

Mapping opportunities and constraints for affirming Social Solidarity Economy (SSE) in Initial Vocational Education and Training (IVET) curricula



A. Political tendencies regarding **SSE** in IVET



SSE definition in different national contexts

- A **unique definition** of the term “Social Solidarity Economy” **doesn't exist** at the European level. Classical definition of Third Sector often used.
- Only a few countries have references in their Constitution to the principles of SSE (Portugal, Italy). Others have normative recognition, some very recently (Greece).
- Main principles recognized : **priority for people and social objectives** instead of profit; **solidarity and collective responsibility**; convergence between associated members and general interest ; **democratic control** by the members; **voluntary and free of association**; **juridical structure or legitimate groups, autonomous management** and **independence from public authorities**; **allocation of the profit to the social objective.**

VET definition in the general education policies?

- All countries have a quite **similar definition of the Vocational Education and Training** in terms of its post-compulsory school (upper secondary education, age bracket 16-24, with some exceptions ranging from 13 to 19) and professional qualification objectives.
- In Portugal IVET is developed mostly inside the compulsory education system (up to 18 years), as an alternative to more general/academic path.
- **Dual system** (work-based learning with part-time schooling) taken as an example of hybridization by many countries allows young people exiting from traditional school systems to experience more cooperative and socially oriented entrepreneurial environments.

Relevance of IVET with regards to the labour market and to employment policies?

- All country agree **IVET as a tool for social change**, with a potential to transform younger generations into citizens and professionals more able to deal with current societal challenges.
- Rather than servicing the market labour demands, IVET should prepare young citizens to **find their vocational area, to build their skills, deepen their critical thinking and learning, experience collaborative forms of work, relocalise** sustainable production – distribution chains, **improve their local communities**

Learning outcomes and evaluation criteria requested

- National Qualification Systems based on criteria regarding skills, competences and acquired knowledge, in which the learning outcomes and the evaluations systems are spelt out.
- Opportunity to contribute to a more socially oriented, peer learning methodology that allows for the development of soft skills alongside the more professional ones.
- Achievement measured through labor and social inclusion + learning outcomes level

NQF* definitions of IVET with regards to the labour market and to employment policies

- An instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, in relation to the labour market and civil society and to the **levels set out in the European Qualification Framework**.
- The most effective approach to building an NQF is to **start with clear policy aims**, rather than specific characteristics it should have

* National qualification frameworks

The decision makers who orient the policies

- Representation **centered on traditional forms** or representation of social partners and chambers of industry or economy
- SSE being **considered as a classic professional sector** with classic professional organisation, endangered by isomorphic mechanism
- SSE stakeholders **building a positive dialogue** both with other actors of the economy, and with public authorities at every level almost.
- **Strengthen the coordination and confederation mechanism** for the recognition, promotion, development and qualification of SSE both at a national and European level



B. Structure of the **IVET** system in each country



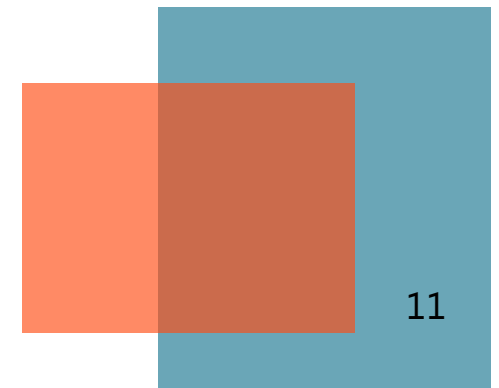
Who and where are the NEETs

- The population target is **young adults from 18 to 25 years** who have left the school system without any diploma
- Significant difference between low rates of school drop outs (Germany, Czech Republic, 6 to 7%) versus countries with high rates (Italy, Portugal, Bulgaria, 13 to 15 %) to dramatically high (Greece, Romania, up to 20%), with a gap between male and female: **young men leave school more than young women**
- **Definition of NEET** :a) they are not employed (i.e. unemployed or inactive according to the International Labour Organisation definition) and (b) they have not received any education or training in the four weeks preceding the survey.
- UE: Average rate: 16.1% Germany **10%** (15-29) (2012) Czech Republic 7,50% Greece 20-25 %, Bulgaria 25.6%, Romania 16.5%, Italy **20.9%** (3rd trimester of 2016) - increase from 19% in 2010

General trend in employment

- A **trend towards self-managed work activities**, in heterogeneous forms, either freelancing in most cases, precarious, some include only enterprises owned and managed by a single person, some are focused on farming as well as unpaid family workers.
- **Data** regarding SSE workers are **very heterogenous** although the tendency is a growth in the latest years and still seldom in eastern part of Europe

(Note: all the data are not issued from the same source and might not refer to the same year)



IVET systems (1)

- The curricula are **mostly under the State's responsibility** and are framed as the reference for any school or training agency
- They are **based on a combination of skills, competences and acquired knowledge** articulated in learning outcomes and including a list content necessary for their attainment, and evaluations systems
- In some country employers, trade unions are involved (Germany, Bulgaria, Romania and Italy)
- Most countries have established **National Qualification Systems**, relating their qualification levels to those of the European Qualification Framework

IVET systems (2)

- **All the countries provide vocational trainings inside the public school system**, under the responsibility of the Ministry of education (State National or Regional decentralized educational structures, or both), from the secondary level up to the third and even the fourth.
- A variety of private agencies are involved in IVET, including Chambers of commerce, institutes specialized in vocational training, job agencies, and even enterprises.
- **Training is almost everywhere free of charge, with no supplementary support except in Germany where financial support is provided for IVET trainees, either by remuneration from the enterprise or by financial support from the state.**
- **There is a large variety of prerequisites** to be accepted in a Initial vocational training school, with a wide difference from country to country (age, examination, obligation of a contract, first education cycle required, etc.)



C. Situation of **SSE** in existing **IVET** curricula

- **SSE is hardly present in training curricula**, with no explicit mention of SSE in most if not all, countries within the I-VET systems
- When it is, **it is generally at the highest level of studies**, of social innovation and in courses which are part of a larger topic such as management, economy or public administration.
- as the curricula are not formatted for the SSE, the teachers apply the directives of the National Education System. However **a certain autonomy is possible**, to adjust to the training situation.
- **SSE does not [yet] have a clear influence** at the level of:
 - (a) definition, design, organisation, planning and implementation of learning activities in IVET;
 - (b) teachers autonomy to reformulate the curriculum;
 - (c) differences between public and private curricula;
 - (d) cooperative and peer learning methodologies.



D. Opportunities and proposals to affirm and improve the **SSE approach in **IVET****

- **Pedagogical method** should move away from frontal approach and content typical of school education to **participatory training methods** that involve the students in an **educational relationship with the teacher and peer group dynamics**.
- Need to develop "**soft skills**", **transversal competences**, through **participatory methods**.
- **training programs for trainers**: in compliance with the territorial differences, the mission and *modus operandi* of the different accredited institutions.
- **Concertation within the SSE sector** (dialogue, co-decision, mutual exchange of information) is necessary to define the major training needs and help an adequate response from the IVET system.
- SSE need **to foster a pedagogical and advocacy approach** towards I-VET as well as other levels of education.
- **Vocational Training Centers** as parts or **nodes of the SSE Networks** or Districts, both as a local economic actor and as a *social and cultural innovation synergy operator*.



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