



Mapping VET trainers' competences and existing SSE training programs

This document is a research report resulting from collection and analysis of information and data related to competences of VET and SSE trainers, as well as existing training programs in the field of SSE, in order to “map” the existing situation in 6 European countries (France, Germany, Greece, Italy, Portugal and Romania). It is the first intellectual output resulting from the project “*Strengthening VET trainers' competences and skills*” (Sep. 2019 – Aug. 2021), funded by the Erasmus+ programme.

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Coordination and Edition:

Georgia Bekridaki and Elena Tzamouranou (DOCK – Greece)

Co-Authors:

Georgia Bekridaki and Elena Tzamouranou (DOCK – Greece)

Sofia Mora and Sofia Pereira (APDES – Portugal)

Mihaela Vetan (CRIES – Romania)

Josette Combes and Bruno Lasnier (MES – France)

Laura Aufrère and Jason Nardi (RIPESS Europe)

Soana Tortora and Chiara Bonifazi (Solidarius – Italy)

Günther Lorenz (TechNet – Germany)

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List of Acronyms

DES . District of Solidarity Economy

DGERT . Directorate-General for Employment and Industrial Relations

CASES . António Sérgio Cooperative for the Social Economy

CEDEFOP . European Centre for the Development of Vocational Training

ESPER . Social Economy Partner of the Republic School

EU . European Union

GDP . Gross Domestic Product

ICT . Information and Communications Technology

ILO . International Labour Organisation

LLC . Lifelong Learning Centres

MEM . Modern School Movement

MOOC . Massive Online Courses

NGO . Non-governmental organisation

OECD . Organisation for Economic Cooperation and Development

PILES . Pôles d'initiatives locales d'économie solidaires

RedPES . Portuguese Network of Solidarity Economy

REPAS . Network of Exchanges and Alternative and Solidarity Practices

RIES . Italian Solidarity Economy Network

SSE . Social Solidarity Economy

SSEOs . Social Solidarity Economy Organisations

VET . Vocational Education and Training

Synthesis

Objectives & methodology

One of the main objectives of this project is to develop a SSE competency profile for trainers active in different disciplines of VET studies. This report explores the possibility of integrating these VET trainers' competencies in existing training programs. In order to do so, the collective organisations and networks part of the project – from, France, Greece, Germany, Italy, Portugal, Romania – participated in a survey to explore elements that will be introduced in a trainer competency profile adjusted to SSE requirements. Thus, in this report "*Mapping of trainers' competencies and existing SSE training programs*", partners proceeded to an in depth analysis of the situation, with the help and answers of the people most fitted to answer: the trainers. Interviews and desk research were used for data collection. These data raises important questions to be reflected in our project, while not necessarily capturing a representative view from all SSE and VET organisations from the participating countries.

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. This recognition is happening in a **particular context**: at a European level as well, it has become increasingly obvious that the **future of work** has to be articulated with the brutal and undeniable **environmental emergency** and the **socio-economic crisis**. In that perspective, **SSE is identified as an economic dynamic interceding between the economic development policy and the environmental crisis**. Another main element of context is the "**digital revolution**" that is combined in Europe with a demographic ageing. At the same time, **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 NEET³. As stated by the European Centre for the Development of Vocational Training (CEDEFOP), despite the national and regional diversity of its implementation, **VET is mainly perceived**

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

³ A NEET is a young person who is "Not in Education, 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

as equipping people with “knowledge, know-how, skills and/or competencies required in particular occupations or more broadly in the labour market”⁴. In most countries, VET predominantly addresses young people, provides qualifications at the middle level of education, and it is financed by education budgets and coordinated by central and regional governments. **Four VET patterns** can be identified: **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); and as (part of) **lifelong learning** (e.g. France, Italy or Greece). Public policies and training institutions are trying to integrate the perspective of the future of work identified with qualified occupation and crucial digital components. In that context, VET policies promoted and supported by the OECD and the ILO, among other, are designed to provide **job resilience processes and more accurate job-matching**. In order not to let VET programs drift away from the **empowerment it can provide the workers**, as the flexibility required by job-market increases the responsibility and the pressure on individual, **the capabilities approach is being developed**. Based on the notion developed by Sen (1999)⁵ and Nussbaum (2000)⁶, setting a curricula 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”⁷. Furthermore, the social mediated nature of skill is being recognised. **Qualification would be shifting from a package of skills and competencies, 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**. We believe that SSE as a movement of self-managed grass-root level initiatives integrates a development of capabilities approach. The development of SSE VET is now crucial to provide a positive and sustainable vision for the future for decent work/labour, as stated by the International Labour Organisation.

At a first glance, no specific SSE-related training has been identified by most participant countries to the project, (except for France). But if we consider a broad field of concepts and practices increasingly gaining prominence – such as cooperatives, sustainable economy, responsible consumption and production, fair trade, community supported agriculture, environmental sustainability, social communication, organic farming, open source technologies, responsible tourism, etc. – we can state that **SSE is actually increasingly integrated in the education and training systems**. The trainings are mostly offered to individuals and groups already active – or willing to be – in SSE. 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. In all participating countries, **SSE organisations and the non-profit sector** play an important role incorporating SSE in VET, particularly in Germany, Portugal and Romania. Cooperative and peer learning methodologies, popular education, and other learning methodologies are also associated to SSE. Although there are skills and competencies needed for SSE, these have **no official related document** (except for France), **nor official vocational profile** in most participating countries. There are also ongoing actions for certification (France, Greece, and Portugal mainly) with the help of the State and official agencies.

⁴ CEDEFOP (2017). The changing nature and role of Vocational Education and Training in Europe. Volume 2. <http://www.cedefop.europa.eu/en/publications-and-resources/publications/5564>

⁵ Sen, A. (1999). *Commodities and Capabilities*, OUP India.

⁶ Nussbaum, M. C. (2000). *Women and human development: the capabilities approach*. Cambridge Editions.

⁷ Wheelahan, L., & Moodie, G. (2011). *Rethinking Skills in Vocational Education and Training*. Australia: NSW Department of Education & Communities.

Inspired by their experiences and expectations, the partners of the project have unfolded a general profile framework for SSE VET trainers. It is based on an interdisciplinary approach integrating three types of competencies: “Specialised and general knowledge” (cognitive competencies); “Value-based, feeling and relating-orientated trainers’ skills” (affective competencies); and “Acting, behaving” (conative competencies).

Regarding specialised knowledge, three main categories are identified:

- **SSE groundwork:** history, values & concepts, variety of practices & organisations, social-economic-environmental context at national, European, and international level; framework and strategies designed from public institutions, etc.;
- **Sociological, Anthropological and Economical background:** social and environmental impact of an economic reality; alternative resources and tools of economic sustainability (ethical finance, social currencies and mutualism, socio-economic integrated approach, societal purpose, political, economic, ecological and social goals, capacity to have in depth conversation regarding the limits of the current economic system and presenting SSE as a way to build alternative economic practices, etc.)
- **Business, 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 legal environment, awareness of political dynamics, etc..

General knowledge is also identified as significant (especially in Italy, France, Portugal and Germany), integrating a comprehensive understanding of the **economic and social territorial context, and analysing local dynamics**. The trainer must also teach mapping processes and convey an understanding of the social and economic dynamics necessary for **building and participating in networks and partnerships**. Finally, the training should integrate information on workers’ rights and hybrid and innovative ways to organise life at work, corresponding to non-profit, horizontal initiatives.

Regarding affective competencies, academic illustrate the equal importance of the personality and attitudes of teachers with their knowledge and pedagogical skills. A **balance among knowledge, capacities and social attitude** seems to be the perfect mix for a creative, innovative and efficient training course. In particular, the coherence of personal profile/style regarding SSE values is remarkably important, echoing SSE strong values. The attitude includes trust and reciprocal respect between learners and teachers-trainers, empathy with the dives stakeholders and points of view, paying attention to interpersonal relationships, especially considering the fact that trainees can come from vulnerable groups. Trainers should also share core values of SSE such as solidarity, responsibility, respect for human rights, commitment to the community, and explicitly implement them in their educational technics. Empirical part is mandatory to motivate participants and facilitate an in depth understanding of concepts. **Trainers should help trainees to have real life experiences, turning values into practices**. Thus they are required to have a previous or current experience in SSE field, volunteering or working in SSE organisations, to be able to transmit from one’s own experience, to set up participatory management & governance, actively involving people in a way to make them fully-fledged participants.

The conative competencies, referring to the connection of knowledge and feelings/attitudes to behaviour, are about the motivation and proactive aspect of behaviour (the “why”). Following Barell (1995)⁸ who proposes to help students trainees to develop their conative attitudes and skills associated with self-direction and personal efficacy, the report also focuses on a set of those crucial elements. Among them, trainers should guarantee a **safe and fair speech environment**, sharing with trainees the desire for social change, care for people and equity. Being enthusiastic, practising explicitly non-violent communication and active listening, the trainers should demonstrate the positive impact of collective work, encouraging interaction. This frame should **facilitate prospective and complex thinking**, enhancing **emancipatory and critical thinking** towards capitalist/hierarchical/patriarchal to open trainees’ perspective on alternative possibilities. Respecting the expectation of transparency, honesty, integrity, solidarity and tolerance, the trainers should design **adaptative environment, developing cooperative work and experimentations**. Finally, trainers could promote open systems (tools for continuous assessment), integrating the ability to take into account **stakeholders' feedback**.

The methodological aspects of the trainings are considered crucial to provide a positive experience for learners. Starting with an **analysis of trainees’ needs and expectations**, the teaching methodologies should be adjusted to welcome and enable fair participation. Many respondents from Greece referred to the opportunity of co-construction and co-design of the training course together with potential trainees. Creation of open spaces so all could participate from the early beginning even at the structure of the training session contributes to the commitment of all parts to the process and the rules of the session. All partners recognise the **importance of articulating individual to collective skills, the collective skills being at the core of SSE organisation development**.

A trainer/trainee contract should include a **strong connection and communion** bond to enable a transformative experience, **concretization** through decision-making and practical actions, and consensus governance of activities. **Actual collective work** – without the traditional division of work in sub-group – is crucial to enable **collective learning**. Teamwork needs to be replaced by cooperative work, implying rotation of roles among group. **Active and cooperative learning approach** is mandatory to teach coherent SSE practices and knowledge, based on learning by doing and peer education. Articulating trainees’ expectation, active learning and participative process implies a constant feedback process, essential for the balance of the group.

SSE vision and practices open a new pathway on many issues such as nature and future of work, local development, social responsibility, education, training, etc. In that context, there are **many opportunities for further SSE integration in VET trainings**. Above all, **training for trainers is needed**, as SSE is increasingly present in several dimensions of the education and training system of most participating countries, but the movement is lacking of knowledgeable and experienced trainers, especially in smaller cities. Training for trainers could be organised in articulation with the trainings organised by SSE initiatives for their members (staff and volunteers) within the framework of internal training plans for enterprises. SSE training programs could be provided in collaborations with the local

⁸ Barell, J. (1995). Critical issue: Working toward student self-direction and personal efficacy as educational goals. Oak Brook, IL: North Central Regional Educational Laboratory. Retrieved May 2002, from <http://www.ncrel.org/ncrel/sdrs/areas/issues/students/learning/lr200.htm>

authorities and the municipalities, forming educational platforms for collaboration between individuals, organisations and networks supporting SSE development. There is also a need for European certification of non-academic competencies in Social Economy. Nevertheless, with an exception of France, the most transformative practices in the solidarity economy are mostly invisible and thus unfamiliar in training modules and in daily lives. Even more, SSE movements are facing the confusion and misunderstanding of the public at large because of the misleading use of SSE concepts by lucrative multinational groups marketing campaigns.

It is necessary to act on those opportunities and constraints **to develop SSE oriented VET curricula**, overcoming the current inadequacy of occupational standard by **taking into consideration the variety of competencies and professional path that are at the core of SSE development, reaching out for all potential trainees.**

SSE is connecting different experiences, and could strengthen as an advocacy movement to affect public policies on issues of environmental and social sustainability, by offering an opportunity to raise awareness and act on a change of paradigm for a transformative economy.

1. Approaches to the main concepts of SSE, VET, skills and competences

1.1. Definitions of Social Solidarity Economy, Vocational Education and Training, skills and competences: towards an interrelation

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 influenced by local history, culture, and political/economic realities: mutual help, workers' unions, associations in the artistic and cultural sector, climate and environmental protection initiatives, community-supported agriculture, co-housing, migrant support, etc. As a whole, it can be understood as the gathering of the traditional social economy, mainly embodied by the cooperatives as a core legal frame, with a more transformative social movement that brings together a diversity of organisations, which sprung in the 70's claiming for a more radical change of economic paradigm. Thus, SSE movements go beyond the Third Sector that points at the non-profit initiatives developed in between State action and Market activity. Under the European umbrella of Social Economy, the European Commission now recognizes and supports the 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"*⁹. Two million social economy enterprises are identified in Europe today, representing 10% of all businesses in the European Union (EU).

This recognition is happening in a particular context, as the last 30 years are to be distinguished as a main turn for **the environmental crisis and the socio-economic crisis**: they have become more brutal, undeniable, and thus urgent topics for public policies to deal with. At a European level as well, it has become increasingly obvious that the future of work had to be articulated with environmental emergency, public policies thus heading progressively towards a sort of Green New Deal. SSE is identified as an economic dynamic interceding between the economic development policy and the environmental crisis. In that perspective, the European Commission is now cooperating with and being active through the Agenda 2030 Sustainable Development Goals, the G20 Inclusive Business Platform and the G7 Global Social Impact Investment Steering Group, as well as with the UN Inter-Agency Task Force on SSE, the International Leading Group on SSE, and the Commission's expert group on social entrepreneurship.

At the same time, **Vocational Education and Training (VET)**, for being an occupation-oriented system, has been progressively identified as a crucial tool to be reinforced by European member States to face the socio-economic crises, in particular the massive unemployment, harming more specifically the NEET generation¹⁰.

In fact, there is a **significant diversity of European VET systems** distinguished by particular characteristics including national aspects, which leads to 30 (or more) genuinely national and/or regional approaches to VET.

⁹ European Commission about Social Economy in Europe: http://ec.europa.eu/growth/sectors/social-economy_en

¹⁰ A NEET is a young person who is "Not in Education, 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

National VET systems have their roots firmly established in the socio-economic-historical tradition of each country, which shape diverse genuinely national approaches to VET. Despite the variety, VET is largely perceived by the experts consulted as an occupations-specific education and training designed to secure the supply of skilled labour. For the purpose of this project we will adopt the European Centre for the Development of Vocational Training (CEDEFOP) definition which takes this diversity into account and defines VET as “...education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly in the labour market”¹¹. It is though generally seen as inferior to general or academic education. In most countries, VET predominantly addresses young people, provides qualifications at the middle level of education, and it is financed by education budgets and coordinated by central and regional governments. In their diversity, VET systems across Europe are also responding to rapid social and technological change, from which some common patterns emerge. VET oscillates from periods of increased public policy interest to periods of much less attention from policy makers. Policy shifts are apparent in countries between centralisation and decentralisation with respect to which institutions are responsible for VET. There is an emphasis on the VET system and its providers becoming more responsive to the needs of the labour market and society more generally. This leads to a broadening of courses, including more transversal skills content in VET courses¹².

Reflecting this combination of diversity and convergence, an array of **four VET patterns and interpretation can be identified: 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); and **as (part of) lifelong learning** (e.g. France, Italy or Greece).

The third main element of context is thus the “digital revolution” that is combined in Europe with a demographic ageing. Thus, the definitions of **skills and competences** themselves have been increasingly oriented towards occupations requirements to help job matching, echoing the VET definition mentioned above, adapting to changing labour markets. Public policies and training institutions are trying to integrate the perspective of the future of work identified with qualified occupation and crucial digital components. 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*”¹³. In that context, the main international and European Institutions such as CEDEFOP, Organisation for Economic Cooperation Development (OECD), and International Labour Organisation (ILO) identify a **skill** as a level of performance “in the sense of accuracy and speed in performing particular tasks” combined with – or oriented towards – problem-solving and decision-making. **Skill** has thus been defined as specific “*goal-directed, well-organised behaviour that is acquired through practice and performed with economy of effort*”¹⁴. A **competence** describes, in a broader way, the capability to carry out a defined function effectively, which covers a wide range of interpretation. According to CEDEFOP, that worked on combining the different co-existing interpretations, the common position encompasses “*intellectual capabilities [that] are required to develop knowledge and operationalizing knowledge is part of developing skills, all are prerequisites to developing competence and other social and attitudinal*

¹¹ CEDEFOP (2017). *The changing nature and role of Vocational Education and Training in Europe*. Volume 2. <http://www.cedefop.europa.eu/en/publications-and-resources/publications/5564>

¹² CEDEFOP (2018). *The changing nature and role of Vocational Education and Training in Europe Volume 3. The responsiveness of European VET systems to external change (1995–2015)*. Luxembourg: Publications Office. CEDEFOP research paper; No 67. <http://data.europa.eu/doi/10.2801/621137>

¹³ CEDEFOP (2018). *Less brawn, more brain for tomorrow's workers*. Briefing Not 4. Jensen, L. A. (s. d.).

¹⁴ Boxall, P. F., Purcell, J., & Wright, P. M. (Ed.). (2007). *The Oxford handbook of human resource management*. Oxford; New York: Oxford University Press.

skills”¹⁵. **Skills and competences are providing a description of the *what*** to be carried out in an occupation. **Competency**, on the other hand, provides a wider frame to describe the knowledge, skills, experience and attributes necessary to carry out a defined function effectively, providing a description of the *how* to be carried out in an occupation.

To make the relation between **knowledge and competences** more explicit, the OECD points that “*knowledge areas refer to the body of information that makes adequate performance of the job possible (e.g. knowledge of plumbing for a plumber; knowledge of mathematics for an economist)*”¹⁶. Knowledge is thus “*incorporated into on-the-job behaviours*”¹⁷ to perform the requirements of an occupation.

1.2. Towards a different approach: from skills and competences to a capabilities approach for VET

In that context, VET policies are heading for **job resilience processes**, helping a more accurate job-matching. 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 focused at an individual level, taking digital and economic changes for granted. In order not to let VET programs drift away from the empowerment it can provide the workers, another vision is being developed for VET heading for their capacitation. **The capabilities approach**, discussed within the project partners and adopted as an approach that suits the SSE

field, is based on the notion developed by Sen (1999)¹⁸ and Nussbaum (2000)¹⁹, setting a curricula 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

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.

approach would help the trainees to become autonomous by developing underlying capacity to be able to realise a number of different outcomes²⁰. Furthermore, the social mediated nature of skill is being recognised. VET cannot only be about the individual. It must rather 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. VET policies could focus on the processes of learning, in order to act on each possible capacity developed via the workplace practices. 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.

¹⁵ Internationale Arbeitsorganisation (Ed.). (2012). *Guidelines on training in the port sector*. Geneva: International Labour Organization.

¹⁶ OECD (2018). Skills for Jobs: www.oecd.org/employment/skills-and-work/

¹⁷ Idem.

¹⁸ Sen, A. (1999). *Commodities and Capabilities*, OUP India.

¹⁹ Nussbaum, M. C. (2000). *Women and human development: the capabilities approach*. Cambridge Editions.

²⁰ Wheelahan, L., & Moodie, G. (2011). *Rethinking Skills in Vocational Education and Training*. Australia: NSW Department of Education & Communities.

We believe that SSE as a movement of self-managed grass-root level initiatives integrates a development of capabilities approach. The development of SSE VET 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.

2. Skills and competencies required for the SSE: Existing training programmes on SSE in each country

At a first glance, SSE does not seem to be included in the VET system. Regarding the upper secondary level, no specific SSE-related training course has been identified by most participant countries to the project. No specific reference to SSE has been identified either in the official secondary level VET system curricula of Greece, Germany, Italy, Portugal and Romania.

France is the only participant country which shows a much higher integration of SSE in the VET system. With 2.35 million employees, the social and solidarity economy in France accounts for about 10% of paid employment and 9.2% of companies. By 2020, 600,000 retirements are expected in this sector, and will have to be renewed. In 2012, the French National Observatory of the SSE counted 72 training courses devoted to SSE, leading to a diploma and addressing SSE as a cross-disciplinary field of action. This growth clearly illustrates the democratization of the sector, its growing weight on the labour market, but also the challenge of renewing its workforce.

Nevertheless, if we consider **a broad field of concepts and practices that are increasingly being recognized** and gaining prominence – integrating diverse approaches such as cooperatives, 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.**

As demonstrated in the next pages, the training courses are mostly offered to individuals and groups that already are or want to be active in the field of SSE. We first identify SSE at the level of continuing VET, and then we present some examples of non-formal VET field, moving forward with a quick reference at the higher education level. We continue with experiences for cooperative and peer learning methodologies, popular education, and other approaches regarding teaching that can be associated with SSE. We then display a presentation of the elicited information from official and institutional documentation providing insights on the skills and competencies needed for SSE. The section closes with resources available in English²¹.

2.1. SSE presence in VET system

When it comes to VET, although at different levels, SSE is present in all participant countries if we understand it as **a broad field of concepts and practices**. As mentioned **VET is perceived differently in each EU country**, the notion thus entails a **variety of practices**. As expected, the same reflects for SSE movements and field of action. France, for example, mentions the important role of SSE companies in supporting the professional training of their employees. They are expected to implement internal training plans for companies by using the vast register of vocational training organisations. In Greece and Italy on the other hand, SSE is integrated in VET through initiatives of municipalities and/or universities. In general, SSE organisations and the non-profit sector play an important role incorporating SSE in VET, which can be witnessed in all participating

²¹ Please refer to ANNEX: SSE & VET Stakeholders list, for an analytical presentation of the stakeholders that are mentioned in this chapter.

countries, but which is even more significant in Germany, Portugal and Romania. Due to the variety of practices, there is an interest to look at each country separately. Those respective analyses are displayed following the alphabetical order below.

France

It is possible to be trained for **SSE at all levels**, both in initial and in-service training. Students have access to courses ranging from BAC +2 to BAC +5, which can be alternating (dual) or in a traditional way. A majority of these courses offer a 5-year higher education level: this is the case for 61% of them, according to the latest study by the ESS National Observatory, conducted in April 2012. These courses provide access to diversified sectors of activity: from local services to social action, sustainable development and fair trade.

Employees, job seekers, and more generally all individuals who have completed their initial training, can turn to continuing training offers. The latter can be carried out as part of a validation of acquired experience or as part of a resuming education process.

Training in SSE professions is possible throughout professional life, mobilizing a variety of supporting training systems. Individual Training Account²², professionalization contracts, company training plan, apprenticeship contract, are the most commonly used tools for this purpose, but skills assessments and the Valuation of Acquired Experience are also part of the professional training process in SSE.

Above all, the SSE initiatives themselves play a key role in supporting the professional training of their employees. They use various processes: traditional classroom training, open and/or distance learning, modular training, and training that is partly carried out at the workplace.

A significant part of the training program implementing the acquisition of SSE-specific skills, targeting the SSE initiatives team, are therefore carried out within the framework of internal training plans. SSE initiatives recruit among the vast array of vocational training organisations, since there are nearly 8,500 private establishments with the NAF code 85.59A (training organisation) in France, including 4250 for the vocational training branch. There are also nearly 66,632 natural or legal persons, of any sector and any status, who declare a training activity. If we add public institutions, we therefore approach 10,000 training organisations, a figure that includes all the structures authorized to conduct training from the small independent trainer to the internal school of a large group.

Finally, **ESPER** (Social Economy Partner of the Republic School), an association bringing together 46 social and solidarity economy organisations working in the field of school and educational community, is developing actions to promote the SSE model among young people, using different tools and event opportunities:

- The SSE Portal in School²³
- Creation of small enterprises²⁴
- All information on *Semaine de l'ESS à l'Ecole*²⁵
- Presentation of SSE to pupils in 3 minutes²⁶
- Exhibition *Comprendre l'ESS de L'ESPER*, available in all regions²⁷

²² Each worker has an individual account accumulating the points acquired yearly while working, that can be then used (srt of "monetized") to pay for one's professional training.

²³ More information available on: www.ressourcESS.fr and its leaflet

²⁴ More information available on: <http://www.ressourcess.fr/ressource/mon-entreprise-sociale-et-solidaire-a-lecole/>

²⁵ More information available on: <http://www.semainessecole.coop/>

²⁶ See the video: [ESS vs George Clooney](#)

Greece

SSE programs are offered via the **Lifelong Learning Centres (LLC)** provided by the municipalities throughout the country and the educational institutions. These programs are characterized by the fact that they are either delivered by official LLCs and/ or are continuously. Three examples are:

The LLC of the Municipalities in Greece provide the SSE and Social Entrepreneurship program. The 50-hour in-class program covers basic concepts, national and international experiences, the institutional framework, case studies and information about the establishment of an SSE entity. The general secretariat for LLC from the ministry of education and religious affairs also published a guide that serve as the educational material for those LLC. Although the program is offered in all municipalities, a certain number of participants is required in order the program to take place²⁸.

The SSE Program "**Social economy, social entrepreneurship and microcredit**" is available through the LLC of the National and Kapodistrian University of Athens. The 65 hour program delivered via an e-learning platform covers basic concepts, a historical retrospection, a perspective on the development of the sector at a national level and the connection with the Third Sector, SSE models, the institutional framework, the female social entrepreneurship and its barriers, the establishment of an SSE entity, social responsibility and social impact. The program comes with a fee of 600€ (the institute applies a special discount policy for specific categories of participants). Upon completion, a certificate is issued of 5.42 European Credit System for VET²⁹.

In addition, **the LLC of the Athens University of Economics and Business** provides a SSE program described as the Social Entrepreneurship program. The one-year (190 hours) in-class program covers 3 main sections of the basic concepts, the design and the management of a social impact initiative, while the 4th section comes with a choice between the 3 modules of Marketing, Sales and Human resources in social impact initiatives (the possibility to attend at all 3 exists with an extra fee). The fee of the program is 1.700€ while 170€ is the cost per complementary module. The participants are required to take an examination at the end of the program. Upon completion a VET Certificate stating the grade is issued³⁰.

There are also SSE programs provided in Greece by non-profit organisations that offer education and training to adults as part of their activities. Those programs are either self-financed or are part of a relevant program. They are characterized by the fact that they run for one period or for a limited amount of time.

Last, some SSE programs were or currently are running as part of an incubator, accelerator and scaling program. Impact Hub Athens, Orange Groove, Ashoka Greece, Higgs and the Development Agency of Athens provide such programs. The duration of the programs, differ but are more or less covering various issues with a minimum on basic concepts, business plan creation and social innovation & social impact.

Germany

To our knowledge, there is no official VET institution or a state provision that has adopted or regulates courses or modules relating to SSE. However, there are a lot of management courses claiming to be socially oriented, targeting the Social Economy Managers., e.g. for the whole sector of Wohlfahrtsorganisationen (charity

²⁷ More information available on: <https://lesper.fr/le-kit-dexposition-sur-less-de-lesper-disponible-en-telechargement>

²⁸ <http://kdvm.gr/Media/Default/Pdf%20enotites/1.2.pdf>

²⁹ More information available on: <https://elearningekpa.gr/courses/koinwnikh-oikonomia-koinwnikh-epixeirhmatikothta-kai-mikropistwseis#course-tuition-fees>

³⁰ More information available on: <https://dose.aueb.gr/>

organisations), exercised by these organisations themselves³¹. They are mainly exercised by the welfare academies of Der Paritätische, Caritas and Diakonie. The time schedule to be offered depends on the kind of qualification. There is even 2 to 3 years vocational training provided in some welfare organisations. They partly lead to certificates approving vocations but many more where a certificate just stating that the person has participated at the course.

There are also many courses provided by **Third Sector Organisations** around local development, sustainable development, etc. Courses in social management often only transfer the classical MBA contents to social organisations.

At the tertiary level, there are some **professors teaching Sozialökonomie**, particularly at Universities of Applied Social Sciences but also in the sense of managing social organisations in the traditional way.

Particularly in Germany, there are complaints regarding **the economization of social/community work**. These complaints are legitimized by the fact that many Social Solidarity Economy Organisations (SSEOs) think that in order to be successful and sustainable, they have to behave like for profit enterprises. Indeed, many social aims can only be pursued in the long term through economic activities. However, by using traditional microeconomics only, the social aims are often compromised. SSEOs have to trade in a different way, and have to use and develop other economic tools if they do not want to threaten their social aims. Many social economic organisations and their supporters developed economic tools that take into account the different way or 'mode of production' in contrast to conventional businesses. One EU consortium of social economic researchers and practitioners developed a broadly applicable learning package for social enterprises and their supporters containing macro, meso and microeconomics for this sector. This could be a start of a much more developed microeconomics which can be used everywhere although the national framework conditions of the SSEOs in Europe are very diverse³².

TechNet, itself being a social enterprise, has carried out several formal and informal training programmes for the SSE on the formal level at:

- Rauhes Haus in Hamburg (1998)
- Potsdam University for Applied Sciences (2012)
- Its own Training Centre (2013)

On informal level, TechNet realized several courses for social enterprise managers at its own TechNet Training Centre and several in-house courses for social enterprise teams, since 2012.

Italy

The training activities that are mostly identified are provided by Third Sector enterprises with expertise in SSE or in vocational training, while sometimes Universities also provide them. They address:

- High school or undergraduate students, who want to work in the field of Social Solidarity Economy;
- Unemployed or jobless workers who want to improve their capabilities;
- Social Solidarity Economy practitioners who want to improve their skills.

In few Italian Regions, some training agencies offer courses about SSE dedicated to residents, unemployed, and students. Thanks to **local governments that are closer to the themes of SSE**, some regional laws have been approved or processes are underway to promote ad hoc laws on these topics. For example, thanks to the funding of the European Social Fund, in Friuli Venezia Giulia in 2016 two courses were organized. The first one

³¹ For instance, the projects developed in the Federal Programme Rückenwind: <https://www.bagfw-esf.de/aktuelles/>

³² More information available on: <https://www.technet-berlin.de/cesttransfer-en>

was an introduction course (24h) entitled Sustainable practices of solidarity economy. It was dedicated to various forms of sustainable economy with analysis of case studies. The second one was an advanced course (56h) on Solidarity Economics: from theory to practice. In this course, the main topics were with the examination of the role of network facilitator, the drafting of a project work, some elements of solidarity marketing and tools of ethical finance³³.

A very recent initiative confirms the close relationship that has been established between the **Forum on Common and Solidarity Economy of the Friuli Venezia Giulia Region** (established by regional law) – and the world of Vocational Training. On 19 January 2019 a course – financed through a Regional Operational Programme of the ESF – on the theme of Innovative processes of solidarity economy, delivered by a vocational training provider promoted by a trade union began. It is currently taking place in the province of Pordenone but is also planned in the other three provinces (Trieste, Udine and Gorizia)³⁴.

Since February 7, 2019, the **District of Solidarity Economy (DES) of Parma** (Emilia Romagna Region) has organized a calendar of meetings and visits regarding a variety of topics: environment, work, education, networking, economy, community. It aimed at planning choices and collective practices oriented towards the accomplishment a good life for all. The calendar includes six meetings, addressed to citizens, in which qualified speakers, also at national level, will interact with local stakeholders. To these cultural meetings will be added others dedicated to "practices". In these meetings, visits will be made to the local producers involved in the Participated Guarantee Systems of the DES of Parma³⁵.

In 2016, Solidarius collaborated with the Municipality of La Spezia (Liguria) and the National Research Centre in a participatory planning path of tourism and entrepreneurial development of the area. The project involved 120 young people between 16 and 35 years. On that occasion, Solidarius proposed project work activities, instruments for the analysis of the territory, and provided basic elements and principles of SSE³⁶.

Portugal

Training courses in the field of SSE have been increasing in the last years, offering much needed insights and updated skills to the professionals working in the field. People and organisations that belong or are related provide courses to SSE, as well as by consultants and enterprises that are more experienced in the profit-oriented economy. These generally provide certificates of attendance and participation. Certification of skills is also possible, given that the competent public authority (DGERT - Directorate-General for Employment and Industrial Relations) certifies the trainer and training organisation. These courses are **mostly aimed at increasing the qualification of the social sector**, seen as a complement to the State in delivering services for the social inclusion of vulnerable groups.

The most **transformative radical approach of the solidarity economy** in terms of creating alternative collective ways of organising production, consumption, distribution and finance is mostly **invisible and left untouched** in most of these events/trainings.

³³ More information available on: <https://www.ialweb.it/node/21/64424>

³⁴ More information available on: <http://www.forumbenicomunifvg.org/corso-ial-fvg-processi-innovativi-di-economia-solidale>

³⁵ More information available on: <http://www.desparma.org>

³⁶ More information available on: <http://www.solidariusitalia.it/2016/07/p-e-r-c-or-s-i-progettare-esperienze-e-risorse-culturali-orientate-a-sviluppare-occupation/>

One example is the specialisation course in Executive Management in the Organisations of the Social Economy³⁷, promoted in partnership between a training organisation (Comenius) and a SSE organisation (A3S – Association for Social Entrepreneurship and the Sustainability of the Third Sector). The main aim of the course is to develop knowledge and executive management skills and innovation in the sector of the social economy. The target public are workers, managers and volunteers of social economy organisations, as well as consultants and/or trainers. The course has a total of 100 hours divided in four parts: (I) Administration of organisations: specificity and distinguishing value of the social economy (25h); (II) Sociocultural animation and deontology: nature and mission of community intervention (25h); (III) Quality notions and rules: organising and managing services (25h); Leadership and conflict resolution in organisations (25h). These correspond to 9 training modules, which have been adapted from the National Qualification Framework to suit the specificities of the SSE. This course provides certification and it is free of charge for trainees, because it is financed by public national and European funds (POISE, PT2020 and the European Social Fund).

Another interesting initiative is promoted by a consulting and training enterprise called Stone Soup. The Stone Soup Academy³⁸ is a training offer aimed at leaders and managers of third sector organisations, companies, social entrepreneurs and funders who want to deepen their knowledge on critical issues that enhance the performance and social impact of initiatives and organisations. They offer diversified trainings that respond to the emerging needs in different sectors and geographies and combine academic knowledge, experience in capacity building, practical experience and case study analysis. These are some of the subjects covered: social impact evaluation, scaling-up strategies, social business models and plans, strategic planning, time management, financial sustainability/fundraising, strategic communication, strategic alliances/partnerships, membership recruitment and management, etc. Stone Soup usually customises training packages according to clients' needs and priorities.

Romania

Training programs in the field of social economy are represented by short-term specialization courses (for which the minimum level of education is high school) and masters programs:

- **Accredited, short-term specialization courses for 3 different types of specializations** related with the sector of social economy: Social Economy Entrepreneur, Social Economy Specialist and Social Enterprise Manager. The duration of a specialization course is 40 hours. As long as the National Qualifications Authority recognizes the training provider, the participants will receive a training certificate. The participation conditions regarding the minimum level of schooling differ from course to course;
- **Masters programs in the field of social economy:** two masters programs were identified for the period 2019-2020: at the West University of Timisoara and Babes Bolyai University Cluj-Napoca.

Most of these courses are organized in the framework of projects with European funding aimed at developing the social economy/social entrepreneurship or even social inclusion sector. Courses are provided both by non-

³⁷ More information available on: http://www.e-comenius.com/pt/sites/comenius/comenius/gestao-entidades-economia-social?menu_id=1044

³⁸ More information available on: <https://www.stone-soup.net/index.php/pt/academy>

governmental organisations³⁹ and by specialized training enterprises. If the courses are organized in projects with European funding, they are offered to the participants free of charge.

The analysis of the training programs shows that the specialization courses contain a theoretical part and a practical one. The evaluation also contains a theoretical test (usually in the form of a grid test) and a practical test. In the case of the social enterprise manager course, the practical part is the elaboration of a business plan.

2.2. SSE presence at the non-formal VET level

Meetings, seminars, festivals, summer schools, events, roundtables, workshops and training courses for SSE are conducted in all participating countries. Mostly provided by the entities active in the field of SSE.

France

There are many meetings, seminars, festivals, summer schools, events, round tables, workshops that offer an opportunity to learn about SSE informally in France. They are organized by the top-organisation part of SSE networks at:

National level:

- Social and Solidarity Economy Month⁴⁰
- SSE National Forum⁴¹

Regional level:

- SSE Regional Forum in Occitania⁴² about some specific thematic as socially responsible purchasing, international solidarity⁴³ and solidarity finance⁴⁴, fair trade, local development, etc.

But there are also other approaches such as the development of many courses more oriented towards solidarity economy, proposing to grass roots initiatives participants to visits other initiatives on a territory⁴⁵, as well as peer learning visits such as experiences in the field of work integration activities with Coorace⁴⁶ or Hackathon⁴⁷.

Finally, it develops new forms of training linked to the development of digital technology: webinars such as Knowing SSE⁴⁸, good practices of SSE⁴⁹ and Mooc⁵⁰.

³⁹ Among organisations providing accredited trainings for social economy specialist and social enterprise manager, we mention: Civitas, FDSC, Fundația Alături de Voi, NESsT Romania.

⁴⁰ More information available on: <http://www.lemois-ess.org/accueil-decouverte/p2.html>

⁴¹ More information available on: <http://www.forum-ess.fr/?PagePrincipale>

⁴² More information available on: <http://www.fress-occitanie.fr/>

⁴³ Specific information available on: <https://www.festivaldessolidarites.org/>

⁴⁴ Specific information available on: <https://www.finansol.org/semaine-de-la-finance-solidaire-2018/>

⁴⁵ For instance: <https://ardeche-drome.info-jeunes.fr/parole-aux-jeunes/parcours-economie-sociale-et-solidaire>

⁴⁶ More information available on: <http://www.coorace.org/actualites/2014-coorace-organise-visites-apprenantes-sein-son-reseau>

⁴⁷ More information available on: <http://www.coorace.org/evenement/hackathon-damarches-damlioration-continue-leviers-pour-dveloppement-territoires>

⁴⁸ More information available on: <https://www.unml.info/actualites/representation-du-reseau/20171/invitation-webinaire-connaître-less-et-identifier-ses-opportunités-locales.html>

⁴⁹ More information available on: <http://www.ufisc.org/item/324-webinaire-droits-culturels.html>

Greece

The **educational platform KALO**⁵¹ is the fruit of the collaboration between individuals, collectives and organisations that act as supporters of the development of the Social and Solidarity Economy in Greece. It started as an initiative of the Heinrich Bell Foundation in Greece, while moving towards a non-profit association today. The first three sections, which are already available via the educational platform, attempt to lay the foundations to understand as thoroughly as possible the key features of the Social Solidarity Economy field. The topics are among others: Meanings and approaches in Social economy, solidarity economy, social entrepreneurship, cooperatives, Setting a up a group, Conflict management, Decision making process in an SSE organisation, Social Business tools, Social Marketing tools and so on. Each section consist of several courses (in total 17), while each course includes a 10-minute video lecture and supporting material (exercises, examples etc.) for better learning effect. Another two sections clarifying the legal issues and about marketing in SSE are currently developed while many more sections are in the planning phase⁵².

Another example is **Komvos** (Hub for Social Economy, Empowerment and Innovation) which implemented the Training Program for Cooperatives, SSE & Community Economic Development in collaboration with Simon Fraser University, Community Evolution Foundation and Heinrich Böll Stiftung. The 72-hour in-class train-the-trainer program covered basic concepts, community economic development, the institutional framework, tools for selecting economic activity, founding members, organizing meetings & decision-making processes, cooperative development, cooperative capital and social funding, insurance and taxes, start-up procedures, business plan, management, marketing, mobilizing the community and public policies. The participants received a facilitator certification in the field of SEE, from Simon Fraser University (Vancouver - Canada)⁵³.

Italy

A large part of training activities are held in festivals or fairs organized by associations which promote sustainable lifestyles and development. Here are the most famous and participated ones:

- Fa' la Cosa Giusta⁵⁴
- Festival of sustainable development⁵⁵
- Festambiente⁵⁶

There are also some **summer schools** on these topics, like those organized every year by the Degrowth movement (2019 is dedicated to social currencies and local forms of trade and exchange). Some activities of these are stable and recurring, while others are occasional and realized mostly through project proposals and external financing.

The Italian Solidarity Economy Network - RIES - every two years organizes a big festival of the Solidarity Economy. On this occasion, some days of training are proposed. The themes dealt with in recent years have been:

- Creating communities improve autonomy and self-government;

⁵⁰ More information available on: <http://moocasso-animafacavise.strikingly.com/>

⁵¹ SSE in Greek.

⁵² More information available on: kalamathe.gr

⁵³ More information available on: <http://komvoshub.org/>

⁵⁴ More information available on: <https://falacosagiusta.org/>

⁵⁵ More information available on: <http://festivalsvilupposostenibile.it/2019>

⁵⁶ More information available on: <https://www.legambiente.it/contenuti/articoli/festambiente-2018>

- How to animate networks of solidarity economy and become promoters of change⁵⁷.

The local Solidarity economy districts as well often promote training events to accompany the development of the network on a regular basis. They are mostly episodic events, circumscribed to the local group and dedicated to those who do or would like to be part of it of the community⁵⁸.

In 2015, **Solidarius Italia** realized a course of 24 h (two weekends) addressed mainly to the operators of the Roman Solidarity Economy Network. The main topics were Doing solidarity business: from case analysis to design and Networks and supply chains⁵⁹.

Portugal

There is a growing number of seminars, events, roundtables, workshops aimed at affirming the social economy in the public agenda. Since 2011, **António Sérgio Cooperative for the Social Economy (CASES)** and its members (the State and representative/umbrella organisations from the various families of social economy organisations in Portugal, such as local development organisations, cooperatives, mutual associations, private social solidarity institutions, and Catholic Church organisations) have organized seminars and conferences to raise awareness of the social economy and advocate for its recognition in the Portuguese context. These are usually one or two days events, in formal settings and with political representation, disseminating the work of organisations in the field, legislation, and the figures/relevant data arising from the Social Economy Satellite Account, arguing for the relevance of this sector in the Portuguese economy.

On a less institutional and more grassroots approach, the **Portuguese Network of Solidarity Economy (RedPES)** – formally created in 2016 – has been organizing gatherings to share and discuss the principles and practices of solidarity economy. These involve people working in the SSE, students, local producers, and SSE researchers, usually in locations where SSE dynamics are more developed, as for instance in Rio Maior, Açores and Montemor-o-Novo. These events happen at least once a year. In 2019, 3 events are taking place addressing the themes of leadership, youth and workers in the SSE. The first one was held in March, at Coop Terra Chã, with 42 participants. People discussed and questioned their practices of leadership and management of organisations in order to have happier, more dynamic organisations capable of combining each one with the whole, achieving success in human, economic, environmental and cultural logic. Discussion groups and round tables enabled the participants to articulate experience and knowledge and to take home new insights to fuel their practice in SSE organisations.

Romania

There are some organisations which organize training sessions, workshops, debates, street activities and other informal events in order to promote social solidarity economy, fair trade, community supported agriculture, responsible consumption, ethical finance, sustainable development. CRIES is a pioneer in promoting these concepts in Romania.

Here are few illustrations:

⁵⁷ More information available on: <http://www.economiasolidale.net/section/educazione-e-formazione>

⁵⁸ More information available on: <http://www.economiasolidaletrentina.it/destinazione-economia-solidale/>

⁵⁹ More information available on: <http://www.solidariusitalia.it/2015/05/imprese-e-reti-nelleconomia-solidale/#more-1647>

- **Social Entrepreneurship**, edition 2018 and 2017– a project developed by Timiș County Department for Sport and Youth in partnership with CRIES. 150 young people participated to workshops on the thematic of responsible consumption, fair trade, social economy;
- **BI! the Change! Global Thinking, Local Action**, November 2018 – October 2019, project implemented by the association Mai Bine, targeting 12 educational and participatory activities that contribute to sustainable development;
- **FINCare - Financial Literacy through Social Financial Institutions**, project implemented by National Union for Romanian Mutuality and the Solidarity Laboratory Association. The objective is to develop the financial education capacity of the Romanian mutuality's. The program includes also two study visits in Italy and the UK;
- **Caravan of promoting the social and solidarity economy** coordinated by CRIES (May 2018). Six workshops about social and solidarity economy were organized for a number of 100 students from vocational schools and high schools;
- **Young people - active citizens for responsible consumption**, (February-May 2015), coordinated by CRIES. 500 students participated to workshops on the thematic of responsible consumption & fair trade;

2.3. SSE presence at higher general education level

It is noticeable to mention that SSE can be found in the form of master degrees in all participating countries, since there are a small number of masters offered in each of them.

More specific there are two master degrees offered in Greece, Germany, and Romania, while in Italy two university degree courses and more than five master degrees are provided. In Portugal there are at least five postgraduate courses/masters degrees focusing on Social Economy/Solidarity Economy /Local Development. In France however, the offering is much bigger. In 2000, the Inter-university Network of the Social and Solidarity Economy (RIUESS) has been set up to promote and develop university training courses at the SSE. Today, it brings together some thirty French universities and offers on its site a mapping of 67 courses, including 18 licenses, 32 masters and 17 other courses (DU, DUT, etc.), listed throughout the university network⁶⁰.

2.4. Cooperative and peer learning methodologies, popular education, and other forms or approaches to teaching that can be associated to SSE

France

There are many cooperative and peer learning approaches, integrating popular education methods and other forms or approaches to SSE education, among the oldest of which is the **Network of Exchanges and Alternative and Solidarity Practices** - REPAS. It has been offering for more than 15 years an Alternative and Solidarity Companionship Program that combines collective meetings with organisations, support individual immersion in initiatives and times for exchange, assessment, work and reflection around cooperation and collective organisations.

To illustrate other forms of teaching related to SSE training, we can also mention the ANIMACOOP Training⁶¹, accessible throughout France, which offers training to lead projects in a collaborative way. The objective at the

⁶⁰ More information available on: <http://riuess.org/formations/ess>

⁶¹ More information available on: <http://animacoop.net/wakka.php?wiki=PagePrincipale>

end of the training is to master the key elements of collaborative work with tools and methods from the digital world. Specific objectives: to build an operational approach to lead a collaborative project, to know how to choose and use collaborative digital tools, to produce common goods in a group, to develop a culture of cooperation.

Finally, we can mention other approaches related to the development of digital technology such as the Shared Governance Mooc⁶² developed by Mouvement des Colibris and Université du Nous, which offers distance learning to train in the collective governance of solidarity initiatives: making decisions together, facilitating collective intelligence during your meetings, articulating autonomy and responsibility, leading the change towards shared governance and more generally questioning the culture of cooperation.

Of course, these examples are not exhaustive of the offer developed in France on this topic.

Greece

The Educational Platform KALO could be described as an **eco-system of mutual education** and support of SSE based on the values that govern it. The theory of change is described as follows: *“We are in a highly transitional period where basic social and economic functions are weakened, while serious technological developments radically alter organisational models and methodologies of social, political and economic mobilization. In such a period, it is important to exploit the connectivity provided by digital technologies to collectively develop robust cells and structures of SSE as strategies for confronting modern challenges in a world of great changes, increasing precariousness and vulnerability”*⁶³. The educational platform KALO has multiple goals. First goal is the creation of educational material for SSE in Greek in a simple and understandable way and in a form open and accessible to every interested person as responding to the local need and request that has come from the field for a long time. Second goal, is the creation of a public space, in the form of a digital tool, to promote education, transfer of expertise, and exchange of experiences and good practices. Third goal is the fact that the whole effort is and should continue to be based on an open participatory methodology in planning and implementation that actively involves more individuals, collectives and actors in the future. Finally yet importantly is the goal of facilitating the diffusion of educational material by exploiting the technological capabilities and methodology of distance and mutual education.

Germany

TechNet’s courses presents have a balance between phases of new information including debate and self-organised exercises for the learners. Each module offers a set of hypotheses and statements for debate and further elaboration as well as a number of suggestions for practical exercises or research projects to verify or falsify the introductory hypotheses. These exercises can be done individually or in groups. The results of these exercises or projects are debated, put together and presented as the final output of the modules and finally of the full course. A possible certification then could be based on that portfolio of work.

Italy

SSE is configured as an economy of liberation⁶⁴ and presupposes a **pedagogical approach aimed at forming free people, able to communicate and listen, to express a critical thought, to relate in a collaborative**

⁶² More information available on: <http://universite.org/formation/mooc-gouvernance-partagee-2019>

⁶³ KALO - Educational Material for SSE (2019): kalomathe.gr

⁶⁴ Mance E. (2017). *“Circuiti Economici Solidali – Economia Solidale di Liberazione”*. Pioda Imaging Edizioni/Solidarius Italia, Roma.

way to others, welcoming their differences. All learning methodologies and approaches that go in this direction can certainly be associated with the SSE, transmitting content in line with the tools adopted.

The pedagogical thought of John Dewey, Paulo Freire, Ivan Illich arrived in Italy in the 1950s and favoured the creation of educational movements and practices focused on an active and progressive, non-authoritarian, cooperative and democratic pedagogy, which still exist and resist today. We refer to the experiences of the Educational Cooperation Movement, the school of Barbiana of Don Milani, the Danilo Dolci's activities and street teachers.

In **active learning**, trainees are in a position of responsibility and architects of their own knowledge, they are involved to create the contents and trainers are just a guide: there are various methods that are structured by these principles.

First of all, the methods related to Cooperative Learning (from the usual team work and Groups of investigation, to brainstorming, to Jigsaw methodology) and Research Based Learning (with case studies, context analysis and a constructive approach), and then the method of Action Research, which makes the students actors of a transformative path within a wider learning context.

So, the Fair "Fa' la Cosa Giusta" ("Do the right thing") – the most famous Italian expo of critical consumption and sustainable lifestyles, born 16 years ago in Milan and now widespread in other areas of Italy (Umbria, Sicily, Trento and Turin). It addresses a full program of appointments for the training of educators, teachers and school leaders. Many of these are dedicated to methodological insights⁶⁵. Among the many proposals, there are also education courses on non-violence and gender issues, courses dedicated to conflict management and maieutic dialogue, workshops on empathy and others dedicated to inclusive education, all with particular attention to the use of **digital technology tools**.

Portugal

The MEM – Movimento da Escola Moderna⁶⁶ (**Modern School Movement**) is the most important pedagogical movement of teachers that currently exists in Portugal. Active since the 60s, it is led by a movement of self-organise teachers belonging to all levels of education (pre-school to higher) who provide their own continuous training and the development of pedagogical practices that ensure cooperative organisation and management of the learning processes. The movement defends the following pillars of **cooperative learning**:

- **Structures of cooperation:** the success of a student contributes to the success of the group members, in opposition to the individualistic and competitive tradition of the school. Each member of the group can only achieve its goal if each of the others has reached it as well.
- **Communication circuits:** all work projects done by students are presented to the collective, so that everyone can access the information that each one has and their products of study and artistic and intellectual creativity. Systematic exchanges concretize the social dimension of learning and the solidarity sense of the cultural construction of knowledge and skills.
- **Direct democratic participation:** attitudes, values and social and ethical competences that democracy integrates are built on a daily basis, while students and teachers, in cooperation, experience and develop their own democracy in school. This is done as students and teachers manage the school curriculum cooperatively, including planning and evaluation of the whole learning process.

⁶⁵ More information available on: <https://www.sfide-lascoladitutti.it>

⁶⁶ More information available on: www.movimentoescolamoderna.pt

MEM has no direct links with the SSE or VET, but the potential for connection is huge given the profoundly democratic and transformative approach it defends for learning processes. Terra Chã Cooperative, an SSE organisation based in Chãos Rio Maior, is applying the MEM principles, namely the cooperative learning approach and the constant self-reflection about their own practices in order to ensure a transformative approach to the SSE.

2.5. Official Document for skills and competences needed for SSE

Regarding the official document for skills and competences needed for SSE, there is no official vocational profile in Germany, Greece, Italy and Portugal for consultants or trainers in SSE therefore no relevant document exists.

In France, two examples of mandatory skills framework in the SSE field can be mentioned. The first is to be found in the University of Valenciennes - Haut Cambrési regarding the "Administration économique et sociale" Master curricula. The track related to "Local development and solidarity economy" allows a person to self-assess expected capacities and competences in relation to the related professions. It is considered as part of the valorisation of the acquired experience in the process of obtaining the diploma. In that perspective, it is possible to value any training and/or professional experience and to determine the person's level of competence.

The second is a reference framework of the methodological skills and approaches necessary for the launching, design and consolidation of SSE initiatives. It is embedded in an Apeas' SSE project that developed a support system infrastructure (from 1997 to 2015). The Provençal Agency for an Alternative and Solidarity Economy is a territorial structure of the Movement for the Solidarity Economy which supported the development of SSE initiatives in the Provence Alpes Cote d'Azur region through a mechanism called the Pôles d'initiatives locales d'économie solidaires (PILES) developed in the region, one of whose missions was to support the emergence and development of citizen economic initiatives in a solidarity economy approach.

The framework was built between 2009 and 2012, as part of a participatory experiment carried out by APEAS. The partners were the Piles network; InterMade, an organisation supporting and assisting the creation of SEE activities, and Promess84 support network, which gathered SSE actors at a sub-regional level (Vaucluse), supporting as well the creation and development of ESS initiatives. The framework is based on workshop experiences, gathering the animators/accompanists. It explicit a list of areas of expertise necessary to set up an SSE company from the emergence of the project to its consolidation, identifying the skills required at each stage.

Furthermore, in Romania for each type of three short-term specialization courses provided, a number of specific competence units are presented in occupational standards. These are analysed below for each of the three occupational standards:

	Entrepreneur in social economy (7)	Specialist in social economy (5)	Social enterprise manager (5)
Specific Competences Units	Feasibility Study	Social Economy Counseling	Strategic and Operational Planning of the Social Enterprise
	Business plan development	Advising on the operational planning of the organization operating in the sphere of the social economy	Organizing the social enterprise
	Business management	Advice on inclusive human resources management	Inclusive human resources management
	Elaboration of the social project of the business	Counseling for the implementation of the social economy policies and programs of the organization	Coordination and monitoring of social enterprise activities
	Managing social activity	Analyzing public social economy policies	Evaluating and reporting on the social, economic and environmental performance of the social enterprise
	Promoting social entrepreneurship		
	Representation of the organization in external relations		

Table 1: Specific Competences Units found in Romania

In addition, there are some actions in that direction in some of the participating countries.

In France, Uniformation is the main organisation providing advices and assistance to SSE initiatives regarding employment and training. Uniformation provides insights regarding the design and implementation of their training projects, as well as in their financing. It is organised through a network of advisers and assistance providers to be found in every regions of France and in the French overseas departments. Uniformation also delivered online information on SSE professions, including 25 job descriptions⁶⁷.

In Greece, there is a program that issues a Certification for Advisors/Educators of Social Economy that certifies the informal qualifications of a person in the field of social economy. The certification has been created by the Institute of Entrepreneurship Development for the needs of the project: «EC-ASE: European Certification for Advisors/Educators of Social Economy». The Leonardo Da Vinci program with support from the European

⁶⁷ More information available on: <http://www.uniformation.fr/Entreprise/Services-et-conseils-formation-et-RH/Les-metiers-de-l-economie-sociale>

Commission has funded this project. Through the process of certification, the informal knowledge that advisors/educators of social economy have acquired will be evaluated.

Finally yet importantly in Portugal CASES - a partnership between the State and representative/umbrella organisations of the social economy sector - created a certification for SSE trainers. Requirements are very general and similar to any other field of training: the trainer has to be certified by DGERT and have qualifications/work experience in the topic of training. Qualifications/work experience in SSE are only a benefit and not mandatory. Also noticeable is the Competences for the XXI century as a guideline for IVET trainers. These point out to important transversal skills that are much needed in the SSE.

2.6. Resources available in English⁶⁸

CEST Learning Package ⁶⁹
Foundation for Sustainable Development in 2012 as part of a Lifelong Learning Programme project ⁷⁰
Initiatives for a Social Solidarity Economy (ISSE) – Community Work , is a partnership project funded through the Erasmus+ program. Its aim is to identify common approaches, strategies and tools to promote awareness, recognition, development and advocacy of SSE ⁷¹
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. One of the major challenges faced by associations, cooperatives and other initiatives of the SSE, as well as those young social entrepreneurs, is the high dependence of their initiatives from public subsidies. This lack of sustainability (economic, but also social, environmental, of labor and political) conditions and makes them more vulnerable ⁷²
Education for Sustainable Development: A Tool to Design Training Courses - New Jobs Through Education for Sustainable Development Competencies (Mastrandrea F. R., & Santini F.). That it is not a document drawn up in the context of the SSE, but there are analyses and proposals that, although not updated according to the latest legislation, we consider very useful for our work for instance ⁷³
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 a the University of Porto (Portugal) and funded by the Erasmus Mundus programme ⁷⁴
The SUSY Project compiles several resources available in English and other languages ⁷⁵

Table 2: SSE Resources available in English

⁶⁸ If you wish to find resources in your own language, please contact the project partner from your country (website on page 1) .

⁶⁹ More information available on: <https://www.technet-berlin.de/cesttransfer-en>

⁷⁰ More information available on: <http://www.njesd.com/>

⁷¹ More information available on: <https://issecommunityworks.eu/2016/12/10/training-manual-available-now>

⁷² More information available on: <https://www.kissproject.eu/>

⁷³ More information available on:

[https://www.fondazionevilupposostenibile.org/f/Documenti/2014/Education for sustainable development Santini Fabrizi o.pdf](https://www.fondazionevilupposostenibile.org/f/Documenti/2014/Education%20for%20sustainable%20development%20Santini%20Fabrizi%20o.pdf)

⁷⁴ More information available on: <https://www.yorks.ac.uk/social-economy/handbook/>

⁷⁵ More information available on: <http://www.solidarityeconomy.eu/>

3. Mapping of VET skills and competences: Field research

One of the main objectives of the project is to explore the possibility of integrating VET trainers' competences in existing training programs, focusing on the need to develop a competence profile for SSE in different disciplines of VET studies.

In line with that goal, as a first step partners proceeded to a need analysis survey in their experimentation areas in order to collect essential data. They turned to the people most fitted to answer: the trainers⁷⁶. They are responsible for designing and implementing a training course, and they are – potential - mains SSE actors.

The purpose of the survey is to explore elements that will be introduced in a trainer competence profile adjusted to SSE requirement. First, partners elaborated on three kinds of competencies:

- 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.

Furthermore, the research focused on the methodological aspects of the trainings. The way the training would be prepared and implemented, constitutes any important feature for the project. The design of a creative and comfortable learning environment for knowledge and experimentation in line with the values, practices and breakthroughs SSE proposes is always a challenge.

Following the presentation of the different realities in each country, our target is to define opportunities and/or constraints with European dimension following a transversal comparative analysis. At the end of the mapping, a detailed list of different kind of stakeholders related to SSE and VET is presented. Thus, all components of the mapping will be addressed and shared with the appropriate actors in each partner country.

Results of the need analysis survey

At this part we will present the results of the survey that took place in each partner country (France, Germany, Greece, Italy, Portugal, Romania) focusing on the answers received from both VET trainers and educators and SSE organisations.

3.1.Cognitive Competencies | knowledge . content |

Knowledge includes underpinning theory and concepts, as well as tacit knowledge gained because of the experience of performing certain tasks. Understanding refers to more holistic knowledge of processes and contexts, and may be distinguished as know-why, as opposed to know-that⁷⁷. The *specialized knowledge* is necessary for meeting content specific demands and solving content-specific tasks, when *general world*

⁷⁶ Interviews and desk research were used for data collection. These data raises important questions to be reflected in our project, while not necessarily capturing a representative view from all SSE and VET organisations from the participating countries.

⁷⁷ Weinert, F.E. (1999). *Concepts of competence*. Munich: Manx Planck Institute for Psychological Research.

knowledge, is more arbitrary and enables people to deeply understand the way world and societies function. At this part, we will present results from both concepts of knowledge.

Specialized knowledge

Responses from all partner countries mention that there are 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 and the trainer is required to have a broadband profile. More specifically, trainers should know how to deal with topics such as:

- **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 capital and 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.

In Italy, France, Portugal and Germany the results of the survey highlight the significance of **general knowledge** such as:

- **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.
- **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.

Ponts of importance

- All data collected from partner countries, mentioned the great importance of an **interdisciplinary approach of knowledge** that includes topics mainly derived from social and political sciences, business and management and social solidarity economy theory, perspectives, practices and framework in each territory.
- In partner countries where SSE is more developed (France, Germany, Italy, Portugal) - in terms of multitude of organizations, growth rates, annual turnovers, contribution of SSE to Gross Domestic Product (GDP), public policies and legislation, academic and educational inclusion -, trainers and SSE actors pay much attention to **the territorial context and the local social reality**. It could be connected with yearlong engagement, where experiences that are more practical pop up and SSE concept is already integrated into local development. In countries where SSE is conceptually newer (Romania, Greece) and more abstract, the dimension of the importance of local social realities did not appear to the responses.
- **The nature of work** in an SSE venture is different from a for-profit, hierarchical- management business. Participants expect to have better working conditions than the ones' appear in mainstream economy. Therefore, 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. Work is much more stimulating and the person adheres more to the objectives of work.

3.2. Affective competencies | values . feeling . relating |

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 know, be able to do and be seems to be the perfect mix for a creative, innovative and efficient training course⁷⁸.

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

Data from all countries, strong correspondences between the personal profile/style of the trainer and SSE values were 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.

⁷⁸ Olson, C. O., & Wyett, J. L. (2000). *Teachers Need Affective Competencies*. Academic journal article education, Questia.

Trainers' style and approach

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



Graphic 1: Trainers' style and approach

- **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 could 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 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:



Graphic 2: Trainers' experience on SSE organisation/social enterprise/NGO

- Should have a **previous or current experience 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.
- According to the **pedagogy of self-management**⁷⁹: people experiencing work relations in a certain collective way are the ones who should be educators of themselves and for the others.
- Should 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.
- Should work with **creativity, able for social planning and concreteness**: it is essential to be able to translate theory into good practices and have the ability to imagine, write and implement projects.
- Establishing a **link with existing realities** which enables trainees to have **real life experiences** of what it is to be engaged in a SSE initiative.

3.3. Conative Competencies | acting . behaving |

Conative Competencies refers to the connection of knowledge and affect to behaviour and is associated with the issue of why. It is the personal, intentional, playful, deliberate, goal-oriented, or striving component of motivation, the proactive (as opposed to reactive or habitual) aspect of behaviour⁸⁰. Barell (1995)⁸¹ proposes

⁷⁹ Carolina Leão is a researcher of solidarity economy collectives in Brasil: <https://www.repository.utl.pt/handle/10400.5/7554>

⁸⁰ Baumeister, R., Bratslavsky, E., Muraven, M., & Tice, D. (1998). *Ego depletion: Is the active self a limited resource?* *Journal of Personality and Social Psychology*, 74(5), 1252-1265.

⁸¹ Barell, J. (1995). *Critical issue: Working toward student self-direction and personal efficacy as educational goals*. Oak Brook, IL: North Central Regional Educational Laboratory. Retrieved May 2002, from <http://www.ncrel.org/ncrel/sdrs/areas/issues/students/learning/lr200.htm>

that helping students trainees develop the conative attitudes and skills associated with self-direction and personal efficacy is one of the most critical tasks presently facing parents and educators.

Participants at the survey mentioned with great importance that trainers:

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 wellbeing	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.	

Table 3: Trainers' Conative Competences

**Points of importance:
Individual or Collective Skills Development?**

- **In France**, most participants responded that everyone has certain skills; sometimes they have to be brought out through training; it is a question of pooling their strengths and developing skills collectively with the contributions of others. As many people as possible must therefore share the skills related to the company in the SSE field. Thus, they could build the collective intelligence that allows the collective to decide together while taking into account the plurality of points of view.
- **In Germany**, most participants responded that the learning should be connected with individual actions, projects, and exercises to be done individually or in groups. Skills and competences required for a SSE organization in order to succeed their agreed goals collectively and as individual capacities should be connected but function at very different levels. It contains the development of social capital but also innovative knowledge, skills and co-operative action.
- **In Greece**, most participants responded that within an SSE organization collective skills are produced not only in terms of supplementary ones among members and workers but also in terms of realizing the skill gaps and collectively are improved for the needs of the group. Willingness for new knowledge, change and continuous learning seems to be crucial for the personal evolution and groups' one.
- **In Italy**, most participants responded that it is necessary to integrate personal skills with collective ones, overcoming, also in the field of research, the individualistic and competitive trends of mainstream culture. It is also important that the trainers direct the growth of their skills to the development of the community, so they could orient trainees to work, aware of the needs of the community.
- **In Portugal**, most participants responded that cooperative work implies more time, extended involvement, less protagonist from each individual. The objective is to create a collective agency through a collective culture of learning new things jointly.
- **In Romania**, most participants responded that knowledge, skills and values should be developed collectively rather than individually. Respondents also recall skills that need to be developed individually (e.g. time management), but the majority should be collectively agreed and only the process and route of each should be individually tailored.

3.4. Methodological Aspects

According to the results of survey, training methodological aspects seems to be as important as the content and the trainers' skills. One of the main reason is because trainers believe that completely training process should be a positive experience for learners' empowerment and secondly because it could be a simulation on how working in a SSE environment could be. With ones' respondent own words:

"The method is as important as the content, especially in the SSE. Therefore, teaching requires both knowledge of learning methods where participation is active, horizontal and broad and awareness that the method is an integral part of teaching"⁸².

⁸² F.B, Vet Trainer, 2019, Italy.

| Preparation and trainees' need analysis

A need analysis is highly recommended to avoid assumptions about participants' needs and specific profile especially if there are learners from vulnerable groups. Therefore, there must be a degree of flexibility in relation to the selection of teaching methodologies. Many respondents from Greece referred to the opportunity of co-construction and co-design of the training course together with potential learners. Creation of open spaces so all could participate from the early beginning even at the structure of the training session contributes to the commitment of all parts to the process and the rules of the session.

| Spatial arrangements and venue

Training space should be accessible to all trainees and they should feel comfortable in terms of temperature, comfortless, dress code, lightness, space for all. The space and the trainer should support the interaction among the people with no external distraction and the working groups as well. If there is outdoor space it can be used for games and exercises keeping the interest in high levels including body, mental and emotional exercise.

| Trainer – Trainee *contract*

- **Smooth Relationships.** A strong connection and communion between trainer and trainee (as well as among trainees) has to exist in order the training to be a transformative experience (each one needs to be emptied out of his own ideas and views in order to truly be open and accept what comes from another perspective/view point)
- **Concretization.** 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 work in teams.** Teamwork is very habitual but what happens in practice that the group divides the work into tasks, which are completed individually and then brought together, often bypassing true communion of what is being learned.
- **Collectively learning.** Teamwork needs to be replaced by *cooperative work*, for instance implying rotation of roles among group and accountability. Cooperative work implies more time and extended involvement.
- The trainers should put the **trainee back at the heart of the training**, by accompanying and leading them to take a step back on their project, their experience and their practice.

| Educational techniques

According to the results of the survey, the general methodology approach of each partners is heading in the same direction. It is an active and cooperative learning approach that the SSE embodies, learning by doing and peer education. Educational techniques using less and less "lecture" and more participatory methods, work in teams, simulation games, brainstorming etc., seems more effective and in line with SSE objectives.

The goal of active learning, high motivation of learners and participative process is in linkage with the interests and the profile of the participants, thus the initial need analysis (educational, labour market, other e.g. social) should be implemented in preciseness.

Examples of active and cooperative methodologies

- The constant change on theory session - exercises - examples - empirical part could motivate participants and the same time create deep understanding for a concept (SSE) which is not so common as an approach per se, but it is well known through specific practices
- The constant change on theory session - exercises - examples - empirical part could motivate participants and the same time create deep understanding for a concept (SSE) which is not so common as an approach per se, but it is well known through specific practices
- Use different forms of games to convey values and principles of cooperation while rejecting competition. In this way the values are more easily integrated in a learning by doing experience, which mobilizes other senses beyond the rational mind
- Presentation of case studies, from already existing social enterprises to increase the confidence in success
- Role plays and simulation exercises, enable the construction of real or fictional management situations in the classroom
- A methodology based on the collection of knowledge and skills, on the co-construction of exercises, intervention formulas supported by examples and documentation
- Use active methods for learning, using pedagogical "media" such as theatre, escapes room, games
- Promoting experimentation and direct experience, through visits (short term experiences) and exchanges (longer term experiences) with other similar collectives/movements/organisations at national and international level
- Action-training: start from a collective diagnosis involving all the people involved, alternate between training and field experimentation, and continuously update the needs for action and development of new skills demanded by the action
- Use of language that is suitable and meaningful given the trainees' background, profile and prior knowledge
- Propose pathways/tasks which are specific and adequate for the capacities and motivations of each trainee
- Brainstorming and other interactive Q&A sessions in order to publically express ideas, common sense knowledge

- To rely on a method that corresponds to what it claims: physical and not only intellectual involvement, real experimentation and not only telling of experiences, a permanent connection with practitioners of everyday life
- Alternative ways to communicate beyond speaking – we are mainly used to communicate using uniquely spoken language, this possibly renders invisible a great deal of perspectives coming from those who are not able to communicate in such a way (eg. vulnerable groups). Explore other means such as theatre, visual cards, etc.
- Useful methodologies to enhance communication and promote cooperative work:
 - World cafe⁸³ (methodology for hosting large group dialogue);
 - Open space technology⁸⁴ (methodology for self-organised meetings);
 - Asset based community⁸⁵ (approach to sustainable community-driven development);
 - Dragon dreaming⁸⁶ (methods for visionary processes, planning, implementation and evaluation);
 - Sociocracy⁸⁷ (reflects on consent vs. consensus);
 - Non-violent communication⁸⁸ (effective communication skills and conflict resolution);
 - The role of digital platforms (e.g. associated to fair and solidary ways of consumption).

| Feedback and evaluation of the training session

Constant feedback process is essential in order for the trainers and the trainees to focus on the learning objectives of each exercise and learning unit. The most useful feedback is the one specific and precise enough, providing a detailed description of the results regarding specific objectives bounding an action.

Using a successful evaluation process, an organisation can obtain the information needed to improve both training program delivery and organisation's performance and efficiency, creating opportunities for continuous organisational improvement. Evaluation of training means measuring the effectiveness of a training program. It helps defining the learning outcomes more sharply, remove unnecessary content, and ensure that the methodology and pedagogy meets the trainees needs and expectations.

The **validity of an evaluation** is heavily influenced by who is doing the evaluation. It is important that people involved in the evaluation are fully and precisely informed about: the purpose of the evaluation (they will take part in); how the information will be collected and by whom it is analysed; how the information is used and shared; rules for complaints and objections.

⁸³ More information available on: <http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/>

⁸⁴ More information available on: <https://openspaceworld.org/wp2/what-is/>

⁸⁵ More information available on: <https://www.nurtureddevelopment.org/asset-based-community-development/>

⁸⁶ More information available on: <http://www.dragondreaming.org/dragondreaming/what-is-it-exactly/>

⁸⁷ More information available on: <https://sociocracy30.org/resources/> and <https://www.sociocracy.info/when-to-use-consent-consensus-appropriat/>

⁸⁸ More information available on: <https://www.cnvc.org/node/6856>

Points of importance:

- Learning processes could have **elements of an SSE living experience** on its own when the necessary methodology is successfully implemented.
- Training session could **simulate the participation to an SSE organisation** when all elements of training course such as an SSE curriculum and a competence trainers profile implemented.
- Concluding, **VET training requirements have much in common with SSE VET training characteristics**. The data collected resulted that methodologically speaking SSE and VET training courses have similarities in great level. This fact could justify the conceptually and practical affinity of both concepts and practices and empower the possibility of joint ventures since there is a common ground structurally.

4. Constraints and opportunities for SSE and SSE trainings

4.1. Opportunities for further SSE integration in VET trainings

Train of Trainers are needed: It is mentioned above that SSE is increasingly present in several dimensions of the education and training system of most participating countries. The existing training courses on SSE are mostly offered to participants in the SSE field and therefore indicates a need for relevant train-the-trainer courses.

Self-training: SSE initiatives can play a key role in supporting the professional training of their employees. Training for the acquisition of SSE-specific skills for staff of SSE organisations could be carried out within the framework of internal training plans for enterprises with the use the vast register of vocational training organisations for this purpose.

Cooperative Trainings: 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.

Competency profile: 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 Economy.

Perspectives on existing SSE VET training programs

With an exception of France, when it comes to formal VET training programs the most transformative approach of the solidarity economy in terms of creating alternative collective ways of organising production, consumption, distribution and finance is mostly invisible and left untouched

Is there a need for a microeconomics for the SSE?

Training programs that just implement methods and concepts of business administration and private entrepreneurship in order to run social work much like a private company are serving the economization of social/community work. Misinterpretations on effectiveness and efficiency can lead to social clients seen as customers, the limitation on cost efficiency and competition, while success in saving costs seems to be more important than success in support. On the contrary, the work in social organizations and particularly in social enterprises has to be based on Social Economics to achieve sustainability - not on the economics of the private for-profit sector.

4.2. Constraints and opportunities for SSE and SSE trainings

While SSE vision and practices opens a new pathway on many issues such as nature of work, local development, social responsibility, education, training, and more, the same time the integration of

SSE in VET training courses face constraints and opportunities^{89,90} in many levels according to national reality e.g. legal environment, low awareness, and unfamiliar concepts.

In order to better understand the constraints and difficulties for the development of VET SSE programmes we have gathered the main tendencies shared by the countries involved in a European common perspective.

Constraints

- There is a great invisibility of social solidarity economy practices and most people are unfamiliar with these concepts; such as non-for profit, collective management, and social sustainability.
- There is lack of references on how the SSE principles are applied in real life.
- Co-optation and Co-optation of concepts relative to SSE approach from multinational groups with different orientation⁹¹.
- Lack of knowledgeable and experienced trainers, especially in smaller cities.
- The most training initiatives mapped out are not aimed at the training of trainers but there are more for managers and middle managers.
- Trainees have difficulties in internalising SSE principles because they haven't practice and in their day to day life.

Opportunities

- It is a great challenge to understand the emergence, the nature and the future perspectives of the SSE Movement.
- The cooperative nature of SSE could help to spread a culture of sharing and collaboration
- SSE is connecting different experiences, could strengthen as an advocacy movement to affect public policies on issues of environmental and social sustainability.
- The methodologies and contents used for the research and trainings could bring out and facilitate processes of transformative economy with respect to the current economic (and social) paradigm.
- The learning process could be a concrete example of how the SSE could work, starting by exercising critical thinking and collective agency.
- To overcome the inadequacy of the Occupational Standard regarding specific training curricula also requires a better identification of the trainees.

⁸⁹ In Italy between new legislative measures were approved (Legislative Decree no. 61 of 13/04/2017 and Ministerial Decree no. 92 of 24 /05/2018, which regulates its implementation) to regulate the exit profiles of the study paths of vocational education in compliance with Article 117 of the Constitution and linking them with the paths of vocational education and training.

⁹⁰ In Portugal the current Minister of Education presents the strategy for professional education (VET) as a priority, recognizing that professional education has been "unacceptably devalued" for "wrong political choices" and for the socioeconomic and cultural evolution of the country (2019).

⁹¹ The theme of sustainable development is at the heart of the United Nations World Agenda and is therefore taken up by most of the economic and social players operating at the global level.

5. ANNEX:

SSE & VET stakeholders' list by partner country

FRANCE

Organisation	Contact person	Value (field of expertise/ influence)
Policy/Decision Makers		
VET Providers		
A V Formation	Alice Bernardini	Formations insertion professionnelle
AC3- RH	Danièle Cheyron	Formations insertion professionnelle
ACAF MSA	Souade CHAIBDRA	Formations insertion professionnelle
ACPM	Mylène CHASSANG	Formations insertion professionnelle
ADEF	Philippe GENIN	pôle interprofessionnel de formation professionnelle par alternance
ADFA SYNERGIES -	Christine THOMAS	Formation action sociale
ASPROCEP Marseille	Rachid SOLAIMANI	Formation et Apprentissage Apprenti d'auteuil
BAO environnement et patrimoine	Céline YORDIKIAN	organisme de formation spécialisé dans les métiers du bâtiment
CAP-TER FORMATIONS	Agnès Gaigneux	Centre de formation métier sport et tourisme
CARIF OREF	Linda Oulmane	Portail interrégional de Formation
CEFREP AIL 13	Isabelle BEDU	centre de formation de la Ligue de l'enseignement des Bouches-du-Rhône
CIERES	Myriam NASRI	Formations insertion professionnelle
COMPETENCES ET METIERS	Nathalie DUNOYER	Formations insertion professionnelle
COROT FORMATION	Cyrille CARVALHO	Enseignement, formation, Comité Interprofessionnel d'Apprentissage

CREAI Paca Corse	Cécile Chatagnon	Accueil, accompagnement social sans hébergement
Espace Compétences Formation	Sylvette Avallet	Portail régional de formation (PACA)
ESPACE FORMATION	Annick FAUVEL	Formations insertion professionnelle
FORMETHIC		
IRFEDD	Philippe LEBARBENCHON	Formation Professionnelle, Apprentissage, formation continue, Formation à l'Environnement et au Développement
PFFPA	Jean-Pierre COCHET	Formations insertion professionnelle
RESPONS'ECO	MERIENNE Muriel	
SIGMA FORMATION	Anne Catherine JOSSET	Enseignement, formation, Formation continue d'adultes , des organismes mutualistes
UROFPACA	Sandrine Malozon	Fédération Organismes enseignement et formation professionnelle - Formation continue d'adultes
SSE Organisations/Networks		
ARES	Rachid SOLAIMANI	formation économie sociale
APAP	Jean Louis Mercier	
BA.balex	Sylvie Roquain	ESS Association
COLLECTIF RIVAGES		
Collège coopératif PAM	Philippe NECTOUX	formation continue de cadres du développement social en alternance
CRESS PACA	Manon LAMBERT	représentation régionale ESS
ECOMESS CIRHES	Sandra CASTEBRUNET	formation ESS
France Active Paca DLA	Claire Moreau	financement accompagnement
HAB FAB		
JCL Développement	Jean Christophe LAFAYE	Formateur ESS
KP SENS		
La Maison du Six	Josette Combes	
Le Temps d'Agir	Lisa Bergeron	
Le Jardin Moderne		

Les LOCALOS	Jean-Yves Pineau	Accompagnement et formation développement local et ESS
LES CHEMINS DE LA TRANSITION	Mathieu Rouyer	
Réseau Arc en ciel Théâtre	Bourgarel Bruno	Formation éducation populaire
RIVAGES	Jérôme SADOCH	Organisme de formation
UFISC	Patricia Coler	Fédération de structures artistiques et culturelles
URSCOOP PACA		union régionale des cooperatives
OPALE	Réjane SOURISSEAU	Accompagnement Associations culturelles
Civil Society Organisations		
National-European Networks		

GREECE

Organisation	Contact person	Value (field of expertise/ influence)
Policy/Decision Makers		
Ministry of Education, Research and Religious Affairs		Overall responsibility of Education
General Secretariat for Lifelong Learning		Executive Authority for Lifelong Learning
Centre for the Development Of Educational Policy of the Greek General Confederation of Labour		Vet educational policies development
National organisation for the Certification of Qualifications and Vocational Guidance		Policies for the development of lifelong learning and certification of qualifications in Greece
Formal VET Providers		
LLC of the National and Kapodistrian University of Athens		Providing SSE Program
LLC of the Athens University of Economics and Business		Providing SSE Program
Vellum Global Educational Services		Providing SSE Program
Institute of Entrepreneurship Development		Providing SSE Program
Labor Insitute of General Workers Confederation (INE-GSEE)		VET providers
Manpower Employment organisation		IVET, CVET providers, employment services
SSE platforms/Networks		
Educational Platform SSE (kalomathe.gr)		Digital platform SSE training
PROSKALO Cooperation Initiative for the Social and Solidarity Economy		Promotes the SSE and cooperatives in various sectors
Social Entrepreneurship Forum		Promotes social entrepreneurship, stimulates dialogue, advocacy

Attica SSE Union		Network, advocacy, support
Regional Mechanism of Social Cooperative Enterprises of Attica		Promote the development of social economy in Greece. Second level trade union body
Social cooperative enterprises network of Central Macedonia		Promotes cooperation with organisations across central Macedonia
Civil Society Organisations		
Heinrich Boll Institute		SSE support, trainings, facilitator
Citizens in Action		SSE trainings, capacity building
Impact Hub Athens		Networking, capacity building, incubation services
Social Economy Institute		Supports the development of social economy, social entrepreneurship and social impact investments
Wind of Renewal		Social enterprise on the environmental, social and economic sustainability sectors to share knowledge and good practices
The People's University of Social Solidarity Economy		Education, training and information, research studies and publications
Solidarity Mission		SSE trainings, capacity building
Dock		Infopoint, SSE educational seminars
Komvos (Hub for Social Economy, Empowerment and Innovation)		SSE trainings
National-European Networks		
Cedefop		European Centre for the Development of Vocational Training
Skillsnet		Cedefop's network of experts on skills analysis and forecasting

GERMANY

Organisation	Contact person	Value (field of expertise/ influence)
Policy/Decision Makers		
Senate for Economy, Energy and Enterprises	Dr. Anna Hochreuter	Competence for Social Economy and Social enterprises
Deputies of the Region	Wolfgang Remmers, Antje Kappek	Green Party policy
Chamber of Commerce	Birgit Kloock	General VET policies
VET Providers		
OSZ Handel, Banken	Frank Mertsch	Knowledge of work with scholars, unemployed, and social ecologic initiatives
Bildungsmarkt Berlin	Ulla Bünde	VET Training with young people
Internationaler Bund	Ralph Döring	VET Training with young people
afs Steremat	Bernd Thürk	Director of a social enterprise, qualification of unemployed for social enterprising
SSE Organisations/Networks		
Pfefferwerk Stiftung	Margitta Haertel	Director of a foundation, alliance for employment and training in a borough
afs Steremat	Bernd Thürk	Director of a social enterprise, qualification of unemployed for social enterprising
tamen	Sigrid Wölfig	Director of a social enterprise, research and development for transformation economies
Graefewirtschaft	Annette Jankowski	VET trainer in a social enterprise
Regenbogenfabrik	Andy Wolf	VET trainer in a social enterprise
Civil Society Organisations		
ASFH College	Prof. Dr. Milena Riede, Hochschule für angewandte Pädagogik	Training of social and community workers
Netzwerk Solidarische Ökonomie	Marita Blankenburg	Research for the SSE

Der Paritätische	Martin Beck	Director of a large charity welfare association, knowledge on social and community enterprising
National-European Networks		
Volkssolidarität	Steffen Große	Charity politics
Blv-abs	Margitta Scholz	Training and Employment Companies
Innova eG	Hans-Gerd Nottenbohm	Copoperative Sector
National-European Networks		
Volkssolidarität	Steffen Große	Charity politics
Blv-abs	Margitta Scholz	Training and Employment Companies
Innova eG	Hans-Gerd Nottenbohm	Copoperative Sector

ITALY

Organisation	Contact person	Value (field of expertise/ influence)
Policy/Decision Makers		
Region of Emilia Romagna	Sabina Breviglieri	VET policies/ SSE policies (region law)
Bergamo's Province	Marco Redolfi	SSE policies and VET policies (provincial councillor)
INAPP (National Institute for the Analysis of Public Policies)	Emmanuele Crispolti Aviana Bulgarelli	VET policies, labour market
VET Providers		
Enaip Como/ Lombardia	Isa Botta Francesco Beretta Arianna Cortellezzi	VET Organisation and informal partner from the previous project / (Director, coordinator and tutor of a training agency)
Enaip Bergamo	Matteo Rossi	VET Organisation
ABF - Training Agency of Bergamo	Stefano Rovetta - Ruggero Gandelli	Training know-how
Ciofs Nazionale	Manuela Robazza –Angela Elicio	VET Organisation and informal partner from previous project (National manager of this VET provider)
Ciofs Emilia Romagna	Massimo Peron- Piergiorgio Barbetta	VET Organisation and informal partner from previous project (Regional manager and tutor)
Ciofs Bologna	Giulio Martino	VET Organisation (Tutor)
Fondazione Istituti Educativi	Matteo Rossi	VET, social design, local development
SSE Organisations/Networks		
Il frutteto sociale Bergamo	David Camozzi	SSE Organisation (social agriculture)
i CARE Bergamo	Giacomo Alessandro Gerosa	SSE Organisation (welfare)
Biodistretto Bergamo	Claudio Bonfanti	Bio-District composed of 40 bodies, including companies, cooperatives, institutions, farmers, citizens... SSE, food policies, networking, social design, local development
CRESER Emilia Romagna	Dalma Domeneghini Nico Benetazzo	Coordination of actors (associations or groups) of the Emilia Romagna Region that recognize themselves in the principles of the SSE. SSE law.
Res Lombardia	Cinzia Terruzzi	SSE regional Network

InfoSostenibile	Diego Marotta	Local magazine of SSE Bergamo network
Network Cittadinanza Sostenibile	Elisabetta Rinaldi	SSE Bergamo network
Civil Society Organisations		
Legambiente Bergamo	Cinzia Terruzzi	Local node of National Association APS LegAmbiente
Bergamo University, Department of Law	Elisabetta Bani	University professor
National-European Networks		
RIES	Ada Rossi – Roberto Bossi	Italian Solidarity Economy Network

PORTUGAL

Note: at this point in time we have only listed the stakeholders who were involved in the interviews for the Mapping. This table will be continuously updated and extended as the project progresses.

Organisation	Contact person	Value (field of expertise/ influence)
Policy/Decision Makers		
VET Providers		
ANJE – Associação Nacional de Jovens Empresários	Diana Monteiro	IVET organisation (commerce;management) – informal partner from the previous project
ECP – Escola de Comércio do Porto	Ana Luísa Martinho	IVET organisation (young entrepreneurs) – informal partner from the previous project
SSE Organisations/Networks		
A3S	Ana Luísa Martinho Carlota Quintão Mafalda Gomes	SSE Organisation/Training and Consultancy – informal partner from the previous project
ECOSOL-CES (Universidade de Coimbra)	Lucianne Lucas dos Santos	University Professor/Researcher/SSE Activist
Faculdade de Letras da Universidade do Porto	Cristina Parente	University Professor/Researcher
FESCOOP – Cooperativa de Finanças Éticas e Solidárias	João Gil Pedreira	SSE Organisation (Ethical and Solidarity Finance Cooperative)
Moving Cause	Sara Moreira	SSE Activist/Researcher
Stone Soup Consulting	Cláudia Pedra	Consultant and trainer for third sector organisations/Managing Partner and co-founder of Stone Soup Consulting
Civil Society Organisations		
Cidade+	Sara Silva	Project Manager/Activist in the field of sustainability and citizenship
National-European Networks		

ROMANIA

Organisation	Contact person	Value (field of expertise/ influence)
Policy/Decision Makers		
Ministry for Education		Education
National Centre for the Development of Vocational and Technical Education, West Department	Ildiko Pataki	VET
Casa Corpului Didactic	Călin Deaconescu	Training for teachers
VET Providers		
Colegiul Tehnic Emanuil Ungureanu		VET schools, potential partners for piloting
Colegiul Tehnic Henri Coandă		VET schools, potential partners for piloting
Grup Scolar de Industrie Alimentară Timișoara		VET schools, potential partners for piloting
Colegiul Tehnic Energetic Regele Ferdinand		VET schools, potential partners for piloting
SSE Organisations/Networks		
Asociația ECOSENS- Recioroc Cafe	Sergiu Florean	Social enterprise, sector of responsible consumption&support for small producers and fair trade
Asociația Curtea Culorilor	Adriana Formenti	Social enterprise,, cheese workshop, social and professional insertion of disadvantaged persons
Pentru Voi	Laila Onu	Protected unit for disable persons
Federația Caritas	Grun Herbert	Social enterprise, social farm, social and professional insertion
NESsT		Ressource organisation/training and funding for social enterprises
Laboratorul de Solidaritate	Ancuța Vameșu	Ressource organisation – training and research in SSE Ssector
Ateliere fără frontier	Raluca Ouriaghli	Social enterprise, social and professional insertion of disadvantaged persons
Asociația Casa Plai	Andrea Curuț	Social enterprise, cultural sector
Asociația Viitor Plus	Gabriela Iordan	Social enterprise, social and professional insertion of disadvantaged persons
Organizația Umanitară Concordia	Ramona Gotteszman	Social enterprise social and professional insertion of disadvantaged persons

Fundația Alături de Voi	Angela Achiței	Social enterprise social and professional insertion of disable persons
Fundația ADEPT	Laura Chirilă	Resource organisation in the field of sustainable development in rural area
Asociația Mai Bine	Anca Gheorghică	Social enterprise, sector of responsible consumption and fair trade
Civil Society Organisations		
Asociația Alternative Sociale	Mihaela Pitea	Ressource organisation – research SSE sector
Asociața REPER21	Ana Pălăduș	Education for sustainable development
Asociația pentru Susținerea Agriculturii Țărănești,	Aura Hazotă;	Resource organisation, promoting community supported agriculture
FDSC		Resource organisation for third sector
Ashoka România	Corina Murafa	Resource organisation, promoting social innovators
Fundația PACT	Mădălina Ene	Resource organisation in the field of sustainable development in rural area
Fundația Noi Orizonturi	Anca Gaidoș	Alternative education
National-European Networks		
RISE- National Network of Working Integration Enterprises	Raluca Ouriaghli	Networking in SSE sector

