



MU.ST.SEE

*Connecting Skills for
the social economy*

*MU*lti-stakeholder cooperation
to *ST*rengthen skills development for
*S*ocial Economy Entrepreneurship

Grant Agreement no. 101074029

The MU.ST.SEE final conference
Instant report



Co-funded by
the European Union

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Introduction

Holding adequate skills, including the ability to adapt them to the context, are essential elements for dealing with, preventing and also directing changes in the transition phases.

This is even more true for Social economy operators and structures, which by their very nature are involved in complex creative processes that are never the same.

However, defining paths and tools for updating and adapting skills cannot be the exclusive responsibility of social economy organisations - and even less of individual operators - but must always find an echo in the construction of accompanying public policies.

The MU.ST.SEE project sought, through a varied, articulated and competent partnership, to bring together the training needs of various areas of the social economy in a process of co-creation, and to translate them into local action plans shared between the public administration and the social sector.

This project's final conference gave an account of the work carried out, crossing our gaze with other ongoing projects on the theme of upskilling in the social economy, in particular the BWISE, BaSE and SWEET projects, and with the essential contribution of the research world, represented in this case by the University of Rome-Tor Vergata.

The conference had the purpose of gathering the different voices of the participants in the projects and of collecting specific recommendations addressed to the European, national, regional and local institutions, but also to the representative organisations of the social economy.

The conference was a hybrid event.

The Conference Programme



MU.ST.SEE PROJECT FINAL CONFERENCE

COMPETENCE BUILDING IN THE SOCIAL ECONOMY: A PATHWAY TO TRANSITION

PLANNING AND ORGANISATION



Tuesday, 3 Oct 2023 | from 9:00 to 12:30

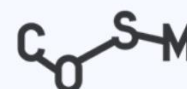


MAISON DES ASSOCIATIONS INTERNATIONALES
Rue Washington 40 - B-1050 Ixelles

Hybrid event



Comune di Pordenone



PROGRAMME

9:00 AM - 9:10 AM	OPENING ADDRESS AND WELCOME <i>Luigi Martignetti, REVES and Mickael Bianchin, CECOP</i>
9:10 AM - 9:20 AM	INTRODUCTION TO THE PROJECT MU.ST.SEE <i>Elisa Mancinelli, REVES</i>
9:20 AM - 9:50 AM	IMPLEMENTING NEW COMPETENCE-BUILDING PATHWAYS AT THE LOCAL LEVEL LESSONS LEARNED FROM THE MU.ST.SEE TERRITORIES <ul style="list-style-type: none"> • <i>Maria José Vivar, ANEL, Navarra</i> • <i>Vanessa Mendes, TESE, Cascais</i> • <i>Pietro Bariotti, COSM, Pordenone</i> • <i>Garry Londiniere, Creative, Garges-Lès-Gonesse</i>
9:50 AM - 10:20 AM	NEW COMPETENCES AND NEW TRAINING MODELS FOR SOCIAL ECONOMY: A STATE OF THE ART ROUND TABLE <ul style="list-style-type: none"> • <i>Blueprint for advanced skills & trainings in the social economy - BaSE project. Alessia Sebillio, DIESIS Network</i> • <i>Skills for Future: WISES ready - BWISE project. Martina Paterniti, ENSIE</i> • <i>Social Worker Entrepreneur Empowerment Training. SWEET project. Michela Davi, Consulta Diocesana Genova</i>
10:20 AM - 10:35 AM	NEW LEARNING PATHS AND ALTERNATIVE LEARNING METHODS: CHALLENGES AND OPPORTUNITIES <i>Alessio Ceccherelli, University of Rome Tor Vergata</i>
10:35 AM - 10:50 AM	<i>Coffee break</i>
10:50 AM - 11:30 AM	THE MU.ST.SEE LOCAL ACTION PLANS: FROM PARTICIPATORY LEARNING EXPERIENCES TO LOCAL DEVELOPMENT POLICIES INTEGRATING COMPETENCE BUILDING <ul style="list-style-type: none"> • <i>Antonio Martinez de Bujanda, ANEL, Navarra</i> • <i>Teresa Vicente, City of Cascais</i> • <i>Angelica Ferretti, City of Pordenone</i> • <i>Hélène Devreese, City of Garges-Lès-Gonesse</i>
11:30 AM - 11:50	FEEDBACK FROM THE EUROPEAN COMMISSION AND EISMEA <i>Patrick Klein – DG GROW – European Commission</i>
11:50 AM - 12:30	PARTICIPATORY WRAP-UP AND ELABORATION OF RECOMMENDATIONS <i>Mickael Bianchin, CECOP and Luigi Martignetti, REVES</i>

WWW.REVESNETWORK.EU/PROJECT/MU-ST-SEE/



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Welcome Address

The conference was opened by a welcome address by REVES' Secretary General and MU.ST.SEE project manager, Mr Martignetti.

Then, Ms. Mancinelli, the project assistant, provided an overview of the project highlighting its distinctive features and strengths:

- The project's vision:
 - o Key role of multi-stakeholder alliances for the advancement of socio-economic development practices Social Economy organisations and local Public Authorities shape policies and practices.
 - o Adoption of tailor-made training methodologies and provisions that incorporate the values of Social Economy. Training and learning are social practices that need to engage learners in
 - o Peer-to-peer processes and experiential pathways
- The enrichment of training needs analysis by means of hands-on mission workshops, where local stakeholders were met and heard, to collect inputs for the TNA and the training design principles.
- The incorporation of competence-based training design principles, further enhanced by engaging in experiential and challenge-oriented activities.
- The project's transition from validating the training ecosystem to formulating pathways for shaping local policies related to the social economy, with a specific emphasis on the role of training and lifelong learning. The Local Action Plans

The lessons learned from the MU.ST.SEE territories

The experiences from the project territories were presented by the representatives of the partner Social economy organisations:

- For Pamplona (Spain): ANEL
- For Garges-lès-Gonesse (France): Créative (local stakeholder)
- For Cascais (Portugal): TESE
- For Pordenone (Italy): COSM

The focus in this slot was on the testing phase which involved significant numbers of SE operators in the use of the training ecosystem. The learners accessed and used the tailor-made resources and contents, the bespoke learning management system (running on Moodle as LMS), the support and tutoring services provided to accompany the learners in the blended training process.

Mutual learning from other EU-funded projects

The MU.ST.SEE project has been operating concurrently with other EU-funded projects that address similar topics, utilising various approaches, tools, and strategies.

These projects are:

- B-WISE, a Blueprint project within Erasmus+: <https://www.bwiseproject.eu/en/home>
- BASE, a Blueprint project within Erasmus+: <https://socialeconomyskills.eu/>
- SWEET, a strategic partnership within Erasmus+:
https://www.socialhubgenova.it/sweet_social-worker-entrepreneur-empowerment-training/

Apart from the clear value of each of these experiences, adopting a "clustering approach" in the context of concurrent projects dealing with similar or complementary topics is of paramount importance for several reasons. This strategy entails bringing together multiple initiatives in a coordinated and collaborative manner, with the aim of leveraging the collective strength of these projects to tackle complex societal challenges and drive positive change. The effort to convene projects for discussion has yielded significant outcomes, including:

- **Knowledge Sharing:** Projects often generate valuable insights, data, and best practices. Clustering encourages the exchange of knowledge and experience among projects, facilitating the dissemination of lessons learned, innovative solutions, and successful strategies. This cross-fertilisation of ideas can lead to more effective policy recommendations.
- **Increased Policy Influence:** When multiple projects align their efforts, they can collectively exert more influence on policy-making processes. Decision-makers are more likely to take notice of a united front advocating for similar or complementary policy changes. This increases the chances of policy proposals being adopted and implemented.
- **Holistic Problem Solving:** Clustering projects can provide a more comprehensive and holistic perspective on complex issues. When projects with similar goals collaborate, they can address multifaceted challenges from various angles, leading to more well-rounded and effective policy recommendations.
- **Enhanced Stakeholder Engagement:** A clustering approach allows for broader stakeholder engagement. It can involve a wider range of actors, including governmental bodies, non-governmental organisations, experts, and affected communities. This inclusive approach enhances the credibility and legitimacy of policy recommendations.
- **Streamlined Communication:** Coordinated efforts make it easier to communicate the importance of the issues at hand to a wider audience. This can lead to greater public awareness and support, further strengthening the case for policy change.
- **Resource Efficiency:** By clustering projects, organisations can avoid duplication of efforts and resources. This approach allows for the efficient allocation of financial, human, and material resources, optimising the use of available funds.

Keynote Presentation: New learning paths and alternative learning methods

Dr Alessio Ceccherelli, Sociologist of media and communication at the University of Rome “Tor Vergata” (Italy) covered the issues about novel learning trajectories and alternative educational approaches, introducing a broad understanding of learning and its alignment within the contemporary societal, cultural, and media milieu.

The presentation explored temporal, spatial, pedagogical modalities, and technological aspects, all underpinned by a consistent reference to the fundamental economic rationale.

What training for social entrepreneurship? The methodological framework refers to theories that, in turn, are closely related to ideological premises. From a methodological framework and an idea of education (including evaluation and communication matters), we can also trace a worldview and a vision of the human being, an anthropological ideal. John Dewey had the democratic man in mind, for example, and his educational approach aimed at practical experience (learning by doing) and an active school with project-based teaching practices. He sought to educate in democratic relationships, going beyond the transmissive and highly asymmetrical structure of the ‘teacher who knows/student who does not know’ relationship. In short, certain theoretical premises corresponded to practices consistent with them. Several consequences follow from this broad introduction when talking about a particular domain of knowledge and competencies. The domain's specificity can be one element to consider when planning a training course. In the case of social entrepreneurship, the underlying economic and cultural idea is undoubtedly peculiar. We are not dealing, in fact, with a vision of enterprise that has maximum profit and personal gain as its objective, but rather maximum performance to offer services and goods that are useful to the community. An enterprise that considers the context in which it operates, the specific territory with its particular characteristics, and the community of reference. A different idea of economy and relationship, in short, and of work experience.

The Local Action Plans in the MU.ST.SEE territories

The Local Action Plans were developed in the four partner territories over a period of six months. The project partners and stakeholders directed their attention toward exploring potential approaches for incorporating the MU.ST.SEE's learning pathway and ecosystem into regional strategies aimed at advancing the Social economy.

The result of this cooperative endeavour has been the creation of Local Action Plans (LAPs), which additionally provide guidance on the desired direction for local stakeholders seeking to enhance the provision of training for the social economy.

The speakers were:

- For Pamplona: Gobierno de Navarra, represented by ANEL
- For Garges-lès-Gonesse: Municipalité de Garges-lès-Gonesse
- For Cascais: Câmara Municipal de Cascais
- For Pordenone: Comune di Pordenone

Keynote Speech: The EU initiatives and strategies concerning the Social economy and skills development

Mr Philippe Klein, representative of DG GROW, delivered a comprehensive overview of the EU initiatives and strategies concerning the Social economy and skills development, connecting them with the results presented by the different speakers. The European Commission is actively engaged in promoting and supporting the social economy, with a focus on increasing visibility, building partnerships, and enhancing skills. By addressing various aspects such as public procurement, financing, and knowledge sharing, the Commission aims to create a vibrant and sustainable social economy that contributes to economic and social development in Europe. Their commitment to collaboration and inclusivity is central to these efforts.

Some of the key messages that were highlighted are:

- **Visibility and Partnerships:** The speaker highlighted the significance of increasing the visibility of the social economy. By doing so, they aim to create more opportunities for collaboration and partnership. Increased visibility can lead to better connections with various stakeholders, including governmental bodies, non-governmental organisations, and the private sector. This can enhance the social economy's reach and impact.
- **The European Action Plan for the Social Economy:** The European Commission has taken concrete steps to support the social economy through an action plan developed in collaboration with stakeholders. This plan encompasses various areas, such as social entrepreneurship, sustainable development, and skills enhancement. The emphasis is on a coordinated approach that involves multiple actors to achieve collective goals.
- **Socially Responsible Public Procurement:** The Commission has recognised the importance of socially responsible public procurement. By actively involving public authorities and businesses in this process, they aim to promote socially responsible practices. This

approach can have a positive impact on local and regional social cohesion and create opportunities for social enterprises to participate in public procurement.

- **Access to Finance:** The speaker acknowledged the importance of financial support for projects in the social economy. He mentioned specific funding sources such as the ESF (European Social Fund) as critical for financing social economy initiatives.
- **Skills Development:** The focus on skills development is paramount. The social economy is not only about addressing social issues; it's also integral to economic development. This recognition underscores the importance of individuals working within the social economy acquiring the necessary skills, particularly in the context of digital and green transitions.
- **Pact for Skills for the Social Economy:** The European Commission established a pact to enhance skills development in the social economy. This partnership aims to facilitate knowledge sharing and networking among stakeholders. It provides a platform for collaboration, ensuring that skills and competencies align with the needs of the sector. The ultimate goal is to address the challenges and opportunities that lie ahead.
- **Public Procurement and Social Enterprises:** The Commission seeks to promote public procurement from social enterprises. By urging public authorities to consider social enterprises as suppliers, they aim to create a more inclusive and supportive environment. The recognition of social entrepreneurs as key contributors to the social economy emphasises their role in driving economic and social development.
- **Collaboration and Knowledge Sharing:** The representative stressed the importance of disseminating project results and experiences, both within the sector and with other stakeholders. Collaborative efforts can maximise the impact of social economy projects and inspire similar initiatives. This aligns with the Commission's goal of creating a network of actors working toward common objectives.

Closing Remarks: Recommendations and future directions

The conference's final slot was coordinated by Mr Bianchin, CECOP, who introduced the main topics characterising the MU.ST.SEE recommendations and encouraged the attendees to share their opinions and further proposals.

The main points and emerging messages from the conversation have been:

- **Priority Pillars.** Four main pillars concerning social economy and skills development were highlighted: governance, policy planning, sharing knowledge, and methodology. They recognised that these pillars are critical for the development of the social economy sector.
- **Governance and Policy.** Governance and policy planning were highlighted as key pillars, especially from the perspective of public authorities. Effective governance and well-thought-out policies are essential for fostering social economy and social innovation.
- **Adaptable Training.** The discussion emphasised that trainers in the social economy field need to be adaptable and flexible. In a context where competencies are not fixed and the learning process is dynamic, trainers must have skills in guiding learners through uncertain situations.
- **Value of Certification.** Certification of competencies was discussed as a way to make skills more understandable and transferable, particularly in a standardised context. However, it was acknowledged that the social economy requires a balance between certified skills and the ability to apply them in various, context-specific ways.
- **Sharing Knowledge.** Sharing knowledge was recognised as vital, but it was also noted that sharing should be followed by practical use. It was discussed how sharing knowledge is challenging in the context of differing local contexts and the need to make shared knowledge usable.
- **Impact Evaluation.** There was an emphasis on the importance of evaluation in the social economy sector. This includes evaluating not just what went well but also what went wrong, as learning from mistakes is crucial.
- **Inclusive Training.** Training should be inclusive, recognising the diversity of participants and promoting co-creation and collaboration.
- **Personal Motivation.** Motivating learners through internal motivation was highlighted as important, particularly when dealing with uncertain learning processes.
- **Role of Local Public Authorities.** Local public authorities were encouraged to become enablers of local development through co-design, participatory policy development, and accepting input from various stakeholders.

Overall, the discussion revolved around the dynamic nature of skills development in the social economy sector, recognising the need for adaptable trainers, sharing practical knowledge, and ensuring that certifications and evaluations are aligned with the sector's unique characteristics and values.

Acknowledgments

Sincere gratitude is expressed to all the participants for their valuable contributions and insights into the dynamic and ever-evolving world of the social economy and skills development.

The engagement of the project partners and of all attendees made this event not only informative but also thought-provoking. The exchange of ideas and experiences enriched our collective understanding of the challenges and opportunities in this field.

The diversity of perspectives and expertise brought by the speakers underscored the importance of continuous learning and the ability to navigate uncertainty in a rapidly changing world.

In closing, the panel discussion served as a reminder that Social economy is a dynamic ecosystem that thrives on collaboration, adaptability, and continuous learning.