

## Training module 1.

# Social Solidarity Economy Values and Principles

This document is part of a package of 3 training modules aimed at promoting the Social Solidarity Economy at the level of Initial Vocational and Educational Training (IVET). It is an intellectual output resulting from the project "Social and Solidarity Economy in Europe: affirming a new paradigm through IVET curricula innovation" (September 2016 – August 2018), co-funded by the Erasmus+ programme.

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## 0. INTRODUCTION

This document is the first part of a package of training modules aimed at promoting the Social Solidarity Economy at the level of Initial Vocational and Educational Training. This package is composed by the following training modules:

- Module 1. Social Solidarity Economy Values and Principles
- Module 2. Democratic Management in the Social Solidarity Economy
- Module 3. Ethical and Solidarity Finance and Resources

### **Who are these training modules for?**

These training modules are a tool for trainers working in initial vocational and educational training (IVET). IVET covers several pathways through the education system, usually before entering working life, and can start at age 14 and be stretched out potentially to age 25 (age limits differ from country to country in the European landscape).

It can equally serve as reference for other professionals operating at different levels of the training and education system.

The modules are also useful for people and organisations working in the Social Solidarity Economy and who have an interest in developing actions in the field of education and training.

### **Who developed these modules?**

These modules are intellectual outputs resulting from collaborative work among 8 organisations from different European countries, who gathered under the project “Social and Solidarity Economy in Europe: affirming a new paradigm through IVET curricula innovation” (September 2016 – August 2018), co-funded by the Erasmus+ programme of the European Union.

### **Why have we developed these modules?**

We believe that it is crucial to invest in the education and training of future generations so that young people can grow up as citizens who develop their professional activity with a more critical view on the current economic system. For this we need a more innovative IVET curricula, which promotes discussion around alternative socio-economic models and paradigms – such as the Social Solidarity Economy (SSE).

SSE – as a social movement and as a professional context – aims at personal development and emancipation as well as social justice. In this perspective, these modules will support trainers working with young people in developing their professional activity with an enlarged perspective including these SSE aims, possibly inside SSE organisations.

The SSE is still an emerging theme and still largely unknown by the society at large, and it is thus absent from curricula at the level of IVET in most European countries. These modules aim to be a first step in organizing a relevant and meaningful training structure both at national and European levels.

## What is the Social Solidarity Economy?

The Social Solidarity Economy 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 social and environmental value rather than the search for financial gain and growth. Social Solidarity Economy is a way to satisfy human needs through economic activities – such as production and exchange of services – that reinforce values of social justice, ecological sustainability, cooperation, mutuality, community and democracy. It is expressed by a constellation of networked grassroots groups, civic organisations, consumer and producer-based platforms, cooperative and social enterprises, and collaborative public institutions.<sup>1</sup>

The Social Solidarity Economy 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.

## How to use the modules?

These modules are to be included as modular parts in existing IVET courses, namely in the fields of economics, management, financial and social area. They can be used with flexibility, depending on the profile of trainees and on the degree of autonomy that trainers have in each country

to reformulate or add parts to the curricula of existing training courses.

The 3 training modules should be ideally implemented together in a sequential way, allowing for a deeper and more comprehensive understanding of how the SSE functions. Module 1 can be used individually for a short introductory approach to SSE.

Below you can find:

- The general structure of the Module 1. Social and Solidarity Economy Values and Principles, including its duration, general purpose, specific learning outcomes, key words, and contents
- A list of existing resources which can be used as inspiration and inputs for trainers who will develop the full contents and learning activities adapted to their training context
- Tips for trainers to promote innovative pedagogical approaches
- A glossary including relevant keywords from all 3 modules
- Case studies from different European countries presenting real-life examples around the values and principles of the SSE
- Additional examples useful for trainers.

All these materials can be a reference to those wishing to implement training and education activities focusing on the Social and Solidarity Economy. Beyond IVET, they can also be used as starting points or inspiration for the development of other education and training activities in other levels of the education and training system.

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<sup>1</sup> 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](http://www.ripess.org/wp-content/uploads/2015/02/RIPESS_Global-Vision_EN.pdf)

## 1. TRAINING MODULE 1

TITLE	<b>Social Solidarity Economy Values and Principles</b>
DURATION	30 hours (suggested duration; each trainer can adapt the duration according to specific needs)
GENERAL PURPOSE	<p>The main aim of this module is to understand the topic Social Solidarity Economy (SSE) as a transversal movement, linking values and principles to collective action and practices. At the end of this module, trainees will understand the dynamics of SSE, as well as they will be able to distinguish SSE from other economical dynamics. They will also be equipped with the main knowledges, as well as basic competences, to implement those values and principles into practice and collective action.</p>
SPECIFIC LEARNING OUTCOMES	<ul style="list-style-type: none"> <li>– to understand the difference between public, private and third sector</li> <li>– to understand the difference between Social Solidarity Economy (SSE), Social Economy and Solidarity Economy</li> <li>– to know the history and definition of SSE</li> <li>– to be aware of main values and principles of SSE</li> <li>– to understand the SSE concept and various definitions of SSE (including to be able to construct their own definition of SSE based on their life/training experience)</li> <li>– to understand the specificities of SSE values and principles within SSE organisations</li> <li>– to be aware of sectors of activities within the SSE</li> <li>– to understand the concept of chains in SSE: production, consumption, distribution</li> <li>– to know how to recognize different types and forms of SSE organizations (cooperatives, social enterprises, etc.)</li> <li>– to understand the definition of social enterprise/entrepreneurship</li> <li>– to know what is Corporate Social Responsibility (CSR): opportunities and risks</li> <li>– to understand the concept of SSE network</li> <li>– to distinguish sectors, chains and organizations from SSE networks</li> <li>– to know how to recognize the current situation in Europe and in each trainees' country</li> </ul>
KEY WORDS	<ul style="list-style-type: none"> <li>– social solidarity economy</li> <li>– social economy</li> <li>– solidarity economy</li> <li>– values</li> </ul>

	<ul style="list-style-type: none"> <li>– principles</li> <li>– three dimensions of sustainability: economic, social, and environmental in SSE and in CSR and triple bottom line</li> <li>– social solidarity economy organisations (SSEO)</li> <li>– social enterprise/entrepreneurship</li> <li>– cooperative</li> <li>– community economy and other experiences of social solidarity economy</li> <li>– local economy and local development</li> <li>– sector of activity</li> <li>– SSE circuits: supply and distribution chains in SSE</li> <li>– networks</li> <li>– SSE Economic inter-cooperation</li> </ul>
CONTENTS	<ol style="list-style-type: none"> <li>1. Introduction (rationale, current situation, needs)</li> <li>2. Social Solidarity Economy             <ol style="list-style-type: none"> <li>2.1. Brief history</li> <li>2.2. The difference between Social Solidarity Economy, Social Economy and Solidarity Economy</li> <li>2.3. SSE values and principles</li> <li>2.4. SSE definitions (underlining its variety)</li> </ol> </li> <li>3. Social Solidarity Economy: from theory to practice             <ol style="list-style-type: none"> <li>3.1. Sectors of activities within the SSE</li> <li>3.2. Chains: production, consumption, distribution in SSE</li> <li>3.3. Different types and forms of SSE organizations (cooperatives, social enterprises, etc.), Corporate Social Responsibility</li> </ol> </li> <li>4. SSE Networks             <ol style="list-style-type: none"> <li>4.1. From sectors and organizations to SSE network</li> <li>4.2. Definition and experiences of SSE network</li> <li>4.3. Tools and methodologies: how to build up a SSE network</li> </ol> </li> <li>5. Case studies (transversal element)</li> </ol>

## 2. PEDAGOGICAL APPROACH – TIPS FOR TRAINERS

Along with the previous training module structure, the pedagogical approach is decisive for the quality of the training. Here are some practical tips which are useful for trainers wishing to implement SSE training courses/sessions.

**Tip 1. Ensure a tailored approach** | The training in SSE must always be accurately adapted to the profile of trainees, both in terms of contents and methodology. The training structure presented here should be seen as a starting point, from which a clearly adapted training programme must be developed. A tailored training programme should respond to:

- the specific objectives defined for a particular training course/session
- the cultural/political/social characteristics of SSE in each country/region
- IVET institutional framework and organisations in each country/region
- adaptations to other educational levels beyond IVET (non-formal learning, training for adults, etc.)

Only a tailored approach will ensure maximum benefit is extracted from the training structure presented here.

**Tip 2. Focus on active training methodologies** | Active methodologies imply an engaged participation from both trainees and trainer. These are some examples:

- team work/exercises
- group discussions/brainstorming/problem solving
- analysis of practical examples/stories/case studies
- presentations from guests/visitors
- outdoor field visits.

Active methodologies are crucial to promote:

- a strong interaction/participation within the group
- effective links between theory/practice and concepts/real life examples
- trainees' understanding of contents
- trainees' motivation.

When implementing the training try to avoid having insufficient time for discussion, reading long documents, listening to long explanations and any other form of lack of interactivity between trainees/trainers.

Active methodologies need a smart and adapted implementation in order to be successful (i.e. achieve a good level of participation and comprehension of contents from trainees). Trainers should prepare in advance. Trainers' capacity to make relevant use of trainees' inputs and perspectives, to promote synthesis and to create a productive link between trainees' inputs and the training contents is very crucial. It helps to clarify specific terminology and improve trainees understanding of the contents.

**Tip 3. Debate practical examples** | To present and debate concrete examples of SSE organisations and case studies is a valuable way to promote a more practical way of learning. This includes exploring local/regional/national/European examples, which serve as inspiring stories improving trainees understanding and their motivation/interest. For this trainers should prepare in advance:

- Select examples and case studies directly linked with the module contents
- Do not try to fit examples that aren't clearly related with the module contents, as this creates confusion

- Investigate SSE movements in your area and get to know people and organisations working in the field
- Give priority to local/national examples that trainees can relate to more easily. Invite guests and promote visits whenever possible
- Present as well international/European examples and case studies which are relevant in the context of the training. This is a way to show that the SSE is a growing and diverse movement in Europe and many parts of the world
- If the SSE is not so well developed in your area (and you miss local/national examples), make sure you build meaningful bridges between international/European examples and the trainees' local and cultural context
- Always ensure a clear correspondence between the practical examples/case studies, the inputs that arise from trainees and the training contents you wish to approach
- Use the practical examples and case studies as a means to clarify concepts and terminology.

**Tip 4. Debate practical examples**<sup>2</sup> | The training will benefit from a trainees centred approach, which means that the program flow should be planned keeping in mind the participants' real experience in the contents addressed. Learning from experience will be a fundamental pillar in the way the training will be facilitated. For this, trainers can design their training programme having in mind the following principles:

- the course/session should be centred on the trainees and their needs
- the trainees should take responsibility for their own learning under each of the modules
- the learning should be connected with individual actions and projects
- there should be a connection and balance between theory and practice.

### 3. (RE)SOURCES FOR INSPIRATION

Here we share a list of resources which can be useful for trainers to know more about the topics covered in this module.

<p><b>POLICY BRIEF - The social economy in the European union</b></p> <p>Report drawn up for the European Economic and Social Committee by the International Centre of Research and Information on the Public, Social and Cooperative Economy (CIRIEC), 2012</p> <p><a href="http://www.eesc.europa.eu/resources/docs/qe-30-12-790-en-c.pdf">http://www.eesc.europa.eu/resources/docs/qe-30-12-790-en-c.pdf</a></p>	<p>The general objective of this report is to update the study "The Social Economy in the European Union" published in 2008 by the European Economic and Social Committee, expanding its scope to include all 27 of the current EU Member States and the acceding/candidate countries (Croatia and Iceland respectively), and examining the definitions, state, contribution, legal instruments and public policies surrounding the social economy (SE) as well as the impact</p>
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<sup>2</sup> Adapted from the Local Social Economy Learning Package (TechNet CEST Transfer project, 2009)



	of the economic crisis.
<p><b>PAPER - The Solidarity Economy: An International Movement</b></p> <p>Jean-Louis Laville, Conservatoire National des Arts et Métiers (CNAM), Paris  RCCS Annual Review, 2, October 2010  <a href="https://ussolidarityeconomy.files.wordpress.com/2016/04/laville10-se_an_international_movement.pdf">https://ussolidarityeconomy.files.wordpress.com/2016/04/laville10-se_an_international_movement .pdf</a></p>	<p>This article describes the appearance of a solidarity economy movement in different national and continental contexts, stressing the diversity of practices within civil society at local and international level. Emerging in the last decades, these initiatives, which are both political and economic in nature, have extended and renewed the social economy, thereby offering a concrete alternative at a time of capitalist crisis. As such, the movement cannot be overlooked in the quest for a new economic model and public action.</p>
<p><b>POLICY BRIEF - Social Solidarity Economy Recommendations for the Post-2015 Development Agenda</b></p> <p>July 3rd, 2014  <a href="http://www.riposs.org/wp-content/uploads/2014/08/SSE_recommendations_post2015_SDGs_EN_with_endorsements1.pdf">http://www.riposs.org/wp-content/uploads/2014/08/SSE_recommendations_post2015_SDGs_EN_with_endorsements1.pdf</a></p>	<p>Introduction extract: "This report was based on the outcomes of a thorough consultation with several Networks and Movements on 5 continents, and was officially handed to the UN State Members by the President of the 68th session of the General Assembly on September 25, 2013 (more information at <a href="http://www.un-ngls.org/spip.php?page=article_s&amp;id_article=4350">http://www.un-ngls.org/spip.php?page=article_s&amp;id_article=4350</a>).</p>
<p><b>Charter of RIPESS</b></p> <p><a href="https://ccednet-rcdec.ca/sites/ccednet-rcdec.ca/files/ccednet/pdfs/doc3_global_vision_riposs_chart_en.pdf">https://ccednet-rcdec.ca/sites/ccednet-rcdec.ca/files/ccednet/pdfs/doc3_global_vision_riposs_chart_en.pdf</a></p>	<p>The document describes convictions, values, mission, vision and approaches of RIPESS.</p>
<p><b>Global Vision for a Social Solidarity Economy: Convergences and Differences in Concepts, Definitions and Frameworks</b></p> <p><a href="http://www.ess-europe.eu/sites/default/files/publications/files/riposs_global_vision_-_en.pdf">http://www.ess-europe.eu/sites/default/files/publications/files/riposs_global_vision_-_en.pdf</a></p>	<p>This paper is part of an ongoing process of discussion and debate about the concepts, definitions and framework of the social solidarity economy. This paper brings an examination of SSE as a pathway to transformative and systemic change, values of SSE are reaffirmed, explores the diversity of actors, sectors and practices constituting SSE; strategies used by SSE movements; and finally how it relates to key concepts.</p>
<p><b>PAPERS and REPORTS - Solidarity Economy I: Building Alternatives for People and Planet</b></p> <p>Papers and Reports from the 2009 U.S. Forum on the Solidarity Economy. Edited by: Emily Kawano, Thomas Neal Masterson and</p>	<p>This report deals with US developments of SSE - but the issues and topics that report tackles echo our own. The added value of the report lies in the many example described, in an international perspective</p>

<p>Jonathan Teller-Elsberg. Center for Popular Economics Amherst, MA USA <a href="http://s3.amazonaws.com/academia.edu/documents/31351729/fse.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&amp;Expires=1496099441&amp;Signature=cxLorkRuEuXk1VXuhQeTfqsdaQ%3D&amp;response-content-disposition=inline%3B%20filename%3DBuilding_a_Solidarity_Economy_from_Real.pdf#page=33">http://s3.amazonaws.com/academia.edu/documents/31351729/fse.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&amp;Expires=1496099441&amp;Signature=cxLorkRuEuXk1VXuhQeTfqsdaQ%3D&amp;response-content-disposition=inline%3B%20filename%3DBuilding_a_Solidarity_Economy_from_Real.pdf#page=33</a></p>	
<p><b>ARTICLES - Building an Economy for People and Nature</b> Justice Rising.Grassroots solution to Corporate domination VOL5 « 1 Fall 2010 <a href="http://base.socioeco.org/docs/justice_rising_2010_5_fall_special_solidarity_economy.pdf">http://base.socioeco.org/docs/justice_rising_2010_5_fall_special_solidarity_economy.pdf</a></p>	<p>“Solidarity Economy enterprises are born out of the need &amp; aspirations of the community” Nancy Neamtan, Page 2 “We are removing economic resources from the capitalist circuits”. Daniel Tygel, Page 3 “In each continent there has been a steady growth of Solidarity Economy movements.”, Emily Kawano, Page 4 “The model takes us beyond both traditional capitalism and traditional socialism”. Gar Alperovitz, Page 9</p>
<p><b>Solidarity Economy</b> Euclides Mance, December 2011 <a href="http://solidarius.com.br/mance/biblioteca/solidarity_economy.pdf">http://solidarius.com.br/mance/biblioteca/solidarity_economy.pdf</a> (2011)</p>	<p>This paper focuses on the methodological processes of construction of Solidarity Economy, based on the constitution of collaborative networks and solidarity economic circuits, with the purpose of supporting the reconstruction of supply chains and reorganizing, in a democratic way, the economic flows that permeate territories and networks</p>
<p><b>SSE solutions map</b> <a href="http://www.socioeco.org/solutions_en.html">http://www.socioeco.org/solutions_en.html</a></p>	<p>This online, interactive tool shows which solutions the SSE is implementing. Solution map presents case studies, videos, conferences, training courses, thesis and organisms from all over the world.</p>
<p><b>socioeco.org</b> <a href="http://www.socioeco.org/index_en.html">http://www.socioeco.org/index_en.html</a></p>	<p>Resource website of social and solidarity economy</p>
<p><b>Impact of Social and Solidarity Economy</b> <a href="https://www.youtube.com/watch?v=zdyCtoxDO">https://www.youtube.com/watch?v=zdyCtoxDO</a></p>	<p>Social and solidarity economy in practices</p>
<p><b>Crash Course in the Social and Solidarity Economy</b></p>	<p>Explanation of SSE and the links between public sector, private sector, voluntary sector</p>

<a href="https://www.youtube.com/watch?v=-RwYZXUQaEw">https://www.youtube.com/watch?v=-RwYZXUQaEw</a>	and SSE – 6 min28 sec
<b>A Story about Social and Solidarity Economy by Challenging the Crisis</b> <a href="https://www.youtube.com/watch?v=a6fTpAygSpk">https://www.youtube.com/watch?v=a6fTpAygSpk</a>	Video, general presentation of SSE – 4min40 sec
<b>The Network of Municipalities for the Social and Solidarity Economy</b> <a href="http://ajuntament.barcelona.cat/tempsicures/en/noticia/the-network-of-municipalities-for-the-social-and-solidarity-economy-is-formalised">http://ajuntament.barcelona.cat/tempsicures/en/noticia/the-network-of-municipalities-for-the-social-and-solidarity-economy-is-formalised</a>	An article about forming the municipal alliance with aim to promote, strengthen and consolidate the social and solidarity economy.
<b>Community supported agriculture</b> <a href="https://communitysupportedagriculture.org.uk">https://communitysupportedagriculture.org.uk</a>	Example of network. The CSA Network UK is the organization working to promote the CSA.
<b>SUSY – Sustainable and solidarity economy</b> <a href="http://www.solidarityeconomy.eu/">http://www.solidarityeconomy.eu/</a>	SUSY is a network of 26 associations in 23 European countries enhancing the competences of local actors that are engaged in the social and solidarity economy
<b>Intercontinental network for the promotion of social solidarity economy</b> <a href="http://www.ripess.org">http://www.ripess.org</a>	RIPESS is a global network of continental networks committed to the promotion of Social Solidarity Economy.
<b>Corporate Social Responsibility, The shape of a history, 1945-2004</b> , Center for Ethical Business Culture <a href="http://www.cebcglobal.org/wp-content/uploads/2015/02/CSR-The-Shape-of-a-History.pdf">http://www.cebcglobal.org/wp-content/uploads/2015/02/CSR-The-Shape-of-a-History.pdf</a>	Definition of CSR, information about the evolution of the concept, concrete examples
<b>Social entrepreneurship: towards an entrepreneurial culture for social and economic development</b> , by Susan Davis, International Board Selection Committee, Ashoka: Innovators for the Public, July 31, 2002 <a href="http://community-wealth.org/content/social-entrepreneurship-towards-entrepreneurial-culture-social-and-economic-development">http://community-wealth.org/content/social-entrepreneurship-towards-entrepreneurial-culture-social-and-economic-development</a>	Social entrepreneurship - from Ashoka perspective. Definition and some examples of social entrepreneurs
<b>The social economy: the worldwide making of a third sector</b> <a href="http://emes.net/content/uploads/publications/Defourny.Develtere_SE_NorthSouth_Chap1_EN.pdf">http://emes.net/content/uploads/publications/Defourny.Develtere_SE_NorthSouth_Chap1_EN.pdf</a>	This text is the first chapter of a collective book entitled L'économie sociale au Nord et au Sud, compiled by J. Defourny, P. Develtere and B. Fonteneau (De Boeck, 1999) General explanation about social economy,

	third sectors, the definition of different types of structures in social economy and their role.
<b>The Social Economy in the European Union, European Economic and Social Committee</b> <a href="http://www.eesc.europa.eu/resources/docs/qe-30-12-790-en-c.pdf">http://www.eesc.europa.eu/resources/docs/qe-30-12-790-en-c.pdf</a>	Definition about social economy, information from different countries of European Union
<b>Solidarity Economy: Key Concepts and Issues, Ethan Miller published in Kawano, Emily and Tom Masterson and Jonathan Teller-Ellsberg (eds). Solidarity Economy I: Building Alternatives for People and Planet. Amherst, MA: Center for Popular Economics. 2010</b> <a href="http://www.communityeconomies.org/site/assets/media/Ethan_Miller/Miller_Solidarity_Economy_Key_Issues_2010.pdf">http://www.communityeconomies.org/site/assets/media/Ethan_Miller/Miller_Solidarity_Economy_Key_Issues_2010.pdf</a>	General overview about solidarity economy. Some interesting graphics.
<b>Social Solidarity Economy: Our common road towards decent work</b> <a href="http://www.ilo.org/empent/units/cooperatives/WCMS_166301/lang--en/index.htm?ssSourceSiteId=employment">http://www.ilo.org/empent/units/cooperatives/WCMS_166301/lang--en/index.htm?ssSourceSiteId=employment</a>	Chapter 1 – Understanding the social and solidarity economy. – Concepts and definitions.
<b>Training Manual on Initiatives for a Social Solidarity Economy (ISSE)</b> <a href="https://issecommunityworks.eu/2016/12/10/training-manual-available-now/">https://issecommunityworks.eu/2016/12/10/training-manual-available-now/</a> <a href="https://issecommunityworks.eu/resources/">https://issecommunityworks.eu/resources/</a>	Activities are targeted towards young people developed for those interested in or involved in SSE
<b>ISSE GAME</b> Link for the game: <a href="http://www.issegame.eu/">http://www.issegame.eu/</a>	A game illustrating initiatives for Social and Solidarity Economy (ISSE)
<b>CO-POLY: The Game Of Cooperatives</b> <a href="https://www.kickstarter.com/projects/1713701812/co-opoly-the-game-of-cooperatives">https://www.kickstarter.com/projects/1713701812/co-opoly-the-game-of-cooperatives</a>	This is a game of skill and solidarity in which the players discover the unique benefits and challenges of the cooperative world, as well as the skills needed to participate in a co-op.
<b>Be Social   Chapter 2/3 - Act to transform</b> <a href="https://www.youtube.com/watch?v=aLYTnlDxdw">https://www.youtube.com/watch?v=aLYTnlDxdw</a>	A chapter video that presents models of social intervention, as a perspective of social innovation. These testimonies were collected in the field of the Project "Social Entrepreneurship in Portugal: as policies, as organizations and practices of education / formation". [needs activation of EN legends]
<b>Regenbogenfabrik Berlin</b> <a href="http://www.youtube.com/watch?v=TCIx6qZJbWC">http://www.youtube.com/watch?v=TCIx6qZJbWC</a>	Here is one good practice example of a community social enterprise and its values in Berlin (video of TechNet)
Lorenz, Günther: SOCIAL AUDIT - An	Social Auditing is a procedure in which the

<p><b>accounting and auditing procedure for sustainable social enterprise strategies</b></p> <p><a href="http://www.technet-berlin.de/sozial-audit-details">http://www.technet-berlin.de/sozial-audit-details</a></p>	<p>organization reports/accounts on its activities and performance is evaluated can improve its performance.</p> <p>Its aim is to identify and strengthen the social benefit / added value which is achieved through the activities of the organization and its motto is: "Prove and Improve"</p>
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#### 4. FUTURE ACTIONS: ADVOCATING FOR SSE IN EDUCATION AND TRAINING

The development of this module is one step to affirm the SSE in IVET curricula. It is also a starting point for a process that needs to mobilize the whole spectrum of relevant stakeholders in the SSE and the IVET ecosystem, in order to develop practical strategies to advocate for the inclusion of this field of study into general training programmes structures. The following step in the project "Social and Solidarity Economy in Europe: affirming a new paradigm through IVET curricula innovation" will be to develop:

- Concrete tools to set in motion and improve advocacy activities
- Joint strategies for SSE and IVET organisations to advocate for curricula innovation
- Common strategies at the level of national and European networks for continuous institutional cooperation with different kinds of stakeholders in order to advocate for IVET curricula innovation.

**We appreciate your feedback!**

If you have any suggestion to improve this document or if you would like to share your experience in implementing this module, please contact [info@apdes.pt](mailto:info@apdes.pt).

## **ANNEXES**

### **A. GLOSSARY**

**Community economy:** community-based economics or community economics is an economic system that encourages local initiative and self-organization as eco-village communities or cohousing experience in city. It is also a topic in the urban economy, linked to the ethical purchase and local purchase, which aims to encourage local producers in the social and solidarity network. An example is the groups of solidary purchases where family groups organize their purchases (food or other goods and services) directly with local producers. In this way, they expand the social economy and solidarity circuit.

**Cooperative:** a cooperative is an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly owned and democratically-controlled enterprise (International Cooperative Alliance definition). Cooperatives are voluntary organisations, based on the values of self-help, democratic principles of management, equality and solidarity, guided by common principles of action. Members actively participate in setting policies and making decisions. "Cooperative members contribute to and control the capital of their cooperative. They usually receive limited compensation, if any, on the capital they subscribe; and decisions regarding the distribution of surplus (whether towards the development of the cooperative, for compensation of members, or supporting community activities) are taken democratically. Cooperatives are autonomous, self-help organizations controlled by members. If they raise funds from external sources, they do so on terms that ensure democratic control by members and maintain the cooperative's autonomy."

**Local economy and local development:** Creating and securing a lively local economy through ESS means enhancing the deep ties with the territory, with the history, culture, vocations of its inhabitants and the natural environment that characterizes it. This approach does not want to have a look at the past, but instead wants to encourage innovation (even technological) engagement on a solid foundation, promoting culture, training (even professional), especially in younger generations. Local economy is not a closed economy but a people-based and community-based economy capable of dialogue and interaction with economies of different scale (regional, national, international). The expression local development is used to indicate a wide variety of cultural, scientific, and political positions; diversity with theoretical and methodological references; a variety of practices and examples. Local development is a qualitative increase in the capacity of the territory to act, react, plan and manage complex situations. At the local population level, development is identified as an increase in personal freedoms due to the increase in "capability" (Amartya Sen: learning ability). To read local development, we can not only look at aspects such as local GDP (Gross Domestic Product) or the growth of economic transactions, but we need to look at complex social and political aspects which lead to a rise in living standards that the market alone could not do it. Through co-operation between actors and the creation of stable network of actors over time, the capacity for vision and action increases. It will thus be possible to meet not only the basic needs of the population, but also to promote quality of life and social relations and care and safeguard of the natural environment. SSE organisations can flexibly adapt to local development needs. Not committed to maximising financial profit, SEE organisations can take into consideration the values and expectations of actors in the field of local development, and the long-term effects of decisions, as well as define actual development strategies.

**Principles:** SSE is based on values and principles of solidarity guiding collective action. SSE principles are the breeding-ground to advocate the recognition of others as the foundation of

human action and its core collective dimension, the need for a sustainable development care-taking of nature and its ecosystems, as well as the source of the renovation of politics, economy and society. The social solidarity economy includes activities and organisations of associative, cooperative, and mutual nature created to respond to the needs of the planet, a sustainable development, as well as those citizen movements geared toward democratizing and transforming the economy (Source: CHARTER OF RIPESS, approved by the Board of Directors of RIPESS in Montevideo, October 20, 2008.).

**Sector of activity:** In economics with the term economic sector, there is an indication of each possible way of pooling different economic activities according to common features. An important classification is the one that distinguishes the primary sector (agriculture), the secondary (industry) and the tertiary (services); there is also a fourth sector that is that of the so-called advanced tertiary, that of high technology.

**SSE circuits: supply and distribution chains in SSE:** supply and distribution chains consist of all the steps taken to source, produce, transform, distribute and manage residues of goods or services. In SSE, they tend towards a circular economy, reducing energy and waste consumption as much as possible. They can also include the financing, research and development, transport and logistics, promotion and communication activities needed throughout the production and supply process. According to SSE values and principles, the solidarity reorganization of these chains relies on trust relationships and reciprocal guarantees between the different actors involved (producers, artisans, service furnishers, consumers, etc.) and it increases shared benefits as social inclusion, wealth redistribution, equality, transparency, democratic involvement, healthy environment and many other positive impacts for all the communities involved. The open and cooperative nature of the supply and distribution chains encourages the creation and support of new initiatives and enterprises when the natural growth limits of one or more actors in the chain are reached.

**SSE inter-cooperation: Inter-cooperation** – cooperation between SSE initiatives – is an instrument aimed at strengthening existing companies and organisations, creating other new ones and conceiving new projects. It can be done in different ways: carrying out joint business activities, creating second-tier cooperatives and cooperative groups, through socio-political, sectorial and territorial non-profit organisations, etc. In turn, the public authorities must promote responsible public procurement so that companies working with them as providers and suppliers are outstanding in terms of their social and environmental responsibility.

**SSE networks:** SSE networks are sets of economic, social and political interlinked initiatives that include many different actors or groups of actors (called nodes) who play different roles, bringing different resources and needs. The organizational or legal form of the entities is not considered as important as the perspective and the values pursued, adopting "approaches from local to global that support freedom, reciprocity, solidarity and egalitarian exchange" (cit. RIPESS EU). These networks are built at different scale: they can be local (e.g. XES Catalunya or RES Marche), national (e.g. REAS) or international (e.g. RIPESS), as well as sectoral (e.g. food or energy) and inter-sectoral (e.g. URGENCI – CSA network) and their flexible structure allows them to develop different practices and enterprises (e.g. worker- and consumer-owned cooperatives, associations, rural farmers' unions, fair trade networks, local/social currencies, bartering market, etc.)

**Sustainability:** There are three dimensions of sustainability: economic, social, and environmental in SSE and in CSR and triple bottom line. In SSE, the objective of economic sustainability cannot be separated from those of social and environmental sustainability. The objective of the SSE is to promote people and the economy is an instrument to improve the quality of their lives. It is not the people who are tools for an economy that has as its priority the profit of a few. Corporate

Social Responsibility (CSR) includes initiatives of companies that - while pursuing profit-making - decide to explicitly present a series of internal and external instances, providing economic, social and environmental benefits for all stakeholders; triple bottom line (TBL) is an accounting framework with three parts: social, environmental (or ecological) and financial. Many organizations have adopted the TBL framework to evaluate their performance in a broader perspective to create greater business value. 3P: in SSE we are flipping the priorities of the TPL from profit-planet-people to people-planet-benefit.

**Social economy:** in the French/Latin speaking areas, social refers to the type of ownership by individual persons and not by shareholders, functioning on the principle of “one person, one vote”. In the English speaking areas social economy is also known as the “third sector: “social” relates to the purpose or the sector of activity, such as day-care, health, care of the elderly, etc. As such, the third sector is positioned between the private for-profit (businesses) and public (state-led public investments and redistribution processes) sectors. In both definition, cooperatives, mutuals, association and non-profits as well as charities and foundations are included. While Social economy is based on shared principles of cooperation, workers' democratic engagement and environmental sustainability, it is usually part of the Market economy and does not challenge it in a transformative way.

**Social enterprise/entrepreneurship:** a social enterprise/entrepreneurship is related to “the creation of a social value that is produced in collaboration with people and organisations from the civil society who are engaged in social innovations that usually imply an economic activity”. They are for-profit or non-profit organisations acting on a market and providers of welfare services, seeking social impact of their actions and activities, applying commercial strategies that include social value.

**Social solidarity economy organisation (SSEO):** SSE Organisations act according to the following criteria:

- 1) Economic activity
- 2) Social/societal objective (including social, cultural, ecological objectives)
- 3) Citizens’ initiative and participative structure
- 4) For social profit (not for private gain)

**Social solidarity economy (SSE):** While especially in francophone countries the term “Economie Sociale et Solidaire” is equated to the social economy (and sometimes to social business), mainly in its institutional recognition, RIPESS uses Social Solidarity Economy to join the two approaches as a political, social and institutional movement including different economic approaches from organisations seeking social value and repairing Market economy damages, to initiatives seeking a more radical socio-economic change. It includes non-profit organisations, for-benefit enterprises and informal economic initiatives, by their explicit economic, social and environmental objectives as well as various forms of collaborative, associative and solidarity relations.

**Solidarity economy:** Solidarity economy gathers transformative citizen-led initiatives understanding economy as a space of social relationships based on solidarity, human and Earth rights, self-determination, mutuality and cooperation. Solidarity initiatives are seeking to democratise economy and participate strengthening social, economic, and environmental justice. SE is not a sector of the economy, but a transversal approach that includes initiatives in all sectors, sharing a broad set of values contrasting with the dominant Market economy, such as



cooperation vs competition, mutual support and solidarity vs individualism, horizontal organisation and democratic decision making. vs hierarchy and centralized structures. It is an attempt towards solidarity-based practices of production, exchange and consumption that generate livelihoods while implementing democratic principles and fundamental rights for common well-being.

**Values:** values in SSE are referring to an ethical horizon in beliefs and behaviours developed and discussed by stakeholders, in each organisation. The definition of those values are usually informed and referenced to a set of national and international texts and conventions expressing Human rights, social justice and peace principles, as well as shared human progress perspective: the Universal Declaration of Human Rights (1948), the International Covenant on Economic, Social and Cultural Rights (1966), International Labour Organisation Founding Declaration (known as the Declaration of Philadelphia concerning the aims and purposes of the ILO, 1944), etc.. Those values are interpreted and transposed in practices through organisational principles and statutory statements, rules and regulations, for instance: participative decision making, dignity and equality guarantees (social protection, the right to choose one's occupation and build a chosen career, to evolve in it, to have actual access to long life professional training, etc.); empowerment processes ("popular education", professional training, genders equality guarantees, etc.). As a matter of example, at a network level, RIPESS Europe members gathered in its charter values such as: Humanism, Democracy, Solidarity, Inclusiveness, Subsidiarity, Diversity, Creativity, Sustainable development, Equality, Equity and justice for all, respecting the integration of countries and people, A plural and solidarity-based economy. (Source: CHARTER OF RIPESS, approved by the Board of Directors of RIPESS in Montevideo, October 20, 2008.).

## B. CASE STUDIES

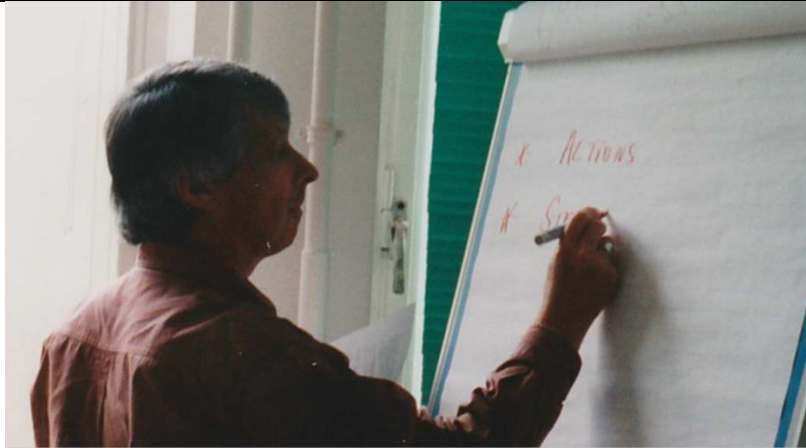
Here we gather examples of how the SSE works, illustrating with concrete examples of initiatives/organisations who are responding in an innovative way to the needs of people and the planet. These case studies can be used as a training material.

<p>Values and Principles of the SSE – an example from Czech Republic</p>
<p><b>FOREWEAR</b></p> <p>In socially beneficial project FOREWEAR, they address the issue of old clothes no one wears any longer. They give it a new purpose by collecting it at company clothes collections or public clothes swap events and sorting it. Part of the old clothes helps people in need in specific charity organizations and the rest is processed in order to have a new recycled textile material produced and new functionally-designed products made out of it in sheltered workshops by socially disadvantaged seamstresses.</p> <p>The motivation to build a socially beneficial project FOREWEAR was to address the issue of textile waste: FOREWEAR activities lead people to responsible consumption, slow fashion and getting rid of their old clothes in a meaningful way. Also, FOREWEAR gives part of the clothes to institutions whose clients are ill or disadvantaged.</p> <p>FOREWEAR won the competition for Social Impact Award 2013 organized by the Impact Hub Prague and the title Sole Trader of the year 2015 in the City of Prague. Through their project they support sustainability and environment and give work to socially disadvantaged people in sheltered workshops.</p> <p>Their products are diaries in recycled covers, book covers, mobile phone, tablet covers and document pockets. Their main objective is to sell these products back to the companies where the clothes collections took place in the form of recycled products with a strong story and a beautifully branded print which is tailor-made according to the company colours. These sustainable objects can be used as company branded presents for employees or smart marketing materials for partners.</p> <p>FOREWEAR motivation was to create impact by using recycling through their production process: the new recycled material they obtain is taken to sheltered workshops which employ socially disadvantaged seamstresses, and by producing these sustainable products and obtaining orders from companies, they give them work.</p> <p>Until now, FOREWEAR have collected approximately 25000 kg of unwanted clothes which they donated to a charity second hand or gave new meaning to. They have involved hundreds of company employees in the clothes collections in companies and hundreds of individuals in the clothes swap events for the public. They produced over 7000 unique products and gave a job to 3 seamstresses.</p>
<p><b>FOREWEAR</b></p> <p>For more information:  <b>Webpage</b> <a href="http://www.forewear.cz">http://www.forewear.cz</a>  <b>Facebook</b> <a href="https://www.facebook.com/forewear.cz/">https://www.facebook.com/forewear.cz/</a>  <b>E-mail</b> <a href="mailto:marketa.borecka@forewear.cz">marketa.borecka@forewear.cz</a>  <b>Video</b> <a href="https://www.youtube.com/watch?v=j32d3zIsk0w">https://www.youtube.com/watch?v=j32d3zIsk0w</a></p>

<p>Values and Principles of the SSE – an example from Germany</p>
<p><b>Common Determination of Values and Principles in a social enterprise</b></p> <p>In the framework of a social accounting and auditing workshop with Social Audit Ltd. UK in</p>

Berlin, the PAULA Combine decided to determine its values and principles by using the social accounting methodology. In a common workshop, the members developed a *Leitbild* (mission statement) for this organization. It includes: Mission, values and aims of the social enterprise.

- ✓ **What** happens?
- ✓ Stakeholders of the social enterprise develop the mission statement in a workshop.
- ✓ **Who** is involved?
- ✓ Stakeholders are: Chairs, managers, employees, volunteers, and local people
- ✓ **Where** does it take place?
- ✓ It takes place at the location of the enterprise
- ✓ **When** does it take place?
- ✓ It can take place any time; the workshop lasting for at least half a day.
- ✓ **Why** does it happen?
- ✓ It is important to have an agreement on for which purpose and in which way the social enterprise functions. Everybody in the enterprise is informed, and is encouraged to follow the mission and aims. Newcomers in the enterprise will get this information before so that they understand the enterprise and its working well.



John Pearce, Social Audit Ltd., preparing the Social Accounting and auditing In the Berlin workshop

For more information:

- ✓ PAULA e.V., Wiesenstr. 29, 13357 Berlin,
- ✓ <http://www.socialauditnetwork.org.uk/>

### Values and Principles of the SSE – an example from Portugal

#### **Fruta Feia – Co-operative against food wasting**

*"Either as a farmer, consumer, volunteer or worker you are part a bigger resolution against the problem of food wasting."* – **Isabel Soares, founding member of Fruta Feia**

Fruta Feia [Ugly Fruit] Co-operative aims to fight the market inefficiency by changing consumption patterns while creating an alternative market to "ugly" fruits and vegetables. "Ugly" means here food that otherwise would have not been sold/eaten, either because it is not "perfect" in terms of shape, colour and size or because it would perish/go to waste along the links of the normal food supply chain. Founded in 2013, Fruta Feia promotes therefore a non-profit market centred in farmers and consumers, preventing food waste mostly caused by intensive production models and consumption patterns, valuing instead sustainable choices.

“Beautiful people, eat ugly fruit” is the co-op slogan that recalls for social and solidarity principle and values, as follows:

- **Co-operation: a Social and Solidarity Network**  
 With 8 delivery points in Lisbon and Oporto, the co-operative is also a network that brings together farmers from different districts/regions, consumers, workers and volunteers. Fruta Feia has 8 workers, 125 farmers and 3129 consumers involved. The delivery points open once a week in borrowed spaces such as other co-operatives generating new sharing dynamics. Volunteers are also part of the network in the delivery day and as payment they receive a box of “ugly fruit”.
- **Non-profit, For the Common Good**  
 Consumers have access to fruits and vegetables at lower prices than in regular supermarkets. Farmers add value to their production and increase their revenue as they sell products that would otherwise have been wasted. Finally, the co-operative also gains with the commitment of investing its surplus in new delivery points allowing for its expansion, more farmers and consumers involved and new jobs. Thus, the value created by Fruta Feia is socially useful.
- **Sustainability: Ethical and environmental benefits**  
 Fruta Feia prevents the waste of resources already used in the production ‘cycles’, such as water, soils, energy and contributes to the decrease of the emission of carbon dioxide and methane resulting from the decomposition of food. Since its start in November 2013, the co-op has saved 604.215 Kg of fruits and vegetables from being wasted.
- **Horizontal management, Democratic Decisions**  
 Decisions are taken collectively as each cooperator/worker has one vote, assuring equity within decision-making processes and promoting active participation.
- **Community-oriented: the sense of belonging**  
 Farmers increase their profitable production, consumers have access to local and seasonal products at lower prices, and workers benefit from good working conditions. They have a mission in common and a sense of belonging to the fight against food wasting.



For more information:

**Webpage** <http://www.frutafeia.pt/en>

**Facebook** <https://www.facebook.com/FrutaFeia/>

**E-mail** [info@frutafeia.pt](mailto:info@frutafeia.pt)

### Values and principles of the SSE – an example from Italy

#### IRIS – Agricoltura biologica dal 1978

IRIS is a consumers and producers cooperative, which deals with organic farming, breeding of pigs and processing of finished products, especially pasta.

IRIS is located in the province of Cremona, in northern Italy, and was born in 1978 by a group of young people (5 women and 4 men). In 1984 the cooperative was formally established as a cooperative of production and work; its purpose was and still is to promote organic farming, to develop a direct relationship with consumers and to promote the culture of collective property. In 1990 **IRIS decided to directly involve consumers in the project** as lenders and this is the first experience of this kind in Italy. During those years, the first GAS (Gruppi di Acquisto Solidale – Solidarity Purchasing Groups) were also created.

In 2005 the Cooperative finally developed the pasta factory it had been working on for years: pasta production began and employment increased. Actually are **more of 60 farmers who works for IRIS**, in 12 Italian regions. In 2010 IRIS created a Foundation and in 2015 it decides to build a new pasta factory, totally sustainable, aimed to increase production (from 60 to 210 quintals of pasta) and jobs. The new factory construction, actually in progress, has been financed by IRIS workers members and founding members who participated in shares of 1000 euros.

IRIS is a Social Solidarity Economy project because:

- It's a collectively-owned cooperative and profits are reinvested for social purposes;
- It uses forms of participatory funding (mutualistic shareholding; financing of workers' members);
- It guarantees transparency and traceability along the whole production chain;
- It guarantees a fair remuneration to the farmers;
- It promotes a direct relationship with the consumers;
- It organizes cultural events to spread the organic methods;
- It is aware of the environmental impacts of production (bio-construction, renewable energy sources, attention to packaging) and wants to safeguard the cultural heritage of territory in which it works (using ancient seeds, for example).



For more information:

- ✓ Cascina Corteregona, 1 – 26030 Calvatone (CR) Italia  
Tel. +39 (0)375 97115 – Fax +39 (0)375 977013
- ✓ <http://www.irisbio.com/>
- ✓ <https://www.facebook.com/IRISBIOLOVEBIOLOGICO/>

Video:

- ✓ <http://www.irisbio.com/cooperativa-di-produttori-biologici-e-consumatori/> (Only in Italian language)

### Values and Principles of the SSE – an example from France

#### **CNAM solidarity entrepreneur(s) and entrepreneurial path**

In history, economic initiative and social solidarity have been separated. Today, solidarity-based entrepreneurship is emerging in the regions. In order to meet this challenge, Cnam entrepreneur (s) proposes to the entrepreneurs of the SSE – whether they are in the creation or development stage of activities or even take over – the modules inscribed in its certifications, Professional title Entrepreneur of small company, allowing to follow courses of formation adapted to solidarity entrepreneurship.

The CNAM solidarity entrepreneur(s) and entrepreneurial path develops two diploma to enlighten, transfer and consolidate solidarity economy values and practices in SSE entrepreneurship:

**Professional Title Small Business Entrepreneur (Level III** - Registered in the National Directory of Professional Certifications (RNCP \*) since 21/04/2009, renewed on 07/08/2012)

Solidarity-based entrepreneurship is distinguished by the development of social and / or environmental projects and by participatory operation. The professional title Entrepreneur of small enterprise makes it possible to master the decision-making essential to the conduct of a project of development of activity in solidarity entrepreneurship. This title favors the transfer of knowledge acquired in skills directly exploitable in the field, and allows to develop and recognize skills by alternating training time and application time in real situation.

**Description of the training: best Practices for Entrepreneurship – 23 days**

→ module 1 «method» : Act a Business Developer, a Creator, a buyer

→ module 2: Good questions to undertake – 21 days

→ 2 "instructions" modules required – 6 days: How to pilot my project? / How do I assess the skills required for my project?

→ **5 "Knowledge" modules of your choice** – 15 days To choose among the Good questions to undertake including modules dedicated to solidarity entrepreneurship:

- Introduction to the Social and Solidarity Economy (SSE) - How can I know if my project is part of the social and solidarity economy?
- Combining Resources – How do I balance my business?

**A Bachelor's degree Management of small enterprises and craft enterprises** is also developed (How to pilot my project? / How do I assess the skills required for my project?)

#### **Project (s) lab**

Cnam entrepreneur (s) To go further in the support of the projects, and in particular the projects related to the ESS, Cnam launched Project (s) Lab, an incubator combining:

- 1) Awareness of Cnam students,
- 2) Thematic meetings, to deepen reflection on entrepreneurship, exchange and share, accompaniment,
- 3) Training and development, enabling the maturation of projects and entrepreneurial skills,
- 4) Access to CNAM resources.

**le cnam**

(Conservatoire National des Arts et Métiers / National Conservatory of Arts and Crafts)

For more information:

**Address:** CNAM – Chaire d'économie solidaire – EPN 12 - Santé Solidarité 2, rue Conté - 75003 Paris

**Webpage:** Professional training: <http://economie-sociale-solidaire.cnam.fr/formation-708143.kjsp?RH=1418983640276&RF=1423129069101>

**Incubator:** <http://economie-sociale-solidaire.cnam.fr/incubateur-project-s-lab-714284.kjsp>

**E-mail:** [secretariat.ess@cnam.fr](mailto:secretariat.ess@cnam.fr) / [farida.taleb@lecnam.net](mailto:farida.taleb@lecnam.net) / Jean-Louis Laville

Values and principles of the SSE – an example from Romania

**RECIPROC-responsible consumption for an alternative economy**

RECIPROC is a social enterprise which promotes responsible consumption and a democratic

economy. RECIPROC is a coffee shop and grocery which sells and promotes products from social and solidarity economy and fair trade.

RECIPROC is an economic initiative launched by ECOSENS association in 2015, in Timișoara (Western part of Romania).

RECIPROC is a social enterprise because:

- The initiative is developed by a local association;
- The profit is totally reinvested in the development of the activity or to sustain awareness projects in community;
- The decision are taken by General Assembly – the association works to develop an instrument to involve also the workers in the decision-making process;
- The activity run by association has a positive impact – the association promotes products realized in respect with human rights and environment. The association was involved in organizing more than 100 events to promote responsible consumption, social economy, fair trade, healthy food, small producers, events for children, etc.;
- The organization used a complexity of resources: public funds (for the start-up period), revenue from economic activities, donations by citizens. Also, the association received the support from a team of volunteers involved in different kind of activities (activities with children, serving at bar, cooking events, etc.)

RECIPROC has an important economic impact (contributing in developing a market for social economy and fair trade products) but also a social impact, empowering consumers, employees and other stakeholders.



RECIPROC  
Timișoara, street Mărășești, nr. 14

**Webpage/FB of the initiative:** <https://www.facebook.com/lareciproc.ro/>

**Video** (only in Romanian language):  
<https://www.facebook.com/lareciproc.ro/videos/953445758036772/>

### Values and Principles of the SSE – example from Greece

#### **UnivSSE - People's University of Social Solidarity Economy**

The People's University of Social Solidarity Economy was established in Thessaloniki in February 2013 by PROSKALO (Cooperation Initiative for the Social and Solidarity Economy) and until 2017 it operated as an informal collaborative collectivity, relatively autonomous from PROSKALO.

On April 25, 2017, the founding assembly was established, which created the social non-profit cooperative "People's University of Social Solidarity Economy" with the distinctive title "UnivSSE Coop".

The aim of the Cooperative is to provide education, training, information, popularization, research, studies, programs, publications, the creation, operation and development of educational and social networks, the activation of citizens, the development of cooperative and solidarity spirit, the promotion of collective voluntary action and offer and international cooperation in the fields of social and solidarity economy, self-governance, direct democracy, commons, aiming at collective and social benefits and social innovation.

The Cooperative operates on the basis of the ideas of the Social and Solidarity Economy and Direct Democracy, as these are highlighted by the relevant global movements, as well as the International Cooperative Values and Principles as they were adopted internationally.

- It is addressed to the people involved in all kinds of social solidarity economy collectives, but also to any interested citizen.
- It is based on the dual nature of cooperatives: Social - Economic and consequently the dual nature of cooperative education: Ideological – Financial/Technical.

The UnivSSE educational methodology is based on the principles of adult learning:

1. Ideas are linked to action
2. The focus of the educational process is the student
3. Learning by discovery
4. Critical thinking
5. Two-way interaction between teacher - student.

Cornerstone is the constant interaction between theory and practice because "it is not enough for thought to strive for realization, reality must itself strive towards thought."

The attendance is free.

Broadcast archive of the People's University operates on the channel "UnivSSE" in "Mixcloud".

Lecture videotheque of the People's University operates on the channel "LaikoPanepistimio" in "YouTube".



For more information :

People's University of Social Solidarity Economy  
UnivSSE Coop

**Website:** [www.univsse.gr](http://www.univsse.gr)

**Email:** [univsse@gmail.com](mailto:univsse@gmail.com)



Values and principles of the SSE – an example from Bulgaria

**Teach For Bulgaria**

Education is crucial for the development both of individuals and of society at large. Quality of education is among the key factors for achieving solid economic growth. The best education systems lead to stable and democratic governments.

This is why the reason for existence of Teach For Bulgaria is the deep conviction that every child can and should receive excellent education. The goal is to prove that the constraints of the environment should not predefine the fate of any student.

The foundation believes that education inequalities will be overcome when all children have the opportunity to fully realize their abilities. The day all children are able to achieve this would be the day Bulgaria takes full advantage of its potential.

It is convinced that leaders with faith and skills are essential to this end, leaders who would not spare dedication so that our vision comes true. To succeed, they are committed to the cause to discover, develop, and support the most outstanding and promising leaders in Bulgaria.

**Vision**

The vision of Teach For Bulgaria is to have one day every child in Bulgaria enjoy quality education, regardless of the school he/she goes to, the town or village he/she resides in or if his/her parents have any financial means or not.

As part of the Teach For All international network, Teach For Bulgaria works in partnership with 40 organizations on 6 continents to expand the education opportunities for all students around the world.

**Mission**

Teach For Bulgaria trains and supports exceptionally capable Bulgarians to become teachers in Bulgarian schools for a period of two years and long-term supporters of the cause of equal access to quality education.

**Approach**

They believe that each child can and should receive excellent education. To get there, however, they need leaders in all sectors involved in overcoming education inequalities in this country. Our theory of change consists of two parts:

**THEIR SHORT-TERM THEORY OF CHANGE:** includes the Teach For Bulgaria program. It is an instrument for selection and training of capable and outstanding university students approaching graduation and young professionals to work as highly effective teachers of students with greatest need of support for improving of motivation and academic performance. Teachers work tirelessly to mend the vast gaps their students struggle with, at the same time helping them master the academic and everyday skills required for success. In the line of their work, teachers develop leadership skills and come to intimately know the challenges the Bulgarian education system faces.

**THEIR LONG-TERM THEORY OF CHANGE:** involves Teach For Bulgaria alumni – all trainees successfully finishing the two-year teaching program. Upon completion of the program they continue their development as active advocates of educational change through direct work in or outside school. Nearly half of the 79 alumni to date continue to develop in schools and in the education sector, while the rest are in the business and entrepreneurship sector.



The effective teacher is in apposition to change – The opportunities for his/her students.

For more information:  
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 111V Tsarigradsko shose blvd.  
 Sofia 1784  
 Bulgaria

**Phone/Fax:** +359 2/ 9880688  
**E-mail:** info@zaednovchas.bg  
**Webpage:** <https://zaednovchas.bg/>

### C. EXAMPLES FOR TRAINERS

These examples may serve as inspiration. It is not mandatory that trainers follow these in a strict way. Trainers shall adapt contents and the methodologies according to their experiences and national/regional/local contexts.

#### History of SSE

*Theoretical information:*

- Basic concept about SSE (see key words and glossary).
- *The raising of Social Economy* - 1844: in England, the experience of the Rochdale Equitable Pioneers Society, considered as the first cooperative; the cooperative movement's seven principles.
- The term *Solidarity Economy* appears for the first time in 1973 and its paradigm had been rapidly adopted by almost the entire South American continent in order to: contrast misery and oppression of popular classes pursued by dictatorship and military government (since 1973 to 1994!).
- It becomes also a reference for: fights against colonialism and new-imperialism that in those decades were spreading in the South of the planet; social movements that were growing up in USA and Europe, expressing their solidarity with those fights and constructing a mix of political, cultural and economic key words.
- *Geopolitical changes* between 70's and 90's.
- *Social Economy* in the 90's is often used interchangeably with the "third sector", "community sector", or even "community and voluntary sector". In the last quarter of the 20th century, associations and cooperatives with others collective actors (social movements, civil society networks and organizations) began to create activities and relations that are independent of governments and private companies, functioning outside the state and the markets.
- *The globalization*: The World Trade integration grows faster and the interdependency between countries and continents makes the world "smaller". There are some international organizations in charge of controlling and governing global economy without a global governance of these processes.
- *World Social Forum*: From 2001 each year civil society organizations organize a meeting for developing a new-global model in order to: - claim the necessity of a new globalization, a fair globalization; - build a global network with people from different part of the world and different movements (the movement of the movements); - construct another world, another globalization of solidarity.
- *From PROTEST to PROPOSITION*: An international movements with its specific grassroots characteristics (company acquisitions by workers, Fair Trade, Microfinance, ethical finance, social currencies, the rediscovery of the popular and local economy).
- *In Europe*: European Social Forum (Florence, 2003). After 2008 austerity policies are generating cuts to public spending that affect the most vulnerable groups of our societies.

- *The crisis confirms the reasons for the social solidarity economy and the activities of the groups, bodies and movements operating in this field. The best practices.*
- *A paradigm is not a dogma, and other paradigms can arise and contrast the neoliberal one. So we can try to build up a paradigm inspired to SSE values, principles, initiatives; that puts in the centre the *bem viver* of the people, and not the money,*

### **SSE Values and Principles**

*Instruction for the activity:* Divide students into groups (3 – 5 students in the group). Provide them with a flip chart paper and markers of different colours. In the middle of the paper write the term *SSE or Social Solidarity Economy*. Based on the introduction part (introduction to the topic SSE, brief history, difference between Social Economy and Solidarity Economy) students are asked to define the values and principles of the SSE and write them on the paper. Time allocation: 15min.

When students are ready, let them present and explain their work to the others. After the all groups presented their work, place all papers to the wall and make conclusion. Open discussion among students is welcomed.

In next step read and discuss values and principles of SSE defined by RIPESS (CHARTER OF RIPESS, approved by the Board of Directors of RIPESS in Montevideo, October 20, 2008 – see resources).

### **Sectors of SSE and circular flow**

*Instruction for the activity:* Provide students with definitions of sectors of economy and based on this initial information let students brainstorm in which sectors the SSE is/could be applied. Time allocation: 20 min.

*Theoretical information:* Sectors of economy

The basic division of sectors of economy is three-sectoral, however sometimes is divided to four sectors. Market sectors are distinguished by the kind of economic activity:

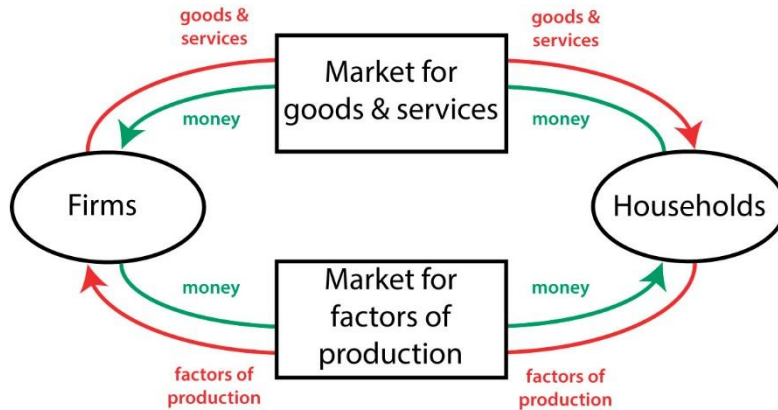
- primary sector - includes all branches of human activity that transform natural resources into basic products
- secondary sector - manufacturing and industry, it includes all branches of human activity that transform raw materials into products or goods
- tertiary sector – it includes all branches of human activity whose essence is to provide services
- quaternary sector - science and research it includes all branches of human activity whose essence is the development, science and research

*Instruction for the activity:* Present students the Solution Map (see resources). This map shows how SSE responds to food and housing needs, to the demand for access to health, education and culture, the need to access land and water, the need for energy and the protection of the environment, etc.

The map also has another feature that allows you to locate, on a territory or within a story, the innovative solutions found to manage resources, produce, market, finance, consume, use appropriate technologies and recycle to re-enter production waste in the economic circuit. It also shows how complementary coins seek to relocate the economy, what are the bottom-up initiatives, and which public policies encourage cooperation between actors with different interests living in the same territory, in order to produce a larger scale change, reinforcing the local market against the global one. Time allocation: 20 min.

Circular flow

*Theoretical information:* The circular flow shows how an economy functions - the way money, goods, and services move throughout the economy. Within circular flow there are two main characters, known as firms and households (households = consumers, firms = producers).



Source: <http://policonomics.com/circular-flow-diagram/>

One of the main SSE Circuit goals is to cover all these steps, organizing each sector according to SSE values and principles.

For being truly transformative and alternative to the logic of capitalism and neoliberalism, every SSE activity have to work in order to reconstruct the entire production and distribution chain within solidarity circuits. In this way, the value produced by these socio-solidary enterprises remains in the circuit, it is taken away from the capitalistic market and it makes new SSE initiatives possible. In SSE, activities tend towards a circular economy, reducing energy and waste consumption as much as possible. They can also include the financing, research and development, transport and logistics, promotion and communication activities, etc.

According to SSE values and principles, the solidarity reorganization of these chains relies on trust relationships and reciprocal guarantees between the different actors involved (producers, artisans, service furnishers, consumers, etc.) and it increases shared benefits as social inclusion, wealth redistribution, equality, transparency, democratic involvement, healthy environment and many other positive impacts for all the communities involved.

*Instruction for the activity:* After sectors of SSE and circular flow is presented, divide students into groups (2-4) and let them analyze given case studies (you can use case studies listed in annexes or select another one from your country). Based on the case study analysis students are asked to complete following data:

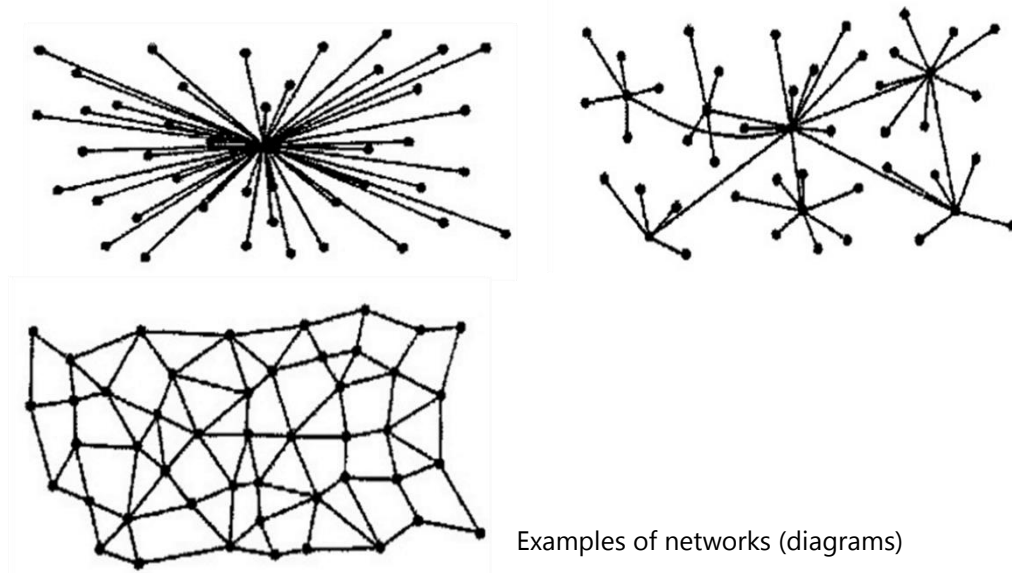
- Title/name of the case study: .....
- Country: (relevant in case of analyzing international case studies) .....
- Year of establishment: .....
- Legal form: .....
- Number of members or workers: .....
- Inclusion of disadvantageous people (and whom): .....
- Sectors of economy: .....
- Suppliers: .....
- Customers: .....
- Distribution flow: .....
- SSE networks: .....

### SSE networks

*Theoretical information:* The purpose of SSE networks is to construct a new economic system, based on the assumption of democracy as a universal value. In such system, decisions are not based on the amount of capital the economic actors possess. Instead, workers and communities take them under equalitarian conditions.

Building SSE networks in order to:

- produce within the networks everything that is possible to produce, in order to fulfil its own demands and that of its region: final products, supplies, services, etc.;
- correct flows of value, preventing that values will escape from the network, which happens when consumers and Solidarity Economy-based initiatives buy non-solidarity-based goods and services coming from their own region, as well as from other regions, states or countries;
- generate new sources of posts of work and sharing income, with the organization of new economic initiatives aimed at satisfying the demands of networks and markets;
- guarantee the economic conditions for the 'well being' of the whole society;
- pursue a strategy of sustainable development directed to the reorganization of economic flows within a territory.



Examples of networks (diagrams)

Participation to SSE networks:

- in the enterprises, there cannot be any exploitation of workers, oppression, domination or discrimination (racism, sexism, etc.);
- one must preserve the ecological equilibrium of ecosystems, respecting however the adaptation process of enterprises that are not yet ecologically organized;
- share parcels of surplus obtained aiming the expansion of Solidarity Economy-based networks;
- self-determination of the goals and self management of the means, in a spirit of collaboration and solidarity.

Development of SSE networks:

- diagnose the economic flows that permeate territories and networks;
- project the fulfilment of existing needs and demands;
- plan and construct Solidarity Economy-based circuits, rebuilding supply chains in the fulfilment of those demands and needs;

- adopt social technologies that are adequate to strengthen solidarity-based economic exchanges between participants.

SSE networks can be local, regional, national or international.

*Instruction for the activity:* simulation game **“Here is the network!”**<sup>3</sup>

Divide students into groups (with max 10 trainees and 1 tutor). Based on previous knowledge and acquired information, students are asked to create (simulate) a functional SSE network, where it’s possible to find common answers/solutions to personal needs through solidarity and collaboration. (Time of activity: 1.30 h)

- Based on sectors just analysed and with the help of the Solution Map of Ripess, attribute to each student 2 different roles (people or firms who already share SSE’s values and principles, of course). For example: family, meat producer, honey producer, farm, work placement cooperative for disadvantaged people, oil producer, factory of ecological detergents, fair trade shop, recycling cooperative [it’s important to attribute more “family” and more “farm” or other producers, so students can experience the collaboration between producers or consumers,...] (Time of activity: 10 min)
- Each student has to write all his “character’s needs”, with a detailed description. For example: Family 1: father teacher, mother unemployed musician, 1 teenage daughter, 1 little son; their needs: biological alimentation, job, ecological detergents, sport activities for children... and so on. Meat producer: to increase home deliveries, organic food for animals, ecological detergents for the shop, etc. (Time of activity: 15 min)
- Let’s start from needs: one student read his character’s needs and put his card on a big paper on the table, if another student has a character that can satisfy one of the declared needs, he will place his card on the table, too. Then proceed until everyone has declared their needs and the group will no longer be able to satisfy them. (Time of activity: 45 min). (Important: the trainer or tutor will have to guide the students searching for collective and collaborative solutions. Consumer or supplier groups, for example.)
- At the end draw on the billboard all the links between the characters: here is the network!

*Notes:* this game has only two important rules:

- it’s important to search common and collaborative answers to the needs (economic saving, less pollution, job creation...);
- all characters must be entered on the network (SSE networks are inclusive).

*Theoretical return after game* (E. Mance “Solidarity Economy” in Resources) (Time of activity: 20 min):

- why is this a SSE network? Analyse together at the links and flows that have emerged (they are not only economic flows!).
- If unsatisfied needs remain, you can search in another SSE network for their satisfaction.

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<sup>3</sup> This role-playing game was conceived by Solidarius Italia and tested in different training contexts.

## Copyright statement

This training material was developed within the framework of the project “SSEE – Social Solidarity Economy in Europe: affirming a new paradigm through IVET curricula innovation” (Agreement number: 2016-1-PT01-KA202-022856).

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