

Riva del Garda – 16 September, 2011

Ariadne WP4 – Further Development of  
Training Solution

**Euricse's Proposed Training Model**



**Euricse**  
European Research Institute on Cooperative and Social Enterprises



Education and Culture DG

**Lifelong Learning Programme**

Ce projet a été financé avec le soutien de la Commission européenne. Cette publication (communication) reflète les vues de son auteur et la Commission n'est pas responsable de l'usage qui pourrait être fait des informations qu'il contient.

This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Education and Culture DG

**Lifelong Learning Programme**

## Initial Challenge

In order to develop the training model, we have to find the right balance to create an effective relationship between:

Theory/definitions ↔ Practical competences

Content ↔ Method

National context ↔ European perspective



**Euricse**  
European Research Institute on Cooperative and Social Enterprises

## Proposal

Multiple variables impact the relationships to balance (e.g. target, format, length...).

We have thought of 8 that we think are crucial to developing the training model and that we began to discuss at the last partner meeting.

The answers to these variables will inform the training model that could fit the needs of each partner.



European Research Institute on Cooperative and Social Enterprises

## Variables

1. Existing training context
2. Teaching corps
3. Target
4. Priority competences
5. Training Method
6. Format
7. Country specific context
8. European dimension



European Research Institute on Cooperative and Social Enterprises

## Variable 1: Existing training context in social economy

The training will be conducted in a context that we need to know and understand.

The type of training we propose depends on whether there already exists training for managers in the social economy and to what extent.

There may be:

**None present    Some existing training    Best practices**

Can create a new training OR add content to existing training

Add training on competences within existing courses on social economy

Create general social economy introductory course within existing MBA, etc.

 Euricse  
European Research Institute on Cooperative and Social Enterprises

## Variable 2: Teaching corps

The type of training also depends on the available instructors in each context.

In general, we think the types of instructors and experience is as follows:

- Professors = theory, definitions, historical context, positioning of social economy
- Young researchers = updated information and recent research
- Practitioners = testimonials, practical (real-world) experience

↓

Present?

↓

Not present?

 Euricse  
European Research Institute on Cooperative and Social Enterprises

### Variable 3: Target

The first thing to find out is the needs of the target and why they want training on the social economy.

For example, is it their first experience with the social economy (students), do they work in the sector (practitioners), do they want relationships with the sector (for-profit institutions, public sector, policy-makers)?

Students

Practitioners  
(senior, junior)

Managers in  
other sectors  
(private, public)



European Research Institute on Cooperative and Social Enterprises

### Variable 4: Priority competences

Does the target have a need to be trained on a specific competency (and we know which one)?

Or would it be helpful to present the competency model for a general overview (so the participants can position themselves)?

Do the participants want to develop knowledge, skills, or competences (or a mix of all 3)?



European Research Institute on Cooperative and Social Enterprises

## Variable 5: Training Method

The method used for teaching the training depends on the answers to the previous variables.

Some possible methods are:

- **Lessons** - classroom, online
- **Project work** - analysis of one's own situation and proposals for solutions
- **Case studies** and examination of **Best practices**
- **Experiential learning** - testimonials, role playing, on-site visits, internships
- **Peer exchange** - in class, on-site



European Research Institute on Cooperative and Social Enterprises

## Variable 6: Format

The format may be already preimposed or defined based on the previous variables:

Length  
(long vs short,  
intensive vs divided)

Online vs  
classroom

Mixed format



European Research Institute on Cooperative and Social Enterprises

## Variable 7: Country specific context

Each country has its own context and specificities, as we began to outline with the country specific chart.

In this light, are there certain topics that need to be highlighted or discussed that are particular to that country?

How do the participants and the organizations represented in the training fit into that context?

How does that compare at the European level?



European Research Institute on Cooperative and Social Enterprises

## Variable 8: European dimension

To find the balance between local development and European dimension we think it is important to know theories, models, and practices from across Europe.

What is the importance for organizations to position themselves and build awareness at the European level?

- To lobby policy-makers
- To find new funding sources
- To exchange best practices
- To exchange instructors
- To develop political support for the social economy within European institutions



European Research Institute on Cooperative and Social Enterprises

## Example: hypothetical Hungarian responses to variables

1. **Existing training context** = new modules in existing MBA programmes
2. **Teaching corps** = EMES east (professors, researchers), testimonials, international best practices
3. **Target** = managers from other sectors and social economy
4. **Priority competences** = strategic and business skills



European Research Institute on Cooperative and Social Enterprises

## Example: hypothetical Hungarian responses to variables

5. **Training method** = Mix, with emphasis on case studies, experiential learning (testimonials)
6. **Format** = short, on site
7. **Country specific context** = definitions and state of the sector in Hungary, relationship to the market, looking to develop new businesses
8. **European dimension** = emphasis on funding, exchanging best practices and instructors



European Research Institute on Cooperative and Social Enterprises

## Example: hypothetical Hungarian training “New Business for New Enterprises”

- 1 Module, 3 days (non consecutive)
- On site
- Target: managers (social economy and non)
- Method: mixed



European Research Institute on Cooperative and Social Enterprises

## Example: hypothetical Hungarian training “New Business for New Enterprises”

### **DAY 1: Positioning enterprises**

- Context and Strategic Positioning of Social Enterprises in Europe and Hungary

### **Method:**

- Lesson taught by Hungarian professors and European professors with examples and best practices from “traditional” social enterprises



European Research Institute on Cooperative and Social Enterprises

## Example: hypothetical Hungarian training “New Business for New Enterprises”

### DAY 2: Business Competences

- Short overview of the competences model
- Focus on business competences for social enterprises

### Methods:

- Brief lesson by a Hungarian researcher
- Case study on a social enterprise that developed a new business in Hungary or a testimonial about a successful social enterprise
- Project work - describe your social enterprise and imagine a new business; what competences do you have/need and what resources do you have/need



European Research Institute on Cooperative and Social Enterprises

## Example: hypothetical Hungarian training “New Business for New Enterprises”

### DAY 3: From theory to practice

- Discuss and provide feedback on project work
- Where to find resources in Hungary and Europe
- Where to find competences in Hungary and Europe

### Methods:

- Peer analysis
- Practitioner/consultant
- Manager exchange



European Research Institute on Cooperative and Social Enterprises

## **General response: Social Manager's Toolkit**

3-day management course using mixed methodology

### **Day 1: Economic and social role of social enterprises**

- in host country and/or EU,
- country specific chart topics of relevance

### **Day 2: Competences for Managers in the Social Economy**

- Overview of the competency model
- Feedback from focus groups across Europe sharing priorities for practitioners

### **Day 3: Social Enterprise development**

- Focus on the topic of interest for the target based on the competences model, country specific chart, or a mix of both (e.g. european dimension, innovation, case study, best practices, etc)



European Research Institute on Cooperative and Social Enterprises