

didacti•coop

**DIDACTICOOP “Promoting entrepreneurial spirit
among the youngsters”**

Progress/Final Report

Public Part

Project information

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Executive Summary

The European Commission has selected the action: “DIDACTICOOP: Fostering the enterprising spirit among young people” in the framework of the LEONARDO da VINCI Programme under the Permanent Learning Community Program (European Commission DG Education and Culture), for its implementation during the period 2007-2009.

The partner entities that make up the partnership are the following:

ORGANISATION	COUNTRY
UCMTA	Spain
University of Bedfordshire	England
Werk-sttat-Schule	Germany
Cooperativa PORIGUAL	Spain
Eurofortis	Latvia
FRAREG	Italy
Madrid Emprende	Spain

The final goal of the DIDACTICOOP project is to raise enterprising awareness among young people through social enterprising competence development. The project understands social entrepreneurship as a collective activity with the following characteristics:

- The mission of social economy companies is the welfare of the people.
- Social economy companies respect equality of opportunities in every possible aspect.
- They work from a sustainable point of view, both socially and environmentally.

- They are committed to permanent training, encouraging innovation and strengthening the ability to change.
- They get involved with local economic development and make commitments with the communities.
- They contribute to the creation and maintenance of jobs.

Therefore, social entrepreneurship implies putting the following values into practice:

Equality, Democracy, Responsibility, Mutual Help, Solidarity and Equity.

In general, and after a first stage of analysis and study, the project consists of making five didactic guides for the promotion of social enterprising competencies. These competences were selected in a collective work, ranging from coordination and the technical team of the UCMTA to the rest of the team.

The process started in first transnational meeting in Madrid, with the advise of different experts and other social entrepreneurial projects.

After exchange of ideas between partners, which have been selected according to their learning suitability to successfully face any enterprising initiative.

These competencies are:

1. Responsibility.

Conscious adoption and execution of decisions; recognition and assumption of the possible consequences that come from a decision or from any other action realized voluntarily; to be a person in charge for them. In DIDACTICOOP project is the main strength on social responsibility. Social responsibility is an ethical or ideological theory that an entity whether it is a government, corporation, organization or individual has a responsibility to society.

2. Empathy.

Ability to understand and enter into another's feelings. Empathy is a loaded concept which covers a broad spectrum, ranging from feeling a concern for other people that

creates a desire to help them, experiencing emotions that match another person's emotions, knowing what the other person is thinking or feeling, to blurring the line between self and other.

3. Self-confidence.

The socio-psychological concept of self-confidence relates to self-assuredness in one's personal judgment, ability, power, etc., sometimes manifested excessively. Having realistic expectations about oneself and the confidence and belief in one's capacity to reach a goal or develop an attitude, with the feeling that it is possible to achieve it.

4. Flexibility.

Opened Mind / Flexibility: attitude free of prejudices, capacity of adaptation and response to changes in the external and internal environment to match a given demand.

5. Creativity and innovation.

Capacity of generating new concepts and ideas. Creativity is a mental and social process involving the generation of new ideas or concepts, or new associations of the creative mind between existing ideas or concepts. Creativity is fueled by the process of either conscious or unconscious insight. An alternative conception of creativeness is that it is simply the act of making something new.

6. Communication.

Communication is the process of transferring information from one source to another. Communication is commonly defined as "the imparting or interchange of thoughts, opinions, or information by speech, writing, or signs". Communication can be perceived as a two-way process in which there is an exchange and progression of thoughts, feelings or ideas towards a mutually accepted goal or direction. Capacity of transmitting ideas to third persons in a clear, simple and effective way, as well as to listen to others in an assertive way that may lead to better comprehension of others' opinions and feelings, seeking and using feedback from persons and circumstances.

Ability to reflect on one's own principles and those of others.

7. Initiative.

Quality to act promptly and firmly, impulse of acting with energy and persistence to achieve a given objective without depending on others actions and opinions when not necessary or not available.

8. Organization and Planning.

Capacity of elaborating a detailed action/ activity plan in order to achieve an aim or objective, foreseeing the necessary steps and their sequence in time.

9. Teamwork.

Teamwork is a joint action by two or more people or a group, in which each person contributes with different skills and express his or her individual interests and opinions to the unity and efficiency of the group in order to achieve common goals. Acting in a coordinated and collaborative way in the accomplishment of a task or project, the result of which corresponds to the efforts of the groups as a global and not to individuals.

10. Analytical ability and decision-making.

Ability to think thoroughly on a given circumstance or situation, being able to synthesize and evaluate, and capacity of selecting an option among different alternatives for different situations.

11. Motivation.

Motivation is the set of reasons that determines one to engage in a particular behavior. Courage to carry out a programmed idea, plan or task: generally related to the perception of satisfaction with the achievement of expected results as enough reward in itself for those efforts. Persistence in pursuing a purpose (plan, activity or task); constancy in attempting or executing it. Firmness, insistence in an intention.

Reconsidering school not only as a learning environment, but also as an The aim is for the guides to be used as a pedagogical resource for the educational centres to include work on these 11 competencies, in a transversal way throughout the entire learning stage, from 6 to 25 years of age.

Furthermore, with the purpose that this social entrepreneurial spirit may be considered official, based on the accumulated experience through the elaboration and testing of the guides, a curriculum proposal will be made so it can be submitted to the local and regional authorities as a final stage of the project.

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1. Project Objectives

The main and most important trend that can be observed in the recent evolution of the Social Economy is its consolidation in European society because of its utility between the capitalist sector and the public one, there are a great plurality of actors: co-operatives, mutual societies, associations, foundations and other similar companies and organisations.

In this sense, the DIDACTICOOP project aims to make a part of the European children and youth aware of the role that the Social Economy is currently playing as a feasible professional option.

First, the objective of the project is to inform and to arouse the interest of European youth about self-employment as an alternative to enter the job market and remain in it. This self-employment is considered from a collective point of view, and it is based on a set of shared principles and values that will boost a type of entrepreneurship characterized by its sustainability and responsibility.

From the DIDACTICOOP project, we understand that the best way to effectively transmit and reflect on these values is through education, promoting its development, as far as possible, from the educational systems themselves.

To that aim, five didactic guides are being prepared, one from each member country, which will cover the whole range of school ages (from 6 to 25 years old), and which, in an itinerary form, will allow teachers the development of activities for promoting and encouraging values for self-employment and self organization in Social Economy.

Deriving from the project implementation itself, there is a group of direct recipients, who will be the 1000 European schoolchildren who will collaborate in the guide evaluation, in each of their centres. Once tested and finished, the guides will be accessed electronically and free of charge, which will significantly increase the number of recipients.

Besides, all the guides will be available for all the age groups in the five languages of the members: English, Spanish, German, Italian and Latvian.

In addition, the objective of the project is to make these results last over time, which is the only way to get the desired impact, and for which some actions have been

planned.

In addition to the teaching centres of age groups ranging from 6 to 25 years old, DIDACTICOOP wants to be reflected among other involved agents such as local authorities, experts in entrepreneurial projects of different kinds, local communities and other educational institutions, by establishing a network of work and information exchange.

One of the results of the project is a General Education and Vocational Education and Training Curricula, a product that emerged from a twofold analysis: the analysis of the specific reality of each country, as well as of a framework shared by all the country members, which will allow the permanence of the project over time and, therefore, a greater impact in the long term.

2. Project Approach

In the implementation of this DIDACTICOOP Project can be summarised in four phases:

1. Research. In this activity it is been used information gathered by all partners in different educational centres.

There are two different parts:

o Needs Analyse Study. Before designing any tool it is necessary to identify the themes and approaches that are currently being used and implemented in primary, secondary and higher education, in each national reality.

In order to gather all information a questionnaire was drafted by partners, and after selecting a representative number of educational centres (primary, secondary, VET and higher education). Competences definition, reflected in the document, has been also agreed by all partners.

The development of a social entrepreneurial spirit focused to promote employability among European students, should develop competences, skills and knowledge, in this sense Vocational and Educational Training (VET) plays a key role in this picture because of the direct relation with labour market.

That is the reason why DIDACTICOOP Project, as a Leonardo de Vinci Project, is focusing their activities in this specific group, in all different products.

o Compilation and systematization of the existing materials, best practices and documents.

2. Once first results of needs analyse and **best practices experiences** has been achieved, it is the moment to elaborate and innovate practical

pedagogical material for young people.

This is the specific implementation situation the project is in this moment. To develop this particular and important activity we have adopted a triangular methodology, which means, the work of elaboration all guides is developed jointly between a Pedagogical Committee as experts in guides designing, each partner and coordination, with web site as working tool.

Once each partner has developed one educational suitcase, all segment of ages will have a pedagogical guide, and they will dealt with a specific methodology itself: simulation games, cooperatives games, etc.

Pedagogical suitcases will be tested with 1000 students. Their corresponding teachers and school centres should cooperate with the project.

3. At the same time, co-ordination and partners will creation of a **social entrepreneurship network** in Europe connecting key stakeholders.

4. Having the results of the pilot testing, the partners will design a social entrepreneurship proposal, following the final objective of being incorporated in official education plans.

Various programmes and pilot projects on promotion of entrepreneurship among the youngsters have been already developed. However, none of them addressed the sector of social entrepreneurship, which has been considered as a key booster of social cohesion in Europe. That is one of main added value to our project.

At the same time, DIDACTICOOP project is developing an innovating contribution leading a new approach towards the promotion of an social entrepreneurial spirit among the youngsters in formal education settings which may improve their capacities to work and complete in a globalised world.

Evaluation strategy

Evaluation strategy consists of two types of evaluation.

First type of evaluation strategy of monitoring , as an internal strategy of control. For this aim one Evaluation Team has been created during II Transnational Meeting in Riga (Latvia), composed by three partners that offered themselves to gather all information required, and to lead evaluate the process.

This team will provide, together with coordination team, guidance toward planning and implementation of internal evaluation procedure. It will be focused on timelines and responsibilities.

As it figures in Project proposal External evaluation is conducted by an external team. This evaluation and results will be available by the end of the project. This report will evaluate goals, process objectives, responsibilities and timelines.

3. Project Outcomes & Results

Following the DIDACTICOOP proposal approved by the European Commission, the project has two major outcomes, which will come out as a product, and therefore, as the result of the implementation of the project in its second year of development.

These two outcomes are:

- A set of five didactic guides, each of which for a specific age group. As a whole, they will be presented like a briefcase, which will didactically be a training itinerary from 6 to 25 years old.
- A curricular proposal, the result of the implementation of the entire project, in order to include the pedagogical developments of the briefcases in the school planning of each country.

At this point in the development of the project, we are in full development phase of the didactic materials. Previously, a study of the needs for the promotion of social entrepreneurial skills in each country has been carried out through questionnaires addressed to teachers and analyses of best practices in each of the countries.

This research should give impressions in all partners countries about how teachers deal with social entrepreneurial competences in their everyday work; which are the main subjects where each competence is developed, specific methodologies chosen by country.

Development of the didactic guides

As has been specified, each participant country draws up a didactic guide for a specific age group.

- 6-9 years old. ITALY.
- 10-13 years old. LATVIA.
- 14-17 years old. GERMANY.
- 18-22 years old. SPAIN.
- 23-25 years old. ENGLAND.

The structure that has been considered ideal for each of the guides fits a theoretical structure on the skills to be developed and the most appropriate methodologies/tools, which have been captured in 15 activity cards (in Latvian case there were done 14 different activities cards – the activity Cooperative games can be used as for 10-11 years old children as for 11-12 years old children).

Each group of materials would have two versions: A) A complete teacher's activity **Guide**. B) A reduced student's activity **Workbook**. Student's Workbook was created for age segments 14-17, 18-22 and 23-25. For the age segments 6-9 and 10-13 were the student's activities very limited.

All Guides will have the same structure, divided in **two** sections, with their own components:

- General introduction: with two components: initial introduction and usage guidelines and general methodology.
- Composition of materials: appearance and introduction, summary of activities, description of each activity, suggestions for supplemental activities; guidelines for the application of the instruments, teaching notes.

The structure of Student's workbook, with one section:

- Composition of instruments: initial introduction and usage guidelines, sequence and description of instruments by activity.

These activities have been designed in such a way that they can be implemented either one after the other or independently as the teacher sees fit depending on the course development and on the subjects being learnt at that moment and in that country.

AGES	CENTRAL EDUCATIONAL STRATEGY	TYPES OF ACTIVITIES
6-9 years old	<p>TAKING A CLOSE-UP LOOK:</p> <p>Fundamentally, this has to do with recognizing the proposed skills in daily life. Becoming familiar with and experiencing the positive aspects of using them regularly. Life is better if we share, if we work together with others, if we plan the important things, if we are able to find efficient solutions, etc...</p>	<p>This guide contains suggestions for designing activities that allow students:</p> <ul style="list-style-type: none"> • To become generally acquainted with the proposed skills, recognizing them in daily life. • To create positive attitudes and feelings towards the skills set out. • To have initial application experiences with the skills set out. • To see the consequences of having those skills in people's lives
10-13 years old	<p>GETTING TO KNOW:</p> <p>Students receive information, they learn what is a cooperative and they meet entrepreneurs. In short, they participate as</p>	<p>This guide contains suggestions for designing activities that allow students:</p> <ul style="list-style-type: none"> • To find out what is a cooperative and how it works • To give an incentive to desire to initiate one's own business. • To create positive feelings towards enterprising situations and entrepreneurs. • To standardize the act of launching a business.

	<p>facilitators of the occurrence of positive experiences related to enterprise, recognizing it as a possibility for their professional development.</p>	<ul style="list-style-type: none"> • To increase student participation in the learning process
<p>14-17 years old</p>	<p>TRAINING:</p> <p>Perform reinforcement and training activities for facing possible situations related to management of a variety of productive enterprises</p>	<p>This guide contains suggestions for designing activities that allow students:</p> <ul style="list-style-type: none"> • To create the perception of the possibility and viability of individual enterprise • To train the understanding and encounter of possible situations that may happen in managing one's own business. • To identify typical attitudes in enterprising situations, the results and the need for change • To favour learning through the analysis and identification of other's best practices.
<p>18-22 years old</p>	<p>LOOKING AHEAD:</p> <p>The students imagine their idea of their own business, they get together with others to share them and use the experience they have acquired to look at possible</p>	<p>This guide contains suggestions for designing activities that allow students:</p> <ul style="list-style-type: none"> • To come up with and imagine possible enterprises of one's own, and with whom they could start them. • To make use of previous experience in order to reinforce the possibility of reacting efficiently in future enterprising situations. • To identify possible personal weaknesses in order to successfully face the variety of situations that may come

	<p>situations and challenges, and prepare strategies for facing them based on what they have learned. They are aware of their strengths and weaknesses, and establish mechanisms to reinforce them or alleviate them</p>	<p>up in the management of one's own business</p> <ul style="list-style-type: none"> • To imagine possible challenges that developing one's own business may pose and come up with strategies for facing them • To practice analyzing situations and reactions to them.
<p>23-25 years old</p>	<p>STARTING:</p> <p>If the previous educational process has worked, the moment comes to move into action, to consider the possibility of forming a more complete cooperative enterprise. To that aim, a series of activities are proposed by which a work group may go through the main steps toward forming a social</p>	<p>This guide contains suggestions for designing activities that allow students:</p> <ul style="list-style-type: none"> • To build a viable cooperative enterprise project as a team. • Reinforce their ability to successfully overcome key aspects of the business idea. • Face the conflicts and problems that happen when planning a collective enterprise. <p>Reinforce their role as transmitters of an enterprising culture and one of collective initiative.</p>

	<p>enterprise. In addition, we include some activities that are intended to reinforce the ability to overcome potential challenges that might be encountered in the process.</p>	
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Still, these guides should ideally be used regularly and continuously in each of the courses. This is considered the only feasible way to be able to promote the social entrepreneurial skills, as they are understood in the Social Economy environ.

At this time, the project is in full development of each of these activity cards. The working method entails an intense collaboration among each one of the members, the Experts Committee on pedagogical matters, who both guide each member's work, especially from a pedagogical point of view, and watch over the joint coherence as a training itinerary of the whole set of guides.

This project is done together with coordination using the project web page to make this task easier: www.didacticoop.net.

Logically, this web site is conceived as a platform to publicize the project, but it does an important job as a management and information and document exchange tool. All the documents elaborated in each of the phases of the project can be found in the private section.

Specifically, each of the members has almost three quarters of their cards already elaborated and in different phases of review and exchange with the Experts Committee.

Dissemination and exploitation activities

Considering how important exploitation and dissemination activities are for European projects, several actions have been carried out by each partner following an specific strategy emphasising information for schools and universities, main beneficiaries of project results..

These activities has produced as well outcomes and products, like: posters and leaflets giving basic information about project goals and final products, in all five languages; detailed information describing the project in partners' web sites, and specific dissemination activities in partner public meetings, and other actions focused on the dissemination and exploitation of this type of Leonardo project.

Partnership

The consortium is composed by representatives of local administrations, educational institutions, enterprises, and social economy organisations. For the purpose of this project, the partnership represents the key stakeholders for the promotion of social entrepreneurship.

The tasks have been equally divided among partners, so that each will take care of one educational suitcase, except for the countries having two partners, in which the elaboration and testing of materials will be shared among them.

The members' joint work is proving to be very enriching, especially because of the different activities that each of the members does. Some of them belong directly to the academic environ, like a University; others are within the vocational education field, while still others are close to the cooperative environment, and to in other types ways of to Social Economy, from a more business-like point of view.

Thanks to the search and sharing of Best Practices in the promotion of entrepreneurial values within Social Economy, in the school environment, the existing differences in this subject according to the member's historic and geographical zone have been made clear.

These differences are reflected both in the idea of the concept of Social Economy itself and in its level of development. Special differences have been found with the Latvian member where the level of development of Social entrepreneurship is very low, and the administration not fully ready for wider implementation.

The project is now midway in its development in historical terms; although it is true that it's most exciting and anticipated parts are pending.

During the next quarter the development of the didactic guides will come to an end, and, once the agreements with those centres that voluntarily decide to participate have been signed, the guide evaluation in the classrooms will be carried out.

This phase will be developed by each teacher in the classroom, with the help of the specialized, technical support personnel. The implementation of the activities will be accompanied by an evaluation of the materials.

After its evaluation and sharing among the members, the necessary modifications will be made, thus obtaining the last and definitive version of the briefcases.

Copies will be published, but there will also be an electronic version, which will be posted onto the project web page and will be accessible to every school, institution or individual that wants to make use of them.

Simultaneously to this last work phase with the didactic guides, every member will elaborate their own curricular proposal, bearing in mind the education reality of their country/region.

This proposal will be presented as an alternative in the school curriculum to the authorities and relevant key agents, providing another element of permanence in the time of the project.

For the distribution of both elements, we will be counting on the support of the Entities Network (institutions, school centres, as well as other networks already created with similar goals) that will have been created parallel to the elaboration of the products already mentioned.

4. Plans for the Future

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created with similar goals) that will have been created parallel to the elaboration of the products already mentioned.

5. Contribution to EU policies

DIDACTICOOP Project follows a strategy in the Life Long Learning Programme, related with some key EU policies, specifically some Lisbon key competences:

- Learning to learn.

The materials developed will provide students with the necessary skills to continue learning on entrepreneurship in the future, as both, materials and methodologies will be based on a “learn by practice “ approach. These materials will also provide them with the necessary skills to keep information updated.

- Civic competences.

One of the main objective of this project is to promote Social Economy. Social Economy companies are democratically managed and their work is linked with the communities where they are based. Therefore, social economy companies are valued as adequate environments for the generation of democratic values, respect for others, responsibility and ownership for public affairs.

- Entrepreneurship.

The overall aim of this project is the promotion of entrepreneurship through adapted pedagogical materials that will be used in informal education. This key project has been included in all national action plans to reach the Lisbon goals, and this project will also try to get adapted to this specific national implementation measures if they are related to education for entrepreneurship.

- Equal opportunities.

Social entrepreneurship facilitates social and professional inclusion to disadvantaged people, as it opens the labour market to those that are traditionally excluded and promotes their empowerment and self confidence.

The democratic management of social economy organisation ensures the adequate participation of all members in decision making processes, regardless the traditional discrimination stereotypes of many traditional companies. Moreover, most of social

economy organisation work for the promotion of the social excluded as the aim of their activity.

6. Extra Heading/Section

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