

# LEARNING TOOL using global learning<sup>1</sup> methodology

About Ground Up project

- + Purpose!!! COPY TEXT WRITTEN IN LJUBLJANA

Link to the site with methodology

## 1. ABOUT SOCIAL ECONOMY

Social economy is not commonly defined term yet, since it takes different forms in different countries, but its purpose is the same everywhere - achieving better quality of life for people involved with a social economy organisation, whether they are employed by the organisation or are using the organisation's products or services.

**Example of a definition: Definition of Social Solidarity Economy (SSE) according to RIPESS<sup>2</sup> members** (Extract of the [Global Vision for a Social Solidarity Economy: Convergences and Differences in Concepts, Definitions and Frameworks](#), paper released by RIPESS in 2015 as part of a process of dialogue conducted between the continental member networks since 2013): *The Social Solidarity Economy is an alternative to capitalism and other authoritarian, state- dominated economic systems. In SSE ordinary people play an active role in shaping all of the dimensions of human life: economic, social, cultural, political, and environmental. SSE exists in all sectors of the economy production, finance, distribution, exchange, consumption and governance. It also aims to transform the social and economic system that includes public, private and third sectors. SSE is not only about the poor, but strives to overcome inequalities, which includes all classes of society. SSE has the ability to take the best practices that exist in our present system (such as efficiency, use of technology and knowledge) and transform them to serve the welfare of the community based on different values and goals. SSE seeks systemic transformation that goes beyond superficial change in which the root oppressive structures and fundamental issues remain intact.*

There are several international documents talking about social and solidarity economy, but here are the two most important:

- UN resolution on Social and Solidarity Economy - [link](#)
- Social Economy Action Plan prepared by European Commission - [link](#)

The social economy business models aim at reinvesting most of the profits back into the organisation and/or a social cause, and having a participatory/democratic form of governance. Social economy is known to be anchored at local level and to foster socio-economic cohesion by promoting values such as solidarity, participation and cooperation. Social economy business models operate in a large variety of economic sectors and are therefore linked with other industrial ecosystems.

Social and solidarity economy organisations can take different forms, such as social enterprise, cooperative, maybe even some associations, institutes or NGOs.

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<sup>1</sup> Global learning is a critical analysis of and engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability.

<sup>2</sup> <https://www.ripest.org/what-is-sse/what-is-social-solidarity-economy/?lang=en>

## 2. FACTS ABOUT SOCIAL (GLOBAL) ECONOMY

There are 2.8 million social economy enterprises, representing 10% of all businesses in the EU. Almost 13.6 million people – about 6.2% of the EU's employees – work for social economy enterprises. On top of the paid workforce, social economy mobilises volunteers, equivalent to 5.5 million full-time workers. Social economy accounts for 8% of the EU's GDP. Up to 160 million people in Europe are members of social economy enterprises (mostly retail, banking and agricultural cooperatives, as well as mutual societies offering services complementary to social security regimes).

## 3. ABOUT ENTREPRENEURIAL ECOSYSTEM

Video: <https://youtu.be/aTo0qtdVMpM>

Each business that is founded needs some support from the community, where the business is started. Usually, they start with thinking which problem or need of the community they are solving, but to do this they need to prepare a business plan, which also includes answers to questions like, where they will find initial financial investment, who can help them with legal matters, how they will organise processes, how many additional workers do they need and what skills should they have, where the location will be, do they need any permits etc.

More about global learning methods: <https://www.humanitas.si/what-is-global-education/>

THE WORKSHOP and some hints

**Workshop name:** GROUND UP - social entrepreneurship for resilient cities

**Field:** Consumption and production

**Purpose of the workshop:** Reflection on the business models and supporting systems that enable development of social business models.

**Description:**

**Target group:** young adults and adults (from 16 years on)

**Duration:** approximately 90 minutes

Possible connection to school subjects: **????**

Introduction into the activity: **10min (10 min)**

Why are we doing the workshop?

- SEE as solution to societal problems - social economy enterprises contribute to the employment, social cohesion, regional and rural development, environmental protection, consumer protection, agricultural, third countries development, and social security policies. You can learn more in the video here: <https://youtu.be/aTo0qtdVMpM>

- What is today's plan?
  1. Quick introduction of SEE sector
  2. Brainstorming ideas
  3. Introducing: Role play
  4. Round table with role play
  5. Reflection
  6. Round off
- Questions?

### **15 min (25 min) ☐ Plenum: Idea-generation**

After a quick introduction of the workshop, we try to get as many ideas from the group. Ask the group questions and try to get them to come up with ideas. We propose using these questions:

- Are you a consumer yet? Do you buy things?
- Do you think that what you are buying is good for the environment and for the people - do any of the things you buy include exploitation of the environment or people and violations of human rights?
- Do you think you should stop buying things or is there another solution?
- What can businesses do in order to supply you with products and services not including exploitation?
- Do you know of any business that can assure you there is no exploitation included?
- Can a business put priority on non-exploitation or is it its goal to make profit, no matter what?

**GOAL of this discussion** is to make the group realise that what we need is an impact-driven business.

HINT: use a blackboard to write down the answers if the group is talkative. If the group is not talkative, try giving them blank post-its and let them write their thoughts on them. Then collect them and read them out loud.

### **30min (55 min ) ☐ Role play method ☐ everyone is a part of the ecosystem discussion in the separate groups**

Now, that we know we know that we need an impact-driven business. We need to start talking about the support for this kind of business. There are a lot of factors that influence a new business and there should be enough support from the community, municipality and the state, if we want a person or a group to start forming an impact-driven business. Now is the time to determine what this support should be (using the Ground Up methodology frame).

**GOAL:** All the representatives agree on what their end role in the ecosystem is. They need to promise at least one thing they will do as a part of the ecosystem to make the ecosystem better.

- Tasks: prepare the participants for what they're about to do
  - Inform about ecosystem for (social economy) - you can use pillars and indicators

from the Ground Up methodology

- Put participants in smaller groups. You will need 8 to 10 small groups or couples
- Give each small group one role one (look at the list of roles below)
- Each group should look at what its role can do to support the start of an impact-driven business. Each group also gets hints on which indicators to look at and use an argument in further discussions.
- After each group has prepared its arguments, representatives of all the groups meet in a moderated discussion and they have to come up with an idea of how an ecosystem for an impact-driven business (social and solidarity economy organisation) in their community would look like.

ROLE	DESCRIPTION OF THEIR TASKS IN THE ECOSYSTEM	INDICATOR FROM THE METHODOLOGY - they can quickly check, what is missing in their country/community
<i>MODERATOR</i>	A person who moderates the discussion of different stakeholders. He/she sets the rules of the discussion and tries to give each representative enough time to present their propositions and arguments and at the end tries to get promises from each stakeholder.	
Entrepreneur	Entrepreneurs sense a problem in society and have an idea for a solution to this problem. They prepare a business plan in which they determine a business model with which they are going to implement. Since they are social entrepreneurs, they make a model, where the quality of life of all involved (the employees and the users of their service or product) is more important than making a profit. Keep in mind that the model needs to be profitable if it wants to be sustainable, but the profit made should stay within the organisation and used for development and investments. And this profit should not be made from higher prices than they need to be.	<p><u>Pillar</u>: Quality of life</p> <p><u>Area</u>: Socio-economic situation</p> <p><u>Indicators</u></p> <ul style="list-style-type: none"> <li>- Measuring the size of a country's <b>economy</b>: What is the GDP per capita</li> <li>- Measuring the country's <b>inequality of income</b>, check out: What is the GINI index?</li> <li>- What is your country's <b>poverty rate</b>?</li> <li>- Measuring the country's <b>Human Development</b>: What is the HDI (Human Development Index)?</li> <li>- Option: add PHDI. PHDI is a combination of the HDI with the P in front for 'Planetary pressure'. It's an experimental index that adjusts the HDI for the <b>pressure people make on the planet</b>: What is the PHDI?</li> </ul>
Network organisation	An organisation that connects (social) entrepreneurs and helps them with	<u>Pillar</u> : Support Systems

	<p>their businesses. It organises needed training, it advocates for better conditions for the entrepreneurs and additional financial stimulations. Usually, they are member organisations working for the benefits of their members. Its boards are elected democratically and all members can have a say in the governance of the organisations. They can also represent their members in negotiations with the government or act as a promoter of the activities of their members.</p>	<p><u>Area:</u> Existence of legal framework <u>Indicators</u></p> <ul style="list-style-type: none"> <li>- What is the country's law of <b>social entrepreneurship</b>? And, what year was it adopted? <ul style="list-style-type: none"> <li>- If it doesn't exist - who is lobbying for it?</li> </ul> </li> <li>- What is the law of <b>taxation</b>?</li> </ul> <p><u>Area:</u> Documents supporting SE <u>Indicators:</u></p> <ul style="list-style-type: none"> <li>- What other documents, that are not law, but support SE exist in the country?</li> </ul>
State (Ministry)	<p>The state (usually one of the ministries) take charge of of the legislation that needs to be provided as a frame for (social) businesses to occur and be able to function properly in a society. The state also prepares a strategy for the development of these kind of businesses in the society and decides on the measurements with which they can help social businesses to appear, develop and thrive. Usually, they provide appropriate legal frame (laws), financial support and also support in the form of education and promotion.</p> <p>States can also buy products or use services of social businesses.</p>	<p><u>Pillar:</u> Funding and capital access</p> <p><u>Area:</u> Public spending <u>Indicators</u></p> <ul style="list-style-type: none"> <li>- What are the number of existing <b>sources of funding</b> available for SE from public donors (list programmes and funds)?</li> <li>- What is the % of the country's total budget <b>spending on SE</b>? <ul style="list-style-type: none"> <li>- If no SE-spending, look into SME (small and medium-sized enterprises) and Start-ups</li> </ul> </li> </ul> <p><u>Pillar:</u> Support Systems</p> <p><u>Area:</u> Existence of legal framework <u>Indicators</u></p> <ul style="list-style-type: none"> <li>- What is the country's law of <b>public procurement</b>? <ul style="list-style-type: none"> <li>- Procurement refers to the purchase by governments and state-owned enterprises of goods, services and works.</li> </ul> </li> </ul>
Municipality	<p>Municipalities are the ones solving local problems and social businesses can help them with the task, so it is the municipality's responsibility to help social business in the local</p>	<p><u>Pillar:</u> Support Systems</p> <p><u>Area:</u> Intermediaries and networks <u>Indicators:</u></p> <ul style="list-style-type: none"> <li>- What <b>networks</b> of social</li> </ul>

	<p>community to develop. They can provide them with different sorts of support - free or subsidised spaces, finding the right locations for the social business, municipal funding of the trainings, business development and/or promotion of the social businesses in the community. Municipalities can also buy products or use services of social businesses.</p>	<p>enterprises exist in the country?</p> <ul style="list-style-type: none"> <li>- If none exist; any other networks that could be relevant? E.g. startups, fairtrade, SME?</li> <li>- What <b>SE-supporting organisations</b> exist? <ul style="list-style-type: none"> <li>- Hubs</li> <li>- Incubators</li> <li>- Accelerators</li> <li>- Resource centres for SE (SME and/or startups)</li> <li>- Other?</li> </ul> </li> <li>- What types of <b>non-formal education</b> programs are there?</li> <li>- What types of programs in <b>formal education</b> and training are there?</li> </ul>
Workers (human capital, skills)	<p>Businesses are built and developed and sustained by people who are working every day to produce a product or provide a service. They need to be properly trained and motivated to do the best they can. But they can also help improve the product or service or even the business model. In order for a business to thrive it needs to employ or include the people with the right sets of skills or have tools in place for people to be trained appropriately. And people need to be prepared to learn always.</p>	<p><u>Pillar:</u> Human capital</p> <p><u>Area:</u> Demographic</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> <li>- What is the structure of population within local community, including number of youth, age of the population, sex, ethnicity, rural/urban</li> </ul> <p><u>Area:</u> Labour force</p> <p><u>Indicators:</u></p> <ul style="list-style-type: none"> <li>- Xx</li> </ul>
Financial institutions	<p>Any business needs financial help to start or to develop and financial institutions (like banks) are one of the most important sources for getting the needed funds (loans). But they can also be reluctant to help with funding a different kind of business, because the success of these businesses cannot be measured in the same way as an ordinary business. Financial institutions must find suitable ways to be able to support social business in the future - either demand better legislations or better guarantees from the state or get additional training for</p>	

	its employees. And consequently develop products suitable for funding social businesses.	
Education	Formal and informal education are two ways of getting appropriate information about impact-driven business and business in general. Since starting and running a business is not an easy task, educational institutions and organisations organising informal education in the field of SSE should allocate more resources to these topics. If we want social businesses to flourish, the managers and employees of these businesses need enough knowledge and skills. And these can be gained by classes in high schools, whole programmes at the universities, informal learning organised by NGOs etc. Just as long as the knowledge is available and can be attained by anybody.	
<i>MEDIA PERSON (TEAM)</i>	Media persons follow the discussions in groups and at the round table and prepare a report on what was going on, what was the conclusion and what will change in the future in the ecosystem for starting and developing social economy locally or nationally.	

#### TO DELETE

- Introduce moderator's role

#### Roles

- Moderator in the next phase (round table) – take notes
- Media team (observe + take notes)
- Human Capital
  - People searching for jobs (workforce)
  - % people of work
  - Potential social entrepreneurs (creating the product)
- Support system
  - Civil servants (making the laws)
  - What are the laws?
  - Umbrella networks
- Quality of live
  - Consumers (buying the products) → instead of Consumer = active citizen
- Funding and capital access

- Public
- Private
- Charity

### Questions to explore

- What is the end price?
- What are the needs?
- What can we do to solve the social problem(s)?

### 25 min (80 min) ☐ Round table - discussion between the groups - important: limited time!!!

- One of the participants = moderator
- Groups sit together in their roles and discuss, how they will improve the ecosystem
- The media tema listens and takes notes in order to report afterwards (5 min)

### Explore

- How can *you* contribute to the SSE-sector developing (in your local community)?
- What should *other* “roles” do?

### 10 min (90 min ) ☐ Reflection on how different parts practice/have AND Round off

- Power
- Influence

### Focus

- Facilitate
  - Getting *out* of the roles
  - Discussion on the experience

☐ What has been said in the WS?

*Everybody needs a support system ☐ social economy is important not just for you*

- Today we went through the same process as many other young people around the world have been through ☐ show 3 min. video of examples from around the world

### Discussion

- How much damage are companies [think about formulation/business] doing to society?
- Introduce: there's different way of doing business ☐ impact ☐ people, planet, profit (used socially responsible)

### Further interest – work for teachers to build on

- Ecosystem
- Resilient city
- UN resolution
- SGD's suggestion
  - 4: Quality of education
  - 8: Economic Growth and Decent Work
  - 9: Innovation and infrastructure
  - 11: Sustainable Communities



- 12: Sustainable Consumption and production
- 17: Global Partnerships

ADDITIONAL USEFUL LINKS: