Training in Action Course

This document is the synthesis of the Training in Action Course designed and carried out at European and national level (in 6 European countries: France, Germany, Greece, Italy, Portugal and Romania) and it is a useful tool for trainers and a proposal for institutional actors. The Training in Action Course aims to promote a process of learning through experience, practice and involving the project target groups in Social Solidarity Economy initiatives. It is the second intellectual output resulting from the project *"Strengthening VET trainers' competences and skills"* (Sep. 2019 – Aug. 2021), funded by the Erasmus+ programme.

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ANNEXES

0. INTRODUCTION

This document is the central product of the work realized by the partners of the SSE VET2 project *"Strengthening VET trainers' competencies and skills on the Social Solidarity Economy".*

> ### What is the Social Solidarity Economy?
>
> Social Solidarity Economy (SSE) is a way to satisfy human needs through economic activities – such as production and exchange of goods and services – that reinforce values of social justice, ecological sustainability, cooperation, mutuality, community and democracy.
>
> The SSE is an economy aimed at a different form of development from the mainstream profit-oriented one. It includes organisations whose purpose is more focused on cultural, social and environmental values rather than the search for financial gain and growth.
>
> It is expressed by a constellation of networked grassroots groups, civic organisations, consumers and producer-based platforms, cooperative and social enterprises, and collaborative public institutions. [1]
>
> The SSE is already happening through thousands of citizens' initiatives, solidarity practices and collaborative networks all over Europe and in various parts of the world. It increasingly asserts itself as a vibrant and promising socio-economic model.

The main objective of the project is the promotion of the Social Solidarity Economy in Europe at the level of Vocational Educational and Training (VET), integrating the contents and methodologies of SSE in VET curricula.

This document is the synthesis of a training course designed and carried out and it wants to be a useful tool for other trainers and a proposal for institutional actors at national and European levels.

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[1] Adapted from RIPESS (2015). Global Vision for a Social Solidarity Economy: Convergences and Differences in Concepts, Definitions and Frameworks. Available at: http://www.ripess.org/wp-content/uploads/2015/02/RIPESS_Global-Vision_EN.pdf

Who have developed this training course?

This course is the second intellectual output resulting from collaborative work among 6 organisations from different European countries and a European network, who gathered under the project "*SSE VET2 - Strengthening VET trainers' competences and skills*" (September 2018 – August 2021), co-funded by the Erasmus+ programme of the European Union. This project is the follow-up of a previous project named "Social and Solidarity Economy in Europe: affirming a new paradigm through IVET curricula innovation" (September 2016–August 2018), also co-funded by the Erasmus+ programme of the European Union.

Who is this training-in-action course for?

This training course is a tool for VET trainers and trainers from SSE organisations. It aims at constructing a training in action course that will stimulate and support trainers during their activity. It can equally serve as a reference for other professionals operating at different levels of the training and education system, interested in the SSE field.

This course is also useful for people and organisations working in the SSE field and who have an interest in developing training courses pursuing SSE principles and values.

Why have we developed this training course?

We believe that it is crucial to invest in the education and training of future generations so that the people can grow up as citizens who develop their professional activity with a critical view on the current economic system and a strong ecological and social. In addition, the mapping presented in the first output of the current project (O1) has shown the lack of VET courses focused on SSE and, most of all, of the integration of contents and methodologies of SSE in VET curricula.

For this reason, this project aims at promoting, within educational and vocational courses, discussions and practices around alternative socio-economic models and paradigms, first of all the SSE.

This training in action course, addressed to VET and/or SSE trainers, is designed as a learning process through concrete experience that allows the target group (VET trainers) to get to know SSE initiatives directly in order to facilitate their understanding of the local context.

This pilot training course is a starting point for a process that needs to mobilize the whole spectrum of relevant stakeholders in the SSE and the VET system, in order to develop practical strategies to advocate for:

- the inclusion of these innovative topics and approach into VET trainers' curricula;
- the recognition and certification of VET trainers' skills and competences in the SSE field;
- the visibility of the SSE topics and approach in the national and European policies concerning vocational training;
- the recognition of SSE as a vector for social and economic change;
- the realization of initiatives for the promotion of SSE in VET.

1   TRAINING IN ACTION COURSE FOR VET TRAINERS [2]

The contents of the first output of this project (O1. "Mapping VET trainers' competences and existing SSE training programmes") were developed in three parts: the first one described "Approaches to the main concepts of SSE, VET, skills and competences"; the second one described "Skills and competencies required for the SSE and the existing training programmes on SSE in each country"; in the third one partners accomplished a mapping of VET skills and competences through a field research.

The result of the mapping highlighted the general and specific competences needed by VET trainers and which are functional to the dissemination of the SSE.

The Training in action course (O2) has, therefore, the task of designing and experimenting the answers to this training demand.

The O2 is named *Training in action course* because one of its aims is to promote a process of learning through reality and practices, involving the target group (VET trainers and trainers from SSE organizations) in SSE local experiences and initiatives to have a better frame of each SSE local context.

It is **a whole process** in three training moments:

1. A transnational pilot training C1 (5 days)
2. National pilot training: training events C2 to C16 (8 days)
3. A transnational participatory training C17 (5 days)

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[2] More detailed information (with training materials and methodologies used) on how the training course was developed during the project is available http://www.socioeco.org/bdf_dossier-54_en.html

General purposes of the Training in action course

➢ Ensuring the effective integration of the contents and methodologies of SSE in VET curricula allowing VET trainers (and trainers from SSE organisations) to be involved in a training-in-action programme in order to acquire the transversal and innovative approach of the SSE;

➢ Responding to the needs of the SSE through innovation in the VET curricula;

➢ Developing a training community (trainers, trainees, local actors…) that follows and inspires the whole training-in-action course;

➢ Developing competences and knowledge to organise field visits in SSE organisations for trainees and trainers involved in VET system;

➢ Developing competences to create synergies and network among VET and SSE actors, including learning opportunities, internships and internships for students.

General structure of the Training in action course

In order to achieve these objectives, it's important that each moment of the training in action course is well organised and that the didactic design ensures coherence between the contents and the training methodologies (see chapter 2 below).

When designing each phase of the training it's important to keep in mind the following steps:

STEP 0 - Preparation phase which includes the selection of participants and trainers, based on the skills needed;
STEP 1- Training needs assessment phase focusing on the needs, expectations and motivations of the participants;
STEP 2- Definition of training objectives and contents on the basis of the need analysis;
STEP 3- Co-creation of a training pact[3], through which each participant feels responsible for the generative process that will take place;
STEP 4- Co-creation of training materials and methodologies that activate in participants both cognitive and physical and emotional dimensions;
STEP 5- Evaluation phase to always foresee moments of evaluation and self-evaluation during the course with constant interventions and a moment of final evaluation;

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[3] An example of training pact is available in Annex A at p. 29

Other actions needed

Building an *e-learning platform as a common tool* for complementing the whole process of the training-in-action course. There will be:

➢ *a common international folder* of the platform with all materials from the project and other training resources in English;

➢ *national sessions folders* that each partner will use as much as they need, in actions like:

   • Collecting national materials and bibliographic resources
   • Proposing exercises and training activities
   • Accompanying the national trainings through forum, chat, video or audio files.

Creating (after the experimentation of the training course) a common virtual place to share tools, contents and feedback into the transnational training community and to open it to others interested trainers and to spread the project outcomes. Two different tools will be used:

➢ All materials created during the project will be hosted by the international SSE resource platform socio-eco.org, autonomously curated and organised according to themes and languages of the document stored.

➢ A *Loomio-based forum* is open to help the training community to share and discuss training issues, tips and resources.

1.1 TRANSNATIONAL TRAINING

The first transnational training (C1) aims to share with trainers coming from different countries a common vocabulary, tools and methodologies to lead the national training events afterwards.

In this training session, involving 2 trainers (as learners) from all partner countries, it will be possible to validate the structure and contents of the training concerning SSE themes, with specific attention to the transversal nature and the complexity of the contents for different VET curricula and trainer backgrounds.

In order to design this **first transnational training session "of shared vision and methodology"**, it is necessary to know, as far as possible, the national contexts in which the experimentations will take place and the recipients of the professional training. It is important - for example - to understand if the trainers who will participate in the training are working with young people, people with vulnerabilities, and unemployed adults and to know which sectors (crafts,

tourism, catering, personal services …) are most developed in those territories.
A short questionnaire[4] was created in which the partners described their specific areas of experimentation (stakeholders, SSE realities involved, type of VET…).

TITLE	**Co-design a training in action experience with VET trainers involved in SSE field at international level**

DURATION	5 days (14-18 October 2019)[5]

GENERAL PURPOSE	- To create a training programme in the field of SSE in order to contribute to a more complete and inclusive training and professional development of VET and SSE trainers. - To facilitate the effective integration of innovative contents and methodologies of SSE in VET curricula at international and national levels. - To share vision, mission, methodologies and keywords in a transnational context, so that a pilot training of VET trainers on SSE issues can be reproduced in each country for the sustainable local development - To co-design a common structure for the national pilot trainings

SPECIFIC LEARNING OUTCOMES	- Having acquired the methodology of action research and to know how to use it to design training-in-action courses; - Knowing how to use training methodologies in line with the principles and values of the SSE - Being aware of the skills needed for the SSE to be integrated into VET curricula; - Being aware of the role that VET can play in the transition from the mainstream economy to the SSE; - Developing a critical approach to skills, looking at individual skills within the social context and within collective skills. - Having increased digital skills using digital tools.

KEY WORDS	– Social Solidarity Economy and Social Solidarity Economy Organizations (SSEO) – Social enterprise – Social / entrepreneurship

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[4] The questionnaire is available in annex B at p. 30.
[5] A plan proposal for a 5 days transnational training session is available in annex C at p. 31.

	– Democratic management – Worker self-management – Local development and sustainability – SSE circuits: supply and distribution chains in SSE networks – Ethical and Solidarity resources – Financial and non-financial resources – Capability approach – Action research methodology – Future of work – Cooperative and participatory learning – VET curricula – Cognitive, affective and conative competencies

CONTENTS	1. Common languages and meanings for a shared vision: differences between SSE and the mainstream economy, at level of - Values and principles - Management - Finance and resources 2. The role of SSE and VET in the perspective of a sustainable and solidarity local development: the future of work in this time of crisis (economic, social, environmental and cultural crisis) and of strong technological challenges. 3. Key competences and technical skills in VET curricula in relation to the needs of SSE: cognitive, affective and conative competences. 4. Action research in a training in action course (context analysis, participatory methodologies, involvement of local actors and mobilising them to promote active citizenship and transformative processes towards a sustainable local development). 5. Co-designing the national pilot training structures (contents and methodologies). 6. The Moodle platform.

SOME PRACTICAL SUGGESTIONS
TO BETTER ACHIEVE THE LEARNING OUTCOMES

ABOUT THE PARTICIPANTS - Carefully select the participants, evaluating their availability of time, to get involved and to be part of an ongoing training community. Provide them with access to materials and documentation before and during the training through the Moodle platform.
To this end, it is important to present and enhance the tool of the Moodle platform from the first day of training.

ABOUT THE CREATION OF A TRAINING COMMUNITY - It's very important that all participants (trainees and trainers) contribute to creating a good learning climate.
So, it could be useful to:
- adopt residential solutions with adequate spaces also for outdoor activities;
- establish together a training pact at the beginning of the course, always keeping it in mind by ensuring that the principles of non-violent communication are clear;
- adopt participatory methodologies;
- organize a short feedback after each day;
- use different communication languages and not only verbal;
- organize moments of celebration for the work done.

ABOUT THE CONTENTS - Ensure that people strengthen their knowledges on SSE and VET: it can be useful to set daily objectives and to proceed with the daily evaluation of their achievement.

ABOUT TEACHING METHODS - It's fundamental to choose a bottom-up approach to training and to take time for co-designing training programmes and contents together with the trainees, starting from their own experiences. Always remember that trainer has to be a facilitator and during debates or practical exercises, it is important to let time for reflection and summarizing conclusions achieved, lessons learned and implicating results.
Then, the use of action-research concept and methodology must be clear to trainers and learners at each step of the training process.

ABOUT FIELD VISITS AND CASE STUDIES - Field visits are very important to ensure an empirical approach to the training. It's fundamental to choose them carefully according to the objectives of the training programme and not to make too many of them.
Rather, it is advisable to invite different external witnesses (local actors from SSE and VET system, citizens, local authorities, schools) to the classroom, giving them an active role in the training.

1.2 NATIONAL PILOT TRAININGS

The **ten national pilot trainings** are training events organised by each partner in its own country, using and adapting the contents and the methodologies emerged during the transnational pilot training. These training events will be attended by trainers from both VET system and SSE networks (at least 4 for each experimentation area).

The necessary tools will be offered to activate the training process in the different national/local contexts.

TITLE	**Trainers in action: pilot trainings to innovate the vocational training towards a sustainable local development**

DURATION	8 days (January 2020 – July 2020)[6]

GENERAL PURPOSE	- To involve VET trainers from each experimentation area in each country in order to: ● validate the contents and the structure of the training course; ● actively be part in the training-in-action process, producing contents and methodologies for SSE-VET courses. This second goal is very important because it represents the most innovative part of the project, in terms of cognitive, conative and methodological competences that VET trainers must develop in order to enable their trainees to operate within the SSE. In this phase it will be possible to experiment the co-creation of didactic materials adapted to the national context. - To experiment in selected areas of each partner country the training-in-action programme co-built in the transnational training. - To increase the number of VET and SSE trainers able to integrate SSE contents and methodologies in VET curricula. - To create opportunities for the SSE and VET realities to meet in the areas of experimentation and trigger positive feedbacks and processes of local development (i.e.) traineeships for students in SSE initiatives).

[6] Some plan proposals for an 8 days national training session are available in annex D at p. 33.

SPECIFIC LEARNING OUTCOMES	- Having increased the knowledge of VET trainers both with respect to the world of SSE in general and with respect to the experiences present in their territory. - Being able to know and analyse the territorial contexts and the various flows [7]that are part of them. - Being able to exploit the possible connections between the different actors in order to facilitate networking and to orient economic chains towards a local and sustainable development. - Knowing how to accompany trainees/students/learners towards decent, creative, collaborative and collective forms of work and entrepreneurship to be carried out in the perspective of the SSE. - Knowing how to use training methodologies in accordance with the principles and values of the SSE. - Knowing the methodology of action-research to make VET curricula training-in-action course. - Developing a critical approach to skills, looking at individual skills within the social context and within collective skills. - Having increased digital skills using digital tools.

KEY WORDS	– Social Solidarity Economy and Social Solidarity Economy Organizations (SSEO) – Social enterprise/ entrepreneurship – Democratic management – Worker self-management – Local development and sustainability – SSE circuits: supply and distribution chains in SSE networks – Ethical and Solidarity resources – Finance and non-financial resources – Capability approach – Action research methodology – Future of work – Cooperative and participatory learning – VET curricula – Cognitive, affective and conative competencies

CONTENTS	1.Trainees profiles and skills assessment

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[7] Flows are dynamics that permeate each territory: natural, cultural and economic flows.
To learn more about flow reorganisation in the SSE compare
http://solidarius.com.br/mance/biblioteca/solidarity economy.pdf

	2. Action research methodology and territorial analysis
	3.Specific contents developed according to each national context

Between each training session and the next, the training work of VET trainers continues in their professional activity (as part of VET courses or in the SSE training courses).

This means that the trainers can test in their daily activity and in different contexts (through the methodology of action-research and training-in-action) contents and methodologies experimented in the training events in which they have participated, in a logic of lifelong learning.

The training programmes (see Annexes) are designed for daily goals to facilitate their reproducibility in different contexts: it will be possible to implement the days of training in different sequences (For the 8 days training: 4+4; 3+3+2; etc.)

SOME PRACTICAL SUGGESTIONS
TO BETTER ACHIEVE THE LEARNING OUTCOMES

ABOUT THE PARTICIPANTS - The selection phase of the participants is crucial for the training's effectiveness, so it's important to:

- choose participants from both fields (VET trainers and SSE actors) in a balanced approach;
- choose participants with different experiences and backgrounds: this helps to form a dynamic learning-community enriched by the diversity of perspectives;
- choose participants who have a minimum knowledge and adherence to the values, principles and practices of SSE;
- choose participants with a high motivation and interest in SSE values and practices;
- choose participants willing to question their role as trainers;
- choose participants who can guarantee a constant participation in the whole training process;
- choose, if it's possible, VET trainers who belong to the same vocational training centre or school in order to create a better opportunity to apply and follow the training in action with their trainees in a constant and collective way.

ABOUT THE CREATION OF A TRAINING COMMUNITY - Care – a core notion in SSE emphasizing the reciprocal responsibility to provide each attention to fair participation, well-being and safety feelings – is the ingredient at the centre of the emerging learning community.
The concept of care should guide the creation of the training community and this means having some specific attention.
If the training is in attendance it's important to take care with:

- logistical aspects (i.e. the choice of the place for training and for the break moments; the choice of consumer products from SSE enterprises);

- provide moments of celebration and moments of informal exchange among the participants;
- use training methodologies that provide expressive languages other than verbal (manual, corporeity, drawing, …); enhance the use of the body.

If the training is at a distance it's important to take care with:
- limiting the time in front of the screens;
- select the digital tools[8] for training so that all participants are able to use them and have full accessibility: if they didn't know these tools beforehand, take time for everyone to learn how to use them, thus overcoming any digital divide.
- select digital tools that allow a variety of actions: sharing materials, different communication channels (chat, forum…), recording, creating rooms…etc.;
- respect the established timetables;
- provide the necessary breaks.

ABOUT THE CONTENTS – Ensure that people strengthen their knowledges on SSE and VET and ensure that participants have understood the potential of the SSE-VET meeting in the wider context of local development, including the perspective of the sustainable development objectives. For this reason, it could be useful:
- starting from real VET contents (programs, teaching units, materials) and analyse them from the SSE point of view, comparing the training objectives, keywords and language used;
- always maintaining a dialectical approach based on discussion, so that the values and principles of the SSE are not discovered as dogma;
- putting the concept of transformation at the centre of the training programme: trainees-to-be-trainers have to engaged practically with the notion in order to be able to build a training program in the future and they have to be awareness of their role in this process;
- integrating presentations and discussions on how to accompany the process of change, between personal work and collective participation in the general interest.

Resources in national language should be provided to help the future trainers to get access to material, in particular the description and testimonies from SSE initiatives. As much as possible those resources should include a diversity of supports: films, interviews and podcasts. If missing, these resources will have to be created and provided by training community, also considering some examples form other countries, as sources of inspiration.

ABOUT TEACHING METHODS – It's fundamental to choose a bottom-up approach to training and to take time for co-designing training programmes and contents together with the trainees, starting from their own experiences. Always remember that trainer has to be a facilitator and during debates or practical exercises, it is important to let time for reflection and summarizing conclusions achieved, lessons learned and implicating results.

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[8] Here are some examples of participatory digital tools: Moodle Platform, Loomio (for voting), Slack (for instant communication), Trello (for task management), JamBoard (for Whiteboard), Mentimeter, BigblueButton ,Jitsi (for conferences) etc.

The learning process must be dynamic and action-oriented.
To achieve this goal could be useful:

- to leave, in between the sessions, moments in which participants can put into practice the contents of the training in their work and personal life contexts;
- provide regular feedback sessions in which participants can share their experiences in a peer-to-peer logic and express their doubts. Their doubts should be considered as a main goal of the training: it should be adapted to the real learning processes of the trainees and their needs;
- to share with the trainees common and explicit objectives: it is necessary so that the monitoring is effective;
- to give time and space for collective creative process and experimentation.
  Here are some examples:
  - building an open grid (scheduling the time available) to co-design during each training session the contents of the following sessions;
  - orienting the training on the basis of participants' starting question: sessions, guests, visits, methodologies, contents are linked to each question;
  - involving the participants in the construction of collective didactical materials (using shared files).

ABOUT FIELD VISITS AND CASE STUDIES - The development of in-depth case studies and the organisation of field visits give the trainees an opportunity to meet engaged people who speak and explain from a different perspective their SSE experience. Trainees can experience the option to make SSE orientated choices of organisation in the development of a case study, connecting them with the in-real-life (positive) consequences of such choices.
Case studies are an essential part of action research, but they haven't to replace it: they are a fundamental knowledge tool for the context analysis phase and for the involvement of local actors and stakeholders; they are a tool for action-research and they can enrich the process and be complementary to other approaches.
So, it is important to create a common tool for building and analysing case studies, distinguishing 3 levels of analysis: data, information, knowledge. These will be 3 different steps during the training:

1) building of an observation grid, with the identification of the main questions we need to answer in relation to our objective;
2) Filling the grid with information through research and field visits realized in organizations selected on the basis of our training goals;
3) Producing a case study, reorganising the information, identifying relationships between them and rethinking.

In this last step, by reaching the knowledge level, it will be possible to understand an experience from the perspective of the actors involved as storytellers, to analyse the needs of different beneficiaries and identify possible solutions.

If the training is in attendance:

- the participation in an "in-real-life" SSE initiative seems very important. Taking into consideration local dynamic, it has to be debated with the trainees whether it should and can be as a volunteer, a participant visitor, a consumer, etc.;
- It could be useful organize an experiential workshop;
- the trainees could interview people working in the VET and SSE field.

If training is at a distance it's important:

- each trainee (or groups) organizes some interviews with people working in the VET and SSE field;
- to invite guests (other trainers or SSE initiatives/cooperatives), listen their experiences and debate around it.

1.3 TRANSNATIONAL PARTICIPATORY TRAINING

The **transnational participatory training** aims at providing the final test and validation to the training in action course (O2).

By way of involving 1 VET trainer (as learner) representing each experimentation area that received the national training, it will be possible to validate the training course as a whole, taking in consideration all the national realities.

TITLE	**Trainers exchange: mutualising experiences, methodologies and suggestions for a validated Training in action proposal**

DURATION	5 days (9 -13 November 2020)[9]

GENERAL PURPOSE	- To compare national experiences - To feed an exchange at transnational level between the different national paths and to search a synthesis that can become a proposal to be presented to European institutions and stakeholders. - To validate the training course as a whole, taking in consideration all the national realities. - To set up advocacy work for the innovation of VET trainers' profiles and curricula

SPECIFIC LEARNING OUTCOMES	- Knowing the experiences made in the national experimentations of other countries - Strengthening their own competencies and skills as trainers through

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[9] A plan proposal for a 5 days transnational training session is available in annex E at p. 36.

	the transnational exchange and in according with the capabilities approach
	- Comparing the methodologies used during the national trainings in according with the principles and values of the SSE
	- Comparing how - in the different experimentation areas- the action research was used to make VET curricula training-in-action course.
	- Becoming aware of the importance for the VET system to adopt the SSE perspective and be an active player in the transition from mainstream economy to SSE.
	- Reflecting on how to ensure the effectiveness of training in action course also in e- learning (methodologies and tools, action research, training design, training community)

KEY WORDS	– Training in action – Training community – Action research methodology – Capability approach – Transnational exchange and sharing – Cooperative and participatory learning – Digital tools

CONTENTS	- Transnational exchange on good training practices used at national level, regarding to:
	    o training design and contents,
	    o methodologies and didactical tools,
	    o field visits and case studies,
	    o training community
	- Comparison on IO2: suggestions and improvements to reproduce it in national and European contexts
	- Trainers profiles and skills assessment

SOME PRACTICAL SUGGESTIONS
TO BETTER ACHIEVE THE LEARNING OUTCOMES

ABOUT THE PARTICIPANTS - The selection phase of the participants is crucial for the training's effectiveness, so it would be important to encourage greater participation by those who have been trainees during national trainings, rather than those who have been trainers, organizing and facilitating the pilot trainings in order to:

- valorise their direct experience;
- guarantee a peer-to-peer mutualising and exchange;
- promote awareness of the pathway achieved so far.

ABOUT THE CREATION OF A TRAINING COMMUNITY – The creation of a training community is the constant goal at every step of our training.

In the case of transnational training, it's both important to experience the potential of a transnational training community and crucial for the effectiveness of the exchange and the reproducibility of the training in action proposal in national contexts. It's important to encourage the active participation of all participants and to strengthen their motivation, making them feel part of an international group which, even in different places, is working towards the same goals.

In a single training event, it's certainly difficult to achieve this aim, but it is important – during the training - (even in the case of distance learning) to:

- create opportunities for informal exchange;
- bilateral and more in-depth exchange and knowledge sessions;
- moments of leisure (i.e. the creation of dedicated session, out of the training time);

And, after the training, it's important to find opportunities and tool in order to:

- guarantee continuity at international level allowing the participants to continue exchanging materials and methodologies, to compare experiences and any problems to be faced.
- involve an increasing number of people in each country diversifying backgrounds and experiences;
- create a virtual space in order to allow other trainers to join the community;
- set up periodic meeting, better face to face, in each country and at international level to promote the permanent exchange.

Strengthening the Training Community by online contact is not a positive aspect of course, however, some strategies can be used to overcome this impact, for example:

- taking care of the logistical aspects (choice of platform, sending links in advance, setting up a mailing list...);
- maintaining a comfortable and cosy atmosphere.

At the international level, the online meeting, however, facilitates relationships beyond the constraints of space and time and lowers travel costs. It's therefore possible to see the positive aspects of the virtual meeting as a complement to face-to-face relationships, facilitating continuity.

ABOUT THE CONTENTS – This training aims at providing the final test and validation to the training in action course (IO2) by the trainers/trainees' exchange and mutualising experiences, methodologies and suggestions for a validated Training in action proposal.
To achieve this goal, it's important:

- to organize sharing sessions at different levels, other sessions oriented to the IO2 improvement and a final session directed to the future steps;
- to dedicate a training session on the training tools and methodologies used;
- to present in a very concrete way the aims of each discussion or exercise, the questions that led that process and the answers;
- to involve the participants in the preparation, before the training starts, of materials on the national experience to be presented to the other participants;
- to have time to present and discuss what went wrong in the national field and how that could be overcome;
- to take time for a self-evaluation of the experience, distinguishing, if possible, the national training experience from the international exchange one.

ABOUT TEACHING METHODS – As in the whole training in action course, also this last exchange moment has to be the most interactive as possible.
To achieve this goal could be useful, both in an attendance and in a distance training:

- to choose for plenary sessions alternating with small group sessions, which allow for different levels of discussion and contacts among the participants;
- to use collaborative work tools;
- to have a common pad to take notes together;
- to apply the Sociocracy methodology to ensure that all participants share their vision in all topics. (This space for participation and comment could be very important for the daily evaluation as well).
- to consider, in the scheduling of the sessions, an appropriate amount of time for discussion.

2. METHODOLOGICAL APPROACH

This Erasmus+ project aims to increase the knowledge of VET trainers on the SSE, so that they can interpret their educational task in the perspective of sustainable local development: this means involving both people in training in a process of awareness of the common good and self-managed and cooperative employment and, at the same time, the community and local actors in actions of concrete change.

The challenge we are facing is the future of work: at a time of economic, social and political crisis like the one we are experiencing in many of our countries and globally, it is essential to rethink work and professional training closely linked to the sustainable development of local communities and the enhancement of everyone's skills as an actor of change.

It is an even greater challenge at a time when the economic crisis is aggravated by the consequences of the pandemic and when climate change is threatening the planet.

The training course proposed here and tested by the different partners is founded on **4 elements** that are closely connected and that characterise this pathway as a process in continuous evolution:

- **training in action**
- **action research**
- **training community**
- **capability approach**

A characteristic of this process is also the necessary link with real contexts in which to experiment concrete actions and involve local actors, verifying the theoretical approaches in view of subsequent interventions.

Within this path of continuous training strongly anchored to local contexts, **the methodology of action research seems the most useful and suitable mode of intervention** because "the task of action research is not to describe the world as it presents itself, but to be able to outline how it could be".[10]

In its development, therefore, research does not separate itself from action but becomes, itself, action: it connects the objective of knowledge and awareness creation (also by retrieving contextual data and information) with that of strengthening or creating relationships and bonds that become a condition for the change of the reality in which the action research is carried out.

In the same way, the information and awareness of reality acquired during the action research become the object of a **continuous training** that accompanies the action itself: a training, therefore, also not separated from the action.

In our case, therefore, action research and training in-action represent a more complex methodology that must proceed in a unitary way: **action research is the principal methodological tool for a training in-action**.

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10   Arcidiacono C. "Ricerca-azione partecipata e "cooperative inquiry" (Participatory research-action and "cooperative inquiry") in "La ricerca-intervento", edited by Colucci-Colombo-Montali, Il Mulino Prismi, 2008.

It is what we have called **training in-action** where the trainer has a crucial role: to facilitate and accompany the processes in a participative way.

The expression "learning by doing" is an important indication of the proposed methodology. However, we specify that, in the case of action research, our "doing" is not aimed at learning a given content but at understanding, reflecting, re-elaborating, and starting from the content of a dynamic research that will be carried out mainly in groups.

1	2	3
Doing a **context analysis** - to know the reality of a place and of a community; - to identify existing problems **with people involved**; - to search some probable causes of them.	Reflecting on the analysis with people involved in its implementation, **choose certain problems as priorities** because of their impact on the community life.	**Co-planning actions** to find answers to problems identified, involving people most directly affected and subjects (e.g. institutions) from whom to ask for solutions. **The participation in searching for solutions is already an element of transformation.**
6	**5**	**4**
Start again until we achieve the result or, anyway, if we want to **continue to treat and practice the participatory process** we have turned on.	**Reflecting** and **evaluating** on the results	**Implementing** the proposed solutions

In our case, therefore, action research and training in-action represent a more complex methodology that must proceed in a unitary way: **action research is the principal methodological tool for a training in-action.**
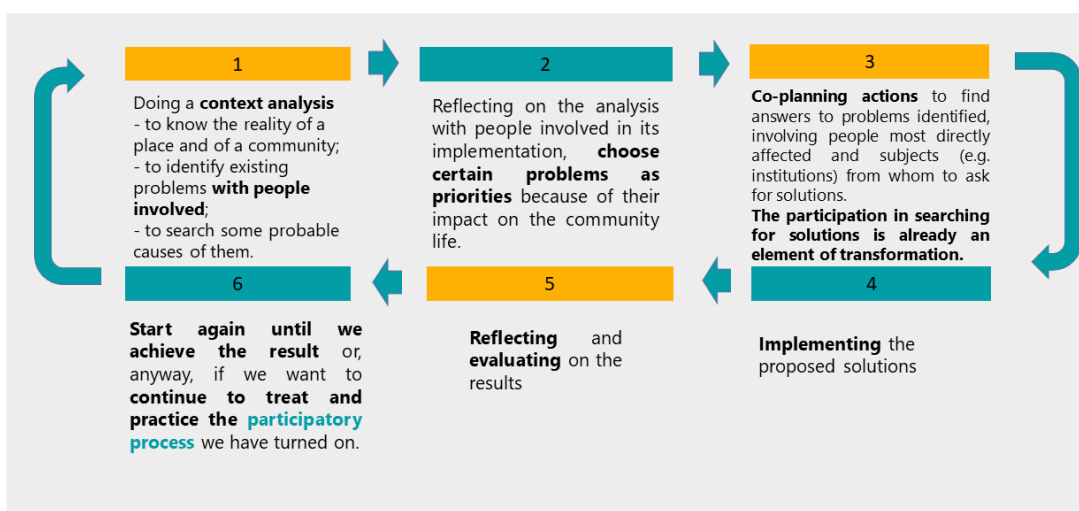
As we can view in the above scheme, action-research is a process that starts from a context analysis and this phase is fundamental to guarantee that the training is really anchored to the local contexts.

Since, in this project, we are interested in understanding how concretely the world of SSE and VET system can meet and how VET can assume the perspectives of SSE, it will be important first of all - in the context analysis - to know which realities both of SSE and VET work in that territory and what relations they may already have.

To do this, we could use both objective and subjective sources: analysing data, mapping the territory, interviewing other VET trainers and SSE realities (i.e. using them as case studies to better understand the values and principles of SSE), inviting guests (for example entrepreneurs where VET students go to do their internships), making field visits or experiential workshops in SSE enterprises. These are some ways to know the context in which we are working and that we want to transform and we can choose them according to the specific contexts.

But the most important thing is not using these tools as final a goal of our action research: these are opportunities for knowledge and opportunities to involve actors and stakeholders of the local communities in our training in action; to involve an even larger number of people on the objectives of sustainable and solidarity transformation of the economy and the society; and to expand the training community that is born starting from the training.

So, the concept of **training community** is central in the training in action path that we propose.

The training process will always have to keep - in the meantime - a double focus:

- to create a training community among the trainers who decide to participate in this process as trainees. In addition to the methodological indications, which can be found in the following paragraph, it is important to focus on the construction of the training itself. In fact, the trainers/trainees must be involved from the beginning in the design of the training (co-design), starting from the sharing of the training objectives, and continuously involved in the following phases in a peer-to-peer learning environment. Also the evaluation phase of the training process will have to be considered a training moment and the self-evaluation moments will be fundamental.

- to involve the local actors that gradually meet through the action research in the process of training and transformation toward a sustainable and solidarity local development.

In this way we can truly transform - step by step - our communities into **training communities** for full citizenship for all, where each one takes responsibility for the common good and shares with others their skills in a peer-to-peer perspective.

This training approach is logically connected to the capabilities one, discussed within the project partnership and adopted (see O1. Mapping) as an approach that suits the SSE field. "*It is based on the notion developed by Sen (1999) and Nussbaum (2000), setting a curriculum aggregating skills that "goes beyond individual attributes which is often the focus of the 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. Furthermore, the social mediated nature of skill is being recognised. 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. VET policies could focus on the processes of learning, in order to act on*

each possible capacity developed via the workplace practices. Qualification would be 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."[11]

The method is as important as the content, especially in the SSE. Therefore, teaching requires both knowledge of learning methods where participation is active, horizontal and broad and awareness that the method is an integral part of teaching.

The methodology of this training will be as much **participatory** as possible, with the trainers assuming the role of animators, promoting discussions, debates, and real work groups (a *cooperative work*, implying rotation of roles among group and accountability) in order to create a process of common learning that will result in a significant improvement of the training in action course.

The elements collected from the Mapping (O1) tell us that in training - especially which one on SSE issues - training methodological aspects seem to be as important as the content and the trainers' skills. One of the main reasons is because trainers believe that the complete training process should be a positive experience for learners' empowerment and secondly because it could be a simulation on how working in an SSE environment could be. With ones' respondent own words: *"The method is as important as the content, especially in the SSE. Therefore, teaching requires both knowledge of learning methods where participation is active, horizontal and broad and awareness that the method is an integral part of teaching"*[12].

2.1 TIPS FOR TRAINERS

Trainer – Trainee contract: at the beginning of the training, trainers and trainees should agree on a training contract. This is a crucial step for building a smooth relationship and a strong connection and communion between trainer and trainee, which will enable the training to be a really transformative experience. This relationship will also allow to proceed with flexibility on the basis of the needs of the trainees and their feedback: it will be possible to constantly participate in the planning of the training and to build, in this way, an educational community.

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[11] From O1. Mapping final document
[12] F.B, Vet Trainer, 2019, Italy.

Trainers' style and approach: Trust and reciprocal respect between trainers and trainees is important as much as empathy with social enterprise actors, SSE workers, social cooperative members or volunteers. Emotional skills are crucial, also to afford the possibility the trainees come from vulnerable groups and face current societal problems (health, employment, social care, etc.). In this sense, trainers may be able to stimulate personal ethics because the acting in the SSE cannot be dissociated from the more profound individual ethics and world view of the person. For this reason, trainers may share core values of the SSE and their style and approach should be coherent and in line with the learning outcomes and the overall scope of the training. It is vital to align what the person does (SSE activities ruled by SSE principles) and what the person is (as a human being). All these characteristics cannot always be existent in one person but they are desirable in order to have a coherent impact on the trainees.

The alternation of theory and empirical sessions: The constant change between theory session and empirical part can motivate participants and at the same time create deep understanding. During the whole training course, it will be important to carry out trials, to practice "active listening" of privileged witnesses and to know concrete experiences through field visits, in order to improve the involvement of trainees and, so, to facilitate their understanding. It would be therefore important to pay attention to the choice of training space (accessible and comfortable for all), also preferring outdoor places that can be used for games or exercises keeping the interest in high levels including body, mental and emotional activities.

The importance of active and cooperative methodologies: The whole training course has to follow an active and cooperative learning approach that the SSE embodies, learning by doing and peer education.

There are several useful methodologies to enhance communication and promote a cooperative work: it is important to choose the methodology adequate to the situation and the target and, if necessary, to adapt it.

TOOLS AND METHODOLOGIES

- ✓ World café→ 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;
- ✓ SWOT analysis → useful tool to identify "the state" of a social enterprise or organisation, analysing Strengths, Weaknesses, Opportunities and Threats;
- ✓ Modified Action Learning Sets (ALS) → often used to help a member of a group solve a problem or situation they may be experiencing;
- ✓ Role plays and simulation exercises → to build some real or fictional management situations in the classroom;
- ✓ Jigsaw learning → to make a real team cooperative work
- ✓ *Assembleia do Cuidado* → useful to discuss important care issues within the Community, which will allow for a safe space to build the sense of Community
- ✓ I DO ARRT → methodology to co-create and present the intentions, desired outcomes, agenda, rules, roles and time of a training (for instance)
- ✓ LEGO Serious Play → to practice and reflect on Collaborative Work

3. (RE)SOURCES FOR INSPIRATION

ON THE SSE TRAINING PROGRAMMES AND ACTIVITIES
Training Module of the Erasmus + Project "Social and Solidarity Economy in Europe: affirming a new paradigm through IVET curricula innovation" (Sept 2016- Aug 2018): - SSE Values and Principles - Democratic Management in SSE - Ethical and Solidarity Finance and Resources   https://apdes.pt/en/portfolio/ssee-social-and-solidarity-economy-in-europe/
CEST Learning Package https://www.technet-berlin.de/cesttransfer-en
KISS: It aims to contribute in promoting the sustainability of the initiatives of SSE between its current actors and those young people who want to enter the sector. https://www.kissproject.eu

Social and Solidarity Handbook has many resources with case studies and pedagogical activities, although at the level of higher education – from a project led by York St. John University, involving at the University of Porto (Portugal) and funded by the Erasmus Mundus programme
https://www.yorksj.ac.uk/socialeconomy/handbook/

Initiatives for a Social Solidarity Economy (ISSE) – Community Work, is a partnership project funded through the Erasmus+ programme. Its aim is to identify common approaches, strategies and tools to promote awareness, recognition, development and advocacy of SSE.

Training manual: https://issecommunityworks.files.wordpress.com/2016/05/training-manual-final-10-12-16.pdf

Portfolio of competencies:
https://issecommunityworks.files.wordpress.com/2016/04/portfolio-of-competence-english-version.pdf

The **SUSY Project** compiles several resources available in English and other languages
http://www.solidarityeconomy.eu/

ON THE KEY-COMPETENCES

COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning
https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&from=EN

CEDEFOP reports on key competences in VET – 2015
https://www.cedefop.europa.eu/en/events-and-projects/networks/refernet/thematic-perspectives/key-competences-in-vet

Declaration of the Ministers in charge of vocational education and training – of EU Member States, Candidate Countries, European Economic Area Countries - 2015
https://www.efvet.org/wp-content/uploads/2016/08/rigaconclusions_revised_21-06.pdf

ON THE ACTION RESEARCH

Cilliers, W.J., **An experiential learning process for the advancement of previously disadvantaged employees in an industrial context** – (Chapter 3 – Research methods) – University of Pretoria
https://it.scribd.com/document/355806841/02chapter3-pdf

O'Brien R., **An Overview of the Methodological Approach of Action Research** in Roberto Richardson (Ed.), *Teoria e Prática da Pesquisa Ação [Theory and Practice of*

Action Research]. João Pessoa, Brazil: Universidade Federal da Paraíba. 1998
http://www.web.ca/~robrien/papers/arfinal.html

Riel, M. (2010-2019). **Understanding Collaborative Action Research**. Center For Collaborative Action Research, Pepperdine University CA, USA (Last revision Mar 2019).
http://cadres.pepperdine.edu/ccar/define.html

Smith, M. K. (1996; 2001, 2007) **'Action research', the encyclopedia of informal education.**
Action research and the development of some different traditions.
http://infed.org/mobi/action-research/

Iowa State University - University Library - **Research Methodologies Guide**
A collection of resources describing research methods in the social sciences
https://instr.iastate.libguides.com/c.php?g=49332&p=318066

What is action research?
Video. Duration: 8':50"
https://www.youtube.com/watch?v=Ta21Oat1bro

ON THE CAPABILITY APPROACH

Rethinking skills in Vocational Education and Training
NSW Department of Education & Communities, 2011
https://www.voced.edu.au/content/ngv%3A48914

The Capability Approach: its development, critiques and recent advances
Global Poverty Research Group Institute for Development Policy and Management, University of Manchester, UK, 2006
http://www.gprg.org/pubs/workingpapers/pdfs/gprg-wps-032.pdf

An Introduction to the Human Development and Capability Approach
Edited by Sèverin Deneulin with Lila Shalhani, 2009
https://idl-bnc-idrc.dspacedirect.org/bitstream/handle/10625/40248/IDL-40248.pdf?sequence=1&isAllowed=y

Amartya Sen's Capability approach and education: enhancing social justice
In LISA e-journal Vol. XIV n°1 2016
https://journals.openedition.org/lisa/8913

ON THE WORK

ILO – Declaration of Philadelphia
https://www.ilo.org/legacy/english/inwork/cb-policy guide/declarationofPhiladelphia1944.pdf

ILO- Decent work indicators
2013
https://www.ilo.org/wcmsp5/groups/public/---dgreports/---integration/documents/publication/wcms_229374.pdf

ANNEXES

A. TRAINING PACT

"SSE VET2 - Strengthening VET trainers' competences and skills"
"Co-design a training in action experience
with VET trainers involved in SSE field at international level"
Bergamo, October 18th 2019

Training pact

We are here, people of different places, gender and generations
to live training as a way to grow together with others
and to give new shape to our actions.

We believe that the interaction between SSE and VET can contribute to make
the transition to more human economies
through the capability of each one.

Each of us and we all together are engaged in these days
to find common vocabulary, knowledge, analysing realities and innovative experiences
but first - and while we do this - we want live positive relationships
of active listening and exchange between us,
based on mutual respect and respect for common rules.

The experience and knowledge of each one can become the experience and knowledge of all.

In the same way we all can look at, understand and welcome
limits and differences of each one
as a training community in which
"no one educates anyone, because we all educate ourselves in the community"
(Freire P.,1970)

To all trainers and all trainees,
good work for all of us!

I agree _____

www.apdes.pt

www.dock.zone

www.cries.ro

www.le-mes.org

www.ripesseu.net

www.solidariusitalia.it

www.technet-berlin.de

Funded by the
Erasmus+ Programme
of the European Union

B. SOME QUESTIONS ABOUT EXPERIMENTATION AREAS

1. What are the reasons and criteria that led to the choice of the experimentation areas?
(Please, specify if there are any favourite's partners)

_____
_____
_____

2. Which are the stakeholders to be involved in the experimentation (policy makers, local administrators, training agencies, SSE initiatives…)?

_____
_____
_____

3. What are the SSE initiatives present in the experimentation areas that can be visited and/or used as case studies during the training?

_____
_____
_____

4. In which realities are the trainers who will be involved in the national training as trainees working?

_____
_____
_____

C. PLAN PROPOSAL FOR A 5 DAYS TRANSNATIONAL TRAINING SESSION

Day 1	Day 2	Day 3	Day 4	Day 5
Goal of the day				
Sharing the vision: SSE and VET for a sustainable local development	Identifying the gap between the skills necessary for SSE and those currently developed in VET	Observing and knowing an experience of SSE company.	Knowing the action research methodology	Co-design the structure of national trainings in O2
Morning				
Unit 1-Introduction - Presentation of participants - Presentation of the Project (and the previous experience of SSE IVET) - Training structure: C1 in O2 as training in action. - Building a "training community" **Unit 2-** Common languages and meanings for a shared vision→ Differences between SSE and the mainstream economy. Focus on: 4) Values and principles 5) Management 6) Finances and resources	**Unit 1**- How to adapt and/or enrich key competences currently recognized by the EU and technical skills in relation to the needs of the SSE. **Unit 2-**Towards the capabilities approach	VISIT TO THE IRIS BIO COOPERATIVE https://www.irisbio.com/en/	**Unit 1-**Feedback on the field visit to the IRIS Cooperative How is action -research continuing? **Unit 2-** From the analysis of a single element to the complex reality Building change through participatory planning, starting from the knowledge of territory and of the actors who live in.	**Unit 1-** Training contents and methodologies How to use the platform of e-learning Moodle **Unit 2-** Co-designing and sharing of the national pilot training structure

Afternoon				
Unit 3-The role of vocational training in the SSE perspective: relationship between SSE and VET **Unit 4 -** Visit to Ruah coop. http://www.cooperativaruah.it/ Focus on work: which work is necessary for sustainable and solidarity local development?	**Unit 3-** Action research in a training in-action process. Knowing territorial contexts. **Unit 4-** Preparatory exercise for the next day field visit	Meeting with Banca Popolare Etica	**Unit 3 / 4 -** The training in-action process in the experimentation areas: co-design of national trainings	Evaluation
Dinner "Circolino" in Bergamo Alta Cooperativa "Città Alta" http://www.ilcircolinocittaalta.it/	**Dinner** Areté https://aretecoop.it/	**Dinner** Free dinner or catering in Hostel	**Dinner** La Porta del Parco (Comune di Mozzo) https://www.coopalchimia.it/15/52/Ambiente/La-Porta-del-Parco	Greeting party at the "Parco dei Colli" with the network of social economy solidarity of Bergamo

D. PLAN PROPOSALS FOR AN 8 DAYS NATIONAL TRAINING SESSION

Portugal. 1 experimentation area: Porto.
When: training session during the weekends and during the week
How: in attendance

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
To share the vision: SSE as a tool for local sustainable development. Specific goals: To know languages and concepts for a shared vision; To know practices for a shared vision.		To connect SSE and VET. Specific goals: To explain Social Solidarity Economy; Building an approach to capabilities connecting SSE and VET.		To analyse the SSE. Specific goals: Co-create tools to analyse the reality; To see and know integrated experiences of SSE.		To prepare the future. Specific goals: To activate daily cooperation practices in Porto; Evaluate and Celebrate	

Greece 2 Experimentation areas: Athens and Chania (in some parts the groups digitally united during the training).
When: training session during the week, only one Saturday
How: in attendance and at distance

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
Preparation phase / Training and trainee needs analysis focus to knowledge and skills	Opening day/ Educational context/ Common formulation of training contract / Common Goals / Intro at the Training in Action and the objectives of the project / Creating common understanding the terminology and concepts	The role of Trainer in VET system / the role of trainee/ How to develop a VET educational Program/ VET Trainer in SSE Skills and Competences. Action Research method and practice	Basic elements of SSE actors / Intro and implementation on SSE Matrix / case study preparation	Case study of SSE enterprise / SSE Matrix complete / Mid-evaluation	Democratic/collective management / different roles / reflection	Sustainable local development methodology and tools	What is an evaluation assessment / What we evaluate / Training full evaluation

France. 2 Experimentation areas: Paris and Toulouse.
When: training session generally during the weekends
How: in attendance and at distance

Paris							
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**	**Day 6**	**Day 7**	**Day 8**
Building a learning community. Theoretical framework of SSE.		Theoretical framework of VET: skills, competences and capabilities.		SSE skills and tool and methodologies for train		Training in action	Evaluation

Toulouse							
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**	**Day 6**	**Day 7**	**Day 8 +**
Introduction. Sharing the vision: SSE and VET – training community and action training		Methodological sessions, building of observation grid and field visits		The challenge for a local sustainable development and the gap between the skills needed in SSE and those currently developed in VET		Focus on SSE skills and training actions	Co-design of training materials and proposals

Germany 1 Experimentation area: Berlin
When: during one week
How: in attendance

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
Presentation of participants and of the project. Identification of needs and interests of participants.	SSE values and principles in contrast to the traditional economy. Gap in the current Vet system regarding SSE. Collection of questions for further learning/teaching. Working group on: social capital, social management, impact measurement. Feedbacks in plenary.	Presentation of findings on social capital and social marketing. Discussion of subject in parallel working groups. Feedbacks in plenary.	Presentation of findings on democratic management and enterprise planning. Discussion in parallel working group. Feedbacks in plenary.	Presentation of findings on the impact on the locality and acquisition of resources including finance. Discussion in parallel working group. Feedbacks in plenary.	Field visit to Ex-Rotaprint; debate, using the findings and according grid worked out in the previous days	Evaluation of excursion, comparison with own experiences in social enterprises	Final evaluation of national training; future activities in the training community

Italy 2 Experimentation areas: Como and Bergamo
When: training session generally during the weekends
How: in attendance and at distance

Como

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
Introduction and participants' expectations Sharing the vision: SSE and VET – focus on skills and capabilities. Mapping of the local context (SSE and VET realities) and flow analysis		Swot analysis and action research methodology	Comparison of the interviews results (realized after previous session) and workshop. Focus on Capabilities and future of the work. SSE values and organization.		Creating common didactical materials		

Bergamo

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8 +
Introduction and participants' expectations. Sharing the vision: SSE and VET – focus on skills and capabilities. Mapping of the local context (SSE and VET realities) and flow analysis		Swot analysis and action research methodology	Covid- 19 and new scenario: SSE solutions during the health emergency	SSE in didactical materials	Creating common didactical materials		

Romania. 2 Experimentation areas: Bucharest and Timisoara (but united during the training).
When: training session generally during the weekends
How: in attendance and at distance

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
Introductive session and understanding and discussing about the role of SSE and VET in our society. Introduction of capability approach.		Knowing SSE and some educational concepts. Developing training materials			online meetings with social enterprises and practical activities.		

E. PLAN PROPOSAL FOR A 3 DAYS TRANSATIONAL PARTICIPATORY TRAINING SESSION[13]

	Day 1	Day 2	Day 3	Day 4	Day 5
09.30-10.30	General presentation of the participants and of the project "SSEVET2 – Strengthening VET Trainers' Competences and Skills"		Exchange of experience: each national training community will present one tool used with great impact in national trainings 10 minutes/country		Self-evaluation of the participants. *National advocacy perspective – how do you multiply this process in your countries?* *European advocacy perspective - Ripess*
10.30-10.45	Coffee-break		Coffee-break	Coffee-break	Coffee-break
10.45 -12.45	Present the experience on SSE national trainings at level of 6 European countries (DE, IT, GR, FR, PT, RO) – presentation will be made by trainers/trainees/partners. Specific presentation for **experimentation areas** 10 minutes + 5 minutes Q&A/partner		How to build a case study?		Evaluation of the training program (APDES)

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[13] Due to the Covid-19 health emergency, the whole training was carried out online and it was decided to spread the training activities over several days (3 to 5) to avoid excessive screen time.

14.00-15.30		**Bilateral sharing experience** a more in-depth presentations about national trainings		IO2 presentation and debate **How to build a training community?** Tips from learning lessons (in attendance/online)	
15.30-15.45	Coffee-break	Coffee-break	Coffee-break	Coffee-break	Coffee-break
15.45 17.15		Reflection at the level of national training communities about the information exchanged in *bilateral sessions /Preparing the presentation for next day*		**How to practice action research?** Tips from learning lesson (in attendance/online)	
19.00			Online cultural exchange		