# Multimedia Tools

This document presents the Multimedia Tools created and discussed in 6 European countries: France, Germany, Greece, Italy, Portugal and Romania and at European level. It aims to help trainers and education agencies introduce the innovative SSE approach in their work. The tools were designed to be adapted to different contexts and used both as ways to promote and to advocate for SSE in education, and for training for VET trainers in particular. It is the fourth Intellectual Output resulting from the project "*Strengthening VET trainers' competences and skills*" (Sep. 2019 – Aug. 2021), funded by the Erasmus+ programme.

## July 2021

**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)

**Project partners**

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|---|---|
| aPdes in People we trust | www.apdes.pt |
| DOCK Συνεργατικός Χώρος Κοινωνικής & Αλληλέγγυας Οικονομίας | www.dock.zone |
| CRIES CENTRUL DE RESURSE PENTRU INITIATIVE ETICE ŞI SOLIDARE | www.cries.ro |
| MES MOUVEMENT POUR L'ECONOMIE SOLIDAIRE | www.le-mes.org |
| ripess europe Solidarity Economy Europe | www.ripesseu.net |
| SOLIDARIUS ITALIA | www.solidariusitalia.it |
| TechNet Technologie-Netzwerk Berlin e. V. | www.technet-berlin.de |

# Presenter

**Target Public:**

Decision makers: European bodies, ILO, ministeries, regional governments, etc.

**Objective:**

Advocacy: to advocate for the inclusion of SSE in training

July 2021

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**Social Solidarity Economy (SSE)** is rooted in enduring and more recent social movements gathering a diversity of local production and distribution of goods and services initiatives, alternative to the mainstream capitalist economy. They are characterised by a **diversity of social and community-oriented experiences**[1] influenced by local history, culture, and political/economic realities. Under the umbrella of "Social Economy", the European Commission now recognizes **two million social economy enterprises,** representing **10 % of all businesses in the European Union** (EU), and thus supports this movement of "*traditional social economy enterprises [aiming] to serve the members and not to obtain a return on investment as the traditional mainstream capital companies do [...], in accordance with the principle of solidarity and mutuality, and manage their enterprise on the basis of 'one man one vote' principle*"[2].

Europe is facing a **particular context**: it has become increasingly obvious that the **future of work** has to be articulated with the undeniable **environmental emergency** and the **socio-economic crisis**. Another main element of context is the **needed digital transformation** that is combined in Europe with a demographic ageing. **The 2020-21 Covid-19 crisis and its aftermath shed the light on the crucial and central role social and solidarity activities play in all societies. People's capacity and opportunity to organize and take part in those activities is the actual core of democratic life.** As mistrust towards European Institutions and the European Union's future is increasing, the development of SSE at a European level is more than ever required for people to take part in meaningful, solidarity-based initiatives participating in social and environmental justice. **SSE can be seen as an economic dynamic interceding between the economic development policy and the environmental crisis.**
At the same time, **VET, and even more IVET**, the initial training aimed at younger people **has been identified as a crucial tool** to be reinforced by European member States in order to

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[1]  Mutual help, workers' unions, associations in the artistic and cultural sector, climate and environmental protection initiatives, community-supported agriculture, co-housing, migrant support, etc.

[2]  European Commission about Social Economy in Europe : http://ec.europa.eu/growth/sectors/social-economy_en

face the socio-economic crises, in particular the massive unemployment, and more specifically the NEET[3]. **(I)VET policies are heading for job resilience processes, helping a more accurate job-matching based on vocation, competences and skills development.** It is agreed that training and education are at the **core of the development of citizenship and the development of individually chosen professional path.**

The current crisis is even more demanding of such frame of training as workers are seeking to adjust their professional paths, not only because of the massive unemployment crisis, but also to get involved in sectors and professional environments dedicated to create a sustainable economy. Briefly: developing social and solidarity initiatives calls for more workers trained with skills and competences coherent with the values and rights promoted by SSE.

However, at the same time**, the flexibility** required by the job-market and the commodification of labour tends to **pressure the workers even more.** The responsibility of constant adaptation is focused at an individual level, taking digitalisation and economic changes for granted. **In order to keep VET programmes' capacity to develop the empowerment of workers, in line with the values of SSE, another vision is being developed for (I)VET, focused on fostering their capabilities.**

### Integrating capabilities approach for (I)VET in Social Solidarity Economy

We believe that SSE as a movement, led by a variety of self-managed grass-root level initiatives, integrates a development of capabilities approach.

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[3] A NEET is a young person who is « Not in Éducation, Employment, or Training » (Wikipedia). See also the European statistics displayed by Eurostat : https://ec.europa.eu/eurostat/statistics-explained/index.php/Statistics_on_young_people_neither_in_employment_nor_in_education_or_training

The capabilities approach, based on the notion developed by Sen (1999)[4] and Nussbaum (2000)[5], suits the SSE field of action. The purpose is to set 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 would help the trainees to become autonomous by developing underlying capacity to be able to realise a number of different outcomes*"[6].

VET must take into consideration the collective nature of skills and competences, moving away from the expertise to develop individual capacities to evolve in a broader occupational field. 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.

In order to achieve these objectives, the partners developed a training in action course based on a didactic design to ensure coherence between the contents and the training methodologies. Inspired by their experiences, they have unfolded a general profile framework for SSE-(I)VET trainers. It is based on an interdisciplinary approach integrating three types of competencies: "Specialised and general knowledge" (cognitive competencies) ; "Value-based, emotional and relating-orientated trainers' skills" (affective competencies) ; and "Acting, behaving" (conative competencies).

## SSE-VET Trainers profile

**> Specialised knowledge is required for the three following perspectives**:

- **SSE groundwork** (knowledge regarding history, values & concepts ; practices & organisations ; social-economic-environmental context at national, European, and international level ; framework and strategies designed by public institutions)

[4]    Sen, A. (1999). *Commodities and Capabilitie*s, OUP India.
[5]    Nussbaum, M. C. (2000). *Women and human development : the capabilities approach*. Cambridge Editions.
[6]    Wheelahan, L., & Moodie, G. (2011). *Rethinking Skills in Vocational Éducation and Training.*. Australia : NSW Department of Éducation & Communities.

- **Sociological, Anthropological and Economical background**: social and environmental impact of an economic reality ; alternative resources and tools of economic sustainability (ethical finance, mutualism, political, economic, ecological and social goals, presenting SSE as a way to build alternative economic practices, etc.)

- **Economic, Governance and Enterprise topics**: management (including democratic/horizontal decision-making, multi-stakeholder involvement), (social) finance & accounting, administrative, digital knowledge, social/economic sustainability, product/service development within SSE. Additionally, knowledge related to the legal environment, awareness of political dynamics, etc.

**General knowledge concerning economic and social territorial context, and analysing local dynamics** in order to build and participate in networks and partnerships is crucial as well. **In order to enable in-real-life experiences, turning values into practices, the action-research methodology adopted by the partners proved to be effective.** In order to integrate those elements in the training, empirical approach is mandatory to motivate participants and facilitate an in-depth understanding of concepts. The development of in-depth case studies and the organisation of field visits gave the trainees an opportunity to meet engaged people who speak and explain from a different perspective their SSE experience. Field visit included local cooperatives such as a bakery, restaurant, community centre welcoming migrants, local networks, artist-run spaces, etc. Trainees experienced the in-real-life (positive) consequences of SSE organization model of governance and model of work.

**The participatory methodology into a specifically co-design training program proves to be very efficient**. 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 expressing their doubts, incertitude and scepticism even. Those perspectives 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, explicit objectives is necessary so that the monitoring is effective.

**The mixed composition of the group is crucial**. Gathering experienced trainees in the SSE field and trainees starting up with discovering SSE principles of action allows mutual support as well as debates. The presence of more experience trainees can also facilitate the action-research perspective.

The pedagogical materials developed in each partner country and at European level may be find the [socioeco platform](). In addition, everyone is welcome to join our Community at [Framavox]().

## Opportunities for further SSE integration in (I)VET trainings

There are **many opportunities for further SSE integration in (I)VET training. Training of Trainers are needed,** SSE being increasingly present in several dimensions of the education and training system. **SSE initiatives can play a key role in supporting the professional training of their employees.**

The SSE approach is being increasingly integrated in the education and training systems. The training is mostly offered to individuals and groups already active – or willing to be – in SSE activities. They are sometimes provided with the support of municipalities and/or universities, as well as SSE initiatives providing for the professional training of their employees. SSE organisations, and the non-profit sector in general, play an important role incorporating SSE: cooperative and peer learning methodologies, popular education, and other learning methodologies are core to SSE organisations. The development of SSE-(I)VET partnership is now crucial to provide a positive and sustainable vision for the future of work. The Declaration of Philadelphia states that labour is not a commodity, providing an international compass for decent labour as well as the core guideline of the International Labour Organisation. Echoing that institutional and legal heritage, the capability approach through SSE VET is indeed participating in the enactment of that statement.

**Training for the acquisition of SSE-specific skills for working members of SSE organisations could be carried out within the framework of internal training plans for enterprises** with the use of vast register of vocational training organisations for this purpose. SSE training programs could be provided by collaborations with the **local authorities and the**

**municipalities,** or by forming educational platforms as a collaboration between individuals, collectives and organisations that act as supporters of the development of SSE.

**Regarding the competency profile**, there is a need for the establishment of European prototypes for the certification of informal qualifications, in particular the establishment of a European certificate of qualifications for consultants of Social Solidarity Economy.

> SSE-VET2 opened a resource platform to access the national and international material for training of trainers
> a European forum is open to share and discuss the organisation of local, national and European trainings for future SSE-VET trainers.

*Renewing SSE-IVET Recommendations*

*The SSE VET2 project if the follow up the IVET-project which enable the partners to formulate a series of recommendation. Some of them are still crucial to take into consideration*

## At the European level

» Implement article 1 of the newly approved "European Pillar of Social Rights" promoted by the main EU institutions1 through concrete policies that make SSE part of the application of the right to "quality and inclusive education, training and life-long learning"; substantiate article 4B ;

» Address SSE as an innovative and concrete element to be added to national educational programme; it ought to follow European standards and provide adequate resources to map existing experiences, test programmes and train teachers and trainers, in collaboration with SSE organisations and IVET providers – through the European Parliament Intergroup on « Social Economy, Social Economy Enterprises, Social Entrepreneurship and Third Sector"2.

» Ensure the liaison between the European Parliament Intergroup, GECES and CEDEFOP, in close collaboration with SSE organisations and networks and other civil society actors.3

» Include SSE in the newly proposed Council "Recommendation on Key Competences for Lifelong Learning"4 to encourage SSE in IVET schools through the partnership between SSE organisations and schools at local, national and European levels.

## At the national level

» Build or strengthen a cooperative coordination mechanism among institutional and SSE actors to collaborate in the recognition of SSE skills, capacities and abilities as part of National Qualification Systems and promote their integration in the EQF.

» Take into account the European tendency to develop work-based learning with part-time schooling, add SSE in secondary schools and IVET curricula (including traineeships opportunities) in SSE organisations, in order to experience a more cooperative and socially oriented entrepreneurial environment.

» Recognise the importance of SSE in IVET curricula as a vector of skills to be developed by youth, to find their vocational area, to experience collaborative forms of work, to relocate

sustainable production-distribution chains and to improve local communities – thus preventing NEETs and the increase of unemployment and underemployment rates.

## Within the national and local education systems

» Inform younger people of the existence of SSE and make them aware of the possibility of becoming actors and promoters, through self-managed entrepreneurial and professional experiences. The resulting work opportunities, created through the SSE approach, will favour both the community and the environment in which they live.

» Replicate the training for trainers on SSE principles, values and methodologies and coherent pedagogical approaches, moving away from frontal approach and involving trainees in educational relationship with the teachers and peer group dynamics.

» Promote SSE values and principles in mainstreaming IVET curricula through the recognition of credits for trainers who participate in training courses in SSE, educational events and conferences, organised in partnership with SSE actors.

## Among national and local SSE actors

» Promote SSE career guidance courses for young people as an opportunity to get to know SSE values and experiences as an alternative social, economic and cultural model as visits to social enterprises, volunteering and mentoring programmes in SSE organisations, etc.
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# Infographic Presentation

**Target Public:**

VET and SSE Organisations

**Objectives:**

To illustrate the diversity of 1) people involved, 2) economic practices and 3) training environments

To share the starting point and what was achieved during the project in terms of training

**July 2021**

# SSE VET trainers

# Competences & SSE training programmes

This presentation aims to illustrate the diversity people involved, economic practices and training environments experimented during the project (Sep. 2019 - Aug. 2021) in 6 European countries (France, Germany, Greece, Italy, Portugal and Romania). This presentation was developed within the project "SSE VET2 - Strengthening VET trainers' competences and skills" (Agreement number 2018-1-PT0-KA202-047501).

**Introduction**

**Affirming a new paradigm for SSE I-VET curricula**

# A great diversity in "Social Economy" & VET in EU

**Great diversity at initiatives/enterprises concerned with SSE**

**2 million** Social Economy Enterprises

**10%** of all businesses in the EU

More than **11 million people**, about 6% of the EU's employees

**Great diversity at national and regional level, VET predominantly:**

addresses young people → provides qualifications at the middle level of education → is financed by education budgets and coordinated by central and regional governments.

Developing social and solidarity initiatives calls for more workers trained with skills and competences coherent with the values and rights promoted by SSE.

Training and education are at the core of the development of citizenship & individually chosen professional path.

(I)VET helps a more accurate job-matching based on vocation, competences and skills development.

# Articulating I-VET with SSE providing specific curricula

## EU Priority > Enhance I-VET attractiveness and relevance

> 2010 – Council of EU set priority on VET, which should be "*more attractive, relevant, career oriented, innovative, accessible and flexible […] providing high quality Initial VET (I-VET) which learners, parents and society at large may regard as an appealing option, of the same value as general education. I-VET should equip learners with both key-competences and specific vocational skills.*"

## EU Priority > Promote and support the development of Social and Solidarity economy

> an economic dynamic interceding between the economic development policy and the environmental crisis

> Objectives : contribution to the EU's employment, social cohesion, regional and rural development, environmental protection, consumer protection, agricultural, and social security policies.

> Size : mostly micro, small, and medium-sized enterprises (SMEs).

**AIMS OF THE PROJECT**

**To contribute to the development and improvement of VET competences and skills**

**To provide curricula and strengthen skills for VET trainers**

**To make SSE a social-cultural innovation, cross-disciplinary, a ground for experimentation and employment opportunities**

**To integrate of transversal knowledge and general knowledge as competences in addition to vocational skills**

# Vocational Education and Training in European Union

## VET patterns and interpretation identified in Europe

**work-based or dual initial training** (e.g. Denmark, Germany or Austria);

**initial vocational education** (e.g. Bulgaria, Spain, Malta or Romania);

**further training** (e.g. Ireland and UK-England);

**lifelong learning** (e.g. France, Italy or Greece).

❑ Public policies and training institutions → integrate the perspective of the future of work in VET policies

❑ to provide job resilience processes and more accurate job-matching.

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The CEDEFOP points at work environments foreseen as integrating "more autonomy, less routine, more use of ICT, reduced physical effort and increased social and intellectual tasks"

Vocational Education and Training (VET) has been identified as a crucial tool to be reinforced by European member States in order to face the socio-economic crises, in particular the massive unemployment, and more specifically the NEETs

# Towards a capacity approach

**Capabilities approach:** setting a set of skills that *goes beyond individual attributes to consider the social, economic and cultural conditions that are required to realise capability.*

**Capacities:** collective nature of skills and competences, from the expertise to develop individual *capacities*

**Autonomy of the trainees:** underlying capacity to be able to realise a number of different outcomes beyond workplace in a broader occupational field

**Role of VET:** processes of learning, in order to act on each possible capacity developed via the workplace practices.

Qualification 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

# Part 1

# Mapping adequate VET trainers skills and competences for SSE

# Knowledge and academic background: Cognitive competencies

## SSE Groundwork based knowledge

History, values & concepts, variety of practices & organisations, social-economic context (national, Eu & international level)

trends, framework and strategies designed from public institutions

## Sociological, Anthropological and Economics and Business background

Social and environmental impact, alternative resources and tools of economic sustainability (ethical finance, alternative management)

admin., market & digital knowledge ; legal environment ; updated knowledge of the laws in matter of work environment.

## Local social reality

- Comprehensive understanding of the economic and social territorial context + mapping & analysing local dynamics

## Network & Partnership

- build and participate to network and partnerships

## Nature of work

Info on Workers rights, training on hybrid and innovative ways of working life (nonprofit horizontal management ; Workers/members adherence to company objectives.

# Affective competencies

*...towards a balance among knowledge, capacities and social attitude*

**Coherence of personal profile/style**
matching SSE values

**Trainers' experience on SSE organisation**

Coherent with the topic style and approach

Share the core SSE values

Inspire trust and reciprocal respect

Stimulate personal ethics

**Trainers' style and approach**

Empathy with others

Work with creativity

Experience in SSE field

Pedagogy of self-management

Links with existing realities

Network with organisations

**Trainers' experience in SSE organisation/social entreprise/NGO**

Empirical knowledge

Able to cope with vulnerable groups

# Conative competencies

Facilitate critical
Perspective &
Reflexivity
Complex thinking

Promote
open systems

Flexibility,
Experimentation
leadership

Flexibility in
Education process &
Adapt to the
group

Promote personal
development

Demonstrate
Positive impact
Of teamwork

**Trainers' style and
approach**

Critical thinking
+
Free & fair
Speech

Provide tools for
Emancipation
Enhance capacities
& Fair
Participation

Share desire for
Social change
Care
Equity

Sharing enthusiasm
Indicating positive
perspective

Non-violent
Communication
Active listening

Transparency,
Honesty
Integrity
Solidarity
tolerance

Flexibility in
Education process &
Adapt to the
group

... Inspiring and proactive

# Part 2

# Guidelines for training in action

Implementing:

Capability approach

Training community

Action research

# Capability Approach & training community

## Methodological Aspects for a transformative experience

❑ **Analysis of trainees' needs and expectations**

❑ **Fair participation**

❑ **Co-construction** and co-design the course together with trainees.

❑ **Open spaces** for all to participate

❑ **Articulation of individual to collective Skills** (at the core of SSE organization development.)

❑ Trainer – Trainee contract

- **strong connection and communion bond**

- **concretization** through decision making and practical actions

- **consensus governance of activities**

❑ **Collective & cooperative work** (no sub-group) for **collective learning** (rotation of roles)

→ **trainees expectation + active learning + participative process => feedback process**

# Training in action

## TO CREATE A TRAINING COMMUNITY BASED ON CARE

✓ Care is a core notion in SSE emphasizing the reciprocal responsibility to provide a great attention to fair participation, well-being and safety feelings

✓ Care is the ingredient at the basis of an emerging learning community

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

- BETWEEN TRAINERS AND TRAINEES

## THE ACTION RESEARCH

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

- CONTEXT ANALYSIS

- SELECTION OF PROBLEMS BY THE COMMUNITY

- CONTINUOUS PARTICIPATION INCLUDING IN THE ASSESSMENT OF THE TRAINING AND EVALUATION

- CO-PLANING/DESIGNING OF ACTIONS

# Training in action

## Training Community

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

- ✓ TRAINING PATH

- ✓ PARTICIPATORY LEARNING

- ✓ TEAM SPIRIT

- ✓ CAPABILITY APPROACH

- ✓ THE ROLE OF THE TRAINER

## In attendance

## At distance

## Action Research

- ✓ CONTEXT ANALYSIS → TO KNOW LOCAL REALITIES

- ✓ NEEDS ANALYSIS

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

- ✓ CO-PLAN THE ACTIONS

- ✓ EVALUATE THE ACTIONS

- ✓ COLLECTIVE ACTIONS

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

# Part 3

# Accomplishment & Resource Center

# The SSE – VET2 figures



2016 - 2018          2018 - 2021

> (greater than)

The project "*Strengthening VET trainer's competences and skills*" aiming to develop and improve VET competence & skills for trainers in SSE is rooted in the analysis and experience of the previous *Erasmus + project "SSEE: affirming new paradigm through IVEt curricula innovation"*

80 training days at national & transnational level

15 field visits; 20 interviews of practitioners & researchers in SSE

61 trainees participated

About 15 online guests interventions: discussion with resource persons

# Resource Center for SSE training

## Socio-eco.org

The website aims to highlight concrete SSE initiatives from around the world. It gives access to a variety of documents including case studies and analyses in French, English, Spanish, Portuguese and Italian (and some in German), from all four corners of the world.

https://www.socioeco.org/bdf_bibliographie-7_en.html
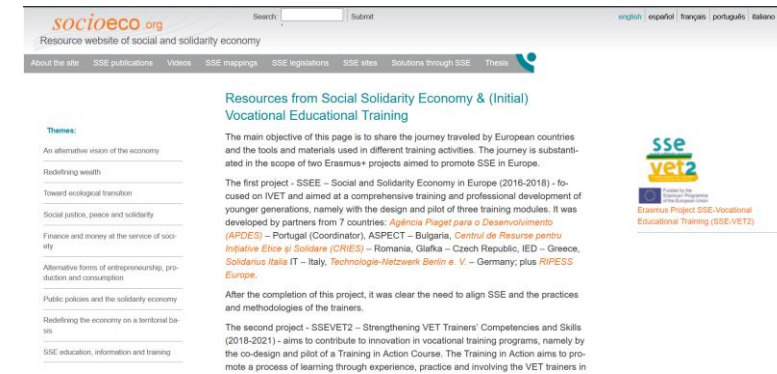
## Online forum to discuss & share

A Forum based on open & fair service, Framavox (based on open software Loomio) has been open : each national partner can animate local community(ies) and share information and content in national language. The partners can facilitate the exchange between countries and animate the international content provided.

https://framavox.org/ripesseu-sse-ivet/

# Partners and funding



PORTUGAL

ROMENIA

GREECE

FRANCE

EUROPEAN NETWORK

ITALY

GERMANY

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

# Video Clip

**Target Public:**

General Public

**Objectives:**

To catch the interest and attention

To advocate and disseminate project objectives

**July 2021**

[Please watch the SSEVET2 Video using following the link:](#)

[https://youtu.be/f3mZnpCTow8](https://youtu.be/f3mZnpCTow8)

The video was filmed in English. Subtitles in national languages were added to the video - the video will automatically present the subtitles in the browser language. If the browser language is not one of the SSEVET2 official languages (English, Portuguese, French, Greek, Italian and Romanian), the video will be presented with the English subtitles.

Despite this is an automatic function of the Internet Browser, it is possible to choose the subtitle we want to add to the video visualization.

The EU Logo and Disclaimer were added in the end of the video.

The video will be shared in YouTube and partners' website and social media pages and newsletters. In addition, it will be presented in the SSEVET2 events. Lastly, a dissemination email will be sent to strategic partners in different continents and from different fields of expertise, in order to present to them the video and to promote its visualization in different contexts and events.

# Webinar Template

**Target Public:**

Trainers from VET and SSE organisations

**Objectives:**

To help trainers put in practice training on SSE

**July 2021**

- **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.

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## Introduction to the webinar

1. Context of the training

2. Training objectives

3. Presentation of the notions and concepts

4. Interactive session

5. Feedback session

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Understanding the role of schools in our society;
Discussing the role of VET and the organization of these schools, curriculum : the trainer prepared a list of 10 questions and invited teachers to answer to different questions;
Competences needed for SSE trainings: presentation the information from Mapping activity;
Knowledge – skills -attitudes (competences) versus capability: the trainer prepared a PP about these issues.

PROGRAM: DAY 2

- => Slide 2 –  Training objectives

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

| CATEGORIES | ACQUISITION | | | |
|---|---|---|---|---|
| | Knowledge | Understanding of the professional environment, and of its SSE dimensions | Know-how | Know-how to be |
| Implementation of the organisation's values in all day-to-day management decisions | Understanding of the legal environment: basic knowledge of association and cooperative status | - Understand the dual membership. - Understand who the stakeholders of your organisation are | - delineate the practices of each stakeholders according to governance rules - make explicit the roles and functions of each stakeholders | - facilitate equal participation being involved in the organisation of a fair dialogue - facilitate the circulation of information by underlining the importance of each voice |
| Animate collective decision making and problem solving | Identify a problem. Analysing a problem. Propose a solution. Respecting the organisation's communication and decision-making structure. | - To be able to make proposals to modify the organisation's political project. - Respecting the organisation project. - Understanding of cooperative decision making | - Build a critical and argued proposal. - Negotiate. - To debate. | - prevent aggressive behaviour - Respect the word of the other. - Respect the collective decision. |
| Use collaborative tools and methods | Knowing cooperative/collaborative tools and methods | - Use of the organisation tools and space to organise the debate (preventing difficulties for some to participate in decision making, misunderstanding, tc.) - Describe the context of the decision making and display all the elements of the problem - give the opportunity for each stakeholders to share elements of informations and interpretation while differentiating the two | - make the different position and argument visible using pedagogic tools -animate debate and dialogue | Collaborative posture |

## Training objectives

### Knowledge

National definition of the legal cooperative status

### Understanding of SSE context

Who are the main stakeholders, what the professional networks involved. What are the particularities which makes the organisation belongs to the SSE movement.
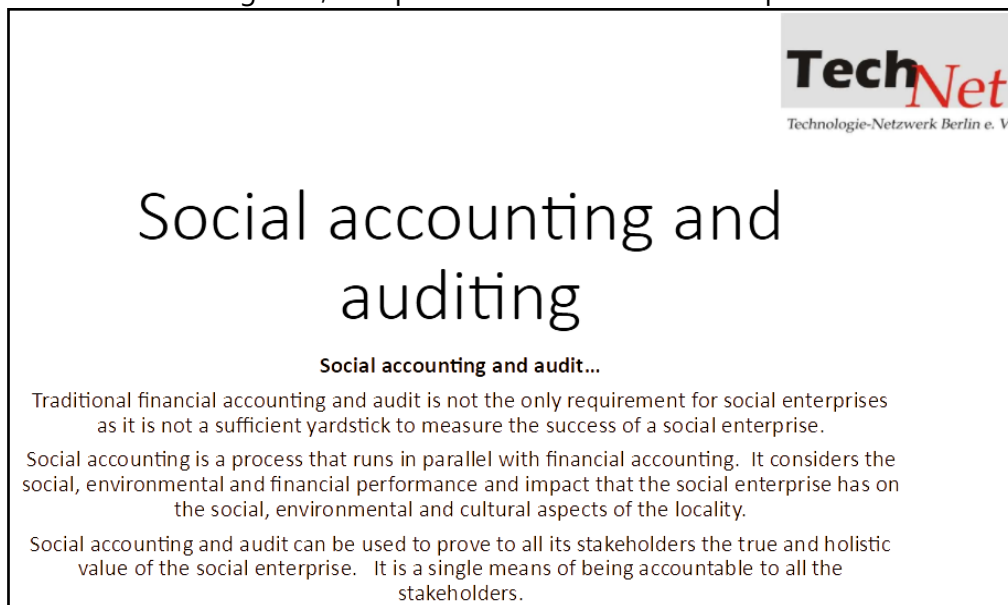
### Know-how

What are the methodologies and tools to guide the action in order to support and enhance the implementation of the organisation goals

◦ 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.



**Tech**Net
Technologie-Netzwerk Berlin e. V.

# Social accounting and auditing

**Social accounting and audit...**

Traditional financial accounting and audit is not the only requirement for social enterprises as it is not a sufficient yardstick to measure the success of a social enterprise.

Social accounting is a process that runs in parallel with financial accounting. It considers the social, environmental and financial performance and impact that the social enterprise has on the social, environmental and cultural aspects of the locality.

Social accounting and audit can be used to prove to all its stakeholders the true and holistic value of the social enterprise. It is a single means of being accountable to all the stakeholders.

◦ 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)

The slide 1 and 2 are similar to what is explained in the previous section:

▪ => 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.
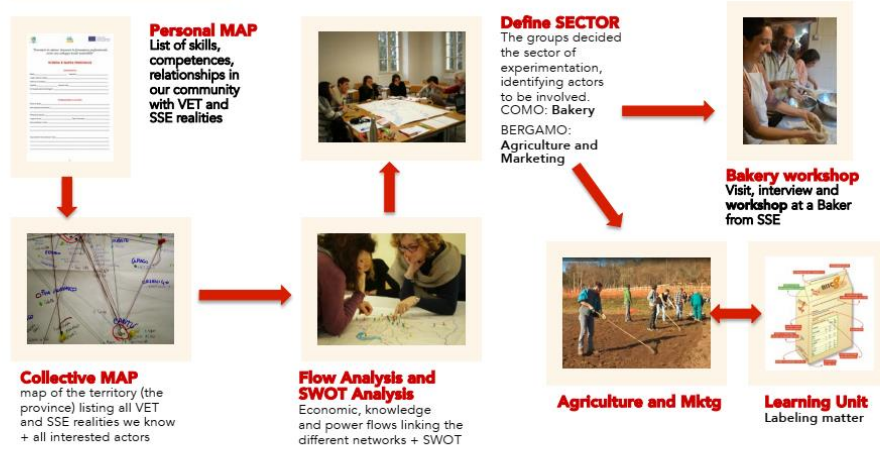- Explicit illustrations of:

- 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
**=> Make sure pictures are included to illustrate the place, the atmosphere**
**=> Make sure diagrams are included in order to illustrated governance, the circulation of the information, the economic model. Text should be kept to the minimum.**

# MAPPING PROCESS

**Personal MAP**
List of skills, competences, relationships in our community with VET and SSE realities

**Collective MAP**
map of the territory (the province) listing all VET and SSE realities we know + all interested actors

**Flow Analysis and SWOT Analysis**
Economic, knowledge and power flows linking the different networks + SWOT

**Define SECTOR**
The groups decided the sector of experimentation, identifying actors to be involved.
COMO: Bakery
BERGAMO: Agriculture and Marketing

**Bakery workshop**
Visit, interview and workshop at a Baker from SSE

**Agriculture and Mktg**

**Learning Unit**
Labeling matter

*Process flowchart*

Examples:



# DEFINE THE SECTOR

identifying the actors to be involved

*Bergamo: chosen subject of experimentation*

◦　　　　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

# Collection of Training Modules

**Target Public:**

Trainers from VET and SSE organisations

**Objectives:**

To help trainers put in practice training on SSE

**July 2021**

Please access the collecting of training materials (including structure, content, methodologies and bibliographic references) using the following the link:

https://www.socioeco.org/IVET2

Socioeco.org is an online library dedicated to the social and solidarity economy and its associated concepts.

In the page presented above, all materials produced and used in the SSEE – Social Solidarity Economy in Europe: affirming a new paradigm through IVET curricula innovation" (2016-1-PT01-KA202-022856) and SSE VET2 - Strengthening VET trainers' competences and skills" (Agreement number 2018-1-PT0-KA202-047501) projects are available for open access.