



eccoope

YOUTH COOPERATIVE
eNTREPRENEURSHIP

Pilot Training Secondary Schools

Co-operative entrepreneurship: a tool for a sustainable, viable future

Santander International Event // 21 & 22 June // 2018

Co-funded by
the European Union



PILOT TRAINING SECONDARY SCHOOLS

**CONCEPTION, ORGANISATION AND DELIVERY OF
AN INNOVATIVE EUROPEAN TRAINING MODEL
FOR SECONDARY SCHOOL EDUCATION**

 **PILOT TRAINING SECONDARY SCHOOLS**

COORDINATOR: Valnalón (Spain)

PARTNERS: PEEP (Portugal), UCEIF (Spain), Euricse (Italy)

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OBJECTIVES AND APPROACH

This work-package aims at designing an innovative entrepreneurial training model for secondary school education based on a European cooperative experience as well as organising and delivering a pilot programme with the participation of at least two secondary schools from European countries with different cooperative and macroeconomic contexts.

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The programme...

- Improve pupils' skills and capacities
- Show them their potential to solve real problems
- Show their capacity to set-up and manage their own venture

Development of relevant skills they already have...

- Democratic decision-making
- Teamwork
- Problem-solving
- Joint effort
- Talent and creativity
- ...

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The Pilot

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Date: 22-26 Jan 2018

Spain



Langreo, Asturias



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Workplace: Ciudad Tecnológica Valnalón



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PILOT

- One-week entrepreneurial cooperative experience programme
- Intercultural cooperative experience
- Multidisciplinary teams working as a cooperative
- In order to solve a real problem
- Mediated by Social Economy actors and local cooperatives

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ECOOPE Challenge Checklist

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

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THE CHALLENGE

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

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

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

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Engaging Co-ops and Social Economy actors

| WHO | WHY | HOW |
|--|---|---|
| Social Economy Coops. umbrella organization | <ul style="list-style-type: none"> - Brings theoretical knowledge about social economy cooperative principles - Facilitates contact of students with real cooperatives | Talks, workshops, development of teaching materials. |
| Co-op | <ul style="list-style-type: none"> - Helps to understand the way a cooperative is run - Explain how principles and values are enacted daily - Launch the challenge and help the students to find ways to solve the problem | Talks, visit to the workplace, mentoring, counseling and advice during the process. |

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Social Economy Institutions

ASATA



**AGRUPACIÓN DE SOCIEDADES ASTURIANAS
DE TRABAJO ASOCIADO Y ECONOMÍA SOCIAL**

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Meeting with a real cooperative

D:MINARIA



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Meeting with a real cooperative



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PARTICIPANTS

24 STUDENTS

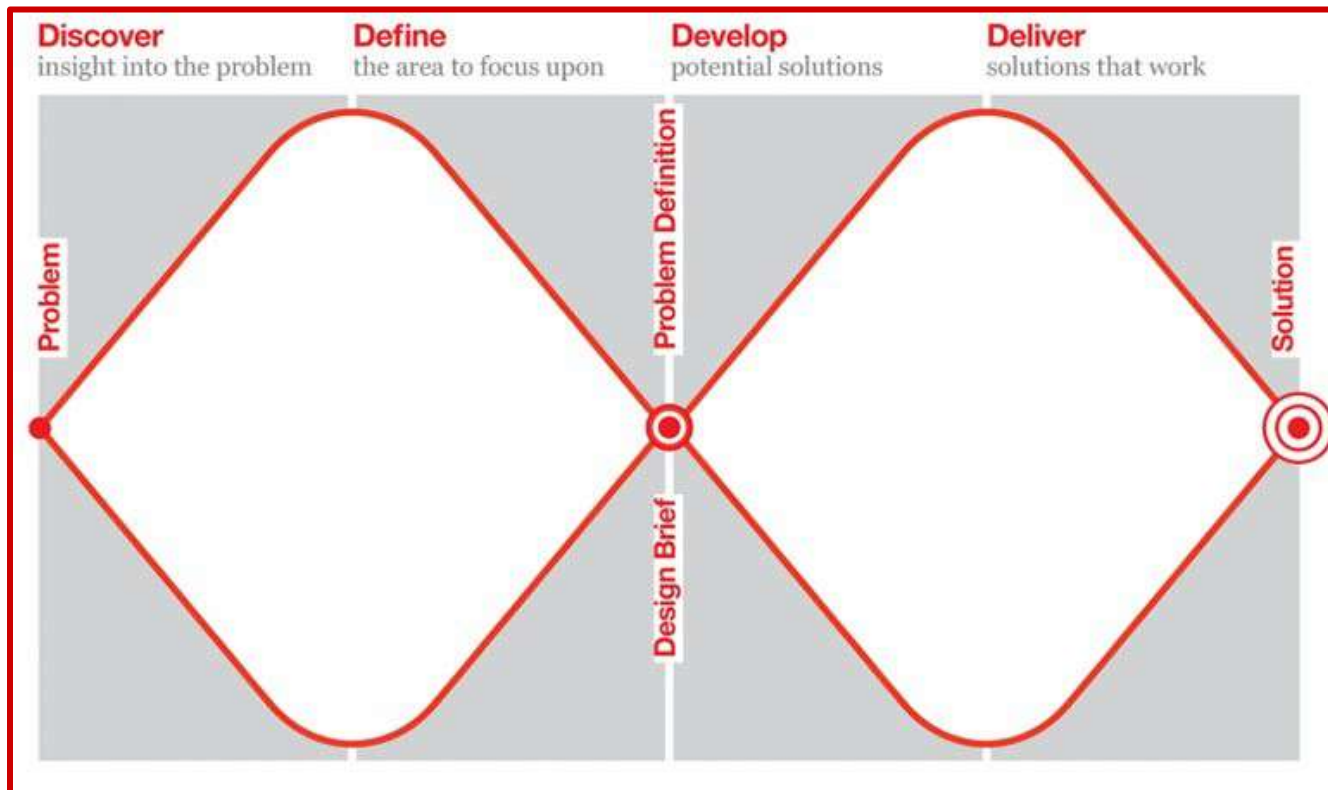
THE SCHOOLS

- Colégio Nossa Senhora da Bonança (Vila Nova de Gaia)
- EBS Pinheiro (Penafiel)
- IES Cuenca del Nalón (La Felguera)

+ 4 accompanying teachers

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THE DESIGN PROCESS: DOUBLE DIAMOND

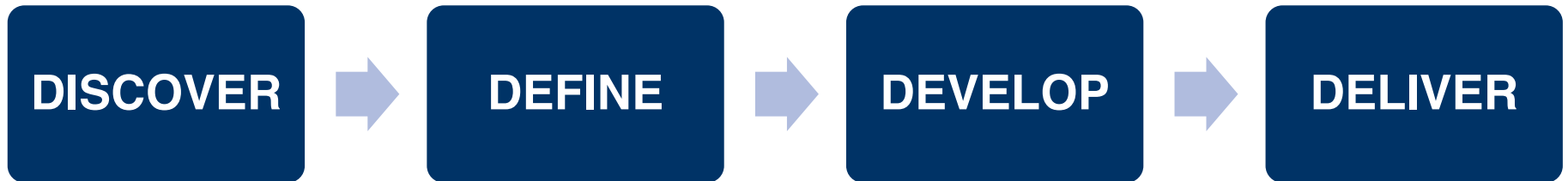


DESIGN COUNCIL

www.designcouncil.org.uk

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THE PROCESS



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day 1 **DISCOVER**

- 1.1 Training Presentation
- 1.2 Teambuilding
- 1.3 Reflection



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day 2 **DISCOVER**

- 2.1 Intro to Social Economy
- 2.2 Challenge Launch



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day 2 **DEFINE**

2.3 Meet the mentors

2.4 (Re)define problem

2.5 Team potential

(what they know, what they need and who can help them)



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day 3 **DEVELOP**

- 3.1 Creative thinking
- 3.2 Idea generation
- 3.3 Idea selection
- 3.4 Intro to Prototyping
- 3.5 Inter-team feedback



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day 4 **DEVELOP**

- 4.1 Prototyping (v 2.0)
- 4.2 Expert panel feedback
- 4.3 Prototyping (v 3.0)



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day 4 **DELIVER**

- 4.4 Storytelling training
- 4.5 Reflection Day 4



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day 5 DELIVER

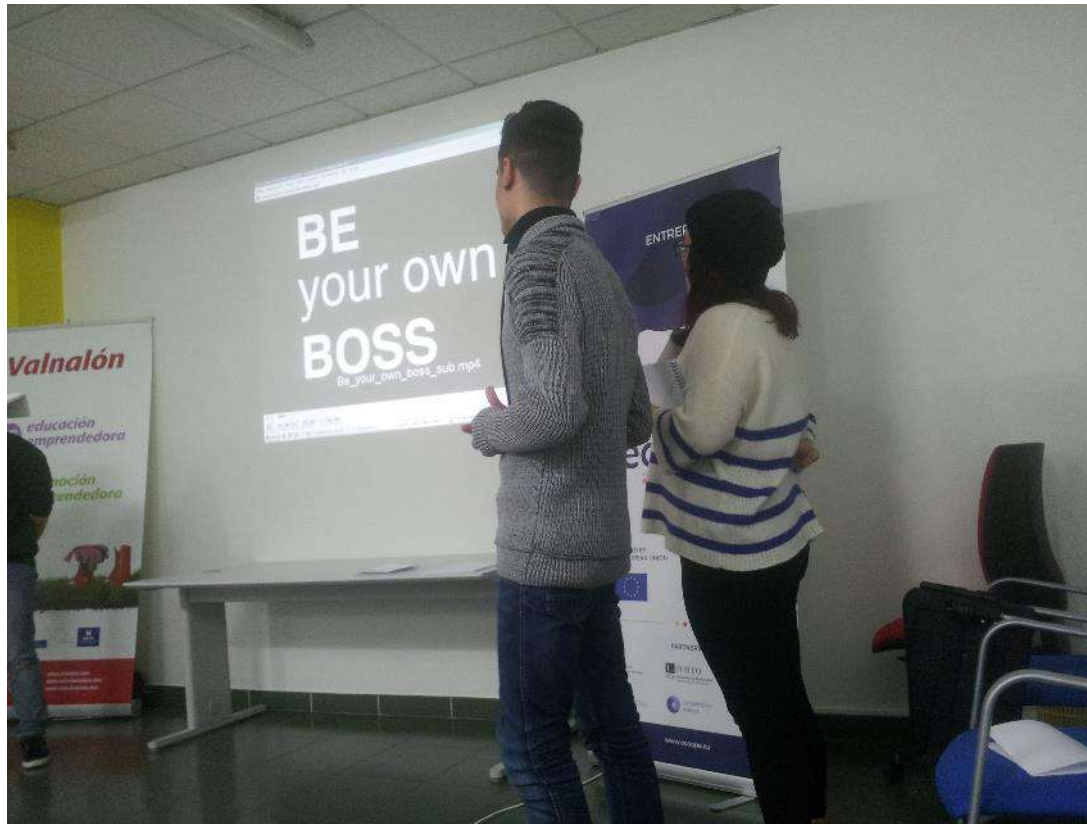
- 5.1 Communicating results
- 5.2 Output launch
- 5.3 Next steps?
- 5.4 Process evaluation



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| IDEAS | PROTOTYPES |
|---|---|
| <p>Blog with tools for the promotion of Social Economy and Cooperatives among youth. Blog features a series of funny videos explaining cooperative values and memes on the main features that describe and characterise cooperatives.</p> | <ul style="list-style-type: none"> - Blog landing page - Video "Be your own boss" - Various memes |
| <p>Mobile app that allows young people to locate, contact and arrange visits to local co-ops. Alliances with social economy umbrella organizations at regional level will help to expand the number of coops and schools involved.</p> | <ul style="list-style-type: none"> - Cardboard prototype of app screens |
| <p>Scheme of exchanges involving students from different countries to provide young people with knowledge about cooperatives. Design of experiences similar to ECOOPE for young people between 15 and 25 years old.</p> | <ul style="list-style-type: none"> - Service blueprint poster with illustrations and text with the main points of the idea |
| <p>Online game for mobile or tablet about cooperatives. The player must find another 2 participants, create a team of 3 people and live a virtual experience of creating a cooperative. In order to make progress and score points, the team will need to solve small challenges in the real world. Augmented reality technology will be used to locate and obtain information from real coops.</p> | <ul style="list-style-type: none"> - Paper sketches of game screens |
| <p>Local association of information and help to young people who need information on how to create a cooperative. This place should be included within the educational center, counting on its collaboration in addition to the collaboration of the environment.</p> | <ul style="list-style-type: none"> - 3D Model in cardboard and plasticine - Info leaflet |

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Student self-report questionnaires

Student sample (n=24)

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

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

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Student comments

Positive aspects

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

Improvement areas

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

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DISSEMINATION ACTIONS

Share the experience with other students

- Blog and Social Media
- Talks
- Video

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Colégio de Nossa Senhora da Bonança
23 Feb. 2018



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EBS Pinheiro

21 Mar. 2018



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IES Cuenca del Nalón

23 Mar. 2018



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The Guide

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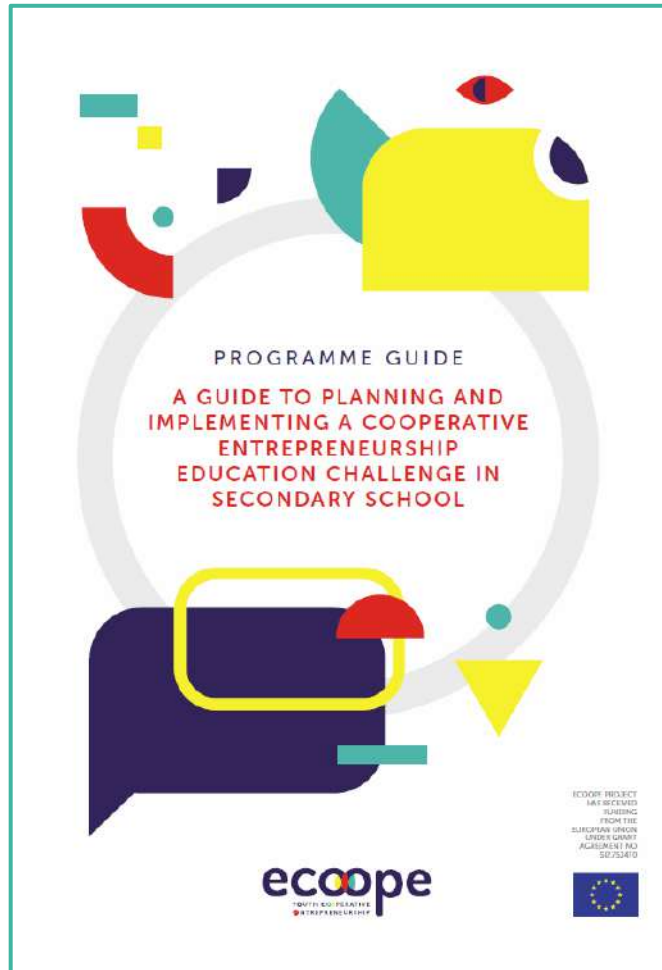


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The Training Phases

DISCOVER

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

Design Council

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

| ECOPE PILOT TRAINING: DISCOVER | |
|--------------------------------|---|
| DESCRIPTION | The phase is triggered by the launch of the challenge. Previously, students get to know each other, build rapport and form (transnational) teams |
| OBJECTIVES | <ul style="list-style-type: none"> Discover the challenge Open out and explore the challenge to identify problems and opportunities Teambuilding |

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

Tips

Tips

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

Student comments

STUDENT COMMENTS

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

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

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Tools

APPENDIX 01



VIDEO



ARTICLE



GRAPHIC 01



TESTIMONIALS

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Some pics

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Videos



 **PILOT TRAINING SECONDARY SCHOOLS**

PEEP

Cristina Soutinho

COLÉGIO NOSSA SENHORA DA BONANÇA

Maria Elisabete Alves Braz Rodrigues

Marisa da Costa Cardoso Oliveira

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TOPICS FOR DISCUSSION

1. Contributions of this pilot training for the students.

Have you observed any change in the students regarding their usual attitude during the work week or back to their schools?

2. Evaluation of the experience.

Positive aspects and improvement areas.

3. Teachers' point of view.

From your point of view, as a teacher, which are the possibilities of replicating or adopting/implementing this project overtime in schools?

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Questions

Impressions

Insights



THANKS! // ¡GRACIAS!