

### Research Summary





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### Introduction

This report is part of "Community Works! Initiatives for a Social and Solidarity Economy" project, funded by the EU by means of Erasmus+ Programme. It is focused on Social and Solidarity Economy (from this point forward SSE) and it is targeted to young people and SSE professionals and trainers.

The project seeks to give priority to meeting human needs, the commitment with natural and social environment, fostering democracy, participation and solidarity. It sets out to promote these values especially among young people.

In order to reach the aims, especially in the field of training, we explore the following areas: identifying criteria, strategies and tools which can promote, recognize and foster SSE. This survey is part of the first step, which will allow an assessment of the situation in 5 different contexts (Greece, United Kingdom, France, Italy and Spain).

As a starting point, SSE is seen as a combination of socio-economical practices aiming at an ethical, responsible way of behaving and based on horizontal relationship among their members. In most EU countries it is being considered as an alternative response to financial crisis, increasing unemployment and social inequality.

This survey was intended to assess the current SSE situation in the 5 contexts mentioned above. By means of the research it has been possible to identify the main features of SSE in each context, pointing out its impact at a local development level, in relation to employment and education. This exploration was especially orientated to young people, and training needs. Lastly, the survey aims to contribute to SSE development in the areas where it is carried out.

The survey is based on a qualitative methodology. The research is made up of two stages of data collecting. A first phase, a bibliographical review. A second phase, implementing focus groups.

This report collects all the created and analyzed material, organized in three parts. A first chapter that identifies the shared aspects and the main debates connected to the patterns in which SSE is expressed. A second chapter goes deeper in the main features of SSE in each context. The third chapter analyses the competences required for the development of an SSE experience. Lastly, some final considerations will be carried out that steer the next stages of the survey.

### I. Notions of SSE in the different contexts

The use of the name Social Solidarity Economy particularly expresses an acknowledgement of the links established between terms and their practices, as well as the need to seek synergy and articulation points.

In the investigated contexts, a heterogeneous way to express experiences is identified, which commits to have a different way to set socio-economic relations.

The agreed definition, which allowed us for a shared framework, is expressed as follows:

"SSE is a social movement aimed at promoting an economy jointly organized to meet the needs of individuals in their multiple dimensions (including care and social participation), cooperation and mutual respect above individual profit.

It consists of a wide variety of socioeconomic practices based on a cooperative, democratic and transparent fair governance structure respecting the rights and interests of all. SSE organizations act with social and environmental responsibility, so that their activities, products and services have a strong social and environmental commitment. Their practices are mainly developed at the local level with a global perspective.

SSE as a social movement promotes an economy made together with and for people and, therefore, participation of citizens and cooperation among related groups are crucial to foster this change in economic practice. It takes joint work in three key areas: the creation of viable alternative economic practices, active promotion and commitment to public institutions, and defense of the existing economic rights."

Discrepancies arise in each context as well. On the one hand, they differ in their degree of formality. They are also experiences aimed at welfare of vulnerable populations, with a social

assistance profile. Their organizational frameworks represent the most traditional forms, such as cooperatives, associations, mutual societies.

For example, in the UK social action is more important than profit. Both UK and France have social policies and laws that encourage and support SSE. In particular, its development is encouraged as an alternative to the crisis for people who wish to carry out economic activities. The synergy with the State in these two contexts is very important, and in the current context it becomes a tool for social intervention.

However, in such contexts as Spain, Italy and Greece, the degree of formality and the configuration become more heterogeneous. Although more formal experiences are present, with similar features to those previously mentioned, "bottom-up" experiences are identified as well, territory-based and more effective in solving everyday needs, in which members are the beneficiaries of their actions. In these experiences a strong connection to the territory has to be underlined too.

This is particularly expressed in the Greek context, in which the last years of austerity have been fertile ground for the development of informal experiences.

In the Italian context, a mixture occurs between a more formal approach of social cooperatives and social enterprises for job seeking, and another more informal group connected to ethical consumerism groups. In the case of Spain as well, a hybrid configuration is present.

In relation to the degree of political commitment and its investment to alternative economic models, for the first group, the more formal one, the aim is not a substantial transformation, but a more human economy which incorporates values of cooperation and mutual aid. For the second group, the issue reveals more intense changes, and the creation of a "post-capitalist" option or of an "alternative economy".

Another difference in the issues occurs when identifying formal and informal experiences. The notion of *social entrepreneurship* is questioned because of its current offshoots in capitalist market, more influenced by self-sufficiency as a guiding principle.

A big concern shared by all contexts is referred to the tension between the sustainability of projects in the framework of a capitalist market, and the preservation of values. In particular, the question focuses on how to support the delicate balance between the political and social values and the recognition of efficiency and economic impact. On the one hand, in more

formal models some stability is recognized, in terms of integration into the traditional market, as well as the ability to influence public policy level. On the other hand, the capacity for innovation of new expressions of SSE, as an agent for social change, is acknowledged. In this perspective it is put forward to discuss starting from articulation and networking as a tool to strengthen collectives.

### 2. Main SSE features in different contexts

This section includes the most important features of each context. It comes from the contribution of the research teams in each territory, starting from a bibliographic collection which points out the main elements of the SSE in context. Each section will begin with a brief summary of the central elements of the SSE in the context. The variables identified for all of them are: i) Forms of organization and sectors that make up the SSE; ii) Economic impact indicators; iii) Innovative practices driven by SSE; iv) Young people (18-30 years) that are involved in the companies of SSE; v) Gender perspective; vi) Relationship with the community and social movements; vii) Environmental sustainability in the ESS; viii) Training and SSE; ix) Participation and integration in networks of SSE; x) Relationship with the State and public policies. Only in rare occasions we were not able to provide data on some of these variables.

# 2.1. Social and Solidarity Economy in the United Kingdom

Victor Allen, Charles Lockyer, Jenna Lockyer & Lorraine Lockyer

#### Main features and historical background

Social Enterprise within the UK has a long history and can, in part, trace its origins back to Rochdale in the 1840s, where a group of workers in response to the exploitation and unfair conditions within local factories, established a cooperative scheme to provide quality food to the local community. The group later became the Cooperative society, which is still working and thriving today (SEUK, 2015; International Cooperative Alliance).

Since the 1990s, there has been a resurgence of social enterprises, from national companies to local community enterprises and charities working to bring about social and or environmental change through business (SEUK, 2015). Social Enterprise has become an established way of doing business in the UK.

Social enterprises have become well supported through national and regional networks. Social Enterprise UK is considered the national reference body representing the growing social enterprise businesses. They provide information and support; organize social enterprise awards for innovation and conducts regular research. Every two years a national survey is carried out as part of ongoing research into the social economy, feeding and influencing the government local policy (SEUK, 2015).

Both local and national government has become keen to support, encourage and reduce the bureaucratic load for those wanting to promote and develop a social enterprise business. This is evident in The Public Services Social Value Act 2012, which introduced social value into government procurement and commissioning procedures.

#### **Sectors that comprise SSE experiences**

Social Enterprise in the UK is involved across all sectors of the economy both formal and informal. A survey carried out in 2013 shows the principle trading activities of social enterprises. The data would suggest a concentration within the service sector, business support, education and employment skills accounting jointly for over 50% of all businesses.

It is also indicated that amongst social enterprises less than 3 years old, there is a higher number starting up in Health care, social care and education. Social action is the dominant factor in Social Enterprise in the UK rather than the search for alternatives or major economic changes.

Regarding the type of organization, social enterprises consist of a variety of forms from traditional companies which include social aims and democratic principles as well as companies limited by guarantee and charities with a trading arm. There is also a community interest company, CIC, which has been created especially for social enterprises. It is a regulated company whose assets cannot be sold privately for personal profit (CIC regulator; SEUK & British Council).

#### **Economic impact indicators**

Government estimates suggest there are 70,000 social enterprises in the UK employing around a million people and contributing £24 billion to the economy. In terms of turnover, 11% turnover less than £10,000 a year and 8% turnover in excess of £5 million.

In addition to social enterprises, the cooperative economy, with memberships of 13,5 million people, makes a contribution to the economy of £35,6 billion. There are over 6.000 independent cooperatives in the UK.

#### **Innovative practices**

Social enterprises have also been the prominent innovators within the environmental sector. In waste management and reduction. Community energy suppliers and reduction in food miles are other innovative ideas. Tourism is another area of innovation, with local community

enterprises seen as better at protecting local resources and retaining income from tourism in the local community (TSRC: 2013).

#### Young people's participation (18-30)

"Young people are more likely than the general population to want to start up a social enterprise (27% compared to 20%), and more likely to consider supporting social causes (70% compared to 63% of the general population)" (UNLTD).

There are a number of large organizations actively promoting entrepreneurship among young people, including Young Enterprise (particularly active within schools) and The *Prince's Trust* (providing training and grants for young people 18-30). Although many of these organizations provide training and support, they are not all exclusively promoting social enterprise.

#### **Gender perspective**

Gender bias in leadership remains in social enterprises, with 61% of male leaders compared to 39% of female leaders (The People's Business, 2013). However, compared with other business models, female leaders within social enterprises are 20% higher. In the Third Sector it is the same, as 41% of social enterprise board members are women, compared with 12.5% of directorships in UK FTSE100 companies (Lyon & Humbert, 2013).

#### Relationship with community and social movements

Community enterprises are often considered a subset of social enterprise. Communities have set up their own shops, post offices, farms, counseling services, pubs, sports and leisure facilities and a range of caring services. Also hubs for local community and social enterprises (Locality, 2015).

These community-led social enterprises are well supported through networks and by local authorities. Wrexham County Council, for instance, operates 'The Social Economy Project', in partnership with Liverpool Plus.

#### **Environmental sustainability**

Environmental policies exist within UK social businesses and organizations, with a variety of engagement with the green agenda. Environmental credentials have become an essential badge. There are, however, a range of business that are sometimes referred to as environmental social enterprises or ESEs.

#### **Training or educational practices**

Concerning training in SSE, there are toolkits aimed at those wishing to start a social enterprise. These are frequently identified in social enterprise networks and support services.

There are also a range of organizations offering training courses although these are primarily in the practical aspects of setting up a social enterprise. The School for Social Enterprise, an organization that has been running for 15 years, stands out. The school commissioned a report looking at training within the UK. The report highlights the positive assessment of the training, but mentions the lack of resources and funding. The biggest difficulty factor relates to the lack of time to dedicate to a training process. That is why, currently 1 or 2 day workshops are the norm. However, courses that ran over longer periods were found to have a greater social impact and 77% of respondents expressed interest in such courses.

Universities are also actively incorporating social enterprise skills into their courses and some, like the University of Cambridge, offer a Masters degree in social enterprise and community development (University of Cambridge, 2008). These organizations represent only a small percentage of the training courses available. Coventry University is an example of how some universities are embracing the Social Enterprise Economy. They have established a community interest company whose purpose is to "champion the social enterprise capacity of all students, staff and alumni at Coventry University".

#### Participation in networks

Social Enterprise UK, mentioned previously, is the National body for Social Enterprise in the UK. There are also other networks at a regional level. Moreover, there are other networks catering for specific sections like: i) Locality, specifically for community enterprises; ii) Cooperatives UK, which is the national trade body for cooperative enterprises. There are also

local hubs connecting businesses and local networks offering supporting, and there are also individual companies creating networks.

#### Legal framework and relationship with public policies

The government is keen to promote social enterprise and gives advice and support to businesses both at a local and national level. More and more local councils recognize the value of communities helping themselves. They also recognize the work done by support organizations, that are providing goods and services that are filling the gaps left by local government cut backs. The Public Services Social Value Act 2012 was a response to the growing voice within local communities to place social value above financial. Social enterprises have been active within raising this agenda at all levels of government (SEUK: 2015).

There is certain stagnation in *long-established social enterprises*. They have become bogged down in the ownership of assets and resources and are struggling to grasp the intrinsic value in redistribution and collaborative lifestyles from which a socially driven economy thrives upon. However new social enterprises are growing and showing the way.

## 2.2. Social and Solidarity Economy in Greece

Stamatios Vlachos

#### Main features and historical background

Since 2009, there has been a boom in informal citizen networks and grassroots movements shaping an "alternative" or "parallel" economy in Greece. In various Greek cities, informal gatherings of citizens have turned into local social movements trying to provide solutions or a new way of thinking in order to structure a new future for Greece.

This new economy is becoming more and more popular in Greek society as it spreads rapidly across the country. It aims to modify existing thinking and provide support to people in need in order to improve life in community. They also promote a fair and equitable participation, the distribution of goods and services, and the preservation of resources and assets of their local communities.

Bottom up movements and networks can provide alternative solutions and present a way of breaking the cycle of crisis. The existence and growth of such networks in Greece could potentially contribute to the development of new economic models that work in addition to the mainstream system. Another emerging tendency concerns the redefinition of values and the gradual transformation of lifestyles. The existence of a large number of networks aiming to transform the current way of thinking and the adoption of new values comes as a solution to the failure of the country's social and political system.

#### Sectors that comprise the SSE experiences

Law 4019/2011 on "Social Economy and Social Entrepreneurship and other provisions" establishes and regulates a category called "Social Cooperative Enterprise (Koin.S.Ep.)", which, in turn, is divided into 3 distinct sub-categories: a) Social Cooperative Enterprises for Integration (enterprises activated in the integration of vulnerable groups into economic and social life); b) Social Cooperative Enterprises for Care (enterprises aim at the production and provision of social and welfare products and services to specific population groups); and c) Social Cooperative Enterprises for Collective and Production Purposes (it refers to the production of products and provisions of services for the fulfillment of collective needs).

Within the formal field of ESS in Greece, a diverse range of activities is identified. After a top-down process social cooperatives take shape as a legal form. These organizations adopt this legal form and operate mainly in tourism, environment, agriculture, among other services, while fields of activity are catering, cleaning, recycling, marketing of local products and small gifts, services for people with disabilities, agricultural production (e.g. beekeeping), etc.

Within the informal field some experiences stand out: i) Exchange and virtual currencies networks; ii) Cost cutting networks, without intermediaries; iii) Social kitchens (aimed at vulnerable population); iv) Social clinics and pharmacies (set up by doctors, nurses and pharmacists who provide their services voluntarily and for free); v) Social education networks; vi) Social /Cultural activism; vii) Self-management & self-control networks; viii) Networks for change (they include ordinary citizens, scientists, academics, entrepreneurs, students, artists and generally innovative and creative minds that aspire to build a new Greece).

#### **Economic impact indicators**

According to the statistics available, compared to other European countries, the contribution of Social Economy remains at significantly low level. More specifically, Greece has the lowest percentage among the E.U. member-states. Employment in the field of Social Economy represents only 1.8% of total employment and 2.9% of salaried employment. Greece has approximately 8.400 cooperatives with approx. 950.000 members, 1.500-2.000 volunteers, with only 200-300 of them having active participation, out of which 115-200 of them are activated in the field of environment and ecology.

#### **Innovative practices**

Regarding the formal sector, the main innovative elements, characterizing the KoiSPE cooperatives, are that they ensure the compatibility between economic and social objectives. They also enhance the mobilization of the local actors and the local community, exploit the potentiality of social capital development at local level and contribute to the local economy through the production and delivery of local products.

Regarding the informal sector of SSE, there are numerous innovative practices to be found that are classified according to the categorization made above. The following are examples that illustrate the contributions made:

- i) **Exchange and virtual currencies networks:** exchanges networks that try to overcome the limitations imposed by the authority measures through the creation of local currency or time banks. These networks promote solidarity, strengthening anti-consumerist values.
- ii) **Trading networks without intermediaries** are collective buying networks, working in the direct relationship between consumers and producers.
- iii) **Social kitchens**. Starting from the idea of a collective kitchen, these experiences create spaces of community and mutual support.
- iv) **Social Clinics:** Networks of self-organized health professionals that provide free care to economically disadvantaged people, specially oriented to primary health. They also push the government to improve health care at all levels.
- v) **Education networks.** They are very common in Greece, especially in the pre-university period, offering tutoring and extra support lessons. Networks of teachers have been organized to give this support free of charge, as the crisis has made access to these private services more difficult. Networks have been made to allow the exchange of knowledge and materials; it is a tool to ensure equal opportunities for students.
- vi) **Networks of cultural activity:** people linked to art and culture have been organized to offer and share their art in an accessible way through different projects.
- vii) **Self-managed networks:** self-organized groups of people with shared interests and needs, that try to promote other ways to manage their lives.

viii) **Networks for change,** are citizen-based networks aiming at transforming the living conditions of the Greek people. Grassroots movements that seek to approach the construction of alternative ways of life.

#### Young people's participation

The literature review did not provide any particular information regarding the participation of young people in SSE enterprises.

#### Gender perspective

Today more than 90 female co-operatives exist in Greece. The literature review indicated that there are several types of cooperatives: the typical (that produce traditional products and seek funding from European programs for expansion), the creative (that emphasize the commercialization of products in the cultural field), the passive (that stand at the present situation of the cooperative without seeking changes), and the conservative (that produce traditional products and rent rooms).

The establishment of the women's agro-tourist cooperatives and the first stage of development were greatly supported by the General Secretariat for Gender Equality through subsidies and the provision of know-how and systematic training courses. The women's agro-tourist cooperatives operating today are mainly in light industrial and workshop manufacture of goods derived from the processing of agricultural products and/or of cultural heritage artifacts as well as of organic farm products.

Official data on revenues from rural tourism in Greece do not exist and are hard to obtain from the owners. According to the existing studies researched, rural tourism in Greece is a small-scale tourism developed by cooperative firms, linked to activities such as accommodation, eating, catering, outdoor activities, tours with eco-tourism and cultural interest, recreation, folk art workshops, etc. Findings of different research on the demographic profile of Greek rural women confirm that this type of entrepreneurial activity is, in fact, a main employment alternative source for the middle aged (the majority of the cooperatives members are between 35 and 54 years old). Married women with a low educational level seem to have

found through cooperatives the way to obtain professional identification. We must bear in mind that rural tourism in Greece is a supplementary niche market and thus offers apparently low incomes to those involved.

#### Relationship with community and social movements

At the local level, SSE plays a significant role in the development of the local economy. For example, it can reduce transaction costs such that there can be mutual understanding instead of the need for formal contracts. The role of social enterprises running managed workspaces and offering training and advice to the self-employed is a good example of the three sectors working together and building local social capital for the benefit of the community. Similarly, it is noticeable how much of the work in which social enterprises is engaged is work based on trust: childcare, domiciliary care, estate security, etc. The quality of this work is enhanced also by local knowledge and a sense of belonging to the community: local people doing local work. The examples of the relation of SSE with the community are not only numerous but they are so much intertwined the one to the other that they are virtually indivisible, especially when they come from bottom-up process paradigms.

#### **Environmental sustainability**

Even though there are numerous organizations involved with environmental sustainability, it is mentioned the case of agro-tourism as a field that encompasses a broad spectrum of activities both within the formal and the informal sector of the SSE. Agro-tourism has developed in the EU and in Greece as a form of tourism in rural areas and includes a cycle of activities, services and opportunities for leisure and culture. These are provided by farmers and generally by people living in regional areas, with the aim of attracting tourists to their regions, in order to improve their income. The aim of agro-tourism, as defined by the EU and Greek agricultural policy, is to contribute to a reversal of the climate of abandonment pervading the countryside, particularly due to the shrinking of agriculture, and to create favorable conditions for the development of new entrepreneurial activities. Through the mobilization of local resources (human, natural, financial), an attempt is made to set into operation a mechanism of local development through a total planning process. To this aim, a

balanced tourism that respects and benefits the communities is intended, restoring the interpersonal communication between visitors and locals, and promoting environmental protection.

#### **Training or educational practices**

The training programs promoted by the EU for the development of agro-tourism are emphasized. After 1998, many European projects and initiatives helped women in Greece in their activities (NOW, EQUAL, LEADER), which showed particular growth after 2000. It is not surprising that training interventions were adopted as a response to the pressing need for supporting the viability and effectiveness of cooperatives. Those programmes constitute the main support mechanism and source of funding, subsidizing the establishment of women cooperatives, as well as training and other activities. The entrepreneurship training program was part of a broader framework of interventions. This effort was supplemented by financial incentives centered on helping rural women to undertake entrepreneurial roles and actions and to find a professional identity.

At a university level, there are teaching modules on social entrepreneurship offered by a number of universities, including the Panteion University, the Harokopeio University, the Agricultural University of Athens, the National University of Athens, (vocational training) the Athens University of Economics and Business and the Department of Social Administration of the Democritus University of Thrace.

In addition, ASHOKA promotes social entrepreneurship, by presenting social enterprise models that can be replicated or adapted for the Greek context.

#### Participation in networks

In this context, certain types of initiatives have been established in Greece in recent years: EKKE's Social Economy Observatory was set up in 2012 and aims to become a repository of research, documentation and support for social entrepreneurship but is still in its early stages; the Impact Hub in Athens provides co-working space and support services to social enterprise start-ups.

In many cases, different types of social enterprises have joined forces and supported by various programs (e.g. accompanying Support Services), technical support and grants (e.g. programs for self-employment of Manpower Employment Organization - OAED, EOMMEX, entrepreneurship programs, programs in the framework of the LEADER or Integrated Programs for Rural Development). In many cases, these organizations adjust the providing services to the specific needs of the entrepreneurial initiatives with social purpose.

#### Legal framework and relationship with public policies

Law 4019/2011 on Social Economy and Social Entrepreneurship now provides for the institutional recognition of Social Economy in Greece for the first time. By introducing new forms of social entrepreneurship, such as the Social Cooperative Enterprise, it enriches the available organizational forms for economic self-expression. Under Law 4019/2011, Greece now possesses an integrated range of cooperatives potentially capable of materializing not only conventional visions of the Social Economy. Law 4019/2011 for the first time introduced the concept of Social Economy enacting its presence, though through limited scope and non-articulated to the existing institutional framework, agenda-setting processes and funding modalities. The introduction of the concept of Social Cooperative Enterprises should be considered a major step towards the institutionalization of Social Economy in Greece, though still suffering from major deficiencies (Nasioulas, 2011).

# 2.3. Social and Solidarity Economy in France

Sylvain Abrial, Mireille Mourier & Sylvie D'Arras

#### Main features and historical background

Confronted to a never-ending economic, social and environmental crisis, the duality "market economy/state economy" is not sufficient anymore to imagine and implement new forms of entrepreneurship. New forms that would rehabilitate civil society and citizen commitment in its capacity to think and act for development of territories in all realities: economic, social, environmental and democratic governance.

This path is not completely revolutionary nor utopist. It has been daily implemented for decades by actors of the SSE, composed of a thousand initiatives, very diverse in their realities. As mentioned by Claude Alphandéry "Social and Solidarity Economy and/or social entrepreneurship are founded upon essential characteristics: an economic project serving social utility, serving man, men and their humanity, ethical values, democratic functioning and dynamic of endogenous development founded on territorial anchorage."

These initiatives open new paths. All of them try to produce, consume and decide in a different way and to develop economic projects more respectful of persons, environment and territories. The law on SSE, voted by French Parliament in July 2014, aims at recognizing an economic model, which reconciles "performance" and "social justice". This strength, both economic and social, represents in France 215 000 employers and 2,3 million employees, therefore 10 % of employment, and its generates 5% (90 billion Euros) of added value.

Sectors that comprise SSE experiences

From an historical point of view, issuing from the double stream of social economy on the one

hand and solidarity economy on the other, SSE has strongly developed, among others, in

healthcare, social, medical-social, educational, socio-educational, socio-cultural and

recreational sectors and more generally in the field of care and support to "vulnerable"

populations. Nowadays, actors of SSE wish eventually to commit into the whole sectors of

production of goods and services of the market sector, following a logic of "producing,

consuming and dividing up wealth in a different way".

The history of SSE in France has been building up for a big part in reaction to excesses of

industrial capitalism of the early 19th century, around 4 main forms of organizations:

i. Cooperatives: 23.000 organizations

ii. "Mutuelles" (mutual benefice insurance company): 1.700 organizations

iii. Associations: 1,3 million organizations

iv. Foundations: 3.200 foundations

But a big number of SSE actors claim the slogan: "Status doesn't equal Virtue". That is to say

that if legal status, specific to SSE sector, represent real barriers reducing the risk of illegal

practice, they don't guarantee at the end that values specific to this field aren't being

forgotten or flouted.

**Economic impact indicators** 

In 2013, the 4 "families" of social economy employ 2,3 million people for a total income

distributed of 60 billion euros. They generate 90 billion euros of added value, coming mostly

from selling activities, which makes Social Economy jobs represent 10% or more in the PIB

(Inner Brutto Product). But different movements are developing to claim for new indicators at

macro-economic level. The idea is also to appreciate the evolution of well-being and social

and environmental health, hiding behind the quantification of monetary wealth.

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#### **Innovative practices**

#### Innovation in entrepreneurship

Oxalis is a pioneer in cooperative companies in France, bringing together about 120 shareholder-employee-entrepreneurs. It is one example of cooperatives, which created a new form of guidance to entrepreneurship, through a collective system to mutualize risk-taking and shared structural decision-making system. These big cooperatives also cooperate within bigger networks (e.g. Manufacture Coopérative).

#### Innovation in local cooperation

A new way of working together is developing in France: the so-called "Tiers-lieux": co-working places, hosting different activities, mutualizing resources, space and time in order to facilitate cooperation between different entrepreneurs or SSE organizations. These places are sometimes being defined as "places of improbable meetings, with improbable people but close to home".

#### Young people's participation (18-30)

Over 435.000 young people work in a SSE organization, mostly in associations of social action, in banking and insurance, sports and Leisure and health.

Another study refers to young people's perception of employment in SSE – *Avise* 2014, which analyzes the motivations for the integration of young people in SSE organizations. 89,3% of young people questioned think that working in SSE allows them to feel useful in society (56,3% in public sector and 24% in market sector). They describe working conditions as "human", with less hierarchy and some multitasking. They underline their involvement in SSE organizations, thanks to democratic governance. 85,1% of young people working in SSE say they are satisfied with their job, more compared to those in public or market sector (73,2%).

The study quotes a lack of knowledge of SSE, especially among non-graduates. SSE is also being perceived as a less stable sector, with less revenue (compared with public sector, and above all market sector).

#### **Gender perspective**

More than 67% of SSE employees are women, much more than in public sector (60%) or other sector of private economy (40%). The presence of women in SSE is strongly linked to positioning of SSE in traditionally more feminized activities (teaching, social action, health, finance). However, these women access less than men to high responsibility positions and have more part time jobs. Wage inequalities are less in SSE than in other economic sectors.

#### Training or educational practices

Some examples at local level:

- i) Practices of guidance for initiatives leaders: processed by CREFAD (network of associations for popular education).
- ii) Vocational Degree in Coordination of SSE projects and University Diploma in SSE for a sustainable development.
- iii) For civic services (young volunteers: AFEV association Association of students in city).
- iv) UVA: University of Associative Life
- v) SSE Chair in University Lyon 2

#### **Participation in networks**

In France networks can be identified mostly at a local level and in sectors within SSE. Some remarkable examples:

- Cooperative companies (SCOP = Cooperative and Participative societies) are bounded by a national and regional network (URSCOP),
- Big associations of "popular education" are organized in national and regional lobbying networks (CNAJEP and CRAJEP).

- Mutuelles are being organized into a national movement, with local antennas, "La Mutualité Française", gathering 600 health mutual benefit insurance companies
- In Saint-Etienne and in Rhône-Alpes region, actors of the SSE are registered into a regional digital platform "Rhone-Alpes solidaires".
- CRESS: Regional Chamber of SSE is an association representing movements and trade unions of employers in SSE (associations, cooperatives, mutuelles).
- At European level, SSE organizations are part of RIPESS.

#### Legal framework and relationship with public policies

In France, in recent times, a special interest has raised about SSE, to the point that "Hamon law" was voted in Parliament on the 31<sup>st</sup> July 2014. The objectives of the law are: i) to recognize SSE as a specific enterprising model; ii) to consolidate the network, governance and financing tools of SSE actors; iii) to reinforce policies of local sustainable development; iv) to give back empowerment to employees; v) to provoke a cooperative shock.

# 2.4. Social and Solidarity Economy in Italy

Michelangelo Belletti & Matteo Miglio

#### Main features and historical background

The recognition of cooperation and mutualism, with the 1946 constitution, gave the kickoff for the process of SSE in Italy.

In the last 20 years Italy has been witnessing the development of several practices of SSE. There are more than 6,5 millions of Italian citizens doing volunteering activities in the different fields, and more than 12 million of Italians are members of a cooperative.

This economic solidarity has been a sort of slow revolution that rose as a spontaneous bottom—up reaction to some great shocks that Italians suffered: the 1986 Ukraine Chernobyl nuclear plant accident, which made Italians think over the quality of environment and food, in addition to corruption scandals involving a high percentage of parliamentarians, that increased mistrust in representative democracy; the bankruptcy of Parmalat Corporation in 2003, which turned out to be a real fraud for thousands of small shareholders, committed with the complicity of some major banks.

People began building their own trade, credit, insurance, food systems; some mayors of small/medium cities and some small to medium entrepreneurs, who grasped the value of responsibility and sustainability, slowly joined the movement.

In 1994 the first MAG (Mutua Autogestione) starts, at first and foremost a partnership between people based on the relationship of trust with shareholders and financed organizations. It is responsible for collecting the money of the shareholders in the form of capital to finance economic initiatives providing with opportunities for self-managed, ethically

viable funds, and to provide with loans with low interest rates. Other pioneering experiences are GAS (Solidarity Purchase Groups) that were established in Fidenza.

In 2006 and through 155/2006 Law a definition of social enterprise has been introduced to the Italian legal system. Social enterprise is neither a new legal form, nor a new type of organization, but a legal category in which all eligible organizations may be included, regardless of their internal structure.

#### Sectors that comprise the SSE experiences

Most of the observed experiences can be grouped in three kinds of organizations:

**Social cooperatives:** there are 2 types, the "a" and the "b" one. The "a" ones are providing to people and communities a lot of social, educational, sanitary services. The "b" ones are enterprises which are working in all the fields of economics, but with a special goal: to give a job opportunity to disadvantaged people who are members of the enterprise.

**Associations**, especially: social promotion associations and volunteering associations. The differences are about the professional workers: in the first case the members can be employed by the association (with some limits); in the second case the members have to provide services on a totally voluntary basis and for free.

**Informal groups:** there are a lot of informal experiences, such as the first time banks or groups which help socially excluded people, or the first forms of GAS. In general, all these informal situations in a little time are transformed in formalized structures or disappear.

Regarding the sectors in which entrepreneurship is performed the most, it is possible to find:

**Housing:** it's a sector in which are involved 2 different cooperative enterprise types: the social cooperatives (more involved in giving a housing solution for disadvantaged people who cannot be members of the cooperative) and the housing cooperatives (traditionally, giving housing solution for their members, more for middle class).

**Clothing and food:** The most important is Fondazione Banco Alimentare which collects food from the citizens in big campaigns and then offers it to disadvantaged and poor people. In the

same way Fondazione Banco Farmaceutico exists, which collects medicines for poor people, or other organizations that collect used clothes for sell and raises money for poor people.

**Culture:** a lot of small museums are managed by cooperatives.

**Care and education:** the main organizations are social cooperatives and volunteering associations.

**Leisure:** Sport amateur associations under big national associations (like UISP, AICS, CSI, PGS...) are very important. Some cultural activities in leisure time are managed by associations and cooperatives thanks to some agreements and financial support of the local public bodies.

**Finance:** in Italy there is a big tradition of ethical finance; from BCC (Cooperative Credit Banks) to MAG (financial cooperatives which collect money from the communities to finance directly the 3rd sector) and Banca Etica.

**Job insertion for disadvantaged people:** it's something done by the social cooperatives (type "b"), providing a job opportunity to disadvantaged people (at least 30%).

#### **Economic impact indicators**

Measured in millions of euros, it accounts the contribution of cooperatives (107.849), social cooperatives (11.157), non-profit (53.783); enterprises with a cooperative as the owner (25.043). The main economic source of social enterprises comes from public bodies (36.2%), the sale of goods and services (23.2%) and the contributions of members and donors (25.6%).

Regarding the use of resources in social enterprises: i) more importance is given to salaries of staff in the organizations with productive aims (average 35%, 61,8% in the social cooperatives); ii) high expenses for salaries, higher in the sector of social assistance (47,5%), health (46,4%), training and research (42%); iii) more expenses for salaries in connection with the size of the organization. Regarding the importance of social economy inside the productive system at the end of 2011, SSE contributed 7, 55% of organizations (355 045 social enterprises) and employed 10.65% of workers (2,208,046).

#### **Innovative practices**

**Type "b" Social Cooperatives:** Social cooperatives were established by a 1991 national law. The specific intent was to integrate people with any kind of physical or mental disability into the economic fabric. They must hire at least a 30% of people with disabilities in their staff. The social cooperatives established in order to do this work, in turn, received some tax incentives.

Banca Popolare Etica: Before, only 29% of nonprofit organizations had access to the credit system. In 1995 some of the main Italian non-profit organizations joined together to develop a cooperative in order to raise money and start an "ethical bank". The success came in 1999 with the opening of *Banca Popolare Etica* (Ethical Popular Bank). The BPE provides its customers with all the usual services, but with a totally different inspiration: to be ethically oriented, even while being a for-profit organization. It provides with financial support for good ideas with social value in several sectors of solidarity economy, regardless of their financial guarantees. It supports activities such as: international cooperation, social cooperation, environmental protection and cultural activities. Today it has over 36,000 shareholders and 5,200 beneficiaries.

Gruppi di Acquisto Solidale (Solidarity Purchase Group): GAS are groups of people (20 families, on average) who organize to purchase directly from the producer. The first GAS was created in 1994, and the official network now numbers over 850 GASs. The main aim is not to save money but to establish strong consumer-producer relationships grounded in a real sense of one-on-one trust. The GAS network has achieved much: healthy food and less waste of food; saving money; farmer/producer self-sustainability through a shorter food chain; more human relationships, cultural diversity, and a stronger sense of community; environmental, landscape, and biodiversity protection.

**DES** (*Distretti di economia solidale* – **Solidarity Economy Districts**) have been created too, which involve not only GAS's, but also local producers, institutions, all of which are committed to create a more human-friendly economic and social environment.

**The confiscated mafia assets:** One of the most effective tools against organized crime syndicates is to strike at their patrimony by confiscating their assets. 11,360 assets have been confiscated, including 1,400 firms. Once these assets are "officially" confiscated, they are entrusted to cooperatives, local authorities and to non-profit organizations.

#### Young people's participation (18-30)

There aren't researches that studied this topic specifically (for SSE enterprises in the whole sense). The employed people involved in social cooperatives with less than 30 years old are the 12,3%, the employed ones involved in advocacy activities (all the volunteering associations) under 30 years old are 14,9%.

#### Gender perspective

In general, Social Economy is made by organizations very committed with gender perspective, especially because women represent the majority of the total number of workers and also of volunteers working in the social sector.

Several actions are made in the field of conciliation between the different spheres of the life (work and family): part time job (it is more common to see people with a part time job thought for mothers with little children in social economy than in the private sector), kinder garden in the offices, or other solutions for helping mothers and fathers to take care of their children.

#### Relationship with community and social movements

Volunteering organizations are usually very connected with the social environment because they are answering to some needs of people. These entities are connected and helped by provincial centers called *Centri di Servizio per il Volontariato*, financed by bank foundations.

Some new perspectives for cooperatives are connected to the presence of a multi-stakeholder governance (workers, volunteers, investors, families, other interested subjects) that increases the vision of the organization about new answers to local needs. A second new tendency is called "Community Social Enterprise", in which a community and the public bodies of the field organize themselves in a social enterprise to analyze and answer the emerging social needs.

In the last years there are more and more community foundations, with the aim to collect money from the community to give back in community projects. Some of them use a way to finance projects in which the money they give is directly connected with the money the beneficiaries are able to raise.

Concerning the relationship with social movements, in Italy at a national level an umbrella organization exists, called "Forum del Terzo Settore" (third sector forum) which represent all the organizations who recognize themselves as part of the third sector.

#### **Environmental sustainability**

The sustainability theme is important in Italy since the rising of "Conto Energia". The possibility for the private sector to invest in clean energy and measures for energy saving is achieved through monetary benefits. A very interesting experience was carried out by *La città essenziale!* in Matera which promotes the use of solar and photovoltaic panels: the money saved by the public body with the green energy is invested in social and care services.

#### **Training or educational practices**

In volunteering sector, "Centri di servizio per il volontariato" are giving resources for training and also are organizing training and educational practices; social cooperatives have some Interprofessional Funds, specific to finance training courses inside the organizations.

In general Universities are not prepared to study the SSE sector. But in the last 20 years some small steps have been made. There are 2 universities (Bologna and Trento) which have a specific degree on Social Economy, cooperatives and no profit organizations; in those places also 2 "think tanks" have been created: AICCON and EURICSE. In other universities (Milano Bocconi, Milano Cattolica) there are master degrees on the topic.

In 2013 a group of organizations and some professors coming from universities, specifically in the field of economics, founded SEC (Scuola di Economia Civile - Civil Economy School). This organization provides training courses, seminars, publications on the theme of SSE. In this moment, more and more Universities are including a specific course on no profit and social economy in their degree on Economics.

#### Participation in networks

In Italy some networks in the different fields are present. For GAS (Gruppi di Acquisto Solidale) there are some networks who can put together different experiences: DES (social economy district), created in order to share experiences, to promote initiatives and to create useful tools for all. For social cooperatives and social enterprises several umbrella organizations exist: CGM, the biggest consortium of social cooperatives; Ideeinrete, on the hand of the entrepreneurial side; Confcooperative Federsolidarietà and Legacoop Sociali, the representative associations at national level for social cooperatives and social enterprises. At a local level there are several "Centri di Servizio per il Volontariato" (service centers for volunteering associations), all coordinated by CSVnet. All the third sector is represented and work together in the "Forum del Terzo Settore" (third sector forum), organized at national and regional level.

#### Legal framework and relationship with public policies

In relation to the legal framework including SSE, it is possible to identify a variety of regulations and laws.

At a national level, the social enterprises are envisaged under a national law (n.155/2006). Social cooperatives are foreseen under a national law (n. 381/1991), while some regions with a special legislation are defining in a very specific way the fields of working for the social cooperatives. The volunteering associations are foreseen under a national law (n.266/1991) and in each region usually there is a specific law applying the national rules, adapting them to the peculiarities of the local reality.

The other kinds of cooperatives are under the general civil code, and they have some specific regional legislation. In 2015 in Parliament a proposal of law is being discussed, in which the new social enterprise and other kinds of social activities too will be established: a law proposal to change the third sector, simplifying the rules and the financial issues.

In relation to the link with the State, as it has been outlined in the previous chapters, the connection between State grants and organizations in the SSE is quite important. Most social cooperatives are financed by public bodies. The voluntary service associations are less dependent by the grants of the public bodies because they haven't to pay salaries, but some

of them need it for institutional activities. The informal SSE organizations, for example GAS, are completely independent because they are totally financed by their members in the purchase activity.

## 2.5. Social and Solidarity Economy in Spain

Monica Haas Caruso & Daniela Osorio Cabrera

#### Main features and historical background

In the Spanish State, SSE appears as a possible and actual reality for another economy. Recognized as a derivation and articulation of the tradition of the Social Economy, it is identified as a revival of socio-economic experiences in recent decades.

These experiences stand out because of their local dimension and territorial reference, joining traditional experiences of Social Economy with new forms of community-based organization, which allow the resolution of basic needs in context.

One of the features that seem to define the SSE in Spain is the reference to an identity construction from the commitment to the manifesto 'Carta de la Economía Solidaria' (Charter of the Solidarity Economy).

In times of crisis, SSE is considered one of the sectors that have better tolerated its effects and is presented as an opportunity to improve gender relations and equal opportunities for women.

#### Sectors that comprise the SSE experiences

- Agricultural cooperatives: represent 42% of the final agricultural production.
- Consumer cooperatives: processing goods or services for consumption.
- Credit union: banks of proximity.
- Associate work cooperatives: groups of people who found a company to create jobs.

We also identified service cooperatives, bringing together small and medium-sized businesses, professionals, merchants, shippers and craftsmen to obtain raw material and products, and housing cooperatives.

- Labour societies: corporations or limited liability companies.
- *Mutuals:* non-profit entities of democratic governance that exercise voluntary insurance activity.
- Companies of insertion: they are considered SSE when they adopt democratic governance. The types of services that they develop are cleaning, recycling, and construction.

Activities that particularly stand out are related to: recycling and recovery, credit and financial activities, transport, agriculture and livestock, support, training and advice for the creation of employment and self-employment, trade, consumption, social intervention and creation of industrial enterprises and service companies.

At an informal level we find new forms of self-organization of the needs that incorporate the values of solidarity, democracy and environmental sustainability, such as consumer groups, joint purchasing groups, co-parenting groups, barter networks (group of people and entities exchanging products, services and/or knowledge). In rural areas, we find communities which are based on economic self-sufficiency. At the urban level, we find social vegetable gardens, as well as spaces for people who develop different economic activities (co-working).

#### **Economic impact indicators**

According to data from the Social Security, on March 31 2010, 376.569 people were registered in the General Social Security Plan in a total of 38.505 cooperatives and labour companies (Guide of COO).

The SSE facing the crisis:

During the last period of the crisis, which began in 2008, fewer cooperatives and labour companies have closed than business within the commercial sector. During the economic recession, the sector of SSE increased in number, in partners, in turnover and in capital.

#### **Innovative practices**

The creation of innovative products and services to satisfy the needs stand out, as well as the development of innovative technology that allows for example the reuse of urban waste. We also identify tools that improve marketing and cooperation relationships between the constituent entities, as well as evaluation tools and tools for the continuous improvement, of which we highlight the followings:

#### Social market

It is defined as a stable network for the exchange of goods and services that links entities of SSE, responsible consumers and ethical savers-investors.

#### Social audit

We refer to assessment tools that allow us to identify the entities' progress and criteria, in relation to the principles and values of the SSE, as well as a tracking tool to improve the weaker aspects.

#### Young people's participation (18-30)

While we have not identified research related to the SSE, we can mention as significant the constitution of the REJIES (Spanish Network of Young Researchers in Social Economy). The aim of the network is to unite all young Spanish researchers in the field of SSE, to establish partnerships, sharing resources and experiences. This network includes the participation of young researchers in Social Economics from different universities.

#### **Gender perspective**

The studies indicate the situation of women in the environment of the SSE, as favorable in relation to the participation of women in the workplace. On the one hand because it allows them access to job categories more equitable than in the capitalist market, and it offers an easier conciliation of personal and family life with work.

Some figures from Spain in 2009 indicate that three out of five people working in a cooperative were women. In relation to the sectors they occupy, there is a clear horizontal segregation, marked by the sexual division of labour.

### Relationship with community and social movements

The experiences that arise in the last decade are those more closely related to the community environment and in conjunction with other social movements (particularly, from more informal practices - protest platforms, groups of production and consumption, fair trade networks, systems of social currencies, ecological vegetable gardens, time banks - composing networks of resources, collaboration and learning). In relation to the tradition of the Social Economy, we can recognize the link with the worker and neighborhood movement, in the same way that nowadays are closer to those considered new social movements like the environmental, alter-globalist, 15M or feminist movements.

#### **Environmental sustainability**

We can speculate on a positive impact by taking into account the SSE's principles and in particular from areas of activity such as the agro-ecological cooperatives, green energy businesses, and responsible and fair consumer practices. They provide not only products or services, but also a tool of awareness and social responsibility. In this sense, the push that is being done to the proximity economy and the short circuits particularly stands out.

## Training or educational practices

The most significant practices identified are the Spanish section of the CIRIEC and the ENUIES network, which brings together institutes and university centers on Social Economy. Another highlighted practice refers to the Observatorio de la Economía Social (Observatory of the Solidarity Economy). It is a non-profit association that aims to study, research and promote the solidarity economy as a model of economic development based on the respect for the individual.

At university level, a significant number of proposals for training have arisen across Spain in the last decade. In relation to the topics, the courses are linked to management, communication, community development, tourism, environmental sustainability and ecological agriculture.

According to a study in the Basque Country about the students' interest in the topics of SSE, which is considered low, this is attributed to the lack of knowledge on the subject and thus leads them to have no interest in it.

#### Participation in networks

The importance given to networking in the SSE is one of its main features but also one of its identifying aspects that make it stand out from the Social Economy.

On the basis of cooperation between various European countries, the RIPESS-Europe network (Intercontinental Network for the Promotion of the Social and Cooperative Economy) was created in 2011 to bring together the national, sectorial networks and other entities of the European continent. In Spain, the REAS network is composed of more than 300 organizations and businesses of Social Economy.

At the local level one can also verify various cooperatives of first and second degrees that make up sectorial and regional networks of inter-cooperation and mutual support and that managed to maintain their principles of participatory democracy and are still rooted to the territory.

#### Legal framework and relationship with public policies

In March 2011, the Spanish State adopted the Law on Social Economy with the "basic objective of setting up a legal framework that involves the recognition and better visibility of the Social Economy, giving it a greater legal certainty through the actions of the definition of the Social Economy" and established a few guiding principles: (i) primacy of the people and the social purpose over the capital; (ii) application of the results obtained from the economic activity; (iii) promotion of internal solidarity and solidarity with the society that fosters a commitment to the local development, equality of opportunity between men and women, social cohesion, labour insertion of people at risk of social exclusion; (iv) independence from the public authorities.

In the Catalan sphere, the Xarxa d'Economia Solidària is working on the development of a draft law on the SSE.

# 3. Proposals to improve training in SSE

SSE training's main characteristics are its values, principles and the way of doing things with a critical look at the current economic model, with the intention to do it differently. Transparency, democracy, equality and respect are the values that guide the practices that increasingly take more space in new projects, or new ways of collective auto-organization. First of all, SSE proposes a critical look to think through the processes of training from the logical aspect of accumulating knowledge. SSE projects development is understood from logic of processes and in relation to the development of fundamental competencies.

The material analyzed emerges from the meetings of different focus groups conducted in each territory. Some of the competencies (attitudes, skills and knowledge) that will be pointed out here should be developed in the following Intellectual Outputs: a 'portfolio' of competencies, the training modules, and the virtual game, according to the project schedule.

# 3.1. Regarding competencies

### Cooperative competence

The ability to work collectively is one of the first issues addressed, that is, the cooperative competence. This competence refers to the integration of the different points of view, the recognition and acceptance of plurality. It turns out to be a necessity to learn to make decisions collectively, managing the required time for this task; bearing in mind that time and collective rhythms are usually very demanding and require skill in handling.

This also works with the notion of process, wherein the group perceives the group dynamics that has a natural progression and needs constant adjustment.

Related to cooperation, one also finds the notion of co-responsibility. In the exercise of the participative democracy it becomes indispensable to take part in the collective decision-making processes. The horizontalness of the decision-making processes is compatible with the absence of hierarchy; and involves that everyone has to take shared responsibility.

### **Political competence**

Participation in collective projects is linked to a way of understanding and constructing social relationships and as a way of solving daily needs, be these labour, subsistence or related to the environment, and responding to them in a self-managed and autonomous way. This has to do with the development of social sensitivity and awareness and an attitude moving from "I" to "Us", developing a sense of what is happening around and beyond our microcosm.

Being in touch with what's happening in the country in terms of collective organization allows a view of micro and macro dynamics. There is the need to develop the political competence

and the ability to understand, analyze and connect challenges collectively; and know and share the elements of context and act in small-scale dynamics.

### Leadership competence

Working on leadership in the collective spaces has to do with the roles that each participant plays in the very different experiences related to SSE. This proposes an idea of leadership not related to positions of power, but poly-centric dynamics. Develop internal training tools and the rotation of roles to distribute this capacity for leadership. Work towards facilitating participative processes and the coordination of meetings.

Developing leadership competencies means: knowing how to recognize and appreciate the individual competencies that can serve the collective purpose; the ability to unite people, create the conditions for collaborative work and manage the multi-disciplinary approach; know how to understand and balance the time of dedication and commitment that each person assumes in the various collective practices, to prevent the processes of 'burnout'; know about participative processes and tools for decision-making.

Related to this point there is also the ability to coordinate actions, such as the ability to observe, evaluate and adjust. Working with clear and realistic goals and expectations is as important as knowing how to share them, and knowing how to participate and communicate ideas.

#### **Emotional competence**

There is a need to learn to manage the emotional dimension that group work requires, which allows sharing and managing singularities.

Within this dimension there are some skills that have to do with the culture of the group. For example, active listening, emotional intelligence, the ability to empathize, the capacity to offer, give and take along with other skills related to the organization and group dynamics. It is also considered important to know and work in terms of conflict resolution, mediation and non-violent communication.

Related to this aspect is also cited the ability to focus on the human factor, as opposed to a dominant economic system that dehumanizes, isolates and weakens people.

#### **Entrepreneurial competence**

The spirit of entrepreneurship was the primary factor in some countries, where it was considered essential to develop this capability. This reflected the need to unite it to creativity, to a positive attitude and to the practical skills of entrepreneurship or auto-organization, which promote achievable and sustainable development.

They may seem contradictory, but it is considered interesting to develop two important features. On the one hand, the ability to dream and be a visionary, with a certain degree of thoughtlessness that allows developing creativity and the taking of risks; and secondly to have a close sense of reality, to really know what will work and also be able to recognize and accept what will not.

It is committed to work on competencies that have to do with the management, development and sustainability of social projects.

#### General competencies to create and develop a venture in SSE

#### Management competencies

- Understanding business or self-organization structures and systems, which are to be used within the company or the collective project
- The ability to delegate and prioritize
- Planning, organization and administration skills
- Strategic management skills
- Problem solving skills
- Knowledge of the history, the institutional and legal framework of the SSE
- Knowledge of legal requirements to establish a business, taxes, insurances, civil liability, etc
- Basic computer skills

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### Economic and financial competencies

- Economic and financial management skills
- Knowledge of public and private funding
- Basic knowledge of accounting

#### Communication competencies

- Oral and written communication skills, both internal and external to the organization
- Ability to develop inter-cooperative networks. Invest in building relationships of mutual support and assistance, based on complementarity
- Ability to maintain focus on the project's purpose: customer, user or collaborator
- Skill in managing social networks and new technologies
- Ability to work on the political and institutional impact
- Knowledge for the realization of social marketing. It is just as important to work on technique as content; communicate outside of the SSE world, without its jargon

# 3.2 Methodological strategies

Work contents that emphasize or focus on the notions of territory, context, and community participation

This point highlights the need for generating teaching and learning processes that considers the context in which they develop.

Keep questioning the training processes to avoid falling into conventional economic strategies

Generate a critical process of the training which permits identification of the mechanisms that can make us appropriate to the logics of the competitive market and of self-sufficiency.

### The project-based learning, based on clear objectives

Promote processes to implement the values and ways of doing things collectively, based on a strategy of identifying needs and context analysis.

# 3.3. Youth training needs

In most countries there has not been an indication for a specific need with relation to the training of young people; meanwhile various aspects have been addressed.

#### Generate processes of experiential training from an early stage, learn by doing

It is pointed out the need to stimulate experiences of experiential training in SSE which can be introduced in stages from an early age. The proposal is that a person starts creating spaces of solitary work, where things are done collectively and responsible is shared. The self-management of extracurricular activities is suggested as a way to allow the students to approach self-occupation experiences within the training little-by-little. Self-management, collective decision-making, common learning and work planning are suggested.

It is also committed to the integration of a transversal module to be spread from primary school to university. To promote the experimentation of the SSE practice in unions, associations, as well as through role plays.

#### Visualize and systematize SSE practices in the territory

It is possible to gain higher order thinking skills from studying SSE practices, identifying those being developed in a regional context, or close to the areas where the trainings are being implemented. This strategy can serve two functions, on one hand in relation to self-esteem and the recognition of what is being done; and the other in relation to the construction of a common language. Systematizing and documenting in this way facilitates new ways of saying

things and transmitting that knowledge. Working this way also facilitates the construction of common and shared networks.

Visualization and systemization also aims to identify collaborative practices that exist in its territory (not necessarily linked to SSE). In particular, it intends to consider the expressions that come from peers which are also fertile spaces for exchange. Also mentioned is the possibility of opting for intergenerational and inter-cultural exchange.

#### Collectively work the emotional dimension

Regarding the tools to work on, it is suggested not to lose sight of the emotional aspects that make up the construction of collective relations. In this sense, it is suggested to also incorporate the reflection on tensions and contradictions that make the construction of what is common,

#### Incorporate playfulness in methodology

Here also it is highlighted the aspect of fun as a fundamental tool in learning, particularly related to young people. Games are understood as a tool to facilitate processes and the empowerment of those involved.

# 4. Final thoughts

In the different contexts analyzed it is recognized that there is an increase in interest in the areas of SSE training. While still expressed marginally, we recognize an increase of educational opportunities in this field.

In the majority of cases at university level, SSE training refers to specific modules or courses in disciplines such as economics or social sciences. Training seeks to capture and pass on the accumulated learning by individuals involved in ventures and with an orientation towards processes and practices.

We recognize a series of competencies and SSE training needs that must be looked into further. Firstly, the need for teaching-learning dynamics that are based on processes and content tailored to the specific needs of the contexts in which training takes place.

Regarding the necessary competencies needed to develop a SSE experience, there have been identified those general, related to the creation and management of the ventures, and then those specifically related to the development of the SSE experiences. In this sense, it mentions the competencies related to leadership and emotional relationships management and as a strategy for constructing horizontal and cooperative relations. The cooperative dimension is fundamental and that is why it is necessary to work on the basis of shared responsibility. What stands out about the political component in ventures is the need to develop a critical spirit to keep the analysis of the context and the commitment to the social environment. Finally, it is noteworthy that, although all contexts have mentioned the difficulties that SSE is facing from a gender perspective, no pedagogical suggestions to work on it are proposed.

This research has been able to identify, in most contexts, the special interest that young people have in relation to the SSE. The motivations that these experiences generate range from the social commitment to the visualization of possible and desirable job prospects.

Finally, and no less important, it is necessary and fundamental that this work incorporates the emotional and playful dimension in the whole learning process.

The deepening of these lines of work and the implementation of training experiences in this regard may be a key contribution to the continued articulation and generation of synergies towards building the Social and Solidarity Economy.



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