Skills in Social Economy

Educator's Manual

edited by

Karolos Iosif Kavoulakos
Aristotle University of Thessaloniki

Iceland Liechtenstein Norway grants

Norway grants

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Preface

This is a manual designed to assist the Educators of a 40-hour seminar on Skills in Social Economy. It is also paired with a Trainees' Handbook, which serves as the main educational material for the participants in the seminar. Both are supported by an e-learning platform where the set of Manual and Handbook on Skills in Social Economy is available for download, as well as two additional sets, focusing on Resilient Sectors and IT skills in Sharing and Web-based Economy respectively. The e-learning platform is available at: https://elearning.youthshare-project.org .

All the above is a product of the collective effort of the partners in the YOUTHShare project: A Place for Youth in Mediterranean EEA: Resilient and Sharing Economies for NEETs (Project No: 2017-1-345). This project is funded by the Active Youth call by the EEA and Norway Grants, and it aims to reduce youth unemployment in coastal and island regions of the Mediterranean EEA by advancing young NEETs skills in trans-locally resilient agri-food production and the pertinent circular economies. By boosting the potential of those sectors, through social entrepreneurship and sharing economy platforms, it aims to reduce economic disparities in the target area.

YOUTHShare partners who collaborated in the preparation of this trilogy of Manuals and Handbooks in resilient sectors, in the social economy and in the sharing economy are: the University of the Aegean (GR), the Catholic University of Murcia (ESP), the Neapolis University Pafos (CY), the Centre for the Advancement of Research and Development in Educational Technology (CY) and the Network for Employment and Social Care (GR). All three Manuals share a common structure. This structure was determined in a series of meetings and discussions between the aforementioned partners, while the content of each Manual was based on the findings of a respective Transnational Report, produced at an initial phase of the YOUTHShare project, which was then re-adjusted and further enhanced by the responsible editor(s) of each Manual. In the Quick Overview of the Manual you may find a detailed presentation of what is included in each Manual, as well as notes on how to use it.

We hope that this collaborative work will help other colleagues and educational institutions around the globe to provide training in relation to basic concepts, methods and tools in Social Economy. Special thanks to all partners of the YOUTHShare project and, most of all, to all authors who contributed to this collective volume. We gratefully acknowledge the financial support of the EEA and Norway Grants.

The Editor

EEA and Norway Grants

The production of the present Educator's Manual would have been impossible without the generous support of the EEA and Norway Grants Fund for Youth Employment.

The project "A Place for Youth in Mediterranean EEA: Social and Sharing Economy for NEETs" (YOUTHShare) in the framework of which that Manual has been developed, is funded by Iceland, Liechtenstein and Norway through the EEA and Norway Grants Fund for Youth Employment.

The EEA and Norway Grants represent the contribution of Iceland, Liechtenstein and Norway towards a green, competitive and inclusive Europe. By focusing on the most disadvantaged parts of Europe, where the Gross National Income (GNI) per inhabitant is less than 90% of the European Union average, the EEA and Norway Grants aim to reduce economic and social disparities while strengthening the bilateral relations between the donors and Central, Southern European and Baltic countries.

Since 1994, more than €6 billion have been donated by EEA and Norway Grants in fields such as Research, Innovation, Education, Environment, Climate Change, Low Carbon Economy, Good Governance, Fundamental Rights, Justice, Home Affairs, Civil Society, Culture, Social Inclusion, Poverty Reduction and Youth Employment.

The Fund for Youth Employment, launched by EEA and Norway Grants in 2017 and supported with €60 million, currently funds, alongside YOUTHShare, 26 projects, implemented by 200 institutions from 26 European countries. The target of the projects and the Fund itself is to promote sustainable and quality youth employment in Europe; a much needed intervention given that in 2018 approximately 15 million young people, aged 20-34, were Neither in Employment, nor in Education and Training (NEET) in the EU-28 in 2018. The highest rates across Europe are endemic in the focus countries of the YOUTHShare project with more than a quarter of young people out of the labour market in some cases. The Fund, through the 26 large-scale projects aims, through innovation and transnational cooperation, to directly help 25000 young people to find jobs or create new ones and many millions indirectly by shifting policy paradigm.

Training is a central field of intervention for the Fund for Youth Employment. New skills acquisition is expected to support the integration of young NEETs in the labour market. The YOUTHSHare project through the present Educator's Manual shares that specific vision and embarks on the mission of the EEA and Norway Grants Fund for Youth Employment.

A quick overview of the Manual

This Educator's Manual is designed to facilitate the preparation of a seminar, dedicated to the development of Skills in Social Economy. Its primary aim is to support both the Educators that will actually conduct the seminar by delivering lectures and leading participation activities on the topics included, as well as those in charge of planning and implementing the seminar, i.e. the Seminar Managers. It is exactly due to the latter objective that the Manual opens with the introductory chapter "Setting up a seminar", which is dedicated to organisational issues. Specifically, this chapter includes tips and good practices on basic organisational aspects of the seminar, such as: how to select the Educators, how to find the participants, how to define the proper length and timing of the seminar, or what should be included in the budget.

However, the main corpus of this Manual is made up of the 10 Sessions included. Each Session covers a specific topic and aims to help the trainees develop a specific set of skills. In addition, each Session is designed to support a 3-hour in-class seminar activity. Thus, it is accompanied by a PowerPoint presentation, as well as a Trainees' Handbook, both of which are available for download at our e-platform. The teaching methods employed in these Sessions cover a wide spectrum of tools, ranging from theoretical presentations to group discussions, and from assignments to field visits. More specifically, the Manual includes:

- The first Module, "Fundamentals of Social Solidarity Economy (SSE)", which is designed to present an introduction to the basic concepts and socioeconomic narrative of the social solidarity economy. Specifically, it includes three sessions, which aim to familiarise the participants with the fundamentals of the social solidarity economy, the international co-operative principles and values, the nature of co-operative labour and the SSE legislative and regulatory framework.
- The second Module, "Establishment and Operation of an SSE Entity", includes four sessions, which aim to develop skills on how to choose the legal form and economic sector of a social enterprise, present establishment procedures and strategic planning, explain how to set up the founding group, before finally focusing on management and governance systems.
- The third Module, "Economic and Social Aspects", includes three sessions, which aim to provide real-world experience of the financing needs and sources of funding available to SSE enterprises, stress the importance of a having a social business plan and measuring social impact, as well as explaining the opportunity presented by social franchising for the sustainability and expansion of an SSE entity.

The grouping of the Sessions in the above Modules serves educational, as well as operational objectives. Firstly, it provides a better understanding of the general structure and the objectives of this Manual. Secondly, it allows the Seminar Manager to specify the minimum number and qualifications of the Educators who need to be employed for the whole seminar. And, thirdly, it allows the planning of introductory or transitional activities and events between two successive Modules, such as a visit to a sharing economy enterprise, and/or the planning of a guest lecture. It is exactly for this reason that the Manual includes the chapter "Planning visits & inviting guests", in which you may find some useful tips on how to organize such activities and events.

Last but not least, in our e-learning platform, you may also find various introductory and ice-breaking activities, as well as additional educational material and assessment tools.

Creating educational material (© Ben Bernhard).

Setting up a seminar

This chapter of the Manual is dedicated to organisational issues of the seminar. Here, the Seminar Manager, or the team of people in charge of planning and implementing the seminar, will find useful information regarding the preparation and smooth running of the seminar.

Who sets up the seminar?

Organising and coordinating a seminar is generally time-consuming and challenging. However, with the right allocation of duties among those involved, proper planning, and some experience, the seminar can be organised successfully and efficiently.

Keeping in mind that a seminar requires planning of every last detail (even though last minute decisions will always have to be made), collaboration should be the primary characteristic of the organising team. However, this does not imply that there will be no allocation of duties. On the contrary, the Seminar Manager, the people that will serve as Educators, and the administration assistants need to be aware of their respective roles and duties. Besides being aware of their individual roles, it is equally important that all those involved have also agreed to them.

Selection of Educators

Most probably, there will have to be a selection process for the individuals that will serve as Educators in the seminar. This selection process is crucial to the success of the seminar, since the Educators are the ones who will be in direct contact with the trainees. As the seminar brings and links together various fields of knowledge, the Seminar Manager will have to look for experts with adequate theoretical knowledge and practical experience in the topics covered by the seminar. Equally important is to look for Educators with some teaching experience.

Finding the participants

In some cases, members of the programme's target group may take the initiative to approach the organisers regarding the seminar, for example, the local Youth Center may wish to offer its members the opportunity to participate. In such cases the trainee group will already be formed. However, in most cases the Seminar Manager is the one who will have to initiate the whole process, including the publication and dissemination of the relevant call for participation. A few examples of where the possible participants may be found are the following:

- Public Employment Services/Centres/Agencies
- Public/Private agencies providing training and lifelong learning programs
- NGOs focusing either on education or unemployment
- Colleges, Universities and other education providers
- Youth Centres
- Municipality Councils
- Technical and Professional Associations/Bodies/Chambers
- Co-operatives and other social enterprises
- Large industries or companies

The number of participants

Having a small number of participants may lead to limited exchange of knowledge and restricted learning opportunities, also increasing the average cost of the seminar per participant. On the other hand, too large a number of participants may make it more difficult for individuals to express their opinions, limit their engagement and restrict the learning process. Therefore, we believe that the learning efficiency of the seminar can be maximized when the number of participants is between 15 and 30.

Adjustments to the training process may be considered if the number of participants falls short of this target or exceeds it, in order to ensure that participation activities (such as discussions, hands-on activities, visits, or assignments) remain practical and engaging. Furthermore, in case of a very large audience, the possibility of splitting it into groups has to be considered, although this is an option that may affect the length of the seminar or the number of Educators, and thereby the overall cost.

Forming the group of trainees

Having the right number of trainees alone does not guarantee the success of the seminar, particularly if the group is made up of participants with incompatible characteristics. Therefore, we would recommend considering the following before forming a group:

- The homogeneity in their education level. If some participants possess some basic skills, while others don't, this would ultimately make the learning process more difficult for everyone.

- Their diversity. While having a homogeneous group of trainees is a positive attribute, having a too homogeneous group (e.g., low-skilled women of a certain nationality and place of origin, of age between 24 and 29) may lead to limited exchange of different views, experiences and opinions, as well as to very limited synergies and future collaborations among them. However, excess diversification of the participants may lead to mis-communication issues and a very slow learning procedure.
- Social or cultural peculiarities. In some cultural environments, women prefer not to express themselves in the presence of male participants, while in other cultural environments this may be true of people of different social or occupational hierarchy. Such peculiarities have to be considered and must lead to relevant adjustments of the group of participants.

In addition to the above, the final combination of participants should also take into consideration:

- Possible imbalances in the willingness to learn.
- Possible third-party funding for certain participants.
- Any language barriers.

Budget

The overall cost of the seminar is the most crucial organisational aspect. However, an estimation of the cost cannot be given in advance, because it relates:

- To the number of trainees attending.
- To the length of the seminar.
- To the number of participating Educators and their compensation.
- To the selection of the hosting location.
- To transportation costs.
- To the infrastructure and equipment that is already in place or not.
- To the cost for consumables, prints, catering etc.

In any case, the budget should be adjusted to available resources, coming from sponsorships, fees, or other funds.

Necessary equipment and other expendables

The minimum requirements in equipment and infrastructure for this seminar are:

- A small conference room of appropriate size to house the learning activities depending on the number of participants, as well as a small catering unit (optional).
- A computer connected to the internet and a projector for the educator.
- A number of computers for the participants, depending on their number.
- Wi-Fi internet connection.
- A flip chart.
- Stationery, such as markers, pens and paper notebooks.

Additional equipment and consumables may be needed for the various Participation Activities that accompany and support the Sessions included in this Manual. For this purpose, each Participation Activity is accompanied by a list of the necessary equipment and consumables.

The length of the seminar

This Educator's Manual was designed to offer educational material for ten (10) 3-hour seminar classes, for a total of 30 hours of in-class educational activity. Moreover, the seminar may be further extended:

- By including one or more ice-breaking activities at the beginning of the seminar.
- By including one or more activities focusing on the development of soft skills.
- By including one or more site visits to enterprises, agencies, or public bodies.
- By inviting one or more guests to the class to give lectures or share their experience.

Under certain circumstances, it is possible to shorten the duration of the Seminar, by skipping a certain Module, or by skipping a certain Session. However, it is not advisable to shorten an existing Session by skipping one or more of its presentation topics or its participation activities.

The timing of the seminar

Scheduling of the seminar depends on its length and the needs and constraints of its participants. For example, some individuals or some groups of participants may prefer to attend during working hours, while others may prefer the exact opposite. In case a mixed composition of participants is attending the seminar (e.g., NEETs, along with employees of a cooperative society), consider the following:

- You may have to set up a weekend seminar.
- You may have to run a preference poll.

- You may incline towards the preference of the group that has the most important restrictions (in the above example, the employed people).
- You may consider the option of combining face-to-face and distance education techniques.

Distant participants

Some of the people who wish to attend the seminar will be discouraged to do so for various reasons. Such cases may include: people living far away, people with limited free time or narrow economic resources, people with physical disabilities, single parents, pregnant women, or individuals facing significant social constraints etc. However, all these groups of people belong to the very core target of this seminar and therefore the Seminar Manager should make great effort to help these people overcome their constraints. One possible solution is to attend the seminar as distant participants.

Even though this Educator's Manual, as well as the respective Trainees' Handbook, was mainly designed to support face-to-face seminars, most Sessions included can easily be provided to distant participants too. However, such use of this material is feasible only if synchronous learning methods are deployed, meaning that each participant must have access to a telecommunication application, such as Skype, that allows video and voice calls between computers, tablets, or mobile devices.

In such a case, all Educators of the seminar should be aware of this aspect, so as to plan or arrange the structure or content of the class accordingly. Such arrangements may include:

- Extending the duration of a Session, or of a certain Participation Activity.
- Modifying a Participation Activity to make it accessible, useful and interesting to distant participants too.
- Dedicating some time during or at the end of each Session, in order to discuss questions and issues that may have arisen, making sure to include the distant participants.
- Facilitating by any means and supporting the active participation and engagement of distant members (i.e., by asking their opinions so that they may join an ongoing discussion, by frequently giving them the chance to speak, by motivating their participation using examples close to their experiences/problems, by speaking more slowly/clearly/loudly etc).

However, neither this Educator's Manual and the Trainees' Handbook, nor the respective e-platform, were designed to support asynchronous education techniques.

After the seminar

What happens after the seminar? Questions like the ones below may prompt the Seminar Manager to plan certain activities.

- Will the trainees be able to get in touch with the Seminar Manager or the Educators?
- Will the Seminar Manager be able to contact or send additional material to the participants during the seminar or after its closing? Has he/she obtained the contact details of the participants and their permission to contact them? Will he/she also obtain permission to share the contact details of the participants with enterprises looking for possible employees?
- Is the Seminar Manager or a possible grant provider interested in getting feedback from the participants, either immediately after its closing or after some period of time?
- Is the Seminar Manager, the Educators, the trainees, an agency, or a stakeholder interested in repeating the seminar in a different way (i.e., more advanced, thematically altered, longer)?

Visit of the Cypriot YOUTHShare partners at the Co-operative Society of Agros Rose Producer Ltd (© Ioannis Pissourios).

Planning visits & inviting guests

Scope

Planning a visit to a workplace or inviting a guest to the seminar in order to share his/her real-life experiences with the participants, will allow the participants to gain a much deeper understanding of the seminar's content and objectives. In particular, these first-hand experiences will allow the trainees to formulate a clearer picture of what the Social Economy is, will increase their understanding of its prospects and, ultimately, will motivate their participation in the following seminar days, leading to more fruitful contributions and vivid discussions.

Incorporating real-world connections into a lesson enhances the educational outcome of the seminar. However, visits and invited speakers contribute to this enhancement in very different ways. For this reason these initiatives should not be considered interchangeable, but as complementary to each other as well as to the seminar's core activity. For example:

Performing a visit to a workplace:

- Helps trainees understand the actual usefulness of what they learn in class.
- Familiarises trainees with the actual working environment of a specific industry.
- Helps them understand the bigger picture, the limitations of the practice, as well as the workflow and the actual end product of a certain administrative, technological, or manufacturing activity or service.
- Leads to whys and hows, which in turn lead to critical thinking and more active participation throughout the seminar.
- May inspire the creativity and the imagination of the trainees.
- Works as an icebreaking activity, enhancing the communication among the trainees, as well as the communication between the educator and the trainees.

Inviting a guest to the seminar:

- Can provide the trainees with new perspectives, different to those provided by the Educator.
- Can initiate discussions on new ideas and their applicability.
- May raise the self-confidence of the trainees.

- Gives trainees the chance to satisfy their curiosity, by addressing questions directly to the guest.
- Allows the Educator to discuss broader issues and to assess the knowledge gained by the trainees throughout the seminar.

In both cases, a quick presentation of the company or of the guest speaker, prior to the visit or lecture in question, will maximise the educational power of these initiatives.

Timing and scheduling

Due to the characteristics of a visit, it is best placed at the beginning of the seminar (ideally, after Session 1), so that the Educator and the trainees may draw upon their experiences from the visit during the rest of the seminar. Also, such events promote the active participation of the trainees and inspire their creativity and imagination, maximising the educational outcome of the seminar.

A visit to a workplace may take up to 2 hours, including inspection of the business' facilities and activities and some time for discussion with the owner, the manager or with other employees. If logistics allow, it may be possible to arrange a visit to a second workplace on the same day. In such a case, it is advisable to select companies from different business sectors, so as to widen the spectrum of business activities presented to and discussed with the trainees. The Educator and trainees should discuss their experiences and impressions at the end of the visit if possible; if not, then at the next in-class lesson. This discussion may be an open and unstructured one, allowing impulsive reactions, or a more structured one, which may be combined with an in-class participation activity or assignment.

The guest speaker, on the other hand, is best suited to the later stages of the seminar, ideally at the last lesson. At this stage the trainees will already have been acquainted with the main concepts and topics of the seminar and will also be able to discuss wider issues and ask the guest more specific questions. Moreover, this event may raise the self-confidence of the trainees and inspire their creativity, which is very crucial, since the aim is for trainees to enter employment after the seminar, either as employees or as entrepreneurs. Furthermore, it should be noted that the Educator will have to keep a very discrete role in this event, and he/she should try to facilitate the direct communication of the guest with the trainees, as well as the sound transmission of the guest's perception of what matters most.

Indicative questions that can be raised during a visit to a Social Economy business or to a relevant guest:

- Why is this enterprise/ activity part of the Social Economy? What is produced and who are the people involved ?

- ◻ When was the business established? Have you received any funding in the past? Are you planning to get any in the near future?
- ◻ Is the enterprise viable? What do you foresee for your future development?
- ◻ Are the products/activities/services you offer also offered by non-social enterprises? If so, what differentiates you from these enterprises?
- ◻ Do you collaborate with other businesses or individual associates? If yes, which of your products/activities/services are produced/offered in-house and which by external collaborators?
- ◻ Are you open to new collaborations? What collaborations might be of interest to you?
- ◻ Which have been the biggest obstacles you encountered since the establishment of the company?
- ◻ What is the biggest issue you have to address now or in the near future, in order to develop faster?
- ◻ How many employees do you have? How have you selected them? Which are the most sought-after skills?
- ◻ How do you sum up your personal experience as an entrepreneur/employee within the Social Economy?

Taking a product photo with a smartphone (© pigsels)

MODULE 1
Fundamentals of Social Solidarity Economy (SSE)

This module includes an introduction to the social solidarity economy (SSE), a presentation of the international co-operative principles and values, the nature of co-operative labour and the SSE legislative and regulatory framework.

As an introduction, the basic concepts and socioeconomic narrative of the social solidarity economy are presented.

The seven co-operative principles are the internationally agreed foundational principles that, when applied to the day-to-day governance and management of co-operative enterprises, enables them to achieve the objective of meeting their members' needs and aspirations. An important part of the co-operative identity is co-operative labour and its social and legal aspects.

Public policy is a goal-oriented decision and action, referring to what the government officials actually do and not what they have promised or intend to do. A prominent example of public policy is law (when properly enforced), which sets a model of behavior for its recipients. It is noted that in recent years there has been an increase of local, national and European public policies regarding the SSE, either targeting specific SSE actors or in some cases covering the whole SSE sector. Apart from the national co-operative laws that prescribe for co-operatives' activities within national borders, individuals or legal persons based in two or more different European member states can also set up a European co-operative society in order to undertake cross-border activities.

Structure of the Module

SESSION 1: Introducing Social (Solidarity) Economy (SSE)

By Karolos-Iosif Kavoulakos & Kostas Nikolaou

SESSION 2: Working with Co-operative Principles

By Aspa Papafilippou & Kostas Nikolaou

SESSION 3: SSE Legislation and rules

By Ifigeneia Douvitsa

Coverpage of the 16th issue of the STIR magazine, dedicated to Solidarity Economics, co-produced with the team at the Solidarity Economic Association (© STIR to ACTION Magazine).

SESSION 1

Introducing Social (Solidarity) Economy (SSE)

This is an introductory session. The main goals of the session are two. The first goal is to arouse interest in the social and solidarity economy and to create the feeling that participation in it is possible. Regarding this goal, it should be noted that the social and solidarity economy is based on a completely different view of the economy from what we usually know from school, mass media and the broader social environment. Therefore, a change in the way the economy is viewed is required. This means a different view of ourselves, of what is happening in our everyday life, as well as the emergence of the idea that an alternative form of economic activity is possible. One way to achieve such changes in thinking is to learn to recognise economies as diverse i.e. as a space where there are already many different economic practices. There are diverse forms of enterprise, labour, transactions, finance and property. The second goal is to speak about definitions of social and solidarity economy and highlight some successful cases in order to show that there are possibilities of success for economic ventures within the social and solidarity economy. It should be made clear that the social and solidarity economy can be defined in different ways and that there is not just one way to organise social enterprises. There are only some general principles and moral values that should be followed.

OBJECTIVES

The participants in this Session:

- Will gain an understanding of the notion of "diverse economies" and the main dimensions of the social solidarity economy.
- Will be able to recognize their own characteristics, assets and practices that could help them found or be part of a social economy enterprise.
- Will be encouraged to envision their participation in a social economy enterprise.

LEARNING OUTCOMES

The participants in this Session will be able to:

- Imagine that it could be possible to reach well-being, by working collectively rather than be employed in a mainstream business.
- Define social solidarity economy.
- Identify the aims and the structure of the seminar program.

Structure of	Duration	Details	Notes	Related slides
Presentation Topic 1 Diverse economies: an alternative understanding of economy	30 min	Presentation		2-6
Participation Activity 1 Recognising diverse economies in my community	35 min	Brainstorming/ Discussion	Write down trainees' activities from yesterday in order to reveal their participation in diverse economies	7-8
Participation Activity 2 Self-presentation of the participants	40 min	Discussion	Self-presentation of the participants regarding their education and experience as actors of a diverse economy	10-12
Presentation Topic 2 Defining the Social Solidarity Economy (SSE). Some successful cases.	30 min	Presentation	The notion of Social Solidarity Economy and some successful cases	13-19
Participation Activity 3 Advantages of the Social Solidarity Economy (SSE)	20min	Brainstorming/ Discussion	Help the trainees understand the advantages of the SSE	20
Presentation Topic 3 Presentation of the seminar program	10 min	Presentation		21-31

** This Session can be delivered by a scholar (social scientist) with knowledge on the concepts of diverse economies and social solidarity economy.*

Instructions for the Presentation Topics

PRESENTATION TOPIC 1: Diverse economies: an alternative understanding of economy

Before explaining the notion of “diverse economies”, there is a need to reframe the term “economy”. Usually, the economy is understood as a system for producing and trading goods and services. However, the economy includes all activities that bring people and societies wealth (production, reproduction, domestic work, non-profit or voluntary organisations etc). Diverse economies are a notion that highlights the diversity of work, property, finance, enterprises and transactions. Diverse economies could be better taught with the use of a) a diverse economies table that shows the diversity of economic forms and practices, and b) the picture of diverse economies iceberg that shows that only the tip of the iceberg is the capitalist economy.

PRESENTATION TOPIC 2: Defining the Social Solidarity Economy (SSE). Some successful cases.

In this topic the goal is mainly not to cover scientifically the issue of definition, but to give a practical definition i.e. the main features of the SSE as well as some successful examples. In order to give trainees a clear and complete picture, we start with a general reference to the definition of the SSE, as well as to the definitions of similar concepts (social economy, third sector, solidarity economy). Then we focus on the two main dimensions of social solidarity economy. The first dimension concerns the surplus (or profit in the dominant language). In the SSE, surplus is not reaped by one person - the owner - but is distributed to all workers and a part of it returns to the society. In other words, the SSE serves the needs of the workers and the society. The second important dimension is democratic governance. Decisions concerning SSE ventures are made by all workers in a democratic way, usually at assemblies organised regularly. The presentation closes with two successful examples, the example of the Mondragon Co-operative Group, which aims to highlight the enormous long-term potential of the co-operative, and the example of the non-profit consumer co-operative VIOS, which is a relatively recent co-operative venture.

PRESENTATION TOPIC 3: Title: Presentation of the seminar program

Short Description: This topic presents the seminar program. The instructor presents the philosophy and the aims of the seminar. Furthermore, he/she presents analytically the three modules and the ten sessions of the seminar, including the session authors and their professions.

Instructions for the Participation Activities

PARTICIPATION ACTIVITY 1: Recognising diverse economies in my everyday life

The aim of this activity is to make everyone understand that the diversity of economies is present in everyday life, almost everyone participates in it and that many activities and practices contribute to individual and/or social well-being. Make them think that there are many ways to reach well-being.

Duration	Necessary equipment	Procedure
35 minutes	□ A whiteboard and a marker	Ask the following questions and note some key words on the whiteboard. □ What did you do yesterday? *Each activity the trainees engaged in, from waking to sleeping, should be noted. Write them on the whiteboard one below the other.* □ What kind of work was involved in each activity? *Next to each activity on the whiteboard write the features of the activity: paid, unpaid, hard and physical work, emotionally taxing, fun, involving cash or reciprocity or a gift, e.t.c.* □ Was this activity performed with someone and/or for another person? *Next to each activity on the whiteboard add the role of others.* □ Which activities contributed to material or social well-being, to individual or collective well-being? *Next to each activity on the whiteboard the kind of well-being that each activity contributes.* □ How many of these activities involved paid work in a market-oriented business? *Next to each activity on the whiteboard write the form of work that this activity included.* At the end of the activity you have a real picture of the diversity of economies in which the trainees participated.

PARTICIPATION ACTIVITY 2: Self-presentation of the participants

The instructor asks all participants to present themselves regarding their education, skills and experience. The aim of the activity is to give the trainees the opportunity to think of themselves as more educated and experienced than they have ever done before.

Duration	Necessary equipment	Procedure
40 minutes	□ A whiteboard and a marker	Explain that there are no people without skills, experience of diverse forms of work and social networks, that could be the basis for founding or working in social solidarity economy ventures. Ask participants the following questions, while using the respective slides. □ What is your previous education and training? *The educator should encourage the trainees to include not only typical but also non-typical, informal, non-formal education. The aim is to reveal knowledge and skills that are useful but the trainees underestimate.* □ What is your professional and/or other forms of work experience? *The educator should encourage the trainees to include not only their professional experience but also their domestic work, their work for the community, their volunteer work, their work in the family or other friends or relatives.* □ What is your social experience generally? *The educator should encourage the trainees to include any participation in formal and non-formal groups in their neighborhood, community or other social networks. The goal here is to highlight the possibility to find other people to collaborate in a social solidarity economy venture.*

PARTICIPATION ACTIVITY 3: Advantages of the Social Solidarity Economy

The aim of this activity is to make the participants express their initial ideas about creating a social solidarity enterprise.

Duration	Necessary equipment	Procedure
20 minutes	□ A whiteboard and a marker	Ask participants the following questions, while using the respective slides. □ Do you feel better when there is a competition between workers or when there is co-operation between them? *In this question, trainees often answer that co-operation is impossible or very difficult. Return to the examples we gave in presentation topic 2 to explain that it is possible.*

Duration	Necessary equipment	Procedure (cont.)
20 minutes	□ A whiteboard and a marker	□ Do you feel better when one becomes rich from the work of others or when all workers can ensure the well-being of both themselves and society? *In this question, trainees often answer that it is a part of human nature to accumulate wealth. Explain that the tendency to accumulate is connected with the need to cover insecurity for the future. But if cooperation with other people covers this insecurity, accumulation is unnecessary. In addition, accumulation is socially harmful because it produces inequalities and insecurity.* *Sometimes trainees answer that it is fair to pay more to those who invest capital and take the risk. Explain that invested capital does not itself create wealth and value. Work is the only source of value. In addition, in SSE the investment is collective.* □ Do you feel better when decisions are taken by one and the others obey or when people co-decide and co-create? *In this question, trainees often answer that not all participants in an economic entity have the same level of knowledge. Some people know what should be done for a business to succeed, so others have to follow them. Explain that although not all people have the same knowledge, all people have some knowledge of different issues, as well as perceptions, needs and feelings that should be heard.*

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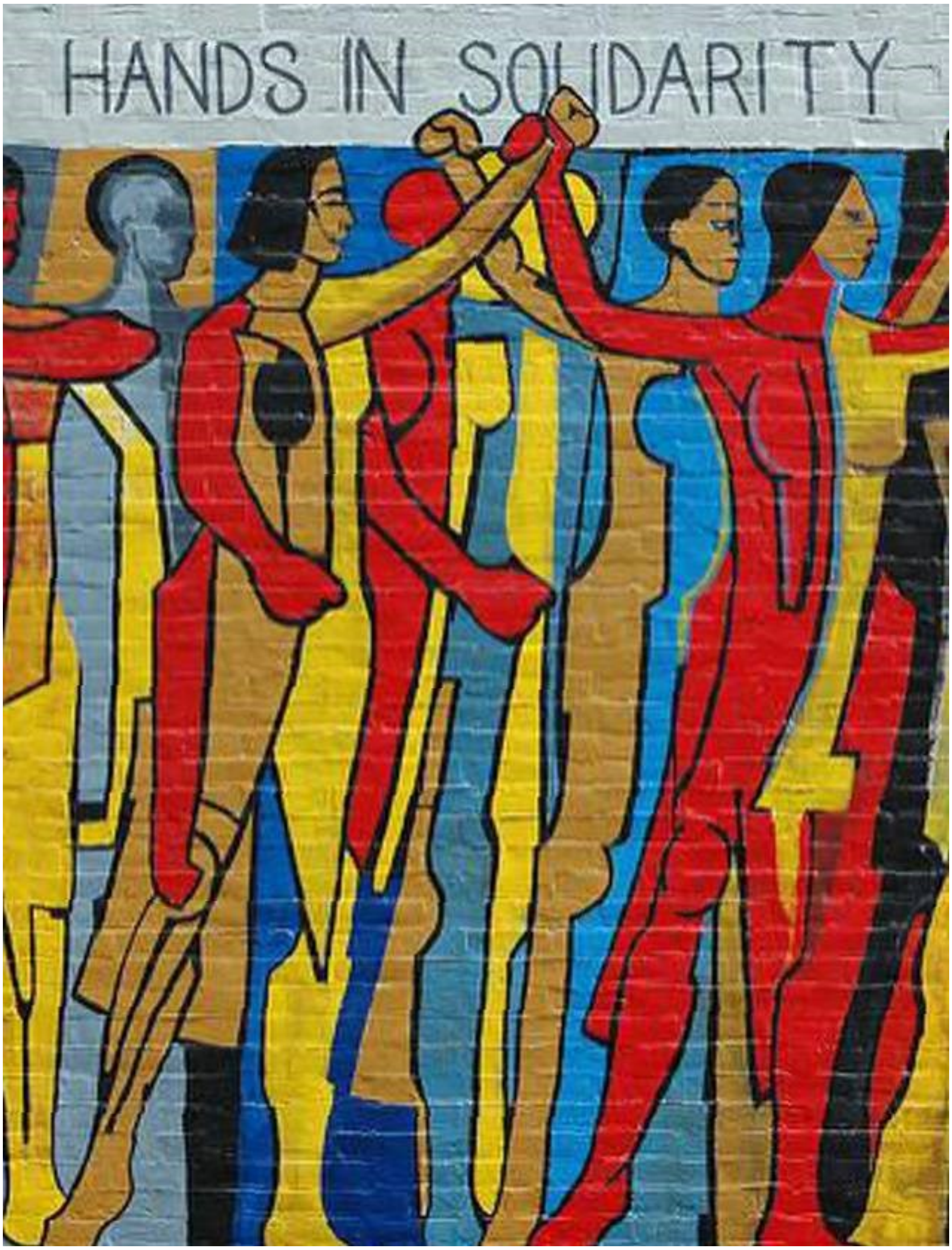

Solidarity is an awareness of shared interests, objectives, standards, and sympathies creating a psychological sense of unity of groups or classes (Wikipedia). Did you know that Solidarity is also one of six principles of the Charter of Fundamental Rights of the European Union? (© Terence Faircloth. This is a part of the mural 'Hands in Solidarity, Hands of Freedom' painted on the side of the United Electrical Workers trade union building in Chicago by the artist Dan Manrique Arias in 1997).

Training is just one of the seven co-operative principles by which co-operatives put their values into practice (© Tungilik, processed by I. Pissourios).

SESSION 2
Working with Co-operative Principles

The International Co-operative Alliance (ICA) is the global steward of the Statement on the Co-operative Identity, Values and Principles of the co-operative movement. In 1995, the ICA adopted the revised Statement on the Co-operative Identity, which contains the definition of a co-operative, the values of co-operatives, and the seven co-operative principles. The Co-operative Principles included in the Statement have been forged in the furnace of over 150 years of practical experience of what constitutes the foundational principles necessary for the successful operation of a sustainable co-operative enterprise. The seven Co-operative Principles are the internationally agreed foundational principles that, when applied to the day-to-day governance and management of co-operative enterprises, enables them to achieve the objective of meeting their members' needs and aspirations. An important part of the co-operative identity is the co-operative labour and its social and legal aspects.

OBJECTIVES

The participants in this Session:

- Will be introduced to the closely related concepts of Co-operative Identity, Values and Principles.
- Will gain an understanding of the application of the seven Co-operative Principles to the day-to-day governance and management of co-operative enterprises.
- Will investigate the nature of co-operative labour and its social and legal aspects.

LEARNING OUTCOMES

The participants in this Session will be able to:

- List the Co-operative Identity, Values and Principles and explain their interrelation.
- Apply the Co-operative Principles in a practical setting.
- Identify the differences between co-operative labour and other types of labour, as well as their theoretical and practical implications.

Structure of the Session	Duration	Details	Notes	Related slides
Presentation Topic 1 What a co-operative is and the co-operative values	5 min	Presentation		2-4
Presentation Topic 2 Voluntary and open membership (1st co-operative principle)	5 min	Presentation		5
Presentation Topic 3 Democratic member control (2nd co-operative principle)	5 min	Presentation		6
Presentation Topic 4 Member economic participation (3rd co-operative principle)	5 min	Presentation		7
Participation Activity 1 Clarifying the concepts of co-operative free-entry, democratic control and co-operative share	45min	Brainstorming/ Discussion	Presentation of participants' ideas regarding the application of the values and principles	8-11
Presentation Topic 5 Autonomy and independence (4th co-operative principle)	5 min	Presentation		12
Presentation Topic 6 Education, training and Information (5th co-operative principle)	5 min	Presentation		13
Presentation Topic 7 Co-operation among co-operatives (6th co-operative principle)	5 min	Presentation		14
Presentation Topic 8 Concern for community (7th co-operative principle)	5 min	Presentation		15

Structure of the Session	Duration	Details	Notes	Related slides
Participation Activity 2 Building a (house) co-operative, its essence (autonomy, education, collaboration, community interest)	45 min	Brainstorming/ Discussion	Presentation of participants' ideas regarding the application of the principles	16-18
Presentation Topic 9 The co-operative labour	15 min	Presentation		19
Participation Activity 3 What are the key differences between the different types of labour: co-operative labour, salaried and self-employment?	35 min	Brainstorming/ Discussion	Presentation of participants ideas regarding the co-operative labour	20-22

** This Session can be delivered by a scholar/instructor with knowledge of the concepts of Co-operative Identity, Values and Principles. The instructor should also be familiar with the activities of the International Co-operative Alliance (ICA). He/she should have an understanding of the co-operative movement in Europe in the recent years.*

Instructions for the Presentation Topics

PRESENTATION TOPIC 1: What a co-operative is and the co-operative values

This topic presents the definition of a co-operative and the co-operative values on which the co-operatives are based. The participants will gain an understanding of the fundamentals of the co-operative identity. The definition of a 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. The co-operative values: Co-operatives are based on the values of self-help, self-responsibility, democracy, equality, equity and solidarity. In the tradition of their founders, co-operative members believe in the ethical values of honesty, openness, social responsibility and caring for others (ICA, 2015).

PRESENTATION TOPIC 2: Voluntary and open membership (1st co-operative principle)

This topic presents and discusses the first co-operative principle, the concepts of the voluntary and open membership. Co-operatives are voluntary organisations, open to all persons able to use their services and willing to accept the responsibilities of membership, without gender, social, racial, political or religious discrimination. Voluntary and open membership without discrimination to persons willing to accept the responsibilities of membership is a core principle and has been from the beginning of the co-operative movement in the first half of the 19th century. It reaffirms the importance of people choosing voluntarily to participate in and make a commitment to their co-operative. People cannot be made to be co-operators. It is a voluntary act to join and to be involved with others to achieve shared economic, social and cultural needs and aspirations. This first Principle is an expression of the right to freedom of association (ICA, 2015).

PRESENTATION TOPIC 3: Democratic member control (2nd co-operative principle)

Co-operatives are democratic organisations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary co-operatives members have equal voting rights (one member, one vote) and co-operatives at other levels are also organised in a democratic manner. Democracy is a simple concept: the governance or control of an organisation by its members through majority decision-making. In practice, the democratic governance of any human institution is a complex task. Sound democratic governance of co-operatives is no exception. In co-operatives, 'democracy' includes considerations of rights and the responsibilities which attend such rights. But it also means fostering the spirit of democracy within co-operatives, a never ending, difficult, but socially valuable and essential task (ICA, 2015).

PRESENTATION TOPIC 4: Member economic participation (3rd co-operative principle)

Co-operatives exist to meet the needs of people, not primarily to generate a speculative return on capital invested in them. The primary motive for people forming a co-operative is to be self-reliant. This 3rd principle describes how members invest in their co-operative, raise or generate capital and allocate surpluses. Members contribute equitably to, and democratically control, the capital of their co-operative. At least part of that capital is usually the common property of the co-operative. Members usually receive limited compensation, if any, on capital subscribed as a condition of membership. Members allocate surpluses for any of the following purposes: developing their co-operative, possibly by setting up reserves, part of which at least would be indivisible; benefitting members in proportion to their transactions with the co-operative; and supporting other activities approved by the membership (ICA, 2015).

PRESENTATION TOPIC 5: Autonomy and independence (4th co-operative principle)

Co-operatives are autonomous, self-help organisations controlled by their members. If they enter into agreements with other organisations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their co-operative autonomy. The integrity of a co-operative as an autonomous and independent organisation rests on the co-operative values of self-help, self-responsibility and democracy that have been central to co-operative identity since the emergence of sustainable co-operative enterprises in the 19th century. The 4th principle primarily focuses on the relationship of co-operatives with national governments and international governmental organisations, although it also has implications for the relationship between co-operatives and other commercial entities, such as a commercial lender providing capital to a co-operative and suppliers and others in a dominant position in the value chain (ICA, 2015).

PRESENTATION TOPIC 6: Education, training and Information (5th co-operative principle)

Co-operatives provide education and training for their members, elected representatives, managers and employees so they can contribute effectively to the development of their co-operative. They inform the general public, particularly young people and opinion leaders, about the nature and benefits of co-operation. Co-operative education needs to be equally as bold, innovative and imaginative today, embracing the opportunities provided by new technologies, strengthening links with universities to encourage research, and using education to disseminate research findings to inform policy makers, members, and the wider public. Successful co-operative education needs to be adaptable and never forget its core purpose, namely to develop a deeper understanding of the nature and benefits of co-operation today and tomorrow. The co-operative movement is not a rules-based movement, but a values and principles-based movement (ICA, 2015).

PRESENTATION TOPIC 7: Co-operation among co-operatives (6th co-operative principle)

Co-operatives serve their members most effectively and strengthen the co-operative movement by working together through local, national, regional, and international structures. This 6th principle is a practical expression of the co-operative value of solidarity. It is a principle that differentiates co-operatives from other forms of business enterprise, some of which may share the values of co-operatives without commitment to co-operative values and principles. Commitment to co-operation among co-operatives is the hallmark of co-operative business enterprise. Why? Because it is the clearest expression of our common desire to create a better, more sustainable and equitable economic future for all humanity (ICA, 2015).

PRESENTATION TOPIC 8: Concern for community (7th co-operative principle)

Co-operatives work for the sustainable development of their communities through policies approved by their members. The 7th principle combines two elements of the Co-operative values in the Alliance's Statement on the Co-operative Identity: those of "self-help and self-responsibility" and "the ethical values of honesty, openness, social responsibility and caring for others". This combination of these two elements arises because co-operatives emerge from and are rooted in the communities in which they conduct their business operations. Their success is based on their ability to support those communities to develop in a sustainable way (ICA, 2015).

PRESENTATION TOPIC 9: The co-operative labour

Short Description: The nature of labour in a co-operative is one of the key features of its social identity. As a co-operative has a dual nature, economic and social, co-operative labour is not just an economic feature but also a social one. An important basis for understanding the nature of labour in a co-operative is the relevant standards and the principles of the International Co-operative Alliance (ICA) and the International Labour Organisation (ILO). According to them, for a co-operative member who works in a co-operative, this is neither a salaried job nor self-employment. There can be neither bosses nor salaried workers, so there can be no "bosses-salaried" relationship in a co-operative. The legislation of each country defining the form of social security usually creates confusion about the labour nature in a co-operative. The type of insurance coverage (imposed by state law) of the co-operative working members is independent of the co-operative labour nature and does not determine it. Capital implies wage labour, wage labour presupposes capital. Co-operatives abolish wage labour. They hire capital rather than labour. This is a fundamental characteristic. Employment is based on the purchase of a co-operative membership share, not the sale of workers' labour power (Nikolaou, 2018).

Instructions for the Participation Activities

PARTICIPATION ACTIVITY 1: Clarifying the concepts of co-operative free-entry, democratic control and co-operative share

The participants divided into groups determine the concepts of co-operative free-entry, democratic control and co-operative share and their opposites, after brainstorming and discussion.

Duration	Necessary equipment	Procedure
45 minutes	□ Paper / pencils. □ A whiteboard and a marker	**Stage 1** (duration 10 minutes). The participants are divided into groups of two. They all get a piece of paper and a pencil. They split the paper they got in half. They all write in pairs. On the top of the paper there are notions synonymous with: □ co-operative -free will - open participation □ democratic control □ financial participation / co-operative share **Stage 2** (duration 10 minutes). Writing concepts opposed to co-operative free will and open participation / democratic control / co-operative share. These opposites are written on the bottom of the paper **Stage 3** (duration 25 minutes). Once the group has chosen its words, one representative of the whole group will select the most representative of the synonyms and antonyms. The choices are there presented and the groups discuss the various choices, trying to make a final selection that represents the whole class. The final selection of choices that represents the whole class is transferred to a final paper of the whole class. The instructor is also involved, helping to reformulate what has been written where necessary, and offering clarification of the concepts / principles if requested.

PARTICIPATION ACTIVITY 2: Building a (house) co-operative, its essence (autonomy, education, collaboration, community interest)

Divided into groups, the participants determine the concepts of co-operative autonomy, education, collaboration, community interest, after brainstorming and discussion.

Duration	Necessary equipment	Procedure
45 minutes	□ Paper / pencils. □ A whiteboard and a marker	**Stage 1** (duration 20 minutes). The instructor draws the outline of a house and writes the following words beside and outside the house: - dependence - cooperation - self-interest - unanimity - lack of education - disagreement - speculation - common good - targeting individual profit - financial dependency - team Spirit - open entry - free will The participants are split into two groups. The first team will decide which words are useful and necessary to build a co-operative (a house) and the other team will choose the words that do not belong and need to be left outside the house. **Stage 2** (duration 25 minutes). Each group quickly argues why they chose the specific words. There is a dialogue / discussion. The instructor intervenes to give clarifications, where necessary and to define the essence of the co-operative, concluding that the house (the co-operative) was built on the above principles, because they are identified with the concept of the co-operative. Any incompatible concept stays outside the house.

PARTICIPATION ACTIVITY 3: What are the key differences between the different types of labour: co-operative labour, salaried and self-employment?

The instructor asks the participants to form three groups and answer the key question. The instructor coordinates a discussion in a plenary session. Afterwards, the participants (again in groups) discuss whether they feel that their knowledge and understanding of the subject has changed, and how.

Duration	Necessary equipment	Procedure
45 minutes	◻ Paper / pencils. ◻ A whiteboard and a marker	Ask the participants to form three groups and answer the key question: ◻ What are the key differences between the various types of labour: co-operative labour, salaried and self -employment? *In the search for differences, emphasis is placed on the nature of each type of labour and the participants' experience.* The instructor then co-ordinates a discussion by presenting all the views in a plenary session. Afterwards, the participants get back into their groups and discuss the following: Has our knowledge and

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SESSION 3
SSE Legislation and rules

In this session we discuss the concept of public policy and law, the specificities of such concepts when regulating the Social and Solidarity Economy, as well as the case of national co-operative legislation. In particular, public policy is a goal-oriented decision and action, referring to what the government officials actually do and not what they have promised or intend to do. A prominent tool to implement public policy is law, which sets a model of behaviour for its recipients (e.g. citizens, enterprises, local authorities). Regarding the SSE, over the years there has been an increase of the local, national and European public policies targeting specific SSE actors or in some cases covering the whole SSE sector. More specifically, the majority of EU countries have introduced co-operative- specific provisions and some of them may even refer to co-operatives in their national constitution (e.g. Italy, Bulgaria, Spain, Greece, Portugal). National co-operative laws prescribe co-operatives' activities within national borders, but European regulations allow for a wider scope. Individuals or legal entities from different member states of the European Economic Area can also set up a European co-operative society in order to undertake cross-border activities. In order to better comprehend the above concepts, the participants shall be encouraged to reflect on what constitutes public policy and law, identify public policies' typology on SSE, as well as the particular traits of their national co-operative legislation, and reflect on how to access legal information on co-operative legislation.

OBJECTIVES

The participants in this Session:

- Will be introduced to the closely related concepts of public policies and law
- Will gain an understanding of the specificities of public policies and laws on SSE.
- Will examine their country's public policies and laws concerning SSE and co-operatives.

LEARNING OUTCOMES

The participants in this Session will be able to:

- define what law is, what constitutes public policy, and what doesn't;
- classify the various public policies on SSE;
- read and interpret interactive maps based on legal information.

Structure of the Session	Duration	Details	Notes	Related slides
Introduction activity What is public policy and law?	30min	Brainstorming/ Discussion	Linked to Presentation topic 1	2-3
Presentation Topic 1 Public policy and law: defining the concepts	30 min	Presentation		4-9
Participation Activity 2 Mapping the public policies of European countries	30 min	Brainstorming/ Discussion	Linked to Presentation topic 2	10
Presentation Topic 2 Public policies on SSE	30 min	Presentation		11-15
Participation Activity 3 National legislation regarding co-operatives	30min	Brainstorming/ Discussion	Linked to Presentation topic 3	16
Presentation Topic 3 The case of co-operatives	30min	Presentation		17-21

** This Session can be delivered by a scholar/instructor with knowledge of the concepts of public policies on Social and Solidarity Economy. The instructor should also be familiar with the national and European co-operative legislation.*

Instructions for the Presentation Topics

PRESENTATION TOPIC 1: Public policy and law: defining the concepts

Public policy and law influence most parts of our daily life and therefore their study can help us comprehend the way our political, social and economic system works. Starting with the definition, public policy is the decision made by the government to either act, or not act in order to solve an issue In other words, public policy is a goal-oriented decision and action, referring to what the government officials actually do and not what they have promised or intend to do. Although the governmental bodies are the official policy makers, in many instances non-governmental actors, such as NGOs or business owners may participate in the public policy cycle by providing information and offering their opinion on the upcoming public policy. The law, which informs us what we should and should not do, thus establishing a model of behaviour for its recipients (e.g. citizens, enterprises, local authorities etc) is a prominent tool to implement public policy goals (e.g. passing a law on worker co-operatives and facilitating their establishment in order to battle unemployment).

PRESENTATION TOPIC 2: Public policies on SSE

Over the years there has been an increase of local, national and European public policies targeting specific SSE actors or in some cases the whole Social and Solidarity Economy sector. This development is partly due to the democratic participation of the SSE actors in the policy-making processes (co-construction). The SSE public policies may prescribe - among other things- higher governmental bodies for the support of SSE (e.g. SSE secretariats), funding schemes, subsidies and technical assistance to the SSE actors. Also, SSE public policies may introduce new laws or reform already existing ones. In particular, a number of countries: a) have included provisions on the whole SSE sector or particular SSE actors in their national constitutions (e.g. Bulgaria, Portugal, Italy, Spain, Greece), b) have enacted a framework law (or a general law) on SSE, which defines the sector of SSE, its principles and values and also includes supportive measures for their development (e.g. Spain Greece, Portugal, France), c) have passed specific laws on particular SSE actors (e.g. Malta). On the one hand, such policies can create an enabling environment for the SSE. On the other hand, they may encourage the development of clientelism, the SSE actors' state dependency and may become short-lived each time a new leader or party takes power.

PRESENTATION TOPIC 3: The case of co-operatives

Most European countries have introduced co-operative - specific legal provisions and some of them may even refer to co-operatives in their national constitution.

Some of the issues usually regulated by national co-operative laws are:

the minimum number of members in order to be established (usually the minimum number of members in European co-operative laws is 3 – e.g. Italy, UK, Germany, Portugal)

- the co-operative's administrative organs (usually these are the general assembly, the board of directors and in some cases the supervisory council, elected by the general assembly)
- the one member- one vote principle (with exceptions in some cases)

- how the profits are distributed (usually there are limitations and conditions to profit distribution - e.g. France, Portugal, Italy, Spanish laws of Valencia, Galicia, Madrid and Extremadura)
- the formation of unions of co-operatives with an economic purpose and federations with sociopolitical goals, which enable co-operatives to work together and better promote their interests. Such provisions are found in many European countries (e.g. France, Spain, Portugal).

National co-operative laws prescribe co-operatives' activities within national borders, but European regulations allow for a wider scope. Individuals or legal entities from different member states of the European Economic Area can also set up a European co-operative society in order to undertake cross-border activities.

Instructions for the Participation Activities

INTRODUCTION ACTIVITY: What is public policy and law?

The instructor will ask the following questions and write the participants' answers on the whiteboard. He/she will then start a discussion on each topic.

Duration	Necessary equipment	Procedure
30 minutes	□ A whiteboard and a marker	Ask participants the following questions, while using the relevant slides. □ What do you think public policy is? *Through this question the trainer may open a discussion on what public policy is. He/she may refer to a list of examples and ask participants to identity which examples can be identified as public policies (e.g. the promise of the government to reform the educational system, the prohibition of abortion by law, the strategy plans of a private company). He/she may also use examples to encourage participants to reflect on how public policy affects the everyday life of an individual, a family, a business etc.* □ How would you define law? *Through this question the trainer may open a discussion on the way law imposes patterns of behaviour and actions on individuals and legal entities by offering examples from everyday life.*

PARTICIPATION ACTIVITY 2: Mapping the public policies of European countries

The participants will identify the typology of the public policies and reflect on their impact. The activity aims to enable the participants to read interactive maps, examine the variety of SSE public policies and start thinking critically on the policies' role in the SSE development.

Duration	Necessary equipment	Procedure
30 minutes	□ Pc/Laptops/Tablet/ smartphone with Internet Access. □ Pen and paper. □ Whiteboard and marker	□ Ask participants to visit the interactive map on public policies available at: http://www.socioeco.org/polpub_en.html □ Ask participants to examine the typology of public policies that is demonstrated in the map. □ Ask participants which public policies seem more useful to someone starting their own SSE enterprise and why.

PARTICIPATION ACTIVITY 3: The national legislation of co-operatives

The participants will be encouraged to identify the particular traits of their national legislation and reflect on how to access legal information on co-operative legislation.

Duration	Necessary equipment	Procedure
30 minutes	□ Pc/Laptops/Tablet/ smartphone with Internet Access. □ Pen and paper. □ Whiteboard and marker	□ Ask participants to locate their country's legislation on co-operatives based on pages 89-112 of the Study on the implementation of the Regulation 1435/2003 on the Statute for the European Co-operative Society (SCE). Final study. Executive summary and part I: Synthesis and comparative report which is available at https://op.europa.eu/en/publication-detail/-/publication/494bb15b-c34d-4bdf-8518-75d6bde38cbb □ Ask participants to identify the main traits of the national co-operative legislation of their country □ The trainer may ask participants to brainstorm and suggest any other potential tools/factors that may facilitate gaining knowledge on co-operative legislation (e.g. Government Gazette, the internet, the press,

MODULE 2

Establishment and Operation of an SSE Entity

This module covers how to choose the legal form and economic sector for your social enterprise, what the establishment procedures and strategic planning are, how to set up the founding group, and what we mean by management and governance systems.

Choosing the legal form and economic sector of a business is a decision of great importance for its success. The interested parties need to weigh the advantages and disadvantages of the legal forms that are prescribed in the national legislation. When choosing the economic sector/activity one must examine the situation in the market and the country's economy. The final decision depends on the social mission set by the social enterprise, as well as the experience and the skills of its members.

Other things that must be taken into consideration when setting up a social enterprise include establishment procedures in EU member states, national points of single contact and registration procedures. Strategic planning includes social business strategy planning, the logic model and the social enterprise balanced scorecard.

Establishing the founding team is one of the most critical factors for the viability and success of the fledgling enterprise. Knowledge of the steps to set up and operate any learning-learning group is essential to the success of the goal pursued.

The governance system primarily focuses on how a democratic firm's policy is established, how this information is communicated throughout the firm, while at the same time protecting the personal rights of its members. A properly functioning governance system clearly articulates the roles of the members, the Board of Directors and the management.

Structure of the Module

SESSION 4: Choosing Legal and Economic Field
By Vasilis Bellis & Ifigeneia Douvitsa

SESSION 5: Establishment Procedures and Strategic Planning
By Lazaros Angelou

SESSION 6: The Founding Group
By Andreas Oikonomou

SESSION 7: SSE Management and Governance
By Kostas Nikolaou

The word cloud generated by the texts of Session 4 (© Jason Davies).

SESSION 4
Choosing Legal and Economic Field

Choosing the legal form and economic sector of a business is a decision of great importance for its success. In particular, the interested parties need to weigh the advantages and disadvantages of the legal forms that are prescribed in the national legislation and take into account a number of factors before setting up their business (e.g. the nature of their business activity, the scale of operation, the necessary capital, the degree of risk and liability, the flexibility of inner governance, the profit distribution, the cost, procedure and governance regulation). In the particular case of social enterprises, the legal form of associations, co-operatives and share companies are the three most commonly used in European countries. Moreover, when choosing the economic sector/activity the situation of the market and the economy of the country must be examined. For social enterprises in particular the level of the welfare system, the development of civil society, the social finance market, and the country's dedicated public policies for social enterprises must be also examined. The final decision depends on the social mission set by the social enterprise, as well as the experience and the skills of its members. Social enterprises undertake activities in the following economic sectors: Business activities, Education, Community social services, Wholesale and retail trade, Health and social work, Personal service activities, Financial intermediation, Construction, Agriculture, Hunting, Forestry, Fishing, but the intensity from sector to sector varies in different countries.

OBJECTIVES

The participants in this Session:

- Will be introduced to the factors to be considered when setting up a business.
- Will gain an understanding of the legal forms that social enterprises use in Europe.
- Will gain an understanding of the social and industrial (economic) sectors in which social enterprises undertake activities.

LEARNING OUTCOMES

The participants in this Session will be able to:

- identify some of the most basic questions when setting up a business;
- classify social enterprises based on their legal form, as well as the social and the economic sector they develop activities in;
- read and interpret tables with legal information.

Structure of the Session	**Duration**	**Details**	**Notes**	**Related slides**
Introduction activity What to consider when choosing a legal form for a business	30 min	Brainstorming/ Discussion	Linked to Presentation topic 1	2
Presentation Topic 1 Factors to consider when choosing a legal form for your business	30 min	Presentation		3-8
Participation Activity 2 Mapping the legal forms of social enterprises in European countries	30 min	Brainstorming/ Discussion	Linked to Presentation topic 2	9
Presentation Topic 2 Choosing a legal form for your social enterprise	30 min	Presentation		10-15
Participation Activity 3 Choosing the social activities (social mission) and the industrial (economic) sector of a social enterprise	30 min	Brainstorming/ Discussion	Linked to Presentation topic 3	16
Presentation Topic 3 Choosing an economic and social sector	30 min	Presentation		17-19

* *This Session can be delivered by a scholar/instructor with knowledge on the concept of social enterprises and their classification based on their legal form and economic sector/activity.*

Instructions for the Presentation Topics

PRESENTATION TOPIC 1: Factors to consider when choosing a legal form for your business

Choosing the right legal form for your business is a process of weighing the advantages and disadvantages of all available legal forms prescribed by national legislation. Although this deliberation usually takes place during the initial phase of forming the business, the choice plays a significant role throughout its lifespan. Therefore, the nature of business activity, the scale of operation, the necessary capital, the degree of risk and liability, the flexibility of inner governance, the profit distribution, the cost, procedure and governance regulation are some factors to be considered during the decision-making process.

PRESENTATION TOPIC 2: Choosing a legal form for your social enterprise

The legal forms that can be used to set up a social enterprise vary from country to country. Nevertheless, they can be classified into four broad categories:

- **non-profit structures** (e.g. associations, foundations), which may be governed democratically or by managers and cannot distribute any profits to their members
- **co-operatives**, which are enterprises owned, democratically controlled and run by and for their members with the purpose of covering their common economic, social, and cultural needs and aspirations
- the **social enterprise** legal forms (e.g. in Italy and France there is a social enterprise legal form which is based on adaptations of the co-operative legal form)
- **share companies**, which are owned and controlled by their shareholders and may trade in the market for a social purpose.

Based on the above categorisation, the three most commonly used legal forms for social enterprises in the European countries are associations, co-operatives, and share companies.

PRESENTATION TOPIC 3: Choosing an economic and social sector.

The factors influencing the choice of social sector for the development of the social enterprise's activities include:

1. The level of the welfare system of the country
2. The development of civil society

3. The social finance market
4. The dedicated public policies in each country

Finally, the social mission that will be set by the social enterprise will define the social sector where it will develop its activities.

The factors influencing the choice of the industrial (economic) sector include:

1. The situation in the market and the economy of the country
2. The experience and the skills of the social enterprise's members.

The above-mentioned factors explain why the relative distribution of social enterprises' activities among the various sectors differs from country to country.

The social sectors where the social enterprises develop activities are:

1. Social and economic integration of the disadvantaged and excluded (such as work integration and sheltered employment).
2. Social services of general interest (such as long-term care for the elderly and for people with disabilities; education and childcare; employment and training services; social housing; health care and medical services.)
3. Other social and community services e.g. counselling, youth outreach, micro finance, temporary housing for the homeless etc.
4. Public services e.g. maintenance of public spaces, transport services, refuse collection, rehabilitation of ex-offenders etc.
5. Land-based industries and the environment e.g. reducing emissions and waste, recycling, renewable energy etc.
6. Cultural, tourism, sport and recreational activities
7. Practicing solidarity with developing countries (such as promoting fair trade).

The economic sectors where the Social enterprises develop activities are:

1. Business activities
2. Education
3. Community social services
4. Wholesale and retail trade
5. Health and social work
6. Personal service activities
7. Financial intermediation
8. Construction
9. Agriculture, Hunting, Forestry, Fishing

Instructions for the Participation Activities

INTRODUCTION ACTIVITY: What to consider when choosing a legal form for a business

Description of the activity: The instructor will ask the following questions and write the participants' answers on the whiteboard. He/she will then start a discussion on each topic.

Duration	Necessary equipment	Procedure
30 minutes	□ A whiteboard and a marker	Ask participants the following questions, while using the respective slides. □ Is choosing a legal form an important decision? *Through this question the trainer may open a discussion on why deciding on the right legal form is not a decision to be taken lightly, while emphasising the fact that such a choice dictates certain rules to be followed regarding the way the business is governed, established, taxed etc.* □ If you were to start your own business, what would be the first things that you would consider when choosing a legal form? *Through this question the trainer may open a discussion on listing some of the crucial factors that need to be taken into account before choosing the*

PARTICIPATION ACTIVITY 2: Mapping the legal forms of social enterprises in European countries

The participants will become familiar with the most commonly used legal forms of social enterprises in their countries and will be encouraged to describe their main traits.

Duration	Necessary equipment	Procedure
30 minutes	□ PCs/smartphones/ tablets with internet connection	□ Ask participants to examine the table 4.3 "Three most commonly used legal forms by social enterprises" (page 43-44) and table 4.4 "Comparison between EU defined social enterprises and other institutional definitions used to define social" (page 45-46) of the European Commission study available at the following link: http://www.euricse.eu/wp-content/uploads/2015/11/Synthesis-report-FINAL.pdf □ Ask participants to identify which are the most common legal forms used by social enterprises in their countries based on table 4.3 and what their main traits are based on table 4.4

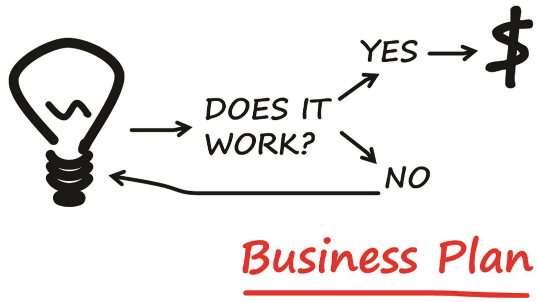
PARTICIPATION ACTIVITY 3: Choosing the social activities (social mission) and the industrial (economic) field of a social enterprise

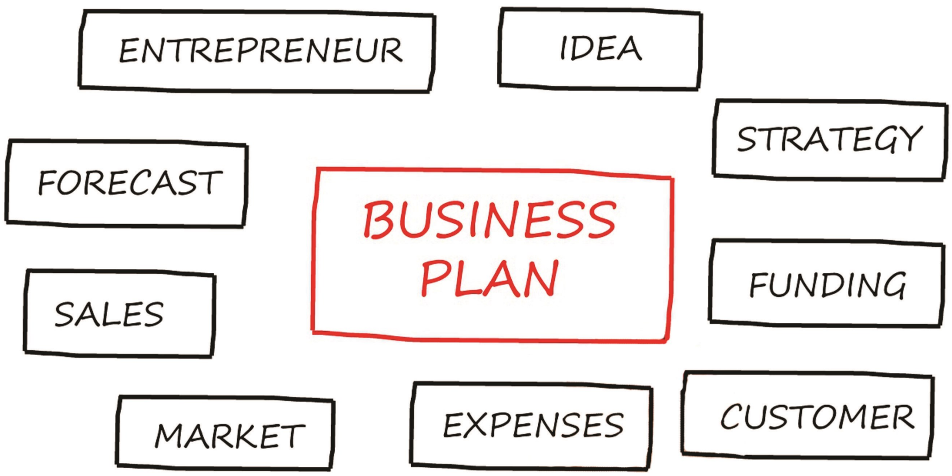
The participants will become familiar with:

- The factors influencing the choice of social and economic sector of a social enterprise
- The social most commonly chosen sectors for social enterprises
- The most commonly chosen industrial (economic) sectors for social enterprises

Duration	Necessary equipment	Procedure
30 minutes	□ PCs/smartphones/ tablets with internet connection	□ Ask participants to examine Box 11 (page 37) of the study found here: https://op.europa.eu/en/publication-detail/-/publication/cc9e291c-517c-4c64-9f29-428b34aea56d/language-en/format-PDF/source-112155569, and identify the 5 most common social sectors for social enterprises. □ Ask participants to examine Box 4.1 (page 34) of the study available here: https://op.europa.eu/en/publication-detail/-/publication/b556d0e5-8907-11e5-b8b7-01aa75ed71a1/language-en/format-PDF/source-112155686, and note the 3 main industrial sectors where the social enterprises develop their activities in each country of the box 4.1. □ Ask participants to express their opinion about the reasons for the differences observed between the various countries. □ Ask participants to examine the fig 2.1. (page 10) of the study "A map of social enterprises and their eco-systems in Europe: Synthesis Report" and describe the 3 dimensions of a social enterprise.

Residents of Marine Corps Air Station Iwakuni, Japan, watch chestnut factory workers size and sort "Ganne-guri" during a chestnut picking trip in Ganne Miwa-cho, Iwakuni City, Oct. 22, 2015. The Japan Agricultural Cooperatives' Yamaguchi East (JA Yamaguchi East) in Iwakuni City hosted the trip for station residents and locals to experience the chestnut picking process from beginning to end (© MCAS Iwakuni).





A business plan is a written document that describes your business and, more specifically, what you plan to do and how you plan to do it. Business plans are strategic by their nature and are the first step towards success (© Needpix and Needpix).

SESSION 5
Establishment Procedures and Strategic Planning

This session aims to familiarise participants with the steps one must take before being able to enter the SSE market. Firstly, the session deals with registration and establishment procedures, showing participants where to find the necessary information and where to make their application, while also emphasising the importance of taking licensing complexity costs into account. The session then goes on to discuss strategic planning, how to formulate, implement and monitor a strategic plan, how to present it through a logic model, and finally how to monitor and assess progress and success, through the use of a social enterprise balanced scorecard.

OBJECTIVES

The participants in this Session:

- establishment procedures in EU countries, the competent authorities, and time and cost aspects of registration and license issuing
- strategic planning, its basic formulation and importance for a social enterprise
- the logic model as a framework for establishing and monitoring a strategic plan

LEARNING OUTCOMES

The participants in this Session will be able to:

- get the necessary licenses from the relevant authorities, while taking into account the related time and cost aspects
- explain the usefulness of a strategic plan and it basic phases
- use the steps defined by the logic model to implement, monitor, and evaluate a strategic plan

Structure of the Session	Duration	Details	Notes	Related slides
Presentation Topic 1 Establishment procedures	15 min	Presentation		2-3
Participation Activity 1 Establishment procedures in EU Countries	25 min	Assignment	Linked to PT1	4
Participation Activity 2 Starting Establishment procedures in EU countries	15 min	Assignment	Linked to PT1	5
Presentation Topic 2 What is Strategic Planning? Steps	15 min	Presentation		6
Participation Activity 3 Strategic Planning: Formulation	15 min	Assignment	Linked to PT 2	7
Presentation Topic 3 Strategic Planning: Phases	15 min	Presentation		8-13
Participation Activity 4 SWOT Analysis	15 min	Assignment	Linked to PT 3	14
Presentation Topic 4 The Social Business Logic Model	15 min	Presentation		15-16
Participation Activity 5 The Social Business Logic Model	15 min	Assignment	Linked to PT 4	15-16
Presentation Topic 5 The Social Business Balanced Scorecard	15 min	Presentation		17
Participation Activity 6 Kaplan & Norton Balanced Scorecard amendment to a Social Business Balanced Scorecard	15 min	Assignment	Linked to PT 5	18-19

** This Session can be delivered by a scholar/instructor with knowledge of establishment and registration procedures for SSE businesses in EU countries. Additionally he/she must have knowledge of strategic planning, formulation, implementation and monitoring, particularly of the logic model and balanced scorecard tools.*

Instructions for the Presentation Topics

PRESENTATION TOPIC 1: Establishment Procedures

In this topic participants will be introduced to essential aspects of the legal framework concerning business establishment in EU countries. This includes establishment and registration procedures, as well as National Points of Single Contact. Time and cost aspects of registration and issuing of licences and permits are also mentioned, and the instructor must stress the importance of taking such factors into consideration and planning for related delays and obstacles.

PRESENTATION TOPIC 2: What is Strategic Planning?

Taking its cue from the preceding activities, this topic introduces the concept of strategy planning. The instructor will discuss its uses and implementations, while discussing and stressing its importance for social enterprises in particular. The basic phases of strategic planning are also presented before they are analysed in Presentation Topic 3.

PRESENTATION TOPIC 3: Phases of Strategic Planning

Short Description: Taking a deeper look into strategic planning, this topic allows the instructor to present the basic phases of strategic planning: initial assessment, planning, implementation, monitoring, evaluation, and corrective actions.

PRESENTATION TOPIC 4: The Logic Model

This topic presents the logic model as a framework for the formulation, implementation, monitoring/evaluation and informed decision-making of a social strategic plan. Its five elements, inputs, activities, outputs, outcomes, and impact are presented, as well as its use as a management tool during the strategic plan's implementation phase, especially concerning its cost, efficiency and effectiveness.

PRESENTATION TOPIC 5: The Social Enterprise Balanced Scorecard

This topic aims to familiarise participants with the balanced scorecard. As this tool was initially developed for the needs of corporate business, a variant has been created to accommodate social enterprises. The instructor will stress the usefulness of the Social Enterprise Balanced Scorecard for measuring the performance of social enterprises, as well as its practical applications.

Instructions for the Participation Activities

PARTICIPATION ACTIVITY 1: Establishment Procedures in EU countries

The participants will be asked to go to the list of Procedural Steps and, in a time limit of 15 min, copy a) three pre-registration and three registration procedural steps, b) three time consuming pre-registration procedural steps. Then for 10 minutes a discussion will follow on the answers given by participants and what the correct answers should be.

Duration	Necessary equipment	Procedure
25 minutes	□ A computer/laptop connected to a projector for presentation purposes and computers/ laptops for each participant connected to the internet and with a word processor and spreadsheet program.	□ Announce the exercise. Ask the participants to go to the list of Procedural Steps and, in a time limit of 15 min, copy a) three pre-registration and three registration procedural steps, b) three time consuming pre-registration procedural steps. Then for 10 minutes discuss the answers given by the participants and what the correct answers should be.

PARTICIPATION ACTIVITY 2: Starting establishment procedures in EU countries

Participants are asked to find the PSC of their country and identify the necessary procedural steps.

Duration	Necessary equipment	Procedure
15 minutes	□ One computer connected to a projector for presentation purposes. Computers/ Laptops/Smartphones with internet access and a word processor.	Announce the exercise (use slide 9). Ask participants to: □ Select the appropriate legal structure for your business. □ Go to https://ec.europa.eu/growth/single-market/services/services-directive/in-practice/contact_en and find the Single Point of Contact for your country. □ Follow the procedural steps described at the relevant pages and copy the titles of three pre-registration and

PARTICIPATION ACTIVITY 3: Strategic Planning: Formulation

Participants will visit the sites of Oxfam, WWF and Creative Commons and copy their vision and mission statements.

Duration	Necessary equipment	Procedure
15 minutes	□ One computer connected to a projector for presentation purposes. Computers/ Laptops/Smartphones with internet access and a word processor for each participant.	□ Ask participants to visit the sites of Oxfam, WWF and Creative Commons and copy their vision and mission statements.

PARTICIPATION ACTIVITY 4: The phases of Strategic Planning : SWOT Analysis

Participants will be asked to write down the basic ingredients of SWOT Analysis, what does each one mean, its relation to the internal and external environment and where does SWOT Analysis lead.

Duration	Necessary equipment	Procedure
15 minutes	□ One computer connected to a projector for presentation purposes. □ Computers/Laptops/ Smartphones with internet access and a word processor for each participant.	□ Ask participants to write down the basic ingredients of SWOT Analysis, what does each one mean, it's relation to the internal and external environment and where does SWOT Analysis lead.

PARTICIPATION ACTIVITY 5: The Social Business Logic Model

Participants are asked to write down what a Social Business Logic Model is, its critical elements and its use as a management tool.

Duration	Necessary equipment	Procedure
15 minutes	□ One computer connected to a projector for presentation purposes. □ Computers/Laptops/ Smartphones with internet access and a word processor for each participant.	□ Ask participants to write down what a Social Business Logic Model is, it's critical elements and its use as a management tool.

PARTICIPATION ACTIVITY 6: The Social Enterprise Balanced Scorecard

Participants are asked to visit the site of the Open University and retrieve information concerning the Social Enterprise Balanced Scorecard.

Duration	Necessary equipment	Procedure
15 minutes	□ One computer connected to a projector for presentation purposes. □ One computer for each participant connected to the internet and with a word processor	□ Announce the assignment (use slide 30). Ask participants to: □ Visit https://www.open.edu/openlearn/money-business/sustainable-innovations-enterprises/content-section-3.2.4 □ Find the three changes that were introduced to amend the original Kaplan and Norton Balanced scorecard to a social enterprise model. □ Where do social enterprises begin from? Why do social enterprises demand more complex management systems? How is this best demonstrated? □ Leave 10 minutes for participants to complete the assignment □ Discuss the answers (5 min). □

Always start with an innovative idea. But if you want this idea to become a profitable business, then you should immediately start studying the competition, designing your business plan, building your team, setting your goals and envisaging your marketing strategy (© Pixabay).

TEAM SUCCESS

Teamwork is one of the most important factors for success. The team is developing and operating as it implements its action plans to achieve its goals that will bring it ever closer to success. In this framework, team members will be invited to play complementary roles in order to harmoniously share and successfully accomplish tasks and of course take on the responsibilities that come with each role (© Pixabay, processed by I. Pissourios).

SESSION 6
The Founding Group

Establishing the founding team of a collaborative venture is one of the most critical factors for the viability and success of any Social Solidarity Economy (SSE) scheme. Similarly, knowledge of the steps for setting up and operating any learning-learning group is essential to the success of the goal pursued. The purpose of this module is to familiarise trainees with key concepts related to the construction of an effective and efficient SSE team and to group dynamics in general. Both the theoretical and practical dimensions of the composition and operation of a co-operative group will be presented. This requires everyone involved to actively contribute with all their potential and experience to the educational process. The session is designed to follow the teambuilding and operation process, in order to serve as a practical EXAMPLE of the work the participants will later be called upon to carry out.

The videos provided serve as a lighthearted and accessible way to get a picture of the general idea of the lesson. Engaging trainees in activities that require their active involvement and interaction is an appropriate step in adult education. Crucially, the experiential way of understanding the difference between individual work and small group work is the only appropriate way of establishing communication, interaction, and collaboration within a team. Finally, an easy and appropriate activity can prepare people to adopt relevant positive attitudes that will lead them to want to willingly operate within the team.

OBJECTIVES

The participants in this Session:

- will be introduced to the concepts of group, team, teamwork, the characteristics/functions of a group, and the roles of its members
- will gain a solid understanding of the concepts in an experiential way through practical activities that will empower them to apply the concepts in practice
- in order to achieve this goal, activities for couples, small groups and the full class have been designed

LEARNING OUTCOMES

The participants in this Session will be able to:

- define the concepts of group, team, collaboration, sharing, and role, and describe the building phases of a group
- identify the practical benefits of excellent collaboration for the team members
- describe the complementary roles that must be covered if a group is to function effectively and efficiently and explain their practical implications

Structure of the Session	Duration	Details	Notes	Related slides
Participation Activity 1 From the individual to the group	30 min	Teamwork		2-4
Presentation Topic 1 The Group and its characteristics	15 min	Presentation		5-7
Participation Activity 2 What are the characteristics of a group?	30 min	Brainstorming/ Discussion		8-9
Presentation Topic 2 Roles of group members	15 min	Presentation		10-14
Participation Activity 3 White Tower	35 min	Teamwork		15-16
Presentation Topic 3 Phases of a group's evolution and its functions	15 min	Presentation		17-20
Participation Activity 4 Are you a group?	40 min	Brainstorming/ Discussion		21-22

* *This Session can be delivered by a scholar/instructor with knowledge a) on adult education and b) on the concepts of group dynamic and the effective function of a working team. He/she should also have an understanding of the Social Solidarity Economy.*

Instructions for the Presentation Topics

PRESENTATION TOPIC 1: The Group and its characteristics

A clear, comprehensive and complete definition is of great use when trying to understand a concept. Of course, this alone is not enough; familiar examples where the concept is applied in an intuitive way to everyday life are a necessary accompaniment. Furthermore, a good definition must be linked to other relevant concepts and lend itself to the formulation of propositions and theories describing diverse relationships, phenomena and situations both natural and social. In our case, it is necessary to understand the nature of the group and distinguish it from the simple gathering of individuals, but also from the more demanding version of the team. It is also useful to understand the different groups formed to satisfy the various facets of human social life. This knowledge is essential to understanding the central theme, the Social Solidarity Economy, not as a mere economic partnership, but as a process whose qualities are defined by a particular set of core values without which the SSE loses the purpose of its existence. This topic helps participants understand this through discussion of group characteristics, but also through the experiential exercise that invites them to consider groups they might already belong to. People spend a lot of time in groups; understanding the types of groups you are already a part of and what purpose these groups serve can help you fulfill your role within them productively.

PRESENTATION TOPIC 2: Roles of group members

As the implementation of the action plan is set into motion, bringing the realisation of the goals and visions ever closer, the team is also developing along the way. During this process of development, team members are invited to fulfill complementary roles in order to harmoniously allocate tasks and responsibilities and contribute to success in the way expected of them depending on their role.

This complex function of the team in the execution of a particular project can be effectively understood through the engagement of participants in an experiential simulation, in which each will be asked to play a role in order to successfully complete a task. The subsequent discussion will allow critical reflection on the more spontaneous behaviours that emerged during the exercise, revealing knowledge, skills and (consistent or inconsistent) attitudes, as well as the assessment of their positive or negative contribution to the smooth development of the team.

Based not on their thoughts and intentions but on the outcome, a short, simple and playful educational activity can be all it takes for every trainee to realise the usefulness of joining a group. It can also reveal qualities in other team members and help evaluate whether all team members together are a productive (efficient and effective) problem-solving tool. Finally, it is important to understand that when people come to a group to promote their individual agenda above the group's agenda, they do not communicate in ways that are beneficial to the group.

PRESENTATION TOPIC 3: Phases of a group's evolution and its functions

Groups that form to achieve a task often go through five stages (Forming, Storming, Norming, Performing, and Terminating) and, in order to improve organisational performance, the group performs six functions: 1) Assignment of Roles 2) Group Norms and

Conformity 3) Group Cohesiveness 4) Group Decision-Making 5) Informal Group Communication and 6) Informal Leadership. A complete understanding of the functioning of a productive group that operates within the Social Solidarity Economy emerges, on the one hand, from knowledge of each of its individual functions and, on the other, from a critical reflection by the participants on the achievements of other groups they participate in. Their participation in this course and this session in particular, combined with their previous experiences of participating in groups, gives them the stimulus to evaluate and reflect on the development of their SSE group. This way they can identify weaknesses they can work on improving, but also appreciate how satisfied they are with some of their functions or positive behaviours. It is therefore useful for trainees to focus on one of their functions and discuss the extent to which they have succeeded in being efficient and effective. Focusing on small groups at the outset and comparing and discussing their results then enables participants to evaluate, from the degree of convergence or not, whether in their opinion the program and especially this course have produced good results.

Instructions for the Participation Activities

PARTICIPATION ACTIVITY 1: From the individual to the group

Through a process of moving from individual work to the group, participants will appreciate the value of group work.

Duration	Necessary equipment	Procedure
30 minutes	□ Pen and paper	Using the relevant slide, the instructor will ask participants the following question □ What is best when trying to come up with new ideas on a topic? Working alone or in a team? Before answering this question let's work as follows: 1. Working on your own, note how many ways you can think of to use a newspaper. *Each person usually finds 4-5 ways.* 2. Now form pairs and make a common list. *Together each pair usually sums up 6-7 ways.* 3. Join another pair to make groups of four and make a common list.

Duration	Necessary equipment	Procedure (cont.)
30 minutes	□ Pen and paper	4. Now sum up the ideas of the whole class. *If there are 4 groups of four, they are expected to find a total of 20-25 different ways.* Through this exercise the trainer may open a discussion on the differences between individual work and group work. The results of the exercise should lead to the obvious conclusion: A systematically working group

PARTICIPATION ACTIVITY 2: What are the characteristics of a group?

Brainstorming on group characteristics

Duration	Necessary equipment	Procedure
30 minutes	□ A whiteboard and a marker	□ Using the relevant slide, the instructor asks the following question and writes all answers on the whiteboard: - Which groups do each of you belong to? □ Having recorded all the different groups, the class works together to find a rule by which to classify them. □ Afterwards, the trainer may open a discussion on the characteristics of different groups, asking what common traits connect them all. □ Formalisation of the knowledge.

PARTICIPATION ACTIVITY 3: White Tower

Participants are called upon to work in groups in order to achieve a specific aim.

Participation Activity 4: Are you a group?

Duration	Necessary equipment	Procedure
35 minutes	□ 6 sheets of A4 paper and one adhesive tape for each team.	□ Participants form groups of four or five and each group is given 6 sheets of A4 paper and adhesive tape. □ The groups then have 8 minutes to “build” a 1m high tower each, using the materials provided. □ Afterwards the groups present to the class the way that the members worked, the role everyone played, the disputes that may have occurred etc. □ FInally, the educator may start a discussion on the characteristics of different groups. □ Formalisation of the knowledge

Brainstorming/Discussion

Duration	Necessary equipment	Procedure

40 minutes	□ Pen and paper.
	□ Whiteboard and marker.
		□ The instructor will ask the following questions:
		  □ Are all of you a group?
		  □ If so, what are its features and what phase are you in?
		  □ What preceded it?
		□ The participants respond to the questions and the educator summarises the answers on the whiteboard.
		□ Afterwards, the trainer may start a discussion on the evolution of a group, highlighting elements of the class' development as a group.
		□ Formalisation of the knowledge.

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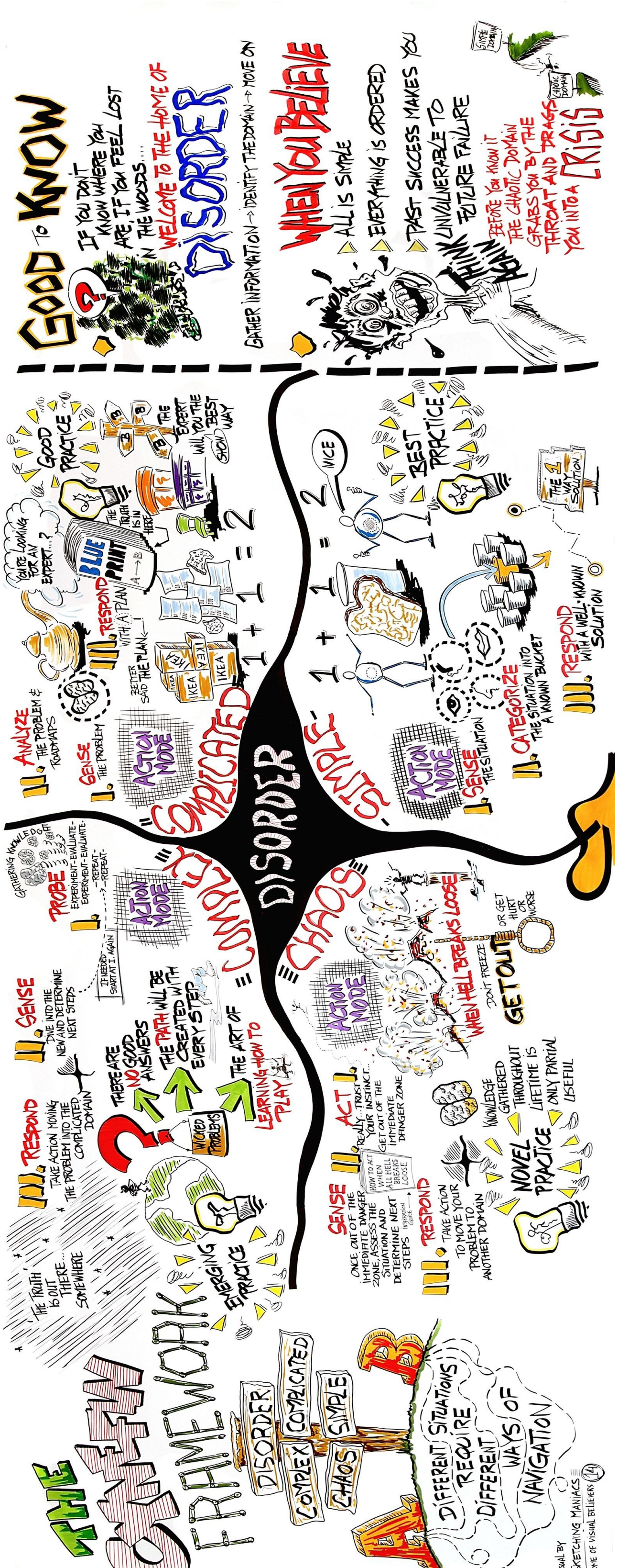
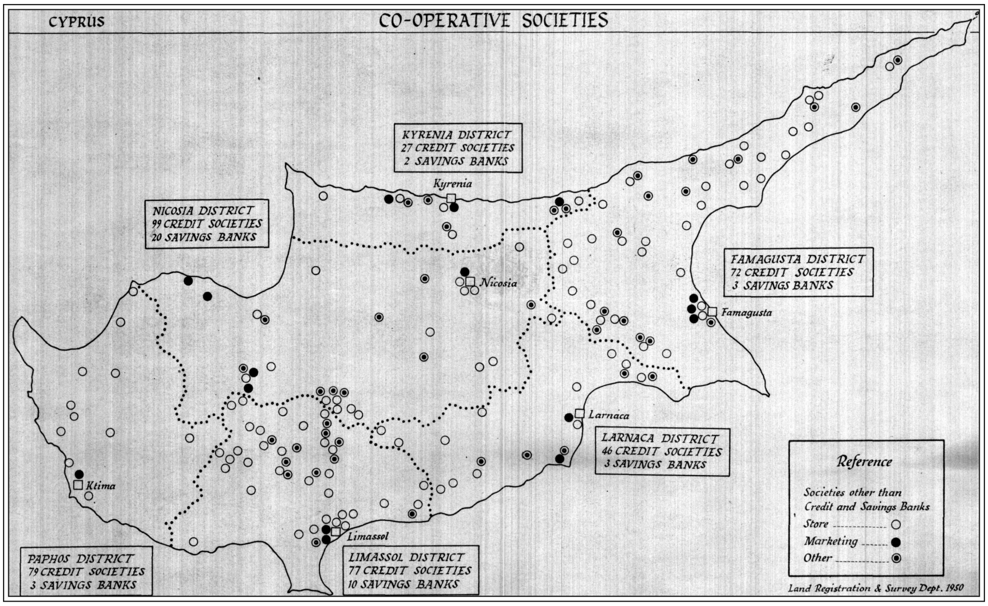
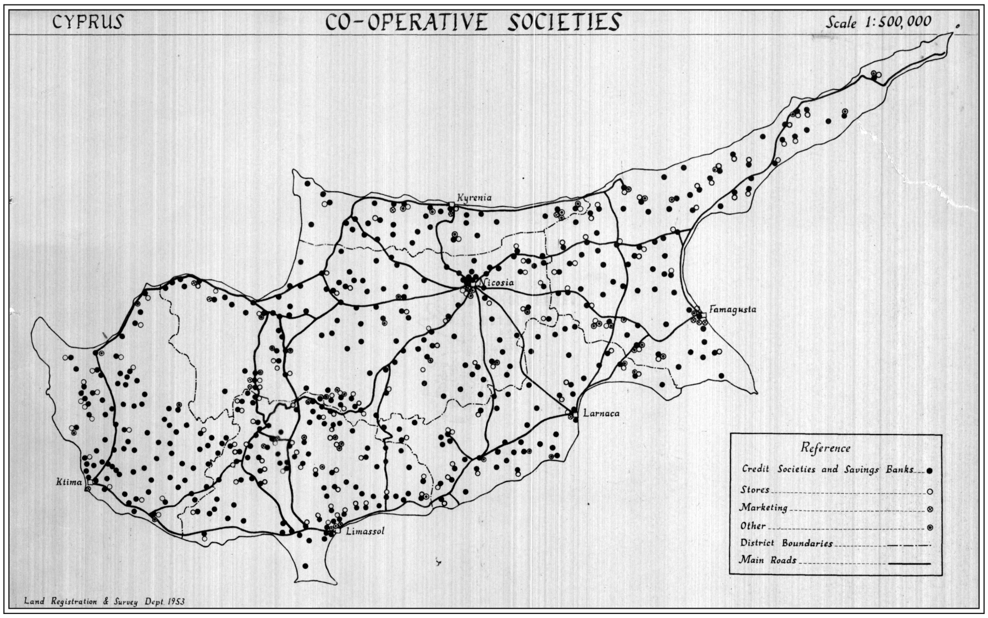


Teamwork inevitably includes group decision-making and this is not always an easy task, as presented in this sketch of the Cynefin framework (© Edwin Stoop).





Co-operatives and Social Solidarity Economy are not new concepts in Cyprus. These two maps reveal the geography of co-operative societies in 1950 and 1953 respectively (© Department of Lands and Surveys).

SESSION 7

SSE Management and Governance

Co-operatives and Social Solidarity Economy (SSE) entities are built on a framework of democracy. An effective governance system provides the means to exercise member rights. The governance system primarily focuses on how a democratic firm's policy is established, how this information is communicated throughout the firm, and works to protect the personal rights of the members. It provides the means for dealing democratically with matters of organisational direction and policy. This session is meant to offer guidelines for the design of governance systems that help a co-operative avoid the twin traps so many democratic firms fall into: either so much structure and bureaucratic procedure that members cannot actually use the power they formally have, or so little structure that there is no available means to make a difference. We seek, instead, structures that empower people. A properly functioning governance system clearly articulates the roles of the members, the Board of Directors and the management.

OBJECTIVES

The participants in this Session:

- Will gain an understanding of the social feasibility and the comparative advantages of SSE entities.
- Will be introduced to the closely related concepts of co-operative management and governance.
- Will investigate the roles of the members, the Board of Directors and the management in a co-operative.

LEARNING OUTCOMES

The participants in this Session will be able to:

- determine the social feasibility and comparative advantages of SSE
- define and distinguish what co-operative management and governance is
- use the various systems of co-operative management and governance

Structure of the Session	Duration	Details	Notes	Related slides
Presentation Topic 1 Social Feasibility and SSE Comparative Advantages	15 min	Presentation		2-6
Participation Activity 1 Debate on advantages and disadvantages of co-operatives	30min	Debate/ Discussion	Presentation of participants' ideas and arguments regarding the advantages and disadvantages of co-operatives	7-9
Presentation Topic 2 SSE Governance	20 min	Presentation		10-15
Participation Activity 2 What are the key differences in democratic governance between the different types of co-operatives?	40 min	Brainstorming/ Discussion	Presentation of participants' views regarding the key differences in co-operative governance	16-17
Presentation Topic 3 SSE Management	20 min	Presentation		18-20
Participation Activity 3 What are the key roles and responsibilities of the bodies (general assembly, board of directors) and management in co-operatives?	40 min	Role playing game	Presentation of participants' views regarding the roles of co-operative bodies and management	21-23

** This Session can be delivered by a scholar/instructor with knowledge on the concepts of management and governance. The instructor should also be familiar with the classification of management and governance systems. He/she should have an understanding of the changing landscape of management and governance in Europe in recent years.*

Instructions for the Presentation Topics

PRESENTATION TOPIC 1: Social Feasibility and SSE Comparative Advantages

This topic presents and discusses the social feasibility and the comparative advantages of social solidarity economy entities. Giving people ownership of the businesses that they are closest to - whether as employees, as customers or as suppliers - has a triple effect. Sharing ownership gives people a stake, creating greater engagement, interest and concern for the long term interests of the business. Sharing ownership boosts productivity by making employees and suppliers more likely to work harder to support the business. Studies consistently show that the commitment that ownership brings boosts productivity because people are invested, emotionally and financially, in the business. Sharing ownership harnesses innovation, by giving those who understand the business best a reason to contribute to its development. When these people are also the owners there is an incentive, and a reward, for contributions (Co-operatives UK, 2017).

PRESENTATION TOPIC 2: SSE Governance

This topic presents and discusses the concepts of governance in Social Solidarity Economy (SSE). A properly functioning governance system clearly articulates the roles of the members, the Board of Directors and the management. If the governance system is to function well, the responsibilities of these groups must be clear, and the groups must have real decision-making power. While each co-operative and its culture is unique, generally the roles of each of these groups fall into this general form: The members are responsible for all corporate matters and significant policy matters. Additionally, the by-laws can specify issues that should be addressed by the membership as a whole. The Board of Directors is responsible for all policy and governance matters not handled by the membership. Specifically, they select key managers, approve the budget, and set the strategic direction of the firm. Management is responsible for carrying out the regular business of the firm. (ICA Group, 2019).

PRESENTATION TOPIC 3: SSE Management

This topic presents and discusses the concepts of management in Social Solidarity Economy. The co-operative method of business management is modeled after participatory democracy: depending on their size, co-operative members not only vote for their board members or representatives but directly participate in the management and decision-making process of the business. Management is responsible for carrying out the regular business of the firm. There are many different styles of management although there are significant benefits in terms of productivity and performance if they employ democratic management practices. Management has considerable say in how the work of the co-op is carried out, and often will generate or review policy proposals for the board and membership, but they do not have the authority as managers to set policy. (Participedia, 2019).

Instructions for the Participation Activities

PARTICIPATION ACTIVITY 1: Debate on advantages and disadvantages of co-operatives

The instructor will request the creation of six groups by the participants, three of them for the advantages of co-operatives and three for the disadvantages. Each group discusses its arguments. The instructor coordinates a debate with all groups.

Duration	Necessary equipment	Procedure
30 minutes	□ Computers/ smartphones with internet access. □ Pen and paper. □ Whiteboard and marker.	□ Ask the participants to create six groups. Three for the advantages of co-operatives and three for the disadvantages, based on the text "Advantages and Disadvantages of Co-operative Societies" https://accountlearning.com/advantages-disadvantages-of-cooperative-societies □ Each group discusses 5 or 6 advantages or disadvantages and formulates its arguments. □ The instructor coordinates a debate, where all the groups present their arguments and discuss with each other.

PARTICIPATION ACTIVITY 2: What are the key differences in democratic governance between the different types of co-operatives?

The instructor will ask participants to form groups of five and answer the key question. The instructor coordinates a discussion in the plenary. Afterwards, the participants (again in groups) discuss their changes in knowledge and understanding.

Duration	Necessary equipment	Procedure
40 minutes	□ Pen and paper. □ Whiteboard and marker	□ Participants form groups of five and look for the answer to the question: What are the key differences in democratic governance between the different types of co-operatives? □ In the search for differences, emphasis is placed on small, medium and large co-operatives. For example: a small co-operative of 5-10 members, a workers' co-operative of 50 members and a social consumer co-operative of 300 members

Duration	Necessary equipment	Procedure (cont.)
40 minutes	□ Pen and paper. □ Whiteboard and marker	□ The instructor then coordinates a discussion by presenting all views in the plenary. □ In the same groups, participants discuss the following observations: Has our knowledge and understanding changed?

PARTICIPATION ACTIVITY 3: What are the key roles and responsibilities of the bodies (general assembly, board of directors) and management in co-operatives?

The instructor will ask participants to form three groups: one representing the general assembly, one the board of directors and one the management. The instructor coordinates a role playing game in the plenary. The participants discuss and argue their roles.

Duration	Necessary equipment	Procedure
40 minutes	□ Pen and paper. □ Whiteboard and marker	□ Ask the participants to form three groups representing the general assembly, the board of directors and the management. □ Separately, each group discusses all its possible responsibilities. □ The instructor then coordinates a role playing game of three groups in the plenary. □ During the role playing game, the participants discuss and argue their roles.

MODULE 3
Economic and Social Aspects

This module includes a presentation of financing needs and sources of funding, a description of social business planning and social impact and the role of social franchising in sustainability and expansion.

One of the major obstacles usually mentioned as impeding SSE development is access to finance. In order to facilitate access to finance, capacity building services would be needed both toward SSE enterprises and financial providers. In essence, though, when those are in place, SSE entities may indeed have access to a wider spectrum of potential funding sources than conventional enterprises.

A social business plan is a basic instrument for a social enterprise, i.e., the basic elements that constitute a social business plan which should reflect the major characteristics of a social enterprise. While in mainstream businesses the basic target is profit maximisation, in the social solidarity economy the focus is on improving the living conditions of the local community. Hence, it is important to understand the significance of social impact as a notion and primarily as a practice.

Even though it has been common in the commercial economy for a long time, franchising is quite a new concept to the social economy sector. Transferral of the concept and practice requires a lot of changes to the definitions and arrangements within franchising agreements, in order to prove effective as well as relevant to the social purpose of the SSE. However, when done correctly, social franchising presents a great opportunity.

Structure of the Module

SESSION 8: SSE Funding

By Yiorgos Alexopoulos

SESSION 9: Social Business Plan and Social Impact

By Athanasios K. Devetzidis

SESSION 10: Social Franchising

By Venetia Barbopoulou

Funding might be the single most important challenge for SSE entities (© SME Loans, processed by I. Pissourios).

SESSION 8
SSE Funding

One of the major obstacles usually mentioned as impeding SSE development is access to finance. While SSE enterprises, especially in times of economic distress and credit rationing, face problems similar to any other micro and/or SME, their distinct nature, business models and objectives pose additional challenges in their attempts to have access to appropriate funding services and products. In most cases, their not-for-profit business models are not easily understood by conventional financial intermediaries, and usually they are considered as high-risk ventures. Moreover, in some cases, while their social problem solving orientation equips members with a very good understanding of what needs to be done, their limited entrepreneurial skills and technical knowledge often deprives them of arguments that would prove how things could be done in a sustainable and feasible way. Thus, in order to facilitate access to finance, capacity building services would be needed both toward SSE enterprises and financial providers. In essence, though, when those are in place, SSE entities may indeed have access to a wider spectrum of potential funding sources than conventional enterprises. The session, thus, is structured to address the aforementioned topics. More specifically, it explains the challenges SSE entities face in their attempts to access appropriate funding; presents and analyses available and potential funding sources; and concludes with insights on efficient capital management and good funding practices. Presentation topics are supported by four interactive activities to facilitate students' uptake of the introduced notions and information and enable them to deepen their understanding on the role of funding in SSE development.

OBJECTIVES

The participants in this Session:

- Will understand the importance of non-financial support services as a means to facilitate access to finance for SSE entities.
- Will be introduced to the diverse funding sources SSE may tap into in order to finance their business models.
- Will be able to identify appropriate financial mechanisms and tools and assess risks and benefits deriving from their use.

LEARNING OUTCOMES

The participants in this Session will be able to:

- Define the different challenges SSE entities face according to their development stage.
- Identify appropriate funding sources for SSE entities.
- Assess (the quality of) available financial mechanisms and tools and understand which are the pros and cons from their use.

Structure of the Session	Duration	Details	Notes	Related slides
Introduction activity Which are the most important challenges SSE entities face?	20 min	Brainstorming/ Discussion	Presentation of participants' ideas	2
Presentation Topic 1 Financing (and non-financing) needs	30 min	Presentation		3-8
Participation Activity 2 Let's revisit reported challenges. Access to finance or access to markets?	20 min	Brainstorming/ Discussion	Presentation of/ discussion on participants' ideas	9
Presentation Topic 1 Financing needs (II)	10 min	Presentation		10
Presentation Topic 2 Funding sources [A] - Financial suppliers for SSE	20 min	Presentation		11-12
Participation Activity 3 Map funding sources dedicated to financing SSE entities!	25 min	Handout/ Discussion	Discussion on participants' ideas	13
Presentation Topic 3 Funding Sources [B] Financial instruments & tools	30 min	Presentation		14-18
Participation Activity 4 Debt vs Equity	25 min	Brainstorming/ Discussion	Discussion on participants' ideas	19

* *This Session can be delivered by a scholar/instructor with knowledge on the concepts of co-operative economics and/or social finance. The instructor should also be familiar with the role non -financial support services play in facilitating SSE access to finance. S/he should have an under-standing both of traditional and alternative funding sources, mechanisms and tools that support SSE entities.*

Instructions for the Presentation Topics

PRESENTATION TOPIC 1: Financing Needs of SSE entities

This first topic introduces participants to the challenges related to SSE's access to finance. It invests in explaining that access to finance is often a complicated issue related to both the stage and robustness of the business model development of the SSE entity as well as the intrinsic inefficiencies of available funding streams to understand SSE objectives and impact potential. The topic explains which type of services should be available to SSE enterprises in different stages, as well as the deficiencies and gaps that should be addressed in order to develop appropriate and sustainable funding sources to support SSE development. Moreover, it details that while difficulties SSE entities often face in accessing finance are connected to the lack of appropriate services and products, in many cases these mainly reflect an inability of those ventures to develop a business model that would dynamically negotiate access to private and/or pubic markets. Thus, access to finance usually passes through both the ability of the SSE entity to prove its entrepreneurial potential as well as the capacity of funding sources to understand the model and logic employed. To this end, this first topic invests in underlining the importance of non-financial services as both a means and the tools that facilitate SSE access to both funding and markets.

PRESENTATION TOPIC 2: Sources of Funding [A] -Main financial suppliers for the SSE

Having assessed the deficiencies and needs related to the demand side of a social finance market, this topic focuses on the supply side of the social finance market. More specifically it describes the main funding sources that SSE entities can have access to. It explains why and how the very nature and objectives of social and solidarity economy organisations allow them to reach out to a variety of different funding sources in order to finance their activities and operations. The topic initiates its presentation from sources related to those directly involved in a social venture, such as members and their communities. It then evolves to present more institutionalised forms of capital provision, such as dedicated financial intermediaries. Furthermore, it highlights the critical role of public funding and related policy measures which, when appropriately planned, may offer multiple opportunities for SSE entities to finance their business models and deliver their impact potential. Finally, this topic places specific focus on the divergence of objectives and interests between financial suppliers and recipients of funding, and underlines the importance of selecting among possible available options the appropriate funding source to cover different funding needs. Matching the available forms and amounts of finance with the desired purpose is a challenge in most markets because the risk and return expectations (both social and financial) of investors and investees often do not align.

PRESENTATION TOPIC 3: Sources of Funding [B] - Financial mechanisms and tools

This last topic introduces students to (readily available but also potential) financial mechanisms and tools through which social and solidarity economy entities finance their capital needs. It focuses mainly on equity capital and repayable finance/debt financing, and classifies mechanisms and funding tools into those possibly available from internal sources, and those available from external sources. In doing so, it stresses the different risks related to the source of funding even when the same financial solution is being sought. Finally, it links available sources and potential mechanisms to the development phases of an SSE entity, indicating what should be expected or searched for, when and why. The topic concludes with two important remarks and learnings: a) it stresses the importance of good capital management and guides participants through a set of suggestions to mitigate the risks stemming from poor decisions and over-indebtedness; and b) it highlights the merits that stem from a strong capital structure for efficient and sustainable SSE initiatives.

Instructions for the Participation Activities

INTRODUCTION ACTIVITY: Which are the most important challenges SSE entities face?

The instructor will ask the following question and will write the participants' answers on the whiteboard. S/he will then start a discussion on each topic.

Duration	Necessary equipment	Procedure
20 minutes	□ A whiteboard and a marker	Ask participants to name which are in their opinion the most important challenges they would face if they wanted to start a co-operative. □ Announce the exercise (use slide 3) □ If you wanted to start a SSE enterprise, which do you believe would be the most important challenges you would face? *Most of them will reply "shortage of capital". They may mention items such as raw material, credit or equipment, which they cannot obtain. The reason for their inability will, however, be the same: shortage of capital. It is expected though that reported challenges will reveal challenges related to entrepreneurial skills as well as technical knowledge gaps – The instructor should write those down too, as s/he will elaborate further on them in the 2nd activity.*

PARTICIPATION ACTIVITY 2: Let's revisit reported challenges – What is the actual problem?

The instructor will revisit the whiteboard with reported challenges from Activity 1. Using the information presented under topic 1 s/he will ask the following questions and write the participants' answers on the whiteboard. S/he will then start a discussion on each topic.

Duration	Necessary equipment	Procedure
20 minutes	◻ A whiteboard and a marker	◻ Announce the exercise (use slide 11) ◻ Which challenges are actually related to access to finance and which to access to markets? *Through this question the trainer may open a discussion on those challenges identified to be related with difficulties to market access (ie. developing a business model and gaining sufficient income from the market) to refer participants to the importance of previous sessions (i.e. selecting legal form, economic sector and activity, SSE management, etc);* ◻ Then s/he may use the challenges actually related to access to finance, along with slides 12 and 13, as the entry point to Topic 2.

PARTICIPATION ACTIVITY 3: Map funding sources dedicated to financing SSE entities!

The instructor will ask participants to split into 4 groups. Then s/he will give each group one of the following websites and ask participants to identify funding sources active in their country/region which finance SSE entities.

Duration	Necessary equipment	Procedure
25 minutes	◻ PCs/Laptops/Tablets/ smartphones with Internet Access	◻ Announce the exercise (use slide 18) ◻ Ask participants to split into 4 groups ◻ Each group will have to search in one of the following websites for organisations and intermediaries which support SSE entities Websites: ◻ FEBEA - European Federation of Ethical and Alternative Banks – www.febea.org ◻ European Association of Cooperative Banks – www.eacb.coop ◻ European Venture Philanthropy Association - https://evpa.eu.com/ ◻ EaSI - microfinance providers Groups will work for 15-20 min and use the last 5-10 min to report to the plenary what they have found.

PARTICIPATION ACTIVITY 4: Debt vs Equity

The instructor will ask the following questions and write the participants’ answers on the whiteboard.

Duration	**Necessary equipment**	**Procedure**
25 minutes	□ A whiteboard and a marker	Announce the exercise (use slides 26-28) Ask participants the following question: □ Q1: “Name two ways through which a coop may invite members to a) contribute to their coop equity; and b) provide loans to their coop to fund its investment plans. *Using the material presented under topic 2 participants should select either coop mandatory and preferential shares or allocation of surpluses into (indivisible) reserves. On internal lending they should select from “retained individual surpluses” or a direct loan from members to their co-operative.* Then ask participants the next questions: □ Q2: “What is involved in getting a bank loan – at which development stage would an SSE entity be more likely to get a loan”. □ Elicit difficulties such as: □ The need for security/collateral. □ Long delays in approval and disbursement. □ Complicated paperwork. □ The need to pay interest. □ The possibility of not getting a loan at all. *Indicate that a bank loan is more likely to be granted in later stages of development.* □ Q3: “Why is it important to have a strong co-operative capital structure?” *A strong co-operative capital (members’ contributions and retained surpluses/reserves) is essential as a virtuous circle emerges:* *The greater the amount of capital held by the co-operative, the greater its ability to purchase more efficient technology, invest in staff training and education, and make other improvements in its operations and activities.* *Also, the higher the institutional and member capital, the more outside lenders such as banks and suppliers will be willing to lend to the co-operative.*

EUROPEAN ASSOCIATION
OF CO-OPERATIVE BANKS

febea

EUROPEAN FEDERATION OF ETHICAL AND
ALTERNATIVE BANKS AND FINANCIERS

FÉDÉRATION EUROPÉENNE DES FINANCES
ET BANQUES ÉTHIQUES ET ALTERNATIVES

evpa

EUROPEAN
VENTURE
PHILANTHROPY
ASSOCIATION

The European Association of Co-operative Banks (EACB), the European Federation of Ethical and Alternative Banks (FEBEA) and the European Venture Philanthropy Association (EVPA) are three organisations sharing the vision of creating positive societal impact.

The two main differences between a social enterprise and a conventional enterprise of the free market are mission and scope. While in mainstream businesses the basic target is profit maximisation, in social solidarity economy the focus lies on improving the living conditions of the local community (© pxfuel).

SESSION 9
Social Business Plan and Social Impact

In many cases, the technical tools for establishing a conventional enterprise may also be applied to social solidarity economy enterprises. At their heart, social enterprises are driven by innovative ideas that aim to tackle social problems and require careful planning, making a social business plan an essential tool. For this reason, the present session will discuss the basic elements of a social business plan that, by extension, should reflect the major characteristics of a social enterprise. Furthermore, the two main differences between a social enterprise and a conventional enterprise are highlighted: mission and scope. While in mainstream businesses the main objective is profit maximisation, in the social solidarity economy the focus lies on improving the living conditions of the local community. Therefore, it is important to understand the significance of social impact as a notion and mostly as a practice, that is highly related to visibility, attractiveness, and legitimacy. Visibility addresses public authorities and other organisations providing similar services, while attractiveness refers to private investors and/or collaboration with public authorities. Finally, legitimacy relates to public funding and validation of the work that has been completed. Finally, an important aim of the session is to reveal the benefits of establishing a regular procedure for measuring social impact.

OBJECTIVES
The participants in this Session:

- Will deepen their understanding of social entrepreneurship and gain knowledge of the main parts of social business planning.
- Will realise the importance of social impact/social impact measurement as part of the scope and everyday life of a social enterprise.
- Will identify practices that are particular to the SSE within the framework of a social business plan or a social impact report.

LEARNING OUTCOMES
The participants in this Session will be able to:

- design a concrete social business plan, following the necessary steps and addressing the particular needs and demands;
- define social impact and social accounting, listing basic principles, identifying and proposing indicators for social impact measurement
- construct a draft of a social business plan and a draft of a social impact report

Structure of the Session	**Duration**	**Details**	**Notes**	**Related slides**
Introduction activity to theme 1 Do I need a plan?	5min	Brainstorming/ Discussion	Presentation of participants' ideas about planning	3 & 4
Presentation Topic 1 Readiness Assessment	5min	Presentation		5
Participation Activity 2 Readiness Assessment - practice test	15min	Personal Exercise	Presentation of participants' ideas	6
Presentation Topic 2 Construction of a Social Business Plan	15 min	Presentation		7-11
Participation Activity 3 Business plan canvas	15 min	Handout/ Discussion in group		12
Presentation Topic 3 Social Investment	5 min	Presentation		13
Participation Activity 4 Do your checklist	10 min	Handout/ Discussion in group		14
Introduction activity to theme 2 (Participation Activity 5) What is Social Impact?	15 min	Brainstorming/ Discussion	Presentation of participants' ideas regarding social impact	15-17
Presentation Topic 4 Modern ways to measure Social Impact	10 min	Presentation		18-22
Participation Activity 6 Dimensions that define social impact - the working space of a social enterprise	15 min	Brainstorming/ Discussion	Presentation of participants' ideas regarding Social Impact Measurement	23
Presentation Topic 4 (continues) Scaling Impact	10 min	Presentation		24
Participation Activity 7 Selecting a scaling impact strategy	15 min	Handout/ Discussion		25
Presentation Topic 5 A european tool for measuring Social Impact	10min	Presentation		26-30

Structure of the Session	Duration	Details	Notes	Related slides
Participation Activity 8 Measure your impact	25min	Chart Construction	All activities constitute a chain	31
Presentation Topic 6 Working with Social Impact: Examples of excellence	10min	Presentation		32-33

** This session can be delivered by a professional with knowledge on the concepts of Social Solidarity Economy, Business Administration, Business Consultancy, Sociology of work and employment, Social Welfare, Labor Economics and/or social cost-benefit analysis and the methodologies used in social sciences, especially in mixed model research. Preferably, s/he should also have knowledge of sustainable development issues and development planning at the local level.*

Instructions for the Presentation Topics

PRESENTATION TOPIC 1: Readiness Assessment

This topic was selected as an introduction to the main theme of our session which is the procedure of formulating a social business plan. The participants will gain an understanding of their readiness through an educational activity which of course must not be used as a substitute to Career Counselling and Guidance. Career readiness, Entrepreneurial Readiness and of course business planning are crucial elements of a successful social enterprise with happy working members. Career readiness is the process of providing students of any age with the essential skills they need to locate, acquire, maintain, and grow within a workplace. Career readiness is a rarity in education because it is one of the few subjects you can teach at any age level.

PRESENTATION TOPIC 2: Construction of a Social Business Plan

This topic presents the thematic core of our session and discusses the stages and the concepts of a social business plan, such as a potential business idea, risk attitude, external analysis of the market, pricing product/service, promotion of the business. In this topic other significant terms such as social planning and social capital or social cohesion are not presented given the time duration of our session. However we acknowledge that the concept of social capital is inherent to social economy, dealing with social phenomena such as trust; reciprocity and mutuality; shared norms of behaviour; shared commitment and belonging; formal and informal social networks; and effective information channels. Here, the epicenter is on the process and content of a social business plan to help participants understand its significance and learn its basic elements. Another limitation of this presentation is the notion of Marketing for a social enterprise; sufficient information on this topic is included in the texts of the suggested reading list.

PRESENTATION TOPIC 3: Social Investment

In order to depict the difficulties and the wide range of options that a social investor has, participants are challenged to "become" social investors in order to test their ideas as described in Participation Activity 2 (linked exercise). According to the authors of the suggested reading (Chapter 2 of the Trainees Handbook). 'It is designed for practitioners such as social enterprises and will guide you step by step through the process of designing and implementing initiatives to develop social finance instruments and markets. You will discover that there is no tried-and-tested formula or recipe and that there are challenges at whatever level you operate. This practical guide provides good examples and practices that you can learn from and adapt to help you avoid possible pitfalls. Checklists and key questions at the end of each chapter will help you summarise what you have learned and move to the next step'. This topic familiarises participants with the notion of social investment. Also bear in mind that social entrepreneur practices are actually an investment in the local community in terms of time, effort, sources mobilisation and of course money, in order to realise her/his idea for the common good.

PRESENTATION TOPIC 4: Modern ways to measure Social Impact

Firstly this topic provides an introduction to the history, emergence, need and evolution of Social Impact Measurement. Social issues, and thus accounting for them, are naturally profoundly complex and it is therefore important to have some clarity regarding the notion of social impact, which may take on various forms depending on context. Nowadays there are many suggestions regarding the measuring of social impact. Through the suggested reading participants will become familiar with the main initiatives and instruments for measuring social impact, as proposed by international organisations in compliance with the United Nations Social Development Goals. In 2018, the International Co-operative Alliance conducted a Report called "Exploring the Cooperative Economy" where a special section was included under the title "beyond economic impact" . In order to measure this non-economic impact the Global Reporting Initiative (see section C of Trainees Handbook) was taken into consideration.

PRESENTATION TOPIC 5: A european tool for measuring Social Impact

It is essential to understand that, although there is not a single unifying theory of social impact, performing impact analysis remains crucially important for several reasons pertaining to the progress, excellence, and the very existence of a social enterprise. Researchers and practitioners have underscored the need for more attention to exploring the "social value creation process" and understanding "how" ideas originate, opportunities are developed, and social enterprises are built to use resources in innovative ways to create social value. This topic presents and invites participants to be aware of the main pillars, characteristics and prerequisites of social impact measurement in order to eventually be able to conduct their own. The suggested reading material is just one of the published works resulting from relevant EU funded programmes. Given the tested practicality of this guide, we follow its methodology in order to help participants acquire useful knowledge.

PRESENTATION TOPIC 6: Working with Social Impact: Examples of excellence

In this final topic we present best practices and real examples of Social Enterprises which use tools of social impact measurement to achieve their goals. The first example presented is a bakery that promotes the socio - professional integration of young people coming from disadvantaged backgrounds. We then discuss an ethical bank which uses finance as a tool to connect funds from organisations and individuals to finance public projects, generate a positive impact on the community and increase people's quality of life. As highlighted in a global United Nations congress on the role of the Social Solidarity Economy in promoting Social Development Goals-SDGs (UNTFSSE, 2019 Conference Summary, p.6) 'Impact measurement is more than a monitoring and reporting tool for investors and funders. It is also a mechanism to allow (social enterprises) to self-diagnose and unleash their transformative power and communicate better with actors in and beyond SSE for improved performance'.

Instructions for the Participation Activities

INTRODUCTION ACTIVITY: Do I need a plan?

The instructor will ask the following questions and write the participants' answers on the whiteboard. S/He will then start a discussion on each topic.

Duration	Necessary equipment	Procedure
5 minutes	□ A whiteboard and marker	Ask participants the following questions, while using the respective slides. Ask them to comment on the images that are presented in the slides. □ Have you ever heard about a social business plan? *Through this question the trainer may open a discussion on the significance of planning and especially social planning and business planning.* □ Can you imagine a social enterprise as α one w/man show? *Through this question the trainer may indicate to participants that a social enterprise counts on team dynamics and the interdependence and respect among its members.*

PARTICIPATION ACTIVITY 2: Readiness assessment - practice test

The instructor will ask participants to take some minutes in order to answer the following questions on an individual basis. S/He will then start a small discussion on each topic based on the answers and observations of the participants. Please keep in mind that this exercise is part of an educational activity and it is not a substitute for Career Counselling and Guidance testing methods and procedures.

Duration	Necessary equipment	Procedure
15 minutes	□ Handouts and pens.	The trainer should print or announce the following questions *1.* Do you think you are ready to participate in a social enterprise? *Through this question the trainer may open a quick discussion on Cooperative Values.* 2. Do others turn to you for help in making decisions *Through this question the trainer may open a discussion on the differences between self-employment and entrepreneurship.* *3.* Do you plan ahead? Do you get along with others? *Through this question the trainer may start a discussion on the concepts of teamwork and programming.*

Duration	Necessary equipment	Procedure (cont.)
15 minutes	□ Handouts and pens.	*4.* Are you aware that running your own business may require working more than 8 hours a day, five days a week and maybe Sundays and holidays? *Through this question the trainer may start a discussion on the concepts of the team work and team dynamics.* *5.* If you discover you do not have the basic skills needed for your business, will you be willing to delay your plans until you have acquired the necessary skills? *Through this question the trainer may start a discussion about the necessity of lifelong learning or the impact of Information and Communications Technology.*

PARTICIPATION ACTIVITY 3: Business plan canvas *(https://yse-project.eu/business-plan-canvas/)*

The participants will understand several important key points of business planning. Working in groups they will fill out the Business Plan Canvas template in order to present their social enterprise in a clear, structured and consistent way. They will examine a series of challenges and factors that they will face as social entrepreneurs, while discussing strengths, weaknesses, threats and opportunities for their idea.

Duration	Necessary equipment	Procedure
15 minutes	□ Pens and paper. □ Whiteboard and markers. □ Handouts (the trainer should prepare some copies of the canvas before class).	□ Ask participants to study the Business Plan Canvas template for a while and initiate a small dialogue in groups about it. □ Ask participants to brainstorm about their social enterprise. □ Let participants fill out the fields of the Business Plan Canvas template. And if possible discuss their effort in the plenary.

PARTICIPATION ACTIVITY 4: Do your checklist *Source*

This aims to help participants understand several key points of social investment. They will complete a checklist from the perspective of social investors. From this point of view they will be in a position to examine which parts of a social business plan must be clear and concrete in order to gain investment.

Duration	Necessary equipment	Procedure
10 minutes	□ Pens and paper. Whiteboard and markers. □ Handouts (photocopy of the Checklist named Checklist: Why do I want to make social investments? , p. 33 from the suggested reading material , text 1, topic 3)	□ Ask participants to study the graph named Checklist: Why do I want to make social investments? □ Ask participants to work in groups with their answers from the previous activity and the checklist. □ Have participants answer the questions based on the Checklist (as investors).

INTRODUCTION ACTIVITY TO THEME 2 - PARTICIPATION ACTIVITY 5: What is social impact?

The instructor will ask the following questions and write the participants' answers on the whiteboard. He will then start a discussion on each topic.

Duration	Necessary equipment	Procedure
15 minutes	□ A whiteboard and a marker	Ask participants the following questions, while using the respective slides. Ask them to comment on the images that are presented in the slides. □ What do you believe social impact is? *Through this question the trainer may open a discussion on defining the term social impact.* □ Why is social impact measurement important? *Through this question the trainer may remind participants of the main difference between a conventional enterprise of the free market and a social cooperative and introduce them to the following topics (see slide number number 6).* □ How can we measure social impact? *Through this question the trainer may start a conversation on the modern dialogue regarding the establishment of the field with reference to the work of international organisations and proposed tools (trainer advised to check the abstracts of suggested readings in Educator's Manual).*

PARTICIPATION ACTIVITY 6: Dimensions that define social impact - the working space of a social enterprise

The instructor will ask the following questions and write the participants' answers on the whiteboard. Alternatively, s/he might give this as an exercise to work in groups or plenary and then someone s/he can present the ideas of the collective work. Then the trainer s/he will start a discussion on each topic.

Duration	Necessary equipment	Procedure
15 minutes	□ A whiteboard and a marker	□ Use the Logic Model to present the social enterprise you brainstormed previously. *Through this question the trainer may open a discussion on the main parts of the Logic Model which are essential for every evaluation. Mission, Inputs, Activities, Outcomes, Imprints. (Trainer may reproduce on the whiteboard the scheme of the Logic Model - please check slide number 7).* □ Pick and examine a social enterprise in your community. Which aspects of community life does it affect? *Through this question the trainer may open a discussion based on the dimensions of Utilite Sociale (slide number 9). Participants will be in a position to examine the external environment of a social enterprise. The question is a natural continuation of the previous one.(Trainer may reproduce on the whiteboard the 5 dimensions of Utilite Sociale, please see slide number 9).*

Participation Activity 7: Selecting a scaling impact strategy

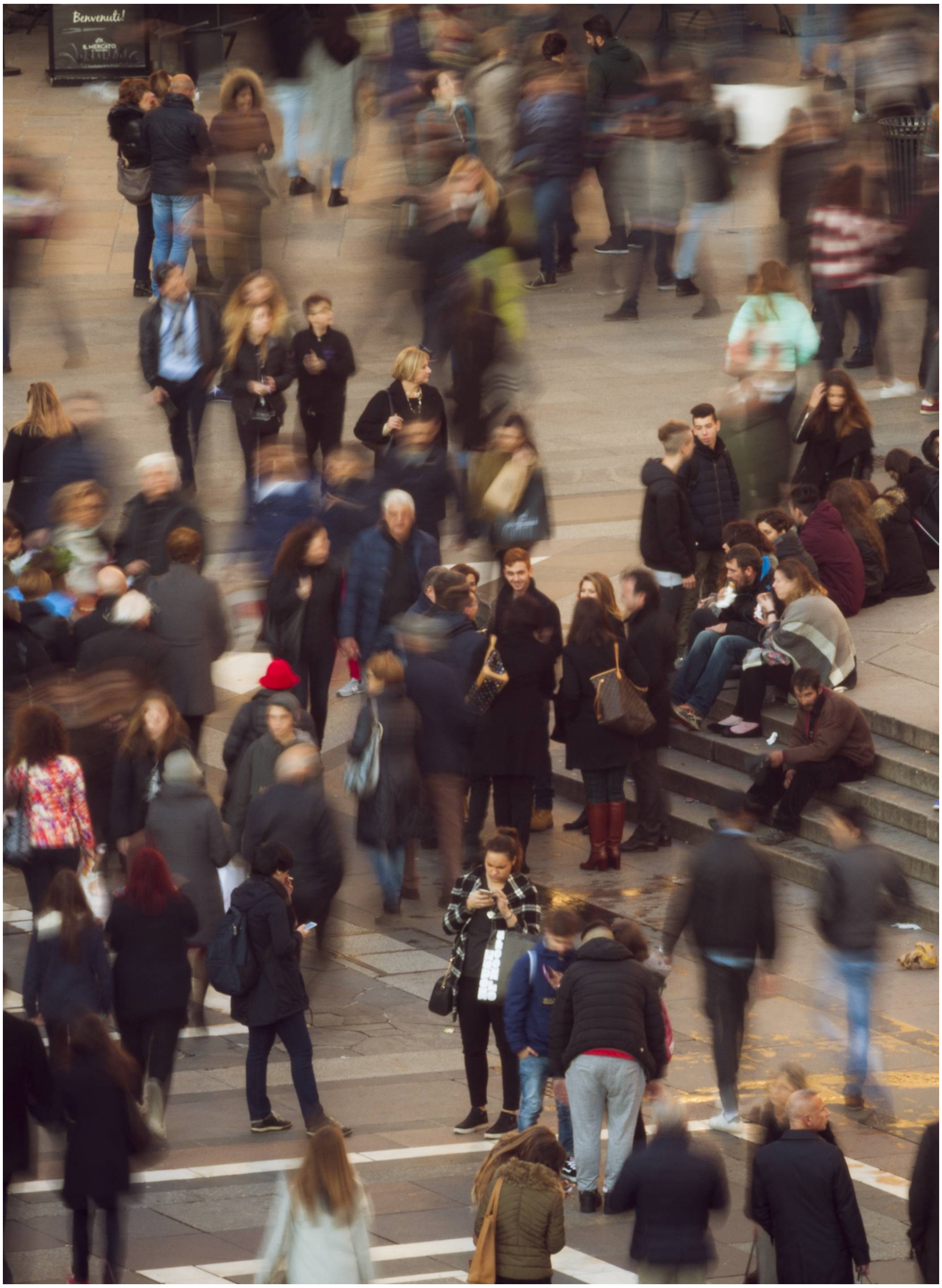
The instructor will ask the following questions and write the participants' answers on the whiteboard. Alternatively, s/he might give this as an exercise to work in groups or in the plenary and then someone s/he can present the ideas of the collective work. Then the trainer will start a discussion on each topic.

Duration	Necessary equipment	Procedure
15 minutes	□ Pens and paper. PCs/ Laptops/Tablets/ smartphones with Internet access. □ Whiteboard and marker. □ 1m paper to prepare the Social Impact Report for presentation to the plenary.	Announce the exercise (use slide 16) and initiate a mini discussion by summarising the four strategies of scaling impact. As a group, discuss the following questions: □ Which scaling impact strategy is in better compliance with the social mission of our social enterprise? □ What scaling impact strategy is more suitable for the activities of our social enterprise? Ask participants to discuss with each other these questions and to respond on a piece of paper, deciding on a collective basis. Ask them also to provide some reasoning for their choice.

PARTICIPATION ACTIVITY 8: Measure your impact

The participants will draw up a Social Impact Report (in the plenary or in groups) using the proposed European tool (for details see Topic 2, suggested reading). They can prepare a survey on the results of the previously used social enterprise. They will examine how their social enterprise contributes to the well-being of their community. They can consult slides number 18,19,20, the text in Topic 2 and any internet source they think is useful to help them prepare their Report.

Duration	Necessary equipment	Procedure
25 minutes	□ Pens and paper. PCs/ Laptops/Tablets/ smartphones with internet access. Whiteboard and marker. 1m paper to prepare the Social Impact Report for presentation to the plenary.	Ask participants to discuss what to present. What is meaningful for them as members of a social enterprise and what is the point that needs to be stressed. □ Have participants construct a chart as presented in slides number 18 and 19: □ Process, Framework, Indicators, Characteristics □ Fill out the section of the chart in accordance to the Process of Measurement Discuss the results in the plenary.



In the paper ‘Thirty years of social accounting, reporting and auditing: what (if anything) have we learnt?’ Rob Gray highlights that “one of the more obvious things is that social issues, and thus accounting for them, are profoundly complex” (©S. Boscaino).

Brand names are used in business, marketing, and advertising for recognition and, importantly, to create and store value as brand equity for the object identified (© RelyAble, processed by I. Pissourios).

SESSION 10
Social Franchising

This session refers to Social Franchising and addresses basic concepts of this method pertaining to the Social Economy Sector. Social franchising is quite a new concept to the Social Economy Sector. It draws upon the experiences of the commercial economy sector, where for the last 50 years or more it has met with great success, as evidenced by the recognisability of world renowned commercial brands. However, transferral of the concept and practice to the social economy sector requires a lot of changes to the definitions and arrangements within franchising agreements, in order to prove effective as well as relevant to the social purpose. This having been said, all bibliography texts and manuals stress the great opportunity social franchising presents to the social economy, where funds are limited and results are expected without much experimentation. Therefore, every effort has been made to include every important aspect of the subject. Reading texts start from the definition of important terms and the introduction of the two main subjects: the franchisor and the franchisee - distinguishing between the two is an important part of the session. The benefits of the introduction of franchising practices into the social economy are then analyzed, so that their usefulness and effectiveness can be appreciated. Having introduced the basics, the session then continues with the presentation of the basic steps that have to be followed in order to achieve a successful outcome. Afterwards a more focused account of the operational requirements of social franchising is presented, as well as a few case studies of successful social franchising ventures to complete the picture.

OBJECTIVES

The participants in this Session:

- Will gain an understanding of the main characteristics of social franchising.
- Will study the main criteria of a successful social franchise.
- Will gain some insight into the operational requirements of the process.

LEARNING OUTCOMES

The participants in this Session will be able to:

- describe the main characteristics of social franchising.
- apply the main criteria of a necessary and successful franchise.
- illustrate the three basic operational tools of social franchising

Structure of the Session	Duration	Details	Notes	Related slides
Presentation Topic 1 Social Franchising Essentials	10 min	Presentation		2-4
Presentation Topic 2 Benefits of Social Franchising	10 min	Presentation		5-9
Participation Activity 1 Benefits of Social Franchising	20 min	Discussion	Refers to the Presentation Topic 2	10
Presentation Topic 3 Basic Steps for Success	20 min	Presentation		11 - 25
Participation Activity 2 Checklist	40 min	Assignment	Linked to Presentation Topic 3	26
Presentation Topic 4 Operational Issues	20 min	Presentation		27 - 29
Participation Activity 3 Case studies	60 min	Workshop	Refers to the whole Session	30

** This session can be delivered by an economist, sociologist or social marketer.*

Instructions for the Presentation Topics

PRESENTATION TOPIC 1: Social Franchising Essentials

The first topic serves as an introduction to the notion of social franchising. It gives a short and concise definition of social franchising and its two main subjects, the franchisor and the franchisee. Here it is important for the trainees to understand that it is a method of replication of the social enterprise in another location anywhere in the world, under the same brand name and the same business model. Also, it should be stressed that the social enterprise should be well-known, trusted and reputable at least locally. Additionally, it should be stressed that social franchising aims to tackle the same social cause in a different place in the same way. The main roles of the franchisor and franchisee should be presented here. You may read more at: https://www.scribd.com/document/440877629/Social-Franchising-Essentials

PRESENTATION TOPIC 2: Benefits of Social Franchising

In this presentation the aim is for the trainees to understand the reasons social franchising is a valuable tool for achieving a similar social impact in different places, by expanding and replicating a successful social enterprise. It should be stressed that it is a relatively cheap practice that does not require big funding on the part of the franchisor to initiate. Moreover, it safeguards the franchisee against unnecessary and costly experimentation into tackling the social need, since an already tested and successful business model and a constructed know-how are available from the beginning at a relatively small cost (the fee). You may read more at: https://www.scribd.com/document/440878487/Benefits-of-Social-Franchsing

PRESENTATION TOPIC 3: Basic steps for success

In this topic the basic steps are mentioned that need to be followed by the franchisor, both before and after the decision to start a franchise. Before the decision, it is imperative that the franchisor has enough budget to fund the project. Also, that the institution has developed a trusted brand name and ties to the local community and its shareholders. Once the decision has been made, the franchisor needs to prepare the plan, the operational material (agreement, manual), and form an idea about the fees; decisions must also be made concerning the training of the franchisees and the quality control systems that will be applied. A critical decision the franchisor has to make concerns the selection of the franchisees. Certain standards and requirements should be prescribed, like commitment to the social cause, entrepreneurial spirit, and knowledge of and ties to the local community. You may read more at: https://www.scribd.com/document/440878837/Basic-Steps-for-Success

PRESENTATION TOPIC 4: Operational issues

Short Description: Three specific operational issues should be presented in this introduction to social franchising. These are the operations manual, the franchise agreement, and the franchise fees. As an integral part of the franchising process, the operations manual should cover all basic activities. It should be designed as the main instrument for the transmission of the franchisor's know-how. The franchise agreement covers all main legal aspects of the partnership and sets the basis for trust between the franchise partners, but also their autonomy. Here, it should be mentioned that in the social economy the legal framework is not the only form of trust, or even the main one;

trust and good relationships are maintained as much based on mutual understanding and commitment to the social mission. Lastly, it should be clear that the franchise fee is not a means for profit for the franchisor, but just a reimbursement for their work on the project's realization. Thus, it is negotiable and relevant to the needs of both parties. You may read more at: https://www.scribd.com/document/440879084/Operational-Issues

Instructions for the Participation Activities

PARTICIPATION ACTIVITY 1: Benefits of Social Franchising – Open Discussion

The aim of this activity is to give the participants time to think about and discuss the benefits of social franchising as a replication practice in social economy, so as to gain a deeper understanding of the issue. So the activity will involve an open discussion on the views of the participants in relation to the Presentation Topic 2: Benefits of Social Franchising.

Duration	Necessary equipment	Procedure
20 minutes	□ A whiteboard and a marker	□ Questions that could be asked are: □ Which of the benefits of the previous presentation do you think is the most important and why? *This question lets trainees decide what sounds more important to them. It helps them contemplate on what they have just heard on the Presentation Topic 2. Also, if there are any questions or clarifications they need to ask in order to understand the topic better, this is a good opportunity to do so.* □ Within the framework of social franchising, how important do you think the autonomy of the parties involved is? *This question makes sure that they have understood and accepted one of the main benefits of social franchising. It should allow them either repeat in their own words the points made in the presentation or even add more ideas.* □ What is your experience or knowledge, if any, about franchising processes and outcomes either in the social or the commercial sector? *This is an open question to allow trainees to link to their own experience and knowledge (if any) and thus make a comparison to what they have just heard in Presentation Topic 2. All answers should be considered for its similarities to the benefits described in this presentation.*

PARTICIPATION ACTIVITY 2: Checklist

The aim of this activity is to engage trainees into a thinking and evaluating possess as regards the prerequisites for social franchising and invite them to contemplate a bit more on one or two of them as they choose.

The following 10 key questions were developed from meetings with a number of social organizations. They aim to help an organization think through whether or not they are ready to replicate.

• Proven model fulfilling real need that has been evaluated without an over-reliance on a special individual or non-replicable asset?

• Easily transplantable to other locations/regions/countries/continents with or without adaptation to local cultures and conditions?

• Process, systems and procedures developed for delivery and ensuring quality?

• Sustainable business model developed and demonstrated?

• Internal commitment from staff team and board?

• External context open to the project including stakeholder buy in?

• Legal structure and financial arrangements for the franchise developed?

• Brand and values established?

• Significant market exists?

• Supply of franchisees willing and able to take on the franchise?

Duration	**Necessary equipment**	**Procedure**
40 minutes	□ Printed pieces of sheet with the 10-item questionnaire of the readiness to for social franchising (source Berelowitz, D. (2012). Social Franchising innovation and the power of old ideas. International center for Social Franchising and Social enterprise UK. Available here) □ A flip chart to note their answers □ Pens and markers	□ Announce the exercise (use slide no 12). □ Ask participants to form couples and give each couple one printed sheet. □ Ask couples to go through the 10 item-questionnaire on the checklist and then decide which one or two they want to focus on. □ Allow couples 10-15 minutes to talk with their partner about the items they have chosen and write down on a piece of sheet what they think of the specific requirements of these items. Do they think they are important in relation to presentation topics 1, 2 and 3 and why? □ After the end of the 10 minutes, ask each couple to announce to the group the main points of their conversation. Let all couples take turns talking while you note interesting key words or notions on the flip chart.

PARTICIPATION ACTIVITY 3: Social Franchise case studies

The aim of the activity is to introduce trainees to some successful cases of social franchising by involving them in reading and evaluating the specifics of certain case studies. This way they will form an idea of the actual social franchising reality. They will also gain insight into the variety of forms it may take depending on each case's peculiarities, as well as the factors that must be taken into consideration when deciding how best to apply the franchise to each location and situation. The activity will help revise what they have learned from the beginning of this session.

Duration	Necessary equipment	Procedure
60 minutes	□ Printed pieces of sheet with the case studies □ A flip chart to note their answers □ Pens and markers	□ Prepare printed sheets with the 6 different cases that appear in the text titled "Case Studies" found at: https://www.scribd.com/document/440879263/Case-Studies □ Each sheet should contain 2 cases. So, you will prepare 3 different sheets (1 sheet with the 1st and 2nd case study, 1 sheet with the 3rd and 4th case study and 1 sheet with the 5th and 6th case study). □ Ask participants to form groups so that there will be either 3 groups of 4-5 persons, or 3 groups of 5-6 persons, or 6 groups of 4-5 persons. □ Give each group printed sheets of the 2 case studies only (the same 2 case studies for all persons in the group) □ Ask them to read the case studies and then discuss anything they like about them in relation to what they have learned in this session. □ One person should write down the main points of the discussion and announce a brief summary and its basic conclusions in the classroom. Other trainees can express their opinions. □ Let all groups go through this procedure. □ At the end summarise the most important points made by the groups.

BRISTOL WOOD RECYCLING PROJECT

Bristol Wood Recycling Project is a social enterprise working to benefit the community and environment, transforming waste into shared assets through an inclusive volunteering program. Their operation self-finances by providing a competitive wood waste collection service, timber yard for trade and public, and a wood workshop in which volunteers learn to produce bespoke furniture to order (BWRP). It sounds like this concept can be replicated in other cities or countries too! (© Logo of BWRP and PxHere).

Creating educational material (© Ben Bernhard).

MODULE 4
Development of soft skills

This Module consists of two sessions which aim to introduce NEETs to the importance of soft in the modern working environment. Demand for these skills will continue to evolve along with the needs of economies and labour markets. Based on simple learning activities, both of these sessions attempt to clarify any misconceptions concerning participants' soft skill set, and how these skills can increase and improve the job opportunities available to them. The module starts with presenting key studies which reveal that there is a gap of soft skills and about what employers have been looking for in the labour market (CEDEFOP, 2015). Through understanding the diversity of used terms about social skills and embarking on revealing their unique set of social skills beneficiaries' learning capabilities are increased.

The first session presents the different sets of cognitive and non-cognitive skills with emphasis upon Emotional Intelligence and its key components. Trainees through non-formal activities understand that learning self-discipline may significantly improve ones' communication ability and interpersonal relations. Moreover, effective management of emotions is something plausible, and it could help everyone to achieve his/her personal educational or/and employment goals.

The second session presents the critical social skills of today's labour market. Beneficiaries understand terms such as teamwork, communication skills and creativity skills. All of these skills present a strong relationship between trainees' emotional intelligence set and their critical thinking skills, one of the most required skills from the labour market today. These skills only take place if there is a high level of trust, better communication among team members, so NEETs will learn how to enhance communication skills through several participation activities and develop concrete conflict resolutions skill, on the same time.

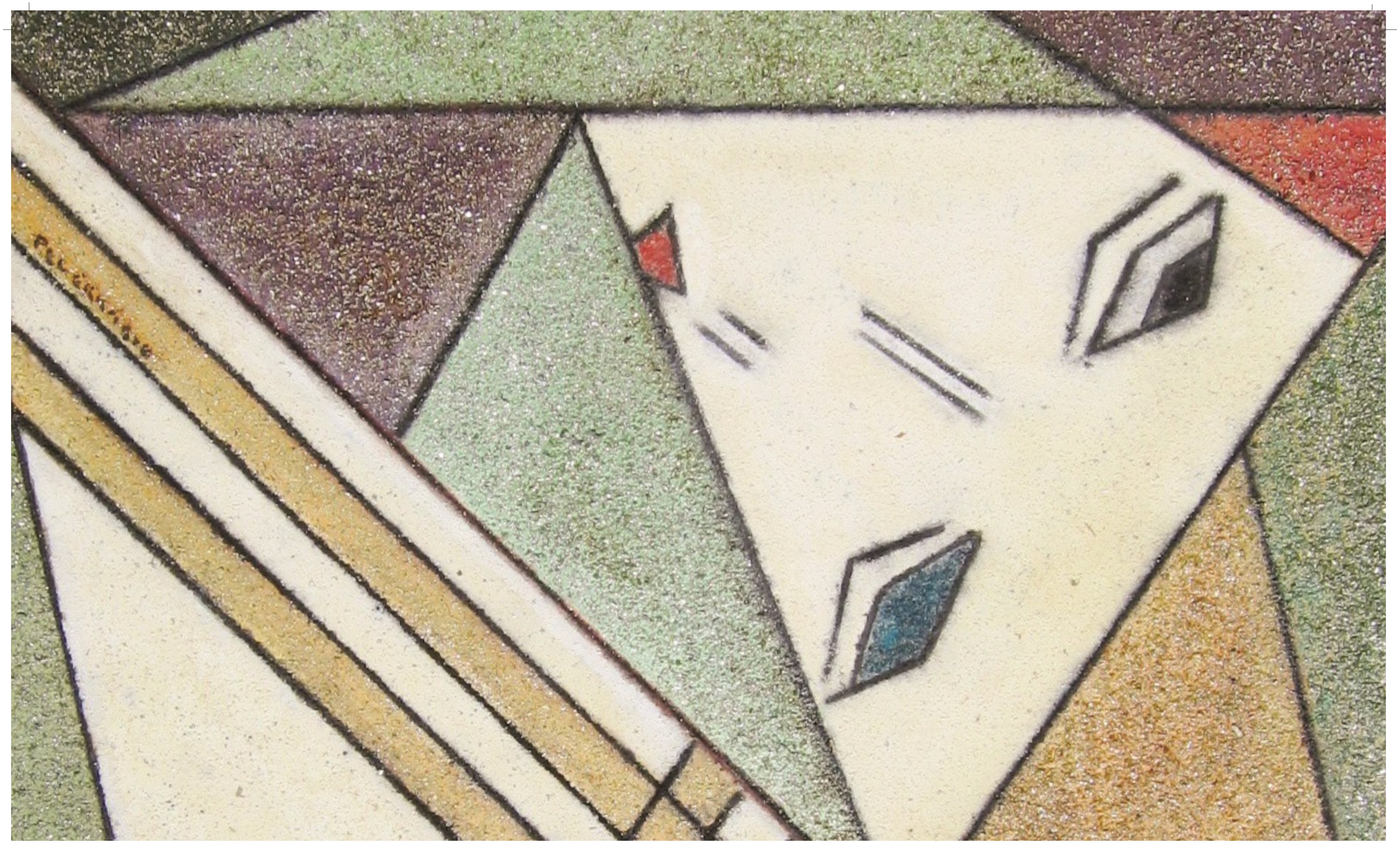
Structure of the Module

SESSION 11: Discover your emotional intelligence: a brief introduction

By Nektaria Marava

SESSION 12: Team work and creativity: a brief introduction

By Maria Pina Triunfo



Let’s cherish emotional intelligence! (© Erik Pevernagie)

SESSION 11

Discover your “Emotional Intelligence”:

The main objective of this session is to make participants aware of the importance of the concept of “Emotional Intelligence” in today’s working environment. It is well established that the higher a young person’s level of education/training and their cognitive skills, the greater their prospects of entering the job market. More recently, however, non-cognitive skills in children (e.g. emotional maturity, empathy, interpersonal skills and verbal and non-verbal communication) have also been linked with a variety of outcomes in adulthood, including better educational achievements, better employment pathways, financial stability, non-criminal behaviour, and improved health (Gabrieli, Ansel & Krachman, 2015; OECD:2016). This session aims to address the fact that these non-cognitive (or social) skills can improve youth employability and integration into social life. Regarding the content of the session, it starts by introducing the concept of intelligence and clarifying various misconceptions that may have a detrimental effect on participants’ actual work performance. Trainees are then invited to identify and understand their unique “mix of abilities” based on Gardner’s multiple intelligences concept and the wheel of the eight different human intelligences. Through this discussion, and various participation activities, they are introduced to the concept of Emotional Intelligence (EI) and its major components. FInally, they embark on a participation activity (ABC of Emotions) that aims to help with “understanding and managing emotions” in a work-related situation, emphasising its increasing importance in today’s labour market (OECD:2015, p 34).

OBJECTIVES

- Gain an understanding of the “multiple intelligences” concept
- Study the differences between Intelligence Quotient (IQ) and Emotional Quotient (EQ).
- Study the “Emotional intelligence” concept and its major components

LEARNING OUTCOMES

- Name and recognise the multiple intelligences of a person.
- Explain the emotional intelligence concept and name its major competencies
- Recognise their emotions and their impact at

Structure of the Session	Duration	Type	Notes	Related slides
Presentation Topic 1 What does Intelligence mean?	25 min	Presentation/ Video		2-3
Participation Activity 1 Success or Failure?	15 min	Exercise	Linked to Presentation Topic 1	4
Presentation Topic 2 Multiple Intelligences	20 min	Presentation/ Video		5-8
Participation Activity 2 Can you Guess?	15 min	Group Activity	Linked to Presentation Topic 2	9
Participation Activity 3 What is the composition of your intelligence set?	25 min	Individual activity/ group discussion	Linked to Presentation Topic 2	10
Participation Activity 4 What is emotional intelligence?	20 min	Brainstorming/ group discussion	Linked to Presentation Topic 3	11
Presentation Topic 3 What is Emotional Intelligence?	15 min	Presentation		12-17
Participation Activity 5 Understanding your Emotions	15 min	Video/ Individual Activity/ Discussion	Linked to Presentation Topic 4	18
Presentation Topic 4 Understanding your Emotions	10 min	Presentation		19-20
Participation Activity 6 The ABC of emotions	15 min	Video/ Individual Activity/ Discussion	Linked to Presentation Topic 4	21-23

** This Session can be delivered by any trainer with social and psychological background and/or the Key Account Manager in an organised group session for empowering NEETs.*

Instructions for the Presentation Topics

PRESENTATION TOPIC 1: What does Intelligence mean?

As an introduction to Topic 1, the educator can present the short video A Story of IQ and Intelligence. The text is also available.

This topic introduces participants to the basic concept of intelligence. The instructor will explain the concept of "intelligence" and specifically how it relates to cognitive knowledge. He/she will describe the Intelligence Quotient (IQ) test, how it measures a person's intelligence relative to the rest of the population, and how it relates to educational attainment. In simple terms, cognitive intelligence can be defined as a person's ability to learn, reason through a given problem, and apply knowledge to a current situation. Then, the instructor will ask the participants their opinion on IQ tests and what they think about the phrase "the "smartest guy" in the room, is always the most successful one". This topic is crucial as it tries to raise participants' self-esteem by a) showing trainees that "intelligence" remains a rather vague concept whose definition, components and related research are still being developed (Chernyshenko, O., M. Kankaraš and F. Drasgow: 2018;), and b) presenting examples of famous people who have succeeded in life in spite of a relatively low IQ.

PRESENTATION TOPIC 2: Multiple Intelligences

In this topic, the educator will introduce participants to the concept of multiple intelligence and apply a free online test for revealing the composition of their multiple intelligence set. The instructor will present the current research revealing that there is more than one type of intelligence. Its various forms are related to hereditary factors as well as one's own experiences and education (Gardner, H:1999; OECD:2016). The educator will then explain that everyone has a unique blend of differentiated forms of intelligence that cooperate and interact to form his/her personality, and present to them the concept of multiple intelligences (Gardner, H: 1999). Gardner's "eight intelligences" theory is presented and participants are encouraged to recognise which one is related to their own abilities. The 8 Intelligences video can be used to help with the presentation.

PRESENTATION TOPIC 3: What is Emotional Intelligence?

In this topic the concept of emotional intelligence is introduced. The educator can start by asking participants how important they believe Emotional Quotient (EQ) is to a person's work life. A YouTube Video is used to introduce the concept of EI and help the educator provide the definition of the term. He /she will explain that the "Emotional Intelligence" concept (Salovey & Mayer, 1993) comprises a different set of skills than the ones related to cognitive intelligence and IQ (Intelligence Quotient). These are usually described with different words such as "people skills", "soft skills", "emotional skills"; these refer to one's ability to "achieve goals", "communicate and work with others" and "understand and manage emotions" (OECD:2015, pp 34). Following Bradberry T & Lac, D. (2011), the educator gives a concise presentation of the four core skills of EI, categorised as either personal or social skills. The topic should be concluded with a discussion of how these skills can affect one's work life.

PRESENTATION TOPIC 4: Understanding your emotions

This topic aims to emphasise that understanding one's own feelings is the first step towards emotional empowerment. Participants are familiarised with the seven basic emotions (i.e. Anger, Happiness, Fear, Disgust, Surprise, Love, Sadness). The educator can then initiate a discussion of positive as well as negative feelings related to work places. At this point, the ABC of Emotions exercise is presented to help understand one's own emotions through an actual case study (e.g. job interview) before proceeding with an individual writing exercise. Finally, the educator will stress that understanding our emotions is crucial in the workplace and that emotions can be managed (Dweck, 2000; Dweck & Leggett, 1988) through practice and experience. He/she closes the Session by emphasising that emotion can have a positive impact on everyone's well-being.

Instructions for the Participation Activities

PARTICIPATION ACTIVITY 1: Success or failure?

We tend to equate success with intelligence and good performance in school. In this first part of the exercise, a list of famous people is provided who dropped out of school to follow their dreams - and succeeded! (this activity was based on an initial idea on ODEP: Mastering Soft Skills for Workplace Success, Skills to Pay the Bill, 2012). Participants will be asked to guess their names.

Duration	Necessary equipment	Procedure

15 minutes	▫ Pens and paper, whiteboard and markers.	▫ Use slide 4 to present the Activity and the clues.
		▫ Working in pairs, the participants discuss the information provided, and write down the names they believe best fit the descriptions (the activity can also be done individually).
		▫ The participants share their guesses with the class.
		▫ The educator reveals the correct answers:
		  ▫ J.K. Rowling
		  ▫ Beyoncé
		  ▫ Thomas Edison
		  ▫ Harry Houdini
		  ▫ Princess Dianna

PARTICIPATION ACTIVITY 2: Can you guess?

This is the second part of the exercise started in Participation Activity 1. The participants are invited to guess the prevailing type of intelligence of each of the famous people discussed.

Duration	**Necessary equipment**	**Procedure**
15 minutes	□ Pens and paper, whiteboard and markers.	□ Use slide 9 to present the Activity. □ In the same pairs as previously, participants use the information from Presentation Topic 2 to discuss and ultimately guess the prevailing type of intelligence of each of the famous persons discussed. □ The participants share their guesses with the class. □ The educator reveals the correct answers: □ J.K. Rowling : Verbal-Linguistic □ Beyoncé: Musical □ Thomas Edison: Logical-mathematical □ Harry Houdini: Bodily-kinesthetic □ Princess Dianna: Interpersonal

PARTICIPATION ACTIVITY 3: What is the composition of your intelligence set?

Participants take a test revealing the composition of their set of intelligences and then discuss their results in groups.

Duration	**Necessary equipment**	**Procedure**
25 minutes	□ Internet access, pens and paper, whiteboard and markers.	□ Use slide 10 present the Activity. □ Direct participants to visit https://personalitymax.com/personality-test/ and take the test available there. □ Having completed the test, participants write down their thoughts on their personalised results and discuss them with the rest of the group. Ask them to discuss the differences they may notice within the group. □ Use the hints provided to support the discussion.

PARTICIPATION ACTIVITY 4: What is emotional intelligence?

Participants brainstorm words they believe are linked to the concept of Emotional Intelligence and discuss them.

Duration	Necessary equipment	Procedure
20 minutes	□ Internet access, pens and paper, whiteboard and markers.	□ Use slide 11 to present the Activity □ Brainstorming: Participants write down 3-4 key words they believe best describe the concept of Emotional Intelligence. □ Group discussion: Participants form groups of 4-5 and discuss the words they have written. □ Using the suggested resources, the groups reframe the original words, to decide on their final 4 choices. □ The groups select one representative each, to explain the term Emotional Intelligence to the rest of the class, based on each group's chosen words.

PARTICIPATION ACTIVITY 5: Understanding your emotions

Participants comment on a short clip showing various emotions.

Duration	Necessary equipment	Procedure
10 minutes	□ YouTube Video, notes and markers	□ Use slide 18 to present the activity. □ Participants watch a clip from the children's cartoon Inside Out (2015) and make a list of the different emotions shown in this clip. □ Participants are asked to relate these emotions to their work experience □ Participants discuss their emotions and reactions in the workplace with the class. The educator explains that being aware of one's own emotions takes practice.

PARTICIPATION ACTIVITY 6: The ABC of emotions

Continuing where the previous Activity left off, this final Activity presents the "ABC of emotions" and shows participants how to apply this to their own experiences.

Example:

A. Activating Event: (e.g. an important job interview)

Emotion: (e.g. Anxiety):

Body, Face and speech expression of your emotion:

Action: (e.g. taking deep breaths; trying to focus etc.)

B. Belief - Why do you think you felt that way: (e.g. It is very important for me to prove myself to my superiors)

C. Consequences - What happened eventually: (e.g. I failed to express myself clearly and highlight my strengths because of the stress; or I managed to calm myself and pass the interview)

Duration	**Necessary equipment**	**Procedure**
20 minutes	□ Paper and pens, whiteboard and markers	□ Use slide 21 to present the activity □ Explain how the "ABC of emotions" is an important tool for learning to recognise one's emotions. □ Participants are asked to recall a particular event that triggered an emotional reaction such as anger, embarrassment, anxiety, panic, depression etc. □ They are then asked to consider the physical manifestation of that emotional response e.g. body language, facial expression, change in speech patterns. What happened and why? □ Participants are asked to present what they have written to the class. If no one volunteers, the educator may create their own scenario to facilitate

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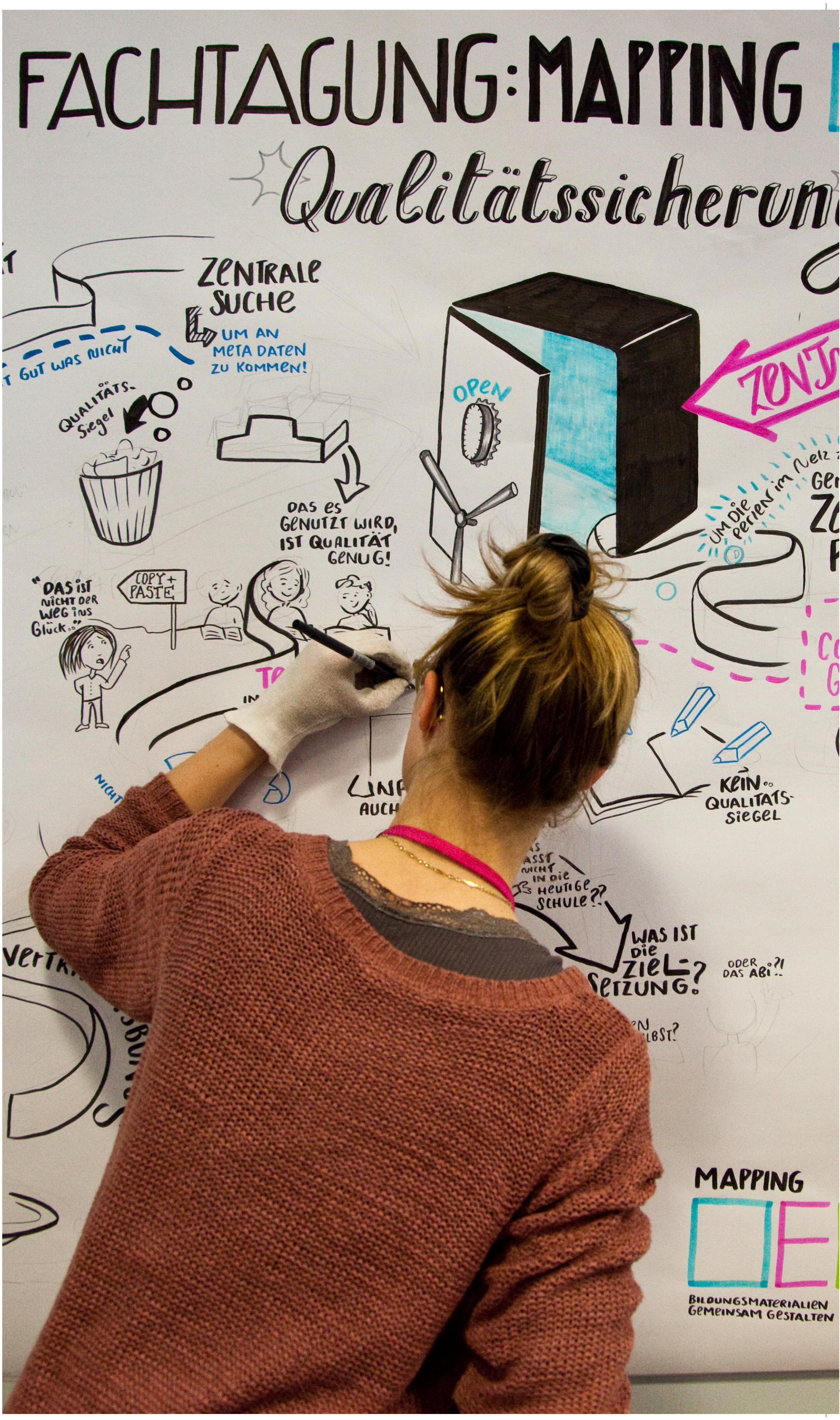
NOTES



Creating educational material (© Ben Bernhard).

Teamwork is one of the most important factors for success (© freepik).

SESSION 12

"Teamwork and creativity": A brief introduction

This session is an introduction to the concept of Teamwork and creativity and its importance in empowering youth Not in Education, Employment and Training (NEETs). Research at the international, national and school level is increasingly looking at the value of non-cognitive skills (also often referred to as socio-emotional skills) and at how education systems impact their development. The demand for these skills will continue to develop along with the needs of economies and labour markets, and the fundamental shifts caused by trends such as automation.

Non-cognitive skills cover a range of abilities such as conscientiousness, perseverance, and teamwork. These skills are critically important to student achievement, both in and beyond the classroom. They form a critical piece of workers' skill sets, which comprise cognitive, non-cognitive and job-specific skills. Research shows that there are concrete benefits to non-cognitive skills, both in education and labour market outcomes. (Bentaouet Kattan: 2017)

The most important ones appear to be critical thinking and creative skills, followed closely by the ability to work as a team: not surprisingly, critical thinking and teamwork are sought-after skills. (Thinking habitats:2016) However, creative and collaborative teamwork can only take place if there is a high level of trust among team members.

This session aims to raise participants' awareness of the importance of Teamwork and creativity in the working environment and to help them develop the ability to work well in a team in order to stimulate creativity, interaction, and communication.

OBJECTIVES	**LEARNING OUTCOMES**
• Hone their skills with regard to communication, collaboration, creativity, and problem-solving. • Gain α better understanding and appreciation of team roles. • Build self-determination skills, such as goal setting, decision-making, self-advocacy, and	• Identify and explain the various roles and skills required of members in order to build an effective team. • Demonstrate enhanced problem solving and conflict resolution skills • Promote a relationship based on trust.

Structure of the Session	Duration	Details	Notes	Related slides
Presentation Topic 1 Teamwork and creativity: making them work together	15 min	Presentation	link	2
Participation Activity 1 Two truths and one lie	25 min	Group Activity	link	3
Presentation Topic 2 The importance of teamwork	10 min	Presentation	link	4
Participation Activity 2 There is no I in team	25 min	Group Activity		5
Participation Activity 3 Marshmallow challenge	45 min	Group Activity		6
Presentation Topic 3 Creativity and problem solving	20 min	Presentation with a video	link	7
Participation Activity 4 Six thinking hats	20 min	Group Activity		8
Participation Activity 5 Problem solving on a team	30 min	Group Activity		9
Presentation Topic 4 Team building and communication skills	10 min	Presentation	link	10
Participation Activity 6 Clock types	45 min	Group Activity		11

** This Session can be delivered by any trainer with social and psychological background and/or the Key Account Manager in an organised group session for embowering NEETs.*

Instructions for the Presentation Topics

PRESENTATION TOPIC 1: Teamwork and creativity: making them work together

Collaboration is a key part of how a team works. Quite often, to work effectively to meet commitments in a self-organising, cross-functional team, you need to be creative as well. While teams can be creative, team creativity doesn't just happen. The relationship between teamwork and creativity is complicated and understanding this relationship can make your team more effective. Organisations, agile or not, try to encourage creative thinking. Creativity is a group process that gives rise to things that are both novel and useful. Creativity is the act of turning new and imaginative ideas into reality. Innovative projects require creative thinking skills and a collaborative team process is needed for the successful application. (Berczuk: 2013)

In this topic, the educator will introduce trainees to the basic concept of teamwork and creativity: It will help participants appreciate the importance of building a team and of being collaborative and creative in order to reach shared objectives.

PRESENTATION TOPIC 2: The importance of teamwork

The purpose of this topic is to enrich participants' understanding of what it means to be part of a team and why being a good team player is important for career success. The presentation focuses on eight specific aspects that demonstrate the importance of teamwork.

PRESENTATION TOPIC 3: Creativity and problem solving

Creative thinking and problem-solving skills are important skills in the 21st century labour market. It is important to note that these skills can be nurtured and developed through training and education; a key aspect of this procedure is learning to explore different perspectives on a complex situation or challenge. As a first step towards improving their creative and problem-solving abilities, this topic encourages participants to adopt a variety of perspectives on a given subject - perspectives that may be very different from the ones that come naturally to each participant.

PRESENTATION TOPIC 4: Team building and communication skills

Team members must communicate with one another in ways that promote bonding and their ability to understand one another. Effective communication builds trust, message clarity and loyalty. Ambiguous, poorly structured communication erodes trust and motivation. In this topic, the educator will guide students to understand the importance of teamwork in achieving goals and objectives: effective teamwork requires that employees communicate in ways that promote team cohesion. (Gluck: 2010)

Participants are invited to watch a Youtube video on the topic of team building.

Instructions for the Participation Activities

PARTICIPATION ACTIVITY 1: "Two truths and one lie" *(from: Megan Dodd (2019), Two Truths and a Lie: Ideas, Examples, and Instructions)*

Each participant is invited to provide three statements about themselves, two true and one false. The other participants have to guess which is the false one.

Duration	Necessary equipment	Procedure
25 minutes	□ None (pen and paper optional)	□ Each person in the group gets a turn. □ When it is your turn, tell the group two things about yourself that are true and one thing that is untrue (this is your lie). □ Try not to tell both of your truths first and then the lie because that makes it easier to guess (see below for some more strategies). □ Mix the order up each time it is your turn. Alternate between truth-truth-lie, truth-lie-truth and lie-truth-truth. □ Everyone in the group has an opportunity to try to guess which statement was the lie. □ Once everyone has guessed, the person will reveal what was true and what was false. □ If only one person was correct, that person can go next. Or, the person sitting closest to the last person can go next. Some strategies and Suggestions: □ Make two boring or average statements. One of them should be the lie. Your true statement should be something radical or surprising. If you do this, chances are that your friends will suspect the outrageous fact is the lie. □ Make two surprising or uncommon statements—one of them should be true and the other should be a lie. Your second truth can be a common statement. This will prompt your friends to pick one of the surprising statements as the lie, but which one? It could possibly stump them. □ Make your two true statements unbelievable, if you can. This lets you make the lie very believable. Your friends will assume that the two wild statements can't both be true and pick one of them as a lie. (Dodd: 2019)

PARTICIPATION ACTIVITY 2: There is no I in team *(from: ODEP (2019), Skills to pay the bills - Mastering Soft skills for workplace success)*

The purpose of this activity is to enrich participants' understanding of what it means to be part of a team and why being a good team player is important for career success.

Duration	Necessary equipment	Procedure
25 minutes	□ Chart paper or sentence strips with markers and □ "Teamwork quotes" printed out for each participant	□ Choose and display five "Teamwork quotes". This can be done on chart paper, using the accompanying worksheet, writing quotes on sentence strips, or reading each quote aloud. What is important here is the quote – and not necessarily who said the quote. □ Ask participants to choose their favorite quote. Divide the larger group into smaller groups according to the chosen quote (i.e., all participants who liked quote #1, etc.). Participants should spend approximately two minutes discussing the quote and coming to consensus on the reason they liked it the best. One member of each team should be prepared to offer the group's feedback and reflection. □ For another, more hands-on version of this activity, write each of the quotes on sentence strips. Cut the sentence strips into individual words or manageable chunks/phrases. Have groups work together to arrange the words/phrases into the correct order. *Conclusion* □ Tell participants that employers rate the ability to be a "team player" as one of the most important qualities and characteristics of their current (and future) employee (i.e. the job candidate).Ask why this is might be so. Elicit responses and interactive discussion. *Extension Activity* □ Have participants create their own personal quotes about teamwork…why is it important… what can be accomplished…etc. The quote should be one that encourages peers to gain a better understanding and perspective on the importance of teamwork AND why it is often a core value shared by many different cultures, populations, and groups. □ Offer the opportunity for participants to research and share proverbs related to teamwork from their own cultures.

Teamwork quotes

- □ **Individual commitment to a group effort – that is what makes a team work, a company work, a society work, a civilisation work** Vince Lombardi (Football coach)
- □ **“Coming together is a beginning. Keeping together is a progress. Working together is success”** Henry Ford (pioneer of the assembly-line production method)
- □ **“There is no such thing as a self-made man. You will reach your goals only with the help of others''.** George Shinn (former owner of Charlotte, now New Orleans, Hornets basketball team)
- □ **“It is amazing what can be accomplished when nobody cares about who gets credits”** Robert Yates (politician in the 1700s**)**
- □ **“Teamwork divides the task and multiplies the success”** Author unknown
- □ **“I am a member of a team, and I rely on the team. I defer to it and sacrifice for it, because the team and not individual is the ultimate champion”** Mia Hamm (retired American soccer play)
- □ **“Respect your fellow human being, treat them fairly, disagree with them honestly, enjoy their friendship, explore your thoughts about one another candidly, work together for a common goal and help another achieve it”.** Bill Bradley (American hall of fame basketball player, Rhodes scholar and former three-term Democratoc U.S. Senator from New Jersey)
- □ **“Talent wins games, but teamwork and intelligence wins championships”** Michael Jordan (former American basketball player)
- □ **“Alone we can do so little, together we can do so much”** Hellen Keller (American author, political activist)
- □ **“Lots of people want to ride with you in the limo, but what you want is someone who will take the bus with you when the limo breaks down”** Oprah Winfrey (American television host, actress, producer) (ODEP:2019)

PARTICIPATION ACTIVITY 3: Marshmallow Challenge (from Toastmasters International, Marshmallow Challenge Facilitator Guide)

This activity involves several teams competing to assemble the tallest freestanding structure in a given time period with set materials. The instructor starts the activity by presenting the importance of being part of a team and how to trust in team members.

Duration	Necessary equipment	Procedure
45 minutes	□ One Marshmallow Challenge Kit per team, including the following items in a paper bag: □ 20 sticks of uncooked spaghetti □ One marshmallow □ One meter of string □ One meter of tape □ One measuring tape	**Step 1:** Participants are asked to answer Why is teamwork important? They have to give different positive statements. Some samples: □ When more points of view are considered, it results in a more well-rounded and complete final product. □ It supports an empowered way of working because team members can depend on one another □ It promotes a sense of achievement and camaraderie. □ It creates a motivated workplace. □ It allows efficiency and speed.

<table>
<tr><th>Duration</th><th>Necessary equipment</th><th>Procedure (cont.)</th></tr>
<tr><td>45 minutes</td><td>□ One Marshmallow Challenge Kit per team, including the following items in a paper bag:
□ 20 sticks of uncooked spaghetti
□ One marshmallow
□ One meter of string
□ One meter of tape
□ One measuring tape</td><td>Step 2: The instructor guides participants to form teams of three to 10 participants. Then, participants assemble by team at each table. Finally, the instructor distributes one Marshmallow Challenge Kit to each team.
Step. 3: Teams compete to build the tallest freestanding structure following these rules:
□ Build the tallest freestanding structure as measured from the table surface to the top of the marshmallow. The structure may not be suspended from another structure (like a chair, the ceiling, or a chandelier).
□ The entire marshmallow must be on top of the structure. Cutting or eating part of the marshmallow disqualifies the team.
□ Use as many or as few of the supplies as your team chooses, with the exception of the marshmallow (which must be placed on top of the structure) and the paper bag (which may not be used as part of the structure). The paper bag includes 20 sticks of spaghetti, one yard of tape, one yard of string, and one marshmallow.
□ Teams may break the spaghetti and cut the tape and string as needed to create the structure.
□ Complete the challenge in 18 minutes. Teams may not hold the structure in place when the time stops. Touching or supporting the structure at the end of the exercise disqualifies the team.
The time limit is 18 minutes.

NOTE TO FACILITATOR
Walk around the room as the teams work. Periodically announce the time remaining. Announce the progress of the teams, building a friendly rivalry. When time is finished, the instructor tells the group which team won.

Step 4: The instructor invites participants to see this video
After the video, ask the participants:
□ How did the team function?
□ What were your team’s strengths?
□ What were your team’s frustrations?
□ How can you apply what you learned from this challenge to your job roles?</td></tr>
</table>

Duration	Necessary equipment	Procedure (cont.)
45 minutes	□ One Marshmallow Challenge Kit per team, including the following items in a paper bag: □ 20 sticks of uncooked spaghetti □ One marshmallow □ One meter of string □ One meter of tape □ One measuring tape	□ Was there a leader on your team? Who was it and who decided who the leader would be? □ If you had no leader, do you think having designated someone a leader would have helped? □ If you had a leader, how did he/she do? Among the leadership practices we have learned so far, which did your leader use? □ How helpful was everyone on your team in challenging the process of building the tallest structure? Did anyone appear to be an expert? □ Did any team members tune out of the activity — out of frustration with other members or for some other reason? What could you have done to keep all members of the group fully engaged? □ Did you feel everyone's ideas were well received during the activity? □ How did you feel as the time limit was approaching? Did pressure increase? If yes, was that helpful or not? □ In retrospect, what could you have done better to enhance your ability to Challenge the Process? □ Did you practice outsight? Where might new ideas have come from given your time constraint? □ Did you celebrate small wins? If yes, how did you do this? Discuss for 10 minutes. **Step 5**: Working together will help your team achieve success. Remember what you've learned today as you complete your term. Instruct participants to share something they learned from this session with another participant. (Toastmasters International, *Marshmallow Challenge Facilitator Guide*)

Participation Activity 4: Six thinking Hats *(from Edward De Bono (1985), Six thinking hats)*

De Bono's "Six thinking hats" is a powerful technique for looking at decision making from different points of view. It allows emotion and skepticism to be brought into what might normally be a purely rational process and it opens up the opportunity for creativity within decision making. The exercise promotes collaboration and creativity by providing a structured way for team members to analyse their design concepts and prototypes.

Duration	Necessary equipment	Procedure
20 minutes	□ Coloured items, or hats, corresponding to the colours in this exercise (Blue, white, red, black, yellow, green). Do not tell the participants in advance what the colours represent!	The instructor will give them a topic or problem to think about and make them adopt the position corresponding to the colour they have picked up. For instance, you can give them a problem such as "would it be possible for your company to organise a car pool for their employees?". The participants will then debate on the topic but have to stick to the role they have been assigned to. After 5-10 minutes make the participants change the hats. Alternatively, at this point you can have a brief summary session of the discussion before making them change hats.

Blue Hat – manages the thinking. It is the “control” hat. Blue hat organises the thinking, sets the focus and agenda, summarises and concludes, and ensures the rules are observed. Sequences always begin and end with a blue hat. The person with the blue hat orchestrates the process, keeps everyone wearing the proper hat at a given time to maintain parallel thinking.

White Hat – the information hat. Identifies information we have, need and lack. Wonders what questions need asking to get the right information and how we are going to get that information. Emphasises that facts and figures cannot be treated objectively when they are part of an argument. It reminds us of the difference between a checked fact and unchecked fact (belief). It requires us to take the mindset of a computer. This is also called a “neutral” hat because it deals with facts, data and the like. A picture emerges from white hat thinking.

Red Hat – deals with emotion and intuition which are key ingredients in decision-making. The Red hat gives permission to express feelings with no need to justify them. It represents feelings right now and helps give insight as to “where people are coming from” in a non-punitive way. It opens the door for one to pull on tacit knowledge – views stemming from life experience to include bias, heuristics and pattern-recognition. The red hat is recommended to be used for a very short period to get a visceral gut reaction - about 30 seconds, and is a great way to start the process, “lay it out on the table.”

Black Hat – is the hat of caution and survival. It helps identify risks, difficulties, and problems. Black hat is the sceptical view. Points out potential problems and thinking that does not fit the facts, experience, regulations, strategy, or values. Why will something not work? Why might it not be the right thing to do? It is the one hat that allows us to deconstruct the thinking process of the topic at hand. It can counter Yellow hat optimism and can deconstruct yellow hat arguments. In all instances, however, reasons must be given. Logic must dominate the black hat responses; if based on emotion then it is a red hat thought. As a general rule, we are all “natural” black hats. People who over-use the black hat tend to spend a lot of their energy finding fault in things.

Yellow Hat – deals with benefits and feasibility, not fantasy. It is the optimistic view. In fact, optimism is a requirement to use this hat. It helps find the benefits and values and considers both short- and long-term perspectives. Reasons must be given. However, if all one has is speculation, then go forward with it under this hat. Use the yellow hat to deconstruct and counter the black hat. Yellow hat takes more effort than black hat, because it forces optimism, and is usually the easiest role for the project advocates to take. Where the Black hat is about risk, the yellow hat is about opportunity. In fact any opportunity the yellow hat identified can be given to the green hat to see how that opportunity can be exploited.

Green Hat – deals with new ideas and possibilities. It is the creative thinking hat, all about energy. The yellow hat identifies the opportunity but has no responsibility to explain how it can come about: the Green hat takes on that responsibility. Green seeks alternatives and possibilities, removes faults, and generates new concepts. It does not have to be logical. It provokes risk taking. It demands new approaches and replaces judgment with movement. Of all hats, our experience shows this is at once very difficult to role-play but also one of the most insightful.

Blue Hat Sample Questions

• What is the problem?

• What is the decision we are after?

• What sequence of thinking hats ought we use?

• What process will we use to work each hat?

• How will we move on to the next hat?

• How do we get each hat to play off the other?

White Hat Sample Questions

• What is the objective?

• What is the framing assumption? (e.g. the supposition that is central to achieving the objective)

• What is the context (who, what, when, where, why, how, how much)?

• What are the beliefs and opinions in play?

• What are the facts we know vice interpretations we have?

• What information do we require?

• What questions need asking?

• What information is missing?

• Where can we find this information?

Red Hat Sample Questions

• What do you think about this?

• What is your initial reaction?

• What kind of emotions does this bring out?

• What is your gut feeling?

• How might your feelings change over time?

Yellow Hat Sample Questions

• What makes this so successful?
• What are the benefits?
• How does this make things better?
• What other benefits are there not presented?
• How do you know this will be so beneficial?
• Why do you think this will be successful?
• What black hat concerns can we deconstruct and show to be flawed?
• What should the green hat expand upon to show how we can get there?
• What does success look like?

Black Hat Sample Questions

• What are the risks?
• What are the failure scenarios?
• What are the potential unintended consequences?
• Why won't this work?
• What are the weaknesses?
What are we forgetting that will bite us?
• How do we know this will not work?
• What makes this more difficult than we might be assuming?
• What yellow hat opportunities can we deconstruct and show to be flawed?
• Where are there real dangers?
• Why should we not proceed?

Green Hat Sample Questions

• Can we do this another way?
• What new ideas does this generate?
• What opportunity does this offer?
• What are the immediate steps after success?
• What yellow hat opportunities should we expand upon?
• What thought experiment could we do here?
• What risks ought we accept?
• What odd – even implausible - scenario could we come up with based on this idea just

to generate more insights?

• What original white hat assumptions might we totally reverse just to see where it leads?

Each hat is typically used for approximately 3 minutes at a time.

• Initial ideas, brainstorming - Blue, White, Green, Blue
• Choosing between alternatives - Blue, White,(Green), Yellow, Black, Red, Blue
• Identifying solutions - Blue, White, Black, Green, Blue
• Quick feedback - Blue, Black, Green, Blue
• Strategic planning - Blue, Yellow, Black, White, Blue, Green, Blue
• Process improvement - Blue, White, White (other people's views), Yellow, Black, Green, Red, Blue
• Problem-solving - Blue, White, Green, Red, Yellow, Black, Green, Blue
• Performance review - Blue, Red, White, Yellow, Black, Green Red, Blue.

(De Bono: 1985)

Participation Activity 5: Problem solving within a team *(from ODEP (2019), Skills to pay the bills - Mastering Soft skills for workplace success)*

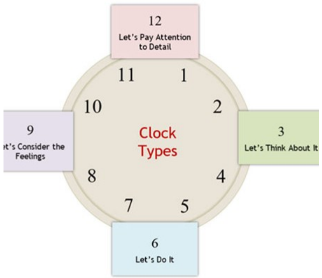
Working together to solve problems is not always easy. The purpose of this activity is to have participants explore how effective teams might address problems that occur among its members.

Duration	**Necessary equipment**	**Procedure**
30 minutes	□ None (pen and paper optional)	There are times when getting a team of people to work together successfully on a job or at school can be a challenge. Occasionally one person might display bad attitude (for one reason or another) and cause the team to be less than productive. The following activity presents 10 different situations where the action of one team member interferes with the team's success. The instructor divides a large group into smaller groups. The participants have to create a skit for each situation described in the sheet, providing both positive and negative alternatives for working through and solving each problem

Duration	Necessary equipment	Procedure
30 minutes	□ None (pen and paper optional)	Participants should take turns being the “difficult” team member. Participants can compare skits and response and ultimately decide (as a larger group) on the best way(s) to handle each situation. Using the problems listed below, invite employers in to talk about how these situations are handled at their place of employment. It’s hard to work to keep a team working well. What would you say to or do about a team member in the following situations? 1. Is always late. 2. Whispers to others or starts side conversations during discussions. 3. Gets upset when his/her recommendations are not followed. 4. Hogs the conversation/discussion. 5. Leaves before the job/work is done. 6. Constantly tells jokes and gets people off track. 7. Refuses to work with another “certain” team member. 8. Won’t share in the leadership role. 9. Falls asleep. 10. Just sits there. *Conclusion* Should each person on the team be “dealt” with in the same way? Are there any exceptions? Explain. (ODEP: 2019)

PARTICIPATION ACTIVITY 6: Clock types *(from: Skills Converged (2019), Team Building Exercise: Clock Types)*

The purpose of this exercise is to show that each person in a team has certain characteristics that can contribute to the team. It is not necessarily about casting each person into an ideal team member role; instead, it is about taking advantage of each person’s unique strengths. Learn about four personality types and use this knowledge to communicate more effectively.



Duration	Necessary equipment	Procedure
Explaining the Exercise: 5 minutes Activity: 10 min for each stage * 3 = 30 minutes Group Feed-back: 10 minutes	□ A rope, six meters long. □ Four large cards A4 or A3 size with the following written on each. The numbers represent clock hour: 3: Let's think about it. 6: Let's do it. 9: Let's consider the feelings. 12: Let's pay attention to detail.	Prepare the scene for the exercise by placing a rope on the floor in the shape of a circle, with a diameter of about 2m. This forms the face of your clock. Place the cards at the correct locations based on clock hours. Explain that there are four types of people. Each is represented at a certain clock hour. Delegates must examine all four types and then decide which one represents them the most. To make decision making easier explain the following and show them in a slide for reference: 3: Let's think about it. Look at the big picture, bird's eye view, possibilities. 6: Let's do it. Focus on actions, plunge in, use momentum, energy and excitement to get things done. 9: Let's consider the feelings. Consider people's feelings, how they will be affected, what their thoughts and needs are. 12: Let's pay attention to detail. Think it through, plan systematically, examine all parameters and optimise. Once delegates have become familiar with the four categories, get them to choose one that represents them best and ask them to stand next to the card on the floor. This will divide the delegates into four groups. **Stage 1:** Ask each group to consider two questions: □ What are the strengths of your type? □ What are the weaknesses of your type? Allocate 5 minutes. Bring everyone's attention back while standing where they are. Ask each group to present their thoughts. This discussion helps to prepare the participants for the next stage.

<table>
<tr><th>Durationo</th><th>Necessary equipment</th><th>Procedure</th></tr>
<tr><td>Explaining the Exercise:
5 minutes

Activity:
10 min for each stage * 3 = 30 minutes
Group Feedback:
10 minutes</td><td>□ A rope, six meters long.
□ Four large cards A4 or A3 size with the following written on each. The numbers represent clock hour: 3: Let’s think about it. 6: Let’s do it. 9: Let’s consider the feelings. 12: Let’s pay attention to detail.</td><td>Stage 2:
Ask participants to consider two more questions:
□ Which other type do they find most difficult to work with?
□ Which other type do they find most easy to work with?
Allocate 5 minutes.

As before, bring everyone’s attention back and ask each group to present their thoughts.

Stage 3:
Ask participants to consider two more questions:
□ Given your type, what is one characteristic you value in each of the other types?
□ Given your type, what others need to know about you so that you can work together more effectively?
Allocate 5 minutes.

As before, bring everyone’s attention back and ask each group to present their thoughts.

Here, the discussion can become valuable as differences in types are highlighted. It would shed light on why people might have difficulty communicating with each other at work. Here are some examples:
□ Which types get frustrated with the attention-oriented type?
□ Which types get frustrated with those who want to jump in and do it right away?
□ What happens when feelings (of co-workers, customers, suppliers, etc.) are not considered?
Follow with a discussion: What are some of the important lessons you have learned from this exercise? What new insights have you gained about your co-workers? Is it best if you only have a single type in a team or is it better to have at least one of each type? What would this suggest? Next time you feel frustrated with a team member, what would be your first thoughts and reactions?

(Skills Converged: 2019)</td></tr>
</table>

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Andreas Oikonomou

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Environmental Education, he has been involved in many national and European projects and has published numerous papers in peer review journals and conferences (many of them are available on websites https://www.researchgate.net/profile/Andreas_Oikonomou3 and https://aspaite.academia.edu/AndreasOikonomou).
He is very interested in finding methods to support people, mainly youths, a) to work in groups, b) to work in co-operation (social solidarity economy) c) to become aware of the link between nutrition, health and learning, and d) building a foundation in regards to the long-life learning process.
For years Prof. Oikonomou worked on political education and training of young people, giving them tools to work with people about citizenship (theories, methods and techniques), making others aware of social problems and engaging them to resolve them.

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Aspa Papafilippou is a PhD holder in Cooperatives Sociology and Vice President of Education of the People's University of Social Solidarity Economy "UnivSSE Coop". She is holder of BSc in Political and Social Sciences from Panteion University (Greece), MA and PhD in Cooperatives Sociology from the University of Münster (Germany). She was Ass. Professor of Cooperative Principles, Community Development, Labour Relations at the Technological Education Institute of Thessaloniki and coordinator of European employment programs and training director. She is co-founder and vice president of the UnivSSE Coop, co-founder and president of the Supervisory Board of the Thessaloniki Social Consumer Cooperative "Bios Coop", co-founder of the Cooperative for Social Management of Waste "Anabiosis Coop", co-founder of the Energy Community of Thessaloniki-Central Macedonia and member of "Movement 136" for the cooperative water management.

This is a manual designed to assist the Educators of a 40-hour seminar on Skills in Social Economy. It is also paired with a Trainees' Handbook, which serves as the main educational material for the participants in the seminar. Both are supported by an e-learning platform where the set of Manual and Handbook on Skills in Social Economy is available for download, as well as two additional sets, focusing on Resilient Sectors and the Sharing Economy respectively. The e-learning platform is available at: https://elearning.youthshare-project.org .

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