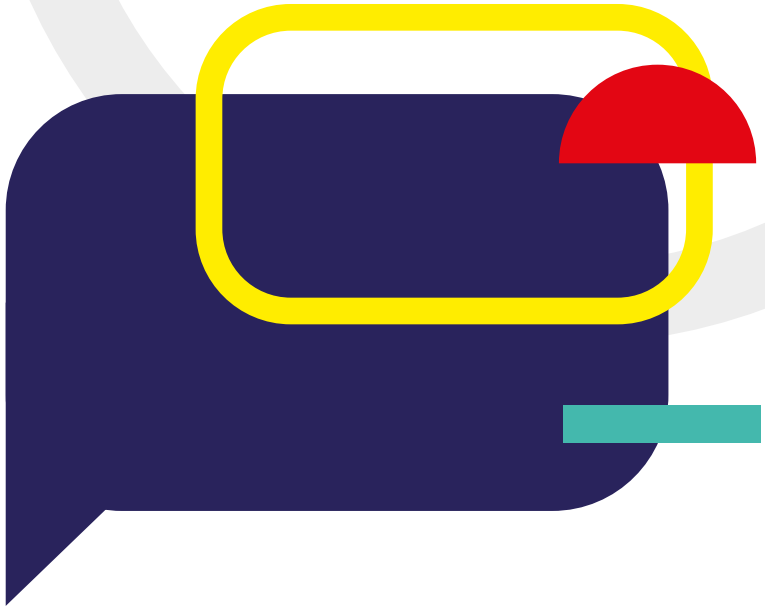
PROGRAMME GUIDE

A GUIDE TO PLANNING AND IMPLEMENTING A COOPERATIVE ENTREPRENEURSHIP EDUCATION TRAINING IN SECONDARY SCHOOL



ecoope
YOUTH COOPERATIVE ENTREPRENEURSHIP

Co-funded by the European Union

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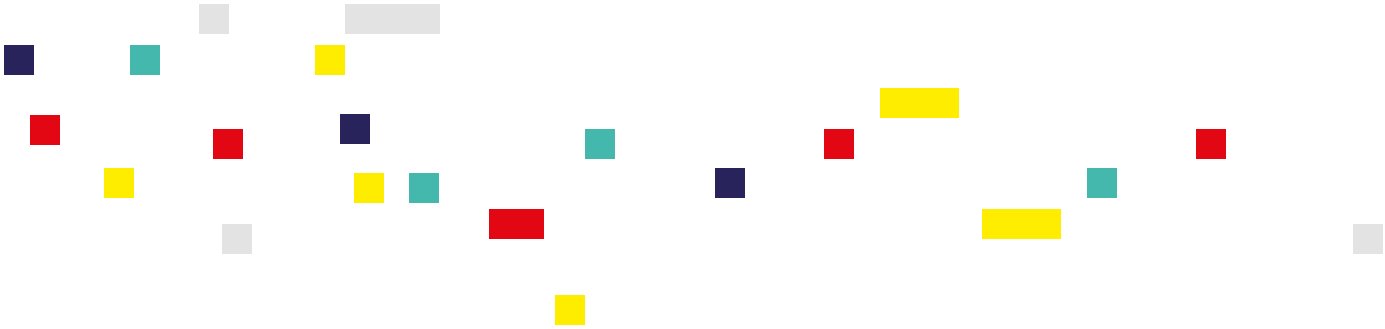


1 THE PROJECT: ECOOPE

The Entrepreneurial Cooperative Experience (ECOOPE) is a project co-funded by the European Union. We want to promote the co-operative business model among young future entrepreneurs because our main goal is to improve the employability of European youth, especially in those countries with high rates of unemployment.

ECOOPE involves eight institutions from five different European countries: Santander International Entrepreneurship Centre (Centro Internacional Santander Emprendimiento, CISE) and the University of Cantabria, our leading partners, and Valnalón from Spain; the Co-operative College from the United Kingdom; the European Research Institute on Cooperative and Social Enterprises (EURICSE) from Italy; the Lappeenranta University of Technology from Finland; and the Policy Experimentation and Evaluation Platform (PEEP) and the University of Porto, from Portugal.

The guide in your hands encapsulates key learning insights derived from the implementation of a pilot cooperative entrepreneurship experience in January 2018 with a group of Spanish and Portuguese secondary school students. This guide is intended for practitioners' use and contains tips and tools that support its replication and/or adoption in a school setting.

The programme might be integrated into already existing European mobility activities of secondary schools students or could be organized independently as an additional school activity within or outside the official curriculum ■

2 THE EUROPEAN DIMENSION: COOPERATIVE ENTREPRENEURSHIP & EDUCATION

What is the Social economy and what is a cooperative?

The social economy encompasses a wide range of entities, among which are cooperatives, mutual societies, foundations and associations. Social economy emerged in the mid-nineteenth century as an alternative to a savage capitalism characteristic of the Industrial Revolution. Growing economic inequalities and unfavourable working conditions motivated the emergence of this movement of social transformation.

At present, 2 million social economy companies employ more than 11 million people in Europe. Just over half of these workers (5.6 million) are part of the staff of the 250,000 cooperatives

Definition of cooperative

A cooperative is an autonomous association of people who have united voluntarily to meet their common economic, social and cultural needs and aspirations through a jointly owned and democratically controlled company.

Why talk about cooperatives now?

In the scenario that opened after the latest financial crisis, the behaviour of cooperative companies has attracted the attention of researchers and analysts for their resilience. Did you know the number of layoffs at cooperatives has been substantially lower than in other types of companies during the recession? Did you know newly formed cooperatives tend to last longer and they provide better working conditions than other types of companies?

Entrepreneurship education and cooperative entrepreneurship

Since 2006, Europe has seen a steady flow of policy recommendations, curricular reforms, interventions and actors supporting the inclusion of entrepreneurship in education. The main expected outcomes are generally described in terms of better employability prospects for individuals, increased willingness and intentions to start-up companies and, in the long run, a boost in job creation and

economic growth. Putting this logic into question is beyond the scope of this paper. But even if that logic proves true, entrepreneurship education interventions are largely based on a narrow view of entrepreneurship, leading some authors to consider entrepreneurship education as a Trojan horse for neoliberal values (Komulainen et al., 2014). More often than not, this has implied an uncritical embrace of the values and rhetoric of Silicon Valley start ups and/or big corporations, leaving little room for alternative accounts of entrepreneurship (eg. cooperative entrepreneurship) as evidenced in the following statement:

"[...]curricula for general entrepreneurship education [...] tend to be based on the predominant business model of the traditional limited liability company with share capital."

(Cooperative working group "Fostering cooperatives' potential to generate smart growth & jobs", 2015)

While this argument still holds water, the results of the ***mapping study undertaken by ECOOPE (Good Practice Guide)*** has brought to the surface a number of good examples with regard to cooperative and social economy learning and practice at all educational levels across Europe. With some notable exceptions though, the delivery is patchy and circumscribed to local or regional contexts. This contrasts with some of the most widespread entrepreneurship education programmes in Europe (eg. Young Enterprise-Junior Achievement Europe).

But it would be completely wrong to think of cooperative entrepreneurship simply as another business model, or a legal form if you wish. The consideration of cooperative entrepreneurship in education does not only provide an alternative narrative but more importantly, brings to the fore a set of values and principles that are certainly well-aligned with the purpose and goals of education as you can see in the box below.

Co-operative Values

Co-operatives are based on the values of self-help, self-responsibility, democracy, equality, equity and solidarity. In the tradition of their founders, co-operative members believe in the ethical values of honesty, openness, social responsibility and caring for others.

Co-operative Principles

1. Voluntary and open membership

2. Democratic member control

3. Member economic participation

4. Autonomous management and independence from public authorities

5. Education, Training and Information

6. Co-operation among Co-operatives

7. Concern for community

Creating the opportunities to discuss and, why not, enact some of these values and principles in the classroom may be the springboard for an altogether different journey into entrepreneurship for your students.

Cross-curricular, curricular or extra-curricular?

You may be somewhat or fully convinced with the rationale outlined in the previous section and you feel like giving it a shot. However, we know a big question lingers. How do I make this fit in my curriculum? As already stated in the introduction, the ECOOPE pilot was organised as an extracurricular activity and that probably is an obvious and easy way out of such a difficult question. In any case, we would like to give you some general pointers for curricular integration.

1. It is highly likely entrepreneurship is a cross-curricular objective in your country/region. The fact that entrepreneurship is one of the 8 Key Competences for Lifelong Learning implies that all subjects in the curriculum are expected to contribute to the acquisition of the knowledge, skills and attitudes.

2. Entrepreneurship subjects (optional or compulsory). Some national or regional curricula have included separate subjects on entrepreneurship. In this case, ECOOPE cooperative entrepreneurship challenge will nicely fall into place.

3. Entrepreneurship integrated in other subjects. The ECOOPE challenge may as well be a vehicle to achieve some of the learning outcomes defined in subjects like Economics, Business Studies, Careers Education, Citizenship, Humanities.

4. And last, but not least, there is a huge potential to take the multi-disciplinary route. As you will notice in the next sections, there are obvious links with other subjects such as ICT, Arts, Languages.

"How do I make this fit in my curriculum?"

3 THE CHALLENGE:

Based on the results of our mapping of cooperative entrepreneurial education initiatives across Europe, ECOOPE had the remit to design a one-week intercultural entrepreneurial cooperative experience program for secondary school pupils.

ECOOPE pilot training

This experience brought together students from three secondary schools from Portugal and Spain in Langreo, Spain from 22-26 Jan, 2018. During five days students worked in teams to solve a cooperative entrepreneurship challenge. This required putting into practice a raft of transversal skills and attitudes such as creativity, collaborative problem solving, initiative-taking and, ultimately, gain a better understanding of social economy and cooperative entrepreneurship. Teams were supported by a multi-disciplinary team of expert trainers from Valnalón, CISE (Spain) and PEEP (Portugal).

The experience aimed at raising awareness about social economy and cooperative entrepreneurship among secondary school students. With this broad goal in mind, we set out to design a learning programme with a two-fold purpose:

- Expose youth to cooperative values and principles
- Contribute to the acquisition and development of the entrepreneurial key competence

Creating another mini-company programme with a cooperative twist was tempting but we decided to take an alternative and less evident route. What if we tap into students' collective creativity to find new ways to foster cooperative entrepreneurship among young people? What might they come up with when given basic information on coops and some support to generate ideas and turn them into action? What would be a plausible methodological approach to enable such processes?

Challenge-based Learning was one the first things that came to mind. Yes, Challenge-Based Learning is the new kid in the methodologies block but it has some relatives. Challenge-based Learning is not just Project-based Learning in new clothes but at the same time it is hard to ignore some obvious resemblances. To put it in simple terms, Challenge-based Learning (CBL) is a method that offers a suitable framework to engage students in a collaborative problem-solving process.

The table below is an attempt at connecting the key tenets of Challenge Based Learning (left column) with the in-built features of ECOOPE training programme

CBL statements[1]	ECOOPE features
"Challenges push us to go above and beyond by demanding action".	The ECOOPE experience expects student teams to deliver real outputs for real users/clients. Ideas should be made real.
"CBL provides learners with a framework for addressing challenges that can be used to learn and make decisions inside and outside school".	Students are equipped with methods and tools that may come in handy to face any collaborative problem-solving process in the future.
"CBL facilitates creative and divergent thinking and through a process that slows the process down allowing for full participation and reflection".	ECOOPE takes student teams on a four phase journey (Discover, Define, Develop, Deliver) and signals the need to switch from Divergent to Convergent thinking mode in any collaborative problem-solving process.
"CBL expands the ownership of education and moves the learning experience beyond the four walls of the classroom".	ECOOPE envisages the engagement of social economy actors and local cooperatives in order to add relevance to the programme.
"CBL provides the "why" for subject area content acquisition while building important life and career skills".	ECOOPE allows student teams taking stock of the knowledge and skills they have, but more importantly they also realise what they need to learn to solve the challenge successfully. ECOOPE is an opportunity to further hone problem solving skills, information search and teamwork skills.

[1] *All statements in this column taken from http://cbl.digitalpromise.org/wp-content/uploads/sites/7/2017/03/PDF-1.pdf*

4 ENGAGING CO-OPS AND SOCIAL ECONOMY ACTORS

Engaging external stakeholders adds relevance to entrepreneurship education interventions. Inspiration talks, mentoring, company visits, work experience placements, job shadowing, careers sessions, enterprise activities, CV workshops, are just some examples of employer engagement in education understood here as "a process through which members of the economic community can engage in the educational experiences of young people through the aegis of their school or college (Stanley & Mann,2014).

A recent literature review on employer engagement in education (Mann, Redhill & Kashefpakdel, 2018) has identified four broad outcomes areas of employer engagement that could benefit young people:

1. Boost young people's understanding of jobs and careers

Broadening and raising career aspirations and supporting young people to make decisions on what to study, where to study, and how hard to study.

2. Providing the knowledge and skills demanded by the contemporary labour market

Helping young people to build the skills that modern workplaces need, such as creative problem-solving and team-working.

3. Providing the knowledge and skills demanded for successful school-to-work transitions

Giving young people relevant work experiences as well as practical insights into how recruitment processes work and contemporary workplaces operate.

4. Enriching education and underpinning pupil attainment

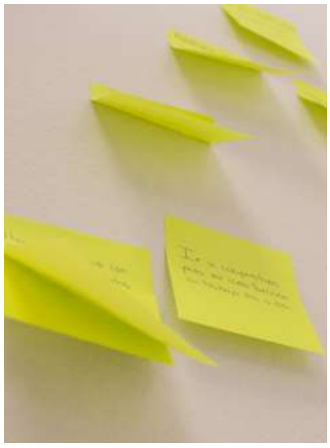
Using employers to support teaching resources for the classroom and helping young people to see the connection between what they learn at school and employment outcomes.

Evidence analysed in the review suggests a positive impact on all four outcomes, but the mere provision of employer engagement opportunities does not secure the achievement of these benefits and impact varies according to some moderating variables such as personal characteristics (economic, social and cultural capital), age, type of school attended and perceptions on the quality of the activity in which they participated.

The engagement of Social Economy actors is crucial to give a real dimension and greater relevance to the challenge. They also facilitate contact of students with real cooperatives and with other Social Economy institutions that can provide information and contribute to the resolution of the challenge ■

WHO	WHY	HOW
Social Economy / Co-ops umbrella organization	• Brings theoretical knowledge about social economy cooperative principles • Facilitates contact of students with real cooperatives	Talks, workshops, development of teaching materials
Co-op	• Helps to understand the way a cooperative is run • Explain how principles and values are enacted daily • Launch the challenge and help the students to find ways to solve the problem	Talks, visit to the workplace, mentoring, counseling and advice during the process

*More information about the engagement of external actors in **page 18**.*



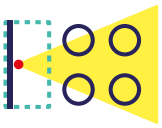
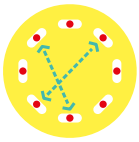
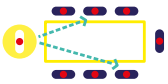
5 RESOURCES NEEDED

LEARNING SPACES

Try to think of the classroom space available as a studio where student teams can record and develop ideas, stick images up on the walls, and be a bit messy.

Grouping arrangements will be constantly changing and this might involve moving chairs and tables around. So, while most of the work will be done in small teams, some decisions, presentations will be made in the plenary and some tasks will require individual work.

Linking pedagogical activities to spatial settings[2]

PEDAGOGICAL ACTIVITY	PEDAGOGICAL ATTRIBUTE	PROCESS STEPS	BEHAVIOURAL PREMISE	SPATIAL ICON
DELIVERING	• Formal presentations instructor controls presentation • Focus on presentation • Passive learning	• Prepare & generate presentation • Deliver to an audience • Assess understanding	• Bring information before the public • Instructor lead • Knowledge is in one source	
APPLYING	• Controlled observation • One-to-one • Master & apprentice alternative control • Informal • Active learning	• Knowledge transferred via demonstration • Practice by recipient • Understanding achieved	• Learner - centered • Apprentice model	
CREATING	• Multiple disciplines • Leaderless • Egalitarian • Distributed attention • Privacy • Casual • Active learning	• Research • Recognise need • Divergent thinking • Incubate • Interpret into product / innovation	Innovation or knowledge moved from abstract to a product	
COMMUNICATING	• Knowledge is dispersed • Impromptu delivery • Casual • Active learning	• Organise information • Deliver • Receive & interpret • Confirm	• Share information • Provide quick exchange	
DECISION MAKING	• Knowledge is dispersed • Information is shared • Leader sets final direction • Situation is protected • Semi-formal to Formal • Passive / active learning	• Review data • Generate strategy • Plan • Implement one course of action	Make decisions	

[2] http://www.education.vic.gov.au/documents/school/principals/infrastructure/pedagogyspace.pdf

MATERIALS

Probably needless to say but having a few computers, laptops, tablets or mobiles with internet access will come in handy in certain moments of the challenge to search for information, design prototypes and so on.

Additionally, a pack containing the usual school stationery materials will come in handy. Ensure a generous supply of:

- Post-it notes in different sizes and with different colours
- Blank paper of different sizes, including some large A1 or flipchart pads
- Coloured pens (like Sharpies and larger marker pens)
- Blue tack to stick paper on the walls
- Scissors
- Print outs of the templates (ideally A4)
- Sticky tape
- ...

ONLINE SPACE

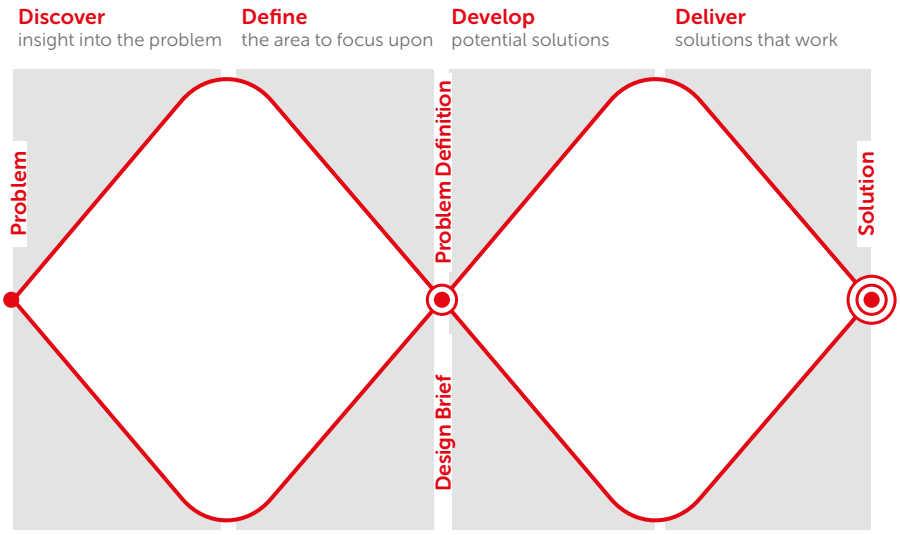
It is definitely a good idea to set up some sort of blog, website or social media space for the cooperative entrepreneurship experience. Encourage teams to post content regularly and to document every single step of the process, ideas, personal impressions, prototypes, almost anything goes. And almost without noticing, you will have a collection of student team portfolios just a click away ■

ECOOPE blog

The project blog showcased the feelings and impressions of students as the pilot unfolded. Verbatim comments from students have been taken from the blog and included in some of the sections of the guide. However, we strongly recommend you to visit ***http://youth.ecoope.eu/category/blog***

6 THE TRAINING PHASES

ECOOPE cooperative experience for secondary schools was designed with a view to engage students in a collaborative problem-solving process. The Double Diamond model proposed by the Design Council helps to understand the process in a simple and visual way.



Graphic: https://www.designcouncil.org.uk

"In all creative processes a number of possible ideas are created ('divergent thinking') before refining and narrowing down to the best idea ('convergent thinking'), and this can be represented by a diamond shape. But the Double Diamond indicates that this happens twice – once to confirm the problem definition and once to create the solution. One of the greatest mistakes is to omit the left-hand diamond and end up solving the wrong problem."

Design Council

Each phase will be described in the next section, step by step, task by task. We have been certainly eclectic in our choice of resources, tools and techniques. Some are sourced from Design Thinking and Service Design but we have also tapped into and got inspiration from Cooperative Learning and Project-based Learning to name but a few. The toolbox presented here is just a starting point and we are sure you will take it to new heights. Bring in your own repertoire of resources so that it becomes better adapted to your local or student needs.

Tips

- *Post the Double Diamond in the wall right next to the Challenge Question.*
- *Access the full list of appendices included in this document here* ALL APPENDICES
- *Check out a full description of the Double Diamond process here* DESCRIPTION

DISCOVER

"The start of a project is a period of discovery, gathering inspiration and insights, identifying user needs and developing initial ideas."

Design Council

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ECOOPE PILOT TRAINING: DISCOVER	
DESCRIPTION	The phase is triggered by the launch of the challenge. Previously, students get to know each other, build rapport and form (transnational) teams
OBJECTIVES	• Discover the challenge • Open out and explore the challenge to identify problems and opportunities • Teambuilding

DISCOVER			
Tasks	Description	Tools	Grouping
TRAINING PRESENTATION	Welcome and short intro to ECOOPE Training Programme	Presentation APPENDIX 01	Plenary
INTRO SOCIAL ECONOMY	SSE umbrella organisation outlines key aspect of Social Economy and worker-owned coops in the region	Coops Europe VIDEO	Plenary
CHALLENGE LAUNCH	Challenge is launched followed by a short Q&A session moderated by ECOOPE Tutors	Edutopia ARTICLE	Plenary
TEAM BUILDING	Students discover and put into practice cooperative values and principles. Teams are created	GRAPHIC 01 GRAPHIC 02	Teams
REFLECTION PHASE 1	What did we do? What did we learn? What next?	Learning card APPENDIX 02	Individual

TRAINING PRESENTATION

Students are the central piece in this puzzle. At this stage, you do not need to disclose the challenge, but you will need to provide some compelling arguments for them to jump aboard. Underline this is going to be a practical experience where they will be asked to develop some ideas for an external "client". This means exploring uncharted territory, doing some research, generating ideas, interacting with real people. Outline the main steps of the process before giving the floor to the institution launching the challenge.

INTRO TO SOCIAL ECONOMY AND CHALLENGE LAUNCH

Try to summarise or encapsulate the challenge in some sort of overarching question that creates interest, communicates the purpose of the challenge and helps students to initiate and focus the inquiry. [3]Yes, you got it right, it is akin to the Effective Driving Question in Project-based Learning or the "How Might We" Question in Design Thinking processes.

ECOOPE Challenge Question:

"How Might We Raise Awareness of Co-op Entrepreneurship Among Young People Our Age?"

ECOOPE Pilot challenge was jointly designed by ECOOPE partners and ASATA, the umbrella organization for Social Economy & Coops in Asturias, Spain. Since its inception, ASATA has been firmly committed to the dissemination of cooperative principles among a diverse range of audiences including schools.

The challenge created a learning scenario where transnational student teams had the chance to search for information, define problem, generate ideas, develop a prototype and present it to a co-op organisation launching the challenge.

The challenge above is just one of an endless world of possibilities and you are more than welcome to come up with your own challenge idea. In that case, this check-list may be a good help to fine-tune it:

ECOOPE Challenge Check List

- *It is open-ended (there is not a single solution)*
- *Raises awareness of Social Economy and cooperative principles*
- *Contributes to the development of life and career skills and habits*
- *Enables connections with curriculum areas and student interests*
- *Enables interaction with external stakeholders (e.g. social economy institutions, co-ops)*
- *Considers a wider range of learning scenarios inside and outside the school*
- *Elicits tangible and concrete outputs*
- *Facilitates continuous reflection on the content and the process*
- *Creates a safe space for all learners to think creatively, try new ideas, experiment, fail, receive feedback and try again.*

[3]*https://www.edutopia.org/blog/pbl-how-to-write-driving-questions-andrew-miller*

Tips

- *Make sure the challenge question is visible at all times. Post it in the classroom walls, on worksheets, online...*
- *Go back to the challenge question to ensure teams stay on track.*

STUDENT COMMENTS

"First we were explained what social economy is and then ASATA (Social Economy and Labour Companies Association in Asturias) posed the co-operative challenge for the week: how could we introduce co-operatives to secondary students like us. [...]

We were impressed when we found out that workers are owners of co-operatives! We were also shocked to learn about the unemployment rates in both our countries (Portugal and Spain) and saw that co-ops are a good option when you want to set up a business."

BUILDING COOPERATIVE LEARNING TEAMS

Cooperative learning

"Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning"

(Johnson, Johnson & Holubec, 2013)

According to Kagan, cooperative learning teams are characterized by Positive interdependence, Individual accountability, Equal participation and Simultaneous interaction (PIES). This vision of cooperative learning teams is a good benchmark and a desirable outcome for any teamwork related activity. It is a great help for teachers as it contributes to establish clear expectations, design appropriate tasks, and nurture and monitor cooperative interactions among team members.

PRINCIPLE		CRITICAL QUESTION
P	POSITIVE INTERDEPENDENCE	Does the success of one benefit others? Is everyone's contribution necessary?
I	INDIVIDUAL ACCOUNTABILITY	Is individual, public performance required?
E	EQUAL PARTICIPATION	How equal is the participation?
S	SIMULTANEOUS INTERACTION	What percent are interacting at once?

Source: Kagan

Tips

- *Read article on PIES Principles and Cooperative Learning.*

https://www.kaganonline.com/free_articles/dr_spencer_kagan/ASK28.php

With this four principles in mind, you will ask students to form small teams of 3-4 people. Tap into their previous experience to discuss team roles. The link below includes a short activity to identify constructive and destructive behaviours in teamwork.

Tips

- *Read article on Group Skill Building* ARTICLE
- *Provide reasons to form teams so that friends are not working together*
- *Assist students in forming teams with a mix of skill levels and race/ethnic/gender diversity*

If this is the first time participants meet, think of some team building activities. In our case, we opted for a escape room activity. Students were "locked" inside a room and tasked with solving the room's mystery within a set amount of time. Escape Room guides helped the group to make sense of what happened inside and the team dynamics observed during the activity.

STUDENT COMMENTS

Day #1: First impressions

"After the ECOOPE training introduction of the week we made a team building activity: we visited Pozo Sotón coal mining works [...]

We did a escape room game at the mine facilities. Our lack of organisation when doing this activity made us realise how important it is to communicate properly with all the team members. Being blindfolded was a challenge for us too!

As a summary, the game made us break the ice and enjoy ourselves, but we also learned the importance of cooperating and working as a team, of communicating and trusting each other as if we were one to solve a common problem.

Even if we don't know the people we are working with, we still have to work as a team to reach our objective and it is essential to listen to others, share ideas and be constructive when giving feedback"

DEFINE

"The second quarter represents the definition stage, in which designers try to make sense of all the possibilities identified in the Discover phase. Which matters most? Which should we act on first? What is feasible?"

Design Council

ECOOPE PILOT TRAINING: DEFINE	
DESCRIPTION	Teams make sense of the problem at hand identifying the most important issues and what is expected from them
OBJECTIVES	• Redefine the problem • Take stock of knowledge and skills within the team • Gather information

DISCOVER			
Tasks	Description	Tools	Grouping
(RE)DEFINE PROBLEM	Make sure students understand the challenge ahead.	Re-define problem APPENDIX 03	Teams
TAKE STOCK OF TEAM POTENTIALS	Teams to reflect on existing knowledge, skills and learning needs to solve challenge.	Team Potentials APPENDIX 04	Individual, teams
WHO CAN HELP US?	Meeting with a real cooperative.	Meet the Coop APPENDIX 05 Meet a Coop Worker APPENDIX 06	Plenary
REFLECTION PHASE 2	What we did? What we learned? What next?	Learning card APPENDIX 02	Individual, teams

REDEFINE THE PROBLEM

Ask students to formulate the problem in their own words. This is good way to spot misunderstandings but above all, it is an essential first step to build a shared meaning. This may entail reframing the problem.

Tip

- *Avoid premature articulation... or to put it in simple words, remind students we are not in the "idea generation" mode yet.*

TAKE STOCK OF TEAM POTENTIALS

Ask students to think about the things they already know and the skills they can bring in to solve the challenge. Students have been briefly introduced to basic aspects of the Social Economy and the Co-operative Movement but they will need further info to solve the challenge. Internet will be our first natural ally in this phase.

WHO CAN HELP US? APPENDIX 07

Ask students to think of people who may be of help: Family, friends, local community members. It may be also a good idea to contact and invite a local coop into the classroom. Now, you can arrange the whole thing but, would it not be even better getting your students to organise the whole thing from scratch (with a little help from you)?

Bringing a co-op into the classroom is the best way to understand a way a cooperative is run, and how the principles and values are enacted on a daily basis. Dispel myths inviting co-ops from different sectors. And more importantly, tell students this is a fantastic chance to know the people behind the coop, their motivation, career and skills needed to do the work they do.

Tips

- *Regional Co-op Associations may be willing to help in locating a co-op in the local area*
- *Before the visit, make sure teams have some questions for your guest*
- *Have a chat and send some sample questions to the co-op beforehand*

STUDENT COMMENTS

"In the afternoon we met the CEO at Dominaria S. Coop, a virtual and augmented reality co-operative. He told us about their experience being a social entrepreneur and we realised that not all cooperatives have to do with agriculture, but that you can create a co-operative in any sector."

DEVELOP

"The third quarter marks a period of development where solutions or concepts are created, prototyped, tested and iterated. This process of trial and error helps student teams to improve and refine their ideas."

Design Council

ECOOPE PILOT TRAINING: DEVELOPE	
DESCRIPTION	Selected concepts are, prototyped, tested, improved and refined in various iterations. Collaborative problem solving skills are put into practice
OBJECTIVES	• Turn ideas into actions, products or services • Put concepts to test iteratively

DISCOVER			
Tasks	Description	Tools	Grouping
CREATIVE THINKING	Short talk on creative problem solving	Harvard Business Review VIDEO	Plenary
IDEA GENERATION	Teams select and apply idea generation technique	Brainwriting APPENDIX 08	Individual, teams
IDEA SELECTION	Teams select idea according to a set of previously selected criteria (eg. innovativeness/ doability)	Dot-sticking APPENDIX 09	Individual, teams
INTRO TO PROTOTYPING	Teams are briefed on rapid prototyping techniques, materials and tools	PEEP Presentation APPENDIX 10	Plenary
PROTOTYPING + PEER/TEAMS FEEDBACK (V 1.0)	Teams craft first prototype and share it with the rest of teams. Feedback is captured	Design Brief APPENDIX 11	Teams
PROTOTYPING + EXPERT PANEL FEEDBACK (V 2.0)	Teams improve prototypes incorporating at least one of the ideas provided in the feedback session. Feedback from expert panel	Feedback capture grid APPENDIX 12	
REFLECTION PHASE 3	What did we do? What did we learn? What next?	Learning card APPENDIX 2	Individual, teams

CREATIVE THINKING

Explain teams coming up with lots of good ideas (divergent thinking) is simply not enough. Narrowing down choices and selecting the best idea based on clear criteria (convergent thinking) is crucial to complete the creative process.

Tip

- *Consider inviting a design professional (or maybe a design co-op) to introduce some methods and tools on idea generation and selection.*

IDEA GENERATION

You may have notice the dizzying cornucopia of idea generation tools and techniques around. We have chosen "Brainwriting".

Why "brainwriting"?

"In Brain-writing each participant thinks up ideas individually. The ideas are written down on a worksheet and passed on to the next participant. The participant reads the ideas and uses them as inspiration for more ideas. Participants are encouraged to draw on others' ideas for inspiration, thus stimulating the creative process. Relative to brainstorming, brain-writing, potentially, minimizes the effect of status differentials, dysfunctional interpersonal conflicts, domination by one or two group members, pressure to conform to group norms, and digressions from the focal topic. It might also eliminate production blocking, reduce social loafing and encourage careful processing of shared ideas."

(Litcanu et al., 2015)

IDEA SELECTION

Teams will end up with a good bunch of ideas but now it is the time to enter into "convergent" mode. Have a quick word with them on selection criteria. It is not a matter of overcomplicating things, but push them beyond the "most liked" option. Bring into the scene things like innovativeness, fun, feasibility or even viability. Ask students to reason their choices.

Dot-mocracy

Also known as "dot-sticking", this is an easy-to-implement technique for idea selection. In the most basic configuration, each participant is given the same number of dots they have to allocate to their favourite idea(s). Things get more interesting when you give pairs of different coloured dots representing factors worth considering., e.g. red for most liked, green for most doable, yellow for most unusual.

PROTOTYPING

Best way to convey your message is to build a model, a prototype of your idea. Show some examples of low-fidelity prototypes and underline the rationale to make ideas tangible. It is both a fantastic way to gain insights on how the idea works and iron-out defects. But it does a great job in communicating users or clients what we have in mind.

Have ready a variety of materials teams can use. Sheets of paper, cardboard, glue, straws, lego blocks, old toys... almost anything goes. Make clear this is not about perfection, but about conveying concepts in a clear, quick, fun and cheap way.

Tips

- *Allow time for a couple of iterations in the prototyping phase*
- *Firstly, feedback comes from other teams*
- *For the second feedback session, consider engaging a panel of experts (e.g. other teachers at the school)*
- *Teams will still have some time to incorporate suggestions in the final version of the prototype*

STUDENT COMMENTS

"At the beginning we were a bit shy by having to show our ideas to others, but it was a challenge that we enjoyed in the end. We were also shocked when we found out that for the first prototype activity we weren't allowed to use glue or sellotape. And we were surprised when we realised we had been able to communicate in spite of the language barrier and find a solution as a team."

"What did we get from this day? The importance of visualizing your idea and showing it to others in a specific way. It has strengthened the concept of being creative in order to make an idea become reality and has improved our communication skills."

DELIVER

"The final quarter of the double diamond model is the delivery stage, where the resulting output (a product, service or environment, for example) is finalised, produced and launched."

Design Council

ECOOPE PILOT TRAINING: DELIVER	
DESCRIPTION	The resulting concepts, products or services are finalised and launched. Challenge promoter provides feedback and approval
OBJECTIVES	• Fine-tune actions, products or services • Ensure "customer/client" feedback • Share reflections on process

DISCOVER			
Tasks	Description	Tools	Grouping
FINAL PROTOTYPE	Teams to improve prototypes (incorporating at least one of the ideas provided in the feedback session)	Materials, laptop, other devices	Team
STORYTELLING	Training on storytelling	Khan Academy VIDEO	Plenary
	Teams devise story plot and prepare presentations for final pitch	Story Spine APPENDIX 13	Teams
PITCH AND FEEDBACK	The organization launching the challenge provides feedback after team pitches	Feedback capture grid APPENDIX 12	Teams
NEXT STEPS?	Students define and agree on next steps for idea development or scale up	Next Steps APPENDIX 14	Plenary
REFLECTION PHASE 4	Students assess the whole process	Student satisfaction survey APPENDIX 15 Teacher survey APPENDIX 16 TESTIMONIALS	Individual, teams

FINAL PROTOTYPES

PROJECT IDEAS AND PROTOTYPES PRESENTED	
IDEA	PROTOTYPES
Blog with tools for the promotion of Social Economy and Cooperatives among youth. Blog features a series of funny videos explaining cooperative values and memes on the main features that describe and characterize cooperatives	• Blog landing page • Video "Be your own boss" • Various memes
Mobile app that allows young people to locate, contact and arrange visits to local co-ops. Alliances with social economy umbrella organizations at regional level will help to expand the number of coops and schools involved	• Cardboard prototype of app screens
Scheme of exchanges involving students from different countries to provide young people with knowledge about cooperatives. Design of experiences similar to ECOOPE for young people between 15 and 25 years old	• Service blueprint poster with illustrations and text with the main points of the idea
Online game for mobile or tablet about cooperatives. The player must find another 2 participants, create a team of 3 people and live a virtual experience of creating a cooperative. In order to make progress and score points, the team will need to solve small challenges in the real world. Augmented reality technology will be used to locate and obtain information from real coops	• Paper sketches of game screens
Local association of information and help to young people who need information on how to create a cooperative. This place should be included within the educational center, counting on its collaboration in addition to the collaboration of the environment	• 3D Model in cardboard and plasticine • Info leaflet

STORYTELLING

Teams will need something more than a prototype to captivate an audience. And that something is a good story. Some people have a natural talent for storytelling, but most of us will be better off with some drama techniques and a little practice. Plot and performance can be thought of as two sides of the storytelling coin.

Tip

• ***Consider inviting your School Drama Club or a local Theatre Co-Op to share their expertise with teams***

STUDENT COMMENTS

"After lunch we had a session with an actress who taught us about body language, expression of emotions, ergonomics and how to breathe and relax. It was good fun, we had to move around the room like crazy!"

"As well as presenting a project with a prototype (we were surprised because we managed to finish it in time), we learned how to feel comfortable with ourselves and to express our emotions and thoughts (body language). We found out there are very different methods to achieve a relaxed mood and focus (from breathing and being in a comfortable position to exercises such as loosening your voice and body, etc.)"

PITCH AND FEEDBACK

Teams showcase prototypes to the local co-op / organisation launching the challenge. This is our chance to show "client" how a good understanding of cooperative principles and values and the consideration of target audience needs have finally crystallised into the ideas they are presenting. Process, plot and team performance have to work like clockwork.

Tips

- *Define pitch time limits in advance. Give each team an equal time to speak (e.g. 5 mins)*
- *Use an online timer visible for everyone to control time*
- *Remind the "client" to focus on giving concise positive feedback*

STUDENT COMMENTS

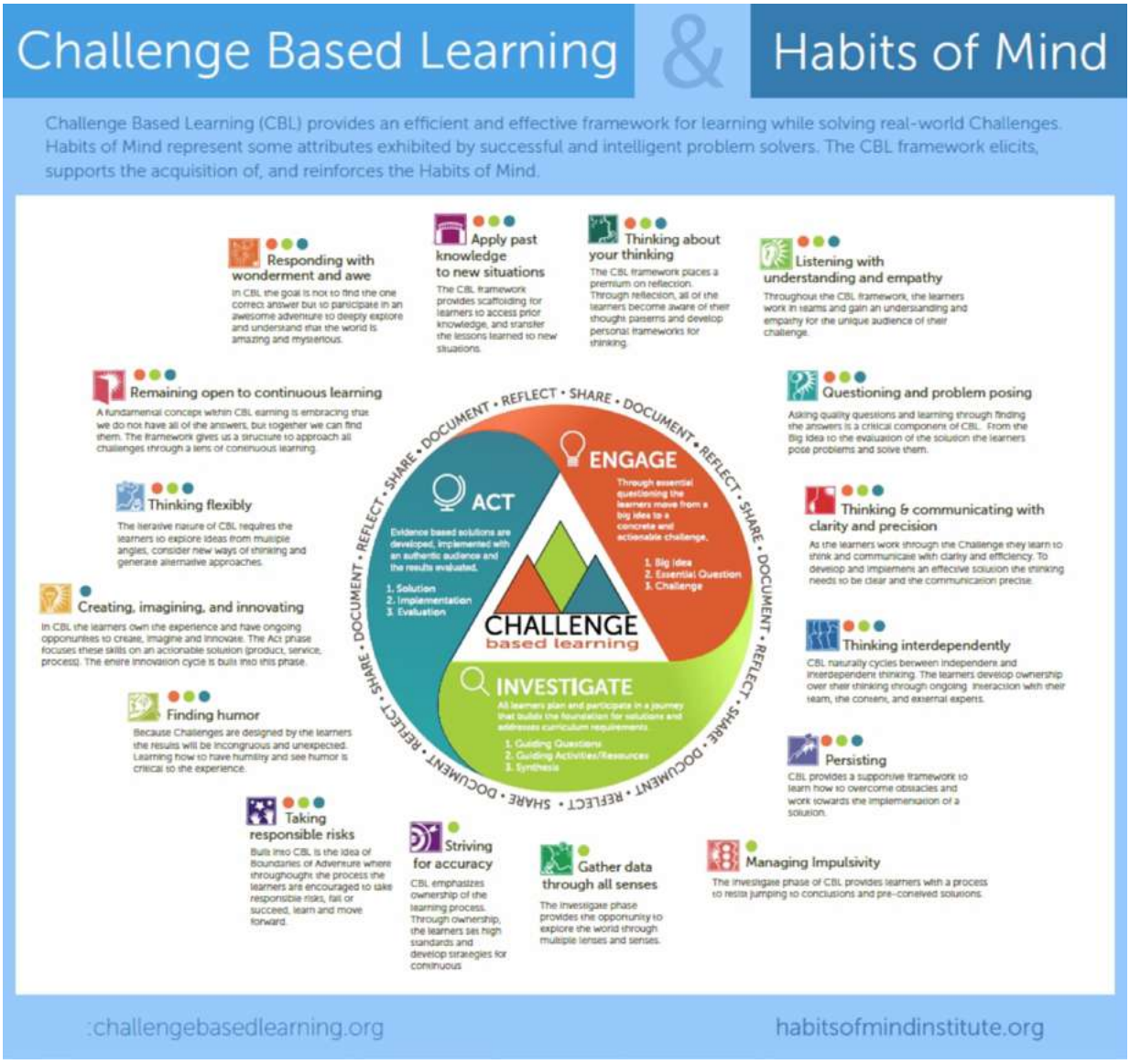
"Apart from learning about social economy and co-ops, we have learned to build something together, to defend and share our ideas, and to feel comfortable speaking to a crowd, accepting both good and bad comments as a way to grow professionally. We were shocked by the fact that it all went very well and how the different groups could do such great projects in teams despite the language barrier – we even got really shy people to speak up in the end!."

"Today's session has helped our future careers, as we have put our ideas together and worked on them, and we now feel more comfortable before an audience. We have also learnt that we need to communicate in a persuasive way and project confidence in ourselves, for instance at a job interview or at different difficult situations we may go through."

"To sum up, something that looked really complex to do in the beginning was achieved through collaboration, hard work and persistence. They are key skills and worth it to get to your goals and it will definitely help us in the future."

7 ASSESSMENT

Challenge-based Learning (CBL) is allegedly an efficient and effective vehicle for developing a wide range of learning skills and habits exhibited by successful and intelligent problem solvers. The process described in the previous section creates opportunities to acquire and develop an interesting number of skills. Frameworks, like the one illustrated below, tend to adopt a comprehensive approach that may be off-putting for educators.



Graphic: http://digitalpromise.org

http://cbl.digitalpromise.org/2017/02/28/cbl-habits-mind

http://www.digitalpromise.org/wp-content/uploads/sites/7/2017/02/CBL-and-Habits-of-mind.pdf

Deploying appropriate assessment methods to observe and capture the development of such a huge range skills may represent a "mission impossible" even for the most experienced educators. Reality is way messier, and there are obvious time and processing capacity constraints. So, think of these long lists of skills not as the end-of-it-all, but as signposting devices for your teaching. All these skills are relevant, of course, and it may be easier to focus on the most important ones in each of the phases in the Double Diamond cycle. Maybe problem solving, teamwork, creativity and communication skills to start with?

PROCESS

Formative assessment on the progress made is a built-in feature at the end of each project phase. Three basic questions guide the reflection that is done individually first and then shared with the other members of the team. The three guiding questions enable taking stock of actions taken (What we did), learning takeaways (What we learned) and plan next steps (What next?).

This information will give you up-to-date information on progress, issues that need to be resolved. You can either address common issues on the plenary or convene short meetings with each team if needed.

PROTOTYPES

The assessment of tangible outputs has been conceived in an iterative fashion. Again, the assessment is formative with teams receiving feedback on prototypes by: other teams (peer-assessment); a panel of experts and the organisation launching the challenge (client assessment) in what can be interpreted as a transition from "low-stakes" to "high-stakes" assessment. Feedback received on each control point informs the subsequent development and fine-tuning of the prototype.

OUTCOMES

The assessment of non-cognitive skills remains a challenging issue for practitioners for different reasons: a lack of individual constructs of each generic skill, hard to gather evidence on the ability to apply skills in different contexts (transfer) and progression, the identification of levels of performance is far from resolved.

ENTRECOMP

Do you feel like going the extra mile with assessment? Why not explore the European Entrepreneurship Competence Framework (ENTRECOMP)? The framework consists of 3 interrelated and interconnected competence areas: 'Ideas and opportunities', 'Resources' and 'Into action'. Each of the areas is made up of 5 competences, which, together, constitute the building blocks of entrepreneurship as a competence. A guide has just been made available for individuals and organisations who wish to explore why, when and how they can use the European Entrepreneurship Competence Framework.

Learn more at: ***https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-action-get-inspired-make-it-happen-user-guide-european-entrepreneurship-competence***

As regards ECOOPE pilot experience, the acquisition of skills and attitudes was mainly based in a combination of tutor-observation and self-report questionnaires completed by students at the end of the process. Main findings are summarised below.

Student sample (n=24)

- *Age (16-18 years old)*
- *Gender (62.5% female)*
- *Nationality (54.2% Portuguese, 37.5% Spanish, 8.3% Other)*

Satisfaction (out of 5)

Item	Mean	Mode
Global satisfaction	4.83	5
Acquired new knowledge about co-ops	4.79	5
Development of entrepreneurial skills	4.37	5
Application of learning to different contexts	4.50	5
Discovery of alternative routes into employment	4.50	5
Training resources provided were adequate	4.62	5
Training sessions prompted participation	4.62	5

STUDENT COMMENTS

Positive aspects

- *"It was amazing, I loved the experience and the opportunity for being one of ECOOPE pilots"*
- *"The way we worked as a team and easily created new things out of nowhere"*
- *"This experience showed me different ways of Economy, different ways of thinking, also as a team"*
- *"Getting to meet and work with students from other countries"*

Improvement areas

- *"More time to present our work"*
- *"Afternoon sessions should have been a bit more relaxed" (workload)*

8 CONCLUSIONS AND RECOMMENDATIONS

Actions to promote cooperative entrepreneurship in education are located along a continuum. On one side, cooperative entrepreneurship is considered as "a tool of social transformation" (Petriella, 2013). The emphasis here is put on the principles and values of the social economy and it often entails a critique of the prevailing socio-economic model. At the opposite extreme, the approach is more instrumental. Cooperative entrepreneurship and the social economy are basically conceived as tools to improve employability and activate young people to create their own jobs and reduce youth unemployment.

The proposal included in this guide sits somewhere in between these two extremes. This is not a matter of taking sides but rather about finding the right balance between economic and employability rationality and the potential for socio-political transformation of cooperative entrepreneurship.

It will be unfair for us to derive general conclusions from an extracurricular activity piloted with a small sample of students (24). But we certainly feel Entrepreneurship Education community and initiatives across Europe will benefit from embracing a more diverse and inclusive outlook on the entrepreneurial process. And maybe, just maybe, this will attract the interest of a larger number of practitioners, rejuvenate a somewhat stalled debate and generate a whole new wave of practices.

Let us conclude echoing Facer's suggestion to conceive cooperative entrepreneurship education practice from a systemic and integrated perspective. This whole-school approach should encompass contributions from the following areas of work.

A whole-school approach to cooperative entrepreneurship in education

Curriculum

- Cooperation as a transversal element
- Curricular integration in subjects (eg entrepreneurship, economy or citizenship)

Pedagogy

- Cooperative learning and cooperative entrepreneurship
- Service-learning in social economy entities
- Cooperatives in the classroom

Teacher training

- Courses, training itineraries
- Work groups
- Professional Learning communities

Governance

- Shared leadership
- Participation and coexistence (student voice)

Relationships with the community

- Involvement of social economy agents in the design of activities
- Volunteering in social economy entities (service-learning)
- Collaboration between schools

Adapted from: Facer, Torpe & Shaw, 2011.

This guide is expected to inspire practitioners across Europe to introduce cooperative entrepreneurship into their schools. So if you are willing to take the ECOOPE route, drop us a line.

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Linkedin: @ECOOPE.eu

ANNEXES:

9 USEFUL LINKS

ECOOPE
http://youth.ecoope.eu/

Co-operatives and Social Economy

Coops Europe
https://coopseurope.coop

International Cooperative Alliance
https://ica.coop

Intercontinental network for the promotion of social solidarity economy (RIPESS)
http://www.ripess.org

Co-operative learning

The Co-operative Learning Institute
http://www.co-operation.org

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