

eccoope

YOUTH COOPERATIVE
eNTREPRENEURSHIP

Work Package 4 Identification and selection of good practices



●●● ABOUT THE WP LEADER

The **Policy Experimentation & Evaluation Platform** (www.peep.pt) is an NGO with 3 pillars:

- 1) Policy Innovation, Experimentation & Dialogue
- 2) Capacity Building & Systemic Cooperation
- 3) Research & Impact Assessment



Activities and Experiences Relevant to the project:

- Youth Start – Entrepreneurial Challenges (Jan. 2015 – Jun. 2018) - Largest policy experimentation on experiential EE in schools (see: www.youthstartproject.eu)
- bGame (Oct. 2015 – Oct. 2017) - Strategic management game as a teaching methodology for entrepreneurship and business education (see: bgame-project.eu)
- Youth Work and Youth Entrepreneurship (Jan. 2016 – Feb. 2017) - Research project on European practices for the promotion of youth employability through entrepreneurship. (see: <https://publications.europa.eu/s/d7su>)
- CONEECT project (Dec. 2012 – Dec. 2015) - Training program for higher education educators in entrepreneurship (see: coneeectu.com)
- ASTEE - Assessment Tools and Indicators for Entrepreneurship Education (Dec. 2012 – Jun. 2014) (see: www.asteeproject.eu)

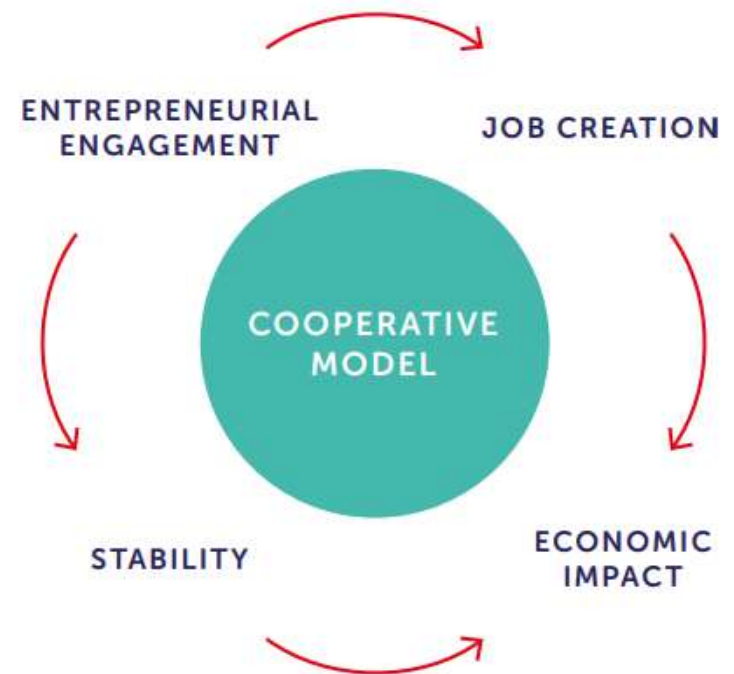
●●● IMPORTANCE OF COOPERATIVE SECTOR

CICOPA estimates that worldwide the jobs of around 250 million people are in some form related to cooperatives

approximately 180,000 cooperatives throughout Europe

a report on France showed that cooperatives provide over 1 million jobs

How many young people are unemployed across Europe?



COOPERATIVE ENTREPRENEURSHIP EDUCATION

Entrepreneurship education can help improve employability of young people.

→ Also applicable to the cooperative model

What is entrepreneurship?



MILESTONES OF ENTREPRENEURSHIP EDUCATION IN EUROPE

The 2006 Oslo Agenda for Entrepreneurship Education (EE)

Budapest Agenda of 2011, enabling teachers to include EE in schools

EE was included in the European Union's New Priorities for European Cooperation in Education and Training (ET2020)

ASTEE project (assessment tools) and Youth Start Entrepreneurial Challenges

EntreComp framework of 2016

→ EE for the cooperative model?

ECOOPE GOOD PRACTICE SEARCH

WP4 of ECOOPE aimed to find and highlight a selection of good practices in both schools and higher education

ECOOPE team performed a wide review of programs across Europe, resulting in a pool of 191 initiatives

Using a digital questionnaire and qualitative approaches, a selection of interview candidates was made

From among those interviewed, 6 school programs and 7 university programs were featured as good practices in the guide

PROGRAM HIGHLIGHTS



TEAMWORK



**DIGITAL
COMPONENTS**



INTERNSHIP



**STUDENT
COOPS**



**STUDENT
RESEARCH**



**COMMUNITY
INVOLVEMENT**



**ENTREPRENEURSHIP
TOOLS**



ACCESS



**INTERNATIONAL
DIMENSION**

TEAMWORK

All good practices featured have teamwork

Not surprising: the cooperative model is all about people working together

Group work in classes

Even collaboration on master theses (program at Pablo de Olavide)



TEAMWORK

DIGITAL COMPONENTS

21st century learning can and should be digital

Co-Op Network Studies in Finland is run entirely through an e-learning platform

But also face-to-face programs can use digital platforms to facilitate learning (e.g. UCETAM)



**DIGITAL
COMPONENTS**

●●● INTERNSHIP

Most university programs featured as good practice have internship component

Either mandatory (e.g at Basque University)

...or optional (e.g. University of Bologna)

Internships are a crucial opportunity for students to gain work experience, sometimes even for the first time



INTERNSHIP

STUDENT COOPS

Not common among university programs

But even more so a common ingredient of many successful school programs

Involves creation and operation of actual cooperatives run by students

Diverse range of business areas (creative sector, social services, food, etc.)

May also have long-term duration (Schuelergenossenschaften), with a minimum expected duration of 3 years



●●● STUDENT RESEARCH

Research can be an effective way for students to learn

Many university programs featured require students to engage in research

Examples include: Basque University, Goldsmith, Sheffield Hallam, and University of Bologna

Extent can be substantial, e.g. at Sheffield Hallam student project paper have approximately 15,000 words



**STUDENT
RESEARCH**

●●● COMMUNITY INVOLVEMENT

Good practices go beyond the program itself and have wider impact

Some programs with student coops may channel part of the student coop profit to social causes (e.g. Schuelergenossenschaften)

Another example of community involvement is student coops interacting with the wider community (e.g. students coaching other students as in Cooperatives d'Alumnes)



**COMMUNITY
INVOLVEMENT**

●●● ENTREPRENEURSHIP TOOLS

Good practices equip students with entrepreneurship tools

Formulation of business idea (e.g. Pablo de Olavide)

Entrepreneurial modelling (e.g. Goldsmith)

Entrepreneurship through the Internet (session at Jean)

Fairshare Labs for Social and Blue Innovation (Sheffield Hallam)



**ENTREPRENEURSHIP
TOOLS**

●●● ACCESS

Some programs make the cooperative model accessible with low barriers of participation

Example: Espazo Coop's short-term program

The short duration makes the learning program accessible for students, helping maximize awareness of the cooperative model

Another example: Co-Op Network Studies in Finland

The e-learning nature of the program allows flexibility in learning



●●● INTERNATIONAL DIMENSION

Cooperatives operative in a globalized world →
learning programs should reflect that

Guest lectures with cases from particular
country contexts abroad
such as South Korea, Japan and Colombia (e.g.
Goldsmiths)

International students (e.g. Goldsmiths had
students from 26 countries during last two
years)



**INTERNATIONAL
DIMENSION**

●●● **DISCUSSION PANEL**

Let's hear from three good practices:



Richard Hull

Goldsmiths, Univ. of London
(master program, p. 18-19)



Adoración Mozas Moral

Univ. of Jaen
(university course, p. 20-21)



Martin Strauss

Schuelergenossenschaften
(school program, p. 28-29)

Moderated by **Ilana Gotz** from Euricse



Master of Arts in Social Entrepreneurship

Location: London (UK)

Operated by: Goldsmiths, University of London

Type of program: University Masters, for graduates or mature students

Duration: 1 year full-time (6 months in class; 6 months independent study); 2 yrs part-time

Key features:

- Focus on social enterprises, cooperatives, support ecosystems, social & solidarity economy and sustainable development
- Blend of practice (entrepreneurial modeling, evaluating social impact) and theory (analysing types of social enterprise and their support ecosystems; research methods)
- Cohort of approximately 20 students progresses through classroom activities together each year; they learn a lot from each other and have very wide variety of backgrounds, age and origins (mix from Global South & Global North)
- Students benefit from London's environment of extensive social enterprises, social investors, and support and advocacy organisations. [Santander International Event // 21 & 22 June 2018](#)

●●● Learn to Entrepreneur Using the Worker Cooperative Model

Location: Jaén (Spain)

Operated by: University of Jaén

Type of program: University course (master and degree students and alumni)

Duration: 2 weeks (30 hours)

Key features:

- The course is very practical. The theory accompanies with real experiences (30 maximum students who work organized in groups)
- University professors committed to cooperative research, including some are cooperative members
- Alumni, who are members of work cooperatives, teach most of the program. They approach the topics from the practice and the students develop a business project
- One day students visit alumni cooperatives and they are also shown the business incubator of the University of Jaén and the services they can find for free
- We believe in cooperativism and that feeling is transmitted and the students get it

SCHUELERGENOSSENSCHAFTEN

Location: Baden-Wuerttemberg (Germany)

Operated by: Genossenschaftsverband and individual schools

Type of program: Secondary School Program

Duration: Minimum of three years

Key features:

- student enterprises run by secondary school students in the form of a cooperative
- students independently work on business ideas, work processes and develop the statute of their cooperative
- Raising awareness of the cooperative model and moving forward with sustainability and entrepreneurship
- Regional cooperatives are serving as partners to provide guidance

DISCUSSION PANEL



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THANKS! // ¡GRACIAS!