



Mapping VET trainers' competences and existing SSE training programs

Presentation of the first intellectual output of the project “Strengthening VET trainers’ competences and skills” (Sep. 2019 – Aug. 2021), funded by the Erasmus+ programme. Collection and analysis of information and data related to competences of VET and SSE trainers, as well as existing training programs in the field of SSE, in order to “map” the existing situation in 6 European countries (France, Germany, Greece, Italy, Portugal and Romania).



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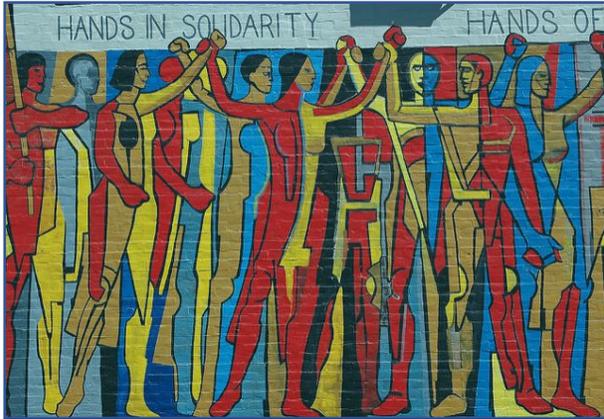
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Part 1:

Approaches to the main concepts of SSE, VET, skills and competences



Hands in Solidarity, by Terence Faircloth, Wikipedia

- ❑ enduring and more recent social movements
- ❑ a diversity of local production and distribution of goods and services initiatives
- ❑ alternative to the mainstream capitalist economy
- ❑ influences of 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, etc.

SSE is identified as an economic dynamic interceding between the economic development policy and the environmental crisis

“Social Economy” in European Union



2 million Social Economy Enterprises



10% of all businesses in the EU



More than **11 million people**, about 6% of the EU's employees

- ❑ **Membership:** up to 160 million people in Europe are members of social economy enterprises (mostly retail, banking and agricultural cooperatives, as well as mutual societies offering services complementary to social security regimes)
- ❑ **Objectives:** contribution to the EU's employment, social cohesion, regional and rural development, environmental protection, consumer protection, agricultural, third countries development, and social security policies
- ❑ **Size:** mostly micro, small, and medium-sized enterprises (SMEs)

“the primary objective 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”

Centre for the Development of Vocational Training (CEDEFOP) definition :

“knowledge, know-how, skills and/or competences required in particular occupations or more broadly in the labor market”

Great diversity at national and regional level, VET predominantly:



Vocational Education and Training (VET) has been identified as a crucial tool to be reinforced by European member States in order to face the socio-economic crises, in particular the massive unemployment, and more specifically the NEETs

VET patterns and interpretation identified in Europe

work-based or dual initial training (e.g. Denmark, Germany or Austria);

initial vocational education (e.g. Bulgaria, Spain, Malta or Romania);

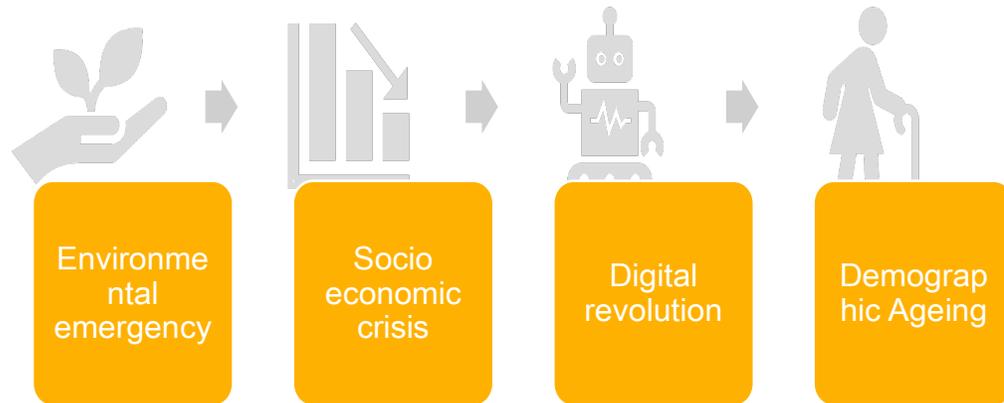
further training (e.g. Ireland and UK-England);

lifelong learning (e.g. France, Italy or Greece).

- ❑ Public policies and training institutions → integrate the perspective of the future of work in VET policies
- ❑ to provide job resilience processes and more accurate job-matching.

The CEDEFOP points at work environments foreseen as integrating
“more autonomy, less routine, more use of ICT, reduced physical effort
and increased social and intellectual tasks”

Current challenges and job matching



Institutions and programs addressing SSE and the future of work

- ✓ European Commission
- ✓ ILO Social and Solidarity Economy Academy
- ✓ Agenda 2030 Sustainable Development Goals
- ✓ G20 Inclusive Business Platform
- ✓ G7 Global Social Impact Investment Steering Group
- ✓ UN Inter-Agency Task Force on SSE
- ✓ International Leading Group on SSE
- ✓ European Commission's expert group on social entrepreneurship

Poor working conditions are main global employment challenge
Progress in reducing unemployment globally is not being matched
by improvements in the quality of work

International Labor Organization's World Employment and Social Outlook - Trends 2019 report.

Towards a capacity approach

Capabilities approach: setting a set of skills that *goes beyond individual attributes to consider the social, economic and cultural conditions that are required to realise capability.*

Capacities: collective nature of skills and competences, from the expertise to develop individual *capacities*

Autonomy of the trainees: underlying capacity to be able to realise a number of different outcomes beyond workplace in a broader occupational field

Role of VET: processes of learning, in order to act on each possible capacity developed via the workplace practices.

Qualification shifting from a package of skills and competences, to a negotiated array of occupational standards to be articulated according to individuals, empowering them in building their professional path in a given social and cultural environment



Part 2:

**Skills and competencies required for the SSE:
Existing training programmes on SSE in each country**

Existing training programmes on SSE

SSE presence in official VET system: VET providers, training organisations, at workplace, local authorities, universities, SSE entities

SSE presence in non typical VET system: SSE fora and schools, SSE entities and networks, non profit and promotion organisations, seminars and trainings

SSE presence at higher general education level

Official Document for skills and competences needed for SSE : No official vocational profile in Germany, Greece, Italy and Portugal.

In France: two examples of mandatory skills framework

In Romania: three specific competence units in occupational standards

In Portugal: There is an attempt with general requirements

Establishment of a European certificate of qualifications for consultants of Social Economy could be a useful tool

Opportunities for further SSE integration in VET trainings

- ❑ **Train of Trainers are needed:** existing training courses on SSE are mostly offered to participants in the SSE field
- ❑ **Self-training:** SSE-specific skills training could be carried out within the framework of internal training plans for enterprises with the use the vast register of vocational training organisations
- ❑ **Cooperative Trainings:** collaborations with the local authorities and the municipalities, or by forming educational platforms as a collaboration between individuals, collectives and organisations
- ❑ **Competency profile:** need for the establishment of European prototypes for the certification of informal qualifications, in particular the establishment of a European certificate of qualifications for consultants of Social Economy.

Threats in existing trainings approach and content :

To run social work like private company is serving the for profit direction of social/community work

The work in social organizations and particularly in social enterprises has to be based on Social Economics to achieve sustainability not on the economics of the private for-profit sector.



Part 3:

Mapping of VET skills and competences:

Field research

Interviews and survey to explore

- the possibility of integrating VET trainers' competences in existing training programs, focusing on the need to develop a competence profile for SSE in different disciplines of VET studies.
- to explore elements that will be introduced in a trainer competence profile adjusted to SSE requirement.

Methodology

- Need analysis survey in experimentation areas to collect essential data.
- Questionnaire, face to face interviews, phone calls.
- Target group: VET trainers, SSE trainers, SSE actors and practitioners

In this report *Mapping of trainers* competences and existing SSE training programs, partners proceeded to an in depth survey, turning to the people most fitted to answer: the trainers.

An interdisciplinary approach

Cognitive, affective & conative competencies

❑ **Specific general knowledge or/and academic background = cognitive competencies**

- knowledge = underpinning theory and concepts + tacit knowledge out of experience
- specialized knowledge = meeting content specific demands and solving content-specific tasks
- general world knowledge : understanding context, environment of a given society

❑ **Value-based, feeling and relating-orientated trainers' skills = affective competencies**

- personality and attitudes
- affective competencies of teachers directly affect student learning

❑ **Acting, behaving = conative competencies**

- connection of knowledge and affect to behaviour and is associated with the issue of why
- personal, intentional, playful, deliberate, goal-oriented, or striving component of motivation, the proactive (as opposed to reactive or habitual) aspect of behaviour



SSE Groundwork

- history, values & concepts, variety of practices & organisations social-economic environmental context at national, European, and international level
- trends, framework and strategies designed from public institutions



Sociological, Anthropological and Economics and Business background

- social and environmental impact
- alternative resources and tools of economic sustainability:
 - ethical finance,
 - societal purpose, political, economic, ecological and social goals,
- management, finance, administrative, market & digital knowledge
- horizontal decision making and management, working conditions in SSE, social/economic sustainability,
- legal environment, multi-stakeholder involvement, social accounting, social finance
- awareness of political dynamics and the knowledge of the laws in matter of work environment.



Local social reality especially in Italy, France, Portugal and Germany

- comprehensive understanding of the economic and social territorial context
- analysing local dynamics

Network & Partnership

- mapping and understanding of the social and economic dynamics
- build and participate to network and partnerships



Nature of work

- information on workers rights
- training on hybrid and innovative ways of working life corresponding to nonprofit horizontal management
- Workers/members adherence to company objectives

...towards a balance among knowledge, capacities and social attitude

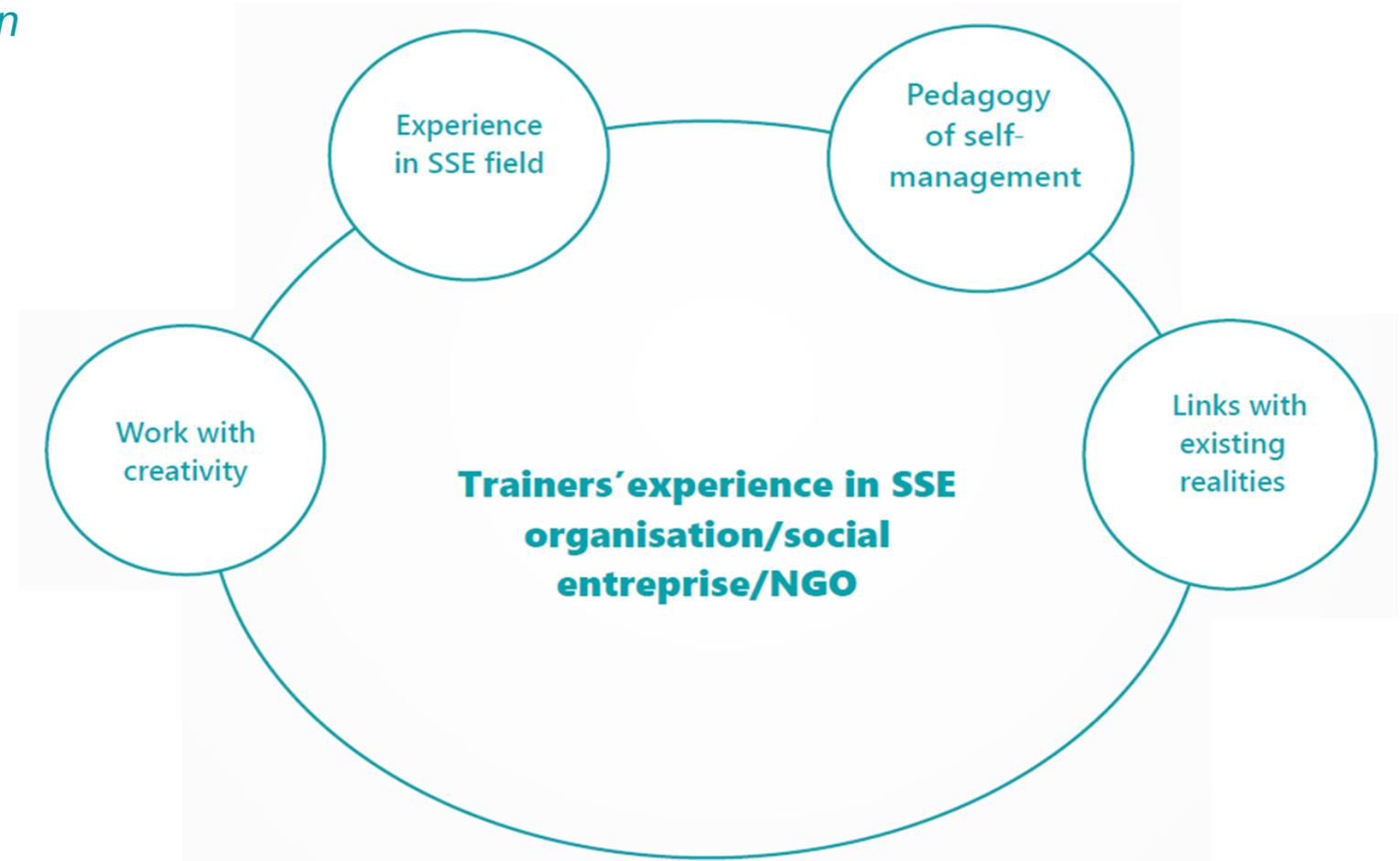
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coherence of personal profile/style →
matching SSE values

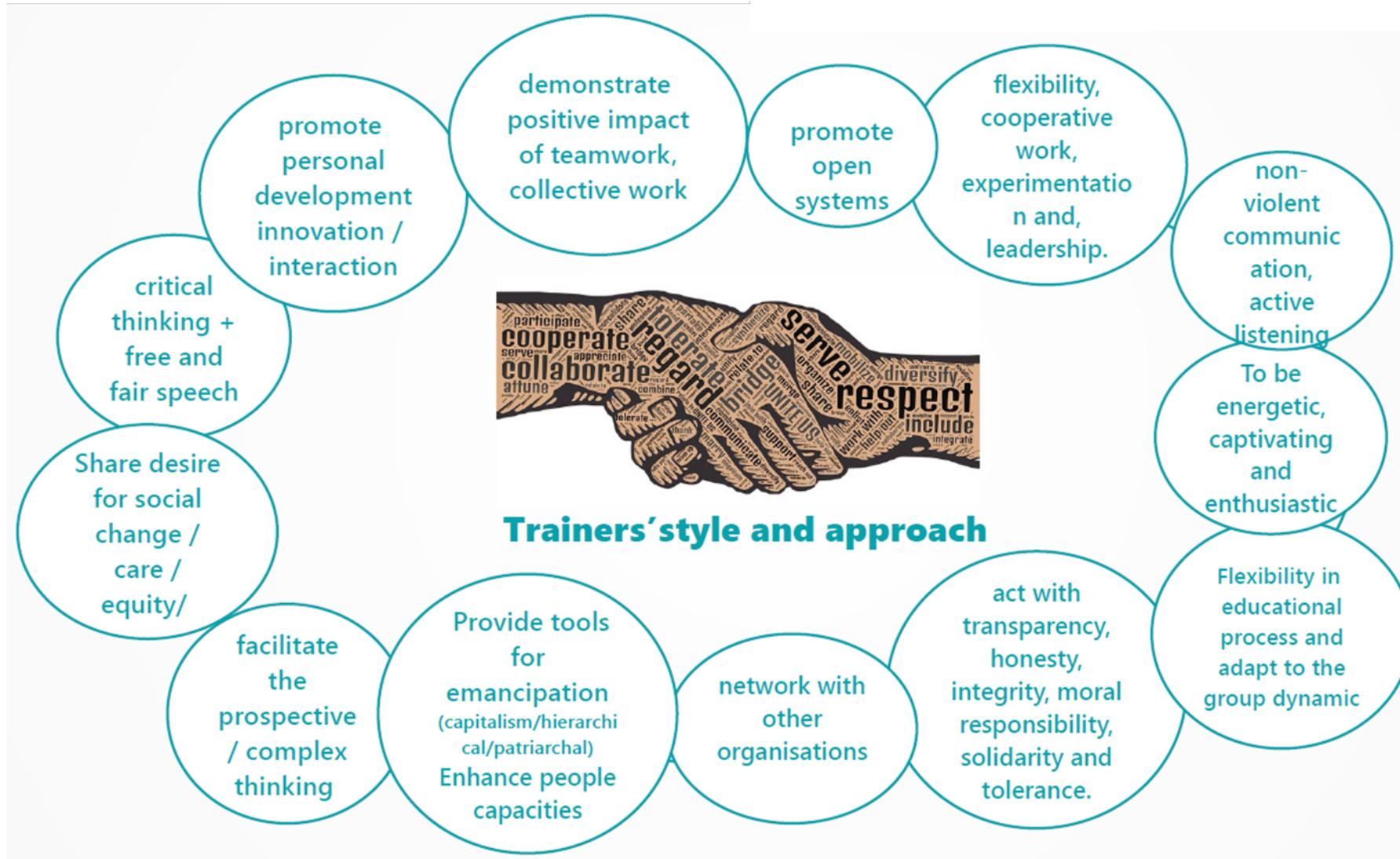


on SSE organisation/social enterprise/ Civil Society organ

Trainers' experience on SSE organisation

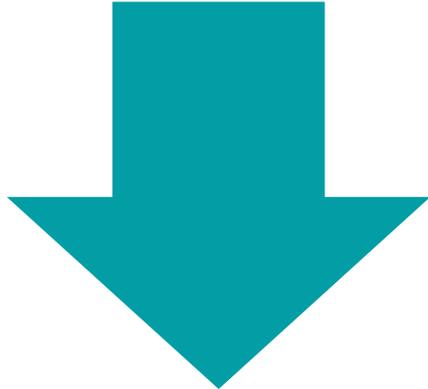


... Inspiring and be proactive



- ❑ **Analysis of trainees' needs and expectations**
- ❑ **Fair participation**
- ❑ **Co-construction** and co-design the course together with trainees.
- ❑ **Open spaces** for all to participate
- ❑ **Articulation of individual to collective Skills** (at the core of SSE organization development.)
- ❑ Trainer – Trainee contract
 - **strong connection and communion bond**
 - **concretization** through decision making and practical actions
 - **consensus governance of activities**
- ❑ **Collective & cooperative work** (no sub-group) for **collective learning** (rotation of roles)
 - **trainees expectation + active learning + participative process => feedback process**

... for a transformative experience



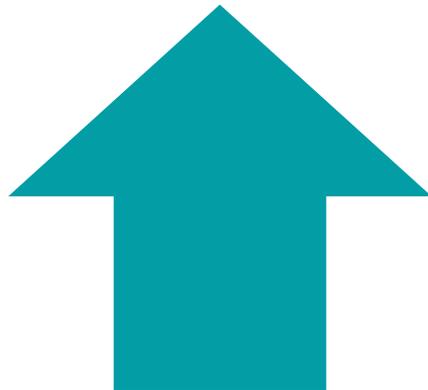
Constraints

transformative practices are mostly invisible / unfamiliar in training modules, invisibility of social solidarity economy practices

Co-optation of concepts relative to SSE from multinational organisations

Lack of knowledgeable and experienced trainers

Trainees have difficulties in internalising SSE principles because they haven't practice



Opportunities

SSE vision and practices: new pathway on work, local development, social responsibility, education, training, etc.

SSE as an advocacy movement could affect public policies on issues of environmental and social sustainability.

The learning process could be a concrete example of how the SSE could work

To overcome the inadequacy of the Occupational Standard regarding specific training curricula also requires a **better identification** of the trainees.

Partners of the Project



www.apdes.pt



www.dock.zone



www.cries.ro



www.le-mes.org



www.ripesseu.net



www.solidariusitalia.it



www.technet-berlin.de

