



# Blueprint for advanced skills & trainings in the social economy

## NATIONAL SYNTHESIS FOR GREECE



Co-funded by  
the European Union



## Project information

Project Acronym	<b>baSE</b>
Project title	<b>Blueprint for advanced competences and trainings in the Social Economy</b>
Agreement number	<b>101055640</b>
EU Programme	<b>ERASMUS-EDU-2021-PI-ALL-INNO-BLUEPRINT</b>
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Date	<b>January 2024</b>



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More Info and contact

**[www.socialeconomyskills.eu](http://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](https://socialeconomyskills.eu/resources)

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

In order to understand the current SE scene in Greece, it is worth recalling the main historical steps around the establishment of the SE sector: in **1999** came the first effort to **recognise the social economy as a sector in Greece** by establishing Limited Liability Social Cooperatives (KOISPEs)<sup>1</sup>. These are recognised as entities that aim at the social and economic inclusion of people with psychosocial difficulties as a response to the social marginalisation that these disadvantaged groups face. Until 2008, social enterprises mostly consisted of women's cooperatives, therapeutic cooperatives for people with mental illnesses, and social cooperatives aiming at the employability of people with psychosocial difficulties.

The most important law establishing the social and solidarity economy in Greece as we know it nowadays was adopted a decade later, in 2011<sup>2</sup>. It was then that Social Cooperative Enterprises (KOINSEPs) were recognised and divided into three categories: enterprises for inclusion, enterprises for collective purpose and enterprises for social care. Moreover, via this law, a common register in which all social enterprises had to enrol was created.

In 2016, the most recent law which defines the social and solidarity economy in Greece was enacted. This introduced a categorisation of social enterprises, splitting them into social collective enterprises for inclusion, social collective enterprises for collective and social benefit, limited liability social collectives and employee collectives. Moreover, the law set out the criteria for any entity to be considered as within the social and solidarity economy even if it does not belong in any of the categories<sup>3</sup>. The general picture shows that most SSE entities in Greece are very small, since their average number of employees is less than 10. The presence of the sector is focused on limited regions, since most of the organisations are located around Athens, in the Attica region<sup>4</sup>.

Based on an assessment of the period 2018 – 2020 (See Appendix 1) the overall number of **legal units** in Greece in 2020 was 1,393,614, while the percentage of SE organisations was 0.124%.

**In terms of the number of organisations**, a significant increase can be seen in the last five years: while there were only **403** SE organisations registered in 2018, their number increased to **2,268** in 2023.

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1 Development and modernisation of mental health services and other provisions, Official Gazette 96/A/17-5-1999

2 Social Economy and Social Entrepreneurship and other provisions, Official Gazette A' 216/30-09-2011

3 Social and Solidarity Economy and development of its actors and other provisions, Official Gazette A' 205/31-10-2016

4 Vaios Kotsios, National Institute of Labour and Human Resources Greece: Social and Solidarity Economy in Greece: The Role of SSE in Relation to Local Labour Markets, 2019

A significant increase in the number of SE organisations in Greece occurred in 2019, after the foundation of the **Greek SE Support Centre** with Support Information Points. The initiative and funding came from the **ESPA Programme, co-funded by the EU**. Besides providing information, the initiative organised conferences and workshops, mainly around business planning, across the mainland in Ioannina, Thessaloniki, Athens, Amfissa, Volos and Kiato, and on the islands of Crete, Mitilini, Lefkada and Corfu. It ended in 2020.

As for the percentage of the social economy in the whole national economy **in terms of employment**, based on available data from 2018, it is 0.17% (see also Appendix 1). No data were found for the year of comparison, 2020.

Based on the data above regarding the SSE entities, we can conclude that the size of SSE in Greece in 2023 is still quite small.

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

The baSE project has conducted overall research at national level to identify the need for skills in four themes: the green transition, digitalisation, inclusiveness and operational work in the social economy. The results of the desk and field research were further validated by a survey involving a numerically significant sample in Greece in 2023, which results are the core of the analysis in the section below.

The primary finding regarding the skills gap in Greece, based on both desk research and the insights gathered from our expert focus group, is that several preliminary steps must be taken before reaching a final conclusion. While it is true that training initiatives exist for sector-specific skills (as outlined in our training inventory), a broader spectrum of skills development within the formal educational system also deserves attention. The focus group revealed that social economy staff members primarily acquire their skills through practical, hands-on experience within the sector, built up day by day.

In Greece, formal educational institutions, especially those associated with economics and business, offer various courses. However, the *availability and accessibility of other training programmes remain limited*, primarily due to the absence of open source (OER) educational materials. Consequently, addressing the skills gap in the social economy sector will require a more comprehensive approach that includes enhancing accessibility to diverse skill development opportunities.

### a. Statistical description of the national sample

The above-mentioned survey was answered by 69 people working in the social economy ecosystem in the country over a period of one month, during September and October 2023. The sample may seem low, however it is important to note that the legal term and forms of social economy are new, compared to other EU countries, and represent a small share of the overall Greek economy, as analysed in the previous section.

50 respondents (72%) were aged between 30 and 49, 11 between 18 and 29, 4 between 50 and 59, and 4 over 60.

Most (38, 55%) of the respondents were women and 21 were men, along with 1 transgender, 1 non-binary and 8 who preferred not to respond to this question.

As for the education level of the survey participants, most of them (36) had postgraduate level, 19



graduate level, 6 vocational level, 3 secondary level, 3 college level and 3 doctoral level education. Regarding the respondents' role in their organisation and based on the three categories of the survey, 15 were “CEOs or senior managers or directors of a social economy organisation”, 14 “work in a social economy federation, a social economy network or a social economy consultancy”, and the largest number, 40 (58%) “work in a social economy organisation in a role other than that of CEO, senior manager or director”. Due to lack of national data on roles in the SE sector and the underrepresentation of managers and consultants in the baSE survey, no further conclusions can be drawn on this aspect.

Most of the 46 respondents answering the section about legal form are representatives of social enterprises and non-profit organisations (14 and 14 respectively). The rest of the responses were allocated to the categories of sole proprietorships, with 6 responses, public limited companies 4, limited liability companies 2, general partnership 1, and other 4.

Compared to the sector data shown in Appendix 1, where in 2018 social enterprises made up 96.5% of all SE organisations, the survey sample is significantly lower, only 20%. No comparison can be made with the number of non-profit organisations, as no data could be provided for this category in Appendix 1. It is important to note that SEOs in Greece operate both as for-profit and non-profit. Therefore, for those who chose non-profit from the options, data was limited on what type of organisations they are.

Regarding the activity sectors and SE organisations' representativeness, the highest numbers were detected in educational and social action, which is in line with the desk research indicated in Appendix 1. The exact numbers out of 46 responses are: 23 are active in social action and 20 in education, while the remaining responses are spread among different sectors, such as agriculture, business services, health, media and others. Sport associations were mentioned, and some responded “Greek SE Chamber”.

According to the survey results about whether they operate as WISEs (organisations whose main objective is the social and professional integration of workers with support needs), 40 participants responded – 30 “yes”, 14 “no”, and 2 “I don't know”. This reflects the history of the SE in Greece, when in 1999 the first law establishing SE organisations stated that such organisations are to work exclusively as WISEs.

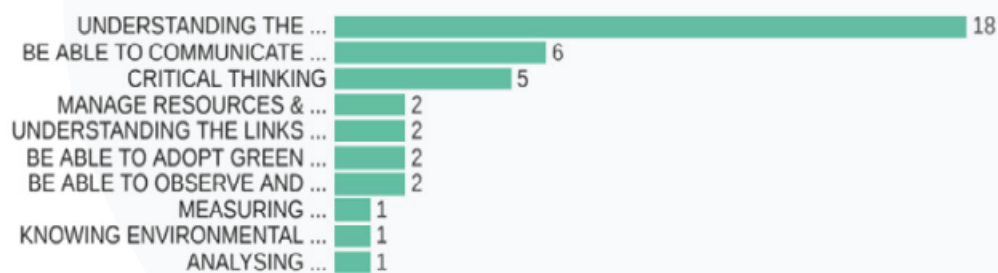
The age of organisations, based on 46 survey responses, varies between less than a year and 20 years. 20 participants responded 20 years of operation, 11 between 1 and 3 years, 10 more than 10 years, and 3 less than a year. Two participants answered “I don't know”. The low number of responses may be due to the fact that the majority of participants were not in managerial positions and may not have the relevant information.

When talking about the numbers of SE employees, we can conclude from both desk research and the survey that the number of employees in SE organisations is extremely low in Greece. Out of 30 responses, one organisation had 90 employees, one 33 and the rest of respondents answered between 26 and 1 employees.

## b. Regarding the green transition

Regarding the top priorities of practitioners as regards the skills needed in the green economy, the survey with 40 responses shows that the 1st priority, with the majority of responses, is to gain an understanding of the green transition, while communication and critical thinking are in the second and third places:

1. understanding the green transition
2. being able to communicate and raise awareness about the green transition
3. critical thinking
4. managing resources and waste
5. understanding the links and interactions between the social economy and the green transition
6. being able to adopt green behaviour
7. being able to observe and understand complex interactions
8. measuring environmental impact
9. knowing environmental legislation
10. wanalysing environmental risks



As regards the **top priorities for managers and supporters'** skills needed in the green economy, the survey responses show that the 1st priority is as follows:

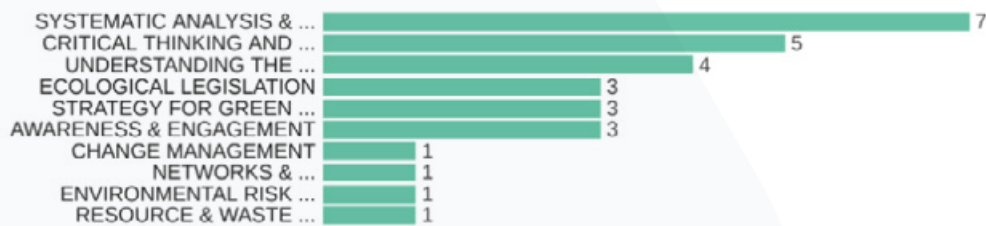
1. systematic analysis & decision-making (7)
2. critical thinking and self-reflection (5)
3. understanding the green transition (4)
4. ecological legislation (3)
5. strategy for green transition (3)
6. awareness and engagement (3)
7. change management (1)
8. networks and collaboration (1)
9. environmental risk analysis (1)
10. resource and waste management (1)

The results show that managers and supporters rank skills that are related to management and decision-making as most important. In the second position, managers chose critical thinking, which

is at the top of the list of practitioners, too. Understanding the green transition is also a need for both categories. Furthermore, the last is also a priority for employees, according to managers.

## Managers-Supporters – Skills needed for green transition

Q38 - Priority 1 :



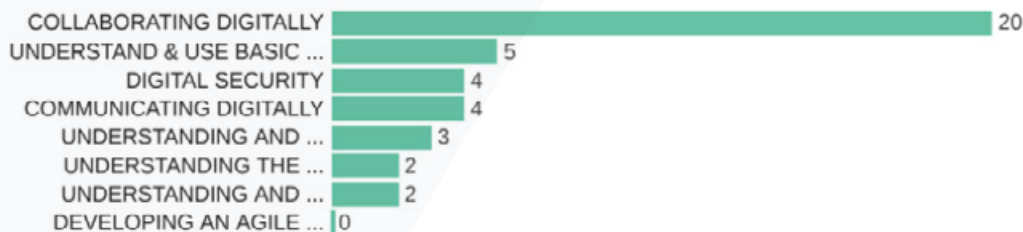
Furthermore, findings from the nationwide focus groups indicated a strong correlation between innovation skills related to creative thinking and problem-solving abilities and the green transition. Participants also highlighted the deficiency of precise, tailored skills in this domain. Additionally, challenges related to policy change knowledge, akin to strategies for the green transition, were identified within the focus groups. These challenges were attributed to a combination of limited knowledge and the frequent alterations in legislation.

## c. Regarding digitalisation

The top priorities expressed by **practitioners** regarding skills needed for the **digital transition** are as follows:

### Practitioners – Skills needed for digital transition

Q133 - Priority 1 :



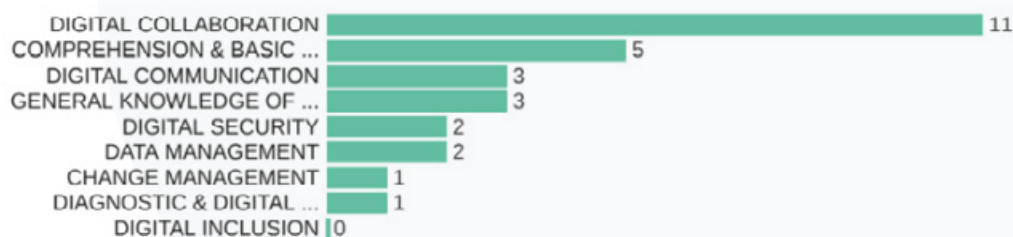
1. collaborating digitally
2. understanding and using the internet
3. digital security
4. communicating digitally
5. understanding and using basic digital tools
6. understanding the challenge of digital inclusion
7. understanding and managing digital data
8. developing an agile attitude

The four highest-rated categories are related to soft skills development and technical skills.

**Top priorities expressed by managers & supporters** – skills needed for **digital transition**:

## Managers–Supporters – Skills needed for digital transition

Q53 - Priority 1 :



1. digital collaboration
2. comprehension and basic use of digital tools and the internet
3. digital communication
4. general knowledge of its operations
5. digital security
6. data management
7. change management
8. diagnostic and digital strategy
9. digital inclusion

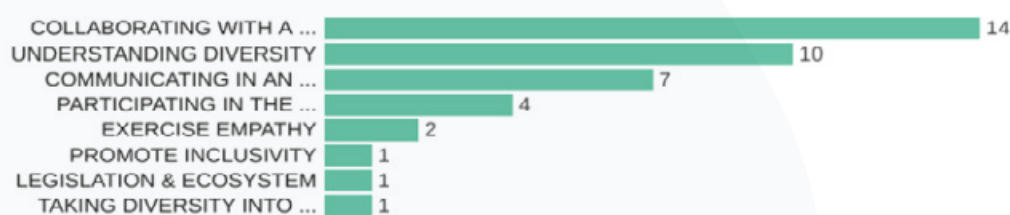
Managers and supporters rank the skill of digital collaboration the highest, while technical skills are the next choice. Digital inclusion is at the bottom of the list. The first two priorities were chosen by both the practitioners and managers & supporters' categories.

## d. Regarding inclusiveness

Top priorities expressed by **practitioners** – skills needed for **inclusion**:

### Practitioners – Skills needed for inclusion

Q143 - Priority 1 :



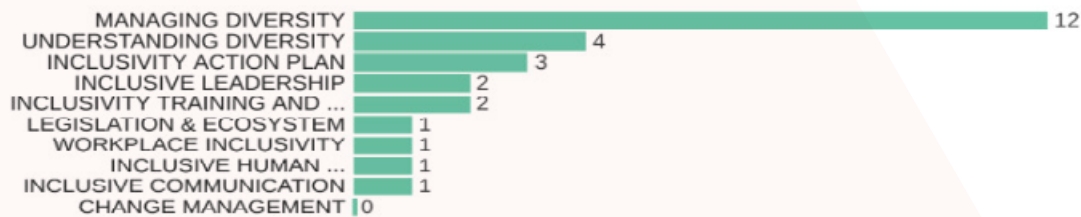
1. collaborating with a diversified group
2. understanding diversity
3. communicating in an inclusive way
4. participating in the inclusiveness of the workplace
5. exercise empathy
6. promote inclusiveness
7. legislation and ecosystem
8. taking diversity into account

Interestingly, collaboration as a needed skill regarding inclusion, is ranked as top priority again by practitioners. Communication is also top rated (3rd place), just like in the previous areas. Gaining knowledge on diversity and inclusion was also important for participant respondents.

**Top priorities expressed by managers and supporters – skills needed for inclusion:**

**Managers-Supporters – Skills needed for inclusion**

Q58 - Priority 1 :



1. managing diversity
2. understanding diversity
3. inclusiveness action plan
4. inclusive leadership
5. inclusiveness training and awareness
6. legislation and ecosystem
7. workplace inclusiveness
8. inclusive human resources management
9. inclusive communication
10. change management.

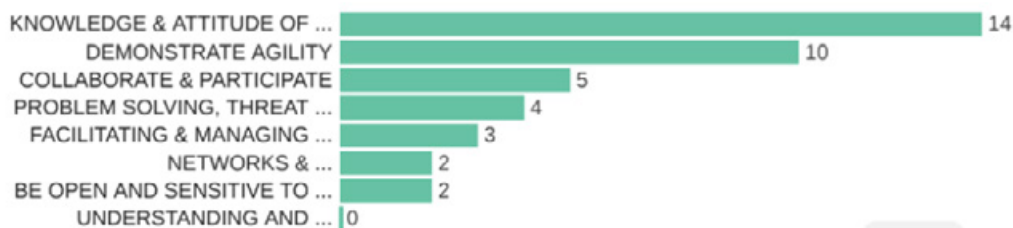
Skills on how to integrate inclusiveness in the workplace seems to be of high importance for managers and supporters, marking management of diversity as top priority, while change management was not chosen at all as a priority.

## e. Regarding the social economy

Top priorities expressed by **practitioners** – skills need for day to day in SE:

### Practitioners – Skills needed day-to-day in SE

Q152 - Priority 1 :



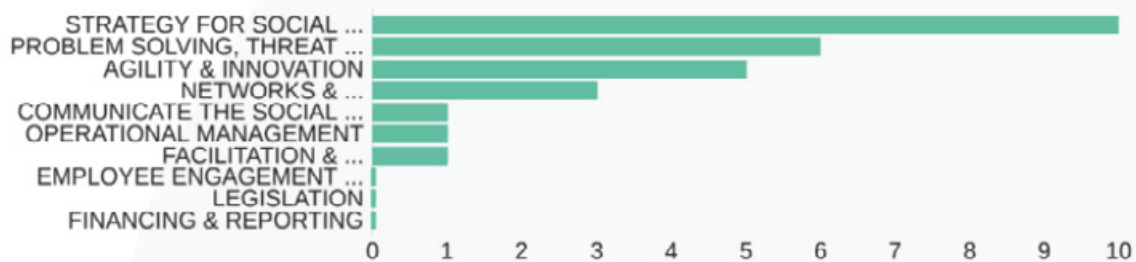
1. knowledge of and attitude towards the social economy
2. demonstrating agility
3. collaborating and participating
4. problem-solving, threat and opportunity analysis
5. facilitating and managing relations with various stakeholders
6. networks and collaborations
7. being open and sensitive to inter-cultural environments
8. understanding and participating in governance

Practitioners rank the need to gain knowledge on the SE and related attitudes as the first priority and as second priority to “demonstrate agility”, meaning that skills for quick understanding, decision-making and conclusion drawing are core for successful actions in the SE. Together with problem-solving and opportunity analysis, these skills all show that practitioners have an understanding of succeeding in the SE, through personal development and strength. The least important skills seem to be those related to participation in governance, which strengthen the idea of a personal approach and responsibility being the norm, rather than collective and political level discourse and solutions.

Top priorities expressed by **managers and supporters**' skills needed for **day to day in SE**:

## Managers-Supporters – Skills needed day to day in SE

Q86 - Priority 1 :



1. strategy for social economy organisations
2. problem-solving, threat and opportunity analysis
3. agility and innovation
4. networks and collaboration
5. communicating the social economy
6. operational management
7. facilitation and stakeholder relations
8. employee engagement and development
9. legislation
10. financing and reporting

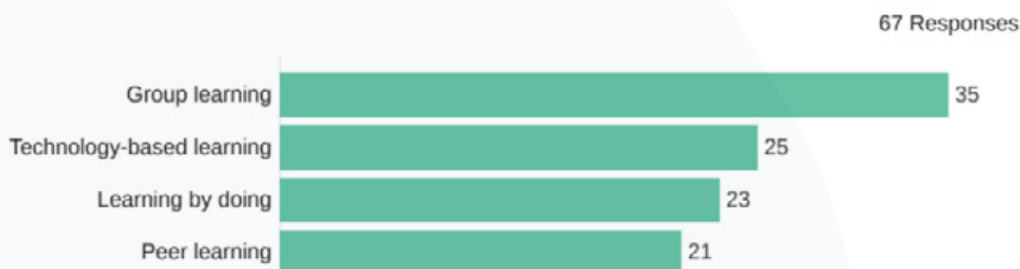
The first priority chosen by managers and supporters was the ability to create a strategy for the SE, while the second and third priorities were personal skills of problem-solving, opportunity analysis and agility, just as for practitioners. Technical skills and knowledge, such as legislation, finance and reporting were the least important.

When **comparing practitioners' needs defined by their managers and those defined by themselves**, the following conclusions could be drawn: both groups believe that practitioners need knowledge of the SE and its sub-sectors and skills for optimising collaboration and participation as first priorities. Digital collaboration was also marked high by both groups (second and third place respectively).



## f. SE training opportunities and techniques needed

As for existing training on the SE in Greece, the training inventory shows that most training courses and programmes focus on entrepreneurship and management. This is in line with the results of the research conducted in baSE that shows for all three categories of respondents (practitioners, managers, supporters) the need for personal skills empowerment on the one hand and more knowledge about what inclusive, digital and green social economy really means on the other hand.



When analysing the responses on **preferred training methods**, two of the top three techniques use interaction during training: group learning, learning by doing and peer learning – with group learning being the first choice (35/67 responses). Interestingly, participants' 5th choice was individual learning, which leads to the conclusion that there is a smaller but significant group of individuals (20/67), who prefer learning independently. Technology-based learning was ranked as second preference. Kinesthetics and lecture-based training were the two least preferred options.

### 3. Recommendations

The results of the research conducted in Greece lead us to the conclusion that since the first legislation established the social economy in the country in 1999, the number of organisations has continued to grow. However, the size of the organisations and number of jobs they provide are still very small.

Greek SE organisations mainly operate in education (as the first activity sector). Although the pre-condition for establishing an SE organisation in the country has changed, most entities keep to the “traditional” initial scope of the SE – including and educating socially marginalised and disadvantaged people, marking their presence in the education and care sector in the form of social enterprises. Representation of SE organisations in the green and digital sector remains low.

When analysing the training needs gap in the SE, we conclude that although there are training and higher education opportunities across the country, there is a significant gap when it comes to personal skills and knowledge regarding SE establishment and operation. This need came to light during an important EU co-funded initiative during 2019-2020, which established info points on the SE in different regions in Greece, including islands and remote areas, and resulted in the registration of a high number of SE organisations.

Later, the Chamber of SE was established under the Ministry of Economy, which has mostly a coordinating and informative role regarding the SE in Greece, conducts yearly reports on Greek SE activity and maintains the registry of SE organisations (with active or currently not operating status).

The SE in Greece is still in a “starter” phase, where representatives of the sector are small businesses or collectives, without a significant income in relation to the whole national economy. There is a huge need and plenty of space for providing relevant training for all employee categories of the baSE research.

#### Addressed to national institutions

Initiatives such as the establishment of the Greek SE Support Centre with Support Information Points (ESPA programme, co-funded by the EU) that boost the social economy, and raise awareness of the importance of social transition, providing conferences, workshops and information sessions on the SE, would be highly important. The above-mentioned initiative significantly increased the number of SE organisations registered.

Education and information about the SE would be crucial in all chambers – not just the SE Chamber – and in all regions of the country. As the majority of SE organisations are based in Athens, there is more to be done in other regions and specially in isolated mountainous regions and islands. See good practice (Appendix 1) of establishing SE Info Points across the country that resulted in a growing number of SE entities in Greece.

## Appendix 1

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

	2018	2022 - 2022-203	Method
<b>National population</b> of working age	3.83 million (2018)	4.27 million (2023)	<a href="https://trading-economics.com/greece/employment-rate">Desk research: https://trading-economics.com/greece/employment-rate</a>
% of social economy in the whole national economy <b>in terms of employment</b>	SE employment is 0.17% of the overall employment (2018)	No data for 2022, 23	<p>“Social and Solidarity Economy in Greece: The Role of SSE in Relation to Local Labour Markets”</p> <p>&amp;</p> <p>BASE R1 Report</p> <p>&amp;</p> <p><a href="https://kalo.gov.gr/k-al-o-ekthesi-eton-2021-2022/">https://kalo.gov.gr/k-al-o-ekthesi-eton-2021-2022/</a></p>
% of social economy in the whole national economy <b>in terms of number of organisations</b>	<p>Number of SE organisations: 100% = 403 (2018)</p> <p>Legal units overall number in Greece in 2018: <b>1,419,855</b></p> <p><b>% of SE = 0.028 (2018)</b></p>	<p>Number of SE organisations: 100% = <b>1736</b> (2020) 100% = 1843 (2022) 100% = 2268 (2023)</p> <p>Legal units overall number in Greece in 2020: <b>1,393,614</b></p> <p><b>% of SE = 0.124 (2020)</b></p>	<p>2018 &amp; 2020 are compared. However, 2022, 2023 data on the number of SE organisations also included, as these showcase an increase. (blue colour)</p> <p>Greek Statistic Service: <a href="https://www.statistics.gr/en/statistics/-/publication/SBR01/">https://www.statistics.gr/en/statistics/-/publication/SBR01/</a></p> <p>&amp;</p> <p>The Greek Chamber of SEE: <a href="https://kalo.gov.gr/wp-content/uploads/2020/11/%CE%95%CE%A4%CE%97%CE%A3%CE%99%CE%91-%CE%95%CE%9A%CE%98%CE%95%CE%A3%CE%97-%CE%9A%CE%91%CE%9B%CE%9F-2019-2020-TELIKO-docx.pdf">https://kalo.gov.gr/wp-content/uploads/2020/11/%CE%95%CE%A4%CE%97%CE%A3%CE%99%CE%91-%CE%95%CE%9A%CE%98%CE%95%CE%A3%CE%97-%CE%9A%CE%91%CE%9B%CE%9F-2019-2020-TELIKO-docx.pdf</a></p>

% of the social economy in the whole national economy in terms of ...			
Growth rate of the social economy		<p><b>Significant increase in the number of SE organisations:</b>  <b>Founding the Greek SE Support Centre</b> with Support Information Points in 2019 resulted in significant increase. It was funded from <b>ESPA Programme - co-funded by the EU</b>. Besides providing information, conferences and workshops were held, mainly around business planning. In Ioannina, Thessaloniki, Athens, Amfissa, Volos, Kiato and islands of Crete, Mitilini, Lefkada and Corfu. It ended in 2020.</p>	(Source: file:///C:/Users/ktago/Downloads/TE-LIKO-%CE%95%CE%9A%CE%98%CE%95%CE%A3%CE%97%20%CE%9A%CE%91%CE%9B%CE%9F%202021-2022_%208-6-2023%20(3).pdf)

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

	2017	2021	Method
% of cooperatives	<b>1,7%</b>	<b>No data</b>	Desk research: Greek SE Chamber's Yearly Reports
% of non-profit associations	<b>No data</b>	<b>No data</b>	There are both for and not for profit organisations in the Greek SE. (Base R1 Report) No data found on the % of the two categories. The categories indicated in this table are irrelevant to these categories in Greece.
% of social enterprises	<b>97.6%</b>	<b>No data</b>	Same source
% of others	<b>0.7%</b>	<b>No data</b>	Same source
Total	100% = 403 (2018)	100% = <b>2268</b> (2023)	Desk research: Greek SE Chamber's Yearly Reports

## c. Sectors most represented in social economy ecosystem

	Sector	% of SE Ecosystem		Method
		2019-20	2021	
1	Education	10 %	11%	<p>Between 2018-21 (latest available data on SE subsectors) the SE was expanded to new sectors. However, due to Covid restrictions in between, the numbers of sectors are almost the same: 2018: 59, 2019:61, 2021:56.</p> <p><b>Data is from the 2020 Greek SEE Chamber's Bi-yearly Report form 2019-20:</b> <a href="https://kalo.gov.gr/wp-content/uploads/2-020/11/%CE%95%CE%A4%CE%97%CE%A3%CE%99%CE%91-%CE%95%CE%9A%CE%98%CE%95%CE%A3%CE%97-%CE%9A%CE%91%CE%9B%CE%9F-2019-2020-TELIKO-docx.pdf">https://kalo.gov.gr/wp-content/uploads/2-020/11/%CE%95%CE%A4%CE%97%CE%A3%CE%99%CE%91-%CE%95%CE%9A%CE%98%CE%95%CE%A3%CE%97-%CE%9A%CE%91%CE%9B%CE%9F-2019-2020-TELIKO-docx.pdf</a></p> <p>&amp;</p> <p><b>Data is from the 2020 Greek SEE Chamber's Bi-yearly Report form 2021</b> file:///C:/Users/ktago/Downloads/TELI-KO-%CE%95%CE%9A%CE%98%CE%95%CE%A3%CE%97%20%CE%9A%CE%91%CE%9B%CE%9F%202021-2022_%208-6-2023%20(3).pdf</p>
2	Catering	9 %	6%	
3	Retail	7 %	7%	
4	Wholesale trade	6 %	7%	
5	Care	6%	5%	
6	Organisational activities	6 %	7%	
7	Administrative activities	5 %	5%	
8	Administrative and Management Counselling	5 %	5%	
9	Creative, Entertainment, Arts	5%	6%	
10	Social welfare activities without provision of accommodation	3 %	3%	

## Appendix 2

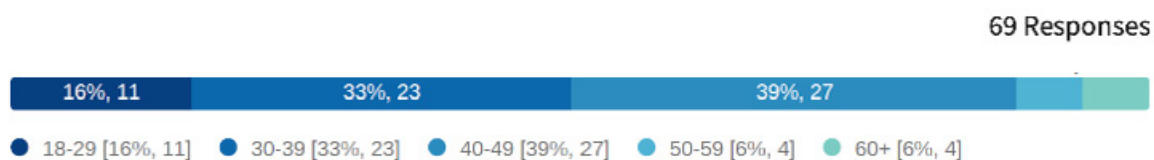
### Survey report for Greece

General description of the statistical sample

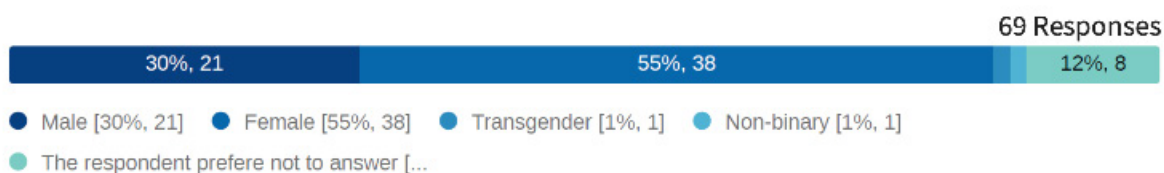
#### A. Total number of valid answers:

69 respondents

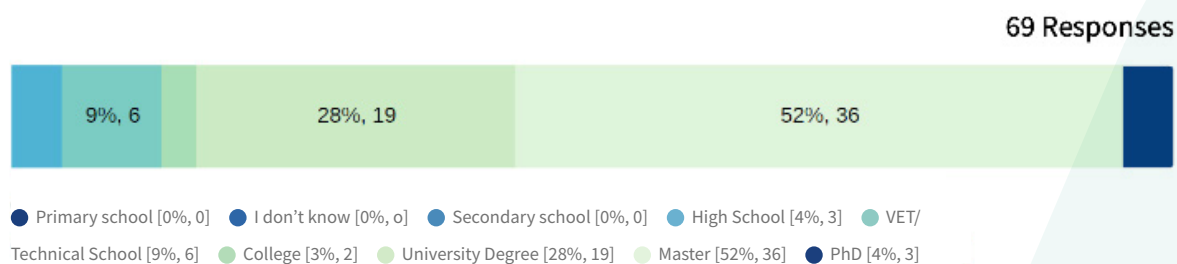
#### B. Age distribution of respondents:



#### C. Gender distribution of respondents:



#### D. Level of education



### E. Categories of workers within respondents:

Categories	Choice Count	
CEO, Senior Manager or Director of a social economy organisation	21.74%	15
Work in a social economy federation, a social economy network or a social economy consultancy.	20.29%	14
Work in a social economy organisation in a role other than that of CEO, senior manager or director.	57.97%	40
<b>Total</b>		<b>69</b>

### F. Categories of social economy organisations:

Field	Choice Count	
Non-profit organisation/ ΑΜΚΕ	30%	14
Social enterprise/ ΚΟΙΝΣΕΠ	30%	14
Sole proprietorship/ Ατομική Επιχείρηση	13%	6
Other/ Άλλο :	9%	4
S.A./Public Limited Company/ Ανώνυμη Εταιρεία	9%	4
Limited Liability Company/ Εταιρεία Περιορισμένης Ευθύνης / ΙΚΕ	4%	2
General Partnership/ Ομόρρυθμη Εταιρεία	2%	1
I do not know/ Δεν ξέρω	2%	1
Cooperative/ Συνεταιρισμός	0%	0
<b>Total</b>		<b>46</b>

### G. Distribution of work integration social enterprises among the sample of organisations

Field	Choice Count	
WISEs	65%	30
Not WISEs	30%	14
The respondent did not know	4%	2
<b>Total</b>		<b>46</b>

### H. Distribution of organisation's age

Field	Choice Count	
Less than a year	7%	3
Between 1 and 3 years	24%	11
Between 4 and 10 years	43%	20

+ More than 10 years	22%	10
The respondent did not know	4%	2
Total		<b>46</b>



## Appendix 3

### a. Managers

Manager skill need for green transition	NB priority 1	Nb Priority 2	Nb Priority 3	After ponderation
STRATEGY FOR GREEN TRANSITION	2	5	0	16
SYSTEMATIC ANALYSIS & DECISION-MAKING	4	1	1	15
AWARENESS & ENGAGEMENT	2	1	5	13
NETWORKS & COLLABORATION	1	2	2	9
GREEN LEGISLATION	2	1	0	8
CHANGE MANAGEMENT	1	1	2	7
ENVIRONMENTAL RISK ANALYSIS	1	1	2	7
CRITICAL THINKING AND SELF-REFLECTION	1	2	2	9
UNDERSTANDING THE GREEN TRANSITION	1	1	1	6
RESOURCE & WASTE MANAGEMENT	0	0	0	0
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>15</b>	

Managers skill need for digitalization	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
DIGITAL COLLABORATION	6	2	4	26
DIGITAL COMMUNICATION	2	4	1	15
DIGITAL SECURITY	2	0	4	10
COMPREHENSION & BASIC USE OF DIGITAL TOOLS & THE INTERNET	1	3	1	10
DIAGNOSTIC & DIGITAL STRATEGY	0	3	3	9
DATA MANAGEMENT	2	0	0	6
CHANGE MANAGEMENT	1	1	0	5
DIGITAL INCLUSION	0	2	1	5
GENERAL KNOWLEDGE OF IT OPERATIONS	1	0	1	4
<b>TOTAL</b>	<b>15</b>	<b>15</b>	<b>15</b>	

Managers skill need for Inclusivity	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
MANAGING DIVERSITY	9	1	0	29
INCLUSIVENESS TRAINING AND AWARENESS	0	6	2	14
INCLUSIVENESS ACTION PLAN	2	1	1	9
INCLUSIVE COMMUNICATION	1	2	1	8
CHANGE MANAGEMENT	0	2	1	5
INCLUSIVE HUMAN RESOURCES MANAGEMENT	1	0	2	5
UNDERSTANDING DIVERSITY	0	0	4	4

LEGISLATION & ECOSYSTEM	1	0	1	4
INCLUSIVE LEADERSHIP	0	1	1	3
WORKPLACE INCLUSIVENESS	0	1	1	3
<b>TOTAL</b>	<b>14</b>	<b>14</b>	<b>14</b>	

Managers skill need for SE day to day	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
STRATEGY FOR SOCIAL ECONOMY ORGANISATIONS	6	2	0	22
AGILITY & INNOVATION	2	2	4	14
PROBLEM-SOLVING, THREAT AND OPPORTUNITY ANALYSIS	2	3	0	12
NETWORKS & COLLABORATION	2	1	1	9
COMMUNICATE THE SOCIAL ECONOMY	1	2	1	8
FINANCING & REPORTING	0	3	1	7
OPERATIONAL MANAGEMENT	0	0	5	5
EMPLOYEE ENGAGEMENT AND DEVELOPMENT	0	1	1	3
FACILITATION & STAKEHOLDER RELATIONS	1	0	0	3
LEGISLATION	0	0	1	1
<b>TOTAL</b>	<b>14</b>	<b>14</b>	<b>14</b>	

## b. Supporters

Supporter skill need for green transition	NB priority 1	Nb Priority 2	Nb Priority 3	After ponderation
SYSTEMATIC ANALYSIS & DECISION MAKING	3	2	2	15
CRITICAL THINKING AND SELF-REFLECTION	4	0	2	14
UNDERSTANDING THE GREEN TRANSITION	3	1	2	13
AWARENESS & ENGAGEMENT	1	4	0	11
GREEN LEGISLATION	1	2	0	7
STRATEGY FOR THE GREEN TRANSITION	0	1	2	4
CHANGE MANAGEMENT	0	1	2	4
NETWORKS & COLLABORATION	0	1	2	4
ENVIRONMENTAL RISK ANALYSIS	0	1	1	3
RESOURCE & WASTE MANAGEMENT	1	0	0	3
<b>TOTAL</b>	<b>13</b>	<b>13</b>	<b>13</b>	

Supporter skill need for digitalization	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
DIGITAL COLLABORATION	5	4	2	25
COMPREHENSION & BASIC USE OF DIGITAL TOOLS & THE INTERNET	4	1	0	14

DIGITAL COMMUNICATION	1	3	1	10
DIGITAL SECURITY	0	3	2	8
GENERAL KNOWLEDGE OF IT OPERATIONS	2	0	1	7
DIAGNOSTIC & DIGITAL STRATEGY	1	1	0	5
DIGITAL INCLUSION	0	0	5	5
DATA MANAGEMENT	0	1	1	3
CHANGE MANAGEMENT	0	0	1	1
<b>TOTAL</b>	<b>13</b>	<b>13</b>	<b>13</b>	

Supporter skill need for Inclusivity	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
MANAGING DIVERSITY	3	4	2	19
INCLUSIVENESS TRAINING AND AWARENESS	2	3	4	16
UNDERSTANDING DIVERSITY	4	0	1	13
INCLUSIVE LEADERSHIP	2	3	0	12
WORKPLACE INCLUSIVENESS	1	0	2	5
CHANGE MANAGEMENT	0	1	2	4
INCLUSIVENESS ACTION PLAN	1	0	1	4
LEGISLATION & ECOSYSTEM	0	1	0	2
INCLUSIVE HUMAN RESOURCES MANAGEMENT	0	1	0	2
INCLUSIVE COMMUNICATION	0	0	1	1
<b>TOTAL</b>	<b>13</b>	<b>13</b>	<b>13</b>	

Supporter skill need for SE day to day	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
PROBLEM-SOLVING, THREAT AND OPPORTUNITY ANALYSIS	4	3	0	18
STRATEGY FOR SOCIAL ECONOMY ORGANISATIONS	4	1	2	16
AGILITY & INNOVATION	3	2	3	16
OPERATIONAL MANAGEMENT	1	1	1	6
NETWORKS & COLLABORATION	1	1	1	6
FACILITATION & STAKEHOLDER RELATIONS	0	2	2	6
FINANCING & REPORTING	0	2	0	4
LEGISLATION	0	1	1	3
COMMUNICATE THE SOCIAL ECONOMY	0	0	2	2
EMPLOYEE ENGAGEMENT AND DEVELOPMENT	0	0	1	1
<b>TOTAL</b>	<b>13</b>	<b>13</b>	<b>13</b>	

## c. Practitioners

Practitioners skills need for green transition	NB priority 1	Nb Priority 2	Nb Priority 3	After ponderation
BEING ABLE TO COMMUNICATE AND RAISE AWARENESS ABOUT GREEN TRANSITION	6	4	1	27
MEASURING ENVIRONMENTAL IMPACT	1	3	6	15
UNDERSTANDING THE LINKS AND INTERACTIONS BETWEEN THE SOCIAL ECONOMY AND THE GREEN TRANSITION	2	0	6	12
CRITICAL THINKING	5	9	5	38
BEING ABLE TO OBSERVE AND UNDERSTAND COMPLEX INTERACTIONS	2	4	2	16
BEING ABLE TO ADOPT GREEN BEHAVIOUR	2	5	4	20
UNDERSTANDING THE GREEN TRANSITION	18	3	6	66
MANAGING RESOURCES & WASTE	2	2	0	10
ANALYSING ENVIRONMENTAL RISKS	1	6	2	17
KNOWING ENVIRONMENTAL LEGISLATION	1	4	8	19
<b>TOTAL</b>	<b>40</b>	<b>40</b>	<b>40</b>	

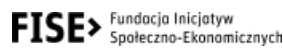
Practitioners skills need for digital transition	NB priority 1	Nb Priority 2	Nb Priority 3	After ponderation
UNDERSTANDING THE CHALLENGE OF DIGITAL INCLUSION	2	4	12	26
UNDERSTANDING AND MANAGING DIGITAL DATA	3	2	2	15
COMMUNICATING DIGITALLY	4	9	1	31
COLLABORATING DIGITALLY	20	5	8	78
DIGITAL SECURITY	4	10	8	40
UNDERSTANDING & USING BASIC DIGITAL TOOLS	5	6	2	29
UNDERSTANDING AND USING THE INTERNET	2	4	3	17
<b>TOTAL</b>	<b>40</b>	<b>40</b>	<b>40</b>	

Practitioners skills need for inclusion	NB priority 1	Nb Priority 2	Nb Priority 3	After ponderation
COLLABORATING WITH A DIVERSIFIED GROUP	14	6	4	58
COMMUNICATING IN AN INCLUSIVE WAY	7	7	3	38
TAKING DIVERSITY INTO ACCOUNT	1	2	5	12
PROMOTING INCLUSIVENESS	1	2	9	16

PARTICIPATING IN THE INCLUSIVENESS OF THE WORKPLACE	4	4	9	29
EXERCISING EMPATHY	2	10	2	28
UNDERSTANDING DIVERSITY	10	8	3	49
LEGISLATION & ECOSYSTEM	1	1	5	10
<b>TOTAL</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>240</b>

Practitioners skills need for SE day to day	NB priority 1	Nb Priority 2	Nb Priority 3	After ponderation
UNDERSTANDING AND PARTICIPATING IN GOVERNANCE	0	2	7	11
NETWORKS & COLLABORATION	2	4	10	24
KNOWLEDGE OF & ATTITUDE TOWARDS THE SOCIAL ECONOMY	14	2	5	51
PROBLEM-SOLVING, THREAT AND OPPORTUNITY ANALYSIS	4	7	6	32
FACILITATING & MANAGING RELATIONS WITH VARIOUS STAKEHOLDERS	3	7	4	27
DEMONSTRATING AGILITY	10	5	1	41
COLLABORATING & PARTICIPATING	5	4	1	24
BEING OPEN AND SENSITIVE TO AN INTER-CULTURAL ENVIRONMENT	2	9	6	30
<b>TOTAL</b>	<b>40</b>	<b>40</b>	<b>40</b>	

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