



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

RESEARCH REPORT SERIES / JANUARY 2016

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.

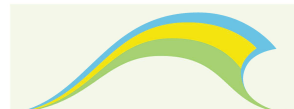
THE FIFTH CO-OPERATIVE PRINCIPLE IN ACTION

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

ERIN HANCOCK AND ANNABELLE BRAULT



Réseau de recherche pour mesurer la
DIFFÉRENCE COOPÉRATIVE



Measuring the Co-operative Difference
RESEARCH NETWORK



Copyright © 2015 Erin Hancock and Annabelle Brault

All rights reserved. No part of this publication may be reproduced in any form or by any means without the prior written permission of the publisher. In the case of photocopying or other forms of reprographic reproduction, please consult Access Copyright, the Canadian Copyright Licensing Agency, at 1-800-893-5777.

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

This study was undertaken thanks to a grant from the Social Sciences and Humanities Research Council of Canada managed by Co-operatives and Mutuels Canada.

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.

CONTENTS

EXECUTIVE SUMMARY	vi
ACKNOWLEDGEMENTS	v
LIST OF FIGURES	xi
LIST OF TABLES	xi
INTRODUCTION AND BACKGROUND	1
The Importance of Co-operative Education	2
Theories of Education	4
Empowering Co-operators through Adult Education	5
METHODOLOGY	6
RESULTS	9
Relationships among Multiple Variables	15
<i>Economic Sectors Targeted in Relation to Technical Topics and Co-op Topics</i>	15
<i>Targeted Audiences in Relation to Technical Topics and Co-op Topics</i>	16
<i>Delivery Methods Used in Relation to Technical Topics and Co-op Topics</i>	17
DISCUSSION	18
Educational Initiatives per Province	18
Type of Co-operative	19
Economic Sectors	20
Target Audiences	21
Delivery Methods and Type of Educational Materials and Tools	24
SUMMARY AND CONCLUSION	25
APPENDICES	28
Appendix 1: Education about Co-operatives in Canadian Colleges and Universities	28

Appendix 2: Core Principles Proposed by the ICA in Co-operative Education	32
Appendix 3: List of Coding Options for Each Category of Information Collected	34
Appendix 4: Secondary-Level Analysis Tables	37
Appendix 5: Incorporated Co-operatives by Province and Territory	40
Appendix 6: Types of Co-operatives: Canadian Data	41
Appendix 7: Supplementary Tables	42
Appendix 8: Supplementary Figures	45
Appendix 9: Summary of Educational Initiatives by Organization and Beneficiary	47
REFERENCES	61
LIST OF PUBLICATIONS	
CENTRE FOR THE STUDY OF CO-OPERATIVES	63

LIST OF FIGURES

Figure 1: Target audiences	9
Figure 2: Educational initiatives per province	10
Figure 3: Economic sector targeted by the initiative	12
Figure 4: Frequency of topics	13
Figure 5: Technical topics addressed	13
Figure 6: Co-op topics addressed	14
Figure 7: Type of education materials and tools used in the initiatives	14
Figure 8: Type of co-op offering the initiative (ownership structure)	45
Figure 9: Type of co-op targeted by the initiative	45
Figure 10: Method(s) of delivery used for educational initiatives	46

LIST OF TABLES

Table 1: Type of organization offering the initiative (ownership structure)	11
Table 2: Type of co-op targeted by the initiative	11
Table 3: Method(s) used to deliver each initiative	15
Table 4: Education about co-operatives in Canadian colleges and universities	28
Table 5: Courses, academics, and other researchers	31
Table 6: Analysis of the economic sectors targeted in relation to technical topics and co-op topics	37
Table 7: Analysis of the targeted audiences in relation to technical and co-op topics	38
Table 8: Analysis of the delivery methods used in relation to technical topics and co-op topics	39
Table 9: Incorporated co-operatives by province and territory	40
Table 10: Types of co-operatives: Canadian data	41
Table 11: Target audience	42
Table 12: Educational initiatives per province	42
Table 13: Economic sector offering the initiative	43
Table 14: Economic sector targeted by the initiative	43
Table 15: Technical topics addressed	44
Table 16: Co-op topic addressed	44
Table 17: Type of education materials and tools	44

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).

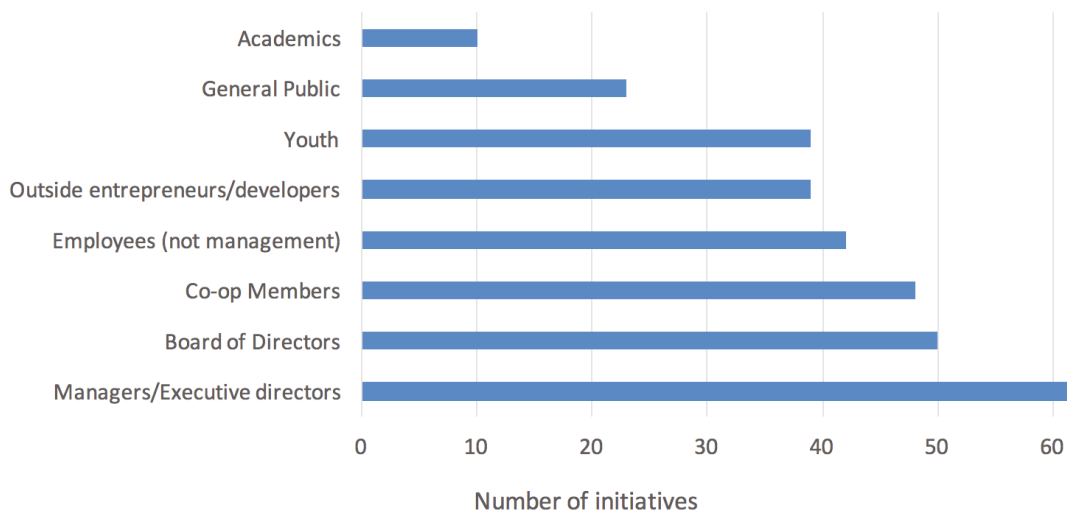
Initially, we also investigated a number of other topics not included in the list above, including the history of the initiatives, innovations, program descriptions, cost, and specific developer(s) of the initiatives. We eventually discarded these subjects because of the lack of consistent information 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.

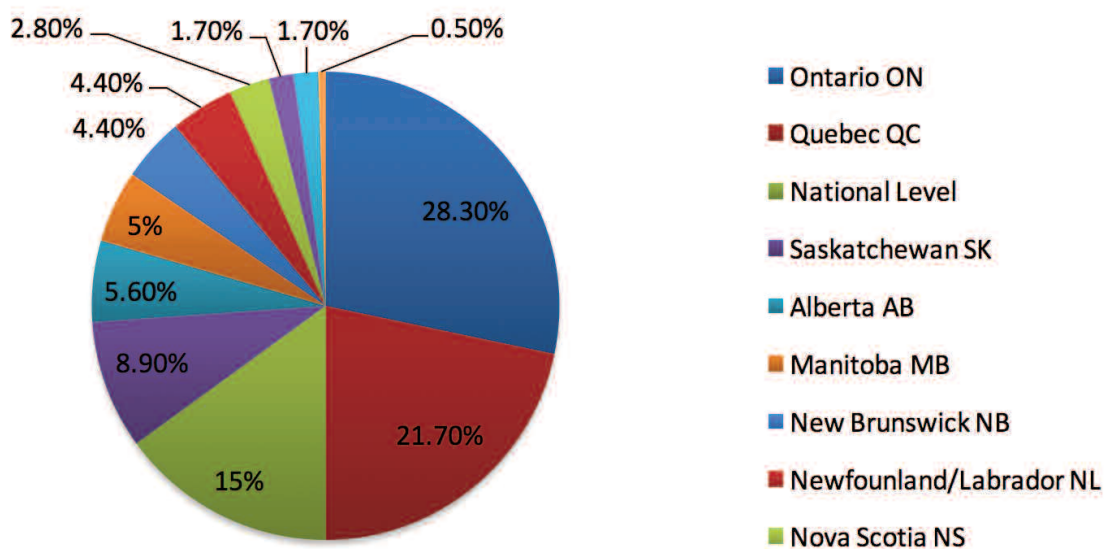
Figure 1: Target audiences



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%

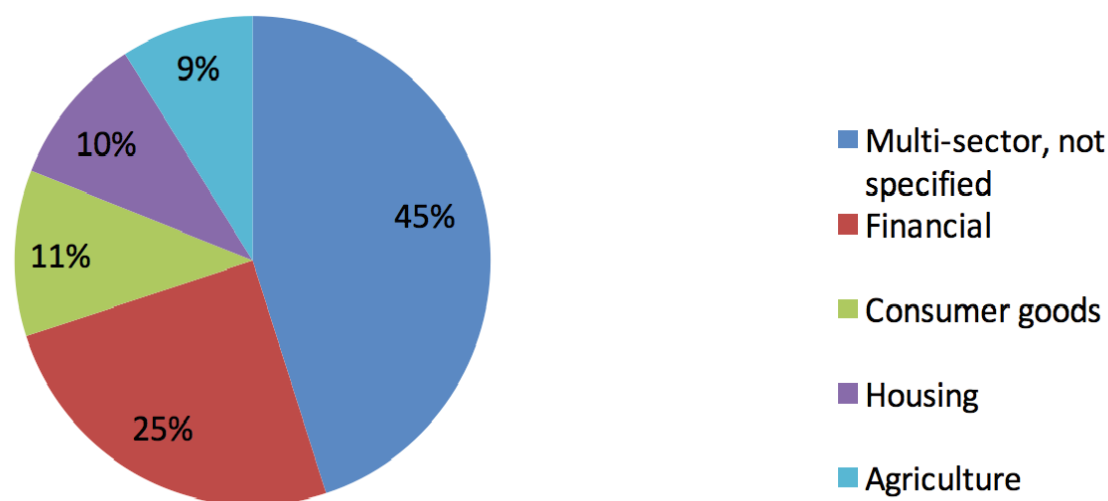
“Consumer co-ops” and “associations and federations” offer the most educational initiatives, while “multistakeholder” co-ops offer the least. The “other” category (which includes government and consulting groups) and “producer co-ops” offer a similar number of initiatives. Looking at the type of co-operative 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

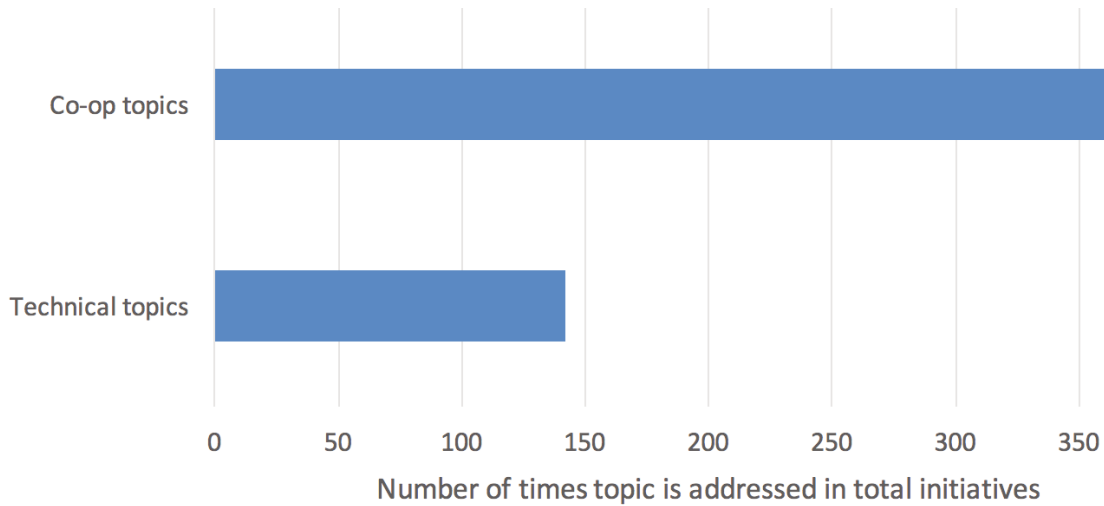


The largest segment (45 percent) is not sector specific, which coincides with the high rate of initiatives offered by associations and federations that cross economic sector solitudes. The financial sector offers the most sector-specific educational initiatives, followed by co-operatives in the business 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

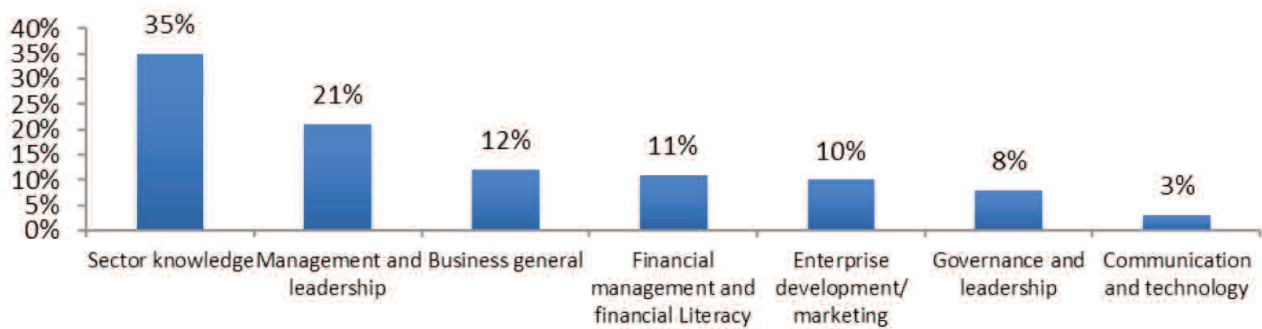
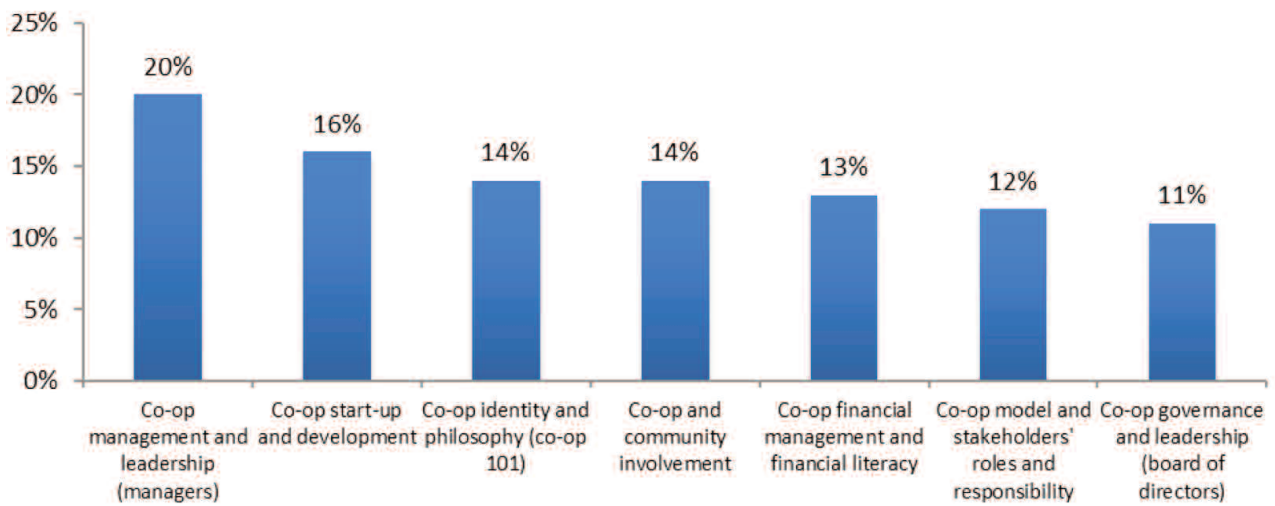
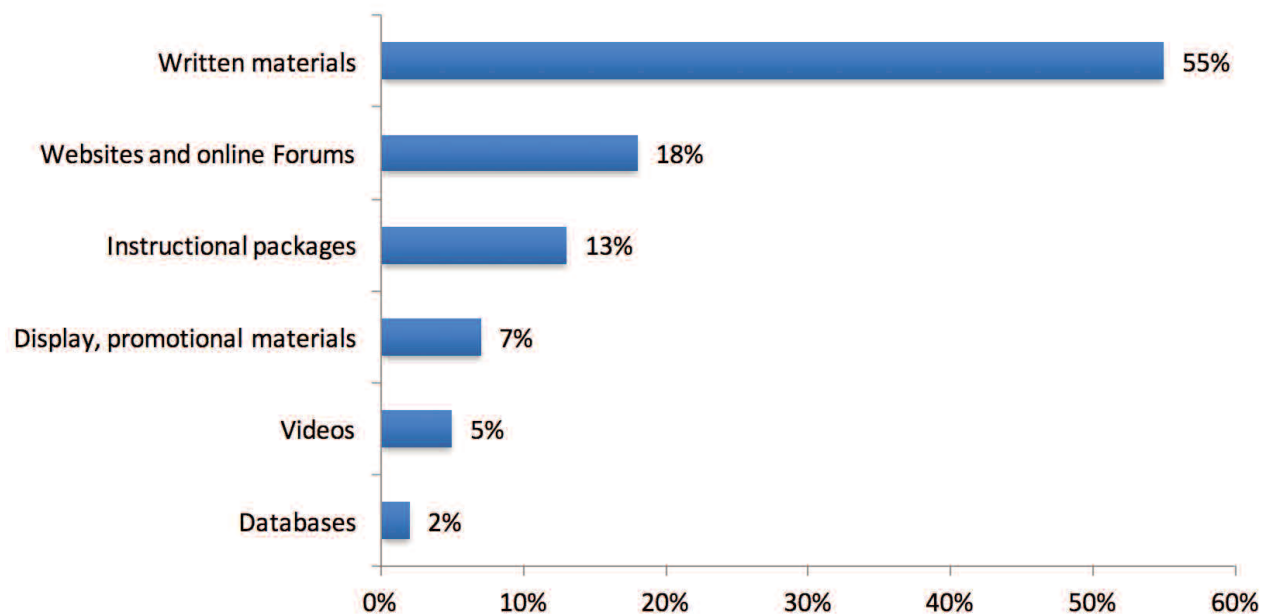


Figure 6: Co-op topics addressed



“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)

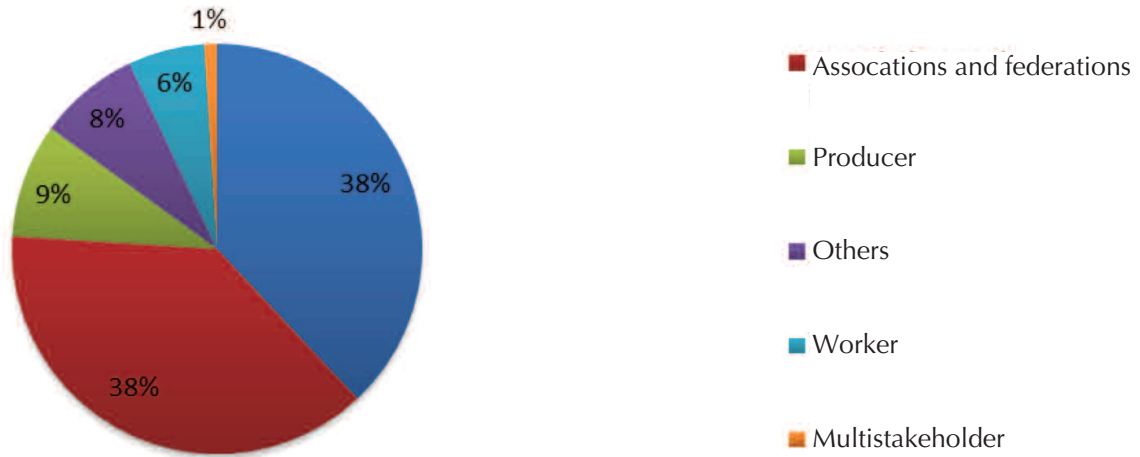


Figure 9: Type of co-op targeted by the initiative

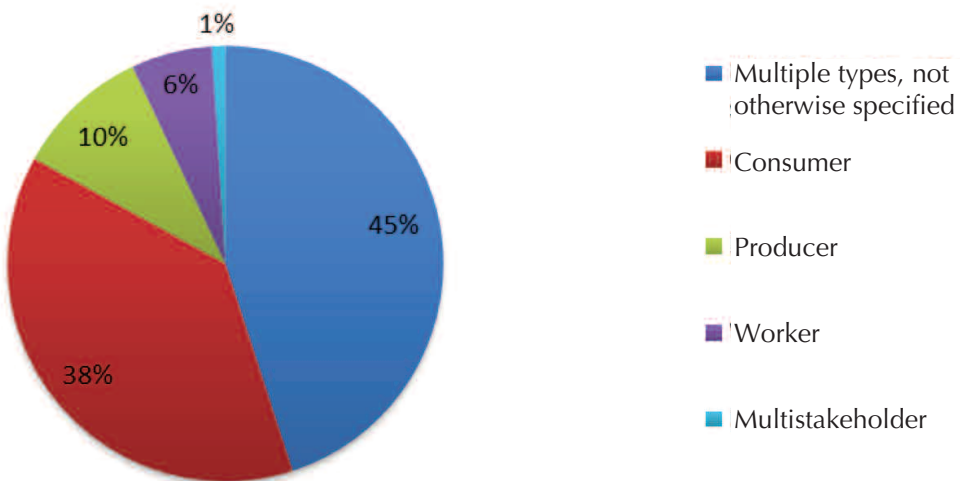
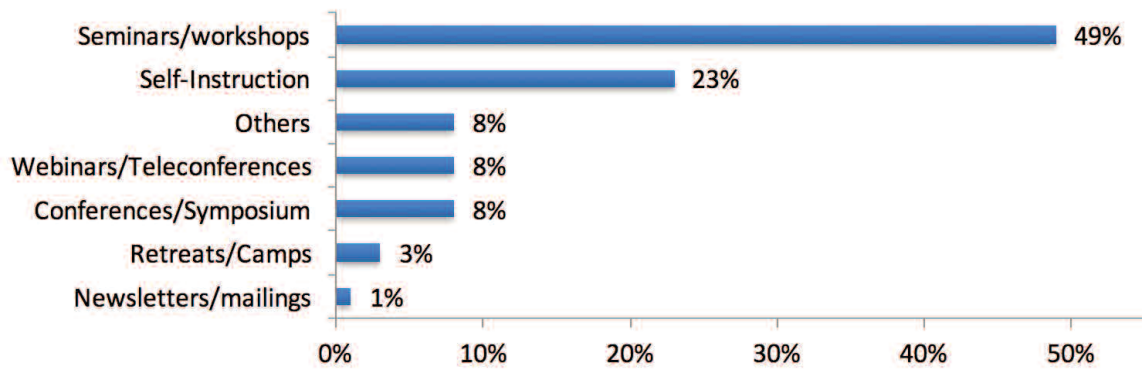


Figure 10: Method(s) of delivery used for educational initiatives



Appendix 9: Summary of Educational Initiatives by Organization and Beneficiary

Organization That Offers the Program	Beneficiary of Program	Description of Program
The Co-operators	Co-operators members, delegates, and board	We provide significant training for members, delegates, and the board at region meetings and the annual general meeting, and we encourage networking to share best practices.
The Co-operators	Co-operators clients	We offer our expertise to the co-op sector through several initiatives, including client education on insurance, safety, and prevention, strategic planning, sustainability, governance, and enterprise risk management.
Alberta Community and Co-operative Association (ACCA)	ACCA's members and other co-ops in Alberta	Co-operative Basics (workshop)
Alberta Community and Co-operative Association	ACCA's members and other co-ops in Alberta	Financial Analysis and Planning for Non-Financial Managers: Beginner and Advanced (workshop)
Alberta Community and Co-operative Association	Youth (public and members)	Internship program
Alberta Community and Co-operative Association	Youth (public and members)	Co-operative Youth Leadership Program: Pre-teen Seminar
Alberta Community and Co-operative Association	Youth (public and members)	Co-operative Youth Leadership Program: Teen Seminar
Alberta Community and Co-operative Association	Youth (public and members)	Co-operative Youth Leadership Program: Youth Seminar
Alberta Community and Co-operative Association	Youth (public and members)	Co-operative Youth Leadership Program: Grad seminar
Alberta Community and Co-operative Association	ACCA's members and other co-ops in Alberta	Parliamentary Procedures (workshop)

CoopZone	Everyone	Foundations Program
CoopZone	Everyone	Advanced Co-op Developer Training Program
CoopZone	Everyone	Basic introductory course on co-operative development
Fédération canadienne des coopératives de travail/Canadian Worker Co-operative Federation (CWCF)	CWCF's members	Tele-learning Sessions and Web-based Training
Fédération canadienne des coopératives de travail/ Canadian Worker Co-operative Federation	CWCF's members	Worker co-operative conferences, workshops
British Columbia Co-operative Association (BCCA)	BCCA's members and other co-ops in BC	Developing an Existing Co-op
British Columbia Co-operative Association (BCCA)	BCCA's members and other co-ops in BC	Starting a New Co-op
British Columbia Co-operative Association	Young people in BC and also those affiliated with co-ops in BC	The YES (Youth Excellence Society) Co-operative Leadership Summer Camps
British Columbia Co-operative Association	BCCA's members and other co-ops in BC	Co-op Career Internship Program
DEVCO	Co-op developers across Canada	Advanced Co-op Developer Training Program
Mountain Equipment Co-op	MEC's employees (non-members)	Leadership training
Mountain Equipment Co-op	MEC's employees (non-members)	Training and tuition
National Outdoor Leadership School and Leave No Trace courses	MEC's employees (non-members)	MEC's Outdoor Community Leadership Training Program
Vancity Credit Union	Non-members	Workshops for not-for-profit organizations

Association of Cooperative Educators	Various co-ops as well as co-op educational institutions throughout North America	Annual institute
Manitoba Co-operative Association	MCA's members' children, public youth	Manitoba Youth Leadership Retreat
Youth Co-operative Services	Worker co-operatives	Youth Co-operative Services
Arctic Co-operatives Limited (ACL)	ACL members and the public	Financial Literacy in the North Program
Arctic Co-operatives Limited	ACL members	Co-operative training and education programs to inform co-op members, their elected officials, and their employees of their roles and responsibilities.
Arctic Co-operatives Limited	ACL members	Materials
Arctic Co-operatives Limited	ACL members	Training programs, management advisory services: operations and planning assistance
Partnership with the Government of Canada and Training providers in Manitoba	ACL members	Training Arctic Technicians project
Government of Manitoba	Public	Co-operative development curriculum
Co-operative Enterprise Council of New Brunswick (CECNB) and associates	CECNB members	Board governance workshops
Co-operative Enterprise Council of New Brunswick	Public and member co-ops	Charities, Non-Profits, Co-ops, Social Enterprises, and the Law (workshop)
Co-operative Enterprise Council of New Brunswick	Public	Lunch 'n' Learns on Business Succession Planning Using the Co-op Model
Co-operative Enterprise Council of New Brunswick and consultants	Public, community leaders	Art of Hosting Conversations that Matter: Fostering Conditions for Social Innovation and Community Engagement

Co-operative Enterprise Council of New Brunswick	Public	Social Enterprise Launch Pads
Co-operative Enterprise Council of New Brunswick	Public, policy makers, entrepreneurs	Developing Co-ops and Social Enterprises (workshop)
Coopératives de développement régional—A Les coopératives jeunesses	Young people	Les coopératives jeunesses
Co-op Atlantic	Co-op Atlantic directors	Board governance training
Newfoundland–Labrador Federation of Co-operatives (NLFC) and Department of Innovation, Business & Rural Development	NLFC’s members and other co-ops in NL and Labrador	CoopZone, NL; CoopZone, NL: Resource materials; CoopZone, NL: Operational advice
Newfoundland–Labrador Federation of Co-operatives and Department of Innovation, Business & Rural Development	NLFC’s members and other co-ops in NL and Labrador	CoopZone, NL: Co-op Development Workshops: Module #1: Co-operatives: The Basics; Module #2: Co-ops and the Community Development Process; Module #3: Developing a Co-op Enterprise
Newfoundland–Labrador Federation of Co-operatives and Department of Innovation, Business & Rural Development	NLFC’s members and other co-ops in NL and Labrador	Co-op Developers’ Network
NLFC and Department of Innovation, Business & Rural Development	Young people	Co-op Youth Services
Mount Saint Vincent University	Any co-op practitioner or academic interested	Social Economy Space
Nova Scotia Co-operative Council	NSCC members or people wishing to start a co-op	Co-operative Development Workshop

Nova Scotia Co-op Council	NSCC members	Co-operative Governance
Nova Scotia Co-op Council	NSCC members	Management workshop
Cape Breton University	People working in co-ops (managers, staff)	MBA in Community Economic Development
Nova Scotia Co-operative Youth Alliance	Graduates from co-op youth camps	Nova Scotia Co-operative Youth Alliance Leadership Seminars
Saint Mary's University	Co-operatives across Canada and internationally	Graduate Diploma in Co-operative Management
Saint Mary's University	Co-operatives across Canada and internationally	Master's of Management in Co-operatives and Credit Unions
Canadian Co-operative Association (CCA)	Members, individual co-ops, developers, entrepreneurs, policy makers	Co-op Development InfoService
Canadian Co-operative Association	Co-op leaders across Canada	Institute of Co-operative Leadership
Canadian Co-operative Association	CCA's members, members of members, the public, students, etc.	Discover the Co-operative Difference online orientation program
Canadian Co-operative Association	Any co-op across the country	Co-operative Corporate Secretaries Conference
Canadian Co-operative Association	Youth involved in co-ops across Canada	National Young Co-operators Mentorship Program
Canadian Co-operative Association	CCA's members	<i>Governance Matters</i> newsletter
Canadian Co-operative Association	Youth interested in co-ops and international development who have done camps	You-LEAD Program

Canadian Co-operative Association	Youth interested in co-ops and international development who have done camps	International Youth Internship Program
Canadian Co-operative Research Network	All academics and students	CCRN Research Library
Le Conseil de la coopération de l'Ontario (CCO)	CCO's members and other French co-ops in Ontario	Distance learning program
le Conseil de la coopération de l'Ontario	Ontario youth	Camps du leadership coopératif
Measuring the Co-operative Difference Research Network	All co-ops, policy makers, academics, students, public	Measuring the Co-operative Difference Research Network webinar series
The Co-operators	Youth (public)	IMPACT! The Co-operators Youth Program for Sustainability Leadership
Ontario Co-operative Association (On Co-op)	On Co-op members and other interested persons	Individual e-Learning Courses on co-ops
Ontario Co-operative Association	On Co-op members' young people or public youth	Co-operative Young Leaders Program
Ontario Co-operative Association	Children in public schools	Each for All curriculum
Ontario Co-operative Association in partnership with Schulich School of Business at York University	On Co-op members and other interested persons	The Co-operative Management Certificate Program: Co-op Nuts and Bolts, Co-op Sector Overview, intensive classroom retreats
Gay Lea Foods (GLF) Co-operative and the Canadian Co-operative Association	Dairy and agricultural co-operatives	Leadership in Governance Foundation Program: By Farmers for Farmers/The Canadian Dairy and Agricultural Co-operative Governance Training and Development Program

Gay Lea Foods Co-operative and the Canadian Co-operative Association	Dairy and agricultural co-operatives	Leadership in Governance Advanced Program: By Farmers for Farmers/The Canadian Dairy and Agricultural Co-operative Governance Training and Development Program
Gay Lea Foods Co-operative and the Canadian Co-operative Association	Dairy and agricultural co-operatives	Co-operative Leadership Program
Gay Lea Foods Co-operative and the Canadian Co-operative Association	GLF employees	Project Lighthouse (eight module, 16-day program)
Credit Union Central of Canada (CUCC)	Members' children	Kosmiks (financial literacy game)
Credit Union Central of Canada	CUCC's leaders	2012 Canadian Conference for Credit Union Leaders
Credit Union Central of Canada	CUCC's staff	2012 National Credit Union Treasury & Finance Forum
Credit Union Central of Canada	CUCC's staff	CU Young Leaders — National Mentorship Program
CU Young Leaders Committee	Young credit union staff across Canada	CU Young Leaders — Forum and Learning Cafes (Harvard ManageMentor® Cafés for Emerging Young Leaders)
CUSOURCE Credit Union Knowledge Network	Credit Union Central of Canada (in-house)	MSR Start Series (series of online courses)
CUSOURCE Credit Union Knowledge Network	Credit Union Central of Canada (in-house)	Business Relationship Manager Program
CUSOURCE Credit Union Knowledge Network	Credit Union Central of Canada (in-house)	Credit Union Director Achievement Program: The Foundations of Governance — Level A; Governance in Action — Level B; Governance Application — Level C
CUSOURCE Credit Union Knowledge Network	Credit Union Central of Canada (in-house)	National Governance Series — Recorded Webinars

CUSOURCE Credit Union Knowledge Network	Credit Union Central of Canada (in-house)	Director Training: Continuing Education
CUSOURCE Credit Union Knowledge Network	Credit Union Central of Canada (in-house)	Harvard ManageMentor® (44 online modules)
CUSOURCE Credit Union Knowledge Network	Credit Union Central of Canada (in-house)	eLearning courses (CUSOURCE and SkillSoft eLibrary)
CUSOURCE Credit Union Knowledge Network and Dalhousie University	Credit Union Central of Canada (in-house)	Credit Union Institute of Canada (CUIC®) Accreditations (programs): 1. Accredited Member Service Representative (for MSRs and call centre reps.); 2. Accredited Consumer & Residential Mortgage Lender; 3. Accredited Commercial Lending Administrator; 4. Accredited Commercial Lender
CUSOURCE Credit Union Knowledge Network and Dalhousie University	Credit Union Central of Canada (in-house)	CUIC® Designations (programs): 1. General Business Studies Program; 2. Management Studies Program
CUSOURCE Credit Union Knowledge Network and Dalhousie University	Credit Union Central of Canada (in-house)	CUIC® courses
CUSOURCE Credit Union Knowledge Network and Dalhousie University	Credit Union Central of Canada (in-house)	Accredited Canadian Credit Union Director
L'alliance des caisses populaires de l'Ontario	Youth	Youth Portal: Tips and Financial Literacy
Level Five Strategic Partners	Credit union staff and managers in Ontario	Retail Lending
Level Five Strategic Partners	Credit union directors in Ontario	Professional Directors School
Level Five Strategic Partners	Credit union staff and managers in Ontario	Professional Credit Granting School
Level Five Strategic Partners	Credit union staff and managers in Ontario	Commercial Lending
Level Five Strategic Partners	Credit union managers in Ontario	Leadership — From Manager to Leader

Level Five Strategic Partners	Credit union staff and managers in Ontario	Retail Credit Administration
Level Five Strategic Partners	Credit union managers in Ontario	Powerful Leaders Workshop
Level Five Strategic Partners	Credit union managers in Ontario	Branch Managers Program
Central Ontario Co-operative Housing Federation	Housing co-operative members	“Co-operative Living” Orientation Video
Central Ontario Co-operative Housing Federation	Housing co-operative members	Spring and Fall Education Conferences
Co-operative Housing Association of Eastern Ontario	Housing co-operative members	Fall Education Day
Co-operative Housing Association of Eastern Ontario	Housing co-operative members	Spring Congress
Co-operative Housing Federation of Canada	Housing co-operatives	Co-op Housing Resource Centre
Co-operative Housing Federation of Canada	Housing co-operatives	The Co-op Difference: Training in Co-op Housing Management (Online Learning Management System)
Co-operative Housing Federation of Canada	Co-op Housing Federation of Canada (20 federations and associations) and housing co-operatives	Guide to Co-operative Housing
Co-operative Housing Federation of Canada	Housing co-operatives	Board Basics Online: Co-op Housing Federation of Canada’s Online Learning Management System
Co-operative Housing Federation of Canada	Housing co-op managers	Housing Management Training Course
Co-operative Housing Federation of Canada, partnership with CUSOURCE	Co-op Housing Federation of Canada (20 federations and associations) and housing co-operatives	The Co-op Difference: Training in Co-op Housing Online Learning Management System: Management
Co-operative Housing Federation of Canada, partnership with CUSOURCE	Co-op Housing Federation of Canada (20 federations and associations) and housing co-operatives	Online Learning Management System: Board Basics Online

Co-operative Housing Federation of Canada, partnership with CUSOURCE	Co-op Housing Federation of Canada (20 federations and associations) and housing co-operatives	Online Learning Management System: SkillSoft eLibrary
Co-operative Housing Federation of Toronto	Housing co-operative members	Education courses
Co-operative Housing Federation of Toronto	Housing co-operative members	Education and training programs
Growmark	Growmark directors	Board governance training
Conseil de la coopération de l'Ontario (CCO) and financial contribution of the Institute of Agricultural Management	CCO's members and other Francophone co-ops in Ontario	Awareness workshops and training sessions that combine the co-operative model and agri-food issues
Agropur	Agropur	Network facilitators, facilitators' delegates, and young facilitators
Agropur	Agropur	Co-operative advisors
Agropur	Agropur	Member provincial internship program, member interprovincial internship program (Young Farmers)
Agropur	Agropur	Information: facilitators, Inter.Com newsletter, Inter.Com Express, co-operative advisors and local meetings
Agropur	Agropur	Various training activities or courses for producer members
Caisses Desjardins du Québec et caisses populaires de l'Ontario	Members and public	Zoom Coop
Association des groupes de ressources techniques (GRT) du Québec	GRTs and housing co-operatives	Develop and promote education and training for their members
Association des groupes de ressources techniques du Québec	GRTs and housing co-operatives	Intervention tools
Groupe de Ressources Techniques	Housing co-operatives	Training in housing co-operatives

Groupe de Ressources Techniques	Housing co-operatives	Management support and customized training to co-operatives
Resources of different educational institutions, training organizations, and the skills of internal agricultural co-operative network	Coop Federée members	Académie La Coop courses; Académie La Coop training programs: Le programme de formation des directeurs commerciaux de coopératives et experts-conseils régionaux de La Coop fédérée; Le programme de formation des directeurs généraux; Experts-conseils coop; Programme de formation en quincaillerie; Programme de formation des Élus
Coopérative de développement régional (CDR) du Montérégie	CDR Montérégie members and other co-ops in Montérégie region	Training service
Coopérative de développement régional du Québec	CDR's members and other co-ops in Québec	Training service
Groupe Orion	All co-ops in Quebec	Three programs: To control the dynamics of your entrepreneurial co-operative; To control the dynamics of your co-operative association; and To generate new business and contribute to local development
Institut de recherche et d'éducation pour les coopératives et les mutuelles de l'Université de Sherbrooke (IRECUS)	Co-operatives across Quebec and other provinces/countries (e.g., Desjardins, Coop Fédérée (Académie la Coop), Agropur, SSQ, etc.)	Co-operative paradigm workshop
IRECUS	Desjardins Estrie and Caisses Desjardins in Estrie	Co-operative paradigm workshop
Réseau de la coopération du travail du Québec	Worker co-operatives	Customized training
Réseau de la coopération du travail du Québec	Worker co-operatives	Technical training workshops/characteristics of workers co-ops
Réseau de la coopération du travail du Québec	Worker co-operatives	Training to co-operatives already operating (group training)
Fédération québécoise des coopératives en milieu scolaire (COOPSCO)	COOPSCO members (board and managers)	Annual Forum

Fédération québécoise des coopératives en milieu scolaire	COOPSCO members (board)	Certification of administrators COOPSCO
Fédération québécoise des coopératives en milieu scolaire	COOPSCO members (board)	Co-operative education missions
Caisses Desjardins du Québec et caisses populaires de l'Ontario	Desjardins members and non-members	The Teens section on website (https://www.desjardins.com/ca/personal/you-are/youth/teens/)
Caisses Desjardins du Québec et caisses populaires de l'Ontario	Desjardins (young directors)	Learning how to manage a financial services co-op: Young intern officers (open to 18–30 year-olds)
Caisses Desjardins du Québec et caisses populaires de l'Ontario	Desjardins (in-house)	Desjardins Cooperative Institute
Caisses Desjardins du Québec et caisses populaires de l'Ontario	Desjardins (directors)	Learning how to manage a financial services co-operative
Caisses Desjardins du Québec et caisses populaires de l'Ontario	Desjardins members (customers)	Desjardins's Education and Co-operative Zone: CoopMe — Alphonse Desjardins: The Power to Act
Caisses Desjardins du Québec et caisses populaires de l'Ontario	Desjardins members (customers)	Desjardins's Education and Co-operative Zone: CoopMe
Caisses Desjardins du Québec et caisses populaires de l'Ontario	Desjardins members	School caisses (primary and secondary)
Caisses Desjardins du Québec et caisses populaires de l'Ontario	Desjardins (in-house)	Inter-co-operative internship program
Fédération des coopératives de développement régional du Québec (FCDRQ)	FCDRQ's members	Guide d'accueil des administrateurs
Nutana Collegiate, Saskatoon, SK	Public, at risk 30–35-year-old youth	IDA (Individual Development Account) Program

Ministry of Education: Saskatchewan Government's First Nations and Métis Education and Employment strategy	School-aged youth	IAA (Individual Achievement Accounts) Programs
Affinity Credit Union	Affinity Credit Union members' children (teens)	Mo'Doh Island — Financial Learning for Teens
Canadian Association for Studies in Co-operation	Any co-op, academics, students in Canada (some international)	Canadian Association for Studies in Co-operation annual conference
Saskatchewan Co-operative Association (SCA)	SCA members and other interested individuals or co-ops	Co-op developer training
Saskatchewan Co-operative Association	SCA members' children, public youth	Saskatchewan Co-operative Youth Program
Saskatchewan Co-operative Association	SCA members and other interested individuals or co-ops	The Contemporary Director
Saskatchewan Co-operative Association	SCA members and other interested individuals or co-ops	Co-ops: The Basics
Saskatchewan Co-operative Association with On Co-op materials	Public school youth	All 4 Each: A Unit to Empower Co-operative Consciousness
Centre for the Study of Co-operatives, U of Saskatchewan	All co-ops and co-op researchers	Social Economy Governance Portal
Federated Co-operatives Limited (FCL)	Non-members or employees	Student Development Program — summer employment for students
Federated Co-operatives Limited	Non-members or employees	Post-Secondary Department Manager Training Program and Co-operative Business Education Programs
Federated Co-operatives Limited	Non-members or employees	One-to-One Management Training Program

Federated Co-operatives Limited	Non-members or employees	Accelerated ADVANCE Management Training Program
Federated Co-operatives Limited	FCLs (in-house) and retail co-op employees	Three new environmental eLearning modules intended to help employees prevent environmental incidents
Federated Co-operatives Limited	FCLs retail co-op employees	eLearning courses
Federated Co-operatives Limited	FCLs board	Board training
Federated Co-operatives Limited	FCL directors	Directors' orientation program
Federated Co-operatives Limited	FCL directors	Retail director learning and development

REFERENCES

- Abacus Data. 2012. *Canadians and Co-operatives: The International Year of Co-operatives — A Survey of 1,008 Canadians*. 23 May 2012. Prepared for the Canadian Co-operative Association by David Coletto and Jaime Morrison.
- Amendah, Eklou, and Christina Clamp. 2014. *Cooperative Education Inventory Study*. Retrieved from <http://community-wealth.org/sites/clone.community-wealth.org/files/downloads/report-amendah-clamp.pdf>
- Brown, Leslie, Chiara Carini, Jessica Gordon Nembhard, Lou Hammond Ketilson, Elizabeth Hicks, John McNamara, Sonja Novkovic, Daphne Rixon, and Richard Simmons. 2015. *Co-operatives for Sustainable Communities: Tools to Measure Co-operative Impact and Performance*. Saskatoon and Ottawa: Centre for the Study of Co-operatives and Co-operatives and Mutuels Canada.
- Butterwick, Shauna, Kaela Jbas, and D.W. Livingstone. 2007. "Introduction." Special Issue on Work and Lifelong Learning. *The Canadian Journal for the Study of Adult Education* (Online) 20, no. 2. ProQuest.
- Duguid, F., K. Mündel, and D. Schugurensky. 2013. *Volunteer Work, Informal Learning and Social Action*. Rotterdam, The Netherlands: Sense Publishers.
- Frederick, Donald A. 1993. "Co-op Involvement in Public Policy." Agricultural Cooperative Service, U.S. Department of Agriculture. Retrieved from <http://www.rurdev.usda.gov/rbs/pub/cir42.pdf>.
- Fulton, Murray. 2000. "A Systems Approach to the Challenges Facing Co-operative Education and Co-operatives." In *Canadian Co-operatives in the Year 2000: Memory, Mutual Aid and the Millennium*, ed. Brett Fairbairn, Ian MacPherson, and Nora Russell. Saskatoon: Centre for the Study of Co-operatives, University of Saskatchewan.
- Hancock, Erin. 2009. *The Policy Context for Co-operatives in New Brunswick: Looking to the Future*. MA thesis, University of New Brunswick. Retrieved from http://www.smu.ca/webfiles/SMU_ErinHancock_NBCo-opsandPolicy_July2009.doc.

- Industry Canada. 2013. "Co-operatives in Canada 2009." Ottawa: Government of Canada. Retrieved from [https://www.ic.gc.ca/eic/site/693.nsf/vwapj/Co-operatives_in_Canada_in_2009-eng.pdf/\\$file/Co-operatives_in_Canada_in_2009-eng.pdf](https://www.ic.gc.ca/eic/site/693.nsf/vwapj/Co-operatives_in_Canada_in_2009-eng.pdf/$file/Co-operatives_in_Canada_in_2009-eng.pdf).
- . 2013. "Top 50 Non-Financial Co-operatives in Canada 2009." Retrieved from [https://www.ic.gc.ca/eic/site/693.nsf/vwapj/top_50_2009_eng.pdf/\\$file/top_50_2009_eng.pdf](https://www.ic.gc.ca/eic/site/693.nsf/vwapj/top_50_2009_eng.pdf/$file/top_50_2009_eng.pdf).
- International Co-operative Alliance. 1995. "Co-operative identity, values and principles." Retrieved from <http://ica.coop/en/whats-co-op/co-operative-identity-values-principles>.
- . 2014. "Guidance Notes — Interpretation Aids for the Co-operative Principles." Retrieved from <http://ica.coop/sites/default/files/attachments/DRAFT%20Guidance%20Notes%20P3%2C%20P5%2C%20P7%20English%202014-04-14.pdf>.
- Ipsos Reid. 2013. "Tracking Study." Commissioned by the Canadian Co-operative Association (online survey of 1,507 Canadians).
- MacPherson, Ian. 2007. *One Path to Co-operative Studies*. Victoria: Rochdale Press, British Columbia Institute for Co-operative Studies. Retrieved from http://www.uvic.ca/research/centres/cccb/assets/docs/publications/RochdalePress/OnePath_to_CooperativeStudies.pdf.
- McNamara, John. 2014. "Measuring the Co-operative Difference: Community Impact and Member Engagement towards a Resilient Society." Conference report. Retrieved from <http://www.smu.ca/webfiles/ToolsConferenceReport-FINAL.pdf>.
- Miner, Karen, and Claude-Andre Guillotte. 2014. "Relevance and Impact of Co-operative Business Education: Boosting Co-operative Performance through Education about the Co-operative Model." Retrieved from <http://www.smu.ca/academics/sobey/cme-summit-study.html>.
- Smith, M.K. 2001. "What is non-formal education?" *encyclopaedia of informal education*. Retrieved from <http://infed.org/mobi/what-is-non-formal-education/>.
- Stefanson, B. 2002. *Adult Educators in Co-operative Development: Agents of Change*. Saskatoon: Centre for the Study of Co-operatives, University of Saskatchewan.
- Thompson, Jane. 2000. "Emancipatory Learning." NIACE Briefing Sheet 11. March. National Institute of Adult Continuing Education. Retrieved from https://www.niace.org.uk/sites/default/files/11_Emanicipatory_Learning.pdf_learning.pdf.
- Wilson, M. 2014. "Guidance Notes — Interpretation Aids for the Co-operative Principles." International Co-operative Alliance. Retrieved from <http://ica.coop/en/blueprint-themes/identity/guidancenotes>.

LIST OF PUBLICATIONS
CENTRE FOR THE STUDY OF CO-OPERATIVES

Occasional Paper Series

(Occasional papers are 8 1/2 x 11 format; most are available free of charge in PDF on our website as well as in hard copy by request)

- 2015 *Youth Involvement in Irish Credit Unions: A Case Study*. Victoria Morris (84pp. \$15)
- 2014 *Co-operatives and Three-Dimensional Sustainability*. Carolin Schröder (38pp. \$15)
- 2014 *Historical Retrospective on the Conversion and Multinationalization of Dakota Growers Pasta Company: A Critical Discourse Analysis*. Thomas Gray, Curt Stofferahn, and Patricia C. Hipple (101pp. \$15)
- 2011 *Models for Effective Credit Union Governance: Maintaining Community Connections following a Merger*. Lou Hammond Ketilson and Kimberly Brown (82pp. \$15)
- 2011 *The Impact of Retail Co-operative Amalgamations in Western Canada*. Lou Hammond Ketilson, Roger Herman, and Dwayne Pattison (100pp. \$15)
- 2009 *Financing Aboriginal Enterprise Development: The Potential of Using Co-operative Models*. Lou Hammond Ketilson and Kimberly Brown (104pp. \$15)
- 2008 *The Agriculture of the Middle Initiative: Premobilizing Considerations and Formal Co-operative Structure*. Thomas W. Gray (54pp. \$12)
- 2007 *Social Cohesion through Market Democratization: Alleviating Legitimation Deficits through Co-operation*. Rob Dobrohoczki (68pp. \$10)
- 2006 *Data Collection in the Co-operative Sector and Other Business Statistics in Canada and the United States*. Angela Wagner and Cristine de Clercy (224pp. \$25)
- 2006 *The Case of the Saint-Camille Care and Services Solidarity Co-operative and Its Impact on Social Cohesion*. Geneviève Langlois, with the collaboration of Patrick De Bortoli and under the guidance of Jean-Pierre Girard and Benoît Lévesque (96pp. \$10)
- 2005 *"Canada's Co-operative Province": Individualism and Mutualism in a Settler Society, 1905-2005*. Brett Fairbairn (76pp. \$10)

- 2004 *Negotiating Synergies: A Study in Multiparty Conflict Resolution*. Marj Benson (408pp. \$35)
- 2003 *Co-operatives and Farmers in the New Agriculture*. Murray Fulton and Kim Sanderson (60pp. \$10)
- 2002 *Conflict, Co-operation, and Culture: A Study in Multiparty Negotiations*. Marj Benson (242pp. \$25)
- 2002 *Adult Educators in Co-operative Development: Agents of Change*. Brenda Stefanson (102pp. \$12)
- 2001 *“An Educational Institute of Untold Value”: The Evolution of the Co-operative College of Canada, 1953–1987*. Jodi Crewe (66pp. \$10)
- 1999 *The Components of Online Education: Higher Education on the Internet*. Byron Henderson (78pp. \$12)
- 1998 *Co-operative Organization in Rural Canada and the Agricultural Co-operative Movement in China: A Comparison*. Zhu Shufang and Leonard P. Apedaile (56pp. \$10)
- 1996 *Comparative Financial Performance Analysis of Canadian Co-operatives, Investor-Owned Firms, and Industry Norms*. Andrea Harris and Murray Fulton (152pp. \$12)
- 1994 *Credit Unions and Caisses Populaires: Background, Market Characteristics, and Future Development*. J.T. Zinger (26pp. \$6)
- 1994 *The Meaning of Rochdale: The Rochdale Pioneers and the Co-operative Principles*. Brett Fairbairn (62pp. \$10)
- 1993 *The Co-operative Movement: An International View*. S.K. Saxena (20pp. \$6)
- 1992 *Co-operatives in Principle and Practice*. Anne McGillivray and Daniel Ish (144pp. \$10)
- 1992 *Matador: The Co-operative Farming Tradition*. George Melnyk (26pp. \$6)
- 1992 *Co-operative Development: Towards a Social Movement Perspective*. Patrick Develtere (114pp. \$15)
- 1991 *The Co-operative Sector in Saskatchewan: A Statistical Overview*. Louise Simbandumwe, Murray Fulton, and Lou Hammond Ketilson (54pp. \$6)
- 1991 *Farmers, Capital, and the State in Germany, c 1860–1914*. Brett Fairbairn (36pp. \$6)
- 1990 *Community-Based Models of Health Care: A Bibliography*. Lou Hammond Ketilson and Michael Quennell (66pp. \$8)
- 1989 *Patronage Allocation, Growth, and Member Well-Being in Co-operatives*. Jeff Corman and Murray Fulton (48pp. \$8)
- 1989 *The Future of Worker Co-operatives in Hostile Environments: Some Reflections from Down Under*. Allan Halladay and Colin Peile (94pp. \$6)
- 1988 *Worker Co-operatives and Worker Ownership: Issues Affecting the Development of Worker Co-operatives in Canada*. Christopher Axworthy and David Perry (100pp. \$10)

- 1988 *A History of Saskatchewan Co-operative Law — 1900 to 1960*. Donald Mullord, Christopher Axworthy, and David Liston (66pp. \$8)
- 1988 *Co-operative Organizations in Western Canada*. Murray Fulton (40pp. \$7)
- 1988 *Farm Interest Groups and Canadian Agricultural Policy*. Barry Wilson, David Laycock, and Murray Fulton (42pp. \$8)
- 1987 *Election of Directors in Saskatchewan Co-operatives: Processes and Results*. Lars Apland (72pp. \$6)
- 1987 *The Property of the Common: Justifying Co-operative Activity*. Finn Aage Ekelund (74pp. \$6)
- 1987 *Co-operative/Government Relations in Canada: Lobbying, Public Policy Development and the Changing Co-operative System*. David Laycock (246pp. \$10)
- 1987 *The Management of Co-operatives: A Bibliography*. Lou Hammond Ketilson, Bonnie Korthuis, and Colin Boyd (144pp. \$10)
- 1987 *Labour Relations in Co-operatives*. Kurt Wetzel and Daniel G. Gallagher (30pp. \$6)
- 1987 *Worker Co-operatives: An International Bibliography/ Coopératives de Travailleurs: Une Bibliographie Internationale*. Rolland LeBrasseur, Alain Bridault, David Gallingham, Gérard Lafrenière, and Terence Zinger (76pp. \$6)
- 1986 *Co-operatives and Their Employees: Towards a Harmonious Relationship*. Christopher Axworthy (82pp. \$6)
- 1986 *Co-operatives and Social Democracy: Elements of the Norwegian Case*. Finn Aage Ekelund (42pp. \$6)
- 1986 *Encouraging Democracy in Consumer and Producer Co-operatives*. Stuart Bailey (124pp. \$10)
- 1986 *A New Model for Producer Co-operatives in Israel*. Abraham Daniel (54pp. \$6)
- 1985 *Worker Co-operatives in Mondragon, the U.K., and France: Some Reflections*. Christopher Axworthy (48pp. \$10)
- 1985 *Employment Co-operatives: An Investment in Innovation: Proceedings of the Saskatoon Worker Co-operative Conference*. Skip McCarthy, ed. (288pp. \$23)
- 1985 *Prairie Populists and the Idea of Co-operation, 1910–1945*. David Laycock (48pp. \$6)

Books, Research Reports, and Other Publications

Note: Research reports are available without charge on our website.

- 2015 *Co-operatives for Sustainable Communities: Tools to Measure Co-operative Impact and Performance*. Ed. L. Brown, C. Carini, J. Gordon Nembhard, L. Hammond Ketilson, E. Hicks, J. Mcnamara, S. Novkovic, D. Rixon, and R. Simmons (6 x 9, 388pp., co-published with Co-operatives and Mutuals Canada; available from CMC)

- 2014 *Co-operative Canada: Empowering Communities and Sustainable Businesses*. ed. Brett Fairbairn and Nora Russell (6 x 9, 314pp., available from UBC Press)
- 2014 *“Together We Can Do So Much”: A Case Study in Building Respectful Relations in the Social Economy of Sioux Lookout*. Sean Meades, Astrid Johnston, and Gayle Broad (8 1/2 x 11, 100pp., Research Report)
- 2014 *Labour Market Study: A Community-Based Research Report*. Prepared for Mamasweswen: The North Shore Tribal Council, Naadmaadwiuk, Saulteaux Enterprises, and the Aboriginal Human Resources Development Agreement. Christine Sy, Gayle Broad, Natalie Waboose, and Heather Schmidt (8 1/2 x 11, 120pp., Research Report)
- 2014 *Engaging Youth in Community Futures: The Rural Youth Research Internship Project*. David Thompson and Ashleigh Sauvé (8 1/2 x 11, 58pp., Research Report)
- 2014 *A Profile of Community Economic Development in Manitoba*. Janielle Brooks-Smith and Brendan Reimer (8 1/2 x 11, 46pp., Research Report)
- 2014 *Subverting the Local Food Economy Status Quo: The Intrinsic Relationship of Regionalized Ethics to the Practice and Discourse of Food Sovereignty*. Maximilian Aulinger (8 1/2 x 11, 56pp., Research Report)
- 2014 *International Students in Saskatchewan: Policies, Programs, and Perspectives*. Joe Garcea and Neil Hibbert (8 1/2 x 11, 92pp., Research Report)
- 2014 *Awareness of and Support for the Social Economy in Saskatoon: Opinion Leader Views*. Emily Hurd and Louise Clarke (8 1/2 x 11, Research Report)
- 2014 *Worker Co-operative Development in Saskatchewan: The Promise, the Problems, and the Prospects*. Mitch Diamantopoulos and April Bourgeois (8 1/2 x 11, 80pp., Research Report)
- 2014 *A Global Market in the Heart of Winnipeg: Measuring and Mapping the Social and Cultural Development of Food in the Central Market for Global Families*. Kaeley Wiseman, Jino Distasio, and Raymond Ngarbouli (8 1/2 x 11, 84pp., Research Report)
- 2014 *Relying on their Own Resources: Building an Anishinaabek-Run, Sustainable Economy in the East Side Boreal — Waabanong — of Lake Winnipeg*. Alon Weinberg (8 1/2 x 11, 40pp., Research Report)
- 2014 *The Reality of the Social Economy and Its Empowering Potential for Boreal Anishinaabek Communities in Eastern Manitoba*. Alon Weinberg (8 1/2 x 11, 40pp., Research Report)
- 2014 *Penokean Hills Farms: Business Analysis and Stratetic Plan*. Brandon Lawrence and Gayle Broad (8 1/2 x 11, 97 pp., Research Report)
- 2014 *Co-operating to Build a Better West: Proceedings of a Conference Celebrating the 2012 United Nations International Year of Co-operatives*. Prepared by Sugandhi del Canto and Nora Russell (8 1/2 x 11, 88pp., available on our website)
- 2013 *Models for Effective Credit Union Governance: Maintaining Community Connections*

- Following a Merger*. Lou Hammond Ketilson and Kimberly Brown (8 1/2 x 11, 84pp., Research Report)
- 2013 *Globalization, Social Innovation, and Co-operative Development: A Comparative Analysis of Québec and Saskatchewan from 1980 to 2010*. Mitch Diamantopoulos (8 1/2 x 11, 409pp., PhD Dissertation/Research Report)
- 2013 *Through the Eyes of Women: What a Co-operative Can Mean in Supporting Women during Confinement and Integration*. Isobel M. Findlay, James Popham, Patrick Ince, and Sarah Takahashi (8 1/2 x 11, 114pp., Research Report)
- 2013 *Health in the Communities of Duck Lake and Beardy's and Okemasis First Nation*. Julia Bidonde, Mark Brown, Catherine Leviten-Reid, and Erin Nicolas (8 1/2 x 11, 53pp., Research Report)
- 2012 *Individualized Funding: A Framework for Effective Implementation*. Marsha Dozar, Don Gallant, Judy Hannah, Emily Hurd, Jason Newberry, Ken Pike, and Brian Salisbury (8 1/2 x 11, 25pp., Research Report)
- 2012 *Mapping Social Capital in a Network of Community Development Organizations: The South West Centre for Entrepreneurial Development Organizational Network*. Jason Heit (8 1/2 x 11, 70pp., Research Report)
- 2012 *Participatory Action Research: Challenges, Complications, and Opportunities*. Patricia W. Elliott (8 1/2 x 11, 54pp., Research Report)
- 2012 *Community-Based Regional Food Distribution Initiatives*. Colin Anderson and Stéphane McLachlan (8 1/2 x 11, 12pp., Research Report)
- 2011 *Sharing My Life: Building the Co-operative Movement*. Harold Chapman (6 x 9, 208 pp., \$25)
- 2011 *A Co-operative Dilemma: Converting Organizational Form*. Edited by Jorge Sousa and Roger Herman (6 x 9, 324 pp., \$25)
- 2011 *"A Place to Learn, Work, and Heal": An Evaluation of Crocus Co-operative*. Julia Bidonde and Catherine Leviten-Reid (8 1/2 x 11, 64pp., Research Report)
- 2011 *An Economic Analysis of Microcredit Lending*. Haotao Wu (8 1/2 x 11, 208pp., PhD Dissertation/Research Report)
- 2011 *Empowerment through Co-operation: Disability Inclusion via Multistakeholder Co-operative Development*. Kama Soles (8 1/2 x 11, 138pp., MA Thesis/Research Report)
- 2011 *Economic Impact of Credit Unions on Rural Communities*. Fortunate Mavenga (8 1/2 x 11, 133pp., MA Thesis/Research Report)
- 2011 *Building a Federal Policy Framework and Program in Support of Community Economic Development*. Kirsten Bernas and Brendan Reimer (8 1/2 x 11, 56pp., Research Report)
- 2011 *Engaging Youth in Community Futures: The Rural Youth Research Internship Project*. David Thompson and Ashleigh Sauvé (8 1/2 x 11, 56pp., Research Report)
- 2011 *Understanding and Promoting Effective Partnerships for CED: A Case Study of SEED Winnipeg's Partnerships*. Gaelene Askeland and Kirit Patel (8 1/2 x 11, 43pp., Research Report)

- 2011 *The Management of Co-operatives: Developing a Postsecondary Course*. Leezann Freed-Lobchuk, Vera Goussaert, Michael Benarroch, and Monica Juarez Adeler (8 1/2 x 11, 37pp., Research Report)
- 2011 *Co-operative Marketing Options for Organic Agriculture*. Jason Heit and Michael Gertler (8 1/2 x 11, 136pp., Research Report)
- 2011 *Mining and the Social Economy in Baker Lake, Nunavut*. Warren Bernauer (8 1/2 x 11, 32pp., Research Report)
- 2011 *Enhancing and Linking Ethnocultural Organizations and Communities in Rural Manitoba: A Focus on Brandon and Steinbach*. Jill Bucklaschuk and Monika Sormova (8 1/2 x 11, 68pp., Research Report)
- 2011 *Community Resilience, Adaptation, and Innovation: The Case of the Social Economy in La Ronge*. Kimberly Brown, Isobel M. Findlay, and Rob Dobrohoczki (8 1/2 x 11, 73pp., Research Report)
- 2010 *Municipal Government Support of the Social Economy Sector*. Jenny Kain, Emma Sharkey, and Robyn Webb (8 1/2 x 11, 68pp., Research Report, co-published with the BC-Alberta Social Economy Research Alliance)
- 2010 *Portrait of Community Resilience of Sault Ste Marie*. Jude Ortiz and Linda Savory-Gordon (8 1/2 x 11, 80pp., Research Report)
- 2010 *Community-Based Planning: Engagement, Collaboration, and Meaningful Participation in the Creation of Neighbourhood Plans*. Karin Kliever (8 1/2 x 11, 72pp., Research Report)
- 2010 *Eat Where You Live: Building a Social Economy of Local Food in Western Canada*. Joel Novek and Cara Nichols (8 1/2 x 11, 72pp., Research Report)
- 2010 *Cypress Hills Ability Centres Inc.: Exploring Alternatives*. Maria Basualdo and Chipso Kangayi (8 1/2 x 11, 76pp., Research Report)
- 2010 *Exploring Key Informants' Experiences with Self-Directed Funding*. Nicola S. Chopin and Isobel M. Findlay (8 1/2 x 11, 122pp., Research Report)
- 2010 *Adult Education and the Social Economy: The Communitarian Pedagogy of Watson Thomson*. Michael Chartier (8 1/2 x 11, 114pp., MA Thesis/Research Report)
- 2010 *Self-Determination in Action: The Entrepreneurship of the Northern Saskatchewan Trappers Association Co-operative*. Dwayne Pattison and Isobel M. Findlay (8 1/2 x 11, 64pp., Research Report)
- 2009 *Walking Backwards into the Future*. George Melnyk (6 x 9, 22pp. \$5)
- 2009 *South Bay Park Rangers Employment Project for Persons Living with a Disability: A Case Study in Individual Empowerment and Community Interdependence*. Isobel M. Findlay, Julia Bidonde, Maria Basualdo, and Alyssa McMurtry (8 1/2 x 11, 46pp., Research Report)
- 2009 *Co-operative Marketing Options for Organic Agriculture*. Jason Heit and Michael Gertler (8 1/2 x 11, 136pp., Research Report)

- 2009 *Enabling Policy Environments for Co-operative Development: A Comparative Experience*. Monica Juarez Adeler (8 1/2 x 11, 40pp., Research Report)
- 2009 *Culture, Creativity, and the Arts: Achieving Community Resilience and Sustainability through the Arts in Sault Ste. Marie*. Jude Ortiz and Gayle Broad (8 1/2 x 11, 133pp., Research Report)
- 2009 *The Role of Co-operatives in Health Care: National and International Perspectives*. Report of an International Health Care Conference held in Saskatoon 28 October 2008. Prepared by Catherine Leviten-Reid (8 1/2 x 11, 24pp., available on our website)
- 2009 *The Importance of Policy for Community Economic Development: A Case Study of the Manitoba Context*. Brendan Reimer, Dan Simpson, Jesse Hajer, John Loxley (8 1/2 x 11, 47pp., Research Report)
- 2009 *Northern Ontario Women's Economic Development Conference Report*. PARO Centre for Women's Enterprise (8 1/2 x 11, 66pp., Research Report)
- 2008 *Evaluation of Saskatoon Urban Aboriginal Strategy*. Cara Spence and Isobel Findlay (8 1/2 x 11, 44pp., Research Report)
- 2008 *Urban Aboriginal Strategy Funding Database*. Karen Lynch, Cara Spence, and Isobel Findlay (8 1/2 x 11, 22pp., Research Report)
- 2008 *Social Enterprises and the Ontario Disability Support Program: A Policy Perspective on Employing Persons with Disabilities*. Gayle Broad and Madison Saunders (8 1/2 x 11, 41pp., Research Report)
- 2008 *A New Vision for Saskatchewan: Changing Lives and Systems through Individualized Funding for People with Intellectual Disabilities*. Karen Lynch and Isobel Findlay (8 1/2 x 11, 138pp., Research Report)
- 2008 *Community Supported Agriculture: Putting the "Culture" Back into Agriculture*. Miranda Mayhew, Cecilia Fernandez, and Lee-Ann Chevrette (8 1/2 x 11, 10pp., Research Report)
- 2008 *Algoma Central Railway: Wilderness Tourism by Rail Opportunity Study*. Prepared by Malone Given Parsons Ltd. for the Coalition for Algoma Passenger Trains (8 1/2 x 11, 82pp., Research Report)
- 2008 *Recovery of the Collective Memory and Projection into the Future: ASOPRICOR*. Jose Reyes, Janeth Valero, and Gayle Broad (8 1/2 x 11, 44pp., Research Report)
- 2008 *Measuring and Mapping the Impact of Social Economy Enterprises: The Role of Co-ops in Community Population Growth*. Chipu Kangayi, Rose Olfert, and Mark Partridge (8 1/2 x 11, 42pp., Research Report)
- 2008 *Financing Social Enterprise: An Enterprise Perspective*. Wanda Wuttunee, Martin Chicilo, Russ Rothney, and Lois Gray (8 1/2 x 11, 32pp., Research Report)
- 2008 *Financing Social Enterprise: A Scan of Financing Providers in the Manitoba*,

- Saskatchewan, and Northwestern Ontario Region.* Wanda Wuttunee, Russ Rothney, and Lois Gray (8 1/2 x 11, 39pp., Research Report)
- 2008 *Government Policies towards Community Economic Development and the Social Economy in Quebec and Manitoba.* John Loxley and Dan Simpson (8 1/2 x 11, 66pp., Research Report)
- 2008 *Growing Pains: Social Enterprise in Saskatoon's Core Neighbourhoods.* Mitch Diamantopoulos and Isobel Findlay (8 1/2 x 11, 70pp., Research Report)
- 2008 *Between Solidarity and Profit: The Agricultural Transformation Societies in Spain (1940–2000).* Cándido Román Cervantes (6 x 9, 26pp. \$5)
- 2006 *Co-operative Membership: Issues and Challenges.* Bill Turner (6 x 9, 16pp. \$5)
- 2006 *Innovations in Co-operative Marketing and Communications.* Leslie Brown (6 x 9, 26pp. \$5)
- 2006 *Cognitive Processes and Co-operative Business Strategy.* Murray Fulton and Julie Gibbings (6 x 9, 22pp. \$5)
- 2006 *Co-operative Heritage: Where We've Come From.* Brett Fairbairn (6 x 9, 18pp. \$5)
- 2006 *Co-operative Membership as a Complex and Dynamic Social Process.* Michael Gertler (6 x 9, 28pp. \$5)
- 2006 *Cohesion, Adhesion, and Identities in Co-operatives.* Brett Fairbairn (6 x 9, 42pp. \$5)
- 2006 *Revisiting the Role of Co-operative Values and Principles: Do They Act to Include or Exclude?* Lou Hammond Ketilson (6 x 9, 22pp. \$5)
- 2006 *Co-operative Social Responsibility: A Natural Advantage?* Andrea Harris (6 x 9, 30pp. \$5)
- 2006 *Globalization and Co-operatives.* William Coleman (6 x 9, 24pp. \$5)
- 2006 *Leadership and Representational Diversity.* Cristine de Clercy (6 x 9, 20pp. \$5)
- 2006 *Synergy and Strategic Advantage: Co-operatives and Sustainable Development.* Michael Gertler (6 x 9, 16pp. \$5)
- 2006 *Communities under Pressure: The Role of Co-operatives and the Social Economy,* synthesis report of a conference held in Ottawa, March 2006, sponsored by the Centre; PRI, Government of Canada; SSHRC; Human Resources and Social Development Canada; and the Co-operatives Secretariat (English and French, 8 1/2 x 11, 14pp., free)
- 2006 *Farmers' Association Training Materials* (part of the China-Canada Agriculture Development Program prepared for Agriculture and Agri-Food Canada and the Canadian International Development Agency). Roger Herman and Murray Fulton (8 1/2 x 11, 134pp., available on our website)
- 2006 *International Seminar on Legislation for Farmer Co-operatives in China: A Canadian Perspective.* Daniel Ish, Bill Turner, and Murray Fulton (6 x 9, 22pp., available on our website)

-
- 2006 *Networking Diversity: Including Women and Other Under-Represented Groups in Co-operatives*. Myfanwy Van Vliet (8 1/2 x 11, 24pp., Research Report)
- 2004 *Living the Dream: Membership and Marketing in the Co-operative Retailing System*. Brett Fairbairn (6 x 9, 288pp. \$20)
- 2004 *Building a Dream: The Co-operative Retailing System in Western Canada, 1928–1988* (reprint). Brett Fairbairn (6 x 9, 352pp. \$20)
- 2004 *Cohesion, Consumerism, and Co-operatives: Looking ahead for the Co-operative Retailing System*. Brett Fairbairn (6 x 9, 26pp. \$5)
- 2004 *Co-operative Membership and Globalization: New Directions in Research and Practice*. Brett Fairbairn and Nora Russell, eds. (6 x 9, 320pp. \$20)
- 2003 *Beyond Beef and Barley: Organizational Innovation and Social Factors in Farm Diversification and Sustainability*. Michael Gertler, JoAnn Jaffe, and Lenore Swystun (8 1/2 x 11, 118pp., Research Report, \$12)
- 2003 *The Role of Social Cohesion in the Adoption of Innovation and Selection of Organizational Form*. Roger Herman (8 1/2 x 11, 58pp., Research Report)
- 2003 *Three Strategic Concepts for the Guidance of Co-operatives: Linkage, Transparency, and Cognition*. Brett Fairbairn (6 x 9, 38pp. \$5)
- 2003 *The Role of Farmers in the Future Economy*. Brett Fairbairn (6 x 9, 22pp. \$5)
- 2003 *Is It the End of Utopia? The Israeli Kibbutz at the Twenty-First Century*. Uriel Leviatan (6 x 9, 36pp. \$5)
- 2003 *Up a Creek with a Paddle: Excellence in the Boardroom*. Ann Hoyt (6 x 9, 26pp. \$5)
- 2002 *A Report on Aboriginal Co-operatives in Canada: Current Situation and Potential for Growth*. L. Hammond Ketilson and I. MacPherson (8 1/2 x 11, 400pp. \$35)
- 2001 *Against All Odds: Explaining the Exporting Success of the Danish Pork Co-operatives*. Jill Hobbs (6 x 9, 40pp. \$5)
- 2001 *Rural Co-operatives and Sustainable Development*. Michael Gertler (6 x 9, 36pp. \$5)
- 2001 *NGCs: Resource Materials for Business Development Professionals and Agricultural Producers*. (binder, 8 1/2 x 11, 104pp. \$17)
- 2001 *New Generation Co-operative Development in Canada*. Murray Fulton (6 x 9, 30pp. \$5)
- 2001 *New Generation Co-operatives: Key Steps in the Issuance of Securities / The Secondary Trade*. Brenda Stefanson, Ian McIntosh, Dean Murrison (6 x 9, 34pp. \$5)
- 2001 *New Generation Co-operatives and the Law in Saskatchewan*. Chad Haaf and Brenda Stefanson (6 x 9, 20pp. \$5)
- 2001 *An Economic Impact Analysis of the Co-operative Sector in Saskatchewan: Update 1998*. Roger Herman and Murray Fulton (8 1/2 x 11, 64pp. available on our website)
- 2000 *Co-operative Development and the State: Case Studies and Analysis*. Two volumes. Vol. I, pt. 1: *Summary, Observations, and Conclusions about Co-operative Development*; vol.
-

- I, pt. 2: *Issues in Co-operative Development and Co-operative–State Relations*, Brett Fairbairn (6 x 9, 66pp. \$8); vol. II, pt. 3: *Co-operative Development and Sector–State Relations in the U.S.A.*, Brett Fairbairn and Laureen Gatin; vol. II, pt. 4: *A Study of Co-operative Development and Government–Sector Relations in Australia*, Garry Cronan and Jayo Wickremarachchi (6 x 9, 230pp. \$12)
- 2000 *Interdisciplinarity and the Transformation of the University*. Brett Fairbairn and Murray Fulton (6 x 9, 48pp. \$5)
- 2000 *The CUMA Farm Machinery Co-operatives*. Andrea Harris and Murray Fulton (6 x 9, 46pp. \$5)
- 2000 *Farm Machinery Co-operatives in Saskatchewan and Québec*. Andrea Harris and Murray Fulton (6 x 9, 42pp. \$5)
- 2000 *Farm Machinery Co-operatives: An Idea Worth Sharing*. Andrea Harris and Murray Fulton (6 x 9, 48pp. \$5)
- 2000 *Canadian Co-operatives in the Year 2000: Memory, Mutual Aid, and the Millennium*. Brett Fairbairn, Ian MacPherson, and Nora Russell, eds. (6 x 9, 356pp. \$22)
- 1999 *Networking for Success: Strategic Alliances in the New Agriculture*. Mona Holmlund and Murray Fulton (6 x 9, 48pp. \$5)
- 1999 *Prairie Connections and Reflections: The History, Present, and Future of Co-operative Education*. Brett Fairbairn (6 x 9, 30pp. \$5)
- 1999 *The SANASA Model: Co-operative Development through Micro-Finance*. Ingrid Fischer, Lloyd Hardy, Daniel Ish, and Ian MacPherson (6 x 9, 80pp. \$10)
- 1999 *A Car-Sharing Co-operative in Winnipeg: Recommendations and Alternatives*. David Leland (6 x 9, 26pp. \$5)
- 1998 *Working Together: The Role of External Agents in the Development of Agriculture-Based Industries*. Andrea Harris, Murray Fulton, Brenda Stefanson, and Don Lysyshyn (8 1/2 x 11, 184pp. \$12)
- 1998 *The Social and Economic Importance of the Co-operative Sector in Saskatchewan*. Lou Hammond Ketilson, Michael Gertler, Murray Fulton, Roy Dobson, and Leslie Polsom (8 1/2 x 11, 244 pp. free)
- 1998 *Proceedings of the Women in Co-operatives Forum, 7–8 November 1997, Moose Jaw, SK* (8 1/2 x 11, 112pp. \$12)
- 1997 *A Discussion Paper on Canadian Wheat Board Governance*. Murray Fulton (6 x 9, 16pp. \$5)
- 1997 *Balancing Act: Crown Corporations in a Successful Economy*. Brett Fairbairn (6 x 9, 16pp. \$5)
- 1997 *A Conversation about Community Development*. Centre for the Study of Co-operatives (6 x 9, 16pp. \$5)

- 1997 *Credit Unions and Community Economic Development*. Brett Fairbairn, Lou Hammond Ketilson, and Peter Krebs (6 x 9, 32pp. \$5)
- 1997 *New Generation Co-operatives: Responding to Changes in Agriculture*. Brenda Stefanson and Murray Fulton (6 x 9, 16pp. \$5)
- 1996 *Legal Responsibilities of Directors and Officers in Canadian Co-operatives*. Daniel Ish and Kathleen Ring (6 x 9, 148pp. \$15)
- 1995 *Making Membership Meaningful: Participatory Democracy in Co-operatives*. The International Joint Project on Co-operative Democracy (5 1/2 x 8 1/2, 356pp. \$22)
- 1995 *New Generation Co-operatives: Rebuilding Rural Economies*. Brenda Stefanson, Murray Fulton, and Andrea Harris (6 x 9, 24pp. \$5)
- 1994 *Research for Action: Women in Co-operatives*. Leona Theis and Lou Hammond Ketilson (8 1/2 x 11, 98pp. \$12)

To order, please contact:
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
E-mail: coop.studies@usask.ca
Website: www.usaskstudies.coop