



# COPE

Training Modules 1-4

**Learning outcomes**

Bifröst University

**COPE TRAINING MODULES GUIDELINES**



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## Preface

COPE Project's Intellectual Output 1 constitutes the main IO of the project's training content development phase. It consists of the production of an active and creative learning model which is designed to enable trainers in organizations managing entrepreneurship education spread to knowledge about cooperatives and motivate and prepare people for potential establishment of innovative cooperatives or other forms of social enterprises.

This document describes the learning outcomes of the COPE model, and in tabular form, lists each of them to specific modules.

The training handbook is based on the gap analysis findings. The partners collected information in three specific ways:

- by undertaking an analysis of the state of the art on existing methodologies adopted to promote cooperative model which will provide solid ground and more knowledge about how to structure the learning methodology
- by collecting good practices already implemented by partners at local level. Good practices were collected with a common description form which was created by the partners and filled in by advisors and trainers.
- by interviewing trainers and experts in the field.

Its production was undertaken by Confcooperative Romagna, Forlì, Italy, one of the project's Partners.

**Signed by lead author**

**Place**

**Date**

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## Learning model on cooperative entrepreneurship

### Introduction

The COPE learning model is a curriculum designed to enhance the skills of trainers in the field of entrepreneurship education, with a particular emphasis on the cooperative model and its use for promoting innovation. The focus is on the social economy, development of regions and cooperation.

There is lack of knowledge about cooperation in entrepreneurial education today, and often times the entire curriculum of business programs at European universities hardly mention cooperatives at all. Training certain skills, such as business planning and financing ventures is important for those who want to start a new venture, and these topics are regularly found in entrepreneurship curricula. What the COPE curricula adds to the picture, are the many opportunities that cooperating with others can bring. Partnerships take many forms, but focusing on the cooperative model brings in a wealth of experience and success stories that may help entrepreneurs turn their ideas into reality.

### Contents

- Active and creative learning model
- Designed to enable trainers in organizations managing entrepreneurship education
- And to spread knowledge about cooperatives
- Motivate and prepare people for potential establishment of innovative cooperatives or other forms of social enterprises

### Learning outcomes of the COPE training module

In this section, we review the learning outcomes of the COPE model. The outcomes are categorized as knowledge, skills and competences, as these terms are commonly used in European educational systems, a structure that traces all the way up to the publications of the European Commission.

### Knowledge

*“Knowledge is sometimes viewed as if it was a concrete manifestation of abstract intelligence, but it is actually the result of an interaction between intelligence (capacity to learn) and situation (opportunity to learn), so is more socially-constructed than intelligence. Knowledge includes theory and concepts and tacit knowledge gained as a result of the experience of performing certain tasks. Understanding refers to more holistic knowledge of processes and contexts and may be distinguished as know-why, as opposed know-that.” (Winterton, Delamare – Le Deist, Stringfellow (2006))*

For a curriculum in entrepreneurship, that focuses on the opportunities that cooperative work may have to offer, it is helpful to become familiar with the values that cooperatives are traditionally built on. As the COPE project also focuses on sustainability and the social economy, we draw from material, f.ex. published by the UN in relation to the United Nations’s Development Goals. The following are the key terms of knowledge included in the module.

## Knowledge

<b>Understanding the cooperative principles</b>	Cooperatives operate under a set of agreed upon principles that serve as a guide and inspiration for cooperatives of all kinds. Examining and understanding the way they influence operations allows students to use them to guide in decision making and manage strategically.
<b>Sustainable development and environmental protection</b>	As global challenges are ever apparent to actors within businesses and society, the COPE learning model emphasizes sustainable development and environmental protection as core values for entrepreneurial cooperatives. Contributing, in an impactful way, towards a sustainable future is adopted as a key motivation for current and new cooperatives.
<b>Invoking engagement and activity with students</b>	Starting and maintaining a cooperative requires active communication, engagement, and coordination on the member's part. It is important that students experience this aspect of working in a cooperative, from the outset.
<b>Communication skills of various forms</b>	As communication is of such importance for the sustainability and growth of a cooperative, particular interest is given to this topic in the COPE learning model. Communication takes different forms and levels of formality, depending on the audience and purpose, and various techniques are covered.

## Skills



The skills that are outlined in the learning model include the obvious ones when it comes to entrepreneurship education, namely financial planning and management. But also included, are communication skills, the ability lead or train others, to collaborate with others working towards a common goal.

### Skills

<b>Using games and simulations to train</b>	With the COPE model learners are trained in various task activities through activities and games. Modules include reflective questions to be discussed and analyzed by a group of learners, and furthermore, scenarios and games put the learner in situations that entrepreneurs are often faced with.
<b>Invoking engagement and activity with students</b>	Starting and maintaining a cooperative requires active communication, engagement and coordination on the member's part. It is important that students experience this aspect of working in a cooperative, from the outset.
<b>Financial literacy or financial managerial proficiency</b>	Entrepreneurs regularly have limited means while trying to start and grow a new venture. They must demonstrate thrift and resourcefulness. In a cooperative, where different members may bring different assets or intangibles to the table, it is important to manage operations efficiently.

### Competences

When it comes to running collaborative activities, management, roles, and responsibilities are important. Those involved need to agree on how tasks and responsibilities are delegated, and while delivering what is expected of them individually, need to support the growth and outreach of the cooperative (or any other form of cooperation) so that it can reach its potential.

### Competences

<b>Communication competences</b>	Students are trained in formal and informal communication, suitable for audiences ranging from one-on-one communication to wider and more general broadcasting of information. Different types of media for different audiences and scenarios are suggested
<b>Building and maintaining the "intellectual capital"</b>	A platform for communication and collaboration, to maintain "continuous training, which can be used even after the cooperative is formed". Knowledge and experience is accrued amongst working cooperatives and amongst entrepreneurs.
<b>Collaboration between cooperatives</b>	As per the cooperative principles, cooperatives work with one another in their various areas of mutual interests. The strength of a cooperative in one area may complement the different strengths or advantages that another cooperative may have.





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<b>Collaboration between cooperatives and other businesses</b>	It is important for cooperatives to engage with other business and their community at large. As the cooperative model is well known in some sectors, but less known in others, clarifications may be helpful. Efficient communication is important here.
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## Bibliography

Winterton, Delamare – Le Deist, Stringfellow (2006) *Typology of knowledge, skills and competences: clarification of the concept and prototype*. Cedefop Reference series; 64. Luxembourg: Office for Official Publications of the European Communities, 2006

## Annex

