# baSE

# Blueprint for advanced skills & trainings in the social economy

# NATIONAL SYNTHESIS FOR IRELAND

# baSE

# Project information

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# Disclaimer

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**www.socialeconomyskills.eu**

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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 Ireland: current state, issues and perspectives

This section describes the evolution and current state of the Irish social economy. Further detail on the scale and prominence of the sector can be found in Appendix 1.

For the purposes of this report, the social economy is defined in alignment with the European Commission's Social Economy Action Plan as follows:

"...the social economy covers entities sharing the following main common principles and features:

- 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."[1]

In Ireland the social economy encompasses community and voluntary organisations, charities, social enterprises, co-operatives and other non-profit organisation types.

For much of its history, the social economy in Ireland was tied to the Catholic church.[2] Religious institutions delivered charitable services and supports to the poor and continue to play a role in the social economy, with many existing charities having been established by the church. Co-operatives emerged as the next significant actor in Ireland's social economy, particularly in agriculture, transforming rural society at the end of the 19th century.

In the 1980s and 1990s, Ireland's social economy grew and diversified. Independently governed community-based organisations, charities, voluntary groups and non-governmental development organisations all proliferated. Social economy organisations now vary greatly in size, legal status (with many registered as charities or incorporated as companies), and area of work. In a non-exhaustive list, they are active in relation to arts, culture, wellbeing, sport, literacy, tourism, community development, mental health, financial services, education, children, housing, health and social care, employment, domestic violence, disability, inter-culturalism, LGBTQ+, older people, the environment, legal rights, animal rights, overseas development, the Travelling community, end-of-life care, volunteering, and social justice.

Organisations registered with the Charities Regulator must have one of the following charitable purposes: prevention or relief of poverty or economic hardship; advancement of education; ad-

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1  European Parliament resolution of 6 July 2022 on the EU action plan for the social economy (2021/2179(INI). https://www.europarl.europa.eu/doceo/document/TA-9-2022-0288_EN.html

2  Cousins, Mel, Charity, Philanthropy and Poverty in Ireland (2008). Poor Relief and Charity: Rural Societies in Europe 1850-1930, I. Brandes, K. Marx-Jaskulski, eds., Peter Lang, 2008, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1738257

vancement of religion; or any other purpose that is of benefit to the community. Unincorporated trusts and associations, co-operative societies, companies limited by guarantee, and other company forms can all register as charities.

Unlike other jurisdictions, social enterprises are not a distinct legal entity in Ireland. Therefore, which organisations are or are not social enterprises depends on how the organisations understand themselves.[3] Ireland lacks strong data on the social economy. One of the most reliable sources of information came from Benefacts, a body that existed from 2014 to 2021 with the purpose of profiling the non-profit sector and civil society in Ireland.[4] In its absence, once-off research reports provide insight.[5] Despite the data limitations, what evidence is available shows the crucial role the social economy plays in Ireland, including through the delivery of vital services. One in three people delivering public services in Ireland works in the social economy.[6] Over 30,000 organisations in the social economy have mobilised over 300,000 volunteers and employed more than 170,000 workers.[7] In 2022, the Irish non-profit sector turned over €19.7 billion, with €14 billion coming from government or other public bodies.[8] The importance of the sector has been made very clear in recent years, with the pronounced and essential role played by the social economy in responding to COVID-19 and the lockdown; the war in Ukraine and the arrival and integration of refugees in Ireland; unprecedented inflation and the resulting spike in the cost of living; and growing concern over climate crises.

Yet the full potential of the social economy in Ireland is limited by a number of challenges. Prominent among them is staff and training needs. A 2020 report on the skills needs of the non-profit sector[9] evidenced crucial skills gaps across a number of domains: fundraising, IT, marketing and communications, human resources, advocacy, health and safety, leadership and management, project management, governance and finance (incl. compliance and reporting). Consultation with those in the social economy found that the primary cause of these gaps was difficulty in attracting skilled people to the sector, as other sectors (private and public) were able to offer higher-paying positions. Compounding the difficulty of attracting persons already possessing skills was the trend of organisations within the social economy offering relatively low levels of training to their employees.

3   In the 2021 Annual Survey of Members of the Wheel, 9% of respondents identified themselves as social enterprises. However the Annual Policy Survey of members found that 66% of members earn some level of income from trading and would be defined as a social enterprise under the national policy on social enterprise. For one-third of members, trading income exceeds 25% of total income.

4   See www.benefactslegacy.ie. These data are heavily relied upon for Appendix 1.

5   For example, Report on the Social and Economic Impact of Registered Charities in Ireland, 2023, Charities Regulator. https://www.charitiesregulator.ie/media/4767/scoeco.pdf

6   https://www.wheel.ie/sites/default/files/media/file-uploads/2022-09/UnlcokingTheSocialEconomyReport2022WEB.pdf

7   "Charities in Ireland 2021", a report published by Benefacts in 2021. Available on Benefacts legacy website: https://benefactslegacy.ie/wp-content/uploads/2022/03/benefacts-charities-in-ireland-2021.pdf.

8   Charities Regulator of Ireland (2023): Report on the Social and Economic Impact of Charities in Ireland 2023, Dublin: Charities Regulator of Ireland. Available online at scoeco.pdf (charitiesregulator.ie)

9   Indecon, Investment Appraisal of Upskilling of Employees in the Nonprofit Sector (2020), https://www.wheel.ie/sites/default/files/media/file-uploads/2020-12/Investment%20Appraisal%20of%20Upskilling%20-%20Indecon.pdf

The following year, in 2021, another report was published on the support needs of the non-profit sector.[10] Drawing from focus groups and interviews with stakeholders, the report identified a number of challenges facing the sector, including insecurity of funding, rising costs, recruitment and retention, staff and volunteer burnout, impact measurement, managing organisational change and a lack of knowledge across a range of technical issues.

While pronounced in the social economy, difficulties with recruitment and skill shortages are evident across the Irish economy more widely. 2022 saw record levels of employment,[11] which has tightened the labour market and led to greater skills shortages and a crisis in staff recruitment and retention. Skills shortages are sharper in Ireland than in other OECD countries, with almost 30% of Irish adults found to be underqualified for their current job, compared with 19% in the OECD.[12]

Prior research from the Wheel, Ireland's national association of community and voluntary organisations, charities and social enterprises, also highlights difficulties, ambiguities, and uncertainties in the relationship between the social economy and the state.[13] The state in Ireland is reliant on the social economy for the delivery of social services across a number of domains, but the role of the social economy is not always clearly defined.

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

## a. Statistical description of the national sample

The Irish survey collected 121 responses (presented in Appendix 2), which is a large enough sample size from which to identify trends, although it is non-representative. 64% of respondents were women, 35% were men, and one respondent non-binary. This in fact under-represents women in the social economy, as 75% of persons working for community, voluntary and charitable organisations in 2022 were women, dropping to 68% for senior level positions.[14]

The slight majority of participants were aged 50+, and over three quarters 40+. The respondents

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10   Carmichael, The Wheel, Consultation Report on The Support Needs of the Nonprofit Sector (2021) https://www.carmichaelireland.ie/resources/consultation-report-on-the-support-needs-of-the-non-profit-sector/

11   Autumn Winter Skills Bulletin 2022, SLMRU. https://www.solas.ie/f/70398/x/9fe062043c/autumn-winter-skills-bulletin.pdf

12   OECD Skills Strategy: Ireland, Assessment Mission (8-17 June 2022) Briefing Pack.

13   Sheila Cahill Consulting, Consultation Report on the Support Needs of the Non-Profit Sector, (2021) https://www.wheel.ie/sites/default/files/media/file-uploads/2021-03/Consultation%20Report%20Nonprofit%20Sector%20Final%20V1.75%2023%20March.pdf

14   The Wheel, An exploration of the gender pay gap in community, voluntary, and charitable organisations (2023) https://www.wheel.ie/sites/default/files/media/file-uploads/2023-06/GPG2023_Report_Digital1.pdf

were relatively highly educated: 96% of respondents had a further or higher education qualification, with 79% having a bachelor degree, master's degree, or postgraduate diploma. The respondents were skewed toward higher-ranking roles within the sector, which may explain the high level of formal education reported, and older age. It also may explain women being under-represented.

55% (66) of respondents identified as CEOs, senior managers or directors of a social economy organisation. 29% (35) of respondents were "practitioners", working in such organisations in other roles. The remaining 17% (20) supported the sector through their work with a social economy federation, network, or consultancy. We can draw stronger conclusions about managers and practitioners than "supporters".

The respondents worked across 93 organisations. The median number of workers per organisation was 14, and the mean was 102. Roughly two out of five respondents who answered this question (47 of the 111) worked for an organisation with less than ten employees. This is useful as often smaller organisations can have the most trouble accessing skills and training. 40 worked for organisations that had 10-49 workers, and 24 for organisations with 50 or more.

The most common sector of activity was "social action", at 47, followed by health, at 36, and education and research, at 24. Personal services was the only other sector identified over ten times, at 14. The remainder of responses were split over 64 different sectors of activity. Respondents could choose more than one sector, and chose 1.9 sectors on average.

72% of respondents identified the organisation they worked with as a company limited by guarantee, and 16% worked for a charitable trust. The third most popular response, which seven respondents gave, was that they did not know the legal form of their organisation. Organisations across these legal categories can be registered as a charity in Ireland, and social enterprises are not a distinct legal entity.

The respondents also demonstrated longevity: 89% identified their organisation as older than 10 years. No respondent's organisation was less than a year old, 7 were between 1 and 3 years, and 10 between 4 and 10 years.

The rest of this section describes how the respondents prioritise various skills needs, with a complete description of the results available in Appendix 3.

## b. Regarding the green transition

Managers' highest priority under the green transition heading was "change management", a skill need that likely overlaps with the second and third priorities: "systematic analysis and decision-making" and "strategy for the green transition". Of the 53 managers who completed the prioritisation, just under two-thirds (34) had "change management" somewhere in their top three priorities.

Five of the skills needs that managers could choose were also available to practitioners: "understanding the green transition", "critical thinking and self-reflection", "green legislation", "environmental risk analysis" and "resource and waste management". For both groups, environmental legislation and risk analysis were ranked in the bottom three, and critical thinking was ranked sixth. Practitioners ranked "understanding the green transition" number one, while it was fifth for managers. "Resource and waste management" was the lowest ranking priority for managers, but the fourth highest for practitioners. Managers prioritised the skills needs they were asked about that practitioners were not asked about more highly, indicating role-specific interests.

More managers reported being unaware than aware of training across all skills except for critical thinking (6th priority), awareness and engagement (4th), and change management, the top priority. When aware of existing training, managers were more likely to consider it inaccessible than accessible across all skills except resource and waste management, where no one said inaccessible training existed and one person said accessible training existed. There were three skills where no manager who prioritised them was aware of accessible training: "understanding the green transition", "green legislation" and "environmental risk analysis".

The top priority for practitioners was "understanding the green transition". Of the 34 practitioners who completed the prioritisation, over a third ranked this number one. The second highest ranking priority was "be able to adopt green behaviour". 20 of the 34 practitioners had this skill among their top three priorities.

More practitioners were unaware than aware of training across all skills except for critical thinking (6th priority) and "measuring environmental impact" (lowest priority). When practitioners did know of training, they viewed it more often as inaccessible than accessible. The lack of training, and awareness thereof, is evident even among the most highly prioritised skills, many of which seem basic and fundamental, such as resource and waste management or understanding the green transition.

Supporters ranked the same skill needs as managers, including five of the same skill needs as practitioners. Supporters' top priority was "strategy for the green transition", followed by "awareness and engagement" and "understanding the green transition". The latter was the top priority for practitioners, and the former was the third-highest-ranking priority for managers. They had the same bottom three priorities as managers, though in a different order, and environmental risk analysis, their lowest priority, was also the lowest priority of practitioners.

Supporters were more likely overall to be unaware than aware of training for the identified skills needs. When they were aware, there was roughly an even split between whether they considered the training accessible or inaccessible. The small sample size prevents delving too deeply into the data, but it seems to align with the situation of managers and practitioners, in that there is inadequate training, and awareness thereof, to meet identified skills needs.

# c. Regarding digitalisation

Managers' most highly prioritised skill need for digitalisation was "data management", very closely followed by "digital security" and "digital communication". There was much greater variation in prioritisation among managers regarding digitalisation than other domains, and the lowest ranked skill, "change management", was still chosen by 12 of 53 participants as one of their top three priorities. This contrasts with no manager choosing "waste and resource management" as their top priority in the green transition context and only four choosing it as their second or third priority. This might suggest a wider array of pronounced skills needs for managers in the digital context.

Managers had greater awareness of available training in the digital context than in the green transition or inclusion context, and were more aware than unaware of training for skills needs overall. This held true for each skill need other than digital inclusion, digital communication, and diagnostic & digital strategy. These skills could potentially be distinguished from others as less technical "hard digital" skills, and paths to obtaining them may seem less well-defined. Nevertheless, more than 2 out of 5 times, managers were unaware of training.

Where there was awareness of training, managers were more likely to categorise it as inaccessible than accessible. Training relating to two skills needs alone were seen as equally or more likely to be accessible than inaccessible: "comprehension and basic use of digital skills and internet" and "general knowledge of IT operations". Both of these skill needs are more fundamental and basic than other options.

The most highly prioritised skills need by practitioners in relation to digitalisation was "collaborating digitally", with just under half (16 of 33) of practitioners including this as one of their top three priorities. Interest is demonstrated in most of the skills needs, except for "understanding and using the internet", the lowest priority, which no practitioner had as their top priority and only two had as their second or third. This may be because many feel they already possess this skill.

Though phrased differently, all of the digital skills needs practitioners were asked about roughly correspond with the skills needs managers and supporters were asked about, except that managers and supporters were additionally asked about "diagnostic and digital strategy", and about "change management" in place of "developing an agile attitude". From this we can see differences in the priorities of practitioners and managers. Practitioners ranked digital collaboration and inclusion as their respective top two priorities, while these were fifth and fourth for managers. Data management was the top priority for managers and the third priority for practitioners. Digital security was the second-highest priority for managers and the second-lowest priority for practitioners, suggestive of different role responsibilities.

Practitioners had the same level of awareness of training as managers in the digital context, which is to say they were more likely than not to be aware of training in the prioritised skills needs. However, as with managers, they were unaware of such opportunities more than 2 out of 5 times.

Where they were aware of training, they were almost twice as likely to categorise these opportunities as accessible as opposed to inaccessible (39 to 20).

Supporters were asked to rank the same skills as managers, and thus had the same overlap with practitioners. Only 14 supporters responded to this portion of the survey, limiting the value of the results. It is worth noting that they had the same top three priorities as managers, though in different order: digital communication, digital security, and data management. They also ranked "change management" as the lowest priority, as did managers.

As regards supporters' perception of training in digital contexts, once more we see greater, albeit still limited, awareness of such opportunities than in the green transition context. Less than a third of the time (15 out of 51), supporters said they were unaware of training. Where they were aware of training, as with managers and practitioners, they were more likely to categorise these opportunities as accessible rather than inaccessible. As was true for managers and practitioners, supporters were more likely to be unaware of training or view it as inaccessible for the digital inclusion-related skill. For practitioners, digital inclusion was the only skill for which this was the case. This may point to there being a particular training gap for digital inclusion in the social economy.

## d. Regarding inclusiveness

The highest priority for managers regarding inclusiveness was "inclusiveness training and awareness", the only skills need listed across any of the domains that has been training itself. One in four managers listed it as their top priority, evoking the literature demonstrating that EDI training is hard to get right. "Inclusive leadership" was the second highest priority, with just over 2 in 5 managers having it somewhere in their top three priorities. "Inclusive communication" was the third highest, though clustered closely with "managing diversity" and "understanding diversity". The second-lowest priority was "legislation and ecosystem", chiming with legislation being lowly ranked by managers in both other contexts in which it came up: 8th out of 10 in the green transition and 7th out of 10 in the social economy day to day.

Managers were more likely to be unaware than aware of training in the context of inclusiveness, as they were with the green transition but unlike their responses in the context of digitisation. However, where they were aware of training, they were significantly more likely to view this training as accessible as opposed to inaccessible. Encouragingly, when it came to "inclusiveness and training and awareness" specifically, the top priority, they were more likely to be aware than unaware of training, and more than twice as likely to view this training as accessible rather than inaccessible.

The most highly prioritised skill need by practitioners in relation to inclusiveness was "communicating in an inclusive way", which more than half of practitioners had in their top three priorities. This was followed by "understanding diversity" and "collaborating with a diversified group". Communication and collaboration are consistently prioritised by practitioners across the domains: communication was the third priority in the context of green transition, the fourth in digitalisation, and collaboration was the top priority in the context of digitalisation and the second in the

day-to-day work of the social economy. At the other end, as with managers, knowledge of legislation is not typically prioritised by practitioners: it is the lowest ranking priority in inclusiveness, and ranked 7th out of 10 in the context of the green transition.

Unlike managers, practitioners were slightly more likely to be aware than unaware of training in the area of inclusiveness. However, 48% of responses across the skills were still that they were unaware of training, and for three of the top four priorities (communicating in an inclusive way; collaborating with a diversified group; and promoting inclusiveness) practitioners were more likely to be unaware than aware of training. Where there was awareness, practitioners were slightly more likely to view the training as accessible than inaccessible.

The skills need most highly prioritised by supporters in relation to inclusiveness was "inclusiveness training and awareness", as it was with managers. Over a third of supporters ranked this as their number one priority. They also had the same second priority, "inclusive leadership", as managers. Half of the supporters ranked this among their top three priorities. The lowest priority was "legislation and ecosystem", continuing the trend among managers and practitioners that legislation-related skills are not seen as a key need.

Supporters were roughly as likely to be aware as unaware of training in the inclusiveness context, and six times more likely to view these opportunities as accessible rather than inaccessible. However with only 14 supporters participating in this portion of the survey, this is not especially persuasive.

## e. Regarding the social economy

The skills need most highly prioritised by managers in relation to day-to-day working within the social economy was "strategy for social economy organisations". Similarly, "strategy for the green transition" had been the third-highest priority for managers in the environmental context. Over a third of managers had "strategy for social economy organisation" as their number one priority, and over half had it as one of their top three priorities. In fact, this was the most strongly preferred top priority across all the domains for managers. The subsequent priorities were not as decisively chosen, and were more closely clustered together with each other. The next priority was "problem-solving, threat and opportunity analysis", followed by "employee engagement and development". The only mention of communication for managers occurs here, in "communicate the social economy", and while communication proved important to practitioners, in this exercise managers ranked this skill need as their lowest priority.

As in the digital context, managers were more aware than unaware of training related to skills needs for the day-to-day work of the social economy. As in the inclusion context, managers were more likely to view the training they were aware of as accessible rather than inaccessible. This makes the day-to-day work of the social economy the only area where managers were both more aware than unaware of training, and more likely to view this training as accessible than inaccessible. Nevertheless, two out of five times managers claimed unawareness of training, and where

they were aware of it, two out of five times they categorised it as inaccessible. While managers perceive a greater degree of accessible training in this domain than others, the findings still demonstrate significant limitations.

The skills need most highly prioritised by practitioners in relation to day-to-day work in the social economy was "knowledge of and attitude towards the social economy". "Demonstrate agility" was the third-lowest priority, and "developing an agile attitude" was the third-lowest priority in the context of digitalisation. Managers also ranked "agility and innovation" as their third-lowest priority in the day-to-day social economy context, the one time a managerial skills need referenced agility, demonstrating that agility does not seem to be a pronounced need in the social economy relative to other needs. While the skills needs practitioners were ranking were not all the same as those ranked by managers, both groups did rank a skill to do with stakeholders and facilitation as their fourth priority. Practitioners ranked "problem-solving, threat and opportunity analysis" as their third priority, and it was managers' second priority.

In this domain alone, there was a marked difference between how aware managers and practitioners were of training and their perception of the accessibility of that training. For practitioners, they were more likely to be unaware than aware of training, and where they were aware of training, they were slightly more likely to view it as inaccessible rather than accessible. However, for their three highest priorities, while still more likely to be unaware than aware of training, they were more likely to view training as accessible than inaccessible.

The skill need by supporters most highly prioritised in relation to day-to-day working within the social economy was "strategy for social economy organisations", following through on a trend of supporters having similar or identical top priorities to managers. Also as was the case with managers, this was the most decisive top priority chosen by supporters, compared to other domains. The lowest priority for supporters was, perhaps unsurprisingly given the nature of their work, "employee engagement and development". The second-lowest was "communicate the social economy", which was the lowest for managers. Throughout the prioritisation exercises, only practitioners ever placed high value on skills needs related to communication.

As with managers, supporters were more likely to be aware than unaware of training in this domain, and just slightly more likely to view this training as accessible than inaccessible. When it came to their top priority however, "strategy for social economy organisations", they were twice as likely to be unaware than aware. As has been stressed throughout this section, the small sample size of supporters prevents us from reading too much into such findings.

# 3. Recommendations

## a. Addressed to national institutions

These recommendations draw from the government's own National Social Enterprise Policy 2019 – 2022. This policy is due to be replaced in 2024.[15] The recommendations below also refer to the EU Social Economy Action Plan. One overarching recommendation is that in designing policies and planning investment in the social economy, the state must collaborate with diverse stake-holders within the sector, to understand their identities, needs and ambitions.

To address problems of skills and training in the social economy, the organisations within the sector must receive stronger and more integrated supports so they are able to divert time and resources to training and upskilling.

- As the EU Commission Staff Working Document (2021/46) recommends, the state should establish or facilitate staff exchange mechanisms between social economy organisations and those in other sectors; and professionalisation and capacity-building schemes for social economy organisations;
- Capacity amongst social economy actors to engage with established and emerging digital landscapes also needs to be built;
- The state should run awareness raising campaigns around the social economy, including what it is, the benefits of working within it, and the opportunities available to social economy organisations;
- The state should develop a plan for measuring the value, impact and contribution of the social economy. The Commissioning for Communities report contains further detail on this proposal.[16]

With specific regards to training:

- Ultimately, the social economy will not be able to address its skill gap in the absence of funding. The state needs to increase investment in the social economy broadly, as well as specifically through investment in training. This means the creation of funding opportunities that are accessible and sustainable;
- The Wheel has previously called for the establishment of a Workforce Skills and Training

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15   The Wheel's submission to the new Social Enterprise Policy 2024 - 2027 can be read here: https://www.wheel.ie/news/2024/01/read-our-submission-national-social-enterprise-policy

16   The Wheel, Let's Commission for Communities, (2016) https://www.wheel.ie/sites/default/files/media/file-uploads/2018-07/Comissioning%20for%20Communities%20Report%202016%20Web2_0.pdf

Framework that applies to both paid and unpaid workers in the sector.[17] This framework should be responsive to the unique features and culture of the sector, while also aligned with broader national policy on skills and training;

- The state should apply additional resources through the National Training Fund (NTF) that will support the crucial training and development needs of the employees and volunteers whose work drives the sector. This investment and training must be sector-sensitive and be put on as secure a footing as mainstream academic and business training;

- The National Social Enterprise Policy tasked the Department of Rural and Community Development to "provide tailored training for social enterprises in areas such as business planning, mentoring, leadership, governance, capacity building, financial planning and digital innovation, to help them to improve their business potential as well as leadership and governance skills." In fact, such a need exists in the social economy more widely, and organisations should be able to avail themselves of such training;

- The state should incentivise existing networks and schemes that support and "incubate" businesses to reach out to and include social economy organisations. In doing so, the state can draw from the European Commission's Better Incubator pilot;

- In line with the recommendations of the Commission Staff Working Document (2021/46), the state should address and forecast the skills needs, on a localised basis, of the social economy. This feeds into a broader key recommendation which is that the state ought to collect stronger and more frequent data on the social economy, including in relation to skills and training, which can then feed into evidence-based policy making and reviews of policies and services;

- Social economy organisations should be meaningfully included in structures that influence human resource development strategy and investment, including the National Skills Council, the Expert Group on Future Skill Needs, and the Regional Skills Fora;

- The Commission Staff Working Document (2021/46) also recommends dedicated programmes for building digital skills in the social economy. Part 2 of this document demonstrates the need for this. Investment at a national level is needed to underpin digital transformation in the social economy. Moreover, new technologies and modes of training and developing skills should be explored, such as through collective learning, peer technology learning, engaging research and innovation and universities, innovation labs, fablabs, maker spaces, third spaces, civic labs, and hackerspace;

- The state should also explore the development of coaching and mentoring programmes within the social economy;

- Further and higher education programmes should be cognisant of the value of developing skills for work within the social economy. More investment is needed in order to create flexible and responsive pathways for social economy employers to collaborate with these state providers.

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17  The Wheel's Pre-Budget Submission 2023. https://www.wheel.ie/sites/default/files/media/file-uploads/2022-08/15857_TheWheel_Budget_2023_Submission_v6-1.pdf

# b. Addressed to EU institutions

While the Social Economy Action Plan is a strong and much needed document, there is a lot the EU can do to help narrow the skills gap in the Irish social economy, as well as the social economies of other member states.

- Increased EU funding and clearer pathways to such funding should be made available to social economy organisations, particularly smaller organisations which may not have capacity to engage with what is currently available;
- Recommendations to member states in the area of training and skills development in the social economy should be as ambitious as possible, in recognition of the significant challenges and barriers the social economy faces as well as the non-binding nature of such recommendations;
- Recommendations and other policy instruments ought to be co-designed with social economy stakeholders;
- The EU should create a programme for the regular collection of data regarding the social economy and its training and skills needs across member states to improve understanding of the situation of the social economy and the ability of states and the EU itself to design and implement stronger policy, and effectively monitor it;
- EU social economy policy must be hospitable to the diversity of structures and legal forms of organisations within the social economy, which varies within and between member states, in order to ensure the wide-ranging actors are all able to avail themselves of funding and training opportunities;
- In discussing skills and training in the social economy, these must be understood as including vocational skills specific to social economy jobs as well as broader transferable skills;
- The EU should support the integration of teaching on the social economy into all levels of education, including to encourage students to pursue careers within the social economy;
- The EU should support the establishment of social economy networks including to share learning and information regarding training opportunities;
- The EU should strengthen provisions on reporting for member states regarding the social economy;
- The EU should organise annual social economy fora for policy-makers across member states to improve the sharing of learning and experiences;
- The EU should continue to harness mechanisms like the Pact for Skills and ESF+ to respond to unemployment, particularly long-term unemployment, through the promotion of the social economy, and the creation of opportunities for persons seeking work to train into the social economy;
- Policy should emphasise the importance of developing digital skills in the social economy sector.

Blueprint for advanced skills
& trainings in the social economy

Co-funded by
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# Appendix 1

## a. Share of social economy in the national economy

| | 2017 | 2021 | Method |
|---|---|---|---|
| National working age population | 2,993,850 | 3,126,609 | Working age defined as 18-65 (Irish pension age is 66). The figures are taken from the Central Statistics Office's population and migration estimates from that year, which they make each April (1).<br>1. data.cso.ie/table/PEA11 |
| % of social economy in the whole national economy in terms of employment | 149,360 people employed in the social economy. 2,226,000 people employed overall. **6.71%** of workers worked in the social economy | 164,922 people employed in the social economy. 2,506,000 people employed overall. **6.58%** of workers worked in the social economy | There is a lack of conclusive statistics on this sector in Ireland. The most useful source comes from the now out-of-operation Benefacts, which provided analysis of the nonprofit sector in Ireland from 2017 to 2021, with this sector serving as a proxy for the social economy, given the definition provided by the EU Social Action Plan (1).<br>The 2017 and 2021 figures for number of jobs in the social economy are thus taken from the annual Benefacts analysis from the respective year, excluding schools which have charitable status in Ireland (2).<br>The 2017 and 2021 figures for the number of jobs overall in the Irish economy was taken from the fourth quarter Labour Force Survey by the Central Statistics Office for the respective years (3).<br><br>1. https://www.europarl.europa.eu/doceo/document/A-9-2022-0192_EN.html<br>2. https://benefactslegacy.ie/wp-content/uploads/2022/03/benefacts-nonprofit-sector-analysis-2017.pdf ; https://benefactslegacy.ie/wp-content/uploads/2022/03/benefacts-nonprofit-sector-analysis-2021.pdf<br>3. data.cso.ie/table/QLF01 |

| % of social economy in the whole national economy in terms of number of organisations | 15,505 organisations in the social economy. 290,671 organisations operating in Ireland. **5.33% of organisations in Ireland are part of the social economy** | 30,366 organisations in the social economy. 313,193 organisations operating in Ireland. **9.7% of organisations in Ireland are part of the social economy** | The same sources for obtaining the number of employees in the social economy were used to obtain the number of organisations. There is no data in Ireland on the number of organisations operating within the economy. Instead we can combine the figures for the business industry (1) and nonprofit sector (2). Please Note: In 2017, Benefacts was in the process of establishing itself and did not have access to as comprehensive a dataset, especially regarding smaller organisations, as it did in 2021.<br>1. data.cso.ie/table/BRA18<br>2. https://benefactslegacy.ie/wp-content/uploads/2022/03/benefacts-nonprofit-sector-analysis-2017.pdf ; https://benefactslegacy.ie/wp-content/uploads/2022/03/benefacts-nonprofit-sector-analysis-2021.pdf |
|---|---|---|---|
| Increase rate of social economy | / | / | In terms of number of jobs: 10.42%<br>In terms of number of organisations: 95.85%.<br>Please Note: In 2017, Benefacts was in the process of establishing itself and did not have access to as comprehensive a dataset, especially regarding smaller organisations, as it did in 2021. |

## b. Share of organisation type in the social economy ecosystem

| | 2015 | 2022 | Method |
|---|---|---|---|
| % of cooperatives | 0.96% | 1.44% | The figures for this table are derived from a combination of sources. The 2022 numbers are from research on social enterprises commissioned by the Department of Rural and Community Development (1). They excluded credit unions as fulfilling their own unique role in Irish society and also charities, save for those which self-identify as social enterprises. This figure is revised to include all registered charities in 2022, in line with the definition provided by the EU Social Economy Action Plan (2). The figure for registered charities is based on the number of registered charities in 2022 (3). The 2015 figures are revised version of figures from the European Economic and Social Committee's "Recent Evolutions of the Social Economy in the European Union" (4). The number of credit unions has been subtracted from it to make it more comparable with the 2022 figure, and the figure the report uses for the charity sector was found using the same method as the 2022 figure for the number of employees in the charity sector, but based on the number of registered charities in 2015 (5).<br>1. https://www.socialenterprise.ie/_files/ugd/d0f-c11_2da8f1b579bd4866baf45581e2c65e30.pdf<br>2. https://www.europarl.europa.eu/doceo/document/A-9-2022-0192_EN.html<br>3. https://www.charitiesregulator.ie/media/4733/crar2022.pdf<br>4. https://www.eesc.europa.eu/en/our-work/publications-other-work/publications/recent-evolutions-social-economy-study<br>5. https://www.charitiesregulator.ie/media/1106/final-version-charities-regulator-annual-report-2016-12.pdf |

| % of non-profit associations | 98.92% | 95.68% | Here, non-profit associations are understood as registered charities. These figures rely on the same sources as provided above. Associations and foundations cannot be distinguished from each other in the available data.<br><br>We know for **2022** that, of registered charities (excluding schools), **21.14% were associations**; that **7.6% trusts**; and **60.47% companies**. https://www.charitiesregulator.ie/media/4733/crar2022.pdf |
|---|---|---|---|
| % of foundations | n/a | n/a | Same figure as above. Foundations would generally have charitable status in Ireland. |
| % of mutualities | 0.12% | n/a | |
| % of social enterprises | n/a | n/a | (not a legal form in Ireland, used broadly across the social economy) |
| % of others | | 2% | |
| Total | 100% | 100% | |

## c. Sectors best represented in social economy eco-system

| | Sector | % of SE Eco-sytem | Method |
|---|---|---|---|
| 1 | Local Development, Housing | 21.19% | |
| 2 | Recreation, Sports | 17.6% | |
| 3 | Education, Research | 15.03% | |
| 4 | Religion | 13.54% | |
| 5 | Social Services | 10.67% | |
| 6 | Arts, Culture, Media | 5.84% | This is sourced from the 2021 Benefacts analysis of the non-profit sector in Ireland. https://bene-factslegacy.ie/wp-content/uploads/2022/03/bene-facts-nonprofit-sector-analysis-2021.pdf |
| 7 | Environment | 5.25% | |
| 8 | Health | 3.29% | |
| 9 | Professional, Vocational | 3.01% | |
| 10 | Philanthropy, Voluntarism | 2.01% | |
| 11 | Advocacy, Law, Politics | 1.3% | |
| 12 | International | 1.26% | |

# Appendix 2 – Survey report for Ireland

## a. General description of the statistical sample

**A. Total number of valid answers**

121 respondents

**B. Age distribution of respondents - 121 responses**
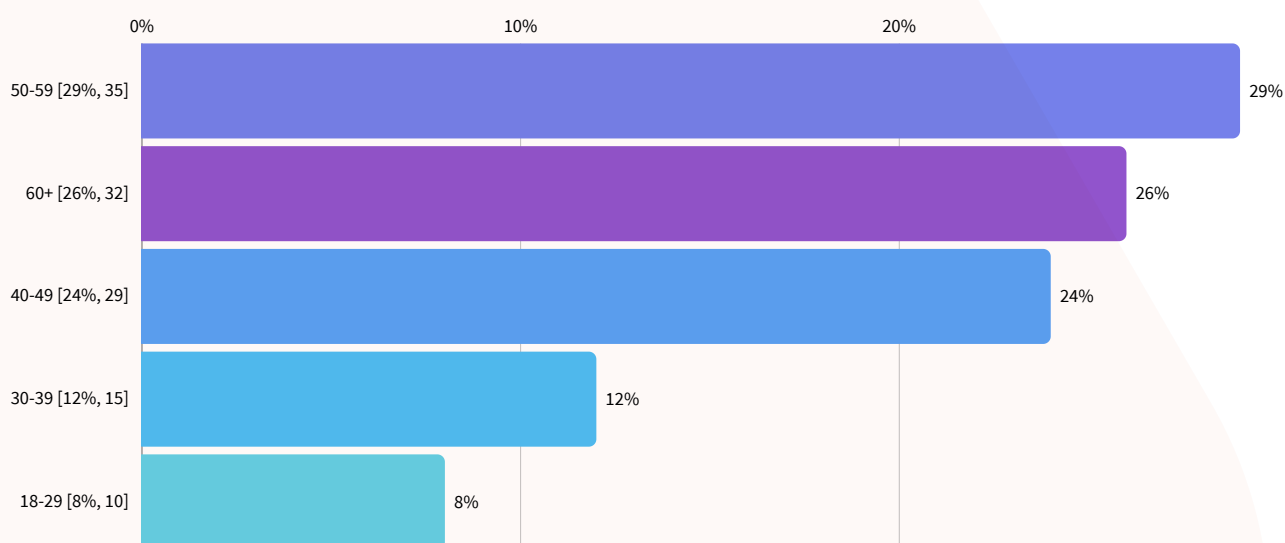


**C. Gender distribution of respondents - 121 responses**

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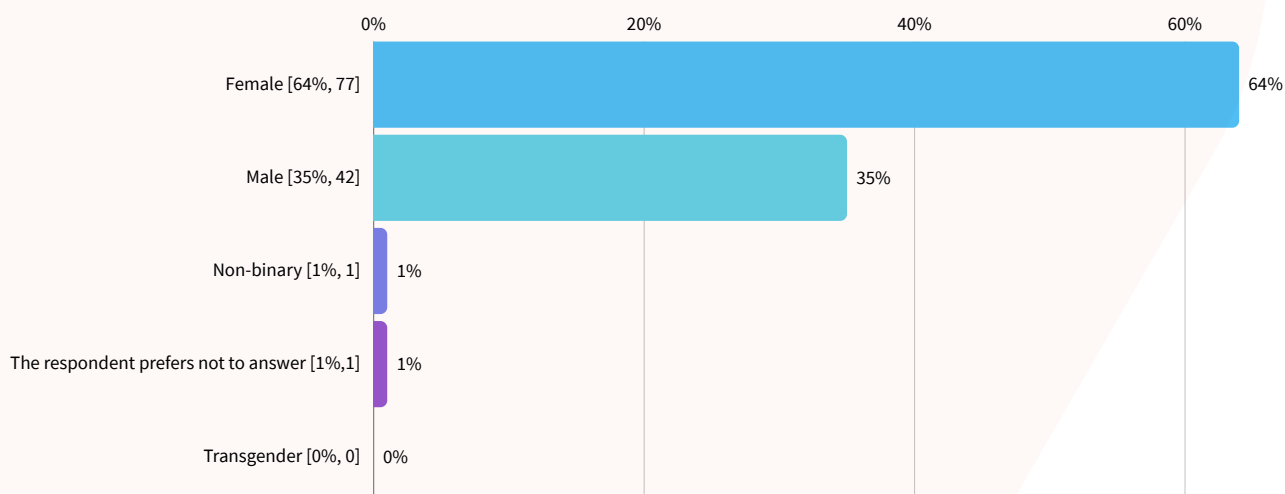
**D. Level of education - 121 responses**

| | Percentage |
|---|---|
| Third Level Education - Masters Degree / Postgraduate Diploma (Level 9) [46%, 56] | 46% |
| Third Level Education - Bachelor Degree (Level 8) [33%, 40] | 33% |
| Further Education / Post Leaving Certificate Course / Diploma (Level 7 equivalent) [13%, 16] | 13% |
| Primary school [0%, 0] | 5% |
| I don't know [2%, 2] | 2% |
| Advanced Certificate / Higher Certificate (Level 6 equivalent) [2%, 3] | 2% |
| Third Level Education - Doctorate [2%, 2] | 2% |
| Secondary school - Junior Cycle [1%, 1] | 1% |
| Secondary school - Senior Cycle (Leaving certificate ) [1%, 1] | 1% |

**E. Categories of social economy organisations - 121 Responses**

| Categories | Choice | Count |
|---|---|---|
| CEO, Senior Manager or Director of a social economy organisation | 54.55% | 66 |
| Work in a social economy federation, a social economy network or a social economy consultancy | 16.53% | 20 |
| Work in a social economy organisation in a role other than that of CEO, senior manager or director | 28.93% | 35 |
| Total | | 121 |

**F. Categories of social economy organisations - 116 Responses**

| Field | Choice | Count |
|---|---|---|
| Company Limited by Guarantee | 59% | 83 |
| Charitable Trust | 20% | 18 |
| I do not know | 16% | 7 |
| Unicorporated Association | 4% | 4 |
| Co-operative | 1% | 3 |
| Designed Activity Company | 0% | 1 |
| Total | | 116 |

**G. Distribution of work integration social enterprises among the sample of organisations - 116 Responses**

| Field | Choice | Count |
|---|---|---|
| WISEs | 59% | 69 |
| Not WISEs | 32% | 37 |
| The respondent did not know | 9% | 10 |
| | | 116 |

**H. Distribution of organisation's age**

| Field | Choice | Count |
|---|---|---|
| Less than a year | 0% | 0 |
| Between 1 and 3 years | 6% | 7 |
| Between 4 and 10 years | 9% | 10 |
| + More than 10 years | 85% | 99 |
| The respondent did not know | 0% | 0 |
| Total | | 116 |

**I. Distribution of organisations according to their sizes (in terms of number of workers)**

- the number of respondents: 111 (121 total but excluded 10 who haven't answered)
- the mean: 102
- the median: 14
- the standard deviation: 397
- and a bar graph with size categories that you can choose based on your country reality (or habits).

- 47 Micro organisation (0-9 employees)
- 40 Small organisation (10-49 employees)
- 16 Medium organisations (50-249 employees)
- 8 Large organisations (250+ employees)

**J. Distribution of organisations according to their sectors of activities**

Number of respondents: 111



Distribution of organisations according to their sector of activity
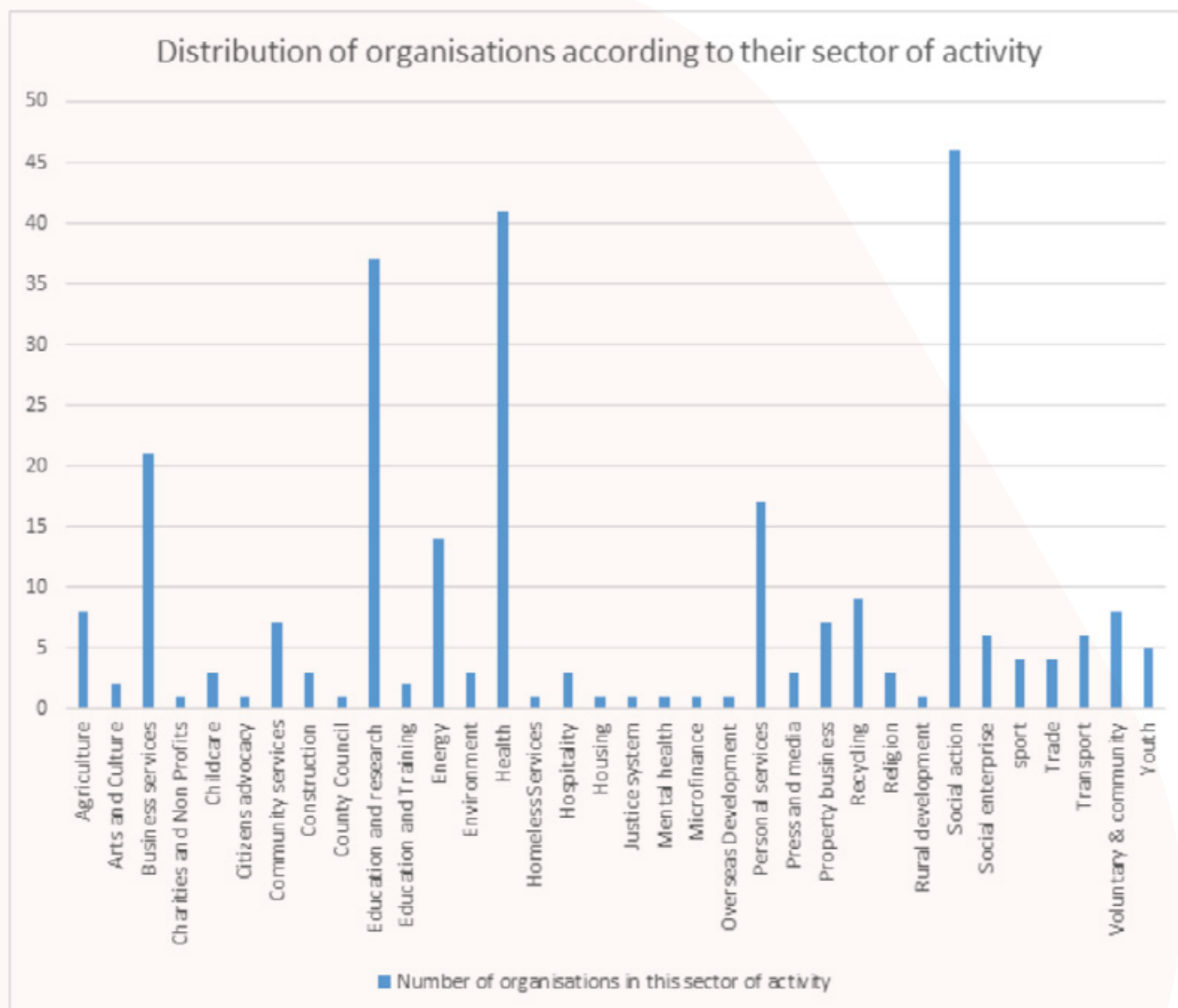
| Agriculture | 8 | Health | 41 | Press and media | 3 |
|---|---|---|---|---|---|
| Arts and culture | 2 | Homeless services | 1 | Property business | 7 |
| Business services | 21 | Hospitality | 3 | Recycling | 9 |
| Charities and non-profits | 1 | Housing | 1 | Religion | 3 |
| Childcare | 3 | Justice system | 1 | Rural development | 1 |
| Citizens' advocacy | 1 | Mental health | 1 | Social action | 46 |
| Community services | 7 | Hospitality | 3 | Social enterprise | 6 |
| Construction | 3 | Housing | 1 | sport | 4 |
| County Council | 1 | Justice system | 1 | Trade | 4 |
| Education and research | 37 | Mental health | 1 | Transport | 6 |
| Education and training | 2 | Microfinance | 1 | Voluntary & community | 8 |
| Energy | 14 | Overseas develop-ment | 1 | Youth | 5 |
| Environment | 3 | Personal services | 17 | | |

# 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 | 13 | 6 | 15 | 66 |
| SYSTEMATIC ANALYSIS & DECISION MAKING | 9 | 9 | 4 | 49 |
| STRATEGY FOR GREEN TRANSITION | 8 | 9 | 4 | 46 |
| AWARENESS & ENGAGEMENT | 6 | 9 | 9 | 45 |
| UNDERSTANDING THE GREEN TRANSITION | 6 | 5 | 3 | 31 |
| CRITICAL THINKING AND SELF-REFLECTION | 6 | 4 | 4 | 30 |
| NETWORKS & COLLABORATION | 4 | 5 | 4 | 26 |
| GREEN LEGISLATION | 1 | 3 | 3 | 12 |
| ENVIRONMENTAL RISK ANALYSIS | 0 | 2 | 4 | 8 |
| RESOURCE & WASTE MANAGEMENT | 0 | 1 | 3 | 5 |

| Managers skill need for digitalization | NB Priority 1 | NB Priority 2 | NB Priority 3 | After ponderation |
|---|---|---|---|---|
| DATA MANAGEMENT | 8 | 11 | 6 | 52 |
| DIGITAL SECURITY | 11 | 4 | 9 | 50 |
| DIGITAL COMMUNICATION | 12 | 4 | 6 | 50 |
| DIGITAL INCLUSION | 4 | 7 | 10 | 36 |
| DIGITAL COLLABORATION | 3 | 9 | 4 | 31 |
| DIAGNOSTIC & DIGITAL STRATEGY | 2 | 7 | 8 | 28 |
| COMPREHENSION & BASIC USE OF DIGITAL TOOLS & THE INTERNET | 7 | 2 | 1 | 26 |
| GENERAL KNOWLEDGE OF IT OPERATIONS | 3 | 7 | 2 | 25 |
| CHANGE MANAGEMENT | 3 | 2 | 7 | 20 |

| Managers skill need for Inclusivity | NB Priority 1 | NB Priority 2 | NB Priority 3 | After ponderation |
|---|---|---|---|---|
| INCLUSIVITY TRAINING AND AWARENESS | 13 | 9 | 2 | 59 |
| INCLUSIVE LEADERSHIP | 5 | 10 | 7 | 42 |
| INCLUSIVE COMMUNICATION | 7 | 5 | 3 | 34 |
| MANAGING DIVERSITY | 8 | 3 | 3 | 33 |

| | | | | |
|---|---|---|---|---|
| UNDERSTANDING DIVERSITY | 6 | 5 | 5 | 33 |
| INCLUSIVE HUMAN RESOURCES MANAGEMENT | 5 | 6 | 5 | 32 |
| INCLUSIVITY ACTION PLAN | 2 | 6 | 9 | 27 |
| CHANGE MANAGEMENT | 5 | 0 | 8 | 23 |
| LEGISLATION & ECOSYSTEM | 2 | 5 | 2 | 18 |
| WORKPLACE INCLUSIVITY | 0 | 4 | 9 | 17 |

| Managers skill need for SE day to day | NB Priority 1 | NB Priority 2 | NB Priority 3 | After ponderation |
|---|---|---|---|---|
| STRATEGY FOR SOCIAL ECONOMY ORGANISATIONS | 19 | 6 | 6 | 75 |
| PROBLEM SOLVING, THREAT AND OPPORTUNITY ANALYSIS | 2 | 11 | 7 | 35 |
| EMPLOYEE ENGAGEMENT AND DEVELOPMENT | 4 | 6 | 7 | 31 |
| FACILITATION & STAKEHOLDER RELATIONS | 5 | 4 | 6 | 29 |
| FINANCING & REPORTING | 5 | 4 | 4 | 27 |
| NETWORKS & COLLABORATION | 1 | 9 | 6 | 27 |
| LEGISLATION | 6 | 2 | 4 | 26 |
| AGILITY & INNOVATION | 5 | 3 | 3 | 24 |
| OPERATIONAL MANAGEMENT | 2 | 5 | 6 | 22 |
| COMMUNICATE THE SOCIAL ECONOMY | 4 | 3 | 4 | 22 |

## b. Supporters

| Supporter skill need for green transition | NB priority 1 | Nb Priority 2 | Nb Priority 3 | After ponderation |
|---|---|---|---|---|
| STRATEGY FOR GREEN TRANSITION | 4 | 1 | 3 | 17 |
| AWARENESS & ENGAGEMENT | 3 | 4 | 0 | 17 |
| UNDERSTANDING THE GREEN TRANSITION | 1 | 4 | 1 | 12 |
| SYSTEMATIC ANALYSIS & DECISION MAKING | 3 | 1 | 0 | 11 |
| CHANGE MANAGEMENT | 1 | 1 | 4 | 9 |
| NETWORKS & COLLABORATION | 1 | 2 | 2 | 9 |
| CRITICAL THINKING AND SELF-REFLECTION | 1 | 0 | 1 | 4 |

| | | | | |
|---|---|---|---|---|
| RESOURCE & WASTE MANAGEMENT | 0 | 1 | 1 | 3 |
| GREEN LEGISLATION | 0 | 0 | 1 | 1 |
| ENVIRONMENTAL RISK ANALYSIS | 0 | 0 | 1 | 1 |

| Supporter skill need for digitalization | NB Priority 1 | NB Priority 2 | NB Priority 3 | After ponderation |
|---|---|---|---|---|
| DIGITAL COMMUNICATION | 4 | 1 | 1 | 15 |
| DIGITAL SECURITY | 2 | 3 | 3 | 15 |
| DATA MANAGEMENT | 1 | 4 | 2 | 13 |
| DIGITAL COLLABORATION | 3 | 0 | 0 | 9 |
| GENERAL KNOWLEDGE OF IT OPERATIONS | 2 | 1 | 1 | 9 |
| DIGITAL INCLUSION | 0 | 3 | 2 | 8 |
| DIAGNOSTIC & DIGITAL STRATEGY | 1 | 1 | 1 | 6 |
| COMPREHENSION & BASIC USE OF DIGITAL TOOLS & THE INTERNET | 1 | 1 | 0 | 5 |
| CHANGE MANAGEMENT | 0 | 0 | 4 | 4 |

| Supporter skill need for Inclusivity | NB Priority 1 | NB Priority 2 | NB Priority 3 | After ponderation |
|---|---|---|---|---|
| INCLUSIVITY TRAINING AND AWARENESS | 5 | 0 | 0 | 15 |
| INCLUSIVE LEADERSHIP | 2 | 2 | 3 | 13 |
| UNDERSTANDING DIVERSITY | 2 | 3 | 1 | 13 |
| INCLUSIVITY ACTION PLAN | 2 | 2 | 2 | 12 |
| MANAGING DIVERSITY | 2 | 1 | 1 | 9 |
| CHANGE MANAGEMENT | 0 | 1 | 4 | 6 |
| INCLUSIVE HUMAN RESOURCES MANAGEMENT | 0 | 3 | 0 | 6 |
| INCLUSIVE COMMUNICATION | 1 | 0 | 1 | 4 |
| WORKPLACE INCLUSIVITY | 0 | 1 | 2 | 4 |
| LEGISLATION & ECOSYSTEM | 0 | 1 | 0 | 2 |

| Supporter skill need for SE day to day | NB Priority 1 | NB Priority 2 | NB Priority 3 | After ponderation |
|---|---|---|---|---|
| STRATEGY FOR SOCIAL ECONOMY ORGANISATIONS | 6 | 3 | 0 | 24 |
| PROBLEM SOLVING, THREAT AND OPPORTUNITY ANALYSIS | 4 | 3 | 1 | 19 |
| NETWORKS & COLLABORATION | 1 | 4 | 1 | 12 |
| AGILITY & INNOVATION | 1 | 2 | 0 | 7 |
| FINANCING & REPORTING | 0 | 0 | 5 | 5 |

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| | | | | |
|---|---|---|---|---|
| LEGISLATION | 1 | 0 | 2 | 5 |
| OPERATIONAL MANAGEMENT | 0 | 1 | 3 | 5 |
| FACILITATION & STAKEHOLDER RELATIONS | 1 | 1 | 0 | 5 |
| COMMUNICATE THE SOCIAL ECONOMY | 0 | 0 | 1 | 1 |
| EMPLOYEE ENGAGEMENT AND DEVELOPMENT | 0 | 0 | 1 | 1 |

## c. Practitioners

| Practitionners skill need for green transition | NB priority 1 | Nb Priority 2 | Nb Priority 3 | After ponderation |
|---|---|---|---|---|
| UNDERSTANDING THE GREEN TRANSITION | 12 | 2 | 2 | 42 |
| BE ABLE TO ADOPT GREEN BEHAVIOUR | 4 | 9 | 5 | 35 |
| BE ABLE TO COMMUNICATE AND RAISE AWARENESS ABOUT GREEN TRANSITION | 5 | 4 | 2 | 25 |
| MANAGE RESOURCES & WASTE | 4 | 3 | 7 | 25 |
| UNDERSTANDING THE LINKS AND INTERACTIONS BETWEEN THE SOCIAL ECONOMY AND THE GREEN TRANSITION | 0 | 6 | 8 | 20 |
| CRITICAL THINKING | 1 | 7 | 3 | 20 |
| KNOWING ENVIRONMENTAL LEGISLATION | 3 | 1 | 0 | 11 |
| BE ABLE TO OBSERVE AND UNDERSTAND COMPLEX INTERACTIONS | 2 | 1 | 2 | 10 |
| MEASURING ENVIRONMENTAL IMPACT | 1 | 0 | 2 | 5 |
| ANALYSING ENVIRONMENTAL RISKS | 1 | 0 | 2 | 5 |

| Practitionners skill need for digitalization | NB Priority 1 | NB Priority 2 | NB Priority 3 | After ponderation |
|---|---|---|---|---|
| COLLABORATING DIGITALLY | 10 | 2 | 4 | 38 |
| UNDERSTANDING THE CHALLENGE OF DIGITAL INCLUSION | 3 | 8 | 7 | 32 |
| UNDERSTANDING AND MANAGING DIGITAL DATA | 3 | 7 | 7 | 30 |
| COMMUNICATING DIGITALLY | 5 | 6 | 2 | 29 |
| UNDERSTAND & USE BASIC DIGITAL TOOLS | 5 | 5 | 1 | 26 |
| DEVELOPING AN AGILE ATTITUDE | 3 | 2 | 7 | 20 |

| | | | | |
|---|---|---|---|---|
| DIGITAL SECURITY | 4 | 1 | 5 | 19 |
| UNDERSTANDING AND USING THE INTERNET | 0 | 2 | 0 | 4 |

| Practitionners skill need for Inclusivity | NB Priority 1 | NB Priority 2 | NB Priority 3 | After ponderation |
|---|---|---|---|---|
| COMMUNICATING IN AN INCLUSIVE WAY | 7 | 7 | 3 | 38 |
| UNDERSTANDING DIVERSITY | 8 | 5 | 1 | 35 |
| COLLABORATING WITH A DIVERSIFIED GROUP | 5 | 4 | 5 | 28 |
| PROMOTE INCLUSIVITY | 4 | 4 | 7 | 27 |
| PARTICIPATING IN THE INCLUSIVITY OF THE WORKPLACE | 4 | 3 | 9 | 27 |
| EXERCISE EMPATHY | 3 | 3 | 3 | 18 |
| TAKING DIVERSITY INTO ACCOUNT | 1 | 6 | 2 | 17 |
| LEGISLATION & ECOSYSTEM | 1 | 1 | 3 | 8 |

| Practitionners skill need for SE day to day | NB Priority 1 | NB Priority 2 | NB Priority 3 | After ponderation |
|---|---|---|---|---|
| KNOWLEDGE & ATTITUDE OF THE SOCIAL ECONOMY | 11 | 4 | 3 | 44 |
| NETWORKS & COLLABORATION | 4 | 6 | 5 | 29 |
| PROBLEM SOLVING, THREAT AND OPPORTUNITY ANALYSIS | 1 | 8 | 7 | 26 |
| FACILITATING & MANAGING RELATIONS WITH VARIOUS STAKEHOLDERS | 2 | 6 | 6 | 24 |
| COLLABORATE & PARTICIPATE | 4 | 4 | 4 | 24 |
| DEMONSTRATE AGILITY | 4 | 3 | 2 | 20 |
| UNDERSTANDING AND PARTICIPATING IN GOVERNANCE | 3 | 2 | 6 | 19 |
| BE OPEN AND SENSITIVE TO INTER-CULTURAL ENVIRONMENT | 4 | 0 | 0 | 12 |

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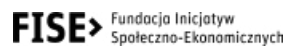
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