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Euricse – European Research Institute on Cooperative and Social Enterprises
ARIADNE, the managerial guidance in Social Economy based on intrinsic skills, competences and values: commitment, behaviour and motivation

**European Social Economy Manager Training:
How to Enrich, Adapt and Transfer New and Existing Trainings
in a Modular Approach – Methodological Tools and Strategy**
**revised after all partner pilot tests and seminars*

I. Introduction and Goals

The Ariadne project is designed to create a European framework for training managers in the Social Economy, based on the transfer and enrichment of existing training offers. Euricse, the Italian partner, is responsible for Work Package 4 “Further development of Training solution in Management of Social Economy”. This paper will explain the results of this work package, the training solution methodology and how to use the tools developed through this and previous work packages in order to develop a training programme.

The overall goal of the Ariadne project is to develop and test a modular training that can be used across Europe and in various training contexts. The training developed in this project is based on the experience of those partners that already have extensive training offerings for managers in the Social Economy and is designed to be easily transferred to contexts in which training for social economy managers does not yet exist (i.e. Hungary). The work done throughout WP4 served to gather this experience, enrich existing training, and develop a strategy for the creation of a modular training approach to be used in various countries - either as standalone trainings or inserted into existing trainings.

Each of the tools developed will be explained below with instructions for how to use them and how to integrate them with the work of the other work packages, specifically the evaluation and testing of the training programme.

II. Tools developed through Ariadne project

A) Knowledge, Skills and Competences Framework – The Competence Model

During the course of Work Package 3, a common framework for knowledge, skills and competences (“The Competence Model”) for managers in the social economy in Europe was developed and validated both by the partners and through focus groups with practitioners conducted in each of the partner countries (see “Competence Model” developed in WP3). This framework was built starting with a common definition of social

enterprise and management and developed by the HEC Liege partner to incorporate the full range of knowledge, skills, and competencies specific to managers in the social economy. It is important to note that the knowledge, skills, and behaviours outlined in the Competence Model refer to management as a whole in the organization, not one individual manager.

The training offer developed through the Ariadne project must thus take into account the Competence Model and specify which aspects of the framework to focus on. The Competence Model allows the trainer to meet the training needs of the participants, selecting the competences needed for that context with the awareness of which ones are not being taught.

B) Country Specificities Chart

Euricse then began the work of developing the “Country Specificities Chart” in order to create a common framework for the European dimension of the training modules (see Attachment 1 “Ariadne Country Specificities Chart”). This chart systematizes the main topics through which the history, current characteristics, and future developments of the social economy in Europe can be analyzed. The aim is to define the social economy - the sectors, the actors, and the context - and evaluate its development. This chart enables the user to highlight the aspects specific to individual countries or contexts, while at the same time comparing these aspects across Europe.

Like the Competence Model, the Country Specificities Chart provides a general overview of topics, allowing for the selection of the aspects most relevant for the training context and needs.

When taken together, the Competence Model and Country Specificities Chart provide the basis for the main topics pertaining to management in the social economy from a theoretical/disciplinary perspective as well as a practitioner/managerial perspective. Both tools allow for flexibility in terms of number of topics covered and the depth of analysis. Both tools provide a common overview across Europe, while at the same time offering the opportunity to examine specific country contexts and manager competences.

C) General Training Framework

With the two above tools as a basis for the training content, the Euricse team then developed a “General Training Framework” (Attachment 2) with six modules that can be used together as a consecutive 3-day training as a stand-alone training for social economy managers or can be individually inserted into existing trainings – either specific to the social economy or as a topic within a general management course. Each module can vary in terms of length and depth based on the training needs and context.

The General Training Framework outlines 3 overarching topics, each with two modules: role, definition and characteristics of the social economy and its actors; manager competences in the social economy; future trends and development in the social economy. The chart below shows the topics structured in a 3-day course. Each day is structured with a general module in the morning and a country or participant oriented module in the afternoon.

| | Morning: General/Overview modules | Afternoon: Country/Participant specific modules |
|---|--|---|
| Day 1: Role, definition and characteristics of the social economy and its actors | Module 1 – Social economy in Europe | Module 2 – Social economy, country oriented |
| Day 2: Manager competences in the social economy | Module 3 – Competency model overview | Module 4 – Focus on specific groups of competencies |
| Day 3: Future trends and development in the social economy | Module 5 – Potential development of the social economy in Europe | Module 6 – Country/local/enterprise oriented opportunities for growth |

The contents outlined within each of the above modules relate back to the Competence Model and the Country Specific Chart. In the attached document, the modules are explained in terms of topics (according to the Country Specific Chart), competences (according to the Competence Model), and learning outcomes (see attached “Ariadne General Training Framework”). The addition of the learning outcomes for each of the modules renders the training framework compatible for ECVET recognition when it is adapted for each country.

An important element that emerged from the pilot testing is the value of participant networking and information exchange. To take this into account, a specific objective and learning outcome to this aim has been included in each module of the General Training Framework (Attachment 2).

III. Strategy and methodology for enrichment, translation, and adaptation

This section explains the strategy and methodology for combining the above explained tools in order to create a training programme that responds to individual country and training contexts.

The Euricse team outlined eight variables that must be taken into consideration when designing the training programme. These eight variables make up a strategic path for informing the design of the training programme. The three tools described above (Competence Model, Country Specificities Chart, and General Training Framework) are taken into consideration within the eight variables, along with other key aspects in developing a training course. By responding to the 8 variables, a training can be developed for each specific country context while still taking into account the common elements across Europe.

The eight variables are:

1) Existing training context

The training will be conducted in a training 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. Each trainer will thus respond to the question: Does some form of management training in the social economy already exist or not? The answer to this tells you whether the course will be a stand-alone training (e.g. Hungary), or used to enrich an existing training for social economy (e.g. Italy,

Belgium, UK) or traditional managers (e.g. France). It is also important to consider the strategy and purpose for implementing the training. This training could be developed as a single training, an ongoing training or may be used as a comparison with training conducted in other countries.

2) Teaching corps

The second consideration is the availability and knowledge base of instructors in each context.

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

- Professors = theory, definitions, contextual analysis, etc.
- Young researchers = updated information, recent research, etc.
- Practitioners = testimonials, practical (real-world) experience, etc.

This helps to find the right balance between academic lecturers and practitioner testimonials. Each topic should be covered by an appropriate expert. If local expertise is unavailable, exchange of instructors at the European level can be considered.

3) Target audience

It is important to know the target audience of the training programme, what their needs are, and why they want training on the social economy.

The Ariadne project focuses on managers (practitioners), but there are various levels: junior social economy managers, experienced social economy managers or managers from other sectors (junior or experienced). Beyond knowing the target, it could be helpful to conduct an initial assessment (see later discussion on assessment tools developed by Open University – UK partner) to determine existing knowledge, expectations and priorities. 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)? It is also relevant to consider the orientation or perspective of the participants; for example, do they have a social background or a managerial background?

4) Country oriented context

It is now time to return to the Country Specificities Chart. Using this tool, the trainer has the list of all the potential topics from which to choose in order to make the training relevant to the participants, the sector, and the country. The afternoon modules in the General Training Framework are designed to be customized to the topics of interest.

For example, each partner can select the topics of interest from the Country Specificities Chart, in particular:

- in Module 2 (day 1 in the “general training framework”), in particular from section 1 (“specific characteristics”) and section 2 of the chart (“positioning/role in social economic system”)
- in Module 6 (day 3 in the “general training framework”), in particular from section 3 (“future prospects”) of the chart.

5) Priority competences

At this point in the training design strategy the Competence Model is taken into consideration. After the general overview of the Competence Model during the morning module (as presented in the general framework), what aspects of the Competence Model will be focused on?

Each partner has conducted focus groups testing the Competence Model. This information can be used to help determine the priority competences to focus on in the training. However, it is important to know the expectations of each training group and tailor the training to their needs.

An assessment of participants' expectations and needs will help determine the most useful aspects of the Competence Model to focus on (see later discussion on assessment tools developed by Open University – UK partner).

Each module in the General Training Framework connects to different aspects of the Competence Model. As outlined above, module 4 (day 2) of the training is then designed to focus on 1 of the 7 competency groups.

6) European dimension

The Ariadne project is European in scale and the European dimension is already built into the trainings in Modules 1, 3, and 5 of the General Training Framework. When adapting the training, each partner can increase or decrease the European dimension topics in order to strike the right balance between a local focus and the European dimension. Further, the adaptation can also be done such that the European dimension is discussed side by side with the national context across all the topics rather than splitting the discussion between Europe and local. The trainer should keep in mind the following reasons for building awareness at the European (as well as national) 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

7) Format

The General Training Framework is designed for a 3-day course to be taught either consecutively or divided. However, depending on whether the course being designed is a standalone course or inserted into an existing course, the format may be more or less flexible. The General Training Framework modules are therefore designed in a way to either be used together or separately for any length of training. Each module can be expanded to allow for extended discussion on any of the topics (e.g. instead of Module 1 being one morning, it could be expanded to several days).

The other aspect of training format to consider in addition to the length of the course is whether it is taught in a face-to-face setting, online, or mixed.

8) Teaching Method

Depending on the structure of the resulting course, a combination of pedagogical techniques could be used including these possibilities: lectures, 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.

The teaching methodologies compiled for WP2 can help each partner compare methods and choose the most appropriate one. As seen from the pilot seminar, the participants greatly appreciate the time for peer exchange and networking. This has emerged as an important element to consider in the choice of teaching methods.

IV. Integration of Evaluation tools

In order to fully meet the needs of the training participants and context one should combine this training methodology with the evaluation and assessment tools developed in WP 6 by Open University (UK). The needs and expectations make up part of the 8 variable process, so by using the evaluation activities proposed the trainer receives the feedback also needed for the variables.

For example, the assessment conducted before the training can provide feedback on variables 3 – target audience, 4 – country oriented context, and 6 – expectations around the European dimension. The assessment conducted either before or during the course can provide feedback specific to variable 5 – priority competences.

The General Training Framework allows space for inclusion of the evaluation and assessment activities.

V. Conclusion/final thoughts

This document has presented the tools and strategies for creating a modular training that can be used across European countries for training managers in the social economy. The training can be customized to each partner's needs and context to be used as an independent training or combined with existing training programmes. The General Training Framework tool is the starting point. The 8 variables then guide the user through the strategic use of the other tools (Competence Model and Country Specificities Chart).

These tools are a product of the Ariadne project, but we hope that they can be used beyond the scope of the project to offer training to managers in the social economy across Europe in a consistent yet tailored way. These tools and the 8 variables can also be used to evaluate existing trainings, the needs of the sector, and therefore inform future training programmes in a collaborative European dimension.

