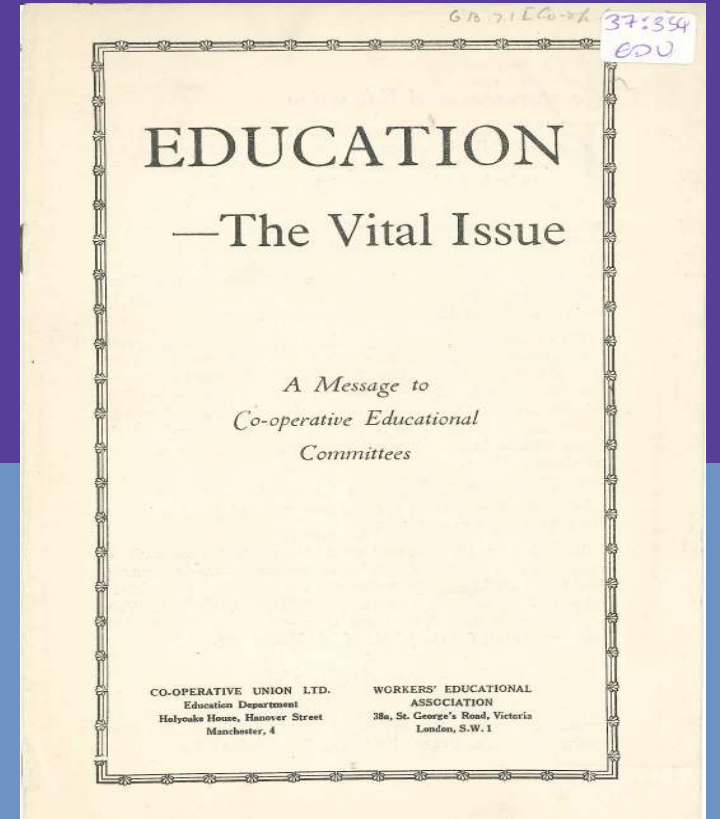


Co-operative education & the Co-operative University

Cilla Ross



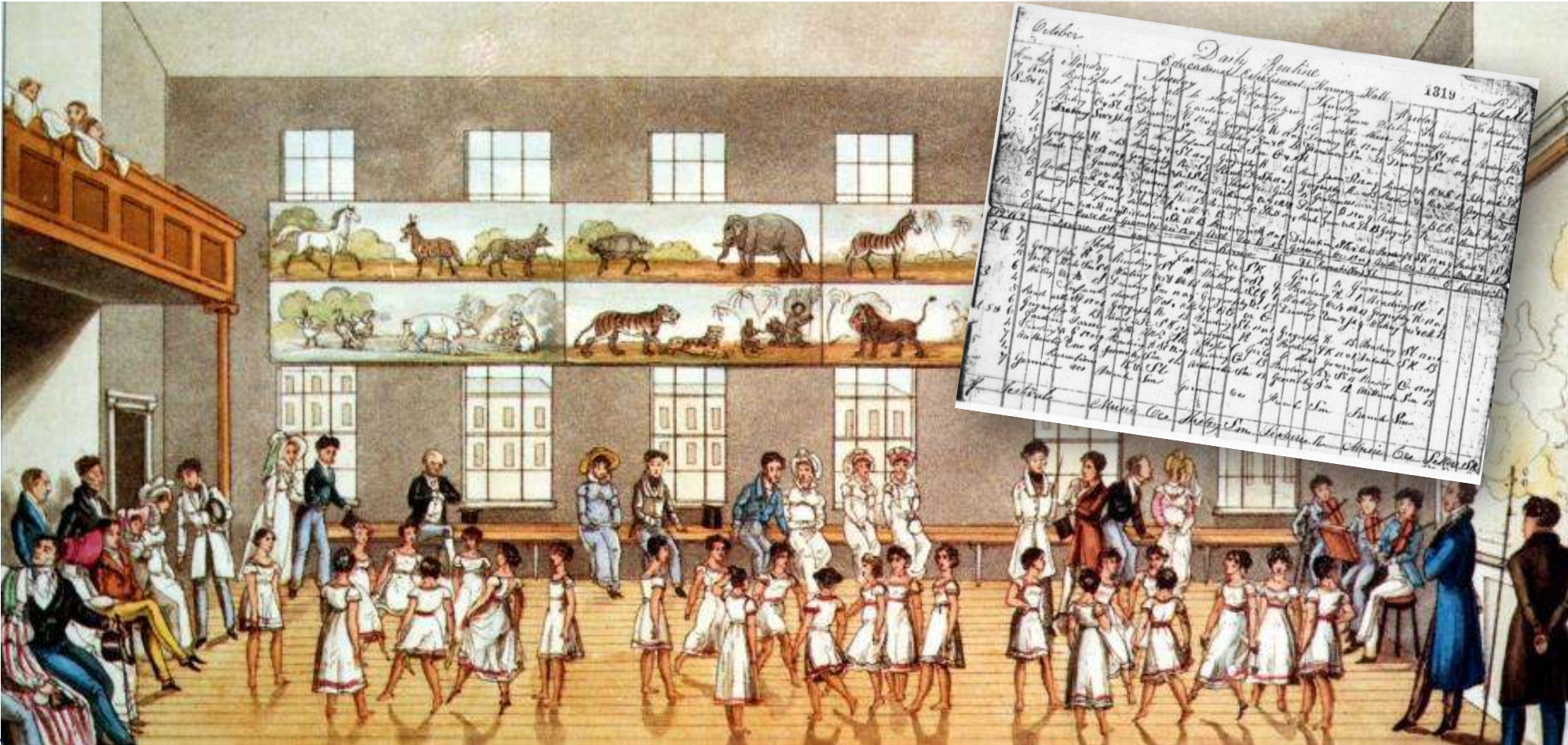
Content

- Defining co-operative education
- History, origins and current nature/state of co-operative education
- New thinking/ reimagining/re-making of co-operative education – the co-operative university

What is co-operative education?

- As co-operative educators we are committed to active learning based on co-operative values. We start from the needs of learner/co-op around real issues.
- We are committed to participatory approaches – learning is a process.
- We are committed to solidarity not competitive learning.
- Research underpins our approach to pedagogy and working with **all** learners.
- Success is the alignment of values focused learning content, co-operative pedagogy and co-operative learning institutions and delivery

Robert Owen and Education



The 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'.

- **To change the world!**



NOTICE.

The Members of the Society are informed that there is kept in the Library and News Room, Toul-lane, the undermentioned

SCIENTIFIC INSTRUMENTS,

which can be used in the Room by Members, free of charge, or hired out at the undermentioned charges, on application to the Librarian.

MAGIC LANTERN, with 4 inch Condensing Lens, Microscopic Lens, and all necessary appliances for working the Oxy-Hydrogen Light; there are about 160 Views of a miscellaneous character. Terms, including a person appointed by the Committee for working the same, 20s. for the first two days, one Exhibition, and 10s. for each day following; the Hirer to bear all Expenses incurred in working the same.

MICROSCOPE, a Compound Achromatic Microscope with Polariscope; there are also along with it a large number of Glass Slides, on which are mounted objects in Natural History and Photographs. Terms, Twopence per day.

ZOETROPE, or WHEEL OF LIFE. Terms, One Penny per day for the first series of Slides of one dozen, and One Halfpenny per dozen extra for each series following, if taken at the same time.

MAGNETIC BATTERY, Terms, Twopence per day.

TWO LARGE BOX STEREOSCOPIES, each containing 100 assorted Slides. Terms, Twopence per day.

TELESCOPE, Marine Glass, Tourist and Opera Glasses, Small Hand Stereoscope and Thirty Slides. Terms, One Penny per day.

GLOBES, a pair of large sized Globes, Celestial and Terrestrial, fitted with brass Meridians and Compass. For use in the News Room only.

In all cases the Person using any of the above-named Articles must be held responsible for their being returned uninjured.

By ORDER OF THE COMMITTEE,

H. WREIGLEY AND SONS, ATLAS STEAM PRINTING WORKS, ROCHDALE.

OBJECTS.

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LAW FIRST.

THE objects and plans of this Society are to form arrangements for the pecuniary benefit, and the improvement of the social and domestic condition of its members, by raising a sufficient amount of capital in shares of one pound each, to bring into operation the following plans and arrangements.

The establishment of a store for the sale of provision and clothing, &c.

The building, purchasing or erecting a number of houses, in which those members desiring to assist each other in improving their domestic and social condition may reside.

To commence the manufacture of such articles as the society may determine upon, for the employment of such members as may be without employment, or who may be suffering in consequence of repeated reductions in their wages.

As a further benefit and security to the members of this society, the society shall purchase or rent an estate or estates of land, which shall be cultivated by the members who may be out of employment, or whose labour may be badly remunerated.

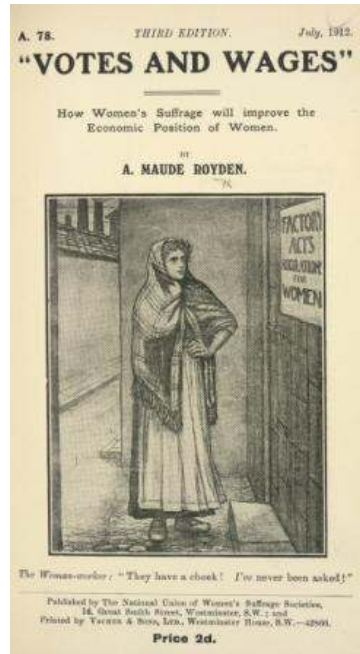
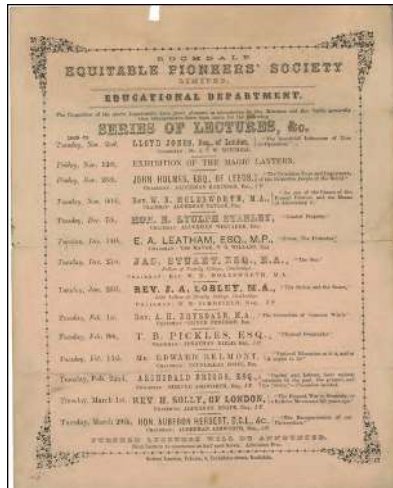
That as soon as practicable, this society shall proceed to arrange the powers of production, distribution, education, and government, or in other words to establish a self-supporting home-colony of united interests, or assist other societies in establishing such colonies.

That for the promotion of sobriety a Temperance Hotel be opened in one of the society's houses, as soon as convenient.

19th century co-operation and adult education

- Innovators and ‘early adopters’!
- Commitment to transformation, democracy and autonomy
- To develop a co-operative view of the world and co-operative identity.
- To develop both skills and knowledge relevant for the movement and citizen: **how to run a co-operative; how to be a co-operator.**
- To recognise the unique nature of co-operatives i.e. the importance of its associational and enterprise aspects
- To recognise the value of informal learning and experience through being in a co-operative

“The objects of co-operative education are, primarily, the formation of co-operative character and opinions” Co-operative Union, 1914, UK.



- Co-operation – a skill and a virtue!
- Libraries and reading rooms
- The Co-operative Press
- Formal lectures and educational courses. UK co-operatives pioneered formal management and staff training programmes in the UK. By the 1920's 16,000 learners were registered on technical programmes, which also included classes on the history and philosophy of co-operation, socialism and worker education.

Where next for co-operatives? And where does co-operative adult education sit?

- Deepening disruption, poverty, inequality, precarity and immiseration: evidencing co-operative solutions to livelihood building and making a better world.
- The spread and reach of the co-operative idea (and turn) into previously 'uninhabited' spaces in the UK such as social care and education as the state is 'rolled back'. Privatisation by the good guys? Phony co-ops? How can co-operative education help drive authentic, empowered, democratic co-operation?
- The debate around the future of work.
- Dan Cooke's Report: *Realising the Co-operative University* (2012) in the light of academisation

The Co-operative College /University - a long history!



“What we want and seek to obtain is a co-operative journey that will end in a co-operative university.”

(Rae, 1909, quoted in Woodin, 2017).



- Transformative ‘non-traditional’ adult education
- Global co-operative capacity building
- Co-operative pedagogy and practice
- A commitment to social justice, alternative social and economic models, decent work and a better world.



Higher Education & Research Act 2017

- Latest iteration of long-term trends of marketisation and privatisation of Higher Education
- A threat to the public university but also an opportunity to challenge corporate / shareholder driven higher education through a values based, democratic, member led approach.
- The Act introduces a single new regulator, the Office for Students (OfS), and enables:
 - the emergence of 'challenger institutions' to complement existing Higher Education
 - a faster route to acquiring degree-awarding powers (DAPs).



The Co-operative University Working Group and College Trustees

- Membership of CUWG
 - Representatives from the co-operative movement, academics, educators, practitioners, students, administrators.
- TOR to take a twin track approach to explore:
 - a) A federated co-operative university model which supports diversity in HE and other co-operative provision
 - b) How a Co-operative University might acquire degree awarding powers to facilitate that diversity and innovation in provision
- Trustees Decision
 - To commit to exploring the feasibility of a co-operative university.

Many models in the making but our consensus?

- No blueprint
- Not hierarchical
- Diversity, fluidity, participatory and federated
- Not necessarily 'bricks and mortar'
- Relevant and high quality, characterised by vibrant critical thinking
- Equal weight given to co-operative governance, pedagogy, alternative funding and decent work
- Intersects with the pioneering and innovative work and thinking going on elsewhere