



Day 4

Intellectual Output 2: ***Training in action course***

*Strengthening VET trainers' competences
on the Social Solidarity Economy*



Funded by the
Erasmus+ Programme
of the European Union

A work in progress During 2 years...



Who is this training-in-action course for?

This document 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, organisations and enterprises working in the SSE field and who have an interest in developing training courses pursuing SSE principles and values.

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 ensure 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.

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There are two main characteristics of the course we have designed and on which we would like to collect your ideas or issues, based on the training experience that you lived

THE TRAINING COMMUNITY

THE ACTION RESEARCH

- ✓ During national pilot trainings we have had many ways of creating a training community and making action research
- ✓ Now, with the health emergency, we need to rethink these crucial elements of our work asking ourselves above all how this training in action can maintain its characteristics even at a distance

Creating a training community is a process that requires time and above all **CARE**

- ✓ Care is a core notion in SSE emphasizing the reciprocal responsibility to provide a great attention to fair participation, well-being and safety feelings
- ✓ Care is the ingredient at the basis of an emerging learning community



TO CREATE A TRAINING COMMUNITY :

- AMONG THE TRAINERS WHO DECIDE TO PARTICIPATE IN THIS PROCESS AS TRAINEES
- BETWEEN TRAINERS AND TRAINEES



“ No one educates anyone, but we all educate ourselves in the community” (Freire P. 1970)

- ✓ A PEER COMMUNITY DURING ALL THE TRAINING PROCESS → FROM THE DESIGN TO THE EVALUATION
 - ✓ TRAINING PATH
 - ✓ PARTICIPATORY LEARNING
 - ✓ TEAM SPIRIT
 - ✓ CAPABILITY APPROACH
 - ✓ THE ROLE OF THE TRAINER



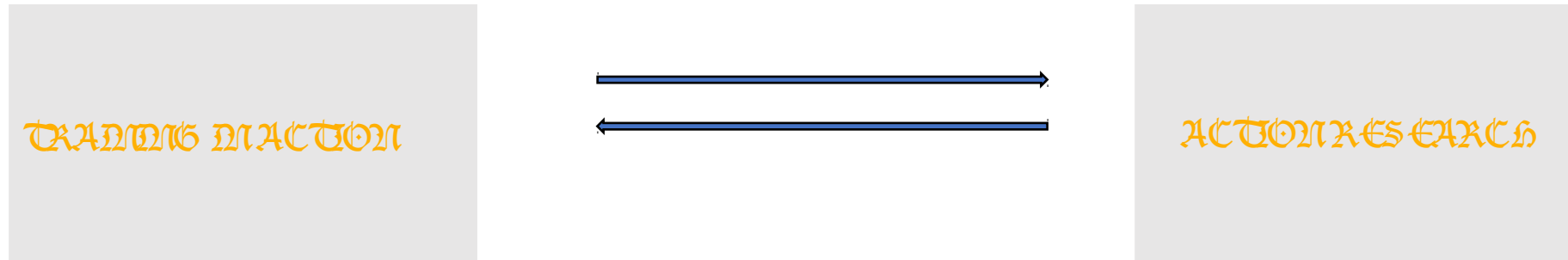
But it's not enough for us!

When we are in a training in action process we have to keep in mind the importance to involve other people that can be interested and can become part of the process.

We have to have an *inclusive perspective* that maybe starts in a classroom (virtual or not) and spreads out, goes outside.

- ✓ TRAINERS
- ✓ TRAINEES
- ✓ TRAINEES' FAMILIES
- ✓ VET PROVIDERS
- ✓ OTHERS EDUCATIONAL AGENCIES
- ✓ LOCAL BUSINESS AND COMPANIES (INVOLVED IN SSE OR NOT)
- ✓ LOCAL AND NATIONAL INSTITUTIONS
- ✓



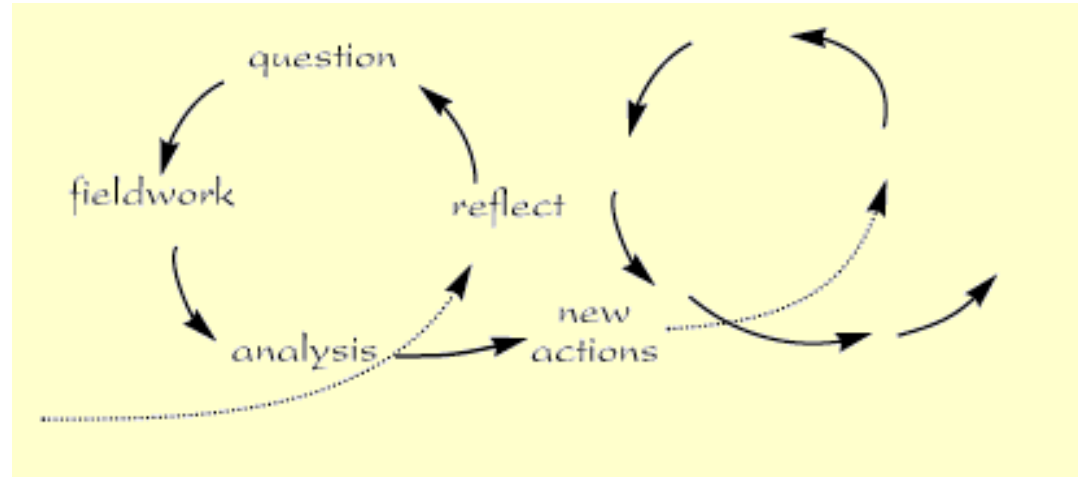


Within a path of continuous training strongly anchored to local contexts, the methodology of action research seems the most useful and suitable mode of intervention.

***“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”***

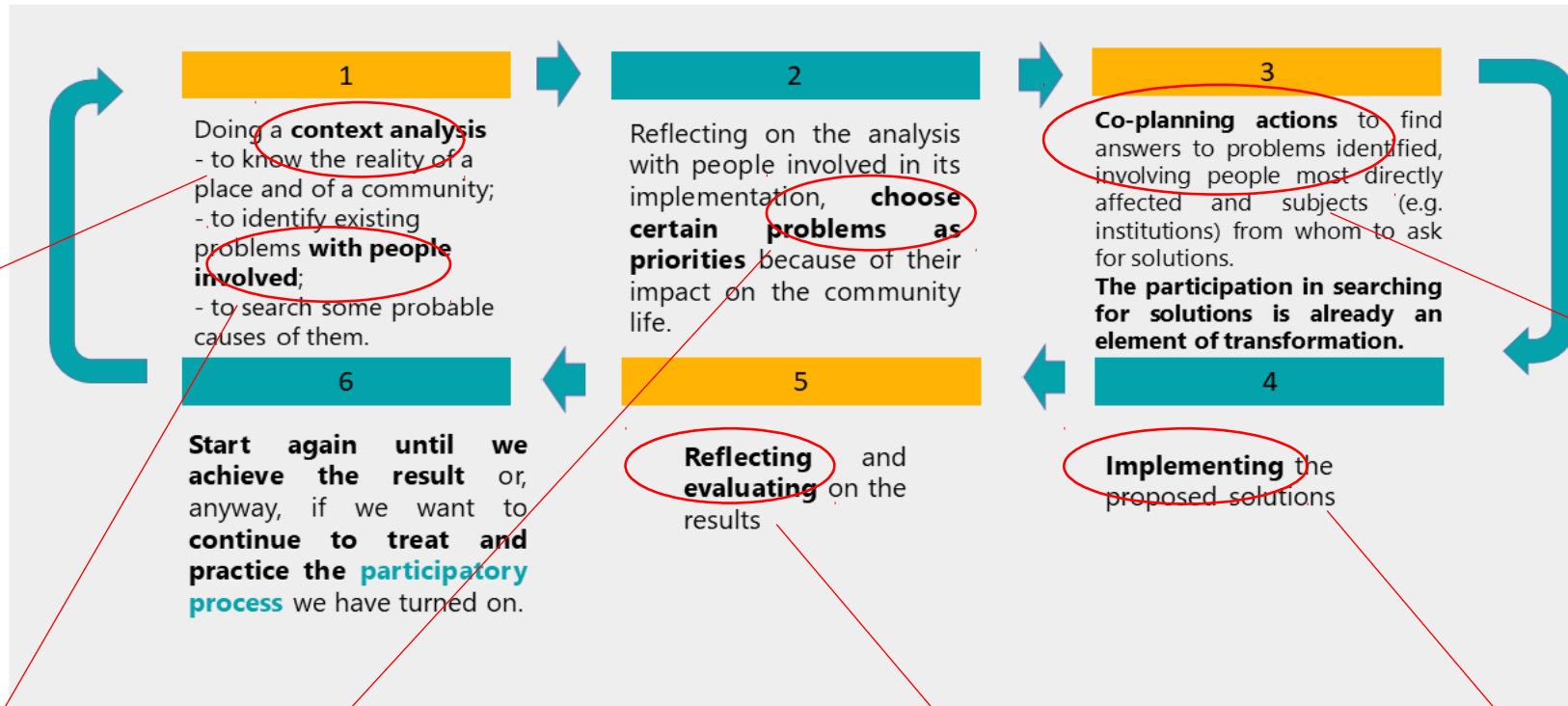
Arcidiacono C. “Ricerca-azione partecipata e “cooperative inquiry”
(Participatory research-action and “cooperative inquiry”) in “La ricerca-intervento”, a cura di Colucci-Colombo-Montali, Il Mulino Prismi, 2008.

- IT'S A CYCLICAL RESEARCH PROCESS → design, research, action, reflection and evaluation are interconnected



- IT'S A PARTICIPATORY PROCESS → each step presupposes the participation of the actors involved: those that are usually defined as the recipients become agents of change
- IT'S A TOOL OF TRANSFORMATION → It's used in academic contexts, but it's also a validated methodology of social action. Research does not separate itself from action, but becomes action itself

Training in action course – The Action Research



CONTEXT
ANALYSIS

BUILDING
PARTICIPATION

SELECTION OF THE
PROBLEMS

TO REFLECT
AND TO
EVALUATE

TO CO-PLAN/
TO CO-
DESIGN

COLLECTIVE
ACTIONS

Training in action course – The task for our World Café

- ✓ A PEER COMMUNITY DURING ALL THE TRAINING PROCESS → FROM THE DESIGN TO THE EVALUATION

- ✓ TRAINING PATH

- ✓ PARTICIPATORY LEARNING

- ✓ TEAM SPIRIT

- ✓ CAPABILITY APPROACH

- ✓ THE ROLE OF THE TRAINER

In attendance



At distance



- ✓ CONTEXT ANALYSIS → TO KNOW LOCAL REALITIES

- ✓ NEEDS ANALYSIS

- ✓ INVOLVING A LARGER NUMBER OF PEOPLE THAT GRADUALLY WE MEET IN THE PROCESS

- ✓ CO-PLAN THE ACTIONS

- ✓ EVALUATE THE ACTIONS

- ✓ COLLECTIVE ACTIONS

HOW CAN WE DO IT IN THE PRACTICE IN ACCORDANCE WITH SSE VALUES AND PRINCIPLES?