



Training modules on SSE addressed to VET

This document is part of a 4-modules training program to promote Social Solidarity Economy (SSE) into Vocational and Educational Training (VET) system. The material is a useful tool for VET Trainers and Mentors as well as a guide for Career Opportunity Advisors and Policy Makers.

Module 1: "Introduction to SSE and Social Enterprises: Definitions, Values and Principles"

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Revision by:	<u>DrazenSimlesa</u> , ZMAG	Date:	10/01/2021	Version n°2
FINAL VERSION	Georgia <u>Bekridaki</u> , Dock	Date:	31/01/2021	
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Project Partners



Module 1: "Introduction to SSE and Social Enterprises: Definitions, Values and Principles"

What about this training module?

The current training material is part of a set of training modules with the aim of promoting Social Solidarity Economy (SSE) into Vocational and Educational Training (VET) system. The vision is a comprehensive training and professional development of younger generations, which integrates alternative socioeconomic models in their framework of ideas and attitudes.

It is both a tool and a training material useful for VET trainers and mentors where they can find information, material, references, examples and case studies so to understand what SSE is about. It is a starting point for them to create their own material and integrate SSE in their teaching and training in an innovative and comprehensive way. Furthermore, it can be used as a guide for Career Opportunity Advisors and Policy Makers who need to assist and mentor young generations in their professional development path by opening up the SSE universe: an alternative development and “real business” paradigm of cooperation, employability and sustainability.

What about SSE?

SSE as an alternative socio-economic model is rooted in inclusive values and practices, highly needed in an “era of transition”. SSE practitioners develop alternatives in all economic sectors in and beyond the current economic models by focusing on sustainability, social needs, reciprocity and solidarity.

In this framework, SSE is an economy aimed at a different form of development from the mainstream profit-oriented one. It includes organisations whose purpose is more focused on social and environmental value rather than the search for financial gain and growth. It is a way to satisfy human needs through economic activities – such as production and exchange of services – that reinforce values of social justice, ecological sustainability, cooperation, mutuality, community and democracy.

How it can help both VET trainers and trainees?

It is obvious, therefore, that *SSE could contribute to these capabilities for people through VET system.* More specifically it provides broad knowledge on social and economic dynamics, sustainable designing, democratic management, social/environmental/economic impact of every entrepreneurial activity, transversal knowledge etc., skills such as communication and relation skills, active listening, application of change management, application of social planning, teamwork, networking capacities, ability for collaborative driven partnerships and finally creative methodologies such as peer and cooperative ones, inclusiveness and democratic procedure methods, reciprocal approach between trainer and trainee etc.

How to use the modules?

The current module, together with the other three modules, can either be used as a stand-alone training or as part of other trainings in VET fields such as economics, management, local/regional development, environmental management and others. *It is not a full, detailed set of training material, but rather a comprehensive and holistic tool to trigger trainers’ imagination, creativity and teaching skills so to develop their own material.* The objective of the training course is to provide educators with the learning outcomes needed for the design, planning, delivering and evaluating training interventions to their trainees, and especially the younger ones with an emphasis on NEETs, who want to be trained in SSE or integrate it in their training in other fields. Finally, it can be accordingly modified, *so to overpass “VET boundaries” and be used in other education levels.*



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Title	Introduction to SSE and Social Enterprises: Definitions, Values and Principles
Duration	30 hours
Introduction - General Purpose "Why is it helpful for VET trainers?"	<p>The current module is a training package in the form of training curricula on the topic of Introducing SSE, which can provide a clear path for designing future training courses on key issues of the SSE field.</p> <p>Therefore, it is helpful for VET trainers in order to provide training so to:</p> <ul style="list-style-type: none"> • Understand that the pursued goal is what ultimately differentiates SSE and social enterprises from traditional entrepreneurship. While traditional, for-profit enterprises are targeted mainly at profit maximization, social enterprises aim at finding a more efficient, effective, sustainable, and fair solution to tackle social problems and to satisfy human needs. • Understand how Social Entrepreneurship creates value for the whole society or communities, rather than for any single individual. The so-called social value can be the result of created benefits or costs reduction on behalf of society and all of its citizens. • Understand the challenges of SSE. • Understand the principles and objectives of education for SSE. • Be able to set objectives and design educational programmes for social entrepreneurs. • Be able to cultivate values, critical thinking and cooperation through training programmes. • Be able to use various learning techniques. • Understand and be able to implement the principles of SSE.
Knowledge covered	<ul style="list-style-type: none"> • To understand the difference between first (public), second (private) and third (not profit) sector of the economy. • To learn the definitions regarding Social Economy, Solidarity Economy, Social Solidarity Economy and Social Entrepreneurship. • To differentiate the concepts of Social Economy, Solidarity Economy, Social Solidarity Economy and Social Entrepreneurship and Corporate Social Responsibility (CSR). • To recognize the different types and forms of SSE organizations (cooperatives, social enterprises, non-formal groups).

	<ul style="list-style-type: none"> ● To be aware of relative “economies” and movements such as cooperativism, commons, transition towns, degrowth, self-management, fair trade, local development, community economy. ● To understand values such as solidarity, self-help, cooperativism and trust, fairness, mutuality, equity, social justice. ● To recognize main principles such as democratic management & governance, non-profit model, collective benefit, decent work conditions, social impact assessment, autonomy, accountability, responsibility. ● To recognize the elements of an SSE actor vs a market orientated enterprise. ● To distinguish different sectors within the Social Solidarity Economy. ● To understand the concept of chains in SSE: production, consumption, distribution. ● To understand the concept of SSE network, the economic and social flows. ● To identify local, national, European and International Networks.
Skills achieved	<ul style="list-style-type: none"> ● To code the different sectors of the economy and the space in-between. ● To critically engage with the different perceptions on SSE and Social entrepreneurship. ● To report aspects of a social impact assessment procedure ● To design social solidarity economy enterprises with social impact ● To analyse the different elements of SSE actors. ● To present an SSE actor operational model. ● To list the areas social impact could produce ● To translate main principles such as democratic management & governance, no profit model, collective benefit into methods. ● To design and manage a social solidarity economy circuit. ● To develop a local social solidarity economy network.
Attitude change	<ul style="list-style-type: none"> ● To question the current economic model. ● To critically engage with the core social values. ● To understand competitiveness and profit orientation as an era of modernity and not the only possible choice. ● To encourage employees to form SSE actors and cooperatives. ● To suggest new models to cover human basic needs.

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	<ul style="list-style-type: none"> ● To cooperate in groups in order to form collective management organisations. ● To support the SSE model as a more sustainable option for the economy, people and the environment.
Competencies obtained	<ul style="list-style-type: none"> ● To imprint the value chain at a social enterprise ● To produce an SSE venture challenging a local social problem ● To design a value-based strategy of a social enterprise ● To create operational business models that challenge social problems ● To report a social impact assessment procedure ● To map the stakeholders involved at an SSE Network
Main Content	<ol style="list-style-type: none"> 1. Introduction to SSE <ol style="list-style-type: none"> 1.1. Why we need Solidarity Economy? 1.2. History and background <ol style="list-style-type: none"> 1.2.1. Roots, drivers, practices back in time 1.2.2. Milestones in European level 1.2.3. National context 1.3. Definitions for the SSE Ecosystem <ol style="list-style-type: none"> 1.3.1. Social Economy and main features 1.3.2. Solidarity Economy and main features 1.3.3. Social Solidarity Economy and main features 1.3.4. Social Entrepreneurship and main features 1.3.5. Cooperatives and main features 2. Dimensions, values and principles of SSE <ol style="list-style-type: none"> 2.1. Social, political, economic Impact 2.2. Solidarity, Cooperativism, Self-help, Mutuality, Social inclusion 2.3. Democracy, Equity, Responsibility, Participation 2.4. Self-Organizing and Democratic Decision Making 3. Fields and types of SSE <ol style="list-style-type: none"> 3.1. SSE in agricultural sector (agroecology/Food Sovereignty), trade (Fair Trade), in technology, media, SSE and local currencies and LETS

	<p>3.2. Formal cooperatives and non-formal groups</p> <p>3.3. Worker Co-op as a special type</p> <p>3.4. Sustainability and Innovation on SSE concept</p> <p>4. Public policies and finance for SSE</p> <p>4.1. Public policies for SSE and SSE in public policies</p> <p>4.2. National legislation, supporting institutions</p> <p>4.3. Finance and funding</p> <p> 4.3.1.Types and sources of financing</p> <p>5. Scaling SSE and networking activities</p> <p>5.1. Types and functions of Networks in SSE</p> <p>5.2. Role of European Networks, role of local networks in SSE and in local development</p> <p>5.3. Relative concepts:</p> <p> 5.3.1.Commons</p> <p> 5.3.2.Cooperativism</p> <p> 5.3.3.De-growth</p> <p> 5.3.4.Circular Economy</p> <p> 5.3.5.Worker led production</p> <p>6. SEE venture from the idea to action</p> <p>6.1. Construction of a SSE business and operational model</p> <p>6.2. Theory of change in building strategy</p> <p>6.3. Producing, managing and reporting social impact of an organisation</p>
<p>Methods/Tech niques/Tips for Trainers</p>	<p>Participatory and less frontal methods are useful in involving the participants actively and enhance their learning process. Showing the practical and lively side of SSE by using good practice examples, inviting guests or going to field visits is also an important part.</p> <p>Involvement of participants</p> <ul style="list-style-type: none"> ● Participants' involvement by using their experience in SSE. ● SSE and cooperative experience exchange and sharing among participants. ● Experiences collection by using post-it that can be clustered by fields and/or types of SSE initiatives and reviewed collectively.

Good practice examples and field visits

- Identification of local and not so far away, examples in case of a field visit or invite SSE practitioners to visit your group and discuss in the place of the training.
- A guided tour or presentation can be planned and arranged.
- Cultural community project, cooperative restaurant - with some presentation, someone to come and tell his/her/their story about how they've changed their company in a SSE enterprise.
- Choose a suitable good practice example during the whole module content and showing the different aspects on one SSE initiative.

Group work and projects

- Division of participants into groups that will work on their own project based on SSE values - each group will choose one project idea based on some of their visions, dreams, experiences or an SSE example.

Vision

- The groups develop a joint vision of their SSE initiative/project
- Visioning info: <https://treegroup.info/library/visioning.pdf>
- Visioning agenda:
<https://treegroup.info/library/sample-visioning-agenda.pdf>
- Sample vision statements:
<https://treegroup.info/library/sample-vision-statements.pdf>

Planning

- The groups develop a business canvas for their SSE initiatives/projects – to have an orientation plan before the start.
- Business canvases (Business Canvas, Lean Canvas) aren't so suitable for social businesses and often miss key areas that are important in developing social businesses
- A Social Business Canvas Method (or Super hero canvas) is giving a space to describe also the social and environmental dimension
- Social Business Canvas structure and example:
<https://medium.com/social-entrepreneurship-ecs/social-business-model-of-empowering-community-for-sustainability-c73542a0837e>
- The different parts of the Canvas can be reflected, practiced and discussed further – for example the Values (SSE and others), Partners and Customers (community, networking), Resources (financing)

Logistics

- Room/place/catering requirements

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	<ul style="list-style-type: none"> • Enough space for group work for all participants • Possibilities for non-frontal room set up (sitting in circles, on the floor, etc.) • If possible, find a SSE place (it can be a good practice example) • SSE catering can be a good practice example
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<p>Examples -</p> <p>Case studies -</p> <p>Exercises</p>	<p>Working with case studies and good practice examples in the training is important to show the practical side of SSE.</p> <p>Sharing the pathway, achievements and challenges of an SSE initiative or enterprise can be inspiring for development of own projects and ideas of the participants.</p> <p>A suitable case study or good practice example can be used during the whole training by focusing on specific aspects relevant for the actual focus/issue discussed.</p> <p>Visiting and discussing the experience directly with representatives of the initiative during a “field visit” can be a valuable experience and form of learning. It can be prepared by the trainer in advance, or it can be part of the involvement of the participants – to prepare their own case study/good practice example.</p> <p>Questions to prepare good practice examples/case studies on SSE:</p> <ul style="list-style-type: none"> • How did you get started? What was helpful or not? • Please describe the (democratic) governance and organisational structure • Who is entitled to make which decisions? • What is the legal structure? • What “user value” / value for members / for society is generated? • What does solidarity (economy) mean to your SSE? • How did you build a community? • What was important in reaching your goals / to achieve success? • Were there /are there any challenges? How did you / do you cope with them? <p>Further questions might deal with ownership, financing, co-operation (internal/external), communication /conflicts.</p> <p>Case Study: Fair & Bio Coffee Roasters (Prague) https://www.fair-bio.cz/en/</p> <p>If you were to walk near the center of Prague, in Sokolovská Street, you can find a small Fair & Bio shop. It is run by the Czech NGO Ecumenical Academy (EA) and among many other Fair Trade products you can buy different sorts of fresh roasted coffee that was roasted just some 25 km away, by the co-operative social enterprise called Fair & Bio Coffee Roasters. The Fair & Bio Coffee Roasters promote social,</p>
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environmental and economic sustainability, supporting the local economy, communities and decent work – globally and locally.

The history of co-operatives in what is now the Czech Republic and Slovakia (previously Czechoslovakia) goes back more than 170 years. Fair & Bio Coffee Roasters were the first co-operative coffee roasting plant in the Czech Republic. Every coffee bean that is used by the roasters was planted on Fair Trade certified farms. After roasting, the coffee is packaged and labelled manually. 75% of the processes are carried out by mentally and physically disabled employees. The environmental aspect is important as well, and the vast majority of the coffees are grown organically.

The Fair & Bio Roasters started as a follow up on the Fair Trade activities of Ecumenical Academy, one of the pioneers in promoting Fair Trade in the Czech Republic. EA focused on awareness-raising around development issues and economic alternatives, and they didn't want just talk, but to show some alternatives in practice. EA therefore founded the first Fair Trade wholesale business in Central and Eastern Europe. After some years and challenges the wholesale business was transformed into the co-operative, with EA and several individuals as founding members.

The project started in 2011 with the help of two EU grants for social enterprises. For some years several interest-free loans from the members of the co-operative helped to stabilize the financial situation. Since 2018 the Fair & Bio Roasters operates without any grants and generates financial profit. In June 2019 the first 5 years of coffee roasting were celebrated with the members and the whole community.

It was a clear choice to become a co-operative from the very beginning. The reason was to become a good example for promoting this type of democratic organisation, that had a long history in the Czech Republic, but what had been disrupted and misused during the period prior to 1989. Inspired by the history and also by Fair Trade farmers, workers and employees from the Global South help to spread the word – not just EA, as well as the co-operative actively promote SSE and share their story.

A short video from 2016 about the roasting house:
<https://www.youtube.com/watch?v=oySOh1qwrhU>

Exercise: HOT AIR BALOON

Aims of the tool: To get know each other, make people think critically, problem solutions and group work

Description of activity: tell participants that they are flying by hot air balloon and suddenly weather is changing and to continue a flight by balloon they must to throw out some sacks with the following items:

1. Career, 2. Money, 3. Clothes, 4. Beauty, 5. Friend(s), 6. Pet, 7. Future, 8. Car, 9. Book, 10. Human Rights, 11. Education, 12. Memories, 13. Social media, 14. Family

Also, any other issues can be added, it's up to teachers, trainers and people who want to use this activity.

They must select only five sacks that they will take until the end of their journey. Give participants 10-15 minutes for individual work. After that put them in a group with 5-6 people to share their choice (10 minutes). After that, ask them in a group to choose again five of the most important things that they as a group want to take with them (max. 10-15 minutes).

Debriefing questions:

- How do they feel?
- What is the most important thing in your life?
- On what basis they have selected their items?
- What was the toughest decision you ever had to make in your life?
- How do you choose a major decision in life?

More info: <https://www.salto-youth.net/tools/toolbox/tool/hot-air-balloon.2942/>

Exercise: PAIR READING, PEER TEACHING

Goals: Cooperating to collectively read and discuss a comprehensive piece of text

Description/Steps:

- Make home groups with two or more people. Each of them gets a different part of the text. Each group gets 1 colour, members put it on their texts. People find their expert group according to the number of their text. Each expert group has different part of the text.
- Make two pairs within your expert group, two people will read together (20 min).
Choose the role: summarizer, questioner.
Divide the text into several parts (as long as you wish).
Read the parts, after finishing each part the summarizer summarizes it, and the questioner asks several related questions (you don't need to answer).
You can change the roles within the pair during the reading.
- Expert groups (same numbers of text) (10 min)
Share your learning and doubts.
Decide what you want to teach your home groups (include the main authors).
Decide and plan how you want to teach, you can prepare some tools (picture, bullet points on flipchart etc.).
Decide how you check the understanding and learning of your students (peers) in the home group.
- Home groups (same colour of texts) (30 min)
Each person has 5 minutes for teaching others his/her part of the text, and checking if they understood it.
Take notes of possible doubts and questions.

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- All together – insights, clarifications

Helpful instructions for reading:
<https://www.metodes.lv/en/methods-and-tools/active-reading-5-steps-strategy>

The text “A people’s food policy”: A ground-breaking manifesto outlining a people’s vision of food and farming in England that is supported by over 80 food and farming organisations. The report draws on 18 months of extensive, nation-wide consultations with grassroots organisations, NGOs, trade unions, community projects, small businesses and individuals. It has resulted in a set of policy proposals and a vision for change that is rooted in the lived experiences and needs of people most affected by the failures in the current food system. Chapters suitable for pair reading: governance, food, health, land, labour, environment, knowledge, trade and finance.

<https://www.peoplesfoodpolicy.org/>

Exercise about Fair Trade: BANANA SPLIT GAME

- Goals: To unpeel the story of bananas from farm to fruit bowl, and see what Fairtrade and justice mean along the way.
- Description: Through role-play, participants will bargain over how the cost of a banana is split down the supply chain, and discuss the fairness of this. In the second round, they will take roles to argue whether to switch to Fairtrade.
- Give out five role cards to one or several people, depending on group size. Everyone reads their role card.
 Roles: Banana worker, plantation owner, shipper, importer, supermarket buyer
- In a banana-split-diagram on a flipchart, everyone shall note how much they think they deserve, and why.
- If the amounts exceed the total price (e.g. 15 pence), the group should negotiate and bargain.
- Discuss the results (fair cut? Why is the splitting like this? Who loses?).
- Second round: Fair trade scenario: New role cards are handed out and after preparing arguments, the group holds a debate over whether to switch to fair trade.
- Final discussion round

More info:

<http://www.storyofbanana.com>

<https://cafod.org.uk/content/download/733/6290/version/10/CAFOD%20BANANA%20SPLIT%20GAME.pdf>

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<p>Resources (Articles, videos, presentations)</p>	<p>SOCIOECO: Resource website of social and solidarity economy. Socioeco is a document-based resource site designed to give citizens, researchers, journalists and local councillors easier access to information on SSE.</p> <p>http://www.socioeco.org</p> <p>_RIPESS: The International Network for the Promotion of the Social Solidarity Economy) and RIPESS EU websites are a source of information about the movement and networks, information on SSE and news.</p> <p>www.ripestt.org</p> <p>www.ripestt.eu</p> <p>THE SUSY PROJECT: The project brought together 26 associations from 23 countries and researched, mapped and showed examples of solidarity economy in Europe.</p> <p>www.solidarityeconomy.eu</p> <p>The YT channel of the project is a valuable source of examples of good practice:</p> <p>https://www.youtube.com/channel/UCRy4hjD4Sjg1Oo_OOapXhcg/featured</p> <p>TAKE BACK THE ECONOMY - AN ETHICAL GUIDE FOR TRANSFORMING OUR COMMUNITIES: Take Back the Economy is about making the economy work for people and the planet. It is intended for academic researchers, activists, students, community members and citizens interested in how they can contribute to a more just, sustainable and equitable world. The book reframes the idea that the economy is a thing, separate from us and best understood by experts.</p> <p>Reference: J. K. Gibson-Graham, Jenny Cameron, and Stephen Healy, 2013, University of Minnesota Press.</p> <p>PLURIVERSE, A POST-DEVELOPMENT DICTIONARY: Contains over one hundred essays on transformative initiatives and alternatives to the currently dominant processes of globalized development, including its structural roots in modernity, capitalism, state domination, and masculinist values.</p> <p>Reference: Edited by Ashish Kothari, Ariel Salleh, Arturo Escobar, Federico Demaria, and Alberto Acosta, 2019, Tulika Books, India.</p> <p>ESSENTIAL GUIDE TO DOING TRANSITION: This guide will give you everything you need to know to start Transition in your community and outlines the processes and activities needed to make it a success.</p> <p>https://transitionnetwork.org/resources-essential-guide-transition/</p> <p>THE IMPOSSIBLE HAMSTER: Short and very visual video showing the meaning and logical conclusion of the promise of endless economic growth.</p> <p>https://vimeo.com/8947526</p> <p>UPSTREAM PODCAST: Upstream is a radio documentary and interview series offering themed episodes, stories, interviews with experts, visionaries and change-makers, that explore a wide variety of topics around SSE.</p>
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<https://www.upstreampodcast.org>

CO-OPERATIVES UK: There is usually some supportive structure (institution), either public or private, that can help with establishing a co-op. It can be a coop association or union or another co-operative. The UK network Cooperatives UK is for example providing information, how to develop a co-op and examples of governing documents – how to develop a co-op by Cooperatives UK network:

www.uk.coop/developing-co-ops

THE STORY OF THE ROCHDALE PIONEERS: Video about the history of co-operatives - The Story of the Rochdale Pioneers narrates how a group of people from ordinary working families set up their co-operative underpinned by a set of values and principles that keep inspiring people all over the world nowadays

<https://www.youtube.com/watch?v=DNVzOsZt6ew>

Spotlight-Interviews with co-operators:

<https://www.ilo.org/global/topics/cooperatives/news/spotlight/lang--en/index.htm>

WORKER COOPERATIVES: What is a Worker Cooperative?

<https://institute.coop/what-worker-cooperative>

UpStream podcast: Worker Cooperatives

Part 1: Widening Spheres of Democracy

<https://www.upstreampodcast.org/workercoops1>

Part 2: Islands Within a Sea of Capitalism

<https://www.upstreampodcast.org/workercoops2>

FOOD SOVEREIGNTY

- FAO 10 Elements of Agroecology:
<http://www.fao.org/agroecology/knowledge/10-elements/en/>
- Video - Agroecology - the next evolution in food systems:
<https://www.youtube.com/watch?v=mivnqVqgieE>
- Food Sovereignty NOW! An in-depth guide:
[https://www.eurovia.org/food-sovereignty-now-an-in-depth-guide/-](https://www.eurovia.org/food-sovereignty-now-an-in-depth-guide/)
- IPES-Food reports – Reports of the International Panel of Experts on Sustainable Food Systems (IPES-Food), an independent panel of experts with a mission to promote transition to sustainable food systems around the world:
<http://www.ipes-food.org/reports/>
- Video - Sustainable trade for sustainable food systems:
https://www.youtube.com/watch?v=DJx7MySikZI&feature=emb_logo

	<p>FINANCIAL MECHANISMS FOR INNOVATIVE SOCIAL AND SOLIDARITY ECONOMY SYSTEMS: Euricse Research Report for the International Labour Office – presenting the ecosystems, financial mechanisms and main financial suppliers for SSE.</p> <p>Reference: S. Barco Serrano, R. Bodini, M. Roy, G. Salvatori, 2019, ILO, Geneva.</p> <p>https://www.ilo.org/global/topics/cooperatives/publications/WCMS_728367/lang--en/index.htm</p> <p>COOP57: Cooperative for ethical financial services with the objective of financing projects in SSE. It was created in Barcelona in 1995 from a compensation fund that former employees of the publishing house Bruguera received when the company went bankrupt. Interview with Miguel Ángel Martínez Polo in 2016:</p> <p>https://cooperativecity.org/2017/10/08/coop57/</p> <p>WHY CREATE A BUSINESS PLAN: The following video can kick-off the planning work of the working groups:</p> <p>https://coopcreator.ca/resource/why-create-a-business-plan-video/</p> <p>START A NEW CO-OP: STEP BY STEP: Start-up process for setting up a co-op:</p> <p>https://www.uk.coop/start-new-co-op/start</p>
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Glossary

<p>Glossary</p>	<ul style="list-style-type: none"> ● Social Solidarity Economy is a way to satisfy human needs through economic activities (such as exchanges, production, consumption and services) that reinforce values of social justice, ecological sufficiency, cooperation, mutuality, community and democracy. Solidarity economy is not a sector of the economy, but a vector of change and transformation of the economic system. (...) SSE seeks systemic transformation that goes beyond superficial change in which the root oppressive structures and fundamental issues remain intact (Ripess Network 2013) ● Values: Social solidarity economy is an ethical and value-based approach to economic development that prioritizes the welfare of people and planet, over profits and blind growth. Values such as: Humanism, Democracy, Solidarity, Inclusiveness, Subsidiarity, Diversity, Creativity, Sustainable development, Equality, Equity and Justice for all. ● Social Economy is commonly understood as a “third sector” of the economy, complementing the “first sector” (private/profit-oriented) and the “second sector” (public/planned). The third sector includes cooperatives, mutuals, associations, and foundations. These entities are collectively organized and oriented around social aims that are prioritized above profits, or return to shareholders. The primary concern of CMAFs, as societies of people, is not to maximize profits, but to achieve social goals (which does not exclude making a profit, which is necessary for reinvestment). Some consider the social economy to be the third leg of capitalism, along with the public and the private sector. Thus, advocates of the social economy push for it to be
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accorded the same legitimacy as the public and private sectors, with a corresponding level of support in public resources and policy.

- **Social enterprises:** A social enterprise is an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities. Their main objective is to have a social, societal or environmental impact for the general interest.
- **Co-operative:** a co-operative is an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically-controlled enterprise. Co-operatives are operating in all sectors of economy and we can distinguish three main types:
 - workers or producers' co-operatives (including collective farms).
 - consumers' co-operatives.
 - credit unions.