

Smoothie Paradise – one for all, all for one
The student cooperative of the comprehensive school Gartenstadt in Dortmund

Student cooperatives – a view ahead of the didactic of economy

Alexandra Stenzel

School is an institution, which are supporting children and teenagers in the development of their personality and which is supposed to prepare them for a dynamic working environment and professional world.¹ However the predetermined tuition with often abstract themes does not suffice.

Only since 2001 cooperatives as legal form have moved into the visual focus of educators in Germany, besides other reasons because of the extensive research on students' cooperatives at the Frankfurt University of Applied Sciences under the direction of Mrs. Prof. Nicole Göler von Ravensburg. In countries like France and Italy student cooperatives have a long tradition and are supported by the state. This support consists mostly of financial support but also in the form of teacher-training as respects to students' cooperatives, development of teaching material and so forth. Unfortunately, Germany is still far from doing this.²

In contrast to the „normal“ students' enterprises social competences are being promoted and seen as of special importance in students' cooperatives, as Nicole Göler von Ravensburg has found out in her studies.³

Students cooperatives are according to Prof. Manfred Liebel an alternative approach to see economic action not (only) under the aspect of realization of profit, but to look for the ecologic and social implications of the respective activities and to question their local and global impacts.⁴

The legal form of the cooperative is designed by its structure in a way that all inner relations are running in democratic and cooperative way. Thus, the pedagogic concept of student's cooperatives is not only limited to relate to economic aspects of learning, but it implies automatically pedagogic approaches to democracy and politics.

In students' cooperatives, with mainly ecological and social aims, students are sensitized to economic processes and motivated to pursue, forms of sustainable economy also outside of school.⁵

Generally, it is necessary mentioning that this pedagogic concept has the potential to inspire children while learning, who in everyday life moreover have to endure frustrations. Students cooperatives can contribute in a substantial way to inclusion in the schools.

Stenzel, Alexandra: *Schülergenossenschaften als Friedenspotenzial?*; In: Verein zur Förderung der Solidarischen Ökonomie e.V. (Hrsg.): *„Die ökonomische Dimension des Friedens – Soziale Solidarische Ökonomie“*; Kassel University Press; Kassel 2017. (Alexandra Stenzel: sta@gegart.de)

¹ Vgl.: Mittelstädt, Ewald / Wiepcke, Claudia: *Einführung Gründungserziehung*; In: König, Hannes/ Hilbert, Bernd / Mittelstädt, Ewald / Wiepcke, Claudia (Hrsg.): *„Die Schülerfirma – Didaktischer Leitfaden zur Existenzgründung“*; Wochenschau Verlag; Schwalbach /Ts. 2013; S. 10.

² Siehe zu Schülergenossenschaften in Frankreich und Italien: Stenzel, Alexandra: *Schülergenossenschaften als Friedenspotenzial?*; In: Verein zur Förderung der Solidarischen Ökonomie e.V. (Hrsg.): *„Die ökonomische Dimension des Friedens – Soziale Solidarische Ökonomie“*; Kassel University Press; Kassel 2017; S. 187-195.

³ Vgl.: Ravensburg, Nicole Göler von: *Schülergenossenschaften, Pädagogische Potenziale genossenschaftlich organisierter Schülerfirmen*; Nomos Verlagsgesellschaft; Baden-Baden; 2014; S. 37.

⁴ Vgl.: Liebel, Manfred: *Schülerfirmen und politische Bildung*; In: Overwien, Bernd / Rathenow, Hanns-Fred (Hrsg.): *„Globalisierung fordert politische Bildung – Politisches Lernen im globalen Kontext“*; Verlag Barbara Budrich; Opladen 2009; S. 174.

⁵ Vgl.: ebd.; S. 175.