

ECOPE GOOD PRACTICE GUIDE



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Coordinated by the Policy Experimentation & Evaluation Platform (PEEP) as part of the ECOOPE project.

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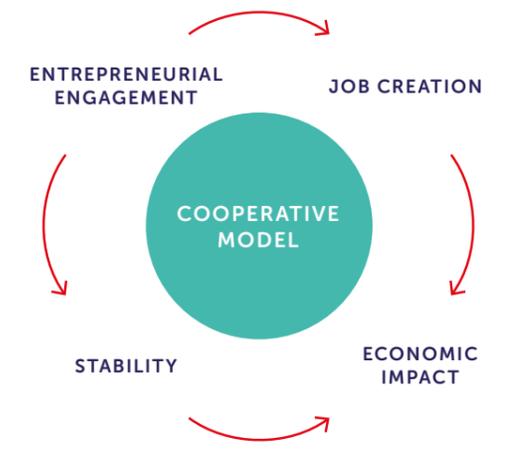
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INTRODUCTION

The Entrepreneurial Cooperative Experience (ECOPE) project aims to promote the co-operative business model among young future entrepreneurs and to contribute to improving the employability of European youth, especially in those countries with high rates of unemployment. The ECOPE project is co-funded by the European Union and involves eight institutions from five different European countries: Santander International Entrepreneurship Centre (CISE) and the University of Cantabria, our leading partners, and Valnalón from Spain; Co-operative College from the United Kingdom; the European Research Institute on Cooperative and Social Enterprises (Euricse) from Italy; Lappeenranta University of Technology (Finland); and the University of Porto and the Policy Experimentation and Evaluation Platform (PEEP), coordinator of this guide, both from Portugal.



ECOPE activities include the dissemination, design and implementation of successful and innovative cooperative entrepreneurial education methodologies and courses, as well as cooperative model realities and values. The project further reflected on good practices, and the present report is intended to illustrate inspiring examples of good practices ■

THE CONTEXT OF COOPERATIVES

The International Cooperative Alliance (ICA) defines a cooperative as “an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically-controlled enterprise”. Co-ops are governed by their members, who typically join the co-operative by investing and therefore have at least a small ownership stake in it.

The cooperative sector often appears to be underestimated or even ignored by societal stakeholders relevant to the economy, such as traditional business and economics education, and even by job-seekers or entrepreneurs. This is surprising as the cooperative model has experienced significant popularity. Membership in cooperatives has recently reached 1 billion worldwide¹, which is a spectacular number considering that there are 7 billion people on Earth. In developed countries these tend to be mostly consumer cooperatives. However, the cooperative model is not a new phenomenon; it can be traced back to at least 1498, when the Shore Porters Society was established in Aberdeen², or to the beginning of the industrial revolution in England, if we want to refer to modern cooperativism, and it has proved to be viable, stable, successful and resilient not only as economic model, but also as a social model. What has become known as the cooperative movement would start in the 19th century, with its beginnings coined by Welsh social reformer Robert Owen, who experimented with new concepts of communal organization, including the New Harmony project in Indiana in the 1820s. Later William King took on Owen’s ideas and would transform them into something more feasible. By the end of the 19th century, cooperatives could be found across Europe.

Today, cooperatives are a powerful force on the labor market. CICOPA estimates that worldwide the jobs of around 250 million people are in some form related to cooperatives³. Around 26 million directly work in cooperatives as employees or worker-members. The remaining 225 million people are producing for co-operatives, which demonstrates the multiplicative factor of cooperatives in terms of the wider employment impact. Cooperatives play a quite important role in the European Union’s social economy ecosystem dynamics: nowadays there are approximately 180,000 cooperatives throughout Europe. The economic impact is significant: a report on France showed that cooperatives provide over 1 million jobs⁴.

The potential for the cooperative sector to grow even further is significant. However, the cooperative sector’s future growth also depends on entrepreneurs taking the initiative to establish new cooperatives as opportunities unfold, or entrepreneurs acting within existing cooperatives to lead them to a brighter future by taking advantage of opportunities when they arise. The contribution of entrepreneurs to job creation has long been recognized by research⁵. In the cooperative context, job creation by entrepreneurs happens in two different ways: It can be through entrepreneurs who are starting a new cooperative, or entrepreneurs joining cooperatives as members to help accelerate the entrepreneurial growth of their own businesses, such as farmer-entrepreneurs accessing new potential markets by joining a cooperative.

The European Commission has recognized this potential. The first pillar of the Entrepreneurship 2020 Action Plan adopted by the Commission in 2013 focuses on entrepreneurial education and training. The ECOOPE project has been funded by the Commission based on the aim to introduce the cooperative model in European educational programs so that it can contribute to reducing youth unemployment.

The cooperative model can also be an anchor of stability in an increasingly unstable and uncertain world. More than half of all entrepreneurial ventures fail within their first few years. Only a relatively small fraction of entrepreneurial ventures is here to stay for the long-run. The risk of failure in entrepreneurship is real. And the Global Entrepreneurship Monitor (GEM) identified fear of failure as one of the major deterrents to entrepreneurship⁶. The cooperative model offers hope to aspiring entrepreneurs: newly formed cooperatives tend to last longer than other types of enterprises⁷. The reasons for the more robust nature of cooperative enterprises are manifold. However, the general public seems hardly aware of these encouraging statistics ■

¹ <http://www.worldwatch.org/membership-co-operative-businesses-reaches-1-billion-0>

² Mazzarol, T., Limnios, E. M., & Reboud, S. (2011). Co-operative enterprise: a unique business model. In *Future of Work and Organisations*, 25th Annual ANZAM Conference, Wellington, New Zealand, December.

³ <http://www.cicopa.coop/Cooperatives-and-Employment-a.html>

⁴ *Panorama sectoriel des entreprises coopératives TOP 100 DES ENTREPRISES COOPÉRATIVES (2012)*

⁵ For example: Birch, D. G. (1987). *Job creation in America: How our smallest companies put the most people to work*. University of Illinois at Urbana-Champaign’s Academy for Entrepreneurial Leadership Historical Research Reference in Entrepreneurship. Available at SSRN: <https://ssrn.com/abstract=1496185>.

⁶ <http://www.gemconsortium.org/report/49480> 7 Birchall and Ketilson, 2009, p. 29

FROM ENTREPRENEURSHIP EDUCATION TO COOPERATIVE ENTREPRENEURIAL EDUCATION

In defining entrepreneurship, the European Commission¹ formulated: "Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives." Thus, entrepreneurship is much more than just the act of establishing a new company. Effective entrepreneurship education instills transversal skills in learners that will be useful for all kinds of careers.

During the last decade, the European Commission and stakeholders across Europe have undertaken significant steps to advance entrepreneurship education. The 2006 Oslo Agenda for Entrepreneurship Education in Europe was fruitful since it was followed by a series of activities fostering entrepreneurship education. Building on the work and experiences of a European network of practitioners and policy makers, the Budapest Agenda of 2011 took entrepreneurship education one step further by enabling teachers to include entrepreneurship education in schools.

"Entrepreneurship refers to an individual's ability to turn ideas into action."

Entrepreneurship education was included in the European Union's New Priorities for European Cooperation in Education and Training (ET2020). The foundation for the rise of entrepreneurship education in Europe was established. In 2013, the European Commission published

the Entrepreneurship Education – A Guide for Educators, which was developed from the insights gained during two transnational events targeting teachers' preparation for entrepreneurship education in 2012 with a combined participation of 170 delegates from 30 countries. The Guide for Educators highlights some inspiring practices featured at the events (the ECOOPE good practice guide is meant to provide similar inspiration, although the ECOOPE methodologies and approaches are materially different).

Recognizing the importance of measurement, the DG-Growth took one of the first steps in helping stakeholders gain a better understanding of outcomes by funding the ASTEE project, which developed indicators and assessment tools that were translated into many languages and are widely used not only in Europe but across the world. Several projects in Europe would soon evolve, such as the Youth Start Entrepreneurial Challenges (a project coordinated by PEEP), which brought experiential entrepreneurial learning into schools.

The EntreComp framework represented another milestone toward fostering entrepreneurship competences by providing an overview of these competences as well as defining the competences taking into account the different levels of learners. It was widely welcomed by stakeholders across Europe and quickly integrated into ongoing initiatives, as exemplified by the Youth Start Entrepreneurial Challenges consortium's mapping of the Youth Start challenges to the EntreComp framework. At the higher education level, several European initiatives have advanced best practices, including the Coneect project that brought together European higher education professionals and launched a network that has continued to thrive beyond the project itself ■

¹ https://ec.europa.eu/growth/smes/promoting-entrepreneurship_pt

The foregoing has traced the evolution of entrepreneurship education in Europe. ECOOPE aims to go a step further and combine entrepreneurial skills with a reliable model such as the cooperative one. Also, ECOOPE wants to develop awareness and lay the foundation for increased and improved entrepreneurial and business competence training programs in the cooperative setting. Given the importance of cooperatives for the wider economy, ECOOPE contributes by taking the wider European spirit of entrepreneurship education into the cooperative context, fostering an exchange of good practices. By no means did the research limit itself to programs purely focused on entrepreneurship in a narrow definition of starting new companies from scratch. Entrepreneurship in the cooperative setting can and should also be understood as the process of leading existing cooperatives to a brighter future. Entrepreneurship in the cooperative setting can and should also be understood as the process of helping existing cooperatives achieve existing and new goals, applying new solutions and ensuring European youth are well prepared to join the cooperative model and contribute to overcoming challenges.

Education at all levels is important for increasing employability. Specific measures to increase education in a cooperative context are no exception and educational initiatives in the cooperative sector are not a new phenomenon. The Co-operative College in the United Kingdom, one of ECOOPE's consortium members, was established in 1919 by the Co-operative Union in recognition of the importance of education. Today there are many educational initiatives in Europe that touch on the cooperative model and which, in some cases, are dedicated exclusively to the cooperative context.

Thanks to the evaluation methodology developed in the project, ECOOPE identified success factors regarding the methodology, educational approach and content of successful programs, courses and tools with proven results in students' acquisition of the capacities and skills required for the set-up and management of cooperative entrepreneurial ventures.

Some of these good practices are featured in the present report, as well as some examples of the initiatives led by ECOOPE's consortium partners that are working with that approach.

In the words of the late management guru Peter Drucker dating back to the 1980s: "The entrepreneurial mystique? It's not magic, it's not mysterious, and it has nothing to do with the genes. It's a discipline. And, like any discipline, it can be learned". The understanding that entrepreneurs are made, not born, is not new, but it can never be taken for granted and must be reinvigorated continuously through entrepreneurship education – and the importance of the cooperative model is an essential element ■





UNDERSTANDING WHAT WE FOUND

"Best practice" and "good practice" are terms that have become fashionable over the last two decades – and for now we treat these terms as interchangeable. What is good practice? A multitude of definitions exists, but what they tend to have in common is that a good practice is about more than just success, although that is unquestionably an essential ingredient. But for a successful example to be a good practice it has to be more: it must be transparent, benchmarkable and replicable. If a program is obscure, it cannot be studied in its entirety and the attempt to assess whether it is a good practice ends there. But a good practice also must be benchmarkable in that its ingredients of success must be measurable objectively. All good practice candidates are to be measured against common standards and equal categories of evaluation. Eventually, good practices are meant to be replicable at least in part, carrying an understanding that good practices are meant to be a source of inspiration for others. Our approach attempted to capture the essence of these considerations.

In the context of the programs ECOOPE identified and that are featured in this guide, the term "good practice" is used rather than "best practice". The programs featured are all a source of inspiration, and may illustrate as examples the success indicators embodied in ECOOPE's evaluation methodology. While a thorough search has been performed as part of this project, it is possible that a few outstanding programs have not been identified in our search. Therefore, ECOOPE opted to use the term "good practice" to reflect these realities.

"The programs featured are all a source of inspiration"

ECOOPE EVALUATION TOOL

Lappeenranta University of Technology (LUT), a pioneering science university in Finland bringing together the fields of science, business and entrepreneurship since 1969, led ECOOPE's development of an evaluation tool to explore the breadth of existing cooperative entrepreneurial programs. The ECOOPE digital questionnaire consists of 33 questions aimed at illuminating programs from different angles.

Based on the first round of analysis we researched the three following themes more carefully:

- 1) Methods and tools used in the program
- 2) Outcomes of the program and
- 3) Impact of the program

METHODS AND TOOLS

There are several dimensions relating to methods and tools that differentiate cooperative entrepreneurial training programs. ECOOPE identified a large pool of methods and tools, which can be classified into the following categories:

- Learning methods: Problem-based learning, promotion of independent learning, group and class discussions, incorporation of online learning
- Connection to practice: learning in real-life settings, company visits

- Hands on: internships and on-the-job training, practice companies, setting up of ventures or cooperatives
- Entrepreneurship tools: business idea assignments and business plan creation
- Gamification: cooperative simulations, entrepreneurship games

OUTCOMES

The outcome was measured by program participants' improvement of working experience, business performance, study performance, attitudes and intentions to cooperatives, social capital and professional networks, understanding of entrepreneurship, employability skills entrepreneurial skills and competences related to cooperatives.

IMPACT

To study program impact we gathered information about the following themes: has the program raised awareness of entrepreneurship? Has the program raised awareness of cooperatives? Has it impacted the economy? Has it made an impact on society, community and environment? And finally, has the program improved the participants' employability?

The analysis of the quantitative data collection showed that the landscape of programs across Europe is very diverse. Programs differ significantly in terms of their duration, content, methods and tools used. They have different aims with different magnitudes of focus on the cooperative model itself. Some programs are exclusively dedicated to the cooperative business model, while others only touch on it as part of a larger discussion of the solidarity economy and social entrepreneurship. The programs examined also vary in terms of the length of time the programs have been running, with some being more recent programs and others having been in operation for many years ■



GOOD PRACTICE EVALUATION AND SELECTION

The ECOOPE team performed a wide review of programs across Europe, resulting in a pool of 191 initiatives, which were invited to complete the ECOOPE digital questionnaire.

The project tapped a narrower selection of programs from among these programs for in-depth interviews. The selection of interview candidates came from two streams of programs:

1) Programs that submitted the digital questionnaire and which performed in the top quarter percentile of programs according to the scores from the ECOOPE digital questionnaire analysis.

2) Programs that were nominated as additional interview candidates by the partners involved in the ECOOPE good practice search. The partners' suggestions of programs were based on their expertise and the understanding gained during their screening for programs. Each nomination of a program as an additional interview candidate was based on the program's merit in at least one of the three categories of analysis found in the ECOOPE digital questionnaire: methods and tools, outcomes and impact. This second stream of interview candidates added a qualitative dimension to the selection process that complemented the more quantitative approach of the first stream, while both were rooted in the categories of the ECOOPE evaluation tool. The project made a final selection of good practices based on the information obtained and clarified during the interviews, using the same standards of evaluation across all interviewed programs, exploring a range of relevant factors, such as the breadth of the practical dimension, involvement of external guests, student assessment and coherence of the learning approach. All programs were conducted by the PEEP team between February and April 2018. The interviews typically involved the persons responsible for running the programs.

ECOOPE presents a well-rounded selection of good practices based on the methodology followed, which was facilitated through a blended approach combining quantitative and qualitative measures. It is very well understood that the ECOOPE good practice selection in this guide does not claim to be an exhaustive list of good practices. There are many other good practices of similar programs that we have not been able to feature, but this guide is intended to present only a handful of examples each from among university and secondary school programs to illustrate what good practices may look like as understood by the ECOOPE project.

The final selection of good practices was rigorously reviewed by two external evaluators for plausibility and appropriateness for quality assurance. One of the reviewers is an expert on entrepreneurial learning programs; the other has expertise specifically in the cooperative sector. The external reviewers performed their review while considering a rigorous analysis of the evaluation methodologies, reaffirming the selection made for this guide.

The profiles of the programs are featured in the next section, grouped in secondary school and university programs. Each profile focuses on elements that serve as an illustration and inspiration for good practice, although we could not illuminate every aspect or detail in each profile. Icons at the top of each profile highlight which elements of good practice particularly make the program stand out:

PROGRAM HIGHLIGHTS:



TEAMWORK



DIGITAL COMPONENTS



INTERNSHIP



STUDENT COOPS



STUDENT RESEARCH



COMMUNITY INVOLVEMENT



ENTREPRENEURSHIP TOOLS



ACCESS



INTERNATIONAL DIMENSION

Programs operated by the ECOOPE consortium partners, in order to meet criteria of impartiality and transparency, were not included as good practice examples under the selection approach and are instead featured in this guide in a separate section ■



MASTER IN SOCIAL ECONOMY AND SOLIDARITY ECONOMY

UNIVERSITY OF THE BASQUE COUNTRY

TYPE	Master's program
DURATION	1 academic year
PROGRAM LANGUAGE	Spanish
ORGANIZATION	University of the Basque Country (Spain)
PROGRAM WEBSITE	https://www.ehu.eus/en/web/economiasocialsolidaria/aurkezpena



PROGRAM OVERVIEW

Starting in the academic year 2013/2014, the University of the Basque Country has been offering the Master in Social Economy and Solidarity Economy. The program is managed and promoted by the GEZKI Institute (Institute of Corporate Law and Social Economy). Additionally, it is supported by several entities that are all part of the University of the Basque Country: Hegoa Institute, the Faculty of Labour Relations and Social Work, the Faculty of Economics and Business (Gipuzkoa Department) and the Department of Applied Economics and Business Law.

The program attracts candidates backgrounds as diverse as Economics, Business Sciences, Law, Sociology, Psychology, Humanities, Political Science, Social Work, Law, History, Philosophy, Anthropology, Geography, Learning Sciences and Communications. Participants are driven by their desire to develop or strengthen a professional path towards working in the social and solidarity economy.

The 60-credit master degree is divided into a set of compulsory subjects (30 ECTS), optional subjects (12 ECTS), the final master thesis (9 ECTS), and an internship component (9 credits). Students can choose between two specializations: Models and Techniques for Intervention in the Non-profit and Social Economy, or a focus on Managing Organisations in the Non-profit and Social Economy.

FROM COURSES TO DISSERTATION

All students are required to complete four mandatory courses: (1) Entities in the Nonprofit and Social Economy, (2) Management of Entities in the Nonprofit and Social Economy, (3) Public Intervention and the Nonprofit and Social Economy, and (4) The Nonprofit and Social Economy: Theory and Developments. The mandatory curriculum is complemented with optional courses, including a course on Industrial Relations in Entities in the Nonprofit and Social Economy and Tools and Strategies for Social Intervention. Evaluation varies by course, but students can expect to have multiple evaluation points along the duration of each course.

PROGRAM HIGHLIGHTS:



TEAMWORK



INTERNSHIP



STUDENT RESEARCH

The program website offers transparency into the composition of each course's methods, which can be as diversified as lectures, groups discussions, the analysis and discussion of papers, computer practicals and networking.

INTERNSHIP

As part of the program, students engage in a compulsory internship in cooperatives, or to a lesser extent in non-governmental organizations. Students are working approximately 250 working hours to earn the 9 ETCS the internship carries. The program has collaboration agreements with several cooperatives and social organizations to provide students with internship

STRONG ROOTS IN REGIONAL COOPERATIVE ECOSYSTEM

Economic life of the Basque Country is deeply entrenched in the social solidarity economy, particularly workers cooperatives. Professors are experienced with the sector and tend to be active in the social economy, or conversely, professionals from the cooperative sector are involved in the program, which roots the learning program in this segment of the economy that is critical to the Basque economy.

Several networks and organizations linked with the Basque social economy ecosystem give support and collaborate with the program in different ways, including workshops and internship offerings. The promoter of the program,



opportunities. It acts as a matchmaker between internship sites and the preferences indicated by students, e.g. regarding type and size of organization, nature of the work, function, among other criteria. Eventually, if both the student and the organization agree, they sign an internship agreement. Following the internship, students have to write a report which is to be ratified by two tutors: one tutor of the organization and the academic tutor from the master program.

the GEZKI institute, is member of the main social economy networks in the Basque Country (Konfekoop, Consejo Vasco de Economía Social) which gives the program the opportunity to cooperate and promote research and development activities with the cooperatives or organizations. For instance, a research team linked with the program is collaborating with social and solidarity entities to develop a social entrepreneurship project in which several students participate (KoopFabrika) ■



CO-OP NETWORK STUDIES PROGRAM

FINLAND, UNIVERSITY NETWORK

TYPE	Web-based minor program/studies on cooperatives
DURATION	Variable according to the number of courses chosen by the students. Average duration for one course: 7-8 weeks
PROGRAM LANGUAGE	Finnish and partly English. Material partly English. English language version on demand
ORGANIZATION	University of Helsinki Ruralia Institute, together with network participants, currently 10 Finnish universities
PROGRAM WEBSITE	http://www.helsinki.fi/en/ruralia-institute/education/co-op-network-studies



co-op NETWORK STUDIES

PROGRAM OVERVIEW

Founded in 2005, the Co-op Network Studies (CNS) is a Finnish university program. The network offers multidisciplinary, web-based courses related to the co-operative sector and the social economy that are integrated into the students' studies as a minor subject.

The CNS network consists of ten universities in Finland, namely Aalto University School of Economics in Helsinki, the University of Eastern Finland in Kuopio and Joensuu, the University of Helsinki, the University of Jyväskylä, the Lappeenranta University of Technology (LUT), the University of Oulu, the University of Tampere, the University of Turku, the University of Vaasa and the University of Lapland in Rovaniemi. These universities finance about 50 % of the network, the other 50 % are financed by Finnish Co-operative organizations and Coop Center Pellervo, the Finnish national federation of co-operatives.

The network is steered by a committee (Steering Committee) consisting of representatives of the universities and of Coop Center Pellervo. A team at the University of Helsinki Ruralia Institute coordinates the network. It also produces and develops the courses, together with the teachers.

STUDENT DIVERSITY

Students come from the ten universities of the network and represent different age groups. The program is open to students of all disciplines, but there is a particular constellation that is most closely aligned with the combination of entrepreneurship and cooperativism that ECOOPE has at its core: it comes alive by students with a focus on entrepreneurship at their universities and who are learning about cooperatives through selected minor studies courses or completing the Co-Op Network Studies Program as a minor. Some have work experience. In addition, anyone may study by registering through the Helsinki Open University and choose one or all of the five courses at the basic study level.

PROGRAM HIGHLIGHTS:



TEAMWORK



DIGITAL COMPONENTS



ACCESS

WEB-ENABLED COURSES AT TWO LEVELS

The study program consists of five courses (P1-P5) at the basic study level (bachelor and master-level) and five courses (A1-A5) at the intermediate study level (master and postgraduate studies). Admission to the intermediate level courses is contingent on the completion of P1-P3. Otherwise, the students may choose the courses they want.

The program is enabled through an e-learning platform allowing students to work on the course content at their convenience within a 7-8 week period, which is divided into weekly work programs.

Many courses require students to visit co-operatives and conduct interviews and/or to research on specific co-operatives. This has proven to be a good practice. It ensures personal contacts, transcending the e-learning platform and it brings the learner to the field.

TEACHERS

Most teachers are based at one of the ten participating universities. The web course logistics are handled centrally by the team at the Ruralia Institute. This allows teachers to focus on content. Teaching assistance is provided by collecting, analyzing and channeling students' comments and questions.

Teachers appreciate this facilitation, but the benefits for the students are even more significant: as a result of the central coordination, the assignments in different courses bear strategic synergies. So, the chosen pedagogical solutions through the tutor and the teachers facilitate students' learning, and they strategically interact in a way that encourages also

the students to think critically and to discuss freely. Often students use previous information and cases from their own geographical areas and compare these to course contents. Together with their teachers, they also often seek possible development ideas for specific areas or needs. Here, the best argument wins and it could be the one developed by a student. Tasks are also planned in a way that students may use ideas, arguments and texts developed for other purposes, for example for their main studies.

CONNECTION TO RESEARCH

The teaching stays ahead of the curve through its links to the latest research on cooperatives, the social economy and the business sector. This ensures that studies are adapted to changing trends, such as new cooperative types and the emergence of the cooperative model in new fields, such as healthcare, education, utilities etc. As most of the teachers come from universities, the network taps into their up-to-date knowledge.

The multidisciplinary aspect stems from the teachers, the members of the Steering Committee and the students coming from different backgrounds, locations, universities and disciplines and having different motives.

Students, especially those doing their Master's, are encouraged to develop research ideas that are close to cooperative and social economy topics. The more students know about cooperatives, the more they become aware of economic realities, can discuss and do research, get hired or even start their own cooperative. Much of this research coordination happens through the Steering Committee. In addition, the coordinating team organizes a research seminar once a year.



MA IN SOCIAL ENTREPRENEURSHIP

GOLDSMITHS, UNIVERSITY OF LONDON

TYPE	Master's program
DURATION	1 year full-time or 2 years part-time
PROGRAM LANGUAGE	English
ORGANIZATION	Goldsmiths, University of London (United Kingdom)
PROGRAM WEBSITE	http://www.gold.ac.uk/pg/ma-social-entrepreneurship



PROGRAM OVERVIEW

The MA in Social Entrepreneurship at Goldsmiths, University of London, can be completed either in one year as a full-time program, or in two years as part-time offering. The program consists of five modules: four taught modules and a supervised dissertation project. The program is regularly updated to reflect changing needs for the time after graduation, exemplified by a recent update of one module from a focus only on Social Return On Investment (SROI) to the broader topic of social impact evaluation. The main focus of the program is social enterprise, but students get extensive exposure to the cooperative concept. This starts in the introductory module, exploring how social enterprise is situated within the shifting relations between the private, public and third sectors, plus an introduction to the social economy, with its different legal forms, including the law on cooperatives. In the second term there is further coverage of the Social & Solidarity Economy, especially in the context of extended exploration of sustainable development.

The program also regularly invites external experts from universities, such as Oxford, or intermediaries such as UnLtd, a leading provider of support to social entrepreneurs in the UK and offers the largest such network in the world. The involvement of external guests ensures students get access to cutting-edge topics in the field.

While most programs in social entrepreneurship are based at business schools, the Goldsmiths program is run by the Institute for Creative and Cultural Entrepreneurship, placing the program in a wider context.

PROGRAM HIGHLIGHTS:



TEAMWORK



STUDENT RESEARCH



ENTREPRENEURSHIP TOOLS



INTERNATIONAL DIMENSION

JOURNEY THROUGH MODULES TO DISSERTATION

The program consists of five core modules through which all students have to progress:

- Foundations of Social Enterprise
- Evaluating Social Impact
- Advanced Topics in Social Enterprise
- Entrepreneurial Modelling
- Dissertation/Project

Student performance is evaluated through written assignments in each module, including a business plan, a social impact evaluation plan and essays. The final module consists of the dissertation, which can be very practically focused, turning the dissertation into a platform for reaching out to social entrepreneurship stakeholders. Some students have previously written their dissertations on their own projects.

JOURNEY THROUGH MODULES TO DISSERTATION

The program consists of five core modules through which all students have to progress:

- Blogging (for instance via The Golden Angle blog that students founded in 2013-2014)

- Public speaking
- Interactive research projects
- Developing your own social enterprise

PARTNERS IN LEARNING

Many parts of the program are taught in partnership with international, regional and local social enterprises and support organisations, giving students the opportunity to hear directly from professional practice and to develop potentially helpful contacts for their future. On average, students have access to 24 different guest lecturers during the year, ranging from intermediary social enterprise organisations to cooperatives; examples from the past include speakers from a cooperative development organisation, a speaker from a cooperative radio association, researchers, but also speakers who have illuminated social enterprise in the African context. Recently, there was a guest speaker and a class dedicated to the newly emergent FairShares ownership model, a type of multi-stakeholder cooperative developed in the UK which acknowledges different types of stakeholder interests (founder, customer, labor, investor members).

Social and alternative finance are also among the key areas examined in teaching and guest lectures, as are social innovation cases from particular country contexts abroad such as South Korea, Japan and Colombia. The Goldsmiths program has a substantial international dimension: during the last two years students came from 26 different countries, mostly outside the EU, and students place great value on their learning from each other ■





LEARN TO BE AN ENTREPRENEUR USING THE WORKER COOPERATIVE MODEL

UNIVERSITY OF JAÉN

TYPE	University course
DURATION	2 weeks
PROGRAM LANGUAGE	Spanish
ORGANIZATION	University of Jaén (Spain)
PROGRAM WEBSITE	estudios.ujaen.es/node/821



PROGRAM OVERVIEW

This is a university master-level course at the University of Jaén entitled "Curso de Formación universitaria Aprender a emprender bajo el modelo de cooperativa de trabajo". Taught in Spanish, the course is intended for master and degree students but also open to former students of the university coming back to take this course and learn about entrepreneurship under the cooperative model. As of spring 2018, there have been three editions of the course.

The course, which typically has an enrollment of 30 students, aims to:

- Encourage entrepreneurship, especially towards cooperative work
- Raise the possibilities of entrepreneurship through the internet
- Publicize the functioning of cooperative work societies as valid legal formulas for entrepreneurship
- Show cases of cooperative societies and their operation
- Raise awareness of relevant umbrella organisations (e.g. FAECTA)

PROGRAM HIGHLIGHTS:



TEAMWORK



COMMUNITY INVOLVEMENT



ENTREPRENEURSHIP TOOLS



ACCESS

THE PEDAGOGICAL JOURNEY

The course is structured into the following components:

Session I: Following welcome remarks, the first session covers entrepreneurship as a way to access the labor market and cooperative principles and culminates in a visit to a business incubator

Session II: Entrepreneurship through the Internet: electronic commerce, the role of social networks in today's business world and electronic markets

Session III: Organization of work cooperatives and their constitution

Session IV: Legal and fiscal aspects, human resources and economic and corporate aspects

Session V: Business experiences and teamwork

Session VI: Presentation of FAECTA and visit to cooperatives

CO-TEACHING: GETTING THE BEST OUT OF ACADEMIA AND PRACTICE

Even though this is just one course, the strength of it is that different Professors are involved in teaching it: On the one hand university Professors (4 Professors who give 8 hours), but the majority of them are Alumni who have created their cooperative enterprise and who come to explain not only their experience in the creation, but also specific issues of cooperatives: taxation, governance, intercooperation, etc. (5 speakers giving 15 hours). Central coordination by the Lead Professor is fundamental to ensuring that the individual teaching contribution of each lecturer involved in their entirety amount to the desired outcome.

Ultimately, the set of participating teachers has one key aspect in common: they believe in cooperativism and that belief is transmitted in the classes ■



GESTIÓN DE EMPRESAS DE ECONOMÍA SOCIAL Y EMPRENDIMIENTO COLECTIVO

PABLO DE OLAVIDE UNIVERSITY

TYPE	Master's program
DURATION	1 year (60 ECTS)
PROGRAM LANGUAGE	Spanish
ORGANIZATION	Pablo de Olavide University (Spain)
PROGRAM WEBSITE	http://www.upo.es/postgrado/Master-Gestion-de-Empresas-de-Economia-Social-y-Emprendimiento-Colectivo



PROGRAM OVERVIEW

This one-year master's program (60 ECTS) at the Pablo de Olavide University in Seville consists of six modules related to the social economy. There is also an internship with enterprises of the social economy, facilitated through agreements with 14 cooperatives and foundational associations to receive students for internship. The program concludes with a master's thesis for students to deepen their knowledge.

The program looks to accomplish five major objectives:

- Promote the general knowledge of the multiple formulas that operate in the field of the social economy
- Provide conceptual and technical tools that allow students to initiate or successfully join projects in the field of the social economy
- Familiarize students, through the realization of internships in companies, with the functioning of a variety of organizations operating in the field of the social economy, having access to all systems of coordination and decision making within cooperatives, foundations, mutuels, etc
- Sketch a business project so that the knowledge acquired can be applied to the development of a business idea in the field of the social economy
- Know the main elements constituting a communication plan and integrating them within a communicative strategy of the organization



TEAMWORK

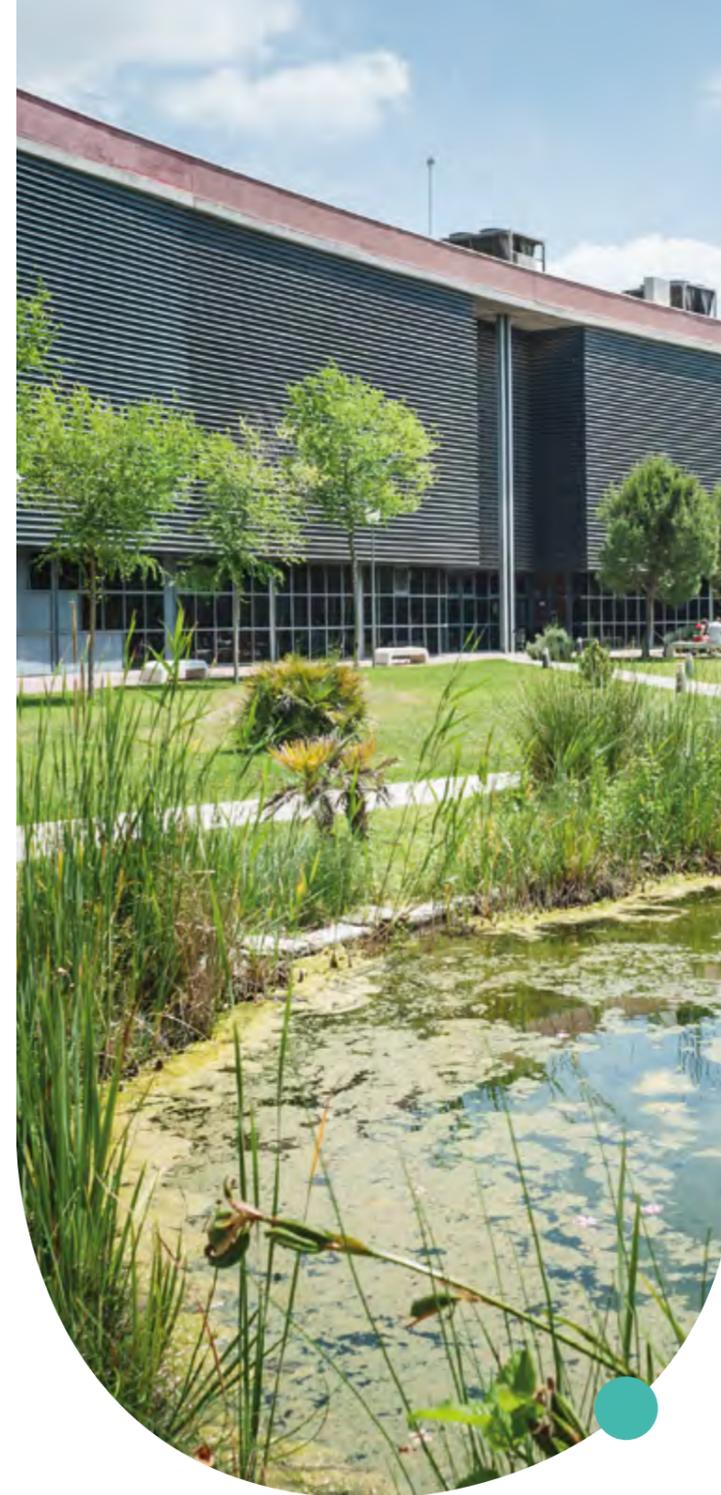


INTERNSHIP



ENTREPRENEURSHIP TOOLS

PROGRAM HIGHLIGHTS:



Module I: Basic introduction

Module II: Overview of law and accounting in the context of the social economy

Module III: Main economic and financial issues, focused on tools to understand the economic structure of business in social economy

Module IV: Development of a business idea related to the social economy (representing the largest module with 14 credits)

Module V: Managing the organization's human resources – focusing on leadership, communication and interpersonal relationships management

Module VI: Internal and external communication in the organization and technology

Each module requires students to complete open-question assignments, e.g. a reflective paper, and one final exam at the end of each module.

INTERNSHIP

Even though many students are working already, the program requires an internship to add another dimension to the learners' professional experience. The program has agreements with 14 cooperatives and foundational associations to provide internship positions to participants for them to complete at least 90 hours (6 ECTS) in the internship. If students are already working in a cooperative, the internship can also be completed there, although the student is encouraged to seek to complete a project different from their normal job routine, such as working closely with the cooperative's leadership on a key project. The internship concludes with a written report for students to reflect on their experiences in the internship.

SEVEN MONTHS OF MODULES ON A SCHEDULE COMPATIBLE WITH WORK

The participants in the master program journey through the same modules together over a 7-month timespan, meeting every other Friday, combined with learning tasks students are expected to work on autonomously in preparation for the sessions requiring attendance. This setup makes the program compatible with ongoing job commitments, as the participants commonly are already in the labor force. Lectures, which are delivered by teachers from various departments of the university but also by CEOs and managers of entities in the social economy, are structured into six modules, which in total account for 48 ECTS:

COLLABORATIVE MASTER THESIS

The conventional model for master theses at universities around the globe is for students to carry out an individual master thesis project. Not so for the students enrolled in this master's program at Pablo de Olavide University: They engage in a different experience very much aligned with one of the key principles of cooperatives - democratic cooperation: Each thesis (6 ECTS) is the result of the joint efforts of a group of three to four students and consists of the formulation of a business idea. The supervision is – once again – a team effort in the cooperative spirit: each master thesis is supervised simultaneously by a university professor and a manager of a social economy company ■



MBA – CO-OPERATIVE LEADERSHIP AND SOCIAL ENTREPRENEURSHIP

SHEFFIELD HALLAM UNIVERSITY

TYPE **MBA**

DURATION **3 years part-time**

PROGRAM LANGUAGE **English**

ORGANIZATION **Sheffield Hallam University (United Kingdom)**

PROGRAM WEBSITE <https://www.shu.ac.uk/courses/mba/mba/part-time/>



TEAMWORK



STUDENT RESEARCH



ENTREPRENEURSHIP TOOLS



INTERNATIONAL DIMENSION

PROGRAM HIGHLIGHTS:

PROGRAM OVERVIEW

Sheffield Hallam University's MBA in Co-operative Leadership and Social Entrepreneurship is being launched in the academic year 2018/2019 as a new program to replace the university's MSc Cooperative and Social Enterprise Management and MSc Charity Resource Management, which had been running since 2009 and 1999 respectively. The previous masters program had a strong theoretical underpinning which has led to strong sustainable impacts, but attracted only a limited number of students. The new MBA places more emphasis on preparing its students for leadership roles in cooperatives and mutual societies as well as the wider social solidarity economy by building on the successful ingredients of the previous masters program.

The MBA is designed as a part-time program, delivered in ten modules with four specialist modules on co-operative leadership and social entrepreneurship. These are co-designed and delivered with lecturers from Co-operative College (Manchester, UK) and the Co-operative Management Education Programme at Sobey School of Business (Saint Mary's University, Canada). This provides a range of UK, European and North American perspectives to add an international dimension to the program.

Students typically are middle and senior managers in cooperatives and other social economy entities. As part of their education, students will join the Co-operative College and Chartered Institute of Management, and be offered opportunities to participate in a range of international networks to open up new career opportunities and provide added-value to their current employers.



Good Practices in Higher Education

FROM MODULES TO DISSERTATION

All MBA students take four specialist modules together, and six generic modules over the 3-year program. All modules are delivered using both distance learning and face-to-face block teaching which requires physical presence. The specialist modules are:

- Concepts and Principles of the Co-operative and Social Economy
- Learning and Reflexivity for Socially Entrepreneurial Managers
- Building Social Value through Responsible Business Leadership
- Co-operative Leadership and Responsible Management

Four MBA modules are taken by all MBA students (irrespective of sub-field). These include: managing strategy, strategic marketing, management and decision-making (year 1); strategic global human resource management and decision-making and developing personal and professional practice (year 2).

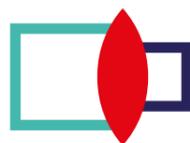
In their final year, to round off their learning experience in the MBA program, students study research methods before preparing a research-based dissertation or project report of approximately 15,000 words. As part of their dissertation, students will be expected to reach out to stakeholders in the

social economy by conducting interviews or designing a study that illuminates a topic of their choice.

FAIRSHARES LABS FOR SOCIAL AND BLUE INNOVATION (ENTREPRENEURIAL INCUBATION)

MBA students will be encouraged to participate in the FairShares Labs, which give them a platform and planning tool to incubate new ideas and receiving additional education through the FairShares e-Learning and Exchange tool. Students developing their work within a FairShares Lab will develop answers to questions about FairShares enterprises. Using a FairShares Canvass, students can better understand the relevance, feasibility and sustainability of their ideas, eventually turning them into social enterprise business plans.

The FairShares Model is a philosophy developed by members of the FairShares Association (see <http://www.fairshares.coop>) at Sheffield Hallam University for creating and sustaining networks of solidarity enterprises that share power and wealth among their entrepreneurs, producers, consumers, and investors. FairShares Labs are incubators developed by partners in an EU Erasmus+ project to support application of the FairShares Model to cooperative development projects (see www.fairshareslab.org). Students will be able to register in physical (face-to-face) and virtual (online) labs to contribute directly to building a social solidarity economy ■



MASTER OF SCIENCE IN MANAGEMENT FOR SOCIAL ECONOMY

UNIVERSITY OF BOLOGNA

TYPE	Master's program
DURATION	2 years
PROGRAM LANGUAGE	Italian, with 5 courses in English
ORGANIZATION	University of Bologna (Italy)
PROGRAM WEBSITE	corsi.unibo.it/Magistrale/EconomiaSociale/Pagine/default.aspx

PROGRAM OVERVIEW

The Master of Science in Management for Social Economy is a 2-year master program run by the University of Bologna. All about the third sector and specialized in management in social enterprise, the program was launched in 1996. The program was substantially revised and updated in 2017, as a result of Italy's fiscal reform, which affected social enterprise, keeping the program up-to-date in light of these reforms.

COURSES AND THESIS – ENLIGHTENED WITH A FOCUS ON THE PRACTICAL

Mandatory first and second year courses include Economics of the Welfare State, Welfare and Third Sector Policies, Mission and Accountability of Cooperative Enterprises Management, Economical Ethics, Statistical Methods for Data Analysis, Third Sector Law, Ethical Finance, Management Control Systems in Public and Non-Profit Enterprises, Business Plan Lab for Social Enterprises.

Optionally available courses include: Development and International Cooperation Economics, Social Entrepreneurship, Venture Capital Philanthropy, Culture Economics, and Public-private partnerships.

PROGRAM HIGHLIGHTS:



TEAMWORK



INTERNSHIP



STUDENT RESEARCH

All courses have a lab part, incorporating practical components. These include students simulating or discussing cases or situations (role plays), playing business games and interviewing key people well informed on the subject.

Students' learning experience culminates in the writing of a master thesis. The program encourages students to choose a topic that allows them to engage in a practice-oriented thesis. For instance, some students previously have collaborated with the Grameen Italia Foundation on social cooperatives to produce their theses.

GETTING READY FOR ENTREPRENEURIAL CHALLENGES THROUGH LABS

There are labs for students about accounting, fundraising, and social entrepreneurship. Participating students work together in small teams on real-world case studies, with case studies typically coming from social cooperatives. These case studies are a result of the outreach to cooperatives, proactively maintained by the program. In the past, students have created business plans for cooperatives. At the end of the master they build a real business plan for a cooperative or a social enterprise start up, studying the community needs – a comprehensive task combining all the knowledge of the course. Often, they even present the business plan to national or international competitions.

Some students have been able to develop their professional profiles by attending national competitions as part of their work in these labs.

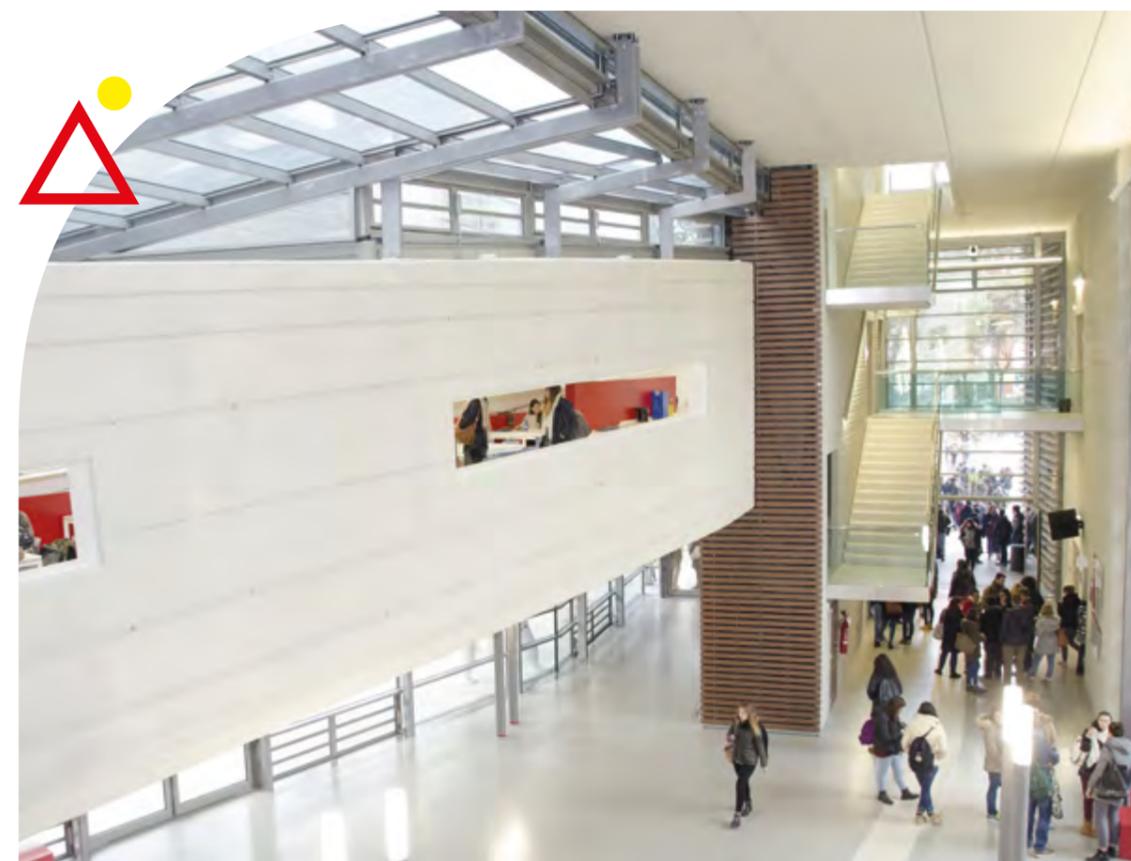
MEETING COOPERATIVES AND TESTIMONIALS: GAINING INSIGHTS AND LEARNING ABOUT TRENDS

The master's program offers ample opportunity for students to establish contacts with cooperatives and social enterprises, for instance through organized study tours. During the academic year the Workshop for Social Economy has previously been hosted, with the involvement of the CONFCOOPERATIVE and LEGACOOOP, which are among the most important co-op apex organizations in Italy. The topics of the workshops vary year by year, depending on what the most pressing and relevant issues of the day are. The recent editions have covered social impact evaluation or migrant employment.

In April 2018, the program founded the Yunus Social Business Center in Forlì, for young researchers and Professors, with the participation of Muhammad Yunus, whose lecture theme was "Don't be a job seeker, be a job creator", aligned with the slogan of the master.

INTERNSHIP TO BUILD WORK EXPERIENCE

Students can decide to carry out an internship as an elective worth between 6 to 12 ECTS. The internship can be spent working at a cooperative or social enterprise, but students may also seek to work for second-level organizations – for instance, in the past students have interned at IRECOOP (an association for the training of cooperatives), the regional seat of Confcooperative or Legacoop. The internship site may be arranged directly by students – subject to approval by the program – or be facilitated with the help of the school internship office. The internship provides an important first-hand experience of the labour market ■





SCHÜLERGENOSSENSCHAFTEN

TYPE	Secondary school program
DURATION	Minimum of three years
PROGRAM LANGUAGE	German
ORGANIZATION	Joint project of Genossenschaftsverband der Regionen, Baden-Württembergischer Genossenschaftsverband e.V. and Genossenschaftsverband Weser-Ems e.V. (Germany)
PROGRAM WEBSITE	http://www.schuelergeno.de/



PROGRAM OVERVIEW

Schülergenossenschaften is currently run in four German states (Baden-Württemberg, Rhineland-Palatine, North Rhine-Westphalia and Lower Saxony). The project revolves around student enterprises run by secondary school students in the form of a cooperative. As part of their cooperative entrepreneurial venturing, they develop their own business ideas, organizational structures and work processes, write a business plan and develop the statute of their cooperative. In addition, they develop products or services that can be distributed both in and out of school.

The students gain insights into concrete economic, ecological and social contexts with value placed on business models emphasizing sustainability. The program gives students orientation for their later professional life, and they come into contact with adult-run companies (cooperatives) and thus potential employers.

Genossenschaftsverband, which applies the same set of criteria on student cooperative than it would for larger cooperatives.

Participating in the program is a most rewarding experience for students and a good preparation for life. Depending on schools, students may even receive grades, or at least some formal recognition, such as an entry in their annual transcripts.

An interesting illustration is the Schülergenossenschaft Früchtebecher eSG, which was started in 2016 and which processes fresh fruit into cups – optionally made of waffle – for sale at schools during breaks but also to the wider community. The business has been an initial success and received significant publicity, as explained below in more detail.

causes, which raises the awareness of the project among different societal stakeholders and creates a lasting impact.

Some student coops also have the chance to network with high-profile contacts. For example, the Schülergenossenschaft Früchtebecher eSG Tübingen was invited by the Minister for Rural Development and Consumer Protection and the Marketing Society of BW to present itself at the Grüne Woche (Green Week) in Berlin as part of the state of Baden-Württemberg's regional campaign: "Natürlich. VON DAHEIM".

DETAILED AND TRANSPARENT DOCUMENTATION

The visionary behind the project, Prof. Dr. Nicole Göler von Ravensburg, has written a book documenting the program's model in detail in a publication of more than 300 pages¹.

Noteworthy is that the program has subjected itself to a very intensive formal evaluation by Frankfurt University of Applied Sciences, with a detailed evaluation report published and available online².

¹Göler von Ravensburg (2014). *Schülergenossenschaft - Pädagogische Potenziale genossenschaftlich organisierter Schülerfirmen*. ISBN 978-3-8487-1305-9.

²Website: http://schuelergeno.de/sites/default/files/schuelergenosensschaften_nrw2011-2014_evaluationsbericht_online_0.pdf

BRINGING PEOPLE TOGETHER AND RAISING AWARENESS OF THE COOPERATIVE MODEL

Thanks to the Schülergenossenschaften, people from diverse backgrounds have joined hands. Parents are enthusiastically involved and eager to support their children's cooperatives by spreading word through friends and colleagues, bringing the discussion to a wider audience. Teachers have been collaborating between different disciplines, which are as varied as information technology, arts, science or business.

If business has been favorable, the cooperatives may decide to pay out dividends, which often are channeled to social

STUDENT COOPERATIVES

Partner cooperatives teaming up with schools provide guidance to students as they are establishing their cooperatives. Partner cooperatives typically organize entrepreneurial workshops, which the Genossenschaftsverband (cooperative association) can support with materials and implementation, if requested. The initial life period of a student cooperative is at least three years and may be renewed once time is up. Some cooperatives are operating for the long-term, and as with adult-cooperatives, staff composition may change. New hires have to go through a selective application process, with the hiring decision made by their fellow students following a formal application and an interview. As a precursor to students' future careers, there are staff evaluation meetings between student supervisors and student employees.

The cooperative's board is composed of students, complemented by teachers and possibly representatives from the partner cooperative. Some mayors have even joined the boards. And the standards are high: all student cooperatives are audited annually by the



TEAMWORK



STUDENT COOPS

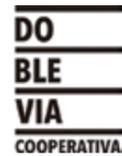


COMMUNITY INVOLVEMENT



COOPERATIVES D'ALUMNES

TYPE	Secondary school program
DURATION	The duration of the program is for a school year, but the students can decide to continue with the cooperative following courses.
PROGRAM LANGUAGE	Catalan
ORGANIZATION	Aracoop Program, Doble Via Cooperativa SCCL, Generalitat de Catalunya, Ministerio de Trabajo y Asuntos Sociales, and the Federation of Cooperative Schools of Catalonia (Spain)
PROGRAM WEBSITE	http://www.cooperativesalumnes.cat/



TEAMWORK



STUDENT COOPS



COMMUNITY INVOLVEMENT

PROGRAM HIGHLIGHTS:

PROGRAM OVERVIEW

Cooperatives d'Alumnes develops students' entrepreneurial skills by giving them a platform to work in the management of a school cooperative. Students are owners and protagonists. This is an important value added because they are learning by leading, laying the foundation to empower them so they may create their cooperative business in the future. The entire process is ruled by the students; teachers are only there to support them.

The program has been running since 2015. As of spring 2018, 110 cooperatives have been created and most have been successfully ongoing. Most learners in the program are secondary school students, and some in primary (but only upper ones). The program is incorporated into economics and business classes. Each school implementing the program handles the curricular arrangement at its discretion.

The owner of the program is Generalitat of Catalonia and the Federation of Cooperative Schools of Catalonia (which consists of 40 cooperative schools). Doble Via is the organisation managing the program. The funding comes from Generalitat. It is part of the Aracoop program that wants to promote co-ops more broadly. Even after teachers are trained, Doble Via also stays actively involved in the program and visits the schools.

BLENDING PRACTICE WITH THEORY

The program is very much practice-driven with its focus on students running actual cooperatives. However, the student enterprises can only be as successful as they are because students' competences are developed in training sessions, introducing them to the basics on cooperatives, working in social enterprises and management practices. The pedagogical concept also understands that the learning process is more important than pure economic results and provides a fitting forum for this learning process.

Student enterprises typically fall into one of the following categories:

- 1) Production cooperatives manufacturing products for sale at their school or at local markets. Examples include: meals, craft products, bracelets, necklaces, calendars and photo albums
- 2) Services cooperatives performing a service for the school or the local community, i.e. logistics for school events, organization of holiday events at school, management of school gardens, center maintenance and services to the families of the school
- 3) Social and leisure cooperatives: Examples include music or theater performances

All cooperatives are in close contact with the cooperative Doble Via technical office. Once the cooperative is constituted, support and follow-up is provided for the activities students carry out. The technical team visits student cooperatives every two months to evaluate their operation and progress, offering support in those matters considered helpful.

At the same time, the technical support encourages the participation of the student cooperatives in the Federation of Student Cooperatives of Catalonia.

FROM ADULT ROLE MODELS TO STUDENTS COACHING STUDENTS

Adult cooperative entrepreneurs join the program as guest speakers, offering students the opportunity to learn from successful role models. Additionally, student entrepreneurs benefit from meetings between student cooperatives and adult-run cooperatives. However, the students are also learning from each other: Cooperatives d'Alumnes facilitates collaborations between student teams, where students are teaching other students at different schools. The program sees itself as a match-maker between cooperatives ■





OBRADOIROS COOPERATIVOS EN CENTROS DE ENSINO

PROGRAMA APRENDER A EMPRENDER

TYPE	Secondary school program
DURATION	Half day plus 3 days
PROGRAM LANGUAGE	Galician
ORGANIZATION	Espazo Coop - Unión de Cooperativas Espazocoop
PROGRAM WEBSITE	http://www.espazo.coop/



PROGRAM OVERVIEW

Obradoiros Cooperativos en Centros de Ensino – Programa Aprender a Emprender is a short-term program aimed to promote cooperative entrepreneurship in secondary education levels of the Galician educational system, particularly in the vocational school setting. The program takes up only a few days of the learners' time and it is delivered to students in short workshops with two components: an afternoon introductory workshop covering the basic concepts of cooperative enterprises, followed by a cooperative project with a duration of three days. The main goal is to create awareness of the cooperative career option and maximize impact that way.

The teachers are technicians of the Union of Cooperatives ESPAZCOOP, who have long term experience in counseling and support tasks to cooperative promoter groups, as well as in the training workshops of cooperative awareness development.

PROGRAM HIGHLIGHTS:



TEAMWORK



ACCESS

A TWO-STEP PROGRAM LINKING TO LEARNER'S FUTURE CAREER

The program is structured in two parts:

- 1) Sensibilisation to cooperatives and entrepreneurship (several hours of workshops, depending on the dynamics of questions and discussions)
- 2) Cooperative project (not everyone continues to this phase – it is a voluntary step). Students who sign up for the second part attend a session comprising three afternoons in which they follow all the steps that a cooperative would take (business plan, statutes, etc.) in abbreviated form. The student enterprises naturally are only simulations, given the short duration of the program. The cooperative that project students are engaged in normally belongs to the same sector for which they are preparing, making the contribution to employability tangible. The program also aims to introduce students not only to the cooperative concept, but also give them a point of contact in the event that they decide to establish a cooperative in the future

Numbers from 2015 show that out of the 500 students from the first phase, 90 proceeded to the second phase, which has the practical component.

LOWERING THE BARRIERS TO PARTICIPATION

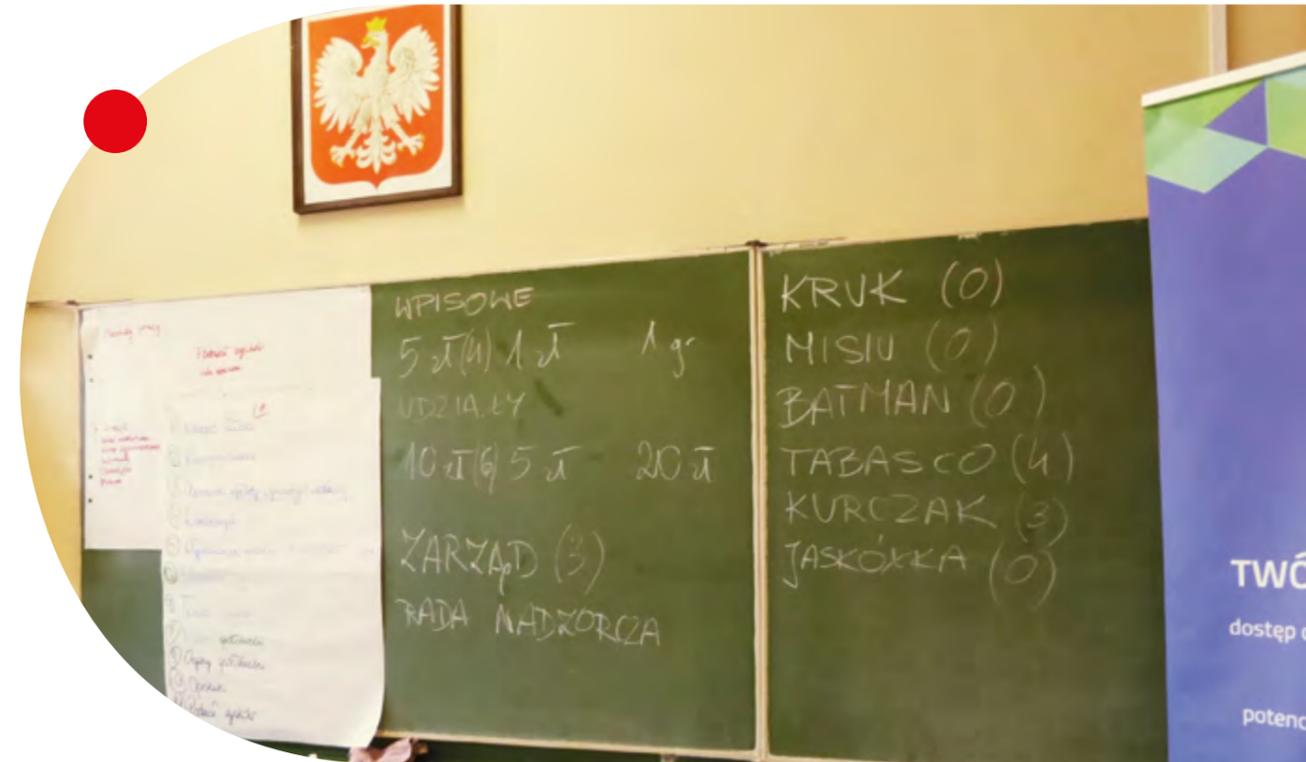
The short duration of this program significantly reduces the threshold for interested learners to sign up. The students of the participating schools are preparing to enter specific vocations. In this context, the strength of the program is that it develops awareness of the cooperative model among students who are soon going to enter the labor force. The program involves no grading, although there is an evaluation point emphasizing reflection. Students complete an evaluation questionnaire on aspects such as the quality of the training received, if the subject matter is of interest, the communicative capacity of the teaching staff and the organization of the activity, with the objective of improving the quality of this initiative. ■



SPÓŁDZIELNIE UCZNIOWSKIE - MŁODZI NA START

PUPILS COOPERATIVES - THE YOUTH TO START OUT

TYPE	Secondary school program
DURATION	8 months
PROGRAM LANGUAGE	Polish
ORGANIZATION	National Auditing Union of Workers Cooperatives, Agency for the Development and Promotion of Cooperatives of National Auditing Union of Workers Cooperatives (Poland)
PROGRAM WEBSITE	http://www.spoldzielnie.org.pl/?q=node/1048



PROGRAM OVERVIEW

This successful program raised awareness of the cooperative model of entrepreneurship in Tarnów, a city of more than 100,000 inhabitants located in southeastern Poland and situated within a metropolitan area of more than 250,000 people. The municipality of Tarnów was instrumental in launching the program, not only by commissioning the umbrella organizations to run the project, but also by building a broad coalition of supporters from within the local community. The project was implemented in five selected local schools. The program aimed at establishing pupil cooperatives in upper secondary schools and instilling entrepreneurial attitudes among the local population.

Poland has many student-run cooperatives; some estimates point to over 1,000. In order to help in the development of pupil cooperatives, the Foundation for the Development of Pupil Cooperatives (Fundacja Rozwoju Spółdzielczości Uczniowskiej) was established in 1991. In 2004, it acquired the status of public benefit organization. The National Cooperative Council supports organizationally and economically the activity of the Foundation for the Development of Pupils Cooperative. The program in Tarnów, which ran in 2016, is a good example illustrating how pupil cooperatives are impacting the awareness of cooperativism in Poland.

PUPILS COOPERATIVES AND THE SURROUNDING LEARNING PROGRAM

Five pupils cooperatives were formed as part of the program in Tarnów. The pupils cooperatives set their own performance targets and objectives and the resources they gathered were distributed according to each cooperative's statutes – just like any other cooperative would.

PROGRAM HIGHLIGHTS:



TEAMWORK



STUDENT COOPS



COMMUNITY INVOLVEMENT

An example is Hetmanka, a cooperative based in the Comprehensive School Complex no. 2 in Tarnów. It has 17 members at present. Its funds come from occasional sales of grocery products and other products. Within the scope of their activities was, for example, the organization of Valentine's Day Market during which they sold postcards.

The training within the project was dedicated to teachers who gained knowledge on how to establish and manage pupils cooperatives, foster entrepreneurial activity among the youth, shape social and civil attitudes outside basic curriculum. The acquired knowledge can be used by them in taking care of pupils coops that were established in the framework of the project or otherwise help out in establishing new coops in the schools where they start working.

The students were not alone in their endeavors. Information meetings were attended by the students, where they learned about the various forms of management as well as the conditions and possibilities for setting up pupils cooperatives and workshops introduced students to the fundamentals of successful entrepreneurship.

Students enjoyed a study trip too that took them to Warsaw to the premises of the National Cooperative Council in Poland (NCC), gathering all young co-operators who established their enterprises in Tarnów and giving them a chance to meet with the NCC authorities. This type of journey rounded off students' experiences, making the program a truly memorable

experience and anchoring the cooperative model not just in their minds but also in their hearts.

IT TAKES A VILLAGE

Noteworthy is the fact that the program not only involved students and teachers, but also many other local stakeholders, setting up the stage for a broad-based boost to local awareness of the cooperative model. Above all, the children's parents or guardians were actively involved in the program, including information workshops to discuss the functioning of the pupils cooperatives.

External involvement also encompassed employees and presidents of various local cooperatives, including workers' cooperatives and cooperative banks.

The students gave back to their community by undertaking a joint Charity Action of all cooperatives founded.

At the end of the project, a large ceremony was hosted that gathered the municipal authorities, NAUWC, project participants as well as local media to celebrate the achievements of the project and its impact on the local community. The project culminated in a report in the form of a booklet on the good practices and lessons learned during the program that helps disseminate the success model to interested stakeholders ■



TOY PROGRAM

TYPE	Secondary school program
DURATION	20 weeks or more
PROGRAM LANGUAGE	Materials in Finnish, English, Spanish and Estonian, and limited availability in Polish and Danish
ORGANIZATION	TOY-VERKOSTO (Finland) in partnership with schools
PROGRAM WEBSITE	http://www.toyverkosto.fi/

Most cooperatives work close to vocational schools and are owned by students. Usually, cooperatives are multi-professional. Students can study to be graphic designers, youth counselors, hairdressers, carpenters, dressmakers and practical nurses, among other options. Under the program, students find their own real customers and do business in their own field of vocation. For example building restoration students renovate windows, floors or roofs of old houses. They can work as a team, so they learn from each other. Students handle all the communication with their customers, bill the customer, and get paid a professional fee just like an entrepreneur. Vocational teachers offer a helping hand whenever needed, and a TOY team coach helps with entrepreneurial issues.

TRACKING PERFORMANCE: FROM INDIVIDUAL LEARNING CONTRACT TO SUCCESS AND FINAL REPORT

Students create an individual learning contract, involving 5 different questions about students, including about who they are at the moment, what are their skills and the vision for the future. Students work on this at the beginning of the program.

There are no exams in the program, nor is there a formal grading system in the program. But students ultimately see if they are successful based on how their businesses have developed. Seeing success unfold in front of them is the greatest motivator for students to give their best in the program and exceed expectations. Additionally, a written report has to be written by each student, offering the opportunity to reflect on their experiences ■



PROGRAM OVERVIEW

TOY is an acronym of the Finnish words Työssäoppiminen yrittäjänä, or entrepreneurship-based learning (EBL). The program's main purpose is to offer learners the chance to develop both their professional and entrepreneurial skills during practical training periods. The program is aimed at secondary school learners at vocational schools. Most professional and vocational programmes include a period of on-the-job learning. TOY (Entrepreneurial On-the-job Learning) is one way of completing it. Ordinarily, students do their on-the-job learning at an employer's workplace, but in this model they complete this aspect of their studies in a cooperative organization, where they develop their entrepreneurial skills. In the TOY model, entrepreneurship is learnt by doing. The TOY program nurtures the students' entrepreneurial attitudes and prepares them for running a business in their own fields.

A SIMPLE RECIPE FOR SUCCESS

The basic ingredients of the TOY model are simple but in combination very effective for learning success and setting the stage for future success, either as an entrepreneur or an employee:

- TOY coaches
- Brave and inspired learners
- Real-life customers
- A pedagogical co-operative
- TOY team coaching sessions

Interaction between team members is important for the success of the learning process, which the project coined as "teampreneurship". The model is very well documented in the Toy Coach manual.



PROGRAM HIGHLIGHTS:



TEAMWORK



STUDENT COOPS



COMMUNITY INVOLVEMENT



UCETAM

ENTREPRENEURIAL INITIATIVES

TYPE	Secondary school program
DURATION	One school year
PROGRAM LANGUAGE	Spanish
ORGANIZATION	UCETAM (Spain)
PROGRAM WEBSITE	http://www.ucetam.org/



PROGRAM OVERVIEW

UCETAM is an association of charter schools rooted in the social economy. Founded in 1985, the organization currently represents 98 schools with a total of 87,500 students and 5,250 teachers in the community of Madrid. Many participating schools are organized as teaching cooperatives.

Since 2006, UCETAM has coordinated a learning program implemented among its schools, giving students the opportunity to experiment the entrepreneurial career option through student-run cooperatives. In the past, typically around 600 students from 15 schools participated per academic year, during which they created 80 cooperatives. The teachers involved in accompanying the program are from the field of economics. Most teachers involved have been long-familiar with the cooperative model, as their schools are organized as teaching cooperatives.

STUDENT COOPERATIVES FOR HANDS-ON LEARNING

The program blends practice in the form of running student coops as simulation with instructions in all the dimensions relevant to the success of the student cooperatives, including the foundation of the cooperative company (company type, name, by-laws, corporate image, planning and organization), the commercial activity (marketing, inventory management, accounting), and eventually the sale, final report and dissolution of the cooperative. Some student cooperatives have been in the business of providing services, while others were focused towards social ends. A few cooperatives have also been selling products to customers.

PERFORMANCE EVALUATION AND THE JOURNEY TOWARDS SUCCESS

Students progressing through the program are subject to various points of evaluation: The first evaluation is mainly meant to be motivational and procedural. Students' understanding of their purpose in the initiative and their objective is assessed, making this a critical point where students with some difficulties can still be integrated into their team. The premise

for a successful learning experience is that students can learn from each other, recognizing the importance of the contributions of others. The first evaluation ensures that these dynamics can function successfully. The fundamental tasks at this stage are related to the creation and planning of the company or project.

The second evaluation zooms in on the level of knowledge and arising conflicts of leadership. At this point, adjustments to the organizational chart and the governing board are made to ensure that students take on the role in which they can excel the most and which is in line with the consensus of the cooperative's team members. The predominant task now is related to the commercial activity.

The third evaluation is usually the most decisive to the cooperative's success. The teams and their objectives are already well established and functioning smoothly. The communication between the small work groups and the larger steering group encompassing the whole company or association usually works well. At that time, they are typically able to follow the processes of their cooperative autonomously without much intervention from the teacher.

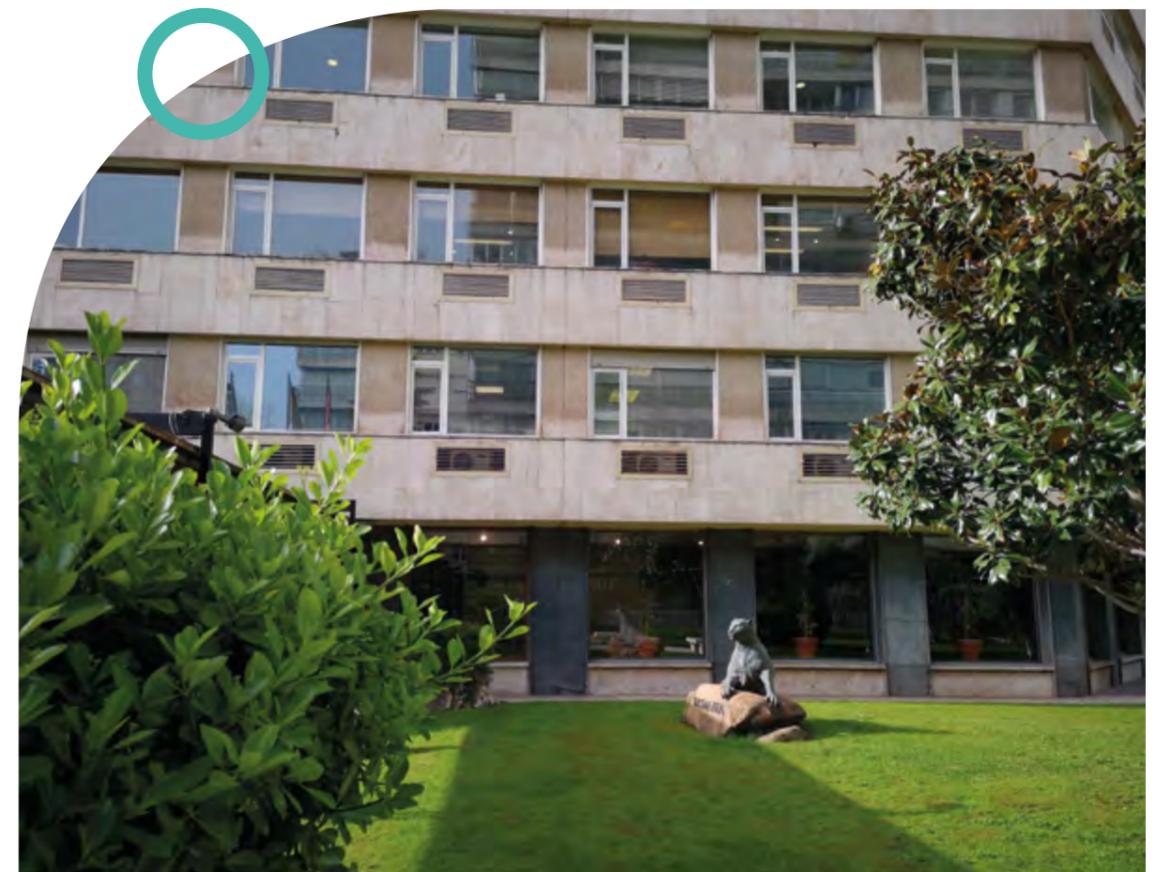
The tasks of the final evaluation are related to the sale of goods or the provision of the service, the final report, and, ultimately, the dissolution of the cooperative.

In order to pass the project, students must reflect orally about:

- Making decisions cooperatively and democratically
- Evaluating according to the cooperative principles of the renowned theorists, such as Johnson & Johnson, Aronson, Spencer Kagan and Pere Pujolàs
- The importance of group and self-evaluation

DIGITAL SKILLS

Student enterprises are encouraged to create websites and blogs to promote digital competence among the learners. The program has experimented with various other outlets to ensure that digital elements are incorporated into the learning process. For instance, in 2012 a virtual platform was launched, which aims to be a virtual meeting point between the participating schools, teachers and cooperatives and an instrument to develop a comprehensive project of the entrepreneurial culture and the development of cooperativism through the different educational stages. It provides the technical support necessary to expose the work of teachers and school cooperatives, and has the material to work with the cooperatives that register and serve as a link between them ■



PROGRAM HIGHLIGHTS:



TEAMWORK



DIGITAL COMPONENTS



STUDENT COOPS



EURICSE

(EUROPEAN RESEARCH INSTITUTE ON COOPERATIVE AND SOCIAL ENTERPRISE) TRENTO, ITALY

MASTER'S DEGREE IN MANAGEMENT OF SOCIAL ENTERPRISES

TYPE	Master's program
DURATION	One year
PROGRAM LANGUAGE	Italian
ORGANIZATION	Euricse & University of Trento (Italy)
PROGRAM WEBSITE	http://www.euricse.eu/it/training/master-gis/



PROGRAM OVERVIEW

Euricse's 65 ECTS Master in Management of Social Enterprises has been organized in collaboration with the University of Trento since 1995, educating future leaders to work in the third sector, providing the skills and tools needed to analyze the social context and combine economic efficiency and efficacy with social well-being. This Master's program is one of the most important "schools" for social entrepreneurs in Italy, and is particularly relevant for the cooperative sector, which in Italy has a strong social cooperative sector working in areas such as health, education, work integration, elderly, and youth. The program is taught in Italian and has a strong practice-oriented dimension rooted in the regions of northern Italy and beyond. As part of a cohort of around 20 students, the learners benefit from the program's blend of theory, practice, and personal reflection, which distinguishes the curriculum.

The organizational arrangement of the program is unique. As part of its commitment to the promotion of social enterprise education and research, the Trento-based Euricse (European Research Institute on Cooperative and Social Enterprise, although commonly known under its shorter acronym) organizes the Masters in Social Enterprise Management, teaming up closely with the University of Trento. The program is hosted and validated by the University of Trento within the Faculty of Economics, with Euricse responsible for organizing all academic activities, the internships placement and the funding of the program, leveraging the strengths of Euricse in the social economy. Euricse is specialized in promoting knowledge development and innovation for the field of cooperatives, social enterprises and other nonprofit organizations engaged in the production of goods and services. The institute aims to deepen the understanding of these types of organizations and their impact on economic and social development, furthering their growth and assisting them to work more effectively. The collaboration is also reflected in the teaching, which is shared between faculty from both institutions and complemented with practitioners.



TEAMWORK



INTERNSHIP



ENTREPRENEURSHIP TOOLS

PROGRAM HIGHLIGHTS:

PEDAGOGICAL APPROACH

The master program has three components:

- 1) Students are exposed to 435 hours of classroom activity over a six-month period. The learning activity is broken down into five modules
- 2) Internship model
- 3) A final work (thesis), written as a reflective piece of writing which brings together theoretical learning from the course with practical experience from the work placement, allowing students to reflect on the competencies they have gained during their internship. The reflective nature of the final work also serves as a step towards career development as a result of its reflective components

The curriculum is rounded off with guest lectures featuring practitioners, presentations, seminars and conferences. Social enterprises are continuously engaged throughout the program. Students won't feel lonely as all components - except for the final thesis - are marked by extensive group work

MODULE OUTLINE

There are five modules in the program, which each cohort progresses through as a group, which fosters a sense of community among the students:

- 1) Development of Skills (team management, communication and leadership)
- 2) Definitions, role and potential (economic theory on social enterprise, law and governance)
- 3) Services, markets and innovation (markets and innovation for social enterprises, public relations)
- 4) Management, control and strategy (organization, strategy for social enterprises, accounting tools, social impact measurement)
- 5) Planning and development (How to write a business plan, project cycle management, funding opportunities)

Each module has theoretical lectures, followed by a seminar on current trends and developments, concluding with a practice-driven lab.

At the end of each module, students' performance is assessed through an exam. In appreciation of the importance of practical links, the exam requires students to engage in an analysis of the coop they are studying across all modules. For example, on the exam on budget and accounting practices students take the financial info of the organization they had been studying, analyzing and classifying it. The coop they had been assigned to effectively turns to an insightful case study.

WORKING WITH SOCIAL ENTERPRISES

From the outset of the program, students are organized into groups and assigned to a cooperative organization which they interact with regularly throughout the modules. This ongoing relationship helps students understand how social enterprises operate in practice, thus bringing together theoretical and practical knowledge. The relationship between student and social enterprise is mutually beneficial with students acting as consultant processing the realities of the cooperative and presenting a project idea at the end of the course.

INTERNSHIP MODEL FOSTERING PROGRESSION INTO WORKFORCE

As part of their year-long studies, students take part in a five-month, full-time internship placing them in a cooperative or other third sector organization. During the internship, students are encouraged to launch a new idea that fills a particular gap the cooperative faces - and the program works closely with cooperatives to identify these gaps. Placements are proposed after an interview between the student and the program manager, with the goal of finding out about a student's interests and competences to make the placement as fitting as possible. The program maintains contact with cooperatives to stay aware of their needs and future activities. A match is made where the organization wants to develop something new and where the student can offer precisely the expertise and value-added needed.





CO-OPERATIVE COLLEGE UK EXECUTIVE EDUCATION PROGRAM

TYPE	Executive education
DURATION	3 days
PROGRAM LANGUAGE	English
ORGANIZATION	Co-operative College UK in partnership with Saint Mary's University, Canada
PROGRAM WEBSITE	https://www.co-op.ac.uk/Event/executive-education



PROGRAM OVERVIEW

The course focuses on enhancing business performance through Co-operative Management Practices. A number of themes are explored, including how to strengthen identity, loyalty participation and the co-operative difference.

This interactive, professional development opportunity also looks at leading thinking in co-operative management, alongside tangible examples of how to translate knowledge into action.

Simon Parkinson, CEO and Principle of The Co-operative College, and one of the facilitators of the course, said: "We're delighted to be offering this professional leadership programme to executives of co-operatives, the first course of its kind in the UK, in partnership with such a prestigious institution as Saint Mary's. This is a great opportunity to demonstrate that there is a difference and a great benefit in co-operative leadership. We encourage senior managers, CEOs and board members to join us for what is sure to be an invaluable learning and networking event in the UK."

ABOUT THE COURSE

All participants participate in co-operative learning and cover the mandatory sessions including:

- Context setting containing a historical perspective on the co-operative movement and model combined with how current day co-operative enterprises fits within a wider social solidarity economy

PROGRAM HIGHLIGHTS:



- Core values and their purpose, the co-operative business model and balanced scorecard to lead into discussion of a co-operative equilibrium. Emphasis is placed on the alignment from co-op values to key performance indicators. Cases of cooperatives successfully managing this equilibrium partially or totally are discussed
- Exploration of the New Co-operative Paradigm (NCP). The traditional co-operative model is being challenged leading to an identity crisis. A model to better understand this reality is introduced, taking into consideration both co-operative rules and market rules. In response to this state of crisis, a NCP is being proposed, showing how the emerging market rules can be of great advantage to co-operatives. Examination of case studies and deep dive into implementation success stories such as the customer orientation strategy
- Emerging concepts in the field of management and governance in the context of co-operative

enterprises. Explore the theory on new types of co-operative business (e.g. social and solidarity co-operatives). This course provides tools to better understand the existing culture in co-operatives along with techniques that promote engaged participation by members

CO-OPERATIVE BEST PRACTICE AT THE CORE

The tutors delivering this program are experienced within the sector and qualified learning specialists with a track record of working in Higher Education institutions. All have experience working in or with the co-operative and social enterprise sectors and as such bring their experience to the learning program. Case studies from UK, Canada and beyond bring an authentic richness to the program ■





VALNALÓN

EMPRESA JOVEN EUROPEA (EJE)

TYPE	Secondary school project
DURATION	School year (Sept-June)
PROGRAM LANGUAGE	Various languages
ORGANIZATION	Valnalón (Spain)
PROGRAM WEBSITE	http://www.valnaloneduca.com/eje/en



PROGRAM OVERVIEW

The Empresa Joven Europea (EJE) project is unique in that it blends entrepreneurship and cooperativism with interregional or international trade and opportunities to learn foreign language and different cultures. The project is also an opportunity for students to learn beyond the doors of schools through contact with relevant local institutions and organizations, suppliers, customers, etc.

Co-operatives run by students exchange real products with twin schools in Spain and in other countries in Europe and beyond. Throughout the program students accompany the entire cycle, ranging from starting the company and designing a good corporate image, to organizing the team, defining tasks and sharing responsibilities. Students are running the operations of their companies hands-on, designing product catalogues, and they are negotiating, receiving, and delivering orders. The national and international dimension of the program allows them to sell imported products from partner companies abroad. Ultimately, the student entrepreneurs engage in self-critical analysis of the results and close the company, donating to a social cause.

Originally conceived in 1987, Valnalón is an agency of the regional government of Asturias (Spain). The Valnalón team has the mandate to put into practice the ideas exposed in the Asturias Regional Action Plan for Entrepreneurship in two key areas: business start-up support and entrepreneurship education. Valnalón plays a brokering role bringing together decision-makers, practitioners, and other social agents such as employers and third sector organizations to design and implement a coherent portfolio of entrepreneurship education projects in Primary, Secondary and VET. The program has been running since 1999-2000 as a pilot program and since 2003-2004 as an optional subject. Last school year, 165 cooperatives were created by 1,887 students at 86 secondary schools located in 4 different countries.



TEAMWORK



STUDENT COOPS



INTERNATIONAL DIMENSION

PROGRAM HIGHLIGHTS:

STUDENT COOPERATIVES

Each cooperative is formed by 12 to 15 students. Although no large sums are involved, the companies involve real money, bringing the project as close to reality as possible. Students agree on a fee to become full-fledged members of the cooperative. Typically every member contributes 10 euros. The creation, organization and management of an import and export cooperative is the vehicle for the acquisition and development of the entrepreneurial competence. The teacher adopts a facilitating role and support the students in this process. Valnalón staff arrange follow-up visits to the co-ops and provide training and online support to teachers.

INTERNATIONAL DIMENSION

International cooperation between schools offers opportunities to be aware of, discuss and compare different cultures, traditions and ways of thinking and doing. The opportunities to integrate learning from different subject areas are greatly improved by adding an international dimension. Students are exposed to foreign languages but also insights into the consumer preferences and economic realities in different countries.

TEACHING RESOURCES

The EJE Students book provides teachers and students a useful and attractive learning resource covering in a concise but exhaustive way the most relevant topics. The EJE textbook is not another textbook on Business Studies. In line with the nature of the project, these are some of the basic features:

- Direct and clear language
- A strong focus on practical and collaborative tasks.
- A colourful and attractive design
- Contents structured according to the mini-company project needs and not the opposite
- A conscious attempt to promote collaboration with external stakeholders. The EJE textbook is divided into 3 different thematic blocks. Each block contains a set of units that guide students through the main stages of the project (Block One: Set up the company; Block Two: Business management; and Block 3: Winding up)

Each unit deals with basic theoretical concepts with a down-to-earth approach. Some activities and additional readings are suggested in order to help students integrate the concepts. Finally students are asked to put into practice what they've learned in the context of the mini-coop project. In order to do so a useful set of document templates can be found in the last section of the book.

Last but not least, it is important to make clear EJE textbook is just a tool to develop EJE project. Reading cookbooks is simply not enough to become a good cook. Teachers are encouraged to use this textbook as it best fits their needs.

In line with the international nature of the program, the book is available in Spanish, English, Basque, Catalanian, Flemish, Finnish, Italian, Bulgarian, and Hungarian.

In addition to the textbook, the project website offers an online area for each cooperative where they can manage and document all steps taken. The teacher's area includes a wide range of online resources ■



CONCLUSIONS

The ECOOPE Good Practice Guide has presented a selection of seven good practices from higher education and six good practices from secondary schools. The guide concludes with a section that aims to present readers with a concise and insightful analysis of the key lessons learned from the ECOOPE project's search for good practices across Europe.

THE COMMON THREAD

Despite all these variations, all good practices tend to have one central element in common: they all place the learner at the center. Going forward from this fundamental premise, everything else is tailored to the learner as much as possible. Programs that are good practice develop their program's objectives around the learner, and the learning program is constructed based on the core objectives. Program duration is an example of differences, and the ECOOPE good practices are at both ends of the spectrum. For example, Espazo Coop's program in Galicia only takes a few days, whereas the German Schülergenossenschaften is the longest, with a minimum duration of three years once a student cooperative has been launched at a school.

As a starting point, the learners in each program are different. In the example of Espazo Coop, the learners are secondary school pupils attending schools with a strong vocational orientation. Students at these schools will soon enter their professional lives, often with clear professional directions already set. The primary objective is to raise general awareness of the cooperative model. To accomplish this, the learning program has to be accessible to as many students as possible. A short program duration with low barriers to participation helps accomplish that goal, and is therefore the way to go.

The Schülergenossenschaften example is different. Potential participants are more available and prepared to engage in a longer commitment to the project. Sustainability is a key consideration in the program, and includes the continuation of the student-led cooperatives over time. This also means that the application process is highly competitive for those who want to join an existing student cooperative.

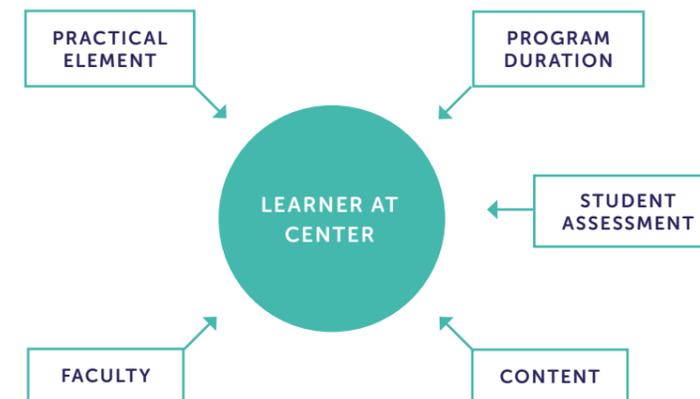


DIFFERENCES AMONG GOOD PRACTICES

The good practices we have encountered throughout the project come in different forms, and these variations are also clearly visible in the final selection of good practices chosen to be featured in this guide. An obvious variation is the program duration, with some programs taking only a few days, while others have a horizon of several years. Some programs are full-time while others are part-time.

While most good practices include a practical dimension, details differ substantially: Some secondary school programs involve the creation of actual cooperatives while others include only simulations of the process of creating a cooperative. A similar variation has been found in the internship components of university programs. These range from mandatory to optional internships, whereas some have no internship requirement at all. Students in some programs have final exams, while others conclude the course with a group presentation of a business plan.

The extent to which good practices differ substantially from each other raises a critical question: Can there be any central conclusion drawn from the common threads that connect the good practices that ECOOPE features?



Another example is the appropriateness of internships to the type of student. For instance, Sheffield Hallam University's MBA – Co-operative Leadership and Social Entrepreneurship -- is designed for students who typically are middle and senior managers in social economy entities, and an internship naturally would be of little use for them. In contrast, the students of the master programs at the Basque University and at the University of Bologna benefit greatly from internships, given that they have less prior work experience. The picture becomes even more varied when adding Finland's Co-op Network Studies Program to the comparison. While many students in that program are pre-experience, the program's setup would not be conducive to an internship component, as students are completing the program either as a minor concentration or on an individual course basis. An internship as part of the program might collide with prior internship requirements in their main field, or might deter students from enrolling in courses altogether. Again, the most appropriate solutions place the learner at the center, and all four programs mentioned here illustrate that ■

LEARNING ABOUT COOPERATIVES THROUGH COOPERATING IN TEAMS

All good practices are marked by ample space for students to work together in teams. Most of the secondary school good practices featured in this guide are centered around student-run cooperatives or at least simulations. Participating students are integrated into small teams where decisions are made democratically and their initiatives are implemented with team spirit. Although teamwork is not a foreign concept to most secondary students entering the student cooperative programs, the nature of the teamwork is fundamentally different from teamwork they have encountered before in school – much more intensive and sustainable with heavy reliance on other team members – helping students develop into more mature and responsible members of society at a critical age of development.

In contrast, university programs encountered in the research rarely require students to start actual cooperatives or engage in simulations. However, these programs were also marked by a magnitude of teamwork above what students encounter normally as part of their university journeys. Frequently encountered examples include students forming teams to design, develop and defend business plans for new entrepreneurial ventures for the social economy. The program at Pablo de Olavide University even requires students to work together on a collaborative master thesis. This is an interesting solution not commonly found in the landscape of graduate academic degrees, but a very fitting approach given the importance of collaboration and joint decision-making that is so central in the cooperative model.

INTRAPRENEURSHIP

Intrapreneurship brings the entrepreneurial processes into existing businesses. Good practices found at universities typically prepare students to take on managerial roles at existing cooperatives, setting the stage for them to potentially act as intrapreneurs driving the cooperatives to reach the next level. The outcome in terms of job creation and economic impact of intrapreneurship can be significant, as an existing organization may offer the resources needed to turn into a high-growth organization with sustainable impact. The internship opportunities provided by the programs – whether mandatory as in the Basque University's program or voluntary as in Bologna's master – all represent possible entry avenues for learners with innovative ideas to test their intrapreneurial potential ■

POTENTIAL FOR NEW FORMS OF ACADEMIC-PRACTITIONER RESEARCH COLLABORATIONS

The in-depth interviews have revealed that university lecturers in the program typically are either university professors or external practitioners invited to teach in the program, occasionally even jointly teaching a single course. The academic teaching staff actively engages in research on topics surrounding business and cooperatives. However, external practitioners are rarely involved as co-authors on research projects together with experienced academic researchers. There would be significant potential for research collaborations involving both. Good research often is the result of the diversity of the research team, particularly when the different expertise and experience of the collaborators involved complement each other, as would be the case in academic-practitioner research. And good and frequent research activity by teaching staff ensures that they stay ahead on top of trends and developments

in the field, in addition to developing competence and confidence, all of which is to the benefit of the learners.

Some of the good practice examples encountered in ECOOPE illustrate that the foundation for these collaborations has been planted. The master program at Pablo de Olavide University, which is featured in this report, has both academic and practitioner working together on co-supervising student master theses. The student's experience in developing research is guided by a university professor with experience in research and a manager of a social economy company with significant understanding of the cooperative realities in practice. Both co-supervisors exchange feedback and learn from each other on what constitutes good research.

FORMAL EDUCATION FOR COOPERATIVES

Although university professors involved in the programs interviewed broadly perform research related to cooperatives, it is noteworthy that professors with a formal academic degree dedicated to cooperatives are rarely encountered. University professors' academic backgrounds are very diverse, ranging from business and economics, to political science and history, and even law.

cooperative element can be conveniently integrated into the ongoing curriculum of students (e.g. business studies, science or humanities).

The existence and growth of formal university programs dedicated to cooperativism, such as those featured by ECOOPE, will contribute to a future with more academic teaching staff with a formal, specialized education of the subject. And the impact will be even greater when the graduates from these formal programs move into different fields, including into other academic disciplines, and carry with them the understanding of the cooperative model into different contexts.

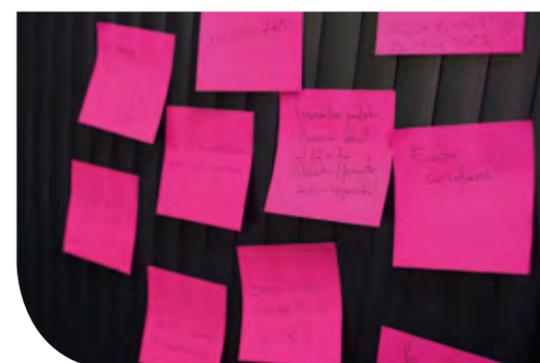
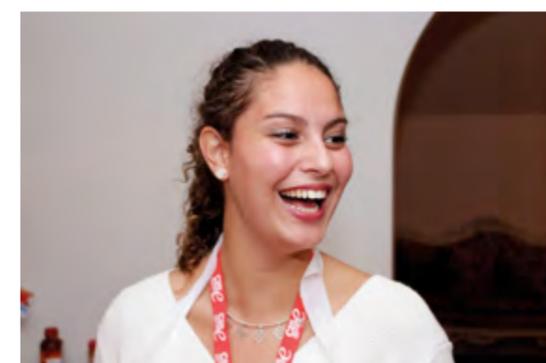
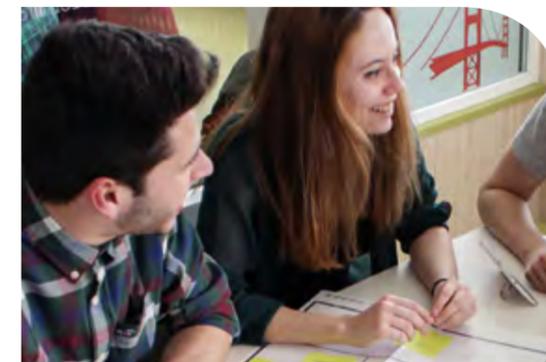
This striking observation may be partly explained by the limited number of doctoral programs dedicated to the social economy. However, it is just as noteworthy that many professors have started their careers focused on other business models or topics, and that over time they have become more focused on the cooperative model. This underscores the importance of initiatives to develop awareness of cooperatives to a wide range of society.

The future career paths of learners at most secondary schools are still wide open, so it is possible that programs such as Schülergenossenschaften, Cooperatives d'Alumnes, or Spółdzielnie Uczniowskie may encourage participating students who go on to study at universities to be more receptive to university programs or courses dedicated to the cooperative theme.

These measures tend to be effective when they integrate into the ongoing professional or academic lives of people. The Finnish initiative Co-Op Network Studies, which was featured in the ECOOPE guide, is an example of how the

MAINSTREAMING ENTREPRENEURSHIP IN COOPERATIVE CONTEXT

Business education in Europe has become more accessible with the rise of business schools over the past decades. Popular media, such as business magazines and books written for a mainstream readership, have further propelled awareness of business competences. The cooperative concept has not yet been mainstreamed to that extent, although it varies by region with some having a strong penetration of cooperatives. Entrepreneurship in the cooperative context is well positioned for an awareness boost that may lead to a mainstreaming of the phenomenon. The seeds for this are planted when business competence, or even in particular entrepreneurship competence, meets awareness of the cooperative model. And that is precisely what many programs that were found during ECOOPE's European search are doing – and should serve as inspiration for more programs to follow these examples ■





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