

Mainstreaming Co-operative Education

Strategic Plan 2011-2013

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Co-operative
Values MAKE A DIFFERENCE



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Vision, Mission, Strategic Objectives

Charitable Object

To promote the education of the public, in particular, but not exclusively, by the provision and conduct of the College for the education of people in a manner consistent with the values and principles of the co-operative movement.

Co-operative College Trust Deed

Vision

To be world leaders in education for co-operation.

Mission

To put education at the heart of co-operation and co-operation at the heart of education.

Strategic Objectives

- To develop a co-operative learning framework of progression.
- To build institutional co-operative education capacity within the state education system.
- To develop strategic partnerships to develop and deliver co-operative education.
- To develop an infrastructure and sustainable human resource base to take the College forward.
- To strengthen communication with stakeholders and existing and potential beneficiaries of the College.
- To ensure that the College is a well governed, financially secure and stable charity.

**International Co-operative Alliance Fifth Principle:
Education, Training and Information**

Co-operatives provide education and training for their members, elected representatives, managers and employees so they can contribute effectively to the development of their co-operatives. They inform the general public – particularly young people and opinion leaders – about the nature and benefits of co-operation.

Strategic Plan

The Co-operative College introduced its three year business planning process in 2002. This year, following discussions with the Board and Trustee, it takes a different format, highlighting the key strategic issues in a challenging but opportunity rich environment. It also identifies key milestones and seeks to chart a path through what will undoubtedly be turbulent waters.

Given the challenging economic environment, it is not a blueprint, but a high level Strategic Plan that will be tempered in practice by the choices as to which opportunities to pursue and the financial challenges that will follow from the Comprehensive Spending Review (CSR).

More than anything the Plan seeks to develop a 21st century vision and model of co-operative education in the UK that will impact on its work internationally. It is a vision that rejects the marginalisation and inward looking perspective that characterised much of co-operative education throughout the 20th Century, and replaces it with an ambitious outward looking plan to mainstream co-operative education building on our experience and successes of recent years. In doing so it seeks to maximise the opportunities for the rapid growth of a more diverse co-operative sector in the UK and beyond within the limits of its capacity. The plan proposes a revised Vision and Mission that reflect that ambition.

A Moment of Opportunity

The aftermath of the global financial crash of 2008 is still unravelling. Following the CSR, predicting the next stages of the economic cycle is pure speculation. Will the public sector spending cuts in the UK stimulate private sector investment and job creation on a sufficient scale to stop a further spiral of cuts? The roll of the dice of unexpected events, particularly global events, make managing uncertainty the only certainty.

But within a confusing, challenging and fast changing environment there is a broad consensus amongst politicians and opinion leaders that there needs to be a change in the way many services are delivered.

The desire for more responsive services resonates with many in the wider public, whose confidence in the giant corporations at the centre of the neo-liberal economic model has been severely tested by the financial collapse. There is a desire for a more ethical, accountable mode of delivery of a wide range of services. The co-operative way provides solutions.

The pioneering work of the last decade, developing new models for co-operative and mutual delivery of public sector services in health, education, housing, social care and the provision of leisure services, demonstrate that co-operative solutions are available. These models engage their key stakeholders and combine private sector disciplines with clear accountability mechanisms.

Over the next three years, as the CSR bites into every community across the country, can the lessons of those innovative pilots be scaled up and shared, and the opportunity used to create a co-operative sector on a scale and diversity in line with the vision of the Rochdale Pioneers?

That as soon as practicable, this society shall proceed to arrange the powers of production, distribution, education, and government, or in other words to establish a self-supporting home-colony of united interests, or assist other societies in establishing such colonies.

Law the First, 1844 Rules of the Rochdale Equitable Pioneers Society

Mainstreaming Co-operative Education

Such transformational change will need to build on the specialist technical knowledge, expertise and understanding of these new sectors of the organisations that have led work in the respective fields. There is, however, a wider role that is perfectly captured in the definition that accompanies the ICA principle on Education training and information:

– *“They inform the general public, particularly young people and opinion leaders about the nature and benefits of co-operation.”*

If that transformation is to be achieved, then co-operative education has to change and fulfil a central role. The Co-operative College is a leading provider of co-operative education, having already developed co-operative education models that can be adapted more widely in the UK and internationally to strengthen the co-operative sector.

There have been moments in history, both in the UK and internationally, that have witnessed the rapid growth of new co-operative sectors. Communities have been empowered, their economies enriched and lives transformed through co-operative action. But whether it is the growth of consumer co-operation in Britain in the late 19th Century, the Antagonish movement in Atlantic Canada in the 1920s or the emergence of the Mondragón complex in the 1950s, there is a common thread. At the heart of that explosion of co-operative activity is co-operative education, inspiring people with a vision of what can be achieved through co-operative endeavour, through self-help and sharing of experience.

Put simply, the challenge facing co-operative education, and the Co-operative College in particular, is how it maximises its contribution to seizing the moment and the opportunity for transformation of the co-operative sector in the UK and internationally. More than anything, that requires building a framework of progression in co-operative education that helps ensure that growth is sustainable by:

- Providing opportunities for people to learn about co-operation and co-operatives
- Providing mechanisms to develop future generations of co-operators and co-operative leaders.

- Scaling up and mainstreaming co-operative education, demystifying and making co-operation easy, giving people confidence in co-operative possibilities.
- Taking co-operation to the digital generation and helping make it a simple process to set up and run a co-operative.

Building Blocks

Many of the building blocks for such a transformation are now in place. The College's diversification in its operations over the last decade has reinforced its knowledge base beyond recognition. It can draw from the richness of its historical collections, its experience of working with co-operatives in all parts of the world, and its work with schools, developing resources and learning programmes for groups of learners who a decade ago would have completed their lives in the state education system without ever hearing about what a co-operative was.

That work has also brought lessons in scaling up – packaging development support so that a handful of people can support the emergence of whole new co-operative sectors.

The College can continue to play that role within the broad Education and Children's Services sector, working closely with local authorities, the DfE and others to mainstream co-operative models in Education and Children's Services and consolidate and extend the development of a new infrastructure for the delivery of co-operative education.

These building blocks combine the traditional strengths of work with major co-operatives in the UK, but now need to be viewed as part of an integrated strategic approach, rather than individual projects.

Over the lifetime of this plan the College will establish, through its own programmes and those developed with partners, a framework of progression that will enable learners to study co-operation and co-operative enterprise, from foundation stage in early years through lifelong learning to doctoral and post-doctoral studies.

The framework will have a vocational and academic route with multiple entry and exit points, enabling learners to undertake learning programmes that are appropriate for them. The objective of the overall framework will be to provide learning that develops skills, knowledge and understanding, through and by co-operation, developing co-operators and co-operative leaders.

Capacity through Strategic Partnerships

The Co-operative College is a small institution that has already demonstrated capacity to punch well above its weight. However in order to fulfil its role, enabling communities to model for themselves the control and running of many of the services

within the financial constraints available, new partnerships and new modes of delivery will be required.

Strategic partnerships with likeminded organisations will enable the College to access learners through the use of partner networks and resources. Key among these will be the partnership with the Workers' Educational Association (WEA). The College will develop new introductory programmes with the WEA for delivery through both co-operative and WEA networks, providing co-operative members and the wider public with opportunities to learn about co-operation. Through the WEA partnerships with trade unions these programmes will be made available to sections of the work force wanting to learn about and explore co-operative solutions.

The growing network of co-operative schools will become another vehicle for the long term transformation of co-operative education. Partnerships with awarding bodies, particularly ASDAN, will focus on the development of competence based programmes, building on the Co-operative Studies programmes and the Certificate of Personal Effectiveness, with programmes on co-operative skills for employability, Co-operative approaches to Citizenship and others to firmly embed co-operation in the mainstream curriculum.

A strategic partnership with the Robert Owen Society will focus on embedding initial teacher training infused with co-operation, linking closely with the growing network of co-operative schools. New partnerships will be developed with the National College of School and Children's Services leadership to develop co-operative leadership development programmes for the education sector.

The College will develop capacity in member learning and governance training by working with new networks such as the Foundation Trusts Network, building on the Board Development Centre approach developed in partnership with the Co-operative Group. Work with the Co-operative Group will continue to focus on developing innovative approaches to membership learning. This will be adapted and contextualised to meet the needs of the wider co-operative sector.

The College's research capacity has enabled it to build a range of new partnerships with Higher Education institutions, providing a rich and more diverse range of HE partners than at any previous stage in the College's history. Research will continue to underpin and address all areas of activity.

A partnership with a university in the North West will develop a new Certificate programme in Co-operation at level 5/6 (undergraduate module level). This will provide a mechanism for progression for learners wishing to continue studying co-operation on entering HE and also for those moving from new apprenticeships.

Work with a number of Universities in the North West will lead to the establishment of a Masters programme in Co-operation and co-operative enterprise, comprising core and optional modules to service the diverse needs of the sector-eg Co-operative Business Management, Co-operation and International Development, Co-operation and Education Leadership.

The College will continue to develop its research capacity, working in partnerships with universities to extend the number of doctoral students, consistently adding to its overall knowledge base. It will provide high quality research to contribute to the wider understanding of and support for the co-operative sector. This will involve sustaining and contributing towards policy development as well as setting a co-operative research agenda.

The research team will help to build and sustain effective capacity within the College to underpin and resource all the College's work. The research team will work with new academic networks to help mainstream co-operative education by helping to develop an evidence base for co-operative policies and practices in the UK and internationally.

To achieve this, the College will work with a wide range of funding bodies and mutually productive partnerships to increase resources and capacity.

Technology and Blended Learning

"It's a Co-op Jim, but not as we know it"

Central to the delivery of this vision will be the development of a digital co-operative pedagogy that will not only enable cost effective access to co-operative learning programmes to a diverse range of groups wishing to explore co-operation for the first time but will also take co-operation to the digital generation.

Maximum use will be made of new technology, building on the initial investment in the College's Virtual Learning Environment (VLE) with a strong emphasis on blended learning programmes. These combine a small number of direct face to face workshops with online learning and webinars, enabling geographically dispersed groups to work effectively and co-operatively.

To ensure that the College programmes delivered online maintain a co-operative pedagogy and emphasis on co-operative skills, a partnership with Manchester Metropolitan University (MMU) will seek to secure a three year Knowledge Transfer Programme to develop the co-operative learning methodologies that combine VLE access with social networking practices such as crowd sourcing, and pilot new programmes with learners in the UK and globally.

New funding partnerships will be explored to maximise the resource available to develop new methods of delivery.

Building the Infrastructure

The College will use the opportunities for new models to help build a completely new co-operative education sector. The College sees the 110 co-operative schools to date as the start of this process and will continue to work with schools, local authorities and the Department for Education to develop a growing co-operative

school sector within the state education system and strengthen it through support for the newly established Schools Co-operative Society.

The College will develop co-operative models for the new academies and explore how to respond to groups wishing to establish free schools on a co-operative model and will extend links with co-operative schools networks in Europe and beyond.

The College will also work to extend co-operative models into other parts of the education system, targeting a co-operative model for the FE sector and integrated models that enable communities to build all-through co-operative provision. Government initiatives will lead to the development of co-operatives and mutuals in Children's Centres and the Youth Service. These could also form part of a co-operative infrastructure for the delivery of co-operative learning.

The College recognises the huge challenges that many students will face by the proposed rises in tuition fees, and will respond positively to groups wishing to explore the potential for alternative co-operative forms of delivery in Higher Education.

The objective over the lifetime of the Plan will be the establishment of a network of co-operative education institutions that will be at the forefront of the delivery and subsequent development of co-operative learning programmes that support the whole sector.

International Programmes

The College's international work has developed steadily over the last five years, establishing its global reputation as a lead centre for co-operative research and development. The College will continue its work developing a global network of co-operative colleges and training institutions, particularly in the developing world. This will help to build capacity to support the transformation of co-operatives globally.

The College will work to extend its programmes and share curriculum development to support the renewal of Co-operative Colleges internationally. It will ensure that knowledge and understanding gained through working with co-operatives globally is shared and used to enrich learning programmes in the UK. Stories from the global co-operative sector will be used effectively to inspire learners of the potential for co-operatives to transform lives for the better. Research, analysis and data from the College's global work will underpin curriculum development.

The Rochdale Pioneers Museum and Co-operative Archive

The College will continue to manage the Rochdale Pioneers Museum and National Co-operative Archive on behalf of the Co-operative Heritage Trust. It will work with the Heritage Lottery Fund and other funders to ensure the delivery of the ROCHDALE project and secure the future of the Co-operative Heritage Trust through the development of the 'New Pioneers' Programme.

The reopening of the Rochdale Pioneers Museum will be linked to the launch of 2012 as the United Nations International Year of Co-operatives. This provides a major opportunity to generate new visitors and traffic to the Museum, its collections and new educational facilities. Conservation and digitisation of items from the Archive and Museum collections will ensure that they are accessible to future generations. The outreach officers working as part of the ROCHDALE project will engage new audiences and develop learning resources that will complement those of the Curriculum Development Team that will be at the heart of everything the College does over the lifetime of the Plan.

Resources

The College recognises that it needs to carefully balance consolidation and expansion of services with traditional and more recent beneficiaries with the expansion of its programmes.

Limited expansion in core capacity will be supplemented by specific project funded workers and building the College's specialist Associate network.

The transformation of mainstreaming co-operative education needs to take place in the context of continued pressure on limited resources. Funding from the co-operative sector via Co-operatives UK has declined by nearly two-thirds in real value in the last decade and the record low interest rates, likely to continue over the lifetime of the Plan, means that the College's investment income has also declined substantially. To date, significant curriculum development has only been possible for external funded projects.

The College therefore proposes a substantive programme of curriculum development to address the priority areas through **strategic investment**, ie investment that will generate a return for the College over the lifetime of these programmes. That strategic investment will be used as match funding to lever substantial resources to develop the College's digital learning platform and the digital co-operative learning pedagogy.

Communications with all parts of the co-operative sector will be improved and the College will consult extensively on the development of components within the co-operative learning framework. This will be led by a series of consultation events that will explain and help shape the direction and challenges of mainstreaming co-operative education

Controlling costs

The College will maintain its efforts to reduce its overall cost base, particularly in the following areas:

- Generating a better return from investment income, reviewing the overall investment strategy in line with advice from charity professionals with a target of achieving a 4% net return whilst maintaining capital value in years two and

three of the Plan.

- Reviewing every area of overhead cost, in particular premises costs through examining a range of options, including direct investment in property.
- Developing key strategic partnerships, including exploring options of facility sharing, joint ventures and mergers to bring about greater operational efficiencies in capacity.

Monitoring progress

Implementation of the Strategic Plan will be monitored under what the Board has determined as 'Critical Success Factors', ie what the College must do in order to succeed.

By the end of the first quarter the Board will agree specific KPIs for each of these to complement the milestone framework detailed in the Plan.

Critical Success Factors

- The College governance review is completed and provides a structure fit for purpose for a 21st century charity.
- The ROCHDALE project is delivered on time and on budget.
- The College establishes a long Term investment strategy that secures the value of the capital base whilst providing a realistic income to support the activities of the charity.
- The College learning qualifications offer is extended, including initial learning programmes for new members and the public. Memorandum agreements are in place for delivery with key strategic partners.
- Institutional co-operative education capacity is extended by the growth in number of co-operative schools and new co-operative/mutual models for other parts of the education sector.

The revised strategic objectives are linked to milestones that enable the Board and Trustee to monitor progress against each of the strategic objectives.

Conclusion

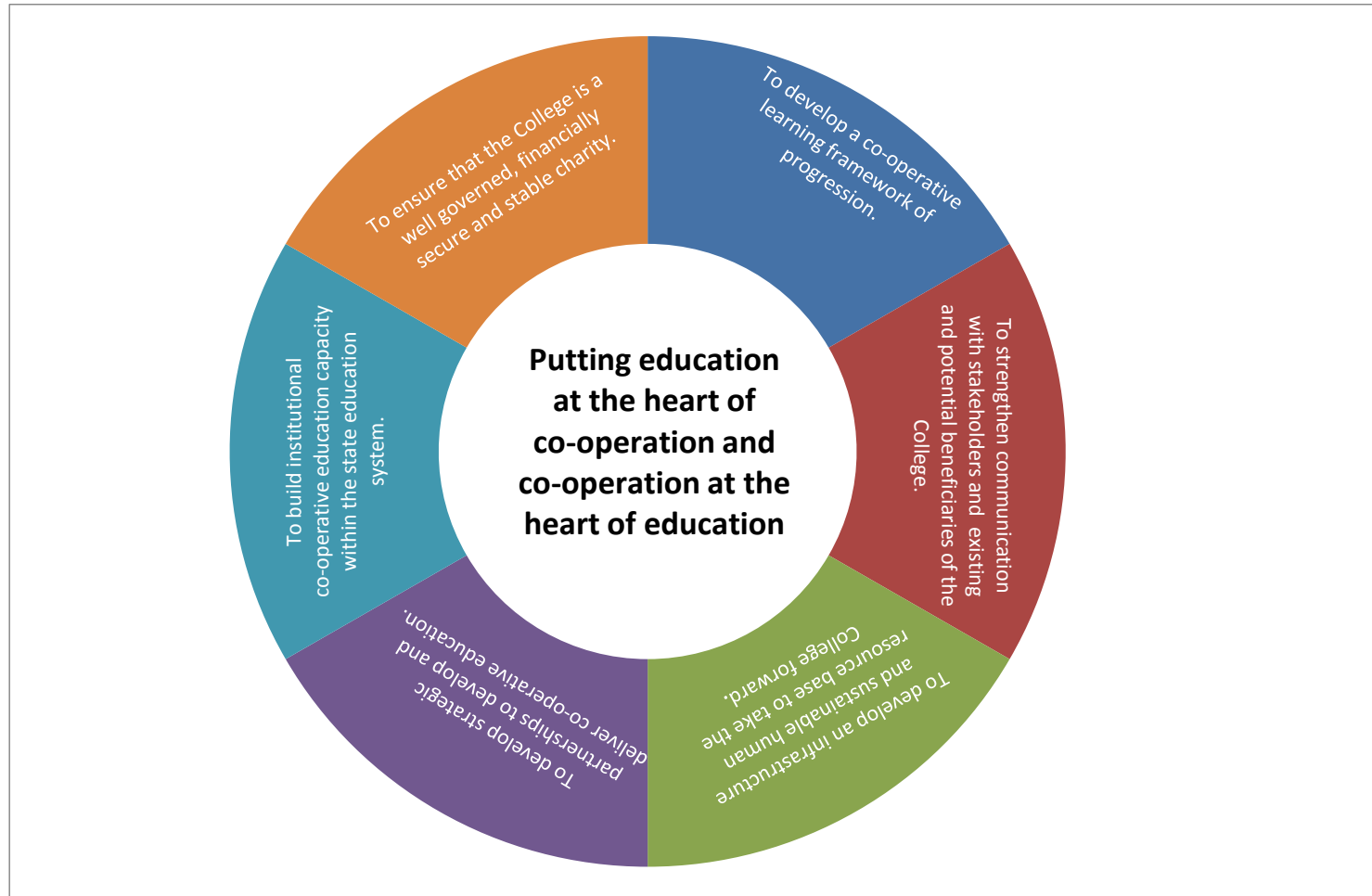
The Co-operative College is determined to play its part in bringing about transformational change by mainstreaming co-operation. This means bringing co-operation to the digital generation-being comfortable living with new forms of co-operation, firmly embedded in co-operative values but using new ways of delivering them.

To do so the College will need to strengthen partnerships and be prepared to make transformational change itself. The College has a catalytic role to play in transforming a significant part of the state education sector into co-operatives. Success will not only support the rapid development of the co-operative sector but

also provide an infrastructure and widened range of programmes for co-operatives and co-operators – today's and tomorrow's.

In doing so, the Co-operative College Trust will see a transformation in the number of beneficiaries of the charity and an education framework that can make an ongoing contribution to developing co-operators and co-operation.

Putting it into Practice – Mission & Strategic Objectives



2011 Milestones that enable the College to extend its range of beneficiaries

	To develop a co-operative learning framework of progression.	To build institutional co-operative education capacity within the state education system.	To develop strategic partnerships to develop and deliver co-operative education.	To develop an infrastructure and sustainable human resource base to take the College forward.	To strengthen communication with stakeholders and existing and potential beneficiaries of the College.	To ensure that the College is a well governed, financially secure and stable charity
By End Quarter 1	Draft co-operative learning framework to establish parameters and priorities.	Discussion with BIS and Cabinet Office for a Pathfinder for co-operative models in FE.	Partner HE institutions for certificate programme identified.	Curriculum Development staff recruited.	A College wide marketing and communication strategy developed.	Draft schedule of reviews for College overhead costs.
	Draft framework approved by Board ready for consultation	Development work commenced on a co-operative model for Type 2 Academies with Cobbetts LLP.	Links with education sector trade unions developed.	Development of cross College associate skills matrix.	Continual improvements to College website.	Development of scenario planning model commenced.
	Development of new modules for Co-operative Group Member Learning Programmes commenced	Identification of pilot schools for Co-operative Type 2 academies.	Lead partners for Masters programme agreed.	Revised co-operative appraisal process introduced.	Regional workshops commenced on 'Co-operative Education in the 21 st Century'.	1 st Quarter forecast prepared.
	Development of Certificated International Award commenced.	The number of co-operative schools established increased to 125.	Partnership discussion with Robert Owen Society commenced	Staff satisfaction increased to 80%.	Calendar of activities and events developed for Co-operatives Fortnight.	Continuing discussions on revised investment policy.
	Development of Co-operative Introductory programme with the WEA commenced	Board Policy discussion on a co-operative model for free schools.			Systems developed to provide updates on ROCHDALE project.	Develop an agreed list of charities and education institutions for benchmarking.
						Development and approval of a reporting framework and KPIs to enable Board of Governors to monitor progress.
						Informal discussions between Co-operatives UK and the College on governance review.

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By End Quarter 2	Development of new modules for Co-operative Group Membership training programmes completed.	The number of co-operative schools established increased to 140.	Discussions with potential partners and identify organisations re establishment of a co-operative commonwealth association.	Staff satisfaction remains at 80%.	Delivery of regional workshops on 'Co-operative Education in the 21 st Century' concluded.	1 st Quarter forecast considered by Audit Committee and Board of Governors.
	Initial programme of curriculum development agreed by Board.	Framework agreement in place between Schools Co-operative Society and College in CPD and curriculum development.	Strategy developed for working with the WEA to deliver programmes identified from the ROCHDALE project.	Pool of associates extended with recruitment and induction of specialists with the required skills and experience.	Consultation on draft co-operative learning framework.	Business Critical risk Register reviewed and submitted to Audit Committee and Board of Governors for approval.
	Development of Co-operative Enterprise Certificate Programme commenced.	Agreement with BIS and Cabinet Office for a Pathfinder for co-operative models in FE.	Work undertaken with Rochdale Metropolitan Borough Council on a calendar of events for 2012.	Colleague Development Plan for 2011 implementation underway.	Programme for Co-operatives Fortnight finalised and delivery commenced.	Consideration and approval of revised investment strategy by the Audit Committee and Board of Governors.
	Development of WEA modules completed.	Agreement in place between Schools Co-operative Society and TUs.	Development of 2012 programme with African Co-operative Colleges.	Succession planning policy approved by the College Board.	Consultation on major co-operative education programmes for 2012 UN Year of Co-operatives.	Review of College overhead costs completed.
		Consultation on pilot schools for Co-operative Type 2 academies.	Work with 2012 Committee progressed.	All HR policies reviewed to ensure they integrate co-operative values.	Progress with ROCHDALE project updated.	2 nd Quarter Forecast prepared.
			Progress report re Robert Owen Society to Board of Governors		Marketing and Communication strategy approved by Board of Governors.	Scenario Planning model reviewed and revise.
						Board of Governors and Trustee agree terms of reference for governance review.
						Development of benchmarking data and approval by Auditors and Board of Governors.

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By End Quarter 3	WEA partnership programmes piloted.	The number of co-operative schools established increased to 150.	Number of doctoral students increased from 2 to 4 through HE partnerships and learner networks.	KTP associates recruited.	Marketing strategy identified and implemented for launch of new programmes from September 2011.	Rolling 12 month forecasting model developed.
	Co-operative Enterprise Certificate Programme progressed.	Consultation on a co-operative FE model with government and key stakeholders.	Rochdale programme for 2012 announced.	liP status retained.	Curriculum development programme reviewed and developed.	Review and revise the College's Reserves Policy.
	Teacher Training Programmes with Robert Owen Society reviewed.	Consultation completed on model for co-operative Type 2 Academies.	WEA partnership programmes launched.	Staff satisfaction increased to 85%.	Progress reviewed on ROCHDALE project.	2 nd Quarter forecast considered by Audit Committee and Board of Governors.
	Development of modules for a Masters programme in progress.	Development of a co-operative model for early years provision commenced.	A minimum of 1 major international project secured.	Staff development programme revised following half year reviews.	New Co-operative Heritage websites launched.	Consideration and approval of revised investment strategy by Trustee.
	Certificated Internal Award piloted and reviewed.			Performance management system approved by College Board.		Governance review commences.
	Curriculum development on CPD to Schools Co-operative Society.			Associate Development Programme commenced.		Report to the Audit Committee and Board of Governors on College overheads and areas of savings.
	Roll out of revised Co-operative Group Membership modules.			Development of associate database.		

2011 Milestones that enable the College to extend its range of beneficiaries

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By End Quarter 4	Certificate programme launched-Cohort 1 registered.	Learning Programmes developed for reopened Rochdale Pioneers Museum and education space.	Joint conference with WEA organised – “Co-operatives in the Big Society, Equality, Inclusion, Action”.	Staff satisfaction remains 85%	Consultation undertaken on funding of co-operative education by the movement.	
	Work commenced on next stage of VLE development through KTP.	The number of co-operative schools established increased to 180.	Strategic partnerships reviewed for 2012.	Staff Development Programme for 2011 completed.	Presentation made to WEA conference.	Draft Investment Policy to Board for approval.
	Co-operative qualification framework in place.	Consultation on first co-operative FE College pilots	2012 Programme with African Co-operative Colleges in place.	Associate Development Programme reviewed.	Marketing plan implemented for 2012 programmes.	Business Critical risk Register reviewed and submitted to Audit Committee and Board of Governors for approval.
	Curriculum development priorities established for 2012.	First co-operative Type 2 Academy established.	Commonwealth organisation for co-operatives established.		Rochdale Pioneers Museum launched following development project.	Revised investment strategy implemented.
	Certificated International award launched.				The Hidden Alternative” publication from Manchester University Press launched.	Governance review concludes and Board of Governors and Trustee consider outcomes of governance review and agree an appropriate form of incorporation.
	Curriculum development on CPD to Schools Co-operative Society.					
	WEA partnership programmes launched nationally.					

2011 Outputs

To develop a co-operative learning framework of progression.	To build institutional co-operative education capacity within the state education system.	To develop strategic partnerships to develop and deliver co-operative education.	To develop an infrastructure and sustainable human resource base to take the College forward.	To strengthen communication with stakeholders and existing and potential beneficiaries of the College.	To ensure that the College is a well governed, financially secure and stable charity
A Co-operative Qualification framework will be in place.	The number of co-operative schools will have increased 108 to 180.	The number of doctoral students will have increased from 2 to 4.	A new College co-operative appraisal process will be in place.	The Rochdale Pioneers Museum will be re-launched.	A new Long Term Investment Strategy will be in place. This will have a target of achieving a realistic return whilst maintaining the capital value.
The certificated International Award will have been launched.	The first co-operative FE College will be in place.	Partnership agreements in place with 4 key organisations.	A new performance management system will be in place.	New Heritage website in place.	Revised College reserves policy approved.
<i>'Introduction to co-operatives'</i> programmes with WEA piloted and launched.	The first co-operative Type 2 Academy will be in place.	Partnership Programmes in place ,with funding, in key areas.	The College will have retain liP status.	Regional workshops on Co-operative Education delivered.	Rolling 12 month forecasts in place.
A Masters programme under development ready for launch in 2012.	The College will have a policy re support for groups considering free school status.		Colleague satisfaction will have increased from 76% to 85%.	Marketing & Communications strategy approved and implemented.	Agreement with trustee on revised constitutional framework and form of incorporation.
Board Development Centre model replicated for other co-operative enterprises.			All College HR policies will have co-operative values embedded in them.		

Organisations in discussion regarding strategic partnerships:

- Aspect-Children's Centre /Schools improvement.
- City of Manchester-Children's Services.
- Robert Owen Society-Initial teacher training and teacher CPD.
- National College of School and Children's Services Leadership-future leadership - CPD.
- Manchester Metropolitan University-KTP research/masters.
- Liverpool University-research/masters.
- Liverpool John Moores University-research/masters.
- Open University-research/masters.
- University of Central Lancashire-research/masters.
- Foundation Trusts Network-Board development/member development/CPD.
- Workers Education Association-community outreach / programme delivery and trade union specialist programmes.
- ASDAN-extension of accredited programmes.
- International Centre for Co-operative Exchange.
- MASDAR.

Milestones 2012

	To develop a co-operative learning framework of progression.	To build institutional co-operative education capacity within the state education system.	To develop strategic partnerships to develop and deliver co-operative education.	To develop an infrastructure and sustainable human resource base to take the College forward.	To strengthen communication with stakeholders and existing and potential beneficiaries of the College.	To ensure that the College is a well governed, financially secure and stable charity
2012	Additional modules launched for Co-operative Group member learning programme.	Co-operative FE model rolled out. 4 Co-operative FE Colleges by end of 2012.	Embed partnership with RMBC and the museum as a cornerstone of 2012 celebration.	Continual associate recruitment and development in line with skills gaps identified.	Annual Co-operative Education conference/event established.	Outcomes of funding consultation considered and implemented.
	Initial testing undertaken of VLE programmes that include co-operative education methodology.	Co-operative model rolled out for Children Centre and Youth Services.	Work with the Co-operative Group around the launch of the new building to celebrate Manchester's co-operative legacy, extending the range of College beneficiaries in the North West.	Explore the use of secondments, fellowships and other methodologies to engage skills from other organisations and enhance colleague skills.	Using the UN International Year of Co-operatives a springboard to widen the number of beneficiaries of College programmes both in the UK and internationally.	Revised investment strategy in place and regular reviews to ensure that targets are met.
	Launch of Co-operative Studies Masters programme.	Co-operative Schools numbers increase to 300+.			Using the ICA Expo in Manchester enhance and increase knowledge of the College.	Development an Alumni strategy as part of 2012 UN year.
		Dissemination of co-operative models in FE and new academies.			As part of the UN Year organise study tours to the North West including Rochdale.	
		Education space at the reopened Rochdale Pioneers Museum developed – including daytime, evening and weekend usage in co-operative studies.				

Appendix 1-What is Co-operative Education?

The core role of co-operative education has inevitably changed over the years. As in other fields of activity, co-operative action changed the marketplace in society for the better. Many of the early education provisions of co-operatives were subsequently replaced as local authority provision developed – the same with libraries. This allowed co-operative education to focus on a core role of developing co-operators and co-operative and citizenship skills rather than “general” education.

The following are selected quotes that demonstrate how that central theme remained consistent – even if the delivery mechanisms changed.

“No longer does it devolve upon us to train men as chemists or mechanics, but we have still the duty of training men and women as units in the co-operative army, able to work intelligently, individually and in groups, for the realisation of the co-operative ideal.”

Co-operative Union Education Department, 1919: A Co-operative College

“The College could well be the inspirer of a revival in co-operative faith and an extension movement in co-operative education such as the country has not seen since the days of co-operative missionaries. How much we might gain if, through this intercourse and co-operative effort in attaining educational ideals, we could dot the country with ex-students, enthusiastic for co-operative education and the propagation of co-operative principles!”

Co-operative Union Education Department, 1919: A Co-operative College

“The mingling of co-operators from various countries would be of great value in creating a right understanding among them, and would strengthen the international movement enormously. At the same time the college would be a centre for collecting and disseminating information in regard to the development of co-operation abroad – a matter upon which we know too little at the present time.”

Co-operative Union Education Department, 1919: A Co-operative College

“Decision and policy makers in a co-operative need research, good analysis, and interesting new ideas as constant inputs. At the same time, research needs to be widely linked to board, manager, employee, and member training, and to educational activities of all kinds. Research cannot be treated as a matter of distributing information; instead it has to be part of the processes of building knowledge within the organization. To do this, it has to feed into widespread learning. Co-operative education needs to be seen as more than an activity undertaken to satisfy co-operative principles, and also more than upgrading of employee skills; it needs to be an agency for holding the co-operative and its members together and on course. Education, communication, research, planning, and marketing all come closer together and overlap in a networked world, and in a thinking, adapting, innovating co-op.”

Brett Fairbairn, Provost and Vice-President Academic, University of Saskatchewan

“Learning with others, by others, for others, not on your own against others!”

French National Co-operative Education Federation, 2010: *OCCE Autonomes & Solidaires*

“Co-operative Education is education for interdependent times

- *Governance – reconnecting educational futures with shared community futures.*
- *Pedagogy & Curriculum – building the capacity to co-operate.*

Co-operative educators are not alone...

- *Democratic education.*
- *Small schools.*
- *Inquiry & problem based pedagogy.*
- *School as centre of social change & parents movements.*
- *Sustainable schools building local resilience.”*

Education for Interdependence, 2010: *Professor Keri Facer – Manchester Metropolitan University*

- *“There are a lot of people watching to see whether co-operative education will be the new model for education for this century.*
- *There are many in the education research community who want to and will help.*
- *Capture everything, share lessons learned, build support across schools.*
- *Ensure we are greater together than the individual sum of our parts.”*

Into the Mainstream, 2010: *Professor Keri Facer – Manchester Metropolitan University*

“...to explore how educational research can critically build upon the heritage, values, philosophies, practices and organisational experience of the co-operative movement as a resource and catalyst for democratic change. To accomplish this we intend to: build and mobilise:

- *A knowledge base.*
- *A network to support a movement for change through democratic co-operative forms of organisation and practice.*
- *Tools and resources that help people develop co-operative forms of organisation in education and communities.”*

The (not quite a) Manifesto, 2010: *Professor John Shostack – Manchester Metropolitan University*

Appendix 2-Co-operative Studies Example progression framework

Stage	Level QCF/FHEQ	Programmes	
		Current	Potential
Foundation			
KS1			
KS2		ASDAN Stepping Stones – 'Co-operate for Change'	
KS3	Entry	ASDAN Key Steps in Co-operation	
	1		ASDAN Co-operative Citizenship Award
KS4	1	ASDAN Young Co-operatives Enterprise Award ASDAN Certificate of Personal Effectiveness through Co-operative Studies	WEA Learning Circles Resources
	2	ASDAN Certificate of Personal Effectiveness through Co-operative Studies BTEC Intermediate Certificate in Co-operation and Mutuality CMI Team Leading NVQs Retail, Customer Service	Apprenticeship in Co-operative Enterprise WEA Co-operate Yesterday, Today and Tomorrow
KS5	3	BTEC Advanced Diploma in Co-operation and Mutuality CMI Certificate First Line Management BTEC Advanced Certificate in Funeral Services BTEC Advanced Diploma in Funeral Arranging and Administration NVQs Retail, Customer Service OCR Assessor Awards	Advanced Apprenticeship in Co-operative Enterprise
	4	BTEC Professional Diploma in Funeral Directing and Management OCR Internal Verifier Awards	Certificate of Higher Education in Co-operative Studies

Stage	Level QCF/FHEQ	Programmes	
		Current	Potential
	5	CMI Management and Leadership	Foundation Degree in Co-operative Enterprise Diploma of Higher Education in Co-operative Studies
	6	<i>ROS Initial Teacher Training</i>	Bachelors Degree in Co-operative Studies Certificate/Diploma in Co-operative Enterprise Teacher CPD – Co-operative pedagogy/values in learning
	7	<i>ROS MA(Education)</i>	Postgraduate Diploma in Co-operative Studies Co-operative Values in School Leadership Masters Degree in Co-operative Studies
	8	Doctoral Degree (in partnership)	

Please note:

QCF – The Qualifications and Credit Framework provides vocational progression routes.

FHEQ – The Framework for Higher Education Qualifications provides academic progression routes.

Levels 4-8 QCF/FHEQ are broadly equivalent.

