



## Action Plan for affirming SSE in IVET curricula

This document is 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.

### Coordination and Edition:

TechNet- Germany

APDES – Portugal

### Co-Authors:

IED – Greece | APDES – Portugal | TechNet – Germany  
ASPECT-MIR – Bulgaria | CRIES – Romania | Glafka – Czech Republic | RIPESS Europe |  
Solidarius – Italy



Co-funded by the  
Erasmus+ Programme  
of the European Union

With the support of the Erasmus+ programme of the European Union. The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## CONTENTS

1. Introduction	3
2. Objectives, expected results and Stakeholders of National Action Plans	3
2.1 Objectives and expected results	3
2.1 Stakeholders	7
3. Comments considering the different national realities	9
4. Objectives, expected results and Stakeholders, of the EU level Action Plan	9
4.1 Objectives and expected results	9
4.2 Stakeholders at EU level	13
5. Conclusions and recommendation	15

## 1. Introduction

The Action Plan is a tool in a common advocacy strategy for affirming SSE in IVET curricula at European and national levels. From the project onwards, it was necessary to identify strategic partnerships in order to create strong alliances for achieving good results and sustainability of the project. This document presents the partners national action oriented strategies to advocate for inclusion of modules in the IVET curricula and also the joint European main strategies to affirm SSE in the training and professional development of new generations entering the labour market. On the base of a policy brief and their national plans, each partner presents its own advocacy strategy based on their national reality (RIPESS based on the European context). These strategies were compiled and edited by the leading partner – TechNet – resulting in this integrated Action Plan document.

TechNet designed; together with its co-partner, APDES, a template for developing national action plans which were filled in by the partners, including RIPESS for the European level action plan (s. attachment). They contain the defined objectives and expected results and also the stakeholders which should be involved in the advocacy process.

We here list the stakeholders by categories which have been defined by all partners in advance.

## 2. Objectives, expected results and stakeholders of National Action Plans

### 2.1 Objectives and expected results

The partners uttered as objectives and expected results, as follows (by objective: expected results):

#### *APDES (Portugal)*

- Create a strategic partnership at political level with all parliamentary groups: Decision makers engagement within the SSE thematic, particularly those working with the National Qualifications Framework and for the General Directorate of Education
- Mobilize organizations working in the field of training to manifest their interest: Increased interest within IVET providers
- Mobilize organisations working in the field of SSE to manifest their interest in cooperation with IVET providers that will include the modules: SSE organizations motivated and available to collaborate with schools that will potentially include the modules in their curricula.
- Establish an informal network among strategic stakeholders: Increased number of partnerships between SSE organizations and (I)IVET providers for future steps, including researchers and professors and senior universities
- Engage networks of SSE in the advocacy purposes: Generalized engagement from general public, in particular from academics

### *ASPECT (Bulgaria)*

- Raising the awareness of stakeholders on the nature and functioning of the social economy: Improving the visibility of social entrepreneurship; Establishment of partnerships and dissemination of best practices in the field of social economy; Development of an active supportive environment for the development of social economy entities
- Creation of SSE association: National SSE Association and SSE Foundation
- To support a policy aimed at fostering the 'social economy' - cooperatives, mutual societies, non-profit associations, foundations and social enterprises: Provision of institutional support for the social economy
- Creation of favourable conditions for education, training and research in support of the social economy: Development and implementation of education and training programmes in the field of social economy; Evaluation of the economic and social impact of the social economy entities on employment, social inclusion and the achievement of social and territorial cohesion

### *CRIES (Romania)*

- Increase the dialogue between educational institutions (IVET and high schools) and SSE organisations in order to promote the SSE curriculum: Develop a Working Group in order to promote a SSE curriculum for IVET and high schools; Define the operational model of the Working Group; Invite relevant stakeholders to be part of this Working Group; Organise regular meetings with the members of the Working Group.
- Develop a Manifesto to promote the necessity of SSE curriculum for IVET and high schools: . Identify the specific competences and knowledge addressed by a SSE curriculum: what is needed and how we could address these needs through SSE educational package; Define the most appropriate scenario to promote a SSE curriculum for IVET and high schools – what alliances are needed;
- Promote a Manifesto to advocate for a SSE curriculum for IVET and high schools: Attract supporters for this manifesto;
- Identify financial resources to implement the pilot training: Adapt the contents and the methodology of the modules O1-O3 for a training for trainers' course
- Increase the motivation and interest of teachers regarding the thematic of SSE: Organize training courses for teachers

### *GLAFKA (Czech Republic)*

- Establish a partnership and contact with decision makers and stakeholders: Raising awareness about the SSE and possible implementation of modules into the IVET curricula
- Raise awareness about the SSE among IVET providers and raise their interest into the topic and training modules: To establish a partnership and cooperation in order to increase IVET provider interest into the SSE and trading modules

- Establish a network with SSEO in order to foster the cooperation with IVET providers: SSEO active in SSE who are willing to establish a cooperation with IVET providers in order to raise awareness about the SSE
- Establish a network of SSEO, SSE initiatives and other stakeholders to foster the cooperation among SSEO, stakeholders and IVET providers in order to make political decision or changes: Network of actors active in a field of SSE to foster the cooperation among IVET providers, policy makers and SSEO

#### *IED (Greece)*

- Create a strategic partnership at a political level / Adapt a definition for the SSE, as a first step in order to make a positive influence of SSE training modules in IVET curricula and affirm the SSE in a training and at a professional level / Be a good practice and example for other national/regional authorities / institutions in Greece
- Create a network with organizations that are working in the field of SSE to cooperate with other organizations of the field and with IVET providers that will include the modules and may influence decision makers: Setting up a network by supporting collaboration and networking of SSE organizations, in order to promote the use of modules
- Apply SSE modules in their curricula: Increase interest and use of the modules
- Support the network of the SSE field and support the proposals of the advocacy: to create an informal network in order to increase the partnership of organizations and iVET providers
- Support the dissemination of the project, modules and outcomes: To affirm constant information for potential strategic partners
- Impact pedagogical universities by motivating university professors to apply SSE modules in the curricula of their subjects: Increase interest and use of the modules

#### *SOLIDARIUS (Italy)*

- Involve representative persons from SSE and IVET to identify the skills, referred to the modules on the SSE, that IVET trainees can acquire: SSE competences recognizable in VET at national and European level
- Create a strategic partnership with SSE and IVET stakeholders that can influence the decisions of the policy makers on the objectives of the project: SSE organizations and companies available to collaborate with the VET Centres which will include the topics of the ESS, contained in the project modules, in the curricula.
- Mobilize organizations working in the field of training to manifest their interest in O2. O3. O4: Educational proposal for SSE-IVET connection adapted to the individual regional contexts, linked to the single national strategy
- Create a strategic partnership at the regional political level: Expression of interest on the project objectives and contribution of the regional decision maker on the policy brief
- Involve decision makers at national level: Identify and keep constant contact to decision makers more sensitive and interested in the objectives of the project and the topic of the SSE/IVET connection.

- Create an informal network among the main stakeholders that will continue even after the end on the project: Spreading the practice of partnerships between Professional Training Centres and SSE Organizations and the dissemination of a culture of the SSE capable of influencing and innovating the culture of work and professional training starting from IVET curricula.

#### *TECHNET (Germany)*

- Transfer to formal State IVET schools:  
Convince policy decision makers of the importance of IVET SSE
- Implementation in enterprises for the dual system VET there:  
Convince policy decision makers of the importance of IVET SSE
- Pioneering for new approaches at political party's levels:  
Convince regional administration and Chambers to prepare new legislation, later on transfer to the national level
- Exploring the opportunity of tests:  
With SSEOs, we discuss the opportunity of implementing the curriculum in their organizations
- Dissemination (Information on the modules):  
Spread the idea across all decision-makers and beneficiaries
- Impact pedagogical universities, campaign for mobilizing SSE organizations:  
Raise awareness and interest of the most influential mutual societies federation

To achieve these objectives, the following kinds of stakeholders were to be mobilized:

- Decision policy makers at local, regional and national levels
- SSE organizations at local, regional, national and European levels
- IVET providers at local, regional and national levels
- Other stakeholders (Academic experts, Civil society organisations, Citizens, Partners for dissemination at local, regional and national levels)

The objectives and expected results were allocated to the respective stakeholders so that in the work plan it is made clear which objects and which results are pursued with each stakeholder. We do not cite all these stakeholders at national levels but you will see all stakeholder categories mentioned in the 7 national action plans here:

## 2.2 Stakeholders

### *Decision policy makers at local, regional, national levels*

Parliamentary Groups  
National Education Directorate  
National Parliament  
State Secretariat for Education  
National Agency for qualification and VET  
Education National Council  
Youth National Council  
General Inspection of Education and Science  
General Direction of School Establishments  
Regional councils  
Deputies of the Region  
Administrative Region  
Regional Directorate of Education  
Member of the parliament of region  
Conferences of Regions and Autonomous Provinces  
Decision makers of Regions  
Local authorities, cities councils, villages councils  
Municipality  
Senat for Education, Family and Youth  
Senat for Economy, Energy and Enterprises  
Chambers of Industry and Commerce

### *SSE organizations at local, regional, national and European levels*

National Executive committee of National SSE Association  
National Network of Solidarity Economy  
Network NESsT  
Third Sector Forum  
Regional representatives of National SSE Association  
Local representatives of National SSE Association  
SSE local and regional networks  
Fair & Bio shops  
foundations  
social enterprises  
coops  
welfare organizations

***IVET providers at local, regional and national levels***

School Inspectorate  
Ministry for Education  
National Centre for the Development of Vocational and Technical Education  
Parliament of Committee on Education, Science, Youth and Sports  
National institute for further education  
National Institute for Education, Education Counselling Centre and Centre for Continuing Education of Teachers  
School Inspectorate  
Schools for coop management  
Creation VET subunits at local and regional levels  
County Centre for Resource and Educational Assistance  
Local, regional and national academies,  
City department of school and youth  
Social Entrepreneurship organization  
Thematic network for social economy  
Vocational Training School of Manpower Employment Organisation  
Vocational Schools  
Forum vocational training  
International education institute

***Other stakeholders (Academic experts, Civil society organisations, Citizens, Partners for dissemination)***

Universities  
Trade-unions  
Various civil and citizens organizations like a Cooperative Union  
Labour Agency  
Social Service  
People's University of Social Solidarity Economy  
Women's agrotourism cooperative  
Cooperation Initiative for the Social and Solidarity Economy  
University of region  
University of Applied Sciences  
Platform for SSE organizations networking  
National Agency  
Chamber of region  
Manpower Employment Organisation  
National Institute for the Analysis of Public Policies  
Pedagogical School for Advanced Studies  
National Network Solidarity Economy  
Local Radio  
Local Community Foundation  
Welfare organizations



### 3. Comments considering the different national realities

The number of stakeholders, proposals and objectives of the different partners reflect the different national contexts in the different countries. The number of stakeholders and planned activities in the action plans for Bulgaria, the Czech Republic and Germany are comparably lower than in the countries of Greece, Portugal, Italy and – maybe for other reasons Romania - which still are hit by the financial crisis, their opportunities to implement SSEE IVET with support from partners and a rather supportive political framework, seem to be better. The strong traditions of the co-operative sector in the 3 Southern European countries mentioned before may be another reason for better framework conditions for SSE – IVET there.

### 4. Objectives, expected results and Stakeholders, of the EU level Action Plan

#### 4.1 Objectives and expected results

We here cite the RIPESS objectives and aims in full:

#### RIPESS EU (Europe)

Goal / Objective	Action Steps Description
<b>Goal Objective 1</b>	
To create strategic partnership at political level	1.1 Contact and present the key points of the project & the policy brief 1.2 Find relevant key persons if not provided 1.3 Ask for a meeting with key decision makers 1.4 Find common ground for further collaborations  Meeting Talking Points: I. Harness the economy to stronger social regulation by including SSE references in the law and regulation body II. Strengthen the civil society legitimacy to take part to more democratic economic movement III. Strengthen the coordination and confederation mechanism for the recognition, promotion, development and qualification of SSE at a European level IV. Demand that SSE could take part to sectoral discussion to add insights and specifics when needed V. The 2030 Agenda include a lot of goals that SSE initiatives are aiming

	at: this could be an opportunity to enter the conversation at a European level through a diversity of topics and issues
Desired Outcome:	Recognition and promotion of SSE perspective in European Mechanisms and integration of SSE to all sectoral discussion regarding development, education, employment, social affairs etc.
<b>Goal Objective 2</b>	
To create strategic partnership on employment policies	<p>1.1 Contact and present shortly the project &amp; the policy brief</p> <p>1.2 Find relevant key persons if not provided</p> <p>1.3 Ask for a meeting with key decision makers</p> <p>1.4 Find common ground for further collaborations</p> <p>Talking Points:</p> <p>Creation of new meaning in preparation for “entering” the labour market through</p> <ul style="list-style-type: none"> <li>• development of stronger professional path by preparing young citizens to find their vocational area, building their skills, critical thinking and learning, while taking a significant part in their local communities</li> <li>• better matching of professional skills with the evolution of concerned sectors (digital influence, mechanical evolution, etc.) and giving SSE a poignant role via its innovative capacities addressing local, national and European inclusive and fair development</li> </ul> <p>SSE pedagogic care approach could be promoted as a more global care mechanism: taking the person specific experiences as a starting point, and from there developing a balanced professional path, including equity gender consideration, work/life balance issues, geographic position.</p>
Desired Outcome:	To create a link between the SSE with the European Employment Policies in the framework of (I)VET.
<b>Objective 3</b>	
To create strategic partnership on educational policies	<p>1.1 Contact and present shortly the project &amp; the policy brief</p> <p>1.2 Find relevant key persons if not provided</p> <p>1.3 Ask for a meeting with key decision makers</p> <p>1.4 Find common ground for further collaborations</p>

	<p>Talking Points:</p> <p>Contribute to a more socially oriented, peer learning methodology in SSE IVET program:</p> <ul style="list-style-type: none"> <li>• Development of quality hybrid systems such as dual apprenticeship through SSE networks – supported and monitored at European level</li> <li>• SSE should integrate both IVET and general education, and help building bridges between the two, designing hybrid path inspired by stakeholders and workers active in the grass-root level initiatives.</li> <li>• SSE stakeholders could create training centers, responding to needs and operating according to the values of their developments.</li> <li>• to recognize and correlate the learning outcomes in formal and non-formal education and informal learning, valuing workers experiences and R&amp;D SSE experimentation outcomes</li> <li>• include in training and education social achievement stated by SSE such as integration, reintegration professional and personal development, professional mobility and emancipation</li> <li>• help develop a comprehensive European Qualification Framework building bridges and opportunity to join training from one sector to another through SSE transversal skills as well as building a quality reference framework identifying some SSE specifics</li> </ul>
Desired Outcome:	To create a link between the SSE with the European Educational Policies in the framework of (I)IVET.
<b>Objective 4</b>	
Promoting SSE competences and curricula within VET policies	<p>1.1 Contact and present shortly the project &amp; the policy brief</p> <p>1.2 Find relevant key persons if not provided</p> <p>1.3 Ask for a meeting with key decision makers</p> <p>1.4 Find common ground for further collaborations</p> <p>Talking Points:</p> <p>Introduce SSE competences and skills in IVET curricula at European level</p> <p>In depth presentation of all outcomes of the project and particularly the modules as a training material</p> <p>Promote the knowledge based approach as a learning process on VET system</p>

Desired Outcome:	Recognition of the SSE dimension as potential aspect of IVET curricula
<b>Objective 5</b>	
Align with SSE stakeholders at European level	<p>1.1 Contact and present shortly the project &amp; the policy brief</p> <p>1.2 Find relevant key persons if not provided</p> <p>1.3 Ask for a meeting with key decision makers</p> <p>1.4 Find common ground for further collaborations</p> <p>Talking Points:</p> <ul style="list-style-type: none"> <li>• SSE stakeholders will suggest a path of inclusion the training modules produced by the project to IVET curricula</li> <li>• SSE stakeholders could introduce a methodology of building a community of teachers and trainees involved in identifying local resources in SSE professional communities and networks.</li> <li>• SSE stakeholders should introduce joint ventures of SSE actors and trainers: in compliance with territorial differences, the mission and modus operandi of the different accredited institutions.</li> </ul> <p>SSE experience would help emphasis and develop a set of transversal “soft skills”, understood as more connected to a general perception of workers citizenship and role as inhabitants and participants to communities (local, national, European).</p>
<b>Desired outcome</b>	Mobilisation of SSE organisations in order to create partnerships between SSE organizations and IVET stakeholders .
<b>Objective 6</b>	
Strategic partnerships for Integrating SSE dimension on the ESCO programme	<p>1.1 Contact and present shortly the project &amp; the policy brief</p> <p>1.2 Find relevant key persons if not provided</p> <p>1.3 Ask for a meeting with key decision makers</p> <p>1.4 Find common ground for further collaborations</p> <p>Talking Points:</p> <p>I. SSE stakeholder should be identified in the ESCO programme (European Skills Competences and Occupations harmonizing and global framework programme developed by the European Commission) and annual consultation. The active role of the SSE stakeholder will contribute to the acknowledgement and value of SSE</p>

	<p>approach through every sector concerned .</p> <p>II. The existence of transversal skills in the ESCO programme could be a really good opportunity to implement SSE transversal skills to already built sectors.</p>
<b>Desired outcome</b>	Open the channel of communication in order to establish a permanent participation of an SSE stakeholder to ESCO programme.

## 4.2 Stakeholders at EU level

For achieving these objectives, different stakeholders are to be mobilized:

<b>Decision policy makers</b> Policy and decision-makers at European Level
European Committee on Culture and Education
European Committee on Employment and Social Affairs
Social Economy Category of European Economic and Social Committee
European Forum on Social and Solidarity Economy EFSSE
Intergroup "Social Economy, Social Economy Enterprises, Social Entrepreneurship and Third Sector"
GECES – Commission Expert Group on Social Entrepreneurship
<b>EU Bodies: Agencies &amp; Networks</b> (Education / VET)
Cedefop European Centre for the Development of Vocational Training
CareersNet
ReferNet
Skillsnet
Eurydice Network
Centre for research on lifelong learning – CRELL
NESET II
European Skills Competences and Occupations (ESCO)
<b>European SSE Networks</b>
Social Economy Europe
Cooperatives Europe

ENSIE
CECOP-CICOPA
Social Platform
FEBEA
REVES
<b>International Bodies Agencies &amp; Networks</b>
OECD Directorate for Education and Skills
UNESCO Institute for Lifelong Learning (UIL)
ILO - Skills and Employability Branch (SKILLS)
ILO - Education sector
Social and Solidarity Economy Academy of ILO
UNTFSSSE (UN Inter-Agency Task Force on Social and Solidarity Economy)

It is clear that in order to achieve our objectives, the strategic approach of partnership building should imply advocacy at local, regional, national and European levels in parallel. The support of EU institutions is most important for countries where the SSE cannot avail much support.

## 5. Conclusions and recommendation

All in all, the action plans, including the stakeholders, the objectives to be achieved with them and the work plans of the partners are, after having made revisions made in the transnational work process, feasible.

They also offer good opportunities to affirm SSE issues in the national IVET systems. The type of stakeholders differ significantly by nation

- a) because the IVET systems are regulated by different actors (in the dual VET systems, not only the (national and sometimes regionals) states but also chambers, trade unions, and employers have a say on the curriculums;
- b) support structures for SSE organizations also differ from country to country. There seems to be a kind of a north-south divide in this issue;
- c) but also the SSEOs in the various countries differ significantly, and their ability to unite and to influence national policies.

Having said that, the strategies are different but the objectives are more or less the same.

For the operations themselves, we recommended to use a flow chart like the following:

## FLOW CHART

**AIM:**

To contact, inform and seduce stakeholders on SSEE-IVET from your stakeholders list for the advocacy of our curriculum

**METHODOLOGY:**

Please fill in these cells in order to document and inform about activities

Contacts <i>Whom to contact?</i>	Responsibilities <i>Who contacts?</i>	Time <i>Start when?</i>	Resources <i>How to contact?</i>	Which kind of document <i>What kind of information?</i>	Communications Plan <i>Who is involved? By which method? When?</i>
<b>Stakeholder 1:</b>					
<b>Stakeholder 2: etc...</b>					

The complete survey including the National Action Plans in full length is available by contacting TechNet: [info@technet-berlin.de](mailto:info@technet-berlin.de)

