major educational programs in Canada, for reasons similar to those above.
- Explore the demographics of target audiences and determine how to reach them most effectively. Research the audiences least often targeted by current initiatives — policy makers and the general public — and determine how best to reach them.
- Evaluate the effectiveness, cost, and number of people who benefited from each

initiative, considering age group and other demographics, to better understand the strengths and weaknesses of the initiatives from a lifelong learning perspective.

- Develop a standardized recording tool in collaboration with associations and federations in order to keep a record of ongoing educational initiatives nationwide.

In conclusion, we hope this study reinforces the importance of the fifth co-operative principle in the development and maintenance of healthy and long-lasting co-operative enterprises. Moving forward, federations and associations can serve a key role in guiding and maintaining a dialogue on nonformal education initiatives, examining whether needs are being met efficiently and effectively, and whether new initiatives should be created to serve sector needs that are currently unmet.

APPENDICES

Appendix 1: Education about Co-operatives in Canadian Colleges and Universities¹⁴

Table 4

| Program | Institution and contact | Type of education | Details | Target student |
|---|--|--------------------------|---|---|
| Master's in Business Administration in Community Economic Development | Cape Breton University Sydney, Nova Scotia http://www.cbu.ca/mba | MBA | 45 credits (15 half courses) and an applied research project (3 credits) under the supervision of two faculty advisors | Managers and staff of co-ops and other community development institutions |
| Master of Management, Co-operatives and Credit Unions | Saint Mary's University Halifax, Nova Scotia http://www.managementstudies.coop | Master's program | 42 credit-hour program designed to be completed in less than 3 years. Mandatory face-to-face orientation week, online courses, a study tour, and 6-credit research project. | Co-operative managers |
| Graduate Diploma in Co-operative Management | Saint Mary's University Halifax, Nova Scotia http://www.managementstudies.coop | Graduate diploma program | 21 credit-hour program designed to be completed in 20 months. Mandatory face-to-face orientation, online courses, and a 3-credit research project. | Co-operative managers |
| Co-operative Management 101: Bilingual Package of Courses | Saint Mary's University Halifax, Nova Scotia, and Université de Sherbrooke, Québec http://www.managementstudies.coop | Course package | Saint Mary's University and IRECUS (a co-operative education and research institute) at the Université de Sherbrooke have built a partnership. The first joint initiative was a bilingual package of courses offered between September 2013 and June 2014. Online program completed over 10 months; 7.5-credit selection of courses cover core subjects: history and philosophy, marketing, governance, member participation, and innovation. | Co-operative managers |

¹⁴ In addition, a global matrix of co-operative business education programs is available in the following report:
<http://www.smu.ca/academics/sobey/cme-summit-study.html>.

| | | | | |
|---|--|---------------------|--|---|
| Maîtrise en gestion et gouvernance des coopératives et des mutuelles (Master's in Management and Governance of Co-operatives and Mutuals) | Institut de recherche et d'éducation pour les coopératives et les mutuelles de l'Université de Sherbrooke (IRECUS) Sherbrooke, Quebec http://www.usherbrooke.ca/irecus/ | Master's program | This 10-month, full-time program (also offered part-time online) aims to train co-operators to work in all sectors of the economy and to build their professional competencies and entrepreneurial knowledge. | Co-operative managers, directors, or consultants |
| Master of Business Administration — with a management path of co-operatives and mutuals | Université de Sherbrooke Sherbrooke, Quebec http://www.usherbrooke.ca/programmes/fac/administration/2e-cycle/maitrises/p602/#c33555 | MBA | This 16-month program (three training sessions over 12 months and 4 months paid internship) includes traditional MBA courses pertaining to marketing and leadership, as well as co-op-focussed courses on co-op value, international co-op development, and co-op personnel management. The program was first offered in the fall of 2015. | Co-operative managers as well as people working in local and international development |
| Maîtrise en administration des affaires — Entreprises collectives (MBA with a specialization in collective enterprises) | Université du Québec à Montréal Montréal, Québec http://www.mba.esg.uqam.ca/fit/mba-specialises-emba/entreprises-collectives.html | MBA | Designed for practising executives who have solid management experience in the field of social and collective enterprises, which combine business management, social mission, democracy, solidarity and co-operation. 45-credit program full time or part time over two years. | Co-operative collective enterprise and social enterprise executives, managers, and staff. |
| Co-operative Management Certificate Program | Ontario Co-operative Association and York University Toronto, Ontario http://www.ontario.coop/programs_services/lifelong_coop_learning/coop_management_certificate_program | Certificate program | A results-driven and practical 6-month co-operative learning experience with 3 key components: classroom-based intensive sessions; e-learning modules, and webinar broadcasts. | Co-operative managers, directors, and staff |
| Interdisciplinary Graduate Program: Concentration in Co-operative Studies | University of Saskatchewan Saskatoon, Saskatchewan http://usaskstudies.coop/?page_id=119 | Master's or PhD | A Concentration in Co-operative Studies is available within the Interdisciplinary Program of the College of Graduate Studies and Research for students whose research concerns co-operatives. | Graduate students |

| | | | | |
|--|---|----------------------|---|--|
| Graduate Certificate in the Social Economy and Co-operatives | University of Saskatchewan Saskatoon, Saskatchewan http://usaskstudies.coop/programs/graduate-certificate.php http://www.schoolofpublicpolicy.sk.ca/Academic_Programs/Masters%20Certificates/Social%20Economy%20and%20Co-operatives%20Certificate.php | Graduate certificate | The certificate consists of three courses (9 credits); students have some options to choose their courses from a pre-selected list (relating to policy, sustainability, governance, public service, and leadership in the social economy and co-operatives). Program created in 2014 and offered in person. | Graduate students |
| Certificate Program for Community Economic Development | Simon Fraser University various locations, Alberta and British Columbia http://www.sfu.ca/cscd/ced | Certificate | 8-month, part-time program with 2, week-long on-campus residencies, including study tours as well as web-conference classes. The focus is on increasing proficiency of the application of most effective models (including co-operatives) and tools for local living economies. | Community leaders, lenders, social and co-op entrepreneurs, community and economic developers, elected officials |

Table 5: Courses, academics, and other researchers

Courses or co-op elements within courses also offered at the following universities and colleges:

| | |
|---|---|
| Memorial University of Newfoundland | http://www.mun.ca/arts/programs/undergraduate/certificates/public_policy.php |
| College of the North Atlantic | http://www.cna.nl.ca/programs-courses/show-program-details.asp?program=4 |
| Dalhousie University | https://www.dal.ca/faculty/agriculture/research/centres-and-labs/rural-research-centre.html |
| Mount Saint Vincent University | http://www.msvu.ca/en/home/programsdepartments/faculties/artsscienceqz/sociology/anthropology/default.aspx |
| Saint Mary's University | http://www.smu.ca/academic/sobey/bcom/pro_majors.html#d.en.17173 |
| Université de Moncton | http://www.umoncton.ca/nouvelles/info.php?page=communiqués2006&id=4642&campus_selection=m#.UiC-Tay_fvY |
| University of New Brunswick | http://www.unb.ca/fredericton/arts/departments/sociology/courses.html |
| Université du Québec à Montréal | http://uqam.academia.edu/MarieJBouchard |
| University of Toronto | http://www.oise.utoronto.ca/oise/About_OISE/index.html |
| York University | http://www.yorku.ca/laps/sosc/busol/ |
| Algoma University | http://www.algomau.ca/cesd/ |
| Red River College | http://me.rrc.mb.ca/Catalogue/ProgramInfo.aspx?ProgCode=COMEF-DP&RegionCode=WPG |
| University of Winnipeg | http://www.uwinnipeg.ca/index/fac-bus-ec-index |
| University of Saskatchewan | http://usaskstudies.coop/student%20portal/co-op-courses.php |
| University of the Fraser Valley | http://www.ufv.ca/calendar/2013_14/CourseDescriptions/BUS.htm |
| University of Victoria | http://www.uvic.ca/research/centres/cccbep/programs/index.php |

Appendix 2: Core Principles Proposed by the ICA for Co-operative Education

Values and Principles Are at Its Heart

First, the co-operative values and principles need to be at the heart of all co-operative education and training. Co-operative education and training is therefore about helping learners put these values and principles into practice within their co-operative and understanding clearly what this means to them. However, they do not provide a simple blueprint but rather should enable the development of a country-specific or even sector-specific approach.

Developing a Distinctively Co-operative Identity to Education and Training

Education and training provision needs to reflect the unique identity of co-operatives. The following aspects are distinctive of co-operative education and training, though with the proviso that this is not a definitive list and needs further discussion and amendment. Co-operative education and training:

- 1. Seeks to develop both skills and knowledge relevant for the movement and is about both individual and also organizational development*

Co-operative education and training needs to be movement focused and develop the skills and knowledge needed for successful development and growth. It is about developing an understanding of how to make a co-operative enterprise more efficient, profitable, and effective, and then actively engaging with learners on how they can then make that happen. This means programs should aim to be practical, applicable, and responsive to learner needs.

- 2. Needs to recognize the unique nature of co-operatives, i.e., the importance of their associational and enterprise aspects*

This means to work with the dual aspects that make up a co-operative: it is at the same time both an “enterprise” and an “association of members.” Sometimes programs can be one-sided, focusing only on one aspect of the activities, rather than adopting a holistic approach, which includes governance, membership, and enterprise skills. Co-op education and training should also encourage personal development and provide learning pathways for the individual, but always linked to wider organizational aims of the co-operative and the movement more generally.

3. *Recognizes the value of informal learning and experience through being in a co-operative*

Historically, one of main vehicles for learning about co-operation has been by learning through co-operation, typically by participating in a co-operative. Co-operatives therefore provide a learning space for people, where learning occurs both in formal courses but also through the activity of participating in a co-operative. A co-operative can provide a space where members can share knowledge and experience, which in turn helps develop capacity for self-help and self-reliance. Many learners may already have many years of engagement and service within their co-operative, which needs to be respected, validated, and utilized where possible.

4. *Has a core focus on putting co-operative values and principles into practice — for all members and staff*

All educational and training programs and activities, at whatever level, can be linked directly to the co-operative values and principles. This involves making explicit the concrete ways in which programs enable learners to put them into practice in their everyday activities within their co-operative.

5. *Strives to meet the learning needs of the whole of the movement — from individual members, to CEOs, and also stakeholders*

The key stakeholders within the co-operative movement, and hence the key groups of learners for co-operative education, are: co-operators; capacity builders and promoters; auditors, certifiers and regulators; external stakeholders; young people; and the public.

Source: <http://ica.coop/sites/default/files/attachments/DRAFT%20Guidance%20Notes%20P3%2C%20P5%2C%20P7%20English%202014-04-14.pdf>

Appendix 3: List of Coding Options for Each Category of Information Collected for Data Analysis

Type of Organization Offering the Initiative

- Consumer
- Producer
- Worker
- Multistakeholder
- Associations and federations
- Others (government, consultant groups, etc.)

Economic Sector of the Co-op or Other Organization Offering the Initiative (Area of Business)

- Agriculture
- Consumer goods
- Energy
- Financial
- Forestry
- Health
- Housing
- Insurance
- Knowledge
- Social
- Multisector, not specified (e.g., federations and associations)

Province of Co-op Offering the Initiative

- Alberta
- British Columbia
- Manitoba
- New Brunswick
- Newfoundland/Labrador
- Nova Scotia
- Ontario
- Prince Edward Island
- Quebec
- Saskatchewan

- National level
- International level

Type of Co-op Targeted by Initiative (Ownership Structure)

- Consumer
- Producer
- Worker
- Multistakeholder
- Multitype, not otherwise specified

Economic Sector of Co-op Targeted by the Initiative (Area of Business)

- Agriculture
- Consumer goods
- Energy
- Financial
- Forestry
- Health
- Housing
- Insurance
- Knowledge
- Social
- Multisector, not specified

Target Audience(s)

- Co-op members
- Managers/executive directors
- Employees
- Board of directors
- Multitarget audience
- Outside entrepreneurs/developers
- General public
- Youth
- Academics

Technical Topic(s) Addressed

- Business general
- Communication and technology

- Enterprise development/marketing
- Financial management and financial literacy
- Governance and leadership
- Sector knowledge

Co-op Topic(s) Addressed

- Co-op financial management and financial literacy
- Co-op identity and philosophy (co-op 101)
- Co-op management and leadership (managers)
- Co-op governance and leadership (board of directors)
- Co-op start-up and development (how to start a co-op and make it flourish)
- Co-op and community involvement
- Co-op model and stakeholders' roles and responsibilities

Type of Educational Materials and Tools Used with the Initiatives

- Written materials
- Videos
- Displays, promotional materials
- Instructional packages (to be used by teachers/tutors or for self-instruction)
- Websites and online forums
- Databases (e.g., resource libraries)

Method(s) Used to Deliver the Initiatives

- Seminars/workshops
- Newsletters/mailings
- Conferences/symposiums
- Retreats/camps
- Self-instruction (online or paper-based)
- Webinars/teleconferences
- Others

Appendix 4: Secondary-level analysis tables

Table 6: Analysis of the economic sectors targeted in relation to technical topics and co-op topics (% rounded up to nearest whole number)

| | Economic Sectors | | | | | | | | | |
|--|---------------------|-------------|---------------------|-------------|---------------------|-------------|---------------------|-------------|--------------------------------------|-------------|
| | Agriculture | | Consumer goods | | Financial | | Housing | | Multisector, not otherwise specified | |
| | # of times targeted | % | # of times targeted | % | # of times targeted | % | # of times targeted | % | # of times targeted | % |
| Technical Topics | | | | | | | | | | |
| Business, general | 2 | 13% | 1 | 6% | 9 | 16% | 1 | 5% | 4 | 12% |
| Communication and technology | 2 | 13% | 0 | 0% | 0 | 0% | 1 | 5% | 3 | 9% |
| Enterprise development/marketing | 5 | 31% | 0 | 0% | 3 | 5% | 0 | 0% | 6 | 18% |
| Financial management and financial literacy | 0 | 0% | 2 | 13% | 9 | 16% | 0 | 0% | 4 | 12% |
| Governance and leadership | 1 | 6% | 2 | 13% | 7 | 12% | 0 | 0% | 2 | 6% |
| Management and leadership | 0 | 0% | 6 | 38% | 15 | 26% | 3 | 16% | 5 | 15% |
| Sector knowledge | 6 | 38% | 5 | 31% | 15 | 26% | 14 | 74% | 9 | 27% |
| Subtotal | 16 | 100% | 16 | 100% | 58 | 100% | 19 | 100% | 33 | 100% |
| Co-op Topics | | | | | | | | | | |
| Co-op financial management and financial literacy | 3 | 13% | 2 | 17% | 15 | 21% | 1 | 4% | 26 | 11% |
| Co-op identity and philosophy (co-op 101) | 1 | 4% | 2 | 17% | 6 | 9% | 1 | 4% | 41 | 18% |
| Co-op management and leadership (managers) | 7 | 30% | 2 | 17% | 17 | 24% | 10 | 42% | 35 | 15% |
| Co-op governance and leadership (board of directors) | 5 | 22% | 2 | 17% | 12 | 17% | 3 | 13% | 19 | 8% |
| Co-op start-up and development (how to start a co-op and make it flourish) | 2 | 9% | 2 | 17% | 8 | 11% | 4 | 17% | 42 | 18% |
| Co-op community involvement | 2 | 9% | 2 | 17% | 5 | 7% | 4 | 17% | 38 | 16% |
| Co-op model and stakeholders' roles and responsibilities | 3 | 13% | 0 | 0% | 7 | 10% | 1 | 4% | 33 | 14% |
| Subtotal | 23 | 100% | 12 | 100% | 70 | 100% | 24 | 100% | 234 | 100% |
| Total topics addressed | 39 | | 28 | | 128 | | 43 | | 267 | |
| Total number of initiatives | 17 | | 18 | | 45 | | 18 | | 82 | |
| Proportion of technical topics | 16 | 41% | 16 | 57% | 58 | 45% | 19 | 44% | 33 | 12% |
| Proportion of co-op topics | 23 | 59% | 12 | 43% | 70 | 55% | 24 | 56% | 234 | 88% |

Table 7: Analysis of the targeted audiences in relation to technical and co-op topics (% rounded up to nearest whole number)

| | Target Audience | | | | | | | | | | | | | | | |
|---|---------------------------|-------------|----------------------------------|-------------|-------------------------------|-------------|---------------------------|-------------|--------------------------------------|-------------|---------------------------|-------------|---------------------------|-------------|---------------------------|-------------|
| | Co-op members | | Managers/ executive directors | | Employees (not management) | | Board of directors | | Outside Entrepreneurs/ developers | | General public | | Youth | | Academics | |
| | # of times targeted | % | # of times targeted | % | # of times targeted | % | # of times targeted | % | # of times targeted | % | # of times targeted | % | # of times targeted | % | # of times targeted | % |
| Technical Topics | | | | | | | | | | | | | | | | |
| Business, general | 4 | 11% | 7 | 11% | 7 | 17% | 3 | 8% | 3 | 12% | 2 | 20% | 5 | 23% | 0 | 0% |
| Communication and technology | 3 | 8% | 3 | 5% | 2 | 5% | 2 | 5% | 2 | 8% | 1 | 10% | 0 | 0% | 0 | 0% |
| Enterprise development/marketing | 5 | 14% | 5 | 8% | 4 | 10% | 3 | 8% | 6 | 24% | 2 | 20% | 3 | 14% | 0 | 0% |
| Financial management and financial literacy | 5 | 14% | 5 | 8% | 2 | 5% | 2 | 5% | 4 | 16% | 3 | 30% | 6 | 27% | 0 | 0% |
| Governance and leadership | 0 | 0% | 2 | 3% | 4 | 10% | 9 | 23% | 1 | 4% | 0 | 0% | 1 | 5% | 0 | 0% |
| Management and leadership | 3 | 8% | 20 | 31% | 9 | 22% | 6 | 15% | 3 | 12% | 1 | 10% | 5 | 23% | 1 | 50% |
| Sector knowledge | 17 | 46% | 23 | 35% | 13 | 32% | 14 | 36% | 6 | 24% | 1 | 10% | 2 | 9% | 1 | 50% |
| Subtotal | 37 | 100% | 65 | 100% | 41 | 100% | 39 | 100% | 25 | 100% | 10 | 100% | 22 | 100% | 2 | 100% |
| Co-op Topics | | | | | | | | | | | | | | | | |
| Co-op financial management and financial literacy | 14 | 15% | 16 | 13% | 10 | 13% | 8 | 8% | 15 | 14% | 11 | 14% | 18 | 17% | 5 | 14% |
| Co-op identity and philosophy (co-op 101) | 12 | 13% | 13 | 11% | 7 | 9% | 10 | 10% | 17 | 15% | 15 | 19% | 24 | 23% | 7 | 20% |
| Co-op management and leadership (managers) | 19 | 20% | 41 | 34% | 20 | 26% | 18 | 17% | 17 | 15% | 5 | 7% | 9 | 9% | 4 | 11% |
| Co-op governance and leadership (board of directors) | 7 | 7% | 12 | 10% | 11 | 14% | 33 | 32% | 6 | 5% | 6 | 8% | 1 | 1% | 3 | 9% |
| Co-op start-up and development | 18 | 19% | 14 | 12% | 15 | 19% | 13 | 13% | 25 | 23% | 15 | 20% | 12 | 12% | 5 | 14% |
| Co-op community involvement | 15 | 16% | 13 | 11% | 7 | 9% | 10 | 10% | 15 | 14% | 14 | 18% | 23 | 22% | 6 | 17% |
| Co-op model and stakeholders' roles and responsibilities | 11 | 11% | 11 | 9% | 8 | 10% | 12 | 12% | 16 | 14% | 11 | 14% | 17 | 16% | 5 | 14% |
| Subtotal | 96 | 100% | 120 | 100% | 78 | 100% | 104 | 100% | 111 | 100% | 77 | 100% | 104 | 100% | 35 | 100% |
| Total topics addressed | 133 | | 185 | | 119 | | 143 | | 136 | | 87 | | 126 | | 37 | |
| Total # of times audience is targeted | 48 | | 65 | | 42 | | 50 | | 39 | | 23 | | 39 | | 10 | |
| Proportion of technical topics | 37 | 28% | 65 | 35% | 41 | 34% | 39 | 27% | 25 | 18% | 10 | 11% | 22 | 17% | 2 | 5% |
| Proportion of co-op topics | 96 | 72% | 120 | 65% | 78 | 66% | 104 | 73% | 111 | 82% | 77 | 89% | 104 | 83% | 35 | 95% |

Table 8: Analysis of the delivery methods used in relation to technical topics and co-op topics (% rounded up to nearest whole number)

| | Delivery Systems | | | | | | | | | | | | | |
|---|---------------------------|-------------|---------------------------|-------------|---------------------------|-------------|---------------------------|-------------|---|-------------|------------------------------|-------------|---------------------------|-------------|
| | Seminars/ workshops | | Newsletters/ mailings | | Conferences/ symposia | | Retreats/camps | | Self-instruction (online or paper based) | | Webinars/ teleconferences | | Others | |
| | # of times targeted | % | # of times targeted | % | # of times targeted | % | # of times targeted | % | # of times targeted | % | # of times targeted | % | # of times targeted | % |
| Technical Topics | | | | | | | | | | | | | | |
| Business, general | 9 | 11% | 0 | 0% | 1 | 6% | 0 | 0 | 5 | 13% | 0 | 0% | 5 | 29% |
| Communication and technology | 2 | 2% | 0 | 0% | 1 | 6% | 0 | 0 | 2 | 5% | 0 | 0% | 0 | 0% |
| Enterprise development/marketing | 7 | 8% | 0 | 0% | 3 | 19% | 0 | 0 | 3 | 8% | 2 | 29% | 2 | 12% |
| Financial management and financial literacy | 8 | 10% | 0 | 0% | 2 | 13% | 0 | 0 | 3 | 8% | 0 | 0% | 3 | 18% |
| Governance and leadership | 7 | 8% | 0 | 0% | 2 | 13% | 0 | 0 | 4 | 10% | 0 | 0% | 0 | 0% |
| Management and leadership | 19 | 23% | 0 | 0% | 3 | 19% | 1 | 50% | 7 | 18% | 1 | 14% | 5 | 29% |
| Sector knowledge | 32 | 38% | 0 | 0% | 4 | 25% | 1 | 50% | 15 | 38% | 4 | 57% | 2 | 12% |
| Subtotal | 84 | 100% | 0 | 0% | 16 | 100% | 2 | 100% | 39 | 100% | 7 | 100% | 17 | 100% |
| Co-op Topics | | | | | | | | | | | | | | |
| Co-op financial management and financial literacy | 22 | 11% | 1 | 14% | 7 | 13% | 4 | 17% | 11 | 12% | 5 | 11% | 8 | 25% |
| Co-op identity and philosophy (co-op 101) | 24 | 12% | 1 | 14% | 8 | 15% | 5 | 22% | 13 | 14% | 7 | 15% | 4 | 13% |
| Co-op management and leadership (managers) | 41 | 21% | 1 | 14% | 13 | 24% | 2 | 9% | 18 | 19% | 8 | 17% | 5 | 16% |
| Co-op governance and leadership (board of directors) | 22 | 11% | 1 | 14% | 6 | 11% | 0 | 0% | 15 | 16% | 4 | 9% | 1 | 3% |
| Co-op start-up and development (how to start a co-op and make it flourish) | 34 | 18% | 1 | 14% | 8 | 15% | 3 | 13% | 17 | 18% | 11 | 23% | 4 | 13% |
| Co-op community involvement | 25 | 13% | 1 | 14% | 6 | 11% | 6 | 26% | 11 | 12% | 8 | 17% | 4 | 13% |
| Co-op model and stakeholders' roles and responsibilities | 25 | 13% | 1 | 14% | 6 | 11% | 3 | 13% | 8 | 9% | 4 | 9% | 6 | 19% |
| Subtotal | 193 | 100% | 7 | 100% | 54 | 100% | 23 | 100% | 93 | 100% | 47 | 100% | 32 | 100% |
| Total topics addressed using the delivery system | 277 | | 7 | | 70 | | 25 | | 132 | | 54 | | 49 | |
| Total # of times delivery system was used | 103 | | 1 | | 17 | | 7 | | 48 | | 17 | | 16 | |
| Proportion of technical topics | 84 | 30% | 0 | 0% | 16 | 23% | 2 | 8% | 39 | 30% | 7 | 13% | 17 | 35% |
| Proportion of co-op topics | 193 | 70% | 7 | 100% | 54 | 77% | 23 | 92% | 93 | 70% | 47 | 87% | 32 | 65% |

Appendix 5: Incorporated Co-operatives by Province and Territory

Table 9: Incorporated co-operatives by province and territory

| Province and Territory | # of incorporated co-ops | % |
|-------------------------------|-------------------------------------|----------|
| British Columbia | 607 | 7.5% |
| Alberta | 709 | 8.8% |
| Saskatchewan | 1,061 | 13.1% |
| Manitoba | 373 | 4.6% |
| Ontario | 1,579 | 19.6% |
| Quebec | 2,893 | 35.8% |
| New Brunswick | 247 | 3.1% |
| Nova Scotia | 351 | 4.3% |
| Prince Edward Island | 116 | 1.4% |
| Newfoundland/Labrador | 82 | 1% |
| Nunavut | 31 | .4% |
| Northwest Territories | 20 | .2% |
| Yukon | 6 | .1% |
| Total, Canada | 8,075 | 100% |

Source: Industry Canada, "Co-operatives in Canada in 2009."

Appendix 6: Types of Co-operatives: Canadian Data

Table 10: Types of co-operatives in Canada

| Types of co-operatives | # of incorporated co-ops | % |
|------------------------------|--------------------------|-------|
| Associations and federations | 80 | 1% |
| Consumer | 5,352 | 66% |
| Producer | 1,528 | 19% |
| Worker* | 626 | 8% |
| Multistakeholder | 489 | 6% |
| Total | 8,075 | 100%* |

* Includes worker-shareholder co-operatives

Source: Industry Canada, "Co-operatives in Canada in 2009."

Types of Co-operatives

Consumer co-operatives provide their members with goods and services for their personal use. Examples: food, finances, housing, insurance

Worker co-operatives provide their members with work by operating an enterprise. The co-operatives are owned by their employee members. Examples: forestry, leisure, production and manufacturing, tourism, communications and marketing

Producer co-operatives process and market their members' products and services directly; some may also sell the input necessary to their members' economic activities. Examples: agricultural products and equipment, advisory services

Multistakeholder co-operatives are comprised of different categories of members who share a common interest in the organization. Examples: home care services, health services, community services

Worker-Shareholder co-operatives hold partial ownership of the business in which the co-op's members are employed. Because of its share capital, the co-operative may participate in the management of the business and the workers may influence work organization. Examples: production and manufacturing, technology

Source: CMC website: <http://www.canada.coop/en/co-operatives-and-mutuals/co-op-types>.

Appendix 7: Supplementary Tables

Table 11: Target audience

| Target Audience | # of initiatives targeting the audience | % |
|----------------------------------|--|----------|
| Managers/Executive Directors | 65 | 21% |
| Board of Directors | 50 | 16% |
| Co-op Members | 48 | 15% |
| Employees (not management) | 42 | 13% |
| Outside Entrepreneurs/Developers | 39 | 12% |
| Youth | 39 | 12% |
| General Public | 23 | 7% |
| Academics | 10 | 4% |
| Total | 316 | 100% |

Table 12: Educational initiatives per province

| Province | # of initiatives | % |
|-----------------------|-------------------------|----------|
| Ontario | 51 | 28% |
| Quebec | 39 | 22% |
| National Level | 27 | 15% |
| Saskatchewan | 16 | 9% |
| Alberta | 10 | 6% |
| Manitoba | 9 | 5% |
| New Brunswick | 8 | 4% |
| Newfoundland/Labrador | 8 | 4% |
| Nova Scotia | 5 | 3% |
| British Columbia | 3 | 2% |
| International Level | 3 | 2% |
| Prince Edward Island | 1 | 1% |
| Total | 180 | 100% |

Table 13: Economic sector offering the initiative

| Economic sector | # of initiatives | % |
|----------------------------|-------------------------|----------|
| Multisector, not specified | 86 | 48% |
| Financial | 43 | 24% |
| Housing | 18 | 10% |
| Agriculture | 16 | 9% |
| Consumer goods | 17 | 9% |
| Energy | 0 | 0% |
| Forestry | 0 | 0% |
| Health | 0 | 0% |
| Insurance | 0 | 0% |
| Knowledge | 0 | 0% |
| Social | 0 | 0% |
| Total | 180 | 100% |

Table 14: Economic sector targeted by the initiative

| Economic sector | # of initiatives | % |
|----------------------------|-------------------------|----------|
| Multisector, not specified | 82 | 45% |
| Financial | 45 | 25% |
| Consumer goods | 18 | 11% |
| Housing | 18 | 10% |
| Agriculture | 17 | 9% |
| Energy | 0 | 0% |
| Forestry | 0 | 0% |
| Health | 0 | 0% |
| Insurance | 0 | 0% |
| Knowledge | 0 | 0% |
| Social | 0 | 0% |
| Total | 180 | 100 |

Table 15: Technical topics addressed

| Technical topics | # of times addressed | % |
|---|-----------------------------|----------|
| Sector knowledge | 49 | 35% |
| Management and leadership | 30 | 21% |
| Business general | 17 | 12% |
| Financial management and financial literacy | 15 | 11% |
| Enterprise development/marketing | 14 | 10% |
| Governance and leadership | 11 | 8% |
| Communication and technology | 6 | 3% |
| Total | 142 | 100 |

Table 16: Co-op topics addressed

| Co-op topics | # of times addressed | % |
|--|-----------------------------|----------|
| Co-op management and leadership (managers) | 71 | 20% |
| Co-op start-up and development | 58 | 16% |
| Co-op identity and philosophy (co-ops 101) | 51 | 14% |
| Co-op and community involvement | 51 | 14% |
| Co-op financial management and financial literacy | 47 | 13% |
| Co-op model and stakeholders' roles and responsibility | 44 | 12% |
| Co-op governance and leadership (board of directors) | 41 | 11% |
| Total | 363 | 100% |

Table 17: Type of educational materials and tools used in the initiatives

| Educational materials and tools | # of times used | % |
|--|------------------------|----------|
| Written materials | 138 | 55% |
| Websites and online forums | 46 | 18% |
| Instructional packages | 31 | 13% |
| Displays, promotional materials | 18 | 7% |
| Videos | 13 | 5% |
| Databases | 4 | 2% |
| Total | 250 | 100% |

Appendix 8: Supplementary Figures

Figure 8: Type of co-op offering the initiative (ownership structure)

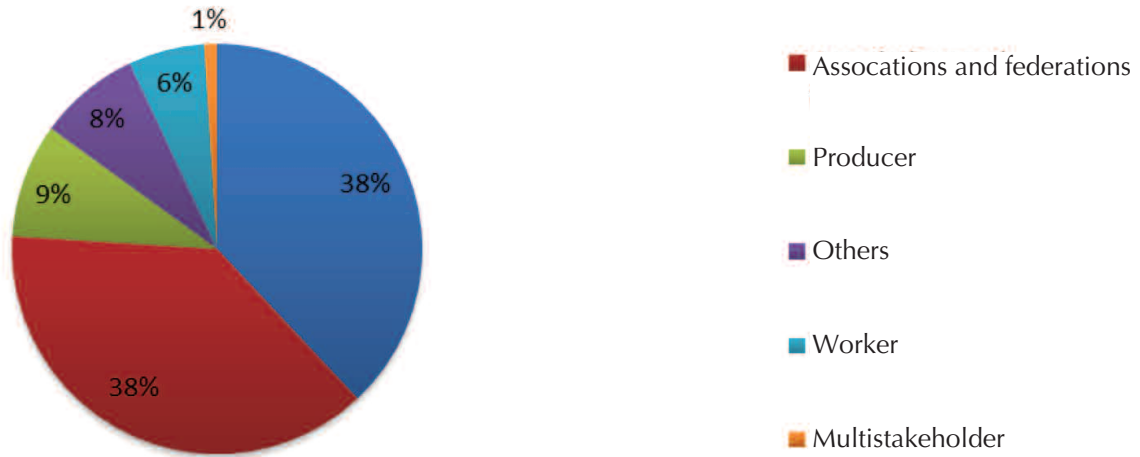


Figure 9: Type of co-op targeted by the initiative

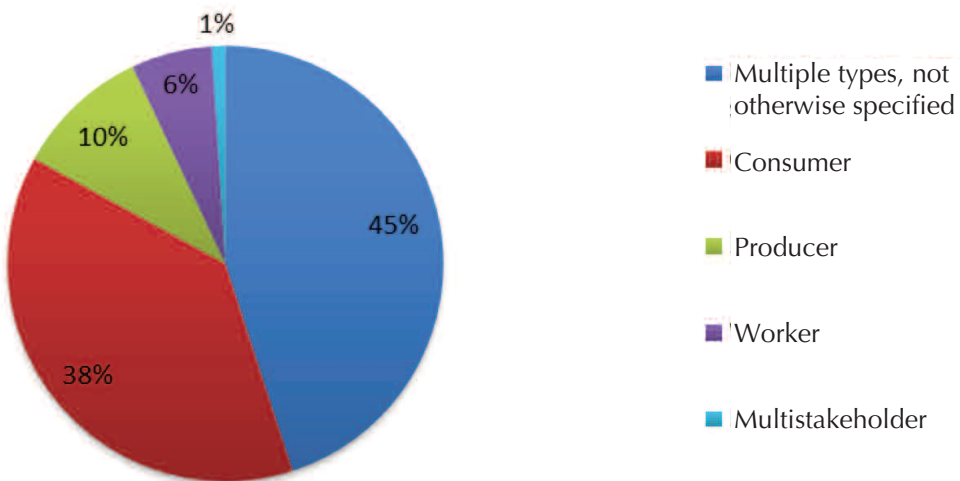
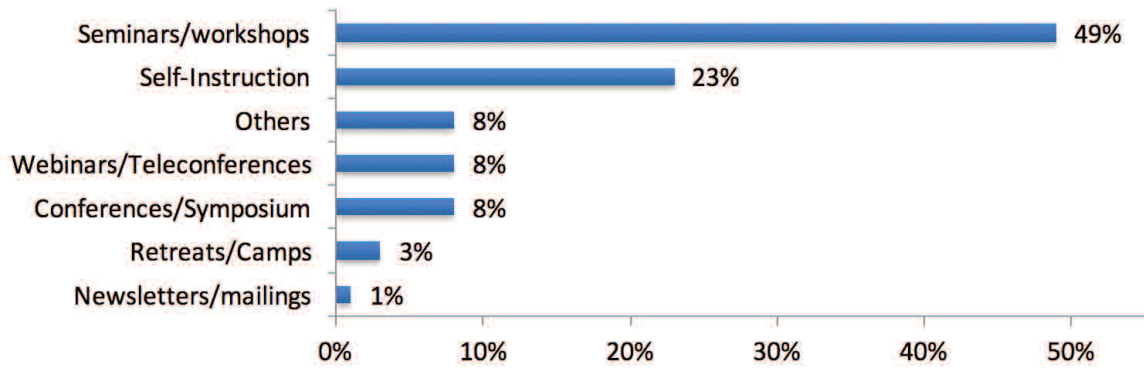


Figure 10: Method(s) of delivery used for educational initiatives



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