

GAP ANALYSIS COPE 2020

ITALY

Italy has a long history about non-profit organisations, cooperatives and social enterprises.

Thanks to the Italian Constitution (art. 2, 3, 18, 38, 45 and 118) and Christian values, the associative movement had the opportunity to develop and structure itself during the years, giving rise to associations, voluntary organisations, charities and mutual benefit societies, foundations, cooperatives and social enterprises.

The first cooperative in Italy, a consumer cooperative, was born in 1854 and was named “Magazzino di previdenza”, placed in Torino.

At the end of 2019, the cooperative movement comprehends the following numbers: 79.000 cooperatives, over one 1.800.000 employees and 131 billion € in turnover. The main regions by number of cooperatives are: Sicily (12.094), Lombardy (10.647), Lazio (8.865), Campania (8.805) and Emilia-Romagna (4.786). In particular, the region with the highest number of turnover is Emilia-Romagna (40.680 million €)¹.

For the rank “Top 300 largest cooperative and mutual organisations by turnover/GDP per capita”², in Italy we have: Coop (23°), Conad (26°), Cattolica Assicurazioni (61°), Reale Mutua (67°), Agricola Tre Valli (140°), GESCO (180°), CEF (196°), SACMI (198°), Gruppo ITAS (208°), Granlatte (209°), Unione Farmaceutica Novarese (226°), Coopservice (262°), Banca Popolare di Sondrio (263°), Conserve Italia (279°) and CNS (294°).

Based on the Italian culture and the increase numbers of the cooperative movement, in Italy were born different kinds of organisations of representation, assistance and protection of the cooperative movement and social enterprises, such as: **Confcooperative**³, **Legacoop**⁴ and **AGCI**⁵. Each organisation is member of an important European and international organisation that represents cooperation, contributing to the protection and promotion of this movement.

¹ <https://mk0wwwaicconitmk98w.kinstacdn.com/wp-content/uploads/2021/01/Rapporto-Biennale-Cooperazione-2018-2019.pdf>

² <https://www.euricse.eu/it/publications/world-cooperative-monitor-2020/>

³ <https://www.confcooperative.it/>

⁴ <https://www.legacoop.coop/quotidiano/>

⁵ <https://www.agci.it/>

Confcooperative (Confederazione Cooperative Italiane) was established in 1919 and is one of the biggest confederation that represents the Italian's cooperative movement. In 1947, the Italian law recognised officially the social function of cooperation through the art. 45 of the Italian Constitution. Confcooperative inspires its action on the social doctrine of the Catholic Church and the aim is to represent, assist, protect and audit the cooperative movement. It promotes the development, the growth and the diffusion of the cooperative movement through its regional (22), territorial unions (46), and one in Bruxelles.

Over the years, Confcooperative has implemented a policy sensitive to the needs and changes of the social, civil and economic world. That allows the constant increase of members. In 2019 the Confederation is composed by **18.117 cooperatives**, 531.836 employed person and 68.865 million € turnover achieved.

Legacoop (Lega Nazionale delle Cooperative e Mutue) was born in 1892, being another confederation representing the Italian's cooperative movement. It inspires its action on the socialist and laic values. Legacoop aims also to represent, assist, protect and audit the cooperative movement. In 2019 is composed by **10.697 cooperatives**, 448.490 employees and 82.780 million € turnover achieved. It promotes the development, the growth and the diffusion of the cooperative movement through its regional and territorial unions.

AGCI (Associazione Generale Cooperative Italiane) was born in 1952 and inspires its action on the republican, liberal and social-democratic values. AGCI aims to represent, assist, protect and review the cooperative movement. It promotes the development, the growth and the diffusion of the cooperative movement through 19 regional, 7 provincial and 5 interprovincial representations. In 2017 is composed by **6.054 cooperatives**, 104.838 employees and has achieved 7.241 million € turnover.

Together, the confederations have decided to create a common model of industrial relations which gave rise to 15 national collective labour agreements and various bilateral bodies. In 2010, the three confederations have decided to promote the birth of a national coordination named **ACI**⁶ (Alleanza delle Cooperative Italiane) in order to coordinate the action of representation towards the Government, the Parliament, the European institutions and the social partners. This coordination has allowed the born of different common initiatives such as:

-**Cooperfidi Italia** which has unified nine of the largest credit consortium and now guarantees a big amount of funding;

⁶ <https://www.alleanzacooperative.it/>

-**Previdenza Cooperativa** the single supplementary pension fund which represents the fifth fund for members (112.000) and the eighth for assets (1.9 billion €) created from the fusion of the three previous funds (Cooperlavoro, Previcoper, Filcoop);

-**Fon.Coop** the continuous training fund with training interventions that have enriched and developed the skills of workers and cooperative members (13.600 companies, 630.000 workers);

-**CFI** a financial company whose corporate purpose is the temporary participation in the risk capital of cooperatives;

-the negotiated supplementary **health funds** (Coopersalute, Filcoop agricultural and Fasiv) having 110.000 members;

-**Coopform** the bilateral cooperation body that operates on health and safety in the workplace.

EMILIA-ROMAGNA

In Emilia Romagna Region the cooperative movement starts developing right after the unification of Italy (1861). The first work cooperatives were born in Ravenna, Budrio, Bertinoro, Forlì and Meldola, while in Reggio Emilia and Imola another type were born: consumer cooperatives.

In all the regional territory were developed the rural and mutual banks.

In Emilia-Romagna the role of non-profit organisations has helped the community's growth and development. In particular, the Region has always recognised that the actions of this kind of entities have enable the construction of a democratic participation on different sectors such as social sector, environmental sector, labour sector and health sector.

Thanks to this partnership, Emilia-Romagna is able to realise innovative projects, to take care of social and economic changes, to listen to all people's needs, and to make laws for the communities' well-being. In fact, in 2019, Emilia-Romagna Region has decided to do an Action for the growth of the cooperative movement based on the SDGs⁷:

- the first area is about the promotion and competitiveness of the cooperative movement (goals 8 and 9),
- the second area is about social cooperation and innovation (goals 1, 3, 10 and 11),
- the third area is about the circular economy and sustainable development (goals 7, 12, 13, 14 and 15)

⁷ SDGs: Sustainable Development Goals (https://unfoundation.org/what-we-do/issues/sustainable-development-goals/?gclid=Cj0KQCjwna2FBhDPArisACAEC_Wr6r7Izixc5SUUvux4LqaBJ2lhr3Q74V1hpaZM_ehmfCmQil9tLhgaAhooEALw_wcB)

- and the fourth area is about training, competencies and governance for the future of cooperative movement (goals 4 and 5).

In Emilia-Romagna there are 4.786 cooperatives⁸, 639 recognised associations⁹, 426 foundations¹⁰ and other not recognised non-profit organisations. Currently, the main sectors are: services (974), agricultural (738) and logistic (653) for 40.680 million € turnover achieved.

In Emilia-Romagna there are different confederations and associations that represents cooperative model. Organisations like Confcooperative Romagna, Legacoop and AGCI are developed in different ways on the regional territory.

Confcooperative Emilia-Romagna has 20 different local offices and is composed by a significant number of medium-large associated cooperatives. In particular, it is composed by 1.586 cooperatives that employs 88.000 workers and has 27 million € of turnover achieved.

Legacoop has got around 10 local offices and is composed by 1.143 cooperatives that employs 178.000 workers and achieved 31,8 million € of turnover.

AGCI has 4 local offices and is composed by around 390 cooperatives.

Each organisation gives different services and advice on the basis of the cooperatives' sector and request (i.e. agricultural sector, work and services sector, credit sector, etc.). Each organisation collaborates with local administrations, universities, private organisations, training institutions, labour associations, business actors and other organisations to promote the cooperative model around Emilia-Romagna.

CONF COOPERATIVE ROMAGNA

Confcooperative Romagna is one of the territorial union headquarters, located in the south east of Emilia-Romagna Region.

Confcooperative Romagna's purpose is to help cooperatives during their activities, to take charge of their problems, to be involved in the community and to develop new innovative projects and services. It has different areas of specific expertise to attend its cooperatives: legal, environmental, social, cultural, tourism and sport, agriculture, financial and credit, health, labour, production and services,

⁸ <https://mk0wwwaicconitmk98w.kinstacdn.com/wp-content/uploads/2021/01/Rapporto-Biennale-Cooperazione-2018-2019.pdf>

⁹ <https://wwwservizi.regione.emilia-romagna.it/registropersonegiuridiche/>

¹⁰ <https://wwwservizi.regione.emilia-romagna.it/registropersonegiuridiche/>

tax area, cooperative's audit, promotion of cooperative entrepreneurship, and the area dedicated to youth.

It consists in 640 members, 35.000 employed person and 7 million € turnover achieved.

Confcooperative Romagna collaborates with a lot of local and private organisations (trade unions, local and regional administrations, employee funds, banks, business actors, non-profit organisations, political groups, universities, schools and training institutions) and takes part in different local, regional and European projects.

Thanks to these partnerships, Confcooperative Romagna contacted different local organisations to collect questionnaires and interviews for "COPE project": cooperatives associations and trade associations, associated cooperatives, cooperative banks, training institutions, University of Bologna, AICCON (Italian Association for the Promotion of the Cooperation and Non-profit Culture).

To engage participants, these entities used their direct contacts and prepared emails with all the information about the project.

It collected quantitative and qualitative data through:

- QUESTIONNAIRES,
- INTERVIEWS,
- FOCUS GROUPS.

The interviews and focus groups have made and recorded with an online platform. Each interviewee signed the informed consent. Moreover, each interview and focus group has been coordinated by a moderator and facilitator to help the discussion between the participants.

QUESTIONNAIRES

It has been collected **33** questionnaires, composed by 8 questions to understand better the needs of the target group of the training on entrepreneurship education, the main topics and their methods.

The results were:

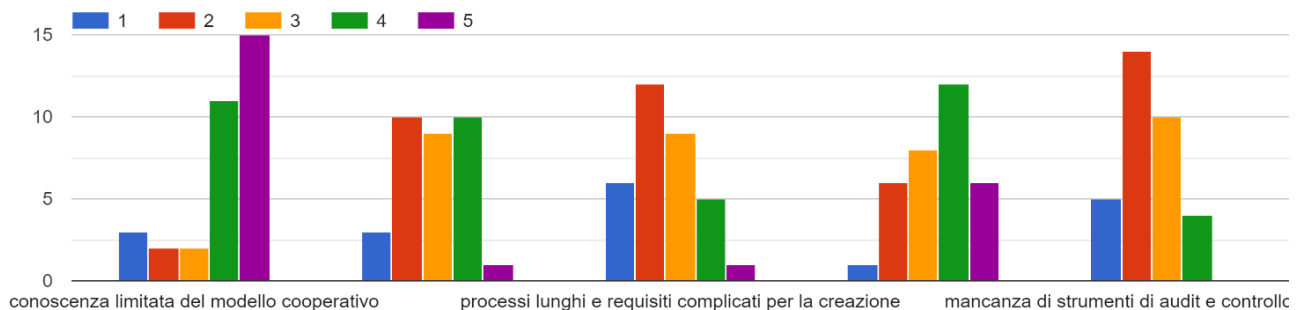
- 1. Have you been an instructor promoting entrepreneurship education for how long?**
 - Less than 3 years: 16%
 - Between 3 and 5 years: 25%
 - More than 5 years: 59%
- 2. Who is your main target group?**
 - Groups in pre-start-ups phase: 38%

- Students at University: 3%
- Unemployed people interested in entrepreneurship: 7%
- Other: 52%, specifying: high school students, trainers and entrepreneurs

3. Please rate the importance of the following aspects pertaining to obstacles encountered when creating new cooperatives: (1 being less relevant and 5 more relevant)

- limited knowledge of the cooperative model: 15 answers with level '5': more relevant
- lack of financing tools designed for cooperatives: 10 answers with level '4': relevant, and 10 answers with level '2': little less
- long and complicated process and requirements for creation: 12 answers with level '2': little less
- lack of trainings: 12 answers with level '4': relevant
- lack of cooperative audit and control tools: 14 answers with level '2': little less

Valuta l'importanza dei seguenti aspetti relativi agli ostacoli incontrati durante la creazione di nuove cooperative: (1 meno rilevante, 5 più rilevante)



4. Which of these learning methods do you use to improve learning development?

- Role-Play: 9%
- Simulation: 34%
- Case study: 21%
- Games- based training: 18%
- Lecture: 9%
- Other: 9%

Quale tra questi metodi di formazione utilizzi per migliorare l'apprendimento nei corsi sull'educazione all'imprenditorialità?

33 risposte

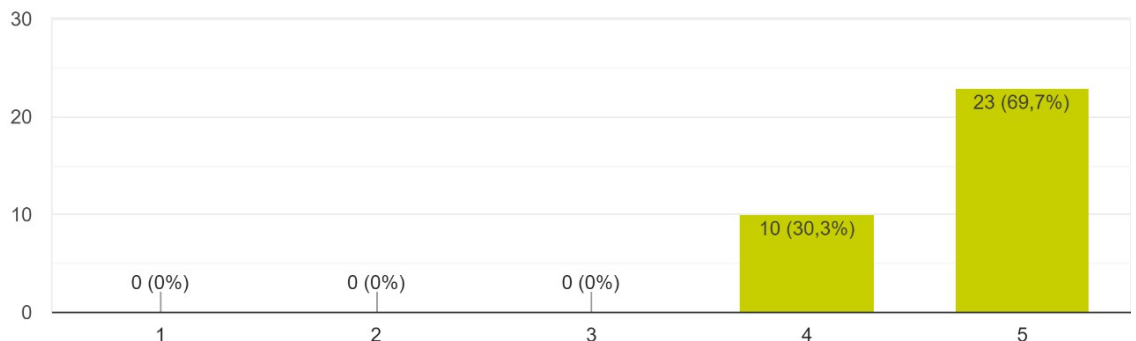


5. How important is it to present the cooperative model as an alternative business model?

(Linear scale 1 to 5, being 1 not relevant and 5 very relevant)

Quanto è importante presentare il modello cooperativo come modello di business alternativo?

33 risposte

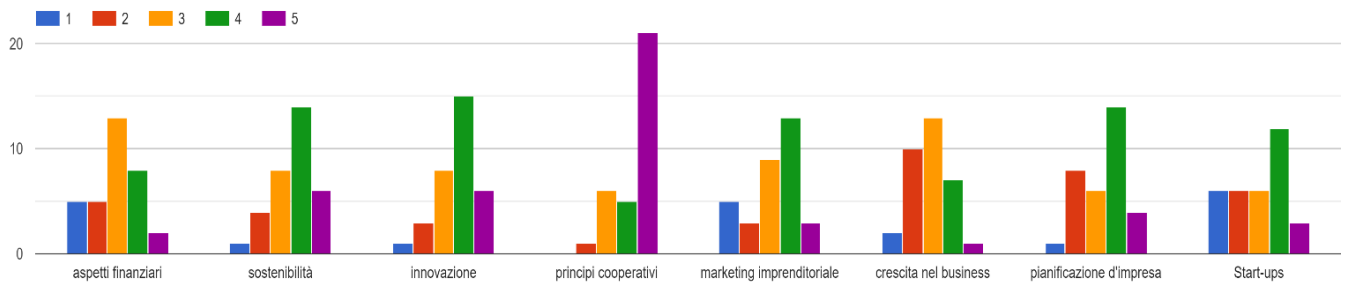


6. Which of the following topics is explored most in your training? (being 1 less explored and 5 more explored)

- Financial aspects: 39% (sufficiently explored)
- Sustainability: 42% (explored)
- Innovation: 15% (explored)
- Cooperative principles: 64% (more explored)
- Entrepreneurial marketing: 39% (explored)

- Scaling in business: 39% (sufficiently explored)
- Business planning: 42% (explored)
- Start-ups: 36% (explored)

Quale dei seguenti argomenti viene approfondito maggiormente nella tua formazione? (1 meno approfondito -5 più approfondito)



7. According to your experience, what is missing or what should be more developed in a training on cooperative entrepreneurship?

- 13 people answered: principles and values of the cooperative model and the differences with the other economic models;
- 5 people answered: scaling in business, business planning and financial aspects;
- 9 people answered: simulation, work group, case study, testimony, guided tour, networking with other organisations;
- Other answer was training of the cooperatives' members.

8. According to your experience, what makes a training on cooperative entrepreneurship successful?

20 people answered: meetings with senior entrepreneurs, guided tour, simulation and alternating between school and work (traineeships).

CONSIDERATIONS

Thanks to these quantitative data, it is possible to identify two different groups:

- the first (group A) is composed by trainers that have a long experience (more than 5 years) and their biggest target group is (new) entrepreneur.

- b) the second (group B) is composed by trainers that have a long experience (more than 5 years) and their biggest target group is high schools students.

The answers were analysed focused on these two groups.

Group A (11 participants):

- **Please rate the importance of the following aspects pertaining to obstacles encountered when creating new cooperatives?** The biggest obstacle is the limited knowledge of the cooperative model (6 people), the lack of financing tools designed for cooperative and the lack of trainings (4 people).
- **Which of these learning methods do you use to improve learning development?** The most used is case study (5 people).
- **How important is it to present the cooperative model as an alternative business model?** 8 people considered it important.
- **Which of the following topics is explored most in your training?** The main topics explored are cooperative principles, business planning, financial aspects and start-ups.
- **According to your experience, what is missing or what should be more developed in a training on cooperative entrepreneurship?** The main aspects missing or to be developed in training are the promotion of the cooperative model as an alternative business model, to work on projects and case studies, the audio-video materials and networking process.
- **According to your experience, what makes a training on cooperative entrepreneurship successful?** The main aspects are bring testimony to the class, as well as case studies, work in projects, be concrete during the training and know the background of the participants.

Group B (9 participants):

- **Please rate the importance of the following aspects pertaining to obstacles encountered when creating new cooperatives?** The biggest obstacle is the limited knowledge of the cooperative model (6 people); being quite relevant the lack of financing tools designed for cooperative (5 people); and the lack of trainings (4 people).
- **Which of these learning methods do you use to improve learning development?** Simulation is the method used by most of them (5 people).
- **How important is it to present the cooperative model as an alternative business model?** 7 people considered it important.

- **Which of the following topics is explored most in your training?** The main topics explored are sustainability, innovation and cooperative principles.

- **According to your experience, what is missing or what should be more developed in a training on cooperative entrepreneurship?** The main aspects missing or to be developed are the promotion of cooperative model as an alternative business model, guided tour and simulation.

- **According to your experience, what makes a training on cooperative entrepreneurship successful?** The main aspects are bring testimony, simulation and to be concrete during the training.

In general, both groups said that the main obstacles for the creation of new cooperatives were the lack of knowledge about cooperative model and the lack of training. For group A the useful method is the case study, while for the group B is the simulation. Then, for both groups, is important to present the cooperative model as an alternative business model. The main topic explored in both cases is cooperative principles, but group A fosters aspects such as economic topics, while group B explores aspects such as sustainability and innovation. For both groups, the promotion of the cooperative model as an alternative business model should be increased in a training. In both cases, the main aspect that makes a training on cooperative entrepreneurship successful is to bring the testimony.

In conclusion, to allow a better growth of cooperative movement and, in general, the social economy of the institutions, organisations and confederations must invest in more training to raise the knowledge about the cooperative model as an alternative business model, involve more testimony of cooperative entrepreneurs and use simulation or guided tour to make this kind of business more concrete and available to people and communities.

INTERVIEWS

It has been submitted around 15 questions to different actors located in the Romagna area.

The interviews were submitted to:

- **Andrea Pazzi** – Chief Executive Confcooperative Romagna (Cooperative association)
- **Barbara Bovelacci** – Innovative actions and strategies area and project Manager of Technè (Training institution)
- **Cristina Borghesi** - Manager ISCOM Training for Enterprise - Confcommercio

- **Chiara Piva** – Federcasse mutuality development and training office (Cooperative credit bank federation)
- **Federica Bandini** – Professor of Management for social economy – Campus Forlì – Alma mater Studiorum University of Bologna
- **Giancarlo Turchi** – Social enterprise, social cooperative and welfare area Confcooperative Romagna
- **Katia Gulino** - Social cooperative area Confcooperative Romagna
- **Lia Benvenuti** - Chief Executive Technè (Training institution)
- **Luca Bartoletti** - Chief Executive Irecoop Forlì-Cesena (Cooperative Training institution)
- **Matteo Marchi** – Manager Legacoop Forlì-Cesena (Cooperative association)
- **Renato Lelli** - Chief Executive AGCI (Cooperative association)
- **Riccardo Guardigli** – Manager training area in CNA (Trade association)
- **Paolo Venturi** - Chief Executive AICCON (Italian Association for the Promotion of Cooperation and Non-profit Culture)
- **Pier Nicola Ferri** – Services and production area Confcooperative Romagna
- **Simone Ferri** - Chief Executive Ce.se.co. Soc. Coop.

Questions for interviews:

For how long have you been an instructor promoting entrepreneurship education? How did you accumulate the knowledge you currently have? Most of interviewees have a long experience (20 years on the average), in promoting entrepreneurship education, having accumulated their knowledge by working directly in the field and through training.

“I’ve been a professor for 28 years and I have accumulated my knowledge by training, research in different universities in Italy and working in the field.” (Federica Bandini).

How do you and your organisation work in the promotion of the cooperative entrepreneurship with adults (i.e., working individually or with groups)? The working methods are several: Some of the interviewees work firstly individually and then in team; some with groups; some during their work activities try to engage new interesting ideas; and other organise events and workshops to attract new entrepreneurs.

“We do the university education such as the course in management for social economy¹¹ (two courses on the cooperative model), master in cooperation, executive master’s in social enterprise, a module in collaboration with Legacoop Romagna based on the promotion of the cooperative model to all the students of Bologna university.” (Federica Bandini).

“We plan our training, first of all, on the cultural elements, we organise a lot of events such as “Le giornate di Bertinoro per l’Economia Civile¹²” to promote cooperative entrepreneurship, by our research e.g. social innovation, we are partner of the master in cooperation “MUEC¹³” of Bologna University and by networking.” (Paolo Venturi).

“I managed the one-stop shops for businesses in Confcooperative Ravenna for 15 years. The method is a first meeting with the new members to discuss the business idea and the second step are different activities to support the constitution of the new cooperative. We work in team to assist and support all the needs and requests of the members and the business idea (training about cooperative model, democratic management, business plan, credit...). We organise different courses in the schools in collaboration with an associated cooperative and the main topics are values and principles of the cooperative model and business plan. We have organized another training course in collaboration with Giovanni Dalle Fabbriche Foundation for cooperative managers and new cooperative members. In this case, the training module is based on economic aspects and management aspects. Now, we have another course in collaboration with Irecoop called “ALTAMENTE ¹⁴” for the board of directors of the cooperatives, where the main topics are cooperative values and principles, relationship between member and cooperative, board of directors, annual financial statements, financial aspects and business planning, communication and work in team, sustainability and business ethics.” (Pier Nicola Ferri).

How do you reach your target group? Most of interviewees organise advertising campaigns through social networks, web sites, newsletters and press, to reach the target group. In many cases, they have direct contact with schools or other territorial organisations to create specific projects or to participate in regional calls. In other cases, they organise events or workshops to reach the target group. Finally, they promote their services or projects through the main media channels.

“We have two different levels: in one hand, Federcasse organise specific territorial youth groups (in each credit bank territorial cooperative there is a youth group) and, in the other hand, the cooperative’s

¹¹ <https://corsi.unibo.it/magistrale/EconomiaSociale>

¹² <https://www.legionatedibertinoro.it/>

¹³ <https://www.unibo.it/it/didattica/master/2020-2021/economia-della-cooperazione-muec-1>

¹⁴ <https://www.irecoop.it/corsi/altamente-scuola-alta-formazione-ravenna/>

credit banks are free to share training initiatives through web site, flyers, social networks.” (Chiara Piva).

“First of all, we receive people who has a business idea; we have an incubator in Rimini “Primo Miglio¹⁵” and we participate to the meetings organised, promoting the cooperative model; every year we do a course in the local schools called “SCOOP¹⁶”; we collaborate with schools for the alternation between school and work, an Italian program for traineeships; we collaborate with the University of Bologna and the Certified Public Accountants Register.” (Katia Gulino).

“We have direct contact with the schools’ coordinators and teachers, and during the meetings we present the projects and modules. In the past years, we reached about 10.000 participants. Moreover, we have specific office in CNA called “CREA IMPRESA”, where the consultants support and assist the business idea (e.g. business plan...). We participate in some Calls of Emilia-Romagna Region for the promotion of the entrepreneurship. We’re thinking about a permanent school project, where the senior entrepreneurs help and assist the junior entrepreneurs.” (Riccardo Guardigli).

Which groups or sectors have reached out to you as an instructor? Where is the strongest demand for the cooperative model? Most of interviewees said that the strongest demand for the cooperative model was local demand. In fact, the cooperative model is able to respond in equal way to the requests of the communities such as workers, young generation and families. The cooperative model is based on values and principles that have the goal to reduce inequalities, to achieve a democratic governance, to respond to the need of the community and to be innovative about social and environmental issues.

“We are present in the local community, with the public administrations, other associations, schools, local Parish, where we can reach young people. We try to reach all the requests, needs and wishes, sharing useful information.” (Giancarlo Turchi).

“Yes, the local sector. The users participate in our course, because they want to implement activities, services, and products to answer to community’s needs.” (Luca Bartoletti).

Did you organise mentoring activities for groups in pre-start-up phase? A lot of interviewees organise different mentoring activities such as specific meetings, training modules or specific projects. In other case, they participate in Regional Calls or European projects about start up.

¹⁵ <https://www.primomigliostartup.com/>

¹⁶ <https://www.confcooperative.it/LInformazione/Notizie-Quotidiano/forl236-cesena-e-rimini-i-vincitori-di-scoop>

“Yes, thanks to GIM¹⁷ (European project), we had to assist and support foreign people setting up a business. We organise two different courses: advanced ad basic. Once finished the modules, we do some mentoring activities to answer the questions about specific topics learnt during the course. We have recruited some business actors in our community as “tutors” to help our participants (i.e. for a food truck business, the tutor is a chef). We have a lot of partners in this project such as business actors, external consultants, accountants, accelerator and incubator enterprise, trade associations and other companies.” (Barbara Bovelacci).

“Yes, for youth group. We assist them in pre-start-up phase and in the development phase in collaboration with the local cooperative credit banks and federations. We give them the principal elements and share with them the national initiatives and programmes that exists. We work with them on the training. In the past, we organised a course called “Buona Impresa”, in which we informed the young members on the principal elements to create a new cooperative. Everything is shared through an APP. In the end, the local cooperative credit bank assists operatively the group to start a cooperative.” (Chiara Piva).

“We organise the course in collaboration with external consultant, especially for the feasibility study of the business plan and with the support of a tutor-entrepreneur who has a lot of experience in the sector chosen by the new entrepreneurs.” (Lia Benvenuti).

“Yes, we organise mentoring and coaching activities such as training courses (once in presence, now through online platforms). We have a Call called “COOP START UP¹⁸” and activities in the schools.” (Matteo Marchi).

“We assist the new group for the first time when designing the idea, from the constitution of the cooperative to the start of the activities. Then, we offer other services to the new cooperative such as managing the accounting, fiscal aspects and assessing pay. The aim is to give all the information to the new members, and to help and support the business. We offer, at the same time, mentoring and monitoring.” (Simone Ferri).

How do you plan and implement training courses on cooperative entrepreneurship? Are you following training modules? There are three different groups: a) the first group (cooperative associations, cooperative banks, trade associations and training institution), plan and implement the training course on the basis of the requests of the cooperatives’ members, creating specific modules

¹⁷ <https://gimimpresamondo.com/>

¹⁸ <https://www.coopstartup.it/>

in collaboration with local training institutions and consultants; b) the second group (trade associations and training institutions), plan and implement the training courses on the basis of the guide lines of the regional calls; c) the third group (university), plan and implement the courses on the basis of the request of the market.

“The training courses are based on content and topics in the Regional Calls and European Social Fund. We follow updating courses such as marketing, communication, software and digital platforms and privacy issues. We have an annual training plan.” (Cristina Borghesi).

“We have some annual appointments such as national forum of youth members, meeting with the referent of the youth group and winter school (e.g. the last topics have been credit cooperation and sustainable finance). We organise some internal courses such as digitalization, public speaking or other specific courses. In the last year, a new training organisation was born, the cooperative school CCB, with different courses for administrators, being the main topics cooperative identity and law.” (Chiara Piva).

“We have a lot of courses based on the promotion of cooperative model and each course has got a different range of topics, activities and credits. For example, in the Cooperative Economy Master for adults, the main subjects are cooperation and innovation, institutions, market and cooperative enterprise, cooperative and sustainability, culture and history of the cooperative movement, annual financial statements, innovation, digital transformation and organisational impacts, mission, governance and accountability, performance measurement, strategy and organisation, cooperative law, cooperative governance and possible scenarios.” (Federica Bandini).

“We organise a lot of internal course, like team building course or guided tours. Every 15 days, we do specific internal course such as training prepared by the consultant senior for the consultant junior. At the beginning of the year, I make a survey to understand the training needs of my colleagues, like digitalization, marketing or English course.” (Lia Benvenuti).

Which are the training topics? Most of interviewees said that the main topics are: the differences between the cooperative model and the capitalistic model, values and principles, governance, business plan, financial aspects, performance audit, internal and external communication.

“We explain the main differences between the cooperative model and the capitalistic model; the vision, mission and the aim of the cooperative model; the mutualistic relationship between the cooperative and its members.” (Andrea Pazzi).

“In the advanced course, the main topics are digital marketing, digitalized services, financial aspects, business plan, performance audit, legal aspects, export to their origin Country, access to credit and funding, fundraising and crowdfunding and access to local administration services. In the basic course, the main topics are digital marketing, financial aspects, business plan, legal aspects, export to their origin Country, access to credit, fundraising and crowdfunding and access to local administration services. In particular, we do the business plan of each project through a workshop.” (Barbara Bovelacci).

“The main topics are values and principles of the cooperative model, number of the members, governance, responsibilities of the board, duties and rights of the members, management of the cooperative, financial and fiscal tools and, based on the sector of the cooperative, we explain the network and how to contact the stakeholders like public administrations.” (Giancarlo Turchi).

“The main topics are cooperative identity, values and principles, social innovation, cooperative model in Europe, community cooperative, social entrepreneurship, digitalization and platforms cooperativism, mutuality, measurement of the impact and Agenda 2030. The main tools are lectures, case study and workshops.” (Paolo Venturi).

In your training courses how did you present the financial aspects and the business planning?

Most of interviewees agreed on the importance to start by explaining the economic and financial aspects, since it is a strategic aspect.

“We have specialized consultants who use the traditional training with lectures and project works.” (Matteo Marchi).

“We explain these topics based on the needs of the users (e.g. in the middle school we give some basic notions about economic aspects, while in the high school we give more specific information about business plan).” (Riccardo Guardigli).

“For adults, we do a general introduction and we try to understand their background, then we create the business plan based on the business idea. For the students, we do a general introduction and we try to understand their background, then through a simulation, we create a business plan based on the idea.” (Pier Nicola Ferri).

In your training courses how do you present the cooperative principles and the cooperative governance model? The interviewees use different ways to explain cooperative principles and governance model such as simulation or work on projects.

“I present the cooperative principles and the cooperative governance model through a trip simulation, where the students have to choose the boat, the crew and the direction and, after their choices, I introduce model, values, principles and governance.” (Katia Gulino).

How do you present, in your training courses, the topics of sustainability and innovation?

Some of the interviewees present these topics thanks to the ONU SDGs, while others use some Regional Calls based on these subjects.

“I present these topics thanks to the 2030 Agenda or with other innovative type of cooperative such as workers buyout cooperative of community cooperative and so on.” (Katia Gulino).

“Yes, we explain process and product innovation in schools, but we hope that the next Regional Call will be based on these elements. Once, we based a course on the women’s entrepreneurship, digitalization and technological innovation.” (Riccardo Guardigli).

How did you introduce the topics of entrepreneurial marketing and scaling in business? Most

of interviewees introduced these topics through lectures and projects’ work, or contemporarily to the business plan and market survey. Others said that these topics are explained through specific Regional Calls.

“We have a specialized consultant that use the traditional training with lectures and project work.” (Matteo Marchi).

“In schools we try to explain these topics in the best way we can; while we organise a module on the local marketing for our enterprises based on the Regional Call “STRATEGIE D’IMPRESA”.” (Riccardo Guardigli).

Which training methods do you use to improve learning development (Case study, Games-based training, lecture, Role-Play, simulation...)? Which ones do you think are more suitable?

Some interviewees use e-learning platforms or APPs; others use simulation, role play, storytelling and testimony. The main concern of all is to understand the background and the expectations of the participants.

“We have created an e-learning platform free to all the participants, with different modules on demand. We have personalized every tutoring activities thanks to our partnerships. We have organised testimonials and workshops.” (Barbara Bovelacci).

“Case study, role playing, lecture, testimonials and project work.” (Federica Bandini).

“First of all, the trainers need to be prepared and qualified. Then we should to use all the tools to create a good participation (e.g. case study, project work...). It is important to understand the background and the expectations of the students.” (Luca Bartoletti).

“We do theory lessons and simulation with the new members (business plan, economic and financial aspects, bankability indicators...). Recently, we have done a course on the enterprise crisis code (theory lessons and final practise).” (Simone Ferri).

According to your experience, as instructor, what is missing or what should be more developed in a training on cooperative entrepreneurship? Most of interviewees agreed that is necessary to increase the promotion of the cooperative model, being still unknown. Moreover, for the interviewees is important to create modules on internal and external communication, soft skills and projects’ impact. Finally, it might be useful to collect best practices around the world to compare other experiences and models.

“The cooperative model is quite unknown; the first thing is to spread this model around the communities and the countries.” (Matteo Marchi).

“One thing is the internal and external communication and the measurement of the impact of the activities. For the new cooperatives, we try to explain the importance of the measurement of the impact in terms of social, environmental and economic aspects.” (Katia Gulino).

“Innovative and creative elements. The training has to allow the development of different characteristics of the people in term of competences and soft skills (e.g. work ethic or team work).” (Lia Benvenuti).

“The main element is the testimony (e.g. a cooperator, a senior entrepreneur...). The second aspect is the confrontation with experiences and models of other Regions and Countries.” (Luca Bartoletti).

According to your experience, what makes a training successful? Present a good practice from your experience. Most of interviewees said that is important to be empathic and make the participants the real actors of the training (active participation through exercises, tutors, be concrete, projects’ work, simulation, and so on). Moreover, is important to explain the cooperative model as a model able to answer to the social challenges and use their feedbacks to plan the next training sessions.

“When the participants are the protagonists of the training. Currently, we use an attractive platform where the users are stimulated by the notions, the methodologies for communication and training (such as videos, chat...) and the platform display.” (Chiara Piva).

“We have to use all the tools such as role playing, lectures and so on, because it’s important to give all the theory notions, but also to make active the participation, through project work, discussion between the students or simulation. Currently, we have a big problem with the online lessons due to coronavirus, because it is more difficult to be active and try to simulate some cases or discuss with the student. Despite of that, we have tried all the tools. We focus on the valorisation of the students as part of the educational and training process. The point is to share the experiences of the students (junior or senior, such as entrepreneur), trainers, experts, and others. Some difficulties, needs or experiences can be part of the project work or the discussions.” (Federica Bandini).

“The capacity of the trainer to be empathic, to understand the needs of the new cooperative members, to create a good participation and to involve actively the students.” (Katia Gulino).

“The main aspect is to make clear that the cooperative model is a competitive economic model and it is able to give an added value to the community (i.e. ethic work, democratic participation, corporate social responsibilities).” (Matteo Marchi).

“Testimony and storytelling; simulation and work in group on the values and principles of the cooperative model. Another way might be introducing the cooperative model through social challenges, such as inclusion, social relations or democracy.” (Paolo Venturi).

“Feedback and exercises.” (Simone Ferri).

What are the biggest challenges in your work? And how do you try to overcome these challenges? Most of the interviewees agree that the biggest challenge is to be innovative and to be in step with the times. About that, the main way to overcome this challenge is to introduce new topics, new tools to answer the participants’ needs, the market’s needs and the needs of the community in general. Another challenge is to clarify to all members the internal procedures, such as the democratic management or the feasibility of projects.

“We have to be innovative and be in step with the times. Moreover, the training may be personalised on the needs of the participants. It is important to record all the courses to be always accessible. We have to create a solid relationship with the participants.” (Chiara Piva).

“To be innovative. Present the course based on the market’s demand, such as risk capital or ethical finance. Each course has to be innovative on topics and methodologies. For example, we presented a course about impact measurement and impact investment.” (Federica Bandini).

“We analyse all the aspects about a business project (feasibility, business plan...), but the main aspect is the role of the members with the task to manage and develop the cooperative. In a cooperative, all the decisions are shared by the members. You shouldn’t decide by yourself, you have to share and confront with other members. This is a strength, in one hand. But, sometimes, the democracy can be seen as a waste of time. Nowadays we are used to have all the things immediately, not waiting for anything.” (Giancarlo Turchi).

“The biggest challenge is the speed of the social change (new technologies, new tools, new models). We have to be ready to take part to the change and to innovate the training.” (Luca Bartoletti).

“Now, the online platforms allow to everybody to be linked, to take part in a course, to be involved, but we don’t forget to personalise the training. For my organisation, the online platforms have enhanced the training offer, having now participants from all the Italian Regions. This period has required a strong management change in all the organisations and institutions, in all sectors.” (Paolo Venturi).

“Sometimes we have to say ‘no’ to the business idea. There are some issues to clarify, such as the values and principles of the cooperative model, the democratic governance or the main activities’ market.” (Pier Nicola Ferri).

CONSIDERATIONS

Each group of interviewees has a long experience in the promotion of the cooperative entrepreneurship and most of them work mainly with groups. They reach their target group through direct contacts, advertising campaigns and events. They agree on the fact that the strongest demand is local and the cooperative model is able to respond to the requests of the communities, because the mission of the cooperative movement is to reduce inequalities and unemployment, to give attention to the social and environmental issues, and to create participation and trust between people and communities. Most of interviewees organise mentoring activities (meetings, training modules, specific projects) or participate in Regional Calls or European projects. The feedbacks about the implementation of the training courses have a very interesting response: interviewees implement the courses on the requests of the cooperatives’ members, based on the guidelines of the Regional Calls, or on the market’s demand.

The main topics are values and principles, governance, business plan, financial aspects, performance audit and internal and external communication. They explain the financial aspects, marketing, principles and governance through simulation and project work. Sustainability and innovation are explained through ONU SDGs. They agree about the fact that the best methods are e-learning

platforms, lecture, simulation, role play, storytelling and testimony. The choice about the method depends on the background and expectations of the participants. Most of interviewees agreed on the importance of three aspects that should be developed: a) increase the knowledge about the cooperative model, b) new topics such as communication, soft skills and impact, c) and the confrontation with best experiences and models around the world. They all defend that a successful training is possible when the participants are the real protagonists and when there are a lot of feedbacks to improve the next training. The biggest challenges are to keep being innovative and in step with times, to introduce new topics and tools, and to answer to the market's demand and communities' needs.

FOCUS GROUPS

Two focus groups were organised, with 3 participants each.

In the **first focus group** the participants are:

- **Davide Pieri** – Confcooperative Emilia Romagna
- **Laura Filippi** – Member of Librazione social cooperative
- **Silvia Pirini Casadei** – Responsible of the credit area in Confcooperative Romagna and in Ce.se.co. soc. cooperativa

For how long have you been an instructor promoting entrepreneurship education? How did you accumulate the knowledge you currently have? Participants are instructors since 2000 and they have gained their knowledge by working directly in the field.

“I have an economic degree and during the last year I have participated in different trainings. One was about economic management, that promoted collaboration with a lot of cooperatives of our territory. It is important to give all the notions and tools to maintain a solid economic situation.” (Silvia Pirini Casadei).

How do you and your organisation work in the promotion of the cooperative entrepreneurship with adults (i.e., working individually or with groups)? Most of interviewees said that they worked with groups of high schools students or new cooperatives members.

How do you reach your target group? Most of interviewees said that they reached their target group through direct contacts.

Which groups or sectors have reached out to you as an instructor? Where is the strongest demand for the cooperative model? Some of interviewees had different projects in high schools; others said that the main demand arrives from long time cooperatives, that needs to work on its values, rights and duties of the members; others said that the cooperative model helped the rescue of enterprises in crisis (e.g. workers buyout enterprises).

Did you organise mentoring activities for groups in pre-start-up phase? Most of interviewees organised activities with high schools, while others organised mentoring activities especially about economic and financial aspects.

“Yes, I do especially modules on the financial aspects and the business planning, using simulation methods. Thanks to my economic knowledge, I help members to understand if the activities are sustainable during the years and in the programmed way. I try to make clear that there are some aspects and some tools that can help the members to do an effective and aware leadership.” (Silvia Pirini Casadei).

How do you plan and implement training courses on cooperative entrepreneurship? Are you following training modules? Most of interviewees organised courses based on the participants' needs and, in general, realised modules on the values and principles of the cooperative model and about economic and financial aspect. With the students, it depends on the possibilities of the high schools. All interviewees follow updating courses.

“Direct contact with professors at the high schools. At the beginning, we did courses about history, values and principles of cooperative model. Then, we started to do the simulation and role play, and, at the end of the course, we gave a prize to the best cooperative projects. Now, we do a lot of online courses, even if the course in presence is a better option, because it allows to be more effective and, before coronavirus, we used to organise a final event, where the groups of students have to present the project to the other groups, professors and other organisations, such as cooperative credit banks.” (Laura Filippi).

“Now, we organise online courses. We do some courses in collaboration with other consultants and Irecoop (training institution). I do lessons especially about financial aspects and business plan. Last year, I followed some courses about business plan.” (Silvia Pirini Casadei).

Which are the training topics? The training topics are: values, principles and governance of the cooperative model, financial aspects and business plan.

“I don’t have a lot of time to explain a lot of topics. I try to concentrate my modules on the values, principles and governance of the cooperative model, and what are the different elements from other economic model. Then, there is a cooperative testimony.” (Davide Pieri).

“I do specific course about financial aspects and the business plan and I support and assist the new cooperatives and their members. I organise different meetings with the new cooperatives to give all the information about the financial aspects. I try, in collaboration with other colleagues, to raise awareness about the meaning of being a co-operator and being an entrepreneur.” (Silvia Pirini Casadei).

In your training courses how did you present the financial aspects and the business planning?

Most of interviewees present these topics through a simulation of a business plan based on the project idea. They try to explain the main aspects and, especially with the new entrepreneurs, they clarify that this is one the most important aspect, since all entrepreneur’s idea must be economically sustainable.

In your training courses how do you present the cooperative principles and the cooperative governance model? These aspects are presented through role play and simulation in which students or new entrepreneurs became part of the Director’s board and they have to take a decision through a democratic discussion. It is important to clarify everyone’s role in the board and the duties of each member.

How do you present, in your training courses, the topics of sustainability and innovation?

Sustainability is presented and connected with the financial and economic aspects.

How did you introduce the topics of entrepreneurial marketing and scaling in business?

Scaling in business is presented together with the financial and economic aspects. At high schools, trainers explain communication and marketing when the students have to prepare the projects’

presentation. The projects are presented during the final event, and the winner is chosen by other students, the professors and the partners (such as banks or cooperatives associations).

Which training methods do you use to improve learning development (Case study, Games-based training, lecture, Role-Play, simulation...)? Which methods do you think are more suitable? The interviewees use lectures, role play, simulation and testimony.

“It depends on the module: if it is a short module, we explain the cooperative model, what it means to work together and how to reach the aims, using the methods of role playing and simulation; if it is a long module, we explain the cooperative model, rights and duties of the members, governance, business plan, marketing aspects, and present the project to the other students, everything also by role playing and simulation.” (Laura Filippi).

According to your experience, as an instructor, what is missing or what should be more developed in a training on cooperative entrepreneurship? All agreed with the fact that the cooperative model is not well-known. For that, it would be important to increase training about this model in all the sectors: schools, high schools, universities, training institutions, public administrations, etc. The democratic governance is an aspect to work on, since most of the participants are used to work individually and not in team. It is important to work on soft skills and team building to create trust between the members of the cooperatives.

“A big problem is to be able to make clear to the younger generation that the main aspect of cooperative model is to work together, to collaborate, to do all the tasks in a democratic way. They are used to work in an individual way. The educational system method thrives them to work individually, not together.” (Laura Filippi).

According to your experience, what makes a training successful? Present a good practice from your experience.

“The main aspect is to organise a training where the students, the participants are the protagonists/players.” (Davide Pieri).

“Training customised according to the participants, use updated tools and be innovative.” (Laura Filippi).

“Provide moments where the participants have to make questions or give answers. Create a discussion with the participants.” (Silvia Pirini Casadei).

What are the biggest challenges in your work? And how do you try to overcome these challenges? One challenge is to increase the training about cooperative model and values outside

the cooperative movement, but also promote it inside the cooperatives. It is important to raise awareness about this economic model, but, in the other hand, it is important to continue organise training to the cooperative members. Another aspect is connected with the pandemic crises, that changed the traditional method on doing training, leading trainers to use a lot of online platforms. This new method can be very useful because participants can be involved in the courses being everywhere and at any time, but, in the other hand, the direct contact has been lost and the possibility to share more contents is limited.

“I graduated in 1995 and I have never heard about cooperative model. I think that, from the 70s to 00s, the main economic model was the capitalist. In the last few years, the cooperative model became the alternative model and, now, we have different university courses. We hear about this on newspapers, tv, social and so on; but we arrived too late. We have to think about the youngest and the next generation. Another challenge is to explain to the senior cooperators that their testimony is very important.” (Davide Pieri).

“There is a big problem about the new members in a cooperative, when that is notable to transmit the vision, mission, values and principles of the cooperative model. That means that, sometimes, new members leave after a short period. We have to work about the transmission of the values to the members. Another challenge is to sensibilise to the importance to promote in the schools the cooperative model as an alternative economic model. To explain to the senior cooperators that their testimony is very important, it became a challenge in these days.” (Laura Filippi).

“Now, due to coronavirus, it is difficult to pass the message and not always is clear that the users understood the topics. In the other hand, the training online allows you to find more collaborations, because we have eliminated the displacements, making people more available.” (Silvia Pirini Casadei).

In the **second focus group** the participants are:

- **Barbara Zanetti** – Responsible of the law and environment area and trainer in Confcooperative Romagna
- **Claudia Gatta** – Coordinator of equal opportunities area, trainer and member of Librazione social cooperative
- **Daniela Selvi** – Coordinator, tutor and planner in Irecoop Emilia-Romagna

For how long have you been an instructor promoting entrepreneurship education? How did you accumulate the knowledge you currently have? They have been instructors since around 2000 and they got their knowledge mainly by working directly in the field.

“Since 2000. I have a degree in Law and I have accumulated my knowledge by field experience.”
(Barbara Zanetti).

“Since 1996. I have a degree in Sociology and different course about training. I achieved the first project for promoting cooperative model in schools during the 90s in Ravenna territory. I accumulated my knowledge through field experience.” (Claudia Gatta).

“Since 2000. I have a degree in Economy of non-profit enterprises and organisations. I have worked in Serinar (institution of the university) and in a school. Now, I work in Irecoop, a training cooperative. I coordinate different courses for students and unemployed people or new entrepreneurs.” (Daniela Selvi).

How do you and your organisation work in the promotion of the cooperative entrepreneurship with adults? (i.e., working individually or with groups). Most of interviewees work with high school students or with new members of cooperatives, and mainly they organise the training based on the Regional Calls or in collaboration with colleagues or other organisations.

“Our team is composed by specialised figures (legal, economic, financial and labour area). We work in collaboration with different associations, training institutions, cooperatives and universities.” (Barbara Zanetti).

“We work in group. We have courses at schools and courses on entrepreneurship, especially about soft skills. We work in collaboration with different associations, training institutions and other organisations.” (Claudia Gatta).

How do you reach your target group? The interviewees reach the target group through direct contacts and, in general, by advertising campaigns.

Which groups or sectors have reached out to you as an instructor? Where is the strongest demand for the cooperative model? The interviewees agreed that the main sector is the agricultural sector followed by the ones where there is a social need.

Did you organise mentoring activities for groups in pre-start-up phase? Most of interviewees organised mentoring activities in collaboration with consultants, organisations and associations.

“Yes, in collaboration with Confcooperative. We organised some training packages: role of the members, governance, networking, communication, and business plan. We organised courses inside the cooperatives about vision, mission, values and principles of the cooperative model and role of the members. We organised courses for the Cooperatives’ board of directors.” (Claudia Gatta).

How do you plan and implement training courses on cooperative entrepreneurship? Are you following training modules? Interviewees implemented the courses based on the participants’ requests or based on the Regional Calls. They follow every year updating courses.

“We organise the courses on the basis of the needs and background of the participants or the cooperatives.” (Claudia Gatta).

“In one hand, we plan the courses on the basis of the guidelines of the Regional Calls, in the other hand, we organise on the basis of the needs and background of the participants. Then we organise the specific module on the request of the teacher/consultant.” (Daniela Selvi).

Which are the training topics? The main topics are vision, mission, values and principles of the cooperative model, role of the members, governance, networking, communication and business plan.

In your training courses how did you present the financial aspects and the business planning? They present these topics through a simulation of a business plan based on the project idea.

In your training courses how do you present the cooperative principles and the cooperative governance model? They present these aspects through lectures, role play and simulation. In particular, about the governance, they use the statute of the cooperative to explain the rules of the relationship between member and cooperative.

How do you present, in your training courses, the topics of sustainability and innovation? Sustainability is presented while explaining the financial and economic aspects.

How did you introduce the topics of entrepreneurial marketing and scaling in business? They explain communication and marketing by project work and lecture.

Which training methods do you use to improve learning development (Case study, Games-based training, lecture, Role-Play, simulation...)? Which methods do you think are more

suitable? They use lecture, role play, and simulation. Another important element is the feedback of the participants.

“We use simulation and research. We ask the constant feedback to the participants. Now, we use a lot of online platforms.” (Claudia Gatta).

According to your experience, as an instructor, what is missing or what should be more developed in a training on cooperative entrepreneurship? Most of interviewees said that should be organised testimony and guided tours in cooperatives.

“Guided tour and give the possibility to the students to participate in a Cooperative’s board of directors.” (Barbara Zanetti).

“Time, testimony and organise a guided tour.” (Daniela Selvi).

According to your experience, what makes a training successful? Present a good practice from your experience. The main aspect is to be practical and answer to the participants’ needs.

What are the biggest challenges in your work? And how do you try to overcome these challenges? For the interviewees, the biggest challenges are future social changes (such as green economy, community...) and the collaboration with the youngsters and next generation.

CONSIDERATIONS

Each group of interviewees has a long experience in the promotion of the cooperative entrepreneurship. Most of them work mainly with groups, and in collaboration with other colleagues, associations or consultants. Others based their training on the guidelines of the Regional Calls. They reach the main target through direct contacts or advertising campaigns. They reached high schools, new entrepreneurs, long time cooperatives, in social and agricultural sectors, and members of enterprises in crisis. They organise mentoring activities especially about economic and financial topics and, about promoting the cooperative entrepreneurship. They organise courses based on the participants’ request, that can be cooperatives’ members, new entrepreneurs or students. They follow courses to keep update.

The main topics are mission and vision, values, principles and governance of the cooperative model, financial and economic aspects. Mainly, they present all these topics through lecture, simulation, role play and project work. All the interviewees agreed that this economic model is still unknown,

concluding that an important aspect is to increase training and collaborations to promote the model around the territories. A successful training is based on the requests and feedbacks of the

participants and it should involve the participants as main actors. Is important to design customised training, be practical/concrete and organise guided tours.

The biggest challenges are to raise awareness about economic model, to organise training for the members of the cooperatives, to be innovative and in step with times, to use innovative tools and methods and to be attractive for the new generations.

CONCLUSIONS

In general, in Italy there is long tradition about cooperative model and there are different organisations that take care about every type of cooperatives. In particular, in Emilia-Romagna there is a great number of cooperatives and an interesting number of turnover achieved, more higher than other Italian Regions. Thanks to that, it has been contacted a lot of participants from cooperatives associations, training institutions, cooperative banks, trade associations, University and cooperatives. In total it has been collected 33 questionnaires, 15 interviews and 2 focus groups. The results of these big number of information can be summarized in some interesting aspects.

First of all, there is a lack of knowledge about cooperative model as an alternative economic model, especially for the new generations. All the interviewees agreed that that this economic model is still unknown, so it is important to increase the training and the partnerships in order to raise the knowledge and awareness around the countries.

Secondly, most of interviewees agreed that the main demand of cooperative model is local and the cooperative model is able to respond to the requests of the communities and to pay attention to the social and environmental issues. Sometimes, the training is directed to cooperative members to grow and raise their role in the cooperative contest and to improve their competencies and skills. Most of the time, the target groups are new entrepreneurs and students. In the first case, the training is specific and complete, from the values and principles, business plan and access to credit until to start the main activity. In the second case, the training is planned to give the mainly notions and to spread the knowledge about the cooperative model.

Thirdly, the main topics are values and principles, governance, business plan and financial aspects and the main tools are traditional methods with testimony, simulation and guided tour.



About training, for all the interviewees it is important to make the participants of the training the real protagonist and request them constant feedbacks to improve modules and tools.

Finally, for all the interviewees the training has to be innovative (new topics and tools, in step with the times, anticipate the market's demand), attractive (for the new generations and for the communities) and concrete (case study, workshop, testimony).

