

Leonardo da Vinci Transfer of Innovation - 2010-1-FR1-LE005-14505

Budapest Business School (BBS)

ARIADNE, the managerial guidance in Social Economy based on intrinsic skills, competences and values: commitment, behaviour and motivation

Development of Hungarian training programme and the transfer/adaptation process

The Hungarian adaptation of the competence development course aimed at managers working in social economy is the key component of the ARIADNE project. The adaptation and Hungarian programme development were based on (I) the general model developed by the Italian partner (EURICSE) (technical framework), and (II) the competence model developed by the Belgian partner (HEC Liege) (content framework).

I. Eight variables by EURICSE

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

II. The main specific competences of the competence model by HEC Liege

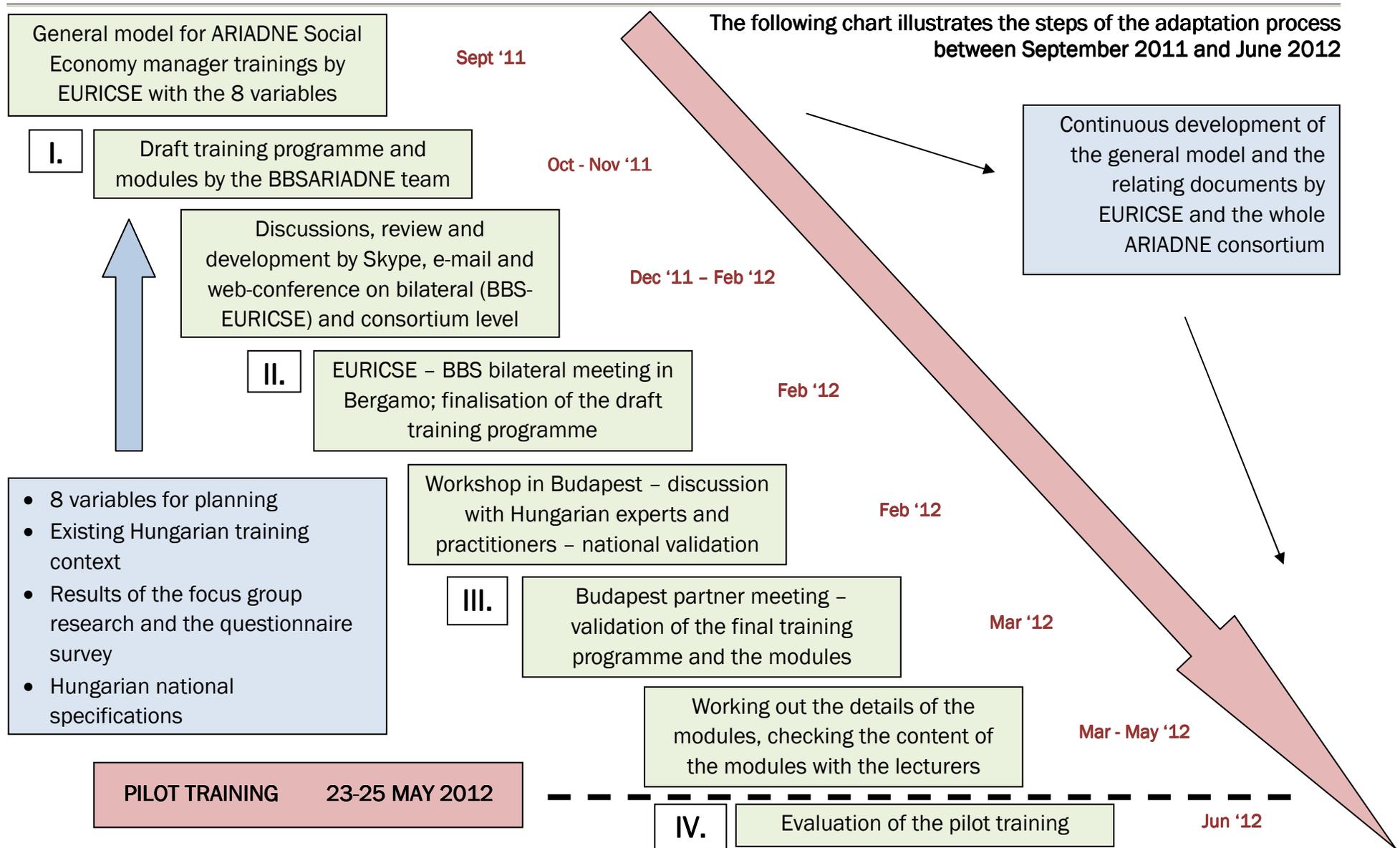
- A. To develop a strategy that can sustain the SE's multiple goals
- B. To know, understand and mobilize the internal governance system
- C. To manage the various external stakeholders
- D. To manage the staff and the volunteers
- E. To manage the financial aspects
- F. To know, understand and be able to position the social economy
- G. To develop a feeling of membership and pride in belonging to the social economy

The Hungarian adaptation took place after numerous preparatory actions, the results of which were taken into account in the course of development of the individual training programme. In addition, we also tried to cooperate with the project partners on a continuous basis and to involve Hungarian experts and practical professionals also in the course of the adaptation, thus ensuring consideration to Hungarian requirements and the national and international validation by ARIADNE partners of the developed programme.

Applied methods:

- expert analyses, regular professional consultations
- research activity, collection of the national specifications of the social economy
- consultations with the stakeholders and practical experts
 - o focus group-based research
 - o questionnaire-based survey
- regulation consultations with the partners in person and in the form of web conferences.

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The starting point of the adaptation process was defining the criteria specified by the Italian partner based on the general training model, which contains a 3-day programme of 6 modules, and naturally focuses on the competence model.

1. Existing training context

At present there are few social economy training courses in Hungary (there is one, which gives also a diploma: *University of Debrecen: Sowosec - social work and social economy master course, international joint training*), and there are no trainings implemented on economic basis with an economic approach in social economy either (those that exist are pedagogical trainings, focusing on social worker training and sociology). The short programmes, i.e. 3-day trainings are almost completely missing in that area; there are only 1-2-day conferences. The envisaged training is a short, 3-day intensive programme that fills a gap in the form of an individual training, generally adjusted to the requirements of the target group.

2. Teaching corps

The syllabus of the training fits in the BGF profile and most trainers are available for the training. It is proved by the fact that 6 trainers were involved in the training from BGF (Budapest Business School) PSZK (College of Finance and Accountancy) in addition to Dr András Vígvári, the programme manager. Apart from them, external experts and practical professionals were involved on a continuous basis in the development of the training material and some of the lecturers and trainers were also selected from among the expert group.

3. Target

The target group was identified on the basis of consultations with experts. As a target group we primarily aimed at the second line management (or future management) based on the proposals of the practical experts instead of No. 1 or single managers, already active in the social economy. This target group is interesting for the project primarily because those people deal with the economic matters, legal environment and administration of the organisations operating in the social economy.

4. Priority competences

As it was mentioned earlier, the content adaptation focused on the competence model developed by the Belgian partner by adopting certain components and integrating them into the training programme.

The key competence areas requiring development were selected on the basis of a focus group research and questionnaire-based survey. We identified the skill/competence, the development of which was the most important for the selected target group. Based on consultations with practical experts and the questionnaires, in Hungary the highest demand is for the development of business (financial) and strategic competences.

The results of the expert analyses and research were summarised in the national specification document, which confirmed again that the greatest problems occurred in the financial position, financing and strategy building, where expertise and EU knowledge, as well as relations are lacking and the frequent changes of legislation were difficult to follow.

The same was confirmed again in the course of discussions with practical experts within the framework of a workshop organised for them.

5. Training Method

The training and pedagogical methods were selected on the basis of the proposals developed by the Italian partner in the general model and the consultations with the experts. In terms of methods the target group clearly needed practice-oriented case studies, knowledge transfer based on good practices and competence development, and therefore apart from lectures various interactive methods were used by the teachers/trainers.

6. Format

On the basis of the Italian partner's proposal we accepted a 3-day training programme consisting of 6 modules, which was confirmed by the international team and which also was in line with the Hungarian requirements in the course of implementation. We tried to extend the programme accepted by the partnership with preliminary tasks and some e-learning options (accessibility of lectures and interviews with experts on the internet) in line with the outcome of discussions with the experts. As the training was organised as an in-house training, the evenings provided ideal opportunities for community building, for discussing issues and remarks that occurred during the training and for deepening the acquired knowledge and competences.

7. Country specific context

The review of the Hungarian training environment of social economy and the survey of the Hungarian specifications of social economy through the channels outlined above gave an ideal basis for identifying the fields in which the Hungarian situation had to be presented during the training. The presentation of Hungarian good practices and case studies was an important component, giving new inspirations to the participants, while the informal discussions with the experts involved in the implementation of the training programme assisted in making progress in relation to numerous problems.

8. European dimension

The European dimensions and foreign good practices and experiences helped participants to widen their understanding of social economy, and the examples taken from countries with more advanced social economy showed new ways and opportunities

to the participants. The same aspect was strengthened by the involvement of 2 French experts (F. Silva and F. Hertzberg), and the good practices presented by them, as well as the case studies learned in Belgium and presented by the Hungarian colleagues (Asoka, Social Business Plan). The European review of Module 6 and the development of social economy in Hungary and Europe, as well as the comparison of the tendencies also contributed to the same objectives.

The pilot training plan and preliminary programme agreed with the Italian partner are contained in Annexes I and II.

Final result:

The final training programme is contained in Annex III.

Experiences:

- demand for a longer training programme (not everything fit in the 3 days)
- congested programme, a huge burden for the participants
- need for an even more practical and team work-based implementation
- better structured integration of international examples - elaboration of an adequate methodology
- presentation of foreign examples that are in line with the activities of the participants

- a comprehensive training programme with a full overview, filling the gap in the supply of Hungarian training programmes
- the satisfaction of the participants with the contents confirmed the efficiency of prior discussions, research and consultations with experts
- the in-house training was also a successful option, with positive results both for the participants and the trainers, as well as everybody else implementing the course

The summary of the valuation of the pilot training is contained in Annex IV.



Budapest Business School
Proposed Training Model

on the basis of the EURICSE presentation in Trento

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**
-

1. Existing training context

We would like to create a new 3-day training programme for social economy managers, because we haven't got any programme now for this target group.

This new programme can be set up according to the followings – Annex 1. Academic Programmes of the BudapestBusinessSchool

- one of the several professional further trainings – part of the *Short Study Course Programmes* of the Budapest Business School
- one of the training programmes of the Centre for Adult Education as a *Lifelong Learning* Programme, or
- as a Professional College Programme for students

Later, on long term BBS plans to develop as an optional one semester social economy introductory course within the existing Master programmes for the students.

2. Teaching corps

- a) Theory, definitions, historical context, positioning of social economy – experienced trainers, professors, invited external lecturers
- b) Case studies, Best practices (and updated information) – experienced practitioners from Hungary and abroad
- c) Experience exchange – as a round table discussion with the trainers, practitioners and the participants

BBS has experienced trainers, professors and has good connections with external experts in the social economy field.

Possible lecturers at the Case study parts of the training from the Hungarian side can be the participants of the Focus Group Survey.

BBS needs only suggestions for practitioners with Best practices from other countries.

3. Target

Target group of the pilot training: social enterprises, cooperatives and organisations from the civil sector (association, foundation, non-profit ltd, etc.), wants to survive with entrepreneurial activities (?)

The target group should be heterogeneous; it is more favourable than a homogeneous circle of participants for an interesting experience and best practice exchange.

BBS made a questionnaire survey after the focus groups, more than 500 detailed questionnaire researching the Hungarian national specifications of the social economy. BBS received nearly 50 papers back (about 10%), and these organisations, managers from these organisations can be participants of the pilot training.

4. Priority competences

On the basis of the focus group survey and the research of the Hungarian specifications by questionnaires BBS should focus on the one hand on the business skills and competences together with the strategic skills, and on the other hand on the interpersonal skills and competences (emphasising community development methods and best practices). These competences should be the central topics of the 2nd and the 3rd days of the pilot training. On the 1st day a short presentation of the whole competency model can be helpful for a general overview.

5. Training Method

BBS plans to use a combined form of the training in modular structure.

3 days – **4 modules per days, totally 12 modules**

Each module is made up of 3 parts:

1. lessons – a theoretical part, definitions, updated information
2. case study/best practice
3. project work – experience/peer exchange, questions – answers

The planned venue of the pilot training has the extra opportunity for experimental learning/on-site visit, the introduction of a best practice after the learning sessions (afternoon/evening): an extensive community development project and the day-to-day operation of a social cooperative.

6. Format

Mixed format (see point 2 and 5): 3 consecutive days, on-site training in rural location the participants are together for 3 days (and the nights as well) – It is not only a training programme, but also community development!

After the 3 days some complementary e-learning modules should be useful for the participants.

7. Country specific context – 8. European dimension

Theoretical presentation should be based on the Hungarian national characteristics (using the Hungarian country specific chart), with an European outlook/overview (using the country specific chart of the other partners in the ARIADNE project).

Case studies and best practices are not only from Hungary, but also from other European (Western European and neighbour) countries, with invited lecturer(s).

STRUCTURE OF THE TRAINING PROGRAMME – SOME ELEMENTS

DAY 1 – THEORETICAL CONTEXT, LEGAL BACKGROUND

Morning session

- Theoretical background of social economy
- Role of the social economy sector in Hungary and in Europe?
- Best practices

Hungarian Lecturer

Afternoon session

- Legal background
- Organisational types
- Invitation of social cooperatives from Hungary and from abroad

DAY 2 – BUSINESS AND STRATEGIC SKILLS/COMPETENCES

- Business activities, emphasis on funding, tenders and project work, learning business language, etc.
- Setting up the programme of the day on the basis of the concerning elements of the HEC Liege's Competency Model

Lecturer can be: invited representative from Fruit of Care (Hungarian Social Enterprise) and /or KékMadárAlapítvány (Blue Bird Foundation)

DAY 3 – INTERPERSONAL SKILL, COMMUNITY DEVELOPMENT COMPETENCES, HUMAN RESOURCES

- Employees, part-time employees, volunteers – how to deal with them
- Validation of the organisation and its activities with the local community (trained by community development methods involving the participants)
- Setting up the programme of the day on the basis of the concerning elements of the HEC Liege's Competency Model

A possible case study can be: Székely fruit project (Transylvania - Romania)

II.

ARIADNE pilot course planning (2012 spring)

DAY 1

OBJECTIVE: Introduction of the theoretical basis and development of the managing competencies concerning social economy

RELEVANT PART OF KSC FRAMEWORK: F. To know, understand and be able to position the social economy and B. To know, understand and mobilize the internal governance system

METHOD: lectures and interactive discussions

MORNING SESSION

MODULE 1

1.1 LECTURE

What is the meaning of social economy and social enterprise? Introduction of the Hungarian and European approaches, models and practice of social economy. Initiatives of the European Commission for the future development of social enterprises.

1.2 INTERACTIVE DISCUSSION

- what are the main lessons of the European experiences in social economy for the Hungarian practice

1.3 LECTURE

Main elements of the changing legal/regulatory background (expected) concerning social enterprises.

1.4 INTERACTIVE DISCUSSION

In what types/forms and how can social enterprises operate, and what kind of opportunities and challenges do they have?

- Advantages and disadvantages of the different legal forms, operational problems of the organizations
- Difficulties of the running of the organizations, entrepreneurial opportunities, containment of owners, membership and staff (employees), types of personal affection, etc.

AFTERNOON SESSION

MODULE 2

2.1 LECTURE

General introduction of the competencies model developed during the ARIADNE project

2.2 INTERACTIVE DISCUSSION

Emergence of the theoretical competencies in the practice. What are the most important competencies in the praxis of participants of the training course? Which one is the most central? Do you have it or not? How can you improve your competencies (on the job or in training)?

2.3 SELF EVALUATION

Participants assess their own competences, which ones they have and which they need to improve.

DAY 2

OBJECTIVE: Overview of business competencies from theoretical and practical point of view and how to utilize a multi-stakeholder approach to improve stakeholder relations, both internal and external

RELEVANT PART OF KSC FRAMEWORK: E. *To manage the financial aspects* and C. *To manage the various external stakeholders (with some elements from other parts of the framework)*

METHOD: teamwork, introduction of Hungarian and foreign best practices and lectures

MORNING SESSION

MODULE 3

3.1 LECTURE

Developing business competencies. Acquiring funds from different areas and its characteristics

Organizations of the Hungarian non-profit sector have to envisage quickly and continuously changing business environment. (Currently they have to calculate with drastically decreasing state funds in the near future.)

This makes their operation unpredictable. Only one change can cancel the former achieved results. It would be important, that the organizations can obtain incomes from not only one accentuated funding, but study the techniques, how to use resources from several funds, and what are the advantages and disadvantages of the different funds.

The instructor should propose various funding streams and discuss the general advantages and disadvantages of each:

1. Public funding
2. Market activities funding
3. Private funding/donations/sponsorship/grants
4. Membership capital
5. European projects and funds
6. Volunteer or in-kind contributions
7. Economies of scale/networks and consortia

3.2 BEST PRACTICES

Fund acquiring experiences

- **Hungarian** case study
- **Foreign** best practice: introduction of an organization (social enterprise or cooperative) using successfully transferable business model

3.3 INTERACTIVE DISCUSSION

Questions and/or remarks, comments concerning the case studies. Collecting and systemizing of the participants' own experience (starting resources and fund acquiring opportunities, advantages and disadvantages)

3.4 PROJECT WORK

How can organizations obtain alternative funding, or how can they combine funds? (Mapping potential funding sources for their own organization)

Participants assess their strengths, potential strategies, and competences to obtain new types of funding. (SWOT analysis)

AFTERNOON SESSION
MODULE 4

4.1 Introductory lecture: Methodology and techniques of the stakeholder analysis (briefly)

The existence and operation of the social cooperatives is many times up to their skills, how to identify the stakeholders of their activities, and the motivations, interest of the stakeholders. After that along the motivations and interest how can they carry over the stakeholders?

4.2 TEAMWORK

Practical Exercise: In small groups, participants prepare a stakeholder analysis about their own organization and chosen project. Prepare a map with existing stakeholders and potential stakeholders. Compare with potential funding stream exercise in previous module and think about how stakeholders can be engaged in new funding streams and/or strategies.

DAY 3

OBJECTIVE: local community development theory and practice in Hungary. Understand the role of the organization in the community and the impact of performance and sustainability

RELEVANT PART OF KSC FRAMEWORK: C. To manage the various external stakeholders, A.To develop a strategy that can sustain the SE's multiple goals, G.To develop a feeling of membership and pride in belonging to the social economy

METHOD: lecture, interactive discussion and site visit at a successful social enterprise

MORNING SESSION

MODULE 5

5.1 Introductory lecture:

LOCAL COMMUNITY DEVELOPMENT THEORY AND PRACTICE

Suggestions from EURICSE:

-Mapping exercises from day 2 can be used in this lesson to connect theory and practice. (how can stakeholder analysis enhance the organization's role in local community development? Are there new business opportunities?)

Participants think about the strategies and competences needed to communicate their activities and goals to the community.

-Participants should elaborate 2 or 3 key questions for the site visit organizations to investigate aspects learned in the theory lessons

AFTERNOON SESSION

MODULE 6

5.3 SITE VISIT TO Upper-Kiskunság

Closer look at to the life of two social cooperations and an association

Objective:practical application in the field of theoretical elements from modules 3, 4, 5.

Example of question: How are human resources managed in the organization and who has decision-making power? What are the organization's funding sources and how did they develop them? What relationship does the organization have with the community and how do they communicate with and involve the local community?

Closing of the pilot training in Kunadacs.

EVALUATION AND ASSESSMENT OF TRAINING

What should the goal of the evaluation of the training be?

- not just the overall success of the training in terms of organization, logistics, but of the content and how the participants can use what they learned in their work.
- general information like: was it the right amount of topics, how was the methodology, was the objective of the training appropriate

When should the evaluation take place?

- at the end of the training

Format of the evaluation?

ARIADNE, the managerial guidance in Social Economy based on intrinsic skills, competences and values: commitment, behaviour and motivation

III.

Pilot course

Date: 23-25 May 2012

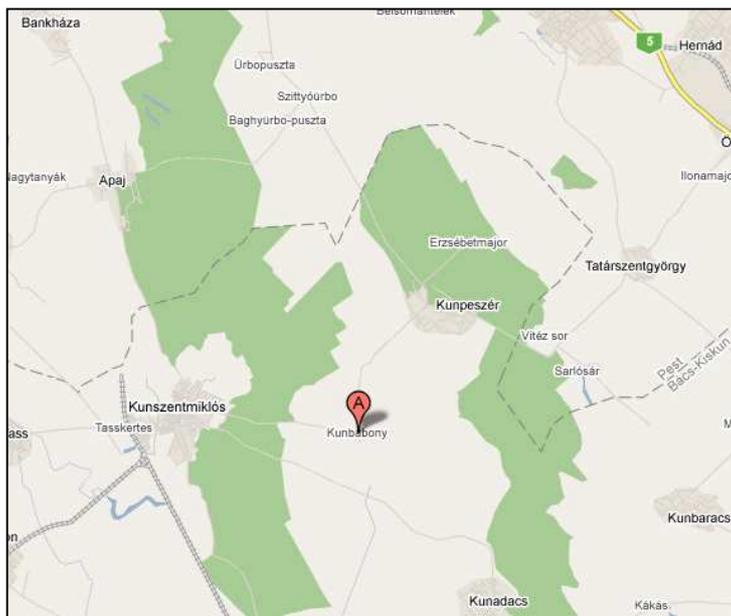
Arrival: 23 May 2012 (Wednesday) 09:30

Closing: 25 May 2012 (Friday) 15:30

Venue: Civil College – Kunbábony
H-6090 Kunszentmiklós - Kunbábony

Approach:

You can access Kunbábony from the direction of Budapest by expressway M5 to Örkény, then via Tatárszentgyörgy and Kunpezér, or along main road 51, via Tass and Kunszentmiklós.



Organizor(s):

ARIADNE team members on project level

Project manager: Dr. András Vígvári
Project leader: Dr. József Sivák
Experts: Dr. János Zsugyel
Dr. László Osváth
External experts: Zsuzsa Mészáros
Dr. István Sebestény
Co-ordinator: László Varga

Accommodation for two nights and board for three days is provided to the participants free of charge from the ARIADNE project budget, with the support of the European Commission.

DAY 1

OBJECTIVE: Introduction of the theoretical basis and development of the managing competencies concerning social economy

LEARNING OUTCOMES:

- *Understand the role of the social economy in Europe in the economic and social systems*
- *Understand the activities of social economy organizations and how they are able to overcome market and state failures*
 - *Understand and compare the various models of Social Economy across Europe*
- *Understand how European institutions view and interpret the social economy phenomena and resulting regulations and support structures*

- *Understand the role of the social economy in the economic and social systems in a country specific context*
- *Understand the main similarities and differences between Hungary and others in Europe*
- *Understand the activities of social economy organizations and how they are able to overcome market and state failures (e.g. advocacy, production of goods and services, intermediary services)*
- *Understand the national laws and regulations specific to participant's enterprise form and sector of activity*
 - *Know what relationships exist and with public authorities, markets, and networks*

RELEVANT PART OF KSC FRAMEWORK:

F – To know, understand and be able to position the social economy and

B – To know, understand and mobilize the internal governance system

METHOD: lectures, best practices, teamwork and interactive discussions

1. MODULE		
Host(s), moderated by: Dr. József SIVÁK and Dr. János ZSUGYEL		
	PROGRAMME	
09:00	ARRIVAL, REGISTRATION	
09:30	OPENING Welcome and opening by the BudapestBusinessSchool	Dr. József SIVÁK
09:45	WELCOME Welcome and introduction by the CivilCollege	Zsuzsa MÉSZÁROS
10:00	ASSESSMENT BEFORE THE TRAINING	László VARGA
10:30	1.1. LECTURE What is the meaning of social economy and social enterprise? Introduction of the Hungarian and European approaches, models and practice of social economy. Initiatives of the European Commission for the future development of social enterprises.	Dr. Éva G. FEKETE
11:30	1.2. INTERACTIVE DISCUSSION What are the main lessons of the European experiences in social economy for the Hungarian practice?	
12:00	LUNCH BREAK	
13:00	1.3. LECTURE Main elements of the changing legal/regulatory background (expected) concerning social enterprises	Dr. Ferenc KONDOROSI
14:00	1.4. BEST PRACTICES Successful organisational, constitutional model Hungarian practice - Communal Social Cooperative - Mondragon model	László NÉMETH
14:45	COFFEE BREAK	
15:00	1.5. BEST PRACTICES Successful organisational, constitutional model Foreign practice - case studies	Franck HERTZBERG, MGEN and Francois SILVA, ESCEM (France)
16:15	1.6. INTERACTIVE DISCUSSION In what types/forms and how can social enterprises operate, and what kind of opportunities and challenges do they have? Advantages and disadvantages of the different legal forms, operational problems of the organizations Difficulties of the running of the organizations, entrepreneurial opportunities, containment of owners, membership and staff (employees), types of personal affection, etc.	
16:45	COFFEE BREAK	

2. MODULE		
Host(s), moderated by: Dr. László OSVÁTH		
	PROGRAMME	
17:00	<p>2.1. LECTURE</p> <p>Methodology and techniques of the stakeholder analysis (briefly)</p> <p>The existence and operation of the social cooperatives is many times up to their skills, how to identify the stakeholders of their activities, and the motivations, interest of the stakeholders. After that along the motivations and interest how can they carry over the stakeholders?</p>	Dr. László OSVÁTH and Dr. Éva FENYVESI
17:45	<p>2.2. TEAMWORK</p> <p>Practical Exercise: In small groups, participants prepare a stakeholder analysis about their own organization and chosen project. Prepare a map with existing stakeholders and potential stakeholders. Compare with potential funding stream exercise in previous module and think about how stakeholders can be engaged in new funding streams and/or strategies.</p> <p><i>Preparation for the evening discussion. Observation criteria:</i></p> <ul style="list-style-type: none"> - Which competencies required for effective operation are obviously present in the members of the organisation and which are not? Promoting and hindering factors. - Which of the external circumstances promote and which hinder the work of the organisation? - To what extent did the external funds influence operation at the time when the funds were available and after that? - Established/non-existent conditions of integration (embedding) into the community. The co-operative as retaining force.. 	Dr. László OSVÁTH and Dr. Éva FENYVESI
18:45	<p>6.2. PRACTICAL EXAMPLE - COMMUNITY DEVELOPMENT</p> <p>Introduction of Reflex Social Co-operative and of the small-regional community television. (Presentation compiled from the programmes of the television) - Presentation of the co-operative: preparations (internal and external circumstances, antecedents in terms of membership), foundation, membership, activity, future plans. Motivation of the members. Discussion with moderation. Resources, order of business, management tasks. Discussion with moderation.</p>	Zsuzsa MÉSZÁROS
19:15	DINNER ... and discussion	

DAY 2

OBJECTIVE: Overview of business competencies from theoretical and practical point of view and how to utilize a multi-stakeholder approach to improve stakeholder relations, both internal and external

LEARNING OUTCOMES:

- *Understand the KSC framework and be able to recognize the knowledge, skills, and behavior in practice*
 - *Self identification of personal competences acquired, lacking, and priority for future*
 - *Understand how to acquire missing competences or improve others*
 - *Understand why that particular competence group was selected*
- *Self identification of personal knowledge, skills and behaviors acquired, lacking, and need to learn or improve in the future*
 - *Understand how to acquire missing knowledge, skills, or behaviors or improve others*

RELEVANT PART OF KSC FRAMEWORK:

- A - To develop a strategy that can sustain the SE's multiple goals*
- B - To know, understand and mobilize the internal governance system*
- C - To manage the various external stakeholders*
- D - To manage the staff and the volunteers*
- E - To manage the financial aspects*
- F - To know, understand and be able to position the social economy*
- G - To develop a feeling of membership and pride in belonging to the social economy*

METHOD: lectures, best practices, project work, teamwork and interactive discussion

3. MODULE		
Host(s), moderated by: Dr. József SIVÁK and Dr. János ZSUGYEL		
	PROGRAMME	
09:00	3.1. LECTURE General introduction of the competencies model developed during the ARIADNE project	Dr. Barbara BODORKÓS
09:45	3.2. SELF-ASSESSMENT Participants assess their own competences, which ones they have and which they need to improve. <i>Preparation for the evening discussion. Observation criteria:</i> <ul style="list-style-type: none"> - Which competencies required for effective operation are obviously present in the members of the organisation and which are not? Promoting and hindering factors. - Which of the external circumstances promote and which hinder the work of the organisation? 	Dr. Barbara BODORKÓS
10:45	3.3. INTERACTIVE DISCUSSION Emergence of the theoretical competencies in the practice. What are the most important competencies in the praxis of participants of the training course? Which one is the most central? Do you have it or not? How can you improve your competencies (on the job or in training)?	
11:15	COFFEE BREAK	

4. MODULE		
Host(s), moderated by: Dr. István SEBESTÉNY és Dr. László OSVÁTH		
PROGRAMME		
11:30	4.1. LECTURES 4.1.1. THEORY Developing business competencies. Acquiring funds from different areas and its characteristics I.	Dr. István SEBESTÉNY
12:00	LUNCH BREAK	
13:00	4.1.2. PRACTICE-ORIENTED Developing business competencies. Acquiring funds from different areas and its characteristics II.	Noémi AMBRUS KIRY
14:00	4.2. BEST PRACTICES Successful business, economic model Hungarian practice – Blue Bird Foundation	Andrea MÉSZÁROS
14:45	4.3. INTERACTIVE DISCUSSION Questions and/or remarks, comments concerning the case studies. Collecting and systemizing of the participants' own experience (starting resources and fund acquiring opportunities, advantages and disadvantages)	
15:15	COFFEE BREAK	
15:30	4.4. BEST PRACTICES Successful business, economic model Foreign practice – case studies	Dr. József SIVÁK és Dr. János ZSUGYEL
16:45	4.5. INTERACTIVE DISCUSSION What are the main lessons of the European experiences in social economy for the Hungarian practice?	
17:15	COFFEE BREAK	
17:30	4.6. PROJECT WORK How can organizations obtain alternative funding, or how can they combine funds? (Mapping potential funding sources for their own organization) Participants assess their strengths, potential strategies, and competences to obtain new types of funding. (SWOT analysis)	Dr. István SEBESTÉNY and Noémi AMBRUS KIRY
18:45	6.3. PRACTICAL EXAMPLE – COMMUNITY DEVELOPMENT Meeting the members of Adacs-Bábony Social Co-operative. Social evening with dinner prepared by the co-operative. - Presentation of the co-operative: preparations (internal and external circumstances, antecedents in terms of membership), foundation, membership, activity, future plans. Motivation of the members. Discussion with moderation.	Zsuzsa MÉSZÁROS
19:15	DINNER ... and discussion	

DAY 3

OBJECTIVE: local community development theory and practice in Hungary. Understand the role of the organization in the community and the impact of performance and sustainability

LEARNING OUTCOMES:

- *Understand why that particular competence group was selected*
- *Self identification of personal knowledge, skills and behaviors acquired, lacking, and need to learn or improve in the future*
- *Understand how to acquire missing knowledge, skills, or behaviours or improve others*
- *Ability to decipher the international context and how it applies to participants' organizations*
 - *Understand how different enterprise forms can react to economic and social crisis*
 - *Identify concrete business opportunities in the current and future scenario*
 - *Awareness of EU regulations, policies, funding opportunities regarding social economy*

RELEVANT PART OF KSC FRAMEWORK:

- A - To develop a strategy that can sustain the SE's multiple goals*
 - D - To manage the staff and the volunteers*
 - E - To manage the financial aspects*
 - F - To know, understand and be able to position the social economy*
 - G - To develop a feeling of membership and pride in belonging to the social economy*
- METHOD: lecture, interactive discussion and site visit at a successful social enterprise*

5. MODULE		
Host(s), moderated by: Zsuzsa MÉSZÁROS		
	PROGRAMME	
09:00	<p>5.1. INTRODUCTORY LECTURE Local community development theory and practice</p> <p>Mapping exercises from day 2 can be used in this lesson to connect theory and practice. (How can stakeholder analysis enhance the organization's role in local community development? Are there new business opportunities?)</p> <p>Participants think about the strategies and competences needed to communicate their activities and goals to the community.</p>	Ilona VERCSEG
10:00	<p>5.2. INTERACTIVE DISCUSSION Participants should elaborate 2 or 3 key questions for the site visit organizations to investigate aspects learned in the theory lessons</p>	
10:30	COFFEE BREAK	
10:45	<p>5.3. TEAMWORK Feedback on the presentations and exercises of the previous day</p> <p>Teamwork based on the insight into the lives of two co-operatives and one association – evaluation of the 2 evening introductions, programmes– Adacs-Bábony Social Co-operative, Reflex Social Co-operative, Association of Community Workers of Felső-Kiskunság</p> <p>Model questions: How are the human resources managed at the organisation and who takes the actual decisions? Where do the revenues of the organisation come from and how were they acquired? Nature of the relationship of the organisation to the community: How does it communicate with the local community and get involved in it?</p>	Zsuzsa MÉSZÁROS
13:00	LUNCH BREAK	

6. MODULE		
Host(s), moderated by: Zsuzsa MÉSZÁROS		
PROGRAMME		
14:00	ASSESSMENT AFTER THE TRAINING	László VARGA
14:30	6.1. LECTURE The future of Social Economy – trends, expectations in Europe and in Hungary	Dr. József SIVÁK
15:00	CLOSING Closing speech, expression of thanks. certificates	Dr. József SIVÁK
Practical examples and site visit		
Day 1 18:45	6.2. PRACTICAL EXAMPLE – COMMUNITY DEVELOPMENT Introduction of Reflex Social Co-operative and of the small-regional community television. (Presentation compiled from the programmes of the television) - Presentation of the co-operative: preparations (internal and external circumstances, antecedents in terms of membership), foundation, membership, activity, future plans. Motivation of the members. Discussion with moderation. Resources, order of business, management tasks. Discussion with moderation.	Zsuzsa MÉSZÁROS
Day 2 18:45	6.3. PRACTICAL EXAMPLE – COMMUNITY DEVELOPMENT Meeting the members of Adacs-Bábony Social Co-operative. Social evening with dinner prepared by the co-operative. - Presentation of the co-operative: preparations (internal and external circumstances, antecedents in terms of membership), foundation, membership, activity, future plans. Motivation of the members. Discussion with moderation.	Zsuzsa MÉSZÁROS

IV.

**Evaluation of the ARIADNE Pilot Training¹
(Kunbábony, Hungary
23 – 25 May 2012)**

1) *Fitting the training into the scope of similar trainings in Hungary*

In summary it is true for the Hungarian non-profit sector that though it has deep roots and historical traditions going back to old times; it is still a very young phenomenon. It was renewed connected to the change in the political system in 1989/91 and there are very few organisations, which are elder than 22 years. Most of the sector is the product of transition from socialism to parliamentary democracy. Stemming from this fact – in the absence of basic knowledge – at the beginning of the 90-ies the general trainings were still typical for this sector. The trainings raising issues in connection with the special fields and current problems have only got into the forefront nowadays. Incorporating the non-profit subject into the educational system is still ongoing changes and is often of ad hoc type.

In the current educational system the widest scope is available in the field of education of community-civil administrators in the higher education but not in the university education (high-level professional training). Apart from this we only find two really unique education granting real, high-degree diploma: on the one hand at the largest university of science in Budapest, namely the EötvösLoránd University of Sciences and in Nyíregyháza as a location but belonging to the institutional system of the Debrecen University. It is true for these types of trainings that they typically train staff, assistants and administrators. These are primarily rooted from training sociological, social-pedagogical and social worker training.

There are several non-profit organisations, which provide trainings for other civil organisations. It is typical for these that they are organised out of a sudden idea, reacting to a current problem of a given time. They do not provide regularly repeated training, which is based on unified curriculum and prevailing also on a long-term basis.

As the terminology of social economy has started to spread in Hungary only in the past 3-4 years; the training system concerning this area is typically featured by the signs of under-development. Out of the above mentioned facts it is only the MA education – implemented in Nyíregyháza and started two years ago -, which is specialized on the social economy parallel with social work.

In summary it can be said, that the current training system does not cover the ever-increasing demands in harmony with the development of the subject either in the non-profit sector and even to a lesser extent in the field of the social economy. The above statement concerns both to the occurring subjects and problems and even more to the area and regions of the country.

Stemming from the above it can be declared on the training created within the programme of ARIADNE at the Budapest Business School (BBS) that it supplemented the

¹This description is based on the information, which was communicated and expressed by the participants and lecturers of the pilot training in the questionnaires made available for them for the purpose of evaluating the training.

training system with a totally new, missing element. Compared to the training appearing in the higher education this is training based on the background of economics (covering at the same time a wide scope of subjects). It can be completed in a much shorter period of time and it is a training type of education. It specifically targets *the managers working in the social economy*; therefore it is totally unique.

Opposite the training provided by non-profit organisations the ARIADNE training is education, agreed with by the stakeholders to the utmost extent, based on unified and standard scenario; furthermore fitted into the European education system. Besides the unified manner of the scenario the modular structure also offers flexibility and variability. It is also a new approach in connection with this training that it does not only focus on merely an individual, current problem but attempts to develop competences necessary for successful operation in the social economy. This provides a possibility for the trainees to become capable of struggling with any type of problem he/she may face in the organisation managed by him/her.

2) *Some typical data characterizing the participants at the pilot training*

The demographic composition of the attendants provides an extremely varied picture. The rate of male and female participants was approximately 60%-40% and as far as age is concerned there were attendants between the ages of 23 to 64 but the majority of the participants at the training belonged to the age group between 35 and 50. From regional point of view almost all the regions of Hungary were represented and there were applicants from all over the country. The majority of the attendants have high-degree qualification (in the field of economics, law, sociology or bachelor of arts) and most of them work with organisations operating in the social economy in their present jobs either in full time or part-time jobs, and approximately half of them work as number one or number two leaders of the management or as managers of the professional work. Some 1/3 of the applicants saw the call for the training through the Internet; nearly half of them were informed of the training from their colleagues or employers but there were quite a few of them out of the participants of former questionnaire or focus group discussions. Nearly half of the applicants have already taken part in similar training programmes connected to the social economy.

3) *The expectations of the trainees indicated in advance and formed interim the training*

We tried to collect information on the expectations of the participants in two rounds. On the one hand we already asked information on their expectations or accurate questions in connection with the training already on the application form; while on the other hand at the beginning of the training we held exercises of circulars and ones moderated by the tutor.

Part of the applicants basically wanted to get to know the system of the social economy and its possibilities. Several of them declared that they applied for the training in order to systemise their existing knowledge; and there were quite a few of them who have been operating in this area for several years.

The main points of *expectations* of participants can be summarized in the following items: *both theoretical and practical knowledge on social economy with special regard to the practical application, to learn new skills and competence and to get to know the best practices in Hungary and abroad.*

Expectations included the possibilities of establishing new social businesses and co-operatives, to get to know the dangers of business establishment and the conditions of providing for sustainability; furthermore to get to know the legal and operation mechanism of the social economy.

Most of the ones applied for the training with the objective of creating contacts and constructing community at the same time.

Based on all this we summarise the expectations of the applicants in connection with the ARIADNE training as follows.

- What kind of *knowledge* do you hope to get at the training?

Up-to-date, ready-to-use theoretical, experimental and practical knowledge, new supplementary, structured and primarily practical knowledge, way of thinking and to get to know good practices and domestic and foreign examples.

- What kind of *skills* do you hope to get at the training?

Basically the leader, manager and business entrepreneur skills received considerable attention – talking about economic, financial and analysing skills – on the one hand, while on the other hand the skill and competences targeted at community forming, co-operation and the development of the communication.

- What *motivated* you to enter the training?

To obtain new type of knowledge, take-over and adaptation of best practices in connection with the social economy into the current work performance; to provide for the sustainability of already operating organisations, establishment of new, social businesses and the establishment of contacts apart from obtaining new knowledge.

- Does your boss or manager have some specific objective by the fact that he/she is sent to this training?

The majority of the participants attended the training because of internal intention with the support of their managers (or they were managers themselves). They emphasised the following as important criteria: the acquire of professional experiences, to get to know new possibilities, best practices, good contacts, better understanding and the location of the activities performed by their organisation in a larger system,

Approximately half of the participants did have experiences whether the ARIADNE training is connected to other training and if so to what kind of trainings. In connection with the question on the demand the opinions were divided; several find this training programme as one making up for a deficit and feature this training area as an “unexploited area”; however looking at it realistically the demand was obviously lower

than necessary; primarily as the result of the lack of “solvency”. Attendants were of the opinion that there would be demand for the training primarily for start-up businesses and the managers of newly established organisations; however these organisations – in the absence of support (self-effort) – do not have financial possibilities for participation.

4) *The evaluation of the pilot training from education – methodological point of view*

The training – apart from frontal education – by the incorporation of individual and group works and jointly with the reaction of the trainees provides an extremely varied pedagogical programme both for the audience and the tutors. The qualified trainers appear jointly with practical experts; therefore it is obvious that their pedagogical methods were totally different. The time pressure provides fewer opportunities for informal exchange of experiences in the breaks, which however was perhaps made up for by the fact that the trainees had common accommodation and they continued their conversations into the night. As the presenters shared the outline of their papers; a very rich on-line platform was created on the homepage of the BBS. The general sharing of E-mail addresses provides possibility for contact keeping later on, as well. The most valuable part of the training was the communication of large quantity of systemised information not available anywhere else in Hungary.

Remarks on the strong and weak points of the current training plan:

The curriculum and the KSC approach were appropriate for the participants and this is proved by the fact that most of the participants declared that they received global overview. The emphasis between the competences was selected appropriately based on the preliminary surveys – like business competences, management of the stakeholders and community development. When it comes to the other components of the curriculum participants mainly values the case studies and the best practices; these were the most important ones for them apart from experience learning.

“We have seen excellent domestic examples. We were given possibility for learning by experiences through exciting team works.”

In case of the pedagogical approach the most useful element – according to several participants – was the individual and group work – and the highest emphasis should be given to this later one apart from the presentations – or instead of them and there were several attendants, who emphasised the transfer of guided background information.

The trainees came up with several *proposals*, as well, which are recommended to be taken into consideration when further developing the training:

- A little bit looser programme, shorter training units (approx. 45 minutes), not so much under the time pressure, which was tiring for the participants and it is necessary to leave more time to have a more detailed discussion of the individual subjects.
- The selection of foreign best practices, case studies being closer to the profile of the participants and based on the scope of organisational forms and activities; presentation of examples from countries, which are closer to the cultural traditions of the given country

- Incorporation of even more practical examples, case studies and team work into the programme and the utilisation of rather group interactive educational methodologies instead of presentations.
- In the future even more emphasis should be given to the financial – economic competences.
- The interactive discussions require rigid moderations; in the absence of this it is easy to get away from the subject.

5) Harmonization of the general training framework with the specificities of the Hungarian needs

The general training framework , which provided the basis for the Hungarian training programme, ensured a very good approach to a training structure, which combines the general, theoretical basis with the Hungarian specificities and domestic demands in an appropriate manner. This is how special emphasis was given in the programme to the business competences, strategic way of thinking and community development out of the competences. The feedback by the trainees obviously proved the correctness of the above choice.

The following list shows the most important items emphasised by the attendants (most frequently occurring responses):

- The terminology, structure of competence,
- The competence model – the structure of the social economy competence,
- Competence-based organisational development
- More thorough mapping of own competences
- The more accurate knowledge, scope of definition of the social economy
- Getting to know the process of community/social businesses, their essence and features
- Stakeholder analysis methodology – identification of the stakeholders, exploiting, valuation and mobilisation of the stakeholders
- The importance of the strategy and strategic planning in the acquire of sources
- Development of business strategies
- The possibilities of creating financial resources for civil organisations
- The special features of community competences and the organisation of local communities

The majority and most of the expectations by the trainees were met and nearly half of the attendants were satisfied with the programme, while the other half also declared its criticism apart from satisfaction. We hereby quote a couple of sentences from the comments by the trainees to prove the above:

- “I received much more than expected from reading the preliminary information”
- “I received theoretical basing, which can be used in a secure manner”
- “The training was targeted at many new interconnections, it was good”
- I received an overall image on the social co-operatives through best practices“
- The presentations were of appropriate level and they provided a lot of new information. Best practices had an inspiring effect on me.”

The other half of the attendants was partially also satisfied; however some of them expressed also negative criticism, which may support the further development of the programme; some added that on the first day there was little time left for the detailed presentation and discussion of certain subjects and interesting issues; apart from this they also added that training should be made even more practice-oriented:

- “More emphasis should be given to the transplant of the theory into practice (at the next training)”
- “The scenario was good but in practice we did not get sufficient information on the subjects in many cases.”
- “I found the presentation of the practical examples useful; perhaps theory should be made even more practice-oriented.”
- “There was a little bit too much of negative thinking and attitude from the civil side.”

6) Summary of evaluation by the trainees

Participants at the training were basically satisfied with all the modules; which are proved by the average score above 4. The best scoring was received by 6th module “The future of the social economy in Europe and in Hungary” but evaluation was also well-balanced in case of modules 2 - 6 with high scores of satisfactions. The reason for the lower score of module 1 was the time pressure and stemming from this shorter period of time spent on interesting details.

Number of module	Title of module	Average score	Place
1 st module	The characteristics of the social economy and the main elements of its legal environment	4,16	6
2 nd module	Exploring and forming the interest relationships of the social economy	4,71	2
3 rd module	The manager competences of the social entrepreneurs	4,60	3
4 th module	Development of business competences, and methods of fund raising	4,56	4
5 th module	The theory and practice of community development	4,55	5
6 th module	The future of the social economy in Europe and in Hungary	4,80	1

The programme elements listed below received the best valuation by the participants:

1. Best practice – Hungarian example – ‘Blue Bird’ Foundation
2. Practice-oriented presentation – The development of business competences. Different areas of fund raising and their characteristics II.
3. Presentation – The future of Social Economy – trends, expectations in Europe and in Hungary

7) Summarising evaluation

In Hungary the social economy has a short history... There are shortcomings in the literature and training background, social businesses are at the very start. The pilot training highly contributed to the development of social economy.

1. The pilot training has really justified the effectiveness and usefulness of tools developed through the ARIADNE project, namely. The importance of the competence model, that of the country specificities chart and the guiding role of the general training framework proposed by our Italian partners.
2. It has also been justified, that the distribution of the curriculum for three full business days is necessary, and it could work well.
3. However the training for more than eight hours a day is over too tiring for the attendants. It can be suggested to keep the time limits to be spent on the individual modules instead of leaving out any of them.
4. The success of the pilot training is also proved by the fact that the majority of the participants expressed their intention to be prepared to participate in similar forms of training in the future, as well.