Entrepreneurial and social entrepreneurial

Skills guide

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Content

1. Introduction

Entrepreneurship is a way of being and not a know-how. The most difficult aspect is the intangible, because students can be taught how to write a business plan, which leads them to acquire some management expertise. Surely, this kind of education does not create entrepreneurs. Entrepreneurship is a characteristic, it is the aptitude for risk taking, the desire of construction, curiosity, passion; it is the continuous dissatisfaction for which you want to do everything better, the continuous research for better solutions. An entrepreneur knows how to express an idea, calculating important factors such as costs, materials and market. It is someone who anticipates new concepts desired by the market, which can be innovative or express new valor. Not everyone can be an entrepreneur. First of all, entrepreneurship is a way of being.

In fact, entrepreneurship concept is very broad. Teaching how to run a business is only one of the aspects. Entrepreneurship must be understood more broadly. It involves new ideas, realization of projects, the ability to successfully organize and manage your life and business, profitable production of goods, providing services; It all comprises thinking and operating. Entrepreneurship - is creativity, innovation, risk-taking and an ability to plan and manage projects to achieve the intended objectives. Entrepreneurship – is personal ability to dream about the future and shape goals, to organize strategies and find way out to achieve those objectives. This is also an ability to direct oneself and team members to move towards the set goal.

Despite definitional diversity, they all emphasize the fundamental entrepreneurship related attitudes and personal qualities such as self-confidence, initiative, creativity, innovation, ambition, perseverance, foresight, responsibility, strong internal motivation, etc. The economic and business knowledge are also important. Moreover, it includes generating skills, ideas, ability to plan and organize activities, provide prospects for development, risk management and so on.

In a broad sense, the entrepreneurial competence is linked to the educational (learning) process in order to continuously develop not only economic but also social, cultural and other values (Rasmussen, Moberg, Revsbech 2015). Being a member of European Union, we live in a diverse environment. Eeach region is unique and has its own creative and innovative ideas. In order to compete in an increasingly globalized world, one needs to have a good knowledge of economics, based on innovative ideas, new research and creativity, which could help the technological development of products to turn into commercial products and processes.

In the handbook, we present the most important skills that constitute entrepreneurial attitude. During literature analysis and discussion we extracted five sets of entrepreneurial skills which remains important in Polish, Lithuanian and Italian labor market. By implication, these skills may be also desired from the point of view of the whole European Union. We focus not only on presenting the skills, but primarily we present the innovative methods of learning such skills. One who finds them interesting or just wants to try new approach to teaching or learning entrepreneurship may apply these methods into educational practice.

The five skills sets we focused are: creativity and innovations, leadership abilities and planning skills, some social skills, primarily the ability to work with other, comprehensibility and social ease, coping with risk, perseverance and critical thinking and finally knowledge of economy, law and the ability to learn. To illustrate how these skills may be taught we refer to real-life international examples. Respectively we present Lithuanian Junior Achievement, Italian Cometa School, Polish Oxford Debates Tournament, Games Competition and "No Sham" Social Cooperative. In the handbook, besides in-depth case-studies we presented general theory and benefits behind each of the methods. We hope the problem of innovative ways of teaching entrepreneurial skills will be interesting for the wide range of readers.

2. Entrepreneurial skills comparison

2.1. Creativity and innovations

Definitions:

Creativity - the ability to make new things or think of new ideas.

Innovation - the act or process of introducing new ideas, devices, or methods.

(http://www.merriam-webster.com/)

2.1.1. Method of learning: students' enterprise

According to Dirk Ahner, European Additional Directorate-General for Regional and Urban Policy (2009), creativity and innovations are the most important goals to promote faster economic growth and to provide more workplaces. According to Danuta Hübner, EU Commissioner for Regional Policy (Regional Economic Changes, 2009). "Creativity can be regarded as a major innovation transformation into products and services. In this opinion, creativity always helps when innovations provide economic results."

Karl Heinz Brandenburg, Professor and inventor of MP3 (2009) claims that only the latest technologies and innovative ideas will allow Europe to compete in the global economy. New ideas are the assets of our era - whether it is used for products or services. The scientific research suggests that, even nowadays, many companies are earning high percentage of income due to products that were created in the last five years. Some business areas have already divided responsibilities between companies - one company develops and sells ideas, other company implements ideas into products, and others sell products under their own brand. With such an international division of labour it is important to contribute to ideas as well as innovations.

Enterprising human is described as creative; observing the situation; working actively; communicative, sociable; self-dependent; energetic; enterprising; tenacious; reasoning; responsible; tolerant and having other positive attributes. As one can see, in terms of entrepreneurial development of competence, a strong focus is put on creativity and innovation development. According to the environmental studies of the last decades, the creativity is analysed in a complex personality, social and cultural context. Holistic view includes many of the creative process determinants (talents, skills, personal qualities, motivation, creative work experience and so on.). However, it is important to

mention that everyone works in a very defined social environment, in which creative initiatives are supported or unsupported, decisions are accepted or not accepted, the person is encouraged to further develop or receives public recognition. Therefore, the greatest impact on human creative expression has a close environment - the microenvironment - family, school, work. At school entrepreneurship must be taught through theoretical knowledge, that must be combined with an important "training (learning) through operating": the best way to learn entrepreneurship is a practical work in the field of business. Entrepreneurial learning method helps Students' Companies to improve a wide range of personal qualities:

• creativity - the ability to create, see opportunities elsewhere than others see;

• ideas and intellectual power - the ability to generate unique ideas and solutions;

• innovations and continuous improvement; self-knowledge – identifying one's objectives,   priorities and principles;

• planning – to plan one's achievements;

• ability to organize activities involving the surrounding;

• desire to accomplish everything, until the desired result is fulfilled;

• risk awareness and management;

• leadership and activity.

Scientific resources commonly discuss a high effectiveness of practical activity-based learning methods in entrepreneurship education such as business simulation, business project development, interactive exercises, cooperation with business representatives (mentors), visiting business companies and others. According to the European Commission, one of the most effective methods and the most recommended ways of entrepreneurship education in mainstream schools is a participation in training students' communities. In Lithuania students are recommended to participate in the Economic and entrepreneurial training program being in 9th and (or) 10th form as part of the curriculum or as an after-school activities. The course offers 17 hours of learning. The school can offer students as well as an optional 17 hours students' companies module.

Students' Companies - this is not a business game or business simulation, this is a real business, in which the student involved experiences how a business works, applies knowledge gained at school, learns how to use one's talents and skills in the development and management of one's company.

Students' companies - it is the students' created business, promoting entrepreneurship, business and realization of economics from the practical side.

Students Companies - is a unique opportunity, while studying in gymnasium to set up and manage a business. Establishing students' company, students realize all the business management cycles: creating a short-term public company and running it according to the company's rules of association, the students gain practical business skills and apply economic concepts. They explore the market and decide what their business will be, accumulate the capital by selling shares, manufacture and sell products (or services) and manage all the company's accounts, execute marketing and close business. Student Company program usually takes up to 9 months. Students' company differs from real companies only in that, that they have limited capital, limited time, keep a simplified accounting. Students' Companies program usually takes several months, during which time the students implement all company's life stages - from business idea to its practical realization, from registration to its closure. One students' company can consist of 4 students minimum. Students' company is not an independent legal entity.

By participating in the company's activities, students gain planning and organizational skills, test themselves: how they can work in success and failure cases, competitive environment and risk situations. Also, students gain experience, that help them to understand the idea of partnership and ownership value. This is an opportunity to accept oneself as a team member, to reveal own entrepreneur skills, improve communication and cooperation skills. Students develop such skills, as positive thinking, activeness and openness to innovations.

Each students' company should have a business consultant to give students practical and strategic advice. Business consultants are people, who have accumulated a number of practical business experience. These people are currently employed in business or have already set up their own business. Business Consultants have an opportunity to gain knowledge and experience from the largest Lithuanian business executives, that help students and business consultants to better understand the business processes and the development of the market situation in Lithuania. Students' Companies are provided with help of business consultants – they meet with students to agree on company's directions, the convenient methods of communication are established (for example: email, social networks, phone, business meetings and so on.). Each month students and consultants meet to discuss and review students' results and plans for the next month. Consultants also advise students on establishing of business - advise the decision-making process, support of students' ideas, encourage and promote the

act, help to understand how a business works, provide practical advice for students by sharing their know-how, directing students' ideas in the right direction. Also encourage students to critically evaluate certain theoretical things, that the consultants believe will not succeed in business, help students prepare for fairs and contests.

Figure 1. Students' companies training stages
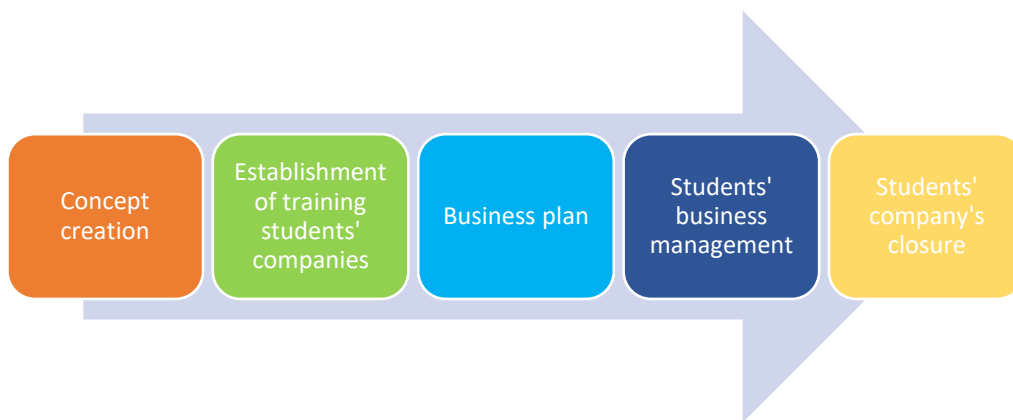
1. Concept creation. Like all businesses, training students' companies begin with an idea. All students' ideas are good. For example, during art lessons students decide to make a promising artists show and sell piece of arts, students have to come up with a good idea. During informational technology lesson students can establish a training students' company developing web pages and so on. It is difficult to develop students' educational company without ideas, which will bring together students and compel them to believe it. It is important, that the idea could be offered by students' themselves, so they strongly believe its success. After questioning students, it should be emphasized that all the ideas are feasible, but it would be wise to implement those that are most necessary in the market, which is to implement all the necessary resources. It is also important to choose an idea, which would be acceptable to many students, who will develop it and implement into life. In order to fulfil ideas, students carry out a market survey, which will help the company to provide the product or service to the target group of customers, as well as to accurately calculate the demand and sales for planned product.

2. Establishment of training students' companies. Any new business requires careful preparation, prediction of potential obstacles and failures, as well as a clear understanding of the objectives and its role. What business students' company will undertake will depend on set goals and objectives. Before making a decision, the students thoroughly study the form of business organization, as well as its advantages and disadvantages.

3. Business plan. Writing a business plan, students become interested in the market, marketing, suppliers, think about prices, personnel, rental of premises, advertising and other things, that are important in setting up a business. The students are explained that starting a business (as well as the establishment of learning students' communities), it is necessary not only to define the direction of work, but also accurately formulate a business idea and answer the question: "Who will earn money for me?". When preparing a business plan, environmental analysis are carried out (students evaluate product's market - define the users or consumers of the product, assess market prospects and so on.). The business plan is formed by the initial capital - students calculate how much money they will need for their selected business and how they will accumulate the required amount. Students form a marketing plan, carry out recruitment and employment, estimate the production, costs of the market research, and advertising, calculate (financial) budget.

4. Students' business management. The students choose management model, share duties and responsibilities. They will have to manage the company and make decisions themselves. The students themselves decide what kind of work they would like to do in the emerging company and employ in it.

5. Students' company's closure. During the last weeks of the company's activities, students will have to complete the production or services. If students produced products, they will have to sell the remaining stock. If students' company provided a service, they should contact the customers and check if all the duties where completed and efficiently carried out. Staff members of the management team will be responsible for the accurate and thorough accomplishment of company's records. Students also have to ensure that all accounts, wages, salaries and commissions are paid. It is necessary to prepare an annual report to present it to the shareholders along with dividends. During the last company's meeting, students will evaluate their company's activities, consider the problems and achievements.

Creativity needs unlimited thinking, one that transcends sectional thinking. According to various authors (Grakauskaitė, 2006; Dackert, 2001, Sahlin, 2001; Druzhinin, 1999; Ekvall, 1997; West, 1990), creativity can be developed through the following sub-categories: a positive approach to changes (support of innovations, incentive change, change acceptance, positive approach to the dynamism, initiative, ingenuity, work and so on.). Trust and respect based on interpersonal relationships (personal autonomy, respect, otherness (personality, ideas, activities, aspirations) tolerance, openness and generosity, tolerance and sense of security, the lack of anxiousness and others.). Freedom and independence (support of self-expression, the ability to customize a variety of approaches, uncertainty tolerance, personal freedom and the promotion of non-conformism, the opportunity to experiment, try,

make mistakes, start again, and not being afraid of mockery). Cooperation (help those having ideas, open communication, regular meetings and exchange of ideas, the group interdependence, peer support, unity and belonging to the group, etc.). Flexible assessment result strategy (several creative presentations of results and different approaches to the realization of ideas, not requiring to provide creative results, etc.). Creativity examples (competent colleagues, creative personality, creative behaviour and examples of results, etc.). Adequate physical environment (natural facing materials, warm colours, or the prevalence of pleasant contrasts, visual abundance of details and so on.).

Establishing students' educational companies can succeed by opening up new perspectives and new approaches in each of the 5 students training companies establishment, managing and closing stages. Creativity and innovative competences start to develop from the idea of creation, when even the most unusual ideas, proposed by the students are taken seriously. Establishing training students' companies one needs to be creative and flexible, understanding possible benefits, obstacles and failures, providing the goals and objectives, allocating roles and functions, having a clear understanding of the objectives and its role. Creative and innovative approach is important in creating a business plan: predicting providers and prices, searching the premises for business purposes and advertising, the introduction of the product into the labour market and other significant things in developing business. In the other management stages, students must remain creative and choose the work they will carry out in the company, they might think of how to combine multiple tasks at the same time, or perhaps find new solutions by including new technologies while promoting and selling products. Even in the last stage, completing the company's activities students should stay creative, for example, think of how quickly to sell off the remaining products, or during the last meeting be able to assess company's activities and to consider the problems and achievements, possible solutions to problems.

Today, our country allows students to develop a business, one of the most commonly used in Lithuania – students' training companies. As the research, and other sources of analysis show, participation of students in training have undeniable benefits. This gives students' an opportunity to deepen the theoretical and practical knowledge of economics and business fundamentals, gain practical entrepreneurial and other basic skills, develop values, personal qualities. This promotes interest in business development prospects, the development of a range of complementary competencies. The establishment of the students' training companies that operate in accordance with the public companies' model are sold off for a symbolic price - 2.5 euros. Lithuanian business representatives, who support students' potentials, buy such companies – students in turn gather initial capital for business

development. Practical experience brings invaluable knowledge of business management and development, not only in the school environment, but also outside it. It allows one to anticipate as close as possible to real business, encourages creative and innovative vision of the situation.

In 2014-2015 school year, students from 39 European countries, mostly aged 16-18, participated in students learning communities (Komarkova Conrad, Collado, 2015b; European Junior Achievement; Lithuanian Junior Achievement). Eurobarometer surveys, with the participation of 36 European countries, students from the age of 15, report of Entrepreneurship 2012 data, one of the most important factors in promoting the creation and development of business, it is a practical entrepreneurship education based on students' training companies. 15-20 percent of students who participated in such companies establishing activities later established their own business (Flash Eurobarometer 2012; Entrepreneurship 2020 Action Plan, in 2013). The literature analysis shows that about a third of students, who participated in the activities of establishing companies claimed that they have gained entrepreneurial skills and in the future plan to build their own business (Flash Eurobarometer 2012; Entrepreneurship 2020 Action Plan, in 2013, LJA).

According to D. Ruškytė (2016), students who participated in students' training program in establishing business, developed entrepreneurial competencies and additional competencies like self-confidence, motivation and activeness from which the best developed competence was creativeness; of leadership qualities - ambition; the managerial qualities - a sense of initiative, self-expression - inventiveness. In this way, students' participation in the training companies are activities covered by the experiential, problem-learning and collaborative learning based methods, especially effective entrepreneurial competence development mode, giving students the opportunity to actually have access to all stages of company development and practical implementation, to develop general and entrepreneurial skills, to form positive attitude to the business and its creation, encouraging initiative, innovation, creativity, responsibility, cooperation, and helping to achieve the general education program objectives. Global statistics show that students who have participated in such programs in the future have the ability to successfully run a business or become managers.

2.1.2. Lithuanian Junior Achievement

Undoubtedly, the greatest experience of working with training students' companies have several businessmen from the US who have established an organization called "Junior Achievement" in

1919. Currently, "Junior Achievement" is a worldwide network operating in over 120 countries around the world. It is the largest financial preparation educational career program for entrepreneurship supplier. This program is unique as it involves implementing knowledge gained at school into practice.

In Lithuania, the first "Junior Achievement" program of training students' companies was established in 1993. During 23 years of operation in the program, students set up 2,198 companies throughout Lithuania, with a total turnover of about EUR 700 000. During 2015/2016 academic year, schools in the country under the Public Institution of "Lithuanian Junior Achievement" program carried out 162 training students' companies, 1102 students (in ninth to twelfth form), 87 schools, 42 cities and towns.

Public Institution „Lithuanian Junior Achievement Program " is a non-profit organization. It is a leading Youth Business and Economic Education Program, supported by the Lithuanian business companies, foundations and private companies. The goal of "Lithuanian Junior Achievement" is to educate young people in a free market, encourage them to strive for better conditions in market economy, help them understand a business as well as to foster initiative, entrepreneurship, leadership qualities. The high standards of training in PI "Lithuanian Junior Achievement" have allowed in 2001 for Lithuanian team to become World Champions of a Junior Achievement Business simulation, and in 2003, 2008 and 2010 to repeat this achievement. Lithuanian team in 2004-2009 became the European Champions, 6th year in a row.

Public Institution „Lithuanian Junior Achievement" activities are characterized by complexity. It covers a variety of practical skills training methods such as training students' companies: the Young Colleagues' Day, computer modeling competition (Titan), various competitions and camps, teachers and students have opportunities to participate in the republic and international competitions, trade fairs, seminars and other events. In Lithuania „Junior Achievement" training programs annually reached more than 20 thousand students from more than 300 schools. The business representatives actively participate in the programs. They advise training students' companies, share experience during the lessons, competitions, Young Colleagues' Days and during other events.

Students' Companies is one of the most effective of „Junior Achievement" entrepreneurship programs. 25th November, 2016 The European Commission in Bratislava in charge of European Enterprise Promotion Awards, whose purpose was to promote innovative approaches and creative ideas to accelerate business creation in Europe, awarded Public Institution „Lithuanian Junior Achievement" in

nominations "Promoting the Entrepreneurial Spirit" . The award was given for training students' companies program, national and internation competitions.

National Students' Companies annually participate and compete in regional contests (in Vilnius, Kaunas, Klaipeda, Marijampolė, Siauliai and Alytus) and in republican "Lithuanian Junior Achievement" organized fairs. At the fair students also present implemented business projects, new developed products and services. The fair - it is an opportunity for students to show a successful established business model, share experience with peers and receive valuable feedback from professionals. Each year there are competitions organized by the LJA for the best students' company. An experienced businessmen commission judges the best companies 'activities, ideas, students' presentation skills, innovations, social responsibility aspects. Companies compete in order to represent Lithuania in the Junior Achievement competitions. Fair is open to the public and there are companies' products to be obtained while the competition is held. This is a great opportunity for students to earn money and increase brand awareness.

In 2015/2016 school year the best Lithuanian Students' Company Competition was held on May 6, 2016, in Vilnius. 44 students participated in the competition of the students' companies, 250 students, teachers from 30 schools,12 cities and towns and visiting public institutions and business organizations, Lithuanian Junior Achievement staff and Lithuanian Junior Achievement Alumni. There were stands, interviews, presentations, reports competitions during the fair. At the time of the event, it was possible to directly access each company's activities, to buy their products. The best teaching students' company is elected by summing up the points earned for this part of the contest: Student Company interview, stand, report and presentation.

The best 2016 Lithuanian training students' company was recognized Kauno LSMU Gymnasium students' training company – „Foamita". On 15th June in 2016, in Palace of Grand Dukes of Lithuania, „Nordea Bank" and „Verslo žinios" that organized the ceremony "Lithuanian business leaders', FOAMITA company's chief Paulius Kiaušas was awarded „ Young CEO of the Year" .The nimonation was presented by the President of the Republic of Lithuania Dalia Grybauskaite. During the awards Paulius Kiaušas was glad that there is an initiative to encourage young businesses. "Success does not have to be the objective, but rather the result of good and effective team work. This is a consequence and the desire to change, to do something better, "- said the young businessmen. Training students' company „Foamita",represented Lithuania in Lucerne (Switzerland), in competition - JA European Company of the Year Competition (COYC).

Students' Company "Foamita", based in Kaunas in 2016 graduated from the 11th form. The young age did not hold them back from developing innovative products. "Foamitos" members offered and presented a product which helps to store items in order in the car trunk. Guys developed a special holder, which holds the items in the trunk of the car and does not allow them to scatter. This invention determined students'success and it was granted to be the best students' company in Lithuania. Its director Paulius Kiaušas became a Young Manager of the Year.

Figure 2. Foamita's members and theirs invention

According to the young businessmen the idea of creating such a product to store things in order to prevent them from scattering in the car trunk arose spontaneously. Economics lesson helped them to find answer to a real problem that many businessmen face. Although the idea was generated quickly, a few months passed while the idea became a product and launched into the market. First, they had to generate an idea, to set up a company and to develop a business plan. Attractive product design and advertising anticipated a lot of creativity. The very handle production was also a challenge, especially finding a sewing plant, which will manufacture the product, to agree on the conditions of production, to choose materials from which the product will be produced. The number of handles have been designed and tested. Finally, the best option was chosen, which would store items in order in the car trunk. There were many changes in the company who consisted of four members as they had to share functions and take responsibility for their work. It was necessary to have a person responsible for the product design and advertising, an associate responsible for finance and pricing, the company's representative, responsible for sales and communications (mostly social networks) as well as the company's manager, who will be responsible for the entire process, people and resource management.

The company has produced and sold successfully about 100 products. Most sales took place during the fairs and school communities. Total turnover amounted to 1000 Eur. After nine months of

work, at the end of the school year, the company „Foamita" was closed and the shareholders distributed the profit. It turned out that the company's operation was a success and brought profit. Perhaps, it was not a very big money, but youngsters got priceless practical experience. Most of the students gained business communication, financial accounting and sales skills experience. „Foamita" company's manager Paulius Kiaušas was glad, because even at school, without risking too much, it was possible to learn how to run a business and manage employees.

Work in students' companies gives an opportunity for students to experience a business, but also to improve one' s competencies. Guys taking part in establishing a business faced with a number of jobs. They worked on business ideas, investigated and analyzed the market, presented their company and products, learnt how to work as a team, communicate and collaborate with people from the business world and develop creative solutions to business problems.

Gaining practical experience reinforced the teen's self-confidence and four friends decided to set up a joint stock company and will continue to do business. A car things holder has successfully marketed in Lithuania, but the young businessmen are optimistic about the future, and are looking for opportunities to enter the foreign markets.

2.1.3. Benefits and conclusions

Modern scientists in their works describe entrepreneurship and creativity as a complex and multifaceted phenomenon. Some authors associate creativity with individual thinking or abilities, still others analyze it as a creative process and its results. In recent decades, creativity is analyzed as a complex personality in social and cultural context. The holistic approach includes many creativity process determinants (talents, skills, personal qualities, motivation, creative work experience and so on.). Entrepreneurship essence is developed in terms of providing economic literacy and entrepreneurship strategy, and integration of supplementary programs guidelines: "Entrepreneurship - is a personal way of thinking. This is social, managerial and personal competencies, involving not only the existing knowledge in everyday life, but organizing one's activities, understanding the risk of the decisions made. "

Creativity and entrepreneurship education should be focused on the final result: the development of personality, ability to act independently and responsible. One of the most effective

educational programs for entrepreneurship is Lithuanian Junior Achievement Students' Companies. Establishing Students' Companies help students:

1. To get acquainted with all the stages of business activities.
2. To acquire business knowledge and practical skills.
3. To integrate knowledge in various fields: economics, finance, management, marketing, mathematics, psychology, and so on.
4. To solve problems. This means to develop students' skills in such areas as planning, decision making, communication and responsibility.
5. To establish business contacts, involve the different interests of the parties to cooperate, work in teams, learn to assume new roles.
6. To practice, learn to prepare and to complete a variety of business documents in all three stages: preparation and establishment of the company, performance and participation in fair trades, financial reporting and the preparation of performance evaluation.
7. To show personal initiative, activeness and creativeness. It also helps students to face the risks and consequences of the implementation of ideas.

I. Donielienė V. Každailytė A. Širiakovienė accomplished students' companies survey in 2012, during which the students indicated benefits of the project. All project participants enjoyed the activities carried out in the company and showed positive emotions. Benefits named by students: the joy of creating, economic benefits, empathy for the role of the manager, realization of the need to lead others, the need to prove one's knowledge for yourself and others, the need to see the results of one's performance. Naming participation in educational activities of students' companies, students emphasized future prospects. Most of the participants emphasized, that the acquired business experience, activities encourage students' to think about the future business development. Participation in the project, gave pupils confidence to choose the economic and business-related university studies.

Implementing Students' Companies into educational process, has a positive effect and strengthens teachers' motivation. This activity requires specific knowledge of various teaching methodologies from teachers. At the beginning, teacher will provide students' with basic knowledge and explain business concepts. Subsequently, teacher's role is to become a facilitator, an adviser and a silent observer. A decision-making responsibility must be transferred to students, because only by taking responsibility students will be able to develop their entrepreneurial qualities and skills. It is teachers

who require special training and extra time, but it gives the learning process a lot of innovations, competitiveness and attractiveness.

Teachers' role is to provide assistance in different phases of the program, however pupils need consultants from real companies, who could tell about their experiences and help students' to learn more about business and entrepreneurship.

Participation in training students' companies give teachers following opportunities:

1. To develop professional and pedagogical skills.
2. To participate in national and international networks.
3. To communicate and collaborate with the real business workers and leaders.

The benefits of students' companies to business:

1. Training is designed to prepare qualified future employees and businessmen, who are ready to enter the labour market without the need to provide them with initial training, those who have acquired administration skills in running business, IT, economy and language skills as well as cultural experience.
2. Businesses can test ideas and innovations in training students' companies networks and encourage young people's initiative and creativity in businesses.
3. Companies can advertise their products and services through a network of companies in training students.
4. Business companies and training students' companies cooperation could be very useful to corporate in projects social responsibility.

Lately, a lot of attention is put to innovative education and training to increase the diversity of the country's schools, introducing new curricula and to improve educational models in Lithuania. Students' Companies have been established in Lithuania due to international practice. Young people are provided with excellent conditions to take part in organized activities of regional and later in the national fairs for students' companies, where students can submit their business ideas and produce real products. The winners get the opportunity to test themselves as a young businessman in the international market. All this information is very useful and interesting for investors who believe in the ideas of young people and contribute to the young businessman investment. This is a solid foundation for the students, allowing to test oneself, to discover, learn, practice and master teamwork. Activities can help not only in establishment of a business, but the development of a business or while studying,

but also in everyday situations, since it promotes responsibility, creativity, receptiveness to change, tolerance, cooperation and confidence in achieving life goals.

Global statistics reveal that students who have participated in such programs, in the future have the ability to successfully run a business or to work managers'. Leadership and business basis gained at school is a solid foundation for the bright future for the students' career. Further reading about Lithuania Junior Achievement can be found and followed on these websites: www.lja.lt , https://www.facebook.com/JALithuania/?rc=p. An information about the activities, training, and other things are available at: http://verslumomokymai.lt/tag/lietuvos-junior-achievement/page/2/. Beneath there is a reference list, positions, which will allow more access to the subject and entrepreneurship.

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2. http://vddb.laba.lt/fedora/get/LT-eLABa-0001:E.02~2011~D_20110802_144259-58750/DS.005.0.01.ETD

3. http://www.lja.lt/index.php/kvie%C4%8Diame-prisijungti/verslo-konsultantai

4 . http://www.mokyklu-apdovanojimai.lt/project/mokiniu-mokomoji-bendroves-isleista-knyga-as-iveikiau-nebijok-kovoti/

5. http://ec.europa.eu/regional_policy/sources/docgener/panora_lt.htm

2.2.   Leadership abilities and planning skills

Definitions:

Leadership abilities - the power or ability to lead other people.

Planning skills - The ability to manage self and/or others, and resources including time and surrounding circumstances to reach a specific goal.

(http://www.merriam-webster.com/; http://www.strath.ac.uk/)

2.2.1.   Method of learning: mentoring and design thinking

This specific type of being passes through a relation within the individual itself, with the objects around it and with other people. Therefore, the three elements involved are: the "I", the world, and the "You". The essential element during the development of the I is the relation. The educational relation introduces the relation with the entire reality and infuses the ability of learning to learn. This explains why the teaching method mentoring is fundamental and must be used for teaching leadership abilities and planning skills.

Moreover, the educational relation is characterized by the protagonism of the person: the pupil has to create a project and teachers need to make available all the required instruments for its realization. In this phase, the student makes the experience of entrepreneurship, of generativity. In relation with the world, the student discovers the idea, does not invent it, but composes the idea; and the instruments made available by adults, help the student to transform the idea in a saleable project or product. This condition allows the student to discover the passion, the spark that makes a person become an entrepreneur. It is the rediscovery of the valor attributed to practical knowledge. The design thinking, namely the ideation of an object, creates the correct bond between reality and knowledge. In fact, it is the impact with a real problem, with experience, that makes the desire of knowledge and of intellectual speculation grow.

The Cambridge Dictionary states that mentoring is "the activity of supporting and advising someone with less experience to help them develop in their work" . A slightly different definition is given by Kram (1985) and Levinson (et al. 1978): Mentoring is identified as a relationship between a younger, less experienced person (protégé) and an older, more experienced one (mentor). Career and adult development theorists describe mentoring as a process that has a great potential and effect on enhancing the individuals development (Dalton, Thompson, Price, 1977; Hall, 1976; Levinson et al., 1978). The relationship between mentor and protégé can be instrumental in supporting personal and professional growth (Clawson, 1979; Kram, 1985; Levinson et al., 1978; Philips-Jones, 1982). Levinson et al. (1978) affirm that, thanks to the relationship with the mentor, young adults are able to enter the world of work without serious problems and develop their identities easier.

Over the years, the definition of mentoring has been slightly modified, adding an important aspect: mentoring is a specific type of relationship that differs from other kinds of personal relations, because of being a developmental relationship. The Search Institute states that:

"a developmental relationship helps young people attain the psychological and social skills that are essential for success in education and in life. Young people can form these relationships with their

parents and family members, with their friends and peers, with staff members in their schools and programs, and with caring adults in their neighborhoods and communities".

In addition, mentoring represents a fundamental form of socialization, which is able to change mentors and protégé in emotional, mental, spiritual and physiological manners (Chao, 2007). Furthermore, it is used as a teaching method because it increases academic achievement, promotes self-identity and self-confidence, reduces risky behavior, facilitates career development and lowers school dropout rates (DuBois et al. 2002; Jacobi 1991; Kram, 1985, Levinson et al., 1978).

The term design thinking has first been coined in 1987 by Rowe, using it as the title of his book. The first design thinking research was based on design and design methodology (Cross, Dorst, Roozenburg, 1992). Formerly, the studies regarding design thinking have been unrolled because the lack of understanding of designing processes was identified as a problem for design education (Karjalainen, 2012). Instead nowadays, the methodology is becoming always more popular in sectors such as IT, Education, Business and Medicine and even more models of design thinking have been developed.

Design thinking is identified as a formal methodology for creative and practical solutions for problems, with the intent to improve future results. It is a type of solution-focused or solution-based thinking, starting with an aim, instead of solving a problem. Moreover, it is defined as a paradigm for dealing with problems in various professional sectors.

In comparison with an analytic scientific methodology that starts with defining the problem's parameters to develop then a solution, design thinking defines and investigates using ambiguous and known elements of current situations to then discover unknown aspects and create alternative ways that lead to the solution. In contrast to analytic thinking, the process of design thinking allows a brainstorming phase without/ with few limits. During this moment, ideas are "built up" and the participants' fear of failure is reduced.

The methodology of mentoring is, as said above, based on a relationship established between a mentor and a protégé. It is to underline that every mentoring relationship is different from others and that it is never static, but evolves over time. The relationship includes two main functions (Kram, Ragins, 2007). Firstly, the mentor offers the student a career function, which includes various types of behavior that support the pupil in "learning the ropes". Among the different kinds of behavior the following skills are included: coaching, increasing positive exposure and visibility, and sponsoring the protégé's advancement.

Secondly, the mentor provides a psychosocial function, which is based on intimacy, trust and interpersonal bonds. This helps incrementing the protégé's personal and professional development. In addition, mentors offer friendship, counseling and role-modeling. In every single relationship, mentoring functions vary regarding their degree: for example some include high career and low psychosocial functions, while other mentoring relationships may offer a low degree of career function and a medium level of psychosocial function, etc. The different levels of functions depend on the protégé's needs and/ or the mentor's abilities (Noe, 1988; Ragins, McFarlin, 1990; Scandura, 1992).

In 1983, Kram analysed 18 different mentoring relationships revealing four distinct phases: 1) initiation, 2) cultivation, 3) separation, and 4) redefinition. During the initiation phase some career functions may be given, but usually both functions are developed only in a second moment. In the cultivation phase, which is often characterized by interpersonal bonds, the relationship evolves from a one-way relation to relation based on reciprocity (Kram, 1985). The passage from phase 2 to phase 3 may have various causes: a) the environment disturbs the relationship's equilibrium; b) the individual's needs have changed; c) for physical or psychological reasons. Ragins and Scandura (1997) indicate that a relationship can fail also because of functional or dysfunctional psychological reasons; but most of the time it terminates because of physical separation. Only few mentoring relationships pass on to the fourth phase of redefinition, developing into friendships or peer relationships.

Design thinking is not the almost magic ability to create something from nothing. Instead it arises from the observation of reality and then, from the contemplation of what is around the creator. Contemplation is the passage from "simply looking at something" to "consciously observing something". It is necessary that the person who is looking at an object recognizes that the object is not his/ her own, and that he/ she does not possesses it in its entirety, but that it is something given, something external to oneself. For an attentive human being everything can be a source of inspiration. It is possible to find all the required responses in the object's environment and context, for example in places, in people and in small details. Responses do not exist in people's minds, but the individual needs to educate its eyes and heart in order to identify them.

Another very important aspect of design thinking is that the creation does not end in itself, but it always has a destination and a recipient. Any gesture is made for someone and if it is not clear for who something is done, it is only a distracted gesture. Ideation and creation are part of people's nature. Everyone has been created to generate ideas. And therefore it is essential to be taught how to create.

Before ideation, everyone needs to understand where he/ she is located, what the surroundings suggest about that specific place, and for who he/she creates something. The process of design thinking includes ethnographic observational techniques that are applied in order to create practical solutions. To generate this action, empathy is required because innovators need to understand the clients' experiences.

Mentoring relationships usually exist on a voluntary basis and are unpaid. In a company, it is a semi-charitable relationship, because the more successful employee supports the new one, passing on important information and fundamental know-how. Many organization carry out formal mentoring programs, matching directly the mentor and the protégé and defining the duration of the commitment. Clutterbuck (2004), coined an acronym for mentors' activities: Manage the relationship, Encourage, Nurture, Teach, Offer mutual respect, Respond to the learner's needs.

Hunt and Michael (1983) offer a framework of this methodology that defines five categories of factors which influence the relationship: a) contextual and environmental factors, b) mentor's characteristics, c) protégé's characteristics, d) stages and duration of the mentoring relationship, and e) outcomes for mentor, protégé and the organization. This scheme helps to understand important dynamics of mentoring relationships. Mentoring has many advantages for the protégé, for example that the activities are planned and developed to suit directly the protégé's personal needs and learning styles. During the process of mentoring it is possible to concentrate on interpersonal skills, which in traditional environments may be transferred only with difficulty. Furthermore, protégés are provided with contacts and networks of the world of work in order to be assisted in future aspirations.

Generally, the process of design thinking can be divided into different periods. Brown (2009) identifies that innovators make use of design thinking moving through the following three phases (which can be passed more than once):

1. Inspiration (understand, observe, empathize, define the problem): Innovators deal with a problem or an opportunity, which makes them act. They gain an empathic understanding of the problem. Usually, experts are consulted to deepen the creator's knowledge. It is useful to get to know also the problem's physical environment in order to have a better understanding and higher empathy to set aside the innovator's own assumptions. Then it is important to put together the collected information in order to analyze and synthesize them. In this way it is possible to define the core problem and a human-centered problem statement.

2. Ideation (ideate, prototype, test): Innovators are ready to generate their ideas by "thinking outside the box". In this phase, new solutions are developed using different techniques such as brainstorming, brain-writing, "worst-possible-idea". These sessions stimulate free thinking and help expanding the problem space. Afterwards, designers pass on to the realization of prototypes, which usually are inexpensive, scaled down versions of the product. In this experimental phase, it is necessary to identify the best possible solution that is then implemented within the various prototypes. The last step of this section is the testing of the innovators' ideas.

3. Implementation (pilot, business model): During the third phase, innovators pass on to the creation of the product. A pilot phase is necessary to develop a business model, which is then presented to the client.

2.2.2. Italian Cometa School learning approach

In 2011, the educational model of Cometa Formazione was adopted for the first time in the Oliver Twist vocational training school. Its structure is not generated by a project, but by an observation of reality. It is an attempt of understanding the process of learning and working, including various steps. The aim of Cometa Formazione's learning process is not to let students make a general work experience, but a very specific one. The objective is to educate people knowing how to get by in this world; to make people aware of their context, their limits, their abilities and responsibilities; to make them able to take decisions.

It is necessary to make the learning process explicit and therefore easier to evaluate by dividing it into (temporal) phases. That is why, Cometa Formazione's educational model is divided into four phases (ideation, planning, realization, evaluation). Therefore it is easier to identify the various work processes, which cannot be diverted. These four macro-areas represent also the acquired abilities. During any kind of work everyone passes various phases of Cometa Formazione's educational model.

Moreover, Cometa Formazione's entrepreneurship education, which is based on the believe that it is necessary to start from reality in order to acquire knowledge, foresees various design thinking and mentoring activities. It is not a deductive method where teachers transmit ideas to students, which then are implemented. But it is an inductive method: students start from an element of reality, which is then conceptualized. This model is considered a strong incentive of entrepreneurship education,

because knowledge needs to be mixed with the matter to change knowledge into passion. Otherwise, there is no knowledge but only information.

To create knowledge, teachers need to provoke a comparison between the student's interests and reality. Entrepreneurship education includes a vision, a cultural principal, namely realism. Teachers need to make students obtain realism. It is not the idea itself that generates reality (first explanation then application), but the relationship between the person and the object that generates the idea. If the idea is created through the relationship with reality, the student is able to understand the idea's origin. Moreover the pupil retraces the discovery of the idea's origin and develops it by adding its own experiences.

Cometa Formazione, along its almost 15-years-experience, has developed a huge network of artisans and companies which have been and still are partners in the planning of training and internships. Both the number of companies and the level of their commitment with Cometa Formazione is increasing year after year, making possible a more and more coherent training needs assessment in line with the concrete needs of the economic local context; the same companies have been positively impressed by the program, encouraging students to apply for their opportunities of internship. Since 2014, 677 companies are partners of Cometa Formazione, operating in all the more relevant sectors in Como: handicraft, hospitality, textile, tourism. At the same time, partnerships include international companies such as Inditex Group (Zara and Bershka), IBIS Hotel, Gi.Group, DHL, Zurich Group Italia.

The educational proposal of the Oliver Twist School sees the world of work as the area in which cultural and professional development takes place. For students, work represents a positive force that makes them feel competent persons. Moreover, work makes students become protagonists, which strengthens their self-confidence. Through experience it is possible to rediscover or contextualized what has been assimilated as "theory". The development of abilities and professionalism goes at the same pace as the development of students' personalities. For these reasons, Cometa Formazione's education model is based on real tasks: a methodology that brings students to accept positively their efforts done to reach a goal. To some extent, design thinking becomes the method of working, mentoring the condition to make it effectively.

The described didactical model is based on project works and on educational units. Starting from the abilities that need to be obtained by every single pupil, teachers design educational paths, which accompany students during their project realization. Students unroll typical work activities in order to acquire basic, transversal and technical-professional competences. The educational tasks of the

working environment are planned not in a practiced manner, but following a holistic approach: students are introduced to the entire production chain to gain a complete vision, but also to discover their talents and preferences.

Furthermore, during the entire learning process transversal skills are transmitted to the students. These abilities are divided into two big sections: (a) professional/ technical competences and (b) basic skills, such as abilities referring to the administration of the product and the process (languages, history, public speaking, …), and promotional skills (mathematics, science, economy, …). Transversality means critical thinking, which is needed in every single moment during the learning process.

The educational model of Cometa Formazione divides the learning process in four different phases: 1. Ideation, 2. Planning, 3. Realization and 4. Evaluation, as in the figure below.

At the end of every section a product is being created: (a) a mood panel, (b) a project, (c) a product or event and (d) a report. The whole process is repeated twice a year. It is not a rigid model, but it depends on various factors, such as the class and the projects. Moreover, this learning process can be adapted to different sectors. The scholastic year starts with the process of ideation, during which different activities are planned:

a. A tour of Cometa with the aim of introducing its world, also using the collection of photos and notes.
b. Various trips to places in the area of Como in order to discover the history and the geography of Cometa's surroundings.
c. A meeting with older students who explain their experience with the client's commission so younger pupils will understand its meaning.
d. An introduction to the creative method by watching a video and sample catalogues.
e. The creation of the book to collect and summarize the personal path.

It is necessary to understand the object's context as much as possible. Therefore these activities are planned to help students being aware of where they are and of what Cometa means. Every product created in the Oliver Twist school has the Cometa brand.

Ideation is the starting point of the design thinking process. It is a very important part of Cometa Formazione's entrepreneurship education. Giving students the possibility to work on the ideation of a product and on their creativity represents an extraordinary opportunity. During this phase it is very

useful to work on the student and on its subjectivity and protagonism. It is important to let students know that their opinions count and contribute in an original manner to the common construction. It is about active citizenship. Most of the time pupils do not believe in themselves and do not consider themselves as important. Therefore, it is necessary to show them that they give valor to the group. It is a strong method of entrepreneurship education.

Students at Cometa work for real customers and their requests of products or services (mainly catering services). The second phase then regards the process of planning and project of the product or service which has to be realized for the customer. This phase is in connection with the previous one, mainly focused on Cometa and personal brand and styles. After the meeting with the customer, students begin planning and projecting a concrete proposal also in accordance with customers' expectations. Different ideas can emerge from the students; after that, proposals are shared and the process of design thinking enters the core phase where, in groups and then together with all the class, students identifies the best solution to be proposed to the customers. The educator interferes thanks to his experience (mentoring) and helps the students in evaluating if their ideas are realizable in terms of costs, materials, market etc.

Moreover, this phase is not only based on technical terms but also on the way of being. Therefore, the companies transmit technical knowledge and abilities, whereas, the school has the task to teach men and women the right way of knowing how to get by in this world. Again, it is necessary to understand the best way to respond to the client's needs on behalf of Cometa.

The third phase is about realization, that foresees manufacturing of the prototype chosen by the client. In this way, it is possible to present a realistic scale model during the following meeting. In case the client is satisfied with the prototype, students start realizing the products. Its duration depends on the specific work field. Shortly, it is the examination of the previous phase: if everything went as it was planned, the realization can be unrolled without problems; if not, the realization must be modified until the predicted results can be really produced.

The last phase regards evaluation, during which the whole educational process is evaluated. This phase is fundamental for having a judgment and measure of the educational path and its outputs. The complex of systematic and continuous observation carried out by teachers guarantees a tool for evaluating the formative programs. Evaluation allows teachers and students, to reflect on the model and the process in order to develop possible critical issues. Furthermore, the evaluation of competences

acquired in the working context takes place through constant monitoring and by analyzing the company's feedback.

During the whole process the relationship student-mentor is fundamental. On the one hand mentoring emerges in the relationship with the teacher: he is the one that puts reality in front of the student and tries to bring out the student's truth, because the better you know yourself, the more you are able to ask. The educational relation is always based on the reliability on what the teacher transmits to the student. The pupil does not only check what is taught by the teacher, but also who the teacher is. Every teacher has his/her subject, through which he/she educates the student. For the pupil it is important to know, that the relation between him/her and the educator becomes never the subject of the lesson.

On the other hand, it is crucial also the role of tutors. It is the one that makes the communication between student and teacher more human. The tutor is present during the whole learning process and helps the student organizing the educational program, adding for example more study hours in order to guarantee a better assimilation if needed. The tutor plans the pupil's internship, the experience of the educational activity in order to let the student's critical thinking abilities grow. Furthermore, tutors support the teachers in looking differently at the student and to better understand his/ her learning needs. It is a professional educator who does not tell students what to do, but explains who he is.

Both of these relationships are based on the link between two uniqueness's. The teacher/ mentor (but also the student) must be conscious about being in front of a uniqueness. The teacher is meeting not only a student, but an I, which whom he needs to get in contact. The I is a "mystery", something unknown, that enriches the teacher.

The main objective of the educational method "mentoring" is the creation of true relationships. Through the "design thinking" activities in the learning process, students recognize their value as the possibility to generate beauty, in particular cooperating with others and above all with a mentor. This learning process designed by Cometa Formazione, based on the principle learning from doing, registers outstanding improvements regarding the students' self-confidence and a more stimulating learning context. This kind of planning requires a remarkable team work, which is justified by at least four positive aspects:

1. Almost from the beginning, students produce concrete objects that external clients consider valuable. This process helps them to realize to be able to create something beautiful and precious.

2. Students use skills of basic subjects (English, Italian, mathematics, history) for realizing products and required documents. Therefore, subjects that seemed to be abstract and obscure become an experience because they are used during the realization of the students' projects. This increases the interest for various subjects and enhances the relation between students and knowledge.

3. By adopting the model, students experience the communion of knowledge: every single subject contributes to the pupils' personal and professional training and development. Understanding this bond is fundamental in order to generate the students' interest for various activities proposed by the school.

4. The mentor stimulates the student by working in the same direction. The pupil feels comforted by being guided.

Thanks to adopting this specific educational model, Cometa Formazione obtained relevant results: it is possible to observe students that overcome apathy and skepticism, and restart trusting an adult and develop a passion for something that happens at school. All this has a positive effect on their scholastic performance and improves also their didactic results. In fact, the establishment of a positive classroom environment permits to increase the level of the educational proposal, which again has positive outcomes for the students.

2.2.3. Benefits and conclusions

At the time a new vocational programme is offered to students, it is also crucial to prepare mentors to change their teaching methodologies, to learn how to update their knowledge and to develop a growth mindset attitude. Teachers, namely for VET organizations, often have a concrete experience in the various sectors of their specialization, nevertheless all these competences need to be regularly updated and adapted to the continuous changes of the market (Hiim, 2015); a new curriculum ("teacher as researcher") has to be promoted. To this extent it is essential to help educators in a regular activity of connection with the reality-in-change and in a lifelong learning and training based on their own practice.

This new approach requires not only to modify the pedagogic models in training future teachers, but, above all, a new environmental setting of the education and training organizations: a proactive approach to research and development of new contents, new didactic methodologies, new assessment tools is essential, as well as training teachers in main qualitative and quantitative research methodologies. Teachers need to be repositioned.

The School-Enterprise method, where students are involved in making real products for real customers is also the key point for an effective design thinking process: a real opportunity of work makes them perceive the challenge of creating something which has to be evaluated not only by teachers, but by the market. Furthermore, they are able to understand the relevance of their creativity.

Cometa Formazione created a new and different proposal. A proposal that, first of all, permits a change that passes from a simple content transmission to a real problem. For example, educators who teach Italian Language and Communication must handle the fact that students, at the very beginning, are not able to present their projects in front of clients. It is not enough to teach Dante's Divina Commedia if afterwards students cannot express well their opinions.

As described before, also the mentor is a very important and particular figure in the education model of Cometa Formazione. In the Oliver Twist vocational training school mentors do not teach like they do in other schools, but they fulfill a different role. Cometa Formazione invested in a more educative figure: someone who holds together a student's project and who is therefore able to manage a project, namely the relationship between the student and its family, its clients, its teachers, … the student's "universe". Mentors are supported in acquiring a united vision of this process. In entrepreneurship education, a mentor is the person who, maybe more than others, helps during the unitary development of self-knowledge. The mentor supports the student's ability to keep the three key elements united (I, the world, YOU).

Results of education and training in Cometa have been positive and encouraging. On March 2016, the ETF Foundation gave an award to its method as one of the ten best European Programs for Entrepreneurship. Furthermore, according to the social impact analysis for the years 2015-2016, Cometa Formazione has generated several positive outcomes and impacts, including:

- 95% of students recognize their soft skills increased;
- 94% of dropout students completed their new career at Cometa;

- As an example, since 2012, more than 80% of former students in the catering branch got a stable employment and are no longer completely dependent from their families (average wage 910€ per month);

- Former students have an employment rate 8% higher than other VET schools in Italy.

In order to adopt the described teaching model it is necessary to switch from "teaching only knowledge" to "looking at the individual". The first goal must be making the student grow personally. Society must stop trying to fit everyone into a scheme and into standards in order to allow all individuals to develop their personality in a liberal manner. The winning element of Cometa is that everyone is unique and excellent. Excellence is not a capacity or skill, but it means to become oneself. Cometa Formazione's educators believe in the students' uniqueness and they try every day to bring out their own specific talent.

In comparison with other school environments, the described model puts a lot of emphasis on experience. It is about human development, liberty and education. Many important and interesting readings exist regarding the teaching methods *mentoring* and *design thinking.* It is fundamental to acquire a holistic knowledge of these methods, including original texts as well as modern productions.

What regards mentoring, a classic reading is "Mentoring at work: Developmental relationships in organizational life" by Kram (1985). Nowadays, surely the "Blackwell Handbook of Mentoring" by Allen and Eby (2010) gives a multiple perspectives approach. It includes best practices for student-faculty mentoring programs described by Campbell. Also "The handbook of Mentoring at Work. Theory, Research, and Practice" by Kram and Ragins (2007) is fundamental. Regarding the method "design thinking" suggestions are "Design Thinking" by Rowe (1987) and "Change by Design. How Design Thinking transform organizations and inspires innovation." written by Brown (2009).

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2.3.   The ability to work with other, comprehensibility and social ease skills

Definitions:

The ability to work with others - involves understanding and working within the group's culture, rules and values; joint planning and decision-making; negotiating and compromising; expressing one's opinions and ideas and respecting those of others, including people of differing backgrounds; and being flexible in terms of roles including knowing when to take a leadership role and knowing when to seek a team approach.

Social ease - the ability of introducing yourself to new acquaintances, making small talks, etc.

Comprehensibility - capable of being comprehended clearly and precisely.

(http://essentialskills.ideascale.com/)

2.3.1.   Method of learning: debate clubs

Debating has a very long history as it roots lie in the Ancient Greece, where it was an important element of everyday life. These debates are now perceived as the beginning of democracy and a possibility to express one's view in topical political issues (Decaro 2011). London debating societies, which emerged in in the early eighteenth century, continued this ancient tradition. The societies were an important part of the English Enlightenment and democratic open-minded society. They accepted participants from both genders and all kinds of social backgrounds. The discussed topics ranged from politics to social issues. The most famous British Debate Club is Oxford Union Society which operates since 1823 in the city of Oxford. The club has its own building in the city centre. Many politicians have begun their careers by being members the society, but these are only students of the Oxford University who can become the life members. Despite this rule, the society has many notable speakers from around the world (e.g. Albert Einstein, Stephen Hawking, Dalai Lama) (Wikipedia.org). Nowadays, such societies are expanding worldwide, however, the most prominent are still those located in England.

London debate societies inspire modern debate clubs which arise mainly in schools, universities or institutions connected to politics. What is more, recently there is a growing discussion on the role of debate clubs in teaching entrepreneurship (e.g. Harvey-Smith (2011); *The future of learning* (2013)). Some authors emphasise that debating is more demanding than public speaking, because we are not able to prepare the speech earlier (NLSDU 2011). Thus, participants must develop special skills, which will help to synthesize and express their ideas. As it was emphasised, practising public speaking is also

helpful but no essential to start debating, for motivation and regular training are the most important factors of success (Johnson 2011).

Before preparing a debate, it is important to consider the maturity of the students, their skills as well as the time available and size of the class. Remember that debating is quite a spontaneous activity. Usually, there is some time devoted to preparation, but it is very limited. Speakers are required to think fast and consider a wide range of ideas.

There are various forms of making debates, Wikipedia enumerates 19 ways of competitive debating[1] which usually differ in some formal and cultural elements (e.g. number of participants, arguing style, philosophical foundations). However, there are some things that are common for all of them. *Teacher's Guide to Introduce Debate* (2011) indicate that these elements are:

- a *resolution* of policy or value that provides the basic substance of the discussion. The terms of this resolution will be defined by the first speaker of the debate;
- there are two teams representing those in favour of the resolution and those against it;
- the affirmative team always carries the burden of proving its point;
- the debate closes with final rebuttals on both sides which summaries their respective positions.

Whatever the debate type, each has its own rules that speakers must follow. In all cases, probably the most important element of the debate is the topic (Quinn 2005). The topic is the discussed subject, which is usually a declarative sentence. Hunsinger, Price and Wood (1967) state that this sentence can take three forms, i.e. a question of policy, of fact or of belief. However, a better topic would be of policy rather than belief or fact, as it gives a perfect room for discussion and arguments: the topic based on facts leaves a little room for discussion, while the topic based on beliefs provides too much of it. Exemplary popular statements which can be used for debating are *The death penalty is appropriate; Cell phones should be banned in schools; School uniforms help to improve the learning environment[2]*. The very important issue which is connected to topics of debates is the definition. The affirmative team presents the definition of the topic, which is a concise statement explaining how the topic is understood. The definition provides the initial point of a discussion and is necessary as not all words or phrases can

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[1]   These are: Australasia debating; European square debating; Extemporaneous speaking; Impromptu debating; Jes debating; Lincoln-Douglas debating; Mace debating; Mock trial; Moot court; Offene parlamentarische debate; Oxford-style debating; Paris-style debating; Parliamentary debating; Policy debating; Public debating; Public forum debating; Simulated legislature; Tibetan Buddhist debating; Turncoat debating.

[2]   These and other topics can be found at http://www.debate-motions.info/.

be understood clearly. For instance, in the topic *Cell phones should be banned in schools* we must define what kind of schools it concerns. All types of schools or any school in particular? What does *ban cellphones* exactly mean is yet another issue – overall ban or the ban during lessons, etc.

Flynn (2011) specifies that although there are many types of debates in Europe and United States, the British style debates are the most popular. In the British style debates, we have two teams. One team is the affirmative team, which tries to argue that the topic is true. The second team is a negative team, which does not agree with the topic. These teams are often called proposition or government and opposition team (Quinn 2005). Each party consists of two to four speakers who declaim alternately. The general schema of the debate is presented in Figure 1.

Figure 1. British parliamentary style debate
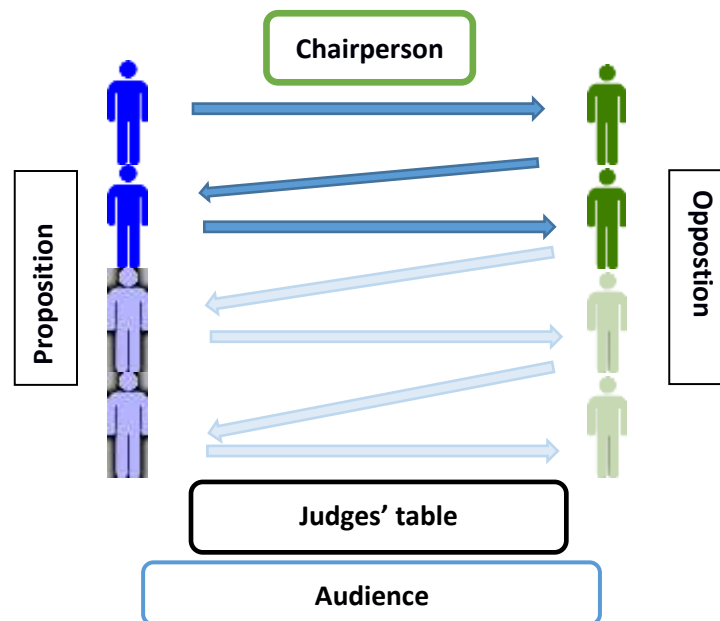
Source: *Debating…*(2008).

The hall where the debate is organized is divided into two sections. It is modelled on the British parliament, where parties take places in front of each other. The proposition team takes place on the right of the chairperson. The opposition team takes place on the left of the chairperson. There should be a place for Judges and audience on the other side of the hall as well.

Usually, the debate is controlled by the chairperson, also known as the Speaker of the House. The role of the chairperson is to introduce the teams as well as adjudicators, to present the rules of the debate and to call each speaker in a given turn. The Speaker of the House should also stimulate participation of the audience, control comments and summarize the debate (Gibb and Price 2014). The

debate is divided into the number of speeches which are equal to the number of participants. Each speaker has a different role, and the order of presentations is determined by the rules of the debate. Each speech should start with *Mr./Madam Chairperson, ladies and gentlemen* or *Mr./Madam Speaker, ladies, and gentlemen.* The first affirmative speaker, called Opening Government (Proposition), has the privilege to define the topic and explain the course of action.

Arguing is a key element of debating. Arguments are usually facts which support one side of the topic. There are basically two types of arguments: substantive and rebuttal. The former includes arguments which are in favour of a given topic, while the purpose of the latter is to attack the arguments of another team by presenting the opposing statement. The simple distinction can be made between these two types of arguments. The substantive arguments prove why the given team is right, while rebuttal show why the opponents are wrong. It cannot be stated that one of these types is stronger and should be preferred (Quinn 2005). Hunsinger et al. (1967) add refutation, which is a negation of argument by giving the counterargument, to the list of types of arguments. In that sense, refutation is close to rebuttal with the main difference lies in the argument (another argument vs opposite argument). Literarydevices.net highlights three ways of making refutation, i.e. refutation through evidence, refutation through logic and refutation through exposing discrepancies.

Refutation through evidence must be based on arguments which are supported by facts (i.e. data, research or theory). Therefore, the speaker can refute the argument of another team by negation or provision of a more accurate evidence. Refutation through logic is very difficult. It is based on deconstruction of the opposing argument and presenting it in such a way so as to point the discrepancies emerging in the argument. The last way of making refutation (through exposing discrepancies) involves indicating that some elements of speech are not coherent or are irrelevant for the topic. The following examples of refutation speech are cited below:

- *There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality.*

  Martin Luther King, Jr

- *We can put a road in and increase everyone's taxes by 50 cents per day for the privilege of using this new road or we can leave it to consider the future in hopes of the economy getting better. In the meantime, the cost of maintenance of a dirt road and the wear and tear and maintenance on our cars will continue to increase. The future cost of the road will also increase. So, for less*

than a weekly trip to the car wash, we can have a clean dry road and reduce the dust in our homes along our new road or continue to replace springs and shocks and clean the dust and think about it tomorrow when it will cost more.

Every debate must finish with a result, which must be carefully worked out by the team of judges. The number of judges typically oscillate between 3 in the preliminary round and even 9 adjudicators in the final round (Harvey-Smith 2011). The author provides some general guidelines which an adjudicator should keep in mind:

- assess from the viewpoint of the average reasonable person;
- analyse the matter presented and its persuasiveness, while disregarding any specialist knowledge the teams may have on the issue of the debate;
- do not allow bias to influence their assessment;
- do not discriminate against debaters on the basis of religion, sex, race, color, nationality, sexual preference, age, social status or disability.

Judges must be objective, i.e. suspend their private opinion and focus on the provided arguments.

Usually, the adjudicator considers three categories to assess the debates. They are:

- manners, i.e. the way that particular speech is presented; how interesting, sincere or humorous the speaker is;
- matter, i.e. the quality and strength of the arguments; the way in which the arguments were presented;
- method, i.e. the structure of the speech.

There are also another categories provided by the World Schools Debating Championship: style, content and strategy. However, in that case, style equates to manners, content to matter and strategy to method. These categories are usually of unequal importance in the assessment process. The strongest are matter and manner while the method is less significant (Johnson 2009).

Entrepreneurship Skills (2015) emphasise that some entrepreneurship skills can be taught and learned, however, the most effective approach is to focus on real problems. The debates are very helpful in developing oral skills. Quinn (2009) points to the fact that debating can develop such skills as comprehensible speech, persuasive communication as well as giving one's speech a proper structure.

Obviously, debates are not individual speeches. All speakers need to connect their performances to other presentations and not contradict the speeches delivered by the members of their own team (*Debating* 2008). Thus, only good cooperation can help the team become successful. The ability to work with others is essential in this type of activity. It is important especially when the members of the same team do not know each other well. In his handbook, Quinn (2009) focuses on the role of tactics in winning the debate as well. Another issue is developing social ease among the participants. It has to be kept in mind that debating is a highly stressful situation. The participants are obliged to develop their speeches in a short time standing in front of adjudicators, opposite team and audience. Social ease is essential for successful speaking to the large audience. Practising speaking and arguing can significantly improve this skill (Johnson 2009; Harvey-Smith 2011).

In conclusion, there is a straight link between the ability to co-operate with others, social ease, comprehensibility and debating. Participation in the debates can be a great opportunity to develop this set of skills. The rule is simple: the more practice, the higher level of speaking-related skills is achieved.

2.3.2. Poznan Oxford Debates Tournament

Oxford-style debates have been popularised in Poland by Zbigniew A. Pełczyński, a long-time professor at Oxford, who founded the NGO School for Leaders in 1994. Due to the influence of scholarship programs launched by this organisation, Oxford-style debates have spread quickly among politicians and activists, not to mention teachers and students of both schools and universities. The rules have been slightly modified from the debates at the Oxford Union, yet the most important elements have been preserved (www.cdzdm.pl).

The first national debates tournament in Poland was organized in 2008 by the Foundation for Youth Entrepreneurship. In the next edition in 2009, 79502 pupils from 904 schools and 1312 teachers participated in the tournament. One of the stages was organized in Poznań on 28th October 2009. The CEO of the Career Counselling Centre for Youth – Mrs. Bogna Fraszczak was one of the observers. This debates as well as debates organized by the Polish-American Freedom Foundation inspired Mrs. Fraszczak to start the separate debate event in Poznań.

Since 2012, the debates have been cyclically organized by the Career Counselling Centre for Youth in Poznań. The event usually takes place in Autumn or Spring. During the first stage all upper-secondary schools in Poznań are invited to enter the tournament. The application is made by the teacher

representing his or her team. In 2014 eight teams entered the tournament. In 2015 there were 13 teams that wanted to participate in the competition.

After the application period is over, the preliminary stage begins. In that stage, each team participates in special training provided by the employees of the Centre. The training covers such areas as self-presentation, debate rules and argumentation. One training session lasts 4-6 hours. Two to three teams takes part in one training session.

The debate is organized by the main Speaker – chairperson, who does not take part in the discussion. The main speaker is impartial. He or she is supported by the secretary. The main duty of the secretary is to watch the time, fill in the documents and signalize the end of the debate with a bell or ring. Prior to the debate participants take places according to the figure 1, i.e. the proposition sits on the right of the Chairperson. The opposition sits on the left of the chairperson. Judges and audience sit in the back of the hall. The first seat of the proposition and oppositions are held by the first speakers of each team. Each participant must start the speech with the words *Sir* or *Madam* directed to the chairperson. Participants have to address each other with the words *Sir* or *Madam*. There are four speakers on each side of the debate. It is important to note, that the panelists typically do not choose their stance – the roles of the "proposition" and the "opposition" are assigned in a draw. The speakers who defeat and oppose the topic speaks alternately. The first to speak is the representative of the proposition who should define the topic. The other speeches should revolve around the topic defined by the first speaker. The last speaker sums up the arguments of each side and represents the opposition. Speakers have to obey the time, because if they exceed the time, the chairman interrupts their speeches. The audience can ask questions or provide information by standing up and saying q*uestion* or i*nformation*. Questions can be asked at the end of first and at the beginning of the last minute of the debate. The speaker can accept or refuse interjections from the audience. Interjection should include up to three sentences. The teams can report neither questions nor information. The photo of the 2015 debates is presented below. As can be seen, the general arrangement of the hall is similar to this presented in Figure 1.

Picture 1. The Career Counselling Centre for Youth final debate 2015

Source: The Archive of the Career Counselling Centre for Youth.

The tasks for speakers from proposition and opposition are presented in Table 1. Notice that each member of the given team must be in close touch with the previous speaker and pay the highest attention to the speech of the opposite team as well.

Table 1. The speakers' roles in the Poznań Oxford Debates

Proposition	Opposition
The first speaker (5 minutes) • Provides definition and criteria • Sets out the arguments	**The first speaker** (5 minutes) • Refers to the definition and criteria • Sets out contrary arguments to the statements presented by the first speaker of the proposition • Presents his/her own arguments
The second speaker (4 minutes) • Strengthens the proposition's arguments • Presents contrary arguments to the statement presented by opposition's first speaker	**The second speaker** (4 minutes) • Contests the proposition's arguments • Strengthen the opposition's arguments
The third speaker (4 minutes) • Strengthens the proposition's arguments • Presents contrary arguments to the statement presented by opposition's second	**The third speaker** (4 minutes) • Contests the proposition's arguments • Strengthen the opposition's arguments

speaker	
The fourth speaker *(4 minutes)*	**The fourth speaker** *(4 minutes)*
• *Sums up the proposition's arguments*	• *Sums up the opposition's arguments*
• Sums up the contrary arguments to speeches delivered by the opposition	• *Sums up the contrary arguments to the speeches delivered by the proposition*

There are four judges in each round of the tournament. One of them is the leader, who presents the verdict to the teams and makes a short summary. In this summary, the leader of the judges tries to elaborate on strong and weak points of each speaker. Moreover, the judges choose the best speaker – the participant who was the most successful in fulfilling tasks assigned to his or her role. The best speaker can represent the team which lost the match as well. Judges in the Poznań Oxford Debates are asked to assess the following issues:

- organization of the speech – structure (introduction, end);
- arguments – quality and content;
- proofs – what proofs (data, research, publications, statistics, sources);
- presentation – quality of speech (fluency, vocabulary, body language, gestures).

Exemplary debate topics discussed during Poznań Oxford Debates organized by the Career Counselling Centre for Youth in April 2015 included:

- Following well-trodden path is better than appoint new trail (elimination round).
- It is better to live in the centre of a large city than in the neighbourhood area (third place debate).
- Higher salary is better than an interesting job (final debate).

Members of the audience can be involved in the discussion in a variety of ways: questioning the panelists, giving them additional information, taking the floor after the main debate is finished as well as giving short speeches supporting either the proposition or the opposition. In Poland, the rules are very relaxed when it comes to the mode in which the winning side is chosen: depending on the circumstances, the organisers may resort to an audience vote or decide to appoint a panel of judges, who grade the quality of the panelists' arguments, presentation as well as the use of evidence. The latter model is often considered to be more reliable in case of school competitions and large tournaments.

2.3.3. Benefits and conclusions

Debating can be a very enlightening experience for each person engaged in the process. The method undoubtedly develops the entrepreneurial skills among the participant. It is especially useful in extending social ease, comprehensibility and ability to work with others. The main benefits were described in relation with the three groups: youth workers, counsellors and teachers.

The benefits for young workers:

- developing entrepreneurial skills needed in business practice;
- developing negotiation and persuading skills – also very useful in everyday business practice;
- learning about the discussed topics – the topics are often connected to politics, economy, finance, which can broaden the young workers' horizons as well;
- the ability to find the facts, arguments or data.

The benefits for counsellors:

- cognition of students' predispositions in a real-life situation;
- expanding personal network as the tournament gathers teachers, counsellors and students from many schools and other institutions;
- extending one's own knowledge.

The benefits for teachers:

- learning new, innovative teaching method;
- improving the quality of relationships with your students;
- extending one's own knowledge as well as the students' knowledge.

Career Counselling Centre for Youth has been organizing the Oxford Debate Tournament since 2012. It needs a lot of effort to make it run smoothly as many employees have to be involved in the organisation process. The planning of the debate starts usually many months earlier – if the tournament starts in October, some initial works must be done during the summer holidays (June – August). Primarily, training programs for participants must be prepared, some collaboration with schools have to be established.

Some external reading is recommended= in order to develop some topics, which may be interesting for the readers. For general information you can visit the website of Career Counselling Centre for Youth (see Events), which is available in English as well. You will find some photos from the debates, list of teams and dates there. Much more detailed information can be learned from the excellent, universal handbook by Quinn (2005). The handbook is divided into sections for the beginners, intermediate and

advanced readers, thus it is easier to start with your level of knowledge. The teachers may be interested in the well-developed work by Harvey-Smith (2011), which also presents the historical, social and organizational background of debates.

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2.4. Coping with risk, perseverance and critical thinking

Definitions:

Coping with risk - dealing with unknown; coping with 'uncertain' knowledge. Making decisions when the information available is partial or ambiguous, or when there is a risk of unintended outcomes

Perseverance - the quality that allows someone to continue trying to do something even though it is difficult.

Critical thinking - Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

(http://www.merriam-webster.com/ ; http://www.criticalthinking.org)

2.4.1. Method of learning: games

A complex and multifaceted nature of teaching – learning requires a rich repertoire of teaching methods. The essence of modern understanding of methods is the evocation of action, development of thinking and creativity (Kruszewski 2005; Król 2007). Coping with risk, persistence and critical thinking are ones of many skills that we can develop using available teaching methods, which are frequently still seen as unconventional. Those are for instance didactic games.

Use of games dates back to the antiquity. The oldest board game was found in China – it dates back to 3000 BC (Faria, Nulsen, 1996). Some ethnographers are convinced that it was education that was the reason for creating many games. Their task was to reproduce natural living conditions of humans, share knowledge with the next generation and prepare them for proper functioning in the society. A good example may be chess, which was used as a typical simulation game 2000 years ago. Its aim was to prepare soldiers to do battles (Surdyk, 2008).

The creator of modern pedagogics – Jan Amos Komeński – recommended methods that taught through play. He gave most credit to simulation and competitive games. They were to maintain the attention of the student and evoke their motivation (Siek-Piskozub, 1995). Many authors claim that each game is a play, but not each play is a game (Galant, 1987). Therefore, it is essential to grasp the differences between them. The most significant factors distinguishing the game and the play are the following:

- meaning of score – stronger in the game than in the play,

- nature and meaning of rules – explicit and formalised in the game,

- competition in the game,

- limitation of illusion in the game (Okoń, 1987).

Hence, the game is a higher form of play based on respecting strictly set rules by at least two students (Grzesiak, 1984). The literature includes other definitions and classifications of games as well although most authors use the term of didactic game directly. Wincenty Okoń characterises the game as a form of play where set rules are observed. In this case an important aspect of the game is to achieve a strictly defined score. He also underscores the educating functions of the game: respect for norms, possibility to compete, teaching how to win and how to lose. On the other hand, the didactic game is a game with a certain didactic purpose, a teaching tool (Okoń, 2007). Similar stance is expressed by Czesław Kupisiewicz, who – underlining the features of play in the didactic game – classified them a well, distinguishing the following types of games (Kupisiewicz, 2009):

- **simulation games** – the task is to present a specific fragment of reality in a simplified manner, which makes it easier to observe or manipulate it;

- **situational games** – the idea is to challenge children and the youth to solve fictional tasks,

- **staging games** – they require the reproduction of past events or create new plans of those events.

Franciszek Szlosek provides a slightly different classification of didactic games, which he ranks among activating teaching methods. He distinguishes the following game types:

- **simulation-based** – actions taken by players resemble actions taken by people in real situations in everyday life;

- **decision-based** – role play by students with presentation of thoughts, statements and attitudes;

- **psychological** – based on interactions between individuals or groups striving to achieve set goals (Szlosek, 1995).

On the other hand, Krzysztof Kruszewski says that the didactic game is a problem-based teaching method. He underlines its role in shaping creative thinking, which makes it possible to rebuild old and create new patterns. Therefore, what is present here is thinking and learning characteristic of the problem-solving process (Kruszewski, 2005).

Upon analysis of the definitions made by the said educators, the didactic game can be understood as a teaching method facilitating the acquisition of knowledge and skills, containing components of play, based on observance to strictly set rules and allowing the student to learn how to win or lose. Ever more often, games – simulation-based in particular – are based on computer programmes and the Internet. The most significant features of didactic games are the following (Wawrzeńczyk – Kulik, 2013; www.womgorz.edu.pl; www.lscdn.pl; www.graszkolneniowa.pl):

- purposefully organised didactic situation which allows to achieve the set goals, not only didactic ones, but also education-related ones;

- explicitly set rules which largely pertain to subject-matter and time limits;

- activity of students and other interactions between participants;

- introduction of competition.

Didactic games are an effective measure in shaping general competences. Participation in the game reinforces and emotional and motivational sphere of the student. The most important competences developed with games are the following:

- teamwork, formation of and leadership in a team;

- communication and cooperation, especially active listening, argumentation, asking questions, expressing and accepting criticism, negotiating and coping in conflict situations;

- time organisation and management, that is the determination of priorities, classification of tasks, work planning and acting when there is time pressure;

- a range of other analytical skills, which include goal determination and critical thinking (Wawrzeńczyk-Kulik, 2013).

Many authors underline that didactic games are an efficient method of developing persistence. Gabriela Kapica claims that they develop willpower, willingness to overcome difficulties and persistence. They bear successes, which evoke optimism and self-faith (Kapica, 1991). Maria Noga adds that "they develop such character traits as regularity, persistence, self-discipline and feeling of justice. They teach how to take up tasks on one's own and how to get on in a peer group" (Noga, 2009).

Persistence in didactic games allows students to overcome problems, see them as effort on their way to success. It increases motivation and optimism concerning learning new things, rules and dependencies. Therefore, participants of games are not discouraged by difficulties and learn from their failures. Such an attitude allows them to develop another competence, that is readiness to cope with risk and running risk.

The didactic game sets students before the necessity to make decisions and be responsible for them. It is connected with acting when there is uncertainty and a chance of failure (Wawrzeńczyk-Kulik, 2013). Participants realise that making decision under risk bears mistakes. Movements at every game stage are the mastering of the previously made, frequently risky, decision and modification of assumed game strategy. It is therefore necessary to use yet another competence in this case, that is critical thinking. It is connected with sober, reasonable and reflexive and logical thinking and investigation. It is characterised by use, analysis and assessment of information obtained from the host or other participants or independent formation of it (www.criticalthinking.pl). Critical thinking is a component of creativity and problem-solving, particularly in crisis. It allows to see differences and make decisions.

Didactic games used in the teaching process are met with growing interest and recognition at schools and in institutions. The recent years have witnessed a some kind of renaissance of games and plays. Learning with them has undisputable didactic merits in comparison to the traditional teaching model (Surdyk, 2009; Kapp, 2012). There are many studies on correlations between the use of didactic plays and games and the effectiveness of teaching many subjects. Johan Huizing Roger Caillois proved the importance of ludic activity as the basic human activity. It is them that are considered the most eminent precursors of ludology (i.e. science dealing with games) (Surdyk, 2009). Other game examiners are for instance as follows: Jespera Juula, Gonzalo Frasca and Markku Eskelinen (Surdyk, 2009). On the other hand, as for Poland what needs to be remembered are the theoretical assumptions set forth by the already-mentioned Wincenty Okoń and Florian Znaniecki.

Studies confirm the attractive and activating function of games. This is so as games teach seeking, creating, consolidating and using necessary information. They allow to go beyond information

found in books, bear new ideas, develop social competences and build the foundations for teamwork. Teresa Siek – Piskozub invokes the results of numerous empirical studies which prove increased effectiveness of education with simulation (Siek-Piskozub, 2001).

On the basis of the results of studies by Kapp and Sheldon, it may be assumed that games are an opportunity for teachers to improve the effectiveness of the teaching process. They allow for increasing involvement of students. They are efficient in overcoming significant deficits of traditional teaching methods (Kapp, 2012; Sheldon, 2012). The development of computer technologies more and more frequently allows for a wider use of teaching electronic games.

In January 2004, by the initiative of researchers, academic lecturers, PhD students and students, the Games Research Association of Poland was established. Its main aim is to study widely understood games in many aspects and use them in education as well as promote and develop knowledge on games both in theoretical and practical terms, i.e. creation and distribution of games. The Association promotes the idea of games as a form of creative use of time (Surdyk, 2007).

2.4.2. Poznan Location-based Game and Strategic Game Competition

The location-based game is a play performed in the urban area, where the participants solve tasks set in the scenario according to their own variants. The factors decisive in winning are time and number of quality of solved tasks. The game combines components of on-street happenings, stalking and computer games. It is classified as a didactic (simulation) game requiring mental effort, movement-based and sport games requiring physical effort and territorial games requiring special preparation (Warcholik, Leja, 2012).

Location-based games date back to the 1920s and are connected with the United States. In Europe, the first game was organised in 1970s. In Poland, their history is much shorter. The first games were organised here at the turn of the 20th and the 21st century (Warcholik, Leja, 2012).

Browsing through the literature, it is well worth paying attention to an attempt to systematise location-based games. One of the classifications was made by Olga Nowakowska, who divided those games into lover's, commercial and educational (Nowakowska, 2011). Lover's games are organised by private initiative by person or people who do not act commercially, but mainly out of passion. On the other hand, commercial games are mostly organised by touristic companies and advertising companies

or travel agencies with view of profit. They are frequently part of city touring during integration or motivation trips (Nowakowska, 2011). Last but not least, the educational game combines practical skills of participants with theoretical knowledge. It serves to obtain new information and it stimulates intellectual activity (Warcholik, Leja, 2012).

The game can have any subject matter. The goal of participants, moving around a city, is to perform tasks and reach the set points, that is places where the so-called agents can wait for them. The give the participants a task to complete. The winner is the participant who completes all tasks the fastest or who has got the best score (Nowakowska, 2011; www.lscdn.pl).

So far, Centre of Professional Counselling for the Youth (CDZdM) in Poznań was twice involved in the organisation of a location-based game in the area of entrepreneurship for students from upper secondary schools. The first edition was held in October 2014, the next one two years later, in October 2016. Every time, the Centre is the content partner of the game and cooperates with associations and foundations from the poviat of Poznań. Their task is to achieve a grant for performance of a public task (a round of a location-based game) from the Poznań City Council and then to settle those funds with the donor – Business and Agriculture Department of the Poznań City Council. The amount of such a grant is PLN 10,000 (EUR 2,380). The content partner is responsible for recruitment of participants and contact with schools and for content-related support.

The aim of the location-based game, in which CDZdM is involved, is to provide the participants with skills useful in establishment and running of their own business, with particular attention drawn to modern business and creativity in seeking the idea for the business activity. Students obtain knowledge on business plan formation rules and establishment of their own business, starting from dreams, through a plan and business concept, and ending on actual implementation.

The game is preceded by a preliminary stage, where the coordination team is created. Its task is to create the terms and conditions, application form, list of Internet tasks, description of stations and instructions for their agents and to create the map of the game. A graphic artist prepares promotional materials (logo, letter sheet, etc.) and the look of the participant sheet. The promotion is performed by means of the traditional and local media and subject-related websites as well as social media. Information is also sent directly to schools. Three-person teams of students of upper secondary schools in Poznan can participate. Recruitment is performed by filling in the application form at the website. At this stage there are no limits as to the number of teams.

The game starts at an Internet stage. Its aim is to provide the game participants with knowledge in the area of entrepreneurship, creation of attitude of in-depth analysis of information about business, investing in oneself and manner of thinking about earning their first money. The condition for participation in the game is to read and accept the terms and conditions and a consent by a parent/legal guardian for participation in the game. The Internet stage is performed via specially designed website and it lasts two weeks. Each task has to be solved within two days. During that time, the participants receive tasks to complete, for which they are granted points by entrepreneurship experts appointed in the game. The task of the experts is also to sent back remarks, reservations and ideas The experts are usually business consultants, employees of Project Coordination and City Revitalisation Bureau, professional economists and bank representatives. A condition for further participation in the game is the completion of tasks within the time limit specified by the organiser. The prepared tasks pertain to the following:

- idea for business: description and justification of the idea and its goal;

- sales: determination of the strategic client, goal of sales, investigation of the business's environment (competition, suppliers and recipients);

- business's resources: financial, tangible and human resources, provided services, prices, distribution and promotion;

- concept of business: it contains components included in the third task and additionally includes the strategy and general justification of the idea. It shows components which can prove whether a given idea is feasible;

- preparation of a sale strategy: creation of the idea for seals, indication of manner and stages in which it will be carried out;

- creation of a product logo and name: preparation of a marketing strategy, general vision on promotion and presentation of the business or a product;

- creation of presentation of business's idea; a task summarising the previous tasks. The presentation is prepared in the multimedia form.

In 2016, 41 teams participated in the Internet stage, 10 out of which went through to the on-site stage. Its aim is to familiarise the participants with various types and forms of business activity, teach them how to cooperate and teach them consequences of their choices and how to take risk.

At the start, the players receive a starting pack consisting of a T-shirt with the game logo, beverage, snack, compass, map, notebook and pen. Additionally, students and volunteers are covered with accident insurance. The on-site stage lasts ca. 3 – 4 hours. It is held in the area of the city of Poznań, where there are points where the teams perform various tasks in the area of business activity:

- sale of a product to a difficult client: a volunteer plays the role of a difficult client and the participants are to sell them their product;

- business promotional campaign: determination of components of promotion adapted to the idea of the business;

- creation of a promotional video: assessment of time, idea and used methods;

- interview with an entrepreneur; acquisition of information on the specific character of a business or a product, learning about the successes and difficulties of the entrepreneur;

- presentation of the business plan: the concept of the business is assessed by a jury.

The game ends once all teams perform the tasks. At each station, the participants receive 0 – 5 points, depending on the quality of performance of a given task. The general score from the Internet and on-site stages are taken into consideration to determine who wins. At the end of the game, in a room at the Poznań City Council the winners will be announced and awarded. Board games were the prize in 2016. The class of the entire ceremony is bettered by the presence of the Mayor of the City of Poznań.

In 2014, 18 people and 10 volunteers participated in the location-based game and in 2016 – 123 people at the Internet stage and 30 participants and 15 volunteers at the on-site stage. Another example of the simulation-based didactic game is the strategic game. It is frequently referred to as the business simulation game in the literature. It is a form of conducting business activity under virtual, not real, conditions. Its main advantage is the possibility to observe the behaviours and effects of activity of businesses without risk and costs related to experimenting (Gaweł, 2016).

The history of development of simulation games is several thousand years old and pertains to the military. Simulation games used nowadays for education purposes in the area of economy and administration stem from war games. In this day and age, business simulation games appeared in mid-1950s. The first business game was created in the United States in 1956r. by American Management Association. In a short time, consulting companies and universities became interested in the games.

Over five years they became exceptionally popular and their use for educational purposes soared (Gaweł, 2016; Wawrzeńczyk-Kulik, 2013).

Business games are a simulation of operation of a business or its part. The participants play roles of members of the management of the company. They have to make managing decisions reflecting the operation of the company. Actions are taken with incomplete information on the game and the market. Via the trial-and-error method, the participants can analyse the effects of their decisions. Therefore, they gain better understanding of and insight in various aspects of business management (Gaweł, 2016). Business simulation games are composed of four parts:

- rules showing the types of managing decisions that need to be made and their limitations,

- structure indicating the parameters of the game and their correlations,

- competition resulting in the situation where decisions made by one team have an impact on the results obtained by all participants of the game,

- feedback received after each decision rounds (Gaweł, 2016).

This type of games more and more often employs computer programmes serving to make decisions in the so-called virtual reality. The programmes are developed on the basis of mathematical models reflecting certain market phenomena in simplification (Wawrzeńczyk-Kulik, 2013).

In years 2014 – 2016, by the initiative of the employees of the Centre of Professional Counselling for the Youth and the employees of the Business Faculty at UMP, four editions of a strategic game took place, which were a supplement to class in business basics. The games were held in cooperation with the Poznań University of Economics and Business. They are organised free of charge by one of the game authors, professor Aleksandra Gaweł from the University of Economics and Business. 3- and 5-person teams of students from upper secondary schools in Poznań can sign in. The event is promoted via the website of the Centre, social media and on the basis of the contact database of schools and educators.

The first presented game was developed and implemented as part of project named "Strategic Management Games – innovative teaching method for business education (SMGBE)", number 2011-1-PL1-LEO05-19884, financed as part of programme Leonardo da Vinci. The project is coordinated by the Poznań University of Economics and Business and implemented in cooperation with University of Graz (Austria), ISM (Lithuania) and the Wielkopolska Chamber of Industry and Commerce (Poland). The organisation of the game requires the preparation of at least one computer station per group and

Internet access. The prerequisite is the registration of all players at website http://bizarena.eu.poznan.pl (Gaweł, 2016).

The participants of the game – on one hand – use their knowledge and skills in the area of entrepreneurship on the basis of their qualifications – they analyse possible options, make decisions and examine the effects of their steps. On the other hand – the seek answers on their own, preparing the most effective strategy of operating on the market (Gaweł, 2016).

During the game, students are divided into teams, where they make decisions connected with the establishment and operation of a virtual enterprise (they e.g. establish the business name, split functions or define the strategy of business operation). The game consists of 10 decision rounds. The winner is the virtual enterprise that develops and releases an assortment of services most adapted to the needs of target groups. Players compete for demand on their services. The make all decisions related to the operation of business, including those connected with marketing policy or human resource management. The game takes nine hours in total and is usually spread over three days. Each game features five competing teams.

The starting market position of each player is the same. The have the same starting capital and identical possibilities to enter the market. They receive PLN one million at the start. Starting with round two, the standing of businesses changes. This is a result of teams making various strategic decisions, which has an effects the financial standing of an enterprise, its demand for service and profitability of sales (Gaweł, 2016). The winner is the team that has the biggest capital after ten rounds. Each round finishes with feedback showing the effectiveness of the employed strategy. Awards for the participants are closely connected with the theme of the established enterprise.

In the first three editions, each team became a chocolate manufacturer and started to expand onto the European market. In the last edition, the participants established virtual fitness clubs. 65 players participated in all editions. Usually, the games are organised as part of the Global Entrepreneurship Week, becoming an effective tool in entrepreneurship teaching.

2.4.3. Benefits and conclusions

The competences acquired during didactic games, particularly in strategic and location-based games, facilitate the development of entrepreneurial attitudes. The most important benefits from the use of games in the teaching process can be seen from the point of view of three groups of

stakeholders: young, entrepreneurial employees, professional consultants and teachers. The benefits for young, entrepreneurial employees:

- learning about new areas of knowledge and their assessment – didactic games evoke positive motivation for learning and they consolidate obtained knowledge. They deepen the interest in the topic, understanding of basic notions in the area of management and they integrate knowledge from various domains;

- mastering entrepreneurial skills – the games also make it possible to acquire practical experience in making strategic and tactical decisions related with a virtual enterprise, such as : understanding of market mechanisms of operation of enterprise, solution of micro- and macroeconomic problems connected with the establishment and conduction of one's own business activity. They evoke the willingness to win and stand out. The allow for sense the bitter taste of failure;

- acquisition or development of key competences connected with various interactions, such as: development of teamwork skills, persistence, critical thinking and analytical thinking. Games allow for acquisition or strengthening of readiness to act, take risks and assume responsibility. The develop perception and precision (Siek-Piskozub, 1997, Wawrzeńczyk-Kulik, 2013).

Benefits for professional consultants:

- increased knowledge on the student – games allow for better insight in professional interests, stronger and weaker spots of young people. They allow to check the competences declared by students. The show team roles and so show the predispositions of the student.

- motivation of students to actively seeking new solutions and breaking old patterns – games make competences connected with creative approach to problems and orientation to risk more dynamic;

- mastering of the skills required for the capacity of professional consultant and influence in their reputation among students. Games can show creative approach of the consultant to work with students. They present a competent and creative educator open for novelty (Dołęga-Herzog, Rosalska, 2014).

Advantages for teachers:

- getting to know the student in various situations – games make it possible to see character traits that are usually not visible. They allow to assess the student's lacks and deficiencies in situations which are not connected with stress;

- presentation of issues related to various phenomena, technical processes included in the curriculum – games develop interest in the topic of class and positively influence the relation of the student to the subject (Gulińska, 2008);

- more effective educational impact of the teacher during the game – games allow to shift the centre of gravity from the teacher and their teachings to the student and their independent action.

Teachers or professional consultants creating and implementing scenarios of didactic games, particularly location-based and strategic games, should mind several basic activities. They will be decisive in the correct course and effects of games. First of all, the recipient is to be specified. Then, proper level of difficulty is to be selected. It is also important to set the rules binding to all participants. It may be useful to hold an organisational meeting where the rules and conditions of participation in the game will be presented. Increase in the level of students' involvement will depend on the level of variety of tasks. A well conducted play will allow to use the benefits derived from didactic games, that is the development of entrepreneurial and social competences.

From the moment of employment of didactic games in the teaching process, their popularity keeps increasing. They are becoming ever more various, the game market is expanding, and so they become the object of interest on the part of many authors. The issues of games and plays for children and the youth were in Poland touched on by – inter alia – W. Okoń (1987), G. Kapica (1991), T. Siek-Piskozub (1995), Cz. Kupisiewicz (2000), M. Bondarowicz, T. Staniszewski (2000), K. Kruszewski (2005), A. Surdyk (2008 – 2009). It is also possible to familiarise oneself with a ludology-related scientific periodical – and at the same time the official magazine – of "Homo ludens", the Polish Association for Game Studies. As regards foreign literature, it is worth reading the works of the following authors: R. F. Barton (1974), G. Gordon (1974), J. Huizinga (1985), R. Caillois (1997), I. Flemming (1998), D. Chauvel , V. Michel (1999), R. Portmann (2001), J. Juul (2003).

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2.5. Knowledge of economy, law and the ability to learn

Definitions:

Knowledge of economy and law - basic knowledge of economic and legal rules that affects the enterprise (e.g. supply and demand, estimate the cost of turning an idea into a value-creating activity, types of job contracts).

The ability to learn - the ability to gather new knowledge. Closely related to intelligence (the ability to learn or understand or to deal with new or trying situations).

(http://www.merriam-webster.com/)

2.5.1. Method of learning: social enterprises

Student cooperative (SC) is a type of an organization who operates within an educational institution. This organization, now unjustifiably marginalized, has a very long tradition. The very first student cooperative was founded in 1900. Social cooperatives gained popularity in the period of time between the World Wars, when they became an important part of social cooperative movement that was evolving then concurrently. The founding fathers recommended then that the principles of social cooperatives such as entrepreneurship, solidarity and cooperation should be taught from the very early age. The very popular motto was: "Bring up and educate your children in such a way that they become aware, resourceful and creative cooperatists so that when they grow up they could benefit from living in a society, in a way that can be described as righteous, fair, happy, in general, better than we live now (Student cooperatives in Poland… 2016). Traces of such involvement in social cooperative activities can be found in short stories for children by Jan Brzechwa issued after the Second World War like for instance "The woodpecker told a story to an owl" where animals from the wood decided to found a food cooperative as a method of tackling the problem of a dishonest monopolist. Some more practical publications were also available – teachers who were going to found a student cooperative could make use of especially prepared booklet entitled "A social cooperative in school" that presents, in a very straightforward way, student cooperative principles of operation and shows various benefits of SCs.

A Support Centrer, the so called Student Cooperative Advisory Body was also operating then nationwide (Wolski 2016) In 1939 student cooperatives were active in 30% of all the schools in Poland (Wolski 2016). They would run school shops, buffets, libraries and book binderies (the contemporary equivalent of a book bindery is probably a Xerox service). It is important to emphasize that Poland was

not the only one to be fascinated with social cooperative activities. The trend of social cooperatives including student cooperatives was also developing successfully in other European countries such as United Kingdom or France.

The collapse of the trend came with the Second World War but after the War student cooperatives had their days "of renaissance". Seventies were particularly good when it comes to student cooperative activities. They operated then in areas which were previously the domain of traditional companies and state owned monopolies only. They ran book binderies, hairdressers, photo studios / labs, toy and wicker products factories, even tailor and knitting shops. School Saving Unions which were later transformed into Banking Social Cooperative Unions were present in almost every school. The situation of the Polish social cooperative young activists was so good that they were invited and participated in UNESCO International Student Social Cooperatives Symposium in Paris, in 1979.

The plight of the social cooperative movement started along with the political and economic transformation which started in 1989. Student cooperatives, who promoted entrepreneurship, based on a community, solidarity and cooperation seem to be at odds with new economic realities in which emphasis was put on individual rivalry, competition and market maximization. Negative connotations to the previous economic and political system also played its part in decline in popularity of student cooperatives. More than ten years later, paraphrasing Mark Twain, rumours of student cooperatives' death had been greatly exaggerated and they could provide a method that has a lot to offer when it comes to learning. It is estimated that student cooperatives operate today in more than 6 000 schools across Poland and there are 300 000 students who are their members. The smallest are of a few and the biggest are of over 200 members (Kondycja spółdzielni socjalnych i ich rola w kształtowaniu postaw przedsiębiorczych i obywatelskich, 2015, s. 26). They operate nationwide with even greater presence in regions of: Malopolska, Podkarpacie, Warminsko – Mazurskie and Mazowsze.

Since 1991, Student Entrepreneurship Development Fund has been operating with the aim of supporting student cooperatives nationwide and promoting their activities in Poland and abroad. They have also been carrying out trainings for cooperative guardians. The First Student Cooperative Congress was organized in 2009, and then for the second time in 2014. In 2016, polish student cooperative activities were presented in Brussels at the CECOP – The European Confederation of Cooperatives Active in Industry and Services.

The subject of student cooperatives has reappeared at political agendas. The main reason is the lack of formal – legal solutions related to such activities. Currently, student cooperatives operate based

on the Social Cooperatives Act dated 16th September 1982 (Social Cooperatives Act dated 16th September 1982) and they are also described in the National Programme for Social Economy Development – the document approved by the Polish Government on 12th September 2015 that outlines the most important directions for the development of social economy in Poland. The authors of the document emphasized that student cooperatives are a good practical exercise in producing good attitudes of social responsibilities among students (National Programme for Social Economy Development, p. 31, MonitorPolski PL).

Competencies growth in the area of social economy is one of many important operational goals of student cooperatives recommended by National Programme for Social Economy Development (Monitor Polski 2014). The goal is to be achieved by developing competencies both through formal and informal education (at all stages of education). It is mentioned in NPSED that being a member of student cooperatives is a good method of learning social activities and management – the goal is to have student cooperatives and other forms of social cooperative activities in at least 10% of elementary and secondary (high) schools before the year 2020, and it is to be accomplished thanks to:

- activities which promote ideals of student cooperatives in schools including contests for student cooperative guardians and teachers, and institutions which support social cooperatives, also awarding special certificates to schools in which attitudes towards social economy and entrepreneurship are particularly friendly;

- providing methodical support in processes of creating and running student cooperatives with the use of experiences resultant from projects which were carried out under the Programmes of Operational Human Resources and Civil Initiatives Operational Fund;

- creating and popularizing programmes for improving teachers' knowledge and experience in the area of social economy and entrepreneurship;

- producing solutions which constitute efficient stimulants for teachers and pedagogues (taking the current state of affairs in this respect it means SC guardians) to develop the cooperatives which should be marked as "life preparing workshops" (among others regarding activities of social cooperatives' guardians as extra curriculum classes);

- development of support system (trainings, counselling, facilitating, etc.) designed for teachers of elementary, secondary (high) schools, methodologists, Boards of Education employees, teachers training centers, subject matter experts designated by the Minister of National Education and

Science or Minister of Culture and National Heritage and personnel of institutions mentioned in the Education System Act dated 27th September 1991;

- inclusion of social economics and entrepreneurship into the teachers trainings who will become the teachers of entrepreneurship, and social studies;

- holding contests, tournaments and science Olympiads (Monitor Polski 2014).

The National Programme for Social Economy Development legitimized what has already been going on in terms of grassroots work. National Social Cooperative Council, National Association of Auditable Social Cooperatives and other non – governmental organizations in cooperation with local government entities began to run a series of projects aimed at strengthening student cooperatives. The examples of these projects are: "Student cooperatives – young people on your marks", "Student cooperative as an instrument of strengthening entrepreneurship activities among young people – student cooperatives". The result of one of these projects is the educational programme "social entrepreneurship" created and developed by St. Jadwiga's Fund commissioned by the Regional Center for Social Policies in Poznan and constitutes a complete programme proposal for secondary (high) schools.

Student cooperatives are organizations who operate within schools without any legal personality. They operate in accordance with general principles of social cooperatives and Social Cooperatives Act dated 1982. That is why, student cooperatives can be founded in all types of schools including those where students are younger than 13 years old and do not have legal personalities. Every cooperative create their own statute as a base for operations. The statute describes the structure, range and ways of operations, organization, membership, authorization and rights of cooperative's management and also all issues related to funds and finances. A starting point could be the exemplar statute of a student cooperative produced by National Social Cooperative Council in cooperation with Minister of National Education and Science approved in 1983 – the resolution accepted during The Second Polish Social Cooperatives Congress. It is important that a statute is coherent with a statute of the institution within which the social cooperative will operate. Statute also designates bodies responsible for cooperative's operations: The General Assembly, The Management and The Board. Only members of the cooperative are allowed to be members of the above bodies.

Student cooperatives can consist of any number of people but there should be more than 10. Students are entitled to make decisions, to operate on their own but there must be a teacher designated as their guardian. It is supervised by the National Social Cooperatives Council through the

student cooperatives instructor and the school headmaster, who is also responsible for approving the statutes of student cooperatives. Student cooperatives as a body within schools do not pay taxes but their members do not receive any payments either. Profits can be designated for certain purposes such as organized tours for students or cinema tickets. They can also cooperate with other social cooperatives run by adults making it a patronage cooperation.

Foundation of a student cooperative – step by step.

1. Students get familiarized with social cooperative concepts, social and student entrepreneurship. This can be achieved during entrepreneurship classes, weekly class hours or additional activities – various clubs, workshops, student board meetings. The classes can be led by an individual teacher or in cooperation with selected practitioners of the third sector (non – governmental organizations, Social Economy Support Centers, representatives of social cooperatives). Organizing special games could also be a very interesting way of presenting student cooperative concepts (see Gaming chapter), where students can try performing various roles of social cooperative members.

2. Needs and capabilities analyses – students, under the supervision of a teacher, ruminate what they can, like doing and if these can be used to bring benefits in their cooperatives. It is recommended to deliberate what the needs of a school and its environment are. It is also a good moment to plan the very first marketing activities.

3. Creating a list of at least 10 people who are interested in founding a cooperative. Defining entry fees, shares and participation rules.

4. A school statute change – the information about operating student cooperatives within school should be included in the statute.

5. Teachers' Board should designate a teacher who will be a cooperative's guardian who plays a crucial role in achieving a success. Not only are the guardians to supervise cooperatives but also to motivate students in their actions. The participants of a study performed by the National Association of Auditable Social Cooperatives and the Student Cooperative Development Fund described a good guardian as a person who:
   - is greatly involved in SC operations;
   - cooperates with a school management personnel;
   - makes good use of available school resources;

- establishes contacts and cooperation with local entrepreneurs and social cooperative activists;
- has leadership features;
- enhances students' positive personality features (Kondycja…, 2015).

Currently, teachers who would like to become a student cooperative's guardian can participate in free courses and workshops. There are also guidebooks available such as "Manager of a student cooperative or "Guidebook for student cooperative guardians" by M. Grzybowska – Brzezińska. Collaboration and cooperation when it comes to preparing a student cooperative's statute in accordance with patterns created by the Ministry of National Education and Science in cooperation with the National Social Cooperative Council (attachment no 1). A statute of any student cooperative should be approved by a school headmaster.

6. General Assembly convocation – the supreme authority in a social cooperative. They vote to approve the statute and they also select management personnel of a cooperative. They make decisions based on the majority of voters. Election of the Management (3 people) and the Board (3 people). Next Management bodies are selected by the Board and the Board for the next term of office is selected by General Assembly.

7. A school headmaster or his delegated authority reports the foundation of a cooperative to the relevant superintendent. A school headmaster or his delegated authority reports the foundation of a cooperative to the National Social Cooperative Council in Warsaw.

According to the exemplar statute, the goals of student cooperatives are as follows:

- developing capabilities of working in a team and also operating, performing activities in a market economy, free enterprise;
- running a business, especially products sale, services provision, manufacture and breeding for the sake of a school and its students.;
- creating awareness as to the need of saving money and putting a budgetary surplus to a good use.;
- helping each other and fulfilling material and cultural needs of members;
- popularization of social cooperative concepts at schools (SpółdzielnieOrg 2016)

Whereas first three goals seem to be adequate for both a student cooperative and a mini company, the next two should focus our attention a bit more. The superior vision of social cooperatives

are cooperation over profit maximization and a team work over rivalry. It might sound pompous but when it comes to social cooperatives, it is people who are the most important and they are not to be treated as just tools used to achieve a success. International social cooperative concepts and visions: voluntary and open membership, democratic control tools, economic participation of members, autonomy and independence, education, training and information, cooperation between cooperatives and care for local communities (Deklaracja spółdzielczej tożsamości uchwalona przez XXXI Jubileuszowy Kongres Międzynarodowego Związku w Manchesterze w dniach 20 – 22 września 1995, KRS ORG PL, 2016) are worth to popularize at every stage of education. Therefore, student cooperatives can be a good effort in trying to combine business aims with activities dedicated to local communities and voluntary activities.

2.5.2. Polish "No Sham" Social Cooperative

The aim of this case study is to present operations and activities of „No Sham" student cooperative from a small town of Lipka Stara located in Zlotow Borough, Wielkopolska Region. The name of the cooperative comes from the name of the town itself (Lipka is a small lipa which literally translating means sham). The cooperative operates within the School Complex in Lipka. Currently there are more than ten active members who are second and third grade students of middle/ junior high school but it is always open to new social cooperative activists – recruitment process is performed on a regular basis. Students who graduate, thus leaving the school, remain the cooperative's symphatizers, supporters and patrons (own source of information). They organize weekly meetings during which activists and teachers as their guardians discuss current issues and share opinions. The main target of „No Sham" student cooperative are the inhabitants of Zlotow Borough.

The driving force to create the cooperative was the EU project "On your own", the economics education program for young people attending middle / junior high school in rural areas. The aim of the above mentioned program was to improve students' knowledge of economics, motivate entrepreneurial skills and attitudes and also to decrease the gap between young people from rural and urban areas when it comes to the knowledge of financial tools and also to teach them to develop appropriate skills to plan their career paths in a cognizant way (NaWłasneKonto 2016). The crucial part of the project were entrepreneurship, marketing and advertisement workshops, where students could learn what student social cooperative is and how to promote it. The guardian teacher of the cooperative

has also participated in entrepreneurship and student cooperative special trainings. The idea to create "No Sham" student cooperative was original and out of the ordinary. Students decided to publish a newspaper. Their participating in various trainings has also paid off – "No Sham" student cooperative members have won the competition (which was a part of the project) for the best advertisement produced by a student cooperative.

The cooperative members' determination and newly acquired skills have greatly contributed to this success. What is more, they have also gained support from a famous celebrity, a youtuber and local municipality's representatives. Among other awards, they were also given a money reward which was used to purchase equipment that is necessary in a movie production process. This has enabled the cooperative to broaden their operations – not only do they publish the newspaper but they also prepare video reportages about local events. For two years of their operations, the "No Sham" student cooperative has published three issues of their "No Sham" newspaper and emitted more than a dozen of video reportages. Students are engaged in every stage of the process leading to the final product which is a published issue of their newspaper: searching for ideas, sharing tasks, producing separate articles, preparing photographs. They are also responsible for editing which is supported by the guardians of the cooperative. The guardians of the cooperative also supervise and watch over the final product before printing process can be started. The very first two issues of the newspaper were printed on the cooperative's printer (acquired in another project) but the third was commissioned to a professional printing company. The important part whilst working on the next issue of the newspaper is finding advertisers and this is also students' task. They admit that their initial contacts with companies and presenting them with what their newspaper can offer was a difficult task but it helped them enhance their self – confidence (own source of information and also an interview with the "No Sham" student cooperative). Their participation in other workshops and competitions (among others Operate Locally, grant for development from BZ WBK Bank Grant Fund Project) has contributed to gaining even more skills. Students emphasized that "No Sham" Student Cooperative would never be as successful as it is now if it was not for the great support they received. Student cooperatives are supported by the head of Lipka Borough, head of the Zlotow County, local institutions such as Borough Center of Culture, Voluntary Fire Brigade, already mentioned local companies and others.

Teachers and students, as well as parents think highly of the results of their involvement in the cooperative's operations. Their work for the cooperative helped them gain significant experience

in the area of both hard skills (capability of producing texts on particular subjects or audio – visual materials) and soft skills (negotiation skills, self – confidence, team work). Students are now more familiar with economics matters, their awareness increased when it comes to social studies and issues. For instance, they are aware of the existence of certain organizational bodies / units operating in the area of both borough and county such as borough local government, Voluntary Fire Brigade, Occupational Therapy Workshops or non – governmental organizations.

The students themselves stress the fact that the cooperative gave them sense of being a part of the team, that it enabled them to do important things which are essential and needed by others. It helped them confront the results of their efforts with expectations of their customers and also plan their own career paths – some of the social cooperative activists declare that being involved in social cooperatives made them realize what they really want to do in the future (own source of information). What is important, social cooperative activists engage in what is going on in the area of their borough not only because of the fact that they collect materials for the newspaper but they also get involved in the voluntary services purely because there is such a need (own source of information and an interview with „No Sham" student cooperative). The cooperative regularly communicate with their sympathizers and potential customers of their services – they actively run their Facebook and Youtube accounts. Information about the cooperative's operations and activities can also be found on the website of the School Complex in Lipka (ZSLipka 2016).

2.5.3. Benefits and conclusions

The study of student cooperatives commissioned by the National Association of Auditable Social Cooperatives shows that being a member of student cooperatives has a positive impact on popularizing civil and entrepreneurial attitudes (*Kondycja*..., p. 42, 2015). Among acquired skills and capabilities guardians mentioned accounting, time and resources management, learning practical economics.

There are a lot of beneficiaries of students cooperatives – students, teachers, companies but also social economy support centres. For social economy support centres supporting social entrepreneurship is a very important part of promotional and educational activities. A good example can be Association For Social Cooperatives and their activities in that area. In cooperative with other secondary and vocational schools Association in responsible for dissemination of social economy knowledge and practise. In order to this a lot of workshops, trainings and meeting with local

entrepreneurs are organized (*Wielkopolski Ośrodek Ekonomii Społecznej*, 2014). Establishing students cooperative is also the goal of Greater Poland Social Economy Centre running by Association for Social Cooperatives. It's also worth mentioning about Educational Committee in Regional Centre for Social Policy in Poznan. In the Committee there representatives of Social Economy Centres, social cooperatives but also universities. The main goal of the Committee is to develop social entrepreneurship among students in every level of education (WielkopolskaES PL, 2017).

There are many benefits of students cooperatives also for teachers. In accordance with the current core curriculums, economics is included in the subject entitled "Introduction to business, entrepreneurship" which is scheduled for the fourth stage of education. The subject comprises wide spectrum of topics such as communication and decision making processes, economy, business, running a company, professional career planning, ethics in business *Podstawa programowa przedmiotu Podstawy przedsiębiorczości*, MEN PL, 2016). The plan allocates 60 hours to acquire the knowledge of market where young people will operate (in future. This is definitely not enough. The general knowledge core curriculum also includes the subject "Economics in practice" but its function is supplemental. The aims to achieve, when it comes to the subject of „Economics" are coherent and overlap with goals of student cooperatives. The main goal is to acquire certain capabilities when it comes to projects – preparing plans, carrying out the tasks and analysing results. The Ministry of National Education and Science recommends that in the process of education students should find themselves in situations where they can make their own decisions related to various types and ranges of economic activities *(Podstawa programowa przedmiotu Ekonomia w praktyce*, MEN PL, 2016). When making plans and all preparations to run and actually while running student cooperatives, students are supposed to perform certain tasks and achieve the following goals (they are coherent and overlap with the Ministry's recommendations):

- Market and competition analyses;
- Predicting financial results of their operations;
- Analyses of dangers, possibilities and chances with reference to the cooperative;
- Designing and running marketing operations ;
- They receive and carry out tasks, and task others;
- Production of the cooperative ethics code;
- Cooperate within a team / cooperative;
- Analysis of their operations results (*Podstawa...* 2016)

Student cooperatives operations are coherent with the core curriculum of the "Introduction to business" subject, especially when it comes to the following issues:

- students can describe an environment in which a company operates;

- students can explain the goals of company's operations and ways of achieving them;

- students produce a project of a company based on a business plan;

- students can identify and analyse conflicts in a team and propose methods of solving them, especially through the process of negotiations;

- students can characterize factors contributing to the success or failure of a company;

- students can make rational decisions based on given information and make assessments of their own actions;

- students can make use of various forms of communication (both verbal and non – verbal) in order to present themselves and/or their own opinions (*Przedsiębiorczość społeczna – program edukacyjny* 2015).

What is more, social cooperatives enable students to familiarize with legal aspects and law in general. Students become acquainted with crucial terminology such as statute, management, board, registration and become aware that their operations must be in accordance with relevant laws, that they have rights but also responsibilities and obligations to other legal bodies. They learn regulations related to business they run. A very good example is the change of regulations on dining facilities at schools which was a real challenge for many cooperatives. Social cooperative activists have the opportunity to learn regulations on organization of events, outdoor activities, money collection for different purposes and lotteries. Being a member of a student cooperatives gives students a chance to establish contacts and cooperation with local governments (see above the example of "No sham" student cooperative) thus gaining knowledge described in the "Introduction to business" and social/civic studies core curricula. Students who are members of Student Cooperatives acquire knowledge and capabilities on the following topics:

- Structure of the organization they are a part of and what differences between them and other organizations and companies such as for instance sole proprietorship businesses are.

- Environment of student cooperatives and capability of finding possible ways of cooperation with various bodies – ability to contact local civil entities and non – governmental organizations – then they engage with one of them.

- Procedures of starting a company;

- Finding information on using European funds by polish citizens, companies and institutions;

- Rights, obligations and responsibilities of an employee - a social cooperative member ((*Podstawy programowe przedmiotu Wiedza o Społeczeństwie*, MEN PL).

Social cooperative activists learn how to operate in accordance with market principles and also what their rights, responsibilities and obligations are. Running a business requires flexibility and constant capability of taking proper measures in order to adjust actions in relation to constantly changing conditions and the environment. It is very similar to the real job market, where employees are required to quickly acquire new information, new skills or even to rebrand, requalify or change profession.

Therefore, student cooperatives give a great chance of learning and acquiring knowledge. It goes without saying that the best kind of knowledge is acquired through our own practice. It does not mean that it is less true though.

The report on student cooperatives – current state of affairs and their role in popularizing civil and entrepreneurial attitudes shows that among other positive impacts student cooperatives have on education, they constitute an important, additional source of knowledge in the areas of social and civil activities, maths, sale skills, economics, market principles, promoting social egalitarianism, learning through practice, understanding principles based on which a team or a society operates (*Kondycja*...2015). Student cooperatives contribute to developing additional competencies such as conflict management and finding a solution to conflicts, strategic thinking, time management, assertiveness, finding solutions to problems and finding support, communication improvement including interpersonal one. Hence, student cooperatives are not art for art's sake – they have great impact on their members and the respective environment – a class, school, community, town or county.

Students cooperatives can turn out to be very useful tool after school reform which is planned in Poland. Changes include extending primary education from six to eight years and extending the time spent in high schools and vocational schools to four and five years respectively. The reforms will do away with the junior high schools, reintroducing a two-stage school system which was scrapped in 1999. The reforms are to get underway in the autumn of 2017 and are to be completed by 2022. The will be also some changes in subject "Introduction to business, entrepreneurship". The main goals of the school reform are to improve the quality education and increase support in vocational education especially by suppling of skills that are high demanded by the changing labour market (*Ustawa o oświacie* 2017). These are the goals as in students cooperatives and Trio2Success project.

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3. Final thoughts

In the modern world that is characterized by high level of uncertainty, having and developing entrepreneurial skills is crucial from the point of labor market accommodation. This point is particularly important when we talk about youth who are at the beginning of their professional career and transition from schools to work. The problem of youth unemployment and is significant in the most of European countries where unemployment rate among people up to 24 years oscillate about 20% (Eurostat). Development of entrepreneurial skills may be the remedy for the problems of European labor market.

Such skills are very helpful in active participation in the given economic environment and allow one to understand the complex social and economic mechanisms that interacts and influence the labor market reality. Adeyemo (2009) notices that skills are the basic ability according to which the man adjusts to life. In that sense acquisition of entrepreneurial skills such as those mentioned in the handbook creates open-minded person, which is aware of his or her potential and ready to face the complex problems.

We wanted to stress that entrepreneurial skills are not only connected with starting the business and managing the firm but there are the general condition of a good start of youth in the labor market. However, acquisition of entrepreneurial skills is not an easy task to deal with. It demands a lot of involvement, knowledge, and experience. Such skills cannot be developed in the theoretical way. The handbook could be a useful methodology guide for anyone who wants to explore the topic in more in-depth way.