# Title: Better Cooperate. Social entrepreneurship in formal and informal education.

**Report on research**
**in selected European countries.**

**Poznan 2024**

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# Introduction

## About the project

The *Better Cooperate!* project is a project combining education and social entrepreneurship activities. Its aim is to increase the capacity of the social economy sector to carry out educational activities in the field of social entrepreneurship, thus formulating an effective response to the challenges of the modern world and increasing the initiative and entrepreneurship of young people and their effective inclusion in the social and professional life of their societies. The project is implemented under the Erasmus+ programme

**The results of the project will be as follows:**

1) Social entrepreneurship education programme, including lesson plans;
2) An educational package, including MOOC Courses, an online game, a board game and a knowledge base on student entrepreneurship;
3) A new model for student cooperatives and a guide to best practice - the project will also set up at least six new youth initiatives combining entrepreneurial and social objectives.

These activities are implemented in an international partnership:

**Project leader:** Poland, Association for Social Cooperatives

**Partners**: Italy (EXEOLAB srl) Germany (Comparative Research Network EV), Sweden (Changemaker Education), Serbia (Open University Subotcia) and Spain (UCOERM).

and with the participation and support of local stakeholders: teachers, researchers, educators, representatives of local authorities) and the final recipients of the activities, i.e. young people. Project implementation time: 1.11.2023 r.  - 31.10.2026 r.

Project website: www.better-cooperate.online

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## Research methods

The final product of the research carried out in WP3 is this research report: Social Entrepreneurship in formal and non-formal education on the example of selected European countries. The research in Work Package 3 (WP3), will be the basis for the development of an educational programme on social entrepreneurship.

The overall specific objectives of WP3 are as follows:

- to provide an evidence base for other activities in the project, ensuring consistency between WPs;
- increasing knowledge of the social economy (SE) in the education sector
- supporting the SE sector in working with young people in education and employment;
- preparing the SE and education sectors for development challenges.

The first phase consisted of each of the 6 Partners conducting research on social entrepreneurship education and creating a research report. The main research objective was to find out what competences related to social entrepreneurship teachers/educators develop or would like to develop (and how) when preparing young people for the challenges of the future world. The immediate objective was to gather knowledge useful for the development of a social entrepreneurship education programme.

The key elements of the research, as identified by the Better Cooperate project, were:

- Analysis of secondary sources of good practice and inspiration in the SE and education sectors;
- A comparative analysis of PS education in each of the 6 countries;
- identification of key elements of existing solutions and keys to success;
- Identification of gaps/deficiencies in the field of education in terms of PS competences;
- diagnosis of educational needs in terms of future competences.

The research methods included in-depth interviews (IDI) with teachers/educators and representatives of social enterprises involved in SE education, case studies presenting good practices in this area. This document is a summary of the research carried out simultaneously in

Spain, Poland, Serbia, Italy, Sweden and Germany between December 2023 and the end of February 2024.

**Numbers:**

As part of the work on the report: **Working Better Together. Social entrepreneurship in formal and informal education** was produced:

- 6 Country Reports
- 1 Summary report
- 21 *case studies*
- 32 interviews with experts in the field of social entrepreneurship education including: teachers, formal and informal educators, representatives of NGOs and social enterprises.

## Definition of social entrepreneurship:

A general definition of social entrepreneurship (also known as social economy):

SEs combine economic activities with public benefit activities. Social enterprises serve to activate people at risk of social exclusion, being a place for people experiencing various life difficulties to return to the labour market. Social enterprises also provide important public services to local communities, often specialised assistance, e.g. for seniors, people with disabilities or special needs. Although their primary objective is not profit, they need to generate income from their activities, which allows them to survive in the market and provide stable employment for their employees. In the following report, the terms "social economy" and "social enterprise" are used interchangeably - they refer to the same concepts, although it is customary to use the latter term in the context of education, whereas social economy is a description of the entire phenomena occurring in this area.

# Conclusions

## Niches in education - what we are missing:

Some of the reports confirmed the thesis about the still poor knowledge of social action, NGOs, social entrepreneurship, both among students and teachers. There is a general lack of confidence in the idea that the social economy can be an alternative to traditional business, focused on competition, profit accumulation and individual success. This has been confirmed by experts in most countries, even in Italy, where SE is widespread and entrenched in many sectors of the economy.

*"Young people often do not know the definition of social entrepreneurship. They are usually limited to the classic concept of entrepreneurship, which implies that an entrepreneur invests money to create something of their own. This lack of information is significant and deserves attention."*

*(Italian study report)."*

In this context, it is justified to include in the curricula the knowledge base about social entrepreneurship - key assumptions, definitions, legal framework, good practices of the sector. According to respondents, young people lack imagination-stimulating examples of how social and business goals can be successfully combined. Teachers see knowledge of the social economy as a bridge to teaching important competences from the perspective of future challenges. The future will require new business models that take into account the welfare of the environment, communities, employees, high ethical standards and growing consumer awareness.

*"Teaching about the social economy can raise awareness of how future companies will operate in terms of reusing resources, employee participation and reinvesting profits."*

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*(Spanish study report)."*

*"The curriculum should emphasise a philosophy of social entrepreneurship that prioritises social and environmental values over profit maximisation. It is important to teach consistent business models that are both economically and socially sustainable."*

**(Polish survey report).**

The second important area that appears in all reports is soft skills. Experts indicate that young people are experiencing increasing difficulties in communicating, interacting with other people and working satisfactorily in teams. Cooperation and teamwork was identified as one of the most important areas - it fosters the development of positive relationships, communication skills and the ability to work towards common goals, preparing young people to take on challenges together.

*"Encouraging communication skills, teamwork and collaboration prepares students to work together in the labour market. In addition, teachers need training on how to facilitate collaboration in the learning environment and improve communication skills. Traditional teaching methods may insufficiently emphasise collaboration and communication skills and communication skills. Training in emotional intelligence would help students to manage their emotions, develop empathy and build strong interpersonal relationships. Addressing mental health and wellbeing is crucial for both teachers and students".*

**(Serbian survey report).**

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*"According to the respondents, the main needs for preparing students for future competencies relate to developing soft skills, promoting independence, motivation, collaboration, critical thinking and adapting the curriculum to better meet the challenges of today's world."*
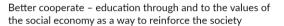
**(Polish survey report).**

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*One expert stressed: "I think we need to start by teaching in the classroom those soft skills that are becoming more and more valued in the job market every day: working on critical thinking, creativity, collaboration and especially effective communication."*

**(Spanish study report).**

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The experts emphasised the importance of teaching methods that take into account teamwork and the implementation of joint projects by young people. At the same time, it is advisable to go beyond the school walls with the projects. It would be optimal to encourage young people to engage in interdisciplinary cooperation with NGOs, the local community, social enterprises and public institutions as often as possible. Such activities develop the ability to build partnerships with stakeholders, develop networks, conduct dialogue, cooperation, negotiation, conflict resolution and manage partnership projects. Experts from different countries emphasised the importance of learning how to cooperate, how to work together in diverse teams. in diverse teams, which is an increasingly sought-after skill in the labour market. Diverse partnerships ensure creativity and productive idea generation. It also creates space for open, non-schematic thinking.

The need to develop critical thinking skills was identified as one of the of the main challenges in most reports. In an age of *fake news*, teachers consider the ability to analyse and verify information to be important.

*"Critical thinking and problem-solving skills are key to identifying social challenges and finding effective ways to deal with them. Education should encourage students to analyse situations from multiple perspectives and find optimal solutions."*

**(Polish survey report).**

*"Critical thinking and problem solving would help students develop the ability to analyse information, think critically and solving complex problems, which are lacking in current curricula/practices".*
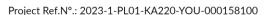
**(Serbian survey report).**

*"While young people are adept at navigating the digital world, there is a need for critical thinking and analytical skills."*

**(German study report).**

The ability to verify information acquired in the virtual world was discussed by experts in the context of the need to prepare young people for exposure to new technologies. Despite the fact that young people spend a lot of time in front of computers/mobile devices, they are not always able to use technology practically to learn, work or solve everyday problems. The curriculum should include learning how to practically use the growing potential of new technologies

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in a creative, useful but also safe way.   At the same time, care should be taken to
to reduce anxiety caused by the virtual world. Teachers definitely need support in this area, as
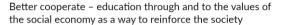they do not feel like experts in the possibilities of new IT solutions.

*"Teachers need training in integrating technology into their teaching methods. This includes the use of digital tools, online platforms and educational software to enhance the educational experience. Teachers should be well versed in digital tools, educational technology and online platforms. Teachers need to learn new teaching methods and master new interactive educational software. In addition, an investment in new equipment capable of supporting the new working methodology is needed. Young people's willingness to use digital devices and social networks should be used to develop their knowledge and professions of the future."*

**(Serbian survey report).**

Young people are realising the importance of the competences of the future that they will need for further education and work. Understanding how the future labour market will evolve, identifying disappearing and emerging occupations is important for teenagers. Career guidance tools should be integrated into the curriculum as a subject to help students understand their career paths and the role they can play in society. Young people expect education to help them understand the realities of the labour market and economy, including the benefits and costs of social entrepreneurship, showing real career paths, as well as the economic and social consequences of different career choices.

*"In general, young people expect education to prepare them to adapt to technological and social change, providing the skills necessary to succeed*

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*in a wide range of careers and professional roles." in a wide range of careers and professional roles."*
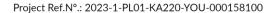
**(Spanish study report).**

*"Among the key aspects that highlight the importance of further education in the SE area is raising awareness of career opportunities. By showcasing the different activities within the social economy, education can open up a wide range of career opportunities for young people. It helps individuals realise that in addition to being an employee or a traditional entrepreneur, they can pursue activities that are in line with their passions and values."*

**(Polish survey report).**

In this context, experts stressed that knowledge of the SE sector can offer young people a completely new approach to their future career path. Many young people are lost when it comes to choosing a career. If they do not want to repeat the choices made by adults in their immediate environment, they do not get the knowledge and support they need in this respect. In this respect. SE career content can help them explore new and interesting opportunities for self-fulfilment. Involvement in volunteering or school cooperatives will allow young people to discover their talents, test themselves in different professional roles, verify in practice earlier plans. in practice earlier plans. This can be a good start to a professional future, as the young person will enter the labour market already having experience in a particular field.

*On the potential of a career in the social economy sector: "While the main purpose of social entrepreneurship is to generate positive social impact, it can also offer economic opportunities. Many young people are interested*

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*in a career that allows them to earn a living while doing something*

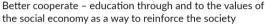*meaningful and rewarding".*

**(Spanish study report).**

*"As a rule, young people were most interested in the question of*

*career opportunities in social enterprises - until now they had imagined*

*that this was purely volunteer-based work. It was difficult for them to*

*imagine that it was possible to earn a living in the social enterprise sector,*

*to tie their future career path to it. They associated cooperatives*

*exclusively with housing cooperatives, which commonly manage housing*

*estates in Polish cities.  They associated activities based on a social*

*mission exclusively with charitable undertakings and philanthropy - it was*

*difficult for them to imagine that activities for the most needy could be*

*combined with a business model, earning money and a professional*

*career. The social activities they were used to or recognised were also*

*often one-offs - like participating in a once-a-year fundraiser for sick*

*children or briefly helping refugees after the outbreak of war in*

*neighbouring Ukraine."*

**(Polish survey report).**

To summarise this section, key educational needs that have not yet been addressed
in educational programmes have been clearly summarised in the Polish report, while pointing to
the significant potential of the social economy in filling gaps in educational content:

*"The curriculum should emphasise a philosophy of social entrepreneurship*
*that prioritises social and environmental values over profit maximisation.  It*

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**is important to teach consistent business models that are both economically and socially sustainable."**

Below are some of the key aspects that highlight the importance of further education and training in this area:

1. Social awareness and responsibility. Social economy education raises students' awareness of their sense of community and their impact on society. It teaches students that individual success is linked to the common good and that everyone has a responsibility to their community.

2. Development of practical and professional skills. Participation in projects related to the related to the social economy can help students develop practical and professional skills that are valuable in the labour market. and professional skills that are valuable in the labour market. Completing specific tasks and projects can make students feel valued and needed, which can increase their motivation and future job satisfaction.

3. Promoting empathy and tolerance. The social economy promotes empathy, tolerance, diversity and reduces stigma, which is key to building more inclusive and open societies.

4. Shaping ethical and social attitudes. Learning about ethical and social attitudes and social attitudes can help young people understand their responsibility for their own actions and their impact on society. and their impact on society. Emphasising the importance of ethical attitudes towards those at risk of social exclusion prepares students to provide quality social services.

5. Building a sense of purpose and self-fulfilment. Participating in social entrepreneurship projects allows young people to practically engage with others and engage in socially beneficial activities that bring about positive change. This contributes to personal development and provides a sense of satisfaction.

6. Self-awareness and self-confidence. Students have a better understanding of their own preferences, interests and abilities. Practical experience in social entrepreneurship can teach them to base their career and life decisions on their own beliefs and values rather than on external expectations or trends.

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7. Raising awareness of career opportunities. By presenting various activities within the social economy, education can open up a wide range of career opportunities for young people. It helps individuals realise that they can pursue activities that are in line with their passions and values, in addition to being an employee or traditional entrepreneur.

8. The opportunity to apply knowledge in practice and develop practical skills such as planning, work organisation and resource management."

(Based on the *Polish Survey Report*).

The above description is consistent with the summary provided by one expert in the Spanish report:

*"Social economics can have a significant impact on the cognitive development of young people. cognitive development of young people, as SE can be explained by combining it with concepts as important as empathy and social awareness, cooperation and teamwork, ethical and responsible leadership, sustainability and resource management or communication for social change."*
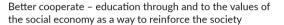
*(Spanish study report).*

## Preferred working methods

Among the working methods suggested by the experts in each country report were:

- debates in the SE area, open discussions on current social and environmental challenges
  and environmental challenges
- work with case studies based on the experience of social cooperatives
- lectures with successful people from the SE area

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- practical project-based learning, design and implementation of a community-based social project
- working with NGOs to identify needs and develop solutions
- research walks and other types of action research
- intergenerational learning, tandem generational learning, flipped classrooms
- using design thinking methodologies to develop ideas for social entrepreneurship
- regular cooperation between teachers, social enterprises and NGOs inclusion of different perspectives
- guest lecture, study visits to social enterprises and talks by with social entrepreneurs
- mentoring and guidance from social entrepreneurship experts
- facilitating internships in social enterprises
- development of a business plan for a social enterprise
- social entrepreneurship competitions (e.g. in which teams of students pitch their social enterprise ideas to a panel of judges)
- moderated field visits to social enterprises
- social economy fairs and other social enterprise events
- creation of a centre for student volunteering
- creation of school cooperatives
- social enterprise incubator
- business simulation programmes where students run a virtual social enterprise
- exchange programmes between cooperatives
- SE Boot Camp
- SE Summer School
- designing social campaigns
- creation of digital content
- digital storytelling
- specialised online learning platforms, MOOCs
- interactive digital platforms for collaborative learning
- virtual simulations to explore future scenarios, testing different options
- simulation games that mimic the challenges and decisions made by social entrepreneurs, providing a practical learning experience
- role-playing games using business simulations

- mobile applications promoting citizen participation in solving social and environmental problems
- creation of digital communities of student initiatives/social cooperatives
- the use of artificial intelligence in the development of new solutions
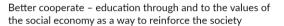- virtual reality (VR) solutions
- augmented reality (AR) solutions.

Respondents emphasised that the use of technological tools is a safe space for teenagers to learn and experience. At the same time, teachers remain concerned about the creative use of technology in teaching. Opinions still circulate among teachers that technology harms young people, distracting them from what adults consider important.  The opportunity to reach and engage young people is thus lost in educational endeavours.

A second important recommendation that appeared in most reports was to reduce the ratio of theoretical knowledge to practical experience in learning programmes. Young people prefer experiential ways of learning, they are then more likely to engage with the topic, remember the knowledge they have acquired and take responsibility for it for the tasks at hand. Collaborating with the ES sector can be an opportunity to face real-world problems and use knowledge creatively to solve them.

*"Currently there is a lack of integration of real-life practices and relevant case studies in this area. Students could benefit from from practical experiences that would allow them to apply theoretical concepts to concrete situations related to related to social entrepreneurship. Integrating practical and collaborative projects with social enterprises into educational programmes could be an effective way to fill this gap and prepare students to face the challenges of social entrepreneurship in the real world".*

*(Spanish survey report.)*

*"There was a strong demand for more practical and engaging activities for young people that would foster an in-depth understanding of the and practical application of the concepts discussed. The recommendations suggest further promoting teacher training on cross-cutting themes such as social entrepreneurship and environmental sustainability. and environmental sustainability, as well as encouraging more practical and engaging initiatives in schools and communities."*

**(Italian study report).**

*"Education should provide opportunities for practical application of knowledge, for example through simulations and case studies that allow students to experiment and take initiative."*

**(Polish survey report).**

To this end, it was recommended that design thinking-specific tools be put into practice to better understand the needs of the community, define problems and design solutions that aptly address its challenges:

*"We recommend the use of active resources and methodologies such as visual thinking, CANVAS, empathy maps, etc. In terms of content, in addition to the content planned in the curriculum, it would be necessary to broaden the students' knowledge of business so that they can understand the importance of the social economy in business issues so that they could understand the importance of the social economy in this area".*

**(Spanish study report).**


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*"Recommended educational tools and activities: 1. Social Model Canvas tool: A visual tool similar to the Business Model Canvas, but tailored to social enterprises, to help students in mapping the key elements of their initiatives, for example: practical work with a student cooperative organisation. 2. impact measurement tools, tool: Using tools such as social return on investment (SROI), logic models and social impact indicators to teach students how to measure and evaluate the effectiveness of their projects. 3. Design thinking workshops, Method: Incorporate design thinking workshops to encourage innovative problem solving and user-centred approaches to solving social problems."*

**(Serbian survey report).**

Experts see this type of approach as an opportunity to involve young people in creating innovative solutions to improve the quality of life in the local community, which they could then implement as practical learning projects. According to experts, there is a strong link between the SE sector working close to people and their needs and the creation of social innovations that are an apt response to these needs.

*"Teaching about social entrepreneurship can be attractive to young people because of its relevance and ability to solve real problems facing society. The opportunity to be creative and innovative, and to see the tangible impact of their actions, motivates them to seek meaningful solutions. of their actions, motivates them to seek meaningful solutions. Furthermore, social entrepreneurship provides them with a sense of empowerment and autonomy by enabling them to run their own projects and collaborate with others to create positive change in their communities."* **(Spanish study report).**

*"Social innovation: SE drives innovation to find creative and sustainable*

*solutions to address social and environmental challenges, supporting the*

*creation of products, services*

*and business models that meet society's needs."*

**(Spanish study report).**

## What can SE contribute to creating the competences of the future?

Experts see the teaching of SE as an opportunity to realise the premise of hands-on learning - in such a way that young people can experience the problems raised in lessons and develop the ability to create solutions and implement them in real life. Social enterprises are a natural partner for such educational challenges.

*"Teaching social entrepreneurship gives young people the opportunity to*

*engage in real projects and face real challenges. It allows them to apply*

*theories and concepts learned in the classroom*

*in concrete situations, developing practical skills and effective problem*

*solving."*

**(Spanish study report).**

*"Teaching social entrepreneurship provides young people with hands-on*

*experiences that go beyond traditional learning*

*in the classroom. Through hands-on projects and real-world applications,*

*they develop a range of competencies that are valuable for both their personal development and potential contribution to social change. for social change. This hands-on orientation fosters a sense of agency and empowers young people to become actively involved in addressing social challenges."*
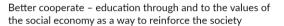
**(Serbian survey report).**

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*"Social entrepreneurship education is compatible with other educational content, as long as the teacher, for example, who tells you about the scarcity of resources on the planet if the world's population continues to grow, is able, NOT to propose alternatives to the students, but to promote and support their initiative in seeking information and proposals for change."*

**(Spanish survey report.)**

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Joint projects with the social economy sector are an opportunity to develop important competences in the area of project management. It is an area that brings together skills identified by experts as key competences of the future - from the ability to use scarce resources, to building partnerships and alliances, to competences in communication, teamwork and cooperation.

*"Project management also plays an important role in education in the field of social entrepreneurship. Students should gain knowledge about planning, implementing and evaluating social projects, managing resources and monitoring progress. Critical thinking*

*and problem-solving skills are key to identifying social challenges and finding effective ways to deal with dealing with them. Education should encourage students to analyse situations from multiple perspectives and seek optimal solutions. An understanding of the basics of entrepreneurship and management, including finance, marketing and law, is essential to is essential to understand how a social enterprise works."*

**(Polish survey report).**

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*"Among the key competences are management skills and planning: the ability to manage resources, make strategic decisions and plan long-term initiatives is crucial for the sustainable success of social projects."*

**(Spanish study report).**

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At the same time, the implementation of project-based learning enables the implementation of another important postulate indicated by experts in some reports - enabling young people to act independently, implement their own ideas and have autonomy in initiating them.The experts draw attention to the overprotectiveness of adults towards young people, which translates into pushing them away from many practical, everyday activities. Young people increasingly emphasise that a sense of influence is important to them in the context of their own education and future work. Young people want to understand the sense of taking individual action, decide how to implement them and look for alternatives to established ways of doing things. Social entrepreneurship can inspire young people in this respect. The sector is distinguished by a strong sense of purposeful action, a clearly defined mission. Social enterprises tend to be micro-

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enterprises, often horizontally managed, allowing democratic participation of employees in decision-making processes. They are generally well rooted in the local community and understand real social needs. The SE sector is an opportunity for young people to gain a sense of agency, to involve teenagers in the affairs of their immediate environment. It is a bridge for shaping civic attitudes, promoting direct democracy in action.

*"The impact of these competences lies in their collective ability to enable young people to be active, socially aware*
*and innovative participants in positive change. For positive change. By honing these skills, young people believe they can play a significant role in addressing societal challenges and shaping a more sustainable and equitable future."*

**(Serbian survey report).**

*"What distinguishes an SE from a for-profit company are the values embodied in the SE. A social entrepreneur should not consider that his or her work has been carried forward for professional purposes, but should create an enterprise that can generate sufficient revenue to guarantee its long-term sustainability. Social entrepreneurs should follow a 'win-win' scheme where everyone wins, the entrepreneur, the business, the organisation and the environment."*

**(Swedish study report).**

*"Proactive engagement and (informed) participation in democratic procedures, education for active citizenship are a key prerequisite for acquiring the necessary competences for the future world."*

**(Serbian survey report).**

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In the context of enabling young people to act independently, experts also talk about the right to fail and to learn from their mistakes. Implementing independent projects also means dealing with unforeseen circumstances, solving problems and experiencing failures. It can be valuable for cooperatives to share their own failures honestly with young people. This would counterbalance the narrative that one's own business is a continuous success. continuous success. A case study taken from real life would make the young people's perspective more realistic. Awareness of risk is also linked to with flexibility in action and the ability to adapt to new circumstances. The good practices of social enterprises successfully coping in times of pandemic and introduced restrictions can be inspiring for young people.

*"One of the key competences is adaptability and flexibility: given that the needs and challenges in the social economy can be diverse and changing, effective solutions are flexible and adaptable to respond to changing conditions and new opportunities."*
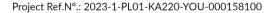
*(Spanish study report).*

*"Adaptability and lifelong learning are essential in a rapidly changing world. Students must be prepared to respond flexibly to change and continuously improve their skills and knowledge. This is crucial to becoming a successful social entrepreneur."*

*(Polish survey report).*

*"Resilience and perseverance: the process of social entrepreneurship can be difficult and full of obstacles. In the face of setbacks and failures, young people develop resilience and perseverance, learning to overcome obstacles and move forward with their goals and projects."*

*(Spanish study report).*

*"One interviewee highlighted an interesting point: treating failure not as*

*an obstacle, but as an opportunity for personal development, as it is the*

*only way to improve oneself."*

**(Italian study report).**

An interesting example of putting these assumptions into practice is illustrated by one Spanish case study. Centro Concertado Ciudad del Sol is an agricultural venture where young people can cultivate the land on their own terms and according to their own ideas. Mentors working with the young people enable them to take risks, to succeed, but also to fail:
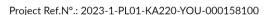
*"Several plantings and harvests can be carried out over the course of a*

*school year, with very different results, from very fruitful crops to others*

*that are almost disastrous, but it all provides even more realism*

*and impact, which is one of the aims of the initiative. Analysing a disaster*

*and its causes (unfavourable weather, uncontrolled pests, etc.) or enjoying*

*two months of harvesting kilos of beans because everything went well*

*provides the child with a dose of realism about agriculture and its*

*problems that he or she will never get by reading a book."*

**(Spanish study report).**

The above case study is also a good example of consistently giving young people autonomy in action. in action, resulting in a sense of empowerment and valuable experiences that build real independence in adulthood.

The elements presented above form a coherent whole showing the complementary success factors of teaching future competences based on the SE sector experience. One

Spanish expert summarised the key elements of the approach that brings the greatest educational success to new curricula as follows:

*"1. Holistic approach: Successful solutions often take a holistic approach that includes not only the necessary technical skills, but also soft skills, critical thinking and social awareness.*

*2. cross-sectoral collaboration: collaboration between different stakeholders, such as governments, businesses, non-profit organisations and local communities, is key to successfully addressing challenges and ensuring long-term sustainability.*
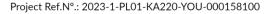
*3. experiential education: Successful solutions often include learning methods such as internships, practical projects and problem-based learning, allowing students to apply their knowledge to real-life situations. and developing skills relevant to the social economy.*

*4 Community empowerment: Successful initiatives actively involve the local community in the design, implementation and evaluation of education and development programmes, fostering a sense of ownership and involvement.*

*5 Adaptability and flexibility: Given that the needs and challenges of the social economy can be diverse and changing, effective solutions are adaptable and flexible to respond to changing conditions and new opportunities.*

*6 Monitoring and evaluation: ongoing monitoring and evaluation of programmes are crucial to identify areas for improvement, measure impact and ensure long-term effectiveness."*
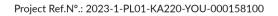
**(Spanish study report).**

# Good practices

The final part of the summary of the international research is a compilation of the case studies presented. The table below provides a summary of the good practices described in the individual research reports, broken down into sections relating to the issues described above:

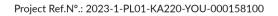|  | Area | Case study |
|---|---|---|
| 1. | Soft skills development | WOES in the cinema (Poland)<br><br>Conscious Youth Club (Poland)<br><br>Ung Företagsamhet (Sweden)<br><br>Unga innovatörer4: the Innov8 process (Sweden)<br><br>Schülerfirmen (Germany) |
| 2. | Career guidance | Colegio San Agustín educational cooperative (Spain)<br><br>Social Cooperative Blues Hostel (Poland)<br><br>Social Economy at the University of Bologna (Italy)<br><br>Ung Företagsamhet (Sweden)<br><br>Schülerfirmen (Germany) |
| 3. | Social entrepreneurship in practice | Colegio San Agustín educational cooperative (Spain)<br><br>Social Cooperative Blues Hostel (Poland) |

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| | | KoRSE (Serbia) |
|---|---|---|
| | | InnoSchool project (Serbia) |
| | | SE education in Serbia (Serbia) |
| | | Social Economy at the University of Bologna (Italy) |
| | | MOS at the Catholic University of the Sacred Heart (Italy) |
| | | EMES (Italy) |
| | | Ung Företagsamhet (Sweden) |
| | | Coompanion (Sweden) |
| | | Social Entrepreneurship Support Network - Baltic See (Sweden) |
| | | Changing the world has never been easier (Sweden) |
| | | Glokala Folkhögskola (Sweden) |
| | | Academy for Social Entrepreneurship (Germany) |
| | | Socialeconomy.berlin (Germany) |
| | | Schülerfirmen (Germany) |
| 4. | Partnership and cooperation | Centro Concertado Ciudad del Sol (Spain) |
| | | WOES in the cinema (Poland) |
| | | MOS at the Catholic University of the Sacred Heart (Italy) |
| | | EMES (Italy) |

| 5. | Practical, project-based learning | Centro Concertado Ciudad del Sol (Spain) |
|---|---|---|
| | | Colegio San Agustín educational cooperative (Spain) |
| | | MOS at the Catholic University of the Sacred Heart (Italy) |
| | | Unga innovatörer4: the Innov8 process (Sweden) |
| | | Glokala Folkhögskola (Sweden) |
| 6. | Critical thinking | WOES in the cinema (Poland) |
| | | EMES (Italy) |
| 7. | Creative use of new technologies | Cooperativa de Enseñanza Virgen del Pasico (Spain) |
| | | Colegio San Agustín educational cooperative (Spain) |
| | | InnoSchool project (Serbia) |
| 8. | Project management | Centro Concertado Ciudad del Sol (Spain) |
| | | Glokala Folkhögskola (Sweden) |
| 9. | Empowering young people | Conscious Youth Club (Poland) |
| | | Centro Concertado Ciudad del Sol (Spain) |
| | | Unga innovatörer4: the Innov8 process (Sweden) |

# Summary

A description of selected practices can be found on the project website: www.better-cooperate.online  A detailed description of all good practices can be found in the national reports

available as annexes to this text. The national reports are only available in English.

The above Report is the starting point for a social entrepreneurship education programme and social entrepreneurship lesson plans for stage II and stage III learners. Work on the programme and scenarios will be completed in August 2024. The aforementioned materials will be made available in the following languages: English, Polish, Italian, German, Swedish, Serbian and Spanish on the project website: www.better-cooperatate.online.

We invite you to follow our website www.better-cooperate.online and also our social media accounts: FB: https://www.facebook.com/PrzedsiebiorczoscSpolecznaBC/ and IG: @better_cooperate

The project leader is the Association for Social Cooperatives from Poland: www.spoldzielnie.org.