



# **A CO-OPERATIVE EDUCATION SYSTEM FOR A CO-OPERATIVE WALES?**

**A Community of Enquiry**

**April 8, 2017**

**10.00 – 4.00**

***Organised by the Co-operative and Mutuals Wales Team led by David Smith***

## ***Summary***

The Welsh word 'dysgu' means both teaching and learning. This underlines the fact that learning should not be something handed down from teacher to pupil. It should be a collaborative effort between all stakeholders. With discussions taking place on new school curricula and teacher training, now is the time to press for introducing this new approach.

The April event in Cardiff demonstrated the wealth of potential there is in Wales to further the Co-operative education agenda. What was great about the enquiry was that participants recognised that we are exploring the notion of a contemporary Co-operative education in a hospitable policy climate – i.e. the Well-being and Future Generations (Wales) Act 2015 and through initiatives such as Philosophy with Children. This opens up real opportunities to think creatively about new educational approaches and to see these delivered 'on the ground'.

For the future, there are some really important elements to be considered in terms of 'being' a co-operative teacher which are not simply about values and principles (though these are drivers); but also about learner centred pedagogical approaches; communications; leadership; and attitudes. We left the event with big questions: What is a co-operative teacher? What does being a co-operative teacher add to the experiences of the student, school, classroom; professional practice? Much of this could come up through any future enquiry – but they are important questions if we are to realise the goals set out in the Well-being and Future Generations (Wales) Act 2015.

The formation of a Co-operative Education Sub Group demonstrates the commitment of *Co-operative and Mutuals Wales* to partnership working in actively progressing this agenda. The Co-operative Education sub group will plan the third Co-op education event in the autumn of 2017. The main aim will be to identify some Co-operative Education objectives for Wales and how this could be achieved - with a timetable outlined for tasks. If you wish to engage with this work, please contact [david@cooperatives-wales.coop](mailto:david@cooperatives-wales.coop)

## **Conference Report**

*Compiled by the Conference Facilitator, Dr. Sue Lyle, with additional material provided by the C&MW's Team*

The focus of the conference were the following questions:

- Is there a need for Co-operative Education in Wales?
- What would an excellent Co-operative Education system in Wales look like?

- How can Co-operative Education in schools engage communities and embrace adult learning?
- Can curriculum development and teacher training be given a co-operative nudge?
- What opportunities are opened up by the Well-being of Future Generations (Wales) Act 2015?

The day was organised around a Community of Enquiry approach to promoting dialogue between participants and was led by **Dr Sue Lyle** of Dialogue Exchange. This approach is designed to put into practice cooperative and collaborative modes of engaging with ideas.

The day began with brief introductions using a co-operative activity designed to explore the concept of partnership.

**Presentation 1: Professor David Reynolds** from Swansea University School of Education.

Professor David Reynolds from Swansea University pointed to the challenges facing community education in a society where the primacy of individual choice is assumed. He talked about a system, which produced pupils who were clever, but could not connect with other individuals – psycho-social resilience in the jargon. That was easier if the school itself was an inclusive community – in fact – as well as in name.

Following his presentation, participants divided into groups of 4-5 to identify the **Barriers** and the **Enablers** facing cooperative education in Welsh schools that David identified in the presentation. The discussions were enhanced by the wide range of knowledge of the Welsh context and the expertise and experience of delegates and this is reflected in the responses which were recorded on flip charts and are summarised below:

**Reflections on presentation by Professor David Reynolds**

<b>Barriers</b>	<b>Enablers</b>
Some aspects of the Welsh context work against co-operative education. Welsh medium education and faith education acts as a kind of selection process in Welsh schools that detracts from the cooperative nature of schools in a community. Social inequality is high in Wales.	Devolution of policy from central government to Wales. Rural nature of Wales = less choice = more chance of community schools. Stronger co-operative tradition in Wales. Tradition of co-operation coming from mining and steel communities Social and cultural history of Wales Deprivation can create community spirit and community schools.
Demands of the education system. Government values academic empowerment more than community and that is reflected in the values promoted in schools. Focus on individualism not community.	Wales has commitment to community schools. Local schools for local people Local authority approach (more collective) than the atomization of schools in England. Linking schools with the community does make more effective schools.

<p>The standards agenda leads to competition not co-operation between schools. The standards agenda only values academic outcomes, not social.</p>	<p>Repeal of 1986/88 Education Acts 'Well Being of Future Generations (Wales) Act' and the Donaldson Educational Reform Report and its emphasis on well-being and families are an enabler.</p>
<p>Superficial systems of accountability and Estyn banding systems work against co-operative education. No 'social outcomes' are measured.</p>	<p>Engagement of workforce. Attendance of all staff including Teaching Assistants at In service training days – happens in some schools.</p>
<p>Neo-liberal agenda. No role for community. Bureaucracy gets in the way.</p>	<p>Effective learner voice supports co-operative education. Helps to provide opportunities for all children to feel part of school community. Collaborative group work helps create a learning community in the school. Can promote social skills.</p>
<p>Parents don't feel they can get involved for a variety of reasons, e.g. language barrier, social barriers and their own negative experiences of school. Parents don't realize how much they have to offer to schools. Schools are nervous about parents coming in. Lack of tradition with regard to parental involvement in schools in Wales.</p>	<p>Training and supporting parents; protecting and involving them. Families engagement (FACE) toolkit <a href="http://learning.gov.wales/resources/browse-all/family-and-community-engagement-toolkit/?lang=en">http://learning.gov.wales/resources/browse-all/family-and-community-engagement-toolkit/?lang=en</a> Education begins at home. Partnership working between learners, parents, organisations (e.g. schools and Adult Learning Wales). Alternative education – working with community enabling disengaged pupils to re-engage with learning.</p>
<p>The wider school community doesn't feel they can get involved in schools. Need to build trust.</p>	<p>Community education blurs hierarchy and takes schools into the community and community into schools</p>
<p>Communication – how can schools ensure they communicate to all families? Lack of trust, involvement of the outside detrimentally impacts on equality and diversity.</p>	<p>Active listening. Bring co-operation into the community. Organisations, e.g. FAST <a href="http://www.familiesandschoolstogether.com">http://www.familiesandschoolstogether.com</a> Schools understanding their communities Schools communicating through social media Switched on Head Teachers</p>
<p>Lack of funding</p>	

**Presentation 2: Dr Cilla Ross**, Vice Principal, the Co-operative College. Who is co-operative education for and what does it look like? There's more 'work' to working co-operatively than just sticking up a list of International Co-operative Alliance principles <http://ica.coop/en/whats-co-op/co-operative-identity-values-principles> on the wall, said Cilla Ross, Vice Principal of the Co-operative College. We need to be able to show well researched and documented evidence

that co-operation actually is a better way to provide 'life-wide' as well as life-long learning.

Co-operative education concerns both learning about co-operatives and a way of learning - non-hierarchically and peer to peer. In 2017 co-operative educators are operating in a transformed co-operative and wider educational landscape. In the light of post 2008 austerity politics and policies, co-operative models, co-operation and associated teaching, learning and research is more relevant than ever. For example, research on co-operative social care must likewise, enquire into the added value or otherwise of user led co-operative approaches.

At the same time learning and teaching programmes must reach out from traditional co-operative constituencies, to those engaged or 'touched' by new co-operative paradigms. They might be citizens living within a Co-operative Council, or young people trying to make their livelihoods who are introduced to the worker co-operative model. This means, for the Co-operative College, new partnership working with local authorities, community and grassroots organisations, and education partners such as universities and Adult Learning Wales / the Workers' Educational Association. The learning is values driven and framed by a priority to develop critical thinking and co-operative organising skills. For the College, there is a necessary agility in identifying where co-operative learning, teaching and research might sit. In our view, increasingly, it is everywhere. Our new work on scoping the viability of a federated Co-operative University should help to further this aspiration.

Following her presentation delegates were given time for individual reflection on the question stimulated by Cilla's talk: ***How do we knit a Community Education in Wales?*** Delegates had time to record their ideas on different coloured post-it notes. New groups were then formed to share their thinking.

#### **Summary of reflections on Cilla's presentation:**

##### **Orange Group:**

Work together in collaboration. Remove barriers. Well-being of Future Generations (Wales) Act 2015 may be an enabler. Remove choice – no separate language or religious schools. Smaller classes in remote areas in smaller schools increase cost. Change the role of the Local Authority (LA). Differential budgets to prioritise deprivation. Partnerships locally between those placed by government as competitors. Focus on county schools, i.e. primary. Schools to pilot co-operative education to show co-operation can make a meaningful difference. Building community: place-making, wind-farm community, engagement in the co-operative society.

##### **Peach Group:**

Community coordinators to bring people together. Understanding people's priorities, i.e. learning skills, learning-to-learn. Involvement, participation and engagement of all who hold a stake in Wales. Use learning as a tool to build skills so that communities are skilled and there is an active community voice which can lobby and influence policy and shape democracy – build critical thinking skills.

Gathering and sharing events. Start with common and collective interest and move on from there. Create empathy for mutual benefit; identify local groups and bring them together. University Learning Reps/2<sup>nd</sup> chance. Create some schools where co-operative education is

working and showcase to everyone else. Need to learn **how** to listen to our communities. Create time and space and resources to bring together and make a community. Make co-operative learning a bigger priority in schools – not a bolt-on. Listen to young people. Make schools hubs for community learning. Help to break down barriers. Understand structures. Learning to involve the community.

**Green group:**

Cynical answer: make co-operative education an accountability measure for Estyn. Establish a National Co-operative College in Wales. Help Local Authorities, schools and social care work in joined up ways. Build around schools as the centre of communities. Outreach. How do you enable learning-to-learn? Bring together key stakeholders and government to address barriers and change thinking. Show willingness to embrace those in community with different political beliefs and lifestyles. Accept that community gain may involve individual loss. True partnerships. Supported participation. Involvement of identified stakeholders.

**Pink group:**

Educate local authorities on co-operative education. Lobby Welsh government to include co-operative education in policy. Help schools engage with their communities and develop cooperative learning strategies. Move toward community-led government. Governance reaches reflecting communities. Real participation for learners and all stakeholders. Opportunities for communication/co-operation between members of group, e.g. teaching and other school staff, local party branches, parents to share, build a common cause and widen out to groups. By being brave and allowing the community in. Learning is not just happening in schools – get the message out there.

**Presentation 3. Luisa Munro-Morris**, Head teacher of Lansdowne Primary School, Cardiff.

Luisa shared a truly inspiring case study of her school where she is building co-operative education structures with children, parents, teachers and all school staff, the governing body and the community. Lansdowne Primary School has the motto 'Living and learning as we move along together.' In the past that didn't impact the reality of school life."There had been parental conflict and school conflict. Conflict was handled by keeping protagonists apart. Outside trainers came and went without any real change. The school is now a success. The turn around came about by better participation, using methods inspired by Philosophy with Children (PwC) to improve listening, communication, behaviour, questioning, reasoning, reading and understanding.

New groups were formed and delegates asked to reflect on the **assumptions** and **implications** of Luisa's presentation.

**Summary of reflection on Luisa's presentation:**

Assumptions	Implications
A big barrier to co-operative education is the current performativity culture. Dual language education causes a split and	Need more flexibility in work and learning. Better outcomes need better teachers and better education.

separation and creates choices.	
Mustn't assume teacher training is fit for a co-operative purpose.	Lack of vision on how things can be different.
Schools are still about hierarchy: head teachers and teachers have knowledge; pupils must learn; parents have specific roles. School is just for children. Schools need to be safe and secure from the community.	Build multi-stakeholder communities. Give parents, pupils, teachers and community a voice together.
Model of education we are working with is a 19thC model. Education like a production line. School is a 9.00-3.30 day. Schools are for creating work place fodder.	Lost opportunities for community learning at evenings and weekends. Breakfast clubs, sports clubs etc.
The 'limit' and 'places' of learning. Lack of lifelong learning. Feeling that co-operative education = cheating. Assumes that individual choice is always best.	Connecting up – bringing the co-operative back into everything. Create opportunities to bring community together/to learn together.
Schools are examination machines with winners and losers. That we can measure and test everything. Assuming tests are the best way to ensure a child's learning. Assumes educational success must = university; must = qualifications.	Recognise schools are successful when they close the achievement gap. Short feedback loops and use of technology. Focus on results on narrow outcomes. Blinkered outcomes – a waste of time.
Widespread disrespect for children. Assumption that there are 'naughty' children. Assuming children should be taught passively.	Consider who the child is. Emotional readiness to learn. Promote critical, creative, collaborative and caring thinking through Philosophy for Children.
A good school = high academic achievement. It's all about the academic pupils. Lack of understanding of other values and the value pupils bring to their schools. Education has a curriculum strait-jacket (e.g. GCSE system). Tests just create negative school league tables. Happiness is not a key – priorities are the wrong way round.	Time and effort needed to build psycho-social and community resilience. Create opportunities to create a breadth of education so everyone's a winner. Create space for well-being outcomes.
Assuming co-operative education is someone else's responsibility.	Donaldson Education Reform programme can/has to change things. Estyn has to change as well.

Assuming TINA (there is no alternative) and a neo-conservative agenda.	Community links with renewable energy and the sustainable energy agenda.
--	--

**Presentation 4: Kevin Pascoe**, an Employer Engagement Manager from The Open University in Wales. Kevin stressed that his views were his own and took delegates from a school size of 500 to a class size of 435,000 for a single course. Kevin talked about how the OU and others are embracing MOOCs, massive open online courses. Delegates were struck by the number and variety of free courses, freely available on line and adaptable to different needs and that the OU is particularly responsive to learners’ feedback in developing and modifying courses. The growth of MOOCs makes access more equitable and challenges the notion that value always has to have a market price.

Following Kevin’s presentation delegates were asked to reflect on something that surprised them and identify opportunities arising for co-operative education in Wales. Delegates then shared their thinking in pairs or small groups.

**Summary of responses to Kevin’s presentation:**

Things that were surprising	Opportunities arising
The Open University (OU) is bridging the gap for professional development opportunities in schools. OU provides in-service days for teaching assistants who are not included in school in-service days. Saturday sessions for Teaching Assistants	Widen access and participation within communities. Sharing of learning online.
Availability of open source materials; creative commons.	Online future learning. Non-academic learning tuition and materials
The relationship between the OU and the BBC.	Breaking down perceptions of where education takes place. School/institution not the sole place of learning.
International teacher training with OU. Global reach of participation.	Opportunities to reach out to community development organisations to cascade out into communities. Opportunity to access learning.
Limitations on OU by government funding.	Not to be precious about ‘intellectual property rights’ due to commercial interests.
Amount of FREE open learning resources	Accessible. Group learning. Models around peer support and peer learning.

Relationship with Future Learn.	Opportunities to share free resources and the ability to adapt and remodel to fit the needs of learners and their communities.
OU's scale, reach, breadth, depth and variety of opportunities.	Help change at local level – training/facilitating e.g. trade union - UNISON, Teaching Assistants.
Pre-school Open Learning App.	Widen access and participation within communities
Availability and accessibility of non-accredited learning	Online Future learners. Non-academic learning. Trade Unions and materials
Amount of co-production of programmes	To develop materials to support the building of cooperative activists
That one course could attract 100,000s of students	Interesting co-operative change: summer school; Skype; courses about co-operatives; co-operative learning modules.
Creative function to take and adapt old materials.	Breaking down curriculum straightjacket.
Open source approach.	Creating diverse and niche learning groups which come together
	Listen to existing co-ops: Suma/renewable energy co-ops.
	Investment in co-ops via student network.
	Make OU materials available through Learning Wales
	Opportunities to work with adult technologies; make the technology accessible.

## Lunch

The afternoon session was devoted to a Community of Enquiry facilitated by Sue Lyle. Afternoon sessions can be a little soporific as lunch is digested, but there was no need for a wake up call as facilitator Sue Lyle took delegates through an exercise in collaborative learning and decision-making.

## The Community of Enquiry

Time had been taken during the day to establish rapport between the participants and the facilitator before beginning the enquiry. The introductory session at the beginning of the day was designed to introduce participants to the idea of generating a conceptual question for enquiry. This ensured participants generated a question for enquiry that sought to clarify and examine concepts, not to merely be a vehicle for the exchange of opinions. In the afternoon, time was taken to discuss the rules of engagement in the enquiry to make sure turn-taking and responses to each other were positive and took the enquiry forward. Sue made it clear that as facilitator, she would not express her own views, her interventions would only be to deepen thinking by calling for clarification or distinctions, asking for examples and counter-examples, helping delegates to identify assumptions and consider implications of holding particular views.

The process of the enquiry can be summarised as follows:

- 1) A stimulus for reflection is presented to the group (in our case the stimuli were the sum or presentations and deliberations in the morning).
- 2) Individual reflection: participants are given time to make some personal notes on what the stimulus made them think about.
- 3) Pair and share: participants are put in random pairs to share their thinking and identify themes.
- 4) Groups formulate questions: two pairs join together to share their ideas and come up with a conceptual question they would like to spend time thinking about.
- 5) Airing the questions: each group presents their question to the rest of the group and explains how they got to the question.
- 6) Voting: a secret ballot is carried out to choose a question for enquiry.
- 7) Enquiry: an enquiry is held into the chosen question.
- 8) Last words: participants are given the opportunity to have a last word on the enquiry.

Questions:

1. To what extent can a Co-operative education system help achieve the goals of the Future Generations Act? [Glen, Dan, Gareth & Tracy](#)
2. For a co-operative education in 21st century Wales: What would a democratic dialogue (between unequal partners) look like? [Tracy, David & Callum](#)
3. What can we do about the fact that we have a Labour-led government that is still dominated by neo-conservative principles? [Luisa, Chris, Alex & Adrian](#)
4. How do we go....NEO (con) to CO! [Mark, Lynne, Pat & Dave](#)
5. What is community in a co-operative education context? [Jo, Michele & Chris](#)

The question chosen was number 1. *To what extent can a Co-operative education system help achieve the goals of the Future Generations (Wales) Act 2015?*

The implied focus of the question was discussion on the *Well-being of Future Generations (Wales) Act 2015*, and the potential the Act affords to the establishment of Co-operative education in Wales. In light of this question, the Welsh Government's summary of the Act which was included

in delegate's packs, was used during the enquiry to ensure we focused on the principles and goals of the Act

Delegates in general, welcomed the Act and identified key principles and goals that supported the aims of Co-operative Education. Concern was expressed about implementation of the Act and in particular at the lack of knowledge there appears to be in education circles with regard to the Act. The role of the co-operative movement in helping to make sure people know about the Act and understand how the establishment of Cooperative Education could help make the Act a reality was identified as an important task. During the enquiry delegates identified existing mechanisms and support that could be harnessed towards support the Act. The richness of the enquiry was made possible by the diversity of attendees and their wealth of knowledge and experience. This helped to identify an agenda for lobbying government and beginning conversations with stakeholders in education.

### **Conclusion**

The day was marked by thoughtful concentration and co-operative exchange between people who share many common values: working with wider communities, between people who have different world views is perhaps, the harder co-operative challenge. Those attending deemed the day successful – see Note 1 for results of the evaluations. The harder, but also the potentially more rewarding, cooperative challenge relates to the role of education and governance as integral aspects of Co-operative business planning to support our ambition for a Co-operative Wales across all areas of social policy.

### **Our Thanks**

The event was generously hosted by Cartrefi Cymru Co-operative in Cardiff and supported by the Co-op. A full report of the event will be available from Co-operatives and Mutual Wales in the Summer of 2017.

Previous Co-operative education reports can be viewed at <http://www.cooperatives-wales.coop/co-operative-education-in-wales-shaping-futurestrategy/and> <https://www.thenews.coop/116686/sector/regional-organisations/a-co-operative-education-for-a-co-operative-wales/>

### **Note 1 Evaluation of Event**

#### **1. How did you rate the overall event? (Please tick)**

- Excellent - 12
- Good – 2
- Satisfactory
- Unsatisfactory

#### **2. Please indicate your experience of the event by ticking the appropriate box.**

Excellent      very good      Good      Satisfactory      Unsatisfactory

Objectives	13		1	2
Methods	11	1	3	
Content	12	1	2	
Resources	10		1	4
Venue	7		2	6

**3. As a result of this event have you identified any further support or sessions we could offer?**

1. Facilitating a university co-op between institutions for research/community engagement and to introduce co-operative education to the next generation of students Gareth Dyer Cardiff Met
2. More events around 'Co-operative Learning' session. Very beneficial and great opportunity to mentoring and open discussion Michele, Communities First
3. Callum
4. Hosting a Wales Co-op Education website – Adrian Roper CCC
5. Work on local PwC pilots based on previous experience - Lynne Davies
6. Chance to chat in groups and reflect upon a couple of questions. Enterprise in co-ops - as a topic. Chris Hall
7. Keep driving the Co-operative education – formal and informal – agenda forward. Pat Juby
8. 9 Bringing people together to discuss topics such as FGA has been very useful Joanne Bartlett Communities First
9. Need to come up with what we mean by co-op education as people will have different understandings of it – Glenn Bowen WCC
10. Thanks David Palmer
11. – Alex Bird
12. Rising to the challenge of involving teachers, pupils and parents in our work; providing further impetus, recognition and emulation of the Philosophy with Children concept which is already taking place to support Wellbeing and Future Generations Act goals. Action to help evolve Adult Community Learning policy to support PwC. David Smith
13. Free facilitation of PwC sessions in the Cardiff area and related research. Luisa

**4. Please let us know what you thought of each session, both good and potential improvements**

Session	Comment
	1. All good
	2. -
	3 -
	4. All excellent
	5. All excellent except perhaps Cilla who covered too much and had too many agenda's (eg Rochdale). But well done.

	<p>6. – Inspired by a paper written by Dr Linda Shaw, Chris Hall comments This is a very interesting Co-operative education paper for us as we try to describe co-operative education. I would add use of the "co-operative" small c word in a much more generalised way than the paper does in the following ways to show the features, facets and benefits of co-operation:</p> <ul style="list-style-type: none"> <li>- co-operation as an educative process as opposed to competition as an educative process</li> <li>- co-operation which drives learning through teamwork</li> <li>- co-operation which offers collective outcomes for learning and education</li> <li>- co-operation as a means of making learning and education more fun and a more interesting process</li> <li>- co-operation as a more creative way of problem solving and thus learning or educating</li> <li>- co-operation which has the facets of collaboration and sharing for the widest learning for all</li> <li>- co-operation which emphasises group learning as opposed to the current predominant individualistic learning process</li> <li>- co-operation which emphasises the benefits of this (co-operative) learning process almost as much as the learning outcomes</li> <li>- co-operation which recognises the value of education for the benefit of the wider community</li> <li>- co-operation as a philosophy; especially when juxtaposed with competition (capitalism) as the dominant philosophy</li> <li>- an explanation about the 7 principles and 10 values underpinning co-operation</li> <li>- co-operation doesn't have to be about creating co-operatives, but simply working together co-operatively; joint activity, joint goals and learning objectives and joint education all of which enhance the learning process.</li> <li>- most people do not and probably will not be creating co-operatives, so my emphasis is more basic and connected with the every day reality of peoples' lives.</li> </ul>
	<p>7. All great presentations. Enquiry: a bit different and nice co-operative approach. All good presentations – so follow up</p>
	<p>8. All sessions excellent. Am heading home brain buzzing and as ever my views broadened.</p>
	<p>9 –  10. –  11. Warmed to the structured collaborative learning and good to learn about PwC  12. –  13. All good  14 All good  15  16. The role of adult community learning policy in supporting 'Family Education' and the work of schools in the wider community, and vice versa.</p>

## 5. Any additional comments

1. An excellent day – needs clearly structured follow up
2. Really enjoyed the day, discussions and debate. Very well facilitated. Will be taking away the P4C methodology as an innovative tool for collaborative engagement. Would be useful to share a delegate contacts list from today.
- 3 –
- 4 If anything a bit too good for my poor brain
5. Keep going!
6. Just want to comment overall very stimulating, practical and inspiring of further action. Great connections made. Appreciated participative nature of ‘formal’ sessions, but also time to network informally. So valuable.
7. Continue with the teamwork and develop the theme for broad benefit. Keep up meetings with WG officials.
- 8 - Opportunities for Addysg Oedolion Cymru | Adult Learning Wales to develop wider partnership working to further explore co-operative education and the development of democratic engagement of adult learners across Wales. Also to have further opportunities to engage in a ‘Community of Enquiry’ and to explore how these can be best used to engage with and capture the voice of our learners and members. Tracy
9. Really liked the ‘Enquiry’ process as means to involve everyone. Thinking about Co-operative education and FGA very useful.
10. Really enjoyable day. Well facilitated. So everyone had a say.
- 11 Thanks again
- 12 Involving participants / others in shaping a clearly structured follow up event. Welcome feedback from Sue Lyle /ALL on driving PwC, with partnership working with PTA’s/ Adult Learning Wales. For example, school PTA’s using the Co-op Community 1% divi to provide a structured scheme to facilitate PwC training for varied stakeholders, Many thanks for the Co-op Group for providing sandwiches and bottled water and to Sue for making this such an enjoyable day. Although not covered by this Enquiry, it is crucial to emphasise that education and governance issues are central to a coherent approach to Social Co-op and Citizen Directed models of service delivery, for example, in social care. This underlines the need to evolve Adult Community Learning policy if we are to strive to become a Co-operative Country. C&MW’s are following up this issue with ALW’s.
- 13 Very enjoyable
15. There are some really important elements to be considered in terms of ‘being’ a co-operative teacher which are not simply about values and principles (though these are drivers) but also about learner centred pedagogical approaches; communications; leadership ; attitudes etc. A big question: What is a co-operative teacher? Another is: What does being a co-operative teacher add to the experiences of student?; school? classroom?; professional practice. I guess much of this would come up through reflexivity in the enquiry – but they are massive questions.
16. The need to develop Adult Community Learning policy and exploring the potential for working with Adult Learning Wales.

6<sup>th</sup> July 2017