



Blueprint for advanced skills & trainings in the social economy

NATIONAL SYNTHESIS FOR BELGIUM



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	
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Date	January 2024



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Introduction to national synthesis

This document was written as part of the baSE project – *Blueprint for Advanced Skills and Training in the Social Economy*. This project focuses on competence mismatches for the upskilling and reskilling of social economy practitioners, managers and supporters, and contributes to a new strategic approach (Blueprint) to sectoral cooperation on the supply of competences for new or updated occupational profiles in the social economy sector. The baSE project involves 25 partners (social economy 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) forming an alliance for sectoral cooperation on competences for the social economy and proximity ecosystem.

Each partner country was asked to write a national synthesis, documenting first the current state, issues and perspectives of the social economy in their country, secondly the competences, skills and training needed to support the social economy ecosystem, and thirdly recommendations addressed to national and European institutions. The 10 national syntheses were afterwards fed into an extended research study in order to understand, at the European level, the needs of social economy organisations in terms of reskilling and upskilling to effectively face the green and digital transition as well as the inclusiveness challenge.

The research report as well as the national syntheses are available on the baSE project website:

socialeconomyskills.eu/resources

1. Social economy in Belgium: current state, issues and perspectives

a. Current state

Social economy in Belgium

In Belgium, the legal forms of the components of the social economy have arisen progressively: cooperatives were legally authorised in 1873 and the law on associations was promulgated in 1921, to regulate both associations and foundations. Belgium's company and association law (*Code des sociétés et des associations*, 2019) now regulates all types of companies and associations, whether social economy-based or not.

The main components of the social economy:

1. In Belgium, cooperatives are not necessarily part of the social economy: they can ask the Ministry of the Economy for certification as a member of the National Council for Cooperation (thus becoming a certified cooperative) and/or for certification as a social enterprise. In both cases, dividends distributed may not exceed 6% of nominal value of the shares;
2. Mutual organisations (or mutual health funds) are semi-private as they provide obligatory health and invalidity insurance. They are controlled by a public agency (the Mutual Organisations Control Office);
3. Non-profit associations are an important part of Belgium's social economy. The legal forms for associations are called "associations without a profit-making objective" and may have an object of international utility. They can have a commercial activity if it contributes to the social mission of the association;
4. Foundations are moral persons without members, constituted by a legal act by their founder(s). Their assets are affected to a disinterested objective pursued through various activities, which constitute its purpose. Legally recognised foundations are either private foundations or public utility foundations.

Note that social enterprises as such are not regulated by the Belgian company code. When mentioned, this term usually refers to associations, cooperatives, or enterprises that respect the four social economy principles defined by a Walloon decree in 2008: (i) autonomy of management in relation to public authorities; (ii) primacy of people and of work over capital when redistributing the profits; (iii) purpose of service to members and to the general public rather than profit; (iv) democratic decision-making process.

Social economy in Wallonia (French-speaking part of Belgium)

Social economy in Belgium is a regional competence (there are three Belgian regions: Brussels, Flanders and Wallonia). In Wallonia, social enterprises can have various certifications such as insertion enterprise (for people in socioeconomic difficulty, far from the labour market), adapted work enterprise (for people with a mental or physical disability) or centre of socio-professional insertion (providing professional training to people far from the labour market). The Walloon region has also a consultancy agencies that advises entrepreneurs on the creation of their social enterprises, or during strategic periods of a social enterprise's life.

Overview of the social economy in Belgium

To describe the social economy using a coherent set of principles in this report, we define the perimeter of social enterprises based both on their legal form and on the Walloon legislation. Only enterprises with a demonstrated economic model and a recognised social purpose are included. The information is based on the 2021 figures for Belgium (e.g. number of enterprises, workforce, sectors, regions, juridical forms, etc.), given by the [Observatoire de l'économie sociale](#) of ConcertES (based on StatBel).

Globally, the social economy sector represents 12.5% of the jobs in the whole national economic system (total of salaried jobs in social enterprises, divided by national working population). From another perspective, social economy companies represent 7.5% of all Belgian companies (total of social economy enterprises, divided by total employers in Belgium). In 2020, the social economy counted 11,200 employing companies providing 247,000 jobs, or 12.3% of total employment in Wallonia and Brussels, including 14,700 net jobs created since 2016 (+6%).

Output by legal form

The most common legal forms used in the social economy are the associations. Only associations that provide paid employment are included. For cooperatives and social enterprises, only those with specific certifications are included, to guarantee that social economy values are respected in practice. The distribution of social enterprises in Belgium according to their legal form is:

- Non-profit associations [91%]
- Cooperatives [4%]
- Social enterprises [3.5%]
- Foundations [1%]
- Mutual health funds [0.5%]

Output by sector

The sectors chosen are based on the NACE naming convention. Some categories very specific to the social economy are isolated, such as service vouchers, socio-professional integration, and

adapted work enterprises. Also, compulsory education is distinguished from other types of education, and hospitals are isolated from other healthcare enterprises. The ten best represented sectors in the Belgian social economy system are the following:

- Social work (excl. adapted work enterprises) [16%]
- Culture and leisure (arts, entertainment and recreation) [15%]
- Healthcare (excl. hospitals) [9%]
- Non-compulsory education [7%]
- Administrative and support services [3.5%]
- Professional, scientific and technical activities [3%]
- Service voucher activities [2%]
- Accommodation and food services [1.5%]
- Wholesale and retail trade [1.5%]
- Information and communication [1%]
- Other [41%]

The two biggest sectors concern social work activities, and culture and leisure activities (at least 15% of social enterprises). Then come the healthcare and non-compulsory education (with 9% and 7% of social enterprises, respectively). The other sectors each count for less than 5% of the social economy in Belgium.

Consulting agencies and social economy incubator iES!

In Wallonia, there are six approved **consulting agencies** dedicated to the social economy (Crédal, Febecoop, Propage-s, SAW-B, Step Entreprendre, and Syneco). These are associations, foundations, social purpose companies and cooperatives whose mission is to provide advice on the creation and support of social economy enterprises. They can help them to write statutes, to find investors, to develop partnerships, to better communicate on their added value, to define a long-term strategy, to carry out market studies, to obtain public aid, etc. The Walloon region grants them a basic annual subsidy (with possible complementary subsidies).

The **Social Economy Incubator iES!** aims to strengthen the social economy in Wallonia by providing comprehensive support for players in this ecosystem. Initiated as part of Wallonia's recovery plan, iES! will provide, from 2024 onwards, a co-working space, customised support programmes, a network and training services tailored to the needs of social economy project leaders to help them develop. The incubator aims to facilitate the process of creating and professionalising SEOs, to help them scale up, and to raise awareness and promote their ecosystem.

b. Issues and perspectives

It emerged from the focus group on skills and competences (see WP2 Report 3) some points of attention, that we should address to develop – in an appropriate and relevant way – any training programme targeting SEO workers:

- There is a need – as a preliminary step – to understand and agree on **shared definitions of central notions** such as ‘green transition’, ‘digitalisation’, and ‘inclusiveness/diversity’. This shared vision should be understood and acquired by the SEOs, independently from their sector of activity, **before embarking on any training initiative**;
- Depending on the sectors and type of competences needed, some skills require the development of SE workers’ abilities **within the company**, while others require the intervention of **external experts/coaches**;
- The skills should concentrate on **tangible actions and advice** on how to behave more responsibly (among others, regarding environmental concerns); the training should offer a clear **procedure** to undertake (green) **transition actions**, based on a **step-by-step guide** to follow;
- It is essential to **involve company workers** in the design and implementation of training programmes, to ensure that the skills addressed are relevant, suitable, and useful for SE workers. This would be facilitated by the participatory governance in the SEOs;
- Participants recognise the need to improve the **professionalisation of SEOs**, and to **upgrade the skills** of social economy workers at every level (managers, supporters and practitioners);
- To foster more responsible behaviour by the SEOs’ workers, public authorities should, on the one hand, encourage and give financial **support to existing training infrastructures** and, on the other, support the creation or development of **eco-, digital-, or inclusiveness-adviser positions** outside or within the companies (kind of “**transition ambassadors**”). The approved Walloon SE Consultancy Agencies and the iES! incubator could surely play a key role in this respect;
- Skill and competence needs differ according to the position of the SEO worker (considering here green transition, digitalisation, inclusiveness, and SE practices): **managers** should be able to have a good overview of their company operations (but they should also be able to delegate) and have a role of external representation or SE promoter towards politicians and third parties; **supporters and coaches** should play a role of external support on specific skills that cannot be developed internally (e.g. programming skills in digitalisation, eco- or diversity-adviser); **practitioners** should first develop and concentrate on the skills which directly concern their day-to-day activities, but they could also be involved in the transition process with the help of internal reference colleagues (“transition ambassadors”) or external experts on specific skills.

2. Competences, skills and training that are needed to support the social economy ecosystem

The baSE project has conducted a survey at national level to identify the need of skills in 4 themes: green transition, digitalisation, inclusiveness, and operational work in social economy. Here we present and discuss the result for Belgium.

The overall methodology for this survey is explained in section 5 of the global report.

All figures and graphs are included in Appendix 2 Part II (see at the end of the present report).

a. Statistical description of the national sample

The objective in this section is mainly to describe the survey sample and to check if it is representative enough, with respect to the overall Belgian population of workers and organisations in the social economy. However, we should stress that only Walloon and Brussels SEO workers answered the survey (no Flemish). In this report, we therefore examined the sample outputs compared with the entire Belgian population and the Brussels and Wallonia population, respectively. This has been done to avoid any methodological bias in terms of sample representativeness. When no significant difference was found between the Belgian and the Brussels-Walloon population, we decided to report only the Belgian figures in the following pages, to make the report more easily readable.

Total number of answers

The Belgian survey of skills needs comprises **77 answers** from SEOs in Belgium, among **57 social enterprises** (including 2 unidentified enterprises), all located in the French-speaking part of Belgium (Brussels and Wallonia, excluding Flanders). The total number of answers obtained is sufficiently representative, since we **expected a minimum of 70 respondents and 30 SEOs** to participate in the survey for Belgium. We can thus draw conclusions on SE skills' need in this respect.

Workers' profile

- **Gender:**

When looking at the gender distribution among the 77 respondents (see Figure 1 in Appendix 2 Part II), we observe that about 2 out of 3 people are women (66%), while 1 out of 3 people are men (31%) (2 persons preferred not to answer this question). This corresponds quite well to the proportion among the overall population of SE workers, with an even bigger proportion of women within the entire country (3 out of 4 workers, see Figure 2 in Appendix 2 Part II) and a closer proportion within the Brussels-Walloon area (a bit more than 2 out of 3 workers, see Figure 3 in Appendix 2 Part II).

- **Age:**

Looking at the sample (see Figure 4 in Appendix 2 Part II), there is a relatively equal proportion of respondents being in their thirties (34%), in their forties (29%), or in their fifties (19%). About 10% are aged less than 30 years or more than 60 years old, respectively. Compared to the overall population (see Figure 5 in Appendix 2 Part II), there is a slight difference when looking more closely at the respondents' profiles: there is lower proportion of young workers in their twenties (10% against 17%) and, on the contrary, a higher proportion of people in their thirties (34% against 25%). Despite these slight differences, the sample distribution in age is comparable to the Belgian population since about 1 out of 4 Belgian SE workers are either in their thirties (25%), their forties (24%), or their fifties (26%).

- **Level of education:**

Among the people who answered the survey, most of them completed higher education at the master's level (71%) or bachelor's level (17%) (see Figure 6 in Appendix 2 Part II). A very few persons have a secondary school education level, be it general or technical/vocational school (1% and 5%, respectively). Similarly, only a few respondents obtained a doctoral degree (4%). The level of education of the SE workers in the sample is relatively high, and seems to be independent of their position in the company: more than 2 out of 3 persons have completed at least a master's degree, whether they be managers (62% of them), practitioners (71% of them), or supporters (all of them); notably, managers and practitioners have in a second position either a bachelor's degree (27% and 19% of them, respectively) or a secondary school degree (12% and 6% of them, respectively).

- **Position (manager, supporter, practitioner):**

In the sample, we observe a good balance between the respondents according to their position in their company. First, 2 out of 5 SE workers are practitioners (that is, field workers), secondly 1 out of 3 are managers (that is, chief executive officer, senior manager or director), and finally 1 out of 4 are supporters (that is, SE advisers or workers in an SE federation) (see Figure 7 in Appendix 2 Part II). In most cases, only one person per company responded to the survey (48 SEOs among the 57 participating SEOs). Among these isolated answers, 19 come from SEO managers (40%), 19 from SEO practitioners (40%), and 10 from SEO supporters (20%). When the answers come from at least 4 workers within the same company (25% of the answers, among 4 SEOs), at least 1 person having a position of responsibility in the company answered the survey. Looking at gender distribution with respect to their position in the company (considering that 66% of people working in a SEO are women, see above), there is a much higher proportion of women-practitioners (83%) than women-supporters (63%), and even fewer women-managers (54%) (see Figure 8 in Appendix 2 Part II).

- **Important note:**

There is no information available on the level of education and position of workers from the national or regional perspective in the SE sector.

SEO organisations' profile

- **Legal form of organisation:**

The sample data mirrors quite well the proportion of legal forms of SEOs in Belgium, with a large majority of non-profit associations (74% in the sample, and 91% among Belgian SEOs) (see Figures 9 and 10 in Appendix 2 Part II). We observe however a slight overrepresentation of cooperatives in the sample (22% of the SEOs, against only 4% of Belgian SEOs). Enterprises with a social mission (so-called 'social enterprises'), mutual health funds, and foundations are infrequent forms of SEOs in Belgium (less than 3%, for every SEO type respectively). In the sample, a few foundations are represented (3%: 2 answers), but no mutual health fund nor social enterprise.

- **Sector:**

As mentioned above in section 1, the five best represented sectors in the Belgian SE system are:

1. Social work
2. Culture and leisure (arts, entertainment and recreation)
3. Healthcare (excl. hospitals)
4. Non-compulsory education
5. Compulsory education

These categories are based on the official NACE codes of societies (Nomenclature of Economic Activities). In the baSE survey, the chosen categories do not correspond to these NACE codes. Within the SEO sample, the five best represented sectors are:

1. Business services
2. Social action
3. Education and research
4. Trade
5. Culture

When roughly compared (see Figures 11 and 12 in Appendix 2 Part II), the sample and national figures similarly show the importance of the **social work sector** (18% in the sample, and 16% in the Belgian SE) and the **cultural sector** (8% in the sample, against 15% in the Belgian SE). Also, the **education sector** seems to be well-represented in both cases (10% together with research in the sample, and 14% of [non]compulsory education in the Belgian SE). Notably in the sample, there is a high proportion of **business services** (18%), but this is due to the high number of SE supporters answering the survey who work in a SE consultancy agency or in an sectorial umbrella federation: most of them chose the business services option to define their job activities. Considering the

healthcare sector (not including hospitals), it is the third most important SE sector in Belgium (9%), but we find only 4% of SEOs in this sector in the sample.

In Belgium there are 1.14% of real so-called WISEs within the SE system, and in the Brussels-Walloon area they represent 1.72% of SE companies. Surprisingly, in the sample, 48% of the respondents define their enterprise as being a WISE, which corresponds to about 1 out of 2 companies. Having a closer look at the sector activities of the participating enterprises, we hypothesise that there could be some confusion in the survey about the instruction for the respondents to decide if their SEO is a work integration enterprise or not. In Belgium, there are “really approved” work integration enterprises (with legal accreditation), that should be distinguished from business support companies and SE consultancy agencies. The proportion of supposed WISE SEOs among the respondents is therefore most likely overestimated in the survey.

- ***Size of organisation:***

In Belgium, we can categorise enterprises ranging from micro-enterprises (less than 10 FTE), to very small enterprises (TPE, between 10-49 FTE), small and medium-sized enterprises (PME, between 50-249 FTE), and large enterprises (GE, equal or more than 250 FTE). In the baSE project, we distinguished enterprises according to their number of salaried employees (rather than in terms of FTE). For readability reasons, we will adopt the names given to FTE categories, transposed here in terms of salaried employees.

We observe a difference regarding the size of the SEOs sampled and their size over the country (see Figures 13 and 14 in Appendix 2 Part II). First, the best represented category in the survey is the **small and medium-sized enterprises** (73% of the sampled SEOs), which comprise between 10 and 49 workers. Compared to this big proportion in the sample, they only count for less than 1 out of 2 SEOs in the Belgian SE system (41% of the Belgian SEOs). Secondly, while 1 out of 2 SEOs are **micro-enterprises** in Belgium (49% of the Belgian SEOs having less than 5 salaried workers), they concern only 1 out of 10 SEOs in the sample (10% between 1 to 5 workers, and 3% without any salaried workers at all). There are very few **very large companies** (less than 3%), either in the sample or in the national SE system. As a conclusion, since it includes a majority of small and medium-sized enterprises, we can say that the sample comprises larger SEOs than in the reality (mostly counting micro-enterprises). However, we are still a long way from the big companies.

- ***Age of organisation:***

Observing the data, 84% of the participating SEOs are 10 years old or more (see Figures 15 and 16 in Appendix 2 Part II), which is quite comparable to the 79% of Belgian SEOs also aged 10 years or more. Also, 9% of the sampled SEOs are aged between 4 to 10 years, against a bit more in the Belgian SE system with 16%. Young enterprises (3 years old at most) are scarce, both in the survey sample (less than 7%) and in the national population (less than 5%).

b. Regarding the green transition

Methodological remarks

In the following section, we present the results in terms of skills priorities according to SE managers, supporters and practitioners. To compare the results in a valid manner, we decided to **consider the top priorities based on the following criteria**: we only kept the top five priorities categorised by workers' profile (manager, supporter or practitioner) and by topic (green transition, digitalisation, inclusiveness or social economy). We also decided to focus on the competencies considered as a priority by at least 10% of the respondents. However, we sometimes report results comprising more than five top competencies per topic and per profile. This has been done when some competencies showed a similar proportion in the sample (e.g. when four different competencies count for 10% each), even at the sixth or seventh rank of priority. In some exceptional cases, we also decided to keep a percentage of less than 10%, notably when almost all categories of competencies are distributed in an equal manner in the sample.

Another important consideration is that since the **competencies were not homogeneously named** in the survey (similar categories between managers and supporters, but different for practitioners), the comparison between the categories of competencies was not possible in a very robust manner between managers and field workers. We thus compare here results by trying to match categories in a general way, but with no claim to scientific accuracy.

To highlight similarities and differences between types of skills, **we chose colours to identify recurrent categories** (e.g. red for skills in management, green for awareness and communication, yellow for strategic skills, purple for collaboration, etc.).

Top priority skills needs [green transition]

- **Managers' top priorities**

According to managers (see Figure 17 in Appendix 2 Part II), the two first priorities in skills needs to foster their enterprise's ecological transition and to develop their own skills in the green transition are: to reinforce their ability to support **change management** (21%) and to **analyse and make decisions** (20%). Then, they consider that they should be helped to develop **awareness and engagement** (16%), **strategic skills** (14%), and **networking and collaboration** (11%). The other competencies are not a priority for managers since they count for less than 10%.

- **Supporters' top priorities**

The top five priorities for supporters are the same as those identified by managers, but distributed in a different manner (see Figure 18 in Appendix 2 Part II): the very first priority is not to be trained in **change management** (only 15% for supporters, against 21% for managers), but rather to de-

velop their **strategic skills** for the green transition (27% among the competencies for supporters, against only 14% for managers). Considering the needs for training in **analysis and decision-making** (19%), **awareness raising and engagement** (14%) and developing **networking/collaboration** (12%), they follow the same priority order and are very similar to the managers' needs.

- ***Practitioners' top priorities***

According to practitioners (see Figure 19 in Appendix 2 Part II), the priority competencies are more evenly distributed, and no predominant skills stand out from the list. The sixth priority skills in the green transition range from 17% to 10% and include (in priority order): 1) **communication and awareness raising**, 2) **measuring environmental impact**, 3) **understanding links between social economy and green transition**, 4) **critical thinking**, 5) **complex interactions' observation and understanding**, and 6) **capacity to adopt a green behaviour**.

Practitioners' top priorities compared to managers' priorities [green transition]

What we can stress is the two **common needs** shared by managers and practitioners: they all consider they must develop their capacity in **awareness raising** and their **analytical skills** (analyse, observe and understand) about issues in green transition. The other competencies identified as priorities by the practitioners are more specific, technical or behavioural skills, and are not at the core of the managers' activities (e.g. **measurement of the environmental impact** or **adoption of a green behaviour**).

Skills needs compared to supposed existence (or not) of training (cf. survey) AND Skills needs compared to possibly existing offer of training (cf. training inventory) [green transition]

Methodological remark: the low number of answers per workers' profile and per topic does not allow for a systematic, detailed overview of what exists compared to what managers supposed to exist. We therefore give in this section a 'mere' picture of what training the respondents imagine existing (or not) and being accessible (or not). Thus, no valid conclusion can be drawn from the present data. Again, since competencies are differently formulated in the survey according to the workers' position (but also differently in the training inventory), the comparison could not be systematic.

- ***Managers' view on existing training [green transition]***

Most respondents consider that training for managers in the green transition either does not exist or does exist but is not accessible, **regardless of the skills concerned**. In other words, most skills are considered difficult to access or absent from actual training by managers.

- **Supporters' view on existing training [green transition]**

Supporters mostly see training for them in the green transition as mostly existing but not accessible, especially regarding [analytic/decision-making](#) and [change management](#) skills. The [strategic skill](#) is mostly considered to be part of existing training paths (whether they be accessible or not). Two skills are considered as absent from training: [awareness raising](#) and [collaboration](#).

- **Practitioners' view on existing training [green transition]**

By contrast to managers and supporters, **most** practitioners think their **priority needed skills** have so far not been addressed in training paths. This is true for [all their priority skills](#), but even more for 1) [communication/awareness raising](#) competencies, 2) [understanding of links between social economy and the green transition](#), and 3) skills in [observation and understanding of complex interactions](#). However, **two skills** show **diverging scores** since they are seen as absent by some practitioners and present by others (with or without accessibility). These relate to the ability to [measure environmental impact](#) and to use [critical thinking](#).

- **Training inventory in the green transition**

Methodological remarks (also applying to the other topics: digitalisation, inclusiveness and social economy): The supposed existence of training from the survey (“yes” answers) means that there are at least 1/3 of positive answers in the survey about the supposed existence of training. The supposed absence of training in a certain skill (“no” answer) means that there is a bigger proportion of negative answers (compared to positive ones) and very few positive answers in the survey. The “yes & no” answer means that there is an equal proportion of answers suggesting either the absence or the presence of the skill concerned.

The possible availability of priority skills in the actual training offer results from a screening by keyword search in the training inventory. Some skills are addressed and are topic-specific (answer: “yes”) that is, they are included in at least one existing training programme about either ecological issues, digital competencies, inclusiveness concerns, or social economy issues). Others are present in the inventory but do not deal with the topic concerned (answer: “yes but not topic-specific”). Finally, others are not classified in the inventory (answer: “no”), which means that these skills have a good chance of not being covered in the actual training offer.

Priority skills in green transition (by managers' priority order)	Supposed existence (survey)	Availability (inventory)
1. Change management (M&S)	yes	yes (but not topic-specific)
2. Systematic analysis and decision-making (M&S)	yes	yes (but not topic-specific)
3. Awareness and engagement (M&S) / Communication and awareness raising (P)	yes & no	yes
4. Strategy for green transition (M&S)	yes	yes
5. Networks and collaboration (M&S)	yes & no	yes (but not topic-specific)
6. Measuring environmental impact (P)	yes & no	yes
7. Understanding links between social economy and green transition (P)	no	no
8. Critical thinking (P)	yes & no	no
9. Be able to observe and understand complex interactions (P)	no	yes (but not topic-specific)
10. Be able to adopt a green behaviour (P)	yes	no

M = Managers / S = Supporters / P = Practitioners

c. Regarding digitalisation

Top priority skills needs [digitalisation]

- **Managers' top priorities**

According to managers (see Figure 20 in Appendix 2 Part II), the skills needed to support the digitalisation of their enterprise concern **six main competencies** (presented here in decreasing order of priority): 1) **diagnostic and digital strategy** (18% of the listed competencies), 2) **data management** (16%), 3) **digital security** (15%), 4) **change management** (12%), 5) **digital inclusion** (11%), and 6) **digital collaboration** (11%). There is thus no predominant competence identified, compared to the others. The remaining skills score less than 10% among the proposed competencies.

- **Supporters' top priorities**

The **top two priorities** identified by the supporters are **the same as those of the managers** (see Figure 21 in Appendix 2 Part II) and represent a similar proportion for both SE workers' profiles: skills in **diagnostic and digital strategy** (20%) and skills in **data management** (18%). For supporters, there is also a **specific need** to develop skills in **digital communication**, which represents 16% of the competencies they wish to develop. The **fourth priority skill** – as is also the case for man-

agers – concerns the need for **digital security** skills (12%). The **other needs score less than 10%**, but interestingly they are distributed equally among the remaining needed skills: the supporters express a lesser need to improve their **general knowledge of digital operations**, their **management of change**, their ability to **collaborate in a digital manner**, and to improve their skills in **digital inclusion**.

- **Practitioners' top priorities**

By contrast to managers and supporters, most practitioners think the **first priority skill** to boost digitalisation consists in developing their **agile attitude** (21% of the listed competencies) (see Figure 22 in Appendix 2 Part II). This competence is, to some extent, **comparable to the ability to manage change**, which represents only 12% and 9% of the needed skills for managers and supporters, respectively. **Specific to practitioners** is the need to **understand the challenge of digital inclusion**, which ranks second in the data (19%). **Data management** is also an important need identified (17%), **shared by managers and supporters** (16% and 18%, respectively). **Three other skills** seem to be **less important**, but they nevertheless represent a bit more than 10% of the needed competencies: **digital collaboration**, **digital security**, and **digital communication**.

Practitioner's top priorities compared to managers' priorities [digitalisation]

There are only a few **common needs** shared by managers and practitioners regarding digitalisation. One shared need – showing a same proportion among managers (16%) and practitioners (17%) – concerns competencies in **data management**. **Another similar need** between practitioners and managers (with however a different distribution according to work profiles) is to improve their **ability to deal with digital transformation**: from the practitioners' perspective, this corresponds to the ability to adopt an **agile attitude** (21% of priorities) and, from the managers' perspective, this corresponds to **change management** (12% of priorities). **Two less important needs** are **common**: **digital security** (15% for managers, and 12% for practitioners), and **digital collaboration** (11% for managers, and 12% for practitioners).

Skills needs compared to supposed existence (or not) of training (cf. survey) AND Skills needs compared to possibly existing offer of training (cf. training inventory) [digitalisation]

- **Managers' view on existing training [digitalisation]**

From the view of managers, courses covering most of their priority digitalisation skills do exist but are not accessible. Looking more closely at the data, managers consider that courses about their first top priority, that is **strategic skills**, mostly exist but are not accessible, or to a lesser extent do not exist at all. Then, they suppose that courses on **data management** and **digital security** are available (being inaccessible for most and accessible for others). Interestingly, training in **change management** are in relatively equal proportions seen as being not available or available (with or

without accessibility issues). There is a contradictory position regarding the availability of **digital inclusion**, considered as absent from the training offer or present and easily accessible.

- **Supporters' view on existing training [digitalisation]**

Supporters see training for them in digitalisation as existing but not accessible, considering the three following priority skills: **diagnosis and digital strategy**, **data management**, and **digital security**. By contrast, **digital communication** and **general knowledge of the digitalisation operations** are considered either to exist or not. Notably, **digital communication** training is considered more accessible than the other skills by SE supporters.

- **Practitioners' view on existing training [digitalisation]**

Here, the **results are quite diverse** and do not show a clear-cut view of the practitioners' view on the existence and availability (or not) of training in digitalisation. For instance, **half of respondents** think there is no training to help developing an **agile attitude**, while the other half think it exists (and is mostly accessible). The same applies to the **digital inclusion understanding** skill. Concerning **digital data understanding and management** as **digital collaboration** skills, the practitioners **mostly** think that training exists (regardless of its level of accessibility), and to a **lesser extent** that it does not exist. We also obtain a **balanced score** showing opposite views of the practitioners about the existence or not of **digital security** training.

- **Training inventory in digitalisation**

Priority skills in digitalisation (by managers' priority order)	Supposed existence (survey)	Availability (inventory)
1. Diagnostic and digital strategy (M&S)	yes	yes
2. Data management (M&S) / Understanding/managing digital data (P)	yes	yes (but GDPR only)
3. Digital security (M, S & P)	yes	yes
4. Change management (M&S)	yes & no	yes (but not topic-specific)
5. Digital collaboration (M&S) / Collaborating digitally (P)	yes	yes (but not topic-specific)
6. Digital inclusion (M&S) / Understanding of the challenge of digital inclusion (P)	yes & no	yes (but not topic-specific)
7. Digital communication (M&S) / Communicating digitally (P)	yes	yes
8. General knowledge of its operations (S)	yes & no	yes
9. Developing an agile attitude (P)	yes & no	yes (but not topic-specific)

M = Managers / S = Supporters / P = Practitioners

d. Regarding inclusiveness

Top priority skills needs [inclusiveness]

- **Managers' top priorities**

Among the proposed competencies, most managers find that the **top four priorities** should address their ability to develop **inclusive leadership** (17%), then to **manage diversity** in their enterprise (16%), and lastly to elaborate an **inclusiveness action plan** and **manage change** (14% in both cases) (see Figure 23 in Appendix 2 Part II). The **last top priority** is the need to improve their **understanding of diversity** (11%). The other skills count for less than 10% each. The top five priorities are thus distributed in a relatively well-balanced manner, ranging from 17% to 11% of identified needs.

- **Supporters' top priorities**

When looking at supporters' results (see Figure 24 in Appendix 2 Part II), the priorities are various and show a **well-balanced distribution** of training needs. **Eight top priorities emerge**, ranging from 15% to 10% among the competencies to improve skills about inclusiveness. The first one concerns skills about **inclusive leadership** (15%), the next four skills concern **training and awareness**, **diversity management**, **change management**, and **human resources management** (11% for each of them). The last three priorities concern skills about **workplace inclusiveness**, **legislation and ecosystem**, and **inclusiveness action plan** (10% for each of them). **No single need therefore seems to predominate among those identified.**

- **Practitioners' top priorities**

From the practitioners' point of view, there is a **predominant need** to develop their ability to **collaborate within a diverse group** (24%), then to **communicate in an inclusive way** (20%) (see Figure 25 in Appendix 2 Part II). In **less than 1 in 5 cases** do they consider it necessary to learn how to **take diversity into account** (17%), to **promote inclusiveness** (12%), or to **participate in the inclusiveness of the workplace** (11%).

Practitioners' top priorities compared to managers' priorities [inclusiveness]

Similarly to the managers' needs, a **top five priorities** has emerged from the practitioners' data (in contrast to the dispersion of competencies in the supporters' data). They however do not relate to the same competencies: **practitioners specifically** highlight the need to improve their **collaboration with diverse people** (24%), to **communicate** (20%) and **promote inclusiveness** (12%). Notably, these competencies are **absent from the managers' top five priorities**. Managers are

obviously more interested in developing their [change/diversity management](#) and [leadership abilities](#). The [workplace inclusiveness](#) skill, though not a predominant need, is for its part **shared by practitioners and supporters** (with 11% and 10%, respectively), but absent from **managers'** priority needs.

Skills needs compared to supposed existence (or not) of training (cf. survey) AND Skills needs compared to possibly existing offer of training (cf. training inventory) [inclusiveness]

- **Managers' view on existing training [inclusiveness]**

Most managers indicate that **training courses** on inclusiveness do not exist. This is **especially** the case for skills in [inclusive leadership](#) and [inclusiveness action plan](#). Only training to [understand diversity](#) exists (be it [accessible](#) or [not](#)). Results are more qualified for the [management of change](#) and [management of diversity](#), which are equally considered either to exist (even though often inaccessible) or to be absent from the training offer.

- **Supporters' view on existing training [inclusiveness]**

Most supporters also indicate that **training courses** on their needs regarding inclusiveness do not exist. An exception is for skills in [inclusive human resources management](#) that supporters suppose to exist but with a limited accessibility.

- **Practitioners' view on existing training [inclusiveness]**

Regarding inclusiveness needs, **most** practitioners agree with the supposed existence of training on how to [communicate in an inclusive way](#) (be it accessible or not) and how to [collaborate in a diverse group](#) (being mostly accessible). The other three priority skills – namely, [taking diversity into account](#), [promotion of inclusiveness](#), and [inclusiveness in the workplace](#) – are **mostly** considered as not being part of existing training, and to a lesser extent as existing in an accessible way.

- **Training inventory in inclusiveness**

Priority skills in inclusiveness (by managers' priority order)	Supposed existence (survey)	Availability (inventory)
1. Inclusive leadership (M&S)	yes & no	yes
2. Managing diversity (M&S)	yes & no	yes
3. Inclusiveness action plan (M&S)	no	no
4. Change management (M&S)	yes & no	yes (but not topic-specific)
5. Understanding diversity (M)	yes	no

6. Inclusiveness training and awareness (S)	no	no
7. Inclusive human resources management (S)	yes	yes
8. Legislation and ecosystem (S)	no	yes (but not topic-specific)
9. Collaborate with a diverse group (P)	yes & no	yes
10. Communicate in an inclusive way (P)	yes & no	no
11. Take diversity into account (P)	yes & no	yes
12. Promote inclusiveness (P)	yes & no	yes
13. Workplace inclusiveness (S) / Participate in the inclusiveness of the workplace (P)	yes & no	yes

M = Managers / S = Supporters / P = Practitioners

e. Regarding the social economy

Top priority skills' needs [SE]

- **Managers' top priorities**

According to managers (see Figure 26 in Appendix 2 Part II), the **top skill** they need to support the every-day social economic values of their enterprise is a **soft skill**: it concerns their ability to adopt an **agile attitude** and to develop **innovation** within their enterprise (21% of the listed competencies). Next come **three managerial competencies**: **strategic skills** (14%), **financial and reporting** abilities (13%), and **operational management** (11%). The **two last skills** relate to one **soft skill** – namely, **problem-solving, threat and opportunity analysis** – and to one **human resources** skill – namely, the ability to support **employee engagement and development** (counting for 10% each).

- **Supporters' top priorities**

The supporters' **top five priorities** for SE skills are quite equally distributed (see Figure 27 in Appendix 2 Part II). The **first** concerns the **agility and innovation** competency (17%). Next, supporters express the need to develop their **communication** and **financing/reporting** abilities (13% for each). To a lesser extent, they wish to improve their **strategic skills** and their **legal competencies** regarding SE aspects of their work (11% for each).

- **Practitioners' top priorities**

When looking at what SE skills the practitioners wish to acquire or develop, the **top priority** relates to the **understanding and participation in governance** (21%) (see Figure 28 in Appendix 2 Part II). Then come **two soft skills** about acquiring SE-based **knowledge and attitude** (15%) and **problem-solving, threat and opportunity analysis** (14%). And also **two** competencies with an **interpersonal** dimension: **networking and collaboration** skills (17%), and the ability to **manage relations**

with stakeholders (14%).

Practitioners' top priorities compared to managers' priorities [SE]

The top five priorities are **very different for managers compared with practitioners**. There is only **one shared competency** (although not predominant) which aims to develop capacities in **problem-solving, threat and opportunity analysis** (10% for managers and 14% for practitioners). Regarding the **managers'** SE skills, they are mostly centred on **managerial skills**, whether they be attitudinal, strategic, financial or operational. When looking at **practitioners**, they focus more on **interpersonal abilities**, comprising collaboration and cooperation, knowledge acquisition and analytic abilities.

Skills needs compared to supposed existence (or not) of training (cf. survey) AND Skills needs compared to possibly existing offer of training (cf. training inventory) [SE]

- **Managers' view on existing training [SE]**

From the managers' point of view, there is training in their SE priority skills (although not accessible), especially in **financing and reporting, operational management**, and **analytical skills**. As an exception, the **strategic skill** is supposed either not to be taught at all, or to be taught with an ease in accessibility. For its part, the skill of **agility and innovation** is seen in equal proportion as absent or present (with limited accessibility).

- **Supporters' view on existing training [SE]**

There is **no clear-cut view** on the existence or not of training from the supporters' perspective. **All their priority SE skills** are absent or present/accessible or present/inaccessible, in a similar proportion.

- **Practitioners' view on existing training [SE]**

The view practitioners have on the existence of SE training is **varied and heterogeneous**. **Two of their top priorities** are considered as either absent from the training offer or present and accessible: these are the **governance understanding and participation** skill and the **SE knowledge and attitude** skill. The skill in **networking and collaboration** is mostly seen as absent from the training (and to a lesser extent as present and accessible). They have **no clear position** about the possibly existing training in **facilitating/managing relations with stakeholders** and **problem-solving, threat and opportunity analysis**.

- **Training inventory in social economy**

Priority skills in social economy (by managers' priority order)	Supposed existence (survey)	Availability (inventory)
1. Agility and innovation (M&S)	yes	yes
2. Strategy for SEOs (M&S)	yes	yes
3. Financing and reporting (M&S)	yes	yes
4. Operational management (M)	yes	yes
5. Problem-solving, threat and opportunity analysis (P&M)	yes	yes
6. Communicate the SE (S)	yes & no	yes
7. Legislation (S)	yes	yes
8. Understanding and participation in governance (P)	yes & no	yes
9. Networks and collaboration (P)	yes	yes
10. Knowledge and attitude of the SE (P)	yes & no	yes
11. Facilitating and management of relations with stakeholders (P)	yes & no	yes

M = Managers / S = Supporters / P = Practitioners

f. Identified risks and obstacles

In the Belgian survey, we decided to additionally ask people to identify the risks most likely to occur when organising training courses for SE workers (the question was: “*Taking your reality into account, what do you think might hinder workers’ participation in training on the ecological transition, digital transformation, inclusiveness or the principles of the social economy?*”). Among the 77 respondents, **2 out of three people gave at least one answer** (that is, one or several obstacles were identified per respondent). The results show that **most risks** are expected to arise from **practical and logistical constraints** (58% of the obstacles). Among these practical reasons, the respondents first stressed the **lack of time** (39%), then the cost (12%), problems in accessibility and distance (5%), and a lack in human resources (2%). To a lesser extent, risks may arise for **managerial reasons** (14%), **personal reasons** (11%), or **the bad matching between the content of the training and the demand** of workers in the field 11%). Two other types of reason emerged from the survey, but with very few answers (3% and 2%, respectively): on the one hand, constraints on training provision (lack of training offer or, on the contrary, already existing training offer) and, on the other, lack of knowledge of the social economy and of the need for transition (from the trainee’s point of view).

Notably, the most salient managerial obstacle refers to the **difficulty in prioritising training** over other priority activities that are the core mission of the company. Concerning the risk of providing inappropriate content, the respondents mainly express their need to develop training which should answer the field’s needs, **avoid any mismatch between theory and practice**, and base

their programme on **concrete actions** rather than on abstract concepts. When looking at personal reasons for not taking part in training courses, the respondents mostly mentioned the **lack of motivation or interest** in the topics, and also some **resistance to change**.

3. Recommendations

a. Addressed to national institutions

Education is a community competence in Belgium. There are three linguistic communities in Belgium: the Wallonia-Brussels Federation, the Flemish Community, and the German-speaking Community. The baSE training programme for Belgium will thus be primarily developed for the Wallonia-Brussels Federation, corresponding to the French-speaking part of Belgium (note however that Brussels is bilingual).

To support the re/upskilling of the social economy in Belgium, and especially in Wallonia and Brussels, the actions we expect from the competent institutions are as follows:

1. To ensure a match between training provision and demand in the field, as, to avoid reinventing the wheel, we recommend developing a training path based on strong **collaboration** between the official compulsory education system (higher education institutions, universities etc.) and continuous training and life-long learning structures (social economy consultancy agencies, social promotion schools, socio-professional integration centres [CISPs], employment agencies etc.);
2. To ensure the project's feasibility, we strongly suggest **contacting the Belgian certifying bodies in education and training** (e.g. Wallonia-Brussels Federation, Cadre Francophone des Certifications [CFC]) and **finding out about the legal framework for training in SEOs**, to ensure that the baSE training could be implemented in the field;
3. It is also essential to **involve company workers** in the design and implementation of training programmes, to ensure that the skills addressed are relevant, suitable, and useful for SE workers;
4. We recommend *education and training structures* to **adapt their programmes according to the worker's position** within the company (managers, supporters, practitioners). The needs identified vary enormously according to the workers' position. The **needs are quite similar between managers and supporters**, which suggests that we could imagine creating training courses that bring together these two audiences. By contrast, the needs of **workers seem to be more specific and rooted in their day-to-day realities**;
5. To foster more responsible behaviour by SEO workers, *public authorities* should give **more support to existing training infrastructures**, which are active in teaching the green transition, digitalisation, inclusiveness, and SE day-to-day issues (see the training inventory);
6. We encourage *public authorities* to support the **creation and development of specific eco-, digital-, and inclusiveness-adviser positions** to increase the chances to reach SE field workers and to make them aware of transition topics. This could be done by the integration of "transition ambassadors" within the company, but it could also be done with

- the external help of SE consultancy agencies and the iES! incubator (offering support on specific expertise/skills);
7. We recommend the *education institutions and training structures* to **integrate in their curricula for SEO workers** some skills in green transition, digitalisation, inclusiveness, and day-to-day SE concerns; we strongly recommend them to **anchor their teaching in tangible actions and concrete advice** (e.g. with the help of a step-by-step practical guide), rather than in abstract and more general contents (cf. the obstacles identified by survey respondents, who want to avoid too abstract or generalist training, which is out of touch with their real-life situations);
 8. We recommend that the baSE training programme should **first target audiences in the SE sectors that are most represented** in Belgium: social work, culture and leisure (arts, entertainment, and recreation), healthcare (not including hospitals), and (non-compulsory and compulsory) education. This should not, however, prevent the project from focusing on less represented sectors, so that training can be replicated and adapted to the specific needs of these less represented sectors: e.g. service voucher activities, accommodation and food services, wholesale and retail trade, and information and communication;
 9. More general training courses aimed at developing skills in day-to-day social economy already seem to be well established, as confirmed by the baSE training inventory. We therefore suggest that *education institutions and training structures* support, above all, the **development of thematic training courses** focusing on topics about the green transition, digitalisation and inclusiveness;
 10. There are already several training courses in Belgium addressing the **priority skills gaps** in the fields of green transition, digitalisation, and inclusiveness. However, most of these courses are given within a general framework and are not explicitly linked to a specific sector or to the SE as such. We therefore encourage *education institutions and training structures* to **transpose and adapt these existing training courses to sectoral needs**, taking into account the **multiplicity of realities** on the ground (cf. obstacles and barriers identified in the report).

b. Addressed to EU institutions

1. We encourage the *European authorities and the baSE partners* to keep in mind the objective of **developing cohesion** to support a green and fair transition **on a European scale**, while **respecting the diversity of the member states** and the functioning of their **own ecosystems**;
2. Given the great variability of the skills supply, gaps and needs across the different European territories (also depending on the sectors and workers' profiles), we recommend developing a **SocioComp that is not set in stone** but could be adapted to different territories or sectors while serving as a common reference among European partners;
3. The major obstacles to the organisation and participation of workers in baSE-type training are: 1) lack of time (overwork, volunteering, etc.), 2) the fact that training is not a priority compared to their primary missions; and 3) the risk that the content taught will not meet their concrete needs in the field. We therefore recommend *education institutions and train-*

ing structures (at national and European levels) to think of the **Mooc format as a flexible roadmap** that could be **adapted to the different sectoral realities and day-to-day activities of companies** (rather than as a set of fixed training modules with predetermined content). A roadmap would guide managers and supporters in how to integrate and motivate their workers to train for the green transition, digitalisation and inclusiveness. This roadmap would also consider the specific needs of each sector, the diversity of employee profiles and the practical constraints in terms of logistics and resources to be deployed. For the same reasons, we suggest **combining a remote tool with face-to-face sessions**, to meet both practical and logistical needs, and to give baSE training a human and interactive dimension, based on peer-to-peer exchanges and emulation.

Appendix 1 – Importance of social economy in Belgium

a. Share of social economy in the national economy

	2017	2021	Method
National working age population	7.265.778	7.345.088	Source: StatBel. Age : 15-64. Variable = total population for Belgium
National population active (job market) (incl. unemployment)	4.940.348	5.117.687	Source: StatBel. Age : 15-64. Variable = active population for Belgium
National working population	4.587.249	4.794.738	Source: StatBel. Age : 15-64. Variable = Working population for Belgium
% of social economy in the whole national economy in terms of employment	12.30%	12.49%	Source : Observatoire de l'Economie Sociale. Total Jobs in Social Economy. Divided by National working population (from StatBel).
% of social economy in the whole national economy in terms of number of organisations	7.69%	7.52%	Source : Observatoire de l'Economie Sociale. Total Social Economy Enterprise. Divided by Total Employers in Belgium (corresponding to all enterprises with at least one employee – source ONSS
% of social economy in the whole national economy in terms of ...	?	?	?
Growth rate of social economy		+6.11%	Increase rate of jobs in social economy based on above numbers (source: Observatoire de l'économie sociale)

Source of Observatoire de l'économie sociale :

- Enterprises related data based on CBE (Crossroads Bank of Enterprises)
- Employment related data based on ONSS (Office Nationale de la Sécurité sociale)

All this data is made available to ConcertES through the Social Profit DataTrust.

Perimeter of social economy defined by ConcertES based on Walloon legislation.

b. Share of organisation type in the social economy ecosystem

	2017	2021	Method
% of Cooperatives	2.9%	3.6%	Source : Observatoire de l'économie sociale. Only consider cooperatives which are recognised by the CNC (Comité National de la Cooperation).
% of Nonprofit Associations	91.6%	91.2%	Source : Observatoire de l'économie sociale. Only non-profit organisation and international non-profit association which have at least one employee (defined by ONSS). All public associations are excluded. (List of public enterprises received by ONSS). (legal form based on CBE documentation)
% of Foundations	1.1%	1.3%	Source : Observatoire de l'économie sociale. Only Public Utility Institutions, private foundations and public utility foundations which have at least one employee (defined by ONSS). All public foundations are excluded. (List of public enterprises received by ONSS). (legal form based on CBE documentation)
% of Mutual Health Funds	0.6%	0.5%	Source : Observatoire de l'économie sociale. Only Health found/mutual health insurance/national union of health funds and private mutual insurance fund which have at least one employee (defined by ONSS). All public mutualities are excluded. (List of public enterprises received by ONSS). (legal form based on CBE documentation)
% of Social Enterprises	3.8%	3.5%	Source : Observatoire de l'économie sociale. All enterprises with a social objective (French : à finalité sociale) in their juridical form or with a "social enterprise" recognition. (legal form based on CBE documentation)
% of others			
Total	100%	100%	

c. Sectors best represented in social economy ecosystem

	Sector (2021)	% of SE Ecosystem	Method
1	Social work (excl. adapted work)	15.81%	<p>Method based on the NACE code attributed to each enterprise when registering to the ONSS.</p> <p>Some exceptions specific to Belgian legislation:</p> <ul style="list-style-type: none"> - Adapted enterprises are isolated - Socio-professional integration enterprises are isolated. - Education is split between compulsory education and other. - Hospitals are isolated from other healthcare enterprises. - Service voucher enterprises are isolated (defined by ONSS). <p>For reporting purposes, health and social work activities are here separated.</p> <p>Source : Observatoire de l'économie sociale.</p>
2	Arts, entertainment and recreation	14.99%	
3	Health (excl. hospitals)	8.97%	
4	Non-compulsory education	7.13%	
5	Administrative and Support Service Activities	3.54%	
6	Professional, scientific and technical activities	3.29%	
7	Service Voucher activities	1.87%	
8	Accommodation and food service activities	1.47%	
9	Wholesale and retail trade	1.45%	
10	Information and communication	1.39%	

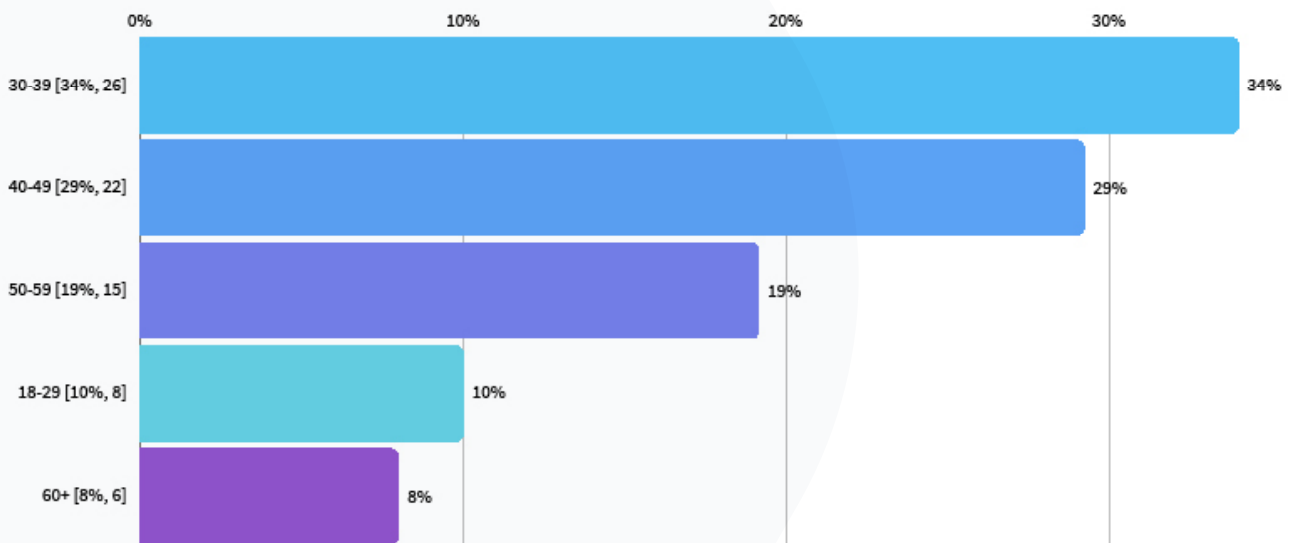
Appendix 2 – Survey report for Belgium

Part I. General description of the statistical sample

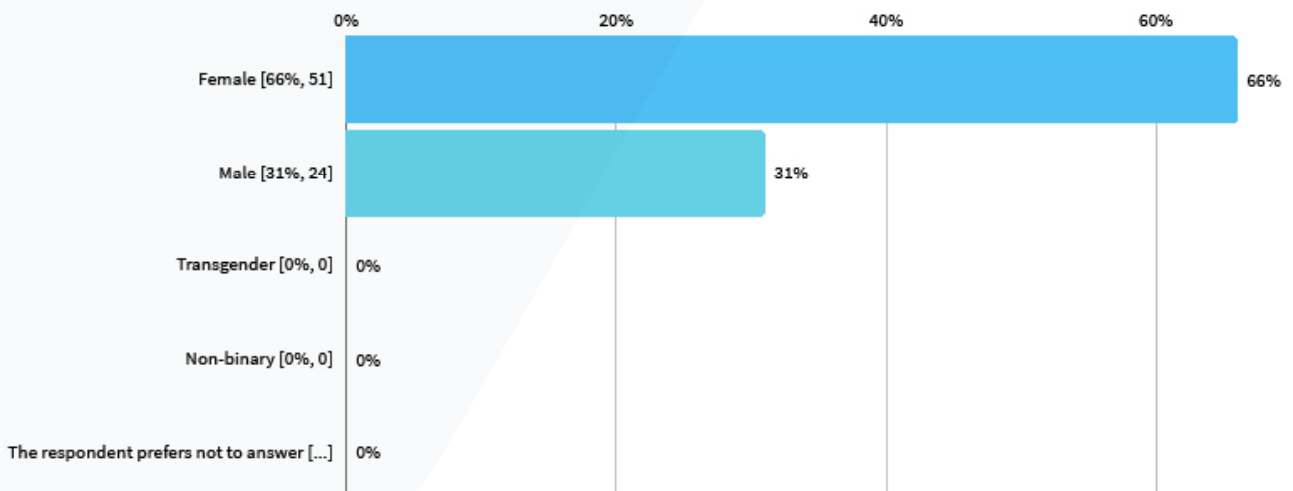
A. Total number of valid answers

77 respondents

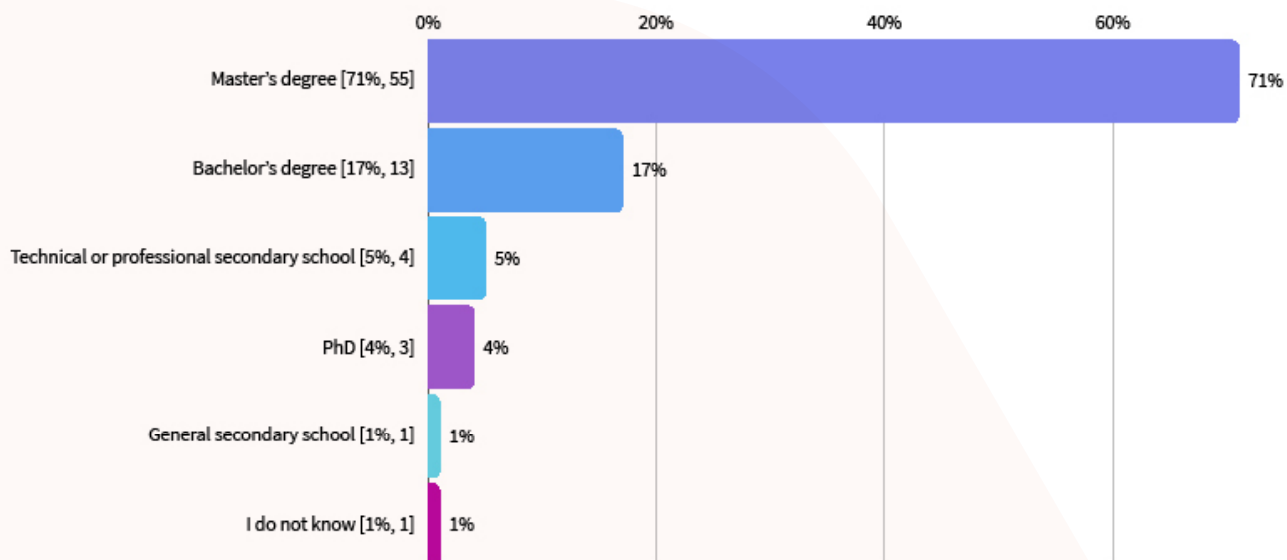
B. Age distribution of respondents - 77 responses



C. Gender distribution of respondents - 77 responses



D. Level of education - 77 responses



E. Categories of workers within respondents

Categories	Choice	Count
CEO, Senior Manager or Director of a social economy organisation	34%	26
Work in a social economy federation, a social economy network or a social economy consultancy	26%	20
Work in a social economy organisation in a role other than that of CEO, senior manager or director	40%	31
Total		77

F. Categories of social economy organisations

Field	Choice	Count
Non-profit association	74%	57
Cooperative society	22%	17
Foundation	3%	2
I don't know	1%	1
Self-employed	0%	0
Private limited liability company	0%	0
Mutual health fund	0%	0
Company with a social objective	0%	0
Total		77

G. Distribution of Work Integration Social Enterprise among the sample of organisations

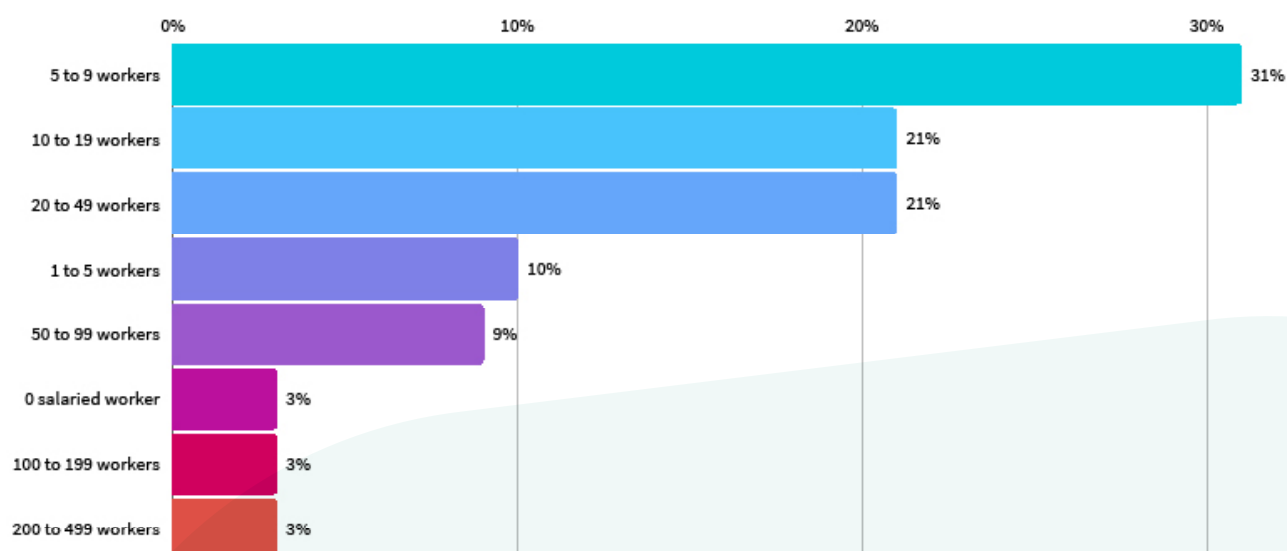
Field	Choice	Count
Not WISEs	52%	40
WISEs	48%	37
The respondent did not know	0%	0
Total		77

H. Distribution of organisation's age

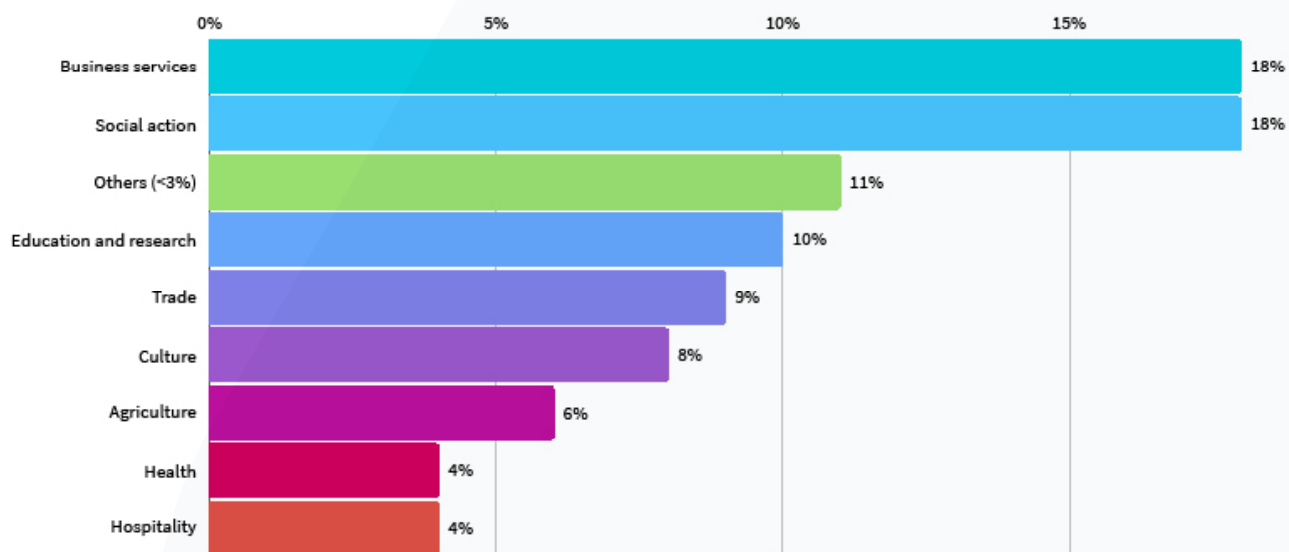
Field	Choice	Count
Less than a year	3%	2
Between 1 and 3 years	4%	3
Between 4 and 10 years	9%	7
+ More than 10 years	84%	65
The respondent did not know	0%	0
Total		77

I. Distribution of organisations according to their sizes - 77 responses

- mean: 31
- median: 11
- standard deviation: 73



J. Distribution of organisations according to their sectors of activities - 77 responses



Part II. Complementary description of the statistical sample (mentioned in the report)

Figure 1. Gender of SE workers in the survey sample

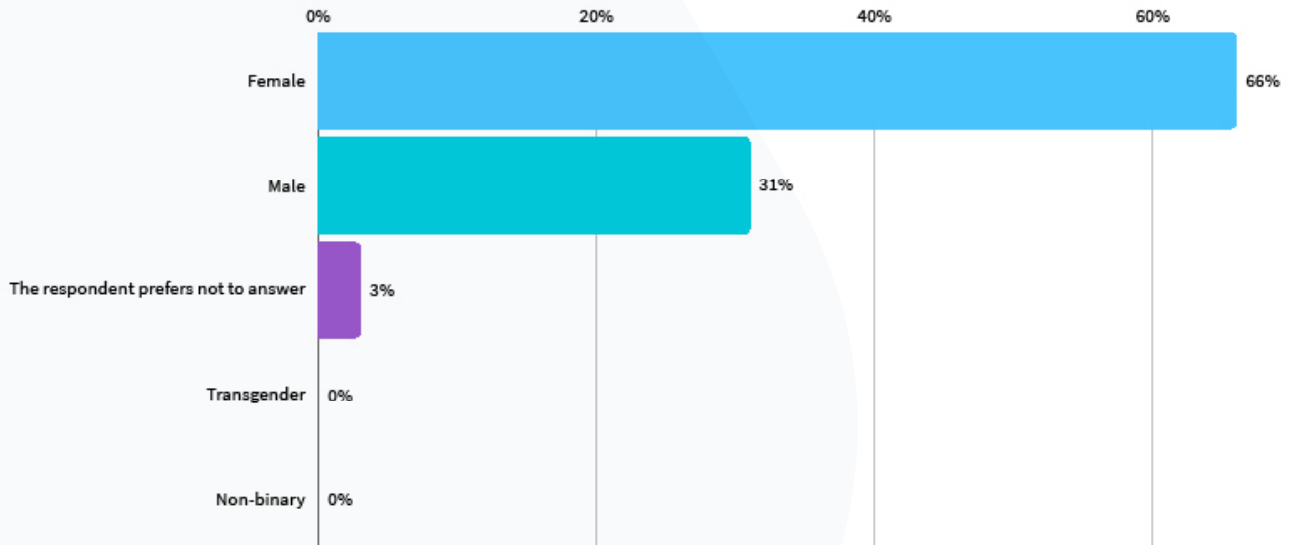


Figure 2. Gender of SE workers in Belgium

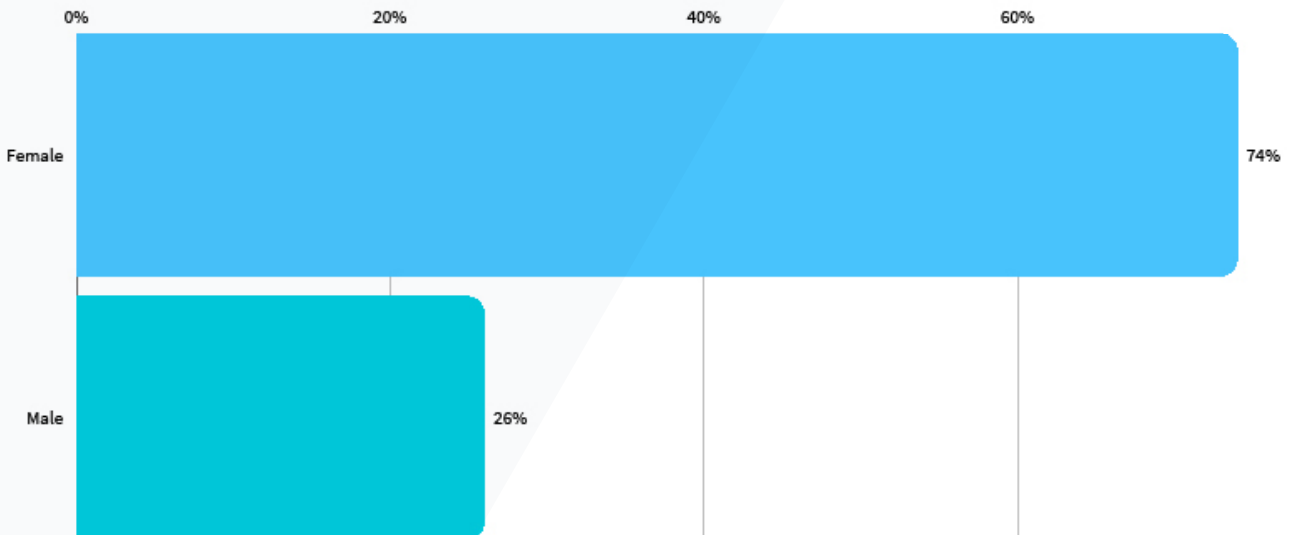


Figure 3. Gender of SE workers in Brussels and Wallonia

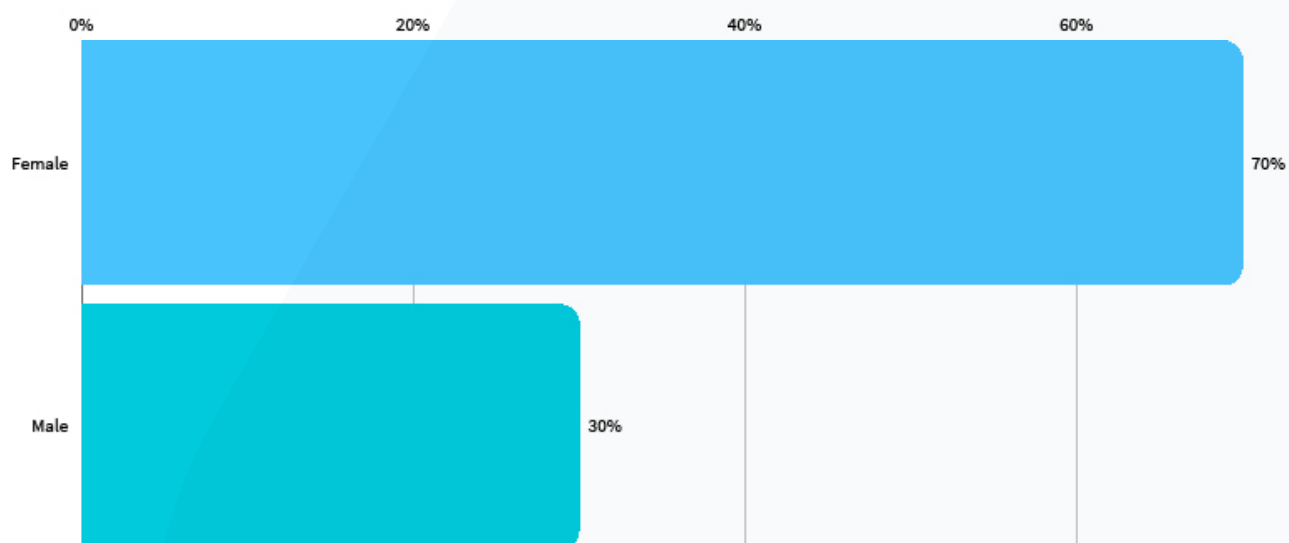


Figure 4. Age of SE workers in the survey sample

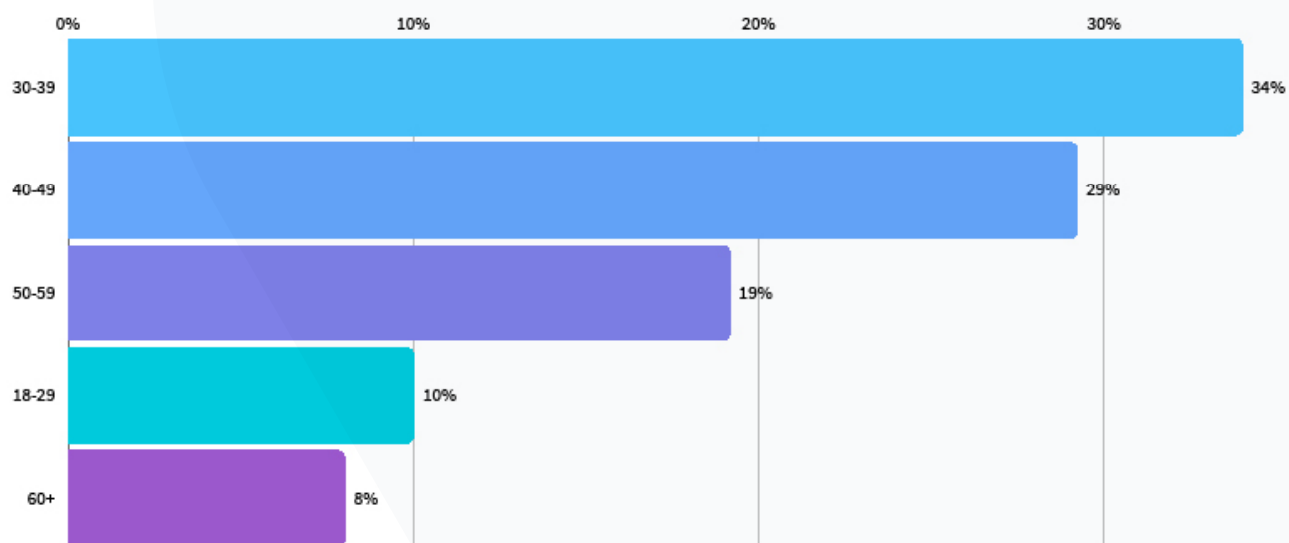


Figure 5. Age of SE workers in Belgium

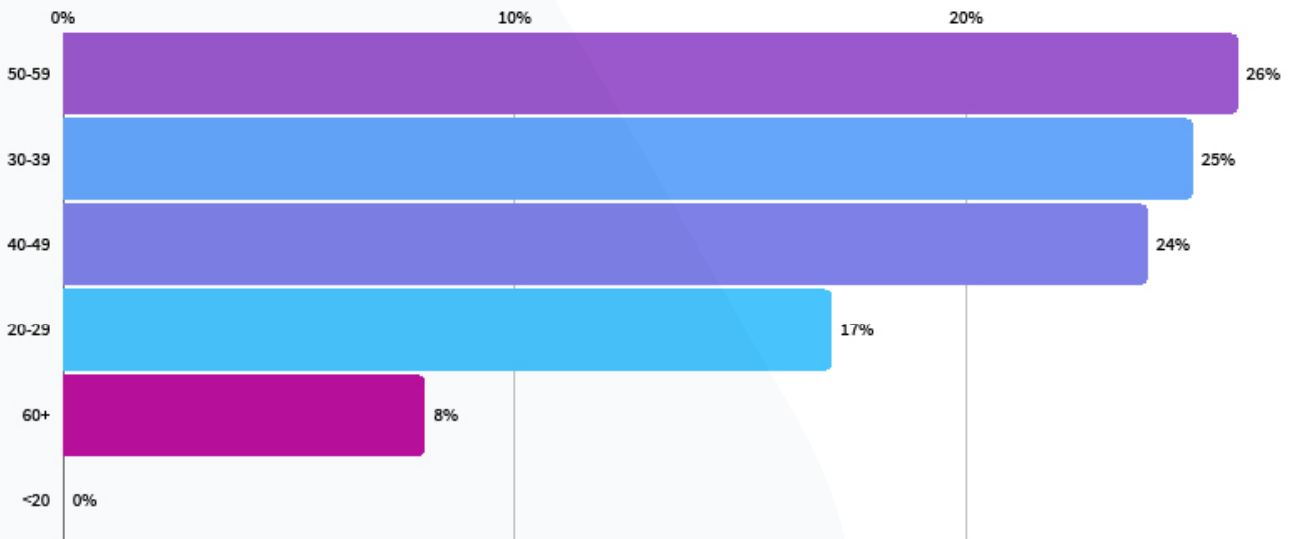


Figure 6. Education level of SE workers in the survey sample

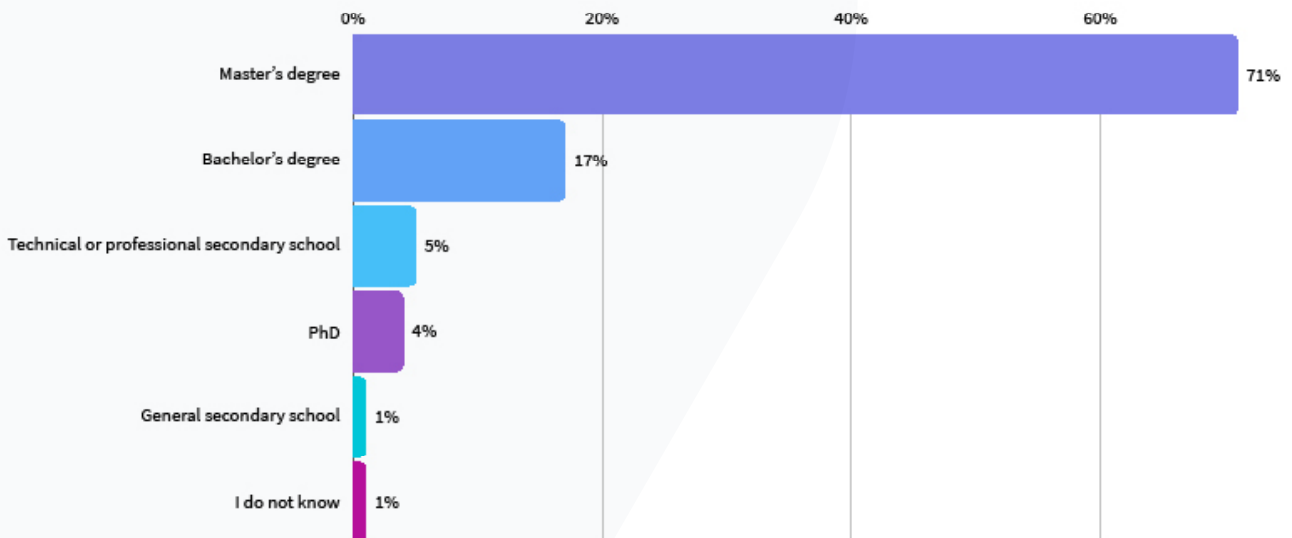


Figure 7. Workers' position in the survey sample

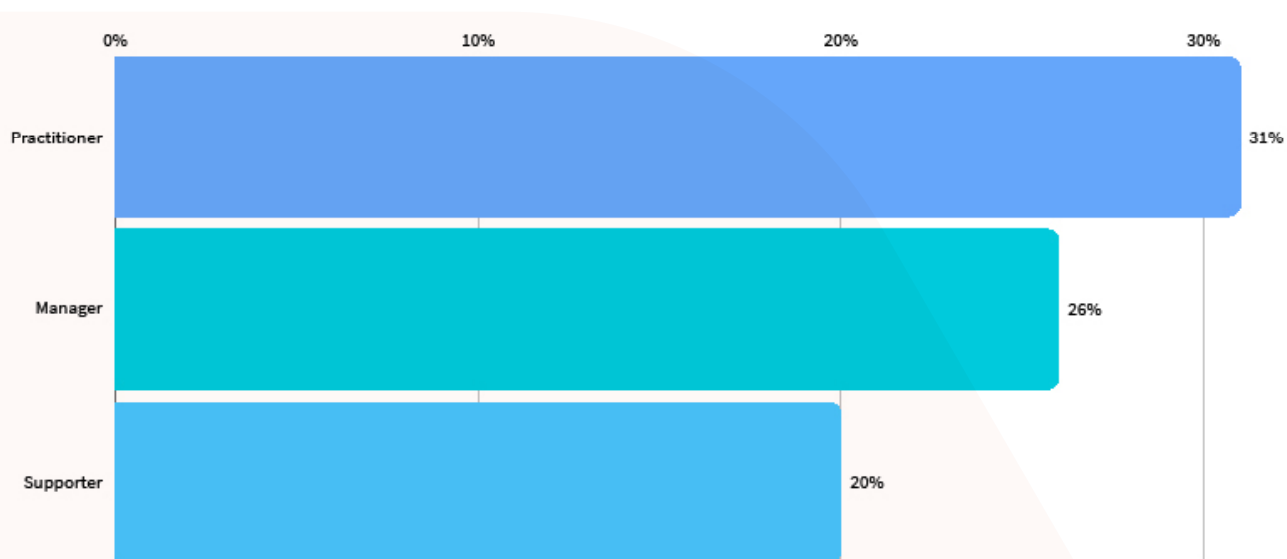


Figure 8. Gender and position of SEOs' workers in the survey sample

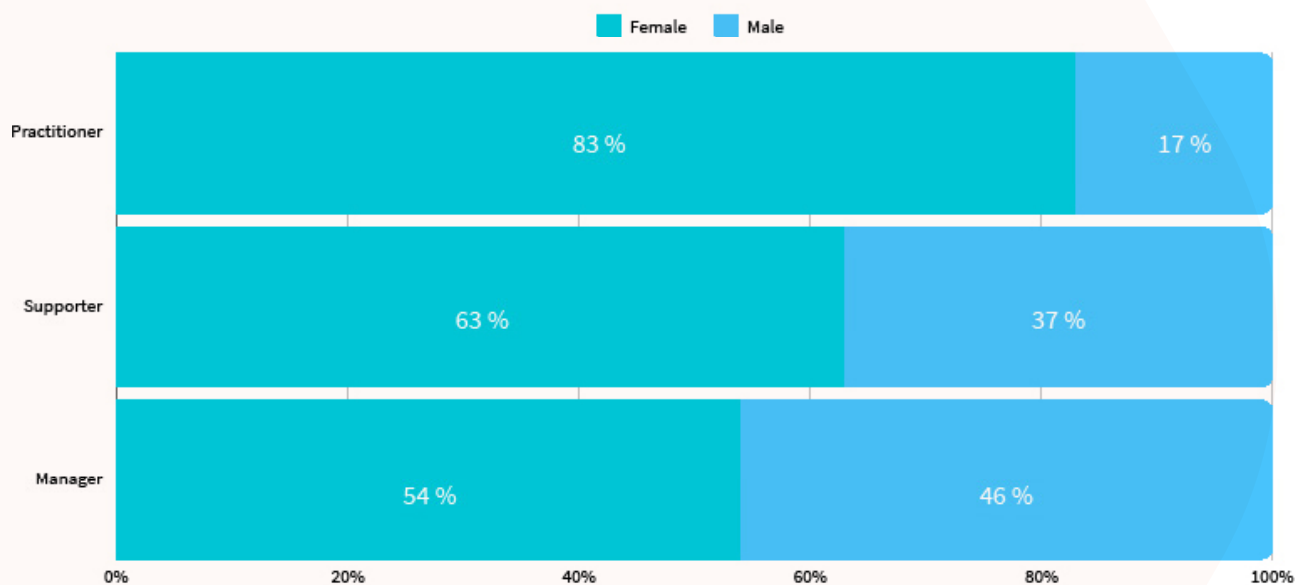


Figure 9. Type of SEOs in the sample (legal forms)

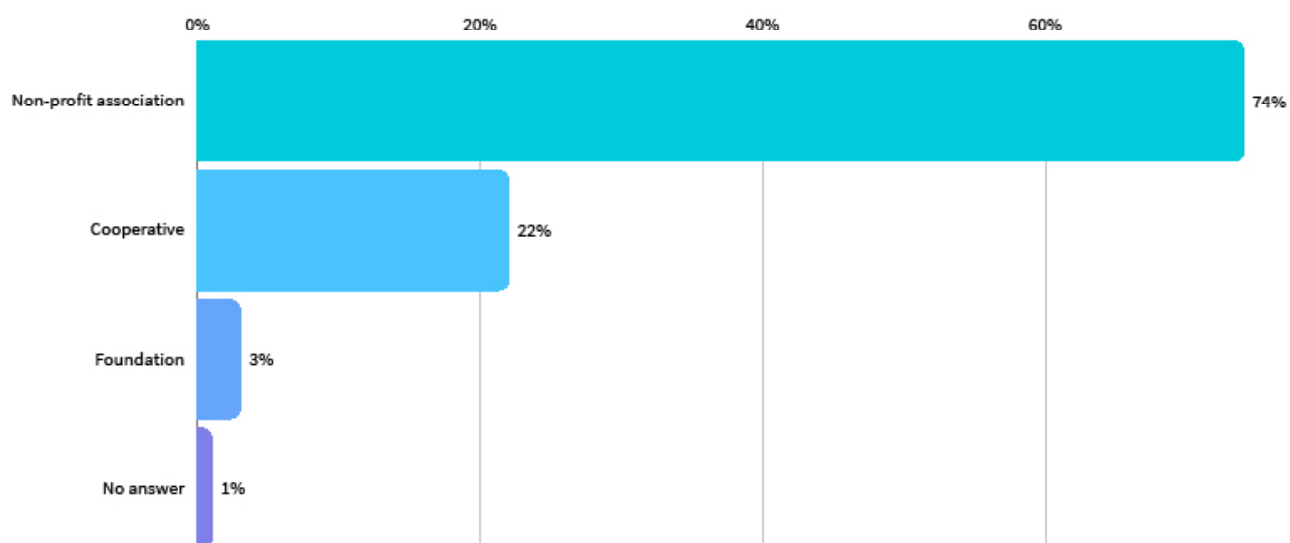


Figure 10. Type of SEOs in Belgium (legal forms)

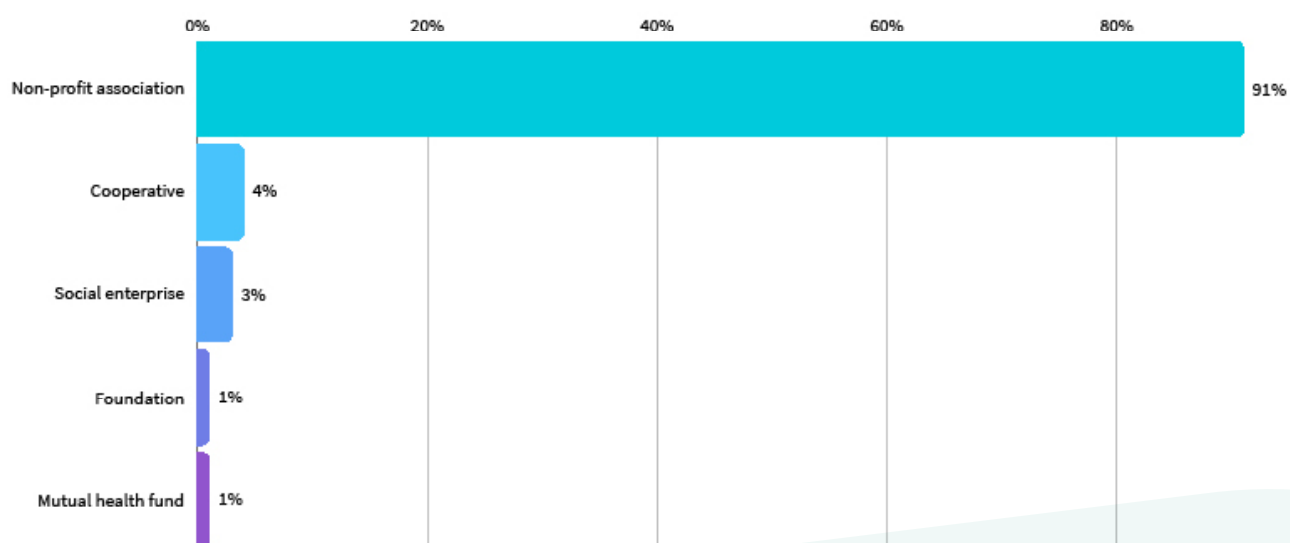


Figure 11. Sector activities in the sample

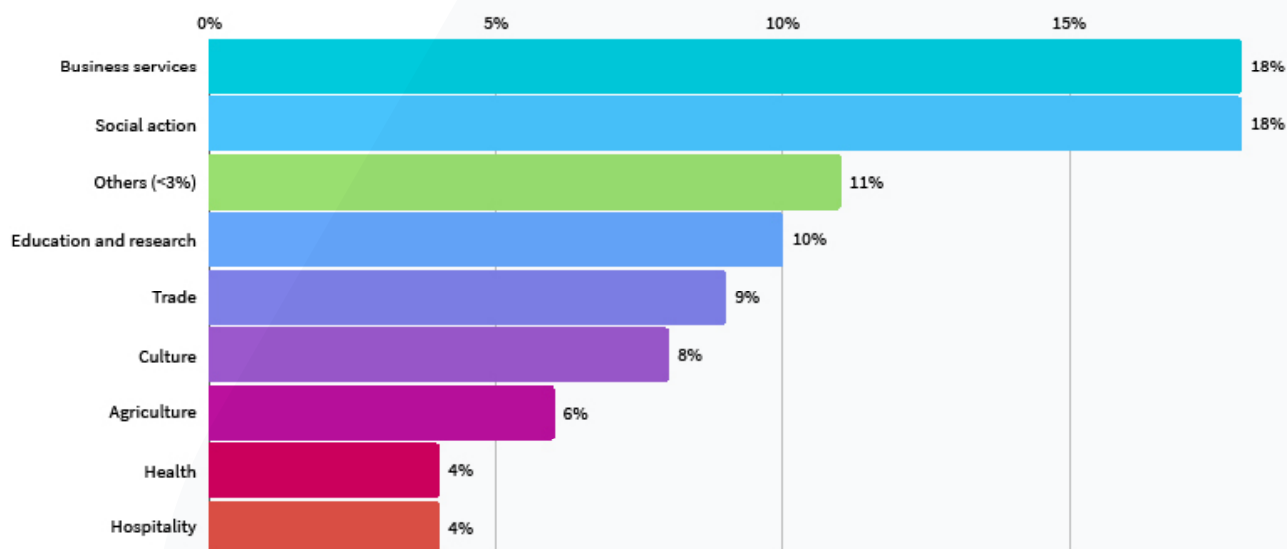


Figure 12. SEO's sector activities in Belgium (NACE)

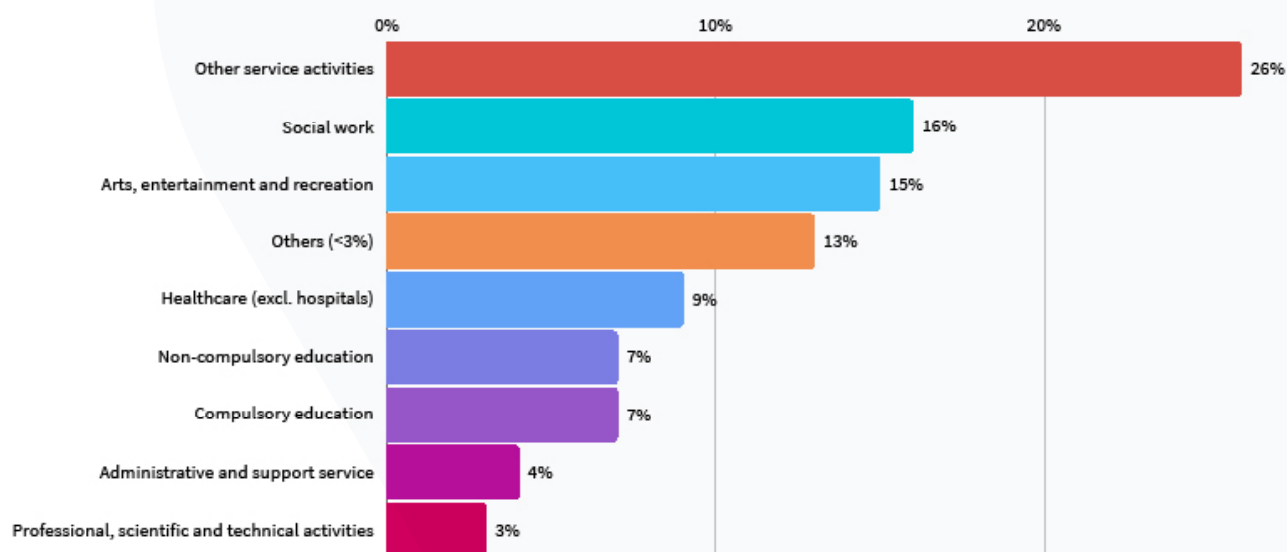


Figure 13. SEOs' size in the sample

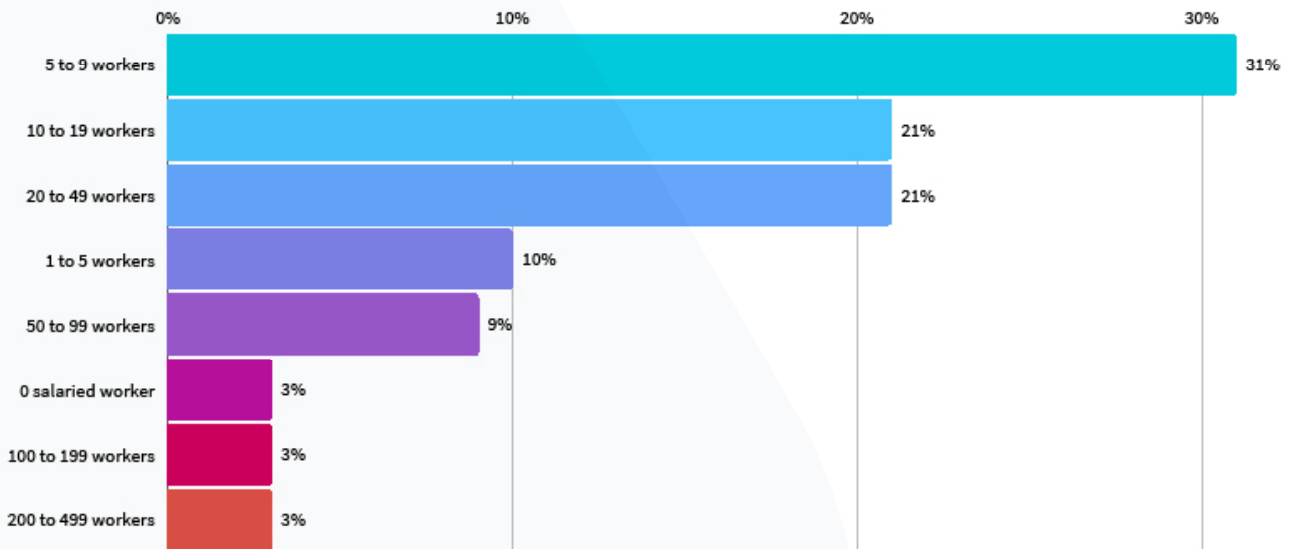


Figure 14. SEOs' size in Belgium

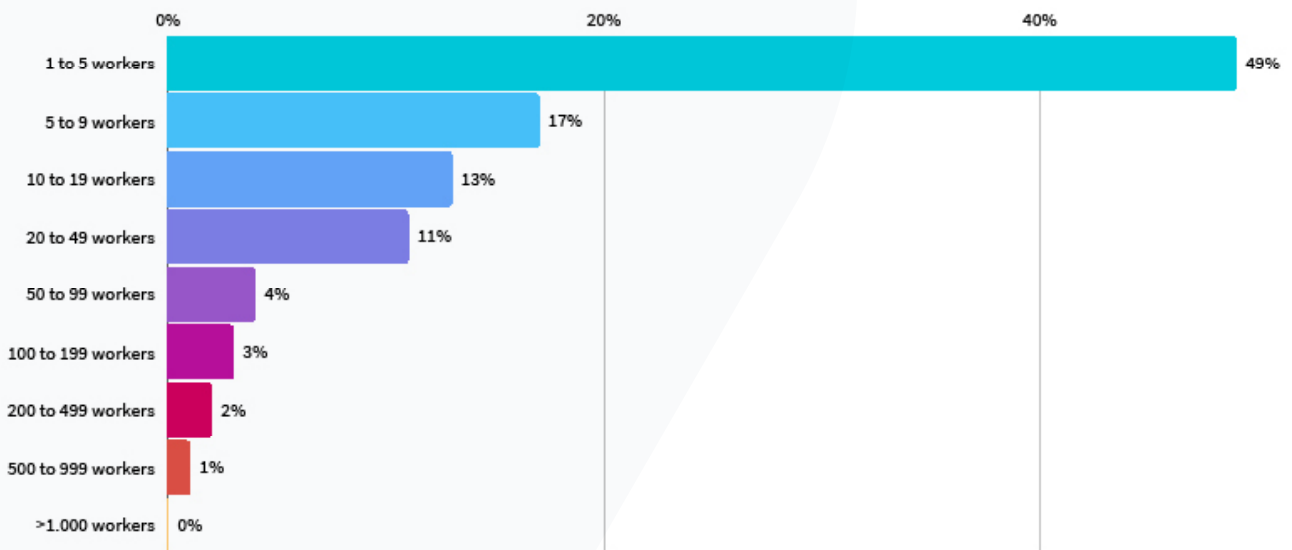


Figure 15. SEOs' age in the sample

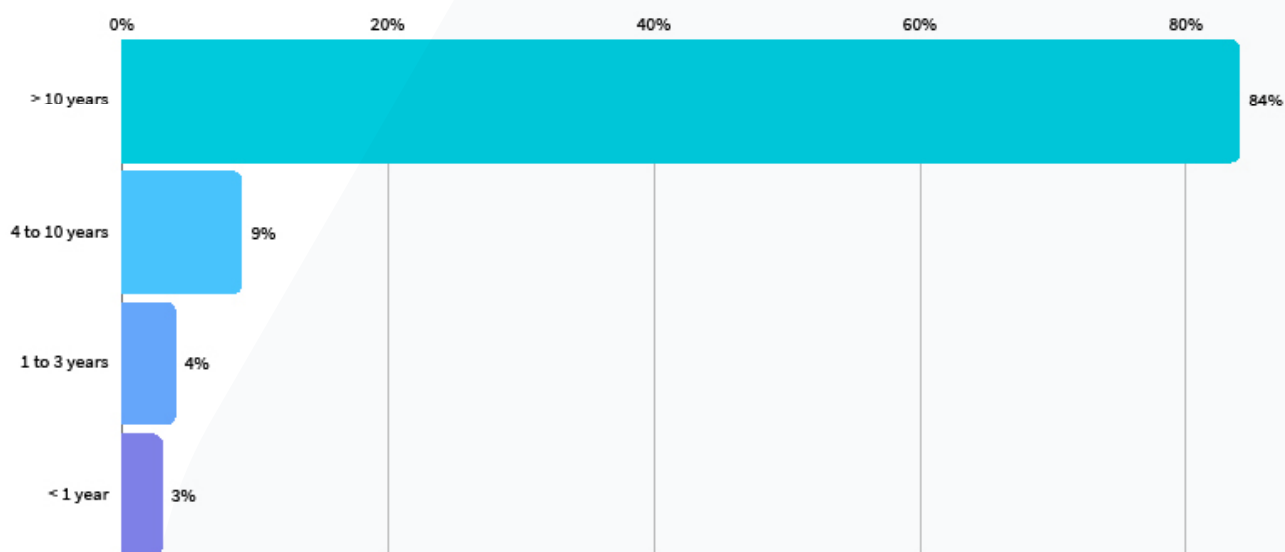


Figure 16. SEOs' age in Belgium

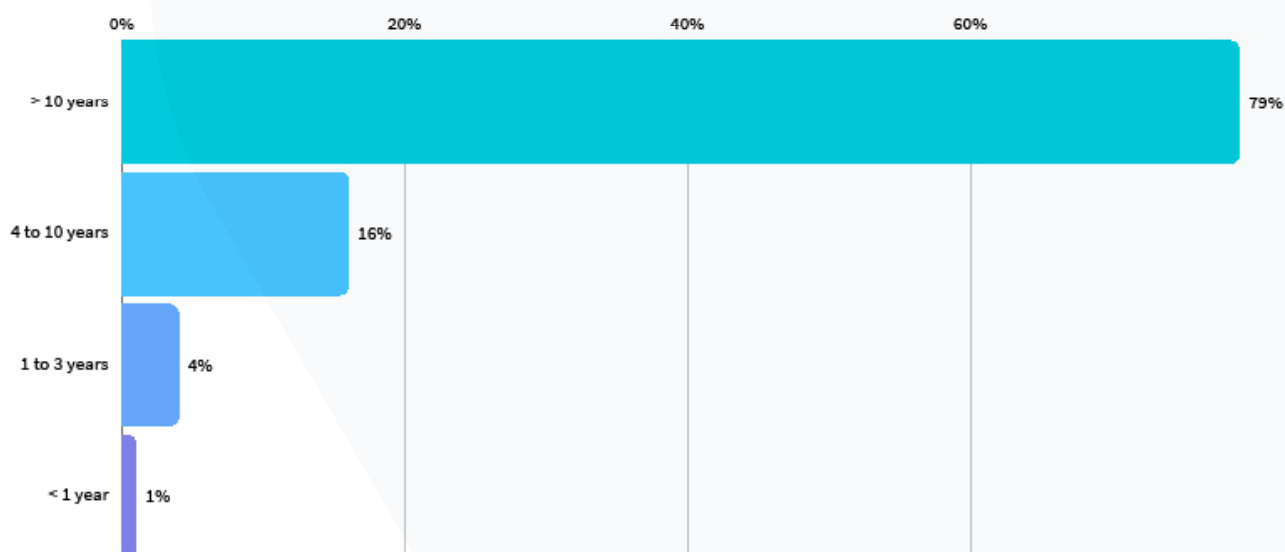


Figure 17. Managers' top priorities (green transition)

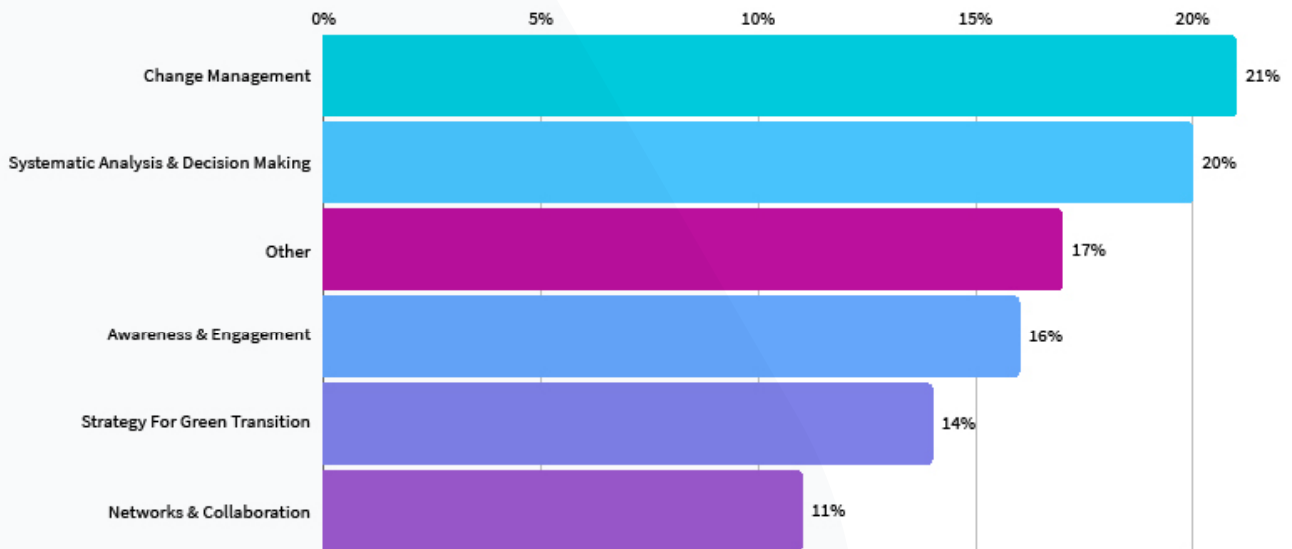


Figure 18. Supporters' top priorities (green transition)

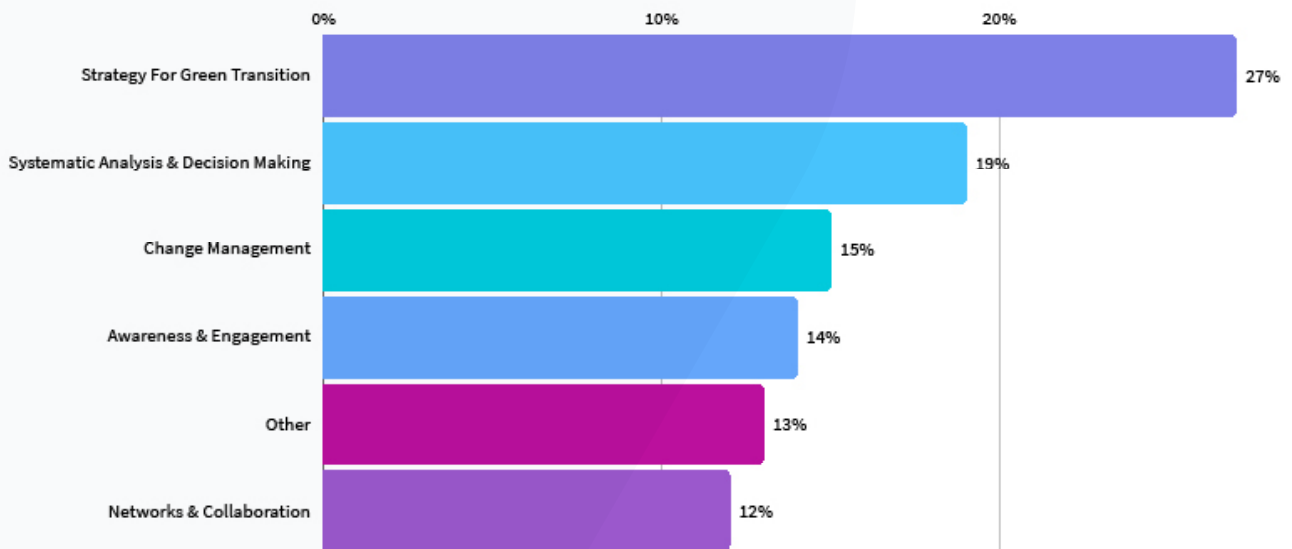


Figure 19. Practitioners' top priorities (green transition)

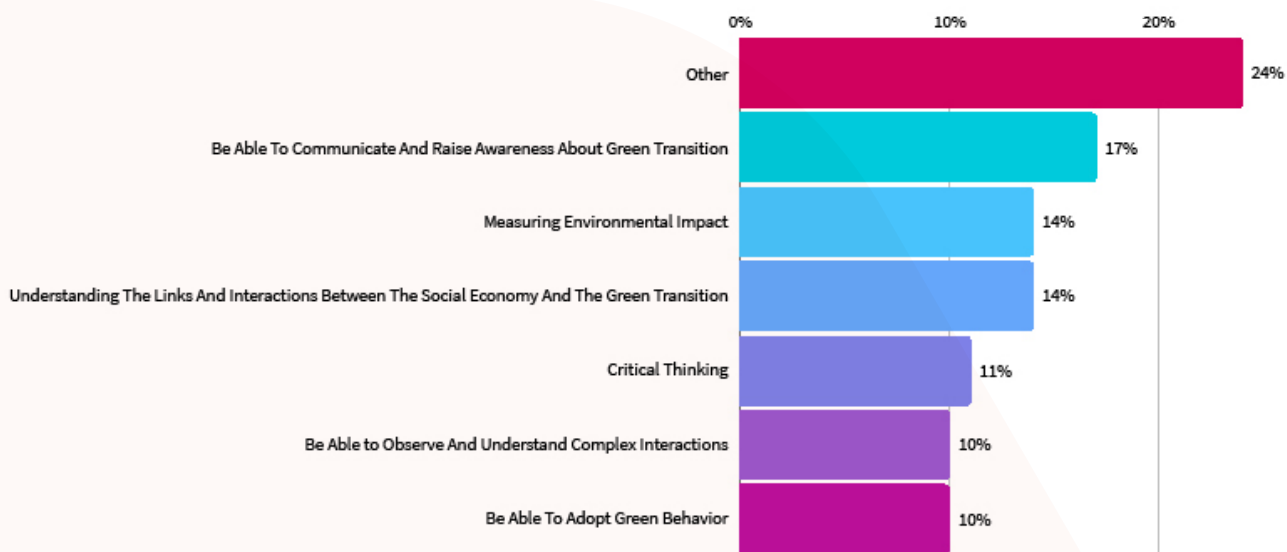


Figure 20. Managers' top priorities (digitalisation)

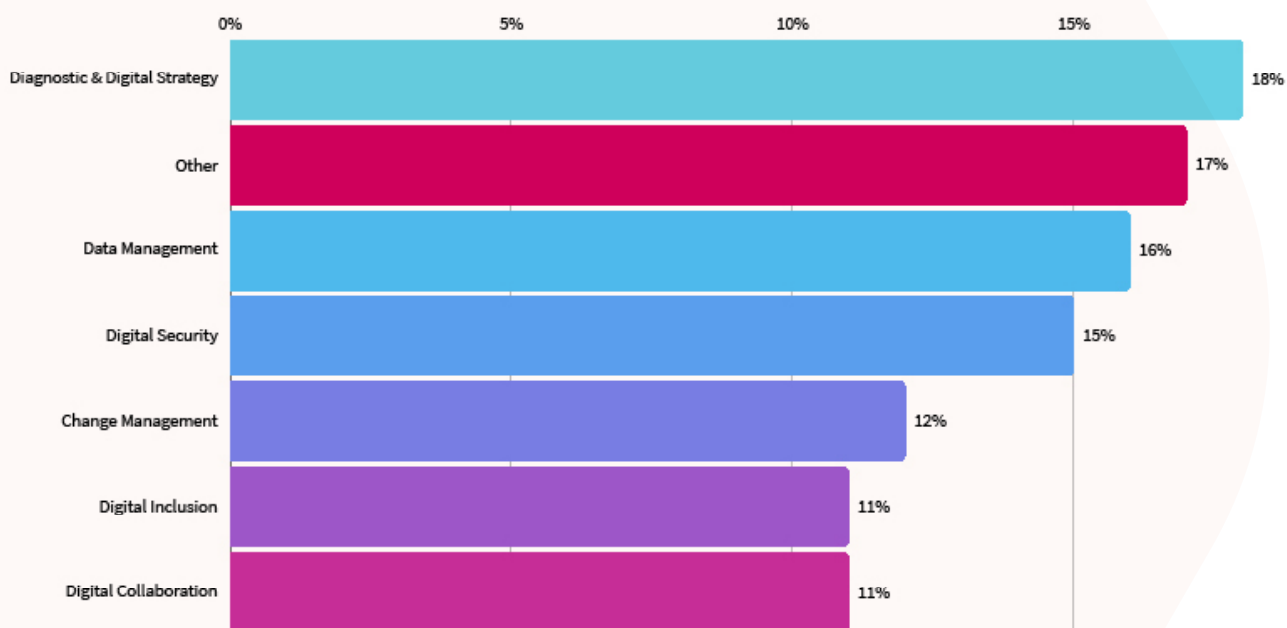


Figure 21. Supporters' top priorities (digitalisation)

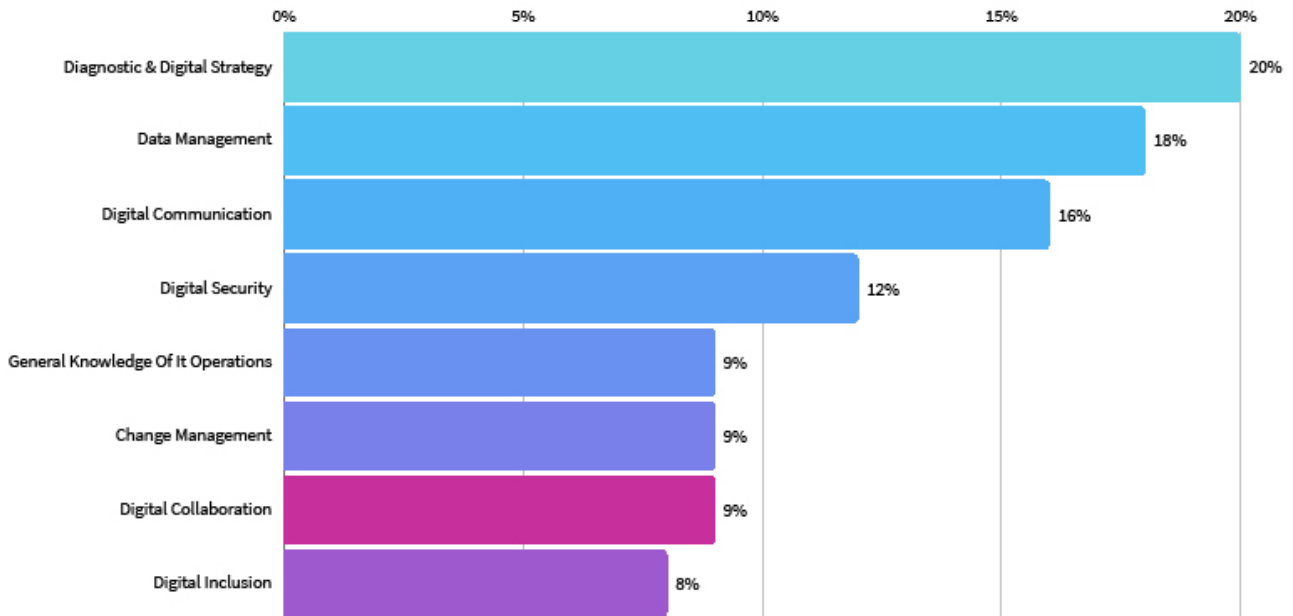


Figure 22. Practitioners' top priorities (digitalisation)

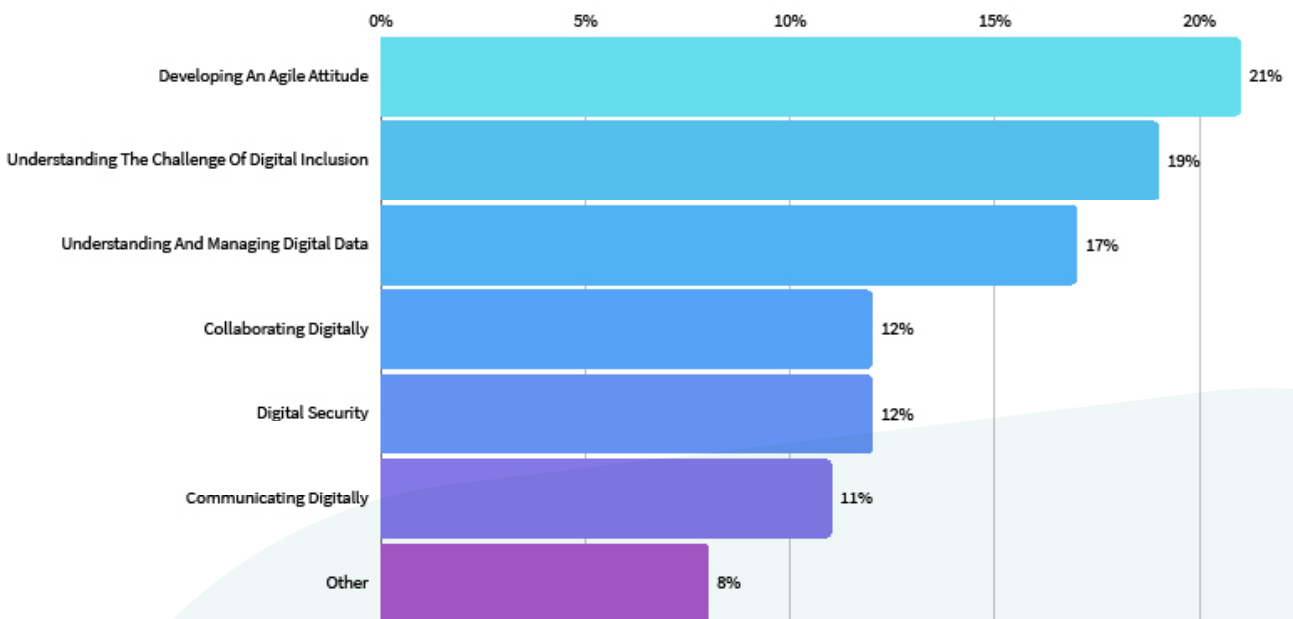


Figure 23. Managers' top priorities (inclusiveness)

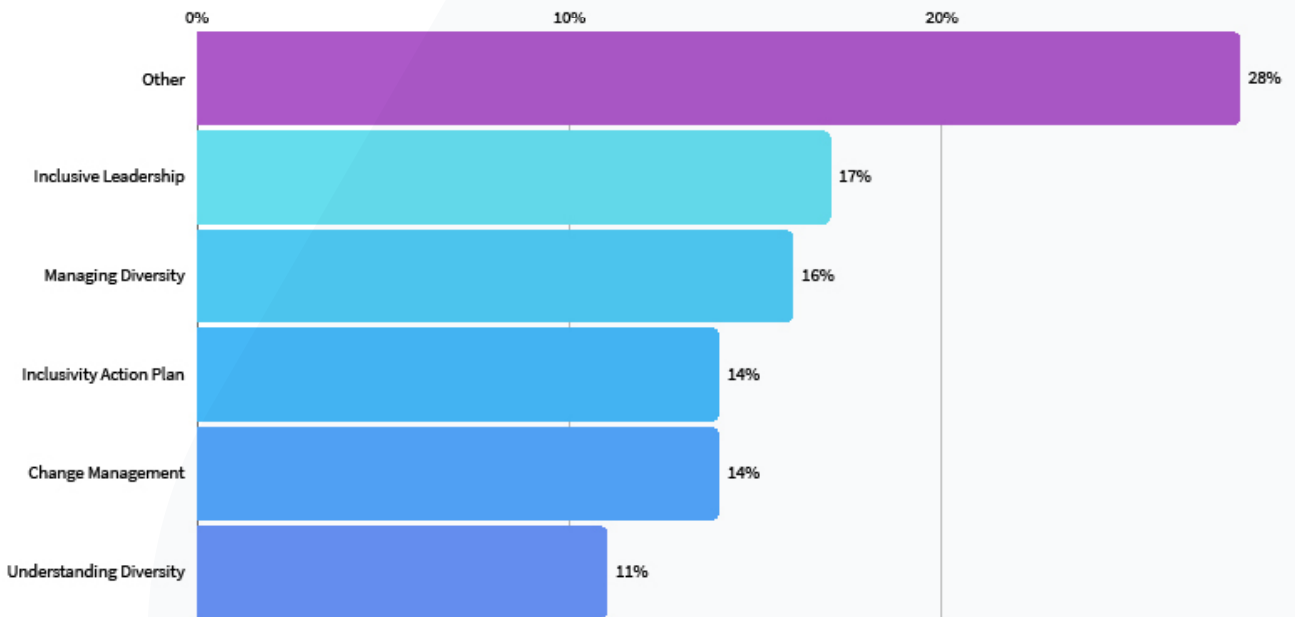


Figure 24. Supporters' top priorities (inclusiveness)

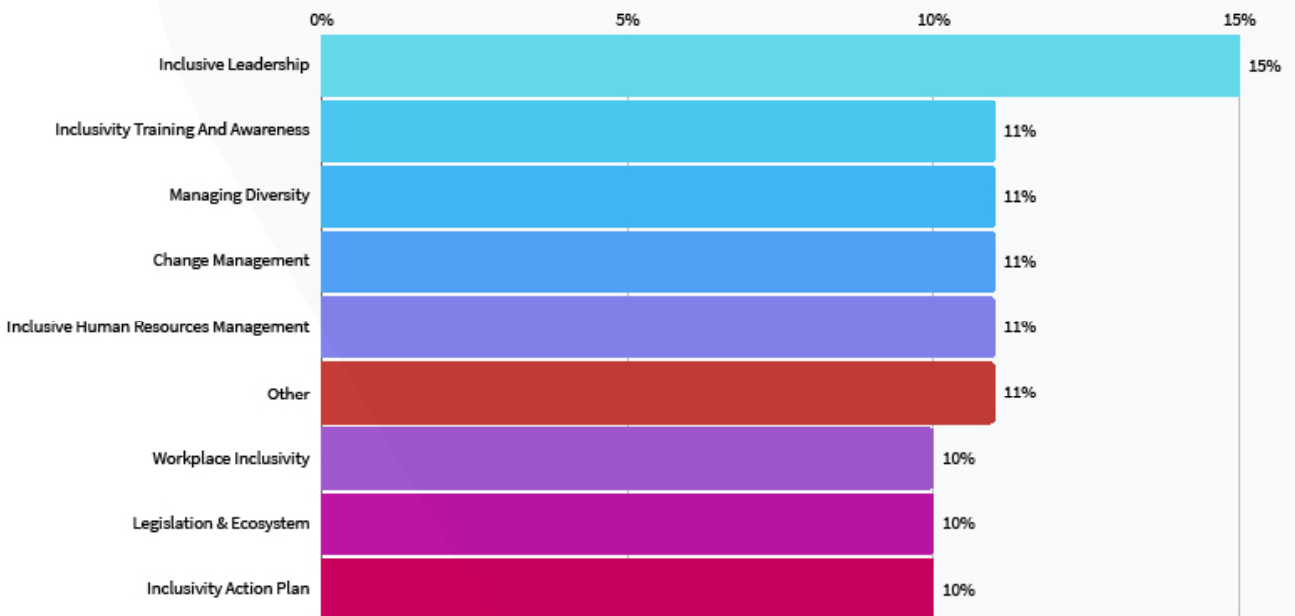


Figure 25. Practitioners' top priorities (inclusiveness)

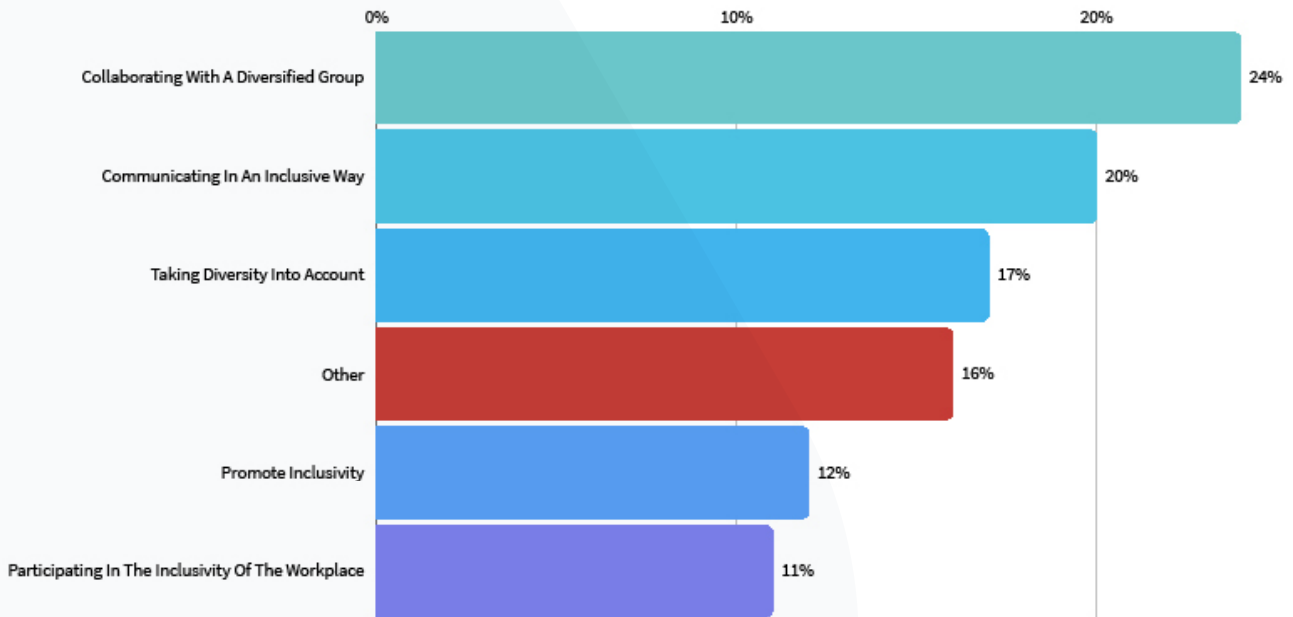


Figure 26. Managers' top priorities (social economy)

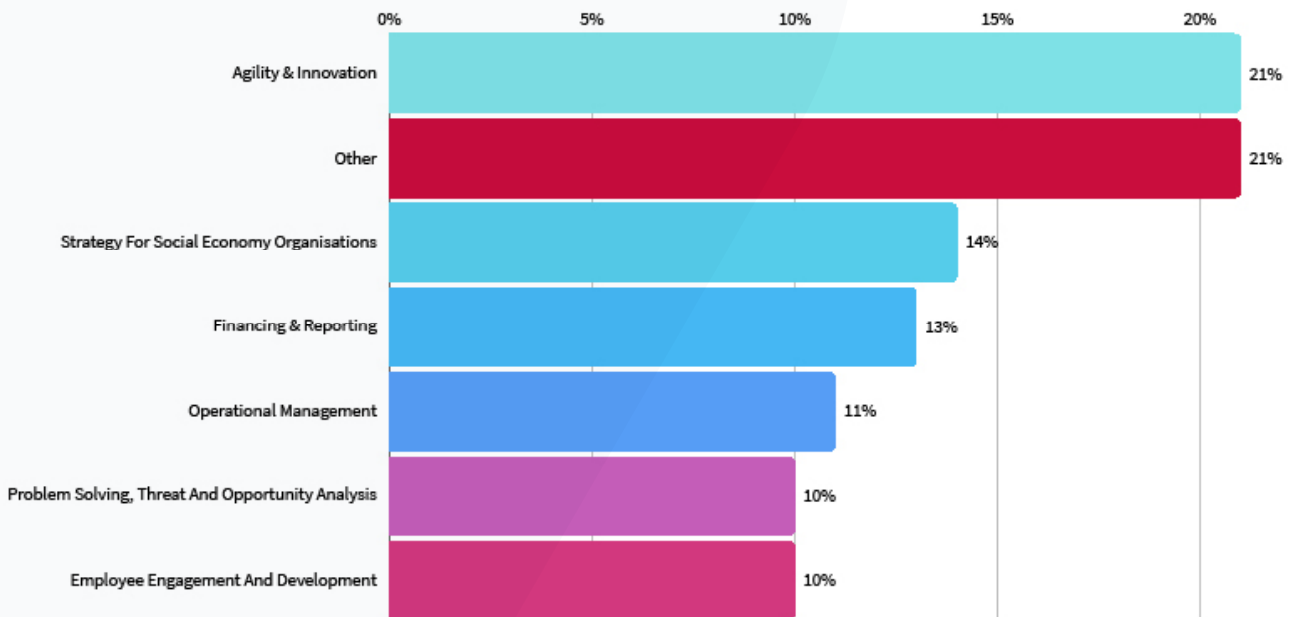


Figure 27. Supporters' top priorities (social economy)

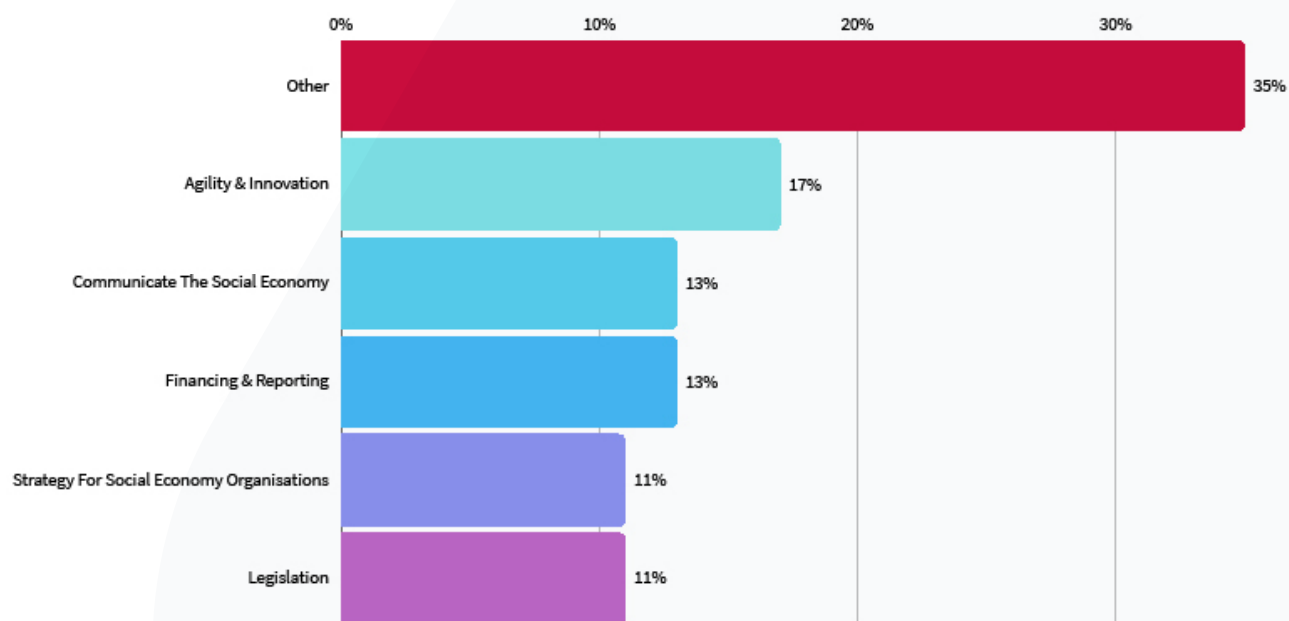
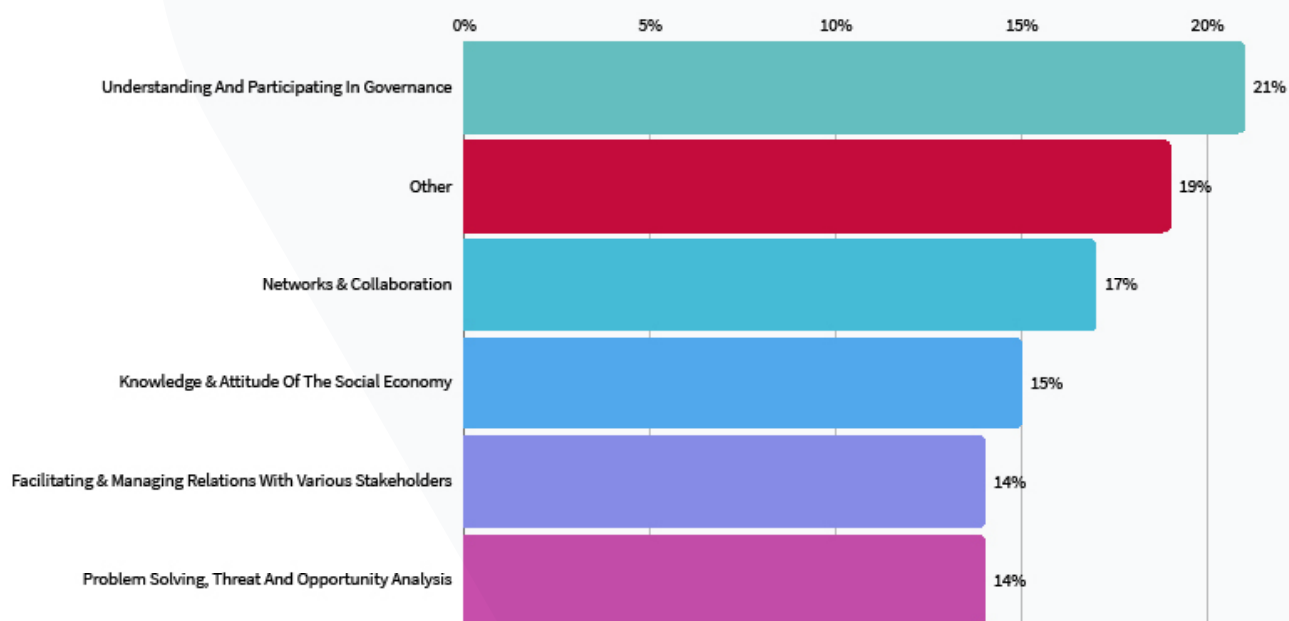


Figure 28. Practitioners' top priorities (social economy)



Appendix 3 – Priority skills by profile

a. Managers

Manager skill need for green transition	NB priority 1	Nb Priority 2	Nb Priority 3	After ponderation
CHANGE MANAGEMENT	5	6	5	32
SYSTEMATIC ANALYSIS & DECISION MAKING	7	4	1	30
AWARENESS & ENGAGEMENT	4	5	2	24
STRATEGY FOR GREEN TRANSITION	4	3	3	21
NETWORKS & COLLABORATION	2	2	7	17
CRITICAL THINKING AND SELF-REFLECTION	1	2	3	10
GREEN LEGISLATION	0	2	2	6
UNDERSTANDING THE GREEN TRANSITION	1	0	1	4
ENVIRONMENTAL RISK ANALYSIS	1	0	0	3
RESOURCE & WASTE MANAGEMENT	0	1	1	3
TOTAL				

Managers skill need for digitalization	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
DIAGNOSTIC & DIGITAL STRATEGY	6	3	1	25
DATA MANAGEMENT	4	5	0	22
DIGITAL SECURITY	2	6	3	21
CHANGE MANAGEMENT	3	1	5	16
DIGITAL INCLUSION	1	3	6	15
DIGITAL COLLABORATION	2	3	3	15
DIGITAL COMMUNICATION	3	1	1	12
COMPREHENSION & BASIC USE OF DIGITAL TOOLS & THE INTERNET	2	1	1	9
GENERAL KNOWLEDGE OF IT OPERATIONS	0	0	3	3

Managers skill need for Inclusivity	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
INCLUSIVE LEADERSHIP	4	4	3	23
MANAGING DIVERSITY	4	3	3	21
INCLUSIVITY ACTION PLAN	3	4	2	19
CHANGE MANAGEMENT	2	4	4	18
UNDERSTANDING DIVERSITY	4	1	0	14
LEGISLATION & ECOSYSTEM	2	1	2	10
INCLUSIVE COMMUNICATION	2	1	1	9
WORKPLACE INCLUSIVITY	0	2	3	7
INCLUSIVE HUMAN RESOURCES MANAGEMENT	1	1	2	7
INCLUSIVITY TRAINING AND AWARENESS	0	1	2	4

Managers skill need for SE day to day	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
AGILITY & INNOVATION	5	6	1	28
STRATEGY FOR SOCIAL ECONOMY ORGANISATIONS	4	1	5	19
FINANCING & REPORTING	3	3	2	17
OPERATIONAL MANAGEMENT	3	1	3	14
PROBLEM SOLVING, THREAT AND OPPORTUNITY ANALYSIS	2	3	1	13
EMPLOYEE ENGAGEMENT AND DEVELOPMENT	1	2	6	13
LEGISLATION	3	1	1	12
FACILITATION & STAKEHOLDER RELATIONS	1	1	2	7
COMMUNICATE THE SOCIAL ECONOMY	0	3	0	6
NETWORKS & COLLABORATION	0	1	1	3

b. Supporters

Supporter skill need for green transition	NB priority 1	Nb Priority 2	Nb Priority 3	After ponderation
STRATEGY FOR GREEN TRANSITION	8	3	2	32
SYSTEMATIC ANALYSIS & DECISION MAKING	6	0	5	23
CHANGE MANAGEMENT	3	3	3	18
AWARENESS & ENGAGEMENT	1	6	2	17
NETWORKS & COLLABORATION	1	3	5	14
GREEN LEGISLATION	1	1	1	6
UNDERSTANDING THE GREEN TRANSITION	0	2	0	4
ENVIRONMENTAL RISK ANALYSIS	0	1	1	3
CRITICAL THINKING AND SELF-REFLECTION	0	1	0	2
RESOURCE & WASTE MANAGEMENT	0	0	1	1

Supporter skill need for digitalization	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
DIAGNOSTIC & DIGITAL STRATEGY	6	2	1	23
DATA MANAGEMENT	3	4	3	20
DIGITAL COMMUNICATION	2	5	2	18
DIGITAL SECURITY	1	3	5	14
DIGITAL COLLABORATION	2	1	2	10
GENERAL KNOWLEDGE OF IT OPERATIONS	2	2	0	10
CHANGE MANAGEMENT	1	2	3	10
DIGITAL INCLUSION	2	0	3	9
COMPREHENSION & BASIC USE OF DIGITAL TOOLS & THE INTERNET	0	0	0	0

Managers skill need for Inclusivity	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
INCLUSIVE LEADERSHIP	3	4	0	17
CHANGE MANAGEMENT	1	3	4	13
INCLUSIVITY TRAINING AND AWARENESS	3	2	0	13
MANAGING DIVERSITY	3	1	2	13
INCLUSIVE HUMAN RESOURCES MANAGEMENT	3	1	1	12
INCLUSIVITY ACTION PLAN	1	3	2	11
WORKPLACE INCLUSIVITY	1	2	4	11
LEGISLATION & ECOSYSTEM	2	1	3	11
INCLUSIVE COMMUNICATION	1	2	2	9
UNDERSTANDING DIVERSITY	1	0	1	4

Managers skill need for SE day to day	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
AGILITY & INNOVATION	4	3	1	19
COMMUNICATE THE SOCIAL ECONOMY	3	2	2	15
FINANCING & REPORTING	3	1	4	15
STRATEGY FOR SOCIAL ECONOMY ORGANISATIONS	4	0	1	13
LEGISLATION	2	2	2	12
NETWORKS & COLLABORATION	0	4	2	10
OPERATIONAL MANAGEMENT	0	4	1	9
FACILITATION & STAKEHOLDER RELATIONS	2	1	1	9
PROBLEM SOLVING, THREAT AND OPPORTUNITY ANALYSIS	1	1	2	7
EMPLOYEE ENGAGEMENT AND DEVELOPMENT	0	1	3	5

c. Practitioners

Practitioners skills need for green transition	NB priority 1	Nb Priority 2	Nb Priority 3	After ponderation
BE ABLE TO COMMUNICATE AND RAISE AWARENESS ABOUT GREEN TRANSITION	6	6	2	32
MEASURING ENVIRONMENTAL IMPACT	4	6	3	27
UNDERSTANDING THE LINKS AND INTERACTIONS BETWEEN THE SOCIAL ECONOMY AND THE GREEN TRANSITION	4	5	5	27
CRITICAL THINKING	3	4	4	21
BE ABLE TO OBSERVE AND UNDERSTAND COMPLEX INTERACTIONS	5	2	1	20
BE ABLE TO ADOPT GREEN BEHAVIOUR	3	2	6	19
MANAGE RESOURCES & WASTE	2	3	5	17
UNDERSTANDING THE GREEN TRANSITION	4	0	3	15
ANALYSING ENVIRONMENTAL RISKS	1	4	2	13
KNOWING ENVIRONMENTAL LEGISLATION	0	0	1	1

Practitioners skills need for digital transition	NB priority 1	Nb Priority 2	Nb Priority 3	After ponderation
DEVELOPING AN AGILE ATTITUDE	7	5	8	39
UNDERSTANDING THE CHALLENGE OF DIGITAL INCLUSION	8	4	3	35
UNDERSTANDING AND MANAGING DIGITAL DATA	4	6	7	31
COLLABORATING DIGITALLY	4	4	3	23
DIGITAL SECURITY	4	4	3	23
COMMUNICATING DIGITALLY	2	5	5	21
UNDERSTAND & USE BASIC DIGITAL TOOLS	2	2	2	12
UNDERSTANDING AND USING THE INTERNET	0	1	0	2

Practitioners skills need for inclusion	NB priority 1	Nb Priority 2	Nb Priority 3	After ponderation
COLLABORATING WITH A DIVERSIFIED GROUP	8	8	2	42
COMMUNICATING IN AN INCLUSIVE WAY	6	6	5	35
TAKING DIVERSITY INTO ACCOUNT	4	6	5	29
PROMOTE INCLUSIVITY	4	1	7	21
PARTICIPATING IN THE INCLUSIVITY OF THE WORK-PLACE	3	4	2	19
EXERCISE EMPATHY	3	2	2	15
UNDERSTANDING DIVERSITY	1	2	2	9
LEGISLATION & ECOSYSTEM	0	0	4	4

Practitioners skills need for SE day to day	NB priority 1	Nb Priority 2	Nb Priority 3	After ponderation
UNDERSTANDING AND PARTICIPATING IN GOVERNANCE	7	5	5	36
NETWORKS & COLLABORATION	3	6	8	29
KNOWLEDGE & ATTITUDE OF THE SOCIAL ECONOMY	6	3	1	25
PROBLEM SOLVING, THREAT AND OPPORTUNITY ANALYSIS	4	3	5	23
FACILITATING & MANAGING RELATIONS WITH VARIOUS STAKEHOLDERS	2	6	5	23
DEMONSTRATE AGILITY	2	3	2	14
COLLABORATE & PARTICIPATE	2	2	0	10
BE OPEN AND SENSITIVE TO INTER-CULTURAL ENVIRONMENT	2	0	2	8

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