



Blueprint for advanced skills & trainings in the social economy

NATIONAL SYNTHESIS FOR SPAIN



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Introduction to national synthesis

This document was written as part of the baSE project – *Blueprint for Advanced Skills and Training in the Social Economy*. This project focuses on competence mismatches for the upskilling and reskilling of social economy practitioners, managers and supporters, and contributes to a new strategic approach (Blueprint) to sectoral cooperation on the supply of competences for new or updated occupational profiles in the social economy sector. The baSE project involves 25 partners (social economy federations, umbrella organisations and support structures, higher education and vocational education and training providers, research institutions and sector experts) from 10 European countries (Belgium, France, Germany, Greece, Ireland, Italy, Poland, Romania, Slovenia and Spain) forming an alliance for sectoral cooperation on competences for the social economy and proximity ecosystem.

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

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

socialeconomyskills.eu/resources

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

Understanding the social economy in Spain implies being aware of how this phenomenon works and what its characteristics are in the context of the country. First, it is necessary to pay attention to the types of entities that make up the SE in Spain and their share of the national economy. Next, an analysis of the differences between the sectors of activity and regions will provide a clear picture of the SE at the national level.

Spain boasts a thriving social economy (SE) sector, encompassing various types of organisations. Among these, associations and foundations are the most numerous, representing around 53.2% of entities, followed by cooperatives (32.8%) (see Figure 1). Taken together, all the organisations that make up the SE in Spain (including for example social employment centres that promote the employment of workers with disabilities) represent 6% of businesses in the national economy (see Table 1 in Annex 1). They account for 10% of GDP and 12.5% of employment.¹



Figure 1: Type of entities in the social economy in Spain

An attempt to obtain a clearer picture of the SE in the Spanish context draws our attention to the relative importance of the SE in the productive fabric of each sector of activity. Social economy organisations (SEOs) are present across a wide range of sectors, although they are unevenly dis-

¹ <https://planderecuperacion.gob.es/como-acceder-a-los-fondos/pertes/perte-de-economia-social-y-de-los-cuidados>

tributed. In some sectors the SE has a very important weight, while in others its presence is very small (see Table 3 in Annex 1). Thus, in social services, the weight of the SE reaches 41.2% (4 out of every 10 entities in this sector belong to it); in the arts and leisure activities sector, 31.7% and in the education sector, 24.3%. In other sectors, their presence is also notable, such as in agriculture (13%) or in energy (10.1%). On the other hand, their presence is very low in construction (1.5%) and in hotels and restaurants (1.2%).

The differences by autonomous community (i.e., the sub-national level of political and administrative divisions) are significant. The SE is more important in those regions where the business density is low. This is the case in Extremadura, where it accounts for 8.8% of the total productive fabric, and in Castilla y León (7.9%). In other communities, for historical, cultural, and institutional reasons, the development of the SE has been more deeply rooted. This is the case of Navarre (where it represents 7.7% of the productive fabric) and the Basque Country (7.6%). In other regions, such as Murcia (8.2%), development has been more recent, but has reached a very significant level in the economy. On the other hand, in the Balearic Islands, the Canary Islands and the Community of Madrid, the weight of the SE in the regional economies is small (no more than 3.7% of the productive fabric).

The presence of the social economy in the national territory has grown in recent years. On the one hand, the share of the social economy in the national economy has grown to 6.3% of businesses. Meanwhile as regards type of organisation, the ratios have hardly changed. Nevertheless, some changes can be observed in relation to the sectors best represented in the SE ecosystem. Thus energy, water and waste management, education, social services and arts and leisure activities are growth sectors.

The SE in Spain is facing a number of challenges and limitations, including staff and training needs. According to the latest report of CEPES, the Spanish Social Economy Employers' Confederation, published in 2022, the current vocational training system does not adequately meet the training needs of workers and members of the social economy. The relationship between the representative structures of SE entities and the specialised training centres is too tenuous, which leads to a disconnection between the real needs and the courses offered. The time lag between the detection of needs and the implementation of the training plans is too long, which means that some of the training on offer is no longer of interest or validity to the target group.

In addition, the training available does not adequately address the differentiating values and principles of the SE. The catalogue is repetitive, and the courses envisaged are too long for the temporary availability of members and workers. The reference plan that was in force for the SE in 2022 contained 102 training specialities, of which only 33% (34 specialities) were considered a priority and 74% of these were aimed at cooperatives. This was of little use in developing expertise in the rest of the social economy.

The social economy is a sector that generates employment and wealth and contributes to the sustainable development of the country. However, for this development to take place, a workforce is needed that is prepared to face the challenges ahead.

Based on the data presented, it can be concluded that projects like baSE are essential in a country like Spain, where the SE plays an important role.

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

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

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

a. Statistical description of the national sample

The sample obtained for Spain consists of 171 responses. While it is a respectable sample size, caution should be exercised when generalising the results to the general population of the SE. All the data explained below are available in Appendix 2.

The gender distribution within the sample is fairly balanced, with 54% of respondents identifying as female and 44% as male. Notably, there is also representation from non-binary individuals, comprising 1% of the sample (2 responses). The split between male and female respondents suggests a reasonably inclusive and diverse sample, which can contribute to a more comprehensive understanding of the SE sector from various gender perspectives.

Most respondents fall into the age range of 40 to 59 years, representing 73% of the sample. The age group of 30 to 39 years (14%) is also well-represented, indicating mid-career professionals. While the youngest age group, 18 to 29 years, comprises a smaller percentage (6%) of the sample. The 60+ age group, making up 8% of the sample, reflects the participation of more experienced professionals and potentially retirees who remain engaged in the sector.

The data indicate a diverse range of education levels among respondents, with a notable representation of individuals holding a master's or a bachelor's degree (43% and 37%, respectively). A smaller percentage, 7%, have attained a doctorate. On the other hand, a combined 13% of respondents have completed either a high school diploma (4%) or higher vocational training (9%).

50.88% of respondents are CEOs, senior managers, or directors of SEOs, meaning a significant

representation of top-level decision-makers. 37.43% of respondents work in roles other than CEO, senior manager or director. Approximately 11.7% of respondents work in social economy federations, social economy networks, or social economy consultancies.

The data also demonstrate diversity in the legal forms of SE organisations, with the most prevalent being cooperatives, constituting 66% of the sample. Worker-owned companies represent 12% of the organisations in the sample. Special employment centres of social initiatives make up 11% of the organisations, highlighting the presence of entities focused on social inclusion and job integration. Furthermore, a small percentage of respondents indicated they were unsure of the legal form of their organisation (4%). Foundations (4%) and integration companies (2%) are also represented in the sample, although to a lesser extent.

In addition, the data also indicate a wide range of organisational ages within the sample. The majority of organisations in the sample have been in existence for more than 10 years, representing 82% of the total. A smaller proportion of organisations (9%) fall into the category of being between 4 and 10 years old, indicating a presence of relatively newer entities that have gained traction in recent years. A very small percentage (3%) comprises organisations that are less than a year old. Additionally, there are organisations that have been in existence for 1 to 3 years, making up 3% of the sample.

The sample covers gender diversity, a broad age range, varied educational backgrounds, and a mix of leadership and practitioner roles within organisations, reflecting the multifaceted nature of the social economy. Considering both the numbers and the diversity it can be stated that the sample is strong enough to identify trends from, although it is non-representative.

The following sections describe the findings of the survey. The sections are divided by challenges and in each section the results per profile is detailed.

b. Regarding the green transition

The graphs in Appendix 3 show the skills needs prioritised by managers, supporters and practitioners of SEOs to face the green transition. Based on that priority list, in this section the three most highly rated needs related to the green transition per profile have been highlighted so that they can be elaborated on and explained in detail. However, all the green skills that were mentioned in the survey were prioritised, as can be seen in detail in Appendix 3.

Based on these results, the three skills related to the green transition that were most highly prior-

itised by managers are:

- 1) systematic analysis and decision-making
- 2) change management
- 3) strategy for the green transition

On the other hand, the three skills related to the green transition that were most highly prioritised by supporters are:

- 1) strategy for the green transition
- 2) awareness and engagement
- 3) change management

Analysing the results of the green transition transversally, managers and support staff express a need for skills in strategy for the green transition and in change management.

It is important to note that the research survey and national focus group both identified the need for CEOs to play a key role in the green transition. This is because CEOs are well-positioned to have a positive societal impact. Therefore, the need for skills related to strategy and change management is fully aligned with these goals.

In addition, managers also identified as a key skills need systematic analysis and decision-making. Being pioneers in the green transition relies on this interconnected set of skills and capabilities, allowing organisations to embrace sustainability and drive towards a greener and more environmentally responsible future.

Additionally, the second skills need prioritised by supporters relates to awareness raising and engagement. This could be closely related to the need to lead this movement as CEOs. From the role of supporting organisations, having mechanisms to raise awareness within the organisations is crucial.

However, it should be noted that these training needs are not addressed by existing training courses. Neither in the inventory of courses conducted at the national level during the research phase of the project (step 4 in WP2 research), nor based on the perceptions of the survey respondents (see Table 1), are training courses available that address the more strategic training needs such as strategy for the green transition, systematic analysis, and decision-making and awareness and engagement.

Related to change management, the gap in terms of the courses offered and the skills need identified is less clear-cut since several courses related to this topic are identified. As for the respondents, there is also a diversity of opinions. From the managers' perspective, 39% state that they are not aware of training related to change management, while 33% state that there is training that is accessible. It is important to note that for change management, considering the 33% of population who claimed that training is available, almost 65% belong to big companies. 28% of managers consider that there are courses but that they are not accessible. Meanwhile supporters

are more negative about the availability of courses that treat change management in this context: 70% state they are not aware of courses, 20% say that there are courses but that they are inaccessible, and only 10% consider that there are courses that are accessible. See Table 1 below for detailed figures.

Given the varying perceptions of change management training availability, it is crucial to contextualise change management within the specific needs and challenges faced by SEOs and develop change management training that is relevant to the unique context of the sector.

On the other hand, the three skills related to green transition that were most highly prioritised by practitioners are:

- 1) understanding the green transition
- 2) managing resources and waste
- 3) being able to adopt green behaviour

As is logical, from the perspective of the employees the needs are different, since the needs identified are related to their job position, and are therefore at a different level of development, not as strategic but more operational. As regards courses available, most of the respondents, 69%, consider that there is no training available to address this skills need for understanding the green transition and 68% state that they are not aware of courses that address the skill of being able to adopt green behaviour. However, as regards the ability of managing resources and waste, opinions are divided. As shown in Table 1, 42% of practitioners claim that there are courses available on this topic while the other 42% affirm that they are not aware of these courses. 15% consider that there are courses but that they are not available.

Table 1: Green skill priorities and training availability according to people surveyed

Green Transition				
Managers				
	Training availability	Not aware	Existing but not accessible	Existing and accessible
Skill priority				
Systematic analysis and decision-making		64%	15%	21%
Change management		39%	28%	33%
Strategy for green transition		69%	22%	9%
Supporters				
	Training availability	Not aware	Existing but not accessible	Existing and accessible
Skill priority				
Strategy for green transition		60%	27%	13%

Awareness and engagement	63%	25%	13%
Change management	70%	20%	10%
Practitioners			
	Training availability	Not aware	Existing but not accessible
Skill priority			Existing and accessible
Understanding the green transition	69%	8%	23%
Manage resources and waste	42%	15%	42%
Be able to adopt green behaviour	68%	14%	18%

*Note: The data presented in this table are based on the results obtained in the survey phase for the population of Spain and the sample described in this document. They display the most highly prioritised skills and the respondents' perception of whether a training course addressing that need exists, among those who have identified that skill as a priority.

In this sense, managers highlight the need for their employees to understand the challenges of the green transition and to communicate and raise awareness about the green transition. Therefore, as can be seen, there is consistency between managers and employees' perspectives since both agree on the fact that there is a need to lay the foundations and a common understanding of what transition means and what it entails.

The training identified in the training inventory (step 4 of the WP2 research methodology) responded to specific needs or tools of the green transition, but the training was not designed nor directed specifically to a social economy audience. The training related to this transition was categorised into the following dimensions: environmental management, energy and climate change, biodiversity protection, urban and industrial waste, comprehensive water management, sustainability tools, tourism and environmental education, evaluation and environmental impact, geographic information system and circular economy.

c. Regarding digitalisation

The graphs in Appendix 3 show the skills needs prioritised by managers, supporters and practitioners of SEOs to face the digital transition. Based on that priority list, in this section the three most highly rated needs related to digital transition per profile have been highlighted so that they can be elaborated on and explained in detail. However, all the prioritisations can be seen in detail in Appendix 3.

Based on these results, the three skills related to the digital transition that were most highly prioritised by managers are:

- 1) diagnostic and digital strategy
- 2) digital security

3) data management

On the other hand, the three skills related to the digital transition that were most highly prioritised by supporters are:

- 1) diagnostic and digital strategy
- 2) data management
- 3) digital collaboration

Similarly to the green transition, for the digital transition both managers and supporters emphasise the need for skills at more strategic levels, specifically in the areas of diagnostic and digital strategy. Furthermore, both profiles agree that this is the most essential skill. This underscores the strategic importance of staying up to date with digitalisation and its implications for SEOs. Additionally, it is worth mentioning that this more strategic perspective on digitalisation was also emphasised in the national focus group, owing to the potential impact digitalisation may have on employment. As an example, it was highlighted that in a SEO this impact should be carefully considered since the employability of people must be ensured throughout the whole process.

When analysing whether there are training courses that address this skills need related to diagnostic and digital strategy, those surveyed hold divergent opinions (see Table 2 for detailed figures). 53% of managers believe that there are courses available (with 39% considering them accessible), while the other 40% are unaware of such training. 60% of supporters consider that there are courses available but 40% state that they are not accessible, and the remaining 40% are unaware of these training courses.

In the training inventory, a variety of courses related to digital strategic topics were identified, but no courses were identified for the specific context of the SE. The training identified in the training inventory responded to digital needs, but the courses were not designed nor directed specifically to the SE ecosystem and it is possible that some respondents answered that no courses were available because they do not address the specific needs of the SE ecosystem.

The need for data management skills is also highlighted by both managers and supporters.

Table 2: Digitalisation skill priorities and training availability according to people surveyed

Digitalisation				
Managers				
	Training availability	Not aware	Existing but not accessible	Existing and accessible
Skill priority				
Diagnostic and digital strategy		48%	14%	39%
Digital security		23%	30%	47%

Data management		36%	17%	47%
Supporters				
	Training availability			
Skill priority		Not aware	Existing but not accessible	Existing and accessible
Diagnostic and digital strategy		40%	40%	20%
Data management		30%	60%	10%
Digital collaboration		43%	29%	29%
Practitioners				
	Training availability			
Skill priority		Not aware	Existing but not accessible	Existing and accessible
Digital security		17%	28%	56%
Understanding and managing digital data		29%	18%	54%
Understand and use basic digital tools		19%	19%	62%

*Note: The data presented in this table are based on the results obtained in the survey phase for the population of Spain and the sample described in this document. They display the most highly prioritised skills and the respondents' perception of whether a training course addressing that need exists, among those who have identified that skill as a priority.

During the national focus group, it was emphasised that the need for these types of capabilities (e.g., digital security and data management) exists at a generic level, rather than being a specific requirement solely for organisations in the SE. These were identified as prevalent needs applicable to all organisations, both conventional and SE, stemming from today's technological advances. Moreover, during the steps prior to the survey, the majority of SEOs skills needs for digitalisation were found to be cross-cutting, not specific to any economic sub-sector and not specific to the social economy and proximity ecosystem.

According to approximately 70% of respondents who marked them as top priority, there are courses addressing these needs in both cases (see Table 2). Regarding accessibility, managers are more positive about data management courses than supporters. However, managers also pointed out digital security as a top priority and in this case 30% consider that the courses are not accessible.

It is noteworthy that for digital skills, during the training inventory analysis at national level, several courses were identified. For example, the programme DigitalízatePlus, the space created by the Spanish State Foundation for Employment Training (FUNDAE) and the State Public Employment Service (PES-SEPE) to offer free training in digital skills. This programme offers digital skills content aimed exclusively at the self-employed and the workforce of SEOs.

Additionally, supporters rated digital collaboration as a top priority. Although most of them acknowledged that there are courses addressing this, half considered them inaccessible and additionally, 43% of respondents claimed not to be aware of any specific training for this.

Conversely, the three skills related to the digital transition that were most highly prioritised by practitioners are:

- 1) digital security
- 2) understanding and managing digital data
- 3) understanding and using basic digital tools

According to managers, the skills needs related to digitalisation for other employees concern digital collaboration, comprehension and use of basic digital tools, and comprehension and use of the internet. Contrasting the responses of the practitioners surveyed with those provided by the managers regarding the needs they identify in relation to the digital transition, we observe a complete alignment, as these needs are at a foundational level. This conclusion is fully in line with the impressions that participants shared during the focus group.

Regarding training courses, most of the respondents acknowledge that there are courses available related to these needs and that they are accessible (see Table 2).

d. Regarding inclusiveness

The graphs in Appendix 3 show the skills needs prioritised by managers, supporters and practitioners of SEOs to face the inclusiveness challenge. Based on that priority list, in this section the three most highly rated needs related to inclusiveness per profile have been highlighted to be elaborated on in detail. However, all the inclusiveness skills that were mentioned in the survey were prioritised and can be seen in detail in Appendix 3.

Based on these results, the three skills related to the inclusiveness challenge that were most highly prioritised by managers are:

- 1) managing diversity
- 2) inclusive leadership
- 3) inclusive human resource management

The three skills that were most highly prioritised by supporters are:

- 1) managing diversity
- 2) inclusiveness training and awareness
- 3) inclusiveness action plan

Managing diversity is considered as a top priority by both managers and supporters. As regards the respondents' perception of whether there are currently courses that meet this need, there are differences from manager's and supporter's points of view (see Table 3 for detailed figures). 39% of managers consider there are no courses that meet this need as against 71% of supporters. 48% of the managers who selected this as a top priority claimed that there are available courses which

are accessible but none of the enablers asserted this. Finally, 14% of managers stated that there are courses but that they are not accessible whereas 29% of supporters stated the same.

Management of employees with disabilities in the work environment of companies and generating participatory environments were two competences identified in the literature review and during the national focus group session. This need is also reflected in the other two skills needs prioritised by managers, that is inclusive leadership and inclusive human resource management. Regarding training available for these needs, managers are more critical than they were regarding diversity management. For both skills, more than half of the respondents claim they are not aware of any training course related to it. For inclusive leadership, 23% of managers said that there were courses but that they were not accessible and 26% said that there were accessible courses. For inclusive human resource management, although the vast majority claimed not to be aware of courses addressing the topic, among those who stated that such courses exist, the majority indicated that they were accessible (27%), with only a small percentage considering them inaccessible (12%).

In the inclusiveness challenge, the distinct role of supporters stands out in contrast to managers, compared to the digital and green transition challenges. Regarding inclusiveness, the skills prioritised relate to awareness, training and the development of an action plan. Supporters may feel the need to go beyond merely educating and raising awareness among companies, by pushing them to take concrete actions. In both cases, supporters affirmed that they were either unaware of courses or that the existing ones were inaccessible (see Table 3).

Table 3: Inclusiveness challenge skill priorities and training availability according to people surveyed

Inclusiveness challenge				
Managers				
	Training availability	Not aware	Existing but not accessible	Existing and accessible
Skill priority				
Managing diversity		39%	14%	48%
Inclusive leadership		51%	23%	26%
Inclusive HRM		62%	12%	27%
Supporters				
	Training availability	Not aware	Existing but not accessible	Existing and accessible
Skill priority				
Managing diversity		71%	29%	0%
Inclusiveness training and awareness		67%	33%	0%
Inclusiveness action plan		83%	17%	0%

Practitioners				
Skill priority	Training availability	Training availability		
		Not aware	Existing but not accessible	Existing and accessible
Understanding diversity		46%	7%	46%
Exercise empathy		69%	7%	24%
Collaborating with a diversified group		58%	17%	25%

*Note: The data presented in this table are based on the results obtained in the survey phase for the population of Spain and the sample described in this document. They display the most highly prioritised skills and the respondents' perception of whether a training course addressing that need exists, among those who have identified that skill as a priority.

On the other hand, the three skills to face the inclusiveness challenge that were most highly prioritised by practitioners are:

- 1) understanding diversity
- 2) exercise empathy
- 3) collaborating with a diversified group

Managers highlighted understanding diversity, empathy, and inclusive communication as priority skills needs for employees in relation to inclusiveness. Therefore, employees and managers seem to agree about the skills needed by employees to face the inclusiveness challenge. As regards what employees consider about the availability of training to address these needs for understanding diversity, there is a mix of opinions. However, for the other two, the majority claims not to be aware of courses (see Table 3).

It is important to note that during the training inventory exercise, no recurrent or current training courses were identified that address these needs directly. Separate training courses addressing specific issues related to diversity management such as managing people with disabilities or gender equality plan were identified but not a general course directed to inclusiveness in general within the SE context.

e. Regarding the social economy

The graphs in Appendix 3 show the skills needs prioritised by managers, supporters and practitioners of SEOs to face day-to-day challenges. In this section the three most highly rated needs related to day-to-day challenges per profile have been highlighted to be elaborated on in detail. However, all skills that were mentioned in the survey were prioritised and can be seen in detail in Appendix 3.

The three skills to face day-to-day SEO challenges that were most highly prioritised by managers are:

- 1) strategy for social economy organisations
- 2) problem-solving, threat and opportunity analysis
- 3) agility and innovation

The three skills to face day-to-day SEO challenges that were most highly prioritised by supporters are:

- 1) agility and innovation
- 2) problem-solving, threat and opportunity analysis
- 3) strategy for social economy organisations

The three most highly rated needs coincide for managers and supporters.

As is also the case regarding the inclusiveness challenge, supporters perceived lower levels of available training than managers. As shown in Table 4, for problem-solving, threat and opportunity analysis, 61% of managers consider that training exists, of whom 47% state that it is accessible. Among supporters, 38% of respondents consider that there is training that addresses this need, but only 13% consider it available. The situation becomes even more challenging when it comes to agility and innovation because over half of the respondents in both profiles state that they are unaware of training courses related to these skills.

One of the most important skills is strategy for SEOs, however, in both cases, only around 30% of respondents declare that there are courses available that address this need, which is quite critical due to its strategic value.

From the other research sources what was concluded was that most of the skills needs were related to day-to-day challenges, to the management of the SEO. Both in the literature review and in the focus group, many of these skills were seen as specific to the social economy and proximity ecosystem. That is to say, “the how” of doing things is different so the managerial skills are directly related to this “how”. The importance of soft skills was clear. In the focus group, participants highlighted the need for strong leadership and a sustainable and inclusive change management approach towards the three transitions simultaneously. From the training inventory, it was concluded that there are specific courses for the management of SEOs in Spain but there is no specific training in leadership and change management during these transitions that merges them into one training course with a social perspective. SEOs need to face the challenges in a more responsible way, ensuring long-term employability for the workers and sustainability for the companies and society. It was also highlighted that the three challenges need to be faced from within and including the bottom-up approach as well, involving workers in the transition phase, ensuring their participation in the process, and making it more inclusive. This highlights the importance of knowing how to address these challenges (change management) in a more participatory, sustainable, and inclusive manner. No training courses with this approach have been identified.

Table 4: Day-to-day SEO challenges skill priorities and training availability according to people surveyed

Day-to-day challenges				
Managers				
Skill priority	Training availability	Not aware	Existing but not accessible	Existing and accessible
Strategy for social economy organisations		50%	15%	35%
Problem-solving, threat and opportunity analysis		39%	14%	47%
Agility and innovation		64%	12%	24%
Supporters				
Skill priority	Training availability	Not aware	Existing but not accessible	Existing and accessible
Agility and innovation		55%	45%	0%
Problem-solving, threat and opportunity analysis		63%	25%	13%
Strategy for social economy organisations		43%	29%	29%
Practitioners				
Skill priority	Training availability	Not aware	Existing but not accessible	Existing and accessible
Knowledge of and attitude towards the social economy		52%	14%	34%
Understanding and participating in governance		30%	27%	43%
Problem-solving, threat and opportunity analysis		59%	9%	31%

*Note: The data presented in this table are based on the results obtained in the survey phase for the population of Spain and the sample described in this document. They display the most highly prioritised skills and the respondents' perception of whether a training course addressing that need exists, among those who have identified that skill as a priority.

On the other hand, the three skills that were most highly prioritised by practitioners to face day-to-day SEO challenges are:

- 1) knowledge of and attitude towards the social economy
- 2) understanding and participating in governance
- 3) problem-solving, threat and opportunity analysis

The skills prioritised by managers for other employees are collaboration and participation, global approach, knowledge of and attitude towards the social economy, and agility. In this case, they are similar but not the same and the perspective from which the skills need is analysed is clear.

As regards the availability of training, it is evident that governance issues are very important but that they are well covered by existing training. The skill of knowledge of and attitude towards the social economy needs to be better addressed since more than half of respondents were unaware of training courses to address such a basic need. Finally – which is very interesting – is the skill related to problem-solving, threat and opportunity analyses since apart from being a need identified in the three profiles analysed, 59% of respondents claim they are not aware of training courses covering it.

3. Recommendations

This section draws up recommendations for national institutions and EU institutions to support the re/upskilling of the social economy in Spain. Before the recommendations, the functioning of the Spanish Skill Anticipation system is described, as it has been deemed the pertinent contextualisation for this section.

a. Spanish skill anticipation system

The primary objective of skills anticipation is to align the skills developed through education and training with the current demands of the labour market. In Spain, this process involves active engagement by various stakeholders and social partners. The goal is to improve the alignment between the skills possessed by workers and those sought by employers, reflecting Spain's tradition of social dialogue regarding vocational education and training (VET).

At the ministerial level, the coordination of skills anticipation activities is overseen by two key ministries: the Ministry of Labour and Social Economy and the Ministry of Education and Vocational Training. The Ministry of Labour manages the Public Employment Service (PES-SEPE), the Observatory of Occupations, and the State Foundation for Training and Employment (formerly the Tripartite Foundation and nowadays Fundae).

The main agencies responsible for assessing training needs are the PES (SEPE in Spanish), particularly through its Occupation Observatory sub-agency, and the State Foundation for Training and Employment (Fundae). Both fall under the Ministry of Labour. The State Foundation for Training and Employment manages training programmes for both employed and unemployed individuals.

Key actors involved in disseminating skills information include the PES, the State Foundation for Training and Employment, the National Qualifications Institute, social partners, regional governments, chambers of commerce, and guidance counsellors.

b. Recommendations addressed to national institutions

- **Collaborate with umbrella organisations and reinforce support roles:** SEOs are not a unique and homogeneous group; on the contrary, they are very different in their missions, legal forms, sizes and sectors of activity. To address this diverse reality, national institutions should define and implement specific skills strategies in close collaboration with relevant blueprint projects and umbrella organisations (for example baSE partners), strengthening those organisations and developing specialised training programmes and support teams tailored for each Spanish SE sector. The distinct role of supporters stands out in a panorama dominated by small SEOs with lean structures managing long-term transformations. The prioritised community engagement skills must go beyond merely training and informing SEOs, and include creating awareness and engagement, defining specific strategies and helping SEOs to take action. Supporters affirm that no training courses were identified that address these needs directly. Separate training courses addressing specific issues were identified but not with an engagement perspective in the context of the social economy.
- **Support the creation of skills gap awareness and orientation programmes at both organisational and individual levels:** The first step in building and deploying an effective personal re/upskilling path is to be aware of the skills needs and the risks of professional obsolescence. Many social economy organisations are SMEs that struggle to define their medium/long-term skills needs and learning strategy. At an individual level, specific co-creation programmes are needed, showing new jobs and skills needs, helping workers to identify their strengths and weaknesses and to define and follow their learning path. The orientation system should combine the needs of the SEO, the needs and expectations of people, and the learning offer, and should support people to carry out their professional transitions and allow them to be proactive in their requalification throughout life.
- **Promote sustainable funding for re/upskilling in the social economy:** New funding mechanisms are needed to increase investment in learning and make re/upskilling programmes for SEOs sustainable over time. Today, funding is mainly based on yearly internal budgets at company level and yearly public funding calls to finance specific programmes, and these are mainly aimed at unemployed people. A long-term financing strategy can be set up with the contribution of different levels (personal, organisational, regional, country and European) with the good governance of the funding system that will balance the voices of different stakeholders.
- **Collaborate with training providers:** Collaborate with training providers to ensure that courses addressing the identified skill needs are not only available but also tailored to the unique characteristics of SEOs, not only in the content of learning but also in the learning strategy. Today, most training providers are still focused on training full-time students with long programmes, general certified content (not SEO-specific) and face-to-face methodologies. A lifelong learning focus should address the needs of people who are already working and must combine work, life and learning with short specific and blended programmes. Focus on training programmes that address not only knowledge but also the

attitude, participation and governance model needed for the SE sector. Ensure that these foundational skills are widely available and accessible.

c. Recommendations addressed to EU institutions

To support the re/upskilling of social economy in Spain, we expect the following actions from the EU institutions:

- The European Commission should place significant emphasis on and provide substantial support for the components outlined in the Social Economy Action Plan of 2021, particularly in terms of fostering education and training within the SE sector.
- The European Commission should allocate resources and encouragement towards the creation of specialised curricula for the social economy within dedicated Erasmus calls.
- Enhanced EU funding opportunities and more transparent access routes to this funding should be provided for social economy organisations, with a specific focus on smaller entities.
- The European Commission should actively endorse research initiatives related to social economy topics, with the aim of generating comprehensive data and high-quality study materials for education and training purposes. Furthermore, it should motivate universities to initiate research and education programmes in the SE, possibly through the Horizon programme and similar avenues.
- The European Union should establish annual forums on the social economy for policy-makers from member states, enhancing the exchange of knowledge and experiences.

Appendix 1 – Importance of social economy in Belgium

a. Share of social economy in the national economy

	2017	2021	Method
National population of working age	22.765.000	23.487.800	INE
% of social economy in the whole national economy in terms of employment	12,5%		PERTE of the Social and Care Economy (p. 8) (Spanish government)
% of social economy in the whole national economy in terms of number of organisations	6,1%	6,3%	<p>In order to develop an analysis of the socioeconomic impact of the principles of the social economy, a statistical source has been selected. The Continuous Sample of Working Lives (MCVL). This information provides an overview of the productive framework of the Social Economy. However, for the reading and interpretation of the information presented, it is important to bear in mind the following observations:</p> <ul style="list-style-type: none"> a. The analysis relies on a sample of companies and entities that have one or more persons employed as employees as of January 1, 2018. In this sense, it does not include those companies that are integrated only by self-employed workers. b. The sample used is made up of 164,010 companies and entities in the private sector and with legal personality. The limitation to the private sector and entities with legal personality has been incorporated in order to have greater homogeneity in the comparison of the Social Economy with the rest of the entities. c. The sample of entities with which we are working does not include insertion companies since it has not been possible to identify them in the MCVL.

% of Social Economy in the whole national economy in terms of ...			
Increase rate of Social Economy.			

b. Proportion of organisation type in the social economy ecosystem

	2017	2021	Method
% of Cooperatives	32,8%	31,3 %	This source is based on the Continuous Sample of Working Lives (MCVL), which includes around 0.7 million workers registered with Social Security. The MCVL includes companies and entities that have one or more employees and, therefore, does not include companies made up exclusively of partners (self-employed workers).
% of Nonprofit Associations	53,2%	53,8 %	
% of Foundations			
% of Mutualities	0,4%	0,4 %	
% of Social Enterprises	13,6%	14,5%	
% of others			
Total	100%	100%	

c. Sectors most represented in social economy ecosystem

	Sector	% of SE Ecosystem		Method
		2017	2022	
1	Agriculture	13,0	12,8	<p>In order to develop an analysis of the socio-economic impact of the principles of the Social Economy, a statistical source has been selected. The Continuous Sample of Working Lives (MCVL). This information provides an overview of the productive framework of the Social Economy. However, for the reading and interpretation of the information presented, it is important to bear in mind the following observations:</p> <p>a. The analysis relies on a sample of companies and entities that have one or more persons employed as employees as of January 1, 2018. In this sense, it does not include those companies that are integrated only by self-employed workers.</p> <p>b. The sample used is made up of 164,010 companies and entities in the private sector and with legal personality. The limitation to the private sector and entities with legal personality has been incorporated in order to have greater homogeneity in the comparison of the Social Economy with the rest of the entities.</p> <p>c. The sample of entities with which we are working does not include insertion companies since it has not been possible to identify them in the MCVL.</p>
2	Manufacturing industry	3,9	3,8	
3	Energy, water and waste management	10,1	10,9	
4	Construction	1,5	1,3	
5	Trade and personal services	2,6	2,7	
6	Transport and postal services	2,3	2,3	
7	Hotels and restaurants	1,2	1,3	
8	Telecommunications and the information society	2,4	2	
9	Business services	4,7	4,9	
10	Education	24,3	26	
11	Healthcare activities	5,5	4,9	
12	Social services	41,2	43	
13	Arts and leisure activities	31,7	35,2	
14	Other services	4,4	3,8	

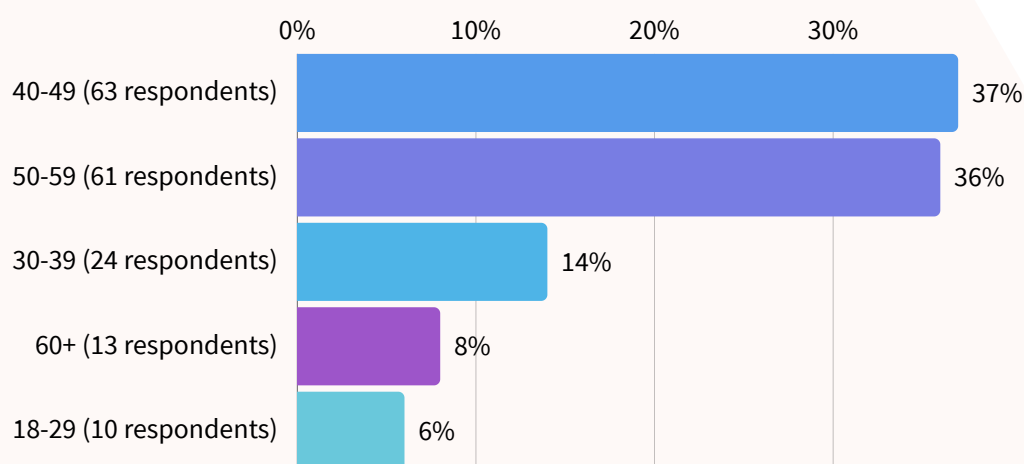
Appendix 2 – Survey report for Spain

a. General description of the statistical sample

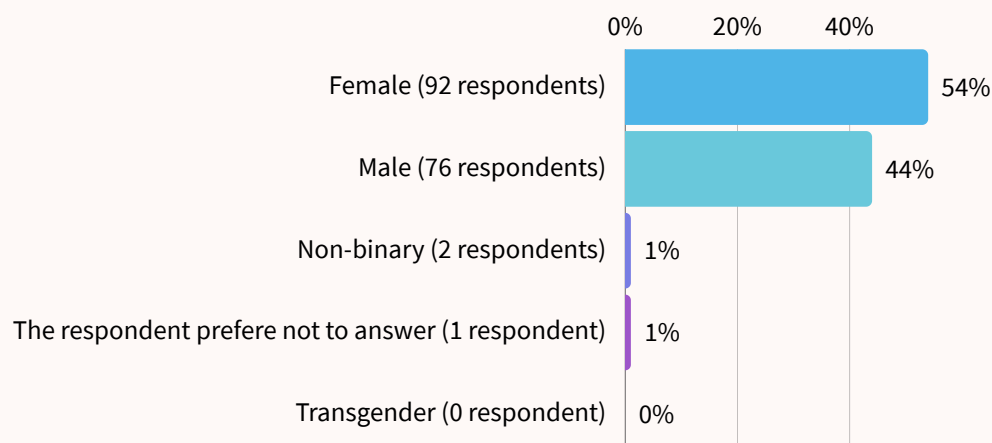
A. Total number of valid answers

171 respondents

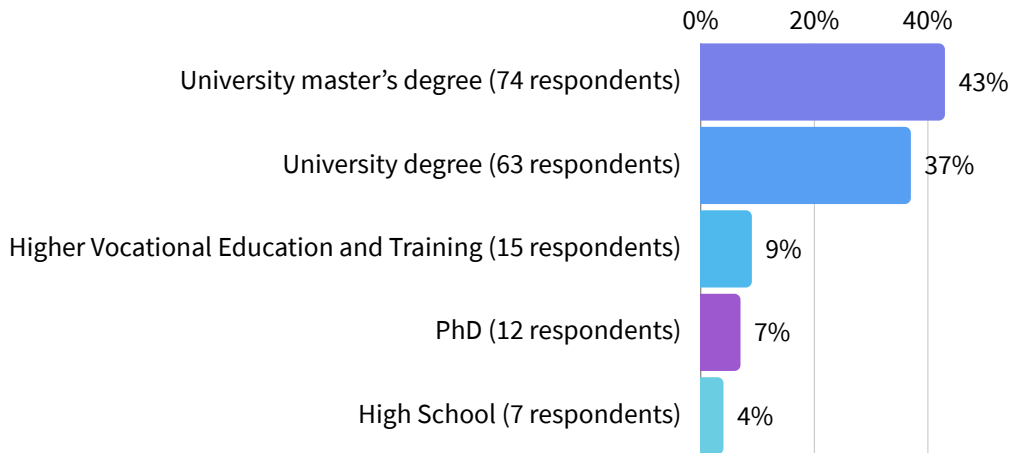
B - Age distribution of respondents - 171 Responses



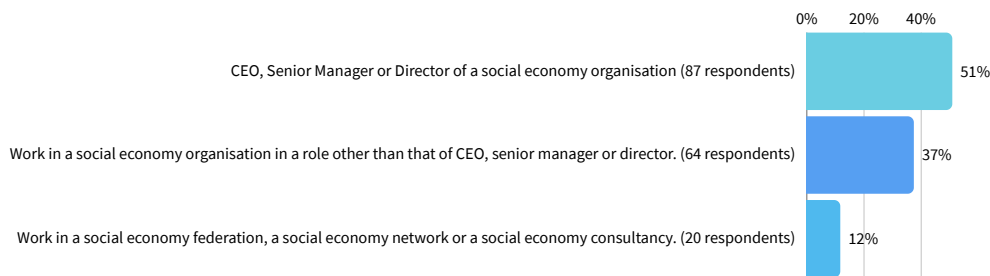
C - Gender distribution by respondents - 171 Responses



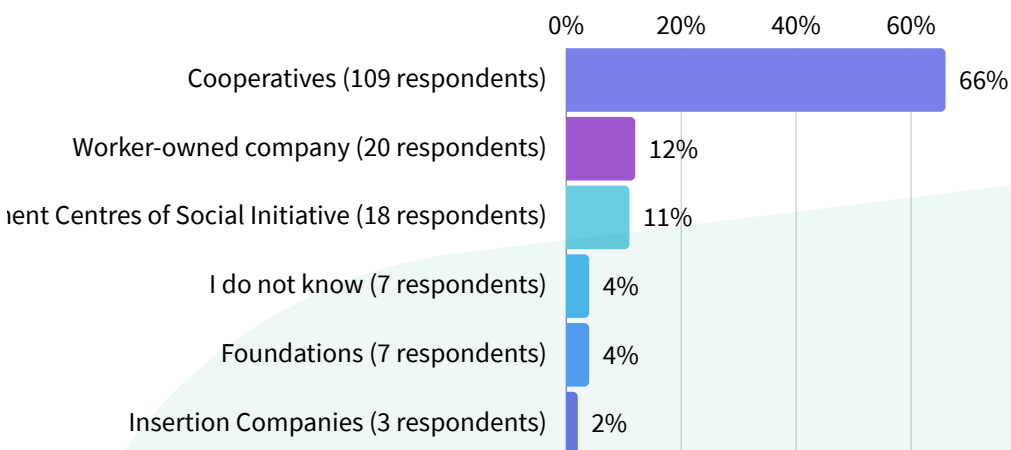
D - Level of education - 171 Responses



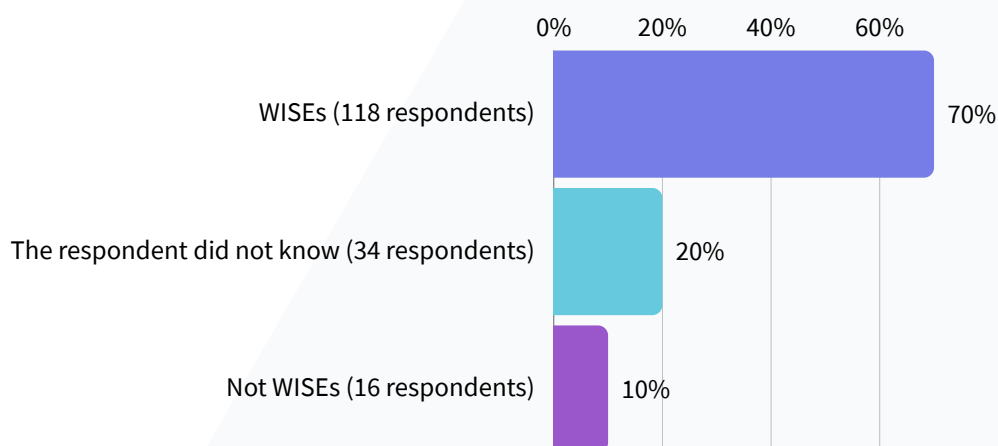
E - Categories of workers within respondents - 171 Responses



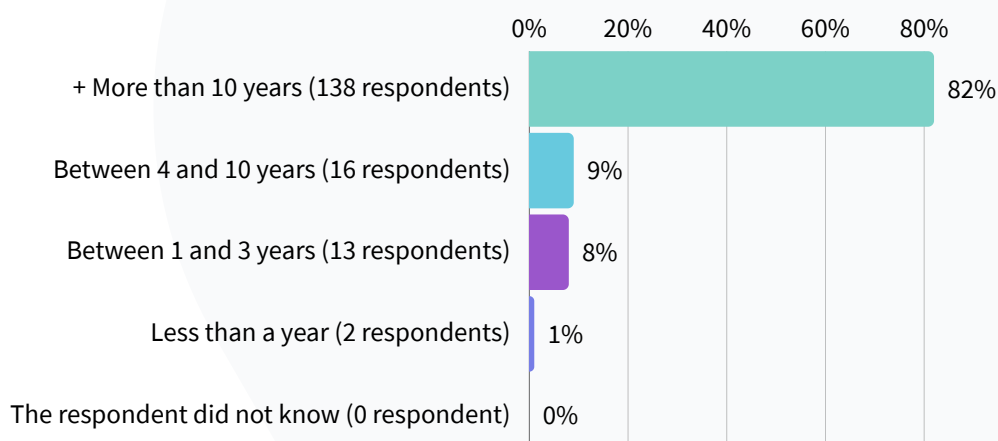
F - Categories of social economy organisations - 164 Responses



G - Categories of social economy organisations - 168 Responses



H - Distribution of organisation's age - 169 Responses

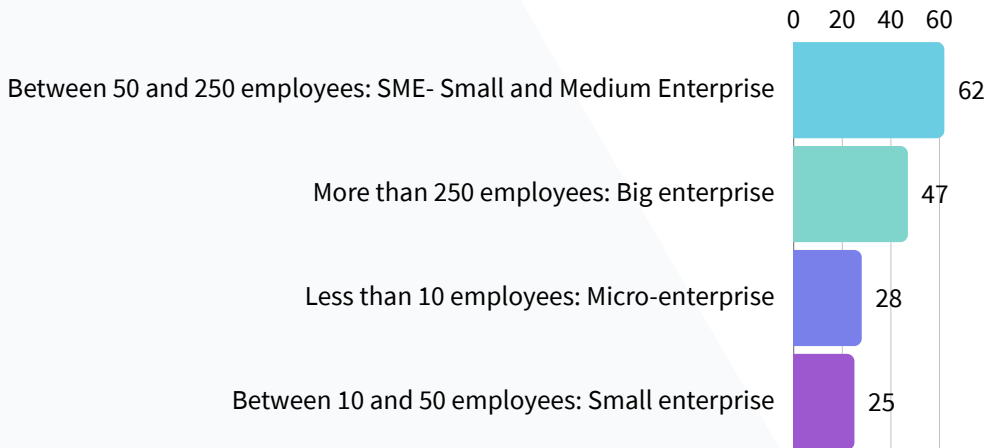


I - Distribution of organisations according to their sizes (in terms of number of workers) - Number of respondents: 156

- Number of respondents: 162
- Mean: 2081,93
- Median:88
- Standard deviation: 9880,719

Size categories have been defined according to Spain standards:

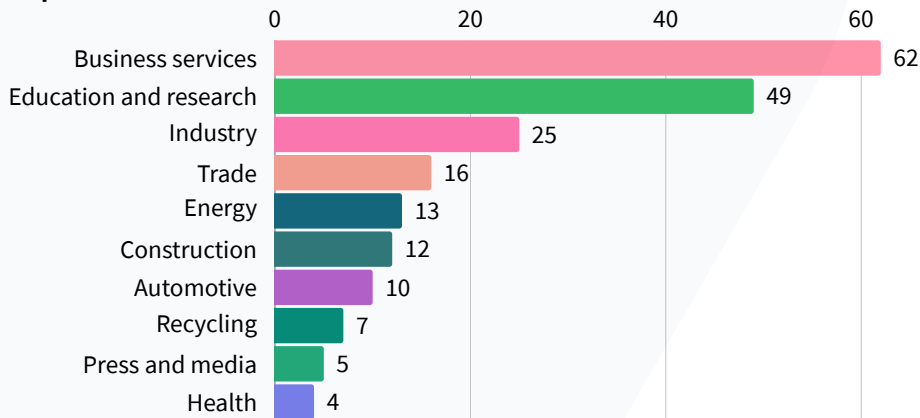
- Less than 10 employees: Micro-enterprise
- Between 10 and 50 employees: Small enterprise
- Between 50 and 250 employees: SME- Small and Medium Enterprise
- More than 250 employees: Big enterprise



These numbers are due to three very big corporations. Not taking into consideration the 6 respondents that belong to them, here is the distribution:

- Number of respondents: 156
- Mean: 296,62
- Median:79
- Standard deviation: 801,857

J - Distribution of organisations according to their sectors of activities - Number of respondents: 169



Appendix 3 – Priority skills by profile

a. Managers

Manager skill need for green transition	NB priority 1	Nb Priority 2	Nb Priority 3	After ponderation
SYSTEMATIC ANALYSIS & DECISION MAKING	26	12	10	112
CHANGE MANAGEMENT	15	12	31	100
STRATEGY FOR GREEN TRANSITION	10	15	8	68
NETWORKS & COLLABORATION	3	17	13	56
AWARENESS & ENGAGEMENT	14	4	5	55
UNDERSTANDING THE GREEN TRANSITION	10	7	2	46
RESOURCE & WASTE MANAGEMENT	2	11	10	38
GREEN LEGISLATION	3	3	3	18
ENVIRONMENTAL RISK ANALYSIS	1	5	2	15
CRITICAL THINKING AND SELF-REFLECTION	3	1	3	14
TOTAL	87	87	87	

Managers skill need for digitalization	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
DIAGNOSTIC & DIGITAL STRATEGY	27	9	9	108
DIGITAL SECURITY	9	20	14	81
DATA MANAGEMENT	11	19	7	78
CHANGE MANAGEMENT	9	8	18	61
DIGITAL COLLABORATION	12	8	9	61
DIGITAL COMMUNICATION	6	5	10	38
COMPREHENSION & BASIC USE OF DIGITAL TOOLS & THE INTERNET	5	7	5	34
DIGITAL INCLUSION	2	5	7	23
GENERAL KNOWLEDGE OF IT OPERATIONS	2	2	4	14
TOTAL	83	83	83	

Managers skill need for Inclusivity	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
MANAGING DIVERSITY	34	6	6	120
INCLUSIVE LEADERSHIP	13	16	7	78
INCLUSIVE HUMAN RESOURCES MANAGEMENT	8	13	12	62
INCLUSIVITY TRAINING AND AWARENESS	7	9	6	45
UNDERSTANDING DIVERSITY	5	9	12	45
CHANGE MANAGEMENT	2	10	10	36
INCLUSIVE COMMUNICATION	5	5	8	33
INCLUSIVITY ACTION PLAN	1	5	7	20
WORKPLACE INCLUSIVITY	2	2	8	18

LEGISLATION & ECOSYSTEM	2	4	3	17
TOTAL	79	79	79	

Managers skill need for SE day to day	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
STRATEGY FOR SOCIAL ECONOMY ORGANISATIONS	34	6	6	120
PROBLEM SOLVING, THREAT AND OPPORTUNITY ANALYSIS	13	16	7	78
AGILITY & INNOVATION	8	13	12	62
FACILITATION & STAKEHOLDER RELATIONS	7	9	6	45
NETWORKS & COLLABORATION	5	9	12	45
OPERATIONAL MANAGEMENT	2	10	10	36
COMMUNICATE THE SOCIAL ECONOMY	5	5	8	33
EMPLOYEE ENGAGEMENT AND DEVELOPMENT	1	5	7	20
LEGISLATION	2	2	8	18
FINANCING & REPORTING	2	4	3	17
TOTAL	79	79	79	

b. Supporters

Supporter skill need for green transition	NB priority 1	Nb Priority 2	Nb Priority 3	After ponderation
STRATEGY FOR GREEN TRANSITION	5	6	3	30
AWARENESS & ENGAGEMENT	3	2	3	16
CHANGE MANAGEMENT	2	2	5	15
UNDERSTANDING THE GREEN TRANSITION	4	1	1	15
NETWORKS & COLLABORATION	1	4	2	13
SYSTEMATIC ANALYSIS & DECISION MAKING	3	1	1	12
RESOURCE & WASTE MANAGEMENT	1	1	1	6
GREEN LEGISLATION	0	1	2	4
ENVIRONMENTAL RISK ANALYSIS	0	1	0	2
CRITICAL THINKING AND SELF-REFLECTION	0	0	1	1
TOTAL	19	19	19	

Supporter skill need for digitalization	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
DIAGNOSTIC & DIGITAL STRATEGY	8	1	1	27
DATA MANAGEMENT	2	5	3	19
DIGITAL COLLABORATION	3	2	2	15
COMPREHENSION & BASIC USE OF DIGITAL TOOLS & THE INTERNET	3	2	0	13
DIGITAL SECURITY	0	3	5	11
DIGITAL INCLUSION	2	2	1	11

CHANGE MANAGEMENT	0	4	2	10
DIGITAL COMMUNICATION	1	0	2	5
GENERAL KNOWLEDGE OF IT OPERATIONS	0	0	3	3
TOTAL	19	19	19	

Supporter skill need for Inclusivity	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
MANAGING DIVERSITY	7	0	1	22
INCLUSIVITY TRAINING AND AWARENESS	4	4	0	20
INCLUSIVITY ACTION PLAN	2	3	1	13
INCLUSIVE LEADERSHIP	2	2	2	12
UNDERSTANDING DIVERSITY	3	1	1	12
CHANGE MANAGEMENT	0	2	7	11
INCLUSIVE COMMUNICATION	0	4	1	9
INCLUSIVE HUMAN RESOURCES MANAGEMENT	1	2	0	7
WORKPLACE INCLUSIVITY	0	1	4	6
LEGISLATION & ECOSYSTEM	0	0	2	2
TOTAL	19	19	19	

Supporter skill need for SE day to day	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
AGILITY & INNOVATION	4	3	4	22
PROBLEM SOLVING, THREAT AND OPPORTUNITY ANALYSIS	4	4	0	20
STRATEGY FOR SOCIAL ECONOMY ORGANISATIONS	6	0	1	19
OPERATIONAL MANAGEMENT	1	4	3	14
NETWORKS & COLLABORATION	1	3	1	10
COMMUNICATE THE SOCIAL ECONOMY	2	0	3	9
FINANCING & REPORTING	0	2	2	6
LEGISLATION	0	1	1	3
EMPLOYEE ENGAGEMENT AND DEVELOPMENT	0	0	3	3
FACILITATION & STAKEHOLDER RELATIONS	0	1	0	2
TOTAL	18	18	18	

c. Practitioners

Practitioners skills need for green transition	NB priority 1	Nb Priority 2	Nb Priority 3	After ponderation
UNDERSTANDING THE GREEN TRANSITION	21	5	1	74
MANAGE RESOURCES & WASTE	5	8	14	45
BE ABLE TO ADOPT GREEN BEHAVIOUR	7	8	7	44
BE ABLE TO COMMUNICATE AND RAISE AWARENESS ABOUT GREEN TRANSITION	6	9	5	41

UNDERSTANDING THE LINKS AND INTERACTIONS BETWEEN THE SOCIAL ECONOMY AND THE GREEN TRANSITION	5	8	6	37
CRITICAL THINKING	5	5	11	36
BE ABLE TO OBSERVE AND UNDERSTAND COMPLEX INTERACTIONS	7	4	4	33
MEASURING ENVIRONMENTAL IMPACT	3	7	9	32
ANALYSING ENVIRONMENTAL RISKS	4	7	2	28
KNOWING ENVIRONMENTAL LEGISLATION	1	3	5	14
TOTAL	64	64	64	

Practitioners skills need for digital transition	NB priority 1	Nb Priority 2	Nb Priority 3	After ponderation
DIGITAL SECURITY	11	12	13	70
UNDERSTANDING AND MANAGING DIGITAL DATA	12	10	6	62
UNDERSTAND & USE BASIC DIGITAL TOOLS	19	1	1	60
DEVELOPING AN AGILE ATTITUDE	6	10	16	54
COLLABORATING DIGITALLY	9	8	8	51
COMMUNICATING DIGITALLY	3	12	7	40
UNDERSTANDING THE CHALLENGE OF DIGITAL INCLUSION	3	8	8	33
UNDERSTANDING AND USING THE INTERNET	0	2	4	8
TOTAL	63	63	63	

Practitioners skills need for inclusion	NB priority 1	Nb Priority 2	Nb Priority 3	After ponderation
UNDERSTANDING DIVERSITY	21	4	3	74
EXERCISE EMPATHY	7	15	7	58
COLLABORATING WITH A DIVERSIFIED GROUP	11	9	4	55
PROMOTE INCLUSIVITY	5	4	21	44
PARTICIPATING IN THE INCLUSIVITY OF THE WORK-PLACE	7	6	10	43
COMMUNICATING IN AN INCLUSIVE WAY	5	7	8	37
TAKING DIVERSITY INTO ACCOUNT	4	10	5	37
LEGISLATION & ECOSYSTEM	2	7	4	24
TOTAL	62	62	62	372

Practitioners skills need for SE day to day	NB priority 1	Nb Priority 2	Nb Priority 3	After ponderation
KNOWLEDGE & ATTITUDE OF THE SOCIAL ECONOMY	21	6	2	77
UNDERSTANDING AND PARTICIPATING IN GOVERNANCE	15	6	9	66
PROBLEM SOLVING, THREAT AND OPPORTUNITY ANALYSIS	6	9	17	53
COLLABORATE & PARTICIPATE	6	12	7	49
DEMONSTRATE AGILITY	7	10	5	46

BE OPEN AND SENSITIVE TO INTER-CULTURAL ENVIRONMENT	5	5	6	31
FACILITATING & MANAGING RELATIONS WITH VARIOUS STAKEHOLDERS	1	10	4	27
NETWORKS & COLLABORATION	1	4	12	23
TOTAL	62	62	62	

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