



Blueprint for advanced skills  
& trainings in the social economy

# WP4 Design of Baseline Curricula for Upskilling Social Economy Practitioners

*Training Gap Analysis D 4.1*



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## Acronyms

<b>ADG</b>	Akademie Deutscher Genossenschaften (Academy of German Cooperatives)
<b>BA</b>	Bachelor of Arts
<b>baSE</b>	<b>Blueprint for advanced skills and trainings in the Social Economy</b>
<b>CEC</b>	Continuing Education Credit
<b>CEO</b>	Chief Executive Officer
<b>Comp(s)</b>	Competence Framework(s)
<b>CSR</b>	Corporate Social Responsibility
<b>CSSE</b>	Case study Simulation Exercise
<b>EC</b>	European Commission
<b>ECTS</b>	European Credit Transfer (and Accumulation) System
<b>EQF</b>	European Qualification Framework
<b>EU</b>	European Union
<b>GDPR</b>	General Data Protection Regulation
<b>HR</b>	Human Resources
<b>ISCED</b>	International Standard Classification of Education
<b>IT/ICT</b>	Information Technology – Information and Communication Technology
<b>JEP</b>	Joint Exercise Program
<b>MA</b>	Master of Arts
<b>MOOC</b>	Massive Open Online Course
<b>NGO(s)</b>	Non-Governmental Organisation(s)
<b>OER</b>	Open Educational Resources
<b>OP</b>	Occupational Profile
<b>SD</b>	Sustainable Development
<b>SDG(s)</b>	Sustainable Development Goal(s)
<b>SE</b>	Social Economy
<b>SEE</b>	Social and Solidarity Economy
<b>SEO(s)</b>	Social Economy Organization(s)

**SME(s)** Small and Medium Enterprises**TGA** Training Gap Analysis**VET** Vocational Education and Training**WP** Work Package(s)

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## 1. Introduction

This document aims to provide a gap analysis that will allow the design and delivery of a training offer dedicated to helping the Social Economy Organisation to face the triple transition challenges.

The Report, in English, is the first deliverable of Work Package 4, fulfilling **task 4.1 - Study on existing training schemes at the country level** and **task 4.2-Comparative study on the skills and competencies covered by existing training schemes, curricula and market needs**.

The ten participating partner countries (Belgium, France, Germany, Greece, Ireland, Italy, Poland, Romania, Slovenia, and Spain) focus their research first on **mapping the existing training schemes**, in terms of learning content, skills and competencies acquired at the end of the training path, duration, certification and target groups.

They analyse mainly the broader programmes covering the competencies and skills of the 4 **Occupational Profiles** defined within WP3, then the training offer which is relevant, consistent with the **set of Comps of the SocioComp** Framework and Social Economy-specific.

Finally, each participating country fills out the synoptic scheme to offer at a glance the overall training coverage. In a quite simple and intuitive way, the emoticons reveal the gaps, when the faces turn to red.

The baSE project will intervene on those red blocks with a European Training Catalogue and tailor-made training delivery, providing adaptation to country-specific and target-specific needs.

## 2. Methodology

To achieve the aims and objectives of the Research, each participating country follows the WP4 methodology

- **Working in parallel on the same steps**, thus completing the country analysis within National Clusters or National Entities.
- **Filling sequentially the synoptic scheme** to contribute to the mapping at the European level.
- **Sharing and peer reviewing** the results to validate the Report.

ENAIP NET as WP4 coordinator is in charge of the conclusions.





## 3. Training Gap Analysis

### 3.1 Training Gap Analysis in Belgium

#### Introductory remarks. Belgian specificities in SE and transition training.

We have categorized the results of our research on the gap between existing training curricula and competencies to be developed in the baSE training program into two distinct training categories. The first category is **long-term and academic or institutional training**, while the second category is **short-term and field-oriented training courses**. We made this decision because we observed that there are many programs in French-speaking Belgium. Some of these are initiated by SEOs or private organizations, while others are integrated into the official education programs of the Fédération Wallonie-Bruxelles by universities, university colleges, or social advancement schools. However, these two education paths often ignore each other. We recommend that the MOOC baSE program reflects this distinction since it highlights the differences between the needs of SE field workers and young students or future managers in SE. We suggest that baSE partners design a modular program so that learners can choose modules that suit them most to answer their needs from everyday work.

Moreover, it's important to stress that **SE incubators** already exist in Belgium (namely, [CoopCity](#) in Brussels and [IES!](#) in Wallonia). They are key players who could take charge of baSE training or act as a relay for local SE players (among others, depending on remuneration and subcontracting opportunities to disseminate baSE training).

Belgium, our survey on the skill gap (WP2) revealed that time constraints, lack of priority among everyday tasks, and lack of match with pragmatic skills' needs could be barriers to participation in such training. Therefore, the MOOC can be a solution to save time, but the risk remains that training activities rank low on the SE worker priority list and far from the concerns of learners in the field. Given all these reasons, we suggest that a hybrid learning format, combining face-to-face and e-learning, is the most appropriate and relevant option for the Belgian reality.

To conclude, we could expect that the "MOOC-only" format would better suit managers and supporters, and the "face-to-face" or "hybrid" format to SE workers, because of their specific needs in learning and their respective day-to-day working organization.

#### Social Economy Occupational Profiles. An Overview.

To conduct a thorough gap analysis, we have compared the main responsibilities of each occupational profile (as outlined in WP3) with the current training programs available in Wallonia and Brussels (as outlined in the training inventory of WP2). It is worth noting that we encountered difficulty in assigning the skill of "Collective intelligence" to a specific profile. Ultimately, we decided to assign this skill to the supporters' profile.

- **OP1- Social Economy Manager**

We found that there is a lot of training available for managers, and that managers are potentially interested in all types of training and skills. Many programs are generalist, such as the followings:

- ["Master en Management des Entreprises Sociales et Durables HEC Liège"](#) (by ULiège);
- ["Certificat interuniversitaire en Management des Entreprises d'Économie Sociale"](#) (by ULiège/ULB/UCLouvain/UMons);

- [“GO For Directions : gestion d'une entreprise à valeurs sociales”](#) (by Unipso);
- [“Gérer une asbl”](#) (by Step Entreprendre).

But many others are thematic and designed in a modular manner, as it is the case of most of the short-term courses organized by SEOs (notably, the “ethical” skill is the only key responsibility missing from the existing curricula). Among the many existing courses, for instance:

- [“Stratégie de mobilisation des parties prenantes”](#) (by Febecoop);
- [“Evaluer l'impact social”](#) (by SAW-B).

### ● OP2- Social Economy Enabler

We observed that the SE Enablers could share the same training as managers, but only partially. Their cohesive competencies and intermediary role – between management and operational tasks – are not present in the long-term existing courses (mostly dedicated to managers). They are however addressed in short-term programs, such as the following (among many others):

- [“Intelligence collective: la dynamique du groupe - SHAKE UP YOUR TEAM”](#) (by the Initiatives federation);
- [“Travailler en équipe avec l'outil de l'intelligence collective”](#) (by SMART).

### ● OP3 -Social Economy Supporter

We found that SE Supporters would also be potentially interested in the same training courses as managers. However, programs based on supporter-specific skills are not so diverse and less numerous than programs for managers, at least in long-term academic programs. Specific skills of SE Supporters are by contrast well-developed in short-term, field-based courses organized by SEOs. For instance, in SEOs' training courses:

- [“Travailler en partenariat, travailler en réseau: outils et stratégies pour favoriser la coopération”](#) (by STICS).

As an exception, skills in “capacity building and mentoring” are quite absent from both long-term academic curricula and short-term field courses.

### ● OP4 -Social Economy Worker

Institutional programs for SE workers lack proper training. Many courses only provide psychosocial support rather than skills related to their field. Experience in SEO helps workers acquire social economy principles and values.

## Transition skills for Social economy Organisations: the SocioComp state of the art.

### ● Facing the Green Transition

Few trainings focus on “Facing the green transition” in the field-oriented category. Institut Eco-conseil offers socio-ecological transition training in full-time, part-time, or work-linked learning formats, but they are not just for SEOs:

- [“Eco-conseiller·ère”](#), [“Facilitateur·rice de transition socio-écologique”](#), [“Catalyseur des transitions”](#), (by Institut Eco-conseil pour la transition écologique).

By contrast, in the long-term academic trainings, there exists various possibilities, such as:

- [“Formation complémentaire en développement durable”](#) (by UNamur);
- [“Master en transitions et innovations sociales”](#) (by Haute Ecole en Hainaut).

### ● Adapting SE models in Green Transition

For the skill “Facing the green transition”, there is no field-oriented training addressing “Adapting SE models in Green Transition”. However, long-term trainings exist, we found two of them:

- [“Certificat - Responsabilité sociétale d'entreprise”](#) (by IHECS);
- [“Master en Management des Entreprises Sociales et Durables”](#) (by HEC Liège).

- Applying systems thinking for Green Transition

Field-oriented training on "Applying Systems Thinking for Green Transition" was not found.

- Enhancing SE performance through digital deployment

For digital-related skills, short-term training is not missing, whereas we haven't found any long-term training for the three skills. Here is a sample of the short-term training we encountered :

- [“L'informatique au service de l'asbl”](#) (by CESSOC);
- “Communication digitale” (by W.ALTER & ConcertES).

- Applying Data Governance and Digital Ethics

Only one (short-term) training addresses the skill “Applying Data Governance and Digital Ethics” according to our findings :

- [“Le Règlement Général sur la Protection des Données”](#) (by CESSOC).

- Leading Digital Innovation and Strategy

Only two (short-term) trainings address the skill “Leading Digital Innovation and Strategy”:

- [“Des outils numériques en formation”](#) (by Interfédé);
- [“S'appropriier le Digicomp - un cadre de référence pour le numérique”](#) (by Interfédé).

- Understanding of inclusive values and intersectionality

Not so many long-term courses address this topic, apart from one about [diversity at large](#) (by IFAPME), another one about [multiculturality and precarity in mental health](#) (by UCLouvain), and a last one about [discrimination and gender-based violence](#) (by HENALLUX). These are however not oriented towards SEOs. Similarly, very few short-term trainings exist on this topic, but two of them are particularly important to stress on since organized by SEOs towards SE workers:

- [“Arpentage et lecture collective du livre ‘Fabriquer l'égalité’”](#) (by SAW-B);
- [“Aborder les questions de genre dans votre projet : oui, mais comment ?”](#) (by Crédal).

- Cultivating Ethical Leadership and Responsible and Participatory Decision Making

We have researched long-term academic programs for SE workers' training and found nothing highly relevant. Most of the programs focus on too specific subjects, such as support for the most vulnerable, and empowering individuals and communities. Similarly, when we looked at field-based training, we came to the same conclusion. No training seems to be specifically oriented towards the subject of "Ethical leadership" or "Responsible/Participatory Decision Making." Instead, existing courses concentrate on women's leadership, disabled workers, and gender issues in project development.

- Advancing economic empowerment and advocacy

We listed many trainings addressing this competence, especially in the field-based programs, around the topic of public awareness and power of change. For instance:

- [“Diversity Now !”](#) and [“Go for !”](#) (by Unipso);
- [“Changer le monde au quotidien avec le Développement du Pouvoir d'Agir”](#) (by CESEP).

## 3.2 Training Gap Analysis in France

### Social Economy Occupational Profiles. An Overview.

The French partners refer to Social Economy profiles with the term “Social (and Solidarity) Economy” SSE Profiles. The four Occupational Profiles we worked on the WP3 are the SSE Manager (OP1), SSE Enabler (OP2), SSE Supporter (OP3) and SSE Worker (OP4)

OP1, OP2, and OP4 are currently present in the French ecosystem. However, the SSE Worker (OP4), which is an umbrella profile, does not reflect the reality in the field. It would be helpful to provide specific examples of different sectoral positions directly related to this umbrella profile. Additionally, the SSE Supporter (OP3) needs to be reviewed not corresponding with the profile of a coach in a federative or support organization for SSE in France. Instead, it aligns more with the profile of an independent consultant, which does not seem to be specific to the SSE ecosystem.

In the WP3 OPs workshop, we pointed out that specific and fundamental skills of the SSE are missing from the profile descriptions.

We signal, for example, the following main gaps:

#### OP1-Social Economy Manager

- political positioning,
- collective and territorial leadership of the organisation's projects (whatever the profile),
- democratic dimension of major decision-making along with limited profitability or non-profit-making.

#### OP2 -Social Economy Enabler

- project management associated with collective intelligence skills

#### OP3- Social Economy Supporter

- putting the projects supports into perspective and structuring them on a larger scale,
- starting with the territory level by facilitating partnerships,
- defining the socio-economic model for the projects,
- strong writing skills and foresight skills, however, the administrative and financial aspects are more limited in this role.

In France, SSE organizations address these skills through continuous training. Sectoral networks, such as federations and intermediate networks, offer numerous training resources to meet these needs.

e.g: [FEHAP](#), [UCPA](#), [UNAT](#), [CNOSEF...](#)

Concerning the SE-specific competencies, le [Dispositif Local d'Accompagnement](#) helps to enhance skills for OP1 and OP2.

#### a. Insight on existing initial education

Most of these training required a high level of education, questioning the accessibility of this knowledge regarding the diversity of social contexts where SE initiatives are developed, and the diversity of social backgrounds of project owners.

Even university training that covers both SE and green transition subjects tends to separate the

training and have separate master's or master's specializations to cover more deeply one subject or the other (Science Po Bordeaux, Paris 8). The oldest (and one of the references) university training at Le Mans University includes CSR topics in its program but does not develop particularities regarding managing green transition in the SE context. IAE Caen is the only master's degree that specifically makes a connection between the two subjects, the others tend to develop one subject or the other and give some global insights on the other one in their program. ESSEC's "Bachelor learn to lead transitions" makes the connection on a more operational level (and includes green transition and digital transition in the SE purpose).

Regarding technical knowledge concerning green transition, even if the CEC level of the training is 3, the target audience is "CSR managers", which implies that these people already have a master's degree or equivalent before getting this specific training, reinforcing the first point.

#### **b. Relevance of continuous training**

SSE networks (sectorial or statutory network heads), mostly specialized by trade type, have already implemented their internal training to help their organizations face particular transition issues. This training is much more in-house, and thus it is quite complicated to have a good overview of the existing offers. However, for the moment, internal training seems to appear the best way for SEO to be trained to face those transitions because they are short-time training, especially related to the organization's framework and thus addressing their real needs, as well as being much more accessible for SE employees who do not have enough time to be trained in general.

It is essential to provide continuous training and support to fill the gap in SEO knowledge. This kind of training should be visible and flexible enough to train a large number of SEO managers and workers in various sectors. Funding for this training can come from different institutions. This kind of training will be more up-to-date and will cater to the needs of each sector and organization.

In France, the most significant challenge is to have an overview of the existing informal offers within specialized SE networks. This overview will help identify the SEO training needs that have not yet been addressed. Better communication about these offers would enable SE employees to access them more easily.

### **Transition skills for Social economy Organisations: the SocioComp state of the art. Green Transition**

University training that covers both SE and green transition subjects tends to separate the training and have separate masters or master's specializations to cover more deeply one subject or the other (e.g.: [Science Po Bordeaux](#), [Paris 8](#)). Moreover, it is designed for master degree's students. It is thus mandatory to develop green transition training that fits the particularities of SE: short courses, adaptable to the agenda of the trainees and as specific to the different sectors and practical as possible.

An interesting example of training about green transition strategy is the one provided by the COOP, which is the training organization of the agricultural cooperative La Coopérative Agricole. <https://coopacademy.coop/course/index.php?categoryid=57>.

A complete example of a sectoral approach to green transition, that is worth including in the list of best practices on green transition, could be the work of the "Comité National Olympique et Sportif Français (CNOSF)" (French National Olympic and Sports Comity) with its regional antennas, having developed a platform on the Social Responsibility in Sports (<https://rso.franceolympique.com/>)

with :

[SOR toolbox](#)

[Self-diagnosis tool](#)

[-Events Climate Coach](#)

[-Energy efficiency plan for sport](#)

[-Water plan](#)

[-Plan for adapting sporting practices to climate change \(under development\)](#)

[The 15 eco-responsible commitments of the Ministry of Sports](#)

- **Digital Transition**

Most existing indoor training programs are designed for beneficiaries rather than employees. Additionally, there is often political and cultural skepticism towards digital tools. While some initial trainings do exist, they are not specific to the SE (Social Economy). A solid initial training program has yet to be identified. As for green transition, where trainings must be concise, in digital transition they must be focused on the immediate needs of workers and project managers. The manager should carefully plan these trainings in advance and use them to organize the digital transition strategy of their structure.

Two examples from [Solidatech](#) are however examples to follow: [collaborative work thanks to digital tools](#), and [hire, train and engage your volunteers with digital tools](#)

La Coopérative Agricole, an agricultural cooperative also trains on social media use with its COOP ACADEMY but remains a sectorial initiative that with the intervention of experts like Solidatech could be could be complemented and further developed.

- **Fair and Inclusivity Transition**

Some dedicated SE structures that are committed to these topics offer awareness workshops and contents. Nevertheless, they do not work within other SSE structures as they usually specialize in raising awareness among the general audience. Moreover, these actions do not cover specificities of the working environment and do not address every topic that should be included.

An example on how to raise awareness on gender equality in the care sector is provided by Artemesia through a dedicated board game.

<https://www.artemesia-egalite.com/aupr%C3%A8s-des-travailleur-euses-du-social>



### 3.3 Training Gap Analysis in Germany

Germany lacks a common understanding of the Social Economy sector, which is reflected in the structure of training programs. Existing programs are usually specific to certain organizational forms or work fields, leading to a dominance of training programs offered by organizations for their members.

A training offer covering the specific skill needs for the triple transition is missing in Germany. The following selection of training programs can only give an impression of the match between skill needs and training offer for the SE-sector.

#### Social Economy Occupational Profiles. An Overview.

Due to the wide range of skills mentioned in the SE-Occupational Profiles, the following selection focuses on those programs that take into account the skills stressed in the national validation workshop of the OP's in WP3.

- **OP1- Social Economy Manager**

Broader training programs regarding this OP are closely connected to the organisational form of cooperatives or industry-specific. These programs last a few days and are very cost-intensive. Thus, even though these training programs match the competencies stressed in WP3 it still can be stated, that there is a training gap, especially for SEO in less profitable areas.

Education Provider: Paritätische Akademie Nord (Care sector)<sup>1</sup>

**Management in social institutions.** Skills: Legal basics, Business Administration, Controlling, Accounting, Social/HR marketing, strategic management, HR development, project management, workplace health management. Duration: 12 days. Cost: 2.799 €. Certificate: Yes. [Link](#)

**Leading teams in challenging situations.** Skills: communication, leadership, conversational skills. Duration: 2 days. Cost: 439 €. Certificate: No. [Link](#)

**Confident and secure as a manager.** Skills: Reflection on leadership role, professional communication, HR development, conflict management, change management, self-management, team development. Duration: 12 days. Cost: 549 € p. module. Certificate: Yes. [Link](#)

Education Provider: Akademie Deutscher Genossenschaften

- **OP2- Social Economy Enabler**

It is important to stress that this occupational profile is not very common in SEOs in Germany. Instead, this OP is mixing different roles of SE workers, especially if the SEOs are small. Equipping someone within the organisation with these competencies was considered very important by participants in the national validation workshop.

**Internal conflict counselling - strengthening the corporate culture through conflict moderators.** Duration: 4,5 days. Cost: Certificate: Yes. Paritätische Akademie Nord. [Link](#)

**Leadership for team leaders remote or on-site.** Skills: Success factors of team leadership, Team management and development as a task of the manager: methods and instruments, importance of communication for teamwork, Understanding and resolving conflicts in the team. Duration: 3 days. Cost: 1.200,00 €. Certificate: Yes. GenoAkademie. [Link](#)

**Cooperate business development management.** Skills: Business Development and Business Models, Management and Market, Organizational Design and Consulting, Culture and Communication. Duration: 12 days. Cost: 1.470€. Certificate: No. GenoAkademie. [Link](#)

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<sup>1</sup> This academy is present in all of Germany and the offer may vary in the different regions. The training programs chosen here have a regional focus on Northern Germany.

- **OP3- Social Economy Supporter**

Regarding the profile of a supporter, training programs concerning the SE sector are very rare. Supporters normally are trained in a specific area (finance, governance, team coaching etc.) and have professional experience within the Social Economy sector. There are some distinguished programs with a very narrow focus (housing) or a very wide focus on the economy for the common good:

Education Provider: Stiftung Trias (Housing projects)

**Further Training for project consulting.** Skills: Group processes, legal forms, finance, property. Duration: 24 days. Cost: 4.500€. Certificate: Yes. [Link](#)

Education Provider: Gemeinwohlökonomie Deutschland (Economy for the common good)

**General Program (Lectures, workshops and project days on the common good economy, Training of consultants).** Skills: Theory and application of the common good economy. Duration: not specified. Cost: not specified. Certificate: Yes. [Link](#)

- **OP4- Social Economy Practitioner**

No study programs or certified short modules fully cover this profile. Some skills can be found in programs listed under the other OP's.

## Transition skills for Social economy Organisations: the SocioComp state of the art.

### GREEN TRANSITION

- **Facing the Green Transition**

**Diploma in sustainability management.** Skills: Sustainable business and organizational strategies, sustainable business culture, sustainable controlling, environmental management, leadership, sustainability reporting, sustainability risk management, energy and resource management. Duration: 420 hrs. Cost: 13.250€ Certificate: Yes. ADG. [Link](#)

- **Adapting SE models in Green Transition**

**Leadership task: Shaping transformation and change.** Skills: The "new" role of the manager. Willingness to change and role model function. Implement and comply with changes in the team. Moderating agile working style Management tools. Ensure clarity, Dealing with resilience. Coaching as a manager. Duration: 2 Days. Cost: 690€ Certificate: Yes. Geno Akademie. [Link](#)

**Practical workshop Change in Process and Project Management.** Skills: Group dynamics of change: Phases and levels of the change process. Corporate culture as an influencing factor. Roles in change: Function of roles, Decision-makers, subjects/participants, consultants. Change communication. Convincing instead of motivating: Vision, Participation, Generation of change energy. Plan, control and stabilize change. Dealing with conflicts and resistance. Duration: 3 Days. Cost: 900€ Certificate: Yes. Geno Akademie

**More than Social: Welfare and the SDGs.** Skills: Sustainability requirements, introduction to the SDGs, from sustainability goals to your own organization, measure development. Duration: 1 Day. Cost: 99-189€ Cert.: No. Paritätische Akademie. [Link](#).

- **Applying Systems thinking for Green Transition**

**Certified sustainability officer.** Skill: sustainability reporting, updated overview on sustainability management. Duration: 90hr. Cost: 3.780€ Cert.: No. ADG. [Link](#)

**Diploma in sustainability management.** Skills: Sustainable business and organizational strategies, sustainable business culture and transparency, sustainable controlling, environmental management, sustainability reporting, risk management, energy and resource management. Duration: 420 hr. Cost: 13.250€ Certificate: Yes. ADG. [Link](#)



**Certified climate officer.** Skills: energy and resource management, sustainability reporting, case studies+ 2 modules of choice. Duration: 90 hr. Cost: 5.250€ Certificate: Yes. ADG. [Link](#)

**Certified environmental officer.** Skills: environmental management, sustainability risk management, sustainable controlling. Duration: 120 hr. Cost: 5.250€ Certificate: Yes. ADG. [Link](#)

## DIGITAL TRANSITION

- **Enhancing SE performance through digital deployment**

**Diploma in digitalization management.** Skills: digital transformation, IT innovation. Duration: 25 days. Mode: online and in person. Costs: 10.530€. Certificate: Yes. ADG. [Link](#)

**IT-project management.** Contents: IT-project setup, IT-project planning, risk management, contract management, project organisation, project controlling, business transfer, organizational IT project management. Duration: 30hr.Costs: 1.890€. Cert.: Yes. ADG. [Link](#)

- **Managing Data Governance and Digital Ethics**

**Certified information security manager.** Skills: Information security and legal framework, Information security management. Duration: 8 days. Costs: 4.666€ Cert.: Yes. Pr.: ADG. [Link](#)

**Cyber security - an important facet of digitization.** Skills: Current findings from the field of "Cyber Security", Attacks on companies, loss amounts, The technical side, The organizational side, The human side, Influencing the processes in the company through digitization and cyber security. Duration: 4 hrs. Costs: 240€. Cert.: Yes (Participation). GenoAkademie.

- **Leading Digital Innovation and Strategy**

**Digital transformation.** Skills: Management disciplines and fields of action in digitalization, Digital goods and sector-specific disruption, Potentials of technologies and platforms, e.g. Big Data, Cloud computing. Duration: 30 hrs. Costs: 1.890€. Cert.: Yes (Particip.). Pr.: ADG. [Link](#)

**IT innovations.** Skills: Important information on mega-trends: blockchain, cloud computing, quantum computing, data science, artificial intelligence, robotics, Internet-of-Things, Industry 4.0, virtual/augmented reality, metaverse, new work, Theoretical models of innovation support, Perspective of IT innovations, Characteristics of innovations in practice, Planability of IT-innovations. Duration: 30 hrs. Costs: 1.890 €. Cert.: Yes (Particip.). ADG. [Link](#)

**Digital leadership.** Skills: Characteristics of digital enterprises, Forming teams in IT organizations, Identifying team development processes, Building and developing a team culture, Knowledge management, teamwork and process standardization, Organization and leadership of virtual teams. Duration: 30 hrs. Costs: 1.890€. Cert.: Yes (Particip.). ADG. [Link](#)

## FAIR TRANSITION

- **Understanding of inclusive values and intersectionality**

**Diversity management - from generational diversity to inclusion?** Contents: Management of social institutions, Methods of diversity management in organizations. Duration: 1-day. Mode: online. Cost: 149-189 Euro. Certificate: No. Provider: Paritätische Akademie Berlin.

**Argumentation training against discriminatory statements.** Skills: Concrete strategies for dealing with discriminatory and inhuman statements in the digital and real world. Duration: 1-day Mode: online. Cost: 249€. Cert.: No. Pr.: Paritätische Akademie. [Link](#)

- **Cultivating Ethical Leadership & Responsible Decision Making**

**Participative leadership: four core competencies for establishing change capability in teams.** Duration: 8 days. Costs: 2899€. Cert.: Yes. Pr.: Paritätische Akademie.

**Professional from team member to management.** Skills: Illuminating the relationship with the team, management and other stakeholders, learning about models for good leadership, finding the

appropriate relationship with the team. Duration: 2 days. Costs: 459€. Cert.: No. Paritätische Akademie. [Link](#)

**Corporate management and leadership in transformation.** Contents: Framework conditions for decisions in successful companies, Power, understanding and trust, Leadership vs. Control, Role of leaders in transformation, Hierarchical leadership vs. self-responsibility, Leadership tools and management methods in change. Duration: 2 d. Costs: 1.140€. Cert.: Yes. ADG. [Link](#)

**MGB Leadership II.** Skills: Conflict management, Mastering challenging leadership situations, Health and resilience, Leadership in the context of change, Leading change processes, Agile leadership: The success factors of high-performing teams". Duration: 32 days. Costs: 1.035€. Cert.: Yes. GenoAkademie.

**GreenCampus Workshop Special: Diversity-sensitive and discrimination-critical leadership (culture) in management of NGOs.** Skills: Significance of discrimination criticism and diversity orientation for professional leadership, prerequisites for diversity- and discrimination-sensitive leadership, reflection on one's own attitude as a leader with regard to discrimination and diversity, practical tips for implementing a discrimination-critical and diversity-sensitive leadership culture, perspectives for organizational culture and organizational development processes, development of concrete possibilities for action and practice-oriented impulses for change. Duration: 2 days. Costs: 300€. Certification: No. Provider: Heinrich Böll Stiftung. [Link](#)

- **Advancing economic empowerment and advocacy**

**Online Seminar: Female Leadership.** Skills: unconscious thought patterns (bias) and their effect, gender-specific communication, learned patterns of thought and behaviour, Shaping personal communication skills, Female versus male communication and leadership strategies, recognising communicative patterns, Recognising the rules of the game in business, handling of power structures, Professional "relationship management", Dealing with challenges. Duration: 9 hours. Costs: 525€. Cert.: Yes (Particip.). GenoAkademie.

**WBT - AGG for employees and managers.** Skills: The grounds of discrimination, Forms of discrimination, Rights and Obligations, Application Procedure, job interview, Rejection of the applicant, Overviews of admissibility of the right to ask questions. Duration: 1 hour. Costs: 210€. Cert.: Yes (Part.). GenoAkademie.

## 3.4 Training Gap Analysis in Greece

### Social Economy Occupational Profiles. An Overview.

In Greece, various entities including SMEs, government agencies, non-profit organisations, universities, and vocational training centres offer social economy training schemes. These programs aim to equip participants with the necessary skills and knowledge to engage in social enterprises or other forms of socially responsible economic activity, with a focus on including people with social and/or economic disadvantages. However, as a sector, SE in Greece is still in its first steps, with the number of SE organisations declining in the last few years.

**Number of Programs:** The number of programs can vary depending on factors, such as funding availability, demand, government support and per training category. Typically, there are programs available across regions of Greece, mainly addressing SE in general. Currently, in 2024, we mapped approximately 40 training opportunities during the baSE Research Project implementation.

**Program Duration:** The duration of training programs can vary widely, ranging from short-term (a few days to a few weeks) workshops or seminars to long-term certificate or diploma programs.

**Certification:** Upon completion of the training program, participants may receive a certificate of participation or completion. University and College programs offer formal qualifications such as diplomas or vocational certificates recognized by relevant authorities.

**Target groups** in all programs for the three transition skills in Greece:

- **Unemployed individuals seeking skills** to enter the workforce or start their social enterprises.
- **Employees of social enterprises or non-profit organisations** looking to enhance their skills and knowledge.
- **Executives of non-profit organisations and institutions** (foundations, NGOs, non-profit associations, etc.)
- **Entrepreneurs** interested in starting a social enterprise.
- Entrepreneurship and business **consultants and candidates for consultants**.
- **Individuals** interested in contributing to social change and community development.
- **Governmental officials**, and local and regional authorities interested in SE.
- **Human Resources** Development and Employment professionals

Additionally, in graduate programs:

- **Students or graduates** interested in pursuing careers in the social economy sector.
- **Researchers** in the field of the social economy.

#### • OP1 – Social Economy Manager

In Greece, there are no graduate or VET programs to cover fully this profile. Relevant training/educational offer:

#### 1. TEI Athens - Department of Health Care Management & School of Economics:

##### Training Seminar In Social Work Social Economy and Social Entrepreneurship

**Learning content:** Funding of Social Economy and Social Enterprises Alternative Forms of Funding; Economic sectors for developing Social Economy and Social Business; Social Entrepreneurship in Europe and Greece; EU and Greek Social Economy and Social Entrepreneurship Laws; Institutional Framework, Laws and Regulatory Acts of SE; Legal and Administrative Procedure for establishing SE and SEEs; Social Welfare and Social Entrepreneurship; Social Security and Insurance for Employees and Members of Social Enterprises; Social Capital; Social Networking; Support and Empowerment of individuals and groups in Extroversion and Joint Venturing; Business Risk Assessment in the Start-up and Operation of SE; Business Plan at Start-up; Business Management and Staffing; Business Innovation: Challenges and Perspectives.

**Skills and competencies:** understanding SE in national and international context, building up and managing a SE enterprise: management and networking. **Duration:** 200 hours. Includes: Internships-Apprenticeship Visits to Social Enterprises (15 hours) Simulation Exercise, Virtual establishment of a JEP or a CSSE. **Target groups:** students of BA or MA study program.

**Link:** [http://www.teiath.gr/userfiles/martsi/diarthrosi\\_socecon.pdf](http://www.teiath.gr/userfiles/martsi/diarthrosi_socecon.pdf) (Greek language)

## **2. Institute for Social Economy: Training of Consultants and Managers in Social Economy and Entrepreneurship**

**Content:** foundations of the Social Economy; different legal informal forms of Social Economy; entrepreneurial and innovative 'opportunities' in SE; business opportunities; dynamics of the Social Economy and its development process; main problems and barriers for developing Social Entrepreneurship; collective and solidarity groups and projects; European and national policies for the financing of social enterprises; alternative sources of funding. **Duration:** 8 hours. **Target groups:** anyone in the sector. **Link:** <https://coopsociety.gr>

### • **OP2 - Social Economy Enabler**

In Greece, there are no academic, VET programs or seminars to fully cover this profile.

Relevant training/ educational offers:

Merely **TEI Athens - Department of Health Care Management & School of Economics: Training Seminar In Social Work Social Economy and Social Entrepreneurship** (listed and described above)

**Skills and competencies:** Management of budgets and/or finances of specific projects, Operational management and planning, Risk management, Liaising and networking, Advocacy, Grant applications and tenders' management, and Administrative skills. **Duration:** 200 hours - Includes Internships-Apprenticeship Visits to Social Enterprises (15 hours) Simulation Exercise-Virtual establishment of a JEP or a CSSE. **Target groups:** students of BA or MA study program

**Link:** [http://www.teiath.gr/userfiles/martsi/diarthrosi\\_socecon.pdf](http://www.teiath.gr/userfiles/martsi/diarthrosi_socecon.pdf) (Greek language)

### • **OP3 - Social Economy Supporter**

In Greece, there are no academic, VET programs or seminars to fully cover this profile. Relevant training/ educational offers:

#### **1. Technological Institute of Western Macedonia: Social Economy-Cooperative Entrepreneurship Program**

**Skills and competencies:** Focusing on Social Economy Concepts and Characteristics, Entrepreneurship, and Management, Basic principles and elements of SE cooperatives, and SE enterprise business plan development. **Duration:** 200 hrs - Includes Internships-Apprenticeship Visits to Social Enterprises (15 hours) Simulation Exercise-Virtual establishment of a JEP or a CSSE. **Target groups:** students of BA or MA study program **Link:** <https://openclass.teiwm.gr/>

**2. TEI Athens - Department of Health Care Management & School of Economics: TRAINING SEMINAR IN SOCIAL WORK SOCIAL ECONOMY AND SOCIAL ENTREPRENEURSHIP** (listed and described above)

### • **OP4 - Social Economy Worker**

In Greece, there are no academic, VET programs or seminars to fully cover this profile. Relevant training/ educational offers:

Merely **TEI Athens - Department of Health Care Management & School of Economics: Training Seminar In Social Work Social Economy and Social Entrepreneurship** (listed and described above)

**Skills and competencies:** building up and managing an SE enterprise, focusing on Social Economy main characteristics, Fundraising, Management, including Risk management in SE.

**Duration:** 200 hours. Includes Internships-Apprenticeship Visits to Social Enterprises (15 hours) Simulation Exercise-Virtual establishment of a JEP or a CSSE. **Target groups:** students of BA or MA study programs. **Link:** [http://www.teiath.gr/userfiles/martsi/diarthrosi\\_socecon.pdf](http://www.teiath.gr/userfiles/martsi/diarthrosi_socecon.pdf) (Greek language)

### Transition skills for Social economy Organisations: the SocioComp state of the art.

- **Green Transition**

#### **1. TEI Athens - Department of Health Care Management & School of Economics: Training Seminar In Social Work Social Economy and Social Entrepreneurship**

**Content:** Ecotourism, Rural Tourism and Agricultural Cooperative: Convergences and Deviations from Social Enterprises, Healthy Trade. **Duration:** 20 hours of 200 hours, which is the full TRAINING SEMINAR IN SOCIAL WORK, SE AND SOCIAL ENTREPRENEURSHIP. **Target groups:** Students of BA or MA. **Link:** [http://www.teiath.gr/userfiles/martsi/diarthrosi\\_socecon.pdf](http://www.teiath.gr/userfiles/martsi/diarthrosi_socecon.pdf)

#### **2. Sustainable Development & Green Entrepreneurship in Western Macedonia: Social Economy-Cooperative Entrepreneurship**

**Content:** Green Entrepreneurship and Sustainable development basics; Sustainability and ethical practices: business practices, environmental responsibility. **Duration:** 26 hours, online. **Target groups:** anyone. **Link:** <https://elearning.oenef.eu/courses/ekpaideytiko-kentro-ananeosimon-pigon-energeias/>

#### **3. Athens University of Economics: Social and Green Entrepreneurship**

**Content:** Green Entrepreneurship and Sustainable Development Basics, Sustainability, green and ethical practices: business practices, environmental responsibility, Introduction to Social Economy: concept, principles, and objectives of Social Economy. **Duration:** 120 hours, online. **Target groups:** Graduate and Undergraduate students. **Link:** <https://diaviou.aueb.gr/>

- **Digital Transition:**

#### **1. Athens University of Economics, LLL Centre: Digital Transformation: from theory to business practices**

**Content:** Forces that drive an organisation towards digital transformation; Implications for the organisation entering the digital transformation process and the changes required; Objectives, benefits, and obstacles in this journey; Steps, approach, and tools that will lead to the desired outcome. **Duration:** 60 hours, online. **Target groups:** executives of companies or organisations and entrepreneurs. **Link:** <https://www.aueb.gr/en/content/kedivim-opa>

- **Inclusivity Transition:**

#### **1. Chamber of SE Organisations (KALO): Educational Material for SSE.**

**Content:** SE basic concepts, team building, networking, Voice of economic activity (sector in SE), collaborating with SE stakeholders, Introduction to SE: concept, principles, and objectives of social economy. **Duration:** asynchronous online, no hrs defined. **Target groups:** anyone. **Link:** <https://kalo.gov.gr/>

#### **2. Sustainable Development & Green Entrepreneurship in Western Macedonia: Social Economy-Cooperative Entrepreneurship** *(described above)*

#### **3. TEI Athens - Department of Health Care Management & School of Economics: Training Seminar In Social Work Social Economy and Social Entrepreneurship** *(described above)*

## 3.5 Training Gap Analysis in Ireland

Please note that all the courses and training listed below for both the Occupational Profiles section and the SocioComp section have been selected on the basis that they are only directed to Social Economy Organisations (SEOs).

### Social Economy Occupational Profiles. An Overview.

As determined during WP3, the Occupational Profiles are either quite broad, or they mix several existing roles in the Irish context, which means that there are no specific training/courses to attend to become SE Manager, SE Enabler, SE Supporter or SE Worker. This means that the courses listed for each OP below have been selected according to the following logic:

- Focusing on a skill inherent to the OP (leadership for SE Manager, Project management for SE enabler, etc.)
- A person occupying this role would have already attended this training to arrive in this position or can attend these courses to upskill while already occupying their position.

- **OP1- Social Economy Manager**

TRANSFORMATIVE LEADERSHIP PROGRAMME, COMMUNITY ACTION NETWORK

**Skills:** Practical skills development, Advocacy skills, leading change skills, internal communications skills, understanding organisational culture skills, skills related to working creatively with conflict and diversity, and skills development in collaborative working. **Target:** Senior leaders/managers in SEOs. **Duration:** 15 days. **Delivery:** In person, **Certificate:** No. **Cost:** €1,200.00. [Link](#).

CERTIFICATE IN NON-PROFIT LEADERSHIP AND MANAGEMENT, NATIONAL COLLEGE OF IRELAND

**Skills:** Reflective practice, conflict management, emotional intelligence at work, non-profit governance, managing culture, HR and performance management, impact measurement, change management, influencing government and advocacy, information management, social media and personal presentation skills. **Target:** managers and executives in Irish SEOs. **EQF Level:** 7. **Duration:** 11 days. **Delivery:** In person. **Cost:** €1,575. **Certificate:** Yes. [Link](#).

BUSINESS AND ORGANISATION DEVELOPMENT FOR NON-PROFITS, CARMICHAEL

**Skills:** Business planning, organisational planning, change management, business development. **Target:** Directors, senior managers and supervisors from SEOs. **Duration:** 4h. **Delivery:** Online. **Cost:** €80. **Certificate:** No. [Link](#).

- **OP2- Social Economy Enabler**

LEADERS, MANAGERS AND MANAGEMENT TEAMS, CARMICHAEL

**Skills:** Leadership, Team management, Skills to self-awareness and empathy. **Learning content:** team dynamics, leadership, and management; group development stages, leadership expectations, and exemplary leaders' impact on vision and strategy; different leadership styles are explored; defines management in non-profits, emphasizes operational planning, self-awareness, empathy, and coaching skills. **Target:** CEOs, Managers, Members of Management Teams, or anyone interested in any of these roles. **Duration:** 2.5h. **Delivery:** Online. **Cost:** €80. **Certificate:** No. [Link](#).

GROUP COACHING FOR NONPROFIT LEADERS, THE WHEEL



**Skills:** HR, Leadership. **Target:** Leaders in SEOs. **Duration:** 12h. **Delivery:** Online. **Cost:** €650 / €900. **Certificate:** No. [Link](#).

PROJECT MANAGEMENT COURSE, THE WHEEL

**Skills:** Project Management. **Target:** Trustees, staff and volunteers who are new to project management. **Duration:** 9h. **Delivery:** Online. **Cost:** €300. **Certificate:** No. [Link](#).

- **OP3- Social Economy Supporter**

There are no course/training existing to become a SEO Supporter/Consultant in Ireland. The person will have been trained in a specific area (finance, governance, etc.) and will have professional experience within the Social Economy sector.

- **OP4- Social Economy Worker**

MASTERS IN VOLUNTARY AND COMMUNITY SECTOR MANAGEMENT, UNIVERSITY COLLEGE CORK

**Skills:** leadership, decision-making, critical analysis, law and good governance, management, business skills, accounting skills and IT. **Learning content:** relationship between third sector and state, principles and values in the sector's practice, social policy implications, financial management, quality systems, change management, IT application, organisational development, and legal aspects of state regulation. **Target:** any student, workers already in the SE sector. **EQF Level:** 7. **Duration:** 2 years part-time. **Delivery:** In person. **Cost:** €2,885. **Certificate:** Diploma. [Link](#).

SCOPE, THE WHEEL

**Skills:** Governance Basics, Financial Basics, Fundraising Basics, Communications Basics, Risk Management Basics. **Target:** European SEOs. **Duration:** 40-80min. **Delivery:** Online. **Cost:** Free. **Certificate:** No. [Link](#).

**Transition skills for Social economy Organisations: the SocioComp state of the art.**

Few courses and training programs exclusively cater to SEOs to upskill in Green and Fair and Inclusive Transitions. This shows a gap in training opportunities for SEO workers. More advanced digital training programs are needed.

- **Linked to Green Transition:**

MODULE 4: PRACTICAL STEPS TO IMPLEMENT THE GREEN AGENDA, REVITALESE

**Skills:** Understand the potential impact of policy changes at the global/EU/national/local level on your social enterprise, Assess the usefulness of tools such as the sustainable business canvas in assessing how well your social enterprise is doing in supporting environmental sustainability. **Target:** Social entrepreneurs. **Duration:** 4h. **Delivery:** Online. **Certificate:** Digital badges. **Cost:** Free. [Link](#)

COMMUNITY CLIMATE ACTION: PRACTITIONERS TRAINING PROGRAMME, FRIENDS OF THE EARTH, COMMUNITY WORK IRELAND

**Skills:** Strengthening personal resilience/emotional capacity in the face of the climate crisis, building powerful and inclusive participatory democracy, fostering collective local resilience in our food, energy and economic systems, Supporting justice and solidarity in the transition locally, nationally and globally. **Target:** Community workers. **Duration:** 3 days. **Delivery:** In person. **Certificate:** No. [Link](#).

- **Linked to Digital Transition:**

GDPR LEVEL 2 – GENERAL DATA PROTECTION REGULATION, CARMICHAEL

**Skills:** GDPR and cybersecurity. **Learning content:** 15 modules: GDPR introduction, key terminology, individual rights, accountability, compliance strategies, data security, breach response, policy development, staff training, management review, etc. **Target:** Departmental line managers, Heads of Function, company directors and those responsible for ensuring organisational compliance with GDPR. **Duration:** 2h. **Delivery:** Online. **Cost:** €75. **Certificate:** Yes. [Link](#)

CYBER SECURITY FOR MANAGEMENT, CARMICHAEL

**Skills:** Cyber security. **Target:** Managers. **Duration:** 2h. **Delivery:** Online. **Cost:** €80. **Certificate:** No. **Link:** past event that will be scheduled again.

CYBER SECURITY FOR STAFF, CARMICHAEL

**Skills:** Cyber security. **Target:** Staff from SEOs. **Duration:** 2h. **Delivery:** Online. **Cost:** €80. **Certificate:** No. **Link:** past event that will be scheduled again.

MODULE 2: MAXIMISING DIGITAL RESOURCES TO SERVE CLIENT GROUPS, REVITALESE

**Skills:** Identify opportunities, Review and revitalise your social mission, Identify the most effective social media tools, Improve your financial sustainability. **Target:** Social entrepreneurs. **Duration:** 4h. **Delivery:** Online and in person. **Cost:** Free. **Certificate:** No. [Link](#)

ACHIEVING & MAINTAINING COMPLIANCE WITH DATA PROTECTION & GDPR, THE WHEEL

**Skills:** GDPR. **Learning content:** An overview of GDPR, An understanding of the principles, terms and the key roles such as Data Controller, Data Processor and Data Protection Officer and their obligations under the Regulation. **Target:** SEO workers engaging with GDPR for the first time. **Duration:** 3.5h. **Delivery:** Online. **Cost:** €85 / €150 (depends on membership). **Certificate:** No. [Link](#).

NAVIGATING CYBERSECURITY AND COMPLIANCE FOR YOUR NONPROFIT, THE WHEEL

**Skills:** Cybersecurity, Data management. **Target:** all SEO workers, IT Managers. **Duration:** 1h. **Delivery:** Online. **Cost:** Free. **Certificate:** No. **Link:** past event that will be scheduled again.

CRM TRAININGS, ENCLUDE

**Skills:** Digital/IT, CRM management, data management, communication. **Target:** staff using CRM systems. **Duration:** 2h. **Delivery:** Online. **Cost:** Free. **Certificate:** No. [Link](#)

LEADING REMOTE TEAMS, THE LAOIS & OFFALY ETB, IDA IRELAND, SOLAS AND GROW REMOTE

**Skills:** HR, Communication, and Leadership through Digital tools. **Target:** Line Managers leading teams with remote workers. **Duration:** 35 days. **Delivery:** Online. **Cost:** Free. **Certificate:** No. [Link](#).

- **Linked to Fair and Inclusive Transition:**

EMBRACING DIVERSITY, ENCOURAGING INCLUSION, CARMICHAEL & THE WHEEL

**Skills:** Inclusive leadership, Unconscious bias. **Target:** Board, directors, managers and staff. **Duration:** 6h. **Delivery:** Online. **Cost:** €100. **Certificate:** No. [Link](#).

UNCONSCIOUS BIAS, THE WHEEL **Skills:** HR, Leadership, Management. **Target:** Anyone with an interest or role in the EDI space. **Duration:** 3h. **Delivery:** Online. **Cost:** €85 / €150. **Certificate:** No. **Link:** passed but will be scheduled again.



## 3.6 Training Gap Analysis in Italy

### Social Economy Occupational Profiles. An Overview.

Italy offers professional training in the Social Economy sector through university-level courses and VET programs provided by training agencies, research centers, and organizations supporting SEOs. These programs focus on preparing individuals for the role of Social Economy Manager (SE Manager) through specialized courses and training modules designed to cater to specific needs. However, the mapped training offer does not cover all the competencies and skills identified within the baSE Occupational Profiles, in which coexist specific technical skills and transversal skills.

- **OP1 Social Economy Manager**

Most of the national **SE Manager** training offers focus on management skills in different functional areas: human resources; accounting, budgeting, control and risk management; legislation; and finance (e.g. impact investing). Examples are the following master courses: [Social Economics and Cooperative Enterprises](#) (University of Brescia); [Cooperative Enterprise: Economics, Law and Management](#) (University of Roma Tre); [Management and Governance of Third Sector entities](#) (University of Bergamo). All are university courses lasting approximately one year (EQF7).

Many courses complement this economic-financial training with modules dedicated to governance, organisational and inclusive leadership models. Examples are: [Master in Economics of Cooperation](#) of the University of Bologna, the courses in Expert in Social Enterprise Management provided by SIR, the [Master of Law and Management of the Third sector](#) at the University of Trieste, and the [Master soft skills in the Third Sector - Transversal Skills for New Generation Leaders](#) of the University of Volunteering in Milan.

Furthermore, some university master courses decline modules on core skills of the SE Manager OP, such as:

- Monitoring and measurement of social impact (Second Cycle Degree in [Management of Social Economy](#) - University of Bologna, [Economics, Management and Social Innovation](#) - University of Rome Tor Vergata;
- Developing alliances, networks and partnerships at all levels (such as the Master in [Management of Social Enterprises](#) - University of Trento);
- Communication and Marketing (e.g. master MEMIS);
- Digital transformation for the Third Sector and data management ([Third sector and social enterprise](#) - University Cattolica del Sacro Cuore of Milan; [Social and technological innovation for cooperation and Third sector](#) - Politecnico di Torino, [Social Innovation](#) - University of Naples Federico II).

Greatly absent from the training offer dedicated to SE managers is the topic of green transition, which is only present at the project management level within the Master [Third sector and social enterprise](#) - University Cattolica del Sacro Cuore of Milan, which is therefore the most complete and responsive to the employment profile.

- **OP2 Social Economy Enabler**

There are training courses available for SE managers that also cover the role of SE Enablers. These courses cover a wide range of skills, including administrative, economic, and social reporting, as well as identifying social needs. Additionally, some courses focus on democratic principles and inclusive decision-making processes. There is also a wide range of courses on offer for training project management skills, including master courses: [Social Design for Sustainability, Innovation and Gender](#)

[Inclusion](#) (University of Rome La Sapienza); [Methodology, Organisation and Evaluation of Social Services](#) (University of Trento); [Master's Degree in Social Design: Designers of Tomorrow](#) (University of Volunteering in Milan). Again, there are gaps in addressing green transition competencies, which are only present in the basic skills. There is a relevant and specific offer available for SEOs.

- **OP3 Social Economy Supporter**

Regarding **SE Supporter**, at a national level, we find a specific offer dedicated to structure coordinators in social health and educational services. An example is the 240-hour course in [SOCIAL SERVICES MANAGER](#) of IRECOOP Emilia-Romagna; the second cycle degree in [Innovation and Research for Social-Welfare-Educational Interventions](#) - University of Bozen; the degree course in [Social Service and Non-Profit Sciences](#) LUMSA University).

About the individual core competencies identified within the profile:

- wide range of training courses on assessment methods, lasting from 8 to 40 hours;
- wide range of training on fundraising for SEOs (from one-year university masters to shorter training courses);
- a comprehensive program specializing in social and open innovation to equip project designers with the ability to predict evolving organizational and social requirements and create effective entrepreneurial and policy solutions. (e.g. [Master in Social Innovation for Sustainable Development](#) - University of Turin and ILO; [Change Management & Social Innovation](#) – LUM);
- some structured training courses (over 40h) have a focus on digital skills (e.g. "Welfare Innovation Expert: Open-Innovation, Prototyping and Digitalisation" provided by SIR);
- there are available courses that specialize in legal aspects (e.g. [Jurist of the Third Sector](#) - University of Padua, [Reform of the Third Sector and Social Entrepreneurship](#) - University of Milan), as well as specific courses on communication in the social economy ([Master for communicators in the Third Sector Organisations](#) - University of Volunteering in Milan).

- **OP4 Social Economy Worker**

Finally, regarding the **Social Economy Worker**, there are several technical and sectoral profiles in the field of education and care at EQF2, EQF3 and EQF4 levels (e.g. family assistant; educational facility assistant; socio-medical worker; socio-educational animator; intercultural mediator; educational lab technician; Soft skills and Innovative Skills for Care and Education; etc.). These courses are not offered by universities but by regional training agencies. They typically last between 200 and 1000 hours and are for profiles who work in the Social Economy sector. Courses teach technical skills and sustainable development, but no program exists for the energy and environment sector. Needs development.

## **Transition skills for Social economy Organisations: the SocioComp state of the art.**

- **Green Transition Competences**

There is generally an important offer in the segment of Higher Technological Institutes, lasting between 1800 and 2000 hours (two-year non-academic courses), but they are not specific to the SE sector (e.g. Energy supply and plant construction; Management and testing of energy plants; Energy saving in sustainable construction; Energy specialist).

Within the Italian training offer dedicated to SEOs, great emphasis is given to sustainability understood as **Integral Sustainability**, i.e. as an entrepreneurial vision that holds together social, environmental, economic and community dimensions. We can therefore state that there is a specific training offer addressing fundamental level competence for facing the green transition ([Social Design for Sustainability, Innovation and Gender Inclusion](#) - University of Rome La Sapienza, [master in Environmental Sustainability for the Third Sector](#) - University of Volunteering in Milan;

“Organisational and Competitive Efficiency: the Green turning point provided by Ireforr). The offer doesn't address advanced skills like SE models in Green Transition or systems thinking for Green Transition.

- **Digital Transition Competences**

On a national level, there are some relevant and specific training courses at the university level ([Social and Technological Innovation for Cooperation and the Third Sector](#) - Politecnico di Torino; [ICT for Development and Social Good](#) - University of Turin) and tertiary level (Course on Digital tools for the Third Sector - University of Volunteering Milan; [EMPOWERING NON-PROFIT Training course on digital transformation](#) - University of Volunteering in Bologna).

These courses address the issue transversally for the SE sector, providing insights into the opportunities that digitalisation can offer, addressing the centrality of data, and providing digital tools to improve the activities of organisations (mainly the management ones). The training offer could however be complemented with courses addressing advanced digital transition competencies, especially in terms of data governance and the structuring of innovative approaches and tools.

- **Fair and Inclusive Transition Competences**

Fair and inclusive transition skills are transversal in almost all training courses mapped in the analysis process. This is because these competencies underpin the organisational model of SEOs, especially co-operative enterprises.

The following training courses are among the most relevant: [Master In Social Innovation For Sustainable Development](#) - University of Turin and ILO; [Management and Co-production of Participative Processes, Communities and Proximity Networks](#) - University of Bologna; [Master Executive in Disability Management & Inclusive Thinking](#) at the SAA School of Management; [Social Design for Sustainability, Innovation and Gender Inclusion](#) - University of Rome La Sapienza; “Innovative methodologies for Inclusive Work Integration in Companies” provided by the Region Friuli Venezia Giulia. Thus, in Italy, the training offer on these topics is complete, relevant and SEO-specific.

## 3.7 Training Gap Analysis in Poland

### **Social Economy Occupational Profiles. An Overview.**

All research conducted so far in the project has shown that the social economy sector in Poland is not yet mature. In the context of Occupational Profiles, the very concept of defining the competences of different OP and moving away from the model of managers who do everything without delegate tasks and responsibilities to their employees, was considered an important step towards the professionalization of the sector. As a result, a training offer tailored specifically to the needs of social economy entities divided into the offer for particular Occupational Profiles practically does not exist.

There is a high demand for basic training in the activities of social economy entities in general, including basic managerial competencies that are suitable for social enterprises. It is essential to take into account the social aspect of the business, as it allows for effective management of the enterprise not only to achieve financial goals but also social objectives such as developing a strategy for SE organization, problem-solving, treatment and opportunity analysis, financing, and reporting. However, despite the high demand, there is a shortage of such training opportunities currently available.

As a rule, in managerial positions there is a greater demand for competences related to change management, and in practitioner positions there is a greater demand for implementing individual transformations and applying them in the everyday practice of the organization.

In the context of the three transformations, such training support is also very important.

- Green transformation – awareness training is available, explaining the importance of this transformation, the importance of the problem or focusing on rules, regulations and requirements. However, there is a lack of training prepared specifically for the social economy sector and regarding the practice of the organization, everyday challenges - translating awareness of the problem into specific principles and actions
- Digitization – training in this area tailored to the needs of SE entities is also not available. Current research shows that training on digital security is necessary - and the importance of this issue is still growing. The research carried out by FISE when testing the interest in training in the area of digitalization shows that SE entities have such poor knowledge in this area that they cannot even define specific topics that would be adequate and useful for them, so the scope for training activities is wide
- Inclusiveness – this topic is closest to employees of SE entities due to the specificity of their operations, and this transformation is often closest to them. The research carried out so far in the project indicates the lack of an offer and the existence of a need for training in this area as well. As in the case of the green transformation, general training is available to raise awareness of the importance of inclusiveness and the need to take action towards it, but there is a lack of training prepared specifically for the social economy sector and regarding the practice of organizational operation, everyday challenges - translating awareness of the problem into specific principles of action, for example, inclusive communication.

### **Transition skills for Social economy Organisations: the SocioComp state of the art.**

- **Facing the Green Transition**

At a basic level. There are courses available to explain the basic concepts of sustainable development and ecological values, but these are not dedicated to the social economy sector. These courses are

free of charge, conducted online and available to all Polish citizens interested in this topic. NGOs and government institutions provide training and courses. An example of such a training course is [Bezpлатne szkolenia online na temat zrównoważonego rozwoju - Polska pomoc - Portal Gov.pl \(www.gov.pl\)](https://www.gov.pl/web/gov/bezpлатne-szkolenia-online-na-temat-zrownowazonego-rozwoju)

At intermediate and advanced levels, reflecting the operational level and adaptation activities and legal scopes, we have mainly paid training in Poland. These are training courses provided by the business sector or universities and dedicated to the business sector. Examples of such training and courses: [DEKRA - Szkolenia ISO i inne, doradztwo, analizy - Warszawa, Wrocław, Kraków, Poznań, Gdańsk, Opole, Bydgoszcz, Łódź, Rzeszów, Katowice, Szczecin](https://www.dekra.pl/dekra-szkolenia-iso-i-inne-doradztwo-analizy-warszawa-wroclaw-krakow-poznan-gdansk-opole-bydgoszcz-lodz-rzeszow-katowice-szczecin)  
[Zrównoważony rozwój \(bureauveritas.pl\)](https://bureauveritas.pl/zrownowazony-rozwoj)

[„Akademia zrównoważonego rozwoju – zarządzanie ESG - kurs średniozaawansowany | EPALE \(europa.eu\)](https://akademia.esg.europa.eu/)

There is a lack of training tailored to the social economy sector.

- **Adaptation of SE Models to Green Transition**

Courses funded by private NGOs have been identified to support the competencies of pro-environmental NGO representatives and local government leaders. There is a lack of training for the SE sector. However, currently, available training courses include practical elements. They present solutions that can be implemented in local communities and teach skills to select and evaluate environmentally friendly practices and technologies, available at basic and intermediate levels. These courses are linked here: <https://zielonylider.org/> <https://ofop.eu/funduszedlaklimatu/>

- **Applying Systems Thinking for Green Transition**

Regarding the application of systems thinking in green transformation, no available training dedicated to the social economy sector was identified. Only training aimed at the business sector with elements of the intermediate scope identified in SocioComp was found, i.e. training carrying the potential of circular business models and circular product and service design strategies.

[Szkolenia ze zrównoważonego rozwoju – zielona strategia szansą dla Twojego biznesu | EY Polska](https://www.ey.com/pl/szkolenia-ze-zrownowazonego-rozwoju-zielona-strategia-szansa-dla-twojego-biznesu)

- **Leading Digital Innovation and Strategy & Understanding of inclusive values and intersectionality**

A search of publicly available sources on the Polish-language Internet revealed that training on leadership in digital innovation and strategy, and understanding the value of inclusion and intersectionality exist, although they are partial and have not been adapted to the needs of social economy organizations. Most proposals can be found at the level described as baseline. As the level of detail in the requirements deepens, the number of tailored training proposals drops dramatically. There is a lack of offerings of advanced training on the subject, which would take into account the needs of social economy organizations. Examples of such training in:

-Leading digital innovation and strategy:

- foundation level

<https://www.academyofbusiness.pl/trainings/fundamenty-transformacji-cyfrowej/>

<https://www.academyofbusiness.pl/trainings/zwinnosc-jako-fundament/>

- intermediate level

<https://siecpredsiębiorczychkobiet.pl/kurs-projektowania-innowacji-spoecznych-bezpлатne-materialy-do-pobrania/>

<https://sendzimir.org.pl/projekty/hosting-social-innovation/>

-Understanding of inclusive values and intersectionality:

○ basic level

<https://www.pps.edu.pl/szkolenie/przywodztwo-oparte-na-empatii>

<https://szkoleniatsr.pl/produkty/trening-komunikacji-skoncentrowanej-na-empatii>

- **Cultivating Ethical Leadership & Responsible and Participatory Decision Making & Advancing Economic Empowerment and Advocacy**

A query of Polish, publicly available sources revealed that studies and training in both topics exist only on the foundation level and are not tailored to the needs of social economy organisations. Below are some examples of basic courses:

<https://studia-online.pl/kursy/4868099/studia/podyplomowe/ekonomia-spoeczna>

<https://opinieouczelniach.pl/kierunki-studiow/ekonomia-spoeczna/>

<https://www.kreator-szkolenia.pl/szkolenia/szkolenia-menedzerskie/empowerment/>

<https://www.sages.pl/szkolenia/empowerment-w-zarzadzaniu-zespolem>

- **Enhancing SE performance through digital deployment**

In the Polish market, vocational education and training (VET) institutions offer courses and training programs to improve competencies related to enhancing organizational performance through digital deployment. However, the current training programs available are narrow and only cater to a specific group of SEO. These programs only refer to the foundational level of competence defined in SocioComp. The limited range of training programs available for SEO makes it difficult to assess their adequacy for the sector. Examples of programmes addressed to market enterprises:

[https://szkolenia.certes.pl/szkolenia/przemysl-4-0/transformacja-cyfrowa-od-podstaw/zarzadzanie\\_transformacja\\_cyfrowa/](https://szkolenia.certes.pl/szkolenia/przemysl-4-0/transformacja-cyfrowa-od-podstaw/zarzadzanie_transformacja_cyfrowa/)

<https://emt-systems.pl/kurs-zarzadzanie-transformacja-cyfrowa-modul-1.html>

<https://emt-systems.pl/kurs-zarzadzanie-cyfrowym-produktem-uslug-modul-4.html>

- **Applying Data Governance and Digital Ethics**

There is an offer of free basic-level courses available on the market, which often are developed in the public domain. Social economy support institutions offer short courses addressed to SEO, which narrow the curriculum to the basic level of competence. There are no intermediate or advanced educational programs aimed at SEO. At the same time, VET offers such training on the market, but both the program and the address group are universal. Examples of programmes addressed to market enterprises:

<https://akademia.parp.gov.pl/course/view.php?id=274>

<https://courses.minnalearn.com/pl/courses/cybersecurity/overview/>

<https://szkolenia.dekra.pl/kategorie-szkolen/cyberbezpieczenstwo-bezpieczenstwo-informacji-ochrona-danych>

<https://www.kozminski.edu.pl/pl/oferta-edukacyjna/studia-podyplomowe/chief-data-officer-zarzadzanie-danymi-w-organizacji>



### 3.8 Training Gap Analysis in Romania

In the Romanian VET system for social economy, the most developed providers are non-governmental organisations (associations and foundations) and private companies. There are no VET programs provided at ISCED 3, 4, 5, and 6 levels in Romania. Only two universities have master programs (ISCED 7) on social economy (social enterprise management and social entrepreneurship).

#### Social Economy Occupational Profiles. An Overview.

- **OP 1 – Social Economy Manager**

In Romania, this occupational profile corresponds to the standard **Social Enterprise Manager** authorized by the Ministry of Labour and Social Solidarity.

According to the Romanian legislation, the duration of the SE Manager training programme is between:

a) 30 - 75 hours for advanced training programmes (30% theoretical training and 70% practical training);

b) 180 - 300 hours for specialisation training programmes (30% theoretical training and 70% practical training).

Diploma: Certified by the Ministry of Labour and Social Solidarity

Level of education: secondary education completed with a baccalaureate diploma (ISCED 3)

Comparing the existing occupational standard in Romania with the one developed within the baSE project, we identified the following gaps:

**Core skills gaps:** social economy principles; supporting cultural diversity; detailed performance analysis, strategic planning, inclusive human resources management, innovation, effective communication and advocacy, and comprehensive risk and opportunity management;

✓ Lack of competencies related to Green transition, Digital transition and Fair/Inclusive Transition.

**Core knowledge gaps:** detailed competencies in crowdfunding, organizational diagnosis, participatory leadership/governance, cooperativism, regulatory compliance, finance principles/tools, legal knowledge, digital literacy for social innovation, sustainable practices management, data analysis, social impacts assessment tools, awareness and engagement, systematic analysis, and decision making;

✓ Lack of specific competencies related to market strategies, green transition, environmental legislation knowledge, and identification of key partners for green transition initiatives.

In Romania, for the SE Manager's training programme, we have identified 11 professional training providers registered in the National Register of Providers.

#### Master programs at the university level

By comparing the competencies and knowledge from university master programs with the fundamental ones needed for a social economy manager, we can identify specific gaps that could influence their performance and adaptability in the professional context.

- Complexity of Financial Management: university master's programs place a special emphasis on advanced theoretical knowledge in financial management, accounting, and cost analysis, while the basic competencies for SE managers focus more on the ethical and practical application of economic and financial principles. This gap between theory and practical application can often be a challenge for managers who must translate abstract concepts into effective and sustainable strategies on the ground.

- Analysis and Social Intervention: while university master programs provide a solid foundation in qualitative and quantitative analysis of social needs and organizational diagnosis, the fundamental competencies for SE managers require a direct and immediate application of these analyses to mobilize community resources and effectively respond to these needs. Managers must be able to interpret data and implement programs that bring tangible and beneficial changes.
- Leadership and Governance: Universities may not pay sufficient attention to the development of participatory leadership and democratic governance skills, which are essential in the basic competency column for SE managers.
- Innovation and Strategic Application: Although university programs may introduce students to innovative theories and models, their strategic application in the real context of the social economy may be lacking. The basic competencies emphasize the need for agility, systemic design thinking, and practical innovation to address complex and dynamic societal problems, an aspect that needs reinforcement in the university curriculum.

To reduce the gaps between university master programs and the practical needs of social economy managers, it is essential to adapt study programs to include more applied exercises, real case studies, and experiential learning opportunities. Integrating modules that focus on the practical application of financial theories, applied social analysis, adaptive leadership development, and innovative implementation strategies could significantly transform the effectiveness of managers in the social economy, preparing them to face the real and immediate challenges of the sector.

#### • OP 2 – Social Economy Enabler

This occupational profile corresponds to the standard **Entrepreneur in the social economy** authorized by the Ministry of Labour and Social Solidarity.

The duration of the Entrepreneur in the Social Economy training programme is between:

- a) 30 - 75 hours for advanced training programmes (30% theoretical training and 70% practical training);
- b) 180 - 300 hours for specialisation training programmes (30% theoretical training and 70% practical training).

Diploma: Certified by the Ministry of Labour and Social Solidarity

Level of education: secondary education completed with a baccalaureate diploma (ISCED 3)

**Core skills gaps:** administrative skills; business management information; social economy principles.

**Core knowledge gaps:** strategic analysis; equity and cultural sensitivity; data protection; IT/Digital Literacy; quality assurance; SEO Values and Policies; Social impact assessment; Diversity and inclusion; Lack of information related to Digital Transition, Green transition, Fair transition, and Transversal skills.

In Romania, for the Entrepreneur in Social Economy training programme, we have identified 81 VET providers registered in the National Register of Providers.

#### • OP 3 – Social Economy Supporter

In Romania, this occupational profile corresponds to the standard **Specialist in Social Economy** authorized by the Ministry of Labour and Social Solidarity.

Similar to the other two standards the duration is between:

- a) 30 - 75 hours for advanced training programmes (30% theoretical training and 70% practical training);



b) 180 - 300 hours for specialisation training programmes (30% theoretical training and 70% practical training).

Diploma: Certified by the Ministry of Labour and Social Solidarity

Level of education: secondary education completed with a baccalaureate diploma (ISCED 3)

**Core skills gaps:** Business analysis; Design thinking; Diagnostic tools application; Efficiency improvements analysis; Facilitation skills; Financial performance analysis; Fundraising/grant writing, group dynamics; Multi-stakeholder project coordination; Guidance for sustainable solutions; Training design and delivery; Inclusive/effective communication; Innovation process management; Legal expertise and strategies, Management support; Networking; Policy advocacy; Project management, Public speaking; Reporting skills; Risk management; Systematic analysis and decision making.

✓ Lack of competencies in Green, Digital and Fair/Inclusive Transition.

**Core knowledge gaps:** Methods for assessment, consultation, and data management; Knowledge of digital and green transitions, EU/national tenders, and the SE ecosystem; Concepts like participatory leadership, cooperativism, social entrepreneurship, and human rights; Understanding of SEO policies, legislations, strategic planning, and social impact assessment tools.

#### • OP 4 – Social Economy Worker

In Romania, the category of SE worker can include a variety of occupational profiles such as home caregiver, or other types of practitioners in the social work area (technicians, community workers etc) or other specific occupational profiles for each social enterprise. Romanian social enterprises consider that this occupational profile is relevant mainly for unskilled workers who cannot be included in other occupational profiles. Here we considered the training program for Practitioners in social services and Home caregivers. The main skill gaps identified were:

**Core skills gaps:** Adopt fundamental green and waste use practices; Agility; Collaboration & participation; Comprehension and basic use of digital tools & the internet; Other skills are included in the general one that are present in the curricula of Practitioners in social services and Home caregiver.

**Core knowledge gaps:** Social Economy Concepts and Characteristics; Understanding the basic purpose of information and communication technologies; Understanding collective and democratic/participatory governance; Understanding diversity and inclusivity; Understanding the use of digital tools.

#### Transition skills for Social economy Organisations: the SocioComp state of the art.

In Romania, there are some master programs and short training programs dedicated to green and digital skills. The fair and inclusive transition are in specific short training courses on inclusive development, inclusive communication, inclusive education, intersectionality.

#### • Green Transition

In Romania there are some master programs dedicated to sustainability, sustainable development and environment studies at the main universities. These master programs are more theoretical and provide a general overview on various topics related to climate change, environment protection or sustainable development. They are long-term courses dedicated to general audience, not specific for social economy entities.

There are also short training programs focusing on the competences included in SocioComp. Most of these programs are not accredited. The duration of these courses is, in many cases, 80 hours, divided as follows: theoretical part - 68 hours, practical part - 10 hours and evaluation – 2 hours.

✓ Facing the Green Transition

The training programs focus on knowledge of sustainable development goals (SDGs) and on the impact of climate changes.

✓ Adapting SE models in Green Transition

It is not a dedicated training on adapting SE models in Green transition, but there are modules in some training programs dedicated to circular economy models and social life circle assessment.

✓ Applying systems thinking for Green Transition

This competence is present in the training programs.

- **Digital Transition**

There are training programs dedicated to digital competencies from basic to advanced ones. Many are accredited and develop specific digital skills. In Romania, there are courses on digitization but they are not adapted to the social economy field.

In the training programs dedicated to social economy actors, digital competencies are not present.

✓ Enhancing SE performance through digital deployment - no

✓ Applying Data Governance and Digital Ethics - in general training programs for people with advanced digital skills

✓ Leading Digital Innovation and Strategy - no. This competence is mainly present in training programs for professionals. It is present for company managers or at the university level.

- **Fair and inclusive Transition**

This is a new topic in Romania, even if parts of it are included in short training programs like inclusive development, inclusive communication, inclusive education, intersectionality or in those dedicated to personal development.

In universities, there are courses dedicated to inclusive communication, inclusion and community development, and social inclusion.

✓ Understanding of inclusive values and intersectionality - yes, there are short training programs.

✓ Cultivating Ethical Leadership & Responsible and Participatory Decision Making - Inclusive management and participatory governance are present in the training programs dedicated to SE managers, SE entrepreneurs and SE specialists.

✓ Advancing economic empowerment and advocacy - partially the economic aspects are included in the SE entrepreneur and SE specialist training programs. Specific programs develop advocacy but here are no dedicated advocacy training programs for the social economy.

## 3.9 Training Gap Analysis in Slovenia

### Social Economy Occupational Profiles. An Overview.

- **OP 1 – Social Economy Manager**

No full study programs or short modules are available for this specific profile. Only individual courses in related programs like business, social work, and management are offered. These courses are often a single mandatory or elective course within a comprehensive Bachelor's or Master's degree program, amounting to 5-6 ECTS. Although these courses provide some relevant competencies, they do not constitute a dedicated program or module for SE management.

i) DOBA Faculty for applied business and social studies, Maribor. Course: *Social Entrepreneurship and Cooperativism*.

**Learning content:** social entrepreneurship; SE and cooperativism perspectives; importance of social innovation; moral dilemmas of social entrepreneurs; CSR of an entrepreneur/business. Students will learn about cooperatives as the best legal form for social enterprises, and about social innovation, which is key to the growth of social enterprises as agents of social change. **Skills and competencies:** understanding the role of SE in society and economy; being able to include a strategical SE perspective in social or educational organizations. **Duration:** full semester course, 6 ECTS, 25-30 hours, per week, online. **Certification:** diploma, EQF level 6. **Target groups:** students of BA study program *Management in social and educational sector*.

**Link:** <https://www.fakulteta.doba.si/dodiplomski-visokosolski-programi/menedzment-v-sociali-in-izobrazevanju>

ii) Faculty of management, University of Primorska. Course: *Social Entrepreneurship - Actual Challenges*.

**Learning content:** the concept of social entrepreneurship, the models of social enterprises; social innovation; social impact; the societal role of social enterprises. **Skills and competencies:** Knowing and understanding the dimensions of social entrepreneurship; being able to develop entrepreneurial careers including a social component; evaluating how to develop social entrepreneurship in a certain environment. **Duration:** full semester course, 6 ECTS. **Certification:** diploma, EQF6. **Target groups:** BA students of study program *Management*. **Link:** [https://www.fm-kp.si/izobrazevanje/predmeti/socialno\\_podjetnistvo\\_aktualni\\_izzivi/1262](https://www.fm-kp.si/izobrazevanje/predmeti/socialno_podjetnistvo_aktualni_izzivi/1262)

- **OP 2 – Social Economy Enabler**

There are no existing study programs or certified short modules fully addressing this profile. However, one program closely aligns with it, developed and certified but not tested yet:

i) CPI - Institute of the RS for vocational education and training: VET specialization program *Expert associate for social economy*

**Learning content:** Management and organization in SE; ICT in SE; marketing for social impact ; SE in business practices (founding, public tenders, legal aspects); economics; practical training in SEOs for 9 weeks. **Skills and competencies:** define social problems and develop socially innovative solutions, knowing how to include people with special needs and how to measure social impact. **Duration:** 4 months; 690 hours, 30 ECTS (360 hours of practical training in SEOs). **Certification:** yes, EQF5; VET specialisation or upgrade. **Target groups:** employed in SE or public institutions.

**Link:** [https://cpi.si/wp-content/uploads/2022/03/Strokovni-sodelavec\\_strokovna-sodel\\_avka-za-socialno-ekonomijo-1.pdf](https://cpi.si/wp-content/uploads/2022/03/Strokovni-sodelavec_strokovna-sodel_avka-za-socialno-ekonomijo-1.pdf)

ii) Limerick Institute of Technology, Ireland in partnership with University of Ljubljana. *Social/B platform for e-learning*.

**Learning content:** History and development of social enterprises in Europe; Introduction to social innovation; Growth strategies and long-term profitability of social enterprise projects; Market and competitiveness assessment; Fundraising and financing models for social enterprises; Marketing skills; sales and networking. **Skills and competencies:** Marketing skills; financial skills; social innovation skills. **Duration:** framework of blended learning materials, 16-24 learning units, individual-online. **Certification:** Learners receive a Digital Badge upon completing the individual Learning Unit as proof of their achievement. **Target groups:** social entrepreneurs, employees of social enterprises and those who would like to become social entrepreneurs, students, professors at high schools, colleges and universities, business consultants, chambers of commerce, development agencies and other supporting institutions. **Link:** <https://socialb-erasmus.eu/sl/>

- **OP 3 - Social Economy Supporter**

No study programs or certified short modules fully cover this profile. However, the SocialB learning platform partly addresses this OP3.

- **OP 4 – Social Economy Worker**

There are no study programs or certified short modules to address this profile as such and in full extent.<sup>2</sup>

### Transition skills for Social economy Organisations: the SocioComp state of the art.

- **Green transition competencies**

No dedicated study programs or modules for SE targeting green transition competencies exist in Slovenia. Nevertheless, green transition content and competencies are widely available in the Slovenian educational sphere, accessible to SE sector managers, workers, advisers, and other professionals. While not SE-specific examples of programs/modules include:

i) IRDO - institute for Development of CSR: informal short course program *Manager for social responsibility and sustainable development of the company*

**Learning content:** Information not accessible online. **Skills and competencies:** Understanding the connection between personal and social responsibility and sustainable development; knowing how to prepare a sustainable development (SD) and CSR company strategy; how to prepare a company report on CSR activities; CSR networks and good practices; Current legislation, documents and standards, guidelines of the EU and Slovenia in SD and CSR. **Duration:** 15 hours; **Certification:** yes (by provider, not official micro-credentials); **Target groups:** individuals working in companies or organisations. **Link:** [https://www.irdo.si/pridobite-certifikat\\_vodja-za-druzbeno-odgovornost-in-trajnostni-razvoj-podjetja-1-stopnja/](https://www.irdo.si/pridobite-certifikat_vodja-za-druzbeno-odgovornost-in-trajnostni-razvoj-podjetja-1-stopnja/)

ii) SIQ Ljubljana, ISO 50001:2018 Energy Management System Administrator Training

**Learning content:** energy management. **Skills and competencies:** get to know and deepen knowledge of the requirements of the ISO 50001:2018 standard; trained to develop and implement energy policy, plan and set goals in the field of integrated energy management, taking into account legal conditions and information on important energy use. **Duration:** 35 hours. **Certification:** participants obtain the title Energy Management System Administrator. **Target groups:** any. **Link:** <https://www.siq.si/izobrazevanje/program/izobrazevanje/?usposabljanje-za-skrbnike-sistema-upravljanja-z-energijo-iso-500012018&id=8024ED7E-4B5E-E211-A30A-005056B800011><sup>3</sup>

<sup>2</sup> The above mentioned SocialB learning platform partly addresses this OP.

<sup>3</sup> Short courses offer green transition training for SEOs, but lack certification. Some VET or university programs cover green transition, but are not SEO-specific. Slovenian universities integrate green transition into program restructuring,

- **Digital transition competencies:**

No specific SE-focused study programs are available in Slovenia to address digital transition competencies due to the absence of SE-focused study programs overall. However, digital content and competencies are gradually being integrated into Slovenian education as it is a governmental priority (having also a *Ministry of Digital Transformation*). These programs are available to managers, workers and advisers from the SE sector in the same way as for those from other sectors, but they lack specificity to SE. Examples include NAKVIS-listed programs, like *Digital Marketing* (<https://gea-college.si/fakulteta/digitalni-marketing/>) or *Innovation and business in digital society* (<https://www.fakulteta.doba.si/doktorski-programi/inovacije-in-trainostno-poslovanje-v-digitalni-druzbi>), also like MA program *Digital Humanities* (<https://www.ung.si/sl/fakultete/fakulteta-za-humanistiko/programi/2DH/>), and other programs for digital transition in arts (*digital artistic practices*), in sciences (*digital linguistics*) and professions.

Digital vouchers from the Digital Innovation Hub Slovenia, backed by the Ministry of Digital Transformation, offer micro and SMEs a 60% co-financing opportunity for digitisation. Slovenian Enterprise Fund publishes public calls for these vouchers, including for social enterprises. (Four vouchers have been announced on the topic of raising digital competencies, digital marketing, preparation of digital strategy and cyber security (<https://dihslovenia.si/en/vouchers>)). Additionally, the Hub offers a Catalogue of Experts. Slovenian educational institutions are encouraged to embrace digital learning with financial support. They need to adopt more accessible digital formats and integrate digital competencies into curricula. Public and private organizations offer digital skills training, while EU-funded projects provide digital transition training for Slovenia.

- **Fair (inclusive) transition competencies**

No complete study programs or certified short modules cover these competencies. Usually, these topics are offered as individual courses within other study programs like social work or management in the social sector. Below, we present one such identified course:

Faculty for social work, University of Ljubljana. Course: Social economy and social entrepreneurship

**Learning content:** History of SE, comparative view, management in SE, social innovation, social impact, development of SE products, marketing in SE. **Skills and competencies:** Analytical thinking; understanding of theoretical and practical concepts in social economy and social entrepreneurship, all in relation to different institutions of labour market and employment. Understanding of complex relations between profit and non-for-profit activities of SEO, their relations to all stakeholder and their role in the society; Ability of attaining needed information and ability of interpreting them in the context of SE and social work; Skills of leadership and management of SEO; Understanding of different practices of SEO in the context of social work; Skills for socially responsible and sustainable practices of entrepreneurship. **Duration:** full semester course, 5 ECTS; **Certification:** yes, diploma, EQF6; **Target groups:** students of study program *Social work*; **Link:** [https://www.fsd.uni-lj.si/izobrazevanje/dodiplomski-studij/ucni\\_nacrti/program\\_1%20stop\\_nje/2022040810325448/](https://www.fsd.uni-lj.si/izobrazevanje/dodiplomski-studij/ucni_nacrti/program_1%20stop_nje/2022040810325448/) The course does not fully reflect fair and inclusive transition competencies. It lacks references to inclusive values, intersectionality, ethical leadership, and responsible and participatory decision-making.

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exemplified by ULTRA project at University of Ljubljana. The project aims to align 29 study programs with SDGs and green transition principles, funded by NextGenerationEU with over 25 million EUR from 2022 to 2025.

## 3.10 Training Gap Analysis in Spain

### **Social Economy Occupational Profiles. An Overview.**

As concluded in WP3, the Occupational Profiles are quite broad and merge several existing roles in the Spanish context (as is the case in other European regions). This means that there are no specific trainings/courses to attend to acquire the position of SE Manager, SE Enabler, SE Supporter or SE Worker.

The research conducted so far, reveals that the Social Economy (SE) in Spain is facing several challenges and limitations, including staff and training needs. The current vocational training system is not adequately responding to the training needs of SE actors (managers, enablers, supporters, and workers). There is a lack of a close relationship between the representative structures of SE entities and the specialized training centres, which leads to a disconnection between the real needs and the offer provided. Furthermore, the available training programs do not adequately address the differentiating values and principles of the SE.

In the case of Spain, if we examine the Occupational Profiles (OP) of Social Economy Organizations (SEO) and the available training to enable them to deal with the triple transition (green, fair and inclusive, and digital), we observe a lack of specific courses covering the need to develop the key skills identified. Particularly, about the green and inclusive transitions. In contrast, the reality concerning courses aimed at the digital transition is different, so we will focus on green transition and fair and inclusive transition.

At the global level, it seems that the managers show needs that imply a more global comprehension and vision of the transitions. Such as "systematic analysis and decision making" concerning green transition, and "inclusive human resource management" about inclusivity and fair transition.

On the other hand, from the role of SEO supporters, having mechanisms to materialize the strategy for green, and inclusive transitions within the organizations is identified as crucial. Therefore, SEO supporters focus more on operational needs that can help them deal with these transitions. Such as "strategy for the green transition" concerning green transition and "managing diversity" concerning fair and inclusive transition.

Finally, as far as SEO workers are concerned, it seems that their needs are more focused on understanding and comprehending other people's needs and skills. Particularly, they emphasize the need for "understanding green transition" within the green transition and "exercise empathy" about inclusive transition.

Being pioneers in the green transition, and fair and inclusive transition, relies on this interconnected set of skills and capabilities, allowing SEOs to embrace sustainability and drive towards a greener, more inclusive and therefore both more environmentally and socially responsible future.

These findings highlight the urgent necessity for tailored training programs to meet the specific skill requirements of SE actors. Focusing on these critical areas, is essential for empowering SE actors to effectively navigate the challenges associated with the green and inclusive transitions.

Without adequate training opportunities, SE actors may struggle to implement sustainable practices and initiatives, hindering the progress towards a more inclusive and sustainable socio-economic landscape in Spain.



## Transition skills for Social economy Organisations: the SocioComp state of the art.

No courses and trainings are known about competencies related to green transition, and fair and inclusive transition and at the same time are exclusively addressed to SEOs. This shows a real gap in the offerings for SE actors (managers, enablers, supporters, and workers) to upgrade in competencies related to both green transition, and fair and inclusive transition. There are more training programs in competencies related to digital transition although they are not exclusively targeted at SEOs either, so they are very general, which shows a gap in training in more advanced digital competencies.

- **Linked to Green Transition:**

Circular economy: application to business, UNIVERSIDAD DEL PAÍS VASCO

**Skills:** The master's degree trains students to identify business opportunities in the field of the Circular Economy and to anchor circular models within the business organization. **Target:** Managers and directors. **Duration:** 60 ECTS. **Delivery:** Blended. **Certificate:** Master's degree. **Cost:** 2.700€. [Link](#)

Energy management responsible of the company, FENAGE

**Skills:** Learn, internalize and acquire the minimum knowledge to be able to understand the energy market and develop effective strategies to reduce the impact of energy by improving the competitiveness or profitability of the company. **Target:** Enabler, supporter and worker. **Duration:** 60h. **Delivery:** Online. **Certificate:** Master's degree. **Cost:** 480€. [Link](#)

Join the green transition and circular economy, MONDRAGON UNIBERTSITATEA

**Skills:** enable participants to identify and take advantage of the opportunities that the green transition and circular economy offer their organizations. **Target:** Manager, enabler, supporter, and worker. **Delivery:** Blended. **Certificate:** Various. [Link](#)

Advanced Course in Green Economy and Sustainability, INESEM

**Skills:** To know the essential aspects of the environmental responsibilities of companies. To develop environmental impact analysis procedures, systems and methodologies based on this methodology. To acquire the necessary skills in the identification, evaluation and compliance with environmental legal aspects. **Target:** Managers. **Duration:** 300h. **Delivery:** Online. **Certificate:** degree issued and endorsed by the European Institute of Business Studies. "Non-Official Education and Not aimed at obtaining an official Degree or Certificate of Professionalism". **Cost:** 460€. [Link](#)

- **Linked to Digital Transition:**

Digitalizate+, FUNDAE

**Skills:** Digital skills. **Target:** mainly workers. **Duration:** Several. **Delivery:** Online & Blended. **Cost:** Free. **Certificate:** Yes. [Link](#)

Improving your employability through digital competencies, FUNDACIÓN PARQUE CIENTÍFICO Y TECNOLÓGICO DE CASTILLA-LA MANCHA

**Skills:** To understand the digital competencies. Know what DigComp is and how it influences the labor market. Know what my digital goals are and how to achieve them. Identify what professional skills and competencies the digital world demands. **Target:** Workers. **Duration:** 50h. **Delivery:** Online. **Cost:** Free. **Certificate:** No. [Link](#)

Advanced digital competences, CEINPRO

**Skills:** Digital skills. **Target:** Workers. **Duration:** 60h. **Delivery:** Online. **Cost:** Free (Training promoted by the Spanish ministry of labor and social economy). **Certificate:** No. [Link](#)

- **Linked to Fair and Inclusive Transition:**

Master's Degree in Cooperativism and Social-Entrepreneurial Management, *MONDRAGON UNIBERTSITATEA*

**Skills:** In addition to deepening their knowledge of cooperativism, in particular, they will be able to perform management and leadership functions in the following areas: Organizational participation, Cooperative culture and team facilitation, (Intra)entrepreneurship and innovation, Marketing and digital transformation, Strategy, Talent development, Intercooperation and social transformation.

**Target:** Coop managers and directors. **Duration:** 1500h. **Delivery:** Online. **Certificate:** Official master's degree. [Link](#).

Equality plan. Development, implementation, monitoring and evaluation, *CEPES*

**Skills:** Skills to face inclusivity challenges. **Target:** managers, enablers and workers. **Duration:** 25h.

**Delivery:** On-site & online. **Cost:** Sponsored by the Spanish social economy and labour ministry.

**Certificate:** No. [Link](#).

University extension diploma for job training in supported employment environments, *DEUSTO*



































































































































**Skills:** It is a diploma for people with intellectual disabilities to develop skills and abilities to have more opportunities to find a job. **Target:** persons with intellectual disabilities. **Duration:** 50 ECTS.

**Delivery:** On-site. **Certificate:** No. [Link](#).



## 4. A synoptic scheme

The result of the training gap analysis referring to the four occupational profiles in the Social Economy and the core skills for managing the ecological, digital and inclusive transition in the ten countries that represent the baSE project partnership is the following:

Existing training	BE	DE	EI	EL	ES	FR	IT	PL	SI	RO
OP1 Social Economy Manager (SE Manager)										
OP2 SE Enabler										
OP3 SE Supporter										
OP4 Worker of SEO										
Facing the Green Transition										
Adapting SE models in Green Transition										
Applying systems thinking for Green Transition										
Enhancing SE performance through digital deployment										
Applying Data Governance and Digital Ethics										
Leading Digital Innovation and Strategy										
Understanding of inclusive values and intersectionality										
Cultivating Ethical Leadership & Responsible and Participatory Decision Making										
Advancing economic empowerment and advocacy										

Legenda:

Existing, relevant and SEO-specific	Existing, but partial and not SEO-specific	Not existing, nor relevant and SEO-specific
		

## 5. Conclusions

### General observations

Analysing the synoptic chart, we note the lack of homogeneity in the ten partner countries, having different devices, professional repertoires, regulations, approaches and differentiated training paths. For this reason, they require targeted and country-specific interventions to develop adequate skills within the SEOs to face the triple ecological, digital and inclusive transition.

Mainly two training methods are mapped and used, as indicated in the introduction proposed by the Belgian Cluster:

- Long-term academic training aimed at creating vertical skills and self-consistent and complete profiles. The programs are generally public and available at ease. Certification of skills is usually guaranteed. Participation costs are high.
- Short-term, modular and flexible permanent and continuous training dedicated to developing more transversal skills or, if of a technical-professional nature, linked to specific sectors and not to the entire ecosystem of the Social and Proximity Economy, subject of our analysis. The offer is fragmented. Information is not always available, nor can it be traced back to a standard. In-house training is the most frequent solution offered.

### Occupational Profiles Gaps

Concerning the Occupational Profiles, it emerges that, in general, the SE Manager (OP1) and the SE Enabler (OP2) are similar; the latter seems to have many characteristics in common with the manager but works in a different and more low organisational position.

However, considering the SE Supporter (OP3), there are conflicting indications. In France, the figure works as an independent consultant who provides his activity not exclusively for the Social and Solidarity Economy. Due to this reason, we should not even consider this profile.

In Romania, however, this occupational profile corresponds to the standard Specialist in Social Economy, recognised by the Ministry of Labor and Social Solidarity and certified.

However, as regards the SE Worker (OP4), the impression is that the profile is too generic and must be broken down within a sector or sub-sector (for example, the social welfare sector) to enhance some skills professionals linked to the insertion context and the work process. The SE worker is a "persona"<sup>4</sup>, a fiction within which we must look at the different work processes to understand the specific tasks and activities.

### Triple Transition Gaps

In all ten partner countries, a diverse sensitivity and variety of operational proposals are present for the transition skills mapped by SocioComp.

The most critical "comps" (with a scenario coloured only with red and yellow "smilies") are

- Adapting SE models in Green Transition and Leading Digital Innovation and Strategy (five red and five yellow).
- Applying systems thinking for Green Transition follows closely (five red "smilies") but registers the "green light" for Slovenia.

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<sup>4</sup> Personas are fictional characters representing the characteristics of a certain target group.

All topics related to fair transition are covered poorly by the training offer:

- Understanding of inclusive values and intersectionality,
- Cultivating Ethical Leadership & Responsible and Participatory Decision Making,
- Advancing economic empowerment and advocacy.

Only Italy differs, a voice out of the chorus, with specific programs dedicated to SEOs.

The countries where radical intervention is most necessary are Romania and Poland, where no profile is satisfactorily covered, and the skills offered to deal with the ecological, digital and social equity transition do not seem to address the specific SEO target but a more undifferentiated audience.

Germany and Spain also bring up the rear: the former has satisfactory training only in Green Transition, while the latter has a specific offer only in Digital Ethics.

### **The shape of Skills: the T-shaped model**

Working on occupational profiles (WP3), we encountered different types of skills: technical-professional ones, vertical and linked to a specific process and profile (so-called hard skills) and those of a more transversal nature, found in various sectors and every position working, with variable levels of autonomy and responsibility.

In the recruiting sector, the concept of T-shaped skills, or T-shaped persons, was created to describe the characteristics and skills of candidates.

The T shape represents the fusion between two large branches of human skills: "so-called" hard skills (technical skills) and soft skills (transversal skills).

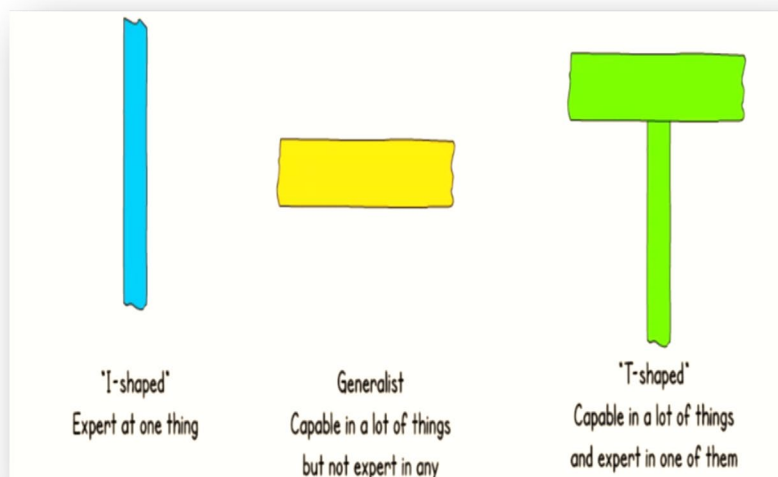
The vertical bar on the letter T represents the depth of related skills and expertise in a single field; the horizontal bar is the ability to collaborate across disciplines with experts in other areas and to apply knowledge in areas of expertise other than one's own.

An alternative way to define people with these characteristics is to use the terms Versatilist, Generalising specialist, renaissance developer, and master generalist.

It is clear that in a fluid and ever-changing world of work, where constantly updating yourself is almost impossible, having T-shaped skills is strategic. It involves having knowledge in many areas and being an expert/specialist in your field. It helps to find and keep a job, yielding soft skills such as

- communication skills;
- empathy;
- problem solving.

The I-Shaped model is represented, on the other hand, by a single vertical line, the letter "I", implying a single and specific competence in one field. Therefore, it means being an expert in only one thing and having no knowledge of other topics, not even at a basic level.



T-skills are the most suitable for dealing with uncertainty, rapid developments and transition challenges in the labour market and professional economic sectors. Flexibility, versatility and agility are the most used terms when job recruiters search for these workers. The best option is to match the transversal and more generalist skills to solid knowledge and complete vertical professional competence.

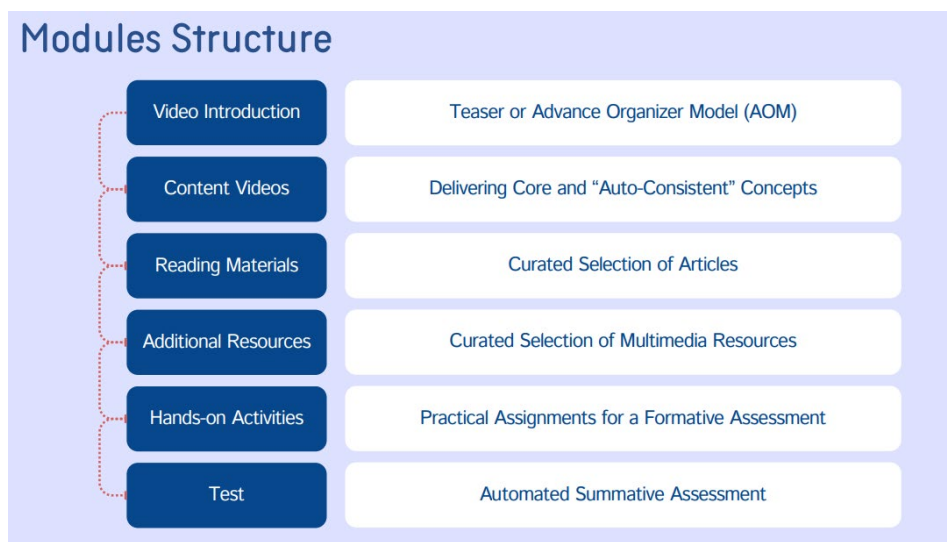
A fruitful help for designing and delivering the course catalogue is to work on the SocioComps, but with a greater focus on specific work processes and well-defined sectors of activity to adapt the educational content to various contexts and target groups.

### Training and Programmes shapes.

The training and program shape is a crucial factor for the success of the learning path.

The course mapping and the validation workshops in WP2 revealed the necessity to provide sustainable training, favouring the work and study balance.

It is a granular, flexible and limited-duration training, which uses different and combined training methods at the same time (Open Educational Resources – OER, videos, practical and hands-on activities, reading materials), such as the structure suggested by the MOOC OP platform provider, Learning Digital.



Synchronous online training does not suit everyone. The same happens with courses with considerable theoretical content.

The French team suggested including a section of in-depth materials in the MOOC UP platform, created by collecting some good practices and resources available for free on various topics. Let's think of a document that lists a bibliography and thematic websites with active links to the resources (in the languages of interest).

The training gap analysis helps for the subsequent construction of the baSE Catalogue because, as illustrated in the synoptic chart, it allows the most critical areas at the European level to be identified immediately, with decreasing priority (highlighted by the red and yellow emoticons), concentrating the energies of the partners on them.

We will proceed by assigning priorities and selecting, in a shared and integrated manner, the themes to locally design and adapt the content for the piloting.

It is a concrete example of how, in WP4, we translate the THINK GLOBALLY BUT ACT LOCALLY methodologies.

The MOOC UP platform will act as a repository and catalyst of various resources. It will become a modular and flexible tool to test the contents with innovative and engaging training methods.

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**In conclusion**, the Training Gap analysis at the Country level reveals the lack of a specific offer devoted to SEO to cope with the triple transition challenges.

**As we have seen** there is no homogeneity in the ten participating countries regarding the coverage of SE Occupational profiles in academic and non-academic paths. The competencies set is not equally designed in the national curricula, in particular, "Adapting to SE the Green Transition", "Leading Digital Innovation" and all topics related to fair and just Transition.

**This is because** the training offer, to comply with labour market requirements, should combine the so-called hard skills - technical and expressing a deep and vertical knowledge of a specific work process - with the soft skills.

The most suitable model seems to be the T-shaped model that is familiar to HR recruiters. It merges the depth of related skills and expertise in a single field with the ability to collaborate across disciplines, in a transversal and horizontal way.

It is also crucial to define a training modality that meets the workers' requirements: accessible, short, flexible, freely stackable in a modular path of life-long learning and continuous training, not expensive and focused on practical more than theoretical aspects.

**Therefore**, before moving from the gap analysis to an operational proposal to build up the baSE catalogue, it is necessary to reflect on which type of skills is the most useful for addressing the triple transition (green, digital and fair) within the Social and proximity economy ecosystem.

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## Note & useful links

As part of their training gap analysis, all partner countries have provided direct links to their current training programs. These links are currently active as of April 2024, but their permanence cannot be guaranteed.

Some useful links to have a better understanding of the Transition skills and the Proximity and Social Economy are the following:

**Blueprint baSE project** <https://socialeconomyskills.eu/>

**Digital Skills and Jobs** <https://wayback.archive-it.org/12090/20221222151902/https://ec.europa.eu/inea/en/connecting-europe-facility>

**Micro credential EU recommendation**  
[https://ec.europa.eu/commission/presscorner/detail/en/ip\\_21\\_6476](https://ec.europa.eu/commission/presscorner/detail/en/ip_21_6476)

**Pact for Skills Large Scale Partnership for the Proximity and Social Economy Ecosystem**  
[https://pact-for-skills.ec.europa.eu/document/download/e5b9c89d-e98b-487d-bb8d-d026bae1a764\\_en?filename=LSP\\_List\\_Prox\\_Soc\\_Econ.pdf](https://pact-for-skills.ec.europa.eu/document/download/e5b9c89d-e98b-487d-bb8d-d026bae1a764_en?filename=LSP_List_Prox_Soc_Econ.pdf)

**Social Economy Skills** [https://social-economy-gateway.ec.europa.eu/topics-focus/skills-social-economy\\_en](https://social-economy-gateway.ec.europa.eu/topics-focus/skills-social-economy_en)

## Partners

