

HISTORICAL PERSPECTIVES ON CONCEPTS, PRACTICES, AND POLICIES OF COOPERATIVE EDUCATION

Amélie Artis - Simon Godard

Sciences Po Grenoble – University Grenoble Alps – CNRS Pacte

Amélie Artis et Simon Godard (UGA, IEPG, CNRS)

Session 7: Historical Accounts of Cooperatives Development

November 2020

US



Amélie Artis

Associate Professor in Economics
at Sciences Po Grenoble / School of
Political Studies – University Grenoble Alps
Researcher at Pacte Laboratory (CNRS –
UMR 5194)



Simon Godard

Associate Professor in Contemporary European
History at Sciences Po Grenoble / School of
Political Studies – University Grenoble Alps.
Researcher at Pacte Laboratory (CNRS – UMR
5194)

Amélie Artis et Simon Godard (UGA, IEPG, CNRS)

Session 7: Historical Accounts of Cooperatives Development

November 2020

Historicizing the need for cooperative education

➤ 3 emblematic periods :

- late 19th/early 20th century
- 1920s
- 1950s to the 1970s

➤ 3 main factors to understand the need for cooperative education:

- The architecture of economical and sociological systems and their dynamics
- The main dominant ideas in economics
- The cooperative movement's historical dynamics

Amélie Artis et Simon Godard (UGA, IEPG, CNRS)

Session 7: Historical Accounts of Cooperatives Development

November 2020

Historicizing the need for cooperative education

late 19th/early
20th century

- transformation of capitalism, liberalism
- the need for the workers to “master the knowledge of their own misfortune” (Fernand Pelloutier)
- More and more co-ops but internal debates

1920s

- Hybridization and mutation of capitalist political economy
- Economic crises
- Challenge of communist political economy

1950s to the
1970s

- Recovery under the auspices of capitalism after WWII (Marshall Plan, Keynesianism)
- Co-operatives embedded in the capitalist system as democratic enterprises
- Co-operative education meeting the challenge of real-existing socialist states

Amélie Artis et Simon Godard (UGA, IEPG, CNRS)

Session 7: Historical Accounts of Cooperatives Development

November 2020

Focus on consumer co-operation



Consumer co-operatives :

- Dualism of inspiration
- A real success story before the decline (in France from the 1960s onwards)
- The first Central Office for Cooperation at School supported by the FNCC / establishment in Germany of a School of the Federal Association of Consumer Cooperatives in 1920



Amélie Artis et Simon Godard (UGA, IEPG, CNRS)

Session 7: Historical Accounts of Cooperatives Development

November 2020

Confrontation of ideologies and economic choices

- Confrontation of ideologies (co-operative as democratic enterprises led by a philosophy of moral consumption)
- Economic choices (dealing with the actual co-operators' needs and demands and the challenge of being a democratic employer in an economic system that requires a profitable enterprise)
- Education as a differentiation of consumer cooperatives → teaching co-operators to economically think different

Amélie Artis et Simon Godard (UGA, IEPG, CNRS)

Session 7: Historical Accounts of Cooperatives Development

November 2020

Cooperative education as thought by the founders

An indivisible triad of the co-operative system:

Membership / Education / Emancipation

Education seen as:

- a means to administrate properly the cooperatives
- and a purpose itself

Cooperative education outsourced → cooperative “schools coffers”

A set of pedagogical principles meeting the actual demand for education?

- Co-operative schools as the opposite of business schools
- Co-operative schools as political agents
- Consumer emancipation and advertising for the co-operative model at the heart of the curriculum
- Behaviors of co-operative schools’ students

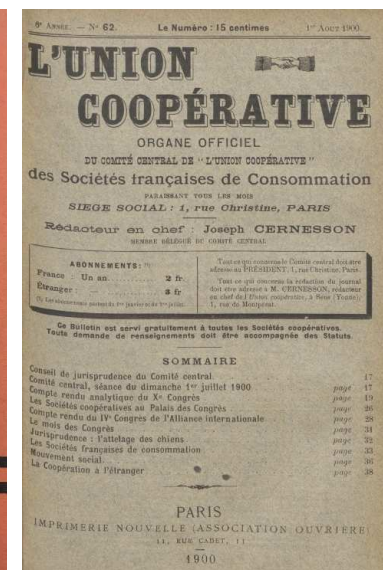
Amélie Artis et Simon Godard (UGA, IEPG, CNRS)

Session 7: Historical Accounts of Cooperatives Development

November 2020

Audience and Medium of cooperative education

- **Unexpected students:**
 - Co-operative school of the German Association of Consumer co-operatives → few students representing big co-operatives
 - Technicians rather than average members or activists
 - 60% of practical courses / less than 40% for theoretical classes
- **Consequence:**
 - Not a lot of pedagogical material or school books about co-operation
 - Promotion and diffusion of co-operative education to a larger audience by the co-operative press



Amélie Artis et Simon Godard (UGA, IEPG, CNRS)

Session 7: Historical Accounts of Cooperatives Development

November 2020

To conclude

- Toward a social history of co-operative knowledge and its diffusion as an original political economy
- Adding the input of the ILO co-operative archive:
 - Transnational circulation of co-operative education models?
 - International standardization of co-operative knowledge?
- Understanding the pendulum swing of co-operative education and producing knowledge about social economics from co-operative schools toward university departments

Amélie Artis et Simon Godard (UGA, IEPG, CNRS)

Session 7: Historical Accounts of Cooperatives Development

November 2020