



ΑΝΑΠΤΥΞΗ ΚΟΙΝΟΥ ΠΑΚΕΤΟΥ ΜΑΘΗΣΙΑΚΩΝ
ΕΝΟΤΗΤΩΝ ΣΤΗΝ Κ.ΑΛ.Ο. ΣΕ ΠΡΟΓΡΑΜΜΑΤΑ
ΑΡΧΙΚΗΣ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ ΚΑΙ ΚΑΤΑΡΤΙΣΗΣ
(IVET)

M.1 Αξίες και Αρχές της Κ.ΑΛ.Ο.

M.2 Δημοκρατική Διακυβέρνηση

M.3 Ηθική και Αλληλέγγυα Χρηματοδότηση

Investing in the future through
Social Solidarity Economy

THE PROJECT

Sep. 2016
Aug. 2018

SSEE.IVET is a project, funded by the Erasmus+ Programme, based on the idea that Social Solidarity Economy (SSE) is an alternative to the current socio-economic model and that Initial Vocational Educational Training (IVET) is a tool to achieve social change. It comprehends a consortium of civil society organisations and social enterprises (involved in the field of SSE) and training agencies, from 7 European countries, as well as the European SSE network (RIPES). All of them worked to include SSE in IVET curricula and to disseminate collaboration and solidarity principles starting from training, in order to inspire youngsters to become active promoters of a fairer and more liveable future.

For two years, the project involved different target-groups in each partner country (Bulgaria, Czech Republic, Germany, Greece, Italy, Portugal and Romania):

- LOCAL, NATIONAL AND EUROPEAN IVET PROVIDERS
- LOCAL, NATIONAL AND EUROPEAN SSE ORGANISATIONS
- POLICY AND DECISION-MAKERS AT NATIONAL AND EUROPEAN LEVELS
- LOCAL AND NATIONAL IVET TRAINEES



- 7 European countries
- 1 European network
- 42 Young trainees
- 14 Multiplier events
- 1 Mapping
- 3 Pilot-training courses
- 3 Training modules
- 1 International seminar



**STEPS
AND
METHODOLOGIES**

STRATEGIC ASSESSMENT → CURRICULA INNOVATION → ADVOCACY

STEP 1
ASSESS OPPORTUNITIES
AND CONSTRAINTS FOR
AFFIRMING SSE IN IVET
CURRICULA AT NATIONAL
AND EUROPEAN LEVELS



The general diagnosis shows that SSE is hardly present in training curricula, with no explicit mention of SSE in the majority (if not all) countries within the IVET systems - namely due to the fact that SSE is a recent development and only partially acknowledged. However, as the report shows, SSE could offer many opportunities through the innovation of IVET curricula:

- SSE can contribute to the achievement of soft and transversal skills;
- SSE can offer tools and innovative pedagogical methodologies about active and participatory learning, thus supporting the educational commitment towards young people who often come from difficult social and family contexts and are more likely to drop out of school;
- SSE can contribute to the life-long training of trainers/educators;
- SSE can assert the role of the Vocational Training Centre as an economic agent of the territory, thus contributing to create a sustainable and virtuous local development; and favouring a social and cultural innovation in training professionals and operators who can fully use the resources of the local context (reusing and recycling circuits, sustainable mobility, renewable energies, etc.), as well as cultural, artistic and historic resources, always in a complete sustainability perspective;
- SSE Microeconomics can be a cross-cutting theme that could be developed and taught, leading to a new professional profile and a new job description and opportunities for trainers and trainees.

STEP 2
DEVELOP A COMMON PACKAGE OF
IVET TRAINING MODULES ON SSE:
M.1 Values and Principles of the SSE
M.2 Democratic Management
M.3 Ethical and Solidarity Finance



The overall experience of development and pilot-implementation of the three modules allowed highlighting the following:

- The three training modules should be ideally implemented together in a sequential way. Module 2 and 3 should always be preceded by module 1 (which sets the general framework of the SSE so that specific contents - on management and finances - can then be more adequately addressed). Module 1 can be used individually for a short introductory approach to SSE.
- The duration of each training module should be 30 hours. This is an indicative/suggested duration and each trainer (or each school) can adapt it according to his/hers specific needs. In other words, the school or even the education systems are in charge of the module's duration.
- The modules are designed for the IVET level (training level defined in the project application). Specific learning outcomes have to be simple and introductory. More complex or in-depth inputs can be included for other VET levels.
- Active methodologies contribute to achieve a good level of participation and comprehension of contents among trainees, thus generating effective links between theory/practice and conceptual life examples - which increases the trainees' understanding of contents. For that, trainers should be prepared in advance and support practical experiences such as: team exercises, group discussions/ brainstorming/ problem solving, analysis of case studies, outdoor field visits, etc.

STEP 3
ADVOCATE FOR THE
INCLUSION OF TRAINING
MODULES IN IVET
CURRICULA AT NATIONAL
AND EUROPEAN LEVELS



Social Solidarity Economy can play a crucial role in the realisation of the 2030 Agenda and the SDGs through concrete social, institutional and technological innovations and practices.

Therefore, SSEE.IVET supports the United Nations Task Force on Social and Solidarity Economy (TFSE) in recognising the need to mobilise States, SSE organisations, networks and civil society into a worldwide movement aimed at reasserting social control by prioritising social objectives over profit maximisation - having SSE as a fundamental form of economy that is focused on social protection and equality. Political representatives sharing these goals can help achieve them by welcoming SSEE.IVET recommendations:

- At European level, according to the "European Pillar of Social Rights", promoting SSE near EU Council, European Parliament, Intergroup, GGES (Commission Expert Group on Social Entrepreneurship) and CEDEFOP (European Centre for the Development of Vocational Training);
- At national level within curricula innovation and specific needs and/or as part of National Qualification Systems;
- Within the national and local educational systems, including training for trainers within SSE thematic;
- Towards the national and local SSE actors, namely through practical courses for young people as an opportunity to get to know SSE values and experiences.

... στην εκπαιδευση των
εκπαιδευτων



- ΒΗΜΑ 1: ΣΤΡΑΤΗΓΙΚΗ ΑΞΙΟΛΟΓΗΣΗ

- ΒΗΜΑ 2: ΕΦΑΡΜΟΓΗ ΣΕ ΠΡΟΓΡΑΜΜΑΤΑ
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ΑΝΑΠΤΥΞΗ ΠΕΡΙΕΧΟΜΕΝΟΥ ΚΑΙ
ΜΕΘΟΔΟΛΟΓΙΩΝ ΓΙΑ ΤΗΝ ΕΝΔΥΝΑΜΩΣΗ ΤΩΝ
ΔΕΞΙΟΤΗΤΩΝ ΤΩΝ ΕΚΠΑΙΔΕΥΤΩΝ → ΣΕΜΙΝΑΡΙΟ
ΕΚΠΑΙΔΕΥΣΗΣ ΣΕ ΔΡΑΣΗ 3 ΦΑΣΕΩΝ

1. Διεθνές εκπαιδευτικό σεμινάριο (5 ημέρες)
2. Εθνικό εκπαιδευτικό σεμινάριο (7 ημέρες)
3. Διακρατική συμμετοχική εκπαίδευση (3 ημέρες)

- ΒΗΜΑ 3: ΥΠΟΣΤΗΡΙΞΗ

ΚΑΛΟ;

- ✗ Δεν παρέχουμε ένα έτοιμο υλικό για την Κ.ΑΛ.Ο αλλά να βεβαιωνόμαστε ότι:
- ✓ οι εκπαιδευτές/τριες γνωρίζουν την Κ.ΑΛ.Ο., τις αρχές και τις αξίες της, αλλά και τις πρακτικές της
- ✓ Οι εκπαιδευτές/τριες αναγνωρίζουν το ρόλο που μπορεί να παίξει η Κ.ΑΛ.Ο. στην τοπική ανάπτυξη της κοινότητάς τους ως φορέας αλλαγής
- ✓ οι εκπαιδευτές/τριες βλέπουν το μέλλον του κόσμου της εργασίας στην Κ.ΑΛ.Ο.
- ✓ Οι εκπαιδευτές/τριες γίνονται ενεργό μέρος μιας συνεχούς και δυναμικής εκπαιδευτικής διαδικασίας

ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ & ΠΡΟΤΥΠΑ ΟΡΓΑΝΙΣΜΩΝ



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