



Best Practices: a Pilot Study

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1. Introduction

In this work on the BP we tried to identify some important experiences on projects for each partner to solve problems with a social source.

The concept of BP itself has been referred to a project or to a valid methodology, comparing to a problematic situation, or to a goal to reach, and so transferable in different contexts. The method of these BP assumes, so, an identification of models so that they could be shared in the partnership.

In facts the transferability and the replying in other area, represent the main characteristic that a BP must possess to be defined a “BP”.

This operation helps the comprehension of problems, transversal to the different BP’s experiences in different Countries, that can be transferred in a unique coherent mainstreaming project.

Of course, it becomes a delicate operation to do an evaluation of the conditions facilitating the transferability. The adopted bottom up approach as intervention strategy, guarantees real potentiality of experience transfer. The main *transferability* elements are surely represented by the integration among educational / formative services, innovative type, turned to different targets.

The question leading for a reflection on the BP able to say out also something meaningful outside some contexts by which they were produced, the problem it is set on how to develop the knowledge emerged from a specific program or project and how to make this result in tool and patrimony for other realities. Through the term “transferability” it is assumed the concept that it is not the practice that must be transferred, rather the model of adopted practice with the purpose to be able to realize the transfer in “non analogous contexts”.

It is a “fiction of transmission” oriented through the exploration of the realized experiences marking some mile stones. Positives factors for the transferability are on two levels:

one micro, focusing on the problem’s identification; the other, macro, focusing on the solution or the support to its re-solution. The concept of *reproducibility* is related to the economical feasibility, i.e. the “convenience” of the adopting of the experimented BP model, to a contest or similar, and taking into account the presence of exogenous external factors. An other basic parameter, for the BP’s is the *sustainability*, i.e. the guarantee of a prosecution in the expected benefits after the activities’ closure. It deals with a double dimension: one linked to personal changes for users touched by “interactive / durable sustaining mechanisms, the other linked to the institutional economical factor, i.e. the presence of new founding and / or the undertaking of agreements/protocols/obligations stating the engagement of institutional, extra partnership actors to guarantee the prosecutions of services / products gone out of the intervention.

But for sure, the main characteristic marking those project experiences, defined as BP, is the capacity to put on the field, innovative, educational tools.

The *innovation* is a concept recalling the one of creativity and causes a very large number of lectures and interpretations.

Mainly, we need to verify if the innovation is linked to the efficacy of the actions and in how. Other to important sides about the innovations: the given context, i.e. it is important to evaluate if the emerged innovation is only related to our context or if it has elements useful for other situations (territorial context or political levels).

Of course it is not sufficient that an experimentation could be considerate only innovative, but it has to be efficient to solve problems.

The efficacy criteria should be specified in comparison with:

- Direct effects on beneficiaries;
- Indirect effects on the social economic context;

- Intermediate effects (during its realisation);
- Final effects on the short and long period;
- Unattended effects positive and/or negative not taken into account (see ISFOL-Institute for workers education-“The ISFOL methodology for BP’s individuation and analysis”).

2. Results

This work’s results are not definitive because the methodology used for the “Definition and arrangement of research methods and techniques” (WP5) to support “WP 6.2 – Best Practice: conceptual and pragmatical issues”, has an experimental character, and it is considered like a “Pilot Study” to better understand if, for all the involved partners, it is clear that BP identification parameters, and especially if the used methodology is considered as correct and shared.

For AS.FOR.IN., in collaboration with ASIS and Oxford Research, it is very important the concept of innovation, transferability, reproducibility and sustainability, according to those which can be considered the actual European referring lines in this field.

In this work there is the participation of:

- P1 AS.FOR.IN. – Italy
- P2 ASIS – IT –
- P3 Oxford Research – DK -
- P5 APOPSI – EL-
- P6 CIES – ES –
- P10 VITA – IT -
- P12 CEBS – PL -
- P14 Amledo – SE –
- P15 The Co-Operative College – UK -

the partners than has work to fill the questionnaire.

Nevertheless this is an experimentation, we can be satisfied of the first results, because already it is possible to trace, in this work, some elements important to share in the partnership, our Best Practices.

The first element is the scenario. Every project covers an area of intervention, for instance, P1 experience “Alta Irpinia Prospettive” is focused on drop-out young, P5 on retired people with TAM, P10 on children with I Draghi del Tifo, P12 on social/young workers with T.E.U.T.O.R., P14 Amledo, with Dataverkstad Vantorp, on people with mental/social disabilities.

To these we have add two works based on research in the Social Area, i.e. we have “La Cooperazione di tipo B in Campania: un modello di sviluppo” by P2 ASIS focused on Social Cooperation in the South Italy, and “A good way to do business” by P15 The Co-Operative College, focused on a program of customised training to improve business skills.

This designed scenario is completed and enforced by the presence two high level educational proposals i.e. two University Masters: “Master of Social Entrepreneurship”, training in social entrepreneurship fitted for operators of social innovation by P3 Oxford Research, and “*Master’s Degree in Social Economy and management of Non-Profit Organizations*”, for directors and universities graduates of the social area, by CIES.

Moreover we can trace some common elements, in the field of the used innovation, dealing with a methodology which uses artistic techniques and innovative tools together with the formative/educative ones, for P1, P5 and P10. Another innovative type can be seen in the P14’s Study Circles experience, based on the learning from each other technique, and in the P12’s work, empathising the tutor, and the synergic work of different public and private

Bodies and the use of ICT tools. The mentioned projects are fitted for the final users of social interventions.

The other experiences - ASIS, Oxford Research, The Co-Operative College, CIES – focus on the development of research and education in the field of the social enterprises, cooperatives, giving tools for a TS study “from upside”. All the Partners’ works like BP some excellence elements and can be easily transferred, with the related arrangements, in different sector/areas and reproducible in similar compartments, so identifying all the socio-cultural and economic factors in the final contexts.

The single Partner project experiences, have got some sustainability elements, thus ensuring the continuity of expected benefits in terms of given “services”, even after the activities conclusion.

So, we are fully satisfied about the results in this first methodological experimentation on the localization of the BPs, because we have been able in the condition to identify original and high level projects, researches and masters.

We think that in this document must have a place the BP’s identification format, filled by each Partner.

This work closes itself with a synthesis report offering a wide scenario of each single experience closed in a unique figure – BP’s Analysis Report Matrix.

3. QUESTIONNAIRE FOR "BEST PRACTICE" STUDY

Organization	P1 ASFORIN + P2 CONSORZIO ASIS, Italy
IRENE.T WP	Workpackage 5: Definition and arrangement of research methods and techniques
Deliverable	5.2: Identification and definition of research methods and techniques - Methodology Guidelines for Good Practice study (to support WP 6.2 – Best Practice: conceptual and pragmatical issues)
Annex	-----
Documents Author	P1 AS.FOR.IN.
Note	This document has been supported by Oxford Research P3

Every Partner must produce a brief document (max 3-4 pages) which describes an own project experience and/or the results of the research into the Social/No profit context proved to be meaningful. The document needs to describe the following subjects, which characterize the term Good Practice:

INNOVATION: (Effectiveness of the strategies / innovative methods, original or new, used for reaching the project target; quality of the new provided services through the project both to the social workers-researcher, both to the final beneficiaries);

REPRODUCIBILITY: (Economic Feasibility / convenience of the adaptation of the good practice example into a SIMILAR context / sector / compartment, also considering the presence of external factors-conditions into the intervention area);

TRANSFERABILITY: (Economic Feasibility / convenience of the adaptation of the good practice example into a DIFFERENT context / sector / compartment, identifying measures and proper argumentation for the model transfer);

SUSTAINABILITY: (Which Strategies able to guarantee the continuity of the expected benefits (Activities / Services) even after the activities conclusion.

Such Parameters allow us to exchange among us useful meaningful experiences to resolve similar problems in different contexts. In a second moment, we will transfer such experiences to the VET TS enterprises that will get into the IRENE.T Network. In fact, we believe that, beyond the peculiarities of every context of the Countries partners there are problems that, even if deriving from different causes, can have similar effects. Therefore they can be tackled using some common tools.

The following guidelines represent an essential tool to track down, according to a quantitative methodology, the contact-points and differences into the World of the TS and VET providers at the EU level.

P1 AS.FOR.IN. Italy

1) Please, describe one of your project experiences and/or the results of the research into the No profit/Social Area that could be characterized as Good Practice, pointing out:

a) name of the project:

ALTA IRPINIA PROSPETTIVE

b) territorial area of intervention:

25 Villages in Avellino's Province (South Italy)

c) type of financing (UE, Region, Province, Municipality etc...):

UE and the Italian Ministry of Labour

d) target (for instance: children, young people, adults, immigrated, uncomfortable people etc):

Drop-out Young People

e) the duration and the implementation period:

2005/2007

f) the finalities and the purposes:

Promotion of educational and social policies for potentially “excluded” and drop-out teenagers

g) the results:

400 boys and girls contacted by operators and “street teachers” in their meeting points (bars, streets) and schools;

Creation of open spaces where young people can meet, i.e. a Recreative Centre, called “Multidisciplinary Creative Shop”, where, there isn't only a counselling counter, but painting, theatre, photo, journalism, jugglery, amusing course, too.

Selection of 60 young people and realisation of a competences' Orientation and Certification course;

Completion of compulsory education for 22 young people through to professional certificates: “Expert in wood works” and “Expert in ceramic works”.

h) the innovations used for the resolution of the detected problem/s:

The use of alternative ways of rehabilitation with a focus on an integrated educative / formative system: artistic activities, sensitization, orienting, counselling and experimental educational systems for the over coming of the Social and Educational disadvantage of those young.

2) Please, indicate which are the characters of INNOVATION referred to the project/research experience you choose. (E.g. effectiveness of the strategies / innovative methods, original or new, used for reaching the project target; quality of the new provided services through the project both to the social workers-researcher, both to the final beneficiaries).

Some alternative and innovative recover ways have been used to support these young.

After deep analysis and reflections, it has been clear that an adolescent disease is strictly linked to the loss of services, infrastructures and activities for the young, moreover, also a loss of “participation sharing” and complete expression of “itself”. The loss of sports and recreation centres, the lack of inter urban links, are barriers discouraging more and more our

young whose preferences are the bars (and so the alcohol) and other types of more dynamic initiatives, especially in little villages of mountain areas (exactly like in this project's field of action).

Because of this it is derived the choose to use as “sensitisation tools”, some practices able to recover and enforce the symbolic sides of the young people life (parties, events, sports, etc. etc.) until it has been created a youth centre, a *Multidisciplinary Creative Shop* (O.C.M. – *Officina Creativa Multidisciplinare*) at Lioni (AV) / Italy, where all the 25 involved young were grouped. The tools through which the O.C.M. drove its function were creative laboratories of amusing, painting, artistic creation, photo, and theatre.

The choose to open these laboratories without differences for all the teens, 14 y.o. to 18 y.o. (not all in a clear disease status) has come from the will to avoid a spatial and experience apartheid of drop – out young, objects of this last intervention, because the peers group influence in adolescent age is for sure higher then the one potentially executed by their families, social assistants or a street operators.

Comparing themselves with the “peers group” those “at risk” young are able to do as own, the positive experiences of their well inserted friends in a regular educational context.

The O.C.M. principal target has been the building of a contacts among young of the “Irpinia” territory, enforced by the chance them given to express their own creativity in a co-managed space. The artistic laboratorial activities represent an important moment to explore their latent capacities, because our young's carrying out of amusing – recreational activities gave the chance to the operators to build a very stimulating environment, to make them able to be active protagonists of their own future.

The strategy is strictly linked to the analysis of the “Alta Irpinia” territory, characterized by: Lack of material structures (infra structure, cultural association, meeting points) and lack of non material ones (psychological and social sustainment) for 14 y.o. – 18 y.o. teens;

High outgoing migrating rate;

Decreasing birth rate;

Lack of internal roads and links in a mountain territory;

Economic disease;

Submerged juvenile disease.

In this scenario the adopted strategy is:

Identification of the problem;

Checking of the done activities;

In itinere corrections where necessary.

3) Please, indicate how the Good Practice example can be Reproducible in SIMILAR contexts/sectors/compartments but in Different Countries that refer to a similar legal framework and convergent cultural/structural factors?

We think that the our recovery model composed by the following for points, “**a) Sensitisation, b) Competencies Certification, c) Orienting, d) Learning intervention**”, can be reproduced in other contexts, using an adapted the following strategies:

Territorial social – economic survey, educational needs analysis, social alarm factors analysis.

a) SENSITISATION

The sensitisation action has:

- the use of local mediators with direct knowledge of the area and of the young;
- the Mapping of those young's meeting point;
- the localisation of the identified problem;
- the Creation of a privileged partnership with local cultural associations and with some structures working on juvenile problems to establish a relationship with active young;
- the involvement of young engaged in various activities (so, very integrated) acting as *trait-*

d'union between the disadvantages and the applicant (the “young active” involvement deals with the chance to obtain by them lots of information about young with diseases and not often integrated in the local social contexts);

- the direct contact with locally young in their usual meeting points through various tools, i.e., interviews, informal colloquies, questionnaires;
- the creation of a first privileged relation with the leaders of those groups;
- the involvement and the information to the families to better understand the young social – cultural background;
- the realisation of advertising / promoting material and its distribution on the territory.

The sensitisation has been composed by to fundamental and complementary phases:

- one formal, promotional of the project with an information action;
- the other, based on informal/ qualitative type, which tends to the direct recruitment of young, thanks to the work of operators and street teachers, involving those still in touch in the previous actions;
- a *Multidisciplinary Creative Shop* (O.C.M.) at Lioni (AV) where young make artistic activities like painter, photography, theatre, handicraft, jugglery, ceramic works, and so on.

b) CERTIFICATION OF THE COMPETENCES

Realising a model of Certification of the competences, able to valorise also cross cultural competencies, relationships, decision making abilities, shared with the several possible professional roles and “technical profiles”, such as the ability in the cooperation to arrive to a common target, such as the problem analysis, such as how to mediate in a conflict situation.

Knowledge about “the being of a person” (ISFOL) which make possible to correctly evaluate the potentialities emerging, more than the (usually poor) basic and technical competencies by which the drop-out young carry out because of their age and their educational course.

We think that all the interventions for the young at first need the realisation of a physical meeting place because the lack of such a space, a space of informative and consultative opportunities, represents a common problem in the “teens life”, including the ones with no problems, and goes over some specific territorial realities.

c) ORIENTING

The Orienting model has been composed by 2 phases:

- 1) *Counselling* – for singles and for groups;
- 2) Brainstorming and artistic activities with research on work simulations.

d) LEARNING INTERVENTION

The Completion of compulsory education for the 22 young, has been reached with alternative teaching systems (Role-playing, Interactive lessons, ICT devices, practical works on ceramic and wood, on site stages with enterprises external to their territories, on site stages with bodies working in the disability sector to sensitize the involved young).

The 22 young people, this project’s final users, have obtained two professional certificates: “Experts in wood works” (10 of them) and “Experts in ceramic works” (12 of them).

4) Please, indicate how the Good Practice example can be TRANSFERED to a DIFFERENT context/sector/compartiment (in the same Country or in different Countries). (Which are the proper measures and best argumentation for the transfer of the Good Practice example E.g. in which social sectors can it be transferred?)

This experience possesses an its consistent potential of generalisation.

It is transferable in other territories too, as long as it has not to be mechanically transferred, and wishing that it takes into account the different contexts, the different economical, cultural and vocational situations, typical expressions in different areas.

In fact, in our project framework, some activities were deeply linked to the dimension and to the tradition of the territory. In this sense, the eventual political importance of these experi

ments, was very high especially in comparison to the ways it deals with the environmental needs in a given scenario, taking out its own answers on the field of innovations. So, because the intervention could be transferred into other contexts, it is essential to act with the following actions:

Deep identification of the territorial problem and focus on the social-economic context;
 Definition of the possible material conditions in the juvenile disease;
 Identification of factors potentially subtended to the externalisation of degrade and disease on the emotional and behavioural side;
 Analytical understanding of the types / character of possible marginalisation trajectories;
 Identification of personal problems and their link with the territorial identified problem;
 Interventions specifically made to bottom up strategy;
 Use of local operators, creation of a valid internal coordinating group, good partnership;
 Implementation of verification net about the obligations taken by the partners.

5) Please, indicate whether the Good Practice example have some elements of Sustainability. Thus, indicate whether objectives and strategies identified have guaranteed the continuity of the expected benefits (Activities/Services) even after the activities conclusion

The continuity of benefits after the activity's closure will be possible thanks to the relation set up by the young with the local operators (tutors, teachers, institutional subjects) because it has been possible to see a growth of "sustainment mechanisms, durable and interactive"; it is also well developed the family relationship. The project's effects are, in that case, durable because it started a change mechanism, which can be defined as definitive: the young have come to ripen and have acquired the so called "will to do", the will to put them on the field accepting the strategy of dialogue, of listening. We can say that they can grow up, evolve, be actors of their social redemption, taking into account that they have dramatic social – economic conditions.

Once recognised in these elements the essential reached goals, the deep inner results, we have the complete scenario of the autonomous and self sufficiency results. This project final activities looks to the implementation of a sustaining net to guarantee the continuity of the reached results with the intention to create certain definitive conditions to take away those young from the street and to take hand by hand them in the critical steps of their own lives, through the world of work or of a new educational phase. So we can give them the chance to have other important experiences, positive, to make them more optimistic and especially to make feel them responsible.

h) the innovations used for the resolution of the detected problem/s:

P2 ASIS IT

1) Please, describe one of your project experiences and/or the results of the research into the No profit/Social Area that could be characterized as Good Practice, pointing out:

a) the name of the project and/or of the research:

"La Cooperazione di tipo B in Campania: un modello di sviluppo" ("The Cooperation "type B" in Campania: a development model")

b) the territorial area of intervention:

Campania Region - ITALIA

c) the type of financing (UE, Region, Province, Common etc..)

Fondazione Cariplo, Fondazione Banco di Napoli, UnionCamere Campania

d) the target (for instance: children, young people, adults, immigrated, uncomfortable people etc):

Social cooperatives “type B”

e) the duration and the implementation period:

3 year – 2005 – 2007. Published in 2008

f) the finalities and the purposes:

To propose analysis and debates directed to implement the ability of type B Social Cooperatives in Campania to adequately operate.

Objective: to identify several comfortable ways to turn Type B Social Cooperatives (from Campania) into one of the main actors for economic, employment and social policies.

g) the results:

- Research/Analysis of:

1. the current context of Type B Cooperation in Campania under quantitative and qualitative terms.

2. the Social Cooperatives for Employment Integration, current members of the CGM Campania Network.

3. 8 Social Cooperatives relating to actions and tools provided to support the entrepreneurial development.

h) the innovations used for the resolution of the detected problem/s:

The research methodology, strongly localized and shared among several social actors (National/Regional/Local Social Networks, Social Cooperatives)

2) Please, indicate which are the characters of INNOVATION referred to the project/research experience you choose.

The research methodology as well as the research product *per se*, strongly localized in the Regione Campania and adequately supported by experienced analysts, offered an overview of the Campania Social Cooperation sector (mainly type B Social Cooperatives) able to provide tools and potential solutions to implement its efficacy, efficiency and social values.

For the first time, the type B Social Cooperatives from Campania have been evaluated, analysed, compared and theoretically supported by a dedicated research. So then, their status had been overlapped to the Italian standard of Social Cooperative, preventing Social Research from a deep acknowledgement of the local features.

The research has brought to an easy reading, good-looking Booklet, an original and useful tool for Social Cooperatives Managers and Workers from the regional context to identify lessons learnt, to select suggestions, to eventually re-direct ideas and human resources with a local based approach.

(E.g. effectiveness of the strategies / innovative methods, original or new, used for reaching the project target; quality of the new provided services through the project both to the social workers-researcher, both to the final beneficiaries)

3) Please, indicate how the Good Practice example can be Reproducible in SIMILAR contexts / sectors / compartments but in Different Countries that refer to a similar legal framework and convergent cultural / structural factors?

Depending from different needs identified in different EU countries related to the Social Cooperation/Third Sector Area (so far unknown), this Research project could be easily reproduced in regional areas of Europe where the Employment Integration Action by Social Cooperatives has not been already specifically analysed. Countries like Spain and France, having a similar legal framework and several cultural convergences in common with Italy, can

get inspired to apply the same research model and methodology to their territories. UK, being almost new to Disfavoured people work Integration policies, could find the above mentioned practice as a stimulus to go deep inside the local/regional aptitudes of UK Cooperatives or Organizations involved in the area, in order to evaluate successes, weaknesses, threats as well as opportunities, comparing that local analysis to a wider one, being national or European.

The Germany's context of Social Cooperatives for Disfavoured People Work Integration has some common features to the Italian one. The main issue regards the predilection by the political system for work integration and job placement rather than for the social aim and the community development of the enterprises' core-business, thus, manipulating and distorting their original social purpose.

4) Please, indicate how the Good Practice example can be TRANSFERED to a DIFFERENT context / sector / compartment (in the same Country or in different Countries). (Which are the proper measures and best argumentation for the transfer of the Good Practice example E.g. in which social sectors can it be transferred?)

A similar project research could be useful in analysing the local Associations/NGOs' status in Campania. Of course, in the latter area the main aim is to build Network, participating in Local or International Cooperation projects, without any declared work integration purpose for their members. In Campania Region most of them are voluntarily based. However, social transformations, economic crisis, the competitiveness' increase as well as the Local Institutions' weakness in project-financing forces Associations/NGOs to move towards a No profit enterprise structure. So far, no studies took care of the issue under a local point of view. Most part of researches dedicated to No profit Associations/NGOs local sector focuses on projects realised, offering just a context's snapshot. Indeed, no a deep analysis of weaknesses or a SWOT Analysis/Matrix is taken. A research able to analyse their local current status and suggest Associations/NGOs technical steps to undertake, can result an original tool for No profit local Managers, already operating or intended to operate in that dimension.

5) Please, indicate whether the Good Practice example have some elements of Sustainability. Thus, indicate whether objectives and strategies identified have guaranteed the continuity of the expected benefits (Activities / Services) even after the activities conclusion.

It is not easy to indicate criteria for sustainability evaluation concerning a Research Project. In the case under analysis, it can be evaluated according to: 1) the Institutional Bodies' policies, the Private Donors' commitments, the Local Civil Society's awareness following the project's conclusion; 2) the booklet distribution and dissemination; 3) on a middle-long term, the qualitative and quantitative improvement of Social Cooperatives for work integration on the regional territory.

Under 1) we detect a low interest of National/Regional/Local Authorities in improving protection for "Social cooperatives for work integration" or according by regional law the enlargement of disfavoured people to new categories (as suggested by a recent UE Directive). However, it may be highlight that "Fondazione Sud" (an Italian Foundation aiming at supporting local development projects and programmes for the South of Italy) took the analysed project as starting point for a Call for Proposals ("Bando Socio-Sanitario 2009") explicitly dedicated to disfavoured people's integration, remarking the actuality of the issue and the social-economical needs these people pretend to be satisfied. In particular, this grant aims at improving cooperation between for profit enterprises and No profit Area. It asks applicants to pledge for integration of disfavoured people even into no protected markets,

inviting for profit enterprises to contract them instead of paying the foreseen fine for law violation – as so far happened and brightly highlighted by the booklet.

Under 2) it must be remarked that the booklet was co-financed by Fondazione Cariplo (an Italian Foundation deeply keen on local development in North Italy – Lombardia). This ensured an extraordinary backfall over hundreds of Lombardia Region's Social Cooperatives, Trade Union Workers, for profit enterprises, Local/National Institutions. This Region – in terms of quantity and quality - represents the Italian most experienced territory in disfavoured people work integration.

Furthermore, the CGM (the biggest Italian Network of Social Enterprises) collaboration into the project guaranteed the booklet dissemination among several Social Consortiums and thousand of Social Cooperatives, by this mean urging for the attention of the national Civil Society/no profit Sector on the issue. Grace to its political weight, the CGM lobbying activities constantly draw the National Local Institutions' attention to the issue.

Under 3) it shall be remarked that, according to the project's framework, 8 Social Cooperatives for disfavoured people integration (members of the CGM/ASIS Network) were trained. The treated items: Social Enterprises governance and legal framework, Networking, work integration issues. 50% of the trained cooperatives improved their management under a qualitative and quantitative aspects. The remaining 4 cooperatives paid a too much optimistic view of start-up activities, going towards failure. Under a sustainability point of view the 4 virtuous cooperatives can easily behave as good example and multiplier for recently-born cooperatives on the regional/local territory.

P3 Oxford Research DK

GUIDELINES FOR BEST PRACTICE SURVEY - Questionnaire

1) Please, describe one of your project experiences and/or of your research into the No profit/Social Area that could be deemed as Best Practice, pointing out:

- a) the name of the project and/or of the research;
- b) the territorial area of intervention;
- c) the type of financing (UE, Region, Province, Common etc.);
- d) the target (for instance: children, young people, adults, immigrated, uncomfortable people etc);
- e) the duration and the implementation period;
- f) the finalities and the purposes;
- g) the results;
- h) the innovations used for the resolution of the detected problem/s.

The chosen example was started as program in the spring 2008 and is called Master of Social Entrepreneurship. The program is running over two years as a part-time study and is attached to the Department of Psychology and Educational Studies at Roskilde University. Master of Social Entrepreneurship is further academic training of learning and social entrepreneurship. It is mainly directed at operators of social innovation, i.e. persons involved in strategic and planned learning- and developmental activities, and in organization of the third sector. The program focuses on cooperative relations and interaction between society's public sector, private sector, and third sector. The intended result of the program is to stimulate the third sector and to minimize asymmetry between the three sectors which has been a detected problem. The program is part of a general innovative trend that focuses on competences in the third sector.

To join Master of social entrepreneurship the student must have been conducted a long (5 years) or mid-long (3 years) education, as well as relevant experience is needed, like 5 years experience from the third sector if the student have conducted a mid-long education, and three years experience if the student have conducted a long education. Added to these terms of admission, Master of Social Entrepreneurship is financed by user's fee (60.000 DKK) but it is possible to apply for a scholarship.

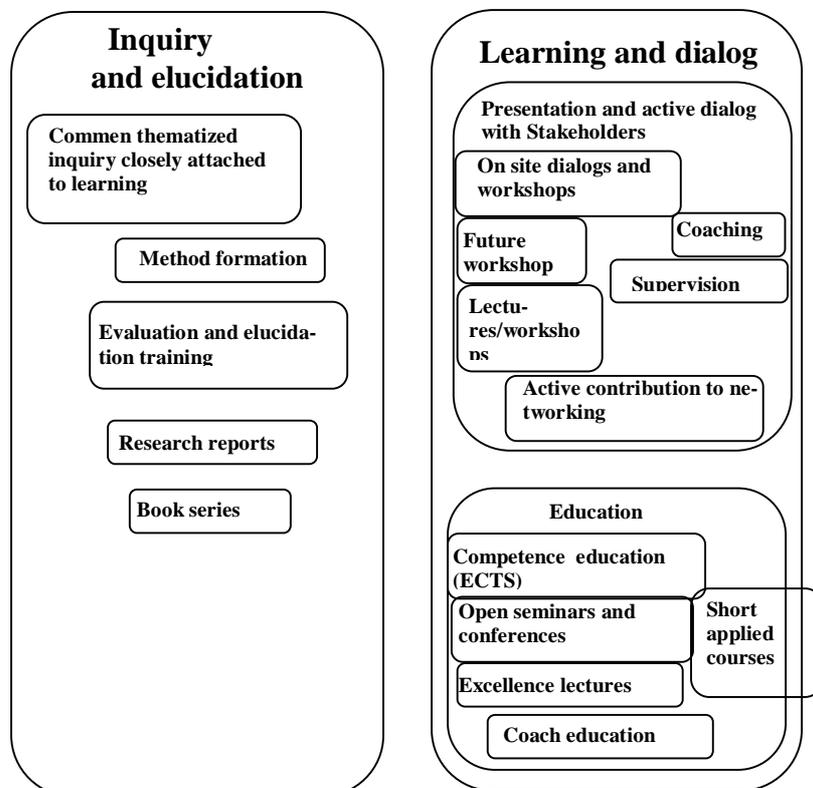
Both the nature of Master of Social Entrepreneurship and the terms of admission do the program to a very high level program.

2) Please, indicate which are the characters of INNOVATION referred to the project/research experience you choose.

(Effectiveness of the strategies / innovative methods, original or new, used for reaching the project target; quality of the new provided services through the project both to the social workers-researcher, both to the final beneficiaries)

The characters of innovation in the program Master of Social Entrepreneurship is already mentioned see point 1. More concrete Master of Social Entrepreneurship rests on two pillars which constitute basis for innovation and benchmarking to make sure to stimulate the third sector and minimize asymmetry. One pillar concerns inquiry and the other concerns learning.

Pillars for competence improvement



Both of the pillars are closely attached to the overall target, to stimulate the third sector and minimize asymmetry. Inquiry and learning are further attached to innovation and values already existing in the third sector. The working method is interdisciplinary and orientated to projects where inquiry and learning are used for analysis of empirically material. The program intends systematically to use and work up the experiences and cases the students bring along to the program.

3) Please, indicate whether you think that your experience can be Reproducible in SIMILAR contexts / sectors / compartments but in Different Countries, which, however, refer to a similar normative framework and convergent cultural / structural factors? In which European Countries do you think that it can be reproducible?

Master of Social Entrepreneurship can easily be reproduced in a similar context/sector/compartment in a different country. As told, the program is part of a general trend, and similar programs have already been seen all over England e. i. BA in Social Enterprise at University of East London and in the USA e. i. The Social Enterprise Initiative on Harvard Business School. The challenges for such programs might be found in the nature of the very high educational level and the user's fee financing, which could mean that only employees from high capacity organizations in the third sector actually have chances to join the program.

4) Please, indicate how as this project/research experience could be TRANSFERED to a DIFFERENT context / sector / compartment (in the same Country or in different Countries). Which are the proper measures and the shrewdness for the transfer of the BEST - PRACTICE model? In which social sectors it could be transferred?

In principle Master of Social Entrepreneurship concerns all social sectors so it gives no meaning talking about a transfer to a different context/sector/compartment see point 1.

5) Please, indicate whether in your BEST-PRACTICE model are present some elements of Sustainability. Thus, indicate whether objectives and strategies identified have guaranteed the continuity of the expected benefits (Activities / Services) even after the activities conclusion.

Master of Social Entrepreneurship has many elements of sustainability. The program itself is in nature sustainable until no students attend the program anymore, and as long as it contributes to stimulate the third sector and minimize asymmetry. At the moment no students have finished the program yet, but it can be mentioned that 60 students were attending the program in 2008 and there is now 45 students left. To secure the sustainability of the program the principal of Master of Social Entrepreneurship has appointed a steering committee who continuously evaluates the program. The committee have both specialists and students.

P5 APOPSI EL

1) Please, describe one of your project experiences and/or the results of the research into the No profit/Social Area that could be characterized as Good Practice, pointing out:

- a) TAM – THIRD AGE MOVING
- b) Europe
- c) EU co-funded – Grundtwig project

- d) retired people
- e) 2 year project – ended in 2006
- f) the purpose of the project was to create creative workshop in different disciplines for elderly people in order to make them feel productive and part of the society (integration methodology)
- g) Realisation of a model project in form of workshops with creative methods for adult educators in the field of working with elderly people.
- h) the innovations used for the resolution of the detected problem/s.
theatrical workshops, jewellery creating workshops in order to build new skills

2) Please, indicate which are the characters of INNOVATION referred to the project/research experience you choose.

(E.g. effectiveness of the strategies / innovative methods, original or new, used for reaching the project target; quality of the new provided services through the project both to the social workers-researcher, both to the final beneficiaries)

Following an innovative methodology of re-integration into active societal life, the project TAM Third Age Moving, focused on creating workshops particularly designed for the target group, that of elderly people teaching them new skills. There were several counties involved in the partnership and all of them created workshops. The most innovative workshops were the ones where a big theatre project with elderly people was created with the help of professionals. The aim was to create alternative skills (i.e. public relations) that could be used in other settings. Another was to create jewellery, particularly aided by professionals working in this field. The target group was taught art history as part of the workshop.

3) Please, indicate how the Good Practice example can be Reproducible in SIMILAR contexts / sectors / compartments but in Different Countries that refer to a similar legal framework and convergent cultural / structural factors?

This good practice can be reproduced in any country since the effort put in the VET training programme is a) to analyse training needs, b) analyse target group disadvantages i.e. need for societal integration, new skills etc, c) create an alternative workshop allowing for interaction, role playing, simulation practice and focus on other skills than those usually encountered in basic integration needs (i.e. communication skills, language, basic IT etc). The sectors targeted can be numerous (no barriers).

4) Please, indicate how the Good Practice example can be TRANSFERED to a DIFFERENT context / sector / compartment (in the same Country or in different Countries). (Which are the proper measures and best argumentation for the transfer of the Good Practice example E.g. in which social sectors can it be transferred?)

We argue that workshops such as the above i.e. theatrical skills allow for the transfer of the good practice to any context and sector. Role playing, jewellery making etc allow for any target group belonging in the third sector to gain skills and competencies beyond traditional measures. Optimal measures for transfer would be the thorough analysis of target group needs and investigation / integration of skills development with personal interests.

5) Please, indicate whether the Good Practice example have some elements of Sustainability. Thus, indicate whether objectives and strategies identified have guaranteed the continuity of the expected benefits (Activities / Services) even after the activities conclusion.

Skills developed in such contexts and in such settings to suit benefits comprised of both personal interests but also need to societal integration, can easily be reproduced following official project end. Jewellery making skills, lessons in art history, theatrical classes and knowl

edge of costumes etc allow any person belonging in any disadvantaged group, even immigrants with no knowledge of the host country language, to be able to get integrated into the host society successfully.

P6 CIES ES

1) Please, describe one of your project experiences and/or the results of the research into the No profit/Social Area that could be characterized as Good Practice, pointing out:

- a) Master's Degree in Social Economy and Management of Non-Profit Organizations
- b) International
- c) Private funding
- d) The Master is tailored to the directors and university graduates who are working in or who would like to work in the area of social enterprises and organizations that provide public services. It is also aimed at the professionals in the public sector who are interested in learning about, designing, implementing and evaluating public policies.
- e) one year
- f) This Master's program provides management skills for social enterprises, These skills facilitate business management by analyzing the main lines of current thinking on governance, transparency, and accountability in organizations. With these skills, leaders and directors will be able to understand the degree of development in their own organizations toward management based on global efficiency.

AIMS:

- To provide business management skills to the directors of social enterprises operating in the field of public services focused on the areas of healthcare, education, culture and social services.
- To provide a comprehensive education that includes theory, skills, and values for the directors of associations, foundations, NGO's, cooperatives, employee-owned businesses and businesses in general established to carry out social objectives.
- To contribute to the professionalization of the sector.

g) CIES mission is to help organizations create economic and social value by providing productive, efficient, and profitable tools. This is carried out through the study of combing economic effectiveness with social concerns through activities such as the following:

1. Sensitizing experts and government representatives to the importance of combining economic effectiveness with social concerns.
2. Promoting, carrying out and publicizing studies on the social economy

3. Establishing relationships among organizations, businesses and governments interested in achieving sustainable community development.

h) innovations used for the resolution of the detected problem/s.

2) Please, indicate which are the characters of INNOVATION referred to the project/research experience you choose.

This Master program provides management skills for social enterprises. These skills, leaders and directors will be able to understand the degree of development in their own organizations toward management based on global efficiency.

3) Please, indicate how the Good Practice example can be Reproducible in SIMILAR contexts / sectors / compartments but in Different Countries that refer to a similar legal framework and convergent cultural / structural factors?

The Master's is taught by university and experts from different areas of specialization. It is a multidisciplinary and multicultural Master's program in which participants will have the opportunity to interact with other leaders of businesses and non-profit organizations from Europe, the United States and Latin America.

4) Please, indicate how the Good Practice example can be TRANSFERED to a DIFFERENT context / sector / compartment (in the same Country or in different Countries). (Which are the proper measures and best argumentation for the transfer of the Good Practice example E.g. in which social sectors can it be transferred?)

The Master Program provides skills for the management of any social organization in any of the sectors related with relational goods: cultural, social services, health, educations, youth activities It's a cross Program

5) Please, indicate whether the Good Practice example have some elements of Sustainability. Thus, indicate whether objectives and strategies identified have guaranteed the continuity of the expected benefits (Activities / Services) even after the activities conclusion.

This Master Program began to beginnings of the nineties. It has more than 15 years of life. During this period of time it has increased the number of the social companies and his importance as suppliers of relational goods. Relational goods industries have grown in the last years. As consequence, the needs to form professionals of these managerial organizations it goes in increase.

P10 VITA IT

1) Please, describe one of your project experiences and/or the results of the research into the No profit/Social Area that could be characterized as Good Practice, pointing out:

a) the name of the project and/or of the research:

I Draghi del Tifo

b) the territorial area of intervention:

Milan, Brescia, Treviso, Forlì-Cesena

c) the type of financing (UE, Region, Province, Common etc.):

King Baudouin Foundation, fund coming from the European campaign Stand Up Speak Up promoted by Nike

d) the target (for instance: children, young people, adults, immigrated, uncomfortable people etc):

children

e) the duration and the implementation period:

2005-2009

f) the finalities and the purposes:

actions against racism in football

g) the results:

a network of social cooperatives working on a shared model of education at school and at the stadium about how to support

h) the innovations used for the resolution of the detected problem/s:

after the first phase during which we launched a call for projects we had many best practices with very local impact, in the second phase we decided to choose one of those best practices and to create a network to develop the project and increase the impact on territories.

2) Please, indicate which are the characters of INNOVATION referred to the project/research experience you choose.

(E.g. effectiveness of the strategies / innovative methods, original or new, used for reaching the project target; quality of the new provided services through the project both to the social workers-researcher, both to the final beneficiaries)

Two are the main innovative idea related to the Dragons project: one is the network idea, to export a best practice in different cities to get suggestions, improvement and to test the project to become a model in the sector, the other is the model itself, a three steps project flexible, light and funny that obtain really enthusiastic results with children at school, at the stadium and in the relationship with players, force of order, coaches and all the other people involved.

3) Please, indicate how the Good Practice example can be Reproducible in SIMILAR contexts / sectors / compartments but in Different Countries that refer to a similar legal framework and convergent cultural / structural factors?

The project is structured so that we can provide excellent indirect impact on recipients, such as family members, teachers and patrons of the stadium in this way by multiplying the recipient of the message for a proper and positive cheering. The model, since last year realized only in Treviso, has demonstrated its effectiveness being tested in other provincial contexts, from this first “test” and all the suggestions collected could be put in practice in many other cities. It’s also possible to shape the model for high schools and in connection with other sports.

4) Please, indicate how the Good Practice example can be TRANSFERRED to a DIFFERENT context / sector / compartment (in the same Country or in different Countries). (Which are the proper measures and best argumentation for the transfer of the Good Practice example E.g. in which social sectors can it be transferred?)

The project is strictly thought to join sport, education and sport support. The model of school lesson, plenary session with sport’s actors and laboratories for supporters at the stadium is really connected to the school frame but can be transferred to other kind of school or

organized groups such as amateurish sport team or supporters' club, in Italy or in other Countries.

5) Please, indicate whether the Good Practice example have some elements of Sustainability. Thus, indicate whether objectives and strategies identified have guaranteed the continuity of the expected benefits (Activities / Services) even after the activities conclusion.

After the years of Stand Up Speak Up campaign, the aims is to continue to enlarge the network searching for funds in two different levels: the network coordinator will look for main national sponsors that want to adopt Dragons network financing the coordination work and the production of communication material, the partners will search locally to get private or public sponsors (also with the help of local football club to intercept their sponsors).

P12 CEBS PL

1) Please, describe one of your project experiences and/or the results of the research into the No profit/Social Area that could be characterized as Good Practice, pointing out:

a) the name of the project and/or of the research;

T.E.U.T.O.R. – Training for European Tutor in Job Rehabilitation

b) the territorial area of intervention;

Italy, Poland, France, Bulgaria

c) the type of financing (UE, Region, Province, Common etc.);

EU – DG Education

d) the target (for instance: children, young people, adults, immigrated, uncomfortable people etc);

The target group: social workers, young people interested in social wok; Final beneficiaries: disadvantaged people

e) the duration and the implementation period;

November 2007 – November 2009

f) the finalities and the purposes;

The T.E.U.T.O.R. project's purpose is to elaborate and experiment a common European vocational training model for tutors that follow the labour inclusion process of disadvantaged social groups, as the answer for the need of those group social integration.

g) the results;

1. the research on European picture concerning vocational training of tutors that follow the labour inclusion process of disadvantaged social groups;

2. the common and homogenous training module in the different European countries;

3. the cross-sectional evaluating tools.

The “external” outcomes of the project TEUTOR, that is with an impact beyond the partnership, are: I) the participation of the final beneficiaries to the vocational training module, able of helping their integration in the labour market; II) the European recognition of the vocational training model and the professional profile defined by the project.

h) the innovations used for the resolution of the detected problem/s.

1. the importance of synergic work within network composed by public institutions, VET organisations and for profit enterprises

2. use of ICT tool for European dimension of training course

2) Please, indicate which are the characters of INNOVATION referred to the project/research experience you choose.

(E.g. effectiveness of the strategies / innovative methods, original or new, used for reaching the project target; quality of the new provided services through the project both to the social workers-researcher, both to the final beneficiaries)

The innovation of the project has multiple dimension. Strategy: for effective reaching of results, there have been set a partnership composed by different public/private/social bodies. All of them have been consulted in each phase of the project, i.e. research, training course content design, training course experimentation. ICT: for real European dimension of the training course there have been set up the e-learning platform in project's partners languages and in English. The platform gave the possibility of access to national sections and consult documents and materials which could be useful for students from other countries. Recognition: as demonstrated by national researches, the figure of tutor in job insertion is not recognized in all countries, there are also national limitations in recognition by regions of a country. To overcome this problem this project aims to focus on European recognition.

3) Please, indicate how the Good Practice example can be Reproducible in SIMILAR contexts / sectors / compartments but in Different Countries that refer to a similar legal framework and convergent cultural / structural factors?

The training course can be easily reproducible in other countries as has common training modules concerning general European context. For different national peculiarities there's a guideline how to include necessary topics and what they should concern.

4) Please, indicate how the Good Practice example can be TRANSFERED to a DIFFERENT context / sector / compartment (in the same Country or in different Countries). (Which are the proper measures and best argumentation for the transfer of the Good Practice example E.g. in which social sectors can it be transferred?)

The model can be transferred in sector of social enterprises for training of job coaches/tutors for job insertion of disadvantaged people, disabled people associations and also for profit enterprises interested in having own tutors for disadvantaged people integration.

5) Please, indicate whether the Good Practice example have some elements of Sustainability. Thus, indicate whether objectives and strategies identified have guaranteed the continuity of the expected benefits (Activities / Services) even after the activities conclusion.

The sustainability of the project activities is guaranteed at different levels:

Institutional - by the strategy of joined partnership of involved organisations and institutions;
Individual – the beneficiaries of training course acquire the know how necessary to work in field of job insertion of disadvantaged people;

Territorial – during the project the partnership between different stakeholders has been set up
European – recognition of this professional figure will give benefits to all professionals working in field of job insertion of disadvantaged people and will facilitate their mobility within European countries

P14 AMLEDO SE

a) the name of the project and/or of the research;

Dataverkstad Väsentorp

b) the territorial area of intervention;

Solna/Sundbyberg, Sweden

c) the type of financing (UE, Region, Province, Common etc.);

UE, European Social fund and Regional co-funding by Vuxenskolan Solna/Sundbyberg, Försäkringskassan and Socialförvaltningen Solna/Sundbyberg

d) the target (for instance: children, young people, adults, immigrated, uncomfortable people etc);

The target group are people with mental and social disabilities

e) the duration and the implementation period;

December 2005 until June 2007

f) the finalities and the purposes;

The project aims to develop a participatory approach with the goal that at least half of the participants would be in a 'close working activities' during the project. The objectives to be attained are also visions of changing the old approach in psychiatric social work and instead work to participants to a greater extent to get out of gainful employment.

g) the results;

- 7 out of 25 participants in Väsentorp have come forward during the project. Of these have 2 come out in ordinary work. Some of the seven doing work experience, but has his livelihood by any form of sick pay.
- The goal of forming a self-sustaining economic association - a social economy - is fulfilled.
- Participants reported that their social situation has improved through participation in Väsentorp. The work was perceived as being meaningful.

h) the innovations used for the resolution of the detected problem/s.

Study circles

2) Please, indicate which are the characters of INNOVATION referred to the project/research experience you choose.

Effectiveness of the strategies / innovative methods

Study circles

There are as many ways of learning as there are people. And all people possess a combination of knowledge and skills that they share with no one else. What's unique about a study circle is that people not only meet each other but learn from each other as well. Guided and inspired by a skilled study circle leader, the participants themselves create a shared vision of what they wish to achieve.

The study circle leader navigates them towards their goal during the course of their studies and ensures that everyone plays an active role in attaining the group's objectives.

The educational form of a study circle ensures that all participants are of equal importance. Someone has the experience, someone has the enthusiasm, someone has the curiosity, someone has sensible questions, someone thinks along traditional lines, someone takes a new approach, someone makes comparisons with her profession, and someone draws a parallel with his cultural background .

Everyone has joined the circle out of a shared interest in a particular subject. Just as there are many ways of learning, so are there many ways of running a study circle.

(Source: Svenska Vuxenskolan)

Quality of the new provided services through the project both to the social workers-researcher, both to the final beneficiarie

The Väsentorp study circles were carried out under the same conditions as other study circles. That the group was small helped, because the participants got to know the other members better. Since the group was small, it was possible that the breaks and call adjust the speed of the courses. All the circle leaders were aware of the group's background in a more general level, some individual problems and diagnoses were not discussed. All participants of the Väsentorp study circle highlighted that there had been fun, rewarding and instructive to teach at Väsentorp.

(Source: Palm & Piouva, 2007)

The working environment

The work environment was described by all the study circle as a positive and enjoyable. It was fun to come to Väsentorp, they were always welcome. Some expressed that they appreciated that it was much "life" in the house, it ran different things beyond the business circle.

(Source: Palm & Piouva, 2007)

Leadership

Circle leaders were outside the project management / staff group. The vast majority, except one who was involved in starting the project, got their hours and went right after closing the circle. The was not seen as negative, but as naturally as they were there to teach, not "Treat".

(Source: Palm & Piouva, 2007)

3) Please, indicate how the Good Practice example can be Reproducible in SIMILAR contexts / sectors / compartments but in Different Countries that refer to a similar legal framework and convergent cultural / structural factors?

Study circles activities are an important backbone of the project Data Workshop Väsentorp. They

represent a free and open educational form the traditional Democratic and enlightening ideals, which fits well with the project and the social economy ideal formulation of the objective. Education has recently been increasingly more important for vulnerable groups such as long-term unemployed, immigrants and casual work. Study circles occur in order to meet these individual needs, contain - completely aligned both locally and individually. (Palm & Piouva, 2007)

A study circle can easily be replicated to similar contexts, sectors and compartments but in different countries. Due to the fact that study circles are very flexibility because of their structure, which means that every one contributes and that the circle leader that is in charge over the management of the circle but is not an authority. Any one can take part in a study circle and a study circle can also involve any subject that the participants choose to work with.

4) Please, indicate how the Good Practice example can be TRANSFERED to a DIFFERENT context / sector / compartment (in the same Country or in different Countries). (Which are the proper measures and best argumentation for the transfer of the Good Practice example E.g. in which social sectors can it be transferred?)

The practices of a Study circle can easily be transferred to many different context and social sectors, because it is a method for learning. Study circles – workshops are great opportunities because they are characterized by great flexibility. The learning inside the study circle can be both theoretical as well as practical. As read above in section 3 the good practice of a study circle is very innovative and applicable to any contexts , sectors and compartments, and it is not affected by similar legal framework and convergent cultural / structural factors. It is also due to its extreme flexibility this method makes a proper alternative for good practice in any sector especially the social sector to use as a tool of informal education.

5) Please, indicate whether the Good Practice example have some elements of Sustainability. Thus, indicate whether objectives and strategies identified have guaranteed the continuity of the expected benefits (Activities / Services) even after the activities conclusion.

Research shows that the participants of study circles often feel empowered and that the participants acquired new knowledge (Palm & Piouva, 2007). Study circles have a high sustainability due to the fact that it takes tacit and tangible knowledge from the participants and transfers this knowledge to every one part of the study circle. Furthermore due to the research one can see that the knowledge transfer is very high in these study circles and can therefore guarantee sustainability of this type of learning. Moreover the participants of study circle can then also become study circle leaders to further the knowledge to other people throughout the creation of new study circles.

P15 The Co-Operative College

IRENE T - Good Practice Study

Name of the Project: A Good Way to do Business

Territorial Area: Greater Manchester

Type of funding: European Union

Target: Social Enterprises in Greater Manchester

Duration: 2006

Outcomes: To develop and deliver a pilot programme of customised training to improve business skills.

Innovations: The Greater Manchester Social Enterprise Action Plan initiated joined up support mechanisms including training and consultancy. It was successful for staff, trustees, directors, managers and volunteers who benefited from introductory training and support whilst more established people received appropriate support that was tailored to the needs of their enterprises.

INNOVATION

Greater Manchester is home to one of the earliest and most successful forms of enterprise — co-operative enterprise. The Rochdale Equitable Pioneers Society, founded in 1844, the first successful co-operative business in the world, still thrives, as part of the Co-operative Group and today there are hundreds of new social enterprises in Greater Manchester that are following the pioneers' lead and meeting new needs in relevant ways.

The co-operative pioneers set out to combat poverty, or what is now called 'social exclusion', now such businesses are about improving health, providing better food or patient-centred personal care services, about better goods or public services. They offer society and the economy new ways of fighting poverty and exclusion. Social enterprises point the way to more sensitive and less wasteful delivery of public services, and have built up a solid track

record. Initiatives in health, communities, and trade and industry are looking to social enterprises to partner existing public services with a clear focus on the needs of the public.

Social enterprises are prominent in reducing environmental destruction, increasing access to environmental ‘goods’ and – in the jargon of sustainable development – reducing environmental ‘bads’. Greater Manchester has a full range of these enterprises from the national and international to the very local, and many of them are leading edge. It is through the examples set by social businesses that the leadership of the top companies in the world now understand what is meant by the ‘multiple bottom line’ – not just profit and commercial value, but the social and environmental impact of a business’ activities.

Greater Manchester boasts a thriving social enterprise sector, from the oldest, biggest and most famous, to the newest, smallest micro-enterprise, from easily understood needs met in better ways (food, funerals, healthcare, home care) to the most innovative (bio-diesel, composting, home security, new greener business practices).

REPRODUCING BEST PRACTICE

As a unique form of business, often established for environmental and social purposes. many social enterprises are democratically run with strong connections to local communities. As one commentator recently noted, social enterprise is —a good way of doing business and a businesslike way of doing good.

Greater Manchester has a wealth of social enterprises which, taken together, make a considerable contribution to the local and regional economy. Today it is estimated there are over 55,000 social enterprises in the UK with a combined turnover of over £27 billion per year,

contributing over £8.4 billion per year to the UK economy – almost 1% of annual GDP. In the past, coherent infrastructure and support for social enterprises has been fragmented. The Greater Manchester Social Enterprise Action Plan addresses these issues by initiating joined up support mechanisms including training and consultancy. There is now a need to embed this support and training infrastructure in order that a wider range of social enterprises can benefit. In addition a broader range of quality services might be introduced such as quality mentoring schemes and focused study trips. Taken together, these activities could continue to make Greater Manchester a thriving centre of successful social enterprise.

There has been a resurgence of interest in the idea of a ‘third way’. From the late 20th century there has been a gradual shift in thinking and a growing recognition that the social aspects of society need to be rebuilt alongside the economic. The current focus on social enterprise is indicative of this changing atmosphere and more people are now connecting business activity to social and environmental factors. There are now more examples of people ‘doing it for themselves’ rather than waiting for solutions to be handed down by governments.

In the UK social enterprise is a term which describes one of these impulses. Social enterprises are businesses which are driven by social and environmental motives and operate in all areas of the economy. By using business solutions for the public good they help to bring about a more sustainable and socially inclusive society. Social enterprises are businesses whose trading supports a social purpose. By generating a surplus they are able to reinvest it in the business or contribute to other social objectives. Social enterprises tend to be underpinned by values and this is apparent in the co-operative movement which has developed a set of values and principles to guide the work of co-operatives around the world. Social enterprises are also tied to particular communities to whom they hold themselves accountable. It would be unimaginable for most social enterprises to relocate production to other countries as some businesses do. Their umbilical cord ties them into specific localities. As a result cultures and communities help to shape the nature of social enterprises in different countries. This is unsurprising given that they are set up to address specific needs and issues that vary spatially. Social enterprises are also subject to national laws and legal

structures which account for further differences. Equivalent enterprises can be found across different continents which share many common features despite national and cultural differences.

Social enterprise has also been defined in terms of social entrepreneurship – as a set of qualities residing in creative individuals. These qualities include an ability to develop business solutions to social and environmental problems and to drive these forward.

Where most people see problems, social entrepreneurs see opportunities, in the words of the Skoll Foundation which gives awards for the world's leading social entrepreneurs. This

foundation was set up by eBay billionaire Jeff Skoll, an example of private sector philanthropy being used to develop and support social enterprise. Similarly, organisations such as the School for Social Entrepreneurs, formed in 1997, or Ashoka aim to develop the profession of social entrepreneurship' by awarding fellowships to individual entrepreneurs. Thus the slippery nature of the term social enterprise leaves it open to a diversity of interpretations and practices.

Social enterprise is best understood as part of a 'third sector' or 'social economy'. Most people are familiar with the public sector and the private sector. Third sector organisations are independent from government and serve a social purpose. They include a wide range of organisations such as community groups, voluntary organisations, charities, clubs, co-operatives and building societies. Social enterprises are marked by great diversity and the following types of businesses, for example, are generally considered to be social enterprises (this list is not exhaustive):

- Co-operatives, run by and for the benefit of their members. Examples include consumer co-operatives, worker and housing co-operatives.
- Credit unions which are community based savings and loans co-operatives, providing financial services to their members.
- Social firms provide training and employment to people with disabilities by establishing sustainable businesses.
- Community businesses who train and employ excluded people who may be from the local area or members of a minority ethnic community.
- Charities and voluntary organisations which trade or run shops to help subsidise their social objectives. As grants have declined more of these organisations are moving into social enterprise.
- Mutuels such as building and friendly societies, which are run by, and for the benefit of, their members. So-called 'new mutuels' include leisure trusts, hospitals or out-of-hours GP co-operatives that have taken over public services.
- Development trusts which build community partnerships to help regenerate local areas.
- Community Interest Company (CIC) enable easier financing for social enterprises along with restrictions to ensure profits and assets are used for the public good.

SUSTAINABILITY AND TRANSFERABILITY

Given the social and environmental impact of social enterprises, the sector has importance beyond the economic. It enhances community cohesiveness and 'social capital' in areas where social exclusion is high. Social firms work with and employ people who may find it difficult to obtain and remain in employment. Many of them are run democratically and helping develop 'active communities.' Social enterprises are at the forefront of recycling and environmental issues and have shown initiative and creativity in developing new solutions to old problems. They deal in more than the financial bottom line, they focus on 'multiple bottom lines', taking account of financial, social and environmental issues connected to their business.

Appreciating the diversity of the sector also leads us to acknowledge that social enterprises are not necessarily small-scale new developments. The roots of the largest social enterprises in the UK today are to be found in the nineteenth century when mutual and collective self-help organisations were established, such as building societies and friendly societies. Some have grown into large successful businesses such as the Co-operative Group with a turnover of over £12 billion from its retailing, travel, pharmacy, banking, insurance, motor, funeral, legal and agricultural businesses. These ‘established’ social enterprises have provided the new with advice and support, while recognising that many of newcomers have developed innovative ways of meeting human needs.

Social enterprises in Manchester have grown organically from local roots and hold themselves accountable to local communities. They have often been set up to deal with issues and problems that are quite tangible and visible to residents. The success and growth of these enterprises have often depended upon developing long-term relationships with local people. This does not mean that social enterprises are parochial in their outlook. Indeed, many of them are tackling issues of national and global importance such as Green Gold, Manchester’s first biodiesel station which contributes to awareness of environmental issues as well as enabling people to do something about it.

A growing awareness of the potential for social enterprise has led politicians to actively place it on the policy agenda. The Social Enterprise Unit, now based within the Small Business Service, provides the focal point for strategic decision-making on social enterprise across government. In addition, a junior government minister was given responsibility for this burgeoning area. The Government’s Social Enterprise Strategy lays out a vision of social enterprise making a significant economic, social and environmental contribution to British society. A programme was designed to foster the growth of social enterprise by building support mechanisms and enhancing their performance.

Social enterprise is gaining in profile and has been courted by all political parties. It has been invested with diverse qualities and skills, bringing together the best of public, private and voluntary worlds. At different times it has been argued that social enterprise could create jobs and wealth, deliver quality public services, play a major role in regeneration schemes, combat rural decline and develop citizenship. It is expected to improve social and environmental conditions whilst also becoming financially independent and self-sustaining. Clearly, bringing about such visions will not happen overnight.

There have been many discussions on how social enterprise could be further supported and developed. Nationally, the Social Enterprise Coalition has served as an umbrella body and has played an active role in campaigns to support and develop social enterprises. The main areas of its activity reflect these concerns:

- To improve legal regulation ensuring that social enterprises operate on a level playing field with other businesses.
- To improve access to finance and financial support.
- To help social enterprises understand their wider social and environmental impact.
- To increase training and development for social enterprises to improve management and leadership.
- To support public services and social enterprises to play a greater role in the provision of public services.
- To enable social enterprises to take advantage of public procurement opportunities.
- To raise awareness of social enterprise among politicians and wider society.

Social enterprise occupies an ambiguous territory that crosses the divide between the ‘mainstream’ and the ‘margins’. Many such businesses started life in response to the very problems to which existing institutions could not find a solution. For instance, whilst the environmental implications of existing ways of doing business have been shown to be

unsustainable, groups with very few resources have developed innovative solutions in areas such

as fuel for vehicles and timber recycling. These types of social enterprise aim to show through practical example that business can be done better at the same time as campaigning for change in the wider society.

Social enterprises are sometimes run by and for the ‘socially excluded’ whose perspectives feed into their organisations and help to make them both democratic and responsive to their communities. Indeed, there is a long history of experimentation and creativity emerging from areas that mainstream society has ignored which then help to bring about change in key institutions. Although older co-operative and mutual businesses cannot easily be categorised as marginal today, they started life as working class responses to poverty in the nineteenth century and have brought significant improvements to society. Today women, black and minority ethnic communities, disabled and working class people often play significant roles in social enterprises as customers, directors, members and employees. Whilst they have a clear perspective on inequalities they are also keen to have a wider impact on mainstream services and institutions.

The recent interest in social enterprise among policy makers and mainstream institutions has been welcomed by many. However, despite the surge of enthusiasm, fostering the development of social enterprise has not been straightforward. Given that social enterprise has been presented both as a panacea for a wide range of social problems and a potentially significant player in the economy, interest and expectations have increased greatly.

Policies have also oscillated between two poles. At one pole they highlight the unique features of social enterprises and emphasise that development must be from the bottom up, enabling organic growth to take place. At the other end policies have stressed the need to integrate social enterprises into mainstream provision. There are advantages and disadvantages to both these approaches. The current focus on mainstreaming will, in theory, mean that social enterprises are placed on a level playing field with other businesses. Having a social enterprise option for business start-ups will also be a valuable promotion tool for a form of business that is not well enough known and understood. On the other hand many social enterprises argue that their needs are different to mainstream businesses in crucial ways. For instance, many of them have specific codes of governance and laws covering their operation. Even quite standard issues such as marketing, employment and strategy may have different connotations for businesses which depend upon volunteers or are closely connected to particular values and communities. Having a distinct identity can also translate into enthusiasm and dynamism. However, these two approaches are not necessarily mutually distinct. The recent decision to shuffle social enterprise support services back into the Small Business Service was made centrally. This mainstreaming might be made more effective if central institutions partner with specialist networks and organisations in supporting social enterprises with their specific needs. Social enterprises require complex thinking, joining up areas that have often been held separate.

Conclusions

Greater Manchester is a significant centre for social enterprise. It serves as a hub for many co-operative and mutual enterprises as well as being home to a broad array of social firms, development trusts, voluntary organisations and other social enterprises.

Given the diverse characteristics of the sector, in terms of size, age and scale as well as other factors, a range of flexible support is required to help it develop organically. For instance, many social enterprises have been established in recent years based on commitment to vision and values. Some of these organisations need to improve their business operations in order to maximise their chances of becoming self-sustaining. Part of this process involves improving the skills and abilities of staff, directors, members and volunteers to manage and effectively

interpret the changing environment within which they operate. Whilst many social enterprises have developed a valid and effective informal learning culture, more formal training and infrastructural support can also make a difference to the long-term success of these businesses.

The strengths and qualities of the training and consultancy project featured here were significant. The partners developed a multi-agency approach which has formed the basis for longer-term networks. The quality of the training and consultancy delivered were generally of a high

quality. Given that the support programme was developed in liaison and dialogue with a number of enterprises themselves, the model is well-adapted to meet new needs and dilemmas of social enterprises as they arise in the future.

There is also potential for this process to be improved as more is known about social enterprise through projects like this one as well as more structured research. As more social enterprises are supported and become involved in the network so the range of support mechanisms can be both broadened and fine-tuned.

What has taken place through the Greater Manchester Social Enterprise Action Plan is just a beginning. It is building from the ground up and has scored some notable successes. It has great potential to support social enterprises into the future. Appendix 1

The Project

The programme was specifically designed to complement and add value to existing business training programmes provided by the voluntary and community sector, Business Link and local enterprise agencies. The training was divided into two strands, an Introductory Strand and an Excellence Strand for more experienced social enterprise activists. These sessions paid

particular attention to the specific needs of social enterprises, for example, their value-driven ethos and distinct cultures that must be negotiated in bringing about growth and change. It comprised 10 workshops which are outlined below:

Costs, assets and pricing for social enterprise, introductory strand

□ This two-day session aimed to develop the abilities of social enterprises to manage their financial resources, develop sustainable assets and price products correctly.

Maximising the potential of your social enterprise, introductory strand

□ This one-day session focused on the ability to plan, govern and manage successfully while meeting the varied requirements of internal and external stakeholders.

Entrepreneurial governance, excellence strand

□ This session aimed to equip established social enterprises with the knowledge and skills necessary to govern a sustainable social enterprise whilst also meeting its social goals. It analysed the roles of different stakeholders, the notion of goals in relation to culture, and values as the basis for developing a competitive advantage.

How to direct a social enterprise, excellence strand

□ This session was for trustees, board members and directors to improve their governance of multi-stakeholder enterprises while meeting the needs of customers, suppliers and regulators. It covered not only legal responsibilities but also building consensus and a decision making culture.

From strategic plan to action plan, excellence strand

□ This session enabled participants to gain an overview of the planning process and connect strategic organisational issues with more detailed action plans.

Managing people in social enterprises, excellence strand

□ This two-day session give learners the opportunity to assess their approach to human resources management with a particular focus on the needs of social enterprises. This

included legal issues as well as coaching, team working and motivational aspects. Cost, assets and pricing for social enterprises, excellence strand

□ This two-day session aimed to develop the abilities of established social enterprises to manage their financial resources, develop sustainable assets and price products correctly, and to engage with customers on a no-price basis (“open book tendering”).

Marketing your social enterprise, excellence strand

□ This session gave social enterprises the opportunities to assess their marketing work and develop a plan focused on their specific needs. In particular, how to target appropriate products and services at different markets that social enterprises deal with such as customers, funders, clients and users, all within a context of ethical values.

Social impact reporting, excellence strand

□ This enabled managers and directors to plan and implement social reporting and, if appropriate, social accounting, enabling them to inform clients, funders and customers about the social and environmental goods they were buying.

How to make technology work for your social enterprise, excellence strand

□ This session covered aspects of how social enterprises could make best use of websites, databases and technology. It also helped learners to understand how they might make best use of the varied information an organisation collects from clients, users and customers.

Management and leadership for social enterprise

□ This two-day course equipped social enterprise managers with the knowledge and skills to effectively manage and offer dynamic leadership within their organisations.

Effective Business Planning

□ This course enabled directors and managers of new and established social enterprises to effectively design their business plan through a structured step by step approach, ensuring the strategic vision and values of the organisation remain key to day to day operations.

Building Strong Teams in social enterprises

□ This module equipped managers and team leaders in social enterprises with the practical skills to accurately identify the needs of team members and to develop a functional team dynamic through problem solving techniques.

Introductory Certificate in First Line Management

□ This five-day programme with additional tutorial support was specifically designed to provide managers, team leaders and those with staffing responsibility with a strong foundation and a recognised certificate in management covering the following disciplines: leadership, planning change, understanding customers, managing diversity, using information for decision, problem solving skills, delegation, working to a budget, briefing skills and building the team. Recruitment, Selection and Induction

□ This two-day programme explored in detail, what constitutes effective recruitment, selection and induction within social enterprises.

Supervision, Motivation and Appraisal

□ This course showed managers and staff with responsibility for staff in social enterprises how to develop techniques and processes that make supervision easier and more effective.

Tendering and Bid Writing Skills

□ The course identified the key aspects of writing a successful bid or tender and developed the expertise required to manage the contracting process once it has been awarded.

Equality and Diversity in Practice

□ A one-day course which explored how diversity impacts on social business. It included the legal requirements and how to ensure diversity issues are integrated into social businesses.

Understanding Financial Information

□ A one day course aimed at those within the business who have financial responsibility, to assist them with understanding the importance of operating within a budget, monitoring

performance, reducing or eliminating unacceptable variances and making appropriate recommendations.

Over 200 individuals from 58 social enterprises benefited from this training. Forty were smaller organisations employing between 1-10 people, eight employ 11-25 staff and ten were enterprises with over 25 employees.

These courses were delivered using a variety of learning methods including input from facilitators, small group work, discussion and debate. Course materials were developed to introduce the main ideas and principles as well as more detailed case studies of a range of social enterprises and the issues that they face. In addition, participants own experience was utilised

in order to help learners make full use of their training and so improve their organisations. These training courses starting from the experience and problems faced by social enterprises and helped them to improve their operations from there.

The second part of the project involved diagnostic and consultancy support for social enterprises. Account managers at 3SE supported social enterprises through a diagnostic process which mapped the characteristics, qualities, strengths and weaknesses of each organisation. This was an interactive process in which social enterprises themselves played a key role, enabling tailored consultancy and support programmes to be developed for each social enterprise. Following on from this, many of these programmes utilised what is known as a ‘balanced scorecard’ approach which helps businesses to ‘balance’ financial perspectives alongside customer perspectives, internal business processes and learning and development of staff. Whilst financial measures give guidance about past performance, strategic planning

and investment in one’s organisation, particularly employees, processes, technology as well as customers, can help a social enterprise to develop effective strategic approaches in the future.

Over 50 social enterprises took advantage of more than 350 days of consultancy which ranged in topic and time. Subjects included quality audits, accounts systems, IT reviews, tendering, business planning, governance, architectural plans, efficiency reviews, marketing, finance and funding strategies, feasibility studies, legal forms, developing Investors In People, and databases. Social enterprises taking part were offered a choice of three consultants in the specialisms identified by the diagnostic process.

The programme was set up with an awareness that many social enterprises do not have large training budgets and might not be able to release people for lengthy training programmes. Accordingly it was designed to be flexible so that social enterprises could choose which modules they undertook. Costs were subsidised although it was felt that social enterprises should also pay something themselves. Pilot sessions were held in order that changes could be made. The three partners also communicated quite intensely during this period in order that training could be tailored to the specific needs of social enterprises on the ground.

This project made considerable progress. The process of networking improved. Support staff, trainers and social enterprises themselves have liaised directly with each other to improve the training and develop new skills and relevant experience. This co-ordination has resulted in effective services being developed in a relatively short space of time. There is clearly scope to develop this further and bring in the views of organisations and social enterprises which have to date had a limited input. Networks must be constantly fostered and enable real development to take place. Further schemes could also be developed such as mentoring opportunities and study visits, both of which need to be properly planned and delivered strategically to ensure maximum impact. Better links with the other support agencies can also be developed over time. However, this training and consultancy project has shown

considerable promise and capacity to deliver quality support services. The future should build upon these strengths and successes.