



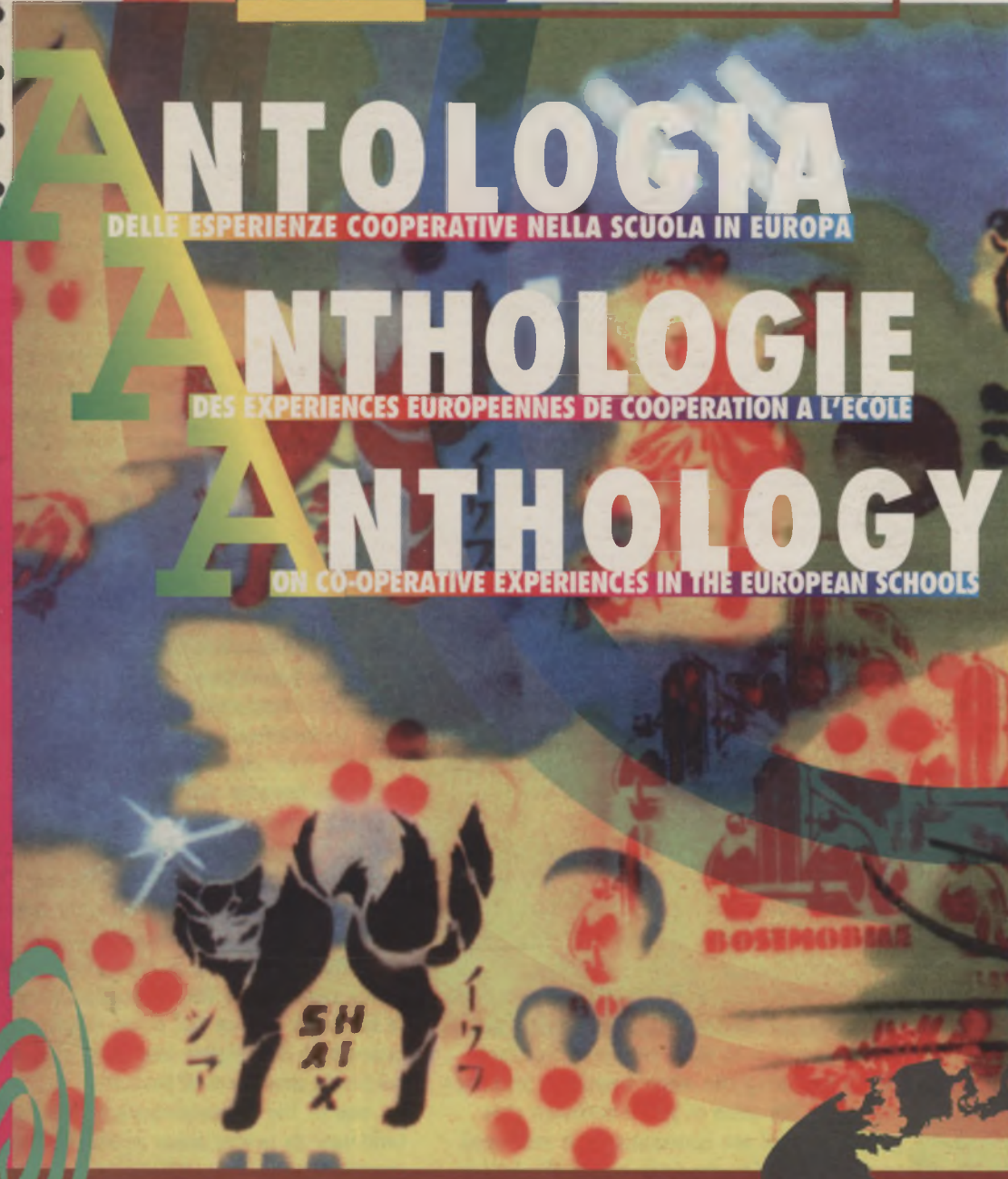
Scencoop



ANTOLOGIA
DELLE ESPERIENZE COOPERATIVE NELLA SCUOLA IN EUROPA

ANTHOLOGIE
DES EXPERIENCES EUROPEENNES DE COOPERATION A L'ECOLE

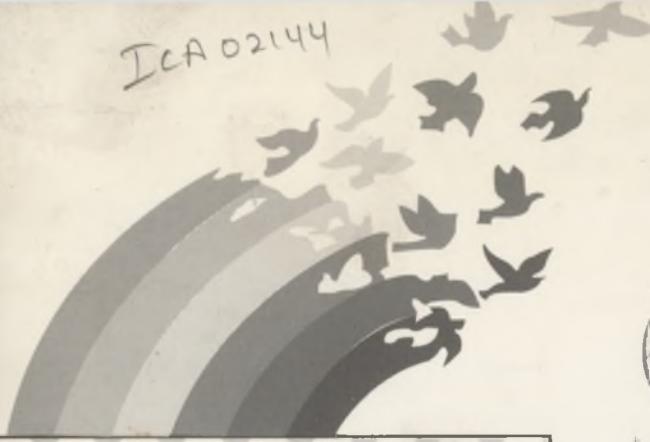
ANTHOLOGY
ON CO-OPERATIVE EXPERIENCES IN THE EUROPEAN SCHOOLS



A
C
B
D

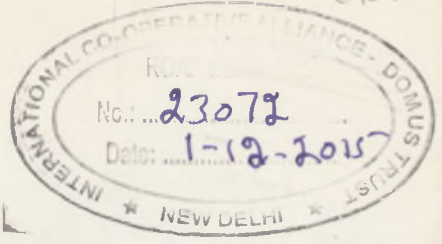


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INTERNATIONAL CO-OPERATIVE ALLIANCE

Coenroop

ANTHOLOGY

**ON
CO-OPERATIVE
EXPERIENCES
IN THE EUROPEAN
SCHOOLS**

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the **P**ROJECT

PART I

PREAMBLE

ICA-Europe, undertook a transnational project to spread and promote co-operative values, principles and an entrepreneurial spirit in schools on the occasion of the ICA Centennial and of International Co-operative Day.

On the occasion of the 150th Rochdale Pioneers' Anniversary it is important that co-operative ideas and values should reach the younger generation and find a reference point in the schools that are central to the education and training process.

OBJECTIVE

The project's main goal is the on-going education of the young in co-operative issue through practical projects which can be integrated with schoolwork. This would also contribute to the building of local initiatives aimed at solving unemployment problems and creating new enterprises.

We want to foster a practical experience of co-operation at school level, to promote co-operative awareness among teachers (as a cultural investment in the training of future co-operators), and to disseminate co-operative principles and practice through meetings with co-operators and through various experiments to be implemented in schools and/or in co-operative enterprises.

The final objective is to establish an "organisational structure" which should be able to work in the same way throughout Europe for the promotion of European co-operative culture and enterprise.

We should be seeking slots within the time-tables of schools, following the submission of detailed proposals to the various Ministries of Education and Governments.

This is an exacting and ambitious mission, to be managed "step by step" over several years but within a common approach.

ORGANISATION

At project level it is a matter of collating experiences and analysing them so as to put together a "package" that can be translated into the various national circumstances after short training courses and professional inputs. The objective is to achieve an awareness of co-operative values that will

lead on to practical action in social and economic fields. Such action can be a way of sustaining friendships and common interests born in the classroom. The first step in this direction has been to make a census of the experiences of ICA-Europe members and specialized bodies in the area of schools' co-operative projects in order to select material for inclusion in a European package for the promotion of co-operative principles and practice within schools.

The census of experiences highlighted a great variety of initiatives and approaches.

These can be summarized as follows:

- competitions to encourage communal action;
- executive games in classroom based on specific tasks for co-operative management ;
- competitions to identify new opportunities for projects, aid and advice;
- meetings with co-operators, visits to co-operatives and twinning opportunities;
- courses and experimentation in productive activity, managed in collaboration with schools;
- agreements with local authorities, allowing opportunities for the management on a co-operative basis of various leisure time activities and young people's services (eg libraries, exhibitions, information centres, sport centres, etc.);
- production of audio-visuals, videos, workbooks, manuals, etc.;
- training and executive games for teachers, students, and managers and artistic performances designed for the promotion of co-operative values and experiences.

A seminar in Brussels in July 1994 laid the foundations for a European project on Co-operatives and Schools. The project's aim is to launch in the different European countries a family of projects which will help encourage a European co-operative culture and which are adapted to different purposes and targets, eg primary or secondary schools, pupils or teachers, and educational or entrepreneurial training.

CONTENTS

The first result, reported here, has been the publication of an account describing the chief experiences to date. It has been translated so far into three languages (French, English and Italian), and allows the reader to understand the objectives, models and techniques adopted in each initiative. It

is presented in the form of updateable loose-leaf notes to facilitate and to enable an exchange of experiences through a "mailing list" of experts and through an information "network".

KEY TO READING THE MANUAL

The various types of initiative are grouped by country and subdivided according to aims and types, as indicated in the survey questionnaire.

The report on schools and cooperation proper has been divided into two parts. The first provides a summary that allows the countries involved in each class of initiative to be quickly identified, so as to facilitate the reader's search for those of most interest to him/her in the analytical reports that make up the second part.

In preparing the summary reports, account has been taken of the variety of aims attributed to the various projects described and of their specific contents. This has been done in order to encourage further research and the exchange of experiences between the various cooperative movements and countries.

INTRODUCTION

The information collected in this anthology relates to a score of organisations in 14 countries: those that have participated in some way in defining and managing the project or have simply responded to one of the various questionnaires sent or at least supplied material describing their initiatives that can be utilized for the purposes of this work.

Naturally the greater or lesser amount of space made available to the various countries and/or to individual initiatives in this anthology depends strictly and only on originality and diversity and on the quantity of usable information supplied or made available in the principal Union languages.

THE EUROPEAN PANORAMA

What emerges from the data collected is a rich and varied panorama which makes it possible, independently of the nationality of the various initiatives or proposals, to provide a very varied range of initiatives implementable in the most varied contexts, to stimulate the creation of international contacts and to try out hypotheses for socialisation and exchanges of experience.

In general we can therefore note with interest the widespread attention given to the question of relations between cooperation, the new generation and the educational system, and the fact that promotion of cooperation in schools is expanding.

It should also be pointed out that the aim of putting the varied experience gained and know-how acquired (enriched by a vast output of multimedia aids) at the service of the European cooperative movement as a whole, and launching of the project for a transnational network, is a feasible one.

Finally, on the question of finance it must be remembered that even when, as in some cases, public resources are provided, the cooperative movement has for the most part decided to invest its own resources in relations with the school system.

NATIONAL EDUCATIONAL SYSTEMS

Since data from some countries is unavailable, it has not been possible to include this type of information in the analytical country reports.

Given the present differences in national curricula, it has been preferred to standardize and simplify the references to school categories using the terms elementary or primary school (6-10 years), middle or lower secondary (11-14 years) and high or upper high (15-19 years) with indicative references to the ages concerned.

However, examination of the data shows that the type of national school system has influenced the content of the projects and the modalities of relations with the schools, but not to such an extent as to make them non-transferable from one country to another.

CLASSIFICATION OF EXPERIENCES

Experiences have been classified as follows:

- **"A" GROUPS** all the experiences in which cooperation is used as a method for general educational objectives, independently of the specific experiences of the organized cooperative movement (for example, French school cooperation).
- **"B" GROUPS** all experiences of school management in the form of consumer (parent) or worker (teacher) cooperatives or mixed ones (parents plus teachers) or ones promoted by students in the school environment as an exercise and/or for specific purposes (e.g. human solidarity).
- **"C" GROUPS** all experiences of promotion and dissemination of universal values by cooperative organisations in the fields of security, environmental or consumer protection etc.
- **"D" GROUPS** all experiences of education in cooperative values and information on cooperative movement activities.
- **"E" GROUPS** all experiences of training for work and cooperative enterprise conducted in collaboration with schools.

When its contents and aims indicate that an initiative could be classified in more than one of the above groups, the other general class or classes (A, B, C, D or E) are also shown if account has been taken of them in preparing the summary map of initiatives in Europe which follows.

This report has been produced at the request of ICA - Europe by the Confederazione Cooperative Italiane and by Centro Studi sulla Cooperazione (CENSCOOP) of Rome which has financed the work.

The European Union - Direction General XXIII also contributed.

The text has been compiled under the supervision of Walter Williams (CENSCOOP Director) and in collaboration with Mrs. Loredana Bellezza and Mrs. Gianna Perra (of the Confcooperative - International Relations Department).

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Published outlines are drawings that graffiti writers work from. They are traded from writer to writer sometimes, and may or may not ever be painted. Some of these images are from blackbooks, some are stickers or posters.

SUMMARY DATA

CO-OPERATION AND SCHOOL

A

B

C

D

E

**BELGIUM, FRANCE, HUNGARY, ITALY,
PORTUGAL, SWEDEN, TURKEY,
UNITED KINGDOM**

AI LEARNER FOCUS/ORGANISATION

- 1** Primary school students (up to 10 years)
(BELGIUM, FRANCE, HUNGARY,
ITALY, PORTUGAL, SWEDEN, UNITED
KINGDOM)
- 2** Secondary school students (11 to 14
years)
(BELGIUM, FRANCE, HUNGARY,
ITALY, PORTUGAL, SWEDEN,
TURKEY)
- 3** High school students (15 to 19 years)
(FRANCE, HUNGARY, ITALY)
- 4** University students (18 +)
(HUNGARY)
- 5** Teachers (training and development
initiatives) (FRANCE, HUNGARY,
ITALY, TURKEY, UNITED KINGDOM)

AII CURRICULUM CONTEXT

- 1** General education (within the curricu-
lum)
(BELGIUM, FRANCE, HUNGARY,

ITALY, PORTUGAL, SWEDEN,
TURKEY, UNITED KINGDOM)

- 2** Extra curricular activity (outside time-
table school/college programme)
(FRANCE, HUNGARY, ITALY, SWE-
DEN, UNITED KINGDOM)

AIII CO-OPERATIVE LEARNING CONTEXT

- 1** Educational aids/resource (au-
dio/visual, work books, simulation,
resource packs etc.)
(BELGIUM, FRANCE, HUNGARY,
ITALY, PORTUGAL, SWEDEN, UNITED
KINGDOM)
- 2** School based initiatives (lessons, con-
ferences, competitions etc.)
(BELGIUM, FRANCE, HUNGARY,
ITALY, PORTUGAL, TURKEY, UNITED
KINGDOM)
- 3** Co-operatives based initiatives (visits,
meetings, problem solving exercises etc.)
(FRANCE, HUNGARY, ITALY)



- 1** Parents
(ITALY, SPAIN, SWEDEN)
- 2** Teachers
(ITALY, SPAIN, SWEDEN, TURKEY)
- 3** Integrated
(ITALY, SPAIN, SWEDEN)
- 4** Students
(TURKEY)

BI LEARNER FOCUS/ORGANISATION

- 1** Primary school students (up to 10 years)
(ITALY, SPAIN, SWEDEN)
- 2** Secondary schools (11 to 14 years)
(ITALY, SPAIN, SWEDEN, TURKEY)
- 3** College and Vocational schools (15 to 19 years)
(ITALY, SPAIN, SWEDEN)

BII CO-OPERATIVE LEARNING CONTEXT

- 1** Educational aids/resources (audio/visual, work book, simulation, resource packs etc.)
(ITALY, SPAIN, SWEDEN)
- 2** School based initiatives (lessons, Conferences, Competitions etc.)
(ITALY, SPAIN, SWEDEN, TURKEY)



**BELGIUM, DENMARK, FRANCE, ITALY,
PORTUGAL, TURKEY, UNITED KINGDOM**

CI LEARNER FOCUS/ORGANISATION

- 1** Primary school students (up to 10 years)
(BELGIUM, DENMARK, FRANCE, ITALY,
PORTUGAL, UNITED KINGDOM)
- 2** Secondary school students (11 to 14
years)
(BELGIUM, DENMARK, FRANCE, ITALY,
PORTUGAL, UNITED KINGDOM)
- 3** College students (15 to 19 years)
(BELGIUM, ITALY, PORTUGAL, UNITED
KINGDOM)
- 4** University students (19 and +)
(BELGIUM, TURKEY)
- 5** Teachers (Training and development
initiatives)
(FRANCE, ITALY, UNITED KINGDOM)

CII CURRICULUM CONTEXT

- 1** General Education (within the curri-
culum)
(BELGIUM, DENMARK, ITALY, POR-
TUGAL, TURKEY, UNITED KING-
DOM)

- 2** Extra curricular activity (outside time-
table school/college programme)
(FRANCE, ITALY, PORTUGAL, UNITED
KINGDOM)

CIII CO-OPERATIVE LEARNING CONTEXT

- 1** Educational aids/resources (au-
dio/visuals, work books, simulations,
resource packs ect.)
(BELGIUM, DENMARK, FRANCE,
ITALY, PORTUGAL, TURKEY, UNITED
KINGDOM)
- 2** School based initiatives (lessons, con-
ferences, competitions etc.)
(BELGIUM, FRANCE, ITALY, PORTU-
GAL, UNITED KINGDOM)
- 3** Co-operative based initiatives (visits,
meetings, problem solving exercises
etc.)
(ITALY, UNITED KINGDOM)



DENMARK, FRANCE, GERMANY,
HUNGARY, ITALY, PORTUGAL,
SLOVAK REPUBLIC, SPAIN, SWEDEN,
TURKEY, UNITED KINGDOM

DI LEARNER FOCUS/ORGANISATION

- 1** Primary school students (up to 10 years)
(ITALY, PORTUGAL, SPAIN, SWEDEN, UNITED KINGDOM)
- 2** Secondary school students (11 to 14 years)
(DENMARK, FRANCE, HUNGARY, ITALY, PORTUGAL, SPAIN, SWEDEN, UNITED KINGDOM)
- 3** College school students (15 to 19 years)
(FRANCE, HUNGARY, ITALY, PORTUGAL, SLOVAK REPUBLIC, SPAIN, SWEDEN, UNITED KINGDOM)
- 4** University students (19 and +)
(GERMANY, HUNGARY, ITALY, SLOVAK REPUBLIC, TURKEY)
- 5** Teachers (Training and development initiatives)
(FRANCE, ITALY, SPAIN, SWEDEN, UNITED KINGDOM)

DII CURRICULUM CONTEXT

- 1** School to work
(HUNGARY, ITALY, PORTUGAL, SLOVAK REPUBLIC, SPAIN, SWEDEN, UNITED KINGDOM)
- 2** General education (within the curriculum)
(DENMARK, FRANCE, GERMANY, HUNGARY, ITALY, PORTUGAL, SLO-

VAK, REPUBLIC, SPAIN, SWEDEN, UNITED KINGDOM)

- 3** Extra school activities (outside timetable school/college programme)
(FRANCE, ITALY, SPAIN, TURKEY)

DIII CO-OPERATIVE LEARNING CONTEXT

- 1** Educational aids/resources (audio/visual, work books, simulations, resource packs etc.)
(DENMARK, FRANCE, HUNGARY, ITALY, PORTUGAL, SLOVAK REPUBLIC, SPAIN, SWEDEN, UNITED KINGDOM)
- 2** School based initiatives (lessons, conferences, competitions etc.)
(FRANCE, GERMANY, HUNGARY, ITALY, SLOVAK REPUBLIC, SPAIN, SWEDEN, UNITED KINGDOM)
- 3** Co-operative based initiatives (visits, meetings, problem solving exercises etc.)
(FRANCE, GERMANY, HUNGARY, ITALY, SPAIN, SWEDEN, UNITED KINGDOM)
- 4** Initiatives involving the study of co-operative organisation
(FRANCE, ITALY, SLOVAK REPUBLIC, UNITED KINGDOM)
- 5** Animation and performance activities
(ITALY, UNITED KINGDOM)



**FRANCE, HUNGARY, ITALY, PORTUGAL,
ROMANIA, SLOVAK REPUBLIC, SPAIN,
SWEDEN, UNITED KINGDOM**

EI LEARNER FOCUS/ORGANISATION

- 1** Secondary school student (15 to 19 years)
(FRANCE, HUNGARY, ITALY, PORTUGAL, ROMANIA, SLOVAK REPUBLIC, SPAIN, SWEDEN, UNITED KINGDOM)
- 2** University students (19 and +)
(HUNGARY, ROMANIA)
- 3** Teachers (training and development initiatives)
(HUNGARY, ITALY, PORTUGAL, UNITED KINGDOM)

EII CURRICULUM CONTEXT

- 1** School to work
(HUNGARY, ITALY, PORTUGAL, ROMANIA, SLOVAK REPUBLIC, SWEDEN, UNITED KINGDOM)
- 2** General education (within the curriculum)
(FRANCE, HUNGARY, ITALY, PORTUGAL, ROMANIA, SLOVAK REPUBLIC, SPAIN, SWEDEN, UNITED KINGDOM)

- 3** Extra school activities (outside timetable school/college programme)
(FRANCE, HUNGARY, ITALY, PORTUGAL, SWEDEN, UNITED KINGDOM)

EIII CO-OPERATIVE LEARNING CONTEXT

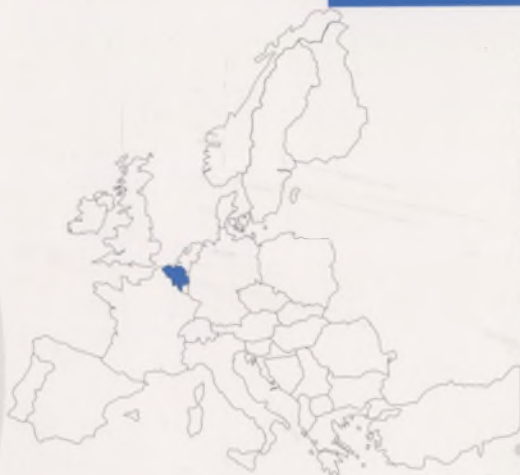
- 1** Educational aids/resources (audio/visual, workbooks, simulations, resource packs etc.)
(FRANCE, HUNGARY, ITALY, PORTUGAL, SLOVAK REPUBLIC, SPAIN, SWEDEN, UNITED KINGDOM)
- 2** School based initiatives (lessons, conferences, competitions etc.)
(FRANCE, HUNGARY, ITALY, PORTUGAL, ROMANIA, SLOVAK REPUBLIC, SPAIN, SWEDEN, UNITED KINGDOM)
- 3** Co-operative based initiatives (visits, meetings, problem solving exercises etc.)
(HUNGARY, ITALY, ROMANIA, SLOVAK REPUBLIC, SPAIN, SWEDEN).



BELGIUM



PROJET
" CO - OPERATIVES
IN THE SCHOOLS "

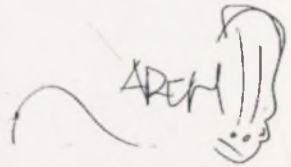


AIM Febecoop feels it necessary within the school context to develop values and practices relating to social economy.

Co-operatives in schools should sharpen the critical faculties of the young so that they can better understand the social environment they will have to enter into at the end of their school life. In the area of hard fact, the co-operative method can transmit specific know-how, running from apprenticeship to self-management and to practical organisational experiences.

MODEL AND TECHNIQUES The project, still in its experimental phase, aims at transplanting to Belgium the OCCE French experience (see card on the subject). Febecoop has five steps in mind for implementation in 1997:

- to programme and set up a working group and to select interested schools;
- to set up methodologies;
- to undertake experiments;
- to implement a pilot-project;
- to devise new co-operative partnership projects and promote them in schools.



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PROJECT "CO-OPERATIVES IN THE SCHOOLS"



C R E D I T S

A N D

D E B I T S



BELGIUM

AIM The Consumer Co-operative Centre (a Febecoop member), is a consumer and service organisation that aims to educate the public extensively in co-operative values. Amongst its areas of activity are consumer information and protection, the aim in which is to enable people make informed decisions in the commercial field so as to avoid exploitation.

Every social economy enterprise that belongs to Febecoop views these goals as a part of its own specific role. These considerations have promoted partnerships in many sectors and in this particular case with the CODEP banks.

MODEL AND TECHNIQUES The programme of practical action contained the following elements:

- training in managing personal budgets; - education in legal terminology (eg contractual obligations, restrictive conditions etc.);
- an outline of basic economic principles and relationships, starting with the different forms of credit.

Action in schools is also being undertaken in collaboration with the Ministry of Education.

Educational aids, such as videos and work-books, have been freely provided to high schools (15/18 ages) at the rate of one for each school.

As soon as possible a practical guide on credit will be made available in banks, in consumer organisations, in schools, and probably in book-shops at a very low price.

DIFFUSION Teaching equipments will be mailed to every school, and teachers would use it in the most suitable way. For the general public, a practical guide on credits will be made available.



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C R E D I T S A N D D E B I T S





**SOCIAL
SECURITY
COMPETITION**



AIM As with the previously mentioned project, this too aims at contributing to consumer protection and education. In this case the emphasis is on social security.

MODEL AND TECHNIQUES A competition has been organised and a workbook on the Co-operative Consumers Centre distributed in order to inform 15 to 25 year olds within the Belgian french community about the basic principles of national social security provision.

The competition invited young people to form themselves into groups and to submit studies or proposals on Social Security carrying a co-operative slant. The best works in the various French speaking regions were selected and 6 prizes awarded. A workbook on the functioning and character of the Belgian social security has been prepared.

DIFFUSION The competition aimed at informing and at increasing the awareness of the 800 students participating from high schools to universities and from para-university institutions, and youth clubs.

In addition, a poster has been prepared carrying the slogan: "Social Security: solidarity at every level".

As the competition is in its infancy, precise data is not yet available.



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S O C I A L S E C U R I T Y C O M P E T I T I O N



**CAMPAIGN
ON ACCIDENT
RISKS
PREVENTION**



AIM To direct an accident prevention campaign at the general public, and to devise specific programmes for young people.

MODEL AND TECHNIQUES The Co-operative Consumer Centre - recognised at federal region level as Permanent General Service Organisation for Education and Health - works, in the Flemish region, also in collaboration with the Kooperatieve Verbruikersbeweging.

The campaign on domestic accidents has been followed by others on the subjects of sports and leisure time accidents.

These campaigns take the form of educative/informative aids distribution (album, photos, film slide etc.) in every school, with particular attention to primary schools, and with the Ministry of Education support.

Also contributing to the raising of awareness were promotional publications such as bill-posters and illustrative booklets, directed in the latter case at parents in particular. The booklets carried bonus entitlements to an illustrated album and a work-book on educational topics.

The action costs were covered by P&V Insurances.

Help was also available to schools that requested contributions from the campaign to their particular time tables.

DIFFUSION The information campaign has been conducted through general publicity and through conferences to which radio, television and newspapers were alerted.

Publicity and educational material is also available in P&V Insurance agencies.

The budget for the campaign totalled 3,500,000 BF, distributed as fol-

lows: 25% for studies, project planning and educational aids (included within the Consumer Centre's programme of activities financed by the Belgium French Community as part of the project "Safety Action Network"); 50% for printing and distribution; and 25% for in-school activity and for vocational training courses for teachers, including a sum for the evaluation of the results.

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CAMPAIGN ON ACCIDENT RISKS PREVENTION

FRANCE



**SCHOOL
CO-OPERATIVE AND
THE CO-OPERATIVE
"CENTRES"**



AIM To make co-operative ideals an integral part of the modern educational system.

The main goal is to provide pupils with general co-operative education, specific know-how and managerial knowledge through promotion of an educational theory based on self-help, collaboration and sense of responsibility.

School co-operatives within the state educational system should provide a method for the moral, social and intellectual teaching of pupils (with teachers closely involved) through their direct participation in practical.

Pupils should co-operate with each other inside the classroom through discussions, conferences, working groups and collective evaluations, and outside the classroom through correspondence and exchange visits.

Much in the way of co-ordination and motivation will be needed to foster the co-operative spirit between teachers and pupils on the one hand, and between the teachers themselves on the other.

Other co-operative aims within the state educational system are to introduce to economic topics and consumer information and education.

MODEL AND TECHNIQUES At primary school level there are classroom and school cooperatives; in secondary and high schools co-operative centres have been established.

Democratically structured, the centres have a membership made up of pupils supported by teachers. They are financed by member contributions, donors, public funds and product sales.

Classroom and school co-operatives elect their own president, secretary general and treasurer. Groups meet weekly or quarterly to discuss classroom matters, specific projects (trips, rallies etc.), educational methods,

and the distribution of aids and subsidies. The approved resolutions are immediately implemented if they are not in conflict with the school rules.

The co-operative centres elect their own Boards of Directors on which head-teachers sit ex-officio. An Executive Committee is elected within the Board of Directors and is composed of the president, the secretary general and the treasurer. When the treasurer is under age he has to be assisted by a teacher with executive and legal powers.

Activities take the form of "clubs", even if they are mostly connected with teaching/learning activities. The centres can also promote specific initiatives such as study-tours, cultural or leisure time activities. They can enter into contracts with the various Municipalities and Departments for participation in para- or post-school activities, and also with commercial organisations, particularly in the field of vocational training and guidance.

Some of the local initiatives are connected with particular school interests, such as beach cleaning, museum guides, choirs, wood path guides, assistance to farms etc.

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French

DIFFUSION School cooperatives (classrooms or schools) are active in 70% of French primary schools but only 8-9% of secondary and college schools.

All school co-operatives and the co-operative Foyers belong to a Department Association, which is a member of the National Federation: OCCE (see specific card)

SCHOOL CO-OPERATIVE AND THE CO-OPERATIVE "CENTRES"

**CENTRAL OFFICE
OF CO-OPERATION
IN SCHOOLS
(OCCE)**



AIM The organisation's aim is to associate, defend, represent and promote school co-operative development as an educational method and to link the various local initiatives with educational topics and with teacher training in the co-operative field. It also looks after relations with the Ministry of Education and with state teaching associations, amongst other activities.

School co-operatives, as associations of minors, need OCCE membership in order to gain legal recognition and to command executive powers.

MODEL AND TECHNIQUES At present OCCE is structured at federal level and is recognised by the Government as a national service of public benefit. Its activity is focused on matters related to the promotion and dissemination of the educational methods that it champions. Permanent working groups have been set up on the following topics:

- Youth groups and education;
- Co-operative way of living and learning; - Audio-visuals;
- OCCE Teaching Staff Consultative Commission; - Communication;
- Social Economy Vocational Training;
- Departmental bulletin exchanges;
- Environmental Issues;
- Europe Mission;
- Internal vocational Training;
- New first-line managers vocational training; - Rules management;
- Association governance.

other classes of reference:

- C - (education in universal values)
- D - (information on co-operatives)
- E - (school/work transition)

Congresses, National Assemblies for Departmental General Secretaries and Young Co-operators Congresses are organised annually.

OCCE is chiefly concerned with the organisation of co-operative breaks in directly managed holiday-centres, and in the devising of competitions. Secondly it is involved in the publication and distribution of magazines, educational aids and material supporting school co-operative educational and training activities. Among the numerous successful initiatives are the "Blossoming School" and the "Etamine, OCCE Award for young authors", both of which are focused on pupils from kindergartens to high schools who can participate through creative and artistic activities such as publications and songs.

DIFFUSION OCCE embraces 3.5M members (aged from 4 to 20), spread across 50,000 school co-operatives and centres which are affiliated to the 95 Departmental Associations.

The national competitions and youth group activities organised by OCCE see the participation of thousands of pupils while hundreds of teaching and non-teaching school staff participate in vocational training courses.

OCCE economy is based on self-financing, public grants and donations (tax-free allowance).

The Area secretaries are entitled to open accounts and for this reason a proxy is essential to co-operatives to administer a current or a bank account.

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Language:
French

CENTRAL OFFICE OF CO-OPERATION IN SCHOOLS (OCCE)

EURELEM

2000

SCHOOLS
OF EUROPE

AIM To train students for European citizenship through initiatives promoting travel throughout Europe.

To create links on a European scale between school co-operatives and other co-operative promotional bodies.

To demonstrate that cultural exchanges are possible at every school level and that children's growth to maturity and communicative ability are greatly improved by contacts between schools of different countries.

MODEL AND TECHNIQUES On the OCCE's initiative the "EURELEM 2,000 - Schools European Association for co-operatives project" has been constituted. The Association established an Information Centre (with data-bank also), capable of providing assistance and technical support to teachers, and of promoting educational methods based on co-operation and collaboration between school partners from different European countries. Other complementary initiatives are also supported such as "pen pal" correspondence and school exchanges (see specific card). Teacher's vocational training is also undertaken.

DIFFUSION Hundreds of teachers representing many European schools (Belgium, United Kingdom, Greece, Italy, Nederland, Spain, Switzerlan and France) have been involved in the project from its infancy.



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EUPEM 2000 - SCHOOLS OF EUROPE

CORRESPONDENCE EXCHANGE



AIM Promotion of new contacts through "pen pal" exchanges; the dissemination of co-operative experiences and the creation of a "network of contacts" also useful for school tour-exchanges at international level (see specific card).

Correspondence among schools at international level in connection with Third World solidarity initiatives is also encouraged.

MODEL AND TECHNIQUES An address-book (containing a list of schools interested in correspondence exchanges) has been published allowing co-operatives and co-operators to find suitable schools to correspond with. Practical guidance on making contacts is offered.

Contacts forged through correspondence have stimulated wider exchanges between schools (see specific card).

To get the best out of school holiday-exchanges, a previous exchange of information about schools' specific needs and expectations is necessary. Correspondence represents a first step towards reciprocal knowledge at school and national level. Correspondence is very often followed by the exchange of topical matters, gifts and souvenirs.

Furthermore this kind of initiative much enhances the traditional methods of learning history, geography and foreign languages.

DIFFUSION Dozens of schools, thousands of pupils, hundreds of teachers and many countries at world level, mainly at European level, participate in the project.



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C O R R E S P O N D E N C E E X C H A N G E



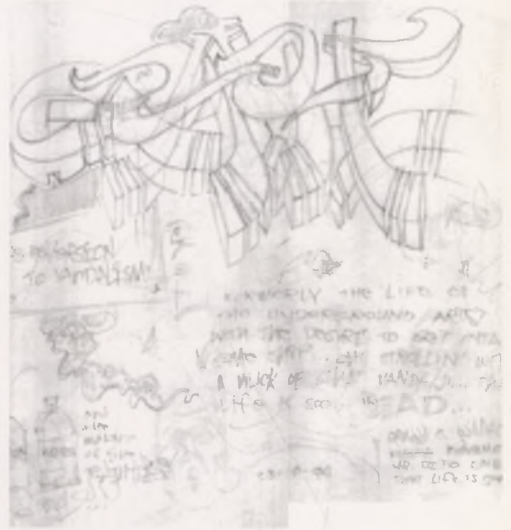
**SCHOOL
EXCHANGE AT
INTERNATIONAL
LEVEL**



AIM To support the educational process through new experiences and incentives promoting friendship, cultural exchanges and awareness of the different European cultural realities in the light of European Community unification.

MODEL AND TECHNIQUES In collaboration with EURELEM 2000, a number of handbooks have been issued embodying detailed guidance on the subject of school exchanges. Great attention has been given to educational aids and teaching methods in relation to educational programmes (eg taking into account the different age levels and structures), as well as to the organisation of exchanges and an evaluation of their results. Information on customs, cultural habits, traditional foods and topical developments every single country is available.

DIFFUSION Hundrends of school institutes, thousands of pupils, teachers and parents, are directly involved in school exchanges. Local authorities and cultural and sports organisation are also participate. European countries are the most heavily involved in the project, particularly Belgium, the United Kingdom, Italy and Spain. Possible twinings between French and other countries' schools bodies are encouraged (along standard lines) in order to give stability and continuity to collaboration and exchange programmes.



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SCHOOL EXCHANGE AT INTERNATIONAL LEVEL

EREBUS

AIM To contribute to disseminate teaching results of scientific missions.

MODEL AND TECHNIQUES Thanks to its correspondents-network OCCE has been able to promote the activities of EREBUS and other missions.

Meetings with explorers participating in the Antarctic expedition have been organized. Secondary initiatives, enabling participants to understand the work of the group and the basic principles of environment protection, have also been organised.

DIFFUSION Several OCCE Departmental Associations together with their members have been involved in the initiative.

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EREBUS



HUNGARY



**SCHOOL
CO-OPERATIVE
WITH EDUCATIONAL
AIMS**



AIMS The aim is to make students familiar with the values and rules of operation of the cooperative model, including economic aspects.

MODEL AND TECHNIQUES School cooperatives have a long tradition in Hungary (the first goes back to 1875). Today, in addition to educational aims, they manage certain specific activities in the school environment such as small shops, agricultural-type activities and services.

At the university level cooperatives offer a small but real source of income for students.

Specifically, the shops supply the schools with books, periodicals, stationery and teaching materials. Rearing of pigeons, rabbits and sheep is common, as is cultivation of plants and flowers and production of small items.

The criteria for operation and the organs of school cooperatives are the same as for other national experiences described previously. The same can be said of the role assigned to the teachers. Although the basic level is autonomous and self-managed, in fact such units are "branches" of regional and national "mother" school cooperatives and reports on activities and administration are sent periodically to the latter.

Profits are used to purchase teaching material and to organise cultural programmes, sports and excursions.

The best students have an opportunity to work for short periods in consumer co-operatives.

For activities at the national level, a National Special Committee of school cooperatives has been formed, composed of experts from the cooperative and education sectors and teachers who chair school co-operatives. This body forms part of the National Federation of Consumer Co-operatives.

At the national level training activities are promoted and also, for free time, meetings, publications, audiovisual aids and competitions such as that on quality, for example.

The branches of school co-operatives play an important role in promoting the co-operative movement and each year recruit over 3000 students who will be future members of consumer co-operatives.

DISSEMINATION Schools of all types and levels are involved, but 90% of the experiences are at the primary and middle school level. There are 235 branches of school co-operatives with 25,000 members. These have 125,000 pupil or student "customers". There are seven co-operatives operating at university level.

Total turnover is 200 million forints, while profits amount to 10 million forints.

Information involves the national and regional press as well as the co-operative movement and, occasionally, television and radio.

Additional publicity and promotional material is produced by the school co-operatives themselves.

COOP Hungary has set up a 1 million forint fund to promote school co-operatives. Every year it allocates 500-600,000 forints to promote the activities of school co-operatives.

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SCHOOL CO-OPERATIVES WITH EDUCATIONAL AIMS


CAREER
ADVICE


AIMS The aim is to encourage transmission of the co-operative experience through educational processes.

MODEL AND TECHNIQUES The cooperatives that are members of COOP Hungary cooperate with high schools in career advice and in making experts available. Specifically, cooperatives are promoted at the class level to simulate work situations and pupils are offered better vocational training contracts.

Exercises are organised to formulate projects for enterprises with the corresponding financial plans. The cooperatives also provide students with topics, documentation and assistance for projects that form part of their course of study. The best projects are then made use of by the cooperatives.

Seminars for training and exchange of experience are organized for teachers at regional and national levels.

The actions described take place principally in the middle-high school with a business curriculum (with 500 pupils and 40 teachers) owned by COOP Hungary, which trains future managers for consumer co-operatives. It enjoys great prestige even outside the co-operative system for its educational planning.

DIFFUSION About eighty technical high schools and vocational training institutes are involved, with 15,000 students and 900 teachers. Each year (summer included) practical training is provided for a little under 10,000 students.

At the university level 5 institutes, 150 students and 35 teachers are involved.

To provide information on the activities carried out, use is made of newspapers, computer networks, the cooperative circuit, mailing lists and advertising material, as well as publications used in schools. In addition to public funding, COOP Hungary contributes significant resources of its own: 100 million forints (of which 20% on capital account) for its own middle-high school and 10-12 million forints for promotion and dissemination of cooperation in the educational field.

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CAREER ADVICE

ITALY

ITALY



**SCHOOL
CO-OPERATIVE
ASSOCIATION**



AIM To promote co-operative education through specific projects within state schools and through some aspects of practical management.

In other words, at school educational level, the co-operative ideal becomes a learning objective, and a way of behaving: it allows experimentation in democratic behaviour, self-management, collaboration, and respect for the opinions of others in the every day life and in the classroom (civics and economics education).

To develop new methods of co-operative teaching and education (ie specific methods of inspiring pupils a new awarenesses of the wider dimension to co-operative values).

We also aim at encouraging occasional collaboration among the Co-operative Associations of different schools, and to promote twinning experiences at international level.

MODEL AND TECHNIQUES School co-operative associations operate within the classroom and often aim to breed a sense of social solidarity.

At educational level it is the teacher that is concerned firstly, and the pupils secondly in co-operative theory and practice.

In practice, it is a matter of conveying information and know-how and of gaining knowledge through the "learning by doing" method, involving finding out by projects and implementing them at managerial level. These are exemplified by such things as: children's newspapers, botanical gardens, school trips, little children's performances, markets in handicraft objects etc.

The administrative bodies are similar to those in the other European countries. Representatives from the teaching staff are elected to supervise

as tutors the various commercial activities undertaken by school co-operative associations - activities that may be closely circumscribed by time, space and share distribution but are essentially microcosms of the wider world of co-operation.

To support these educational projects, various educational aids and promotional hand-books have been prepared. Students' ages and school levels have been taken into account. The material centres on practical explanations in three basic areas: research, working groups and teaching methods. An appendix briefly defining the co-operative vocabulary has also been included.

Vocational training courses and workshops are also arranged within teacher's timetable.

Furthermore, we are working on future partnerships with public and private institutions interested in organising and implementing school/work transitional experiences within the co-operative movement.

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DIFFUSION This relies on action by teachers and on fundamental assistance provided by the co-operative movement itself.

In the Trento region, which has the longest tradition in the field of co-operative promotion in the schools, almost a hundred of primary and secondary schools are committed to the implementation of such action.

The rest of the country can muster around ten similar examples.

SCHOOL CO-OPERATIVE ASSOCIATION

**TEAM FOR
THE DISSEMINATION
OF CO-OPERATIVE
PRICIPLES**



AIM To set up and develop as a permanent resource a major "laboratory of ideas and proposals", serving the interests of those committed to promoting co-operative principles in schools.

MODEL AND TECHNIQUES In collaboration with the Trento School Regional Institution, a permanent working group has been set up (whose members are co-operative operators and teachers) on co-operative education topics, with reference to educational aids and teachers' vocational training courses.

Such action has had a good response from Trento co-operatives and opened the door to similar initiatives elsewhere. The Trento area is investigating the feasibility of creating a co-operative laboratory.

As a matter of fact, project work is a method operating at every school level, supported by Ministry advice, and is reinforced by numerous initiatives.

The next stage will focus on concrete projects to be offered to students by their teachers, with assistance and theoretical support from the working group and from professional operators (called "Operator for the dissemination of co-operative proposals").

DIFFUSION At the moment this initiative involves the Trentino-Alto Adige region only. The working group results are being publicised and utilized at national level by School Office of Confcooperative - Federcultura.



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TEAM FOR THE CO-OPERATIVE PRINCIPLES DIFFUSION

SCHOOLS

RUN

BY CO-OPERATIVES



AIM In Italy schools run by co-operatives are included in the private school system.

Italy is the only European country still maintaining a difference between private and state schools.

In this period of welfare state crisis, schools run by co-operatives have focused the promotion of their self-management principles on the following points:

- maintenance of pluralism and freedom;
- practice of transparent management;
- good match between purpose and efficiency ;
- a service responsive to users' needs;
- ability to exploit every local (material and non material) resource.

Besides, schools run by co-operative, in the present institutional and governmental situation, intend to project themselves as:

- a means of increasing self-help and community values;
 - a good training centre for new educational courses;
 - an interclass "community" deeply rooted in the territorial culture;
- and for this reason representing also a cultural influence in those places where social marginalization is a major risk.

MODEL AND TECHNIQUES The close relationship with the catholic world (which is not restricted to co-operative members only) is a particular aspect (in addition to those identified in other countries experiences) of the general education project.

These schools are mainly managed by religious institutions and do not receive any State aid (while state schools bear no charges), except for those institutions which are legally recognised (and such recognition is very difficult to obtain).

In recent times, a combination of staff shortages, the recognition of weaknesses in traditional educational methods, and economic crisis have naturally persuaded many religious bodies to propose and to transfer the management of schools to groups of parents - since self-management is seen as the best way to answer people's needs.

Except for the nursery schools, work co-operatives are very little represented in Italy and the few examples conduct "extra-school" activity, in the field of music and in those of the integrated services particularly. The school co-operatives take control back to users (parents) and mixed co-operatives (parents and teachers).

The school co-operatives' techniques of management stem from other kinds of co-operative. The National Office for Co-ordination, promoted by Federcultura-Confooperative, has prepared a handbook, containing advice and facsimiles of agreements to be signed with religious and state institutes.

The key ingredient in a school co-operative's success is a pooling of resources between parents, teachers and children. Economical management is connected to several factors: the availability at low prices (thanks to agreements with religious institutions) of seats and equipment; the contribution of voluntary services (parents and teachers); and the accountancy practice of "drawback".

Reflecting the views of members and users, various initiatives have been taken that will pay off in an enrichment of services; pupil transport, refectory facilities, trips and summer holidays, leisure time and cultural initiatives are all areas that have seen enhancements.

Another aim in the field of school co-operatives is to supply answers to school/work transitional problems in a situation where state and local institutions appear indifferent.

DIFFUSION Data on only Confooperative is available. The unique National Co-operative Association has a specific school sector, organized within the Federazione Cultura, Turismo e Sport (Culture, Tourism and Sport Federation).

Among unaffiliated co-operatives are the Alto Adige kindergarten groups which are present in almost every town of the region.

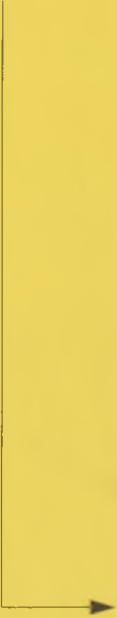
More than 60% of such experiences are found in North Italy, with the south accounting for only 24%.

Although there are exceptions, school co-operatives are essentially urban in character. We can also say that the Italian co-operative culture is deeply rooted in traditions of association at local level and in the presence of little organized communities at the level of neighbourhood and church.

SCHOOL RUN BY CO-OPERATIVES

The school co-operative members of Confcooperative number 216 in total, managing more than 400 school institutes (every level) and encompassing 45,000 members on a budget all told of more than 22 billion lira. The kindergarten co-operatives distinctly outnumber primary and secondary school co-operatives (at work co-operative level especially).

SCHOOL RUN BY CO-OPERATIVES





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SCHOOL RUN BY CO-OPERATIVES



**CONSUMER
AND
CO-OPERATIVE
EDUCATION**



AIM To promote and spread an informed environmental and food culture starting from the belief that to become a good consumer education is requested. Another aim is the propagation of co-operative culture as a part of the general education of the young.

MODEL AND TECHNIQUES It is a COOP tradition to involve itself with education and consumer affairs and in particular to promote teaching projects in this connection. These projects, arranged by "COOP", follow an interdisciplinary approach, using interactive texts

and books, games, videos, and computer programmes to show pupils how to make informed and free choices.

In particular, the "COOP Adriatica", with its own educational centre, has implemented a project called "In the school labyrinth: co-operative times and spaces". Newspapers, books, equipment and games have all resulted.

DIFFUSION Promotional campaigns are periodically mounted, directed at the public at large but also involving the school world (pupils and teachers) at every level. The numerous local consumer co-operatives each disseminate in their areas the publicity material prepared at national level.



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CONSUMER AND CO-OPERATION EDUCATION



COMPETITION
ON
MONETARY
UNION



AIMS The aim is the creation of a meaningful link between the world of work and the school world. By preparing written documents high school students can reflect on the new possibilities opening up in the European market and come into contact with some of the more important economic realities, as illustrated in the activities of the official promoters: Assindustria, Unione Cooperative/IRECOOP, Schools Board, Savings Bank.

Another aim is to revitalise the traditional economic culture of technical institutes by the stimulus of documents from other European countries.

MODEL AND TECHNIQUES The competition - international award "Gasparo Scaruffi 1993: from 1500 to 2000 the long road to monetary union" invited essays on the European Monetary Union to high school students in Italy and other E.U. countries. It received official support from, among others, the European Commission, the Universities of Modena, Parma and Bologna, and leading local institutions. The specific topic was "The consequences of the introduction of the single European currency, the unresolved tensions and prospects". In addition to preparation of the written document, a questionnaire was put forward (free and outside the competition) aimed at identifying young people's thoughts on European social and economic unity.

There were three scholarships on offer for the best essays produced, worth L.3,000,000, L.2,000,000 and L.1,000,000 respectively. In addition, a shield was awarded to the school that returned the greatest number of questionnaires. A noted Italian economist, Romano Prodi, addressed the meeting at which the prizes were awarded.

DIFFUSION Sixty three high schools in Italy and 12 in other countries, with some hundreds of students, took part in the competition, which was organised at Reggio Emilia (Emilia-Romagna). Publicity was entrusted to the usual printed media.

A concentrated effort ensured the presence of Romano Prodi on the day the prizes were awarded.

Financing came from the sponsoring organisations.

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COMPETITION ON MONETARY UNION



THE
"SCHOOLS
SOLIDARITY"
PROJECT



AIMS The aim is to promote cooperation in scientific and humanities high schools (it not being possible to involve these in other types of project such as cooperative entrepreneurial training, for example), through the proposal of projects based on the values of human solidarity.

MODEL AND TECHNIQUES As will be seen in the following accounts, the characteristic common to the great majority of the initiatives in Italy is inclusion of a competition, a mechanism designed to encourage greater participation and stimulate both a healthy competition and an evaluation of personal and group abilities and aptitudes.

This initiative is aimed at students of high schools and vocational training institutes who work in groups that may be made up from different classes. The object is to promote acts of human solidarity in which the students are involved themselves or in which they play a planning role and can collaborate with social cooperatives.

By initiatives of human solidarity are meant any initiatives favouring people or communities in a special state of need, for example the elderly, the handicapped, drug addicts, abandoned children, communities in countries at war, peoples of the Third World. All necessary assistance is offered by the co-operative movement.

The reports and projects selected by the jury win a purchase voucher that can be used in managing the ideas presented or in promoting them in collaboration with Consolida, the Provincial consortium of social cooperatives.

DIFFUSION The project is managed by the Trentino Federation of Cooperatives Confcooperative.

Dissemination is by posters, leaflets, local radio and tv and the network of correspondent teachers created over time.

At present ten or so institutes participate with a total of about 300 students as promoters/animators and the rest as participants in individual initiatives (exhibitions, shows, concerts etc.).

As with other activities promoted by the Federation, costs are covered by a contribution from the Region and by self-financing.

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THE "SCHOOL SOLIDARITY" PROJECT

**SCHOOLS
AND
CO-OPERATION**



AIMS The project aims to establish a more ongoing and deep relationship with the school world (and in particular with the high schools), to disseminate an awareness of the fundamental principles of co-operation and the principal management techniques for a cooperative enterprise among the younger generations. Another objective is to disseminate knowledge of the cooperative ethic among teachers.

MODEL AND TECHNIQUES In the Confcooperative system, the Federcultura School Department (which, as indicated in Section B, coordinates and assists the co-operatives that manage schools) performs the same functions at the national level for projects promoting co-operation and training activities for officials of co-operatives and teachers. These last two tasks, especially at the local level, involve the training institutes INECOOP and IRECOOP, which are largely responsible for relations with schools and the preparation of information on co-operation. As an example, a cartoon history of co-operation produced by INECOOP had great success in the seventies.

With the support of public authorities, information is distributed, courses are held, meetings in schools, visits to enterprises and exercises on management topics etc. are arranged, especially for technical high schools. Similar initiatives are taken by the COOP (see specific list) and by the Federcoop of Bologna.

In 1994 an major project for high schools was organised, centring on study and research. The research comprised an analysis of existing co-

operatives, research into new projects, and studies of the thought of some economists of the past. The results were subsequently published, together with guidance on the implementation of similar projects.

In Friuli Venezia Giulia, a regional initiative has created the Regional Centre for Co-operation in Schools (with headquarters in Trieste and branches in provincial capitals). It will disseminate information on cooperation, in the first place at the educational level, operating similarly to the French OCCE (see the corresponding description) whose aims it shares.

DIFFUSION Each year about ten Provinces in the North, Centre and South of the country, with a total of about 100 schools of all types, are involved in various measures for promoting cooperation. At least half change from year to year because it is still difficult to set a fixed frequency for activities of this type.

Costs are generally met by the cooperative movement with contributions from Ministry or local authority funds and sponsorship by co-operative enterprises.

The Schools Department of Federcultura-Confcooperative is engaged in the supply of information throughout the country (within and outside the co-operative movement) to publicise how much is being done in Italy to spread the idea of co-operation in schools and to suggest local points of reference for those who want to start an activity of the same kind based on proven models of experience.

In training, special attention is being given to creation of the role of "school disseminator", a qualified person who can build and maintain links with schools, providing the various levels with proposals for the promotion of cooperation that best correspond to the needs of the potential beneficiaries.

In parallel, a national network of "disseminators of co-operative culture" is being launched. This comprises pilot measures promoted by the cooperative movement in about a dozen provinces.

What has been described here takes on special importance in the light of the recent (May '95) signing of an understanding between the Ministry of Education and Confcooperative. Its objective is to pursue the values of solidarity and social responsibility within school educational projects and to promote good relations at the workplace, specifically through dissemination of the culture of co-operation and the practical

PROJECT: "SCHOOL AND CO-OPERATION"

application of cooperative principles to teaching activities and to school life.

Every three years a plan of initiatives relating to both teachers and pupils must be prepared.

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Languages:
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PROJECT: "SCHOOL AND CO-OPERATION"

A piece of Japanese graffiti in a highly stylized, 3D blocky font. The characters are 'ちいねび' (Chinebi), which is a stylized representation of 'chibi' (cute) and 'nibi' (snake). The letters are interconnected and have a strong sense of depth and perspective.

A piece of Japanese graffiti in a highly stylized, 3D blocky font. The characters are 'スライム' (Slime), which is a common character in Japanese pop culture. The letters are interconnected and have a strong sense of depth and perspective.

Another piece of Japanese graffiti in a highly stylized, 3D blocky font, identical to the previous one. The characters are 'スライム' (Slime).

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PROJECT: "SCHOOL AND CO-OPERATION"

DISCOVER

CO-OPERATION



AIMS The aim is to present local co-operation as a living experience, deeply rooted in the history, traditions and economy of the community in question.

MODEL AND TECHNIQUES A competition is organised for pupils in the last years of primary and middle schools. They must participate as groups, not singly, forming each group from different classes. These groups may present topics, drawings, photographs, research or interviews relating to the history, activity and organisation of co-operative societies in the area - or they can carry out of school co-operative projects and initiatives of solidarity.

The winners are given prize vouchers (thirty, split into three classes of merit) which can only be used to purchase school, cultural, sports etc. materials.

Periodically the material produced is collected and summarised in a publication sent to all the schools and teaching administrators.

DIFFUSION The competition takes place every two years and is publicized by posters and brochures.

In Trentino an average of about fifty primary and middle schools take part, involving about 2000 children who are given commemorative T-shirts. Financing comes from the Region and the Trentino Federation. This initiative has recently also been taken up in other Provinces, involving dozens of schools.

AN IDEA
FOR
CO-OPERATION



AIMS The aim is to make teachers play the leading role in designing new methods of teaching or education that take the form of projects with "co-operative" training aspects and/or with the potential to generate new cooperative schemes. These projects are managed by the proposers with technical support from the co-operative movement.

MODEL AND TECHNIQUES This competition is restricted to teachers - in schools of any type or level - who may individually or in groups (the latter being preferred) produce written or audiovisual presentations of ideas and initiatives for implementation in a cooperative form within the schools. Timing, sources of finance, methods of work and the social utility of the project must be stated.

The criteria for selection and awarding prizes to the best projects (three for each level of school) are:

- the originality of the idea for cooperation - topic transferability
- ability to exploit subjects taught
- incentives to pupil involvement
- potential for developing the theoretical and practical abilities of students.

Teachers participating in the competition are offered the opportunity of taking part in a residential planning workshop guided by experts in training skills. They are also guaranteed the necessary advice and assistance from the Trento Federation of Co-operatives.

DIFFUSION About sixty teachers were involved in the last competition, divided equally between the three levels of school (primary, middle and high).

The cost to the Federation comprises the provision of technical aids and personnel, while the Region provides the prizes in the form of vouchers (worth from L.500,000 to L.1,000,000) to the winners (individuals or groups) and meets the cost of organising the workshop.

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AN IDEA FOR CO-OPERATION

CO-OPER DAY

CO-OP CITY



AIMS The aim is to get young people and cooperators to meet if possible in innovative, more involving ways.

What is important in relations with the school is to repeat and reinforce the message and the practice. Expositions of specific cooperative experiences and the use of audio-visuals may not be sufficient in themselves. They should be supplemented by practical initiatives in the form, for example, of simulations, games, competitions etc.

MODEL AND TECHNIQUES In its traditional form this initiative is a sort of job fair with stands where young people, high school and university students, meet the managers of the leading cooperatives, to whom they can put whatever questions they like and from whom they can obtain advice, information and publicity material relating to careers.

Recently the aim has been to enhance the event by providing different "routes" to explore. These might describe the history and development of co-operation, or offer psycho-aptitude tests for groups to evaluate their capacity for cooperative action. A computer game might also be included for the simulation of decision-making processes in cooperatives (see the report on Co-opergame).

This is the first stage of a project denominated "Co-opcity" which has the ambitious idea of creating a sort of "virtual city" within which all the relationships and the rules are inspired by co-operative values: solidarity, self-management, democracy, quality of work and life, a responsible attitude, and respect for others and for the environment.

In this "city" which the young and very young can enter only as groups (the composition of which is determined voluntarily), specific situations are experienced without the time constraint of a hurried visit. The presen-

tation of life-like experiences makes it possible to enter the climate of co-operation, to simulate daily life in a co-operative and to enter into the practice of co-operative values.

This is a very demanding project that naturally requires very intensive experimentation and implementation by stages to ensure the proper functioning of the new technologies involved (especially computer systems).

DIFFUSION The Trentino Young Cooperators Association is particularly active in promoting Co-operday and other initiatives to enable young people and enterprises to meet each other. The Association is sponsored by the Trentino Federation of Cooperatives and has over 500 young members in Trento Province. Its aims are the moral and civic training of young people (with special reference to co-operation) and their inclusion in the life and activities of the movement.

In addition to a newsletter and opportunities for leisure activities, many other activities of a training type are provided and often help participants to obtain jobs in the cooperative system.

Total attendance at the three Co-operday days in Trento is about 1000. Some ten classes from middle and high schools, and around 200 students with their teachers, took part in the first edition of Co-opcity at Bolzano.

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CO-OPERDAY / CO-OPCITY

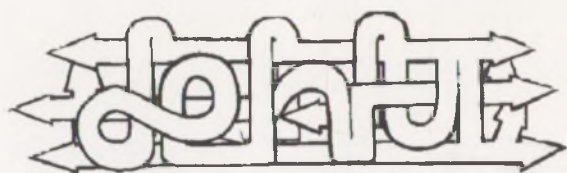
CO-OPERQUIZ

AIMS The aim is bring the very young into contact with cooperation through a radio game and in the near future a TV game.

MODEL AND TECHNIQUES The game is sponsored by a local radio station and consists of a competition between two teams on questions relating to co-operatives (quantitative data, rules, functioning, historical facts, anniversaries etc.) and general culture. There are small prizes on offer.

The two teams, accompanied by their teachers, are helped by friends and relatives who can phone the studio.

DIFFUSION The game is broadcast once a week for five months and involves at least 40 teams and a hundred or so pupils from primary and middle schools in Trento Province. The periodical "Vita Trentina" contributes to publicity on the quiz. The initiative is substantially financed by the Trento Federation.

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CO-OPERQUIZ

THEATRE SHOW
ON
CO-OPERATIVE
VALUES



AIMS Collaboration between CEN-SCOOP of Rome (the Confcooperative Research Centre) and CLAPS of Pordenone (a cultural co-operative particularly active in theatrical research and productions, especially for the very young) has produced an experimental technique to be used during play sessions in schools and elsewhere for the promotion of the co-operative model and values.

The theatre, seen in its classical function of catharsis and as an organisational experience (which itself can be managed in a co-operative form) can provide an exciting opportunity for trying out new and more effective ways of promoting the values of co-operation, starting in schools but aiming later at reaching the public and co-operators themselves.

In short, the aim is to contribute to a wider project which would be an advance on traditional methods of approaching the young and other potential targets.

MODEL AND TECHNIQUES A study was completed last year (1994) for a theatrical production on the topic of co-operation that would make it possible on the one hand to represent and update the values of co-operation and on the other to open up new roads in the promotion of co-operation. Specifically, the work of experts in co-operation and anthropology was linked to that of experts in animation and theatre.

Using a technique already tried out successfully, the theatrical project made use of the following:

- An concrete image of co-operation expressed in modern terms and in relation to particular targets (essentially, for the moment, secondary school teachers and pupils);
- Interviews with a sample of co-operatives in order to obtain material

for the presentation of their "lives" in the context of social and environmental relationships.

In the theatrical text, there are two sections: in the first there are pictures from a sort of myth (the essence of cooperation symbolized by a boat that first fails to start and then later flies). In the second, time and topic cameos are shown, serving as windows of observation on real life that reproduce daily problems and living situations in co-operatives.

The scenario is drawn in such a way as to offer scope for several stage versions (eg with one or more actors, with different staging, with a show for children or for professionals etc.), all offering different combinations of the various component parts.

The text prepared can also be used as the basis for a theatre workshop or as an experimental tool for co-operative training.

Subsequently, a video was produced on the show and the preparations that went into it.

The aim is to give the initiative as wide a circulation as possible through both private showings and local TV stations, starting from the second half of 1995. Because of the structure of the show and the contents of the video, it will also be used to support traditional methods for teaching co-operative topics in schools.

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THEATRE SHOW ON CO-OPERATIVE VALUES

DIFFUSION The first performance of the theatrical show "La Stoffa di Fortunato" was in Rome in May 1995. By the end of the year there will have been at least three more performances in the same number of other cities in Italy, for a public composed essentially of cooperators and/or schools.

In 1996 attention will be given to including the production on the theatrical circuit, on marketing it to co-operative organisations, and on using it in training small local companies that could put on the show themselves.

Almost all the cost of the preliminary study and of the video was met by the Ministry of Labour (which is also interested in dissemination of the show) while the first performance was offered by the Luigi Luzzati Institute of Co-operative Studies of Rome in the context of the 150th anniversary of the Rochdale Pioneers and the 100th anniversary of the International Alliance.

CO-OP ER GAME



AIMS The aim is to enliven the subject of co-operation for the young through games and simulation of situations that require knowledge and decisions consistent with the cooperative values professed and publicised.

MODEL AND TECHNIQUES Co-opergame is a plan for a group game based on the dynamics and values of co-operation, created by collaboration between the CLAPS cooperative of Pordenone and CENSCOOP of Rome.

A computer version incorporating the best new technology is envisaged, as well as a more traditional boardgame version.

The new and original feature is the use of the computer videogame, which in this specific case requires the participation of a group of people in a sort of "virtual co-operative" (with name, objects, activities and representatives). They must start to discuss and challenge each other in order to respond as a group to the questions posed by the game. The final result, too, is collective and not individual, even though each person can recognise how his/her personal choices has contributed to the final result.

At the end of the game each cooperative team will be given a score based on:

- entrepreneurial ability
- quality of human relations and consistency with preselected values
- creativity, and ability to prepare original solutions to the problems arising.

A prototype of the computer version was presented in the Co-opcity project (see the specific report) organised in Bolzano in December 1994; it stirred considerable interest among the young participants.

This first experience with computer games showed the great educational

potential of the co-operative method as applied to specific situations. It has attracted teachers precisely because of the type of decision-making required. In the last stage of development, further testing in schools is envisaged, together with an increase in the complexity of the game and a differentiation of routes according to choices made by the players and random variables. In addition it is intended to create versions of the game that differ in co-operative type and in business function in order to simulate a wide range of real situations within different training contexts (eg co-operative, vocational, school).

In future it is thought it will be possible to connect cooperative groups (and also enterprises and governmental bodies) in a game network and also prepare an interactive CD-ROM encyclopedia of co-operation.

DIFFUSION So far there has been only one presentation of the Co-opergame prototype; it took place at Bolzano and attracted about thirty people, not all young.

Once the first version of the videogame has been thoroughly tested (government finance is awaited), it is intended to distribute it with the help of governmental and cooperative sponsors to all schools interested, so that training courses, competitions etc. can be organised.

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CO-OP ER GAME

RESEARCH CONTRACTS



AIMS The aim of the research contracts is to try to establish close contact between school and the world of co-operatives through more thorough investigation of single aspects of the co-operative enterprise and co-operative thought.

Through the route of analysing financial statements and formulating hypotheses for co-operatives, an attempt is made to generate an entrepreneurial and cooperative mentality in young people approaching the end of their studies.

Another aim is that of developing a mentality of the same type among teachers, perhaps leading them to review and deepen their knowledge of cooperation.

MODEL AND TECHNIQUES Working together on each project, as on a field study, can be stimulating. The Co-operative Union assigns classes or groups of students to topics to be explored within school but outside school hours, through documentary research, interviews with enterprise managers, and the preparation of materials and data. In this way enterprise assessments, projects for youth cooperatives, analyses of the financial statements of cooperatives, and investigations of the eating habits of young people are, for example, produced. This type of activity is linked to curriculum subjects and the results are often presented and discussed in school leaving examinations. Some of these studies have been collected and published.

In this activity the young people are coordinated and monitored constantly by their own teachers. For aspects that may not be within the teachers' competence, some training bodies are used such as IRECOOP in Emilia Romagna and CENSICOOP, as well as services linked more closely with co-operative enterprises.

DIFFUSION Publicity for this type of initiative is ensured by the publication of projects undertaken. Material is sent to link men in each school as well as to businesses interested in the subjects of individual projects. There are three schools concerned, as well as vocational training institutes in Reggio Emilia. Some 50 young people are involved.

The costs are covered by a Ministry grant for printing the volume in which the studies are presented.

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RESEARCH CONTRACTS



**COMPETITION FOR IDEAS
AND PROJECTS FOR
NEW CO-OPERATIVE
ENTERPRISES**



AIMS The aim is to enrich methods of promoting co-operation in schools, using innovative approaches to co-operative enterprise that simulate the business "climate", the work group, and the learning of management methods.

Specifically, as has been pointed out by the teachers, this initiative has provided an opportunity for the young people to form groups and gain insights into organisational and business culture.

MODEL AND TECHNIQUES This is one of the most innovative large scale and long lasting experimental projects of entrepreneurial training in schools in Italy, inside or outside the co-operative environment, being now in its fifth edition.

The project was devised by CENSICOOP of Rome and proposed for implementation to the Trento Federation of Co-operatives.

Participation in the competition is restricted to students in the last two years of high school (in practice "liceo" and "magistrale" schools are excluded) and in vocational training institutes; participation must be in group form.

Participants must prepare a project for a new co-operative enterprise in the business, cultural or social field, with special reference to new sectors or those with a special "solidarity" value.

The project must include:

- a general report on the path followed to identify the type of cooperative and sector of activity to which the project refers and on the internal organisation the group has created for itself for the study stage;
- a feasibility study separately examining the organisational, financial and asset aspects, including a human resources plan.

In preparing the project the groups can obtain advice from the experts made available by the Trento Federation, which also offers training opportunities and technical aids to the teachers involved.

A further interesting aspect lies in the fact that, on leaving school, the groups interested in implementing their project for a new co-operative enterprise can find the necessary assistance in the form of further training from the labour agency and in access to loans from the province through the co-operative movement.

From the next school year ('95/'96), it is intended to introduce periods of work experience in co-operatives for students taking part in the competition.

DIFFUSION The competition has now reached its fifth edition. Twenty classes have taken part from ten technical and vocational training institutes in Trento Province, for a total of 400 participants.

The cash costs of the project are carried by the Region, while the Federation makes its qualified technical personnel available. The schools are also generally given a refund of the costs incurred with a small amount extra in view of the additional work load.

For future periods of work experience with firms, a financial contribution is envisaged from the Trento Labour Agency in the context of the Dedalus project (which offers an alternation between school and work for high school students).

Dissemination of the initiative to other regions of Italy is under consideration.

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COMPETITION FOR IDEAS AND PROJECTS
FOR NEW CO-OPERATIVE ENTERPRISES



**SUMMER WORK
EXPERIENCES:
SCHOOL WORK**



AIMS The periods of summer work experience are intended to allow high school students to test their skills and aptitudes in the world of work, with special emphasis on the type of career they want to take up. Furthermore, the periods of work experience bring the students into contact with the realities of the co-operative movement, at times overlooked in school curricula. They do so in the most complete way possible bringing the young person into a cooperative to work there.

MODEL AND TECHNIQUES The initiative does not require original techniques or methodologies.

Summer work experience is a period of six weeks which students in their final year of high school spend in co-operative enterprises after the end of the school year. The period is preceded and followed by orientation and check-up meetings aimed at setting the experience in a wider context and monitoring the interaction between young people and the world of work, the co-operative one in particular.

The titles and contents of the preliminary orientation meetings are:

- The "voyage": the enterprise system, company functions
- The "compass": organisation processes and their detection
- The "route": outline of analysis of the company world
- The "treasure": preparation of analyses; evaluation of the experience and exchange within the group of the new knowledge and skills acquired.

To monitor the experience, each student is given an initial questionnaire on the first meeting of the orientation module, and a final questionnaire in the last meeting. In addition, each firm completes a questionnaire on each student worker.

Post work-experience meetings are organised to evaluate the results of this contact with the world of co-operative work and to plan career paths.

Work experience is consistent with the programme of studies and each student receives a L.800,000 scholarship in return for his work.

Analysis of the final questionnaire provides useful pointers for future action, based as accurately as possible on needs and compatible with the signals sent out by the worlds of work and school. Schools in particular have difficulty in establishing a continuous relationship with commerce, with the risk (as pointed out by young people) that the work experience remains something outside the normal timetable and out of harmony with it. Much work still has to be done to instil the message that training is a meaningful activity only if it is put in a future context. Investing in people is loss-making in the short term, but can pay off later.

DIFFUSION This project has been repeated in Reggio Emilia for the fifth consecutive year. Nine schools are involved, with 4 firms and 21 young people for a period of 6 weeks. The total costs, carried by the host firm, are L.1,152,000 per student.

Dissemination is by a circular letter containing the proposals for participation sent to all high schools in the Province, for the attention of the Head and of the correspondent teachers.

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SUMMER WORK EXPERIENCES: SCHOOL-WORK



**INCUBATOR
FOR NEW
ENTERPRISES**



AIMS The aim is to encourage the birth of new cooperative enterprises, starting in high schools.

MODEL AND TECHNIQUES The project is in its experimental stage. For the pilot project a vocational training institute at Porto Marghera (Venice) has been chosen, together with private partners (enterprises and banks) and public ones (government agencies and local authorities).

The initiative will cover a period of four years and comprise three phases:

- Research and planning, with reference to the potential of the local labour market
- Definition of the job descriptions and corresponding first two years of training
- Preparation of specialist course
- Job placement of the young people using different methods according to the public funds available.

DIFFUSION Thanks to extension to Venice of the national law for promotion of youth enterprise in crisis areas, it is expected that the project can be converted to programmes of entrepreneurial training and specific feasibility studies for new cooperatives and therefore it should be possible to extend it, once operating methods have been tested and 'run in', to other technical and vocational training institutes in the Province.

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INCUBATOR FOR NEW ENTERPRISES

PORTUGAL



CO-OPERATIVE NUCLEUS



AIMS This project's main goal is to offer, in accordance with Co-operative values and principles, supplementary educational provision and a leisure time occupation, through school co-operatives encompassing a variety of school clubs (for photos, spectacles, music etc.).

MODEL AND TECHNIQUES The project initially involved Inscope and the "Ramalho Ortigao" school (Oporto) which is located in a region of limited economic resources, where supplementary educational provision and leisure time occupation play a very important role in keeping children off the streets of the second biggest city in Portugal - OPORTO. Through the co-operative model, different cultural and leisure time activities are implemented to attract young people.

DIFFUSION The programme started this year (1995), and the bylaws of the Co-operative are not yet ready, but Co-operative Nucleus is already working with a large number of adherents through:

- the extension of Co-operative Nucleus to other schools - the interchange with National and International Schools. - meetings with co-operators (open to all kinds of co-operatives)

The school hopes to achieve an impact:

- in the school itself
- in other schools
- in the community

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CO-OPERATIVE NUCLEUS



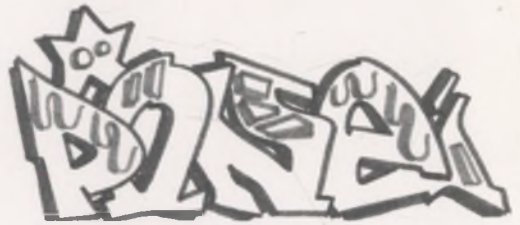
**CO-OPERATION,
CONSUMER
PROTECTION
AND ENVIRONMENTAL
PROTECTION**



AIMS Project's aim is to promote traditional co-operative values within the educational system.

MODEL AND TECHNIQUES The National Federation of Consumers Co-operative (FENACOOOP) has organised meetings, seminars, events and free leisure time initiatives at primary, secondary and vocational schools level, with particular attention to environmental and consumer affairs.

DIFFUSION Information is not yet available.

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CO-OPERATION, CONSUMER PROTECTION AND ENVIRONMENTAL PROTECTION

PROGRAMME
FOR
SCHOOL
CHILDREN



AIMS Launched in 1991, this project's main goal is to spread and promote co-operative values and principles among young people and teachers, by outlining concrete experiences in the co-operative field, and by publishing under teacher supervision a "Juvenile Bulletin" with articles written by students from several scattered schools (co-operatives or not).

MODEL AND TECHNIQUES The Inscoop (a public body working for the Portuguese Co-operative Movement) started this Juvenile Programme in 1991.

Contacts with several schools were established in order to promote co-operative awareness among teachers and students. These contacts led to a variety of initiatives such as: conferences and lessons for both teachers and students on co-operative proposals and values; school co-operatives involving both teachers and students; a visit organised by Inscoop for 750 students and teachers to Filcoop (a co-operative sector exhibition in Lisbon); libraries and exhibitions on co-operative issues; meetings of teachers from several different schools to define strategies and to work on teaching material, and finally the publication by Inscoop of a "Juvenile Bulletin". The articles written by the students of several schools under teacher guidance are sent to Inscoop which makes the final selection affording equal opportunity to all collaborating schools. This Bulletin promotes co-operative values and also allows an exchange of views between schools.

DIFFUSION There are about 40 schools participating in the initiative. The Bulletin is mailed to about 150 schools, 3000 co-operatives and some

local authorities and public libraries. As described we have been able so far to build several activities around this bulletin, practices that we hope will expand in the future as new schools join the project. We have been allowed by a small number of schools to use some of the time-tabled work-experience slots and we hope at the end of this year to present to the Ministry of Education a proposal for the future, acting in conjunction with several schools.

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PROGRAMME FOR SCHOOL CHILDREN



"D. SANCHO I"

SCHOOL

CO-OPERATIVE



AIM The project's main goal is the practical education of the pupils in a context similar to that of a "true" enterprise. To put into practice innovative programmes of education that will facilitate the transition from school to working life. The school's initiative will also put relations between pupils and local enterprises on a professional footing. The school also intends to establish links with other schools wishing to develop similar projects.

MODEL AND TECHNIQUES "D. Sancho I" is a secondary school placed in a highly industrialised region in the North of Portugal. The co-operative (the bylaws for which have been drawn up in collaboration with the Inscop and are Legalised) comprises 30 teachers and 50 pupils studying electricity, accountancy, secretarial practice and textiles. General education takes place within the curriculum and the co-operative dimension comes from theoretical and practical lessons in which students undertake work for local enterprises and municipal authorities, eg translations and electrical fittings, with accounting students performing co-operative accountancy. Whenever the tasks require, students and teachers alike work out of school and paid for it by the co-operative. All other monies earned go to buy the necessary materials and to carry out improvements in school.



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"D. SANCHO I" - SCHOOL CO-OPERATIVE



ROMANIA



**VOCATIONAL
SCHOOL
OWNED BY
CO-OPERATIVES**



AIM The main aim is to link in co-operative training courses (including finance and general principles) to vocational training courses, and thereby ease a youngster's entrance into the co-operative working world.

MODEL AND TECHNIQUES Romania has a long and rich tradition, stretching back over 75 years, in organising such activities as vocational training and the education of personnel within the co-operative system.

The training schools offer vocational education for 3 years. Young people leaving primary school attend between the ages 14 and 17. There is also a post college two-year course for young people graduating from high school aged 17/20.

The orientations of the two are different. The post-college training covers the fields of: electronics, audio video, radio, TV, cosmetics, clothes design, marketing, computers, secretarial practice, accounting, commercial correspondence etc.

The training activity is based on educational programmes and procedures laid down by the legal regulations existing in Romania. There is a tradition of co-operative law which acquaints students with co-operative matters. In fact, there is a dual training system which combines theory and practice, co-operative and vocational training.

The training centres have the necessary facilities as well as long experienced teachers and instructors. At national level there exist, within the Central Union of Handicraft Co-operatives (UCECOM), special committees for analysing and improving the quality of teaching programmes and books.

There is a close relationship between schools and co-operatives since the most of practical activities are carried out in co-operatives. The training

schools within the co-operative system are supervised by Board of Directors. This Board comprises representatives of various categories (teachers, engineers, instructors, accountants, parents and area co-operative organisations).

DIFFUSION Handicraft co-operatives have 12 training centres located in the most important towns of Rumania. These centres cater for 15,000 people learning 65 crafts and specialities. They collectively comprise 201 classroom and laboratories, 152 workshops for practical training, libraries, host rooms, canteens, sports fields etc.

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VOCATIONAL SCHOOLS OWNED BY CO-OPERATIVES



"ARTIFEX"

ACADEMY OF HIGH CO-OPERATIVE STUDIES



AIMS To carry through an educational programme for providing the specialists necessary to manage our co-operative organisations.

MODEL AND TECHNIQUES The Academy has a long tradition in Rumania and since 1919 has operated as a centre for the promotion of co-operative movement and culture.

At present it commands the status of a university institution and has three faculties (attendance required from 4 to 5 years): Management, Finance and Accounting, and Law.

At programme level great importance to the co-operative principle promotion is given and periodical secondments from the University are made on the basis of co-operative development and national economic need.

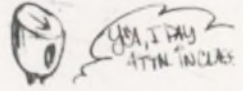
The University also provides short courses for those already working in the co-operative world.

DIFFUSION There are nearly 830 students attending the university "Artifex", all of whom pay an annual fee.

ROMANIA

autres classes de référence :

D - (éducation/information coopérative)



GENERAL INFORMATION

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Language:
English.

"ARTIFEX" - ACADEMY OF HIGH CO-OPERATIVE STUDIES





SLOVAKJA



SCHOOLS

RUN BY

CO-OPERATIVES



AIMS The main aim is to prepare youngsters for entry into the co-operative working world, paying special attention to vocational training (combining practice and theory) and to the co-operative culture.

MODEL AND TECHNIQUES The Slovak Union of Producer Co-operatives has founded vocational training colleges and centres of professional tuition for secondary school students. These establishments prepare their students for their future working careers in various vocations according to the needs and production programmes of co-operative enterprises. The period of study varies from two to four years, culminating in the "maturit", an examination similar to the A-level exam.

Within Law School there is a Department of Co-operative Legislation.

At the University of Economy there is the Department of Co-operatives.

The Co-operative Union and the individual co-operatives provide training and education to adult members of their enterprises with assistance from highly qualified specialists, particularly these from universities, ministries and educational institutions.

Education of adult members of co-operatives of production:

In the former Czechoslovakia, the unions of co-operatives had the common co-operative school in J. Ioviste established by the Central Committee of Co-operatives. Its main task was to provide for the education of outstanding co-operative experts. Besides this cooperative school, each union had its own educational establishment. As for the purpose of Slovakia, the Slovak Union of Producer Co-operatives had its Institute for Education to prepare workers for their future professions and also to offer adult education classes.

Nowadays these activities are provided according to the immediate demands of producer co-operatives. In 1994 approximately 20 educational events

SLOVAK
REPUBLIC

autres classes de référence :

D - (éducation/information coopérative)

were organised for 1200 members and employers of co-operatives of different types. These took various forms, e.g. seminars, lectures by experts, workshops, etc. During 1993-1994 three international seminars were held in our country.

The national curriculum is based on the concrete vocational branches. The content is designed to give the student the professional knowledge and manual abilities necessary for his future occupation.

The content of the national curriculum is approved by the Ministry of Education, which is at the same responsible for maintaining standards.

In our country there are no schools managed exclusively by parents, teachers or students.

The co-operatives collaborate with universities in devising course programmes.

For primary school children the co-operative producers organise the visits to their enterprises in order to help them in their choice of career. In this way, co-operatives are able to convey an insight into co-operative principles.

The vocational training establishments and the centres of professional tuition established by the Union and by individual co-operatives are a part of the national system of education. They are managed and supervised by the Ministry of Education and by the Slovak Union. Professional training is also provided at co-operative units.

The 1995 year is marked by celebrations for the 150th anniversary of the establishment of co-operative in our country. The Slovak Village of Sobotiste is considered to be the cradle of the co-operatives on the European Continent. Samuel Jurkovic, a poor but educated village teacher, who could speak six languages, established a Farmers Co-operative on 6th February 1845. To mark this anniversary, several events were organised in Slovakia: an international seminar in Bratislava; a ceremony in the Slovak National Theatre with participation by government authorities; and a meeting of the constituent bodies of the Cooperative Union of Slovak Republic at Sobotiste. Stickers, posters and stamps were issued and a book published, "In the service of the nation: the production and business co-operatives in the footsteps of Samuel Jurkovic" by Otzo Virsik. The media also paid attention to the anniversary by running competitions, special magazine articles, etc.

GENERAL INFORMATION

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Language:
English

SCHOOLS RUN BY CO-OPERATIVES

DIFFUSION The above mentioned initiatives have involved all regions of the country and all the schools interested. But there are also more circumscribed occasions and celebrations on which promotional materials and keepsakes are distributed.



SPAIN

**SCHOOLS
RUN
BY CO-OPERATIVES**



AIMS The educational task is firstly undertaken by parents and teachers (and secondly by the State) through their direct involvement in matters relating to school management and financial responsibility. The project aims at widening the application of co-operative and self-management methods. The major initiative, undertaken chiefly in teachers' co-operatives, aims at solving unemployment problems arising from the economic crisis in state-schools.

MODEL AND TECHNIQUES In Spain there are school co-operatives run by parents, co-operatives based on associated work (covering teaching and non-teaching staff) and integrated co-operatives run by the above mentioned two kinds of co-operative members and by other interested parties. These three groups of members are entitled to elect 1/3 of the Governing Body.

School co-operatives are legally recognised within the national system.

With regard to educational aids for the promotion of co-operative principles, the School Co-operative Federation provides audio-visuals and work books to support teachers and also co-operators receiving school visits. These aids aim to improve the student's understanding of co-operative models, values, organisation and enterprise.

Other co-operative initiatives are implemented in collaboration with local institutions, such as the Social Economy Directorate of the Basque Government (eg co-operative buses), outside the school timetable.

DIFFUSION In Spain there are almost eight hundred school co-operatives comprising nearly 250,000 pupils and more than 10,000 teachers. They

other classes of reference:

D - (information on co-operatives)
E - (school/work transition)

are organised at regional and national level into sectoral federations. Some 80% are work co-operative run by teachers.

More detailed information is available only on Valencia and the Basque Region.

In the Basque Region there are 55 school co-operatives grouped in the following sectors: 32 user co-operatives, 7 work co-operatives and 16 integrated co-operatives. School co-operatives employ 2,334 teachers in the following sectors: 1,352 in school co-operatives run by parents, 172 in work co-operatives and 810 in integrated ones.

School co-operatives are attended by 44,231 students grouped in the following way: 60% attend user co-operatives (26,720 students), 13,970 attend integrated ones and the other 3,541 students attend school co-operatives run by teachers.

Parent members of user co-operatives number almost 27,000 and are grouped as follows: 70% in primary and secondary schools, 25% in high schools and the rest in vocational training schools.

Parent members in integrated co-operatives amount to more than 10,000. Some 60% belong to elementary and secondary schools, 30% to high schools and 10% to vocational school co-operatives.

With regard to teachers, less than half of them are employed in the primary and secondary schools, 40% of them are employed in the high schools and 10% in the vocational training schools.

In the Valencia territory there are almost one hundred of school co-operative, almost all of them run by teachers. They are attended by almost 5,000 pupils and give employment to more than 1,500 teachers.

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Language:
English and French

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Language:
English

SCHOOL RUN BY CO-OPERATIVES



SWEDEN

SWEDEN

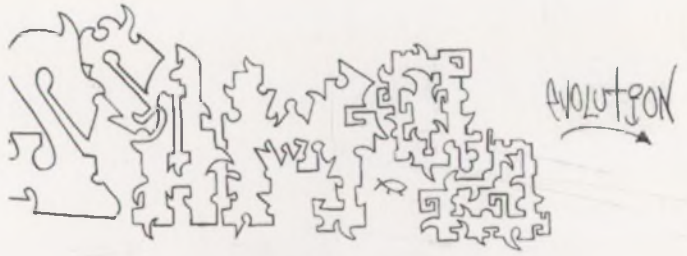
CO - OPERATIVE
SCHOOL
CAFETERIA



AIMS The aim is to supplement the educational and pedagogic process with opportunities for self-management and participation along cooperative lines.

MODEL AND TECHNIQUES Co-operatives have been formed, on the initiative of teachers and pupils, to managing eating facilities within the schools. Co-operative management of the corresponding supply of goods and services provides practical experience of division of labour, division of responsibility, management of resources etc. These experiences are utilised by teachers to supplement traditional teaching. KOOPi has prepared a guide for the promotion and operation of this type of initiative, which is considered the first stage in the process of disseminating co-operative culture.

DIFFUSION There are about 70 school cooperatives in Sweden. Various Swedish consumer co-operatives support them by supplying equipment and food.



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Language:
English

CO-OPERATIVE SCHOOL CAFETERIA

**SCHOOLS
MANAGEMENT
CO-OPERATIVES**



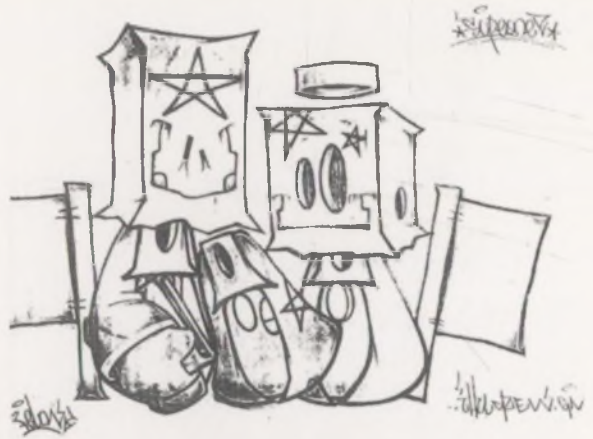
AIMS The aim is to widen the educational opportunities available by exploiting co-operative methods and self-management, giving families greater responsibility for the education of their children.

In small communities the creation of school cooperatives has been the only way of avoiding closure of local schools for economic reasons and of safeguarding jobs.

MODEL AND TECHNIQUES Following the changes in legislation in 1992, it became possible to form co-operatives of parents or of teachers (especially in kindergartens) or of parents and teachers to operate schools that are called "free". KOOP1 prepared a legal and operating guide to promote these.

Stockholm Consumers Cooperative has recently set up its own higher middle school with about 200 pupils. In addition to the subjects required by the official curricula for technical schools, space is given to co-operative training on the cultural and vocational level.

DIFFUSION The phenomenon is in a phase of rapid growth and there are already over 100 school management co-operatives. Parents contribute to maintaining the schools through voluntary work, for example in building maintenance.



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SCHOOL MANAGEMENT COOPERATIVES



PROMOTION OF CO-OPERATION



AIMS The aim is to promote cooperative values among young people, drawing on established experience involving teachers.

MODEL AND TECHNIQUES The Swedish cooperative movement, and KOOPI in particular, has produced a wide range of aids (some of which are multimedia) to promote cooperative culture and to supplement action by teachers.

Study of specific cases and of commercial and social activities is facilitated.

Special attention is given to offering teachers training in cooperative systems and in explaining them. This is considered a useful step in helping young people to maturity. The exchange of information and experience is particularly encouraged on such occasions.

Meetings are also organised between cooperators (consumer, housing etc.) and high schools, with special attention to the direction of study and the subjects concerned.

DIFFUSION Schools are sent a catalogue of the initiatives proposed and the aids available. These are offered either free or for a small charge.

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Language:
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P R O M O T I O N O F C O O P E R A T I O N



**EXPERIENCES OF
SCHOOL-WORK
TRANSITION AND
TRAINING FOR
ENTERPRISE**



AIMS The aim is to promote an approach to work and entrepreneurship in a cooperative form and to strengthen relations between school and enterprise.

MODEL AND TECHNIQUES It is an established tradition in Sweden that the business world participates in activities of a practical nature in schools, with the aim of creating links with future workers, consumers etc.

Worker cooperatives are showing increasing interest in work experience projects and are offering opportunities for work experience in firms. The presence of specialists to supervise or "tutor" has proved of fundamental importance.

The cooperative association and KOOPI have prepared a manual to promote projects for collaboration between school and enterprise and for career advice.

DIFFUSION The contacts are usually made at the local level between individual cooperatives and the schools interested. The publicity material available is sent to the latter on request.

d/SeMinaTion eRouP



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 English

EXPERIENCES OF SCHOOL-WORK TRANSITION
 AND TRAINING FOR ENTERPRISE



UNITED KINGDOM

**CO-OPERATIVE
GAMES TO TURN
YOUR SCHOOL
AROUND**



- AIMS** To promote co-operative values;
To promote co-operative play;
To promote co-operative activities and methods in the classroom and playground;
To direct staff towards co-operative resources;
To build a network of co-operative teachers.

MODEL AND TECHNIQUES

- Dissemination of materials
- Organisation of "tour" of schools
- Provision of information pack
- Review, monitoring and linking schools together

Within each school different responses are seen:

- Classes exchanging games;
- Curriculum elements fulfilled through co-operative activity;
- Co-op play in the playground;
- Work with lunchtime supervisors;
- Re-painting playgrounds to promote co-operation;
- Joint fun days;
- Work on co-op skills/self esteem;

All of these can be supported. Contact a range of schools. Offer a day of activities promoting co-operative games, working directly with young people, and training lunchtime supervisory staff and teachers.

DIFFUSION

Mail out to schools. Direct visits. Dissemination via advisory service. Workshops during in-service training and at conferences. 15 schools and 1.500 pupils have been involved up to now.



GENERAL INFORMATION

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Language:
English

CO-OPERATIVE GAMES TO TURN YOUR SCHOOL AROUND





T H E
C O - O P
P S E
P A C K



AIM PSE is a compulsory part of the national curriculum in all parts of the UK. While the form differs in Scotland, Northern Ireland, Wales and England the scope of the curricular boards is similar. PSE deals with personal, social, ethical and political matters not fully covered within the English version as encompassing:

- Health education;
- Environmental education;
- Economic and industrial understanding;
- Citizenship;
- Careers guidance.

MODEL AND TECHNIQUES The Co-op PSE Handbook is presented in an attractive A4 ringbinder. It is sectioned to match the sub-sections of the curriculum and contains a cross reference to the curriculum documentation. Regular up-dates are sent to teachers on the database.

The folder contains guidance notes for use and teachers notes on each individual lesson plan. This is followed by photocopyable material designed for use by pupils.

A recognised independent educational consultancy was engaged to develop, test and produce an high quality resource. The requirement was to produce material which teachers themselves needed and met the requirements of the National Curriculum.

The pack is free to schools. It is considered to be impractical to attempt to meet the full requirements of the curriculum. The aim is to complement existing resources and enable flexible use by teachers.

In selecting subjects for inclusion the full breadth of the curriculum has been taken into account,

although particular emphasis has been given to those areas which have relevance for the Co-op.

All material is clearly branded in order to gain recognition for the providing organisation. The "weight" of such branding is restrained in order to reflect the ethical approach that CWS wishes to adopt.

DIFFUSION Promotion of the handbook has been implemented by direct mail to all state secondary schools in the trading areas of participating co-operative societies. The material is however provided freely in response to request from other organisations; including schools outside the relevant geographical area, and to independent schools.

Public relations campaign was undertaken in order to raise the profile of the PSE handbook within the specialist educational media. Thereafter inevitably awareness of the handbook has been increased through informal networks ("word of mouth") among educators.

1,500 schools and 250,000 pupils have been involved.

GENERAL INFORMATION

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Language:

English

THE CO-OP PSE PACK

CO-OP BANNERS**PROJECT**

AIMS To provide an activity which encourages co-operative behaviour
 To raise awareness about the Co-operative Movement
 To celebrate the Centenary of the ICA.
 To have fun with art and design

MODELS AND TECHNIQUES The project is essentially school based. It was conducted in a decentralised manner within guidelines provided by the Co-op.

The key element is to link the teachers with experts in community arts and banner making. This is done in a series of one day workshops where the teachers make their own banners, increasing their own expertise and generating great enthusiasm.

After that the schools need to be kept aware of the timetable for completion and the organisational arrangements for display/exhibition.

Each school receives a small financial grant. In a limited number of cases more extensive practical assistance is provided through school visits

Background information (eg. images and symbols) and training for teachers (in workshops) are provided by the co-operative organisation.

The teachers then take their knowledge and experience back into the classroom where the children are encouraged to think creatively and innovatively about producing a Co-op banner.

An event/exhibition is organised at which the children can display their work and see the work of others on the same theme.

DIFFUSION The project is initially promoted through leaflets distributed to each school in the region through the local education authority.

Maximum publicity in all forms of media is sought at the time of the display/exhibition.

About 80 schools and 3,500 students have been involved.
The costs has been covered by CWS North East and by Co-op Bank.

GENERAL INFORMATION

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CWS North East
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Language:

English

CO-OP BANNERS PROJECT

**DEVELOPING
CO-OPERATION
IN EDUCATION
CONFERENCES**



AIMS The aims of Conference, to give an insight into the principles and practice of co-operatives education currently being developed in the whole curriculum.

MODELS AND TECHNIQUES The conference is designated for teachers and advisory teachers from all subject areas and age groups who are interested in developing experimental collaborative in co-operative learning. It is also designed for youth workers and non teachers who are interested in working with schools and colleges on co-operative activities which includes governors, members and managers from worker, credit and consumer co-operatives.

The programme includes a wide range of workshops to cater for the needs of all participants both novices and the more experienced. The workshop usually investigate the current theory and practice of co-operative learning, which includes case studies, co-operative simulations and activities, discussion on topics associated with the theme of the conference.

Each year we push the boundaries further to encompass a more realistic exploration of co-operative learning, its potential and practice.

Those people who run workshops are taken from within the network, they are both people at the Co-operative College, member relations Officers, teachers and educators throughout the country involved with all age groups. We also have representation from global education networks, children's rights networks, co-operative education and democracy networks, the wider social economy network, self-esteem networks etc. All of whom regard the conference as a ideal opportunity to disseminate their ideas and practices whilst at the same time finding out more for their own benefit at what is always an enjoyable and exciting event.

The developing Co-operation in Education Conferences have been taking

place for the last eight years and this is the 11th conference. During that time the range of products and number of schools and colleges involved in co-operative learning has expanded rapidly. The conferences have provided an invaluable opportunity to profile effective practice, exchange ideas and help to chart a path forward for co-operative ideas in a rapidly changing educational environment. Through this network we now know that there are many educators and co-operators who believe that they can make a real difference to educational practice by introducing co-operative approaches to learning. Conference regularly attracted between 140/160 delegates. We also run a national seminar on co-operative education in the Autumn for about 80 people.

DIFFUSION Each conference has a flyer which is distributed throughout the Co-operative Movement both the consumer movement via the Member Relations Officers and the wider Co-operative Movement through know contacts.

Distributes to all past conference delegates.

Specialised mailing to persons who have come to our notice as possibly being interested.

Advertising in Co-op News the national weekly newspaper of the UK consumer movement.

Placed in mailings of other known networkers who support what we are undertaking.

Specialised mailing to education business partnership and other organisations which are involved in promoting liaison between schools, colleges and industries.

GENERAL INFORMATION

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Fax : (44-1509) 856500

Language:

English

DEVELOPING CO-OPERATION IN EDUCATION CONFERENCES

CO-OPERATIVE LEARNING

• THE COLLECTION



AIMS To meet the need for a comprehensive collection of articles and activities which focus on co-operation, co-operative learning and co-operatives as organisations.

To be a dynamic publication which enables educators and co-operators active in developing this field to disseminate ideas and activities to each other.

MODEL AND TECHNIQUES "Co-operative Learning - The Collection" has been produced in sections and in a ring binder format so that new themes and additions to existing sections can be added over time. The product will be distributed both to the educational and co-operative sectors. It is expected that those in receipt of "The Collection" will use it for a variety of different purposes which could include:

1. Extending their own understanding of the Co-operative Movement and the dimensions to co-operative learning.
2. Use the activities either as single sessions or combine them to produce introductory modules for use in schools, colleges or co-operative society programmes.
3. Use "The Collection" as a promotional product, for instance, supplying "The Collection" when request are received for further information about the Cooperative Movement from teachers in the educational sector.
4. Used as a reference and background reading and resource pack for teacher training colleges, teacher training programmes and general training and educational programmes within the Co-operative Movement.

The editors contacted co-operators, within the co-operative and education sectors, who were part of the national network interested in promoting co-operative education and learning. In collaboration with a number of these interested individuals a design brief was drafted and criteria agreed for selection of articles and activities in "The collection":

- promote co-operation as a process and encourage individuals to review the way they behave in a group to complete a task. This necessarily involves a consideration of co-operative values.
- develop skills which enable individuals and groups to be more effective in the enactment of co-operational behaviour.
- illustrate co-operation in practice through example and context to extend the learner's knowledge of co-operatives in their many different forms.

All activities have been devised and extensively tried out by practitioners throughout the country.

DIFFUSION Co-operative Learning - The Collection has been and will be marked in the following way:

- Product of flyer
- Launched at a Developing Co-operation in the Curriculum Conference.
- To be profiled within Co-op News the national weekly of the Co-operative Movement in the UK.
- Member Relations Officers throughout the country will be distributing the leaflet within their own educational networks.
- Profiled within Co-operative Union networking newspapers.
- Profiled in the national member education bulletin.
- Sent to key institutions for review.

The Collection has been published in 1,000 copies, with a cost of £ 20,000.

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CO-OPERATIVE LEARNING - THE COLLECTION

THE
YOGHURT
PROJECT



AIMS The aims of the yoghurt Project were to provide a co-operative learning resource based around an easily available product and a product which it was possible to follow through from the early stages. The pack therefore covers dairy farming (co-operative dairy farms being within our trading area), production, distribution and retailing of a co-op brand yoghurt. It was also important to produce a resource that met the needs of the National Curriculum.

MODEL AND TECHNIQUES The resource is a 22 page A4 booklet which is aimed at primary schools but has been used by older pupils to help with project work. The pack uses the different aspects of the co-operative movement in this country - farming, production (no longer CWS) distribution and retailing. It also aims to promote co-operative principles and a co-operative way of working in the classroom.

The resource can be used to form a major project or individual sections could be used to support particular projects or as self contained lessons.

The resource also, it is hoped, provides a starting point for schools to further their links with the Co-operative Movement.

The pack provides information for teachers about the different stages of yoghurt production. The resource includes a small section about what co-operative education is and also about running mini co-operative enterprises. It is hoped that the activities and games in the resource will be used to promote a co-operative way of working. The pack was researched by a headteacher seconded for two terms and the materials trailed and developed in two schools.

DIFFUSION The yoghurt project was promoted through the Member Relations Officers in other societies, through local education business partnership, through local press via press launches. Also through workshops at education conferences including the Co-operation in the Curriculum Conferences at the Co-operative College.

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fax : (44-1865) 200 175

Language:

English

THE YOGHURT PROJECT



CO-OP

125

PROJECT



AIMS To develop educational materials to support the national curriculum in England through exploration of the development of the Ipswich Co-operative Society.

To celebrate the 124th anniversary of the Ipswich Co-operative Society in partnership with local schools.

To collaborate with the Suffolk Educational Business Partnership.

To deliver the national curriculum at key stages 1 and 2 through the project focusing on Geography, History and addressing the cross-curricular theme of economic and industrial understanding. To produce a resource book that could be used by the participating schools and subsequently by other schools throughout the country of Suffolk and nationwide.

MODEL AND TECHNIQUES The project arose from discussion from the member Relations Officer and the Suffolk Education Business in November 1991, then in February 1992 advisory teachers from the local education authority plus 14 practising teachers joined the team to research materials and write the resource book over the following months.

In January 1993 the resource book and supporting materials were sent to participating schools for perusal prior to use in the Spring term 1993.

In March 1993 two teachers from the group were placed on work placement with the local regional newspaper to produce a complimentary supplement to the resource book.

In Summer 1993 the 16 participating schools linked with their local Co-op outlets and completed work from the resource pack.

June 1993 2,000 pupils from 16 participating schools visited the local Co-operative Society department store and retired employees acted as

UNITED KINGDOM

shop workers in a 1930's shop with pupils undertaking the role of apprentices.

In Autumn 1993 the project was evaluated by the Steering Group then in Spring 1994 three evening sessions were held to disseminate the information on the resources to schools from across the county.

This collaborative experience between Suffolk EBP and the Ipswich and Norwich Co-operative Society laid the foundations for a further project on Co-operative Partnership which is separately documented.

Key historical resources were identified within the Ipswich and Suffolk Co-operative Society archive room. A member of the Society and the local Education Business Partnership discussed the possibility of using these resources for schools.

A Steering Committee was formed and advisory teachers from the local education authority identified to assess the relevance of these materials.

The materials were then trailed in participating schools; students from those schools then visited the co-operative society; and this process evaluated.

The central technique is one of the partnership which recognises the professional strengths of teachers within the education sector and members of the co-operative society.

The initiative has been totally self-financed by the co-op and by the Suffolk Association.

24 schools within the Ipswich and Norwich area and over 2,000 pupils have been involved

DIFFUSION Press releases were very successful - TV, radio, local press.

GENERAL INFORMATION

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11 Fore Street
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IP4 1JW

fax : (44-1473) 250 834

Language:
English

CO-OP 125 PROJECT

THE
CO-OPERATIVE
PARTNERSHIP



AIMS The aims are to:

- Use the commercial and industrial operations of the Ipswich and Norwich Co-operative Society as the context for the design of exciting active learning programmes for schools.
- Provide opportunities for pupils to explore and develop the core skills required for effective co-operative group work.

MODEL AND TECHNIQUES This project illustrates the partnership approach of a co-operative society in both working with a local education authority.

The Suffolk Education Business Partnership, the Member Relations Officer of the local co-operative society and the Member Education Officer of the Co-operative College in the UK met to discuss the overall objectives and design of the scheme. This was then presented to an evening meeting of teachers selected for the project and managers from the various departments of the co-operative

society in which the general objectives and programme were discussed and all present introduced to the ideas of co-operative education, co-operative learning and co-operative group working methods.

The teachers then undertook two sets of placements as described earlier and wrote a resource pack to be trailed and disseminated to local schools.

The co-operative partnership is the result of a successful previous project on the project 125.

The first year target was to support primary, middle and special schools seeking to involve teachers in a development of the initiative through to central strategies.

Teacher placements: four teachers to be placed on work placement within

the broad organisation of the Co-ops business. Placements include two periods of five days during the Spring term of 1995.

The first placement is to enable exploration and identification of curriculum links and second placement will focus on producing curriculum resources/materials for publication in Summer 1995.

- Professional development
- Teachers involved in primary and middle schools will then be invited to a dissemination conference to be held in Autumn 1995. It will be a course that will focus on curriculum resources/materials including workshops on using these materials through links with with the Co-op. A key feature will be half day placement into a relevant branch of a Co-op's organisation.

DIFFUSION To promote the project a flyer/pamphlet was produced distributed to all schools within the Suffolk Local Education Authority the returns from which enabled the selection of possible candidates for involvement in the project.

The local training and enterprise council also published the co-operative partnership initiative in local newspapers and business information newsletters.

An essential part of the dissemination of this project is the dissemination workshops to be held in the Autumn 1995.

The pack, once published, will be distributed throughout the Suffolk Authority and nationally and it is expected that parts of the resource pack will be re-printed as a contribution to co-operative learning - the collection which is described under another project heading.

GENERAL INFORMATION

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Language:
English

THE CO-OPERATIVE PARTNERSHIP

**THE CO-OP
YOUNG PEOPLE'S
FILM AND VIDEO
FESTIVAL**



AIMS

- To promote co-operation through the co-operative nature of film and video making.
- To generate public awareness of the co-op's significant to media education.
- To promote the co-op in a positive light.

MODEL AND TECHNIQUES The models are the following:

1. Organised by CRS on behalf of the Movement
2. Relies greatly upon the support of:
 - (a) National Film Theatre/MOMI and Nat. Museum of Photography Film and TV (Bradford) Education Departments
 - (b) 30 or 50 "advisers" from media education, Co-operative Movement, TV and Film.
3. Entirely funded (c. £30K9) by CRS and managed by the Corporate Affairs Department.
4. Supported by schools, colleges, youth groups (private and local authority) and individual film/video makers.

Techniques implemented are the following:

The festival has developed over the last 28 years into arguably the leading media education event in the UK.

It is, and always has been, a festival and not a competition - as such, all entrants receive an award, we endeavour to screen as many entrants as possible, and "constructive comments" are fed back to all participants about their entry.

The festival's timetable is:

- September > May - Films/Videos made
- May > June - Closing date
- June - Selection weekend

October - Festival itself

The Festival itself is primarily about screening the work (c. 100 pieces). However, practical and discussion workshops do form a central part of the occasion.

DIFFUSION

1. A 500 - strong database is maintained and used to keep previous entrants in touch.
2. A leaflet is produced & distributed to every secondary school; specified primary schools, through stores; other societies.
3. Inserts/adverts placed in appropriate publications (e.g. T.E.S., youth work publications).
4. Trailer for festival follows Channel 4 TV's "Film and Video Showcase".

The manifestation was attended by 250 primary, secondary and high schools and 2/3,000 students and young film and video making.

CRS Ltd covers the annual costs (about -ú. 30,000).

GENERAL INFORMATION

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Language:
English

THE CO-OP YOUNG PEOPLE'S FILM AND VIDEO FESTIVAL

STANFORD**HALL**

AIMS The main aim is to provide the British Co-operative Movement with an highly professional structure being specialised in education and vocational training, and supporting the co-operative cultural policy promotion and diffusion throughout British society.

MODEL AND TECHNIQUES The Consumer Co-operative Movement purchased and financed the Stanford Hall College which is considered as one of the most preeminent institution in the educational field for the British co-operatives.

The College grants a Certificate at university level allowing student to get into the co-operative English world as managers and officers.

Vocational training course programmes for co-operative officers and managers are implemented for co-operators from other countries also.

Stanford Hall represents the Department for National Association Education of the Consumers' Co-operatives, for this reason here is where promotion and diffusion of initiatives in the schools are implemented together with teachers' and youngsters' vocational training courses and when requested they send their own teachers and experts to other school institutions.

The College has got its own residential and free leisure time structures, recently, in collaboration with the Co-operative Bank, a Bank Training Centre has been arranged.

DIFFUSION Thousands of co-operators and many other persons (youngsters, teachers etc.) from different countries and being interested at different levels in the co-operatives issues participate every years to vocational training courses organised at Stanford Hall.

**GENERAL INFORMATION**

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Languages:

English

STANFORD HALL





TEEN

CO-OPS



AIMS To provide school students with an opportunity to experience involvement in a worker co-operative and its decision making processes as a part of a mini enterprise activity using a co-operative model.

Teen Co-ops provide an important opportunity to promote a distinctive co-operative mini-enterprise model, providing an opportunity for students to learn of the role of co-operators in a mixed economy.

MODEL AND TECHNIQUES Teen Co-ops was devised to be a highly flexible enterprise model, easy to adapt to a wide variety of curricular structures. Its core elements remain consistent:

- i) Pre-project activities to introduce the concept of cooperation, and cooperative working, followed by simulation about Co-ops such as "Odd Job".
- ii) Skills audits to assess the skills of members in the group followed by "brainstorming" possible projects prior to market research.
- iii) A "start up grant" from the local co-operative Society, usually awarded after an interview on the "business plan".
- iv) A production stage - either making goods or providing services. Products have included jewellery, raising chickens, producing a local directory of co-op services, whilst "service" based Teen Co-ops have undertaken services such as producing a Play for a local Pensioners' (retired persons) organisations. During this stage linkages are often made with real life worker Co-ops in the local community.
- v) Debriefing of the project - exploring the special characteristic of co-operative businesses.

Key inputs are needed at the start up and debriefing stages, and it is

helpful if a co-operative financial institution can provide financial advice at the "business plan" stage.

Mini-enterprise initiative using a co-operative model. Groups of school students form a mini-co-operatives (Teen Co-ops) and undertake a series of preparatory activities including:

- Skills audit
- Preparation of a business plan
- Market research
- Bank interview

Before setting an enterprise to produce goods and services for sale. The businesses are run as a worker co-operatives, providing an opportunity to explore the distinctive characteristic of co-operators whilst at the same time developing business and enterprise skills and awareness.

DIFFUSION Originally launched in conjunction with a major Regional Television Company, then published locally by individual Co-operative Societies and through local contacts involved in the School Curriculum Industry Partnership.

A key strategy for the promotion of Teen Co-ops involved the arrangement of training days for teachers in a variety of Local Education Authorities.

GENERAL INFORMATION

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English

TEEN CO-OPS



PREAMBLE

To give a wider context to collaboration between co-operative movements and schools, we considered it necessary to add information about those countries (quoted in the analytic cards) which have not sent back their questionnaires or have not given enough information to allow analytic cards to be compiled.

**DENMARK
GERMANY
NORWAY
TURKEY**



A catalogue on educational aids has been drawn up and distributed by the Danish Consumers' Co-operative to answer school demands for publications, games and audio-visuals aids on the topics of food education, environment and co-operative principles.

Courses and lessons for students and teachers are also organised, at the request of schools.



GENERAL INFORMATION

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Language:
English

DENMARK



The co-operative teaching is provided in many universities and particularly in the Law Faculties.

Great importance is attached to co-operative vocational training for developing countries.

The Deutscher Genossenschafts-und Raiffeisenverband e.V. contacted primary and secondary schools at regional level and mailed information to teachers and students wishing to establish co-operative on their own. The same idea is about to be implemented at university level.

Audio-visual aids mailing is also envisaged and a competition has been planned to promote co-operation among youngsters under the age of 23. The competition is internationally recognised and it deals with drawing books on issues relating to universal values and environmental issues. It is considered the most important competition for youngsters in the world.

The last edition of the competition, organised in collaboration with Saving banks and the Raiffeisen banks of Germany and international organisations, saw the participation of the co-operative banks of Austria, Finland, France, Luxembourg, Italy and Sweden.

Over three millions of drawing works have been mailed.

The German housing co-operative organisation also offers courses and meetings in schools and visits to cooperatives.

**GENERAL INFORMATION**

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Language:
German, French and English

GERMANY



In this country it is only the agricultural sector that shows a strong relationship between schools (including Universities) and co-operatives.



GENERAL INFORMATION

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NORWAY

Language:
English



There are some examples of the co-operative dimension in school management (where the members can be parents or students), and examples too of the promotion of co-operative values through project work.

In some cases at high school level (up to 16 years) teachers take on initiatives (such as lessons, conferences, games etc.) within the school framework or through their own training courses.

In some cases universities give space to the topic of co-operation in their timetables. Subsidies and educational aids are available along with meetings, visits and tours to co-operatives. Future goals are focused on first-line manager vocational training courses and on the transition from school to work.



GENERAL INFORMATION

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Language:
 French and English

TURKEY



ANTOLOGIA DELLE ESPERIENZE COOPERATIVE NELLA SCUOLA IN EUROPA

ANTOLOGIA

ANTHOLOGIE
ANTHOLOGIE DES EXPERIENCES EUROPEENNES DE COOPERATION A L'ECOLE

ANTHOLOGY ON CO-OPERATIVE EXPERIENCES IN THE EUROPEAN SCHOOLS

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