EMPLOY SSE

Training modules on SSE addressed to VET

This document is part of a 4-modules training program to promote Social Solidarity Economy (SSE) into Vocational and Educational Training (VET) system. The material is a useful tool for VET Trainers and Mentors as well as a guide for Career Opportunity Advisors and Policy Makers.

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Module 1: "Introduction to SSE and Social Enterprises: Definitions, Values and Principles"

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Project Partners

Module 1: "Introduction to SSE and Social Enterprises: Definitions, Values and Principles"

What about this training module?

The current training material is part of a set of training modules with the aim of promoting Social Solidarity Economy (SSE) into Vocational and Educational Training (VET) system. The vision is a comprehensive training and professional development of younger generations, which integrates alternative socioeconomic models in their framework of ideas and attitudes.

It is both a tool and a training material useful for VET trainers and mentors where they can find information, material, references, examples and case studies so to understand what SSE is about. It is a starting point for them to create their own material and integrate SSE in their teaching and training in an innovative and comprehensive way. Furthermore, it can be used as a guide for Career Opportunity Advisors and Policy Makers who need to assist and mentor young generations in their professional development path by opening up the SSE universe: an alternative development and "real business" paradigm of cooperation, employability and sustainability.

What about SSE?

SSE as an alternative socio-economic model is rooted in inclusive values and practices, highly needed in an "era of transition". SSE practitioners develop alternatives in all economic sectors in and beyond the current economic models by focusing on sustainability, social needs, reciprocity and solidarity.

In this framework, SSE is an economy aimed at a different form of development from the mainstream profit-oriented one. It includes organisations whose purpose is more focused on social and environmental value rather than the search for financial gain and growth. It is a way to satisfy human needs through economic activities – such as production and exchange of services – that reinforce values of social justice, ecological sustainability, cooperation, mutuality, community and democracy.

How it can help both VET trainers and trainees?

It is obvious, therefore, that *SSE could contribute to these capabilities for people through VET system.* More specifically it provides broad knowledge on social and economic dynamics, sustainable designing, democratic management, social/environmental/economic impact of every entrepreneurial activity, transversal knowledge etc., skills such as communication and relation skills, active listening, application of change management, application of social planning, teamwork, networking capacities, ability for collaborative driven partnerships and finally creative methodologies such as peer and cooperative ones, inclusiveness and democratic procedure methods, reciprocal approach between trainer and trainee etc.

How to use the modules?

The current module, together with the other three modules, can either be used as a stand-alone training or as part of other trainings in VET fields such as economics, management, local/regional development, environmental management and others. *It is not a full, detailed set of training material, but rather a comprehensive and holistic tool to trigger trainers' imagination, creativity and teaching skills so to develop their own material.* The objective of the training course is to provide educators with the learning outcomes needed for the design, planning, delivering and evaluating training interventions to their trainees, and especially the younger ones with an emphasis on NEETs, who want to be trained in SSE or integrate it in their training in other fields. Finally, it can be accordingly modified, *so to overpass "VET boundaries" and be used in other education levels.*

Title	Introduction to SSE and Social Enterprises: Definitions, Values and Principles
Duration	*30 hours*
Introduction - General Purpose "Why is it helpful for VET trainers?"	The current module is a training package in the form of training curricula on the topic of Introducing SSE, which can provide a clear path for designing future training courses on key issues of the SSE field. Therefore, it is helpful for VET trainers in order to provide training so to: ● Understand that the pursued goal is what ultimately differentiates SSE and social enterprises from traditional entrepreneurship. While traditional, for-profit enterprises are targeted mainly at profit maximization, social enterprises aim at finding a more efficient, effective, sustainable, and fair solution to tackle social problems and to satisfy human needs. ● Understand how Social Entrepreneurship creates value for the whole society or communities, rather than for any single individual. The so-called social value can be the result of created benefits or costs reduction on behalf of society and all of its citizens. ● Understand the challenges of SSE. ● Understand the principles and objectives of education for SSE. ● Be able to set objectives and design educational programmes for social entrepreneurs. ● Be able to cultivate values, critical thinking and cooperation through training programmes. ● Be able to use various learning techniques. ● Understand and be able to implement the principles of SSE.
Knowledge covered	● To understand the difference between first (public), second (private) and third (not profit) sector of the economy. ● To learn the definitions regarding Social Economy, Solidarity Economy, Social Solidarity Economy and Social Entrepreneurship. ● To differentiate the concepts of Social Economy, Solidarity Economy, Social Solidarity Economy and Social Entrepreneurship and Corporate Social Responsibility (CSR). ● To recognize the different types and forms of SSE organizations (cooperatives, social enterprises, non-formal groups).

	• To be aware of relative "economies" and movements such as cooperativism, commons, transition towns, degrowth, self-management, fair trade, local development, community economy.
	• To understand values such as solidarity, self-help, cooperativism and trust, fairness, mutuality, equity, social justice.
	• To recognize main principles such as democratic management & governance, non-profit model, collective benefit, decent work conditions, social impact assessment, autonomy, accountability, responsibility.
	• To recognize the elements of an SSE actor vs a market orientated enterprise.
	• To distinguish different sectors within the Social Solidarity Economy.
	• To understand the concept of chains in SSE: production, consumption, distribution.
	• To understand the concept of SSE network, the economic and social flows.
	• To identify local, national, European and International Networks.
Skills achieved	• To code the different sectors of the economy and the space in-between.
	• To critically engage with the different perceptions on SSE and Social entrepreneurship.
	• To report aspects of a social impact assessment procedure
	• To design social solidarity economy enterprises with social impact
	• To analyse the different elements of SSE actors.
	• To present an SSE actor operational model.
	• To list the areas social impact could produce
	• To translate main principles such as democratic management & governance, no profit model, collective benefit into methods.
	• To design and manage a social solidarity economy circuit.
	• To develop a local social solidarity economy network.
Attitude change	• To question the current economic model.
	• To critically engage with the core social values.
	• To understand competitiveness and profit orientation as an era of modernity and not the only possible choice.
	• To encourage employees to form SSE actors and cooperatives.
	• To suggest new models to cover human basic needs.

	● To cooperate in groups in order to form collective management organisations. ● To support the SSE model as a more sustainable option for the economy, people and the environment.
Competencies obtained	● To imprint the value chain at a social enterprise ● To produce an SSE venture challenging a local social problem ● To design a value-based strategy of a social enterprise ● To create operational business models that challenge social problems ● To report a social impact assessment procedure ● To map the stakeholders involved at an SSE Network

Main Content	**1. Introduction to SSE**
	1.1. Why we need Solidarity Economy?
	1.2. History and background
	    1.2.1. Roots, drivers, practices back in time
	    1.2.2. Milestones in European level
	    1.2.3. National context
	1.3. Definitions for the SSE Ecosystem
	    1.3.1. Social Economy and main features
	    1.3.2. Solidarity Economy and main features
	    1.3.3. Social Solidarity Economy and main features
	    1.3.4. Social Entrepreneurship and main features
	    1.3.5. Cooperatives and main features
	
	2. Dimensions, values and principles of SSE
	2.1. Social, political, economic Impact
	2.2. Solidarity, Cooperativism, Self-help, Mutuality, Social inclusion
	2.3. Democracy, Equity, Responsibility, Participation
	2.4. Self-Organizing and Democratic Decision Making
	
	3. Fields and types of SSE
	3.1. SSE in agricultural sector (agroecology/Food Sovereignty), trade (Fair Trade), in technology, media, SSE and local currencies and LETS

	3.2. Formal cooperatives and non-formal groups
	3.3. Worker Co-op as a special type
	3.4. Sustainability and Innovation on SSE concept
	4. Public policies and finance for SSE
	4.1. Public policies for SSE and SSE in public policies
	4.2. National legislation, supporting institutions
	4.3. Finance and funding
	4.3.1. Types and sources of financing
	5. Scaling SSE and networking activities
	5.1. Types and functions of Networks in SSE
	5.2. Role of European Networks, role of local networks in SSE and in local development
	5.3. Relative concepts:
	5.3.1. Commons
	5.3.2. Cooperativism
	5.3.3. De-growth
	5.3.4. Circular Economy
	5.3.5. Worker led production
	6. SEE venture from the idea to action
	6.1. Construction of a SSE business and operational model
	6.2. Theory of change in building strategy
	6.3. Producing, managing and reporting social impact of an organisation
Methods/Techniques/Tips for Trainers	Participatory and less frontal methods are useful in involving the participants actively and enhance their learning process. Showing the practical and lively side of SSE by using good practice examples, inviting guests or going to field visits is also an important part.
	Involvement of participants
	● Participants' involvement by using their experience in SSE.
	● SSE and cooperative experience exchange and sharing among participants.
	● Experiences collection by using post-it that can be clustered by fields and/or types of SSE initiatives and reviewed collectively.

Good practice examples and field visits

- Identification of local and not so far away, examples in case of a field visit or invite SSE practitioners to visit your group and discuss in the place of the training.

- A guided tour or presentation can be planned and arranged.

- Cultural community project, cooperative restaurant - with some presentation, someone to come and tell his/her/their story about how they've changed their company in a SSE enterprise.

- Choose a suitable good practice example during the whole module content and showing the different aspects on one SSE initiative.

Group work and projects

- Division of participants into groups that will work on their own project based on SSE values - each group will choose one project idea based on some of their visions, dreams, experiences or an SSE example.

Vision

- The groups develop a joint vision of their SSE initiative/project

- Visioning info: https://treegroup.info/library/visioning.pdf

- Visioning agenda: https://treegroup.info/library/sample-visioning-agenda.pdf

- Sample vision statements: https://treegroup.info/library/sample-vision-statements.pdf

Planning

- The groups develop a business canvas for their SSE initiatives/projects – to have an orientation plan before the start.

- Business canvases (Business Canvas, Lean Canvas) aren't so suitable for social businesses and often miss key areas that are important in developing social businesses

- A Social Business Canvas Method (or Super hero canvas) is giving a space to describe also the social and environmental dimension

- Social Business Canvas structure and example: https://medium.com/social-entrepreneurship-ecs/social-business-model-of-empowering-community-for-sustainability-c73542a0837e

- The different parts of the Canvas can be reflected, practiced and discussed further – for example the Values (SSE and others), Partners and Customers (community, networking), Resources (financing)

Logistics

- Room/place/catering requirements

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	- Enough space for group work for all participants - Possibilities for non-frontal room set up (sitting in circles, on the floor, etc.) - If possible, find a SSE place (it can be a good practice example) - SSE catering can be a good practice example
Examples - Case studies - Exercises	Working with case studies and good practice examples in the training is important to show the practical side of SSE. Sharing the pathway, achievements and challenges of an SSE initiative or enterprise can be inspiring for development of own projects and ideas of the participants. A suitable case study or good practice example can be used during the whole training by focusing on specific aspects relevant for the actual focus/issue discussed. Visiting and discussing the experience directly with representatives of the initiative during a "field visit" can be a valuable experience and form of learning. It can be prepared by the trainer in advance, or it can be part of the involvement of the participants – to prepare their own case study/good practice example. **Questions to prepare good practice examples/case studies on SSE:** - How did you get started? What was helpful or not? - Please describe the (democratic) governance and organisational structure - Who is entitled to make which decisions? - What is the legal structure? - What "user value" / value for members / for society is generated? - What does solidarity (economy) mean to your SSE? - How did you build a community? - What was important in reaching your goals / to achieve success? - Were there /are there any challenges? How did you / do you cope with them? Further questions might deal with ownership, financing, co-operation (internal/external), communication /conflicts. **Case Study: Fair & Bio Coffee Roasters (Prague) https://www.fair-bio.cz/en/** If you were to walk near the center of Prague, in Sokolovská Street, you can find a small Fair & Bio shop. It is run by the Czech NGO Ecumenical Academy (EA) and among many other Fair Trade products you can buy different sorts of fresh roasted coffee that was roasted just some 25 km away, by the co-operative social enterprise called Fair & Bio Coffee Roasters. The Fair & Bio Coffee Roasters promote social,

environmental and economic sustainability, supporting the local economy, communities and decent work – globally and locally.

The history of co-operatives in what is now the Czech Republic and Slovakia (previously Czechoslovakia) goes back more than 170 years. Fair & Bio Coffee Roasters were the first co-operative coffee roasting plant in the Czech Republic. Every coffee bean that is used by the roasters was planted on Fair Trade certified farms. After roasting, the coffee is packaged and labelled manually. 75% of the processes are carried out by mentally and physically disabled employees. The environmental aspect is important as well, and the vast majority of the coffees are grown organically.

The Fair & Bio Roasters started as a follow up on the Fair Trade activities of Ecumenical Academy, one of the pioneers in promoting Fair Trade in the Czech Republic. EA focused on awareness-raising around development issues and economic alternatives, and they didn't want just talk, but to show some alternatives in practice. EA therefore founded the first Fair Trade wholesale business in Central and Eastern Europe. After some years and challenges the wholesale business was transformed into the co-operative, with EA and several individuals as founding members.

The project started in 2011 with the help of two EU grants for social enterprises. For some years several interest-free loans from the members of the co-operative helped to stabilize the financial situation. Since 2018 the Fair & Bio Roasters operates without any grants and generates financial profit. In June 2019 the first 5 years of coffee roasting were celebrated with the members and the whole community.

It was a clear choice to become a co-operative from the very beginning. The reason was to become a good example for promoting this type of democratic organisation, that had a long history in the Czech Republic, but what had been disrupted and misused during the period prior to 1989. Inspired by the history and also by Fair Trade farmers, workers and employees from the Global South help to spread the word – not just EA, as well as the co-operative actively promote SSE and share their story.

A short video from 2016 about the roasting house: https://www.youtube.com/watch?v=oySOh1qwrhU

 Exercise: HOT AIR BALOON

Aims of the tool: To get know each other, make people think critically, problem solutions and group work

Description of activity: tell participants that they are flying by hot air balloon and suddenly weather is changing and to continue a flight by balloon they must to throw out some sacks with the following items:

1. Career, 2. Money, 3. Clothes, 4. Beauty, 5. Friend(s), 6. Pet, 7. Future, 8. Car, 9. Book, 10. Human Rights, 11. Education, 12. Memories, 13. Social media, 14. Family

Also, any other issues can be added, it's up to teachers, trainers and people who want to use this activity.

They must select only five sacks that they will take until the end of their journey. Give participants 10-15 minutes for individual work. After that put them in a group with 5-6 people to share their choice (10 minutes). After that, ask them in a group to choose again five of the most important things that they as a group want to take with them (max. 10-15 minutes).

Debriefing questions:

- How do they feel?
- What is the most important thing in your life?
- On what basis they have selected their items?
- What was the toughest decision you ever had to make in your life?
- How do you choose a major decision in life?

More info: https://www.salto-youth.net/tools/toolbox/tool/hot-air-balloon.2942/

Exercise: PAIR READING, PEER TEACHING

Goals: Cooperating to collectively read and discuss a comprehensive piece of text

Description/Steps:

- Make home groups with two or more people. Each of them gets a different part of the text. Each group gets 1 colour, members put it on their texts. People find their expert group according to the number of their text. Each expert group has different part of the text.
- Make two pairs within your expert group, two people will read together (20 min).
  Choose the role: summarizer, questioner.
  Divide the text into several parts (as long as you wish).
  Read the parts, after finishing each part the summarizer summarizes it, and the questioner asks several related questions (you don't need to answer).
  You can change the roles within the pair during the reading.
- Expert groups (same numbers of text) (10 min)
  Share your learning and doubts.
  Decide what you want to teach your home groups (include the main authors).
  Decide and plan how you want to teach, you can prepare some tools (picture, bullet points on flipchart etc.).
  Decide how you check the understanding and learning of your students (peers) in the home group.
- Home groups (same colour of texts) (30 min)
  Each person has 5 minutes for teaching others his/her part of the text, and checking if they understood it.
  Take notes of possible doubts and questions.

● All together – insights, clarifications

Helpful instructions for reading: https://www.metodes.lv/en/methods-and-tools/active-reading-5-steps-strategy

The text "A people's food policy": A ground-breaking manifesto outlining a people's vision of food and farming in England that is supported by over 80 food and farming organisations. The report draws on 18 months of extensive, nation-wide consultations with grassroots organisations, NGOs, trade unions, community projects, small businesses and individuals. It has resulted in a set of policy proposals and a vision for change that is rooted in the lived experiences and needs of people most affected by the failures in the current food system. Chapters suitable for pair reading: governance, food, health, land, labour, environment, knowledge, trade and finance.

https://www.peoplesfoodpolicy.org/

Exercise about Fair Trade: BANANA SPLIT GAME

● Goals: To unpeel the story of bananas from farm to fruit bowl, and see what Fairtrade and justice mean along the way.
● Description: Through role-play, participants will bargain over how the cost of a banana is split down the supply chain, and discuss the fairness of this. In the second round, they will take roles to argue whether to switch to Fairtrade.
● Give out five role cards to one or several people, depending on group size. Everyone reads their role card.
  Roles: Banana worker, plantation owner, shipper, importer, supermarket buyer
● In a banana-split-diagram on a flipchart, everyone shall note how much they think they deserve, and why.
● If the amounts exceed the total price (e.g. 15 pence), the group should negotiate and bargain.
● Discuss the results (fair cut? Why is the splitting like this? Who loses?).
● Second round: Fair trade scenario: New role cards are handed out and after preparing arguments, the group holds a debate over whether to switch to fair trade.
● Final discussion round

More info:

http://www.storyofbanana.com

https://cafod.org.uk/content/download/733/6290/version/10/CAFOD%20BANANA%20SPLIT%20GAME.pdf

Resources (Articles, videos, presentations)	**SOCIOECO:** Resource website of social and solidarity economy. Socioeco is a document-based resource site designed to give citizens, researchers, journalists and local councillors easier access to information on SSE.
	http://www.socioeco.org
	_RIPESS: The International Network for the Promotion of the Social Solidarity Economy) and RIPESS EU websites are a source of information about the movement and networks, information on SSE and news.
	www.ripess.org
	www.ripess.eu
	THE SUSY PROJECT: The project brought together 26 associations from 23 countries and researched, mapped and showed examples of solidarity economy in Europe.
	www.solidarityeconomy.eu
	The YT channel of the project is a valuable source of examples of good practice:
	https://www.youtube.com/channel/UCRy4hjD4SJg1Oo_OOapXhcg/featured
	TAKE BACK THE ECONOMY - AN ETHICAL GUIDE FOR TRANSFORMING OUR COMMUNITIES: Take Back the Economy is about making the economy work for people and the planet. It is intended for academic researchers, activists, students, community members and citizens interested in how they can contribute to a more just, sustainable and equitable world. The book reframes the idea that the economy is a thing, separate from us and best understood by experts.
	Reference: J. K. Gibson-Graham, Jenny Cameron, and Stephen Healy, 2013, University of Minnesota Press.
	PLURIVERSE, A POST-DEVELOPMENT DICTIONARY: Contains over one hundred essays on transformative initiatives and alternatives to the currently dominant processes of globalized development, including its structural roots in modernity, capitalism, state domination, and masculinist values.
	Reference: Edited by Ashish Kothari, Ariel Salleh, Arturo Escobar, Federico Demaria, and Alberto Acosta, 2019, Tulika Books, India.
	ESSENTIAL GUIDE TO DOING TRANSITION: This guide will give you everything you need to know to start Transition in your community and outlines the processes and activities needed to make it a success.
	https://transitionnetwork.org/resources-essential-guide-transition/
	THE IMPOSSIBLE HAMSTER: Short and very visual video showing the meaning and logical conclusion of the promise of endless economic growth.
	https://vimeo.com/8947526
	UPSTREAM PODCAST: Upstream is a radio documentary and interview series offering themed episodes, stories, interviews with experts, visionairies and change-makers, that explore a wide variety of topics around SSE.

https://www.upstreampodcast.org

CO-OPERATIVES UK: There is usually some supportive structure (institution), either public or private, that can help with establishing a co-op. It can be a coop association or union or another co-operative. The UK network Cooperatives UK is for example providing information, how to develop a co-op and examples of governing documents – how to develop a co-op by Cooperatives UK network:

www.uk.coop/developing-co-ops

THE STORY OF THE ROCHDALE PIONEERS: Video about the history of co-operatives - The Story of the Rochdale Pioneers narrates how a group of people from ordinary working families set up their co-operative underpinned by a set of values and principles that keep inspiring people all over the world nowadays

https://www.youtube.com/watch?v=DNVzOsZt6ew

Spotlight-Interviews with co-operators:

https://www.ilo.org/global/topics/cooperatives/news/spotlight/lang--en/index.htm

WORKER COOPERATIVES: What is a Worker Cooperative?

https://institute.coop/what-worker-cooperative

UpStream podcast: Worker Cooperatives

Part 1: Widening Spheres of Democracy

https://www.upstreampodcast.org/workercoops1

Part 2: Islands Within a Sea of Capitalism

https://www.upstreampodcast.org/workercoops2

FOOD SOVEREIGNTY

- FAO 10 Elements of Agroecology:
  http://www.fao.org/agroecology/knowledge/10-elements/en/
- Video - Agroecology - the next evolution in food systems:
  https://www.youtube.com/watch?v=mivnqVqgieE
- Food Sovereignty NOW! An in-depth guide:
  https://www.eurovia.org/food-sovereignty-now-an-in-depth-guide/-
- IPES-Food reports – Reports of the International Panel of Experts on Sustainable Food Systems (IPES-Food), an independent panel of experts with a mission to promote transition to sustainable food systems around the world:
  http://www.ipes-food.org/reports/
- Video - Sustainable trade for sustainable food systems:
  https://www.youtube.com/watch?v=DJx7MySikZI&feature=emb_logo

	FINANCIAL MECHANISMS FOR INNOVATIVE SOCIAL AND SOLIDARITY ECONOMY SYSTEMS: Euricse Research Report for the International Labour Office – presenting the ecosystems, financial mechanisms and main financial suppliers for SSE. Reference: S. Barco Serrano, R. Bodini, M. Roy, G. Salvatori, 2019, ILO, Geneva. https://www.ilo.org/global/topics/cooperatives/publications/WCMS_728367/lang--en/index.htm **COOP57:** Cooperative for ethical financial services with the objective of financing projects in SSE. It was created in Barcelona in 1995 from a compensation fund that former employees of the publishing house Bruguera received when the company went bankrupt. Interview with Miguel Ángel Martínez Polo in 2016: https://cooperativecity.org/2017/10/08/coop57/ **WHY CREATE A BUSINESS PLAN:** The following video can kick-off the planning work of the working groups: https://coopcreator.ca/resource/why-create-a-business-plan-video/ **START A NEW CO-OP: STEP BY STEP:** Start-up process for setting up a co-op: https://www.uk.coop/start-new-co-op/start
Glossary	**Social Solidarity Economy** is a way to satisfy human needs through economic activities (such as exchanges, production, consumption and services) that reinforce values of social justice, ecological sufficiency, cooperation, mutuality, community and democracy. Solidarity economy is not a sector of the economy, but a vector of change and transformation of the economic system. (…) SSE seeks systemic transformation that goes beyond superficial change in which the root oppressive structures and fundamental issues remain intact (Ripess Network 2013) **Values**: Social solidarity economy is an ethical and value-based approach to economic development that prioritizes the welfare of people and planet, over profits and blind growth. Values such as: Humanism, Democracy, Solidarity, Inclusiveness, Subsidiarity, Diversity, Creativity, Sustainable development, Equality, Equity and Justice for all. **Social Economy** is commonly understood as a "third sector" of the economy, complementing the "first sector" (private/profit-oriented) and the "second sector" (public/planned). The third sector includes cooperatives, mutuals, associations, and foundations. These entities are collectively organized and oriented around social aims that are prioritized above profits, or return to shareholders. The primary concern of CMAFs, as societies of people, is not to maximize profits, but to achieve social goals (which does not exclude making a profit, which is necessary for reinvestment). Some consider the social economy to be the third leg of capitalism, along with the public and the private sector. Thus, advocates of the social economy push for it to be

accorded the same legitimacy as the public and private sectors, with a corresponding level of support in public resources and policy.

- **Social enterprises**: A social enterprise is an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities. Their main objective is to have a social, societal or environmental impact for the general interest.

- **Co-operative**: a co-operative is an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically-controlled enterprise. Co-operatives are operating in all sectors of economy and we can distinguish three main types:

  - workers or producers' co-operatives (including collective farms).

  - consumers' co-operatives.

  - credit unions.

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Module 2: "Democratic management and horizontal governance in and for SSE ventures"

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Project Partners

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In this framework, SSE is an economy aimed at a different form of development from the mainstream profit-oriented one. It includes organisations whose purpose is more focused on social and environmental value rather than the search for financial gain and growth. It is a way to satisfy human needs through economic activities – such as production and exchange of services – that reinforce values of social justice, ecological sustainability, cooperation, mutuality, community and democracy.

How it can help both VET trainers and trainees?

It is obvious, therefore, that *SSE could contribute to these capabilities for people through VET system.* More specifically it provides broad knowledge on social and economic dynamics, sustainable designing, democratic management, social/environmental/economic impact of every entrepreneurial activity, transversal knowledge etc., skills such as communication and relation skills, active listening, application of change management, application of social planning, teamwork, networking capacities, ability for collaborative driven partnerships and finally creative methodologies such as peer and cooperative ones, inclusiveness and democratic procedure methods, reciprocal approach between trainer and trainee etc.

How to use the modules?

The current module, together with the other three modules, can either be used as a stand-alone training or as part of other trainings in VET fields such as economics, management, local/regional development, environmental management and others. *It is not a full, detailed set of training material, but rather a comprehensive and holistic tool to trigger trainers' imagination, creativity and teaching skills so to develop their own material.* The objective of the training course is to provide educators with the learning outcomes needed for the design, planning, delivering and evaluating training interventions to their trainees, and especially the younger ones with an emphasis on NEETs, who want to be trained in SSE or integrate it in their training in other fields. Finally, it can be accordingly modified, *so to overpass "VET boundaries" and be used in other education levels.*

Title	Democratic management and horizontal governance in and for SSE ventures
Duration	*30 hours*
Introduction - General Purpose "Why is it helpful for VET trainers?"	The current module is a training package in the form of training curricula on the topic of Introducing SSE, which can provide a clear path for designing future training courses on key issues of the SSE field. Therefore, it is helpful for VET trainers in order to provide training so to: • Understand how SSE organisations are being developed. • Understand how SSE organisations are being managed. • Understand and explain the different management techniques and paths. • Define the social value and impact of SSE because of its internal management, governance and networking. • Set objectives and create educational exercises in so to multiply the impact of democratic governance among SSE ventures. • Challenge the decision-making processes within the organisations and provide proposals for improvement. • Be able to cultivate values, critical thinking and cooperation through training programmes. • Be able to use various learning techniques
Knowledge covered	• To be aware of the background of Democratic Management in SSE in general. • To understand the principles of Democratic Management and Horizontal Governance. • To recognize the importance of Democratic Management and Horizontal Governance in SSE current history. • To define the main features of collective ownership and self-management. • To spot the differences between the management of the enterprises and the governance. • To form different collective management models. • To decide which model suits to an SSE organization. • To clarify the different roles of the members within the management of an SSE organisation (members, BoD, plenary, groups)

	• To understand the importance of the decision-making process in an SSE organization.
	• To be aware of the different decision-making models.
	• To understand how participative management benefits internal and external stakeholders – multi-stakeholder model.
	• To realise the benefits of democratic management for community and society.
	• To synthesize democratic management with long term social impact and community collective goals.
	• To connect the management with general democratic procedures in a society.
Skills achieved	● To apply different democratic models in SSE organisations.
	● To use horizontal governance in different types of organisations.
	● To manage members/workers/participants of an SSE organisation effectively.
	● To design a democratic operational model suitable to the needs of specific groups.
	● To categorise the different roles and tasks of an SSE organisation members/workers.
	● To create an action plan and methodology on building a cooperative-driven organisation.
	● To "translate" the core values and principles in decision making process.
	● To design horizontal and inclusive decision-making processes.
	● To gain experience by dealing with the difficulties/challenges of democratic management.
	● To deal with tensions derived from a horizontal decision-making process.
	● To imprint and evaluate the social impact of a democratic management process.
Attitude change	● To question the vertical management and governance as the most efficient one.
	● To reflect on the possible changes horizontal management could make on citizenship.
	● To encourage democratic, horizontal decision-making processes within organisations.
	● To realize the value of the productive dialogue within the organisations.

	● To challenge the "dominant" perception of management in a working environment. ● To support the democratic and self-organization model as a useful concept for citizens' empowerment.
Competencies obtained	● To create a cooperative management model. ● To deal successfully with tensions derived from a horizontal decision-making process. ● To line a division of working tasks in accordance with horizontal model. ● To design a democratic decision-making process model. ● To plan a collective management scheme for a consumer coop. ● To design a horizontal decision-making process with a productive operational model.
Main Content	**1. Perspectives and history** 1.1. Brief introduction to the concept of Social Solidarity Economy 1.2. Historical background of democratic management in each country 1.3. Roots and drivers in democratic and collective ownership in every country 1.4. Democratic management and SSE organizations: social dimensions **2. Values and principles of democratic management, collective ownership and horizontal governance** 2.1. Values: mutuality, solidarity, equality, self – help principles: democracy, participation, multiple roles 2.2. Governance: democratic and horizontal decision-making models 2.3. Management system: democratic and horizontal collective management models 2.4. Decision making processes (voting, consensus, unanimity) 2.5. Preparation and elements for good meetings 2.6. Multi-stakeholders' democratic management (associations, social enterprises) **3. External environment** 3.1. Multi-stakeholder model elements 3.2. The impact of participative management towards internal and external stakeholders

	3.3. The impact of democratic management for community and society
	3.4. Democratic management, long term social impact and community collective goals.
	3.5. Management in SSE and general democratic procedures in a society
	4. Implementation challenges
	4.1. Building democratic management model - step by step
	4.2. Conflict resolution and non-violent communication
	4.3. Facilitation and meetings
	4.4. After the storm - how to run an organisation after the conflict
	4.5. Design a governance and an operational model for a worker coop
Methods/Techniques/Tips for Trainers	It is important to use participatory learning models and practice-oriented teaching, together with the need for knowledge and basic learning about the topic. Time for discussion and debate required.
	Tips for Trainers
	• Debate on possible use of historic models of democratic management and horizontal governance in modern world.
	• Game for practice democratic management in local context.
	• Workshop on conflict resolutions in democratic management.
	• Case studies that are understandable for trainees and their current relation with the topic.
	• Create inclusive space for discussion on presented case studies.
	• Study a visit to the specific case that you are teaching about or some close related case study.
	• Connect SSE movement as a sector working on local/global problems.
	• Use local problem and debate how it can be solved with democratic management.
	• Create role play game (like Boal's Theatre of Oppressed) for learning and experience on this issue.
	Techniques / Methods/ Tools
	• *Sociocracy 3.0.*
	We can say that Sociocracy is a 21st Century consensus style decision making process. What is different from consensus is that it is not trying to reach total agreement, but to provide consent, to reach situation with absence of reasonable objections. Instead of best decision with total approval, which is very often not possible in today's world and in big organisation/processes,

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Sociocracy seek for good enough decision that with all can live. Sociocracy 3.0 was set up in 2015 as a parallel track of the whole movement that is providing comprehensive and guided democratic management and collaborative guide so that the whole organisation can become prosperous, resilient and with mutually supportive people. They consider Sociocracy 3.0 as social technology and it is totally free licensed under Creative Commons Free Culture License. It is very appropriate to learn about Sociocracy through practical workshop or training on it.

More info: https://sociocracy30.org

- *Loomio*

  Loomio is an online tool, an open-source platform for meetings and working together, for decision making in a collaborative and inclusive way. It is created by Enspiral, a social enterprise and cooperative from New Zealand. They wanted to create a tool that is of use for everyone that are affected by some decisions. Many consider Loomio as a game, because you can see all decisions, which means you see approvals but also disagreement and that is persuading participants to not neglect different opinions and approaches. We can say that Loomio helps us to work together and get better decisions for our organisation/initiative, a decision that work for everyone.

  More info: www.loomio.coop

- The module is produced during "Covid restrictions era" and the digital tools are essential for any kind of interaction. Here are some examples **of participatory digital tools:** Moodle Platform, Slack (for instant communication), Trello (for task management), JamBoard (for Whiteboard), Mentimeter, BigblueButton, Jitsi (for conferences), election runner (for voting).

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Examples - Case studies - Exercises	**Case Study: Suma Coop** Suma from UK is a unique story in today's world. It is co-op founded in 1977 founded, and praised as successful business with no bosses and an equal pay. They are practicing what they call collective management and has rotation in daily jobs. With almost 200 workers they are largest common ownership cooperative in the UK and largest independent food wholesaler/distributor company. They have £50 million turnover and export ethical and fair trade, non-animal food, cosmetics and other products in 50 countries. At the same time, they are managing to provide a double market wage for their workers. Today they are electing management committee of six people that are temporarily taking care for previously agreed business plan. They are trying to make decisions with agreement and consensus. They are all working on their business strategy and deciding about it on general meetings. More info: https://www.suma.coop/ **Case Study: Mietshäuser Syndikat**

Mietshäuser Syndikat is operating from 1987 and it is a federation of housing commons that are moving real estates from real estate's market. They are a network of residential places that are managed by their users, by the residents. It is not possible that anyone sell the house where they live, not even if all resident is specific house agreed – all federation members must agree on that. At the end of 2018 there were 136 cases connected with Mietshäuser Syndikat and several more to come, including new federation in Austria called HabiTAT and another one in Netherland. The federation is based on solidarity and mutual help, "houses" and "residents" support each other, but every unit finds their own way for democratic management in living. With their very deep democratic approach and horizontal governance, they are working on decommodification of real estate market. It is possible because of very innovative legal structure whereas triple body governance exists Mietshäuser Syndikat as limited liability company, every "house" as limited liability company and Unregistered association where even non-resident can be active. They all can veto each other and with that successfully run a housing sector as democratically run commons.

Group Exercises

Learning cooperative thinking and solidarity through numbers

- **Step 1.** Here is a game. You should have four group of participants exactly. Present them this picture:

  XXXX   X= -1

  XXXY   X=1   Y= -3

  XXYY   X=2   Y= -2

  XYYY   X=3   Y=-1

  YYYY   Y= 1

  So, you have four groups and they collectively have to decide if they will take X or Y. You see possible options. You tell them that they should gain as good score as they can get and not be in the minus. They are allowed to talk only within their table, within their group. While telling them that, almost all people will get on psychological alarm that we are learning and used to it in western civilisation to not end as a "looser". That means that will try to avoid take Y, because if only one group take X, the group that took Y will be in -1. If more take X it will be even worse for Y. That is why we are learning in our societies that not enough based on cooperative work and solidarity how it is even better or safer for ourselves to be all down (if all take X all four tables will be -1), than to think how we all can be winners (if all take Y all four tables will be in +1, all winners). But without communication among the groups, mistrust and scare to be left alone with Y will make most of the groups to take X. There will be visionaries that will understand concept of the game, but we never experienced that all four tables from the beginning take Y. What is absurd that visionary table, will be in minuses while using Y.

Tell them to take decisions for several rounds (let's say 3 rounds) and after each round write result on the table or board or flip-chart, whatever you have, so that everyone can see.

- **Step 2.** Stop the game, and tell them that each group can choose their representative that will go out of the room for a meeting. They are not allowed to speak, but with body language, mimic, hands etc. can express their attitude and send a message. (hint. Very often, the group that catch the concept of the game will show to others with hands an Y sign, trying to explain how all need to go for Y). Of course, you are with them and watching that all play fair without words.

  Sometimes, already after this break and "negotiation" at the speechless meeting, they will all understand that it is the best to work together and be after every round at least with +1 (all take Y) than to have some group in huge minuses (or you can connect all this to economy and say they are in huge debt). But from our experience, this speechless break will not be enough for cooperative and solidarity behaviour.

- **Step 3.** Organise new rounds of taking Y or X, let's say 2 to 3 rounds.

  If they don't reach common Y and all winners situation, make another break and invite them again for new round of communication. Representatives of four groups once more go with you out of the room. This time it is allow to speak. One or two group will say: "common guys, can't you see that we are all in benefit if we choose Y, don't be afraid, let's work together, let's have some trust among us". After this, representatives of the groups will come back to their tables/group and announce to them that they agreed and that they will all opt for Y, without fear that someone will mislead them. Organise two rounds and tell them to pick now X or Y. they will all choose Y and will be in +1.

- Ask them what happened now and what they learned

Ball's game – leaders vs. cooperation

- This is a very interesting game for practical learning about leadership and followers, cooperation and responsibility. It can also be used as a warming session part or introduction part. You need many balls, depending on the size of your group. For example, 10 people 10 balls, 15 people 15 balls. Small ones, size like tennis ones, but easy ones so that no one gets hurt, the ones that jump very high, but are light from sponge material inside.

- **Step 1.** Put all participants in the circle. Tell them you will start to play a game with throwing and catching the ball. They can pick randomly to whom they want to throw. The person tries to catch the ball and pick someone else. They are just throwing with body language, without saying anything. The rule is that you start and the ball needs to pass everyone's hands and end at your possession like when you started. If the ball falls down on the ground, the group needs to start all over again. (hint: At this point very often, the ball will fall down repeatedly. People are not used to it maybe, perhaps they don't

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know each other, and they are not synchronized enough. Leave them in for several 2-5 minutes).

- **Step 2.** No matter if that one ball comes at the end to you, stop the game and introduce new balls, let's say 3-4 new balls, but this depends on the size of your group. Start as in step 1., you are throwing each ball from the start and all of them need to end at your possession after passing each other hands once. Pass one ball, wait for a couple of seconds and then the second one and so on. Now there will be even more chaos, balls will start to jump all over the place and collide in the air. When only one ball falls down, all is coming back to you and starting over. The balls that come to you as the last person just leave on the floor.

- **Step 3.** Stop the game, introduce more balls in the game 6-10 depending on the size of your group. More balls, more chaos, more fun. But still it will be very hard that all balls come back to you.

- **Step 4.** Tell them that now you will continue to play, but before they throw the ball they can name the person to whom they will throw away. Now you see, it will be a little bit easy, and circle by circle they will be better. They are learning the rules of the game, learning the pattern and learning to work together. They will start to act as a team, they will be organised.

- **Step 5.** Test how many balls can make the whole circle pass each one's hands and come back to you. Ask them what they think with how many you can make the whole circle.

  (hint: Allow them to use as many balls as they say. Very often they will want a lot, it will be a sign of their dedication and passion as a group. They will get confidence and self-esteem. But they are still dependent on you, you are a talker, a leader, you organise everything, like you are their leader.

- **Step 6.** Stop the game and say like this was fun, but the new rule is that they have only one ball and only one minute to make a circle where the ball needs to pass everyone's hands. Step back, now they are on their own. No more leader that will tell them what to do. They will start to organise themselves and do it very fast.

- **Step 7.** Before they finish, stop the game again, and say that you were mistaken and that they have not one minute, but 1 second. Also the ball needs to touch everyone's hands and the person who started and threw the ball first needs to catch it as the last one. They will first stare at you like you are crazy and it is not possible. You will see here all of their characters and personalities. Some of them will start to organise immediately and think about the solutions with lots of efforts and attempts. Some of them will still look in your direction and wait for some help, some of them will totally give up because it will be too hard and they will think it is not possible. You will get a usual situation when different people have to create something or work something together.

(hint: It is important to leave them alone so that they can take responsibility and make decisions all together in as much is possible participatory way.)

- **Step 8.** Eventually, they will find a solution together and someone will organise all of them.

  (hint: Solution is that they connect and touch their hands as if they are clapping, but in the direction like a slide looks. And the person that is throwing the ball first, uses one hand on the top of the slide from their hands and with another ball waiting to come at the end and catch it.

- In this game they learn first how to communicate and how to work in an organised way, how it is easier to work following the patterns. But, as the game progresses, not just that they need to rethink everything and use new and innovative approaches, they are learning horizontal governance and real democratic management where solution is depending on them and their co-operation. They are learning how to make decisions and solutions through games and by playing.

Resources (Articles, videos, presentations)	**Books and Articles** • Book – Free, Fair and Alive – The Insurgent Power of the Commons by David Bollier & Silke Helfrich, Gabriola Island: New Society Publisher • BASICs – Book about Commons including special chapters on democratic management and governance • Global Vision for a Social Solidarity Economy: Convergences and Differences in Concepts, Definitions and Frameworks http://www.ripess.org/wp-content/uploads/2017/08/RIPESS_Vision-Global_EN.pdf • International manifesto for solidarity economy https://base.socioeco.org/docs/manifesto_for_solidarity_economy.pdf • Social and Solidarity Economy – Is There a New Economy in the Making? by Utting, P., van Dijk, N. and Matheï, M-A. (2014) http://www.unrisd.org/80256B3C005BCCF9/search/AD29696D41CE69C3C1257D460033C267?OpenDocument **Online Examples/Case Studies for Workers-Run Places** • Website that gathered information on factories/working places organises or occupied by workers. Real cases on all challenges in democratic management, surviving on the market and create productive zone in the working area. http://www.workerscontrol.net/

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	• A guide for anyone who wants to create inclusive and democracy based working environment. - The Design of Governance Systems for Worker Cooperatives. The ICA Group http://ica-group.org/wp-content/uploads/2015/04/Democratic-Governance-The-Design-of-Governance-Systems-for-Worker-Cooperatives.pdf • Member Handbook Worker-Owned Restaurant Corporation, DBA Casa Nueva: Meetings & Consensus Rev. 01/08/09 South Mountain Company / www.southmountain.com • Model Governing Documents https://www.uk.coop/developing-co-ops/model-governing-documents • Resources for Decision making processes https://www.seedsforchange.org.uk/resources • Social impact tools http://mercatsocial.xes.cat/ca/eines/balancsocial/ http://evalumip.adepes.org/
Glossary	• **Social Solidarity Economy** (SSE): a way to satisfy human needs through economic activities (such as exchanges, production, consumption and services) that reinforce values of social justice, ecological sufficiency, cooperation, mutuality, community and democracy. Solidarity economy is not a sector of the economy, but a vector of change and transformation of the economic system. • **Cooperative**: An autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly owned and democratically-controlled enterprise (International Cooperative Alliance definition). Cooperatives are voluntary organisations, based on the values of self-help, democratic principles of management, equality and solidarity, guided by common principles of action. Members actively participate in setting policies and making decisions. • **Democratic management**: a specific style of management which is based on the idea of self-determination, inclusiveness, equal participation, deliberation autonomy, reflexivity, cooperation, self-management and collective ownership. • **Participative decision-making**: Involves the participation of all the people engaged in an activity or affected by certain decisions. Participation is a right held by all people to engage in society and in the decisions that affect their lives. Participation is thus a political endeavour that challenges oppression and discrimination, in particular of the poorest and most marginalised people.

- **Participatory processes** enable people to see more clearly, and learn from the complexity that they are living and working amid. Through participation people can identify opportunities and strategies for action, and build solidarity to effect change.

- **Worker self-management**: "worker self-management (WSM) is the idea that those who produce should control their workplaces. It is based upon the premise that hierarchical forms of MANAGEMENT and organization are unnecessary, undesirable, and can be replaced by DEMOCRATIC forms of decision making." Extract from The Dictionary of Alternatives, Utopianism and Organization, Martin Parker, Valérie Fournier, and Patrick Reedy, Zed Books, USA, 2007.

- **Consensus model**: Consensus is a process of synthesizing the wisdom of all the participants into the best decision possible at the time. It is not necessarily unanimous agreement and, in fact, participants may consent to a decision they disagree with. The root of consensus is consent, which means to give permission or approval.

- **The management system:** The governance system operates alongside (but separate from) the management system. The management system is largely under the control of co-op managers or leadership, and focuses on carrying out the regular business of the firm.

- **The governance system** on the other hand, provides the means for matters of organizational direction and policy to be dealt with democratically.

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- **Social impact**: SSE actors accept the fact that their work should be public and traceable. For that they don't use usual financial social impact measurement tools that only quantified social, political, environmental etc. work in pure money, and financial savings for funders/society. They are using auditing or evaluative tools that are focusing more indicators that are presenting level or performance of their integration in their social/political ecosystem and how they contribute to general wellbeing.

Training modules on SSE addressed to VET

This document is part of a 4-modules training program to promote Social Solidarity Economy (SSE) into Vocational and Educational Training (VET) system. The material is a useful tool for VET Trainers and Mentors as well as a guide for Career Opportunity Advisors and Policy Makers.

Module 3: "Products/ Services Design within SSE operational framework"

Draft by:	Alessio Castagnotto, Daniela Dal Zotto and Luisa Previati (special thanks to Lorenza Vianello and Valeria Calamaro for their contribution as experts)	Date:	30/11/2020	Version n°1
Revision by:	Drazen Simlesa, ZMAG, Karolina Silna, EA	Date:	10/01/2021	Version n°2
FINAL VERSION	Georgia Bekridaki, Dock	Date	31/01/2021	
Approved by:	Ira Papageorgiou, INE GSEE	Date:	28/02/2021	

Project Partners

Module 3: "Products/ Services Design within SSE operational framework"

What about this training module?

The current training material is part of a set of training modules with the aim of promoting Social Solidarity Economy (SSE) into Vocational and Educational Training (VET) system. The vision is a comprehensive training and professional development of younger generations, which integrates alternative socioeconomic models in their framework of ideas and attitudes.

It is both a tool and a training material useful for VET trainers and mentors where they can find information, material, references, examples and case studies so to understand what SSE is about. It is a starting point for them to create their own material and integrate SSE in their teaching and training in an innovative and comprehensive way. Furthermore, it can be used as a guide for Career Opportunity Advisors and Policy Makers who need to assist and mentor young generations in their professional development path by opening up the SSE universe: an alternative development and "real business" paradigm of cooperation, employability and sustainability.

What about SSE?

SSE as an alternative socio-economic model is rooted in inclusive values and practices, highly needed in an "era of transition". SSE practitioners develop alternatives in all economic sectors in and beyond the current economic models by focusing on sustainability, social needs, reciprocity and solidarity.

In this framework, SSE is an economy aimed at a different form of development from the mainstream profit-oriented one. It includes organisations whose purpose is more focused on social and environmental value rather than the search for financial gain and growth. It is a way to satisfy human needs through economic activities – such as production and exchange of services – that reinforce values of social justice, ecological sustainability, cooperation, mutuality, community and democracy.

How it can help both VET trainers and trainees?

It is obvious, therefore, that *SSE could contribute to these capabilities for people through VET system.* More specifically it provides broad knowledge on social and economic dynamics, sustainable designing, democratic management, social/environmental/economic impact of every entrepreneurial activity, transversal knowledge etc., skills such as communication and relation skills, active listening, application of change management, application of social planning, teamwork, networking capacities, ability for collaborative driven partnerships and finally creative methodologies such as peer and cooperative ones, inclusiveness and democratic procedure methods, reciprocal approach between trainer and trainee etc.

How to use the modules?

The current module, together with the other three modules, can either be used as a stand-alone training or as part of other trainings in VET fields such as economics, management, local/regional development, environmental management and others. *It is not a full, detailed set of training material, but rather a comprehensive and holistic tool to trigger trainers' imagination, creativity and teaching skills so to develop their own material.* The objective of the training course is to provide educators with the learning outcomes needed for the design, planning, delivering and evaluating training interventions to their trainees, and especially the younger ones with an emphasis on NEETs, who want to be trained in SSE or integrate it in their training in other fields. Finally, it can be accordingly modified, *so to overpass "VET boundaries" and be used in other education levels.*

Title	Products/ Services Design within SSE operational framework
Duration	*30 hours*
Introduction - General Purpose "Why is it helpful for VET trainers?"	The current module is a training package in the form of training curricula on the topic of Introducing SSE, which can provide a clear path for designing future training courses on key issues of the SSE field.

Therefore, it is helpful for VET trainers in order to provide training so to:

- Inform how Methods and Tools of the Profit- driven Market can be used for the Social Solidarity Economy Market.
- Disseminate the perception and utility of Marketing Process in SSE framework.
- Define how products/ services marketing process works for SSE organisations.
- Articulate the social value and impact of SSE enterprises through sustainability concept.
- Set objectives and create the method of increasing value through product/service designing process.
- Be able to use marketing matrix to imprint and count the impact of the products/services.
- Determine the information should be included such that stakeholders can draw social, economic, environmental impact.
- Challenge the regular enterprises and influence them to adapt to a more sustainable concept. |
| | |
| Knowledge covered | - To be aware of marketing as a concept and function in an SSE actor.
- To recognize the different characteristics of a Marketing Mix such as: product, price, promotion, place, processes, physical evidence, participants, people
- To distinguish the links between Marketing and SSE context
- To define what is the product management and product design
- To understand the challenges of a Marketing Matrix when used in SSE sector.
- To understand the marketing matrix for collaborative ventures of social solidarity economy.
- To understand the Product Marketing process within an SSE actor.
- To learn the three dimensions of sustainability "Economy, Planet, People".
- To understand how SSE concept is integrated into product/service designing |

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	• To realize the meaning of externalities in the product management process. • To learn how to assess externalities produced by economic activity. • To be aware of the process by which SSE values can be translated into entrepreneurship. • To realize how the mission orientated business meets the product management.
Skills achieved	● To apply SSE mission into products/services design and management. ● To be able to relate SSE elements with product management and development. ● To learn to use the Marketing Matrix tool or other relative marketing tools for cooperatives and non-for-profit organisations. ● To use Marketing Matrix tool or other relative market tools for product design and development. ● To learn the process of adapting the SSE approach within the elements of a product & a service. ● To create models of products/services based on Marketing Matrix or other relative market tools tool. ● To deal with sustainability orientated approaches on Product Marketing. ● To use the Marketing Matrix as an SSE checkpoint for product development. ● To clarify the social, environmental, economic impact in product management process ● To imprint social, environmental and economic footprint in cooperatives and other SSE actors' processes. ● To evaluate generally enterprises externalities during product management processes.
Attitude change	● To question if Marketing Processes are only for profit-orientated enterprises. ● To question the undoubtable externalities that every economic activity produces. ● To encourage the use of business tools to enhance SSE practices and implementation. ● To suggest linkages between different concepts such as sustainability and social solidarity economy. ● To reflect on the requirements, while we producing in SSE concept.

	● To support the SSE model as a more sustainable orientation for the economy, people and the planet. ● To stimulate management techniques related to the business world, as an asset for the sustainability of the SSE activity to signify the "purpose" driven enterprises as a social purpose driven.
Competencies obtained	● To imprint SSE elements in product management and development process. ● To use Marketing Matrix or other tools for products/services in SSE framework. ● To deal with sustainability approaches on Product Marketing Method. ● To design a marketing design process for agricultural products / Fair trade. ● To create marketing business models that challenge social problems. ● To validate the stakeholders as partners to create social impact. ● To use Marketing Matrix as a social impact tool that measures externalities.

Main Content	**1. Introduction to marketing**
	  1.1. Marketing definitions and Marketing Strategy
	  1.2. Marketing techniques, marketing mix
	  1.3. Marketing Mix in a Social Solidarity Economy Context
	  1.4. Partnerships and Participants in Marketing SSE process
	  1.5. SSE influence in existing methods and market tools
	2. Product/service design: from the idea to the market
	  2.1. Distinguish the terms of product management, product development and product Marketing, product-market fit
	  2.2. Product management and Design process
	  2.3. Presentation of Strategies on Marketing
	  2.4. SSE and product/service design methods
	  2.5. Eco-business model canvas, sustainable model canvas
	3. Introduction to sustainability concept on marketing
	  3.1. The three Ps of Sustainability meet SSE concepts
	  3.2. Externalities: Definitions, assessment, metrics
	  3.3. Social, environmental, economic impact
	  3.4. Sustainable Marketing Matrix
	4. Social purpose driven enterprises
	  4.1. The need for purpose driven enterprises
	  4.2. Social Impact – Corporate Social Responsibility
	  4.3. The future of work and challenges

	4.4. Environmental challenges and social innovation
Methods/Techniques/Tips for Trainers	Participatory and less frontal methods are useful in involving the participants actively and enhance their learning process. Showing the practical and lively side of SSE by using good practice examples, inviting guests or going to field visits is also an important part. **Involvement of participants:** • Participants' involvement by using their experience in SSE. • SSE and cooperative experience exchange and sharing among participants. • Experiences collection by using post-it that can be clustered by fields and/or types of SSE initiatives and reviewed collectively. **Group work and projects:** Division of participants into groups that will work on their own project based on SSE values - each group will choose one project idea based on some of their visions, dreams, experiences or an SSE example. **Focus on active training methodologies:** Active methodologies imply an engaged participation from both trainees and trainer. These are some examples: • team work/exercises; • group discussions/brainstorming/problem solving; • analysis of practical examples/stories/case studies; • presentations from guests/visitors; • outdoor field visits. Active methodologies are crucial to promote: • a strong interaction/participation within the group; • effective links between theory/practice and concepts/real life examples; • trainees' understanding of contents; • trainees' motivation. When implementing the training **try to avoid** having insufficient time for discussion, reading long documents, listening to long explanations and any other form of lack of interactivity between trainees/trainers. **Technique for deepening understanding:** A questionnaire with multiple choice answers (1 right / 1 obviously wrong / 1 plausible but not correct) may be submitted to trainees in order to assess their level. This may be done before and after the module in order to detect the improvement.

6

	We suggest kahoot.com as a useful tool to build quizzes and share the results with the class.
Examples - Case studies - Exercises	**Exercise 1: Product development** This exercise tests the ability to detect the peculiarities in each role. The trainers give trainees a new feature that needs to be developed (i.e. design a product/service). A general backdrop of the product/market is needed. List randomly various activities, tasks, problems to be solved, aspects to consider. (they can be mixed in a text, or divided into different pieces of paper, as one prefers). The tasks should cover the entire life cycle of a product. Trainees are asked to assign the tasks to the various product roles and to put them in the correct sequence. **Exercise 2: Need of Marketing** Divide the class into 2 groups: A. Advocates of the importance of marketing techniques/roles in SSE and B. Those who think they are superfluous, expensive, time-consuming, too business-oriented, etc. Each group will have to plead its cause and make a brief presentation of their arguments in favour. In case of a single student and/or too small groups, they can work together and list PRO/CONs of using marketing techniques/roles within an SSE activity. **Exercise 3: Validation of partnerships** • Make a list of the partnerships, who are considered interesting. • Attribute a value of importance (0 to10) to the type of partnership for your activity. • Attribute to each partner a value from 0 to10 in terms of coherence of values, economics and real value. • Create a bubble chart (where the bubble is importance) identifying the 4 quadrants. • Select which are really positive and which are most risky with respect to the objectives of SSE.
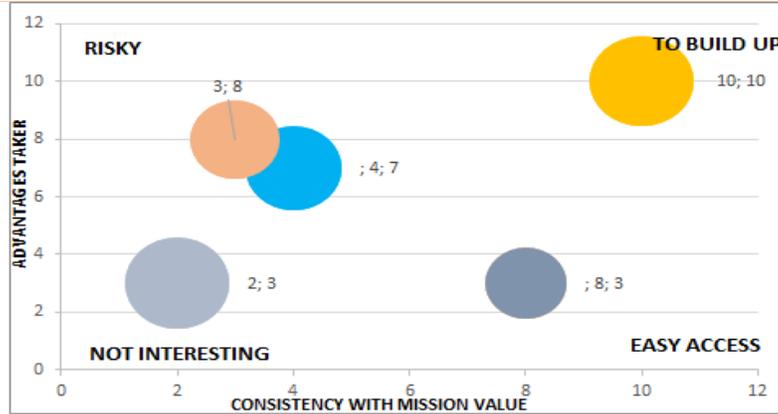
Exercise 4: Fair phone story market fit for fair phone

Trainees have to list 3 PROs and 3 CONs about Fair Phone successful market fit

Considering in their analysis: 1. Purpose, 2. Added value and problems it solves, 3. Values that don't match, 4. What do people want with a phone? 5. Indicators of success.

Exercise 5: Finding Externalities

For different case studies trainees have to list externalities (positive and negative ones)

SSE product / service - Examples (4 groups)

a)   Service: Social help for old people

b)   Service: Car sharing

c)   Product: fair trade SRI (low impact cultivation model) rice from India

d)   Product: A small fridge

Exercise 6: Sustainable Marketing Strategy

Group exercise: The trainees could discuss and fill in the Matrix for a certain product such as Coffee, sugar, cacao.

The Strategic Sustainability Marketing Framework

	Product	Price	Promotion	Place	Physical Evidence	Participants	Process	Partnership
Planet								
People								
Profit								

Resources (Articles, videos, presentations)	**Books and Articles:**
	- Strategic Marketing for Non-Profit Organizations, by Philip Kotler. - Social Marketing: Influencing Behaviors for Good, Kotler, P. and Lee N. R., (2011). - Sustainability Ethics and Sustainability Research, Chapter 2: Meaning of Sustainability, Springer 2012, pages 9-15, C.U. Becker. - Product Roadmaps Relaunched: A Practical Guide to Prioritizing Opportunities, Aligning Teams, and Delivering Value to Customers and Stakeholders by C. Todd Lombardo, Bruce Mccarthy, Evan Ryan, Michael Connors. - The Product Book: How to Become a Great Product Manager, by Carlos Gonzalez de Villaumbrosia. - Strategic marketing sustainability: From a marketing mix to a marketing matrix, Pomering, Article. - Social Enterprises and Corporate Enterprises, by Chitvan Trivedi and Daniel Stokols, 2011. - The work aims to contribute to the increase of management and marketing rigor in order to achieve lasting/ sustainable progress in all areas. The methodology of systemic approach and analysis is applied at the level of organization/ company functions: https://www.researchgate.net/publication/324812093_A_Systemic_Characterization_of_Organizational_Marketing - A history of product design: A Brief History of Design Thinking: How Design Thinking Came to 'Be'. - The three Ps are referred to the "Triple Bottom Line", a term created in 1994 by John Elkington: https://www.economist.com/news/2009/11/17/triple-bottom-line - Definition of sustainability through a clear historical path: https://open.ems.psu.edu/node/1309 - History, definition and alternative forms of social entrepreneurship: https://empowering-changemakers.eu/history-definition-and-alternative-forms-of-social-entrepreneurship/ - How Fairphone Beats Apple, Samsung And The Rest With The 'World's Most Sustainable' Phone, Article. - Sustainable Business Model Canvas: https://www.case-ka.eu/index.html%3Fp=2174.html

	• Measuring the social impacts of products: https://pre-sustainability.com/articles/measuring-the-social-impact-of-products-social-metrics/ • Social and Solidarity Economy, Sustainable Development Goals, and Community Development: The Mission of Adult Education & Training. • Convergences between the Social and Solidarity Economy and Sustainable Development Goals: Case Study in the Basque Country. **Multimedia:** • **Video**: How to be a social entrepreneur: Andy Stoll at TEDxUIowa https://www.youtube.com/watch?v=N8LVa9pb-n8 • **Video**: Implementing the Sustainable Development Goals: What Role for Social and Solidarity Economy? International Conference https://unsse.org/2019/07/04/sdgs-sse-conference/ • **Video**: International Fair Trade Charter https://www.youtube.com/watch?v=9G8W3Ilc-MU&list=PLbRhgCEbamjkXpjXB4EprTTzyrAjdV5_l • **Presentations**: https://www.slideshare.net/maxwellranasinghe/definition-of-sustainable-marketing.
Glossary	• **Social Solidarity Economy** is a way to satisfy human needs through economic activities (such as exchanges, production, consumption and services) that reinforce values of social justice, ecological sufficiency, cooperation, mutuality, community and democracy. Solidarity economy is not a sector of the economy, but a vector of change and transformation of the economic system. SSE seeks systemic transformation that goes beyond superficial change in which the root oppressive structures and fundamental issues remain intact (Ripess, Network 2013). • **Social enterprises:** A social enterprise is an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities. Their main objective is to have a social, societal or environmental impact for the general interest. • **Social Impact:** The reflection of social outcomes as measurements, both longterm and short-term, adjusted for the effects achieved by others

(alternative attribution), for effects that would have happened anyway (deadweight), for negative consequences (displacement), and for effects declining over time (drop-off). Social impact is the societal and environmental change created by activities and investments (Epstein and Yuthas 2014). It is described as a combination of resources, inputs, processes or policies that occurs as a result of the real, implied, or imagined presence or actions of individuals in achieving their desired outcomes (Latané 1981; Emerson et al. 2000; Reisman and Giennap 2004).

- **Theory of change:** The means (or causal chain) by which activities achieve outcomes, and use resources (inputs) in doing that, taking into account vari¬ables in the service delivery and the freedom of service-users to choose. It forms both a plan as to how the outcome is to be achieved, and an explanation of how it has occurred (explained after the event). (http://ec.europa.eu/internal_market/social_business/expert-group/social_impact/index_en.htm)

- **Product management** is an organisational function within a company dealing with new product development, business justification, planning, verification, forecasting, pricing, product launch, and marketing of a product or products at all stages of the product lifecycle. Similarly, product lifecycle management (PLM) integrates people, data, processes and business systems. It provides product information for companies and their extended supply chain enterprise.

- **Product development** is the complete process of delivering a new product or improving an existing one for customers. The customers can be external or internal within a company. And it can support many different types of products from software to hardware, to consumer goods and services.

- **Product Marketing** is responsible for developing positioning, messaging, competitive differentiation, and enabling the Sales and Marketing teams to ensure they are aligned and work efficiently to generate and close opportunities. Product Marketing is strategic marketing at the product or product line level

- **Marketing** is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.

- **The Marketing Mix 4 Ps:**
  Product - The Product should fit the task consumers want it for, it should work and it should be what the consumers are expecting to get.
  Place – The product should be available from where your target consumer finds it easiest to shop. This may be High Street, Mail Order or the more current option via e-commerce or an online shop.

Price – The Product should always be seen as representing good value for money. This does not necessarily mean it should be the cheapest available; one of the main tenets of the marketing concept is that customers are usually happy to pay a little more for something that works really well for them.

Promotion – Advertising, PR, Sales Promotion, Personal Selling and, in more recent times, Social Media are all key communication tools for an organisation. These tools should be used to put across the organisation's message to the correct audiences in the manner they would most like to hear, whether it be informative or appealing to their emotions

- **The extended 7 Ps:**

People – All companies are reliant on the people who run them from front line Sales staff to the Managing Director. Having the right people is essential because they are as much a part of your business offering as the products/services you are offering.

Processes –The delivery of your service is usually done with the customer present so how the service is delivered is once again part of what the consumer is paying for.

Physical Evidence – Almost all services include some physical elements even if the bulk of what the consumer is paying for is intangible. For example, a hair salon would provide their client with a completed hairdo and an insurance company would give their customers some form of printed material. Even if the material is not physically printed (in the case of PDFs) they are still receiving a "physical product" by this definition.

- **The Sustainability Marketing Model** is a simple yet powerful model that provides the manager with a comprehensive check-list for considering the sustainability implications of all supply- and demand-side decision-making. The purpose S.M.M is to raise the following questions:

Planet: How does our (marketing mix element) make optimal use of environmental resources, maintain essential ecological processes and help to conserve natural heritage and biodiversity?

People: How does our (marketing mix element) demonstrate respect for individuals and the socio-cultural authenticity of communities?

Profitability: How does our (marketing mix element) ensure our viable, long-term economic operations, and provide long-term socioeconomic benefits to all stakeholders that are fairly distributed, including stable employment and income-earning opportunities to communities?

- **Corporate Social Responsibility (CSR)** is a business model that allows companies to integrate social and environmental responsibility directly into their operations + practices. CSR is self-regulated and is a great opportunity for companies to make a positive impact and establish themselves as leaders

| | in this growing space. And it pays off — studies show that the majority of consumers prefer to purchase environmentally friendly products. |

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EMPLOY SSE

Training modules on SSE addressed to VET

This document is part of a 4-modules training program to promote Social Solidarity Economy (SSE) into Vocational and

Module 4: "Scaling Economy: Local Development, Economic Flows and Networking"

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Project Partners

Module 4: "Scaling Economy: Local Development, Economic Flows and Networking"

What about this training module?

The current training material is part of a set of training modules with the aim of promoting Social Solidarity Economy (SSE) into Vocational and Educational Training (VET) system. The vision is a comprehensive training and professional development of younger generations, which integrates alternative socioeconomic models in their framework of ideas and attitudes.

It is both a tool and a training material useful for VET trainers and mentors where they can find information, material, references, examples and case studies so to understand what SSE is about. It is a starting point for them to create their own material and integrate SSE in their teaching and training in an innovative and comprehensive way. Furthermore, it can be used as a guide for Career Opportunity Advisors and Policy Makers who need to assist and mentor young generations in their professional development path by opening up the SSE universe: an alternative development and "real business" paradigm of cooperation, employability and sustainability.

What about SSE?

SSE as an alternative socio-economic model is rooted in inclusive values and practices, highly needed in an "era of transition". SSE practitioners develop alternatives in all economic sectors in and beyond the current economic models by focusing on sustainability, social needs, reciprocity and solidarity.

In this framework, SSE is an economy aimed at a different form of development from the mainstream profit-oriented one. It includes organisations whose purpose is more focused on social and environmental value rather than the search for financial gain and growth. It is a way to satisfy human needs through economic activities – such as production and exchange of services – that reinforce values of social justice, ecological sustainability, cooperation, mutuality, community and democracy.

How it can help both VET trainers and trainees?

It is obvious, therefore, that *SSE could contribute to these capabilities for people through VET system.* More specifically it provides broad knowledge on social and economic dynamics, sustainable designing, democratic management, social/environmental/economic impact of every entrepreneurial activity, transversal knowledge etc., skills such as communication and relation skills, active listening, application of change management, application of social planning, teamwork, networking capacities, ability for collaborative driven partnerships and finally creative methodologies such as peer and cooperative ones, inclusiveness and democratic procedure methods, reciprocal approach between trainer and trainee etc.

How to use the modules?

The current module, together with the other three modules, can either be used as a stand-alone training or as part of other trainings in VET fields such as economics, management, local/regional development, environmental management and others. *It is not a full, detailed set of training material, but rather a comprehensive and holistic tool to trigger trainers' imagination, creativity and teaching skills so to develop their own material.* The objective of the training course is to provide educators with the learning outcomes needed for the design, planning, delivering and evaluating training interventions to their trainees, and especially the younger ones with an emphasis on NEETs, who want to be trained in SSE or integrate it in their training in other fields. Finally, it can be accordingly modified, *so to overpass "VET boundaries" and be used in other education levels.*

Title	Scaling Economy: Local Development, Economic Flows and Networking

Duration	*30 hours*

Introduction - General Purpose "Why is it helpful for VET trainers?"	The current module is a training package in the form of training curricula on the topic of Introducing SSE, which can provide a clear path for designing future training courses on key issues of the SSE field.

Therefore, it is helpful for VET trainers in order to provide training so to:

- Inform about the link of SSE networks and local development.
- Disseminate the perception that SSE is scaling through networking activities.
- Define the types and the value of each network.
- Articulate the social value and impact of SSE enterprises through sustainability concept.
- Set objectives and create the method of developing an SSE network.
- Be able to understand the value of community collaborative networks.
- Determine the information should be included such that stakeholders can draw social, economic, environmental impact.
- Challenge the regular concept from economic growth, through local development sustainability process.

Knowledge covered	- To understand social solidarity economy as a socio-economic movement.

- To learn associated concepts such as cooperativism, commons, transition towns, fair trade, agroecology etc.
- To be aware about Local Development concept, elements, practices.
- To recognize the linkage between local development, SSE and associated concepts.
- To be informed about Socio-economic Community Collaborative Networks.
- To distinguish sectors, chains and organizations from SSE networks.
- To recognize the organization of Solidarity Economy Circuits locally.
- To differentiate dimensions of networks: Economic, social, political.
- To recognize local, regional, national, European Networks.
- To recognize the criteria of integration in Collaborative Networks.

	• To understand the importance of mobilization and civil society. • To identify different types of networks (more or less centralized). • The be aware of the different strategies of networking locally (operational, strategic, advocate). • To identify critical connections for a network creation. • To learn the benefits and the barriers on the process.
Skills achieved	• To learn how to plan a Network for Local Development in a specific area. • To get to know how to map the economic and social flows of a region. • To manage a network plan on local, regional, national level. • To imprint and evaluate a plan for local development through networks construction. • To recognize different types and Networks in SSE. • To design a multi-stakeholder collaborative network in a specific area. • To use methodologies and tools for participatory dialogue. • To experiment with different tools for citizens' mobilization. • To use participatory methodologies and tools. • To learn how to mobilize stakeholders for a network building. • To apply methodologies on engagement and participation in a network. • To manage the collaboration of networks for Local Development. • To experiment with different types of participation in a network.
Attitude change	• To question the scaling up vs scaling across way of growth. • To reflect on the material and social power of cooperation among different stakeholders. • To encourage the creation of different kind of networks for the development of an area. • To realize the value of policies co-construction for the community and the environment. • To understand the importance of cooperation in social cohesion of a community.

Competencies obtained:	- To create different kind of SSE Network models. - To manage the fundamental function elements of an SSE Network. - To design a multi-stakeholder collaborative network in a specific area. - To map successfully the economic and social flows of a territory. - To organise participatory procedures for citizens' mobilization. - Plan and construct Social Solidarity Economy-based circuits. - To create a local development sustainable plan of a territory. - To manage the collaboration of different actors within a Network. - To learn techniques for social capital empowerment.
Main Content	**1. Introduction to Social Solidarity Economy: building an ecosystem** 1.1. Social Solidarity Economy Organisations: Features and Types 1.2. Synergies and Collaboration among SSE organisations 1.3. Sectors of activities within the SSE 1.4. Different types and forms of SSE organizations (cooperatives, social enterprises, etc.) 1.5. Relative Concepts: Cooperativism, Self- management, Commons, Fair Trade, Open-Source Movement **2. Social Solidarity Economy networks** 2.1. Definition and experiences of an SSE network 2.2. Different Types of Networks (Local, National, International) 2.3. Roles and Function of SSE Networks (Advocacy, Education, Visibility) 2.4. The Economic Dimension of a Solidarity Based- Initiatives 2.5. Criteria of participation to SSE networks **3. Building an SSE network in a territory** 3.1. Diagnosis of the economic, social, cultural flows in local level 3.2. Local Needs and Stakeholder analysis 3.3. Plan and construct Social Solidarity Economy-based circuits 3.4. Economic Circuits: production, consumption, distribution in SSE 3.5. Tools and methodologies: How to build up an SSE network **4. Local sustainable development and SSE** 4.1. Development from "above", from "within", from "outside"

PAGE

	4.2. Main principles of a local development plan
	4.3. Constructing and development of local social capital
	4.4. Community centred development plan
	4.5. Step by step building a local sustainable development plan

Methods/Techniques/Tips for Trainers	Participatory and less frontal methods are useful in involving the participants actively and enhance their learning process. Showing the practical and lively side of SSE by using good practice examples, inviting guests or going to field visits is also an important part.
	Involvement of participants:
	● Participants' involvement by using their experience in SSE.
	● SSE and cooperative experience exchange and sharing among participants.
	● Experiences collection by using post-it that can be clustered by fields and/or types of SSE initiatives and reviewed collectively.
	Group work and projects:
	Division of participants into groups that will work on their own project based on SSE values - each group will choose one project idea based on some of their visions, dreams, experiences or an SSE example.
	Focus on active training methodologies:
	Active methodologies imply an engaged participation from both trainees and trainer. These are some examples:
	● team work/exercises;
	● group discussions/brainstorming/problem solving;
	● analysis of practical examples/stories/case studies;
	● presentations from guests/visitors;
	● outdoor field visits.
	Active methodologies are crucial to promote:
	● a strong interaction/participation within the group;
	● effective links between theory/practice and concepts/real life examples;
	● trainees' understanding of contents;
	● trainees' motivation.

| Examples - Case studies - Exercises	**Exercise_1:** Simulation game "Here is the network!" [1]
	Divide students into groups (with max 10 trainees and 1 tutor). Based on previous knowledge and acquired information, students are asked to create (simulate) a functional SSE network, where it's possible to find common answers/solutions to personal needs through solidarity and collaboration. (Time of activity: 1.30 h)

- Based on sectors just analysed and with the help of the Solution Map of Ripess, attribute to each student 2 different roles (people or firms who already share SSE's values and principles, of course). For example: family, meat producer, honey producer, farm, work placement cooperative for disadvantaged people, oil producer, factory of ecological detergents, fair trade shop, recycling cooperative [it's important to attribute more "family" and more "farm" or other producers, so students can experience the collaboration between producers or consumers] (Time of activity: 10 min)

- Each student has to write all his "character's needs", with a detailed description. For example: Family 1: father teacher, mother unemployed musician, 1 teenage daughter, 1 little son; their needs: biological alimentation, job, ecological detergents, sport activities for children… and so on. Meat producer: to increase home deliveries, organic food for animals, ecological detergents for the shop, etc. (Time of activity: 15 min)

- Let's start from needs: one student read his character's needs and put his card on a big paper on the table, if another student has a character that can satisfy one of the declared needs, he will place his card on the table, too. Then proceed until everyone has declared their needs and the group will no longer be able to satisfy them. (Time of activity: 45 min). (Important: the trainer or tutor will have to guide the students searching for collective and collaborative solutions. Consumer or supplier groups, for example.)

- At the end draw on the billboard all the links between the characters: here is the network!

Notes: this game has only two important rules:

✓ it's important to search common and collaborative answers to the needs (economic saving, less pollution, job creation…);

✓ all characters must be entered on the network (SSE networks are inclusive).

Exercise_2: Group Activity on the PROS/CONS on different types of Networks

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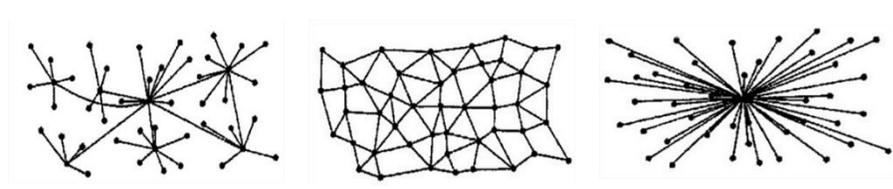
[1] This role-playing game was conceived by Solidarius Italia and tested in different training contexts.

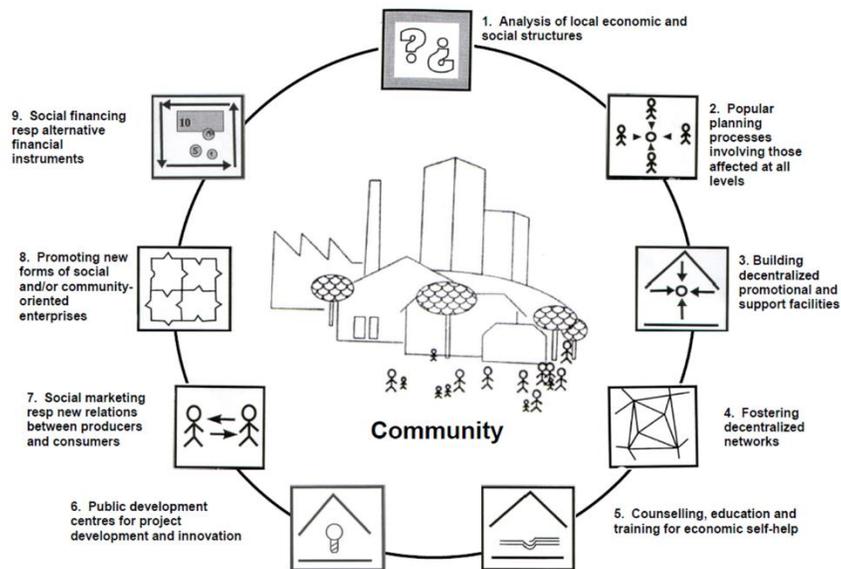|	
	Case Study: Fruits of Solidarity Network https://fruitsofsolidarity.gr/en/home-en/ Fruits of solidarity emerged in the context of the international support shown to Greek self-organised solidarity structures during the years of the country's profound crisis (2015. It is inspired by the values and principles of the "Solidarity Economy Based Circuits" (E. Mance 2011). Fruits of solidarity is a network of production cooperatives in Greece and initiatives of active citizens in other European countries. The alternative, fair export procedure financially supports in a transparent and mutually accepted way: a) new type of agricultural coops and social enterprises in Greece b) the supporters/buyers of the products of the campaign, as they obtain quality products at more affordable prices, without profit driven mediators c) collectives organising or participating in campaigns abroad, or operating as distribution points; d) self-organised initiatives in Greece. e) A permanent infrastructure supporting social and solidarity economy and cooperatives in Athens. One of the main targets of this network is to render groups sharing a common vision for society and the economy financially sustainable and the fundamental element is the financial support, through the economic cycle, of initiatives and actors who pursue social change through collective action.
Resources (Articles, videos, presentations)	**SSE Networks** ● Multi-stakeholder groups such as: Community Supported Agriculture https://communitysupportedagriculture.org.uk/ ● Energy coops https://www.rescoop.eu/ ● Co- housing https://www.cohousingprojects.com/en/what-is-cohousing/ ● Local exchange trade systems and social money circuits https://wiki.p2pfoundation.net/LETS ● Regional SSE Networks (APES, CRESER, REAS EUSKADI, RES TRENTINO, XARXA)

- National SSE Networks (REAS, MES, RedPES, RES ITALIA, FORUM SOLIDARISCHE OEKONOMIE)

- Cross-Sectionally Networks (ENSIE http://www.ensie.org/ , URGENCI https://urgenci.net/ , INAISE http://inaise.org/en/)

- Academic, Institutes (RIUESS https://riuess.org/ , EMES https://emes.net/

- Municipality & Regions Networks (RTES, XMES, REVES)

- Continental Networks (RIPESS-LAC, RAESS, ASEC, RIPESS EU, RIPESS NA, RIPESS OCEANIA)

Tools

- **SSE solutions map:** This online, interactive tool shows which solutions the SSE is implementing. Solution map presents case studies, videos, conferences, training courses, thesis and organisms from all over the world: http://www.socioeco.org/solutions_en.html

- **Training Manual on Initiatives for a Social Solidarity Economy (ISSE):** Activities are targeted towards young people developed for those interested in or involved in SSE: http://sseds4youth.org

- **SOCIOECO**: Resource website of social and solidarity economy. Socioeco is a document-based resource site designed to give citizens, researchers, journalists and local councillors easier access to information on SSE: http://www.socioeco.org

Articles

- The Role of Social Enterprise in Local Economic Development, Dr. Karl Birkhölzer Interdisciplinary Research Group Local Economy at Technologie-Netzwerk Berlin: https://www.technet-berlin.de/#start

- **Solidarity Economy,** Euclides Mance, December 2011: http://solidarius.com.br/mance/biblioteca/solidarity_economy.pdf. This paper focuses on the methodological processes of construction of Solidarity Economy, based on the constitution of collaborative networks and solidarity economic circuits.

- **The Network of Municipalities** for the Social and Solidarity Economy: http://ajuntament.barcelona.cat/tempsicures/en/noticia/the-network-of-municipalities-for-the-social-and-solidarity-economy-is-formalised. An article about forming the municipal alliance with aim to promote, strengthen and consolidate the social and solidarity economy

Video

- Implementing the Sustainable Development Goals: What Role for Social and Solidarity Economy? International Conference: https://unsse.org/2019/07/04/sdgs-sse-conference/

- International Fair Trade Charter: https://www.youtube.com/watch?v=9G8W3Ilc-MU&list=PLbRhgCEbamjkXpjXB4EprTTzyrAjdV5_l

- Catalonia has been historically a fertile land of the co-operative movement and now is one of world's leading regions in terms of solidarity economy which is in close touch with different social movements. This documentary highlights a number of such initiatives in Barcelona, such as healthcare, housing, incubator, bar, finance and culture, as well as XES (Catalan Solidarity Economy Network) which links such experiences: https://www.youtube.com/watch?v=PjTccAF7qZw&t=639s

Glossary	
	- **Social Solidarity Economy** is a way to satisfy human needs through economic activities (such as exchanges, production, consumption and services) that reinforce values of social justice, ecological sufficiency, cooperation, mutuality, community and democracy. Solidarity economy is not a sector of the economy, but a vector of change and transformation of the economic system. (…) SSE seeks systemic transformation that goes beyond superficial change in which the root oppressive structures and fundamental issues remain intact (Ripess Network 2013)
	- **Values:** Social solidarity economy is an ethical and value-based approach to economic development that prioritizes the welfare of people and planet, over profits and blind growth. Values such as: Humanism, Democracy, Solidarity, Inclusiveness, Subsidiarity, Diversity, Creativity, Sustainable development, Equality, Equity and Justice for all.
	- **Social Economy** is commonly understood as a "third sector" of the economy, complementing the "first sector" (private/profit-oriented) and the "second sector" (public/planned). The third sector includes cooperatives, mutuals, associations, and foundations. These entities are collectively organized and

oriented around social aims that are prioritized above profits, or return to shareholders.

- **Social enterprises:** A social enterprise is an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities. Their main objective is to have a social, societal or environmental impact for the general interest.

- **Co-operative:** A co-operative is an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically-controlled enterprise. Co-operatives are operating in all sectors of economy and we can distinguish three main types:

  - workers or producers' co-operatives (including collective farms).

  - consumers' co-operatives.

  - credit unions.

- **SSE networks:** SSE networks are sets of economic, social and political interlinked initiatives that include many different actors or groups of actors (called nodes) who play different roles, bringing different resources and needs. The organizational or legal form of the entities is not considered as important as the perspective and the values pursued, adopting "approaches from local to global that support freedom, reciprocity, solidarity and egalitarian exchange" (cit. RIPESS EU). These networks are built at different scale: they can be local, national, or international (e.g. RIPESS), as well as sectoral (e.g. food or energy) and inter-sectoral (e.g. URGENCI – CSA network).

- **SSE circuits:** Supply and distribution chains consist of all the steps taken to source, produce, transform, distribute and manage residues of goods or services. In SSE, they tend towards a circular economy, reducing energy and waste consumption as much as possible. They can also include the financing, research and development, transport and logistics, promotion and communication activities needed throughout the production and supply process. According to SSE values and principles, the solidarity reorganization of these chains relies on trust relationships and reciprocal guarantees between the different actors involved (producers, artisans, service furnishers, consumers, etc.) and it increases shared benefits as social inclusion, wealth redistribution, equality, transparency, democratic involvement, healthy environment and many other positive impacts for all the communities involved.

- **SSE inter-cooperation**: Inter-cooperation between SSE initiatives is a mission aiming at strengthening existing companies and organisations, creating other

new ones and conceiving new projects. It can be done in different ways: carrying out joint business activities, creating second-tier cooperatives and cooperative groups, through socio-political, sectorial and territorial non-profit organisations, etc. In turn, the public authorities must promote responsible public procurement so that companies working with them as providers and suppliers are outstanding in terms of their social and environmental responsibility.

- **Local Development:** It is the process of developing a territory, by actors who belong to it or whose activity in it has an impact, which implies the formulation of strategies, decision-making, and implementation of actions that allow civic participation, society.

- **Sustainability:** There are three dimensions of sustainability: economic, social, and environmental in SSE and in CSR and triple bottom line. In SSE, the objective of economic sustainability cannot be separated from those of social and environmental sustainability. The objective of the SSE is to promote people and the economy is a way to improve the quality of their lives.

- **Triple Bottom Line** (TBL) is an accounting framework with three parts: social, environmental (or ecological) and financial. Many organizations have adopted the TBL framework to evaluate their performance in a broader perspective to create greater business value. 3P: in SSE we are flipping the priorities of the TPL from profit-planet-people to people-planet-benefit.