

CO-OP GOVERNANCE for Agricultural Co-operatives

A Facilitator's Guide in Conducting Co-op Governance Training for Agricultural Co-operatives



First Edition
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Module 1 :

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Contents

Overview	1
Introductory Session	3
Session 1: What is Co-op Governance	
I. GUIDE NOTES FOR THE FACILITATOR	4
II. Facilitating The Session with Farmers	6
Session 2: Individual Governance	
I. GUIDE NOTES FOR THE FACILITATOR	7
II. Facilitating The Session with Farmers	8
Session 3: Internal Governance	
I. GUIDE NOTES FOR THE FACILITATOR	9
II. Facilitating The Session with Farmers	11
Session 4: External Governance	
GUIDE NOTES FOR THE FACILITATOR	12
II. Facilitating The Session with Farmers	13
Session 5: Social Accountability	
I. GUIDE NOTES FOR THE FACILITATOR	14
II. Facilitating The Session with Farmers	15
Hand-outs / worksheet tools	
Self Assessment	17
Roles and Responsibilities.....	18
Pertinent Laws, Rules and Regulations Cooperatives Have To Comply With	19
Sustainable Development Goals (SDGs).....	20

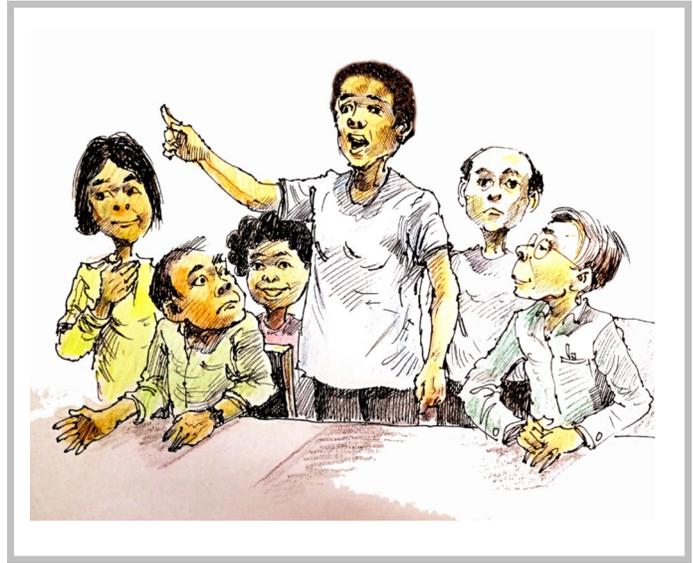
MODULE ONE

CO-OP GOVERNANCE

For Agricultural Co-operatives

Overview

Like any business organization with investments coming from many people, governance in the co-operative is an important matter. Laws governing corporations have provisions on corporate governance to protect the interest of investors and the public. Co-operative laws also have provisions on co-operative governance to ensure the smooth running of the business in the interest of members, the owners.



Members entrust the day-to-day operation of the co-operative's business to elected officers, who in turn appoint or hire personnel to manage that business. It is important that these elected and appointed officers and managers understand how the system of governance in the co-operative works and what their roles are in that system.

It is for them that this module is specifically intended.

Co-operative Governance

The first thing that comes to mind when we talk of "co-operative governance" is the 2nd Co-operative Principle of Democratic Member Control. The principle says:

Co-operatives are democratic organizations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary co-operatives members have equal voting rights (one member, one vote) and co-operatives at other levels are also organized in a democratic manner.

Clearly, members are the ultimate authority in the co-operative and the democratic nature of the organization is preserved when that authority is exercised by members effectively through a well-functioning governance system.

Co-operative laws in most countries in Asia recognize the democratic nature of the co-operative. The Co-operative Law of Vietnam, for instance, recognizes this in its definition of a co-operative:

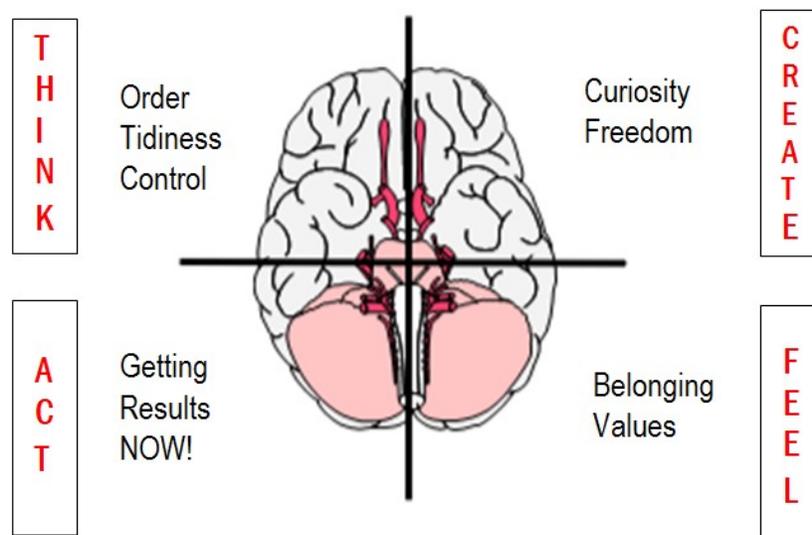
A co-operative is a collective economic organization with co-owners and legal entity status, established voluntarily by at least 7 members who co-operate with and assist one another in production, business or job creation activities to meet their common needs on the basis of autonomy, self-responsibility, equality and democracy in management of the co-operative.

The Philippine Cooperative Code of 2008 also uses the universal definition of cooperatives, thus:

A cooperative is an autonomous and duly registered association of persons, with a common bond of interest, who have voluntarily joined together to achieve their social, economic, and cultural needs and aspirations, making equitable contributions to the capital required, patronizing their products and services, and accepting a fair share of the risks and benefits of the undertaking in accordance with universally accepted cooperative principles.

A Theory of Learning

A facilitator needs a good methodology in facilitating the process of learning especially among adults. Here, the methodology that will be used throughout this module is based on the theory of learning called **Whole Brain Literacy (WBL)**. Drawing from scientific studies on the human brain, WBL describes the brain with four parts, each with a distinct role in the thinking process of every individual. Below is a Brain Map showing the different faculties of the brain:



These faculties have to be activated for learning to take place. Not one but all these faculties have to work together holistically, according to WBL. When we merely give information, for instance, we stimulate only the thinking part of the brain. When we allow the learner to act it out, learning is further enhanced because it is brought closer to the experience of the learner. But if we want to change the behavior of the learner, we need to activate also the *feeling* and *creating* part of the brain. This is when learning becomes internalized and is outwardly manifested in the change of behavior, which is the desired result of the learning process.

The facilitator, therefore, has to design a training event – whether as a program, a module, or a session – in such a way as to activate all the faculties of the human brain. This is best carried out through learning activities that tap into the hidden potential of each and every learner.

This module will use the WBL-based methodology that will involve learners in the process of *thinking, acting, feeling & creating* or *dreaming* in order to maximize their potential for learning.

¹ Whole Brain Literacy, Key to Wholistic Education and Success in Today's World. Written by Dr. Perla M. Tayko and Dr. Marina L. Reyes-Talmo. 2010.

² Four-Brain Model. The Strategy of the Dolphin by Lynch & Kordis. 1988.

Introductory Session

Time Frame: 15 – 20 minutes

This is the time for the traditional preliminaries.

In the introduction of individual participants, it is important to keep the introductions short and positive. Participants will state only (1) their full name, (2) present position in the co-op, and (3) at least one personal experience when they felt proud of being an officer of the co-operative.

The facilitator then gives an overview of the module:

Overall objective of the module: to deepen farmers' understanding of their role in the governance system of the co-operative as elected or appointed officers.

Outline of the sessions:

What is Co-op Governance

Individual Governance

Internal Governance

External Governance

Social Accountability

I. GUIDE NOTES FOR THE FACILITATOR

Co-operative governance can be defined simply as a democratic system of management which is derived from the authority given by members as owners. This is in accordance with the 2nd Co-operative Principle of “Democratic Member Control.” In the co-operative, members are the ultimate decision-making authority.

The organizational structure of the co-operative is stipulated in the co-operative law as well as in the by-laws of individual co-operatives. These laws generally recognize the democratic structure of coop governance, with members delegating their authority to an elected board of directors, who in turn delegate operational authority to management. This is so in most countries although in practice there may be variations. *Figure 1* below shows the cooperative structure in Vietnam as stipulated in the law. *Figure 2* shows the Philippine version with more elected bodies and appointed committees.



The system of governance follows this organizational structure. It has two facets: (1) the distribution of power within the organization, and (2) the control function inherent in that power. In the diagrams below (*Figure 1 and Figure 2*), the ultimate power or authority in the co-operative resides in members assembled in a general meeting. Official decisions can be made only by members in the general meeting, not by individual members. Since members meet only in a general meeting once a year or, as needed, in special or extraordinary general meeting, their power to run the business of the co-operative is delegated to the Board of Directors whom they elect. The board in turn appoints or hires a General Manager to manage the day-to-day business of the co-operative. Members also elect a body which is responsible for internal control (Audit Committee or Control Board) to whom they delegate the power to inspect and monitor the operations of the co-operative.

The delegating authority maintains control over the person or body given the power and authority. That person or body has to account for their actions to the delegating authority. In practice, accountability is manifested through reports given to the delegating authority. While the lines of authority and accountability are clear and straightforward on paper, however, these may not always be the case in practice. This may happen for various reasons. One such reason may be personality traits of people holding or executing the authority. The other reason may simply be the lack of real understanding of how the system of governance works in the organization.

Hence, the importance of training on co-operative governance for people holding responsible positions in the organization.

Figure 1

Organizational Structure of the Co-operative in Vietnam

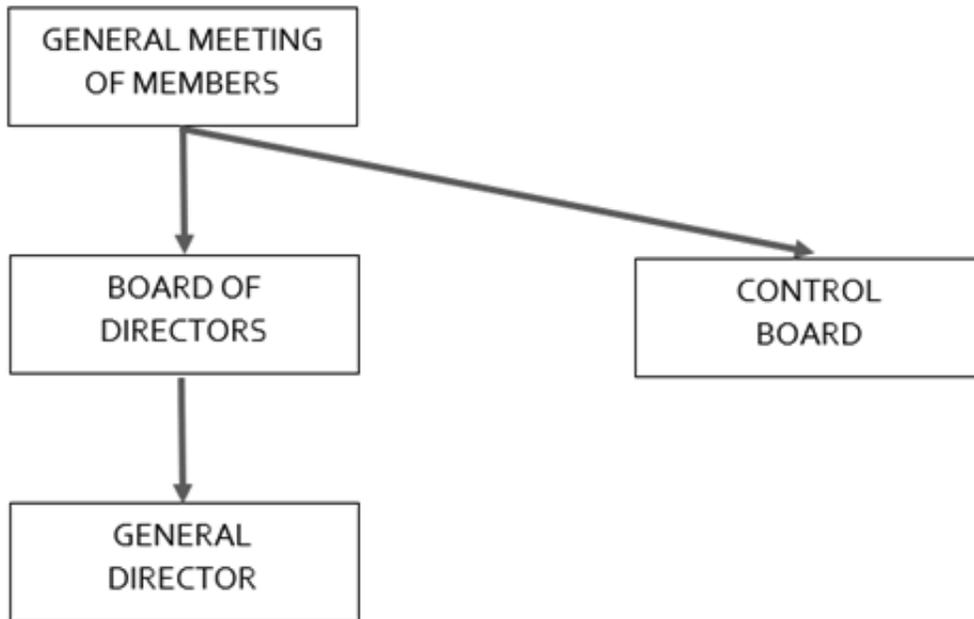
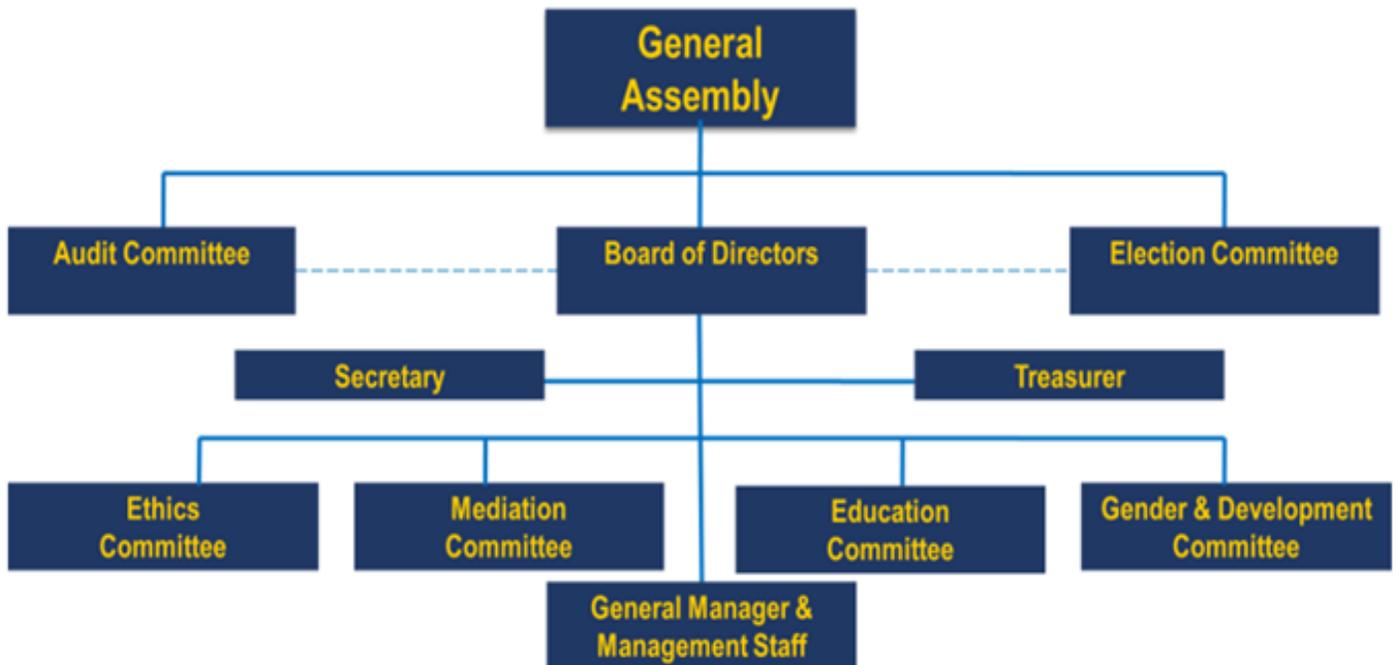


Figure 2

Organizational Structure of the Co-operative in the Philippines





II. FACILITATING THIS SESSION WITH FARMERS

General Note: The main objective of this introductory session is to bring the meaning of 'governance' to the level of experience of farmers. The focus here is on the THINK and FEEL faculties of the brain.

Objectives: At the end of the session, the participants will have:

- a. *Explained the organizational structure of cooperatives in their country; and*
- b. *Reflected on their personal experience as to what works and what does not work in the organizational structure, and why.*

Time Frame: 45 minutes to 1 hour

Materials: Blackboard or whiteboard or flipcharts, markers

1. Introduce the session by showing the organizational structure of a co-operative in your country in the blackboard, whiteboard or flipchart. Explain that the discussion in the next 45 minutes will focus on this structure.
2. If the participants come from different co-operatives, ask them to group themselves according to their respective co-operative. Ask them to discuss and answer the following questions (write the questions on the board or flipchart):

Describe how this structure works in your co-operative. Are you happy with how things are working? If yes, why? If not, why?

3. After all groups have finished discussion, ask for a volunteer in each group to explain the group's answers. Allow questions for clarification or suggestions from other groups. Post answers in the board that fall under two headings – *Governance Practices Working Well* and *Governance Practices Not Working Well*. You can refer to these answers as you go through the next step.
4. Explain the universal system of governance followed by co-operatives, as explained above. Use actual examples from the experiences shared by the groups earlier to explain how the system works in practice. If there were examples cited that are not consistent with co-operative governance, use this time to point out the inconsistencies. Allow divergent opinions to surface and clarify them.
5. End the session by introducing the four (4) important principles underlying the code of governance of the co-operative. These principles are:
 - a. Individual governance
 - b. Internal governance
 - c. External governance
 - d. Social Accountability

³Three of the principles cited in this module are adopted from Credit Union Governance White Paper, written by Karen Cak Niederkoher & John Ikeda. 2005. World Council of Credit Unions, Inc.

Session 2: Individual Governance

I. GUIDE NOTES FOR THE FACILITATOR

Although the Board of Directors and other elected committees are collegial bodies entrusted by the general membership to act on their behalf, these bodies are only as capable as the individuals who make them up. Good governance in the co-operative, therefore, depends on the performance of these individuals. Unless these individuals have the *competence, integrity, and commitment* to do their duties and responsibilities, the system of governance will not work as expected. This condition also applies to all committees or persons appointed by the Board. This is what the principle of **individual governance** is all about.

Integrity. Integrity comes from the qualities inherent in the individual and externally manifested in the behavior of that individual. Those qualities have to be equal to the trust given by the general membership in the case of the Board of Directors and other elected bodies, and by the Board of Directors in the case of appointed committees and the General Manager. In practice, this means that he or she is:

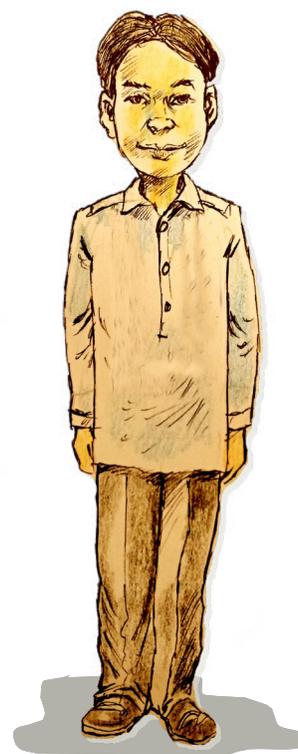
- Upright in his/her personal affairs and in his/her personal standing in the community.
- Above suspicion in his/her dealings with the co-operative, putting the interest of the organization above personal interest.
- Fair in making judgement and decision that impact on others, particularly the members.

Competence. Individual members of the Board and of the elected and appointed Committees, as well as the General Manager who sees to the day-to-day management of the co-operative, should have the capability to perform their duties and responsibilities. These individuals can be said to have the necessary competence when they have:

- At least basic knowledge and understanding of the business of the co-operative.
- At least basic skills in understanding the financial operation of the co-operative, especially in understanding the financial reports.
- Awareness of the market, particularly opportunities and challenges, when making decisions.

Commitment. Individuals entrusted with the business of the co-operative have to give their full commitment to the organization. Such commitment is demonstrated when they:

- Give time to the affairs of the co-operative, particularly in attending meetings and participating in its activities.
- Support the decision of the majority regardless of personal opinion.
- Give time to attend education and training activities that will enhance their knowledge and skills in running the business of the co-operative.



II. FACILITATING THIS SESSION WITH FARMERS



General Note: In this session, the focus of governance will be on the SELF. Farmers will make their own personal assessment of how they are as leaders. Here the THINK, FEEL and DREAM/CREATE faculties of the brain should be activated.

Objectives. At the end of the session, the participants will have:

- a. *Identified examples or practices related to the principle of individual governance; and*
- b. *Made personal assessment of themselves in the practice of individual governance in their own cooperative.*

Time Frame: 45 minutes to 1 hour

Materials: Blackboard or whiteboard or flipcharts, markers, handout 1

1. Explain that this session is about the principle of *individual governance*. The focus of this session will be on the SELF and the participants will make personal assessment of how they are as co-op leaders.
2. Explain the meaning of the principle of individual governance (see above notes for the explanation). Highlight the three facets of the principle – namely: integrity, competence, and commitment. Give examples of how these are manifested in the behavior of members of the Board of Directors, Committees, and the General Manager.
3. Distribute the *Handout 1* on Self-Assessment to the participants. Explain that they are about to make an assessment of themselves as leaders. This is a very personal assessment and no one can question that. They may keep their answers to themselves or decide to share these with others. However, for their own development, it will be good if they make their assessment as truthful as possible.
4. Explain how to accomplish the self-assessment form. They are first asked where they feel they are at present in terms of personal *integrity, competence, and commitment* as explained earlier. Then they are asked in the next column where they want to be in the future. They do this by shading or marking the faces. The extreme left means they feel “just OK”; the extreme right means they feel “very OK”. If they feel they are in between the two extremes, they shade or mark any of the faces according to the degree of their feelings. Give the participants enough time to reflect and mark their answers.
5. Ask for volunteers who are willing to share their reflections with the rest of the participants. There is no need to get reactions from the participants. This is purely voluntary so if there are no volunteers, just proceed. Thank those who willingly shared their reflections.
6. End the session by encouraging the participants to revisit at some later date their self- assessment, particularly their answers to the question of “where I want to be in the future.” This should point to areas where they can invest time for personal development.
7. Introduce the next session.

Session 3: Internal Governance

I. GUIDE NOTES FOR THE FACILITATOR

The principle of **internal governance** is concerned with how the co-operative works internally as an organization and as an enterprise. There are standards to follow to ensure that this principle is observed. Some of these standards are set in the law of the land or in the bylaws of the co-operative. Other standards are set through practices accepted by co-operatives in many parts of the world.



The following facets of internal governance – *structure*, *continuity*, *balance*, and *accountability* – are important to consider.

Structure. The 2nd Co-operative Principle of “Democratic Member Control” is one of the distinguishing marks of the co-operative. This is exemplified in the practice of “one man, one vote,” which is unique to co-operatives. It is important that the democratic nature of the organization is preserved in its internal governance structure. Some examples of how this is done:

- The Board of Directors is composed of an odd number of members to prevent tied votes. In some countries, the minimum number of board members is 3 or 5 and the maximum is 5 or 15.
- The conduct of the general meeting must be such that members are given equal opportunity to be fully informed, to participate actively, and to decide properly on matters brought to the general meeting.
- Officials who are subject to election must be properly vetted to ensure that they qualify according to the bylaws and adhere to the standards of individual governance. The election itself must be conducted in such a way as to give members equal opportunity to run for office and the freedom to make proper choices.

Continuity. The co-operative exists not only for present members but also for the future generation of members. Thus, the system of governance must ensure continuity in the life of the organization and in the sustainability of its business operations. This is accomplished in the following ways:

- A succession plan must be in place for members of the Board, Committees, and the position of General Manager. No leader is permanent and the earlier other leaders are trained to take over when the time for change is needed, the better for the organization and for the continuity of the business.
- Policies that are effectively formulated and properly documented are important to the continuity of the business operation. Otherwise, policies would be subject to the whims and caprices of future leaders, causing instability in the organization.
- A risk management plan is also important to ensure the continuity of the business operation. Such a plan should cover disaster management, strategies to address volatility in the market environment, and other contingencies to preserve the viability and sustainability of the organization.

Balance. Most types of co-operatives, including agricultural co-operatives, have a mixture of membership. Such mixture could be in terms of gender, age, income, occupation and, in case of agricultural co-operatives, even crops planted. As member-based and democratic organizations, co-operatives have to embrace these differences which can be a source of strength. These differences can be used to advantage in the design of products and services of the co-operative. Balance can be achieved through the following measures:

- The Board of Directors should be composed of men and women, the number at least proportional to the general profile of membership. There should also be room in the leadership for the younger generation in the interest of succession.
- If members grow different crops, they should be equally represented in the leadership as well.
- All those who are included in the leadership, however, should meet the standards of individual governance discussed earlier. Balance cannot be an excuse for not meeting these standards.

Accountability. As pointed out earlier, when the General Meeting of Members delegate their authority to the Board of Directors to act on their behalf, the Board remains accountable to the general membership. The same is true when the Board of Directors delegate their authority to the General Manager who is accountable for the day-to-day business of the co-operative. The following measures are important in ascertaining accountability:

- The duties and responsibilities of all internal stakeholders – from the general membership to the board and committees and to management – have to be clearly stated in the bylaws. Efforts must be exerted to ensure that these duties and responsibilities are understood by everyone.
- The delineation of duties and responsibilities between the Board of Directors and the General Manager has to be clear. The Board of Directors is the policy-making body and directs the operation of the co-operative through policies. The General Manager, on the other hand, is responsible for the execution of those policies; these policies serve as parameters within which he or she manages the business of the co-operative. Organizational failure many times happens when the lines of authority between these two bodies are not clear and respected.
- Regular and transparent reporting from the Board of Directors to the General Meeting of Members, and from the General Manager to the Board of Directors, are important measures of control and mechanisms for accountability.

II. FACILITATING THIS SESSION WITH FARMERS



General Note: This session will give special attention to the duties and responsibilities of all internal stakeholders of the co-operative. Failure of many co-operatives often starts from the inability of these stakeholders to fulfill their duties and responsibilities. Here the focus will be on the THINK and ACT faculties of the brain.

Objectives. At the end of the session, the participants will have:

- a. Explained the duties and responsibilities of the different elected and appointed bodies of the cooperative;*
- b. Identified specific duties and responsibilities that different individuals or bodies have difficulty in fulfilling, and why; and*
- c. Identified specific measures that the different bodies can do to improve fulfillment of their duties and responsibilities by themselves and with other bodies.*

Time Frame: 1 hour

Materials: Blackboard or whiteboard or flipcharts, markers, manila paper, handout 2

1. Start the session by underlining the importance of the principle of *internal governance* to the proper functioning of the co-operative as an organization and as a business enterprise. Point out that many co-operative failures start from the non-observance of this principle.
2. Explain that there are four considerations that are important to this principle – namely: structure, continuity, balance, and accountability. The discussion will start with accountability.
3. Form the groups according to their respective positions – Chairpersons of the Board, Members of the Board, Members of the Committees, and the General Manager. Distribute the handouts (*Handout 2* and the corresponding roles and responsibilities of the position assigned to the group) and ask the groups to deliberate on their respective duties and responsibilities. They should answer the following questions:
 - *Are the duties and responsibilities clear to everyone involved? If not, what is not clear and why?*
 - *Which of these duties and responsibilities are more difficult to fulfill? What can be done to overcome this difficulty?*
 - *What can be done to improve relationship among the different stakeholders, given their respective duties and responsibilities?*
 - Give the groups enough time to deliberate on these questions. Ask them to appoint a leader and a rapporteur.
4. After all the groups have finished their deliberation, ask the rapporteur to first read the duties and responsibilities assigned to their group, then the answers to the questions above. Encourage questions for clarification from the other participants. Write on the blackboard, whiteboard or flipchart important points brought up in the reports and the subsequent discussion.
5. Alternatively, the groups can write their answers on a manila paper or flipchart.
6. Explain the four facets of internal governance (as explained above). Start with *accountability* as this is about the duties and responsibilities discussed by the participants. Take note of the important points written on the blackboard/whiteboard or flipchart as they relate to the discussion on accountability.
7. End the session by introducing the next session which will focus on the principle of external governance.

Session 4: External Governance

I. GUIDE NOTES FOR THE FACILITATOR

The co-operative is an open system and is very much part of the community. It is constantly engaged with the market in its buying and selling activities. It is governed by laws and has to deal with government in many aspects of its operation. It has to deal with the public in general.

Co-operative governance then extends to the outside and in the dealings of the co-operative with external stakeholders. This is what the principle of **external governance** is concerned with. There are three facets of this principle that are important – *transparency*, *compliance*, and *public accountability*.

Transparency. The co-operative has to maintain good relationship with external stakeholders and the public in general. A friendly environment is important for the stability of the organization in general and for the viability of its business in particular. It has to earn and maintain their trust. This can be achieved by practicing transparency at all times. For example:

- Maintaining regular and honest communication about its activities not only with members but also with external stakeholders, especially those who may be affected by those activities.
- Following publicly-accepted standards especially in financial reporting that is made available to members and open to the public as well.

Compliance. Good citizenship is a hallmark of a progressive organization and the co-operative has to achieve this. It has to comply with existing laws, rules and regulations, and must uphold these at all times. It is public knowledge that some businesses find ways to avoid or minimize compliance with the law for their self-interest but co-operatives can distinguish themselves by being models of honesty and transparency.

This can be done by:

- Faithful compliance with all laws, rules and regulations both at the local and national levels.
- Regular audit by external auditors accredited by government and being open to full disclosure of financial statements.

Public Accountability. By complying with all laws, rules and regulations, including fulfilling reportorial requirements, and by maintaining transparency in all dealings with the public, the co-operative demonstrates public accountability. This way it gains the respect of everyone, including the media. Having good public image and good reputation in the market could go a long way in securing the future of the co-operative.



II. FACILITATING THIS SESSION WITH FARMERS



General Note: This session will focus on laws, rules and regulations that co-operatives have to comply with. Since there are legal matters involved here, it is advisable to invite a resource person or persons from the government, who are knowledgeable about local and national laws, to discuss these laws. Here the focus will be on the THINK faculties of the brain.

Objectives. At the end of the session, the participants will have:

- a. Explained the importance of the principle of external governance;*
- b. Identified the different laws, rules and regulations, particularly specific legal provisions, that the cooperative needs to comply with; and*
- c. Identified specific measures that the cooperative has to undertake to comply with all laws, rules and regulations.*

Time Frame: 1 hour to 1.5 hours

Materials: Blackboard or whiteboard or flip charts, markers, handout 3

1. Start the session by reviewing the highlights of the previous session on internal governance, pointing to *structure, continuity, balance, and accountability* as facets of this principle.
2. Explain the meaning of external governance and the three facets of the principle – namely: *transparency, compliance, and public accountability*. There are laws, rules and regulations that govern co-operatives and it is important for co-operatives to understand them. This session will give special attention to compliance with these laws, rules and regulations. Distribute *Handout 3*.
3. If a resource person from the government has been invited to discuss the laws, rules and regulations governing co-operatives, ask him or her now to make the presentation. The participants should be given time to ask questions for clarification.
4. If there is no resource person invited, explain the highlights of the governing laws, rules and regulations as indicated in the list. Point out that it is important for co-operatives to comply with these laws, rules and regulations. Take note of questions that need categorical answers from the authorities. Inform the participants that these questions will be forwarded to the authorities and the participants will be advised later of the answers.
5. End the session by introducing the last session on social accountability.

I. GUIDE NOTES FOR THE FACILITATOR

In the previous session, we talked about public accountability. This is more to this in view of the heightened concern at present with the state of society in general and the environment in particular. Within nation states, there is now a realization of the need for development to be more inclusive. The wide gap between the rich and the poor, and the attendant economic and social inequality, are now recognized as unsustainable even for businesses. In an increasingly inter-connected world, this has become a global concern as well.

Then there is the ever-growing problem of the environment as a result of climate change. Scientific studies have already come up with convincing proof that the problem is very real and can no longer be ignored. Extreme weather conditions – violent storms, cyclones and hurricanes, severe heat waves, extreme and prolonged droughts, devastating floods affecting even urban areas – now impact all countries whether developed or developing, and regardless of economic, social and political systems. This is now the concern of all peoples and nations together.

The United Nations has captured the urgency of all these concerns by enunciating the **Sustainable Development Goals** for all nations to achieve by 2030. In the SDGs, the UN has defined 17 development goals, each with a number of measurable targets, to deal with the problems of inequality and the environment. It is mobilizing all sectors and all governments in all countries to solve these problems.



The global co-operative movement has responded to this call with the launch of the **Co-ops for 20/30**, a campaign by the International Co-operative Alliance to encourage co-operatives all over the world to make concrete contributions to the achievement of the SDG. **Goal 1** (end poverty in all its forms everywhere), **Goal 2** (end hunger, achieve food security and improved nutrition and promote sustainable agriculture), **Goal 12** (ensure sustainable consumption and production patterns), and **Goal 15** (protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation, and halt biodiversity loss) are especially relevant to agricultural co-operatives.

Co-operative governance should, therefore, incorporate the SDG as an important area of concern.

II. FACILITATING THIS SESSION WITH FARMERS



General Note: This is the final session and should create good feelings among the participants. The topic – UN’s Sustainable Development Goals – should broaden the farmers’ perspective and relate what their co-operatives are doing with respect to bigger social and economic issues. Visualization technique will be used here not only to stimulate positive feeling among the farmers but also to motivate them to think of larger issues. Here the focus will be on the DREAM/CREATE faculties of the brain.

Time Frame: 45 minutes to 1 hour

Materials: Manila paper, markers of different colors, crayons, handout 4

1. Explain to the participants that this last session will focus on social accountability, which is an important facet of co-operative governance because the co-operative is embedded in the community. Whatever happens in the community affects members and the co-operative itself.
2. Distribute *Handout 4* on the Sustainable Development Goals. Explain the 17 SDGs and related targets, especially those that relate to agriculture. Elaborate on the involvement of co-operatives around the world on the SDGs. Check the following webpage to see how cooperatives are contributing to the realization of the SDGs in different countries - <https://www.ica.coop/en/media/news/co-ops-2030-approaching-300-pledges>.
3. Divide the participants into groups of 5 to 6, depending on the number of participants. Give each group a manila paper and set of crayons and markers of different colors. Ensure that they have a place or space where they can draw. Ask each group to:

Draw a picture of how they see their co-operative contributing to the achievement of the Sustainable Development Goals.

Write this question on the board or flipchart. Encourage them to be creative in their drawing as if this will be displayed in an art gallery to be viewed by the public. Give them enough time to make their drawings.

4. When all the groups have finished drawing, ask them to present their picture to the whole group and explain what it means or the message they want to communicate. Remind them that their visualization of the co-operative’s involvement in the SDG is their commitment to the greater good of society.
5. As this is the last session, it is advisable to get from the participants some feedback.

What important things have they learned from this module?

What are the things they want to do in their co-operative after this training?

Would they recommend this training to other members?

Write these questions on the board or flipchart. Alternatively, ask the participants to fill up an evaluation form.

**HANDOUTS /
WORKSHEET TOOLS**

Handout 1

SELF-ASSESSMENT

Instruction: Shade the face corresponding to your feelings – extreme left means “just OK”; extreme right means “very OK”

	This is where I am at present	This is where I want to be in the future
INTEGRITY		
COMPETENCE		
COMMITMENT		

Cooperative laws and bylaws define the different roles and responsibilities of the different elected and appointed bodies. Print copies of the respective roles and responsibilities of these bodies (board, committees, general manager) as stated in the law and bylaw. These should be given to the participants and ask them to answer the following questions:

Are the duties and responsibilities clear to everyone involved? If not, what is not clear and why?

Which of these duties and responsibilities are more difficult to fulfill? What can be done to overcome this difficulty?

What can be done to improve relationship among the different stakeholders, given their respective duties and responsibilities?

PERTINENT LAWS, RULES & REGULATIONS COOPERATIVES HAVE TO COMPLY WITH

Note: Different countries have different laws, rules and regulations that cooperatives have to comply with. For purposes of the handout, only pertinent provisions of the laws, rules and regulations should be included. The facilitator should decide how to handle the information needed, given available resources. Depending on the circumstances, a list of the laws, rules and regulations may suffice as reference or guide for the participants on what to look for.

Handout 4

The **Sustainable Development Goals (SDGs)**, also known as the Global Goals, were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030. The 17 SDGs are integrated—that is, they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability.





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