



# Blueprint for advanced skills & trainings in the social economy

## NATIONAL SYNTHESIS FOR ROMANIA



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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](https://socialeconomyskills.eu/resources)

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

## a. Historical context

In Romania, social economy organisations have a long history dating back to the 19th century when the first cooperatives were founded. The main social economy entities present in Romania at the beginning of the 20th century were cooperatives, associations, foundations and mutual societies. Their development was severely affected by the communist regime which controlled their activity. Cooperatives became a part of the centralised economic system and had an important role in the full employment objective of the political regime. Mutual societies were part of the state social welfare system and were the main providers of small loans for the population. Associations and foundations ceased their activities during the communist period, but since 1990 there has been a revival of this sector, in terms of both quantity and quality (Lambru and Petrescu, 2017).

Since the fall of the communist regime at the end of 1989, there has been a revival of the NGO sector, a reinvention of mutual societies for pensioners, but also a reduction in the activity of cooperatives due to the population's negative perception of them and economic problems. Mutual societies for employees also registered a decline due to the reduction of economic activity of companies in the industrial sector (Lambru and Petrescu, 2021).

With Romania's accession to the EU in 2007, the process of institutionalising the social economy began. The funding provided has enabled research to be carried out on social economy organisations which has helped to increase their visibility and has also supported the establishment of social enterprises. Strongly influenced by EU agenda on social economy and the EU funds for social economy considered as an instrument for social inclusion, in 2010 Romania started the process of creating a legislative framework for social enterprises.

## b. National legal framework

In 2015, Romania adopted [Law 219/2015](#) that formalised the social economy sector, defining social enterprises and introducing social insertion enterprises, which are work integration social enterprises.

According to the law, the social economy represents the set of activities outside the public sector that aim to serve general or community interests through social inclusion and the provision of goods and services. The principles of social economy stipulated by the law are the priority of individual and social goals over profit, solidarity and collective responsibility, democratic control by members, independence from public authorities and reinvestment of the majority of profits into

social aims.

To be considered a social enterprise (SE), an entity needs to be legally governed by private law, adhere to social economy principles, and hold a social enterprise certificate.

The main entities that can qualify as SEs include cooperatives, credit unions, associations and foundations, mutuals and limited liability companies (LLCs). These entities operate under their specific framework laws and can earn a ‘social enterprise label’ by meeting the above criteria.

Legal framework for main SE entities	
Cooperative societies	<a href="#">Law no. 1/2005</a>
Credit unions	<a href="#">Government Emergency Ordinance no. 99/2006</a> , <a href="#">Law no. 227/2007</a>
Associations and foundations	<a href="#">Government Ordinance no. 26/2000</a> , <a href="#">Law no. 246/2005</a>
Mutual aid houses for employees	<a href="#">Law no. 122/1996</a>
Mutual aid houses for pensioners	<a href="#">Law no. 540/2002</a>
Agricultural companies	<a href="#">Law no. 36/1991</a>
Agricultural cooperatives	<a href="#">Law no. 566/2004</a>
Limited liability companies	<a href="#">Law no. 31/ 1990</a>

Law 219/2015 formally recognises SEs that meet specific criteria via the grant of a **social enterprise certificate**. To qualify, they must serve a social or community goal, reinvest at least 90% of profits towards this aim, commit to transferring any remaining assets after liquidation to other SEs, and maintain a fair wage ratio of no more than 1 to 8.

Law 219/2015 also introduces **social insertion enterprises** as a subtype of social enterprises focused on work integration. They must employ at least 30% of staff from vulnerable groups and provide them with support like counselling and training, and aim to combat exclusion and unemployment among these groups. They can earn a **social label** from county employment agencies, but only after obtaining a social enterprise certificate. These certified enterprises are then registered in Romania’s [National Register of Social Enterprises](#) managed by the Romanian Public Employment Service.

Sheltered workshops are a type of WISE focused on helping people with disabilities enter the labour market. They enjoy certain fiscal benefits and are registered in Romania’s [National Register of Sheltered Workshops](#), managed by the Romanian National Agency for People with Disabilities.

During 2021-2022, legislative initiatives aimed at supporting social insertion enterprises gained momentum. These included amendments to the Law on Social Economy (Emergency Ordinance 2022) and the fiscal code, as well as inclusion in the National Recovery and Resilience Plan 2021. Additionally, NGOs worked on promoting social and green procurement, complementing public efforts to establish new legal frameworks in Romania (Petrescu et al., 2021; ADV, 2022).

## c. Size of the Romanian social economy sector

In 2021, the social economy sector in Romania included 2,043 cooperatives, 118,586 NGOs (associations and foundations), 5,216 mutuals, and 2,331 limited liability companies (Table 1, see Appendix 1). The number of newly certified social enterprises was 2,622 in 2021, of which 113 were WISEs (work integration social enterprises). In 2023 (August) the number of social enterprises registered was 2,904, of which 185 were social insertion enterprises (National Registry of Social Enterprises).

**Table 1. The size of social economy sector in Romania**

	2015	2020	2021	Method
National population of working age	13,195,138	12,428,589	12,029,659	Population between 16 and 64 years old
Number of employees	5,041,186	5,411,109	5,516,391	
Number of employees in social economy sector	137,295	96,557	101,941	
% of social economy in the whole national economy in terms of employment	2.72	1.78	1.85	
Number of active enterprises	513,850	624,206	653,744	
Number of social economy organisations	50,272	114,131	128,176	
% of social economy in the whole national economy in terms of number of organisations	9.78	18.28	19.61	
Number of SMEs (small and medium enterprises)	512,135	622,534	652,068	
Number of social economy organisations that are SMEs	48,000	121,779	124,907	The 2015 figure is an approximation of the number of social economy organisation that could be considered SMEs
% of social economy in the whole national economy in terms of SMEs	9.37	19.56	19.16	



Growth rate of social economy in terms of employees			-25.75	A huge decrease in cooperative sector employment (50% ) and a 10% decrease in mutual sector employment were registered.
Growth rate of social economy in terms of number of organisations			154.96	

Source of data:

- National Institute of Statistics, Tempo database for: Number of employees, number of active enterprises, number of SMEs
- National Institute of Statistics, Regis database, data request for all the data related to social economy entities in 2020 and 2021
- CSDF, 2017. Romania 2017. *Non-profit sector – profile, evolution and challenges* – for data for 2015

The main activity sectors of social economy entities are cultural activities (16.29%), followed by health and social work (4.89%), financial intermediation (4.10%), education (3.35%), agriculture (1.69%) and other services (67%) (Table 2). In financial intermediation the enterprises involved are mutuals and credit cooperatives. The NGOs are involved more in cultural activities, care and social services and education. Social economy entities are present in the care and social work parts of the health and social work field.

**Table 2. Social economy entities' field of economic activities**

	Sector (2021)	No. of SEs	% of SE Ecosystem	Method
1	AGRICULTURE, FORESTRY AND FISHERIES	2,123	1.69	
2	EXTRACTIVE INDUSTRY	2	0.00	
3	MANUFACTURING INDUSTRY	405	0.32	
4	PRODUCTION AND SUPPLY OF ELECTRICITY AND HEAT, GAS, HOT WATER AND AIR CONDITIONING	4	0.00	
5	WATER DISTRIBUTION; SANITATION, WASTE MANAGEMENT, LAND DECONTAMINATION ACTIVITIES	23	0.02	
6	CONSTRUCTION	51	0.04	
7	WHOLESALE AND RETAIL TRADE; REPAIR OF MOTOR VEHICLES AND MOTORCYCLES	1,138	0.90	

8	TRANSPORT AND STORAGE	15	0.01	<p>Based on the data provided by the National Institute of Statistics, we calculated the total number of SEs for each economic sector and then calculated the % from the total for each category. We did not include here limited liability companies registered as social enterprises due to the fact that data for them should be disaggregated more.</p> <p>Note: the data for limited liability companies registered as social enterprises cannot be analysed due to registration issues.</p>
9	HOTELS AND RESTAURANTS	72	0.06	
10	INFORMATION AND TELECOMMUNICATIONS	231	0.18	
11	FINANCIAL INTERMEDIATION AND INSURANCE	5,155	4.10	
12	REAL ESTATE TRANSACTIONS	478	0.38	
13	PROFESSIONAL, SCIENTIFIC AND TECHNICAL ACTIVITIES	733	0.58	
14	ADMINISTRATIVE AND SUPPORT SERVICE ACTIVITIES	168	0.13	
15	PUBLIC ADMINISTRATION AND DEFENCE; PUBLIC SOCIAL SECURITY	44	0.03	
16	EDUCATION	4,216	3.35	
17	HEALTH AND SOCIAL WORK	6,152	4.89	
18	ENTERTAINMENT, CULTURAL AND RECREATIONAL ACTIVITIES	20,500	16.29	
19	OTHER SERVICE ACTIVITIES	84,335	67.01	
	TOTAL	125,845	100.00	

Source of data: National Institute of Statistics, Regis database, data request for all the data related to social economy entities in 2021

Some parts of the social economy contribute to the double green and digital transition by providing sustainable goods and services and bridging the digital divide. Their participatory business models, based on the needs of citizens, employees and other stakeholders, ensure the fairness of transitions. Unfortunately, these social enterprises cannot maximise their impact due to limited access to the market because the products are made in small quantities with high costs, which makes them uncompetitive in the market.

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

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

To get a comprehensive picture of the Romanian social economy ecosystem and the competences needed, a 5-step methodology was used which includes 1) literature review; 2) focus groups; 3) inventory of training; 4) survey; and 5) data analysis and reporting. Qualitative and quantitative data collection methods were used to identify developments and trends in the social economy ecosystem, perceptions of existing and needed competences, and causal links between the issues analysed.

The literature review phase aimed to 1) gain insights into the historical and contemporary context (legal and fiscal framework) of Romanian SE development; and 2) understand the challenges associated with the green transition, digitalisation, and inclusiveness at national level, and how these challenges influence skill requirements.

After gaining a deep understanding of the context of the Romanian SE ecosystem, the focus groups with SE professionals proposed to identify the skill needs of SE organisations. In Romania, two focus group discussions were held with SEO managers and one group discussion with professionals from SEOs due to the different topics and fields of activity. To have an overview of the need for competences in the Romanian social economy sector, the representatives of SEOs were from the care sector, energy, and other sectors – circular economy, education, microfinance and textile industry.

To identify the gap between the competences demanded and those for which training is already available, an inventory of Romanian training programmes (including online options) was compiled.

Based on the conclusions of the literature review, focus groups and inventory of training programmes, a survey was developed to test the training gaps on the green transition, digitalisation, inclusiveness and daily operations of SEOs identified previously with different categories of SEOs' staff (managers, supporters and practitioners). For each category of SEO staff, a specific list of skills was tested, because the study proposed to identify skill sets tailored to various profiles of professionals. The number of responses to the Romanian online survey was 94, more than two-thirds being CEOs/senior managers or directors of social economy organisations. The number of CEOs/senior managers or directors that responded to the survey was higher because in Romania

98% of social economy organisations are considered micro-enterprises based on their number of employees and most of the CEOs/senior managers or directors are involved in the service delivery or in production.

The data analysis and reporting phase aimed to synthesise all the data collected throughout the whole process. At this stage, some statistical data was collected from the National Institute of Statistics related to social economy entities in order to have a better understanding of their recent evolution in terms of number and employees.

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

## a. Statistical description of the national sample

The number of responses to the Romanian survey is 94 out of which 67 (71%) are CEOs/senior managers or directors of social economy organisations, 14 (15%) work in a social economy federation, a social economy network or a social economy consultancy (hereafter called “supporters”) and 13 (14%) work in a social economy organisation in a role other than that of CEO, senior manager or director (hereafter called “practitioners”). The number of CEOs/senior managers or directors that responded to the survey is higher than those of supporters or practitioners, mainly because 98% of social economy organisations are considered micro-enterprises based on their number of employees. In this case, most CEOs/senior managers or directors are involved in the service delivery or in production, and the number of employees is very small, in most cases 2-3 employees.

Of the whole respondents’ group, 36% are males, 62% are females and 2% do not specify gender. The Romanian social economy sector, mostly associations and foundations, is dominated by women and it can be considered that there is a positive gender gap. Considering age, 41% of respondents are between 40 and 49 years old, 27% are between 30 and 39 years old, 15% are between 50 and 59 years old, 14% are between 20 and 29 years old, and 3% are over 60 years old **(Appendix 2 - B)**.

The education level analysis indicates that 43% of the respondents have a master’s degree, 36% a bachelor’s degree, 9% a senior high school diploma and 6% a PhD **(Appendix 2 - D)**. The level of education is lower in the case of employees.

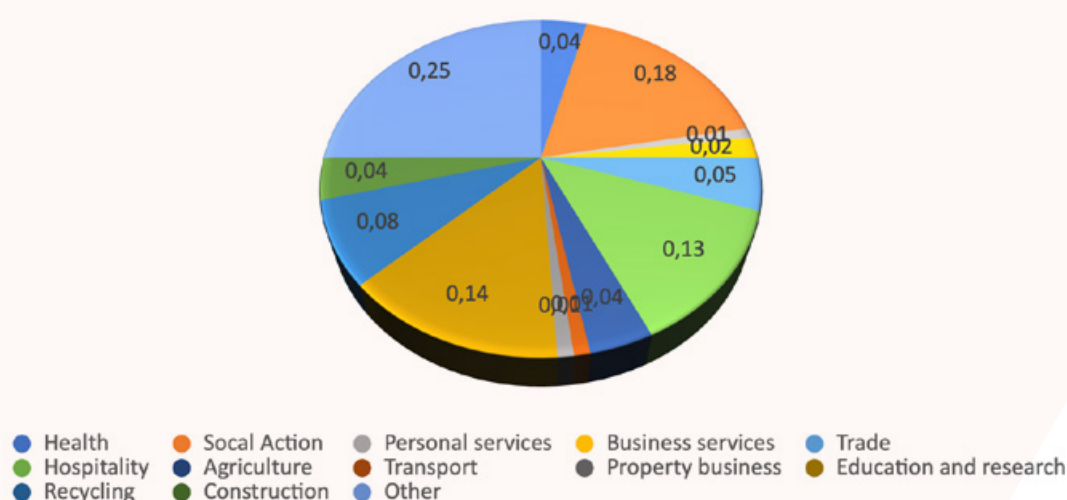
A total of 78% of the respondents are from organisations active in work integration. This is due to the fact that most of the registered social enterprises were financed through EU funds that had as one of their main criteria the social inclusion of vulnerable groups. In order to receive funds for social enterprise start-up, most of the social enterprises registered in the National Registry of Social Enterprises should employ people from vulnerable groups even if they did not declare that they are social insertion enterprises. At the same time, the most active Romanian social enterprises are those involved in work integration. This percentage of 78% could affect in a limited way the final results of the survey, considering the landscape of the social economy sector in Romania.

The respondents' organisations are limited liability companies (60%), associations (29%), foundations (8%) and mutuals (1%) (Figure 3). In the National Registry of Social Enterprises, 89% are limited liability companies, 10% are associations and foundations and 1% other types. In the social economy landscape, associations are the most important (85%), followed by foundations (10%). For the survey, most of the organisations contacted were associations and foundations in the care/ social and energy fields and in the National Registry of Social Enterprises. Regarding the organisations' age, in our survey, 61% fall between 1 and 3 years, 12% between 4 and 10 years, and 27% more than 10 years. This distribution reflects the landscape of the social economy in Romania, with more social enterprises registered in the last 3 years due to the EU funds and their eligibility criterion of being registered in the National Registry of Social Enterprises.

Most of the organisations included in the survey are micro-enterprises (0-9 employees) (73%) out of which 14% have between 0 and 3 employees and 59% between 4 and 9 employees. Small enterprises (10 – 49 employees) are 19% out of which 6% have between 10 and 19 employees and 13% between 20 and 49 employees. Only 8% are medium enterprises with more than 50 employees (**Appendix 2 - I**). As was mentioned previously 98% of social economy organisations are considered micro-enterprises based on their number of employees. Considering that the employees who responded to the survey are mainly from social economy organisations with more than 10 employees, the sample reflects the situation of the social economy sector.

The organisations included in the survey are active in social action (18%), education and research (14%), hospitality (13%), recycling (8%), trade (5%), health (4%), agriculture (4%) and construction (4%) (Figure 5). The 'other' sector represents human resources management, IT, textile production, vehicle repair, photo-video services etc.

**Figure 5. Areas of activity**



Source: baSE survey, July – August 2023

## Limitations of the survey

The sample does not accurately reflect the characteristics of the social economy sector in Romania. It should be taken into account that data on the social economy sector in Romania are not collected separately from other types of businesses, and it is difficult to have an accurate sample for social economy entities. The only valid data that exist are for social enterprises registered in the National Registry of Social Enterprises, but there are also some issues with this database (e.g. the economic activity area registration, or lack of information about some variables for many social enterprises). The data from the National Institute of Statistics are for all the entities that could be included in the social economy sector, but in the case of associations the categories do not reflect reality.

## b. Regarding the green transition

The main five skills that managers of Romanian social economy organisations consider relevant for the green transition are (Table 3):

1. change management
2. systematic analysis and decision-making
3. resource and waste management
4. understanding the green transition
5. awareness and engagement

These are followed by:

6. networks and collaboration
7. strategy for green transition
8. critical thinking and self-reflection
9. green legislation
10. environmental risk analysis

In the case of supporters, the main five skills are:

1. systematic analysis and decision-making
2. change management
3. resource and waste management
4. awareness and engagement
5. strategy for the green transition

**The main three competences that are relevant for both managers and supporters are change management, systematic analysis and decision-making, and resource and waste management.** The fact that the first three skills are similar for managers and supporters of the social



economy in Romania suggests that general competences for dealing with the challenges of a green transition are more important than specific skills for the green transition.

The CHANGE MANAGEMENT skill defines the ability to plan, implement and effectively manage changes linked to the ecological transition. Promote the acceptance, adaptation and success of new initiatives (effective communication, leadership, resistance management, etc. linked to change). This competence is relevant not only in the case of the green transition, but also in digitalisation, inclusiveness, and day-to-day social enterprise activities.

The SYSTEMATIC ANALYSIS & DECISION-MAKING skill involves understanding the complex interactions between environmental, social and economic aspects, as well as the interdependencies between issues (digitalisation, sustainable development objectives, inclusiveness, etc.) that affect the organisation and its stakeholders. At the same time, it refers at the capacity to assess the potential impact of decisions taken. This skill is transversal and is related to the capacity to take informed decisions based on evidence and potential impact in the future.

The RESOURCE & WASTE MANAGEMENT skill refers to the ability to assess and optimise the use of the organisation's resources (water, energy, raw materials, etc.) and to implement recycling practices. This is the specific competence for the green transition placed in top 5 by managers and supporters.

The AWARENESS & ENGAGEMENT skill includes raising awareness and providing training on the challenges of the ecological transition and the need for change, in order to understand them better. At the same time, it includes encouraging and obtaining the support of stakeholders for the organisation's ecological projects in order to ensure a better implementation. This competence is relevant for the teaching/learning part because most of the new challenges in the green transition should be correctly understood and implemented.

The UNDERSTANDING THE GREEN TRANSITION skill defines the knowledge and understanding of the challenges and opportunities linked to the ecological transition. For managers this is one of the most relevant skills due to all the innovation and proposed measures in the green transition. Considering the green transition EU policy measures, being able to implement them relies on the capacity to understand them and their implications for social enterprises.

The STRATEGY FOR ECOLOGICAL TRANSITION skill refers to the ability to develop an ecological transition strategy for the organisation without reducing its social mission. The green transition might affect, in some cases, the social mission of an organisation and also its economic sustainability. If the measures are correctly understood, ways can be found to implement them without negative impacts in the long term.

**Table 3. Manager’s and supporter’s skills need for the green transition**

Manager’s skills needed for the green transition	Rank	Supporter’s skills needed for the green transition	Rank
CHANGE MANAGEMENT	1	SYSTEMATIC ANALYSIS & DECISION-MAKING	1
SYSTEMATIC ANALYSIS & DECISION-MAKING	2	CHANGE MANAGEMENT	2
RESOURCE & WASTE MANAGEMENT	3	RESOURCE & WASTE MANAGEMENT	3
UNDERSTANDING THE GREEN TRANSITION	4	AWARENESS & ENGAGEMENT	4
AWARENESS & ENGAGEMENT	5	STRATEGY FOR THE GREEN TRANSITION	5
NETWORKS & COLLABORATION	6	UNDERSTANDING THE GREEN TRANSITION	6
STRATEGY FOR THE GREEN TRANSITION	7	NETWORKS & COLLABORATION	7
CRITICAL THINKING AND SELF-REFLECTION	8	ENVIRONMENTAL RISK ANALYSIS	8
GREEN LEGISLATION	9	CRITICAL THINKING AND SELF-REFLECTION	9
ENVIRONMENTAL RISK ANALYSIS	10	GREEN LEGISLATION	10

Source: baSE survey, July – August 2023

For practitioners the most important 5 skills for the green transition are (Table 4):

1. understanding the green transition
2. analysis of the environmental risks
3. the ability to communicate and raise awareness about the green transition
4. managing resources and waste
5. understanding the links and interactions between the social economy and the green transition

There is a difference between managers/supporters and practitioners mainly due to a limited knowledge of the concept and of the actions needed to fulfil the green transition among practitioners.

The capacity to understand the green transition is present in the top 5 skills of managers too because there is a need to be informed and to analyse correctly the implications of the actions that should be adopted. It is linked to the capacity to analyse environmental risks and to understand the links and interactions between the social economy and the green transition. The management of resources and waste is a specific skill present in the cases of managers and supporters too.



This is mainly due to the fact that the green transition is considered a better way of resources and waste management and recycling. That is why the training and awareness part is very important for understanding the concept of the green transition.

**Table 4. Practitioner’s skills need for the green transition**

Practitioner’s skills needed for the green transition	Rank
UNDERSTANDING THE GREEN TRANSITION	1
ANALYSING ENVIRONMENTAL RISKS	2
BEING ABLE TO COMMUNICATE AND RAISE AWARENESS ABOUT THE GREEN TRANSITION	3
MANAGE RESOURCES & WASTE	4
UNDERSTANDING THE LINKS AND INTERACTIONS BETWEEN THE SOCIAL ECONOMY AND THE GREEN TRANSITION	5
KNOWING ENVIRONMENTAL LEGISLATION	6
CRITICAL THINKING	7
BEING ABLE TO ADOPT GREEN BEHAVIOUR	8
MEASURING ENVIRONMENTAL IMPACT	9
BEING ABLE TO OBSERVE AND UNDERSTAND COMPLEX INTERACTIONS	10

Source: baSE survey, July – August 2023

Our qualitative analysis and desk review showed the main specific skills needed for the green transition to be:

1. reuse/recycling of the different types of materials/ products
2. use of local products/resources as much as possible
3. responsible use of various products (water, energy, paper)
4. selective waste collection

The survey shows that the specific skills related to resource management and waste are important for all categories of respondents. The use of local products/resources could also be included in the management of resources skill. The skills related to the understanding of the green transition, analysis capacity of green transition measures and of the implications for social enterprises are rated as relevant in the survey and were also mentioned in the focus groups. In the focus groups the need for training and information in the green transition field was mentioned.

## c. Regarding digitalisation

For managers the most important skills for digitalisation are (Table 5):

1. digital communication

2. data management
3. diagnostic and digital strategy
4. digital collaboration
5. digital inclusion.

In the case of supporters the top 5 skills are (Table 5):

1. digital communication
2. diagnostic and digital strategy
3. comprehension and basic use of digital tools and of the internet
4. digital security
5. digital inclusion

**The skills that are in the top five in both cases are digital communication, diagnostic and digital strategy and digital inclusion.**

The DIGITAL COMMUNICATION skill defines the capacity to create and distribute digital content to build a solid online presence (social networks and more), promote products, services and values and create lasting relationships with stakeholders. This skill is related to the need expressed in the focus groups for digital marketing skills. In order to be able to sell their products, social enterprises should learn how to promote them in the digital world and for this they need dedicated skills.

The DIAGNOSTIC & DIGITAL STRATEGY skill includes assessment and analysis of the organisation's digital environment, taking into account the market in which it operates, its social mission and the needs, preferences and capabilities of its users. This could help for the development of a digital transformation strategy tailored to the organisation. This skill is also needed to have good digital communication.

The DATA MANAGEMENT skill defines the effective management of the organisation's data, using it strategically, ensuring its security and regulatory compliance. As it was mentioned in the focus groups and the desk review, data management is problematic mainly due to the lack of databases with detailed information.

The DIGITAL INCLUSION skill refers to understanding the issues and barriers involved in accessing and using digital technologies for different populations. These barriers should be considered when designing digital tools for social enterprises. Considering that in social enterprises there are also people from vulnerable groups with a low education level or digital skills is important to have this digital inclusion skill.

**Table 5. Manager’s and supporter’s skills need for digitalisation**

Manager’s skills needed for digitalisation	Rank	Supporter’s skills needed for digitalisation	Rank
DIGITAL COMMUNICATION	1	DIGITAL COMMUNICATION	1
DATA MANAGEMENT	2	DIAGNOSTIC & DIGITAL STRATEGY	2
DIAGNOSTIC & DIGITAL STRATEGY	3	COMPREHENSION & BASIC USE OF DIGITAL TOOLS & THE INTERNET	3
DIGITAL COLLABORATION	4	DIGITAL SECURITY	4
DIGITAL INCLUSION	5	DIGITAL INCLUSION	5
DIGITAL SECURITY	6	DATA MANAGEMENT	6
COMPREHENSION & BASIC USE OF DIGITAL TOOLS & THE INTERNET	7	DIGITAL COLLABORATION	7
CHANGE MANAGEMENT	8	CHANGE MANAGEMENT	8
GENERAL KNOWLEDGE OF IT OPERATIONS	9	GENERAL KNOWLEDGE OF IT OPERATIONS	9

Source: baSE survey, July – August 2023

Considering that Romania has one of the lowest digital literacy levels in the EU (Eurostat, isoc\_sk\_dskl\_i21), the practitioners mentioned as the top 5 skills needed for the digital transition (Table 6):

1. communicating digitally
2. understanding and managing digital data
3. understanding and using basic digital tools
4. collaborating digitally
5. developing an agile attitude

Digital communication is present in the top five selected by both managers and supporters. Also, understanding and managing digital data is related to the skill of data management, which is mentioned by the managers. The other skills considered as priorities by practitioners refer to the ability to use digital tools. As was mentioned in the focus group, it is important for employees to have minimum digital tools, but in some cases they lack these.

**Table 6. Practitioner’s skills need for the digital transition**

Practitioner’s skills needed for the digital transition	Rank
COMMUNICATING DIGITALLY	1
UNDERSTANDING AND MANAGING DIGITAL DATA	2
UNDERSTANDING & USING BASIC DIGITAL TOOLS	3
COLLABORATING DIGITALLY	4

DEVELOPING AN AGILE ATTITUDE	5
DIGITAL SECURITY	6
UNDERSTANDING THE CHALLENGE OF DIGITAL INCLUSION	7
UNDERSTANDING AND USING THE INTERNET	8

Source: baSE survey, July – August 2023

The qualitative data and desk review indicate as relevant for the digital transition the competences related to

1. data processing
2. computer skills (operating PC, MS Excel, different applications and software, mail, internet browsing, online meeting apps)
3. digital literacy
4. digital marketing and promotion for social enterprise
5. digital sales
6. online shopping
7. CRM (customer relationship management)
8. social marketing
9. digital skills for working with data, information, analysis, communication, data and information exchange at an advanced level. These are in line with the skills mentioned in the survey: data management, digital communication and digital inclusion.

## d. Regarding inclusiveness

The top five skills priorities for inclusiveness are (Table 7):

1. inclusiveness training and awareness
2. managing diversity
3. inclusiveness action plan
4. inclusive human resources management
5. inclusive communication

For supporters, the main skill priorities for inclusiveness are (Table 7):

1. inclusiveness training and awareness
2. inclusive human resources management
3. workplace inclusiveness

4. inclusiveness action plan
5. inclusive communication

The common skills considered relevant are:

1. inclusiveness training and awareness
2. inclusive human resources management
3. inclusiveness action plan
4. inclusive communication

**Table 7. Manager’s and supporter’s skills need for inclusiveness**

Manager’s skills needed for Inclusiveness	Rank	Supporter’s skills needed for Inclusiveness	Rank
INCLUSIVENESS TRAINING AND AWARENESS	1	INCLUSIVENESS TRAINING AND AWARENESS	1
MANAGING DIVERSITY	2	INCLUSIVE HUMAN RESOURCES MANAGEMENT	2
INCLUSIVENESS ACTION PLAN	3	WORKPLACE INCLUSIVENESS	3
INCLUSIVE HUMAN RESOURCES MANAGEMENT	4	INCLUSIVENESS ACTION PLAN	5
INCLUSIVE COMMUNICATION	5	INCLUSIVE COMMUNICATION	6
CHANGE MANAGEMENT	6	MANAGING DIVERSITY	8
LEGISLATION & ECOSYSTEM	7	CHANGE MANAGEMENT	4
WORKPLACE INCLUSIVENESS	8	UNDERSTANDING DIVERSITY	7
UNDERSTANDING DIVERSITY	9	LEGISLATION & ECOSYSTEM	9
INCLUSIVE LEADERSHIP	10	INCLUSIVE LEADERSHIP	10

Source: baSE survey, July – August 2023

For practitioners, the most important skills needed for inclusiveness are (Table 8):

1. understanding diversity
  2. collaborating with a diverse group
  3. participating in the inclusiveness of the workplace
  4. communicating in an inclusive way
- promote inclusiveness

Inclusive communication and management of diverse human resources are skills relevant for the three categories of respondents. Considering the specificities of social enterprises and their social mission, these skills are relevant.

**Table 8. Practitioner’s skills need for inclusion**

Practitioner’s skills needed for inclusion	Rank
UNDERSTANDING DIVERSITY	1
COLLABORATING WITH A DIVERSE GROUP	2
PARTICIPATING IN THE INCLUSIVENESS OF THE WORKPLACE	3
COMMUNICATING IN AN INCLUSIVE WAY	4
PROMOTE INCLUSIVENESS	5
LEGISLATION & ECOSYSTEM	6
EXERCISING EMPATHY	7
TAKING DIVERSITY INTO ACCOUNT	8

Source: baSE survey, July – August 2023

The qualitative data and desk review indicate as relevant for inclusiveness the competences related to: better communication skills, empathy and the capacity to understand and react to various vulnerable situations, mediation skills between typical and atypical employees (from vulnerable groups, people with disabilities), mediation skills between customers and employees. These are in line with the skills mentioned in the survey: inclusive human resources management, inclusiveness action plan and inclusive communication.

## e. Regarding the social economy

The skills needed for the social economy in the case of managers are (Table 9):

1. strategy for social economy organisations
2. agility and innovation
3. problem-solving, threat and opportunity analysis
4. financing and reporting
5. networks and collaboration

For supporters, the most relevant skills are (Table 9):

agility and innovation  
 strategy for social economy organisations  
 financing and reporting  
 communicating the social economy  
 operational management

**The skills mentioned by managers and supporters are almost the same.** For managers problem-solving, threat and opportunity analysis and networks and collaboration are most important.

ant, due to the specificities of the employees in Romanian social enterprises. Also, networks and collaboration is important for the success of social enterprise economic activity.

**Table 9. Manager’s and supporter’s skills needed for social economy**

Manager’s skills needed for SE day to day	Rank	Supporter’s skills needed for SE day to day	Rank
STRATEGY FOR SOCIAL ECONOMY ORGANISATIONS	1	AGILITY & INNOVATION	1
AGILITY & INNOVATION	2	STRATEGY FOR SOCIAL ECONOMY ORGANISATIONS	2
PROBLEM-SOLVING, THREAT AND OPPORTUNITY ANALYSIS	3	FINANCING & REPORTING	3
FINANCING & REPORTING	4	COMMUNICATE THE SOCIAL ECONOMY	5
NETWORKS & COLLABORATION	5	OPERATIONAL MANAGEMENT	6
OPERATIONAL MANAGEMENT	6	NETWORKS & COLLABORATION	8
LEGISLATION	7	PROBLEM-SOLVING, THREAT AND OPPORTUNITY ANALYSIS	4
FACILITATION & STAKEHOLDER RELATIONS	8	LEGISLATION	7
COMMUNICATING THE SOCIAL ECONOMY	9	FACILITATION & STAKEHOLDER RELATIONS	9
EMPLOYEE ENGAGEMENT AND DEVELOPMENT	10	EMPLOYEE ENGAGEMENT AND DEVELOPMENT	10

Source: baSE survey, July – August 2023

Practitioners consider that the most important skills for the social economy are (Table 10):

- collaboration and participation
- problem-solving, threat and opportunity analysis
- knowledge of and attitude towards the social economy
- facilitating and managing relations with various stakeholders
- openness and sensitivity to inter-cultural environments

**Table 10. Practitioner’s skills needed for the social economy**

Practitioner’s skills needed for SE day to day	Rank
COLLABORATION & PARTICIPATION	1
PROBLEM-SOLVING, THREAT AND OPPORTUNITY ANALYSIS	2
KNOWLEDGE OF & ATTITUDE TOWARDS THE SOCIAL ECONOMY	3
FACILITATING & MANAGING RELATIONS WITH VARIOUS STAKEHOLDERS	4
BEING OPEN AND SENSITIVE TO INTER-CULTURAL ENVIRONMENTS	5
NETWORKS & COLLABORATION	6
DEMONSTRATING AGILITY	7
UNDERSTANDING AND PARTICIPATING IN GOVERNANCE	8

Source: baSE survey, July – August 2023

The qualitative data and desk review indicate as relevant for the social economy the competences related to: capacity to mix the social and economic objectives in order to have economic sustainability, but also to fulfil the social objective; assertive and inclusive communication to employees and beneficiaries; tolerance, communication, empathy, knowledge of the characteristics of social enterprises; legal and fiscal framework; competencies for sales; financial management; procurement procedures; risk assessment and mitigation in social enterprises; identifying innovative aspects (including digital and sustainable development) in the market with an impact on the business and the possibility of including them in internal development strategies; identifying potential funding sources in the market and understanding the criteria for accessing these resources; real-time updating of internal strategies by reference to the internal situation and external market situation; human resources knowledge; administration and management; education and innovation competences; planning, coordinating, analysing, and evaluating activities or programmes of subordinates; teaching and training workers with support needs; monitoring the development of workers with support needs; counselling and mentoring activities. It can be observed that the problem-solving competences, knowledge of the social economy, openness to vulnerable people and collaboration are mentioned in both the qualitative and the quantitative research.

## 3. Recommendations

### a. Addressed to national institutions

In Romania there is a need for a better understanding of the potential of the social economy sector as one that can contribute to the development of local communities through sustainable economic growth that values people, not just profit. There is a need to approach the social economy as a viable economic sector and not just as a tool for the social inclusion of vulnerable groups. For this,



public authorities at national and local levels must understand the characteristics and specificities of this sector and the differences between normal and social enterprises. This calls for public awareness-raising campaigns on the social economy and social economy capacity-building programmes for public authorities.

The development of the social economy sector includes improving the skills (retraining or further training) of social economy actors (entrepreneurs, managers, advocates, practitioners), but also awareness-raising campaigns, exchange of best practices, research and better data collection, access to development funds.

According to the Romanian legal framework on occupational standards (order no. 6.250/2.156/2022 approving the methodology for the development, validation, approval and management of occupational standards), these should be reviewed every 5 years after approval. Where an occupational standard is not revised within 10 years of approval, it is archived and is no longer valid for use in education and training processes. Considering that the occupational standards on social economy manager and social economy entrepreneur were developed in 2013, they should be revised by the end of 2024. In this context it is important to hold discussions/workshops between social economy actors and the public authorities in order to revise the competences required for each occupational standard and to include the relevant green, digital, entrepreneurial and social competences.

- **Capacity building and training:**

Public institutions should invest in the development of training/capacity building programmes that target social economy entrepreneurs and employees from this sector. These programmes can help social entrepreneurs acquire the necessary skills and knowledge to effectively manage and grow their enterprises. Also, for supporters and practitioners, these capacity-building programmes would help them to work better together and have empathy for others. These should not be one-size-fits-all but should recognise the unique needs and challenges of social enterprises.

- All these capacity-building programmes should include mentoring and coaching to support the social economy actors to put in place the new competences. It is important to have capacity-building programmes adapted to the level of development of social economy entities (start-ups, micro/small/medium enterprises), sectors of activity and the educational level of social economy actors;
- The national and local authorities that monitor social enterprises (Public Employment Services) should implement information sessions for social entrepreneurs on the twin transition (green and digital), and also on the characteristics and specificities of the social economy sector. In this way they will contribute to the development of social enterprises, and also to networking and collaboration between them. These information sessions will help the development of local and national social economy eco-systems;
- Support for training and skills development for the green transition, digitalisation, inclusiveness, and other general skills required in the social economy sector is needed for managers, supporters and practitioners;

- There is a need for additional professional training courses in complementary fields to social economy, including marketing and advertising, sales, financial management, social finance, social innovation, human resources management, public procurement, database administration, social services management, and organisational management. These courses should address the specific needs of social economy organisations, such as the employment of vulnerable groups;
- Introducing social economy studies in educational curricula would help to prepare students for these careers and to meet the growing demand for skilled workers in the social economy sector;
- Partnerships between social enterprises and educational institutions should be developed in order to provide students with opportunities for hands-on learning and work experience in the social economy sector;
- Work should be done with businesses and other stakeholders to create opportunities for people to develop and use these skills. This includes supporting apprenticeships, internships, and other work-based learning programmes.

Specific competences required to be developed in various capacity building programmes are:

- ***For managers:***

- For the improvement of green competences, the training should be focused on: change management for a green economy, systematic analysis and decision-making for a green economy, resource and waste management, understanding the green transition, and awareness and engagement of people vis-à-vis a green economy. Also, there is a need for upskilling or reskilling on strategy for the green transition, green legislation, and environmental risk analysis;
- For digital competences, in most cases there is a need for upskilling of data management and diagnostic and digital strategy. Also, in many cases the reskilling programmes should target digital communication, digital collaboration, digital marketing and sales, and digital inclusion;
- In order to improve the inclusiveness of social economy entities, managers need to acquire skills related to inclusiveness awareness, managing diversity, inclusiveness action plan, inclusive human resources management, and inclusive communication;
- The skills needed for the social economy in the case of managers are strategy for social economy organisations; agility and innovation; problem-solving, threat and opportunity analysis, financing and reporting; and networks and collaboration. These are general skills for entrepreneurs/managers, and they should be adapted to the specificities of the social economy. For most of these competences, there is a need for upskilling in the case of managers. It is important to discuss the characteristics of social enterprises from time to time with managers since most of the social enterprises registered are limited liability companies.

- **For supporters:**

- The main green competences are: systematic analysis and decision-making; change management; resource and waste management; awareness and engagement; and strategy for the green transition;
- Digital competences required are: digital communication; diagnostic and digital strategy; comprehension and basic use of digital tools and of the internet; digital security; and digital inclusion. To these should be added digital marketing and sales;
- The skill priorities for inclusiveness are: inclusive human resources management; workplace inclusiveness; inclusiveness action plan, inclusive communication. Also needed are empathy and the capacity to understand and react to various vulnerable situations, mediation skills between typical and atypical employees (from vulnerable groups, people with disabilities), and mediation skills between customers and employees;
- The most relevant social economy skills are: agility and innovation; strategy for social economy organisations; financing and reporting; communicating the specificities of the social economy, and operational management.

- **For practitioners:**

- The most important skills for the green transition are: understanding the green transition; analysis of the environmental risks; the ability to communicate and raise awareness about the green transition; managing resources and waste; understanding the links and interactions between the social economy and the green transition. For practitioners it is important to understand better what the green transition is and what specific actions it requires;
- The skills needed for the digital transition: communicating digitally; understanding and managing digital data; understanding and using basic digital tools; collaborating digitally; and developing an agile attitude. The development of basic digital competences is extremely important for employees from vulnerable groups;
- For inclusiveness, the skills required are: understanding diversity; collaborating with a diverse group; participating in the inclusiveness of the workplace; communicating in an inclusive way; and promoting inclusiveness and tolerance;
- The most important skills for the social economy are: collaboration and participation; problem-solving, threat and opportunity analysis; knowledge of and attitude towards the social economy; facilitating and managing relations with various stakeholders; and openness and sensitivity to inter-cultural environments.

For the development of the social economy sector there is also a requirement to:

## Develop the legal framework

National institutions should work towards creating a favourable legal framework for the social economy. This includes developing clear and supportive policies and regulations that enable the

growth and sustainability of SEs.

## **Foster a collaborative ecosystem**

National institutions should actively involve themselves in creating a collaborative ecosystem where social entrepreneurs, NGOs, public authorities and policy-makers can come together, share best practices and foster innovation.

## **Access to funding and resources:**

National institutions can play a crucial role in providing:

- Financial support and resources to social enterprises (for start-ups and also for development);
- Financial incentives to support businesses and social enterprises to adopt green practices and digital technologies;
- Financial incentives to support SEs and WISEs that foster inclusive workplaces.

This can be done through the allocation of funds within operational programmes, grants, loans, and other financial instruments specifically designed for social economy actors.

## **Research and data collection**

Institutions can support the social economy by conducting research and collecting data on the sector's impact, challenges and opportunities. This information can help policy-makers make informed decisions and develop targeted interventions to support the growth of the social economy.

## **Promote and raise awareness on the social economy**

National institutions should actively promote the social economy and raise awareness of its benefits and potential. This can be done through media campaigns, educational programmes and other communication channels, to ensure that the general public, as well as potential investors and partners, are aware of the social economy's contribution to the country's development.

## **Share good practices**

Dissemination of good practices contributes to raising awareness and confidence in the social economy sector. Due to the limited knowledge about the social economy within public institutions, they should invest in training and development for their employees and adopt inclusive and sustainable practices.

## **Responsible public procurement**

Public authorities should prioritise the inclusion of social economy organisations that promote diversity and inclusion in their public procurement processes. This can help in creating a more inclusive business environment and supporting the growth of social economy organisations that prioritise inclusiveness.

## **b. Addressed to EU institutions**

### **Adapt the competences to the characteristics and specificities of the social economy sector**

Considering the characteristics of the social economy, the green, digital and entrepreneurship competences should be adapted to them. Also, other competences should be developed in order to respond to the specificities of the social economy sector.

### **Provide funding for training and skills development programmes for social economy**

European institutions can provide funding and resources to support the development of educational programmes and training initiatives that focus on social economy and entrepreneurship. This can include partnerships with universities, vocational schools, and training centres to offer specialised courses and workshops.

### **Promote the sharing of best practices and knowledge across EU member states**

This can be done through networking events, study visits, online platforms, and other initiatives.

### **Support the development of European standards for skills and qualifications**

This will help to ensure that workers have the skills and competencies that are needed by businesses and organisations across the EU.

### **Supportive policy and regulatory environment**

European institutions can work with the national authorities and other stakeholders for the development of a supportive policy and regulatory environment for the social economy. This can include the development of national strategies and action plans for the social economy, as well as the implementation of supportive legislation and regulations.

## Appendix 1 – Importance of social economy in Romania

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

	2015	2020	2021	Method
National population of working age.	13,195,138	12,428,589	12,029,659	Population between 16 and 64 years old
Number of employees	5,041,186	5,411,109	5,516,391	
Number of employees in social economy sector	137,295	96,557	101,941	
<b>% of social economy in the whole national economy in terms of employment</b>	2.72	1.78	1.86	The figure is the ratio is between the total no. of employees in Romania and the no. of employees in social economy sector. For the limited liability companies that are registered as social enterprises, we consider the medium number of employees from the Public Employment Service report on 2020 and 2021 and add 1 employee for those that did not specify the number of employees.
Number of active enterprises	513,850	624,206	653,744	
Number of social economy organisations	50,272	114,131	128,176	
<b>% of social economy in the whole national economy in terms of number of organisations</b>	9.78	18.28	19.61	The figure is the ratio between no. of total active enterprises and no. of social economy entities (associations and foundations, mutuals, cooperatives and limited liability companies registered as social enterprises) in Romania.

Number of SMEs (small and medium enterprises)	512,135	622,534	652,068	
Number of social economy organisations that are SMEs	48,000	121,779	124,907	The 2015 figure is an approximation of the number of social economy organisation that could be considered SMEs
% of social economy in the whole national economy <b>in terms of SMEs</b>	9.37	19.56	19.16	The rate is between no. of total SMEs and no. of social economy entities (associations and foundations, mutuels, cooperatives and limited liability companies registered as social enterprises) that are SMEs due to the number of employees in Romania.
Increase rate of social economy organisations.			+ 154%	
Increase rate of social economy employees			-26%	

Source of data:

- National Institute of Statistics, Tempo database for: Number of employees, number of active enterprises, number of SMEs
- National Institute of Statistics, Regis database, data request for all the data related to social economy entities in 2020 and 2021
- CSDF, 2017. Romania 2017. *Non-profit sector – profile, evolution and challenges* – for data for 2015

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

	2015	2022	2021	Method
% of cooperatives	9.8	1.3	1.1	
% of non-profit associations	85.0	79.5	85.0	For 2015, we have the number of associations and foundations together
% of foundations		14.5	9.8	



% of mutualities	5.2	4.1	2.9	
% of social enterprises	0	0.6	1.3	
% of others				
Total	100%	100%	100%	

Source of data:

- National Institute of Statistics, Regis database, data request for all the data related to social economy entities in 2020 and 2021
- CSDF, 2017. Romania 2017. *Non-profit sector – profile, evolution and challenges* – for data for 2015



## c. Sectors best represented in social economy ecosystem

	Sector	No. of SEs	% of SE Ecosystem	Method
1	AGRICULTURE, FORESTRY AND FISHERIES	2,123	1.69	Based on the data provided by the National Institute of Statistics, we calculated the total number of SEs for each economic sector and then calculated the % from the total for each category. We did not include here limited liability companies registered as social enterprises because data for them should be disaggregated more.
2	EXTRACTIVE INDUSTRY	2	0.00	
3	MANUFACTURING INDUSTRY	405	0.32	
4	PRODUCTION AND SUPPLY OF ELECTRICITY AND HEAT, GAS, HOT WATER AND AIR CONDITIONING	4	0.00	
5	WATER DISTRIBUTION; SANITATION, WASTE MANAGEMENT, LAND DECONTAMINATION ACTIVITIES	23	0.02	
6	CONSTRUCTION	51	0.04	
7	WHOLESALE AND RETAIL TRADE; REPAIR OF MOTOR VEHICLES AND MOTORCYCLES	1,138	0.90	
8	TRANSPORT AND STORAGE	15	0.01	
9	HOTELS AND RESTAURANTS	72	0.06	
10	INFORMATION AND TELECOMMUNICATIONS	231	0.18	
11	FINANCIAL INTERMEDIATION AND INSURANCE	5,155	4.10	
12	REAL ESTATE TRANSACTIONS	478	0.38	
13	PROFESSIONAL, SCIENTIFIC AND TECHNICAL ACTIVITIES	733	0.58	
14	ADMINISTRATIVE AND SUPPORT SERVICE ACTIVITIES	168	0.13	

15	PUBLIC ADMINISTRATION AND DEFENCE; PUBLIC SOCIAL SECURITY	44	0.03	
16	EDUCATION	4,216	3.35	
17	HEALTH AND SOCIAL WORK	6,152	4.89	
18	ENTERTAINMENT, CULTURAL AND RECREATIONAL ACTIVITIES	20,500	16.29	
19	OTHER SERVICE ACTIVITIES	84,335	67.01	
	TOTAL	125,845	100.00	

Source of data: National Institute of Statistics, Regis database, data request for all the data related to social economy entities in 2021

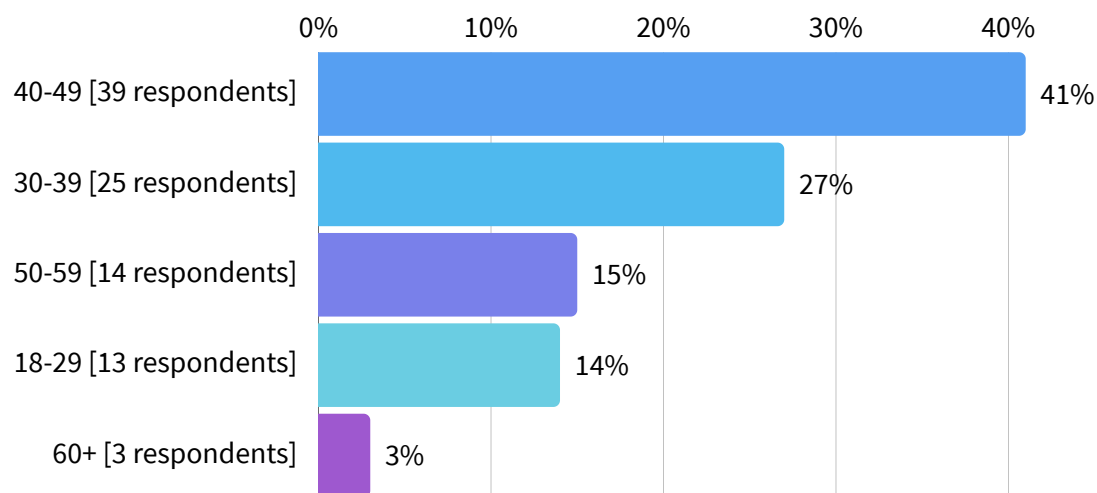
## Appendix 2 – Survey report for Romania

### General description of the statistical sample

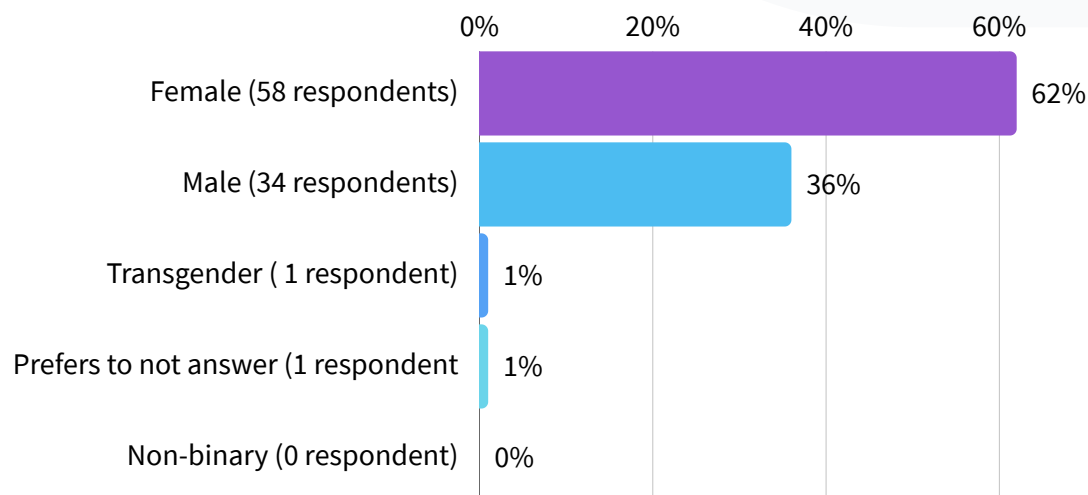
#### A. Total number of valid answers:

94 respondents

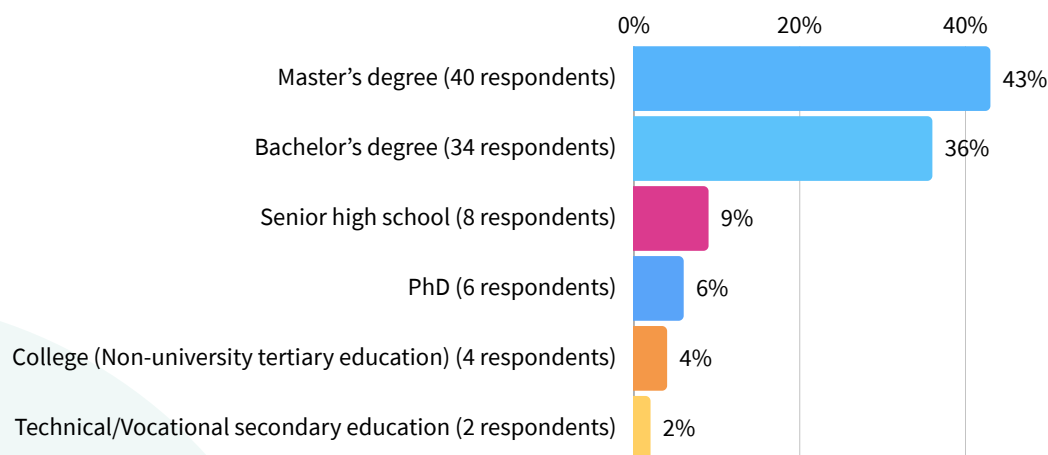
#### B - Age distribution by respondents



### C - Gender distribution by respondents



### D - Level of education



### E - Categories of workers within respondents

Categories	Percentage	Count
CEO, Senior Manager or Director of a social economy organisation (91 respondents)	71.28%	67
Work in a social economy federation, a social economy network or a social economy consultancy (20 respondents)	14.89%	14
Work in a social economy organisation in a role other than that of CEO, senior manager or director (94 respondents)	13.83%	13
Total		94

## F - Distribution of social economy organisation types<sup>1</sup>

Categories	Percentage	Count
Limited Liability Company	60%	55
Association	29%	27
Foundation	8%	7
I do not know	2%	2
Mutuals for employees	1%	1
Mutuals for pensioners	0%	0
Cooperative	0%	0
Total		92

## G - Distribution of work integration social enterprises among the sample of organisations<sup>2</sup>

Field	Percentage	Count
WISEs	78%	73
Not WISEs	16%	15
The respondent did not know	5%	5
Total		93

## H - Distribution of organisation's age<sup>3</sup>

Field	Percentage	Count
Less than a year	0%	0
Between 1 and 3 years	61%	57
Between 4 and 10 years	12%	11
More than 10 years	27%	25
The respondent did not know	0%	0

1 Each answer has been taken into account individually. It means that if three people have answered for one organisation, each of their answer is counted, and thus, the organisation is represented three times.

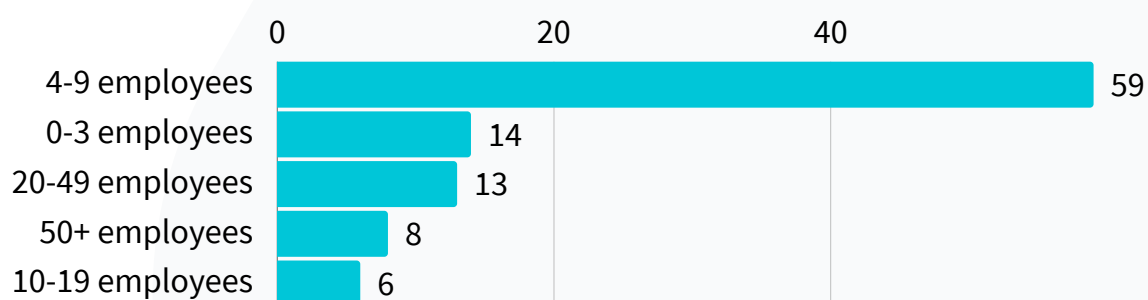
2 Each answer has been taken into account individually. It means that if three people have answered for one organisation, each of their answer is counted, and thus, the organisation is represented three times.

3 Each answer has been taken into account individually. It means that if three people have answered for one organisation, each of their answer is counted, and thus, the organisation is represented three times.

Total	93
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### I. Distribution of organisations according to their sizes (in terms of number of workers<sup>4</sup>)

- Number of respondents: 90
- Mean: 22.34
- Median: 5.50
- Standard deviation: 55.777



<sup>4</sup> Each answer has been taken into account individually. It means that if three people have answered for one organisation, each answer is counted, and thus, the organisation is represented three times.

## Appendix 3 – Priority skills by profile

### Managers

Manager skill need for green transition	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
CHANGE MANAGEMENT	14	8	17	75
SYSTEMATIC ANALYSIS & DECISION MAKING	21	15	3	96
RESOURCE & WASTE MANAGEMENT	5	10	5	40
UNDERSTANDING THE GREEN TRANSITION	9	4	4	39
AWARENESS & ENGAGEMENT	1	13	8	37
NETWORKS & COLLABORATION	5	4	10	33
STRATEGY FOR GREEN TRANSITION	5	4	7	30
CRITICAL THINKING AND SELF-REFLECTION	4	4	7	27
GREEN LEGISLATION	3	3	5	20
ENVIRONMENTAL RISK ANALYSIS	0	2	1	5
TOTAL	67	67	67	

Manager skill need for digitalization	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
DIGITAL COMMUNICATION	16	5	9	67
DATA MANAGEMENT	10	7	10	54
DIAGNOSTIC & DIGITAL STRATEGY	9	8	8	51
DIGITAL COLLABORATION	7	9	8	47
DIGITAL INCLUSION	7	8	8	45
DIGITAL SECURITY	5	10	9	44
COMPREHENSION & BASIC USE OF DIGITAL TOOLS & THE INTERNET	11	2	3	40
CHANGE MANAGEMENT	1	10	9	32
GENERAL KNOWLEDGE OF IT OPERATIONS	0	7	2	16
TOTAL	66	66	66	

Manager skill need for Inclusivity	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
INCLUSIVITY TRAINING AND AWARENESS	17	9	4	73
MANAGING DIVERSITY	11	5	5	48
INCLUSIVITY ACTION PLAN	7	8	9	46
INCLUSIVE HUMAN RESOURCES MANAGEMENT	9	7	4	45
INCLUSIVE COMMUNICATION	5	9	7	40
CHANGE MANAGEMENT	4	3	13	31
LEGISLATION & ECOSYSTEM	4	7	5	31
WORKPLACE INCLUSIVITY	2	7	11	31
UNDERSTANDING DIVERSITY	5	7	1	30
INCLUSIVE LEADERSHIP	2	4	7	21
TOTAL	66	66	66	

Managers skill need for SE day to day	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
STRATEGY FOR SOCIAL ECONOMY ORGANISATIONS	32	8	1	113
AGILITY & INNOVATION	11	12	7	64
PROBLEM SOLVING, THREAT AND OPPORTUNITY ANALYSIS	10	15	3	63
FINANCING & REPORTING	4	8	15	43
NETWORKS & COLLABORATION	4	7	2	28
OPERATIONAL MANAGEMENT	2	5	8	24
LEGISLATION	1	4	7	18
FACILITATION & STAKEHOLDER RELATIONS	1	5	3	16
COMMUNICATE THE SOCIAL ECONOMY	1	1	10	15
EMPLOYEE ENGAGEMENT AND DEVELOPMENT	0	1	10	12
TOTAL	66	66	66	

## Supporters

Supporter skill need for green transition	NB priority 1	Nb Priority 2	Nb Priority 3	After ponderation
SYSTEMATIC ANALYSIS & DECISION MAKING	5	2	2	21
CHANGE MANAGEMENT	3	2	5	18
RESOURCE & WASTE MANAGEMENT	2	2	1	11
AWARENESS & ENGAGEMENT	0	3	1	7



STRATEGY FOR GREEN TRANSITION	0	3	0	6
UNDERSTANDING THE GREEN TRANSITION	2	0	0	6
NETWORKS & COLLABORATION	0	2	1	5
ENVIRONMENTAL RISK ANALYSIS	1	0	2	5
CRITICAL THINKING AND SELF-REFLECTION	1	0	1	4
GREEN LEGISLATION	0	0	1	1
TOTAL	14	14	14	

Supporters skill need for digitalization	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
DIGITAL COMMUNICATION	4	2	0	16
DIAGNOSTIC & DIGITAL STRATEGY	1	4	2	13
COMPREHENSION & BASIC USE OF DIGITAL TOOLS & THE INTERNET	4	0	0	12
DIGITAL SECURITY	1	3	0	9
DIGITAL INCLUSION	1	2	2	9
DATA MANAGEMENT	1	1	3	8
DIGITAL COLLABORATION	0	1	4	6
CHANGE MANAGEMENT	1	0	3	6
GENERAL KNOWLEDGE OF IT OPERATIONS	1	1	0	5
TOTAL	14	14	14	

Supporter skill need for Inclusivity	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
INCLUSIVITY TRAINING AND AWARENESS	6	0	1	19
INCLUSIVE HUMAN RESOURCES MANAGEMENT	3	2	3	16
WORKPLACE INCLUSIVITY	0	4	2	10
INCLUSIVITY ACTION PLAN	1	2	2	9
INCLUSIVE COMMUNICATION	1	2	0	7
MANAGING DIVERSITY	1	2	0	7
CHANGE MANAGEMENT	1	1	1	6
UNDERSTANDING DIVERSITY	1	1	0	5
LEGISLATION & ECOSYSTEM	0	0	4	4
INCLUSIVE LEADERSHIP	0	0	1	1
TOTAL	14	14	14	

Supporter skill need for SE day to day	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
AGILITY & INNOVATION	3	3	1	16
STRATEGY FOR SOCIAL ECONOMY ORGANISATIONS	4	1	1	15
FINANCING & REPORTING	0	5	1	11

COMMUNICATE THE SOCIAL ECONOMY	2	1	0	8
OPERATIONAL MANAGEMENT	1	1	1	6
NETWORKS & COLLABORATION	1	1	1	6
PROBLEM SOLVING, THREAT AND OPPORTUNITY ANALYSIS	1	0	1	4
LEGISLATION	0	0	2	2
FACILITATION & STAKEHOLDER RELATIONS	0	0	2	2
EMPLOYEE ENGAGEMENT AND DEVELOPMENT	0	0	2	2
TOTAL	12	12	12	

## Practitioners

Practitioners skill need for green transition	NB priority 1	Nb Priority 2	Nb Priority 3	After ponderation
UNDERSTANDING THE GREEN TRANSITION	5	0	0	15
ANALYSING ENVIRONMENTAL RISKS	4	1	0	14
BE ABLE TO COMMUNICATE AND RAISE AWARENESS ABOUT GREEN TRANSITION	0	5	0	10
MANAGE RESOURCES & WASTE	1	0	6	9
UNDERSTANDING THE LINKS AND INTERACTIONS BETWEEN THE SOCIAL ECONOMY AND THE GREEN TRANSITION	2	1	0	8
KNOWING ENVIRONMENTAL LEGISLATION	0	3	1	7
CRITICAL THINKING	1	0	2	5
BE ABLE TO ADOPT GREEN BEHAVIOUR	0	1	2	4
MEASURING ENVIRONMENTAL IMPACT	0	1	1	3
BE ABLE TO OBSERVE AND UNDERSTAND COMPLEX INTERACTIONS	0	1	1	3
TOTAL	13	13	13	

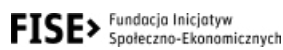
Practitioners skill need for digitalization	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
COMMUNICATING DIGITALLY	4	2	2	18
UNDERSTANDING AND MANAGING DIGITAL DATA	2	4	1	15

UNDERSTAND & USE BASIC DIGITAL TOOLS	4	1	1	15
COLLABORATING DIGITALLY	1	1	3	8
DEVELOPING AN AGILE ATTITUDE	0	1	4	6
DIGITAL SECURITY	0	3	0	6
UNDERSTANDING THE CHALLENGE OF DIGITAL INCLUSION	1	0	2	5
UNDERSTANDING AND USING THE INTERNET	1	1	0	5
TOTAL	13	13	13	

Practitioners skill need for Inclusivity	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
UNDERSTANDING DIVERSITY	5	2	1	20
COLLABORATING WITH A DIVERSIFIED GROUP	3	5	0	19
PARTICIPATING IN THE INCLUSIVITY OF THE WORKPLACE	2	2	2	12
COMMUNICATING IN AN INCLUSIVE WAY	1	3	2	11
PROMOTE INCLUSIVITY	0	1	5	7
LEGISLATION & ECOSYSTEM	1	0	2	5
EXERCISE EMPATHY	1	0	1	4
TAKING DIVERSITY INTO ACCOUNT	0	0	0	0
TOTAL	13	13	13	78

Practitioners skill need for SE day to day	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
COLLABORATE & PARTICIPATE	5	2	1	20
PROBLEM SOLVING, THREAT AND OPPORTUNITY ANALYSIS	1	6	0	15
KNOWLEDGE & ATTITUDE OF THE SOCIAL ECONOMY	2	3	1	13
FACILITATING & MANAGING RELATIONS WITH VARIOUS STAKEHOLDERS	2	1	1	9
BE OPEN AND SENSITIVE TO INTER-CULTURAL ENVIRONMENT	2	1	0	8
NETWORKS & COLLABORATION	0	0	5	5
DEMONSTRATE AGILITY	1	0	2	5
UNDERSTANDING AND PARTICIPATING IN GOVERNANCE	0	0	3	3
TOTAL	13	13	13	

# Partners





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