



YORK ST JOHN-ERASMUS  
SOCIAL AND SOLIDARITY  
ECONOMY CONSORTIUM

# Enhancing studies and practice of the social and solidarity economy

A reference handbook

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## Chapter 4: Professional competences



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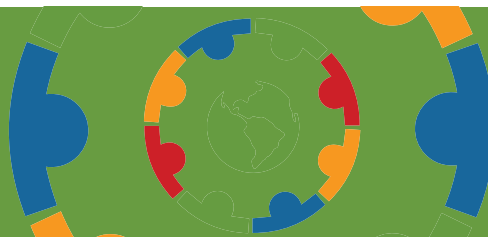
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## 1. INTRODUCTION

The nature of the studies about the social and solidarity economy and the social purpose organisations which result from this require teachers with a specific profile. Academic skills are not enough. It is essential to add to the professional standards of teachers the competence of valuing and developing a practical, critical and reflexive wisdom. This is called phronesis. It involves teachers who consider their professional ethics to include a holistic perspective in relation to the competences focused on acting in a responsible way within a specific context: “a true and reasoned state of capacity to act with regard to the things that are good or bad for man” (Aristotle, Nichomachean Ethics, V1, 5).

In this handbook, the professional competences for teachers in the social and solidarity economy are underpinned by phronesis: valuing knowledge and wisdom in action. They emphasise ethical and socially responsible practice. This has been the message of each chapter in this handbook.

### Glossary

**Labour competence:** the capacity to carry out tasks; personal attributes, (attitudes and skills). Effective and affective capacity to successfully carry out an activity that has been identified.

**Phronesis:** A reasoned and true state of capacity to act with regard to human good. (Aristotle, Nicomachean Ethics, V1, 5).

**Intrapreneur:** a person with the same qualities as an entrepreneur who develop their entrepreneurial ideas within their own working environment.

**Systems thinking:** the attitude of the person, which is based on the perception of the real world in terms of holistic thinking for analysis, understanding and actions.

### KEY QUESTIONS FOR THIS CHAPTER

- What is specific about the education and training of staff and students within the social and solidarity economy and towards social entrepreneurship?
- What should be taught and how?
- What advantages are there in education and training based on competences and underpinned by phronesis?

The education and training based on competences presented here is for both teacher and student. The knowledge and experience of both converge in a social entrepreneurship, where the action and reflection on action allow the systematisation of new knowledge and practice.

**Transdisciplinary:** a form of organisation of knowledge that transcend subject disciplines in a radical way. It emphasises knowledge which a) is between subject disciplines, b) runs through them all, and c) what is beyond disciplines.

With trans-disciplinarity, relational, complex, knowledge is aspired to that never will be finished, but seeks permanent dialogue and review.



## 2. LITERATURE REVIEW

A key debate in the literature is the question whether social entrepreneurship should be studied as a discrete field and the extent to which it fits into the broader scheme of organisational, management and business studies (Austin, Stevenson and Wei-Skillern, 2006). The debate has implications for whether social entrepreneurship should be the exclusive domain of business schools.

In terms of the role of business schools, the differing notions between US and European approaches surface. While US-based academic and educational scholar Frances Westley argues that “there’s much that a traditional entrepreneurship program in a business school can teach a social entrepreneur” (Weber, 2012, p.412), an expert group of the European Commission finds that “it is questionable whether business schools are the most appropriate place to teach entrepreneurship” (European Commission, 2008, p. 7). It should be noted that the European perspective is generally on entrepreneurship education whereas Frances Westley’s argument focuses on social entrepreneurship. While Westley advocates the view that minor adjustments to traditional business school curricula suffice to train social entrepreneurs, the expert group of the European Commission implies a social entrepreneurs-hip involves cross-disciplinary courses.

This discussion is also underpinned by beliefs about whether social entrepreneurs should accept private and public sector management theory. Ridley-Duff and Bull (2011, p. 120) note in this regard that “social enterprises are active in reshaping and remoulding the notion of management itself, to suit a business environment where organisations aim to be profit making, but not immorally profit maximising”.

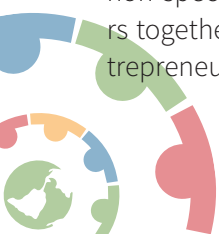
Addressing whether social and commercial entrepreneurs learn successfully together, Howorth, Smith, and Parkinson (2012) maintain that the tension between social and business values can be problematic in business skills courses for social entrepreneurs. Social entrepreneurs often have a background in the community and social development field and are less likely to have developed management skills. In addition, they may consider these skills to be in conflict with their social values. The authors compare two UK courses which offered business skills education: one non-specialist for commercial and social entrepreneurs together; the other dedicated entirely to social entrepreneurs.

Howorth et al. believe that social entrepreneurs are more likely to position themselves in terms of their roles in the community than in management, with some seeing themselves in opposition to proper business. Yet to achieve their social aims they need to act in entrepreneurial ways in identifying opportunities for obtaining funding and for doing business. The authors argue that social entrepreneurs need to develop business and management skills, and that management educators need to understand how concerns about personal identity could affect social entrepreneurs’ engagement with the course. To help social entrepreneurs through the uncertainties and unique circumstances they face, the authors argue that it is important to help them develop the skill of reflective thinking, which could be useful in allowing them to step back from the situation and lead their governing board in critically assessing the issue.

Drawing on Lave and Wenger (1991), they argue that learning is “socially situated” and takes place in “communities of practice”: in this case the community is the cohort of learners on the course. The authors found that with this pedagogical approach, combining social and commercial entrepreneurs in the same course could be beneficial. There are aspects of the work of commercial and social entrepreneurs which have much in common, such as resource constraints, uncertainty about the environment in which they are operating and lack of power in the marketplace. They suggest that the mix of learners led to rich and open conversations about motivation for their work and different criteria for measuring success; and that confidence was built by discussing and how they dealt with the many challenges they had in common. On the other hand, a member of the dedicated social entrepreneur course reported everyone being “stuck in the same boat [about] funding and insecurity” (p.383).

The authors conclude that mixed courses of commercial and social entrepreneurs can be successful as long the specific context of social entrepreneurs is acknowledged and taken into account; and that the community of practice approach enabled the cohort to develop a common identity first and foremost as learners.

Dees (2012) argues that the education of commercial entrepreneurs and social entrepreneurs should be very different, suggesting that business schools are not necessarily the best place for social entrepreneurship education. Business schools, according to Dees, are good at teaching how to attract capital and build



organisations in logical and linear ways. Students are encouraged to be confident and assertive problem-solvers. However, this is not necessarily the best approach when dealing with a community in need: confidence can look like arrogance. Social problems are often not linear and solutions are multi-layered. In fact, Dees describes them as a “many player game with complex environmental factors” (p.446) and changing political and economic conditions. He maintains that social entrepreneurship involves emotional challenges. It can take time to build up the necessary trust with people in complex situations and doing the work well “requires a high degree of emotional intelligence” (p.447). He argues that business schools are less good at understanding how to bring about social change and concludes that social entrepreneurship could be incorporated across a range of disciplines, enabling technical solutions to be combined with business and social change plans to solve social problems.

The issue to highlight in this debate of the pedagogical approach and the most appropriate place in which the teaching of subjects related to social and solidarity economy and social entrepreneurship may take place, is the willingness of both teacher and student to explain their the elements that make up their thoughts.

## 2.1 WHAT SHOULD BE TAUGHT IN SOCIAL ENTREPRENEURSHIP COURSES?

Entrepreneurship education is not straightforward in terms of its core subject areas and key competences to be taught. In fact, entrepreneurship education programmes can have different objectives as an expert report by the European Commission highlights these as

- a. **developing entrepreneurial drive among students (raising awareness and motivation);**
- b. **training students in the skills they need to set up a business and manage its growth;**
- c. **developing the entrepreneurial ability to identify and exploit opportunities” (European Commission, 2008, p. 7).**

In other words, the educational courses in the field can be set up with the intention to increase awareness and motivation, develop relevant skills and instigate the ability to act. Notwithstanding these three objectives with which courses can be defined, this section explicitly focuses on the elaboration of the current challenges that social enterprises face, resulting in the key skills needed by social entrepreneurs.

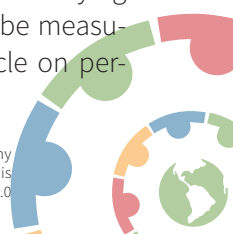
Dees believes that social entrepreneurship education should blend theory and practice to develop a range of social, social and soft skills, and develop “authentic and engaging experiences” and warns against tokenistic measures such as “spending a couple of hours serving meals in a soup kitchen and thinking you truly understand a poor person’s situation”(Worsham, 2012, p.448).

He suggests that social entrepreneurship courses should include activities such as:

- **Student role-playing exercises with client organisations “as long as there are opportunities for candid feedback” from the client.**
- **Observing community meetings and “debriefing the dynamics” (p.448).**
- **Shadowing a social entrepreneur over a period of several months to understand some of the day-to-day challenges, or working with social ventures to work on ‘real-world problems’.**
- **Inviting a guest to class who can talk about the complexities: what has worked and what hasn’t.**
- **Interviewing different stakeholders – to understand how they define their own situation and how they perceive any need for change.**

Miller, Wesley and Williams (2012) make a comparison between what is offered in social entrepreneurship courses and what practitioners wish to learn in the United States. They find points of agreement as well as differences between the offer and the demand. In general, both practitioners and educators agree that “measuring outcomes and problem solving” are important. The authors argue that while these are generalizable skills, the social mission of social enterprise makes these skills very specific in this context.

Given that the social purpose of the social entrepreneur creates greater challenges in measuring performance than that in a purely commercial sphere - the difficulty of evaluating and understanding impact when social change is the goal - a combination of quantitative and qualitative evaluation skills are necessary. The authors state that a common theme throughout coursework is learning to use the tools available for social impact reporting, such as Social return on Investment and blended value accounting. “Often, multiple classes were needed to teach the art of management double [economic and social] or triple [including environmental] bottom lines by identifying factors outside of financial profit that can be measured.... Key texts were Kaplan’s (2001) article on per-



formance measurement and Gair's (2012) report on SROI [*social return on investment*] were fundamental resources for students" (p.362).

The number 1 expectation by practitioners was that courses would address the ability to solve problems. As the authors point out, in the social enterprise field these are "deep, intractable, and engrained within communities, governments, and infrastructure" (Miller, et al., p.362, citing Light, 2006). Therefore the process of working through the details of a problem must go beyond weighing it up and reaching a conclusion: it must involve a theory of social change. Many courses encouraged students to develop their own social impact theory. This involved exploring existing theories to address issues such as alleviating poverty.

Other areas of agreement between practitioners and educators included:

- **management of financial capital: rated as very important by both groups;**
- **innovation and creativity;**
- **the ability to develop collaborative relationships. This competence was taught frequently in undergraduate, non-business courses, but rarely among**

**graduate social enterprise course, a finding that the authors describe as "curious" (p.367).**

There were, however, areas of difference of opinion. Practitioners wanted areas such as a "sense of moral imperative/ethics" and the "ability to communicate with stakeholders" to be a part of courses, but only just over a third of courses addressed this. Similarly the "ability to challenge traditional ways of thinking" was rated as highly by practitioners, but was featured in just under half of courses offered (Miller, et al., pp.364-365).

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Among other pedagogical approaches, professional practice has a high value for social entrepreneurs because of their characteristics and objectives. These are detailed in Table 4.1:

**TABLE 4.1: PROFESSIONAL PRACTICE: WHY AND FOR WHAT?**

- **Create specific innovation context: establishment (from creation to implementation) of innovative ideas and added value which combine ideas or previous technologies in a unique way, and produce positive effects within a specific context (Drucker, 1993).**
- **Generate a positive impact for social progress: promotion of entrepreneurship that produces improvements social, environmental, institutional and productive, helping to improve the ways in which society functions (Porter, Stern and Artavia, 2013).**
- **Keep the collective impact: integration and mobilisation of people or institutions, the coordination of activities and the contributions of others in order to generate a collective impact, and the exploitation of synergies between for profit and non-profit organisations for (Kania and Kramer, 2011).**
- **Work with various types of organisations: those which are slightly or strongly linked to markets, as well as to socio-environmental problems, and which include start-ups, companies with activities of corporate social responsibility, non-profit or public sector organisations and social enterprises (Jäger and Schroer, 2013).**

Source: Centro de Intercambio de Conocimientos de VIVA TRUST.





## 2.2 PHRONESIS AND ITS ROLE IN THE EDUCATION AND TRAINING OF THE SOCIAL AND SOLIDARITY ECONOMY

Dunne (2008, p.16) argues that practical knowledge is linked to wisdom and he differentiates this from “the great esteem placed in modernity on rationality, or rather, a specific mode of rationality that has established an epistemic hegemony, so that only knowledge assembled within its frame is recognised as properly rigorous” (p 15). In this technical rationality, detachment and established procedures are dominant and professional ethics are reduced to obligations and prohibitions (Carr, 2008).

“Phronesis ... is an intellectual virtue that implies ethics. It involves deliberation that is based on values, concerned with practical judgement and informed by reflection. It is pragmatic, variable, context-dependent, and oriented towards action... [It is] knowledge of the proper ends of life” (Kinsella and Pitman, 2012, p.2). Aristotle classified it as one of the several intellectual virtues or excellences of mind (Eikeland, 2008).

The nature and intrinsic values of the discipline of the social economy and solidarity, expressed as: “under no circumstances, can an economic interest take precedence over reverence for life” (Max-Neef, 2013), mean that for teachers in these studies it is not sufficient to have cognitive and technical skills. Rather they have to develop and demonstrate moral wisdom in the ethical performance of their duties.

The development of a critical moral wisdom, called phronesis by Aristotle, involves the “virtues of character that transcend any particular practice” (Dunne, 2008, p.14) and the “disposition to act truly and justly” (Carr and Kemmis, 1986, p.33).

We are proposing education and training based on phronesis, which prompts the teacher and student to ask, “What action should I take? Why? And what are my responsibilities? in a given context. In addition, this moves beyond the pedagogical approach of *learning by doing to learning by reflecting critically on living*. It is for this reason that the contents of the descriptors of competences and the activities of self-assessment have been influenced by the work of Kinsella and Pitman (2012), who, in turn, have worked on the basis of the proposal by Schon: reflective professional practice.

## 2.3 EDUCATION AND TRAINING BASED ON COMPETENCES

The education and training based on competences developed through the handbook are directly linked to the active profile of the social entrepreneur. This responds to the need to go beyond learning objectives, and to place more emphasis on how and why these objectives are achieved through a particular type of competences (Mulder, 2014). Descriptors of the competences identified for each chapter involve developing a relational and transdisciplinary capacity, that legitimates personal and collective action within communities and/or social entrepreneurship.

At the same time, the competences framework emphasises the importance of validating the transdisciplinary field of study and practice. As Nicolescu explains it gives “explicit recognition of the existence of different levels of reality, governed by different logics... transdisciplinarity is complementary to the disciplinary approach: the confrontation of the disciplines gives rise to new information that joins them together and gives us a new vision of nature and of reality” (1996, p.106).

As such, the structure of the framework is based on what Axmann, Rhoades and Nordstrum (2015) view as pillars of the education of teaching staff based on competencies. The elements of each pillar were taken into account when developing the competences framework.

### First pillar: Structure and relevance of the field and focus

- Offer a structured framework with progression in the acquisition of knowledge, skills and attitudes which can be used within and outside of the university and throughout the years of study.
- Secure continuous and sustainable relationships with people who work within the field, emphasising within the programme the importance of including entrepreneurs involved social programmes.
- Ensure the participation of teachers in the development of educational competences and their participation in processes of decision-making on policies and reforms in relation to the course.



### **Second pillar: Capacity for responsiveness and inclusion**

- a. Determine and agree jointly among teachers the possibility of teaching and learning which responds to the priorities of the community.
- b. Design programmes with an inclusive approach towards gender, i.e. give importance to equity and gender equality, as well as the visibility of this.
- c. Provide a teaching and learning experience focusing on the well-being and achievement of teachers and students. This should be based on the redefinition of the role of both teacher and student as producers of knowledge and innovation, as well as being people with critical capacity to counter obstacles and bring about positive change and transformation of their own situation.

### **Third pillar: Innovation and progress**

- a. Promote the effective use of emergent technologies and the user-friendliness of these.
- b. Prioritise innovative participative pedagogies and the integration of knowledge, understanding and experiences of those working in the field.
- c. Empower teachers and students, drawing on their experience with active teaching and learning.

### **Fourth pillar: Legitimate representation as a means of change and dialogic communication**

- a. Redefine and re-evaluate the role of teachers and students as architects of change and social economic transformation of their own community, either as social entrepreneurs or as agents of social change within their own workplace.
- b. Promote dialogue among different educators and trainers of the sector, with the university as facilitating agent to convene meetings and systematise the experience arising from these meetings.
- c. Create face-to-face and virtual hubs as spaces that can generate solutions and innovative practices based on new knowledge created and validated among interest groups and/or based on the experience and knowledge of other people.

One point to investigate and explore is how to develop the identification and validation of credits that are granted to the various stages of training for various geographic areas.



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### 3. DIALOGICAL SECTION

Professional competences in the handbook

The details of the methodological design will be the focus of an academic article.

#### **Chapter 1: Ways of knowing (epistemology) and values**

The objective of these competences is focused on the role of teachers and students as creators of knowledge, with a critical thinking about what counts as knowledge and what is rejected as valid knowledge. It is intended to integrate knowledge, skills and abilities that relate to moral and ethical principles to humanise the economy and challenge any attempt to reductionism and utilitarian economic education. Tasks that accompany these skills are intended to bring to the teachers and students to similar experiences of the social and solidarity economy. Also, the principles for responsible management education (PRME) are considered at this stage. These principles emphasise issues such as: ethical criteria in managerial decision-making and business ethics that must form an integral part of the curricula.

The case studies collected from the geographical zones of the project show the existence of organisations of the social and solidarity economy which live and practice its values, usually in contrast to mainstream practices and sometimes in the midst of an environment which is hostile to its mission and vision of an economy for the common good. These case studies explain how values are integrated into the structure, management, administration and management of the organizations of the social and solidarity economy.

Likewise, the diverse expertise and knowledge, and values underpinning these and respect for difference, are addressed.

The pedagogical activities of the chapter develop an active, thoughtful and critical awareness of the values of social and solidarity economy, as well as analysing the role of values to motivate or inhibit certain attitudes and practices related to the field.

#### **Chapter 2: Identity, profile and territory**

Having secured the knowledge, attitudes and values on which the social and solidarity economy is built, the competences of Chapter 2 refer to those competences which demonstrate the ability of teachers and students to acquire a knowledge and understanding of the polysemic and diverse nature of the social and solidarity economy. That knowledge and understanding is based on an approach which values creating direct links to those working within the social and solidarity economy, as well as public entities responsible for policies and monitoring the activity of these organisations.

The importance of knowing the typology and criteria which characterise different systems within the economy and how their juxtaposition itself brings diversity is emphasised. The range of terms and practices of organisations in the social and solidarity economy centred on human well-being should be an element that adds, rather than takes away from the richness of the field. It is important to know how to analyse and deconstruct the complex reality and environments where organisations operate. At the same time a longitudinal historical, political, socio-cultural, environmental vision will help to understand the key factors that have influenced the absence, presence and visibility of the social and solidarity economy.

#### **Chapter 3: Ways of working**

Once the conceptual map and territory of the social and solidarity economy (SSE) is configured, Chapter 3 aims to systematise knowledge about the way in which organizations work and are organised, taking into account some external factors, specifically legislation and policies; and other internal factors, specifically financing, internationalisation, governance and democratic participation. The multicultural dimension of the Project and its intercultural dynamics allows teachers and students to learn, analyse and investigate the similarities and differences in how SSE organisations are managed.

The competences in Chapter 3 are directly linked to building the capacity of teachers and students to implement a management plan that begins with the creation and/or review of the mission and integral and systemic vision of the social change aimed for, including the cost structure and costs of reinvestment.



## Chapter 5: ICT – effective practices

From the day to day management, we turn to competences of Chapter 5, ICT – effective practices, specifically online social media and community radio. Competences in this field deal with how maximise use of social online media, such as Facebook, Twitter, blogs, etc. through the organization and the use of a logical, intuitive, creative and critical narrative; to which is added the importance of digital literacy.

With this, the aim is to address the pressing issue of technology and its application to the purposes of organisation, management and visibility of SSE organisations. Competencies are in turn linked to cultivate attitudes that generate value and create commitment to community and education. This is reflected in the various fields where the virtual social media can give access to a mass and at the same time particular scope that could not be achieved without them: education for change, democratic participation, accountability, advocacy and support, ethical branding, attracting funds and crowdfunding.

The study explained in the Dialogical Section of Chapter 5 is something that could be replicated as a project within a course. In addition, the educational activities have been designed to make possible the implementation of almost all the competence descriptors referred to in the document.

## Chapter 6: Social capital

None of the above would exist or have meaning without the competence capacity for the creation and maintenance of the social capital that feeds the culture of the social and solidarity economy. This is the competences framework of Chapter 6.

Each area of social capital: individual, organisational and community social capital has a list of competences covering both the cognitive and the affective/relational part of the person. The maturity of these three dimensions will maintain and sustain the theoretical foundations referred to in the literature review.

The case studies enable us to visualise the importance of psycho-emotional competences, where qualities such as empathy, resilience and positive psychology are essential.

## Chapter 7: Social responsibility and transformation

The content intends to promote ethical and proactive attitudes for the genuine implementation of the elements it consists of:

- Individual transformation,
- Community well-being,
- Caring for the environment, and
- Economic sustainability.

All activities within this field require collaborative work between the teacher and the learner, along with social entrepreneurs. The establishment of links with organisations in the public and private systems, and especially among the organisations of the social system is important. The section includes competences based on empathy and the skill to facilitate intersectorial groups. The university is well placed to be a potential facilitating agent to promote a dialogue and cross-sectorial action plan.



The following diagram (Figure 4.1) reflects the active process of reflection which is embedded in the competences for each chapter. Following this diagram, the table (Table 4.1) summarises the competences of the handbook.

**Figure 4.1 Competences based on phronesis**





FIGURE 4.1

## QUESTIONS FOR COMPETENCES BASED ON PHRONESIS (PRACTICAL AND MORAL WISDOM)

TABLE 4.2 - SUMMARY EDUCATION AND TRAINING FOR SOCIAL AND SOLIDARITY ECONOMY (SSE) BASED ON COMPETENCES				
Stages	Area of competence	Descriptors of competences, based on phronesis	Time scale for study (including practice): to be completed by tutor	Assessment carried out by:
Chapter 1 Establishing the foundations of study and practice of SSE	Epistemology	<ul style="list-style-type: none"> <li>▪ Demonstrate an appreciation of how the knowledge, values and attitudes of the SSE are in keeping with a just and equitable society.</li> </ul>		
	Human rights	<ul style="list-style-type: none"> <li>▪ Understand key human rights in different areas of the world in relation to SSE.</li> </ul>		
	Principles for responsible management education (PRME)	<ul style="list-style-type: none"> <li>▪ Demonstrate knowledge and critical analysis of the six PRME principles applied to SSE.</li> </ul>		
Chapter 2 Consolidating the Identity and Profile of the SSE	Identity, profile and territory	<ul style="list-style-type: none"> <li>▪ Have knowledge and understanding of the criteria and multiple meanings of the social and solidarity economy as a system and a legitimate body of theory.</li> <li>▪ To understand how the SSE is framing how to exist and work in the field of regional development, without policies and/or strategic guidelines, in both rural and urban areas.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Peers</li> <li>▪ Social entrepreneurs</li> <li>▪ Academics</li> </ul>
Chapter 3 Development of systemic management skills	Systemic management of the social enterprise	<ul style="list-style-type: none"> <li>▪ To know and understand management of SSE organisations from a systemic, integrated and ethical perspective.</li> </ul>		See the activities in each chapter
Chapter 5 Developing communicational skills for social media	Communication and effective practice in the use of social media	<ul style="list-style-type: none"> <li>▪ Have a clear understanding of how to maximise the use of social media in building and engaging community.</li> </ul>		
Cap. 6 Weaving and strengthening social capital	Social Capital: knowledge, values and attitudes	<ul style="list-style-type: none"> <li>▪ Gain an integral understanding of the role and the levels of social capital in the creation and sustainability of a social and solidarity economy.</li> </ul>		
	Evidence and indicators of social capital	<ul style="list-style-type: none"> <li>▪ Clearly understand how to design relevant and appropriate indicators to demonstrate the change and impact of social capital of SSE organisations.</li> </ul>		
Chapter 7 Developing attitudes and abilities for social transformation and responsibility	Social responsibility and transformation	<ul style="list-style-type: none"> <li>▪ Develop a holistic understanding about the political, social, cultural and environmental responsibility and transformation of universities and social enterprises.</li> </ul>		
	Creation and demonstration of evidence of SRT	<ul style="list-style-type: none"> <li>▪ Create and demonstrate evidence for social responsibility and transformation.</li> </ul>		



## COMPETENCES CHAPTER 1: WAYS OF KNOWING (EPISTEMOLOGY) AND VALUES (1 OF 2)

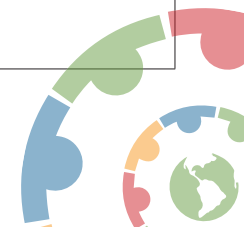
STAGE 1	AREA OF COMPETENCE	Additional explanations and descriptors of competence:  KNOWLEDGE, RESEARCH AND UNDERSTANDING OF EPISTEMOLOGY, VALUES AND ATTITUDES OF THE SOCIAL AND SOLIDARITY ECONOMY (SSE)	SELF-ASSESSMENT ACTIVITIES
<b>Establishing the foundations</b>	<b>Epistemology of the social solidarity economy, values and attitudes</b>	<p>Demonstrate an appreciation of how the knowledge, values and attitudes of the SSE are in keeping with a just and equitable society based on the principles of reciprocity, participation, re-distribution and subsidiarity.</p> <p><b>Epistemology<sup>1</sup></b></p> <ul style="list-style-type: none"> <li>▪ I assume responsibility for exploring and understanding how knowledge is created within the SSE.</li> <li>▪ I am aware of how the different current epistemologies are related to values and attitudes within SSE.</li> <li>▪ I am aware of how interdisciplinary and transdisciplinary studies are crucial to an understanding of the theoretical and practical body of knowledge of SSE.</li> </ul> <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>▪ I am aware of the importance of the values being recognised in the development and practice of SSE.</li> <li>▪ I promote the visibility and the voice of those who do not have them in my teaching, practices and research.</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>▪ I assume the responsibility for challenging notions that prevent the development of opportunities for learning and action within the environmental, social and economic sphere.</li> <li>▪ I can evaluate my own practice and reflect on how I can demonstrate the values and principles of SSE holding the wellbeing of people as a priority in my daily practice.</li> </ul> <p><small>1. Epistemology: The theory of knowledge, especially with regard to its methods, validity, and scope, and the distinction between justified belief and opinion. (Oxford English Dictionary)</small></p> <p><small>Meaning for the Consortium: systems of knowledge construction, validation and selection for knowledge creation.</small></p>	<p>As teacher/trainer/researcher of SSE, I:</p> <ul style="list-style-type: none"> <li>▪ Locate the SSE organisations within my community with the students..</li> <li>▪ Organise public sessions with social entrepreneurs to discuss how their organisations' values are put into practice.</li> <li>▪ Write about how social entrepreneurs put into practice their values and principles.</li> </ul>





## COMPETENCES CHAPTER 1: WAYS OF KNOWING (EPISTEMOLOGY) AND VALUES (2 OF 2)

STAGE 1	AREA OF COMPETENCE	Additional explanations and descriptors of competence: <b>KNOWLEDGE, RESEARCH AND UNDERSTANDING OF EPISTEMOLOGY, VALUES AND ATTITUDES OF THE SOCIAL AND SOLIDARITY ECONOMY (SSE)</b>	SELF-ASSESSMENT ACTIVITIES
Establishing the foundations	<b>International perspectives and human rights</b>	<p><b>Understand key human rights in different areas of the world in relation to:</b></p> <ul style="list-style-type: none"> <li>▪ Indigenous peoples (United Nations Convention 169 – International Labour Organisation)</li> <li>▪ Gender</li> <li>▪ Dignified work</li> <li>▪ Natural resources (United Nations Resolution 1803 (XVII), 14 December 1962)</li> <li>▪ Discrimination and equality</li> <li>▪ Childhood</li> <li>▪ Immigrant workers</li> <li>▪ Climate change</li> <li>▪ I can relate rights and human obligations in the context of SSE.</li> <li>▪ I can write case studies on SSE in relation to human rights.</li> <li>▪ I can relate my practices in SSE to the Millennium Development Goals post-2015</li> </ul>	<ul style="list-style-type: none"> <li>▪ I identify which human rights are assured in my community and which are not.</li> <li>▪ I study the progress of the Millennium Development Goals post-2015.</li> <li>▪ I write accounts of SSE organisations that work in different areas of human rights.</li> </ul>
	<p><b>Principles of Responsible Management Education (PRME), adapted for SSE</b></p> <p><a href="http://www.unprme.org/about-prme/the-six-principles.php">http://www.unprme.org/about-prme/the-six-principles.php</a></p>	<p><b>Demonstrate knowledge and critical analysis of the six PRME principles applied to SSE</b></p> <ul style="list-style-type: none"> <li>▪ Aim: To develop the students' ability so that they might in the future generate the sustainable values within their enterprises and in the wider society and so that they might work towards an inclusive and sustainable global economy.</li> <li>▪ Values: To incorporate the values of global social responsibility to our academic activities and programmes of study.</li> <li>▪ Method: To create educational frameworks, resources, processes and pedagogical environments in order to make possible effective learning experiences for responsible leadership within SEE.</li> <li>▪ Research: Carry out theoretical and empirical research which might allow us to improve our understanding of the role, dynamics and the impact of enterprises in the creation of sustainable value in the social, environmental and economic spheres.</li> <li>▪ Partnership: Interact with social entrepreneurs in order to increase our knowledge of the challenges they face in meeting their social and environmental responsibilities and to explore together effective ways of meeting these challenges.</li> <li>▪ Dialogue: We will facilitate and support dialogue and debate between educators, social entrepreneurs, the government, consumers, the media, civil society organisations and other interested groups on critical themes related to global social responsibility and sustainability.</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>▪ I can analyse the theme from different social, cultural, environmental and economic perspectives.</li> <li>▪ I critique in a constructive way how the PRME principles apply to my daily work (teaching, administration, facilitation).</li> <li>▪ I take the initiative to create improvements in my own practical work based on the PRME objectives and principles together with those related to SSE.</li> <li>▪ I understand and claim that our organisational practices should reflect the values and attitudes that we communicate to our students.</li> </ul>	<p>As teacher/trainer/researcher of SSE, I:</p> <ul style="list-style-type: none"> <li>▪ Visit and search the PMRE website more than once.</li> <li>▪ Have registered my organisation on the PRME website with appropriate authorisation. The logo and the key information should appear on the PRME website.</li> <li>▪ Have adopted the 6 PRME principles in my post and faculty, adapted to SSE.</li> <li>▪ Attend workshops organised and recognised by PRME</li> <li>▪ Form part of a working group within the local PRME showcasing SSE.</li> </ul> <p>See examples at <a href="http://www.unprme.org/working-groups/chapters.php">http://www.unprme.org/working-groups/chapters.php</a></p>



## COMPETENCES CHAPTER 2: IDENTITY AND PROFILE (1 OF 1)

STAGE 1	AREA OF COMPETENCE	Additional explanation and Competence descriptors:  COMPREHENSIVE KNOWLEDGE AND UNDERSTANDING OF THE PROFILE AND IDENTITY OF SOCIAL AND SOLIDARITY ECONOMY (SSE) ORGANISATIONS.	SELF-ASSESSMENT ACTIVITIES
Consolidating the Identity and Profile of the Social and Solidarity Economy (SSE)	Identity and profile	<p><b>To have knowledge and understanding of the criteria and multiple meanings of the social and solidarity economy as a system and a legitimate body of theory:</b></p> <p><b>Typology for economic systems</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>Identify what differentiates the three economic sectors - public, private and social - in my own local area.</li> <li>Analyse and value each of these criteria using examples of organisations belonging to each of the sectors in relation to the university (see self-assessment activity).</li> <li>SSE organisations identity</li> </ul> <p><b>Identity of SSE organisations</b></p> <p>I am:</p> <ul style="list-style-type: none"> <li>Interested in knowing the precedents and history of the system and SSE organisations from a perspective that compares and relates the project's various geographical regions or others considered to be relevant.</li> <li>Identify the various international organisations and their approach to the concept and practice of the SSE.</li> <li>Recognise the characteristics and values that differentiate SSE organisations within a European, African and Latin American perspective.</li> </ul>	<ul style="list-style-type: none"> <li>I map the different organisations from the public, private and social sectors that are directly linked to the university.</li> <li>I analyse the map, highlighting and explaining how these organisations are present or not in the university's mission, vision and strategy for social connection.</li> <li>I contact the SSE Observatory in the country to open a relationship and propose studies related to the identity and profile of SSE organisations with students.</li> </ul>
	SSE and regional development	<p><b>To understand how the SSE is framing how to exist and work in the field of regional development, without policies and/or strategic guidelines, in both rural and urban areas.</b></p> <p><b>The geographical areas in this project, or others</b></p> <p>I can:</p> <ul style="list-style-type: none"> <li>Identify the similarities and differences in the situations from which SSE organisations form their identity and develop distinct profiles.</li> <li>Familiarise myself with the key historical, political and cultural factors that have influenced the formation of SSE organisations' identities in the different areas covered by the project.</li> <li>Feed in periodically to the York St John Consortium (socialeconomy@yorksj.ac.uk) to make known other factors influencing the development of SSE organisations' identity and profile in my area.</li> </ul>	<ul style="list-style-type: none"> <li>I create a list of bibliographic references and grey literature<sup>1</sup> on the SSE for the library.</li> <li>I analyse the list and evaluate how authors from the various geographical regions have had an influence in raising the visibility and legitimacy of the SSE in my country or continent.</li> <li>I have sent the list to the York St John Consortium to be included in the handbook, recognising the work done in your geographical area. socialeconomy@yorksj.ac.uk</li> <li>I study and look for evidence of political, historical, cultural and regional precedents and how they have influenced the appearance of the SSE in my local area.</li> </ul>

<sup>1</sup> Grey literature: Body of literature and documents not produced through conventional publication channels. It usually concerns scientific documentation that is initially distributed to a limited audience. [https://en.wikipedia.org/wiki/Grey\\_literature](https://en.wikipedia.org/wiki/Grey_literature) [Accessed 01.10.2015]



## COMPETENCES CHAPTER 3: WAYS OF WORKING (1 OF 2)

STAGE 1	AREA OF COMPETENCE	Additional explanation of competence and descriptors: PRACTICAL KNOWLEDGE FOR THE DEVELOPMENT OF A SYSTEMIC MANAGEMENT MODEL FOR A SOCIAL ENTERPRISE	SELF-ASSESSMENT ACTIVITIES
Development of systemic management skills	Systemic management of the social enterprise	<p><b>To know and understand management of SSE organisations from a systemic, integrated and ethical perspective</b></p> <p><b>Social aim</b></p> <ul style="list-style-type: none"> <li>▪ I identify the social change necessary related to the people who are affected based on their needs and rights.</li> <li>▪ I explore in depth the root and complexity of the problem and the change to work alongside the people affected.</li> <li>▪ I describe my aim based on an ethical and social agreement to bring about the social change that is required.</li> </ul> <p><b>Total systemic perspective of the social change</b></p> <ul style="list-style-type: none"> <li>▪ I decide along with others how we perceive the change that we want to bring about.</li> <li>▪ I identify the changes with others based on specific actions for different levels and contexts.</li> <li>▪ I determine with others the performance indicators that will guide our actions.</li> </ul> <p><b>Sustainable enterprise practices</b></p> <ul style="list-style-type: none"> <li>▪ I link the solutions for the change to the 10 principles of the Global Contract programme.</li> <li>▪ I measure the activities that have been planned using the internationally recognised tool:</li> <li>▪ <a href="http://www.globalcompactselfassessment.org/es/">http://www.globalcompactselfassessment.org/es/</a></li> <li>▪ I evaluate the social and environmental risks of the solution, be it in terms of product and/or service, production chain, waste, etc.</li> </ul> <p><b>Different clients and/or beneficiaries</b></p> <p><b>Interest groups:</b></p> <ul style="list-style-type: none"> <li>▪ I identify the expectations of the interest groups and incorporate them into what the enterprise offers.</li> <li>▪ I am interested in getting to know well the people with whom I will be working or collaborating.</li> <li>▪ I plan with those involved in the interest groups how they want to be engaged in the enterprise.</li> </ul> <p><b>Clients:</b></p> <ul style="list-style-type: none"> <li>▪ I know what they expect from the product, service or concept which I am offering.</li> <li>▪ I decide on the nature of the relationship with the client.</li> <li>▪ I explain convincingly the value that the product and/or service that I am offering will give.</li> <li>▪ I present in different visual and tangible ways the benefits of the products, services and concepts that I am offering.</li> <li>▪ I point out to my client or interest group how their lives will be different or change having received the services or bought the products that we are offering.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I create a systemic plan for the setting up of a social enterprise using each one of elements of the left hand column.</li> <li>▪ I start a forum or group to carry on developing the plan alongside the interest groups or client.</li> <li>▪ I visit the video section of Chapter 3 on the web and search for Babele: it is a virtual collaborative space for the design of social enterprises.</li> <li>▪ I revise the sustainability of the activities on my plan measuring them against the tool at the following URL: <a href="http://www.globalcompactselfassessment.org/es">http://www.globalcompactselfassessment.org/es</a></li> <li>▪ I compare a commercial business and a social business and point out ways in which they differ and what these differences mean in the day-to-day running of the business.</li> <li>▪ I compare my idea of an enterprise with another that is operating inside or outside the community.</li> </ul>



## COMPETENCES CHAPTER 3: WAYS OF WORKING (2 OF 2)

STAGE 1	AREA OF COMPETENCE	Competence further explanation & descriptors: <b>ORGANIZATION AND USE OF LOGICAL, INTUITIVE, CRITICAL AND CREATIVE NARRATIVE THROUGH SOCIAL NETWORKS</b>	SELF-ASSESSMENT ACTIVITIES
Development of systemic management skills	Systemic management of the social enterprise	<p><b>The market and marketing</b></p> <ul style="list-style-type: none"> <li>▪ I identify other social entrepreneurs to complement the services, products or concepts that I am offering.</li> <li>▪ I explore the badging of products, services and concepts that I am offering so as to be able to access the market.</li> <li>▪ I consider the best reasonable price to guarantee short and medium term viability.</li> </ul> <p><b>Ethical standards</b></p> <ul style="list-style-type: none"> <li>▪ I keep informed about the standards for health, safety, work, environment that have to be met.</li> <li>▪ I check that the resources that I am using meet ethical standards of production.</li> <li>▪ I am aware of the importance of sustainability in the supply chain.</li> </ul> <p><b>Raising investment and crowdfunding</b></p> <ul style="list-style-type: none"> <li>▪ I put together strong robust arguments to secure funds and sign up potential investors.</li> <li>▪ I know the background of the person or organisation who wants to invest in the social enterprise and behave accordingly.</li> <li>▪ I link up with other social enterprises to secure better wholesale prices.</li> </ul> <p><b>Model of investment and income</b></p> <ul style="list-style-type: none"> <li>▪ I know the advantages and disadvantages of different types of investment.</li> <li>▪ I am aware of the risks that the investment entails.</li> <li>▪ I diversify my income streams putting together my services, products and concepts with others.</li> </ul> <p><b>Legal aspects</b></p> <ul style="list-style-type: none"> <li>▪ I look into the different fiscal and tax regulations that I have to meet.</li> <li>▪ I know what types of licence I need to hold.</li> <li>▪ I know what sort of patent or intellectual property rights I need for the services, products and ideas in accordance with the values of my organisation.</li> </ul> <p><b>Teamwork</b></p> <ul style="list-style-type: none"> <li>▪ I trust the team with which I launch the idea as a project or enterprise.</li> <li>▪ I know the strengths and weaknesses of my team and speak about it openly in such a way as to make up for any deficiencies that might need addressing.</li> <li>▪ I identify the skills and training that the team will need in order to create, develop and innovate with the service, product or project.</li> </ul> <p><b>Cost structure and reinvestment</b></p> <ul style="list-style-type: none"> <li>▪ I have worked out the original level of investment and costs required to launch the enterprise.</li> <li>▪ I identify the fixed and variable costs of the activity as it develops.</li> <li>▪ I work out the price per unit of the product or service and the profit margin.</li> <li>▪ I reach agreement with the team as to where the surplus will be reinvested.</li> </ul>	As above in previous chart.



## COMPETENCES CHAPTER 5: ICT - EFFECTIVE PRACTICES (2 OF 2)

STAGE 1	AREA OF COMPETENCE	Competence further explanation & descriptors:  <b>ORGANISATION AND USE OF LOGICAL, INTUITIVE, CRITICAL AND CREATIVE NARRATIVE THROUGH SOCIAL NETWORKS</b>	SELF-ASSESSMENT ACTIVITIES
Developing communicational skills for social media	<b>Effective practice in social media communication</b>	<p>Have a clear understanding of how to maximise the use of social media in building and engaging community:</p> <ul style="list-style-type: none"> <li>▪ I am able to embed SSE values in all communication through social media.</li> <li>▪ I exercise active listening to find out what stakeholders' interests and motivations are.</li> <li>▪ I can break strategic plans down to enable others to collaborate.</li> <li>▪ I can acknowledge people's contribution in appropriate ways.</li> <li>▪ I can communicate complex issues in ways that motivate people to action.</li> </ul> <p><b>Education for change</b></p> <ul style="list-style-type: none"> <li>▪ I can place key current educational issues in mainstream virtual discussion.</li> <li>▪ I can promote critical thinking, suggesting current development issues for constructive debate.</li> <li>▪ I am able to promote positive behavioural change through the use of social media.</li> </ul> <p><b>Democratic participation</b></p> <ul style="list-style-type: none"> <li>▪ I can find innovative ways in which people can participate in on-line communities.</li> <li>▪ I encourage students to have a say in political and social issues through social media.</li> <li>▪ I can coordinate action on social or political issues: demonstrations, petitioning, environmental action</li> </ul> <p><b>Accountability</b></p> <ul style="list-style-type: none"> <li>▪ I am committed to reporting all facts that are relevant to stakeholders/students/staff.</li> <li>▪ I am open to ask for and give genuine feedback to students/staff/stakeholders.</li> <li>▪ I am open to engage stakeholders/students/staff in improving an educational product or service.</li> </ul> <p><b>Advocacy</b></p> <ul style="list-style-type: none"> <li>▪ I am well informed about the human rights I advocate.</li> <li>▪ I can motivate others in advancing activism for a social, political or cultural causes.</li> <li>▪ I am aware of some obstacles (e.g. political, social) to the change I am advocating.</li> </ul> <p><b>Ethical branding</b></p> <ul style="list-style-type: none"> <li>▪ I am able to position myself ethically regarding the offer of a specific training service or product</li> <li>▪ I am committed to promoting visibility of causes such as fair trade, traidcraft, fairphone, etc.</li> <li>▪ I can develop a distinctive identity showcasing the values of my organisation through branding.</li> </ul> <p><b>Fundraising &amp; crowdfunding</b></p> <ul style="list-style-type: none"> <li>▪ I can build strong and convincing arguments for asking for funding and/or investment.</li> <li>▪ I am able to attract social investors through innovative and effective socially entrepreneurial ideas.</li> <li>▪ I am able to keep relationships with donors and supporters from a win-win perspective.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I create a communication strategy using social media.</li> <li>▪ I manage a blog to promote the exchange of ideas, proposals around a specific theme to raise students' awareness before deciding on their course of action.</li> </ul> <p>I study webpages for evidence of effective practice in social media use, such as:</p> <ul style="list-style-type: none"> <li>» care.org</li> <li>» conservation.org</li> <li>» eqca.org</li> <li>» malarianomore.org</li> </ul> <p>For fundraising</p> <ul style="list-style-type: none"> <li>» healthbay.org</li> <li>» nrdc.org</li> <li>» pih.org</li> <li>» savethechildren.org</li> </ul>



## COMPETENCES CHAPTER 5: ICT - EFFECTIVE PRACTICES (2 OF 2)

STAGE 1	AREA OF COMPETENCE	Competence further explanation & descriptors:  <b>ORGANISATION AND USE OF LOGICAL, INTUITIVE, CRITICAL AND CREATIVE NARRATIVE THROUGH SOCIAL NETWORKS</b>	SELF-ASSESSMENT ACTIVITIES
<b>Developing social media literacy</b>	<b>Social media use</b>	<p>The practical knowledge and understanding of the use of diverse social media:</p> <p><b>The nature of social media</b></p> <ul style="list-style-type: none"> <li>▪ I understand social media's political efficacy and utility.</li> <li>▪ I can access websites which give practical tips for specific social media use.</li> <li>▪ I know how to select the appropriate social media for specific purposes.</li> </ul> <p><b>Focused on virtual actions</b></p> <ul style="list-style-type: none"> <li>▪ I am able to launch virtual campaigns raising awareness about unfair situations calling for specific action.</li> <li>▪ I promote collaborative learning in the use of diverse social media.</li> <li>▪ I am able to find, adapt and present information from a variety of sources concisely and logically in a variety of media (text, image, video), focusing on key points.</li> <li>▪ I can use language and images which promote engagement, interaction, and action in the real world.</li> </ul> <p><b>Convey ideas and facts in writing and image</b></p> <ul style="list-style-type: none"> <li>▪ I can compose clear, direct, concise and complete messages</li> <li>▪ I can use images to reinforce messages</li> <li>▪ I am able to present information clearly, concisely, and logically, focusing on key points.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I make a list of software or apps which can support building and engaging community.</li> <li>▪ I analyse the success of the citizen movement <a href="http://avaaz.org">avaaz.org</a> and its use of social media.</li> </ul> <p>Study the use of Twitter in organisations such as the following and analyse why their use is successful</p> <ul style="list-style-type: none"> <li>» <a href="https://twitter.com/feedingamerica">twitter.com/feedingamerica</a></li> <li>» <a href="https://twitter.com/hrs">twitter.com/hrs</a></li> <li>» <a href="https://twitter.com/fairphone">twitter.com/fairphone</a></li> </ul>



## COMPETENCES CHAPTER 6: SOCIAL CAPITAL (1 OF 2)

STAGE1	AREA OF COMPETENCE	Competence further explanation & descriptors <b>INTEGRAL UNDERSTANDING OF SOCIAL CAPITAL IN THE SOCIAL AND SOLIDARITY ECONOMY</b>	SELF-ASSESSMENT ACTIVITIES
<b>Weaving and strengthening social capital into inter-cooperation</b>	<b>Social Capital: knowledge, values and attitudes</b>	<p>Gain an integral understanding of the role and the levels of social capital in the creation and sustainability of a social and solidarity economy, I should:</p> <p><b>Individual Social Capital</b></p> <ul style="list-style-type: none"> <li>▪ Invest time in developing my intrapersonal intelligence: being reflective and aware.</li> <li>▪ Consider myself a highly resilient person.</li> <li>▪ Accept and learn from my own mistakes.</li> <li>▪ Seek opportunities to find and understand other interests, needs and motivations.</li> <li>▪ Cultivate and show empathy and compassion, for myself and others.</li> </ul> <p><b>Organisational Social Capital</b></p> <ul style="list-style-type: none"> <li>▪ Create links and bridges between the interest groups with which I work.</li> <li>▪ Create and encourage horizontal relationships within my organisation.</li> <li>▪ Find alternatives to the problems and challenges of my work group and organisation.</li> <li>▪ Sustain energy and optimism within working teams.</li> <li>▪ Create trust between my work colleagues and the interest groups with which I work.</li> <li>▪ Be a facilitative and inclusive leader to cultivate and develop the social capital of the organisation.</li> </ul> <p><b>Community Social Capital</b></p> <ul style="list-style-type: none"> <li>▪ Create trust within the various interest groups in the community.</li> <li>▪ Encourage the creative use of scarce resources for the benefit of the greatest number of people.</li> <li>▪ Try to counteract the negative impact of social capital within the community.</li> <li>▪ Fight for equality of opportunities and treatment within my community.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I map the key interest groups near the University.</li> <li>▪ I organise regular informal meetings to bring people together.</li> <li>▪ I organise a library for “sharing” objects from and for the community, thus building a bridge between the University and the community.</li> <li>▪ I explore why and how social entrepreneurs can seek and acquire the relevant dimensions of social capital.</li> </ul>



## COMPETENCES CHAPTER 6: SOCIAL CAPITAL (2 OF 2)

STAGE 1	AREA OF COMPETENCE	Competence further explanation & descriptors <b>INTEGRAL UNDERSTANDING OF SOCIAL CAPITAL IN THE SOCIAL AND SOLIDARITY ECONOMY</b>	SELF-ASSESSMENT ACTIVITIES
<b>Weaving and strengthening social capital into inter-cooperation</b>	<b>Evidence and indicators of social capital</b>	<p>Clearly understand how to design relevant and appropriate indicators to demonstrate the change and impact of social capital of social and solidarity organisations according to:</p> <ul style="list-style-type: none"> <li>▪ The obligations and expectations of social entrepreneurs.</li> <li>▪ Trust building.</li> <li>▪ Shared norms and behaviours.</li> <li>▪ Shared commitment and belonging.</li> <li>▪ Formal and informal social networks.</li> <li>▪ Reciprocity and mutuality.</li> <li>▪ Dependability.</li> <li>▪ Effective information channels.</li> </ul> <p>To identify the negative use and effects of social capital at its various levels, such as:</p> <ul style="list-style-type: none"> <li>▪ Corruption.</li> <li>▪ Abuses of power.</li> <li>▪ Mistrust.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I create a list of key indicators for each of the forms of social capital specified for social and solidarity economy organisations.</li> <li>▪ I illustrate the variety of effects, impacts, uses and obstacles of the different forms of social capital.</li> <li>▪ I bring the community together to speak openly about the negative effects and uses of social capital and how to address them.</li> </ul>





# COMPETENCES CHAPTER 7- SOCIAL RESPONSIBILITY AND TRANSFORMATION (1 OF 2)

STAGE 1	AREA OF COMPETENCE	Competence further explanation & descriptors <b>KNOWLEDGE, EXPLORATION AND UNDERSTANDING ABOUT VALUES AND ATTITUDES WITHIN THE SOCIAL RESPONSIBILITY AND TRANSFORMATION FIELD</b>	SELF-ASSESSMENT ACTIVITIES
<b>Developing attitudes and abilities for social transformation and responsibility</b>	<b>Social Responsibility and Transformation (SRT)</b>	<p>Develop a holistic understanding about the political, social, cultural and environmental responsibility and transformation of universities and social enterprises towards:</p> <p><b>Individual transformation:</b></p> <ul style="list-style-type: none"> <li>▪ I am proactive in making my own work meaningful and aligned to my values.</li> <li>▪ I use my influence and power appropriately to promote opportunities for others to engage in work that is meaningful to them.</li> <li>▪ I am aware of the importance of a healthy work and life balance.</li> </ul> <p><b>Community well-being</b></p> <ul style="list-style-type: none"> <li>▪ I encourage collaborative and participatory decision making processes within my community.</li> <li>▪ I confront discrimination and unfairness against individuals based on human rights.</li> <li>▪ I create opportunities for students to work with communities in finding solutions to problems identified by communities themselves.</li> </ul> <p><b>Care for environment</b></p> <ul style="list-style-type: none"> <li>▪ I promote positive behavioural change towards care for environment within the organization.</li> <li>▪ I promote critical awareness of the potential benefit/harm of the use of technology to the environment.</li> <li>▪ I consider and assess my 'footprint' in relation to all aspects of my subject discipline.</li> </ul> <p><b>Economic sustainability</b></p> <ul style="list-style-type: none"> <li>▪ I foster practices with students to improve the products and services of social enterprises.</li> <li>▪ I can direct students to opportunities for ethical financial literacy and management training.</li> <li>▪ I am committed to reporting corrupt practices in the use or non-use of resources.</li> </ul>	<ul style="list-style-type: none"> <li>▪ With other teachers, write an essay about how your university and social and solidarity economy organisations of different sectors manage the four dimensions of SRT.</li> <li>▪ I organise an exhibition with students to show the SRT in action.</li> <li>▪ I organise a forum to promote improvements in relation to SRT and the University.</li> <li>▪ I make myself aware of how the students perceive their contribution to the SRT in the university.</li> <li>▪ I invite social entrepreneurs to talk about their SRT strategy, challenges and accomplishments</li> </ul>



## COMPETENCES CHAPTER 7 - SOCIAL RESPONSIBILITY AND TRANSFORMATION (2 OF 2)

STAGE 1	AREA OF COMPETENCE	Competence further explanation & descriptors  KNOWLEDGE, EXPLORATION AND UNDERSTANDING ABOUT VALUES AND ATTITUDES WITHIN THE SOCIAL RESPONSIBILITY AND TRANSFORMATION FIELD	SELF-ASSESSMENT ACTIVITIES
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Developing attitudes and abilities for social transformation and responsibility</p>	<p><b>Creation and demonstration of evidence of SRT)</b></p>	<p><b>Creat and demonstrate evidence for social responsibility and transformation</b></p> <ul style="list-style-type: none"> <li>▪ I understand why, how and when evidence of change brought about by an organisation might be useful or necessary.</li> <li>▪ I understand which approach to demonstrating impact is relevant to stakeholders.</li> <li>▪ I know where to find specific information about qualitative and quantitative methods to gather evidence.</li> <li>▪ I understand the relevance and appropriateness of gathering qualitative and quantitative evidence regarding the changes brought about by the organisation in the following fields:                             <ul style="list-style-type: none"> <li>» People’s awareness</li> <li>» People’s behaviour</li> <li>» People’s attitudes</li> <li>» People’s performance</li> <li>» People’s well-being</li> </ul> </li> </ul>	<p>I list the aims I wish to achieve through my post in relation to:</p> <ul style="list-style-type: none"> <li>▪ People’s awareness</li> <li>▪ People’s behaviour</li> <li>▪ People’s attitudes</li> <li>▪ People’s performance</li> <li>▪ People’s well-being</li> </ul> <p>I develop relevant indicators and their definitions to demonstrate evidence of your effectiveness.</p> <p>I develop a plan to improve the evidence for change in relation to the social responsibility and transformation of the university.</p>

