



**COPE**

Intellectual output 3

# **COPE Pilot Training**

Feedback from participants



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# IO3 - Pilot training - COPE

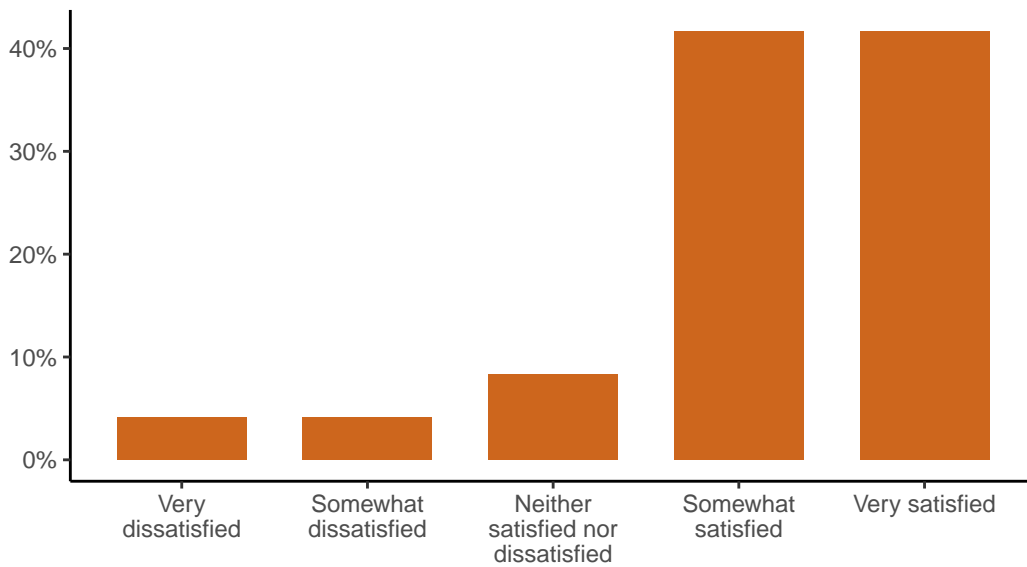
Kári Joensen

## COPE pilot training. Feedback from surveys

Having completed the pilot training, all training participants were asked to complete a survey, giving feedback on training material, its content, applicability and usefulness. A total of 24 survey responses were gathered. This report summarizes the main findings, that were used as feedback to the training material and platform development during the later stages of the project.

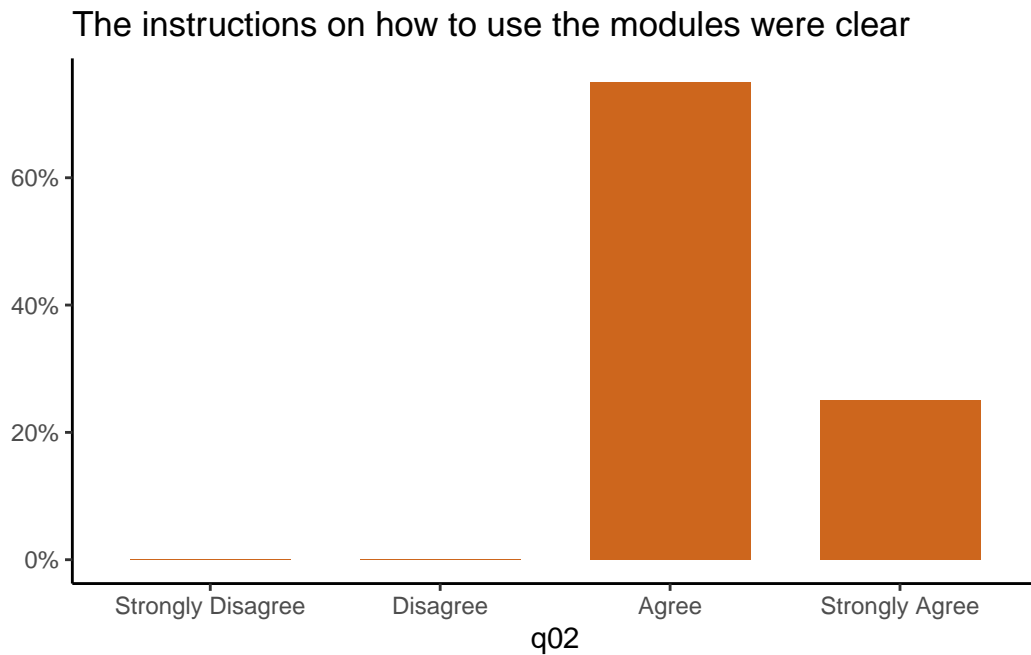
Overall, the training process and material received very positive feedback, with a strong majority favoring the content produced.

Overall, how satisfied or dissatisfied you are with the teaching materials?

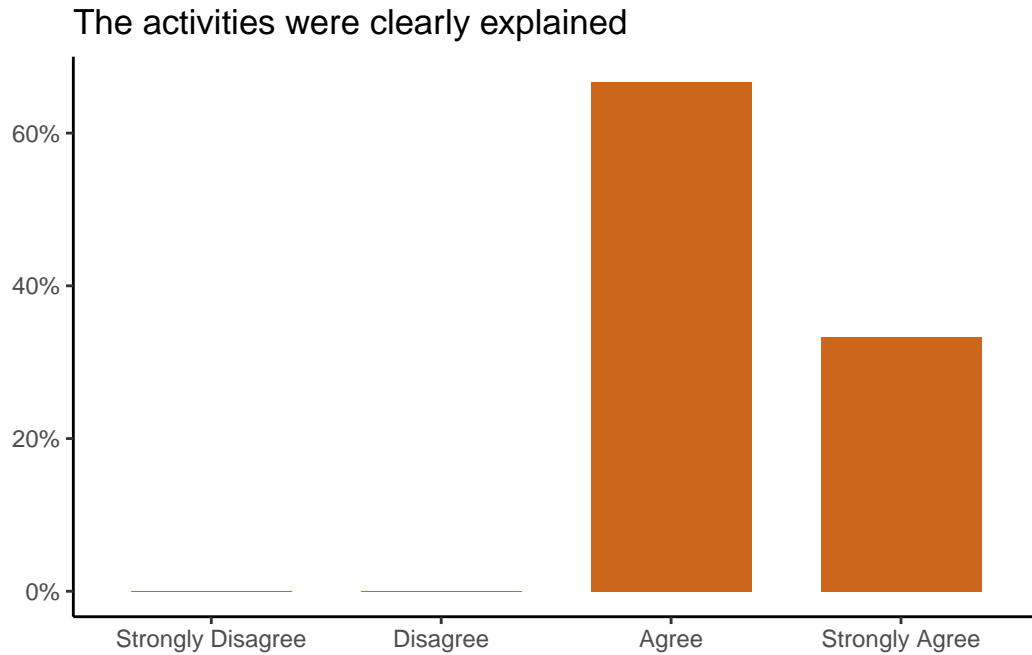


The COPE curriculum on cooperative entrepreneurship is comprised of four different modules and further supplemented by a description of learning outcomes and teaching resources such as lecture slides and classroom/workshop activities. It is important that the users find the material easy to navigate and that both trainers and trainees get a good sense of its content and scope. Even though the COPE course on entrepreneurship was designed to be delivered in its entirety in a training setting, its modular nature means that it is easy to pick out and use smaller sections that may fit a particular purpose. For instance, a team of entrepreneurs may be considering starting a cooperative, and if they are particularly interested in the structure and democratic processes of a cooperative, they could move directly to COPE's module 3 on governance.

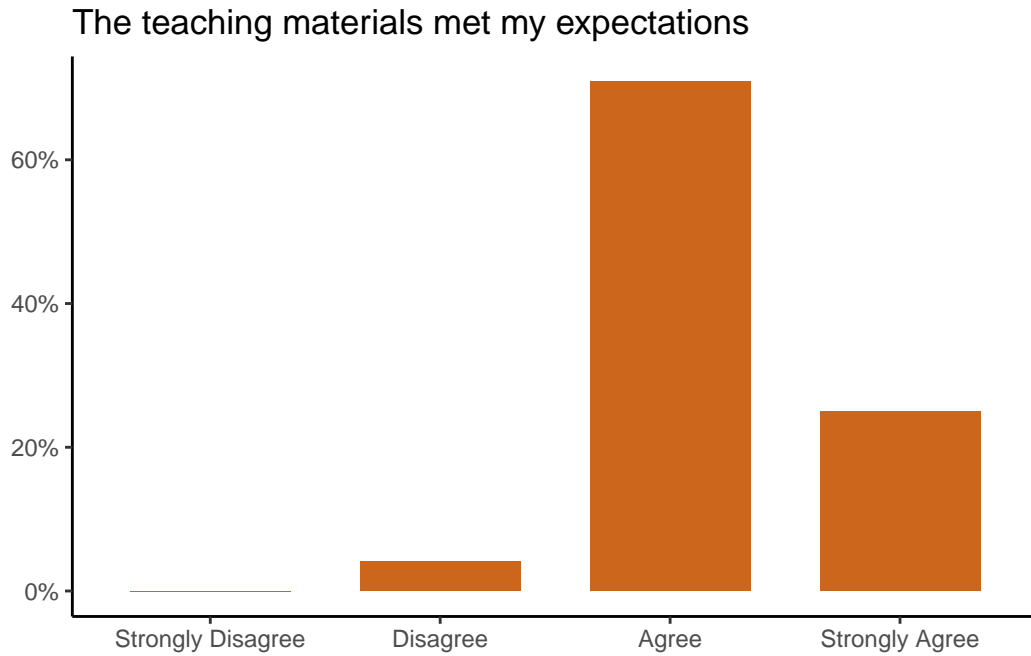
Participants in the pilot training viewed the structure, instructions and resources of the teaching material favorably overall.



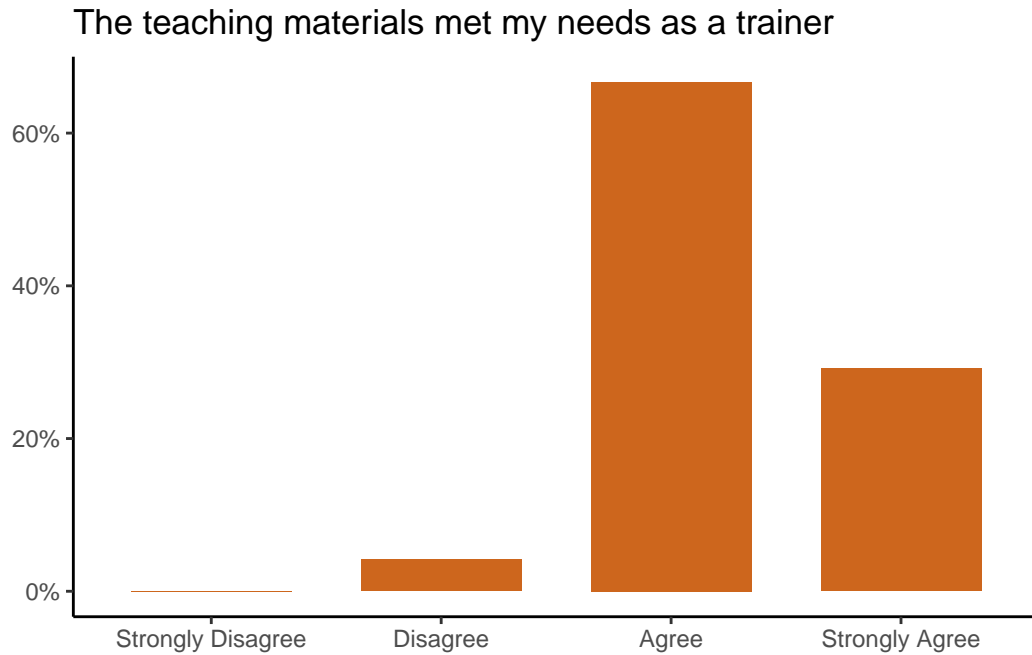
All training activities and exercises of the four different modules come with instructions and explanations of how they are meant to be used in a training situation. It is important that those that decide to adopt the COPE material for training find it easy enough to conduct the exercises and act as facilitators in the classroom. Participants were in agreement that the instructions provided were clear. This further supports the sustainability and adoption of the teaching modules by trainers. It is also important that the trainers trained, feel equipped to use the exercises in their advisory capacity with entrepreneurs.



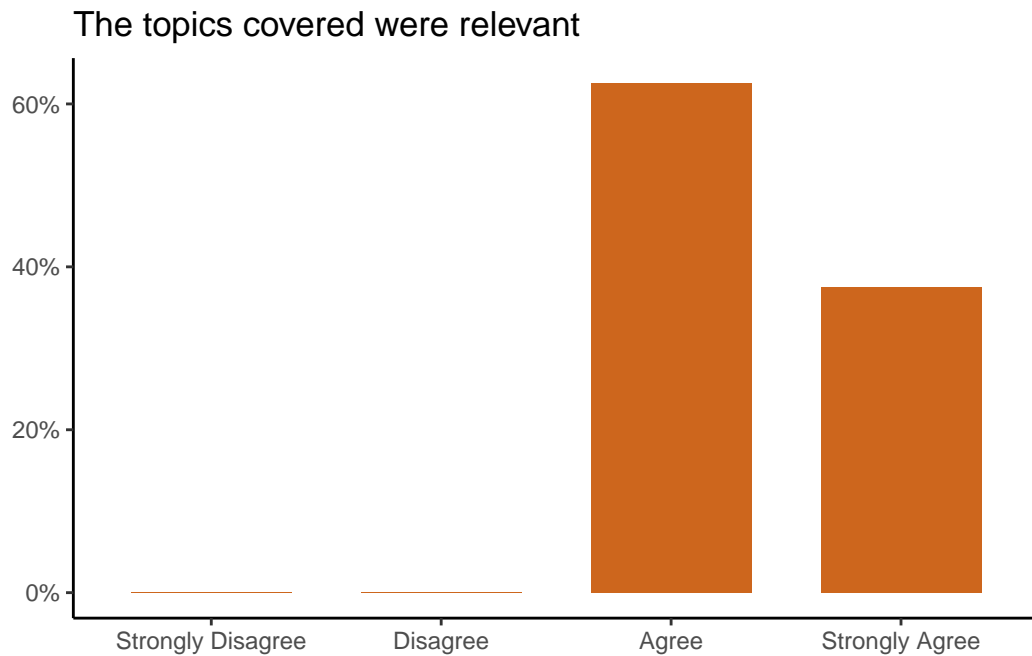
It was also reassuring to see that participants felt the teaching material met their expectations. Participants in the pilot training were a mix of people, some closely involved with the project's consortium members. But also there were participants who are employed with other training organizations. And furthermore, their experience with working with the cooperative model ranged from substantial experience to next to none.



The COPE training modules include a number of exercises and classroom activities that can be used with groups in training seminars, where people are seeking education on entrepreneurship and cooperative work. The exercises can also be used by advisors or counsellors, perhaps working with a team that is planning to start a new cooperative within the social economy. Each of the four modules is also supplemented by a set of lecture slides that highlight key points from the material. Overall, the participants in the pilot training were satisfied with those teaching resources, and felt that they met their needs as trainers.

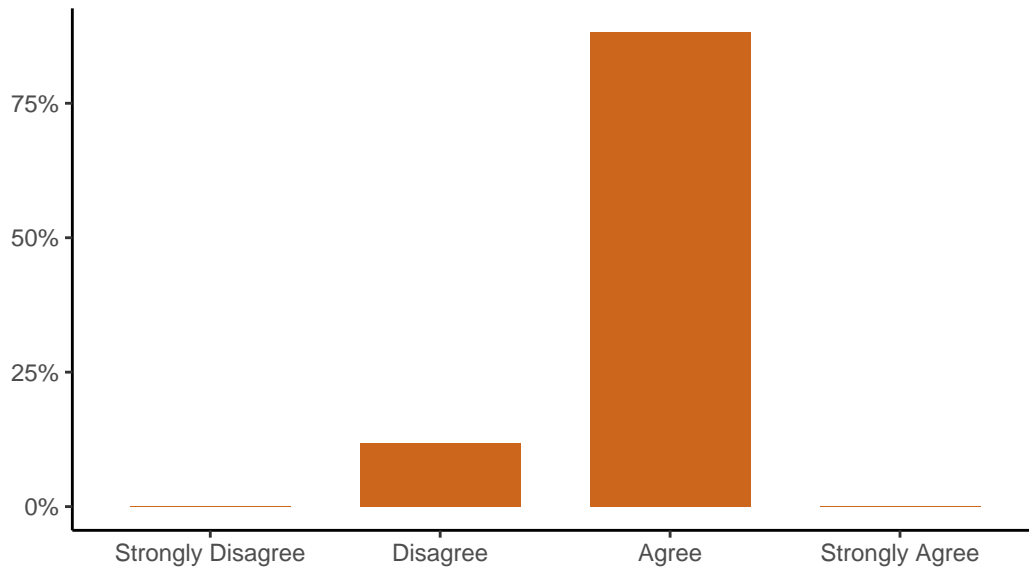


The pilot training participants were also in agreement that the topics covered by the four modules were relevant for the purpose of training entrepreneurs in managing or starting new cooperatives. Summarizing the modules, the first and fourth are focused almost exclusively on cooperatives, covering their particularities, history and purpose, and finally the challenges and hurdles that are common to many cooperatives and need to be addressed or considered. The second and third modules focus on the traditional and vital parts that all entrepreneurs should consider if their venture is to be sustainable, the financing and the governance. But these two modules are not the traditional business curriculum versions of finance and governance. They look at the very specific ways that the cooperative model affect the operations of an organization.



In designing the COPE learning module and writing the training material, a range of classroom exercises and activities were included, with the aim of supporting learner's engagement in an active classroom. This allows learners to share, reflect and analyze the challenges that their particular social business proposal may entail.

**The teaching material is designed in such a way that I had many opportunities to interact with participants**





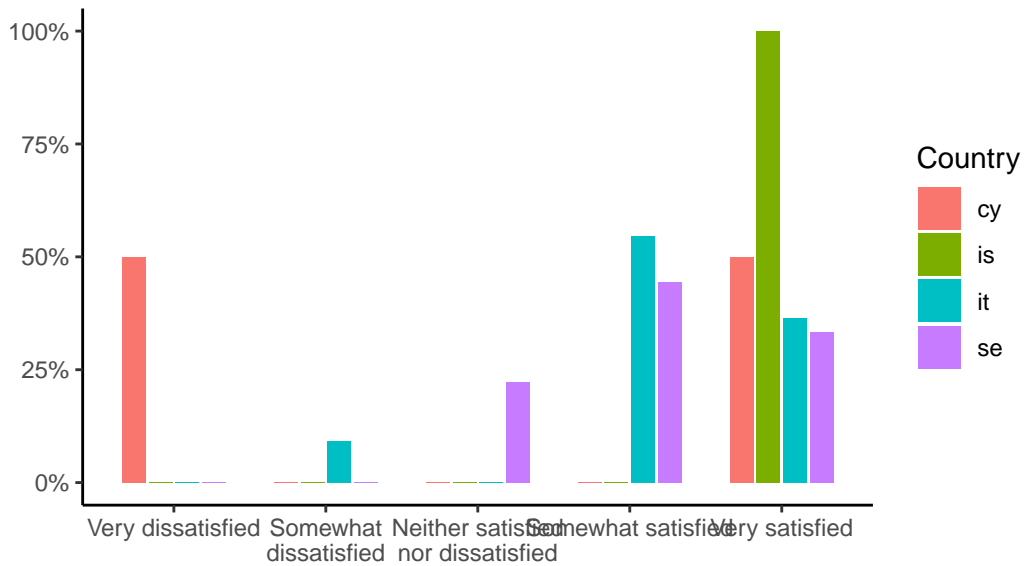
## Summary

The feedback that the COPE consortium received from the participants of the pilot training was overall positive. Participants viewed the material as relevant for teaching or advising nascent entrepreneurs, and felt that the material seemed clear and easy to adopt by new trainers. It is worth noting that the pilot training took place during the development stages of the curriculum, before the COPE e-learning platform was implemented. With the addition of the e-learning platform, in four different languages, delivery of the material is further enhanced. The main change to the outline of the COPE curriculum, that followed from the experience of the pilot training, was to find a better balance between text and activities in the material overall. Some text elements were moved from the initial version of the first module to the other three, and activities were added to the first and third module to support and active learning experience.

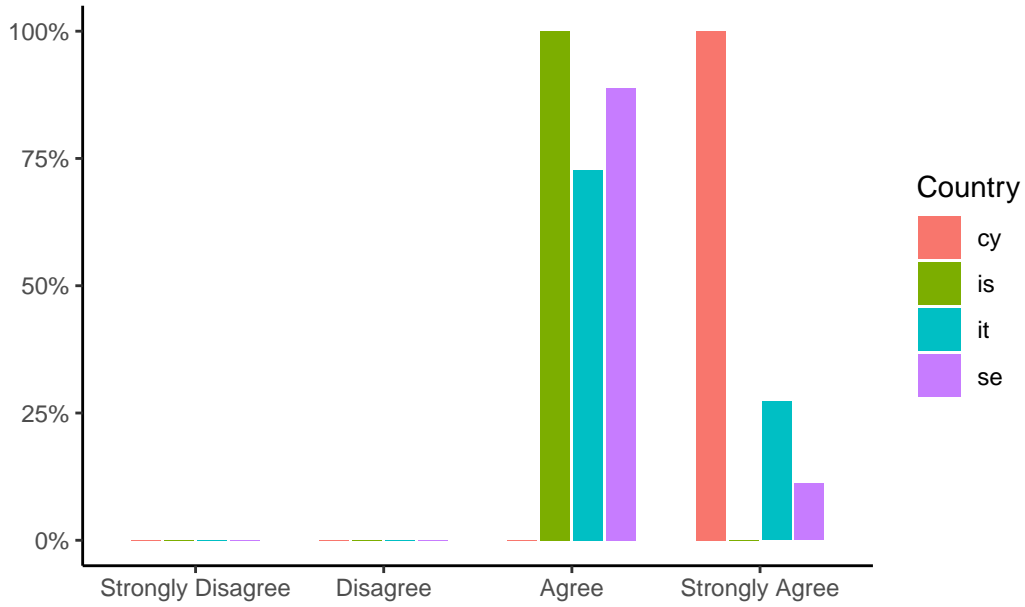
## Appendix 1 - Survey results by country

This appendix includes charts for Questions 1 through 6, with responses grouped by country. It should be noted that sample sizes per country are small in some instances. So the figures are indicative but readers should refrain from drawing strong conclusions from those alone.

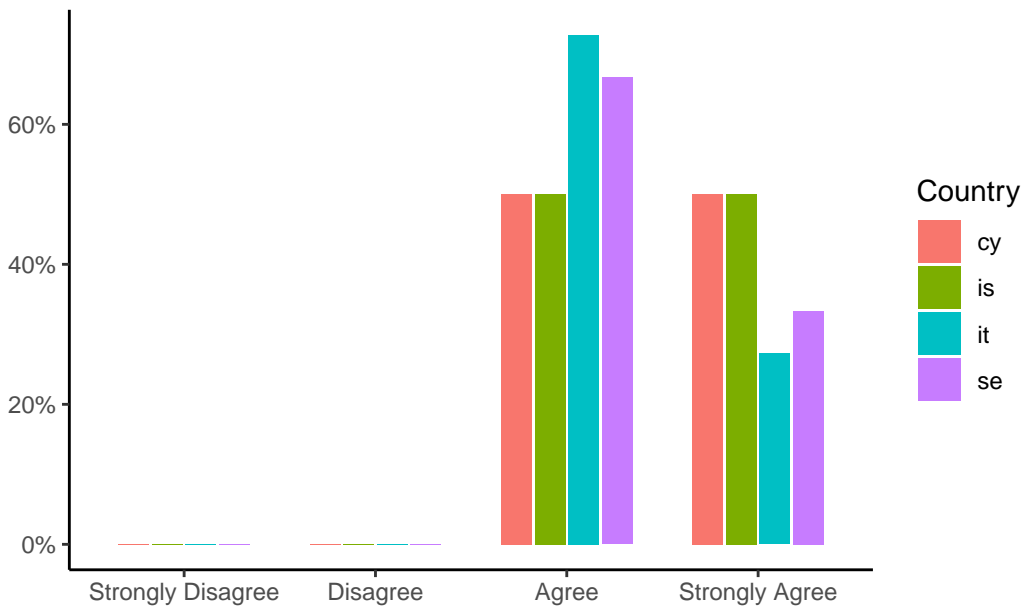
Overall, how satisfied or dissatisfied you are with the teaching materials?



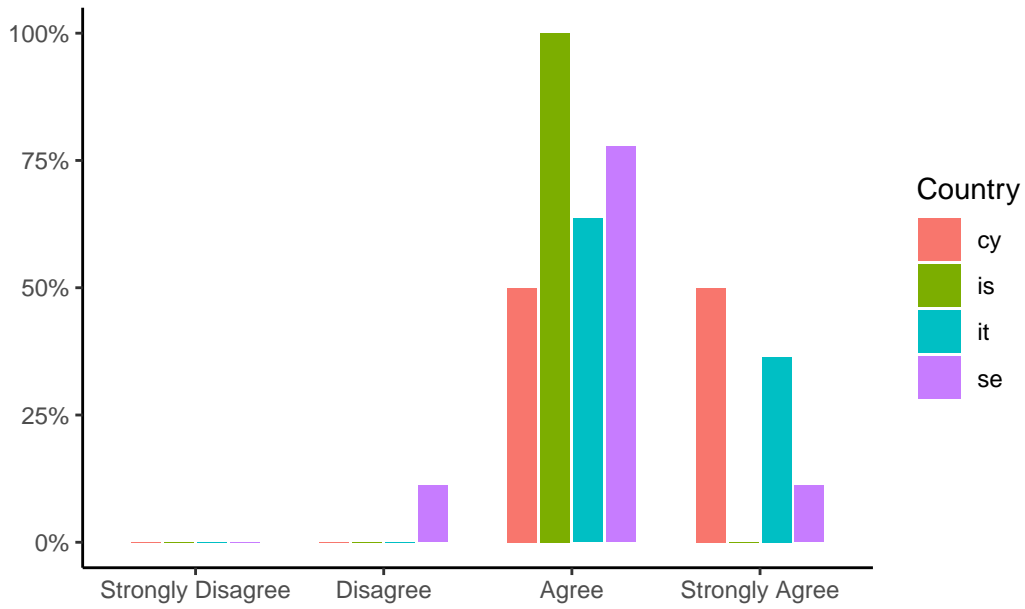
The instructions on how to use the modules were clear



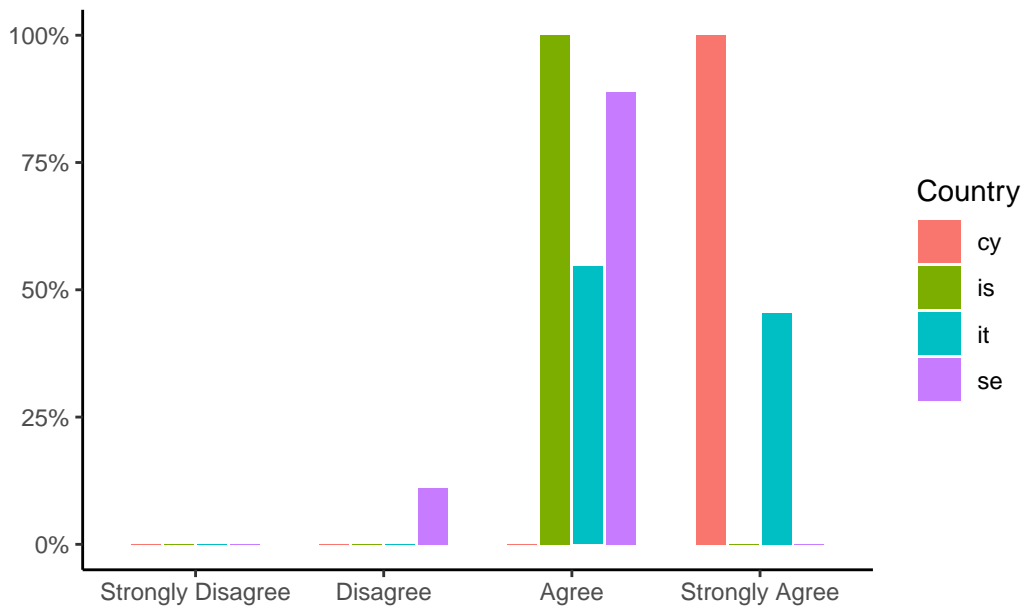
The activities were clearly explained



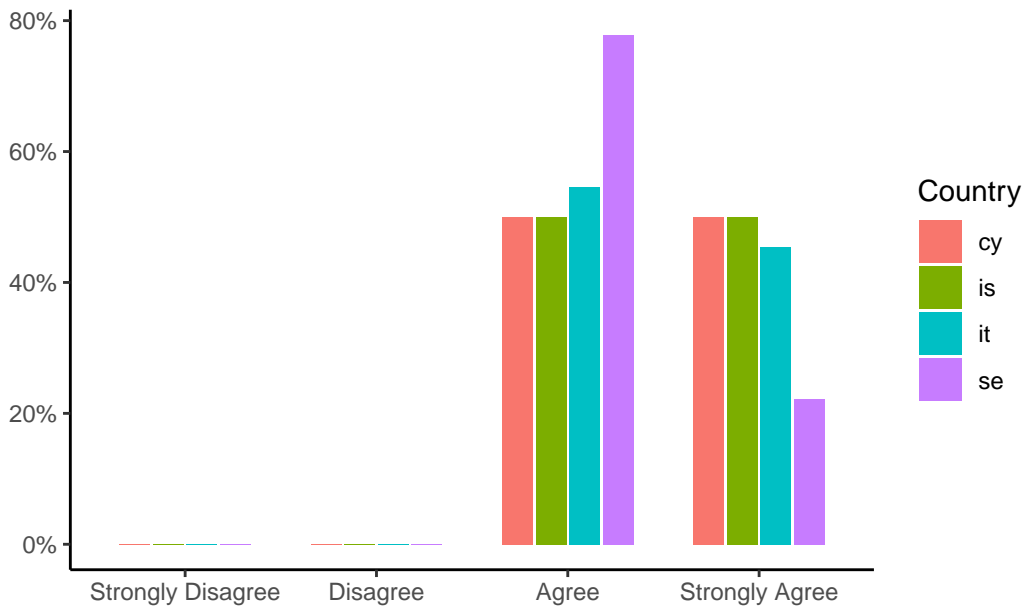
The teaching materials met my expectations



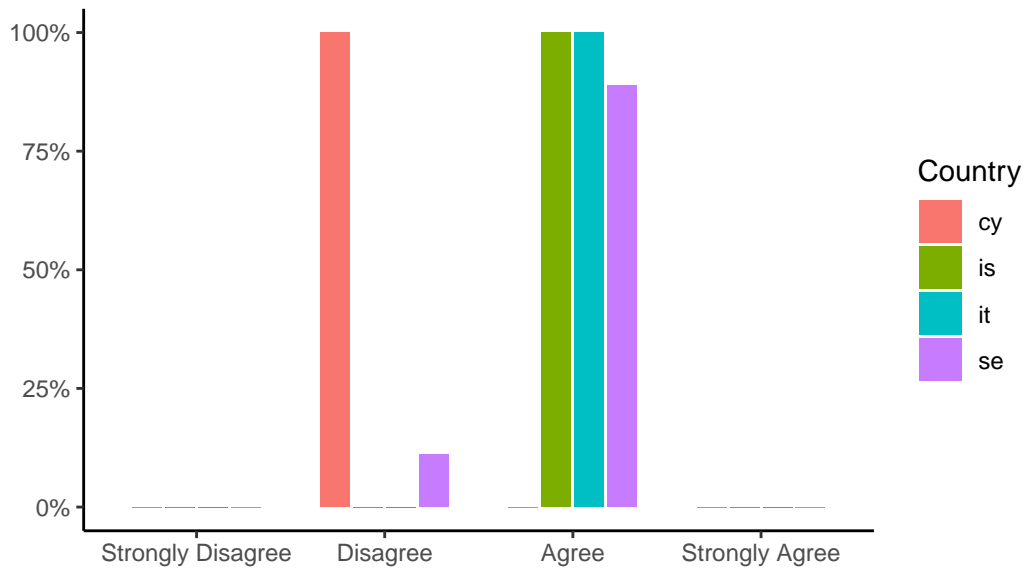
The teaching materials met my needs as a trainer



The topics covered were relevant



The teaching material is designed in such a way that I had many opportunities to interact with participants



## Appendix 2 - answers to open ended questions

- [1] "That I know what was the knowledge and skills we trained and that it was good exercises"
- [2] ""
- [3] "most: easy to follow, least- not sure how and when I will use this. I think this is more"
- [4] "\nthe structure of the teaching materials, easy to understand. "
- [5] "Simplicity. Easy to use. Packaging. "
- [6] "The exempel/movis"
- [7] ""
- [8] ""
- [9] ""
- [10] ""
- [11] ""
- [12] ""
- [13] ""
- [14] "Exchange of ideas on how the other partner countries of the project develop their social"
- [15] "Material ready to use and the contents are divided in "steps""
- [16] "I like the most the fact that the materials are "ready to use" already in the platform"
- [17] "The material was useful for the training so I think the modules are equally valid"
- [18] "The teaching material was very interesting and useful"
- [19] "The material was for the training so I think the modules are equally valid"
- [20] "The material was useful for the training so I think the modules are equally valid"
- [21] "The material was useful for the training so I think the modules are equally valid"
- [22] "The material was useful for the training so I think the modules are equally valid"
- [23] ""
- [24] ""



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