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## TRAINERS IN ACTION

### Pilot trainings to innovate the vocational education and training towards a sustainable local development

#### Italian Pilot Training of the project Erasmus+VET

#### *"Strengthening VET trainers' competencies and skills" 2018-2021*

## COMO AREA

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### Introduction to the training materials

The training materials that we developed have been conceived as parts of a broader path. In fact, before using them, it is essential to discuss them with other trainers in the framework of a dedicated workshop or training course. In this way, it would be possible to involve new trainers in our training community, including their understandings and experiences. Therefore, these materials are created with the ultimate recipients in mind, that is boys and girls, but with specific attention to the trainers, their suggestions, and insights.

When creating a collective product that would account for the goal of the project, namely the meeting between Vocational Education and Training and Social Solidarity Economy, the Como group of participants highlighted 3 priorities:

- the importance of working on the motivations of the trainers, creating the conditions for a collective discussion: not to create a predefined kit ready for use, but materials to be assumed, understood, deepened, analyzed with a critical sense;
- the need to firstly review the meaning of some terms and build a new common vocabulary;
- work, reviewing it, on the *project work* as a privileged opportunity to experience the VET / SSE meeting in the field. The PW is a sufficiently complex training tool, able to include some dimensions of the learning process as it occurs in working contexts which have high awareness and control of SSE mode of transition.

This last point needs to be explained. The PW is linked to European Key Competences for Lifelong Learning<sup>1</sup> and the acquisition of Entrepreneurship Competence. Each student is entrusted with a complex task. The student has to develop a project expressed in the execution of phases, processes, achievement of objectives and results typical of a real context: conception, design, observation, research, monitoring, evaluation, production, final presentation.

The questions we started from concerned the trainers of the workshops, the potential internship guests, and the models of their businesses which, in fact, they propose to the pupils they welcome.

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<sup>1</sup> COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning (Text with EEA relevance)  
[https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01))



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What if the boys want to take on the role of *startupper*? And, again, what if they want to create a start-up according to the principles of the ESS, giving a different meaning to words such as **value, commodity, market**? The training material that we have found and examined - the one used by trainers - is generally built on business models inspired by the *mainstream* economy.

Is it possible to propose a path that leaves boys and girls the freedom to appeal to their emotions, needs and desires, and to make business choices that are not predetermined by rigid models? In this way, we approached Project Work as a training methodology inspired by the general principle of *learning by doing* - which shows how, following a learning period, it is possible to carry out a project related to pre-established objectives and real contexts. The starting point of the Project Work is given by the reasons to which the project is called to respond; while the point of arrival is the general objective that concretizes the idea and satisfies it. In the Project Work path, the trainer must ensure that the context facilitates the activity of the students involved and that they - alone or in groups - can develop a project related to real (and ideal!) contexts, indicating objectives and possible solutions whose results are then discussed and analyzed to verify their validity and feasibility.

Therefore, both the learning methods linked to the subjectivities of the students and to the training context are important. The training context is defined as the physical, virtual, imagined space in which for a certain time we interact with the actions, the words of other living beings, the objects present and the processes in progress.

A context that can present itself as<sup>2</sup>

- *formal*, if the situations are foreseen by the institution, structured, defined in terms of learning objectives, times, resources, roles, certificates;
- *non-formal*, if the situations are those of everyday life (in the family, at work, in free time, through the media and the web), unstructured, perhaps intentional, often unpredictable, not certified;
- *informal*, if the situations are structured, intentional, but not institutional (all social, trade union, sports, cultural, recreational associations), not certified.

It will be the combination of all these elements to outline the progress of the Project Work. We know that it is a complex and all-round process. It involves different perspectives (anthropological, linguistic-philosophical, neurophysiological) and different contexts: it is assigned in a formal context, it is valued (i.e., interpreted and realized) in non-formal and informal contexts and monitored and evaluated in a formal context (by tutors and teachers in view of the final exam). Self-assessment - *in itinere* and final - could also constitute a significant *peer education* tool.

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<sup>2</sup> In Italian: su apprendimenti formali, non formali e informali cfr. <https://www.gazzettaufficiale.it/eli/id/2013/02/15/13G00043/sg>



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Given the centrality of this tool, the Project Work is fundamental in the training path imagined by the Como trainers and reported in its entirety below.



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## IN SEARCH OF VALUE

### Training path for trainers

#### VOCATIONAL EDUCATION AND TRAINING – COURSE OF BAKERY AND PASTRY

##### OBJECTIVE:

Encourage trainers to face the challenges of an extraordinary time of economic, social, climatic and pandemic crisis by reorienting the specific contents and meanings of training towards an increasingly widespread, conscious and generative sharing of change, so that young people and girls entrusted to them are oriented towards acting as free and responsible citizens within their communities and capable of rethinking their future and their work according to values and practices of sustainable and solidarity economy.

##### ENGAGEMENT OF THE TRAINER:

- question yourself about your role in this time of crisis and transformation;
- assume and exercise the role of transformation agent;
- collaborate with other trainers - within a wider educating community that involves the territory and its actors - to develop a common thought, responses and proposals for new contents, methodologies and work paths in a research and experimentation dimension;

##### SKILLS TO ACQUIRE / STRENGTHEN:

- *actively listening* to colleagues, students, actors who animate the economic and social processes of your community;
- acquire and practice the *action research methodology* to be able to re-propose it as a process of democratic participation to students and in other contexts
- *mediate, facilitate, accompany* the learning processes aimed at exercising active citizenship and transformative processes for the sustainable and supportive development of local communities.

##### THEMATIC AREAS:

The path is divided into 4 thematic areas strongly connected to each other and which follows an inductive itinerary: it starts from the students, from the reality they live and from what they tend to. In the activities of the **first thematic area (Theme 1)** the trainers are assigned a role which is mainly of listening: "active" listening to the needs and desires of the boys and girls who attend the VET Center.

In the activities of the **second thematic area (Theme 2)** the point of view of the boys and girls is compared with some key words and concepts that certainly enter into their training path, but which are and will be fundamental to their life - not only as aspiring pastry chefs / bakers, but also as young people (now) and citizens. On these the trainer, the teachers of different disciplines are called to confront each other and to deepen meanings and contexts, in order to be able to broaden their perspective together with that of the students in a search as free as possible.



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With the activities of the **third thematic area (Theme 3)** this research will focus, for each student, in an individual search, of a path that will alternate, step by step, knowledge and experience. In this research, trainers are called to accompany young people in the development of capacities, abilities, vocations and responsible citizenship towards themselves and their own community.

The experience - also based on the knowledge acquired - will be the basis of the activity of the **fourth thematic area (Theme 4)** that the trainer will propose, as the final step of an itinerary that must accompany each student in the experience of challenging choices for the future.

## Legenda



Etymology



Insights, sources and bibliographic advice



Training activities for the students

## Theme 1 – Needs and desires

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**OBJECTIVES:** reflect on needs and desires, understand the difference, look at them in a relational context and not just an individual one.

**DESCRIPTION:**

- **The path begins with the experience of the students.** Reflection on their life, on the priorities they have.



**Type of activity:** driven brainstorming **“What do you need to be happy?”**

**Method:** individual participation and collective discussion

**Targets:**

- guide the children in a reflection on their life, on what makes them happy, on what is most important to them
- look at their own priorities and those of their peers
- reflect on the meaning of the words NEED and DESIRE

**Useful materials:** sheets; pens; post it

**Procedure:** boys and girls are asked to write on colored post-it notes: what do you need to be happy? Sort 4 priorities.

**Return:** The results are analyzed together and a pyramid of priorities is built. Together with the children, we will try to investigate whether the priorities they have expressed are needs or desires and if, in turn, they are material or immaterial.

We will then try to reveal the meaning of the words **NEED AND DESIRE**



**NEED:** Middle English *nede*, from Old English *nied* (West Saxon), *ned* (Mercian) ", means originally "violence, force," but also "distress, emergency, danger, fear" – in Italian is **BISOGNO**, from Latin, refers to the meaning of "attention, care, concern", but also of "necessity and impediment". Therefore, the need is an urgent need to be satisfied that can become an obstacle if not listened to.



**DESIRE:** from the Latin *de-sidus* = *lack of stars*. The lack of stars, or good wishes, becomes awareness of a lack and, potentially, a passionate search to fill it.

- The formator, then, can lead the reflection also towards the distinction between needs, desires and products.



**Type of activity:** advertising analysis

**Modality:** working groups, collective comparison

**Targets:** guide the students in a reflection on advertising language: **“what is this really selling?”**

**Useful materials:** computer or smartphone; sheets; pens; selected advertising links or videos

**Procedure:** the students, divided into small groups, analyze the advertising of a product (the trainer will be responsible for selecting some advertisements to ensure the completeness of the task, but also the variety).

The observation is guided by a grid to be filled in:

**Griglia per analisi pubblicità:**

1. OGGETTO DELLA PUBBLICITÀ
2. CONTESTO: tempo e luogo, reale o immaginario, in cui si svolge l'azione
3. SPAZI: ambientazione, oggetti, disposizione, luci, colori
4. TEMPI: durata dello spot e ritmo
5. PROTAGONISTI: persone, animali, oggetti
6. MESSAGGI: verbali, non verbali, gesti, interazioni
7. SONORO: musica o suono/rumore di sottofondo
8. INQUADRATURA: cosa e come viene inquadrato
9. EMOZIONI: sulla scena fra i protagonisti e nello spettatore
10. ASPETTATIVE: dei personaggi e dello spettatore
11. TARGET: a che pubblico di rivolge

**Return:** discussion in plenary: why were those words, images and messages, verbal or non-verbal chosen to advertise this product?

Focus on needs, desires, emotions.



“Bisogni” di Ivan Illich in W.Sachs (a cura di) “Dizionario dello sviluppo”, 1998

- At this point, when the reflection on the different concepts and their use (also in marketing) has started, the trainer will have to focus on two fundamental aspects in the perspective of a Solidarity Social Economy:

1) the importance of considering needs and desires in a context.



**Type of activity:** Interview

**Mode:** working couples

**Targets:** guide the students in a reflection on the link of needs and desires to a specific context (they can vary over time and space).

**Useful materials:** computer or smartphone; sheets; pens;

**Procedure:** the students divided into pairs will interview each other. The starting question is **"what job will you do when you grow up?"**, describe yourself in 10 years: how you are, what life do you lead, what work do you do, what are your desires.

**Return:** discussion in plenary. Common reflection on the things that emerged: pay attention to the sense of devaluation and helplessness that could come out.



**Type of activity:** role-play game **"If I were ...?"**

**Mode:** in pairs

**Objectives:** to guide the students in a reflection on the link of needs and desires to a specific context (they can vary over time and space).

**Useful materials:** computer or smartphone; sheets; pens; role cards (**see Annex 1**).

**Procedure:** Each child receives a role card (we used the cards from the game "Take a step forward", but they can be created by the ad hoc trainer) and must identify with that character. Divided into pairs, the students introduce themselves and try to describe their desires, in particular how they envision their future and which career they wish to pursue.

After a moment of pause, everyone returns to their own shoes and compares the results with those of the previous interview.

**Return:** discussion in plenary. Reflection on what emerged and on how in different situations desires and expectations change.



- 2) the importance of looking at your own needs and desires in relation to those of others and also in relation to a common good



### "BREAD AND WORK" GAME

**Type of activity:** collaborative play

**Mode:** working groups

**Objectives (not to be explicit at the beginning of the game):**

- collaborate to reach a common goal
- experiment and reflect on the value of the relationship

**Useful materials:** 1 sharpener, 1 locked box with 2 blunt pencils and 2 white sheets inside (the contents of the box must be invisible from the outside, to see it you have to open it)

**Procedure:**

- The class is divided into two groups and physically separated, so that it is possible to explain to each group in turn the objective of the game without the other group being able to hear (e.g. by going to another classroom)
- The first group is given a sealed envelope with the objective written inside: "write the words " bread and work " on a white sheet, using only the resources delivered", and the group is given the sharpener and the key, specifying to them that they are not obliged to disclose their resources to the other group.
- The second group is given a sealed envelope with the same objective written in it as the first group, and the group is given the locked box with pencils and papers inside - without revealing the contents of the box, and always specifying that they are not forced to disclose their resources to the other group
- at this point the two groups can find themselves in the same room and start the game: they will try to win and will inevitably begin to relate to each other ... most likely they will begin to follow a competitive logic - if they think about the possibility of collaborating, and if they manage to put this collaboration into practice, they will both win
- pay attention to possible clashes, but allow them to happen: misconduct can also occur (for example groups could steal resources) and these will then be reworked in the restitution... it may be necessary to set a time limit

**Return:** reflection in plenary on the development of the game, some main points:

- strategies that guided the action
- twists
- emotions
- think about the objectives (when did they understand that they had the same goal? everyone is led to think that their own goal prevails over that of the others, and instead maybe we want everything the same ... environmental issue)

## Theme 2 - Value, Goods, Market, Economy

**OBJECTIVES:** re-semantize some basic economic concepts; look at the economy as a historical, social and cultural construction; open towards a social and solidarity perspective, strongly anchored to one's community.

### DESCRIPTION:

- **The path starts from the concept of VALUE** to highlight the multiplicity of meanings that the word assumes and the risk of confusion to which we are subjected.



From the Latin *valor -oris*, der. di *valēre* = having power, importance, capacity and ability, having an intrinsic value, having validity, having a price ...

It is possible to look at the verb TO VALUE as "FEELING GOOD" referring to a double case:

1.As an existential situation → to be

2.As in a situation in which you feel good because you have power (strength, safety, wealth) → to have



"Avere o essere?" di Erich Fromm (1976)

In all cases, the relational nature of the value will be observed, which is such as recognized by oneself and / or by others



**Type of activity:** guided brainstorming

**Method:** individual participation and collective discussion

#### Targets:

- guide the students in a shared reflection on the meanings of a term;
- Promote the participation of all, first at an individual level and then as a group.

**Useful materials:** sheets; pens; chalkboard or billboard

**Procedure:** many prepared sentences are inserted into a box in which the term "**value**" takes on different meanings.

*Ex. Yes, she was a woman of value!; documents without stamps have no value; I own many valuables; that ring has a special value for me; my grandfather received a medal for valor; etc.*

Each child takes turns drawing a sentence and explaining in what sense the term is used. All meanings are noted on the blackboard and the areas of reference are identified.

**Restiturn:** The collected meanings are analyzed and compared with the etymology of the word

It will now be possible to observe together with the students the confusion that is created between the meaning of material and existential value; it will be possible to investigate how this confusion, in the economic sphere, is at the basis of commodification and the process of reification.

It is possible to repeat the reading of the Maslow Pyramid (and reconnect to THEME 1).

- **The path continues with the concepts of GOODS and MARKET** to highlight the multiplicity of meanings that the word assumes and the risk of confusion to which we are subjected.

*(The italian word for GOODS is MERCE, so it is now difficult for me to translate this part...it should be better done by english trainers! 😊)*



Dal latino *mer-cem*, der. di *merère* = toccare in parte, partecipare (dal gr. *meiromai*) e meritare, acquistare, aver parte...

You can look at the verb MERÈRE as "TOUCH IN PART" and "PARTICIPATE, obtaining a double meaning of the word MERCE:

- 1) what can be shared, distributed, participated with others
- 2) what can be sold to others, deserved or purchased by others. In the latter meaning, the goods take on the traits of "merchandise" with an exclusively economic character.

In all cases, the relational nature of the goods will be observed, which is such as it can be shared with others.



The point of view of economic anthropology could be particularly useful in the deconstruction path we have undertaken, since one of the theoretical junctions on which it is based is the assumption that the use value is culturally determined as much as the exchange value. This means that needs are not set not by (natural) necessity but by (cultural) significance, but that it is only within a certain cultural framework that some things acquire a given use value.

Economic anthropology can also help us look at market exchanges as one of the many possible forms of exchange, while avoiding easy dichotomies. "Forme di vita economica. Il punto di vista dell'antropologia" di M. Pavanello (2000)



**Type of activity:** module

**Methods:** 1) brainstorming, 2) role-playing game: "product islands" ("typical" game), 3) restitution and debate, 4) synthesis and re-launch of the trainer,

**Targets:**

- guide the students in a shared reflection on the meanings of a term;
- promote the participation of all, first on an individual level and then on a group level.

**Useful materials:**

- 1) brainstorming: you can use the tools best suited to the class group. You can opt for an electronic tool (Padlet, Mentimeter, etc.) or a blackboard, billboard, post-it, etc.
- 2) role play: "*island cards*" (cards or sheets prepared previously), stationery material;
- 3) return and debate;
- 4) synthesis and re-launch of the trainer: a blackboard (including multimedia), a billboard, post-it notes, etc.

**Procedure:**

1) brainstorming: based on the chosen tool, the word is launched and reactions are asked. At the end of the brainstorming, the facilitator highlights the words and major occurrences and isolated items.

2) role-playing game: "*The island of products*"

Divide the pupils into small groups, each of which is an island inhabitant that produces a certain essential product but which requires the intervention of products from other islands. Students have to actually produce something.

Groups are asked to interact in the production of their products, sharing tools and artifacts ...

It creates a space where groups can interact in sharing.

- 3) restitution and debate: at the end the facilitator asks the students to give back their ideas on the game played: on their products, on sharing... The facilitator tries to make them give a description and definition of the dynamics of exchange / sharing and production. Students are asked if anything has changed with respect to their original idea.
- 4) synthesis and relaunch of the trainer: the trainer collects the ideas and issues that have emerged and on these relaunches a proposal for a solidarity economy.

It will now be possible to observe together with the students the word commodity and market itself is originally open to a dynamic of sharing and not of exclusively monetary exchange.

- **Finally, we come to the concept of ECONOMICS.**

It is always good to start from the ideas that the students have and arrive at a common definition.



**Type of activity:** brainstorming and research

**Mode:** work in small groups (max 3 people)

**Targets:** guide the children in a shared reflection on the meanings of a term;

**Useful materials:** sheets; pens; computer; chalkboard or billboard

**Procedure:**

a. Imagine and write a definition of Economics in which the answers to the following questions emerge:

- **What is the Economy?**

- **What is it for?**

b. Search online for the definition that is closest to the idea formulated by the group

c. Comparison between the definitions in the plenary

It will now be possible to reveal the etymological definition of the word economy



From greek οἶκος (*oikos*), "home" intended as "family goods", ε νόμος (*nomos*), "norm" or "law"

Starting from the meaning of "economy" as housekeeping, also understood as a community / world, it can be seen that the economy presupposes a "government", but:

- Who governs?
- For what purposes?

It is important to point out that:

- 1) Economy is a historical, geographical, cultural and political concept → dynamic and not an absolute concept (it depends on who and how it is governed)
- 2) The economy has to do with choices
- 3) The economy has to do with the distribution of wealth (and therefore of power): fair distribution or not?



"L'economia del bene e del male"  
di T. Sedláček (2012)



**Type of activity:** movement game

**Mode:** group

**Targets:** offer children a visual perception of inequalities in the **distribution of wealth worldwide**

**Useful materials:** billboards; pens or markers; chairs

**Procedure:**

- a. Write and place placards with the names of the 5 continents in different parts of the classroom.
  - b. Ask the students to position themselves under the various billboards in a number proportional to the number of inhabitants per continent they imagine. After they have positioned themselves, the trainer can confirm or correct this proportional division (see the cards provided by the game - **Annex 2**).
  - c. In the center of the classroom there are as many chairs as there are pupils. The chairs represent wealth expressed in GDP.
  - d. The divided children are asked to distribute the chairs by continent based on the perception of the wealth they have in the various countries → each continent must have a certain number of chairs.
- N.B No chair can remain empty, nor no person can remain standing (eg. You can lie down on chairs to occupy them entirely or most will be forced to sit on a chair!)
- is. At the end of the choices made by the students, the trainer will have the task of "governing" the distribution of the chairs based on the actual world distribution of GDP.



Comparison  
between GDOP  
and BES

This game will allow the trainer to deepen the theme of inequalities with the students, providing them with more updated data on rich and poor countries and on inequalities within individual countries. Up to the local context.



**Type of activity:** research

**Modality:** individual or in small groups; in the classroom or at home

**Targets:** deepen the data of one's own context and reflect on the causes of poverty and wealth

**Useful materials:** computers; newspapers; sheets and pens;

**Procedure:**

a. **Research on inequalities in Italy**, the Lombardy Region, the Province and the Municipality: attention to specific indicators such as access to food, income, access to education, health, unemployment, poverty ...

b. Common reflection on the data collected → what are the causes of inequalities in access to goods and services?

It is important to highlight with the students how eliminating inequalities means guaranteeing access to goods and services for everyone, also reflecting how today this is only possible through money and the ability to buy on the market.

If you don't have money then you don't have access? (possible reference to Theme 1 on Needs and Desires)

Once the inequalities and their causes have been analyzed, it can be shown that the main cause is in the WAY OF MAKING ECONOMICS, completely detached from its social purpose → Thus the economy becomes:

- individualism
- competitiveness
- accumulation of wealth



“Critica della ragione utilitaria” di Alain Caillé (1991)

If the economy is the government of a community, regardless of its size, it must belong to everyone: everyone's right to participate in economic life and everyone's duty to contribute to the economic life of the community → ECONOMY AS A SOCIAL ACTIVITY, CONTRIBUTION FOR THE DEVELOPMENT OF ALL AS A COMMUNITY (issues of the common good and active citizenship).

It is important, at this point, to highlight the social purpose of the Economy as aimed at:

- respond to essential, survival needs
- through the production of goods and services
- through work (human and not only, material and immaterial)

- It will then be possible to present the Social Solidarity Economy as a possible choice.



**Type of activity:** video viewing

**Modality:** individual or in small groups;

**Targets:** identify economic values and principles

**Useful materials:** computer or IWB; sheets and pens;

**Procedure:**

[Video OltreConfin](#)

[Iris Bio](#)



Many experiences and realities can be found - among others - on the sites of:

[Ries](#)

[Italia che Cambia](#)

[Comune-info](#)

Vision and collection of impressions on the characteristics of the way of doing economy just seen.

**Restitution:** reflection in plenary.



"La rivoluzione delle reti" (2003) e "Circuiti economici solidali" (2017) di Euclides Andrè Mance

"Utopia in cantiere" (2018) di Solidarius Italia

## Theme 3 – Project work

**OBJECTIVES:** setting up project work within a new cultural framework: defining new premises, giving direction to action, placing oneself in a strategic perspective, thinking about oneself in a context and finally planning on a network within and with a territory.

### DESCRIPTION:

Project Work represents, especially for young people in VET, an opportunity to get in touch with the world of work, to think about themselves professionally in the near future. Therefore, in this process, it becomes an opportunity to verify how much the change of perspective undertaken is affecting the very perception of young people, as an active part of a community, in professional terms, but not only.

If we propose to students to change their cultural and economic imagery, we must be ready to accompany them in acquiring and understanding new information, in identifying connections and relationships within a reality perceived as new and in gradually thinking of themselves as part of this context.



"La pratica dell'aver cura" (2006) e "Per una pedagogia ecologica" (2001) di Luigina Mortari



- **The path starts**, therefore, from the exploration of complexity and from the questioning of one's beliefs, points of view or prejudices, from the possibility of sharing them.



**Type of activity:** role play (with icebreaker function) **The spaceship**

**Mode:** group

**Targets:**

- explore the complexity
- stimulate the acquisition of critical tools
- actively listen, communicate and understand
- collaborate and participate
- solve problems
- acquire and interpret information

**Useful materials:** sheets; pens;

**Procedure:** the game takes place in 3 phases. The first takes place in the classroom and is the game itself, the second represents the phase of collective reflection, the third phase instead takes place at home.

Here ([Qui](#)) is the detailed explanation of the game and its phases.

**Return:** it is important to be aware that when we try to obtain revealing descriptions of other systems with which we interact, we must study our descriptions and our information processing nature.

Becoming aware of a complex context requires boys and girls to be aware of themselves and their work which must be translated, at this point in the journey, into the awareness of their own life and professional project.

- **We therefore continue with a reflection**, within a new framework, on concepts that are important to them such as **entrepreneurship and a spirit of initiative**.



"Creare capacità"  
di M. Nussbaum (2014)



**Type of activity:** guided brainstorming

**Mode:** work in small groups (max 3 people)

**Objectives:** to guide children in a shared reflection on the meanings of a term (citizenship skills)

**Useful materials:** paper, pens, computer, blackboard or billboard

**Procedure:**

- a. imagine and write what **"initiative"** and **"entrepreneurship"** means .....
- b. search online for the definition that comes closest to the idea formulated by the group
- c. confrontation in plenary

At this point it will be possible to reflect on the meaning of "doing business" according to the values and principles of solidarity economy, taking up what emerged in Theme 2.

In particular, two elements must be investigated:

1- The possible forms of economic organization (from the individual company, to the social enterprise, to the cooperative) with a focus on the different internal management solutions.

2- The company's relationship with the area in which it is located: how does this affect the way of doing business?

With these elements you can start a design process in various steps.



**Type of activity: Project work - step 1: business idea**

**Mode:** work in small groups (max 3 people)

**Objectives:** to create a first design framework

**Useful materials:** paper, pens, computer, blackboard or billboard

**Procedure:**

Write the structure of a business idea starting from the essential elements → GENERAL OBJECTIVE, SPECIFIC OBJECTIVES, RECIPIENTS, ACTIONS .....

N.B. The Business Model Canvas could be assumed as a reference framework to be critically adapted (in terms of language and process) and integrated according to the values and principles of the Social Solidarity Economy.



**Type of activity: Project work - step 2: analysis of problems and objectives**

**Mode:** work in small groups (max 3 people)

**Objectives:** to create a first design framework

**Useful materials:** paper, pens, computer, blackboard or billboard

**Procedure:** the project outline is continued, transforming weaknesses into opportunities and strengths, through the **Tree of Problems and Objectives**.

- **At this point** it is important for students to have the opportunity to visit entrepreneurial realities of a different nature, to get to know all parts of the supply chain.

It will therefore be possible to organize visits to companies, both from the Solidarity Economy and municipalities, from the small neighborhood shop to the larger company. The students will interview entrepreneurs and workers to learn more about the choices made: from the supply chain, to the customers, to the relationship with the territory, to the organizational form, to marketing, to the use of technological tools, etc.



**Type of activity: Field visits**

**Mode:** work in small groups (max 3 people)

**Targets:**

- build an interview
- get to know different entrepreneurial realities

**Useful materials:** papers, pens, computers.

**Procedure:** The visits can also be made in different groups, as long as each group reports its experience to the class.

- a) One / two hours in which questions are prepared to be asked in small groups. The questions are taken up together and with the guidance of the trainer a common list is made: the work serves to establish what is important to know about the history of the realities that will be encountered, in particular what are the particular aspects.
- b) Visit
- c) The experience is shared in the classroom. The aspects that distinguish the various realities from the market economy and the solidarity economy are highlighted together (taking up what emerged from the activities previously proposed for THEME 2).

**Return:** It will be important to bring out the motivations underlying entrepreneurial choices that often become life choices from the shared reflection.

Starting from the experiences made and from the testimonies heard, it will be possible, at this point, to enrich one's Project Work with further reflections.



**Type of activity: Project work - Step 3: shared reflection**

**Modality:** individual work and return to plenary

**Targets:**

- plan by becoming aware of constraints and possible alternatives
- help children think about themselves in context

**Useful materials:** sheets; pens; computer; chalkboard or billboard.

**Procedure:**

- "referential" dimension: what are your dreams / ambitions? by which people / companies do you feel inspired in making your choices? (write concrete episodes / examples)
- "cognitive" dimension: what is your business idea? of work? what purpose must it have? is it possible to recognize a pattern? (write concrete episodes / examples, perhaps taken from your internship experience)
- the "affective" dimension: what relationships do you have or do you expect with people? with the context? community? (write concrete episodes / examples)
- "procedural" dimension: more difficult, perhaps for a later step - how do you think a company can be able to achieve the expectations you have written? with what strategies? (write concrete episodes / examples)

Restitution: through the construction of a concept map it is possible to highlight how thinking about oneself in a context means putting oneself to the test within a process (step, evolution, change / learning)

In reality, there is no subject who designs and some design objects: rather, there are interactions between subjects who develop processes of construction of projects. Whenever you think about a project it is necessary to remember that every intervention must first and foremost be considered as a meeting between systems. In this sense, all work must take daily life as a privileged reference and must proceed in the sense of searching for meanings that develop in it. Projects are conceived and implemented within "real contexts" of life and therefore it is not possible to limit one's attention only to those variables that can be isolated in the laboratory. Precisely for this reason the design work must emerge from a communicative process between all the interlocutors, between who "designs" and who "is designed". We must think that we are not alone in the territory and that our project and our actions are part of a vast set of other projects and actions. Even if there are no explicit connections and things seem not to be contiguous, we must be aware that they are interrelated and that they influence each other.

## Theme 4 – Marketing

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**OBJECTIVES:** learn to value your work, your product, your supply chain as part of a story.

**DESCRIPTION:**

*“Marketing has nothing to do with what you do anymore,  
but with the stories you tell about what you do”*

(Seth Godin)

**This last path starts from** the information collected by the students, during the field visits, about the communication and marketing choices they have had the opportunity to know.

First of all, you will have the opportunity to reflect, collectively, on the marketing objectives, on the different strategies used by the companies visited, on the concept of value and product that underlie them and on the distinction between needs and desires, on the theme of care (resumption of THEME 1).

The categories of traditional marketing will be analyzed and the students will be asked to complete their Project Work, building a promotional campaign for their business.



**Type of activity: Project work - Step 4: construction of a marketing campaign**

**Mode:** work in small groups (max 3 people)

**Targets:** promote their business idea, their product, their history.

Useful materials: papers, pens, computers, smartphones.

**Procedure:**

The groups are guided by the trainer to identify what is the objective of the campaign, what message is useful to communicate (concepts of history and value), what are the best means to do so (building a relationship with the client rather than "spot").

**Return:** the campaign thus constructed is presented in plenary and together the results are compared with those of the initial activity (in THEME 1).



With the support of the Erasmus+ programme of the European Union.

It is no coincidence that the conclusion of this path leads back to its very beginning. Indeed, the theme of marketing offers the opportunity to rethink the objectives of the economy, to reflect, concept after concept, on the motivations and choices of economic action. It may be interesting then, at the end of everything, to answer the following questions from [www.smarketing.it](http://www.smarketing.it) :

- "the cost of communication: does it increase supply chain costs or impact as little as possible on the final price paid by the customer?
- The description of what you do: is it really frank and sincere? is there something your customer should know?
- your competition: is it against other "little ones" who look like you or are you trying to network with them to compete for shares in the mainstream market?
- do your communicators (agency, professionals, internal resources...) package your advertising for you (delegation) or with you (you are involved in the dialogue with all interested parties)?
- do your messages contribute to the general noise (intrusive, full and repetitive) or are they as simple, short, easy to understand as possible, selectively dedicated to those interested?
- Does the description tell only your product / service or also your upstream process and downstream effects?
- do you trust at least a little in the customer and his ability to discern? help him better understand the qualities of what you do? in short: do you have positive expectations?
- how much are you trying to sell: as much as you can, or are you trying to sell "as many apples as the tree does?"

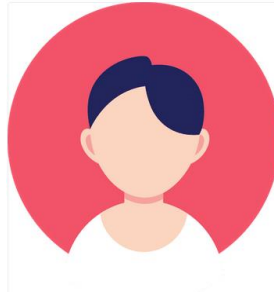
## Annex 1 – Role cards <sup>3</sup>

 <p>Sei un ragazzo cresciuto in una famiglia benestante negli Stati Uniti. All'improvviso, per motivi di salute, tuo padre ha perso il lavoro.</p>	 <p>Sei una ragazza nomade che vive in Francia e non hai terminato la scuola dell'obbligo.</p>	 <p>Sei una ragazza pakistana che lavora 15 ore al giorno in una fabbrica di tappeti.</p>
 <p>Sei un ragazzo nigeriano senza casa e famiglia che vive per strada.</p>	 <p>Sei un ragazzo brasiliano senza casa e famiglia che vive per strada.</p>	 <p>Sei un ragazzo filippino da poco arrivato in Italia, nessuno della tua famiglia ha il permesso di soggiorno.</p>

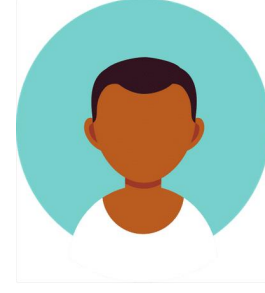
<sup>3</sup> liberamente tratte da "Fa' un passo avanti", Mani Tese (v. "Crescere diritti", Terre di Mezzo Editore)



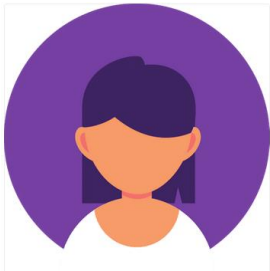
Sei la figlia di un direttore di banca svizzero.



Sei un ragazzo Italiano, vivi a Milano e i tuoi genitori sono disoccupati.



Sei un ragazzo indiano che dall'età di cinque anni cuce palloni da calcio per 12 ore al giorno.



Sei una ragazza italiana che ogni giorno si occupa della casa perché i suoi genitori lavorano fino a tardi.



Sei una ragazza albanese venuta in Italia con una borsa di studio per la danza classica.

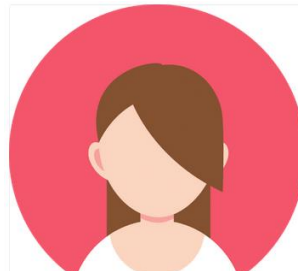


Sei un ragazzo Senegalese e tuo papà lavora in un ufficio governativo a Dakar.

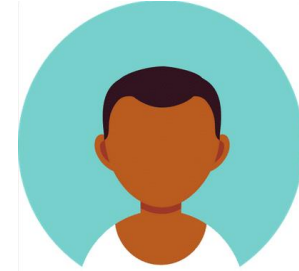




Sei un ragazzo di Cuba e i tuoi genitori sono in cerca di un lavoro stabile.



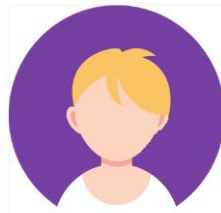
Sei una ragazza italiana e i tuoi genitori sono di origine rom.



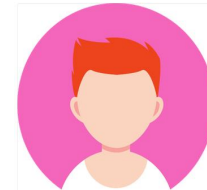
Sei un ragazzo delle isole Bijagos (Guinea Bissau) e fai il pescatore.



Sei un ragazzo di una tribù Maori che vive secondo le tradizioni della sua gente.



Sei un ragazzo che vive a Lampedusa. Non c'è lavoro tranne in estate, quando la tua famiglia guadagna qualcosa con il turismo.



Sei figlio di un imprenditore e segui la tua famiglia nei suoi continui spostamenti per lavoro.



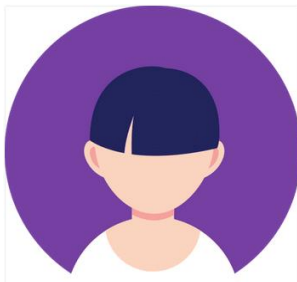
Sei una ragazza cinese, vai a scuola, ma non vedi mai i tuoi genitori perché lavorano fino a tardi.



Sei un ragazzo che dalla nascita non può camminare.



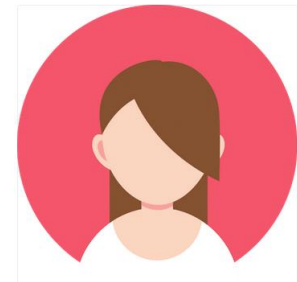
Sei una ragazza algerina che è arrivata in Italia da poco.



Sei un ragazzo cinese che vive in Italia, tuo padre è ambasciatore.



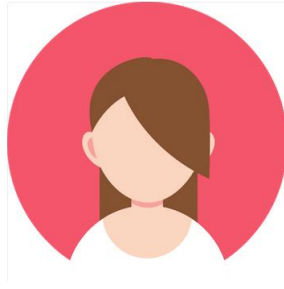
Sei un ragazzo statunitense, ma la tua famiglia ha origini italiane.



Sei una ragazza di 15 anni italiana che dopo la scuola lavora in nero in un laboratorio tessile



Sei un giovanissimo calciatore argentino che gioca in una squadra di calcio spagnola.



Sei una ragazza ipovedente.



Sei una ragazza di un piccolo villaggio del Burkina Faso. Tutti i giorni ti occupi di prendere l'acqua. Questo ti impedisce di frequentare la scuola perché il pozzo è a 2 ore da casa.

## Annex 2 – Chairs game

**DISTRIBUZIONE DELLE PERSONE**

NUMERO DI PERSONE	EUROPA	NORD AMERICA	CENTRO E SUD AMERICA	AFRICA	ASIA E OCEANIA	GIAPPONE DA SOLO	CENTRO AMERICA DA SOLO	OCEANIA DA SOLA	ABITANTI RAPPRESENTATI DA UNA PERSONA
10	1	1	1	1	6	0	0	0	609.222.400
11	1	1	1	1	7	0	0	0	553.838.545
12	1	1	1	2	7	0	0	0	507.685.333
13	1	1	1	2	8	0	0	0	468.632.615
14	1	1	1	2	9	0	0	0	435.158.857
15	2	1	1	2	9	0	0	0	406.148.267
16	2	1	1	2	10	0	0	0	380.764.000
17	2	1	1	2	11	0	0	0	358.366.118
18	2	1	2	2	11	0	1	0	338.456.889
19	2	1	2	2	12	0	1	0	320.643.368
20	2	1	2	3	12	0	1	0	304.611.200
21	2	1	2	3	13	0	1	0	290.105.905
22	2	1	2	3	14	0	1	0	276.919.273
23	3	1	2	3	14	0	1	0	264.879.304
24	3	1	2	3	15	1	1	0	253.842.667
25	3	1	2	3	16	1	1	0	243.688.960
26	3	1	2	4	16	1	1	0	234.316.308
27	3	1	2	4	17	1	1	0	225.637.926
28	3	2	2	4	17	1	1	0	217.579.429
29	3	2	2	4	18	1	1	0	210.076.690
30	3	2	3	4	18	1	1	0	203.074.133
31	3	2	3	4	19	1	1	0	196.523.355
32	3	2	3	4	20	1	1	0	190.382.000
33	4	2	3	4	20	1	1	0	184.612.848
34	4	2	3	4	21	1	1	0	179.183.059
35	4	2	3	4	22	1	1	0	174.063.543
36	4	2	3	5	22	1	1	0	169.228.444
37	4	2	3	5	23	1	1	0	164.654.703
38	4	2	3	5	24	1	1	0	160.321.684
39	5	2	3	5	24	1	1	0	156.210.872
40	5	2	3	5	25	1	1	0	152.305.600
41	5	2	4	5	25	1	1	0	148.590.829
42	5	2	4	5	26	1	1	0	145.052.952
43	5	2	4	6	26	1	1	0	141.679.628
44	5	2	4	6	27	1	1	0	138.459.636
45	5	2	4	6	28	1	1	0	135.382.756
46	5	2	4	6	29	1	1	0	132.439.652
47	6	2	4	6	29	1	1	0	129.621.787
48	6	2	4	6	30	1	1	0	126.921.333
49	6	3	4	6	30	1	1	0	124.331.102
50	6	3	4	6	31	1	1	0	121.844.480

Fonte dei dati: Calendario Atlante De Agostini 2003. Elaborazione dati: Cooperativa Sociale Pangea - Niente Troppa, Roma



With the support of the Erasmus+ programme of the European Union.

## DISTRIBUZIONE DELLE SEDIE

NUMERO DI PERSONE	EUROPA	NORD AMERICA	CENTRO E SUD AMERICA	AFRICA	ASIA E OCEANIA	GIAPPONE DA SOLO	CENTRO AMERICA DA SOLO	OCEANIA DA SOLO	ABITANTI RAPPRESENTATI DA UNA PERSONA
10	3	3	1	0	3	1	0	0	2.981.576
11	4	3	1	0	3	1	0	0	2.710.524
12	4	4	1	0	3	2	0	0	2.484.647
13	4	4	1	0	4	2	0	0	2.293.520
14	5	4	1	0	4	2	0	0	2.129.697
15	5	5	1	0	4	2	0	0	1.987.717
16	5	5	1	0	5	2	0	0	1.863.485
17	6	5	1	0	5	2	0	0	1.753.868
18	6	6	1	0	5	2	0	0	1.656.431
19	6	6	1	0	6	3	0	0	1.569.250
20	7	6	1	0	6	3	0	0	1.490.788
21	7	7	1	0	6	3	0	0	1.419.798
22	7	7	2	0	6	3	0	0	1.355.262
23	8	7	2	0	6	3	0	0	1.296.337
24	8	8	2	0	6	3	0	0	1.242.323
25	8	8	2	0	7	3	0	0	1.192.630
26	9	8	2	0	7	4	0	0	1.146.760
27	9	9	2	0	7	4	0	0	1.104.287
28	9	9	2	0	8	4	1	0	1.064.849
29	9	9	2	1	8	4	1	0	1.028.130
30	10	9	2	1	8	4	1	0	993.859
31	10	10	2	1	8	4	1	0	961.799
32	10	10	2	1	9	4	1	0	931.742
33	11	10	2	1	9	4	1	1	903.508
34	11	11	2	1	9	5	1	1	876.934
35	11	11	2	1	10	5	1	1	851.879
36	12	11	2	1	10	5	1	1	828.216
37	12	12	2	1	10	5	1	1	805.831
38	12	12	2	1	11	5	1	1	784.625
39	13	12	2	1	11	5	1	1	764.507
40	13	13	2	1	11	5	1	1	745.394
41	13	13	3	1	11	6	1	1	727.214
42	14	13	3	1	11	6	1	1	709.899
43	14	13	3	1	12	6	1	1	693.390
44	14	14	3	1	12	6	1	1	677.631
45	15	14	3	1	12	6	1	1	662.572
46	15	14	3	1	13	6	1	1	648.169
47	15	15	3	1	13	6	1	1	634.378
48	16	15	3	1	13	7	1	1	621.162
49	16	16	3	1	13	7	1	1	608.485
50	16	16	3	1	14	7	1	1	596.315

Fonte dei dati: Calendario Atlante De Agostini 2003. Elaborazione dati: Cooperativa Sociale Pangea - Niente Troppa, Roma



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