



International
Labour
Organization

Think. COOP

AN ORIENTATION ON THE
COOPERATIVE BUSINESS MODEL

FACILITATOR'S GUIDE

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Think.COOP



Think.Coop facilitator's guide provides in-depth information on how to organize and facilitate Think.COOP training. The guide explains how to plan a Think.Coop training, provides guidance on facilitation techniques and provides step-by-step descriptions of the learning activities in the Think.Coop training guide, including key messages to be shared with participants. It also serves as a reference to expand on concepts and explain topics and activities of the Think.COOP training guide.

To learn more about the ILO's work on cooperatives visit www.ilo.org/coop or email: coop@ilo.org

To learn more about the ILO's peer-to-peer, activity based learning methodology visit www.cb-tools.org

Acknowledgements

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Think.COOP facilitator's guide

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INTRODUCTION

What is Think.COOP about?

Think.COOP has been developed as a low-cost, easy to use training for those interested in establishing or joining a cooperative. It draws on technical content from existing materials from different ILO cooperative training tools and peer-to-peer, activity-based learning methodology from the ILO's Community-Based Enterprise Development (C-BED) Programme.

Think.COOP addresses many of the uncertainties that people have on cooperatives parallel to helping them make informed decisions. It walks the participants through the different stages and types of supportive business relationships and models as a means of inculcating among them a better appreciation of cooperation and the cooperative business model. Think.COOP assists participants to make sound choices on whether the model is the best option for them. It is comprised of the following sessions:

Session 1: Good Relationships and Livelihoods

Session 2: Horizontal and Vertical Relationships

Session 3: The Benefits of Collective Actions

Session 4: Choosing the Business Structure

Session 5: Doing Business Together

The following are the key features of the Think.COOP training:

- a) Outcome and output based learning:
 - Builds skills and knowledge.
 - Ensures action and tangible outputs delivery.
- b) Practical learning:
 - Customized to the context of participants.
 - Provides exposure to good emerging practices.
- c) Multiple sources of learning:
 - Participants learn from the training guide, their peers, and the facilitators.
 - Structured learning and knowledge to help participants understand and appreciate the cooperative business model in real depth.
- d) Easy to implement and manage:
 - The facilitator provides guidance.
 - Participants are provided with a training guide with step-by-step instructions.
 - It can be implemented in areas with less developed infrastructure.

What is the Guide about?

The facilitator's guide is geared towards people who are interested in organizing and facilitating Think.COOP training. It provides guidance on planning the training and facilitation techniques and also provides step-by-step descriptions of the learning activities in the Think.Coop training guide, including key messages to be shared with participants. This guide also serves as a reference to expand on concepts and further explain topics in the Think.COOP training guide.

Every group and every situation is different, so this guide cannot anticipate every problem that facilitators may come across. It is recommended that facilitators adapt the relevant items as necessary using this guide as a reference.

This guide provides guidelines on how you, as the facilitator, can effectively carry out the role as outlined below.

- Prepare the training by getting familiar with it and reading background documents.
- Set a relaxed and open tone. Welcome everyone and create a friendly and relaxed atmosphere.
- Keep track of the registration, which should be sex-disaggregated. Gather initial background on participants to have some idea of which grouping would be most effective for learning. Think of grouping options.
- Introduce training agenda and learning process, including expectation setting.
- Develop agreements for working together (ground rules).
- Help clarify concepts, ideas, and activities. Depending on the level of the group, you may need to conduct a brief lecture to explain a concept or activity.
- If participants are having problems with the activity, help the discussion along by clarifying, guiding, demonstrating the first steps, providing additional examples, giving information (or source of information), etc.
- Keep track of how the group members are participating. If there are members who are not participating in the activity, ask why and explore how you can help. Monitor discussions to ensure they are not dominated by a few persons.
- Help groups find new ways of thinking about and analyzing their situation.
- Monitor timing. Ensure that groups are on track.
- Inform participants of other learning opportunities.
- Guide and coach participants in the next steps in forming a cooperative.

Who is the Guide for?

The guide is designed to be used by facilitators as guidance for the preparation and implementation of the Think.COOP training. Think.COOP facilitators are women and men development practitioners supporting the formation of cooperatives and/or recruitment of cooperative members. These include but are not confined to representatives of:

- Relevant government bodies who are providing assistance to cooperatives.
- Cooperative unions and federations.
- Cooperative movement.

- Public and private service provider's institutions.
- International organizations.
- National and international non-governmental organizations.
- Training institutions.

One person may deliver the training in its entirety, or two or more facilitators may choose to deliver the training together. Regardless of the number of facilitators, it is critical that they are familiar with the material. Facilitators will need to have different skillsets and competencies such as the following:

- Proven experience conducting adult training, including facilitation skills and engagement of adult learners.
- Knowledge of the cooperative model, including understanding of self-help and cooperative principles.
- Experience working with cooperatives.
- Knowledge of the local context and preferably of the sector the training is tackling.
- Excellent communication skills.
- Ability and willingness to train others and institutionalize knowledge within their organizations.

How is the Guide structured?

It is recommended that facilitators use this guide as support when organizing and facilitating Think.COOP training sessions. It consists of four sections:

Section 1: Planning Guidelines. This section provides guidance on how to organize a Think.COOP training. Topics include target participants and grouping of participants, selection of training venue, room set-up, timing, and marketing of the training course.

Section 2: Facilitation Guidelines. This section presents guidelines on effective facilitation to ensure that it is the participants who are gathering and analyzing information and making the decisions that will affect them. Facilitation is a process of learning, sharing, and coming to decisions using methods that are participatory and build on participants' knowledge and experiences.

Section 3: Think.COOP Session Guide. This section explains the sessions and activities in the Think.COOP training guide. It elaborates on the concepts used in the training guide and provides guidance and methods needed to conduct the learning sessions based on the principles of participatory learning. It gives details on the session objectives, advance preparation, materials, duration, steps and key messages. Tips on facilitation and gender mainstreaming are also provided. Facilitators are welcome to adapt the case studies and examples in the training guide to the context of the participants.

Section 4: Icebreakers. This section contains detailed instructions on icebreakers that facilitators may want to use to introduce a topic, highlight a learning point, or use as supplementary exercises to the activities in the Think.COOP training guide. The games can also help participants to relax and mix and to create trust within the groups.

A power point presentation is part of the Think.Coop training package and could be used by the facilitator to present illustrations shown in this guide.

SECTION 1: PLANNING GUIDELINES

Target Participants and Grouping of Participants

- Target participants of the Think.COOP training are women and men who are interested in joining or forming a cooperative. These individuals are most likely searching for answers to the following questions:
 - Could a group effort address the issues they face in their work?
 - What are the advantages to working as a group rather than alone?
 - Is the cooperative model the best structure?
 - Is joining or establishing a cooperative an idea worth pursuing?
 - Are benefits greater than costs?
- It is recommended not to have more than 35 participants per training. Having 20 to 35 participants per training will give each person a chance to speak and to contribute his or her ideas to the group discussions. It will also create enough diversity to support learning.
- Ensure gender balance among the participants. Encourage women to participate in the training.



- In some cases, it may be important to communicate that several women will be participating in the training. Knowing that she will not be alone can be a factor in a woman's decision to participate. In some contexts, this information may also be necessary in order to obtain the woman's partner's agreement for her to join the training.
- Bear in mind particular situations of women that may prevent them from joining the training, such as their family responsibilities. In these cases, organize the training during hours where children are at school so that women are able to participate.

Since Think.COOP learning activities are designed to be conducted in small groups, it is important to take into consideration the composition of the groups when inviting participants for a training event. A farmer, for example, may not be able to relate so much if he/she is with a group composed of fisherfolks. Similarly, a construction worker may have difficulties in following the conversation with a group consisting mostly of farmers. Basic profiles of participants such as age, the sector or subsector in which they are working, and educational level should be considered at the outset to have a higher probability of a successful training and meaningful conversations among participants. Below are some tips on how to select and group participants.

- Grouping may be done randomly if participants are homogenous (e.g., all of them are corn farmers, or porters, or fisherfolks).
- If the group is heterogeneous, ask participants to find some commonalities which can then be the basis for the discussions and group work. You may want to use Icebreaker 1: We Go Bingo (you can find it in Section 4 of this guide) to facilitate the identification of commonalities.
Examples of commonalities may be difficulties in accessing water, finding a permanent job, immigration status, etc.
- If there are participants who cannot read and write, group them with supportive people who are literate.
- Individuals who have commonalities such as those who have been working together informally, those who are living in the same village, or those who are engaged in the same trade/livelihood are good candidates for the training. In these cases, it is good to invite a core group of “influencers” or “catalysts”.
- Group participation is most effective when there are five to seven participants at a table. If there are more than seven participants at a table, it becomes more difficult for the group members to hear each other. In smaller groups there is a risk of one person dominating the discussion.



- The group dynamic works best if there is an odd number of participants.

- In some cultural contexts, women may feel more comfortable sharing their point of view only among other women. In this case, a women-only group may be the more effective and viable option.



Often in a mixed group, women are less inclined to express their opinions, share their experiences, and ask questions, while men show more confidence in their knowledge and some tend to present and impose their views as being the opinions of the overall group. In such cases, as the facilitator, you need to interact with the group to encourage women to speak up and be heard and understood.

- Balance the groups in terms of gender, age and experience or confidence.

Choosing the Training Venue

The success of your training depends to a significant extent on taking place in an environment that is comfortable, accessible, safe, and conducive to learning. Use this checklist of what to consider when choosing a venue for your Think.COOP training:

- The venue should be convenient for participants and accessible by public transportation.
- The location should be safe, especially for women participants.
- The room should be accessible to all, including those who have limited mobility.
- The room should be large enough to accommodate 20 to 35 participants and allow enough space to enable participants to move around.
- There should be good room lighting and ventilation.
- There should be wall space for flipcharts to be put up.
- Drinking water must be available during the whole training.
- Accessible toilets must be available.



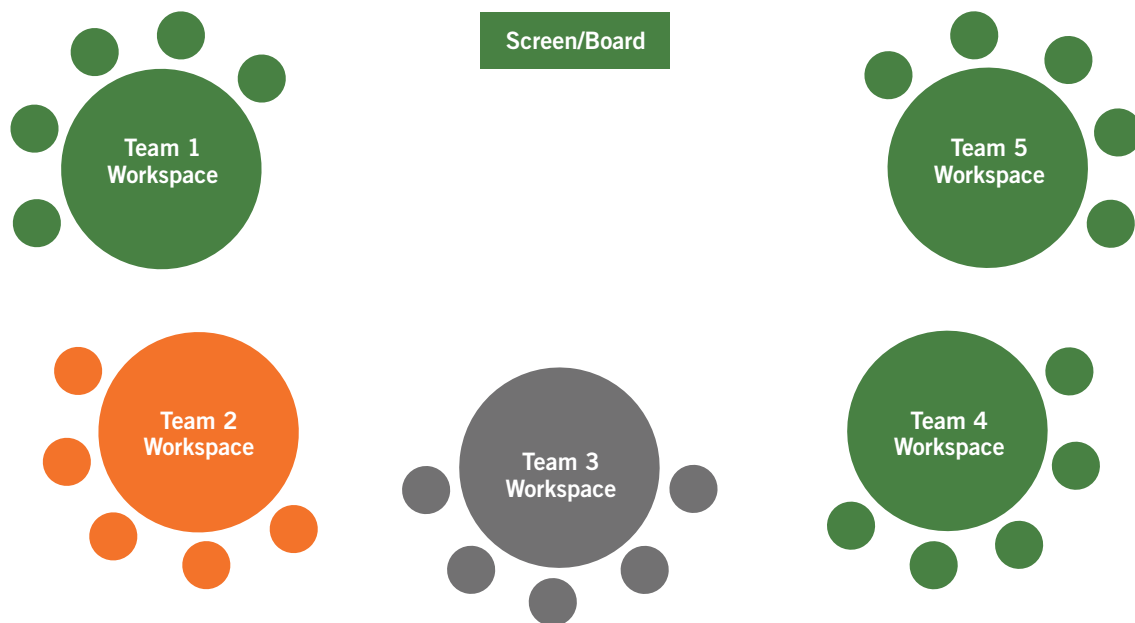
Availability of safe transportation to and from the training venue is a factor that can encourage the participation of people, especially women. Explore the use of low-cost and accessible training venues such as communal centers.

Room Set-up and Seating Arrangement

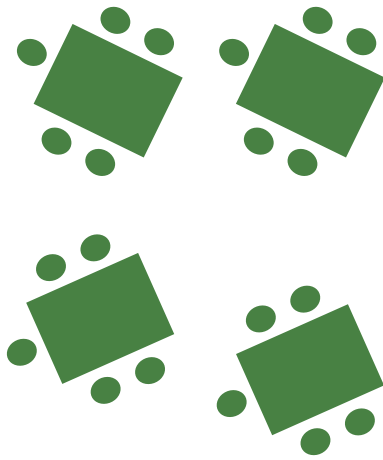
To maximize the learning, consider how the room set-up will allow for interaction and learning. Making participants feel comfortable is very important to achieving a successful training, so take the time to plan ahead.

- You should be able to easily move from table to table and talk to the whole group from any corner of the room.
- Do not allow too much space between the area from which you will present and the front participant row. Reducing the amount of space between you and the participants closes the distance between you and them both physically and emotionally. As much as possible, avoid having a podium or stage as this puts people in the mindset of a lecture rather than a participatory, collaborative learning process.
- Create aisles and easy access to seating, so that participants do not feel cramped. Keep in mind that the appropriate distance between people differs from one culture to another.
- Participants should sit in such a way that they can see and hear each other without restricting their view of the board, screen or flipcharts.
- Provide workspaces for the participants including boards or walls where they can hang their flipchart papers.

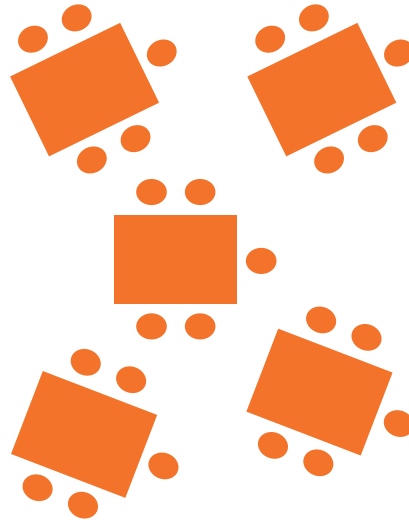
Room Set-Up 1



Room Set-Up 2



Room Set-Up 3



Timing

- Each session of the training has a suggested duration. To the extent possible, open and close each session in accordance with the agenda. If it is anticipated that participants will require more time than the duration specified in the training guide, make the modifications in timing prior to sending the invitation. Timing, to a significant extent, depends on the learning aptitude of the participants.
- Be clear about the timing that participants have to complete an activity. Always give the participants a 5-minute and 1-minute warning so that they know they need to wrap up the activity. A timer can help you and the participants keep track of the time.
- Lunch breaks should be at least one hour long. The location should be close by, and the service should be efficient so that all participants can be back to the training facility within one hour. Fifteen-minute to thirty-minute mid-morning and mid-afternoon breaks should also be included in the agenda.
- Make sure to tell the participants exactly when to return from their breaks/lunch. A volunteer participant in each group may be asked to be responsible for getting team members back in their seats on time at the end of the break/lunch.
- Match training schedule with public transport schedules.



Defining an appropriate schedule is crucial for the active involvement of the participants, especially women. It is important to be aware that extending an afternoon session beyond the time scheduled can often have consequences for women who have family responsibilities.

Marketing Think.COOP

Communications are key to helping motivate people to come to training. Tailored messaging is, oftentimes, necessary to convey the value of the training to the target audience and convince them to attend the Think.COOP training. The idea is to help the potential participants understand how Think.COOP and joining/forming a cooperative can help them become more productive, effective and successful. Here are some tips on how to market the Think.COOP training:

- Design a compelling message. The content must give your target groups reasons they should respond to your message. Think of the most important benefit that your target participants would want to get from the training. The message may have to be customized for each target group segment. Identify their top problem that can be addressed by forming a cooperative. Offer the solution in the most compelling way.
- Employ the social proof campaign. A social proof campaign is aimed at informing potential participants that other people similar to them have participated or are participating in the Think.COOP training. Using messages that convey the popularity or growing appeal of the behavior is a way to get people to change over to a new social proof. The following are examples on how to use the social proof campaign:
 - Promote Think.COOP in forums and meetings. Ask attendees to publicly sign up for the training – may be done via flipcharts.
 - Disseminate success stories or testimonials of successful cooperatives in your area. Social proof can be anything from a brief quote from a cooperative member to testimonials or videos.



- Promote the training in places where you know women gather or regularly go such as community centers, schools, medical centers, etc.
- Think of messages that could encourage women to participate; for instance, inform about accessible hours and safety in terms of room location and transportation, etc.

Training Agenda

Sample two day training agenda

This agenda is a full implementation of the session steps described in Section 3 of this guide. This is suggested for participants who require extensive guidance in order to be able to make informed decisions. The training can be done in one day if participants do not require too much guidance.

Time	Topic
Day 1	
8:00 – 8:30	Registration
8:30 – 10:10	Session 0: Opening Program and Introduction
10:10 – 10:40	Break
10:40 – 12:00	Session 1: Good Relationships and Livelihoods
12:00 – 13:00	Lunch
13:00 – 14:15	Session 2: Horizontal and Vertical Relationships
14:15 – 15:00	Session 3: The Benefits of Collective Action
15:00 – 15:30	Break
15:30 -16:30	Session 3: The Benefits of Collective Action
Day 2	
8:30 – 10:00	Session 4: Choosing the Business Structure
10:00 – 10:30	Break
10:30 – 12:00	Session 4: Choosing the Business Structure
12:00 – 13:00	Lunch
13:00 – 13:20	Session 4: Choosing the Business Structure
13:20 – 15:20	Session 5: Doing Business Together
15:20 – 15:40	Break
15:40 – 16:00	Post training survey and evaluation survey Closing

SECTION 2: FACILITATION GUIDELINES

Adult Learning Principles

When facilitating the Think.COOP training, it is important to remember that your participants are adults. Participants will have a lifetime of personal experiences behind them that will inform how they evaluate, retain, and use the information provided to them in the training. To connect with an adult audience, the training must be immediately useful, relevant, welcoming, engaging, and respectful.



- Use methods that increase the active participation of both women and men, and that address different learning capacities.
- Training can be made more gender sensitive if facilitators are aware of the gender roles or differential needs of women and men related to the topic of the training.

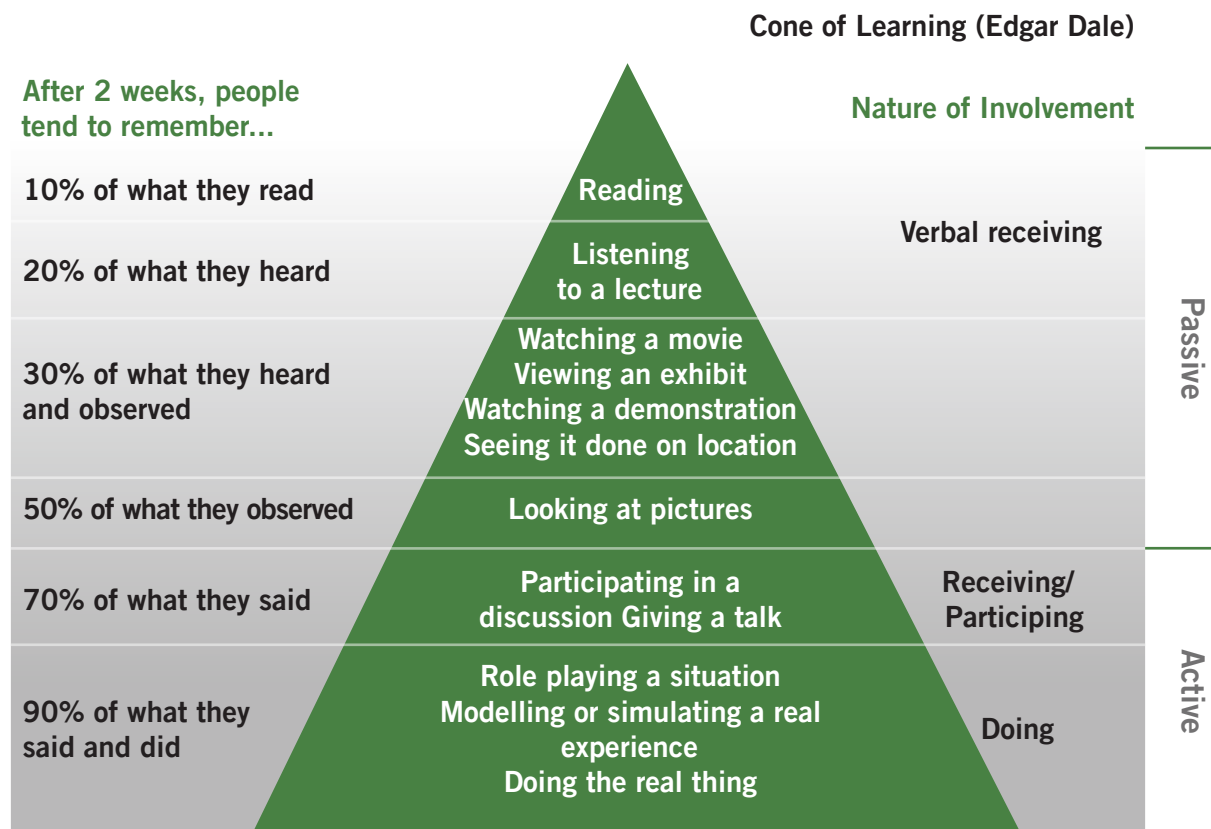
Adult learning theory is based on the understanding that adults learn differently than children and adolescents. The table below shows how the basic principles of adult learning have been incorporated in the design and delivery of the Think.COOP training.

Adult Learning Principles: Description and Application in the Think.COOP training		
Principle	Description	Application in Think.COOP
Self-direction	<p>Adult learners must have some control over what they are learning. They are motivated to learn if they can:</p> <ul style="list-style-type: none"> - take charge of their learning. - contribute to the learning of their peers. - have some degree of independence in the learning process. 	<ul style="list-style-type: none"> - Actively involves participants in the learning experiences. - Frequently asks questions to encourage active thinking, problem-solving and decision-making. - Helps focus their self-directed efforts to learn and discern the answers to questions. - Provides opportunities for participants to direct their own learning through self-facilitated small-group discussions.
Life experiences, respect, and self-pride	<p>Adult learners need to be respected for their experience. They are motivated to learn if the learning:</p> <ul style="list-style-type: none"> - Involves them in sharing what they know in a safe and respectful environment. - Builds on what they know. - Validates their expertise. 	<ul style="list-style-type: none"> - Builds on the participants' own experiences by frequently asking for input and sharing. - Relates theories and concepts to the participants and their experiences. - Allows participants to feel safe to express their confusion, anxieties, doubts, and fears. - Provides opportunities for "small wins" and little victories in the learning process – to build competencies incrementally.

Adult Learning Principles: Description and Application in the Think.COOP training

Principle	Description	Application in Think.COOP
Goal-oriented	<p>Adult learners must be able to see how the learning satisfies a need they have. They are motivated to learn if the learning:</p> <ul style="list-style-type: none"> - solves or avoids a problem for them. - provides an opportunity or increased status. - leads to professional or personal growth. 	<ul style="list-style-type: none"> - Includes training objectives that are clear and help participants to see how elements are inter-related. - Shares examples and stories that relate the learning content to participants' current challenges or opportunities and asks participants to share their own examples to make this linkage. - Engages participants in identifying the challenges and opportunities they face and the value of learning to address these challenges.
Application and action	<p>Adult learners are busy, practical, and learn by doing They learn best when:</p> <ul style="list-style-type: none"> - there is immediate application of the learning. - they participate actively in the learning process. - they can practice new skills or test new knowledge before leaving a learning session. 	<ul style="list-style-type: none"> - Helps participants to apply learning immediately. - Follows theories with practical examples and applications to demonstrate the relevance of the learning. - Includes exercises and content that can be applied to real-life situations of the participants.
Multiple learning methodologies	<p>Adult learners learn in a great variety of ways, from hands-on to using logic to anchor new skills and knowledge. They learn best when:</p> <ul style="list-style-type: none"> - the learning taps into a mix of learning styles that fit their preferences and stimulate their intelligences. - multiple means are used to represent the material being learned. 	<ul style="list-style-type: none"> - Uses training methods that require active participation. - Allows participants to learn in the style that best suits them by using small group work, discussions, and individual activities.

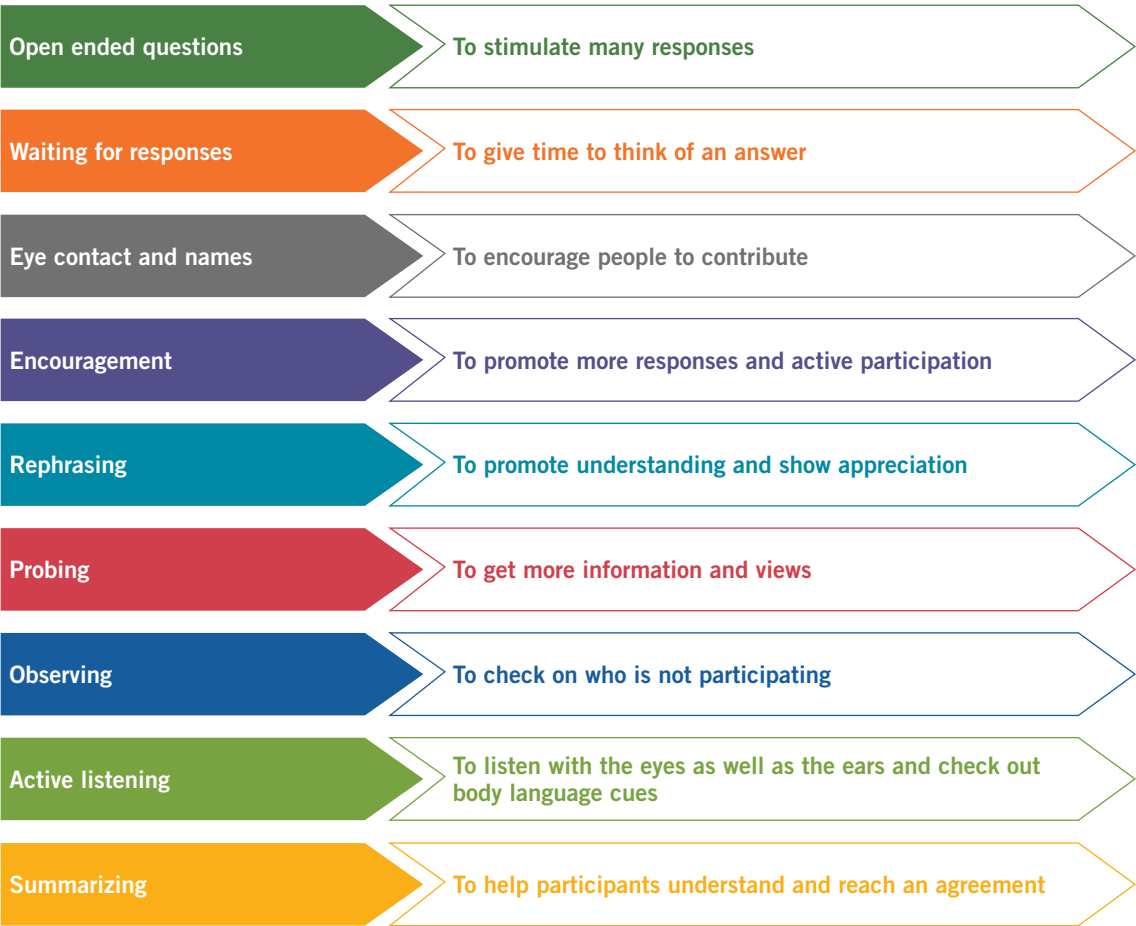
Cone of Learning



Edgar Dale theorized that learners retain more information by what they “do” as opposed to what is “heard”, “read” or “observed”. This has become the basis of what is known now as “experiential learning” or “action learning”. The least effective method involves learning by listening to spoken words (e.g., lectures). Listening is an essential learning tool, but, used on its own, is not nearly as effective as when used in conjunction with other learning modalities, senses, and activities. The most effective methods involve direct purposeful learning experiences such as hands-on or field experience. These actions call for the harmonious interrelationship with multiple senses (speaking, performing, analyzing, simulating, designing) and rely on a synthesis of the learning modalities. Essentially, the cone of learning shows the progression of experiences from the most concrete (at the bottom of the cone) to the most abstract (at the top of the cone). Actively engaged training participants are more likely to recall and use the information outside of the confines of the training.

Facilitation Techniques

Facilitators play a critical role in ensuring that what happens inside each group is consistent with the objectives of Think.COOP. The facilitator is key to making the peer-to-peer activity-based learning work by helping the members to engage with each other, enabling participants to work together effectively, and guiding the learning process when participants have difficulties in understanding the concepts and the activities. The figure below shows some techniques that facilitators can use to assist participants in accomplishing their objectives.



Managing Facilitation Challenges

It is not uncommon for facilitators to face challenging situations and personalities during the training. Strategies to overcome facilitation challenges should always take into consideration cultural, social, and religious norms. The table below outlines some of the challenges faced when facilitating and ways to overcome them.

Facilitation Challenges and Tips for Handling the Situations	
Challenge	Tips for handling situation
Dealing with difficult questions	<ul style="list-style-type: none"> - Do not be afraid to say that you do not know the answer to a question. Instead, say you will get back to the group with more information. - Ask if any of the participants knows the answer. - Prepare for group discussions by reading through the Training Guide and Facilitator's Guide. Become familiar with the concepts and language. - Do additional research and reading to deepen your knowledge on the different subjects.
Waiting for participant responses	<ul style="list-style-type: none"> - If you ask, "Are there any questions?" make sure that you look around to see if there are any questions. - If no one answers a question, rephrase the question or break it down into a simpler question. If there are still no volunteers to answer the question, you might say "Okay, you must be tired" or something to that effect, and then answer the question yourself. Ask the question again later in the session and make sure that the content leading up to the question has enabled the participants to answer it.
Incomplete responses from participants	<ul style="list-style-type: none"> - If a participant is only giving you a partial response, coach that person by asking questions that help her/him discover the rest of the answer.
Dignifying incorrect answers	<ul style="list-style-type: none"> - Always dignify the participant and the answer. Never say "your answer is incorrect" as this will shut down learning and make everyone fearful to answer any questions in the future. You can say, "Yes, that is correct if the circumstances are x. However, I am asking about these (different circumstances). In this event, what would the answer be?" In other words, coach the person to discover the correct answer. - Take responsibility for the confusion and rephrase the question.
Participants confused on a topic or activity	<ul style="list-style-type: none"> - Clarify a concept by giving an example that they can relate to – put it into context of their everyday life – such as through storytelling. - Check which words are causing the problem – may have a different meaning to participants.
Participants complain that activities are hard to do	<ul style="list-style-type: none"> - Identify what makes it difficult. - Explain the rationale of the activity. Then, perform the first few steps together. Next, ask the group to perform the steps on their own. Praise the group for each step they take.
Managing conflict or disagreements	<ul style="list-style-type: none"> - Acknowledge the conflict and then try to establish the cause of the conflict. - If it is related to a topic in Think.COOP, help lead the participants to a place of agreement, encouraging mutual respect. - If it is not related to the training, encourage them to resolve the conflict later outside of the group setting.

Facilitation Challenges and Tips for Handling the Situations	
Challenge	Tips for handling situation
Managing time	<ul style="list-style-type: none"> - Choose a timekeeper to remind you and the participants about the time used and left. - Check what is holding the group back from moving to a new activity. Assist the group to improve the pace in doing the activities.
One or two people dominate the group discussion	<ul style="list-style-type: none"> - Give them responsibility within the group (e.g., take down notes of answers from other group members). - Place them with other similar peers. - Focus on the passive majority. Encourage them to participate more. Trying to control those who dominate just sends more attention in their direction. - Suggest to the group to come up with a rule on duration that a participant can speak on a given topic or in a given step.
Shy people/ people afraid to express their views within the group	<ul style="list-style-type: none"> - Establish reasons for their silence. Address root cause. - Give them responsibility for note taking and feedback. - Place them in a supportive group. - Praise them when they contribute. - Bring them in on “safe issues” – start with easy tasks.
People who speak a lot but always with negative undertones	<ul style="list-style-type: none"> - Do not completely disallow their views but listen to them a few times and then use the negative/diversionary views to turn the message around as a great point of discussion. - Beware though not to provide too many opportunities to them.
Goofing around in the midst of a discussion	<ul style="list-style-type: none"> - Often a break or an energizer is the best response. People become undisciplined when they are overloaded or worn out. After a breather, they will be much better able to focus. - Alternatively, ask for advice: “Is there something we should be doing differently?”
Participants want to join training but cannot read or write	<ul style="list-style-type: none"> - Assign somebody else to read. - Assign somebody to write down answers. - Explore role play and drawing in order to include those who cannot read or write.
Working with the “know-it-all”	<ul style="list-style-type: none"> - Be well prepared on the topic. - Do not challenge but use questions. - Use the person as a resource. - Focus on the solutions from the group.
Dealing with side conversations	<ul style="list-style-type: none"> - Ask them to share their input or conversation with the group. - Direct questions to them.
Many people interrupting one another in competition for airtime	<p>If you must interrupt to restore order, say something like “Alan, I am going to cut in here. First, let’s be sure that your point is heard”. Next, paraphrase Alan’s point. Then, organize the discussion by offering a ground rule. You can then suggest the order of “airtime” to restore the conversation.</p>
The group gets focused on discussing some wording in the training guide rather than coming to a consensus on the meaning of the words or moving on	<p>Determine if there is an issue in clarity of terms that requires further definition to move on with the activity.</p> <p>If the group needs further clarity on meaning, write out the definition or ask group members what they think the definition is and then facilitate a discussion towards consensus.</p>



Additional suggestions for training groups with limited literacy skills:

- Shorten presentations to the main points as much as possible. Be aware of not overburdening participants' ability to concentrate.
- Make sessions as participatory and interactive as possible.
- Use pictures, drawings, or symbols to illustrate the main points.



Sometimes women may be afraid or lack the confidence to express their views. The following are some of the ways of encouraging them to speak up:

- Find an opportunity to get their views individually or in the small groups. Refer back to and use their ideas so they know they are important and of value.
- Ask opinion questions occasionally (e.g., “How do you feel about this?”).
- Have participants write out their answers to a question. Having the words written out may make it easier for a shy or fearful person to speak up.

Reporting Out/Debriefing Activities

Whenever feasible, it is good to have group representatives report out after they have completed an activity to have a sense of closure and check their progress. To ensure variety of report out methods, here are a few to draw from:

- Have one group report their answers. Ask if any other groups have something different or something to add.
- Alternate the reporting between the different groups. Randomly choose groups to report and circle back with previous groups to keep them engaged in the discussion.
- Move from one group to another to answer different questions.
- Post outputs on the wall. Ask groups to walk around, read, and provide their comments. Summarize the outputs.
- Focus on one or two key outputs from the activity. Give the groups meta cards and ask them to write one idea per card. Spread the cards out on a table and ask everyone to get up and group cards with similar ideas together. Then, tape each bunch of similar ideas to a sheet of flipchart paper and give the paper a title that summarizes the cards.
- Consider debriefing about the process itself. Did participants gain new insights by discussing this topic with others? Do they see the issue or concept differently now?

SECTION 3: THINK.COOP SESSION GUIDE

About the Session Guide

The session guide contains the following:

Objectives: A description of key results you, the facilitator, should strive to achieve for each session.

Advance Preparation: Recommendations on how facilitators can prepare for the session.

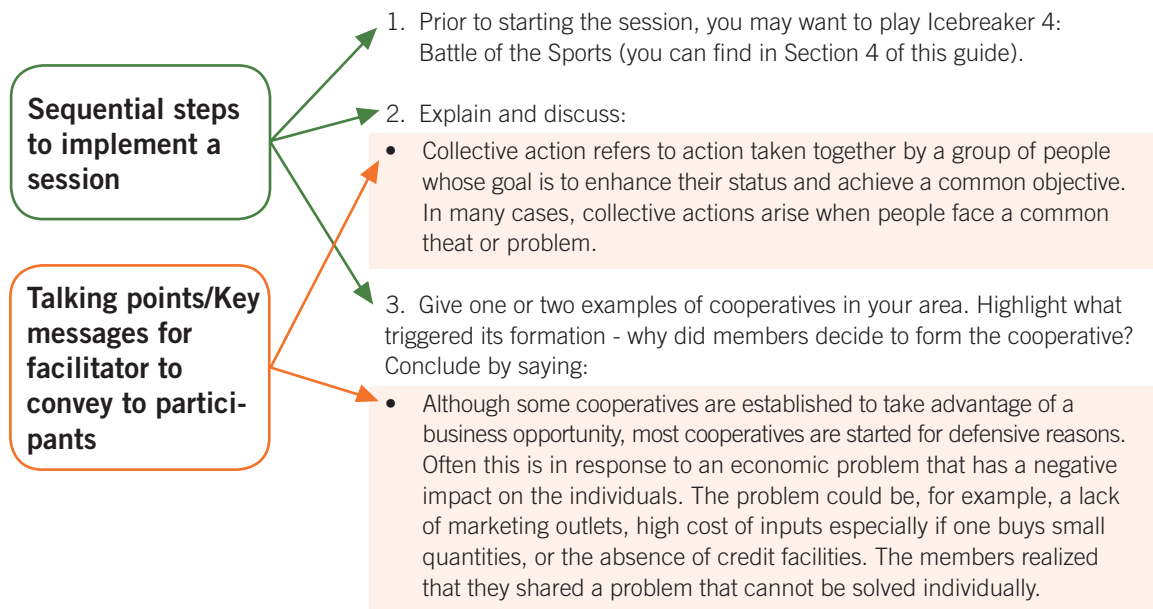
Materials: List of materials needed for the session and its corresponding activities. Materials for the suggested icebreakers or supplementary exercises are indicated separately in Section 4.

Duration: The average estimated time required to complete a session. It can vary (longer or shorter) according to the learning aptitude and enthusiasm of the participants, previous knowledge and/or experience, etc. The total duration indicated at the start of each session includes all activities and recommended icebreakers and/or supplementary exercises.

Steps and Key Messages: A step-by-step description on how to facilitate the session. The bulleted texts in the colored boxes are talking points for you, the facilitator, to say.

Steps and key Messages

Session Overview



Use the detailed guide to practice how to facilitate the training. You may stick close to the script as you begin testing out your facilitation skills, and then as you feel more comfortable and gain mastery, start using your own language.



Prior to the training event, you may want to review and modify the following elements in the case studies and examples in the Think.COOP training guide to fit your own local situation, particularly that of the target participants:

- Names of people, villages, and groups.
- Currency.
- Amounts of the items shared in the examples. These amounts could vary based on the target group's income levels. If the amounts are either too large or too small, participants may not feel that these tools apply to them.
- Items/services being bought and sold.

Session 0: Opening Program and Introduction

Objectives

After completing this session, participants will have:

- a) Gotten to know each other and become comfortable working with each other.
- b) Developed a good understanding of the objectives of Think.COOP.
- c) Understood how the sessions and topics are structured.
- d) Become acquainted with the learning process.

Advance Preparation

- Get information on the opening program plans of the training organizer.
- Secure the list of confirmed participants including basic information such as gender, age, the sector or subsector in which they are working, and educational level.
- Be familiar with the objectives of Think.COOP and the training agenda.
- Have enough printed copies of the pre-training knowledge survey (See Annex 1).

Materials

Facilitator

- Projector (optional)
- Slide presentation (optional)
- Flipchart and/or board
- Pens
- Meta cards or similar materials
- Materials for Icebreaker 2: Name Game or Icebreaker 3: Movement and Repetition (whichever you plan to use)
- Timer (cellphone or computer)

Participants

- Think.COOP Training Guide
- Pens and/or pencils

Duration

100 minutes

Steps and Key Messages

Opening Program

1. A representative of the training organizer welcomes all participants and guests and briefly provides the overarching objectives of the training. The agenda of the opening program will depend on the policies of the training organizer especially with regards to formality. A typical opening program consists of the following:
 - a) Message (welcome message and training objectives) from a senior official or representative of the training organizer
 - b) Brief introduction of you, the facilitator, and the facilitation team, if applicable



As the facilitator, you should coordinate with the training organizer on the details for the opening program. Make sure to allocate sufficient time as per plans of the training organizer.

Introduction of Participants

2. After the opening program, welcome the participants again and introduce yourself. Starting with a self-introduction will create a good atmosphere, which will help participants to relax and be more spontaneous, thereby building participatory involvement and team spirit.
3. Tell participants that they will now introduce themselves to the group. Explain that a more in-depth getting to know each other will be made among members of the small group. Please refer to section on icebreakers for some ideas on how to help participants get to know each other. Use, for example, Icebreaker 2: Name Game or Icebreaker 3: Movement and Repetition (you can find them in Section 4 of this guide).



When choosing your icebreaker, be conscious of your group dynamic. It is important that your activity does not make anyone feel uncomfortable. No one should be forced to reveal personal information or participate in a stressful environment.

Pre-Training Knowledge Survey

4. Ask participants to complete the pre-training knowledge survey form. Assure participants that answers will be kept confidential. A sample pre-training knowledge survey form can be found in Annex 1.

Expectation Setting and Concerns

5. Move to the next topic on expectation setting. Explain that reaching a common understanding of objectives and expectations prior to the training will create a favorable working atmosphere and facilitate collaboration and learning. Ask one woman participant and one man participant what they expect from the training and what their concerns are. Write answers on the board or flipchart. Also give the following examples.

- Expectations: learn about the cooperative business model, understand the benefits of forming or joining a cooperative, receive guidance in deciding whether to join a cooperative or not.
- Concerns: I do not know how to read or write, fear of speaking in public, fear of giving wrong answers, etc.

6. Tell them that they will now write down their expectations and concerns
 - a) Provide participants with a meta card (or any similar material).
 - b) Ask them to write one expectation and one concern.
 - c) Tell them to also indicate whether they are a man or a woman.
 - d) Group repetitive and similar ideas and post them on a flipchart.
 - e) Be aware of differences between women's and men's answers.



Keep the flipchart paper displayed throughout the whole training and refer to it as appropriate. On the last day of training, participants will have a chance to compare and discuss whether or not their expectations have been met during the training.



If there are significant differences in the expectations and concerns between women and men, highlight and point these out to participants so that there is a common understanding/ awareness of the different views and all concerns are properly addressed during the training.

Training Objectives

7. Present the training objectives to the participants. Tell them that the focus of this training will be to familiarize them with the cooperative business model. The main objectives of Think.COOP are to help participants to:

- Understand what a cooperative is (principles, differences from other forms of organizations and enterprises, etc.).
- Understand the specific benefits and challenges related to the cooperative model compared to other types of enterprises or economic organizations.
- Make an informed and conscious decision of whether a cooperative might be a suitable business option for them.

8. Invite participants to express their own ideas by comparing their expectations against the set training objectives. Immediately inform participants if one or some of their expectations will most likely not be met during the training.

Think.COOP Sessions and Learning Process

9. Explain:

- Think.COOP walks the participants through the different stages and types of supportive business relationships and models as a means of inculcating among them a better appreciation of cooperation and the cooperative business model, and to help them make informed decisions on whether the model is the best option for them.

10. Distribute the Think.COOP training guide to the participants. Direct them to the page on “Learning Process”. Ask one participant to read the session titles.

Think.COOP: An orientation on the cooperative business model



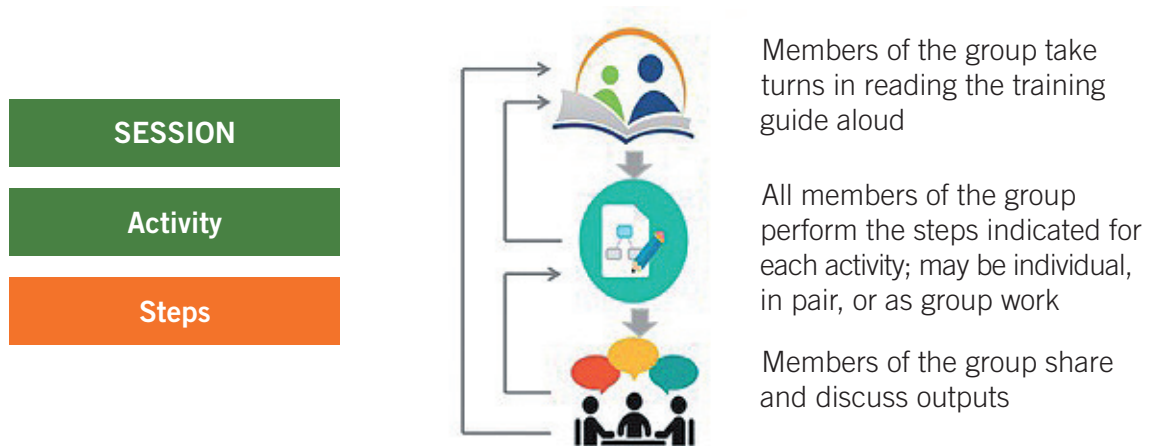
11. Direct attention of participants to the time/clock. Explain:

- The time in their training guide is the duration for them to complete an activity. The time in this facilitator’s guide and training agenda indicates the total time for each session including the discussions that they will be having with you and their peers.

12. Ask one participant to read the first two paragraphs of the “Message to the Group”. Ask the rest of the participants what they understood about the methodology. Paraphrase answers and show the visual below:

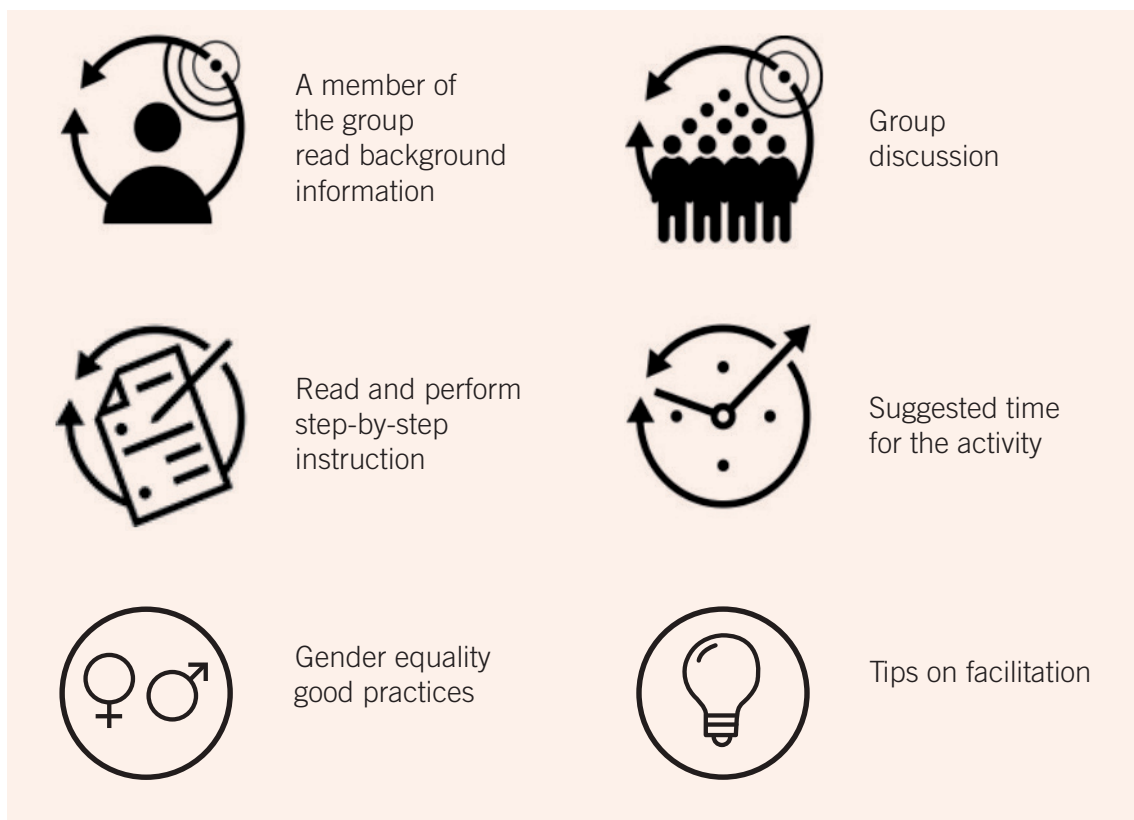
- Think.COOP employs a peer-based active learning methodology. Participants are divided into small groups and provided with an individual training guide that contains step-by-step instructions for discussions and activities. Members of the group take turns in reading the training guide aloud. All members perform the steps indicated in each activity. Members then share and discuss outputs. If participants are having problems in understanding any part of the training guide, they can call you for assistance.

The Learning Guide Format



13. Direct participants' attention to the page "Follow the signs". Ask one participant to read aloud. Explain that these signs are intended to guide them in what they need to do. Point to the signs and ask participants what each sign means.

Signs and their Meanings



Ground Rules

14. Tell participants that they will now craft their own rules on how they will work and learn together. Provide the following examples:

- All mobile phones to be on silent mode.
- Listen to each other.
- Treat each other with respect.
- Sexist jokes are not allowed.
- Work through all the activities even if you find them very simple.
- Never ridicule an answer.
- Respect different perspectives.
- Share only what you are comfortable sharing.
- One person speaks at a time. Share “airtime”.
- Do not personalize conflict.
- Do not label, stereotype, or call people names (do not use derogatory or insulting words when talking to or calling on a person).
- Speak for yourself, not for others.
- What is said in this group stays there, unless everyone agrees to change that.

15. Remind participants that negotiating group agreements is an important part of any learning event. It helps to create safe and supportive environments. A safe learning environment enables open, robust discussion.

- a) Provide participants with a meta card (or any similar material).
- b) Ask them to write one answer each to the question “How should we behave in this training program to maximize its usefulness?”
- c) Group repetitive and similar ideas and post them on a flipchart.
- d) Keep the flipchart throughout the training.

Session 1: Good Relationships and Livelihoods

Objective

After completing this session, participants will have increased awareness on how relationships influence well-being and resilience.

Advance Preparation

- Determine grouping of participants.
-

Materials

Facilitator

- Flipchart and/or board
- Pens
- Meta cards or similar materials
- Timer (cellphone or computer)

Participants

- Think.COOP Training Guide (Session 1)
 - Pens and/or pencils
-

Duration

80 minutes

Steps and Key Messages

Session Overview

1. Ask participants to raise their hands if they have heard of the saying “No man is an island.” Ask one to two participants to explain what they understood of the saying. Link their responses to the following points:

- The saying ‘no man is an island’ expresses the idea that human beings do badly when isolated from others and need to be part of a community in order to thrive. It means that no one person can survive without any help at all from other people.
- No matter what one does for a living, it involves interacting and cooperating with people.
- We need other people to achieve results in whatever we are doing.
- We need the cooperation of various people in order for our initiative to succeed.
- That the saying “No man is an island” applies to all - regardless of age, religion, gender, social and economic background, income, culture, etc.

Activity 1A: Getting to Know Each Other

2. Announce the proposed grouping and ask participants to move into their assigned groups. Tell participants that for all the activities in the Training Guide, they will be working with the same group.
3. Explain that in Activity 1A they will identify people who are helping and supporting them in their work. When giving examples, do not just focus on government agencies and service providers as the source of assistance and support but also highlight the role of a peer-to-peer support system (e.g., farmers borrow tools from one another, workers teach each other, vendors share market information with one another, etc.)
4. Tell participants that relationships, whether personal, social, or commercial, can either be adversarial or supportive. Ask one to two participants when a relationship is adversarial and when it is supportive. Build off their responses to explain the following:

- An adversarial relationship is structured to maximize short-term profit. It is dominated by self-interest rather than common objectives.
- A supportive relationship is a relationship which brings mutual benefit to both parties, helping them to cope with the tough times and maximize the good times. A supportive relationship enables people to achieve more than what they can achieve on their own.



Women are often the primary caretakers of other vulnerable groups in household and community systems – especially children and the elderly. Therefore their individual resilience is important for resilience of the household and community.

5. Direct attention of participants to Activity 1A. Tell them that they will now have the opportunity to learn more about their group members and look into supportive relationships. Give the following instructions:
 - a) Each group assigns a reader.
 - b) First read the session overview before working on Activity 1A.
 - c) The groups have 30 minutes to read the session overview and complete Activity 1A.
6. Ask the groups what insights they have gained from the activity.

Activity 1B: Importance of Relationships

7. Ask participants to work on Activity 1B. Tell them that they will simply choose the most important relationship from those that they have identified in Activity 1A and describe why it is important.
 - a) Each group assigns a reader.
 - b) The groups have 20 minutes to complete Activity 1B.
8. Ask the groups to share their one top reason why a relationship is considered important. Discuss:

- Cooperation and supportive relationships open up opportunities, and enable people to act on opportunities and achieve mutually beneficial results.

Session 2: Horizontal and Vertical Relationships

Objective

After completing this session, participants will have enhanced their knowledge and understanding of horizontal and vertical relationships and their effects on the individual's ability to create value.

Advance Preparation

- Be familiar with the concept of horizontal and vertical relationships.
- Prepare examples customized to the context of your target participants.

Materials

Facilitator

- Projector (optional)
- Slide presentation (optional)
- Flipchart and/or board
- Pens
- Meta cards or similar materials
- Timer (cellphone or computer)

Participants

- Think.COOP Training Guide (Session 2)
- Pens and/or pencils

Duration

75 minutes

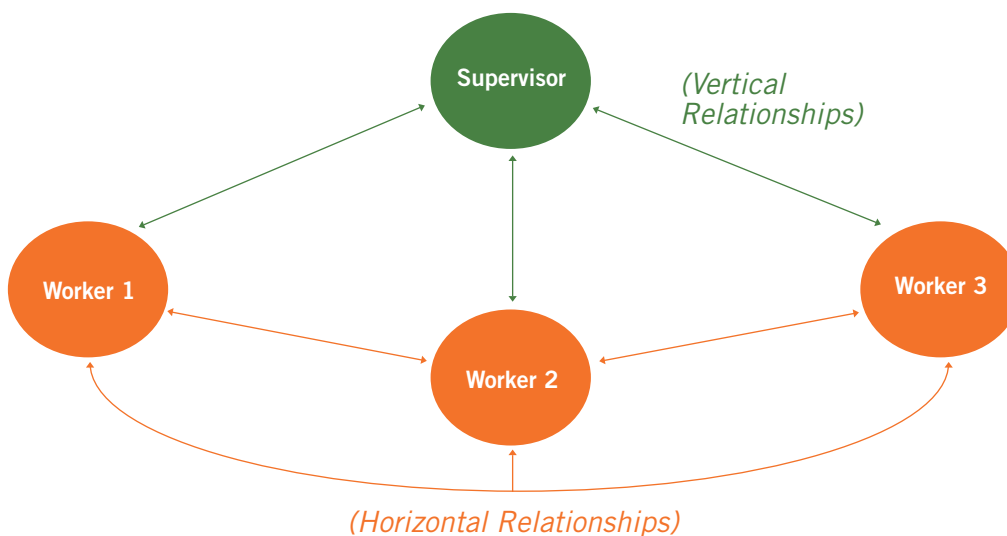
Steps and Key Messages

Session Overview

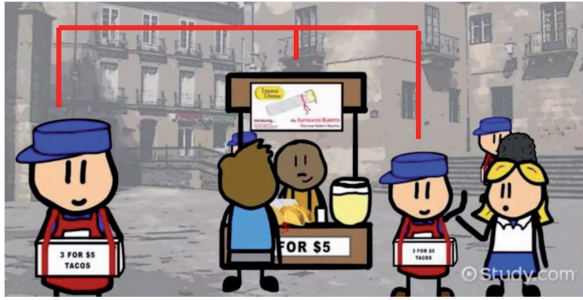
1. Tell participants that in this session they will learn the difference between horizontal and vertical relationships. In Activity 2A and in Activity 2B they will look at the importance of horizontal relationships.

Activity 2A: Identifying Vertical and Horizontal Relationships

2. Show the pictures (or similar pictures) below and ask participants to identify whether each relationship is vertical or horizontal.



(Horizontal Relationship)



(Vertical Relationship)



Source: USAID Leo Project

(Horizontal Relationship)



Source: USAID Leo Project

(Horizontal Relationship)



Source: USAID Leo Project

3. Using the examples in #2, define and discuss:

- Vertical relationships refer to linkages between people performing different functions or of different hierarchies (e.g., farmer – trader, manufacturer – retailer, supervisor – worker). In many cases, power between and among the different parties is not balanced.
- In supply chains, vertical linkages between firms at different levels of the supply chain are critical for moving a product or service to the end market (farmer – trader – grocery store – consumer). In addition, effective vertical linkages can provide the platform for the transfer of learning, information and technical, financial and business services from one firm to another along the chain (Example: buyer teaches farmer about good agricultural practices).
- Horizontal relationships refer to linkages between people performing the same functions or of the same hierarchies (farmer – farmer, worker – worker, trader – trader, etc.) In a horizontal relationship, power and interaction are on an even platform.
- Horizontal linkages—both formal and informal—between firms at any level in a supply chain can reduce transaction costs, create economies of scale, and contribute to the increased efficiency and competitiveness.

4. Ask participants to work on Activity 2A. Give the following instructions:

- a) Each group assigns a new reader.
- b) First read the session overview before working on Activity 2A.
- c) The groups have 35 minutes to read the session overview and complete Activity 2A.

5. Ask each group to share their examples of vertical and horizontal relationships.

Activity 2B: Together We Stand, Divided We Fall

6. Ask participants to work on Activity 2B. Give the following instructions:

- a) Each group assigns a new reader.
- b) Perform Activity 2B.
- c) The groups have 25 minutes to complete Activity 2B.

7. Ask groups to share their insights on the activity. Synthesize insights:

- When papers are bulked together, they are stronger and it will not be easy to break them. Similarly, when individuals come together, they are stronger and are able to achieve tasks that they would ordinarily not be able to do alone and, therefore, can achieve more. When a person faces a problem individually, the problem can break her/him easily. But when people are grouped just as the pieces of paper, the problem cannot break them as easily.

Session 3: The Benefits of Collective Action

Objectives

After completing this session, participants will have:

- a) Identified opportunities for group action.
- b) Understood the conditions that warrant group action.

Advance Preparation

- Be familiar with the common constraints faced by participants.
- Prepare one or two examples of cooperatives in the participants' area including information on the opportunities or constraints they aimed to address.
- Review concepts on collective action and when it is warranted.
- Prepare the tables needed for Activities 3A and 3B (flipchart).

Materials

Facilitator

- Flipchart and/or board
- Pens
- Timer (cellphone or computer)

Participants

- Think.COOP Training Guide (Session 3)
- Pens and/or pencils

Duration

105 minutes

Steps and Key Messages

Session Overview

1. Prior to starting the session, you may want to play Icebreaker 4: Battle of the Sports (you can find it in Section 4 of this guide).

2. Explain and discuss:

- Collective action refers to action taken together by a group of people whose goal is to enhance their status and achieve a common objective. In many cases, collective actions arise when people face a common threat or problem.

3. Give one or two examples of cooperatives in your area. Highlight what triggered its formation – why did members decide to form the cooperative? Conclude by saying:

- Although some cooperatives are established to take advantage of a business opportunity, most cooperatives are started for defensive reasons. Often this is in response to an economic problem that has a negative impact on the individuals. The problem could be, for example, a lack of marketing outlets, high cost of inputs especially if one buys small quantities, or the absence of credit facilities. The members realized that they shared a problem that cannot be solved individually.



Customize the line “The problem could be, for example, a lack of ...” to constraints commonly faced by the participants to make the message more compelling.

Activity 3A: Opportunities for Group Action

4. Ask two participants (one woman and one man) to name one major constraint that they each face in their livelihood. Write this on a board or flipchart under the heading “Constraint”. Add two more columns and place the headings: Group Action/Solution and Benefits from Group Action.

Constraint	Group Action/Solution	Benefits from Group Action

5. Ask:

- Group Action/Solution: How can the constraint be addressed collectively?
- Benefits from Group Action: In what ways will the solution improve the livelihood of each individual? Or how will each individual benefit from the solution?

Write the answers on the corresponding columns.

6. Ask participants to work in Activity 3A which is very similar to what they had just done.
 - a) Each group assigns a new reader.
 - b) First read the session overview before working on Activity 3A.
 - c) The groups have 35 minutes to read the session overview and complete Activity 3A.
7. Request one group to share their outputs. Ask if other groups have something different or something to add.

Activity 3B: Helping Myself, Helping Others

8. Explain:

- While the cooperative model is highly flexible and adaptable to various conditions, it is not a silver bullet. Participants will have to weigh the advantages of pursuing solutions to constraints individually or in a group.

9. Bring back the flipchart used in #s 4 and 5. Add 4 columns with the following headings:
 - Can the constraint be addressed individually?
 - Advantages of individual solutions
 - Advantages of group action
 - Which is the better option, individual or group action?
10. Walk through each column. Ask participants for answers. Write the correct answers on the flipchart.



Remember not to reject incorrect answers so as not to discourage participants from sharing their answers again. Help them discover the correct answer.

11. Give the instructions for Activity 3B.
 - a) Each group assigns a new reader.
 - b) Perform Activity 3B.
 - c) The groups have 35 minutes to complete Activity 3B.
12. Ask two to three participants to share one constraint and corresponding answers to the 4 columns in the worksheet for Activity 3B.
13. Ask for a show of hands for those who predominantly chose Group Action and those who opted for Individual Action.

14. Wrap up with a brief discussion on the advantages of individual solution and group action, emphasizing the advantages of collective action.

Advantages: Individual Solution vs Group Action	
Individual Solution	Group Action
<ul style="list-style-type: none"> - Decisions can be made more quickly and easily. - If successful, profits automatically benefit the individual person. 	<ul style="list-style-type: none"> - The workload can be shared. - Resources can be pooled. - The group has more power, voice and negotiating power which can also translate to better access to extension services from government and lead firms. - Members of the group can learn from each other. - The group can save on costs. - The group can negotiate better prices when buying inputs jointly. - The group produces more and satisfies larger orders.
<small>Adapted from ILO, Business Group Formation, 2008</small>	

Session 4: Choosing the Business Structure

Objectives

After completing this session, participants will have:

- a) Increased understanding of the main characteristics of cooperatives, the difference between cooperatives and other types of business organizations, and the conditions that warrant the formation of a cooperative.
- b) Ability to assess whether the cooperative business model is the best option for them.

Advance Preparation

- Customize the description of the different business structures according to the laws of the participants' country.
- Prepare examples of enterprises in the participants' area for each type of business structure.
- Prepare one example of a business model of a cooperative in the participants' area.
- Be familiar with the principles of a cooperative.

Materials

Facilitator

- Projector (optional)
- Slide presentation (optional)
- Flipchart and/or board
- Pens
- Timer (cellphone or computer)

Participants

- Think.COOP Training Guide (Session 4)
- Pens and/or pencils

Duration

200 minutes

Steps and Key Messages

Session Overview

1. Explain:

- A formal business is registered under the law while an informal business is unregistered. If your business is to grow, then you will need to register it in order to access various support mechanisms, such as small business loans. There are different forms of business structures from which an entrepreneur can choose.
- The business structure affects the way the enterprise is run and managed, impacting everything from the way capital is raised to how profits are shared. To carry out any business and achieve its objective of earning profit, all the resources must be brought together and put into action in a systematic way, and these activities must be coordinated and controlled properly. This arrangement is known as business structure.

Activity 4A: Understanding Business Structures

2. Explain:

- Businesses are organized in different ways depending on: who owns and controls it, who buys (patronizes) from it, and who gets the profit (earnings) from it.

3. Tell participants that there are four common types of business structures: individual proprietorship, investor-oriented corporation, company limited by guarantee, and cooperatives.



Customize types of business structures and terminologies according to the laws of your country.

4. Walk the participants through the different types of business structures. For each type, first mention names of enterprises familiar to participants. Then describe the characteristics.

- An individual proprietorship is a type of business entity that is owned and run by one individual and in which there is no legal distinction between the owner and the business. The owner receives all profits and has unlimited responsibility for all losses and debts. Every asset of the business is owned by the proprietor and all debts of the business are the proprietor's. This means that the owner has no less liability than if she/he was acting as an individual instead of as a business.
- An investor-oriented corporation is owned by shareholders, governed by a board of directors, and its general purpose is to make a profit for its shareholders. Shares of stock are usually issued in exchange for capital contributions. Voting power of individual shareholders is directly related to the number of shares they own. Owners are shielded from personal liability. Corporations have a completely independent life separate from their shareholders. If a shareholder leaves the company or sells his or her shares, the corporation can continue doing business relatively undisturbed.
- Companies limited by guarantee are most often formed by non-profit organizations whose owners wish to have the benefit of limited financial liability. A company limited by guarantee does not have any shares or shareholders but is owned by guarantors who agree to pay a set amount of money (usually very small) in case the company faces financial insolvency. Furthermore, there will be no profits distributed to the guarantors as they will instead be re-invested to help promote the non-profit objectives of the company. A company limited by guarantee is a distinct legal entity from its owners, and is responsible for its own debts. The personal finances of the company's guarantors are protected. They will only be responsible for paying company debts up to the amount of their guarantees.
- A cooperative is an organization owned and controlled by its members. Each member is given only one vote, providing each member with equal voting rights. All members are expected to participate and share the responsibility of running the organization. Profit is distributed to members in the form of a patronage refund, which is calculated based on the amount of products or services the member purchased.

5. Ask participants to work on Activity 4A.
 - a) Each group assigns a new reader.
 - b) First read the session overview before working on Activity 4A.
 - c) The groups have 55 minutes to read the session overview and complete Activity 4A.
6. Ask groups to share the business structure most preferred by the group members and why.

Activity 4B: Factors to Consider When Choosing a Business Structure

7. Tell participants that they must choose the business structure which would give them the most advantages to help them achieve their aspirations and fulfill their needs. The kind of business and resources that they have or can access are also important considerations.



Women can join cooperatives and can make their practical and strategic needs part of its agenda.

8. Ask participants to give examples of factors to be considered in choosing the business structure. Write down the answers. Summarize answers using the points below:
 - Ownership: Who owns the business?
 - Resources: What is the ability to acquire resources such as land, working capital, building, facilities, etc.?
 - Participation and control: Who participates in management and policy decisions?
 - Profit sharing: How will the profit be shared?
 - Liability: What is the liability of the owners?
9. Tell participants that they will now work on Activity 4B which is an exercise on choosing business structure.
 - a) Each group assigns a new reader.
 - b) Perform Activity 4B.
 - c) The groups have 35 minutes to complete Activity 4B.
10. Ask groups to share which business structure for Sandra was chosen by most of the members in their group. If cooperative was not chosen, explore reason/s and address.

Activity 4C: Principles of a Cooperative

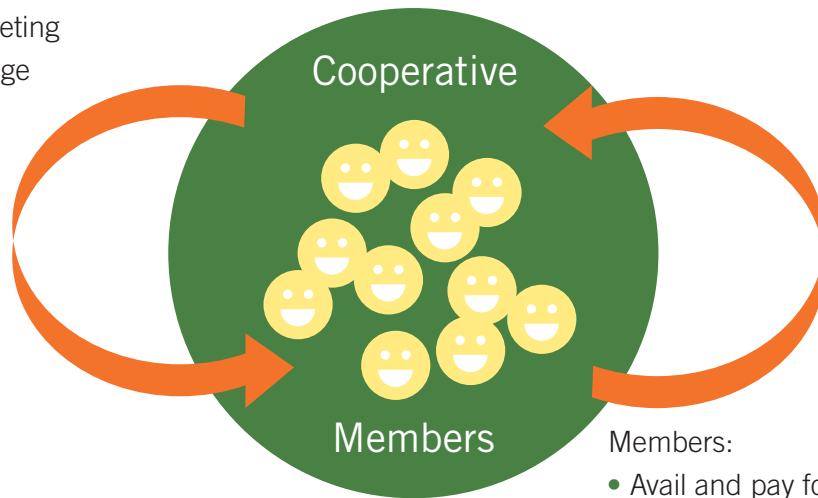
11. Ask participants if they know a cooperative in their area. If yes, ask them to describe how it operates. As the participants describe the cooperative, draw the business model (see example below). If participants do not know a cooperative, provide an example. Summarize:

- A cooperative is a business that is owned and democratically controlled by the people who use it.
- Farmers, workers, consumers, service providers and small businesses form cooperatives to meet their needs.
- Farmers form cooperatives to buy seeds, equipment, and other supplies they need less expensively.
- Workers form cooperatives to create decent jobs for themselves or offer their services at the best employment conditions possible.
- Consumers form cooperatives to buy things less expensively or to get products and services they might not find anywhere else.
- Cooperatives make decisions based on their members' needs, rather than on what makes the most profit.

Business Model

Services provided by cooperative:

- Marketing
- Storage



Members:

- Avail and pay for services of the cooperative
- Provide capital



- It is important that particular and unique interests, needs and contributions of women and men are taken into account in the cooperative.
- Both women and men are encouraged to actively participate in the group discussions to express their particular interests and needs, and propose ways in which they can contribute from their respective realities.
- Remind participants to take into account particular situations that women face such as legislation that does not allow them to own land or be economically independent, the burden of family responsibilities, pregnancy, etc.

12. Explain:

- Cooperatives are based on the values of self-help, self-responsibility, democracy, equality, equity, and solidarity. The cooperative principles are guidelines by which the values are put into practice.
- While cooperatives are also businesses, the main objective for people to set up or join a cooperative is to improve their economic and social conditions through joint action for the good of all members rather than through individual concerns only. This objective is embodied and reflected in the cooperative principles.
- Participants will now look at whether the cooperative principles are compatible with their own beliefs, needs, and objectives.

13. Write down the seven principles on the board or flipchart. As you describe the principle, ask participant to identify which principle you are referring to.

Principle	Description
Voluntary and Open Membership	Cooperatives are voluntary organizations, open to all people able to use its services and willing to accept the responsibilities of membership, without gender, social, racial, political or religious discrimination. Members may also withdraw whenever they wish.
Democratic Member Control	Each member has equal voting and decision-making power in the governance of the cooperative. Each member gets one vote, regardless of the level of his or her investment in the cooperative. Women and men serving as elected representatives are accountable to the membership.
Member Economic Participation	Members provide the money and/or in-kind resources needed to start and operate the business. Decisions on how the capital and funds of the cooperative will be used are made democratically and not based on the amount invested. The benefits that members get from the cooperative are in proportion to the business they conduct with the cooperative rather than on the capital invested.
Autonomy and Independence	Cooperatives are autonomous, self-help organizations controlled by their members. If they enter into agreements with other organizations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their cooperative autonomy.
Education, Training, and Information	Cooperatives provide education and training for their members, elected representatives, managers, and employees so they can contribute effectively to the development of their cooperatives. They inform the general public – particularly young people and opinion leaders – about the nature and benefits of cooperation.
Cooperation among Cooperatives	Cooperatives serve their members most effectively and strengthen the cooperative movement by working together through local, national, regional and international structures.
Concern for the Community	Cooperatives work for the sustainable development of their communities through policies and actions approved by their members.

14. Ask participants to work on Activity 4C.
 - a) Each group assigns a new reader.
 - b) Perform Activity 4C.
 - c) The groups have 60 minutes to complete Activity 4C.

15. Go through each of the principles. Ask participants why the action is a violation of the principle. (Example: Principle 1 – Why action C is a violation of Principle 1?).

Session 5: Doing Business Together

Objectives

After completing this session, participants will have:

- a) An appreciation of the different types of cooperatives and their services.
 - b) Improved appreciation on how cooperatives can meet their needs.
 - c) Greater understanding on the advantages and disadvantages of the cooperative business model.
-

Advance Preparation

- Be familiar with the different types of cooperatives allowed in the country of the participants.
 - Prepare examples of cooperatives in the area of the participants including information on their services and members' profiles.
-

Materials

Facilitator

- Flipchart and/or board
- Pens
- Timer (cellphone or computer)

Participants

- Think.COOP Training Guide (Session 5)
- Pens and/or pencils

Duration

120 minutes

Steps and Key Messages

Session Overview

1. Explain:

- Practically, any type of business can be operated by a cooperative.
- Cooperatives are designed to respond to the needs and interests of their members.

2. Ask participants to name cooperatives in their area, who the members are, and what they do. Write answers on the board under three headings: “name of cooperative”, “what they do”, and “who the members are”.

Name of Cooperative	What They Do	Who the Members are

Activity 5A: Types of Cooperatives and Range of Services

3. Discuss the different types of cooperatives based on ownership structure (who the members are).

Type of Cooperative	Description
Users' Cooperative	
Consumers' Cooperative	Owned by its customers. The cooperative sells retail products (food, clothing, hardware, and other consumer goods) to their customer members and other consumers at affordable prices.
Financial Cooperative	A financial institution that is owned and operated by its depositors and borrowers, with the intent to offer transparency in lending and investment practices for all members. The most common kind of financial cooperative is the credit union. Examples: credit unions, insurance cooperatives.
Housing Cooperative	Provides affordable homeownership and rented social housing.
Utility Cooperative	Provides utility services, such as water or electricity, to members.
Workers' Cooperative	Provides jobs for their members. Examples of sectors: agriculture, garments, arts and entertainment, construction, home care and nursing services, mining, manufacturing, transportation, etc.
Producers' Cooperative	
Purchasing Cooperative	Purchases products and services in bulk to reduce or share costs for individual members. Examples of sectors: agriculture, fisheries, handicrafts, etc.
Marketing Cooperative	Builds markets for members' products and services, improves bargaining power of members, facilitates delivery of products to market, and improves product quality. Examples of sectors: tourism, taxi/transportation, arts and crafts, education, food service, dairy, etc.
Value Added Processing Cooperative	Adds value to products of members through common service facilities, such as for post-harvest, storage, and processing. Examples of sectors: forestry, artisanal mining, agriculture, fishery, livestock, etc.



You may also customize this based on the types of cooperatives allowed in the country of the participants or the classification according to the country's cooperative law.

4. Go back to the Table in #2 above and ask participants to identify the type of cooperative and benefits received by members.

Name of Cooperative	What They Do	Who the Members are	Type of Cooperative	Benefits Received by Members

5. Provide examples of benefits received by members from cooperatives.

- Marketing services which enable members to get good prices for their products.
- Members are able to get better quality inputs at cheaper prices.
- Improved bargaining power.
- Better working conditions.
- Access to affordable and quality services (energy, healthcare, etc.).

6. Tell participants that they will learn more about the types of cooperatives in Activity 5A.

- a) Each group assigns a new reader.
- b) First, read the session overview before working on Activity 5A.
- c) The groups have 60 minutes to read the session overview and complete Activity 5A.

7. Ask groups to share the type of cooperative that most of their members assessed to be relevant to their needs.

Activity 5B: Advantages and Disadvantages of a Cooperative

8. Tell participants that, as a final step, they would need to consider the advantages and disadvantages of a cooperative to help them decide whether it is the right type of business for them.

9. Ask participants under what conditions they think that formation of a cooperative is most beneficial. Link their responses to the following points:

- Problems and constraints cannot be solved individually. The problem can be better solved by collaborating with people who face the same problem.
- Assistance needed to address the problem cannot be easily accessed from family, other enterprises, government, and other social institutions. A cooperative is the most promising provider of the solution needed.
- The advantages of membership (access to services, inputs, financial services, markets, etc.) outweigh the duties of membership (e.g. contribution of resources such as money, time, skills, etc.).



Women-only cooperatives are established to better address women’s needs, concerns, and contributions, especially in cultural contexts where men and women do not mix with each other to start a business.

10. Ask participants to work on Activity 5B.
 - a) Each group assigns a new reader.
 - b) Perform Activity 5B.
 - c) The groups have 35 minutes to complete Activity 5B.
11. Ask participants to raise their hands if they think the cooperative is not the right business model for them. Probe reasons.
12. Ask participants to raise their hands if they think the cooperative is the right business model for them. Ask two to three participants for their reasons.

Post-Training Knowledge Survey and Training Evaluation Survey

13. Administer the post-training knowledge survey (Annex 2) and the training evaluation survey (Annex 3)

Promotion of Start.COOP

14. Invite those interested in forming a cooperative to sign up for the Start.COOP training. Tell them that it is best if they attend the training together with other potential members of their organizing group.
15. Thank everybody for joining the Think.COOP training. Ask them to encourage their peers to attend the training.

SECTION 4: ICEBREAKERS

Icebreaker 1: We Go Bingo

Materials

Bingo Card in A4 paper (number of copies = number of participants)

Pens

Sample Bingo Card: can be customized by the facilitator

Sample Bingo Card: can be customized by the facilitator				
Was born the same month as you Who?	Has a first name that starts with the same letter as yours Who?	Stays in the same village as you Who?	Likes the color green Who?	Has the same occupation as yours Who?
Drinks coffee every morning Who?	Speaks the same dialect as you do Who?	Is involved in community development work Who?	Has a sister Who?	Has a brother Who?
Is a member of a group Who?	Is interested in joining a cooperative Who?	FREE	Has attended an enterprise development training Who?	Runs a business Who?
Loves sports Who?	Prefers tea over coffee Who?	Has a farm Who?	Does volunteer work Who?	Does not like spicy food Who?
Is interested in forming a cooperative Who?	Is left-handed Who?	Has more than one pet Who?	Loves sweets Who?	Is the youngest child Who?

Duration

20 to 30 minutes

Instructions

1. Provide each participant with a bingo card.
2. They have 10 - 15 minutes to mingle, introducing themselves, and finding people who match the traits on the card.
3. They must have the person sign the appropriate square.
4. The first person to fill the boxes across, down, or diagonal, including the free space, yells BINGO! and the game is over.

Debriefing

Debrief by asking for volunteers to share how they feel differently about the others in the group now that they know a few things about them. When people take the time to get to know each other, barriers dissolve, people open up, and learning can take place.

Icebreaker 2: Name Game

Materials

- List of names of participants. Assign a corresponding number to each participant

1	Jennifer
2	Ramon
3	Ines
4	Mayra
5	Peter
25	Cris

- Name Tags
- Participant's answer sheet. Same format as the list of participants above but without the names.



Front



Black

1	
2	
3	
4	
5	
25	

Duration

35 minutes

Instructions

1. Provide each participant with a name tag.
2. Ask participants to mingle and make sure that their name tags show their names. Participants should introduce themselves to as many people as they can. (5 minutes)
3. After 5 minutes, ask the participants to turn over their name tags showing only the number. Mingling and introductions continue. (5 minutes)
4. After 5 minutes, ask participants to go back to their seats. Name tags should only show the number.
5. Give each participant the answer sheet. Ask them to fill in the name that corresponds to each number.
6. Flash the list of names and the assigned numbers. Ask participants to check their list and count the number of correct answers.
7. Identify the participants who got the three highest scores.

Debriefing

Ask the top three participants what helped them in remembering the names. End the activity by summarizing insights on improving retention.

Key insight: Active learning increases engagement and leads to much better retention of new knowledge.

Icebreaker 3: Movement and Repetition

Materials

None

Duration

30 minutes

Instructions

1. Ask participants to form a large circle.
 2. Tell participants that they will take turns in introducing themselves by loudly saying their name while doing a movement.
 3. After each introduction, the whole group repeats back the name and the movement.
 4. This continues around the circle until everyone has gotten a turn.
-

Debriefing

Repetition aids retention and memorization.

Icebreaker 4: Battle of the Sports

Materials

None

Duration

15 minutes

Instructions

1. Divide the big group into four smaller groups.
 2. Assign one sport activity/action to each group. You may use the following sports activities/actions:
 - Basketball, shoot
 - Football, kick
 - Volleyball, smash
 - Baseball, bat
 3. Point to any one group to start the game.
 4. The group should say its sport and its corresponding action three times and then call out the sport and corresponding action of the group it has chosen to respond. For example the basketball group may say, “basketball shoot, basketball shoot, basketball shoot to football kick”.
 5. The group that is selected does the same - says its sport and its corresponding action three times before calling out the sport and corresponding action of another group. The football group should answer, “football kick, football kick, football kick to volleyball smash”, and so on.
 6. The group that makes a mistake in calling out or doing the actions of any of the sports activities is eliminated.
 7. The group that is not eliminated wins.
-

Debriefing

When a winner has been identified, ask the winning group why they think they won over the rest. Ask the following questions:

- Why did your group not make any mistakes?
- How did you choose which group you were going to call on next?
- Did you have a leader? Did you plan?

Accept all answers. Accepting all answers will encourage participants to share in the discussion as well as give them the feeling of respect. Emphasize the value of planning and coordination for successful teamwork.

ANNEXES

Annex 1: Pre-training Knowledge Survey

The purpose of the pre- training knowledge survey is to assess the impact of the Think.COOP training on participants. On the following pages, you will be asked to provide your personal information and to respond to a number of questions related to your participation in the training. Please keep in mind that your individual responses will be kept completely confidential. There are no right or wrong answers, and answers do not indicate anything good or bad about yourself. Please answer each item as honestly and frankly as possible.

**For more information about the questionnaire
and its use, please contact:**

SECTION 1: PERSONAL INFORMATION

Please make sure to respond to all the questions in the survey!

First Name	Family Name
Phone Number	Email
Age	Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male
Residence: <input type="checkbox"/> In town or the capital <input type="checkbox"/> In countryside (>10 km from the capital)	
What is your occupation?	
Where do you work?	
Do you know what a cooperative is? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure	
Have you participated in previous training on cooperative development? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure If yes, which training?	
Why would you like to attend this training on cooperatives?	
How did you learn about this training?	
What is the highest education you have completed? <input type="checkbox"/> Primary School <input type="checkbox"/> Secondary School <input type="checkbox"/> University <input type="checkbox"/> None	

SECTION 2: RELATIONSHIP WITH THE COOPERATIVE

Which of the following describes your current status?

- I am a member of a cooperative. (Name of cooperative _____)
- I am planning to join a cooperative shortly.
- I have no immediate plan to join a cooperative, but I am interested in learning about the subject.
- I am not a member of a cooperative, but I am a member of another type of self-help organization. (Name of organization _____)
- I have no interest in joining a cooperative.
- Other - Please specify: _____

Please circle the number (from 1 - 5) that best fits your current status for each question

		Disagree	Slightly disagree	Not sure /Neutral	Slightly agree	Agree
1	I understand the meaning of being part of a cooperative.	1	2	3	4	5
2	I understand the principles of cooperatives.	1	2	3	4	5
3	I understand the specific benefits and challenges related to cooperative model compared to other types of enterprises.	1	2	3	4	5
4	I know the importance of cooperation and vertical and horizontal relationships.	1	2	3	4	5
5	I understand the different types of cooperatives.	1	2	3	4	5

Thank you for your participation!

Annex 2: Post-training Knowledge Survey

The purpose of the post- training knowledge survey is to assess the impact of the Think.COOP training on participants. On the following pages, you will be asked to provide your personal information and to respond to a number of questions related to your participation in the training. Please keep in mind that your individual responses will be kept completely confidential. There are no right or wrong answers, and answers do not indicate anything good or bad about yourself. Please answer each item as honestly and frankly as possible.

Name:	Family name
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Please circle the number (from 1 - 5) that best fits your current status for each ques-

		Disagree	Slightly disagree	Not sure /Neutral	Slightly agree	Agree
1	I understand the meaning of being part of a cooperative.	1	2	3	4	5
2	I understand better the principles of cooperatives.	1	2	3	4	5
3	I understand the specific benefits and challenges related to the cooperative model compared to other types of enterprises.	1	2	3	4	5
4	I know the importance of cooperation and vertical and horizontal relationships.	1	2	3	4	5
5	I understand the different types of cooperatives.	1	2	3	4	5
6	After joining this training, my knowledge about cooperatives increased.	1	2	3	4	5
7	I will join a cooperative in the future.	1	2	3	4	5
8	I will initiate the formation of a cooperative in the future.	1	2	3	4	5

Thank you for your participation!

Annex 3: Training Evaluation Survey

The purpose of this survey is to assist the training organizers to monitor quality, performance and outcomes of the training services. The information collected is confidential and will not be disclosed to third parties. Please encircle your answer.

Overall, how do you rate the training on Think.COOP?				
Excellent 	Good 	Neutral 	Poor 	Very poor 
Has the training met your expectations?				
Strongly agree 	Agree 	Neutral 	Disagree 	Strongly disagree 
Which session was the most useful?				
Which session was the least useful?				
Was the duration of the training: <input type="checkbox"/> Too long <input type="checkbox"/> Too short <input type="checkbox"/> Just right				
How would you rate the training methodology?				
Excellent 	Good 	Neutral 	Poor 	Very poor 
How would you rate the facilitator's overall performance?				
Excellent 	Good 	Neutral 	Poor 	Very poor 
How would you rate the logistics of this workshop?				
Excellent 	Good 	Neutral 	Poor 	Very poor 
What about the Think.COOP training could be improved?				

