



Training template

**A toolkit for strengthening VET trainers'
competences
on the Social Solidarity Economy**

2021



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Coordination and Edition:

Laura Aufrère and Jason Nardi (RIPESS Europe)

Co-Authors:

Laura Aufrère and Jason Nardi (RIPESS Europe)

Sofia Pereira (APDES – Portugal)

Mihaela Vetan (CRIES – Romania)

Soana Tortora and Chiara Bonifazi (Solidarius – Italy)

Josette Combes and Bruno Lasnier (MES – France)

Georgia Bekridaki and Elena Tzamouranou (DOCK – Greece)

Günther Lorenz (TechNet – Germany)

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The training in action for SSE-VET

General purpose

In a context of VET policies heading for job resilience, it is agreed that training and education are at the core of the development of citizenship and the development of individually chosen professional path. However, at the same time, the flexibility required by job-market oriented public policies tends to pressure even more the workers. The responsibility of constant adaptation is polarized at an individual level. In order not to let VET programs drift away from the empowerment it can provide the workers, another vision is being developed by the partners of this project for VET, heading to foster their capabilities of trainees. The capabilities approach is based on the notion developed by Sen (1999)¹ and Nussbaum (2000)², setting a curricula aggregating skills that go *"beyond individual attributes which is often the focus of the higher education capabilities literature, to consider the social, economic and cultural conditions that are required to realise capability. Such a VET approach would help the trainees to become autonomous by developing underlying capacity to be able to realise a number of different outcomes"*³. Furthermore, VET must take into consideration the collective, socially mediated nature of skills and competences, moving away from the individually situated expertise to evolve in a broader occupational perspective.

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

The challenge we are facing is the future of work. We are at a time of socio-economic, environmental and health crisis, feeding a political crisis like the one we are experiencing in many of our countries and globally. It is essential to rethink work and professional training closely linked to the sustainable development of local communities and the enhancement of everyone's skills and emancipation, enabled to engage as an actor of change.

We believe that SSE as a movement of self-managed grass-root level initiatives integrates a development of capabilities approach heading towards that necessary change for a sustainable future. The development of SSE VET is now crucial to provide a positive and sustainable vision for the future of work. The Declaration of Philadelphia, founding reference of the International Labour Organisation, states that labour is not a commodity, providing an international compass

1 Sen, A. (1999). *Commodities and Capabilities*, OUP India.

2 Nussbaum, M. C. (2000). *Women and human development : the capabilities approach*. Cambridge Editions.

3 Wheelahan, L., & Moodie, G. (2011). *Rethinking Skills in Vocational Education and Training..* Australia : NSW Department of Education & Communities.

for decent labour development. The capability approach through SSE VET is indeed participating in the enactment institutional and legal heritage.

SSE Specific learning outcomes

SSE transversal skills, competences and occupations

The Erasmus+ project “SSE VET2 – Strengthening VET trainers’ competences and skills” aims at increasing the trainers understanding of the SSE perspective, so that they can interpret their educational task regarding the territorial context and the local social reality, to foster sustainable local development. This means involving trainees in a process of awareness of the common good, self-managed and cooperative occupation, connecting with local community actors for concrete change.

The nature of work in SSE ventures is different from a for-profit, hierarchical – management business. Implementing methods and concepts based on private entrepreneurship in SSE initiatives is serving the economization and privatization of social/community work. On the contrary, the work in social organizations and particularly in social enterprises has to be based on Social Economics to achieve sustainability and emancipation.

There is a significant array of transversal so called « soft skills » and transversal competences identified in the mainstream professional training, such as :

- Sense of initiative and entrepreneurship (turning ideas into actions, including creativity, innovation and risk taking, ability to plan and manage projects in order to achieve objectives).
- Social and civic competences : personal, interpersonal and intercultural competence that enable people to participate and cooperate in a constructive way in social and working life, and to resolve conflict when necessary.
- Cultural awareness and expression : creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature and the visual arts.
- Communication in the mother tongue and in foreign languages : ability to express and interpret concepts, thoughts, feelings, facts and opinions in different cultural and social contexts.
- Mathematical competence and basic competences in science and technology : understanding which skills to develop and apply a logical and spatial thinking, the body of knowledge and methodologies possessed, to solve several problems and construct the objective and the service that responds to the desires or needs identified.
- Digital competence : confident and critical use of information society technologies (IST).
- Learning to learn : the ability to pursue and persist in learning, to organise their own learning, including through effective management of time and information, both individually and in groups.

Those generic transversal skills and competences are to be clearly specified and adjusted to SSE organisations and professional path, as well as to local context. In that perspective, the general purposes of the Training in action course are the following:

- > Ensuring the effective integration of the contents and methodologies of SSE in VET curricula allowing VET trainers (and trainers from SSE organisations) to be involved in a training-in-action programme in order to acquire the transversal skills and competencies as well as innovative approach of the SSE;
- > Responding to the needs of the SSE through innovation in the VET curricula;
- > Developing a training community (trainers, trainees, local actors...) that follows and inspires the whole training-in-action course;
- > Developing competences and knowledge to organise field visits in SSE organisations for trainees and trainers involved in VET system;
- > Developing competences to promote network among VET and SSE actors, including learning opportunities, internships and internships for students.

If we consider a broad field of concepts and practices that are increasingly being recognized and gaining prominence in the social and solidarity movement – integrating diverse approaches such as cooperatives, associations, social economy, solidarity economy, sustainable economy, social entrepreneurship, responsible consumption and production, fair trade, community supported agriculture, environmental sustainability, social communication, organic farming, open source technologies, responsible tourism, participatory budget, third sector, non-profit sector, microcredit, social innovation – we can state that the SSE is increasingly present in several dimensions of the education and training system of most participating countries. Eventually, SSE Microeconomics will open new job description and professional profiles (e.g. 'community economic worker' or 'social enterprise business administration'), including the following subject matters:

- 1) Setting up Social Solidarity Enterprises and Developing a Social Enterprise Plan
- 2) Building and Investing "Social Capital"
- 3) Implementing Social Solidarity Management
- 4) Developing Social Solidarity Marketing/communication
- 5) Implementing Social Solidarity Accounting and Auditing
- 6) Developing Alternative Financial Instruments

Pedagogic objectives

The main pedagogic objective of this training programme is to explore the possibility of integrating SSE related competences for VET trainers in different disciplines. In order to do so, the partners of the project identifies a set of three categories of competences that will be combined in an SSE-VET trainer profile :

- > Specific general knowledge or/and academic background called cognitive competence ;
- > Value-based, feeling and relating-orientated trainers' skills called affective ;
- > Acting, behaving called conative competencies

Cognitive Competencies | knowledge content

Specialized knowledge

Specific backgrounds and knowledge that are considered important for an SSE trainer to have. Due to the complexity of SSE concept and practices, this knowledge should follow an interdisciplinary approach include the following scopes :

- > SSE Groundwork : history, concepts, values and principles, social-economic-environmental dimension, cultural aspects, variety of practices, Europe-wide development, specific characteristics in contrast with mainstream market economy, diversity of organisations and collectives, variety of fields of action and economic figures at national, European, and international level. Public, legal and fiscal policies in regional and national level. Framework and strategies designed from public institutions, it is also important trainers to know in national level if applicable.

- > Sociological, Anthropological and Economical background : social and environmental impact of an economic reality ; alternative resources and tools of economic sustainability : from ethical finance to social currencies and mutualism, how to deal with the complexity around discussing the limits of the current economic system and presenting SSE as a way to build alternative economic practices, socio-economic integrated approach, societal purpose, political, economic, ecological and social goals.

- > Business, Governance and Enterprise topics : General business management, finance, administrative, market knowledge. Digital technologies, democratic/horizontal decision-making and management, working conditions in SSE, social/economic sustainability and impact, product/service development within SSE. Additionally, social resources, legal environment, multi-stakeholder involvement, social accounting, social finance, social marketing, social capital, awareness of political dynamics and the knowledge of the laws in matter of work environment. It is important also to know how to relate with institutional representatives.

Transversal knowledge

- > Knowledge of the territorial context : Comprehensive knowledge of the economic and social realities that involve the community and the emerging needs of the people and groups who live there. A strong connection with local reality and specific tools to know the territory, analyse its dynamics seems to be very important in order for the SSE to be implemented in practice.
- > Delivering Social rights information : the training session should include information regarding working rights and conditions in order to point out the ones suit better to an SSE environment or to point out hybrid and innovative ways of working life.
- > Network and partnerships : It is important the trainer to know how to teach mapping and understanding of the social and economic dynamics. Basic knowledge on production flows and supply chains as preconditions for the organisations to create SSE partnerships and circuits, it is considered vital. It is also important to know how social and political dynamics change the territory, with attention to demographic dynamics for building good networks of people and organisations, mobilising resources and enhance the common voice for alternatives.

Affective competencies | values – feeling – relations

Many researches show that the personality and attitudes of teachers are just as important as their knowledge of subject matter and pedagogical skills. Research demonstrates that the affective competencies of teachers directly affect student learning. A balance among knowledge, know-how and supportive attitude is the perfect mix for a creative, innovative and efficient training course. The results of the current survey with VET trainers and SSE actors regarding the appropriate competence profile of a SSE trainer are the following :

> SSE values and experiences

Strong correspondences between the personal profile/style of the trainer and SSE values are remarkably more important than in any other categorization. This is not a random connection, considering SSE strong value load and the fact that socio-economic alternative visions rely on the individual capacity to integrate and bear those alternative elements. Simultaneously, enterprise development and business functions strive for strategic alignment with the sustainable and transformative goals SSE promotes.

> Trainers' style and approach

The partners have identified a set of characteristic in trainers' style and approach that create a general profile :



- > Trust and reciprocal respect between learners and teachers-trainers is a vital condition for successful learning and teaching.
- > Empathy with social enterprise actors, SSE workers, social cooperative members or volunteers.
- > Emotional skills, paying attention to interpersonal relationships, namely by addressing how people deal with their own reactions.
- > Trainers should share core values of SSE such as solidarity, responsibility, respect for human rights, commitment to the community, dignity, integrity, fairness, valorisation of justice and to visualize them through the educational technics, training design and process.
- > Trainers should be able to stimulate personal ethics because the acting in SSE cannot be dissociated from the more profound individual ethics and world view of the person.
- > Trainers should be prepared for the possibility the trainees come from vulnerable groups and face current societal problems (health, employment, social care, etc.).
- > Empirical part could motivate participants and the same time create deep understanding for a concept which is not widely known.
- > The style and approach of the trainer is preferred to be coherent and in line with the learning outcomes and the overall scope of the topic e.g. when he/she/they teaches ways of active participation, inclusiveness and involvement it should be obvious at the teaching process *per se*, while trying to actively involve all participants.

> Trainers can call attention for the need to align what the person does (SSE activities ruled by SSE principles) and what the person is (as a human being).

Trainers' experience on SSE organisation/social enterprise/NGO

Participants at the survey mentioned with great importance that trainers have the following array of experiences and competences :

> Experience (previous or current) of being involved in SSE field, being involved in social economy projects, being part of a social enterprise or a non-governmental organisation. Volunteering or working in SSE organisations is crucial to understand their differences compared with traditional organisations.

> Have an experience of collective work relations

> Transmit from his/her own experience to set up governance and participatory management,

> Know how to involve all stakeholders (volunteer members, associates, users, employees, partners, clients/suppliers) to make them fully-fledged stakeholders.

> Work with creativity : adjusting to the group of trainees, it is essential to be able to translate theory into good practices and have the ability to imagine, write and implement projects.

> Establish a link with existing realities to enable trainees to have real life experiences of what it is to be engaged in a SSE initiative.



Conative Competencies | acting – behaving

Conative Competencies refers to the connection of knowledge and affect to behaviour and is associated with the issue of why.

Participants at the survey mentioned with great importance that trainers :



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| Could inspire the desire to go towards a critical thinking, to be able to « awaken consciences » while creating a space allowing creativity and freedom of expression | Should be energetic, be captivating and enthusiastic – this quality is understood by the trainees who feel an internal vibration with what is being discussed and learned, enhancing the learning experience ; |
| Should share with trainees the desire for social change, care for people, equity, oriented towards common well being | Should practice communication skills such as non-violent communication, active listening |
| Should facilitate the prospective thinking / complex thinking / vision (the ability to design things in the future, to perceive change and adapt to it, to capitalize on opportunities, etc.) | Should perform adaptability and flexibility, cooperative work, experimentation and, leadership. The trainer must set in motion a training dynamic which calls for the practice of these qualities |
| Make the effort to liberate people’s minds and attitudes from a capitalist/hierarchical/patriarchal view and open people’s capacity to imagine different ways to organize the (economic) world | Should promote through educational practices personal development, encouraging innovation, creates room for interaction |
| Have the ability to network with other organizations, to collaborate and share common goals with other realities, mutually enhancing each other | Could promote open systems (linked to the “world”) e.g to build tools for continuous assessment, for integrating the ability to take into account stakeholders' expectations and to report on the impacts of its activities |
| Practice with the trainees to act with transparency, honesty, integrity, moral responsibility, solidarity and tolerance. | Should demonstrate to trainees the positive impact of teamwork, collective work, the ability to participate in a collective project. |
| Should be flexible in the educational process and adapt to the group dynamic. | |



Methodological approach

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

- > capability approach
- > action research
- > training in action
- > community-of-learning

The partners of the SSE VET2 project identified the participatory methodology encouraging trainers to co-design training program with the trainees. The action-research perspective proves to be effective and crucial to embody in real-life theoretical notions. The development of in-depth case studies and the organisation of field visits give the trainees an opportunity to meet engaged people who speak and explain from a different perspective their SSE experience. Trainees can experience the option to make SSE orientated choices of organisation in the development of a case study, connecting those with the in-real-life (positive) consequences of such choices.

Understanding and implementing the capability approach

The capability approach is based on the notion developed by Sen (1999) and Nussbaum (2000), setting a curriculum aggregating skills that *"goes beyond individual attributes which is often the focus of the higher education capabilities literature, to consider the social, economic and cultural conditions that are required to realise capability"*.

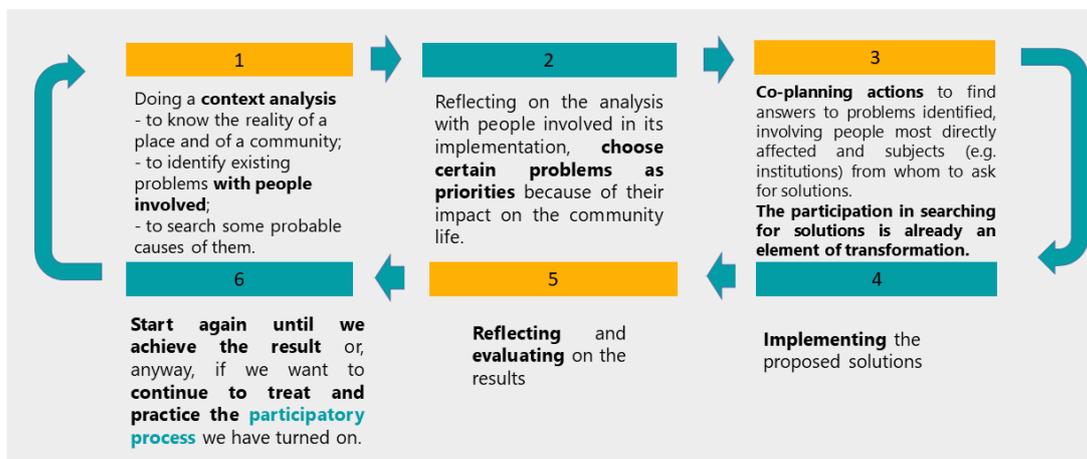
Such a VET approach is in line with the SSE values and organisational specificities. It would help the trainees to become autonomous by developing underlying capacity to be able to realise a number of different outcomes. The social mediated nature of skill is being recognised, taking into consideration the collective nature of skills and competences, moving away from the exclusive individual expertise. The capabilities approach is being developed *via* the workplace practices. Qualification is shifting from a package of skills and competences, to a negotiated array of occupational standards to be articulated according to individuals, empowering them in building their professional path in a given social and cultural environment.

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

The elements collected from the Mapping of the project (O1) tell us that in training – especially which one on SSE issues – training methodological aspects seem to be as important as the content and the trainers’ skills. One of the main reasons is because the complete training process should be a positive experience for learners’ empowerment, and a simulation on how working in an SSE environment could be⁴.

Action-research and Training-in-action

A characteristic of action-research process is the connection between theoretical notions and perspective with real contexts in which to experiment concrete actions and involve local actors. Within this path of continuous training strongly anchored to local contexts, the methodology of action research seems the most useful and suitable mode of intervention because “*the task of action research is not to describe the world as it presents itself, but to be able to outline how it could be*”⁵. Research is not separated from action : *it is action*. It connects the objective of theoretical knowledge with the production the information and understanding of situation acquired during the implementation of action research. This process is about continuous training and “learning by doing”. This is what we have called training in-action. The trainer has a crucial role to facilitate and accompany this process in a participative way, keeping the learning process at the core of the action. Action research is the principal methodological tool for a training in-action. It that starts from a context analysis and this phase is fundamental to guarantee that the training is really anchored to the local contexts.



Building a community-of-learning

The concept of training community is central in the training in action path that we propose. The two key elements identified by the partners regarding the participation of the trainees are both their equal position as peer among peers – be them already experiences trainees in SSE movement or trainees discovering the SSE field of action ; and the horizontal relation of trust

4 A survey was run after each national training and both the trainers and trainees-future-trainers emphasized those two main dimensions.

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

and equality with the trainers. The care – a core notion in SSE emphasizing the reciprocal responsibility to provide each attention to fair participation, well-being and safety feelings – is the ingredient at the centre of the emerging learning community.

Peer-learning and horizontal exchange with the trainers are the main element to build the adequate frame for a community-of-learning. Action-research gives the participants the opportunity to build a community of action and to deliberate on the common knowledge related to that experience. Based on this shared experience, developing a curricula for SSE as a collective exercise is a very positive outcome for this training of future trainers. The training should combines SSE theoretical approach, action-research and commonly design training curricula, covering all the bases of a training for trainers. The design as a tool for the future trainers is a key element to explore.

This call for the integration of trainees perspective, including taking into consideration the main questions and issues they can raise at the beginning of the training. Trainees should be able and encourage to express their doubts, incertitudes and scepticism even. Those perspective should be taken into consideration in the development of the training program along the way, overcoming those doubts should be considered as a main goal of the training. In order to do so, constant assessment of trainees comprehension and orientation – with the flow of the different phases of the training – is crucial. Sharing with the trainees common and explicit objectives is necessary so that the monitoring is effective.

The values and principles of SSE movement must be comprehended and ideally shared by the trainees in order for the training to plays its role of dissemination. The selection of trainees is a crucial moment to form a group of trainees including persons who will be enthusiastic about it. This doesn't mean that SSE values and principles should be delivered as a dogma : a dialectic approach based on discussion and debate is necessary. It is the only approach coherent with the perspective of emancipation and social innovation : the training is about exploring principle and experimentation of fair and democratic participation.

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

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

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



Template for Programming a 5 days training

1/ General framework of a 5 days training for trainers

This Pilot training integrates an SSE perspective in vocational training towards a sustainable local development.

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| TITLE | Trainers in action: pilot training to integrate an SSE perspective in vocational training towards a sustainable local development |
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| DURATION | 5 days |
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| GENERAL PURPOSE | <ul style="list-style-type: none"> - To implement a training programme dedicated to SSE in order to provide a more complete and inclusive professional development for VET trainers, leading to profile SSE-VET trainer profile. - To facilitate the effective integration of innovative contents and methodologies of SSE in VET curricula. - To experiment a training-in-action programme in order to create opportunities for the SSE and VET realities to meet in the areas of experimentation and trigger positive feedbacks and processes of local development (i.e.) traineeships for students in SSE initiatives). - To involve VET trainers in order to : <ul style="list-style-type: none"> > validate the contents and the structure of the training course ; > actively be part in the training-in-action process, producing contents and methodologies for SSE-VET courses. <p>This second goal is very important because it represents the most innovative part of the project, in terms of cognitive, conative and methodological competences that VET trainers must develop in order to enable their trainees to operate within the SSE organisations. In this phase it will be possible to experiment the co-creation of didactic materials adapted to the national context.</p> <ul style="list-style-type: none"> - To increase the number of VET-SSE trainers able to integrate SSE contents and methodologies in VET curricula. |
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| SPECIFIC LEARNING OUTCOMES | <ul style="list-style-type: none"> - Having increased the knowledge of VET trainers both with respect to the world of SSE in general and with respect to the experiences present in their territory. - Being able to know and analyse the territorial contexts and the various flows⁶ that are part of them. |
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6 Flows are dynamics that permeate each territory : natural, cultural and economic flows.

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| | <ul style="list-style-type: none"> - Being able to exploit the possible connections between the different actors in order to facilitate networking and to orient economic chains towards a local and sustainable development. - Knowing how to accompany trainees/students/learners towards decent, creative, collaborative and collective forms of work and entrepreneurship to be carried out in the perspective of the SSE. - Knowing how to use training methodologies in accordance with the principles and values of the SSE. - Knowing the methodology of action-research to make VET curricula training-in-action course. - Developing a critical approach to skills, looking at individual skills within the social context and within collective skills. - Having increased digital skills using digital tools. |
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| KEY WORDS | <ul style="list-style-type: none"> - Social Solidarity Economy and Social Solidarity Economy Organizations (SSEO) - Social enterprise/ entrepreneurship - Democratic management - Worker self-management - Local development and sustainability - SSE circuits : supply and distribution chains in SSE networks - Ethical and Solidarity resources - Finance and non-financial resources - Capability approach - Action research methodology - Future of work - Cooperative and participatory learning - VET curricula - Cognitive, affective and conative competencies |
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| CONTENTS | <p>0. Preparation Phase</p> <p>1. Trainees profiles and skills assessment</p> <p>> Key competences and technical skills in VET curricula in relation to the needs of SSE : cognitive, affective and conative competences</p> <p>2. Definition of training objectives and contents</p> <p>3. co-creation of a training pact</p> <p>4. Co-designing the Action research methodology and territorial analysis</p> <p>> Focus on the Starting Package : 3 training modules promoting the Social Solidarity Economy including</p> <p style="padding-left: 40px;">Common languages and meanings for a shared vision : differences</p> |
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To learn more about flow reorganisation in the SSE compare
http://solidarius.com.br/mance/biblioteca/solidarity_economy.pdf

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| | <p>between SSE and the mainstream economy</p> <p>The role of SSE and VET in the perspective of a sustainable and solidarity local development : the future of work in this time of crisis (economic, social, environmental and cultural crisis) and of strong technological challenges.</p> <p>Composed of 3 modules</p> <ul style="list-style-type: none">- Values and principles- Management- Finance and resources <p>> Specific contents developed according to each national context : context analysis, participatory methodologies, involvement of local actors and mobilising them to promote active citizenship and transformative processes towards a sustainable local development</p> <p>5- Evaluation phase</p> |
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2/ Schedule template

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|--|---|---|--|
| GOALS OF THE DAY - MORNING | | | | |
| Sharing the vision : SSE and VET for a sustainable local development | Identifying the gap between the skills for SSE and those currently developed in VET | Observing and knowing an experience of SSE initiative. | Knowing the action research methodology | Co-design the structure of 5 day trainings with future trainers |
| MORNING – Unite 1 | | | | |
| AM.1.1. Introduction 1.1.1. Presentation of participants 1.1.2. Presentation of the Project (SSE IVET + SSE-VET2) 1.1.3. Presentation of the Training general framework. | AM.2.1.Focus on SSE training content 2.1.1. Focus on Democratic Management in SSE (training package n°2) 2.1.2 Focus on Finances and resources (n°3) | AM.3.1. Visit on-site of a local initiative | AM.4.1 Feedback on the field visit Results & conclusions of field visit observation : Analyse the observation grid & reframe, reorganise information, underline relations between information and produce a new instrument, case study. | AM.5.1 Training contents and methodologies How to use the platform of e- learning Moodle |
| MORNING – Unite 2 | | | | |
| AM.1.2.Focus on Values and principles of SSE (training package n°1) | AM.2.2. How to adapt and/or enrich key competences & technical skills in relation to the needs of the local SSE initiative? Adjustment of the grid designed in Day1-PM2 | AM.3.1. Visit on-site of a local initiative | AM.4.2. The training in-action process in the experimentation areas : co-design a strategic plan of action for local trainings | AM.5.2- Co- designing and sharing of a local pilot training module for 5 days |
| Lunch time options: on-site lunch, lunch at local SSE initiatives, free time. | | | | |

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|--|--|---|
| GOALS OF THE DAY AFTERNOON | | | | |
| Sharing the vision : SSE and VET for a sustainable local development | Identifying the gap between the skills for SSE and those currently developed in VET | Observing and knowing an experience of SSE initiative. | Knowing the action research methodology | Co-design the structure of 5 day trainings with future trainers |
| AFTERNOON – Unite 3 | | | | |
| PM.1.3. a) Building a “training community”: presentation of the process b) Opening the collective local context analysis. | PM.2.3 Towards the capabilities approach: presentation of methodological frame and tools | PM.3.3. Inviting local actor(s) to be interviewed by the trainees. | PM.4.3 – Interviews of local actors as potential partners to develop local SSE VET training | Evaluation & feed back session |
| AFTERNOON – Unite 4 | | | | |
| PM.1.4. Definition of training objectives and content phase 1 Design with the trainees common and explicit objectives of the training. Co-creation of the training pact. | PM.2.4 Action research applied to a training in-action process Preparation for the next day field visit (gathering data & building the observation grid) | PM.3.4. Complete the observation grid collectively | PM. 4.4 – Serious game: building case studies to feed the strategic plan of SSE VET local training | Evaluation & feedback session |
| Late Afternoon options: Greeting Party, collective diner in SSE local initiatives, small tours, optional small visits, free time. → Look for a balance between sustained activities, the need for informal times, and the need for breaks. | | | | |



3/ Methodological breakdown

STEP 0 – Preparation phase: selection of the participants

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

- > **choose participants from both fields (VET trainers and SSE actors)** in a balanced approach: the mixed composition of the group of trainees is crucial.
- > **choose participants with different experiences and backgrounds:** gathering experienced trainees in the SSE field and trainees starting up with discovering SSE principles of action allows mutual support as well as debates. This helps to form a dynamic learning-community enriched by the diversity of perspectives;. The presence of more experience trainees can also facilitate the action-research perspective. This helps to form a dynamic learning-community enriched by the diversity of perspective. The trainers have to be ready to adjust the content and participative aspect to the initial unequal level of understanding of SSE from the trainees.
- > choose participants who have a minimum knowledge and adherence to the values, principles and practices of SSE;
- > choose participants willing to question their role as trainers;

A constant attendance of the participants is necessary to build a dynamic learning-community, to feed the discussions and the creation of collective training materials.

It could be possible to form a group of trainers from the same training centre or school in order for them to share motivation in their change of perspective, and their tips and experience of training, as well as a common reflection of their responsibility as trainers.

The group of trainees can be identifying as a newly formed team engaging with SSE initiatives and local networks to participate actively to SSE development in the future.

STEP 1- Assessment phase

> focusing on the needs, expectations and motivations of the participants according to their environment.

The context analysis is crucial to know which realities both of SSE and VET work in that territory and what relations they may already have.

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

we are working and that we want to transform and we can choose them according to the specific contexts.

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

About the community of learning

Care – a core notion in SSE emphasizing the reciprocal responsibility to provide each attention to fair participation, well-being and safety feelings – is the ingredient at the centre of the emerging learning community.

The concept of care should guide the creation of the training community and this means having some specific attention.

If the training is in attendance it's important to take care with :

- > logistical aspects (i.e. the choice of the place for training and for the break moments ; the choice of consumer products from SSE enterprises) ;
- > provide moments of celebration and moments of informal exchange among the participants ;
- > use training methodologies that provide expressive languages other than verbal (manual, corporeity, drawing,...) ; enhance the use of the body.

If the training is at a distance it's important to take care with :

- > limiting the time in front of the screens ;
- > select the digital tools¹ for training so that all participants are able to use them and have full accessibility : if they didn't know these tools beforehand, take time for everyone to learn how to use them, thus overcoming any digital divide.
- > select digital tools that allow a variety of actions : sharing materials, different communication channels (chat, forum...), recording, creating rooms..., etc.;
- > respect the established timetables ;
- > provide the necessary breaks.

STEP 2- Definition of training objectives and contents

The definition of a community-of-learning and some principles that guide its development should be provided as an introduction to the training process. The co-creation of the training goals implies to make explicit and take into consideration the trainees initial questions and doubts.

The methodological approach should be made very explicit in order for the trainees to engage with the participatory training on the basis of the need analysis. The pedagogy should be a constant element discussed in all aspects of the training, moving beyond a conventional trainer-trainee relationship into a horizontal relation.

About the creation of a community-of-learning

- > to share with the trainees common and explicit objectives : it is necessary so that the monitoring is effective.
- > Prioritize activities involving the trainees as trainers, those actively aiming at the community building is a key element.
- > Mentorship is an active ingredient to build a learning community.
- > Give time and space for collective creative process and experimentation in order to strengthen the bond inside the emergent training community.
- > Give time for informal moments of introduction, discussions & sharing; networking
- > Encouraging trainees to implement the element of the training in between the session helps providing a feed back that can in return help improving the next training session, and fertilize the community learning & sharing process.

STEP 3- Co-creation of a training pact

The generative process of action-research is the methodology of training-in-action used to implement the capability approach as a training objective. Each participant should feel involved, thus re trainer-trainee contract should include the following ingredients :

- > Balanced Relationships / free and fair participation. A strong connection and communication between trainer and trainee as well as among trainees should be nurtured and developed in order for the training to be a transformative experience. Free and fair speech is one key element to implement to make every point of view is heard without offending other participants. Critical perspective should not suffer from that approach the key is a respectful attitude. Those element should be introduced to every participants – trainees and trainers – during the opening of the training.
- > Turning into concrete decisions and actions. The training has to involve trainers/trainees in decisions and in practical activities. In this sense, all people involved in the training must be heard and respected and decisions need to be as much consensual as possible.
- > Real collective work. Teamwork is quite a classic but usually, in practice, groups breakdown the work into tasks which are completed individually and then brought together, often bypassing the shared experience of collective work of what is being learned.
- > Collective learning. Teamwork needs to be replaced by rigidified cooperative work : for instance there must be rotation of roles among group and accountability. Cooperative work implies more time and extended involvement.

> The trainers should put the trainee at the centre of the training, by accompanying and leading them to take a step back on their project, their experience and their practice.

STEP 4- Co-creation of training materials and methodologies

The implementation of action-research in a training course is one key element to pass on to the trainees, i.e. the VET/SSE trainers and other SSE actors : they should experience the methodology so they can translate it in their local contexts. The notion of “research” can be made explicit in order to explain the principle of field inquiries, case studies, and the epistemology of SSE based on the diversity of knowledge and perspectives.

Ensure that people strengthen their knowledges on SSE and VET and ensure that participants have understood the potential of the SSE-VET meeting in the wider context of local development, including the perspective of the sustainable development objectives. For this reason, it could be useful :

- > starting from real VET contents (programs, teaching units, materials) and analyse them from the SSE point of view, comparing the training objectives, keywords and language used ;
- > always maintaining a dialectical approach based on discussion, so that the values and principles of the SSE are not discovered as dogma ;
- > putting the concept of transformation at the centre of the training programme. The notion of transformation in the SSE perspective as a crucial element at the core of the program : trainees-to-be-trainers have to be engaged practically with the notion in order to be able to build a training program in the future. and they have to be aware of their role in this process ;
- > integrating presentations and discussions on how to accompany the process of change, between personal work and collective participation in the general interest.

About resources provided

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

About teaching methods

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

To achieve this goal could be useful :

- > The participation in an “in-real-life” SSE initiative seems very important. Taking into consideration local dynamic, it has to be debated with the trainees whether it should and can be as a volunteer, a participant visitor, a consumer, etc.
- > On-site visits are a key element : the trainees should be able to interview some of the workers including the founders of the initiative. Those interviews have to be set and prepared in advance with the training organisers in order to explain the training process and to ask the trainees what they expect from the interview, sharing questions.
- > Experimental workshop and role-playing can complement the field visit. Serious games can help the trainees to build a case study approach to bring back to the future trainees of their own.
- > Regular feedback sessions should provide the trainees to share their experience, express their doubts. Some specific notion and experiential element considered as particularly important by the trainees regarding the SSE values and practices should be discussed and debated.
- > Ideally, the training program should explicitly include the perspective of the sustainable development objectives, the integration of presentation and discussions on how to accompany the management of change, between personal work and collective participation in the general interest.° to leave, in between the sessions, moments in which participants can put into practice the contents of the training in their work and personal life contexts ;
- > provide regular feedback sessions in which participants can share their experiences in a peer-to-peer logic and express their doubts. Their doubts should be considered as a main goal of the training : it should be adapted to the real learning processes of the trainees and their needs.

About the case-studies

The development of in-depth case studies and the organisation of field visits give the trainees an opportunity to meet engaged people who speak and explain from a different perspective their SSE experience. Trainees can experience the option to make SSE orientated choices of organisation in the development of a case study, connecting them with the in-real-life (positive) consequences of such choices.

Case studies are an essential part of action research, but they haven't to replace it: they are a fundamental knowledge tool for the context analysis phase and for the involvement of local actors and stakeholders; they are a tool for action-research and they can enrich the process and be complementary to other approaches. Therefore, it is important to create a common tool for building and analysing case studies, distinguishing 3 levels of analysis: data, information, knowledge (see below).

If the training is in attendance:

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

If training is at a distance it's important :

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

STEP 5- Evaluation phase

> **Step by Step assessment of the trainees understanding and involvement with constant interventions and a moment of final evaluation**

The evaluation phase should be explicitly related to the training pact and the definition of training objectives and contents (step 2).

In order to feed and structure the evaluation phase, a daily feedback can be planned. This evaluation can integrate a collaborative perspective as well as a self-assessment evaluation.

The collective evaluation might be equipped with using post-it, jamboard, mentimeter in order to share explicit feedback that the group can discuss. The self-assessment calls for a more private evaluation, as well as a individual dialogue between trainee and at least one trainer.

A clear delineation between knowledge and competences should help clarify the learning path of the group, and what each trainee has acquired. A common grid of skills and competences can be elaborated and fine tuned in the beginning of the training session.



Pedagogic processes & tools

1/ Webinar Training template

As we all now have experienced, it is possible to be in a situation where the training will happen online. In that perspective, here is a short guide on how to prepare an online session based on the materials and activities of the project, slide by slide, gradually.

The material produced by the partners of SSE VET2, both in English and national language, might be of help. You can find it here:

- **URL Socio-eco.org:** <https://www.socioeco.org/IVET2>
- **URL RIPESS Eu website:** <https://ripess.eu/en/ivet-and-sse/>

Training webinar on concepts and notions

The session is designed to last about 1h30.

1. Introduction of the sessions (10 min)

=> Slide 1 – Introduction to the session

- Detailing the schedule of the days.
- A few words on the context can be included.

=> Slide 2 – Training objectives

- Lay out the training objectives of the day, based on the co-design process with the trainees.
- Sharing questions & doubts

2. Content of the training (20 to 30 min)

=> Slide 3 & following – Presentation of the main notions and concepts

Including:

- Clear definitions
- Explicit illustrations based on short case studies
- Debates and latest information can be included to give a “societal” perspective: recent legal changes or institutional agenda, European and international examples.

3. Interactive session (40 min)



- 3.1. Split in smaller groups to gather questions and comments Each group will report a synthesis of the 10 to 15 minutes dialogue.
- 3.2. Feedback session: using interactive tools (see the section tools for participation), share the questions and feedback. Delineate between general questions and precise ones.
- 3.3. Answer the main questions.
- 3.4. Discuss how this notion/concepts relates to the co-designed training program
- 3.5. Collective evaluation of the session

Training webinar on a case study

The session is designed to last about 1h30.

1. Introduction of the sessions (10 min)

=> Slide 1 – Introduction to the session

- Detailing the schedule of the days.
- A few words on the context can be included.

=> Slide 2 – Training objectives

- Lay out the training objectives of the day, based on the co-design process with the trainees.
- Sharing questions & doubts

2. Content of the training (20 to 30 min)

=> Slide 3 & following – Presentation of the main case study

Including:

- Historical perspective of the project but also of its sector and the local context
Ex: history of a community based agriculture project in a specific region, what is the socio-economic profile of the local field of action, how is the agricultural sector is doing in that area.
- Explicit illustrations of:
 - the governance;
 - processes of production;
 - economic model
 - the community, partners, actors involved

- Emphasis on a specific aspect of the initiatives related to the objectives of the training

3. Interactive session (40 min)

3.1. Split in smaller groups to gather questions and comments. Each group will report a synthesis of the 10 to 15 minutes dialogue.

3.2. Feedback session: using interactive tools (see the section tools for participation), share the questions and feedback. Delineate between general questions and precise ones.

3.3. Answer the main questions.

3.4. Discuss how this case studies and the specific elements underlined relates to the co-designed training program

3.5. Collective evaluation of the session

2/ How to build Case studies

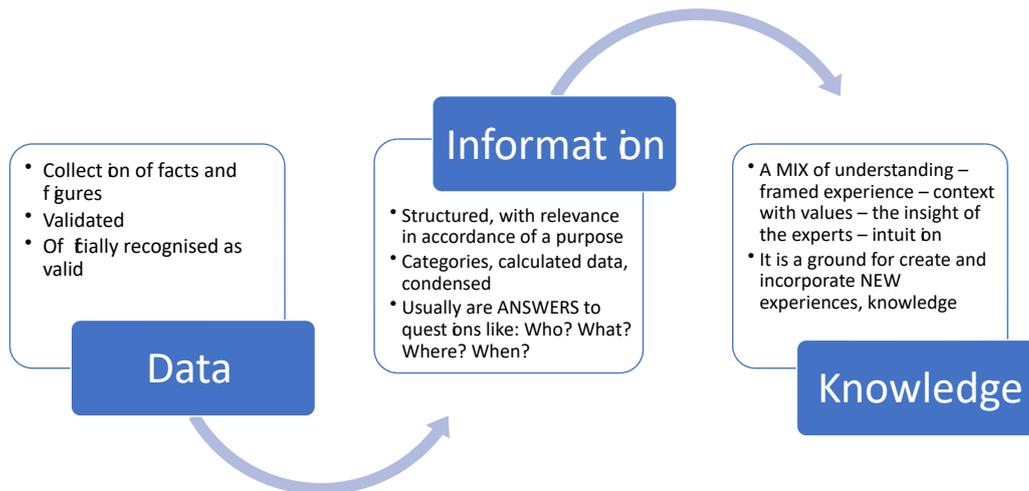
Delineate Data – Information – Knowledge

Data level in general concerns raw material. When it comes to case study, we are targeting any data you might find it on the internet, reports and presentation integrating in length description, statistics, books, etc.

Information level requires a STRUCTURE of the selected data. Usually the structure is offered through a questionnaire : Question & Answer for the WHAT? WHEN? WHO? WHERE?

In order to operate this selection and structuring of data, you will need a PURPOSE /an OBJECTIVE. In order to design clearly that purpose, we recommend to design a GRID.

Knowledge level concerns the actual understanding. For a case study, the trainees should be able to grab the complexion the person with its own values, intuition, and is rooted in experience and concrete context. Resides in the mind of people. It is about KNOW HOW & KNOW WHAT. Knowledge are the ground for creating-building incorporating new knowledge.



On-Site visits

On-site visits are a privileged environment to share a common experience of SSE beyond a theoretical methodology, as an embedded movement, a dynamic of embodied values and practices. Lacking that option (especially in case of lockdown), it is still possible to base common understanding of the trainees based on their previous experience of SSE initiative, as professional or not. There is an opportunities for the organisers and for the trainees to take the chance of the training module to engage with local SSE initiatives and dynamic, and to start considering a long-term partnerships. Learning-by-doing is the adequate frame of training to form a collective learning community, and to feed the debate about how to develop and engage with transformative initiatives, and how to become a trainer in that matter: how to engage and involve inexperienced trainees.

The collective process to build a case study

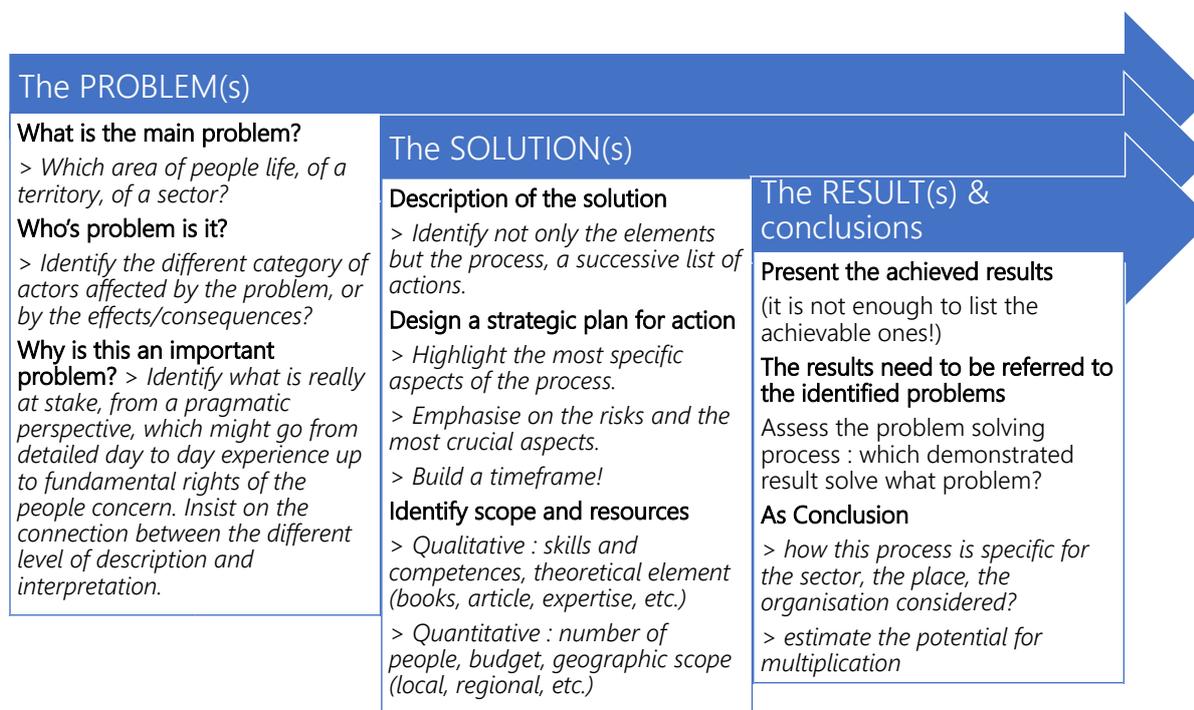
Processing the case study

- > Gather material and data about a case study
- > Build together with the trainees the observation grid (instrument to frame the information)
- > Complete the observation grid with data from studies visits (information level)
- > Analyse the observation grid & reframe, reorganise information, underline relations between information and produce a new instrument, case study – knowledge level

Build up a storytelling

Case studying is typical of qualitative research. Even if the data might include quantitative element, the purpose is to offer an empirical approach, a specific narrative with a replicable message. The group should try to embody the beneficiaries' perspective as storyteller, which actually includes a critical perspective. Storytelling for a case study doesn't need to be naïve, but comprehensive. In order to do so, the group should identify the main different components :

- The PROBLEM of the beneficiaries
- The SOLUTIONS designed for the specific problem – processes, interventions
- The RESULTS and CONCLUSIONS – as at least a partial solution of the initial problems & about the next steps, extension, multiplication,



3/ Focus on the Starting Package: 3 training modules promoting the Social Solidarity Economy

These training modules are a tool for trainers working in initial vocational and educational training (IVET). 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.

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

They include:

- > The general structure of the Module, 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
- > Case studies from different European countries presenting real-life examples around the values and principles of the SSE
- > Additional examples useful for trainers.

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



Module 1. Social Solidarity Economy Values and Principles

| | |
|----------------------------|--|
| TITLE | Social Solidarity Economy Values and Principles |
| DURATION | 30 hours (suggested duration; each trainer can adapt the duration according to specific needs) |
| GENERAL PURPOSE | 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 knowledge, as well as basic competences, to implement those values and principles into practice and collective action. |
| SPECIFIC LEARNING OUTCOMES | <ul style="list-style-type: none"> to understand the difference between public, private and third sector to understand the difference between Social Solidarity Economy (SSE), Social Economy and Solidarity Economy to know the history and definition of SSE to be aware of main values and principles of SSE 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) to understand the specificities of SSE values and principles within SSE organisations to be aware of sectors of activities within the SSE to understand the concept of chains in SSE : production, consumption, distribution to know how to recognize different types and forms of SSE organizations (cooperatives, social enterprises, etc.) to understand the definition of social enterprise/entrepreneurship to know what is Corporate Social Responsibility (CSR) : opportunities and risks to understand the concept of SSE network to distinguish sectors, chains and organizations from SSE networks to know how to recognize the current situation in Europe and in each trainees' country |
| KEY WORDS | <p>social solidarity economy</p> <p>social economy</p> <p>solidarity economy</p> |

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

TO ACCESS THE COMPLETE MODULE (in English) :

https://www.socioeco.org/bdf_fiche-outil-197_fr.html

Module 2. Democratic Management in the Social Solidarity Economy

| | |
|----------------------------|--|
| TITLE | Democratic Management in the Social Solidarity Economy |
| DURATION | 30 hours (suggested duration ; each trainer can adapt the duration according to specific needs) |
| GENERAL PURPOSE | <p>The purpose of the training module entitled “Democratic management in the SSE” is to provide to all potential learners and relevant stakeholders with all the necessary information regarding the aspects of Democratic management in the Social Solidarity Economy (SSE). Specifically, at the end of this module, learners will be able to understand how Democratic management can be organized and be tailored to a collective goal, what are the benefits of this type of management and how it can help the development of organizations operating within the SSE. It mobilizes a plurality of economic principles and tools which can be manifested and used in most areas of economic activity (agriculture, industry, services, etc.) in order to run a SSEO successfully. It goes far beyond only decision-making but includes all aspects of governance and organizational structures.</p> |
| SPECIFIC LEARNING OUTCOMES | <ul style="list-style-type: none"> to be aware of the historical background of Democratic Management in SSE to understand the principles of Democratic Management to recognize the importance of Democratic Management in SSE organisations to understand the main features of collective ownership and of self-management to identify the challenges of SSE organizations to understand the institutional operation and decision-making process of an SSE organization to identify social needs in order to develop a SSE organization to understand how SSE organizations are set up in order to be economically successful to understand how to build and use Social Capital to understand how social / participative management benefits internal and external stakeholders to understand how Social Marketing can help to gain income and trust to understand why social accounting and auditing is important for the |

| | |
|--|--------------------------------------|
| | sustainability of a SSE organization |
|--|--------------------------------------|

| | |
|-----------|--|
| KEY WORDS | <p>Social Solidarity Economy organizations (SSEOs)</p> <p>Worker Self-management</p> <p>Democratic Management</p> <p>Social Capital</p> <p>Social Enterprise Planning</p> <p>Social participative management</p> <p>Social marketing</p> <p>Social accounting and auditing</p> |
|-----------|--|

| | |
|----------|--|
| CONTENTS | <ol style="list-style-type: none"> 1. Outlining a perspective on the management of social solidarity economy organisations <ol style="list-style-type: none"> 1.1. Introduction to the concept of Social Solidarity Economy Organizations 1.2. Historical background of Democratic Management in SSEOs 1.3. The Philosophy of Democratic Management – Why democratic management is important for SSEOs 1.4. Challenges for SSEOs 2. Introducing the establishment and democratic management of a SSEO <ol style="list-style-type: none"> 2.1. How to set up a SSEO (social enterprise planning) 2.2. How social / participative management can be implemented in the SSEO 2.3. Social Capital – How bonding and bridging social capital can be used in SSEOs 2.4. How Social Marketing can help to gain income and trust 2.5. How social accounting and audit can provide the framework to assess performance and impact 3. Case Studies (transversal element) |
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TO ACCESS THE COMPLETE MODULE (in English) :
https://www.socioeco.org/bdf_fiche-outil-198_fr.html

Module 3. Ethical and Solidarity Finance and Resources

| | |
|----------------------------|---|
| TITLE | Ethical and Solidarity Finances and Resources |
| DURATION | 30 hours (suggested duration ; each trainer can adapt the duration according to specific needs) |
| GENERAL PURPOSE | <p>The main purpose of the training module "Ethical and Solidarity Finance and Resources" is to clarify the meaning, principles, mechanism and tools of Ethical and Solidarity Finance.</p> <p>The learners will be introduced to different perspectives about Social and Solidarity Economy and will learn about opportunities and transformative potential of Ethical and Solidarity Finance as a pathway to societal change.</p> |
| SPECIFIC LEARNING OUTCOMES | <ul style="list-style-type: none"> – Address the definition and meaning of Ethical and Solidarity Finance. – Highlight the importance to deal with Ethical and Solidarity Finance. – Identify key findings and examples of good practices in the field of Ethical and Solidarity Financing and Resources for the promotion of the Social Solidarity Economy. – Create Solidarity Communication and Network as one of the important condition for the functioning of Social Solidarity Economy and Ethical and Solidarity Finance – Have greater insight into the potential role of the Ethical and Solidarity Finance ecosystem including providers of finance, social enterprises and stakeholders who participated in the Social Solidarity Economy. – Contribution and impact of ethical and solidarity investment and resourcing activities to a more stable and inclusive financial system. – Understand the complexity of resources used by SSE-monetary and non-monetary resources : social capital voluntary work, partnerships/networks, donations, payment in kinds, local currency, public funds. |
| KEY WORDS | <ul style="list-style-type: none"> – Ethical and Solidarity Finance – Social finance – Social capital – Financial instrument – Financial sustainability – Mainstream investment – Social impact – Ethical and solidarity investment |



| | |
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| | <ul style="list-style-type: none"> – Social Solidarity Economy organisations – Social and Solidarity Economy – Values-based banks (sometimes known as social banks) – Financial and non-financial resources |
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| | |
|----------|---|
| CONTENTS | <p>General understanding of social solidarity sector : <i>(the section is optional and important for those who do not have an understanding of Social and Solidarity Economy)</i></p> <ul style="list-style-type: none"> ▪ definition about social solidarity economy ; ▪ main principles of social solidarity economy organisations ; ▪ key concepts of Social and Solidarity Economy ▪ different examples of social solidarity economy organisations ; ▪ contribution (multi-dimensional impact) of social solidarity economy organisations. <p>1. Resources beyond money : from scarcity to abundance :</p> <ul style="list-style-type: none"> ▪ What type of resources Social and Solidarity Economy needs : ▪ Examples of financial resources (benefits and costs) : loans, grants, subsidies, donations, shares, guarantees, charity bonds ▪ Example of non-financial resources : intellectual capacity, social relations, social capital, expertise, networks, local exchange system, local currency, cultural heritage, environmental resources, voluntary work, crowd funding ▪ How to assure the coherence between the mission, needs and necessary resources for social solidarity economy organisations ; ▪ The importance of a mix of resources for social solidarity economy organisations : financial and non-financial resources ; <p>2. The role of money and the main characteristic of financial mainstream system :</p> <ul style="list-style-type: none"> ▪ How does money were created and the traditional role of money ; ▪ Main characteristics of financial mainstream system <p>3. Ethical and Solidarity Finance : What is it ? Why do it ?</p> <ul style="list-style-type: none"> ▪ Definition of Ethical and Solidarity Finance ; |
|----------|---|

| | |
|--|---|
| | <ul style="list-style-type: none">▪ Definition of Social Finance ;▪ What differentiate Ethical Finance from Solidarity Finance and Social Finance ;▪ The main difference between financial mainstream system and ethical and solidarity finance system (values and principles) ;▪ Examples of ethical and solidarity finance instruments ; <p>4. Key components in Ethical and Solidarity Finance ecosystem :</p> <ul style="list-style-type: none">▪ Main spheres of the environment that affect social services – regulation and policies sphere, market sphere, culture sphere▪ Actors involved in ethical and solidarity finance – social enterprises, social investors, public sector▪ The social impact – an important element to measure the success of social solidarity economy organisations. Find a valuable business model. |
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TO ACCESS THE COMPLETE MODULE :

https://www.socioeco.org/bdf_fiche-outil-199_fr.html



Teaching tools & (Re)Sources for inspiration

- > Diversification of in-real-life examples is crucial : a set of monographs with related specific focus should be shared with the trainees.
- > Some practical examples from national pilot trainings should be included in order to provide different European experience and case studies.
- > Resources in national language should be provided by each partners to help the future trainers to get access to material, in particular the description and testimonies from SSE initiatives. As much as possible those resources should include a diversity of support : films, interviews, podcasts. If missing, this resources will have to be created and provided by training community.
- > Guests speakers must be briefed regarding what has been discussed in the training group before the s.he intervenes. At least a inquiry about what the trainees are expecting from the guest speaker is necessary. Questions can be prepared in advance if appropriate.

Tools for participation

- World café · methodology for hosting large group dialogue;
- Open space technology · methodology for self-organised meetings
- Asset based community · approach to sustainable community – driven development;
- Dragon dreaming · methods for visionary processes, planning, implementation and evaluation;
- Sociocracy · reflects on consent vs. consensus;
- Non-violent communication · effective communication skills and conflict resolution;
- SWOT analysis · useful tool to identify “the state” of a social enterprise or organisation, analysing Strengths, Weaknesses, Opportunities and Threats;
- Modified Action Learning Sets (ALS) · often used to help a member of a group solve a problem or situation they may be experiencing;
- Role plays and simulation exercises · to build some real or fictional management situations in the classroom ;
- Jigsaw learning · to make a real team cooperative work
- Assembleia do Cuidado → useful to discuss important care issues within the Community, which will allow for a safe space to build the sense of Community
- I DO ARRT → methodology to co-create and present the intentions, desired outcomes, agenda, rules, roles and time of a training (for instance)
- LEGO Serious Play → to practice and reflect on Collaborative Work

International Resources for inspiration

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| <p>ON THE SSE TRAINING PROGRAMMES AND ACTIVITIES</p> |
| <p>Training Module of the Erasmus + Project “Social and Solidarity Economy in Europe : affirming a new paradigm through IVET curricula innovation” (Sept 2016-Aug 2018) :</p> <ul style="list-style-type: none"> - SSE Values and Principles - Democratic Management in SSE - Ethical and Solidarity Finance and Resources <p>https://apdes.pt/en/portfolio/ssee-social-and-solidarity-economy-in-europe/</p> |
| <p>CEST Learning Package https://www.technet-berlin.de/cesttransfer-en</p> |
| <p>KISS : It aims to contribute in promoting the sustainability of the initiatives of SSE between its current actors and those young people who want to enter the sector. https://www.kissproject.eu</p> |
| <p>Social and Solidarity Handbook has many resources with case studies and pedagogical activities, although at the level of higher education – from a project led by York St. John University, involving at the University of Porto (Portugal) and funded by the Erasmus Mundus programme https://www.yorks.ac.uk/social-economy/handbook/</p> |
| <p>Initiatives for a Social Solidarity Economy (ISSE) – Community Work, is a partnership project funded through the Erasmus+ programme. Its aim is to identify common approaches, strategies and tools to promote awareness, recognition, development and advocacy of SSE.</p> <p>Training manual : https://isseccommunityworks.files.wordpress.com/2016/05/training-manual-final-10-12-16.pdf</p> <p>Portfolio of competencies : https://isseccommunityworks.files.wordpress.com/2016/04/portfolio-of-competence-english-version.pdf</p> |
| <p>The SUSY Project compiles several resources available in English and other languages http://www.solidarityeconomy.eu/</p> |
| <p>ON THE KEY-COMPETENCES</p> |
| <p>COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&from=EN</p> |
| <p>CEDEFOP reports on key competences in VET – 2015 https://www.cedefop.europa.eu/en/events-and-projects/networks/refernet/thematic-perspectives/key-competences-in-vet</p> |

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| <p>Declaration of the Ministers in charge of vocational education and training – of EU Member States, Candidate Countries, European Economic Area Countries – 2015 https://www.efvet.org/wp-content/uploads/2016/08/rigaconclusions_revised_21-06.pdf</p> |
| <p>ON THE ACTION RESEARCH</p> |
| <p>Cilliers, W.J., An experiential learning process for the advancement of previously disadvantaged employees in an industrial context – (Chapter 3 – Research methods) – University of Pretoria https://it.scribd.com/document/355806841/02chapter3-pdf</p> |
| <p>O'Brien R., An Overview of the Methodological Approach of Action Research in Roberto Richardson (Ed.), <i>Teoria e Prática da Pesquisa Ação [Theory and Practice of Action Research]</i>. João Pessoa, Brazil : Universidade Federal da Paraíba. 1998 http://www.web.ca/~robrien/papers/arfinal.html</p> |
| <p>Riel, M. (2010-2019). Understanding Collaborative Action Research. Center For Collaborative Action Research, Pepperdine University CA, USA (Last revision Mar 2019). http://cadres.pepperdine.edu/ccar/define.html</p> |
| <p>Smith, M. K. (1996 ; 2001, 2007) 'Action research', the encyclopedia of informal education. Action research and the development of some different traditions. http://infed.org/mobi/action-research/</p> |
| <p>Iowa State University – University Library – Research Methodologies Guide A collection of resources describing research methods in the social sciences https://instr.iastate.libguides.com/c.php?g=49332&p=318066</p> |
| <p>What is action research ? Video. Duration : 8':50" https://www.youtube.com/watch?v=Ta21Oat1bro</p> |
| <p>ON THE CAPABILITY APPROACH</p> |
| <p>Rethinking skills in Vocational Education and Training NSW Department of Education & Communities, 2011 https://www.voced.edu.au/content/ngv%3A48914</p> |
| <p>The Capability Approach : its development, critiques and recent advances Global Poverty Research Group Institute for Development Policy and Management, University of Manchester, UK, 2006 http://www.gprg.org/pubs/workingpapers/pdfs/gprg-wps-032.pdf</p> |
| <p>An Introduction to the Human Development and Capability Approach</p> |



Edited by Séverin Deneulin with Lila Shalhani, 2009
<https://idl-bnc-idrc.dspacedirect.org/bitstream/handle/10625/40248/IDL-40248.pdf?sequence=1&isAllowed=y>

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

ON THE WORK

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

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



Annexes

Training pact – an example

Certificate – an example



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Project partners



www.apdes.pt



www.dock.zone



www.cries.ro



www.le-mes.org



www.ripesseu.net



www.solidariusitalia.it



www.technet-berlin.de