



## COOPERATIVES AS A MEANS OF ENCOURAGING SOCIAL ENTREPRENEURSHIP

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### summary

The Social Economy today finds an environment conducive to its development, the economic crises associated with the emerging social problems have led to an awareness of the importance of its role that associated with social entrepreneurship and social enterprises are presented as solutions to the problems currently evident in society. The relationship and dynamics between Social Economy, Social Entrepreneurship and Cooperative Social Enterprises, offer a social solution to a society and a fragile market. In this environment it is not advisable for educational institutions to be unaware of this reality that surrounds them, so they should prepare their students for a job market in constant change. Thus, teaching must be seen as an effective mechanism to raise awareness of the potential of social responses, outlining the necessary methodologies to achieve this. Revealing the need to adapt pedagogies, primarily in higher education, to better prepare individuals by facilitating their integration into the labor market and allowing the creation of new social solutions to their problems. Cooperatives, a secular movement for changing and improving the social paradigm, appear to be a key means of encouraging Social Entrepreneurship, as an organizational response and as a potentiator of Social Entrepreneurship. Justifying their introduction in the higher education curricular units, as well as in their methodologies, their teaching should be markedly practical and appropriate to their specificities, integrating alongside Economics, management and traditional entrepreneurship.

**Key words:** Cooperatives, Social Economy, Social Entrepreneurship, Education.

### 1. Introduction

Today, the Social Economy is present as a reaffirmed form, associated with social entrepreneurship that enhances solutions to the growing social problems and in response to market failures. Resurgent the cooperativism that is associated with social entrepreneurship, enabling new dynamics and opportunities aided by an institutional recognition favorable to its growth.

In this context it is proposed to carry out a theoretical work with some empirical contributions, in order to relate the role of cooperativism as a means of encouraging social entrepreneurship

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and its role in teaching.

The orientation of this work is guided by the answer to the following research questions:

1. What is the role of cooperatives in encouraging social entrepreneurship.
2. What is the contribution of the cooperative model and guidelines in the teaching of social entrepreneurship.
3. How can educational organizations promote cooperative guidelines and the option of social entrepreneurship.

The structure of the work to be presented will be composed in the first part by an analysis of the state of the art of cooperativism as a legitimate model and promoter of social entrepreneurship, using a literature review.

In a second part, it is proposed to present some ways to introduce this social aspect in teaching in general and in teaching entrepreneurship in specific. For this purpose, a complementary literature review will also be carried out. The conclusions drawn from this analysis will allow us to complementarily make some suggestions for teaching cooperativism as a means of social entrepreneurship and also the description of concrete means for the promotion of cooperative ideals in the academic environment, in students' school relations and later in labor relations.

In conclusion, some reflections and contributions will be presented, contrasting the reality of teaching, specifically the university, and the path that can still be taken to better adapt and train students, as well as other stakeholders, to new market opportunities.

## **2. From Social Economy to Social Entrepreneurship**

The Social Economy, Social Entrepreneurship and Social Enterprises, theoretical concepts widely disseminated by the most diverse institutions, represent a resumption and support for a concept of human overlap and valorization on financial or capital motivations, which had been advocated since the last centuries, by the cooperative movement. In this way, a more specific legal framework and a bet on an Economy that must also be Social provides a new look to social proposals, assuming them as a valid and recommendable solution to a market characterized by persistent economic crises. Accordingly, it is possible to verify that the “Social Economy sees its reason to intervene as a source of overcoming obstacles to job creation more justified,(Correia, 2014, p. 8).

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In Portugal, the Social Economy is framed by the Basic Law of Social Economy, Law No. 30/2013 of 8 May, for which the Social Economy “aims to pursue the general interest of society, either directly or through the pursuit the interests of its members, users and beneficiaries, when socially relevant”(Article 2 (2)). In this dynamic, it is possible to find in the Portuguese legal system the cooperatives, paragraph a) of article 4, currently considered a legal form of social enterprise, guided by a set of principles such as “respect for the values of solidarity, equality and non-discrimination, social cohesion, justice and equity, transparency, shared individual and social responsibility and subsidiarity. ”(Basic Law of the Social Economy, 2013, section 5 (e)). The state relevance of the Social Economy is also reflected in the normative guideline of “encouraging research and innovation in the social economy”(Basic Law of Social Economy, 2013, sec. Point d) of article 10)

For the European community, there is an inseparable relationship between the concepts, so “the concept of social entrepreneurship, (...) is associated with the concept of social economy, focusing on the figure of the organization, with the emergence of the social enterprise as a synthesis of the concepts of entrepreneurship social and social economy, socially entrepreneurial ” (Almeida, 2013, p. 71). As a result, social entrepreneurship integrates the reality of the social economy that is embodied in organizational terms through social companies, three distinct concepts but interrelated in their social role vis-à-vis the market and its stakeholders.

In turn, entrepreneurship as an explicit and comprehensive concept, be it social entrepreneurship or simply entrepreneurship, has gradually assumed an increasing importance in the market and in response to its development needs and the creation of new opportunities. Among the various definitions of this concept, it is possible to state that “entrepreneurship must be understood in its broadest sense as the ability to transform ideas into actions”(Sojdrivá, 2015, p. 5). This ability may be more or less inherent to the individual, and for which the role of teaching as an intermediary and enhancer of the necessary capacities to undertake in the transformation of ideas into actions has been significant, in this way "business skills can be learned"(Sojdrivá, 2015, p. 6) likewise, “entrepreneurship education (...) can have a very positive impact on people's lives and their employability, as well as on start-up companies 'rates and on companies' survival rates;” (Sojdrivá, 2015, p. 6)

According to Oliveira and Simões (2010), social entrepreneurship is a combination between the traditional entrepreneur and a desire for social change, that is, “creativity, determination and, let us add, the necessary vision of sustainability of an enterprise having as parameters of performance and efficiency and effectiveness ”to which is added a social vision translated into“

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genuine personal motivation in the sense of mobilizing people who are below the poverty line and / or in a situation of exclusion for market initiatives, (...) giving them an active voice in building an authentic Social Economy. ”(Oliveira & Simões, 2010, p. 11).

One of the main concerns of the various authors on this matter is the need to characterize and identify the different role of social entrepreneurship and the social entrepreneur himself (Almeida, 2013; Austin, Stevenson, & Wei-Skillern, 2006; Oliveira & Simões, 2010). To which is associated the promotion of sustainable local development and a tool of social justice and social insertion. It can be said that social entrepreneurship, specifically through cooperativism, is a practical way to undertake common projects that aim not only to improve the quality of life of its members but also to bring this improvement to all interested parties that will involve the organization. Since the social entrepreneur is a collective entrepreneur whose performance is assessed through their actions, their social impact.(Félix, Alves, & Sirghi, 2012)

Thus, its main vector is the treatment of the social problem, for which the social enterprise presents itself as an organizationally adjusted option (Austin et al., 2006). In this way, “social entrepreneurship as a genuine feeling of the population is presented in order to call for the search for realistic solutions to the socio-economic problems that affect them”(Oliveira & Simões, 2010, p. 13). Which in turn will allow “the fertilization of knowledge of local genesis with knowledge of external origin favored by the sharing of a cooperative environment”(Oliveira & Simões, 2010, p. 13), resulting from the combination of this will and cooperativism the materialization of the “basic instrument of Social Economy and affirmation of that affinity”(Oliveira & Simões, 2010, p. 13)

The current dynamics of the global market and the growing concerns about social justice and sustainability place social entrepreneurship together with new and / or readjusted solutions, which in concrete terms “at the organizational level as a process composed of management and intervention practices developed by non-profit organizations ” (Lopes et al., 2014, p. 48), the creation of social value being its central vocation(Lopes et al., 2014). Thus, it is essential that entrepreneurship education incorporate within its scope “a social dimension that includes teaching about fair trade, social enterprises and alternative business models, namely cooperatives, with a view to achieving an inclusive and sustainable social economy.(Sojdrivá, 2015, p. 5). Entrepreneurship with a social character adjusts to the new needs of the market, and to the Economy that must also be a Social Economy, revealing itself to be central to the “functioning of developed economies, largely because the social economy has become fundamental in societies as a result, on the one hand, of the aging of the population and, on the other, due to budgetary difficulties ”(Oliveira & Simões, 2010, p. 11).

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Social innovation is associated with social innovation that can be defined as an “intervention model (...): i) process dimension that acts according to certain requirements of principles that govern the procedures; ii) result or product dimension ”(Lopes et al., 2014, p. 251). What turns these individuals into direct players in creating creative responses. Transposing its “action, the capitalization of opportunities on a local or global scale, (...) for the formation of sustained and more balanced social models (...), and the promotion of equity”. (Félix et al., 2012, p. 33).

The theoretical conceptualization of Social Entrepreneurship is populated with disparate perspectives on the concept itself, guided by several schools of thought, which currently have a tendency to get closer, converging on the entrepreneur as a central individual, in matters of financial sustainability of organizations, initiatives, and innovative solutions (Lopes et al., 2014).

In short, social entrepreneurship presents itself and represents a practical cross-cutting tool that allows, among others, "environmental preservation to create value in companies and create opportunities for young people and the unemployed" (Félix et al., 2012, p. 139). Where being a social entrepreneur goes beyond a simple entrepreneur, that is, “being a social entrepreneur is a normative challenge in life” (Félix et al., 2012, p. 33).

### **3. Relationship between Social Entrepreneurship and Cooperatives**

Social enterprises do not have a universal definition, however the concept is used in Europe to define a “different way of doing business” (Social Economy and Social Entrepreneurship, 2013, p. 31), occurring when companies are created with a mission and social objectives. These organizations also demarcate themselves from other forms of association due to their sources of revenue, which arise from the course of their activity. The position of these companies, usually close to their users and locally framed, allows them to identify emerging needs in society, leveraging on this relationship, new, innovative and more immediate responses to them. For this, the social mission that defines them is fundamental, which combines with their inherent entrepreneurial nature, being this connection that allows the proliferation of social innovations.

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Social enterprises, through their social vocation, distance themselves from other forms of companies,(Social Economy and Social Entrepreneurship, 2013, p. 32).

Cooperatives as Social Enterprises appear as a local promoter of social entrepreneurship, and their relationships can be combined in two ways. In other words, the creation of a cooperative translates into an organizational form suited to the needs of the social entrepreneur and the cooperatives themselves look at social entrepreneurship in its genesis, whether in promoting cooperative ideals within the community or in supporting new social and new entrepreneurs. cooperatives.

The International Cooperative Alliance defines the values of cooperatives, affirming that:

“Cooperatives are based on values of self-help, self-responsibility, democracy, equality, equity and solidarity. In the tradition of its founders, the cooperative members believed in the ethical values of honesty, openness, social responsibility and concern for others ”(ICA 2012).

These values of cooperativism presented are therefore a clear answer as to the business model needed by the social entrepreneur. The shared organizational model, which enhances autonomy and self-development, the social justice and parity that characterizes it and the inherent association with the concept of sustainability, explains the adequacy of the cooperative model to the needs of the social entrepreneur. Thus establishing a close link between the cooperative model, its objectives and the choice of the form of legal constitution by the social entrepreneur who is in line with his own guidelines “social mission translated into the creation of social value, social impact , social innovation, sustainability and financial resources, governance model and method of appropriating economic value ”(Almeida, 2013, pp. 71–72).

Thus, the same distancing and differentiation between what separates the cooperative model from the model of commercial companies is prefigured and what distinguishes the social entrepreneur from the traditional entrepreneur, that is “differences in the mission (...) that will manifest itself in various areas of management organization and personal motivation ” (Austin et al., 2006, p. 3). Also adding “the mobilization of human and financial resources (...) that will lead to fundamental differences in the approach to the management of financial and human resources”(Austin et al., 2006, p. 3), and that will result in the pertinence of the “calculation of the performance of the social impact” (Austin et al., 2006, p. 3) as fundamental differentiation. These represent an important role in the development of a smart, sustainable and inclusive socio-economic model(Social Economy and Social Entrepreneurship, 2013).

If, on the one hand, cooperatives are the organizational model that justifiably fits the result of

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social entrepreneurship, they are on the other hand your strongest ally. Consequently, the cooperatives, through their principles, advocated by the International Cooperative Alliance and in the Portuguese case even having a legal bond through the Cooperative Code, boost social entrepreneurship, encouraging the creation of new cooperatives assisting and promoting social entrepreneurs. In this way, cooperativism is not only a social economy response to social entrepreneurs, but is also one of its promoters.

Specifically, it is possible to identify these factors in three of its 7 cooperative principles (in the 5th, 6th and 7th principles), that is, how these principles refer:

5th Principle: Education, training and information. “Cooperatives promote the education and training of their members, elected representatives, leaders and workers, so that they can contribute effectively to the development of their cooperatives. They must inform the general public in particular, young people and opinion leaders, about the nature and benefits of cooperation”(Kurimoto et al., 2015, p. 57).

6th Principle: Intercooperation. “Cooperatives serve their members more effectively and give more strength to the cooperative movement, working together, through local, regional, national and international structures”(Kurimoto et al., 2015, p. 71)

7th Principle: Interest in the community. “Cooperatives work for the sustainable development of their communities, through policies approved by members”(Kurimoto et al., 2015, p. 85).

As described in the aforementioned principles, entrepreneurship is primarily initiated by the example that the cooperative itself must represent in the community, a viable option for new opportunities. It is assumed in this segment that “socially entrepreneurial cooperatives will be fundamental to counter structural unemployment that affects local economies, particularly in depressed regions, insofar as by contributing to the valorization of the territory they will be promoting the construction of a socially innovative”(Oliveira & Simões, 2010, p. 1).

In addition, it should be noted that “the mission of cooperatives is based on the voluntary intention of cooperation (...) legitimized in the aspirations of the populations, in their dignity, in the sustainability and satisfaction of their common economic, social and cultural needs.” (Oliveira & Simões, 2010, p. 12). Meeting the needs of the population and as advised by the European Economic and Social Committee for which "social enterprises play a fundamental role as a driving force for social innovation"(European Economic and Social Committee, 2012, p. 46) focusing on the “common good and the general interest of communities” (European Economic and Social Committee, 2012, p. 46) and with a “function of promoting social cohesion through goods or services produced in coherence with the aim of achieving greater

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economic, social and environmental sustainability.” (European Economic and Social Committee, 2012, p. 46)

Cooperatives continue to contribute to socio-economic development, as well as to sustained job growth and to an equitable distribution of wealth, both in industrialized and developing countries. (Social Economy and Social Entrepreneurship, 2013). There is, therefore, an advisable path for social entrepreneurs, which may involve their connection and relationship with cooperatives, which enhance new responses to old problems and help new and old businesses to reinvent and apply their entrepreneurial spirit from a social perspective. Therefore, comprehensive entrepreneurship and more specifically social entrepreneurship “will certainly not be simple projects, but they are a promising way of renewing social intervention”(Quintão, 2004, p. 22) and furthermore still a producer of “labor market opportunities, (...) alternative forms of economic production and social and democratic participation” (Quintão, 2004, p. 22).

The potential of social entrepreneurship is realized, in accordance with the previously presented, in the creation of a cooperative where the social entrepreneur will find the favorable and necessary environment for the development of his social project and the multiplication of new social innovations.

#### **4. The teaching of cooperativism as a promoter of Social Entrepreneurship**

It is repeatedly stated that entrepreneurship is critical for the development and economic success of countries, and it is also recognized that their education prefigures a fundamental component in the entrepreneurial culture of individuals, as students and then as entrepreneurs, allowing the creation of business opportunities (Hannon, Collins, & Smith, 2005). In this way, entrepreneurship education is shown to be crucial, which should be developed in university curricula as a “robust and credible component, requiring theoretical and conceptual evolution and innovation in entrepreneurship practices”(Hannon et al., 2005, p. 12). It is advisable, therefore, that the approach in higher education should assume a more present and transversal role, aiming at new solutions more appropriate to the concrete needs of the entrepreneurs.

Entrepreneurship education allows individuals to be better prepared for the challenges of the market, “leads to a higher level of employability, improves business skills and attitudes leading to change (...) a greater interest in entrepreneurship and creative thinking” (Sojdrivá, 2015, p. 20).

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It is possible to identify through the literature review some lines related to new ways of teaching entrepreneurship (Figure 1). An experimental learning, the teaching carried out through organizations allowing students to integrate the activities of the organization after finishing their studies, using more flexible and creative ways (Hannon et al., 2005, p. 15). Brock and Steiner (2009) put a focus on social entrepreneurship, and propose two pedagogical approaches that are repeatedly practical, associated with contexts of practical learning, or at least close to the field of intervention. They refer to experiential learning and service learning, the first translating into the planning and construction of pilot projects or prototypes of social entrepreneurship, the second carried out through the provision of services to the community. Following this line of thought by these authors McGreevy and Heagney (2009) also state that adequate pedagogical approaches are a concrete means for learning key competences. Competences (Figure 1) ranging from the development of specific knowledge to specific qualities of entrepreneurs (Lopes et al., 2014). In turn, these pedagogical practices articulate a set of curricular and extracurricular activities, which stimulate students' awareness of their abilities, allowing the development of valid tools and resources for their communities, resulting in a motivational increase produced by the result obtained in the relationship with the community, that is, by creating effective social value in the communities, through their projects (Lopes et al., 2014). It is still possible to find references that education for social entrepreneurship must be built from education for entrepreneurship in general, with an emphasis on language and management aspects related to social enterprise. Another example of this normative logic is the reported use of several techniques, classic in the context of education for entrepreneurship, such as the elaboration of business plans, the analysis of case studies, the interviews with social entrepreneurs, the consultancy to sector organizations or the study of social and economic impact metrics. Social entrepreneurship seems to presuppose, from the outset, the need for more comprehensive and diversified training (Lopes et al., 2014, p. 361). Others propose the use of teaching in which “knowledge, concepts and strategies are replicated, requalifying skills towards sustainability” (Félix et al., 2012, p. 146).

Educational institutions, specifically those of higher education, are an important path in guiding students towards entrepreneurship, associated with a renewed awareness of the role of teaching as an instrument that can coordinate and trigger new initiatives, a role for which “one systemic vision that puts education at the service of social change (Lopes et al., 2014, p. 358).

Education, therefore, prefigures itself as a central and incentive mechanism for social change, having emerged in this context educational initiatives that propose to provide answers to the various social problems present. Or put another way, “making formal and non-formal education a fertile field for the creation and dissemination of innovative social initiatives, insofar as it is

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through meaningful learning that individuals form and mobilize new attitudes”(Lopes et al., 2014, p. 357). It is therefore clear the importance of teaching entrepreneurship for its prevalence and dissemination, and it is pertinent to find adjusted responses on the part of education. Therefore, some steps are presented according to the authors (see Figure 2) and based on the literature review, they will be an adequate path for the teaching of social entrepreneurship associated with the teaching of cooperativism.

From this perspective, social entrepreneurship, in accordance with the above, is intrinsically associated with the cooperative model, and it can be said that the teaching of social entrepreneurship involves teaching the cooperative model itself.

The relationship assumed in this investigation between social entrepreneurship and cooperativism and their promotion via teaching follows a path that leads from their social valorization to the ways in which teaching should be related to them, going through four stages, then proposed, for their teaching .

**Figure 1: Development of key skills for entrepreneurs. Adapted from Figure2: Development of key skills**

<b>Development of specific knowledge (Valadares &amp; Moreira, 2009)</b>		<b>Development of specific qualities of entrepreneurs (Lopes et al., 2014, p. 365)</b>
Declarative knowledge:	They concern the domain of themes, concepts, theories and laws,	The strategic, critical and creative vision, guided by sensitivity to social needs and focused on the search for unobvious solutions.
Attitudinal knowledge:	Regarding the formation of attitudes and values.	The resilience necessary to face the scarcity of resources and the adversities that a social enterprise faces.
Procedural knowledge:	Defined as the ability to perform.	Self-knowledge, associated with discernment and self-confidence, which drives the initiative and does not weaken in the face of errors, which are seen as learning opportunities.  The holistic thinking that allows us to think about the complexity of social phenomena in a flexible and integrated way, thus creating solutions oriented towards economic, social and environmental sustainability  The collaborative attitude based on empathetic and active listening skills, in relational, communicational and networking skills.

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### for entrepreneurs.

Source: Adapted from (Lopes et al., 2014)

Cooperatives as an organization that promotes social entrepreneurs already intervene in a sample selected for a set of opportunities that allowed the individual to have access to entrepreneurship in a social aspect, which prevent the rest of the population from accessing or at least making an informed decision in the form of entrepreneurship to choose. It is in the democratization and parity of education that the path of teaching social entrepreneurship must begin, and it is essential that the social economy as it is, an economy, be presented during the academic path of higher education. Presenting curricular options transversal to all the courses taught, through entrepreneurship curricular units that expose entrepreneurship to social entrepreneurship.

In turn, it is important to understand that a social enterprise of the cooperative type, has particularities that distinguish it from the others and that the only way this model does not incur inefficiencies and inefficiencies, pointed out by inadequate theoretical economic models, is an adequate management and members oriented to a common goal. However, these points will only be possible if individuals learn their characteristics, so teaching here represents an essential way for the success of the cooperative model.

The learning of the cooperative model, in turn, can only be carried out in an environment appropriate to its values, in an open, democratic and participatory environment. Fundamental values for the cooperative functioning that must be instilled in the students, for a balanced cooperative and fundamentally for a sustained and supported development in the local communities in response to a more promising community tomorrow. Going against what Lopes et al. (2014) for which awareness of the other's perspective, empathy, ethics, collaborative work and sharing are skills that should be enhanced from an early age.

Implementation model proposed by the authors	
1st Stage	Integration of the Social component in teaching across the board.
2nd Stage	Teaching the cooperative model.
3rd Stage	Promotion of an environment conducive to teaching cooperatives.
4th Stage	Adequacy of content with a practical aspect linked to cooperatives.
5th Stage	Dynamic relationship between Teaching Institutions and Cooperatives creating new opportunities for students.

**Figure 3: Steps for teaching Social Entrepreneurship through Cooperativism.**

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Source: own elaboration.

In addition to the environment and way of teaching, the adequacy of the contents and a practical component directly linked to cooperatives will be relevant.

This potential dynamic may increase the number of members of the cooperatives, increase the number of cooperatives and, at the same time, the creation of multidisciplinary university projects, promoting cooperation and dialogue between individuals and future members of the labor market. University research centers, incubators and the like can contribute a lot, a contribution made through concrete technical, legal, logistical and support to obtain financing for projects. In this way, the new proposals resulting from these synergies, associated with dynamic pedagogical strategies will allow “a greater institutional involvement of the academy with the communities and effecting the conjugation between the social mission and the pedagogical mission of the universities”(Lopes et al., 2014, p. 362), presenting a response to the weaknesses currently present in the teaching of social entrepreneurship as a real mechanism for organizational and subsequently social change.

The path to be taken in promoting social entrepreneurship by relating it to cooperatives in an integrated manner will still be long and complex, since the paradigm associated with inefficiencies and assistance from the social sector is perceived by society in general as evidence. However, the change can only begin with the new generations and through education, which should assume the role of a direct intervener for social awareness, explaining the potential of social responses, which should be accepted as legitimate and efficient responses to a weak market and the needs of society.

## **5. Conclusion**

Social Entrepreneurship as a component of the Social Economy appears as a method of entrepreneurship for social change, revealing itself to be essential to its association with cooperativism, as an organizational model and as its promoter.

Entrepreneurship, and in particular Social Entrepreneurship, enables the creation of new opportunities in the labor market, stimulates employment and reduces social problems associated with difficulties in labor integration. The focus on the social, that is, on Social Entrepreneurship to the detriment of only Entrepreneurship, empowers individuals with greater awareness of reality and the importance of values such as democracy, equity, equality and solidarity. Values that are related to the genesis of the cooperative movement whose association

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with social entrepreneurship allows, on the one hand, the expansion of the cooperative movement, and on the other, an approximation of the new generations perpetuating their global mission.

Therefore, education, as presented, is a fundamental way in the transmission of the knowledge, skills and capacity of entrepreneurship, whose appropriate and primarily innovative and dynamic methodologies can become the best way to promote entrepreneurship. Thus, the choice of pedagogies proves to be decisive in the relationship between entrepreneurship and teaching, requiring social entrepreneurship a new pedagogical methodology that should be helped by cooperativism as a mechanism for structuring and developing its teaching.

However, the path of educational institutions is complex, because despite the dissemination and teaching of entrepreneurship and the creation of specializations in the area of social economy and social entrepreneurship, we are still far from integrated education, and to a certain extent democratic, which complete and transversal way to present to all students of higher education the existence of the option for a social path for their future. There is also a strong focus on entrepreneurship and the business models of commercial companies, so there is a need for leveling and thus social entrepreneurship and social enterprises must also be presented as a viable result of entrepreneurship.

Thus, it was proposed a model composed of a set of steps that may allow the introduction of this parity between an Economy and Social Economy and between an Entrepreneurship and a Social Entrepreneurship that is associated with the organizational model of Cooperativism. The integration of these stages in education aims not only to create a more favorable environment for the promotion of social entrepreneurship, but also to lead to an awareness of social values, for more socially responsible individuals and for individuals integrated into the surrounding social reality.

In view of the study carried out, it is possible to propose some lines of investigation that may complete the results achieved. It is worth mentioning the performance of a comparative analysis of educational institutions that only have curricular units of entrepreneurship or social entrepreneurship and those that have both, in order to understand how this affects students' decisions when entering the labor market. Additionally, a pilot project in which the proposed steps are introduced, verifying if they allow to obtain the expected results, that is, the option for the creation or integration of a cooperative and what is its impact on the surrounding community.

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