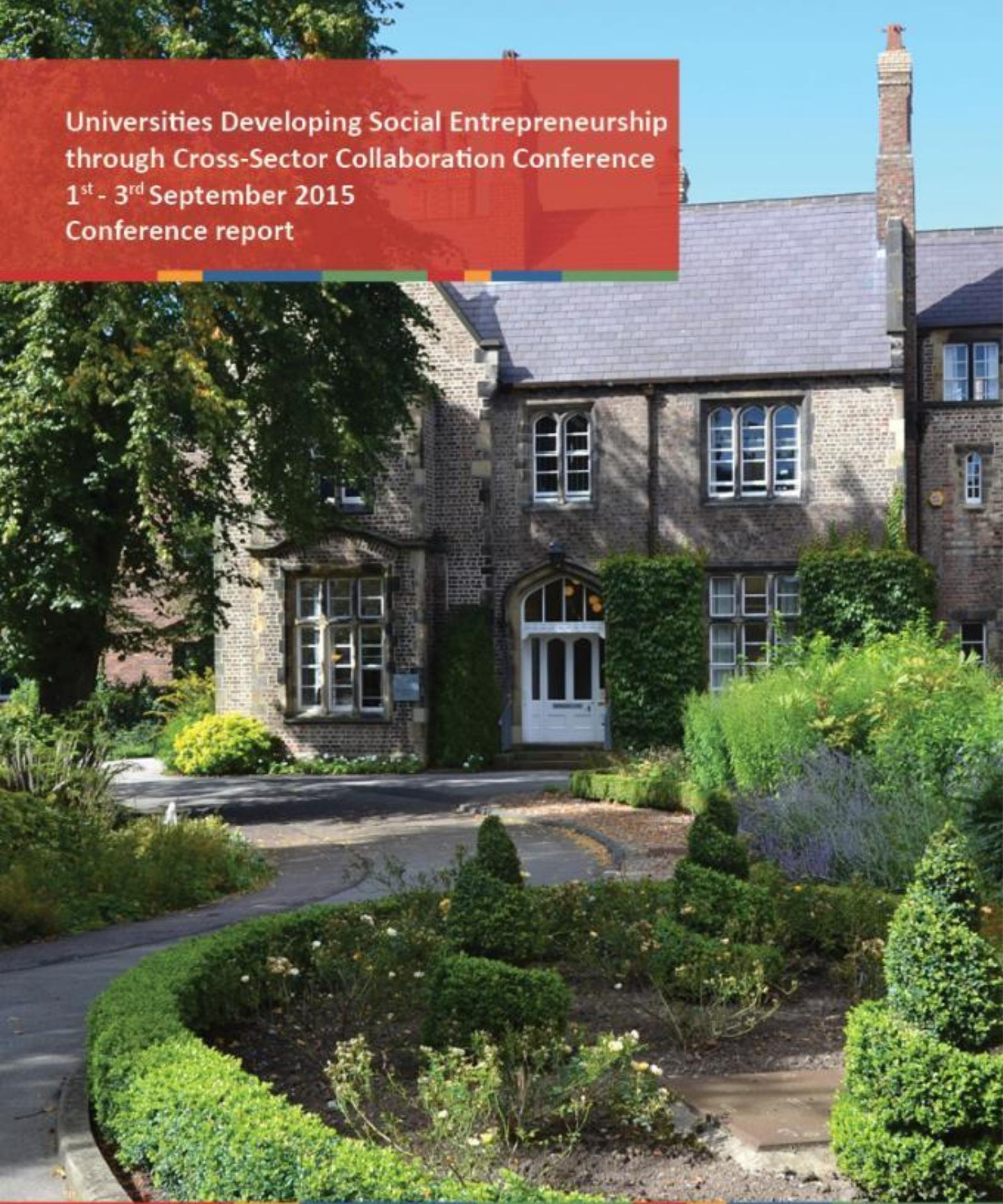


**Universities Developing Social Entrepreneurship
through Cross-Sector Collaboration Conference**
1st - 3rd September 2015
Conference report



**York St John
University**



**Erasmus
Mundus**

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1 Report introduction

This report contains information on the social entrepreneurship in higher education conference and the Erasmus Mundus Project.

The conference represented the culmination of three years' effort and engagement in an Erasmus Mundus funded project led by York St John University. It was a fitting celebration and the coming together of a body of knowledge, research and experience with the aim of finding ways of promoting social entrepreneurship and social and solidarity economy cultures within higher education institutions.

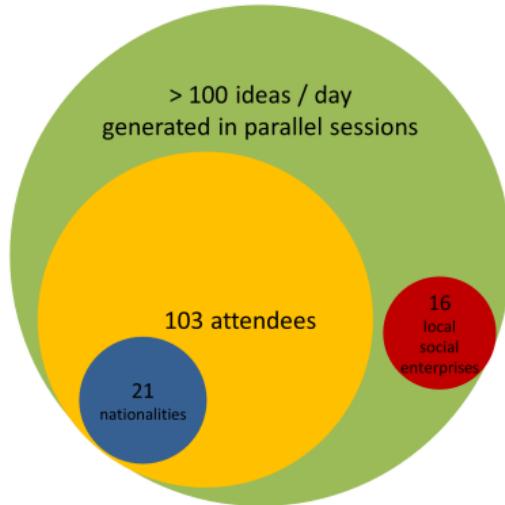
The project's international advisory members, the international conference committee, the conference organisers together with the York St John-Erasmus Project Consortium and delegates from 21 nationalities made this project and conference possible. It was based on the following beliefs:

- A people-centred approach to economic life and value should be present in universities curricula.
- Universities should provide education and training which serves the community.
- Universities should offer broad and in-depth knowledge and understanding of ways of organising economic life.

The conference was based on the assumption that if higher education is to remain relevant, it needs to review its ethos, purpose, curricula and work through the partnership with other sectors of society.

This international conference addressed issues around promoting social entrepreneurship cultures in higher education and the development of cross-sector collaboration to advance the social and solidarity economy agenda.

The conference in figures:



Over the course of three days, from 1st – 3rd September 2015, 103 delegates from North and South America, Europe, Africa and Asia attended the conference, resulting in a total of 21 nationalities coming together.

The conference offered simultaneous interpretation services from English to Spanish and vice-versa. Having this service at the conference highlights the approach of valuing diversity and inclusiveness that the project itself has promoted during its 3 years of existence. This service allowed people to fully and actively participate in the different group activities and one-to-one dialogues.

There was an international conference team assigned to register key ideas from delegates in order to build up the collective knowledge, experience and wisdom from different parts of the world.

For the conference to have a lasting effect, this report contains a summary of the knowledge which was shared and co-created at the conference. Its emphasis is on the new contents and outcomes which are presented in the main parts – sections 3 and 4. The appendices contain complementary information such as the delegates list (appendix A) and further information on the social economy fair (appendix B).

2 The Erasmus Mundus project (2012-2015)

The Erasmus Mundus project (2012-2015) set out to gain an in-depth knowledge, understanding **of the nature, origins and practice of people-centred economic approaches to be embedded in higher education curricula internationally**. The project demonstrated a commitment to foster and invigorate intercultural dialogue between the Americas, Europe and Africa about this subject.

The partnership involved in the project was composed of academics from York St John University, UK; the Centre of African Studies, University of Oporto, Portugal; University of Mondragon/MIK: Mondragon Innovation and Technology, Spain; State University San Antonio Abad del Cusco, Peru; Centre of Post-graduate Studies, University Mayor San Simón, Bolivia.

In order to learn more about the project, please visit the website: www.yorksj.ac.uk/socialeconomy

One of the deliverables of the project is a handbook **which aims to:**

- a. Inform people interested in the learning, teaching and practicing of the social and solidarity economy at universities and other educational settings with an intercultural and dialogical approach.
- b. Make visible the often invisible practices of the social and solidarity economy from three different geographical regions.
- c. Be used as a comprehensive pedagogical tool to enhance the studies and practice of the social and solidarity economy with a great deal of in-depth understanding about the third system.
- d. Offer a competences framework (level 1) for teachers in different faculties interested in embedding studies of the social and solidarity economy within their curricula.

Presentation of the handbook with all partners

Erasmus project partners (left to right): Siaoa Arando (Mondragon University/MIK, Spain); Catalina Quiroz, York St John University, UK; María Esther Pozo, Universidad Mayor San Simon, Bolivia; Miguel Silva, Centre for African Studies, University of Oporto, Portugal; Ana María Villafuerte, Universidad San Antonio Abad del Cusco, Peru; Margaret Meredith, York St John University, UK; La Salete Coelho, Centre for African Studies, University of Oporto, Portugal.



2.1 Handbook conceptual approach

The conceptual approach of the handbook is one that integrates the social and solidarity economy. This refers to forms of economic activity that prioritise social and often environmental objectives, and involve producers, workers, consumers and citizens acting collectively and in solidarity. This umbrella term contains traditional social economy or third system organisations such as NGOs, community and volunteering initiatives, as well as other types of self-help groups organising to produce goods, and services; fair trade networks and other forms of solidarity purchasing, responsible consumer groups involved in collective provisioning, associations of “informal economy” workers, new forms of profit-making social enterprises, such as the social business model and social entrepreneurs (Pearce, 2003; Utting, 2015).

References:

- Pearce, J. (2003) *Social enterprise in Anytown*. London, Calouste Gulbenkian Foundation.
Utting, P. (2015) (ed) *Social and solidarity economy: beyond the fringe*. London, Zed Books.

2.2 Open source handbook

The Consortium offers the entire handbook as an open source and freely available under a creative common license, enabling universities and social entrepreneurs to update it, enabling them at the same time to scale up their offer of courses in the field. The approach embraces the need for intercultural understanding and study the richness and complexity of a blended north-south approach as a way of making courses stronger in an era of globalisation. The handbook web page is accessible from the main project web page: <http://www.yorksj.ac.uk/socialeconomy>

3 The Social and Solidarity Economy Conference

3.1 Conference theme

Many of the complex problems we face today require responses from multiple and interconnected sectors and perspectives. Cross-sector collaboration brings together different actors, each with unique expertise, experiences, and perspectives to find solutions to these problems (Forrer, Key and Boyer, 2014).

Cross-sector collaboration is at the heart of social entrepreneurship cultures which are nurtured by the quality of their relationships. Collaborations are based on the values embodied by social entrepreneurship and the social and solidarity economy, such as mutual respect, reciprocity, solidarity, common good and respect for the environment.

In the last three years the York St. John-Erasmus Consortium has been visiting and working with social entrepreneurs, representatives of universities running social and solidarity economy programmes, and those interested in teaching and researching the subject for the first time. The conversations highlighted a great need for cross-sector collaboration among stakeholders and colleagues working in the field from different geographical regions. This was seen as a key factor and at the heart of advancing the agenda for the social and solidarity economy discipline taught worldwide and to make it relevant within government and university policy decision-making.

All stakeholders agreed that a conference theme regarding the role of universities was timely and necessary. In that sense all partners and associates believe universities have a clear and distinctive role in promoting both social entrepreneurship cultures and cross-sector partnerships. This conference aimed to address this question, not only to academics, but to social entrepreneurs, public policy officers, NGOs, graduates, students, posing the question 'How can higher education foster interactions between the current economic systems (public, private and social) to promote social enterprise cultures for human-centred, sustainable development in our communities?'

Reference

Forrer, J., Key, J. & Boyer, E. (2014) Governing cross-sector collaboration. San Francisco, Jossey-Bass.

3.2 Conference aim and objectives

This international conference aimed to provide an opportunity to address issues around promoting social entrepreneurship cultures in higher education, the development of cross-sector collaboration for social aim. It also aimed to become a space to foster and enhance an intercultural dialogue among committed people on making the social and solidarity economy agenda relevant within their universities and organisations.

As part of the York St John-led Erasmus Mundus social economy project, the conference was focused on presenting a range of research, studies and best practices of cross-sector partnerships which create social value and have a positive impact on developing vibrant and inclusive entrepreneurial cultures within higher education. The conference showcased the global development of social entrepreneurship and theoretical and practical understandings of this were discussed.

Specific objectives

York St. John project consortium provided and facilitated opportunities for academics and representatives of organisations from the public, private and social systems to:

- a. Address issues and opportunities around promoting social entrepreneurship cultures in higher education through cross-sector collaborations, with the university as a facilitating agent.
- b. Exchange research, studies and examples of best practice in cross-sector collaboration promoted by universities worldwide.
- c. Present the findings of the social and solidarity economy handbook which contains the voice, opinions and experience of people from within the social and solidarity economy in Europe, Africa and the Americas.
- d. Offer opportunities to learn about innovative contexts and the capabilities necessary to develop and foster effective collaborations.
- e. Promote an international network among delegates (from the university community and social entrepreneurs) for the study, research and good practice in cross-sector collaboration in the field of social/solidarity economy to put into effect from 2015 to 2020.

3.3 Conference methodology

The conference was based on an inter-disciplinary and participatory approach. In addition to plenary sessions, it consisted of parallel sessions, poster presentations (research posters and those demonstrating the practice of cross-sector collaboration), round tables, based on the themes of the social and solidarity economy project handbook, learning skills workshops, a social economy fair with best practices in cross-sector collaboration exhibition and networking opportunities.

The conference also aimed to foster intercultural dialogue, and so made accessible speeches in both languages and the participation as inclusive as possible, through interpretation services. The interpreters offered their interpretation skills on a voluntary basis. This allowed to participants from the English and Spanish speaking world to be able to express themselves in their own language and to keep the richness of their own languages.

3.4 Project and conference acknowledgements (in alphabetical order by surname)

We owe our gratitude to the **Project and Conference International Committee members:** who believed in the project and conference aims and who encouraged us throughout the lifetime of the project amidst their other commitments:

Dr. Susana Costa de Silva, Portugal

Dr. Teresa Cruz e Silva, Mozambique

Dr. Jenny Fairbrass, United Kingdom

Dr. Derek Jones, United States

Dr. Noelle Lechat, Belgium/Brazil

Dr. Manfred Max Neef, Chile

Dr. Américo Méndes, Portugal

Dr. Virginie Pérotin, France/United Kingdom

Dr. Lynne Siemens, Canada

Consultants:

The late Dr. Ian MacPherson, Canada & Dr. Franciso Blanco-Encomienda, Spain

The **Conference International Committee members:**

Dr Agustín Avila, Intercultural University of Chiapas, Mexico.

Prof. Dr. Gerald Braun, Hanseatic Institute for Entrepreneurship and Regional Development, University of Rostock, Germany.

Dr Susana Costa, Catholic University of Oporto, Portugal.

Dr Mike Calvert, York St John University, UK.

Dr Jenny Fairbrass, Norwich Business School, University of East Anglia, UK.

Dr Manuel de la Fuente, Centre for Postgraduate Studies, Universidad Mayor San Simon, Cochabamba, Bolivia.

Professor Hiroshi Ishida, Caux Round Table Japan and Kyushu University Business School, Japan.

Dr Noëlle Lechat, Brazil.

Dr Américo Mendes, Catholic University of Oporto, Portugal.

Mg. Colombia Pérez, Institute of Solidarity Economy and Cooperative University of Colombia, Colombia.

Dr Rory Ridley-Duff, Sheffield Business School, UK.

Dr Beate Schmidt-Behlau, DVV International, Germany.

The Conference **York St John Organising Committee**

Mike Calvert, Faculty of Education and Theology; Jelena Erstic, Faculty of Education and Theology; Jenny Hall, Directorate of Enterprise, Employability and Business Engagement; Louise McGroarty, Conference & Events Manager; Margaret Meredith, Faculty of Education and Theology; Chris Mortimer, Business School; Brendan Paddison, Business School; Catalina Quiroz, Faculty of Education and Theology; Fay Treloar, Directorate of Enterprise, Employability and Business Engagement; Geoff Smith, International Development; Chris Watts, Director of Marketing, together with the collegiality and invaluable support of Katie Simpson, Suzanne Parks, Pauline Miller and Stevie Hall.

3.5 Conference programme

Universities Developing Social Entrepreneurship through Cross-Sector Collaboration – CONFERENCE TIMETABLE					
	EXPLORING CROSS SECTOR COLLABORATION		EXPERIENCING THE POWER OF CROSS SECTOR COLLABORATION		BUILDING AND MAXIMISING CROSS SECTOR COLLABORATION VENTURES
Time	1 st . Sept – Tuesday MC: Mike Calvert	Time	2 nd Sept. – Wednesday MC: Mike Calvert	Time	3 rd Sept. – Thursday MC: Mike Calvert
9.00	Registration & Coffee			9.15	Summary of Wednesday 2nd
10.00	Welcome! by Professor Karen Stanton, York St John Vice Chancellor	9.15	Plenary session and discussion panel* <ul style="list-style-type: none"> • Hiroshi Ishida, Caux Round Table, Japan • Saioa Arando, Mondragon University, Spain 	9.30	Plenary session and discussion panel*: <ul style="list-style-type: none"> • Antonio Cruz, University of Pelotas, Brazil • Social economy project associates: Melba Quijano; University Pontificia Bolivariana, Colombia Mike Calvert, YSJ
10.15	Plenary session: <ul style="list-style-type: none"> • Juliet Edwards, European Commission • Tim Curtis, Northampton University, UK 	10.15	Coffee break & networking	11.00	Coffee break & networking
11.15	Coffee break & networking	10.45	In parallel <i>Presentation of academics papers, including papers and experiences from Students for Social Impact from British Council-Canada-UK</i>	11.30	In parallel <i>Presentation of academics papers, including papers and experiences from Students for Social Impact from British Council, Canada-UK</i>
11.40	• Chad Lubelsky, RECODE, Canada	12.00	Round tables conclusions presented in plenary session		
12.15	Welcome and project findings from YSJ Consortium		Learning skills workshops		
13.00	Lunch and networking	13.30	Lunch and networking	13.00	Lunch and networking
14.15	In parallel <i>Presentation of academics papers, including papers and experiences from Students for Social Impact from British Council, Canada-UK</i>	15.45 16.20	In De Grey LectureTheatre: <i>Best practices on cross sector collaboration presentation</i> <ul style="list-style-type: none"> • Edventure Frome, UK • International Network of Educators, Social and Solidarity Economy, University of Quilmes, Argentina 	14.15	Plenary session - De Grey <ul style="list-style-type: none"> • Rory Ridley-Duff, Sheffield Hallam University, UK
15.45	Coffee break & networking		In Temple Hall <i>Social economy fair and posters' exhibition with a light buffet, served by a social enterprise</i>	15.00	Open Space for Cross Sector Collaboration network
	Learning skills workshops			16.30	Summary of the day - De Grey
17.50	Summary of the day : De Grey			16.45	Closing remarks <ul style="list-style-type: none"> • David Maugh Brown, Emeritus Professor YSJ
18.15	End of 1 st day	19.00	End of 2 nd day	17.00	Close - End of conference
19.00	Evening activity: Historic York visit – Interpretation	19.30	Evening activity: Historic York visit – Interpretation		Departures

3.6 Opening and closing words: York St John University

3.6.1 Opening remarks on 1st Sept. 2015, Professor Karen Stanton, Vice Chancellor

Distinguished guests, ladies and gentlemen, good morning and a very warm welcome to York St John University. Welcome, too, to the beautiful city of York, one of England's most historic and ancient metropolitan centres. I very much hope you enjoy your stay here.

It is such a great pleasure to see so many visitors and contributors from around the world, including Latin America, Canada, continental Europe, Africa – and the UK of course. Our truly international group also includes 23 delegates from the British Council as part of their Students for Social Impact Scheme. We are also extremely grateful to the European Union for generously funding the Erasmus Mundus Social Economy in Higher Education project which culminates in this three-day conference.



It is also a great pleasure to welcome you in my capacity as the new Vice Chancellor of York St John University. Many of you, of course, will have attended the summer school which took place over the weekend as a precursor to the conference and, as a result, probably know your way around the University better than I do! Why? Well, let me share a secret with you: this is my very first day at York St John. Actually, I have only officially been in post for just over one hour – but it is wonderful to be able to begin my new role among such a distinguished gathering and on such an auspicious occasion.

Your conference theme – **Developing Social Entrepreneurship Cultures through Cross-Sector Collaboration** – could not be more timely, nor more significant. Just last week, the world's stock markets were in turmoil as the faltering Chinese economy tried to correct itself and the price of oil fell to a new low. It was a stark reminder of just how inter-dependent and fragile the global economy can be, but it also highlighted the enormous significance of the project we have come together to discuss: the potential impact of socially sustainable alternatives to the current world economic order.

This week's conference will examine this proposition in detail and address the following question: "**How can Higher Education foster interactions between the current economic systems – public, private and social – to promote social entrepreneurship cultures for sustainable development in our communities?**"

It is a big question. And over the next three days you will be exploring and discussing potential answers as you consider the outcome of three years' effort and engagement in this project, which has been led by York St John University. I know the last three years has been a challenging, fascinating and inspirational journey for the York St John team – as it has, I am sure, for all of you here who have been involved in the project.

As we gather together for the culmination of this extensive undertaking, I would like to emphasise a point I make in the conference handbook: *what takes place here over the next three days will be a fitting celebration of the coming together of a significant body of knowledge, research and experience which we profoundly hope will have lasting effects for, and well beyond, the participating individuals and institutions.*

You may well ask why was a relatively small university in the north of England chosen to lead such a major international project. Well, the answer's not difficult to find – it is rooted in this University's deep commitment to community which stretches back almost two centuries and is enshrined in the values of our founding colleges.

That commitment is also reinforced today in the University's Strategic Plan for 2020 and in our mission statement which, among its aspirations, promises to make "a positive contribution to the world". The importance of community, collaboration and partnerships – which this conference addresses – have consistently been major themes and objectives for York St John University and are absolutely central to our mission and values.

We also bring leadership from experience. Particularly experience of the peaks and troughs of a highly developed economy. Experience of how the great industrial centres here in the north of England flourished only to gradually collapse. And how innovation and inventiveness has seen our former manufacturing economy replaced by alternatives such as the service economy, the knowledge economy, the growing digital economy, and now – increasingly – the social economy. In our own small way, right here on campus, over the last five years we have also supported 60 small enterprise initiatives through our business ‘incubator’ in the Phoenix Centre, and it may interest you to know that a growing number of these are social enterprises.

In fact, I was delighted to note that four social enterprise projects from the Phoenix Centre feature as one of the most visited posts on the project’s blog, which includes a fascinating range of social enterprise case studies from around the world. One of the York St John social enterprises is a project to ‘rebrand’ dementia and remove the social stigma surrounding this dreadful and debilitating illness. Against the economic context of this week’s conference, it is interesting to observe that this illness, which has been so prevalent in advanced economies, now afflicts an increasing number of low and middle income countries which account for 58% of all cases worldwide, according to the 2015 World Alzheimer Report just published.¹

But let me return to the blog which has helped chart your remarkable journey to date. It was gratifying to note the diverse nature and quality of the education debate that has also been taking place online. You are all familiar with the blog’s content, of course, but this was the first time I have had a chance to gain a brief insight into the detail of what you have been researching and discussing, and it has given me a greater appreciation of the significance of the work in which you have been engaged and the importance of continuing these endeavours beyond the formal lifespan of the project itself.

Although this particular social economy project may be new to me, the concept of social enterprise and social entrepreneurship is an area in which I have long held an interest. In my previous role as Deputy Vice Chancellor at Glasgow Caledonian University, I was privileged to meet and work alongside Professor Muhammad Yunus, the Nobel Laureate – and indeed one of the world’s most decorated citizens – who will be known to many of you for his pioneering work in microfinance.

In his role as GCU’s Chancellor, Professor Yunus helped my last University to facilitate the launch of his Grameen bank-style lending system in the UK. And its first loans are now helping a number of small social enterprises to flourish in some of the poorest parts of Glasgow. The Grameen system, which earned Professor Yunus the honorific, the ‘Banker to the Poor’, has helped lift millions of people out of poverty worldwide and now operates in more than 80 countries.

Since Professor Yunus first launched his micro-lending concept in the late Seventies, much has changed of course and the social economy has become more sophisticated with the flourishing of social enterprises such as credit unions, not-for-profits, and co-operative, community-driven business initiatives in both developing and developed economies alike. For the last three years, you have been critically examining the role of Higher Education in promoting teaching, research and practices around this evolving and increasingly thriving global social economy.

At York St John, we believe – as I am sure you all do – that universities have a clear and distinctive role in promoting both social entrepreneurship cultures and cross-sector partnerships. Such cross-sector collaboration is absolutely essential and is at the very core of social entrepreneurship cultures.

Only by bringing together our shared knowledge, resources and experience can we hope to overcome the monumental societal challenges of today.

Such collaborations, of course, need to be based on the values inherent in social entrepreneurship. These include mutual respect, reciprocity, solidarity, common good, and respect for the environment. Over the course of the conference, you will be presented with a range of practical case studies, research and best

¹ <http://www.alz.co.uk/research/WorldAlzheimerReport2015-sheet.pdf>

practices about cross-sector partnerships which create social value within communities and have a positive impact on developing social entrepreneurship and curricular innovation within Higher Education.

But why is the social economy so important in a Higher Education context? Well, the project leadership team here at York St John is quite clear on this: universities should offer a broad and in-depth knowledge and understanding of the various ways of organising economic life. These should be focused on a people-centred approach to economic value and Higher Education should provide a level of education and training which also serves the community. If our Higher Education is to remain relevant, the team argues that it needs to review its ethos, purpose and curricula. It needs to consider human well-being as well as wealth creation.

That is the proposition that has under-pinned this three-year project which has sought to gain an in-depth knowledge and insight into the nature, origins and practice of people-centred economic approaches and make these findings more accessible to HE students. The project has also sought to understand how such approaches could interact with other economic systems and mechanisms, such as corporate social responsibility, to enhance the quality of human development overall.

One of the principal outcomes of this project will be an invaluable handbook to be used for curriculum design and enhancement in the group of universities and their associates who have been involved in this endeavour. The handbook is open-source, which will allow universities and social entrepreneurs to update it and share their findings. And like the entire project itself – including the forensic examination, debate and, no doubt, intense discussions that will take place over the course of this week's conference – the handbook is a perfect example of what the Erasmus Mundus project has sought to explore: cross-sector collaboration at its very best.

As well as the galaxy of international delegates here today, the project has also gained the support of the United Nations, the Alliance of Civilization unit, the Erasmus Mundus Students and Alumni Association and the Joseph Rowntree Foundation.

It is abundantly clear that the world is already watching and waiting for the outcome of your three days of deliberations. It only remains for me, therefore, to wish you an enjoyable and stimulating conference and I would now like to hand you over to your MC, Dr Mike Calvert, who is eagerly waiting to get the programme underway and introduce the first of your esteemed keynote speakers.

Thank you ladies and gentlemen. I hope you enjoy the conference, and our splendid facilities here at York St John University, and I look forward to meeting up with many of you again in the course of the week.

3.6.2 Discurso de Apertura de la Vicerrectora Catedrática Karen Stanton

Distinguidos invitados, señoras y señores, buenos días y una muy cálida bienvenida a la Universidad York St. John. Bienvenidos, también, a la hermosa ciudad de York, uno de los centros metropolitanos más históricos y antiguos de Inglaterra. Espero de manera ferviente que disfruten de su estancia aquí.

Es un gran placer ver a tantos visitantes y colaboradores de todo el mundo, incluyendo América Latina, Canadá, Europa continental, África y el Reino Unido, por supuesto. Nuestro grupo realmente internacional, también incluye a 23 delegados del British Council como parte de su programa Estudiantes para el Impacto Social. Igualmente, estamos muy agradecidos a la Unión Europea por haber co-financiado el proyecto Erasmus Mundus sobre Economía Social en educación superior que culmina con estos tres días de conferencia.

Es también un gran placer darles la bienvenida en mi condición de nueva Vicerrectora de la Universidad de York St. John. Muchos de ustedes habrán asistido a la escuela de verano que se llevó a cabo durante el fin de semana como antelación a la conferencia y, como resultado de ello, probablemente conozcan el camino alrededor de la Universidad mejor que yo! ¿Por qué? Ahora bien, me permito compartir un secreto con ustedes: este es mi primer día en York St. John. En realidad, sólo estoy oficialmente en el cargo desde hace poco más de una hora, pero es maravilloso poder empezar mi nuevo rol entre una tan distinguida concurrencia y en una ocasión tan propicia.



El tema de la conferencia – **Desarrollando la economía social y solidaria a través de la colaboración intersectorial** – no podía ser más oportuna, ni más significativa. Apenas la semana pasada, los mercados de valores del mundo estuvieron agitados conforme la vacilante economía China trató de corregirse a sí misma y el precio del petróleo cayó a un nuevo mínimo. Fue un duro recordatorio de cuán interdependiente y frágil puede ser la economía mundial, pero también se destacó la enorme importancia del proyecto que nos ha reunido aquí para dialogar sobre el impacto potencial de alternativas socialmente sostenibles frente al actual orden económico mundial.

La conferencia de esta semana examinará esta propuesta en detalle y abordará la siguiente pregunta: «**¿Cómo puede la educación superior promover interacciones entre los sistemas económicos actuales – públicos, privados y sociales, para promover las culturas de emprendimiento social para el desarrollo sostenible de nuestras comunidades?**»

Es una gran pregunta. Y durante los próximos tres días ustedes estarán explorando y discutiendo las posibles respuestas conforme consideren los resultados de tres años de esfuerzo y compromiso en este proyecto, que ha sido dirigido por la Universidad York St. John. Sé que los últimos tres años han representado un viaje desafiante, fascinante e inspirador para el equipo de York St John-como, estoy segura, para todos ustedes que han estado involucrados en el proyecto.

Al reunirnos juntos para la culminación de esta gran proyecto, me gustaría hacer hincapié en las notas que preparé para el manual de la conferencia: lo que ocurrirá aquí en los próximos tres días será la celebración adecuada de la unión de un importante cuerpo de conocimiento, investigación y experiencia que esperamos con mucho ímpetu que tenga efectos duraderos para y mucho más allá de las personas e instituciones participantes.

Es probable que se pregunten por qué una, relativamente pequeña universidad del norte de Inglaterra fue elegida para liderar este importante proyecto internacional. Pues bien, la respuesta no es difícil de encontrar, ya que se basa en el profundo compromiso de nuestra universidad con la comunidad cuya historia se remonta casi dos siglos y se encuentra consagrada en los valores de nuestros colegios fundacionales.

Este compromiso también se refuerza hoy con el Plan Estratégico de la Universidad para el año 2020 y en la declaración de nuestra Misión, que entre sus aspiraciones, promete hacer "una contribución positiva para el mundo". La importancia de la comunidad, la colaboración y las alianzas, que la conferencia aborda - siempre han sido grandes temas y objetivos de la Universidad York St. John y son absolutamente fundamentales para nuestra misión y valores.

También traemos el liderazgo de la experiencia. Experiencia particular de los altos y bajos de una economía altamente desarrollada. De la experiencia de cómo los grandes centros industriales que florecieron aquí en el norte de Inglaterra colapsaron poco a poco. Y cómo la innovación y la inventiva han reemplazado nuestra antigua economía manufacturera por alternativas tales como la economía de servicios, la economía del conocimiento, la creciente economía digital, y ahora, cada vez más, la economía social. En los últimos cinco años y a nuestra humilde manera, justo aquí en este campus, hemos apoyado 60 iniciativas de pequeñas empresas a través de nuestra 'incubadora', en el Centro Phoenix, y les puede interesar saber que un número creciente de estas empresas son sociales.

De hecho, me ha encantado comprobar que cuatro de los proyectos de empresa social del Centro Phoenix han sido los más visitados del blog del proyecto, que incluye una fascinante gama de estudio de casos de empresas sociales de todo el mundo. Una de las empresas sociales de York St. John es un proyecto para renombrar la demencia y eliminar el estigma social que rodea esta enfermedad terrible e incapacitante. Contra el contexto económico de la Conferencia de esta semana, es interesante observar que esta enfermedad, que ha sido muy habitual en las sociedades de economías avanzadas, ahora afecta a un número creciente de países de bajos y medianos ingresos que representan el 58% de todos los casos en todo el mundo, según el informe Mundial sobre el Alzheimer del 2015, que acaba de ser publicado.

Pero permítanme retomar el blog del proyecto que ha ayudado a trazar su notable viaje hasta la fecha. Fue gratificante observar la diversidad y la calidad del debate sobre la educación que ha tenido lugar en línea. Todos ustedes están familiarizados con el contenido del blog, por supuesto, pero esta fue la primera vez que tuve la oportunidad de conocer en detalle lo que han estado investigando y discutiendo, y me ha dado una mayor perspectiva de la importancia del trabajo en el que se han visto comprometidos y de la importancia de continuar estos esfuerzos más allá de la duración formal del proyecto.

Aunque este proyecto de economía social en particular sea nuevo para mí, el concepto de empresa social y de emprendimiento social es un área en la que durante mucho tiempo he tenido interés. En mi anterior función como Vice Rectora Adjunta de la Universidad de Glasgow Caledonian, tuve el privilegio de conocer y trabajar junto al profesor Muhammad Yunus, el Premio Nobel – y de hecho uno de los ciudadanos del mundo más condecorados – que muchos de ustedes conocerá por su trabajo pionero en las microfinanzas.

En su rol como Rector de la GCU, el profesor Yunus ayudó a mi última universidad facilitando la puesta en marcha de su sistema de préstamo del estilo Grameen Bank en el Reino Unido. Y sus primeros préstamos están ayudando ahora a florecer un número de pequeñas empresas sociales en algunas de las zonas más pobres de Glasgow. El sistema Grameen, que le valió al profesor Yunus el título honorífico, de 'banquero de los pobres', ha ayudado a salir a millones de personas de la pobreza en todo el mundo y ahora opera en más de 80 países.

Desde que el Profesor Yunus lanzó por primera vez su concepto de microcréditos en la década de los setenta, mucho ha cambiado de curso y la economía social se ha vuelto más sofisticada con el florecimiento de empresas sociales como cooperativas de ahorro y crédito, organizaciones sin fines de lucro, cooperativas e iniciativas empresariales comunitarias; tanto en sistemas económicos en desarrollo, como en sistemas desarrollados. Durante los últimos tres años, ustedes han estado examinando críticamente el papel de la educación superior en la promoción de la docencia, investigación y prácticas alrededor de esta economía social global en evolución y cada vez más próspera.

En York St. John, creemos -y estoy segura de que todos nosotros - que las universidades tienen una función clara y diferenciada en la promoción de la cultura de empresas sociales y las alianzas intersectoriales. Este tipo de colaboración intersectorial es absolutamente esencial y está en el núcleo mismo de la cultura del emprendimiento social.

Sólo uniendo nuestros conocimientos, recursos y experiencia compartidos podemos esperar superar los monumentales retos sociales de hoy.

Tales colaboraciones, por supuesto, tienen que estar basadas en los valores inherentes en el espíritu del emprendimiento social. Estos incluyen el respeto mutuo, la reciprocidad, la solidaridad, el bien común y el respeto del medioambiente. A lo largo de la conferencia, les serán presentados una variedad de estudios de casos prácticos, investigaciones y buenas prácticas sobre alianzas intersectoriales que crean el valor social dentro de las comunidades y tienen un impacto positivo en el desarrollo del espíritu emprendedor social e innovación curricular dentro de la enseñanza superior.

Pero, ¿por qué es tan importante la economía social en un contexto de educación superior? Bueno, el equipo que lidera el proyecto aquí en York St. John lo tiene bastante claro: las universidades deben ofrecer un amplio y profundo conocimiento y comprensión de las diversas formas de organizar la vida económica. Estas deben centrarse en las personas y la educación superior debe proporcionar un nivel de formación y capacitación que también sirva a la comunidad. Si nuestra educación desea seguir siendo relevante, el equipo sostiene que es necesario revisar su espíritu, propósito y planes de estudio. Necesita considerar el bienestar humano, así como la creación de riqueza.

Esa es la propuesta que ha marcado este proyecto de tres años, donde se ha tratado de profundizar en el conocimiento y comprensión de la naturaleza, el origen y la práctica de economías centradas en las personas y hacer que los resultados sean más accesibles a los estudiantes de educación superior. El proyecto también ha tratado de comprender cómo esos enfoques podrían interactuar con otros sistemas económicos y mecanismos, tales como la responsabilidad social de las empresas, para mejorar la calidad del desarrollo humano en general.

Uno de los principales resultados de este proyecto será un invaluable manual para ser usado en el diseño curricular y consolidar los estudios y práctica dentro de las universidades de los socios y los asociados que han participado en este esfuerzo. El manual es de código abierto, lo que permitirá a las universidades y emprendedores sociales actualizar y compartir sus resultados. Y como todo el proyecto en sí mismo – incluyendo el examen pericial, debate y, sin duda, discusiones intensas que se llevarán a cabo en el transcurso de la conferencia de esta semana. El manual es un ejemplo perfecto de lo que el proyecto Erasmus Mundus ha intentado explorar: la colaboración intersectorial en su mejor expresión.

Así como la galaxia de los delegados internacionales aquí presentes, el proyecto también ha ganado el apoyo de las Naciones Unidas, a través de la Alianza de las Civilizaciones, de la Asociación de alumnos y exalumnos del programa Erasmus Mundus y la Fundación Joseph Rowntree.

Está muy claro que el mundo ya está observando y esperando los resultados de estos tres días de deliberaciones. Sólo me queda, por lo tanto, desearles una agradable y estimulante conferencia y me gustaría dar paso al maestro de ceremonias, el Dr. Mike Calvert, quien espera con impaciencia dar inicio al programa y presentar al primero de sus apreciados oradores principales.

Gracias, señoras y señores. Espero que disfruten de la conferencia y nuestras espléndidas instalaciones aquí en la Universidad de York St. John, y estoy deseosa de reunirme con muchos de ustedes en el transcurso de la semana.

3.6.3 Closing remarks on 3rd Sept. 2015, David Maughan Brown, Emeritus Professor, York St John University



Although I no longer have the pleasure of working at York St John University I was involved at the outset of this Erasmus Mundus project and feel very privileged to have been asked to say a few concluding words at the end of what has been a very successful conference. I won't keep you long.

When Margaret and Catalina first came to me to discuss submitting a bid for funding it seemed to me that theirs was a visionary proposal ideally suited to the particular historical moment, and entirely in line with this University's mission to embrace difference, challenge prejudice and promote justice. If it was timely when first mooted five years ago, it is even more so now – as our Vice Chancellor suggested in her excellent opening address, some of which I want to reinforce here. It seems timely to me in three particular respects – speaking very much from a UK perspective, which may, or may not, apply to the other countries from which so many of you come.

In the first place this project emphasizes international collaboration and co-operation and has an ultimately global ambition at a time when the UK government and public – egged on by an overwhelmingly right-wing press – appear to be increasingly intent on putting up the shutters and fortifying their little island fastness. There are other countries to which this does not apply – most commendably Germany. The way to address the entirely predictable economic migration into Europe that Peter Schwartz warned about 12 years ago in his book *Inevitable Surprises* is ultimately not to try to build fences to keep people out, but to try to ensure that the countries from which economic migrants wish to migrate become, instead, places where people want to remain. That is a task that is going to become increasingly difficult as global warming takes hold. Social enterprise has the potential to make a huge contribution to that process.

In the second place, and potentially even more significant in its global implications, social enterprise offers an alternative to the failed economic model that brought about the 2008 recession and, almost wholly unreconstructed, now sees the world's financial institutions once again teetering on the edge of a precipice.

In his highly persuasive book, titled simply *Austerity*, published in 2013, Mark Blyth concludes:

When world leaders, keen to legitimize the damage that they have already done to the lives of millions of their fellow citizens, reach for examples such Rumania and Estonia to vindicate their actions, applauding these countries for creating misery, it shows us one thing above all. Austerity remains an ideology immune to facts and basic empirical refutation. That is why it remains, despite any and all evidence we can muster against it, a very dangerous idea (p.226).

In the UK a cynical and breathtakingly hypocritical espousal of what has been termed the 'Big Society' has been used to try to mask an irrational ideological obsession with shrinking the state at any cost. The contrast with the ideals and practice of Social Solidarity could not be greater.

The third respect in which this project seems to me to be particularly timely lies with the role it ascribes to Higher Education in taking a lead in social change. Government discourse about Higher Education in UK this century has been unrelentingly sterile and utilitarian. The role of universities is perceived as being solely to churn out the graduates to fill graduate-level jobs, the many other individual and social benefits of university education count for nothing. It is also of no apparent concern that the vast majority of the bankers whose greed was a major factor in the last crash and will be a major factor in the next one are university graduates, mostly from what government chooses to refer to as the 'top' universities. Where UK government thinking is concerned there appears to be no role for universities to play in the intellectual and moral leadership of their societies.

The Social Enterprise project we are celebrating today, one of whose outcomes has been this conference, offers an alternative way of both perceiving and interacting with the world. It is not, I think, coincidental that six of the seven leaders of this project who were lined up in front of us on Tuesday morning were women. This project offers one way for universities to take a leadership role in addressing the compelling issues of our time.

I want to close by paying tribute to all the leaders of this project - but to Margaret Meredith and Catalina Quiroz in particular. Without their conviction, commitment and at times almost superhuman dedication none of this would have happened. They have lived their values and excelled at every stage. I know I can speak on behalf of you all, and of this university, in saying a very warm and heartfelt thank you to them.

One of my key tasks in closing is to recognise, however inadequately, the contributions that have been made to the project and the conference. Beginning with the project as a whole, a tremendous debt of gratitude is due to the partners around the world. One very impressive and enduring outcome of the project is the handbook. Available as it is in three languages, it represents a major achievement – a *magnum opus*. The contributors and translators are to be very warmly congratulated.

With regard to the conference itself, there are so many people to thank, and it is not possible to mention them all by name. The British Council for its generous funding of over 20 participants; the project partners; Mike Calvert as Master of Ceremonies who has presided so effectively over proceedings with his inimitable combination of tyrannical time-keeping and disarming charm; all the speakers, moderators and contributors; the highly skilled interpreters – who are, I trust, faithfully translating our warm appreciation of their skills; the equally skilled technical support; and all the administrative support which has gone far beyond what could be expected. Nobody who hasn't been involved in bringing an international conference such as this together can ever have the remotest idea of the time and effort it takes to ensure its success.

I have been to many university conferences over the years. The only ones that have come close to being infused with the energy and commitment to a cause of this one were conferences held in South Africa under the shadow of apartheid whose aim was, in one way or another, to bring an end to that crime against humanity. It is an energy and commitment that has at its heart those three Caux Round Table leadership values cited by Hiroshi Ishida: Fairness, honesty and integrity. You have made this a memorable conference, one which will make a lasting contribution, and one of which you have every right to be proud. Perhaps the most appropriate way to conclude, then, is with the venerable injunction: 'Go forth and multiply' – though not in this instance with a view to doing anything about population decline.

I wish you a very enjoyable remainder to your stay and a safe journey home. Thank you. Muchas gracias.

3.6.4 Palabras de Clausura del Profesor Emérito de la Universidad York St. John, David Maughan Brown



A pesar de ya no tener el placer de trabajar en la Universidad de York St. John participé en el inicio de este proyecto Erasmus Mundus y me siento muy privilegiado al haber sido solicitado para decir algunas conclusiones al final de lo que ha sido una conferencia muy exitosa. No les tomaré mucho tiempo. .

Cuando Margaret y Catalina vinieron a mí para hablar sobre el proyecto y su posible financiación, me pareció que lo suyo era una propuesta visionaria ideal para este momento histórico particular; y en total consonancia con la Misión de la Universidad de acoger la diferencia, desafiar prejuicios y promover la justicia. Si fue oportuna cuando se planteó hace cinco años atrás, lo es más aún ahora – como nuestra Vice Rectora sugirió en su excelente discurso de apertura,

algo de lo cual quiero reforzar aquí. Me parece oportuno en tres aspectos particulares – hablando desde una perspectiva del Reino Unido, que puede, o no, aplicarse a los otros países de los cuales muchos de ustedes vienen.

En primer lugar, este proyecto se centra en la colaboración y cooperación internacional y tiene una larga ambición global en un momento en que el gobierno del Reino Unido y el público, atizado por una abrumadora mayoría de derecha, parece estar cada vez más decidido a poner persianas y fortificar sus pequeñas sólidas islas. Hay otros países en los que esto no se aplica, como el caso elogiable de Alemania. La forma de abordar la totalmente previsible emigración económica en Europa sobre la que Pedro Schwartz alertó hace 12 años en su libro *Sorpresa Inevitable*, es tratar de no construir vallas para mantener a la gente fuera, sino intentar garantizar de que los países de los que los migrantes económicos desean emigrar, se conviertan, en lugares en los que la gente quiera permanecer. Esa es una tarea que va a ser cada vez más difícil, conforme se desarrolle el calentamiento global. La Empresa Social tiene el potencial de hacer una enorme contribución a este proceso.

En segundo lugar y potencialmente más significativa dadas sus implicaciones globales, la empresa social ofrece una alternativa al fracasado modelo económico que trajo la recesión de 2008 y, casi totalmente aún no reestructurada, ve ahora cómo las instituciones financieras de todo el mundo una vez más se tambalean al borde de un precipicio.

En su libro altamente persuasivo, titulado simplemente *Austeridad*, publicado en 2013, Mark Blyth, concluye:

Cuando los líderes del mundo estén dispuestos a legitimar el daño que ya han hecho en las vidas de millones de sus conciudadanos, por ejemplo a Rumanía y Estonia para reivindicar sus acciones, aplaudiendo a estos países por la creación de miseria, nos muestra una cosa por encima de todo. La austeridad sigue siendo una ideología inmune a los hechos y a la refutación empírica básica. Es por eso que se mantiene, a pesar de toda la evidencia que podamos reunir contra ella, una ideología muy peligrosa (p.226).

En el Reino Unido, una cínica e hipócrita actitud en lo que se ha dado en llamar la "Gran Sociedad" se ha utilizado para tratar de enmascarar una irracional obsesión ideológica con la reducción del Estado a cualquier precio. El contraste con los ideales y la práctica de la Solidaridad Social no podría ser mayor.

El tercer aspecto por el que este proyecto que me parece especialmente oportuno recae en el papel que se le asigna a la Educación Superior en la toma de iniciativas para el cambio social. El discurso gubernamental sobre la Educación Superior en el Reino Unido ha sido implacablemente estéril y utilitarista en este siglo. El papel de las universidades es percibido como una institución exclusivamente dedicada a producir graduados para llenar los empleos del nivel del graduado, los muchos otros beneficios individuales y sociales de la educación universitaria no cuentan para nada. También parece no ser tema de preocupación el hecho de que la gran mayoría de los banqueros cuya codicia fue un factor de gran importancia en la última crisis y será un factor importante en la próxima, son graduados universitarios, en su mayoría de lo que el gobierno opta por hacer

referencia como las 'mejores' universidades. El pensamiento y racionalidad del gobierno británico está preocupado allí donde no existe un rol que deban jugar las universidades cuando se habla sobre un liderazgo intelectual y moral de sus sociedades.

El proyecto sobre economía social y solidaria que estamos celebrando hoy, uno de cuyos resultados ha sido esta conferencia, ofrece una manera alternativa de percibir y relacionarse con el mundo. No es, creo, casualidad que seis de los siete líderes de este proyecto que se alinearon frente a nosotros el martes por la mañana fueron mujeres. Este proyecto ofrece un camino para que las universidades asuman un papel de liderazgo en las cuestiones urgentes de nuestro tiempo.

Para terminar, quiero rendir un homenaje a todos los líderes de este proyecto, pero particularmente a Margaret Meredith y Catalina Quiroz. Sin su convicción, compromiso y, a veces, casi sobrehumana dedicación nada de esto habría sido posible. Ellas han vivido sus valores y han destacado a cada paso. Sé que puedo hablar en nombre de todos, y de esta universidad, y darles un muy cordial y sentido agradecimiento a ellas.

Una de mis principales tareas al clausurar este evento es reconocer las contribuciones que se han hecho al proyecto y a la Conferencia. Comenzando con el proyecto como un todo, una enorme deuda de gratitud a los socios de todo el mundo. Un resultado muy impresionante y perdurable del proyecto, es el manual. Disponible en tres idiomas, representa un logro importante, un opus magnum. Los colaboradores y traductores deben ser efusivamente felicitados.

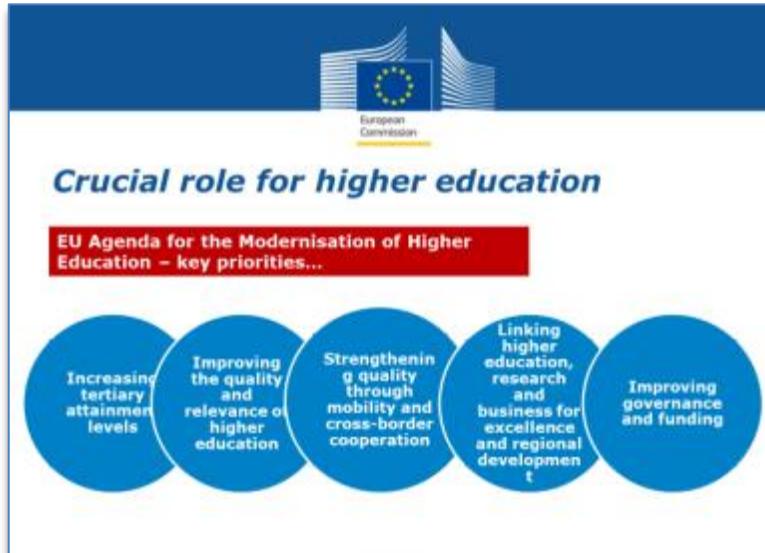
Con respecto a la conferencia en sí, hay muchas personas a las que debo dar las gracias, por lo que no es posible hacer referencia a todas ellas por su nombre. Al British Council por su generosa financiación de más de 20 participantes; a los socios del proyecto; a Mike Calvert como Maestro de Ceremonias que ha presidido de manera tan eficaz las actuaciones con su inimitable combinación de tirano del tiempo y encanto cautivante; a todos los ponentes, moderadores y colaboradores; los altamente calificados intérpretes -que están, yo confío, traduciendo fielmente nuestro más cálido agradecimiento por sus conocimientos; al igualmente calificado apoyo técnico; y a todo el apoyo administrativo que ha ido mucho más lejos de lo que se podía esperar. Nadie que no haya estado involucrado en el desarrollo de una conferencia internacional como esta puede tener la más remota idea del tiempo y esfuerzo que se requiere para garantizar su éxito.

He ido a muchos congresos universitarios a lo largo de los años. Los únicos que han llegado a ser penetrados por la energía y la dedicación a una causa como esta, fueron las conferencias celebradas en Sudáfrica bajo la sombra del apartheid cuyo objetivo era, de un modo u otro, poner fin a este crimen contra la humanidad. Se trata de una energía y compromiso que tiene en su corazón los tres valores de liderazgo de la Mesa Redonda de Caux, citados por Hiroshi Ishida: La equidad, la honestidad y la integridad. Ustedes han hecho de esta una memorable Conferencia, una que hará una contribución duradera, y una de la cual tienen todo el derecho de estar orgullosos. Tal vez la manera más adecuada, para concluir, es con la venerable orden: "Id y multiplicaos" - aunque en esta instancia no sea con el fin de hacer algo por la disminución de la población.

Le deseo un muy agradable resto de su estancia y un buen viaje de regreso. Gracias. Muchas gracias.

3.7 Plenary Sessions

3.7.1 1st September, Juliet Edwards, European Policy Officer, DG Education and Culture



Presentation: Higher education and entrepreneurship and the Heinnovate – tool developed by European Commission and OECD.

Presentación: La educación superior y el espíritu emprendedor y la herramienta “HEInnovate” desarrollada por la Comisión Europea y la OCDE.

<https://heinnovate.eu/intranet/main/index.php>

http://ec.europa.eu/education/policy/strategic-framework/entrepreneurship_en.htm

Key points:

- HEInnovate is a free, online self-assessment tool accessible to HEIs “looking for advice and inspiration on how to stimulate entrepreneurship.”
- Focus should be on “jobs and growth” but placed “in a culture of entrepreneurship”. According to Ms Edwards, there are questions over whether HEIs’ training and education are currently fit for purpose.
- “Arms race for diplomas” that increasingly, the pursuit of postgraduate studies in the form of Masters and PhDs render in some graduates, not the love for study but the hope of advancing their opportunities by standing out from the production line of bachelor degrees;
- Her advice to all this? To learn to distinguish between “entrepreneurship education” vs skills, the former presupposing flexibility and encouraging creativity. “Failure is not the end; it is the beginning of something new”.
- “Entrepreneurial skills don’t come in a vacuum”. HEIs’ collaboration is fundamental to nurturing an entrepreneurial mind-set.
- Social economy organisations are already playing a significant role at the European level with 6% of all EU employment derived from such enterprises, while EU investment into social entrepreneurship is worth approximately 1.3 billion euros. In this context, HEInnovate is a useful tool in that it allows users to “look at the current situation in university-business co-operation and at what policy initiatives and programmes are needed to support this.”

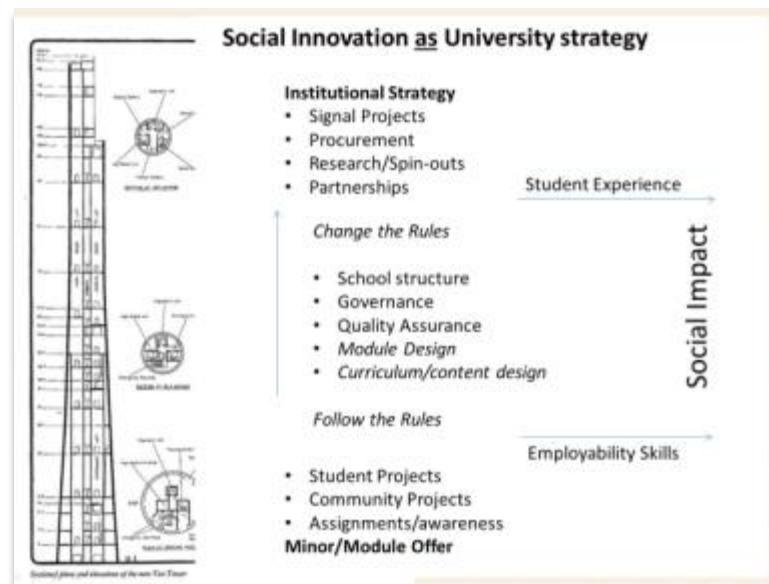
Go to www.yorksj.ac.uk/sseconference “Plenary sessions” to download the PowerPoint

Puntos Claves:

- HEInnovate es una herramienta de autoevaluación en línea, de acceso libre para instituciones de educación superior "en busca de consejo e inspiración sobre cómo estimular el espíritu emprendedor".
- El enfoque debe mantenerse sobre el "empleo y crecimiento" pero dentro de "una cultura de iniciativa empresarial". Según Juliet Edwards, existe inquietud y preguntas sobre si la educación y capacitación en instituciones de educación superior están actualmente aptas para ese propósito.
- "La Carrera armamentista de diplomas" donde cada vez más la búsqueda de estudios de postgrado en forma de masters y doctorados, que realizan algunos egresados, no es por el amor al estudio, sino con la esperanza de avanzar en oportunidades para sobresalir dentro de la producción uniforme de titulados y licenciados.
- ¿Su consejo para todo esto? Aprender a distinguir entre "la educación hacia una actitud emprendedora" vs habilidades, la antigua presunción de flexibilidad y fomento de la creatividad. "El fracaso no es el fin; es el comienzo de algo nuevo".
- "Las habilidades emprendedoras no se consiguen de la nada". La colaboración de las instituciones de educación superior es fundamental para cultivar un modo de mentalidad empresarial

Visiten la sección **"Sesiones plenarias"** en la página web: www.yorksj.ac.uk/sseconference para descargar el PowerPoint.

3.7.2 1st September, Tim Curtis, University of Northampton, U.K. / Changemaker plus



Presentation: How do we maximise the social utility & environmental impact of universities? Academic quality, employability, teaching excellence.

Presentación: ¿Cómo podemos maximizar la utilidad social y el impacto ambiental de las universidades?
Calidad académica, empleabilidad, excelencia en la enseñanza.

<http://www.northampton.ac.uk/>

Key points:

- In 2013, the University of Northampton “was recognised as one of the 22 Universities in the world for its focus on social enterprise and innovation and the first university in the UK to be designated as a Changemaker campus.”
- University of Northampton is a leading example in its focus to instil into its students an attitude towards future problem-solving rather than the pure acquisition of a designated set of skills. The logic behind it all is that a major social or environmental impact of a university rests in the “pro-social and environmentally sensitive decisions its graduates make over their careers”.
- Students may never start a business or a social enterprise, but they will go on to change their place of work, their neighbourhoods, their communities’ and that in an “everyone a Changemaker world”, graduates can contribute to society without necessarily founding new organisations or charities.
- The purpose of a university is to change society
- Confusion around the concept of social entrepreneurship and the problem mainly resides in the use of language as teachers of social enterprise are often guilty of adopting the language of business – a language not fit for purpose. Placed the emphasis on the “need to change not just the teaching, but the institution itself”, by making social innovation a primary part of everyday language. For all this reasons, the use of context-appropriate language is critically important.
- Time is spent teaching how to solve a problem and not trying to understand what the problem itself and the causes of it.
- Either “play by the rules or try to change the rules” affecting the curriculum content design. There is currently no continuity and sustainability after the official university program.

Go to www.yorksj.ac.uk/sseconference “Plenary sessions” to download the PowerPoint

Puntos Claves:

- En 2013, la Universidad de Northampton "fue reconocida como una de las 22 universidades del mundo por su enfoque en innovación y emprendimiento social y la primera universidad en el Reino Unido en ser señalada como un campus de "Artífices del Cambio."
- La Universidad de Northampton es ejemplar en su enfoque de inculcar en sus estudiantes una actitud hacia el futuro para resolver problemas en lugar de la pura adquisición de un conjunto designado de habilidades. La lógica detrás de todo esto es que un gran impacto social o ambiental de la Universidad se basa en "las decisiones pro-sociales y ambientalmente sensibles de sus egresados al ejercer sus profesiones".
- Es probable que los estudiantes nunca puedan empezar un negocio o una empresa social, pero continuarán con cambiar su lugar de trabajo, sus barrios, sus comunidades y eso en un " Artífice del cambio mundial": Los graduados pueden contribuir a la sociedad sin necesariamente fundar nuevas empresas sociales u organizaciones no gubernamentales.
- El propósito de una universidad es cambiar la sociedad.
- La confusión en torno al concepto de emprendimiento social y el problema principal reside en la utilización del lenguaje, dado que los profesores de la empresa social con frecuencia son responsables de adoptar el lenguaje de negocios - un lenguaje no apto para referirse al mundo del emprendimiento social. Hace hincapié en la "necesidad de cambiar no sólo la enseñanza, sino la propia institución", por lo que la innovación social se convierte en una parte primordial del lenguaje cotidiano. Por todas estas razones, el uso de un lenguaje apropiado es muy importante.
- El tiempo se utiliza para enseñar cómo resolver un problema y no en tratar de entender el problema como tal y qué es lo que lo origina.
- "Juego según las reglas o trato de cambiar las reglas " que afectan el diseño del contenido curricular. Actualmente no hay continuidad ni sostenibilidad después del programa oficial de la universidad.

Visiten la sección "**Sesiones plenarias**" en la página web: www.yorksj.ac.uk/sseconference para descargar el PowerPoint

3.7.3 1st September, Chad Lubelsky, J.W. McConnell Foundation, Canada - RECODE project



Presentation: RECODE – Fuelling social innovation and entrepreneurship in higher education.

Presentación: RECODE -- Alimentando la innovación social y el espíritu emprendedor en la educación superior.

<http://www.mcconnellfoundation.ca/en>

<http://www.re-code.ca/>

Key points:

- As part of its pursuit of a more inclusive, sustainable society, the Foundation has created RECODE – a platform dedicated to catalysing social innovation and entrepreneurship in HE across Canada where students are encouraged to become drivers of progress and change.
- How can HE better support students to enter the social enterprise field?
- Scrap the competitiveness reigning between individual universities as it has “a detrimental long term effect”.
- However, “trying to tear down the system” is not what RECODE has in mind. Instead a scaffolding analogy was used: the idea is to “build on top of the system”. That means making the best of the education systems currently in place, and filtering out those elements that are not instilling in their students a sense of the responsibility of the individual and self-awareness to the role they play in creating a more equitable world.
- Biomimicry concept/economimicry applied to organisations. Analogy to healthy forests. “You can’t always be growing” - the overall health of a forest depends on the occurrence of forest fires, in an “endless loop”.
- Impact on the system, but it starts with the individual. There are different places of intervention.
- We must get ourselves into the mind-set of “thinking like a movement” if our aim is to help build a sustainable future, in line with environmental limits and human welfare.

Go to www.yorksj.ac.uk/sseconference “Plenary sessions” to download the PowerPoint.

Puntos Claves:

- La Fundación McConnell ha creado RECODE – una plataforma dedicada a catalizar la innovación social y el emprendimiento en educación superior en toda Canadá; donde se anima a los estudiantes a convertirse en artífices del progreso y cambio. Todo esto como parte de su apuesta por una sociedad más incluyente y sostenible.
- ¿Cómo puede la educación superior apoyar mejor a los estudiantes a entrar en el campo de la empresa social?
- Eliminar la competitividad reinante entre las universidades, ya que tiene "un efecto perjudicial a largo plazo".
- Sin embargo, "tratar de derribar el sistema" no es lo que RECODE tiene en mente. En su lugar utiliza la analogía de un andamio: la idea es "construir en la parte superior del sistema". Ello significa optimizar los sistemas de educación vigentes y dejar fuera los elementos que no están inculcando al alumnado un sentido de la responsabilidad del individuo y una conciencia de sí mismo en el papel que desempeñan en la creación de un mundo más equitativo.
- El concepto del biomimetismo / economimético aplicado a las organizaciones. Hace una analogía a los bosques saludables. "Usted no puede estar creciendo siempre" - la salud general del bosque depende de los posibles incendios forestales, en un "bucle infinito".
- El impacto en el sistema, que comienza con el individuo. Hay diversos lugares de intervención.
- Debemos nosotros mismos percibirnos y "pensar como un movimiento" si nuestro objetivo es ayudar a construir un futuro sostenible, en consonancia con los límites ambientales y el bienestar humano.

Visiten la sección “**Sesiones plenarias**” en la página web: www.yorksj.ac.uk/sseconference para descargar el PowerPoint

3.7.4 1st September, Erasmus Social and Solidarity Economy Consortium Partners

Presentation: Findings of the Social and Solidarity Economy: representatives of York St John University, Centre of African Studies, University of Oporto; University of Mondragon/MIK: Mondragon Innovation and Technology, Spain; State University San Antonio Abad del Cusco, Peru; Centre of Post-graduate Studies, University Mayor San Simón, Bolivia. <http://www.yorksj.ac.uk/socialeconomy>



- The creation of the Erasmus Mundus project handbook has been an iterative process and very enriching for partners and collaborators.
- Many of contributors to the handbook were at the conference.
- Importance of challenging higher education institutions to examine their ethos and curricula.
- The handbook contains “the voice, opinions and experience of people from within the social and solidarity economy in Europe, Africa and the Americas” The creation of the handbook has been a dialogical process.
- The social and solidarity economy must be flexible enough to address the diversity of situations from the small communities in Peru, Bolivia, to wider communities in Europe. Importance of adaptability and flexibility of the methodology – wide enough to appeal to diverse groups, yet specific enough to address individual issues.
- Need to appreciate the force of youth movements by orienting around young people who are keen and motivated by the situation around them to become drivers of social change.
- Chapter on social responsibility and social transformation was taken as an example from the handbook, addressing the question, “How can organisations bring a positive contribution in societies and communities?”
- Need to certify sources and suppliers, to ensure transparency, fairness and accountability; the need to develop a social system that is based on the individual responsibility of each towards the other within a holistic approach; and the need to ensure democratic competency which would encourage these processes.
- ‘Organisations don’t only have the responsibility to make an external impact but also to change the individuals within it’.



Social and Solidarity Economy (SSE) Handbook Elements:
Literature review, practical cases, SSE models, pedagogical activities,
SSE competences

Go to www.yorksj.ac.uk/sseconference “Plenary sessions” to download the PowerPoint

Puntos Claves:

- La creación del manual del proyecto Erasmus Mundus ha sido un proceso iterativo y muy enriquecedor para los socios y colaboradores.
- Muchos de los colaboradores del manual han estado presentes en la conferencia.
- La importancia de desafiar a las instituciones de educación superior para examinar su ethos y los planes de estudio.
- El manual contiene "la voz, opiniones y experiencia de la gente dentro de la economía social y solidaria en Europa, África y las Américas" La creación del manual ha sido un proceso dialógico.
- La economía social y solidaria debe ser lo suficientemente flexible como para atender la diversidad de situaciones desde las pequeñas comunidades en Perú, Bolivia, a las más amplias comunidades de Europa. La importancia de la adaptabilidad y flexibilidad de la metodología – suficientemente amplia para analizar contextos macro y atraer a diversos colectivos; así como suficientemente específica para abordar contextos a nivel micro.
- La necesidad de apreciar la fuerza de los movimientos juveniles mediante la orientación de los jóvenes que están interesados y motivados por la situación en torno a ellos para convertirse en artífices del cambio social.
- El capítulo sobre responsabilidad y transformación social fue tomado como un ejemplo del manual, para abordar la pregunta, "¿Cómo pueden las organizaciones aportar una contribución positiva en las sociedades y comunidades?"
- La necesidad de certificar las fuentes y proveedores, para garantizar la transparencia, equidad y rendición de cuentas; la necesidad de desarrollar un sistema social que se basa en la responsabilidad individual hacia el otro dentro de un enfoque holístico; y la necesidad de asegurar la competencia democrática que incentive estos procesos.
- 'Las organizaciones no sólo tienen la responsabilidad de conseguir un impacto externo sino también el cambiar a las personas dentro de ella'.

Visiten la sección "**Sesiones plenarias**" en la página web: www.yorksj.ac.uk/sseconference para descargar el PowerPoint.

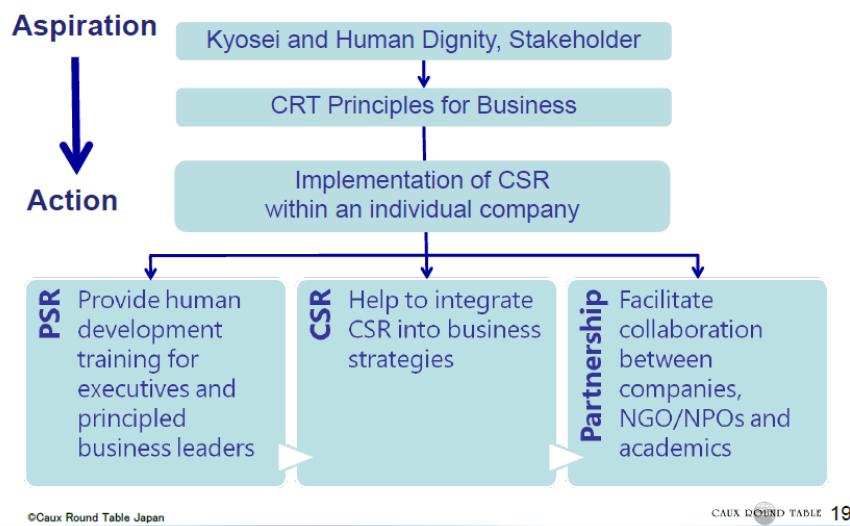
3.7.5 2nd September, Hiroshi Ishida, Caux Round Table

Presentation: Experiencing the power of cross sector collaboration.

Presentación: Experimentando el poder de la colaboración intersectorial.



Caux Round Table Japan: our activities



<http://www.cauxroundtable.org/index.cfm?&menuid=8>

Key points:

- Decided to end his own highly lucrative career in banking when he realised he didn't want to explain to his daughter what he did for a living.
- One of the aims of the NGO Caux Round Table is to build a shared understanding of corporate responsibility towards society.
- Its vision is building up a free, fair and prosperous global society built on the twin pillars; moral capitalism and responsible government.
- Motto of Caux Round Table: "Putting one's own house in order and seeking to establish what is right rather than who is right"
- Approaches corporate social responsibility and human rights from a "risk management" perspective – uses terms global companies understand.
- CRT also aims to bridge between corporations and stakeholders. It is a non-governmental organisation. Its consortium includes industry, consulting firms, auditors and other stakeholders.
- Is active in 2020 Tokyo Olympic Games – promoting business sustainability and human rights perspective.
- Important to consider all of society when working for profit. Social needs must be balanced with company growth.
- Leadership must be based on fairness, honesty and integrity.
- We can position ourselves in the following ways: competing, collaborating or from a holistic (systemic) perspective.

Go to www.yorksj.ac.uk/sseconference “**Plenary sessions**” to download the PDF document.

Puntos Claves:

- Decidió poner fin a su carrera altamente lucrativa en la banca cuando se dio cuenta que no quería explicarle a su hija lo que hacía para ganarse la vida.
- Uno de los objetivos de la ONG Mesa Redonda de Caux (CRT por sus siglas en inglés) es construir una comprensión compartida de la responsabilidad de la empresa hacia la sociedad.
- Su visión es construir una sociedad mundial libre, justa y próspera, basada en dos pilares; el capitalismo moral y el gobierno responsable
- El lema de CRT : "Poner la casa en orden y tratar de establecer lo correcto en lugar de quién está en lo correcto".
- El enfoque de responsabilidad social y derechos humanos presentado a las corporaciones y empresas multinacionales y globales desde una perspectiva de "gestión de riesgos", permite hacer uso de términos familiares a éstas y que éstas se suscriban a éstos.
- La ONG CRT también apunta a hacer de puente entre las empresas y las partes interesadas. Es una organización no gubernamental que lidera un consorcio en el que están representados personas del sector de la industria, consultoría de empresas, auditoría, entre otros.
- Participa en los Juegos Olímpicos de Tokio 2020 – promoviendo la sostenibilidad empresarial desde una perspectiva de derechos humanos.
- Es importante a considerar a toda la sociedad cuando se trabaja con fines de lucro. Las necesidades sociales deben ser equilibradas con el crecimiento de la empresa.
- El liderazgo debe basarse en la justicia, la honestidad y la integridad.
- Podemos posicionarnos bajo las formas siguientes: compitiendo, colaborando o desde una perspectiva holística (sistémica).

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3.7.6 Septiembre 2, Saioa Arando (version española), Universidad de Mondragon y MIK



Presentación: La Intercooperación: una estrategia para sobrevivir y crecer.

<http://www.mik.es/> - <http://www.mondragon.edu/en>

Puntos clave:

- La cooperación existe cuando las personas independientes se juntan para ayudarse mutuamente y persiguen intereses comunes.
- La intercooperación existe cuando esta cooperación se eleva al nivel de entidades organizadas - es decir, la cooperación entre empresas o asociaciones u organizaciones lucrativas o no lucrativas u otras agrupaciones de personas más o menos formalizadas, públicas y privadas.
- Dos perspectivas de la intercooperación: 1. como una estrategia empresarial 2. Como un mecanismo de solidaridad.

1. La Intercooperación como estrategia empresarial
 - a. Creación del grupo cooperativo en 1991.
 - b. Caja Laboral: Banco que construye el movimiento cooperativo a través de la financiación de nuevas actividades de negocio y apoya a las cooperativas en dificultades.
 - c. Lagun Aro: Figura importante en los mecanismos de solidaridad.
 - d. La intercooperación entre las cooperativas: ejemplo: colaborar en la compra al por mayor; trabajar juntos en nuevas oportunidades de negocio.

2. La Intercooperación como un mecanismo de solidaridad. Principales mecanismos de intercooperación:

Derivado del Grupo Mondragón <ul style="list-style-type: none"> • El beneficio común • Fondos intercooperativos <ul style="list-style-type: none"> - Reestructuración y Fondo de Empleo. - Fondo de inversión 	Derivado de Lagun Aro <ul style="list-style-type: none"> • Reubicación • Jubilaciones anticipadas • Calendarios flexibles
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Conclusiones

- La Intercooperación ha sido clave para el éxito del grupo Mondragón.
- Tanto entendida como estrategia empresarial y como mecanismo de solidaridad.
- Intercooperación Multisectorial.
- Intercooperación con la administración pública.
- Las realidades empresariales son muy diferentes.
- La colaboración no es un proceso lineal.
- La colaboración debe ser una actitud más que una herramienta o un fin en sí mismo.
- La cooperación para el crecimiento y la supervivencia.

Visiten el sitio web de www.yorksj.ac.uk/sseconference para descargar la presentación completa del PowerPoint.

Presentation: Intercooperation: a strategy to survive and grow

<http://www.mik.es/> - <http://www.mondragon.edu/en>

Key points:

- Cooperation exists when independent people join together to help one another and pursue common interests.
- INTERCOOPERATION exists when this cooperation is on an organisational level i.e. cooperation between profit or non-profit businesses, associations or organisations, or other more or less formalised independent groups, both private and public.
- Two perspectives of intercooperation: 1. as a business strategy. 2. as a solidarity mechanism

1. Intercooperation as a business strategy

- a. Creation of the Cooperative Group in 1991.
- b. Caja Laboral: Bank which builds the cooperative movement through financing new business activities and supporting cooperatives in difficulty
- c. Lagun Aro: Important figure in solidarity mechanisms.
- d. Intercooperation between cooperatives: such as. collaborating in bulk purchasing; working together on new business opportunities.

2. Intercooperation as a solidarity mechanism

Main intercooperation mechanisms:

Derived from the Mondragon Group	Derived from Lagun Aro
<ul style="list-style-type: none">• Profit pooling;• Inter-cooperative Funds:<ul style="list-style-type: none">◦ Restructuring and Employment Fund.◦ Investment Fund	<ul style="list-style-type: none">• Relocation• Early retirement• Flexible calendar

Conclusions:

- Intercooperation has been key to the success of the Mondragon Group.
- Equally a business strategy and a solidarity mechanism.
- Cross-sector intercooperation.
- Intercooperation with the Public Administration.
- Business realities are very different.
- Collaboration is not a linear process.
- Collaboration should be an attitude rather than a tool or an end in itself.
- Cooperation for growth and survival.

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3.7.7 2nd September, Best practices in cross-sector collaboration

1. From United Kingdom: Ed-Venture, Frome



Presenters: Biz Bliss and Neil Oliver

www.edventurefrome.org

Share Library

www.sharefrome.org

<https://www.youtube.com/watch?v=dnnu1GQ2tHA>



Edventure is a social enterprise based in a small market town in the South West of England. It works with young people (18-30) who want to learn about, and set up community enterprises and projects. In order to give participants a 'hands on' experience we establish 'community challenges' in partnership with other organisations. Our most recent challenge was setting up a Share Shop in conjunction with 3 other organisations; the elected Town Council and two other charitable organisations.

What they have learned though collaborative working:

- Seek clarity
- Build good relationships
- Develop trust
- Understand your partners and how they work
- Be respectful of what's gone before
- Ensure you talk to the key people
- Be prepared to give a little
- Maintain goodwill
- Focus on what works
- Keep channels of communication open
- Be clear about resources
- Be clear about 'ownership'
- Celebrate!

To download the pdf go to www.yorksj.ac.uk/sseconference

2. From Argentina: "Foro hacia una nueva economía" perteneciente a la Red de Educación de Economía Social y Solidaria / Social and Solidarity Economy Education Network (RESS)

Presenters: Claudia Alvarez and Natalia Lindel

www.rededucacionyeconomiasocial.ning.com

El "Foro hacia una nueva economía" es una iniciativa conjunta entre organizaciones, movimientos sociales, universidades y organismos locales que promueven otras formas de organizar el trabajo, la producción, distribución, consumo, reciclado, intercambio de bienes y servicios.



- Priorizamos el diálogo con escucha real y códigos comunes
- Propiciamos acuerdos respetuosos
- Nos disponemos a reconocer al otro y reflexionar sobre la posición propia
- Nos mantenemos enfocados en nuestro objetivo
- Somos flexibles, entramamos acciones
- Empoderamos y dejamos que nos empoderen
- Validamos la identidad y accionar de cada uno
- Identificamos entre todos habilidades e intereses de participación de cada uno/a.
- Practicamos, repetimos y generamos estilo común debuen trato y trabajo
- Nos comprometemos en lo que hacemos
- Elegimos y dejamos que elijan, no asignamos
- Visibilizamos lo hecho
- Ofrecemos recursos reales (Universidad, voluntarios)

Visiten el sitio web de www.yorksj.ac.uk/sseconference para descargar la presentación completa del PowerPoint

"Forum Towards another economy" RESS (English version)

The "Forum Towards another economy" belongs to the Social and Solidarity Economy Education Network (RESS) and is a virtual network and community of practice between universities, social movements and local community-based organisations. Its purpose is to promote alternative forms work and of organising production, distribution, consumption, recycling and the interchange of goods and services.

Amongst its operating principles are:

- Prioritising dialogue, including listening and developing common language
- Recognising the 'other' and reflecting on one's own position
- Keeping focused on the objective
- Being flexible
- Becoming empowered and empowering others
- Validating the identity and actions of each one
- As a group, identifying abilities and interests in participating
- Practising, repeating and generating a common style of good treatment and good work
- Selecting and allowing others to elect, not assigning roles
- Making visible what we do
- Offering real resources.

3.7.8 3rd September, Antonio Cruz (Español), Universidad Federal de Pelotas, Brasil



Presentación: Incubación de emprendimientos solidarios y tecnologías sociales en el sur de Brasil: Centro Interdisciplinario de Tecnologías sociales y Economía Solidaria (TECSOL) de la Universidad Federal de Pelotas (UFPEL).

<http://portal.ufpel.edu.br/en/> Youtube: Feria Virtual *Bem da Terra*:

<https://www.youtube.com/watch?v=OFZlqUM8j6M>

Puntos claves:

- Experiencia proveniente de un país con grandes contrastes sociales y económicos: Brasil es la décima potencia económica del mundo; aún así tiene un índice de desarrollo humano muy bajo. Brasil tiene una historia muy larga que ha sido testigo de la combinación de los efectos de varios tipos de colonialismos, incluyendo la globalización actual.
- Brasil ha sufrido unos 350 años de esclavitud, y solo ha dejado ese historial hace 150 años. La abuela de Antonio fue hija de esclavos. Estos sucesos marcan la historia de un país.
- Brasil es uno de los países con mayor desigualdad en el mundo. Sólo el 20% de la población del país puede participar de la economía global y beneficiarse de sus productos y servicios. Por otro lado el 20% de la población tiene grandes dificultades para alimentarse de forma diaria.
- Brasil ha conseguido casi, en los últimos 10 a 15 años, erradicar el hambre. A pesar de ello, existen muchos lugares sin electricidad y donde la gente está desnutrida.
- La economía solidaria comprende un grupo de emprendimientos a pequeña escala que trabajan de forma comunitaria, y que incluye las unidades familiares; y lo hacen en los sectores de producción, comercio al por menor y créditos de solidaridad. A su vez, los emprendimientos son espacios donde las decisiones sobre la estructura y procesos los realizan los mismos participantes. Los emprendimientos son asociativos, donde la producción, recursos y la toma de decisiones sobre procesos y estructura se socializan entre todos los miembros, a través de la cooperación, autogestión y solidaridad. Los emprendimientos incluyen iniciativas de consumo ético, comercio justo, crédito ético y solidario y bancos de tiempo, entre otros.
- La tecnología social comprende los productos, técnicas y procesos re-aplicables desarrollados a través de la interacción y participación de la comunidad. Estos representan efectivas soluciones de transformación social y ambiental dentro y fuera de la comunidad, ejemplo: métodos de alfabetización de adultos, agricultura ecológica, hierbas medicinales, sistemas de microcrédito, herramientas para fomentar el comercio justo, reciclado, artesanado, software libres o abiertos, etc. Esto último no significa que sea tecnología "nueva" sino que la misma sea de libre uso y que contemple el co-desarrollo con las partes y grupos interesados.
- TECSOL es una unidad multidisciplinaria de investigación en la que trabajan académicos y emprendedores sociales. Apoya tanto la formación sobre emprendimientos como el uso y desarrollo de tecnologías sociales.
- Las universidades tienen una enorme deuda social. Hasta el momento sólo el 20% de la población puede acceder a estudios superiores. Las universidades tienen la obligación de enfrentar los problemas sociales.

Visiten el siguiente enlace www.yorksj.ac.uk/sseconference “**Sesiones plenarias**” para bajar el documento en PDF.

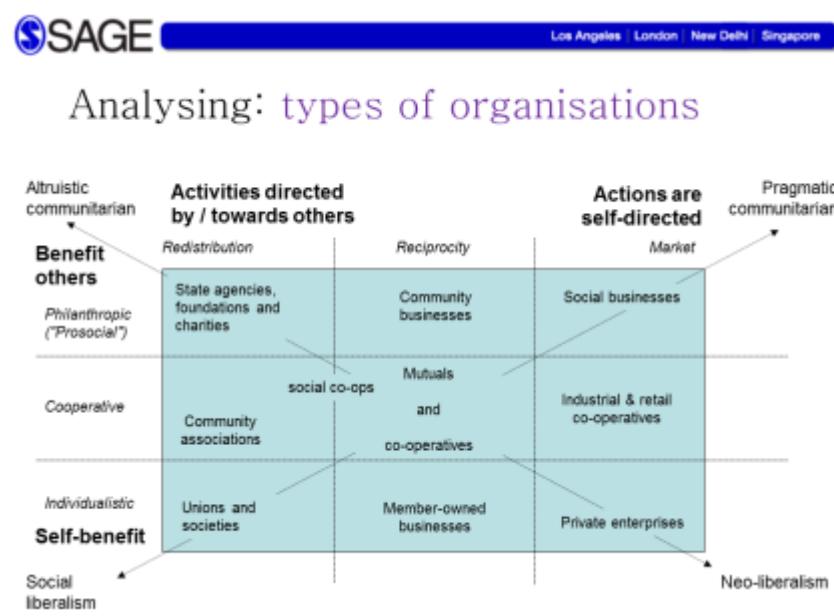
Presentation: The incubation of solidarity enterprises and social technologies in the south of Brazil: Interdisciplinary Centre of Social Technologies and Solidarity Economy (TECSOL) and the University of Pelotas (UFPEL).

Key points:

- Experience from a country of great social and economic contrasts: Brazil is the tenth largest world economic power. However it is low in the human development index. It has a long history that has seen the combined effects of various types of colonialism, including present-day globalisation.
- Brazil suffered 350 years of slavery which only ended 150 years ago. Antonio's great grandmother was the daughter of slaves. This history leaves a strong mark on a country.
- It is one of the most unequal countries in the world. 20% of the country's population can participate in the global economy and benefit from its products and services. On the other hand 20% of the population struggles to eat enough on a daily basis.
- In the last 10-15 years Brazil has managed to almost eradicate hunger, although there are still many areas without electricity and where people are malnourished.
- The solidarity economy is considered to be: a grouping of small enterprises which work together in groups permanent and including many families, in the fields of production, retail, credit and where decisions about structure and processes are made by participants. Enterprise is associative, where production, resources and decision-making on processes and structure are shared among all members, through cooperation, self-management and solidarity. They include enterprises involving ethical consumption, fair trade, ethical credit, time banks, etc.
- Social technologies include products, techniques or repeatable processes, developed through interaction with the community and which represent effective solutions to social and environmental problems, e.g. adult literacy methods, ecological agriculture, herbal medicines, microcredit systems, tools to promote fair trade, recycling, crafts, free software, etc. They are not necessarily 'new' technologies. They are copyright-free, involve shared development
- TECSOL is a multidisciplinary research unit shared between academics and social entrepreneurs. It supports enterprise training and the use and development of social technologies.
- Universities have an enormous social debt. Still only 20% of people can access them.
- Universities must address social problems.

Go to www.yorksj.ac.uk/sseconference “**Plenary sessions**” to download the PDF document.

3.7.9 3rd September, Rory Ridley-Duff. Sheffield Hallam University / Sheffield Business School



Presentation: Revealing the Social and Solidarity Economy

Presentación: Revelando la economía social y solidaria

<http://www.shu.ac.uk/>

Key points:

- Presentation based on work undertaken for 2nd edition of his book: Understanding social enterprise: theory and practice, to be published in November 2015.
- Social enterprise is an umbrella term. It can be seen as part of neoliberal agenda, but also as a radical response to neoliberalism.
- People will take the language of social enterprise and change it – rebrand the term to try and make it less threatening.
- Social and solidarity economy is rebranding the term again to become more radical.
- Work of Elinor Ostrom (The Institutions of Collective Action) is becoming influential in field. Emphasises group property.
- All behaviour might be to benefit self or to benefit others. May choose to direct efforts to help others, or may direct others to help oneself. Most people somewhere in the middle. Most people would help others if they are not damaging their own prospects. We all share wealth with someone, e.g. family, colleagues, wider community. Not black and white.
- All actions might be self directed or directed by others.
- Understanding the philosophy behind your actions helps you to make sense of the part of the social solidarity economy you are connected to. They also affect the basis of an enterprise.
- The current dominant discourse places altruist communitarians and charities with a public service ethos vs. neoliberalism – the hard edge of the market. In the middle are a lot of people trying to balance the two.
- We need to change mode of thinking – a “switch to a different plane of thinking” from public vs. private to pragmatic communitarianism and social liberalism. We are currently caught in a discourse of state vs. private sector.

Go to www.yorksj.ac.uk/sseconference Plenary sessions to download the PowerPoint.

Puntos Claves:

- La presentación se basa en el trabajo llevado a cabo para la 2da edición del libro: "Comprendiendo la empresa social: teoría y práctica", que será publicado en Noviembre de este año.
- El término empresa social sirve de paraguas: puede ser visto como parte de la agenda neoliberal y también como una respuesta radical al neoliberalismo.
- Las personas adoptarán el lenguaje que acompaña el nombre de empresa social y luego podrán cambiarlo, rebautizarlo para tratar que no sea tan amenazante.
- El término economía social y solidaria se rebautiza para volverse más radical.
- El trabajo de Elinor Ostrom (Las instituciones de la acción colectiva) está siendo muy influyente dentro del campo. Pone énfasis a la propiedad colectiva.
- Todo comportamiento humano se desarrolla para un beneficio propio o el de otros. Puede elegir el dirigir sus esfuerzos para ayudar a otros o a sí mismo. Una gran mayoría de personas se encuentran en medio de este dilema. Muchas personas, igualmente, podrían ayudar a otros, siempre y cuando no perjudiquen sus propios planes. Todos compartimos nuestra riqueza con alguien: ejemplo con la familia, colegas, comunidad. No hay una posición absoluta, ni negro ni blanco.
- Todas las acciones pueden ser auto dirigidas o dirigidas por otros.
- La comprensión de la filosofía detrás de las acciones permite que tenga sentido la conexión con la economía social y solidaria. Esto mismo influye en el origen de una empresa.
- El discurso hegemónico actual coloca al altruismo comunitario y organizaciones no gubernamentales con una misión de servicio público en contraposición del neoliberalismo –con el borde más duro del mercado. En el medio encontramos a muchas personas tratando de equilibrar ambas posiciones.
- Necesitamos modificar nuestra manera de pensar.– un “cambio a otro nivel de pensamiento” de lo literalmente público versus lo privado, hacia un pragmatismo comunitarista y social. Estamos en este momento anclados en el discurso del estado versus sector privado.

3.7.10 Project associates explain their involvement in the social and solidarity economy project

1. Melba Quijano, Universidad Pontificia Bolivariana, Colombia

Melba expuso las actividades desarrolladas en conjunto y los aprendizajes más relevantes a lo largo de estos tres años. En especial resaltó el impulso que el proyecto representó para culminar la caracterización del campo de acción de la comunicación para el cambio social con organizaciones del sistema; así mismo se ha iniciado un proyecto piloto de comunicación comunitaria. El rol del comunicador/a social es vital para visibilizar los logros y aprendizajes de las organizaciones de la economía social y solidaria. Visita el video realizado por sus alumnas como colaboradores del proyecto:

<https://www.youtube.com/watch?v=11jW8X4cWtk&feature=youtu.be>



2. Mike Calvert, York St John University

Mike explained his involvement in a microcredit scheme for a group of women in Nairobi, Kenya. The story of the Sujali Women's Group and the impact of microloans on their lives and businesses is being recorded in the Project blog: <http://blog.yorksj.ac.uk/socialeconomy/category/microcredits/>



3.8 British Council Students for Social Impact (SSIM)



Background: A social enterprise work-study programme in the UK and Canada.

Students for Social Impact provides opportunities for talented students to contribute to life-changing social enterprises in Canada and the UK, gain valuable overseas experience, and connect with other young leaders of the future.

After a competitive application process, high-achieving undergraduate students were chosen to undertake 10-week placements at innovative social enterprises throughout summer 2015.

3.8.1 Students for Social Impact aims

- Provide opportunities for high-potential undergraduate students to learn about and experiment with social innovation through experiential learning in a workplace environment.
- Support and encourage international student mobility and employability for future leaders in social enterprise, providing opportunities for students from Canada and the UK to learn from international experiences and bring that learning back to their university environment.
- Develop a network of emerging and established leaders in social enterprise in Canada and the UK.
- Throughout the placements, each student works with a mentor from their host social enterprise to:
- Initiate a research project relevant to their studies and the mission of their host;
- Create communications and outreach activities to help raise the profile of their social enterprise and the sector;
- Accomplish work tasks assigned by their social enterprise host; and
- Evaluate this pilot programme.

Our Partners SSIM



3.8.2 British Council – Students for Social Impact Coordinators



Elizabeth McCallion | Education and Society Manager, British Council

Elizabeth McCallion is the Education and Society Manager for British Council Canada based in Toronto. The British Council is the United Kingdom's international organisation for cultural relations and educational opportunities. On the ground in more than 100 countries, the British Council builds trust between people and nations for a more sustainable world. Elizabeth is responsible for identifying opportunities to foster collaboration between organisations in Canada and the UK in the fields of education and social entrepreneurship.

Elizabeth joined the British Council in June 2012 from the City of London Corporation where she worked for five years on a range of economic development projects. While at the City, she managed projects that engaged financial institutions in community investment initiatives, and facilitated the development and launch of Innovation Warehouse, a high-growth start-up business incubator in central London. She has previously worked in community-based environmental regeneration and culture-based urban regeneration.

Elizabeth has lived and worked in Toronto, Montreal, and London UK and holds a Bachelor of Commerce Degree from McGill University and a Master's of Science in Business Strategy and the Environment from the University of London.

Ceecee Lu | Education Marketing & Project Coordinator, British Council



Ceecee is the Education Marketing & Project Coordinator at British Council. She joined British Council Canada in 2013, on the heels of her Bachelor of Arts from the University of Toronto. During her undergraduate degree, she studied International Development and Political Science. She became interested in the non-profit sector at an early age and was introduced to the world of social entrepreneurship through her work at the British Council. She has a background in design and is interested in the intersection of humanitarian awareness, policy research, and art & design. Prior to the British Council, she worked as a researcher for Engineers Without Borders and web designer for FrontStream.

Students for Social Impact was made possible through funding provided by the J.W. McConnell Family Foundation and the British Council.

3.8.3 Working groups

Working Group 1: Social Enterprise Tasks	Working Group 2: Research Projects	Working Group 3: Communications Activities
The work assigned to them by their host social enterprises: the students examined what they completed, what they learned, what worked (or didn't work).	Students shared research topics, explored any research themes that arose, and examined their main challenges and any interesting findings.	How did students promote and share their experiences during the placement: case studies of successful communication activities, how did they complement what their social enterprises were doing, and any innovations.
Chris Burnett	Anna Martyres	Emily Cairns
Ilda Krekurti	Ashley Dujlovic	Jennifer Chan
Montana Kimmel	Carter Vance	Katy Corderoy
Morgan Zhuo	Deng Pan	Maria Bustos Fabregui
Ran Sommer	Laurence Bertrand	Rumina Awal
Tyler Bannerman	Sarah Keith	Sarah Veber

3.8.4 Photos from SSIM presentations and comments from delegates



"I really enjoyed the keynote speakers and also the presentations from the SSIM students"

"It was a fantastic event to show off our work as part of the Students for Social Impact program."

"The British Council students were an excellent inclusion."

"The opportunity for the students to present as part of the conference was exceptionally valuable".

"Hubo muchos espacios para el diálogo y el desarrollo de propuestas concretas para la acción. Me encantó la relación con los estudiantes"



Go to www.yorksj.ac.uk/sseconference Parallel sessions for the SSIM PowerPoint presentations

3.9 Parallel sessions

3.9.1 Tuesday, 1st September 2015: Parallel Sessions

For power points of presentations please see conference webpage: www.yorksj.ac.uk/sseconference

Livehoods, gender and empowerment

- **Muna Ismail, UK/Somalia** - Social enterprise culture: How a social entrepreneurship culture could foster decent livelihood amidst a political and social crisis in the Horn of Africa region.
- **David Meir, UK** - Leadership and empowerment through sport in Cape Town.
- **Laura Kumpuniemi, Finland** - Solidarity economy and women's empowerment: case studies from Latin America.



ESS y Comunicación y Responsabilidad social de las ESS

- **Verónica Gómez, España** - El balance del bien común.
- **José Rivera de la Rosa, México** - Redefiniendo la responsabilidad social de la Universidad en el marco de la economía solidaria.
- **Melba Quijano Triana, Colombia** - Acción y reflexión: Una propuesta sobre el rol que la comunicación puede desempeñar en las organizaciones de economía solidaria.



British Council – Students for Social Impact

More information, see [3.8](#)

Parallel session outcomes



SOME IMMEDIATE OUTCOMES	Livehoods, gender and empowerment	ESS y Comunicación y Responsabilidad social de las ESS	British Council – Students for Social Impact
Insights	<ul style="list-style-type: none"> Indigenous knowledge + solutions in Africa exist but often stumbled upon - more needed! Sport can be a good initiative for change Focus on recreation rather than sport Role of social enterprises may be pivotal in providing support where government support is lacking 	<ul style="list-style-type: none"> “Práctica solidaria” New perspectives on participatory research and cooperation between academic and societal organisations Active research as methodology A ‘bridging’ perspective 	
Actions	<ul style="list-style-type: none"> Look at impact of solidarity economy on community engagement Search for theoretical vs. practical frameworks for women's empowerment 		<ul style="list-style-type: none"> Look for social impact in the chain of providers for the service I work with, to further awareness
New contacts	<ul style="list-style-type: none"> Build a research network by sharing these insights with colleagues 	<ul style="list-style-type: none"> Exchange with the University of Mexico 	<ul style="list-style-type: none"> Students for Social Impact – very talented, thoughtful & reflective group

3.9.2 Wednesday, 2nd September, 2015 Parallel sessions

Ethical business models

- Ashraf Hamad, UK** - Fairtrade sourcing programmes: threats or opportunities?
- John Carlisle, UK** - Being economical: a new discourse on business systems and values to promote sustainable social enterprise.
- Rory Ridley-Duff, UK** - The Fair Shares Model: an ethical approach to social enterprise development.



ESS y Desarrollo comunitario e inclusión social

- Pablo Guerra, Uruguay** - La experiencia de extensión universitaria en la Feria Canaria de Economía Solidaria (Canelones, Uruguay).
- Juan Silvio Cabrera, Cuba** - Desarrollo comunitario e innovación social a través de los proyectos socioculturales: evaluación de su impacto en Cuba.
- Ana Fernández, España** - Juventud en dificultad social y su integración en la sociedad.2.3 ESS y Género



ESS y Género

- **Ma. Esther Pozo, Bolivia** - Miradas de Género: El estado, la economía social y solidaria y su institucionalización en Bolivia.
- **Claudia Alvarez y Natalia Lindel, Argentina** - Las mujeres y su participación ocupacional en la cooperativa Unión Solidaria de Trabajadores de Avellaneda.



Parallel session outcomes

SOME IMMEDIATE OUTCOMES	Ethical business models	ESS y Desarrollo comunitario e inclusión social	ESS y Género
Insights	<ul style="list-style-type: none"> • Do the correct thing in business is more efficient than cutting costs • FairShares Model: how to improve quality leading to reducing cost to improving productivity to growing the market to create more jobs • There are alternatives to the traditional co-operative model • How a particular model can be applied to a HE institution by increasing quality will it enable a more cooperative and sustainable organisation • When you begin with the need your market will expand rather than just market share – so relevant to South Africa! • New insights at the level of human motivation • A lot of work on outcomes but not much work on personal motives that have enabled successful 	<ul style="list-style-type: none"> • Community and solidarity initiatives are appearing and expanding in all our countries • Fairs as a space for solidarity • An epistemological perspective for research • Giving marginalised people a second chance 	<ul style="list-style-type: none"> • The idea of a feminist economy within the social economy • The relationship between solidarity organisations, gender and worldview

	outcomes		
Actions	<ul style="list-style-type: none"> Consider what stories need to be told (as a journalist!) To do a research about FLO certification Understand more about societal economy I need to read and learn more about shared vs. common ownership 	<ul style="list-style-type: none"> To work more on spreading and projecting the social economy in universities - there is a lot of oversight 	<ul style="list-style-type: none"> To rethink solidarity from a women's perspective in order to broaden and change the social space An analysis of data differentiated by gender To see how to implement the feminist economy's methods practical studies To include the question of gender in discussion at my organisation
New contacts	<ul style="list-style-type: none"> John Carlisle & Rory Ridley Duff Rory about a mapping exercise on Solidarity Economy John Carlisle With all the speakers Rory: research & John: model testing 		

3.9.3 Thursday, 3rd September 2015, Parallel sessions

Social enterprise and community Development

- Andrea Schuman, México** - Potential of the social and solidarity economy in the preservation on rural lives and livelihoods.
- Sheila Quairney/Francesca Rolle, UK** - Connecting communities: demonstrating the impact of cross-sector collaboration through an innovative social action Project.
- Peter Glaves, UK** - The Skill Mill: can multi-agency environmentally based approaches reduce risk and vulnerability amongst young ex-offenders?



ESS y Política pública, acceso a Mercado y gestión microcréditos

- Verónica Gómez, España** - Gobernanza, El Estado, el mercado y la ciudadanía
- Carlos Aristizábal, Colombia** - El papel de las universidades en la colaboración con cooperativas, empresas sociales y acceso a mercados. Caso Risaralda.
- Esteban Cabrera, Argentina** - Condiciones para la implementación de grupos solidarios de emprendedores de la economía social para la gestión de microcréditos en el contexto de la CONAMI (Comisión Nacional de Microcrédito en Argentina).



ESS y Modelos educativos y pedagógicos

- **Colombia Pérez, Colombia** – Formación de profesionales universitarios para el fortalecimiento de la economía solidaria – Avances en emprendimiento solidario e innovación social.
- **Natalia Lindel, Argentina** - Reflexiones acerca de la ocupacion humana y la interculturalidad



Parallel session outcomes

IMMEDIATE OUTCOMES	Social enterprise and community development	ESS - Modelos educativos y pedagógicos
Insights	<ul style="list-style-type: none"> • The fundamental role of the state • A need for public information • You have to get your hands dirty • SSE is a means of acting across the university • Need to deepen analysis of sustainability in SE organisations. 	<ul style="list-style-type: none"> • Land as a “gallery” for SSE practices • SSE as a means of acting across the university itself • Solidarity as a facilitative axis in educational models • Land solidarity that implies working jointly • Virtuous circle of interculturality, inclusion and SSE • SSE part of all disciplines, relevant to professional/teacher training
Actions	<ul style="list-style-type: none"> • Link discussions with decision makers • Make sure SSE moves away from discussion into concrete action • Find out more about school cooperation • Generate strategic dialogue for working with entrepreneurs • Offer training in rural areas for social entrepreneurs • Promote university study on problems of business sustainability • Facilitate access to information and systemise indicators 	<ul style="list-style-type: none"> • Ensure SSE does not get stuck in discussion and utopia - ground ourselves in concrete development actions • Create solidarity in all courses • Work together with other countries • Offer online course in Latin America, SSE webinars
New contacts	<ul style="list-style-type: none"> • Let's share a contacts database 	

3.10 Round table reports

3.10.1 Round Table 1 - Universities, social entrepreneurship, principles, values and social capital



Moderators: Social Economy project partner La Salete Coelho with Antonio Cruz

Conversation about convergence and divergence in the interpretation of social /solidarity Economy

Participant feedback: "Thought-provoking discussion from real experts/veterans in the SEE. It was the first time i considered the descriptor solidarity in the context of the social economy. I enjoyed the open-mindedness of the discussion, especially considering the degree of real authority in the room on the topic".

Go to www.yorksj.ac.uk/sseconference Round tables to download the PowerPoint

3.10.2 Mesa Redonda 2 – Universidades, Economía social y solidaria (ESS), Modus Operandi y Políticas Públicas



Moderadores: Social Economy project partner Ana María Villafuerte con Pablo Guerra

Conversación sobre propuestas de acción conjunta entre universidades y organismos públicos.

"Ha sido muy provechoso participar en esta mesa redonda, pudiendo visibilizar las distintas realidades de nuestros países latinoamericanos en cuanto al desarrollo de la economía social y solidaria, la legislación al respecto y el rol que están desempeñando tanto el estado como la universidad en la actualidad, pudiendo desde esa mirada plural arribar a acuerdos de cuales serían las acciones que se deberían promover para mejorar esa incidencia en el desarrollo de la esys."

Go to www.yorksj.ac.uk/sseconference Round tables to download the PowerPoint

3.10.3 Round Table 3 - Universities, social entrepreneurship and social responsibility



Moderators: Social and Solidarity economy partner Miguel Silva with Hiroshi Ishida

Conversation about collaboration for human rights due diligence.

Go to www.yorksj.ac.uk/sseconference Round tables to download the PowerPoints from the round tables

3.10.4 Round Table 4 - Universities, social entrepreneurship, ecosystems and competences



Moderators: Social economy project partners Margaret Meredith and Catalina Quiroz with Beate Schmidt-Behlau.

Conversation about competences and curriculum relevance and importance

Participant feedback: "The round table discussion I was involved in was highly engaging and gave the speakers present the opportunity to openly debate an array of possible solutions and outcomes in view of developing social entrepreneurship in the university context. Personally, I was glad that I attended this particular round table discussion as the central topic was of deep interest to me."

Go to www.yorksj.ac.uk/sseconference Round tables to download the PowerPoints from the round tables

3.11 Learning skills workshops

Aim of the learning workshops: To offer the opportunity to learn skills that will be useful within social enterprise contexts.

3.11.1 ‘How to get your project ready for social investors’

Led by Helen Hoyle

The session covered the following aspects:

- Explanation/definition of a social enterprise
- Income generation/access to finance
- Social aims/objectives/impact
- Social aims pitches
- Business plans



Some interesting and engaging discussions developed between the delegates over the course of the workshop, centred around how best to express the social purpose of the enterprises to ensure potential investors understand what social need is being addressed and what social impact will be achieved.

Delegates valued the opportunity to talk freely about why they were setting up a social enterprise and how to generate income from selling good and/or services.

Workshop participants' feedback:

- “Extremely useful! I definitely learned a lot about the financial aspect of how to set up your own social enterprise.”
- “Learned a lot and made some valuable connections.”

3.11.2 “Facilitative Leadership and effective teams”



Led by Neil Oliver and Biz Bliss, Edventure Frome

“Facilitation is the art of leading people through processes toward agreed upon objectives in a manner that encourages participation, ownership and creativity from all involved.”

In the first session participants had a consensus workshop answering the question “What are the essential elements of an effective team?”

In the second session they experienced different leadership styles: democratic, authoritarian and facilitative. After that, they reflected about the importance of having a facilitative leadership style when working with groups.

Participants' workshop feedback:

- “It was very well held and very useful. The methodology was explained by actually doing the methodology, which was a very useful learning tool and I felt engaged throughout.”
- “Really well delivered. Perfectly pitched for the audience.”

3.11.3 The TIGE Workshop: ‘Five pillar of trust: Encouraging ethical and social values in the multi-sector context’

Led by Michael Smith, Tony Bradley and Roddy Edwards



The TIGE (Trust and Integrity in the Global Economy) workshop was hosted by Mike Smith, Head of Business Programmes at Initiatives of Change UK. With him were Tony Bradley, Associate Director of the SEED Centre (Social and Ethical Enterprise Development Centre) at Liverpool Hope University’s Department of Business; Roddy Edwards, co-founder of Walkerswood Caribbean Foods in Jamaica, and Talia Smith, IofC-UK’s Project Manager for Business Programmes.

A report on the workshop can be found at: <http://uk.iofc.org/five-pillars-trust-highlighted-york-st-john-university-international-social-entrepreneurship>

Workshop participants’ feedback:

- The Five pillar of trust: Encouraging ethical and social values in the multi-sector context was highly educative and informative.

3.11.4 How to develop an innovative thinking



Led by: Juan Jose Roca, GlobalPerson, Spain

Innovation and creativity are inside every one of us, we are born with them. As children we are taught not to use them. Every person is different, some are more creative than others, and this is something to bear in mind when working in groups.

Through methodology we can make problems into opportunities. We have to think of solutions using both logic and creativity. Innovation does not mean only actions, but is also a process.

Process: Innovate to improve, and thus improve to innovate. The purpose of innovation is achieving something useful. By demonstrating the usefulness of an innovation it will be easier for people to accept it.

Accepting innovation is a transformation process. If someone has had a formal background for several years, then this person will tend to achieve a “farmer mentality”. This means thinking of actions and results as long-term objectives, as a step by step process.

Discussion:

Innovating does not always have to be better (e.g. mechanical innovations, which in the end are the same as they were, innovation is a product in these cases)

Positive innovation: Peruvian farmers organize themselves as workers (innovate TO improve)

Workshop participants’ feedback:

- Fue muy adecuado pues permitió intercambiar ideas y generar nuevas posibilidades de colaboración en el campo de la economía social solidaria
- El taller fue sumamente enriquecedor

3.12 Social economy fair and posters exhibition



The social economy conference took place on day 2, September 2nd in the afternoon. The buffet was provided by Confianza, a social enterprise providing training to help people obtain paid employment. 16 local social enterprises and social enterprise support organisations participated.

Universities also exhibited their successful practices in cross-sector collaboration. The poster exhibition was held at the same time

For a list of participating organisations and information about them, see Appendix 7 and the conference web page <http://www.yorksj.ac.uk/sseconference> - **Social Economy Fair**

Posters shown in this exhibition can also be seen on the conference web page

<http://www.yorksj.ac.uk/sseconference> - Posters



Juan Silvio Cabrera and Miwon Choe: *El mundo mágico de Crearte* - awarded *Best poster in conference* for clarity, visual impact and symbolic importance of a Cuba/USA collaboration, and

Ine van Emmerik: Fitness room for imagination-muscles Awarded *Highly commended* for profoundness of content and message. Extravaleren and University of Humanistics, Utrecht, The Netherlands



3.13 Summary of the day & conference communication and tweets

Led by Laura Kreiling



A summary of each day was compiled by the international conference team and presented by Laura Kreiling.

See the PowerPoint of the summaries of the day on the conference website:
<http://www.yorksj.ac.uk/sseconference>

3.13.1 DAY 1 Selection of tweets #YorkSSEconf



Juliet says we must 'go beyond entrepreneurship education' to build skills across all areas of study

'Role of universities is to change society' Father Tim Curtis

Chad Lubelsky @LetsRECODE echoes @curtistim on systems change. 'We want institutions that are deeply collaborative'

Language at #YorkSSEconf: how can we build an mutually understanding, international third system across language barriers?

Inspiring insights from @caBritish student cohort into #SSIMexchange experience with @NOW_project @leyfonline and @EmmausUK

3.13.2 DAY 2 Selection of tweets #YorkSSEconf

Intercooperation (btwn organisations) 'very easy to understand, much more difficult to implement'. Wise words from @SaiaoArando

Should SSE principles/values be embedded into all areas of learning e.g. cooperative classroom activities?

@SocialEnterprYH at #YorkSSEConf - great projects, good networking, and an excellent buffet from Keighley SE @cellatthecivic!

3.13.3 DAY 3 Selection of tweets #YorkSSEconf

Co-ordinator Margaret says how so many people in the room have contributed to enriching the project, taking it to new places.

Prof Maughan Brown with thoughtful close to #YorkSSEconf highlight role of less illustrious universities & of women

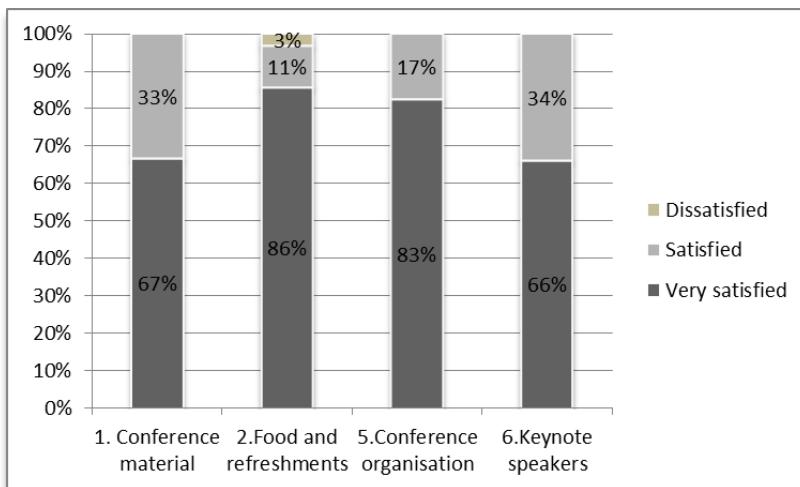
3.14 Conference video

Please see conference video <https://www.youtube.com/watch?v= nea88NM3Lc>



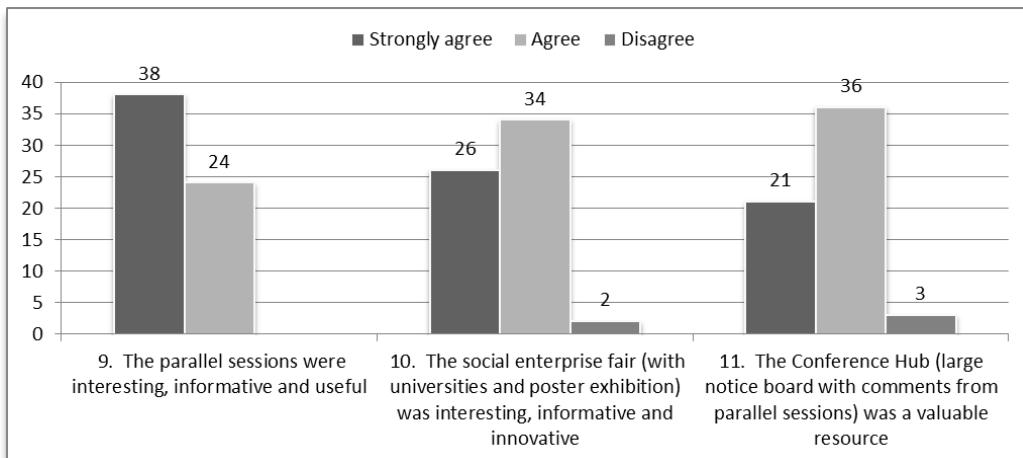
3.15 Conference evaluation

Many thanks to all 62 English and Spanish-speaking participants for taking part in the conference evaluation. It was fantastic to learn that satisfaction scores were very high. The total number of delegates was 103.



The conference methodology was rated as “very good” by 70% of delegates (i.e. combination of keynote speakers, parallel sessions, round tables, learning workshops, spaces for discussion, social enterprise fair).

The following shows opinions regarding parallel sessions, the social Enterprise fair and the Conference Hub. Again, satisfaction rates were very high.



In their own words - What did delegates like most about the conference? (*original wording, consolidated in themes*)

The diverse and international atmosphere

- The networking opportunities; chance to network with developed professionals and learning about a variety of projects in other countries I had not previously heard of.
- Opportunities to Network and engaging speakers
- Meeting and getting to know people, some of whom will remain in touch.
- Meeting new people from a Latin American culture
- The international atmosphere; the variety of backgrounds of people; the diversity of countries represented; the variation of nationalities
- It was good not everyone was an academic. Also, it seemed to make a big difference that there were two languages used throughout the conference - richness!
- People, participants and openness of the atmosphere. It was very informative and I gained a lot of information and knowledge from the three days I attended
- The variety and diversity of the delegates who were present at the conference as well as the fascinating discussions that took place during and outside formal activities.
- Mix of talks and people.
- La energía. Más allá de la diversidad, de las convergencias y divergencias, se podía casi que oler una buena y positiva energía, que estaba en el aire, con tanta gente tan dispuesta a mejorar el mundo.
- Encontrarme con gente muy interesante, que de otra manera, hubiera sido bastante difícil coincidir y debatir.
- La diversidad de experiencias presentes, tanto académicas como de procesos.
- Las aportaciones desde distintos países.
- El clima de fraternidad que se creó entre todos los participantes ha sido maravilloso.
- Fue un espacio euro-latinoamericano donde se expusieron las diversas interpretaciones del objeto de estudio.
- La posibilidad de integrar un estado de arte sobre el tema en general, conocer de primera mano buenas prácticas y contactar gente interesante y cálida para futuros proyectos.
- El compromiso de todos los participantes.
- Las aportaciones desde distintos países.



Conference organisation and structure

- The extreme effort the organisers went to
- The keynote speakers and also the presentations from the SSIM students
- Length of events was perfect!
- Quality of presenters and participants. "So much expertise gathered under one roof."
- The methodology
- At an affective level, the lunches. At an intellectual engagement level, the plenaries
- La disposición de los organizadores por procurar cada momento que nos sintiéramos bien y cómodos
- La multiculturality. La dinámica. No solo charlas magistrales, sino que espacios de diálogo, discusión, generación de conocimiento
- La organización, los temas, la puntualidad, las comidas y los participantes



- Son varios los aspectos que me han gustado, en primer lugar la organización y el respeto por los horarios pautados, permitió aprovechar al máximo cada instancia. En segundo lugar la predisposición de todo el staff para atender cada duda, hacer que todos nos sintamos a gusto, siempre resolviendo con celeridad y eficiencia cada inquietud o necesidad.
- La diversidad de las presentaciones, expositores, y metodologías de trabajo (plenario, workshops,etc) fue un gran aporte a la conferencia.
- Su carácter multilingüe
- La minuciosa organización, el haber concebido espacios de real intercambio científico, teórico y práctico.
- La precisión en la organización, la predisposición con la que nos atendieron siempre, el apoyo incondicional de Catalina y las chicas del hall. Fue una hermosa experiencia y me gustaría mucho poder reencontrarme con el grupo y seguir investigando y trabajando en estas temáticas.
- Me fascinó el clima de respeto y profesionalidad del equipo organizador, los participantes, parecieran haber sido seleccionados por países para ser una digna representación.



Conference content

- It was an excellent opportunity for showcasing projects and networking.
- The richness of the program, many good conversations/networking, a broad and realistic overview on the subject.
- inspiring presentations and good energy from participants. Participation of young people. Very special and individual attentiveness from Catalina and Margaret. Solutions focused attitude of organizing team. Brochure sent in advance.
- There was a sense of parity, everyone engaging with one another as peers, and this was as much due to careful programming as the nature of socially astute delegates! The British Council students were an excellent inclusion.
- The diversity of the approaches.
- The quality of the keynotes.
- The leadership workshop.
- El enfoque de conexión entre universidad y vida real.
- Me gustó todo en general pero quiero destacar que fue sorprendente escuchar la bienvenida de la rectora en idioma español y sobre su experiencia Yunus. También quiero destacar que el refrigerio del jueves fue de productores-as de la economía social.
- El abordar temas muy interesantes y aun polémicos en que falta aún por investigar.
- Las dinámicas de retroalimentación; la experiencia compartida de Edventure y de la feria virtual de UFPel; así como la organización conceptual de Rori.
- Las experiencias de cambio en los enfoques de los negocios y de la importancia del factor humano para las organizaciones.
- La reflexión final y las ganas de actuar por un mundo más justo y más solidario. La importancia de ver cuánta gente está actuando por mejorar las situaciones complejas de nuestra economía. Aprendiendo de los países que han tenido situaciones más complicadas y han desarrollado la creatividad y los lazos para emprender y generar otro tipo de economía.
- Las ponencias y las mesas redondas, y la feria.
- La calidad de los expositores, la organización y el trato humano dado a los participantes.
- La apertura de pensamiento. La libertad de participación
- La organización, la puntualidad para el desarrollo de las actividades y la posibilidad de escuchar experiencias de distintas partes del mundo y realizar contactos para futuros trabajos en conjunto.



To put in context this evaluation, we would like to share the expectations people expressed in their registration form and that informed the organization, content and methodology of the conference:

Pre - conference English delegates expectations and outcomes

- Networking with people who are interested in social entrepreneurship
- Listen to the latest academic research and practices in the field of social economy
- Knowledge of co-operatives and social enterprises
- The most important thing for me is to get new ideas about my Organisation and my research and to learn from others to see if I can improve what I am doing
- Increasing knowledge, meeting contacts
- Sharing best practices, learning from others, networking
- New contacts made. Inspired by the potential of academic and social entrepreneurship worlds converging. Potential for new collaborative projects. (Not too much then!)
- Presenting the Connecting Communities project and connecting with other HEIs working on social enterprise projects.
- Contacts and sharing best practice; new collaborative projects
- Greater attention to the microeconomics of successful delivery by social enterprise organisations
- Deepening knowledge, networking
- Learn about cross-sector case studies from all over the world, networking, connecting with similar projects worldwide
- Create networks and learn more about social and solidarity economy in higher education in order to support these processes in Finland.
- Networking, learning more about SSE, sharing experience, future collaborations
- Interest in better understanding how 1) students can and are engaging in social enterprise, both in university and when they leave and 2) how in principle and practice universities are ensuring that social entrepreneurship theory and practice occurs across disciplines.
- Connections with a global network of likeminded people in the world of social entrepreneurship and business, with a particular emphasis on the underlying ethical values that help each of our organizations to operate at peak performance. This is achieved when the human relationships are built on the basis of integrity, care and conscience which build trust.
- Networking and getting to know what is new in the field of social entrepreneurship
- Learn more about how others are integrating social economy ideas into higher education. 2) Networking
- Learn from others experience, share best practice
- Build partnerships for development of projects on solidarity economy themes
- Better understanding how social entrepreneurship can create more dynamic local economies
- To understand social economy from the practitioners' point of view as well firm up my understanding of how universities can play a role in bringing together the private, public and social in their role of teaching and research
- Networking, exchange of experiences in curricula for Solidarity Economy
- Networking, new opportunities for our Business Programme and greater awareness of Initiatives of change and its business programme's (TIGE) work
- Getting to know better this network and how our university could contribute to it



Pre - conference Spanish delegates' conference expectations and outcomes:

- Capacitacion y formacion
- Conocer el estado de la cuestión de la temática del congreso y aportar mi investigación a los profesionales que asistan al congreso.
- Interactuar con participantes de otros países y aprender de sus experiencias / Buscar la colaboración para desarrollar un curso o diplomado internacional en emprendimiento social
- Establecer contactos para cooperación técnica y científica referente al desarrollo de la economía social/solidaria y de la relación de la universidad con los emprendimientos cooperativos/asociativos.
- Convenios para movilidad estudiantil y profesoral, alianzas para fortalecer procesos de emprendimiento solidario, intercambio de saberes y buenas prácticas para la didáctica de la economía solidaria, proyectos interinstitucionales para fortalecimiento y desarrollo en economía solidaria
- Generar un intercambio enriquecedor para las experiencias cooperativistas y de economía solidaria en cada región. Así como crear y fortalecer vínculos para la cooperación y creación de redes.
- Interactuar con otros trabajando la temática del desempeño colaborativo de las entidades de la Economía Social y Solidaria con las universidades ya que es un proyecto que venimos desarrollando desde hace 2 años en nuestra entidad
- Diversificar el conocimiento que tengo al respecto de la economía social y solidaria desde diversas perspectivas.
- Difusión del Doctorado Interinstitucional en Economía Social Solidaria
- Motivar a los participantes para que desarrollem un pensamiento innovador
- Siendo parte del Consorcio del proyecto, desearía presentar los resultados del proyecto, compartir saberes y crear una comunidad con los mismos intereses.
- Nutrir la perspectiva que tengo sobre economía social y solidaria derivado de las diversas participaciones de las entidades involucradas en este evento.
- Dialogar con pares sobre la educación de la ESS y retomar experiencias de otros países.
- Fortalecer la discusión sobre otro tipo de economías, promover el interés y la relación entre el sistema de educación superior y el sector de la economía social y solidaria.
- Siendo parte del Consorcio del proyecto, desearía presentar los resultados del proyecto, compartir saberes y crear una comunidad con los mismos intereses.
- Trabajo para el desarrollo de estudios posteriores en el tema, así como la búsqueda de posibilidades para continuar mi preparación profesional o comenzar la laboral.
- Haber compartido la experiencia del Convenio entre la UNSAAC y los centros de educación superior francófonos de Bélgica, organizados desde el 2014 en la "Académie de Recherche et d'Enseignement Supérieur"(ARES). Del 2009 al 2014 el Convenio fue con el "Conseil interuniversitaire de la communauté française de Belgique" (CIUF), que ahora forma parte del ARES.
- Que se perfilen posibilidades concretas de reproducir la experiencia, con otras instancias internacionales o nacionales.



4 Conference outcomes and relevant impact

4.1 Short term: immediate after conference

Outcomes and impact based on the aims the conference are evidenced in the following statements for:

- (i) exchanging research, studies and examples of best practice in the field;
- (ii) sharing the findings of the social and solidarity economy handbook;
- (iii) opportunities to learn about innovative contexts and the capabilities necessary to develop and foster effective collaborations (taken directly from delegate evaluations).

Research platform 2015-2020

Research fields agreed for Social and Solidarity Economy Research Platform among 11 universities worldwide:
Argentina, Brazil, Bolivia, Colombia, Cuba, Mexico, Peru, South Africa, Spain, United Kingdom, Zambia:

- ✓ Social and solidarity economy and local development practices.
- ✓ Social and solidarity economy education impact.
- ✓ Social and solidarity economy regulating ethical relationships.
- ✓ Open resources and practices of communication in social and solidarity economy.

Conference's outcomes expressed by participants in the evaluation form:

- Mainly the cross-pollination of shared values across continents: also the debates and shifts of terminology that happened as a result of the interaction
- Opportunity to hear about what's happening in Europe, to meet new colleagues from Latin America, to share perspectives.
- Meeting and getting acquainted the like minded people around the world and knowing that there are groups of dreamers who believe that we can be a part of positive and constructive forces to share our resources, including ourselves. Would like to see this to continue.
- It was a relaxed environment and it was good to engage with highly interesting and engaging ideas for how we can move forward in a collective way
- The real energy of the many young people and the sense that this is a vibrant community, exploring new questions and problems but who are, yet, to come to too many firm conclusions.
- The inspiring keynote speakers, the organisation, the interpreting booth plus interpreters, the optimism and energy the conference engendered and the interaction between people from around the globe seeking ways to make the world a better place.
- I found the conference to be of very high quality. I thought the keynote speakers were excellent, the facilitative leadership learning skills workshop was genuinely useful, the conversations I had around the margins of the conference were inspiring, and the opportunity for the students to present as part of the conference was exceptionally valuable. In addition, I particularly appreciated:- the enthusiasm and expertise displayed by the conference organisers- the daily wrap-ups- the video at the end of the conference- the facilitated open space - the opportunity to hear from and meet with international practitioners and not just the usual suspects



Conference's impact - In which ways have and will the conference influence (d) delegates' work/life?
Divided into three categories.

Impacto de la conferencia: ¿De qué manera la conferencia ha influido e influirá, o no , en la vida personal y profesional de los participantes? Divididos en tres categorías

a. Interdisciplinary knowledge based:

- I am more knowledgable about social enterprise and the role that post secondary institutions play
- It was great as a way of getting a macro picture of the context social enterprises are working in, to see our social enterprise in a midst of others, and to be aware of the academic interest in the world of social enterprise.
- It has given me a wider understanding of social enterprise and what is possible when you think differently. I have already thought about how I can influence the use and support of social enterprises in my work.
- I have a much broader understanding as to what the social economy
- Forced me to think more about the nature of interdisciplinary learning and how it can be enhanced within post-secondary institutions.
- Rory's talk will influence the way I think about social enterprises.
- I have more resources/ insight to teach on solidarity economics, in my Social Entrepreneurship and Enterprise Modules; the connections with our workshop.
- The conference has shed light on the notion of social entrepreneurship as well as helping me familiarise with the concept of a social and solidarity economy. The resourcefulness and the numerous possible alternatives to our current global economy has motivated me to carry out further research into the field.
- La primera influencia ha sido re-descubrir la riqueza de propuestas y desafíos que nos propone la ESyS, que en la cotidianidad del trabajo olvidamos. Además, por supuesto muchos son los aprendizajes que uno se lleva de estas instancias que permiten evaluar las propias prácticas y mejorarlas. Y desde ya que hemos podido contactarnos con muchísimos compañeros que en adelante pueden transformarse en aliados estratégicos para desarrollar trabajos conjuntos.
- Mejorando el bagaje de temas y conocimientos a transferir a los estudiantes.
- Me ha dado una perspectiva nueva de la economía que no conocía.
- Total! realimentó procesos y abrió horizontes.
- De forma positiva y en el trabajo que desarrollo con cooperativas campesina y transformó mi mentalidad sobre lo que es economía solidaria
- Me llevo algunas ideas para mis líneas de investigación en la Universidad.



b. Intercultural Dialogue & Partnerships

- Building new partnerships and influencing another continent with my work.
- I made important contacts and learned new things that will help me think about my next step in working life or a possible research career.
- We have made some useful contacts that will be followed up.

- I am going to research more how the South American universities quoted work. I shall definitely look at ways of engaging more effectively with the SEE culture than I am doing at the moment, as my life as an activist is compartmentalised into left wing activist and microeconomist.
- Great contacts made and a feeling that there's a whole world of social entrepreneurs out there doing their thing
- Made some good international contacts and also strengthened some existing links within Sheffield in particular.
- I hope to develop working relationships with some of the people I met.
- The idea of social contribution, the better and bigger part of our place beyond the individual pursuit of happiness. This helps my students to feel they belong to this community of sharing and fairness. It is great to dream for a better future for themselves! :))
- What will change? My work will integrate - i will be exploring links for students from South Africa to Europe and from Canada and UK to South Africa. - I want to contribute the links to african philosophies of communitarianism / ubuntu to social economies.
- I hope to use the contacts I established to create networks for the institution I work for, my country as well as myself.
- Primero, por aprendizaje inmenso que ha proporcionado. Segundo, por las oportunidades de contacto y cooperación.
- Facilitando la continuidad y expansión de la Red, tanto la Red existente como el trabajo en red entre los representantes de países contactados, y colaborando con las propuestas sistematizadas del Erasmus.
- Es vital para establecer sinergias y sumar perspectivas y conocimiento.
- Amplía mi visión y pensamiento acerca de la economía social y solidaria y las relaciones con las demás personas.
- A través de los contactos realizados.

c. Building social and solidarity economy ecosystems through life and work

- It will encourage me in my working supporting SSE initiatives.
- It was a solid benchmark of what I am already doing and opens up to possible new projects.
- It has opened my eyes to a new emerging movement - the solidarity economy movement
- Hopefully I can integrate some of the ideas in my institution and inspire colleagues.
- It is helping to build an international coalition of the like-minded.
- I will bear the concepts of collaborative working for social enterprise in mind for my future career.
- It has made me reconsider the way the values of the social and solidarity economy can pervade everyday life, not necessarily through direct enterprise, so these values will continue to inform my actions all the more.
- Realising there is a wide support of people who recognise the issues in Higher Education and the business world
- I'm currently about to work with the Vice-President of Research and Innovation at my school to find ways to disseminate the knowledge and contacts I've gained from this conference amongst my fellow students.
- It has influenced me as I will be looking to support a friend in setting up a social enterprise in Blackburn. It has also influenced the way in which I think university curriculum should be developed.



participants has already led to some beginning collaborations.

- I am already involved with environmental programme where social enterprise is one of the features in developing livelihood.
- I hope to initiate some of the ideas I learnt to my work place and country at large. I am more aware of what social enterprise means and how many people are ready to move away from the consumerist model we are being fed.
- Ha cambiado mi forma de mirar la vida, la economía. el cambio de paradigma empieza a encontrar sus caminos
- Participar en la conferencia me ha hecho más consciente desde mis hábitos de consumo hasta la manera en que mi trabajo puede generar efectos transformadores aunque sean en pequeña escala.
- Realmente ha sido muy inspirador acudir a la conferencia, salí de ahí con muchas ideas y ganas de hacer nuevos proyectos.
- Influye e influenciará por mucho tiempo. No tengo idea del impacto aún pero si de que constituirá con seguridad un punto de desarrollo en mi trabajo como promotor sociocultural.
- Renovando ganas de seguir en la senda de la "nueva" economía. Adoptando metodologías de trabajo similares a las explicadas.
- En mi vida, ya fue un bálsamo... cada viaje cada nueva experiencia nos hace renovar desde dentro. En mi trabajo cada ponencia y opinión suma a mi trabajo como secretaría académica de la FCECO UNER. En mis estudios las ideas conversadas, me van ayudando a perfilar mi tema de tesis en la Maestría en Administración de Empresas (MBA) que estoy cursando, y cuyo trabajo debo delinejar para comienzos de 2016 y tomar 2016 y 2017 para desarrollarlo.
- A partir de los futuros trabajos a encarar en conjunto con las universidades con las que hemos hecho contacto.
- Teniendo más presente el tema de Economía Social y Solidaria a la hora de "escuchar" posibilidades en mi entorno de actividades cotidianas.
- En un alto grado! En la conferencia, pude tomar conciencia de nuestra realidad económica dominada por un sistema capitalista neoliberal. También me di cuenta de que todo ello se puede cambiar mediante pequeños y poderosos pasos, tales como el consumo de productos locales!!
- En mi trabajo la Conferencia influyó antes de realizarse porque en Argentina el grupo Erasmus es muy prestigioso. Pero puede influir en el futuro dado que nos permitirá trabajar con mayor autonomía
- La conferencia ofreció campos de proyección de mi área particular de trabajo, por lo cual sirvió mucho como puente para contactos y formulación de ideas de proyectos e investigaciones.
- Ha sido una instancia que me ha motivado a tomar la acción.
- Ha cambiado muchas cosas en mi manera de visualizar la economía social solidaria y el trabajo de las universidades.



4.2 Medium term: 2-6 months after the conference

- Integrate HEInnovate tool, introduced by Juliet Edwards, European Commission Public Policy Officer, to the Social and Solidarity Economy Handbook: Chapter 8, Universities and ecosystems.
- Implement the action plan agreed for the social and solidarity economy research platform 2015-2020 platform.
- York St John University y la Universidad Nacional de Quilmes: Colaborarán de forma conjunta con la aprobación del proyecto sobre "Justicia económica, cognitiva y ocupacional" organizado por la Secretaría de Extensión y la Carrera Licenciatura Terapia Ocupacional de la Universidad Nacional de Quilmes en el marco del Programa de Promoción de la Universidad Argentina , convocatoria de proyectos de Misiones Inversas, a lo largo del 2016. El objetivo del proyecto es fortalecer alianzas con nuevos paradigmas científicos en educación superior sobre justicia económica, cognitiva y ocupacional en Argentina, Latinoamérica y Europa desde enfoques interdisciplinarios y transdisciplinarios.

International conference: “Universities developing a social entrepreneurship culture through cross sector collaboration”
September 1-3, 2015

SSE Research Platform - 2015-2020

Argentina, Brazil, Bolivia, Colombia, Cuba, Mexico, Peru, South Africa, Spain, United Kingdom, Zambia

Social and solidarity economy and local development practices	Social and solidarity economy education impact	Social and solidarity economy regulating ethical relationships	Open resources and practices of communication in social and solidarity economy
The development use of critical appreciative processes in the SSE	How do we measure impact of SI teaching on graduates/outcomes of HEI SI teaching?	Action research to adapt the Fair Shares model to a Latin American context	How can I assist a group SSE for teachers at universities, make + share knowledge and resources (open) EU + Africa +?
Social innovation in localities---- crime prevention *	SSE practices and education	Fair trade certifications realities	To evidence processes or specific actions of communication and information for the visibility and empowerment of SSE
Different kinds of “see” – comparative studies	Competences for entrepreneurship dealing with social exclusion of young people	Collective actions to block middlemen actions effects in grocery small holders	
Social enterprise copper belt unit		Rules and legal norms and SSE	
Gender and SSE			
Gender labour features			
Territory and community development			
Conceptualization of SSE			
Social values in SSE			
SSE practices in communities			
Who?	Who?	Who?	Who?
UNSS-Bolivia; Ma. Esther Pozo UNQ – Quilmes Argentina; Claudia and Natalia UCC- Bogotá; Colombia Perez BUAP – Puebla, México; Jesús Rivera. UFPEL – Pelotas, Brasil; Antonio Cruz Pinar del Rio University, Cuba; Yoan Súarez and Juan Silvio Cabrera *University of Northampton, Tim Curtis	UNQ – Quilmes Argentina; Claudia and Natalia UCC- Bogotá; Colombia Perez BUAP – Puebla, México; Jesús Rivera. Pinar del Rio University, Cuba; Yoan Súarez and Juan Silvio Cabrera	Sheffield Hallam University, UK; Rory Ridley-Duff UCC – Pereira, Colombia; Carlos Aristizábal.	UCC - Bogotá, Colombia; Colombia Pérez UPB – Bucaramanga, Colombia; Melba Quijano Bright Media / UKZN + DBE, South Africa; Ingrid Bryunce
Facilitated by Catalina Quiroz and Margaret Meredith, York St John University and Coordinators Social and Solidarity Economy in Higher Education. Method applied belong to the Institute of Cultural Affairs –ToP: Technology of Participation			

4.3 Long term: 12 months after conference

European and Latin American universities have asked to be part of the 2nd edition of the handbook for 2016-2017, adding chapters that are related to their expertise. Amongst others, Ine van Emmerik (Extravaleren, Utrecht University of Humanistics, The Netherlands) Chapter 4: Entrepreneurs' identity; Yoan Suárez (University Pinar del Río, Cuba) Chapter 3: Cooperativismo y Desarrollo Rural and Melba Quijano (University Pontificia Bolivariana, Colombia) Chapter 5: Comunicación para el cambio social.

The conference organisers have been invited by Tim Curtis, Changemaker Manager, University of Northampton, to be part of the Learning and Teaching Stream of the International Social Innovation Research Conference, September 2016.

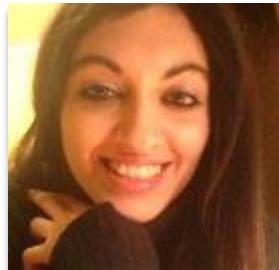
5 Words of thanks

5.1 Master of ceremonies

We are very grateful to **Mike Calvert** who introduced the plenary sessions, gave important information and ensured good timekeeping. We are also very grateful for the practical support and advice given in the Social and Solidarity Economy project and in the planning of the conference.



5.2 Conference video-makers and photographers



Natalia San Juan (Institute of Cultural Affairs, Spain) and **Simona Manni** (Machiatto Productions), conference video-makers. Thanks also go to **Laura Kreiling** for taking photographs.

5.3 Conference interpretation



The conference was held in English and Spanish: the first time York St John University has held a bilingual conference. We are very grateful to **Evi Lichtblau** who coordinated the team and **Maria Manuela Pequeño Leis**, **Garazi Urkiola** and **Jamie McDonald** for providing an excellent interpretation service. All kindly gave their services on a voluntary basis.

5.4 York St. John conference administration and logistics team

Jelena Erstic and Stevie Hall with the greatly appreciated support of Katie Simpson, Suzanne Parkes, Pauline Miller and Christine Weeks



5.5 The international conference team

The international team created the daily summaries of the day and took notes during all sessions which are contributing to this final report.

Mariabel Duarti (Social Enterprise Europe), **Charles Hanks** (Real Junk Food Project), **Enrique Gutierrez** (front row from left); **Laura Kreiling** (Team Coordinator, Erasmus Mundus Students and Alumni Association), **Iman Moutaouakil** (Institute of Culture Affairs, Spain), **Aurelia Gómez** (Institute of Cultural Affairs, Spain) (back row from left).



Thanks also to **Sorina Antonescu** for contributing notes about the plenary sessions and **Monica Quiroz** for her support with Spanish translation of this document.



5.6 The conference report editorial team

Laura Kreiling (Conference report coordinator); **Catalina Quiroz; Margaret Meredith**

Please don't hesitate to let us know your feedback on the report
socialeconomy@yorksj.ac.uk

6 Appendix A – Delegate List

International Conference "Universities developing social and solidarity economy through cross sector collaboration" – York St John University -York, Sept. 1-3, 2015: Delegate List				
First name	Surname	Country	Institution/Organisation	Email (removed for web version)
Removed for web version		Argentina	Universidad Nacional Entre Ríos	
		Spain	Universidad Nacional a Distancia	
		Peru	Universidad San Antonio Abad del Cusco	
		USA	Center for Scientific and Social Studies	
		Argentina	Universidad Nacional Entre Ríos	
		UK	Social Enterprise Europe	
		UK/ Canada	Students for Social Impact	
		Brazil	Universidad Federal de Pelotas	
		UK/ Canada	Students for Social Impact	
		UK	York St John University	
		Spain	Institute of Cultural Affairs	
		Germany	DVV-International	
		UK	Skills 4 Holme	
		UK	Edventure Frome	
		Colombia	Universidad Cooperativa de Colombia	
		UK/ Canada	Students for Social Impact	
		UK/Peru	York St John University	
		Canada	British Council	
		Canada	J.W. McConnell Family Foundation/RECODE	
		UK	Real Junk Food Project	
		UK/ Canada	Students for Social Impact	
		UK	York St John University	
		Argentina	Universidad de Quilmes	
		Colombia	Universidad Cooperativa de Colombia	
		UK	York St John University	
		UK	Blackburn College	
		UK	British Council	
		UK/ Canada	Students for Social Impact	
		Canada	British Council	
		UK	Students for Social Impact	
		UK	Students for Social Impact	
		Spain / UK	Instituto de Asuntos Culturales	
		Argentina	Universidad Nacional Entre Ríos	
		Germany	Independent	
		UK	Sheffield Hallam University	

		Spain	Independent	
		Argentina	Asociación Mutual Pensionados Sociales	
		UK	SEE Ahead	
		Japan	Caux Round Table	
		UK/ Canada	Students for Social Impact	
		Netherlands	Extravaleren	
		S. Africa	Bright Media	
		Spain Morocco	Instituto de Asuntos Culturales	
		Argentina	Universidad Nacional Entre Ríos	
		UK	Independent	
		UK	York St John University	
		UK/ Canada	Students for Social Impact	
		UK	JCP	
		Mexico	Universidad Autónoma de Puebla	
		Spain	Instituto de Asuntos Culturales	
		Cuba	Crearte	
		Belgium	European Commission	
		UK/ Canada	Students for Social Impact	
		Portugal	Centro Estudios Africanos - Universidad de Oporto	
		UK	Erasmus Mundus Students & Alumni Association	
		Finland		
		UK/ Canada	Students for Social Impact	
		UK	Youth Discovery Ventures	
		UK/Spain	Interpreter	
		UK	York St John University	
		UK/ Canada	Students for Social Impact	
		Argentina	Ministerio de Educación	
		Bolivia	Centro de Estudios Superiores, Univ. Mayor San Simón	
		Panama/UK	Social Enterprise Europe	
		UK	York St John University	
		UK/ Canada	Students for Social Impact	
		Colombia	Universidad Pontificia Bolivariana	
		Canada	Trico Charitable Foundation	
		Portugal	Centro Estudios Africanos - Universidad de Oporto	
		UK	York St John University	
		UK	Initiatives of Change	
		USA	Western Kentucky University	
		UK/ Canada	Students for Social Impact	
		UK/ Canada	Students for Social Impact	
		UK	Initiatives of Change	
		Argentina	Universidad Nacional de Quilmes	
		Spain	Instituto de Asuntos Culturales	

		UK	Edventure Frome	
		Uruguay	Universidad de la Repùblica	
		UK	York St John University	
		UK	Northumbria University	
		UK/ Canada	Students for Social Impact	
		UK	Initiatives of Change	
		UK	Sheffield Hallam University	
		UK/ Canada	Students for Social Impact	
		Peru	Universidad San Antonio Abad del Cusco	
		Spain	Universidad de Mondragon	
		UK/ Canada	Students for Social Impact	
		UK/ Canada	Students for Social Impact	
		UK	Sheffield Hallam University	
		UK	Independent	
		UK	York St John University	
		UK	Initiatives of Change	
		UK	University Northampton	
		UK	Liverpool Hope University	
		UK/ Canada	Students for Social Impact	
		Spain	Universidad de Alicante	
		Cuba	Universidad Pinar del Río	

7 Appendix B – Social economy fair

7.1 Organisations participating in the social economy fair

Local social enterprises and support organisations participating:

Buffet provided by Confianza, W. Yorkshire

For more information about each organisation please visit the conference website: www.yorksj.ac.uk/sseconference

<ul style="list-style-type: none">• A1 Community Works Ltd• Blueberry Academy• Ed-venture, Frome• Globe Arts• Key Fund• Millers Yard CIC• Paperworks• See Ahead	<ul style="list-style-type: none">• Skills 4 Holme• Social Enterprise Yorkshire and the Humber• The Healing Clinic• Unity Trust Bank• York Disabled Workers Cooperative• York Time Bank• Yorkshire More
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7.2 Conference delegates amongst fair stallholders

Country/País	Representative/Representante	Participantes/Participants
Argentina	<ul style="list-style-type: none">• María Estela Lauritto	<ul style="list-style-type: none">• Ministerio de Educación, Programa de Cooperativismo y Economía Social en la Universidad
Argentina	<ul style="list-style-type: none">• Gisela Carrizo	<ul style="list-style-type: none">• Asociación Mutual de Pensionados Sociales, Ley 5110
Argentina	<ul style="list-style-type: none">• Claudia Álvarez and Natalia Lindel	<ul style="list-style-type: none">• Universidad de Quilmes
Argentina	<ul style="list-style-type: none">• Esteban Cabrera	<ul style="list-style-type: none">Universidad Nacional Entre Ríos
Brazil	<ul style="list-style-type: none">• Antonio Cruz	<ul style="list-style-type: none">• Universidad Federal de Pelotas
Canada/UK	<ul style="list-style-type: none">• Montana Kimmel• Carter Vance	<ul style="list-style-type: none">• British Council – Social Enterprises from UK/Canada
Colombia	<ul style="list-style-type: none">• Colombia Pérez	<ul style="list-style-type: none">• Universidad Cooperativa de Colombia
Colombia	<ul style="list-style-type: none">• Melba Quijano	<ul style="list-style-type: none">• Universidad Pontificia Bolivariana
Cuba	<ul style="list-style-type: none">• Yoan Suárez	<ul style="list-style-type: none">• Universidad Pinar del Río
Cuba and Estados Unidos	<ul style="list-style-type: none">• Juan Silvio Cabrera & Miwon Choe	<ul style="list-style-type: none">• Crea-arte and Western Kentucky University
México	<ul style="list-style-type: none">• Jesús Rivera de la Rosa	<ul style="list-style-type: none">• Benemérita Universidad Autónoma de Puebla
South Africa	<ul style="list-style-type: none">• Ingrid Bruyne	<ul style="list-style-type: none">• Bright Media – Financial Literacy
UK	<ul style="list-style-type: none">• Sheila Quairney• Francesca Rolle	<ul style="list-style-type: none">• Sheffield Hallam University
UK	<ul style="list-style-type: none">• Neil Oliver• Biz Bliss	<ul style="list-style-type: none">• Ed-venture Frome
UK	<ul style="list-style-type: none">• Mike Smith	<ul style="list-style-type: none">• Trust and Integrity in a Global Economy, TIGE – Initiatives of Change, UK

#YorkSSEConf



@ConnectingComs Sep 3

Wowee! What an inspiring few days. Such amazing stories of cross sector collaboration on #socent & #HE. Thanks @YSJSocialEcon #YorkSSEconf

Waffling Wilson @iwilsonysj Sep 2

Really impressed with the technology and the translation/translators at the #yorksseconf @YSJSocialEcon Excellent so far

"La energía. Mas allá de la diversidad, de las convergencias y divergencias, se podía casi que oler una buena y positiva energía, que estaba en el aire, con tanta gente tan dispuesta a mejorar el mundo."



"It has made me reconsider the way the values of the social and solidarity economy can pervade everyday life, not necessarily through direct enterprise, so these values will continue to inform my actions all the more".



"... many good conversations/networking, a broad and realistic overview on the subject."

"...por el aprendizaje inmenso que ha proporcionado. Segundo, por las oportunidades de contacto y cooperación".

