

# VET TRAINERS GUIDE ON SSE

**ERASMUS+ PROJECT:  
EMPLOY SSE - PROMOTING EMPLOYABILITY THROUGH SOCIAL  
SOLIDARITY ECONOMY**

## ENAIIP & INE GSEE

Draft by:	Luisa Previati, ENAIIP	Date:	01/07/2020	Version n°1
Revision by:	Drazen Simlesa, ZMAG	Date:	28/07/2020	Version n°2
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Approved by:	Ira Papageorgiou, INE GSEE	Date:	30/09/2020	

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## 1 - INTRODUCTION

### 1.1 EmploySSE Project Presentation

The main idea of the EmploySSE Project is to draft the framework of Social Solidarity Economy (SSE) into Vocational and Educational Training (VET). The project understands VET and especially Continuing VET (CVET) as a tool for social change: VET could prepare students for a broad occupation within loosely defined vocational streams rather than workplace tasks and roles associated with particular jobs. Our vision is, through co-operation, to raise visibility about SSE, to strengthen self-managed SSE ventures and organisations, to create employment opportunities in the field of SSE and to offer comprehensive training and professional development in the field of SSE.

SSE is increasingly used as an umbrella concept, which refers to the production and exchange of goods and services by a broad range of organisations and enterprises that pursue explicit social and/or environmental objectives (UNTFSSSE<sup>1</sup>, 2014). SSE, as mentioned by RIPESS – the intercontinental network for the promotion of social solidarity economy – is a global movement emerging in recent years and growing rapidly. SSE organisations adventures are citizen-led alternatives to market-driven capitalism, aimed at systemic change to build an economy and a society that serve people and the planet. Globally, these alternative forms of production, exchange and consumption are growing in response to social, economic and environmental crises.

In this regard, many observers have noted that SSE forms of enterprises have proven to be more resilient economically and socially than the conventional private sector enterprises in the wake of the 2008 global financial crisis (United Nations, 2017)<sup>2</sup>. That kind of resilience is also the right way out of the current socio-economic crisis caused by the COVID-19 pandemic, which is revealing the fragility of our economic system and deepening inequalities. As most SSE initiatives are rooted in the local economy, SSE can play a major role in supporting inclusive and sustainable local development. Although a lot of work has been done on the positive social effects of SSE, less attention has been paid on the positive

<sup>1</sup> United Nations Task Force on Social Solidarity Economy ([www.unsse.org](http://www.unsse.org)) - UNTFSSSE

<sup>2</sup> United Nations (2017). *World Economic and Social Survey*. Available at: <https://www.un.org/development/desa/publications/wess-2017.html>

effect that SSE has on employability, when in 2019 the SSE sector provided paid employment to 6.3% of the working population in the EU-28, compared to 6.5% in 2012 (European Economic and Social Committee, 2017)<sup>3</sup>.

Furthermore, the project understands VET and especially Continuing VET (CVET) as a tool for social change: VET could prepare students for a broad occupation within loosely defined vocational streams rather than workplace tasks and roles associated with particular jobs.

The project's consortium is comprised by 6 partners in 5 countries – Greece, Czech Republic, Croatia, France and Italy. Leader of the project is the Labour Institute of the General Confederation of Greek Labour (INE GSEE). Leading partner for the development of the current guide (Intellectual Outcome 1) is ENAIIP Veneto from Italy. Participating partners are DOCK – Social Solidarity Economy Zone from Greece, Ekumenická Akademie from the Czech Republic, the Green Network of Activist Groups (ZMAG) from Croatia and ADEPES - Mouvement pour l' Économie Solidaire Occitanie from France.

## 1.2 Purpose of this Guide

This guide is a methodological framework for implementing VET in SSE related subjects. It is, in fact, a VET Trainers' Guide on SSE (knowledge, skills- competences, attitudes, methodologies and techniques). It aims to introduce the SSE occupational area in the VET system and particularly to trainers. As such, it shall provide trainers with knowledge, skills, attitudes and competences that will enable them to effectively prepare curricula, specific modules, assessment and training evaluation. Furthermore, it will examine suitable methodologies according to a needs' analysis implemented beforehand.

The innovative aspect of the guide relies on the idea of approaching the Social Solidarity Economy from a VET point of view, by conforming the traditional learning VET tripod to a new element. We are speaking of the concept of "attitude" which could help a deeper understanding of the factors and levers behind this particular branch of economy based on solidary exchange

The guide can also be used to inform and motivate the development of the modules in the following step of the EmploySSE Project, designed and created as instructional materials for use in entrepreneurship development through training. Therefore, it shall give trainers the background knowledge, skills, attitudes and practical experience to provide SSE training and

<sup>3</sup>European Economic and Social Committee (2017). *Recent Evolutions of the Social Economy in the European Union*, Brussels: EU. Available at <https://www.eesc.europa.eu/sites/default/files/files/qe-04-17-876-en-n.pdf>

technical assistance to social entrepreneurs' communities, as well as to other relevant stakeholders.

It aims to actively facilitate learning by applying what is known about how social entrepreneurs learn to enhance the trainer/trainee experience, given that knowledge of how to work with social entrepreneurs is essential for effective training and mentoring. The guide will describe the collaborative learning relationship between trainers and trainees, who share mutual responsibility and accountability towards achieving clear and mutually defined learning goals. Furthermore, a crucial aspect of the guide will be the competence-based checklist for trainers on SSE, which includes both the elements associated with the training of adults and the social solidarity economy concept.

The competences will be presented as statements of what a trainer should be able to do, in order to qualify as a trainer in SSE. In addition, the document will present a related list of attitudes, which will complete the overall education of the trainer in terms of SSE. The competence-based checklist is meant to be a tool for the self-assessment of educators that aim to train and/or support social entrepreneurs. The checklist will be organised in the format of a table with a list of competences, thus can be used not only as a tool for self-assessment but also as an integrated tool for the development plan of the trainers.

## 1.3 Target Audience

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The target audience of this project is first of all:

- Local and national VET providers, trainers, mentors
- Career Opportunity Advisors
- Policy and decision-makers and in particular the statutory bodies responsible for the development and implementation of the European/National Qualifications Framework

Moreover, indirect target groups are:

- Tertiary education graduates as part of “Young people neither in employment nor in education and training (NEETs)”
- Young graduates of secondary vocational/general education level (age 18-30)
- Local, national and European SSE organisations

Especially regarding this guide, it is directed above all to VET trainers and mentors, as well as to VET providers where these trainers and mentors could teach subjects related to SSE.

Moreover, it is of interest to SSE organisations, so that they can be better informed about VET provision and the training for their members.



- \* Particular the statutory bodies responsible for the development and implementation of the European/National Qualifications Framework  
 \*\* Tertiary education Graduates as part of *Young people neither in employment nor in education and training*  
 \*\*\* Young graduates of secondary vocational/general education level

## 1.4 Methodological Approach of the Guide

The methodology behind the guide is similar to a Train the Trainer Toolkit. As such, a series of training modules is elaborated, together with ad hoc tools, in order to provide to VET trainers all the necessary competences to address the SSE occupational area, in particular:

- conducting a training needs assessment
- developing detailed training plans
- using of more advanced and more suitable training techniques
- conducting training follow-up and evaluation.

A crucial aspect of the methodology will be the competence-based checklist, as a tool for the self-assessment of educators.

ENAIIP, the leader of the Output provided the basis of the structure for the guide, which was further discussed and elaborated amongst partners. Following that, all partners were involved in this activity by collecting data regarding the reality of SSE in their country and the possible links with VET providers and by giving the context of SSE in VET. The analysis of the data by ENAIIP and ZMAG constituted the backdrop against which the guide was developed.

Finally, the guide was reviewed by all partners and their stakeholder associates and finalised by ENAIIP and INE GSEE.

## 1.5 Learning Outcomes

This guide aims to offer VET trainers, mentors, counsellors, policy makers and other actors within the occupational area of SSE a helpful tool in order to introduce basic knowledge about the SSE field within the VET area. By the time readers complete studying this guide, they should be able to:

### At the level of knowledge

- define and connect the terms of VET and SSE
- outline the basic facts about VET and SSE in Europe
- express some of the specificities of SSE in the partner countries (Czech Republic, Croatia, France, Greece, Italy) concerning Continuing and Initial VET, as well as in formal and non-formal education
- recognise the added value of applying the basic principles of VET within the area of SSE (Knowledge, Skills and Competences)
- obtain general, as well as specialised knowledge as SSE trainers (different backgrounds and topics that can enhance one's role as trainer)
- identify the role of VET, as a tool for evolution and social change
- be aware of the social benefits of learning, for the individuals and for society
- recognise the basic principles of adult education
- describe key adult learners' characteristics
- define the steps of the learning needs' assessment process

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### At skills level

- contribute to a creative link between VET and SSE
- identify and choose the appropriate techniques for the assessment of learning needs
- define and negotiate the learning objectives of the course based on the participants' learning needs

- apply adult learning principles when designing a training course
- search for suitable sources in order to find training material / content for a course
- choose the most suitable collaborative training techniques for a course
- design, in cooperation with participants, a training programme timetable, setting the content and the length of the training units
- incorporate and distinguish VET and social entrepreneurship competences within a training schedule
- adapt the content of a course to the educational needs of the participants
- conduct training follow-up and evaluation, including self-evaluation

#### At the level of competences

- demonstrate to trainees important elements for the function of SSE (such as the positive impact of teamwork, the ability to participate in a collective project, flexibility and adaptation to the group dynamic, emotional awareness, empathy, identification and respect of different needs, etc.)
- collaborate with other actors involved in the field of SSE
- encourage active and equal participation of trainees
- encourage group work during training
- solve conflicts and promote collaborative learning
- give prominence to collective action, mutuality, cooperation and solidarity
- actively participate in all phases of designing and implementing a training programme
- support and promote the basic principles of SSE

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#### At the level of attitudes:

- To question the current economic model.
- To critically engage with the core social values.

- To understand competitiveness and profit orientation as an era of modernity and not the only possible choice.
- To encourage employees to form SSE actors and cooperatives.
- To suggest new models to cover human main needs.
- To cooperate in groups in order to form collective management organisations.
- To support the SSE model as a more sustainable option for the economy, people and the environment.

## 1.6 Guide Outline

The guide is divided in four different sections. Following this introduction, trainers are first introduced in the field of SSE in Europe as well as in the field of VET. The following chapter links these two worlds and uncovers the role of VET in as a tool for social change through SSE initiatives. In the same chapter, readers can find an analysis of SSE elements in the VET provision in partner countries (Chapter 2).

The next chapter (Chapter 3) defines the categories of learning outcomes –knowledge, skills, attitudes and competences, and puts them within the context of SSE. In this way, it is identified what background is needed on behalf of the trainer.

In the last chapter (Chapter 4), one can find practical information in relation to training methodologies in SSE VET programmes. These include the key elements for making a training needs' assessment, how to plan the design of a VET programme, methods to conduct a training in SSE and how to approach the trainings' evaluation.

The Guide is accompanied by annexes; a glossary of terms, a competence-based checklist and the data collected in the partner countries.

## 2 - SSE IN EUROPE AND ITS ROLE IN VOCATIONAL AND EDUCATIONAL TRAINING

### 2.1 VET and SSE: Definition and Connections

**Vocational Education and Training (VET)** is defined as the “...*education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly in the labour market*” (Cedefop, 2017)<sup>4</sup>.

VET, being an occupation-oriented system, has been progressively identified as a crucial tool to be reinforced by European Member States so that they face the socio-economic crises, in particular the massive unemployment, which harms more specifically the NEET generation<sup>5</sup>. There are different European VET systems distinguished by particular characteristics including national aspects, which leads to 30 (or more) national and/or regional approaches to VET. In most countries, VET predominantly addresses young people, provides qualifications at the middle level of education; it is financed by education budgets and coordinated by central and regional governments. In their diversity, VET systems across Europe are also responding to rapid social and technological change. There is an emphasis on the VET system and in its providers becoming more responsive to the needs of the labour market and society as a whole. This leads to a broadening of courses, including more transversal skills content.

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Substantially, an array of four VET patterns and interpretation can be identified:

- work-based or dual initial training (e.g. Denmark, Germany or Austria);
- initial vocational education (e.g. Bulgaria, Spain, Malta or Romania);

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<sup>4</sup>CEDEFOP (2017). *The changing nature and role of Vocational Education and Training in Europe. Volume 2*. Available at: <http://www.cedefop.europa.eu/en/publications-and-resources/publications/5564>

<sup>5</sup>A NEET is a young person who is "Not in Education, Employment, or Training". See also the European statistics displayed by Eurostat: [https://ec.europa.eu/eurostat/statistics-explained/index.php/Statistics\\_on\\_young\\_people\\_neither\\_in\\_employment\\_nor\\_in\\_education\\_or\\_training](https://ec.europa.eu/eurostat/statistics-explained/index.php/Statistics_on_young_people_neither_in_employment_nor_in_education_or_training)

- further training (e.g. Ireland and the UK); and
- VET as (part of) lifelong learning (e.g. France, Italy or Greece).

**Social Solidarity Economy (SSE)** is a movement based on solidary exchange that connects individual needs with those of the community. In SSE, ordinary people play an active role in shaping all of the dimensions of human life: economic, social, cultural, political and environmental (based on a definition of RIPESS, the International Network for Social Solidarity Economy).

According to RIPESS (2015), *“the solidarity economy seeks to transform the whole social and economic system and enforce a different paradigm of development that upholds solidarity economy principles. It pursues the transformation of the neoliberal capitalist economic system from one that gives primacy to maximizing private profit and blind growth, to one that puts people and the planet at its core. As an alternative economic system, the solidarity economy thus includes all three sectors – private, public and the third sector”*<sup>6</sup>.

SSE is rooted in enduring and more recent social movements gathering a diversity of local production and distribution of goods and services initiatives, alternative to the mainstream capitalist economy. These movements are characterised by a diversity of social and community-oriented experiences influenced by local history, culture, and political/economic realities: mutual help, workers’ unions, associations in the artistic and cultural sector, climate and environmental protection initiatives, community supported agriculture, co-housing, migrant support, social agriculture, fair trade, etc.

As a whole, SSE can be understood as the gathering of the traditional social economy, mainly embodied by the cooperatives as a core legal frame, with a more transformative social movement that brings together a diversity of organisations, which sprung in the 70’s claiming for a more radical change of economic paradigm. Thus, SSE movements go beyond the Third Sector that points at the non-profit initiatives developed in between State action and Market activity. Under the European umbrella of Social Economy, the European Commission now recognizes and supports the movement of *“traditional social economy enterprises [aiming] to serve the members and not to obtain a return on investment as the traditional mainstream capital companies do [...], in accordance with the principle of solidarity and mutuality, and manage their enterprise on the basis of ‘one man one vote’ principle”*<sup>7</sup>.

<sup>6</sup> RIPESS (2015). *Solidarity Economy in Europe: an emerging movement with a common vision*. Available at: <https://www.ripeess.eu/solidarity-economy-in-europe-an-emerging-movement-with-a-common-vision/>

<sup>7</sup> European Commission (n.d.) *Social Economy in the EU*. Available at: [https://ec.europa.eu/growth/sectors/social-economy\\_en](https://ec.europa.eu/growth/sectors/social-economy_en)

The connection between VET and SSE is crucial in order to provide a positive and sustainable vision for the future of work, which integrates alternative socio-economic models. The International Labour Organisation (ILO) Declaration of Philadelphia (1944)<sup>8</sup> states that labour is not a commodity and that it provides a universal compass for decent labour. The core guideline of the ILO and the connection between VET and SEE is indeed necessary in the enactment of that statement. In particular, the VET pathways in the field of SSE would contribute to develop alternative socio-economic models for the training and professional development, thus enhancing the employability and social inclusion.

## 2.2 SSE in Europe

Social Economy in Europe (European Economic and Social Committee, 2019)<sup>9</sup> involves:

- 13.6 million paid jobs
- 6.3 % of the working population of the EU-28
- more than 82.8 million volunteers and 232 million members of cooperatives, mutual and similar entities
- 2.8 million entities and social economy enterprises identified in Europe:

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The importance of SSE around the world has risen in the last three decades due to the following reasons:

- An increasing number of people throughout the world are experiencing deteriorating living conditions and deepening poverty.
- Within the logic of capitalism, people and society become resources to be exploited. Their value in the form of labour or social relationships are reduced to their worth in maximizing profits.
- The deep environmental degradation, provoked by an extractive, intensive and extensive linear economic model, leads to widespread pollution and climate change.

In that perspective, the European Commission is now cooperating with and is active through the Agenda 2030 Sustainable Development Goals, with the G20 Inclusive Business Platform

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<sup>8</sup> ILO (1944). *Declaration of Philadelphia*. Available at: <https://www.ilo.org/legacy/english/inwork/cb-policy-guide/declarationofPhiladelphia1944.pdf>

<sup>9</sup> European Economic and Social Committee (2019). *Social Economy Enterprises*, EU. Available at: <https://www.eesc.europa.eu/sites/default/files/files/qe-03-19-796-en-n.pdf>

and the G7 Global Social Impact Investment Steering Group, as well as with the UN Inter-Agency Task Force on SSE, the International Leading Group on SSE, and the Commission's expert group on social entrepreneurship. These are all steps in a good direction, but social movements must stay active and assure that those steps do not end as empty words on the paper or greenwashing.

The social economy and cooperativism are strongly rooted in Europe, and pre-date the transformative framework of the solidarity economy. In general, there is rising attention for social economy at the EU institutional level and increasing support at the local level, where the spreading of spontaneous solidarity economy initiatives is more and more recognized. The legal form they take may vary due to diverse national contexts. They often take the form of associations, cooperatives, foundations, mutual societies or new legal forms, and are rooted in the social economy sector. Today one of the most prominent examples of social economy is a new legal entity – social enterprise.

Social enterprises are characterised by the following aspects:

- Social economy enterprises are based on shared characteristics and their main objective is to have a social and societal impact.
- As economic operators, they produce goods and services, often of general interest, but they use any surpluses primarily to achieve these social and societal objectives.
- They are run in a responsible, transparent and innovative way, and on different levels in decision-making processes that involve staff, customers and relevant stakeholders who are impacted by their activities.

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The European Economic and Social Committee (EESC), an advisory body to the European Parliament, the Council and the Commission, has been actively involved in the European social enterprise and social economy agenda for more than 10 years and supports social enterprise growth and development as a key element of the European social model.

In 2015, the EESC established a permanent study group dedicated to social economy enterprises with the following objectives:

- to monitor and evaluate political developments at EU and Member State level
- to deal with specific subjects and, more generally, to identify concrete measures to be taken in relation to social economy enterprises
- to collect, compile and disseminate best practices in the Member States and, where appropriate, to organise an annual Stakeholder Forum
- to improve more generally the visibility of the sector and to work on its image
- to strengthen its links with think tanks that represent the sector and to continue its cooperation with the European institutions. Members that represent cooperatives,

mutual societies, associations, foundations and social NGOs meet regularly to exchange good practices, discuss topical subjects and carry out the policy work of the EESC.

Since 2016, the EESC has organised the European Day of Social Economy Enterprises on an annual basis. Its objective is twofold: on the one hand, to review the progress made in building an ecosystem for social economy enterprises in Europe and, on the other hand, to see what the next steps are for this enterprise model to be recognised and more widely disseminated.

As we noted earlier Social Solidarity Economy includes a wide range of practices that span across economic, social, environmental, political, communitarian or holistic dimensions. It might be that these practices are promoted through social economy organisations or social enterprises as defined before, but only if they seek for deep and long-term transformative policies in the above mentioned dimensions.

## 2.3 VET as a Tool for Social Change

The VET system plays a crucial role in the social and economic development of a nation. On the other hand, VET is continuously influenced by forces driving change in schools, industry and society and shaped by the needs of a changing economy and local community. For these reasons, its challenges and opportunities for social change are unique and the issue is how to ensure its relevance, responsiveness and value in this process.

With the adoption of the Lisbon strategy in the year 2000, the European Union set concrete targets to become the most competitive and dynamic economic area in the world. In this context, general education and vocational training were not only defined as key factors for attaining the targeted social and economic benchmarks, but they were recognized as essential foundations for innovation and enhancing the competitiveness of all European countries. Ultimately, realising the Lisbon strategy does not only require extensive changes to the European economy, but an equally ambitious modernization programme for the social welfare and education systems, with the enhancement of the quality, attractiveness and accessibility of opportunities for lifelong learning being a major goal.

There is no “ideal” VET system, which will suit the needs of all countries. The education and training systems are often shaped by the history, social motivation and economic needs of the local community. The greatest challenge for VET today is remaining true to its mission in staying focused on skills and competences that can be transformed in capabilities. The capabilities approach, already considered within the project “SSE VET2 – Strengthening VET trainers’ competences and skills”<sup>10</sup> and adopted as an approach that suits the SSE field, is based on the notion developed by Sen (1999)<sup>11</sup> and Nussbaum (2000)<sup>12</sup>, setting a curricula aggregating skills that “goes beyond individual attributes which is often the focus of higher education capabilities literature, to consider the social, economic and cultural conditions that are required to realise capability. Such a VET approach would help the trainees to become autonomous by developing underlying capacity to be able to realise a number of different outcomes<sup>13</sup>.

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<sup>10</sup> Project SEE VET2 – Strengthening VET trainers’ competences and skills. Available at: <http://ec.europa.eu/programmes/eras mus-plus/projects/>

<sup>11</sup>Sen, A. (1999) *Commodities and Capabilities*, OUP.

<sup>12</sup>Nussbaum, M. C. (2000). *Women and human development: the capabilities approach*. Cambridge Editions.

<sup>13</sup>Wheelahan, L., & Moodie, G. (2011). *Rethinking Skills in Vocational Education and Training*. NSW Department of Education & Communities.

The success of VET can be measured by: employability of the graduates, personal development, opportunities for further education and career development, public acceptance and image, but also by its impact on social change. In order to be equitable and efficient, VET policies should address all sections of the population, offering appealing and challenging pathways for those with high potential, while at the same time addressing those at risk of educational disadvantages and labour market exclusion.

Moreover, VET cannot only be about the individual. It must rather take into consideration the collective nature of skills and competences, moving away from the expertise to develop individual capacities to evolve in a broader occupational field. Early philosophers such as Aristotle and Plato suggested that education is central to fulfilment for the individual and for society (Barnes, 1982<sup>14</sup>; Hare, 1989<sup>15</sup>), and individuals and their societies are able to flourish only through a process of lifelong learning. Their focus in this thinking was not on monetary returns but on the moral development of the individual and the well-being of society.

Social scientists started to observe that individuals with higher levels of education live longer, are healthier, commit less crime, and are more actively engaged in society than individuals with lower levels of education (Haveman and Wolfe, 1984<sup>16</sup>; Grossman, 2005<sup>17</sup>). Schuller et al. (2002)<sup>18</sup> classified the benefits of learning along three main dimensions in terms of three sets of capital:

- human capital that refers to the knowledge, skills and competences individuals gain through education to enhance their productivity in the labour market and also to function better in various other aspects of their lives,
- identity capital that refers to tangible assets, such as qualifications, and intangible assets, such as self-esteem and self-efficacy, and
- social capital that refers broadly to networks, norms and close relationships with others in society and with institutions, including aspects of bonding, bridging and linking social capital.

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<sup>14</sup>Barnes, J. (1982). *Aristotle*. Oxford University Press

<sup>15</sup>Hare, R.M. (1989). *Plato*. Oxford University Press

<sup>16</sup>Haveman, R.; Wolfe, B. (1984). "Schooling and economic well-being: the role of non-market effects". *Journal of Human Resources*, Vol. 19, No 3, p. 377-407.

<sup>17</sup>Grossman, M. (2006). "Education and non-market outcomes". In: Hanushek, E.; Welch, F. (eds). *Handbook of the economics of education*. North-Holland.

<sup>18</sup>Schuller, T. et al. (2002). *Learning, continuity and change in adult life*. Institute of Education (Wider benefits of learning research report No 3).

Schuller et al. (2002)<sup>12</sup> suggested that the social benefits of learning can pertain to the individual alone, as is the case of improved own health, or they may have effects on different forms of social groupings, for example family life or the wider community. The term ‘social benefits’ is partly linked to non-marketed (non-economic or non-monetary) benefits: non-marketed implies that the benefits of education do not have a wage return linked. Nevertheless, social benefits may have an economic value both for the individual and for society (as is the case of better health for individuals, which reduces the cost of national health care provision and the productivity loss of individuals)<sup>19</sup>.

## 2.4 Educational Context on the SSE Situation in Project Partners’ Countries

For the purposes of this guide, partners were asked to provide an analysis of the level of diffusion of courses and initiatives on Social Solidarity Economy in their country. They analysed the presence of courses on SSE or similar topics in the VET system, at formal or non-formal level and other informal initiatives on the same topic (fairs, exhibitions, courses) provided by organisations, NGOs or networks.

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The analysis explores the following topics:

- 2.4.1 Presence of SSE related courses in Initial VET
- 2.4.2 Presence of SSE related courses in Continuing VET
- 2.4.3 Other courses linked to SSE in formal and non-formal education
- 2.4.4 Provision of SSE courses by organisation, networks and similar institutions

Before approaching the different aspects, it is important to underline the rising importance of Social Solidarity Economy in all project countries. Despite the variety of social and economic backgrounds and the sometimes relevant differences in the educational and schooling systems in Greece, Croatia, Czech Republic, France and Italy, the importance of Social Economy and Social Entrepreneurship for a fair and sustainable economic development is identified. Furthermore, there is a need to spread the SSE approach in the

<sup>19</sup>Cedefop (2011). Research paper No 17. *Vocational education and training is good for you. The social benefits of VET for individuals.* Available at: <https://www.cedefop.europa.eu/en/publications-and-resources/publications/5517>

formal educational system: the idea is to make SSE a familiar concept to younger generations who will be entering the labour market with a more critical and enlarged perspective.

### 2.4.1 Presence of SSE related courses in Initial VET

Egavet glossary<sup>20</sup> defines Initial Vocational Education and Training as the “General or vocational education and training carried out in the initial education system, usually before entering working life”. Italy, Greece, Czech Republic and Croatia present a similar scenario: although SSE is gaining more and more prevalence, we cannot find specific training courses in SSE at this level of formal education.

In the Czech Republic, the main body responsible for IVET is the Ministry of Education, Youth and Sports and most VET schools are public and founded by regions. IVET is school-based, with a large proportion of practical training (at schools, in workshops, practical training centres and companies) and/or work placements, but SSE, mostly focusing on social economy, is not represented in trainings or courses curricula, and it still needs to be included in the formal educational system. As a matter of fact, the education on SSE is mainly the domain of non-formal education.

Very similar is the situation in Greece. IVET can be found either within the formal education system, in the second cycle of vocational upper secondary schools (day or evening schools) or outside the formal education system in vocational training schools and vocational training institutes. These are mostly public but also private providers regulated by the state. SSE is absent from their courses, as SSE is linked to tertiary and non-formal education.

The situation is quite similar in Croatia, where there are no SSE courses in the IVET system, but as we will see further on, many associations, networks, and private or public institutions are offering a wide range of professional education opportunities. In the high school system, SSE is dealt with largely within the cross-curricular topic “Entrepreneurship”, a subject which has been recently revised under the more general Comprehensive Curricular Reform. One of the main textbooks used in schools to teach this subject includes a meaningful contribution from the ACT Group, the consortium of social economy organisations, which developed the chapter “Entrepreneur in Relations to Others”. Also social entrepreneurship and other SSE-related contents can be found among the topics addressed in the cross-curricular subject of Sustainable Development.

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<sup>20</sup> [https://www.egavet.eu/eu-quality-assurance/glossary/initial-education-and-training-\(ivet\)](https://www.egavet.eu/eu-quality-assurance/glossary/initial-education-and-training-(ivet))

Coming then to Italy, the analysis focuses mainly on Veneto Region, as the Vocational and Educational Training is regionally ruled. Concerning IVET (3 and 4 EQF levels), in Veneto there is a restricted list of 26 profiles of 3 EQF Level (“Operator” degree) and 29 profiles of 4 EQF level (“Technician” degree), that only VET certified centres can provide. These lists do not include any qualification related to SSE. Nevertheless, countless times SSE makes its way into classrooms through the commitment of VET providers to events, local volunteering initiatives, study visits to cooperatives and the involvement of the students in special project works on specific topics. Instead, to find even a brief mention of topics and skills SSE-related on official study curricula, we have to consider higher education courses, provided by the national public education system, where a 4-year diploma course for “Health and Social Workers” is available. Students attending this training, study the basics of SSE exclusively from a legal and administrative point of view, apart from learning the basics of welfare state and social policies, before going more in depth into the methodologies to deal with specific conditions of target populations (esp. social services to help elderly, childhood, disabled, disadvantaged, social marginalised, etc.).

France too does not count any courses on SSE at the IVET level, but these two worlds are somehow narrower than in other countries. Indeed SSE Law promulgated on July 2014<sup>21</sup>, led to a series of agreements between the National Education Ministry and recognized SSE networks working in the field of education and training, as for example the agreement with ESPER<sup>22</sup> and OCCE (Office Central de la Coopération à l'Ecole)<sup>23</sup>. At the same time, regional resolutions have been agreed between the CRESS (Regional Chambers of Social and Solidarity Economy) and the Regional Academies under the Ministry of National Education and the Ministry of Higher Education and Research. The result of this tight cooperation is a steady presence of SSE in the educational programmes, mostly through events (i.e. the initiative “SSE week at school”), the participation to projects (i.e. My SSE at school) and educational portals<sup>24</sup>.

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<sup>21</sup>French SSE Law of 2014. Available at: <http://www.esspace.fr/loi-ess.html><https://www.economie.gouv.fr/ess-economie-sociale-solidaire/loi-economie-sociale-et-solidaire>

<sup>22</sup><https://lesper.fr/>

<sup>23</sup><http://www2.occe.coop/>

<sup>24</sup><https://ressourcess.fr/>

## 2.4.2 Presence of SSE related courses in Continuing VET

Eqavet glossary<sup>25</sup> defines Continuing Vocational Education and Training as “Education or training after initial education and training, or after entry into working life aimed at helping individuals to: improve or update their knowledge and/or skills; acquire new skills for a career move or retraining; continue their personal or professional development”. According to this definition, each country presents its own characteristics and situation.

In Italy, and in particular in the Veneto Region, there is no specific CVET course on SSE, but just a small number of training paths for professionals operating in SSE-related areas, such as “Health and Social Operator “and “Social Educator”. The focus of the training is always on specific technical skills, especially for health and social workers’ profiles, but occasionally, in the learning programmes, a few mentions of a general knowledge of SSE occurs. A small but important exception is the one of “Social Farming and Agriculture”, a profession that requires a specific training and certification delivered by regional accredited VET providers. This very specific job profile and training has been developed thanks to the cooperation of Regional Institutions and a network of Social Agricultural Cooperatives, enterprises working in farming, promoting ethical responsibility, environmental sustainability and fostering the employment of disabled and disadvantaged workers.

In the Czech Republic, the Ministry of Social Affairs runs a programme on social entrepreneurship and offers consultations, workshops and internships in social enterprises. The programme benefits from the participation of experts, consultants, lecturers and entrepreneurs coming from the main SSE networks, enterprises and NGOs, such as Impact Hub Praha, National Network of Local Action Groups or P3 – People Planet Profit, a leading NGO in the field of social entrepreneurship. Furthermore, around a dozen higher vocational schools (mostly focused on social work and policy) deliver courses related to the topic. Apparently, students are expressing more and more interest in social enterprises, according to the numbers of theses exploring this subject from different points of view and fields of investigation. As a general consideration, we should add that a big support would come from the passing of a long-anticipated Law on Social Entrepreneurship, on the same lines of the “Social Economy and Social Enterprise Act” adopted in Slovakia in 2018.

As far as education is concerned, Croatia can count on the official “Strategy for the Development of Social Entrepreneurship in the Republic of Croatia for the period 2015–2020”, a document providing a relevant policy framework and in its Activity 3.6 including measures aiming at “Supporting the professional development of teachers in the acquisition

<sup>25</sup><https://www.eqavet.eu/EU-Quality-Assurance/Glossary/c/continuing-education-and-training-cvet>

of competences for social entrepreneurship through projects” (MLPS, 2015:37).<sup>26</sup> The country is rich in VET educational initiatives mainly thanks to the work of the Agency for Vocational Education and Training and Adult Education (AVETAE), a national body that acts for the development and innovation of the VET system, also taking part in many international projects. Still, what is found as missing, is a clear cooperation and connection between VET providers and other institutions or organisations providing SSE education.

In France, CVET is the sole responsibility of regions. Among other initiatives, in 2009 SSE players from Languedoc Roussillon created the “DEES - Dirigeants des Entreprises de l’ESS” training course, designed as an answer to the increasing need for the professional growth of executives, entrepreneurs and leaders operating in SSE. A state certification was issued in 2012 and, little by little, the initiative has spread to other regions. Several institutions took over the training activity, from 2012 on, mainly jointly with different regional partners, representing the SSE local world. Today the system is run by IFOCAS (Institut de Formation de Cadres de l’ Economie Sociale)<sup>27</sup>, and is currently implemented in 5 regions: Occitanie, Nouvelle-Aquitaine, Brittany, Corsica and Haut de France. Other continuing education programmes are emerging, such as a training programme for SSE managers offered by the University of Poitiers and HUBECO, launched in 2016. Some regions, like for example New Aquitaine, also offer financial assistance to the trainees.

Greece faces a different situation: the legislative framework on SSE was established in 2011 as a response to the Greek economic crisis, and then revised in 2016, therefore programmes, initiatives and training are quite recent and will be further developed during the next years. Although the concept of SSE is quite new, we can trace it throughout many programmes and courses delivered by different VET institutions, in particular by the Lifelong Learning Centres (LLC)<sup>28</sup> offered by the municipalities all over the country. Surely it is worth mentioning a few of them, like “SSE and Social Entrepreneurship Educational Programme”, a 50-hour in-class training covering grounding notions, institutional framework, national and international case studies and all the basics to establish and manage an SSE entity; “Social Economy, Social Entrepreneurship and Microcredit”, by the LLC of the National and Kapodistrian University of Athens, a 65-hour programme, delivered via an e-learning platform, which covers basic concepts, a historical retrospection, a perspective on the development of the sector at a national level, best practices, financial and management

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<sup>26</sup> MLPS (2015) Strategy for the Development of Social Entrepreneurship in the Republic of Croatia for the period 2015–2020, at <http://www.mrms.hr>

<sup>27</sup> IFOCAS

<https://www.avise.org/actualites/nouveautes-dans-la-formation-des-dirigeants-dentreprises-de-less>

<https://www.faire-ess.fr/ifocas>

<sup>28</sup> <https://www.openbook.gr/koinwniki-oikonomia-koinwniki-epixeirimatikotita/>

issues etc. Finally the LLC of the Athens University of Economics and Business<sup>29</sup> provides the “Social Entrepreneurship Programme”<sup>30</sup>, a one-year (190 hours) in-class programme covering three main sections: the basic concepts, the design and the management of a social impact initiative.

### 2.4.3 Other courses linked to SSE in formal and non-formal education

Social and Solidarity Economy is of even greater relevance when it comes to University and academic education. Starting from the Czech Republic, even if one cannot find study programmes exclusively dedicated to the topic for example, in many universities of the country SSE has become part of the curricula of higher, graduate and post-graduate education. Universities in Brno, Prague, České Budějovice, Liberec, Ústínad Labem and Olomouc, offer courses specifically focused on social economy or social entrepreneurship, and from our research, over fifty undergraduate programmes hold a potential affinity to the topic, ranging from economics and social work to social geography, environmental conservation, humanities or development studies.

The situation is even more institutionalised in Italy, where during the last 10 years several universities started providing study programmes completely dedicated to SSE. Just to mention a few, as far as second cycle degrees are concerned, the Department of Economics and Management at University of Brescia is running a course in “Social Economy and Cooperatives”, and the University of Bologna offers a course in “Management for Social Economy” providing a degree certification simultaneously recognised by the ICN Business School (France), the NEOMA Business School (France), and Universitat de Valencia (Spain). Coming to masters’ degrees, University of Urbino offers “Working in the no-profit sector”, a programme jointly developed by the two departments of Economics and Sociology, whilst “Tor Vergata” University of Rome has designed “Economics, Management and Social Innovation”, in partnership with prominent voices from the SSE world, such as “Forum Terzo Settore”, “Banca Etica” and “Next Economia X tutti”. Finally, being Piedmont the region where Slow Food was born, University of Torino draws a special connection between social economy, the food sector and environmental sustainability with the master “Social and Environmental Sustainability of Agro-food Networks”, employing as lectures many influential personalities from SSE representatives.

In France too, many universities offer courses on SSE and social entrepreneurship, at bachelor and master degree level. The work of the SSE Inter-University Network, created in

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<sup>29</sup> <https://www.dose.aueb.gr/>

<sup>30</sup> More information available at: <https://dose.aueb.gr/>

2000 to bring together teachers, researchers and students of SSE-related masters programmes, constantly updates a list of courses and organises every year a symposium encouraging the debate of major SSE topics between researchers and field actors. Doctoral chairs as well have been dedicated to SSE from private and public institutions all over the country, in particular “ChairSSE” at the University of Hauts de France, Lyon, Marne La Vallée, the Chaire Economie Solidaire offered by “CNAM” and a Social Entrepreneurship Chair created by ESSEC Business School. In August 2015, the Conference of University Presidents published a useful practical guide entitled “Université et l' Economie Sociale et Solidaire” (University and the Social and Solidarity Economy), in conjunction with Credit Cooperatif, in order to take action and participate in the change of scale of SSE. It may be interesting to know that in France each University is entitled to design “university diplomas” (DU) that, after state-level approval are addressed to people attending initial training, apprentices or adults in continuing training. MES Occitane had the chance to work with both University Toulouse 1 Capitole and University Toulouse 3 Rangueil in the development of DU programmes, integrating SSE and ecological transition, also involving SSE networks to help organise and evaluate contents.

In Croatia universities offer multiple learning courses on SSE. Some examples are the Department for Social Policy in the Faculty of Law of the University of Zagreb, the Faculty of Economics at the University of Osijek, University of Applied Sciences VERN in Zagreb, Zagreb School of Economics and Management, the Faculty of Economics and Tourism “Dr. Mijo Mirković” in Pula and the Higher Business School PAR from Rijeka. In some cases, Universities works in cooperation with other stakeholders, like in the joint work addressed to youth in social entrepreneurship, run in partnership by the Faculty of Economics and Tourism “Dr. Mijo Mirković” from Pula with CSOs, Local Action Group (LAG), local municipality and a high-school. Likewise, students from the course “Social Entrepreneurship and Social Innovation” at the University of Applied Sciences VERN in Zagreb, have the chance to apply and test their ideas on the field on the island of Vis.

Coming to Greece, as previously mentioned, given that institutionalisation of SSE is rather recent, many initiatives are at an initial stage. In 2017, the Special Secretariat of SSE launched an educational guide and material for developing and running educational and training programmes in a wide spectrum of themes, from general introduction to SSE and its legislative framework for SSE, to social business plan, funding sources, financial management, insurance issues and social impact measurement. The guide aims to enhance knowledge and skills in SEE and boost educational and training programmes in the future. In June 2018, the same organisation, in partnership with the Hellenic Open University, promoted a workshop focusing on the role of formal and informal education towards supporting educational and training initiatives on SSE across Greece. Another important step was taken in 2018, when the 2<sup>nd</sup> National Exhibition of SSE took place in Athens with the participation of 150 organisations: along with the general sessions, pop-up hubs were

implemented and presented an opportunity for exchanging ideas and disseminating good practices in training activities.

At the formal educational system in Greece, there is one Master of Science on Social Solidarity Economy at the Open Hellenic University. It is a distance learning program and the minimum time required for the completion of the M.Sc. is two years<sup>31</sup>. Other national universities offer SSE training via their Lifelong Learning Centres (LLC).

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<sup>31</sup> <https://www.eap.gr/en/courses/7981-social-and-solidarity-economy>

#### 2.4.4 Provision of SSE courses by organisations, networks and similar institutions

Based on our observations, non-formal and informal training is frequently provided by the main networks and associations representing SSE in all project's countries. Since providing an exhaustive overview of such a large variety of initiatives is impossible within this guide, we present a few, representative and significant examples.

Starting from Greece, where SSE programmes provided by non-profit organisations are either self-financed, or are part of a wider, more comprehensive programme. Their duration ranges from one academic year (2 semesters) to much shorter ones (e.g. one week, one month). Providers such as the NGO "Citizens in Action"<sup>32</sup> or the British Council<sup>33</sup> have also integrated SSE in their objectives. Some Social Entrepreneurship programmes were or are currently being organised and held as part of an incubator, accelerator and/or a scaling programme mainly focusing on Small and Medium Size Enterprises (SMEs): Impact Hub Athens, Orange Groove, Ashoka Greece, Higgs and the Development Agency of Athens. Another meaningful example is the digital educational platform KALO<sup>34</sup>, which is the result of the collaboration between individuals, collectives and organisations acting as supporters and key stakeholders for the development of SSE in Greece. It started out as an initiative of the Heinrich Bell Foundation in Greece, while moving towards a non-profit association today. Besides, Komvos (Hub for Social Economy, Empowerment and Innovation) implemented the Training Programme for Cooperatives, SSE & Community Economic Development in collaboration with Simon Fraser University, Community Evolution Foundation and Heinrich Böll Stiftung, where participants are granted with a final certification of "facilitator in the field of SEE", provided by Simon Fraser University (Vancouver – Canada)<sup>35</sup>.

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Data from the Czech Republic show that support for training on SSE related subjects often comes from EU funded projects. The Thematic Network for Social Economy (TESSEA) is also providing training and consultancy and participated in the first SSE Forum organised by the Ecumenical Academy in 2017 in Prague, where different stakeholders came together, including local politicians and representatives from ministries, SSE enterprises, universities, NGOs, educators and experts. Many of the SSE organisations members of the network Slušnáfirma (Decent Company) offer training and programmes for their employees and

<sup>32</sup> <http://www.citizensinaction.gr/index.php/el/news/170-training-social-economy-italy>

<sup>33</sup> <https://www.britishcouncil.gr/programmes/society/social-innovation>

<sup>34</sup> SSE in Greek

<sup>35</sup> More information available at: <http://komvoshub.org/>

members. A big help would come from a more supportive institutional framework, starting from example from the passing of a law on social entrepreneurship, which is still to be adopted.

As previously mentioned, in Croatia for the moment, education on SSE is an insider business, limited to networks and organisations from the sector, with the occasional contribution of some higher education institutions and, more recently, some good contributions from VET oriented high-schools. A good example is the ACT Group, the biggest social economy consortium in Croatia which periodically runs educational programmes addressed not only to social enterprises, but even to individuals or organisations seeking for innovation and wanting to get closer to the SSE world: tailor-made services, accelerator for social entrepreneurs, a well-known long-term mentorship programme, and a regular Business Skills Academy are just a few of the network's activities and initiatives. The group is also advising young people through the "Erasmus for Young Entrepreneurs" programme, which is part of the Social Entrepreneur Exchange and Development (SEED plus) project, coordinated by the EUCLID Network. As in many other countries, hubs, like Impact HUB Zagreb, have a role in fostering entrepreneurship and social innovation, sometimes dealing with SSE as well. Finally, Green Energy Cooperative (ZEZ) in cooperation with Craft College, a very active player in VET, runs the project "Good Energy in Social Entrepreneurship" where they created a re-skilling programme for unemployed people.

Coming to Italy, Equograntito, the Italian fair trade association, runs a MOOC e-learning platform<sup>36</sup> for entrepreneurs, local authorities, students, teachers and citizens interested in fair trade, social and solidarity economy and sustainable development. CNCA – Coordinamento Nazionale case di Accoglienza (National Coordination of Care Communities)<sup>37</sup> also delivers a wide range of services: training and consultancy addressed to new coming members, leaders and managers operating in SSE (also in partnership with Tavistok Institute of Human Relations in London), for upskilling and reskilling of human resources, cross-sectoral training for NGOs (i.e. communication, marketing) or social responsibility. Lega coop also provides training, advisory and consultancy to its members. Finally, it may be interesting to consider that Italy, and Veneto Region in particular, has a long and consolidated tradition of local NGOs, small organisations, cooperatives, and charities promoting and hosting a huge number of initiatives such as congresses, fairs and workshops, with a national and even international relevance.

In France, the social sector can be named as the largest employer in the country. Many of its players, such as healthcare partners, cooperative banks, social services, mutualist professions<sup>38</sup>, provide training to their employees, mainly addressing professional skills, very

<sup>36</sup><https://fairsharetraining.eu/frontpage-en>

<sup>37</sup><http://www.cnca.it/>

<sup>38</sup><http://www.uvsq.fr/master-2-science-politique-parcours-gouvernance-mutualiste-340733.kjsp>

job-specific, but also dealing with SSE-related contents relevant to each field. In general, the social sector is accustomed to training its members and workers, and several MOOCs have been developed, one on SCICs<sup>39</sup> and the other one on agricultural cooperation.

On the other hand, the associative and cooperative sector, largely represented by small organisations, is teeming with SSE training, frequently connected to issues of ecological transition, democracy, social and economic transformation, and Sustainable Development Goals. This sector uses relatively innovative training and educational methods.

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<sup>39</sup>SCIC: société cooperative d' intérêt collectif (Cooperatives with beneficiaries, salaried employees, others stakeholders)

## 3 - VET within the SSE concept

### 3.1 Terminology related to Learning Outcomes

The importance of developing a set of clear indicators for setting up a credit transfer system in the EU on VET, dates back to the “Copenhagen declaration on enhanced cooperation in vocational education and training”<sup>40</sup> which aims at creating a European credit transfer system for VET (called ECVET). This credit transfer system should be supported by a common reference levels’ framework described by learning outcomes, in order to make it possible to compare them at European level.

The starting point of the Technical Working Group on ECVET is the following:

*“The objectives of a learning pathway, a VET programme or elements of a qualification are expressed as learning outcomes in terms of knowledge, skills and competences to be acquired and mastered at a given reference level (TWG, 2004, chapter 2.3.1.)”*

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From that moment on, Knowledge, Skills and Competence gained an increasingly important role in describing the intended learning outcomes and results of VET education. Despite heterogeneous national experiences and the difficulty in reaching a European common definition of those elements, the ESCO database tried to give a generic definition<sup>41</sup> for each of them, as listed below:

**KNOWLEDGE** means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. Both skills and competences rely on factual and theoretical knowledge, the difference lies in the way this knowledge is applied and being put into use. Knowledge is applied and put in use by creating relations between knowledge, skills and competences. These relations can be qualified as essential or optional.

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<sup>40</sup> The Copenhagen declaration can be found at: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM%3Aef0018>

<sup>41</sup>The definitions here used for Knowledge, Skill, Competence and Attitude are taken from ESCO - European Skills, Competences, Qualifications and Occupations <https://ec.europa.eu/esco/portal/escopedia/Knowledge>

**SKILL** is the ability to apply knowledge and use know-how to complete tasks and solve problems. Skills can be described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

While sometimes used as synonyms, the terms “skill” and “competence” can be distinguished according to their scope. The term “skill” refers typically to the use of methods or instruments in a particular setting and in relation to defined tasks. The term “competence” is broader and refers typically to the ability of a person - facing new situations and unforeseen challenges - to use and apply knowledge and skills in an independent and self-directed way.

**COMPETENCE** means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. They are described in terms of responsibility and autonomy.

To these definitions, according to the scope of the guide, we would like to add the concept of Attitude, because it clearly addresses the change of mind and behaviour evoked when dealing with Social and Solidarity Economy.

**ATTITUDES** refer to individual work styles, preferences and work-related beliefs that underpin behaviour so that knowledge and skills are applied effectively. This term is used for describing behaviour, which can be learned, improved and assessed.

## 3.2 Knowledge, Skills, Attitudes and Competences within the SSE Context

Having in mind the main aim of the document, we shall present the background needed on behalf of the trainer in relation to knowledge, skills, attitudes and competences in the field of SSE. We do not analyse the elements needed generally for a trainer of adults, as this would go beyond the purposes of this guide. Besides, there are plenty of train the trainer guides that outline the qualities of an adult educator. As it will be evident in this section, the element of an appropriate attitude is central in the work of a trainer in SSE.

### KNOWLEDGE

We can present two types of knowledge: the specialized knowledge is necessary for meeting content specific demands and solving tasks, whereas general world knowledge, is more arbitrary and enables people to deeply understand the way world and societies function. At this part, we will present results from both concepts of knowledge.

### *SPECIALIZED KNOWLEDGE*

Responses from all partner countries mention that there are specific backgrounds and knowledge that are considered important for an SSE trainer to have. Due to the complexity of the SSE concept and practices, this knowledge should follow an interdisciplinary approach and the trainer is required to have a broadband profile. Trainers need then to obtain knowledge and skills on such topics. The present guide and the related training/modules will help and motivate them.

- **SSE Groundwork:** history, concepts, values and principles, social-economic-environmental dimensions, cultural aspects, variety of practices, Europe-wide development, specific characteristics in contrast with mainstream market economy, diversity of organisations and collectives, variety of fields of action and economic figures at national, European, and international level. Public, legal and fiscal policies in regional and national level. Framework and strategies designed from public institutions are also important for trainers to know at national level.

- **Sociological, Anthropological and Economical background:** social and environmental impact of an economic reality; alternative resources and tools of economic sustainability: from ethical finance to social currencies and mutualism, how to deal with the complexity around discussing the limits of the current economic system and presenting SSE as a way to build alternative economic practices, socio-economic integrated approach, societal purpose, political, economic, ecological and social goals.

- **Business, Governance and Enterprise topics:** General business management, finance, administrative, market knowledge. Digital technologies, democratic/horizontal decision-making and management, working conditions in SSE, social/economic sustainability and impact, product/service development within SSE. Additionally, social capital and resources, legal environment, multi-stakeholder involvement, social accounting, social finance, social marketing, social capital, awareness of political dynamics and the knowledge of the laws in matter of work environment. It is important also to know how to relate with institutional representatives.

### *GENERAL KNOWLEDGE*

- **Knowledge of the territorial context:** Comprehensive knowledge of the economic and social realities that involve the community and the emerging needs of the people and groups who live there. A strong connection with local reality and specific tools to know the territory and analyse its dynamics seem to be very important in order for the SSE to be implemented in practice.

- **Network and partnerships:** It is important for the trainer to know how to teach mapping and understanding of the social and economic dynamics. Basic knowledge on production flows and supply chains as preconditions for the organisations to create SSE partnerships and circuits is considered vital. It is also important to know how social and political dynamics change the territory, with attention to demographic dynamics for building good networks of people and organisations, mobilising resources and enhance the common voice for alternatives.

### SKILLS: ACTING AND BEHAVING AS AN ATTITUDE CHANGE

The trainer is important to inspire the desire to go towards a critical thinking, to be able to “awaken conscience” while creating a space allowing creativity and freedom of expression. They should be energetic, captivating and enthusiastic – this quality is understood by the trainees who feel an internal vibration with what is being discussed and learned, enhancing the learning experience; they need to share with trainees the desire for social change, care for people, equity, and orientation towards common wellbeing.

Trainers need to practice communication skills, such as non-violent communication and active listening. They should facilitate the prospective thinking / complex thinking / vision (the ability to design things in the future, to perceive change and adapt to it, to capitalize on opportunities, etc.). They should perform adaptability and flexibility, cooperative work, experimentation and, leadership. The trainer must set in motion a dynamic which calls for the practice of these qualities.

Trainers should demonstrate to trainees the positive impact of teamwork, collective work, the ability to participate in a collective project. This means that they have to be flexible in the educational process and adapt to the group dynamic.

### ATTITUDES: SSE VALUES AND EXPERIENCES

Data from the analysis of the national context in the partner countries show strong correspondence between the personal profile/style of the trainer and SSE values. This is not a random connection, considering the SSE strong value load and the fact that socio-economic alternative visions rely on the individual capacity to integrate and bear those alternative elements. Simultaneously, enterprise development and business functions strive for strategic alignment with the sustainable and transformative goals SSE promotes.

## COMPETENCES

### *TRAINERS' STYLE AND APPROACH*

- Trust and reciprocal respect between learners and teachers-trainers is a vital condition for successful learning and teaching.
- Empathy with social enterprise actors, SSE workers, social cooperative members or volunteers. Emotional skills, paying attention to interpersonal relationships, namely by addressing how people deal with their own reactions.
- Trainers should share core values of SSE such as solidarity, responsibility, respect for human rights, commitment to the community, dignity, integrity, fairness and valorisation of justice and to visualize them through the educational techniques, training design and process.
- Trainers could be able to stimulate personal ethics because the acting in SSE cannot be dissociated from the more profound individual ethics and world view of the person.
- Trainers should be prepared for the possibility the trainees come from vulnerable groups and face current societal problems (health, employment, social care, etc.).
- Empirical part could motivate participants and at the same time create deep understanding for a concept which is not widely known.

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### *TRAINERS' EXPERIENCE ON SSE ORGANISATION/SOCIAL ENTERPRISE/NGO*

- According to the pedagogy of self-management: people experiencing work relations in a certain collective way are the ones who should be educators of themselves and for the others.
- Should transmit from his/her own experience to set up governance and participatory management, know how to involve all stakeholders (volunteer members, associates, users, employees, and partners, clients/suppliers) to make them fully-fledged stakeholders.
- Should work with creativity, able for social planning and concreteness: it is essential to be able to translate theory into good practices and have the ability to imagine, write and implement projects.
- Should a trainer lack of direct experiences with this issues, a link with a link with existing realities could be establish, which enables trainees to have real life experiences of what it is to be engaged in a SSE initiative.

## 4 - METHODOLOGIES TO TRAIN ON SSE

### 4.1 Training Needs' Assessment

The principles of adult education and training, fit in well with the principles of SSE, and are directly related to respecting learners, their social and psychological characteristics, as well as their needs arising from these characteristics. It also means engaging learners and including them at all levels of the educational process. Adopting adult learning principles is essential at all stages of designing, organising and evaluating lifelong learning programmes, if we want them to be effective.

Respecting the target group's characteristics and needs means, first of all, an efficient needs' assessment procedure. Before we analyse needs' assessment in training programmes, we should define the term "educational need". One of the first theorists of adult education to deal with the subject was Malcolm Knowles. According to him (1970: 85), an educational need is what a person needs to learn for their own benefit, for an organisation or for society. It is the gap between the existing level of qualifications and a higher level of qualifications required for effective performance, as defined by the person itself or by the organization or society in which they belong to. This approach to educational needs has become a mainstream approach and it is called the "deficit" or "gap" approach to educational needs.<sup>42</sup>

A different approach to "educational need" is that of interest and motivation of the adult learner who participates or who would participate in a programme. This approach is considered to reflect the subjective assessment of the learner himself for the deficiencies they consider to be related to the fulfilment of a role they take up or want to take up in their life. For many theorists, this subjective assessment should not be considered an educational need, but a desire – given that needs are identified and confirmed in relation to broader requirements identified within organisations or society (Karalis, 2012).<sup>43</sup>

According to Boyle (1981), in assessing needs, value assumptions are intertwined with technical and cognitive assumptions, making it impossible to identify neutral and objective

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<sup>42</sup>Knowles, M. S. (1970). *The Modern Practice of Adult Education: Andragogy versus Pedagogy*. New York Association Press.

<sup>43</sup>Karalis, Th. (2012). "Sxediasmos kai organosi programmaton" in *Ekpaideysi Ergazomenon stin Ekpaideysi Enilikon: Sxediasmos, Ylopoiisi kai Axiologisi Programmaton Dia Viou Ekpaideysis*, INE GSEE

educational needs.<sup>44</sup> Given that a social enterprise is more complicated than a normal company in its triple facets (social mission, profit sharing and governance), an SSE approach to educational needs could not ignore neither the more “concrete” gap understanding of need, nor the more subjective “interest” understanding. Training in VET intends to cover job positions with specific duties and responsibilities, yet at the same time, expressing an interest group of society that endorses an alternative worldview. The educational needs are a product of assumptions regarding the characteristics of the reference context and the target population.

This is the case in all educational programmes, although they tend to present their target population’s needs as something objective in relation to a one-way perceived context. Yet in the case of VET training in SSE, it is easier to admit and accept the subjectivity of needs, given that SSE puts forward an alternative approach to socio-economic reality. Also, as social entrepreneurs do not necessarily possess beforehand the traits and background of typical entrepreneurs, whilst at the same time in social enterprises decision making is a team process, it is essential that sufficient time is allowed for this critical task. As such, we could say that in the field of VET for SSE, the term “educational need” refers to any deficit or interest in terms of qualifications, knowledge, skills, competences and more generally abilities -concerning individuals, social groups, organizations and systems- whose fulfilment may be the subject of an appropriately targeted educational intervention in SSE.

Training needs assessment in SSE VET programmes may result in obtaining a variety of benefits such as improved innovation, better understanding of the market, better fitting the social mission of their enterprise, production improvements, reduction of conflicts /improvement of communication and human relations within the social enterprise, more efficient decision making and social entrepreneurs’ development. The focus should be placed on the collective needs identified by social entrepreneurs that add value and impact to the enterprise itself while also developing the skills and competencies of social entrepreneurs.

Due to the complexity of the roles of the adult, but mostly due to the multidimensional requirements of the environments in which these roles are performed, the educational needs are not equally clear to prospective trainees. Based on the degree to which the educational needs are recognised by prospective trainees, Vergidis (2003: 109)<sup>45</sup> proposes the following typology for their classification:

- **Conscious and explicit:** These are the needs that prospective learners have identified and can articulate.

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<sup>44</sup>Boyle, P. G. (1981). Planning Better Programs.McGraw-Hill.

<sup>45</sup>Vergidis, D. (2003). “Sxediasmos programmaton ekpaideysis enilikon gia evalotes omades”, in D. Vergidis (ed.). Ekpaideysi Enilikon: symboli stin eidikeysi stelexon kai ekpaideyton, Ellinika Grammata

- Conscious and implicit: These are needs that, although perceived by potential learners, they are not articulated or they are not disclosed for various reasons. The reasons may refer to a negative predisposition to training, to insecurity about the possible repercussions at work or to reasons of social prestige.
- Latent: These are needs that potential learners are not aware of, precisely because they do not have a full overview of the requirements of the social and economic environment or the possible changes in it<sup>46</sup>.

Because the cases of conscious and explicit needs are a minority of the cases, it is important to involve qualified researchers that can plan and implement a needs' assessment before an educational programme is developed. Educational needs' assessments in the field of SSE are complex research processes and therefore it is necessary to be carried out by specialized researchers who have the knowledge and experience both in needs assessments and in the field of SSE. This is especially the case before designing a VET training for the personnel of an SSE organisation (mid-level) or for the general public (macro-level).

Researchers conducting educational needs' assessment at macro and mid-level, employ different research techniques to collect data. For example:

- The questionnaire is usually the most appropriate tool for capturing the views and assessments of executives regarding the qualifications needed.
- The observation technique may be appropriate for recording specific tasks performed by employees, in order to identify possible deficits in qualifications, knowledge, skills, attitudes and competences.
- The interview method with experts in the field may lead to the identification of special qualifications, knowledge, skills, attitudes and competences required.
- The content analysis of written material (e.g. reports, research papers) may provide with evidence of the reasons related to staff for the lag in one field, or for strengths that need to be further reinforced.
- A job analysis -that is a job description together with a job specification of the qualifications, experience, and demands of the position- can also be helpful for determining the required knowledge, skills/abilities and competences that trainees need to achieve.

In this process, researchers have to collect facts and opinions from as many different informants and groups of people as possible – including service providers, community

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<sup>46</sup>Vergidis, D. (2003). "Sxediasmos programmaton ekpaideysis enilikon gia evalotes omades", in D. Vergidis (ed.). Ekpaideysi Enilikon: symboli stin eidikeysi stelexon kai ekpaideyton, Athens: Ellinika Grammata

leaders, and those affected by the problem, as well a variety of other interested groups. Even if the main focus should always be on social entrepreneurs, a number of different need levels can be differentiated according to the various target groups.

Some guiding questions can be used by adult educators to identify, analyse, and present the right kind of data to point out the significance of the situation for a given problem or need.

- Does a need really exist?
- What is the basis of the need? What are its causes?
- How widespread is the need? How many persons are affected by the need?
- What is the relative importance of the need? In what way is there a social or market need (or both) or a need concerning the enhancement of innovation? What are the factors influencing the need?
- How do social entrepreneurs feel about the seriousness of the need?
- What are the potential consequences to social entrepreneurs if no effort is made to fulfil or meet the need?

Because of the subjectivity involved in the process of recognising educational needs, needs identified for the micro or mid-level are necessary to be the subject of negotiation during the implementation of the programme and they should be revisited on a regular basis during the life of the social enterprise to ensure that training provision remains relevant. This intermediate needs' assessment of an already formed group, can be taken up by the trainer himself. Moreover, SSE is orientated in potential and the coalescence of human resources. As such, mutual aid and collaboration help people to rethink their needs in a different way. So, it is important for the SSE VET trainers to adopt alternative techniques and rethink the way of teaching as a common matter. In the table below, one can find how to implement this needs' assessment.

Title	
"Assessment of educational needs from the programme"	
Type of activity	Combination of individual and group work, Questions and answers
Objectives	Investigation of: <ol style="list-style-type: none"> <li>1. the needs - expectations of the trainees from their participation in the programme.</li> <li>2. their experiences, knowledge, values and attitudes towards the subject of training (at a first level).</li> <li>3. their possible reservations regarding their participation in the programme.</li> </ol>
Steps	Individual work (5') Group work (30') Presentation of groups in the plenary (20') Short commenting by trainer (5')
Materials	Whiteboard, whiteboard markers, flipchart paper, Post-it notes, pens, pencils, crayons, tape
Duration	60'
Description	<ol style="list-style-type: none"> <li>1. The trainer asks the trainees to be divided into groups and gives the basic instructions - explains the steps for conducting the activity: a. Individual work, b. teamwork, c. presentation of group work in plenary.</li> <li>2. Trainees are asked to think each of the following individually:           <ul style="list-style-type: none"> <li>- their three main needs-expectations from the programme and write them on three different post-it notes (one on each note).</li> <li>- one thing they would not want to happen during the seminar - the most important in their opinion (only one on a note). Duration 5'.</li> </ul> </li> <li>3. The trainer distributes a flipchart sheet to each group and asks</li> </ol>

	<p>the groups to do the following:</p> <ul style="list-style-type: none"> <li>- Each member should briefly present to their team the three needs-expectations and stick the corresponding post-it notes on the flipchart sheet. The trainer suggests, if there are similar needs-expectations, to be placed close to relevant notes.</li> <li>- Decide as a team and write on the flip-chart sheet the three most important things that they would not want to happen in the seminar.</li> <li>- Give a name to their group, which they can write-draw on the flipchart sheet. If they want, they can accompany the name with a relevant sketch, using colours (markers, pastel pencils) and decorate their sheet as they wish. Duration 30 '.</li> </ul> <p><b>4.</b> The instructor asks each group to get up and stick their own flipchart sheet on the wall, presenting the results of their work in plenary (using the flipchart sheet). Initially, the presentation is undertaken by the representative of the group, and then, if other members wish, they can fill in with further information what consider as important. Duration 20 '.</p> <p><b>5.</b> The trainer makes a summary-grouping of what has been expressed. The flipchart sheets remain on the wall as they will then be used to draw up the educational contract. Duration 5 '.</p>
<p>Instructions to trainers</p>	<ol style="list-style-type: none"> <li><b>1.</b> Keep in mind that trainees have very different needs, expectations and motivations and it is important to determine from the beginning which of them can be covered by the programme and which cannot.</li> <li><b>2.</b> Sometimes, some of the expressed needs are not educational but they concern the general living conditions of the trainees. Although it is not possible to address the needs that go beyond the limits of the educational practice, and depending on the time constraints of the programme, to some extent and for the good functioning of the group, it may be welcome to hear some of these needs -if they are expressed- as both the trainer and the rest of the team get a more specific picture of the particular</li> </ol>

	<p>capabilities or constraints of the trainees. Sharing this information can bond the group and set the framework for the educational process.</p> <p><b>3.</b> It is important to motivate groups to relate and create something in common during the third phase of the activity. Allowing them to have time for such an activity is important, so one should not try to limit the time dedicated for it. The half-hour we recommend is usually an average time for this type of osmosis and production within the group. It may seem like a waste of time, but this time will significantly help to break the ice and build the spirit of the team, which will be valuable in the continuation of the training programme.</p>
<p>Alternative Scenario</p>	<p>This activity can also be done individually: Each person writes down the three needs-expectations as well as the one item that they would not want to happen in the seminar, presents them to the plenary, explaining shortly what they mean and gives them to the trainer, who sticks them in separate categories on a flipchart sheet. In this scenario, the trainer organises the post-it notes on the flipchart sheet into categories from the beginning, as this will make the presentation of the results easier.<sup>41</sup> Categories come up from the content of the post-its and divide into knowledge, skills, attitudes and competences. Also, post-its relating to what is not wanted to happen in the seminar need to be grouped in a separate category.</p>

## 4.2 Planning of Training

### 4.2.1 Key Elements of Planning a Training

The purpose of educational planning is the systematic selection of all those processes and methods in order to create effective learning environments and achieve the learning outcomes set at the beginning of the training programme. Although planning precedes the implementation of training, it should be seen as part of a cycle that also includes implementation and evaluation. In other words, planning is required throughout the lifecycle of a training programme.

In summary, one could say that the key elements included in a planning of a training are the following (not necessarily in this order):

- studying the situation, identifying the main educational problem and the target population
- analysing the target population characteristics, assessing their learning needs
- defining the educational purpose and learning objectives
- exploring available materials and human resources for the implementation of the programme
- selecting and structuring the training content
- developing the appropriate training material, selecting various resources that will support teaching and activities
- selecting and developing appropriate teaching methods to achieve the set learning objectives
- deciding on evaluation methods, techniques and tools for the course and for the trainees

### 4.2.2 Aims and Learning Objectives

The first outcome of a successful training needs' assessment is the formulation of the aims and objectives of the programme. This is directly related to learners' need for knowing the educational objectives of the programme in which they will participate. These goals must be clear, realistic and linked to the needs and expectations of the trainees.

The aim of a programme is a general statement of intent. It sums up the deficit/gap or interest dealt by the training and the target population to which it is addressed, summarising the existing as well as the desired situation (Karalis 2005: 32)<sup>47</sup>.

On the contrary, the objectives refer to the desired learning outcomes in a clear and detailed way. In formulating the more specific learning objectives of a programme, we essentially determine the desired or expected results from its implementation, i.e. what knowledge, skills and competences are expected to be acquired and developed by trainees. The acronym SMART, proposed by George Doran (1981), is often used in order to determine the specifications for the adequate formulation of learning objectives. According to this acronym, a learning objective should be:

<b>Specific</b>	A learning outcome that is clearly and accurately determined.
<b>Measurable</b>	A learning outcome whose achievement is possible to be determined after the end of the programme.
<b>Achievable</b>	A learning outcome whose achievement is feasible based on the structure and resources of the programme.
<b>Relevant</b>	A learning outcome that is relevant to the wider aims of the training programme.
<b>Time-bound</b>	A learning outcome that can be achieved within the time limits of the training intervention.

Learning outcomes are set at three different levels, these of knowledge, skills and competences. To formulate learning outcomes, it is best to identify the skills, knowledge, and competences by writing sentences that begin:

*By the time trainees complete the course, they should be able to . . .*

and then supplying a strong, action verb. Examples of verbs that define trainees' performance in a particular area include:

Knowledge	Count, Define, Describe, Draw, Identify, Label, List, Match, Name, Outline, Point, Quote, Read, Recall, Recite, Recognize, Record, Repeat,
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<sup>47</sup>Karalis, Th. (2005). *Sxediasmos programmaton ekpaideysis enilikon*. Hellenic Open University

	Reproduce, Select, State, Write, etc.
Skills	<p>Comprehension: Associate, Compute, Convert, Defend, Discuss, Distinguish, Estimate, Explain, Extend, Extrapolate, Generalize, Give examples, Infer, Paraphrase, Predict, Rewrite, Summarize, etc.</p> <p>Application: Add, Apply, Calculate, Change, Classify, Complete, Compute, Demonstrate, Discover, Divide, Examine, Graph, Manipulate, Modify, Operate, Prepare, Produce, Show, Solve, Subtract, Translate, Use, etc.</p>
Attitudes	Advocate, cooperate, challenge, feel, check, promote, validate, endorse, wonder, control, validate, etc.
Competences	<p>Analysis: Analyse, Arrange, Breakdown, Combine, Design, Detect, Develop, Diagram, Differentiate, Discriminate, Illustrate, Point out, Relate, Select, Separate, Utilize, etc.</p> <p>Synthesis: Categorize, Combine, Compose, Create, Drive, Design, Devise, Explain, Generate, Integrate, Modify, Order, Organize, Plan, Prescribe, Propose, Rearrange, Reconstruct, Related, Reorganize, Revise, Rewrite, Summarize, Transform, Specify, etc.</p> <p>Evaluation: Appraise, Assess, Compare, Conclude, Contrast, Criticize, Determine, Grade, Interpret, Judge, Justify, Measure, Rate, Support, Test, etc.</p>

All categories of learning outcomes are important. Training in the field of SSE might have similar learning outcomes with other courses. The great difference though will be found at the level of competences.

As we will see below in more detail, it is recommended that before the start of each programme and lesson, the learning objectives are communicated to the participants, who can even supplement or modify them, without altering the purpose of the programme. Thus, the trainee becomes co-responsible for the educational process, a very important element, especially in the field of SSE.

Finally, when setting learning objectives, we also need to design ways to evaluate both the process and the acquisition of the learning objectives by the trainees. At this point, it has to be noted that learning objectives determine the aspirations of programme designers and

trainers. In other words, they are intended and not necessarily the actual outcomes. Non-intended learning outcomes can also be precious results of an educational programme for their participants.

### 4.2.3 Adapting the training content and negotiating a learning contract

The content of a training programme is directly related to the identified training needs and the learning objectives, since the participants, after the completion of the programme, should acquire specific knowledge, should be able to perform specific activities (skills), should be positively oriented regarding the application of the subjects of the course (attitudes) and should be able to apply all knowledge, skills and attitudes in real settings (competences). For this reason, the content of the curriculum needs to include the necessary theoretical knowledge, the appropriate practical exercises to develop the skills of the trainees, as well as it should be inspired by the values linked to the attitudes and behaviours endorsed through the programme. It is essential for the trainer to understand that social enterprises are founded on a common idea - the idea is that people can work together to meet their own needs. Social enterprises are owned and operated by their members, therefore the democracy question is valuable. Each curriculum should, thus, identify and implement this democratic aspect<sup>48</sup>.

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Defining and organizing content is at the heart of planning a training programme. This step includes:

- determining the content of the training course,
- distributing the content of the training course into sections,
- dividing sections into theoretical training and practical exercise,
- setting the duration of each section of the training course.

The construction of the daily schedule of a trainer, i.e. the plan with the time distribution of the content of a teaching unit in individual sections within the total available time of the training programme, is a determining factor for ensuring the effectiveness of its teaching. This distribution is based on the identified educational needs of the trainees and the stated learning objectives, but always in relation to any practical limitations of the programme.

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<sup>48</sup> See also BC Co-operative Association (2011), "Cultivating Co-ops". Available at: [http://farmfolkcityfolk.ca/PDFs\\_& Docs/Cultivating\\_Co-ops.pdf](http://farmfolkcityfolk.ca/PDFs_& Docs/Cultivating_Co-ops.pdf)

Adapting the curriculum content to the needs of the group is absolutely necessary, since, as we have already mentioned, the basic principle of adult education is to meet the needs of the participants. Negotiating a learning contract is one of the most important processes in a programme. This is an "agreement" between the trainer and the group of trainees. This agreement specifies the conditions for the implementation of the programme, the obligations of the institution/trainer and the trainees, the content of the sections, the ways of evaluation, etc.

In this way, the trainer endorses the participation of trainees, the trainees themselves take up responsibility for their training, the smooth flow of the programme is facilitated and the conditions for meeting the needs of the participants are ensured. Usually the learning contract takes the form of an informal agreement between the trainer and the trainees, and in some cases, it may be necessary to be renegotiated during the course (Karalis, 2012)<sup>49</sup>.

Learning Contract	
Title	Learning Contract
Type of activity	Introduction / Discussion
Objectives	<ol style="list-style-type: none"> <li>1. For trainees to acquire an overall picture of the structure and flow of the curriculum, its teaching methodology and the basic contents.</li> <li>2. To set the framework for its implementation and its basic rules of operation.</li> <li>3. To develop a collaborative atmosphere that allows trainees to express themselves freely.</li> <li>4. To creatively adapt the programme to the needs of the specific group of trainees: this process may be continuous but it already starts from the negotiation process in the context of the preparation of the learning contract.</li> </ol>
Steps	Plenary session
Materials	Whiteboard, whiteboard markers, pens, flipchart paper
Duration	40'
Description	<ol style="list-style-type: none"> <li>1. The trainer presents the learning objectives, the curriculum content, the methodology of the course, organizational data, the roles and obligations as well as the evaluation</li> </ol>

<sup>49</sup>Karalis, Th. (2012). "Sxediasmos kai organosi programmaton" in Ekpaideysi Ergazomenon stin Ekpaideysi Enilikon: Sxediasmos, Ylopoiisi kai Axiologisi Programmaton Dia Viou Ekpaideysis, INE GSEE

procedures.

2. The trainer tries to link the programme with the needs-expectations already expressed by the trainees during the educational needs' assessment, specifying which of them can be covered and which cannot, or which can be partially satisfied by the programme.
3. The trainer then proceeds to negotiate the basic principles of the learning contract, that is, the principles of teamwork. Starting with what the team has asked not to happen, and taking into consideration expectations that have been expressed about how to conduct the course, the trainer opens a dialogue on the basic principles of cooperation and interaction within the programme. The trainer takes notes on the flipchart paper.

Here are some basic principles of a learning contract:

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- Respect for everyone's personality and views.
  - Confidentiality (whatever happens in the classroom, stays in the classroom).
  - Verbal or other forms of violent behaviour are not acceptable.
  - Active participation of all (this means that the trainer encourages trainees to express themselves and participate actively during the seminar).
  - Honesty and open communication.
  - Accuracy in time.
  - Constant presence of all.
4. The outcome of this process is an informal learning contract, an informal commitment between the trainer and the trainees on how to work together during the course.

	<p>5. The flipchart paper with the learning contract is posted on the wall and referred to, if necessary, throughout the course of the training programme.</p>
<p>Instructions to trainers</p>	<ol style="list-style-type: none"> <li>1. Keep some notes on topics of interest to trainees, which are not intended to be negotiated in the first place, but could be used in the future.</li> <li>2. In the formation of the learning contract, the trainer must emphasize the voluntary participation of the trainees in the educational activities.</li> <li>3. Finally, keep in mind that in the context of this activity, possible concerns, reservations, and objections of the trainees can be discussed. As far as possible, trainers should negotiate so that they can bring about creative adaptations to the programme.</li> </ol>

#### 4.2.4 Educational materials

The development of the educational material consists of the adaptation and / or writing of material in order to serve the learning objectives and to reflect the curriculum content. The material should guide the trainee in their study, promote their interaction with it, explain difficult points and concepts and inform the trainee about their progress.

The educational material can have textual form, audio files, movies, etc. The most common form is the text form, which can be printed or digital text. The types of printed text vary and may consist of books, articles, guides, etc. The material includes audio-visual elements and resources.

The material needs to follow specific specifications, which change with whether the programme will be in person or include distant learning. It is important that the amount and complexity of the material does not exceed the educational needs and expectations of the target group. If needed, it may also include reference resources and suggestions for further study. Each chapter in the educational material should have a specific structure. A good structure is one that is typical of distance education materials, which consists of the following basic components:

- purpose & intended learning outcomes
- key words / concepts
- introductory remarks
- main section
- summary
- bibliography & further reading

Before the production of the educational material begins, one needs to determine the template, i.e. numbering system of chapters and sections, the way of writing the titles and texts as well as the way of underlining the important points. The enrichment of the educational material with images, graphs, etc. makes the material more attractive and therefore easier to study and understand. It is important to include examples that support or explain the theory. The application of theory can also be achieved through the inclusion of other activities (Valakas, 2006)<sup>50</sup>.

The activities enable trainees to be actively involved with the material. The material may include activities that stimulate the trainee to recall prior knowledge (at the beginning of a section), activities that help consolidate the taught subject and activities for self-assessment (at the end of the section). Especially regarding the last type of activities, we need to be careful that they correspond to the content of the section and also that they are accompanied by actual answers. The types of activities can be the following:

- case studies
- matching list
- multiple choice
- right or wrong
- writing a text

#### 4.2.5 Educational techniques in VET

Educational techniques are the set of activities that help to achieve the intended learning outcomes of a programme or a teaching unit, activating the participation of learners and

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<sup>50</sup>Valakas, G. (2006). “Εκπαιδευτικά Μεσα και Εκπαιδευτικός Χορος” in A. Kokkos (ed.), Εκπαιδευτικό υλικο του προγραμματος εκπαideυσης εκπαideυτον, Vol III, EKEPIS

meeting their individual and group needs. Some of the most basic techniques that are often encountered in adult education programs are the following:

Educational technique	Reason for Selection
Enriched Lecture	<ul style="list-style-type: none"> <li>• New topic or subject</li> <li>• time constraints for topic analysis.</li> </ul>
Team work	<ul style="list-style-type: none"> <li>• collaborative elaboration of a topic by trainees</li> <li>• utilization of trainees' previous knowledge and experiences</li> <li>• development of cooperation and teamwork</li> </ul>
Questions - Answers Discussion	<ul style="list-style-type: none"> <li>• investigation of the trainees' needs</li> <li>• assessment of the degree of familiarization and understanding of the subject</li> <li>• promotion of learners' active participation.</li> </ul>
Brainstorming	<ul style="list-style-type: none"> <li>• emergence of dimensions of an issue by the learners themselves</li> <li>• development of creative thinking and problem-solving skills</li> <li>• energising of trainees</li> <li>• assessment of trainees' previous knowledge and experiences</li> </ul>
Demonstration	<ul style="list-style-type: none"> <li>• acquisition of specific practical skills</li> </ul>
Case study	<ul style="list-style-type: none"> <li>• in-depth exploration of an issue</li> <li>• deepening into a real situation</li> <li>• search and comparison of alternatives / solutions</li> </ul>
Role play	<ul style="list-style-type: none"> <li>• experiential engagement with an issue or situation</li> <li>• development of attitudes</li> </ul>

In this section, according to the SSE field, we would have more inclination for methods that favour non-formal education when it is possible, at least for some training modules. The guiding principles of non-formal education are to be open to all, with voluntary participation without fear of evaluation, flexibility in organization and timing, learning based on the needs and interests of the participants, and the possibility of working at different speeds and in different ways. The methods used are very diverse and based on creating an environment of trust and sharing experiences. Non-formal education is not in competition with formal

education; on the contrary, it can act in a complementary way and in support of the formal education system.

The alternation of concrete time in the field with an observation-participation framework seems to be a priority. Training should offer the possibility of finding solutions to a situation identified for example in a SSE organisation.

A strong connection and communion between trainer and trainee (as well as among trainees) is important to exist in order for the training to be a transformative experience. Another aspect that SSE VET trainers mention often is working in teams in order to explore together case studies and lessons learned from diverse examples. Teamwork is very usual and helpful. What happens in practice is that the group divides the work into tasks, which are completed individually and then brought together for further exploration. In general terms, educational techniques using less and less “lecture” and more participatory methods, work in teams, simulation games, brainstorming etc., seem more effective and in line with SSE objectives.

Additionally, techniques which promote experimentation and direct experience, through visits and exchanges of ideas, supporting workshops, observation and deep understanding on SSE practices, presentation of case studies, role-playing games and simulation exercises, enable the construction of real and/or fictional management situations in the classroom that are really helpful.

This is a non-exhaustive list of some suitable techniques for conducting a training session:

- Small group work
- Peer action learning:
  - A methodology which promotes the interaction between people who consider themselves to be equals and at the same level. It is particularly effective because it engages the participants in a mutual learning process and helps them to support each other’s development. Some common examples of activities to be run among peers are debates, dialogues groups, discussion groups, self-help groups, teams.
- Action learning sets
- Coaching/mentoring
- Simulation games
- World cafe<sup>51</sup>:
  - A methodology for hosting large group dialogue, which is highly recommended for large groups to go into details of specific topics, providing each participant with the chance to share ideas. World café is always good

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<sup>51</sup>More information available at: <http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/>

for exchange – dividing the participants into smaller groups, enabling more people to participate actively, enough time needs to be considered.

- Open space technology<sup>52</sup>:
  - methodology for self-organised meetings
- Asset based community<sup>53</sup>:
  - approach to sustainable community-driven development
- Dragon dreaming<sup>54</sup>:
  - method for visionary processes, planning, implementation and evaluation
- Sociocracy<sup>55</sup>:
  - reflects on consent vs. consensus
- Non-violent communication<sup>56</sup>:
  - effective communication skills and conflict resolution
- Study visits:
  - The best way to experience how ideas, values and concepts come to an effective reality. They should be very well designed and prepared, and if possible include the participation of different speakers, interviews, Q&A sessions. Visiting best practice examples and having the possibility and time to exchange and discuss the particular experience, also the challenges and problems.
- Case studies:
  - SSE in stories and real life
- E-learning platforms and video call instruments:
  - These deserve a separate mention, as their use is recently greatly increased due to the consequences of the Covid-19. Almost all schools, universities, offices but also informal groups (friends, teams, communities) have used and continue using those kind of instruments for their ordinary activities.

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<sup>52</sup>More information available at: <https://openspaceworld.org/wp2/what-is/>

<sup>53</sup>More information available at: <https://www.nurtureddevelopment.org/asset-based-community-development/>

<sup>54</sup>More information available at: <http://www.dragondreaming.org/dragondreaming/what-is-it-exactly/>

<sup>55</sup>More information available at: <https://sociocracy30.org/resources/> and <https://www.sociocracy.info/when-to-use-consent-consensus-appropriat/>

<sup>56</sup>More information available at: <https://www.cnvc.org/node/6856>

## 4.3 Evaluation of Training

### 4.3.1 Meaning of evaluation

In a general context, “evaluation” means “the process of judging or calculating the quality, importance, amount, or value of something” (Cambridge Dictionary)<sup>57</sup>. It represents a fundamental step in every process thanks to its double function:

- 1) ASSESSMENT: the most known and visible side of evaluation. It aims at determining relevance, efficiency, effectiveness, impact and sustainability of the training or of the entire educational process. It addresses different subjects and can be developed through a wide range of means and instruments.
- 2) BOOST: Results coming from formative evaluation serve to adjust, ameliorate and fine tune the entire process. Lacks and weaknesses can be solved to give birth to a new and improved process.

With reference to the scope of this guide, and given the backdrop of VET training, we can speak of Evaluation as *“the systematic and objective assessment of an on-going or completed VET project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process”* of both [policy makers and VET providers]. *“Evaluation also refers to the process of determining the worth or significance of an activity, policy or programme. An assessment, as systematic and objective as possible, of a planned, on-going, or completed development intervention (Kusek & Rist, 2004).”*<sup>58</sup>

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### 4.3.2 Evaluation theories and methods

<sup>57</sup> <https://dictionary.cambridge.org/dictionary/english/evaluation>

<sup>58</sup> Adapted from Kusek, J.Z. and Rist, R. C., (2004). *Ten steps to a results-based monitoring and evaluation system*, The International Bank for Reconstruction and Development / The World Bank, Available at: <https://openknowledge.worldbank.org/bitstream/handle/10986/14926/296720PAPER0100steps.pdf>

Practically speaking we will try to give a general overview of how an evaluation process works in the field of training, giving the reader some examples of different theories and approaches.

First of all, it is important to define the field of operation:

- WHAT we want to evaluate (which is our objective)
- HOW we would like to act (methods, theories, instruments)
- WHO should be involved in the evaluation process
- WHEN to approach the evaluation.

Finally, we need to highlight the aspects of evaluation that need to be looked into when evaluating training programmes on SSE topics.

### WHAT we want to evaluate

In 1998 Quaglino and Carrozzi described training as a “learning process of knowledge, of concrete and operational skills and capabilities and of attitudes and behaviours”, highlighting the three dimensions of training, we would like to investigate and evaluate: knowledge, know-how and knowing how to be.<sup>59</sup>

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These three aspects are crucial for understanding the effective impact of training on the trainee, but also on their surrounding environment.

The following paragraph explores two different approaches for evaluating the training process and try to propose a third, valuable way for the concrete evaluation of courses and training.

### HOW we would like to act

#### A – THEORY OF HIERARCHY

The Kirkpatrick Model (1955)<sup>60</sup> is one of the most commonly used methods to evaluate the effectiveness of learning solutions. It foresees four levels of criteria, organized as follows:

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<sup>59</sup>Quaglino, G.P. & Carrozzi G. P. (2003). *Il processo di formazione. Dall'analisi dei bisogni alla valutazione dei risultati*, FrancoAngeli

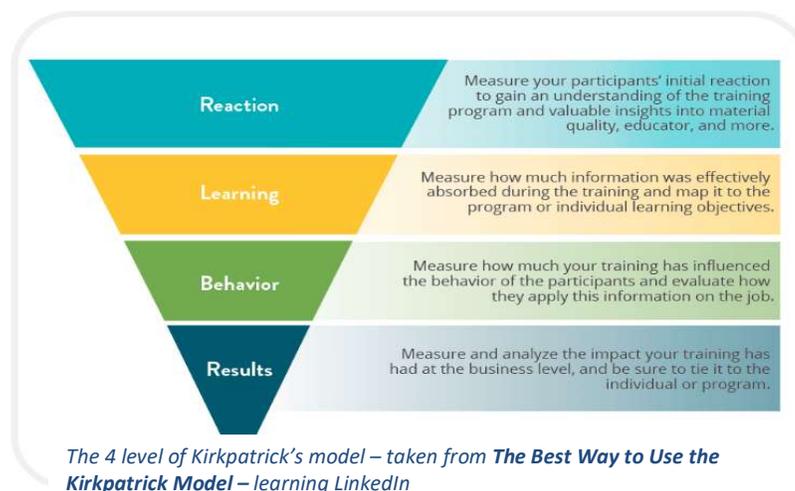
<sup>60</sup>Kirkpatrick, D.L. & Kirkpatrick, L. (2006). *Evaluating Training Programmes, the 4th level*, California: Berrett Koehler

**Level 1 Reaction:** measures how participants react to the training (e.g. satisfaction).

**Level 2 Learning:** analyses if they truly understood the training (e.g. increase in knowledge, skills or experience).

**Level 3 Behaviour:** looks at whether they are utilizing what they have learned at work (e.g. change in behaviours).

**Level 4 Results:** determines if the material had a positive impact on the business / organization



Although very useful, this approach takes into consideration only the results of the training process and not the entire process itself, which is equally important and worthy to be evaluated.

## B - THE SYSTEMIC APPROACH

This second approach gives a wider view on the entire training process, focusing not only on the final results, but on the overall complexity of the phenomenon. The systemic model was first developed from Warr P.B. in 1970 and then further deepened by Easterby Smith.<sup>61</sup>

The theory foresees four phases of the analysis:

<sup>61</sup>Warr, P., Bird, M. & Rackham, N. (1970). Evaluation of Management Training, London: Gower Press

- 1) Evaluation of the context: detection of the training needs to understand the role of the training programme
- 2) Evaluation of the input: resources, techniques, methods instruments to be used during the training
- 3) Evaluation of the implementation phase: to detect possible differences or lack in comparison with the former objectives
- 4) Evaluation of results.

This approach is more complete, as it takes into consideration the whole process, but a third approach drafted by Neglia, Quaglino and Carrozzi in 1999 merged the previous ones for developing a new and more suitable evaluation method.

#### C – THE THIRD WAY

This approach focuses on the 4<sup>th</sup> phase of the systemic approach (evaluation of results), but it uses Kirkpatrick's Model for investigating the results of the training. In this sense, the results of the Theory of Hierarchy will be investigated in a deeper way, analysing data and input coming from the whole process and not only from the last part of it.

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The four results will be evaluated using objective instruments and tools

#### 1. REACTION

This section includes all the impressions, thoughts and opinions of participants during and after the training process. They can include judgements on the quality of the training, grade of satisfaction, quality of the trainer and of the teaching methods. This feedback, to be collected during but also at the end of each course, are quite easy to detect and they can give important information also on the atmosphere of the class, on the relationship between teachers and trainees and on the skills of the trainer.

#### INSTRUMENTS FOR EVALUATING:

Data can be detected through questionnaires: they can be simple or more complex and can be integrated in a series of “open questions” for the qualitative evaluation of more personal aspects of the training experience.

#### 2. LEARNING

The evaluation of this section is difficult, as it investigates the core part of the training process. It can be divided in:

- Evaluation of the knowledge acquired
- Evaluation of skills, attitudes and competencies to be later applied in the working life

#### INSTRUMENTS FOR EVALUATING:

The acquisition of intended learning outcomes can be evaluated and investigated through different means: Ad hoc tests on the different subjects, follow up questionnaires for detecting the growth/presence of particular soft skills or abilities, self-evaluation interview, problem based learning, etc.

These first two results are considered as direct output of the learning process, whereas the following two are indirect output, therefore their evaluation presents more difficulties.

### 3. BEHAVIOUR

The modification of someone's behaviour (on work) after the end of a training course does not depend only on the intended learning outcomes acquired. Other factors (the personal characteristics of the subject, the working environment) can influence the results. In this sense, we can speak of transferability, which means the ability to transfer in the working life, what has been acquired during the learning process (know-how, soft skills, knowledge).

#### INSTRUMENTS FOR EVALUATING:

At this level the evaluation tries to detect improvements in the job performance or in the working place organization. Both performance and behaviour can be analysed using self-evaluation interviews and questionnaires or a performance grid.

### 4. ORGANISATIONAL RESULTS

Even more difficult to evaluate than the previous one, the organisational results need to be assessed by building a relation between the resources spent for the training and the financial outcomes brought by the improvement of the quality of the job performance.

Accordingly, we have an evaluation methodology that is holistic in that it refers to both the individual and the organisation and in that it addresses all levels of intended learning

outcomes (i.e. knowledge, skills, competences and attitudes). As such, it is particularly suitable for an SSE environment.

### **WHO should be involved in the evaluation process<sup>62</sup>**

Evaluating is an activity that involves the entire training activity, and in this sense, all the subjects involved in the training should be considered during the evaluation: not only students or trainees, but also trainers, and in some cases also other stakeholders, according to the context and the type of training investigated. This is particularly important in an evaluation that takes place in an SSE training, as the collaborative involvement of all parts is a crucial element in this field.

#### *Students/Trainees*

Feedback from students/trainees is the most important aspect of a course evaluation in SSE training. The input of trainees is crucial in the evaluation in SSE programmes, especially given that it is trainees who will be the future SSE practitioners and who know best the local reality and the field reality to which the educational programme needs to respond to. As such, they are most fit to provide with suggestions for improvement so that the training responds to current social challenges.

The most common and convenient methods for including students in a course evaluation process are questionnaires and interviews.

#### *Teachers/Trainers*

VET teachers/trainers should be aware of the need for self-evaluation of their own teaching quality. This can be achieved by using a checklist to identify areas needing closer attention. [...] Self-evaluations can be subjective and should be triangulated with data from at least one other source (Ramsden & Dodds, 1989)<sup>63</sup>.

Other categories that could be involved in the evaluation process are:

#### *Representatives of Social Partners*

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<sup>62</sup>Input taken from article "Burnett, P. & Clarke, J. (1999). How should a vocational education and training course be evaluated? Journal of Vocational Education & Training, 51:4

<sup>63</sup> Ramsden, P. & Dodds, A. (1989) Improving Teaching and Courses: a guide to evaluation, Melbourne: Centre for the Study of Higher Education

As vocational education is directly related to employment, the value of credentials is largely dictated by employers, employees and industry, as well as by the education and training system. Consequently, it is believed that a course evaluation should include feedback from employers' and employee representatives. Employers benefit by high quality training of their employees and they create the demand for employees with those skills. Employees have an insight of the training needs in their sector that is paramount. They also have an interest in quality training for quality in their work.

### *Graduates*

Graduate satisfaction ratings are useful for providing feedback on courses as they can provide information about usefulness and relevance of course content, skills acquired and knowledge gained after they have been working for a period of time. This is important given that students/trainees may not be aware of the relevance of much of a course's content until they have had experience in the workplace for some time, and have had a need to utilise particular skills or knowledge gained during the course in an actual SSE environment.

### **WHEN to approach the evaluation**

Evaluation should be present at each stage of the training course: It collects the desires and needs of trainees and at the beginning of courses and activities (during the needs' assessment and the set-up of the learning contract). Depending on the length of the training, performing one or more interim evaluations is recommended, to monitor the ongoing implementation and to make relevant corrective moves (formative evaluation). Interim/formative evaluations are relevant to the SSE culture as they endorse the participation of all interested bodies and value the voice of the beneficiaries. In this way, trainees are trained to also be collectively involved in improving a project. In the end of the programme, the final summative evaluation reviews the overall project results.

During the various stages of the evaluation, different instruments and models can be used, according to the type of training and to the objective of the evaluation itself.

### **4.3.3 Best Practices and Experiences**

Below are a couple of actual examples for evaluation that can be adapted in an SSE training programme.

## The Validation of Competences in the Veneto Region

A great hurdle when approaching a person willing to start or to continue a learning course, is the understanding of his/her level of competence or attitude on a particular matter. Knowing his/her level of competence on particular subjects, can help in designing the best learning course for him/her, focusing only on the required concepts.

Veneto Region has tried to face this situation by adopting a simple but valid tool, which could facilitate the identification of the already acquired competences and thus finding a suitable course or job which could match the needs of the users.

The tool is called “dossier of evidences” and it collects findings which prove the real competences acquired by a person in non-formal or informal contexts. An expert trainer guides the process of identification and collection by helping the trainee to recognise the competences and identify the level acquired in that particular working field.

Since 2015, ENAIIP VENETO has adopted this tool in projects for the Qualification of Adult for the recognition of skills acquired in informal and non-formal contexts and the same process can be used both for the job seeking activities and as a preliminary activity before starting a new learning course.

The Dossier and the Guideline for application are freely available from the following link:  
<http://www.cliclavoroveneto.it/dossier-delle-evidenze>

The topic raises interest when speaking of Continuing VET (CVET) and in particular in contexts such as the Social Solidarity Economy, where competences are often obtained through non-formal or informal learning paths and they are therefore difficult to “evaluate”.

Final Evaluation in Training at INE GSEE	
Type of activity	Combination of individual and group work
Objectives	<ol style="list-style-type: none"> <li>1. Reflection on experience</li> <li>2. Comparative evaluation analysis of the initial expectations and the extent to which they have been met</li> <li>3. Generation of creative feedback to the trainer on the usefulness of the training</li> <li>4. Formulation of proposals for possible improvement</li> </ol>
Materials	Whiteboard, whiteboard markers, filled in flipchart paper with initial expectations (from the first session), questionnaires
Duration	90'

<p>Description</p>	<ol style="list-style-type: none"> <li>1. The trainer invites participants to a review of the training programme.</li> <li>2. As the trainer reviews the steps taken during the training programme, s/he invites the participants to re-visit the outputs they have produced, which could hang on the wall.</li> <li>3. During this review, the trainer refers to some characteristic - important moments of the programme.</li> <li>4. Then, trainees are invited to share their experience of the programme with the group.</li> <li>5. The trainer is the last to speak and expresses their feelings about the educational experience honestly and simply</li> <li>6. Then trainees fill in the distributed evaluation questionnaire. 20' is usually sufficient time for completing it.</li> <li>7. During the questionnaire completion, the trainer provides their assistance, when and as requested, while respecting the completely private nature of the process.</li> <li>8. Finally, the trainer says goodbye in person, one by one to participants and thanks them warmly for their participation and cooperation.</li> </ol>
<p>Instructions to trainers</p>	<p>During the evaluation, avoid commenting on what participants say. Simply convey your own impressions to the plenary when it is your turn to speak.</p>

## ANNEXES

### Annex 1 - Glossary

#### **ATTITUDE**

A learned tendency or readiness to evaluate things or react to some ideas, persons or situations in certain ways, either consciously or unconsciously. Attitudes are underpinned by values and beliefs and have an influence on behaviour.

#### **COMPETENCE**

Proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. They are described in terms of responsibility and autonomy.

#### **CONTINUING EDUCATION AND TRAINING (CVET)**

Education or training after initial education and training or after entry into working life, aimed at helping individuals to:

- improve or update their knowledge and/or skills;
- acquire new skills for a career move or retraining;
- continue their personal or professional development

#### **EDUCATIONAL NEED**

Any deficit or interest in terms of qualifications, knowledge, skills, competences and more generally abilities -concerning individuals, social groups, organisations and systems- whose fulfilment may be the subject of an appropriately targeted educational intervention.

#### **INITIAL EDUCATION AND TRAINING (IVET)**

General or vocational education and training carried out in the initial education system, usually before entering working life.

## KNOWLEDGE

The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. Both skills and competences rely on factual and theoretical knowledge, the difference lies in the way this knowledge is applied and is being put into use. Knowledge is applied and put into use by creating relations between knowledge, skills and competences. These relations can be qualified as essential or optional.

## MODULE

An instructional unit that focuses on a particular topic. Although details and activities vary according to the specific context, such as course and student level, most educational modules include information about the topic, focus on student-centred learning activities and culminate in a project for students to demonstrate understanding.

## NEET

An acronym that stands for "Not in Education, Employment, or Training". It refers to a person who is unemployed, not in school or vocational training.

## SKILL

An ability to apply knowledge and use know-how to complete tasks and solve problems. Skills can be described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

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## SOCIAL ECONOMY

The economy that has as the primary concern not to maximize profits, but to achieve social goals. Often they are gathered under the acronym CMAFs - cooperatives, mutual societies, associations, and foundations, all of which are collectively organized, and oriented around social aims, which are prioritised above profits or return to shareholders.

## SOCIAL ENTERPRISE

A new tool or specific legal entity of social economy. In Europe, social enterprises are:

- those for which the social or societal objective of the common good is the reason for the commercial activity, often in the form of a high level of social innovation
- those where profits are mainly reinvested with a view to achieving this social objective, and
- those where the method of organisation or ownership system reflects their mission, using democratic or participatory principles or focusing on social justice.

### **SOCIAL SOLIDARITY ECONOMY (SSE)**

It is a way to satisfy human needs through economic activities (such as exchanges, production, consumption and services) that reinforce values of social justice, ecological sufficiency, cooperation, mutuality, community and democracy. Solidarity economy is not a sector of the economy, but a vector of change and transformation of the economic system.

### **VOCATIONAL EDUCATION AND TRAINING (VET)**

Education and training which aims to equip people with knowledge, skills, attitudes and competences required in particular occupations or more broadly in the labour market.

## Annex 2 – Competence-based Checklist

Each competence refers to specific skills and knowledge. All competences refer to a body of attitudes. Accordingly, after studying the Guide, learners should be able to:

COMPETENCES	SKILLS	KNOWLEDGE	ATTITUDES
<b>Designing innovative and experiential training on SSE</b>	<p>To effectively liaise and network with SSE organisations and professionals</p> <p>To define vision and goals of the training suitable for SSE</p> <p>To analyse and define learners' needs</p> <p>To match learning objectives with learners' needs</p> <p>To select and plan the contents of the training</p>	<p>To describe the national and/or International legal framework for SSE</p> <p>To pinpoint the key roles and concepts of the SSE ecosystem at local, national and international level</p> <p>To identify techniques of measurement of social impact</p>	<p>To question the current economic model.</p> <p>To critically engage with the core social values.</p> <p>To suggest links between different concepts, such as sustainability and social solidarity economy.</p>

**Transferring to learners the value-driven nature of SSE initiatives**

- To envisage a social vision
- To encourage participation and inclusion
- To support and build motivation
- To create a positive learning and working environment
- To promote peer-learning and cooperation between learners/colleagues/volunteers
- To respect cultural diversity
- To recognise workplace democracy, participation and equality
- To select transparent decision-making processes
- To reproduce team building and team working techniques

To suggest new models to cover human basic needs.

To understand competitiveness and profit orientation as an era of modernity and not the only possible choice.

To encourage employees to form SSE actors and cooperatives.

To question the vertical management and governance as the most efficient one.

**Presenting lectures and conducting discussions to increase students' knowledge and competence**

- To instruct and monitor students in the use of tools, equipment and materials
- To articulate contents effectively and in a practice-oriented way for participants
- To synthesise and present concepts, information, data
- To use innovative pedagogical strategies to promote participation and ideas sharing within the group
- To recite the fundamentals of pedagogy and educational sciences
- To outline the fundamentals of communication
- To prepare presentations, infographics and main methods of data representation
- To list brainstorming, mind-mapping, simulation games, small groups work

To reflect on the possible changes horizontal management could make on citizenship.

To encourage democratic, horizontal decision-making processes within organisations.

To question if Marketing Processes are only for profit-orientated enterprises.

**Designing and applying methods and tools for measuring progress, evaluating training effectiveness and assessing competency**

To effectively determine students' progress by observing their work

To design and submit oral, written or performance tests

To provide feedback, suggestions and assessments to students

To explain assessments methodologies

To record feedback delivering strategies

To describe progress measuring and evaluating methodologies

To question the undoubtable externalities every economic activity produces.

To encourage the use of business tools to enhance SSE practices and implementation.

To support the SSE model as a more sustainable orientation for the economy, people and the planet.

**Transferring to students basic skills on SSE entrepreneurship**

To understand the environment of the social enterprise and detect possible opportunities

To define the characteristics of the product/service to accomplish the aims of the SSE enterprise

To make a business plan

To detect deviations from planning and suggest corrective actions

To take risks and resolve conflicts/problems

To recite legal obligation and bureaucratic procedures of a social company

To outline principles of economic management and sustainability

To explain the fundamentals of social marketing

To list elements of fundraising

To challenge the "dominant" perception of management in a working environment.

To support the democratic and self-organization model as a useful concept for citizens' empowerment.

To cooperate in groups in order to form collective management organisations.

To realize the value of the productive dialogue within the organisations.

## Annex 3 – Data Collection

### CZECH REPUBLIC

- 1. Please provide a short description of the presence of courses on Social Solidarity Economy (or similar) in your country/Region in VET system (both initial or continuous) and on initiatives (courses/fairs/exhibitions) on the same topic at formal or non-formal level.**

Social economy and social entrepreneurship in the Czech Republic are primarily perceived as initiatives to employ disadvantaged people, they are working in social enterprises. Social entrepreneurship is perceived as an instrument of solving problems in the country and not as a global approach to economy. Terms such as ‘social economy’ and ‘social enterprise’ are recognized, are perceived as relevant and deeply understood. The definition and concept of SSE is almost not known or used yet. But thanks to some projects, researches and educational programs carried out in the last years by NGOs and some institutions, the awareness is slowly rising.

The education on SSE is mainly the domain of non-formal education. The first overall mapping of SSE was done within the research “Transformative Economy: opportunities and challenges of the Social and Solidarity Economy in 55 territories in Europe and in the World” and EU project „Social& Solidarity Economy as Development Approach for Sustainability (SSEDAS) in EYD 2015 and beyond“. Thanks to the project, a first SSE Forum was organized in 2017 in Prague, where different actors came together, including local politicians and representatives from ministries, SSE enterprises, universities, NGOs, educators and experts.

A more recent project called Building Up SSE is facilitating the spread of SSE activities by providing knowledge, skills and competences through an innovative training programme.

Activities in the field of organic agriculture and Community Supported Agriculture are supported by trainings for coordinators, trainers, communities and farmers, an incubator for new eco-farmers was developed and some agricultural schools involved. But most of the NGOs are dependent on project funding and some of the programs can’t continue without funding, after the project ends.

Also SSE initiatives themselves, that joined the network *Slušná firma* (Decent company), offer trainings and programs for their employees and members. Thematic network for social economy (TESSEA) is providing trainings and consultations.

No study programs focus specifically on social enterprise or social entrepreneurship, although social economy has become part of the curricula on higher, graduate and post-graduate education levels. There are departments in universities in Brno, Prague, České Budějovice, Liberec, Ústí and Labem and Olomouc, that offer courses specifically on social economy or social entrepreneurship.

In addition, over fifty undergraduate programs hold a potential affinity to social economy, ranging from economics and social work to social geography, environmental protection, humanities or development studies. Furthermore, around a dozen (higher) vocational schools (mostly focused on social work and policy) do relate to the topic. Students express interest in social enterprises, as apparent from many already-written theses on the subject from diverse perspectives.

The main body responsible for IVET is the Ministry of Education, Youth and Sports. Most VET schools are public and founded by regions. IVET is school-based, with a large proportion of practical training (at schools, in workshops, practical training centres and companies) and/or work placements. But SSE, with some exceptions focused on social economy, is not present in the trainings or courses and it needs to be included also in the formal educational system in order to develop SSE in the Czech Republic and support the transformation of economy.

Ministry of Social Affairs runs a program on social entrepreneurship and is offering consultations, workshops and internships in social enterprises. It works with experts, consultants, lecturers, educational institutions, entrepreneurs and networks, for example Impact Hub Praha, National Network of Local Action Groups or a leading NGO in the field of social entrepreneurship P3 – People Planet Profit. A big support would be to have finally a Law on social entrepreneurship, which is unfortunately waiting for adoption for some years now. The politicians could get inspiration in Slovakia, where they have the Social Economy and Social Enterprise Act since 2018.

**2. According to your country/region experience (as above indicated) which additional or more specific competences should have a trainer approaching SSE subjects (with respect to other subjects/topics of training)?**

**Please try to classify them into 3 categories**

KNOWLEDGE (what a person knows or have studied)

- understanding of SSE and being able to explain and have a broader view and imagination
- have a pool of innovative training methods, that can be used and adapted according to the audience and issue

SOFT SKILLS

- participatory approach
- how to develop relationships between different stakeholders
- community building
- how to balance between the business and the social aspects of the projects
- communication skills

COMPETENCES (specific, technical abilities related to SSE)

- social marketing skills – how to promote products and services and communicate the values – need different approaches
- practical knowledge on how to access public procurement tenders
- inclusive decision making

**3. Please provide a list of the most suitable techniques to be used to conduct a training on SSE matters**

- Session on sharing among participants – how they understand SSE (on post-its + discussion and definitions)
- Visiting best practice examples and have the possibility and time to exchange and discuss the particular experience, also the challenges and problems.
- World café is always good for exchange in smaller groups, enabling more people to participate actively, enough time needs to be considered

CROATIA

- 1. Please provide a short description of the presence of courses on Social Solidarity Economy (or similar) in your country/Region in VET system (both initial or continuous) and on initiatives (courses/fairs/exhibitions) on the same topic at formal or non-formal level.**

In Croatia there are no SSE courses or education in VET system. There is no direct, visible or functional link between VET educational institutions and organisations that are providing SSE education. However, there is lot of courses on SSE run by supportive/network organization and on the other hand lot of VET based education initiated by the national Agency for Vocational Education and Training and Adult Education (AVETAE). This missing link is a clear example why project such as EmploySEE is very much needed in Croatia, especially since in the official Strategy for the Development of Social Entrepreneurship in the Republic of Croatia for the period 2015–2020 there is a Measure 3. Promotion of importance and role of social entrepreneurship through formal and informal forms of education; which should satisfy the same one of the four specific objectives. Under this measure there is Activity 3.6. which is for supporting “Supporting the professional development of teachers in the acquisition of competences for social entrepreneurship through projects” (MLPS, 2015:37). As we stated before, AVETAE is implementing many educational activities and courses, and has been participating or still do in numerous international projects for development of the VET and Adult Education system such as: WorldSkills Croatia that promotes and encourages cooperation between VET and industry, Regional Network of Local Learning Institutions, VET Quality of Assurance development, Strengthening institutional framework for the development of the VET occupational standards/qualifications & curricula, Improving Skills in Vocational Education and Training – ImproVET.

In Croatia education on SSE is at the moment reserved for supporting/networking organization from the sector, several higher education institutions and more recently there are some good examples from VET oriented high-schools. The biggest social economy consortiums in Croatia, ACT Group (45 employees, approx. €1mil. revenue), most continually run educational programs for social enterprises and want be SSE actors among innovative individuals or organisations. They are providing regular tailor-made services for specific needs and from these activities it is worth to highlight the in the zone – Accelerator for social entrepreneurs as a well-known long-term mentorship program, and similar more like advisory help program is Start Something on Your Own. They are also organizing regular Business Skills Academy and take care for young interested people through Erasmus for Young Entrepreneurs program, which is part of the Social Entrepreneur Exchange and Development (SEEDplus) project coordinated by EUCLID Network.

As in most other countries, Impact Hub Zagreb also fosters entrepreneurship and social innovation that from time to time goes on the path with SSE.

Green Energy Cooperative (ZEZ) in cooperation with Craft College, very active player in VET, runs a project Good Energy in Social Entrepreneurship where they created upskill program for unemployed people.

As it stated before, several faculties have classes and programs on SSE: Faculty of Law, University of Zagreb – the Department for Social Policy; Faculty of Economics, University of Osijek; University of Applied Sciences VERN in Zagreb; Zagreb School of Economics and Management; Faculty of Economics and Tourism “Dr. Mijo Mirković” in Pula, Higher Business School PAR from Rijeka. There are situations when some of them integrated their education for students in cooperation with other stakeholders such as joint work on youth in social entrepreneurship run by Faculty of Economics and Tourism “Dr. Mijo Mirković” from Pula with CSOs, Local Action Group (LAG), local municipality and high-school. Similar, students from University of Applied Sciences VERN from Zagreb testing their ideas on island Vis within their course Social entrepreneurship and social innovation.

Finally, in high school education system, from Comprehensive Curricular Reform under cross-curricular theme Entrepreneurship there was created main school textbook with the same title. There is a special chapter inside “Entrepreneur in relations to others” written by ACT Group member where there are lots of topics from SSE sector. Also, under this cross-curricular theme and the one of Sustainable Development, social entrepreneurship showed up in upper classes as one of the key content.

As a unique case from Croatia we have a book Social Entrepreneurship – new competence for salesman / Manual for teachers, which came as a result of one EU ESF project of several VET High-schools and social cooperatives from Croatia.

One of the most active organization in SSE sector CEDRA Split (Cluster for eco-social innovation and development), through EU ESF project “Promotion on eco-social entrepreneurship to the youth in Splitsko-dalmatinska county” educated 15 VET high-schools from the city Split and their county after which students created their own SSE projects.

2. **According to your country/region experience (as above indicated) which additional or more specific competences should have a trainer approaching SSE subjects (with respect to other subjects/topics of training)?**

**Please try to classify them into 3 categories**

**KNOWLEDGE (what a person knows or have studied)**

- Dimensions, fields and values in SSE
- Networking and alliances
- Management skills and economic sustainability
- Social impact

**SOFT SKILLS**

- Create space for participatory and inclusive approach
- Innovative and creative solution-based thinking
- Set up an open space for debate and expressions, sharing ideas and views
- Emphasize on short-term needs and long-term goals in SSE

**COMPETENCES (specific, technical abilities related to SSE)**

- Good view on SSE organizational types and different concepts
- Capacity for creative and participatory program
- Focusing on practice of SSE
- Providing add materials and to do list

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3. **Please provide a list of the most suitable techniques to be used to conduct a training on SSE matters**

- Study visit and case studies
- SSE in stories and real life
- Small group work
- Games and workshops
- Advices/mentoring

FRANCE

1. Please provide a short description of the presence of courses on Social Solidarity Economy (or similar) in your country/Region in VET system (both initial and continuous) and on initiatives (courses/fairs/exhibitions) on the same topic at formal or non-formal level.

- 1.1. Universities, an expansion of SSE training

- 1.1.1 RIUESS, 79 university courses

20 bachelor's degrees, 40 master's degrees and 19 other training courses (DU, DEUST, DUT, approved titles), the main pool of solidarity entrepreneurs, managers and executives of SSE structures.

In France, there are many university courses on SSE and social entrepreneurship. Diplomas are delivered by the universities (generally at the Bachelor or Master degree level) and are under the authority of the Ministry of National Education and Research. Vocational education and training in Social and Solidarity Economy (SSE) emerged in the 1990s and is a constantly evolving field.

The SSE Inter-University Network [www.riuess.org](http://www.riuess.org) was created in 2000 to bring together teachers, researchers and students of SSE-related masters programs. Its founding members from four universities, Lyon2, Aix Marseille2, Valenciennes, Toulouse2-Le Mirail and a research centre, CRIDA and its numerous members shared a common manifesto around 3 topics: questioning the identity of SSE, co-constructing knowledge, asserting the democratic scope of SSE and especially its capacity to re-interview public policies and promote a plural economy. This organization has established an updated list of 79 training courses on the national territory ([www.riuess.org/formations](http://www.riuess.org/formations)). RIUESS organizes every year a symposium that allows the debate of major SSE themes between researchers and field actors.

The SSE in France is in tension, it is crossed by very differentiated and opposed visions, depending on whether it opts for social economy, social entrepreneurship, social business or solidarity economy. The financing of SSE and the democratic and citizen governance of social utility are the major issues. In 2020, one SSE enterprise can defend "at the same time" opposite positions. The RIUESS, whose ambition is to participate fully in the current collective debates on the possible future of SSE, thus offers greater clarity of analyses and allows for rethinking the socio-economic contexts in which SSE operates.

Note the existence of doctoral chairs dedicated to SSE, in particular the Hauts de France [www.chaireess.org](http://www.chaireess.org), Lyon [www.chaireess.univ-lyon2.fr](http://www.chaireess.univ-lyon2.fr), Marne La Vallée [www.u-pem.fr/chaire-economie-sociale-solidaire/la-chaire-ess/presentation](http://www.u-pem.fr/chaire-economie-sociale-solidaire/la-chaire-ess/presentation), CNAM Paris [www.chaire-economie-solidaire.cnam.fr](http://www.chaire-economie-solidaire.cnam.fr)

A Social Entrepreneurship Chair has been created [www.entrepreneuriat-social.essec.edu](http://www.entrepreneuriat-social.essec.edu)

### 1.1.2 PEPITE program

An interesting system, PEPITE, has been in place since 2014. The 32 Students Pool for innovation and technology transfer and entrepreneurship (PÉPITE) and the Status of National Student-Entrepreneur generate a professional ecosystem for students and young graduates to carry out their entrepreneurial projects. We note that many SSE actors are involved as trainers or sponsors, because the projects carried out by the students are mainly based on the desire for social transformation (environment, culture, social, pedagogy). However, the status of student entrepreneur masks the interest of SSE collective approaches, which is not sufficiently emphasized and recognized in this program.

### 1.1.3 SSE, change of scale

It is interesting to note that business schools, engineering schools, IUTs (University Technological Institute) or more generalist masters (management, political sciences, etc.) either centrally or partially integrate Social and Solidarity Economy courses, modifying the landscape of SSE training, sometimes in an original but challenging way. But we observe that it is also disrupting the habits and broadening the recruitment criteria in SSE companies, especially for management positions.

In August 2015, the Conference of University Presidents <http://www.cpu.fr> published the Practical Guide entitled "Université et l'Economie sociale et solidaire" (University and the Social and Solidarity Economy) in conjunction with Credit Cooperatif in order to participate in the change of scale of SSE.

### 1.1.4 University Diploma, an opened space for co-construction

Each University has the possibility to create, with the approval of the state, "university diplomas" (DU) for persons in initial training, apprentices or adults in continuing training. We observe two universities in Toulouse (University Toulouse 1 Capitole and University Toulouse 3 Rangueil) which are currently creating two DUs integrating SSE and ecological Transition. The interest of these creations is that the University associates the SSE networks to organize the contents and evaluate them. The MES Occitanie is involved in these two operations.

## 1.2 Sectoral approach of SSE, from formal to informal

### 1.2.1 Training and Social Economy

#### **Social economy, in search of a common culture**

Sectorally, health care mutuals, cooperative banks and the social sector (the largest employer) have schools or internal training related to the specific professions in their fields, in which SSE training is provided (social work, mutualist professions, cooperative banking professions, etc.). However, these large organizations note from the regional to the national level that their employees find it difficult to situate their professional activities in the field of SSE, to acquire a common culture and to become ambassadors of SSE (loss of meaning, lack of pride...). This point was raised during the last CRESS strategy seminar Occitania 3/March/2020).

#### **Cooperatives, Mooc**

We note that the cooperatives sector, taking into account the relevant national legal requirements, (SSE Law 2014) with the encouragement of COOP FR has created several MOOCs, one on SCICs and the other one on agricultural cooperation. In general, the cooperative sector is accustomed to training its members, a very obvious provision due to the criteria imposed by the Cooperative Review every 5 years.

[www.fun-mooc.fr/courses/course-v1:CNFPT+87012+session01/about](http://www.fun-mooc.fr/courses/course-v1:CNFPT+87012+session01/about)

[www.lacooperationagricole.coop/fr/mooc-rse-de-la-cooperation-agricole-lancement-de-la-premiere-session-le-4-juin](http://www.lacooperationagricole.coop/fr/mooc-rse-de-la-cooperation-agricole-lancement-de-la-premiere-session-le-4-juin)

#### **Associations**

Very structured in the field of vocational training, the associations saw with the SSE Law an opportunity to deploy a support package, the Local Support System (DLA); it would be interesting to observe the practices of internal training (employees, volunteers, others members) and external (public, beneficiaries) in different organizations: UFisc (Cultural Federation), Ligue de l'Enseignement (popular education and education), Francas, Regional Institutes of Social Work, ADMR (Association of Home Helpers in Rural Areas), Fédération des Mjc (House of Youth and Culture), Foyers Ruraux (Rural Households...). The training is then very related to the field of activities (youth, culture, socio-cultural animation, popular education, health and social sector etc...). Note that the health and social sector is the biggest employer.

### 1.2.2 Solidarity economy, Communes, Transitions

On the other hand, the associative and cooperative sector (small organizations) is teeming with social and solidarity economy training related to issues of ecological transition,

democracy, social and economic transformation, and Sustainable Development Goals. This sector uses relatively innovative training and educative methods:

- Either because such training is based on non-formal education or popular education methods or more horizontal cooperation methods or action training,
- Either because, technically, the training courses alternate between the usual face-to-face and theoretical contributions, new digital (MOOC, open and distance learning (ODL), etc.) and experiential uses (field visits, reports, participation in structural and problem-solving issues, creation of common tools, etc.).

The link between training and awareness-raising is difficult to separate, as is the link between training and trans-training (in French: Formation et Trans-formation), personal and collective development.

What we are analysing is that point: these initiatives can target differently the way of training in SSE, within large SSE structures or in universities by introducing innovative concepts like transition and transformation of “oneself”, of “oneself with others” and “with the world”.

A higher goal is emerging, which is to develop the capacity to think and act collectively on issues of social utility/social impact, “common goods”, “public interest” or “Res Publicae” in a context of strong ecological, economic and social justice stakes.

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For example:

La Volte [www.collectif-lavolte.org](http://www.collectif-lavolte.org)

The Virtual [www.virtual-assembly.org](http://www.virtual-assembly.org)

Colibris [www.colibris-lemouvement.org](http://www.colibris-lemouvement.org)

La Coop des Communs, [www.coopdescommuns.org](http://www.coopdescommuns.org)

Réseau Arc en Ciel Théâtre [www.reseauarcencieltheatre.org](http://www.reseauarcencieltheatre.org)

Mouvement pour l'Economie Solidaire [www.le-mes.org](http://www.le-mes.org)

*And its members (ex Module Click tu fabriK/ MES Occitanie, Crésol (digital and numeric training, good commons), Ardes Normandie (transition and entrepreneurship), Apes Haut de France (complementary currencies...)).*

### 1.3 Initial and vocational training

The SSE Law promulgated on July 31, 2014 has very partially mentioned the subject of training, however, the result is a positive consequence such as the signing of agreements between the National Education and recognized SSE networks working in the field of education and training.

### 1.3.1 ESPER and National Education

Thus the State has signed an agreement with ESPER [www.lesper.fr](http://www.lesper.fr) and OCCE (Office Central de la Coopération à l'Ecole <http://www2.occe.coop/>). At the same time, regional conventions have been implemented between the CRESS (Regional Chambers of Social and Solidarity Economy) and the Regional Academies under the Ministry of National Education and the Ministry of Higher Education and Research.

ESPER ("The Social Economy Partner of the Republic School) is deployed in each region and is an association of 45 Social and Solidarity Economy organizations (associations, mainly health care mutuels, cooperatives, trade unions) acting in the field of the School and the educational community. ESPER promotes its Educational Portal <https://ressources.fr/> for educational teams, as well as projects such as My SSE at School.

The "SSE Week at School" for the last 4 years is an annual event in March that takes place in Primary Schools, Colleges and High Schools and is supported by the Ministry of National Education and the Ministry of Ecological Transition. The objective is to discover commitment, collective entrepreneurship and the principles of SSE: democracy, sustainability, solidarity, etc...

Note that there is little budget for SSE actors wishing to support the approach.

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An interesting initiative with the "Parcours Laïque et Citoyen en Haute Garonne", <https://www.haute-garonne.fr/actualite/parcours-laique-et-citoyen-vos-candidatures> but which is more on the axis of citizenship and less visibly on social and solidarity economy.

### 1.3.2 SSE Traineeships at the College

A charter was also signed on 8/11/2016 between ESS France and the Ministry of National Education, Higher Education and Research on the occasion of the European Education Fair to promote 3rd year (College) traineeships in SSE companies. There is no tool to assess the impact of such a charter.

### 1.3.3 Apprenticeship

On the issue of apprenticeship, the UDES, Union des Employeurs de l'Economie Sociale (Union of Employers in the Social Economy) <https://www.udes.fr> has expressed its support for learning in SSE organizations, highlighting the value of the scheme in areas such as home services. This announcement followed the disappearance of supported jobs in the voluntary sector. The latter public support for employment allowed many SSE organizations to create

sustainable jobs by having employees becoming qualified step by step on site and in training centres.

The "Apprenticeship" scheme is now accessible for SSE Organizations. This concerns the young people under 29 years old and in some cases over 29 years old, in conjunction with a vocational training organization, or a school or university authorized to train apprentices. There is little visibility on the extent of this measure on SSE companies.

The Regions, in the framework of their compulsory competence in the field of vocational training, have been dealing with the subject for some years within the framework of the Regional Contact Plan for vocational training and Career Orientation (Contrat de Plan Régional de Développement des Formations et de l'Orientation Professionnelle -CPRDFOP). However, on 31/12/2019, the State withdrew the field of apprenticeship from the Regions and their regulatory powers despite their claims. As of 1 January 2020, the apprenticeship system will pass into the hands of the professional branches following the publication of the Professional Future Act published on 6 September 2018, which are more complex to grasp.

**Note that SSE is included in another regional program:**

SRDEII, Schéma Régional de Développement Economique d'Innovation et d'Internationalisation (Regional Economic Development, Innovation and Internationalization Scheme).

**1.3.4 Continuing training, SSE company managers**

The DEES training (managers of SSE companies) was created in 2009 in Languedoc Roussillon. In 2020, the IRTS, Regional Institute of Social Work has taken over IFOCAS (located in Montpellier), which has extended its activities to several other regions. Continuing training is the responsibility of the regions. The subject here is the training of SSE "leaders" which has been articulated on the emergence of a real need for professionalization of SSE managers on territories. Vocational training is certified in France by the National Certification Commission (CNCP) and then registered in the National Register (RNCP), attached to the Ministry of Employment and Vocational Training.

**1.3.5 OPCO Skills operators and professional branches**

11 skills operators (OCPOs, competences' operators), responsible for accompanying vocational training, have been approved. The missions of these skills operators are to finance apprenticeships, help branches to build professional qualifications and support SMEs in defining their training needs. These partners should be included in a project relating to education and training. The main OPCO in the SSE sector is Uniformation.

### 1.3.6 Regions and vocational training

The regions have the exclusive competences relating to secondary and higher education and vocational training except since December 2019 apprenticeship:

- young people and jobseekers
- health and social services vocational training
- establishment of the Regional Public Guidance Service
- creation of a Regional Public Service for Vocational Training
- the training of specific audiences: prisoners, disabled, illiterate.

They must establish regional strategies for higher education, research and innovation and can get delegation for the management of public employment service operators (local missions, job centres, Cap Emploi, PLIE, etc.), with the exception of Pôle Emploi.

2. **According to your country/region experience (as above indicated) which additional or more specific competences should have a trainer approaching SSE subjects (with respect to other subjects/topics of training)?**

### KNOWLEDGE (what a person knows or have studied)

#### Package 1 SSE, Commons, General Interest and Democracy

##### General knowledge

- Take ownership of SSE history at a local, national and international level
- Link social utility to the notions of Commons, public interest and economic democracy
- Acquire the theoretical and legal knowledge on SSE
- Understand the areas of application in terms of SSE services and products on the socio-economic sector and on the non-monetary sector.
- Understand the current SSE issues in their country and in the world in terms of public policies and financing of SSE.
- Cross-fertilize SSE with ecological, economic and societal transition issues

##### SSE Entrepreneurship

- Gain more profound insight of SSE Entrepreneurship
- Assimilate how SSE business models work and how they differ from traditional business models.
- Recognize the ecosystem of SSE networks and demonstrate an understanding of their different the visions, advocacies
- Identify SSE organizations in its environment,
- Decode the social utility of SSE organization by crossing several criteria (human resources, means implemented, responsible practices,

governance, innovation, link to the territory, link to the private market or public sector, non-for profit principle or limited pursuit of profit).

### Package 2 SSE, Territory and Local Development

- Identify Social and Solidarity Economy and understand its place in a territory at a socio-economic level
- Collect SSE field experiments on territories
- Explore the fundamentals of Local Development
- Acquire notions of territory project management
- Take in account the Sustainable Development Objectives within an experiential, reflective learning framework
- Understand who are the SSE's stakeholders in a territory

### Package Educational sciences, pedagogy/popular education and creativity

- Know different educational methodologies (formal, non-formal education for example...)
- Getting to grips with the basics of conducting action training
- Experiment popular education methodologies and different working groups approaches
- Test creative methods and how to use them
- Choose methods and tools according to the audience and the aims of the training.
- Formalize original SSE content during face-to-face training, distance learning, field visits, etc.

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### Package 4 Ethics and Responsible Training

- Define the aims of evaluation in training with its trainees
- Succeed in achieving the expected final objectives
- Re-adjust and reframe means, tools and methods according to the learners
- Formalize training practices reflecting SSE values.

### SOFT SKILLS

- Link its own history with SSE, good commons and public interest
- Link its world vision with transition and personal and collective major objectives to contribute eventually to expected changes
- Position oneself in the SSE and know how to express one's opinion, one's position in this fields (even though it may be a negative vision)
- Analyse how to contribute towards ecological, economic, democratic, social and societal transition individually or communally,

- Take one's knowledge by opting for a different point of view and build new approaches
- Feel ready to let go: facilitate trainees' involvement and their sense of ownership and commitment to SEE
- Be agile and fluid
- Accept contradictory points of view
- Encourage trainees with enthusiasm
- Respect the collective and individual will, especially for the use of tools and methods (negotiated iterative process).
- Place the trainees in responsibility and cooperation at the heart of the education and training process

### **COMPETENCES (specific, technical abilities related to SSE)**

- Explain easily the fundamentals of SSE, its history and challenges
- Know the ecosystem of actors and networks (from local to international level)
- Identify SSE as an institutional object and an informal, citizen object.
- Know how to delimitate the SSE sector
- Transmit SSE as a place of evolution and change linked to societal issues
- Explain simply and attractively the functioning, purpose and activity of several social and solidarity enterprises located on the territory (storytelling)
- Link SSE and local/territorial development
- Learn basic business management skills (example: understand financial documents in general terms (balance sheet, income statement, cash flow plan, etc.).
- Enable everybody to be genuine agents of change in SSE
- Transmit complex formative contents in a simple, playful and fluid way

### **3. Please provide a list of the most suitable techniques to be used to conduct a training on SSE matters**

We want to insist a lot on one point: train in SSE is first of all a question of the trainer's posture. The methods and tools of animation, cooperation and popular education come after this first analysis. It is important that the trainer has questioned himself regarding the Social and Solidarity Economy.

For us, SSE includes the notion of social change. "What revolts you in this world? "What do you want to change? "These are the two main questions when we create a new solidarity organization and that could be the goods questions before starting any formative process. We know that this is the driving force behind the creation of SSE enterprises: the will to improve and build a better society.

For us, it is way of awakening this economy that makes sense, with trainers and trainees. A third question comes naturally, "What is the SSE for you? ». And we test regularly with a neophyte audience, nobody knows nothing about SSE. There is always a hidden knowledge, present and anchored to reality. We, at least, know of one association, or one cooperative. Even though, the vision of the world is negative, the good question for everybody is "Can I change something? ».

The trainer must not escape this fundamental questioning, because otherwise he runs the risk of giving out knowledge without any "experience" (De-forming rather than forming or trans-forming, In French formation means training).

Worried about his professional function, and the institutional expectations (diplomas etc...), one can miss the understanding of SSE, and forget the living part of it, the dynamic process in social and solidarity initiatives. One can also get lost in a statutory, legal frame or only an economic vision and forget the deeply political and democratic aspect of SSE. In our opinion, the SSE trainer must first of all "transform" himself and start some kind of transition (however small it may be...) or at least, he must be able to analyze where he stands. The experience we are carrying out on SSE VET 2 with trainers leads us to this methodological proposal.

### Example of animation



“Click tu Fabrik” is a training module that was created during a trip to Poland on an ERASMUS project “responsible training and CSR” piloted by Forméthic <http://www.formethic.org/> . At first, we use Creads and a photolangage animation and the set of 17 sustainable development goals. “Click tu Fabrik” is based mainly on a graphic tool, we bring people to create an SSE project by linking SSE criteria, sustainable development

objectives and the very classic SWOT analysis. It has been tested with schoolchildren, adults, students, parents and on time formats ranging from 30 mm to 6 sessions of 1h30.

### **From educational and training sciences to tools, formal/non-formal education**

No choice of tools without methodologies, therefore formative, educational or pedagogical purposes. It is surely the heart of the project, which is decisive.

A priori, we would have more inclination for methods that favour non-formal education when it is possible, at least for some training modules. The guiding principles of non-formal education are to be open to all, with voluntary participation without fear of evaluation, flexibility in organization and timing, learning based on the needs and interests of the participants, and the possibility of working at different speeds and in different ways. The methods used are very diverse and based on creating an environment of trust and sharing experiences.

Non-formal education is not in competition with formal education; on the contrary, it can act in a complementary way and in support of the formal education system. As a reminder, Formal Education is organized and delivered at school or in an organized context (in an educational or training institution, in the workplace). It is explicitly referred to learning (in terms of objectives, time or resources). Formal learning is intentional on the part of the learner and usually leads to validation and certification.

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### **Animations, tools from cooperative games, popular education methods, creative methods, etc., are used in non-formal learning**

#### Popular education and transition, sustainable development

Popular education in France seems to have developed in a way that is distinct from the national education system. Originating mainly from youth movements in the 1980s, it constitutes a current of thought that seeks mainly to promote, outside traditional teaching structures and institutional education systems, an education aimed at improving the social system. It is an education that recognizes the will and ability of each individual to progress and develop at all stages of life. It is not limited to the dissemination of academic culture, it also recognizes the so-called popular culture (working-class culture, peasant culture, suburban culture, etc.). Researcher Geneviève Fontaine give a very interesting light on SSE and popular education today. She detects a very strong link between an approach to sustainable development through capabilities, and SSE (and in particular the solidarity economy) and popular education for sustainable development.

"The proximity between SSE and popular education for sustainable development is also reflected in a systemic and complex view of environmental, social and economic issues and in the central place given to deliberation, democratic participation and emancipation. Social and solidarity education, popular education and sustainable development reexamine deliberation around the notion of needs and the collective way of organizing oneself to enable everyone to have the real capacity to satisfy them. Finally, popular education and the solidarity economy aim at individual and collective emancipation with a transformative purpose. The underlying concept of social progress is thus in line with the objectives of sustainable development, approached through capabilities and the choice between exit and loyalty and voice".

**The capability approach**

The capability approach gives sustainable development the objective of enabling everyone to participate in the deliberation of collective choices, to develop the positive freedoms of individuals that are compatible with these collective choices, while preserving the same opportunities for future generations. "Individuals who are guaranteed material well-being without regard to their capacity for action cannot be considered truly free. Social justice cannot be achieved without democratic participation in the capability approach."

"In a 2007 article, Jean-Michel Bonvin and Nicolas Farvaque [\*] propose to complement Amartya Sen's approach with Albert Hirschman's Exit/voice/loyalty distinction by considering that the individual's capability is strengthened when, in addition to his or her capacity to choose among the possible functions, he or she has the possibility to refuse the situation (exit), to accept the situation as it is (loyalty) and to express wishes to improve the situation (voice)."

\* Geneviève Fontaine Posted on Cairn.info on 15/12/2016 <https://doi.org/10.3917/cact.047.0077> et <https://www.cairn.info/revue-cahiers-de-l-action-2016-1-page-77.htm>

Principles of action-training (formation-action)<sup>o</sup>

Then, we are convinced that we need to be more on action-training modalities. The postulate of action training is to recognize the importance of social interactions in the construction of the cognitive process and the acquisition of knowledge.

(visit the [www.wiki.le-mes.org/?ErasMus](http://www.wiki.le-mes.org/?ErasMus) and download the document "THE TRAINING-ACTION: A PEDAGOGICAL MODALITY TO BE DEVELOPED?")

The alternation of concrete time in the field with an observation-participation framework seems to us to be a priority. We believe that the training should offer the possibility of finding solutions to a situation identified for example in a SSE organization.

**Our close partners in Occitania**

Global Citizenship <https://www.e-graine.org/>

Cooperative games <https://www.jeux-cooperatifs.com/envies-enjeux/>

Game CREADS, Melle Design <http://melle-design.fr/>

La Volte cooperation tools <https://collectif-lavolte.org/>

Arc en Ciel Théâtre <https://www.reseauarcencieltheatre.org/>

Emancipatory solidarity tourism Via Brachy <http://www.viabrachy.org/>

Training, transition SCIC Kp sens <https://kpsens.com/>

A specific approach to gender equality in entrepreneurship [www.egalitere.com](http://www.egalitere.com)

Our network of Local Relays of the Solidarity Economy <https://lesrelaislocauxdeleconomiesolidaire.fr/>

Land of Convergence <https://terre-de-convergence.org/?PagePrincipale>

The Paths of Transition <http://lescheminsdelatransition.org/>

Ethical training <http://www.formethic.org/>

Collectif Rivages Hautes-Pyrénées <https://www.collectif-rivages.fr/>

Librairie des Territoires <https://www.lires.org/>

Ecole Européenne de la Transition <https://www.ecole-transition.eu/quest-ce-que-lecole-de-la-transition-ecologique/>

Roudel, Rencontres de jeunes internationales ainsi que des formations à l'interculturel.  
<https://roudel.org/>

#### Other partners

ESS France <https://www.ess-france.org/>

Esper <https://www.ess-france.org/>

OCCE <http://www2.occe.coop/>

CRESS Occitanie <http://www.cressoccitanie.org/>

Federal University of Toulouse <https://www.univ-toulouse.fr/>

ATECOPOL (transition researchers) <https://atecopol.hypotheses.org/>

Labo GEODE Universit2 Tlse <http://w3.geode.univ-tlse2.fr/>

Master Nouvelle Economie sociale <http://w3.geode.univ-tlse2.fr/>

Unesco Club <https://fr.unesco.org/countries/associations-centres-clubs-unesco>

Ifocas/IRTS <https://www.faire-ess.fr/ifocas>

Occitania Region <https://www.laregion.fr/>

Toulouse Métropole <https://www.toulouse-metropole.fr/>

Town of Toulouse <https://www.toulouse-metropole.fr/>

Haute-Garonne Departement <https://www.haute-garonne.fr/>

Mouvement Associatif Occitanie

<https://lemouvementassociatif-occitanie.org/ADRESS/presentation.html>

Ligue de l'Enseignement [www.ligue31.net](http://www.ligue31.net)

Fédération des Foyers Ruraux 31-65 <https://www.foyersruraux3165.fr/>

MJC Roguet Toulouse <https://www.microguet.fr/>

Francas <https://www.francasoccitanie.org/>

Unifformation <https://www.unifformation.fr/> Opco , SSE Skills operator

## GREECE

1. Please provide a short description of the presence of courses on Social Solidarity Economy (or similar) in your country/Region in VET system (both initial or continuous) and on initiatives (courses/fairs/exhibitions) on the same topic at formal or non-formal level.

Taking into account that the Greek legislative framework for the SSE was established in 2011 as a response to the Greek economic crisis and it was revised in 2016, the educational and training activities have been developed and implemented mainly the last 3 years, in comparison with other EU countries with more developed training activities.

In 2017, the Special Secretariat of SSE launched an educational guide and material for developing and running educational and training programmes in a wide spectrum of themes such as: Introduction to Social Economy and Social Entrepreneurship; Legislative framework for SSE - Laws and Regulations; Funding sources; Choice of Legal Form; Selection of the sector where the Social Enterprise will be active; Insurance Issues; Social Impact Measurement; The structure of the founding team; Social Marketing; Feasibility study; Strategic planning; Taxes related issues; Social Business Plan. The above categories aim to enhance knowledge and skills in SEE and boost educational and training programmes in the future.

Indeed, as mentioned before, there is an increase of educational and training activity in the area with programmes launched by various organisations in 2019. An example the programmes run by Heinrich Böll Foundation within the project *Composing Visionary Narratives for the Future* entitled "Social Solidarity Economy and Common: Common Locations and Divergences, Limits and Opportunities".

It has to be highlighted that the official tool of Social Impact Measurement has been recently created and it is displayed on SSE governmental site, and training programmes on using it effectively and measuring social impact were launched in small scale. However, training programmes in this area will be more intense and with higher density in the future.

On 27 June 2018, the Special Secretariat of SSE and the Hellenic Open University organized a workshop focusing the role of formal and informal education towards supporting educational and training initiatives across Greece.

In 2018, the 2<sup>nd</sup> National Exhibition of SSE took place in Athens with the participation of 150 organisations acting in the SSE and along with the general sessions, pop-up hubs were implemented as a good knowledge of exchanging ideas and disseminating good practices in training activities.

Within the area of Social and Solidarity Economy and its educational and training initiatives, customized programmes have been announced for public and state officers. Indeed, a recent EU report highlights as an obstacle of entrepreneurial activities in the area of SSE the lack of knowledge of public officers in the new field of the SSE. The implementation of these programmes is of urgent nature in order for SSE organisations to be served by public departments, such as taxation office.

In Greece, the presence of SSE concept even quite new, is visible throughout the different program and courses provided by different institutions of the national VET system. In particular, SSE courses are offered via the **Lifelong Learning Centres (LLC)** provided by the municipalities throughout the country as well as several educational institutions of both the private and the public sector. Some examples are:

**The LLC of the Municipalities** in Greece offer the **“SSE and Social Entrepreneurship educational program”**. The 50-hour in-class lectures/workshops cover basic concepts, national and international experiences, the institutional framework, case studies and information/guidelines for the establishment and day-to-day management of an SSE entity. Furthermore, the General Secretariat for LLC of the Ministry of Education and Religious Affairs has published a guide that is used as the main educational material for those LLC. Although the program is offered in all Greek municipalities, a certain number of participants is required in order the program to take place.

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The Educational Program **“Social economy, social entrepreneurship and microcredit”** is available through the **LLC of the National and Kapodistrian University of Athens**. The 65-hour program, delivered via an e-learning platform, covers basic concepts, a historical retrospection, a perspective on the development of the sector at a national level, best practices, financial and management issues etc. The program comes with a fee of 600€ (the institute applies a special discount policy for specific categories of participants). Upon completion, a certificate is issued of 5.42 European Credit System for VET.

In addition, **the LLC of the Athens University of Economics and Business** provides an SSE program described as the **“Social Entrepreneurship program”**. The one-year (190 hours) in-class program covers 3 main sections of the basic concepts, the design and the management of a social impact initiative. Upon completion a VET Certificate stating the grade is issued.

Moreover, in Greece, the **General Confederation of Workers (GSEE)** through the **Centre for Educational Policy Development (KANEP)** implements vocational training programmes aimed at workers in the private sector, the unemployed, and its own union officials. More

specifically, these programmes target sectors like tourism, technical trades and manufacturing/construction, teachers and teacher trainers, commerce, environment, consumer protection, **social economy**, informatics and economics/administration.

There are also SSE programs provided by **non-profit organisations** that offer education and training to adults as part of their activities. Those programs are either self-financed or are part of a relevant program. They run for one academic year (2 semesters) or for a much shorter period (e.g. a week or a month training program). Providers such as **Citizens in Action NGO** or the **British Council** have integrated **SSE** at their objectives.

Some **Social Entrepreneurship programs** were or currently are being organised and held as part of an incubator, accelerator and/or a scaling program mainly focusing on Small and Medium Size Enterprises (SMEs). **Impact Hub Athens, Orange Groove, Ashoka Greece, Higgs and the Development Agency of Athens** provide such programs.

A very interesting example is the digital **educational platform KALO**, which is the result of the collaboration between individuals, collectives and organisations that act as supporters and key stakeholders for the development of the Social and Solidarity Economy in Greece. It started as an initiative of the **Heinrich Bell Foundation** in Greece, while moving towards a non-profit association today.

Another example is **Komvos** (Hub for Social Economy, Empowerment and Innovation) which implemented the **Training Program for Cooperatives, SSE & Community Economic Development** in collaboration with **Simon Fraser University, Community Evolution Foundation and Heinrich Böll Stiftung**. The participants received a facilitator certification in the field of SEE, provided by Simon Fraser University (Vancouver - Canada).

As a closing point, we have to point out that the training programs for the SSE sector in Greece seems to be in a relatively early stage in comparison to other European countries. There are new educational programs that come up rapidly but there is still great need for support, particularly in the form of skills development and in-depth training for networking, finance and enabling policies (policy making).

2. **According to your country/region experience (as above indicated) which additional or more specific competences should have a trainer approaching SSE subjects (with respect to other subjects/topics of training)?**  
**Please try to classify them into 3 categories**

The trainers of Social Solidarity Economy (SSE) need to cover a variety of competences that are associated with the training of adults as well as with the theme of social entrepreneurship. The competences, therefore, should be understood as types of statements expressing what a trainer should be able to do, in order to be qualified as an educator for the Social Entrepreneurship Development Model. In this sense, a tool such as a competence-based checklist could be used, aiming to a handy process of self-assessment. In line with the goal of providing trainers with the most suitable competences to carry out their tasks, several kinds of competences could be explored such as (for example): Specific general knowledge or/and academic background competences; Value-based, feeling and relating-orientated competences; Acting and behaving competences, etc. For the purposes of this report we focus on three types of competences namely: knowledge-based competences; soft skills; SSE-oriented competences (specific, technical abilities related to SSE).

In particular:

Knowledge-based competences:

- Entrepreneurship in SSE
- Management of SSE
- Social Economics
- Sociology

which means the ability to

- Suggest networking opportunities for learners for further development.
- Assess the training needs.
- Identify characteristics of adult learners.
- Establish a vision and strategy for the training.
- Build relationships with participants.
- Create and manage a positive learning environment.
- Align learning solution with learning objectives.
- Align learning solution with learners needs.
- Deliver various learning methodologies.
- Facilitate learning.
- Encourage participation, support and build motivation in adult learners.
- Deliver constructive feedback.

Soft skills:

- Social awareness
- Empathy
- Creative thinking
- Problem solving

which means the ability to:

- Build trust and communicate effectively.
- Demonstrate adaptability.
- Demonstrate emotional intelligence.
- Demonstrate team player and networker skills.
- Empower and motivate.
- Actively participate in networking with participants.
- Influence stakeholders.
- Promote peer learning in networks and groups.

SSE-oriented competences, which means the ability to:

- Analyse the state-of the art in relation to SSE.
- Establish a vision and strategy for the training in SSE.
- Conduct interviews with SSE initiatives or beneficiaries and/or clients for training needs assessment.
- Facilitate a focus group aiming at training needs assessment for SSE training.
- Detect training needs in the field of SSE through direct observation.
- Link training/theory to practice (practical examples of SSE implementation).
- Design a process (e.g. measuring effectiveness of each SE) for assessing to what extent each SSE has acquired new skills and knowledge.
- Critically assess the operations of SSE organisations and provide advice to SSE organisations.
- Understand in depth the key figures and concepts of social economy and articulate them effectively to the audience and training participants.
- Undertake learning needs analysis of people working on SSE or SSE organisations.
- Critically understand the role of SSE, their social impact and the role of learning and development towards tackling social problems.
- Design innovative training programmes in the area of SSE.
- Deliver information in a practice-oriented way.
- Promote peer-learning and experiential learning in the area of SSE.

### 3. Please provide a list of the most suitable techniques to be used to conduct a training on SSE matters

The training methodological aspects seem to be as important as the content and the trainers' skills. An important step is the trainees' need analysis, which is highly recommended to avoid assumptions about participants' needs and specific profile, especially if there are learners from vulnerable groups. Furthermore, a strong connection and communion between trainer and trainee (as well as among trainees) is important to exist in order the training to be a transformative experience. Another aspect that SSE VET trainers mention pretty often is work in teams in order to together explore case studies and lessons learned from several examples. Teamwork is very habitual and helpful. What happens in practice is that the group divides the work into tasks, which are completed individually and then brought together to further exploration.

In general terms, educational techniques using less and less "lecture" and more participatory methods, work in teams, simulation games, brainstorming etc., seem more effective and in line with SSE objectives.

Additionally, techniques which promote experimentation and direct experience, through visits and exchanges of ideas, supporting workshops, observation and deep understanding on SSE practices, presentation of case studies, role -playing games and simulation exercises, enable the construction of real and/or fictional management situations in the classroom that are really helpful.

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As for techniques to enhance communication and promote cooperative work:

- World cafe (methodology for hosting large group dialogue);
- Open space technology (methodology for self-organised meetings);
- Asset based community (approach to sustainable community-driven development);
- Dragon dreaming (methods for visionary processes, planning, implementation and evaluation);
- Sociocracy (reflects on consent vs. consensus);
- Non-violent communication (effective communication skills and conflict resolution);
- The role of digital platforms (e.g. associated to fair and solidary ways of consumption).
- peer action learning sets
- action learning sets
- coaching/mentoring
- simulation games

1. Please provide a short description of the presence of courses on Social Solidarity Economy (or similar) in your country/Region in VET system (both initial or continuous) and on initiatives (courses/fairs/exhibitions) on the same topic at formal or non-formal level.

In Italy, vocational education and training is regionally run and ruled, so we narrow our research down to the Region of Veneto. Concerning the IVET (3 and 4 EQF levels), in Veneto we have a restricted list of 26 profiles of 3 EQF Level (“operator” degree) and 29 profiles of 4 EQF level (“Technician” degree), that only VET certified centres can provide. This list does not include any qualification related to SSE. To find even a brief mention to topics and skills SSE related, we have to consider professional education courses, provided by the national public education system, where a 4-year diploma course for “Health and Social Workers” is available. Students attending this training study the basics of social economy, especially from a legal and administrative point of view, learn the basics of welfare state, social policies, and, more in depth, go into the methodologies to deal with specific conditions or target populations (especially social services to help elderly, childhood, disabled, disadvantaged, social marginalised, etc.).

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Concerning the CVET training offer in Veneto, we have a small number of paths training professionals operating in SSE related areas: again the focus is on specific technical skills, especially for health and social workers’ profiles, such as “Health and Social Operator” and “Social Educator”, with just mentions to a general knowledge of SSE.

It is interesting to note that in Veneto you can attend a training and get certified as a “social farmer”. This very specific job profile has been developed thanks to the cooperation of Regional Institutions and a network of Social Agricultural Cooperatives. These are enterprises working in farming, promoting ethical responsibility, environmental sustainability and fostering the employment of disabled and disadvantaged workers.

On the other hand, specific training in SSE is largely provided by several Universities, with dedicated bachelor degrees courses and masters both of first and second level.

Finally, it may be interesting to consider that Veneto has a long and consolidated tradition of active local NGOs, small organisations, cooperatives, and charities. Therefore, the region hosts a huge number of initiatives, with a national and even international relevance.

Concerning national networks, events and exhibitions, here is a short list of the most relevant ones:

- Falacosagiusta <https://www.falacosagiusta.org/>, Milan – Ethical consumption, sustainable lifestyles
- Quattropassi <https://www.4passi.org/>, Treviso, Fair Trade and sustainable economy festival
- Rivestiti Festival (Terraequa) <https://www.terraequa.it/>, Bologna – Fair Fashion Festival
- Tutta un'altra cosa <https://www.tuttaunaltracosa.it/>, Padova– Fair Trade National Festival
- ASviS - Alleanza Italiana per lo Sviluppo Sostenibile (Italian alliance for a sustainable development). <https://asvis.it/>. ASVIS runs working groups of more than 300 expert members and every year produces a detailed analysis of the Italian Budget Law in relation to the SDGs, and submits it to House of Parliaments' representatives. Also, ASVIS publishes a yearly progress report of the Italian situation in relation to SDGs, together with policies recommendations.
- LIBERA - <https://www.libera.it/>, is a network of associations fighting mafia and promoting social justice, investing confiscated property and money for local communities development and social programmes.

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Non-formal and informal training on SSE is provided from:

- Equograntito – Italian fair trade association with the e-learning platform <https://fairsharetraining.eu/>
- Legacoop <http://www.legacoop.coop>
- CNCA - coordinamento nazionale case di accoglienza (National Coordination of Care Communities) <http://www.cnca.it>

**2. According to your country/region experience (as above indicated) which additional or more specific competences should have a trainer approaching SSE subjects (with respect to other subjects/topics of training)?**

**Please try to classify them into 3 categories**

#### KNOWLEDGE

- National and/or International legal framework for SSE
- Main forms of SSE (e.g. Fair trade, Ethical Banks, Microcredit/Microfinance, Cooperatives, Critical Consumerism, ...)

#### SOFT SKILLS:

- Understanding the value-driven nature of SSE and transferring it to the students
- Promoting workplace democracy, participation, equality, solidarity, self-management
- Promoting transparency of the decision making processes
- Promoting peer-learning, inclusiveness and cooperation
- Supervising and facilitating independent or group projects

#### COMPETENCES

- Developing curricula and planning course content and methods of instruction
- Determining training needs of students or workers and liaising with SSE organisations and professionals to ensure provision of relevant education and training programme
- Observing students' work to determine progress, provide feedback, suggestions and assessments.
- Designing innovative and experiential training on SSE

### 3. Please provide a list of the most suitable techniques to be used to conduct a training on SSE matters

World café is highly recommended for large group to go into details of specific topics, providing each participant with the chance to share ideas.

Study visits are the best way to experience how ideas, values and concepts come to an effective reality. They should be very well designed and prepared, and if possible include the participation of different speakers, interviews, Q&A sessions.

E-learning should also be considered, especially in the current international situation.