



## Day 1

# Introduction: C1 in Training in action course

## Output 2



Funded by the  
Erasmus+ Programme  
of the European Union

## From training of trainees...

### • STEP 1: STRATEGIC ASSESSMENT

ASSESS OPPORTUNITIES AND CONSTRAINTS FOR AFFIRMING SSE IN IVET CURRICULA AT NATIONAL AND EUROPEAN LEVELS

### • STEP 2 : CURRICULA INNOVATION

DEVELOP A COMMON PACKAGE OF IVET TRAINING MODULES ON SSE:

M.1 Values and Principles of the SSE

M.2 Democratic Management

M.3 Ethical and Solidarity Finance

### • STEP 3: ADVOCACY

ADVOCATE FOR THE INCLUSION OF TRAINING MODULES IN IVET CURRICULA AT NATIONAL AND EUROPEAN LEVELS



## Investing in the future through Social Solidarity Economy

**THE PROJECT**  
Sep. 2018  
Aug. 2019

**EURIVET** is a project funded by the Erasmus+ Programme, based on the idea that Social Solidarity Economy (SSE) is an alternative to the current socio-economic model and that initial Vocational Educational Training (IVET) is a tool to achieve social change. It encompasses a consortium of civil society organisations and social enterprises involved in the field of SSE and training agencies from 7 European countries, as well as the European SSE network (PMSSE). All of them worked to include SSE in IVET curricula and to disseminate collaboration and solidarity principles starting from training, in order to inspire participants to become active promoters of a fairer and more sustainable future.

For two years, the project involved different target groups in each partner country (Bulgaria, Czech Republic, Germany, Greece, Italy, Portugal and Romania):

- LOCAL, NATIONAL AND EUROPEAN IVET PROVIDERS
- LOCAL, NATIONAL AND EUROPEAN SSE ORGANISATIONS
- POLICY AND DECISION-MAKERS AT NATIONAL AND EUROPEAN LEVELS
- LOCAL AND NATIONAL IVET TRAINEES

7 European countries  
1 European network  
42 Young trainees  
14 Multiplier events  
1 Mapping  
3 Pilot training courses  
3 Training modules  
1 International seminar



### STEPS AND METHODOLOGIES

**STEP 1**  
ASSESS OPPORTUNITIES AND CONSTRAINTS FOR AFFIRMING SSE IN IVET CURRICULA AT NATIONAL AND EUROPEAN LEVELS

**STEP 2**  
DEVELOP A COMMON PACKAGE OF IVET TRAINING MODULES ON SSE:  
M.1 Values and Principles of the SSE  
M.2 Democratic Management  
M.3 Ethical and Solidarity Finance

**STEP 3**  
ADVOCATE FOR THE INCLUSION OF TRAINING MODULES IN IVET CURRICULA AT NATIONAL AND EUROPEAN LEVELS

**STRATEGIC ASSESSMENT → CURRICULA INNOVATION → ADVOCACY**

The general diagnosis shows that SSE is hardly present in training curricula, with no explicit mention of SSE in the majority (if not all) countries within the IVET systems – notably due to the fact that SSE is a recent development and only partially acknowledged. However, as the report shows, SSE could offer many opportunities through the innovation of IVET curricula:

- SSE can contribute to the achievement of soft and transversal skills.
- SSE can offer tasks and innovative pedagogical methodologies about active and participatory learning, thus supporting the acquisition of competence and (especially young people who come from difficult social and family contexts) and we more able to drop out of school.
- SSE can contribute to the life-long training of trainees/educators.
- SSE can assert the role of the Vocational Training Centre as an economic agent of the territory, thus contributing to create a sustainable and virtuous local development, and fostering a social and cultural innovation in training professionals and operators who can fully use the resources of the local context (training and recycling circuits, sustainable mobility, renewable energies, etc.), as well as cultural, artistic and leisure resources, always in a complete sustainability perspective.
- SSE Microeconomics can be a cross-cutting theme that could be developed and taught, leading to a new professional profile and a new job description and opportunities for students and trainees.

The overall experience of development and pilot implementation of the three modules allowed highlighting the following:

- The three training modules should be clearly implemented together in a sequential way. Module 2 and 3 should always be preceded by module 1 which sets the general framework of the SSE so that specific contents – on management and finance – can then be more adequately addressed. Module 1 can be used individually for a short introductory approach to SSE.
- The duration of each training module should be 30 hours. This is an indicative/suggested duration and each course (or each school) can adapt it according to further specific needs. In other words, the school or even the education system are in charge of the module's duration.
- The modules are designed for the IVET level (training level defined in the project application). Specific training outcomes have to be simple and introductory. More complex or in-depth topics can be included for other VET levels.
- Active methodologies contribute to achieve a good level of participation and comprehension of contents among learners, thus generating effective links between theory/practice and transversal life examples – which increases the learners' understanding of contents. For that, trainees should be prepared to advance and support practical experiences such as team exercises, group discussion/ brainstorming, problem solving, analysis of case studies, outdoor field visits, etc.

Social Solidarity Economy can play a crucial role in the realisation of the 2030 Agenda and the SDGs through concrete social, institutional and technological innovations and practices.

Therefore, SSE/IVET supports the United Nations Task Force on Social and Solidarity Economy (JTSSSE) in recognising the need to mobilise SMEs, SSE organisations, networks and civil society into a worldwide movement aimed at reasserting social control by prioritising social objectives over profit maximisation – having SSE as a fundamental form of economy that is focused on social protection and equality. Political representatives sharing these goals can help achieve them by welcoming SSE/IVET recommendations:

- At European level, according to the "European Pillar of Social Rights", generating SSE near EU Council, European Parliament, European Economic and Social Committee, Group on Social Entrepreneurship and CSE/ETEP (European Group for the Development of Vocational Training).
- At national level within curricula innovation and specific needs, and/or as part of National Qualification Systems.
- Within the national and local educational systems, including training for trainers within SSE themselves.
- Towards the national and local SSE actors, namely through pilot courses for young people to be opportunities to get to know SSE values and experiences.

**PARTNERS**



With the support of the Erasmus+ programme of the European Union

... to training of trainers



- **STEP 1: STRATEGIC ASSESSMENT**

KNOW THE NATIONAL AND EUROPEAN SCENARIOS  
REGARDING COMPETENCIES OF TRAINERS IN SSE

- **STEP 2: CURRICULA INNOVATION**

DEVELOP CONTENT AND METHODOLOGIES TO  
STRENGTHEN THE COMPETENCIES OF TRAINERS →  
TRAINING IN ACTION COURSE IN 3 PHASES

1. International training (5 days)
2. National trainings (8 days)
3. Transnational participatory training (3 days)

- **STEP 3: ADVOCACY**

ADVOCATE FOR THE INCLUSION OF SSE IN THE  
TRAINING OF TRAINERS AT NATIONAL AND  
EUROPEAN LEVEL



## Step 2- TRAINING IN ACTION COURSE

### INTERNATIONAL TRAINING

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

### NATIONAL TRAININGS

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

### TRANSNATIONAL TRAINING

Trainers exchange: mutualizing experiences, methodologies and suggestions for a validated training in action proposal

International training C1					National pilot trainings C2-C16								International training C17		
Day 1	Day 2	Day 3	Day 4	Day 5	Day 1	Day 2	Day 3	Day4	Day 5	Day 6	Day 7	Day 8	Day 1	Day 2	Day 3

**Bergamo (October 2019)**



To share a common language, tools and methodologies and become aware of the role that VET can play in the transition from the mainstream economy to the SSE

**Experimentation Areas (Nov/Dec '19 – Jan/Feb '20)**



To experiment in different countries a common training course for trainers to strength their competences on SSE

**Timisoara (June 2020)**



To validate the training course as a whole, taking in consideration all the national realities

## But what does it means to train the trainers on SSE?

- X Not to give them a ready package of SSE materials to use with their trainees  
but to make sure that
  - ✓ trainers know the SSE, its principles and values, but also its practices
  - ✓ trainers recognize the role that SSE can play in the local development of their community as a vector of change
  - ✓ trainers see the future of the world of work in the SSE
  - ✓ trainers become an active part of a continuous and dynamic training process

A training in action course to increase the knowledge of VET trainers on the SSE, so that they can interpret their educational task **in the perspective of sustainable local development**

Involving:

- ☐ **people in training** in a process of awareness of the common good and self-managed and cooperative employment
- ☐ the community and **local actors** in actions for concrete change

The challenge is the possible **future of the work**: it is essential to rethink work and vocational training closely related to the sustainable development of local communities and to the enhancement of the capabilities of **each, as an actor of change**.

# Training in action course – C1: international training

Day 1 - Sharing the vision: SSE and VET for a sustainable local development

Day 2 - Identifying the gap between the skills necessary for SSE and those currently developed in VET

Day 3 - Observing and knowing an experience of SSE company.

Day 4 - Knowing the action research methodology

Day 5 - Co-design the structure of national trainings in O2

## A GOALS BASED TRAINING

From imagination, vision and opening perspective ...  
to awareness and analysis...  
until training practicals



# Training in action course – a Training Community



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

# Partners of the Project and of the training community



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