

# European Report



COOPilot

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## COOPILOT Project

### European Report

*Sybille Mertens, Amélie Mernier, Lola Arpigny and Maxime Bouchat*  
*Center for Social Economy - University of Liege*

#### INTRODUCTION

Today, youth employment is a big challenge in Europe. In May 2017, 16.9% of the people aged between 15<sup>1</sup> and 24 were unemployed. This percentage is even higher if we consider young people who are neither in employment nor in education or training (i.e. 6.3 million young people). According to the European Commission<sup>2</sup>, this rate is still very high in the European Union (EU) with peaks of 40% for Greece for example or 25% for Cyprus and the youth unemployment is more than double the overall unemployment rate. EU also highlighted the labour market mismatches due to for example inadequate skills.

The main objective of the COOPILOT project is to contribute to the design of relevant responses to youth employment challenges in European Union through **cooperative entrepreneurship** and in particular **education and training in cooperative entrepreneurship**<sup>3</sup>.

Implemented from April 2017 to March 2018 the COOPILOT project focuses on the youth employment challenge in five European countries (hereafter designed host countries - HC): *Bulgaria, Cyprus, Greece, Romania and Slovenia*. To inspire the practices of cooperative entrepreneurship in host countries, four additional European countries (hereafter designed reference countries - RC) are considered: *Belgium, France, Italy and Spain*. France, Italy and Spain are countries with a historically strong presence of cooperatives. Belgium, in turn, is a country with a relatively low presence of cooperatives but that is now experiencing a renewal of the cooperative sectors.

This European report is a deliverable of the activities 1 and 2 of the COOPILOT project that is to say expression of needs and constraints of host countries for training sessions (activity 1) and research, collection of good practices and national specificities of reference countries (activity 2). In others words, this report aims to present the results of the assessment of needs (of host countries) and collection of solutions (existing in reference countries). The aim of this report is to put together the information of the nine national notes (5 for HC and 4 for RC) in order to identify the context and to highlight

<sup>1</sup> 15 years old corresponds to the earliest point at which mandatory school education ends.

<sup>2</sup> <http://ec.europa.eu/social>

<sup>3</sup> For more information, visit : <http://www.coopilot-project.eu/>

the existing inspiring initiatives. This report is structured as follows: we first present the theoretical background based on which we develop the methodology of data collection and the underlying assumptions. In part 2, we give an analysis of the needs and constraints of the five host countries based on national notes received from national partners. In addition, we study the existing inspiring practices in reference countries based on the information provided by reference countries. In particular, we detail the matching process between those needs and those inspiring practices which is considered as being part of the basis of the design of the pilot training session. This leads us to the part 3 where we detail 15 inspiring practices of reference countries that can be considered as a “benchmarking”. This part provides with a catalogue of reference and inspiring practices for cooperative entrepreneurship education. It provides relevant and useful information that will be used in the further steps of the COOPILOT project, among others the design of the pilot training sessions in HCs.

## PART 1: THEORETICAL BACKGROUND

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We reviewed the literature on cooperative education, entrepreneurship education and cooperative entrepreneurship in order to identify the main assumptions that emerged. On this basis we define the information needed to fulfill the further steps of the COOPILOT project. In others words, the data collection (in particular the content that needs to be provided by reference and host countries) is drawn on these assumptions.

### 1.1 Definitions

In order to clarify the hypothesis we work with, we first briefly give some elements of definition of entrepreneurship, cooperative and cooperative entrepreneurship. **Entrepreneurship** is a term that generates a lot of debates (Diaz-Foncela & Marcuello 2013). According to these authors (p 239), entrepreneurship can be defined based “*on personal characteristics or tendencies that emerge as a result of a particular environment (Gartner, 1988), or on what the entrepreneur does in terms of job, society, or economic roles (Carland, Hoy, Boulton, & Carland, 1984)*”. An entrepreneur is considered as an agent of economic change (e.g., Schumpeter 1942; von Thünen, 1966, Knight 1942 and Schultz 1975 cited by Diaz-Foncela & Marcuello 2013), an individual for whom the human capital is high or a person who is able to identify the business opportunity (e.g., Kirzner, 1973; von Mises, 1962 cite by Diaz-Foncela & Marcuello 2013 ).

**Cooperatives** in turn can be defined as an “*organizational form in which: (a) the users or beneficiaries of the goods or services produced by the organization also have ultimate decision-making power; (b) the owners have an unusual transaction relationship with the enterprise, as they are not only investors, but also employees, suppliers and/or customers; and (c) organizational governance typically does not discriminate among members in terms of rights; in essence there is typically a one person/one vote rule.*” (Diaz-Foncela & Marcuello 2013, p. 240). The International Cooperative Alliance gives the following



definition: “A co-operative is an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly owned and democratically-controlled enterprise.” A cooperative is a democratic organization that is to say an organization controlled by its members. In addition, a cooperative is an organization that requires an economic participation of its members that implies members’ ownership and members’ use.

Finally, the definition of **cooperative entrepreneurs** combines the elements of the two previous definitions. Cooperative entrepreneurship is “a way to do business that is practiced within voluntarily formed economic organizations with the objective of obtaining common benefits that would be impossible to achieve individually by the members who form the organization” (Gijssels and Van Opstal 2008, p. 15 cited by Diaz-Foncila & Marcuello, 2013). This definition is in line with the first ICA4 principle of Cooperative principles (Diaz-Foncila & Marcuello, 2003):

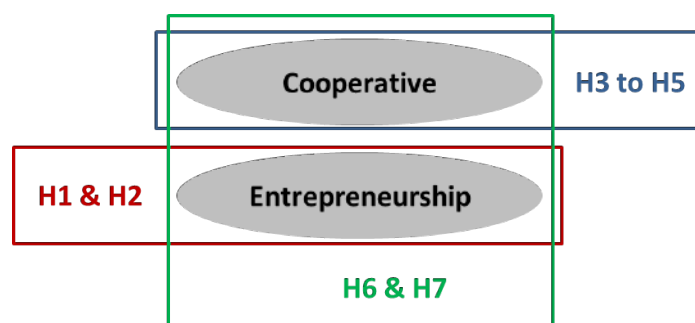
- Voluntary entry into the organization
- Equivalence between members and beneficiaries
- Use of team technology and synergies in the production of activity

As detailed in the following section, our working hypotheses are closely connected to the nature of cooperative entrepreneurship.

## 1.2 Theoretical assumptions

Our working assumptions, validated during the kick-off meeting that took place in Brussels in May 2017, are among seven. Two of them are proper to entrepreneurship; three to cooperative organizational forms and two to cooperative entrepreneurship (see Figure 1).

Figure 1- Working hypothesis (H1)



<sup>4</sup> International Cooperative Alliance



The hypotheses 1 and 2 focus on **youth entrepreneurship**. The first one states that resources at the disposal of young people are determinant to support the development of entrepreneurship. The resources are among others self-confidence, technical and organizational skills to create, skills to manage, financial resources, social capital, supportive ecosystem (Lewis and Massey, 2003).

**H1- Youth entrepreneurship depends on resources that they have access to directly or through their environment.**

In addition, according to the same authors, youth entrepreneurship is influenced by culture (e.g. attitudes towards failure), exposure to successful entrepreneurial models, past experiences, identification of opportunities (proximity or habit), self-employment need...

**H2- Youth entrepreneurship depends on their intentions. These intentions in turn are influenced by external factors (culture, exposure, past experiences, identification of opportunities, self-employment needs)**

According to Campy (2014), self-censory and lack of confidence are serious obstacles to entrepreneurship.

Our literature review also reveals that the support of entrepreneurship needs a specific pedagogy (Campy, 2014).

In addition, the specific **learning outcomes** associated with entrepreneurship education are divided into three types: attitudes, skills and knowledge. In attitudes, we find for example self-confidence and a sense of initiative, problem solving mind... Skills encompass in turn creativity, planning, financial literacy, managing resources/uncertainty/risk, teamwork... Finally, knowledge includes assessment of opportunities, role of entrepreneurs in society and entrepreneurial career options.

Regarding **cooperatives**, we identified three main hypothesis; they are connected to the issue of legitimacy. As other organizations, cooperatives need to be recognized and accepted by their stakeholders; they are faced with a legitimacy concern. Suchman (1995) distinguishes three types of legitimacy: pragmatic legitimacy, moral legitimacy and cognitive legitimacy. **Pragmatic legitimacy** is based on the self-interest of the stakeholders of the organization, such as the beneficiaries, workers, funders, civil society, etc. The most immediate audience of the organization would consider it legitimate if they can gain any benefit from the organization (Dart 2004). In turn, an organization benefits from **cognitive legitimacy** if its existence is considered as taken-for-granted; people would spontaneously think of it either because of their domain of activity, their expertise, their products, etc. *A priori*, people do not doubt the behavior of this organization. **Moral legitimacy** is the third type of legitimacy that is based on

normative approvals. There is an “ethical halo” surrounding their activities; moral legitimacy rests on a perception of rightness.

In particular, cooperative development (and therefore cooperative entrepreneurship) depends on the pragmatic legitimacy of this specific form of business. Cooperatives are not always considered, a priori, by the stakeholders, as organizations offering advantageous solutions. Cooperatives need to document the effects on their existence and their activities on their stakeholders in order to become legitimate in their eyes. This legitimacy issue is stronger in the presence of market power phenomena (monopoly, imperfect information) or the management of common goods (Suchman 1995; Mertens & Huybrechts 2014).

**H3- Cooperatives are faced with a pragmatic legitimacy issue related to this form of business.**

In addition, cooperative depends on the moral legitimacy of this form of business. This depends on public discourse, on history, on the awareness of the moral / ethical limits of other models (Suchman 1995; Mertens & Huybrechts 2014). The development of the cooperatives sector depends on the moral halo surrounding the cooperatives. In order to gain moral legitimacy, cooperatives are called to transparency and accountability.

**H4- Cooperatives are faced with a moral legitimacy challenge related to this form of business.**

And finally, cooperative depends on the cognitive legitimacy of this form of business. This depends on the state of knowledge, the diffusion, the prescription, the existence of role models (Suchman 1995; Mertens & Huybrechts 2014). This legitimacy is the more difficult to act on. It is a process that takes time and that is more related in general to the work of federations and networks.

**H5- Cooperatives are faced with a cognitive legitimacy issue related to this form of business.**

Two additional assumptions complement this set of working hypotheses. They are proper to cooperative entrepreneurship and refer to the conditions of emergence of cooperative entrepreneurship.

On the one hand, cooperative entrepreneurship presupposes the existence of collective opportunities. These encompasses the existence of a community of interests AND unsatisfactory situations (Spear 2001; Defourny & Develtere 1999).



**H6- Cooperative entrepreneurship requires the existence of collective opportunities.**

On another hand, the meeting of the world of cooperatives and the one of entrepreneurship Cooperative entrepreneurship is the work of individuals with a culture of cooperation (Spear 2001; Defourny & Delvtere 1999).

**H7- Cooperative entrepreneurship requires individuals with a culture of cooperation.**

### 1.3 Templates design

Based on these seven working assumptions, we have delineated the content to be collected in host countries and reference countries in order to be able to contribute to the design of customized pilot training session in host countries. We designed two templates: one for HC and one for RC (the full completed templates are given in Appendix 1 to 9). The first part of the HC and RC template are common and related to the cooperative ecosystem.

#### 1.3.1 Host countries templates

<i>Part 1: Co-operatives ecosystem</i>
<ul style="list-style-type: none"> <li>- General statistics: number of cooperatives, repartition by industry, employment and existing networks and federations.</li> <li>- Historical background and recent evolution</li> <li>- Legal context: existing legal forms and accreditation process</li> <li>- Public policy: taxation, public funding, legal advantages</li> <li>- Other public or private mechanisms in favor of cooperatives/cooperatives entrepreneurship (consulting firms, financing mechanism)</li> <li>- Public awareness of coops existence</li> <li>- Public knowledge of major coop specificities (in comparison with capitalist firms)</li> <li>- General attitude of the media towards coops</li> <li>- Examples of well-known or well established coops</li> <li>- Summary of the recent national publications on coops</li> <li>- List of national web sites on cooperatives</li> </ul>
<i>Part 2: Cooperative/entrepreneurship education</i>
<u><i>Part 2.1: Cooperative education</i></u> <ul style="list-style-type: none"> <li>- Identification and description of the main programs/actions related to cooperative education</li> <li>- Expressed needs of cooperative educative actors to cover cooperative</li> </ul>



entrepreneurship
- Expressed needs of cooperative educative actors to reach young people
<u>Part 2.2: Entrepreneurship education</u>
- Identification and description of the main programs/actions related to entrepreneurship education
- Expressed needs of entrepreneurship educative actors to cover cooperative entrepreneurship
- Expressed needs of entrepreneurship educative actors to reach young people
<u>Part 2.3: Learning coop entrepreneurship education practices</u>
- Inspiring practices existing in the country
- Existing practices which should be expanded
<b>Part 3: Opportunities</b>
- Main characteristics of the youth in the country
- Data regarding youth unemployment
- Youth intentions towards entrepreneurship
- Identification of the most uncovered social needs in the country
- Characterization of the youth sensibility to those uncovered social needs
- Identification of the industries or social needs with high potential for cooperative entrepreneurship and youth entrepreneurship
<b>Part 4: Needs</b>
- For each indirect target group identified in the COOPILOT project (i.e. VET students, universities scholars and business management students, young people out of education), identification of the most pressing needs in terms of expected learning outcomes
- Specification of the target audience that will attend the pilot session and the repartition between the four categories (teachers, coop sector, youth, public authorities)
- Identification of the expected learning outcomes that need to be supported by the pilot session for each of the three indirect target groups

### 1.3.2 Reference countries templates

<b>Part 1: Co-operatives ecosystem</b>
- General statistics: number of cooperatives, repartition by industry, employment and existing networks and federations.
- Historical background and recent evolution
- Legal context: existing legal forms and accreditation process
- Public policy: taxation, public funding, legal advantages
<b>Part 2: Inspiring practices</b>
Identification of 10 inspiring practices (actions/program/pedagogical practice...) in Co-operatives entrepreneurship (or assimilated social entrepreneurship) education in the country.



Each practice is detailed through a table including the following information:

- Name, website, contact information
- Providers
- Target audience (age, gender, social environment, geographical coverage,)
- Modalities (Punctual versus long, theoretical versus practical, face-to-face versus distance, *a priori* versus *a posteriori*, residential format or not,)
- Content description
- Objectives (development of skills, attitude, knowledge and/or others)
- Learning practices
- Additional useful information

## PART 2: MATCHING THE NEEDS AND THE EXPECTED OUTCOMES

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In this section, we present the detailed analysis of the information collected through the nine national notes. The detailed reports are given in Appendix 1 to 9. We first focus on HC by discussing the specific contexts of these five countries as well as the needs and obstacles to cooperative entrepreneurship tackled in these countries. We then detail the ecosystem of the RC as well as the core characteristics of the inspiring practices identified. Finally, based on a transversal analysis of the needs of HC and the inspiring practices of RC, we explicit the matching process we follow; the inspiration for HC based on RC experience.

### 2.1 Host countries' context

The five countries in which the pilot sessions will take place present very heterogeneous contexts in terms of cooperatives ecosystems and entrepreneurship education. These defined, to some extent, the needs and constrains of these countries that are part of the basis for the design of the pilot sessions. The specific contexts of HCs have been a pillar in the development of the COOPILOT project. This sections aims to give key elements to understand the contextual specificities in each HC.

#### 2.1.1 Historical context of cooperatives in Host countries

The needs of the HCs in terms of cooperative entrepreneurship education are to some extent shaped by the history of the countries regarding cooperatives. The figure 2 gives the timeline of the main structural events of the cooperatives sectors in each HC. Similar faces are observed in the different HCs: the creation of the first cooperative, the



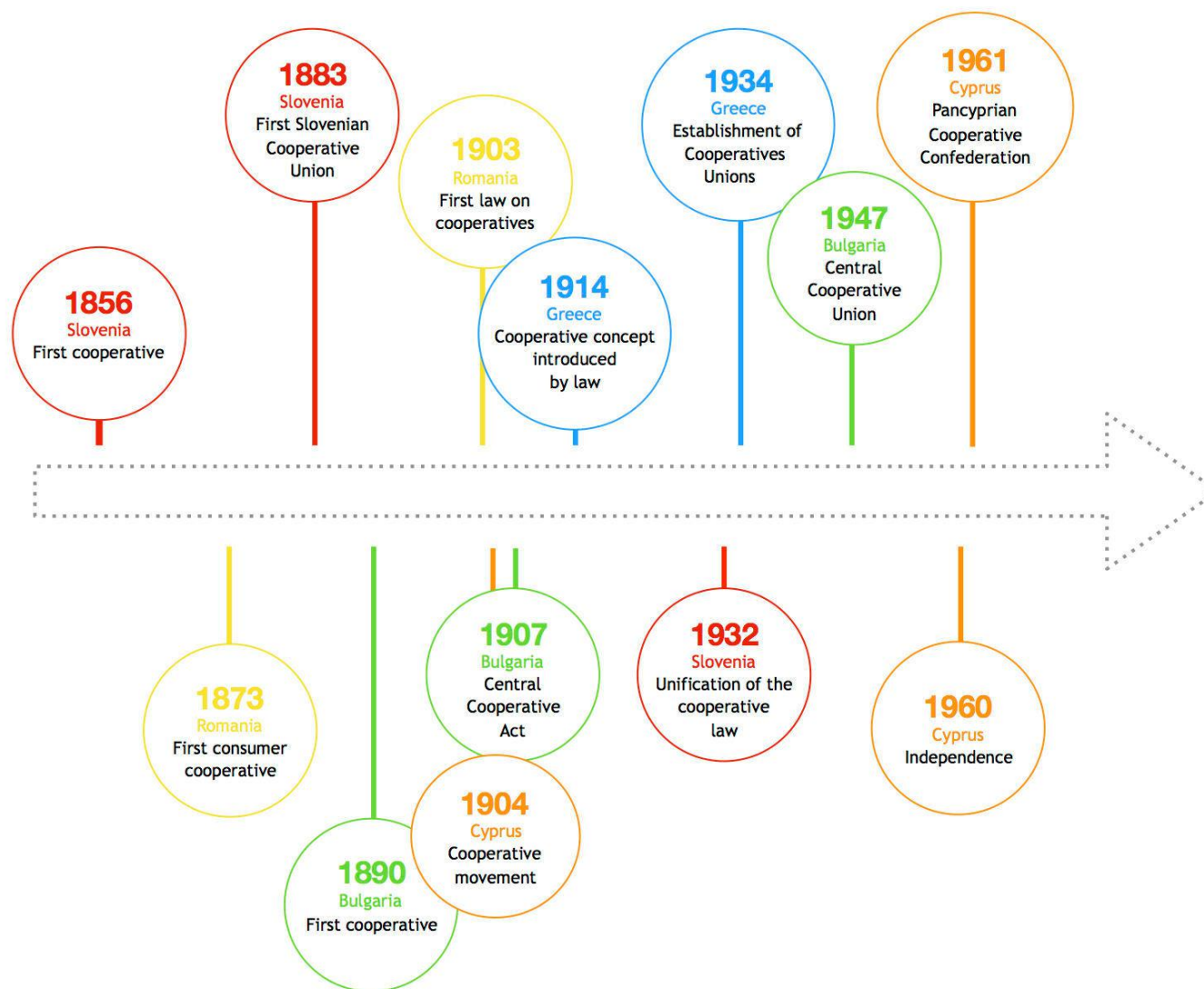
structuration of the sectors through the creation of a union of cooperatives and in some cases the redefinition or adaptation of the associated law.

On Figure 2, we can observe that Slovenia, Romania and Bulgaria have their first cooperative already in the nineteenth century. Slovenia has already its first cooperative in 1856 and a union of cooperative less than thirty years later. In Romania, the creation of a union of cooperatives also appears three decades after the first cooperative. In Bulgaria, in turn, it took fifty seven years between the creation of the first cooperative and the establishment of a union of cooperatives. In the meantime, a major legal change occurred.

Cyprus and Greece present distinct feature. The cooperative form appears only in the twentieth century. Despite the fact that Greece has the oldest cooperatives tradition in Europe, the concept of cooperative is formally introduced only in 1914. In Cyprus, the Cooperative movement starts from the early of the 20<sup>th</sup> century, while the Pancyprian Cooperative Confederation was established in 1961 (however, after the restructuring and the recapitalization of the cooperative credit sector in 2013, the Pancyprian Cooperative Confederation became inactive).

The level of institutionalization of the sector of cooperatives varies from one HC to another. In addition, specific historical events or period, such as the communist regime for Romania, the Turkish invasion for Cyprus or the Second World War for Greece have hindered the development of the cooperatives sector and are still shaping the cooperatives sector today.

**Figure 2- Historical background of Host countries**



## 2.1.2 Current context of cooperative in Host countries

### *Density of cooperatives*

The number of cooperatives by 100.000 inhabitants in each HC gives an indicator of the density of cooperative (Table 1). In the section 3, the corresponding figures are given for RCs; they evidence higher density. The figures presented in Table 1 are for the year 2016 except for Romania for which the figures given are at the end of 2012. Bulgaria and Greece have the highest density of cooperatives and Romania presents the lowest number of cooperatives by 100.000 inhabitants.

**Table 1- Density indicator of cooperatives in HCs**

	Number cooperatives	of Number inhabitants	Number of cooperatives of 100.000 inhabitants by
Bulgaria	2000	7.128.000	28,1
Cyprus	95	850.000	11,2
Greece	2885	11.183.716	25,8
Romania	2228	21.850.000	10,2
Slovenia	407	2.064.000	19,7

Despite the existence of a certain number of cooperatives in each HC, the public awareness of cooperatives in HCs is still rather partial (i.e. limited to specific type of cooperatives, to specific needs or associated to specific historical and political contexts).

### *Public awareness of cooperatives*

The national notes give insight on the current situation in HCs. In Bulgaria, the citizens, while being aware of the existence of the Central Cooperative Union, have a partial vision of what cooperative is. This may be explained by the geographical disparity of cooperatives types and the media that do not pay attention to the cooperative sectors as a whole. In Cyprus and Greece, there is an asymmetry of public awareness depending of the type of cooperatives. In Cyprus, the cooperatives credit sector is well known while the non-credit sector benefit from less public awareness. In Greece, in turn, cooperatives are associated to rural cooperatives; other types of cooperatives are relatively unknown for the majority of people. In Romania, the current vision of the cooperatives sector is deeply related to the communist regime. Cooperatives are associated to the communist ideology and are perceived negatively. Finally, in Slovenia, there is a renewal of interest for the cooperatives form mainly because of the failure of numerous companies as well as the adoption of the Social Entrepreneurship Act in 2012.

### *Legal context of cooperatives*

The different legal frameworks among the five HCs regarding cooperatives and the social economy sector are rather unequal.

In Greece and in Bulgaria, there is currently no general law covering the social economy sector. Indeed, cooperative legislation in Greece is quite fragmented. Each type of cooperative is regulated separately with different pieces of legislation that are not affected by each other. This leads to different treatment among several types of cooperatives because some legal norms are rather old and outdated, while others are brief and incomplete, leaving gaps and causing problems. Moreover, there is no official codification of cooperative legislation. Finally, the general rules of civil and commercial legislation are applied to cooperatives in cases not covered by the special cooperative legislation.

In Bulgaria, while cooperatives are considered equal to capital structures, there are insufficient legal instruments to act as actors of the social economy, which is why there are some problems in implementing a number of policies.

These last years, the will to develop a cooperatives legal framework has intensified in Romania. The first attempt to create a unique legislative framework on the social economy came in 2010, when a first draft on the Law of Social Entrepreneurship has been elaborated. This draft has shown the lack of clarity surrounding the concepts of social entrepreneurship and social economy to a large extent new to the Romanian society. In reaction, various actors, NGOs, foundations, federations, etc. assembled to create the *Coalition for social economy* in 2011, with the aim to support the social economy sector in Romania. Starting December 2013, the Coalition has been actively trying to influence the debate within the Romanian Parliament, debate that lead to the adoption in June 2015 of the Law for Social Economy (Law 219/2015) with unanimity. If Romanian legislative framework for cooperative and social entrepreneurship is a recent initiative, the legislation on cooperatives is existing for more than 20 years in Cyprus and Slovenia.

In Cyprus, the Cooperative Societies Law is actually much older, as it existing for approximately 80 years. The Cooperative Societies Laws of 1985 to 2016 and the Cooperative Societies Rules of 1987 to 2012 govern all registered cooperative societies in Cyprus nowadays. But prior to the Cooperative Societies Legislation of 1985-2016, there were in force laws, either of the Republic of Cyprus (after the independence of 1960) or of the British Colonial Authority (before the independence of 1960).

In Slovenia, the Act on Cooperatives has been established in 1992. The Act is conceived as general legislation referring to all cooperatives regardless of their activity and the

status of their members (producers or consumers), leaving a lot of room for internal autonomy of a cooperative. More recently, the revived interest in cooperatives is to a great extent attributable to the Social Entrepreneurship Act, which was passed by the Slovenian Parliament in 2011. The Act on Social Entrepreneurship laid down the conditions under which non-profit legal entities may acquire the status of a so called social enterprise and the measures to promote social entrepreneurship. A social enterprise is not a special organizational form and may adopt the legal form of a society, institute, foundation, company, cooperative society, European cooperative society or other legal entity governed by private law.

### **2.1.3 Cooperative and entrepreneurship education in Host countries**

Before considering the realization of the pilot training sessions in HCs, it is important to know the existing. In HCs, there are already some existing educational programs related to cooperatives and entrepreneurship. Table 2 gives the list of these existing practices; these could be considered as a starting point by the people who will be in charge of the realization of the pilot training sessions.



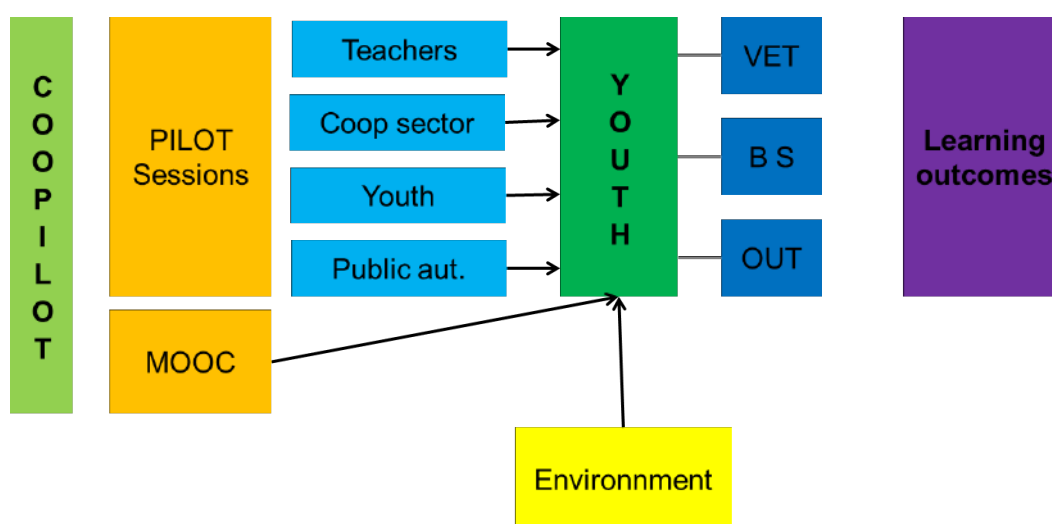
**Table 2- Existing cooperative and entrepreneurship educational programs**

Existing programs	Bulgaria	Cyprus	Greece	Romania	Slovenia
<b>Cooperative education</b>	NA	<p><b>Business Idea Competition:</b> promotion of social enterprises (among with cooperatives)</p> <p><b>Panorama of social enterprises</b> - to expound the emerging models of social enterprise and review policy support mechanisms needed to help the growth of social entrepreneurship.</p>	<p><b>Social business lab</b> : Participatory Workshops, Masterclasses and lectures to know the basics about Social Cooperative Enterprises and Worker</p> <p><b>Cooperative learning courses</b> : e-learning to know the basics about cooperatives and their set-up</p>	<p><b>Assistance for the development of “Legume de Vidra” Cooperative</b> : Aid in developing a business plan, and overcoming difficulties regarding business management and sales for farmers.</p> <p><b>“Socialeconomy is my chance!”</b> : Strategic planning and business management courses for social inclusion</p> <p><b>Prometeus</b> : Studies regarding the state of the social economy in Romania, the visibility of cooperatives, courses for trainers on social enterprises</p> <p><b>”START Social Entrepreneurship for Women!”</b></p>	<p><b>Caap/Tkalka</b> : Incubator to young people in Maribor city (workshops, seminars and lectures)</p> <p><b>Zadrurna zveza Slovenije</b> : Services for coop members (ex : networking)</p>
<b>Entrepreneurship education</b>	<p><b>Support for entrepreneurship</b> (development of training for individuals) - Seminars in schools and universities - Potential Campaign training is needed</p>	<p><b>Strategic planning for Smaller Firms</b> : innovation based survival and/or growth of owner-managed SMEs</p> <p><b>Ideodromio</b> - Addressed to children between the ages of 12 to 18.</p> <p><b>MBA</b> (Specific module : New Enterprise Venture Development)</p> <p><b>Small Family Business Seminars</b></p> <p><b>BA</b> (Hons) in Business Administration programme ( Specific Modules : Start a Business, Creativity &amp; Innovation in Organisations)</p>	<p><b>Unit of innovation and entrepreneurship</b> : Student oriented formation - Business skills and knowledge - Conventional and social cooperativism is included and highlighted</p> <p><b>Social business lab</b> : Participatory Workshops, Masterclasses and lectures to know the basics about Social Cooperative Enterprises and Worker</p>	<p><b>Dream Big</b> : Participatory Workshops on personal branding, leadership public speaking and time management for students.</p> <p><b>Compania JUNIOR and It's my business!</b> : Workshops, courses and webinars on basic entrepreneurial knowledge for primary and high school students.</p> <p><b>1stEP</b> : Panel discussions with local entrepreneurs, workshops regarding business administrations and personal branding for students.</p> <p><b>IDEAL Project</b> : counseling and skills to those who intent to start-up their own business.</p> <p><b>Akademics</b> : Personal development, <u>networking with local businesses.</u></p>	NA

## 2.2 Needs and constrains in host countries

In the HC national notes, the needs of HCs in general have been collected as well as the specific expectations of HCs for pilot sessions. Figure 3 details the overall structure of the COOPILOT project audience. Youth is the central audience of the COOPILOT project, in particular the indirect audience include VET (Vocational Training Education), BS (Universities and Business Management Students) and OUT (Young people out of education). In addition, the direct audience of the pilot training session will be either directly the youth itself or the teachers, cooperatives sector or public authorities. Based on the content of the national notes, the needs of HCs in terms of cooperative entrepreneurship education and the expected audience of the pilot sessions in each HCs are identified.

**Figure 3- COOPILOT project design**



### *General needs in Host countries*

In **Bulgaria**, the National Note highlights the need to strengthen the entrepreneurial attitude towards the cooperatives and to make it more attractive to young people. “Young people in Bulgaria are one of the latest in the labor market compared to other EU countries” (Bulgaria National Report, Appendix 1). According to this note, young people in Bulgaria are socially and economically dependent of their parents; they have low social and economic confidence. In addition, emigration and demographic problem reinforce this issue as well as the lack of links between the labor market and the educational system. Accordingly, a focus is needed on attitude: improving self-confidence, working on network and capita and providing with tools to be able to identify the opportunities in the country. The IT sector is tackled as a great opportunity to develop cooperative entrepreneurship. Bulgaria wants to foster entrepreneurship and giving a positive image of cooperatives.

**Cyprus**, in turn, has identified the development of the existing cooperative sector as an opportunity. There is already a cooperative culture in Cyprus that needs a new impulse. There is a need to develop cooperatives attitudes, skills and knowledge. According to the National Note, youth in Cyprus is *“family oriented, educated (high school, college, university) and mainly self-centered. However, in the last few years, various youth movements were formed to promote the social interest and the assistance to vulnerable groups”* (Cyprus National Report, Appendix 2). In addition, Cyprus highlights the need to institutionalize formations to further develop the sector of cooperative in order to achieve its long term potential. Energy, tourism, health, agriculture, shipping and environment are among the domains that represent a great opportunity to develop cooperative entrepreneurship.

In **Greece**, cooperatives exist but lack recognition and appeal. Young people have a negative image of cooperatives. The National Note highlights the need for improving the cooperatives image through practical and inspiring sessions. Youth in Greece is characterized by its creativity and its ability to take risk. Nevertheless, *“the overall ethics and ideology tend to dismantle the business spirit and re-orient the youth to becoming linked or dependent to the public sector”* (Greece National Note). Several domains have been identified as being great opportunities to develop cooperative entrepreneurship: mutual finance and cooperative banking, mutual insurance, agricultural production, fisheries, logistics, Information-Communication- Technology (ICT), community and social services, energy generation and provision, tourism sector, educational sector and religious sector.

In **Romania**, cooperatives suffer great credibility problems due to the association made between cooperatives and communism. Even if there are many existing cooperatives, there is a need for improving the image and the knowledge of cooperatives. The specific need tackled in the National Note is the reduction of regional disparities. *“There are strong differences between youth living in the urban region and rural regions (lower level of education, school drop out, low confidence in educational system)”* (Romania National Report, Appendix 4). Another major issue is the brain-drain; according to the National Note, this could be mitigated by showing entrepreneurship opportunities. Several domains are highlighted as good opportunities to develop cooperative entrepreneurship: agricultural and agricultural services sector, tourism sector, social service, sustainable energy development sector and ICT. Romania expressed the need to develop attitudes, skills and knowledge for both cooperative and entrepreneurship.

In **Slovenia**, cooperatives are seen as an opportunity to self-employment and social inclusion. Accordingly, Slovenia is demanding for very practical educational programs. Youth in Slovenia is rather pessimistic regarding the future economic evolutions of their country. In particular, potential for developing cooperatives sector has been identified in regards to worker buyouts in established businesses and connection of precarious workers. *“Full time precarious employment is a growing problem, since the negative*

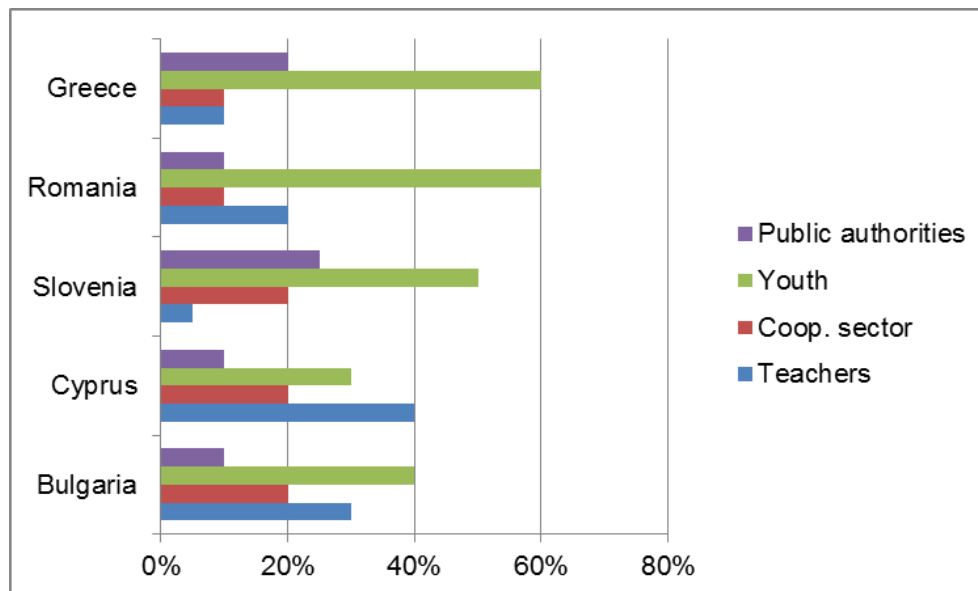
*effects of precarious employment are showing over time* “(Slovenia National Report, Appendix 5). In addition, a gender issue appears central: *“young men earn more than young women irrespective of employment status and the differences continue to fall”* (Slovenia National Report, Appendix 5).

### *Pilot session needs*

The needs proper to the pilot session have been highlighted through two canals. First, during the kick-off meeting in Brussels (22-23 May 2017), HCs already expressed specific needs. And second, the national notes have provided detailed information regarding the expected audience of the pilot sessions, in relation to the needs identified.

### Audience

**Figure 4- Pilot sessions expected audience**



As we can observe in Figure 3, expect for Cyprus, the main audience of the pilot session will be the youth. Public authorities represent a bigger proportion of the expected audience in Slovenia and Greece. In turn, teachers are a more important target audience for Cyprus and Bulgaria. The coop. sector will be represented in equivalent proportion (20%) in Slovenia, Cyprus and Bulgaria but in a less proportion (around 10%) in Greece and Romania. This means that the methodological approach of the pilot session has mainly and firstly to be in line with what works for young people; this type of audience requires a specific methodology that is more interactive and field grounded (see Part 1-theoretical background).

During the kick-off meeting, Cyprus put emphasis on the needs for theoretical and practical educational program during the pilot session. The audience would be made of trainees (= target) but a larger population is expected to attend the pilot session. Cyprus



suggested for example to have on day 1, theoretical arguments for trainees (e.g. why introduce cooperatives in education? Why is it an interesting tool? Who are the members? How do they create jobs?). For day 2, they express an interest for a workshop for youth. Romania highlights the needs to create debate and discussion regarding what can be done to improve the situation of cooperatives in Romania (with the different stakeholders) and to focus on the lack of link with education the second day. Bulgaria in turn underlines an audience made of students and teachers as well as youth organizations dealing with social enterprises.

### Expected learning outcomes

In addition, the expected learning outcomes (see Section 1) have been tackled by the HCs. The expected learning outcomes for which HC have attributed the highest weights are given in Table 2. As observed in this table, the expected learning outcomes vary according to the type of indirect audience (i.e. VET, B.S and OUT). In addition, HCs expressed a large set of expected learning outcome; the needs are wide and a prioritization in terms of key learning outcomes is not always feasible.

**Table 3- Expected learning outcomes by indirect audience**

Learning outcomes	Bulgaria	Cyprus	Greece	Romania	Slovenia
VET	<b>Entrepreneurship</b> (Attitude, skills and knowledge)	<b>Cooperatives</b> (Attitude, skills and knowledge)	<b>Entrepreneurship &amp; Cooperative</b> Attitude	<b>Cooperatives</b> (Attitude and skills)	<b>Entrepreneurship</b> (Skills and knowledge)
BS	<b>Entrepreneurship</b> knowledge and <b>cooperative</b> skills	<b>Cooperatives</b> (Attitude, skills and knowledge)	<b>Entrepreneurship &amp; Cooperatives</b> (Attitude, skills and knowledge)	<b>Cooperatives</b> (Attitude and skills)	<b>Cooperatives</b> (Attitude and knowledge)
OUT	<b>Cooperatives</b> (Attitude, skills and knowledge)	<b>Entrepreneurship &amp; Cooperatives</b> (Attitude, skills and knowledge)	<b>Entrepreneurship &amp; Cooperatives</b> (Attitude, skills and knowledge)	<b>Entrepreneurship &amp; Cooperatives</b> (Attitude, skills and knowledge)	<b>Cooperatives</b> (Attitude, skills and knowledge)



## 2.3 RCs' contexts

The same way it is important to take into account the context of HCs to implement the pilot session, it is also crucial to have in mind the context in which the inspiring practices of RCs have been developed and thought.

### *Cooperative ecosystem*

In RCs, the cooperatives sector is rather well-developed and well-structured. If we compare the indicator of density of the cooperatives sector in HCs (Table 1) and RCs (Table 4), we observe that the density of cooperatives is higher in RC. For Belgium, 513 correspond to the number of accredited cooperatives while 25.405 correspond to the total number of cooperatives.

**Tableau 4- Indicator of density for cooperatives sector in RCs**

	Number of cooperatives by 100.000 inhabitants		
	Number of cooperatives	Number of inhabitants	Number of cooperatives by 100.000 inhabitants
Belgium	513	11.209.044	4,6
	25405	11.209.045	226,6
France	22517	66.300.000	34,0
Italy	70000	59.685.000	117,3
Spain	30416	46.070.145	66,0

### *Accreditation process/ Existing Network and Federation/ Legal framework*

The national notes provide an overview of the strong legal contexts framing the cooperative sector in the RCs.

Since 1873, **Belgian** law has provided a specific legal status for cooperatives: the cooperative society (SC). Unlike some European countries, Belgian law does not refer to cooperative principles formulated by the ICA (International Cooperative Alliance) to grant the SC status. That is why, in 1962, the National Cooperation Council (CNC) instituted an accreditation procedure. This accreditation is still applicable nowadays and is a quality label: approved cooperative societies must meet specific legal criteria, in line with the five main principles of the ICA. The social cooperative society (SFS) is also a guarantee of quality. The SFS status was set up in 1995 to resolve the shortcomings of non-profit-making status (ASBL) and improve the legal frame of commercial activities with a social objective. The SFS status is not a legal form but a specific modality that can be added to a form of society. To be able to adopt this status, the company must

incorporate some provisions which present similarities with the cooperative principles of the ICA<sup>5</sup>.

In **France**, the legal framework related to cooperatives is given by the law n°47-1775 of September 10<sup>th</sup>, 1947 relative to the status of cooperation. It has been modified by the law n°2014-856 of July 31<sup>st</sup>, 2014 relative to the social economy. The general law is completed by some other texts which provide some adjustments and exemptions.

The legal norm in **Spain**, at national level, is the law 5/2011 – Law of social economy, that defines the boundaries of the social economy and the different forms of organizations that are considered part of this sector. Since 2011, the accreditation process has been much simplified and almost the whole process is now possible through online application and documents. The law of 2011 also eliminated the obligation of the subscription of a minimum capital facilitating the constitution of co-operatives by young people and persons who cannot dispose of large amount of money. In Spain, regional governments are granted high autonomy, which is why every region has its specific cooperative or social economy law.

As well as in Spain, in **Italy**, cooperatives are governed by different laws depending on their location, but also on the type of services they offer. The system stands out particularly for the presence of consortiums: inter-cooperative societies which coordinate and integrate cooperative activities, creating a second-level organizational system.

The different legislative frameworks in the RCs have been established years ago, benefit from a long experience and keep evolving to offer a better support to entrepreneurship and improve the guarantees they offer.

### *Potential inspiring practices*

Belgium and Spain have identified 10 potential inspiring practices. France and Italy have respectively tackled 16 and 11 practices that could inspire RC to develop cooperative entrepreneurship. To account for the diversity and the richness of the existing potential inspiring practices, we suggest using three main dimensions: domain, audience and expected outcomes. The latter have been coded independently by two researchers based on the description provided by RCs.

The potential inspiring practices for each RCs are described in the following tables (EP= Entrepreneurship and COOP= Cooperatives). *The weights 1 to 6 giving in regards to the*

<sup>5</sup> The code of society is currently under review and these data could be changed from 2018

*expected outcomes have to be understood as follows: 6 (or the higher number) being the most important and 1 the less important.*

## Belgium

### BE1 COOPCITY

**Domain** Coopcity supports Brussels entrepreneurial initiatives that have a positive impact on society

**Audience** Entrepreneurs and futur entrepreneurs

Expected outcomes		EP	COOP
Skills		6	5
Attitude		5	6
Knowledge		4	4

### BE2 The Social Entrepreneurs Academy

**Domain** Platform of networking, training and support of social entrepreneurs

**Audience** Social entrepreneurs, students, alumni, teachers

Expected outcomes		EP	COOP
Skills		5	5
Attitude		6	6
Knowledge		5	5

### BE3 Panorama des coopératives (Overview of cooperatives ) SAWB

**Domain** Short circuits in agriculture and food, green energy and real estate.

**Audience** Entrepreneurs and future entrepreneurs, social economy network, institutions, general public

Expected outcomes		EP	COOP
Skills		5	5
Attitude		5	5
Knowledge		6	6

### BE4 Tournée générale by FGF

**Domain** Discovery tour that offers participants an opportunity to discover behind the scenes



inspiring initiatives that integrate the various principles of sustainable development into their daily management

**Audience** Entrepreneurs, future entrepreneurs and anyone interested by cooperatives

<b>Expected outcomes</b>		EP	COOP
	Skills	4	4
	Attitude	6	6
	Knowledge	3	3

#### BE5 Credal Do it Coop

**Domain** Do It Coop is an individual support system for cooperative projects.

**Audience** Futur entrepreneurs

<b>Expected outcomes</b>		EP	COOP
	Skills	4	6
	Attitude	6	6
	Knowledge	3	6

#### BE6 Forum des coopératives

**Domain** Highlighting of social and cooperative entrepreneurship, through three debates and a major conference. The objective is to update the image of the cooperative economy.

**Audience** Futur entrepreneurs, entrepreneurs and project leaders, entreprises, students

<b>Expected outcomes</b>		EP	COOP
	Skills	5	4
	Attitude	6	5
	Knowledge	5	4

#### BE7 Master in Social Enterprises Management University Certificate in Social Enterprises Management

**Domain** Social enterprises

**Audience** Holders of a BA in Economics and

Management Sciences and executives  
already working in social enterprises

Expected outcomes		EP	COOP
	Skills	6	6
	Attitude	4	4
	Knowledge	6	6

#### BE8 Declic Tour

**Domain** 8 days educational trip to inspire future social entrepreneurs

**Audience** 30 future entrepreneurs aged from 20 to 35

Expected outcomes		EP	COOP
	Skills	5	5
	Attitude	6	6
	Knowledge	4	4

#### BE9 Cera-Sowecsom Tour

**Domain** One-day guided tour of social economy initiatives offered to students in Liège

**Audience** Students in social enterprises management and social entrepreneurs

Expected outcomes		EP	COOP
	Skills	3	3
	Attitude	6	6
	Knowledge	5	5

#### BE10 Hera Awards

**Domain** Reward doctoral theses in all disciplines: the Doctoral Thesis Award for Future Generations, and master theses in various fields: the Master's Thesis Awards for Future Generations.

**Audience** Master's students and PhD Students

### France

#### FR1 CJS – Coopératives jeunes de service

**Domain** Young participants create a temporary cooperative enterprise during the summer

**Audience** Young people (from 16 to 18 years old)

Expected outcomes		EP	COOP
	Skills	5	6
	Attitude	5	6
	Knowledge	5	4

## FR2 Mon ESS à l'école

**Domain** The project consists in making young people responsible by letting them become the actors of a social and collective project

**Audience** Middle and high school students in France

Expected outcomes		EP	COOP
	Skills	5	5
	Attitude	6	5
	Knowledge	4	4

## FR3 La semaine de l'ESS à l'école

From November to March, students search information about social and solidarity economy at school and in surrounding enterprises.

**Domain** Then, during a week in March, students and businesses can send their impressions and learnings to Twitter where they will be diffused and collected in order to create a numerical wall accessible for participants.

**Audience** From children in the nurseries school to teenagers in high school

Expected outcomes		EP	COOP
	Skills	3	3
	Attitude	3	3
	Knowledge	5	6

## FR4 ESS'PACE

**Domain** ESS'PACE is a 430 m<sup>2</sup> coworking space in Paris which is free for students who have a cooperative project. Without the pressure of location cost, they will be accompanied by experimented entrepreneurs or employees from a Parisian CAE (Employment and



Activity Co-operative).

**Audience** University students having a cooperative project

Expected outcomes		EP	COOP
	Skills	5	5
	Attitude	5	5
	Knowledge	4	4

#### FR5 Agendas coopératifs

**Domain** It consists in an instrument which is intended to foster the sense of cooperation in young children. By giving them a co-operative agenda, they will be working their self-esteem and self-confidence as well as cooperation thanks to the proposed collective activities and afterthoughts.

**Audience** School students from 6 to 16 years

Expected outcomes		EP	COOP
	Skills	1	4
	Attitude	1	5
	Knowledge	1	2

#### FR6 Ecoles fleuries (flowery schools)

**Domain** The measure is a departmental and national challenge on gardening activities. Each school can participate and will have to submit its project of gardening activities which will have to be done by students.

**Audience** Students in primary and middle school

Expected outcomes		EP	COOP
	Skills	1	5
	Attitude	1	5
	Knowledge	1	3

#### FR7 Maison de lycéens (House of students)

**Domain** A house of students organizes projects related to culture, sports, citizenship or even humanitarian issues. The OCCE is willing to encourage the formation of this kind of co-



operatives by helping students with the creation procedure as well as the training to administrative organization. They put at their disposal accounting instruments, help for asking for subsidies or to open a bank account

**Audience** High school students

Expected outcomes		EP	COOP
	Skills	6	5
	Attitude	6	6
	Knowledge	5	5

#### FR8 MOOC – Coopératives au service du territoire (co-operatives at the service of territory)

**Domain** Online open course about Scic (Collective interest co-operative societies)

**Audience** Non-specific

Expected outcomes		EP	COOP
	Skills	3	3
	Attitude	3	5
	Knowledge	4	6

#### FR9 MOOC – Coopération agricole (agricultural co-operation)

**Domain** Online open course about Scic (Collective interest co-operative societies)

**Audience** Non-specific

Expected outcomes		EP	COOP
	Skills	4	6
	Attitude	4	4
	Knowledge	4	6

#### FR10 Say Yess Magazine

A magazine for young people wanting a more sustainable and fair society that propose, every week, inspiring initiatives.

**Audience** Young people

Expected outcomes		EP	COOP
	Skills	2	2

Attitude	5	5
Knowledge	4	4

### FR11 **Connecteur for change**

**Domain** It is a programme that searches motivated young people to become “Connecteurs”. These people will then organize events at regional scale in order to disseminate pedagogies for as many people as possible and sensitize to “entrepreneurship for change” in all the territory.

**Audience** Young entrepreneurs

Expected outcomes	EP	COOP
Skills	5	3
Attitude	6	4
Knowledge	4	2

### FR12 **La nuit des étudiants solidaires**

**Domain** It is an event where students and professionals of the SSE sector can exchange their point of views. There, professionals give speeches and students can participate to workshops in a friendly atmosphere. Animations and concerts take place afterwards which is ideal for networking.

**Audience** Students in a master’s degree program

Expected outcomes	EP	COOP
Skills	2	4
Attitude	3	6
Knowledge	2	5

### FR13 **ESS'capades**

**Domain** 2 days guided tour of SSE initiatives

**Audience** Non-specific

Expected outcomes	EP	COOP
Skills	1	3
Attitude	4	6
Knowledge	1	5

**FR14 CoopColoc**

**Domain** CoopColoc is a project which puts economic flats at students' disposal and in good conditions. It also proposes an accompaniment so that the student can learn how to become autonomous. It is managed by students who help the others with their administrative procedures or scholarship applications.

**Audience** Students in cohabitation

Expected outcomes		EP	COOP
	Skills	1	2
	Attitude	1	4
	Knowledge	1	2

**FR15 Journée nationale de la coopération étudiante**

**Domain** Some workshop are dedicated to SSE and during the event, students can meet other actors of the cooperative sector in France.

**Audience** University students

Expected outcomes		EP	COOP
	Skills	1	5
	Attitude	1	3
	Knowledge	1	5

**FR16 Gestion radieuse**

**Domain** Launched by the end of 2016, the aim of the project is to simplify administrative uses for independents and activity collectivities.

**Audience** Independents working in Employment and Activity Co-operatives

Expected outcomes		EP	COOP
	Skills	1	6
	Attitude	2	4
	Knowledge	1	4

**Italy****IT1 Social keys for social entrepreneurship**

**Domain** 1 month e-learning formation + mobility



activities including both theoretical and practical exercises and references to develop common competence standards in different European countries in the sector of Social Entrepreneurship (with Greece, Poland).

**Audience** Students and unemployed, futur entrepreneurs, B2 English level required

Expected outcomes		EP	COOP
	Skills	5	6
	Attitude	3	5
	Knowledge	5	6

## IT2 10 steps and Go- Sharing cooperative knowledge

**Domain** A modular course developing step by step all the different moment to developing a cooperative starting from the idea to the last phase of the set up..

**Audience** Futur entrepreneurs

Expected outcomes		EP	COOP
	Skills	4	5
	Attitude	5	5
	Knowledge	3	6

## IT3 Be coop- Work, values, system

**Domain** BeCoop it's a blended training course to support the implementation of cooperation movement.

**Audience** Cooperative's Managers, supervisor, members of the cooperative sector and other

Expected outcomes		EP	COOP
	Skills	4	6
	Attitude	2	6
	Knowledge	4	6

## IT4 Cooperative Identity and Active Membership

**Domain** Participatory learning, practical exercises, online modules to learn the professional standards for cooperative board and members

**Audience** Cooperatives members and board members

Expected outcomes		EP	COOP
	Skills	1	4
	Attitude	1	4
	Knowledge	3	6

#### IT5 Cooperative enterprises/culture

**Domain** Participatory learning about cooperatives system, values and economic contexte.

**Audience** International delegations within cooperative and no-profit fields, international coverage

Expected outcomes		EP	COOP
	Skills	1	4
	Attitude	1	4
	Knowledge	1	6

#### IT6 Cooperatives enterprises in third countries

**Domain** Acquiring competences and abilities for establishing coops in poor rural areas of developing countries (6 to 24 months)

**Audience** People /young people in disadvantaged areas/countries, facilitators, international coverage

Expected outcomes		EP	COOP
	Skills	4	6
	Attitude	4	4
	Knowledge	4	6

#### IT7 Crea Impresa Coop

**Domain** Basic introduction of the cooperative framework through theoretical modular training pathway

**Audience** People interested in starting-up a coop

Expected outcomes		EP	COOP
	Skills	2	5
	Attitude	4	5
	Knowledge	2	6

#### IT8 Associazioni Cooperative Scolastiche (Scholastic



**cooperative associations)**

<b>Domain</b>	Establishing cooperative associations (ACS) for managing classroom activities: basic knowledge about the cooperative enterprise characteristics; designing the ACS; how to write the statute of the ACS; election of the government bodies; constitution of the ACS; carrying out activities in a collaborative form	
<b>Audience</b>	High school pupils, teachers, regional coverage for students, national coverage for teachers	

<b>Expected outcomes</b>		EP	COOP
	Skills	1	5
	Attitude	3	5
	Knowledge	1	6

**IT9 Coop Campus Yougn**

<b>Domain</b>	1 to 2 weeks campus of classroom activity, combined with cooperative workshops in local cooperative enterprises. The objective is to promote cooperative culture and increase cooperative knowledge.	
<b>Audience</b>	Young people; students aged 14-18 Regional, national and international coverage	

<b>Expected outcomes</b>		EP	COOP
	Skills	1	4
	Attitude	4	6
	Knowledge	2	6

**IT10 Un nuovo patto di sistema per le imprese cooperative trentine**

<b>Domain</b>	Modular training pathways mainly based on theoretical approach - Acquiring learning outcomes needed for an active and aware cooperative membership and leadership for the development of the cooperatives in line with the professional standards codified by the Trentino cooperative system	
<b>Audience</b>	Members, board members and managers of cooperatives in all economic sectors	

Expected outcomes		EP	COOP
	Skills	1	5
	Attitude	1	5
	Knowledge	1	6

### IT11 **Start-up di imprese sociali (start-up of social enterprises)**

**Domain** Acquiring main competences for establishing a social enterprise

**Audience** Unemployed, young people who want to start-up a social enterprise

Expected outcomes		EP	COOP
	Skills	5	5
	Attitude	4	6
	Knowledge	3	3

## Spain

### SP1 **Fides Emprende**

**Domain** 4 to 6 month coaching : participants acquire the competencies to elaborate their entrepreneurial project, validate it in the marketplace and adjust or pivot it on an iterative basis in order to start their own enterprise.

**Audience** Futur entrepreneurs

Expected outcomes		EP	COOP
	Skills	6	4
	Attitude	6	5
	Knowledge	6	4

### SP2 **LEINN – Undergraduate in Entrepreneurship Leadership and Innovation**

**Domain** In teams, participants are challenged to create a real enterprise with program support.

**Audience** Mainly young people attending undergraduate programs at university

Expected outcomes		EP	COOP
	Skills	6	1

Attitude	6	2
Knowledge	6	1

### SP3 Programa Vives Emprende

**Domain** Design of a personalized itinerary adapted to the evaluation of each participant's situation to start their own business.

**Audience** People in situation of unemployment or instable employment, specifically women, people below 35 years old and immigrant persons.

Expected outcomes	EP	COOP
Skills	6	1
Attitude	6	1
Knowledge	6	1

### SP4 Dinamizadores para el emprendimiento colectivo

**Domain** Participants acquire competences in accompanying and coaching social economy entrepreneurs.

**Audience** Business advisor, entrepreneurship trainers and consultants in the social economy sector.

Expected outcomes	EP	COOP
Skills	6	6
Attitude	5	5
Knowledge	6	6

### SP5 TEAMINN Mastery

**Domain** Acquire new teaching and training practices and tools and acquire competences in team management and team coaching.

**Audience** Business professional, teachers and trainers, managers.

Expected outcomes	EP	COOP
Skills	4	1
Attitude	4	2
Knowledge	4	1

### SP6 International Master in Intra-entrepreneurship and

**Open Innovation**

**Domain** MINN master methodology combines the development of personal learning and team experience in order to acquire new innovative skills for innovation and entrepreneurship.

**Audience** Experienced business professionals and entrepreneurs in innovative projects.

<b>Expected outcomes</b>		EP	COOP
	Skills	6	1
	Attitude	6	2
	Knowledge	6	1

**SP7 Fides Directivos y Directivas**

**Domain** Participants acquire and reinforce their competencies in most strategic management areas in order to enhance their direction of social economy organizations and enterprises.

**Audience** Managers and professionals already employed in social economy enterprises and organizations

<b>Expected outcomes</b>		EP	COOP
	Skills	6	6
	Attitude	4	5
	Knowledge	4	5

**SP8 Master in Social Economy and Cooperative Enterprise**

**Domain** With a wide theoretical and practical base about cooperatives and Social Economy, strengthen participants' capabilities to get involved with the cooperative movement and to develop business in social economy and cooperative enterprises.

**Audience** Undergraduate and people already working in the Social Economy and Third Sector.

<b>Expected outcomes</b>		EP	COOP
	Skills	4	6
	Attitude	6	6
	Knowledge	4	6

### SP9 Coaching for cooperative and social economy enterprises

**Domain** Coaching sessions to enhance viability, stabilize and develop existing cooperatives and social economy initiatives.

**Audience** Entrepreneurs in cooperative and social economy

Expected outcomes		EP	COOP
	Skills	4	6
	Attitude	4	6
	Knowledge	2	6

### SP10 Liderazgo e Innovación Social (Leadership and Social Innovation)

**Domain** Theoretical sessions combined with practical exercises to provide solid conceptual fundamentals to promote the search for innovative solutions and to develop and strengthen the vision, knowledge, capabilities and skills needed to face the emerging challenges in social economy.

**Audience** Professional with directional and executive responsibilities in NGOs and Social enterprises

Expected outcomes		EP	COOP
	Skills	6	6
	Attitude	6	6
	Knowledge	6	6

## 2.4 Needs matching: how Reference countries can inspire Host countries

All in all, 47 inspiring practices have been identified by the four RCs. Each practice has potentially high added value and could be used to inspire the building of the pilot session in HCs. Nevertheless, one of the objectives of the COOPILOT project is to select

among these 47 practices the 15 inspiring practices that better fit the needs in HCs. The selection of the inspiring practices has been done through a transversal screening in regards to the needs of HCs (see section 2.2). In other words, based on the identified needs of HCs, we attempt to tackle the inspiring practices of RCs that meet these needs. In addition, a specific attention has been given in order to avoid duplicates. It means that a practice that well fitted the needs of HCs could have not been selected because there was another “similar” practice (i.e. in terms of domain, audience and/or expected outcomes). The inspiring practices selected are a portfolio of practices inspiring for the design of the pilot training session (Table 5).

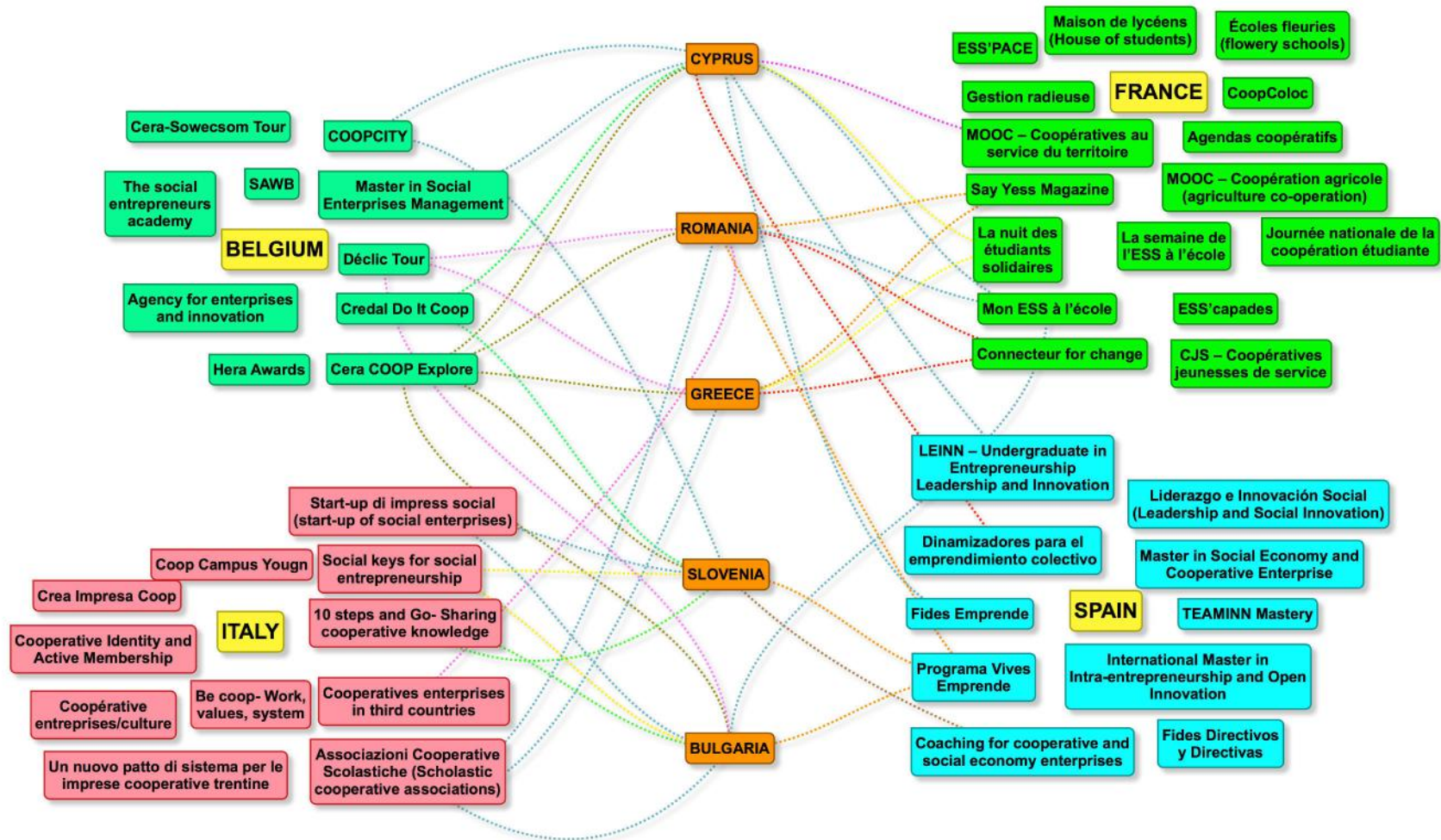
Figure 5 in turn gives the overall matching process realized between RCs and HCs and evidence the 21 inspiring practices finally selected. These are the ones that are connected with HCs through a dot line.

**Table 5- Selected inspiring practices**

	COOPILOT Refernce	Name	RC
1	BE1	COOPCITY	Belgium
2	BE4	Tournée générale	Belgium
3	BE5	Do It Coop – Credal	Belgium
4	BE7	Master in Social Enterprises Management / University Certificate in Social Enterprises Management	Belgium
5	BE8	Declic Tour	Belgium
6	FR2	Mon ESS à l'école	France
7	FR4	ESS'PACE	France
8	FR8	MOOC - Coopératives au service du territoire (cooperatives at the service of territory),	France
9	FR10	Say Yess Magazine,	France
10	FR11	Ticket for change	France
11	FR12	La nuit des étudiants solidaires (the night of solidary students)	France
12	IT1	Social keys for social entrepreneurship	Italy
13	IT2	10 steps and Go-Sharing cooperative knowledge	Italy
14	IT6	Cooperatives enterprises in third countries	Italy
15	IT8	Associazioni Cooperative Scolatiche (scolastic cooperative associations)	Italy
16	IT11	Start-up di imprese sociali (start-up of social enterprises)	Italy
17	SP1	Fides Emprende	Spain
18	SP2	LEINN – Undergraduate in Entrepreneurship Leadership and Innovation	Spain
19	SP3	Programa Vives Emprende	Spain
20	SP4	Dinamizadores para el emprendimiento colectivo	Spain
21	SP9	Coaching for cooperatives and social economy enterprises	Spain



Figure 5- Mindmap Matching Process





The details of the matching process between HCs needs and RCs inspiring practices are given in the following table.

#### BE1. COOPCITY

<b>Description</b>	COOPCITY supports Brussels entrepreneurial initiatives that have a positive impact on society. The ambition is to support the creation and development of social economy projects, especially based on cooperation.
<b>Choice's motivation</b>	Very complete interface for entrepreneurship, online and face-to-face, linking with many existing resources.
<b>Matching country</b>	<b>Matching need</b>
Cyprus	Existing cooperative culture and identified opportunities: need for institutionalized formations to develop the sector
Slovenia	Need for support in self-employment and entrepreneurship, especially in the cooperative sector (social inclusion and jobs creation)

#### BE4. Tournée Générale - FDGF

<b>Description</b>	Tournée Générale is a discovery tour that offers participants an opportunity to discover behind the scenes inspiring initiatives that integrate the various principles of sustainable development into their daily management. Each workshop is a visit of an initiative, including a meeting with other (future) project stakeholders interested in sustainable development, and above all: a direct dialogue with the initiative's stakeholders.
<b>Choice's motivation</b>	Easy to set up, large target audience.
<b>Matching country</b>	<b>Matching need</b>
Greece	Existing cooperatives but negative image among young people: need for improving the cooperatives image through practical and inspiring sessions
Bulgaria	Make the cooperative sector more attractive to young people Need for an attitude focus, improve self-confidence, network and capital and provide the keys to identify opportunities within the country.
Romania	Many existing cooperatives, but suffer great credibility problems (associate to communism) Fighting brain-drain by showing entrepreneurship opportunities
Cyprus	Need for cooperatives attitudes, skills and knowledge



	Majority of teachers during the session: need for formation tools and practices
Slovenia	Very practical formation needed about the cooperative sector

**BE5. Do It Coop - Credal**

<b>Description</b>	Do It Coop is an individual support system for cooperative projects.
<b>Choice's motivation</b>	Tailored program - practical system to support cooperative projects - experiential learning (coworking days).
<b>Matching country</b>	<b>Matching need</b>
Cyprus	Existing cooperative culture and identified opportunities Need for cooperatives attitudes, skills and knowledge
Slovenia	Very practical formation needed about the cooperative sector

**BE7. Master in Social Enterprises Management / University Certificate in Social Enterprises Management**

<b>Description</b>	Both formations provide a university diploma/certificate in social enterprises management. They are very complete, focusing on theoretical approach (finance, business model design, social impact,...), on practical approach (activities outside the class, linking with the local initiatives), and on general country's framework.
<b>Choice's motivation</b>	Very complete formation for entrepreneurs and future entrepreneurs.
<b>Matching country</b>	<b>Matching need</b>
Cyprus	Need for institutionalized formations (long term potential) to develop the sector

**BE8. Declic Tour**

<b>Description</b>	The Declic Tour is a 8 days educational trip in French-speaking Belgium. The trip aims to inspire and creating the trigger for action to social entrepreneurship among young people aged 20-35.
<b>Choice's motivation</b>	Focus on young people, entertaining methodology (trip), strong attitude support and further project development support
<b>Matching country</b>	<b>Matching need</b>
Greece	Need for improving the cooperatives image through practical and inspiring sessions, especially among young people
Romania	Need for fighting brain-drain by showing entrepreneurship



	opportunities
Bulgaria	Need for an entrepreneurial attitude focus, improve self-confidence, network and capital and provide the keys to identify opportunities within the country

**France****FR2. Mon ESS à l'école**

<b>Description</b>	The project consists in making young people (middle and high school) responsible by letting them become the actors of a social and collective project. By creating their own SSE enterprise learns that an alternative way of doing business by cooperating. More than 30 entrepreneurial projects have been made thanks to the program (from collaborative newspapers to t-shirts, soap or food).
<b>Choice's motivation</b>	To raise awareness among young people, wider audience in comparison to similar initiatives
<b>Matching country</b>	<b>Matching need</b>
Cyprus	Need for cooperatives attitudes, skills and knowledge Majority of teachers during the session
Bulgaria	Strengthening the entrepreneurial attitude towards the cooperatives, make it more attractive to young people
Romania	Need for improving the cooperatives image and knowledge

**FR4. ESS'PACE**

<b>Description</b>	ESS'PACE is a 430 m <sup>2</sup> coworking space in Paris which is free for university students who have a cooperative project. Without the pressure of location cost, they will be accompanied by experimented entrepreneurs or employees from a Parisian CAE (Employment and Activity Co-operative).
<b>Choice's motivation</b>	Originality of the project, linking students with students & businesses
<b>Matching country</b>	<b>Matching need</b>
Cyprus	Encourage and support young entrepreneurship
Bulgaria	Strengthening the entrepreneurial attitude towards the cooperatives, make it more attractive to young people Need for an attitudes focus, improve self-confidence, network and capital and provide the keys to identify opportunities within the country

**FR8. MOOC – Coopératives au service du territoire (co-operatives at the service of territory)**

<b>Description</b>	The measure consists in an online open course about Scic (Collective interest co-operative societies) where people can learn the base of the Scic, how to support and co-operate with them as well as how to get committed in a Scic.
<b>Choice's motivation</b>	Very concrete and easy to set up, deepens the knowledge on the co-operative sector
<b>Matching country</b>	<b>Matching need</b>
Cyprus	Need for institutionalized formations (long term potential) to develop the sector

**FR10. Say Yess Magazine**

<b>Description</b>	It is a magazine for young people wanting a more sustainable and fair society. They propose inspiring initiatives every week, pieces of advice on how to find a job or start a new project in the field of SSE. It also shows portraits of young and motivated people and hints to act differently in the everyday life.
<b>Choice's motivation</b>	Strong incentive for young people to get involved in SSE
<b>Matching country</b>	<b>Matching need</b>
Greece	Need for improving the cooperatives image through practical and inspiring sessions
Romania	Need for improving the cooperatives image and knowledge Fighting brain-drain by showing entrepreneurship opportunities

**FR11. Ticket for change**

<b>Description</b>	It is a programme that searches motivated young people to become "Connecteurs". These people will then organize events at regional scale in order to disseminate pedagogies for as many people as possible and sensitize to "entrepreneurship for change" in all the territory.
<b>Choice's motivation</b>	Originality of the project, activities with local communities, inspiring young people from the « inside »
<b>Matching country</b>	<b>Matching need</b>
Greece	Need for improving the cooperatives image through practical and inspiring sessions
Romania	Need for improving the cooperatives image and knowledge





	Fighting brain-drain by showing entrepreneurship opportunities
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## FR12. La nuit des étudiants solidaires

<b>Description</b>	It is an event where students and professionals of the SSE sector can exchange their point of views. There, professionals give speeches and students can participate to workshops in a friendly atmosphere. Animations and concerts take place afterwards which is ideal for networking.
<b>Choice's motivation</b>	Exchange between professionals and students in a casual context
<b>Matching country</b>	<b>Matching need</b>
Greece	Need for improving the cooperatives image through practical and inspiring sessions
Cyprus	Need for cooperatives attitudes, skills and knowledge Majority of teachers during the session : need for formation tools and practices

## Italy

### IT1. Social keys for social entrepreneurship

<b>Description</b>	Blended training approach consisting of theory and detailed insights, as well as exercises and ideas of practical reflection on the sector. The aim of the project is the development of common competence standards in 4 different European countries, in the sector of Social Entrepreneurship. The target group is represented by students and unemployed who want to be social entrepreneurs.
<b>Choice's motivation</b>	Short formation : 1 month of e-learning and 9 days of classroom and study visit in social enterprises Developing European standards Focus on student and unemployed
<b>Matching country</b>	<b>Matching need</b>
Slovenia	Need for cooperatives as an opportunity to self-employment and social inclusion Very practical formation needed
Bulgaria	Strengthening the entrepreneurial attitude towards the cooperative sector

### IT2. 10 steps and Go-Sharing cooperative knowledge

<b>Description</b>	It's a modular course developing step by step all the different
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	moment to developing a cooperative starting from the idea to the last phase of the set up. This project was born with the desire to provide, through modern learning and e-learning techniques, an information and educational pathway for those who want to start a cooperative startup.
<b>Choice's motivation</b>	Very practical and complete formation, enhancing the cooperative spirit, especially for young people.
<b>Matching country</b>	<b>Matching need</b>
Slovenia	Need for cooperatives as an opportunity to self-employment and social inclusion Very practical formation needed
Bulgaria	Strengthening the entrepreneurial attitude towards the cooperative sector, make it more attractive to young people

#### IT6. Cooperatives Enterprises in Third Countries

<b>Description</b>	The objective of this formation is to acquire competences and abilities for establishing coops in poor rural areas of developing countries through participatory learning, practical exercises and experiential in simulated coop enterprises.
<b>Choice's motivation</b>	Focus on disadvantaged areas entrepreneurship
<b>Matching country</b>	<b>Matching need</b>
Romania	Need for reducing regional disparities (urban >< rural areas)

#### IT8. Associazioni Cooperative Scolastiche (Scholastic cooperative associations)

<b>Description</b>	This practice tend to establish cooperative associations (ACS) for managing classroom activities in high school. It includes basic knowledge about the cooperative enterprise characteristics, designing the ACS, writing the statute of the ACS, carrying out activities in a collaborative form, etc.
<b>Choice's motivation</b>	Improve cooperatives image and knowledge among young people
<b>Matching country</b>	<b>Matching need</b>
Romania	Many existing cooperatives, but suffer great credibility problems (associate to communism) : need for improving the cooperatives image and knowledge
Greece	Negative image of the cooperative sector among young people
Bulgaria	Need for strengthening the entrepreneurial attitude towards the cooperatives, make it more attractive to young people



**IT11. Start-up di imprese sociali (start-up of social enterprises)**

<b>Description</b>	This formation provide the main competences for establishing a social enterprise to unemployed and young people who want to start-up their business
<b>Choice's motivation</b>	Project based and active learning
<b>Matching country</b>	
Bulgaria	Low education and qualification, need for strengthening the entrepreneurial attitude towards the cooperatives
Slovenia	Need for cooperatives as an opportunity to self-employment and social inclusion Very practical formation needed

***Spain*****SP1. Fides Emprende**

<b>Description</b>	Starting from their collective business idea, participants acquire the competencies to elaborate their entrepreneurial project, validate it in the marketplace and adjust or pivot it on an iterative basis in order to start their own enterprise. The methodology is totally practical and combines different strategies: <ul style="list-style-type: none"> <li>• 9 face to face sessions (1 and ½ day duration each – 12 hours). Participants are hosted in School's residence during face to face sessions.</li> <li>• On-line training sessions</li> <li>• Team work on the entrepreneurial project and cross-team work</li> <li>• Group coaching by experts</li> </ul> Duration: between 4 and 6 months
<b>Choice's motivation</b>	Interesting on methods and group coaching
<b>Matching country</b>	<b>Matching need</b>
Cyprus	Need for institutionalized formations (long term potential) to develop the sector

**SP2. LEINN – Undergraduate Entrepreneurship Leadership and Innovation**

<b>Description</b>	Participants create their own enterprise from day one of the undergraduate organized in teams. The practice leads the theory. They are challenged to create a real enterprise with
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	<p>program support.</p> <p>Moreover the program provide the opportunity to participate in 4 study trips, to Finland, Silicon Valley (USA), China and India.</p>
<b>Choice's motivation</b>	Practical methods focus on cooperatives, field trips
<b>Matching country</b>	<b>Matching need</b>
Cyprus	Need for institutionalized formations (long term potential) to develop the sector

### SP3. Programa Vives Emprende

<b>Description</b>	<ul style="list-style-type: none"> <li>• Technical knowledge about the entrepreneurship itinerary and Business Plan elaboration.</li> <li>• Basic entrepreneurship competences</li> <li>• Basic financial education</li> </ul> <p>Design of a personalized itinerary adapted to the evaluation of each participant's situation.</p> <p>Online and face to face group training.</p>
<b>Choice's motivation</b>	<p>Targeted audience : focus on social inclusion (poor, women, immigrant persons)</p> <p>Microfinance included</p>
<b>Matching country</b>	<b>Matching need</b>
Bulgaria	<p>Low education and qualification</p> <p>Strengthening the entrepreneurial attitude towards the cooperatives</p>
Romania	Need for reducing regional disparities (urban >< rural areas)
Slovenia	<p>Cooperatives as an opportunity to self-employment and social inclusion</p> <p>Gender disparity</p>

### SP4. Dinamizadores para el emprendimiento colectivo

<b>Description</b>	<p>Targeted audience : Business advisor, entrepreneurship trainers and consultants in the social economy sector.</p> <p>Participants acquire competences in accompanying and coaching the entrepreneurial team through</p> <ul style="list-style-type: none"> <li>• the business model search, design, validation and start-up,</li> <li>• the team creation, the definition of mutual expectations, the negotiation of roles and responsibilities, the self –</li> </ul>
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	organisation.
<b>Choice's motivation</b>	The specific targeted audience (consultants in the social economy sector)
<b>Matching country</b>	<b>Matching need</b>
Cyprus	Existing cooperative culture and identified opportunities Need for institutionalized formations (long term potential) to develop the sector

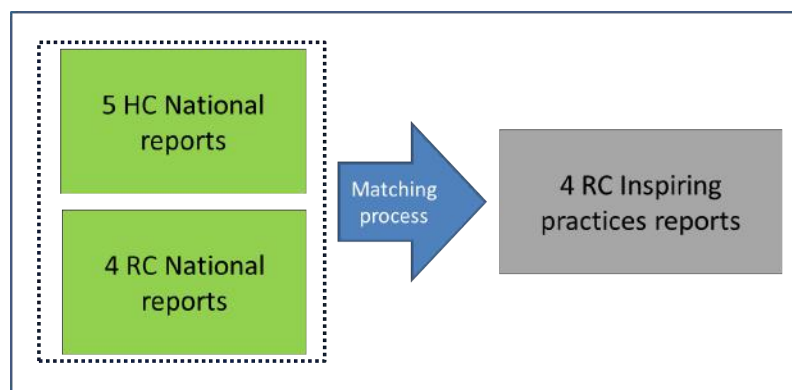
### SP9. Coaching for cooperative and social economy enterprises

<b>Description</b>	The program is tailored entirely to entrepreneurs in cooperative and social economy initiative who have already started their business and need to enhance its viability, stabilize and develop it. Contents vary according to teams needs and challenges: business model design and validation, innovation, financial and economic analysis, team development and relationships management, etc...
<b>Choice's motivation</b>	Group Coaching
<b>Matching country</b>	<b>Matching need</b>
Slovenia	Need for support in self-employment and entrepreneurship, especially in the cooperative sector (social inclusion and jobs creation)

### PART 3: 21 INSPIRING PRACTICES

Based on the matching process realized (and detailed in part 2), the national experts of Belgium, France, Italy and Spain have provided details on the 21 selected inspiring practices. The overall deliverables of activities 1 and 2 are presented in Figure 6.

**Figure 6- Activities 1 and 2 deliverables**



EUROPEAN REPORT

The 4 RC inspiring practices reports give a very detailed description of the content and the modalities of the inspiring practices. In addition, these reports provide with the potential inputs that could be used to support the design of the pilot session as well as the modalities of transfer of these inspiring practices in a pilot session in HCs. These reports are a very rich source of information to support the design of the pilot sessions in HCs. The detailed reports are given in Appendix 10 to 13.

In this section, we do not aim to compile the very rich and useful information provided by the national experts; we directly refer to the RC inspiring practices reports for the content and the elements that could be taken into account in the implementation of a pilot session. The RC Inspiring Practices Reports are full of rich and useful information for the design of the pilot session and the modalities of transfer that can be thought. Our objective here is rather to conduct a **transversal analysis** of the inspiring practices selected, especially in regard to the learning practices associated with cooperative and/or entrepreneurship education. At the end of the section, we present the **portfolio of inspiring practices** in a table that gives key elements of the inspiring practices: the audience, the information source and a contact person (if given by the national experts).

### Transversal analysis: 4 pedagogical strengths

In the transversal analysis, we focus on the learning methodology of the inspiring practices; these are key elements to support the design of the pilot training sessions. We identified 4 pedagogical strengths:

- 1) active learning
- 2) project-based learning
- 3) experiential learning
- 4) activities outside the classroom/school linking students with the local community or businesses

A first pedagogical strength that emerges from our transversal analysis is to have practices that are based on **active learning**. This type of learning requires the participants to adopt a posture of co-creation and to be actor of their education. It is the case of the practice FR1 (Moon ESS à l'école). *"The key factors of the project are based on the implication of the students. They have to be strongly involved, actors and decision-makers. Another success factor is of course the teacher who has to be a relevant animator but not too much involved. He must assist and coach them. Finally, the third success factor is the accompaniment by professional tutors of the ESS of the teachers and students."* (France Selected Inspiring Practices Report, Appendix 11). The inspiring practice FR8 (MOOC – Coopératives au service du territoire (co-operatives at the service of territory) also adopt a methodology based on active learning by its nature itself. The practice IT2 (10 steps and Go-Sharing cooperative knowledge) is another example of active learning via e-learning. *'The course is entirely in e-learning this allows easy access to all you just need to have a computer and an internet connection. Flexibility makes it easy to use even*



*for those who work. The structure of each modules, videos, slides presentations and references, and self assessment is easy to use and is based on self learning and self study “ (Italy Selected Inspiring Practices Report, Appendix 12). The inspiring practices SP2 (LEINN – Undergraduate in Entrepreneurship Leadership and Innovation) and SP3 (Programa Vives Emprende) are also based on active learning. For the first one, “there are no teachers, but rather coaches, while the classrooms are replaced with modern work environments” and the second one present a “methodology (which) is centered in the technical and entrepreneurial competences that participants acquire through group and individual sessions” (Spain Selected Inspiring Practices Report, Appendix 13).*

A second element that comes out of the analysis is the attention put on **project-based learning**. The practices that follow this methodology are project-oriented and directly give a “project framework”. This allows, among others, working from a prototype and immerge the participant in a situation close to the reality. An example of a practice that draws on this type of methodology is BE1 (COOPCITY), for the application to the pilot sessions, the national experts suggest to “*brainstorm with social entrepreneurs to identify their needs in term of social enterprises creation and development supports and to define how to design a global solution, from online content to specifics trainings.*” The practice FR1 (Ticket for Change) is another example of such methodology. “*It aims to “reveal the talents” which means to allow to people wanting to build a cooperative start-up to make it or to join an existing project when they don’t know how to start.*” (France Selected Inspiring Practices Report, Appendix 11). IT8 and IT11 are also two practices that use the project-based learning. IT8 (Associazioni Cooperative Scolastiche (Scholastic cooperative associations) offer “*educational activity, which aims to manage and sustain an activity or project in a cooperative way, starts in the third year of primary school, continuing until the first two years of secondary school for those interested*” (Italy Selected Inspiring Practices Report, Appendix 12). The Italian experts explicit this educational dimension for IT11 (Start-up di imprese sociali (start-up of social enterprises)): “*The methodology approach of this training program is project based learning. For the purpose of a pilot training session, it is recommended to showcase the main structure of the courses, discussion and exchange of experience between key actors in the field of start-up enterprises, development of entrepreneurship competences and creation of job opportunities for youth*” (Italy Selected Inspiring Practices Report, Appendix 12). Three inspiring practices in Spain also fall, to some extent, in the realm of this type of methodology based on project. In the Spain Inspiring Practices Report, ES1 (Fides Emprende) is described as a program that “*aims at training, coaching and supporting people who want to implement their collective entrepreneurial idea*” while ES2 (LEINN – Undergraduate in Entrepreneurship Leadership and Innovation) is identified as being a 100% practical approach where students develop their own projects. In addition, SP 9 (Coaching for cooperative and social economy enterprises) “*aims to accelerate and support collective entrepreneurship projects that are already constituted and need to develop, adjust, stabilize or scale their business model*”.

**Experiential learning** is the third pedagogical strength we identified in the inspiring practices selected. These practices have a focus on experiencing rather than classically teaching content. This type of methodology transforms the intentions and attitudes of the participants. IT6 (cooperative enterprises in third world countries) is an example of such methodology. *“The learning approach of this training program is mainly based on laboratorial and participatory activities. The contents of the training program are designed and detailed in line with the specific participant profiles and their cultural, social and economic contexts, which differ from one country to another”* (Italy Inspiring Practices Report). According to the Italian experts, *“the best practice that can be experimented is the learning approach based on practical activities. People are usually very familiar and confident with training providing knowledge and less with training aimed at acquiring abilities through simulating entrepreneurship”*. SP1 (Fides Emprendes) also include experiential learning. The national expert identified inputs that *“can be exposed and explained through real cases and examples, showing their rational and their effects. Group discussions, exercises and role playing can be run if the attendants have some previous experience in coaching or mentoring entrepreneurs”*. SP2 (LEINN – Undergraduate in Entrepreneurship Leadership and Innovation) is another inspiring practices with a pedagogy based on experiencing; it is characterized by an approach based on learning by doing and *“team entrepreneurship that enables the students to develop the abilities and skills necessary for innovative entrepreneurship through hands-on experience”* (Spain Selected Inspiring Practices Report, Appendix 13).

And finally, **activities outside the classroom/school linking students with the local community or businesses** are also at the heart of these inspiring practices. This type of education establishes a direct link with the opportunities through the needs and the resources at the disposal. Two emblematic examples of such pedagogy are BE4 (Tournée générale by FGF) and BE8 (Declic Tour). Tournée Générale is a discovery tour that offers participants an opportunity to discover behind the scenes inspiring initiatives that integrate the various principles of sustainable development into their daily management. Each workshop is a visit of an initiative, including a meeting with other (future) project stakeholders interested in sustainable development, and above all: a direct dialogue with the initiative's stakeholders. The Declic Tour, in turn, is a 8 days educational trip in French-speaking Belgium in order to inspire and create the trigger for action to social entrepreneurship.

### **Portfolio of inspiring practices**

As previously explained, the details on each of the 21 inspiring practices have to be found directly on the RC Inspiring practices reports. In Table 6, we nevertheless provide a summarized view on each inspiring practices, in particular, on practical elements.



**Table 6- Inspiring practices portfolio**

	COOPILOT Reference	Name	Audience	Source	Contact person
1	BE1	COOPCITY	Social entrepreneurs and future social entrepreneurs	<a href="http://coopcity.be/coopcite/">http://coopcity.be/coopcite/</a>	Sabrina Nisen, <a href="mailto:sabrina@coopcity.be">sabrina@coopcity.be</a>
2	BE4	Tournée générale	Entrepreneurs, future entrepreneurs and anyone interested by cooperatives	<a href="https://www.foundationfuturegenerations.org/fr/projet/tournee-generale">https://www.foundationfuturegenerations.org/fr/projet/tournee-generale</a>	Aline Goethals, <a href="mailto:a.goethals@fgf.be">a.goethals@fgf.be</a>
3	BE5	Do It Coop – Credal	Future entrepreneurs	<a href="http://www.credal.be/content/do-it-coop">http://www.credal.be/content/do-it-coop</a>	Aurélien Morean, <a href="mailto:aurelie.moreau@credal.be">aurelie.moreau@credal.be</a>
4	BE7	Master in Social Enterprises Management / University Certificate in Social Enterprises Management	University students and executives already working in social enterprises	<a href="http://www.ces.ulg.ac.be/en_GB/education">http://www.ces.ulg.ac.be/en_GB/education</a>	Professor Sybille Mertens, <a href="mailto:smertens@ulg.ac.be">smertens@ulg.ac.be</a>
5	BE8	Declic Tour	30 future entrepreneurs in Belgium aged 20 to 35	<a href="http://declic-en-perspectives.be/">http://declic-en-perspectives.be/</a>	Mathilde Stokart, <a href="mailto:mathilde@declic.be">mathilde@declic.be</a>
6	FR2	Mon ESS à l'école	Middle and high schools students	<a href="http://www.monessalecole.fr">http://www.monessalecole.fr</a>	Thibault Sauvageon, <a href="mailto:thibaultsauvageon@esper.fr">thibaultsauvageon@esper.fr</a>
7	FR4	ESSPACE	University student having a cooperative project	<a href="https://campus.univ-paris-diderot.fr/actualites/l-esspace-est-ouvert">https://campus.univ-paris-diderot.fr/actualites/l-esspace-est-ouvert</a>	<a href="https://www.facebook.com/ESSPACEOFFICIEL/">https://www.facebook.com/ESSPACEOFFICIEL/</a>
8	FR8	MOOC - Coopératives au service du territoire (cooperatives at the service of territory),	Non-specific	<a href="https://www.fun-mooc.fr/courses/course-v1%3ACNFPT%2B87012%2Bsession01/about">https://www.fun-mooc.fr/courses/course-v1%3ACNFPT%2B87012%2Bsession01/about</a>	Adelpe de Taxis du Poët, <a href="mailto:ataxis@scoop.coop">ataxis@scoop.coop</a>
9	FR10	Say Yess Magazine,	Youth	<a href="http://www.say-yess.com">http://www.say-yess.com</a>	<a href="mailto:contact@say-yess.com">contact@say-yess.com</a>
10	FR11	Connecteur for change	Young entrepreneurs	<a href="http://www.ticketforchange.org">http://www.ticketforchange.org</a>	Joséphine Bouchez, <a href="mailto:josephine@ticketforchange.org">josephine@ticketforchange.org</a>
11	FR12	La nuit des étudiants solidaires (the night of solidary students)	Student in Master's program	/	Madeleine Ceyrac, <a href="mailto:madeleine@ticketforchange.org">madeleine@ticketforchange.org</a>
12	IT1	Social keys for social entrepreneurship	Youth and workers	<a href="http://www.socialkeys.eu/en/">http://www.socialkeys.eu/en/</a>	<a href="mailto:info@scuolanazionale.servizi.it">info@scuolanazionale.servizi.it</a>
13	IT2	10 steps and Go-Sharing cooperative knowledge	Newcomers in the cooperation sector	<a href="http://elearning.scuolanazionale.servizi.it/">http://elearning.scuolanazionale.servizi.it/</a>	
14	IT6	Cooperatives enterprises in third countries	People/young people in disadvantaged areas/countries, facilitators, international coverage	<a href="http://www.cooperazionetrentina.it/Cultura-Cooperativa/Formazione-Permanente/Proposte-formative/Apprendimento-partecipativo">http://www.cooperazionetrentina.it/Cultura-Cooperativa/Formazione-Permanente/Proposte-formative/Apprendimento-partecipativo</a>	Federazione Trentina della Cooperazione soc. coop, <a href="mailto:progetti.europci@flcoop.it">progetti.europci@flcoop.it</a>
15	IT8	Associazioni Cooperative Scolastiche (scolastic cooperative associations)	Primary and secondary school students	<a href="http://www.cooperazionetrentina.it/">http://www.cooperazionetrentina.it/</a>	<a href="mailto:educacoop@flcoop.it">educacoop@flcoop.it</a>
16	IT11	Start-up di imprese sociali (start-up of social enterprises)	Unemployed and young people with a business idea	<a href="http://www.trentinosocialtank.it/">http://www.trentinosocialtank.it/</a>	<a href="mailto:info@trentinosocialtank.it">info@trentinosocialtank.it</a>
17	SP1	Fides Emprende	Entrepreneur teams developing their cooperative business idea	<a href="https://www.dropbox.com/s/ditoo75iwfvrtf/presentation_Fides%20Emprende.pdf?dl=0">https://www.dropbox.com/s/ditoo75iwfvrtf/presentation_Fides%20Emprende.pdf?dl=0</a>	
18	SP2	LEINN – Undergraduate in Entrepreneurship Leadership and Innovation	Young people (17-30)	<a href="http://www.teamlabs.es/en/officer-college-degree-le">http://www.teamlabs.es/en/officer-college-degree-le</a>	
19	SP3	Programa Vives Emprende	Unemployed, want to start their own business. Specifically targeted : Women, under 35 and immigrant persons.	<a href="https://www.accioncontraelhambre.org/es">https://www.accioncontraelhambre.org/es</a>	
20	SP4	Dinamizadores para el emprendimiento colectivo	Business advisors, local agents, coaches	<a href="https://www.dropbox.com/s/875nzjy9i6bc1ow/SocialP%20Economy%20promoters.pdf?dl=0">https://www.dropbox.com/s/875nzjy9i6bc1ow/SocialP%20Economy%20promoters.pdf?dl=0</a>	
21	SP9	Coaching for cooperatives and social economy enterprises	Entrepreneurs developing cooperative and social economy projects that have already started their business	<a href="https://www.dropbox.com/s/tqd9jj80p9z2n76/Coaching%20leaflet.pdf?dl=0">https://www.dropbox.com/s/tqd9jj80p9z2n76/Coaching%20leaflet.pdf?dl=0</a>	





## CONCLUSION

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**Cooperative entrepreneurship training** for young people cannot be improvised. The literature review conducted during this first phase of the COOPILOT project allowed us to formulate working hypotheses that link the development of this type of entrepreneurship to seven key factors: (1) the available resources, (2) entrepreneurial intentions, (3) the pragmatic, (4) moral and (5) cognitive legitimacy of the cooperative model, (6) the existence of collective opportunities, and (7) the culture of cooperation.

Therefore, the COOPILOT project aims to describe the situation relating to these different elements in **host countries** that is to say Bulgaria, Cyprus, Greece, Romania and Slovenia. More specifically, the project identified which national needs had to be taken into account if we want to support the development of cooperative youth entrepreneurship. The analysis of the national reports of the host countries thus make it possible to understand which of the seven key factors are those which each country considers central in the sense of acting as leverage in relation to the current situation.

Additionally, the practices identified by the **reference countries** (i.e. Belgium, France, Italy and Spain) present a great diversity, both in terms of their target audience, the size of the format and the content of the learning. This great diversity guarantees the existence of a pool of inspiration not only directly for the training in the host countries targeted within the framework of this project but also for all actors of training in cooperative youth entrepreneurship. The project thus proposes a portfolio of practices, mainly selected on the basis of their capacity to meet the needs of host country partners.

Nevertheless, the inspiring practices selected in the reference countries are not transferable as such and cannot be applied as such in host countries. Inspiration to build sessions of 2/3 days in host countries will require a revision and adaptation of the content, the format on the one hand, and to take into account the local institutional context on another hand.

Finally, the transversal analysis of the 21 inspiring practices selected reveals four main pedagogical lines. Practices implement **active pedagogy**, assimilating target audiences to co-creators of their training. They are most often **project-oriented**, which gives them a very pragmatic content. They offer participants **experiences** rather than teaching them content. Finally, inspiring practices put the participants in direct contact with their community, giving them the opportunity to better grasp the opportunities, both in terms of the needs to be met and the resources to be mobilized.

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## APPENDICES

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# **HOST COUNTRIES**

## **National Reports**

## COOPILOT Project

### Template Host Countries (HC)

Bulgaria, Cyprus, Greece, Romania and Slovenia

Country: Bulgaria

Report's author(s): Svetlana Borisova

**Please carefully cite the references (including websites) used to fulfil the template.**

### PART 1: COOPERATIVES ECOSYSTEM

---

1.1 Please provide with **general statistics** regarding cooperatives in your countries-  
*collected data*

*Number of cooperatives: 2000*

*Industries- repartition of the number of cooperatives by industry:*

*242 agricultural sector*

*29 - Cooperative union*

*Employment (full time equivalents) - total and by industry:*

*50 000 members*

*2 000 – people with disabilities*

*Existing federation/network: Central cooperative union*

1.2 Please describe briefly the **historical background** of the cooperative sector as well  
as the **recent evolutions- narrative**

The first Bulgarian cooperative was founded on 26 October 1890 in the village of Mirkovo, Sofia district - Mirkovo lending, savings and agricultural company "Oralo". In 1895 the first consumer cooperative in the city of Shumen was established - the Expert Employer of the Economical Society and the first labor-producing cooperative in the town of Gabrovo - the Workers' Sewing Company "Napredak". A



major role for the development of the cooperative organizations was played by the adoption of the first cooperative law in our country - the "Cooperative Associations Act" of 1907, which is a powerful legal incentive to develop an initiative for the establishment of many and different types of cooperatives. In 1960 on the basis of the administrative-territorial division of the country, consumer cooperatives are united in district cooperative unions, and they become members of the Central Cooperative Union, as they are today.

For 120 years - since its establishment until today, the Bulgarian cooperatives have undergone many trials and crises, not only succeeding in adapting to different socio-economic conditions, but also maintaining their socio-economic nature unchanged and proving themselves as a subject of the social economy in Bulgaria.

The Economic Council (EC) considers that since the economic, financial and human resources are concentrated in the cooperative system, its own reform since 1989 has played a significant role in the successful transition of the country into a market economy and has consolidated cooperative organizations as a significant element of the new economic system of Bulgaria.

EC highlights the fact that today more than a third of the country's population connects the satisfaction of their daily socio-economic interests with the cooperative system.

### 1.3 Please detail the **legal context** related to cooperatives in your country (e.g. legal form, accreditation process)- *narrative*

While cooperatives are considered equal to capital structures, there are insufficient legal instruments to act as actors of the social economy, which is why there are some problems in implementing a number of policies. That is why the Council joins the efforts of the Bulgarian state, which, through the Ministry of Labor and Social Policy, developing a National Concept for Social Economy. The concept refers to the understanding of the social economy reflected in EU documents and other international documents and is a real contribution to achieving the objectives of the Europe 2020 Strategy. According to her, the social economy includes all kinds of enterprises that, regardless of their legal form, are created and act to achieve certain social goals. Among them are the cooperatives.

- Important legal recognition of cooperatives as a type of social enterprise is contained in the Cooperatives Act (CA), which was developed with the active involvement of national cooperative unions.

According to him:

- The cooperative is an association of individuals with variable capital and a variable number of members who, through mutual assistance and cooperation, carry out commercial activities to satisfy their economic, social and cultural interests (Article 1 of the CA);





- Regardless of the share contribution, each member has the right to one vote (Article 19 of the CA);
- In carrying out their activities, cooperative organizations must comply with cooperative principles and values.

Cooperatives, regional cooperative unions and cooperative trading companies are organized in four national cooperative societies that operate on the basis of the Cooperatives Act:

- Central Cooperative Union (CCU), which unites the consumer cooperatives in the country. It represents 155,000 cooperative members and 10,300 employees, members and workers in 808 cooperatives and 34 regional cooperative unions.

Organizations within the CCU system develop a multilateral economy (trade in basic necessities, bread production, agriculture, purchasing), social and community activities in about 3,000 settlements scattered all over the country.

- National Union of Agricultural Cooperatives (National Association of Agricultural Cooperatives),

Representing the agricultural cooperatives for production and services.

The existing 903 agricultural cooperatives were built in the period 1992-1994 after the liquidation of existing collective structures. They bring together 240,000 members, provide 16,000 permanent jobs, handle nearly 7 million declares of land and produce much of the necessary amount of grain to feed the population.

- The National Union of Labor Productive Cooperatives combines small and medium-sized cooperative enterprises for the production of industrial goods and services with over 20,000 member- cooperatives. Approximately 15,000 people are employed, including about 11,000 disabled person

- National Union of Inhabitants' Cooperatives, which unites cooperatives of people with disabilities.

#### 1.4 Please realize an overview of **public policy** towards coops (fiscality, public funding, legal advantages) – *narrative*

Participation of Cooperative Organizations in Social Dialogue notes that national cooperative unions are involved in social dialogue at national level, directly or indirectly, as employers' or branch organizations. In this respect, their membership in the Economic and Social Council of the Republic of Bulgaria, the Bulgarian Chamber of Commerce and Industry and the Bulgarian Industrial Association is fully in line with the recommendations of the European Commission and the European Economic and Social Committee. However, there is a need to increase the number of representatives of cooperatives in government and others.

National committees and bodies involved in developing strategies and Programs for the development of the country's economic and social sphere.



It notes that in the elaboration of policies for social assistance and protection of workers, the existing principle difference between cooperatives and commercial companies, which requires different types of protection for the members in the dual role of employed and owners, is not taken into account. The practice of negotiating Minimum Insurance Benefits by staff groups for employees in cooperative organizations continues. They achieve a level playing field for workers' minimum social security and create conditions for paying their actual labor costs, which is a key motivating factor for retaining good staff and attracting young and highly qualified specialists.

A significant role for the recognition of cooperative organizations as an active social partner of the state has their participation in a number of socially and socially important causes. By providing financial aid for injured organizations and disadvantaged people, donations of food products and equipment to auxiliary schools, community centers, social homes for children, homeless, poor and socially disadvantaged people, sponsorship and participation in charity initiatives and labor exchanges for children, deprived of parental care, taking care of traveling polyclinics for health care, cleaning and upbringing of settlements and many others, co-operative organizations show their strong social commitment even and during a crisis.

With more than 700 members of cooperatives from 300 co-operative organizations, the Central Cooperative Union has actively participated in the life of nearly 600 settlements in the country through the elected bodies of local self-government.

1.5 Please identify and detail, other public or private **mechanisms** in favor of cooperatives/cooperatives entrepreneurship (consulting firms, financing mechanism) – *narrative*

One of the mechanisms operating in favor of cooperatives in Bulgaria is the Central Cooperative Union. It was founded in 1947. And is a national alliance of voluntarily united cooperative unions and through them consumer and other cooperatives which, on the basis of cooperative principles and values, support their organizational and financial and economic development and carry out commercial activity in their mutual interest and in the interests of their members. The Central Cooperative Union unites and protects the interests of 132,230 member cooperatives, united in 750 cooperatives, members of 31 cooperative unions.

For the 2007-2010 period only, the total number of National Union of Labor Productive Cooperatives staff involved in training is over 10,000. National Vocational Training Centers are developing new programs that aim at developing an intelligent, sustainable and inclusive cooperative economy with high levels of employment, productivity and social cohesion.

In this sense, as a positive one, it is possible to determine the established practice each year the Central Cooperative Union and the national branch trade unions of the

Confederation of Independent Trade Unions (CITUB) and Podkrepa LC to negotiate minimum income for the Central Cooperative Union system by groups of personnel, Line in Appendix No. 1 to Article 8 of the State Social Security Budget Act.

1.6 What is the **public awareness** of coops existence? Please detail – *rough estimation*

Society in Bulgaria is aware that there are different types of cooperatives, but their awareness is not at the right level. The population is aware of the existence of the Central Cooperative Union.

1.7 What is the **public knowledge** of major coop specificities (in comparison with capitalist firms)? Please detail - *rough estimation*

The level of knowledge about the basic features of cooperatives is low compared to that for private firms.

1.8 Please describe the general attitude of the **media** towards coops - *rough estimation*

In general, the media is positive about the different types of cooperatives, and it can be noted that special attention is paid to the so-called "Parental Cooperatives" and the various food cooperatives.

1.9 Are there any **role models** (examples of well-known or well established coops)? Please list them and briefly describe them - *collected data*

The Central Cooperative Union is a good example of a role model. The cooperative business model is built on the principles of solidarity and mutual assistance and works to the benefit of members and the community. This distinguishes it from other business structures and defines cooperatives as an important factor for the economy, social activities, sustainable development and employment in all regions of the country.

The recognition of consumer cooperatives for a successful business and social development model draws attention to the fact that today they carry out a variety of business activities, one of which is trade. Cooperatives from the CCU system perform a large part of their economic and social functions in the small and remote settlements, namely by owning more than 3,000 retail outlets. Of these, 750 are fully reconstructed and modernized and are part of the national COOP trade chain. According to data released in November 2011 with 4.03% market share TV COOP is ranked 7th among nearly 30 retail chains in the country. In addition, by its number of sites, it is the largest in the country.

As a result of the reorganization, in the system of the Central Cooperative Union, 100 district centers for bread production were set up, which were modernized and complied with all the European regulations regarding the sanitary and hygienic requirements in the food production and the HACCP system. Through them and the objects of the COOP chain, the consumer cooperatives supply 192 high-mountain and 1,733 settlements with a population of less than 500 inhabitants with bread and basic food products. To this end, the Central Cooperative Union negotiates annually with the government the granting of subsidies to cover the transport expenses of natural and legal persons for their direct deliveries of basic foodstuffs. The Union has been the administrator of these funds since the early 1990s, and the order and modalities for allocating and utilizing assigned funds from the budget is regulated by joint instructions with the Ministry of Finance.

Providing affordable social services also includes co-operative tourism, which, through the hotel chain "COOP - your place of rest", offers tourism products for recreation, intended for children, students, pensioners and people with special care and medical surveillance.

Up to 120 million BGN have been invested in the upgrading of economic activities in the CCU system during the last four years. They are own funds of the cooperative organizations and loans from the Mutual Assistance Fund "Investments" to the Central Cooperatives, which are entirely focused on the implementation of projects with high economic, social and social significance.

The recognition of the results achieved by the consumer cooperatives is the two-time award for the "National Structure with Contribution to the Economic Development of Bulgaria", with which the Central Cooperative Union was awarded in 2004 and 2006 and the Gold Medal and Diploma awarded by the Bulgarian Industrial Association Union in 2011 to contribute to the Bulgarian economy with the construction of the Commercial and Logistics Center COOP in Sofia.

#### 1.10 Please list and briefly summarized the recent **national publications** on coops - *collected data & narrative*

<https://www.cks.bg/bg/news/522-Koopieratsiitie-i-mladitie-Vzmozhnost-zaietost-anghazhiranos.html> - Publication of the Global Cooperative Forum in Bulgaria, 2016. Good practices from the regions of the International Co-operative Alliance - Europe, Asia-Pacific, the Americas and Africa were presented and discussions were held with the participation of members of the Co-operative Alliance.

<http://priateli.info/> - The Association for Parent Cooperatives (APC) unites the existing civic initiatives in Bulgaria, which implement the parent cooperative model according to the official definition of APC, represents their interests and supports them in improving their activities by formulating and sharing good practices for raising children In preschool age, proven at an international level. Each parent cooperative is autonomous

in choosing pedagogy and organizing its activities, so APC's role can only be to give recommendations and support its members with non-binding views and document templates.

[http://www.capital.bg/biznes/kompanii/2016/10/02/2836637\\_hrankoop\\_otvori\\_magazin\\_za\\_hrana\\_ot\\_ferme\\_v\\_mol\\_serдика/](http://www.capital.bg/biznes/kompanii/2016/10/02/2836637_hrankoop_otvori_magazin_za_hrana_ot_ferme_v_mol_serдика/) - Publication of the Hrankoop Cooperative. The Hrankoop Cooperative, where manufacturers offer clean food directly from farms

<http://www.localfood.bg/business-guides-and-resources> - LocalFood.bg Foundation, Incubator for small start-up business initiatives in the food sector.

#### 1.11 Please list the **national web** sites on cooperatives - *collected data*

<https://www.cks.bg/bg/>

<https://farmhopping.com/buyer-groups/BG>

<http://www.hrankoop.com/hrankoop/%D1%85%D1%80%D0%B0%D0%BD%D0%BA%D0%BE%D0%BE%D0%BF%D0%B1%D1%83%D1%80%D0%B3%D0%B0%D1%81/>

## PART 2: COOPERATIVE/ENTREPRENEURSHIP EDUCATION

### Part 2.1: Cooperative Education – Not applicable

2.1.1 Please identify the main programs/actions related to cooperative education and for each of them (1 table for each program) fulfill the following tables (if needed, please copy-paste additional tables)

<b>Name</b> Website, Contact information, ...	<b>Providers</b> Name, type (private/public), founder(s), main funder(s), year of establishment...	<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	<b>Content</b>	<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	<b>Indicate if those programs include specific action supporting <u>entrepreneurship</u></b>	<b>Indicate if those programs include specific action towards young people</b>

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2.1.2 What are, according to your expertise, the expressed needs of cooperative actors to develop entrepreneurship? –

2.1.3 What are, according to your expertise, the expressed needs of cooperative actors to reach young people?



## Part 2.2 : Entrepreneurship Education

2.2.1 Please identify the main programs/actions related to entrepreneurship education and for each of them (1 table for each program) fulfill the following tables (if needed, please copy-paste additional tables)

<b>Name</b> Website, Contact information, ...	<b>Providers</b> Name, type (private/public), founder(s), main funder(s), year of establishment...	<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	<b>Content</b>	<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	<b>Indicate if those programs include specific action related to <u>cooperatives</u></b>	<b>Indicate if those programs include specific action towards young people</b>
Support for entrepreneurship	Public provider	Preparation of individuals wishing to	Providing a set of trainings and services to assist			The program is indicated

<a href="https://eumis2020.government.bg/">https://eumis2020.government.bg/</a>	(Ministry of Labor and Social Policy) The operation is part of the overall support provided by OP "Human Resources Development 2014-2020" for start-up entrepreneurs and employment through self-employment.	develop their own businesses, including the unemployed and working, for planning and starting a self-employed business and self-employment	target groups in developing and assessing their entrepreneurial ideas, acquiring knowledge and skills needed for business management and business development, and developing business ideas in viable plans for the realization of real business activities			also to young people.
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2.2.2 What are, according to your expertise, the expressed needs of entrepreneurship educative actors to cover cooperative entrepreneurship?

One of the things we think would be useful is the organization of seminars in schools and universities to present the idea of a cooperative business model - an idea that is very attractive to young people because creating a cooperative they themselves take responsibility for its management.

2.2.3 What are, according to your expertise, the expressed needs of entrepreneurship educative actors to reach young people?

It is necessary to show young people what opportunities are offered by cooperatives and that today they are significantly different from the agricultural cooperatives typical of the time of socialism.

The cooperative business model provides better opportunities for attracting young people than other business forms. Democratic governance structure and business goals, which are much higher than maximal profit maximization, are factors that help unleash the potential of young people and attract them to dialogue in making decision-making. In this way they show more creativity, develop their entrepreneurial and management capacity.

A campaign (training) is needed to demonstrate how young people can meet their needs, contribute to the development of society by creating craft, social and production cooperatives.

## Part 2.3: Learning Coop Entrepreneurship Education Practices

*This part is really specific and it is possible that such initiatives do not exist in your country, in that case, please skip this part.*

2.3.1 Are there, in your country, any existing practices, potentially inspiring for other countries? Please detail.

2.3.2 Are there, in your country, existing practices, which should be expanded? Please explain.



## PART 3: OPPORTUNITIES

---

### 3.1. Please describe briefly the main characteristics of the youth in your countries – *narrative*

The most striking of the young people is the pursuit of independence and self-realization - an emphasis on individual solutions and an individual approach to life. Research shows that while the psychological independence of the young person in our country is growing strongly, its social and economic dependence on the parental family is much stronger than it was 20 years ago. Over the last decade, youth activity has radically shifted from social and political life to the private economic sector.

One of the peculiarities of the young man is that his desire for self-realization is supported by enthusiasm and mobility less inherent to the elderly and if the native state does not provide the environment for this self-realization many of the active young people will search for her abroad.

A second feature of young people is that they are looking for better qualifications sought by the labor market.

A third peculiarity of young people is the high entrepreneurial spirit among young people, which is a clear signal that this untapped potential for small business development should evolve.

### 3.2. Please provide with data regarding **youth unemployment** (rate,...)- *collected data*

Unfortunately, Bulgaria ranks first in the EU by the number of young people who are not covered either by the educational or the social and labor system. They are 167,670 among 751,900 people aged 15-24 living in the country - or about 22%. This is the largest share in the European Union, where average levels are about 12.9 per cent.

Unemployment is one of the most important indicators of the degree of social exclusion of young people. This is because unemployment almost always means a lack of legal income, a lack of social security, income to meet basic needs, personal development, family planning, and so on.

According to data from the National Institute of Statistics for the first quarter of 2017, youth unemployment of 15 to 24 years, measured in thousands, is 19.6 thousand, and in a percentage ratio of 12.8% and from 25 to 34 years - 55.7 thousand, which is - 7.7%. Compared to the previous 4 quarters of 2016, in the first quarter of 2017, there is a tendency of a decline in youth unemployment.



Quarter	Age	Unemploy- ment - Thousand	Unemployment - %
1Q2016			
	15-24	29,9	18,4
	25-34	74,4	10,1
2Q2016			
	15-24	24,3	14,4
	25-34	65,0	8,7
3Q2016			
	15-24	30,4	18,8
	25-34	56,2	7,6
4Q2016			
	15-24	26,4	17,4
	25-34	56,1	7,8
1Q2017			
	15-24	19,6	12,8
	25-34	55,7	7,7

3.3. Please give information regarding the youth **intentions** towards entrepreneurship - *collected data*

A survey by the Economic Policy Institute shows that between 15% and 20% of students who have taken part in a small business program during their secondary education subsequently start their own business. Their number is three to five times higher than the number of entrepreneurs as a percentage of the total population. Higher education in the field of entrepreneurship can stimulate the creation of high-tech enterprises and companies with intense growth, supporting the development of economic "ecosystems", partnerships and sectorial associations.

3.4. Which are the most **uncovered social needs** in your country? - *rough estimation*

Bulgaria ascends two positions up from last year to 41st in the world in terms of social progress. This is the latest Social Progress Index 2017 of the Social Progress Imperative, the US Progress Index 2017, quoted by [Investor.bg](http://Investor.bg)



One of the uncovered social needs that young people encounter is limited access to the labor market. Because of the limited number of jobs, especially in periods of economic crisis, young people with no experience will be in the worst position in terms of increasing labor supply in the global financial crisis. Young people with low education and qualifications are expected to be among the first to be affected by worsened economic conditions.

Another factor is that, in most cases, young people have no practical and working experience in the field of postgraduate education, but are directly involved in the labor market.

Lack of a retraining program for unemployed people who could retrain and move from the place of structural unemployment to the place of active young people who have the appropriate and necessary knowledge and skills for the labor market.

3.5. What can you say about the youth **sensibility** to those uncovered social needs in your country?- *rough estimation*

Young people in Bulgaria are one of the latest in the labor market compared to other EU countries. After completing their education, most of the young people in Bulgaria have no practical and working experience, leading to their harder entry into the labor market. Young people often face the inability to accumulate work experience. They fall into a vicious circle - they do not appoint them because they do not have an internship, but they cannot accumulate it once they do not hire them. To overcome this serious problem, it is necessary for all - the state and the society - to work together to break the vicious circle of low social and economic confidence faced by young people.

When young people remain out of the labor market, the consequences are serious and their scope - significant. Among them, along with the increased emigration and the deepening of demographic problems, are the households' impoverishment due to the maintenance of the unemployed young people, the scarce tax revenues and the lower receipts in the pension funds. Adding to this the shrinking of the real sector and job cuts, the barriers to labor market youth remain serious and the start of work is becoming a big challenge.

The problem of the missing link between the labor market and our educational system is also acute. By completing their education, young people are not prepared to practice the knowledge they have. It is necessary to work towards the improvement and adequacy of the coordination of the training of staff and their professional realization so that the preparation and qualification of the young people is in line with the requirements of the available vacancies of the labor market. In this respect, it would be useful to introduce student and student practices to provide an opportunity to combine theoretical and practical training. Curriculum updating curricula in the education system may also be developed in



relation to the requirements of the labor market. In this way, business will be given the opportunity to work with the management of educational establishments to prepare such curricula that will give adequate professional qualification to the staff.

3.6. Which are, according to you, the industries or social needs with high potential for cooperative entrepreneurship in your country?

Bulgaria is the most developed service sector that continues to grow and is on a competitive level in which the most developed are:

- Information services;
- Activities in the field of information technologies;
- Administrative office activities and other ancillary services
- Servicing the business
- Other professional activities
- Post and courier activities
- Travel agent and operator activity;

The ICT sector continues to grow even during the crisis. Since 2006, its revenue has increased by 14% a year, and profits - by as much as 83%. ICT accounts for 47 per cent of exports of business services. This is the sector with the highest innovation intensity and the highest number of registered patents. Bulgaria really has a lot to be proud of in this field - many Bulgarians are leading executives in the most successful IT companies, and very good companies have already begun to develop.

3.7. Do you think those are suitable for youth entrepreneurship? Please explain.

Recent Eurostat surveys indicate that around 70,000 people work in Information Technology, or about 2.3% of total employment in Bulgaria. For comparison in the other countries of the European Union, the average indicator is around 3.5%. According to the country data, the average specialist working in the field of information and communication technologies is under 35 years of age. This characterizes the Information and Communication Technology sector of predominantly young and highly educated young people looking for development.

3.8. What are the industries or social needs with high potential for youth entrepreneurship in your country? Please explain.



The industries that are most suitable despite the already existing competition they have continued to grow at a steady rate of growth are:

- Information services;
- Activities in the field of information technologies;
- Administrative office activities and other ancillary services to the business
- Other professional activities
- Post and courier activities
- Travel agent and operator activity;

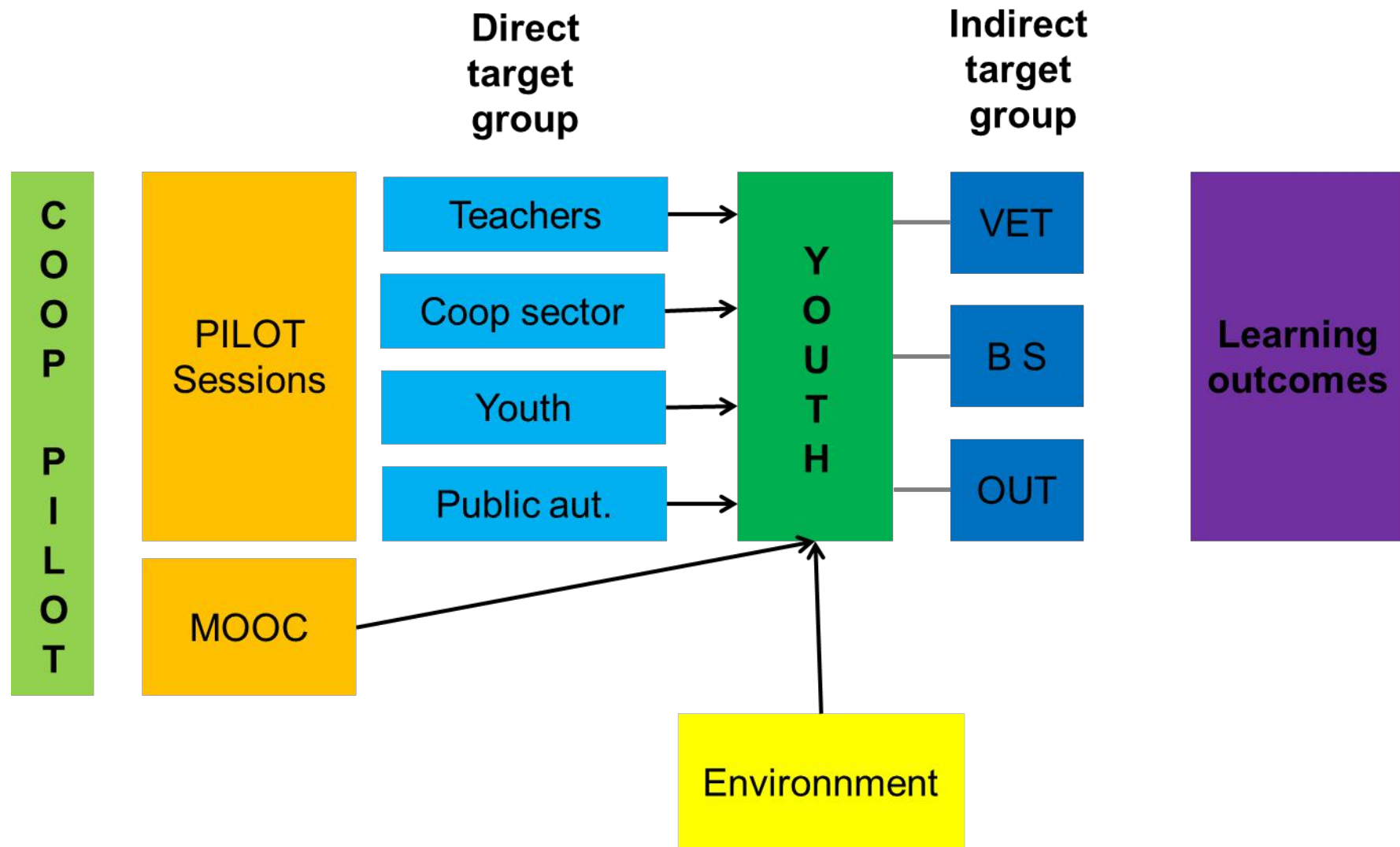
3.9. Do you think those are suitable for coop entrepreneurship? Please explain.

A co-operative is a great model of enterprise for combining skills and sharing risk and reward. This makes it ideally suited for graduates since it allows them to tackle the difficulties of minimal capital or professional experience through collective action.

A group of self-employed IT graduates could form a consortium co-operative to tender for larger contracts. For example, an industry IT project might need the skills of a graphic designer, software developer and web developer. The formation of a consortium co-operative would allow individuals with these skills to collaborate on this project.



## PART 4: NEEDS



4.1 For each indirect target group identified in the COOPILOT project (i.e. VET students, universities scholars and business management students, young people out of education), please identify which **are the most pressing needs in terms of expected learning outcomes in your country**<sup>6</sup>. Please give weights 1 to 6 (if possible, if not, 1 to 3, 1 to 4... depending on your priorities), 6 (or the higher number) being the most important and 1 the less important. Feel free to add comments.

#### 4.1.2 VET students

Learning outcomes	Entrepreneurship	Cooperative
<b>ATTITUDE</b>  Examples: self-confidence, sense of initiative, problem solving mind, cooperation ability, listening capacity, empathy...	<b>6</b>	<b>4</b>
<b>SKILLS</b>  Examples: creativity, planning, financial literacy, managing resources, managing uncertainty, and risk, teamwork, co-construction, communication, decision making...	<b>2</b>	<b>3</b>
<b>KNOWLEDGE</b>  Examples: assessment of opportunities, role of entrepreneurs in society, entrepreneurial career options, legal framework of coop, coop ecosystem, funding sources for coop...	<b>5</b>	<b>1</b>

<sup>6</sup> The aim of this question is to grasp the whole reality of your country. Questions 4.2 and 4.3 in turn are related to the pilot session as such.



#### 4.1.2 Universities scholars and business management students

Learning outcomes	Entrepreneurship	Cooperative
<b>ATTITUDE</b> Self-confidence, sense of initiative, problem solving mind, cooperation ability, listening capacity, empathy...	5	6
<b>SKILLS</b> Creativity, planning, financial literacy, managing resources, managing uncertainty, and risk, teamwork, co-construction, communication, decision making...	3	1
<b>KNOWLEDGE</b> Assessment of opportunities, role of entrepreneurs in society, entrepreneurial career options, legal framework of coop, coop ecosystem, funding sources for coop...	4	2

#### 4.1.3 Young people out of education

Learning outcomes	Entrepreneurship	Cooperative
<b>ATTITUDE</b>  Examples: self-confidence, sense of initiative, problem solving mind, cooperation ability, listening capacity, empathy...	6	2
<b>SKILLS</b>  Examples: creativity, planning, financial literacy, managing resources, managing uncertainty, and risk, teamwork, co-construction, communication, decision making...	4	1
<b>KNOWLEDGE</b>  Examples: assessment of opportunities, role of entrepreneurs in society, entrepreneurial career options, legal framework of coop, coop ecosystem, funding sources for coop...	5	3

**4.2 For the pilot sessions that will be organized in your country** please specify the target audience that will attend the pilot session and the repartition between the four following categories (for examples: 80% teachers and 20% public authorities):

Teachers/Universities: 30%

Coop sector/Business: 20%

Youth/VET Students: 40%

Public authorities/Institutions: 10%

**4.3 Specifically for the pilot session**, please identify the expected learning outcomes that need to be supported by the pilot session in your country for each of the three indirect target groups. Please give weight 1 to 6 (if possible, if not, 1 to 3, 1 to 4...depending on your priorities), 6 (or the higher number) being the most important and 1 the less important for **each column**.

	VET student	Universities scholars and business management students	Young people out of education
Entrepreneurship ATTITUDES	6	5	4
Entrepreneurship SKILLS	6	4	4
Entrepreneurship KNOWLEDGE	6	6	4
Cooperative ATTITUDES	4	5	6

Cooperative SKILLS	4	6	6
Cooperative KNOWLEDGE	4	4	6



## COOPILOT Project

### Template Host Countries (HC)

Bulgaria, Cyprus, Greece, Romania and Slovenia

Country: **Cyprus**

Report's author(s): **Authority for Cooperative Societies** (editorial curator: Marinos Aniftos, officer for cooperative societies /coordinator of European projects)

## PART 1: COOPERATIVES ECOSYSTEM

### 1.12 General statistics

*Number of cooperatives:*

The total registered cooperative societies are 95.

- (a) Cooperative non-credit sector - 49 (Those do not include any holding or inactive cooperative societies).
- (b) Cooperative credit sector - 1 (Cooperative Cyprus Bank – CCB). Currently, the CCB is in the process to be listed in the stock exchange of Cyprus with a certain percentage of shares.
- (c) Cooperative holding societies - 25 (19 holding cooperative societies, where the existed members, prior the recapitalization of the cooperative credit sector, were transferred; plus 6 winery holding cooperatives).
- (d) Inactive cooperatives - 20.

*Industries- repartition of the number of cooperatives by industry:*

- (a) Credit – 1
- (b) Agro-food – 20
- (c) Consumers & Supply – 18
- (d) Others (Tourism, Real estates, Health, Welfare, Handicraft & Manufacturing) - 11

(The above repartition of the number of cooperatives by industry does not take into account the holding and the inactive cooperatives).

*Employment (full time equivalents) - total and by industry:*

Total: Credit – 2,749 (approximately); Non-credit - 327 (approximately)

(a) Credit – 2.749

(b) Agro-food – 235

(c) Consumers & Supply – 59

(d) Others (Tourism, Real estates, Health, Welfare, Handicraft & Manufacturing) – 33

*Existing federation/network:*

Pancyprian Cooperative Confederation (inactive): After the restructuring plan and the recapitalization of the Cooperative Credit Sector in 2013, which resulted in the participation of the State in its share capital by 99,25%, the Confederation became inactive.

### 1.13 **Historical background and recent evolutions**

The Cooperative Movement in Cyprus has more than 100 years of service and contribution to its members and the society in general. The first cooperative was established in 1909 in Lefkoniko with purpose the beating of usury. The long stay of Cyprus under the yoke of foreign conquerors had a decisive impact on the Cypriot society. The social system imposed on the people of Cyprus prevented any forward-looking effort and curb any individual initiative. In these difficult circumstances, the Cooperative Movement was established and played an important role, in both economic development and social progress of the people of Cyprus, having in its center the human character.

In 1935, the British colonial Government set up by law the Department of Co-operative Development, whose responsibility was the support and development of cooperative societies in Cyprus. During the period, starting from the independence of the Republic of Cyprus in 1960 to the withdrawal of the Turkish Cypriot community from the governance of the State, there were two Departments of Cooperative Development. One belonged to the Greek Cypriot Community Assembly and the other to the Turkish Cypriot Community Assembly.

Through time, almost every village in Cyprus has its own cooperative, which mostly offered credit, agricultural and consumption services to its members. Some villages managed to have three different types of cooperatives; one credit cooperative, one consumer cooperative and one cooperative of gathering and supplying agricultural products (Sedigep). Of course today, due to the significant reduction of villages' population, the situation has changed. Only few cooperatives from those sectors have remained in rural areas.



Despite the serious problems created by the Turkish invasion of 1974 and then the occupation and the displacement of one third of the Cypriot population, the Cooperative Movement, as protagonist, contributed to a significant reduction of housing problem created, despite the severe blow that the same had suffered, thus relieving the State of many problems and contributing, at the same time, to strengthen social cohesion, which is the required background for all development activities.

With the passing of the Cooperative Societies Law in 1985, the Department of Cooperative Development, as part of the Department of Ministry of Trade and Industry, had under its competency the development of co-operative societies, and their supervision, assisting in this way the establishment of a strong cooperative movement. In July 2003, with the independence and establishment of the Authority for Development and Supervision of Cooperative Societies, as the competent supervisory Authority for cooperative societies, the development and supervision of cooperative societies continued in an upgraded level to be fully harmonized with the European acquis and to have an enhanced administrative and supervisory capacity on the basis of Cooperative legislation and international recognized Cooperative Principles.

In 2004, Cyprus became a member of EU. Within the context of harmonization with the European acquis, the cooperative credit societies were reduced from 359 to 96 in 2012, after a series of merges among them, in order to increase their efficiency, their economy of scales and their capital adequacy.

However, the economic crisis of 2008 had a very severe impact on the banking system and the economy of Cyprus. As a result of that and within the context of the Memorandum of Understanding (MoU), which was signed in March 2013 between the Republic of Cyprus and Troika (European Commission, European Central Bank and International Monetary Fund), a number of important measures were taken place in the banking system, including the cooperative credit sector. It is noted that the cooperative credit sector had about 30% share of loans and 21% of deposits in the banking system of Cyprus.

Among those measures were the restructuring and the recapitalization of the cooperative credit sector with €1.5 bln by the State. The 96 cooperative credit institutions (CCIs) were merged among them, reducing their number to 18. Taking into account the previously called Cooperative Central Bank (CCB), the number of cooperative credit institutions numbered to 19. In addition, the CCIs and the CCB should relinquish any of their business activities, other than banking, as well as any share capital they owned in non-credit cooperatives. Since 1.7.2017, the 18 CCIs have been merged with CCB, which on 24.7.2017 has been renamed to Cooperative Cyprus Bank (CCB). Soon, it is expected that the CCB will be listed in the stock





exchange of Cyprus with a certain percentage of shares. Due to the recapitalization, currently, the State participates with 99,22% in share capital of CCB. The rest 0,78% is owned by other 19 Cooperative Holding Societies, where the members that existed prior the recapitalization, have been transferred.

Further than that and after the amendment of the Cooperative Law in 2013, the competencies of licensing, supervision and regulation of the cooperative credit sector have been transferred to the Central Bank of Cyprus. The Authority for the Cooperative Societies, as it is called today, remained the competent Authority for the promotion and the dissemination of the cooperative principles, as well as for the smooth operation of the cooperative sector in Cyprus. In addition, it is the competent Authority for the supervision of non-credit cooperative societies, the monitoring of the compliance of all registered cooperative societies with the provisions of the cooperative legislation, the appointment of arbitrators for disputes between members and cooperatives, as well as for the registration and liquidation of cooperatives.

#### 1.14 Legal context

- The Cooperative Societies Laws of 1985-2016.
- The Cooperative Societies Rules of 1987-2012.

It is noted that the cooperative Laws and Rules govern all registered cooperative societies in Cyprus.

Main articles of the Cooperative Societies Laws of 1985-2016 in brief:

Art. 6 - Cooperative societies which can register: Cooperative societies have purpose to serve the interests of their members in accordance with the cooperative principles. Members of cooperative societies are persons who are joined together in order to establish a cooperative, which provides services for the coverage of their needs. As a rule, users of the provided services are the cooperative's members.

Art. 8 - Qualified members: Members of a cooperative society may be natural persons or registered co-operative societies. The qualifications of the members shall be as laid down in article 8 of the cooperative societies' Law and expanded further in the by-laws of cooperative societies (article 81 of the cooperative societies' Rules), according to their objectives. A person who meets the qualifications for membership may be registered as a member of a cooperative (open entry).



Art. 10 - Registration of a cooperative society: A cooperative society may be registered in an area, where another cooperative does not already exist or operate and which does not have the same purpose of business activities. A feasibility study must be also submitted to the Commissioner in order an application for a cooperative's registration to be examined.

Art. 15 - Voting: No member of a cooperative society can have more than one vote (regardless of any share capital he may own).

Art. 40 - Capital investments: A cooperative society may deposit its funds at the Cooperative Cyprus Bank. In order to make deposits in any other credit institution or to invest or to use its funds for any purchase, renovation and expansion of real estate, as well as to use them for the acquisition of movable property necessary for performing the purposes for which it has been established or to sell real or movable property, the cooperative society needs the approval of the Commissioner of the Authority for Cooperative Societies.

Art. 41 - Distribution of profits: At least half of the annual net profits of a cooperative society shall be transferred to capital reserves. The distribution of the remaining profits shall be made after a decision is taken by the General Assembly of members.

Art. 49 - Liquidation: In case a cooperative society enters the procedure for liquidation, any remaining capital balance will not be distributed among its members, but it will be available for any purpose or purposes, which are specified in the by-laws of the registered cooperative, whose registration has been cancelled. In case, such purpose is not specified, the capital balance shall be deposited by the Commissioner in a bank or in a registered cooperative society until other cooperative is registered within the same region of operations of the liquated cooperative.

Main articles of the Cooperative Societies Rules of 1987-2012 in brief:

Art. 23 - Limit of ownership: No member, other than a registered cooperative, may hold more than one fifth of the share capital of a registered cooperative.

Art. 24 - Distribution of profits: No amount of capital reserves should be distributed among its members as dividend or sub-dividend or otherwise, without the approval of the Commissioner.

Art. 38 - Committee Members: They are elected by the members every three years; only members have the right to submit their candidacy and be elected. Members of the Committee do not receive a salary or other remuneration (other than compensation for their transportation and their participation in meetings).

Art. 81 - By-laws: They are the statutes of a cooperative society (content)

Art. 82 - Amendment of by-laws: It is decided by a majority of  $\frac{3}{4}$  of the members, who are present in a general assembly, and approved by the Commissioner (art. 12 of the Cooperative Societies Law and article 82(2) of the Cooperative Societies Rules).

It is noted that recently a study of the Cooperative Sector in Cyprus has been conducted and completed by experts of the Italian association for cooperatives, Legacoop. The purpose of the study was to indicate the necessary reforms, including recommendations for the amendment of the cooperative Legislation, towards a new cooperative business model, based on best practices applied in other Member-States with well-developed cooperative movements. The said study was conducted within the context of technical assistance provided to the Authority for Cooperative Societies by the Structural Reforms Support Service of the European Commission.

(English versions of both Cooperative Law and Rules can be found at the webpage of the Authority for Cooperative Societies ([www.cssda.gov.cy](http://www.cssda.gov.cy)). It is noted that those versions are consolidated as well as unofficial.)

### 1.15 Public policy

By Law, the Commissioner of the Authority for Cooperative Societies has the responsibility to promote and disseminate the cooperative principles, as well as to secure the smooth operation of the cooperative sector in Cyprus (Art. 3(5) (b)).

### 1.16 Mechanisms

The Income Tax Law exempts the transactions of a cooperative society with its members from any income tax.

### 1.17 Public awareness

The public awareness of coops existence comes mostly from the older generations that lived the expansion of the cooperative movement in Cyprus, particularly in rural and agricultural areas. On the other hand, the newer generations relate the coops existence mostly to the cooperative credit sector.

### 1.18 Public knowledge

Given that cooperative societies in Cyprus were initially established by farmers in order to get rid of usury, the public knowledge on cooperative characteristics is mainly centered on the human character of cooperatives and the service to their members.

### 1.19 Media

Before the recapitalization and the restructuring plan of the Cooperative Credit Sector in 2013, the general attitude of media towards cooperatives was quite positive. It is worth mentioning that the trust of people towards credit cooperatives used to be higher compared to most other credit institutions. However, after 2013, the general attitude of media towards credit institutions, including the cooperative credit sector has changed.

### 1.20 Role models

Some examples of role models cooperatives are the following:

- Cooperative Organization for Production and Supply of Vine Products (SODAP) (1946) - a primary level cooperative (members are only natural persons). It gathers its members' production of grapes and produces wine, which then is distributed to the local and foreign market.
- Pancyprian Cooperative Society of Hairdressers Ltd (1966) – a primary level cooperative. It provides its members with hairdressing products of high quality at fair prices.
- Cooperative Society of Rose Producers of Agros Ltd (1961) – a primary level cooperative. It gathers the rose production of its members and produces a rose extract, mainly used in traditional food and beverage sector in Cyprus; while recently, the cooperative is using that in the production of alternate food, beverages and bio-cosmetics.
- Cooperative Society of Banana Producers of Paphos Ltd (2000) - a primary level cooperative. It gathers the production of its members (banana producers) and supplies the market.
- Pancyprian Cooperative Health Fund Ltd (1961) – a primary level cooperative. It provides health services to employees of cooperatives that are members.
- Pancyprian Cooperative Fund for the Welfare of Cooperative Employees Ltd (2004) – a primary level cooperative. It provides the cooperative employees,



who are members, with welfare services, such as accommodation at tourism units.

- Cooperative Society for the Supply of Agricultural Products of Pareklisias Ltd (1967) –a primary level cooperative. It gathers the agricultural production of its members and sells it to the market.
- Cooperative Consumer Store of Agia Marina Chrysochous Ltd (1959) - a primary level cooperative. It provides its members with a variety of consumer products.
- Cooperative Society of “Producers Group of Koumandaria” Ltd (2012) – a secondary level cooperative. It gathers the grape production of its members (primary cooperatives and natural persons) and produces a traditional Cypriot, amber-colored sweet dessert wine, called Koumandaria, for the market. (The Guinness Book of World Records categorizes Koumandaria as the oldest named wine in the world).
- Cooperative Supply Union of Famagusta – Larnaca (SPEAL) Ltd (1955) - a secondary level cooperative. It provides its members with bulk gas.
- Cooperative Society for the Supply of Carobs of Paphos Ltd (1946) - a secondary level cooperative. It gathers the carob production of its members and sells it to the market.

In addition, the following cooperatives are very well-established. However and within the context of the divestment plan, which was based on the restructuring plan and the recapitalization of the cooperative credit sector, those cooperatives are in the process of buying back any share capital owned by the Cooperative Cyprus Bank.

- Cooperative Society of Maritime Services of Limassol (CO-MARINE) Ltd - (1965)  
This is a cooperative that operates in travel, shipping and hotel business.
- Cooperative Organization for the Production of Feed (SOPAZ) Ltd - (1961)  
The cooperative operates in the production of compound feed and supplies the domestic and foreign market.
- New Cooperative Society of Industrial Processing of Agricultural Production (SEVEGEP) Ltd – (1990)  
This is a cooperative in the business of processing, juiced and condensation of all types of citrus for supplying the domestic and foreign market.
- Cooperative Society SYNERGAS Ltd – (1965)



The cooperative imports, stores and supplies with bottled and bulk gas the domestic market.

### 1.21 National publications

- Annual Report - Authority for Cooperative Societies, 2012 (ISSN 1986-4477)
- Cooperatives in social development, 2012 (ISBN 978-9963-9486-5-9)

### 1.22 National web

Web page of the Authority for Cooperative Societies – [www.cssda.gov.cy](http://www.cssda.gov.cy)

## PART 2: COOPERATIVE/ENTREPRENEURSHIP EDUCATION

### Part 2.1: Cooperative Education

Name	Business Idea Competition ( <a href="http://www.cedar.org.cy/category/initiatives/business-idea-competition/">www.cedar.org.cy/category/initiatives/business-idea-competition/</a> )
<b>Providers</b>	Center of Entrepreneurial Development, Alliance and Research (CEDAR) Ltd. B.I.C. is organized by CEDAR since 2013
<b>Target</b>	Adult Aspiring Entrepreneurs all over Cyprus
<b>Content</b>	
<b>Learning practices</b>	Active learning
<b>Indicate if those programs include specific action supporting entrepreneurship</b>	Business Idea Competition highly promotes social enterprises that in their majority act as cooperatives. More precisely, the last two years a special prize is awarded for the best social enterprise idea.
<b>Indicate if those programs include specific action towards young people</b>	The program, except of the award ceremony for the best ideas, is consisted of workshops throughout Cyprus that educates the wider audience on the entrepreneurial thinking process.

<b>Name</b>	PANORAMA OF SOCIAL ENTERPRISE
<b>Providers</b>	Center of Entrepreneurial Development, Alliance and Research (CEDAR) Ltd
<b>Target</b>	Not specified
<b>Content</b>	The aim of this policy oriented forum is to expound the emerging models of social enterprise and review policy support mechanisms needed to help unleash the growth potential of social entrepreneurship.



<b>Learning practices</b>	
<b>Indicate if those programs include specific action supporting entrepreneurship</b>	
<b>Indicate if those programs include specific action towards young people</b>	

(The source is provided by CEDAR Ltd)

#### 2.1.4 Needs of cooperative actors to develop entrepreneurship

- Incentives provided by the Legislation
- Flexibility and effectiveness provided by the Cooperative Law
- Removal of red tapes from the cooperative Legislation
- Support from the State
- Access to finance (e.g. investor angels/private investors)
- Training
- Need for a Cooperative Association/Federation
- Involvement of the private sector
- Awareness of cooperatives for European and other competitive programmes (e.g. Erasmus Plus, COSME, Mediterranean Sea Basin Programme, etc.)

#### 2.1.5 Needs of cooperative actors to reach young people

- Awareness of young people for the cooperative business model
- Introduction of the cooperative model in the educational system
- Promotion of the cooperative business model, through coop start-ups completions, by academic institutions.
- Promotion of cooperative business model through media
- Collaboration of cooperatives and youth organizations in various activities
- Support of youth from cooperatives
- Collaboration between organizations of volunteering and cooperatives of various activities
- Training employment programmes by cooperatives
- Coordination of the Authority for Cooperative Societies with the Ministry of Education and Culture, as well as with the Ministry of Labor, Welfare and Social Insurance in respect to cooperative training and employment schemes.



**Part 2.2 : Entrepreneurship Education**

<b>Name</b>	Strategic planning for Smaller Firms: innovation based survival and/or growth of owner-managed SMEs  <a href="http://www.cedar.org.cy/hrda-approved-training-strategic-planning-for-smaller-firms/">www.cedar.org.cy/hrda-approved-training-strategic-planning-for-smaller-firms/</a>
<b>Providers</b>	Center of Entrepreneurial Development, Alliance and Research (CEDAR) Ltd
<b>Target</b>	
<b>Content</b>	In this fiercely competitive arena micro and small-medium sized enterprises cannot remain comfortable in their niches; their sustainable business success is under attack. The owner-managers of SMEs must embark on the journey to transform their firms into entrepreneurial growth stars. This practical training will offer the strategic planning toolkit in order to help entrepreneurially inspired owner-managers and directors to craft a restructuring plan that can enable them to cope with the prolonged recession and be ready to seize the opportunities of the next economic cycle. It is all about mapping on the three growth horizons: boosting the competitiveness of their core business activities, exploring new business models and innovation practices, and pursuing new venture ideas by building strategic alliances in the market.
<b>Learning practices</b>	
<b>Indicate if those programs include specific action supporting cooperatives</b>	
<b>Indicate if those programs include specific action towards young people</b>	

<b>Name</b>	IDEODROMIO ( <a href="http://www.cedar.org.cy/ideodromio17">www.cedar.org.cy/ideodromio17</a> )
<b>Providers</b>	Center of Entrepreneurial Development, Alliance and Research (CEDAR) Ltd. Cyprus Pedagogical Institute
<b>Target</b>	Children between the ages of 12 to 18. All cities of Cyprus
<b>Content</b>	



<b>Learning practices</b>	Project-based learning Learning outside the classroom
<b>Indicate if those programs include specific action related to cooperatives</b>	Given the young age of the participants in the contest, it is the cooperative and the collaborative spirit that it is highlighted rather than the business model of the companies etc.
<b>Indicate if those programs include specific action towards young people</b>	Yes

<b>Name</b>	ARTISAN ( <a href="http://www.euartisan.eu/">http://www.euartisan.eu/</a> )
<b>Providers</b>	Center of Entrepreneurial Development, Alliance and Research (CEDAR) Ltd
<b>Target</b>	
<b>Content</b>	ARTISAN focuses on family businesses operating in areas that promote cultural heritage and tradition, such as the artisan and agro-tourism sectors. Particularly it targets the development of entrepreneurial skills amongst family members that work in these enterprises.
<b>Learning practices</b>	
<b>Indicate if those programs include specific action related to cooperatives</b>	
<b>Indicate if those programs include specific action towards young people</b>	

<b>Name</b>	MBA (Specific module: New Enterprise Venture Development)  <a href="http://www.uclancyprus.ac.cy/en/courses/schools-business-management/postgraduate-courses/masters-business-administration-mba/">www.uclancyprus.ac.cy/en/courses/schools-business-management/postgraduate-courses/masters-business-administration-mba/</a>
<b>Providers</b>	UCLan Cyprus
<b>Target</b>	Postgraduate students
<b>Content</b>	The module aims to develop the students' ability to integrate and synthesise the information, knowledge and skills acquired in the other

	modules in the programme and apply these to a current practical problem faced by an early stage local business. The module will enhance their problem-solving and team working skills and demonstrate their understanding of the particular challenges facing new ventures
<b>Learning practices</b>	Active learning
<b>Indicate if those programs include specific action related to cooperatives</b>	
<b>Indicate if those programs include specific action towards young people</b>	

<b>Name</b>	<b><i>"Small Family Business Seminars"</i></b>  <a href="http://www.cedar.org.cy/small-family-business-seminars/">http://www.cedar.org.cy/small-family-business-seminars/</a>
<b>Providers</b>	Center of Entrepreneurial Development, Alliance and Research (CEDAR) Ltd
<b>Target</b>	
<b>Content</b>	CEDAR-The Centre for Entrepreneurship in cooperation with Famagusta – Larnaka Co-operative Savings Society Ltd co-stage a series of seminars [in Greek] focusing on the challenges facing small family businesses. The seminars took place during March and April 2015 and covered topics including: the future of SMEs, SME funding in the midst of crisis, the future of family businesses, and SME innovation.
<b>Learning practices</b>	
<b>Indicate if those programs include specific action related to cooperatives</b>	
<b>Indicate if those programs include specific action towards young people</b>	

<b>Name</b>	BA (Hons) in Business Administration programme ( Specific
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	Modules : Start a Business, Creativity & Innovation in Organisations)  <a href="http://www.uclancyprus.ac.cy/en/courses/schools-business-management/undergrauate-courses/bahons-business-administration/">www.uclancyprus.ac.cy/en/courses/schools-business-management/undergrauate-courses/bahons-business-administration/</a>
<b>Providers</b>	UCLan Cyprus
<b>Target</b>	Undergraduate students
<b>Content</b>	<p>This module aims to provide students with opportunities:</p> <p>To develop understanding of creative thinking compared with analytical thinking.</p> <p>To enhance skills and capability in utilising creativity techniques in problem - solving and ideas building.</p> <p>To understand the relationship between creativity, innovation and change.</p>
<b>Learning practices</b>	Active learning
<b>Indicate if those programs include specific action related to cooperatives</b>	
<b>Indicate if those programs include specific action towards young people</b>	

(The source is provided by CEDAR Ltd.)

#### 2.2.4 Needs of entrepreneurship educative actors to cover cooperative entrepreneurship

- Cultivation and development of cooperative culture
- Awareness and training for the cooperative business model
- Persuasiveness for the perspectives of the cooperative business model.
- Interest of students towards the cooperative business model
- Business schools' policy towards cooperative business model
- Integration of cooperative business model in school curricula
- Public support in developing cooperative schemes
- Acceptance of the cooperative business model by society



- Concrete and measurable results of cooperatives' social contribution
- Interrelation between cooperatives and social enterprises
- Public policy towards cooperatives
- Initiative by coop start-ups to cover social needs

### 2.2.5 Needs of entrepreneurship educative actors to reach young people

- Cultivation of Entrepreneurial culture: one of the best return investments regarding entrepreneurship among young people in the cultivation of entrepreneurial culture. This includes the following:
  - Education on entrepreneurship, meaning the theoretical knowledge of entrepreneurship: what is an enterprise, how it works, how you can set up your business, taxation, marketing issues etc.
  - Development of entrepreneurial skills and attitudes like creativity, initiative, teamwork, understanding of risk and a sense of responsibility
  - Practical knowledge of entrepreneurship: young people should have the opportunity to participate in an entrepreneurial activity (e.g. operating a model enterprise, practical learning models and experience of real-world entrepreneurs).

The above are setting up the entrepreneurial mind-set that will help young people to set entrepreneurship as their career choice and at the same time will give them the skills to transform ideas into action.

(The source is provided by the Ministry of Energy, Commerce, Industry and Tourism).

- Support of relevant academic programmes
- Link between relevant studies and the job market
- Monitoring and guidance of students by academic institutions

(The source is provided by the Open University of Cyprus)

## Part 2.3: Learning Coop Entrepreneurship Education Practices

### 2.3.1 Existing practices potentially inspiring for other countries

Currently, there are not any existing learning entrepreneurship education practices for cooperatives in Cyprus.

### 2.3.2 Existing practices which should be expanded

The Authority for Cooperative Societies undertook the initiative to establish and develop such practices through the Authority's participation in various consortiums and submission of relative project proposals to various European and other competitive programmes.

In addition, "Learning Coop Entrepreneurship Education Practices" could be established through the collaboration among academic institutions, other organizations and business liaison offices, as well as through the European Office in Cyprus. (The source is provided by the Open University of Cyprus).

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## PART 3: OPPORTUNITIES

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### 3.10. Youth

- Family oriented
- Educated (high school/college-university)
- Mainly self-centered. However, in the last few years, various youth movements were formed to promote the social interest and the assistance to vulnerable groups.
- Need for further skills development in taking initiatives and responsibilities

### 3.11. Youth unemployment

The unemployment rate as of December 2016 was 14.3%. The registered unemployed persons at the district Labor Offices as of June 30, 2017 were 30,577. The relative statistics can be found at the following link of the Ministry of Finance.

[http://www.mof.gov.cy/mof/cystat/statistics.nsf/all/CB3029E3DF5C2D50C225803D0054F7C0/\\$file/Registered\\_Unemployed-Jun17-EN-050717.pdf?OpenElement](http://www.mof.gov.cy/mof/cystat/statistics.nsf/all/CB3029E3DF5C2D50C225803D0054F7C0/$file/Registered_Unemployed-Jun17-EN-050717.pdf?OpenElement)

- According to Labor Force Survey, youth unemployment (ages of 15-24) in the first quarter of 2017 was 26.7%.
- According to EUROSTAT, youth unemployment (ages of 15-24) in March 2017 was 24.8%.

(The source is provided by the Department of Labor).

### 3.12. Youth intentions towards entrepreneurship

Even though the State is undertaking several initiatives to promote entrepreneurship culture and integrate entrepreneurship education in school curricula, as well as to encourage students' participation in entrepreneurship programmes, initiatives and competitions, the feedback that is received from youth appears not to be the expected one. However, some excellent entrepreneurship projects, particularly in technology and telecommunications, are presented by groups of young people.

The above need and commitment of the State towards the promotion of entrepreneurship culture is underlined in the Cyprus National Reform Programme. Both relative links are provided below:

- (a) “EUROPE 2020 – CYPRUS NATIONAL REFORM PROGRAMME 2017”  
(entrepreneurship : pages 17-21)

<https://ec.europa.eu/info/sites/info/files/2017-european-semester-national-reform-programme-cyprus-en.pdf>

- (b) Cyprus’ Action Plan “A NEW GROWTH MODEL FOR CYPRUS” (entrepreneurship: pages 22-23, education: pages 15-16)

[http://www.crcs.gov.cy/crcs/crcs.nsf/All/FE9B14F25265813BC2257DF7004596B7/\\$file/GROWTH%20ACTION%20PLAN%20\(REVISED%2010%202%202015\).pdf](http://www.crcs.gov.cy/crcs/crcs.nsf/All/FE9B14F25265813BC2257DF7004596B7/$file/GROWTH%20ACTION%20PLAN%20(REVISED%2010%202%202015).pdf)

It also appears that the students present interest in the schemes that the Ministry of Energy, Commerce, Industry and Tourism provides in the entrepreneurship for women as well as for innovative entrepreneurship. (The source is provided by the Open University of Cyprus).

### 3.13. **Uncovered social needs**

- Vulnerable and disadvantageous groups
- Children with special needs
- Needs for handicapped people
- Caring of children at the age of kindergarten
- Needs of elderly people (e.g. in-house nursing)
- Healthcare and pharmaceutical services (recently a national health scheme has been passed into law)
- Reintegration into society of prior convicted and imprisoned persons
- Integration of unemployed people as well as people in public welfare programmes (e.g. guarantee minimum income - GMI) into the work force
- Legal immigrants and refugees
- Environmental protection (e.g. recycling – it is lightly covered by few enterprises and non-profit organizations)
- Training of people for switching to different careers.

### 3.14. **Youth sensibility**

The youth sensitivity in most of those uncovered social needs requires further development. However, during the last years, the youth sensitivity in



environmental protection (e.g. recycling) and the caring of vulnerable groups have been increased.

3.15. **Industries or social needs** with high potential for **cooperative** entrepreneurship

- Tourism (e.g. agro-tourism)
- Fishery
- Apiculture
- Bio agriculture
- Healthy nutrition/ herbs
- Processing, marketing and sales of traditional handicraft and agricultural /stockbreeding products (small and modern production units) /Workers-owned cooperatives
- Health, pharmaceutical and social services (e.g. in-house nursing for elderly people) - Social cooperatives/ Workers cooperatives
- Children caring centers (e.g. kindergarten schools)
- Recycling (e.g. cloths, house appliances, furniture, etc)
- Community services (e.g. transport, energy supply, cultural, environmental, food supply, pharmaceutical products, etc.) – Community cooperatives

3.16. Do you think those are suitable for youth entrepreneurship?

Yes, the above could be suitable for youth entrepreneurship. Given the high unemployment rate in Cyprus, youth face difficulty in finding a job, particularly in the area of their studies. However, they can utilize in a professional way what they had learned and experienced by setting-up an enterprise. Their new ideas, their knowledge and learning experience, their motivation, their innovative spirit, as well as their analytical and technological skills would be definitely a valuable asset in any entrepreneurial initiative they pursue. The above industries or social needs provide a wide area of fields, where young people could set-up an enterprise, based on their preferences and the area of their knowledge and/or experience, joining at the same time their forces and utilizing the opportunities offered by European and State programmes.

3.17. **Industries or social needs** with high potential for **youth** entrepreneurship

Industries with high potential for youth entrepreneurship in Cyprus would be any innovative business idea especially high added value sector of the economy as indicated in the smart specialization strategy for Cyprus i.e. energy, tourism, health, agriculture, shipping and environment. These are the sectors recognized by SMART as the sectors where Cyprus have competitive advantage and thus are expected to have high growth potential.

In addition, the Ministry of Energy, Commerce, Industry and Tourism (MECIT), has promoted several funds opening calls for proposals in order to enhance entrepreneurship, including among others:

- Measures supporting business development through the Scheme for the enhancement of Youth Entrepreneurship and the Scheme for the enhancement of Female Entrepreneurship.

- Scheme for the Enhancement of Youth Entrepreneurship:

The aim of the programme is to develop, support and encourage the entrepreneurship of young people between the ages of 20 - 40, who wish to engage in the sectors of manufacturing and/or in specific activities in commerce, services and tourism. This programme concerns men and women who had not any previous business activity in any sector, for a period of 12 months before the date of submission of their proposal.

- Scheme for the Enhancement of Women's Entrepreneurship:

The aim of the programme is to develop, support and encourage the entrepreneurship of women between the ages of 18 – 55, who wish to engage in the sectors of manufacturing and in specific activities in commerce, services and tourism. This programme concerns women who also had not any previous business activity in any sector, for a period of 12 months before the date of the submission of their proposal.

The basic aim of the above two programme, besides the strengthening of the entrepreneurial activities of young people and women, is the creation of new modern viable enterprises, the development of innovative projects, new technologies and new products, as well as the support of services that enhance quality and the development of tourism.

- Measures enhancing the competitiveness of SMEs (three schemes dedicated to Manufacturing, Agriculture, and Wine industry).

- Scheme for Grants to Strengthen the competitiveness of SME's in the Manufacturing Sector.

Aim: The scheme aims to the support, development and promotion of the SME's in the Manufacturing Sector and the development of specified Services which support and aid the manufacturing sector via monetary and financial aid for the expansion and modernization of existing and/or the establishment of new viable SME'S.



Beneficiaries: New or existing SMEs of the manufacturing sector (including handicraft units) established or about to be established in government controlled areas. Beneficiaries do not include units dealing or about to work on the manufacturing of agricultural, animal husbandry or fishery products included in Annex 1 of the EU treaty. Units established in British Bases Sovereign area are also excluded.

Eligible costs

- (a) New machinery and/or
- (b) Know-how
- (c) Buildings only

- Grant scheme for the modernization of units for the manufacturing and trading of agricultural and forestry products (Act 1.6 of the Program for the Development of Agriculture)

The scheme aims to provide incentives for investments targeting the following:

- (a) The development of new products with high value added
- (b) The improvement of the quality of sanitary conditions and conformity with necessary Standards.
- (c) The utilization of agricultural and forestry raw material and the improvement of the income of the agricultural sector.
- (d) The promotion of traditional and biological products.
- (e) The protection of the environment.

Beneficiaries: Legal or physical persons or SMEs (as described by the recommendation of the EC Commission dated 6.5.2003/361/E).

Eligible costs:

- (a) New buildings and/or extensions only for the category “beneficiaries B”
- (b) New machinery or/and equipment
- (c) Transfer of know-how (applies to every investment for the transfer of technology through patent rights, right of use, technical know-how and knowledge, not protected)

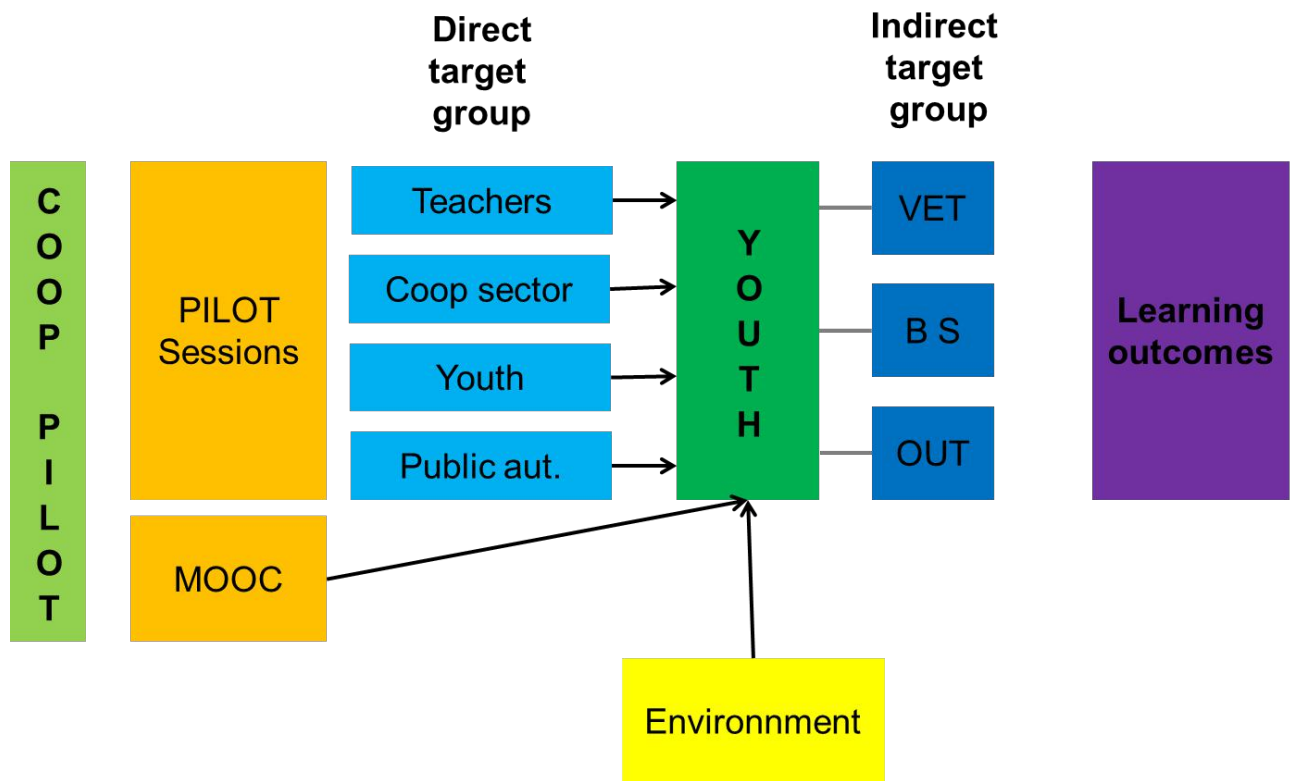
(The source is provided by the Ministry of Energy, Commerce, Industry and Tourism)

### 3.18. Do you think those are suitable for coop entrepreneurship?

All industries and /or social needs that are listed above and have high potential for youth entrepreneurship in Cyprus could also be suitable for coop



entrepreneurship. All those business activities and social needs /services can take place in various types of cooperatives such as consumer cooperatives, manufacturing cooperatives, service cooperatives, agricultural/stockbreeding cooperatives, workers-owned cooperatives, social cooperatives and community cooperatives. The young entrepreneurs can join expertise, financial and human resources in order to increase operational effectiveness, production capacity and economy of scales as well as to reduce operational and financial risk. In addition, the various types of cooperatives offer the availability to young entrepreneurs to participate in those, having various roles (e.g. workers-owned cooperatives).

**PART 4: NEEDS****4. Needs in terms of expected learning outcomes****4.1.2 VET students**

Learning outcomes	Entrepreneurship	Cooperative
<b>ATTITUDE</b> Examples: self-confidence, sense of initiative, problem solving mind, cooperation ability, listening capacity, empathy...	5	6
<b>SKILLS</b> Examples: creativity, planning, financial literacy, managing resources, managing uncertainty, and risk, teamwork, co-construction, communication, decision making...	5	6
<b>KNOWLEDGE</b> Examples: assessment of opportunities, role of entrepreneurs in society, entrepreneurial career options, legal framework of coop, coop ecosystem, funding sources for coop...	5	6

<sup>1</sup> The aim of this question is to grasp the whole reality of your country. Questions 4.2 and 4.3 in turn are related to the pilot session as such.

#### 4.1.2 Universities scholars and business management students

Learning outcomes	Entrepreneurship	Cooperative
<b>ATTITUDE</b> Self-confidence, sense of initiative, problem solving mind, cooperation ability, listening capacity, empathy...	4	6
<b>SKILLS</b> Creativity, planning, financial literacy, managing resources, managing uncertainty, and risk, teamwork, co-construction, communication, decision making...	4	5
<b>KNOWLEDGE</b> Assessment of opportunities, role of entrepreneurs in society, entrepreneurial career options, legal framework of coop, coop ecosystem, funding sources for coop...	6	6



#### 4.1.3 Young people out of education

Learning outcomes	Entrepreneurship	Cooperative
<b>ATTITUDE</b> Examples: self-confidence, sense of initiative, problem solving mind, cooperation ability, listening capacity, empathy...	5	6
<b>SKILLS</b> Examples: creativity, planning, financial literacy, managing resources, managing uncertainty, and risk, teamwork, co-construction, communication, decision making...	5	6
<b>KNOWLEDGE</b> Examples: assessment of opportunities, role of entrepreneurs in society, entrepreneurial career options, legal framework of coop, coop ecosystem, funding sources for coop...	6	6

#### 4.2 Target audience that will attend the pilot session:

- Teachers: 40%
- Coop sector: 20%
- Youth: 30%
- Public authorities: 10%

#### 4.3 Expected learning outcomes

	VET student	Universities scholars and business management students	Young people out of education
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Entrepreneurship ATTITUDES	5	4	6
Entrepreneurship SKILLS	4	3	6
Entrepreneurship KNOWLEDGE	5	4	6
Cooperative ATTITUDES	6	6	6
Cooperative SKILLS	6	6	6
Cooperative KNOWLEDGE	6	6	6

## COOPILOT Project

### Template Host Countries (HC)

Bulgaria, Cyprus, Greece, Romania and Slovenia

Country: GREECE

Report's author(s): Dr. Ioannis Nasioulas, Prof. Michael FEFES, Apostolos IOAKIMIDIS

**Please carefully cite the references (including websites) used to fulfil the template.**

### PART 1: COOPERATIVES ECOSYSTEM

1.23 Please provide with **general statistics** regarding cooperatives in your countries-  
*collected data*

The Greek Social and Solidarity Economy in Numbers			
	Population	Employment seats	Members
Cooperative Banks: • 112 establishments • Total Turnover: 2.511.253 EUR as of 30 September 2016 • Customers: 374.499 as of 30 September 2016	9 As of 21 February 2017	867 As of 30 September 2016	166.061 As of 30 September 2016
Collective Body: <a href="http://www.este.gr/en/index.html">http://www.este.gr/en/index.html</a>			
Banking Cooperatives as of 21 February 2017	5		





Collective Body: <a href="http://www.este.gr/en/index.html">http://www.este.gr/en/index.html</a>			
Rural Cooperatives as of 11 December 2014	885 (active)		500.000
Collective Body: <a href="http://www.paseges.gr/en">http://www.paseges.gr/en</a>			
Plumbers' Coops	33	200	2.500
Collective Body: All-Greek Federation of Plumbers "POSEYD"			
Electricians' Coops	23	200	600
Collective Body: All-Greek Federation of Electricians' Coops "POSIE"			
Housing Coops	545	-	120.242
Collective Body:			
Womens' Agrotourist Coops as of August 2014	141	100	2.000
Collective Body:			
Pharmacists' Coops	41	1500	5.500
• 5.500 individual establishments			
• Turnover: 2,5 billion EUR			
Collective Body: <a href="http://www.osfe.gr">www.osfe.gr</a>			
Limited Liability Social Coops	16	400	2.000
Collective Body: <a href="http://www.pokoispe.gr">www.pokoispe.gr</a>			
Mutual Insurance Coops	7	40	5.500
Collective Body:			
Naval Mutual Insurance Coops	11	1.140	180.00
Collective Body:			
Social Cooperative Enterprises	1.200	1.800 (estimate)	6.100
Collective Body:			
Workers' Cooperatives	Less than 10	30	30
Collective Body:			

Source: Nasioulas I. (ed.). (2016). Social Economy Themes. From social entrepreneurship, to social investments and social banking. Social Economy Institute. Original title in Greek: Νασιούλας Ι. (επιμ.). (2016). Θέματα Κοινωνικής Οικονομίας. Από την κοινωνική επιχειρηματικότητα, στις κοινωνικές επενδύσεις και την κοινωνική τραπεζική. Ινστιτούτο Κοινωνικής Οικονομίας.

1.24 Please describe briefly the **historical background** of the cooperative sector as well as the **recent evolutions- narrative**

“Cooperative activities in the Greek domesticity, through the age-old community system, reproduced a decisive stock of social capital. This body of meaningful ties was deployed in favor of social cohesion during the Ottoman rule (1453-1821); the ethnic group of “Romioi” (civilians of Byzantine Empire, of Greek descent, culture and Christian Orthodox religious faith) self-organized in autonomous ways, excelled in conserving, expanding and revitalizing international commercial networks, both for subsistence and market economy, throughout the Balkans, central Europe and the eastern Mediterranean. Community-based productive clans were decisively active in the national liberation war-time activities of 1821. Following the national liberation, they kept pushing towards democratic governance of the rural social reproduction in parallel with national integration during the 19th and 20th century (Nasioulas, 2010: 111-162, 239-298).

Subsistence, productive and civic, self-organization was highly developed in the Greek cultural space already since the classical times and, in a more modern form, since the Byzantine era. Greek cooperative traditions are maybe the oldest in Europe. Institutionalized livestock cooperatives have been widespread throughout the last centuries in many areas of Greece, under the Greek appellations “syntehnies”, “synafia”, “tseligata”, “mitata”, “sempries”, “paradiarika”, “konakia” and “koinata”. As these appellations linguistically show, a solid connotation to the ancient term “koinon” is being made – “koinon” meaning common, joint, reciprocal or political. These primal cooperative forms facilitated the union of individual owners into a common productive basis and management of the livestock. Stockbreeding clans were divided hierarchically in different roles: at the top was a leader-shepherd responsible for all activities. He represented the clan in all agreements with third parties, such as fixing rents and selling milk products. In the middle, there were the heads of families in charge of the transactions. At the productive and lower group, there were the shepherds providing their labor under salary. It is evident that such kind of extended productive and subsistence activities involved equally important social and ethical ties in clan and reciprocal local context. Above all, such cooperative schemes were closely tied to a nomad way of life peculiar to the Greek tribes of Sarakatsanoi and Vlachoi. Their cyclical and repetitive relocation in various regions followed the seasonal changes. With the onslaught of the refugee masses, following the 1922 Asia Minor demise, this way of life began to fade, since a stable family and productive locale became indispensable. Also, after 1938, all nomads were obliged to conscript to the national armed forces and of course subscribe to official birth registrars (Nasioulas, 2010, 2011).

Around the 18th century, sectoral cooperatives in land mining appear in Chalkidiki, Northern Greece, at the Mantemohoria villages. The Mantemohoria cooperatives schemes were exclusively involved in mining, bearing special privileges granted from the Ottoman Sultan’s occupying authority located at the city of Stageira, birthplace of the Greek philosopher Aristotle, in Chalkidiki.

Already since 1770 and around 1750-1770, 22 villages in Tempi, Central Greece, formed several small-sized cooperatives which eventually united into a single modern version of cooperative known as the “Common Company of Ampelakia” in 1772, providing European markets with high quality yarn products. This included a vertical productive process from cultivating cotton, to processing it into yarn, then painting it into a distinctive indigenous red coloring and finally forwarding it into European markets. At first, all small groups of producers in the villages, which were called “syntrofies” (companies or friendships), decided to cooperate with each other, in order to avoid unnecessary rivalry and competition. The common scheme created included some 6.000 individual members and 24 factories. Amongst them there were (a) financiers and land-owners providing for capital and land, (b) technicians providing know-how and (c) workers providing labor. According to its Statute, the General Assembly was formed by all locals over 21 years of age. The Board of Directors had 11 members. There were 5 Committees over Strategic Planning, Management, Agricultural, Industry and Control. Then on, the Common Company of Ampelakia entered the European market facing international competition from an advantageous position. It came to operate 17 branch-stores around Europe amongst which were Amsterdam, Constantinople, Dresden, Hamburg, Leipzig, London, Lyon, Odessa, Smyrni, St. Petersburg, Thessaloniki, and Trieste. The Ampelakia cooperative is considered the first modern cooperative in the world and had come to be one of the major enterprises in Europe, with a cooperative capital of around 20 million piastra. It has created considerable assets for its members (social insurance, health facilities, schools and the Free University of Ampelakia, libraries etc) and significant wealth which can be verified by the quality of architecture and infrastructure in the village. The cooperative was dissolved in 1812 under heavy tax pressure from the Ottoman ruler Ali Pasha and concurrent economic and productive developments in the industry of yarn production (Kalitsounakis, 1929: 224-231).

From the middle of the 18th century to the national revolution of 1821 against the Ottoman rule, maritime cooperatives flourished in the Greek islands of Ydra, Spetses and Psara. Financiers along with seamen and traders contributed financial capital, expertise and labor into a common property scheme for building ships and conducting commerce throughout the Mediterranean Sea and even farther as far as Latin America. Out of the total, only a small percentage of vessels were private property. With the outburst of the Greek revolution, this Greek cooperative fleet was already sizable with over 160 vessels and was decisively deployed in the wartime operations at the sea. Along, all existing social, subsistence and productive networks throughout the Greek cultural space proved decisively active in maintaining social cohesion and promoting national liberation in those turbulent times (Papageorgiou, 2004).

After 1870, some cooperatives and entrepreneurial associations are established mainly in Athens, paving the way for the major development of the cooperative movement in the beginning of the 20th century in Greece. The first significant effort was the establishment of the “Participial Agricultural Fund of Mutual Help” in Almyros of Thessaly, modern day Central Greece (1906). Other collectivities followed undertaking

the form of enterprise or association, since to 1915 no official institutional provision existed in Greece as far as cooperatives were concerned.

Law 602/1914 was the first to officially introduce the cooperative concept and entity in Greece. It has been discussed as an attempt to reconcile State control over production policy, small land owners' rights and major landholders' vested interests (Lambos, 1999: 129-139). Under this Law, it was evitable for the first time for the Greek state to organize the cooperative movement and agricultural policy in general upon a firm basis, notwithstanding the critique that *"the Greek State moved to a tight embracement of the agricultural cooperatives reducing them exclusively to tools of its own agricultural policy"* (Patronis, 2001: 3) Many agricultural and financial cooperatives were established, in attempt to getting over with loan sharks, middle-men and the enhancement of creditworthiness.

The cooperative spring of 1915 contributed to the great agricultural reform of 1923-1932, the years after the Asia Minor demise. The onslaught of about 1.500.000 refugees from Asia Minor after the demise of 1922 created an internal social and economic crisis and this momentum pressed forward the cooperative activity. It produced immense pressure through the relocation of thousands of agricultural refugee families, overthrew previous socio-economic procedures relating to the interests of old warrior families of the 1821 Independence Revolution, internal asphyxia in the market, urgent need for increase in agricultural production to feed the refugee masses, along with demographic and ethnological issues in the provinces of Macedonia and Thrace, Northern Greece. All in all, the concurrent great reform of the agricultural production in Greece was the byproduct of territorial expansion of the Greek space in the Balkan Peninsula during the First World War, of the Asia Minor demise and a top-down State-implemented policy (Rigos, 1999: 38-51).

The extremely unbalanced, cost-ineffective and poor development of the Greek agricultural activity pushed the way through to the establishment of the Agricultural Bank of Greece, taking over from the National Bank of Greece, with a decisive role in supporting a viable agricultural reproduction for the masses in 1929. In the interwar period, state intervention in the cooperative movement institutionalized further, in fact abolishing joint liability of cooperative partners and safeguarding the banking system's interests through funding conditionalities. Nevertheless the presence and activity of the Agricultural Bank has been invaluable at times of intense agricultural crises, involving the international market demise of grapes and tobacco monocultures through the 1930's, at the aftermath of the American 1929 crash. Additionally, the Greek state proceeded into establishing many compulsory cooperatives for special cases, in order to cope with the problems of agricultural colonization and the restitution of landless cultivators and refugees from Asia Minor. As international market forces kept pressing domestic production, state intervention deepened; extremely centralized state organizations on agricultural production management were established; the role of cooperatives was restrained in marginal and secondary activities, mainly through providing of short-term loans to farmers; 'Although Greek farmers fought over their

rights, the benefits they were given were frequently conceived as a gift rather as an earning' (Patronis, 2001: 3).

In 1935, the All-Greek Confederations of Unions of Agricultural Cooperatives "PASEGES" was established. After the imposition of the Ioannis Metaxas dictatorship regime in 1936, there has been intense interference into the cooperative movement and activities with the aim of ensuring the political stability of the regime. Nevertheless, the Metaxas regime favored agricultural development through a policy of massive lending towards individual land owners and cooperatives, and through a central foreign exchanges policy with Germany and the United Kingdom (Papagarifallou, 1973, Rigos, 1999, Koliopoulos, 2005, Kitroef, in: Veremis et. al., 2009: 107-124).

The Second World War and the concurrent Greek Civil War destroyed national agricultural activity, which gradually recovered the following decades. After the end of the German-Italian-Bulgarian occupation of Greece and until the establishment of the 1967-1974 military dictatorship, agricultural production and cooperative development gradually recovered but the overall state patronage was not altered significantly. Nevertheless, cooperatives turned to a new innovative idea, that of establishing cooperative enterprises in many fields of production, processing and marketing. Agricultural and economic development continued through the dictatorship period (1967-1974).

Following the restoration of democracy in Greece (1974) the main effort was to stabilize the social and political environment and to recover from the national disaster of the Turkish invasion in and occupation of Cyprus. Agricultural cooperatives mobilized clientele networking in order to solidify their benefits and maintain favorable price levels. Throughout the 1980s, along with the populist socialist new government, a major cooperative reform took place in expression of this wider social expectation. Its political narrative referred to the promotion of democratic decision making in cooperatives. Basic provisions of 1983 and 1985 legislative actions could be summed up as follows: Voting through representatives, the majority system, and multiple voting was abolished; The 'one-person-one vote' principle was established; Politically-driven party lists were introduced; Agricultural cooperatives were allocated financial resources and public administration authorities; Economic auditing of the Agricultural Bank of Greece was abolished.

Such policies applied eventually led to devastating consequences for the cooperative movement and agricultural production: cooperatives began to be extremely politicized, through the expansion of the patronage and clientele system into their operations, many non-viable investments were made, a negative interlink of the State into cooperative issues was imposed and the total overdue debt of cooperatives towards the Agricultural Bank led to the eventual demise of the agricultural cooperative system in Greece. Along with political patronage, the most negative of all the related developments was the inexcusable relaxation of the Agricultural Bank supervision over cooperative activities.

Though major efforts were made in the 90s to reform and consolidate cooperatives in Greece, to this day, no serious overturn of this negative image has been witnessed. It has been argued that the cooperative movement in Greece suffered a temporal



disorientation, fragmentation, and has been consistently underactive. The majority of agricultural cooperatives are not involved in productive activities. The overall cooperative body is fragmented, with an inflation of cooperative enterprises and cooperative unions competing in local and peripheral level. The majority is also underactive providing for little employment. This situation is paired with an extensive and eventually toxic political manipulation of the cooperative movement in Greece. Political parties have occupied cooperative activity in order to control and disseminate political power at national, regional, local and sectoral level (Lambos, 1999, 73-74, Patronis, 2001).

There exists “PASEGES”, the All-Greek Confederation of Unions of Agricultural Cooperatives, established in 1935 and providing for the third-degree representation of agricultural cooperatives at the national level. Its existence, operation, activity and legitimacy has been gravely undermined by the establishment of two other competing and politically-driven confederations: “GESASE” and “SYDASE”. This fragmented and politically-manipulated organizational structure of the Greek cooperative movement is indicative of the same extent of fragmentation at a practical level.

Proportional number of land holdings to the total agricultural land used is 22.5% in Greece as compared to a 7.6% in the EU level. Median area per holding is 4.7 hectares in Greece as compared to 12.6 hectares in the EU level. This conduces to low productivity and added value per holding. 537.000 individuals are employed in the primary sector in Greece representing an 11.9% of the total employment, as compared to a 5.1% in EU level. Agriculture provides for a 2.4% of the Greek GDP as compared to a 1.1 in the EU level (following Table).

There are about 7.200 cooperatives, 120 Unions and 19 Central Unions (Kazis, 2005: 2), with the 100 most sizeable cooperative enterprises providing for a turnover of approximately 1.5 billion euro as of 2010 (PASEGES, 2011, 55). At the same time, only a 27 per cent of the total available land is exploited. Practical causes regarding this cooperative activity inflation are the relative absence of economies of scale, the long-standing insufficient integration of cooperatives in the globalized capitalist production system and inherent deficiencies in planning and management. With the full accession of Greece into the European Community, this structural fragmentation and deficit concluded at a cyclical domestic agricultural crisis that has not yet been addressed willfully and in effect (Pezaros, 2004, Pezaros, 2005, Patronis, 2001)”.

Source: Nasioulas, I. (2012). Greek Social Economy Revisited. Voluntary, Civic and Cooperative Challenges in the 21<sup>st</sup> Century. PETER LANG VERLAG. Pp 57-88

1.25 Please detail the **legal context** related to cooperatives in your country (e.g. legal form, accreditation process)- *narrative*

## Overview of national cooperative law

### 1. General remarks

Cooperative legislation in Greece is rather fragmented. There is no general law for all types of cooperatives. Each type of cooperative is regulated separately with different pieces of legislation that are not affected by each other. This leads to different treatment among several types of cooperatives because some legal norms are rather old and outdated, while others are brief and incomplete, leaving gaps and causing problems. Moreover there is no official codification of cooperative legislation. Finally, the general rules of civil and commercial legislation are applied to cooperatives in cases not covered by the special cooperative legislation. Greek cooperative legislation describes the least prerequisites that cooperatives must follow (compulsory law – *ius cogens*). The legislation itself provides clearly whether the statutes may choose other solutions than those indicated in it. On other issues not covered by legislation, the statutes may provide themselves according to the needs of the partners under the condition they do not violate other legally compulsory provisions. Since there is no English version at all, I have translated the basic points of each law. Cooperatives are referred to in Article 12 of the Greek Constitution (Right of Association). Paragraphs 4 and 5 of the Article provide specifically for them. The former reads: –Agricultural and civil cooperatives of any kind are self-governed according to the provisions of the law and their statutes and are protected and supervised by the State, which must care for their development. The latter provides for the establishment of compulsory cooperatives (a Greek originality). Compulsory cooperatives are established to serve causes of common benefit, or public interest, or common exploitation of agricultural parcels or other wealth sources, provided that there is equal treatment among the members.

In the present report the basic points of law on rural and civil cooperatives is described. As regards the cooperative banks, and the pharmacists' cooperatives, they are regulated by the law on civil cooperatives, which is used as a framework for all non-rural cooperatives. Therefore, a description of cooperative banks' legislation is made where necessary. The housing cooperatives legislation is also described; however, such legislation imposes many restrictions, which violate basic cooperative principles and even the Greek Constitution itself with the excuse of public interest (see below under D). The legal regime of social cooperatives is rather narrow, because it concerns only the provision of services to mentally ill persons. Therefore, there is no ambit for formation of social cooperatives and this causes frustration to all those who would like to offer a



wider range of services. Social cooperatives may be formed according to the civil cooperatives legislation. In any case, a thorough presentation of the legal regime of those cooperatives is done, because some of them have a worth-to-mention activity helping people in need.

All national law on cooperatives was collected after extensive research in legal databases.

## **2. Legislation on rural cooperatives**

### **a. Definition**

The basic legislative piece for rural co-operatives is Law 4384/2016. Article 1§1 reads that the Rural Cooperative Organization (hence AS) is an autonomous association of persons, which is set up voluntarily and aims, through the mutual assistance and solidarity of its members, their collective economic, social and cultural development and advance through a co-owned and democratically-run business.

### **b. Activities**

Article 1§1 provides that by AS is meant the fish, livestock, poultry, beekeeping, sericulture, agritourism, agroindustrial, cottage and other cooperatives of any sector or activity of the rural economy (forestry cooperatives are governed by Law 4423/2016). ASs are private legal entities and have commercial status. They develop all kinds of activities to achieve the objectives within the scope of the law and their statutes. The law provides for business with non-members (article 23§2).

### **c. Mode of setting up (Article 4, Article 19)**

Setting up a rural cooperative requires statutes and their signing by at least twenty persons, and its approval by the District Court of the registered office of the cooperative. The statutes are a private contract among the founding members and include basic details such as, for instance, the commercial name, the registered office, the purpose and activities, the membership conditions etc.

The temporary Administrative Organ files an application with the District Court in regard to the approval of the statutes. The District Court pronounces its judgment on that application. If the statutes are not lawful, the Court defers its decision and issues an interim ruling inviting the temporary Administrative Organ to make the necessary amendments or to fill in the lacunas within fifteen business days from the publication of the interim decision. Following that, the Court issues its final decision. The Administrative Organ may appeal a negative ruling of the Court.

There are two Registries wherein cooperatives have to be registered. The first is the Registry kept by the District Court of the registered office of the cooperative and the second one is the National Registry kept by the Ministry of Food and Rural Development.

### **d. Membership**

Article 6§1 lays down the conditions of membership, that is members of agricultural cooperatives may be natural persons who have full capacity to contractual action, work



in any sector or activity of the rural economy served by the activities of the cooperative, meet the terms of the statutes and agree to use its services. If provided in the statutes, members of the cooperative may also become legal persons whose statutory objective is the pursuit of rural business, which is served by the activities of the cooperative. Particular terms and conditions of such participation and representation is provided for by the statutes.

The statutes may also provide for the acquisition of further additional optional shares by members (Article 9) or investor members (Article 6§2).

To become a member (Article 7), one has to apply in writing and the Administrative Organ decides on the admittance or not of the applicant within a time limit set out by the statutes. The Administrative Organ justifies its decision and the applicant, in case of a negative answer or no answer at all, may appeal against such a decision in front of the first ordinary General Meeting, which shall make the final decision. The statutes also provide for the constraints and impediments to becoming a member as well as the terms and conditions of withdrawal or expulsion of a member, and the minimum membership period.

#### **e. Financial profiles**

Article 9 provides that each member participate in the cooperative with at least one share, whose amount is defined by the statutes and may distribute interest. The amount of the shares may vary after a decision by the General Meeting. The law does not provide directly that the capital of a cooperative is variable; however, it is concluded by the wording of Article 7§5.

Article 23§1 provides that the net income of a cooperative is comprised of surplus and profit. Surplus comes from business with members and profit from business with non-members. According to Article 23§3-4, 10% of the surplus, unless the statutes provide for a higher percentage, is withheld for the formation of a legal reserve until the total amount shall reach the amount of the compulsory shares and the remaining surplus may be used either a) as investment in the cooperative, b) as dividends to the members in accordance to the volume of business done with the cooperative, c) to promote other activities approved by the members or d) to educate and train the members.. The reserve is also formed by the profits, any donations to the cooperative, and any other income not regulated differently by the statutes.

As said above, surplus may be distributed to members as dividends. The law does not provide for distribution of profit to members who hold compulsory shares, since all profits go to the legal reserve. Distribution of profit, a part of it or the whole, is only possible to the holders of optional shares, if so provided by the statutes. Part of the surplus may also be distributed to holders of optional shares.

In case of dissolution and liquidation (Articles 26-27), if there are net assets, creditors are paid first, then the banks, the Greek State, the Insurance Funds, the employees and finally the optional shares and the remaining amount, if any, is allocated according to the provisions of the statutes (it is not distributed to the members). No special reference is

made to the legal reserve, so one may conclude that it is allocated as well, unless the statutes provide otherwise.

According to Article 23, cooperatives are obliged to keep Accounting Books and Records of Law 4308/2014. Article 21 provides that all accounts and reports are compulsorily audited by accountants, chartered or not, depending on the size of the cooperative. The law does not provide that the audit by the accountants has to be cooperative specific. The cooperatives' accounts are published in the Web Page of the cooperative and the Web Page of the Ministry (Article 22§4).

#### **f. Organisational profiles**

Article 12 provides that each member has one vote (—one member one vote|| principle). There is a legal quorum (Article 13§1), if more than half of the members are present or represented. If there is no quorum, there is another General Meeting after a week's time where any number of members is enough for a legal quorum. The majority in both cases is 50% plus one vote. In certain cases, special quorum and majority rules apply (2/3 or 1/2 of the members and 2/3 of the votes). The law (Article 16) provides for the two-tier system, therefore there are an Administrative Organ and a Supervisory Organ. The Administrative Organ comprises of at least three members elected for a period between 3 and 5 years. The members may be re-elected. If the employees of a cooperative are more than twenty, one representative participates in the Administrative Organ with rights of voting for personnel issues. The above are valid for the Supervisory Organ, whose task is to check and control the actions of the Administrative Organ.

Finally, according to Article 21, the administrative, audit and financial control is the task of external auditors appointed by the General Meeting. The auditors enjoy wide appreciation and powers.

#### **g. Registration**

The statutes are recorded in the Registry of Agricultural Cooperatives, held with the District Court. Following that, the cooperative acquires legal personality and commercial status (Article 4§1). The same procedure is followed in case the statutes are amended. There is as well the National Registry kept by the Ministry of Food and Rural Development, wherein all cooperatives are to be registered (Article 19).

#### **h. Control (Article 18)**

The Ministry of Food and Rural Development enacts public supervision and control on cooperatives through its Directorate of Economic Control and Supervision. The content of the supervision and control concerns the legal function of the cooperative and its assistance to achieve its goals. More specifically, the Minister controls whether a) the equity capital or other outstanding liabilities of the members have been covered, b) the provisions of the legislation, the statutes and the decisions of the General Meeting are abided with, c) the details of the Balance Sheet, the Income Statement and other financial documents are true and accurate and d) the books and statements are true and accurate.

### **i. Merger**

Article 24 provides for the merger of two or more cooperatives and either the formation of a new cooperative or the acquisition by one of them of the other merging entities. The merger takes place after a decision of the General Assemblies of the cooperatives involved with the special quorum and majority requirements, while there are publication requirements and assessment of the value of the property of the merging cooperatives by independent experts.

### **j. Tax treatment**

Article 29 provide for the special financial and tax treatment of rural cooperatives (e.g., the contributions of members are not burdened with stamp duty or other duties in favour of the State or a third person or other duties whatsoever, cooperatives enjoy all preferential and favourable treatment provided for any third person in case of merger).

## **Civil Cooperatives**

Civil Cooperatives are governed by Law 1667/1986 and its amendments: Law 2076/1992, 2166/1993 and 2515/1997. *“Civil cooperative is the voluntary union with economic purpose, which, without developing activities of rural economy, aims especially with the cooperation of its members to the economic, social and cultural development of its members and the betterment of the quality of their life in general in a common enterprise”* (Law 1667/1986, Art. 1, § 1). Civil cooperatives may have a vast array of primary purposes: production, consumption, supply, credit, transport and tourist. Their activities primarily involve (a) the joint organization of production, (b) the provision of products for the fulfillment of vocational, subsistence and other members’ needs, (c) the provision of technical or organizational assistance to their members for the increase or improvement of production, (d) the processing or distribution of products to their members, (e) the provision of loans, securities, insurance or other economic assistance to their members, (f) the vocational, cooperative and cultural training, (g) the fulfillment of social and cultural needs (Art. 1, § 2). At least 15 members are required for the establishment of a civil cooperative with the exception of consumers’ cooperatives where members should at least be 100 (Art. 1, § 3).

Private or public-law entities may become members of a civil cooperative (Art. 2, § 1).

Each member participates with one compulsory share (Art. 3, § 1).

Civil cooperatives are distinguished between limited and unlimited liability entities (Art. 4, § 4).

The democratic system of decision-making and governance applies (Art. 5-8).

Profits are allocated for the creation of reserves and distributed to members (Art. 9, § 4).

Civil Cooperatives are supervised by the Ministry of Economy, Department of Cooperatives. Its jurisdiction involves (a) assisting the development of the cooperative movement, (b) policy agenda-setting, (c) promoting cooperative training and education,

(d) audit and regulation (Art. 13, § 1). There also exists a Cooperatives Council in which six of its members come from Cooperatives. Civil Cooperatives are registered in the General Commercial Register, kept by Central Department of General Commercial Register at the Chambers Union according to Law 3419/2005.

### **Electricians' Cooperatives**

The Electricians' Cooperatives Federation consists of 23 cooperatives, involves 6000 electricians, 50 commercial establishments and a turnover of 12 billion euro ([www.posie.gr](http://www.posie.gr)).

### **Plumbers' Cooperatives**

The Plumbers' Cooperatives Federation "POSEYD" was established in 1980. It now involves 33 cooperatives and 2.500 plumbers and since 2004 it operates 54 commercial establishments under the trademark "Ydro", with a turnover of 35 million euro in 2010. It is the leading power in retail and wholesale hydraulic apparels commerce in Greece ([www.ydro-poseyd.gr](http://www.ydro-poseyd.gr)).

### **Women's agro-tourist cooperatives**

Women's agro-tourist cooperatives have been invaluable to the enhancement of social cohesion and the support of women's income and subsistence quality especially in remote rural communities. A population of over 130 women's agro-tourist cooperatives is estimated to be active. With several of them pertaining the rural cooperative-status, others are established as civil cooperatives due to tax incentives and less bureaucratic procedures followed. During the last decades a cooperative spring has been witnessed substantially enhanced by the Local Administration Organizations and EU funding. Nevertheless business spirit is rather missing and involvement is in general regarded as residual, leisure or complementary employment. Though practical skills are developed and community life rekindled, employment creation has not been substantial (Koutsou et. al, 2003).

### **Pharmacists' Cooperatives**

The Pharmacists' Cooperatives Federation was established in 1998 and now consists of the existing 41 Pharmacists' Cooperatives all over Greece, with 45 distribution establishments, serving 5.500 drug stores, 1500 employees, and a turnover of 2.5 billion euro in 2009, with a 50% market share nationally. The Federation has also established "PANSYFA SA", a non-pharmaceutical products company, and participates in "SECOF SA" along with Portugal, Spain, France and Turkey. It now operates the innovative on-line logistics system "Information System of Cooperatives Pharmacists" ([www.osfe.gr](http://www.osfe.gr)).

### **Housing Cooperatives**

Housing Cooperatives are a form of Civil Cooperative. Their primary goal is of serving housing needs of the people. Such institutions are governed by PD 17/1984, 93/1987, 2/1988, 23/1990 and 448/1991. According to PD 93/1987, Article 4, initiative on creating a Housing Cooperative may be undertaken by a Municipality or Community, by an appeal of at least 25 citizens or by Ministry of Public Works decision. A purposefulness advisement and related building approvals are also needed. Housing Cooperatives are excluded by the obligation to register at the General Commercial Register under Law 3419/2005. Registers are kept at the Ministry of Public Works, Local Government Organizations and local Country Courts.

### **European Cooperatives**

In Nice European Summit, European Community Regulation 1435/2003 was adopted concerning European Cooperatives or European Cooperative Enterprises (SCEs). Main concern has been to lift bureaucratic hindrances in cooperative activities at cross-border European level. SCEs are legal entities of European Community law. They are companies bearing legal entity, constituted by individuals or legal entities of public or private law, residing in at least two European Community member states and fall under local state law. Each of these members has one vote. SCEs in Greece are registered at the General Commercial Register under Law 3419/2005.

SCE statute contains chapters on general provision, formation, formation by merger, conversion of an existing cooperative into a SCE, the structure of a SCE, financial and administrative provisions along with the winding up of a SCE. Though SCEs could substantially enhance transnational cooperative activities, their overall dynamism is hindered due to many inconsistencies emerged as to national legal contexts and there is an ongoing process of reforming and simplifying the statutory provisions. SCE Regulation had only limited success since a small number of SCEs were established (EC, 2010, EP, 2011).

### **Credit Cooperatives and Cooperative Banks**

Law 602/1914 provided for the reinstatement of the “Lamia Technical Workers Banking Cooperative”, established in 1900; with about 12.000 members, today’s “Lamia Cooperative Bank” is the oldest civil cooperative in Greece. Currently, establishment and operation of credit cooperatives is provided by Law 1667/1986 recognizing them as a special form of civil cooperatives. Law 2076/1992 on “Banking Cooperatives” was the decisive institutional step which provided for a distinction between credit cooperatives, bearing a more restricted scope of services, and cooperative banks, thus triggering a cooperative banking spring in mid-90’s, as shown in Table 1, with local Chambers of Commerce playing a leading role. Law 2076/1992 was replaced by currently at force Law 3601/2007.

Competent authority over credit cooperatives is the Bank of Greece (Law 3601/2007, Art. 1). Credit cooperatives are special forms of civil cooperatives governed by Law 1667/1986. They transact with their members, other credit foundations and the Greek public sector. Conditionally, credit cooperatives may proceed to transactions with non-members to a maximum of 50% of their loans or deposits. Excluded are transactions in



which members of the credit cooperative are involved, or in cases of secondary banking services of mediatory character. Initial capital of 6.000.000 euro is required (Art. 5). Credit cooperatives are allowed to use the denomination “Cooperative Bank” (Art. 7). Any statutory amendment should be approved by the Bank of Greece (Art. 87).

Cooperative banks, especially in medium-sized Greek cities, introduced a regional agenda much more sensitive to local specificities and counterbalancing the usually offensive, market expansion of commercial banking. The Union of Greek Cooperative Banks, with an estimated 120.000 clients, has 25 members, of which 16 are Cooperative Banks, 8 Banking Cooperatives and 1 Banking Foundation, the “Panellinia Bank S.A.”. This private scheme was created by the 15 larger Cooperative Banks and 13 Banking Cooperatives in Greece, the Central Cooperative Bank of Germany DZ Bank AG and Greek “PASEGES” ([www.este.gr](http://www.este.gr)).

Table 7: Cooperative Banks (Foundations, Cooperatives, SAs) in Greece

Entity	Founded	Website
<b>Foundations</b>		
Cooperative Bank of Thessaly	1994	<a href="http://www.bankofthessaly.gr/">http://www.bankofthessaly.gr/</a>
Cooperative Bank of Chania	1993	<a href="http://www.chaniabank.gr/">http://www.chaniabank.gr/</a>
Cooperative Bank of Lesbos & Limnos	1995	<a href="http://www.lesvos-bank.net/">http://www.lesvos-bank.net/</a>
Cooperative Bank of Dodecanese	1994	<a href="http://www.bankdodecanese.gr/">http://www.bankdodecanese.gr/</a>
Achaiki Cooperative Bank	1993	<a href="http://www.acbank.gr/">http://www.acbank.gr/</a>
Pankritia Cooperative Bank	1994	<a href="https://e.pancretabank.gr/">https://e.pancretabank.gr/</a>
Cooperative Bank of Drama	1994	<a href="http://www.dramabank.gr/">http://www.dramabank.gr/</a>
Cooperative Bank of Evros	1996	<a href="http://www.evrosbank.gr/">http://www.evrosbank.gr/</a>
Cooperative Bank of Evvoia	1994	<a href="http://www.eviabank.gr/">http://www.eviabank.gr/</a>
Cooperative Bank of Epirus	1978	<a href="http://www.epirusbank.com/site/">http://www.epirusbank.com/site/</a>
Cooperative Bank of Karditsa	2000	<a href="http://www.bankofkarditsa.gr/">http://www.bankofkarditsa.gr/</a>
Cooperative Bank of Western Macedonia	1994	<a href="http://www.bankofwesternmacedonia.gr/">http://www.bankofwesternmacedonia.gr/</a>
Cooperative Bank of Peloponnese	2005	<a href="http://www.korinthiasbank.gr/">http://www.korinthiasbank.gr/</a>
Cooperative Bank of Lamia	1900	<a href="http://www.lamiabank.gr/">http://www.lamiabank.gr/</a>
Cooperative Bank of Pieria	1995	<a href="http://www.pieriabank.gr/">http://www.pieriabank.gr/</a>
Cooperative Bank of Serres	1995	<a href="http://www.syntraser.gr/">http://www.syntraser.gr/</a>
Cooperative Bank of Kozani	1995	<a href="http://www.kozanibank.gr/">http://www.kozanibank.gr/</a>
<b>Cooperatives</b>		
Banking Cooperative of Aitolokarnania “Aitoliki	1994	<a href="http://www.aitpisti.gr">http://www.aitpisti.gr</a>

Pisti"		
Banking Cooperative of Korinthia "Ermis"	1983	<a href="http://www.synermis.kor.forthnet.gr">http://www.synermis.kor.forthnet.gr</a>
Banking Cooperative of Arkadia "Arkadiki Pisti"	N/A	N/A
Banking Cooperative of Arta "Artini Egiisi"	N/A	N/A
Banking Cooperative of Voiotia	N/A	N/A
Banking Cooperative of Kerkyra "Ioniki Pisti"	N/A	N/A
Banking Cooperative of Magnisia	N/A	N/A
Banking Cooperative of Megarida	N/A	N/A
SAs owned by cooperative entities		
Panellinia Trapeza SA	2001	<a href="http://www.panelliniabank.gr">http://www.panelliniabank.gr</a>
Unions		
Union of Greek Cooperative Banks	1995	<a href="http://www.este.gr/">http://www.este.gr/</a>

Data compilation: Ioannis Nasioulas

## Limited Liability Social Cooperatives

### Institutional framework

Limited Liability Social Cooperatives (LLSCs) are governed by Law 2716/1999. They aim at social, psychological and work integration of individuals facing serious psychological and social issues, thus contributing to their therapy and economic self-sufficiency. Cooperative members bear limited responsibility. LLSCs are legal entities of private law with commercial faculty and are considered as mental health units. LLSCs are supervised by the Ministry of Health (Art. 12, § 1).

LLSCs can at the same time be productive, consumer, commercial, logistics, tourist, building, credit, and development, social, educational and cultural units. They are free to exert any economic activity. They are free to create commercial establishments anywhere and participate into European groupings of economic purpose, joint ventures, limited liability enterprises, SAs, state and municipal enterprises. One LLSC per health district is allowed (Art. 12, § 2).

LLSCs are forms of civil cooperatives governed by Law 1667/1986. Their establishment is subject to purposefulness control by the Ministry of Health (Art. 12, § 3).

Members can be: (a) Individuals with psycho-social disabilities, without the prerequisite of ability to legally transact, over 15 years of age, at a minimum of 35%, (b) Health professionals up to 45%, (c) Juridical entities up to 20%. No double membership in LLSCs is allowed (Art. 12, § 4).

Category (a) members have the right of compensation for their work, even if they already enjoy other allowances, pensions or benefits. Alongside, they enjoy the privilege of participating in any profit distribution (Art. 12, § 5).

#### A promising trajectory

LLSCs constitute the first solid form of work integration social enterprise in Greece. The introduction of LLSCs has formed part of the National Action Plan, *Psychargos* Mental Health Programme. It set out in 1998 and extended to 2010 aiming at social and economic integration of the mentally disabled, through a de-institutionalization scheme. *“They provide the opportunity for their members to regain ‘unused’ skills or to acquire new ones through on-the-job training and work experience and, finally, to acquire a permanent job in a semi-protective environment of some sort or in the mainstream labor market. In the cooperatives both mentally ill persons and non-mentally ill persons work together, thus avoiding the creation of a ‘sheltered’ work situation”* (Seyfrid, 2005, 4).

Mainly financed through the European Structural Funds and the EQUAL and HORIZON programmes, to 2011, 16 LLSCs are active in Greece. Their estimated employees reach up to 400. The 2nd grade association of LLSCs was founded in 2011, providing for their collective representation.

Table 8: Limited Liability Social Cooperatives in Greece

Entity	Activities	Employees
Chios LLSC “Orion” www.kspechios.gr	Hospital apparel cleaning services , Biological agriculture, Biological products store, Production and selling of toys, Greenhouse agricultural production, Natural Chios mastic cultivation and collection	12
Athens LLSC “Eikona” www.eikonakoispe.gr	Graphic design, Printing services , Publishing services / Typing	25
Dodecanese LLSC “ www.koispe.gr	Agriculture, Pastry making, Buffet services, Honey production	44
Attica LLSC “Climax Plus” www.koispe.org	Art design, Popular/folk art, Furniture maintenance, Catering, Paper recycling, Cleaning services	
Kerkyra LLSC “Neoi Orizontes” www.koispekerk.gr	Cleaning services, Café-Bar, Parking services, Catering , Pastry making	70



Chania www.koispechania.gr	LLSC	Gift manufacture , Car cleaning services, Art, Café-bar	
Fokida LLSC “Giannis Volikas” www.koispefokidas.gr		Biological products store, Agricultural activities	
Attica LLSC “Ef Zin” www.koispe-euzin.gr		Catering, Delivery, Handmade furniture, Decoration services	
Thessaloniki LLSC “ www.koispe-thess.gr		Farming, Catering, Art House, Carpentry, Greenhouse, Cleaning services	110
Achaia LLSC “Faros” www.koispeachaias.gr		Hospital cleaning services	
Athens LLSC “Diaplous” www.diaplous.eu		Cleaning services, Agriculture, Gardening	
Cephalonia/Zakynthos LLSC “Rota” www.rotasocialcoop.gr		Café-bar, Wine-house, Catering, Farming	16
Kavala LLSC www.kavalahospital.gr/Pub/ News/koispe.aspx		Currently under establishment	
Athens LLSC “Iliotropio” www.koispe-iliotropio.gr		Cleaning services	
Attica LLSC “Diadromes”		Commerce, Cleaning services	
Arta/Preveza LLSC		Greenhouse cultivations, Grocery store, Cleaning services	
All-Greek LLSC FEDERATION www.pokoispe.gr		2nd Grade LLSCs Association	

Data compilation: Ioannis Nasioulas

## Mutual Insurance Cooperatives

Mutual Insurance Cooperatives are governed by PD 400/1970, Art. 35, 36 and 37, as amended. They undertake the form of civil cooperative as provided by Law 1667/1986. A minimum of 50 individuals is required to establish a Mutual Insurance Cooperative which has the right of providing insurance for damages only (PD 400/1970, Art. 35). Mutual Insurance Cooperatives only provide for non-life insurance. They are audited by the Bank of Greece, Private Insurance Auditing Directorate, under Law 3867/2010.

Currently, there are 7 domestic Mutual Insurance Cooperatives operating in Greece with the majority created by professional automobiles’ owners. Mutuals and cooperatives in Greece hold a total (life and non-life) insurance market share of 3.9% as of 2008: 0.1% in life, 8% in non-life, a market-share of 273 million dollars, of which 4 million in life and 268 million in non-life insurance, involving 468 employees and possessing assets of 73 million dollars (EP, 2011, 58).

Table 9: Mutual Insurance Cooperatives in Greece

Entity	Outlook
Ioannina city Mutual Insurance Cooperative of Motorists, Shareholders of Interurban Bus Companies	Liabilities insurance
North Greece and Thessaly Limited Liability Mutual Insurance Cooperative of Professionals, Public-Use Automobiles' Owners	Liabilities insurance Providing for other cooperatives' re-insurance Gross premiums: 2.018.598, 28 euro Market share (non-life insurance): 0.07% As of 2009
Achaia Mutual Insurance Cooperative of Interurban Buses' Owners	Liabilities insurance
Limited Liability Mutual Insurance Cooperative of Interurban Buses' Owners "Geniki Panelladiki"	Liabilities insurance
Greek Cooperative of Sea Mutual Insurance, Protection, Compensation and War Cover	Liabilities insurance
All-Greek Limited Liability Mutual Insurance Cooperative of Urban Buses and Professional Automobiles' Owners	Liabilities insurance Providing for other cooperatives' re-insurance Gross premiums: 306.482,67 euro Market share (non-life insurance): 0.01% As of 2009
All-Greek Limited Liability Mutual Insurance Cooperative of Public-Use Automobiles' Owners	Liabilities insurance Providing for other cooperatives' re-insurance Gross premiums: 1.420.189,13 euro Market share (non-life insurance): 0.05% As of 2009

Data compilation: Ioannis Nasioulas

Source: Bank of Greece, Mutual Insurance Cooperatives' Register &amp; EPEIA, 2009

### Sea Mutual Insurance Cooperatives

Sea Mutual Insurance Cooperatives are governed by Law 3569/2007, PD 400/1970 and constitute a form of civil cooperative as provided by Law 1667/1986. Sea Mutual Insurance Cooperatives provide for insurance exclusively for their members against risks of shipping activity, transport and accidents. Members can be ship owners, managers and charterers, individuals or juridical entities, with a limited liability.

Greece is a world leader in shipping and has been a pioneer in sea mutual insurance cooperatives with the establishment of “Mutual Insurance of Galaxidi” in 1840. Piracy remains a major issue for Greek ship-owners. Nevertheless, advanced capital requirements of a sea mutual insurance and peculiarities of the shipping industry and insurance framework have not facilitated the establishment of a cooperative in the form provided by Law 1667/1986. Law 3569/2007 provides for a case-specific framework and has been welcome by the Greek shipping community.

Source: Nasioulas, I. (2012). Greek Social Economy Revisited. Voluntary, Civic and Cooperative Challenges in the 21<sup>st</sup> Century. PETER LANG VERLAG. Pp 57-88

### **The Legacy of Law 4019/2011 on Social Economy and Social Entrepreneurship**

A basic characteristic of Law 4430/2016 on Social and Solidarity Economy is that it abolishes Articles 1 to 17 of the Law 4019/2011 on Social Economy and Social Entrepreneurship (Art 35, §1):

- Art 1. Definitions
- Art 2. Social Cooperative Enterprise
- Art 3. Establishment of the Social Cooperative Enterprise
- Art 4. Relations of the members to the Social Cooperative Enterprise
- Art 5. General Assembly
- Art 6. Managing Committee
- Art 7. Distribution of Profits
- Art 8. Resources
- Art 9. Financing Tools
- Art 10. Economic Incentives and Support Measures for the Social Cooperative Enterprises
- Art 11. Audit and Sanctions on the Social Cooperative Enterprises
- Art 12. Cooperation Networks, Collaboration Ability and Contractual Agreements
- Art 13. Dissolution and Liquidation
- Art 14. Social Economy General Registry
- Art 15. Coordinating Authority for Development Policies on Social Economy
- Art 16. Social Reference Public Contracts
- Art 17. Enabling Provisions

It's evident that Legislators put forth a generalized reform of the existing regulatory framework on social economy and social entrepreneurship in Greece. The way the social economy and social business market has functioned so far and the dynamics that Law 4019/2011 allowed to emerge have already been discussed in great length and considerable depth.

Basic elements of this discourse, where a wider consensus is documented, are that Law 4019/2011:

- Formally introduced the concepts of social economy and social entrepreneurship in Greece and favored the recognition potentials of their main actors: in considerable extend regarding the Social Cooperative Enterprises and actually not at all when considering all other social economy constituents as such: cooperatives, associations, foundations, mutual funds and non-profit companies.
- It laid the ground for the formation of a generalized anticipation that access to European Union financing is closer, through the Social Cooperative Enterprise vehicle.
- It allowed for the establishment of over one thousand two hundred Social Cooperative Enterprises, posing core questions on the incentives and calculations behind this intriguing market response.
- It hasn't contributed to the rendering of any noteworthy, positive, verifiable and sustainable social impact, through the operation of the existing Social Cooperative Enterprises to an extent meaningful when taking into account the regulatory burden undertaken and the resources dedicated to this exercise by both the European Union and Greece.
- It was utilized by citizens as an emergency response business vehicle, involving intense tax-evasion, illegal and atypical labor and insurance contributions evasion.
- It has not at all contributed to the creation of social enterprises by notable charitable donors, foundations, corporate philanthropy actors, capital aggregators or regular businesses (Νασιούλας, 2012, Nasioulas, 2012, CIRIEC, 2012, Nasioulas, 2013, Νασιούλας, 2013, Nasioulas & Mavoeidis, 2013, Γεώργας, 2014).

## **The new Law 4430/2016 on Social and Solidarity Economy**

### CHAPTER ONE. PREAMBLE

#### Art 1. Scope

In Art 1, the concept of Solidarity Economy is introduced in the Greek legislative order. Included in the legislative scope are the concepts of:

- Productive Self-Management Projects («Παραγωγικά εγχειρήματα αυτοδιαχείρισης»)
- Collective Social Entrepreneurship («Συλλογική κοινωνική επιχειρηματικότητα»)
- Social and Solidarity Economy Organizations («Φορείς Κοινωνικής και Αλληλέγγυας Οικονομίας»).

#### Art 2. Definitions

*“The Social and Solidarity Economy is defined as the sum of economic activities which are based on an alternative form of organization of the relations of production, distribution, consumption and re-investment, founded on the principles of democracy, equality, solidarity, cooperation along with the respect towards man and the environment” (§1).*

This definition is more sound and clearer in comparison to that adopted by Law 4019/2011; it reflects the conceptualization formulated in the greater extend of the bibliography, but does not include two critical attributes, for which a generalized consensus is featured in the scientific discourse:

- No direct reference is made to “private economic activities”: to the fact that the social economy is private in nature and does not represent an initiative of the public sector or a version of public policy. This deficit is remedied with the provisions of Art 3, §1, στστ, whereby a Social and Solidarity Economy Organization is not allowed to *“have been founded or managed directly or indirectly by public law juridical entities or organizations of self-government of the first of second level or by other juridical entities of the greater public sector”*.
- No direct reference is being made to “relations of investment”
- Or to the principle of “philanthropy”
- Along, no distinction is being made between the two major components of the social economy: the corporate and the non-profit (Νασιούλας 2012, Nasioulas, 2012, CIRIEC, 2012, Νασιούλας 2013).

Various other definitions follow, but the Law 4430/2016 does not feature a definition of “collective social entrepreneurship” (Art 1§2); it does not define social entrepreneurship per se nor does it provide a definition of social enterprise. The absence of social entrepreneurship and social business is very striking in the legal text.

Regarded as very positive and useful are the definitions given for collective benefit with emphasis on equal production relations (§2) and the distinction made in relation to social benefit, for which the importance of social innovation is pronounced in the text (§3). These distinctions provide the methodological basis for the recognition of activities bearing benefits between members of a single organization and those initiatives that are undertaken by members of an organization for the benefit of third parties. It has already been discussed that the definition of “charitable” is embedded in the national juridical context; in contradiction to the novelty of Law 4019/2011 introducing the term “collective purpose” which raised not few technical and conceptual issues (Νασιούλας, 2013).

It could be regarded as a serious omission that no direct reference is being made to public causes of the social economy, restricting the recognition scope to collective and social only. Social economy organization and the corporate ones share public causes with the state. This is the case of general interest services. As social economy institutions share social causes with conventional corporations (Νασιούλας, 2012, CIRIEC, 2012).

A very promising contribution is being made with the definition of sustainable development and the stress on intergenerational and multicultural issues (§5), both considered crucial for social reproduction in Greece, in light of the intense economic, fiscal and insurance crisis along with the demographic upheaval taking place due to the influx of voluminous populations of refugees and illegal migrants for some time now.

A direct reference to fair trade is introduced in the Greek juridical context as is equally beneficial along with that made to innovative and free digital goods and services,

bringing to the fore the practices of what we have coined as the Digital Social Economy (Nasioulas & Maris, 2011).

By defining social general interest services and stressing that state support does not supplant state obligations, Law 4430/2016 bridges domestic dynamics of the social economy with the wider debate on the reformation and enrichment of supply and demand lines for general interest services in the European level.

Economic migrants, refugees and asylum seekers, for as long their file is pending, are enumerated as also belonging to special population groups which merit support and are given the right to participate in social economy initiatives, in the context of the rights provided to them by formal law and international conventions (§8).

“Social impact is the collective and social benefit produced by the activity of a Social and Solidarity Economy Organization, as defined in Art 3, in regard to economic, environmental and social terms in the local societies” (§9). Having already defined collective and social benefit renders the definition of social impact sound and the direct inclusion of the term in the text can be considered a breakthrough. A potential unfolding of the term could involve the elaboration of the following components of social impact:

- It is intended and not subsequent (Attribution).
- It is positive in greater extent than negative and thus there exists the ability to document any eventual negative social impact (Positive Impact).
- It is laid down as such in the Articles of Association (Statutory).
- It is sustainable, with the major part of the resources that sustain it coming from the profit making activities (in case of corporations) and contributions (in case of non-profits) (Institutional Sustainability) (Νασιούλας, 2013, COM, 2014).

Finally, but not of least value is the introduction of a Social Impact Measurement Tool, whose methodological architecture, span of coverage and terms of use will eventually provide for the basis of its evaluation.

## CHAPTER TWO. SOCIAL AND SOLIDARITY ECONOMY ORGANIZATIONS

### Art 3. Concept

§1 enumerates as Social and Solidarity Economy Organizations the following:

- The Social Cooperative Enterprises (re) introduced herein
- The Limited Liability Social Enterprises of Law 2716/1999
- The Workers’ Cooperatives introduced herein and
- Under given prerequisites, the Agricultural Cooperatives of Law 4384/2016, Civil Cooperatives of Law 1667/1986 and Civil Companies of Art 741 of the Civil Code.

All the above are corporations, according to the national-accounting provisions at force (Νασιούλας, 2012, 2013).

The prerequisites of eligibility of an entity for recognition as a Social and Solidarity Economy Organization are as follows:

1. It is a non single-member juridical entity,
2. It has acquired juridical personality,
3. It employs activities of collective and social benefit, as provided in §2 and §3 of Art 2,



4. It caters for the information and participation of its members and employs a democratic system of decision-making, according to the principle 'one member, one vote', irrespectively of the contribution of each member,
5. Its Articles of Association foresee restriction in distribution (authors note: "of profit" – the wording is not included in the official text, possibly due to typographical error) as follows:
  - i. a minimum 5% for reserve formation,*
  - ii. a maximum of 35% is distributed to the employees, unless the 2/3 of the General Assembly members decide for its allocation to activities of iii below,*
  - iii. the remaining percentage is allocated for the creation of new employment positions and the expansion of its productive activity.*
6. It employs a system of remuneration convergence, according to which the top net salary does not surpass the low by three times, unless the 2/3 of the General Assembly members decide differently.
7. It aims at the empowerment of its economic activities and the maximization of the social benefit produced through the horizontal and equal networking with other Social and Solidarity Economy Organizations.
8. Is not established or managed directly or indirectly by public law juridical entities or local self-government organizations of the first or second grad or other juridical personalities of the greater public sector.

The above laid prescriptions for the eligibility of any given entity to be considered as a Social and Solidarity Economy Organization several conclusions can be raised:

FIRST. The Law 4430/2016 is expanding the regulatory coverage towards the enterprise sector of the social economy, towards including other corporate entities which have for long been its traditional pillars: agricultural and civil cooperatives, though with strict prerequisites.

SECOND. Criterion for the recognition of an entity as a Social and Solidarity Economy Organization is the acquisition of juridical personality. This is a negative characteristic of the Law. The Legislator is unaware of the existence of social economy organizations which do not possess juridical personality. This is provided by the Art 107 of the Greek Civil Code. A very striking example is some private law, mutual insurance funds in Greece , which since the beginning of the 20<sup>th</sup> century have pioneered as the most dynamic actors of the domestic social economy and acted as a credible pillar of liberalizations and organizational innovation in the industry of social insurance, dominated by the state.

This is even more striking when taking into account that the public insurance system in Greece has defaulted, the income distributed by insurance benefits and pensions is collapsing and the services provided by state insurance organizations are deteriorating, while the Greek Legislator is denying the (insurance) organizations of the social economy the opportunity to deploy their different, democratic, self-managed, inclusive and viable logic model into a domestic market so needy of it.

THIRD. We consider to be a grave theoretical and technical failure of Law 4430/2016 that it introduces criteria for the eligibility of agricultural and civil cooperatives as

entities of the social economy. Specifically these juridical types are self-righteously and without any moderation or conditionality belonging to the social economy. This is a baseline throughout the expanse of domestic and international bibliography.

By introducing conditionalities for agricultural and civil cooperatives to be recognized as social economy organizations, the Legislator is practically asking them to turn into social enterprises. In fact, Law 4430/2016 confuses Social and Solidarity Economy Organizations introduced therein with social enterprises.

Social businesses can undertake the cooperative organizational type; but cooperatives are not necessarily social businesses. Nor is it grounded in any plausible theory to oblige any existing cooperative to amend its statute so as to be recognized as a social economy organization.

FOURTH. The Law 4430/2016 excludes non-profits out of the Social and Solidarity Economy. Non-profit entities are by Law restricted not to systematically produce or distribute profits. Thus it is not foreseen for them to form reserves out of profits or earmark any profits for distribution to employees. Nevertheless these are the requirements set by Art 3 §18 as discussed above.

Entities abiding by Art 3 §18 are de facto (social) enterprises. Identifying them as Social and Solidarity Economy Organizations is a major failure of the Law 4430/2016, leading to a confusion between the concept of Social and Solidarity Economy with social entrepreneurship. In contrast to the dominant theoretical context describing social economy as comprised by business and non-profit entities along.

Thus, it can be said that Law 4430/2016 erroneously contains the juridical expanse of the social economy by excluding the private non-profit sector. It's not hard to understand that such a provision is highly toxic since the financing dynamism of the social economy stems from its two protagonists: the mutual insurance funds and charitable foundations, both non-profit entities de jure and de facto.

To its abolishment, the Law 4019/2011 provided for a distinction between social business entities and other entities, not excluding non-profits. This methodology was unfortunately not replicated or even so elaborated in the Law 4430/2016. Such a backdrop could be remedied by introducing a concept of "social enterprise" and the explicit inclusion of non-profits in the scope of the Social and Solidarity Economy as conceptualized therein.

FIFTH. At the same time the Law 4430/2016 does not provide a fundamental definition of social entrepreneurship or the term "collective social entrepreneurship" given in Art 1 and found nowhere else in the text. In fact, the total absence of the terms "social enterprise" and "social entrepreneurship" is very striking.

No confidence can emerge from the already well-documented distortions of competition, the waste and mismanagement of European Union and national public funds, the non-equal provided support and the active exclusion of certain entities by state aid. Such failures in the social economy sector, if to be continued uninterrupted, will increase the very negative consequences of ill lawmaking. Indeed, we have persistently advocated in favor of introducing the definition of "social business" as provided by the European



Commission's SOCIAL BUSINESS INITIATIVE (Νασιούλας, 2013, Nasioulas & Mavroeidis, 2013):

*“A social enterprise is an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities.*

*The Commission uses the term 'social enterprise' to cover the following types of business:*

*Those for who the social or societal objective of the common good is the reason for the commercial activity, often in the form of a high level of social innovation.*

*Those where profits are mainly reinvested with a view to achieving this social objective.*

*Those where the method of organisation or ownership system reflects the enterprise's mission, using democratic or participatory principles or focusing on social justice” (COM. Social Business Initiative, 2011, 2-3).*

SIXTH. Restrictions upon profit-distribution applying to agricultural or civil cooperatives are a counter-incentive for their members, whose initial statutory purpose was the pursuit of collective and not social benefit per se.

SEVENTH. The introduction of a system of remuneration convergence and the elasticity in its internal application is a very positive contribution of the Law 4430/2016. It is expected to promote wage justice, to channel the added valued produced more fairly to the benefit of employees and deter the abusive ownership of proportionally unequal benefit by the few or only one individual among the members of the Social and Solidarity Economy Organizations.

EIGHTH. Provided by §3, the Social and Solidarity Economy Organization upkeeps a Volunteers' Registry for those voluntarily assisting the statutory activities of the entity. Art 8, §1 provides for an exemption of the Organization off insurance contribution for the volunteers and this is expected to favor the participation of volunteers. Nevertheless it might as well act as an incentive for illegal or clandestine employment through an abuse of the volunteer capacity.

As already discussed in great length (Nasioulas and Mavoeidis, 2013), the Law 4019/2011 had also allowed for incentives that eventually contributed to the maximization of abuses and clandestine employment of member of the therein called Social Cooperative Enterprises. The Law 4430/2016 attempts to apply some restrictions into this trend through Art 17 §9.

NINTH. §4 provides that: *“the Social and Solidarity Economy Organization is obliged, from the second fiscal year, to present annual wage expenses equal at least to the 25% of its turnover of the previous fiscal year. This obligation applies to Organizations with an annual turnover and income from subsidies of the previous fiscal year not exceeding the*



*300% of the annual wage costs of a full-time employee, calculated according to the stipulated minimum wage without benefits”.*

This provision can be considered as restrictive of the economic and managerial liberty of the eligible organizations. Nevertheless the room left allows for ill-efficient entities to be exempt of any burden or obligation. The basic positive contribution of this provision is that active counter-incentives are stipulated for the abuses of capitalization.

#### CHAPTER C. SUPPORT MEASURES

Art 5. Participation of the Social and Solidarity Economy Organizations in support measures

With §3, public authorities can make available movable and immovable property to Social and Solidarity Economy Organizations for the enhancement of their collective and social benefit activities. The objective criteria are to be laid down with a common Ministerial Decision.

Issues of preferential treatment and sound competition could be discussed once the specifics are published. Throughout the ongoing fiscal consolidation in Greece, a vast array of central and municipal public organizations and enterprises were abolished and a ban on the establishment of new ones is at force. The provisions of this Article create an even demanding context upon the procedures introduced by the Law 4430/2016 on identifying eligible organizations to be benefited by this Article. And this in turn leads the discussion back to the failures and exclusions from which the legislative text suffers.

#### CHAPTER D. SOCIAL COOPERATIVE ENTERPRISES AND WORKERS' COOPERATIVES

Art 14. Social Cooperative Enterprises

With §2, the types of Social Cooperative Enterprises at first introduced by Law 4019/2011 are deduced into two, taking into account the abolishment of the “Care” type:

- Social Cooperative Enterprises for the Integration of Vulnerable and Special Groups
- Social Cooperative Enterprises of Collective and Social Benefit.

In comparison to the Law 4019/2011 which practically allowed for any kind of activity, there is herein introduced a restriction to sustainable development activities and provision of general interest social services only.

§ 8 stipulates that the percentage of the mixed income derived of public entities is not allowed to surpass the 65% of the gross income of the Social Cooperative Enterprise, calculated in a three-year period. This is a provision restricting the exclusive dependency of social enterprises by public funding; it aims at inculcating the principle of economic viability and independency and deter phenomena of substitution of public organizations by social economy ones.

All beneficial provisions for individuals belonging to vulnerable groups of the population remain (Art 34, 2).

Art 18 introduces the obligation of employing members of the cooperative at a minimum of 60% of the sum of employees, including non-members. This provision is in tune with

the effort of ensuring jobs for members; it acts as an incentive for becoming a member of the cooperative when being employed by it; it can finally be said that it renders Social Cooperative Enterprises of Law 4430/2016 active producers of democratic employment.

## CHAPTER E. WORKERS' COOPERATIVES

The 4430/2016 introduces an innovative business type, the Workers' Cooperative; a form of civil cooperative with the explicit statutory purpose of collective benefit. Only physical persons can become its member (Art 24, §1). A restriction applies whereas an individual can only take part into one Workers' Cooperative (Art 24, §2), which is set up by at least three natural persons (A25, §2).

Members are enrolled and insured in the Insurance Organization of Freelance Professionals ("OAEE" in Greek). Insured members are not subject to any other insurance obligation stemming from any other capacity as professionals or via a personal activity. The abovementioned insurance obligation is the only one foreseen and it absolves members from any other previous or forthcoming obligation. The insurance expenses sit with the Workers' Cooperative and are deductible by its income (A26, §6, β).

The insurance obligations rest with the cooperative and this is could act as a counter incentive for those presiding, since it becomes their personal obligation also. Failure of members to serve their insurance obligations is directly charged to the member in charge.

The number of non-member employees is restricted to the 25% of the total members, with an option of 50% in special, justified, cases (Art 28, §2).

Art 31, reserves the same benefits for Workers' Cooperatives' members as is the case with Social Cooperative Enterprises, when they belong to vulnerable social groups and receive insurance or other welfare benefits at the same time (Art 34, 2).

## CHAPTER F. TRANSITIONAL PROVISIONS

### Art 35. Transitional Provisions

With the Law entering into force, the existing Social Cooperative Entities under the Law 4019/2011, types of Collective - Productive Purpose and Care can transform into Social Cooperative Enterprises of Collective and Social Benefit or into Workers' Cooperatives (§2).

The main criterion for their recognition will be the pursuit of goals related to viable development and general interest social services provision. It rests with the Social Economy General Registry to set the standards. The official procedures will judge the extent to which existing social enterprises will be forced to switch into Worker's Cooperatives, having said that the later are subject to strict insurance obligations of their members in contrast with Social Cooperative Enterprises.

## Conclusions

1. The Law 4430/2016 introduces theoretically unfounded regulatory toxic provisions against non-profits, organizations without juridical personality, cooperatives and especially mutual funds and charitable foundations, by excluding them from its scope and support measures foreseen.
2. It expands the regulatory interest towards part of the business sector.
3. It erroneously confuses the concept of Social and Solidarity Economy with activities featuring a business character only and presented only by entities which can be regarded as social enterprises.
4. It does not specify the meaning of collective social entrepreneurship, social entrepreneurship or social enterprise nor does it adopt the European Commission's Social Business Initiative definition.
5. Its innovative and positive contributions include the sounder description of collective and social benefit, the social impact measurement, the introduction of a system of remuneration convergence, a system of channeling income from business activity into employees' remuneration and the introduction of incentives for employees to become members of the social cooperatives.
7. Law 4430/2016 introduces an innovative type: the Workers' Cooperative. Insurance obligations for its members discern it from the existing Social Cooperative Enterprises with which they resemble in many other aspects. Taking into account the extremely few positive incentives provided in comparison with other juridical types, it remains to be seen whether its introduction is linked to the clean-up of the existing population of Social Cooperative Enterprises.
8. Critical importance lies with the extent of the conditionalities to be set for the concession of state property to Social and Solidarity Economy Organizations.
9. Of equal importance will be the practical procedure to be followed by the Social Economy General Registry for checking the dedication of entities to sustainable development or provision of general interest social services, which constitute the only allowed activities thereof.
10. The Law 4430/2016 is characterized by strict and intense public intervention into market issues and trajectories of the Social and Solidarity Economy Organizations.
11. Striking is the fact that the legal text does not make any direct reference to social entrepreneurship or social enterprises, but in one and only one instance in the introductory part.

Source: Nasioulas I. (ed.). (2016). Social Economy Themes. From social entrepreneurship, to social investments and social banking. Social Economy Institute. Original title in Greek: Νασιούλας Ι. (επιμ.). (2016). Θέματα Κοινωνικής Οικονομίας. Από



την κοινωνική επιχειρηματικότητα, στις κοινωνικές επενδύσεις και την κοινωνική τραπεζική. Ινστιτούτο Κοινωνικής Οικονομίας.

1.26 Please realize an overview of **public policy** towards coops (fiscality, public funding, legal advantages) – *narrative*

*The Greek legislative and administrative terrain regarding cooperatives is fragmented in various laws and various jurisdictions per competent authority. No single approach is provided for the development of the cooperative sector at large. Along, the educational system is not at all linked to the cooperative sector and specifically the educational component of the cooperative agenda, which is considerably stressed in the ICA premises.*

*Since the crisis erupted in Greece, in 2010, most subsidies for collective institutions representing cooperatives were cut-down or completely cut-off. The banking system is at a stall and this involves also loans and export guarantees for cooperatives, which are not favorably identified by the systemic banking institutions.*

*Many provisions are incorporated into law regarding the audit of several kinds of cooperatives. But the big picture is that the Greek state has never materialized on these premises and this is mainly the reason why the rural cooperative was completely dismantled as on the 1980s (see previous analysis).*

1.27 Please identify and detail, other public or private **mechanisms** in favor of cooperatives/cooperatives entrepreneurship (consulting firms, financing mechanism) – *narrative*

-

1.28 What is the **public awareness** of coops existence? Please detail – *rough estimation*

When referring to coops, people in Greece mainly imply rural cooperatives. Most of the other kinds such as civic cooperatives (cooperatives of same-line professionals) or even the newly-found social cooperatives are relatively exotic for the majority of the people.

1.29 What is the **public knowledge** of major coop specificities (in comparison with capitalist firms)? Please detail - *rough estimation*

In general terms, cooperativism is not well-understood in the cities. Yet, the rural populations are better acquainted with cooperatives and their practices.

1.30 Please describe the general attitude of the **media** towards coops - *rough estimation*

*The word "cooperative" was associated with corruption and as being part of the political clientele regime of the two major parties and especially the Pan-Hellenic Socialist Movement PASOK which ruled Greece for the most part of the eighties and nineties.*

1.31 Are there any **role models** (examples of well-known or well established coops)? Please list them and briefly describe them - *collected data*

#### Examples and Best Practices: Credit Cooperatives

Name: Lamia Cooperative Bank

Established: 1900; the oldest existing cooperative in Greece

Form: Cooperative Bank

Scope: Cooperative credit services

Structure: 6 establishment, member of the Union of Greek Cooperatives Banks

Value:

Financial data (million €)											
	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Assets	95,57	76,77	62,41	57,49	66,28	71,03	78,51	76,53	73,03	68,68	87,73
Loans	81,47	73,11	62,70	62,38	65,88	66,96	70,19	63,84	61,62	58,65	62,21
Deposits	64,71	42,84	40,99	38,72	47,66	53,24	60,90	57,8	53,76	51,25	68,75
Equity	27,99	27,49	19,83	16,81	16,58	16,26	16,38	16,57	16,14	15,19	17,04
Cooperative capital	19,77	19,19	18,60	17,83	16,43	15,36	15,17	14,85	14,30	13,60	15,28
Earnings before taxes	1,4	0,23	0,18	0,60	1,87	1,08	0,93	1,11	0,91	-0,92	0,23
Establishmen	3	3	3	3	3	4	5	6	6	6	6





ts											
Employees	48	45	43	44	39	39	42	45	43	43	48
Members	15.69 4	15.20 0	14.70 9	14.23 0	13.76 8	13.39 0	13.30 8	13.10 5	12.84 5	12.45 7	12.41 0

Data compilation: Ioannis Nasioulas

Source: <http://www.lamiabank.gr/>

#### Examples and Best Practices: Limited Liability Social Cooperatives

Name: Dodecanese LLSC

Form: Limited Liability Social Cooperative

Established: 2002

Scope: Social and work integration of individuals with psycho-social disabilities.

Structure: 441 members, (a) individuals 198, (b) professionals 148, (c) entities 95.

Employees 53, (a) individuals 27, (b) professionals 15, external collaborations 2.

Establishments, (a) honey factory, (b) agricultural production, (c) pastry production, (d) food bar.

Value: Agricultural production in 9 hectares, with 40 tons annually in 20 different kinds of grocery; 80% of production to the Leros island psychiatric facility and 20% in the market. "Artemis" thyme honey; 50.000 euro investment (LEADER programme).

Data compilation: Ioannis Nasioulas

Source: [www.koispe.gr](http://www.koispe.gr)

#### Examples and Best Practices: Mutual Insurance Cooperatives

Name: Mutual Insurance Cooperative of Northern Greece Interurban Buses

Form: Mutual Insurance Cooperative

Established: 1986

Scope: car-accident insurance

Structure: 24 first-grade mutual insurance coops, 2.000 buses

Value: "MACEDONIA" interurban bus station in Thessaloniki, 27.000 square meters; 288.000 euro net profits as of 2008.

Data compilation: Ioannis Nasioulas

Source: [www.ktelmacedonia.gr](http://www.ktelmacedonia.gr)

#### Examples and Best Practices: Sea Mutual Insurance Cooperatives

Name: Greek Cooperative of Sea Mutual Insurance, Protection, Compensation and War Cover

Form: Sea Mutual Insurance Cooperative

Established: 2009



Scope: Shipping insurance. Vessels up to 25.000 gt accepted, coverage up to 500 million dollars

Structure: statute signed by 50 ship-owners, 90 ships insured as of 2010

Value: While in course to India (October 6, 2011), the Greek commercial vessel "Motivator" fell victim to piracy by Somalian pirates who kidnapped its crew. The vessel was insured in the Greek Cooperative and ransom reaching 3.6 million dollars was forwarded through Lloyd's in exchange for the safe retrieval of the 24 individuals aboard the ship.

Data compilation: Ioannis Nasioulas

Source: [http://www.mutual.gr/files/LL\\_20110120\\_60343\\_A\\_003.pdf](http://www.mutual.gr/files/LL_20110120_60343_A_003.pdf)

### Examples and Best Practices: Pharmacists' Cooperatives

Name: "PANSYFA" Pan-Hellenic (All-Greek) Pharmacists' Cooperative

Form: Cooperative

Established: 1997

Scope: PANSYFA creates economies of scale, in regard to the trading, storage and distribution of products, for cooperative pharmaceutical warehouses, cooperative pharmacies and its collaborating companies. Within the frame of the company's development and business plan, two new departments were created, in order to expand the provided services towards business partners and function supportively towards cooperative pharmaceutical warehouses: 3PL; Logistics storage and distribution of pharmaceutical and parapharmaceutical products and Sales & Promotion Services; product promotion services for our partners.

Structure: 26 pharmacists' cooperatives founding members

Value: 43 cooperative warehouses, 5.000 pharmacies, approximately 50% share of the Greek market

Data compilation: Ioannis Nasioulas

Source: [www.pansyfa.gr](http://www.pansyfa.gr)

### Examples and Best Practices: Housing Cooperatives

Name: "OSYATE" Housing Cooperative of the Agricultural Bank of Greece's Employees

Form: Housing Cooperative

Established: 1945

Scope: Provision of housing loans for family houses or resorts to employees and pensioners; real estate services

Structure: 8.955 members as of 31/12/2006

Value: Loans

Year	Total	Bank Capital	Coop Capital	Contracts	Annual Total





2000	12.945.435,07	10.761.719,74	2.183.715,33	951	10.533
2001	14.302.077,77	12.046.412,33	2.255.665,44	1.164	11.697
2002	13.784.733,04	11.173.780,84	2.610.952,20	811	12.508
2003	14.081.087,36	12.428.147,36	1.652.940	558	13.066
2004	17.310.663,01	15.846.313,01	1.464.350	585	13.651
2005	20.198.497,19	18.332.487,19	1.866.010	706	14.357
2006	18.050.214,97	16.504.454,97	1.545.760	526	14.883

Data compilation: Ioannis Nasioulas

Source: [www.osyate.gr](http://www.osyate.gr)

### 1.32 Please list and briefly summarized the recent **national publications** on coops - *collected data & narrative*

1. Nasioulas I. (2012a). Greek Social Economy Revisited: Voluntary, Civic and Cooperative challenges in the 21st century. Peter Lang Verlag.
2. Nasioulas I. (2012b). *Social Cooperatives in Greece. Introducing new forms of social economy and entrepreneurship*. International Review of Social Research. Volume 2, Issue 2, June 2012, 151-171. ISS N 2069-8267.
3. Νασιούλας Ι. (2012). *Η Κοινωνική Οικονομία της Ελλάδος και το Κοινωνικό της Κεφάλαιο. Μια συνολική, θεσμική και εθνικολογιστική αναγνώριση*. Ινστιτούτο Κοινωνικής Οικονομίας.
4. Νασιούλας Ι. (2013). *Κοινωνικές Επιχειρήσεις – Clusters & Δίκτυα Κοινωνικής Οικονομίας. Θεωρία, Ευρωπαϊκές Πολιτικές και Ελληνική Πραγματικότητα*. Ινστιτούτο Κοινωνικής Οικονομίας.
5. Νασιούλας Ι. (2016). *Θέματα Κοινωνικής Οικονομίας – Από την κοινωνική επιχειρηματικότητα, στις κοινωνικές επενδύσεις και την κοινωνική τραπεζική*. Ινστιτούτο Κοινωνικής Οικονομίας.

#### I) BOOKS

- Fefes, M., Law and Organization of agricultural co-operatives (in Greek), Legal Library, Athens 2012.
- Fefes, M., European Institutions of Social Economy: I. The European Co-operative Society, (in Greek), Ant. N. Sakkoulas Publications, Athens – Comotini 2007.

#### II) ARTICLES

- Fefes, M., “Law 4384/2016 on Agricultural Cooperatives” (in Greek), in Nasioulas (ed.), *Social Economy Issues*, pp. 165-184, Institute of Social Economy, 2016
- Fefes, M., “Recent Developments in Agricultural Cooperatives Legislation” (in Greek), Legal Attorney Volume 101/2014, Legal Library.

- Fefes, M., “Greek and Italian Co-operative Movement: A brief comparison”, Collective Volume *Agricultural cooperatives in South and Central Europe, 19th - 20th century: a comparative approach*, Athens Academy, 2013.
  - Fefes, M., “The New Legal Regime of Agricultural Co-operatives: Critical Reading” (in Greek), Enterprise & Company Law, Volume 3/2013, p. 232-238, Legal Library.
  - Fefes, M., “Recent Developments in Agricultural Cooperatives Legislation” (in Greek), Legal Attorney Volume 95/2013, Legal Library.
- 6.

1.33 Please list the **national web** sites on cooperatives - *collected data*

[www.paseges.gr/el](http://www.paseges.gr/el)

[www.este.gr/](http://www.este.gr/)

[www.osyate.gr](http://www.osyate.gr)

[www.koispe.gr](http://www.koispe.gr)

[www.pansyfa.gr](http://www.pansyfa.gr)

[www.ktelmacedonia.gr](http://www.ktelmacedonia.gr)

[www.osyate.gr](http://www.osyate.gr)

## PART 2: COOPERATIVE/ENTREPRENEURSHIP EDUCATION

### Part 2.1: Cooperative Education

2.1.1 Please identify the main programs/actions related to cooperative education and for each of them (1 table for each program) fulfill the following tables (if needed, please copy-paste additional tables)

<b>Name</b> Website, Contact information, ...	<b>Providers</b> Name, type (private/public), founder(s), main funder(s), year of establishment...	<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	<b>Content</b>	<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	<b>Indicate if those programs include specific supporting entrepreneurship</b>	<b>Indicate if those programs include specific action towards young people</b>
Social Business Lab <a href="http://www.loutraki.plus/social-business-lab-en.html">http://www.loutraki.plus/social-business-lab-en.html</a>	The City of Loutraki-Perachora-Hagioi Theodoroi, GREECE, in collaboration with the Social	All	Getting to know the basics about Social Cooperative Enterprises and Workers' Cooperative	Participatory Workshops, Masterclasses by invited speakers, Invited Lectures by Businessmen	YES. The Social Business Lab forms part of the Social Economy Action Plan ( <a href="http://www.loutraki.plus/social-economy-en.html">http://www.loutraki.plus/social-economy-en.html</a> ) and is a prerequisite for taking part in the Social Economy Competition	

	Economy Institute		s under Law 4430/2016		( <a href="http://www.loutraki.plus/socia-economy-competition-en.html">http://www.loutraki.plus/socia-economy-competition-en.html</a> )	
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<b>Name</b> Website, Contact information, ...	<b>Providers</b> Name, type (private/public), founder(s), main funder(s), year of establishment...	<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	<b>Content</b>	<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	<b>Indicate if those programs include specific action supporting entrepreneurship</b>	<b>Indicate if those program s include specific action towards young people</b>
Cooperative Learning Courses <a href="http://www.diktio-kapa.dos.gr/new/w/%CF%83%CF%85%CE%BD%CE%B5%CF%84%CE%B1%CE%B9%CF%81%CE%B9%CF%83%CF%84%CE%B9%CE%BA%CE%AE/">http://www.diktio-kapa.dos.gr/new/w/%CF%83%CF%85%CE%BD%CE%B5%CF%84%CE%B1%CE%B9%CF%81%CE%B9%CF%83%CF%84%CE%B9%CE%BA%CE%AE/</a>	KAPA Network ("Diktyo Kapa")	All	Getting to know the basics about cooperatives and their set-up	E-learning, conventional textbooks		

2.1.6 What are, according to your expertise, the expressed needs of cooperative actors to develop entrepreneurship?

- A single, coherent policy net for coops
- A single competent authority for coops
- Legislation for favorable treatment by the banking system
- Less red-tape for setting up any kind of coop
- More integration of cooperative knowledge into the mainstream educational system

#### 2.1.7 What are, according to your expertise, the expressed needs of cooperative actors to reach young people?

- Integration of cooperative ethics and knowledge into the basic educational system
- A new law is needed for the establishment of STUDENTS' COOPS inside the University Campuses
- Provision of latent public facilities for cooperative experimentation and start ups in a generalized and representative manner in all geographical areas and especially the most deprived – Financing and management of this exercise by a specific competent authority

## • Part 2.2 : Entrepreneurship Education

2.2.1 Please identify the main programs/actions related to entrepreneurship education and for each of them (1 table for each program) fulfill the following tables (if needed, please copy-paste additional tables)

<b>Name</b> Website, Contact information, ...	<b>Providers</b> Name, type (private/public), founder(s), main funder(s), year of establishment...	<b>Target</b> Audience (age, gender, social environment ...), geographical coverage, industries,...	<b>Content</b>	<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	<b>Indicate if those programs include specific action supporting cooperatives</b>	<b>Indicate if those programs include specific action toward s young people</b>
UNIT OF INNOVATION AND ENTREPRENEURSHIP - ARISTOTLE UNIVERSITY OF THESSALONIKI <a href="https://dasta.auth.gr/cmsitem.aspx?id=165&amp;sid=4">https://dasta.auth.gr/cmsitem.aspx?id=165&amp;sid=4</a>	ARISTOTLE UNIVERSITY OF THESSALONIKI	Students	Business skills and knowledge	Courses parallel to the main curriculum	Conventional and social cooperativism is included and highlighted	
	The City of Loutraki-	All	Getting to know the	Participatory	YES. The Social Business Lab forms part of the Social	

<p>Social Business Lab  <a href="http://www.loutraki.plus/social-business-lab-en.html">http://www.loutraki.plus/social-business-lab-en.html</a></p>	<p>Perachora-Hagioi Theodoroi, GREECE, in collaboration with the Social Economy Institute</p>		<p>basics about Social Cooperative Enterprises and Workers' Cooperatives under Law 4430/2016</p>	<p>Workshops , Masterclasses by invited speakers, Invited Lectures by Businessmen</p>	<p>Economy Action Plan (<a href="http://www.loutraki.plus/social-economy-en.html">http://www.loutraki.plus/social-economy-en.html</a>) and is a prerequisite for taking part in the Social Economy Competition (<a href="http://www.loutraki.plus/social-economy-competition-en.html">http://www.loutraki.plus/social-economy-competition-en.html</a>)</p>	
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## 2.2.6 What are, according to your expertise, the expressed needs of entrepreneurship educative actors to cover cooperative entrepreneurship?

Most of the collective institutions representing segments of the cooperative sector are not mobilized adequately in providing quality and consistent education to their members and prospective coop-entrepreneurs. This is mainly due to lack of commitments, resources and the specific skills to organize the exercise. It's also due to the peculiar nature of most of them being subsidies-oriented and with no actual capacity-building agendas for their beneficiaries.

Parallel to this, mainstream education providers such as HEIs are not adequately linked to such collective-representation bodies or the cooperative ecosystems and thus hands-on education is very limited.

## 2.2.7 What are, according to your expertise, the expressed needs of entrepreneurship educative actors to reach young people?

Entrepreneurship-specific education is not well and firmly integrated into the official educational system in Greece. This is vividly the case of HEIs where links with the business sector are practically non-existent and are left to be treated in hostility by a very small minority of politically-motivated groups, most of which do not belong to the students' community. This status has been solidified since the 80s and there is no sign that it could be reverted in the near future.





## Part 2.3: Learning Coop Entrepreneurship Education Practices

*This part is really specific and it is possible that such initiatives do not exist in your country, in that case, please skip this part.*

2.3.1 Are there, in your country, any existing practices, potentially inspiring for other countries? Please detail.

2.3.2 Are there, in your country, existing practices, which should be expanded? Please explain.



## PART 3: OPPORTUNITIES

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3.19. Please describe briefly the main characteristics of the youth in your countries – *narrative*

Since the default of Greece in 2010, almost 500.000 people left the country, with the majority being young and well educated. In Greece, almost anybody willing to enroll to a HEI course will get there. The percentage of degree-holders has tripled the last 3 decades. The level of foreign-language proficiency is considerably high, especially in English.

3.20. Please provide with data regarding **youth unemployment** (rate,...)- *collected data*

Currently, youth unemployment reaches an average of 50-60%. The general unemployment rate is over 25%. Brain-drain has been devastating.

3.21. Please give information regarding the youth **intentions** towards entrepreneurship - *collected data*

The majority of Greek youth is creative and very eager to undertake risks. Yet, the overall ethics and ideology which are widespread in the HEI sector and public sphere tend to dismantle the business spirit and re-orient the youth towards following the path leading to becoming linked or dependent to the public sector through clientelistic networks and public subsidies.

3.22. Which are the most **uncovered social needs** in your country?- *rough estimation*

- Baseline protection against poverty
- Primary health-care
- Financing of the start-up sector
- Proper education not-mediated by political networks and not-subject to physical and ethical violence in the HEI campuses
- Support to communities receiving migrant flows

3.23. What can you say about the youth **sensibility** to those uncovered social needs in your country?- *rough estimation*

The majority of the young people are well-aware of the counter-incentives posed by resilient clientelistic networks embedded in the HEI sector and actively hostile to entrepreneurship and cooperativism.

3.24. Which are, according to you, the industries or social needs with high potential for cooperative entrepreneurship in your country?

- Mutual finance and cooperative banking
- Mutual insurance
- Agricultural production
- Fisheries
- Logistics
- ICT
- Community and social services
- Energy generation and provision
- The tourism sector
- The educational sector
- The religious sector

3.25. Do you think those are suitable for youth entrepreneurship? Please explain.

In fact most of the above provide the basic ground of what is missing in HEI curricula and methods of intervention. Low-cost start ups are very viable in most of these industries and this comes to fit with the low budget of the Greek families and young entrepreneurs. Expertise for most of these industries is already available in the Greek market and social networks. Most of these industries involve a visible amount of social capital and ICT skills, both very rich in the Greek society.

3.26. What are the industries or social needs with high potential for youth entrepreneurship in your country? Please explain.

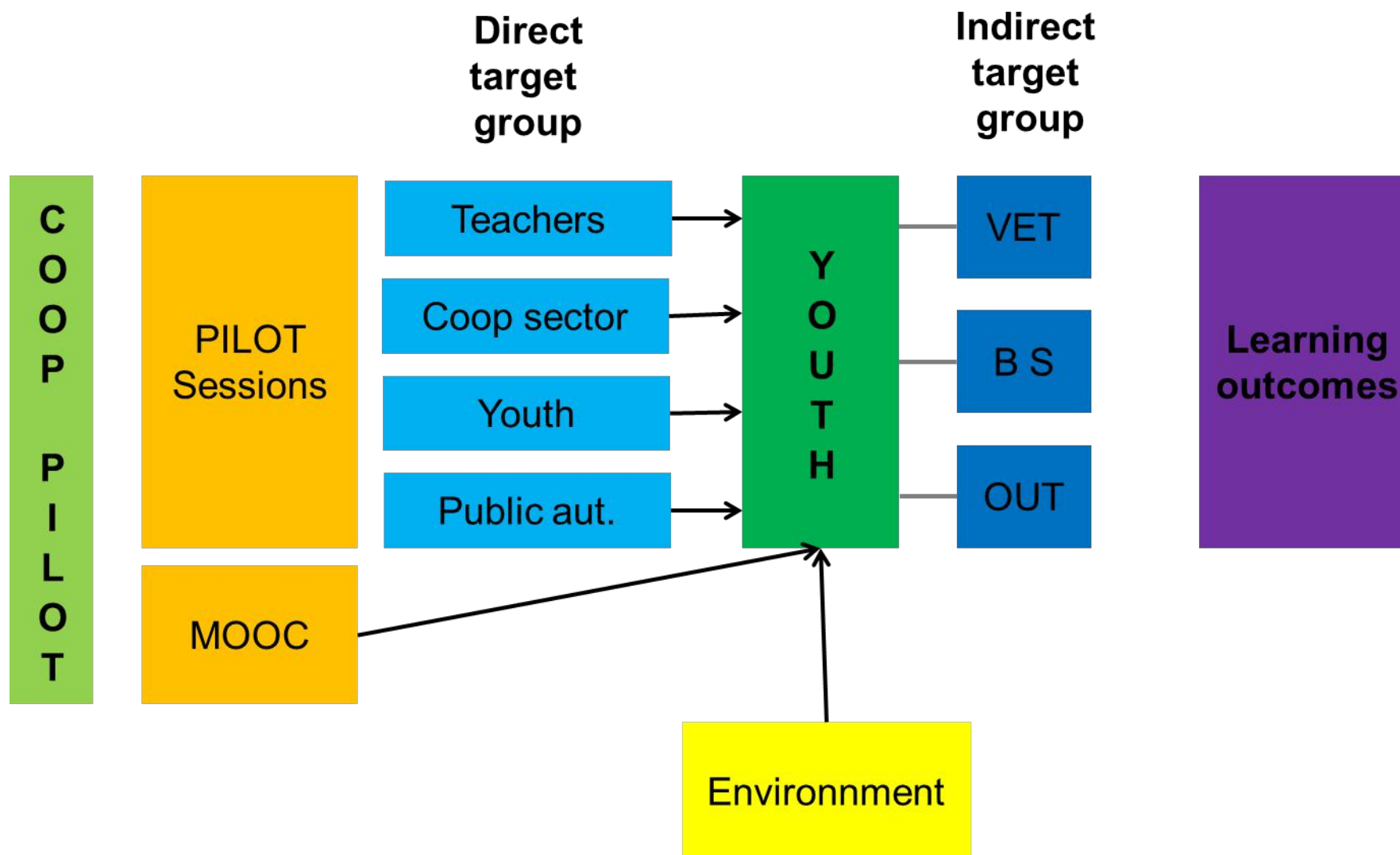
- Mutual finance and cooperative banking
- Mutual insurance
- Agricultural production
- Fisheries
- Logistics
- ICT
- Community and social services
- Energy generation and provision
- The toursim sector
- The educational sector
- The religious sector

3.27. Do you think those are suitable for coop entrepreneurship? Please explain.



## PART 4: NEEDS

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4.1 For each indirect target group identified in the COOPILOT project (i.e. VET students, universities scholars and business management students, young people out of education), please identify which **are the most pressing needs in terms of expected learning outcomes in your country**<sup>7</sup>. Please give weights 1 to 6 (if possible, if not, 1 to 3, 1 to 4... depending on your priorities), 6 (or the higher number) being the most important and 1 the less important. Feel free to add comments.

#### 4.1.2 VET students

Learning outcomes	Entrepreneurship	Cooperative
<b>ATTITUDE</b> Examples: self-confidence, sense of initiative, problem solving mind, cooperation ability, listening capacity, empathy...	6	6
<b>SKILLS</b> Examples: creativity, planning, financial literacy, managing resources, managing uncertainty, and risk, teamwork, co-construction, communication, decision making...	4	5
<b>KNOWLEDGE</b> Examples: assessment of opportunities, role of entrepreneurs in society, entrepreneurial	3	3

<sup>7</sup> The aim of this question is to grasp the whole reality of your country. Questions 4.2 and 4.3 in turn are related to the pilot session as such.

career options, legal framework of coop, coop ecosystem, funding sources for coop...		
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#### 4.1.2 Universities scholars and business management students

Learning outcomes	Entrepreneurship	Cooperative
<b>ATTITUDE</b> Self-confidence, sense of initiative, problem solving mind, cooperation ability, listening capacity, empathy...	<b>6</b>	<b>6</b>
<b>SKILLS</b> Creativity, planning, financial literacy, managing resources, managing uncertainty, and risk, teamwork, co-construction, communication, decision making...	<b>5</b>	<b>6</b>
<b>KNOWLEDGE</b> Assessment of opportunities, role of entrepreneurs in society, entrepreneurial career options, legal	<b>4</b>	<b>4</b>

framework of coop, coop ecosystem, funding sources for coop...		
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#### 4.1.3 Young people out of education

Learning outcomes	Entrepreneurship	Cooperative
<b>ATTITUDE</b> Examples: self-confidence, sense of initiative, problem solving mind, cooperation ability, listening capacity, empathy...	6	6
<b>SKILLS</b> Examples: creativity, planning, financial literacy, managing resources, managing uncertainty, and risk, teamwork, co-construction, communication, decision making...	6	6

<b>KNOWLEDGE</b> Examples: assessment of opportunities, role of entrepreneurs in society, entrepreneurial career options, legal framework of coop, coop ecosystem, funding sources for coop...	<b>6</b>	<b>6</b>

4.2 **For the pilot sessions that will be organized in your country** please specify the target audience that will attend the pilot session and the repartition between the four following categories (for examples: 80% teachers and 20% public authorities):

Teachers: 10%

Coop sector: 10%

Youth: 60%

Public authorities: 20%

4.3 **Specifically for the pilot session**, please identify the expected learning outcomes that need to be supported by the pilot session in your country for each of the three indirect target groups. Please give weight 1 to 6 (if possible, if not, 1 to 3, 1 to 4...depending on your priorities), 6 (or the higher number) being the most important and 1 the less important for **each column**.

	<b>VET student</b>	<b>Universities scholars and business management students</b>	<b>Young people out of education</b>
Entrepreneurship ATTITUDES	6	5	6
Entrepreneurship SKILLS	4	5	6
Entrepreneurship KNOWLEDGE	4	5	6
Cooperative ATTITUDES	6	5	6
Cooperative SKILLS	4	5	6
Cooperative KNOWLEDGE	4	5	6



### COOPILOT Project

Template Host Countries (HC)

Bulgaria, Cyprus, Greece, Romania and Slovenia

Country: ROMANIA

Report's author(s): Todor Arpad, Daniela Panica, Cristian Pirvulescu

**Please carefully cite the references (including websites) used to fulfill the template.**

#### PART 1: COOPERATIVES ECOSYSTEM

1.34 Please provide with **general statistics** regarding cooperatives in your countries-  
*collected data*

<b>Social Economy in Romania 2012</b>					
	<b>Active organizations</b>	<b>Fixed assets</b>	<b>Revenues</b>	<b>Members</b>	<b>Employees</b>
<b>Associations and foundations</b>	<b>33.670</b>	<b>7.198.847</b>	<b>7.742.043</b>	-	<b>76.902</b>
Cooperatives, from which:	2.228	1.122.805	1.764.363	-	31.428
Craftsmans' Coops	846	599.352	719.036	-	22.082
Consumers' Coops	940	265.295	571.711	-	7.050
Credit Cooperatives	86	86.371	156.339	-	2.049
Agricultural Coops	356	171.787	317.277	-	247
<b>CAR, out of which</b>	<b>2.767</b>	<b>3.624.190</b>	<b>589.143</b>	<b>3.028</b>	<b>5.403</b>
CAR for retirees	198	768.865	159.879	1.811	2.240
CAR for employees	2.569	2.855.325	429.264	1.217	3.163
<b>Companies owned by social economy organizations</b>	<b>682</b>	<b>1.971.666</b>	<b>2.202.562</b>	-	<b>17.394</b>
<b>TOTAL</b>	<b>39.347</b>	<b>13.917.508</b>	<b>12.298.111</b>	-	<b>131.127</b>

Source: *Atlasul Economiei Sociale*<sup>8</sup>, INS

1.35 Please describe briefly the **historical background** of the cooperative sector as well as the **recent evolutions- narrative**

Romania has a long tradition in social economy, unfortunately interrupted by the communist period, which affected the essence of volunteering and cooperative movement<sup>9</sup>. The earliest formal associations started in 1835, when one of the first forms of social economy started, more precisely the agronomic and manufacturing society (The Phalanstery from Scaieni). Later on, from 1845 more forms of social economy have been developed: in 1851 the first popular bank is established in Transylvania, and Bistrita, almost simultaneously with the credit coops in Germany Schul Delish and Raiffaieisen models, first credit savings and mutual loan associations (a precursor of today's credit unions) were established, and also first rural popular bank „Frăția” is established in Domnești - Muscel and first rural consumer coop „Economatul” in Retevoiești.

From 1903 to 1935 the sector developed at an accelerated pace. During this period, 700 popular banks were already in existence, which provided work places for 150.000 workers. In 1929 the “Law for organization of cooperatives” was enacted, and subsequently amended to allow for various forms of cooperatives: credit cooperatives and popular banks, agricultural land purchase or lease, agricultural cooperatives, worker coops, agricultural machinery coops, marketing coops, housing coops, forestry and fishing coops.

After the Second World War, and the start of the communist regime, the social cooperative sector has been influenced by the massive changes taking place in all societal domains. In 1947-1948 the civil society and associative structures susceptible of conflict with communist interests were dissolved (1000 local and national organizations). At the economic level, *“forced industrialization was one of the main changes and scopes of the communist party, and it was mainly carried out by means of nationalization and prioritization of certain industries (automotive, steel, chemical industries) as well as by the massive forced collectivization of agriculture and the rural populations”*<sup>10</sup>. As a result, the main business actors became state-owned, and both enterprises and cooperatives could be categorized as follows: worker, consumer, credit cooperatives, and agricultural cooperatives<sup>11</sup>. While still being part of the centralized economy, cooperatives were considered private businesses, although being accountable

<sup>8</sup> “Atlasul Economiei Sociale 2014.”

<sup>9</sup> Vamesu and Barna, “Romania Country Report.”

<sup>10</sup> Lambru and Petrescu, “Surviving the Crisis,” 734.

<sup>11</sup> Ibid.

to the communist party and not to its members, which had no rights or any type of autonomy regarding their assets. One of the main consequences of state intervention *“through mandatory programs, forced nationalization of co-op production and cultural facilities or their fixed funds”*<sup>12</sup>, in the activity of cooperatives was that they *“developed in terms of volume and types of economic activities, assets, members, and employees”*<sup>13</sup>.

In the early 1990s, cooperative organizations were treated almost as nonexistent during the initial phases of economic transition towards a market economy. To a certain extent, cooperative organizations in general and worker cooperatives in particular, became invisible to decision makers and the general public.<sup>14</sup> After 1989, Romania had a declining cooperative sector (number of members of cooperatives going down from over 1 million to below 30.000), a stagnating credit union sector and a thriving non-profit sector which grew exponentially getting in 2010 to over 20.000 active organizations and almost 100.000 employees with distinct identities enjoying limited to no visibility.

History of social economy in Romania	
1835	The agronomic and manufacturing society (The Phalanstery from Scaieni) – one of the first forms of SE in Romania
Since 1845	1851 – First popular bank is established in Transylvania in Bistrita almost simultaneously with the credit coops in Germany Schul Delish and Raiffaieisen models.
	1855 – In Brăila, the first credit, savings and mutual loan associations being established, a precursor of today's credit unions.
	1860 - Ion Ionescu de la Brad, a famous agriculture professor and rural development promoter establishes the first popular bank in a village Brad, Roman.
	1873 – first consumer cooperative.
	In 1886 - first rural popular bank „Frăția” is established in Domnești - Muscel and first rural consumer coop „Economatul” in Retevoiești
1903-1935	First Cooperative Law – already 700 popular banks in existence at the time – in 1903. The Law on popular rural banks and their Central Caisse, which through later modifications will regulate all other types of cooperatives.

<sup>12</sup> Ibid.

<sup>13</sup> Ibid.

<sup>14</sup> Ibid.



	<p>1929 - "Law for organization of cooperatives", which is revised several times. In 1935 the Law is revised to allow for various forms of cooperatives: credit cooperatives and popular banks, agricultural land purchase or lease, agricultural cooperatives, worker coops, agricultural machinery coops, marketing coops, housing coops, forestry and fishing coops</p> <p>In 1938 worker cooperatives were providing work places for 1 150 000 workers.</p>
1921	The first Romanian regulation on associations and foundations
1947 - 1948	The civil society and associative structures susceptible of conflict with communist interests were dissolved (1000 local and national organizations)
1948	Disabled workers' cooperatives were set up
1948- 1989	<p>Despite democratic appearances, the remaining organizations were an ideological tool.</p> <p>Forced membership; forced volunteering.</p>
After 1989	<p>Before 2005</p> <p>The sector of social economy, the part of the economy grouping cooperatives, mutual and non-profit sector had no common identity as social economy in Romania prior to 2005. In the period 1989 – 2005 in Romania we had a declining cooperative sector (number of members of cooperatives going down from over 1 million to below 30.000), a stagnating credit union sector and a thriving non-profit sector which grew exponentially getting in 2010 to over 20.000 active organizations and almost 100.000 employees with distinct identities enjoying limited to no visibility. The legal framework for associations has a number of ambiguities related to the possibility of non-profit entities to conduct economic activities and, and the legislation for cooperatives has been reformed in 2005 turning cooperatives closer to commercial companies while the sector itself is quite far from the internationally recognized traditional principles of cooperatives</p>
After 2005	Social economy, an emerging concept in a European financed program - Preparation and launch of the European Social Fund financed grant-schemes for social economy period 2006- to date. The social economy concept has been launched in the public arena in Romania by the European Social Fund Operational Program for Human Resource Development OPHRD Romania and by the NGO Sector representatives involved in the programming debates in the period 2005-2006. Previously there were initiatives of “enterprising non-profits” (around 10-15% out of total non-profits had reported



	<p>income generating-economic activities during 2000-2009) and income generating projects in poor rural and some Roma communities and a number of protected workshops that could fall under the broad definition of social enterprise. As a consequence of these debates the OPHRD has designed a Major Area of Intervention Development of Social Economy allocating 600 mil Euro for grants of significant size for two types of projects – strategic maximum 5 mil Euros, and small up to 500.000 Euros. Around 60 projects have been financed and are at various stages of implementation. Therefore numerous initiatives with a variety of approaches are currently under way providing information/awareness raising, training, start-up advise, creating local/regional resource centers and, in rather few cases, direct financial support for enterprise start-ups. More specifically:</p> <ul style="list-style-type: none"> <li>-University studies – at least three projects had a component of University studies involving main Universities in Romania, including one Master’s degree.</li> <li>-Research activities – numerous research activities – on the overall social economy sector in several regions, on the role these organizations may have for disadvantaged groups, specific research on potential role for Roma and disabled, policy research – at least two policy reports, one for the Ministry of Labour and one on role of social economy in work integration of the disabled</li> <li>-Support for start-ups and incubators <ul style="list-style-type: none"> <li>– training and advise, some start-up funding, local and regional resource centres for social economy entities</li> </ul> </li> <li>-Fairs – Ministry of Labour, CSDF, Protected Workshops.</li> </ul> <p>These initiatives gave a lot of visibility to the social economy concept and generated debates around the various concepts such as social economy and social entrepreneurship as we will see below<sup>15</sup>.</p>
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1.36 Please detail the **legal context** related to cooperatives in your country (e.g. legal form, accreditation process)- *narrative*

The first attempt to create a unique legislative framework on the social economy sector started in 2010, when a first draft on the Law of Social Entrepreneurship has been elaborated. According to a 2012 Country Report on the state of the social economy, this first draft *“had numerous flaws confusing social enterprises and enterprises established by traditional companies with a social aim – poorly defined, mainly work creation, confusing it with corporate social responsibility and providing fiscal breaks for social investments by companies – among which multinationals where explicitly listed. This draft has shown the*

<sup>15</sup> Vamesu and Barna, “Romania Country Report.”

*lack of clarity surrounding the concepts of social entrepreneurship and social economy to a large extent new to the Romanian society”<sup>16</sup>*

Instead, “the second draft law - **Law on Social Economy** was initiated by the Ministry of Labor and was generated in consultation with representatives of all three sector concerned: the NGOs sector, the credit unions federations and cooperatives during 2010-2011. Much of the discussions were around the concepts, definitions and principles. This was the period when new identities of both the “*traditional, old economy*” sector and of the new sector of mainly work integration social enterprises emerged.. This draft was launched by the Ministry in the public debate in December 2011. A working group established by CSDF with NGOs and credit unions have proposed numerous amendments to this text. Given the current political situation in Romania (resigning government, elections in November) it is not clear what legislative steps could be taken.”<sup>17</sup>

The main input from the civil society went through *The Coalition for social economy*, which represents and association of various NGOs, foundations, mutual help homes for pensioners and employees through their unions and federations, agricultural cooperatives and social economy associations that took form in 2011 with the aim to support the social economy sector in Romania.<sup>18</sup> The *Coalition* has been actively involved in the process of public consultation initiated by the Ministry of Labor once the draft legislative proposal for the Social Economy law has been launched on 4<sup>th</sup> of December 2011. Through the advocacy campaign initiated by the *Coalition*, it has proposed an exhaustive set of amendments assuming to: clarify the limits of the three domains covered by the law (social economy, social enterprises and social insertion enterprises), clarify the organizational criteria for social enterprises, defining a minimum set of fiscal deduction and enabling adequate social dialogue mechanism within the sector. Subsequently, starting December 2013, the Coalition has been actively trying to influence the debate within the Romanian Parliament, debate that lead to the adoption in June 2015 of the Law for Social Economy (Law 219/2015) with unanimity.<sup>19</sup>

According to Article 4 from law 219/2015, social economy is based on a series of core principles: the priority is given to individuals and social goals, instead of increasing profit; collective solidarity and responsibility; aiming for a convergence of the members of social economy units and the goals of the collectivity; a democratic control by the members of the unit; allocating the profit for achieving general interest goals. All social economy enterprises have to allocate at least 90% of their profit for their designated social aims or creating reserves (article 8, alin b). Chapter two, describes a special type of social economy units – social insertion enterprises. These enterprises should have at

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<sup>16</sup> Ibid., 3.

<sup>17</sup> Ibid., 4.

<sup>18</sup> “Coalitia Pentru Economie Sociala.”

<sup>19</sup> Ibid.



least 30% of their employees belonging to vulnerable groups, and are designed to fight against social exclusion, discrimination and unemployment (article 10).

The Agricultural cooperatives are regulated by the Law on Cooperative societies (1/2005) and the law on Agricultural cooperatives (566/2004).<sup>20</sup> A cooperative society is defined as "cooperative society is an autonomous association of natural/legal persons, with the aim of promoting economic, social and cultural interests of its members, and being democratically governed by its members (Law 1/2005, art. 7(1)).... The *agricultural cooperative societies* are defined as the association of natural persons for the aim of exploiting in common the agricultural area of shareholders, to improve together the common land, to together the equipment and value the agricultural products (Law 1/2005, art. 4(d))."<sup>21</sup> Because the two laws have slightly different and incomplete definitions, Antonovici et al argue that we need to use both definition in order to have a clear description of what an agricultural cooperative is.

### 1.37 Please realize an overview of **public policy** towards coops (fiscality, public funding, legal advantages) – *narrative*

According to Article 7 from law 219/2015, the local and central state authorities should support the social economy by: recognizing the role of social economy enterprises, recognizing the role played by social economy enterprises in the process of social insertion, developing mechanisms for supporting social enterprises focused on social insertion, actively participating in social economy activities by collaborating with social economy enterprises, creating counseling and information centers aimed at promoting social economy.

Beyond these general provisions, that are not technically operationalized through concrete goals and aims, section 3 of the law contains some clear provisions regarding the mechanism through which social insertion enterprises could be financed and supported. These enterprises can received direct financial support from national or international bodies, benefit from certain exemptions of paying taxes and can receive concrete benefits like receiving buildings, lands or tax exemptions (art 19). Also, those social insertion enterprises that employ young persons can benefit from some exemptions in paying various employment related taxes (art. 20), or even direct financial help (art 21). Furthermore, Law 219/2015 stipulates in Chapter IV the creation of specific compartments aimed to promote social economy, like the Nation Commission for Social Economy (art 26) and the nation Unique registry of social enterprises (art 27).

<sup>20</sup> Antonovici, Savulescu, and Sandu, "The Agricultural Cooperatives in Romania: From Conceptual Framework to Profitable Local Production," 2016, 9.

<sup>21</sup> Ibid.

According to a recent report on the need for financial investment of the social sector, *“The key is that that mode networks Business specific are insufficient known and understood. Complete non-recognition of the particularities of these models (such as Limited distribution or profit distribution, user / consumer focus, or On needs, a process Participatory decision-making, democratic governance or ownership Common) makes access difficult to traditional funding and to the instruments it uses supports SMEs.”*<sup>22</sup> Although at the level of the EU, supporting the social economy sectors is a priority, in Romania, according to the evaluation by the European Social and Economic Council, the situation of social sectors’ access to financing is very difficult. The report evaluates the situation in Romania on 5 dimensions

According to the Social Economy Atlas,<sup>23</sup> in 2012 social economy enterprises had an average revenue of 532.000 RON, the craft cooperatives around 850.000 RON, craft cooperatives 608.000 RON and agricultural cooperatives 891.000 RON. The research shows that “according to the Social Economy Atlas Romania 2014, based on the statistical data provided by INS for 2012, and secondary data processed by IES-FDSC processing, the following social economy organizations were active in Romania:

Type of organization	Nr. Of active organizations	% of total social economy organization
Associations and Foundations with Registered Economic Activity	4058	56.63%
Cooperatives, of which	2,228	31,09%
Agricultural cooperatives	356	4.97%
CAR retired	198	2.76%
Commercial companies owned by social economy organizations	682	9.52%
Total	7.166	

The 2016 research attained the following distribution of organizations that answered the questions

*“56% of IS participating in the study are located in urban areas and 44% in rural areas with 34 IS located in all 8 development regions of Romania, with the largest percentage of*

<sup>22</sup> Doiciu et al., “Necesarul de Finanțare Și Acces La Servicii Financiare Și Acces La Asistență Tehnică Al Întreprinderilor Sociale Din România,” 2.

<sup>23</sup> “Atlasul Economiei Sociale 2014.”



them, 21% (7 IS) being located in the North - East, Center and South-West .”<sup>24</sup> Thus, because the geographical distribution of IS respondents closely matches the statistical one, the authors of the report argue that *“The respondents’ IS localization to this survey reproduces to a close extent the regional distribution of social economy organizations as presented at the 2012 level in the Atlas of Social Economy (ed. 2014).”*<sup>25</sup>

An important finding regarding the average operating period of social economy enterprises is that, *“38% (13) of the IS participating in the study were set up in 2014 and have less than one year of effective work. For this, it was not possible to collect the financial performance data for 2014, as the financial statements of the Ministry of Finance are completed with the financial results of 2015 only in the second half of 2016.”*<sup>26</sup> Furthermore, *“91% of the IS have between 1 and 60 full-time employees, with an average of 9 employees... . At the level of 2012, according to the Atlas of Social Economy (ed. 2014), the average number of employees was 7, while in the case of the craft cooperatives the average number of employees was 26. The consumer cooperatives had an average of 8 employees, the cooperatives 1 employee employed, and the companies owned by social economy organizations had an average of 26 employees. In a comparative perspective, the IS responding to the survey presented are among the newly established but sustained enterprises. Their average number of employees exceeds in some cases the average number of employees calculated in 2012, concluding that these enterprises can be categorized as large enterprises.”*<sup>27</sup>

1.38 Please identify and detail, other public or private **mechanisms** in favor of cooperatives/cooperatives entrepreneurship (consulting firms, financing mechanism) – *narrative*

The methodological norm for the Law on social economy appeared just in August 2016, so the amount of time they had to generate their effect is relatively limited. In the second Chapter, the conditions under which an enterprise can obtain the Social economic actor status is described into detailed. Subsequently, the obligations of social economy enterprises are described into detail.<sup>28</sup> At article 20, the norms describe the obligation of the county level Council to propose a County level plan for social insertion in accordance with the National Strategy for Employment for 2015-2020 period.<sup>29</sup> Overall, the methodological norms do not go into details with any norms aimed to favor social enterprises’ entrepreneurial approach.

<sup>24</sup> Doiciu et al., “Necesarul de Finanțare Și Acces La Servicii Financiare Și Acces La Asistență Tehnică Al Întreprinderilor Sociale Din România,” 12.

<sup>25</sup> Ibid.

<sup>26</sup> Ibid.

<sup>27</sup> Ibid.

<sup>28</sup> Guvernul Romaniei, “HOTĂRÂRE Nr. 585/2016 Din 10 August 2016 Pentru Aprobarea Normelor Metodologice de Aplicare a Prevederilor Legii Nr. 219/2015 Privind Economia Socială.”

<sup>29</sup> Ibid., 10.

The research also questioned the social enterprises regarding their financial situation. Except for those that were set up in 2014, and thus did not had their first annual financial reports, the rest had an average of 415.000 Euro revenues.<sup>30</sup> The 2014 Atlas of Social Economy assessed that the average income for social economy associations was 532.000 RON. Instead, “the IS participating in the study recorded expenditures in 2014, the average value of the expenditures registered reached, the equivalent of 426.000 euro. There are very large differences between the amount of expenditures declared by IS, the highest value being 22 million lei, and the lowest value of 3300 lei.”<sup>31</sup> Instead, the main sources of funding are the following:

Type of financial source <sup>32</sup>	% of social enterprises that used this source
Targeting 2% of income tax on individuals; Sponsorship from commercial companies; Members' contributions	21%
Funding through start-up / development projects Social enterprises (International / national donors),	21%
Funding through start-up / development projects Social Enterprises (Structural Funds)	33%
Investment bank credit	2%
Short-term bank credit for circulating capital: raw materials-materials, wages, utilities, credit line, Co-financing / implementation of projects	8%
Microcredits from non-banking financial institutions (IFN)	2%
Subsidies / grants from the state / local budget	4%
Other sources of funding: Income / Own sources, inheritance	10%
No answer	
<b>Total</b>	

65% of the social enterprises indicated that they would need a supplementary source of investments for development, and 56% stated that they intend to contract a short term

<sup>30</sup> Ibid., 14

<sup>31</sup> Ibid., 16

<sup>32</sup> Ibid.

credit for their daily activities.<sup>33</sup> Nevertheless, 50% mentioned that they do not have enough guarantees to access such a credit. Furthermore, 59% of the social enterprises mentioned that they would need some form of consultancy to access a credit.<sup>34</sup>

Following the analysis of the research results, the two entities implied in this project have elaborated a set of conclusions and recommendations aimed at improving the current situation. Among the most important, we mention:

“1. Social enterprises in Romania currently have very limited access to funding. The only sources of funding available in recent years have been European funds, which are occasional / unpredictable.

The difficulties encountered by the IS in the last period (2014-2015) in the implementation of structural funds programs for the social economy and / or international donors are due to the lack of financial resources for co-financing and the cash flow cover during the implementation period Of the projects.

The lack of financial resources has affected the IS's ability to complete projects over time, have led to the failure of performance and sustainability indicators and have led 10% of the IS to access loans for both the addition of funds for fixed assets and short- Or credit lines to finance the need for working capital.

2. It is necessary to develop and diversify the sources of finance available to social enterprises both in the start-up phase and in the development phase. For this, the following measures are needed:

A. Creating an appropriate allocation of funds for the grant program for social economy enterprises under the Government's Annual Financing Program for SMEs and compliance with the annual implementation schedule according to the law. After the adoption of the Norms to the Social Economy Law, all conditions will be met for its preparation and launch.

B. Support the development of financial instruments necessary for the development of social enterprises (already available to other SMEs), namely: credits (including cooperative bonds), guarantees and financial investment instruments.

C. Allocation of financial instruments for this sector from the Human Capital Operational Program (POCU) - a specific objective 4.1, strategically following the experience of other countries in the development of financial instruments and institutions dedicated to the sector and not just temporary credit / guarantee schemes.

D. Supporting Romanian financial institutions in accessing the funds available through the European Commission's EaSI program for the development and / or co-financing of these schemes.”<sup>35</sup>

Beyond improving the technical organizations, and using the opportunities of EU funds, the development of the sector would need an improvement of the lending mechanism. The authors recommend the development of “financial instruments that would include a

<sup>33</sup> Ibid., 16

<sup>34</sup> Ibid., 18.

<sup>35</sup> Ibid., 12.

guarantee of up to 80% of the amount of credit are expected to be accessed by more than 50% of the IS that declare that they intend to contract but do not have sufficient guarantees. It is also expected that ISs that declare that they have collateral to opt for this financial product and request higher credits, so it is possible that the average amount of credit required by the IS associated with the collateral made by financial instruments may rise above the average of 315 Thousand lei for the investment loan and 150 thousand lei for the credit of circulating funds, currently estimated by the IS participating in the study.

#### 6. Conditions for financial intermediaries managing financial instruments for IS

Given the need for technical assistance to enterprises in conducting external financing operations, the following is recommended:

- Intermediaries who will administer the financial instruments to have the expertise needed to finance such organizations - preferably institutions that hold loans to social economy enterprises - cooperatives, associations and foundations - and a medium and long-term commitment in Supporting the sector, especially financiers from the social economy sector itself - cooperative banks.

Due to the at least partially non-profit character of social enterprises, the ability to pay for financing costs, mainly interest, is reduced. Hence the need to ensure interest and costs of small guarantees and keep operating costs low, which can lead to a market failure - a limited interest of traditional financiers in this market. It is therefore necessary to consider primarily financial institutions that can qualify themselves as social enterprises (by their legal form and / or statutory terms - they comply with the criteria of limited profitability distribution and IS - research report on the need for financial resources and technical assistance (p.22)

Heritage assets in the event of liquidation) and / or have a mission with an important social component in order to ensure the respect of the social character of the granted funding.

- Financial intermediaries managing financial instruments for IS to provide the necessary advice for accessing credits / guarantees by IS.
- The IS's creditworthiness analysis should take into account the specificity of the social economy sector that does not primarily seek to obtain financial profit / surplus, but especially the social impact of its activities. Analysis of the viability of the investment / IS development project, IS sustainability in a competitive market and social impact indicators will need to be part of the analysis of the grant application.
- The costs of the financial instruments were not the subject of the study, the lack of feasibility analyzes of the IS development projects in terms of reimbursement of financial resources and of the cost of credit is one of the reasons why questions on this issue were not included in the questionnaire.
- In designing financial instruments for the social economy sector, financial institutions should take into account the fact that the launch of financial products at commercial or commercial cost close to them, the analysis of credit applications without an economic and social impact analysis, failure to meet the requirements for Credit period, grace,

credit, etc. Will not have the estimated impact, IS preferring to defer or even cancel investment projects rather than jeopardize the financial stability of the organization.

- The promotion of financial instruments must follow specific information channels and / or existing social business networks so as to ensure that businesses, including those in rural areas, have access to this information.”<sup>36</sup>

### 1.39 What is the **public awareness** of coops existence? Please detail – *rough estimation*

When it comes to cooperatives, most people think about rural cooperatives or credit cooperatives because these were active during the communist regime. One of the main issues regarding cooperatives is that they have great credibility problems because “*they are associated with the communist ideology*”, and are perceived as a communist form of organization, regardless of their nature (consumer, worker, agricultural or credit)<sup>37</sup>. Due to the analogy with previous agricultural cooperatives, worker coops have “*preferred to maintain a ‘low profile’ within Romanian society and economy*”<sup>38</sup>

Nowadays, there have been certain cases that have been brought up by media in the public eye. For example, one of the most known agricultural cooperatives is “Legume Vidra”<sup>39</sup> because it is one the main suppliers of vegetables for a large supermarket chain in Bucharest.

### 1.40 What is the **public knowledge** of major coop specificities (in comparison with capitalist firms)? Please detail - *rough estimation*

Regarding the public knowledge of major coop specificities, there are certain stereotypes regarding cooperatives that had an impact on their development. First of all, stereotypes have had a “*long-term negative effect which translates into decision makers’ lack of interest in cooperative needs and concerns as well as into the exclusion of these entities from various grant programs*”. Another consequence of these stereotypes is that the “*curriculum of higher education institutions that teach economics no longer features courses on the cooperative system. This has greatly limited the understanding of this type of economic organization*.”. In other words, the general understanding of cooperatives resumes itself to the idea that they are a relic of the communist regime, belonging to an obsolete system. Because of this, coops need to find a new identity and meet market economy demands, otherwise they are (in the best case scenario) lumped together with SMEs or, most often ignored.

<sup>36</sup> Ibid., 21.

<sup>37</sup> Lambru and Petrescu, “Surviving the Crisis,” 741.

<sup>38</sup> Ibid.

<sup>39</sup> [http://www.ies.org.ro/library/files/newcrops\\_ro\\_case\\_study\\_5\\_vidra\\_cooperative.pdf](http://www.ies.org.ro/library/files/newcrops_ro_case_study_5_vidra_cooperative.pdf)

1.41 Please describe the general attitude of the **media** towards coops - *rough estimation*

In Romania, the activity of coops is not very visible in media. With some exceptions, most cooperatives enjoy very little publicity. Although, there have been instances where this subject has reached the attention of the media, with positive reviews and attitudes from the latter <sup>40</sup>. The general attitude of the media is a positive one, highlighting the benefits of such organizations in the context of local economy “*Cooperatives can give farmers the opportunity to develop their economic revenues and income, and to use the collective power to increase prosperity among members, their families and their communities.*”<sup>41</sup>

1.42 Are there any **role models** (examples of well-known or well established coops)? Please list them and briefly describe them - *collected data*

Name: Lunca Somesului Mic Agricultural Cooperative<sup>42</sup>

Established: 2013

Scope: Agricultural production

This start-up was facilitated by a team of consultants from Civitas Foundation, which assisted the farmers into developing a business strategy and an efficient leadership. The cooperative is an intermediary between the farmers and some hypermarket chains, In their 3 years of activity the sales doubled and the production increased by 30%. Their goal for 2015 is to attract new members, to develop their management and distribution practices and to gain new clients.

	2013	2014	2015
Sales (Euro)	52.000	110.000	117.000
Sales (Tones)	350	640	420

Name: Util Deco sheltered workshop<sup>43</sup>

Established: 2008

Scope: Social Service

Util Deco was established by a social services providing foundation (“Alaturi de Voi”) in Iasi. It started as a sheltered workshop for the disabled, but it currently includes other

<sup>40</sup> <http://www.arc2020.eu/cooperatives-do-they-still-exist-in-romania/>

<sup>41</sup> Ibid.

<sup>42</sup> [http://www.ies.org.ro/library/files/new\\_crops\\_ro\\_case\\_study\\_1\\_lunca\\_somesului\\_mic\\_coop.pdf](http://www.ies.org.ro/library/files/new_crops_ro_case_study_1_lunca_somesului_mic_coop.pdf)

<sup>43</sup> [http://www.ies.org.ro/library/files/new\\_crops\\_ro\\_case\\_study\\_2\\_utildeco.pdf](http://www.ies.org.ro/library/files/new_crops_ro_case_study_2_utildeco.pdf)





types of disadvantaged workers. Their main goals include:

- To create and maintain workplaces for people with disabilities;
- To provide continuous professional training;
- To give support and guidance at the workplace;
- Making handmade unique products (paintings, clothes and decorative candles);
- Providing services in the field of manual book-binding, printing, storing archives and organizing events;
- Retail of office supplies, cleaning products, protection equipment, etc.

100% of their profit is reinvested into social protection programs developed by ADV Foundation.

Name: Village Life<sup>44</sup>

Established: 2011

Scope: Tourism

Village Life provides an example of a social enterprise start-up in the area of sustainable tourism in rural areas in Romania. The pilot project started in 2011 and it serves an increasing number of families living in the rural area, which now have an additional source of income from this form of tourism. The enterprise is funded mainly from donor sponsorship with increasing revenues from sales of services that it brokers between tourists and hosts. Village Life is a good example of a social enterprise run with minimum staff, which helps an increasing number of families and individuals as well as communities.

Name: "Vegetables of Vidra" Agricultural Cooperative<sup>45</sup>

Established: 2013

Scope: Agricultural production

The "Vegetables of Vidra" Agricultural Cooperative was established in January 2013, benefitting from the support of two Foundations in Romania: the Romanian American Foundation -that offered funding - and the Civil Society Development Foundation - that offered consultancy and support. In the 3 years of existence, the cooperative experienced constant growth, both in regard to the number of members registered (from 11 to 21 members) and the sales and incomes obtained (100% raise, from 2014 to 2015). This case study serves as a good example of a start-up supported with external funding and know-how. From convincing the farmers about the benefits of association, to developing a self-sustainable cooperative on a growing performance path, the external funding helped to start and develop this cooperative.

Name: *Bio Hrana Prietenia*<sup>46</sup>

<sup>44</sup> [http://www.ies.org.ro/library/files/new\\_cropsro\\_case\\_study\\_4\\_village\\_life.pdf](http://www.ies.org.ro/library/files/new_cropsro_case_study_4_village_life.pdf)

<sup>45</sup> [http://www.ies.org.ro/library/files/newcrops\\_ro\\_case\\_study\\_5\\_vidra\\_cooperative.pdf](http://www.ies.org.ro/library/files/newcrops_ro_case_study_5_vidra_cooperative.pdf)





Established: 2011

Scope: Agricultural production - Social enterprise

Bio Hrana Prietenia is an autonomous association of individuals, with the aim of promoting the social interests (social integration and therapy) of mentally and physically disabled people, by integrating them into the work field. It was established as a limited liability company, but it works within the framework of an agricultural cooperative.

Name: *Vlasca 2008*<sup>47</sup>

Established: 2008

Scope: Agricultural production

Vlasca 2008 is an autonomous association individuals created in order to aid the cooperative's members' economic interests, by the use of the agricultural area. Through their work, they provide vegetables to local markets.

1.43 Please list and briefly summarized the recent **national publications** on coops -  
*collected data & narrative*

Antonovici, Corina-Georgiana, Carmen Savulescu, and Cristina Sandu. "The Agricultural Cooperatives in Romania: From Conceptual Framework to Profitable Local Production." *Journal of Public Administration, Finance and Law*, no. 8 (2016).

———. "The Agricultural Cooperatives in Romania: From Conceptual Framework to Profitable Local Production." *Journal of Public Administration, Finance and Law*, no. 8 (2016).

Barna Cristina. "Atlasul Economiei Sociale 2014." București: Institute of Social Economy (Civil Society Development Foundation), 2014.  
[http://www.fdsc.ro/library/files/atlas\\_economie\\_sociala.pdf](http://www.fdsc.ro/library/files/atlas_economie_sociala.pdf).

Boldureanu, Gabriela. "ENTREPRENEURSHIP EDUCATION IN ROMANIA IN COMPARISON TO THE EUROPEAN UNION." *Case Study (Media Image, Interpersonal Communication)* 5 (September 2015).

Bourgeois, Ania, and Education European Commission Audiovisual and Culture Executive Agency (Eacea). *Entrepreneurship Education at School in Europe: National Strategies, Curricula and Learning Outcomes*. Education, Audiovisual and Culture Executive Agency, European Commission, 2011.

"Coalitia Pentru Economie Sociala." *Social Economy Institute*. Accessed July 11, 2017.  
<http://www.ies.org.ro/politici/coalitia-pentru-economie-sociala>.

<sup>46</sup> Antonovici, Savulescu, and Sandu, "The Agricultural Cooperatives in Romania: From Conceptual Framework to Profitable Local Production," 2016.

<sup>47</sup> Ibid.

Csaba, Csintalan, Alina Badulescu, and Otilia Cadar. "Economic and Entrepreneurial Education in Romania in the European Context," 239–45, 2016. doi:10.15405/epsbs.2016.09.31.

Doiciu, Maria, Elena Sabina Ganci, Ancuta Vamesu, and Irina - Sînziana Opincaru. "Necesarul de Finanțare Și Acces La Servicii Financiare Și Acces La Asistență Tehnică Al Întreprinderilor Sociale Din România." București: Social Economy Institute and Eurom, 2016.

DuBois-Reymond, Manuela, and Europarat, eds. *Youth Policy in Romania: Report by an International Group of Experts Appointed by the Council of Europe; European Steering Committee for Youth (CDEJ), 26th Meeting, Budapest, 25 - 27 October 2000*. Strasbourg: Council of Europe Publ, 2001.

Guvernul Romaniei, Ministerul Muncii, Familiei si Protectiei Sociale. "HOTĂRÂRE Nr. 585/2016 Din 10 August 2016 Pentru Aprobarea Normelor Metodologice de Aplicare a Prevederilor Legii Nr. 219/2015 Privind Economia Socială," n.d.

Lambru, Mihaela, and Claudia Petrescu. "Surviving the Crisis: Worker Cooperatives in Romania." *Organization* 21, no. 5 (September 2014): 730–45. doi:10.1177/1350508414537807.

Pipirigeanu, Mariana, and Bianca Maria Stancu. "Entrepreneurial Education in Romanian Educationl System." *Manager*, no. 22 (2015).

Sandu, Daniel, Cătălin Augustin Stoica, and Radu Umbreș. "Romanian Youth: Concerns, Aspirations, Attitudes and Life Style." Bucharest: Friedrich-Ebert-Stiftung Romania (FES), 2014.

Vamesu, Ancuta, and Cristina Barna. "Romania Country Report." Institute of Social Economy (Civil Society Development Foundation), 2012.

1.44 Please list the **national web** sites on cooperatives - *collected data*

<http://www.ies.org.ro/>

<http://www.madr.ro/programul-national-apicol/lista-forme-asociative/cooperative-apicole.html>

<http://www.aca.org.ro/structura-asociatiei/cooperativa-albina-melifera.html>

<http://compostar.ro/>

<http://prieteniialbinelor.ro/>

<http://www.legumedevidra.ro/>



## PART 2: COOPERATIVE/ENTREPRENEURSHIP EDUCATION

### Part 2.1: Cooperative Education

2.1.1 Please identify the main programs/actions related to cooperative education and for each of them (1 table for each program) fulfill the following tables (if needed, please copy-paste additional tables)

<b>Name</b> Website, Contact information, ...	<b>Providers</b> Name, type (private/public), founder(s), main funder(s), year of establishment...	<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	<b>Content</b>	<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	<b>Indicate if those programs include specific action supporting <u>entrepreneurship</u></b>	<b>Indicate if those programs include specific action towards young people</b>
Assistance for the development of “Legume de Vidra” Cooperative	Romanian American Foundation (RAF)	Farmers in Ilfov County	Aid in developing a business plan and overcoming difficulties regarding business management and sales.	Courses on business management, and marketing.	Yes. One of the main components of the program consists in developing a sustainable business strategy.	No

<b>Name</b>	<b>Providers</b>	<b>Target</b>	<b>Content</b>	<b>Learning</b>	<b>Indicate if</b>	<b>Indicate if those</b>
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Website, Contact information, ...	Name, type (private/public), founder(s), main funder(s), year of establishment...	Audience (age, gender, social environment...), geographical coverage, industries,...		<b>practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	<b>those programs include specific action supporting entrepreneurship</b>	<b>programs include specific action towards young people</b>
"Social economy is my chance!" "Economia socială este șansa mea!". <a href="http://www.economiasocialasansamea.ro/despre-proiect">http://www.economiasocialasansamea.ro/despre-proiect</a>	Fundația pentru Tineri și Femei din Iași, împreună cu Asociația pentru Soluționarea Alternativă a Disputelor din Suceava și ADO SAH ROM	Individuals belonging to vulnerable social groups	Strategic planning and business management courses	Workshops on social economy entrepreneurship and social inclusion Activities meant to develop the local social economy	Yes. Workshops focus on providing social entrepreneurial education.	No

<b>Name</b> Website, Contact information, ...	<b>Providers</b> Name, type (private/public), founder(s), main funder(s), year of establishment...	<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	<b>Content</b>	<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school)	<b>Indicate if those programs include specific action supporting entrepreneurship</b>	<b>Indicate if those programs include specific action towards</b>
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				linking students with the local community or businesses...)		<b>young people</b>
PROMETEUS (1)	Fundatia pentru Dezvoltarea Societatii Civile (FDSC), AMPSODRU	All	Studies regarding the state of the social economy in Romania, the visibility of cooperatives, courses on social enterprise	Workshops and seminars on social economy, outdoor activities where members of social enterprises are invited	Yes. Some workshops are intended to train managers for social enterprises.	No

<b>Name</b> Website, Contact information, ...	<b>Providers</b> Name, type (private/public), founder(s), main funder(s), year of establishment...	<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	<b>Content</b>	<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	<b>Indicate if those programs include specific action supporting <u>entrepreneurship</u></b>	<b>Indicate if those programs include specific action towards young people</b>
"START Social Entrepreneurship for Women!"	ACE-Economie Socială	Women	Courses meant to increase awareness about social entrepreneurship as a tool of	Vocational counseling regarding entrepreneurial skills	Yes. The program provides courses meant to aid the development of entrepreneurial	No

			economic empowerment and to support educated young women with a precarious status on market labour to become financially independent	Social business consultancy and Applied workshops for social business skills	skills.	
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2.1.8 What are, according to your expertise, the expressed needs of cooperative actors to develop entrepreneurship?

- A comprehensive national strategy regarding the rule aimed for various types of social enterprise, and the operationalization of an integrated set of measures aimed to foster social economy enterprises
- Strengthening the Compartment for social economy (Compartimentul pentru economie socială) and its role in steering the cooperative actors into developing entrepreneurial education programs

2.1.9 What are, according to your expertise, the expressed needs of cooperative actors to reach young people?

- Introducing basic educational elements on the cooperative sector into the mainstream educational system
- Integration of cooperative ethics and knowledge into the basic educational system
- A pilot program that would help student creating STUDENTS' COOPS during their university level education
- Developing proactive facilities for cooperative experimentation and start ups in a generalized and representative manner in all geographical areas, with an special attention given to the most deprived rural areas.

## Part 2.2 : Entrepreneurship Education

2.2.1 Please identify the main programs/actions related to entrepreneurship education and for each of them (1 table for each program) fulfill the following tables (if needed, please copy-paste additional tables)

<b>Name</b> Website, Contact information, ...	<b>Providers</b> Name, type (private/public), founder(s), main funder(s), year of establishment...	<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	<b>Content</b>	<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	<b>Indicate if those programs include specific action related to <u>cooperatives</u></b>	<b>Indicate if those programs include specific action towards young people</b>
<b>Dream Big</b> <a href="http://aser.ro/dream-big/">http://aser.ro/dream-big/</a>	Asociatia Studentilor Economisti din Romania (ASER)	Students	Business skills, networking and knowledge	Participatory Workshops on personal branding, leadership public speaking and time management.	No	Yes. The projects target groups are manly students.

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<b>Name</b> Website, Contact information, ...	<b>Providers</b> Name, type (private/public), founder(s), main funder(s), year of establishment...	<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	<b>Content</b>	<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	<b>Indicate if those programs include specific action related to cooperatives</b>	<b>Indicate if those programs include specific action towards young people</b>
Compania JUNIOR and It's my business!	JA Romania	Primary and High school students	Trainings and workshops meant to develop basic entrepreneurial skills in young students	Workshops, courses and webinars on basic entrepreneurial knowledge. Writing projects of business start- ups.	No	Yes. The target group is mostly composed of young people.

				Interaction with the local business community.		
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<b>Name</b> Website, Contact information, ...	<b>Providers</b> Name, type (private/public), founder(s), main funder(s), year of establishment...	<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	<b>Content</b>	<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	<b>Indicate if those programs include specific action related to <u>cooperatives</u></b>	<b>Indicate if those programs include specific action towards young people</b>
<b>1stEP</b>	Business Organization for Students	Students	Business skills, networking and knowledge	Panel discussions with local entrepreneurs, workshops regarding business administrations and personal branding.	No	Yes. The projects address the concerns of young individuals and recent graduates.

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<b>Name</b> Website, Contact information, ...	<b>Providers</b> Name, type (private/public), founder(s), main funder(s), year of establishment...	<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	<b>Content</b>	<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	<b>Indicate if those programs include specific action related to cooperatives</b>	<b>Indicate if those programs include specific action towards young people</b>
<b>IDEAL Project</b>	CISA (Center for support in business start-up) and CEED România	All	Business skills and planning, project management, and business marketing	The project offers counseling to those who intent to start-up their own business, and also provides a set of business skills	No	Yes. The projects' target group must include over 51% people age 18 – 25.

<b>Name</b> Website, Contact information, ...	<b>Providers</b> Name, type (private/public), founder(s), main funder(s), year of establishment...	<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	<b>Content</b>	<b>Learning practices</b> (active learning, project- based learning, experiential learning,	<b>Indicate if those programs include specific action related to</b>	<b>Indicate if those programs include</b>
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				activities outside the classroom/school linking students with the local community or businesses...)	<u>cooperatives</u>	<b>specific action towards young people</b>
Akademiks	Asociatia Studentilor Economisti din Romania (ASER)	Students	Personal development, networking with local businesses, marketing, human resources, sales and finance courses	Workshops on topics such as marketing, human resources or sales, counseling sessions	No	Yes. The projects targets mainly students and young individuals.

## 2.2.8 What are, according to your expertise, the expressed needs of entrepreneurship educative actors to cover cooperative entrepreneurship?

Romanian entrepreneurship actors are rather absent, except international organizations, which provide entrepreneurial education. On the other hand, the entrepreneurial education at the pre-university level has made sensible progress in Romania in the last decade. Probably, the next most important step would be to generalize such curricular opportunities at the university level, and the development of easily accessible programs for young persons that are not enrolled in undergraduate studies.

## 2.2.9 What are, according to your expertise, the expressed needs of entrepreneurship educative actors to reach young people?

According to the 2012 Entrepreneurship Education at School in Europe. National Strategies, Curricula and Learning Outcomes Report <sup>48</sup> the “ **Approaches to entrepreneurship education in primary education (ISCED 1), according to central steering documents, 2011/12 were not** explicitly mentioned in steering documents”, but appears as cross-curricular and partially compulsory in the lower general secondary education. The 2012 Entrepreneurship Education at School in Europe. National Strategies, Curricula and Learning Outcomes Report summarize some of the most important advances in Romania “ The Ministry of Economy, Commerce and Businesses has launched the '**Government Strategy for the Development of the Small and Medium-Sized Enterprises (SMEs) Sector by 2013**' developed within a project co-funded by the European Social Fund. At present, there is a **draft Government Decision on the approval** of this strategy. The general objective of the strategy is the economic revival and the support for the development of SMEs over 2010-2013.

The measures and actions proposed within Priority 'Promoting an entrepreneurship culture and making entrepreneurship education efficient' refer to: Continuous development of the education system in order to efficiently support the promotion of an entrepreneurship culture, with the following actions: e.g. Developing specific modules within the school curriculum, which provide students with the opportunity to learn concrete things and the option of extending their entrepreneurship knowledge; Appropriate teacher training; Supporting the partnership between businesses and the education system with a view to promote entrepreneurship by developing curricula, in cooperation with local businesses, which provide students with the opportunity of hands-on experience through activities in a company.

<http://www.fonduri-structurale.ro/detaliu.aspx?t=Stiri&eID=8780> (only RO)

<sup>48</sup> Bourgeois and European Commission, *Entrepreneurship Education at School in Europe*, 14.



The Law of National Education 1/2011 stipulates in Article 343 the establishment of **Community Lifelong Learning Centers** by local public administrations in partnership with education and training providers. The role of the centers is to implement policies and strategies in the area of lifelong learning at community level. According to article 344, paragraph 1, point c, among the responsibilities of these centers, there are 'the provision of educational services for children, youth and adults through: (...) (iv) **programmes for entrepreneurship education**'.

<http://www.edu.ro/index.php/base/frontpage> (only RO)

The concept of training firm was introduced in the Romanian technical and vocational education and training through a project initiated within the Stability Pact and carried out in cooperation with the Austrian Ministry of Education and Culture – the ECO NET project, since 2001.

<http://www.tvet.ro/index.php/ro/component/content/article/18-cap4/147-firma-de-exerciuiu-intreprinderea-simulata.html> (only RO)

<http://www.roct.ro/> (only RO)

In the framework of the strategic project 'Training Teachers' in technical and vocational education and training – the SERVICES profile in order to expand the use of the modern training firm method, implemented by the CNDIPT in 2010-2013, teacher training for the implementation of the training firm concept is taking place. The Ministry of Education organizes dissemination actions as a follow-up.

<http://firmaexercitiu.tvet.ro/>

The **Business Plan Competition**, addressed to all registered training firms, was introduced in the school year **2008/09** as a joint initiative of the Ministry of Education, Research, Youth and Sports, the National Centre for the Development of Vocational and Technical Education, Kultur Kontakt Austria and other social partners.<sup>49</sup>

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<sup>49</sup> Ibid., 67.



## Part 2.3: Learning Coop Entrepreneurship Education Practices

*This part is really specific and it is possible that such initiatives do not exist in your country, in that case, please skip this part.*

2.3.1 Are there, in your country, any existing practices, potentially inspiring for other countries? Please detail.

2.3.2 Are there, in your country, existing practices, which should be expanded? Please explain.



## PART 3: OPPORTUNITIES

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3.28. Please describe briefly the main characteristics of the youth in your countries – *narrative !!!*

In Romania there are strong differences between the youth living in the urban region and the ones living in rural regions. One of the main differences is related to the level of school dropout. Most Romanian young people with a low level of education are to be found in a rural environment, because formal schooling is hardly seen as being necessary, and also because in the rural area schools are fairly scarce. As a result, dropping out of school is seen as a better alternative because “*school is good for nothing*” or because “*there are no jobs*”<sup>50</sup>. One of the main causes for school dropout is related to the economic problems in rural regions. Almost three-quarters of the youth aged 14 to 29 and 50% of the youth over 18 years of age live with their parents (76% of young people live with their family of origin) and this is primarily due to the absence of economic or social opportunities for them. This is because the labor of children is useful to the household, considering that the economic level of the household is sufficiently low that the effort of all is needed. This means that 44% of the young population (aged 15 to 29) live in rural areas and almost half (47%) of rural working young people are unpaid workers in the family household. Moreover, six out of ten working young people from rural environments are employed in agriculture. On the other hand, young individuals in the urban environment tend to have lower rates of unemployment because they have more opportunities to get employed: 44% are active in the labor market as compared to 37% in the rural regions.

Lastly, another phenomenon which affects youth in Romania (especially ones living in the urban regions) is emigration. Whether we are talking about emigration as brain-drain process or a chance to find better living conditions than the ones present in Romania, emigration is a common topic among young individuals. As a result, emigration is the usual response of highly educated young people faced with the lack of opportunities to realize their professional aspirations in Romania<sup>51</sup>, or an opportunity to find better living conditions.

3.29. Please provide with data regarding **youth unemployment** (rate,...)- *collected data*

Youth unemployment rate has been increasing since 2007, when this rate was at 19.3, afterwards increasing rapidly to a 24 rate, and slowly decreasing in 2015 (21.7) and 2016 (20.6)<sup>52</sup>.

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<sup>50</sup> DuBois-Reymond and Europarat, *Youth Policy in Romania*.

<sup>51</sup> DuBois-Reymond and Europarat, *Youth Policy in Romania*, 30.

<sup>52</sup> [http://ec.europa.eu/eurostat/statistics-explained/index.php/File:Youth\\_unemployment\\_figures,\\_2007-2016\\_\(%25\)\\_T1.png](http://ec.europa.eu/eurostat/statistics-explained/index.php/File:Youth_unemployment_figures,_2007-2016_(%25)_T1.png)

### 3.30. Please give information regarding the youth **intentions** towards entrepreneurship - *collected data*

According to a 2015 article, in Romania, you people come in contact with elements of entrepreneurial education in their 5<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> year.<sup>53</sup> The authors describe the ECO NET and the Junior Achievement Program. Junior Achievement Program was created in 1993 by the Ministry of Education and JAR Romania (Junior Achievement Romania), part of the JA Worldwide with the aim to train professors in the areas of entrepreneurial and financial education for pupils. Furthermore, HAI Romania has developed a series of other programs designed for entrepreneurship education in Romania.<sup>54</sup> The ECO NET Program has been financed by the OECD and the Austrian Ministry of Education. The aim of the program is to support the developing of entrepreneurship among students, by involving them in creating business strategies and developing their management skills<sup>55</sup> A recent evaluation of the situation of entrepreneurial education for youth in Romania concludes that *“Economic and entrepreneurial education in Romania represents both an absolute necessity at individual level, and an opportunity which requires to be followed in the present European context of an increasingly important role attributed to entrepreneurship. Economic education, if started at young ages, could contribute to better preparing the individual for an autonomous life, by endowing him or her with knowledge and abilities related to personal budget administration, better understanding of financial mechanisms, role and opportunity of credit and lending, efficiency of personal expenditure etc. Meanwhile, it is an opportunity in the present conditions, when a strong discussion of new curricular architecture has emerged.”*<sup>56</sup> Nevertheless, their empirical analysis showed that *“Romania is among the few countries in Europe where entrepreneurship education is regarded as an activity in phase of initiative, while in some countries entrepreneurship is part of an educational strategy much larger, and it is even part of the general education.”*<sup>57</sup>

Using data from the *Flash Eurobarometer 354, Entrepreneurship in the EU and beyond* databases from 2012, Boldureanu shows that only 23% of respondents *“have attended courses or other educational or entrepreneurship activities, whether they have put their ideas into practice and whether they have developed their own projects.”*<sup>58</sup> Among the 15-24 age cohort this percentage increases to 45,1% and decreases to 19,6% for 25-39 cohort. Thus *“The individuals who have completed their studies after the age 20 (29.2%) as well as those who are still studying (46.0%) are more interested in participating in*

<sup>53</sup> Pipirigeanu and Stancu, “Entrepreneurial Education in Romanian Educationl System.”

<sup>54</sup> [https://www.schooleducationgateway.eu/downloads/entrepreneurship/Romania\\_151022.pdf](https://www.schooleducationgateway.eu/downloads/entrepreneurship/Romania_151022.pdf)

<sup>55</sup> Pipirigeanu and Stancu, “Entrepreneurial Education in Romanian Educationl System,” 101.

<sup>56</sup> Csaba, Badulescu, and Cadar, “Economic and Entrepreneurial Education in Romania in the European Context,” 239.

<sup>57</sup> Ibid., 243.

<sup>58</sup> Boldureanu, “ENTREPRENEURSHIP EDUCATION IN ROMANIA IN COMPARISON TO THE EUROPEAN UNION,” 178.



*entrepreneurship courses than those who have completed their studies at the age 15 (11.4 %) or at the age 16-19 years (1.4 %). The same trend applies to the European Union.”<sup>59</sup> Furthermore, “72.5 % agree that the school education helped them acquire/develop an entrepreneurial attitude (with a percentage of 49.7 % totally agree and 22.88 % agree on the matter)..... 35.6 % who totally agree and 23.4 % who agree, the Romanian responders agree with the statement that the school education has sparked their interest to become entrepreneurs.”<sup>60</sup>*

3.31. Which are the most **uncovered social needs** in your country?- *rough estimation*

Romania faces the most inequality in terms of regional development when compared with other EU countries. Combined with the emigration of more than 3 million people, representing more than 15% of the population, and more than 25% of the active population, addressing the regional disparity is the most important social need that needs to be addressed in Romania.

3.32. What can you say about the youth **sensibility** to those uncovered social needs in your country?- *rough estimation*

Youth in the poor regions are the most affected by the lack of opportunities, and thus many times take to move in other regions or to emigrate. Increasing their prospects for a better life could change their choices.

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<sup>59</sup> Ibid., 179.

<sup>60</sup> Ibid.



3.33. Which are, according to you, the industries or social needs with high potential for cooperative entrepreneurship in your country?

The agricultural and agricultural services sector

Tourism sector

Community, social service

Sustainable energy development sector

ICT

3.34. Do you think those are suitable for youth entrepreneurship? Please explain.

Yes, but provided that major efforts in the area of youth education would take place.

3.35. What are the industries or social needs with high potential for youth entrepreneurship in your country? Please explain.

ICT

The agricultural and agricultural services sector

Tourism sector

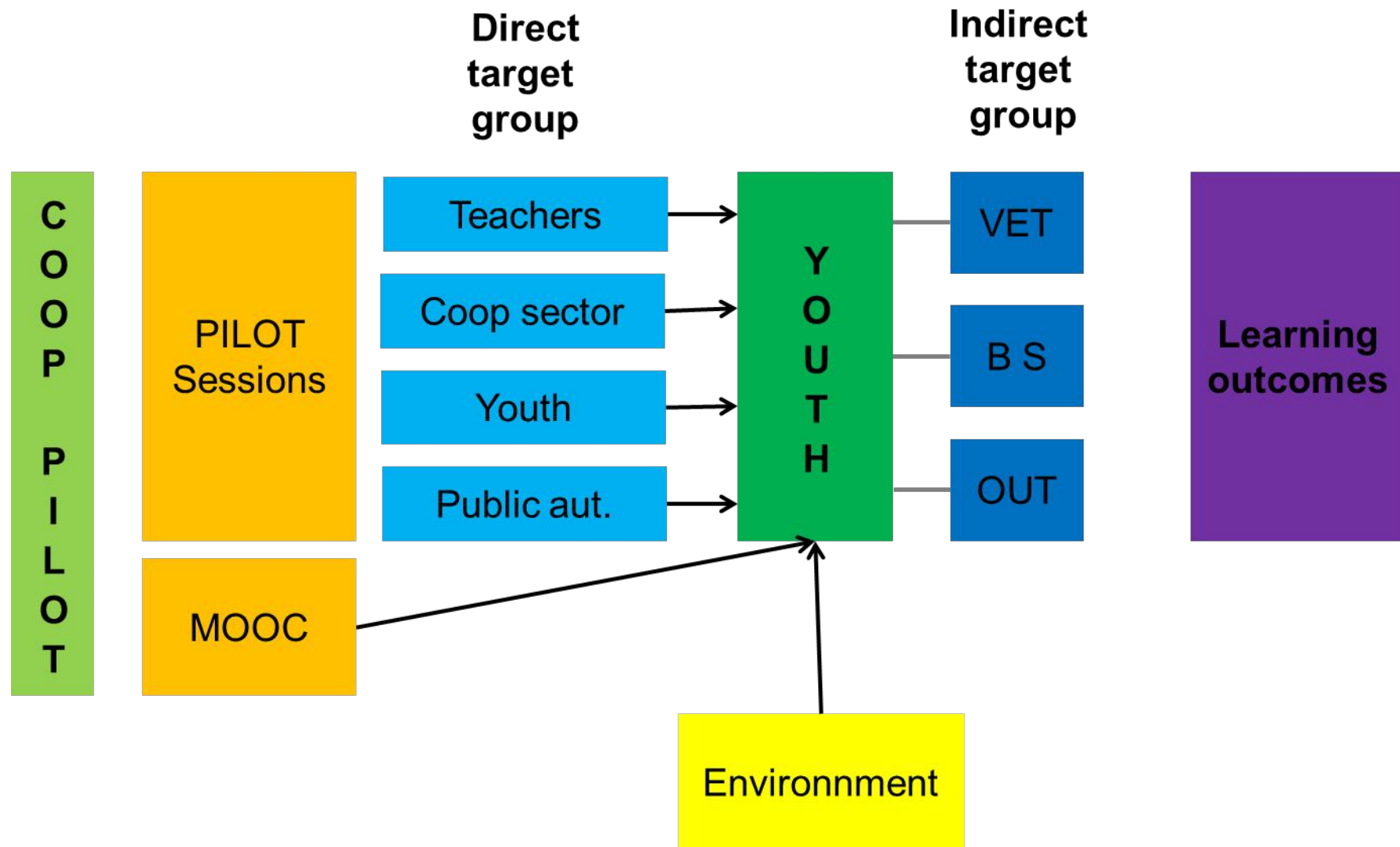
Community, social service

3.36. Do you think those are suitable for coop entrepreneurship? Please explain.





## PART 4: NEEDS



4.1 For each indirect target group identified in the COOPILOT project (i.e. VET students, universities scholars and business management students, young people out of education), please identify which **are the most pressing needs in terms of expected learning outcomes in your country**<sup>61</sup>. Please give weights 1 to 6 (if possible, if not, 1 to 3, 1 to 4... depending on your priorities), 6 (or the higher number) being the most important and 1 the less important. Feel free to add comments.

#### 4.1.2 VET students

Learning outcomes	Entrepreneurship	Cooperative
<b>ATTITUDE</b> Examples: self-confidence, sense of initiative, problem solving mind, cooperation ability, listening capacity, empathy...	4	6
<b>SKILLS</b> Examples: creativity, planning, financial literacy, managing resources, managing uncertainty, and risk, teamwork, co-construction, communication, decision making...	4	6
<b>KNOWLEDGE</b> Examples: assessment of opportunities, role of entrepreneurs in society, entrepreneurial	2	5

<sup>61</sup> The aim of this question is to grasp the whole reality of your country. Questions 4.2 and 4.3 in turn are related to the pilot session as such.

career options, legal framework of coop, coop ecosystem, funding sources for coop...		
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#### 4.1.2 Universities scholars and business management students

Learning outcomes	Entrepreneurship	Cooperative
<b>ATTITUDE</b> Self-confidence, sense of initiative, problem solving mind, cooperation ability, listening capacity, empathy...	5	6
<b>SKILLS</b> Creativity, planning, financial literacy, managing resources, managing uncertainty, and risk, teamwork, co-construction, communication, decision making...	3	6
<b>KNOWLEDGE</b> Assessment of opportunities, role of entrepreneurs in society, entrepreneurial career options, legal	4	6

framework of coop, coop ecosystem, funding sources for coop...		
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#### 4.1.3 Young people out of education

Learning outcomes	Entrepreneurship	Cooperative
<b>ATTITUDE</b> Examples: self-confidence, sense of initiative, problem solving mind, cooperation ability, listening capacity, empathy...	6	6
<b>SKILLS</b> Examples: creativity, planning, financial literacy, managing resources, managing uncertainty, and risk, teamwork, co-construction, communication, decision making...	6	6

<b>KNOWLEDGE</b> Examples: assessment of opportunities, role of entrepreneurs in society, entrepreneurial career options, legal framework of coop, coop ecosystem, funding sources for coop...	<b>6</b>	<b>6</b>

4.2 **For the pilot sessions that will be organized in your country** please specify the target audience that will attend the pilot session and the repartition between the four following categories (for examples: 80% teachers and 20% public authorities):

Teachers: 20%

Coop sector: 10%

Youth: 60%

Public authorities: 10%

4.3 **Specifically for the pilot session**, please identify the expected learning outcomes that need to be supported by the pilot session in your country for each of the three indirect target groups. Please give weight 1 to 6 (if possible, if not, 1 to 3, 1 to 4...depending on your priorities), 6 (or the higher number) being the most important and 1 the less important for **each column**.

	<b>VET student</b>	<b>Universities scholars and business management students</b>	<b>Young people out of education</b>
Entrepreneurship ATTITUDES	4	4	6
Entrepreneurship SKILLS	4	4	6
Entrepreneurship KNOWLEDGE	4	3	6
Cooperative ATTITUDES	6	5	6
Cooperative SKILLS	6	5	6
Cooperative KNOWLEDGE	5	4	6

## COOPILOT Project

### Template Host Countries (HC)

Bulgaria, Cyprus, Greece, Romania and Slovenia

Country:.....Slovenia.....

Report's author(s):...Jernej Stromajer.....

### PART 1: COOPERATIVES ECOSYSTEM

1.45 Please provide with **general statistics** regarding cooperatives in your countries-  
*collected data*

*Number of cooperatives: 407 (in 2016).*

*Industries- repartition of the number of cooperatives by industry:*

**Table 7**

Registered cooperatives, commercial companies and individual entrepreneurs in Slovenia as of 31 December 2014.

Sector of activity	Cooperatives	Commercial companies
A – Agriculture, forestry and fishing	85	464
B – Mining and quarrying	2	77
C – Manufacturing	34	8254
D – Electricity, gas, steam and air conditioning supply	2	725
E – Water supply; sewerage; waste management and remediation activities	12	370
F – Construction	20	9453
G – Wholesale and retail trade; repair of motor vehicles and motorcycles	100	16,499
H – Transport and storage	7	3369
I – Accommodation and food service activities	3	3462
J – Information and communication	5	3624
K – Financial and insurance activities	2	1387
L – Real estate activities	49	2210
M – Professional, scientific and technical activities	29	14,086
N – Administrative and support service activities	6	2241
O – Public administration and defence; compulsory social security	4	10
P – Education	2	743
Q – Human health and social work activities	7	1124
R – Arts, entertainment and recreation	2	714
S – Other service activities	6	1007
Total	377	69,819

*Employment (full time equivalents)- total and by industry: 2999 (in 2016)*

Some financial indicators from the annual reports of all cooperatives in Slovenia for the financial year 2013.

Sector of activity	Number	Average number of employees
A – Agriculture, forestry and fishing	76	411
C – Manufacturing	27	236
D – Electricity, gas, steam and air conditioning supply	2	0
E – Water supply; sewerage; waste management and remediation activities	10	0
F – Construction	13	15
G – Wholesale and retail trade; repair of motor vehicles and motorcycles	92	2428
H – Transport and storage	4	12
I – Accommodation and food service activities	4	0
J – Information and communication	5	0
K – Financial and insurance activities	2	0
L – Real estate activities	34	56
M – Professional, scientific and technical activities	25	40
N – Administrative and support service activities	6	1
O – Public administration and defence; compulsory social security	3	0
P – Education	1	0
Q – Human health and social work activities	3	1
S – Other service activities	4	3
Total	311	3203



*Existing federation/network:*

- Cooperative Union of Slovenia that unites 71 agricultural, forestry and fishery cooperatives. Cooperatives, members of the Cooperative Union of Slovenia;
- NGOs working with networks of cooperatives and social enterprises like: Slovenian social economy association (no formal cooperative union except Cooperative Union of Slovenia that agricultural, forestry and fishery cooperatives)

1.46 Please describe briefly the **historical background** of the cooperative sector as well as the **recent evolutions**- *narrative*

Cooperatives in Slovenia have a long history, stretching back to the 19th century and marked by several ups and downs, interruptions and discontinuities, mostly due to changes of socioeconomic systems and the changing political demarcation of the territory during the last century and a half. Following this criterium, the historical development of cooperatives on the territory of what is now Slovenia could be roughly divided into four periods.

The first period starts in the middle of the 19th century, when credit and later also other cooperatives (like supply and marketing cooperatives of farmers and artisans, consumer cooperatives of workers and civil servants, productive and housing cooperatives of workers) emerged. In its first years, the movement had a strong national character, as cooperatives were considered by the patriotic intelligentsia, like brothers Josip (1834–1914) and Mihael Vošnjak (1837–1920), an appropriate institutional form for gradual economic emancipation of the Slovenian nation. In 1873, Austria legislatively regulated cooperatives as a special type of legal person with the Act on Cooperatives. This act (still valid in Austria with several subsequent amendments) is based on a liberal conception of cooperatives. Thirty years later, in 1903, it was complemented by another Act prescribing the obligatory audit of all cooperatives, in principle by their unions. At the initiative of Mihael Vošnjak, the first Slovenian cooperative union was founded in Celje on 18 January 1883. The union promoted the establishment of new credit cooperatives and also helped affiliated cooperatives with voluntary auditing (twenty years before the obligatory auditing of cooperatives was introduced by the Act from 1903). In the period from 1884 to 1894, the number of credit cooperatives affiliated to the union more than tripled, while their membership base and volume of activity expanded even more, as shown in Table 1.

**Table 1**

The development of credit cooperatives affiliated to the first Slovenian cooperative union from 1884 to 1894.

Year	Credit cooperatives	Members	Shares <sup>a</sup>	Savings collected <sup>a</sup>	Volume of credits <sup>a</sup>
1884	21	7536	197,160	1,365,747	1,591,746
1894	72	36,403	618,055	8,536,131	8,565,292

In the second phase of this period, under the influence of the Christian social movement led by Dr. Janez Ev. Krek (1865–1917), smaller but more numerous credit cooperatives according to the Raiffeisen model became a mass movement. Krek planned the development of cooperatives in three stages. The first stage was the establishment of credit cooperatives that were really successful in providing members with access to credit due to their small, easily surveyable business territory, where members knew each other and were therefore willing to be jointly and severally liable for the cooperative. Business was done in the domestic Slovene language and the work of functionaries was unpaid. The second stage in this plan was the development of other types of cooperatives, especially marketing and supply cooperatives that would protect farmers from the market unbalances. These cooperatives emerged later, being less numerous and less successful than those in the credit sector, as they required market oriented production and more skilful management. The final stage in Krek's vision of cooperative development involved cooperatives as self-managed professional organisations of peasantry, but this stage presupposed political reforms and never became a reality. Nevertheless, the cooperative movement developed at astonishing speed: the Cooperative union in Ljubljana, where Krek was first a member and later the president of the board, increased its membership from 90 cooperatives to 575 twelve years later, as shown in Table 2.

**Table 2**

Cooperatives affiliated with Cooperative union in Ljubljana, in 1900, 1901 and 1912.

Year	Credit cooperatives		All cooperatives	
	Number	Membership	Number	Membership
1900	58	n.a.	90	n.a.
1901	104	27,309	157	38,685
1912	405	115,114	575	137,444

The second period began in 1918 with the emergence of the State of Slovenes, Croats and Serbs, which was united with the Kingdom of Serbia and became the Kingdom of Serbs, Croats and Slovenes in the same year. It was later (in 1929) renamed the

Kingdom of Yugoslavia. This period lasted from the end of the First until the end of the Second World War. The first years of this period saw the consolidation of the cooperative movement with the newly established cooperative banks and apex organisations on the state level. Cooperative law in the entire state was unified in 1937 by the Act on Economic Cooperatives, which introduced a more socially oriented concept of cooperatives with indivisible reserves, limited remuneration on shares and prevalent, if not exclusive, business with members. The economic crisis in 1930 seriously affected farmers. Therefore, the government provided for reduction of farmers' debts to financial institutions, including credit cooperatives, which transferred a part of their corresponding claims to the Privileged Agrarian Bank, while the rest of the claim had to be written off. During the whole period between the world wars, the number of cooperatives increased and cooperatives also emerged in new sectors (for instance, electricity and water-supply cooperatives) (Table 3).

**Table 3**

Number of cooperatives on Slovenian territory (within the Yugoslav state) at the end of 1918, 1930 and 1937.

Year	1918	1930	1937
Credit cooperatives	416	507	539
All cooperatives	730	1209	1677

After the Second World War and the radical change of the socioeconomic system in the Federal People's Republic of Yugoslavia, a collectivistic conception of cooperatives as "organisations of the working people" was enforced. Credit cooperatives in Slovenia, as the backbone of the former system, were wound up and their property was nationalised. In the first years after the war, newly established cooperatives played a large role in the renovation of the country and providing supplies for it. However, the policy soon focused on cooperatives as a tool for socialisation of small producers in agriculture and craft. The political campaign for setting up so called agricultural working cooperatives (1948–1953) according to the Soviet example and according to a special Act failed; these cooperatives were wound up, while the land and other assets were returned to farmers. Thus, the major part of agricultural land and forests remained in private ownership. However, the administrative pressure brought a long lasting, bad image of cooperatives among the rural population. This failure was one of the main political motives for the replacement of state and cooperative ownership with social ownership and the selfmanagement system in 1953 through the Federal Constitutional Act. The selfmanagement system improved the autonomy of economic organisations, widened the participation of employees, farmers and other working people on the decision making process and gradually introduced several elements of a market economy. The Regulation regarding agricultural cooperatives from 1954 defined the property of a cooperative as "social ownership" that "should not in any case be taken from the cooperative", while the idea of self-management was close to traditional governance of

cooperatives. These steps towards economic liberalisation enabled rather strong development of multipurpose agricultural cooperatives that provided farmer members with various services: inputs supply, marketing of agricultural products and rendering other services (for instance, with agricultural machinery, etc.). Towards the end of the 1950s, economic policy began to prefer big agricultural enterprises over agricultural cooperatives. Frequent amendments of cooperative legislation prompted the gradual equalisation of cooperatives with social enterprises and the predominating governance role of employees over members. The general meeting of members was gradually losing its central position in the governance of a cooperative, and the main issues were decided by cooperative councils consisting of the elected representatives of members and workers. The number of agricultural cooperatives fell drastically at the beginning of the 1960s due to massive mergers of cooperatives among themselves and even with social enterprises, while the cooperative unions had to cease their activities as independent legal entities for a decade (1962–1972). Since cooperatives in many cases merged with agricultural enterprises, farmers began to cooperate with these enterprises as external suppliers termed “co-operators”. Parallel with the conceptual development towards social ownership as “non-ownership”, cooperatives lost their governance and property rights to processing and other enterprises founded by them (Table 4).

**Table 4**

**Agricultural cooperatives and their members in Slovenia in 1955, 1960, 1965 and 1970.**

Year	1955	1960	1965	1970
Agricultural cooperatives	714	421	82	63
Members	n. a.	125,328	48,713	38,461

The last subperiod was the time of the so called system of associated labour, when state policy took a more favourable attitude towards private farmers and their cooperatives. According to the first Slovenian Act that regulated cooperatives and other associations of farmers, the Cooperative Union of Slovenia was re-established in 1972. Complex organisational solutions tried to balance the interests of members and employees of cooperatives within the social ownership model. Thus, for instance, the basic organisations were organised within the enterprises as well as cooperatives to guarantee more direct influence of “associated workers” and/or “associated farmers” on the decision-making process. The new provisions laid down the principle of equal governance rights of associated farmers and workers and gave associated farmers a decisive role if their investments in the social assets were at issue. The position of farmers cooperating with enterprises was also improved, since they could, alone or together with workers of the corresponding part of the enterprise, organise a so called basic organisation of co-operators, which resembled a cooperative with the only

difference being that it existed within an enterprise. Basic organisations of co-operators were organised mostly by farmers within agricultural and forestry enterprises, and, in much smaller numbers, by craftsmen or trades-persons as ‘co-operators’ of industrial enterprises. The business between the associated farmers and their organisations was stimulated by a wide range of subsidies and tax alleviations. The agricultural policy also subsidised the advisory service in agricultural cooperatives. All these measures supported a fast process of modernisation of private farms with farm machinery and new or adapted objects for basic or complementary activities, although the constitutional limitation for private ownership of the land (land maximum) was not abolished until 1991. The economic policy also supported craft and housing cooperatives, so their number increased during this period (Table 5).

**Table 5**

Cooperatives and organisations of co-operators within the period of the so called “associated labour” in Slovenia.

Institutional form/Year	1975	1980	1985	1990
Agricultural cooperatives (AC)	54	42	41	46
Craft cooperatives	n. a.	35	45	100
Other (e.g., housing) cooperatives	n. a.	61	94	111
Basic organisations of co-operators (BOC)	n.a.	86	87	70
Associated farmers in AC and BOC	n.a.	45,407	69,009	n.a.

Throughout this period, farmers’ supply and marketing cooperatives gradually achieved major economic importance, while cooperatives in other sectors, except in craft and housing, almost vanished. Towards the end of the 1980s, when Yugoslavia found itself in a deep economic and political crisis, discussions about the necessary economic changes also addressed the issue of plurality of ownership forms with a wider space for development of cooperatives and private enterprises. The Federal Act on Enterprises abandoned the institutional system of associated labour with basic organisations, emphasizing enterprises as profit oriented economic units in a market environment. Two years later, the Federal Act on Cooperatives was passed. According to these acts, an enterprise or a cooperative might use assets in social, cooperative and/or private ownership. Many organisations of co-operators transformed themselves into agricultural or craft cooperatives due to the legislative changes. After the first steps towards privatization had already been made by the Yugoslavian legislation, the final decision about the transformation of social enterprises either into joint-stock or limited liability companies and their privatization by a combination of gratuitous and onerous methods was adopted through the Slovenian Act on Ownership Transformation of Enterprises.



**Table 6**  
The historical periodisation of the cooperative movement in Slovenia.

Time period	Political system	Main legislation	Conception and role of cooperatives	Foreign examples
1856 (the first Slovenian cooperative in Ljubljana is founded) -1918	Austrian Empire, Austro-Hungarian Monarchy (from 27 December 1867)	(Austrian) Act on Cooperatives (1873), Act on Auditing of Cooperatives (1903) Hungarian Commercial Code (1875) for the northeastern part of the Slovenian territory – Prekmurje	Liberal conception of cooperatives as a tool for economic emancipation of the nation (patriotic intelligentsia, Josip and Mihael Vošnjak), later, a more socially oriented cooperative movement (e.g. J. Ev. Krek).	Ideas of Hermann Schulze Delitzsch and Friedrich Wilhelm Raiffeisen, indirectly (via Czech examples) and directly
1918–1945	State of Slovenes, Croats and Serbs (29 October 1918) Kingdom of Serbs, Croats and Slovenes (1 December 1918) Kingdom Yugoslavia (3 October 1929)	Act on Economic Cooperatives (1937)	Consolidation of the movement (cooperative banks as apex financial institutions of credit cooperatives). Legislative unification emphasised a more socially oriented cooperative model with, in principle, indivisible reserves.	Cooperative movements and legislation in Austria, Germany and France (indivisible reserves)
1945–1991	Democratic Federal Yugoslavia (10 August 1944), Federal People's Republic of Yugoslavia (29 November 1946) Socialist Federal Republic of Yugoslavia (7 April 1963)	(Federal) General Act on Cooperatives (1946) (Federal) Basic Act on Agricultural Cooperatives (1948) (Federal) Regulation regarding Agricultural Cooperatives (1954) (Federal) Basic Act on Agricultural Cooperatives (1965) (Slovenian) Act on Associating of Farmers (1972) (Federal) Basic Act on Associated Labour (1976) (Slovenian) Act on Associating of Farmers (1979) (Federal) Act on Cooperatives (1990)	(1) Subperiod of administrative socialism (1945–1953): renovation and supply cooperatives, failing campaign for agricultural working cooperatives. (2) First subperiod of self-management system (1953–1962): liberalisation of the cooperative movement. (3) Second subperiod of the self-management system (1962–1969): equalising of cooperatives with social enterprises. (4) Third subperiod of the self-management system: (1969–1990). Cooperatives as organisations of members as users or workers, transition to the market economy with privatisation and restitution of nationalised property with special provisions for cooperatives, social entrepreneurship, new cooperative initiatives	Soviet Union examples until 1948, later no explicit foreign influence until 1990 when cooperative ownership is reintroduced
1991–	Republic Slovenia after independence (25 June 1991)	Act on Cooperatives (1992), Regulation 1435/2003/EC for a Statute of European Cooperative Society (2003) with corresponding amendments of the Act on Cooperatives (2009)	Cooperatives as organisations of members as users or workers, transition to the market economy with privatisation and restitution of nationalised property with special provisions for cooperatives, social entrepreneurship, new cooperative initiatives	German and Austrian legislation (served as a model for legislation regarding commercial companies as well), International Cooperative Alliance (definition, values and principles of cooperatives, 1995), European Union (Regulation 1435/2003/EC on SCE), Mondragon cooperative system (from the Basque country, Spain), social, worker and consumer cooperatives from Italy, etc.

1.47 Please detail the **legal context** related to cooperatives in your country (e.g. legal form, accreditation process)- *narrative*

Slovenia gained its independence in 1991. The Constitution defines the republic as a social state based on the rule of law, guaranteeing political, economic and social rights and emphasising the economic, social and ecological function of property. But it does not expressly mention cooperatives, speaking about economic organisations only generally. The Act on Cooperatives of 1992 defines a cooperative as an organisation of an unlimited number of members that has a specific purpose to promote the economic interests and economic or social activities of the members through business transactions between members and the cooperative. The Act is conceived as general legislation referring to all cooperatives regardless of their activity and the status of their members (producers or consumers), leaving a lot of room for internal autonomy of a cooperative. The Denationalisation Act of 1991 provided for the restitution of property that had been nationalised to individuals and religious communities. The Act on

Economic Cooperatives from 1937 provided that if a cooperative was wound up, after the creditors had been paid and the nominal amount of members' shares had been repaid, the remaining surplus was to be transferred to the cooperative union, which was obliged to assign such funds to another cooperative in the same sector and territory or, otherwise, to use the funds for the promotion of cooperatives. The Act on Cooperatives from 1992 extended the entitlement to restitution for nationalised property to cooperatives and their unions as well (the latter being entitled also in cases where the cooperative, the property of which had been nationalised, no longer existed and had no legal successor). In addition, the Act on Cooperatives provided that at most 45% of the social capital in 45 enterprises listed in the Annex to the Act and active in the food processing industry was to be assigned to cooperatives that collaborated with these enterprises. Although the Act allowed enterprises not mentioned in the Annex to opt for such a method of ownership transformation as well, no enterprise voluntarily chose this privatisation method so that the measure concerned only the already established farmers' cooperatives and did not incite cooperatives in other sectors. From a general point of view, cooperatives present a minority in the Slovenian entrepreneurial landscape, as they are far less numerous and generally have less economic weight than other economic players, among which commercial companies and individual entrepreneurs prevail. The total number of cooperatives represents only 0.5% of the total number of commercial companies, as shown in Table 7.

**Table 7**  
Registered cooperatives, commercial companies and individual entrepreneurs in Slovenia as of 31 December 2014.

Sector of activity	Cooperatives	Commercial companies	Individual entrepreneurs
A – Agriculture, forestry and fishing	85	464	829
B – Mining and quarrying	2	77	30
C – Manufacturing	34	8254	9299
D – Electricity, gas, steam and air conditioning supply	2	725	398
E – Water supply; sewerage; waste management and remediation activities	12	370	120
F – Construction	20	9453	11,363
G – Wholesale and retail trade; repair of motor vehicles and motorcycles	100	16,499	11,289
H – Transport and storage	7	3369	5350
I – Accommodation and food service activities	3	3462	5569
J – Information and communication	5	3624	4021
K – Financial and insurance activities	2	1387	1026
L – Real estate activities	49	2210	712
M – Professional, scientific and technical activities	29	14,086	13,632
N – Administrative and support service activities	6	2241	3623
O – Public administration and defence; compulsory social security	4	10	38
P – Education	2	743	2552
Q – Human health and social work activities	7	1124	1508
R – Arts, entertainment and recreation	2	714	2572
S – Other service activities	6	1007	5787
Total	377	69,819	79,718

#### 1.48 Please realize an overview of **public policy** towards coops (fiscality, public funding, legal advantages) – *narrative*

The statistics in the latest annual reports submitted for 2013 by commercial companies and cooperatives reveal that cooperatives, if classified by their main activity, are most important in trade, agriculture and real estate (housing). In 2013, farmers' cooperatives, which are voluntary members of the Cooperative Union of Slovenia, accounted for approximately 84% of the total turnover and 82% of the total number of employees in all cooperatives in Slovenia. On the other hand, cooperatives are gradually being

established in sectors where they have not been present for a long time. For instance, active cooperatives that submitted annual accounts for 2008 were registered in 17 and five years later (submitting annual reports for 2013) already in 19 sectors of activity.

During the transition to a market economy, cooperatives were not privatised in the same manner as enterprises with ‘social capital’. The transitional and final provisions of the Act on Cooperatives defined the property that had social ownership in existing cooperatives at the time of enactment as well as the property cooperatives acquired through denationalisation and through ownership transformation of certain enterprises as indivisible cooperative capital with substantially the same status as was provided for indivisible reserves by the Act on Economic Cooperatives from 1937. This means, practically speaking, that only cooperatives existing at the time of the enactment of the cooperative legislation in 1992 have such indivisible capital. The property acquired by cooperatives thereafter is not indivisible by the act itself. From the surplus realised after the enactment of cooperative legislation in 1992, at least 5% has to be allocated for obligatory reserves, while the remaining part is freely distributable among members. The property corresponding to obligatory reserves may be distributed among members after the dissolution of a cooperative, while in the case of exit, a member is entitled to the amount of her share and, if so provided by the statute, also to a part of voluntary reserves. The mainstream of system changes – privatisation of enterprises with partly free voucher distribution among all citizens, new entrepreneurial models of (reintroduced) commercial companies and individual entrepreneurs – attracted great attention from the public. In spite of the general character of the new cooperative legislation, cooperatives could not gain an image as being a universally acceptable business model, because they did not expand in various activities like commercial companies and retained their greatest importance as associations of farmers. One of the reasons for such a development was also public policy, which preferred the newly introduced commercial companies and individual entrepreneurs over cooperatives in some areas. Some signals in this direction were already made by sectorial legislation. Thus, for instance, the legislation continued to exclude cooperatives as a legal form for banking activities or even introduced new limitations. The first Act on Investment Funds and Management Companies did not allow cooperatives to hold shares directly or indirectly (except through banks) in the management companies of investment funds (while individuals and joint stock companies were allowed). An amendment to the Construction Act from 1996 allowed only commercial companies and individual entrepreneurs (but not cooperatives at that point) to directly perform construction and design activities. In proceedings before the Constitutional Court, the last two limitations were defended by the legislator and by the government as being founded within the “public interest”. It is interesting that the Constitutional Court did not find the provisions restricting shareholding of cooperatives in management companies and provisions excluding cooperatives from construction activities to be in conflict with the Constitution. However, both limitations were removed by subsequent legislation some years later. Cooperatives were not as interesting as privatised enterprises, because they



did not offer so much room for individual appropriation of the existing ‘social capital’. As individualistic values are deemed to have strong roots in present Slovenian society, the attitude of the public towards the intergenerational, indivisible capital of cooperatives seems to be at least reserved.

After special sales tax exemptions and subventions for contractual production of farmer members for their cooperatives had been abolished in the early 1990s and the state began to stimulate family farms, artisans and later individual entrepreneurs directly, some cooperatives, above all in housing, ceased their activities, while other cooperatives of farmers, artisans and individual entrepreneurs faced fierce competition. From 1991 to 2004, the main legislative basis for general measures to promote entrepreneurship was the Small Business Development Act, which applied only to craft cooperatives, individual entrepreneurs and enterprises in non-agricultural activities with up to 125 employees (thus excluding farmers’ cooperatives). The Act Governing the Rescue and Restructuring Aid for Companies in Difficulty made the aid available only to commercial companies but not to cooperatives having their registered office in Slovenia (Art. 2 of the Act). The first Supportive Environment for Entrepreneurship Act of 2004 included cooperatives into the scheme of supportive measures, but only for three years. The second Act with the same name, adopted in 2007, explicitly stated that only commercial companies and individual entrepreneurs should be considered as enterprises, and cooperatives were implicitly excluded from the promotional, educational and consulting measures and financial incentives foreseen by this Act.

The Republic of Slovenia Guarantee Scheme Act in its original version provided guarantee for commercial companies and not for cooperatives. For this reason, the act had been vetoed by the State Council, but it was enacted with an absolute majority in the State Assembly thereafter. It was soon amended so that cooperatives were entitled to the support as well. The economic crisis caused the failure of numerous companies causing the high rate of unemployment that incited search for alternative entrepreneurial models. The revived interest in cooperatives is to a great extent attributable to the Social Entrepreneurship Act, which was passed by the Slovenian Parliament in 2011. It is interesting that the draft bill was not introduced by the government as usual but by a group of members of the Parliament. The Act on Social Entrepreneurship laid down the conditions under which non-profit legal entities may acquire the status of a so called social enterprise and the measures to promote social entrepreneurship. A social enterprise is not a special organizational form and may adopt the legal form of a society, institute, foundation, company, cooperative society, European cooperative society or other legal entity governed by private law. The organisational requirements for social enterprises are to a great extent the same or at least similar to those internationally accepted for cooperatives: autonomous initiative, voluntariness, independence, market orientation, equality of members, stakeholder participation in management, non-profit purpose of operation and democratic governance. The Act especially emphasises that social enterprise operates not only for the benefit of its

members but also for the public benefit. The property and surplus of such an enterprise are indivisible (with some strictly defined exemptions). In addition, the Act widely enumerates the social entrepreneurship activities, which range from producing certain goods (e.g. organic foods) to performing various social, cultural, educational, tourist and similar services.

An enterprise may acquire the status of a social enterprise regarding its activity (if it performs social entrepreneurship activities and employs at least one worker in the first year of its operation and at least two workers in subsequent years; social enterprise of type A); or regardless of its activity, if it employs at least one third of total staff from the most vulnerable groups (social enterprise of type B). According to the evidence accessible at the website of the Ministry of Economic Development and Technology, there were 57 active social enterprises registered as of 18 December 2014. The most numerous social enterprises are established as associations (20) and institutes (19), followed by cooperatives (9), companies limited by shares (8) and foundations (1) – the choice of legal form seems to be influenced by the degree of founders' autonomy to shape the inner structure and legal position of a social enterprise .

1.49 Please identify and detail, other public or private **mechanisms** in favor of cooperatives/cooperatives entrepreneurship (consulting firms, financing mechanism) – *narrative*

The government of Slovenia seemingly has a strong interest in developing cooperatives, as reflected in the nomination of a dedicated Secretary of State. Genuine interest could also be perceived from members of parliament from the two relevant parliamentary commissions (economy and labour/social affairs) during a dedicated hearing. Civil society seems to have considerably reinforced itself over the last 15 years in Slovenia, and this reflects itself in the capacity of citizens to mobilize around projects involving cooperatives or other types of social economy enterprises. There are approximately 25,000 NGOs in Slovenia and, apparently, several among the cooperatives recently created have a strong connection with this segment of civil society. In particular, there seems to be an increasing interest towards the cooperative model among the youth, and this new wave seems to be particularly strong in certain ranges of activities, such as creative arts, professional high skilled jobs (designers, translators, architects, etc.), organic food supply, and tourism.

The Maribor CAAP centre appears to be central in this evolution, Maribor being reportedly a traditionally strong civil society place. Furthermore, the Podravska region, where Maribor is situated, is the Slovenian region which is most badly hit by poverty and long-term unemployment and the need for change is strongly advocated there. The conversion of former industrial and mining activities into new ones, mainly in the services sector, seems to be considered as a priority strategy both by civil society stakeholders and policy makers. However, young people often lack proper knowledge,

both in terms of how cooperatives function and in terms of business management, which are the prior requirements to establish a cooperative business which is profitable and viable in the long term.

On the one hand, the initial requirements to establish a cooperative are quite encouraging, both in terms of capital and minimum number of founding members, and an important obstacle preventing operatives from taking off during the start-up phase and from being totally viable in the market, is the access to loans. This context could be a fertile one for supporting the empowerment of cooperatives and facilitate their organisation into one or several sectoral federations representing worker cooperatives, social cooperatives and non-agricultural producers' cooperatives, alongside the already existing organization representing agricultural cooperatives. The failure to establish a sustainable federation of worker cooperatives in 2005-2006 was mentioned at a meeting of the cooperative working group coordinated by the government. This experience has its positive side because it has taught a number of lessons on what should be avoided (both organizationally and in terms of legislation, given that at that time a number of auditing provisions in the cooperative law existed, now deleted), because the persons concerned are now able to take stock of that experience. Persons involved in the development of cooperatives, both in civil society and in government, seem to start taking ownership of the long history of cooperatives in Slovenia, a phenomenon which is still sketchy in many other European countries which experienced state-led economies in their recent history

Worker buyouts are high on the government's agenda, and a number of reasons may explain it, beyond the keen interest for developing cooperatives mentioned above. First of all, the government is pursuing a large privatization drive, including sale to foreign capital. Secondly, some of the enterprises for sale are not sufficiently attractive to foreign investors, and business transfer to employees may be seen as a solution, especially in the case of companies that are known to most citizens. During the meeting of the cooperative working group, we had an interview with the trade union of Adria Technica, the plane repair company which belonged to Adria, the national carrier. The meeting highlighted that the workers had already managed to collect around 15% of the sum necessary to purchase the enterprise. Discussions were taking place on a law which would allow the state to provide loan guarantees. It will be important that Slovenia gradually take ownership of the necessary technology to operate worker buyouts and avoid risky operations, which, in other countries, have proved to be very costly politically for the development of this modality of establishing cooperatives.



### 1.50 What is the **public awareness** of coops existence? Please detail – *rough estimation*

Since the history of the cooperative development in Slovenia goes back to the second half of the nineteenth century. More recently, the failure of numerous companies as well as the adoption of the Social Entrepreneurship Act in 2011 by the National Assembly of the Republic of Slovenia, contributed to reviving a certain interest towards the cooperative entrepreneurial model in Slovenia. When it comes to responding to increasing socio-economic needs and challenges, it now appears to be the right time to think about the most appropriate strategy to boost worker and social cooperatives and cooperatives of self-employed producers' in Slovenia. Guided by another mission than profit per se, cooperatives, particularly those in industry and services, have proven in many countries to have the capacity to stabilize and develop local economies and make local communities more prosperous even in times of crisis, ensure decent and stable jobs to worker-members, mitigate market failures and volatility, create social efficiency via positive social and economic externalities, keep economic activities and local competences where investors would not do so, and generate trust and include the most vulnerable groups in society. The development of cooperatives, which should always be a bottom-up process because of the very nature of cooperatives, can only be fully effective if accompanied by adequate public policies and support. Moreover, the connection with the wider cooperative movement at the European and global levels represents a precious added value in terms of transfer of knowledge and guarantee that the internationally-recognised cooperative standards (definition, operational principles and underlying values), which provide cooperatives with part of their economic sustainability potential, are fully abided by. Indeed, to bring into full play their development potential, cooperatives need a broader vision and a systemic approach based on mutual help.

### 1.51 What is the **public knowledge** of major coop specificities (in comparison with capitalist firms)? Please detail - *rough estimation*

Like in other countries, in Slovenia the economic crisis increased interest in cooperatives as an alternative business and organisational model. This trend is probably more obvious since it coincides with the change of generations (the generation born after the independence of Slovenia has now reached more than twenty years of age) and may be traced to public opinion – from the media, general and sectorial development strategies and programmes of political parties. On a practical level, there are already existing cooperatives among which those for marketing the supply of farmers have the longest, although not a continuous tradition. In other sectors, where cooperatives have not been present for many years, new cooperative initiatives began almost from scratch.

The successful operation and growth of an alternative business model is a demanding, although not impossible task that requires not only financial but also social capital. The risks of this task may be managed in a better manner by supporting networks, the outlines of which are gradually drawn by the new and existing cooperatives, their associations and other supporting institutions through exchange of information and best practice, education and training and activities aimed at the public and policy makers. As cooperatives typically grow organically, through admission of new members and reinvesting their surplus, their development will probably require time, perseverance and patience. Like investor-owned firms, cooperatives may merge but may not be taken over. The organic growth, including intergenerational funds of cooperatives, may be more sustainable and resilient against threats from the environment. Not only financial but also cultural and other factors may be a serious obstacle to the transformation of existing non-cooperative enterprises into a cooperative. In this regard, it may be symptomatic that no existing enterprise has acquired the status of social enterprise since the Act of Social Entrepreneurship has been applied. For future policy, three brief recommendations could be formulated in conclusion. First, the development of cooperatives will require a more coherent and systematic economic policy, where actual measures are brought in line with the declared support and cooperatives are not treated less favourably than other economic actors. Second, the movement can go further only from its current place; it cannot skip the critical points in its life cycle. It seems that co-ops will emerge from local paths of development, but can learn about risk management from others. Third: for co-ops to become a viable business alternative, they should not be given the last chance after all other options have been exhausted and have failed.

1.52 Please describe the general attitude of the **media** towards coops - *rough estimation*

Cooperative development in Slovenia has been gaining in support, especially after the United Nations International Year of Cooperatives 2012. But cooperatives are still viewed as a bit alternative and not a mainstream way of doing business.

1.53 Are there any **role models** (examples of well-known or well established coops)? Please list them and briefly describe them - *collected data*

There are sadly no large traditional worked or consumer cooperatives with a long history that could be used as role models in Slovenia. There are however some interesting agricultural cooperatives that show cooperative have a place in the Slovenian economy. However after 2011 (Social enterprise Act) and the 2012 UN International Years of Cooperatives, cooperatives have been gaining traction in Slovenia with the number of cooperatives raising as well as cooperatives diversifying by sectors.

1.54 Please list and briefly summarized the recent **national publications** on coops - *collected data & narrative*



- [https://www.ajpes.si/doc/LP/Informacije/Informacija\\_LP\\_GD\\_zadruga\\_2016.pdf](https://www.ajpes.si/doc/LP/Informacije/Informacija_LP_GD_zadruga_2016.pdf)
- <https://www.program-podezelja.si/sl/knjiznica/100-zadruznistvo-ucinkovit-model-poslovnega-organiziranja/file>
- <http://www.ozs.si/Portals/0/Media/Dokumenti/OZS/Sekcije%20in%20odbori/Iris/Zadruga/Zgodovinski%20pregled%20obrtnega%20zadru%C5%BEni%C5%A1tva%20v%20Sloveniji.pdf>
- <http://www.delavska-participacija.com/priloge/2522-1.pdf>
- [http://www.mddsz.gov.si/fileadmin/mddsz.gov.si/pageuploads/dokumenti\\_pdf/seminar\\_soc\\_podjet\\_oecd\\_porocilo.pdf](http://www.mddsz.gov.si/fileadmin/mddsz.gov.si/pageuploads/dokumenti_pdf/seminar_soc_podjet_oecd_porocilo.pdf)

1.55 Please list the **national web** sites on cooperatives - *collected data*

- [www.zadruzna-zveza.si](http://www.zadruzna-zveza.si)
- [www.socialnaekonomija.si](http://www.socialnaekonomija.si)
- [www.tkalka.si](http://www.tkalka.si)



## PART 2: COOPERATIVE/ENTREPRENEURSHIP EDUCATION

### Part 2.1: Cooperative Education

2.1.1 Please identify the main programs/actions related to cooperative education and for each of them (1 table for each program) fulfill the following tables (if needed, please copy-paste additional tables)

<b>Name</b> Website, Contact information, ...	<b>Providers</b> Name, type (private/public), founder(s), main funder(s), year of establishment...	<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	<b>Content</b>	<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	<b>Indicate if those programs include specific action supporting <u>entrepreneurship</u></b>	<b>Indicate if those programs include specific action towards young people</b>
CAAP/TKALKA	NGO	- young people - Maribor city	incubator	Workshops, seminars, lectures etc.	yes	yes

<b>Name</b> Website, Contact information, ...	<b>Providers</b> Name, type (private/public), founder(s), main funder(s), year of establishment...	<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	<b>Content</b>	<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	<b>Indicate if those programs include specific action supporting <u>entrepreneurship</u></b>	<b>Indicate if those programs include specific action towards young people</b>
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<b>Zadrúzna zveza Slovenije</b>	<b>Cooperative union</b>	<b>Coop members</b>	<b>Services for coop members</b>	<b>Services for coop members: networking etc.</b>	<b>Yes</b>	<b>no</b>
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2.1.10 What are, according to your expertise, the expressed needs of cooperative actors to develop entrepreneurship?

- Project management
- Business plan preparations
- Due diligence
- Finance knowledge

2.1.11 What are, according to your expertise, the expressed needs of cooperative actors to reach young people?

- Marketing
- Informing
- Funding opportunities

## Part 2.2 : Entrepreneurship Education

2.2.1 Please identify the main programs/actions related to entrepreneurship education and for each of them (1 table for each program) fulfill the following tables (if needed, please copy-paste additional tables)

There are no formal (university) cooperatives entrepreneurship education programs. The programs and/or projects that involve entrepreneurship education for cooperatives are based on NGOs of project based funding.

<b>Name</b> Website, Contact information, ...	<b>Providers</b> Name, type (private/public), founder(s), main funder(s), year of establishment...	<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	<b>Content</b>	<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	<b>Indicate if those programs include specific action related to <u>cooperatives</u></b>	<b>Indicate if those programs include specific action towards young people</b>



2.2.10 What are, according to your expertise, the expressed needs of entrepreneurship educative actors to cover cooperative entrepreneurship?

- Motivation to look out of the mainstream box
- Financial incentives for cooperative education
- Legal framework that would promote cooperative development and education

2.2.11 What are, according to your expertise, the expressed needs of entrepreneurship educative actors to reach young people?

- Information channels
- Funding opportunities

### Part 2.3: Learning Coop Entrepreneurship Education Practices

*This part is really specific and it is possible that such initiatives do not exist in your country, in that case, please skip this part.*

2.3.1 Are there, in your country, any existing practices, potentially inspiring for other countries? Please detail.

Maybe only the growing potential (popularization) of cooperatives in Slovenia and on paper support by the current government.

2.3.2 Are there, in your country, existing practices, which should be expanded? Please explain.

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## PART 3: OPPORTUNITIES

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3.37. Please describe briefly the main characteristics of the youth in your countries – *narrative*

- In terms of poverty, young Slovenians are in a relatively good position compared to their European peers. However, this favorable position, which is not objectively detected by youth, cannot be attributed to the heavily segmented labor market. Instead, it is a function of both an informal support network, which allows young adults to extend their time in the parental home, and the relatively successful functioning of the social protection system.



- Eurostat data and the results from different studies indicate that disposable income of young Slovenians is noticeably lower than the EU-15 average, and that this gap, which had been closing until 2009, is once again expanding. In other words, if the disposable income of young people (aged 16-24) was growing in real terms (and, after compensating for price differences, even approaching that of young people in economically more advanced EU countries), the trend has since reversed (figures from 2009-2010).
- Analysis of the estimated total monthly disposable income of young people (aged 16-25) in Slovenia reveals a significantly lower figure than is depicted by Eurostat data. Moreover, these figures have been stagnant (in real terms) over the previous 13 years. This is perhaps a consequence of the reduction in the number of young people with steady employment (who are on average higher earners), and an increase in the proportion of contract workers (whose incomes are falling because of increased numbers). Further, detailed analysis indicates that after 2010, the situation has deteriorated for all occupational groups except for the economically weakest group (composed of those with no steady employment or the unemployed).
- Official Eurostat data and the current study indicate that economic inequality in Slovenia is on the rise.
- Results from a mean analysis indicate that Slovenian youth (aged 16-25) are significantly ( $p < 0.001$ ) more pessimistic about the future economic situation of their country when compared to their peers in Croatia and Kosovo (although in both these countries, the youth are socially and economically worse off). Almost 44 percent of Slovenian youth expect that the economic situation in Slovenia over the next ten years will be much or somewhat worse than it is today (compared to Croatia (13 percent) and Kosovo (8%)). Consequently, a longitudinal analysis of subjective well-being indicates a negative trend.
- Although young men earn more than young women irrespective of employment status, the differences continue to fall, putting Slovenia at the bottom of the gender pay gap among countries with the lowest gender pay gap.
- Slovenian youth live in relatively small, materially well-equipped households (almost all households have a car, personal computer, access to the Internet, and a mobile phone, etc.). Moreover, parents tend to be better-educated. On the other hand, the results indicate that “the Mediterranean” pattern continues in terms of the share of youth that still live in the parental home (Slovenians are far above the European average). Yet the results from this study indicate a break in the trend, i.e., that the share has begun to decrease. This finding is supported by



Eurostat data, which indicate that Slovenia fell from second to fifth place in the EU-27.

3.38. Please provide with data regarding **youth unemployment** (rate,...)- *collected data*

- Since 2007, the youth unemployment rate has risen dramatically, and Slovenian youth have lost their favorable position within the EU-27.
- High rates of enrollment in education during the past decade have prevented the youth unemployment rate from increasing even more.
- Both the age and gender gap amongst the unemployment have substantially increased during the past ten years.
- Whereas in 2000 labor force participation of men almost equaled that of women, the difference has sharply increased by 2013.
- According to the methodological approach of self-perceived unemployment, 36.1 percent of young people were unemployed as of June 2013, compared to only 24.1 percent as reported by Eurostat.
- The inter-group differences in unemployment rates are the sharpest in terms of achieved educational level, e.g., 50 percent of the unemployed have attained a primary level education; and an additional 13 percent have received a tertiary level degree.
- Student work is by far the most important form of youth participation in the labor market, representing more than half of all the (taxed) working hours done by youth in Slovenia.
- While only one in four working young women holds a full-time regular job, nearly half of young working men do so. The major reason for this difference can be attributed to the larger share of women working as students.
- The majority of employed young people in Slovenia work outside the professional boundaries of their education.
- The declared willingness of young people to take various actions in order to reduce the risk of unemployment has been increasing since at least 2005.



- The relative majority (45 percent) of young people in Slovenia prefer employment in the private sector. This is considerably high when compared to previous surveys conducted in Slovenia, Kosovo, and Croatia.
- The relatively low emphasis on job security, particularly where it concerns accepting or declining a job, is one of the several indicators pointing to the high levels of flexibility amongst young people in the Slovenian labor market.

3.39. Please give information regarding the youth **intentions** towards entrepreneurship - *collected data*

N/A

3.40. Which are the most **uncovered social needs** in your country?- *rough estimation*

- Full time non-precarious employment.

3.41. What can you say about the youth **sensibility** to those uncovered social needs in your country?- *rough estimation*

It is a growing problem, since the negative effects of non-precarious employment are showing over time.

3.42. Which are, according to you, the industries or social needs with high potential for cooperative entrepreneurship in your country?

- Worker buyouts in established businesses,
- Cooperatives connecting precarious workers.

3.43. Do you think those are suitable for youth entrepreneurship? Please explain.

Yes. They offer sustainable employment.

3.44. What are the industries or social needs with high potential for youth entrepreneurship in your country? Please explain.



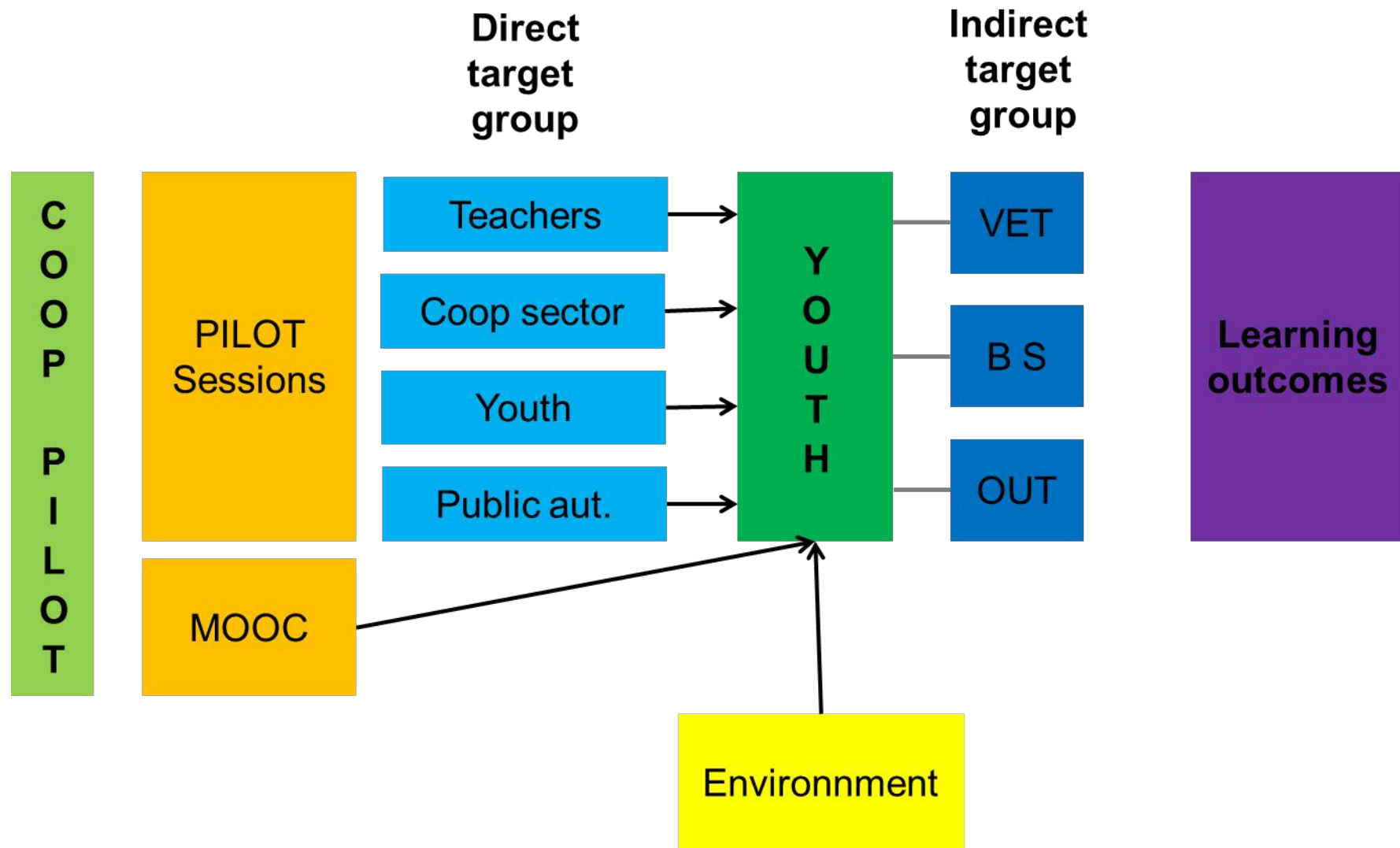


- “start-up” companies (sustainable development),
- cooperatives of precarious workers (mutual interest and wellbeing).

3.45. Do you think those are suitable for coop entrepreneurship? Please explain.

Yes, since the cooperative model is highly applicable in a wide variety of economic sectors.

## PART 4: NEEDS



4.1 For each indirect target group identified in the COOPILOT project (i.e. VET students, universities scholars and business management students, young people out of education), please identify which **are the most pressing needs in terms of expected learning outcomes in your country**<sup>62</sup>. Please give weights 1 to 6 (if possible, if not, 1 to 3, 1 to 4... depending on your priorities), 6 (or the higher number) being the most important and 1 the less important. Feel free to add comments.

#### 4.1.2 VET students

Learning outcomes	Entrepreneurship	Cooperative
<b>ATTITUDE</b> Examples: self-confidence, sense of initiative, problem solving mind, cooperation ability, listening capacity, empathy...	<b>4</b>	<b>6</b>
<b>SKILLS</b> Examples: creativity, planning, financial literacy, managing resources, managing uncertainty, and risk, teamwork, co-construction, communication, decision making...	<b>5</b>	<b>4</b>
<b>KNOWLEDGE</b> Examples: assessment of opportunities, role of entrepreneurs in society, entrepreneurial	<b>3</b>	<b>6</b>

<sup>62</sup> The aim of this question is to grasp the whole reality of your country. Questions 4.2 and 4.3 in turn are related to the pilot session as such.

career options, legal framework of coop, coop ecosystem, funding sources for coop...		
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#### 4.1.2 Universities scholars and business management students

Learning outcomes	Entrepreneurship	Cooperative
<b>ATTITUDE</b> Self-confidence, sense of initiative, problem solving mind, cooperation ability, listening capacity, empathy...	<b>2</b>	<b>5</b>
<b>SKILLS</b> Creativity, planning, financial literacy, managing resources, managing uncertainty, and risk, teamwork, co-construction, communication, decision making...	<b>2</b>	<b>5</b>
<b>KNOWLEDGE</b> Assessment of opportunities, role of entrepreneurs in society, entrepreneurial career options, legal	<b>2</b>	<b>6</b>

framework of coop, coop ecosystem, funding sources for coop...		
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#### 4.1.3 Young people out of education

Learning outcomes	Entrepreneurship	Cooperative
<b>ATTITUDE</b> Examples: self-confidence, sense of initiative, problem solving mind, cooperation ability, listening capacity, empathy...	3	6
<b>SKILLS</b> Examples: creativity, planning, financial literacy, managing resources, managing uncertainty, and risk, teamwork, co-construction, communication, decision making...	4	5

<b>KNOWLEDGE</b> Examples: assessment of opportunities, role of entrepreneurs in society, entrepreneurial career options, legal framework of coop, coop ecosystem, funding sources for coop...	<b>4</b>	<b>5</b>

4.2 **For the pilot sessions that will be organized in your country** please specify the target audience that will attend the pilot session and the repartition between the four following categories (for examples: 80% teachers and 20% public authorities):

Teachers: 5%

Coop sector: 20%

Youth: 50%

Public authorities: 25%

4.3 **Specifically for the pilot session**, please identify the expected learning outcomes that need to be supported by the pilot session in your country for each of the three indirect target groups. Please give weight 1 to 6 (if possible, if not, 1 to 3, 1 to 4...depending on your priorities), 6 (or the higher number) being the most important and 1 the less important for **each column**.

	<b>VET student</b>	<b>Universities scholars and business management students</b>	<b>Young people out of education</b>
Entrepreneurship ATTITUDES	1	4	2
Entrepreneurship SKILLS	6	2	1
Entrepreneurship KNOWLEDGE	4	1	5
Cooperative ATTITUDES	2	6	6
Cooperative SKILLS	3	3	3
Cooperative KNOWLEDGE	5	5	4



# REFERENCE COUNTRIES

## National Reports

## COOPILOT Project

### Template/Guidelines Reference Countries (RC)

Belgium, France, Italy and Spain

Country: BELGIUM

Report's author(s): Amélie Mernier, Sybille Mertens, Lola Arpigny

**Please carefully cite the references (including websites) used to fulfil the template.**

### PART 1: COOPERATIVES ECOSYSTEM

- a. Please provide with **general statistics** regarding cooperatives in your countries- *collected data*

*Number of cooperatives:*

513 cooperative societies (2015) accredited by the National Cooperation Council, following the cooperative principles.

*Industries- repartition of the number of cooperatives by industry:*

Data from December 31st 2015, based on cooperatives accredited by the NCC (non complete).

<b>Primary</b>	<b>16</b>
Agriculture, Forest, Fishing	16
<b>Secondary</b>	<b>22</b>
Industry	11
Construction	8
<b>Tertiary</b>	<b>!Erreur de syntaxe, 130</b>
Information and communication	5
Transport	4
Real Estate	3
Administration	20
Finance and insurance	17
Hotel and Catering	6
Trade	51
Professionals	18
<b>Quaternary</b>	<b>8</b>



Art	0
Health	7
<b>TOTAL*</b>	<b>46</b>

\*All sections of the nomenclature are not included here; the sum of sub-sectors is therefore often lower than the sum of the four main sectors (primary, secondary, tertiary and quaternary).

*Employment (full time equivalents)- total and by industry:*

The 513 accredited cooperatives provided 7080 jobs in 2015, or **5554,46 FTE**.

*Existing federation/network:*

### **The « Conseil National de Coopération » (CNC), or National Cooperation Council**

The "National Cooperation Council" is an advisory body founded by the law of 20th July 1955 regarding the creation of a National Council of the Cooperatives, in order to spread the cooperative principles and preserve the values attached to the cooperative ideal. The National Cooperation Council has two main duties:

1. To study and promote measures in order to spread the principles and the ideals of the cooperative movement ;
2. To give - upon request or spontaneously - advices and proposals regarding the cooperative activities to Ministers, in their respective competences, and to the Central Council of Economy, under the form of reports expressing the various points of view showed within the Council.

Nowadays, the CNC brings together more than 500 federations and companies committed to the core values of the cooperative movement.

### **Febecoop**

Febecoop is the federation of the Social and Cooperative Economy in Wallonie and in Brussels. The federation aims to promote, defend and develop the cooperative business model in Wallonia and in Brussels.

### **USCOP**

The Union of SCOP Wallonia-Brussels is a network of Belgian companies that share identical values and practices regarding workers' participation into business management. The USCOP want to develop a better legal, fiscal and social framework for cooperative, following the path of the French SCOP.

### **Coopkracht**

Coopkracht is a cooperatives network in Flanders founded in 2008, today composed by 30 members. The network promote cooperative thinking and support the growth and development of cooperative companies.



- b. Please describe briefly the **historical background** of the cooperative sector as well as the **recent evolutions- narrative**

The first cooperatives in Belgium were founded more than 150 years ago, inspired by the spirit of Rochdale, but also following the 1848 revolution in Paris and the social unrest which accompanied it.

The period between 1830 and 1880 was dominated by the idea of a transformation of the social system by association. However, the Belgian history of cooperation really began during the period 1880-1885 with the birth of the first neutral cooperatives and the extension of the socialist cooperatives.

Given the impossibility of reinforcing the socialist character of a cooperative founded in 1876 under the name of De Vrije Bakkers (Free Bakers), part of its members set out to create the first Belgian openly socialist cooperative. In 1880, the Vooruit (Forward) was born.

Very prosperous, thanks to its 1750 members since 1885, the Vooruit became famous by an important act of solidarity. In 1885, the miners of the Borinage started a hard strike, but suffered very quickly from the lack of resources. To help them, the Vooruit provided 10.000kg of bread.

From global perspective, all strikes and workers' demonstrations in the mid-1880s struck public opinion and encouraged workers to join cooperatives in order to improve their standard of living.

Meanwhile, the first Vooruit small store spread, diversified its activities and became the « House of the People » (Maison du Peuple). Thus, besides bakeries, the cooperative launched several pharmacies, a newspaper, a central library, a weaving, etc., while financing political works, and education. On this model, many cooperatives has been created and developed throughout Belgium. For nearly half a century, they were the backbone of the Belgian Workers' party.

If the Socialists constitute the bulk of the cooperative movement, three others currents were part of it: the Liberal Cooperation (no collective aims, focusing on profit), the Catholic Cooperation (separation between commercial and social services) and the Neutral Cooperation (without commitment and political expenditure, therefore more profitable).

The competition resulting from the expansion of the number of cooperatives in Belgium (about 200 cooperatives) and the shortage of supplies during the First World War will lead to their regrouping. At the end of the war, five important cooperative unions were created in Liège, Philippeville and Charleroi, in the Center and in the Borinage.

After the Second World War, cooperatives became materially impoverished. The effects of the globalization, the growing individualism and the weakening of the common action due to the desire for independence led to the disappearance of many workers' cooperatives in the 1970s.

The 1980s saw a substantial increase in the number of cooperative societies. However, this increase was not driven by the emergence of entrepreneurship on the basis of cooperative principles, but was due to the excessive flexibility of the legal form (lower starting capital for example).

From the end of the 20th century, cooperative entrepreneurship has been rediscovered as a form of entrepreneurship to solve common problems through cooperation. Indeed, the renewed interest in cooperatives respond to new societal needs (proximity services, socio-professional integration, renewable energies, materials recycling, agriculture and organic distribution, etc.), as a result of labor market crises following the first and second oil shocks. This context also framed the emergence and recognition of the concept of social economy. Many local, regional and national public authorities have gradually supported cooperatives and / or social economy.

3. Please detail the **legal context** related to cooperatives in your country (e.g. legal form, accreditation process)- *narrative*

#### *Legal form*

Since 1873, Belgian law has provided a specific legal status for cooperatives: the cooperative society (SC). As a result of the cooperative movement, the cooperative society is a society whose members work according to common objectives and share common values. In Belgium, the cooperative society is a specific form of commercial company, characterized by a certain number of partners and a variable capital. Cooperative societies are regulated by articles 350 and following of the Companies Code. Unlike other European countries, Belgian law does not refer to cooperative principles formulated by the ICA to grant the SC status.

Due to many abuses, this legal form was revised in 1991, with a limited liability variant (SCRL) and an unlimited liability variant (SCRI). Even after these changes in cooperative legislation, the legal status remained flexible, and leaves the possibility of establishing cooperative companies not operating according to the cooperative values and principles. 25,405 cooperatives (SCRL and SCRI) were established in Belgium in 2015.

In 1962, the National Cooperation Council (CNC) instituted an accreditation procedure. This accreditation is still applicable nowadays and is a quality label: approved cooperative societies must meet specific legal criteria, in line with the five main principles of the International Cooperative Alliance (ICA), namely :

- the Company's objective is to meet the needs of its partners;
- membership is free,
- clients and members benefit from rebates;
- all the shareholders of the same class of shares have the same rights and obligations;
- the vote at the General Assembly is democratic;
- directors and auditors are appointed by the General Assembly;
- the beneficial interest is limited to 6% of the capital contribution;
- directors and auditors hold office for free.

Statistics provided in the first section only concern these accredited cooperatives.

#### *Accreditation process*

The procedure for setting up a cooperative society directly depends on the type of company concerned.

An SCRI may be constituted by private deed. There is no mandatory minimum capital for the formation of an SCRI. However, it is the responsibility of the company's founders to provide sufficient funds to carry out its business.

An SCRL must be constituted by a deed validated by a notary. The deed determine a "fixed portion" of the share capital and the amount can not be lower than € 18,550. A part of the portion (6,200 €) must be paid up to the constitution. The paid-up share capital is the part of the share capital that the shareholders must pay into the company's bank account at the time the company is created. An exception exists for socially-oriented SCRL (SCRLFS), which may be set up with a minimum capital of 6,150 euros, paid up to 2,500 euros (article 665 of the Companies Code). Moreover, in the case of SCRL, contributions in kind and quasi-contributions must be analyzed by an auditor (articles 395 and 396 of the Companies Code).

Establishing a cooperative society requires three founders, unlike other types of companies. This is a substantial formality, the non-observance of which may lead to the nullity of the constitution.

4. Please realize an overview of **public policy** towards coops (fiscality, public funding, legal advantages) – *narrative*

#### *Public funding*



Public funding which support cooperatives in Belgium mostly depend on the social purpose of the company rather than the SC status. In Belgium, there are a considerable number of public support schemes for the development of the social economy and social enterprises. While there is no real national network of social enterprises as such, but a variety of federations, associations of social entrepreneurs, and organisations that comprise social enterprises, offer various support structures.

Authorities provide both permanent fundings, mainly related to employment, and temporary fundings and calls for project. Financial support for social enterprises from public authorities is organized at the regional level and exists already several years.

\* **BRUSOC**, Brussels

BRUSOC was set up in 2001. It invests in self-employed people, small businesses and social economy projects. Brusoc supports insertion enterprises and local employment development initiatives.

\* **TRIVIDEND**, Flanders

Trividend was founded in 2001 as an initiative of several solidarity financiers in the social economy. In 2010, Trividend was recognized by the Flemish Government as the Flemish Participation Fund for the Social Economy.

\* **SOWECSOM**, Wallonia

SOWECSOM (Société Wallonne d'Economie Sociale Marchande, or Walloon Society of Social Economy) was set up in 1995. SOWECSOM has three funding streams : market-social economy, socioprofessional integration and cooperatives. Brasero is a branch of SOWECSOM that supports cooperation projects which respects the values of cooperative model.

*Fiscal and legal advantages*

Accredited SC enjoys some tax and economic advantages, but the scope of these remains limited. Further more, only few cooperatives actually have the CNC accreditation : about 600 in 2017. Two main reasons can explain this situation. First, all cooperatives in Belgium do not operate according to the principles of the ICA. Secondly, cooperatives that operate according to the principles of the ICA do not always require the CNC approval because (1) they have never heard of it, (2) benefits of the accreditation aren't much relevant, or (3) there is confusion over the conditions for accreditation.

The advantages of accredited SC are the following :





- **Dividend exemption for natural shareholders:** The withholding tax is not levied on dividends paid by cooperatives on a first tranche of dividends per natural shareholder and by an approved cooperative. The amount of this tranche was €180 for the 2012 taxation year. In addition, dividends are partly exempt from personal income tax. The exemption applies only for natural persons and is limited for each declaration (and not per shareholder and cooperative company) to the first tranche of dividends exempted.
- **Absence of requalification of interest in dividends:** Interest on advances lent by partners of a company to that company is normally reclassified as dividends if the interest rate is higher than the market interest rate or if the amount of advances is greater than the paid-up capital. However, claims on approved cooperatives are not reclassified as dividends by the Income Tax Code.
- **Extended application of the reduced tariff to corporation tax:** There is a reduced tariff applicable to corporation tax whose taxable income does not exceed €322,500. Often, companies are excluded from the benefit of this reduced corporate tax rate. This applies in particular to holding companies, subsidiary companies and companies which do not allocate remuneration to one of their managers. Accredited cooperatives can still benefit from the reduced tariff, even if they fit the scope of one of these exclusions.
- **Exemption from the prospectus requirement:** Any company that makes a public offer of investment instruments on Belgian territory have to publish a prospectus. This would normally include public offerings from cooperatives. But this prospectus requirement does not apply to accredited cooperatives, if the acquisition or possession of shares constitutes the necessary condition for the holder to benefit from the cooperative services and if the offer amount is less than €2,500,000.
- **Workers' social security for directors:** Persons who devote their main activity to the management of accredited cooperatives may benefit from the social security of workers.
- **Logo "Approved by the CNC »:** Accredited cooperatives may use the logo for their publications.

In a general point of view, the obstacles to cooperative creation and membership are numerous in Belgium. First, the cooperative confers its members a double risk because members invest both money and time. In the case of workers' cooperatives, those who invest in their business can lose their jobs and their savings.

Another disadvantage is that the private sector does not always consider cooperatives serious. The cooperative form is poorly known, the general public is unfamiliar with its principles, values and theoretical and concrete assets

Finally, the cooperative increases, at first glance, the cost associated to collective decision-making, which is more democratic and requires more time. Indeed,



members interests of a cooperative will not be as homogeneous as those of investors primarily preoccupied with profitability.

However, associative activities are very developed in Belgium. It is mainly because of the legal status of non-profit companies (ASBL), which is very favorable and flexible. Many companies could have undertaken in the cooperative form but adopted the associative form, which is still fitting the practical application of the cooperative principles.

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#### References :

- [http://www.saw-b.be/EP/2011/Etude\\_2011\\_WEBdiffusion.pdf](http://www.saw-b.be/EP/2011/Etude_2011_WEBdiffusion.pdf)
- [http://www.ces.ulg.ac.be/fr\\_FR/services/cles/dictionnaire/s---t---u/societe-cooperative-en-droit-belge-2](http://www.ces.ulg.ac.be/fr_FR/services/cles/dictionnaire/s---t---u/societe-cooperative-en-droit-belge-2)
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**PART 2: INSPIRING PRACTICES**

Please identify inspiring practices (actions/program/pedagogical practice...) in cooperative entrepreneurship (or assimilated social entrepreneurship) education in your country. Briefly describe them by fulfilling the following table (1 table by inspiring practice, please add the needed number of tables).

<b>Name</b> Website, information, ...	<b>COOPCITY</b> <a href="http://coopcity.be/">http://coopcity.be/</a> <a href="mailto:info@coopcity.be">info@coopcity.be</a> 72A Rue Coenraets, 1060 Saint-Gilles, Brussels, Belgium
<b>Providers</b> Name, type (private/public), year of establishment,...	Since fall 2016, created by 7 public providers : SAW-B, Febecoop, JobYourself, Impulse, Innoviris, ICHEC-PME and Solvay Entrepreneurs. COOPCITY is a project supported by Europe and the Brussels-Capital Region through FEDER funds.
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	* Audience: Entrepreneurs and future entrepreneurs * Geographical coverage: Brussels
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	* Long * Theoretical and practical * « A priori » process : communication, support and training program
<b>Content description</b>	COOPCITY supports Brussels entrepreneurial initiatives that have a positive impact on society. The ambition is to support the creation and development of social economy projects, especially based on cooperation.
<b>Objectives</b> (development of skills, attitude, knowledge and/or others)	1) <b>Develop and support:</b> Through its various coaching programs, COOPCITY helps project developers to put together their ideas. It also supports existing social enterprises in the development of their activities. 2) <b>Inspire and raise awareness:</b> COOPCITY aims to inform, educate and inspire future entrepreneurs regarding social entrepreneurship in Brussels and instil another vision of the economy. 3) <b>Collaborate and cooperate:</b> Through its various programs and activities, COOPCITY aims to provide an environment conducive to cooperation and collaboration between the social entrepreneurship actors in Brussels.



<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	<b>Seeds @ COOPCITY</b> is a program to support entrepreneurs who want to launch a project that meets a social, societal and / or environmental need in Brussels. <ul style="list-style-type: none"><li>* A first <b>immersion weekend</b> to start working on the projects and live the cooperation</li><li>* <b>7 month</b> of project development support</li><li>* A wide <b>experts network</b> to help future entrepreneurs trough their projects</li><li>* A <b>coworking space</b> available</li></ul>
<b>Additional useful information</b>	

<b>Name</b> Website, information, ...	Contact <b>Académie des Entrepreneurs sociaux (Social Entrepreneurs Academy)</b> <a href="http://www.academie-es.ulg.ac.be/">http://www.academie-es.ulg.ac.be/</a> Maxime Bouchat & Nathalie Jourdan <a href="mailto:info@academie-es.be">info@academie-es.be</a> c/o Centre d'Economie Sociale, HEC Liège, Sart Tilman B33 boîte 4, 4000 Liège
<b>Providers</b> Name, type (private/public), year of establishment,...	HEC Liège, University of Liège.
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	* Audience: social entrepreneurs, students, alumni, teachers
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	* Punctual and long initiatives * Exchange between theoretical and practical learnings * Both <i>a priori</i> and <i>a posteriori</i> processes
<b>Content description</b>	The Academy of Social Entrepreneurs is a platform of training, support and networking of social entrepreneurs carried out by the Center of Social Economy of the University of Liège.
<b>Objectives</b> (development of skills, attitude, knowledge and/or others)	1) <b>Connect different audiences</b> - social entrepreneurs, students, alumni, teachers - who are involved in reflection and / or learning about social entrepreneurship issues; 2) <b>Propose</b> to these different publics <b>a space for encounter, dialogue and exchange</b> beyond their respective affiliations and sectors of activity; 3) <b>Strengthen connections between social enterprises and the academic world</b> , especially to make the link with scientific research.

<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	<ul style="list-style-type: none"> <li>* <b>Long training</b> : The Academy offers in the HEC courses: a Master in Management, specialized in Management of social enterprises, and one University Certificate in Management of Social Enterprises.</li> <li>* <b>Short training</b> : The Academy offers "à la carte" training courses which enable social entrepreneurs to acquire knowledge and tools in governance, human resources management, strategy, financial management or performance measurement. The Academy also organize "co-solving workshops" that bring together social entrepreneurs, researchers and students around a concrete management problem</li> <li>* <b>Meetings</b> between the members to exchange experiences and strengthen the network</li> <li>* <b>Research and tools</b> : In collaboration with its partners and members, the Academy ensures an easy access to the results of scientific research on social enterprise and social entrepreneurship.</li> </ul>
<b>Additional useful information</b>	



<b>Name</b> Website, information, ...	Contact <b>Panorama des coopératives (Overview of cooperatives )</b> <a href="http://www.saw-b.be/spip/Panorama-des-cooperatives-et-de-la-info@saw-b.be">http://www.saw-b.be/spip/Panorama-des-cooperatives-et-de-la-info@saw-b.be</a> 42/6 rue de Monceau-Fontaine 6031 Monceau-sur-Sambre
<b>Providers</b> Name, type (private/public), year of establishment,...	The initiative is provided by <b>SAWB</b> , a pluralist federation of social enterprises. Today, SAWB has more than 120 members, including 13 sectoral federations. Its members represent more than 300 social enterprises in Wallonia and Brussels, representing 15 000 workers. SAW-B is approved as a consulting agency by Wallonia and recognized as a permanent education actor by the Wallonia-Brussels federation.
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	Entrepreneurs and future entrepreneurs, cooperative members or anyone interested in the cooperative movement
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	* Punctual formation * Theoretical * A priori process
<b>Content description</b>	The « Panorama des coopératives » is a 2 days formation organized 4 times a year in different places around Belgium.
<b>Objectives</b> (development of skills, attitude, knowledge and/or others)	1) Discover the cooperatives through history and philosophy of the cooperative movement 2) Clarify the Belgian legal framework 3) Explore the diversity of existing cooperatives supported by external stakeholders 4) Question the limits, issues and potential of the cooperative 5) Question the principle of cooperation and common principles for cooperatives
<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	The learning methods used are participatory and the approach is partially co-built with participants. The formation include visits of local cooperatives and meetings with cooperative entrepreneurs.
<b>Additional useful information</b>	



<b>Name</b> Website, Contact information, ...	<b>Tournée général</b> <a href="https://www.foundationfuturegenerations.org/en/project/tournee-generale">https://www.foundationfuturegenerations.org/en/project/tournee-generale</a> <a href="mailto:fgf@fgf.be">fgf@fgf.be</a>
<b>Providers</b> Name, type (private/public), year of establishment,...	Provided by <b>the Foundation for Future Generations</b> , a Belgian foundation exclusively dedicated to the transition of our society towards a sustainable development mode,
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	<ul style="list-style-type: none"> <li>* <b>Project managers</b> who are looking for good practices or who wish to extend their network.</li> <li>* <b>Young people and students</b> interested in sustainable management and corporate social responsibility</li> </ul>
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	6 workshops in 1 year Theoretical and practical approach 15 - 20 participants / year
<b>Content description</b>	Tournée Générale is a <b>discovery tour</b> that offers participants an opportunity to discover <b>behind the scenes inspiring initiatives</b> that integrate the various <b>principles of sustainable development</b> into their daily management. Each workshop is a visit of an initiative, including a meeting with other (future) project stakeholders interested in sustainable development, and above all: a direct dialogue with the initiative's stakeholders.
<b>Objectives</b> (development of skills, attitude, knowledge and/or others)	<ul style="list-style-type: none"> <li>* Get inspired</li> <li>* Share impressions</li> <li>* Improve skills</li> <li>* Expand network</li> </ul>
<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	It is a complete introduction to the initiatives, initial analyses and mini-audits carried out by the participants themselves. The main issues addressed at all workshops are: <ul style="list-style-type: none"> <li>* What's the vision at the origin of the initiative and what were the most important steps in its development?</li> <li>* How are the various dimensions of sustainable development, such as the environment, the promotion of social well-being and economic prosperity, integrated into day-to-day management? What about the participation of employees and stakeholders?</li> <li>* What is the secret recipe for the initiative's success ?</li> <li>* What are the challenges for the future and how can we respond to them?</li> </ul>



<b>Name</b> Website, Contact information, ...	<b>Do It Coop</b> <a href="http://www.credal.be/">http://www.credal.be/</a> <a href="mailto:conseil@credal.be">conseil@credal.be</a> Place de l'Université, 16 à 1348 Louvain-la-Neuve
<b>Providers</b> Name, type (private/public), year of establishment,...	Provided by <b>Credal</b> , a Belgian cooperative founded in 1984 and active in <b>solidarity finance</b> in Wallonia and Brussels.
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	Future entrepreneurs
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	Tailored program Practical support to cooperative creation and development Face-to-face process
<b>Content description</b>	<b>Do It Coop</b> is an individual support system for cooperative projects. This program includes: * Specific and <b>individual accompaniment</b> ; * Participation in <b>group workshops</b> according to the evolution of the projects; * Possibility of <b>testing</b> the activity before launching; * <b>Meetings with field actors</b> ; * Participation to the « <b>coworking days</b> »: possibility to come working at Credal, following workshops and to exchange with other promoters. * Free work space without accompaniment.
<b>Objectives</b> (development of skills, attitude, knowledge and/or others)	Do It Coop offers a specific support for social project's holder to : * Test assumptions, * Validate a strategic plan, * Choose the legal structure * And confirm financial figures and forecasts.
<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	Active and experiential learning



<b>Additional information</b>	<b>useful</b>
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<b>Name</b> Website, Contact information, ...	<b>Forum des coopératives</b> <a href="https://www.aei.be/en/home-page/">https://www.aei.be/en/home-page/</a> <a href="mailto:eb.iea@ofni">eb.iea@ofni</a>
<b>Providers</b> Name, type (private/public), year of establishment,...	Since fall 2016, provided by <b>AEI</b> (l'Agence pour l'Entreprise et l'Innovation), an operator in Wallonia offering support and guidance for economic, technological and digital development in the region.
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	Audience : Entrepreneurs, students and young people, operators of the social economy Geographical coverage : Walloon region
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	1 day event Theoretical approach
<b>Content description</b>	The « Forum des coopératives » is a one day event that aim is to highlight social and cooperative entrepreneurship by holding debates and conferences. Speakers and participants come from the social economy and the cooperative sector as well as the traditional economy.
<b>Objectives</b> (development of skills, attitude, knowledge and/or others)	<ul style="list-style-type: none"> <li>* Promote cooperative business model among a wider audience</li> <li>* Develop the cooperative economy through networking and exchange between different world</li> <li>* Inspire by showing successful projects and business models</li> <li>* Provide a casual and cozy environment to encourage networking</li> </ul>
<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	
<b>Additional useful information</b>	

<b>Name</b> Website, information, ...	Contact <b>Master in Social Enterprises Management / University Certificate in Social Enterprises Management</b> <a href="http://www.ces.ulg.ac.be/en_GB/education">http://www.ces.ulg.ac.be/en_GB/education</a> <a href="mailto:info@academie-es.be">info@academie-es.be</a> c/o Centre d'Economie Sociale, HEC Liège, Sart Tilman B33 boîte 4, 4000 Liège
<b>Providers</b> Name, type (private/public), year of establishment,...	Both formations are provided by <b>HEC Liège, the Social Economy Center, the Social Entrepreneurs Academy and Liège University</b> . HEC-ULg sets itself as a pioneer among French-language Belgian universities by proposing, from the 2010-2011 university year onward, a special orientation on the "Social Enterprises Management" within its Master programme in Management Sciences.
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	Audience : * Master : intended for <b>holders of a BA in Economics and Management Sciences</b> who want to further develop their capacity of analysis and management of enterprises, while favouring the development of competences useful in social entrepreneurship. But it is also accessible to students having graduated from other departments, students having graduated from high schools (inter alia in social work) and foreign student. In these cases, an application form must be submitted. * Certificate : The training is intended for <b>executives already working in social enterprises</b> and for persons interested by the sector. Applicants must hold a university master or have an experience in the field that can be valued through "Valorisation of the previous assets ».
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	* Master : The special orientation on the "Management of social enterprises" is based on the core curriculum of the Master in Management Sciences. The students are also required to take six specialised courses, to do an internship and to write a thesis, over a <b>two-year period</b> . * Certificate : The training lasts <b>138 hours</b> , on a <b>one-day-a-week</b> basis (outside the school holidays). * Face-to-face programs
<b>Content description</b>	The master and the certificate are both formations provided by Liège University and the Social Economy Center.



<p><b>Objectives</b> (development of skills, attitude, knowledge and/or others)</p>	<p>The special orientation on the "Management of social enterprises" gives students:</p> <ul style="list-style-type: none"> <li>* an <b>analysis and management capacity</b>: being able to manage the major functions of an enterprise, understanding the various forms of economic organisations and their roles and specificity, analysing and anticipating societal challenges;</li> <li>* <b>operational tools</b>: knowing the (economic, political, legal) environment in which enterprises operate (be it at the regional, national or European level), learning managerial practices of social entrepreneurship, mastering the tools designed to take into account social and environmental concerns;</li> <li>* a <b>relational network</b>: meeting the main actors of social entrepreneurship in Belgium, networking with similar experiences in Europe and elsewhere;</li> <li>* an intensive <b>pedagogical guidance</b>, focused on the gradual development of the student's autonomy.</li> </ul> <p>The University certificate in Social Enterprise Management allows participants :</p> <ul style="list-style-type: none"> <li>* To <b>apprehend the role of social enterprises</b> in the global economic context and the stakes that they represent.</li> <li>* To <b>manage</b> strategically the major <b>sources of funding</b> of social enterprises.</li> <li>* To <b>fine-tune/deepen the knowledge of the specific models of governance</b> and human resource management in social enterprises.</li> <li>* To develop the capacity to manage a team.</li> <li>* To <b>explore, identify and seize the opportunities</b> for social enterprise development.</li> </ul>
<p><b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)</p>	<p>Active learning</p>
<p><b>Additional useful information</b></p>	

<b>Name</b> Website, Contact information, ...	<b>Déclic Tour</b> (Déclic-en-Perspectives ASBL) <a href="http://www.declic-en-perspectives.be/">http://www.declic-en-perspectives.be/</a> <a href="mailto:info@declictour.be">info@declictour.be</a>
<b>Providers</b> Name, type (private/public), year of establishment,...	The organization of the Déclic Tour is provided by the team of ten volunteers from ASBL Déclic en Perspectives, in partnership with SAW-B and the Academy of Social Entrepreneurs and with numerous supporters, including the Walloon Region.
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	* Audience : 30 future entrepreneurs in Belgium, aged from 20 to 35 * Geographical coverage : Brussels or Wallonia residents
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	* Punctual program * Theoretical and practical perspective * Face-to-face process * « A priori » program
<b>Content description</b>	The Déclic Tour is a <b>8 days educational trip</b> in French-speaking Belgium. The trip aims to inspire and creating the trigger for action to social entrepreneurship among young people aged 20-35.
<b>Objectives</b> (development of skills, attitude, knowledge and/or others)	* <b>Inspire</b> : Thanks to the encounter with social entrepreneurs and inspiring personalities who share their experiences. * <b>Think</b> : Each participant take time to come back on his own journey, to question his motivations, to identify his assets in order to define his personal project. * <b>Create</b> : Alone or in a collective, create a solution to answer the identified problem. The emergence phase is supported by workshops, meetings with coaches and experts to challenge the ideas of the project leader.
<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	* <b>Déclic tour</b> : active learning and project-based learning linked with the local community * Post-accompaniment program : The « <b>Déclic en action</b> » program consists in several half-days spread over 3 months and allows the participants to work on the implementation and the very first steps of the creation of their social entrepreneurship project.
<b>Additional useful  information</b>	



<b>Name</b> Website, Contact, information, ...	<b>Cera-Sowecsom Tour</b> <a href="mailto:sowecsom@sriw.be">sowecsom@sriw.be</a>
<b>Providers</b> Name, type (private/public), year of establishment,...	Provided by <b>Cera</b> and <b>Sowecsom</b> , <b>HEC liège</b> and the <b>Académie des Entrepreneurs Sociaux</b> (the Social Entrepreneurs Academy) and <b>UniverSud-Liège</b>
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	Audience : Student in social enterprises management and social entrepreneurs Geographical coverage : Liège
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	<ul style="list-style-type: none"> <li>* Punctual process</li> <li>* Theoretical and practical approach</li> <li>* Face-to-face learning</li> <li>* « A priori » formation</li> </ul>
<b>Content description</b>	The "Sowecsom Tour" is a <b>one-day guided tour of social economy initiatives</b> offered to students in <b>Liège</b> . Many activities are planned including <b>companies visits</b> and <b>meetings</b> between Master 1 students in Management of Social Enterprises, participants of the certificate in Social Enterprises Management and social entrepreneurs.
<b>Objectives</b> (development of skills, attitude, knowledge and/or others)	The tour objectives are : <ul style="list-style-type: none"> <li>* Exchange learning : theoretical background and practical experiences</li> <li>* Inspire student to social entrepreneurship</li> <li>* Create and develop a <b>network</b> between entrepreneurs, student and funds</li> </ul>
<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	Activities outside the classroom/school <b>linking students with the local community</b>
<b>Additional useful information</b>	



<b>Name</b> Website, information, ...	<b>HERA Awards</b> Contact <a href="http://hera.foundationfuturegenerations.org/en">http://hera.foundationfuturegenerations.org/en</a> <a href="mailto:fgf@fgf.be">fgf@fgf.be</a>
<b>Providers</b> Name, type (private/public), year of establishment,...	Provided by <b>the Foundation for Future Generations</b> , a Belgian foundation exclusively dedicated to the transition of our society towards a sustainable development mode,
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	Master's students and PhD students The academic community
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	A posteriori process
<b>Content description</b>	The <b>HERA Awards</b> reward doctoral theses in all disciplines: the Doctoral Thesis Award for Future Generations (biennial price of € 7,500), and master theses in various fields: the Master's Thesis Awards for Future Generations (annual prices of € 2,500). * Master's Thesis Award - Sustainable Architecture * Master's Thesis Award - Cooperative Sustainable Economy * Master's Thesis Award - Sustainable Design * Master's Thesis Award - Sustainable & Responsible Finance * Master's Thesis Award - Sustainable Food * Master's Thesis Award - Sustainable Health * Master's Thesis Award - Sustainable IT
<b>Objectives</b> (development of skills, attitude, knowledge and/or others)	HERA's vocation is to <b>support students and researchers</b> who integrate the transversal approach of sustainable development. It is also to contribute to <b>inspire</b> the academic community.
<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	
<b>Additional useful information</b>	





## COOPILOT Project

### Template/Guidelines Reference Countries (RC)

Belgium, France, Italy and Spain

Country: France

Report's author(s): PLS – POUR LA SOLIDARITÉ

**Please carefully cite the references (including websites) used to fulfil the template.**

#### PART 1: CO-OPERATIVES ECOSYSTEM

1.56 Please provide with **general statistics** regarding co-operatives in your countries-  
*collected data*

Number of co-operatives: **22 517<sup>63</sup>** in 2014 excluding school co-operatives  
(Different source: 23 860<sup>64</sup> by the end of 2012)

*Industries- repartition of the number of co-operatives by industry:*

<i>Industry</i>	<i>Number of co-operatives</i>
<b>Agricultural*</b>	14 295
<b>Arts &amp; crafts</b>	424
<b>Transport</b>	23
<b>Retailers</b>	89
<b>Fisheries**</b>	134
<b>Consumers</b>	35
<b>Housing</b>	175
<b>School</b>	55 000
<b>Scop - Worker co-operatives</b>	2 222
<b>Scic - Multi-stakeholder co-operatives</b>	408
<b>Financial services***</b>	4 712

Source: COOPFR : Panorama sectoriel des entreprises coopératives édition 2016.

<sup>63</sup> <http://www.entreprises.coop/images/documents/outilscom/panorama2016/coopfr-panorama-2016-web.pdf>

<sup>64</sup> <https://www.insee.fr/fr/statistiques/1281365>

\*, including Cuma (agricultural material utilization co-operatives)  
 \*\*, Number from 2012  
 \*\*\*, including local banks (= "caisses locales")

*Employment (full time equivalents): total and by industry:*

<b>Industry</b>	<b>Employment</b>
<b>Agricultural</b>	160 000
<b>Arts &amp; crafts</b>	130 000
<b>Transport</b>	1 500
<b>Retailers</b>	534 308
<b>Fisheries*</b>	1 800
<b>Consumers</b>	6 200
<b>Housing</b>	1 087
<b>School</b>	115
<b>Scop - Worker co-operatives</b>	47 508
<b>Scic - Multi-stakeholder co-operatives</b>	3 298
<b>Financial services</b>	333 671
<b>TOTAL</b>	<b>1 217 466</b>

Source: COOPFR : Panorama sectoriel des entreprises coopératives édition 2016.

*Existing federation/network:*

- **COOP FR:** is the main organization which represents the French Co-operatives movement and is the voice of approximately 23 000 Co-operatives entreprises (<http://www.entreprises.coop/>).
- **Coop de France:** is another organization which is only devoted to the farming sector ([www.coopdefrance.coop/](http://www.coopdefrance.coop/)).
- **FNCC:** devoted to consumers (<http://www.fncc.coop/>)
- **Habicoop:** devoted to inhabitants (<http://www.habicoop.fr/>)
- **FFCGA:** devoted to crafts (<http://www.ffcga.coop/>)
- **FCA:** devoted to commerce (<https://www.commerce-associe.fr/>).
- **Co-opération maritime:** devoted to the fishermen (<http://www.cooperationmaritime.com/>).
- **France groupements:** devoted to transports (<http://france-groupements.com/>)
- **OCCE:** devoted to school (<http://www2.occe.coop/>)
- **Les Scoop:** devoted to worker co-operatives (<http://www.les-scoop.coop/sites/fr/>)
- **Les Scic:** devoted to multi-stakeholder co-operatives (<http://www.les-scic.coop/sites/fr/les-scic/>)
- **Credit co-operatives:** Groupe BPCE (<http://www.groupebpce.fr/>), Fédération nationale banque populaire (<http://www.fnbp.fr/>), fédération caisse d'épargne (<http://www.federation.caisse-epargne.fr/>), crédit coopératif (<http://www.credit-cooperatif.fr/>)



[cooperatif.coop/](http://cooperatif.coop/)), crédit mutuel (<https://www.creditmutuel.com/fr>), crédit agricole ([http://www.creditagricole.info/fnca/j\\_5/accueil](http://www.creditagricole.info/fnca/j_5/accueil)).

1.57 Please describe briefly the **historical background** of the Co-operatives sector as well as the **recent evolutions**- *narrative*

During the 19<sup>th</sup> century, workers started gathering among them in associations in order to fight against the capital of big industries. Both producer and consumer co-operatives boomed in the second half of the century. During the 20<sup>th</sup> century, other kinds of co-operatives appear such as credit or agricultural co-operatives, which are especially important for the modernization of the farming sector after the Second World War.

The first cooperative activities in France came from rural areas. However, the legal recognition of co-operatives in France happens between 1890 and 1920<sup>65</sup>. Since then, producer, consumer and credit co-operatives develop rapidly. Following the First World War, production co-operatives know a booming period, particularly in the building sector while public collectivities supported them by procuring them public market parts. At this time, co-operative banks and insurances start to grow.

The law of September the 10<sup>th</sup>, 1947 sets general functioning and administrative rules for co-operatives, but preserves specificities such as agricultural co-operation. In 1983, the law n°83-657 of July 20<sup>th</sup> implements specific rules for crafts. New kinds of co-operatives were born in the 2000' such as Scic (Multi-stakeholders co-operatives) created in 2001 or European co-operative societies in 2008, showing their capacity to adapt.

1.58 Please detail the **legal context** related to co-operatives in your country (e.g. legal form, accreditation process)- *narrative*

The legal framework related to co-operatives in France is given by the law n°47-1775 of September 10<sup>th</sup>, 1947 relative to the status of cooperation. It has been modified by the law n°2014-856 of July 31<sup>st</sup>, 2014 relative to the social economy. The general law is completed by some other texts which provide some adjustments and exemptions.

The civil and commercial Codes are applied to co-operatives if they do not contradict the 1947 law, and the general law is applied when it does not contradict the specific texts related to specific types of co-operatives.

They can have different legal forms<sup>66</sup>:

<sup>65</sup> <http://docplayer.fr/2204737-Histoire-des-cooperatives.html>

<sup>66</sup> [http://www.les-scic.coop/sites/fr/les-scic/FAQ/Formes\\_juridiques](http://www.les-scic.coop/sites/fr/les-scic/FAQ/Formes_juridiques)



- **Société Anonyme SA** (Limited Company): At least 2 members (for worker co-operatives 7 members) and a minimum capital of the half of what is required for a common SA (so 18 500 €).
- **Société par actions simplifiées SAS** (Simplified Joint Company): At least 2 members and no minimum capital or equity securities are required. An auditor can be necessary under specific conditions. An intermediate body can be defined in the statutes and they shall have a president.
- **Société à responsabilité limitée SARL** (Limited Liability Company): they can have from 2 to 100 associates, minimum capital is required only for crafts, fisheries and transport co-operatives, and they shall have a CEO. An auditor can be required under certain conditions.
- **Société cooperative européenne SCE**: It stands for “European co-operative society” and is designed for associates whose activities take place in different member states. In each state, the co-operative is treated as a national co-operative society.
- **Agricultural co-operative**: status *sui generis*.

Below are described the different kinds of co-operatives that exist in France:

- **User co-operatives**: associates are users of the goods and services they produce. They can be of different kinds: consumers co-operatives, school co-operatives,
- **Co-operative banks**: whose members are customers, savers or borrowers.
- **Business co-operatives**: where associates are entrepreneurs and have their own business. They can be farmers, fishermen, shop-owners, haulage contractors or small business-owners.
- **Worker co-operatives or Production Workers’ Co-operative Societies** (from French: *Sociétés coopératives et participatives de production SCOP*): are groups of workers gathering in order to produce goods or services. Employees represent the majority of associates, holding at least 51% of social capital and 65% of voting rights. A CEO is democratically elected by all the associates. The profit is fairly shared between the members: a part goes for employees, a part for associates and a part to the reserves of the enterprise.
- **Multi-stakeholders co-operatives or Collective Interest Co-operative Societies** (from French: *Sociétés coopératives d’intérêt collectifs*): is another legal form which is more focused on social and collective dimension and projects that foster local development in sectors such as environment, health, culture or energy. Mechanisms are the same as those for a SCOP, but SCIC can associate every participant in a project: employees, volunteers, recipients, local authorities...
- **CAE or Activity and Employment Co-operatives** (from French: *Coopératives d’activité et d’emploi*): these co-operatives are intended to create sustainable jobs, economic and social wealth in a given territory. They help every project’s holder to fulfill its objective by giving advice or professional training and by providing accounting and legal services. The activity is hosted by the CAE in fiscal and legal terms but the entrepreneur remains

autonomous and responsible of the activity. A percentage of the turnover is required to the members of a CAE as financial participation.

- **European Co-operative Society** makes it possible to create a common co-operative across European borders.

**The accreditation process** is the same as for the non-co-operatives. A form<sup>67</sup> has to be completed to declare the creation of a SA, SAS or SARL co-operative. When the treatment is finished, an official document proving the legal existence is delivered to the co-operative which will be needed for every administrative procedure.

1.59 Please realize an overview of **public policy** towards coops (fiscality, public funding, legal advantages) – *narrative*

Co-operatives can benefit from some special advantages.

#### **Fiscal regime:**

The fiscal regime for co-operatives is partially derogatory but it depends on the kind of co-operative. They can benefit from partial exonérations to the tax on societies if they redistribute their surpluses to their associates or they fill the legal reserve or the development fund. Fiscality varies depending on the type of co-operative. Only agricultural, fisheries, crafts, transport and workers co-operatives can benefit from fiscal advantages. For example, agricultural co-operatives are exempted from tax on societies if they respect conditions fixed in article 207 of the “Code général des impôts”. Workers’ co-operatives (Scop) benefit from a total exoneration of the territorial economic contribution tax, whereas multi-stakeholder co-operatives (Scic) do not<sup>68</sup>. Moreover, workers’ co-operatives do not have to pay the professional tax.

Nevertheless, co-operatives are excluded from certain advantageous programmes such as the *crédit impôt emploi et compétitivité* (CICE). The value-added tax does not depend on the kind of co-operative but on the activity the structure leads.

#### **Public funding:**

Co-operatives can receive public funding from administration or local authorities in any form accordingly to European law relative to state aid.

#### **Legal advantages:**

Every associate is equal and has the same voting power. Associates’ responsibility is limited to their own contributions.

There is a contractual flexibility: members can decide at any time to enter or quit the co-operative and it is simple to increase or reduce the capital.

<sup>67</sup> <https://www.service-public.fr/professionnels-entreprises/vosdroits/R15071>

<sup>68</sup> <http://www.les-scic.coop/sites/fr/les-scic/FAQ/Fiscalite>



**PART 2: INSPIRING PRACTICES**

Please identify inspiring practices (actions/program/pedagogical practice...) in Co-operatives entrepreneurship (or assimilated social entrepreneurship) education in your country. Briefly describe them by fulfilling the following table (1 table by inspiring practice, please add the needed number of tables).

<b>Name</b> Website, Contact information, ...	CJS – Coopératives jeunesses de service <a href="http://www.projetcjs.coop/">http://www.projetcjs.coop/</a>
<b>Providers</b> Name, type (private/public), year of establishment, ...	Coopérer pour entreprendre, co-operative network established in 2000 ( <a href="http://www.cooperer.coop/">http://www.cooperer.coop/</a> )
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries, ...	Young people (from 16 to 18 years old) during the summer holiday in France (but the concept comes from Canada).
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not, ...	Long, practical & face-to-face
<b>Content description</b>	Young participants create a temporary cooperative enterprise during the summer. They decide together what services they will offer and at the end they share the profits.
<b>Objectives</b> (development of skills <sup>69</sup> , attitude <sup>70</sup> , knowledge <sup>71</sup> and/or others)	Entrepreneurship, responsibility, teamwork mind-openness, sense of initiative management, & sectoral specific skills
<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	Active & project-based learning Activity outside school

<sup>69</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...

<sup>70</sup> Self-confidence, sense of initiative, problem solving mind,...

<sup>71</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...





<b>Additional information</b>	<b>useful</b>	For further information: <a href="http://www.cooperer.coop/les-cooperatives-jeunesse-de-services/">http://www.cooperer.coop/les-cooperatives-jeunesse-de-services/</a>
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<b>Name</b> Website, Contact information, ...	Mon ESS à l'école
<b>Providers</b> Name, type (private/public), year of establishment,...	L'ESPER, association created in 2010 ( <a href="http://lesper.fr/">http://lesper.fr/</a> )
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	Middle and high school students in France
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	Long, practical & theoretical, face-to-face
<b>Content description</b>	The project consists in making young people responsible by letting them become the actors of a social and collective project. By creating their own SSE entreprise learns that an alternative way of doing business by cooperating. More than 30 entrepreneurial projects have been made thanks to the program (from collaborative newspapers to t-shirts, soap or food).
<b>Objectives</b> (development of skills <sup>72</sup> , attitude <sup>73</sup> , knowledge <sup>74</sup> and/or others)	Fostering responsibility, entrepreneurship, commitment Promoting SSE and its values of equality, cooperation and solidarity Making students discover the diversity of the professional world
<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	Active & project based learning (entrepreneurial project) Linking students with the community or/and businesses
<b>Additional useful information</b>	For further information: <a href="http://www.ressourcess.fr/monessalecole/">http://www.ressourcess.fr/monessalecole/</a>

<sup>72</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...

<sup>73</sup> Self-confidence, sense of initiative, problem solving mind,...

<sup>74</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...

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<b>Name</b> Website, Contact information, ...	La semaine de l'ESS à l'école
<b>Providers</b> Name, type (private/public), year of establishment,...	L'ESPER, association created in 2010 ( <a href="http://lesper.fr/">http://lesper.fr/</a> )
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	From children in the nursering school to teenagers in high school. France (+ 1 in Martinique and 1 in Morocco)
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a</i> <i>posteriori</i> (e.g. award), residential format or not,...	Long, practical and face-to-face
<b>Content description</b>	From November to March, students search information about social and solidarity economy at school and in surrounding enterprises. Then, during a week in March, students and businesses can send their impressions and learnings to Twitter where they will be diffused and collected in order to create a numerical wall accessible for participants. Participants can then comment the common realization and keep it as a souvenir.
<b>Objectives</b> (development of skills <sup>75</sup> , attitude <sup>76</sup> , knowledge <sup>77</sup> and/or others)	Develop the economic culture of the citizen Participate to the creation of a common realization Foster sharing and meeting between students and local SSE professors Discover an alternative development model based on equality, solidarity and democracy

<sup>75</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...

<sup>76</sup> Self-confidence, sense of initiative, problem solving mind,...

<sup>77</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...



	Develop commitment for each one
<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	It can be project-based learning (making reportage), activities outside the classroom (understanding the school co-operative) or outside school and linking students with local community (visiting a business or association), expositions about SSE...
<b>Additional useful information</b>	For further information: <a href="https://semaineessecole.coop/">https://semaineessecole.coop/</a>

<b>Name</b> Website, Contact information, ...	ESS'PACE
<b>Providers</b> Name, type (private/public), year of establishment,...	Solidarité étudiante, co-operative established in 2013 ( <a href="http://www.solidariteetudiante.fr/">http://www.solidariteetudiante.fr/</a> )
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	University students having a cooperative project
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	n.a.
<b>Content description</b>	ESS'PACE is a 430 m <sup>2</sup> coworking space in Paris which is free for students who have a cooperative project. Without the pressure of location cost, they will be accompanied by experimented entrepreneurs or employees from a Parisian CAE (Employment and Activity Co-operative).
<b>Objectives</b> (development of skills <sup>78</sup> , attitude <sup>79</sup> , knowledge <sup>80</sup> and/or others)	Creation of jobs & foster student entrepreneurship Combine economic performance and social utility

<sup>78</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...

<sup>79</sup> Self-confidence, sense of initiative, problem solving mind,...

<sup>80</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...

<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	Active learning Linking students with students & businesses
<b>Additional useful information</b>	For further information: <a href="http://www.solidariteetudiante.fr/actualite/90-le-18-02-2016-venez-decouvrir-ess-pace-le-nouveau-projet-de-solidarite-etudiante">http://www.solidariteetudiante.fr/actualite/90-le-18-02-2016-venez-decouvrir-ess-pace-le-nouveau-projet-de-solidarite-etudiante</a>



<b>Name</b> Website, Contact information, ...	Agendas coopératifs <a href="http://www.occe.coop/agenda/">http://www.occe.coop/agenda/</a>
<b>Providers</b> Name, type (private/public), year of establishment,...	OCCE, a federation created in 1928 ( <a href="http://www2.occe.coop/">http://www2.occe.coop/</a> )
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	School students from 6 to 16 years
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	Long, practical, <i>a posteriori</i>
<b>Content description</b>	It consists in an instrument which is intended to foster the sense of cooperation in young children. By giving them a co-operative agenda, they will be working their self-esteem and self-confidence as well as cooperation thanks to the proposed collective activities and afterthoughts.
<b>Objectives</b> (development of skills <sup>81</sup> , attitude <sup>82</sup> , knowledge <sup>83</sup> and/or others)	Development of self-confidence, teamwork, organization Promoting co-operative values
<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	The learning happens in the classroom every week with new activities and reflections.
<b>Additional useful information</b>	An overview of an agenda of this kind: <a href="http://fr.calameo.com/read/001509837433740492a6b">http://fr.calameo.com/read/001509837433740492a6b</a>

<sup>81</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...

<sup>82</sup> Self-confidence, sense of initiative, problem solving mind,...

<sup>83</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...





<b>Name</b> Website, Contact information, ...	Écoles fleuries (flowery schools)
<b>Providers</b> Name, type (private/public), year of establishment,...	OCCE ( <a href="http://www2.occe.coop/">http://www2.occe.coop/</a> ) & DDEN ( <a href="http://www.dden-fed.org/">http://www.dden-fed.org/</a> )
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	Students in primary and middle school
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	Long, practical and face-to-face.
<b>Content description</b>	The measure is a departmental and national challenge on gardening activities. Each school can participate and will have to submit its project of gardening activities which will have to be done by students. The evolution of the garden needs to be stated by pictures or a small video as well as explanations on the ongoing activities.
<b>Objectives</b> (development of skills <sup>84</sup> , attitude <sup>85</sup> , knowledge <sup>86</sup> and/or others)	Development of gardening skills and knowledge on vegetables and seasonality Commitment with green values and sustainable development Promotion of co-operative values, collective work, sense of initiative and autonomy.
<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	Active & project-based learning, outside the classroom
<b>Additional useful information</b>	To learn more: <a href="http://www2.occe.coop/sites/default/files/fichiers-joints/apprendre_jardin-2017-2018-bdef.pdf">http://www2.occe.coop/sites/default/files/fichiers-joints/apprendre_jardin-2017-2018-bdef.pdf</a>

<sup>84</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...<sup>85</sup> Self-confidence, sense of initiative, problem solving mind,...<sup>86</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...





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<b>Name</b> Website, information, ...	Maison de lycéens (House of students)
<b>Providers</b> Name, type (private/public), year of establishment,...	OCCE ( <a href="http://www2.occe.coop/">http://www2.occe.coop/</a> ) & MDL ( <a href="http://federation-mdl.fr/">http://federation-mdl.fr/</a> )
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	High school students
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	Long, practical & face-to-face
<b>Content description</b>	A house of students organizes projects related to culture, sports, citizenship or even humanitarian issues. The OCCE is willing to encourage the formation of this kind of co-operatives by helping students with the creation procedure as well as the training to administrative organization. They put at their disposal accounting instruments, help for asking for subsidies or to open a bank account...
<b>Objectives</b> (development of skills <sup>87</sup> , attitude <sup>88</sup> , knowledge <sup>89</sup> and/or others)	Management and organizational skills Teamwork and cooperation values Contact with the professional world
<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	Active learning Linking students with local community
<b>Additional useful information</b>	For further information: <a href="http://www2.occe.coop/contenu/montez-et-faites-vivre-votre-maison-des-lyceens">http://www2.occe.coop/contenu/montez-et-faites-vivre-votre-maison-des-lyceens</a>

<sup>87</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...

<sup>88</sup> Self-confidence, sense of initiative, problem solving mind,...

<sup>89</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...



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<b>Name</b> Website, Contact information, ...	MOOC – Coopératives au service du territoire (co-operatives at the service of territory)
<b>Providers</b> Name, type (private/public), year of establishment,...	CGSCOP, a network established in 2011 ( <a href="http://www.les-scop.coop/sites/fr/">http://www.les-scop.coop/sites/fr/</a> )
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	All kinds of public
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	Punctual, theoretical, distance.
<b>Content description</b>	The measure consists in an online open course about Scic (Collective interest co-operative societies) where people can learn the base of the Scic, how to support and co-operate with them as well as how to get committed in a Scic.
<b>Objectives</b> (development of skills <sup>90</sup> , attitude <sup>91</sup> , knowledge <sup>92</sup> and/or others)	Fosters autodidact and organizational skills Deepens the knowledge on the co-operative sector
<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	Self-learning Virtual community of learners
<b>Additional useful information</b>	The course's website: <a href="https://www.fun-mooc.fr/courses/course-v1:CNFPT+87012+session01/about">https://www.fun-mooc.fr/courses/course-v1:CNFPT+87012+session01/about</a>

<sup>90</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...<sup>91</sup> Self-confidence, sense of initiative, problem solving mind,...<sup>92</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...



<b>Name</b> Website, Contact information, ...	MOOC – Coopération agricole (agricultural co-operation)
<b>Providers</b> Name, type (private/public), year of establishment,...	La coopération agricole, established in 1900. ( <a href="https://www.lacooperationagricole.coop/">https://www.lacooperationagricole.coop/</a> )
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	All kinds of public
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	Punctual, theoretical, distance.
<b>Content description</b>	The MOOC on agricultural cooperation seeks to introduce the public to agricultural co-operatives. It gives general principles and ways of governance, explains how co-operatives work and how they developed and finally proposes an overview of jobs in that specific sector.
<b>Objectives</b> (development of skills <sup>93</sup> , attitude <sup>94</sup> , knowledge <sup>95</sup> and/or others)	Fosters autodidact and organizational skills Deepens the knowledge on agricultural co-operatives and co-operatives in general
<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	Self-learning Virtual community of students and actors
<b>Additional useful information</b>	The course's website: <a href="http://www.mooc.coop/">http://www.mooc.coop/</a> & <a href="https://www.fun-mooc.fr/courses/AgroParisTech/32002S02/session02/about">https://www.fun-mooc.fr/courses/AgroParisTech/32002S02/session02/about</a>

<sup>93</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...

<sup>94</sup> Self-confidence, sense of initiative, problem solving mind,...

<sup>95</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...



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<b>Name</b> Website, Contact information, ...	Say Yess magazine
<b>Providers</b> Name, type (private/public), year of establishment,...	Advise, an association created in 2002 ( <a href="http://www.avise.org/">http://www.avise.org/</a> ) JEUN'ESS, a programme launched in 2011 ( <a href="http://www.jeun-ess.fr/">http://www.jeun-ess.fr/</a> )
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	Young people
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a</i> <i>posteriori</i> (e.g. award), residential format or not,...	Long, distance
<b>Content description</b>	It is a magazine for young people wanting a more sustainable and fair society. They propose inspiring initiatives every week, pieces of advice on how to find a job or start a new project in the field of SSE. It also shows portraits of young and motivated people and hints to act differently in the everyday life.
<b>Objectives</b> (development of skills <sup>96</sup> , attitude <sup>97</sup> , knowledge <sup>98</sup> and/or others)	Incentivize young people to get involved in SSE
<b>Learning practices</b> (active learning, project-	Support for learning

<sup>96</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...

<sup>97</sup> Self-confidence, sense of initiative, problem solving mind,...

<sup>98</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...



based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	
<b>Additional useful information</b>	For further information: <a href="http://www.say-yess.com/">http://www.say-yess.com/</a>

<b>Name</b> Website, Contact information, ...	<i>Connecteur</i> for change
<b>Providers</b> Name, type (private/public), year of establishment,...	Ticket for change, an association created in 2014 ( <a href="http://www.ticketforchange.org/">http://www.ticketforchange.org/</a> )
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	Young entrepreneurs in France
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	Punctual, face-to-face, theoretical and practical.
<b>Content description</b>	It is a programme that searches motivated young people to become “Connecteurs”. These people will then organize events at regional scale in order to disseminate pedagogies for as many people as possible and sensitize to “entrepreneurship for change” in all the territory.
<b>Objectives</b> (development of skills <sup>99</sup> , attitude <sup>100</sup> , knowledge <sup>101</sup> and/or others)	Organizational skills, entrepreneurship, self-confidence, speaking in public, teamwork, networking
<b>Learning practices</b> (active learning, project-	Active learning, activities with local communities

<sup>99</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...

<sup>100</sup> Self-confidence, sense of initiative, problem solving mind,...

<sup>101</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...

based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	
<b>Additional useful information</b>	For further information: <a href="http://www.ticketforchange.org/wp-content/uploads/PROGRAMME-GUIDE_CONNECTEUR-FOR-CHANGE_VF-1-1.pdf">http://www.ticketforchange.org/wp-content/uploads/PROGRAMME-GUIDE_CONNECTEUR-FOR-CHANGE_VF-1-1.pdf</a>





<b>Name</b> Website, information, ...	Contact	La nuit des étudiants solidaires de France
<b>Providers</b> Name, (private/public), year of establishment,...	type	CJDES, a network association founded in 1985 ( <a href="https://cjdes.org/">https://cjdes.org/</a> )
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...		Students in master's degree
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...		punctual
<b>Content description</b>		It is an event where students and professionals of the SSE sector can exchange their point of views. There, professionals give speeches and students can participate to workshops in a friendly atmosphere. Animations and concerts take place afterwards which is ideal for networking.
<b>Objectives</b> (development of skills <sup>102</sup> , attitude <sup>103</sup> , knowledge <sup>104</sup> and/or others)		Reinforce social ties Transmit SSE values from one generation to another Help young students in their professional insertion
<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)		Activities outside the classroom Linking students and business / local communities
<b>Additional useful information</b>		For further information: <a href="http://nde.cjdes.org/">http://nde.cjdes.org/</a>

<sup>102</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...

<sup>103</sup> Self-confidence, sense of initiative, problem solving mind,...

<sup>104</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...



<b>Name</b> Website, information, ...	ESS'CAPADES
<b>Providers</b> Name, type (private/public), year of establishment,...	CRESS Auvergne-Rhône-Alpes, born from a fusion in 2017 ( <a href="http://www.cress-aura.org/">http://www.cress-aura.org/</a> )
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	Open to everybody in the region Auvergne-Rhône-Alpes
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	Punctual, practical, face-to-face
<b>Content description</b>	For two days people are invited to participate in a guided tour of SSE enterprises which open their doors in the agglomeration of Clermont-Ferrand. They are intended to present their structures and explain the benefits and values of social and solidarity economy. Citizens can also participate in workshops and activities to discover the SSE.
<b>Objectives</b> (development of skills <sup>105</sup> , attitude <sup>106</sup> , knowledge <sup>107</sup> and/or others)	Foster commitment in society Expand SSE values Networking
<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	Activities outside school Linking people with local community and businesses
<b>Additional useful information</b>	For further information: <a href="http://www.cress-aura.org/les-esscapades">http://www.cress-aura.org/les-esscapades</a>

<sup>105</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...

<sup>106</sup> Self-confidence, sense of initiative, problem solving mind,...

<sup>107</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...



<b>Name</b> Website, information, ...	Contact CoopColoc <a href="https://www.coopcoloc.fr">https://www.coopcoloc.fr</a>
<b>Providers</b> Name, (private/public), year of establishment,...	Solidarité étudiante, co-operative established in 2013 ( <a href="http://www.solidariteetudiante.fr/">http://www.solidariteetudiante.fr/</a> )
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	University students in Paris who are searching a flat
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	Long, practical, face-to-face & distance
<b>Content description</b>	CoopColoc is a project which puts economic flats at students' disposal and in good conditions. It also proposes an accompaniment so that the student can learn how to become autonomous. It is managed by students who help the others with their administrative procedures or scholarship applications. They also organize meetings where every participant is invited.
<b>Objectives</b> (development of skills <sup>108</sup> , attitude <sup>109</sup> , knowledge <sup>110</sup> and/or others)	Learn to be autonomous, self-confidence, emancipate Networking
<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	Active learning Linking students with students
<b>Additional useful information</b>	For further information: <a href="https://www.coopcoloc.fr/le-projet/">https://www.coopcoloc.fr/le-projet/</a>

<sup>108</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...<sup>109</sup> Self-confidence, sense of initiative, problem solving mind,...<sup>110</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...



<b>Name</b> Website, information, ...	Contact	Journées Nationales de la Coopération Étudiante
<b>Providers</b> Name, (private/public), year of establishment,...	type	Solidarité étudiante, co-operative established in 2013 ( <a href="http://www.solidariteetudiante.fr/">http://www.solidariteetudiante.fr/</a> )
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...		University students from France
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a</i> <i>posteriori</i> (e.g. award), residential format or not,...		Punctual, theoretical, face-to-face
<b>Content description</b>		Some workshop are dedicated to SSE and in the event students can meet other actors of the cooperative sector in France. Subjects are related to the promotion and perspectives of SSE, the role played by young people, the SSE as an instrument of social transformation and as an engine for growth. Important actors such as CGSCOP, UNEF, CJDES, ESPER, and more were present.
<b>Objectives</b> (development of skills <sup>111</sup> , attitude <sup>112</sup> , knowledge <sup>113</sup> and/or others)		Foster commitment in society Expand SSE values Networking
<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)		Activities outside classroom Linking students with businesses
<b>Additional useful information</b>		For further information: <a href="http://www.solidariteetudiante.fr/actualite/33-bilan-de-la-premiere-edition-des-jounee-nationales-de-la-cooperation-etudiante">http://www.solidariteetudiante.fr/actualite/33-bilan-de-la-premiere-edition-des-jounee-nationales-de-la-cooperation-etudiante</a>

<sup>111</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...

<sup>112</sup> Self-confidence, sense of initiative, problem solving mind,...

<sup>113</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...



<b>Name</b> Website, Contact information, ...	Gestions radieuses
<b>Providers</b> Name, type (private/public), year of establishment,...	Coopérer pour entreprendre, co-operative network established in 2000 ( <a href="http://www.cooperer.coop/">http://www.cooperer.coop/</a> ) Fonds pour l'amélioration des conditions de travail (Fact) which is a fund from the government <a href="http://travail-emploi.gouv.fr/IMG/pdf/FACT_ANACT.pdf">http://travail-emploi.gouv.fr/IMG/pdf/FACT_ANACT.pdf</a>
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	Independents working in Employment and Activity Co-operatives (CAE)
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	Punctual, practical, face-to-face & distance
<b>Content description</b>	<p>Launched by the end of 2016, the aim of the project is to simplify administrative uses for independents and activity collectivities.</p> <p>First, a specialized team goes into 12 CAE for two days in order to identify the real uses that actors make from administrative instruments in the network. Second, the results are distributed to the whole network. Other CAE can react or enrich the results. Third, a co-conception workshop open to every CAE takes place and concrete propositions are made. Forth, these propositions are transformed into service prototypes which will be tested in participant CAE. Fifth, a forum takes place where all participants are invited to discuss the results of the method, the lessons that can be obtained from the experience as well as the evolution of the prototypes.</p>
<b>Objectives</b> (development of skills <sup>114</sup> , attitude <sup>115</sup> , knowledge <sup>116</sup> and/or others)	Development of better services for independents
<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside	Project-based learning Linking businesses with businesses

<sup>114</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...

<sup>115</sup> Self-confidence, sense of initiative, problem solving mind,...

<sup>116</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...

the classroom/school linking students with the local community or businesses...)	
<b>Additional useful information</b>	For further information: <a href="http://www.cooperer.coop/gestions-radieuses/##http://www.cooperer.coop/wp-content/uploads/2017/04/Expedition-Gestions-radieuses-V0.pdf">http://www.cooperer.coop/gestions-radieuses/##http://www.cooperer.coop/wp-content/uploads/2017/04/Expedition-Gestions-radieuses-V0.pdf</a>

## COOPILOT Project

### Template/Guidelines Reference Countries (RC)

Belgium, France, Italy and Spain

**Country:** Italy

**Report's author(s):** Federazione Trentina della Cooperazione & Scuola Nazionale Servizi Foundation

## PART 1: COOPERATIVES ECOSYSTEM

### 1.60 General statistics

*Number of cooperatives:* **70,000**<sup>117</sup>

*Value of production*<sup>118</sup>:

- *Cooperatives:* 90.7 € billion
- *Consortia:* 17.6 € billion
- *Estimated value:* 136.5 € billion

*Industries- repartition of the number of cooperatives by industry:*

<i>Industries</i>	<i>Cooperatives</i>	
	<i>Number</i>	<i>%</i>
<i>Agriculture</i>	3,935	5,7

<sup>117</sup> It is quite difficult to declare a clear number of cooperative in Italy, due to the lack of a unique source of data. Generally speaking, 114,629 is the total number of Italian Cooperatives as registered to the **Cooperative Society Register**, governed by the Decree of the Minister for Economic Development of 23rd, June 2004 and subsequent amendments. The data is up-to-date at 10th, July 2017. However, the data base is still experimental and does not allow to estimate the number of active cooperatives, as well as to verify the value of production and other key features (source: <http://dati.mise.gov.it/index.php/lista-cooperative?resetfilters=0&clearordering=0&clearfilters=0> ). There are other available data regarding the number of active cooperative in Italy at 31st, December 2016 - 80,363, according to the Confcooperative data released in February, 2017. However, this estimate is not officially recognized (source: [https://www.google.it/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwiht208v7UAhXIIMAKHeC\\_DGkQFgggMAA&url=http%3A%2F%2Fwww.reggioemilia.confcooperative.it%2FDesktopModules%2FEasyDNNNews%2FDocumentDownload.ashx%3Fportalid%3D0%26moduleid%3D482%26articleid%3D2141%26documentid%3D331&usq=AFQjCNFCKOFcXfZTd6CplZWqoZiExodLXA](https://www.google.it/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwiht208v7UAhXIIMAKHeC_DGkQFgggMAA&url=http%3A%2F%2Fwww.reggioemilia.confcooperative.it%2FDesktopModules%2FEasyDNNNews%2FDocumentDownload.ashx%3Fportalid%3D0%26moduleid%3D482%26articleid%3D2141%26documentid%3D331&usq=AFQjCNFCKOFcXfZTd6CplZWqoZiExodLXA) ). Thus, for the present research, the Third Report about Cooperatives in Italy (EURICSE, 2015) is taken into account; confirming a total amount of active cooperatives of about 70,000 and analyzing data updated to December, 2013 (source: <http://www.euricse.eu/wp-content/uploads/2015/09/00-ECONOMIA-COOPERATIVA.pdf> )

<sup>118</sup> The value of production is an under estimation, both because the data does not include the economic value created by the cooperative credit banks, and because at the time of the data extraction it was not available the budget for all the cooperatives.



<i>Industry</i>	4,274	6,1
<i>Buildings</i>	9,249	13,2
<i>Services</i>	43,940	62,8
<i>Missing data</i>	8,602	12,2
<b>Total</b>	<b>70,000</b>	<b>100%</b>

*Employment (full time equivalents)- total and by industry:*

**1,746,369<sup>119</sup>**

<b>Industry</b>	<b>Total amount of employees</b>
<i>Agriculture</i>	124,417
<i>Industry</i>	112,880
<i>Building</i>	78,286
<i>Commerce</i>	99,412
<i>Transport</i>	336,066
<i>Other services</i>	968,219
<i>Missing data</i>	27,089
<b>Total amount</b>	<b>1,746,369</b>

*Existing federation/network:*

Italian cooperatives are represented by:

1. **Confcooperative – Italian Cooperative Confederation.** It counts nearly 20,000 cooperative societies, involving more than 3 million members and 400,000 employees. Under Confcooperative confederation, it is included an annual turnover of over 42 million euros, divided into 22 regional, 8 provincial and 5 interprovincial units. Confcooperative is structured in 8 national industry federations.
2. **Legacoop – National Cooperative League.** As far today, Legacoop counts more than 6 million members and about 400,000 workers in associated cooperative companies, with a turnover of over 45 million euros per year. Legacoop aims to the active participation of members and to the development of the equity and self-help principles. In recent years, it has seen the growth of the number of social- health and socio-assistance cooperatives alongside traditional sectors.
3. **Italian National Cooperative Union.** It is articulated throughout the national territory in 18 regional Federations, 29 Provincial Federations, 4

<sup>119</sup> This number takes into account not only the workers employed at the end of 2013, but also the contracts activated during the 2013, including both seasonal workers and cases where the same job was covered during the year by different workers (such as, when a worker left for resignation/retirement and replaced by a new worker). We take into account this number also because, contrary to what is often thought, it is mainly stable jobs: more than 60% of this contracts were typical (employee – full time). Source: <http://www.euricse.eu/wp-content/uploads/2015/03/2-rapporto-italia.pdf>



Provincial offices, 6 Provincial Coordination Offices and 6 Industry Associations. It carries out information, promotion, training, assistance and advice for the strengthening of the cooperative movement, depending on the growth of employment and overall development of the country through the information and Services Desk, located in the territory.

4. **A.G.C.I. - General Association of Italian Cooperatives.** It was officially founded in 1952, when a group of republican, social democratic and liberal cooperative groups emerged from the National League of Mutual Cooperatives and to create a third 'central' cooperative movement. In implementing the statutory principles, AGCI contributes to a general development project based on the market economy and the free movement of ideas, people and goods. With the contribution of the Ministry of Labor, branches in all regions have been set up to promote the company and the cooperative enterprise in general.

### 1.61 Historical background and recent evolutions

Since the creation of the first cooperative in 1854, the Italian cooperative movement has experienced long periods of fast growth, as well as some phases of stagnation, and remains today a major component of the national economy. The founders were inspired by the various experiences that were taking hold throughout Europe in the mid-1800s. The emergence and diffusion of business models varied significantly across Italian regions, partly due to the different levels of economic organization and development in different parts of the country, and partly as a response to the different needs of local markets.

The first Italian cooperative was founded in 1854 in Turin, where the workers' mutual assistance society gave rise to a *consumer cooperative* with the purpose of mitigating high living costs. Over the following years, this kind of cooperative spread throughout both cities and rural areas.

*Cooperation in financial services* began to grow a few decades later, towards the end of the 1870s, in the dual form of the Banca Popolare (a limited liability bank whose members belonged to the small urban bourgeoisie), and the Social credit banks (later named Rural Banks and then Cooperative Credit Banks), which were characterized by unlimited liability and had memberships mainly made up of small-scale farmers. Both of these forms of credit cooperation were meant to facilitate their members' access to credit in a context where credit markets were not very developed and generally uninterested in serving small entrepreneurs.

During the last two decades of the eighteenth century, other forms of cooperation emerged. At the beginning, the *farmers' cooperative* (especially vineyards and dairies) was born, based on the shared purchase of goods and tools and on the collective sale of produce, aimed at combating both monopolistic and monopsonistic situations. Then, *worker cooperation* began to take hold in this period as well, especially among construction workers and farmhands.

The first years of the twentieth century were growth years both for the Italian economy and for the cooperative movement. Thanks to the government and to the social engagement of Catholics, Italian cooperation grew in all of its components, and in 1910 there were 7,400 cooperatives with over one million members. This growth continued in the aftermath of World War I and through the first half of the 1920s, when cooperatives amounted to 15,000 plus.

The rapid development of Italian cooperatives was interrupted (starting in 1922) with the rise of fascism. The fascist regime was ideologically opposed to any form of organization that could come between the state and its citizens, and was particularly opposed to all movements

that had any socialist inspiration, so fought cooperation and eventually eliminated all representative bodies, finally assigning all assistance, development and coordination functions to one organization under the direct control of the state: the National Fascist Organism of Cooperation. This aversion resulted more in a slower growth of cooperation and a change in its sectorial composition (with a significant growth of cooperatives in agriculture and food processing and sales) than in an eradication of the movement (as in the case of the union movement). Indeed, at the end of the regime (which coincided with the end of World War II), the number of cooperatives was higher than it was in the early 1930s.

In the aftermath of World War II, with the constitution of the Italian Republic, the attitude of the government turned once again in favour of cooperation. In fact, the Italian Constitution (approved in 1947) includes a direct reference to cooperation, stressing in particular both the mutual and the social aim of cooperatives and the exclusion of private speculation purposes. By 1951 cooperatives reached approximately 25,000 (double what they were in 1930), due primarily to the creation of many *construction and housing cooperatives* engaged in the reconstruction of buildings destroyed during the war.

The following two decades (1951-1971) witnessed the biggest boom in the Italian economy, largely driven by the development of the manufacturing sector, with the migration of the labour force from agriculture to factories and the related migration of the population from the countryside to the cities. Growth was driven at the beginning (until the mid-1960s) by large private firms and large publicly-owned companies, and later by local systems of small enterprises – the so called industrial districts. The contribution of cooperation to this phase of development was very limited, and the economic relevance of cooperation did not change significantly. Nevertheless, cooperatives began to grow in size if not in numbers, as the total number of workers employed by cooperatives increased by 50.5% over this period.

The cooperative movement began to grow again in the following years, which were characterized by the oil crises, the first difficulties of the manufacturing sector, lower GDP growth, and high inflation and unemployment rates. This growth increased over the years and manifested itself in an increase both in the number of cooperatives and in their average size, and thus in an increase in the number of people employed in this sector. New cooperatives were also set up to provide *social, health and educational*

*services* and to create *jobs for disadvantaged people*. These new cooperatives were spontaneously created by groups of people in the 1980s, mainly on a volunteer basis, and were recognized with a special law in 1991 with the name of “social cooperatives”.

In the case of *social cooperatives*, the law requires the cooperative to pursue the interests of the community and not just the interests of its members. Moreover, legislators established two types of social cooperatives: social cooperatives that provide social, health and educational services (type A); and social cooperatives that can engage in any kind of activity, but are required to employ at least 30% of workers with low employability (type B).

These new cooperatives were immediately met with a growing demand for their services, due in particular to the outsourcing policies of local governments. As a consequence, they registered a very high growth rate: in 2005 there were 8,000 social coops that employed around 250,000 people (including 30,000 disadvantaged workers), serving nearly 4 million customers with a turnover of 7 billion euros. These cooperatives are now estimated to account for 60% of the total supply of social services in the country.

Starting from the 1970s, the number of cooperatives increased both progressively and significantly, with a growth rate of about 40% per decade. This trend in the cooperative movement was also accompanied by an increase in its share of total enterprises (from 2% in the 1960s to 5.8% at the end of the century).

The growth of cooperatives was also accompanied by an increase in their average size. The number of cooperatives with more than 50 employees rose from about 790 cooperatives in 1971 to more than 2,300 in 2001. At the same time, the number of cooperatives with less than 5 employees also increased significantly (from 6,000 cooperatives in 1971 to close to 25,000 in 2001).

This growth of the cooperative movement over the past thirty years was driven by three factors: (a) the maturation of a modern enterprise culture and the related organizational innovations, both at an individual company level (including mergers between small cooperatives and significant investments in management) and among enterprises with the creation of consortia; (b) the formation of cooperative groups, i.e. groups of cooperative and capitalist firms that could operate on a larger scale and have access to the stock and bond markets; (c) the impressive growth of social cooperatives engaged in the production of health, education and social services, which created a whole new sector within the cooperative movement. These strategies were complemented by a set of changes in the legislation that favoured the economic and patrimonial growth of cooperatives, and the creation of workers’ cooperatives by workers of traditional enterprises that suffered from inadequacies in their management.

In more recent years, cooperatives in Italy have been especially opening up to enterprises reinstated by workers and formed by local communities for a collective management of shared goods, proving to resist the current economic crisis. Such evolution has shown that enterprises formed by people who get together to answer needs, instead of just operating for profit, continue to represent a major player in managing activities where human capital, and especially their qualities and motivations,

have taken on greater importance. This has further been reinforced by the proven capacity of cooperatives to respond to emerging needs through change, not only in the sectors in which they operate, but also in their objectives and models of governance.

In Italy, cooperatives have truly reacted to the crisis in a way that is very different from other forms of enterprise, given especially their unique form of ownership and governance, and their characteristic united and inter-sectorial model of organization. Cooperatives are not in fact obliged to safeguard or protect the value of capital invested, but are instead required to satisfy the needs of their members as close as possible, whether they are consumer, labour, or managing segments of entrepreneurial activity.

As a consequence, in response to a fall in demand and/or of members' incomes, the cooperatives throughout Italy have tried to increase the services offered or have sought to maintain the same, in order to keep the same levels of production and employment, by reducing instead the margins of management. This means that the cooperatives have managed the crisis from within, without weighing upon local government funding and without claiming from the welfare state, but managing to save and create jobs instead.

In fact, on the contrary to that generally sustained by the majority of economists and media, all this has been possible thanks to a specific organization of production using the correct technological support, with levels of capitalization generally not lower than the average of the same sector. There has been no evidence of public support or financial benefits to the advantage of cooperatives. On the contrary, cooperatives have contributed even more to increasing the public balance sheet, whilst that of the joint stock/limited company has fallen, which further shows that cooperation, today more than ever, represents one of the biggest players able to contribute towards overcoming a crisis, and especially in creating an economic system truly able to respond to the concrete needs of the people.

### **The Trentino cooperative district**

In the Italian panorama, a specific cooperative case is represented by the Trentino Cooperative Movement. In fact, the Province of Trento (or Trentino) is one of the European regions with the highest density of cooperative enterprises, some of which have been active since the end of the 19<sup>th</sup> century. Cooperative members amount to 270,000 people out of a population of 500,000 counting 210,000 family units. Trentino is also one of the regions with cooperatives in the greatest variety of economic sectors. Over the years, the cooperative experience in Trentino has expanded from the traditional areas of credit, agriculture and consumers, to now encompass social services, environmental management, energy production, culture and education, with the ever important role sustained by the one unique Federation engaged in innovative cooperative training and education activities for both adults and schools.

It is in this way that Trentino represents a case worthy of study, a real "cooperative district", a strong cooperative rooting in the local territory with its presence in almost all

economic sectors, and a kind of enclave that has withstood 120 years of history without ever experiencing fatal crises or events that have substantially changed its nature and values. It shows how local cooperative systems, each with their own original characteristics, have been durable driving forces behind economic and social development.

The system stands out particularly for the presence of consortiums: inter-cooperative societies which coordinate and integrate cooperative activities, creating a second-level organisational system.

The Trentino model is therefore of interest to anyone studying social economics because it encapsulates many of the transformations undergone by cooperation in Italy and in Europe.—The experience of Trentino does not claim to be unique nor exemplary compared to other models, yet some of its characteristics can help reflection, especially when seeking new strategies to contrast the difficult times in which our societies are currently living.

AA.VV., *The Co-operative model in Trentino (Italy). A case study*, Report OECD LEED, Trento 2014.

Salvatori, G. (2012), *The flexibility of the cooperative model as a development tool: The case*

*of the metamorphosis of an Italian region*, Euricse Working Paper, N.025 | 12

C. Borzaga (2010), S. Depedri, R. Bodini, *Cooperatives: The Italian Experience*

## 1.62 Legal context

The Italian legislation stresses the social functions of cooperatives which is explicitly recognized by Article 45 of the Italian Constitution, which states: “The Republic recognises the social function of cooperation with mutual character and without private speculation purposes,” and promotes and favours its growth. This general indication is at the base of a more detailed Italian cooperative law which has undergone different changes over time and which mainly establishes the requirements needed for cooperatives to be recognized as having social purposes: i.e. the requirement of conducting at least half of its business with members; the obligation to choose between two regimens (“predominant mutuality” that is a regimen with limitation to distribute their profits and mutual obligation, or “non-predominant mutuality” that is a regimen characterized by the same obligations, but in a lighter form); and the restriction for the distribution of profit.

Further specific laws are foreseen in the Italian legal framework according to the typology of cooperative (i.e. production, worker, consumer, credit banks and social cooperatives -types A and B) as follows:

- **Social cooperation** is governed by **Law 381/1991**, promulgated by the Italian State, which regulates the constitution process and the specific activities.
- **Cooperative credit banks** are based on 1993 Testo Unico Bancario





(Consolidated Law on Banking) and on the instructions provided by **Banca d'Italia** (Bank of Italy), which are fully-fledged laws.

- **Production and worker cooperatives** relate to Law 142 April 4<sup>th</sup> 2001, which regulates the position of worker members.
- **Agricultural cooperatives** are managed through the regulations of both the legislative decree no.228 May 18<sup>th</sup> 2001, and of no.99 on professional agricultural entrepreneurship March 29<sup>th</sup> 2004.

The Italian legal system foresees specific regulations for social enterprises (SE). Accordingly, an SE is a private juridical subject, autonomous from public administration, which carries out production activities according to entrepreneurship criteria (continuity, sustainability, quality). However, unlike conventional companies, social enterprises act according to an **explicit social aim**: their main purpose is not to generate financial gains and profits but to provide goods and services either to their members, to the community at large, or to disadvantaged sectors of the society, i.e. pursuing goals other than profit, establishing a balance between a fair remuneration and the possible benefits to those using the services/products.

SEs involve different types of stakeholders (from volunteers to financial supporters), both in terms of property and management; maintain strong bonds with the local community in which they operate; and get the resources they need from a plurality of sources (public administration, charitable donations of money and work, from the market and private sources).

The adoption of the new Legislative Decree No 112/2017 in implementation of Law 106/2016, that replaces Law 155/2005, marks the start of the reform of the third sector in Italy. There are many new aspects that the reform introduces in relation to the current discipline, as for example, the extension of the areas of activities: research and supply of cultural services; environmental and cooperative education; environmental protection; promotion of public assets and cultural heritage; social tourism; supply of development services for enterprises with social purpose, fair trade, social housing, social farming, etc.

The reform also introduces significant new developments in terms of fiscal and financial levers (SE ex lege status had no fiscal benefits until the adoption of the new Law 112/2017) in order to encourage the start-up and development of social enterprises and organisations in the third sector, which didn't take off with the previous law of social enterprises (considered not as satisfactory as Law 381/1991 regarding social cooperatives).

The reform has furthermore included the possibility of establishing new forms of "social financing". The law regulates the areas of interest and the legal forms that SEs may adopt, which may take the form of cooperative, private limited company, joint-stock company, association, foundation, philanthropic entity, or voluntary organisation..

## Tax law

Generally, tax relief regulations relate to Law no.311 (December 30<sup>th</sup> 2004) paragraphs 460 - 463. The general principle is to remove duties on assets if these are stocked in an indivisible reserve fund, in which some specific regulations concern:

- Agricultural cooperatives - article10 no.601/1973.
- Production and worker cooperatives - article11 no.601/1973
- Social cooperatives - law 311/2004.

In addition, in the Province of Trento, registered social cooperatives are automatically considered non-profit organisations and can therefore benefit from tax relief.

There have been some important developments concerning the promotion and regulation of cooperatives and SE in recent years, such as banking sector regulations which have undergone rapid development with the Basel Accords and with the beginning of the BCE supervision on the banking system. In production-worker and agricultural cooperatives, the last relevant change occurred in 2004, with Law n.311/2004. In SE, the VAT regime has been changed recently, moving from 4% to 5% for healthcare and social assistance services (whereby rules for SE are set by the Financial Law promulgated by the government).

There are not many differences between the taxation of cooperatives and non-social-enterprises, except for the taxation on profit for cooperatives is more favourable. In the Province of Trento, social and agricultural cooperatives have tax relief for IRAP (a regional income tax) and labour cost, respectively. Social cooperative taxes are controlled by specific norms. SEs are submitted to the same norms as profit companies.

## Registration provision

There are specific procedures and requirements for the registration of cooperatives in Italy. These requirements are: a basic capital and a minimum of 9 members, who are required to be competent in the main field of activity of the cooperative (social services and care).

In the Province of Trento (which is an autonomous province – that means a province that has legislative autonomy in various sectors) SE and cooperatives are registered at the Chamber of Commerce and in the public registry of the Province of Trento in order to provide an overview of the cooperatives that can operate locally so they do not need to provide further information to keep the registration which is revoked if the cooperatives have relevant issues or are closed.

## 1.63Public policy

**IRES – corporate income tax.** Cooperatives are among the legal entities subject to IRES tax (corporate income tax). Criteria similar to those applied to other companies/enterprises determine the cooperatives' income. However, the IRES tax applies only to a part of that income. In the cooperative's most favorable hypothesis, IRES is applied on the 30% of cooperative's net profits and on the so-called 'fiscal repayments' – i.e. the variations that emerge when declaring the income, applying fiscal

provisions to the statutory financial statements. The percentage of 30% decreases to 20% for agricultural cooperatives that meet certain conditions, while social cooperatives enjoy further facilitations. Finally, the cooperative banks (which must allocate the 70% of their profits as legal reserve) pay tax on 27% of their profits<sup>120</sup>.

**IRAP – added value tax.** IRAP is the tax on added value, deriving from the exercise of a business or a professional activity (when managed in an organized manner) in relation to the production area/territory. In Italy, IRAP is a Regional competence tax. Cooperatives pay IRAP to the same extent and according to the same rules set for other subject. Facilitations are provided in case of:

- Social cooperatives aimed to the employment of ‘disadvantaged’ people that detract the cost of these employees from their tax base
- Building cooperatives *a proprietà indivisa*<sup>121</sup> for which the tax base is determined according to particular rules.

**SOCIAL LOANS.** If certain conditions are met, a 12.5% tax on the interest paid by the cooperatives for the lending of members is applied – the held on bank deposit is 27%. The cooperative can deduct from the income the corresponding amount until reaching a limit value.

**DIVIDEND.** The sums paid by the cooperatives to the members<sup>122</sup> are subject to a special scheme. Such sums are deductible from income (except for some limitation in case of labor and production cooperatives) and, therefore, do not contribute to the tax base calculation for IRES tax. In case of cooperative’s members, the sums are taxed only if constitute an income – i.e. in the case of an increased remuneration recognized to the working members. However, if the dividends are distributed by capital increase, the taxation of members is deferred at the time of repayment of the capital itself. In this case, a tax deduction of 12.5% is applied to the reimbursed part of the capital corresponding to dividends.

**INDIRECT TAXES.** Regarding indirect taxes (i.e. VAT, stamp duty, register, mortgage tax etc.) the benefits for the cooperatives are quite numerous. However, it is worth mentioning that the mentioned benefits are justified on the basis of the activity carried out, rather than the social nature of the entity<sup>123</sup>.

## PUBLIC POLICIES TOWARDS SOCIAL ECONOMY ENTITIES

<sup>120</sup> EUROCONFERENCE News, “Società cooperative: tassazione IRES complessa e assetto variabile”, March 2016.

<sup>121</sup> The individual real estate units built by the building cooperative are assigned to the members in enjoyment, without transferring ownership to them. Thus, the owner remains the cooperative.

<sup>122</sup> As a refund of part of the price of the goods/services they have acquired or as increased remuneration of the work/contribution they make.

<sup>123</sup> Included in this category are, for example, the facilitations for social cooperatives or building cooperatives.



In order to promote the dissemination and the strengthening of the social economy, a Ministerial decree of 3<sup>rd</sup>, July 2015 established an aid scheme designed to support the birth and growth of Italian business operating for the pursuit of general interests and social purposes. The beneficiaries of the benefits are:

- Social enterprises constituted in the form of companies, as for the legislative decree 155/2006;
- Social cooperatives and related consortium, as for the law n. 381/1991
- Cooperative societies with the ONLUS status as for the legislative decree 460/1997.

The related Ministerial Decree envisages the granting of aid under the *de minimis* EU regulations, to be granted in the form of soft loans for investment programs of the aforementioned companies in any sector, provided that they are consistent with their institutional purpose.

Allowances are granted on the basis of a valuation procedure. The law 311/2004 established the 'Revolving Fund for the Business and Research Investment Support' (FRI) that covers financially the intervention.

Inter-ministerial Decree 14<sup>th</sup>, February 2017 established the conditions for granting. At this stage, the procedure for submitting the granting requests is not yet open<sup>124</sup>.

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<sup>124</sup> Ministry of Economic Development – MISE, Facilitations to businesses for the spread and strengthening of the social economy. Source and legal framework available here:  
<http://www.sviluppoeconomico.gov.it/index.php/it/incentivi/impresa/impresa-sociali>

## PART 2: INSPIRING PRACTICES

1

<b>Name</b> Website, Contact information, ...	<b>Cooperative identity and active membership</b> <a href="http://www.cooperazionetrentina.it/Cultura-Cooperativa/Formazione-Permanente/Proposte-formative/Apprendimento-partecipativo">http://www.cooperazionetrentina.it/Cultura-Cooperativa/Formazione-Permanente/Proposte-formative/Apprendimento-partecipativo</a>
<b>Providers</b> Name, type (private/public), year of establishment,...	Federazione Trentina della Cooperazione Cooperative enterprise 1895
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	Cooperative members and board members; Regional and national coverage
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a</i> <i>posteriori</i> (e.g. award), residential format or not,...	Participatory learning Practical exercises On line modules
<b>Content description</b>	Cooperative principles and values Putting into action cooperative principle and values Active making membership Cooperative economic context
<b>Objectives</b> (development of skills <sup>125</sup> , attitude <sup>126</sup> , knowledge <sup>127</sup> and/or others)	Strengthening cooperativistic learning outcomes Achieving learning outcomes foreseen in the professional standard for cooperative board members
<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	Laboratorial learning Coop-tours/study visits Workshops On line modules
<b>Additional useful information</b>	Assessment and validation of the learning units is foreseen to be included in this training pathway. Each module lasts from 3 to 12 hours

<sup>125</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...

<sup>126</sup> Self-confidence, sense of initiative, problem solving mind,...

<sup>127</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...

2

<b>Name</b> Website, Contact information, ...	<b>Cooperative enterprises/culture</b> <a href="http://www.cooperazionetrentina.it/Cultura-Cooperativa/Formazione-Permanente/Proposte-formative/Apprendimento-partecipativo">http://www.cooperazionetrentina.it/Cultura-Cooperativa/Formazione-Permanente/Proposte-formative/Apprendimento-partecipativo</a>
<b>Providers</b> Name, type (private/public), year of establishment,...	Federazione Trentina della Cooperazione Private: cooperative enterprise 1895
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	International delegations within cooperative and no-profit fields International coverage
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a</i> <i>priori</i> versus <i>a</i> <i>posteriori</i> (e.g. award), residential format or not,...	Participatory learning. Case study analysis
<b>Content description</b>	Cooperative economic context Cooperative case studies Cooperative principles and values Cooperative system and network Cooperative culture
<b>Objectives</b> (development of skills <sup>128</sup> , attitude <sup>129</sup> , knowledge <sup>130</sup> and/or others)	Strengthening cooperativistic knowledge
<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with	Laboratorial learning Itinerant workshop

<sup>128</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...

<sup>129</sup> Self-confidence, sense of initiative, problem solving mind,...

<sup>130</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...

the local community or businesses...)	
<b>Additional useful information</b>	Assessment and validation of the learning units is foreseen to be included for this training pathway The training programme can last 1 day- 5 days

3

<b>Name</b> Website, Contact information, ...	<b>Cooperative enterprises in third countries</b> <a href="http://www.cooperazionetrentina.it/Cultura-Cooperativa/Formazione-Permanente/Proposte-formative/Apprendimento-partecipativo">http://www.cooperazionetrentina.it/Cultura-Cooperativa/Formazione-Permanente/Proposte-formative/Apprendimento-partecipativo</a>
<b>Providers</b> Name, type (private/public), year of establishment,...	Federazione Trentina della Cooperazione Private: cooperative enterprise 1895
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	People /young people in disadvantaged areas/countries Facilitators  International coverage
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	Participatory learning. Practical exercises Experiential in simulated coop enterprises
<b>Content description</b>	Cooperative characteristics Cooperative principles and values Cooperative culture Local economic and legal cooperative framework Cooperative case studies Starting up coop- developing a business plan, technical issues
<b>Objectives</b> (development of skills <sup>131</sup> , attitude <sup>132</sup> , knowledge <sup>133</sup> and/or others)	Acquiring competences and abilities for establishing coops in poor rural areas of developing countries
<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the	Laboratorial learning Experiential learning

<sup>131</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...

<sup>132</sup> Self-confidence, sense of initiative, problem solving mind,...

<sup>133</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...

local community or businesses...)	
<b>Additional useful information</b>	The training programme can run from 6 months to 24 months

4

<b>Name</b> Website, Contact information, ...	<b>Crea Impresa coop</b>  <a href="http://www.creaimpresacoop.it/">http://www.creaimpresacoop.it/</a>
<b>Providers</b> Name, type (private/public), year of establishment,...	Federazione Trentina della Cooperazione Private: cooperative enterprise 1895
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	People interested in starting-up a coop
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	Theoretical modular training pathway
<b>Content description</b>	Cooperative characteristics Main steps for setting up a cooperative
<b>Objectives</b> (development of skills <sup>134</sup> , attitude <sup>135</sup> , knowledge <sup>136</sup> and/or others)	Basic introduction of the cooperative framework
<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	Classroom lessons, case studies analysis
<b>Additional useful information</b>	

<sup>134</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...

<sup>135</sup> Self-confidence, sense of initiative, problem solving mind,...

<sup>136</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...



5

<b>Name</b> Website, Contact information, ...	<b>Associazioni Cooperative Scolastiche (Scholastic cooperative associations)</b> <a href="http://www.coopeduca.it/ACS">http://www.coopeduca.it/ACS</a>
<b>Providers</b> Name, type (private/public), year of establishment,...	Federazione Trentina della Cooperazione Private: cooperative enterprise 1895
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	High school pupils Teachers Regional coverage for students National coverage for teachers
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	Laboratorial activities carried out in classroom
<b>Content description</b>	Establishing cooperative associations (ACS) for managing classroom activities: basic knowledge about the cooperative enterprise characteristics Designing the ACS How to write the statute of the ACS; election of the government bodies Constitution of the ACS; carrying out activities in a collaborative form
<b>Objectives</b> (development of skills <sup>137</sup> , attitude <sup>138</sup> , knowledge <sup>139</sup> and/or others)	Developing key competences as spirit of entrepreneurship , learning to learn, social and citizen skills, collaborative abilities
<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	Participatory learning in classroom; Study visits to cooperative enterprises
<b>Additional useful information</b>	

<sup>137</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...<sup>138</sup> Self-confidence, sense of initiative, problem solving mind,...<sup>139</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...



6

<b>Name</b> Website, Contact information, ...	<b>Coop Campus Young</b> <a href="http://www.coopcampusyoung.eu/">http://www.coopcampusyoung.eu/</a> <a href="mailto:info@coopcampusyoung.eu">info@coopcampusyoung.eu</a>
<b>Providers</b> Name, type (private/public), year of establishment,...	Federazione Trentina della Cooperazione Private: cooperative enterprise 1895
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	Young people; students aged 14-18 Regional, national and international coverage
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a</i> <i>posteriori</i> (e.g. award), residential format or not,...	Classroom activity is combined with cooperative workshops in local cooperative enterprises, alongside coop-tours
<b>Content description</b>	Cooperative enterprise model and experience of cooperative entrepreneurship Cooperative film forum events Guided visits to the Unesco Heritage of the Dolomites
<b>Objectives</b> (development of skills <sup>140</sup> , attitude <sup>141</sup> , knowledge <sup>142</sup> and/or others)	Increasing knowledge regarding the cooperative enterprise model Promote cooperative culture
<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	Learning by doing Activities outside the classroom
<b>Additional useful information</b>	1 to 2 week campus The Federazione Trentina della Cooperazione is recognized authority for the validation of cooperative competences acquired in non-formal and informal contexts, accredited by the Autonomous Province of Trento for alternating school-work

<sup>140</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...<sup>141</sup> Self-confidence, sense of initiative, problem solving mind,...<sup>142</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...



	programmes.
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7

Name Website, Contact information, ...	<b>Un nuovo patto di sistema per le imprese cooperative trentine</b> (A new training system pact for the coops in the Province of Trento) <a href="http://formazione-lavoro.net/">http://formazione-lavoro.net/</a> <a href="mailto:info@formazione-lavoro.net">info@formazione-lavoro.net</a>
<b>Providers</b> Name, type (private/public), year of establishment,...	<b>Formazione Lavoro</b> Private: non-profit consortium company 2000
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	Members, board members and managers of cooperatives in all economic sectors Regional and national coverage
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	Modular training pathways mainly based on theoretical approach, testimonials, class lessons, seminars
<b>Content description</b>	<b>Cooperative culture:</b> the role of the cooperatives in the development of the Trento Province; The Trentino cooperative system –characteristics; Cooperative principles and values; The relation between coops and community; Cooperative ethics; The risks for cooperative enterprises; The youngsters and the cooperatives; economic theory and cooperative enterprises  <b>Cooperative strategy:</b> mission and vision  <b>Cooperative management:</b> The cooperative manager; Cooperative governance and management; human resources development in the cooperative enterprises.  <b>Cooperative regulations:</b> Juridical issues; Government bodies in cooperatives – roles and responsibilities, cooperative member's roles, duties and rights; Auditing in cooperatives  <b>Accounting and taxation system</b> <b>Communication and cooperatives</b>
<b>Objectives</b>	Acquiring learning outcomes needed for an active and aware





(development of skills <sup>143</sup> , attitude <sup>144</sup> , knowledge <sup>145</sup> and/or others)	cooperative membership and leadership for the development of the cooperatives in line with the professional standards codified by the Trentino cooperative system
<b>Learning practices</b> (active learning, project- based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	Classroom, seminar, workshop study visits in other countries
<b>Additional useful information</b>	FTC is the founder member of Formazione Lavoro Each module lasts from 3h to 12 h. Assessment and validation of the learning units is foreseen to be included for these training pathways alongside credits.

8

<b>Name</b> Website, Contact information, ...	<b>Start-up di imprese sociali (start-up of social enterprises)</b>  <a href="http://www.trentinosocialtank.it/">http://www.trentinosocialtank.it/</a>
<b>Providers</b> Name, type (private/public), year of establishment,...	Trentino Social Tank Private: cooperatives 2014
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	Unemployed, young people who want to start-up a social enterprise
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	Theoretical and practical approach Modular training pathway
<b>Content description</b>	Social enterprise model How to elaborate a business plan, Networking, marketing and communication. Social and welfare innovation
<b>Objectives</b> (development of skills <sup>146</sup> ,	Acquiring main competences for establishing a social enterprise

<sup>143</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...

<sup>144</sup> Self-confidence, sense of initiative, problem solving mind,...

<sup>145</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...



attitude <sup>147</sup> , knowledge <sup>148</sup> and/or others)	
<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	Active learning, project based learning
<b>Additional useful information</b>	

9

<b>Name</b> Website, Contact information, ...	Social keys for social entrepreneurship web site <a href="http://www.socialkeys.eu/en/">http://www.socialkeys.eu/en/</a> Mail info@socialkeys.eu
<b>Providers</b> Name, type (private/public), year of establishment,...	Hellenic Management Association is a not-for-profit organisation with a mission to contribute to the promotion, dissemination and promulgation of modern management principles, methods and practices. Scuola Nazionale Servizi Foundation main areas of intervention are research and innovation, management consulting, teaching and training and developing of studies and publications. CARITAS Archidiecezji Gdańskiej is charity organization of Catholic Church, help disadvantaged people who are at risk of social exclusion – handicapped, long unemployment, to get in or back to work. Year of establishment:3/11/2014
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	Target group is represented by : Students /Unemployed (Adult) Wannabe social entrepreneurs no gender criteria nationalities of the partner countries Italian, Polish, Greek B2 minimum English level required
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus	Mixed modalities combining prior distance learning activities with a self assessment at the end of each modules and a punctual face to face modalities during the mobility week of

<sup>146</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...

<sup>147</sup> Self-confidence, sense of initiative, problem solving mind,...

<sup>148</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...



distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	<p>training. There are practical exercises in the course to complete the theoretical parts. Follow-up activities are foreseen.</p> <p>Once the course is completed, participants will be issued a certificate of attendance.</p>
<b>Content description</b>	<p>The modular structure of the course includes both theoretical and practical exercises and references to deepen some themes.</p> <ul style="list-style-type: none"> <li>• Workbook</li> <li>• Slides</li> <li>• References</li> <li>• Self-assessment module</li> <li>• 9 modules (1 for the Entrepreneur, 8 common for the two professional profiles): Set up and start up, Human resource management, Finance, Production and operation management essential, Marketing essential, Customer relations management, Health and safety, Environmental management essential, Quality management essential</li> </ul>
<b>Objectives</b> (development of skills <sup>149</sup> , attitude <sup>150</sup> , knowledge <sup>151</sup> and/or others)	<p>The aim of the project is the development of common competence standards in 4 different European countries (utilising the competences/skills/knowledge approach established by the EQF – European Qualification Framework), in the sector of Social Entrepreneurship. The outcomes of the project are: a Memorandum of Understanding (ECVET), coherent common VET curricula and courses (to be supported through transnational learning activities, open educational resources and virtual laboratories/workplaces adapted to labour market needs, for the qualifications in the social economy sector.</p>
<b>Learning practices</b>	Blended training approach Consisting of theory and detailed

<sup>149</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...

<sup>150</sup> Self-confidence, sense of initiative, problem solving mind,...

<sup>151</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...



(active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	insights on some topics, as well as exercises and ideas of practical reflection on the sector. e-learning: 1 month mobility activities: 9 days (classroom and study visit in social enterprises)
<b>Additional useful information</b>	

10

<b>Name</b> Website, Contact information, ...	10 steps and Go- Sharing cooperative knowledge <a href="http://elearning.scuolanazionale.servizi.it/">http://elearning.scuolanazionale.servizi.it/</a> mail <a href="mailto:info@cuolanazionale.servizi.it">info@cuolanazionale.servizi.it</a>
<b>Providers</b> Name, type (private/public), year of establishment, ...	Scuola Nazionale Servizi Foundation main areas of intervention are research and innovation, management consulting, teaching and training and developing of studies and publications. Informa - The National Institute for Business Training is the training and consulting company. It is the school for executives and professionals in the various areas of security and prevention, corporate organization, personnel management and quality, construction and design with an offer characterized by constant attention to content and the latest teaching methodologies. Innovacoop is the company of the Legacoop Emilia-Romagna system, founded to support the growth and development of companies represented on the territory through the promotion of innovation and internationalization. Innovacoop supports businesses in growth projects, with the aim of enhancing the resources and competences within the company to make it more competitive on the market. Year of establishment: 2014-ongoing
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries, ...	Target group: Wannabe co-operators Adult Employed and Unemployed people No gender criteria
<b>Modalities</b> Punctual versus long, theoretical versus practical,	Distance learning activities with a theoretical part and self-assessment at the end of each modules.



face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	Certification of attendance at the end of the course Follow up activities are organized at the end of the course.
<b>Content description</b>	It's a modular course developing step by step all the different moment to developing a cooperative starting from the idea to the last phase of the set up. Modules: <ul style="list-style-type: none"> <li>• The Idea</li> <li>• Verify the entrepreneurial attitude</li> <li>• Build the promoting team</li> <li>• Work plan</li> <li>• Choosing the cooperative</li> <li>• Entrepreneurial project</li> <li>• Enlarging the team with new members</li> <li>• Involve partners and stakeholders</li> <li>• Financing the cooperative</li> <li>• How to set up the cooperative</li> </ul>
<b>Objectives</b> (development of skills <sup>152</sup> , attitude <sup>153</sup> , knowledge <sup>154</sup> and/or others)	This project was born with the desire to provide, through modern learning and e-learning techniques, an information and educational pathway for those who want to start a cooperative startup. Developing skills, knowledge and competences for each modules. Furthermore enhancing the cooperative spirit, especially for young people, to create new cooperatives in different sectors.
<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	The course mixed different practices: e learning activities, videos-lectures, slides, self evaluation. Through practical exercises, the course aims to maintain an interactive relationship with the learners. The problematization of some experiences leads to high participation.
<b>Additional useful information</b>	

<sup>152</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...<sup>153</sup> Self-confidence, sense of initiative, problem solving mind,...<sup>154</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...



<b>Name</b> Website, information, ... Contact	Be coop- Work, values, system <a href="http://elearning.scuolanazionaleservizi.it/">http://elearning.scuolanazionaleservizi.it/</a> mail: <a href="mailto:info@scuolanazionaleservizi.it">info@scuolanazionaleservizi.it</a>
<b>Providers</b> Name, type (private/public), year of establishment,...	Scola Nazionale Servizi Foundation main areas of intervention are research and innovation, management consulting, teaching and training and developing of studies and publications. Barberini Foundation: is a place of historical, economic and social research production on the importance of cooperative enterprise form to meet the needs of contemporary society development. To this end, the Foundation will promote relations with the most advanced expressions of the national and international scientific world. Year of establishment : 2015-ongoing
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	Cooperative's Managers, supervisor, members of the cooperative sector
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	BeCoop it's a blended training course to support the implementation of cooperation movement. The modalities of the course mixed theoretical lesson delivered in e-learning and dvd lesson. In addition provide also a list of follow up activities.
<b>Content description</b>	The design of the course is composed by 3 modules with 12 lessons Workbook DVD with all the materials References This mixed approach involve the participation of students, who are supported by experienced teachers that can provide new ideas for reflection on the subjects of the course.
<b>Objectives</b> (development of skills <sup>155</sup> , attitude <sup>156</sup> , knowledge <sup>157</sup> and/or others)	The aims are not only in develop new skill but also in reskill people working in the sectors for many years. Giving them an innovative and informative framework on the new tools and opportunities in the cooperative sectors. Each modules is designed to increase the background of the participants in term

<sup>155</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...

<sup>156</sup> Self-confidence, sense of initiative, problem solving mind,...

<sup>157</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...



	of knowledge, skills and competences.
<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	The course provides a real connection with the cooperative world through the choice of teachers who have a strong link and professional experience in the field. Activities have references and practical exercises in addition to lessons.
<b>Additional useful information</b>	

## COOPILOT Project

### Template/Guidelines Reference Countries (RC)

Belgium, France, Italy and Spain

Country: Spain

Report's author(s): Francesco Garcea and Pedro Campano del Río.

**Please carefully cite the references (including websites) used to fulfil the template.**

#### PART 1: COOPERATIVES ECOSYSTEM

1.64 Please provide with **general statistics** regarding cooperatives in your countries-  
*collected data*

Number of cooperatives and labour societies<sup>158</sup> in Spain<sup>159</sup>:

30.416 Cooperatives and labour societies.

373.134 people employed.

Employment by sectors:

Industry: 84.299

Agriculture: 40.391

Construction: 17.354

Services: 231.090

Andalucía Region:

6.114 cooperatives and labour societies

78.851 people employed

Industries- repartition of the number of cooperatives by industry:

Not available.

*Existing federation/network:*

CEPES España: [www.cep.es](http://www.cep.es)

<sup>158</sup> Labour society is a specific type of enterprise of Spanish Social Economy whose main characteristic is that workers own at least the 51% of the capital of the company.

<sup>159</sup> Source : INE – Instituto Nacional de Estadística de España – available at :

[http://www.empleo.gob.es/es/sec\\_trabajo/autonomos/economia-soc/EconomiaSocial/estadisticas/SociedadesAltaSSocial/2017/1TRIM/AVANCE\\_TOTAL.pdf](http://www.empleo.gob.es/es/sec_trabajo/autonomos/economia-soc/EconomiaSocial/estadisticas/SociedadesAltaSSocial/2017/1TRIM/AVANCE_TOTAL.pdf)





CEPES is the national federation that aggregates and represents Cooperatives, Labour Societies, Mutual Societies, Employment Integration Enterprises, Sheltered Workshops, Associations in the Disability Sector, with more than 200 support structures at regional level.

In Andalucía FAECTA is the Federation representing Workers Cooperatives, and FAECA the Federation representing the agricultural cooperatives, that are the two main sector in our region.

1.65 Please describe briefly the **historical background** of the cooperative sector as well as the **recent evolutions- narrative**

The first official act documenting the number of cooperatives in Spain is from 1932, even if it is well known that since the second half of XIX century there were already many cooperatives active in Spain, mainly in the agricultural sector. They were linked to the trade union of agricultural workers in rural areas. The first law of cooperative is dated 1931.

During the civil war and the subsequent Franco dictatorship, cooperative movement did not flourish and was under strict control by the regime, at least until the decade of 1960, when the agricultural and workers cooperatives experimented a constant increase in number and membership, due to the favourable economic conjuncture.

Since the end of the dictatorship in 1975 the cooperative movement experimented a great boost: the number of cooperatives created increased at a rate of 40-50% per year and workers' cooperatives were seen as strategic tools to promote employment and wealth re-distribution, so that during the decade of '80 the governments took political initiative to promote and support the cooperative sector.

The growth of the cooperative movement slowed down in the second half of the '80s, just to grow again in the first half of the '90s, corresponding to an economic crisis in the traditional capitalistic enterprises.

In the XXI century the dynamics of cooperative movement went on moving in anticyclic fashion compared to the general economic situation of the country: in the periods of economic growth and expansion it slowed down, since the capitalistic society was favoured by government policies and was considered more attractive by entrepreneurs; in the periods of crisis the creation of cooperatives expanded, since they were considered as more appropriate to safeguard employment and more resilient to the economic crises.

In the decade of the 2000-2010 the cooperative sector had a relevant role in the decentralisation and delegation of many health, residential and home care services, in particular aimed to elder people, so that many cooperatives were created in this specific sector of "personal services and assistance", offering formal employment opportunities to many women especially.

In the current context of slow economic recovery, cooperatives in Spain are still in a phase of slightly decrease, both in numbers of coops and in terms of employment: even if new legal formulas and business opportunities rose, for example in Andalucía with the creation of the mixt cooperative and entrepreneurship promotion cooperative, it is still to be seen how much these innovations will impact in cooperative sector evolution.

On the one hand in urban areas we assist to the creation of cooperatives founded and managed by young people in the ICT and advanced services sector that combine a consistent grade of innovation with specific focus on social impact. On the other hand, most of the Spanish cooperative movement is challenged by internationalization trends, due to the relatively small size of many cooperatives, their conservative management and a traditional lack of financial investment to capitalize them, promote R&D, modernise production.

Sources:

CEPES España: [www.cep.es](http://www.cep.es)

Evolución del sector cooperativo en España, Díaz-Foncea, Millán and Marcuello, Carmen, Universidad de Zaragoza, Spain. Available at: [http://www.ciriec-ua-conference.org/images/upload/pdf/PAPERS/347\\_Diaz-Foncea%20and%20Marcuello.txt.pdf](http://www.ciriec-ua-conference.org/images/upload/pdf/PAPERS/347_Diaz-Foncea%20and%20Marcuello.txt.pdf)

1.66 Please detail the **legal context** related to cooperatives in your country (e.g. legal form, accreditation process)- *narrative*

The legal norm at national level is the law 5/2011 (29th March 2011) – Law of social economy, that defines the boundaries of the social economy and the different forms of organizations that according to Spanish law are considered part of this sector.

Specifically, cooperatives are regulated by law 27/1999 - Law of Cooperatives.

This is the general framework at national level, but since in Spain regional governments are granted high autonomy, every region has its specific cooperative or social economy law.

Specifically, in our region, Andalucía, the law was reformed in 2011 (law 14/2011), introducing new possibilities and innovative legal formulas for co-operatives.

Among them it is worth to mention:

- Cooperative for entrepreneurship promotion - “Cooperativas de impulso empresarial”, that can act as umbrella for smaller enterprises in their incubation phase and for independent workers associated to them, granting a legal status and social security coverage to their activities.
- Mixt cooperatives, that encompass different members’ qualities and status in their constituency: for instance, consumers and workers all together.

- Public services cooperatives that are cooperatives that pursue the delivery of public services to the community and that can be participated by public bodies.
- Not for Profit cooperatives that pursue a social aim and decide not to distribute any eventual profit but rather reinvest them completely in the institutional activity and business development, so that they are equate to NGOs or Not for Profit Organisations.

The accreditation process has been much simplified and almost the whole process is now possible through online application and documents. The new law eliminated the obligation of the subscription of a minimum capital facilitating the constitution of co-operatives by young people and persons who cannot dispose of large amount of money.

#### 1.67 Please realize an overview of **public policy** towards coops (fiscality, public funding, legal advantages) – *narrative*

The main fiscal advantages of cooperatives in the Spanish system are related to the corporation tax on profits: for cooperatives it is on average 20% instead of 25%, and depending on cooperative performance and workforce structure, it can be reduced down to 10%.

Moreover, they are exempted from the tax on patrimonial transfers related to the cooperative activities and are granted a 95% reduction on the tax on economic activities.

For what concerns public policies, in Spain these are regulated by each regional autonomic government. In the case of Andalucía, since 2002 the representative organisation of Social Economy entities (CEPES Andalucía), the Regional Government and the main Trade Unions have negotiated periodic trilateral agreements that define the public policies and the financial support to the Social Economy sector.

The measures included in these agreements usually include:

- Grant to Confederations and Federations to support their representation and advocacy role on behalf of social economy organisations.
- Grant aimed to the awareness raising and dissemination of Social Economy.
- Grant aimed to training and development programmes within the Social Economy.
- Financial grants for cooperatives who contract new workers and new members.
- Grants for technical assistance and consultancy program to develop the competitiveness and modernisation of the sector.
- Grant to promote social entrepreneurship initiatives.



## PART 2: INSPIRING PRACTICES

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Please identify inspiring practices (actions/program/pedagogical practice...) in cooperative entrepreneurship (or assimilated social entrepreneurship) education in your country. Briefly describe them by fulfilling the following table (1 table by inspiring practice, please add the needed number of tables).



<b>Name</b>	Fides Emprende
<b>Providers</b> Name, type (private/public), year of establishment,...	Fundación Escuela Andaluza de Economía Social Private Foundation, created in 2002.
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	Persons aiming to design, validate and start-up their own collective and /or social business idea. Geographical coverage: Andalucía territory. Sectors: all indistinctively. Average age of participants: from 25 to 45 years old. Gender: 50% males and 50% female on average.
<b>Modalities</b> Punctual versus long, theoretical versus practical, face-to-face versus distance, <i>a priori</i> versus <i>a posteriori</i> (e.g. award), residential format or not,...	The methodology is totally practical and combines different strategies: <ul style="list-style-type: none"> <li>• 9 face to face sessions (1 and ½ day duration each – 12 hours). Participants are hosted in School's residence during face to face sessions.</li> <li>• On-line training sessions</li> <li>• Team work on the entrepreneurial project and cross-team work</li> <li>• Group coaching by experts</li> </ul> Duration: between 4 and 6 months
<b>Content description</b>	<ul style="list-style-type: none"> <li>• Cooperative principles and values, ethics</li> <li>• Micro and Macro environment analysis</li> <li>• Lean Start – Up methodologies</li> <li>• Customer discovery and validation</li> <li>• Value proposal design and validation</li> <li>• Business model design</li> <li>• Marketing and Customer relationships</li> <li>• Team work and team organisation</li> <li>• Finance for entrepreneurs</li> </ul>
<b>Objectives</b> (development of skills <sup>160</sup> , attitude <sup>161</sup> , knowledge <sup>162</sup> and/or others)	Starting from their collective business idea, participants acquire the competencies to elaborate their entrepreneurial project, validate it in the marketplace and adjust or pivot it on an iterative basis in order to start their own enterprise.
<b>Learning practices</b> (active learning, project-based learning, experiential learning, activities outside the classroom/school linking students with the local community or businesses...)	Learning practices are based on: <ul style="list-style-type: none"> <li>• Agile and lean methodologies for business start-up</li> <li>• Learning by doing</li> <li>• Project based- learning</li> <li>• Team learning</li> <li>• Peer and cross team learning</li> <li>• Coaching methodologies</li> </ul> Participants work directly on their own business project, according to its stage of development applying learning to their day to day entrepreneurial practice.

<sup>160</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...

<sup>161</sup> Self-confidence, sense of initiative, problem solving mind,...

<sup>162</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...



<b>Additional information</b>	<b>useful</b>	A presentation of the program (in Spanish) is available to download at: <a href="http://escueladeeconomiasocial.es/sites/default/files/cursos/presentacion_emprende_2015_web.pdf">escueladeeconomiasocial.es/sites/default/files/cursos/presentacion_emprende_2015_web.pdf</a>
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<b>Name</b> Website, Contact information, ...	LEINN – Undergraduate in Entrepreneurship Leadership and Innovation <a href="http://mondragonteamacademy.com/mta/leinn">http://mondragonteamacademy.com/mta/leinn</a>
<b>Providers</b> Name, type (private/public), year of establishment,...	Mondragón Team Academy Mondragón University Business School <a href="http://mondragonteamacademy.com/">http://mondragonteamacademy.com/</a>
<b>Target</b>	Mainly young people attending undergraduate programs at university Geographical Coverage: País Vasco, Spain, Europe. Sector: not defined, but with focus on new technologies and innovation.
<b>Modalities</b>	Face to Face Training. Project based learning and learning by doing. 240 ECTS
<b>Content description</b>	<ul style="list-style-type: none"> <li>• Fundamentals of Enterprises' Creation and Management</li> <li>• Leadership and Knowledge Management</li> <li>• Entrepreneurship and Client Perspective</li> <li>• Network innovation for value creation</li> <li>• Global citizenship</li> <li>• Enterprises' start-up process and business specialization.</li> <li>• Undergraduate Project</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Team learning</li> <li>• Team leadership</li> <li>• Team entrepreneurship</li> <li>• Development of a global mentality</li> <li>• Tools for business creation and management</li> </ul>
<b>Learning practices</b>	Participants create their own enterprise from day one of the undergraduate organized in teams. The practice leads the theory. They are challenged to create a real enterprise with program support. Moreover the program provide the opportunity to participate in 4 study trips, to Finland, Silicon Valley (USA), China and India.
<b>Additional useful information</b>	





<b>Name</b> Website, Contact information, ...	Programa Vives Emprende <a href="https://www.accioncontraelhambre.org/es/emprende">https://www.accioncontraelhambre.org/es/emprende</a>
<b>Providers</b> Name, type (private/public), year of establishment,...	Fundación Acción Contra el Hambre <a href="https://www.accioncontraelhambre.org/es">https://www.accioncontraelhambre.org/es</a>
<b>Target</b>	People in situation of unemployment or instable employment who will to start their own business. Specifically targeted to women, people below 35 years old and immigrant persons.
<b>Modalities</b>	Design of a personalised itinerary adapted to the evaluation of each participant's situation: Individual Entrepreneurship Development Plan. Individual technical and financial advising Microcredit Online and face to face group training. The duration is tailored to each participant necessities.
<b>Content description</b>	<ul style="list-style-type: none"> <li>• Technical knowledge about the entrepreneurship itinerary and Business Plan elaboration.</li> <li>• Basic entrepreneurship competences</li> <li>• Basic financial education</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Acquire basic competences to start up a business</li> <li>• Train entrepreneurship competences: self-confidence, proactivity, decision making, flexibility</li> <li>• Enhance self-knowledge and personal development</li> <li>• Facilitate access to financial microcredit support to start up a business</li> <li>• Support participants to become part of an employment inclusion network</li> </ul>
<b>Learning practices</b>	<ul style="list-style-type: none"> <li>• Tailored support</li> <li>• Individual and group training</li> <li>• Technical and financial counselling</li> <li>• Practical help with the bureaucracy needed to start a business</li> </ul>
<b>Additional useful information</b>	There is a parallel program named Vives Aprende y Emprende, directed to people between 16 and 30 years old who are out of employment, education and training (NEET) The duration of the program in this case is 2 months.



<b>Name</b> Website, Contact information, ...	Dinamizadores para el emprendimiento colectivo Social Economy entrepreneurship promoters
<b>Providers</b> Name, type (private/public), year of establishment,...	Fundación Escuela Andaluza de Economía Social Private Foundation created in 2002.
<b>Target</b> Audience (age, gender, social environment...), geographical coverage, industries,...	Business advisor, entrepreneurship trainers and consultants in the social economy sector. Geographical coverage: Spain and Latin America Average age of participants: from 30 to 55 years old.
<b>Modalities</b>	This training is offered in different formats: on-line, face to face and blended. The format is usually adapted to clients' needs and requirements. It encompasses both theoretical and practical modules. Its duration can vary from two weeks (80 hours) face to face to three months in the on-line or blended versions.
<b>Content description</b>	<ul style="list-style-type: none"> <li>• Cooperative principles and values, ethics</li> <li>• The route to collective entrepreneurship</li> <li>• Theoretical fundamentals of coaching</li> <li>• Group coaching methodologies, techniques and resources</li> <li>• Lean Start – Up methodologies</li> <li>• Business model design</li> <li>• Team work and team organisation</li> <li>• Finance for entrepreneurs</li> <li>• Marketing for entrepreneurs</li> </ul>
<b>Objectives</b> (development of skills <sup>163</sup> , attitude <sup>164</sup> , knowledge <sup>165</sup> and/or others)	Participants acquire competences in accompanying and coaching the entrepreneurial team through <ul style="list-style-type: none"> <li>• the business model search, design, validation and start-up,</li> <li>• the team creation, the definition of mutual expectations, the negotiation of roles and responsibilities, the self –organisation.</li> </ul>
<b>Learning practices</b>	<ul style="list-style-type: none"> <li>• On-line training sessions or Intensive two weeks program (sometimes blended training)</li> <li>• Lectures, team work, practical exercises, simulations and role playing</li> <li>• Development of an entire entrepreneurship itinerary during the course</li> <li>• Sometimes study visits to entrepreneurs experiences are programmed.</li> </ul>
<b>Additional</b>	A presentation of the program (in Spanish) is available to download at:

<sup>163</sup> Creativity, planning, financial literacy, managing resources, uncertainty, risk, teamwork...

<sup>164</sup> Self-confidence, sense of initiative, problem solving mind,...

<sup>165</sup> Ability to assess opportunities, role of entrepreneurs in society, entrepreneurial career options...



<b>useful information</b>	escueladeeconomiasocial.es/sites/default/files/cursos/dinamizadores_en_ees_web.pdf
<b>Name</b> Website, Contact information, ...	TEAMINN Mastery <a href="http://mondragonteamacademy.com/mta/TEAMINN">http://mondragonteamacademy.com/mta/TEAMINN</a>
<b>Providers</b> Name, type (private/public), year of establishment,...	Mondragón Team Academy Mondragón University Business School Partus LTD
<b>Target</b>	Business professional, teachers and trainers, managers.
<b>Modalities</b>	Face to face training 6 training modules
<b>Content description</b>	<ul style="list-style-type: none"><li>• Team Learning &amp; Teampreneurship</li><li>• Team Coaching on Cocreating with Customers &amp; Service Design</li><li>• Team Coaching on Leadership &amp; Leading Thoughts</li><li>• Team Coaching on Innovation, Knowledge management &amp; Developing Learning &amp; Innovation Ecosystems</li><li>• Team Coaching on Products &amp; Service Development &amp; Branding</li><li>• Creating your own MTA Team Coach Character</li></ul>
<b>Objectives</b>	Acquire new teaching and training practices and tools. Acquire competences in team management and team coaching.
<b>Learning practices</b>	The program is focused on the methodology of team coaching and the processes of learning and entrepreneurship of the Mondragon Team Academy.
<b>Additional useful information</b>	This program is run currently in Europe, China and Latin America.



<b>Name</b> Website, Contact information, ...	Máster Internacional Ejecutivo en Intraemprendizaje e Innovación Abierta International Master in Intra-entrepreneurship and Open Innovation <a href="http://mondragonteamacademy.com/mta/minn">http://mondragonteamacademy.com/mta/minn</a>
<b>Providers</b> Name, type (private/public), year of establishment,...	Mondragón Team Academy Mondragón University Business School <a href="http://mondragonteamacademy.com/">http://mondragonteamacademy.com/</a>
<b>Target</b>	Experienced business professionals and entrepreneurs in innovative projects.
<b>Modalities</b>	The process is based on 8+1 learning face to face modules that happen in 12 months. As well as inter-modular tasks and support from coaches that will help the participant to keep connected in between the modules and leverage each project. MINN master methodology combines the development of a personal learning and team experience in order to achieve new innovative skills.
<b>Content description</b>	<ul style="list-style-type: none"> <li>• Team leadership, Team learning and Team entrepreneurship</li> <li>• Ecosystems &amp; human centered innovation.</li> <li>• Experience economy and beyond</li> <li>• Strategy for Disruptive Innovation</li> <li>• Intrapreneurial teams + 360 Feedback</li> <li>• Emerging markets &amp; Global challenges</li> <li>• sustainability &amp; U-theory,</li> <li>• Co-creating with customers &amp; Collaborative innovation</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Learn, experiment and implement the use of tools for innovation, entrepreneurship.</li> <li>• Team leadership and strategies/sources of funding for start-ups and intra-enterprise promotion.</li> <li>• Interact with real (local and international entrepreneurial cases) companies in order to explore best practices in the management of intrapreneurship, innovation and collaborative self-managed teams.</li> <li>• Experience a radical learning and innovator experience closely linked to personal passions and professional projects.</li> <li>• Professional network development with people faced with similar challenges and projects.</li> </ul>
<b>Learning practices</b>	Combining different individual and team learning tools, the participant will develop a commitment to the project which is leading while deeps into the dialogue, team action, team leadership and new experiences. Active learning Focus on processes System thinking and Knowledge Creation System
<b>Additional useful information</b>	This program is run currently in Europe, China and USA.

<b>Name</b>	Fides Directivos y Directivas
<b>Providers</b> Name, type (private/public), year of establishment,...	Fundación Escuela Andaluza de Economía Social Private Foundation, created in 2002.
<b>Target</b>	Managers and professionals already employed in social economy enterprises and organizations. Geographical coverage: Andalucía territory. Sectors: all indistinctively. Average age of participants: from 35 to 55 years old. Gender: 50% males and 50% female on average.
<b>Modalities</b>	The methodology combines different strategies: <ul style="list-style-type: none"> <li>• 15 face to face sessions (1 and ½ day duration each – 12 hours). Participants are hosted in School's residence during face to face sessions.</li> <li>• On-line training sessions</li> <li>• Team work on a team project to be developed integrally.</li> <li>• Individual work on application of learning in each participant's organisational context.</li> </ul> Duration: 8-9 months
<b>Content description</b>	<ul style="list-style-type: none"> <li>• Cooperative principles and values, ethics</li> <li>• Micro and Macro environment analysis</li> <li>• Strategic thinking &amp; Business Models</li> <li>• Marketing and Customer relationships</li> <li>• HR Management and Development</li> <li>• Financial management</li> <li>• Team work</li> <li>• Creativity and innovation</li> <li>• Inter-cooperation</li> <li>• Communications</li> <li>• Negotiation and conflict management</li> <li>• Societal norms and management</li> </ul>
<b>Objectives</b>	Participants acquire and reinforce their competencies in most strategic management areas in order to enhance their direction of social economy organisations and enterprises.
<b>Learning practices</b>	Learning practices are based on: <ul style="list-style-type: none"> <li>• Project based- learning</li> <li>• Team learning</li> <li>• Peer and cross team learning</li> </ul> Participants work together in small teams on designing and validating a common innovation or intra-entrepreneurship project. Moreover, they are required to evaluate and apply directly in their business and organizational context their learning.
<b>Additional useful</b>	



<b>information</b>	
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<b>Name</b> Website, Contact information, ...	Máster Universitario en Economía Social y Empresa Cooperativa Master in Social Economy and Cooperative Enterprise <a href="http://www.mondragon.edu/es/estudios/master/economia-social-y-empresa-cooperativa/">http://www.mondragon.edu/es/estudios/master/economia-social-y-empresa-cooperativa/</a>
<b>Providers</b> Name, type (private/public), year of establishment,...	University of Mondragon
<b>Target</b>	People with an undergraduate willing to deepen their knowledge about managing cooperative business People already working in the Social Economy and Third Sector.
<b>Modalities</b>	Online training with the option of undertaking one module during two weeks through face to face intensive training in Mondragon University.
<b>Content description</b>	Social Economy and the changes of our age. Context and fundamentals. Mondragon cooperative experience Cooperative and Social Economy Organisations Management (I) Cooperative and Social Economy Organisations Management (II) Specialization in Social Economy and Cooperative Movement.
<b>Objectives</b>	<ul style="list-style-type: none"><li>• Contribute with a wide theoretical and practical base about cooperatives and Social Economy in their different models and sectors, both at national and international levels.</li><li>• Strengthen participants' capabilities to get involved with the cooperative movement, creating an impact in participation, democracy, solidarity, etc.</li><li>• Contribute to enhance participants competences to develop business areas (strategic management, organisation, accountability, etc.) and inter-cooperation to develop social economy and cooperative enterprises.</li></ul>
<b>Learning practices</b>	
<b>Additional useful information</b>	



<b>Name</b> Website, Contact information, ...	Coaching for cooperative and social economy enterprises
<b>Providers</b> Name, type (private/public), year of establishment,...	Fundación Escuela Andaluza de Economía Social Private Foundation Created in 2002
<b>Target</b>	Entrepreneurs in cooperative and social economy initiative who have already started their business and need to enhance its viability, stabilize and develop it.
<b>Modalities</b>	<p>The program is tailored entirely to cooperatives and social economy enterprises' needs and requirements: it provides entrepreneurs' team with a pair of experienced coaches who support and advise them to focus on their sustainability challenges.</p> <p>The coaches support and accompany the team to formulate their objectives, to elaborate an initial diagnostic of their current challenges and problems, to explore the different options they have and finally to design an action plan to pass from the current to the desired state. This plan is then monitored and adjusted with the support of coaches.</p> <p>The program usually offers:</p> <ul style="list-style-type: none"><li>• 5 to 7 group sessions with coaches</li><li>• 1 to 2 joint training and networking sessions among all the teams participating to the program</li></ul> <p>The coaches move to visit the teams directly in their workplace and work together with them in their work environment.</p>
<b>Content description</b>	Contents vary according to teams needs and challenges: business model design and validation, innovation, financial and economic analysis, team development and relationships management, etc...
<b>Objectives</b>	To support newly created social economy enterprises in their journey towards viability and sustainability.
<b>Learning practices</b>	Group coaching. Entrepreneurship coaching. The GROW model adapted and used with the entrepreneurs' team.
<b>Additional useful information</b>	





<b>Name</b> Website, Contact information, ...	Liderazgo e Innovación Social Leadership and Social Innovation <a href="http://www.esade.edu/research-webs/esp/socialinnovation/formacion/LIS">http://www.esade.edu/research-webs/esp/socialinnovation/formacion/LIS</a>
<b>Providers</b> Name, type (private/public), year of establishment,...	ESADE – Institute for Social Innovation
<b>Target</b>	Professional with direction and executive responsibilities in NGOs and Social enterprises
<b>Modalities</b>	5 independent but inter-related and complementary modules Theoretical sessions combined with practical exercises and cases, group reflection and debates, round-tables.
<b>Content description</b>	<ul style="list-style-type: none"><li>• Social Leadership: characteristics and competencies. Direction and Governance bodies</li><li>• Result oriented metrics in social organizations.</li><li>• NGO - Not for Profit cooperation with private companies</li><li>• Public campaigns and public impact. Alliances and network.</li><li>• Innovation and social entrepreneurship in civil society organisations</li></ul>
<b>Objectives</b>	<ul style="list-style-type: none"><li>• Provide solid conceptual fundamentals to promote the search for innovative solutions</li><li>• Develop and strengthen the vision, knowledge, capabilities and skills needed to face the emerging challenges and exerting leadership in an uncertain and dynamic environment.</li></ul>
<b>Learning practices</b>	
<b>Additional useful information</b>	

# **Reference Countries**

## **Selected Inspiring Practices Reports**

**COOPILOT Project****Inspiring practices- Reference Countries (RC)**

Belgium, France, Italy and Spain

Country: BELGIUM

Report's author(s): Amélie Mernier, Sybille Mertens, Lola Arpigny

**Please carefully cite the references (including websites) used to fulfil this document.**

**Inspiring practice 1**

Name: Déclic Tour

Domain: Non-specific

Audience: 30 future entrepreneurs in Belgium, aged from 20 to 35

**1. Expected learning outcomes**

Based on the tables given in the RC template, the learning outcomes identified for this practice are the following:

	Entrepreneurship	Cooperative
ATTITUDES	6	6
SKILLS	5	5
KNOWLEDGE	4	4

*The weights 1 to 6 (or 1 to 3, 1 to 4...depending on the inspiring practices) have to be understood as follows: 6 (or the higher number) being the most important and 1 the less important.*

**2. Content description**

Please give a very detailed description of the modalities and the content of the inspiring practice.

The Declic Tour is a 8 days educational trip in French-speaking Belgium. The trip aims to inspire and create the trigger for action to social entrepreneurship among young people aged 20-35.

### **Tour framework**

The tour is composed of several stages:

#### **1. A call for candidates in February**

The call is aimed at young people aged 20 to 35, established in the Walloon Region or in Brussels-Capital. The organization team is particularly attentive to offer a place to young people from different backgrounds. Participants to the tour are young people who are enthusiastic about opportunities offered by social entrepreneurship while at the stage of:

- Desire : Want to undertake, alone or with others, the creation of a social enterprise project.
- The idea : a vague idea of project, a domain in which proposing an original solution.

Applicants must fill a simple online form including identity information, motivation and availability.

#### **2. The selection of participants in April**

#### **3. A preparation phase of the tour**

Once selected, the participant community will have access to a preparation platform where participants will receive practical instructions on the organization of the tour, and be led to deepen their project's desires and expectations. This phase lasts 2 months.

#### **4. The tour : a 8 days trip in several cities of Belgium in June**

The Déclic Tour is built on three interrelated pillars : inspiration, introspection and implementation.

#### **INSPIRATION**

The tour is about meetings & inspiration via:

- Exchanges with inspiring personalities and entrepreneurs, younger and older, who have combines their values and their business project;
- Meetings with clients and beneficiaries of existing companies;
- Visits of companies active in various fields, of different sizes, to discover the stakes of our society and how some people have made sense in their life and work;
- Individual and collective workshops to inspire and discover social entrepreneurship from another angle.

#### **INTROSPECTION**



The Déclic Tour is also about meeting oneself through individual and group workshops and discovering personal values, fears and project expectations. The tour also invites participants to disconnect from their reality by living for 8 days in a group focus on entrepreneurship and positivism.

#### IMPLEMENTATION

After inspiration and introspection, the tour provides contacts and concrete tools to achieve the first steps of the creation of the social enterprise. Participants are invited to :

- Meet people and structures that can help in the project creation: workshops with several experts and support tools;
- Test the first concept, within and outside the group;
- Have tracks for the following steps towards the project.

#### 5. A phase of **follow-up** of the first steps of the project development and implementation

After the trip, participants will benefit from:

- A follow-up with the existing support structures and the partners of the project.
- A support from the Declic community via follow-up days (Déclic en action program).  
These days are a space of exchange between participants about their difficulties, their questions and their advances.
- An online community that brings together actors, participants and trainers met during the tour.

#### **Registration fees**

To participate to the Déclic Tour, the registration fee are:

- 350 € for individuals;
- 425 € for self-employed persons (can recover VAT).

This amount covers travel expenses, food, accommodation during the tour, as well as training costs. The actual price of the Déclic Tour per person is 1500 €. Therefore, the participants contribution correspond to 23% of the price of the tour.

#### **Providers**

The project is carried out by a non profit called « Déclic-en-Perspectives », create in 2015 to support each person to transform his need for meaning and his desire to act in a concrete project that puts human and social and environmental need at the center. They focus on participatory pedagogies that combine a personal aspect (in order to better listen to one another, to know one another better) to a strong collective dimension (to use intelligence and the strength of the collective to help one another in creation).

The Déclic Tour is organized by a team of 10 people, in collaboration with partners including the Wallonie-Brussels Region and Brussels City.

### 3. Existing inputs

Please detail which **inputs** associated to this practice could be used to design the pilot sessions of three days in the host countries? Explain which could be the **modalities of transfer**? What would you advice?

#### The program of the Declic Tour 2016

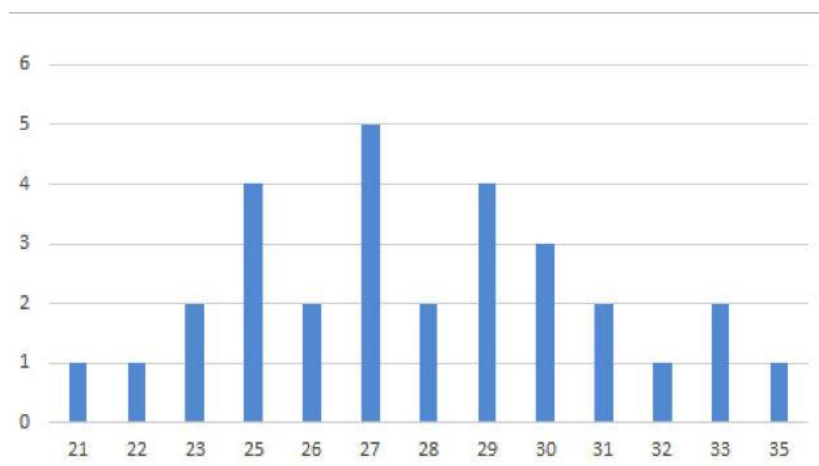
Friday, August 26th
Arrival
Workshop : « The adventure starts : life on the tour »
Opening night in Brussels : 150 people present, 1 concert, 3 guests speakers (Marie-Caroline Collard: director of SAW-B, Hugues Dorzée: editor-in-chief Imagine Demain le Monde (Imagine Tomorrow The World), Sandrino Grace : Director of SMar)
Saturday, August 27th
Meeting with social entrepreneurs
Workshop : Why undertake social economy ?
Workshop : Which world am I dreaming of ?
« Learning form failures » evening in Liège : 80 people present, 5 speakers (Sophie Joris: Director of VentureLab, Dany Drion: Director of Ateliers Jean Del'Cour, Marjorie Corman: Fabrice Collignon: founder of the showconference «I launch my business», Charles-Antoine Kervyn: director of Carodec)
Sunday, August 28th
Meeting : What is an entrepreneur ?
Workshop : What kind of entrepreneur am I ?
Meeting with « Les Grignoux », a non profit cinema
Monday, August 29th
Workshop : Knowing yourself to dare undertake
Open evening
Tuesday, August 30th
Workshop : From envy to idea
Workshop : Set up bases of my social enterprise
Free evening



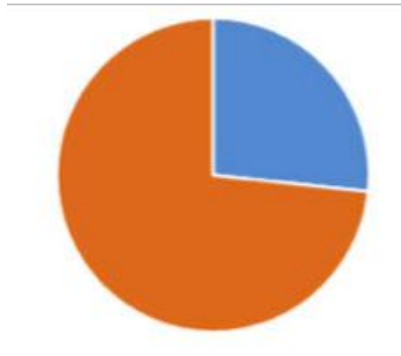
Wednesday, August 31st
Workshop : Prototyping + pooling
Workshop : Test my idea
Sharing « know-how » evening
Thursday, September 1st
Workshop : Test my idea + meeting with coaches
Meeting : The first steps of a social enterprise
Free evening
Friday, September 2nd
Workshop : The following steps
Evaluation : What existing support would be appropriate ?
Closing evening in Brussels : the 30 participants presented their project, 100 people present

### **Key figures (2016 tour)**

- 3 coaches
- 10 volunteers
- 65 applicants and 30 participants
- 20 social entrepreneurs met during the tour
- Average age :



- Distribution of men and women ( ■ = women / ■ = men ) :



### **Examples of supported projects**

- Dishes rental : A rental service for parties providing sustainable and reusable dishes and decoration. Delivered and recovered (dirty) by bicycle.
- Upeke : A reusable materials store whose mission is to collect scrap and unsold materials to distribute at low prices to the cultural and educational sectors in Brussels.
- Eco-friendly sauna: The idea behind the project is to offer Brussels residents a wellness area that responds to environmental issues. That's why Anna has decided to create a Finnish sauna, running on renewable energies with a bar-restaurant area, a natural pool and an agro-ecological kitchen garden.



#### 4. Application of the inspiring practice in 2 days sessions

What would you recommend to experience as best the practice you describe during the pilot sessions of three days in the host countries ?

- 1) A detailed powerpoint presentation of the « Déclic Tour », which could be supported by existing video extracts of the tour. The videos exist in french only, but clearly show the project spirit.
- 2) Involve a coach or a participant of the « Déclic Tour » in the HC session to explain its own experience.
- 3) The co-construction of a similar tour experience in the Host Country : People attending the pilot session could put themselves into the shoes of a Déclic Tour participant, share their expectations about the modalities, the workshops content, the meetings and the project's results. This method would provides a better vision of the needs and the possible adaptations of the practice in the host country.
- 4) Experience a one-day tour including local social entrepreneurs meetings, introspection workshops and other reflecting tour activities.

## 5. Annexes

Please provide with power point presentation, bibliography, executive summary, case studies, tables of content or any documents that could be used to **support** the development of the pilot sessions.

Website : <http://declic-en-perspectives.be/> (french only)

Facebook page : <https://www.facebook.com/declic.en.perspectives/>

Twitter account : <https://twitter.com/DeclicTour>

Videos of tour are available online (french only) :

- Tour presentation : <https://vimeo.com/199308742>
- Step 1, Brussels : <https://vimeo.com/182065722>
- Step 2, Liège : <https://vimeo.com/182085581>
- Step 3, Tilff : <https://vimeo.com/182091032>
- Step 4, Charleroi : <https://vimeo.com/182097532>
- Step 5, Brussels : <https://vimeo.com/182105008>

For more information, please contact [mathilde@declictour.be](mailto:mathilde@declictour.be)

**Inspiring practice 2**

Name: Master in Social Enterprises Management / University Certificate in Social Enterprises Management

Domain: Non-specific

Audience: University students and executives already working in social enterprises

**1. Expected learning outcomes**

Based on the tables given in the RC template, the learning outcomes identified for this practice are the following:

	Entrepreneurship	Cooperative
ATTITUDES	4	4
SKILLS	6	6
KNOWLEDGE	6	6

*The weights 1 to 6 (or 1 to 3, 1 to 4...depending on the inspiring practices) have to be understood as follows: 6 (or the higher number) being the most important and 1 the less important.*

**2. Content description**

Please give a very detailed description of the modalities and the content of the inspiring practice.

The **master** and the **certificate** are both formations provided by HEC-Liège, the Social Economy Center and Liège University. HEC-Liège sets itself as a pioneer among French-language Belgian universities by proposing, since 2010, a special orientation in the "Social Enterprises Management" within the Master program in Management Sciences. In 2013, HEC-Liège pursued the development by developing the university certificate in social enterprise management.

**Master in Social Enterprises Management****• The audience**

The master is intended for holders of a BA in Economics and Management Sciences who want to further develop their capacity of analysis and management of enterprises, while favoring the development of competences useful in social entrepreneurship. But it is



also accessible to students having graduated from other departments, students having graduated from high schools (inter alia in social work) and foreign student. In these cases, an application form must be submitted.

#### • The objectives

The special orientation on the "Management of social enterprises" gives students:

- an analysis and management capacity: being able to manage the major functions of an enterprise, understanding the various forms of economic organisations and their roles and specificity, analyzing and anticipating societal challenges;
- operational tools: knowing the (economic, political, legal) environment in which enterprises operate (be it at the regional, national or European level), learning managerial practices of social entrepreneurship, mastering the tools designed to take into account social and environmental concerns;
- a relational network: meeting the main actors of social entrepreneurship in Belgium, networking with similar experiences in Europe and elsewhere;
- an intensive pedagogical guidance, focused on the gradual development of the student's autonomy.

In a general point of view, this special orientation promotes greater consideration and knowledge of the social, ethical and environmental aspects at the very heart of economic activity among qualified young people to encourage the development of new social entrepreneurship projects.

#### • The outcomes

On completion of this specialization, students are awarded the diploma of "Master in Management Science, Specializing in Social Enterprise Management".

Graduate student can consider career opportunities as entrepreneurs, managers and experts by :

- creating enterprises that generate social or environmental added value or by leading projects with social added value within classic enterprises, as part of corporate social responsibility approaches (CSR).
- placing their skills as managers at the service of existing social enterprises in a wide range of areas such as: the "green" economy, social and health services, North-South relations (fair trade, micro financing, development NGOs etc.), combating exclusion from the labor market (insertion or training through work, business incubators, business cooperatives), the development of alternative finance (ethical and solidarity finance), culture (production, diffusion, support for artists) etc.
- contributing to the development of specific expertise for social entrepreneurship and CSR: in institutions that are in contact with social enterprises, in consulting companies developing specific CSR departments, or in consultancy agencies, on the boards of directors of social enterprises.

#### • The program

The special orientation on the "Management of social enterprises" is based on the core curriculum of the Master in Management Sciences. The students are also required to take six specialised courses, to do an internship and to write a thesis, over a two-year period :



### 1st year

- Introduction to the social economy and social entrepreneurship (J. Defourny)
- Social innovation and organisational diversity (B. Huybrechts)
- Financing of social enterprise (S. Mertens)

### 2nd year

- Strategy and marketing management in social enterprises (C. Delcourt)
- Governance and management of human resources in social enterprises (A. Cornet, B. Huybrechts)
- Social entrepreneurship and sustainable development: sectorial applications (S. Mertens)
- Traineeship in a social enterprise or in an organisation linked to the social economy
- Thesis

#### • **Registration fees**

The enrollment fees for one year at the University of Liège are 835€ (full rate). The specific orientation cost is included. If they meet the conditions, some students may benefit from financial assistance.

### **University Certificate in Social Enterprises Management**

#### • **The audience**

The training is intended for executives already working in social enterprises and for persons interested by the sector. Applicants must hold a university master or have an experience in the field that can be valued through "Valorisation of the previous assets ».

#### • **The objectives**

The University Certificate in Social Enterprise Management allows participants :

- To apprehend the role of social enterprises in the global economic context and the stakes that they represent.
- To manage strategically the major sources of funding of social enterprises.
- To fine-tune/deepen the knowledge of the specific models of governance and human resource management in social enterprises.
- To develop the capacity to manage a team.
- To explore, identify and seize the opportunities for social enterprise development.

#### • **The outcomes**

Students graduating from this programme earn a University Certificate.

#### • **The program**

The training lasts 138 hours, on a one-day-a-week basis (outside the school holidays). There is a possibility to attend the courses in one or two years. The program includes the following units:

- Introduction to the social economy and social entrepreneurship – from October to December (5 ECTS).
- Financing of social enterprise – from February to May - (5 ECTS).

- Elective modules (management and leadership, coaching, communication, ...) – from October to December - (2 ECTS).
- Strategy – November and December - (1 ECTS).
- Governance and human resource management in social enterprises – from February to May (5 ECTS).

- **Registration fees**

Cost: 1,500 euros (VAT incl.)

Possibility to use "training vouchers" conditional on recognition of the training within this system by the Walloon Region (pending).



### 3. Existing inputs

Please detail which **inputs** associated to this practice could be used to design the pilot sessions of three days in the host countries? Explain which could be the **modalities of transfer**? What would you advice?

#### **Master in Social Enterprises Management**

1) The curriculum and more informations about specific courses :

1st year	
Introduction to the social economy and social entrepreneurship	
Teacher	Jacques Defourny, Séverine Thys
Goals	- To acquire a thorough knowledge of the specificity and roles of the social economy, social enterprise and social entrepreneurship in contemporary economies
Content	<ul style="list-style-type: none"> <li>- Conceptual approaches and main analytical grids: the social economy, solidarity economy, non-market sector, third sector, non-profit sector, social entrepreneurship</li> <li>- Forms and modes of action of the social economy in various sectors of activity and geographical contexts (Belgium, Europe, North America, Asia, developing countries)</li> <li>- Analysis of the conditions of emergence, the economic importance and the roles of social enterprises</li> <li>- Case studies: analysis of the strengths, weaknesses and specificity of social enterprises, analysis of the trajectories of social entrepreneurs</li> </ul>
Social innovation and organisational diversity (B. Huybrechts)	
Teacher	Benjamin Huybrechts
Goals	<ul style="list-style-type: none"> <li>- To develop the capacity to identify social innovation opportunities</li> <li>- To provide students with theoretical grids that will allow them to understand and analyse the diversity of organisations bringing about social innovation</li> </ul>



Content	<ul style="list-style-type: none"> <li>- Theoretical introduction to social innovation (European and North-American literature)</li> <li>- Analysis in relation with the main current economic, social and environmental challenges</li> <li>- NIE theoretical framework (economic, sociological and managerial theories allowing to apprehend organisational diversity)</li> <li>- Analysis of the relations between various types of economic actors (private sector, public authorities, social enterprises and other civil society actors)</li> <li>- Empirical study of organisational diversity in various sectors of activity: health, social services, culture, North-South relations, financial services, energy, etc.</li> </ul>
<b>Financing of social enterprise</b>	
Teacher	Sybille Mertens, Michel Marée
Goals	<ul style="list-style-type: none"> <li>- To understand the economic rationality of the various modes of financing of social enterprises</li> <li>- To acquire a thorough operational knowledge of the modes of financing (public funding, price-fixing, fund-raising)</li> <li>- To acquire the capacity to design and implement a financing mix in the framework of the elaboration of a social enterprise's business plan</li> </ul>
Content	<ul style="list-style-type: none"> <li>- Theoretical approach of the financing mix</li> <li>- Types of public regulation</li> <li>- Pricing</li> <li>- Fund-raising</li> <li>- Recent developments: venture philanthropy, public-private partnerships, cause-related marketing, socially responsible investment</li> <li>- Accounting</li> <li>- Social business plan and global performance assessment (cost/benefit analysis, social return on investment)</li> </ul>
2nd year	
<b>Strategy and marketing management in social enterprises</b>	
Teacher	Cécile Delcourt
Goals	<ul style="list-style-type: none"> <li>- To understand the specificity of social enterprises' strategy and marketing, and to acquire the adequate tools to implement the latter.</li> </ul>





Content	<ul style="list-style-type: none"><li>- Approaches of strategy</li><li>- Marketing of services</li><li>- Quality analysis</li><li>- Social marketing</li><li>- Relational marketing</li><li>- Development of ethical brands</li><li>- Communication tools and strategies</li></ul>
<b>Governance and management of human resources in social enterprises</b>	
Teacher	Benjamin Huybrechts, Annie Cornet
Goals	<ul style="list-style-type: none"><li>- To know the types of legal forms specific to social enterprises, and the conditions and implications linked hereto</li><li>- To understand the governance mechanisms, the roles of the governing bodies and the various evaluation tools specific to social enterprises</li><li>- To understand the specificity of human resources management in social enterprises</li></ul>
Content	<ul style="list-style-type: none"><li>- Official regulations in terms of governance and CSR for the main legal forms available to social enterprises in Belgium: non-profit organisation, cooperative society, social purpose company, mutual society, foundation</li><li>- Governance: roles and make-up of governing and management bodies, stakeholders' management, accountability and reporting</li><li>- Human resources management: management of diversity, relations between volunteers and salaried workers, motivations (pay practices, incentive policies), management of competences, social relations</li></ul>
<b>Social entrepreneurship and sustainable development: sectorial applications</b>	
Teacher	Sybille Mertens
Goals	<ul style="list-style-type: none"><li>- To understand the stakes in sustainable development (at the macro-economic and micro-economic levels)</li><li>- To understand the legal and institutional framework in terms of sustainable development (regulated aspects, tools supporting voluntary actions, institutions)</li><li>- To identify the potential contribution of social entrepreneurship to the implementation of a model of sustainable development</li><li>- To identify this potential contribution regarding the challenges specific to a sector of activity</li><li>- To develop contacts and an expertise in relation to this sector</li></ul>



Content	<ul style="list-style-type: none"> <li>- Common introduction to the notion of sustainable development in its various dimensions (economic, social, environmental dimensions and dimension of participative dynamic) and to the role of social entrepreneurship in relation to these dimensions</li> <li>- Choice of a sector among several proposals, briefly introduced: health, development cooperation, personal services, environment, culture, local development, work integration</li> <li>- In-depth study of one sector, chosen by the student, under the guidance of two experts, through reading, conferences, meetings with field experts, visits of enterprises, etc. Evaluation will happen in a permanent way on the basis of the student's "immersion trajectory ».</li> </ul>
<b>Traineeship in a social enterprise or in an organisation linked to the social economy</b>	
<b>Thesis</b>	

More information about the curriculum are accessible at :

- [http://www.ces.ulg.ac.be/en\\_GB/education/master-in-management-of-social-enterprises/study-programme](http://www.ces.ulg.ac.be/en_GB/education/master-in-management-of-social-enterprises/study-programme),
- Or [http://progcours.ulg.ac.be/cocoon/en/programmes/G2UGES01\\_C.html#9399189](http://progcours.ulg.ac.be/cocoon/en/programmes/G2UGES01_C.html#9399189), line « Professional focus in Social Enterprise Management (B1 : 15Cr, B2 : 15Cr) »

2) The master's presentation brochure is accessible at :

<http://www.hec.ulg.ac.be/sites/default/files/uploads/docs-telechargeables/Brochures%202017/SEM%20Brochure.pdf>

### **University Certificate in Social Enterprises Management**

The following courses fit the descriptions in the table above :

- Introduction to the social economy and social entrepreneurship: [http://www.ces.ulg.ac.be/en\\_GB/education/master-in-management-of-social-enterprises/study-programme/introduction-a-l-economie-sociale-et-a-l-entrepreneuriat-social-2](http://www.ces.ulg.ac.be/en_GB/education/master-in-management-of-social-enterprises/study-programme/introduction-a-l-economie-sociale-et-a-l-entrepreneuriat-social-2)
- Financing of social enterprise: [http://www.ces.ulg.ac.be/en\\_GB/education/master-in-management-of-social-enterprises/study-programme/financing-of-social-enterprise](http://www.ces.ulg.ac.be/en_GB/education/master-in-management-of-social-enterprises/study-programme/financing-of-social-enterprise)
- Governance and human resource management in social enterprises: [http://www.ces.ulg.ac.be/en\\_GB/education/master-in-management-of-social-enterprises/study-programme/governance-and-management-of-human-resources-in-social-enterprises](http://www.ces.ulg.ac.be/en_GB/education/master-in-management-of-social-enterprises/study-programme/governance-and-management-of-human-resources-in-social-enterprises)

For more information about both trainings, please contact : Sybille Mertens at [smertens@ulg.ac.be](mailto:smertens@ulg.ac.be)



#### **4. Application of the inspiring practice in 2 days sessions**

What would you recommend to experience as best the practice you describe during the pilot sessions of three days in the host countries ?

- 1) Involve a teacher and/or a student of one of the social enterprises trainings into the HC session to explain its experience and the day-to-day organisation of the formations;
- 2) Set up workshops between participants to analyse what would be the most suitable formation content and modalities considering the country context.

## 5. Annexes

Please provide with power point presentation, bibliography, executive summary, case studies, tables of content or any documents that could be used to **support** the development of the pilot sessions.

### **Master in Social Enterprises Management**

Existing presentation video of the master (french only) :  
[https://www.youtube.com/watch?time\\_continue=1&v=2rxRox3oqGg](https://www.youtube.com/watch?time_continue=1&v=2rxRox3oqGg)

More informations at :

- <http://www.hec.ulg.ac.be/en/masters/master-in-management/social-enterprise-management>
- [http://www.ces.ulg.ac.be/en\\_GB/education/master-in-management-of-social-enterprises](http://www.ces.ulg.ac.be/en_GB/education/master-in-management-of-social-enterprises)

### **University Certificate in Social Enterprises Management**

More informations at :

- [http://www.ces.ulg.ac.be/en\\_GB/education/Certificat](http://www.ces.ulg.ac.be/en_GB/education/Certificat)

For more information about both trainings, please contact : Sybille Mertens at  
[smertens@ulg.ac.be](mailto:smertens@ulg.ac.be)

### **Inspiring practice 3**

Name: COOPCITY

Domain: Non-specific

Audience: Social entrepreneurs and futur social entrepreneurs

#### **1. Expected learning outcomes**

Based on the tables given in the RC template, the learning outcomes identified for this practice are the following:

	<b>Entrepreneurhsip</b>	<b>Cooperative</b>
ATTITUDES	5	6
SKILLS	6	6
KNOWLEDGE	4	4

*The weights 1 to 6 (or 1 to 3, 1 to 4...depending on the inspiring practices) have to be understood as follows: 6 (or the higher number) being the most important and 1 the less important.*

#### **2. Content description**

Please give a very detailed description of the modalities and the content of the inspiring practice.

COOPCITY supports Brussels entrepreneurial initiatives that have a positive impact on society. The ambition is to support the creation and development of social economy projects, especially based on cooperation.

COOPCITY has been created in fall 2016 by 7 public providers : SAW-B, Febecoop, JobYourself, Impulse, Innoviris, ICHEC-PME and Solvay Entrepreneurs. COOPCITY is a project supported by Europe and the Brussels-Capital Region through FEDER funds.

#### **Objectives**

1) **Develop and support:** Through its various coaching programs, COOPCITY helps project developers to put together their ideas. It also supports existing social enterprises in the development of their activities.

- 2) **Inspire and raise awareness:** COOPCITY aims to inform, educate and inspire future entrepreneurs regarding social entrepreneurship in Brussels and install another vision of the economy.
- 3) **Collaborate and cooperate:** Through its various programs and activities, COOPCITY aims to provide an environment conducive to cooperation and collaboration between the social entrepreneurship actors in Brussels.

### **Online tools**

The COOPCITY website (<http://coopcity.be/>, in french only) is a complete toolbox for social entrepreneurship. Entrepreneurs, or any interested person, can find structured information about :

- The definition of social entrepreneurship : This section defines social entrepreneurship through the 3 EMES pillars : the project has a social / environmental purpose, it is economically viable and the governance is democratic. Furthermore, a one minute video details the topic. The page also provides videos describing 4 social entrepreneurs active in Brussels as concrete examples.
- The ecosystem and the existing actors : Partners, stakeholders, potential clients, beneficiaries,... This section presents the ecosystem of the social entrepreneur, the existing actors and federations and allows to find the right interlocutors to create an relevant network.
- The first steps to start a social enterprise : The website provides different online guides made by social enterprises specialists which explain methods and concrete tools for business creation and management. The themes are related to social enterprises strategy, key success factors, business plan, business model canvas but also formalities for starting up a business. This section presents as well different different potential partners who could support the project (financial organisms, marketing experts, employment cooperatives, etc.).
- Financing : Once the future entrepreneur estimated the financing requirements of his project, the website informs him about the existing resources and potential partners (credit organisms, crowdfunding, subsidies and public supports, foundations).
- Governance : This section guides the entrepreneur in choosing the legal status of the company (it mainly gives information about cooperatives).
- Communication : This section provides information and advice regarding the communication strategy to set up. It also informs about existing communication trainings.
- Impact : Social impact guides made by experts are downloadable in this section.
- Collaboration : This section provides several governance tools and guides focused on cooperation developed by existing social enterprises.
- Growth : To give the entrepreneur the keys to handle growth and develop its business, this page contains guides to deepen the vision and the strategy of the project.
- Resources : This page explains existing medias and trainings to allow the entrepreneur to stay informed and to keep improving himself.

### **Together animation program**

Through its **together** program, COOPCITY provides a rich environment to assist projects creation and development : 168 m<sup>2</sup> of coworking space, special moments to experience collective intelligence, evenings and events to find new partners, to discover new projects and to learn and debate about social entrepreneurship.

### **Training programs**

1) **Seeds @ COOPCITY** is a program to support entrepreneurs who want to launch a project that meets a social, societal and / or environmental need in Brussels. The Seeds program includes :

- 18 month of accompaniment
- A first immersion weekend to start working on the projects and live the cooperation
- 13 modules over 7 month animated by professionals of accompaniment and social entrepreneurs. These modules are provided in collaboration with ICHEC-PME.
- A wide experts network to help future entrepreneurs trough their projects
- A coworking space available

The participation conditions are the following :

- The project should meet social entrepreneurship criteria;
- The project should join in a collective dimension (without excluding projects carried by a single person);
- The realism of the project;
- The availability of the project's holder for the entire program;

In 2016, 45 applications were received and 14 projects were selected. The program is offered for free.

2) **Blossom @ COOPCITY** aims to support social enterprises and cooperatives (active for minimum two years) through their development strategy. The two-year program aims to reinforce and support the team in the development and implementation of development strategies to reconcile social goals and economic viability. The Blossom program includes :

- A long term training
- 15 workshops to deepen the stakes linked to the social purpose through co-solving
- Individual accompaniment

There are two existing long term trainings :

- Creation & Growth training (2 places per company): It is aimed at young companies, who need to consolidate their business model to best approach the development phase. It includes 1 session (3 to 4 hours each) focusing on the entrepreneurial strategy, the construction of the business model and the financial plan of the company. They take place over a 6 weeks period (February-March), with 2 evenings (Monday

and Wednesday) and one Saturday morning a week. More details on the Solvay entrepreneurs website

- **Leadership and Development Training** (1 place per company): It is aimed at companies that have already consolidated their business model and want to grow. The training includes 10 training days, focusing on developing managerial capacities (strategy, marketing, team management, growth financing and communication). It takes place over 6 months (from November to May), one day every 3 weeks.

These formations are provided in partnership with Solvay Entrepreneurs, a Brussels economic and management school.

The selected projects will respect the social entrepreneurship criteria as defined by the European EMES network. Further more, they will demonstrate:

- A desire to carry out a process to increase social impact,
- the stability of the company in financial, human and organizational terms,
- availability,
- and motivation to collaborate and cooperate with other selected companies.

3) **Pollinize @ COOPCITY** supports socially innovative and job-creating multi-stakeholder projects in Brussels. This program will be effective for the first time in September 2017. This year, the Pollinize program focuses on human services (mobility, housing, nutrition, health, etc.). The theme will evolve every year. The program includes :

- 18 month training to identify the sector's needs and solutions and to meet the stakeholders and forge links between projects
- A project accelerator to build strong partnerships and challenge the project and its viability.
- A tailor-made coaching to prototype the viable minimal solution, build an appropriate governance and start the activity.

Therefore, the program takes place in two phases: a phase of acceleration of the projects, to strengthen partnerships and validate the feasibility of the project, followed by a tailor-made accompaniment phase to launch the project.

### **Examples of supported projects**

- **Abricoop** wants to create an alternative to traditional property development by offering quality rental housing at an affordable price (Seeds program).
- The non-profit organization Labolobo seeks to re-establish intergenerational links by developing the values of social cohesion, mutual aid and transmission. Since 2014, the **MA project** carried by Labolobo, is organizing workshops for children and elders based on the mutual enrichment of intergenerational exchanges (Blossom program).
- **Coop IT Easy** is a group of computer scientists whose mission is to equip the social economy sector with computerized, open source, professional management tools for a sustainable budget (Seeds program).



- The **Declic Tour**, described above, also benefits from the COOPCITY Seeds program.

### **Managing team and networks**

COOPCITY is day-to day ruled by 5 persons : a coordinator, a coworking and animation manager, two Seeds program managers and a Blossom and Pollinize programs manager. External experts are often mobilized for activities and trainings.

### **Further development of COOPCITY**

A platform for collaborative communication, allowing interested people to interact with project promoters or citizens interested in social entrepreneurship will soon be online.

### 3. Existing inputs

Please detail which **inputs** associated to this practice could be used to design the pilot sessions of three days in the host countries? Explain which could be the **modalities of transfer**? What would you advice?

#### **4. Application of the inspiring practice in 2 days sessions**

What would you recommend to experience as best the practice you describe during the pilot sessions of three days in the host countries ?

- 1) Co-create an effective tools box which assembles the existing documents and supports systems to social enterprises creation and development in the HC.
- 2) Brainstorm with social entrepreneurs to identify their needs in term of social enterprises creation and development supports and to define how to design a global solution, from online content to specifics trainings.



## 5. Annexes

Please provide with power point presentation, bibliography, executive summary, case studies, tables of content or any documents that could be used to **support** the development of the pilot sessions.

Website : <http://coopcity.be/> (french only)

For more informations, please contact [sabrina@coopcity.be](mailto:sabrina@coopcity.be)

**Inspiring practice 4**

Name: Do it Coop

Domain: Non-specific

Audience: Future entrepreneurs

**1. Expected learning outcomes**

Based on the tables given in the RC template, the learning outcomes identified for this practice are the following:

	Entrepreneurship	Cooperative
ATTITUDES	6	6
SKILLS	4	6
KNOWLEDGE	3	6

*The weights 1 to 6 (or 1 to 3, 1 to 4...depending on the inspiring practices) have to be understood as follows: 6 (or the higher number) being the most important and 1 the less important.*

**2. Content description**

Please give a very detailed description of the modalities and the content of the inspiring practice.

Do It Coop is an individual support system for cooperative projects in various fields as agriculture, energy, citizenship, horeca, etc. Do It Coop is provided by Credal, a Belgian cooperative founded in 1984 and active in solidarity finance in Wallonia and Brussels. Do It Coop is offered entirely for free.

**Objectives**

Do It Coop offers a specific support for social project's holder to :

- Test assumptions,
- Validate a strategic plan,
- Choose the legal structure
- And confirm financial figures and forecasts.



## **Content**

The program consists in a specific and individual accompaniment, but it is also based on a dynamic of exchange and solidarity among the participants. It includes :

### **1) Individual accompaniment**

- Development of a specific financial plan for cooperatives and other forms of the social economy
- Drafting of legal statuses for cooperatives (CNC approval & social purpose)
- Accompaniment and animation on governance
- Search for financing
- Free work space

### **2) Specific collective training**

- Meetings with field actors
- Group workshops responding to the evolution of the project
- The « coworking days »: possibility to come working at Credal, following workshops and exchanging with other promoters;

### **3) Test phase**

The possibility of testing the activity before launching. This testing is offered in partnership with Créa-job, a Belgian non-profit which aims to promote socio-professional integration by accompanying persons who wish to create their business as self-employed. After developing a business plan, this business incubator allows project's holder to test an activity in real conditions. During a variable pre-defined period, the entrepreneur works as a freelancer trying to develop its business, under the company number of Créa-job. Therefore, the allocations related to new businesses status are maintained (example: unemployment benefits). At the end of the incubator period, the project's holder makes a decision. If the test is positive and a sufficient profitability is obtained, the entrepreneur creates the business. Otherwise, if he considers the objectives are not reached, he retains the status he had before. He either resumes his job search or is referred to another training organization adapted to his needs.

## **Audience**

The project holder must be animated by the will to:

- Develop its project in a sustainable and collective way;
- Undertake several and in the air of time;
- Create an activity that makes sense.

Priority is given to unemployed, domiciled in the Walloon Region.

The admission to this program is continuous throughout the year, depending on the coaches availability. It is necessary to participate in one of the information sessions and / or to meet an adviser for an orientation interview to register.

### 3. Existing inputs

Please detail which **inputs** associated to this practice could be used to design the pilot sessions of three days in the host countries? Explain which could be the **modalities of transfer**? What would you advice?

#### **4. Application of the inspiring practice in 2 days sessions**

What would you recommend to experience as best the practice you describe during the pilot sessions of three days in the host countries ?





## 5. Annexes

Please provide with power point presentation, bibliography, executive summary, case studies, tables of content or any documents that could be used to **support** the development of the pilot sessions.

Website: <http://www.credal.be/DoItCoop> (french only)

Do It Coop video presentation : <https://www.youtube.com/watch?v=2600w0ynWmg>  
(french only)

For more informations, please contact Aurélie Moreau at [aurelie.moreau@credal.be](mailto:aurelie.moreau@credal.be)

### **Inspiring practice 5**

Name: Tournée générale

Domain: Non-specific

Audience: Entrepreneurs, futur entrepreneurs and anyone interested by cooperatives

#### **1. Expected learning outcomes**

Based on the tables given in the RC template, the learning outcomes identified for this practice are the following:

	<b>Entrepreneurship</b>	<b>Cooperative</b>
ATTITUDES	6	6
SKILLS	4	4
KNOWLEDGE	3	3

*The weights 1 to 6 (or 1 to 3, 1 to 4...depending on the inspiring practices) have to be understood as follows: 6 (or the higher number) being the most important and 1 the less important.*

#### **2. Content description**

Please give a very detailed description of the modalities and the content of the inspiring practice.

Tournée Générale is a discovery tour that offers participants an opportunity to discover behind the scenes inspiring initiatives that integrate the various principles of sustainable development into their daily management. Each workshop is a visit of an initiative, including a meeting with other (future) project stakeholders interested in sustainable development, and above all: a direct dialogue with the initiative's stakeholders.

Tournée Générale is provided by the Foundation for Future Generations, a Belgian foundation exclusively dedicated to the transition of our society towards a sustainable development mode.

### **Methodology**

« Tournée générale » is a complete introduction to the initiatives, and in a few hours, initial analyses and mini-audits are carried out by the participants themselves. Indeed, participants play an active role in the analysis of initiatives.

The main issues addressed at all workshops are:

- What's the vision at the origin of the initiative and what were the most important steps in its development?
- How are the various dimensions of sustainable development, such as the environment, the promotion of social well-being and economic prosperity, integrated into day-to-day management? What about the participation of employees and stakeholders?
- What is the secret recipe for the initiative's success ?
- What are the challenges for the future and how can we respond to them?

### **Audience and modalities**

Tournée générale is particularly aimed at :

- Project managers looking for good practices, who are constantly seeking to evolve their own practices, or who wish to extend their network.
- Young people and students interested in sustainable management and corporate social responsibility who are looking for skills for current or future employment.

During 2016-2017 academic year, there was 6 workshops planned, but this number can vary. The number of participants is intentionally limited to 15 or 20 maximum. The organization is looking for a diversified group based on pre-registration. Registration is free, lunch and documentation package included.

### **Future Generations Grand Prix**

This project was launched as part of the « Future Generations Grand Prix ». This prize rewards initiatives that integrate the various principles of sustainable development on a daily basis and thus, inspire the rest of society.

### 3. Existing inputs

Please detail which **inputs** associated to this practice could be used to design the pilot sessions of three days in the host countries? Explain which could be the **modalities of transfer**? What would you advice?

#### Previous years programs

##### • 2014 - 2015

In 2014-2015, the Foundation planned 10 stages for the tour, which aimed to be as diversified as possible : from large companies to smaller ones, but also initiatives from the social economy sector, cooperatives, associations and citizen initiatives. All these initiatives incorporate the principles of sustainable development into their management daily.

Date	Company
07/07/2014	<b>La Ferme Nos Pilifs</b> Adapted workplace active different fields such as garden maintenance and landscaping, organic grocery store, tavern and craft bakery.
03/10/2014	<b>Brutopia</b> Brussels collective and participatory housing project
21/11/2014	<b>Ecopower</b> The biggest citizen energy cooperative in Belgium
07/11/2014	<b>Nnof, Nearly New Offices Facilities</b> A company that recovers used office equipment and gives it a new Look & Feel
05/12/2014	<b>Alpro</b> European leader in plant based products
10/02/2015	<b>Yellow Events</b> Organizes events respectful of man and nature
06/03/2015	<b>Les Ateliers du Saumont</b> A sustainable adapted work company, which can handle the management of a very large part of the production cycle of a wide range of products.
02/04/2015	<b>Les Grignoux</b> A cinema that brings together cultural ambition, social commitment, financial balance and workers' participation
08/05/2015	<b>Esperanzah! Festival</b> Which brings together artistic programming and societal commitment without neglecting the economic balance.

25/06/2015	<b>Belvas</b> Fair, prosperous and sustainable chocolate factory
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• 2015 - 2016

In 2015-2016, 6 stages were planned for the tour, base on the following theme : "citizen actions as the engine of sustainable economic activities ». Two sectors were particularly honored : energy and food.

This tour was organized in partnership with two universities:

- Haute Ecole Provinciale of Namur, Bachelor Consultant in Sustainable Development
- KULeuven, Campus Brussel, Faculty of Economics and Business Administration

Here are the steps we are taking in 2015-2016. Two themes are being honored this year: energy and food.

All the selected initiatives integrate the principles of sustainable development into their daily management.

Date	Company
11/2015	<b>Le Chant des Cailles</b> Urban Farm
12/2015	<b>Energie 2030</b> Energy cooperative
08/03/2016	<b>Réseau Solidairement</b> (Solidarity Network) A large food network focused on local products and short-circuits
26/03/2016	<b>Gent en garde</b> (Warning Gent) A city and its sustainable food network
20/05/2016	<b>La Surizée</b> A biomethanisation plant that aims to produce enough biogas to cover the needs of the entire village
20/10/2016	<b>Beauvent</b> 3,000 cooperators investing in wind energy, solar panels, cogeneration and, more recently, investigating the installation of heat networks

## Program of the « Energie 2030 » visit

Hour	Activity
10.00	<b>Welcome</b>
<b>10.15</b>	<b>I. General introduction</b>
<b>10.30</b>	<b>II. Introduction to the project</b>
10.30	Presentation Energie 2030
11.30	Break
<b>11.40</b>	<b>III. Analysis: Strengths &amp; Weaknesses ./ 4 Ps</b>
11.40	Sustainable development : introduction to the 4 Ps
12.00	Analysis: Strengths and weaknesses based on the 4 Ps of sustainable development (group work)
<b>12.45</b>	<b>LUNCH</b>
<b>13.45</b>	<b>Afternoon programme</b>
13.45	Presentation: Strengths and weaknesses based on the 4 Ps of sustainable development (plenary)
<b>14.30</b>	<b>IV. Secret recipe</b>
14.30	Analysis: What is the Energie 2030's "secret recipe" (group work)
14.50	Break
15.00	Presentation: What is the Energie 2030's "secret recipe" (plenary)
<b>15.20</b>	<b>V. Future</b>
15.20	"Peer Review": Reflection on potential future challenges for Energie 2030
<b>15.40</b>	<b>VI. Closure</b>
15.45	End



#### **4. Application of the inspiring practice in 2 days sessions**

What would you recommend to experience as best the practice you describe during the pilot sessions of three days in the host countries ?

Set up one or two visits of existing initiatives in the HC and design a similar analysis program.





## 5. Annexes

Please provide with power point presentation, bibliography, executive summary, case studies, tables of content or any documents that could be used to **support** the development of the pilot sessions.

Website (french only): <https://www.foundationfuturegenerations.org/fr/projet/tournee-generale>

A Prezi presentation of two of the companies visited (2014) :

- La Ferme Nos Pilifs : <https://prezi.com/pntntfgag9an/view/> (french only)
- La Ferme du Champ des cailles : <https://prezi.com/zq2txyzmrp7p/view/> (french only)

For more information, please contact Aline Goethals : [a.goethals@fgf.be](mailto:a.goethals@fgf.be)

**COOPILOT Project**

Inspiring practices- Reference Countries (RC)

Belgium, France, Italy and Spain

Country: FRANCE

Report's author(s): POUR LA SOLIDARITE- PLS (BELGIUM)

**Please carefully cite the references (including websites) used to fulfil this document.****Inspiring practice 1**

Name: Mon ESS à l'école (Mon Entreprise sociale et solidaire à l'Ecole)

Domain: School and Social Economy

Audience:

**1. Expected learning outcomes**

Based on the tables given in the RC template, the learning outcomes identified for this practice are the following:

	Entrepreneurship	Cooperative
ATTITUDES	6	6
SKILLS	5	5
KNOWLEDGE	4	4

*The weights 1 to 6 (or 1 to 3, 1 to 4...depending on the inspiring practices) have to be understood as follows: 6 (or the higher number) being the most important and 1 the less important.*

**2. Content description**



Please give a very detailed description of the modalities and the content of the inspiring practice.

“Mon ESS à l'Ecole” (“My ESS at school”) aims for a creation of an ESS’ project society at school. The project could be applied in medium and in high school in several school types. “Mon ESS à l'Ecole” should help to empower the youths, making them full actors of an entrepreneurial project. Beyond the skills they will improve through this experience, it offers them the possibility to improve awareness around the different values conveyed by the ESS (In French, “ESS” stands for Social and Solidarity Economy – *Economie Sociale et Solidaire*): equality, cooperation and solidarity. Finally this experience allows the pupils to deal with the professional and economic world and can help them to prepare their school orientation. It is also a good way to introduce students to citizenship.

This project is headed by “L'ESPER” (*L'Economie sociale partenaire de l'Ecole de la République*). It is an association created to value the ESS in the school. It represents 45 organisations working around the fields of education (mutual associations, syndicates and cooperatives).

### 3. Existing inputs

Please detail which **inputs** associated to this practice could be used to design the pilot sessions of three days in the host countries? Explain which could be the **modalities of transfer**? What would you advise?

Modalities of transfer depend naturally of the school systems. May be especially useful/relevant on medium school because represents a kind of early stimulation/initiation and an interdisciplinary experience (mathematics, language, biology in case of green project such as in this video [https://www.dailymotion.com/video/x5g03ji\\_mon-ess-a-l-ecole-au-lycee-scop-ou-pas-scop\\_school](https://www.dailymotion.com/video/x5g03ji_mon-ess-a-l-ecole-au-lycee-scop-ou-pas-scop_school)).

Students interviewed explain they realised the inputs/advantages of the principle “one employee-one voice”. Discovery of democratic co-decision and the involving/motivating aspect related to this approach.

The key factors of the project are based on the implication of the students. They have to be strongly involved, actors and decision-makers. Another success factor is of course the teacher who has to be a relevant animator but not too much involved. He must assist and coach them. Finally, the third success factor is the accompaniment by professional tutors of the ESS of the teachers and students. An entrepreneur of the ESS can explain his activities to the student in class.

#### 4. Application of the inspiring practice in 2 days sessions

What would you recommend to experience as best the practice you describe during the pilot sessions of three days in the host countries?

This practice can be inspiring but it is unfortunately not possible to say more than the description given previously.

#### 5. Annexes

Please provide with power point presentation, bibliography, executive summary, case studies, tables of content or any documents that could be used to **support** the development of the pilot sessions.

The pedagogical tools are available on the following website: [www.monessalecole.fr](http://www.monessalecole.fr)

The educational booklet is available on [http://www.ressourcess.fr/wp-content/uploads/2017/05/livret-pedagogique-mon-ess-a-lecole\\_2017.pdf](http://www.ressourcess.fr/wp-content/uploads/2017/05/livret-pedagogique-mon-ess-a-lecole_2017.pdf)

#### 6. Contact

For more information on the practice, contact:

Last name: SAUVAGEON

First name: Thibault

Email: [thibault.sauvageon@lesper.fr](mailto:thibault.sauvageon@lesper.fr)

## **Inspiring practice 2**

Name: ESS'PACE

Domain:

Audience:

### **1. Expected learning outcomes**

Based on the tables given in the RC template, the learning outcomes identified for this practice are the following:

	<b>Entrepreneurship</b>	<b>Cooperative</b>
ATTITUDES	5	5
SKILLS	5	5
KNOWLEDGE	4	4

*The weights 1 to 6 (or 1 to 3, 1 to 4...depending on the inspiring practices) have to be understood as follows: 6 (or the higher number) being the most important and 1 the less important.*

### **2. Content description**

Please give a very detailed description of the modalities and the content of the inspiring practice.

It is a free coworking space between entrepreneurs-employees of Parisian cooperative companies.

It is a 400 m<sup>2</sup> place provided by the Paris City Hall in order to promote rising students projects in the field of social and solidarity economy (in French: économie sociale et solidaire - ESS). It is all equipped with videoconferencing equipment, 3D printers, computers, a cafeteria-restaurant.

They actually want to overcome the barriers between students and ESS's entrepreneurs to involve them into their own ESS's projects. They underline the ESS represents +10% of the overall employment in France.

The project ESS'PACE has been launched in July 2017 by the Cooperative « Solidarité étudiante ». The project initiators plan to organise all year long the promotion of coworkers (students and skilled entrepreneurs) of the ESS.

For more information, please consult also:

<https://campus.univ-paris-diderot.fr/actualites/l-esspace-est-ouvert>

### 3. Existing inputs

Please detail which **inputs** associated to this practice could be used to design the pilot sessions of three days in the host countries? Explain which could be the **modalities of transfer**? What would you advice?

It would be relevant to insist on the fact that they should ask the local authorities to help them. They potentially can provide a space for this kind of initiative. It is clearly a win-win contract. We can surely relate this point with the next Inspiring practice about the MOOC.

### 4. Application of the inspiring practice in 2 days sessions

What would you recommend to experience as best the practice you describe during the pilot sessions of three days in the host countries?

This practice can be inspiring but it is unfortunately not possible to say more than the description given previously.

### 5. Annexes

Please provide with power point presentation, bibliography, executive summary, case studies, tables of content or any documents that could be used to **support** the development of pilot sessions.

Facebook page of the practice: ESS'PACE:  
<https://www.facebook.com/ESSPACEOFFICIEL/>

### 6. Contact

For more information on the practice, contact:

<https://fr.linkedin.com/company/ess-pace>

**Inspiring practice 3**

Name: MOOC – Coopératives au service du territoire (co-operatives at the service of territory)

Domain:

Audience:

**1. Expected learning outcomes**

Based on the tables given in the RC template, the learning outcomes identified for this practice are the following:

	Entrepreneurship	Cooperative
ATTITUDES	3	5
SKILLS	3	4
KNOWLEDGE	4	6

*The weights 1 to 6 (or 1 to 3, 1 to 4...depending on the inspiring practices) have to be understood as follows: 6 (or the higher number) being the most important and 1 the less important.*

**2. Content description**

Please give a very detailed description of the modalities and the content of the inspiring practice.

It is distance learning about relationships between cooperative societies and local collectivities who can provide in France almost 50% of the total capital of a cooperative.

This learning ordered by the national center of the local government takes part in the ambition of digitalization of the learning of an institute of promotion of the ESS.

Le choix de cette formation en ligne répond aux constats suivants :

- The cooperative societies have shown a 126% increase since 2012.
- In contrast with the representation crisis faced and in answer of the needs of transitions in several fields (ecology, social and numeric), the cooperative societies appear as an efficient way to work and to innovate with new practices.





- Finally, the cooperative society seems to be for the regional and local authorities a perfect tool to start new forms of cooperation between private and public sectors. It is also a good way to introduce these actors to the principles of *co governance*.

The cooperative societies are therefore considered as companies of the ESS and relevant way develop territories.

This distance learning allows knowing more about these companies 'administrator statues. It must also help to build a global strategy to promote the cooperative companies.

Actors, managers and participants of the ESS and regional representatives share their experiences throughout all the formation.

Each session is composed of videos, computer graphics, and audio testimonies, to be as best pedagogic. It is a formation of 4 x 1H30.

The first session aims to present the statutes, give a clear picture.

The 2<sup>nd</sup> one is dedicated to the territories politics and the inputs of the cooperative companies to these territories.

The third one is about the relationships between the cooperative companies and the local authorities.

Finally, the last one will focus on the life into a cooperative company, his impact etc.

### 3. Existing inputs

Please detail which **inputs** associated to this practice could be used to design the pilot sessions of three days in the host countries? Explain which could be the **modalities of transfer**? What would you advice?

This formation is pioneer in its sector. It was opened on the 18<sup>th</sup> of September 2017 and it appears to be too early for an assessment.

However one can already note some good signs as the dynamic of co-construction and cooperation. We can add that the innovative pedagogical approaches appear to be a potential success factor.

Finally, a major issue would be to spread as best as possible this formation to make known these practices and to mobilize more people working on these areas and the several ESS 'networks.

#### 4. Application of the inspiring practice in 2 days sessions

What would you recommend to experience as best the practice you describe during the pilot sessions of three days in the host countries?

The construction of such a MOOC requires a large amount of commitment from the team in charge. This project has required 1.5 full-time equivalents during 4 months to be finalize.

You also need a huge amount of documentation to build it and it would be relevant to let the possibility to the students to edit a version of the MOOC with their recommendations.

#### 5. Annexes

Please provide with power point presentation, bibliography, executive summary, case studies, tables of content or any documents that could be used to **support** the development of the pilot sessions.

**<https://www.fun-mooc.fr/courses/course-v1:CNFPT+87012+session01/about>**

#### 6. Contact

For more information on the practice, contact:

Last name: de Taxis du Poët

First name: Adelphe

Email: [ataxis@scop.coop](mailto:ataxis@scop.coop)

### **Inspiring practice 4**

Name: Say Yess Magazine

Domain:

Audience:

## **1. Expected learning outcomes**

Based on the tables given in the RC template, the learning outcomes identified for this practice are the following:

	<b>Entrepreneurship</b>	<b>Cooperative</b>
ATTITUDES	5	5
SKILLS	2	2
KNOWLEDGE	4	4

*The weights 1 to 6 (or 1 to 3, 1 to 4...depending on the inspiring practices) have to be understood as follows: 6 (or the higher number) being the most important and 1 the less important.*

## **2. Content description**

Please give a very detailed description of the modalities and the content of the inspiring practice.

Say Yess is the youth media for the ESS. They work in favour of a fairer and greener society. It's a wealth of information with every week new articles or advices? The students can find formation advices, inspiring testimonies to act and to begin involving. We also can find employee's or entrepreneur's portraits who give advices and tricks.

Say Yess wishes to be the meeting point of sharing between young ESS' entrepreneurs and those who want to support them. The articles must incite youth people to act and highlight some relevant initiatives.

## **3. Existing inputs**



Please detail which **inputs** associated to this practice could be used to design the pilot sessions of three days in the host countries? Explain which could be the **modalities of transfer**? What would you advice?

A good point would be to insist on the fact that all people involved or wanting to involve on the ESS car share and participate to feed this media. It is a kind of platform and you surely don't need to be an expert to post some contents.

#### 4. Application of the inspiring practice in 2 days sessions

What would you recommend to experience as best the practice you describe during the pilot sessions of three days in the host countries?

This practice can be inspiring but it is unfortunately not possible to say more than the description given previously.

#### 5. Annexes

Please provide with power point presentation, bibliography, executive summary, case studies, tables of content or any documents that could be used to **support** the development of the pilot sessions.

This practice can be inspiring but it is unfortunately not possible to say more than the description given previously.

<http://www.say-yess.com/>

#### 6. Contact

For more information on the practice, contact:

<http://www.say-yess.com/contact/>

Or: [contact@say-yess.com](mailto:contact@say-yess.com)

### **Inspiring practice 5**

Name: Ticket for change

Domain:

Audience:

### **1. Expected learning outcomes**

Based on the tables given in the RC template, the learning outcomes identified for this practice are the following:

	<b>Entrepreneurship</b>	<b>Cooperative</b>
ATTITUDES	6	4
SKILLS	5	3
KNOWLEDGE	4	2

*The weights 1 to 6 (or 1 to 3, 1 to 4...depending on the inspiring practices) have to be understood as follows: 6 (or the higher number) being the most important and 1 the less important.*

### **2. Content description**

Please give a very detailed description of the modalities and the content of the inspiring practice.

Ticket for Change is an association created in 2014 with about twenty people between 21 and 57 years old. It aims to “reveal the talents” which means to allow to people wanting to build a cooperative start-up to make it or to join an existing project when they don’t know how to start. They further noticed that on 94% on people wanting to purchase this kind of project, only 20% take action. “Ticket for Change” want to give them opportunity to do it and to give them confidence to do it.

They offer experiences and tips to develop entrepreneurial spirit of the beginners. They also offer methodological skills to act and a whole network of pioneer and experts of the ESS who can easily share advices.

### **3. Existing inputs**

Please detail which **inputs** associated to this practice could be used to design the pilot sessions of three days in the host countries? Explain which could be the **modalities of transfer**? What would you advice?

They also build a MOOC “Devenir entrepreneur du changement” which means “Become entrepreneur for a change”. It can be probably used. It represents today 50.000 registered in 160 countries and contains lot of advices from 55 experts and pioneers of the ESS + a program “accelerator” for the first main steps in creation of a social start-up designed by 5 teachers of HEC Paris.

This MOOC will begin on the 2<sup>nd</sup> of October 2017, you can registered on this page: <https://fr.coursera.org/learn/entrepreneur-changement>

#### 4. Application of the inspiring practice in 2 days sessions

This practice can be inspiring but it is unfortunately not possible to say more than the description given previously

#### 5. Annexes

Please provide with power point presentation, bibliography, executive summary, case studies, tables of content or any documents that could be used to **support** the development of the pilot sessions.

[http://www.ticketforchange.org/wp-content/uploads/Depliant-TfC-2017\\_version-en-ligne.pdf](http://www.ticketforchange.org/wp-content/uploads/Depliant-TfC-2017_version-en-ligne.pdf)

#### 6. Contact

For more information on the practice, contact:

Last name: BOUCHEZ

First name: Joséphine

Co-founder

Email: [josephine@ticketforchange.org](mailto:josephine@ticketforchange.org)

Last name: CEYRAC LAMING

First name: Madeleine

Secretary General

Email: [madeleine@ticketforchange.org](mailto:madeleine@ticketforchange.org)

## **Inspiring practice 6**

Name: La nuit des étudiants solidaires

Domain:

Audience:

### **1. Expected learning outcomes**

Based on the tables given in the RC template, the learning outcomes identified for this practice are the following:

	<b>Entrepreneurship</b>	<b>Cooperative</b>
ATTITUDES	3	6
SKILLS	2	4
KNOWLEDGE	2	5

*The weights 1 to 6 (or 1 to 3, 1 to 4...depending on the inspiring practices) have to be understood as follows: 6 (or the higher number) being the most important and 1 the less important.*

### **2. Content description**

Please give a very detailed description of the modalities and the content of the inspiring practice.

This event took place only once in 2016.

Jointly organized by the *Center of the young, managers and actors of the ESS* and the *ESPER*, “La nuit des étudiants solidaires” was an evening where master ‘students shared with experienced professionals around the issue and purposes of the ESS. It was a good chance for them to inform concretely about the opportunities of these professional fields.

There were stands with participatory workshops, animations and debates.

### **3. Existing inputs**

Please detail which **inputs** associated to this practice could be used to design the pilot sessions of three days in the host countries? Explain which could be the **modalities of transfer**? What would you advice?

This practice can be inspiring but it is unfortunately not possible to say more than the description given previously.

#### 4. Application of the inspiring practice in 2 days sessions

What would you recommend to experience as best the practice you describe during the pilot sessions of three days in the host countries?

This practice can be inspiring but it is unfortunately not possible to say more than the description given previously.

#### 5. Annexes

Please provide with power point presentation, bibliography, executive summary, case studies, tables of content or any documents that could be used to **support** the development of the pilot sessions.

This practice can be inspiring but it is unfortunately not possible to say more than the description given previously.

#### 6. Contact

For more information on the practice, contact:

<https://www.cjdes.org/nous-contacter/>



## COOPILOT Project

### Inspiring practices- Reference Countries (RC)

Belgium, France, Italy and Spain

Country: ITALY

Report's author(s): Scuola Nazionale Servizi Foundation

**Please carefully cite the references (including websites) used to fulfil this document.**

#### Inspiring practice 1

Name: Social keys for social entrepreneurship

Domain: <http://www.socialkeys.eu/en/>

Audience: youth/workers

#### 1. Expected learning outcomes

Based on the tables given in the RC template, the learning outcomes identified for this practice are the following:

	Entrepreneurship	Cooperative
ATTITUDES	3	5
SKILLS	5	6
KNOWLEDGE	5	6

*The weights 1 to 6 (or 1 to 3, 1 to 4...depending on the inspiring practices) have to be understood as follows: 6 (or the higher number) being the most important and 1 the less important.*

#### 2. Content description

Please give a very detailed description of the modalities and the content of the inspiring practice.



The course structures have a modular nature. The modules that make up the course are 9. Each module consists of a slides presentation, a workbook that contains references, open source video, and a concluding part of self-assessment. The self-assessment section provides, for each module, a total of 10 questions on the topics covered. To complete the form you need to give 70% of the correct answers, and you can perform self-assessment multiple times.

The first module is named Set up a Start up the prospect of starting a new business could be an exciting experience for anyone, especially for new entrepreneurs. The entrepreneurial spirit that propels people to create and grow new businesses has been an essential part of European grow that the end of the module the participant will be able to:

- Identify the business idea and define the business model
- Writing a business plan
- Identify the relevant legislation and procedures applied to social enterprise
- Identify and asses the social impact of your enterprises

The second module is Human Resources Management Human Resources are one of the most critical business functions that can make the company better than other competitors. The importance of skills, knowledge and ability to continuous learning is vital for businesses.

The success of innovation processes and improvement of a competitive organization depends more and more on "intelligent" management of its resources. When you have completed this training, you will be able to:

- Explain what Human Resources Management HRM is and how is important for a successful business.
- Identify the main aims and functions of Human Resources Strategy
- Use the main actions of Human Resources Management in social business

The third module title is Finance for non-financial managers

Finance is essentially about money - the management of money, the control of it, the raising and spending of it and of course, the making of it. That is what business is all about, making profits. It's not just about being able to read a cash flow report or knowing how to plan a budget. A good manager identifies with the idea that their actions affect and impact the financial well-being of the business. When you have completed this training you will be able to:

- Identify and understand the main kinds of financial statement. Explain their purposes.
- Handle a budget and an operational plan. Explain how monitoring can be a tool for achieving your business goals.

- Identify and understand specific knowledge on financial management for Social Enterprises

The module number four Productions and operations management essentials.

Operation management is the business function responsible for planning, coordinating, and controlling the resources needed to produce products and services for a company. Operations management refers to the administration of business practices to create the highest level of efficiency possible within an organization. Operations management teams attempt to balance costs with revenue to achieve the highest net operating profit possible.

When the participant have completed this training you will be able to:

- Define 'operations' and 'operations management'
- Identify the roles and responsibilities of operations manager in different organizational contexts. In order to issue the policies, guidelines and operational plans for production management;
- Apply the 'transformation model' to identify the inputs, transformation processes and outputs of an organization
- Identify operational and administrative processes
- Describe the boundaries of an operations system and recognize its interfaces with other functional areas within the organization and with its external environment.
- In order to validate the product and service design in accordance with mission, vision and value as well as monitor the implementation of policies to improve the productivity and quality of the product.

The fifth module Marketing essentials.

Marketing is one of the most misunderstood functions found in business. This may be to do with the flashy image that is often associated with the marketing profession. Perhaps it is also seen as something that is only done by marketing people and does not concern the rest of the business. At the end of the training the participants will be able to:

- Explain what marketing is and how it links to the growth strategy of a business
- Identify the components of the marketing mix and extended marketing mix and explain how marketing affects all areas of the business
- Use the marketing triangle as a logical and customer centred approach to marketing

The sixth module Communicating with customers

Customers are the key element of any thriving organisation and if you don't keep them satisfied, they will simply go elsewhere for the products and services you provide. Aside from understanding the wants and needs of our customers, it is also useful to understand the journey they take with our organisation.

At the end of this module you will be able to:

- Understand your customers and their needs

- Follow a clear process for communicating with customers
- Use Questioning and Listening skills effectively with customers
- Effectively manage difficult situations with customers

#### Module number 7 Health and safety

Health and safety is about preventing people from being harmed by work or becoming ill through work. The Law states we must not put other workers, the public or ourselves in danger. Health and safety law applies to all businesses, however small. A number of aspects of working safely are based on hazards, risks and risk control measures and we have to be clear what these terms mean and how hazards can be identified and their risks reduced. At the end of this module the participants will be able to:

- Identify the key responsibilities under the Health & Safety at Work Act (HASAWA)
- Recognise the employees and employer's responsibilities under the HASAWA
- Identify what is a hazard and how to control the risks while at work
- State the health and safety control measures within your work place

#### The module number 8 Environmental management essentials

The EU has some of the world's highest environmental standards. Environment policy helps green the EU economy, protect nature, and safeguard the health and quality of life of people living in the EU. Over the past decades the European Union has put in place a broad range of environmental legislation. As a result, air, water and soil pollution has significantly been reduced. Chemicals legislation has been modernised and the use of many toxic or hazardous substances has been restricted. When you have completed this training you will be able to:

- Explain what Environmental Management System EMS is and how it links to the growth strategy of a business
- Identify the components of the Environmental Management System and explain how EMS affects all areas of the business
- Use the Environmental Management System as a logical and customer centred approach to social business

#### The ninth and final module Quality Management essentials

Quality Management is the process that includes all the activities of the performing organization that determines quality policies, objectives and responsibilities so that the project will satisfy the needs for which it was undertaken. Quality Management is focused not only on products and services quality, but also on the means to achieve it. At the end the participant will be able to:

- Identify the proper quality management system for your organisation, in line with your mission, vision and activity(ies) area(s);
- Identify the components of the Quality Management System and explain how QMS affects all areas of the business

- Issue the policies, guidelines, 'standards' and operational plans for quality management

### 3. Existing inputs

Please detail which **inputs** associated to this practice could be used to design the pilot sessions of three days in the host countries? Explain which could be the **modalities of transfer**? What would you advice?

**Modalities of the delivering:** the course having a modular structure fits well by its nature to be easily adaptable to various contexts.

Also, being blended and joining an e-learning section and a part of face to face lessons, it is possible to find various useful solutions for participants.

The structure of each modules, composed in workbooks, slides presentations and references, give autonomy and to the participants. Moreover it provides the student with an overall training that can be thoroughly based on various interests or needs.

The Course is based on creating profiles that refer to standards involving three aspects: content, training, and assessment. To ensure homogeneity and transferability parameters that have enabled replication and standardization of the course.

**The program:** The course provides training that starting from the cooperative world in general has defined two professional profiles and related training standards of Social Entrepreneur and Manager of Social Enterprises.

This has led to the following results:

- Preparatory research on the professional profiles involved
- Two professional and training standards (EQF 4/5 IFP)
- Nine training modules (Workbook, Slides, References, Video and Self Assessment) that form a complete pilot course
- Political recommendations

#### **Modality of transfer:**

Obviously, the transfer modes change according to the target group type. What has been developed during the European project is a piloting course that has been tested on three groups of participants from different countries. Formative intervention needs an earlier stage that is defined as "executive design" based on the analysis of the experiences of training needs. And also, you can define which type of content and the content level needs the class group. In addition, an analysis of the content that is intended to be transferred is required that takes into account at least three categories: what **cooperative typology** is considered to be more interesting by Hosting countries, since it is possible to identify at least five general types of cooperatives:

- Consumer: owned by consumers who buy goods or services from their cooperative
- Producer: owned by producers of commodities or crafts who have joined forces to process and market their products

- Worker: owned and democratically governed by employees who become co-op members
- Purchasing: owned by independent businesses or municipalities to improve their purchasing power
- Hybrid: a combination of co-op types, where people with common interests band together.

**What kind of products** (goods, services, assistance, and so on) are expected to be obtained or are to be produced. Finally, it is important to keep in mind the **legislative / legal aspect** not only at the national level but also at European level, in order to have a reference to the framework rules in force in the country.

The main activities during the seminar will be held in presence through different methodology:

Use of case studies

Support of multimedia open access material

Slides presentation

Brainstorming

Feedbacks

#### 4. Application of the inspiring practice in 2 days sessions

What would you recommend to experience as best the practice you describe during the pilot sessions of three days in the host countries ?

**Institution Representatives/ organizations:** At the institution level, the project aims to open the ropes to the cooperative system with respect to the classical and most used business system. Pointing to the importance of social capital as an economic base that allows to deal with difficult economic conditions, guaranteeing the protection of workers. In addition, the course aims to disseminate and inform stakeholders about the cooperative system that is still little-known and therefore unsuitable in many European countries.

In a more general perspective, it then focuses on an industry that will increasingly be a source of labour and investment such as services, considering the European demographic characteristics and the need for new services for citizens.

At a more specific level the various institutional subjects can involve:

- organizations responsible for economic development, for them the focus of the promotion of the cooperative system becomes the focus.
- training institutions that involve not only the institutional plan but also the ability to develop new profiles and training paths.
- school establishments, such as high school and university, even professional, who have direct contact with a wide range of potential stakeholders.

**Students/youth:** the project for young people works on two levels.

For those who want to start their cooperative business or for those who already work in this area.

For the young people who did not know these issues, the racing offers a clear and encompassing picture of the essential elements essential to launch any form of activity. Explaining the advantages that the cooperative world offers especially in times of severe economic crisis, such as many European countries have known in recent years.

For those who are already working in this context, it offers the possibility to deepen some topics according to their needs. But above all, it pushes young people to be more aware of the entrepreneurial spirit. That is often lacking in low technology areas, such as the third sector.

**Trainers:** For the trainers, the course represents a faster and less structured way compared to the classroom lessons where content such as the Business Plan or the basic principles of health and safety are transferred. Because the course originally addresses





both people who want to enter this field and those who already work in the cooperative world.



## 5. Annexes

Please provide with power point presentation, bibliography, executive summary, case studies, tables of content or any documents that could be used to **support** the development of the pilot sessions.

Project website and presentation: <http://www.socialkeys.eu/en/project>

Contact mail: [info@scuolanazionale.servizi.it](mailto:info@scuolanazionale.servizi.it)

Intellectual Outputs : <http://www.socialkeys.eu/en/intellectual-outputs>



Erasmus+

**SOCIAL KEYS FOR SOCIAL  
ENTREPRENEURSHIP**

## TARGET GROUPS



## **Inspiring practice 2**

Name: 10 steps and Go-Sharing cooperative knowledge

Domain: <http://elearning.scuolanazionale.servizi.it/>

Audience: newcomers in the cooperation sector

### **1. Expected learning outcomes**

Based on the tables given in the RC template, the learning outcomes identified for this practice are the following:

	<b>Entrepreneurship</b>	<b>Cooperative</b>
ATTITUDES	5	5
SKILLS	4	5
KNOWLEDGE	3	6

*The weights 1 to 6 (or 1 to 3, 1 to 4...depending on the inspiring practices) have to be understood as follows: 6 (or the higher number) being the most important and 1 the less important.*

### **2. Content description**

*Please give a very detailed description of the modalities and the content of the inspiring practice.*

**10 Steps and Go – Sharing Cooperative Knowledge** is an on line course provided via an e-platform developed by Scuola Nazionale Servizi Foundation, Informa cooperative and Innovacoop. The course is realized within the Coopstartup project and thanks to the financial contribution of Coopfond - the Legacoop mutual fund.

An Introduction and four key modules compose the course as follows:

#### **Introduction**

1. The idea behind 10 steps and go course (the link with Coopstartup project and with the Cooperative Startup Guide)
2. The teachers and the structure of the course (presentation of the teachers, overview of the 4 modules composed by video lectures, slides, references, test per module, final self-assessment and related satisfaction level, certificate of attendance)

#### **Module 1**



## The Idea: method and realization (reference guide: phase 1 of the Cooperative Startup Guide)

Titles of the video lectures:

1. The starting phase
2. The pillars
3. The materials
4. The communication

### Module 2

## The team: entrepreneurial attitudes and competences (reference guide: phases 2-3 of the Cooperative Startup Guide)

Titles of the video lectures:

1. The entrepreneurial attitude
2. Risk appetite: courage and entrepreneurial concerns
3. Team working
4. Team promoter

### Module 3

## The cooperative: how and why (reference guide: phases 5-7-10 of the Cooperative Startup Guide)

Titles of the video lectures:

1. Mindset thinking for successful cooperative startup
  - a. Cooperative attitude of the startup
  - b. Key factors others than the idea and the offer
  - c. Communicate the startup
2. Why choose a cooperative form and the differences among the cooperatives' forms
3. COOP IN ACTION: tools, procedures, how it works

### Module 4

## The Entrepreneurial Project: the product, the market and the funding opportunities (reference guide: phases 4-6-8-9 of the Cooperative Startup Guide)

Titles of the video lectures:

1. Introduction to the Business Plan
2. The Business Plan : the product and the sector analysis
3. The Business Plan : market analysis and marketing plan
4. The Business Plan : funding opportunities

Other contents enriches each module (Introduction included), such as supplementary video lectures (e.g. Why choose a cooperative form; the link among innovation, startup and cooperation) and reports about real entrepreneurial success story of cooperatives.



### 3. Existing inputs

*Please detail which **inputs** associated to this practice could be used to design the pilot sessions of three days in the host countries? Explain which could be the **modalities of transfer**? What would you advice?*

**Modalities of the delivering:** the course having a modular structure fits well by its nature to be easily adaptable to various contexts.

Also, the course is entirely in e-learning this allows easy access to all you just need to have a computer and an internet connection. Flexibility makes it easy to use even for those who work. The structure of each modules, videos, slides presentations and references, and self assessment is easy to use and is based on self learning and self study.

Moreover it provides the student with an overall training that can be thoroughly based on various interests or needs.

Courses were based on creating profiles that refer to standards involving three aspects of content, training, and assessment. To ensure homogeneity and transferability parameters that have enabled replication and standardization of the course.

**The program:** The course provides training that starting from the cooperative world and how to create and develop your business idea. Focusing mainly on the creation of innovative start-ups, which are often addressed to young people who have a good idea but need basic knowledge to develop them.

**Objective:** Experiment with new promotion processes cooperative by accompanying the development of ideas entrepreneurs, promoted predominantly by young people, to be realized in a cooperative form, able to foster employment and employment growth productivity, introducing technological innovation, organizational and social

#### **Modality of transfer:**

Being an e-learning course that has particular rights can not be transferred as it is. The structure can be tailored to the needs and needs of the target group. Formative intervention needs an earlier stage that is defined as "executive design" based on the analysis of the experiences of training needs. And also, you can define which type of content and the content level needs the class group. In addition, an analysis of the content that is intended to be transferred is required that takes into account at least three categories: what **cooperative typology** is considered to be more interesting by Hosting countries, since it is possible to identify at least five general types of cooperatives:

- Consumer: owned by consumers who buy goods or services from their cooperative
- Producer: owned by producers of commodities or crafts who have joined forces to process and market their products
- Worker: owned and democratically governed by employees who become co-op members
- Purchasing: owned by independent businesses or municipalities to improve their purchasing power
- Hybrid: a combination of co-op types, where people with common interests band together.

**What kind of products** (goods, services, assistance, and so on) are expected to be obtained or are to be produced. Finally, it is important to keep in mind the **legislative / legal aspect** not only at the national level but also at European level, in order to have a reference to the framework rules in force in the country.

The main activities during the seminar will be held in presence through different methodology:

Use of case studies

Support of multimedia open access material

Slides presentation

Brainstorming

Feedbacks

Practical exercises

Simulation of different situation



#### 4. Application of the inspiring practice in 2 days sessions

What would you recommend to experience as best the practice you describe during the pilot sessions of three days in the host countries ?

**Institution Representatives/ organizations:** At the institution level, the project aims to open the ropes to the cooperative system with respect to the classical and most used business system. Pointing to the importance of social capital as an economic base that allows to deal with difficult economic conditions, guaranteeing the protection of workers. In addition, the course aims to disseminate and inform stakeholders about the cooperative system that is still little-known and therefore unsuitable in many European countries.

In a more general perspective, it then focuses on an industry that will increasingly be a source of labour and investment such as services, considering the European demographic characteristics and the need for new services for citizens.

At a more specific level the various institutional subjects can involve:

- organizations responsible for economic development, for them the focus of the promotion of the cooperative system becomes the focus.
- training institutions that involve not only the institutional plan but also the ability to develop new profiles and training paths.
- school establishments, such as high school and university, even professional, who have direct contact with a wide range of potential stakeholders.

**Students/youth:** the project for young people, but more in general for workers and newcomers, works on two levels.

For those who want to start their cooperative business or for those who already work in this area.

For the young people who did not know these issues, the racing offers a clear and omni-encompassing picture of the essential elements essential to launch any form of activity. Explaining the advantages that the cooperative world offers especially in times of severe economic crisis, such as many European countries have known in recent years.

For those who are already working in this context, it offers the possibility to deepen some topics according to their needs. But above all, it pushes young people to be more aware of the entrepreneurial spirit. That is often lacking in low technology areas, such as the third sector.

**Trainers:** For the trainers, the course represents a faster and less structured way compared to the classroom lessons where content such as the Business Plan or the basic principles of health and safety are transferred. Because the course originally addresses both people who want to enter this field and those who already work in the cooperative world.



## 5. Annexes

Please provide with power point presentation, bibliography, executive summary, case studies, tables of content or any documents that could be used to **support** the development of the pilot sessions.

Contact mail: [info@scuolanazionale.servizi.it](mailto:info@scuolanazionale.servizi.it)

The future work is our: <http://www.coopstartup.it/en/stories/the-future-of-work-is-ours/>

Case ERSE: <http://www.coopstartup.it/en/stories/erse-ecological-research-and-services-for-the-environment/>

Guide: <http://www.coopstartup.it/en/the-coopstartup-guide/>

Decalogue: <http://www.coopstartup.it/en/the-coopstartup-guide/>



## COOPSTARTUP PROJECT

Coopstartup is a national project that aims at setting up cooperative startups. It comes from the need to promote entrepreneurship among young people, encouraging the adoption of the cooperative model and affirming the presence of cooperatives in 'new markets'. It specifically focus on innovation in line with the priorities suggested by Europe 2020 programs to foster a 'smart, sustainable and inclusive growth»

### RESULTS:

- 7 project launched and 7 calls organized at local level
- More than 1,000 people reached
- 300 business idea selected
- 100 groups trained
- 8 cooperative startups begun
- 5 new projects under development





## DISTANCE LEARNING: 10STEPS AND GO

Coopstartup project forecasts a distance learning activity. This course, realized by SNS Foundation, assists aspiring and active entrepreneurs in developing great ideas into **great co-operative startups**. With challenging economic times presenting the necessity for many to make their own job, the need to develop the skills to develop and act on a co-operative business opportunity is increasingly vital. This online training course is designed for professionals, entrepreneurs and students who are interested in learning more about how to successfully **launch their co-operative idea** in every field and sector, from the consumers to the industrial and service sectors.



Un progetto di



Realizzato per



Con il contributo di



### **Inspiring practice 3**

Name: Cooperative enterprises in third world countries

Domain:

Audience:

#### **1. Expected learning outcomes**

Based on the tables given in the RC template, the learning outcomes identified for this practice are the following:

	<b>Entrepreneurship</b>	<b>Cooperative</b>
ATTITUDES	4	4
SKILLS	4	6
KNOWLEDGE	4	6

*The weights 1 to 6 (or 1 to 3, 1 to 4...depending on the inspiring practices) have to be understood as follows: 6 (or the higher number) being the most important and 1 the less important.*

#### **2. Content description**

Please give a very detailed description of the modalities and the content of the inspiring practice.

The training pathway aims to raise awareness about the cooperative enterprise model, to strengthen a cooperative entrepreneurial mindset of the people interested in developing and implementing a business idea in the form of a cooperative or other associative forms.

The main target groups are cooperative members who need to strengthen their competences and relaunch their cooperatives, and people interested in establishing a cooperative.

The contents of the training program are designed and detailed in line with the specific participant profiles and their cultural, social and economic contexts, which differ from one country to another. However, all the learning programs have an articulated structure based on common modules and coherent impact indicators.

The complete training program is foreseen in 3 main phases:

1. Introduction to the cooperative enterprise model The main modules face the following topics:

- characteristics of the cooperative enterprise in the different economic sectors;
- cooperative principles and values; governance and leadership;
- active membership; members' duties and rights;
- decision making process in cooperatives;
- relationship with the local community;
- local economic and legal cooperative framework;
- strategic cooperative marketing;
- the consortia- structure, services, supply chain and relevance of the second level of cooperatives;
- new models of social enterprises.

Phase 1 could be sufficient for cooperative members who need to strengthen their cooperativistic competences.

2. Start-up of a pilot cooperative. The modules are focused on the implementation of the knowledge acquired in the realization of a work plan and a business plan for setting up potential coops in identified economic sectors.

The main activities are:

- an elaboration of a toolkit for tackling the start-up;
- definition of a business plan;
- economic and financial planning;
- marketing strategy;
- credit access and tools;
- innovative approach and strategy;
- study visits and peer to peer meetings during itinerant workshops or in the cooperative summer school held in the cooperative system in Trentino.

3. Tutoring for the sustainability in the first year of the established cooperatives. This phase foresees periodical meetings both in loco or via web with experts from the cooperative system in Trentino to assist the new cooperatives. The tutoring may cover cooperative management and technical aspects linked with the economic sector in which the cooperative operates.

The learning methodology combines traditional training that provides knowledge, alongside laboratorial activities and team working, within the larger logic of cooperative learning and problem solving, which serve to encourage the participatory process and thereby motivate participants' interaction.



Validation of the cooperativistic competences is also foreseen. The validation takes into account professional standards defined for cooperative member profiles at European level.

Duration:

6 months to 2 years



### 3. Existing inputs

Please detail which **inputs** associated to this practice could be used to design the pilot sessions of three days in the host countries? Explain which could be the **modalities of transfer**? What would you advise?

Given that this kind of training programme, focused on the promotion of cooperative/ associative enterprises as a means of sustainable development, is supposed to be implemented in a context where capacity building processes should be enhanced, the involvement of key actors from the local community is often foreseen (at least in the basic modules) in order to raise awareness and consolidate concepts important for the development of a cooperative:

- Integrated development - based on the integration and enhancement of local resources (agriculture, manufacture, tourism, SMEs, social capital..);
- Bottom-up development- based on an active participation of the members/people from the local community and of representative of competent/public institutions.

In the host countries the perceived image of a cooperative model is not particularly positive. Therefore, an introduction is necessary to raise awareness about: the potential of the cooperative entrepreneurship model in different economic sectors; the role of the cooperatives in a local and sustainable development; a general presentation of training pathways aimed to upskill existing cooperative management or to strengthen the cooperative entrepreneurial mind-set; and as a consequence, also the possibility of creating job opportunities; can all provide answers to the requirements of a pilot session. The knowledge acquired can be used for future planning and design of programmes aiming to promote sustainable growth models in the educational, social and economic systems of reference, whilst also providing new strategies for development.

#### Modality of transfer

The learning approach of this training programme is mainly based on laboratorial and participatory activities which cannot easily be successfully transferred in a brief pilot training session of 3 days. The ideal group of laboratorial activity should be for 6 to 18 people belonging to the same type of target (i.e. cooperative members, cooperative board members, people interested in setting up cooperatives, key actors of the community of reference), whereas the audience in a pilot session could be larger and heterogeneous. For this reason, details about the participant profiles are fundamental.

In the event of a heterogeneous audience, a plenary session can be planned providing an overview concerning the cooperative entrepreneurship model in different economic sectors, the role of the cooperatives in local and sustainable development, and possible training pathways, alongside specific workshop sessions that address two types of





targets (e.g. members/board members of existing cooperatives in the host context, vocational trainers within social economy field).

Case studies analysis and discussion are suitable for the plenary session.

Working groups and brainstorming activities centered on selected topic can be used in the workshops.



#### **4. Application of the inspiring practice in 3 day sessions**

What would you recommend to experience as best the practice you describe during the pilot sessions of three days in the host countries ?

The best practice that can be experimented is the learning approach based on practical activities. People are usually very familiar and confident with training providing knowledge and less with training aimed at acquiring abilities through simulating entrepreneurship.

Creating an environment where it is possible to discuss different topics presented with the purpose of analyzing possible shared solutions, is an active way to exercise the cooperative way of working.

## 5. Annexes

Please provide with power point presentation, bibliography, executive summary, case studies, tables of content or any documents that could be used to **support** the development of the pilot sessions.

The supporting material depends on the target.

Training materials usually used in a complete training programme are:

- Slide presentation of the case studies,
- Videos
- Metaplan chart
- ICA's principle and values
- Documents concerning the cooperative host country: cooperative system characteristics, legal and fiscal framework, financial tools, cultural, social and economic context, etc.

The materials are available in Italian but are translated or purposefully designed in English/host country language in line with the training programme contents and participant needs.

Specific supporting material for the purpose of a pilot session can be planned for designing in line with the participant profiles and training needs.

For further information and details, please contact:

Federazione Trentina della Cooperazione soc. coop

*International Relations & Projects Office*

Via Segantini 10 - 38122 Trento - ITALIA

*Tel.* (+39) 0461 898673

*Email* [progetti.europei@ftcoop.it](mailto:progetti.europei@ftcoop.it)

*Web* [www.cooperazionetrentina.it](http://www.cooperazionetrentina.it) [www.culturacooperativa.coop](http://www.culturacooperativa.coop)

*Facebook* [@cooperazionetrentina](https://www.facebook.com/cooperazionetrentina)

*Twitter* [@Federcoop\\_World](https://twitter.com/Federcoop_World)

### **Inspiring practice 4**

Name: Associazioni Cooperative Scolastiche (Scholastic cooperative associations)- ACS

Domain:

Audience:

### **1. Expected learning outcomes**

Based on the tables given in the RC template, the learning outcomes identified for this practice are the following:

	<b>Entrepreneurship</b>	<b>Cooperative</b>
ATTITUDES	3	5
SKILLS	1	5
KNOWLEDGE	1	6

*The weights 1 to 6 (or 1 to 3, 1 to 4...depending on the inspiring practices) have to be understood as follows: 6 (or the higher number) being the most important and 1 the less important.*

### **2. Content description**

Please give a very detailed description of the modalities and the content of the inspiring practice.

Setting up an Associazione Cooperativa Scolastica (ACS) is an efficient way to promote cooperative culture within schools, helping the students actively acquire specific competences. It provides the opportunity to organize didactic activity in a cooperative manner within the class itself. The protagonists are the students who are accompanied in planning, setting up and managing the ACS by their teachers and experts from the Cooperative Education & Culture Office of the Federazione Trentina della Cooperazione.

This educational activity, which aims to manage and sustain an activity or project in a cooperative way, starts in the third year of primary school, continuing until the first two years of secondary school for those interested.

The ACS is organized in a similar way to a cooperative, but with objectives that are solely didactic and educational.

The most important aspect of this educational methodology is the integration of knowledge (theory) and know-how (practice), which help acquire and consolidate the following competences, that are both cooperative and, at the same time, key competences of citizenship:

- to behave responsibly and take on roles, taking active part and as part of a community;
- to develop awareness in practicing a civilized coexistence, in respecting diversity, in an open approach and responsible dialogue; in understanding and respecting the meaning of the rules in a social system;
- to express and show beliefs about values of democracy and citizenship;
- to begin to become more self-aware as a person able to interact in a context, bringing their own original and positive contribution;
- to start thinking in an entrepreneurial and cooperative manner.

The programme is articulated in two main modules covering the following contents:

#### First module

- Planning and drawing an ACS education session: methodology, tools, timing and didactic materials;
- Realization of a Metaplan to help the teachers understand what an ACS is and what is needed to create one;
- Elaboration of the phases involved in setting up an ACS: definition of the business purpose, activity, membership fee; definition of the name, the logo and the membership card for the ACS;
- Active comparison of cooperative values.

#### Second module

- Tasks and characteristics of the governance body of the ACS.
- The social books of the ACS: what they are and how they are compiled.
- Management of the candidature and of the electoral lists for the nomination of the governance body for the ACS.
- Setting up the polling station for voting.
- Signing the constitutional act.
- Social report of the ACS.

The training programme is addressed to teachers of all levels of schools (elementary to high school) supporting them to gain the skills and provide them the tools to accompany students in setting up and managing an ACS.

Participatory learning methodology is used to help teachers actively gain the skills required, whilst working together in groups.

**The didactic materials used are:** Powerpoint, didactic notes, training notes, materials for setting up the Metaplan, ACS toolkit including facsimiles of social books and other supporting materials.

Duration: 6 -12 hours



### 3. Existing inputs

Please detail which **inputs** associated to this practice could be used to design the pilot sessions of three days in the host countries? Explain which could be the **modalities of transfer**? What would you advice?

The introduction of this educational programme within the scholastic year is possible in Trentino thanks to a collaboration protocol between the Autonomous Province of Trento (Education and Training department ) and the Federazione Trentina della Cooperazione.

The training programmes can be easily provided in a pilot session, however the main input could be why cooperative education can enrich the didactic offer and how it can be introduced in schools and successfully integrated with the curricula. This depends on the agreements with the competent institutions and their openness in experimenting a new way of teaching and cultivating student awareness and abilities.

The training is addressed to school teachers so the selection of the target is fundamental. However, the involvement of public bodies in the field of education could be useful.

#### **Modality of transfer**

A plenary session showcasing the programme and the tools used can be followed by an active debate between participants.



#### **4. Application of the inspiring practice in 2 days sessions**

What would you recommend to experience as best the practice you describe during the pilot sessions of three days in the host countries ?

A three day pilot programme can focus on: analyzing the protocols between public education departments and schools in Trentino in comparison with other agreements in host countries, if any; and experimenting the didactic methodology for transferring soft skills to the students.



## 5. Annexes

Please provide with power point presentation, bibliography, executive summary, case studies, tables of content or any documents that could be used to **support** the development of the pilot sessions.

The didactic materials are available only in Italian and consists in :

- slides, didactic notes;
- materials for setting up the Metaplan;
- ACS toolkit including facsimiles of social books and other supporting materials.

The materials are available in Italian but are translated or purposefully designed in English/host country language in line with the training programme contents and participant needs.

Specific supporting material for the purpose of a pilot session can be planned for designing in line with the participant profiles and training needs.

For further information, please contact:

Federazione Trentina della Cooperazione soc. coop

*Cooperative education & culture Office*

Via Segantini 10 - 38122 Trento - ITALIA

*Tel.* (+39) 0461 898651

*Email* educacoop@ftcoop.it

*Web* [www.cooperazionetrentina.it](http://www.cooperazionetrentina.it) [www.culturacooperativa.coop](http://www.culturacooperativa.coop)

*Facebook* @cooperazionetrentina

*Twitter* @Federcoop\_World

## **Inspiring practice 5**

Name: Start-up di imprese sociali (start-up of social enterprises)

Domain:

Audience:

### **1. Expected learning outcomes**

Based on the tables given in the RC template, the learning outcomes identified for this practice are the following:

	<b>Entrepreneurship</b>	<b>Cooperative</b>
ATTITUDES	4	6
SKILLS	5	5
KNOWLEDGE	3	3

*The weights 1 to 6 (or 1 to 3, 1 to 4...depending on the inspiring practices) have to be understood as follows: 6 (or the higher number) being the most important and 1 the less important.*

### **2. Content description**

Please give a very detailed description of the modalities and the content of the inspiring practice.

The purpose of this training pathway is to provide specific learning outcomes to people that already have a business idea and wish to transform it into a social enterprise.

Targets are: unemployed persons and young people who want to start-up a social enterprise.

A preliminary structured interview aimed to assess the level of competence of participants, along with the entrepreneurial idea and suitability for the social enterprise model, create the starting point for designing the training programme.

A modular ad hoc programme is then drawn up to cover the following topics:

- Social enterprise model characteristics
- Social and welfare innovation issues
- Tools and methods for elaborating a business plan
- Management aspects of the social enterprise
- Networking, marketing and communications



- Specific contents linked to the economic sector of reference.

After acquiring the competences needed for developing and implementing the business idea in a social enterprise form, participants are accompanied in the start-up phase in :

- In depth market analysis
- Creating a brand identity
- Promotional campaign
- Identification of suppliers and clients
- Research for staff
- Sale of products or services
- Networking opportunities
- Financial tools and access to credit.

Duration: 2 to 4 months.



### 3. Existing inputs

Please detail which **inputs** associated to this practice could be used to design the pilot sessions of three days in the host countries? Explain which could be the **modalities of transfer**? What would you advise?

Aiming at integration of the unemployed into the labour market, valorizing talents and competences of young people, characterize this training programme.

The training provider, Trentino Social Tank (TST), works in close relationship with the *agenzia del lavoro* (Public employment department) of the Autonomous Province of Trento which financially supports TST in order to offer participants the possibility to take part in the basic modules at no charge. Moreover, the Public employment department often select the suitable candidate for such training programmes when orienteering for job placements.

Presenting, as an example of best practice, how the collaboration between public bodies and social enterprise business promoters work, could be a relevant example of public and private synergy, rather than simply transferring the contents which are linked especially to the national context.

#### The modality of transfer

The methodology approach of this training programme is project based learning. For the purpose of a pilot training session, it is recommended to showcase the main structure of the courses, discussion and exchange of experience between key actors in the field of start-up enterprises, development of entrepreneurship competences and creation of job opportunities for youth. Therefore, selected targets in the previously mentioned fields is important.

#### **4. Application of the inspiring practice in 2 days sessions**

What would you recommend to experience as best the practice you describe during the pilot sessions of three days in the host countries ?

The best practice could be the design of the training programme and the approach for the involvement of the public and private bodies in its implementation.

## 5. Annexes

Please provide with power point presentation, bibliography, executive summary, case studies, tables of content or any documents that could be used to **support** the development of the pilot sessions.

The training programmes is provided by Trentino Social Tank.

For details contact:

Trentino Social Tank

Via Passirio, 13 – 38121 Trento

<http://www.trentinosocialtank.it/>

**Numero di telefono:** 0461/1840090

**Email:** [info@trentinosocialtank.it](mailto:info@trentinosocialtank.it)

**COOPILOT Project**

Inspiring practices- Reference Countries (RC)

Belgium, France, Italy and Spain

Country: SPAIN

Report's author(s): Francesco Garcea and Pedro Campano

**Please carefully cite the references (including websites) used to fulfill this document.**

**Inspiring practice 1**

Name: Fides Emprende

Domain: Training &amp; coaching program

Audience: entrepreneur teams developing their cooperative business idea.

Source: internal (School for Social Economy Program)

**1. Expected learning outcomes**

Based on the tables given in the RC template, the learning outcomes identified for this practice are the following:

	Entrepreneurship	Cooperative
ATTITUDES	6	5
SKILLS	6	4
KNOWLEDGE	6	5

*The weights 1 to 6 (or 1 to 3, 1 to 4...depending on the inspiring practices) have to be understood as follows: 6 (or the higher number) being the most important and 1 the less important.*

**2. Content description**

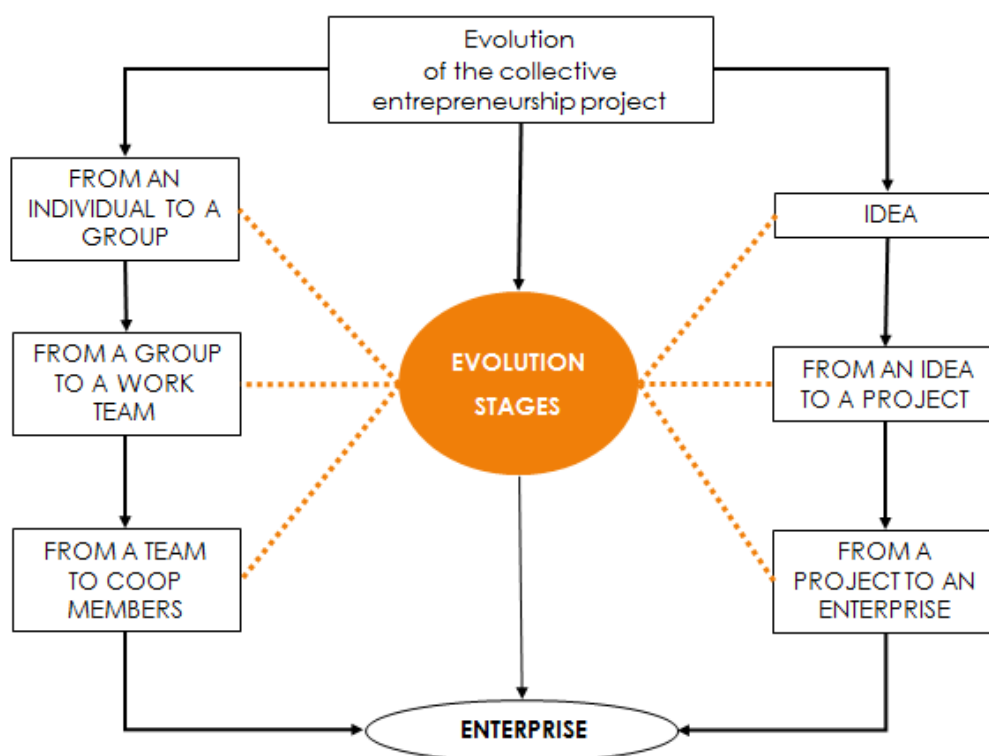
Please give a very detailed description of the modalities and the content of the inspiring practice.

**Fides Empreende** aims at training, coaching and supporting people who want to implement their collective entrepreneurial idea.

Program itinerary accompanies groups in the different and subsequent stages of both entrepreneurial idea and team evolution:

- From the idea, to a structured project and finally to a start-up beginning its activities.
- From individuals, to a work group and finally to a self-organized team constituting the cooperative core.

The following image illustrates the different stages as conceptualized:



**The program combines different methodologies that include:**

- Focused and applied training units.
- Team working and inter-teams working.



- Group coaching.

**Specific features of this program are:**

- It is directed exclusively to social economy and collective entrepreneurship projects. The inscription to the program has to be submitted collectively and not individually: at least 2 promoters should present the project, which is the real 'client' of the program.
- Teams work always directly on their own entrepreneurship project: practice leads the theory and immediate applicability of contents and experiences is sought.
- Individual coaches are assigned to each team to accompany them with the intention to tailor training and support to the specific evolution stage and needs of each project.

**Contents:**

- Cooperative principles and values, ethics.
- Micro and Macro environment analysis.
- Lean Start – Up methodologies.
- Customer discovery and validation.
- Value proposal design and validation.
- Business model design.
- Marketing and Customer relationships.
- Team work and team organization.
- Finance for entrepreneurs.

**Duration:**

- 9 face to face sessions (1 and ½ day duration each) for a total of 108 training hours.
- Participants are hosted in School's residence during face to face sessions, fostering social learning and interchange among them.
- On-line training sessions.
- Average duration in months: between 5 and 6 months.

The program is financed by Andalusia Regional Government and it is free for the selected participants. The School for Social Economy covers the costs of hosting during the sessions.

The school has delivered to the date 10 editions of Fides Emprende, training more than 250 entrepreneurs and supporting more than 90 collective and social entrepreneurship projects.

Some of the inspiring cooperative business cases are:

Leit-motiv: <http://www.leitmotivsocial.com/>

CM4 arquitectos: <https://www.cm4arquitectos.com/>

Cometas: <https://www.conmetas.com/>

### 3. Existing inputs

Please detail which **inputs** associated to this practice could be used to design the pilot sessions of three days in the host countries? Explain which could be the **modalities of transfer**? What would you advice?

#### **Inputs:**

#### **Focus on cooperative values and principles**

**Introduction to the collective entrepreneurship route:** underline and stress that the success of a cooperative entrepreneurship project depends as much on the adequate search and design of a viable business model as on the sound and balanced building of the entrepreneurs' team and on the team members' capacity to manage relationships within the team. This double route, evolution of the business project and evolution of the team is a pillar of this practice.

**The collective entrepreneurial project is the real client of the program:** without a real project people cannot be admitted to the program, and their necessities come after the project's needs to grow and evolve. The collective project should be put above the individual training and support needs and its sound development should be considered as the main objective of the program.

**Learning by doing:** do not pretend to constitute a theoretical and general learning, but rather make entrepreneurs always work on their own real entrepreneurship project. Due to the diversity of backgrounds of entrepreneurs and of their educational levels, it is not worthy to seek theoretical specialization and wide ranging training contents: training needs to be very focused and lead by entrepreneurs reality and immediate needs.

**Lean start-up and agile methodologies:** the program adheres to lean start-up principles and perspective and adapts their frameworks and tools to the co-operative context.

**Group coaching oriented to collective entrepreneurship:** the program developed its own methodology to coach entrepreneurial teams. Coaches are both expert in coaching methodologies and in start-up methodologies. Usually they are or have been entrepreneurs themselves.

#### **Modality of transfer:**

These inputs can be exposed and explained through real cases and examples, showing their rational and their effects. Group discussions, exercises and role playing can be run

if the attendants have some previous experience in coaching or mentoring entrepreneurs.

Transferring methodologies and tools is not really feasible in a pilot session, unless it is a much focused one with a clearly selected public with business advising, coaching and mentoring experience.



#### 4. Application of the inspiring practice in 2 days sessions

What would you recommend to experience as best the practice you describe during the pilot sessions of three days in the host countries?

I would suggest the following activity oriented to young people: identify and design a cooperative business idea. Estimated time: 8 hours.

- Explain briefly the methodology and the rules of the game.
- introduce the cooperative principles that the business idea must respect.
- Divide the participants in different teams (maximum of 7-9 persons each)
- Guide the teams in the different stages of:
  - o context analysis
  - o ideas generation
  - o customer discovery and validation
  - o business model design
- Ask all teams to present their business idea to other groups in order to get feedback and feed discussion about business models, and finally make them vote for the best idea.

This is a practical way to present and illustrate the start-up itinerary to a young public, instead of using long and passive expositions.

*Note: currently one of the training models we are proposing to design it is about this itinerary, so possibly the project web will have downloadable resources to support such a training session.*

## 5. Annexes

Please provide with power point presentation, bibliography, executive summary, case studies, tables of content or any documents that could be used to **support** the development of the pilot sessions.

Annexes:

- Presentation of the program (in Spanish)  
[https://www.dropbox.com/s/ditzoo75iwfvrft/presentacion\\_Fides%20Emprende.pdf?dl=0](https://www.dropbox.com/s/ditzoo75iwfvrft/presentacion_Fides%20Emprende.pdf?dl=0)
- Sample of one unit's manuals.  
<https://www.dropbox.com/s/txqs1n58lm970kh/Manual%20Emprende%20Sample.pdf?dl=0>
- Webinar about cooperative values and principles (in Spanish) Rafael Moreno (School for Social Economy trainer):  
<https://www.youtube.com/watch?v=j9v6lm7mmzY>

**Inspiring practice 2**

Name: LEINN – Undergraduate in Entrepreneurship Leadership and Innovation

Domain: University grade

Audience: Young people (17 – 30 year old)

Source: <http://www.teamlabs.es/en/officer-college-degree-leadership-entrepreneur-and-innovation>

**1. Expected learning outcomes**

Based on the tables given in the RC template, the learning outcomes identified for this practice are the following:

	Entrepreneurship	Cooperative
ATTITUDES	6	2
SKILLS	6	1
KNOWLEDGE	6	1

*The weights 1 to 6 (or 1 to 3, 1 to 4...depending on the inspiring practices) have to be understood as follows: 6 (or the higher number) being the most important and 1 the less important.*

**2. Content description**

Please give a very detailed description of the modalities and the content of the inspiring practice.

Leadership, Entrepreneurship and Innovation (LEINN) is the only official international bachelor's degree for entrepreneurs that exist in Spain, and the only one that has implemented a cutting edge innovative educational methodology from Finland.

In this university degree, 100% hands-on and real, students aren't students but rather entrepreneurs, and from the first year they start a real company, design and develop real products and services, work with clients, and have to invoice and make a profit in order to pass the year, among other objectives.

There are no teachers, but rather coaches, while the classrooms are replaced with modern work environments. LEINN/ additionally is the only university bachelor's degree with 100% employability in Spain.

Leinn is directed to young people looking for a 100% practical university grade that empower them to develop their own projects and to engage in a learning journey.

Main learning outcomes of LEINN are:

- To occupy corporate leadership positions: Full understanding of the corporate world and the development of a strategic vision of it.
- To implement entrepreneurial or intrapreneurial projects: Project management skills that are linked to fostering innovative projects.
- To understand the world in terms of the opportunities it offers: Global vision. We participate as global citizens.
- To work in a changing world, that needs people with a high amount of initiative, with leadership abilities and the courage to break down barriers.

The contents of LEINN are:

- Fundamentals of Enterprises' Creation and Management
- Leadership and Knowledge Management
- Entrepreneurship and Client Perspective
- Network innovation for value creation
- Global citizenship
- Enterprises' start-up process and business specialization.
- Grade Project

LEINN is the first certified European grade in Entrepreneurship in Spain, Leadership and Innovation and it is proposing a disruptive methodology to train future professionals. 97% of the people graduated in LEINN are working and 55% are entrepreneurs developing their own company.

LEINN adheres to the Team Academy methodology developed successfully in Finland over the last 25 years by the Center for Excellence in Entrepreneurship at the University of Jyväskylä. To date, this methodology has spread to more than 20 university centers all over the world and is an international benchmark in higher education. It is based on four pillars:

1. "LEARNING BY DOING"

LEINN teams undertake real projects with real clients from the very beginning of the degree.

2. TEAM ENTREPRENEURSHIPS





The team company (a real company created by a team of between 12 and 20 young people) is the key vehicle for the learning process. With the aid of coaches and experts, it enables the students to develop the abilities and skills necessary for innovative entrepreneurship through hands-on experience.

### 3. INTERNATIONAL LEARNING JOURNEYS

During the first year, every student will stay for 6 weeks in Finland to learn about Team Academy.

In the second year, a month in San Francisco will help them to understand the entrepreneurial environments in the Silicon Valley tech sector.

In year 3, 4 months of immersion in Asia: China and India. To look towards the future.

### 4. LEADERSHIP FROM THE LEARNING PROCESS ITSELF

Each student will lead their learning while supported by a coach, but not led by them. They will develop their interests, committing at the same time to clear and measurable objectives.

### 3. Existing inputs

Please detail which **inputs** associated to this practice could be used to design the pilot sessions of three days in the host countries? Explain which could be the **modalities of transfer**? What would you advice?

The main inputs associated to this practice that could be used are:

- A presentation of the Team Academy methodology, highlighting the advantages of the approach but also the necessary conditions and the resources to develop it.
- The training approach based on team learning, the importance of a team approach to innovation and collaboration, being the competence of team working one of the most difficult and critical for young professionals
- The 100% practical approach: students develop their own real entrepreneurial project since the first day of the course. Their activity is not simulated, they create a real enterprise, designing and developing real product and services and they are evaluated on the basis of the success and development of their entrepreneurial activity.
- The international dimension of the learning experience, focused to train global and open-minded professionals and leaders. This is possible thanks to a collaborative network of universities and training centres.

#### **4. Application of the inspiring practice in 2 days sessions**

## 5. Annexes

Please provide with power point presentation, bibliography, executive summary, case studies, tables of content or any documents that could be used to **support** the development of the pilot sessions.

Video presentation of LEINN

[https://www.youtube.com/watch?v=0\\_WhmH1j5Pk](https://www.youtube.com/watch?v=0_WhmH1j5Pk)

*I am in contact with communication department of LEINN, they will provide me with more information and documents that can be shared.*

### **Inspiring practice 3**

Name: Programa Vives Emprende

Domain: Entrepreneurship Training

Audience: People in situation of unemployment or instable employment who will to start their own business. Specifically targeted to women, people below 35 years old and immigrant persons.

Source: program webpage <https://www.accioncontraelhambre.org/es/emprende>

### **1. Expected learning outcomes**

Based on the tables given in the RC template, the learning outcomes identified for this practice are the following:

	<b>Entrepreneurship</b>	<b>Cooperative</b>
ATTITUDES	6	1
SKILLS	6	1
KNOWLEDGE	4	1

*The weights 1 to 6 (or 1 to 3, 1 to 4...depending on the inspiring practices) have to be understood as follows: 6 (or the higher number) being the most important and 1 the less important.*

### **2. Content description**

Please give a very detailed description of the modalities and the content of the inspiring practice.

The program Vives Emprende aims to support people that are experiencing difficulties to enter the labour market and decide to try entrepreneurship as an alternative way for generating job and inclusion. It supports participants all along the entrepreneurship itinerary and it helps to fortify the entrepreneurship and technical competences needed to put in place the business idea.

The Vives Emprende program offers to participants the following services:



1. Design of a personalized itinerary adapted to the evaluation of each participant's situation, called the Individual Entrepreneurship Development Plan.
2. Individual technical and financial advising.
3. Microcredit.
4. Online and face to face group training.

At present the program is offered in 13 different cities in Spain.

The duration of the program is tailored to each participant necessities.

The contents of the services offered by the program are:

- Technical knowledge about the entrepreneurship itinerary and Business Plan elaboration.
- Basic entrepreneurship competences
- Basic financial education
- Acquire basic competences to start up a business
- Train entrepreneurship competences: self-confidence, proactivity, decision making, flexibility
- Enhance self-knowledge and personal development
- Facilitate access to financial microcredit support to start up a business
- Support participants to become part of an employment inclusion network
- Tailored support
- Individual and group training
- Technical and financial counseling
- Practical help with the bureaucracy needed to start a business

To the date the project helped more than 1.200 persons in their entrepreneurship itinerary. More than 350 persons created their own business plan and approximately 200 had started their own business.

## Existing inputs

Please detail which **inputs** associated to this practice could be used to design the pilot sessions of three days in the host countries? Explain which could be the **modalities of transfer**? What would you advice?

The most interesting inputs about this practice refers to the adapted and individualized itinerary for people with high difficulties in job insertion.

The program does not have any specific co-operative or social entrepreneurship features, nonetheless its methodology is centered in the technical and entrepreneurial competences that participants acquire through group and individual sessions.

Of special interest is the publication of a study of the emerging sectors that offer more opportunities to start a business to people with difficulties in job insertion: this kind of focused study are very useful to feed the training and job insertion programs and help participants to orient their business ideas towards sectors that offer more chance of success.

The executive resume of the study is available at:

[https://www.accioncontraelhambre.org/sites/default/files/documents/resumen\\_ejecutivo\\_sector.es\\_emergentes\\_de\\_emprendimiento\\_joven\\_accion\\_contra\\_el\\_hambre.pdf](https://www.accioncontraelhambre.org/sites/default/files/documents/resumen_ejecutivo_sector.es_emergentes_de_emprendimiento_joven_accion_contra_el_hambre.pdf)

### **3. Application of the inspiring practice in 2 days sessions**

What would you recommend to experience as best the practice you describe during the pilot sessions of three days in the host countries ?





#### 4. Annexes

Please provide with power point presentation, bibliography, executive summary, case studies, tables of content or any documents that could be used to **support** the development of the pilot sessions.

- Institutional video presentation of the program:  
<https://www.youtube.com/watch?v=GMXO7wFkk44>
- Leaflet/ presentation of the program  
[http://www.injuve.es/sites/default/files/folleto\\_vives\\_emprende.pdf](http://www.injuve.es/sites/default/files/folleto_vives_emprende.pdf)
- Training Resources :  
<https://www.accioncontraelhambre.org/es/recursos-utiles-para-emprender>
- Study about the emergent sector of employment for people with difficulties in job inclusion  
[https://www.accioncontraelhambre.org/sites/default/files/documents/resumen\\_ejecutivo\\_sector emergentes de emprendimiento joven. accion contra el hambre.pdf](https://www.accioncontraelhambre.org/sites/default/files/documents/resumen_ejecutivo_sector emergentes de emprendimiento joven. accion contra el hambre.pdf)

**Inspiring practice 4**

Name: Dinamizadores para el emprendimiento colectivo

Social Economy entrepreneurship promoters and advisors

Domain: professional training program

Audience: business advisors, local agents, coaches.

Source: internal (School for Social Economy Program)

**1. Expected learning outcomes**

Based on the tables given in the RC template, the learning outcomes identified for this practice are the following:

	Entrepreneurship	Cooperative
ATTITUDES	5	5
SKILLS	6	6
KNOWLEDGE	6	6

*The weights 1 to 6 (or 1 to 3, 1 to 4...depending on the inspiring practices) have to be understood as follows: 6 (or the higher number) being the most important and 1 the less important.*

**2. Content description**

Please give a very detailed description of the modalities and the content of the inspiring practice.

The program Social Economy entrepreneurship promoters and advisors aims to provide the basic knowledge, skills and attitudes required by professionals who are willing to promote, support and accompany the creation and start-up of cooperative entrepreneurship projects, specifically in the field of the social economy and social entrepreneurship.

The program tries to combine the knowledge, skills and attitudes needed in three complementary areas of competence: social, organizational and entrepreneurial.



Participants acquire competences about how to accompany and facilitate the entrepreneurial team's journey through:

- the business model search, design, validation and start-up,
- the team creation, the definition of mutual expectations, the negotiation of roles and responsibilities, the self –organization.

The contents are based on coaching theoretical fundamentals, specifically adapted to group and entrepreneurial context, and on Lean Start-Up and Customer Discovery methodologies.

The main contents for the full program are:

- Cooperative principles and values, ethics
- The route to collective entrepreneurship
- Theoretical fundamentals of coaching
- Group coaching methodologies, techniques and resources
- Lean Start – Up methodologies
- Business model design
- Team work and team organisation
- Finance for entrepreneurs
- Marketing for entrepreneurs

One important feature of the program is its flexibility and modularity: it can be delivered on a multiplicity of different variations both in terms of contents and of methodologies: the different modules can be ensembled and adjusted according to clients' needs and specific contexts, their depth and complexity can be fine-tuned to the clients' experience and previous knowledge, and finally it can be delivered in face to face, on-line and blended modalities.

Specific methodologies applied in this training program encompass lectures, role playing, group dynamics and team assignments, simulations, real case study analysis, study visits to entrepreneurial projects.

### 3. Existing inputs

Please detail which **inputs** associated to this practice could be used to design the pilot sessions of three days in the host countries? Explain which could be the **modalities of transfer**? What would you advice?

The main inputs associated to this practice are:

- Development of a specific and ad-hoc methodology to support cooperative entrepreneurship teams in their different evolution stages.
- Focus on coaching competences as fundamental knowledge, skills and attitudes to accompany the entrepreneur journey with success.
- Focus on cooperative values and principles.
- Focus on a multidimensional methodology that does not focus only on the business model component but give much attention to the team and its dynamics as a critical factor for the entrepreneurship success.
- Focus on agile tools and methodologies.



#### **4. Application of the inspiring practice in 2 days sessions**

What would you recommend to experience as best the practice you describe during the pilot sessions of three days in the host countries?

If the public is composed by business advisors, local development agents, coaches and trainers a possible interesting activity could be:

- Brief introduction of coaching and group coaching theoretical fundamentals.
- Explanation of basics methodologies, tools and resources of group coaching applied to entrepreneurship teams.
- Explanation of the different coaching styles to be adopted according to the team and business project evolution.
- Practical activities:
  - Role playing among participants, facilitated by an expert coach.
  - Share of experiences and real cases among participants.
  - Case study analysis.

## 5. Annexes

Please provide with power point presentation, bibliography, executive summary, case studies, tables of content or any documents that could be used to **support** the development of the pilot sessions.

- Pdf presentation of a standard training program (in Spanish)  
<https://www.dropbox.com/s/875nzjy9i6bc1ow/Social%20Economy%20promoters.pdf?dl=0>
- Webinar: coaching for collective entrepreneurship (in Spanish) by David Pino (trainer of Social Economy School).  
[https://www.youtube.com/watch?v=NvAO\\_w4gmL0](https://www.youtube.com/watch?v=NvAO_w4gmL0)
- Sample of a lecture explaining what is coaching for collective entrepreneurship (in Spanish) by Álvaro Trujillo (trainer of Social Economy School)  
<https://www.dropbox.com/s/drcb1eg1he36ad4/Coaching%20for%20coop%20entrepreneurship%20presentation.pdf?dl=0>
- A specific blog about collective entrepreneurship (in Spanish):  
<http://blog.emprendimientocolectivo.org/>

**Inspiring practice 5**

Name: Coaching for cooperative and social economy enterprises

Domain: Technical assistance & Coaching service

Audience: Entrepreneurs developing cooperative and social economy projects that have already started their business.

Sources: internal (School for Social Economy Program)

**1. Expected learning outcomes**

Based on the tables given in the RC template, the learning outcomes identified for this practice are the following:

	Entrepreneurship	Cooperative
ATTITUDES	4	6
SKILLS	4	6
KNOWLEDGE	2	4

*The weights 1 to 6 (or 1 to 3, 1 to 4...depending on the inspiring practices) have to be understood as follows: 6 (or the higher number) being the most important and 1 the less important.*

**2. Content description**

This program aims to accelerate and support collective entrepreneurship projects that are already constituted and need to develop, adjust, stabilize or scale their business model.

The service has three main features:

- Professional entrepreneurship coaches move to beneficiaries' workplace to work with them in a direct and individualized fashion.
- The support is tailored to the needs, objectives and challenges of each enterprise.
- The work is supported by the School for Social Economy network of experts, trainers and entrepreneurs that could be involved in the activities in case of need.



The program offers to the entrepreneurs' team the support of two experienced coaches who accompany the team to focus on their main challenges and define a strategy to overcome them.

The coaches accompany the team to formulate their objectives, to elaborate an initial diagnostic of their current challenges and problems, to explore the different options available and finally to design an action plan to pass from the current to the desired state. This plan is then put in place, monitored and adjusted with the support of the coaches.

The program usually offers:

- 5 to 7 group sessions with the assigned coaches directly in the enterprise's workplace
- 1 to 2 joint training and networking sessions among all the teams participating to the program and with the participation of external public.
- Ad hoc consultancy or training services (when required).

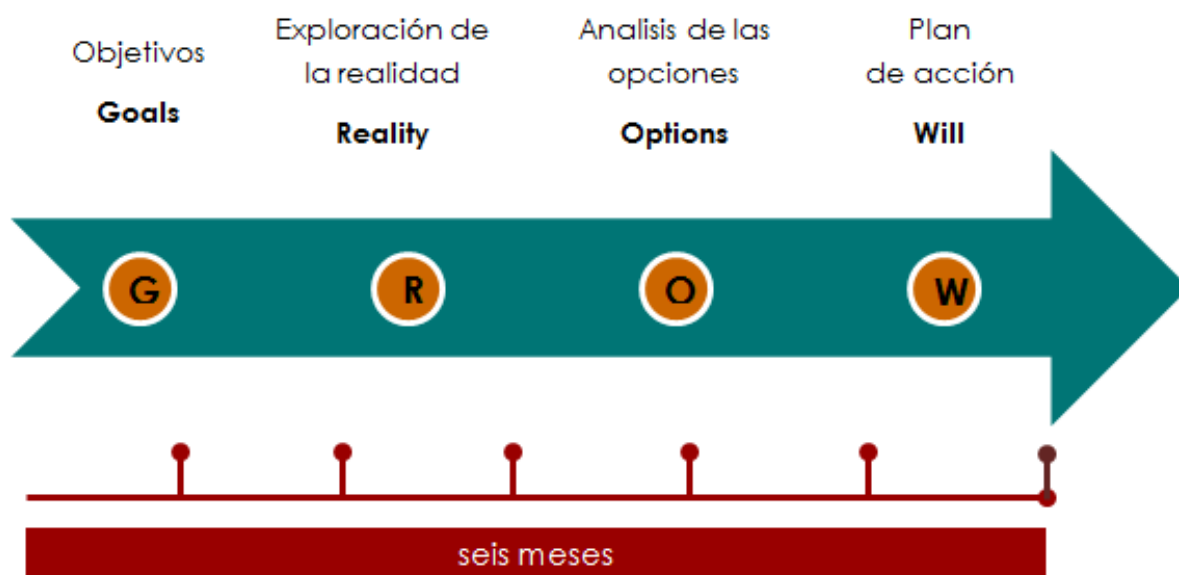
The methodology follows basically the **GROW** model's stages:

**Goals:** support the team to identify and define clearly what they want to accomplish.

**Reality:** help the team to gain awareness of its current situation and explore the problems and challenges it is facing.

**Options:** support the team to identify and analyse alternative options that are available.

**Will:** help the team to decide the path to follow and to act to accomplish the desired changes.



This service differentiates from an ad hoc consultancy service in that it does not deliver solutions or blueprint models to the beneficiaries, but aims to coach team to discover, design and validate their own solutions.

### 3. Existing inputs

Please detail which **inputs** associated to this practice could be used to design the pilot sessions of three days in the host countries? Explain which could be the **modalities of transfer**? What would you advice?

The main input that can be interesting to transfer in pilot sessions might be the fundamentals of GROW model adapted to the different stages of evolution of the team and their entrepreneurial project.

This could be linked to and complement the coaching and group coaching theoretical fundamentals (already quoted in practice nr. 4 Social Economy entrepreneurship promoters and advisors).

Another interesting input to be transferred could be the networking and group training sessions associated to the program.

In each edition of the program, all the projects participating are invited to a two-day networking session that provides insightful peer learning opportunities: participants have the chance to present their business model and their challenges to other entrepreneurs, to coaches and to experts; to assist to short trainings focused on specialised topics and issues; to do networking with other co-operative entrepreneurs.

These sessions are called “Academias de Emprendimiento en Economía Social – Social Economy Entrepreneurship Academies” and they are quite successful: last edition was attended by more than 70 entrepreneurs.

#### **4. Application of the inspiring practice in 2 days sessions**

What would you recommend to experience as best the practice you describe during the pilot sessions of three days in the host countries?

Due to the specific nature of this program, that is more about technical assistance than training, it is quite hard to identify a specific activity that could be replicated during the pilot sessions.

The only thing that could be feasible is an extensive exposition and explanation of the GROW methodology applied to collective entrepreneurship projects and of the different tools, methodologies and templates used to accompany and support the teams, in order to give attendants the opportunity to discuss the methodology and its applicability in their own context.

## 5. Annexes

Please provide with power point presentation, bibliography, executive summary, case studies, tables of content or any documents that could be used to **support** the development of the pilot sessions.

- Leaflet - presentation of the program (in Spanish):  
<https://www.dropbox.com/s/tqd9jj80p9z2n76/Coaching%20leaflet.pdf?dl=0>
- A specific blog about collective entrepreneurship (in Spanish):  
<http://blog.emprendimientocolectivo.org/>
- Video about the last edition of the “Social Economy Entrepreneurship Academy”  
<https://www.youtube.com/watch?v=bQ1g-1fn-Q8>



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Edited by

**Center for Social Economy - University of Liege** (*Sybillie Mertens, Amélie Mernier, Lola Arpigny and Maxime Bouchat*), in collaboration with:

**European think & do tank POUR LA SOLIDARITÉ – PLS**

**National school of political studies and public administration Romania** - *Arpad Todor, Daniela Panica and Cristian Pirvulescu*

**Federazione trentina della cooperazione** - *Egidio Formilan, Elena Badeanschi*

**Fundacion Escuela Andaluza de Economia Social** - *Francesco Garcea and Pedro Campano del Río*

**Social Economy Institute Greece** - *Ioannis Nasioulas, Michael Fefes and Apostolos Ioakimidis*

**Mladinska zadruga Kreaktor Slovenia**

**Scuola Nazionale Servizi Foundation Italy**

**Association des agences de la démocratie locale - ALDA**

**Chamber of commerce and industry Vratsa sdruzhenie Bulgaria** - *Svetlana Borisova*

**Authority for Cooperative Societies Cyprus** - *Marinos Aniftos*

For more information: <http://www.coopilot-project.eu>



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