

2015 ACE Institute

Preliminary Program

Sunday, July 12	
3:30 – 5:00	Annual Meeting
5:00 – 8:00	Welcome Reception
Monday, July 13	
7:00 – 8:00	Breakfast
8:00 – 8:30	Welcome
8:30 – 9:30	<p>General Session</p> <p>Vern Dosch, CEO, National Information Solutions Cooperative (NISC) <i>Wired Differently</i> Preserving NISC’s cultural development and the critical elements that led to it was one of the prime motivations for Vern Dosch to write the business book <i>Wired Differently</i>. <i>Wired Differently</i> shares the compelling story of National Information Solutions Cooperative (NISC), a nearly fifty-year-old technology business built on the cooperative model. NISC started out providing software and IT services for three rural cooperatives in the late 1960s, and it has grown to 1,000+ employees who serve 14 million end users in 49 U.S. states or territories, and in Canada. In this opening session, Vern will discuss the importance of ongoing employee education and awareness about being a cooperative, and how a cooperative culture builds a different kind of organization that engages employees, delights customers and sparks better results.</p>
9:45 – 10:45	<p>Session 1 (Workshop)</p> <p>Patricia Cumbie, Consulting <i>Telling Your Co-op Story</i> Storytelling is where the passion for cooperation really comes through. Give people a good understanding of your co-op by bringing to life what you do through compelling narratives and outreach. Since relationships are paramount in cooperatives, your story needs to be infused with how people are connected to the co-op and community. Create a connection and demonstrate your authenticity through powerful stories that endorse the co-op by tapping into what personally drives the bond of the people involved. Through the use of storytelling techniques and group interaction, participants will learn helpful frameworks and strategies to super charge their co-op's story into a compelling narrative that will build passion, energy, and a shared sense of purpose within your co-op's community.</p>
<p>Session 2 (Workshop)</p>	<p>Kevin Smith, TEAM Resources <i>Credit Unions and the Cooperative Model</i> At its peak, the US credit union movement had over 21,000 credit unions, now there are roughly 6000. In 2014, there were more than 100 million members, indicating that they continue to grow. In many ways credit unions appear to have lost their cooperative roots, while in others it continues to thrive. Hear how CUs have dealt, over their 100 year history, with similar struggles as other cooperatives in terms of governance, strategic planning and oversight. In this session you will: Hear approaches that CUs have used that have both worked and failed; Develop adaptive strategies based on CU examples; and Learn governance methodologies that are effective for financial and non-financial cooperatives.</p>
<p>Session 3</p>	<p>Anne Reynolds, Ruth Rohlich and Joe Rinehart (To be confirmed) <i>Municipal investment in cooperative development as a tool for community and economic</i></p>

	<i>development</i>
11:00 – 12:00	
Session 1	<p>Steve Dubb, The Democracy Collaborative <i>The Learning/Action Lab: Preliminary Lessons from Two Years of Work with Native Communities</i> Beginning in July 2013, the Democracy Collaborative, in partnership with the Northwest Areas Foundation, launched an intensive three-year co-learning and co-creation initiative (now extended to five years) working with five Native American community development organizations -- two urban, multi-tribal organizations (Portland, Oregon and Minneapolis, Minnesota) and three rural, reservation-based groups (two Lakota Sioux organizations on the Pine Ridge reservation in South Dakota and the Spokane Tribe in Wellpinit, Washington). Entitled the "Learning Action/Lab for Community Wealth Building" the initiative's goal is to help these five groups build and retain wealth in Native communities by anchoring jobs locally through employee-owned businesses and social enterprises. This presentation will provide an overview of highlights of the project so far -- both the challenges and successes. In particular, the presentation will focus on the education process, focusing how interaction with American Indian group leaders has altered both the curriculum and the pedagogical methodology. Themes covered will include: how to co-create curriculum, the role of coaching and relationship building, the role of participant feedback in adjusting program design as you go, how to foster network building and peer-to-peer connections, how to organize "learning journeys" to reinforce learning, and the importance of developing cultural resonant co-op education.</p> <p>AND</p> <p>Dazawray Landrie-Parker, University of Saskatoon Centre for the Study in Cooperation The Centre for the Study of Co-operative began the Co-operative Innovation Project (CIP) in November of 2013 through funding from Federated Co-operatives Limited. The intended outcome of the CIP is to examine new approaches to co-operative development that reflects the voices, needs, and aspirations of the people living in rural and Aboriginal communities in western Canada and is more responsive to the unique characteristics of these communities.</p> <p>Unmet needs are, of course, the starting point for co-operative development. However, needs alone are not enough for the success of co-operative development. For some communities, location, access to skilled labour, or knowledge of the co-operative model may limit development efforts. In other cases, a community may not have the leadership capacity to effectively lead co-operative development activities, the social structures required to allow community members to act collectively, or the political structures necessary for the sharing of authority. The purpose of this presentation is to present information from a series of 30 community meetings held in rural and Aboriginal communities across western Canada regarding the nature of the challenges facing these communities and the extent to which these communities have the social capacity to be able to collectively address these needs. Included in the discussion will be how factors such as trust, authority structures, norms, education, social sanctions, and social stratification affect a community's ability to be able to respond collectively to the challenges it faces.</p>
Session 2 (Workshop)	<p>Erbin Crowell, NFCA; Nancy Folbre, UMASS; Olicia Geiger, UMASS, Adam Trott, VAWC <i>Co-ops, students and faculty together: The UMass Co-operative Enterprise Collaborative</i> How can co-operatives and the academy work together? What needs or goals of the co-operative movement can be met through collaboration between these rarely partnered groups? We'll discuss the UMass CEC and the Certificate in Co-operative Enterprise, our formation and our work including co-creating upper and introductory level curriculum and research goals, an internship program inside co-operatives and voicing support for the co-operative model on an administrative level. While doing this we'll put forth thoughts on why collaboration between co-ops and the academy is rare or shortlived, what effectiveness we hope to bring and vision of a model of co-operative education moving forward. VAWC and NFCA?</p>

	<p><i>Session Goals</i></p> <p>Attendees will leave with knowledge about effective partnerships between co-ops and members of the academy and our Certificate as well as the opportunity to build resources and contact for their own work.</p>
Session 3	<p>Lymarie Nieves-Plaza, Cooperativa de Ahorro y Crédito Candel Coop in Manatí and Roberto Luis Rodriguez</p> <p><i>Puerto Rico's use of Cooperative education and development for incarcerated individuals</i></p> <p>Several countries have been effectively using cooperative ownership among the incarcerated and/or for those re-entering society. In Puerto Rico, the cooperative movement has convinced the Department of Corrections and Rehabilitation of Puerto Rico to engage in an experiment to see how developing worker cooperatives among some of the incarcerated will help address the lack of jobs skills, dignified work, income, and support their taking more control over their lives while still imprisoned. So far 4 co-ops have been established. Two representatives of the cooperatives in prisons program in Puerto Rico - one of the designers of the program and a former member of the first prison co-op in Puerto Rico, Cooperative ARIGOS - will discuss how this works, what coalitions and strategies were needed, and some of the implications for developing such co-ops in the (continental) US. Presenters will focus on the education needs of this co-ops in prison project - how they educated the Corrections authorities to agree to the program, and the inmates to be co-op owners/members; and strategies to educate public officials and legislators, even the co-op community, to know about and accept this program. Presentations will be in Spanish, translation will be provided.</p>
12:00 – 1:00	
Marriott Room	Lunch
1:00 – 2:30	
Session 1 (Workshop)	<p>Vern Dosch, CEO, National Information Solutions Cooperative (NISC)</p> <p><i>Wired Differently: Telling The Story So Others Will Listen</i></p> <p>The recently released business book <i>Wired Differently</i> was selected in April as the textbook for a new capstone course in the Gary Tharaldson School of Business at the University of Mary. What makes this especially unique is that the book's authors and employees of National Information Solutions Cooperative (NISC) will be the adjunct professors for the 400-level course. In this workshop, you will discover best practices NISC uses for instilling cooperative principles, shared values and a mindset for servant leadership with all of its employees. In addition, participants will "test drive" and provide feedback on some of the planned activities for students.</p>
Session 2	<p>Gregory McKee, North Dakota State University</p> <p><i>Student Learning Styles in Three Classes: Online, Distance and an On-Campus Equivalent</i></p> <p>An ideal setting in which to observe whether there are differences in learning styles between online and students in face-to-face courses is when the same course is offered using the same pedagogy using more than one delivery mode. Cooperatives, a course on cooperative business management, is offered to students at North Dakota State University using online, distance and face-to-face delivery.</p> <p>Observations will be made about whether students who self-select into online delivery are different from those who have no choice. I will also observe whether there is a difference in learning style between those in distance delivery relative to other modes. A second, practical benefit is that observations of student learning style allows review of whether the current suite of learning activities in the course can be adjusted to accommodate the learning styles of students at mode.</p> <p>Students will be asked to provide demographic information, about their comfort level with technology, to complete the Grasha-Reichmann Student Learning Style Scale (GRSLSS), and to</p>

	<p>complete the Sense of Classroom Community Index (SCCI). Average group learning styles, correlations between learning styles, group means for the value of community, correlations between learning styles and value of connectedness will all be calculated as functions of demographic variables and course delivery method. Participants will be informed about learning styles in the different delivery modes and will be informed about student sense of academic community across delivery modes. AND Carol Coren and Chris Clamp <i>Shared-Services Cooperatives: Strengthening Local Economies Through Collaboration</i> Shared-services cooperatives provide a variety of benefits, services and opportunities in communities throughout the US. Shared-services co-operatives are member associations formed to meet institutional needs for economies and efficiencies of scale through collaboration in areas such as purchasing, marketing, processing and distribution. They have been organized and operate as for profit or not for profit business entities in a broad array of industry and public service sectors. There is a need for a deeper examination of this form of cooperative and how it is used in different sectors. The research question is: what has been the experience of these shared-services cooperatives? The study will document what benefits if any these cooperatives provide to their members, how they are structured and the impact they have on the local economies in which their members operate. The presentation will report on preliminary findings from research into where shared-services cooperatives exist in the financial, wholesale, and public sectors of the US economy. Key stakeholder interviews were conducted with senior staff of shared-services cooperatives in financial services, watershed authorities and watershed management, a plumbing supply cooperative, an alternative health service cooperative, and public libraries. AND Cynthia Campbell, Director of Impact & Labs, Filene Research Institute Exploring the recent research Filene has completed about access to finance as well as credit unions and cooperatives working more closely together.</p>
<p>Session 3</p>	<p>Keane Bhatt, Democracy Collaborative <i>Empowering Communities: Education for Building Wealth</i> Last year, the Democracy Collaborative reported on initial findings on a study on the role of education in community wealth building and cooperative development, based on case studies from 11 groups across the country. This year, the report (expected release date: May 2015) is completed. To present these findings, author Keane Bhatt of The Democracy Collaborative will co-present with representatives from two the community groups studied: Director of Workforce Initiatives for PUSH Buffalo Clarke Gocker and Wellspring Cooperative co-director Emily Kawano. The aim of the session will be to highlight report findings on the role of education in cooperative and community economic development and, specifically, on the question of how low-income communities can make wise decisions and do so effectively in a collective manner. Topics covered will include learning strategies that provide tools to convey ideas and engage in critical and creative thought; community building strategies that help new initiatives grow, enhance participation, and allow groups to take advantage of and build local knowledge; organizational strategies that strengthen institutions while building skills and culture; resiliency strategies that assist organizations in build for long-term stability and sustainability; and other popular education techniques. AND Margaret Lund, Coop Principle Investment Club Coopeative Prinicple is a member-based federtion of individual investment clubes focusing on community betterment and investig in co-ops under one unified banner. The goal of CP is to act as a central hub for the investment clubs by mainting a database of individual members, prodiving</p>

	<p>accounting and administration support to local clubs, providing marketing and educational materials to clubs, analyzing potential investment opportunities for clubs, and much more.</p> <p>AND</p> <p>Julien Geremie, Conseil de la coopération de l'Ontario <i>Co-operating for the social and economic integration of Francophone immigrants to Ontario</i> The Conseil de la coopération de l'Ontario (CCO) works with over 40 different groups a year that are interested in starting a co-op. We would like to give a presentation, in English, French or both, that will showcase various examples of co-ops that were initiated by groups of immigrants to Ontario. We will start by offering some elements of context as to what motivates some immigrants to start a co-operative. We will then be able to present concrete examples of successful co-ops, in both rural and urban communities. Finally, we will see what the perspectives are for this segment of the population, more specifically around workers' co-ops and business succession.</p>
2:45 - 3:45	
Session 1	<p>Margaret Lund & Matt Hancock (To be confirmed) <i>Lessons in Leadership from Italian Cooperatives</i> Italy has one of the most advanced cooperative systems in the world: there are more cooperatives per capita in Italy than any other country, more than 40,000 cooperatives, with 12 million members (20% of Italy's entire population), employ 1.2 million people and generate 127 billion euros of output each year. The cooperative movement contributes 8% of Italy's GDP annually. How is such a system supported, and how could we do it here? Matt Hancock and Margaret Lund's research focusses specifically on the issue of leadership in Italian cooperatives -- on the member, board and management level -- and how lessons from the Italian cooperatives could be applied in a North American context.</p> <p>AND</p> <p>Rodney North, Equal Exchange <i>Internal, Ongoing Co-op Education at a large worker co-operative</i> Thomas Jefferson said (in essence) that 'democracy requires an educated citizenry' and that's also true for democratically-governed worker co-ops. Our co-ops need worker-owners who are educated in the methods, rights and responsibilities, and other special challenges and characteristics of worker-co-operation. But to succeed we need certain knowledge and skills that neither schools, nor society at large, usually teach us, so most of our employees enter our enterprise unprepared for the task. Consequently, our co-op created our own in-house education program fairly early in our history (about year 10), when Equal Exchange had less than 20 staff. Since then the education program has continually expanded and evolved. Today the program serves 150 staff based in 5 major work sites spread over 3,000 miles. 19 years later our program is still quite-imperfect and yet is the most comprehensive one we know of in North America. The lecture will cover these components, where they seem to work and where they do not, and why. Special emphasis will be given to the remaining weaknesses of the program, which include language and cultural barriers, inconsistent access to the program, and problematic pedagogical styles.</p>
Session 2 (Workshop)	<p>Caroline Savery <i>Teaching It through Living It: Bringing Theater of the Oppressed techniques into cooperative education</i> Participants will learn about Theater of the Oppressed and how theater can be used to teach cooperative values and behaviors through embodying action. The presenter will give background into how she has used these techniques in several co-ops over the years, and there will be discussion on the attributes and behaviors of a successful "cooperator" and discussion of scenarios in which co-op skills get tested (e.g. dysfunctional board meetings, management crises, etc.) Three TotO techniques will be presented and demonstrated in depth: Image Theater, and two types of Forum Theater. This will be a very engaging, participatory workshop. Participants</p>

	should leave the workshop with a working knowledge of TotO techniques, why and how to use them in their own co-op education, and resources for further learning.
Session 3	University Programs – Growing programs and sharing resources New programs such as at Tuskegee University with discuss with other university professionals about how to grow and maintain co-op curriculum at the University level. In addition, research about the sustainability of full co-op business programs will be shared. This workshops will also discuss how can we share resources and curriculum delivery among universities.
4:00 – 5:00	
Session 1	Elvy Del Bianco, VanCity <i>Curriculum for Cooperative Entrepreneur</i> VanCity along with local partners, are creating a 2 day intensive training to create and support potential co-op entrepreneurs.
Session 2 (Workshop)	AORTA <i>Banish Your PowerPoints! Embrace Methods for Creative Cooperative Learning</i> AORTA workshops center an approach to education that adapts to the shifting needs of diverse learners. In this interactive session, our presenters will guide a process for co-op educators to explore participatory and engaging teaching tools for those in the profession of co-op education & training. Together we will review different learning styles and explore collaborative processes for group goal-setting, generating a flexible and interactive workshop agenda, and tailoring workshops and trainings to the particular needs of participants.
Session 3 (Workshop)	Adam Trott, VAWC & Erbin Crowell, NFCA <i>We Run This: Peer to Peer Internal and External Education Mechanisms</i> We will introduce the programming co-ops are using to educate themselves and their communities through their secondary co-operatives - co-ops of co-ops - the Valley Alliance of Worker Co-operatives and the Neighboring Food Co-op Association. We'll talk about how VAWC and NFCA co-founded the UMass Co-operative Enterprise Collaborative along with faculty and students in the Economics Department here at UMass, Amherst and the Certificate program. We'll explore Peer-to-Peer work using the following questions: What is Peer-to-Peer education and what are the strengths and challenges involved? What educational concepts can be better addressed in a secondary co-op than one co-op alone? What is the UMass Co-operative Enterprise Collaborative and what is important about its Certificate Program? How can co-ops create modules and curriculum in the academy and conferences? How can the academy and the co-operative movement build effective partnerships for educating about the co-operative movement? Why, if there are more members of co-operatives than there are shareholders in private corporations, are co-ops generally overlooked as an economic model?
5:00 – 6:00	
General Session	Professor Fred Freundlich, University of Mondragon, Christopher Michaels, City University of New York <i>Lessons from Mondragon and the Worker Co-op Masters Program</i>
6:45 – 9:00 Free Supplemental Session	Grassroots Economic Organizing <i>Regional Cooperative/Solidarity Economic Development</i> A diversity of kindred approaches to alternative political economics is emerging across the country. Many of them share a regional focus. This is showing unusual potential for advancing the development of worker co-operatives through inter-cooperative and cross-sector networking. To promote this dynamic GEO will hold a one-day conference of intense face-to-face conversations for developers and others strongly interested in it. It will take place at Worcester State University (WSU) in Worcester, MA, on July 10, 2015 during the Eastern Conference on Workplace Democracy. The Earth Environment and Physics Department at WSU is co-sponsoring

	<p>the event with us.</p> <p>GEO will report on what emerged from their conference at the ACE Institute on Monday night the 13th. Anne Reynolds will facilitate the discussion following the report.</p> <p>The focus of the conference will be on 1) exploring the challenges and opportunities organizers and developers are dealing with in their regions, 2) identifying the resources they need and how the resources might be acquired, and 3) how they can work together cross-regionally over the coming years and decades.</p>
Tuesday, July 14	
7:00 - 8:00	
Amherst Room, 10 th floor	Breakfast
8:00 – 4:30	
Tour 1	Amherst & Northampton: Collective Copies (Worker Co-op), River Valley Market (Food Co-op), Pedal People (Worker Co-op) and UMASS Five Credit Union (Credit Union).
Tour 2	Greenfield: Greenfield Farmers Co-op (Producer Co-op), Green Fields Co-op Market (Food Co-op), PV2, Real Pickles and Artisan Beverage Co-op (worker co-ops – very close to one another), Freedom Credit Union (CU).
6:00 – 10:00	
Marriott Room	ACE Awards Banquet
Wednesday, July 15	
7:00 – 8:00	
Marriott Room	Breakfast
8:00 – 8:15	
Room 163	Opening remarks
8:30 – 9:30	
Session 1	<p>Natalie Locke, Aynah <i>Cooperative Education Experiences</i></p> <p>Aynah is a nonprofit that provides cooperative education experiences both in the US and around the world, connecting students to cooperation, leadership skills, and cross cultural exchanges. We believe that reaching outside of our sector and local region is an important way to grow the cooperative movement. Aynah strives to reach college and university students who might otherwise not have heard of co-ops by demonstrating how they can be used as effective community development tools. Through a combination of games, trips, interactive workshops, and other experiential education techniques, we explore cooperatives and cooperation with both our bodies and our minds. In this workshop, Aynah staff along with students that have participated in Aynah's programming, will recreate their own learning experience for you. Be prepared to play, listen, and discuss with some of the newest members of the cooperative movement!</p> <p>Learning objectives:</p> <p>Participants in the workshop will be introduced to:</p> <ul style="list-style-type: none"> -games as effective teaching tools -place-based education as a tool for cooperative education -student perspectives on the cooperative movement

<p>Session 2</p>	<p>Emily Lippold Cheney, USA Cooperative Youth Council <i>Cooperative Traditions Across Generations</i> This role playing workshop brings together folks from different generations and asks them to share and act out one key element of cooperative traditions - "the meeting." In small groups according to age and/or sector, participants will work from prompts to frame out various aspects of what they think of as a "typical" cooperative meeting, and reportback to the larger group on what the majority of folks in their groups shared as "typical." Following, all participants will engage in a facilitated conversation together to try to agree on the format, look, and feel of a meeting that incorporates practices from the different cooperative and democratic traditions represented in the room. The goal of this activity is to share stories and philosophies between generations, while also working together to create a multi-generational democratic tradition. It is likely every participant of any age or level of cooperative experience will leave the workshop having learned at least one new tool for better embodying democracy in one of the building blocks of cooperative work and process - the meeting! Join USACYC to build a cooperative tradition across generations.</p>
<p>Session 3</p>	<p>Rebecca Bauen, Democracy at Work Institute <i>Building Communities of Practice</i> In 2015, the Democracy at Work Institute launched a new, year-long fellowship program to support worker cooperative development leaders and their organizations engage in the question of scale: what does scale mean, how can coop developers incorporate approaches to scale in their work, what tools and relationships are needed to direct the work toward scale?</p> <p>DAWI selected ten worker coop developers who are engaged in a variety of development strategies including conversions, sectoral work, coop academies, place-based strategies and coop development with college students and immigrant communities.</p> <p>The fellowship's goals are to introduce new scale-building tools, sharpen leadership skills and build bonds with peers and colleagues across generations. Learning takes place through skill-building webinars as well as in-person retreats strategically placed in Oakland, CA, Winnipeg, Canada, and New York, NY.</p> <p>This workshop will introduce participants to DAWI's framework for worker coop scale building and our community building practices that support developers move the needle toward scale. Workshop participants will have a direct experience of community building as well as leave the workshop with several protocols that can be used to strengthen learning cohorts.</p>
<p>9:45 – 10:45</p>	
<p>Session 1 (Workshop)</p>	<p>Emily Lippold Cheney, Youth Traveling Cooperative Institute <i>Youth Traveling Cooperative Institute: Peer Organizing & Educating in the Upper Midwest</i> The Youth Traveling Cooperative Institute (Youth TCI) is a program that moves throughout the rural Upper Midwest and uses a peer-to-peer model to educate youth (age 17-30) about cooperative business development. Traveling training in the Upper Midwest is not a new practice, it follows the organizing and education traditions of the Farmers Alliance and Grange. Many of the agricultural cooperatives in existence today are a result of that work almost a century ago. The two-part curriculum for the program uses democratic education practices, and focuses on building capacity in the communities visited so a traveling trainer is eventually no longer needed. While the content focus is cooperative business development, the skills shared focus on assessing needs, apply knowledge, working in a group, and writing -- these skills are valuable in many contexts and, as a whole, could be understood as "organizing." During this workshop, participants will get an overview of the Youth TCI work to date, engage with one of the training activities done out on the road, and discuss together what "organizing" means and its relationship to cooperative</p>

	development. Note: The Youth TCI curriculum is both modular and open source, and is available for adaptation and use.
Session 2 (Workshop)	<p>Rodney North, Equal Exchange <i>In-house co-op education programs: An open conversation & brainstorm session</i></p> <p>Learning Objectives: Learn what various cooperatives are already doing for in-house co-op education Hear which ones seem to work, which do not, and why Discuss new ideas for in-house education programs</p> <p>Workshop Style: The approach is to try to collect the best of the cumulated wisdom, experience, and ideas of those attending. A moderator (Rodney North) leads an open discussion where all attending are encouraged to share examples from their own co-ops, or from co-ops they know or have studied. The goal is sharing direct (or, in some cases, nearly direct) experience, or ideas for new programs. It is not for the group to critique each idea that is presented.</p> <p>Description: This workshop is an open conversation for co-operators, co-op developers and educators alike. Everyone is encouraged to discuss: The in-house education programs for their own co-ops (or co-ops they are familiar with) Did/do they work? Why or why not? How would you improve them? Would you recommend them to others? Do you have new ideas for in-house education programs? At the end of the session the collected notes of everyone's contribution will be distributed to all those attending (& anyone else who is interested.)</p>
Session 3 (Workshop)	<p>Lisa Stolarski, The Cooperative Group <i>Community Self-Directed Education: What is A Discussion Course on Cooperatives?</i></p> <p>This workshop will explain the concept of a "Discussion Course," as it relates to cooperative education and go over the structure and content of A Discussion Course on Cooperatives, published by East End Food Co-op in 2007. This conversational forum will cover what a Discussion Course is and where the idea came from, how and why this Discussion Course was published, how people engage the material and how it may fit with popular education or co-op educational programs. Special attention will be given to ideas for making this or other discussion courses more accessible to a wider variety of cooperative communities in the future.</p> <ul style="list-style-type: none"> • What is a "Discussion Course?" Where did the idea come from? • What is <u>A Discussion Course on Cooperatives</u>? How was it published? • Why publish a Discussion Course? • What's inside, and how do people engage the material? • Who does the Discussion Course and what is the process for convening? • Comparison / Contrast with popular education: getting feedback on what works. Does the Discussion Course need an update? A Spanish translation? A version for youth? • Discussion on how this course or similar courses might be incorporated into co-op educational programs.
11:00 – 12:00	
Session 1 (Workshop)	<p>Andrew Stachiw, TESA <i>Non-traditional Co-op Education: Community Colleges and Prisons</i></p> <p>For this workshop, participants will engage in a discussion and exploration of cooperative education techniques and practices in non-traditional settings. Given the facilitator's experience teaching in about co-ops in community colleges and prison, the workshop will focus on those two areas, but by no means is limited to them. Participants will first learn about and discuss the facilitator's experiences as an educator in</p>

	<p>community college and prison. We will discuss how to get involved, best practices, and some of the unique challenges and opportunities that each area provides. Following that, participants will get a chance to apply these lessons to their own geographic areas and/or fields of interest. This will be an interactive workshop, so one of the goals is to provide participants with a set of goals and action plan for how to move forward with co-op education in non-traditional spheres. This workshop will be based around whole group discussion, small group work, and a sharing of best practices. One of the main goals is to provide participants with hands on tools and techniques, along with a potential action plan, for how advance cooperative education in new and unique ways.</p>
<p>Session 2</p>	<p>Claude-André Guillotte, IRECUS <i>Relevance and Impact of Co-operative Business Education</i></p> <p>The Co-operative Management Education programs at Saint Mary's University's Sobey School of Business and the Research and Education Institute for Cooperatives and Mutuals (IRECUS) of the Université de Sherbrooke present an international study that assesses the relevance and impact of co-operative business education (CBE).</p> <p>The 5th principle of co-operation in the international Co-operative Identity, Values, and Principles statement encourages co-operatives to provide education, training, and information for their members, elected representatives, managers, and employees so they can contribute effectively to the development of their co-operatives. This presentation will focus on the report findings on co-operative business education (CBE) and its ability to boost co-operative performance.</p> <p>AND</p> <p>André Martin & Étienne Fouquet, IRECUS <i>Research in cooperation or cooperation in research? The importance of links between cooperatives research - education – practice</i></p> <p>In 1992, during the Symposium of the Annual Conference of the Institute of Research and Education for cooperatives and mutual from the University of Sherbrooke (IRECUS), Professor Paul Prévost was noticing a disturbing finding: "[...] the knowledge that we have developed on cooperatives have not followed the dazzling developments that our cooperatives have experienced. [...] As long as there is no conceptual basis for measuring the success of cooperatives, there will be all kinds of inconsistencies as experienced today [...]. The infiltration in growing cooperatives of a mode of thought inappropriate to the cooperative management is often insidious "(1992: 88).</p> <p>Can we submit the hypothesis that cooperative research on cooperatives requires to open up to complexity issues, interdisciplinarity and inter-cooperation among researchers and between researchers and practitioners. It also forces to glimpse new educational challenges. IRECUS, as a research and education institute on cooperatives and mutual, attempts to clarify the complementarity of the cooperative triad of research, education and practice, itself being an object of study and research which calls for methodological and epistemological perspectives of its own.</p>
<p>Session 3 (Workshop)</p>	<p>Megan Svoboda, Roberta Giordano, Zen Trenholm, and Jeff Noven, Student Environmental Resource Center at UC Berkeley <i>Cooperative Educationilient Future</i></p> <p>The co-operative business model and co-operative economics are not taught as subjects in most U.S. undergraduate programs. To address this systemic lack of awareness, our workshop will explore how to launch innovative student-initiated or academically-sponsored courses on the</p>

	<p>history and significance of co-operatives and how they can be tools for building sustainable, resilient, and socially just communities.</p> <p>We will focus on identifying the obstacles and opportunities to establishing these programs on college campuses and create the space for participants to work together in identifying new ways to embed co-operative education into university curriculum.</p> <p>Our goal for the workshop is to develop a network of students and educators committed to introducing the cooperative model to a broader audience of young entrepreneurs and changemakers.</p>
12:00 – 1:00	
Marriott Room	Lunch – Wrap up, general session

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