



Blueprint for advanced skills & trainings in the social economy

SYNTHESIS REPORT



Co-funded by
the European Union



Project information

Project Acronym	base
Project title	Blueprint for advanced competences and trainings in the Social Economy
Agreement number	101055640
EU Programme	ERASMUS-EDU-2021-PI-ALL-INNO-BLUEPRINT
Prepared by	
Organisation	Université de Liège (BE)
Authors	Florence Lanzi, Helena Sadzot, Charlotte Moreau
Date	January 2024
Version	Deliverable 2.2

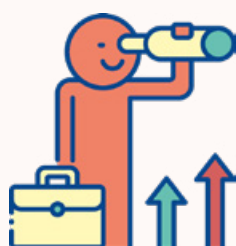


Disclaimer

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.

More Info and contact

www.socialeconomyskills.eu



Acronyms

baSE	Blueprint for advanced competences and trainings in the Social Economy
EC	European Commission
EU	European Union
NPO	Non Profit Organisation
SE	Social Economy
SEO(s)	Social Economy Organisation(s)

Executive summary

We are living in an exceptional time for humanity, in which population, organisations, institutions and politicians need to rise up against global warming, massive biodiversity loss, peak oil, social crises, etc. The way we endlessly consume our planet's resources, treating them as a bottomless pit, is destroying our environment and damaging our societal organisation. Our ways of living and consuming must change. The imperative for a green transition is evident and pressing. It is crucial to guarantee that this shift occurs in an equitable and inclusive manner, taking into account the welfare of workers and communities that may face adverse effects due to these changes.

At the same time, digitalisation is advancing and taking more and more space in our daily lives, be it at professional or private level. Digital tools can provide an opportunity at multiple levels, such as new ways of working and even new jobs, new methods of including vulnerable groups, or provision of necessary data to face societal challenges. The digital transition is occurring, and needs to be carried out in a responsible way, without leaving people aside or over-consuming rare resources.

In this context, the social economy can be a driving force in the accomplishment of the twin transitions. Social economy organisations are organisations that pursue a social and/or an environmental goal, that respect principles of democratic governance, and that reinvest any profit they make in their social mission. These specificities give them the power to establish alternative, non-threatening and sustainable business models that address today's challenges, in a wide range of activity sectors including agri-food, care, energy, construction, textiles, home services, retail and finance.

In the past, the social economy has already played an important role in answering societal needs and developing new activities and ways of organising enterprises. It has evolved according to the context of each region or country. Although adaptability to context is an advantage of the social economy, it has also led to very different legal frameworks in the member states of the European Union – when a legal framework for social economy organisations exists. One of the implications of the non-uniformity in legislation among EU member states is the complexity that arises when calculating and comparing statistics across these states. Nevertheless, based on available data, it is noteworthy that the contribution of the social economy to a state's economy is substantial. In the European Union, the employment share ranges from approximately 0.6% at the lowest to exceeding 10% of the national workforce at the highest.

While this report highlights the pivotal role that social economy organisations can play in inclusive ecological and digital transitions, yet they face challenges for which they require support. In the baSE project we have specifically examined the competences challenge.

The baSE project (Blueprint for Social Economy and Proximity Competences & Advanced Training Schemes Adaptable to Diverse Social Economy Ecosystem in Europe) aims to support the development of social economy training and education. To do so, baSE involves 25 partners (SE federations, umbrella organisations and support structures, higher education and vocational education and training providers, research institutions and sector experts) from 10 European countries (Belgium, France, Germany, Greece, Ireland, Italy, Poland, Romania, Slovenia and Spain). baSE will permit the upskilling and reskilling of social economy

practitioners, managers and supporters, in the fields of inclusiveness, the green transition, the digital transition, as well as the day-to-day management of social economy organisations.

This report marks the conclusion of the initial phase of this four-year project, during which we have identified, validated and prioritised competence gaps in the social economy related to the green, digital, inclusion and day-to-day challenges. Using a mixed-method approach detailed in section 5, culminating in a large-scale survey directly involving social economy workers, we can now outline the competences needed, priorities, and training gaps within the social economy ecosystem across the 10 countries participating in the consortium, as well as at an overarching level. The primary findings of the survey can be summarised as follows.

First, regarding the green transition, the results are quite homogeneous across countries when it comes to managers and supporters, and show the global necessity of training in **systemic analysis and decision-making**. After this unanimous result, **strategy for green transition, awareness and engagement**, and **networks and collaboration** are three competences that are of great importance for both managers and supporters. The results are more scattered between countries for practitioners, but the skill that comes first when aggregating the data is **understanding the green transition**.

Then, when it comes to digitalisation, managers and supporters again share the same pattern of prioritisation of competences, although there is not a single skill that stands out. Instead, four competences appear to be important: **data management, digital collaboration, diagnostic and digital strategy** and **digital communication**. As for practitioners, the skill of **collaborating digitally** is the one that receives the highest aggregated score.

The following skills category, inclusiveness, does not show a clear priority for managers and supporters in all countries: the aggregated data show that half of the competences of the list are important. The results for practitioners are more salient: **communicating in an inclusive way** is considered as a top-level priority by half of practitioners.

Finally, the competences prioritised for the day-to-day management of social economy organisations by managers and supporters are **strategy for social economy organisations, problem-solving, threat and opportunity analysis** and **agility and innovation**. These results are shared in all baSE countries, which indicates a global necessity. **Knowledge of and attitude to the social economy and problem-solving, threat and opportunity analysis** are the two competences that rank first for practitioners.

All these results are explained in more detail in the present report, and baSE partners emphasise that the results of the survey and this report are a real opportunity for European political decision-makers to strive for a more sustainable world. These newly collected data and knowledge of social economy education in 10 member states are necessary to develop support for the social economy and build innovative and useful education and training programmes on the social economy.

The report allows baSE partners to propose four types of recommendations: the strengthening of EU financial support addressed to social economy, the enhancement of education and training in the social economy sector, the promotion of participatory and evidence-based policy-making and the fostering of

knowledge-sharing. The recommendations globally follow the same process: researching and studying the reality of the social economy to base support on its reality; using existing European programmes, developing and adapting them if necessary; building new programmes and initiatives addressing the needs of social economy organisations and educational institutions; all the while promoting collaboration between organisations and member states.

Table of content

Project information	2
Disclaimer	3
Acronyms	4
Executive summary	5
1. Introduction	11
2. What is the social economy?	13
3. Mapping the social economy	15
3.1 Historical perspective	15
3.2 Policy framework across the EU	16
3.3 Statistical evaluation of the SE across the EU	17
3.3.1 Caution: uneven statistical calculation	17
3.3.2 Statistical overview of the SE in the EU and across the baSE consortium	18
4. Opportunities and challenges for the SE in the future	24
4.1 At the core of the SE: the key principle paving the way for a fair and inclusive twin transition	24
4.2 SEOs' opportunities and challenges in the face of the green transition	27
4.3 SEOs' opportunities and challenges in the face of digitalisation	28
4.4 SEOs' opportunities and challenges in the face of inclusiveness	30
4.5 Conclusion	31
5. Assessing competence needs in the social economy : A study across 10 EU member states	33
5.1 Methodology	33
5.2 Competence requirements in the social economy: An overview across 10 member states	46
5.2.1 Description of the sample of respondents	46
5.2.2 Competence requirements in the social economy to face the green transition	52
5.2.3 Competence requirements in the social economy to face the digital transition	59
5.2.4 Competence requirements in the social economy to face the inclusiveness challenge	63
5.2.5 Competence requirements specific to the social economy	67
5.3 Competence requirements for SE workers according to managers	72
5.4 Summary of competence requirements in SEOs	72
5.5 Concluding remarks	76
6. EU-level policy recommendations	80
1. Strengthening EU financial support	80
2. Enhancing education and training in the social economy sector	81
3. Promoting participatory and evidence-based policy-making	83
4. Fostering knowledge-sharing	84
Bibliography	85
Appendix I - Survey	90
Partners	111

Table of tables

Table 1 - The share of SE across countries involved in baSE project	19
Table 2 - The share of SE across countries involved in baSE project	19
Table 3 - Diversity of organisational forms in the social economy per country	20
Table 4 - Primary sectors in SE per country	21
Table 5 - Synthesis of the 5-step methodology	36
Table 6 - List of competences related to the green transition from which managers and supporters participating in the survey had to select	37
Table 7 - List of competences related to the green transition from which practitioners participating in the survey had to select	38
Table 8 - List of competences related to the digital transition from which managers and supporters participating in the survey had to select	39
Table 10 - List of competences related to the inclusiveness challenge from which managers and supporters participating in the survey had to select	41
Table 11 - List of competences related to the inclusiveness challenge from which practitioners participating in the survey had to select	42
Table 12 - List of competences related to day-to-day challenges in SEOs from which managers and supporters participating in the survey had to select	43
Table 13 - List of competences related to day-to-day challenges in SEOs from which practitioners participating in the survey had to select	44
Table 14 - List of competences needed for other SEO workers from which managers participating in the survey had to select	45
Table 15 - Top competences needed for green transition (managers)	56
Table 16 - Top competences needed for green transition (supporters)	57
Table 17 - Top competences needed for green transition (practitioners)	58
Table 18 - Top competences needed for digital transition (managers)	61
Table 19 - Top competences needed for digital transition (supporters)	61
Table 20 - Top competences needed for digital transition (practitioners)	62
Table 21 - Top competences needed for inclusiveness (managers)	65
Table 22 - Top competences needed for inclusiveness (supporters)	65
Table 23 - Top competences needed for inclusiveness (practitioners)	66
Table 24 - Top competences needed for the social economy (managers)	69
Table 25 - Top competences needed for the social economy (supporters)	70
Table 26 - Top competences needed for the social economy (practitioners)	70
Table 27 - Summary of competence requirements in SEOs by profile and by theme	73

Table of figures

Figure 1 - Social Economy Criteria. European Commission, Directorate General for Employment, Social Affairs and Inclusion, Directorate C Unit C2), A map of social enterprises and their eco-systems in Europe, 2016. P.VI	13
Figure 2 - Key principles of SE paving the way for a fair and inclusive twin transition. Source: Authors	26
Figure 3 - Distribution of valid answers received per country	46
Figure 4 - Distribution of valid answers received per worker profile	47
Figure 5 – Respondents’ age distribution	48
Figure 6 – Respondents’ gender distribution	49
Figure 7 - Distribution of respondents level of education	50
Figure 8 – Legal form of SEOs distribution	51

1. Introduction

The urge to transition towards a sustainable economy that is non-threatening to the planet, more inclusive for all and fit for the digital age has been widely acknowledged (Kwauk & Casey, 2022; OECD, 2023; Social Economy & Proximity Competences Alliance, 2023; Social Good Accelerator et al., 2022) few countries are considering education policy that can facilitate the development of green skills for such transitions. Where policy discussions are happening, green skills are often conflated with science, technology, engineering, and maths (STEM).

To tackle these challenges, novel approaches and new business models are necessary (European Commission, 2021a). The European Union is conscious of these challenges. Since 2017, the European Commission (hereafter EC) has released its Green Deal, its Digital Strategy as well as the Social Rights Action Plan (European Commission, 2018, 2020a, 2020b, 2023) aiming to move toward a more sustainable life for all.

As social economy organisations (hereafter SEOs) are, by definition, driven by a social mission¹, they hold great potential to establish alternative, non-threatening and sustainable business models that address today's challenges. Indeed, thanks to the specific features that lie at the heart of the social economy (such as the primacy of the social aim, the limitation of profit distribution, as well as their local anchorage and their democratic and participatory mechanisms), SEOs often contribute to the emergence of innovative solutions to the supply of sustainable goods and services, or, among other issues, to bridging the employment and digital gaps for those far from the market and technologies. For these reasons, it is imperative to **support the creation of SEOs** and their development.

Yet, as for other industrial ecosystems, the social economy (hereafter SE) is currently facing difficulties, including the **need to reskill and upskill** the workforce to address green and digital competence shortages while preventing the exclusion of workers. Indeed, we see an increase in the number of SEOs driven by an environmental purpose, which automatically raises the demand for workers with green as well as other SE competences. At the same time, reskilling and upskilling efforts are also needed to facilitate workers' reallocation from declining activities to expanding ones. In addition, over the past decade, a set of ground-breaking, emerging technologies have signalled the start of the Fourth Industrial Revolution that is massively disrupting competence needs across a broad range of industries, and the SE is not exempt. *"New data from the Future of Jobs Survey suggests that on average 15% of a company's workforce is at risk of disruption in the horizon up to 2025, and on average 6% of workers are expected to be fully displaced."* (World Economic Forum, 2020, p. 8).

Therefore, to support the SE sector, which holds great potential in the face of the current grand challenges, it is necessary to **strengthen future and current SE workers** through the design and supply of adapted curricula. *"Developing and enhancing human competences and capabilities through education, learning and meaningful work are key drivers of economic success, of individual well-being and societal cohesion."* (World

¹ What is usually called the "social mission" can encompass contributing to the well-being of people or communities as well as benefiting the environment or various elements of a social system.

Economic Forum, 2020, p. 8). For this reason, and in conjunction with the EC Pact for Skills strategy², the baSE project aims to reinforce the capacities of the SE and its human capital in key areas such as the digital and green transitions and inclusiveness.

To reach this goal, the **baSE project** involves 25 partners (SE federations, umbrella organisations and support structures, higher education and vocational education and training (VET) providers, research institutions and sector experts) from 10 European countries (Belgium, France, Germany, Greece, Ireland, Italy, Poland, Romania, Slovenia and Spain) forming an alliance for sectoral cooperation on competences for the social economy and proximity ecosystem. More precisely, the baSE project focuses on competence mismatches for the upskilling and reskilling of SE practitioners, managers and supporters, by contributing to developing a new strategic approach (Blueprint) for sectoral cooperation on the supply of skills for new or updated occupational profiles in the SE sector.

The present report synthesises the extended research conducted in each of the 10 countries involved in the project, in order to understand, at European level, the needs of SEOs in terms of reskilling and upskilling to effectively face the green and digital transitions as well as the inclusiveness challenge.

This report starts with a description and definition of the SE (section 2). It then presents a mapping of the SE in the EU, starting with a historical perspective. The mapping continues with an explanation of the differences in policy frameworks between EU countries, and finally gives a statistical overview of the importance of the SE in the baSE partner countries (section 3). We then explore the opportunities and challenges for the SE in the future, specifically explaining how the SE constitutes a suitable path toward a fair and inclusive twin transition (section 4). This theoretical content sets the stage for the empirical assessment of SE competence needs in the 10 baSE partner countries (section 5). The methodology is detailed before presenting the overview of the results. Following the analysis of the aggregated results, overarching recommendations are provided. Subsequently, the national syntheses are presented.

² <https://ec.europa.eu/social/main.jsp?catId=1517&langId=en>

2. What is the social economy?

The SE ecosystem comprises a **wide range of organisations** that adopt diverse legal forms (cooperatives, non-profit and not-for-profit organisations, mutual funds, foundations, associations, social enterprises, etc.) and that operate in various sectors of activity (agri-food, care, energy, construction, textiles, home services, retail, finance, etc.). The commonality between SEOs – in other words, what defines the SE ecosystem – resides in specific features or practices that differentiate them from other conventional (or ‘capitalist’, see below) private enterprises or public organisations.

Neither academics nor practitioners agree on a single definition of the SE. In the context of this work, we define the SE, as suggested by the **Social Economy Action Plan**³, through three criteria that SEOs share (cf. figure 1):

- The primacy of people as well as social and/or environmental purpose over profit;
- The reinvestment of most of the profits and surpluses to carry out activities in the interest of members/users (“collective interest”) or society at large (“general interest”);
- Democratic and/or participatory governance.

This figure below presents these three social economy criteria. They are explained in detail under the figure.

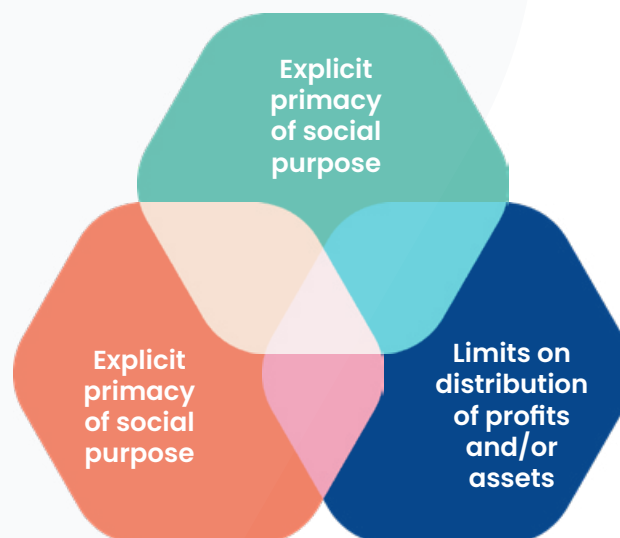


Figure 1 - Social Economy Criteria. European Commission, Directorate General for Employment, Social Affairs and Inclusion, Directorate C Unit C2), A map of social enterprises and their eco-systems in Europe, 2016. P.VI

³ The Social Economy Action Plan (SEAP) aims to mobilise the full potential of the SE, on the horizon of 2030. For more information, visit https://social-economy-gateway.ec.europa.eu/eu-initiatives/seap_en

First, SEOs are primarily driven by social purpose rather than financial maximisation or investor enrichment. The social purpose can serve the mutual but non-capitalist interest of the organisation's members or beneficiaries (such as providing health insurance, food, jobs etc. to members), and/or it can serve the general interest of society at large (such as protecting the environment, reducing poverty etc.).

Then, if profits are made (as they are not forbidden), for the most part they will be reinvested to support the social purpose rather than capitalist enrichment. And if a SEO chooses to distribute surpluses, this is strictly limited as people and social purpose remain the priority.

Finally, SEOs are also characterised by democratic and/or participatory governance. In capitalist organisations, investors are dividend recipients as well as decision-makers, and their decision-making power is proportionally linked to their capital contribution. In SEOs, whatever the number and the variety of stakeholders, decision-making power is not proportional to the capital contribution, and generally follows the principle of "one person one vote". Moreover, to gain stakeholders' participation, SEO governance usually goes beyond statutory requirements (Defourny & Nyssens, 2017; Petrella, 2017). Thereby, in addition to the formal governance bodies (i.e. general assembly and board of directors), other participatory mechanisms (committees, working groups, ad hoc governance bodies etc.) are usually implemented (Labie, 2005; Laville & Mahiou, 1985).

3. Mapping the social economy

This section offers an extended yet not exhaustive overview of the emergence and evolution of the SE across the European Union. We start by outlining the origins of the SE, then examine its legal recognition in different member states, encompassing the variations in both legal framework and timing of appearance. Lastly, we assess the current state of development of the SE in the 10 countries involved in the baSE project.

3.1 Historical perspective

The modern SE movement was born in Europe in parallel with the industrial revolution (The Editors of Encyclopaedia Britannica, 2023), although its origins can be traced to the Middle Ages when the first charities, guilds and craftspeople's associations were created.

Most researchers identify the **Rochdale Society of Equitable Pioneers** as the first modern cooperative. This cooperative was founded in 1844, in Rochdale, near Manchester, by a group of 28 artisans working in the cotton mills, with the purpose of buying together 'honest food, at an honest price'. The cooperative was guided by the Rochdale principles of voluntary and open membership, democratic member control, member economic participation, autonomy and independence, education, training and information, cooperation among cooperatives, as well as concern for the community (Fairbairn, 1994).

After the Rochdale Society of Equitable Pioneers, these principles persisted, inspiring the cooperative movement worldwide, and eventually a revisited version was instituted by the **International Cooperative Association** (ICA). Beyond cooperatives, the Rochdale principles influenced the whole SE's identity, since, in many European countries at that time, the SE was rooted in the history of the cooperative movement.

Examples of SEOs during the industrial period in Europe are numerous. We know of cooperatives in the financial sector established in Ljubljana, Slovenia in 1856. Countries such as France, Italy, Belgium (and probably others) were home to a large number of worker cooperatives defending workers' rights and promoting economic democracy. Different forms of association were also emerging, sometimes initiated by religious institutions (often the Catholic church) to answer poverty and social challenges. This trend was particularly strong in Ireland, Italy and Belgium. It is also during the industrial period that the first mutual funds were created to ensure a solidarity-based access to insurance and social protection by workers and their families (Monzón Campos & Chaves Ávila, 2013). During the 19th and 20th centuries, the main SE entities (cooperatives, mutual funds, associations, charities and foundations) significantly expanded across Europe and other regions of the world, becoming key actors of Europe's socio-economic landscape (Monzón Campos & Chaves Ávila, 2013).

The second half of the 20th century played a decisive role in catalysing the various experiences of associationism and cooperation, both religious ones and those with a secular imprint. Indeed, each of these forms progressively saw the **emergence of various legal frameworks** allowing their recognition. For instance, in France, the Waldeck-Rousseau law of 1 July 1901 instituted associations while cooperatives were instituted by law in 1947. In Belgium, cooperatives have been legally authorised since 1873 and the Law on Associa-

tions was promulgated in 1921, governing both associations and foundations (Defourny, 2017).

In some countries, SE development was severely affected by **communism**. In Poland, after a strong cooperative development during the interwar period, cooperatives were abolished in the territories occupied by the Third Reich (Frączak & Wygnański, 2006). Similarly, in Romania, associations and foundations ceased their activity during the communist period (Petrescu et al., 2021; Petrescu & Lambru, 2019a). After the fall of communism came a resurgence of SE entities except maybe for cooperatives. Their previous politicisation and their often-difficult financial situation led to negative connotations that sometimes persist to this day in the popular perception (Frączak & Wygnański, 2006). Later, their accession to the EU (in 2004 for Poland and 2007 for Romania) strongly influenced SE development in these territories. The funding opportunities and the EU agenda enabled research and programmes that helped increase SE visibility as well as the creation of legal frameworks.

3.2 Policy framework across the EU

At the European level, SEOs, and particularly cooperatives, have been recognised since the founding of the European Economic Community in 1957 with the signing of the Treaty of Rome. Article 58 of the treaty states: “Companies are defined as companies under civil or commercial law, including cooperative societies, and other legal persons under public or private law, with the exception of non-profit companies”. Nowadays, differences remain between countries regarding the legal framework available to SE and to SEOs.

However, it was not until the 2000s that **the term SE** – in reference to the whole ecosystem it encompassed – would be integrated **in national laws**. This is, at least partly, the result of an increase in the number of SEOs as well as various actions taken at the EU level, for instance the launch, in 1989, of the European Commission’s first communication devoted to the SE (Macías Ruano & Manso, 2019), the regulation of the European Cooperative Society in 2003 (Filippi & Hiez, 2022) and the European Commission communication on the Social Business Initiative (2011). The last historic turning-point happened in 2022, at the 110th Conference of the International Labour Organisation, where a universal definition of the SE was adopted. Filippi & Hiez (2022) state that the “SE is emerging from the margins of the capitalist model to assert itself as a relevant alternative to meet the challenges of transition”.

In addition to the separate laws existing on associations, cooperatives, mutual funds, and other SE entities, several countries adopted an additional law defining and establishing the **SE ecosystem** and/or concerning social entrepreneurship: the Spanish Social Economy Law (2011), the Slovenian Act on Social Entrepreneurship (2011), the Dutch Law on Social Enterprises (2012), the Portuguese National Law on the Social Economy (2013), the French National Law on the Social and Solidarity Economy (2014), the Romanian Law on the Social Economy (2015), the Lithuanian Order on the Concept of Social Entrepreneurship (2015), the Luxembourg law on Societal Impact Societies (2016), the Greek Law on the Social and Solidarity Economy (2016), the Italian Code of the Third Sector (2017), and the recent Polish Act on the Social Economy (2022).

Currently, and despite the recent evolution at national level and EU influence, the member states’ legal frameworks remain very unequal across the EU (European Commission. Directorate General for Employment, Social Affairs and Inclusion, 2020; Macías Ruano & Manso, 2019). Some European countries (e.g.

Germany, Ireland) have no legal definition of the SE (as an ecosystem) nor of social enterprises. Also, when definitions exist, the defining criteria vary significantly across countries. The extended comparative study financed by the EC on social enterprises and their ecosystems in Europe confirms this diversity (European Commission, Directorate General for Employment, Social Affairs and Inclusion, 2020). However, as Macías Ruano & Manso (2019) explain, this lack of uniformity disadvantages European SEOs, as they do not form a whole that could influence the institutions of the EU. In addition, if a specific SEO legal form lacks recognition in another country where an organisation intends to compete, this lack of recognition prevents it from competing on equal terms, particularly in the context of public sector tendering processes.

Most of the time, countries have **legal frameworks regarding each entity** that composes the SE, that is: cooperatives, associations, foundations, etc. Those frameworks can exist even if the country has not legally defined the SE as a whole. In addition, some states have established certifications or accreditations related to certain entities or areas of activities. For instance, most countries have adopted specific legislation regarding work integration social enterprises (WISEs) with distinct certifications. In Germany, the Renewable Energies Law forms the legal basis for a distinctive type of SEO, namely the citizen-owned energy cooperative. This has helped with their successful expansion, particularly in the mid-2000s. In Spain, an explicit law exists for worker-owned enterprises (Sociedades anónimas laborales – SALes).

On top of this, some countries have established a SE recognition through additional mandatory or voluntary **certifications or accreditations**. For instance, in Romania, Italy and Belgium (at regional level), social enterprise certification can be voluntarily obtained by any private legal person that satisfies the associated principles. In contrast, SE accreditation in Greece is not only granted through the satisfaction of a number of SE principles, but can also depend on the field of activity or the organisation's aim (e.g. inclusion of vulnerable groups, collectives of employees, etc.). In Ireland, the certification concerns charities only and in Italy, SEOs are named “third sector” organisations.

Overall, European countries can learn from each other within this rich diversity. However, it makes cross-country comparisons a lot harder.

3.3 Statistical evaluation of the SE across the EU

3.3.1 Caution: uneven statistical calculation

Few countries within the baSE project's consortium are able to produce reliable statistics regarding their entire SE ecosystem. The diversity in legal forms and activities renders statistical calculation quite challenging. Indeed, since SE or social enterprise certification – when it exists – is often quite recent, and usually non-mandatory, many SEOs are not included in the associated databases. Therefore, to obtain relevant statistics one is often obliged to aggregate available statistics on the legal entities that compose the SE, namely cooperatives, associations, foundations and mutual funds, as well as data on other relevant legal statuses available to member states.

This method runs the risk of including organisations that do not satisfy some SE principles (such as democratic organisation, which is often difficult to verify). It may also omit some SEOs because they have not re-

requested the specific SE status or because they were not even conscious of being part of the SE ecosystem.

For instance, Romania has a social enterprises label that should help evaluate the importance of its SE ecosystem. However, it estimates that only 0.9% of SEOs are certified social enterprises (Petrescu et al., 2021; Vamesu, 2022). The same situation prevails in Slovenia, where the registered social enterprises employ 0.45% of the active Slovenian population while the estimated effective SE employs a higher share of the working population – 2.68% – with revenues equivalent to 2.69% of GDP. This picture includes companies for persons with disabilities, which employ 1.37% of the active population and could also be considered as SEOs (European Commission, 2019). In contrast, in Greece, according to the General Register held by the Directorate of Social and Solidarity Economy,⁴ the number of registered SEOs is 2,281. Yet, 438 are either named as “inactive”, “temporarily deleted”, or “permanently deleted”.

Thanks to their SE observatories, France and Belgium produce more accurate data on the SE. In this respect, the European Commission has recently published a call for tenders aiming at “Improving the Socio-economic Knowledge of the Proximity and SE ecosystem”.⁵

3.3.2 Statistical overview of the SE in the EU and across the baSE consortium

Currently, according to the latest available EU data (2016), the SE accounts for 2.8 million entities (mostly cooperatives, mutual funds, associations, foundations and social enterprises), employing 13.6 million people (i.e. 6.3% of the EU’s working population), and mobilising more than 82.8 million volunteers. According to the same source, there are 232 million members of cooperatives, mutual funds, and similar entities (European Commission, 2016).

In terms of geographical distribution, the SE is very heterogeneously developed in the EU, where it represents between 0.6% and 10% of all jobs across the member states (European Economic and Social Committee & CIRIEC International, 2017). According to the available estimates, the SE plays a major role in France, Spain, Italy and Belgium, where it represents more than 10% of jobs and approximately 10% of GDP (European Economic and Social Committee & CIRIEC International, 2017). The significant variation in SE development across member states suggests an untapped economic potential, including in terms of job creation, in many member states where the SE is less advanced.

To help give a better understanding of the uneven development of the SE across the EU, we asked partners from the 10 countries involved in the baSE consortium to provide data regarding the importance of the SE in their country.

As explained before, definitions of the SE are not homogeneous and statistical computation varies widely across countries. For this reason, the tables presented below should be considered with caution. Nonetheless, they offer interesting data to initiate comparisons among European Union countries.

⁴ <https://kalo.gov.gr/>

⁵ <https://etendering.ted.europa.eu/document/document-file-download.html?docFileId=146452>

Table 1 – The share of SE across countries involved in baSE project

The share of SE across countries involvwd in baSE project ⁶		
Country	Share of SE in terms of employment (% of total employment, year)	
GREECE	0.17	(2018)
ROMANIA	1.86	(2021)
POLAND	2.7	(2016)
SLOVENIA	3.2	(2022)
IRELAND	6.58	(2021)
FRANCE	10.2	(2019)
GERMANY	11	(2012)
BELGIUM	12.5	(2020)
SPAIN	12.5	(2018)
ITALY	12.6	(2015)

Table 2 – The share of SE across countries involved in baSE project

The share of SE across countries involved in baSE project ⁷		
Country	Share of SE in number of organisations (% of total number of organisations)	
GREECE	0.028	(2018)
POLAND	5	(2016)
SPAIN	6.1	(2018)
BELGIUM	7.52	(2021)
ITALY	8.1	(2015)
FRANCE	8.3	(2019)
IRELAND	9.7	(2021)
GERMANY	10	(2016)
SLOVENIA	11.5	(2022)
ROMANIA	19.61	(2021)

Table 1 reveals that in half of the countries studied (*Italy, Spain, Belgium, Germany and France*), over 10% of the workforce is employed in SEOs. Among these, *Italy, Spain* and *Belgium* exhibit the highest rates, with approximatively 12.5% of their workforce involved in the SE. Ireland stands in the middle, with 6,58% of the workforce employed in SEOs. *Slovenia, Romania* and *Poland* reach on average 2,59% of their workforce in the SE, while *Greece* lags behind with only 0.17% of its workforce active in SEOs.

⁶ Computation methods are described in appendix 1 of each country national report.

⁷ Computation methods are described in appendix 1 of each country national report.

When considering the number of organisations (as indicated in table 2), *Romania* takes the lead with 19.61% of all registered organisations being part of the SE. It is noteworthy that this statistic is quite surprising when considering the relatively low percentage of the workforce engaged in social enterprises (SEs) in *Romania*, which stands at 1.86%. It can be explained because many SEOs in *Romania* are very small, with 0 to 3 employees. A similar trend can be observed in *Slovenia*, where 11.5% of organisations are actively involved in the SE, but the portion of the workforce participating in SEs remains surprisingly low at 3.2%.

Next to *Romania* and *Slovenia* come *Germany* and *Ireland* with approximately 10% of all registered organisations being considered part of the SE. Another group of countries, including *Belgium*, *France* and *Italy*, show a representation level of around 8%. *Poland* and *Spain* fall in the range of approximately 5.5% of their total organisations being SEOs. *Greece* has the lowest rate, with a mere 0.028% of its organisations considered as part of the social economy. However, this number has to be taken cautiously: it is the only data we were able to find, but we believe the reality is different, and that more SEOs exist in *Greece*.

This disparity between the proportion of organisations and the level of employment in the SE can be attributed to the fact that many non-profit organisations (which in every country examined represent more than half of the organisations, see table 2 below) do not have paid employees. Nevertheless, they still deliver valuable services with the assistance of volunteers. This underscores the importance of examining both sets of statistics – the number of organisations and the employment figures.

Table 3– Diversity of organisational forms in the social economy per country

Diversity of organisational forms in the social economy by country							
Country	% of Cooperatives	% of Non-profits	% of Foundations	% of Mutual funds	% of Social Enterprises	% of Others	(Year)
BELGIUM	3.6	91.2	1.3	0.5	3.5	/	2021
FRANCE	5.4	93.8	0.4	0.4	< 1	/	2019
GERMANY	1.12	95	4	Counted in “others”	Counted in “others”	1	2018
GREECE	1.7	No data	No data	No data	97.6	0.7	2018
IRELAND	1.44	95.68	/	/	/	/	2022
ITALY	9.78	76.98	1.73	Counted in “others”	4.33	7.18	2015
POLAND	1.5	78.75	14.6	Not considered as part of SE ecosystem	Not a legal form	5.15	2017
ROMANIA	1.1	85	9.8	2.9	1.3	/	2021
SLOVENIA	1.5	84.7	0.8	Not considered as part of SE ecosystem	Not a legal form	12	2017
SPAIN	32.8	53.2	Counted in non-profits	0.4	13.6	/	2018

In the countries sampled, non-profit organisations emerge as the dominant organisational form within the SE. This is especially evident in Ireland, *Germany*, *France* and *Belgium*, where non-profit associations constitute over 90% of all SEOs. However it is important to highlight that in Spain the proportion of non-profit organisations is notably lower, standing at 53.2%. Unfortunately, complete data for *Greece* are unavailable.

When considering cooperatives, *Spain* stands out with a substantial presence of cooperatives at 32.8% in its SE ecosystem. In contrast, in the other countries included in the sample, cooperatives have a less significant presence, with representation falling below 10% in *Italy*, *France* and *Belgium*. Furthermore, cooperatives account for less than 2% in *Romania*, *Greece*, *Slovenia*, *Poland*, *Germany* and Ireland. However cooperatives are usually less numerous, but their employment rate is often higher than in other countries. For instance in *Romania* associations and foundations represent the vast majority of the SE ecosystem but cooperatives employ around a quarter of SE workers (Vamesu. 2022).

Regarding foundations, describing the sample is more complex because in some countries foundations are categorised within non-profit associations. Nevertheless, when considered separately, foundations typically constitute less than 2% of SEs. *Poland* and *Germany* stand as exceptions to this trend, with foundations representing 14.6% and 4% of SEs respectively.

Table 4 – Primary sectors in SE per country

Primary sectors in SE per country					
Country	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5
BELGIUM	Social work	Arts, entertainment and recreation	Health	Non-compulsory education	Administrative and support services activities
FRANCE	Social work	Education	Financial activities and insurance	Health	Administrative and support services activities (with also some recreation and education activities)
GERMANY	Sport	Culture	Education	Leisure	Social services
GREECE	Education	Retail	Wholesale trade	Organisational activities	Catering
IRELAND	Local development, housing	Recreation, sports	Education, research	Religion	Social services
ITALY	Cultural, artistic, sporting, socialisation and entertainment activities	Social assistance, civil protection, health and care	Protection of rights, advocacy and religion	Education, research and professional activities	Economic development (including manufacturing activities)

POLAND	Culture, communication and recreation activities	Social services, rescue services, employment assistance	Business, professional and labour organisations	Education services and research	Community and economic development, housing activities
ROMANIA	Other service activities	Entertainment, cultural and recreational activities	Health and social work	Financial intermediation and insurance	Education
SLOVENIA	No information available for the whole SE ecosystem but based on legal form. <ul style="list-style-type: none"> Cooperatives are mostly present in 3 sectors: “Commerce, maintenance and repair of vehicles”, “Agriculture, forestry and fishery”, “professional, scientific and technical activities”. Social enterprises are mostly active in “Education”, “Information and communication activities”, “Professional, scientific and technical activities”. NGOs are mainly active in “Education”, “Information and communication activities”, “Health and social care”. 				
SPAIN	Social services	Arts and leisure activities	Education	Agriculture	Energy, water and waste management

In terms of sectorial distribution, as already stated, the SE is present in all economic sectors. However, for the majority of countries covered by the baSE project, the most important sectors are (in different orders) social and health services, education, sport and artistic activities. Two unusual situations are worth noticing. In *Poland*, based on the Polish Classification of Activity, the majority of cooperatives (21.9%) operate in industrial processing or manufacturing (Goś-Wójcickiej, 2022; Social Economy Satellite Account for Poland 2018, 2021). In *Germany*, one in four organisations is developing services for migrants and one in 10 organisations is involved in refugee aid (Priemer et al., 2018).

The above description is based on the number of SEOs in each area of activity. This picture needs to be read with caution as further analysis, conducted in *France* and *Belgium* notably, shows that the best represented sector in number of SEOs involved is not necessary the first in term of workforce. SEOs operating in social and health services or in education tend to have higher employment rates (Observatoire de l’ES, 2022).

This overview reveals that the SE is present in all EU member states, which fall into two categories: countries with a well-established presence of SEOs and those where the SE is gradually expanding.

While the SE exists in every EU member state, there is significant heterogeneity in its legal definitions, where those are present. Moreover, diverse models and practices are observed, reflecting a broad spectrum of diversity, as mentioned earlier. In summary, although a common legislative base has been established within the EU, each country has developed its specific legislation in an uneven manner, resulting in various legal forms. The development of the SE has followed distinct stages influenced by the national and local context, legal frameworks, and political landscapes. Differences also extend to the funding sources used to support the SE ecosystem. However, despite these variations, there is a global acceptance of the values and principles of the SE, such as voluntary association, the priority of people and decent work over capital, democratic governance etc., which serve as the common foundation of SE (Filippi & Hiez, 2022).

But SEOs are **a growing phenomenon with a great potential** that remains somehow underused. In most countries of the baSE project, the number of SEOs and the employment figures are increasing. The general environment is becoming, to some extent, more favourable towards SE development. However, the level of acceptance and recognition varies considerably among EU member states. Countries where the SE is widely and appropriately recognised in public debates, by policy-makers, researchers and practitioners are few.

At the national level, literature reviews conducted by baSE partners (summarised in their national reports) confirm that political recognition of the SE has gained importance over the last decade, whether the SE has a long local tradition or is relatively recent in the landscape. This growing interest has led to the emergence of financial instruments, projects and institutions aimed at promoting SEOs and SE establishment and growth. Partners identified research as a key factor in the institutionalisation and recognition of SE, and they confirm that research and training in the SE are on the rise. Various educational programmes and tools have been introduced to complement the training of field actors and other stakeholders. Despite variations, the overall trend regarding the recognition of the SE is positive.

At the EU level, the European Commission has recognised the potential of the SE, as evidenced by the Social Economy Action Plan. This plan aims to establish favourable conditions for the thriving of SE, open up opportunities, support capacity building, and enhance the recognition of SE and its potential. Additionally, the recent establishment of a universal definition of the SE by the International Labour Organisation marks an important step at the international level (Filippi & Hiez, 2022). Since, this definition has been used by the OECD⁸ in a recommendation on the social and solidarity economy and social innovation, and by the UN General Assembly in a resolution titled *Promoting the social and solidarity economy for sustainable development*.⁹ These diverse initiatives underscore the growing acknowledgment of the importance and the role of the SE.

Although there is still progress to be made toward full and appropriate recognition of the social economy, the overall trend is positive, and the societal shift toward greater social and environmental consciousness supports SE development.

⁸ <https://legalinstruments.oecd.org/en/instruments/OECD-LEGAL-0472>

⁹ <https://unsse.org/wp-content/uploads/2023/04/A-77-L60.pdf>

4. Opportunities and challenges for the SE in the future

4.1 At the core of the SE: the key principle paving the way for a fair and inclusive twin transition

This section explains how the SE's defining principles (described below), and more importantly their combination, provide an encouraging path towards fair and inclusive transitions.

First, SEOs are **primarily driven by a social aim** that is often aligned with societal challenges. Indeed, we find numerous SEOs developing innovative solutions to offer sustainable goods and services to various stakeholders (who sometimes have limited access to those resources), such as local and organic food supply chains, alternative modes of transport, and repair services. SEOs have historically answered societal needs that were not (totally) fulfilled by the state or by the market, such as access to employment, to education, to social care, to housing, to culture etc. (Mertens, 2010). Nevertheless, it is imperative to address these societal needs, as meeting them is vital for respecting planetary boundaries and fulfilling the basic social foundation, as depicted in Kate Raworth's well-known and illustrative "doughnut" model.¹⁰ In this context, SEOs play a role in fostering a just and inclusive transition.

Second, while non-SE companies may have a social mission (e.g. Danone, Illycaffè), it often comes second to their primary aim of profit maximisation. In contrast, **SEOs are not only driven by their social purpose, but they prioritise it over profit maximisation**. This means that SEOs are more inclined to try innovative solutions even if they generate little revenue or are costly. And they do it while operating on the market and maintaining a high level of efficiency, which in turn is achieved by considering not only economic impact but the overall social impact produced by the SEO (Yunus et al., 2021). SEOs are often characterised as hybrid since they need to manage financial means and social purpose (Ebrahim & Rangan, 2014). However, even the more the commercial forms (such as cooperatives, are first and foremost driven by their social aim.

The combination of these two first features (social aim and its primacy over profit maximisation) allows SEOs to more easily avoid the traditional trade-offs between social, environmental and economic performance – or at least to deal with them more sustainably (Hudon & Huybrechts, 2017). Indeed, SEOs are better equipped for a multi-objectives approach: *"pursuing social and environmental goals within the context of an economically sustainable project"* (Hudon & Huybrechts, 2017). In this line of reasoning, they are also more prone to experiment with complex innovative practices than organisations constrained by profit maximisation. This space for experimentation and innovation can lead to concrete solutions for sustainable development and therefore contribute to transition.

¹⁰ <https://www.kateraworth.com/doughnut/>

As regards innovation, the SE is often recognised as having an ability to generate new business models. As such, the SE is well suited to implement the required fundamental changes in production and consumption systems, and also in organisation, society, finance methods and policies (European Commission, 2014). The SE is also able to establish innovative public-private partnerships, which are a fertile ground to develop initiatives strengthening the social fabric, delivering regenerative solutions and fostering new business opportunities (European Commission, 2021c).

Third, **SEOs are very often bottom-up and locally anchored organisations**. Hillman et al. (2018) explain that the autonomous nature and the local anchorage of SEOs can represent a viable means to target social, environmental and economic multiple bottom lines, thus achieving social, environmental and economic goals. As bottom-up and locally anchored organisations, SEOs are sometimes called ‘grassroot innovation’ (Seyfang & Longhurst, 2013; Seyfang & Smith, 2007) as they respond to local issues, by taking into consideration the interests and values of local communities. As a result, there are SEOs delivering goods or services to places or people generally neglected by the market or the state. As stated by Yunus et al. (2021), “*their proximity to the problems make them understand what works and what doesn’t*”. SEOs are therefore particularly well suited to respond in an appropriate manner.

Finally, SEOs are characterised by **democratic and/or participatory governance**. Through participatory and democratic mechanisms, they empower stakeholders who are not traditionally given a voice and provide a major avenue towards social justice and social changes. But some of them have developed exemplary practices in terms of deliberation and self-governance. These specific practices of deliberation and self-governance allow them to develop highly appropriate answers to real societal needs.

Therefore, in view of the green and digital transitions, SEOs present valuable advantages to help consider the related social dimension, undeniably connected to those transitions, which has been underestimated for a long time.

The combination of the principles presented provides SEOs with the ability to identify local and specific emerging needs as well as the capacity to develop tailored solutions for local communities. Consequently, SEOs can be seen as more efficient, equitable collectors, organisers and distributors of resources to progress toward transitions than other market-driven organisations.

The following figure synthesises the content of the section:

At the core of SE: the key principle paving the way for a fair and inclusive twin transition

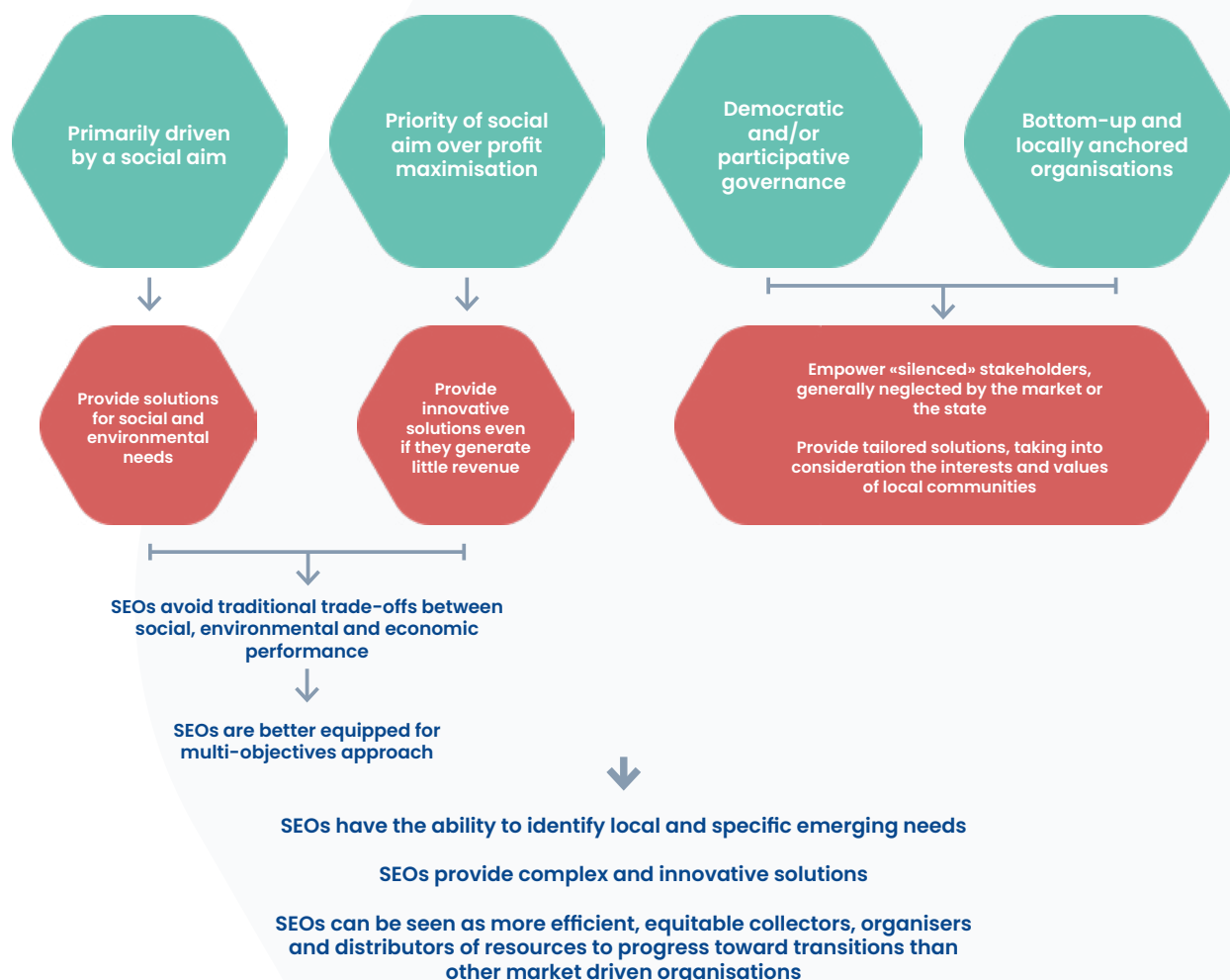


Figure 2 - Key principles of SE paving the way for a fair and inclusive twin transition. Source: Authors

Apart from the benefits that SEOs bring towards transition, as represented in figure 2, they also face some challenges that suggest more support should be brought to this ecosystem. Indeed, as suggested by Huybrecht & Hudon (2017), the road ahead for the SE ecosystem involves scaling (or several SEOs sometimes face difficulties when replicating or growing) and long-term sustainability challenges (reaching financial sustainability in the long term, dependence on subsidies. etc.).

In the following sections, our focus will shift from the core principles of SE to a more detailed exploration of the specific opportunities and challenges encountered by SEOs as they face the major challenges of our time: the green transition, digitalisation and inclusiveness.

Furthermore, we will establish connections between these challenges and the required competences and competences.

4.2 SEOs' opportunities and challenges in the face of the green transition

As outlined in the introduction, the SE has a real potential and a role to play in the challenges society is facing, namely the green transition challenge.

This **potential** is recognised by various authors. such as Costantini (2019), who writes “*Special attention on social and environmental problems is given by social enterprises that are new players in the open markets. Social enterprises are considered to be the most efficient organisations that can solve social and environmental problems in a sustainable way. Wide evidence of environment-related social enterprises is provided by various authors (Vickers, 2010)*” (p. 24). In addition, the European Commission (2021a) states that the “*Social economy contributes to the green transition by developing sustainable practices, goods and services for industrial development, for instance in the fields of circular economy, organic agriculture, renewable energy, housing and mobility*”. The SE has indeed been delivering **innovative green solutions** for a long time now, with active engagement in areas such as the circular economy, renewable energy, mobility, housing, sustainable agriculture and more (European Commission, 2021c). Consequently, social entrepreneurship is emerging as a preferred career choice to address these environmental challenges (European Commission, 2021b).

These innovative green solutions represent a direct response to the increasing awareness of climate change and the imperative to protect and preserve the environment. This growing awareness is likely to persuade an increasing number of recent graduates and individuals undergoing career changes to pursue a career in social entrepreneurship. Thus, we anticipate a rising demand for training in social entrepreneurship and, more broadly, green competences for SE ecosystems.

It is indeed necessary to equip social entrepreneurs and SEOs with such technical and operational competences as eco-leadership for instance (European Commission, Directorate General for Internal Market, Industry, Entrepreneurship and SMEs, 2022). Eco-leadership is a style of leadership in which the organisation is considered as an “*ecosystem within wider ecosystems*”. Strong connections are thus made with external ecosystems (stakeholders, customers, regulators and wider society) (Western, 2019).

Among other authors, Kwauk & Casey (2022) few countries are considering education policy that can facilitate the development of green skills for such transitions. Where policy discussions are happening, green skills are often conflated with science, technology, engineering, and maths (STEM are concerned about those competences for the green transition. They have built a “*green competences framework for climate action, gender empowerment and climate justice*”. It shows that the green transition will require specific competences that can be divided into:

- Competences for green jobs,¹¹ which, as the name indicates, aim to fulfil the requirements of green jobs and to support the transition towards a low carbon economy;
- Green life competences, which are useful for technical, instrumental, adaptive and transformative

¹¹ Green jobs are understood by Kwauk & Casey (2022) as jobs that will drive transitions to a low-carbon green economy.

purposes. These competences “have helped to build their green “lenses” through which to view their world, identify their community’s climate vulnerabilities, and develop climate solutions that build resilience while improving their overall well-being”.

- Competences for a green transformation, which allow the transformation of unjust social and economic structures.

Failing to meet this competence demand could hinder the progress of the green transition (International Labour Organisation, 2019). The necessary upskilling and reskilling¹² efforts in this context require investment in capacity-building, which is currently insufficient. This is primarily due to the lack of visibility regarding the role and potential of SEOs in the green transition, as highlighted by the European Commission (2021).

Moreover, while Kwauk & Casey’s framework can be valuable in identifying and describing missing competences for the green transition, it is important to acknowledge that the unique nature of SEOs necessitates specific competences. These include competences related to the green transition. For instance, the skill of “environmental and ecosystem management”, which is pertinent to green jobs, will require a distinct approach within a SEO context, given its typically local anchoring and its collaboration with a diverse range of stakeholders. These observations suggest the pertinence of the baSE project.

Furthermore, it is essential to recognise the need for a comprehensive framework to facilitate upskilling and reskilling efforts for the green transition. Such a framework should encompass various components, including financial mechanisms that support knowledge transfer, the exchange of best practices, targeted training programmes and peer-to-peer learning initiatives, among others (Kowalska et al., 2022). Given that SEOs are increasingly seen as pivotal players in the green transition, the demand for well-trained and skilled workers in the field of green transition within the SE should not be underestimated.

4.3 SEOs’ opportunities and challenges in the face of digitalisation

Digitalisation presents both **opportunities and challenges** for the SE, which is why this matter can be considered as crucial (Executive Agency for Small and Medium-sized Enterprises et al., 2020).

On one hand, as stated by Charlier (2019), digitalisation is **part of the evolution of society**, so the SE should embrace it in order to propose digital solutions that are ethical and fair. Not being part of the digital transition would represent a high risk for SEOs of **losing visibility and effectiveness** in a fast-changing world (Social Good Accelerator et al., 2022).

On the other hand, the broad societal challenges imposed by digitalisation call for (new or established) SEOs that can address these challenges. Digitalisation implies the creation or renewal of jobs, presenting

¹² *Upskilling* is learning new competences or teaching workers new competences, whereas *reskilling* consists in learning new competences so that you can do a different job (Cambridge dictionary).

both opportunities and risks, including the potential polarisation of employment (Lacroix et al., 2023). Additionally, it is essential to recognise that digitalisation extends beyond its impact on jobs; it exacerbates the digital divide among the population. These situations may contribute to growing inequalities. The SE most probably has a role to play in this context. The EU Pact for Competences recognises the SE as a vector of labour market inclusion and of an inclusive green and digital transition (Social Economy & Proximity Competences Alliance, 2023). Some even argue that digital acculturation is the responsibility of SEOs, as they can act as transmission belts to the public, which sometimes has great difficulty in adopting digital tools (Social Good Accelerator et al., 2022). More generally, CIRIEC¹³ highlights the fact that technological mutations generate ethical questions that cannot be answered without taking the collective interest into account, a task well-suited for SEOs as we have already established (*Roadmap for the social economy action plan - Consultation launched by the European Commission*, 2021).

At the same time, digitalisation represents, for all organisations, the opportunity to exchange information, to favour team cohesion, to follow and monitor actions etc. (Charlier, 2019). Digital tools are being used in the fields of employment, democratic participation, health environment, migration etc. (Social Good Accelerator et al., 2022).

The Social Good Accelerator & al. (2022) mention a **two-speed revolution** in the SE: some SEOs have been able to seize the opportunities offered by the digital transition and use alternative digital ecosystems, such as the “commons” models, in which the digital tools and/or content are shared, or “digital cooperative platforms”. For other SEOs, and they represent a majority, digitalisation is more complicated and proceeds more slowly.

Actually, the SE seems to be **under-digitalised**, which can be explained for several reasons. First, SEOs do not take advantage of the opportunities of the platform economy (Executive Agency for Small and Medium-sized Enterprises. et al., 2020). They lack expertise in the field of digitalisation (European Commission, 2021b). Second, SEOs deal with growing social needs, which they are expected to answer, they encounter difficulties in securing sustainable financing and they face growing requirements in terms of impact reporting. Budgetary constraints, shortages of digital competences and technological disparities are some of the **obstacles** that prevent the SE from embracing the digital transition. As the target audience of SEOs is partly vulnerable populations, the digital divide can also represent an obstacle (Social Good Accelerator et al., 2022). Finally, another barrier is the speed at which the SE is supposed to embrace new technologies: advanced technologies are developed primarily by and for the market economy. Therefore, they may not be directly applicable to SEOs and require some adaptation to fit with SE specificities.

The **level of SEOs' digitalisation varies**, and the way they undertake this process can take four routes, according to the Executive Agency for Small and Medium-sized Enterprises & al, (2020). The first route is specific and involves only certain functions of the SEOs. The second is gradual, which means that functions are gradually digitalised. and more and more processes automated. Thirdly, SEOs can rely entirely on digitalisation, meaning that all their processes are automated. And finally, SEOs can be fully rooted in a pure digital concept.

¹³ CIRIEC is an international association, the Centre International de Recherches et d'Information sur l'Economie Publique, Sociale et Coopérative, which means International Centre for Research and Information on the Public, Social and Cooperative Economy.

Brolis et al. (2018) have shown that digitalisation brings **tensions** for SEOs, at three levels: the level of employment quality and quantity, the level of organisational processes, and the level of service quality and nature. On employment, for instance, digitalisation can either be a source of valorisation of people's work, as workers learn new and complex competences; or be a source of depreciation as workers can gain the impression that they can progressively be replaced by robots. Examples could be given for each level of tension, but this is not the point of this section. The SE has to tackle these tensions, and transform these challenges into opportunities. But what are these challenges exactly? We can mention employment polarisation between high-skilled jobs and low-skilled service jobs at the expense of medium-skilled and routine jobs (Lacroix et al., 2023), the balance to be found between work autonomy and control (Brolis et al., 2018), or the exclusion of some publics by the digitalisation of services, which is supposed to make the services more accessible but which actually prevents some persons from using them because of the digital divide (Brolis et al., 2018). These challenges are not specific to the SE, as they can concern any enterprise, but SEOs, which have a social mission, cannot fail to protect their workers from digital tool drifts and must ensure the continuity of the provision of goods and services.

SEOs **need to acquire digital competences**, but this requires investment in the up- and reskilling of the workforce. This training has to be shaped for the SE, so that the competences and the digital tools that go with them are designed to respect and foster the principles guiding SEOs. Also, according to the social mission of the SEO, the way digital tools are implemented may vary, and with it, the way workers are trained to adopt new digital competences.

Again, the baSE project will allow some advance on this issue, as it will highlight the needs for specific competences in the SE regarding the digital transition.

4.4 SEOs' opportunities and challenges in the face of *inclusiveness*

Given their **principles and values**, SEOs are particularly suited to integrating vulnerable groups (persons with disabilities, migrants and refugees, racial and minority communities etc.). The SE proposes solutions providing work and training opportunities so that they are accessible to all, empowering communities and individuals and advocating the respect of human rights (Social Economy Europe, 2020).

One type of SEOs are **work integration social enterprises** (WISEs), which are “*autonomous economic entities whose main objective is the professional integration – within the WISE itself or in mainstream enterprises – of people experiencing serious difficulties in the labour market*” (Davister et al., 2004). Their main social mission is thus related to inclusiveness.

The SE has historically supported the **integration of people with disabilities** across all aspects of life: education, training and job opportunities, development of accessible products and services and access to information, leisure, sport and cultural activities (Social Economy Europe, 2020). The role of the SE regarding the employment of persons with disabilities is clear: SEOs “*employ up to three times more people with disabilities than traditional enterprises*” (Social Economy Europe, 2020).

Regarding **gender**, there is a lack of reliable and entirely comparable data, but the European Commission

affirms that there is globally a higher proportion of female workers in the SE (2021b). This can partly be explained by SEOs' specialisation in social sectors, which are often categorised as feminised and mainly occupied by women (OECD, 2023). However, as Dessy (2022) points in a study, the SE is often taken as an example in the matter of gender, because of the high proportion of women working in it, but this does not necessarily imply that all its practices are virtuous regarding gender equality. Indeed, the high proportion of women working in the SE does not mitigate the systemic challenges associated with gender equality and inclusiveness, such as the pay gap or proportion of men to powerful management positions. Nevertheless, gender pay and leadership gaps are lower in the SE than in the wider economy, so the SE could serve as a reference (OECD, 2023).

In addition to gender equality for women, it is crucial to also address gender equality for transgender individuals, those identifying as non-binary, and other forms of gender diversity. Similarly, there is a need to shed light on underexamined diversities, such as cultural and language diversities. The scope of inclusiveness is extensive and cuts across various dimensions. Unfortunately, there is a lack of data to comprehensively evaluate the situation within the SE ecosystem.

In other words, in the realm of the social economy ecosystem, certain social economy organisations (SEOs) can be deemed exemplary in terms of inclusion. This is because their social mission, centered on inclusion, has led them to adopt inclusive practices and to develop some inclusion competences. However, numerous aspects of diversity are still overlooked, particularly by SEOs that do not explicitly prioritise inclusiveness in their social mission. Several systematic challenges associated with various facets of inclusiveness remain, and to face those challenges, workers need specific competences, such as a deep understanding of diversity, knowledge of the legal framework, the ability to raise awareness of inclusion matters, and diversity management.

4.5 Conclusion

In the previous sections we have presented SEOs' opportunities and challenges regarding the twin transition and the inclusion challenge separately. However, it is crucial to underscore the importance of addressing these challenges as a cohesive whole rather than dealing with them independently.

In this context, concepts such as digital sobriety and digital inclusion take on great importance. Failure to consider the interconnection between these challenges could be counter-productive: the implementation of the digital transition must acknowledge the challenges posed by rare and scarce resources, just as the twin transition cannot be envisaged without embracing the entire spectrum of the population and emphasising inclusiveness in the process. Moreover, addressing these intersecting challenges collectively can be advantageous. There are opportunities to promote inclusion in digitalisation for individuals with disabilities (Duplaga, 2017). as well as for women and others.

As highlighted by the European Commission (2021d: *"The digital competences of women in innovative technologies remain a largely untapped potential". The growth and diversification of the green and digital sectors, traditionally dominated by males, can also create new avenues for women. Furthermore, the involvement of women in decision-making positions represents an opportunity for the green transition, as it "could bring more sustainable decisions and action"* (OECD, 2023).

In conclusion, the SE has traditionally foreseen the challenges society was facing. In the current situation, the SE is confirming this trend as SEOs are spearheading the green and digital transitions (European Commission, 2021c). Moreover, the citizen and collective dimension and the ability to be inclusive make the SE an important lever to tackle the inclusiveness, green and digital challenges (Roadmap for the social economy action plan - Consultation launched by the European Commission, 2021). The European Commission's words about the SE's contribution to these transitions are clear: *"It boosts diverse modes of entrepreneurship and creates regenerative growth models. It drives social innovation by bringing forth novel bottom-up solutions to tackle social, societal and environmental challenges both in disadvantaged regions and in the most economically robust regions. Moreover, it empowers citizens and communities to benefit from the green and digital transition and to perceive it as an opportunity"* (2021c). In addition, the United Nations has recently (27th March 2023) adopted a resolution entitled *"Promoting the social and solidarity economy for sustainable development"* (resolution A/77/L.60), recognising the ability of the SE to contribute to the Sustainable Development Goals, its contribution to decent work and inclusive economics etc.

It seems that the SE's role regarding the inclusiveness, green and digital challenges no longer need to be proven. It is now important to give the SE the true resources it deserves, starting with competences.

5. Assessing competence needs in the social economy : A study across 10 EU member states

The baSE project aims to reinforce the capacities of the SE and its human capital in key areas in which SEOs already have an important added value.

Up to this point, employing a desk-research approach, this report has provided an overview of the development context of the SE in the EU, its potential to address contemporary challenges, and its needs, particularly in terms of competences and training to face these challenges. In this section, we move from a desk-research approach to an empirical one. Building on the insights gleaned from our literature research, we proceed with an empirical study to evaluate the skills needs of SEOs.

Consequently, in this section we start by presenting the methodology we have adopted. We then present the outcomes. The results section is structured as follows: it begins with a comprehensive general overview of the data collected across the 10 countries involved in the baSE consortium. Next, we provide an in-depth analysis of the results concerning competence requirements by topic (green transition, digitalisation, inclusiveness and SEOs' day-to-day challenges). Finally, the transnational analysis is succeeded by some EU-level recommendations. Additionally, aside from the cross-national analysis, collaborators from each country engaged in the baSE project have leveraged the research data and outcomes to formulate national syntheses and country-specific recommendations. While these national syntheses are not incorporated in this report, they are available separately.

5.1 Methodology

In our effort to understand the competences needed in the SE ecosystem, we developed a five-step methodology (illustrated by table 5).

Step 1 – Literature review

The initial phase entails a literature review at both the national and EU levels, with two primary objectives: (1) gaining insights into the historical and contemporary context of SE development; and (2) understanding the challenges associated with the green transition, digitalisation and inclusiveness, and how these challenges influence skill requirements. As for each step, partners were provided with detailed, standardised instructions, which were prepared by ULiège, the leader of the research phase in the baSE project. On a general scale, the findings from the literature review have already been developed (see sections 2, 3 and 4 of the present report). At the national level, these findings are condensed and presented in the initial sections of the respective national reports.

Step 2 – Focus groups

Unlike the “top-down” approach taken in the first step, the subsequent phase was designed to facilitate a “bottom-up” process to identify the skill and competency requirements within the SE ecosystem. In each country, we conducted focus group meetings with SE professionals, aiming to capture the skills needs essential for addressing the forthcoming challenges. This approach also aimed to identify the competences that SEOs need for their daily operations, particularly those closely tied to their distinct nature as SE entities. In practical terms, to ensure a minimum level of comparability between different countries’ results, all baSE partners were provided with identical instructions concerning the target group, the number of participants, the timeframe, and other details. Additionally, they received a comprehensive script to guide them in the focus group facilitation.

Step 3 – Inventory of training

To identify the gap between the competences demanded and those for which training is already available, as a third step, we conducted an inventory of training programmes (including online options) at national and general levels (for an overview see <https://socialeconomycompetences.eu/map/>). For the largest country in our sample, the inventory was occasionally limited to a specific region. This approach was taken because it would not be practical to consider training as available to workers if they were required to travel across the entire country to participate in these training programmes.

By integrating the data collected from the focus groups and the training inventory, we were able to identify training gaps at the European and national levels. It is important to emphasise that, at this stage, these gaps had to be regarded as hypothetical. This was because they were based on insights provided by a limited sample of SE professionals during the focus groups and the constraints of a limited inventory of training programmes. To validate the existence of these hypothetical gaps, we deemed it necessary to conduct a survey involving a more extensive sample of workers.

Step 4 – A large sample survey

Within the fourth phase, our main goal was to validate using a larger sample of workers the training gaps we had identified earlier. To make sure we could compare data across all 10 countries in the baSE project, we developed a standardised survey targeting SE workers. At the start, we had to combine all the skills gaps we found at national level to create a consolidated list of competences potentially needed at EU level. We ordered these competences based on how often they were mentioned, so that the more countries highlighted a skill, the higher it was placed on the list. In the end, we selected approximately 10 competences for each subject (green transition, digitalisation, inclusiveness, and the daily operations of SEOs).

It is important to highlight that starting from step 2 in our process of identifying skill requirements, we have categorised SE workers into three distinct profiles: managers, supporters and practitioners.

- Managers in SEOs generally have responsibility for making decisions, defining objectives, and ensuring the effective operation of a team or the organisation to attain its goals. In this category, we also include CEOs;
- Supporters are individuals employed by organisations that offer support to other SEOs, which may

include financial support, advisory services, consultancy, advocacy and sectoral associations, among other roles;

- Practitioners comprise SE workers who do not hold managerial or CEO positions, nor do they function in supporting organisations.

This segmentation has been helpful in our efforts to seek out skill sets tailored to each of these profiles individually. At the start of the survey, we included a question to determine the profile of the respondents.

Up to this point, our initial analysis revealed minimal disparities between the skill requirements of managers and supporters. Therefore, in the survey, both managers and supporters were asked to prioritise competences from the same list. In contrast, practitioners were provided with distinct lists of competences for their prioritisation. The tables (6 to 14) below present the questions and the skill lists from which participants had to choose three priorities.

While questions about participants' competence needs are the central focus of our inquiry, we also included questions aimed at characterising the sample. These questions encompass both individual-level participant information as well as details about the organisations they are working for. The full survey is provided in appendix I.

To ensure a high level of participation from a diverse population, including various profiles, sectors and educational levels, the survey was translated into nine languages and distributed online in all the countries of the baSE consortium using the Qualtrics platform managed by ULiège. BaSE partners were given the goal of obtaining between 70 and 150 responses from a diverse sample, taking into account factors like participant profiles, types of SEOs and sectors. The specific number aimed for depended on the size of the population and the SE ecosystem in each country. Collectively, our aim was to reach a minimum of 1,000 responses. In the end, we obtained a total of 1,229 answers. A detailed description of the sample is provided in section 5.2.1.

Step 5 – Data cleaning, analysis and reporting

Once the partners achieved their participation targets, they received their respective country databases. They were instructed to conduct a thorough database cleanup, which involved removing incomplete responses and checking for inconsistencies in cases where different participants answered on behalf of the same organisation.

Once the country databases were properly cleaned, they were reintegrated into the global database using Qualtrics tools. Subsequently, partners were provided with their national sample descriptions, generated once again using Qualtrics tools.

Since the questions requested respondents to rank their top three priorities (1, 2 and 3), and given that priority 1 holds more significance than 2 and 3, we needed to aggregate the results using a weighting method. As this could not be accomplished using Qualtrics tools, ULiège computed these priority lists (one per subject and per profile) for each country. In practical terms, when a participant designated “understanding the green transition” as the most needed skill (priority 1) for addressing the green transition challenge, we

assigned it a weight three times greater than when a participant ranked it as their third priority.

At the national level, the weighted prioritised lists can be found in the appendices to each national report. On a general scale, we employed the same weighting method to aggregate the responses from all managers, supporters and practitioners surveyed across the 10 countries. Below, we present the results obtained for all 10 countries. This analysis was conducted by ULiège. National syntheses, compiled by the national partners and subjected to peer-review, are available independently of this report.

Table 5 – Synthesis of the 5-step methodology

Synthesis of the 5-step methodology		
What?	Why?	For what result?
Literature review <i>General and national levels</i>	Gaining insights into the historical and contemporary context of SE development. Understanding the challenges associated with the green transition, digitalisation and inclusiveness, and how these challenges influence skill requirements.	Contextualisation of general and national reports.
Focus groups <i>National level</i>	Capture the skills needs essential for addressing the forthcoming challenges.	Focus group minutes
Inventory of training <i>National level</i>	Identify the gap between the competences demanded and those for which training is already available – hypothetical gap.	List of available training
Survey <i>National level</i>	Validate on a larger sample of workers the training gaps identified in the focus groups and the inventory of training. Obtain comparable data across the 10 countries involved in the baSE project.	A survey addressed to SEOs' managers, supporters and practitioners, questioning the competences needed for the green transition, digitalisation, inclusiveness, and the daily operations of SEOs.
Data cleaning, analysis and reporting <i>General and national levels</i>	Have databases of high quality for each country and at a general level. Be able to prioritise the competences according to the respondents' answers.	An analysis of the competences needed for the SE in each country and generally for the 10 partner countries.

From care and energy SE sectors to all

The social economy is not confined to a specific sector; rather, it is cross-sectoral. However, in the initial stages of our methodology, which included a literature review, focus groups and a training inventory, we

focused specifically on SEOs in the care and energy sectors. In fact, due to constraints in resources and time, we chose the care and energy sectors as a sample group. This decision was made to facilitate a thorough understanding of skills needs and to ensure comparability of results across countries. But the initial plan was always to expand the scope once we entered the survey phase, ensuring that the insights gathered in the sample group during the preliminary stages could be extrapolated to all sectors. As we will see throughout the analysis of survey results, sectors did not have an effect on skill prioritisation, and therefore the results can be extrapolated to all sectors. The rationale behind selecting these two specific sectors is given in more detail in deliverable D2.1.

Table 6 – List of competences related to the green transition from which managers and supporters participating in the survey had to select

MANAGERS/SUPPORTERS: To rise to the challenge of <u>green transition</u> , SEOs need to equip themselves with the right competences, aptitudes, know-how and interpersonal competences. From the list below, select 3 training topics that you consider to be priorities for enhancing your competences as a manager/supporter and enabling your organisation to meet the challenge of the green transition.	
SYSTEMATIC ANALYSIS & DECISION MAKING	Understanding the complex interactions between environmental, social and economic aspects, as well as the interdependencies between issues (digitalisation, sustainable development objectives, inclusiveness, etc.) that affect the organisation and its stakeholders. Assessing the potential impact of decisions taken.
AWARENESS & ENGAGEMENT	Raising awareness and providing training on the challenges of the green transition and the need for change. Encourage and obtain the support of stakeholders for the organisation's green projects.
CRITICAL THINKING AND SELF-REFLECTION	Critically examine different sources of information and be open to different perspectives and points of view on environmental issues. Engage in personal reflection to understand the environmental implications of their own actions and decisions.
STRATEGY FOR GREEN TRANSITION	To be able to develop and green transition strategy for the organisation without reducing the organisation's social mission.
UNDERSTANDING THE GREEN TRANSITION	Knowing and understanding the challenges and opportunities linked to the green transition.
GREEN LEGISLATION	Know and understand environmental regulations and taxation.
RESOURCE & WASTE MANAGEMENT	Be able to assess and optimise the use of the organisation's resources (water, energy, raw materials, etc.). rBe able to implement recycling practices.
ENVIRONMENTAL RISK ANALYSIS	Be able to identify and manage risks related to climate change and other environmental challenges.
NETWORKS & COLLABORATION	Have an in-depth knowledge of the experts, networks, partners and resources available to support the green transition. Be able to work together to reduce negative impacts on the environment.

CHANGE MANAGEMENT	Be able to plan, implement and effectively manage changes linked to the green transition. Promote the acceptance, adaptation and success of new initiatives (effective communication, leadership, resistance management, etc. linked to change).
-------------------	--

Table 7 – List of competences related to the green transition from which practitioners participating in the survey had to select

PRACTITIONERS: To rise to the challenge of <u>green transition</u> , SEOs need to equip themselves with the right competences, aptitudes, know-how and interpersonal competences. From the list below, select 3 training topics that you consider to be priorities for enhancing your competences and enabling your organisation to meet the challenge of the green transition.	
UNDERSTANDING THE GREEN TRANSITION	Knowing and understanding what the green transition is, and the associated challenges and opportunities.
BE ABLE TO COMMUNICATE AND RAISE AWARENESS ABOUT GREEN TRANSITION	Be able to raise awareness among other people (colleagues, customers, patients, beneficiaries, etc.) about the challenges of the green transition. Encourage action through green projects and actions.
BE ABLE TO OBSERVE AND UNDERSTAND COMPLEX INTERACTIONS	Be able to observe and understand complex interactions between environmental, social and economic aspects. Approach environmental issues with understanding and empathy.
CRITICAL THINKING	Critically examine different sources of information. Be open to different perspectives and points of view on environmental issues. Engage in personal reflection to understand the environmental implications of their own actions and decisions.
ANALYSING ENVIRONMENTAL RISKS	Be able to identify and manage the risks associated with climate change and other environmental challenges.
KNOWING ENVIRONMENTAL LEGISLATION	Knowing and understanding environmental regulations and taxation.
BE ABLE TO ADOPT GREEN BEHAVIOUR	Know and understand a range of actions and behaviors that make a positive contribution to protecting the environment and reducing ecological impact.
UNDERSTANDING THE LINKS AND INTERACTIONS BETWEEN THE SOCIAL ECONOMY AND THE GREEN TRANSITION	Understand the common objectives of the green transition and the social economy, as well as the complementary nature of these two approaches.
MEASURING ENVIRONMENTAL IMPACT	Know and be able to use basic tools to assess the environmental impact of an activity or product in a simplified way.
MANAGE RESOURCES & WASTE	Be able to manage the organisation's use of resources (water, energy, raw materials, etc.) effectively. Understand and implement recycling practices.

Table 8 – List of competences related to the digital transition from which managers and supporters participating in the survey had to select

MANAGERS/SUPPORTERS: To meet the challenge of <u>digital transition</u> , social economy organisations need to equip themselves with the right competences, aptitudes, know-how and interpersonal competences. From the list below, select 3 training topics that you feel are a priority to complement your competences as a manager and that would be useful to your organisation in meeting the challenge of digital transition.	
DIGITAL COLLABORATION	Being able to collaborate effectively digitally. Master the tools, technologies and interpersonal competences required for digital collaboration (virtual meetings, file sharing, etc.).
COMPREHENSION & BASIC USE OF DIGITAL TOOLS & THE INTERNET	Ability to use basic digital technologies correctly (computers, mobile devices, software and generic applications). Ability to navigate the internet, search for information and assess the credibility of sources. Use basic digital communication tools such as email and social media.
GENERAL KNOWLEDGE OF IT OPERATIONS	Have a general knowledge and understanding of the operation of existing digital tools (hardware and software). Be able to express the organisation's technical requirements (from maintenance to programming) in a basic manner.
DIGITAL COMMUNICATION	Creating and distributing digital content to build a solid online presence (social networks and more), promote products, services and values and create lasting relationships with stakeholders.
DIAGNOSTIC & DIGITAL STRATEGY	Assess and analyse an organisation's digital environment, taking into account the market in which it operates, its social mission and the needs, preferences and capabilities of its users. Develop a digital transformation strategy tailored to the organisation.
DATA MANAGEMENT	Effectively managing the organisation's data, using it strategically, ensuring its security and regulatory compliance.
DIGITAL SECURITY	Understanding the challenges of IT security. Assessing and managing risks. Organising breach prevention and guaranteeing the confidentiality, integrity and availability of digital information.
DIGITAL INCLUSION	Understand the issues and barriers involved in accessing and using digital technologies for different populations. Take these barriers into account when designing digital tools.
CHANGE MANAGEMENT	Be able to plan, implement and effectively manage changes linked to the digital transition. Promote the acceptance, adaptation and success of new initiatives (effective communication, leadership, resistance management, etc. linked to change).

Table 9 – List of competences related to digital transition from which practitioners participating in the survey had to select

PRACTITIONERS: The use of new <u>digital technologies</u> may be necessary or beneficial to social economy organisations. From the list below, select 3 training topics that you consider to be priorities for completing your digital competences and enabling your organisation to set up new digital infrastructures.	
COLLABORATING DIGITALLY	Being able to collaborate effectively digitally. Master the tools, technologies and interpersonal competences required for digital collaboration (virtual meetings, file sharing, etc.).
UNDERSTANDING & USING BASIC DIGITAL TOOLS	Being able to use basic digital technologies correctly (computers, mobile devices, software and generic applications). Use basic digital communication tools such as email and social media.
UNDERSTANDING AND USING THE INTERNET	Being able to surf the Internet, search for information and assess the credibility of sources.
COMMUNICATING DIGITALLY	Creating and distributing digital content to build a strong online presence (social networks and +), promote products, services and values and create lasting relationships with stakeholders (customers, patients, beneficiaries, etc.).
UNDERSTANDING AND MANAGING DIGITAL DATA	Understanding the opportunities and threats associated with digital data. Manage digital data effectively, use it strategically, guarantee its security and comply with regulations (GDPR).
DIGITAL SECURITY	Understanding the issues involved in IT security (confidentiality, integrity and availability of digital information). Assessing and managing risks.
UNDERSTANDING THE CHALLENGE OF DIGITAL INCLUSION	Understanding the issues and barriers related to accessibility and the use of digital technologies for different populations. Take account of these obstacles in your practice.
DEVELOPING AN AGILE ATTITUDE	Developing flexibility, adapting to change and rising to challenges by maintaining a positive attitude in the face of difficulties. Encourage the exploration of new perspectives, experimentation and continuous learning.

Table 10 – List of competences related to the inclusiveness challenge from which managers and supporters participating in the survey had to select

MANAGERS/SUPPORTERS: In order to create <u>inclusive work environments</u> where everyone feels supported and valued, social economy organisations need to equip themselves with the right competences, aptitudes, know-how and interpersonal competences. From the list below, select 3 training topics that you consider to be a priority to complement your competences as a manager on inclusiveness.	
MANAGING DIVERSITY	Being able to manage and make effective use of the diversity present in a group. Understand and recognise diverse needs. Adapt organisational practices accordingly. Managing conflicts that may arise in a diverse context.
INCLUSIVENESS TRAINING AND AWARENESS	To be able to teach the concepts of diversity, inclusion and equity. Be able to raise awareness of the discrimination and inequalities faced by different groups. Competences in creating training courses and materials adapted to the organisation's audience.
UNDERSTANDING DIVERSITY	Know and understand the concepts of diversity, inclusion and equity, and the benefits they bring to an organisation. Recognise the different forms of diversity and be aware of the issues and challenges faced by different groups. To question one's own biases.
INCLUSIVE COMMUNICATION	Knowing how to communicate inclusively, using language that is appropriate and respectful and avoiding stereotypes or prejudice.
INCLUSIVE HUMAN RESOURCES MANAGEMENT	Designing and implementing recruitment processes that promote diversity and inclusion. Design and deliver professional development programs that take into account the diverse needs and perspectives of employees.
INCLUSIVENESS ACTION PLAN	Be able to identify the needs and gaps in terms of inclusiveness in the organisation. Develop concrete measures and an action plan to address them and promote inclusion.
INCLUSIVE LEADERSHIP	Encouraging the participation of all, valuing diverse contributions. Actively listening to others, understanding their experiences and perspectives, and putting oneself in their shoes. Challenge discriminatory practices or behavior.
WORKPLACE INCLUSIVENESS	Ensuring an accessible working environment for people with reduced mobility. Provide work tools adapted to individual needs. Offer flexible working hours and conditions (teleworking, part-time work, etc.).
LEGISLATION & ECOSYSTEM	Understanding the legal frameworks and organisations that support the promotion of inclusion and the fight against discrimination.
CHANGE MANAGEMENT	Being able to effectively plan, implement and manage changes related to inclusiveness measures. Promoting the acceptance, adaptation and success of new initiatives (effective communication, leadership, resistance management, etc. linked to change).

Table 11 – List of competences related to the inclusiveness challenge from which practitioners participating in the survey had to select

PRACTITIONERS: In order to create <u>inclusive work environments</u> where everyone feels supported and valued, social economy organisations need to equip themselves with the right competences, aptitudes, know-how and interpersonal competences. From the list below, select 3 training topics that you consider to be priorities for enhancing your competences in the area of inclusiveness.	
COLLABORATING WITH A DIVERSIFIED GROUP	Being able to appreciate and take advantage of the diversity in a group. Being able to actively listen to others, understand their experiences and perspectives, and put yourself in their shoes. Manage conflicts that may arise in a diverse context.
UNDERSTANDING DIVERSITY	Knowing and understanding the concepts of diversity, inclusion and equity, and the benefits they bring to an organisation. Recognising the different forms of diversity and being aware of the issues and challenges faced by different groups.
COMMUNICATING IN AN INCLUSIVE WAY	Communicating in an inclusive way, using language that is appropriate, respectful and avoids stereotypes or prejudice.
EXERCISING EMPATHY	Being able to empathise, to show openness to the diversity of other people's points of view, experiences and needs. Questioning and recognising one's own biases.
TAKING DIVERSITY INTO ACCOUNT	Taking into account the different perspectives, experiences and needs of diverse individuals and groups when planning and implementing initiatives.
PARTICIPATING IN THE INCLUSIVENESS OF THE WORKPLACE	Contributing to the creation of a working environment where every individual feels welcomed, valued and respected, regardless of their differences.
LEGISLATION & ECOSYSTEM	Knowing and understanding the legal frameworks relating to inclusion. Know the organisations and tools that support the promotion of inclusion and the fight against discrimination.
PROMOTING INCLUSIVENESS	Being able to actively promote the principles and values of inclusion and make others aware of the importance of inclusion.

Table 12 – List of competences related to day-to-day challenges in SEOs from which managers and supporters participating in the survey had to select

MANAGERS/SUPPORTERS: In addition to the competences required for the green and digital transitions or to meet the challenge of inclusiveness, social economy organisations need to equip themselves with the competences, aptitudes, know-how and interpersonal competences that will enable them to develop their social mission and prosper on a day-to-day basis. From the list below, select 3 training topics that you consider to be priorities for enhancing your <u>day-to-day</u> competences as a manager in a social economy organisation.	
STRATEGY FOR SOCIAL ECO-NOMY ORGANISATIONS	Being able to develop and execute effective strategies, in the short term, to achieve the organisation's social objectives, while ensuring financial sustainability; in the long term, to enable the organisation's development while maintaining its social mission.
PROBLEM SOLVING, THREAT AND OPPORTUNITY ANALYSIS	Critically analysing problems, identify associated risks and forecast future trends in order to make informed decisions, reduce risks and anticipate potential challenges.
AGILITY & INNOVATION	Remaining flexible, adapting to changing circumstances, meeting challenges creatively and maintaining a positive attitude in the face of difficulties. Encouraging the exploration of new perspectives, experimentation and continuous learning.
NETWORKS & COLLABORATION	In-depth knowledge of the players, networks, partners and resources available in the social economy and beyond. Being able to build a network and collaborate.
FACILITATION & STAKEHOLDER RELATIONS	Effectively managing and maintaining good relations with a variety of stakeholders (Board of Directors, members, collaborators, beneficiaries, employees, etc.). Facilitating effective group processes, encouraging the active participation of stakeholders, promoting collective decision-making.
FINANCING & REPORTING	Managing a variety of sources of funding, being responsive to opportunities, identifying relevant funding and funders. Collecting, analysing and presenting data to report on the organisation's financial and non-financial impact.
OPERATIONAL MANAGEMENT	Being able to plan, coordinate, assign and control the activities and tasks needed to achieve the organisation's objectives.
COMMUNICATING THE SOCIAL ECONOMY	Communicating and promoting the social economy, its practices and values. Internally, encouraging stakeholders to support the organisation's social mission. Externally, raising awareness of the importance of this social mission.
LEGISLATION	Understanding and mastering the legal and fiscal framework that applies to social economy organisations and more widely (GDPR, etc.).
EMPLOYEE ENGAGEMENT AND DEVELOPMENT	Understanding the legal framework for human resources. Implementing selection and integration processes tailored to the organisation. Assessing, supporting and facilitating employees' professional development.

Table 13 – List of competences related to day-to-day challenges in SEOs from which practitioners participating in the survey had to select

PRACTITIONERS: In addition to the competences needed for the green and digital transitions or the challenge of inclusiveness, working in a social economy organisation and helping it to prosper requires specific competences, aptitudes, know-how or interpersonal competences. From the list below, select 3 training topics that you feel are priorities for enhancing your competences on a <u>day-to-day</u> basis and contributing to the success of a social economy organisation.	
KNOWLEDGE & ATTITUDE OF THE SOCIAL ECONOMY	Understanding the principles, values and specific features of the social economy (primacy of the social mission over profit, cooperation and democratic participation, etc.). Integrating these values into your attitude at work.
DEMONSTRATING AGILITY	Remaining flexible, adapt to changing circumstances, responding creatively to challenges and maintaining a positive attitude in the face of difficulties. Encouraging exploration of new perspectives, experimentation and continuous learning.
BEING OPEN AND SENSITIVE TO INTER-CULTURAL ENVIRONMENT	Being able to work with and within different cultural environments. Ability to respect and adapt to different cultural norms.
COLLABORATION & PARTICIPATION	Being able to listen actively, ask questions, share information transparently and express your ideas constructively.
FACILITATING & MANAGING RELATIONS WITH VARIOUS STAKEHOLDERS	Managing effectively and maintaining good relations with a variety of stakeholders. Facilitating and leading group activities, encouraging the active participation of everyone, promoting collective decision-making.
PROBLEM SOLVING, THREAT AND OPPORTUNITY ANALYSIS	Critically analyse problems, identify associated risks and forecast future trends in order to make informed decisions, reduce risks and anticipate potential challenges.
NETWORKS & COLLABORATION	In-depth knowledge of the players, networks, partners and resources available in the social economy and beyond. Being able to build a network and collaborate.
UNDERSTANDING AND PARTICIPATING IN GOVERNANCE	Understanding the fundamental principles of participative good and collective governance. Understand the structure and bodies of governance within your organisation. Be able to participate by adopting appropriate behaviors.

Table 14 – List of competences needed for other SEO workers from which managers participating in the survey had to select

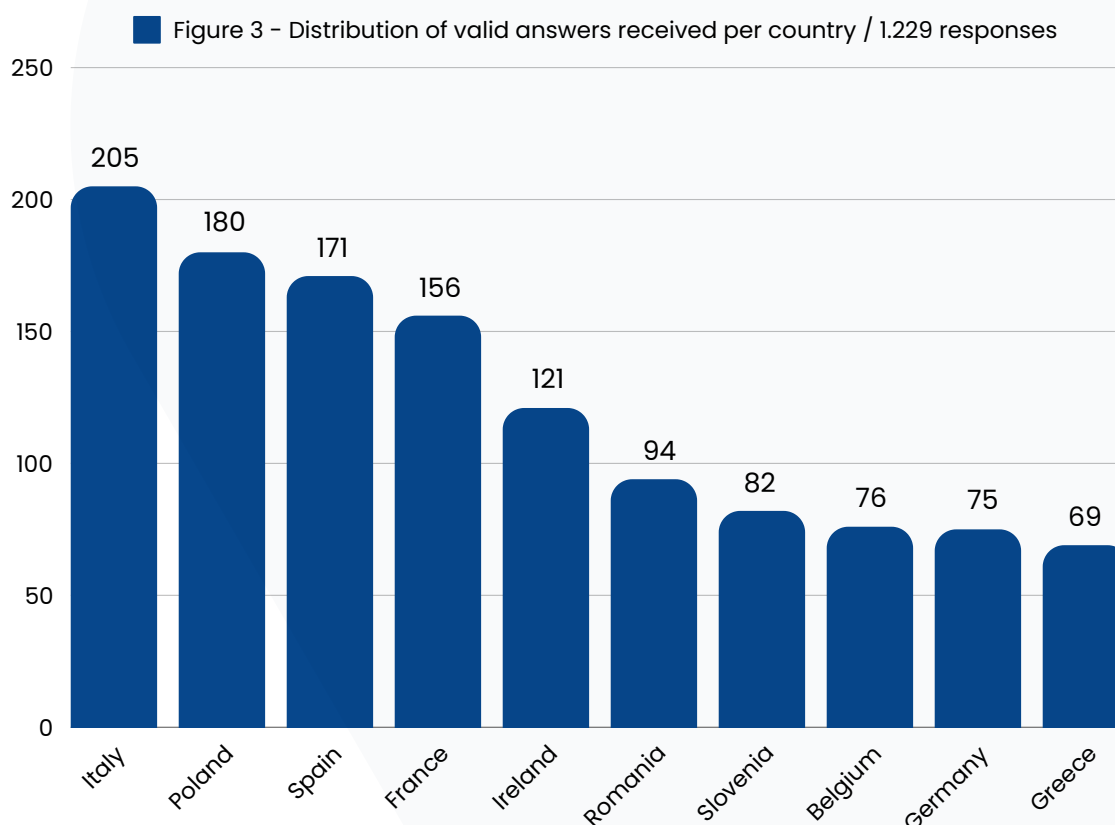
MANAGERS: As a manager, we would like to hear your views <u>on the competences and training needs of other workers in your organisation</u> . From the list below, select 5 training topics that you consider to be priorities for complementing the competences of other workers in your organisation.	
Green transition	
UNDERSTANDING THE CHALLENGES OF GREEN TRANSITION	Knowing and understanding what green transition is, and the associated challenges and opportunities.
COMMUNICATING AND RAISING AWARENESS ABOUT THE GREEN TRANSITION	Being able to raise awareness among other people (colleagues, customers, patients, beneficiaries, etc.) of the issues involved in the green transition by adapting your approach. Encourage action through green projects and actions.
BE ABLE TO OBSERVE AND UNDERSTAND COMPLEX INTERACTIONS	Being able to apply a global approach to the challenges of green transition, taking into account a variety of social, economic, environmental, political, cultural and technological aspects and their interdependence.
Digitalisation	
DIGITAL COLLABORATION	Being able to collaborate effectively virtually. Mastery of the tools, technologies and interpersonal competences used for virtual collaboration (virtual meetings, file sharing, etc.).
COMPREHENSION & USE OF BASIC DIGITAL TOOLS	Being able to use basic digital technologies (computers, mobile devices, software and generic applications) correctly. Using basic digital communication tools such as email and social media.
COMPREHENSION & USE OF THE INTERNET	Being able to surf the Internet, search for information and assess the credibility of sources.
Inclusiveness	
UNDERSTANDING DIVERSITY	Knowing and understanding the concepts of diversity, inclusion and equity, and the benefits they bring to an organisation. Recognise the different forms of diversity and be aware of the issues and challenges faced by different groups.
EMPATHY	Being able to empathise, being open to the diversity of views, experiences and needs of others. Questioning and recognising one's own biases.
INCLUSIVE COMMUNICATION	Communicating in an inclusive manner using appropriate, respectful language and avoiding stereotypes or prejudice.
Social Economy Organisations Daily	
KNOWLEDGE & ATTITUDE OF THE SOCIAL ECONOMY	Understanding the principles and values of the social economy (primacy of the social mission over profit, cooperation and democratic participation, etc.). Integrating these values into your attitude at work.
AGILITY	Developing flexibility, adapting to change and rising to challenges by maintaining a positive attitude in the face of difficulties. Encouraging the exploration of new perspectives, experimentation and continuous learning.
COLLABORATION & PARTICIPATION	Being able to listen actively, ask questions, sharing information transparently and expressing ideas constructively.

5.2 Competence requirements in the social economy: An overview across 10 member states

5.2.1 Description of the sample of respondents

In total, we collected 1,229 valid responses (out of 1,703 answers received, some of which were poorly completed and were not taken into account¹⁴) from participants across 10 countries (Belgium, France, Germany, Greece, Ireland, Italy, Poland, Romania, Slovenia and Spain). The following figures display the distribution of respondents across countries (figure 3) and the distribution of respondents profiles (figure 4), categorised into managers, supporters, and practitioners in SEOs (see explanation in methodology section above).

Figure 3 - Distribution of valid answers received per country

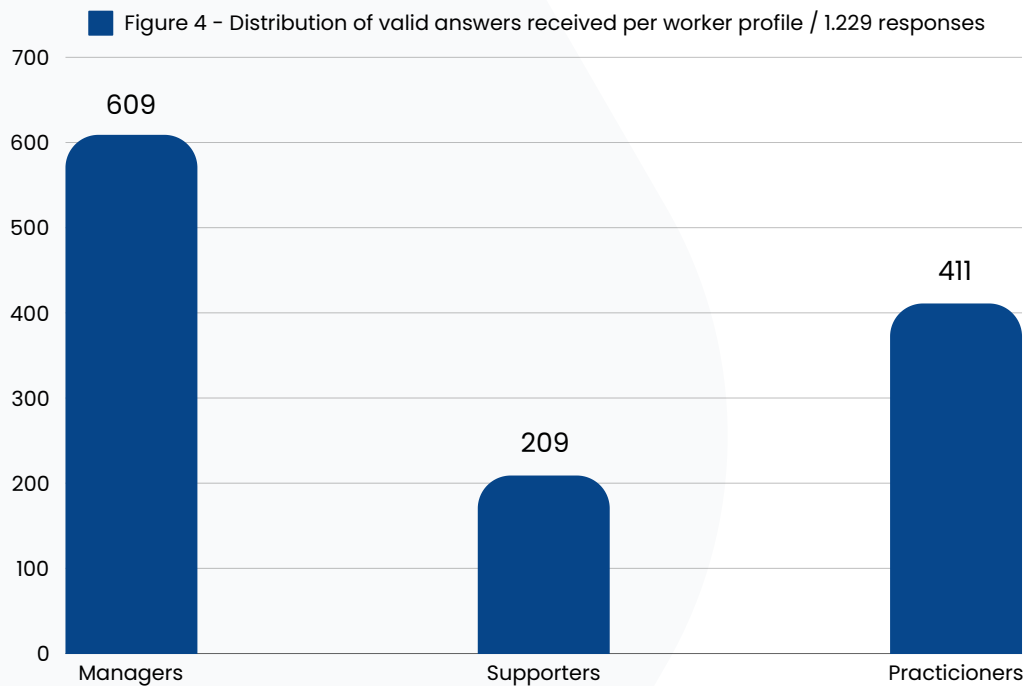


Upon initiating the survey, we established response goals for each country based on factors such as workforce size and the scale of the SE ecosystem in that country. Consequently, Spain, France, Italy and

¹⁴ Minor variations in the number of responses may occur between the figures considered at the cross-national level and those at the country level due to a second round of data cleaning conducted specifically for the cross-national analysis.

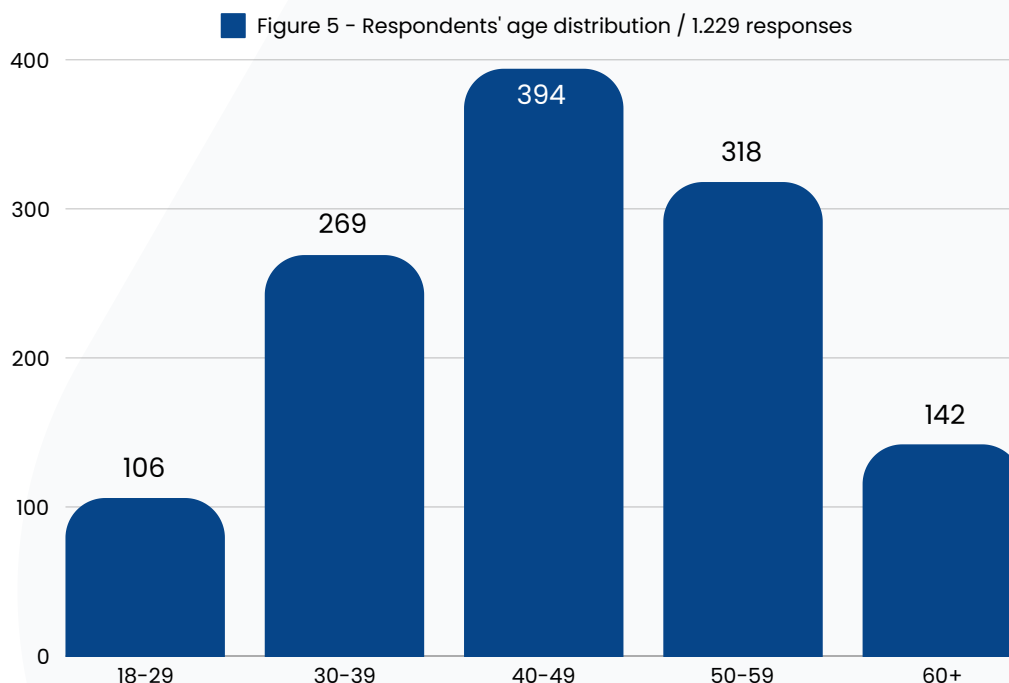
Poland were tasked with obtaining 150 responses, a target they exceeded. For Germany and Greece, the goal was set at 100 answers, but this proved challenging due to the absence of sectoral identification and the lack of overarching institutions for the social economy in these countries. Lastly, Belgium, Ireland, Romania and Slovenia aimed for 70 answers each, a target they managed to meet.

Figure 4 - Distribution of valid answers received per worker profile



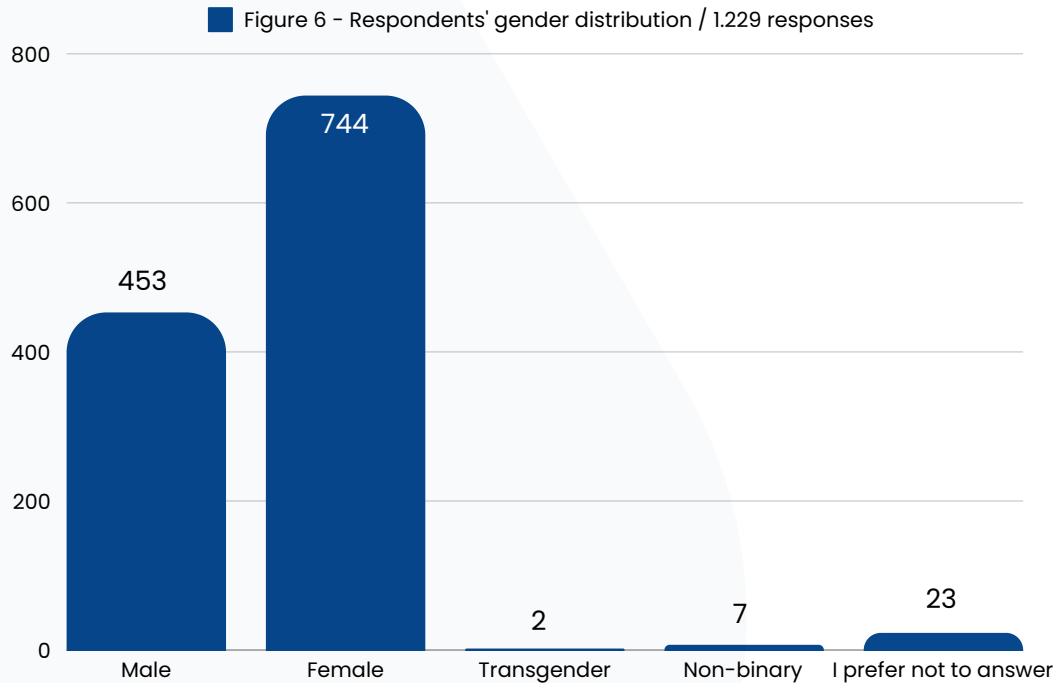
As outlined in the methodology, SE workers participating in the survey were asked to specify their profile, choosing between Manager, Supporter and Practitioner. The distribution of worker profiles appears coherent given that the questionnaire was initially disseminated to managers, who were then encouraged to share it with their practitioner colleagues. Indeed, the most frequently chosen profile is manager (609 answers, representing 49.55%), then practitioners with 411 respondents (33.44%) and finally, 209 supporters (17%). As there are fewer supporters than managers and practitioners this distribution seems relevant.

Figure 5 – Respondents' age distribution



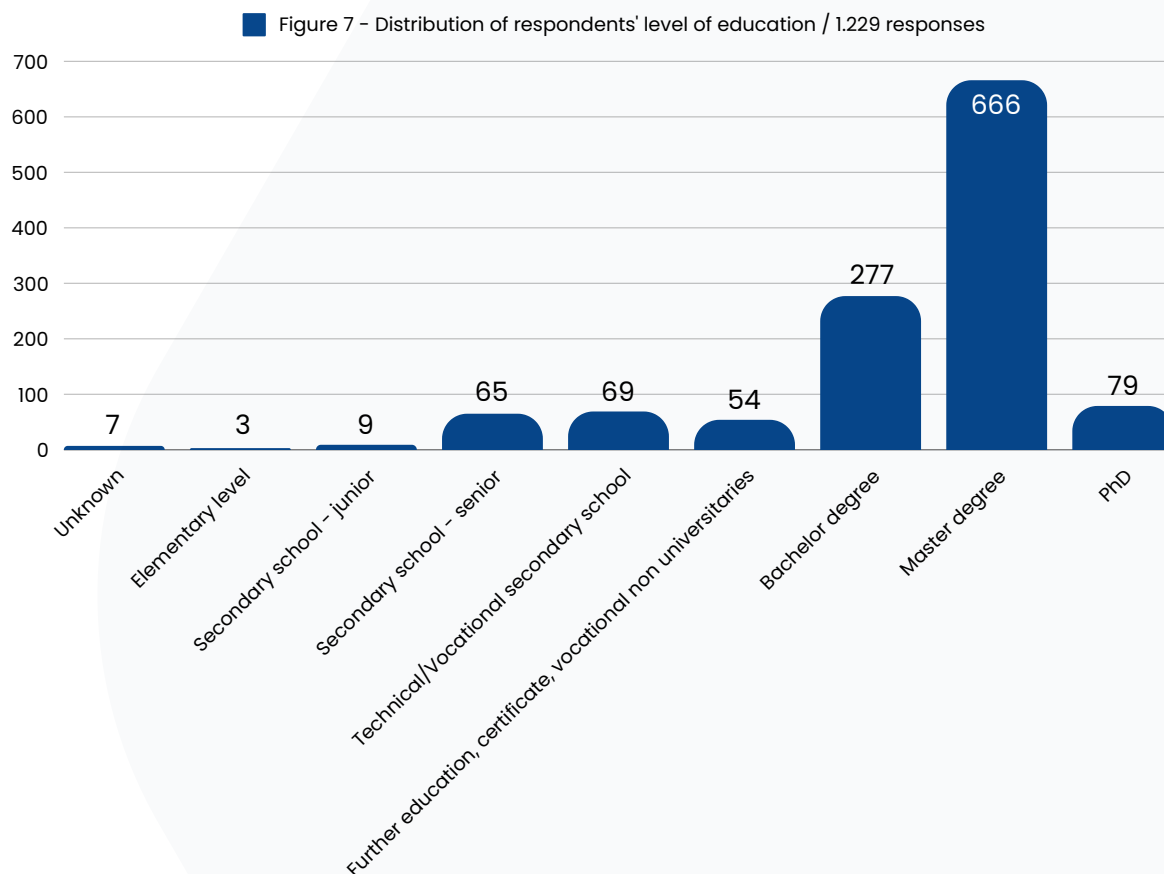
Regarding the age of people composing the sample of respondents, the most frequent group age is 40-49 years old, with 394 answers (32.05%). Then comes the 50-59 group (318 people, 25.87%) and 30-39 (269 respondents, 21.89%). The less represented groups are people aged 60 and more (142, 11.55%) and those between 18 and 29 (106, 8.62%).

Figure 6 – Respondents' gender distribution



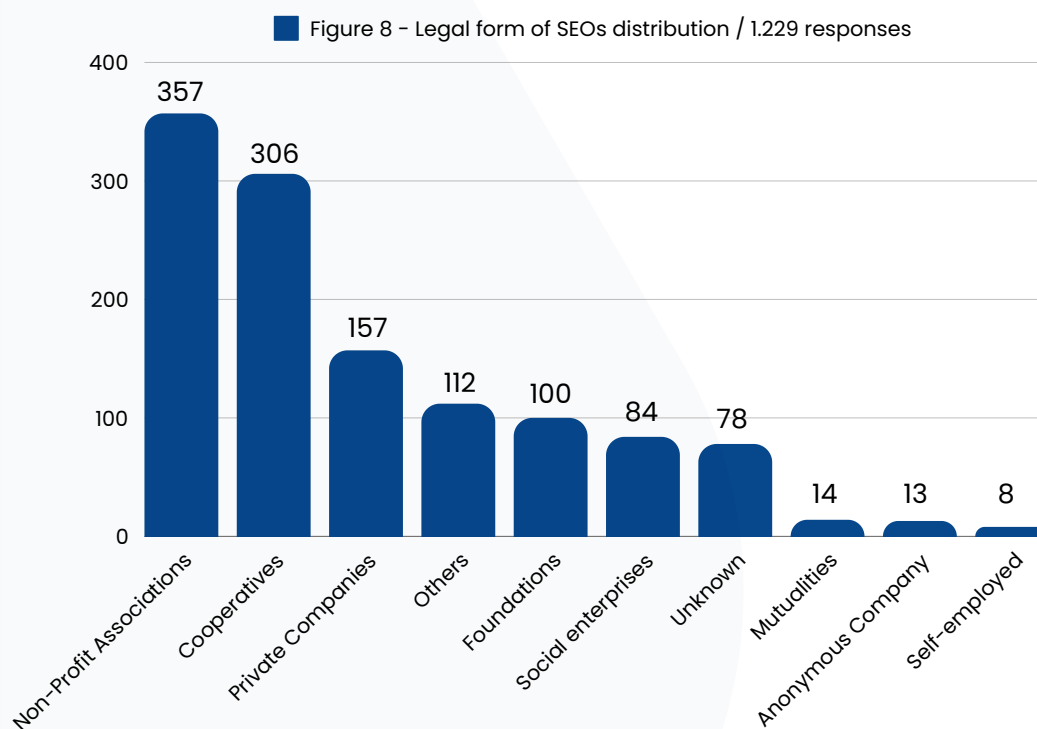
As for gender, we can observe a majority of women (744 answers, 60.54%), followed by 453 men (36.86% of the sample). 7 respondents identify as non-binary (0.57%), 2 as transgender (0.16%), and 23 persons (1.87%) preferred not to answer. This distribution is coherent, as previous studies have shown that women represent more than 60% of the SE workforce in certain EU countries (for instance 67% in France) (OECD, 2023). The under-representation of transgender and non-binary persons can easily be explained, as these genders are still discriminated against and stigmatised. The under-representation may also be related to the status of inclusion of these groups in the SEOs.

Figure 7 - Distribution of respondents level of education



Most of respondents hold a master's degree (666 of them, 54.19%) a fact which is probably linked to the high representation of managers in the sample. Individuals with a bachelor's degree constitute the second-largest group, with 277 participants (22.54%). Subsequently, there is a relatively equal distribution of responses among those with a PhD (79, 6.43%), technical/vocational education (69), secondary school education (65, 5.29%), and further education (54, 4.39%). Only a small number of respondents had completed only secondary school education (9, 0.73%), elementary level (3, 2.44%), or were unable to respond (7, 0.57%). This suggests a limitation in our study as our sample does not adequately capture the competency needs of individuals with less than a bachelor's degree.

Figure 8 – Legal form of SEOs distribution



The next figure (8) displays the breakdown of the types of SEOs in which the survey participants are employed. This figure should be interpreted with caution, as it combines responses from all participants, even if they are affiliated with the same organisation. In other words, when two workers from the same non-profit association respond to the questionnaire, the count of non-profit associations is increased by two. Additionally, it is important to note that in each country, the question was asked differently to align with the country's legal framework. To create figure 8, we had to aggregate the data under what appear to be the most common and relevant labels. Consequently, country specificities are not apparent (such as social cooperatives in Italy), and we see some types which are unexpected in the case of the SE (such as share company or self-employment). Nevertheless, we have chosen to present figure 8, as it offers an intriguing perspective on the distribution of the various types of SEOs included in the survey.

Non-profit organisations are the most frequent type (357 respondents, 29.05%), which corroborates table 3, where non-profit organisations are the most frequently occurring organisational form in 9 of the 10 baSE partner countries. Next come cooperatives, with 306 answers (24.9%). This also coincides with table 3, although the share of cooperatives is not as high as non-profits (cooperatives make up between 1.44% and 98% of the organisations in the baSE partner countries). Private companies, which are not included as such in table 3, are chosen by 157 respondents (12.77%). Private companies are considered as part of the SE in only a few countries and, when this is the case, the status is specific (for instance Social Limited Liability Company). There is a group of forms selected by an average of 100 respondents, which are other forms of

SEO (112, 9.11%), foundations (100, 8.14%), social enterprises (84, 6.83%), and 78 respondents (6.35%) declared that they did not know the organisational form of their organisation. The last group, with only a few answers, is composed of mutual funds (14, 1.14%), anonymous company (13, 1.06%) and self-employed individuals (8, 0.65%).

5.2.2 Competence requirements in the social economy to face the green transition

In this section, we present the survey results aggregated across the 10 countries studied (Belgium, France, Germany, Greece, Ireland, Italy, Poland, Romania, Slovenia and Spain). The section is structured by topic, commencing with the competences required to address the challenges posed by the green transition, followed by discussions on digitalisation, inclusiveness, and the day-to-day challenges in SEOs.

In each subsection, we display the set of competences prioritised by managers, supporters and practitioners separately. For each profile, we examine whether the aggregated results align with the country-specific outcomes. Given the considerable disparities in participation levels across countries (ranging from the highest rate in Italy with 203 responses to the lowest in Greece with 69 responses, cf. figure 3), it is essential to evaluate the situation in each country before declaring a competence as a general necessity.

To declare that a competence is a requirement either for managers, supporters or practitioners, we have defined two thresholds:

First, a competence can be considered as an **overall requirement** when two conditions are met:

1. The competence figures in the **top 3** priorities when aggregating the results from respondents of all countries;
2. The same competence is ranked as **1st, 2nd or 3rd** priority in at least 7 out of the 10 countries surveyed.

Second, a competence can be considered as a **predominant requirement** if it meets the two following conditions:

1. The competence figures in the **top 4** priorities when aggregating the results from respondents of all countries;
2. The same competence is ranked as **1st, 2nd, 3rd or 4th** priority in at least 6 out of the 10 countries surveyed.

Last, when a competence is ranked at least 4th at the aggregated level and at least 4th in 5 countries out of 10, it is considered as **worth noticing**.

In the upcoming sections, we present the results topic by topic, examining each profile individually. In Section 5.4, table 27 summarises the required competences, and in section 5.5, we offer concluding remarks based on our analysis.

Competences needed for SEO managers to face the green transition

Among the 609 managers who responded to this question in the survey, two competences emerge as top priorities to address the challenges of the green transition: **systematic analysis & decision-making and change management**.

Indeed, table 15 below shows that 49.92% of respondents place a high priority on their capacity to “*Understand the intricate interactions among environmental, social and economic aspects, as well as the interconnections between various issues (such as digitalisation, sustainable development goals, inclusiveness etc.) that influence the organisation and its stakeholders. This includes the ability to evaluate the potential consequences of decisions made*”, ranking **systematic analysis & decision-making** as either their first, second, or third choice.

An even larger number of managers (54.02%) include the capacity to “*Plan, execute and efficiently oversee changes associated with the green transition, while also promoting the acceptance, adaptation and success of new initiatives,*” within their top three priorities. However, it is worth noting that **change management** ranks second because a smaller percentage of individuals select it as their first priority compared to systematic analysis & decision-making. This may be because managers are probably used to change management, but they understand that the connections between environmental, social and economic aspects are trickier.

Right after in the ranking, we find a cluster of three competences for which the scores obtained after weighting (based on whether they were selected as first, second, or third priority) are relatively close:

- **Awareness & engagement** - *Raising awareness and providing training on the challenges of the green transition and the need for change. Encourage and obtain the support of stakeholders for the organisation's green projects.*
- **Strategy for green transition** - *To be able to develop a green transition strategy for the organisation without reducing the organisation's social mission.*
- **Networks & collaboration** - *Have an in-depth knowledge of the experts, networks, partners and resources available to support the green transition. Be able to work together to reduce negative impacts on the environment.*

When comparing these aggregated results with country-specific outcomes, we can confidently assert that **systematic & decision-making** and change management are overall necessities. Both competences rank among the top three priorities in almost all the countries examined (except for Greece, where change management is ranked sixth, and in Slovenia, where systematic analysis is placed in fourth place).

As for the other three competences that are ranked third, fourth, and fifth at the aggregated level, they consistently appear in the top five countries, although in varying orders.

The competences **awareness & engagement** and **strategy for the green transition** can be considered as a predominant requirement as they are respectively ranked 3rd and 4th at the aggregated level, and they appear in the top 4 of respectively 6 and 8 countries out of the 10.

Even though the competence of **networks and collaboration** does not meet our criteria for being considered as predominantly needed, it is worth grouping **awareness & engagement, strategy for the green transition, and networks and collaboration** as a cluster. This is noteworthy because at country level, there often obtain scores with minimal differences, and they often emerge as either 3rd, 4th, or 5th priorities, with the order varying per country.

The results of this part of the survey can probably be explained by the complexity of SEOs, in which SE principles make SEO management more complex. The core principles of the SE contribute to the complexity of SEO management. Managers are already tasked with addressing challenges like hybrid financing and democratic and/or participatory governance, among others. Introducing the imperative of a green transition to this already complex management adds an additional layer of intricacy. Competences play a crucial role in helping managers navigate potential tensions and trade-offs between the social mission and environmental concerns (if the latter are not already integrated into the social mission). For instance, investing in reducing an organisation's energy consumption might necessitate forgoing certain investments that could have otherwise supported the primary social mission of the organisation.

Competences needed for SEO supporters to face the green transition

In general, supporters tend to agree with managers regarding the competences required to address the green transition (table 16). **Systematic analysis & decision-making and change management** can be considered as overall requirements.

However, a minor distinction is worth noticing as supporters give more importance to the competency called **strategy for the green transition** (ranked second by supporters and fourth by managers) than **change management** (ranked third by supporters and second by managers). This suggests that, as anticipated, supporters of SEOs share certain competence needs with SEO managers. However, variations exist in their profiles, notably in the level of priority and the application of acquired skills. Supporters place less emphasis on leadership skills, particularly in areas like change management, which is of greater importance for managers responsible for initiating changes within the company. While supporters acknowledge the importance of change management, they may use this skill in a consulting or advisory capacity rather than in the same manner as managers.

The lower rankings of competences such as **ecological legislation, resources & waste management, and environmental risk analysis** for both managers and supporters may suggest that they prioritise strategic and leadership competences more than technical competences related to the green transition. This could imply that they expect to seek out more easily experts on the more technical set of competences. Another explanation may be that these competences require deep technical skills (such as for instance being able to conduct a carbon assessment or a risk analysis), which they probably feel is not at the core of their jobs as managers and supporters. These areas of expertise can be externalised. By contrast, waste management is more about the day-to-day behaviour of everybody within the company, and does not concern only the managers.

Competences needed for SEO practitioners to face the green transition

When it comes to preparing SE practitioners to face the green transition, at the aggregated level the most requested competences appear to be **understanding the green transition**, which involves *Knowing and understanding what the green transition is, and the associated challenges and opportunities*. Indeed, among the 400 valid responses, 43% indicate that **understanding the green transition** falls within the top three priorities (table 17).

This competence takes the top position in half of the countries examined, ranking first or second in Ireland, Italy, Poland, Romania and Spain. However, it occupies the 3rd position in Slovenia, 4th in France and Germany, 7th in Greece, and even 8th in Belgium.

It is worth highlighting that practitioner participation in France, Slovenia, Greece, Germany and Belgium is relatively low, with these countries accounting for only 146 practitioners out of 400. Consequently, it is not surprising that this competence emerges as a top priority at the aggregated level, but not necessarily at the country level.

We examined the impact of education levels on the top priorities of practitioners but found no significant differences. Overall, when we aggregated the 400 responses, **understanding the green transition** remains the top priority for practitioners, regardless of whether practitioners hold a university diploma or not.

In this context, despite the high score of **understanding the green transition**, it is challenging to designate it as competence that is an overall requirement. Rather, we label it as predominantly needed.

The subsequent competences in the aggregated ranking are a cluster of three competences with scores that are closely aligned since around 36% of practitioners identify them as top priorities:

- **Being able to communicate and raise awareness about the green transition** - *Being able to raise awareness among other people (colleagues, customers, patients, beneficiaries, etc.) about the challenges of the green transition. Encourage action through green projects and actions.*
- **Understanding the links and interactions between the social economy and the green transition** - *Understanding the common objectives of the green transition and the social economy, as well as the*

complementary nature of these two approaches.

- **Being able to adopt green behavior** - *Knowing and understanding a range of actions and behaviors that make a positive contribution to protecting the environment and reducing ecological impact.*

These competences consistently appear among the top half of priorities in each country, with even less controversy than the competence called **understanding the green transition**. Specifically, **being able to communicate and raise awareness of the green transition** ranks within the top three priorities of all countries with the exception of Spain and Italy, where it occupies respectively the fourth and fifth position. Since these two countries have the highest participation of practitioners, their rankings have a significant impact on the aggregated results.

Understanding the links and interactions between the social economy and the green transition can also be regarded as predominantly needed as it is ranked 1st, 2nd, 3rd or 4th in 7 countries out of 10. In contrast, **being able to adopt green behaviour** is only a top 4 priority in 3 countries. However, since it is ranked 3rd in Spain and 2nd in Ireland – two countries with a high level of practitioner participation – this competence obtains a relatively high score at the aggregated level. Nevertheless, we believe it should not be considered as predominantly needed.

Table 15 – Top competences needed for green transition (managers)

Top needed GREEN TRANSITION skills according to SEO MANAGERS 609 valid responses aggregated across 10 countries							
Rank	Skill / Competence	Occurrence as priority #1	Occurrence as priority #2	Occurrence as priority #3	Score after ponderation	Total occurrence as #1, #2 or #3	Percentage of participants mentioning that skill as #1, #2, #3
1	Systematic analysis & decision making	171	85	48	731	304	49.92 %
2	Change management	95	86	148	605	329	54.02 %
3	Awareness & engagement	77	91	64	477	232	38.10 %
4	Strategy for green transition	81	80	63	466	224	36.78 %
5	Networks & collaboration	42	71	101	369	214	35.14 %
6	Understanding the green transition	55	41	31	278	127	20.85 %
7	Critical thinking and self-reflection	36	46	51	251	133	21.84 %
8	Resource & waste management	21	48	36	195	105	17.24 %
9	Ecological legislation	19	34	39	164	92	15.11 %
10	Environmental risk analysis	12	27	28	118	67	11.00 %

Table 16 – Top competences needed for green transition (supporters)

Top needed GREEN TRANSITION skills according to SEO SUPPORTERS <i>208 valid responses aggregated across 10 countries</i>							
Rank	Skill / Competence	Occurrence as priority #1	Occurrence as priority #2	Occurrence as priority #3	Score after ponderation	Total occurrence as #1, #2 or #3	Percentage of participants mentioning that skill as #1, #2, #3
1	Systematic analysis & decision making	50	21	21	213	92	44.23 %
2	Strategy for green transition	39	28	22	195	89	42.79 %
3	Change management	20	31	47	169	98	47.12 %
4	Awareness & engagement	27	34	20	169	81	38.94 %
5	Networks & collaboration	19	29	41	156	89	42.79 %
6	Understanding the green transition	19	16	11	100	46	22.12 %
7	Critical thinking and self-reflection	15	8	13	74	36	17.31 %
8	Ecological legislation	11	14	13	74	38	18.27 %
9	Resource & waste management	6	16	10	60	32	15.38 %
10	Environmental risk analysis	2	11	10	38	23	11.06 %

Table 17 – Top competences needed for green transition (practitioners)

Top needed GREEN TRANSITION skills according to SEO PRACTITIONERS <i>400 valid responses aggregated across 10 countries</i>							
Rank	Skill / Competence	Occurrence as priority #1	Occurrence as priority #2	Occurrence as priority #3	Score after ponderation	Total occurrence as #1, #2 or #3	Percentage of participants mentioning that skill as #1, #2, #3
1	Understanding the green transition	129	24	19	454	172	43.00 %
2	Be able to communicate and raise awareness about green transition	61	51	33	318	145	36.25 %
3	Understanding the links and interactions between the social economy and the green transition	35	59	50	273	144	36.00 %
4	Be able to adopt green behaviour	31	50	62	255	143	35.75 %
5	Be able to observe and understand complex interactions	45	36	31	238	112	28.00 %
6	Critical thinking	26	48	46	220	120	30.00 %
7	Analysing environmental risks	25	41	22	179	88	22.00 %
8	Manage resources & waste	20	28	57	173	105	26.25 %
9	Measuring environmental impact	16	35	47	60	98	24.50 %
10	Knowing environmental legislation	12	28	33	38	73	18.25 %

5.2.3 Competence requirements in the social economy to face the digital transition

Competences needed for SEO managers and supporters to face the digital transition

When asked about the key competences and competences required to face digitalisation challenges, both the groups of managers and supporters identified, at the aggregated level, the same top four priorities in the order below (cf. tables 19 & 18):

- **Data management** - *Effectively managing the organisation's data, using it strategically, ensuring its security and regulatory compliance.*
- **Digital collaboration** - *Being able to collaborate effectively digitally. Master the tools, technologies and interpersonal competences required for digital collaboration (virtual meetings, file sharing, etc.).*
- **Diagnostic & digital strategy** - *Assess and analyse an organisation's digital environment, taking into account the market in which it operates, its social mission and the needs, preferences and capabilities of its users. Develop a digital transformation strategy tailored to the organisation.*
- **Digital communication** - *Creating and distributing digital content to build a solid online presence (social networks and more), promote products, services and values and create lasting relationships with stakeholders.*

The examination of country-level scores reveals considerable variation in priorities. Consequently, it would be inappropriate to assert that these four competences are required in all countries with an equal level of priority. Rather the results suggest a potential influence of country-specific factors. **Data management** is the only competence consistently featured in the top three priorities of managers and supporters across most countries (7 out of 10). As a result it should be regarded as an overall requirement.

Interestingly enough, it is worth noting that **data management** is not as frequently cited as the first priority as it is cited as the second or the third. 95 managers and supporters (out of 776, or 12.24%) rank it as the first priority, whereas 138 (17.7%) rank it as the second priority and 101 (13%) as the third. In contrast, **diagnostic and digital strategy** is more frequently cited as the first priority (129 times, 16.6%). It is also ranked in the managers' top 3 priorities in 6 countries out of 10, and in the supporters' top 3 priorities in 5 countries out of 10. This suggests that while **data management** appears to be an overall competence need, it should be acknowledged that countries may have additional specific needs that outweigh even the importance of data management. These specific needs, however, vary from country to country. This may be explained by the level of digitalisation nationwide. **Digital collaboration and digital communication** appear less frequently in the top 3 priorities for both managers and supporters, again suggesting some country specificity instead of an overall necessity.

In addition, when analysing the results for managers in relation to their level of education, it appears that managers without a university degree assign higher priority to **comprehension and basic use of digital tools & the internet** (second priority) and **general knowledge of IT operation** (third priority) compared to managers with a university degree (comprehension and basic use of digital tools & internet is in penultimate position and general knowledge of IT operation is last). This underscores the importance of con-

ring the educational background of the target audience when planning digital training.

When examining the sector in which the organisation employing the respondent operates (e.g. social action, energy, care etc.), no significantly differing results were identified. It appears that the sector has no discernible effect on digital competence needs. Similarly, when considering the effect of the organisation's form on digital skills needs, there is no discernible effect, except in the case of foundations. For foundations, we observe higher scores for the skills **general knowledge of IT operation** (3rd) and **comprehension & basic use of digital tools & the internet** (5th). These two competences are often ranked lower for other forms of SEOs. The high scores for both competences align with the scores from Poland where a substantial number of responses from foundations were collected. This implies that the differences noted could be attributed more to a country-specific effect than a distinctive impact of foundations. Indeed, when responses from Polish foundations are omitted, the digital competence needs for foundations managers show a diminished emphasis **on general knowledge of IT operation** and **comprehension & basic use of digital tools & the internet**. In short, it does not appear that the form of SEOs has a significant impact on skills needs.

Competences needed for SEO practitioners to face the digital transition

Among the 389 practitioners who provided valid answers regarding their digital competence needs, 48.07% have ranked **collaborating digitally** in their top three priorities (table 20). However, when examining the results by country, this skill is only a top 3 priority for practitioners in half of the countries (Germany, Ireland, Italy, Poland and Slovenia). In the other five countries examined (Belgium, France, Greece, Romania and Spain), the same skill ranks either 4th or 5th. It is therefore difficult to conclude that there is any overall necessity; rather it is a predominant requirement.

What is more interesting is that we found an effect of the level of education on the digital competences needed. For practitioners without a university diploma, **understanding & using basic digital tools** is the 2nd priority, while it is ranked next to last for practitioners with a university diploma. Conversely, the skill **understanding the challenge of digital inclusion** is more highly ranked by practitioners with a university diploma than practitioners without. These results are consistent with the intuitive idea that workers with a higher level of education are in need of more advanced digital competences than workers with a lower level of education.

Table 18 – Top competences needed for digital transition (managers)

Top needed DIGITAL TRANSITION skills according to SEO MANAGERS <i>579 valid responses aggregated across 10 countries</i>							
Rank	Skill / Competence	Occurrence as priority #1	Occurrence as priority #2	Occurrence as priority #3	Score after ponderation	Total occurrence as #1, #2 or #3	Percentage of participants mentioning that skill as #1, #2, #3
1	Data management	74	98	74	492	246	42.49 %
2	Digital collaboration	87	70	64	465	221	38.17 %
3	Diagnostic & digital strategy	93	63	60	465	216	37.31 %
4	Digital communication	80	70	64	444	214	36.96 %
5	Change management	57	49	100	369	206	35.58 %
6	Digital security	50	71	70	362	191	32.99 %
7	Comprehension & basic use of digital tools & the internet	70	48	30	336	148	25.56 %
8	Digital inclusion	32	66	80	308	178	30.74 %
9	General knowledge of it operations	36	44	37	233	117	20.21 %

Table 19 – Top competences needed for digital transition (supporters)

Top needed DIGITAL TRANSITION skills according to SEO SUPPORTERS <i>197 valid responses aggregated across 10 countries</i>							
Rank	Skill / Competence	Occurrence as priority #1	Occurrence as priority #2	Occurrence as priority #3	Score after ponderation	Total occurrence as #1, #2 or #3	Percentage of participants mentioning that skill as #1, #2, #3
1	Data management	21	40	27	170	88	44.67 %
2	Digital collaboration	37	19	21	170	77	39.09 %
3	Diagnostic & digital strategy	36	13	14	148	63	31.98 %
4	Digital communication	27	22	18	143	67	34.01 %
5	Digital security	11	30	30	123	71	36.04 %
6	Digital inclusion	16	24	24	120	64	32.49 %

7	Change management	12	17	44	114	73	37.06 %
8	Comprehension & basic use of digital tools & the internet	23	18	9	114	50	25.38 %
9	General knowledge of it operations	14	14	10	80	38	19.29 %

Table 20 – Top competences needed for digital transition (practitioners)

Top needed DIGITAL TRANSITION skills according to SEO PRACTITIONERS <i>389 valid responses aggregated across 10 countries</i>							
Rank	Skill / Competence	Occurrence as priority #1	Occurrence as priority #2	Occurrence as priority #3	Score after ponderation	Total occurrence as #1, #2 or #3	Percentage of participants mentioning that skill as #1, #2, #3
1	Collaborating digitally	94	43	50	418	187	48.07 %
2	Digital security	52	55	68	334	175	44.99 %
3	Developing an agile attitude	50	43	91	327	184	47.30 %
4	Understanding and managing digital data	36	71	46	296	153	39.33 %
5	Understand & use basic digital tools	71	33	17	296	121	31.11 %
6	Understanding the challenge of digital inclusion	38	59	60	292	157	40.36 %
7	Communicating digitally	38	66	37	283	141	36.25 %
8	Understanding and using the internet	10	19	19	87	48	12.34 %

5.2.4 Competence requirements in the social economy to face the inclusiveness challenge

Competences needed for SEO managers to face the inclusiveness challenge

Three competences emerge as priorities in addressing the inclusiveness challenge for the 555 managers who provided a valid response to this question (table 23). They are ordered as follows:

- **Managing diversity** - *To be able to manage and make effective use of the diversity present in a group. Understand and recognise diverse needs. Adapt organisational practices accordingly. Managing conflicts that may arise in a diverse context.*
- **Inclusiveness training and awareness** - *To be able to teach the concepts of diversity, inclusion and equity. Be able to raise awareness of the discrimination and inequalities faced by different groups. Competences in creating training courses and materials adapted to the organisation's audience.*
- **Inclusive leadership** - *Encouraging the participation of all, valuing diverse contributions. Actively listening to others, understanding their experiences and perspectives, and putting oneself in their shoes. Challenge discriminatory practices or behavior.*

Managing diversity takes the lead, with approximately 37% of managers surveyed ranking it as either the first, second or third priority. However, it is relevant to nuance this picture, as 37% of managers represents a little over a third of them, which does not present a truly unanimous perspective. To provide a contrasting viewpoint, for the green transition competences need, over half of the managers and supporters agreed on the top priority. However, at the country level, **managing diversity** appears in the top 3 priorities of managers in 7 out of 10 countries, suggesting a relatively widespread need for that competence.

A distinct scenario applies to the other two competences. Indeed, **inclusiveness training and awareness** as well as **inclusive leadership** are placed in the top 3 priorities by managers in only 5 out of 10 countries. But if you look at the top 4, the number of countries rises to 6 out of 10. Moreover, there is considerable variation between countries. For instance, managers in France rank **inclusiveness training and awareness** first while in Belgium it was ranked last.

Competences needed for SEO supporters to face the inclusiveness challenge

When consolidating responses from supporters across the 10 countries surveyed, the same set of three competences emerges as priorities, but in a different order than for managers (table 22). Indeed, for supporters, **inclusiveness training and awareness** obtains a higher score than **managing diversity** – placing it as a priority. This difference between the managers' and the supporters' rankings seems consistent with expectations based on their respective profiles. Supporters may not require management competences to the same extent as managers.

Additionally, there are several observations that hold true for both profiles:

Aside from the three competences prioritised by managers and supporters, there seems to be minimal va-

riation between the scores obtained by the remaining competences in the list. This suggests that managers and supporters may struggle to prioritise these competences, as if they perceive all the remaining competences as almost equally important. This absence of a clear vision and consensus may indicate a general lack of awareness of the subject.

Furthermore, when analysing the priority scores in conjunction with other variables such as education level, industry sector, identification as WISE, and the organisational form of SEOs, we observe a significant effect only in relation to the level of education. It appears that managers and supporters without a university diploma prioritise the skill “understanding diversity” higher than their counterparts with a university degree.

Competences needed for SEO practitioners to face the inclusiveness challenge

Unlike managers and supporters, practitioners seem to have a higher level of agreement regarding the competences needed to address inclusiveness challenges. Among the 376 practitioners who provided a valid answer to this question, more than half (52.13%) chose **collaborating with a diversified group** as either their first, second, or third priority (cf. table 23). Additionally, when examining the country-level results, the same competence appears in the top 3 of all the countries surveyed, even ranking as the first priority in 7 out of 10 countries. Therefore, we can conclude that **collaborating with a diversified group** is an overall requirement.

With the exception of **taking diversity into account** and **legislation & ecosystem** which are positioned last with significantly lower results, the remaining competences in the list obtained quite similar scores, with around 40% of the respondents ranking them as a top 3 priority (cf. table 23). However, when scrutinising the country-level rankings, only **understanding diversity** and **communicating in an inclusive way** are frequently cited in the top 3 priorities. **Understanding diversity** is ranked first or second in six countries out of 10, while **communicating in an inclusive way** appears in the top 3 in half of the countries surveyed and 4th in 3 additional countries.

In summary, it appears reasonable to assert that practitioners across the EU express the need to acquire proficiency in three competences to confront the challenges of inclusion:

- **Collaborating with a diversified group** - *Being able to appreciate and take advantage of the diversity in a group; actively listening to others, understanding their experiences and perspectives, and putting oneself in their shoes; managing conflicts that may arise in a diverse context.*
- **Understanding diversity** - *Knowing and understanding the concepts of diversity, inclusion, equity, and the benefits they bring to an organisation. Recognising the different forms of diversity and be aware of the issues and challenges faced by different groups.*
- **Communicating in an inclusive way** - *Using language that is appropriate, respectful and avoids stereotypes or prejudice.*

Upon conducting further cross-analysis, we found no discernible impact of the level of education or participation in WISEs on the competences needed to address inclusiveness challenges.

Table 21 – Top competences needed for inclusiveness (managers)

Top needed INCLUSIVENESS skills according to SEO MANAGERS <i>555 valid responses aggregated across 10 countries</i>							
Rank	Skill / Competence	Occurrence as priority #1	Occurrence as priority #2	Occurrence as priority #3	Score after ponderation	Total occurrence as #1, #2 or #3	Percentage of participants mentioning that skill as #1, #2, #3
1	Managing diversity	108	52	45	473	205	36.94 %
2	Inclusivity training and awareness	93	66	30	441	189	34.05 %
3	Inclusive leadership	62	86	74	432	222	40.00 %
4	Inclusive human resources management	59	66	46	355	171	30.81 %
5	Inclusivity action plan	41	68	68	327	177	31.89 %
6	Inclusive communication	50	61	51	323	162	29.19 %
7	Understanding diversity	62	47	30	310	139	25.05 %
8	Change management	38	36	105	291	179	32.25 %
9	Workplace inclusivity	16	40	63	191	119	21.44 %
10	Legislation & ecosystem	26	33	43	187	102	18.38 %

Table 22– Top competences needed for inclusiveness (supporters)

Top needed INCLUSIVENESS skills according to SEO SUPPORTERS <i>193 valid responses aggregated across 10 countries</i>							
Rank	Skill / Competence	Occurrence as priority #1	Occurrence as priority #2	Occurrence as priority #3	Score after ponderation	Total occurrence as #1, #2 or #3	Percentage of participants mentioning that skill as #1, #2, #3
1	Inclusivity training and awareness	42	20	11	177	73	37.82 %
2	Managing diversity	36	19	17	163	72	37.31 %

3	Inclusive leadership	22	22	24	134	68	35.23 %
4	Inclusivity action plan	19	23	21	124	63	32.64 %
5	Inclusive human resources management	17	29	13	122	59	30.57 %
6	Inclusive communication	22	21	13	121	56	29.02 %
7	Understanding diversity	21	17	7	104	45	23.32 %
8	Change management	5	15	45	90	65	33.68 %
9	Workplace inclusivity	3	17	28	71	48	24.87 %
10	Legislation & ecosystem	6	10	14	52	30	15.54 %

Table 23 – Top competences needed for inclusiveness (practitioners)

Top needed INCLUSIVENESS skills according to SEO PRACTITIONERS <i>376 valid responses aggregated across 10 countries</i>							
Rank	Skill / Competence	Occurrence as priority #1	Occurrence as priority #2	Occurrence as priority #3	Score after ponderation	Total occurrence as #1, #2 or #3	Percentage of participants mentioning that skill as #1, #2, #3
1	Collaborating with a diversified group	119	47	30	481	196	52.13 %
2	Understanding diversity	77	53	30	367	160	42.55 %
3	Communicating in an inclusive way	48	56	42	298	146	38.83 %
4	Promote inclusivity	39	56	62	291	157	41.76 %
5	Participating in the inclusivity of the workplace	32	64	44	268	140	37.23 %
6	Exercise empathy	30	23	94	230	147	39.10 %
7	Taking diversity into account	17	51	38	191	106	28.19 %
8	Legislation & ecosystem	14	26	36	130	76	20.21 %

5.2.5 Competence requirements specific to the social economy

Day-to-day competences needed by SEO managers

In consolidating responses from all managers across the 10 countries in the consortium (546 for this question), **strategy for SEOs** emerges as the most crucial competence for SEO managers. This competency also claims the top position in all the countries surveyed, signifying an overall need. Following in the aggregated priority is a group of two competences with closely aligned results (cf. table 24): **problem solving, threat and opportunity analysis and agility & innovation**.

As for **strategy for SEOs**, the results for these competences exhibit a relatively consistent trend across the countries surveyed, indicating that we are dealing with three cross-cutting overall requirements:

- **Strategy for SEOs** - *Ability to develop and execute effective strategies, in the short term, to achieve the organisation's social objectives, while ensuring financial sustainability; in the long term, to enable the organisation's development while maintaining its social mission.*
- **Problem solving, threat and opportunity analysis** - *Critically analyse problems, identify associated risks and forecast future trends in order to make informed decisions, reduce risks and anticipate potential challenges.*
- **Agility & innovation** - *Remaining flexible, adapting to changing circumstances, meeting challenges creatively and maintaining a positive attitude in the face of difficulties. Encouraging the exploration of new perspectives, experimentation and continuous learning.*

Even though financing & reporting obtains a significantly lower score and, for that reason, does not appear in the top cluster, it is worth mentioning it as, at the country level, it is often ranked by managers as the next needed skill.

- **Financing & reporting** - *Managing a variety of sources of funding, being responsive to opportunities, identifying relevant funding and funders. Collecting, analysing and presenting data to report on the organisation's financial and non-financial impact.*

Day-to-day competences needed by SEO supporters

When it comes to supporters, at the overall level we find the same 3 skill priorities as for managers but in a slightly different order: **strategy for SEOs** (1), **agility & innovation** (2), **problem solving, threat and opportunity analysis** (3) (table 25).

However, at the country level, the results show a slightly less uniform pattern compared to the manager's perspective. **Strategy for SEOs** and **agility & innovation** still hold top 3 positions in almost all countries, but **problem solving, threat and opportunity analysis** claims the top spot in only 6 out of 10 countries. It is ranked 4th in Germany and Italy, 7th in Romania, and 9th in Belgium. This may be explained by the fact that, in some countries, supporters are external workers to the organisation and therefore have a lesser understanding and knowledge of the threats and opportunities at an organisational level.

Cross-analysing the aggregated results with variables such as the level of education, organisational form of SEOs, belonging to WISEs, or sectorial variations did not seem to impact on the need for SE competences expressed by managers and supporters.

Day- to-day competences needed by SEO practitioners

Out of the 371 practitioners who provided feedback on the specific competences required to contribute to the success of a SEO, 173 (46.63%) identified **knowledge of & attitude to the social economy** as their first, second, or third priority. Within this group, 110 practitioners (29.65%) ranked it as their number one priority (cf. table 26). Following closely in the ranking is the competence **problem solving, threat and opportunity analysis**, highlighted as either a first, second or third priority by 48.25% of the surveyed practitioners (cf. table 26).

Country-level rankings exhibit a low level of homogeneity. Nevertheless, **knowledge of & attitude to the social economy** appears in the top 3 priorities in almost all countries (except in France, where it takes the 4th position). But **problem solving, threat and opportunity analysis** is one of the top 3 priorities in only 6 out of 10 countries. This may be explained by the fact that practitioners may not always have all the information to conduct a relevant threat and opportunity analysis.

On the contrary, **networks & collaboration**, positioned in fifth place in the aggregated order, is found in the top 4 priorities of 8 surveyed countries. Therefore, next to **knowledge of & attitude to the social economy**, a competence that is an overall requirement, **networks & collaboration**, as well as **problem solving, threat and opportunity analysis** should be recognised as competences predominantly needed by SE practitioners.

- **Knowledge & attitude of the social economy** - *Understand the principles, values and specific features of the social economy (primacy of the social mission over profit, cooperation and democratic participation, etc.). Integrate these values into your attitude at work.*
- **Problem solving, threat, and opportunity analysis** - *Critically analyse problems, identify associated risks and forecast future trends in order to make informed decisions, reduce risks and anticipate potential challenges.*
- **Networks & collaboration** - *In-depth knowledge of the players, networks, partners and resources available in the social economy and beyond. Be able to build a network and collaborate.*

Practitioners with a university diploma assign a higher priority to **understanding and participating in governance** than practitioners without a university diploma. Conversely, those without a university degree rank **collaborate and participate** higher than practitioners holding a university degree.

- **Understanding and participating in governance** - *Understanding the fundamental principles of participative good and collective governance. Understand the structure and bodies of governance within your organisation. Be able to participate by adopting appropriate behaviors.*
- **Collaborate and participate** - *Be able to listen actively, ask questions, share information transparently and express your ideas constructively.*

When comparing the definitions of these two competences, the difference likely lies in the interest in governance structures. Both competences emphasise the ability to express one's opinion, but practitioners with a higher level of education seem to recognise the benefits of truly understanding an organisation's governance system.

Table 24 – Top competences needed for the social economy (managers)

Top needed SOCIAL ECONOMY skills according to SEO MANAGERS <i>546 valid responses aggregated across 10 countries</i>							
Rank	Skill / Competence	Occurrence as priority #1	Occurrence as priority #2	Occurrence as priority #3	Score after ponderation	Total occurrence as #1, #2 or #3	Percentage of participants mentioning that skill as #1, #2, #3
1	Strategy for social economy organisations	196	55	46	744	297	54.40 %
2	Problem solving, threat and opportunity analysis	77	101	48	481	226	41.39 %
3	Agility & innovation	83	66	63	444	212	38.83 %
4	Financing & reporting	44	64	67	327	175	32.05 %
5	Networks & collaboration	34	67	46	282	147	26.92 %
6	Operational management	23	52	67	240	142	26.01 %
7	Facilitation & stakeholder relations	26	47	41	213	114	20.88 %
8	Communicate the social economy	24	40	54	206	118	21.61 %
9	Employee engagement and development	19	27	65	176	111	20.33 %
10	Legislation	20	27	49	163	96	17.58 %

Table 25 – Top competences needed for the social economy (supporters)

Top needed SOCIAL ECONOMY skills according to SEO SUPPORTERS 187 valid responses aggregated across 10 countries							
Rank	Skill / Competence	Occurrence as priority #1	Occurrence as priority #2	Occurrence as priority #3	Score after ponderation	Total occurrence as #1, #2 or #3	Percentage of participants mentioning that skill as #1, #2, #3
1	Strategy for social economy organisations	56	19	17	223	92	49.20 %
2	Agility & innovation	28	30	21	165	79	42.25 %
3	Problem solving, threat and opportunity analysis	33	22	17	160	72	38.50 %
4	Networks & collaboration	12	29	14	108	55	29.41 %
5	Financing & reporting	10	23	26	102	59	31.55 %
6	Communicate the social economy	18	9	24	96	51	27.27 %
7	Facilitation & stakeholder relations	10	21	12	84	43	22.99 %
8	Operational management	8	19	19	81	46	24.60 %
9	Legislation	6	11	18	58	35	18.72 %
10	Employee engagement and development	6	4	19	45	29	15.51 %

Table 26 – Top competences needed for the social economy (practitioners)

Top needed SOCIAL ECONOMY skills according to SEO PRACTITIONERS 371 valid responses aggregated across 10 countries							
Rank	Skill / Competence	Occurrence as priority #1	Occurrence as priority #2	Occurrence as priority #3	Score after ponderation	Total occurrence as #1, #2 or #3	Percentage of participants mentioning that skill as #1, #2, #3
1	Knowledge & attitude of the social economy	110	33	30	426	173	46.63 %

2	Problem solving, threat and opportunity analysis	41	65	73	326	179	48.25 %
3	Demonstrate agility	57	39	31	280	127	34.23 %
4	Understanding and participating in governance	48	35	57	271	140	37.74 %
5	Networks & collaboration	25	52	77	256	154	41.51 %
6	Collaborate & participate	35	54	29	242	118	31.81 %
7	Facilitating & managing relations with various stakeholders	25	59	48	241	132	35.58 %
8	Be open and sensitive to inter-cultural environment	30	34	26	184	90	24.26 %

5.3 Competence requirements for SE workers according to managers

At the end of the survey, managers only were asked a concluding question regarding their opinions on the competences needed by other workers in their organisation. Managers had to select 5 competences from a total of 12, spanning all themes (green transition, digitalisation, inclusiveness and SEOs day to day).

One competence stands out when aggregating the data from managers of all countries as well as when looking at country level:

- **Collaboration and participation** - *The ability to listen actively, ask questions, share information transparently and express ideas constructively.*

Interestingly enough, when asked to evaluate their own needs, in contrast with managers, practitioners did not consider that **collaboration and participation** was a priority as it is ranked in 4th position or lower in most countries (except in Romania and Germany, where it comes first and second respectively). This suggests a difference in perception when individuals are asked to evaluate the competences they themselves need versus the competences others need.

Another competence is worth noticing as it appears in the top half of priorities according to managers from 6 out of 10 countries surveyed. This skill is:

- **Be able to observe and understand complex interactions** - *Being able to apply a global approach to the challenges of green transition, taking into account a variety of social, economic, environmental, political, cultural and technological aspects and their interdependence.*

But again this competence was not prioritised by practitioners themselves.

When examining the remaining competences in the list resulting from managers' opinions on what other workers need, significant variations are observed across countries. However, it is worth mentioning that in more than half of the countries, managers and practitioners agree on prioritising: **understanding the green transition, collaborating digitally** and **knowledge of & attitude to the social economy**.

5.4 Summary of competence requirements in SEOs

In the table below, we outline the competence requirements in SEOs, analysed by profile and by theme. We have included competences that can be considered as an overall necessity, as they are ranked in the top priorities at the aggregated level as well as in almost all of the examined countries surveyed (at least 7 out of 10) when considered separately (these overall necessities are indicated with an exponent 1 in table 27). Additionally, we have incorporated competences that are ranked in the top priorities of most of the countries studied (at least 5 out of 10), though this variability suggests a more country-specific relevance (indicated with an exponent 2).

The table also includes competences that managers acknowledge as essential for other SE workers (cf. section 5.3).

Table 27– Summary of competence requirements in SEOs by profile and by theme

Table 27: Summary of competence requirements in SEOs by profile and by theme				
		MANAGERS	SUPPORTERS	PRACTITIONERS
Green transition	Overall requirement	Systematic analysis & decision-making (#1 aggregated result, top 3 in 9/10 countries)	Systematic analysis & decision-making (#1 aggregated result, top 3 in 9/10 countries)	Being able to communicate and raise awareness about the green transition (#2 aggregated result, top 3 in 8/10 countries)
		Change management (#2 aggregated result, top 3 in 9/10 countries)	Change management (#3 aggregated result, top 3 in 9/10 countries)	
	Predominant requirement	Awareness (#3 aggregated result, top 3 in 4/10 countries, top 4 in 6/10)	Strategy for the green transition (#2 aggregated result, top 3 in 6/10 countries, top 4 in 8/10)	Understanding the green transition ¹⁵ (#1 aggregated result, top 3 in 6/10 countries, top 4 in 8/10)
		Strategy (#4 aggregated result, top 3 in 6/10 countries, top 4 in 8/10)		Be able to observe and understand complex interactions ¹⁶ (#3 aggregated result, top 3 in 5/10 countries, top 4 in 7/10)
	Noteworthy	Networking (#5 aggregated result, top 5 in 8/10 countries)		

¹⁵ Skills need that can be considered as global

¹⁶ Skills need that can be considered as global.

Digitalisation	Overall requirement	Data management (#1 aggregated result, top 3 in 7/10 countries)	Data management ¹⁷ (#1 aggregated result, top 3 in 7/10 countries)	
	Predominant requirement	Diagnostic and digital strategy (#3 aggregated result, top 3 in 6/10 countries, top 4 in 6/10)	Digital collaboration (#2 aggregated result, top 3 in 6/10 countries, top 4 in 8/10)	Collaborating digital-ly ¹⁸ (#1 aggregated result, top 3 in 5/10 countries, top 4 in 7/10)
	Noteworthy	Digital communication (#4 aggregated result, top 3 in 5/10 countries, top 4 in 5/10)	Diagnostic and digital strategy (#3 aggregated result, top 3 in 5/10 countries, top 4 in 5/10)	
Inclusiveness	Overall requirement	Managing diversity (#1 aggregated result, top 3 in 7/10 countries, top 4 in 8/10)	Inclusiveness training and awareness (#1 aggregated result, top 3 in 7/10 countries, top 4 in 8/10)	Collaborating with a diverse group (#1 aggregated result, top 3 in 10/10 countries)
	Predominant requirement	Inclusiveness training and awareness (#2 aggregated result, top 3 in 5/10 countries, top 4 in 6/10)	Managing diversity (#2 aggregated result, top 3 in 4/10 countries, top 4 in 6/10)	Understanding diversity (#2 aggregated result, top 3 in 6/10 countries, top 4 in 6/10)
		Inclusive leadership (#3 aggregated result, top 3 in 5/10 countries, top 4 in 6/10)	Inclusive leadership (#3 aggregated result, top 3 in 4/10 countries, top 4 in 7/10)	Communicating in an inclusive way (#3 aggregated result, top 3 in 5/10 countries, top 4 in 8/10)

¹⁷ Skills need that can be considered as global.

¹⁸ Skills need that can be considered as global.

SE specific competences	Overall requirement	Strategy for SEOs (#1 aggregated result, top 3 in 10/10 countries)	Strategy for SEOs (#1 aggregated result, top 3 in 8/10 countries, top 4 in 10/10)	Knowledge of & attitude to the social economy ¹⁹ (#1 aggregated result, top 3 in 9/10 countries, top 4 in 10/10)
		Problem solving, threat and opportunity analysis (#2 aggregated result, top 3 in 8/10 countries, top 4 in 9/10)	Agility & innovation (#2 aggregated result, top 3 in 7/10 countries, top 4 in 8/10)	
		Agility & innovation (#3 aggregated result, top 3 in 7/10 countries, top 4 in 8/10)		
	Predominant requirement		Problem solving, threat and opportunity analysis (#3 aggregated result, top 3 in 6/10 countries, top 4 in 8/10)	Problem solving, threat and opportunity analysis (#2 aggregated result, top 3 in 6/10 countries, top 4 in 8/10)
				Networks & collaboration (#2 aggregated result, top 3 in 5/10 countries, top 4 in 8/10)
	Noteworthy	Financing (#4 aggregated result, top 3 in 3/10 countries, top 4 in 5/10)		Collaboration & participation

¹⁹ Skills need that can be considered as global.

5.5 Concluding remarks

In addition to the ranking of competences needed, several observations derive from the survey and are worth mentioning.

Before presenting these observations, literature can bring a valuable insight. Diving into the literature, we found several authors arguing that competences in the SE are specific, and that the SE principles require particular competences. For instance, Braconnier & Caire (2012) explain that the management of SEOs is indeed different: the legal statuses of these organisations are not the same as in other types of enterprises, their financing comes from a variety of sources, decision-making is taught democratically, etc. As such classical management competences have to be mastered, but they must also be applied to the principles of social economy. In addition, SEOs sometimes rely on voluntary work. Volunteers need to be managed and possibly trained. The *EU Pact for Skills – Skills Partnership for the Proximity and Social Economy Ecosystem* (Social Economy & Proximity Skills Alliance, 2020) insists on the importance of providing SEOs with the necessary competences, as many of them are dedicated to facilitating access to the labour market, and as such, focusing on the reskilling and upskilling of their public. The declaration underpins the key role of SEOs in the “EU’s future skills development”.

However, this question of the specificity of SE skills is poorly addressed in the literature and the baSE project can feed the discussion.

The relevance of three distinct profiles

There is a significant difference in the nature of the competences selected. Practitioners tend to rank more highly those competences related to understanding and basic knowledge, while managers and supporters more frequently choose strategic and leadership competences. While the priorities of supporters and managers are often aligned, there are still discernible differences. For example, strategy for the green transition is a higher priority for supporters, whereas managers tend to focus more on leadership competences such as raising awareness and change management.

This suggests that while managers and supporters have distinct profiles, they could probably attend the same training programmes. In contrast, practitioners require a distinct set of training programmes.

The probable relevance of experts

Across all themes, both generally and at the country level, legislative competences consistently received low-priority scores from managers and supporters. This suggests that managers and supporters may **not feel the need to possess expertise in these domains**, as strategic and leadership competences take precedence. For highly specialised knowledge, **they likely believe they can rely on experts**. While this is less surprising for managers, it could be a concern for supporter profiles, whose role is to advise SEOs. However, it is possible that within a federation or supporting organisation, expert competences are needed but do not have to be mastered by all supporters. Consequently, these competences do not emerge as general priorities for all supporters.

No or little effect of sectors, WISE affiliation or SEOs' organisational form

Throughout our analysis, we frequently found no discernible impact of sectors, WISE affiliation or SEO forms. This implies that no significant differences were identified in competence priorities based on sector or WISE affiliation, nor on organisational form (cooperative, non-profit association etc.). This suggests that training programmes do not necessarily need to be tailored differently based on these characteristics. However, as detailed in section 5.2.1. our sample primarily consists of managers and supporters, with only a limited number of respondents having an education level below a bachelor's degree. Consequently, while this observation may apply to these specific profiles and educational levels, **we anticipate that the impact of sectors, WISE affiliation, and SEO forms may be more pronounced for practitioners with lower levels of education.**

Possible impact of awareness level

As mentioned earlier, for some subjects, the scores obtained for each skill present in the list varied minimally, indicating that respondents had difficulty choosing between competences as they probably **all appeared equally important**. This observation is particularly evident when comparing the score variations between green competences and inclusiveness competences.

The placement of the skill of change management in the rankings might reflect this phenomenon. This skill appears in the questions for managers and supporters regarding the green transition, digitalisation and inclusiveness challenges. While it is ranked as the top priority in the case of the green transition, its importance diminishes in the cases of digitalisation and inclusiveness. The question arises: is change management more challenging and demanding in the context of the green transition, requiring higher qualifications than in digitalisation and inclusion? Or is it that managers and supporters are more familiar with the challenges associated with the green transition and therefore consider change management as an essential skill?

This suggests that the awareness level in a specific country regarding a particular topic (i.e. green transition, digitalisation, inclusiveness, social economy) likely influences how respondents prioritise their skill needs. When dealing with a relatively unfamiliar topic, the prioritisation of related competences becomes more uncertain.

Lack of training for competences and competences that are prioritised

After each prioritisation question, participants were asked about the existence of training programmes for their top priorities. Around 55% to 60% of respondents who had selected a particular priority **believed that no training programmes existed for that priority**. Approximately 25% to 30% stated that training existed but was not accessible in terms of time, distance, schedule etc. Meanwhile, 15% to 20% acknowledged the presence of accessible training programmes for their chosen priorities.

While the consistency of these results across all topics and for all prioritised competences is surprising and suggests a potential bias in the answers, it still indicates that respondents perceive a need for an increase in training opportunities answering their priorities.

Social economy specificities

Last but not least, as we wrap up the analysis, a crucial question remains: do the competence needs identified by the online survey fit exclusively and specifically the needs within the SE, or would managers, supporters, and practitioners from outside this ecosystem provide similar responses?

By design, the online survey was not supposed to address this question. Essentially, its purpose was to validate competency needs within the SE, which were previously pinpointed during the literature review and focus groups. To clarify, the survey was not designed to ascertain whether the competences deemed necessary by respondents were exclusive to the SE or not. As a tool for validation, the questionnaire sought to affirm a list of competences whose formulation already intended to encapsulate the distinct nature of the social economy, if necessary.

Hence, it is in the preliminary phase, preceding the questionnaire, namely the focus groups, that we can find elements of responses to this question. Indeed, during the focus groups, participants were provided with lists of competences and job profiles not specifically tailored to the social economy and asked to determine whether these competences and profiles required adjustments to reflect the specificities of the social economy.

Reviewing the national reports submitted by our partners following their focus group sessions, several elements regarding the specific nature of working in the SE and the necessary adaptation of worker competences come to light.

It is important to notice that it is not a question of whether adaptation is needed, but rather the extent of it. Undoubtedly, across all 10 participating countries, participants in the focus groups emphasised that a certain degree of adaptation was unquestionably necessary. We identified several areas of adaptation for which participants were rather unanimous across countries.

First, focus group participants deemed it essential to adapt diagnostic and strategic competences to the SE context. This is rooted in the understanding of SEOs as instruments dedicated to the common good. Unlike organisations driven by profit maximisation, SEOs are motivated by a social or environmental mission. Importantly, it is expected that, as they pursue their mission, SEOs do not have a negative impact on other aspects of society. Consequently, within the competences held in an SEO, at least one individual should possess the ability to reflect on the organisation's external impact on society as a whole. This reflective capacity is considered essential when planning the organisation's strategy. It is particularly relevant to take this specificity into account while considering the twin transition and inclusiveness challenges. Concretely it means, for instance, that some workers in a WISE organisation should have the reflexive competence to diagnose the environmental impact that the organisation has while providing integration opportunities. If they have negative impact the organisation is expected to have the ability to consider it and plan a way to reduce it. This also underlines the necessity for trade-off competences. SEOs will most likely need to navigate tension between social, environmental and financial goals.

Beyond the diagnostic competences that consider external impact, focus group participants highlighted the significance of an individual, typically in a leadership or supporting position, possessing the ability

to reflect on and evaluate the internal impact of any strategic change. For example, when addressing the digital transition, leaders or supporters in SEOs should contemplate the impact of new technology on their ability to fulfil their primary mission, on employee well-being, on financial stability, and on other relevant factors.

In the light of this understanding, the competences included in the survey related to strategy, diagnostics and change management were formulated to incorporate these reflexive and trade-off abilities. Examining the survey results, it is apparent that managers and supporters highly prioritise competences falling under the categories of strategic analysis, diagnostics and change management, as formulated (cf. table 27).

While we cannot conclusively affirm that respondents chose these competences specifically due to their alignment with SE specificities, it is clear that they did not reject the formulations either. Consequently, by combining survey and focus group results, we can reasonably infer that we have identified a SE specificity that should be considered in the design of social economy occupational profiles and curricula.

Furthermore, insights from the focus group discussions reveal that working in the SE requires a specific attitude or mindset. Every worker is expected to genuinely embody SE values. This expectation is even more pronounced for leaders, who are tasked with effectively communicating and rallying others around these values. Consequently, within SEOs, expectations regarding various soft skills differ from those in non-SE organisations. For instance, given the more participatory and horizontal governance structure that characterises SEOs, it is expected that SE managers lead collaboratively, with transparency and the inclusive engagement of all stakeholders (ranging from employees to the board of directors, clients etc.).

Focus group participants also emphasised that this cooperative mindset extends beyond the organisational boundaries. Indeed, participants expected SEOs to be firmly rooted in one or several communities. This implies that certain workers, likely managers and/or supporters, should possess the ability to cultivate collaborative partnerships.

This collective approach has another significant implication regarding competence needs in SEOs. Rather than expecting all SEO workers to master an exhaustive list of competences, focus group participants lean towards emphasising complementarity among workers. In this perspective, in addition to a minimum set of skills held by every worker, it seems relevant for an organisation to have one person with a certain specific skill, another with a different skill, and so forth.

This is directly linked to the size of the organisation and its network. In a relatively large organisation, employees may have more specialised roles. It is not uncommon in larger organisations to have several managers with distinct qualifications, such as one overseeing funding and another managing the implementation of participatory governance. Conversely, smaller organisations either employ workers who possess a wide range of competences or establish relationships with external organisations or experts to complement their skillset.

In conclusion, these various insights strongly indicate the necessity for tailored social economy (SE) occupational profiles, an SE competences framework, and curricula. These considerations should be taken into account in the upcoming phases of the baSE project.

6. EU-level policy recommendations

The following recommendations are based on the national synthesis report of 10 countries (Belgium, France, Germany, Greece, Ireland, Italy, Poland, Romania, Slovenia and Spain).

1. Strengthening EU financial support

Regarding financial support, there is a real need to continue and improve support for SEOs, **taking into account and including small SEOs**. Exemplary organisations that develop social innovations, as well as organisations that contribute to the transitions, should be supported and encouraged. The structural funding of SEOs can take several forms (dedicated venture capital fund, funding streams, European Social Economy Fund that pools resources from various EU programmes, etc.).

- The EU should establish a **dedicated venture capital** fund aimed at fostering innovation and growth in the SE sector. This fund should target start-ups and initiatives that demonstrate a potential for both economic and social impact, further enhancing the sector's development and sustainability.
- The EU should allocate dedicated funding streams for the development and expansion of SEOs, encouraging financial institutions and investors to offer **tailored financial products and incentives**, such as favourable loan terms and tax benefits, to support the growth of the SE sector.
- The EU should establish a European Social Economy Fund that pools resources from various EU programmes, while also promoting the **inclusion of social impact indicators** in financial reporting and evaluation criteria for funding allocation to **measure the social and economic benefits generated by SEOs** across the member states.
- The European Commission should enhance support for the SE sector by increasing the availability of grants, subsidies, low-interest loans, and specific funds for skill development, particularly in the green and digital transitions. They should also prioritise funding for initiatives aligned with EU sustainability and climate goals, creating incentives for organisations that invest in upskilling their workforces.
- Enhanced EU funding opportunities and improved funding accessibility should be made available to SEOs, particularly smaller entities, by:
 - Enhancing funding options and **simplifying access procedures**, focusing on creating transparent pathways and tailored support for smaller entities to ensure equitable access and promote their sustainability within the EU;
 - Providing capacity-building programmes to help small SEOs develop grant application competences and financial management capabilities;
 - Establishing targeted financial support schemes for small SEOs, especially non-profit entities that rely heavily on volunteer work. These schemes should be designed to alleviate the economic burden of training and skills development, enabling such organisations to invest in the growth and development of their workforces without straining their resources.

- Impact-oriented procurement pilots should be launched to find enduring solutions to the challenges imposed by the triple transitions. These pilots could not only provide valuable learning experiences but also serve as models for future initiatives.
- A dedicated EU funding programme should be created to encourage and financially assist SEOs in their endeavours to contribute to the green transformation. SEOs engaging in eco-friendly practices, sustainable energy adoption, and circular economy models should be eligible for grants and sustainable business development resources.
- The European Commission should allocate resources, within dedicated Erasmus+ programme calls, to develop **specialised curricula for SE education**. This will strengthen education and competences development within the SE sector and contribute to the economic and social well-being of communities across the EU.
- Continued and regular financial support should be provided for existing initiatives like the Large-scale Skills Partnership for the Proximity and SE Ecosystem. The creation of sustainable funding based on good governance with the contribution of stakeholders from different levels will balance interests and improve collaboration.
- A long-term EU financial strategy should be created to advance sustainable funding for up/reskilling in the SE sector. This strategy should ensure a reliable funding approach and foster good governance practices to effectively support ongoing competences development initiatives within the sector.

2. Enhancing education and training in the social economy sector

As regards education and training, it is important to take advantage of existing plans and initiatives at the European level. It may also be pertinent to develop new programmes that really sustain and foster education and training in the SE at the EU level. To do so, research has an important role to play, by generating **comprehensive data and high-quality study materials for education and training purposes**. The development of a European Competences Framework will allow for cooperation and comparison between member states. In the same vein, federations, if supported and developed, can work on developing common standards for education and training. Training and education should be designed to facilitate everyone's participation, meaning that **courses should be short, specific and blended, developing a wide range of competences, and using diverse teaching methods**. This training should be accessed using vouchers developed by the EU. But the SE should not be set apart: it should be included in all education levels, in collaboration with educational institutions.

- Member states should expand the range of high-quality and inclusive training and competence development opportunities available to the social economy workforce, so as to effectively address the multifaceted challenges posed by the triple transition, namely the green, digital and social transitions.
- The European Commission should reinforce its commitment to and support for the aspects of the Social Economy Action Plan (2021) that pertain to the advancement of SE education and training. This involves allocating more resources and policy attention to the development and implementation of education and training programmes for the upskilling and reskilling of the SE workforce.

- The creation of tailored European curricula for the SE and of research initiatives in SE subjects should be supported through targeted calls within the Erasmus+ and Horizon programmes. This will ensure the availability of high-quality educational resources for training and education in the SE sector.
- The EU should reinforce collaboration with and support to existing European networks working on reskilling and up-skilling within the SE ecosystem.
- The European Commission should endorse and support research initiatives on SE topics with the aim of generating comprehensive data and high-quality study materials for education and training purposes. Furthermore, it should encourage European higher education institutions to initiate research and education programmes in the field of the SE, possibly through the Horizon programme and similar avenues. This will help develop a qualified workforce and expertise in the SE, fostering the sector's growth and impact.
- The EU should financially, organisationally and politically support the development of a common European Competences Framework associated with the roles and occupational profiles of the SE sector, and **include these profiles in the EC system** of recognition of professional qualifications in practice.
- Federations and confederation of SEOs should be supported to develop common standards for education and training (certification) and harmonise SEOs from different countries regarding the needs for SE education and training.
- Support should be given to local, national and European SE initiatives to offer **regular informal training programmes** to better cater to the specific needs of various SE organisations. Most non-formal training programmes in the SE sector are organised as part of EU-funded projects, resulting in this training being offered sporadically rather than as part of the regular training offer of the support system.
- Training providers should be encouraged to collaborate to ensure that the available training courses address the skills needs of the SE workforce and are tailored to the unique characteristics of SEOs, not only as regards the content of the learning but also as regards the learning strategy.
- Short, specific and blended training programmes should be developed to cater to the needs of SE workers, enabling them to balance their work, personal and educational commitments. These programmes should **prioritise flexibility** to accommodate learners' varying schedules and needs.
- Diverse teaching methods, including "global learning", "transformative learning" and "critical literacy", should be incorporated into the SE training offer and education programmes.
- An emphasis should be placed on the development of ethical, social and civic competences as an integral part of SE education and training. These competences should be incorporated into curricula to prepare SE workers for the multifaceted demands of their roles.
- Member states should promote the integration of SE topics across all education levels to encourage **learners' engagement and career paths in the SE sector**. This approach will contribute to the promotion of social entrepreneurship and nurture a workforce that is socially conscious and well-equipped to tackle the complexities of the triple transition. Similarly, at the European level, the European Commission should adopt recommendations on the inclusion of SE topics in all levels of formal education and on the support of non-formal training on SE in the member states.
- Member states should collaborate with educational institutions to integrate SE-related courses into the curriculum of universities and vocational schools, developing comprehensive educational programmes and curricula that incorporate SE concepts, business models, and practical compe-

tences at various educational levels, from schools to universities.

- Member states should facilitate **partnerships between SEOs and educational institutions** to offer apprenticeships, vocational training, and professionalisation schemes specifically tailored to the diverse needs of the SE sector, focusing on competences related to the green transition, digitalisation, inclusiveness, and day-to-day challenges.
- The Commission could encourage member states to introduce voucher systems that allow individuals and employees to access SE training programmes, ensuring that training programmes are accessible to all, with a focus on reaching marginalised and underrepresented communities to promote inclusiveness and diversity within the SE sector. Additionally, it could encourage collaboration between sector-specific networks, associations, and educational institutions to provide practical, sector-specific training and mentoring opportunities.

3. Promoting participatory and evidence-based policy-making

The participation of SEOs in EU-level programmes requires a certain **harmonisation of the legal definition**. This would allow for systematic and continuous data collection, namely on the actual training and competence requirements. This data collection would also allow the **monitoring and assessment of the SE's impact and development**, which would in turn bolster support for the SE sector. In the same vein, impact assessment could be more developed. When designing the support addressed to SEOs, the EU should engage SE stakeholders in order to build support mechanism that really fit with their real-world experiences. **A platform for SEOs** could be implemented for them to share good practices. Finally, there is a need for SEOs to engage in **public-private partnerships** and continue to create innovative initiatives that address societal challenges.

- The EU should establish unified standards across the EU for SEOs, regarding their definition, composition and principles.
- The EU institutions should establish a **collaborative approach** when designing policy actions and setting the policy priorities of funding programmes specifically designed for the SE. It is essential to engage a diverse range of stakeholders of SEOs, including cooperatives, non-profits, community enterprises, workers and networks of SEOs, in co-designing strategic policy and financial frameworks to create a more participatory and evidence-based policy-making process.
- The EU should establish a systematic and continuous data collection and analysis programme to gather information about the SE, its training and competence requirements in member states. This initiative is essential to enhance comprehension of the SE's dynamics and diversity, allowing both member states and the EU to cooperatively formulate and enforce more robust policies while ensuring effective monitoring.
- The EU should strengthen reporting provisions for member states on the SE to enable a better understanding, monitoring and assessment of the SE's impact and development. By so doing, the EU can better understand and support the SE sector's growth and impact.
- The EU should establish a **review mechanism** for SE-related education and training policies, incorporating feedback from stakeholders and evidence-based findings. This will ensure that policies remain relevant.

- The EU should engage SE stakeholders, including practitioners, managers, supporters and relevant NGOs, in the policy-making process through regular consultations and dialogues to understand their needs and challenges, ensuring that policies are tailored to their real-world experiences.
- The Commission should create a dedicated platform for the collection and dissemination of data, best practices and research on the SE, enabling evidence-based decision-making.
- The Commission should upgrade the **page Social Economy in my Country**.
- It is recommended to implement rigorous impact assessments to measure the effectiveness of SE policies and programmes, using evidence-based data to adjust and fine-tune policies to ensure they meet their intended goals.
- The EU should encourage SEOs to participate in public-private partnerships and co-creation initiatives to drive innovation and develop tailored solutions for societal challenges. Additionally, it should establish policy innovation labs or think tanks focused on the SE sector, bringing together experts, policy-makers and practitioners to co-create and test innovative policy solutions.

4. Fostering knowledge-sharing

The global knowledge of the SE has to be reinforced, to show European citizens its potential to address the green transition, digitalisation and inclusiveness challenges. To do so, research regarding the SE's contribution to meeting these challenges must be supported. Policy-makers could also be made more aware of the SE's potential through an **annual SE forum**, which would develop networks and partnerships. The experience of SE practitioners could be shared with newcomers, so that they learn about sector-specific solutions. This could be done by establishing **mentoring programmes**. Finally, the use of **digital training materials and tools** will facilitate the accessibility of training for all.

The EU should:

- Support **research projects that focus on the SE** and its role in addressing environmental, economic and social challenges, with a particular emphasis on the green transition, digitalisation, inclusiveness and day-to-day challenges.
- Build EU-wide public awareness to cultivate a positive image of the SE and SEOs, promoting their potential and benefits, best practices and innovative initiatives. This promotion can be done through international conferences and workshops, educational materials and events, and also by using the Social Economy Gateway portal as a comprehensive source of knowledge regarding the SE, its regulatory framework and funding opportunities.
- Support the establishment of SE networks and partnerships, for instance through an annual SE forum at the European level, to encourage knowledge sharing and exchange of information among policy-makers at all levels, especially regarding training opportunities.
- Establish mentoring programmes that pair experienced SE practitioners and managers with newcomers, facilitating knowledge transfer and building a sense of community. These would promote transnational coordination, cooperation and knowledge exchange on sector-specific solutions, drawing on past experiences and best practices in various regions and member states.
- Ensure the availability of European digital training materials and tools in national languages to facilitate accessibility for all within the SE sector. This will enable a broader and more inclusive participation particularly benefiting SE workers with special needs and those at risk of socio-economic exclusion. .

Bibliography

Braconnier, P., & Caire, G. (2012). *Quelles spécificités de compétences en économie sociale et solidaire ? De l'expérience à la conscience pour la performance*. Le sociographe, Hors-série 5(5), 47. <https://doi.org/10.3917/graph.hs05.0047>

Brolis, O., Paul, S., Stouffs, A., Wattecamps, C., Pichault, F., Lisein, O., & Moreau, C. (2018). *L'impact de la révolution numérique sur le secteur des services à la personne : Rapport d'avancement de l'étude sur le volet 1—Revue de la littérature et d'initiatives existantes et entretiens exploratoires*. Université de Liège ; Université Catholique de Louvain.

Charlier, T. (2019). *Transformation numérique : Quels enjeux pour le développement des entreprises de l'ESS ?* France Active.

Roadmap for the social economy action plan—Consultation launched by the European Commission, (2021). <https://www.ciriec.uliege.be/wp-content/uploads/2021/04/Contribution-du-CIRIEC-intl-au-plan-daction-ESS-Com-Eur.-final-FR.pdf>

Costantini, A. (2019). *The Potential of Social Economy in Advancing a Green Transition*. In *Social economy and green transformation in the European Union*. European Liberal Forum : Institut Novum.

Davister, C., Defourny, J., & Gregoire, O. (2004). *Work Integration Social Enterprises in the European Union : An overview of existing models*. Centre d'économie sociale de l'Université de Liège.

Defourny, J. (2017). *L'économie sociale*. In *Économie sociale et solidaire : Socioéconomie du 3e secteur* (De Boeck, p. 30-72).

Defourny, J., & Nyssens, M. (Éds.). (2017). *Économie sociale et solidaire : Socioéconomie du 3e secteur*. De Boeck.

Dessy, E. (2022). *Le genre, angle mort de l'économie sociale ? Recommandations et pistes d'action pour une approche genre dans l'économie sociale en Région wallonne*. Université de Liège.

Duplaga, M. (2017). *Digital divide among people with disabilities : Analysis of data from a nationwide study for determinants of Internet use and activities performed online*. PLOS ONE, 12(6), e0179825. <https://doi.org/10.1371/journal.pone.0179825>

Ebrahim, A., & Rangan, V. K. (2014). *What Impact? A Framework for Measuring the Scale and Scope of Social Performance*. California Management Review, 56(3), 118-141. <https://doi.org/10.1525/cmr.2014.56.3.118>

European Commission. (2014). *COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS Green Employment Initiative: Tapping into the job creation potential of the green economy*. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52014DC0446>

European Commission. (2021a). *Building an economy that works for people: An action plan for the social economy*. Publications Office of the European Union.

European Commission. (2021b). *COMMISSION STAFF WORKING DOCUMENT Accompanying the document « Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions »; « Building an economy that works for people: An action plan for the social economy »*.

European Commission. (2021c). *COMMISSION STAFF WORKING DOCUMENT Scenarios towards co-creation of a transition pathway for a more resilient, sustainable and digital Proximity and Social Economy industrial ecosystem*. European Commission.

European Commission. (2021d). *Report from the Roundtable—Pact for Skills Roundtable with Commissioners Schmit and Breton for the Digital Ecosystem*.

European Commission. (2016). *Social economy in the EU*. https://single-market-economy.ec.europa.eu/sectors/proximity-and-social-economy/social-economy-eu_en

European Commission. (2018). *2050 long-term strategy*. https://climate.ec.europa.eu/eu-action/climate-strategies-targets/2050-long-term-strategy_en

European Commission. (2020a). *2020 climate & energy package*. https://climate.ec.europa.eu/eu-action/climate-strategies-targets/2020-climate-energy-package_en

European Commission. (2020b). *2030 climate & energy framework*. https://climate.ec.europa.eu/eu-action/climate-strategies-targets/2030-climate-energy-framework_en

European Commission. (2023, février 23). *Europe's Digital Decade | Shaping Europe's digital future*. <https://digital-strategy.ec.europa.eu/en/policies/europes-digital-decade>

European Commission. Directorate General for Employment, Social Affairs and Inclusion. (2020). *Social enterprises and their ecosystems in Europe: Comparative synthesis report*. Publications Office. <https://data.europa.eu/doi/10.2767/567551>

European Commission. Directorate General for Internal Market, Industry, Entrepreneurship and SMEs. (2022). *Transition pathway for proximity and social economy ecosystem*. Publications Office. <https://data.europa.eu/doi/10.2873/44306>

European Economic and Social Committee. & CIRIEC International. (2017). *Recent evolutions of the social economy in the European Union: Executive summary*. Publications Office. <https://data.europa.eu/doi/10.2864/699>

Executive Agency for Small and Medium sized Enterprises., Q Plan International., Manchester Institute of Innovation Research, The University of Manchester., & United Nations University – Maastricht Economic

and Social Research Institute on Innovation and Technology. (2020). *Digital technologies and the social economy: New technologies and digitisation: opportunities and challenges for the social economy and social enterprises*. Publications Office. <https://data.europa.eu/doi/10.2826/50361>

Fairbairn, B. (1994). *The meaning of Rochdale: The Rochdale Pioneers and the co-operative principles*. Centre for the Study of Co-operatives, University of Saskatchewan.

Filippi, M., & Hiez, D. (2022). *L'ESS, reconnaissance historique, au-delà des frontières*. RECMA, N° 365(3), 4-7. <https://doi.org/10.3917/recma.365.0006>

Frączak, P., & Wygnański, K. (2006). *Ekonomia społeczna w Polsce – definicje, zastosowania, oczekiwania, wątpliwości*. EKONOMIA SPOŁECZNA TEKSTY 2006.

Goś-Wójcickiej, K. (2022). *Non-profit sector in 2020. Associations, foundations, faith-based charities, business and professional associations*. Social Surveys Department Statistics Poland, Statistical Office in Kraków.

Hillman, J., Axon, S., & Morrissey, J. (2018). *Social enterprise as a potential niche innovation breakout for low carbon transition*. Energy Policy, 117, 445-456. <https://doi.org/10.1016/j.enpol.2018.03.038>

International Labour Organization. (2019). *Skills for a greener future: A global view based on 32 country studies*. International Labor Office.

Kowalska, K., Szczygieł, E., Szyja, P., & Śliwa, R. (2022). *Green skills in the field of Social Economy*. Wydawnictwo Naukowe Uniwersytetu Pedagogicznego w Krakowie. <https://doi.org/10.24917/9788380848924>

Kwauk, C. T., & Casey, O. M. (2022). *A green skills framework for climate action, gender empowerment, and climate justice*. Development Policy Review, 40(S2), e12624. <https://doi.org/10.1111/dpr.12624>

Labie, M. (2005). *Comprendre et améliorer la gouvernance des organisations à but non lucratif: Vers un apport des tableaux de bord?* Gestion, Vol. 30(1), 78-86. <https://doi.org/10.3917/riges.301.0078>

Lacroix, V., Jossen, Q., Bourdieu, S., Vermeulen, P., Bachus, K., Lenaerts, K., Ampe, K., Multani, M., Pichault, F., Fox, F., & Franssen, M. (2023). *Implications of the climate transition on employment, skills, and training in Belgium*. Federal Public Service Health, Food Chain Safety and Environment. <https://climat.be/doc/just-transition-jobs-2023-final-report.pdf>

Laville, J.-L., & Mahiou, I. (1985). *SCOP: des entreprises pas tout à fait comme les autres*. Autogestions, 22, 100-103.

Macías Ruano, A. J., & Manso, J. R. P. (2019). *The Development of Legislation on the Social Economy in Continental Western Europe*. Resources, 8(3), 154. <https://doi.org/10.3390/resources8030154>

Mertens, S. (2010). *Gestion des entreprises sociales : Economie et objectifs sociaux dans les entreprises belges*. Edipro. <https://public.ebookcentral.proquest.com/choice/publicfullrecord.aspx?p=2085968>

Monzón Campos, J. L., & Chaves Ávila, R. (2013). *THE SOCIAL ECONOMY IN THE EUROPEAN UNION*. European Economic and Social Committee.

Observatoire de l'ES. (2022). *L'état des lieux de l'économie sociale 2019-20* (16; Les cahiers de l'Observatoire).

OECD. (2022). *Boosting social entrepreneurship and social enterprise development in Slovenia*. OECD.

OECD. (2023). *Beyond pink-collar jobs for women and the social economy (OECD Local Economic and Employment Development (LEED) Working Papers 2023/07; OECD Local Economic and Employment Development (LEED) Working Papers, Vol. 2023/07)*. <https://doi.org/10.1787/44ba229e-en>

Petrella, F. (2017). *La gouvernance dans l'économie sociale et solidaire*. In *Économie sociale et solidaire : Socioéconomie du 3e secteur* (De Boeck, p. 326-361).

Petrescu, C., & Lambru, M. (2019a). *Social enterprises and their ecosystems in Europe : Country report : Romania*. Publications Office. <https://data.europa.eu/doi/10.2767/481622>

Petrescu, C., & Lambru, M. (2019b). *Social enterprises and their ecosystems in Europe : Country report : Slovenia*. Publications Office. <https://data.europa.eu/doi/10.2767/203806>

Petrescu, C., Lambru, M., Stănilă, G., Neguț, A., Mihalache, F., Ciobanu, C., Balogh, M., Sîrbu, S., Constantinescu, L., & Neagoe, S. (2021). *Achiziții cu impact social și de mediu în România. Raport de politică publică*. Centrul pentru Legislație Nonprofit. - Institutionalisation of Social Enterprise in Romania. Historical Milestones and SE Models Development. In *Social Enterprise in Central and Eastern Europe*.

Priemer, J., Krimmer, H., & Labigne, A. (2018). *Vielfalt verstehen. Zusammenhalt stärken*. ZiviZ-Survey 2017. "ZiviZ". <https://www.ziviz.de/ziviz-survey>

Seyfang, G., & Longhurst, N. (2013). *Desperately seeking niches: Grassroots innovations and niche development in the community currency field*. *Global Environmental Change*, 23(5), 881-891. <https://doi.org/10.1016/j.gloenvcha.2013.02.007>

Seyfang, G., & Smith, A. (2007). *Grassroots innovations for sustainable development : Towards a new research and policy agenda*. *Environmental Politics*, 16(4), 584-603. <https://doi.org/10.1080/09644010701419121>

Social Economy & Proximity Skills Alliance. (2020). *The EU Pact for Skills – Skills partnership for the Proximity & Social Economy ecosystem*.

Social Economy & Proximity Skills Alliance. (2023, mars 14). *The EU Pact for Skills – Skills partnership for*

the Proximity & Social Economy ecosystem. <https://ec.europa.eu/social/BlobServlet?docId=25533&langId=en>

Social Economy Europe. (2020). *Social Economy for the full inclusion of people with disabilities—Best practice guide*. https://www.socialeconomy.eu.org/wp-content/uploads/2020/12/SEE_SocialEconomy-4-the-inclusion-of-People-with-Disabilities.pdf

Social Economy Satellite Account for Poland 2018. (2021). Social Surveys Department Statistics Poland, Statistical Office in Kraków.

Social Good Accelerator, Pour la Solidarité, EGINA, & Fundación Esplai. (2022). *A framework to promote the digital jobs and skills in social economy*. Social Tech Academy.

The Editors of Encyclopaedia Britannica. (2023, septembre 26). *Industrial Revolution | Definition, History, Dates, Summary, & Facts* | Britannica Money. <https://www.britannica.com/money/topic/Industrial-Revolution>

Vamesu, A. (2022). *Social Economy Barometer in Romania. Socio-professional insertion of disadvantaged and disabled workers into social insertion enterprise and authorized protected units*. Iasi: Alaturi de Voi. <https://alaturidevoi.ro/wpcontent/uploads/2022/10/Social-Economy-Barometer-in-Romania-2022.pdf>

Western, S. (2019). *Leadership: A critical text* (3rd edition). Sage.
World Economic Forum. (2020). *The Future of Jobs Report 2020*.

Appendix I – Survey

Introduction

Q2 - As part of the baSE project, which brings together 25 partners from 10 European countries, we are seeking to identify the competences and training needs of social economy organisations to enable them to prosper and meet the challenges of green transition, digitalisation and inclusiveness. Following an initial research phase, we have identified a series of competences, know-how and interpersonal competences needs in social economy organisations. This questionnaire is aimed at workers in social economy organisations, in order to verify our initial results and identify training priorities in this sector. Answering our questions should not take you more than 15 minutes. Thank you for your time.

Find more information on baSE website: www.socialeconomyskills.eu

Consent

Q4 - The data collected via this survey is recorded in a computerised file by the research team at the Centre d'Economie Sociale (University of Liège, Belgium) for research purposes. The data is stored on the servers of the University of Liège and those of the University of Mondragon (coordinator of the consortium) for a maximum period of 5 years. The data will be treated as confidential by the baSE project consortium partners and will under no circumstances be passed on to third parties. The results will be presented and, where appropriate, published in an aggregated and anonymous form, with regard to both workers and organisations. These data will be processed on the basis of your consent.

Q1 - Do you accept the conditions set out above? If you click Yes, you agree to answer the questions in this survey.

- ☐ Yes (1)

Respondent's characterisation

Q11 - In which country do you work?

- ☐ Germany (1)
- ☐ Belgium (2)
- ☐ Spain (3)
- ☐ France (4)
- ☐ Greece (5)
- ☐ Ireland (6)
- ☐ Italy (7)
- ☐ Romania (8)
- ☐ Eslovenia (9)
- ☐ Polonia (10)

Q6 - What age group do you belong to?

- ☐ 18-29 (1)
- ☐ 30-39 (2)
- ☐ 40-49 (3)
- ☐ 50-59 (4)
- ☐ 60+ (5)

Q7 - How would you define yourself?

- ☐ Male (1)
- ☐ Female (2)
- ☐ Transgender (3)
- ☐ Non-binary (4)
- ☐ I prefer not to answer (5)

Q8 - Which organisation do you work for?

- ☐ Name of the organisation: (1) _____
-

Q10 (BEL) - Quel est le plus haut niveau d'éducation que vous avez atteint ?

- ☐ Enseignement primaire (1)
 - ☐ Enseignement secondaire général (2)
 - ☐ Enseignement secondaire technique ou professionnel (3)
 - ☐ Enseignement supérieur de type court (bachelier) (4)
 - ☐ Enseignement supérieur de type long (master) (5)
 - ☐ Doctorat (6)
 - ☐ Aucun (7)
 - ☐ Je ne sais pas (8)
-

Q12 (FRA) - Quel est le plus haut niveau d'éducation que vous avez atteint ?

- ☐ Ecole primaire (7)
 - ☐ Collège/ Diplôme national du brevet / Certificat de formation générale (10)
 - ☐ CAP, BEP (12)
 - ☐ Lycée / Baccalauréat général ou professionnel (14)
 - ☐ Bac + 2 : BTS, DUT, DEUST (16)
 - ☐ Des crédits universitaires, pas de diplôme (18)
 - ☐ Licence universitaire générale ou professionnelle, BUT (20)
 - ☐ Master (22)
 - ☐ Doctorat (24)
 - ☐ Je ne sais pas (8)
-

Q13 (IRE) - What is the highest level of education you have completed?

- ☐ Primary School (1)
 - ☐ Secondary School – Junior Cycle (2)
 - ☐ Secondary School – Senior Cycle (Leaving Certificate) (9)
 - ☐ Advanced Certificate / Higher Certificate (Level 6 equivalent) (10)
 - ☐ Further Education / Post Leaving Certificate Course / Diploma (Level 7 equivalent) (11)
 - ☐ Third level Education – Bachelor Degree (Level 8) (12)
 - ☐ Third level Education – Masters Degree / Postgraduate Diploma (Level 9) (13)
 - ☐ Third level Education – Doctorate (PHD) (14)
 - ☐ I don't know (8)
-

Q158 (GER) - Welches ist der höchste Bildungsabschluss, den Sie erreicht haben?

- ☐ Lehre/Berufsausbildung (1)
 - ☐ Fachschulabschluss (9)
 - ☐ Bachelor (10)
 - ☐ Master/ Diplom (11)
 - ☐ Promotion (12)
 - ☐ Ich weiß es nicht. (8)
-

Q159 (SPA) - ¿Cuál es el nivel de estudios más alto que ha alcanzado?

- ☐ Educación Primaria (1)
- ☐ Educación Secundaria Obligatoria (ESO) (2)
- ☐ Bachillerato (3)
- ☐ Formación Profesional de Grado Medio (12)
- ☐ Formación Profesional de Grado Superior (13)
- ☐ Grado universitario (14)
- ☐ Master universitario (15)
- ☐ Doctorado (16)
- ☐ No lo se (17)

Q160 (GRE) - Ποιο είναι το υψηλότερο επίπεδο εκπαίδευσης που έχετε επιτύχει

- ☐ Δημοτικό (1)
- ☐ Γυμνάσιο (9)
- ☐ Λύκειο (10)
- ☐ ΙΕΚ/Επαγγελματική σχολή (11)
- ☐ Κολλέγιο (12)
- ☐ Πτυχίο Πανεπιστημίου (13)
- ☐ Μεταπτυχιακό (14)
- ☐ Διδακτορικό (15)
- ☐ Δεν ξέρω (8)

Q161 (ITA) - Qual è il livello di istruzione più alto che ha raggiunto?

- ☐ Istruzione secondaria di primo grado (9)
- ☐ Istruzione secondaria di secondo grado (10)
- ☐ Formazione professionale (11)
- ☐ Laurea triennale (12)
- ☐ Laurea magistrale o a ciclo unico (13)
- ☐ Master di II livello (15)
- ☐ Dottorato (14)
- ☐ Non lo so (8)
- ☐ Altro. Si prega di specificare : (16) _____

Q162 (ROM) - Care este cel mai înalt nivel de educație pe care l-ați atins?

- ☐ Școala primară (maxim 4 clase) (1)
 - ☐ Școală gimnazială (maxim 8 clase) (9)
 - ☐ Liceu (10)
 - ☐ Școală profesională (11)
 - ☐ Școală post-liceală (12)
 - ☐ Facultate (licență) (13)
 - ☐ Master (14)
 - ☐ Doctorat (15)
 - ☐ Nu știu (8)
-

Q163 (SLO) - Katera je najvišja stopnja izobrazbe, ki ste jo dosegli?

- ☐ Osnovnošolska izobrazba (8)
- ☐ Srednja splošna izobrazba (17)
- ☐ Srednja tehniška in strokovna izobrazba (18)
- ☐ Srednja poklicna izobrazba (19)
- ☐ Nižja poklicna izobrazba (20)
- ☐ Višja strokovna izobrazba (21)
- ☐ Dodiplomska strokovna izobrazba (22)
- ☐ Dodiplomska univerzitetna izobrazba (23)
- ☐ Magistrska izobrazba (24)
- ☐ Magistrska izobrazba - integrirana (25)
- ☐ Doktorska izobrazba (26)
- ☐ Ne vem (15)

Q164 (POL) - Jaki jest najwyższy osiągnięty przez Ciebie poziom wykształcenia?

- ☐ Szkoła podstawowa (w tym gimnazjum) (1)
- ☐ Szkoła średnia (liceum) (9)
- ☐ Szkoła branżowa (I i II stopnia) (10)
- ☐ Technikum (11)
- ☐ Studia wyższe magisterskie (12)
- ☐ Studia wyższe zawodowe (licencjat, inżynier) (13)
- ☐ Nie wiem (8)

Q9 - Which of these options is best suited to your role in the organisation?

- ☐ CEO, Senio Manager or Director of a social economy organisation (1)
- ☐ Work in a social economy federation, a social economy network or a social economy consultancy. (2)
- ☐ Work in a social economy organisation in a role other than that of CEO, senior manager or director. (3)

Q14 - To better analyse competences needs we need some information about the organisations that employ social economy workers. Do you feel able to answer a few questions about the organisation that employs you (sector of activity, number of employees, etc.)?

- ☐ Yes (1)
- ☐ No (2)

Organisation's characterisation

Q15 - To better analyse competences needs we need some information about the organisations that employ social economy workers.

Q17 (GER) - Welche Rechtsform hat die Organisation?

- ☐ Verein (e.V.) (1)
 - ☐ gGmbH (9)
 - ☐ Genossenschaft (10)
 - ☐ Vereine auf Gegenseitigkeit (11)
 - ☐ Verantwortungsvolle Eigentümerschaft (12)
 - ☐ Sonstige: (13) _____
 - ☐ Ich weiß es nicht. (6)
-

Q165 (BEL) - Quelle est la forme juridique de votre organisation ?

- ☐ Société coopérative (1)
 - ☐ Association (asbl ou aisbl) (2)
 - ☐ Société à finalité sociale (SFS) (3)
 - ☐ Fondation (4)
 - ☐ Mutuelle (5)
 - ☐ SPRL (7)
 - ☐ Indépendant (8)
 - ☐ Je ne sais pas (6)
-

Q166(SPA) - ¿Cuál es la forma jurídica de la organización?

- ☐ Cooperativas (1)
 - ☐ Sociedad Laboral (2)
 - ☐ Mutualidades (3)
 - ☐ Fundaciones (4)
 - ☐ Empresas de Inserción (5)
 - ☐ Centros Especiales de Empleo de Iniciativa Social (7)
 - ☐ Cofradías de Pescadores (8)
 - ☐ No lo se (9)
-

Q167(FRA) - Quelle est la forme juridique de l'organisation ?

- ☐ Associations (1)
 - ☐ Mutuelles (9)
 - ☐ Coopératives (10)
 - ☐ Fondations et fonds de dotation (11)
 - ☐ Sociétés commerciales de l'ESS (12)
 - ☐ Je ne sais pas (6)
-

Q168(GRE) - Ποια είναι η νομική μορφή του οργανισμού ?

- ☐ Συνεταιρισμός (1)
 - ☐ ΚΟΙΝΣΕΠ (9)
 - ☐ ΑΜΚΕ (10)
 - ☐ Ατομική Επιχείρηση (11)
 - ☐ Εταιρεία Περιορισμένης Ευθύνης / ΙΚΕ (12)
 - ☐ Ομόρρυθμη Εταιρεία (13)
 - ☐ Ανώνυμη Εταιρεία (14)
 - ☐ Δεν ξέρω (6)
 - ☐ Άλλο : (15) _____
-

Q169 (IRL) - What is the legal form of the organisation you are working for?

- ☐ Company Limited by Guarantee (1)
 - ☐ Co-operative (9)
 - ☐ Unincorporated Association (10)
 - ☐ Charitable Trust (11)
 - ☐ Designated Activity Company (12)
 - ☐ I don't know (6)
-

Q170 (ITA) - Qual è la forma giuridica dell'organizzazione?

- ☐ Cooperativa (1)
 - ☐ Impresa sociale (incluse le cooperative sociali) (9)
 - ☐ Associazione (incluse OdV e APS) (10)
 - ☐ Fondazione (11)
 - ☐ Società di Mutuo Soccorso (12)
 - ☐ Società a responsabilità limitata (SRL) (13)
 - ☐ Altro. Si prega di specificare (14) _____
 - ☐ Non lo so (6)
-

Q171 (ROM) - Care este forma juridică a organizației?

- ☐ Cooperativă (1)
 - ☐ Asociație (10)
 - ☐ Societate comercială (11)
 - ☐ Casă de ajutor reciproc a salariaților (12)
 - ☐ Casă de ajutor reciproc a pensionarilor (13)
 - ☐ Fundație (14)
 - ☐ Nu știu (6)
-

Q172 (SLO) - Kakšna je pravna oblika organizacije?

- ☐ Zadruga (1)
 - ☐ Socialno podjetje (so.p) (9)
 - ☐ Zavod (10)
 - ☐ Družba z omejeno odgovornostjo (d.o.o) (11)
 - ☐ Ustanova/ fundacija (NGO) (12)
 - ☐ Društvo/ združenje (NGO) (13)
 - ☐ Samozaposlenega (8)
 - ☐ Ne vem (6)
-

Q173 (POL) - Jaka jest forma prawna organizacji?

- ☐ stowarzyszenie lub podobna organizacja społeczna (1)
 - ☐ fundacja (9)
 - ☐ podmiot reintegracyjny (dodatkowy poziom wyboru: warsztat terapii zajęciowej, zakład aktywności zawodowej, centrum integracji społecznej, klub integracji społecznej) (10)
 - ☐ spółdzielnia (dodatkowy poziom wyboru: socjalna, pracy, produkcji rolnej) (11)
 - ☐ spółka akcyjna, spółka z ograniczoną odpowiedzialnością (12)
 - ☐ inne, jakie? (np. społeczne podmioty wyznaniowe, stowarzyszenia jednostek samorządu terytorialnego, kluby sportowe) (13) _____
 - ☐ Nie wiem (6)
-

Q175 Czy organizacja posiada status przedsiębiorstwa społecznego nadanego na mocy ustawy z dnia 5 sierpnia 2022 r. o ekonomii społecznej?

- ☐ Tak (1)
 - ☐ Nie (9)
 - ☐ Nie wiem (6)
-

Q18 - In which sectors is the organisation active? (several answers possible)

- ☐ Health (1)
- ☐ Social action (2)
- ☐ Personal services (3)
- ☐ Business services (4)
- ☐ Trade (5)
- ☐ Hospitality (6)
- ☐ Agriculture (7)
- ☐ Transport (8)
- ☐ Property business (9)
- ☐ Education and research (10)
- ☐ Press and media (11)
- ☐ Recycling (12)
- ☐ Construction (13)
- ☐ Energy (14)
- ☐ Other. Please specify: (15) _____

Q19 - Is the organisation active in work integration – ie does the organisation provide opportunities to improve the employability and employment prospects of people who are furthest from the labour market?

- ☐ Yes (1)
- ☐ No (2)
- ☐ I don't know (3)

Q20 - How old is the organisation?

- ☐ Less than a year (1)
- ☐ Between 1 and 3 years (2)
- ☐ Between 4 and 10 years (3)
- ☐ + More than 10 years (4)
- ☐ I don't know (5)

Q21 - How many people were working in the organisation on 31 December 2022?

- ☐ Number of paid employees (1) _____
- ☐ I don't know (2)

Q178 Wie hoch ist die (ungefähre) Anzahl der Freiwilligen in Ihrer Organisation?

- ☐ Anzahl der Freiwilligen (1) _____
- ☐ Tätigkeitsbereich der Freiwilligen (3) _____

Manager – Supporter – Competences' needs – Green Transition

Q41 – MANAGERS/SUPPORTERS: To rise to the challenge of green transition, SEOs need to equip themselves with the right competences, aptitudes, know-how and interpersonal competences. From the list below, select 3 training topics that you consider to be priorities for enhancing your competences as a manager/supporter and enabling your organisation to meet the challenge of the green transition.

SYSTEMATIC ANALYSIS & DECISION MAKING	Understanding the complex interactions between environmental, social and economic aspects, as well as the interdependencies between issues (digitalisation, sustainable development objectives, inclusiveness, etc.) that affect the organisation and its stakeholders. Assessing the potential impact of decisions taken.
AWARENESS & ENGAGEMENT	Raising awareness and providing training on the challenges of the green transition and the need for change. Encourage and obtain the support of stakeholders for the organisation's green projects.
CRITICAL THINKING AND SELF-REFLECTION	Critically examine different sources of information and be open to different perspectives and points of view on environmental issues. Engage in personal reflection to understand the environmental implications of their own actions and decisions.
STRATEGY FOR GREEN TRANSITION	To be able to develop and green transition strategy for the organisation without reducing the organisation's social mission.
UNDERSTANDING THE GREEN TRANSITION	Knowing and understanding the challenges and opportunities linked to the green transition.
GREEN LEGISLATION	Know and understand environmental regulations and taxation.
RESOURCE & WASTE MANAGEMENT	Be able to assess and optimise the use of the organisation's resources (water, energy, raw materials, etc.). Be able to implement recycling practices.
ENVIRONMENTAL RISK ANALYSIS	Be able to identify and manage risks related to climate change and other environmental challenges.
NETWORKS & COLLABORATION	Have an in-depth knowledge of the experts, networks, partners and resources available to support the green transition. Be able to work together to reduce negative impacts on the environment.
CHANGE MANAGEMENT	Be able to plan, implement and effectively manage changes linked to the green transition. Promote the acceptance, adaptation and success of new initiatives (effective communication, leadership, resistance management, etc. linked to change).

The respondent had to select Priority 1, Priority 2 and Priority 3 from a list comprising the competences listed above.

Q34 * Climate change and environmental degradation pose an existential threat to Europe and the rest of the world. To meet these challenges, the EU is proposing a transition to reduce net greenhouse gas emissions by at least 55% by 2030 compared to 1990 levels. [Find out more about the green deal.](#)

For each selected Priority, the respondent had to answer this question:

In your opinion, are there any programs to train you in Priority 1 / 2 / 3 ?

- They exist and they are accessible (price, location, etc.). (1)
- They do exist, but they are inaccessible (too far, too expensive, too infrequent, etc.). (4)
- I'm not aware of any. (5)

Practitioner – Competences' needs – Green Transition

Q121 - PRACTITIONNERS: To rise to the challenge of green transition, SEOs need to equip themselves with the right competences, aptitudes, know-how and interpersonal competences. From the list below, select 3 training topics that you consider to be priorities for enhancing your competences and enabling your organisation to meet the challenge of the green transition.

UNDERSTANDING THE GREEN TRANSITION	Knowing and understanding what the green transition is, and the associated challenges and opportunities.
BE ABLE TO COMMUNICATE AND RAISE AWARENESS ABOUT GREEN TRANSITION	Be able to raise awareness among other people (colleagues, customers, patients, beneficiaries, etc.) about the challenges of the green transition. Encourage action through green projects and actions.
BE ABLE TO OBSERVE AND UNDERSTAND COMPLEX INTERACTIONS	Be able to observe and understand complex interactions between environmental, social and economic aspects. Approach environmental issues with understanding and empathy.
CRITICAL THINKING	Critically examine different sources of information. Be open to different perspectives and points of view on environmental issues. Engage in personal reflection to understand the environmental implications of their own actions and decisions.
ANALYSING ENVIRONMENTAL RISKS	Be able to identify and manage the risks associated with climate change and other environmental challenges.
KNOWING ENVIRONMENTAL LEGISLATION	Knowing and understanding environmental regulations and taxation.
BE ABLE TO ADOPT GREEN BEHAVIOUR	Know and understand a range of actions and behaviors that make a positive contribution to protecting the environment and reducing ecological impact.
UNDERSTANDING THE LINKS AND INTERACTIONS BETWEEN THE SOCIAL ECONOMY AND THE GREEN TRANSITION	Understand the common objectives of the green transition and the social economy, as well as the complementary nature of these two approaches.
MEASURING ENVIRONMENTAL IMPACT	Know and be able to use basic tools to assess the environmental impact of an activity or product in a simplified way.
MANAGE RESOURCES & WASTE	Be able to manage the organisation's use of resources (water, energy, raw materials, etc.) effectively. Understand and implement recycling practices.

The respondent had to select Priority 1, Priority 2 and Priority 3 from a list comprising the competences listed

above.

Q34 * Climate change and environmental degradation pose an existential threat to Europe and the rest of the world. To meet these challenges, the EU is proposing a transition to reduce net greenhouse gas emissions by at least 55% by 2030 compared to 1990 levels. [Find out more about the green deal.](#)

For each selected Priority, the respondent had to answer this question:

In your opinion, are there any programs to train you in Priority 1 / 2 / 3 ?

- ☐ They exist and they are accessible (price, location, etc.). (1)
- ☐ They do exist, but they are inaccessible (too far, too expensive, too infrequent, etc.). (4)
- ☐ I'm not aware of any. (5)

Practitioner – Competences' needs – Digital Transition

Q132 - PRACTITIONERS: The use of new digital technologies may be necessary or beneficial to social economy organisations. From the list below, select 3 training topics that you consider to be priorities for completing your digital competences and enabling your organisation to set up new digital infrastructures.	
COLLABORATING DIGITALLY	Being able to collaborate effectively digitally. Master the tools, technologies and interpersonal competences required for digital collaboration (virtual meetings, file sharing, etc.).
UNDERSTAND & USE BASIC DIGITAL TOOLS	Be able to use basic digital technologies correctly (computers, mobile devices, software and generic applications). Use basic digital communication tools such as email and social media.
UNDERSTANDING AND USING THE INTERNET	Be able to surf the Internet, search for information and assess the credibility of sources.
COMMUNICATING DIGITALLY	Creating and distributing digital content to build a strong online presence (social networks and +), promote products, services and values and create lasting relationships with stakeholders (customers, patients, beneficiaries, etc.).
UNDERSTANDING AND MANAGING DIGITAL DATA	Understanding the opportunities and threats associated with digital data. Manage digital data effectively, use it strategically, guarantee its security and comply with regulations (GDPR).
DIGITAL SECURITY	Understanding the issues involved in IT security (confidentiality, integrity and availability of digital information). Assessing and managing risks.
UNDERSTANDING THE CHALLENGE OF DIGITAL INCLUSION	Understand the issues and barriers related to accessibility and the use of digital technologies for different populations. Take account of these obstacles in your practice.
DEVELOPING AN AGILE ATTITUDE	Developing flexibility, adapting to change and rising to challenges by maintaining a positive attitude in the face of difficulties. Encourage the exploration of new perspectives, experimentation and continuous learning.

The respondent had to select Priority 1, Priority 2 and Priority 3 from a list comprising the competences listed

above.

For each selected Priority, the respondent had to answer this question:

In your opinion, are there any programs to train you in Priority 1 / 2 / 3 ?

- They exist and they are accessible (price, location, etc.). (1)
- They do exist, but they are inaccessible (too far, too expensive, too infrequent, etc.). (4)
- I'm not aware of any. (5)

Practitioner – Competences' needs – Inclusiveness

Q142 - PRACTITIONNERS: In order to create inclusive work environments where everyone feels supported and valued, social economy organisations need to equip themselves with the right competences, aptitudes, know-how and interpersonal competences. From the list below, select 3 training topics that you consider to be priorities for enhancing your competences in the area of inclusiveness.

COLLABORATING WITH A DIVERSIFIED GROUP	Be able to appreciate and take advantage of the diversity in a group. Be able to actively listen to others, understand their experiences and perspectives, and put yourself in their shoes. Manage conflicts that may arise in a diverse context.
UNDERSTANDING DIVERSITY	Know and understand the concepts of diversity, inclusion and equity, and the benefits they bring to an organisation. Recognise the different forms of diversity and be aware of the issues and challenges faced by different groups.
COMMUNICATING IN AN INCLUSIVE WAY	Communicating in an inclusive way, using language that is appropriate, respectful and avoids stereotypes or prejudice.
EXERCISE EMPATHY	Ability to empathise, to show openness to the diversity of other people's points of view, experiences and needs. Questioning and recognising one's own biases.
TAKING DIVERSITY INTO ACCOUNT	Taking into account the different perspectives, experiences and needs of diverse individuals and groups when planning and implementing initiatives.
PARTICIPATING IN THE INCLUSIVENESS OF THE WORKPLACE	Contributing to the creation of a working environment where every individual feels welcomed, valued and respected, regardless of their differences.
LEGISLATION & ECOSYSTEM	To know and understand the legal frameworks relating to inclusion. Know the organisations and tools that support the promotion of inclusion and the fight against discrimination.
PROMOTE INCLUSIVENESS	Ability to actively promote the principles and values of inclusion and make others aware of the importance of inclusion.

The respondent had to select Priority 1, Priority 2 and Priority 3 from a list comprising the competences listed above.

For each selected Priority, the respondent had to answer this question:

In your opinion, are there any programs to train you in Priority 1 / 2 / 3 ?

- They exist and they are accessible (price, location, etc.). (1)
- They do exist, but they are inaccessible (too far, too expensive, too infrequent, etc.). (4)
- I'm not aware of any. (5)

Practitioner – Competences' needs – Day to day

Q151 - PRACTITIONERS: In addition to the competences needed for the green and digital transitions or the challenge of inclusiveness, working in a social economy organisation and helping it to prosper requires specific competences, aptitudes, know-how or interpersonal competences. From the list below, select 3 training topics that you feel are priorities for enhancing your competences on a day-to-day basis and contributing to the success of a social economy organisation.

KNOWLEDGE & ATTITUDE OF THE SOCIAL ECONOMY	Understand the principles, values and specific features of the social economy (primacy of the social mission over profit, cooperation and democratic participation, etc.). Integrate these values into your attitude at work.
DEMONSTRATE AGILITY	Remain flexible, adapt to changing circumstances, respond creatively to challenges and maintain a positive attitude in the face of difficulties. Encourage exploration of new perspectives, experimentation and continuous learning.
BE OPEN AND SENSITIVE TO INTER-CULTURAL ENVIRONMENT	Be able to work with and within different cultural environments. Ability to respect and adapt to different cultural norms.
COLLABORATE & PARTICIPATE	Be able to listen actively, ask questions, share information transparently and express your ideas constructively.
FACILITATING & MANAGING RELATIONS WITH VARIOUS STAKEHOLDERS	Managing effectively and maintaining good relations with a variety of stakeholders. Facilitating and leading group activities, encouraging the active participation of everyone, promoting collective decision-making.
PROBLEM SOLVING, THREAT AND OPPORTUNITY ANALYSIS	Critically analyse problems, identify associated risks and forecast future trends in order to make informed decisions, reduce risks and anticipate potential challenges.
NETWORKS & COLLABORATION	In-depth knowledge of the players, networks, partners and resources available in the social economy and beyond. Be able to build a network and collaborate.
UNDERSTANDING AND PARTICIPATING IN GOVERNANCE	Understanding the fundamental principles of participative good and collective governance. Understand the structure and bodies of governance within your organisation. Be able to participate by adopting appropriate behaviors.

The respondent had to select Priority 1, Priority 2 and Priority 3 from a list comprising the competences listed above.

For each selected Priority, the respondent had to answer this question:

In your opinion, are there any programs to train you in Priority 1 / 2 / 3 ?

- They exist and they are accessible (price, location, etc.). (1)
- They do exist, but they are inaccessible (too far, too expensive, too infrequent, etc.). (4)
- I'm not aware of any. (5)

Manager – Supporter – Competences' needs – Digital Transition

Q52 - MANAGERS/SUPPORTERS: To meet the challenge of digital transition, social economy organisations need to equip themselves with the right competences, aptitudes, know-how and interpersonal competences. From the list below, select 3 training topics that you feel are a priority to complement your competences as a manager and that would be useful to your organisation in meeting the challenge of digital transition.

DIGITAL COLLABORATION	Being able to collaborate effectively digitally. Master the tools, technologies and interpersonal competences required for digital collaboration (virtual meetings, file sharing, etc.).
COMPREHENSION & BASIC USE OF DIGITAL TOOLS & THE INTERNET	Ability to use basic digital technologies correctly (computers, mobile devices, software and generic applications). Ability to navigate the internet, search for information and assess the credibility of sources. Use basic digital communication tools such as email and social media.
GENERAL KNOWLEDGE OF IT OPERATIONS	Have a general knowledge and understanding of the operation of existing digital tools (hardware and software). Be able to express the organisation's technical requirements (from maintenance to programming) in a basic manner.
DIGITAL COMMUNICATION	Creating and distributing digital content to build a solid online presence (social networks and more), promote products, services and values and create lasting relationships with stakeholders.
DIAGNOSTIC & DIGITAL STRATEGY	Assess and analyse an organisation's digital environment, taking into account the market in which it operates, its social mission and the needs, preferences and capabilities of its users. Develop a digital transformation strategy tailored to the organisation.
DATA MANAGEMENT	Effectively managing the organisation's data, using it strategically, ensuring its security and regulatory compliance.
DIGITAL SECURITY	Understanding the challenges of IT security. Assessing and managing risks. Organising breach prevention and guaranteeing the confidentiality, integrity and availability of digital information.
DIGITAL INCLUSION	Understand the issues and barriers involved in accessing and using digital technologies for different populations. Take these barriers into account when designing digital tools.

CHANGE MANAGEMENT	Be able to plan, implement and effectively manage changes linked to the digital transition. Promote the acceptance, adaptation and success of new initiatives (effective communication, leadership, resistance management, etc. linked to change).
-------------------	--

The respondent had to select Priority 1, Priority 2 and Priority 3 from a list comprising the competences listed above.

* Digital transformation covers both the integration of digital technologies by European enterprises and the impact on society of new technologies, such as the Internet of Things (IoT), cloud computing, innovative digital platforms and blockchain technologies. More about [EU digital strategy](#).

For each selected Priority, the respondent had to answer this question:

In your opinion, are there any programs to train you in Priority 1 / 2 / 3 ?

- ☐ They exist and they are accessible (price, location, etc.). (1)
- ☐ They do exist, but they are inaccessible (too far, too expensive, too infrequent, etc.). (4)
- ☐ I'm not aware of any. (5)

Manager – Supporter – Competences' needs – Inclusiveness

Q57 - MANAGERS/SUPPORTERS: In order to create [inclusive work environments](#) where everyone feels supported and valued, social economy organisations need to equip themselves with the right competences, aptitudes, know-how and interpersonal competences. From the list below, select 3 training topics that you consider to be a priority to complement your competences as a manager on inclusiveness.

MANAGING DIVERSITY	Being able to manage and make effective use of the diversity present in a group. Understand and recognise diverse needs. Adapt organisational practices accordingly. Managing conflicts that may arise in a diverse context.
INCLUSIVENESS TRAINING AND AWARENESS	To be able to teach the concepts of diversity, inclusion and equity. Be able to raise awareness of the discrimination and inequalities faced by different groups. Competences in creating training courses and materials adapted to the organisation's audience.
UNDERSTANDING DIVERSITY	Know and understand the concepts of diversity, inclusion and equity, and the benefits they bring to an organisation. Recognise the different forms of diversity and be aware of the issues and challenges faced by different groups. To question one's own biases.
INCLUSIVE COMMUNICATION	Knowing how to communicate inclusively, using language that is appropriate and respectful and avoiding stereotypes or prejudice.
INCLUSIVE HUMAN RESOURCES MANAGEMENT	Designing and implementing recruitment processes that promote diversity and inclusion. Design and deliver professional development programs that take into account the diverse needs and perspectives of employees.

INCLUSIVENESS ACTION PLAN	Be able to identify the needs and gaps in terms of inclusiveness in the organisation. Develop concrete measures and an action plan to address them and promote inclusion.
INCLUSIVE LEADERSHIP	Encouraging the participation of all, valuing diverse contributions. Actively listening to others, understanding their experiences and perspectives, and putting oneself in their shoes. Challenge discriminatory practices or behavior.
WORKPLACE INCLUSIVENESS	Ensuring an accessible working environment for people with reduced mobility. Provide work tools adapted to individual needs. Offer flexible working hours and conditions (teleworking, part-time work, etc.).
LEGISLATION & ECOSYSTEM	Understanding the legal frameworks and organisations that support the promotion of inclusion and the fight against discrimination.
CHANGE MANAGEMENT	Be able to effectively plan, implement and manage changes related to inclusiveness measures. Promote the acceptance, adaptation and success of new initiatives (effective communication, leadership, resistance management, etc. linked to change).

The respondent had to select Priority 1, Priority 2 and Priority 3 from a list comprising the competences listed above.

For each selected Priority, the respondent had to answer this question:

In your opinion, are there any programs to train you in Priority 1 / 2 / 3 ?

- ☐ They exist and they are accessible (price, location, etc.). (1)
- ☐ They do exist, but they are inaccessible (too far, too expensive, too infrequent, etc.). (4)
- ☐ I'm not aware of any. (5)

Q85 - MANAGERS/SUPPORTERS: In addition to the competences required for the green and digital transitions or to meet the challenge of inclusiveness, social economy organisations need to equip themselves with the competences, aptitudes, know-how and interpersonal competences that will enable them to develop their social mission and prosper on a day-to-day basis. From the list below, select 3 training topics that you consider to be priorities for enhancing your day-to-day competences as a manager in a social economy organisation.

STRATEGY FOR SOCIAL ECONOMY ORGANISATIONS	Ability to develop and execute effective strategies, in the short term, to achieve the organisation's social objectives, while ensuring financial sustainability; in the long term, to enable the organisation's development while maintaining its social mission.
PROBLEM SOLVING, THREAT AND OPPORTUNITY ANALYSIS	Critically analyse problems, identify associated risks and forecast future trends in order to make informed decisions, reduce risks and anticipate potential challenges.

AGILITY & INNOVATION	Remaining flexible, adapting to changing circumstances, meeting challenges creatively and maintaining a positive attitude in the face of difficulties. Encouraging the exploration of new perspectives, experimentation and continuous learning.
NETWORKS & COLLABORATION	In-depth knowledge of the players, networks, partners and resources available in the social economy and beyond. Be able to build a network and collaborate.
FACILITATION & STAKEHOLDER RELATIONS	Effectively managing and maintaining good relations with a variety of stakeholders (Board of Directors, members, collaborators, beneficiaries, employees, etc.). Facilitating effective group processes, encouraging the active participation of stakeholders, promoting collective decision-making.
FINANCING & REPORTING	Managing a variety of sources of funding, being responsive to opportunities, identifying relevant funding and funders. Collecting, analysing and presenting data to report on the organisation's financial and non-financial impact.
OPERATIONAL MANAGEMENT	Ability to plan, coordinate, assign and control the activities and tasks needed to achieve the organisation's objectives.
COMMUNICATE THE SOCIAL ECONOMY	Communicate and promote the social economy, its practices and values. Internally, encourage stakeholders to support the organisation's social mission. Externally, raise awareness of the importance of this social mission.
LEGISLATION	Understanding and mastering the legal and fiscal framework that applies to social economy organisations and more widely (GDPR, etc.).
EMPLOYEE ENGAGEMENT AND DEVELOPMENT	Understanding the legal framework for human resources. Implementing selection and integration processes tailored to the organisation. Assessing, supporting and facilitating employees' professional development.

Manager – Supporter – Competences' needs – Day to day

The respondent had to select Priority 1, Priority 2 and Priority 3 from a list comprising the competences listed above.

For each selected Priority, the respondent had to answer this question:

In your opinion, are there any programs to train you in Priority 1 / 2 / 3 ?

- They exist and they are accessible (price, location, etc.). (1)
- They do exist, but they are inaccessible (too far, too expensive, too infrequent, etc.). (4)
- I'm not aware of any. (5)

Manager – Other workers' competences needs

Q118 - MANAGERS: As a manager, we'd like to hear your views on the competences and training needs of other workers in your organisation. From the list below, select 5 training topics that you consider to be priorities for complementing the competences of other workers in your organisation.

Green transition

UNDERSTANDING THE CHALLENGES OF GREEN TRANSITION	Knowing and understanding what green transition is, and the associated challenges and opportunities.
COMMUNICATING AND RAISING AWARENESS ABOUT THE GREEN TRANSITION	Being able to raise awareness among other people (colleagues, customers, patients, beneficiaries, etc.) of the issues involved in the green transition by adapting your approach. Encourage action through green projects and actions.
GLOBAL APPROACH	Be able to apply a global approach to the challenges of green transition, taking into account a variety of social, economic, environmental, political, cultural and technological aspects and their interdependence.

Digitalisation

DIGITAL COLLABORATION	Ability to collaborate effectively virtually. Mastery of the tools, technologies and interpersonal competences used for virtual collaboration (virtual meetings, file sharing, etc.).
COMPREHENSION & USE OF BASIC DIGITAL TOOLS	Be able to use basic digital technologies (computers, mobile devices, software and generic applications) correctly. Use basic digital communication tools such as email and social media.
COMPREHENSION & USE OF THE INTERNET	Be able to surf the Internet, search for information and assess the credibility of sources.

Inclusiveness

UNDERSTANDING DIVERSITY	Know and understand the concepts of diversity, inclusion and equity, and the benefits they bring to an organisation. Recognise the different forms of diversity and be aware of the issues and challenges faced by different groups.
EMPATHY	Ability to empathise, to be open to the diversity of views, experiences and needs of others. Questioning and recognising one's own biases.
INCLUSIVE COMMUNICATION	To communicate in an inclusive manner using appropriate, respectful language and avoiding stereotypes or prejudice.

Social Economy Organisations Daily

KNOWLEDGE & ATTITUDE OF THE SOCIAL ECONOMY	Understand the principles and values of the social economy (primacy of the social mission over profit, cooperation and democratic participation, etc.). Integrate these values into your attitude at work.
--	--

AGILITY	Developing flexibility, adapting to change and rising to challenges by maintaining a positive attitude in the face of difficulties. Encouraging the exploration of new perspectives, experimentation and continuous learning.
COLLABORATION & PARTICIPATION	The ability to listen actively, ask questions, share information transparently and express ideas constructively.

The respondent had to select 5 trainings topics from a list comprising the competences listed above.

Q184 (ROM) - Ce alte cursuri de formare considerați că sunt relevante pentru domeniul economiei sociale și pentru domeniul de activitate al întreprinderii dumneavoastră sociale? Vă rugăm să enumerați maximum 3 cursuri de formare pe care ați dori să le urmați în calitate de manager al unei întreprinderi sociale și maximum 3 cursuri de formare pentru angajații dumneavoastră (opțional).

Learning method

Q180 (BEL) - Tenant compte de votre réalité, qu'est-ce qui pourrait selon vous freiner la participation des travailleurs à une formation à la transition écologique, à la transformation numérique, à l'inclusivité ou aux principes de l'économie sociale ?

Q182 (FRA) - Si vous avez connaissance de programmes (formations, accompagnements, modules internes à des réseaux/fédérations de l'ESS...) intéressants et qui vous semblent efficaces sur l'une ou plusieurs des thématiques que nous avons abordées dans ce questionnaire, pourriez-vous svp nous en dire plus en quelques mots (nom de la formation, nom de la structure de formation ou d'accompagnement au changement, format, temps mobilisé, résultats obtenus, etc.) ? Cela nous permettra de mieux identifier l'offre déjà existante pour répondre aux besoins de montée en compétences des organisations de l'ESS identifiés dans ce formulaire.»

Q120 - Given that there are a variety of learning methods available, we would like to hear your views on the most effective methods for teaching adults so that they can effectively transfer the content of training courses to their workplace. From the list below, select 5 training methodologies that you consider relevant and useful for meaningful

learning.

- Group learning (1)
- Individual learning (4)
- Lecture-based learning (5)
- Best practices sharing (6)
- Technology-based learning (7)
- On-the-job learning with a mentor (8)
- Learning through play and group challenges (9)
- Learning through problem-solving and collaborative activities (10)
- Learning by doing (11)
- Learning through group projects (12)
- Learning through individual projects (13)
- Blended approach between virtual courses and modules that the learner can follow off-line to promote work-life balance (14)
- Small modules of no more than 1 to 2 hours each (online or face-to-face) (15)
- Coaching/mentoring (16)
- Peer learning (17)
- Kinesthetic learning (through movement, drawing, writing, etc.) (18)
- Other. Insert : (19) _____

Q183 (GER) - Welche Ideen und Anregungen möchten Sie uns zum Thema Kompetenzentwicklung in der Sozialen Ökonomie noch mitgeben?

Acknowledgements

Q174 Thank you for taking the time to complete this survey. For more information, visit the baSE website: www.socialeconomyskills.eu

Partners





Blueprint for advanced
skills & trainings in the
social economy

www.socialeconomyskills.eu



Co-funded by
the European Union