



Blueprint for advanced skills
& trainings in the social economy

WP4 Design of Baseline Curricula for Upskilling Social Economy Practitioners

D 4.2. Training curricula adapted to countries' specific context

The baSE training catalogue on Social Economy transition skills



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For More Info

www.socialeconomyskills.eu

Acronyms

AI	Artificial Intelligence
baSE	Blueprint for advanced skills and trainings in the Social Economy
CEO	Chief Executive Officer
Comp(s)	Competence Framework(s)
CSA	Community Supported Agriculture
CSR	Corporate Social Responsibility
DEI	Diversity Equity and Inclusion
EC	European Commission
ECTS	European Credit Transfer (and Accumulation) System
EQF	European Qualification Framework
EU	European Union
GDPR	General Data Protection Regulation
HR	Human Resources
ISCED	International Standard Classification of Education
IT/ICT	Information Technology – Information and Communication Technology
LO	Learning Object
LO (s)	Learning Objectives or Outcomes
LU	Learning Unit
MOOC	Massive Open Online Course
NQF	National Qualification Framework
OER	Open Educational Resources
OP	Occupational Profile
SD	Sustainable Development
SDG(s)	Sustainable Development Goal(s)
SE	Social Economy
SEE	Social and Solidarity Economy
SEO(s)	Social Economy Organisation(s)

SIA	Social Impact Assessment
SME(s)	Small and Medium Enterprises
SROI	Social return on investment
TGA	Training Gap Analysis
VET	Vocational Education and Training
WP	Work Package(s)

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1. Introduction

The **baSE** project is a Blueprint Alliance for Social Economy and Proximity Skills. It is funded by the European Commission as part of the Erasmus+ Program. It brings together key stakeholders from the social economy, research institutions, vocational education and training institutions, experts, certification bodies, and organisations.

The project aims to develop skills strategies that support the overall green and digital transition while also enhancing the inclusivity of the ecosystem. This partnership involves 25 partners from 10 European countries: Belgium, France, Germany, Greece, Ireland, Italy, Poland, Romania, Slovenia, and Spain.

During the first 18 months of its lifespan, the project delved into the future of the Social Economy by analysing the current and future skill requirements. This analysis was conducted through a series of interconnected and sequential actions using both quantitative and qualitative methodologies in all partner countries.

The research led to the development of a European framework, called SocioComp, that outlines the essential competencies necessary for achieving the triple transition of SEOs. These competencies are closely tied to four Occupational Profiles designed within the baSE project.

We will also develop a training offer for these profiles, which will be delivered through the MOOC UP learning platform in WP4.

The Report “**Training curricula adapted to countries' specific context**” is the second deliverable of Work Package 4, fulfilling the following tasks **4.3 - Identification of learning objectives and delivery of curricula outlines** and **4.4 - Development of delivery methodology**, leading to the curricula outline. It involves partially the tasks **4.5 - Design and delivery of the competence based curricula for social economy Practitioners** and **4.6 - Adaptation of curricula to country specific context**, focusing only on design aspects and not on the the delivery phase, that is placed in WP5 - piloting.

Reference Task No.	Task title	Notes
T 4.3	Identification of learning objectives and delivery of curriculum outlines	The outcome of the two tasks is the baSE Catalogue outline. It includes standard descriptors that the designers will adopt to develop the learning courses on the SEOs transition skills. There is a suggestion for delivery means and approaches, but each piloting partner will be free to adopt the most suitable approach, following the target and country-specific needs.
T 4.4	Development of delivery methodology	
T 4.5	Design and delivery of competence-based curricula for Social economy practitioners	The outcome of the two tasks is design and implement the baSE training courses that cover all SocioComp transition skills. However, before the pilot stage, we will select a subset of these skills to focus on, preparing the MOOCs to be tested. To ensure that all staff involved in these tasks are on the same page, we organised two training and
T 4.6	Adaptation of curricula to country-specific context	

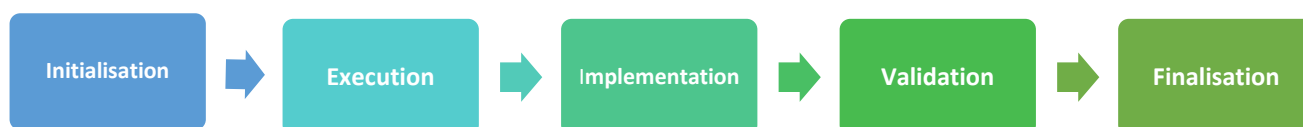
		instructional design workshops (6 hours in total) with the support of the subcontractor, Learning Digital.
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2. Methodology

To achieve the aims and objectives of presenting a European BaSE training Catalogue on Social Economy transition skills, 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, following the priorities and needs highlighted at the Country level (see D 4.1).
- **Filling sequentially the Outline Catalogue Main Descriptors** (provided in the baSE Methodology in a simplified version) to contribute to the creation of the catalogue at the European level.
- **Sharing and peer reviewing** the results to validate the Catalogue, with the integration of further elements, consistent with the SocioComp Framework and the Occupational profiles' needs elicited in Work Package 3.

The step-by-step process follows 5 logical phases:

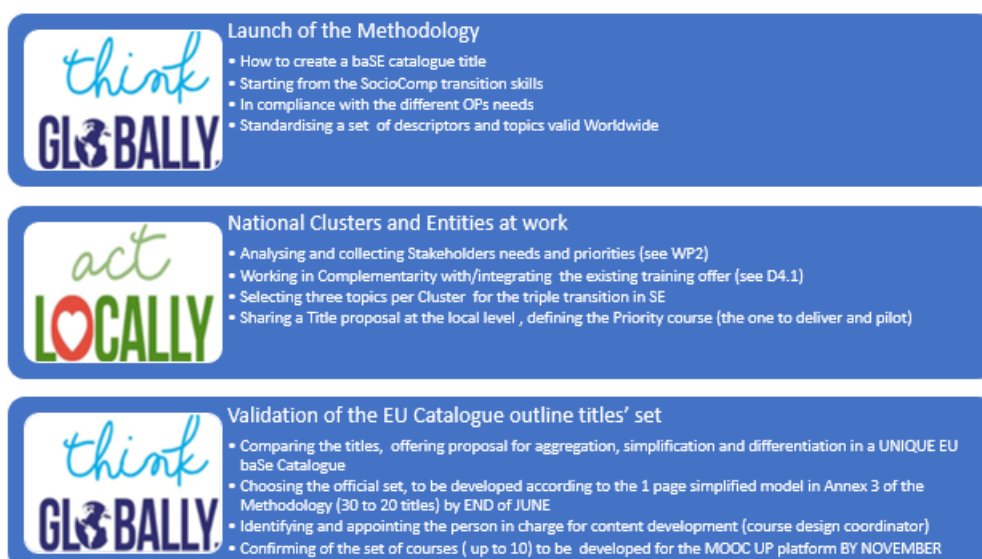


1. **Initialisation.** It marks the beginning of a new project phase. During this stage, the WP leader (ENAIP NET) identifies the objectives, scope, purpose and deliverables to be produced, and obtains the authorisation to do the actual work (Lead Partner, Steering Committee, Coordination team, Middle Stage Coordination Team, Advisory Board, following the circumstances). Initialisation carries out the planning and all preliminary activities preceding the execution.
2. **Execution.** The execution phase involves carrying out the details of the project charter, to deliver the baSE products or services to external or internal stakeholders. It implies creating and sharing a thorough strategy. This phase is under the direct responsibility of the WP leader ENAIP NET.
3. **Implementation.** The implementation phase begins when the execution strategy is put into action, involving all the partners according to the level we will operate (Global or Local).
4. **Validation.** Validation is the documented process of demonstrating that a system or process meets a defined set of requirements. It can occur after a beta testing of a product or using a peer review, guaranteeing at least one round of revision before publication. In the case of D4.2, the validation is made with the help of training providers' associations active at the EU level, such as EVTA or EU Bodies such as Social Economy Europe, not directly involved in the catalogue design, providing support and peer review to the National Clusters and Entities in the ten participating countries.
5. **Finalisation.** Validation is a necessary step before finalisation, but it does not imply completion. After validating all the outcomes, the Quality Assurance Board, led by BK Consulting, verifies them before delivering the final products to the EC, concluding the entire

process. After this step, the English version of the baSE catalogue selected MOOCs can be translated in national countries' languages.

The technical groups are working:

- **Locally**, at the level of each participating Country or **Globally**, within a General Assembly with all participating Countries (e.g. Overall Group of Design experts...)
- **Sequentially** or in **Parallel**. Sequentially means following the work package's 5 phases (as described above). In parallel means involving different (local or technical) workgroups at the same time. For example, the implementation and design of the training course outline will be held in parallel in 10 participating countries by local clusters.



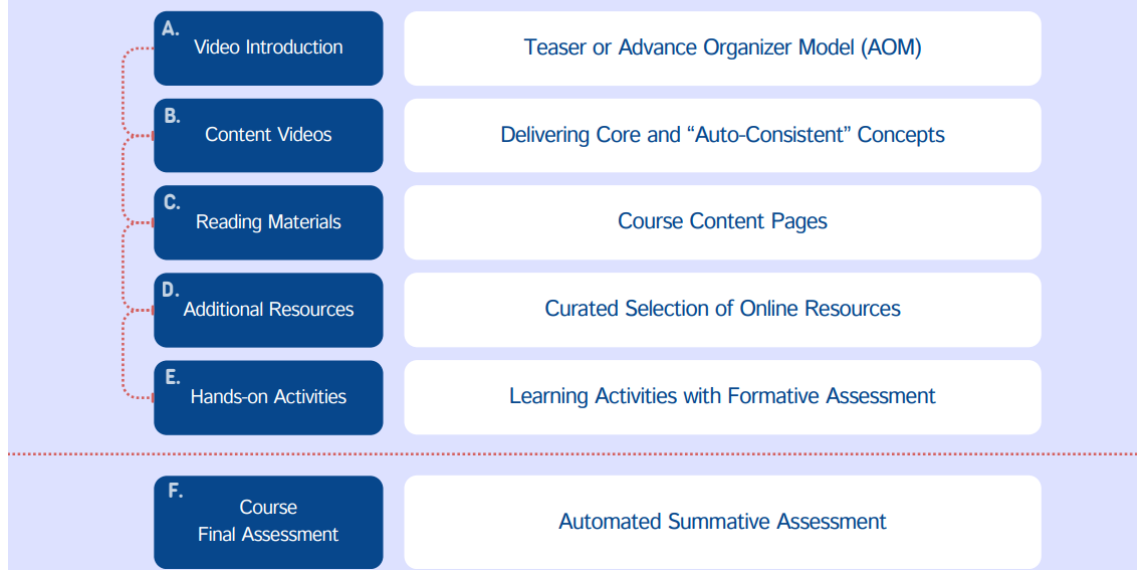
The courses will be customised to meet the unique requirements of each country. This will be accomplished by developing 10 MOOCs through the National Clusters' Content Creation Management (CCM) team, with the support of the subcontractor, Learning Digital (D4.3).

Each MOOC will contain a theoretical component, supplemented with video content and reading materials.

Additionally, it will feature locally selected resources in national languages and practical activities, best practices, and real-life examples.

The suggested learning structure for the MOOCs is the following:

Structure of Learning Units



In the annexe, there are:

- The **Outline Catalogue Main Descriptors Modelframe** used for the content implementation and definition of training methodologies
- The **Catalogue index** with all titles and the links to the three Transition Areas, to the corresponding Areas and Competencies mapped in the main European Frameworks, such as EntreComp, DigComp and GreenComp that are terms of reference for SocioComp, a MetaComp Framework that was created in the baSE project.
- The **10 training curricula outlines selected by the National Clusters and Entities to be developed as Massive Open Online Courses (MOOCs)** within the MOOC UP baSE platform, with their translation into National Language as "Training curricula adapted to countries' specific context".

3. Catalogue Descriptors and Content Outline

The baSE catalogue adopts standard descriptors to present, with a harmonised shape, the content outline for the Transition Skills in the Social Economy ecosystem.

The descriptors comply with the Application requirements, focusing on:

- aims and objectives of the training
- target group (using the classification of the Occupational Profiles deliverable)
- training topics, content
- methodology, didactical approaches and processes
- methods to meet identified needs at the appropriate EQF level

Other sections, such as

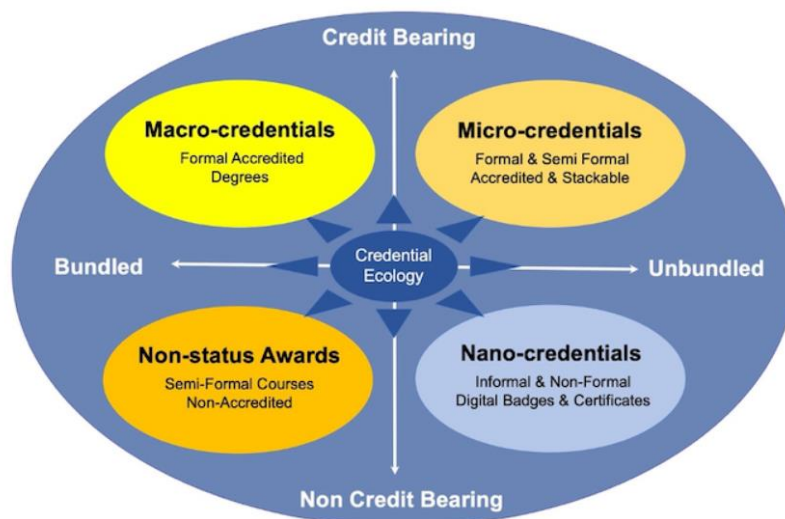
- **definition of existing standardised delivery methods**

- **arrangements for course accreditation and evaluation methods**

will be implemented during the piloting stage, localising and adapting the learning activity to the participant's needs and country accreditation and evaluation requirements.

With the help of EuroCert, we will develop standard Certification Schemes (Delivery D4.4) and test the micro-credential approach to certify the learning outcomes of short-term learning experiences.

The micro-credentials approach allows workers to progress in their careers and improve their skills. These credentials serve as a bridge to overcome barriers to career advancement and provide access to the skills needed to thrive in the workforce. Because they take less time to complete than a degree, they enable career mobility in a shorter time, making them more accessible to people who require immediate upskilling (1).



The new credential ecology. Source: Brown et al, 2020

(1) Source: Oliver, B. (2019) Making micro-credentials work: for learners, employers and providers, Deakin University

The baSE descriptors of the catalogue outline, shared within the partnership with a Methodology and instruction for the use, are the following:

1. Duration / Notional workload
2. Who is this course for (i.e. the target participants)
3. Skill Gap Area
4. Related standards
5. EQF Level
6. Learning Outcomes
7. Contents
8. Learning methodologies
9. Learning materials
10. Entrance requirements
11. Assessment & Certification Schemes

You can find the explained modelframe in the Annexe.

4. The baSE training catalogue on Social Economy transition skills

4.1 Triple Transition Skills. An attempt to classify the training based on Digital, Green and Fair & Inclusive competencies

The baSE training catalogue aligns with the **Transition Pathway for Proximity and Social Economy Ecosystem**, which was created in 2022 by the Directorate-General for Internal Market, Industry, Entrepreneurship and SMEs of the European Commission. It also reflects the new commitments made by proximity and social economy stakeholders in February 2024 (**new pledges**).

The Transition Pathway for Proximity and Social Economy identifies 30 specific actions across 14 different areas to support the social economy in leading fair, green, and digital transitions.

Except for the last five areas - Enhancing Public-Private Partnerships, Supporting Research and Development, Improving Access to Markets, Supporting Social Economy Entities, and Enhancing Governance and Regulation - which work at a systemic and intergovernmental level, the other areas are considered in the baSE catalogue.

Area 9 - Support Education and Training has in the baSE catalogue an operational tool for the whole Social Economy Ecosystem.

Area 2 - Enhance Digitalisation, 5 - Enhance Business-to-Business Collaboration and 6 - Support Innovation and Technology have concrete training proposals in the “Digital Transition” area of the catalogue, exploiting digital tools to promote internal and external communication and business cooperation without forgetting digital inclusion.

Area 1 - Improve Energy Efficiency, 3 Support Local Green Deals and 4 - Promote Sustainable Consumption have concrete training proposals in the “Green Transition” area of the catalogue, exploiting innovative practices and tools, applying the system thinking approach to the green transition and ecological transformation challenges.

Area 7 - Foster Community Engagement and 8 - Enhance Access to Finance have concrete training proposals in the “Fair & Inclusive Transition” area of the catalogue, promoting inclusive and participatory practices and ethical leadership, together with the financial democracy models in the SEOs.

Additionally, it is consistent with the deliverables of the **Occupational Profiles** and the **SocioComp Framework**, released as part of Work Package 3 of the baSE project. These deliverables define four main categories of SE practitioners: Managers, Enablers, Supporters, and Workers and three Transition skills Areas (Digital, Green, Fair & Inclusive).

The Metacomp model of SocioComp keeps visible its links with other existing European Competence Frameworks, such as EntreComp, DigComp and GreenComp.

The catalogue section “Related standards” underlines the correlations between the new SocioComp and other existing European Competence Frameworks, such as EntreComp, DigComp and GreenComp, according to the idea to valorise SocioComp as a MetaComp model frame.

The attempt to classify all titles in the three Transition Skill Areas is not always easy. Sometimes, content overlaps and is consistent with many areas, combining Digital and Green competencies or Green and Inclusion skills. The training “Support change management to achieve the triple transition - Green, Digital, Inclusive - within the SEO” is related to the triple transition skills.

We decided to insert the training outlines in the most prominent area, valorising the links with other Transition Areas and subsequent competencies.

The online publication of the catalogue outline allows users to search for training according to the various transition skills. In this way, a course having a double reference can be in two or more transition categories. (see <https://socialeconomyskills.eu/training/>)

All courses are intended to be self consistent, but stackable based on the micro-credential approach. Their aim is to support flexible learning pathways, offering the possibility to recognise, validate and assess the learning outcomes across different systems and as a result of formal, non formal and informal learning.

4.2 The baSE European Training Catalogue (Digital Transition Area)

After analysing the existing offer and training gaps in the Social Economy (D4.1), this section features 10 courses developed by the National Clusters or Entities and designed to address the challenges posed by the digital transition, with a focus on the needs of stakeholders. The courses are listed in alphabetical order.

1. Design a digital strategy, based on a (digital) diagnosis, contributing to the SEO’s mission and practices
2. Discover the EU tools and funds to promote digitalisation in the Community Supported Agriculture Symposium
3. Implement digital transition and data management: tools and strategies for SEOs
4. Integrate a new ethical data governance model in the SEO
5. Integrate digital transformation and disruption in the SEOs
6. Understand protocols and practices that safeguard the confidentiality, integrity, and security of sensitive data
7. Understand the use of digital tools to enhance member collaboration in (care) SEOs
8. Use digital Project Management tools for success
9. Use digital solutions for an agile SE entity
10. Use digital tools to foster communication and collaboration between stakeholders inside and outside the SEO.

TITLE: Design a digital strategy, based on a digital diagnosis, contributing to the SEO's mission and practices	
Duration / Notional workload	12 hours (0,5 ECTS)
Who is this course for	<p>The course is for managers of Social Economy organisations.</p> <p>According to the baSE Occupational Profiles classification, the course is for the OP1: Social Economy Manager.</p> <p>The course aims to enable participants to develop a strategy for digital transition, bearing in mind the social mission of the SEO.</p>
Skill Gap Area	The Skill GAP refers to the SocioComp Area "Digital Transition", competence "Leading digital innovation and strategy".
Related standards	The European competencies' frameworks related standards are: DigComp 2.2. Area 5 Problem Solving, competence 5.2: Identifying needs and technological responses
EQF Level	EQF 5 and 6 ADVANCED
Learning Outcomes	<p>Participants, on completion of the learning process, can</p> <ul style="list-style-type: none"> - Identify the areas in which digital tools can bring a positive change within the SEO - Question the relevance of the digital tool considering the social mission and the practices of the SEO - Discover existing digital tools - Prioritize tools that can contribute to the social mission of the SEO - Build a strategy for implementing the chosen digital tools.
Contents	<p>LU01 Digital transition in the organisation</p> <ul style="list-style-type: none"> - Relevance of digitalising some processes of the SEO - Overview of the areas of the SEOs that can be digitalised - The choice of developing a new digital solution or adopting an existing one <p>LU02 Tools to implement the digital transition in the organisation</p> <ul style="list-style-type: none"> - Existing digital tools: an overview - Communication with the digital provider: the bill of specification - The importance of change management in the implementation of a digital tool - Diagnosis and comprehension of the needs of the organisation and its stakeholders <p>LU03 Strategy for digital transition in the organisation</p> <ul style="list-style-type: none"> - Transversal considerations of project management: change management, stakeholders' implication, timing, etc. - Mapping the stakeholders that will be impacted by the adoption of a digital tool - Importance of data protection (introduction to the course "Understand protocols and practices that safeguard the confidentiality, integrity, and security of sensitive data") <p>Guidelines for determining an organisational strategy.</p>

Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest for</p> <p>LU01: Case studies on successful digital transitions, real-world examples, group discussions, and quizzes to test the understanding</p> <p>LU02: Interactive role-playing exercises, collaborative group activities, group discussions</p> <p>LU03: Interactive presentations, case studies, real-world examples, group discussions.</p> <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<p>Lectures and Guidelines</p> <p>Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - learning materials and publications on the topic in English or the participants' languages - Teaching Learning Materials (TLMs) on Digital Transition Strategies. <p>These learning materials can be tailored to suit the participants' needs, ensuring they are engaging, interactive, and effective.</p> <p>The course trainers will provide the bibliography and website references.</p>
Entrance requirements	<p>Preliminary participation in the two courses:</p> <ul style="list-style-type: none"> - "Understand protocols and practices that safeguard the confidentiality, integrity, and security of sensitive data" - "Support change management to achieve the triple transition – Green, Digital, Inclusive – within the SEO" (at least LU01 for practitioners, and LU02 for the others) <p>is strongly recommended.</p> <p>In addition, the participants should be managers, supporters or enablers in Social Economy Organisations.</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

TITLE: Discover the EU tools and funds to promote digitalisation in the Community Supported Agriculture Symposium

Duration / Notional workload	16 hours (0,5 ECTS).
Who is this course for	The course is suitable for all Occupational profiles, in the SE working in

	<p>the Community Supported Agriculture (CSA) sector.</p> <p>The course is aimed at managers, supervisors, coordinators, executives and people involved in the design, planning and coordination of activities and human resources in solidarity agriculture organisations.</p>
Skill Gap Area	<p>The Skill GAP refers to the SocioComp Areas</p> <ul style="list-style-type: none"> - “Digital Transition”, competence “Enhancing SE performance through Digital Deployment”. - “ Green Transition”, competence “Applying systems thinking for Green Transition”.
Related standards	<p>The European competencies’ frameworks related standards are:</p> <p>DigComp 2.2. Area 2. Communication and Collaboration 2.2: Sharing through digital technologies+ 2.1: Interacting through digital technologies</p>
EQF Level	EQF 4 -5 INTERMEDIATE
Learning Outcomes	<p>Participants, on completion of the learning process, can</p> <ul style="list-style-type: none"> - Identify digital tools for the CSA-project management - Understand how community-supported agriculture works - Discover how to implement agricultural technologies with digital technologies - List digital platforms for European networking.
Contents	<p>LU01: Digital project management Tools for CSA</p> <ul style="list-style-type: none"> - Member administration (volunteers) - Accounting/finances to ensure transparency - Agricultural Planning <p>LU02: Solidarity-based agriculture compact</p> <ul style="list-style-type: none"> - Legal forms / corporate forms - Financing (sharing the harvest) - Working conditions / Social security <p>LU03: Agricultural technologies of the future</p> <ul style="list-style-type: none"> - Humus build-up and soil improvement - Use of digitalisation for sharing agricultural machinery - Regenerative Agriculture - Modern water management - AI and Big Data for precision agriculture <p>LU04: Networks and digital platforms</p> <ul style="list-style-type: none"> - Possibilities of digital networking - Use of shared software - Knowledge Management.
Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest for</p> <p>LU01: Case studies on successful digital tools, real-world examples, group discussions, Interactive role-playing exercises</p> <p>LU02 and LU03: Lectures, Interactive role-playing exercises, collaborative group activities, group discussions,</p> <p>LU04: Role-playing and exercises with selected tools, case studies,</p>

	<p>real-world examples, and group discussions.</p> <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<p>Lectures and Guidelines</p> <p>Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - learning materials and publications on the topic in English or the participants' languages - Teaching Learning Materials (TLMs) on Digital Transition Strategies and tools devoted to the sector. <p>These learning materials can be tailored to suit the participants' needs, ensuring they are engaging, interactive, and effective.</p> <p>The course trainers will provide the bibliography and website references.</p>
Entrance requirements	<p>There are no formal prerequisites to participate in the course, except working in the CSA sector.</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

TITLE: Implement digital transition and data management: tools and strategies for social economy organisations

Duration / Notional workload	<p>12 hours with a recommended structure of:</p> <ul style="list-style-type: none"> - 8 hours of online training (synchronous/webinars/workshops) - 4 hours of autonomous asynchronous online training
Who is this course for	<p>The course is intended for Managers, area/sector coordinators, IT and middle managers of Social Enterprises interested in adopting and promoting the digital transition within their structures, improving digital access and skills for all members of the organisation.</p>
Skill Gap Area	<p>The Skill GAP refers to the SocioComp Areas</p> <p>-“Digital Transition”, competence “Leading digital innovation and strategy”.</p>
Related standards	<p>The European competencies' frameworks related standards are: DigComp 2.2.</p> <ul style="list-style-type: none"> - Area 4 Safety, competence 4.3: Protecting health and well-being - Area 5 Problem Solving, competence 5.2: Identifying needs and technological responses
EQF Level	<p>EQF 6 - ADVANCED</p>
Learning Outcomes	<p>Participants, on completion of the learning process, can</p>

	<ul style="list-style-type: none"> - Identify the opportunities offered by the European Action Plan for the digital transition of social economy organisations - Understand how digital technologies can enable new solutions and innovative processes. - Implement strategies for data management and analysis and a data-driven approach to guide business decisions - Use qualitative and quantitative tools for data collection <p>Understand how to leverage the data already available within the organisation</p>
Contents	<p>LU 01. Social Economy Action Plan: European and national actions</p> <ul style="list-style-type: none"> - Introduction to the Social Economy Action Plan - Overview of tools and funding opportunities at the European and national levels for the realisation of digital transformation projects by SEOs. <p>LU 02. Enabling digital technologies</p> <ul style="list-style-type: none"> - Introduction to digital social innovation - Digitalization strategies for SEOs - Digital governance tools for SEOs <p>LU 03. Data culture and data journey</p> <ul style="list-style-type: none"> - Foundation of data culture and the importance of data for the Social Economy - Data-driven approach for SEOs - Qualitative and quantitative tools for data collection. - Main data visualisation tools for SEOs - The data journey of an organisation and leveraging already available data.
Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest</p> <ul style="list-style-type: none"> - Lectures for the transmission of theoretical knowledge - Case studies and analysis: to see the practical application of theories - Workshops and practical activities: to directly experience the use of tools and strategies - Discussions and brainstorming: to stimulate critical thinking and collaborative innovation - Problem-Based Learning (PBL): to develop concrete solutions to real challenges.
Learning materials	<p>Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - digital learning resources including video, audio, text, websites, animations and images - existing manuals and tools - publication: scientific or grey literature - legal texts

	<p>These learning materials can be tailored to suit the participants' needs, ensuring they are engaging, interactive, and effective.</p> <p>The course trainers will provide the bibliography and website references</p>
Entrance requirements	There are no formal prerequisites to participate in the course.
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The training could be attended in full length or by participating in at least LU 1 and one other LU; in this case participants will be given an attendance certificate.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

TITLE: Integrate a new ethical data governance model in the SEO

Duration / Notional workload	15 hours (0,5 ECTS).
Who is this course for	<p>The course is designed for managers and personnel responsible for data management and digital development in Social Economy Organisations (SEOs). According to the baSE Occupational Profiles classification, this course targets OP1 SE Managers and OP3 SE Supporters at the EQF level 6 (advanced).</p> <p>The course aims to provide participants with the knowledge and skills needed to incorporate an ethical approach to data governance within their SEOs. This includes evaluating the existing data framework of the organisation and developing ethical data governance practices.</p>
Skill Gap Area	The Skill GAP refers to the SocioComp Area "Digital Transition", competence "Applying Data Governance and Digital Ethics".
Related standards	<p>The European competencies' frameworks related standards are:</p> <p>DigComp 2.2.</p> <ul style="list-style-type: none"> - Area 2. Communication and collaboration, competence 2.5: Netiquette - Area 4 Safety, competence 4.2: Protecting personal data and privacy
EQF Level	EQF 5 and 6 ADVANCED
Learning Outcomes	<p>Participants, on completion of the learning process, can</p> <ul style="list-style-type: none"> - Analyse the data framework within the SEO. - Develop and implement an ethical approach to data governance within the SEO. - Evaluate the use of AI in governance and production processes within the SEO. - Design the integration of a comprehensive ethical data governance model tailored to the specific needs of the SEO.

Contents	<p>LU01 SEOs in the world of data</p> <ul style="list-style-type: none"> - Introduction to the data world - Importance of data in SEOs - Analysis and evaluations of the SEO data framework - Case studies on data frameworks and data evaluation in successful SEOs <p>LU02 Ethical approach to data governance</p> <ul style="list-style-type: none"> - Ethical dilemmas of the data governance - Case studies on ethical failures and their consequences - Legal framework of the data governance - Compliance requirements for SEOs - Designing the ethical data governance model for your SEO - Tools and frameworks for ethical data governance <p>LU03 Ethical use of AI in governance and production</p> <ul style="list-style-type: none"> - Introduction to the usability of generative AI in governance and production - Ethical dilemmas of the use of generative AI in governance and production - Case studies on ethical AI usage
Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest for</p> <p>LU01: Case studies, real-world examples, group discussions, hands-on exercises and quizzes to test the understanding</p> <p>LU02: Interactive role-playing exercises, collaborative group activities, group discussions</p> <p>LU03: Interactive presentations, case studies, collaborative group discussions and activities.</p> <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<p>Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - learning materials and publications on the topic in English or the participants' languages - Teaching Learning Materials (TLMs) on Data Science and Artificial Intelligence. <p>These learning materials can be tailored to suit the participants' needs, ensuring they are engaging, interactive, and effective.</p> <p>The course trainers will provide the bibliography and website references.</p>
Entrance requirements	<p>There are no formal prerequisites to participate in the course, except being managers or supporters in Social Economy Organisations.</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated</p>

	to learners before the baSE pilot phase, with authentication required. The Certification Schemes will follow the standards defined by EuroCert. Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.
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TITLE: Integrate digital transformation and disruption in the SEOs	
Duration / Notional workload	28 hours (1 ECTS). with a recommended structure of: <ul style="list-style-type: none"> - 8 hours of online or face-to-face training (synchronous/ webinars/ workshops) - 20 hours of autonomous study and hands-on activities (asynchronous), including the preparation for the final exam.
Who is this course for	The course is designed for managers, supervisors, coordinators, executives, and individuals involved in designing, planning, and coordinating activities and human resources within Social Economy organisations (SEOs). According to the baSE Occupational Profiles classification, this course is intended for OP1 SE Manager and OP2 SE Enabler. The course aims to equip participants with the knowledge and skills to: <ul style="list-style-type: none"> - Understand the impact of digital transformation on the SE sector. - Implement digital tools and strategies for effective SEO operations. - Navigate and manage digital disruption within their organisations.
Skill Gap Area	The Skill GAP refers to the SocioComp Area “Digital Transition”, competence “Leading digital innovation and strategy”.
Related standards	The European competencies’ frameworks related standards are DigComp 2.2., Area 5 Problem Solving, and competence 5.4: Identifying digital competence gaps.
EQF Level	EQF 5 INTERMEDIATE
Learning Outcomes	Participants, on completion of the learning process, can <ul style="list-style-type: none"> -Analyze the impact of digital transformation on the SE sector <ul style="list-style-type: none"> o Evaluating the benefits and challenges of digital transformation for SEOs o Identifying key areas where digital tools can enhance SEO operations - Implement digital tools and strategies for SEOs <ul style="list-style-type: none"> o Developing strategies to integrate digital tools into SEO operations o Applying best practices for digital project management within SEOs - Manage digital disruption within SEOs <ul style="list-style-type: none"> o Understanding the concept of digital disruption and its implications o Formulating strategies to adapt to and leverage digital disruption. - Foster a culture of digital innovation in SEOs <ul style="list-style-type: none"> o Promoting digital literacy and ICT skills among SEO members o Encouraging innovative thinking and digital solution development
Contents	LU01 Impact of Digital Transformation on SEOs Introduction to digital transformation in the SE sector

	<ul style="list-style-type: none"> ○ Definition and scope of digital transformation ○ Overview of current trends and technologies <p>Case studies of successful digital transformation in SEOs</p> <ul style="list-style-type: none"> ○ Analysis of exemplary cases ○ Key success factors and lessons learned <p>Challenges and opportunities of digital transformation</p> <ul style="list-style-type: none"> ○ Common obstacles and how to overcome them ○ Potential benefits and strategic opportunities <p>LU02 Digital Tools and Strategies for SEOs</p> <p>Overview of digital tools for SEO operations</p> <ul style="list-style-type: none"> ○ Categories of digital tools (e.g., project management, communication, data analytics) ○ Selection criteria for appropriate tools <p>Best practices for implementing digital tools</p> <ul style="list-style-type: none"> ○ Step-by-step guide to implementation ○ Common pitfalls and how to avoid them <p>Digital project management in SEOs</p> <ul style="list-style-type: none"> ○ Principles of digital project management ○ Tools and techniques for effective management ○ Case studies of successful digital projects <p>LU03 Managing Digital Disruption</p> <p>Understanding digital disruption and its impact</p> <ul style="list-style-type: none"> ○ Definition and examples of digital disruption ○ The role of digital disruption in SEOs <p>Strategies to manage digital disruption</p> <ul style="list-style-type: none"> ○ Risk assessment and mitigation strategies ○ Change management principles and practices <p>Case studies of SEOs navigating digital disruption</p> <ul style="list-style-type: none"> ○ Analysis of real-world cases ○ Lessons learned and best practices <p>LU04 Fostering Digital Innovation in SEOs</p> <p>Promoting digital literacy and ICT skills</p> <ul style="list-style-type: none"> ○ Importance of digital literacy ○ Training programs and resources <p>Encouraging digital innovation and solutions</p> <ul style="list-style-type: none"> ○ Fostering a culture of innovation ○ Tools and techniques for encouraging creativity <p>Building a culture of digital innovation</p> <ul style="list-style-type: none"> ○ Strategies for embedding innovation in organisational culture ○ Case studies of innovative SEOs
Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest for</p> <p>LU01: Lectures, group exercises, case-studies</p> <p>LU02: Case studies, presentations, role-playing exercises on digital project management</p>

	<p>LU03: Lectures, group exercises and group discussions</p> <p>LU04: Readings, presentations, role-playing.</p> <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<ul style="list-style-type: none"> - Textbooks and E-books - Video Lectures and Tutorials - Case Studies and Real-life Examples <p>These learning materials can be tailored to suit the participants' needs, ensuring they are engaging, interactive, and effective.</p> <p>The course trainers will provide the bibliography and website references.</p>
Entrance requirements	<p>There are no formal prerequisites to participate in the course, except being managers or enablers in Social Economy Organisations.</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

TITLE: Understand protocols and practices that safeguard the confidentiality, integrity, and security of sensitive data

Duration / Notional workload	<p>24 hours (1 ECTS).</p> <p>with a recommended structure of:</p> <ul style="list-style-type: none"> - 20 hours of online or face-to-face training (synchronous/ webinars/ workshops) - 4 hours of autonomous study and hands-on activities (asynchronous), including the preparation for the final exam.
Who is this course for	<p>The course aims at managers, supervisors, coordinators, executives, and individuals involved in designing, planning, and coordinating activities and human resources within Social Economy organisations.</p> <p>According to the baSE Occupational Profiles classification, the course is for OP1 SE Manager, OP2 SE Enabler and OP3 SE Worker.</p> <p>The course aims to enhance participants' ability to protect sensitive data, reduce the risk of security breaches, and ensure that information is handled responsibly and in compliance with legal and ethical requirements.</p>
Skill Gap Area	<p>The Skill GAP refers to the SocioComp Area "Digital Transition", competence "Applying Data Governance and Digital Ethics".</p>
Related standards	<p>The European competencies' framework-related standards are DigComp 2.2.</p> <ul style="list-style-type: none"> - Area 1. Information and Data Literacy, competence 1.3: Managing data, information and digital content

	- Area 4 Safety, competencies 4.1: Protecting devices and 4.2: Protecting personal data and privacy
EQF Level	EQF 4 INTERMEDIATE
Learning Outcomes	<p>Participants, on completion of the learning process, can</p> <ul style="list-style-type: none"> - Explain key concepts and fundamental principles of data management, including the collection, storage, organisation, and use of data in an efficient and secure manner - Identify relevant ethical standards in the process of data collection, storage, analysis, and distribution, understanding how to protect the rights and interests of individuals whose data is being used - Analyze potential security threats and vulnerabilities, understanding how to perform risk assessments and apply appropriate countermeasures to mitigate risks to data security - Implement data protection policies and procedures, ensuring compliance with legal and regulatory requirements and maintaining data privacy and security within an organisation.
Contents	<p>LU01 Data ethics applied in the Social economy sector</p> <ul style="list-style-type: none"> - The importance of ethics in data management within the social economy context - Principles of Data Ethics <ul style="list-style-type: none"> o Confidentiality (protecting personal information of beneficiaries and employees), o Transparency (maintaining transparency in data usage and management), o Fairness (ensuring fair treatment in data management), Responsibility (organisational responsibility in data collection, storage, and usage) - Ethical Data Usage: How to use data to improve services without compromising data integrity and confidentiality. - Impact of Data-Driven Decisions: Evaluating the impact of decisions based on collected data on beneficiaries and the community. <p>LU02 Data Management Risk Practices at SE level</p> <ul style="list-style-type: none"> - Identifying and assessing security risks - Implementing appropriate controls - Continuous monitoring and review of security - Importance of continuous training in data security - Methods for raising awareness and training staff <p>LU03 Compliance and Regulations</p> <ul style="list-style-type: none"> - Overview of relevant regulations (GDPR) - Procedures to ensure compliance - The role of auditing in data security - Creating a security culture within the organisation <p>LU04 Tools and Technologies for Data Protection at SE level</p> <ul style="list-style-type: none"> - Software and hardware for data security - Use of cryptography and digital certificates - Backup and data recovery solutions.

Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest:</p> <ul style="list-style-type: none"> - Interactive Presentations: Using presentations to explain key concepts. - Case Studies: Analysing real-life situations in the social economy - Hands-On Training: Practical exercises and simulations to apply learned principles - Workshops and Discussions: Facilitating group discussions and workshops to foster a deeper understanding of the material. <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<ul style="list-style-type: none"> - Textbooks and E-books - Video Lectures and Tutorials - Regulatory Documentation (GDPR guidelines and other relevant legal frameworks: essential for understanding compliance requirements - Case Studies and Real-life Examples (Detailed case studies of data breaches in the social economy sector; Analysis of successful data protection implementations in similar organisations) <p>These learning materials can be tailored to suit the participants' needs, ensuring they are engaging, interactive, and effective.</p> <p>The course trainers will provide the bibliography and website references.</p>
Entrance requirements	<p>There are no formal prerequisites to participate in the course, except being managers, enablers and workers in Social Economy Organisations.</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

TITLE: Understand the use of digital tools to enhance member collaboration in (care) SEOs

Duration / Notional workload	8 hours.
Who is this course for	<p>The course is suitable for all OPs in the SE framework, working in the social-health and care sector.</p> <p>The course aims to equip participants with the necessary knowledge of selection criteria and legal requirements for introducing digital collaboration tools in care sector SE entities.</p>

	Participants can also understand the added value of digital collaboration and its impact to enhance communication between care providers and patients, by providing a more efficient, personalised, and accessible means of interaction.
Skill Gap Area	The Skill GAP refers to the SocioComp Area “Digital Transition”, competence “Digital Transition Enhancing SE performance through digital deployment”.
Related standards	The European competencies’ frameworks related standards are: DigComp 2.2., Area 2. Communication and Collaboration, competencies 2.4: Collaborating through digital technologies and 2.6: Managing Digital Identity
EQF Level	EQF 3-4 FOUNDATION
Learning Outcomes	Participants, on completion of the learning process, can <ul style="list-style-type: none"> - Understand the role of digital tools in enhancing member collaboration - Recognise the different criteria and requirements to select the proper tools and apply them in the organisational structure - Have an overview of the benefits and impact of digital tools for internal collaboration and decision-making - Understand the various tools to enhance communication between care providers and patients/clients.
Contents	<p>LU01 Introduction to digital collaboration and decision making</p> <ul style="list-style-type: none"> - Overview of the recent developments in digital tools - Key benefits of digital tools in member collaboration - Common pitfalls and how to avoid them - Examples of the ongoing digitalisation in the care sector <p>LU02 Selection criteria</p> <ul style="list-style-type: none"> - Presentation of relevant selection criteria - How organisational structures impact the selection criteria - Approaches to evaluate the most appropriate tools along those criteria <p>LU03 Examples of digital tools</p> <ul style="list-style-type: none"> - Introduction to digital tools in different categories - Digital tools for transparency and accountability - Care management software and platforms - Workflow automation - Patient engagement tools
Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest for</p> <p>LU01: Case studies on successful digital best practice in the care sector, real-world examples, group discussions, presentations</p> <p>LU02: Interactive role-playing, collaborative group activities, group discussions</p> <p>LU03: Interactive presentations, case studies, real-world examples,</p>

	<p>group discussions.</p> <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<p>Lectures and Guidelines</p> <p>Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - learning materials and publications on the topic in English or the participants' languages - Teaching Learning Materials (TLMs) on Digital Tools. <p>These learning materials can be tailored to suit the participants' needs, ensuring they are engaging, interactive, and effective.</p> <p>The course trainers will provide the bibliography and website references.</p>
Entrance requirements	<p>There are no formal prerequisites to participate in the course, except for working in the care sector.</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

TITLE: Use digital solutions for an Agile SE entity

Duration / Notional workload	16 hours (0,5 ECTS).
Who is this course for	<p>The course is designed for Managers (OP1), Supporters (OP3), and Practitioners (OP4).</p> <p>The course aims to empower social economy managers, workers, and supporters with the technical knowledge and skills to leverage digital solutions, enhancing the agility, efficiency, and impact of their organisations within the social economy sector.</p>
Skill Gap Area	The Skill GAP refers to the SocioComp Area "Digital Transition", competence "Leading digital innovation and strategy".
Related standards	<p>The European competencies' frameworks related standards are:</p> <ul style="list-style-type: none"> - DigComp 2.2. Area 5 Problem Solving, competence 5.2: Identifying needs and technological responses
EQF Level	EQF 4 and 5 INTERMEDIATE
Learning Outcomes	<p>Participants, on completion of the learning process, can</p> <ul style="list-style-type: none"> - Understand the role and benefits of digital solutions in enhancing the agility of social economy entities. - Identify and implement digital tools and technologies that improve operational efficiency and stakeholder engagement.

	<ul style="list-style-type: none"> - Apply digital strategies to foster innovation and adaptability in social economy organisations. - Evaluate the impact of digital solutions on organisational performance and community outcomes.
Contents	<p>LU01: Introduction to the role and benefits of Digital Transformation in the Social Economy</p> <ul style="list-style-type: none"> - Overview of digital transformation importance for social economy entities - Basics of agile methodologies and their relevance for social economy organisations - Overview of project management tools (e.g., Trello, Asana) for implementing agile project management practices <p>LU02: Digital solutions and technologies to improve operational efficiency and the stakeholder engagement</p> <ul style="list-style-type: none"> - Tools for effective communication and collaboration (e.g., Slack, Microsoft Teams) - Introduction to popular cloud platforms (e.g., Google Cloud, AWS) and their benefits for social economy entities - Data Management and Analytics: Tools for data collection, analysis, and visualization (e.g., Power BI, Tableau) - Tools for social media management and email marketing - Customer Relationship Management (CRM) systems for Social Economy Organisations - Benefits and implementation of CRM tools (e.g., Salesforce, HubSpot) - Digital solutions for financial management and accounting - Tools for creating and managing online training programs - Benefits of continuous learning and development <p>LU03: Innovation through Digital Solutions and Digital Strategy</p> <ul style="list-style-type: none"> - Fostering innovation in social economy entities - Examples of digital innovation in the sector - Digital Solutions for Service Delivery (e.g., telehealth, online counselling) - Improving access and efficiency through digital service delivery - Digital Fundraising Solutions. Overview of online fundraising platforms (e.g., GoFundMe, Kickstarter) - Best practices for digital fundraising campaigns - Steps to create a comprehensive digital strategy - Implementing and sustaining digital transformation in social economy organisations <p>LU04: Monitoring and Evaluating Digital Impact</p> <ul style="list-style-type: none"> - Methods for assessing the impact of digital initiatives - Tools for monitoring and evaluation
Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest for</p> <p>LU01: Lecture and discussion, case study, practical exercises</p>

	<p>LU02: Group activities, practical exercises with tools (e.g. Power BI, Tableau)</p> <p>LU03 and LU04: Lecture and discussion, group activities, case studies, practical exercises.</p> <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<p>Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - practical exercises with tools and digital solutions for Business Companies - learning materials and publications on the topic in English or the participants' languages - Lecture notes on Key concepts of digital transformation in SEOs. <p>These learning materials can be tailored to suit the participants' needs, ensuring they are engaging, interactive, and effective.</p> <p>The course trainers will provide the bibliography and website references.</p>
Entrance requirements	<p>There are no formal prerequisites to participate in the course, except being practitioners, managers, supporters or enablers in Social Economy Organisations.</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

TITLE: Use digital Project Management tools for success

Duration / Notional workload	<p>14 hours (0,5 ECTS).</p> <p>The suggested structure implies:</p> <ul style="list-style-type: none"> - 10 hours of online training (asynchronous or asynchronous) - 2 hours of autonomous hands-on activities, including the preparation for the final exam - 2 hours of live sessions for implementation, questions and networking.
Who is this course for	<p>This course is for any managers, coordinators and supervisors working in a Social Economy Organisation managing a short-term or long-term project. According to the baSE Occupational Profiles classification, the course is for OP2 Social Economy Enabler.</p> <p>This course aims to enhance project management skills using digital tools and services to effectively lead and manage projects towards a successful outcome.</p>

Skill Gap Area	The Skill GAP refers to the SocioComp Area “Digital Transition”, competencies: “Enhancing SE performance through digital deployment” and “Leading digital innovation and strategy”.
Related standards	The European competencies’ frameworks related standards are: DigComp 2.2. -Area 2 Communication and Collaboration, competencies 2.1 Interacting through digital technologies and 2.4 Collaborating through digital technologies -Area 5 Problem Solving, competencies 5.3 Creatively using digital technology and 5.4: Identifying digital competence gaps
EQF Level	EQF 5 INTERMEDIATE
Learning Outcomes	Participants, on completion of the learning process, can - Develop a successful project plan using digital tools - Design a productive time management strategy using digital tools - Apply an effective cost management strategy through digital tools - Use relevant digital tools to implement an effective internal communication strategy - Define the importance of data management when using digital tools - Identify the best digital tools to use for each step of project management
Contents	<p>LU01 - Project Planning</p> <ul style="list-style-type: none"> - First step of project management: an introduction to successful project planning [recorded webinar part 1] - How to create an effective project plan for your project [recorded webinar part 2] - What digital tools to use to create your project plan recorded webinar part 3] <p>LU02 - Schedule Management</p> <ul style="list-style-type: none"> - Why is good time management important for your project [recorded webinar part 1] - How to create a scheduling/time management strategy [recorded webinar part 2] - What digital tools to use for time management [recorded webinar part 3] - Networking, breakout rooms and Q&A [live session] - MS Teams tutorials on Tasks and Planner [self-directed learning] <p>LU03 - Communication & Collaboration through MS Teams</p> <ul style="list-style-type: none"> - Why is a good communication strategy important for your project [recorded webinar part 1] - How to create an effective communication strategy [recorded webinar part 2] - What digital tools to use to communicate with your project team [recorded webinar part 3] - Networking, breakout rooms and Q&A [live session] - MS Teams tutorials on Chat and Channels and Outlook [self-directed learning] <p>LU04 - Data & Finance Management</p> <ul style="list-style-type: none"> - Why is Data Management important for your project

	<ul style="list-style-type: none"> - Introduction to EU Data legislation/policy - Basics of project budget management - What digital tools to use to manage your project's data and finances - Networking, breakout rooms and Q&A [live session] - Your country's Data policy and legislation [self-directed learning through research]
Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest</p> <ul style="list-style-type: none"> - Recorded webinar - Live sessions for Q&A, best practices and networking - Tutorial video of MS Teams and other MS Office apps - Mockup activity using the digital tools introduced during the course - Extra resources such as blog articles and podcasts <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<p>Complementary learning materials are:</p> <ul style="list-style-type: none"> - Audio-visual aids: Videos, Video recordings - Activity sheets - Podcasts - Written material such as blog articles. <p>These learning materials can be tailored to suit the participants' needs, ensuring they are engaging, interactive, and effective.</p> <p>The course trainers will provide the bibliography and website references.</p>
Entrance requirements	<p>There are no formal prerequisites to participate in the course, except being SE enablers/project managers.</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

TITLE: Use digital tools to optimise collaboration, communication, community and engagement inside and outside the SEO

Duration / Notional workload	8 hours.
Who is this course for	According to the baSE Occupational Profiles classification, the course is targeting at workers, enablers, supporters involved in day-to-day tasks and in planning the activities within Social Economy organisation.

	<p>Even though this course is devoted to intermediate workers, managers can also learn from it.</p> <p>The course aims to help participants to discover digital tools for collaborating and communicating within and outside the SEO, and to enable them to use those tools.</p>
Skill Gap Area	The Skill GAP refers to the SocioComp Area “Digital Transition”, competence “Enhancing SE performance through digital deployment”.
Related standards	<p>The European competencies’ frameworks related standards are: DigComp 2.2.</p> <p>Area 2. Communication and collaboration, competencies</p> <ul style="list-style-type: none"> -2.1: Interacting through digital technologies -2.4: Collaborating through digital technologies - 2.4: Collaborating through digital technologies <p>Area 4 Safety, competence 4.4: Protecting the environment</p> <p>>Area 5 Problem Solving, competence 5.3: Creatively using digital technologies</p>
EQF Level	EQF 4 FOUNDATION
Learning Outcomes	<p>Participants, on completion of the learning process, can</p> <ul style="list-style-type: none"> - Identify the existing channels of collaboration of the organisation - Discover different types of digital collaboration tools (emails, collaborative platforms, task planificator, etc.) - Be able to choose the appropriate digital tools for the organisation - Understand the role and benefits of open-source digital platforms for AI development and Machine Learning in SEOs.
Contents	<p>LU01 Mapping the internal and external stakeholders of the organisation, and their interactions (2 hrs)</p> <ul style="list-style-type: none"> - Definition of collaboration, communication, community and engagement - Diagnostic of existing stakeholders - Identify the connections between the stakeholders and between the stakeholders and the organisation - Identify the existing channels of collaboration with the stakeholders <p>LU02 Digital tools fostering collaboration within the organisation (2 hrs)</p> <ul style="list-style-type: none"> - Overview of existing digital tools and organisational processes digitalization (databases, cloud services and data analytics) - Criteria’s to choose the digital tools, fit for internal stakeholders <p>LU03 Digital tools fostering collaboration outside the organisation (2 hrs)</p> <ul style="list-style-type: none"> - Overview of existing digital tools (for communication, collaboration and marketing) - Criteria to choose the digital tools, fit for external stakeholders <p>LU04 Open digital tools and AI (2 hrs)</p> <ul style="list-style-type: none"> - Overview of Digital open-source platforms and tools - How Artificial Intelligence and Machine Learning could be used in SE activity.

Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application. These methods include interactive lectures, group discussions, case studies, role-playing exercises, and decision-making activities to ensure active participation and engagement from the participants.</p> <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<p>Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - practical exercises with tools and digital solutions with AI open- source tools - learning materials and publications on the topic in English or the participants' languages - Lecture notes on Key concepts of Digital transformation in SEOs. <p>These learning materials can be tailored to suit the participants' needs, ensuring they are engaging, interactive, and effective.</p> <p>The course trainers will provide the bibliography and website references.</p>
Entrance requirements	<p>There are no formal prerequisites to participate in the course, except being workers, managers, supporters or enablers in Social Economy Organisations.</p> <p>Preliminary participation in the MOOC course:</p> <ul style="list-style-type: none"> - "Support change management to achieve the triple transition – Green, Digital, Inclusive – within the SEO" is strongly recommended.
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

4.3 The baSE European Training Catalogue (Green Transition Area)

After analysing the existing offer and training gaps in the Social Economy (D4.1), this section features 9 courses developed by the National Clusters or Entities and designed to address the challenges posed (mainly) by the fair transition, with a focus on the needs of stakeholders. The courses are listed in alphabetical order.

1. Assess the social impact of Social economy organisations [also covering Fair Transition]
2. Connect Sustainable and Social Economy Values in Daily SEO practice
3. Develop an Action Plan on Environmentally Sustainable Practices in SEOs
4. Develop a roadmap for Sustainable Practices in Social Economy Organisations
5. Exploit operational tools to undertake sustainable internal actions

6. Implement green technologies and tools in SE activity
7. Implement System Thinking for Social Economy in the Green Transition
8. Integrate green transition within the organisation strategy
9. Put your green transition strategy into action, using sustainable practices, new eco-social business models and tools [also covering Green and Digital Transition]
10. Understand the green transition challenges

TITLE: Assess the social impact of Social economy organisations	
Duration / Notional workload	<p>30 hours (1 ECTS).</p> <p>The suggested structure implies:</p> <ul style="list-style-type: none"> -24 hours of synchronous training (online or face-to-face with webinars/workshops) -6 hours of autonomous study and hands-on activities, including the preparation for the final exam.
Who is this course for	<p>According to the baSE Occupational Profiles classification, the course aims at managers, supporters, enablers within Social Economy organisations.</p> <p>The course aims at managers, supervisors, coordinators and communication officers involved in designing, planning, communication and coordinating activities and human resources within Social Economy organisations.</p> <p>The course aims to equip participants with advanced knowledge and skills to design and implement social impact assessment processes within social economy organisations.</p>
Skill Gap Area	<p>The Skill GAP refers to the SocioComp Areas</p> <ul style="list-style-type: none"> - “Green Transition”, competence Applying systems thinking for Green Transition - “Fair & Inclusive Transition”, competence Advancing economic empowerment and advocacy.
Related standards	<p>The European competencies’ frameworks related standards are:</p> <ul style="list-style-type: none"> -GreenComp Area 2 Embracing complexity in sustainability, competence 2.2 Critical thinking -EntreComp Area Ideas & Opportunities, competence 1.5 Ethical & sustainable thinking
EQF Level	EQF 6 ADVANCED
Learning Outcomes	<p>Participants, on completion of the learning process, can</p> <ul style="list-style-type: none"> - Understand the key concepts of social impact assessment - Understand how to design a social impact assessment process using the most appropriate methods, tools and indicators - Identify the best social impact indicators that could be monitored within the social economy organisation - Implement a social impact assessment process.
Contents	<p>LU01 Social Impact Assessment - Foundation</p> <ul style="list-style-type: none"> - Overview of impact assessment - Overview of the social impact assessment - Social impact assessment principles - Types of social impact assessment (e.g. SIA, SROI, participatory SIA etc).

	<p>LU02 Social Impact Assessment tools</p> <ul style="list-style-type: none"> - Dimensions of social impact assessment - Methods and instruments used in social impact assessment - Digital tools for impact assessment - Case studies presentations of various tools for SIA. <p>LU03 Indicators for Social Impact Assessment</p> <ul style="list-style-type: none"> - Social Impact Assessment indicators - Examples of indicators for social impact assessment - Practical examples of indicators application in Social Economy organisations. <p>LU04 Social Impact Assessment implementation and reporting</p> <ul style="list-style-type: none"> - Steps in social impact assessment - Approaches of how to implement social impact assessment indicators into current monitoring and evaluation plan - Introduction to SDGs and ESG criteria and examples of practical application - Introduction to social impact assessment reporting - Data collection and analysis - Communication of the report: strategies for effective communication to internal and external stakeholders.
Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest for</p> <p>LU01: Lectures, readings (articles, books, and case studies) and discussions on key concepts, group activities</p> <p>LU02: Lectures, examples of practical application of digital tools for impact assessment, case studies presentations of various tools for SIA, role-playing</p> <p>LU03: Group discussion, case studies of successful indicators' implementation group activities; exercises</p> <p>LU04: Presentations, group discussion, case studies</p> <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<p>Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - learning materials and publications on the topic in English or the participants' languages - lecture notes on Key concepts of SIA. - digital learning resources including video, audio, text, websites, animations and images - resources' section <ul style="list-style-type: none"> o Toolbox: existing manuals and tools o Publication: scientific or grey literature o Legal texts o Reference materials

	<p>These learning materials can be tailored to suit the participants' needs, ensuring they are engaging, interactive, and effective.</p> <p>The course trainers will provide the bibliography and website references.</p>
Entrance requirements	<p>There are no formal prerequisites to participate in the course, except being managers, supporters or enablers in SEOs.</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

TITLE: Connect Sustainable and Social Economy Values in Daily SEO practice	
Duration / Notional workload	16 hours (0,5 ECTS).
Who is this course for	<p>This course is for SEO managers and enablers.</p> <p>The main objective is to equip social economy managers and enablers with the knowledge and skills to integrate sustainable and social economy values into their daily SEO (Search Engine Optimisation) practices, enhancing the visibility and impact of their organisations' socially responsible initiatives online.</p>
Skill Gap Area	The Skill GAP refers to the SocioComp Area "Green Transition", competence "Facing the Green Transition".
Related standards	The European competencies' frameworks related standards are: EntreComp - Area Ideas & Opportunities, competence 1.1 Spotting opportunities.
EQF Level	EQF 5 INTERMEDIATE
Learning Outcomes	<p>Participants, on completion of the learning process, can</p> <ul style="list-style-type: none"> - Understand the principles of sustainable and social economy values and their relevance to SEO practices. - Identify effective SEO strategies that align with and promote sustainable and social economy values. - Apply SEO techniques to enhance the online visibility of organisations' socially responsible initiatives and activities. - Evaluate the impact of SEO practices on the promotion of sustainability and social economy values, using relevant metrics and tools
Contents	<p>LU01: Principles and Relevance of Sustainable SEO</p> <ul style="list-style-type: none"> - Overview of sustainable and social economy values - Relevance to social economy managers and SEO practices <p>LU02: Effective SEO Strategies for Sustainability</p> <ul style="list-style-type: none"> - Integrating sustainability into SEO strategies - Examples and techniques for aligning SEO with sustainable values <p>LU03: Enhancing Online Visibility through SEO</p>

	<ul style="list-style-type: none"> - Developing and optimizing content for sustainability - Tools and methods for effective keyword research and on-page SEO LU04: Measuring and Evaluating SEO Impact <ul style="list-style-type: none"> - Key metrics and tools for tracking SEO success - Analysing the impact of SEO on sustainability goals and community outcomes
Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest for</p> <p>LU01: Lecture and discussion, case study, group activity</p> <p>LU02: Demonstration, practical exercise</p> <p>LU03: Discussion, practical exercise</p> <p>LU04: Lecture, discussion, group activities.</p> <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<p>-Lecture notes</p> <p>-Practical exercises</p> <p>Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - learning materials and publications on the topic in English or in the participants' languages. <p>The course teachers will provide the bibliography and website references.</p>
Entrance requirements	<p>There are no formal prerequisites to participate in the course, except being workers, managers, supporters or enablers in Social Economy Organisations.</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

TITLE: Develop an Action Plan on Environmentally Sustainable Practices for your SEO

Duration / Notional workload	<p>14 hours (0,5 ECTS).</p> <p>with a recommended structure of:</p> <ul style="list-style-type: none"> - 10 hours of online training (asynchronous/recordings) - 2 hours of autonomous hands-on activities, including the preparation for the final exam - 2 hours of live sessions for implementation, questions and networking.
Who is this course for	<p>This course is for managers, coordinators and supervisors across all roles, particularly those who are interested in or have responsibility for addressing sustainable practices, carbon footprint or climate change</p>

	<p>issues in their Social Economy Organisation.</p> <p>According to the baSE Occupational Profiles classification, the course is for OP1 Social Economy Manager and OP2 Social Economy Enabler.</p> <p>This course aims to develop the learner's awareness of the impacts of environmental change and help identify key environmentally sustainable behaviours and actions that can be implemented in their Social Economy Organisation.</p>
Skill Gap Area	<p>The Skill GAP refers to the SocioComp Areas</p> <ul style="list-style-type: none"> - "Green Transition", competencies "Adapting SE models in Green Transition" and "Applying systems thinking for Green Transition".
Related standards	<p>The European competencies' frameworks related standards are: GreenComp, Area 3 Envisioning sustainable futures, competence 3.3 Exploratory Thinking</p>
EQF Level	EQF 5 INTERMEDIATE
Learning Outcomes	<p>Participants, on completion of the learning process, can</p> <ul style="list-style-type: none"> - Understand how SEOs impact the environment - Understand how sustainability impacts SEOs - Identify key statutory compliance requirements - Identify the core principles and benefits of environmental management systems - Apply practical actions SEO workers can undertake to support sustainability
Contents	<p>LU01 Overview of European Frameworks and Actions</p> <ul style="list-style-type: none"> - Sustainable Development Goals - EU Green Deal - Social Economy Action Plan <p>LU02 Environmental Sustainability Awareness within SEO</p> <ul style="list-style-type: none"> - Environmental management and green awareness for workers of SEO including: <ul style="list-style-type: none"> o Energy management, renewable energy, & carbon management o Sustainable food & food waste prevention o Circular economy, waste & resource management & greening the supply chain; water efficiency & conservation - Necessary adaptations of green practices in your SEO - Knowledge of National and Local initiatives and measures <i>[self-directed]</i> <p>LU03 Assessment of Sustainable Practices</p> <ul style="list-style-type: none"> - Impact assessment using Sustainability Impact Canva / Sustainability Business Model Canva - Internal assessment of already implemented sustainable practices in the SEO <p>LU04 Action Plan/Roadmap towards environmentally sustainable practices</p> <ul style="list-style-type: none"> - Presentation and selection of sustainable practices and actions that can be implemented within SEOs - How to measure impact and create a long term / sustainable Action Plan

Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest</p> <ul style="list-style-type: none"> - Recorded webinar - Live sessions for Q&A, best practices and networking - Case study method to allow learners to apply theoretical knowledge to practical situations - Extra resources such as blog articles and podcasts <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<p>Complementary materials:</p> <ul style="list-style-type: none"> - Audio-visual aids: Videos, Video recordings - Activity sheets - Podcasts - Written material such as blog articles - Live online sessions
Entrance requirements	<p>There are no formal prerequisites to participate in the course, except having a strong interest in Environmental Sustainability.</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert. Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

TITLE: Develop a roadmap for sustainable practices in social economy organisations

Duration / Notional workload	<p>18 hours (0,5 ECTS).</p> <p>with a recommended structure of:</p> <ul style="list-style-type: none"> - 6 hours of synchronous training, including the presentation of the training (synchronous online/webinars/workshops) - 4 hours of autonomous asynchronous training - 8 hours of in-person classroom training with practical and laboratory activities, including the final exam.
Who is this course for	<p>The course is intended for managers, area/sector managers, and Social Economy organisations (SEOs) coordinators who aspire to integrate sustainability principles into their daily operations and long-term strategies.</p> <p>Decision makers and middle managers in public authorities interested in deeping their knowledge on the topics.</p> <p>The course aims to equip participants with the necessary tools to develop and implement effective strategies to integrate the economic, social, environmental, and community dimensions within the company's vision and operations.</p>

Skill Gap Area	<p>The Skill GAP refers to the SocioComp Areas</p> <ul style="list-style-type: none"> - “Green Transition”, competence “Applying Systems Thinking for Green Transition” - “Fair & Inclusive Transition “Cultivating Ethical Leadership & Responsible Decision-Making.
Related standards	<p>The European competencies’ frameworks related standards are:</p> <p>GreenComp</p> <ul style="list-style-type: none"> - Area 4 Acting for sustainability, competence 4.1 Political agency. <p>EntreComp</p> <ul style="list-style-type: none"> - Area Ideas & Opportunities, competencies 1.3 Vision; 1.4 Valuing ideas.
EQF Level	EQF 6 ADVANCED
Learning Outcomes	<p>Participants, on completion of the learning process, can</p> <ul style="list-style-type: none"> - Identify the opportunities offered by the Social Economy Action Plan to integrate sustainable practices within SEOs - Apply principles of Integral Sustainability to develop inclusive business strategies - Analyse the opportunities offered by social finance instruments to support the realisation of sustainable projects - Understand ESG criteria and sustainability reporting standards - Understand how to structure a sustainability report that accounts for the environmental and social performances of the organisation - Orient a sustainability report to impact evaluation - Enhance the information assets of an organisation - Understand how to calculate the carbon footprint of organisational activities
Contents	<p>LU 01. Social Economy Action Plan</p> <ul style="list-style-type: none"> - Introduction to the European Social Economy Action Plan. Overview of tools and funding opportunities at the European and national levels for the realisation of sustainable projects by SEOs. <p>LU 02. Integral sustainability</p> <ul style="list-style-type: none"> - Definition and fundamental principles of integral sustainability - Business models for integral sustainability <p>LU 03. Social and sustainable finance instruments</p> <ul style="list-style-type: none"> - Overview of social finance and sustainable finance: definition, evolution, and current trends - The demand of social and sustainable finance: the role of Social Economy - Impact Investing and Social Impact Bonds (SIBs): functioning, advantages, and challenges - Crowdfunding: strategies for successful crowdfunding campaigns <p>LU 04. Impact-oriented sustainability reporting</p> <ul style="list-style-type: none"> - Introduction to ESG criteria for evaluating organisational and business performance - The European regulatory framework on sustainability and the role of SEOs in the social taxonomy - Sustainability reporting: reporting areas, topics, and layers

	<ul style="list-style-type: none"> - Sustainability reporting for SEOs - Guidelines for preparation: main international standards (GRI, SASB) - Data culture and data-driven approach - Impact orientation of sustainability reporting: from outputs to categories of change influenced by the organisation's actions and activities - Communicating the report: strategies for effective communication to internal and external stakeholders <p>LU 05. Carbon Footprint</p> <ul style="list-style-type: none"> - Principles of carbon footprint calculation: definitions and regulatory context - Tools and methods of calculation: overview of the most common methodologies (ISO 14064, GHG Protocol) - Reducing the carbon footprint: strategies for effective emission reduction - Emission offsetting: mechanisms and opportunities for offsetting - Calculation of the carbon footprint of an organisation.
Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest</p> <ul style="list-style-type: none"> - Interactive teaching and learning methods: case studies, laboratory approach - Group work: project work - Traditional teaching: theoretical lessons, expert presentations - Problem-based learning (PBL): solving real problems, scenario analysis. <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<p>To be determined later, depending on the available resources about the topic, and on the chosen teaching mode (face-to-face, hybrid or MOOC)</p> <ul style="list-style-type: none"> - Possibly: - Digital learning resources including video, audio, text, websites, animations and images - Existing manuals and tools - Publication: scientific or grey literature - Legal texts - Reference materials
Entrance requirements	<p>There are no formal prerequisites to participate in the course.</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p>

	Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.
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TITLE: Exploit operational tools to undertake sustainable internal actions	
Duration / Notional workload	<p>8 hours.</p> <p>The suggested structure implies:</p> <ul style="list-style-type: none"> - 3 hours of synchronous training (online or face-to-face with webinars/workshops) - 5 hours of autonomous study and hands-on activities, including the preparation for the final exam.
Who is this course for	<p>This course is for SEO managers and enablers.</p> <p>The main objective of this course is to help the organisation identify the priority issues on which it needs to reduce its environmental impact in line with the dynamics of its sector of activity: energy, mobility, responsible consumption, waste, etc.</p> <p>The organisations benefiting from this training will be grouped by similar sectors of activity. This will enable the solutions to be tackled in a very practical way, tailored to the audience for each session.</p>
Skill Gap Area	The Skill GAP refers to the SocioComp Area “Green Transition”, competence “Adapting SE models in Green Transition”.
Related standards	The European competencies’ frameworks related standards are: GreenComp Area 4 Acting for sustainability, competencies 4.2 Collective action and 4.3 Individual initiative
EQF Level	EQF 4-5 INTERMEDIATE
Learning Outcomes	<p>Participants, on completion of the learning process, can</p> <ul style="list-style-type: none"> - Understand the interdependent links that may exist between the organisation's activities and its ecosystem - Identify specific sectoral vulnerabilities that may arise for the structure's activity in the context of ecological crisis - Define the potential adaptations to be put in place - Explore how to implement concrete solutions - Learn from the environmental best practices and transfer this knowledge to realise a new action plan.
Contents	<p>LU01 Identifiy specific sectorial vulnerabilities and potential adaptabilities regarding the environmental crisis</p> <ul style="list-style-type: none"> - The components of the sectorial activities and their interdependence links with ecosystems: consumption, energy, waste management, mobility, etc. - The specific sectorial vulnerabilities of SEO’s activities regarding the ecological crisis - The potential adaptations that SEO can implement to respond to those vulnerabilities, and the existing difficulties and limits through the use of several environmental tools and KPIs (ex: Global environmental KPIs; life

	<p>cycle analysis notions to prevent pollution transfer; assessment tools, available databases and practical use)</p> <p>LU02 Explain how to implement concrete solutions adapted to the organisation's specificities</p> <p>-Operational workshops on sectoral methodologies to implement ecological integrated solutions: energy sobriety, waste reduction, responsible mobility, and responsible consumption.</p> <p>LU03 Share field experiences between peers</p> <p>-Specific sectoral focus on implemented environmental good practices to foster the duplication of such an action plan.</p>
Learning methodologies	<p>This course uses teaching methods that combine theoretical and practical knowledge, as well as learning through experience-sharing between participants.</p> <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<p>Distance learning sessions for up to 40 people per session.</p> <p>Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - Lecture notes on Key concepts of Green Transition. <p>These learning materials can be tailored to suit the participants' needs, ensuring they are engaging, interactive, and effective.</p> <p>The course trainers will provide the bibliography and website references.</p>
Entrance requirements	<p>There are no formal prerequisites to participate in the course, except being managers or enablers in Social Economy Organisations.</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

TITLE: Implement Green Technologies and Tools in SE Activity

Duration / Notional workload	<p>18 hours (0,5 ECTS).</p> <p>The suggested structure implies:</p> <ul style="list-style-type: none"> - 14 hours of synchronous training (online or face-to-face with webinars/workshops) - 4 hours of autonomous study and hands-on activities, including the preparation for the final exam.
Who is this course for	<p>This course is intended for managers, supervisors, coordinators, executives and people involved in designing, planning and coordinating activities in social economy organisations.</p> <p>According to the Occupational Profiles classification of the baSE project, the course is aimed at OP1 SE Manager and OP2 SE Enablers, OP3 Supporters.</p>

	The course aims to equip participants with the tools to develop effective strategies for integrating green technologies and tools into the vision and operations of the Social Economy Organisation.
Skill Gap Area	The Skill GAP refers to the SocioComp Area “Green Transition”, competence “Adapting SE models in Green Transition”.
Related standards	The European competencies’ frameworks related standards are: GreenComp Area 4 Acting for sustainability, competencies 4.2 Collective action and 4.3 Individual initiative EntreComp -Area Ideas & Opportunities 1.2 Creativity
EQF Level	EQF 5 INTERMEDIATE
Learning Outcomes	Participants, on completion of the learning process, can <ul style="list-style-type: none"> - Identify green practices applicable to social economy activities - Apply green technologies and tools in the social economy - Develop innovative solutions for green transition in the social economy - Implement circular economy principles in social economy activities.
Contents	<p>LU01: Green Practices in SE Activity</p> <ul style="list-style-type: none"> - Defining green practices in the social economy (in accordance to SDGs and ESGs) - The importance of sustainability in SE - Examples of successfully implemented green practices <p>LU02: Green Technologies and Tools at SE Level</p> <ul style="list-style-type: none"> - Overview of Green Technologies, Tools and Procedures (e.g. green and social responsible procurement, green labels, short supply chains, waste management etc.) - Implementing Green Technologies in SE organisations - case studies <p>LU03: Innovative Solutions for Green Transition at SE Level</p> <ul style="list-style-type: none"> - Innovative solutions for the green transition - Case study: implementing a green solution in a SE organisation <p>LU04: Circular Economy in SE Activity</p> <ul style="list-style-type: none"> - Principles of the circular economy - Strategies for adopting the circular economy in the SE - Examples of circular business in the social economy
Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest for</p> <p>LU01: Lectures, case studies of green practices implemented in SE organisations, examples of successfully implemented green practices, discussions on key concepts</p> <p>LU02: Group discussions; lectures, role-playing exercises</p> <p>LU03: Readings, presentations, group discussion</p> <p>LU04: Case studies and examples of circular business in SE, role-playing, presentations and group discussions.</p> <p>Blended training can be offered, using the MOOC platform to integrate</p>

	more traditional face-to-face training.
Learning materials	<p>Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - learning materials and publications on the topic in English or the participants' languages - Lecture notes on Key concepts of Green Transition and Circular Economy - Digital learning resources including video, audio, text, websites, animations and images - Resources' section <ul style="list-style-type: none"> o Toolbox: existing manuals and tools o Publication: scientific or grey literature o Legal texts o Reference materials o Videos (if any relevant) o Radio podcasts (if any relevant) <p>These learning materials can be tailored to suit the participants' needs, ensuring they are engaging, interactive, and effective.</p> <p>The course trainers will provide the bibliography and website references.</p>
Entrance requirements	There are no formal prerequisites to participate in the course, except being workers, managers, supporters or enablers in Social Economy Organisations.
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

TITLE: Implement System Thinking for Social Economy in the Green Transition

Duration / Notional workload	<p>24 hours (1 ECTS).</p> <p>The suggested structure implies blocks of 2-3 hours of training mainly with asynchronous modality: videos, exercises, readings, and real-case studies.</p> <p>A balanced proposal can be:</p> <ul style="list-style-type: none"> - 6 hours of synchronous training (online or face-to-face with webinars/workshops) - 18 hours of asynchronous training with autonomous study and hands-on activities, including the preparation for the final exam.
Who is this course for	<p>This course is for SEO managers and enablers. It is also open to members of SEOs with voting or stakeholder rights.</p> <p>According to the baSE Occupational Profiles classification, the course is designed for managers, supporters, and enables of Social Economy</p>

	<p>Organisations (SEOs), including those involved in all areas of SEO activities, as well as members who are not employed by SEOs but have voting or stakeholder rights.</p> <p>The main objective is to equip participants with the knowledge and skills to explore and implement green innovation and business challenges using systems thinking, suggesting tailored environmental sustainability solutions for SE activities.</p>
Skill Gap Area	The Skill GAP refers to the SocioComp Area “Green Transition”, competence “Applying systems thinking for Green Transition”.
Related standards	The European competencies’ frameworks related standards are GreenComp Area 2 Embracing complexity in sustainability, competence 2.1 Systems thinking.
EQF Level	EQF 5-6 ADVANCED
Learning Outcomes	<p>Participants, on completion of the learning process, can</p> <ul style="list-style-type: none"> - Understand the principles and practices of System Thinking in the context of the green transition - Analyse sustainable development opportunities: identify and evaluate sustainable development opportunities for SEOs - Explore green innovations: investigate and propose green innovation strategies for SEOs - Address sustainability challenges: formulate and implement solutions for sustainability challenges in SE activities. - Analyze the impact of different sustainable strategies for SE organisations and create desired scenarios making decisions based on evidence.
Contents	<p>LU01: Introduction to System Thinking</p> <ul style="list-style-type: none"> - Definition and principles of system thinking - Importance of the green transition from the systemic perspective - Case studies on system thinking. <p>LU02: Sustainable Development in SEOs</p> <ul style="list-style-type: none"> - Concepts of sustainable development - Opportunities for SEOs in the green transition - Case studies on successful sustainable development initiatives. <p>LU03: Green Innovation and Business Challenges</p> <ul style="list-style-type: none"> - Overview of green innovations in SEOs - Identifying and overcoming business challenges - Practical exercises on developing green innovation strategies. <p>LU04: Environmental Sustainability Solutions using System Thinking</p> <ul style="list-style-type: none"> - Tailoring sustainability solutions for SE activities using System Thinking - Tools and methods for implementing solutions - Case studies o effective environmental sustainability solutions.
Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest:</p> <ul style="list-style-type: none"> -Multimedia presentations

	<ul style="list-style-type: none"> -Interactive lectures -Facilitated brainstorming sessions -Guest speaker presentations -Problem-based learning activities -Practical exercises. <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<p>Distance learning sessions.</p> <p>Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - learning materials and publications on the topic in English or the participants' languages - Lecture notes on Key concepts of System Thinking in Green Transition. <p>These learning materials can be tailored to suit the participants' needs, ensuring they are engaging, interactive, and effective.</p> <p>The course trainers will provide the bibliography and website references.</p>
Entrance requirements	<p>There are no formal prerequisites to participate in the course, except for being workers in SEOs or members of SEOs with voting or stakeholder rights.</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

TITLE: Integrate green transition within the organisation strategy

Duration / Notional workload	<p>8 hours.</p> <p>The suggested structure implies:</p> <ul style="list-style-type: none"> - 3 hours of synchronous training (online or face-to-face with webinars/workshops) - 5 hours of autonomous study and hands-on activities, including the preparation for the final exam.
Who is this course for	<p>This course is for SEO managers and enablers.</p> <p>The main objective is to define the ecological transformation of Social and Solidarity Economy organisations and understand how to integrate these issues systemically throughout organisations.</p> <p>This training will enable the organisation to take stock of its activity and see to what extent it can adapt to the changes brought about by the ecological crisis. It will encourage the organisation to re-examine its links with its local area and its partners, to identify its internal resources and the expectations of its beneficiaries, as well as the opportunities for</p>

	development and innovation that may arise from adapting to the changing ecological context.
Skill Gap Area	The Skill GAP refers to the SocioComp Area “Green Transition”, competence “Applying systems thinking for Green Transition”.
Related standards	The European competencies’ frameworks related standards are: GreenComp Area 4 Acting for sustainability, competencies 4.2 Collective action and 4.3 Individual initiative
EQF Level	EQF 6-7 ADVANCED
Learning Outcomes	<p>Participants, on completion of the learning process, can</p> <ul style="list-style-type: none"> - Understand the interdependent links that may exist between the organisation's activities and its ecosystem - Identify the vulnerabilities that may arise for the structure's activity in a context of ecological crisis (risk of rarefaction of resources, consequences of climate change on its activity and its beneficiaries, image of the structure with customers, etc.) - Define the potential adaptations to be put in place, integrating knowledge and procedures from different fields, finding the conditions for development and innovation in the Social and Solidarity Economy system - Draw up a roadmap for the operational implementation of the new services and development opportunities it wishes to introduce in order to bring about an effective systemic adaptation of its model.
Contents	<p>LU01: Ecological transformation challenges and SEO’s interdependence links with ecosystems</p> <ul style="list-style-type: none"> - Ecological crisis vulnerabilities and adaptabilities - Diagnostics of the vulnerabilities and externalities of the activity - Adaptation and mitigation measures - Exploring the interdependencies in the ecosystem with project management tools (ex: canvas for an ecological, useful and resilient organisation; dual materiality matrix; spider diagram, etc.) - Existing and potential SEO’s cooperations in Green Transition <p>LU02: How to undertake an ecological transformation of SEO’s socio-economic model and strategic project</p> <ul style="list-style-type: none"> - The impact of ecological crises on Social and Solidarity Economy organisations - How a SEO can integrate ecological concerns within its internal strategy: assess, goal setting (short-term, long-term), monitor through concrete examples such as reducing costs, creating mutualisation, changing its activities or services, give up some of its activities, etc. -The sustainable consumption and production patterns: the concept of use and service - The green and resilient enterprise canvas - Examples and techniques <p>LU03: A roadmap for a Green Transition operational implementation with a system thinking approach: how to build an action plan</p> <ul style="list-style-type: none"> - Development and innovation within the Social and Solidarity Economy system, rethinking the strategic project and socio-economic model

	<ul style="list-style-type: none"> - Operational tools - New Key Performance Indicators (KPIs) to measure progress toward the green transition goals and assess the internal ecological approach of the SEO - Different stakeholders that should be mobilised within the SEO and on its territory
Learning methodologies	<p>This course uses teaching methods that provide theoretical knowledge, as well as learning through the exchange and sharing of experience between peers.</p> <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<p>Distance learning sessions for up to 40 people per session.</p> <p>Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - learning materials and publications on the topic in English or the participants' languages - Lecture notes on Key concepts of System Thinking in Green Transition. <p>These learning materials can be tailored to suit the participants' needs, ensuring they are engaging, interactive, and effective.</p> <p>The course trainers will provide the bibliography and website references.</p>
Entrance requirements	<p>There are no formal prerequisites to participate in the course, except being managers or enablers in Social Economy Organisations.</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

TITLE: Put your green transition strategy into action, using sustainable practices, new eco-social business models and tools

Duration / Notional workload	<p>12 hours.</p> <p>The suggested structure implies:</p> <ul style="list-style-type: none"> - 8 hours of synchronous training (online or face-to-face with webinars/workshops) - 4 hours of autonomous study and hands-on activities, including the preparation for the final exam.
Who is this course for	<p>According to the baSE Occupational Profiles classification, the course is for workers, enablers and supporters involved in day-to-day tasks, planning the activities within the Social Economy organisation. However, managers can also learn from it.</p> <p>This course is devoted to the organisations that are willing to make their practices more respectful of the environment, or even that are willing to review their business model to make it more sustainable.</p>

	The course aims to help participants understand how to develop and implement a strategy for a green transition in their organisations. They will be equipped with useful tools and inspired by examples.
Skill Gap Area	The Skill GAP refers to the SocioComp Area “Green Transition”, competence: “Applying systems thinking for Green Transition”.
Related standards	The European competencies’ frameworks related standards are: -GreenComp Area 2 Embracing complexity in sustainability, competence 2.1 Systems thinking
EQF Level	EQF 4 and 5 – INTERMEDIATE
Learning Outcomes	Participants, on completion of the learning process, can <ul style="list-style-type: none"> - Understand the necessity to strive toward a greener society and economy - Have a basic knowledge of key concepts related to green transition - Identify the priorities of your organisation related to the green transition - Organise the priority actions into a strategy (calendar, responsibilities, objectives, etc.) - Discover new eco-social business models and tools related to the green transition.
Contents	<p>LU01 Green transition from the theory to the social economy practice</p> <ul style="list-style-type: none"> - Introduction to key concepts of green transition: planetary boundaries, strong/weak sustainability, and ecologic economics. - Different approaches within the SEO: sustainable practices and sustainable business model - Why should organisations integrate the green transition into their strategy? <p>LU02 Tools to implement the green transition in the organisation</p> <ul style="list-style-type: none"> - Overview of new eco-social business models and tools (doughnut for organisations, SDG Impulse, etc.). - Practical use of one business model and one tool <p>LU03 Strategy for green transition in the organisation</p> <ul style="list-style-type: none"> - Diagnosis of the practices of the organisation - Overview of sustainable practices that can be implemented in the organisation <p>Guidelines for determining a strategy for one’s organisation</p>
Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest for</p> <p>LU01: Lecture and discussion, case study, group activities</p> <p>LU02: Lecture and demonstration, practical exercise, peer review and feedback</p> <p>LU03: Self-assessment and reflection, role-playing, case studies.</p> <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>

Learning materials	<p>Lectures and testimonies with best practices case studies</p> <p>Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - learning materials and publications on the topic in English or the participants' languages - Lecture notes on Key concepts of Green Transition. <p>These learning materials can be tailored to suit the participants' needs, ensuring they are engaging, interactive, and effective.</p> <p>The course trainers will provide the bibliography and website references.</p>
Entrance requirements	<p>There are no formal prerequisites to participate in the course, except being workers, managers, supporters or enablers in Social Economy Organisations.</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

TITLE: Understand the green transition challenges

Duration / Notional workload	<p>8 hours.</p> <p>The suggested structure implies:</p> <ul style="list-style-type: none"> - 3 hours of synchronous training (online or face-to-face with webinars/workshops) - 5 hours of autonomous study and hands-on activities, including the preparation for the final exam.
Who is this course for	<p>According to the baSE Occupational Profiles classification, the course is for workers, enablers, supporters and managers involved in the Social Economy organisation. Employees and volunteers must be skilled to ensure the correct implementation of ecological transition initiatives.</p> <p>The course aims to create SEO's awareness on:</p> <ul style="list-style-type: none"> -their interdependence links with natural ecosystems and the impact they can have on them as a sector and as a structure - Green transition stakes and challenges to help SEO professionals understand how green transition affects their activities and how they could impact their environment and stakeholders to reduce the impact of the overall activities of their ecosystem, thus, in the end, integrating green transition challenges as part of their strategy.
Skill Gap Area	<p>The Skill GAP refers to the SocioComp Area "Green Transition", competence: "Facing the Green Transition".</p>
Related standards	<p>The European competencies' frameworks related standards are:</p>

	GreenComp Area 2 Embracing complexity in sustainability, competence 2.3 Problem framing
EQF Level	EQF 3 – FOUNDATION
Learning Outcomes	<p>Participants, on completion of the learning process, can</p> <ul style="list-style-type: none"> - Understand green transition basic concepts, being able to raise awareness about green transition and explain it simply and efficiently to coworkers, volunteers, beneficiaries and other stakeholders to develop interest in this subject at the organisation scale and beyond - Have a systemic vision of the interdependencies between natural ecosystems and socio-economic systems - Understand the consequences of the changes in the natural ecosystem on the socio-economic system and thus on the SEO - Understand how their activities can influence positively, or not, natural ecosystems, what changes can be made to decrease the negative impacts and increase the positive ones, and how the SE features and stakes can create opportunities in this sense.
Contents	<p>The entire course will be illustrated by practical examples.</p> <p>LU01 Natural and socio-economic systems</p> <p>Our interdependence links with natural ecosystems</p> <ul style="list-style-type: none"> - Ecosystemic services and natural capital: methods of identification by sector and specific structures - Essential resources <p>Our activities' impacts on natural ecosystems</p> <ul style="list-style-type: none"> - Resources use and emissions - Consequences: current degradation: Practical examples of different future scenarios depending on our capacity to include environment and biodiversity preservation in our decision-making process using system thinking and create opportunities for a sustainable way of living <p>Case studies with real data and projects given to small groups</p> <p>LU02 Green transition: key principles to include environment and biodiversity preservation in the social and economic system</p> <p>Life cycle principle and supply chains (global, local)</p> <p>Green transition goals</p> <ul style="list-style-type: none"> - To reduce negative risks (physical, transitional, systemic) and increase opportunities - To reduce negative impact and increase positive impact <p>Emissions (greenhouse gases, toxic, inert, etc.)</p> <p>Resource use</p> <p>Biodiversity</p> <p>Sustainable Development Goals (SDG)</p> <ul style="list-style-type: none"> - Key indicators inventory and their monitoring methods by sector <p>LU03 Towards more sustainable socio-economic system models</p> <p>Circular and sufficiency economy</p> <ul style="list-style-type: none"> - Maintenance, repair, and reconditioning activities - Functional economy - Sustainable procurement - Collaborative economy

	<p>LU04 Link between green transition stakes and SE expertise: practical examples from professionals</p> <p>Territorial implantation and proximity</p> <ul style="list-style-type: none"> - Opportunities for cooperation - Opportunities for circularity - Opportunities for functionality
Learning methodologies	<p>This course uses teaching methods that provide theoretical knowledge, as well as learning through the exchange and sharing of experience between peers.</p> <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<p>Distance learning sessions for up to 40 people per session.</p> <p>Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - learning materials and publications on the topic in English or the participants' languages - Lecture notes on Key concepts of Green Transition. <p>These learning materials can be tailored to suit the participants' needs, ensuring they are engaging, interactive, and effective.</p> <p>The course trainers will provide the bibliography and website references.</p>
Entrance requirements	<p>There are no formal prerequisites to participate in the course, except being workers, managers, supporters or enablers in Social Economy Organisations.</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

4.4 The baSE European Training Catalogue (Fair & Inclusive Transition Area)

After analysing the existing offer and training gaps in the Social Economy (D4.1), this section features 9 courses developed by the National Clusters or Entities and designed to address the challenges posed (mainly) by the fair transition, with a focus on the needs of stakeholders. The courses are listed in alphabetical order.

1. Adopt inclusive and participatory practices to foster diversity, fair leadership, and inclusive workers' engagement within the SEO
2. Discover the principles and practices of participation in SEOs
3. Encourage Diversity, Equity and Inclusion practices (to tackle social challenges) in SEOs
4. Introduce (the application of) Universal Design principles in your SEO
5. Promote innovative solutions for tackling together societal challenges: co-production and service design tools
6. Promote social advocacy strategies as leverage in the SE ecosystem
7. Support change management to achieve the triple transition – Green, Digital, Inclusive – within the SEO [also covering Fair Transition]
8. Support psychological well-being at the workplace as a key leadership competence in the Social Economy (Care sector)
9. Support the team with ethical leadership

TITLE: Adopt inclusive and participatory practices to foster diversity, fair leadership, and inclusive workers' engagement within the SEO

Duration / Notional workload	28 hours (1 ECTS). The suggested structure implies: -16 hours of synchronous training (online or face-to-face with webinars/workshops) -12 hours of autonomous study and hands-on activities, including the preparation for the final exam.
Who is this course for	According to the baSE Occupational Profiles classification, the course aims at managers, supporters, enablers and practitioners within Social Economy organisations. The course aims to enhance the participants' knowledge and skills in inclusiveness, to make their everyday workplace more inclusive, equal, and open to diversity. Starting from key concepts and (European) challenges in the field, the course will then equip the participants with relevant tools, methods and strategies to effectively integrate diversity within their company. Managers and enablers will particularly be trained to develop fair leadership and strengthen the bonds of cohesion between their workers or colleagues. Practitioners will particularly be trained to embrace the values of inclusion and apply them in their everyday activities.
Skill Gap Area	The Skill GAP refers to the SocioComp Area "Fair & Inclusive Transition", competencies: - Understanding of inclusive values and intersectionality (intermediate) - Cultivating Ethical Leadership & Responsible and Participatory

	Decision Making (intermediate).
Related standards	The European competencies' frameworks related standards are: - GreenComp Area 1 "Embracing sustainability values", competence 1.2 Supporting fairness.
EQF Level	EQF 5 ADVANCED
Learning Outcomes	Participants, on completion of the learning process, can - Understand the current challenges and key concepts about inclusion in the workplace - Identify the relevant tools and methods to foster inclusion practices and values within the social economy organisation - Draw up a diversity, equality and inclusion action plan, adapted to the social economy organisation's needs and mission - Design a sustainable assessment method to (continuously) evaluate the effectiveness of actions and strategies for inclusion, within the social economy organisation.
Contents	<p>LU01 Understanding inclusion from a Social Economy perspective</p> <ul style="list-style-type: none"> - Examples of good practices and success stories within Social Economy organisations (in various activity sectors) (all SE workers) - Presentation of key concepts: fairness, inclusion, equity, diversity, intersectionality, gender - Overview of the European (and national) context: fair transition, social challenges about inclusion, political and legal context - Inclusion and diversity in the workplace - The role of the Social Economy towards a fair and inclusive transition (SE principles: democratic decision-making, participatory governance, putting people ahead of profit,...; SE target people: socio-professional work integration, vulnerable and disabled workers, people far from the labour market, etc.) - [Hands-on] Autonomous readings to appropriate the concepts <p>LU02 A fair toolkit for Social Economy workers: inclusive intervention tools and methods</p> <ul style="list-style-type: none"> - Methods and tools available to integrate inclusive behaviours into daily operations (European and national) - Toolkit presentation with <ul style="list-style-type: none"> o Equity diagnosis and action plan o Equity chart o Participatory processes in decision making o Collaborative and inclusive meetings o Inclusive language o Meeting organisation (open to diversity) - [Hands-on] Practical training Workshops on tools and methods <p>LU03 Applying relevant inclusive practices to its everyday work</p> <ul style="list-style-type: none"> - Choosing the relevant organisational inclusivity (all SE workers) - (Continuous) Assessment of its inclusion or equity plan (SE managers and supporters) - Understanding and applying the inclusive recommendations in its everyday work (SE enablers and practitioners)

	<ul style="list-style-type: none"> - Communication: actions and strategies to disseminate the recommendations for more inclusive practices in the organisation (SE managers and supporters) - [Hands-on] Implementation of the action plan and strategies within their organisations: testing phase.
Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest for</p> <p>LU01: Lectures and discussions on key concepts such as fairness, inclusion, equity, diversity, and intersectionality; case studies; group activities; autonomous readings</p> <p>LU02: Practical training workshops with testimonies and success stories; lectures and demonstration</p> <p>LU03: Lecture and discussion; group activities; implementation phase. Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<p>Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - learning materials and publications on the topic in English or the participants' languages - Lecture notes on Key concepts of DEI. - Digital learning resources including video, audio, text, websites, animations and images - Resources' section <ul style="list-style-type: none"> o Toolbox: existing manuals and tools o Publication: scientific or grey literature o Legal texts o Reference materials o Videos (if any relevant) o Radio podcasts (if any relevant) <p>These learning materials can be tailored to suit the participants' needs, ensuring they are engaging, interactive, and effective.</p> <p>The course trainers will provide the bibliography and website references.</p>
Entrance requirements	<p>There are no formal prerequisites to participate in the course, except being workers, managers, supporters or enablers in SEOs.</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

TITLE: Discover the principles and practices of participation in SEOs

Duration / Notional workload	<p>30 hours (1 ECTS).</p> <p>The suggested structure implies:</p> <ul style="list-style-type: none"> -10 hours of synchronous training (online or face-to-face with webinars/workshops) -20 hours of autonomous study and hands-on activities (asynchronous), including the preparation for the final exam
Who is this course for?	<p>The course is designed for workers in Social Economy Organisations (SEOs), including those involved in all areas of SEO activities, as well as members who are not employed by SEOs but have voting or stakeholder rights. According to the baSE Occupational Profiles classification, this course is intended for OP4 SE Workers.</p> <p>The course aims to equip participants with the knowledge and skills to:</p> <ul style="list-style-type: none"> - Understand the main characteristics of SEOs (social and economic objectives duality, participatory governance and limited profit distribution) - Actively participate in decision-making processes within SEOs - Transfer these skills to new members and employees.
Skill Gap Area	<p>The Skill GAP refers to the SocioComp Area “Fair & Inclusive Transition”, competence “Cultivating Ethical Leadership & Responsible and Participatory Decision Making”.</p>
Related standards	<p>The European competencies’ frameworks related standards are EntreComp -Area Ideas& Opportunities, competence 1.5 Ethical & sustainable thinking.</p>
EQF Level	<p>EQF 3 and 4 FOUNDATION</p>
Learning Outcomes	<p>Participants, on completion of the learning process, can</p> <ul style="list-style-type: none"> - Understand the principles of social economy - Establish and achieve social and economic objectives - Implement and evaluate participatory decision-making - Foster core values, solidarity, and community responsibility
Contents	<p>LU01 Characteristics of SEOs</p> <ul style="list-style-type: none"> - SEO definition - Differences between classic economic entities and social economy entities - Main characteristics of SEOs - Communal/social ownership and property in SEO - Types of SEOs at national and EU level - Case studies <p>LU02 Social and economic objectives duality within SEO</p> <ul style="list-style-type: none"> - Social objectives – types and how the social objectives are established - Economic objectives - Social and economic objectives assessment - Profit distribution in various economic entities (cooperatives, NGOs, mutuals, limited liability companies) - Limited profit distribution – concept and tools - Practical exercises

	<p>LU03 Participatory decision-making and participatory governance</p> <ul style="list-style-type: none"> - Participatory governance in different types of SEOs, analysing how participatory governance varies across different types of SEOs (e.g., cooperatives, community-based organisations); - Instruments and processes of participatory decision-making in SEOs (e.g., consensus building, deliberative democracy); - Practical exercises of participatory decision-making to apply participatory decision-making methods to real-life situations within SEOs; - Transferring the skill of participatory decision-making to newcomer members or employees <p>LU04 Promoting solidarity among members and responsibility towards community and environment</p> <ul style="list-style-type: none"> - The fundamental values of solidarity, community responsibility, and environmental stewardship, as central tenets of social economy organisations. - Identify and describe strategies to foster solidarity among organisation members - Initiatives that enhance the organisation's environmental sustainability (proposals for green practices within the organisation, such as waste reduction, energy efficiency, and sustainable sourcing) - Communal/social ownership and property in SEOs.
Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest for</p> <p>LU01: Exposition and critical discussion, case studies</p> <p>LU02: Study of Foundation, guided discussion</p> <p>LU03: Hands-on and practical exercises, case studies, best practices analysis,</p> <p>LU04: Guided reflections, group discussions.</p> <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<p>Lectures combined with collaborative/active learning. Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - learning materials and publications on the topic in English or in the participants' languages. - resources section: <ul style="list-style-type: none"> o Toolbox: existing manuals and tools o Publication: scientific or grey literature o Legal texts o Reference materials o Videos (if any relevant) <p>The course teachers will provide the bibliography and website references.</p>
Entrance requirements	<p>There are no formal prerequisites to participate in the course, except being workers in SEOs or members of SEOs.</p>

Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert. Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>
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TITLE: Encourage Diversity, Equity and Inclusion practices (to tackle social challenges) in SEOs

Duration / Notional workload	<p>28 hours (1 ECTS).</p> <p>The suggested structure implies:</p> <ul style="list-style-type: none"> - 8 hours of synchronous training (online or face-to-face with webinars/workshops) - 20 hours of autonomous study and hands-on activities (asynchronous), including the preparation for the final exam
Who is this course for	<p>The course is designed for managers, supervisors, coordinators, executives, and individuals involved in designing, planning, and coordinating activities and human resources within Social Economy organisations (SEOs).</p> <p>It is also open to workers in SEOs who are interested to learn more about Diversity, Equity and Inclusion (DEI) practices.</p> <p>The course aims to equip participants with the knowledge and skills to:</p> <ul style="list-style-type: none"> - Understand the principles and importance of DEI in SEOs. - Implement DEI practices to address social challenges within SEOs. - Foster a culture of diversity, equality, and inclusion in SEOs.
Skill Gap Area	<p>The Skill GAP refers to the SocioComp Area “Fair & Inclusive Transition”, competence “Understanding of inclusive values and intersectionality”, “Cultivating Ethical Leadership & Responsible and Participatory Decision Making” and “Advancing economic empowerment and advocacy”</p>
Related standards	<p>The European competencies’ frameworks related standards are:</p> <p>GreenComp Area 1 Embodying sustainability values, competence 1.2 Supporting fairness</p>
EQF Level	EQF 5 INTERMEDIATE
Learning Outcomes	<p>Participants, on completion of the learning process, can</p> <ul style="list-style-type: none"> - Comprehend the principles of DEI in SEOs <ul style="list-style-type: none"> o Understand the concepts of diversity, equality, and inclusion o Evaluate the importance of DEI in the context of SEOs - Implement DEI practices to tackle social challenges <ul style="list-style-type: none"> o Develop strategies to integrate DEI practices within SEOs o Apply DEI principles to address social challenges and enhance organisational performance - Promote a culture of diversity, equality, and inclusion <ul style="list-style-type: none"> o Foster inclusive behaviours and practices among SEO members

	<ul style="list-style-type: none"> ○ Create an environment that supports diversity and equality - Evaluate the impact of DEI initiatives in SEOs ○ Assess the effectiveness of DEI practices and initiatives ○ Develop metrics and indicators to measure DEI progress
Contents	<p>LU01 Principles of DEI in SEOs</p> <p>Definition and scope of diversity, equality, and inclusion</p> <ul style="list-style-type: none"> ○ Terminology, key concepts and values of DEI ○ Key concepts and terminology <p>Importance of DEI in SEOs</p> <ul style="list-style-type: none"> ○ Social, economic, and ethical reasons for promoting DEI ○ The impact of DEI on organisational performance <p>Case studies of DEI in SEOs</p> <ul style="list-style-type: none"> ○ Analysis of exemplary cases ○ Key success factors and lessons learned <p>LU02 Implementing DEI Practices</p> <p>Strategies for integrating DEI in SEOs</p> <ul style="list-style-type: none"> ○ Developing DEI policies and frameworks ○ Creating inclusive recruitment and retention practices <p>Addressing social challenges through DEI</p> <ul style="list-style-type: none"> ○ Identifying and tackling barriers to DEI ○ Practical examples and case studies <p>Tools and techniques for DEI implementation</p> <ul style="list-style-type: none"> ○ DEI assessment tools ○ Inclusive communication strategies <p>LU03 Promoting a Culture of DEI</p> <p>Fostering inclusive behaviours and practices</p> <ul style="list-style-type: none"> ○ Training and development for DEI ○ Encouraging inclusive leadership <p>Tackling discrimination and exclusion</p> <ul style="list-style-type: none"> ○ Building a culture of respect and belonging ○ Engaging all members in DEI efforts <p>Case studies of successful DEI cultures</p> <ul style="list-style-type: none"> ○ Examples from SEOs and other organisations ○ Best practices and lessons learned <p>LU04 Evaluating DEI Initiatives</p> <p>Assessing the effectiveness of DEI practices</p> <ul style="list-style-type: none"> ○ Developing DEI metrics and indicators ○ Conducting DEI audits and reviews <p>Measuring the impact of DEI initiatives</p> <ul style="list-style-type: none"> ○ Quantitative and qualitative methods ○ Reporting and communicating DEI progress <p>Continuous improvement in DEI</p> <ul style="list-style-type: none"> ○ Feedback mechanisms and iterative improvements ○ Sustaining DEI efforts over time
Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p>

	<p>We suggest for</p> <p>LU01: Interactive lectures and discussion, small group activities, multimedia resources guided exploration</p> <p>LU02: Role-Playing and case studies, guest lectures and panel discussions, multimedia resources guided exploration</p> <p>LU03: small group activities, multimedia resources guided exploration, individual reflection and writing</p> <p>LU04: Guided reflections, and group discussions, role-playing, guest lectures and panel discussions, multimedia resources guided exploration.</p> <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<p>Lectures combined with collaborative/active learning. Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - learning materials and publications on the topic in English or in the participants' languages. - resources section: <ul style="list-style-type: none"> o Toolbox: existing manuals and tools o Publication: scientific or grey literature o Legal texts o Reference materials o Videos (if any relevant) <p>The course teachers will provide the bibliography and website references.</p>
Entrance requirements	<p>There are no formal prerequisites to participate in the course, except for being workers in SEOs. The course is open to all workers, especially those involved in designing, planning, and coordinating activities and human resources.</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert. Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

TITLE: Introduce (the application of) Universal Design principles in your SEO

Duration	<p>14 hours (0,5 ECTS).</p> <p>The suggested structure:</p> <ul style="list-style-type: none"> - 10 hours of online training (asynchronous/recordings) - 2 hours of autonomous hands-on activities, including the preparation for the final exam - 2 hours of live sessions for implementation, questions and networking.
Who is this Course for	<p>This course is designed for employees in Social Economy organisations across all job functions, especially those who have an interest in or are responsible for addressing Diversity, Equity, and Inclusion issues in the</p>

	<p>workplace.</p> <p>According to the baSE Occupational Profiles classification, this course was created to provide basic knowledge for OP1 Social Economy Managers, OP2 Social Economy Enablers and OP4 Social Economy Workers.</p>
Skill Gap Area	The skills gap refers to the SocioComp Area “Fair & Inclusive Transition”, competence “Understanding of inclusive values and intersectionality”.
Related Standards	The European competencies’ frameworks related standards are: EntreComp - Area Ideas & Opportunities, competence 1.2 Creativity. Additionally, we can mention: LifeComp S2 Communication.
EQF Level	EQF 3 (to 6) FOUNDATION.
Learning Outcomes	<p>Upon completion, participants will be able to:</p> <ul style="list-style-type: none"> - Explain the principles of Universal Design (UD) - Apply UD principles in the following areas: building a safe physical environment, communications, digital environment and learning. - Use suitable tools that help to promote UD standards - Understand “disability” through reflection on equity, diversity, and inclusion.
Contents	<p>LU01 - Introduction to Accessibility and Universal Design</p> <ul style="list-style-type: none"> - Recognising the benefits of Equity, Diversity and Inclusion in the workplace - Understanding disability - The 7 Principles of Universal Design - UDL Pyramid - EU policy framework for inclusion and accessibility. <p>LU02 - Understanding the Principles of Universal Design</p> <ul style="list-style-type: none"> - Explore the 7 Principles in detail - Learn about how UD principles are applied in the built environment - Learn about how UD principles are applied in communications and the digital environment - Learn about how UD principles are applied in learning. <p>LU03 - Universal Design in Practice</p> <ul style="list-style-type: none"> - Practical ideas to incorporate UD into everyday SEO activities and environments - Explore case studies of good practice - Use digital tools and low and no-tech options - Action Planning for UD.
Learning Methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest:</p> <ul style="list-style-type: none"> - Recorded webinar - Live sessions for Q&A, best practices and networking - Tutorial videos - Mockup activity using the digital tools introduced during the course

	<p>- Extra resources such as blog articles and podcasts</p> <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning Materials	<p>Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - learning materials and publications on the topic in English or the participants' languages; -activity sheets; -podcasts; - written material such as blog articles. <p>The course trainers will provide the bibliography and website references.</p>
Entry Requirements	<p>In the social economy ecosystem, there are no other prerequisites to participate in the course, except for SE workers, managers, and enablers interested in the topic.</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert. Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

TITLE: Promote innovative solutions for tackling together societal challenges: co-production and service design tools

Duration / Notional workload	<p>18 hours (0,5 ECTS).</p> <p>with the following recommended structure:</p> <ul style="list-style-type: none"> - 4 hours of online training (synchronous webinars/workshops), which includes the presentation of the training - 6 hours of self-paced asynchronous online training - 8 hours of in-person classroom training, featuring practical and laboratory activities, concluding with the final exam.
Who is this course for	<p>The course is intended for:</p> <ul style="list-style-type: none"> -Managers, area/sector coordinators and middle managers of Social Enterprises who are involved in the development, implementation, and management of services that require an innovative and participatory approach to address social needs. -Decision makers and middle managers of public authorities who are interested in deepening their knowledge of the topics. <p>According to the Occupational Profiles of the baSE project the participants are classified as Managers and Enablers.</p>
Skill Gap Area	<p>The Skill GAP refers to the SocioComp Area “Fair & Inclusive Transition”, competence “Understanding of inclusive values and intersectionality”.</p>

Related standards	<p>The training is strongly connected to the following European frameworks:</p> <p>Entrecomp</p> <ul style="list-style-type: none"> - area “Ideas and Opportunities”, competencies 1.1 Spotting Opportunities; 1.3 Vision and 1.5 Ethical and Sustainable Thinking - area “Resources”, competencies 2.2 Motivation and perseverance, 2.3 Mobilizing resources, 2.5 Mobilizing others - area “Into Action”, competencies: 3.1 Taking the initiative, 3.2 Planning and Management, 3.4 Working with others <p>GreenComp -Area 2 Embracing complexity in sustainability, competence 2.1 Systems thinking</p>
EQF Level	EQF 6- ADVANCED
Learning Outcomes	<p>Participants, on completion of the learning process, can</p> <ul style="list-style-type: none"> - Identify the opportunities offered by the European Action Plan for the social economy to develop innovative solutions in the field of services - Analyse national actions and the tools provided by the plan to develop customised approaches within their organisations - Analyse welfare models and the role of Social Economy organisations within them - Develop community management actions to build customised solutions and form strategic alliances - Use facilitation tools and techniques to actively involve the community in the decision-making process - Develop collaborative leadership skills to manage diverse groups - Design services that specifically meet users’ needs, with a focus on usability and accessibility - Implement design thinking methodologies to develop effective and sustainable solutions - Understand the process for evaluating the social impact generated by activities and projects.
Contents	<p>LU 01. European Action Plan for the social economy and national actions</p> <ul style="list-style-type: none"> - Overview of the European plan - Available tools for Social Economy organisations - Funding and support opportunities. <p>LU 02. Community management and new welfare models</p> <ul style="list-style-type: none"> - New welfare models. - The role of third sector entities in new welfare models - The territorialization of welfare: culture, actors, and governance - Social innovation in territorial welfare services. <p>LU 03. Service design</p> <ul style="list-style-type: none"> - Service design and Open Innovation - Prototyping and testing new services - Building innovative strategic alliances. <p>LU 04. Facilitation tools and techniques for participatory design and community work</p> <ul style="list-style-type: none"> - Principles of participatory facilitation: introduction to the basics of

	<p>facilitation and how it can be used to enhance community work</p> <ul style="list-style-type: none"> - Facilitation techniques: an overview of the most effective techniques to promote active participation and engagement of all community members - Tools for participatory design: use of digital and non-digital tools to involve the community in service design. <p>LU 05. Focus on the energy sector: activities of Renewable Energy Communities (REC) and their relationship with the community</p> <ul style="list-style-type: none"> - What are RECs and their function: definition and overview of renewable energy communities - Benefits and challenges of RECs: analysis of community benefits and implementation challenges - Creating a REC: key steps for establishment and management - How to start a REC in your community.
Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest</p> <ul style="list-style-type: none"> - Interactive teaching and learning methods: case studies, laboratory approach. - Group work: collaborative projects, workshops, brainstorming sessions. - Traditional teaching: theoretical lessons, expert presentations. - Problem-based learning (PBL): solving real problems, scenario analysis. - Flipped classroom <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<p>To be determined later, depending on the available resources about the topic, and on the chosen teaching mode (face-to-face, hybrid or MOOC)</p> <p>Possibly:</p> <ul style="list-style-type: none"> - Digital learning resources including video, audio, text, websites, animations and images - Existing manuals and tools - Publication: scientific or grey literature - Legal texts - Reference materials
Entrance requirements	<p>There are no formal prerequisites to participate in the course.</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

TITLE: Promote social advocacy strategies as leverage in the SE ecosystem	
Duration / Notional workload	<p>30 hours (1 ECTS).</p> <p>The suggested structure implies:</p> <ul style="list-style-type: none"> - 6 hours of online training (synchronous/webinars/workshops) - 24 hours of autonomous study and hands-on activities (asynchronous), including the preparation for the final exam.
Who is this course for	<p>This course is for advisers, developers, policymakers, consultants, and other support personnel involved in the broader social enterprise (SE) ecosystem. It includes individuals working in SE networks or alliances, development agencies, municipalities, ministries, business incubators, and similar organisations. The course targets those who advise and support the growth of SE organisations and the sector as a whole, as well as those engaged in strategic planning and policymaking in the SE field.</p> <p>According to the baSE Occupational Profiles classification, this course is for OP3 SE Supporters and can be relevant for OP2 SE Enablers at the European Qualifications Framework (EQF) level 6 (advanced).</p> <p>The course aims to equip participants with advanced knowledge and skills to develop and implement effective social advocacy strategies, thereby economically and politically empowering and strengthening the SE sector.</p>
Skill Gap Area	The Skill GAP refers to the SocioComp Area “Fair & Inclusive Transition”, competence “Advancing economic empowerment and advocacy”.
Related standards	<p>The European competencies’ frameworks related standards are:</p> <p>EntreComp - Area Resources, competencies</p> <p>2.1 Self-awareness & self-efficacy</p> <p>2.4 Financial & economic literacy;</p> <p>GreenComp Area 4 Acting for sustainability, competence 4.2. Collective Action</p>
EQF Level	EQF 5 and 6 ADVANCED
Learning Outcomes	<p>Participants, on completion of the learning process, can</p> <ul style="list-style-type: none"> - Analyse the developmental opportunities for integration of SE into local, national, and global socio-economic development. - Design innovative and effective advocacy strategies for the recognition and integration of SE practices within local and national developmental contexts. - Implement social advocacy strategies in SE practices within local, national, and global economic and social contexts. - Leverage social advocacy strategies in the SE ecosystem, driving socio-economic change and policy development.
Contents	<p>LU01 Social economy sector in relation to public and private sectors</p> <ul style="list-style-type: none"> - The three sectors: distinctions and interactions between the public, private, and non-profit (third) sector - Access to goods and services in just and unjust societies <p>LU02 Social economy and globalized economies</p> <ul style="list-style-type: none"> - Living in multiple worlds: the impact of globalization on local, national,

	<p>and global economies</p> <ul style="list-style-type: none"> - Societal and Economic Relations: exploring the relationships between societal and economic aspects of different societies - Social Economy and SDGs: the role of the social economy in achieving the Sustainable Development Goals (SDGs) <p>LU03 Public policies and advocacy for SE</p> <ul style="list-style-type: none"> - SE public policies at the EU and national level - Advocacy principles, methods, and tools - Justification of social economies: the rationale behind social economies as valuable societal activities <p>LU04 Goal-oriented social advocacy strategies</p> <ul style="list-style-type: none"> - Defining clear and actionable social advocacy goals - Developing social advocacy strategies for social advocacy - Designing impactful social advocacy activities, including actions, campaigns, and other initiatives - How to implement social advocacy activities effectively - How to Assess the effectiveness of social advocacy activities and strategies
Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest for</p> <p>LU01: case studies, group discussions, role-playing</p> <p>LU02: group activities, guided reflections</p> <p>LU03: lecture, case studies, role-playing</p> <p>LU04: workshop, reflective feedback.</p> <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<ul style="list-style-type: none"> - Massive Open Online Course available on the MOOC UP baSE project platform <p>Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - learning materials and publications on the topic in English or the participants' languages. <p>The course trainers will provide the bibliography and website references.</p>
Entrance requirements	<p>In the social economy ecosystem, there are no other prerequisites to participate in the course, except for being advisers, developers, policymakers, supporters, and enablers.</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

TITLE: Support change management to achieve the triple transition - Green, Digital, Inclusive - within the SEO

Duration / Notional workload	<p>16 hours (0,5 ECTS).</p> <p>The suggested structure implies:</p> <ul style="list-style-type: none"> - 12 hours of synchronous or asynchronous training (online or face-to-face with webinars/workshops) - 4 hours of autonomous study and hands-on activities (asynchronous), including the preparation for the final exam.
Who is this course for	<p>The course aims at managers, supporters, enablers and practitioners within Social Economy organisations.</p> <p>Change management is crucial to ensure the sustainable transition process - be it ecological, digital or inclusive - of its social economy organisation. The aim of this course is to equip all social economy workers to identify the human and contextual factors at play in the change process of the organisation. Among these factors, some can act as obstacles to transition (e.g. change resistance), while others can act as levers to consolidate the transition process at play. The course will also guide the participants in driving change step by step and assess its impact on their organisation.</p>
Skill Gap Area	<p>The Skill GAP refers to the SocioComp Areas</p> <ul style="list-style-type: none"> -“Digital Transition”, competence “Leading digital innovation and strategy” -“Green Transition”, competence “Applying systems thinking for Green Transition” - “Fair & Inclusive Transition”, competence “Cultivating Ethical Leadership & Responsible and Participatory Decision Making”.
Related standards	<p>The European competencies’ frameworks related standards are:</p> <p>EntreComp</p> <ul style="list-style-type: none"> -Area Ideas & Opportunities, competence 1.5 Ethical & sustainable thinking; -Area Resources, competence 2.3 Mobilising resources -Area into action, competence 3.1 Taking the initiative
EQF Level	<p>ALL PROFILES EQF 5 -INTERMEDIATE</p> <p>Preliminary LU01 BASIC EQF 03 (can be offered autonomously)</p>
Learning Outcomes	<p>Participants, on completion of the learning process, can</p> <ul style="list-style-type: none"> - Understand the issues of change management and the role of the social economy in fostering the triple transition (green, digital, and inclusive). - Identify the key drivers of change - human, organisational and contextual factors - that can act as levers or obstacles to change in the social economy organisation. - Apply relevant approaches to planning and/or implementing a sustainable, positive change within the social economy organisation (including a stakeholders’ analysis). - Convey a sustainable, constructive and positive approach to change by overcoming change resistance, strengthening motivation for change, and using collaborative approaches.

<p>Contents</p>	<p>LU01 Understand the context and key drivers of change in the social economy</p> <ul style="list-style-type: none"> - Presentation of the issues of change management in the context of societal transition (at national and European levels), considering ecological transition, digital transition, and inclusive transition. - Place and role of the social economy in the green, digital and inclusive transitions, respectively. - Description of the key drivers of change (human, organisational and contextual factors) that can act as levers or obstacles to change in the social economy organisation. - Role of the emotional dimension of change in the workplace (personal and interpersonal): impact on workers' engagement and working relationships. <p>LU02 Apply change management strategies and actions within the social economy organisation</p> <ul style="list-style-type: none"> - How to determine the organisations' priorities and needs (among the triple transition) to lead to successful change management (e.g. SWOT analysis). - Stakeholders and power dynamics analysis inside and outside the organisation, to develop appropriate engagement strategies, effective communication, and engagement plans for change (e.g. analysis framework methods, stakeholders' analysis approaches,...). - Relevant methods and tools to support people through change (e.g. strategies to overcome resistance and strengthen motivation for change) and to implement change within the social economy organisation (e.g. collaborative 'co-design' approaches, Kotter 8-step method). <p>LU03 Develop a sustainable change and assess its impact within the social economy organisation</p> <ul style="list-style-type: none"> - Strategies and action plans to maintain a sustainable, constructive and positive change within the social economy organisation. - Sustainable assessment methods to evaluate the impact of change within the social economy organisation.
<p>Learning methodologies</p>	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest for</p> <p>LU01: Exposition of theoretical aspects and critical discussion, case studies based on testimonies and success stories in social economy organisations</p> <p>LU02: Study of Foundation, guided discussion to involve active participation and sharing ideas among participants, autonomous additional readings</p> <p>LU03: Hands-on and practical exercises, testing phase to apply some tools and methods within their organisation.</p> <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>

Learning materials	<ul style="list-style-type: none"> - Lectures combined with collaborative/active learning. - Interactive teaching methods (for instance: a quiz to introduce the key concepts, to challenge and start from the knowledge and beliefs of participants) - Testimonies. <p>Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - learning materials and publications on the topic in English or in the participants' languages. - activity sheets - resources section: <ul style="list-style-type: none"> o Toolbox: existing manuals and tools o Publication: scientific or grey literature o Videos (if any relevant) <p>The course teachers will provide the bibliography and website references.</p>
Entrance requirements	<p>There are no formal prerequisites to participate in the course, except for being workers in SEOs or members of SEOs.</p> <p>However, the Learning Units (LUs) are not autonomous:</p> <ul style="list-style-type: none"> - LU2 and LU3 are optional and open only to SE managers, supporters and enablers. LU1 is open to every profile of SE workers, including SE practitioners. - Participating in the LU1 is mandatory to go on with LU2. - Participating in LU3 requires having participated in LU1 and LU2.
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

TITLE: Support psychological well-being at the workplace as a key leadership competence in the Social Economy (Care sector)

Duration / Notional workload	<p>30 hours (1 ECTS).</p> <p>The suggested structure implies:</p> <ul style="list-style-type: none"> - 15 hours of training in presence - 5 hours of online training (synchronous/webinar) - 10 hours of autonomous study and hands-on activities, including the preparation for the final exam.
Who is this course for	<p>The course aims at team leaders with leadership responsibility within Social Economy organisations in the care sector.</p> <p>According to the baSE Occupational Profiles classification, the course is for OP1 Manager and OP2 SE Enabler (intermediate/advanced).</p>

	<p>The objective is to equip participants with the necessary concepts and tools to foster innovation and readiness for change by creating a culture of psychological well-being at their workplace.</p> <p>Participants will be able to develop effective strategies to pursue these goals within a strongly client-related, interpersonal challenging work field.</p> <p>Finally, the course aims to equip the participants with strategies on how to foster their internal and cross-organisational networks supporting their communication and coordination skills.</p>
Skill Gap Area	The Skill GAP refers to the SocioComp Area “Fair & Inclusive Transition”, competence “Cultivating Ethical Leadership & Responsible Decision Making”.
Related standards	<p>The European competencies’ frameworks related standards are:</p> <ul style="list-style-type: none"> - GreenComp Area 1 Embodying sustainability values, competence 1.2 Supporting fairness - EntreComp Area Resources, competence 2.5 Mobilising others
EQF Level	EQF 5 and 6 ADVANCED
Learning Outcomes	<p>Participants, on completion of the learning process, can</p> <ul style="list-style-type: none"> - Understand the concept of Psychological Safety and reflect the inclusiveness of the personal leadership style - Analyse the possibility of adapting the learned concepts and tools into leadership strategies aligned to the unique context of SEOs in the care sector - Evaluate critically complex situations and possible interventions - Support processes of change as well as internal and cross-organisational communication and coordination.
Contents	<p>LU01 Foundation: Establishing Well-being at the Workplace with the Concept of Psychological Safety (A. Edmondson)</p> <ul style="list-style-type: none"> - Introduction to the concept of Psychological Safety - Toolkit to create psychological safety: creating the conditions, invite to participate, respond productively - How to apply Psychological Safety in a complex environment (care sector) with a participatory governance structure. <p>LU02 Inclusive Decision-making Processes</p> <ul style="list-style-type: none"> - Reflection session: How inclusive do I design my decision-making process? (autonomous hands-on-activity) - Discussion/Group reflection (synchronous/webinar). <p>LU03 Application to special fields of action</p> <ul style="list-style-type: none"> - Interventions in the field: staff interviews, team meetings and other day-to-day leadership activities (to be decided on by the training participants). <p>LU04 Communication and network creation</p> <ul style="list-style-type: none"> - Cooperation and coordination between salaried and voluntary board members - Cross-organisational exchange and learning process.

Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest for</p> <p>LU01: Lecture, case studies, group discussions, role-playing</p> <p>LU02: Reflective exercise, guided reflections</p> <p>LU03: Autonomous Hands-on-Activity, Reflective exercise</p> <p>LU04: Group discussion, case studies.</p> <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<p>- Psychological Safety toolkit</p> <p>Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - learning materials and publications on the topic in English or the participants' languages. <p>The course trainers will provide the bibliography and website references.</p>
Entrance requirements	<p>There are no formal prerequisites to participate in the course, except being managers or enablers with leadership responsibility in Social Economy Organisations (in the care sector).</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

TITLE: Support the team with ethical leadership

Duration / Notional workload	<p>24 hours (1 ECTS).</p> <p>The suggested structure implies:</p> <ul style="list-style-type: none"> - 8 hours of online training - 16 hours of autonomous study and hands-on activities, including the preparation for the final exam.
Who is this course for	<p>The course is designed for managers, coordinators, executives, and support personnel who assist in the daily management of SEO teams.</p> <p>According to the baSE Occupational Profiles classification, the course is for OP1 SE Manager and OP3 SE Supporter.</p> <p>The course aims to equip participants with the understanding and skills needed to plan and perform everyday management including inclusive and ethical attitude towards all the staff members and other stakeholders.</p>
Skill Gap Area	<p>The Skill GAP refers to the SocioComp Area “Fair & Inclusive Transition”, competence “Cultivating Ethical Leadership & Responsible Decision Making”.</p>

Related standards	<p>The European competencies' frameworks related standards are:</p> <p>EntreComp</p> <ul style="list-style-type: none"> - Area Resources, competence 2.5 Mobilising others; - Area Into Action, competence 3.4 Working with others.
EQF Level	EQF 5 and 6 ADVANCED
Learning Outcomes	<p>Participants, on completion of the learning process, can</p> <ul style="list-style-type: none"> - Understand the importance of inclusive and ethical behaviours towards staff members - Know how to shape internal rules of ethical and inclusive conduct - Apply ethical attitude and activities on an everyday basis - Evaluate the effectiveness of ethical leadership practices in fostering a positive organisational culture.
Contents	<p>LU01: Introduction to Leadership Ethics</p> <ul style="list-style-type: none"> - Understanding leadership ethics and its significance - Developing a code of conduct and internal regulations - Role of ethics in corporate governance and organisational commitment <p>LU02: Leadership Models and Values</p> <ul style="list-style-type: none"> - Exploring various leadership models - Servant leadership and transformational leadership - Impact of leadership styles on job performance and person-environment fit <p>LU03: Ethical Decision Making and Tools</p> <ul style="list-style-type: none"> - Implementing participatory management - Cultivating a culture of constructive feedback - Techniques for ethical decision-making and conflict management <p>LU04: Evaluating Ethical Leadership Practices</p> <ul style="list-style-type: none"> - Methods for assessing the effectiveness of ethical leadership - Case studies of successful ethical leadership in social economy organisations - Strategies for continuous improvement in ethical leadership
Learning methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest for</p> <p>LU01: Lecture notes, case studies, group activities</p> <p>LU02: Lecture and discussion, practical exercise</p> <p>LU03: Group activities, demonstration, practical exercise</p> <p>LU04: Lecture and discussion, group activities.</p> <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning materials	<p>Lecture notes and practical exercises.</p> <p>Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - learning materials and publications on the topic in English or the participants' languages.

	The course teachers will provide the bibliography and website references.
Entrance requirements	The course is dedicated to managers and supporters working in /for Social Economy Organisations. For best outcomes, it is recommended that participants are already managers or staff members preparing for such a position.
Assessment & Certification Schemes	The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures. Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required. The Certification Schemes will follow the standards defined by EuroCert. Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.

5. Conclusions

The European baSE catalogue has been developed to address the training needs of national clusters by identifying and filling training gaps. It provides a comprehensive training program for all occupational profiles within the project, covering EQF levels 3 to 7 and proficiency levels from Foundation to Advanced.

After reviewing the list of titles, we noticed a good balance in the three transitional areas. The baSE catalogue offers a total of 29 short upskilling courses. These courses can be combined in a modular and flexible manner, to create a more comprehensive pathway or curriculum.

We have categorised the training by selecting the main transition area, although it's possible to have courses related to two and, in one case, all three transitions.

Out of the 29 courses:

- 10 are in the **Digital Transition Area**, covering the three competencies described in the SocioComp framework and referencing other European Competence Frameworks. One of them is also part of the Green Transition Area.
- 10 are in the **Green Transition Area**, covering the three competencies described in the SocioComp framework and referencing other European Competence Frameworks. Two of them are also part of the Fair & Inclusive Transition Area.
- 9 are in the **Fair & Inclusive Transition Area**, covering the three competencies described in the SocioComp framework and referencing other European Competence Frameworks. One is also part of the Digital and Green Transition Areas, emphasising how to support change management in the triple transition challenges.

The duration falls between 8 and 30 hours. The length is higher in the Fair & Inclusive Area, providing more interactions, role-playing and reflective sessions.

The suggested learning methodologies reflect the more innovative techniques and teaching methods with adult learners: they are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.

In the piloting stage, the project partners will adapt and customise the learning unit structure and combination, based on the effective learning group requirements and needs, selecting synchronous and asynchronous modalities, often in a blended approach.

In the annex, there is a **summary schematic outlining the main data in the catalogue**.

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Useful links

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

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

Social Economy Skills/ The transition pathway on proximity and social economy
https://social-economy-gateway.ec.europa.eu/topics-focus/skills-social-economy_en
https://single-market-economy.ec.europa.eu/sectors/proximity-and-social-economy/transition-pathway_en

Annex 1: OUTLINE CATALOGUE main descriptors

TITLE: The title of the prototype is clear and understandable ¹ (action verb+ object complement + specifications)	
Notional workload/ Duration	We recommend a range between 8 and 32 hours (including autonomous study and hands-on activities), with ECTS credits, where possible.
Who is this course for	Describe the target referencing the Occupational Profiles (OPs) and the main objectives in short.
Skill Gap Area	See SocioComp classification
Related standards	Reference to Qualifications Frameworks (QF) or European Frameworks (EntreComp, DigComp ...)
EQF Level ²	Pay attention to being consistent (using the proper Bloom ³ taxonomy before selecting the action verb)
Learning Outcomes	Learning goals are defined from the learner's perspective (what the learner knows, understands and can do after the completion of the learning process), described in a way that supports flexible learning paths, including the possibility to validate and recognise micro-credentials across different national systems.
Contents	The workload (theoretical and practical) is defined according to the minimum duration required for the acquisition of the LO. Contents are organised in Learning Units (LU)
Learning methodologies	The text describes the form of participation and the selection of teaching and learning methods based on the agreed learning outcomes.
Learning materials	Suggested teaching/training material
Entrance requirements	Prerequisites needed to enrol on the course. The admission of learners is based on skills and experience in the labour market, not just qualifications.
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures. Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>

¹ <https://tips.uark.edu/using-blooms-taxonomy/>

² <https://europa.eu/europass/en/description-eight-efq-levels>

³ <https://lccfestivaloflearning2012.files.wordpress.com/2012/10/support-document-13-blooms-taxonomy-teacher-planning-kit.jpg>

Annex 2 : CATALOGUE INDEX

AREA	Ref. COMP	EU frameworks	TITLE	EQF or TARGET	Duration
Digital	Leading digital innovation and strategy	DigComp 2.2. Area 5 Problem Solving	Design a digital strategy, based on a (digital) diagnosis, contributing to the SEO's mission and practices	ADVANCED, EQF 5-6	12
Digital	Leading digital innovation and strategy	DigComp 2.2. Area 5 Problem Solving; Area 4 Safety	Implement digital transition and data management: tools and strategies for SEOs	ADVANCED EQF6	12
Digital	Applying Data Governance and Digital Ethics	DigComp 2.2. Area 2. Communication and collaboration + Area 4 Safety	Integrate a new ethical data governance model in the SEO	ADVANCED, EQF 5-6	15
Digital	Leading digital innovation and strategy	DigComp 2.2. Area 5 Problem Solving	Integrate Digital Transformation and Disruption in the SEOs	INTERMEDIATE EQF 5	28
Digital	Digital Transition Enhancing SE performance through digital deployment	DigComp 2.2. Area 2. Communication and Collaboration	Understand the use of digital tools to enhance member collaboration in (care) cooperatives	FOUNDATION EQF 3-4	8
Digital	Leading digital innovation and strategy	DigComp 2.2. Area 5 Problem Solving 5.4	Use digital Project Management tools for success	INTERMEDIATE EQF 5	14
Digital	Leading digital innovation and strategy	DigComp 2.2. Area 5 Problem Solving	Use digital solutions for an agile SE entity	INTERMEDIATE EQF 4-5	16
Digital	Digital Transition Enhancing SE performance through digital deployment	DigComp 2.2. Area 2. Communication and collaboration, Area 4 Safety, Area 5 Problem Solving	Use digital tools to foster communication and collaboration between stakeholders inside and outside the SEO	FOUNDATION EQF 4	8
Digital	Applying Data Governance and Digital Ethics	DigComp 2.2. Area 1. Information and Data Literacy + Area 4 Safety	Understand protocols and practices that safeguard the confidentiality, integrity, and security of sensitive data	INTERMEDIATE EQF 4	24
Digital / Green	Digital Transition Enhancing SE performance through Digital Deployment + Green Applying systems thinking for Green Transition	DigComp 2.2. Area 2. Communication and Collaboration	Discover the EU tools and funds to promote digitalisation in the Community Supported Agriculture symposium	INTERMEDIATE EQF 4-5	16
Green	Facing the Green Transition	EntreComp -Area Ideas & Opportunities	Connect Sustainable and Social Economy Values in Daily SEO practice	INTERMEDIATE EQF 5	16
Green	Adapting SE models in Green Transition	GreenComp Area 3 Envisioning sustainable	Develop an Action Plan on Environmentally Sustainable Practices in SEOs	INTERMEDIATE EQF 5	14
Green	Adapting SE models in Green Transition	Green Comp Area 4 Acting for sustainability,	Exploit operational tools to undertake sustainable internal actions	INTERMEDIATE EQF 4-5	8
Green	Adapting SE models in Green Transition	GreenComp Area 4 Acting for sustainability, + EntreComp -Area Ideas & Opportunities	Implement green technologies and tools in SE activity	INTERMEDIATE EQF 5	18
Green	Applying systems thinking for Green Transition	Green Comp Area 2 Embracing complexity in sustainability,	Implement System Thinking for Social Economy in the Green Transition	ADVANCED EQF 5-6	24
Green	Applying systems thinking for Green Transition	GreenComp Area 4 Acting for sustainability, competence	Integrate green transition within the organisation strategy	ADVANCED EQF 6-7	8
Green	Applying systems thinking for Green Transition	GreenComp Area 2 Embracing complexity in sustainability	Put your green transition strategy into action, using sustainable practices, new eco-social business models and tools	INTERMEDIATE EQF 4-5	12

Green	Facing the Green Transition	GreenComp Area 2 Embracing complexity in sustainability	Understand the green transition challenges	FOUNDATION EQF 3	8
Green & Fair	Applying systems thinking for Green Transition + Advancing economic empowerment and advocacy	GreenComp Area 2 Embracing complexity in sustainability+ EntreComp Area Ideas & Opportunities	Assess the social impact of Social economy organisations	ADVANCED EQF 6	30
Green & Fair	Cultivating Ethical Leadership & Responsible Decision Making Applying Systems Thinking for Green Transition	GreenComp Area 4 Acting for sustainability, + EntreComp Area Ideas & Opportunities	Develop a roadmap for Sustainable Practices in Social Economy Organisations	ADVANCED EQF 6	18
Fair	Understanding of inclusive values and intersectionality	GreenComp Area 1 Embracing sustainability values	Adopt inclusive and participatory practices to foster diversity, fair leadership, and inclusive workers' engagement within the SEO	ADVANCED EQF 5	28
Fair	Cultivating Ethical Leadership & Responsible and Participatory Decision Making	EntreComp -Area Ideas& Opportunities	Discover the principles and practices of participation in SEOs	FOUNDATION EQF 3-4	30
Fair	Understanding of inclusive values and intersectionality	GreenComp Area 1 Embodying sustainability values	Encourage Diversity Equity and Inclusion practices (to tackle social challenges) in SEOs	INTERMEDIATE EQF 5	28
Fair	Understanding of inclusive values and intersectionality	EntreComp -Area Ideas & Opportunities 1.2 Creativity	Introduce (the application of) Universal Design principles in your SEO	FOUNDATION EQF 3 (to 6)	14
Fair	Understanding of inclusive values and intersectionality	GreenComp Area 2 Embracing complexity in sustainability	Promote innovative solutions for tackling together societal challenges: co-production and service design tools	ADVANCED EQF 6	18
Fair	Advancing economic empowerment and advocacy	EntreComp - Area Resources; GreenComp Area 4 Acting for sustainability	Promote social advocacy strategies as leverage in the SE ecosystem	ADVANCED, EQF 5-6	30
Fair	Cultivating Ethical Leadership & Responsible Decision Making	GreenComp Area 1 Embodying sustainability values + EntreComp Area Resources	Support psychological well-being at the workplace as a key leadership competence in the Social Economy (Care sector)	ADVANCED EQF 5-6	30
Fair	Cultivating Ethical Leadership & Responsible Decision Making	EntreComp- Area Resources; Area Into Action	Support the team with ethical leadership	ADVANCED EQF 5 - 6	24
Fair+ Green + Digital	Cultivating Ethical Leadership & Responsible and Participatory Decision Making + Applying systems thinking for Green Transition +Leading digital innovation and strategy	EntreComp -Area Ideas & Opportunities; Area Resources + Area into action	Support change management to achieve the triple transition – Green, Digital, Inclusive – within the SEO	INTERMEDIATE EQF 5	16

Annex 3: THE MASSIVE OPEN ONLINE COURSE OUTLINES SELECTED BY NATIONAL CLUSTERS (SORTED BY COUNTRY)

The following titles are the **ten massive open online courses** that every National Cluster or partner Entity decided to deliver and pilot during the WP5 phase in their National languages. They follow the alphabetical order based on the English name of the country, represented graphically by its flag.



TITRE : Soutenir la gestion du changement pour favoriser la triple transition - écologique, digitale et inclusive - de son organisation d'économie sociale

Durée / Charge de travail	16 heures (0,5 ECTS) Le programme de cours comprend: - 12 heures de formation asynchrone ou synchrone (en ligne ou en présentiel, avec des webinaires ou ateliers de travail); - 4 heures de travail autonome et d'activités pratiques (asynchrones), incluant la préparation de l'examen final.
A qui s'adresse ce cours	Ce cours s'adresse aux manager·euses, aux conseiller·ères, aux facilitateur·rices et aux travailleur·euses des organisations d'économie sociale. La gestion du changement est cruciale pour assurer un processus de transition durable - qu'elle soit écologique, digitale ou inclusive - pour son entreprise d'économie sociale. L'objectif de ce cours est de permettre aux travailleurs et travailleuses de l'économie sociale d'identifier les facteurs humains et contextuels en jeu dans le processus de changement de leur organisation. Parmi ces facteurs, certains peuvent agir comme des obstacles à la transition (par exemple la résistance au changement), tandis que d'autres peuvent agir comme des leviers pour consolider le processus de transition en cours. Le cours guidera également les participant·es dans la conduite du changement étape par étape et dans l'évaluation de son impact sur leur organisation.
Domaine de compétences	Les compétences visées renvoient aux domaines suivants du SocioComp: - "Transition digitale", compétence "Piloter l'innovation et la stratégie digitales" - "Transition écologique", compétence "Appliquer la 'pensée systémique' à la transition écologique" - "Transition juste et inclusive", compétence "Cultiver un leadership éthique et une prise de décision responsable et participative".
Normes connexes	Les normes liées aux Cadres de compétences européens sont les suivantes: EntreComp - Domaine Idées & Opportunités, compétence 1.5 Développer une pensée éthique et durable;

	<ul style="list-style-type: none"> - Domaine Ressources, compétence 2.3 Mobiliser des ressources - Domaine Passez à l'action, compétence 3.1 Prendre l'initiative
Niveau de CEC-EQF	<p>TOUS PROFILS EQF 5 - INTERMÉDIAIRE</p> <p>Préliminaire : UE01 BASIQUE EQF 03 (peut être suivi séparément)</p>
Acquis d'apprentissage	<p>En fin de parcours d'apprentissage, les participant-es seront capables de/d' :</p> <ul style="list-style-type: none"> - Comprendre les enjeux de la gestion du changement et le rôle de l'économie sociale pour favoriser la triple transition (écologique, digitale et inclusive). - Identifier les principaux moteurs du changement - facteurs humains, organisationnels et contextuels - qui peuvent agir comme des leviers ou des obstacles au changement dans l'organisation d'économie sociale. - Appliquer des approches pertinentes (y compris une analyse des parties prenantes) pour planifier et/ou mettre en œuvre un changement durable et positif au sein de l'organisation d'économie sociale. - Adopter une approche durable, constructive et positive du changement en dépassant la résistance au changement, en renforçant la motivation pour le changement et en utilisant des approches collaboratives.
Contenus	<p>Unité d'enseignement 01: Comprendre le contexte et les principaux moteurs du changement dans l'économie sociale</p> <ul style="list-style-type: none"> - Présentation des enjeux de la conduite du changement dans le contexte de la transition sociétale (au niveau national et européen) du point de vue écologique, digital et inclusif. - Place et rôle de l'économie sociale dans les transitions écologique, digitale et inclusive. - Description des principaux moteurs de changement (facteurs humains, organisationnels et contextuels) qui peuvent agir comme des leviers ou des obstacles au changement dans une entreprise d'économie sociale. - Rôle de la dimension émotionnelle du changement sur le lieu de travail (personnelle et interpersonnelle) : impact sur l'engagement des travailleur-euses et les relations de travail. <p>Unité d'enseignement 02 : Appliquer des stratégies et des actions de gestion du changement au sein de son organisation d'économie sociale</p> <ul style="list-style-type: none"> - Comment déterminer les priorités et les besoins de l'organisation (parmi la triple transition) pour mener à bien la gestion du changement (par exemple, l'analyse SWOT). - Analyse des parties prenantes et de la dynamique du pouvoir à l'intérieur et à l'extérieur de l'organisation, afin de développer des stratégies d'engagement appropriées, une communication efficace et des plans d'action pour le changement (par exemple, méthodes du cadre d'analyse, analyse des parties prenantes,...). - Méthodes et outils pertinents pour accompagner les personnes au changement (par exemple, stratégies pour dépasser la résistance au changement et renforcer la motivation) et pour mettre en œuvre le changement au sein de leur entreprise (par exemple, approches collaboratives de "coconception", méthode Kotter en 8 étapes).

	<p>Unité d'enseignement 03 : Développer un changement durable et évaluer les effets du changement au sein de son entreprise d'économie sociale</p> <ul style="list-style-type: none"> - Stratégies et plans d'action pour maintenir un changement durable, constructif et positif au sein de l'entreprise d'économie sociale. - Méthodes d'évaluation durable pour évaluer les effets du changement au sein de l'entreprise d'économie sociale.
Méthodes d'apprentissage	<p>Les méthodes d'apprentissage les plus efficaces pour les apprenant·es adultes sont les méthodologies actives, combinées à une approche pratique, encourageant la pensée critique et l'application dans le monde réel.</p> <p>Nous suggérons pour :</p> <p>UE01 : Présentation d'aspects théoriques et discussion critique, études de cas basées sur des témoignages et des rôles modèles ('success stories') issus d'organisations d'économie sociale.</p> <p>UE02 : Étude des principes fondamentaux, discussion guidée impliquant une participation active et un partage d'idées entre les participant·es, lectures complémentaires autonomes.</p> <p>UE03 : Exercices pratiques, phase test pour appliquer certains outils et méthodes au sein de leur organisation.</p> <p>Un format hybride pourra être proposé, en intégrant la plateforme MOOC à une formation en présentiel plus traditionnelle.</p>
Matériel d'apprentissage	<ul style="list-style-type: none"> - Cours magistraux combinés à un apprentissage collaboratif/actif. - Méthodes d'enseignement interactives (par exemple : un quiz pour présenter les concepts clés, pour remettre en question les connaissances et les croyances des participant·es et partir de celles-ci). - Témoignages. <p>Ressources didactiques complémentaires :</p> <ul style="list-style-type: none"> - Documents ad hoc ; - Matériel didactique et publications sur le sujet en anglais ou dans les langues des participant·es ; - Fiches d'activités ; - Ressources : <ul style="list-style-type: none"> o Boîte à outils : manuels et outils existants ; o Publications : littérature scientifique ou grise ; o Vidéos (le cas échéant). <p>Les formateur·rices fourniront une bibliographie et les références Internet utiles pour ce cours.</p>
Critères d'admission	<p>Il n'y a aucun prérequis formel pour participer à ce cours. La seule contrainte est de travailler au sein d'une organisation d'économie sociale ou d'être membre d'une organisation d'économie sociale.</p> <p>Les unités d'enseignement (UE) de ce cours ne sont cependant pas autonomes:</p> <ul style="list-style-type: none"> - L'UE2 et l'UE3 sont facultatives et ouvertes uniquement aux manager·euses, conseiller·ères et facilitateur·rices de l'ES. L'UE1 est ouverte à tous les profils de travailleur·euses de l'économie sociale, y

	<p>compris les travailleur·euses de terrain.</p> <ul style="list-style-type: none"> - La participation à l'UE1 est obligatoire pour passer à l'UE2. - Pour participer à l'UE3, il faut avoir participé aux UE1 et UE2.
Systèmes d'évaluation et de certification	<p>Le processus d'évaluation portera sur les résultats d'apprentissage décrits dans le prototype et suivra les procédures établies.</p> <p>Les critères de notation, les niveaux et le lieu d'évaluation seront communiqués aux apprenant·es avant la phase pilote du projet baSE, avec authentification requise.</p> <p>Les systèmes de certification suivront les normes définies par EuroCert. Sur demande, il sera possible d'obtenir (pour les MOOC uniquement) la reconnaissance de micro-crédits.</p>



TITRE: Comprendre les défis de la transition écologique

Durée / Charge de travail théorique	<p>8 heures.</p> <p>La structure proposée implique:</p> <ul style="list-style-type: none"> - 3 heures de formation synchrone (en ligne ou en face à face avec des webinaires/ateliers) - 5 heures d'étude autonome et d'activités pratiques asynchrones, y compris la préparation de l'examen final.
A qui s'adresse ce cours	<p>Selon la classification des profils professionnels du projet baSE, le cours s'adresse aux travailleur.se.s, aux chargé.e.s de projet, aux soutiens et aux cadres impliqué.e.s dans l'organisation de l'économie sociale et solidaire. Les employés et les bénévoles doivent être qualifiés pour assurer la mise en œuvre correcte des initiatives de transition écologique.</p> <p>Le cours vise à sensibiliser les structures de l'économie sociale et solidaire à :</p> <ul style="list-style-type: none"> - leurs liens d'interdépendance avec les écosystèmes naturels et l'impact qu'ils peuvent avoir sur eux en tant que secteur et en tant que structure - Les enjeux et défis de la transition écologique pour aider les professionnels de l'économie sociale et solidaire à comprendre comment la transition écologique affecte leurs activités et comment ils pourraient avoir un impact sur leur environnement et leurs parties prenantes afin de réduire l'impact global des activités de leur écosystème, et donc, à terme, d'intégrer les défis de la transition écologique à leur stratégie.
Domaine de compétences	<p>Le domaine de compétences de ce cours fait référence à l'intitulé de SocioComp "Transition écologique", compétence : "Faire face à la transition écologique".</p>
Normes connexes	<p>Les normes de compétences européennes connexes sont:</p> <p>GreenComp Area 2 Embracing complexity in sustainability, competence 2.3 Problem framing</p>
Niveau de CEC-EQF	<p>CEC 3 – Fondamentaux</p>

<p>Acquis d'apprentissage</p>	<p>A l'issue du processus d'apprentissage, les participants peuvent:</p> <ul style="list-style-type: none"> - Comprendre les concepts de base de la transition écologique afin d'être capable de sensibiliser à la transition écologique et de l'expliquer de manière simple et efficace à leurs collègues, bénévoles, bénéficiaires et autres parties prenantes afin de développer l'intérêt pour ce sujet à l'échelle de l'organisation et au-delà. - Avoir une vision systémique des interdépendances entre les écosystèmes naturels et les systèmes socio-économiques - Comprendre les conséquences des changements dans l'écosystème naturel sur le système socio-économique et donc sur les structures de l'économie sociale et solidaire - Comprendre comment leurs activités peuvent influencer positivement, ou non, l'état des écosystèmes naturels, quels changements peuvent être faits pour diminuer les impacts négatifs et augmenter les impacts positifs, et comment les caractéristiques et les enjeux de l'économie sociale et solidaire peuvent créer des opportunités dans ce sens.
<p>Contenus</p>	<p>L'ensemble du cours sera illustré par des exemples pratiques.</p> <p>LU01 Systèmes naturels et socio-économiques Nos liens d'interdépendance avec les écosystèmes naturels</p> <ul style="list-style-type: none"> - Services écosystémiques et capital naturel : méthodes d'identification par secteur et structures spécifiques - Les ressources essentielles <p>Impacts de nos activités sur les écosystèmes naturels</p> <ul style="list-style-type: none"> - Utilisation des ressources et émissions - Conséquences: dégradation actuelle: Exemples pratiques de différents scénarios futurs en fonction de notre capacité à inclure la préservation de l'environnement et de la biodiversité dans notre processus de prise de décision en utilisant la pensée systémique, et à créer des opportunités pour un mode de vie durable. <p>Des études de cas avec des données réelles et des projets sont présentés aux petits groupes.</p> <p>LU02 Transition écologique: principes clés pour inclure la préservation de l'environnement et de la biodiversité dans le système social et économique Principe du cycle de vie et chaînes d'approvisionnement (mondiales, locales)</p> <p>Objectifs de la transition écologique</p> <ul style="list-style-type: none"> - Réduire les risques négatifs (physiques, transitoires, systémiques) et augmenter les opportunités - Réduire l'impact négatif et augmenter l'impact positif des Émissions (gaz à effet de serre, toxiques, inertes, etc.) <p>Utilisation des ressources</p> <p>Biodiversité</p> <p>Objectifs de développement durable (ODD)</p> <ul style="list-style-type: none"> - Inventaire des indicateurs clés et leurs méthodes de suivi par secteur

	<p>LU03 Vers des modèles de systèmes socio-économiques plus durables Économie circulaire et économie de suffisance</p> <ul style="list-style-type: none"> - Activités de maintenance, de réparation et de reconditionnement - Économie de la fonctionnalité - Achats durables - Économie collaborative <p>LU04 Lien entre les enjeux de la transition écologique et l'expertise de l'économie Sociale: exemples pratiques de professionnels Implantation territoriale et proximité</p> <ul style="list-style-type: none"> - Opportunités de coopération - Opportunités de circularité - Opportunités de fonctionnalité
Méthodes d'apprentissage	<p>Ce cours utilise des méthodes d'enseignement qui apportent des connaissances théoriques, ainsi qu'un apprentissage par l'échange et le partage d'expérience entre pairs.</p> <p>Des formations mixtes peuvent être proposées, utilisant la plateforme MOOC pour intégrer des formations présentielles plus traditionnelles.</p>
Matériel d'apprentissage	<p>Sessions d'apprentissage à distance pour un maximum de 40 personnes par session.</p> <p>Le matériel d'apprentissage complémentaire est le suivant</p> <ul style="list-style-type: none"> - des documents ad hoc; - du matériel pédagogique et des publications sur le sujet en anglais ou dans les langues des participants - des notes de cours sur les concepts clés de la transition écologique. <p>Ces supports d'apprentissage peuvent être adaptés aux besoins des participants, en veillant à ce qu'ils soient attrayants, interactifs et efficaces.</p> <p>Les formateurs du cours fourniront la bibliographie et les références des sites web.</p>
Critères d'admission	<p>Il n'y a pas de conditions préalables formelles pour participer au cours, si ce n'est d'être des travailleurs, des managers, des chargés de projet ou des soutiens au sein de structures de l'économie sociale.</p>
Systèmes d'évaluation et de certification	<p>Le processus d'évaluation portera sur les résultats d'apprentissage décrits dans le prototype et suivra les procédures établies.</p> <p>Les critères de notation, les niveaux et le lieu d'évaluation seront communiqués aux apprenants avant la phase pilote du projet baSE, avec authentification requise.</p> <p>Les systèmes de certification suivront les normes définies par EuroCert. Sur demande, il sera possible d'obtenir (pour les MOOC uniquement) la reconnaissance de micro-crédits.</p>



TITEL: EU-Instrumente und -Fonds zur Förderung der Digitalisierung in der gemeinschaftsgetragenen Landwirtschaft (CSA)

Dauer /Fiktive Arbeitsbelastung	16 Stunden (0,5 ECTS).
Für wen ist dieser Kurs gedacht?	<p>Der Kurs richtet sich an Manager*innen, Supervisoren, Koordinatoren, Führungskräfte und Personen, die mit der Gestaltung, Planung und Koordinierung von Aktivitäten und Humanressourcen in Organisationen der solidarischen Landwirtschaft befasst sind.</p> <p>Gemäß der Klassifizierung der baSE-Berufsprofile ist der Kurs für die Berufsprofile 2 + 3 auf EQR-Niveau 6 (fortgeschritten) vorgesehen.</p> <p>Ziel des Kurses ist es, den Teilnehmenden Werkzeuge an die Hand zu geben, die die Produktivität einer Solidarischen Landwirtschaft erhöhen und zur kleinteiligen, diversen, solidarischen und lokalen Nahrungsmittelversorgung beitragen können. Es existiert bereits eine Anzahl von digitalen Open-Source-Produkten (z.B. Open Oltor), die in den Bereichen digitale Verwaltung/digitales Management, Direktvermarktung oder Robotik liegen. Digitale Werkzeuge für die Anbauplanung können den Einstieg in die Lebensmittelproduktion erleichtern und bieten eine wichtige Möglichkeit, das Wissen innerhalb des Betriebs zu erhalten, wenn beispielsweise zuständiges Personal wechselt.</p>
Bereich der Qualifikationslücke	<p>Die Qualifikationslücke bezieht sich auf die SocioComp-Kompetenzen Green und Digital Transition.</p> <p>Durch digitale Tools kann der Impact von CSA-Ansätzen und damit ihr Beitrag zur Green Transition nennenswert erhöht werden.</p>
Verwandte Normen	Die Normen des europäischen Kompetenzrahmens sind: DigiComp 2.2. Bereich 2. Kommunikation und Kollaboration 2.2: Austausch durch digitale Technologien+ 2.1: Interaktion mit Hilfe digitaler Technologien
EQF Level	EQF 4 -5 INTERMEDIATE
Lernergebnisse	<ul style="list-style-type: none"> - Kennenlernen von digitalen Tools für das CSA-Projektmanagement - Verstehen, wie gemeinschaftsgetragene Landwirtschaft funktioniert - Lernen Sie zukünftige landwirtschaftliche Technologien und deren Umsetzung mit digitalen Technologien kennen - Lernen Sie die Nutzung digitaler Plattformen für die europäische Vernetzung kennen

Inhalte	<p>LU01: Digitale Projektmanagement-Tools für CSA</p> <ul style="list-style-type: none"> • Mitgliederverwaltung (Freiwillige) • Buchhaltung/Finanzen zur Gewährleistung der Transparenz • Landwirtschaftliche Planung <p>LU02: Solidarische Landwirtschaft kompakt</p> <ul style="list-style-type: none"> • Rechtsformen / Gesellschaftsformen • Finanzierung (Aufteilung der Ernte) • Arbeitsbedingungen / Soziale Sicherheit <p>LU03: Landwirtschaftliche Technologien der Zukunft:</p> <ul style="list-style-type: none"> • Humusaufbau und Bodenverbesserung • Nutzung der Digitalisierung für die gemeinsame Nutzung von Landmaschinen • Regenerative Landwirtschaft • Moderne Wasserwirtschaft • KI und Big Data für die Präzisionslandwirtschaft <p>LU 04: Netze und digitale Plattformen</p> <ul style="list-style-type: none"> • Möglichkeiten der digitalen Vernetzung • Gemeinsame Nutzung von Software • Wissensmanagement
Lernmethoden	<p>Die effektivsten Lehrmethoden für erwachsene Lernende sind aktive Methoden, kombiniert mit einem praktischen Ansatz, der kritisches Denken und die Anwendung in der Praxis fördert.</p> <p>Wir empfehlen für</p> <p>LU01: Fallstudien über erfolgreiche digitale Werkzeuge, Beispiele aus der Praxis, Gruppendiskussionen, interaktive Rollenspiele</p> <p>LU02 und LU03: Vorlesungen, interaktive Rollenspiele, kollaborative Gruppenaktivitäten, Gruppendiskussionen,</p> <p>LU04: Rollenspiele und Übungen mit ausgewählten Tools, Fallstudien, Beispiele aus der Praxis und Gruppendiskussionen.</p> <p>Es kann ein Blended Training angeboten werden, bei dem die MOOC-Plattform genutzt wird, um traditionellere Präsenzs Schulungen zu integrieren.</p>
Lernmaterialien	<p>Vorlesungen und Leitfaden</p> <p>Ergänzende Lernmaterialien sind:</p> <ul style="list-style-type: none"> - Ad-hoc-Handouts; - Lernmaterialien und Veröffentlichungen zum Thema auf Englisch oder in den Sprachen der Teilnehmer - Lehr-Lern-Materialien (TLMs) zu Strategien für den digitalen Wandel und Tools für den Sektor. <p>Diese Lernmaterialien können auf die Bedürfnisse der Teilnehmer zugeschnitten werden, um sicherzustellen, dass sie ansprechend, interaktiv und effektiv sind.</p> <p>Die Kursleiter stellen die Bibliographie und die Website-Referenzen zur Verfügung.</p>

Zulassungsbedingungen	Es gibt keine formalen Voraussetzungen für die Teilnahme an dem Kurs, außer der Arbeit im CSA-Sektor.
Bewertungs und Zertifizierungssysteme	Der Bewertungsprozess wird die im Prototyp dargestellten Lernergebnisse bewerten und wird etablierten Verfahren folgen. Die Benotungskriterien, die Stufen und der Ort der Bewertung werden den Lernenden vor der baSE-Pilotphase mitgeteilt, wobei eine Authentifizierung erforderlich ist. Die Zertifizierungssysteme werden den von EuroCert definierten Standards folgen. Auf Anfrage wird es möglich sein (nur für MOOCs), die Anerkennung von Mikro-Zertifikaten zu erhalten.



ΤΙΤΛΟΣ: Ενσωμάτωση του ψηφιακού μετασχηματισμού και διαταραχής στον τομέα της ΚΟ

Διάρκεια / Θεωρητικός φόρτος εργασίας	28 ώρες (1 ECTS) με συνιστώμενη δομή: - 8 ώρες διαδικτυακής ή δια ζώσης κατάρτισης (σύγχρονα/ webinars/ εργαστήρια) - 20 ώρες αυτόνομης μελέτης και πρακτικών δραστηριοτήτων (ασύγχρονη), συμπεριλαμβανομένης της προετοιμασίας για την τελική εξέταση.
Σε ποιους απευθύνεται αυτό το μάθημα	Το μάθημα απευθύνεται σε διαχειριστές, επόπτες, συντονιστές, στελέχη και άτομα που εμπλέκονται στο σχεδιασμό, προγραμματισμό και συντονισμό δραστηριοτήτων και ανθρώπινων πόρων σε οργανισμούς κοινωνικής οικονομίας (SEO). Σύμφωνα με την ταξινόμηση των επαγγελματικών προφίλ baSE, το μάθημα αυτό προορίζεται για τους OP1 SE Manager και OP2 SE Enabler. Στόχος του μαθήματος είναι να εφοδιάσει τους συμμετέχοντες και τις συμμετέχουσες με γνώσεις και δεξιότητες για να: - Κατανοήσουν τον αντίκτυπο του ψηφιακού μετασχηματισμού στον τομέα της ΚΟ. - Εφαρμόζουν ψηφιακά εργαλεία και στρατηγικές για αποτελεσματικές λειτουργίες SEO. - Περιηγηθούν και να διαχειριστούν την ψηφιακή διαταραχή στους οργανισμούς τους.
Περιοχές του χάσματος δεξιοτήτων	Το χάσμα δεξιοτήτων αναφέρεται στον τομέα SocioComp «Ψηφιακή μετάβαση», αρμοδιότητα «Ηγετική ψηφιακή καινοτομία και στρατηγική».
Σχετικά πρότυπα	Τα πρότυπα που σχετίζονται με τα ευρωπαϊκά πλαίσια ικανοτήτων είναι: DigComp 2.2., τομέας 5 Επίλυση προβλημάτων, ικανότητα 5.4: Εντοπισμός κενών ψηφιακών ικανοτήτων .
Επίπεδο ΕΠΕΠ	ΕΠΕΠ 5 ΕΝΔΙΑΜΕΣΟ
Μαθησιακά Αποτελέσματα	Οι συμμετέχοντες και οι συμμετέχουσες, με την ολοκλήρωση της μαθησιακής διαδικασίας, μπορούν να:

	<ul style="list-style-type: none"> -Αναλύουν τον αντίκτυπο του ψηφιακού μετασχηματισμού στον τομέα της ΚΟ <ul style="list-style-type: none"> ο Αξιολογούν τα οφέλη και τις προκλήσεις του ψηφιακού μετασχηματισμού για τους ΣΕΟ ο Εντοπίζουν τους βασικούς τομείς στους οποίους τα ψηφιακά εργαλεία μπορούν να ενισχύσουν τις λειτουργίες του ΣΕΟ - Εφαρμόζουν ψηφιακά εργαλεία και στρατηγικές για αποτελεσματικές λειτουργίες ΣΕΟ. <ul style="list-style-type: none"> ο Αναπτύσσουν στρατηγικές για την ενσωμάτωση των ψηφιακών εργαλείων στις λειτουργίες ΣΕΟ ο Εφαρμόζουν βέλτιστες πρακτικές για τη διαχείριση ψηφιακών έργων στο πλαίσιο των ΣΕΟs - Διαχειρίζονται την ψηφιακή διαταραχή στο πλαίσιο του ΣΕΟ <ul style="list-style-type: none"> ο Κατανοούν την έννοια της ψηφιακής διαταραχής και των επιπτώσεών της ο Διαμορφώνουν στρατηγικές προσαρμογής και αξιοποίησης της ψηφιακής διαταραχής. - Προωθούν μια κουλτούρα ψηφιακής καινοτομίας στα ΣΕΟs. <ul style="list-style-type: none"> ο Προωθούν τον ψηφιακό αλφαριθμητισμό και των δεξιοτήτων ΤΠΕ μεταξύ των μελών του ΣΕΟ ο Ενθαρρύνουν την καινοτόμο σκέψη και την ανάπτυξη ψηφιακών λύσεων
Περιεχόμενα:	<p>LU01 Επίδραση του ψηφιακού μετασχηματισμού στους ΣΕΟs</p> <p>Εισαγωγή στον ψηφιακό μετασχηματισμό στον τομέα ΚΟ</p> <ul style="list-style-type: none"> ο Ορισμός και πεδίο εφαρμογής του ψηφιακού μετασχηματισμού ο Επισκόπηση των τρεχουσών τάσεων και τεχνολογιών <p>Μελέτες περιπτώσεων επιτυχημένου ψηφιακού μετασχηματισμού σε ΣΕΟ</p> <ul style="list-style-type: none"> ο Ανάλυση παραδειγματικών περιπτώσεων ο Βασικοί παράγοντες επιτυχίας και διδάγματα <p>Προκλήσεις και ευκαιρίες του ψηφιακού μετασχηματισμού</p> <ul style="list-style-type: none"> ο Συνήθη εμπόδια και τρόποι υπέρβασής τους ο Πιθανά οφέλη και στρατηγικές ευκαιρίες <p>LU02 ψηφιακά εργαλεία και στρατηγικές για αποτελεσματικές λειτουργίες ΣΕΟ.</p> <p>Επισκόπηση των ψηφιακών εργαλείων για τις επιχειρήσεις ΣΕΟ</p> <ul style="list-style-type: none"> ο Κατηγορίες ψηφιακών εργαλείων (π.χ. διαχείριση έργων, επικοινωνία, ανάλυση δεδομένων) ο Κριτήρια επιλογής κατάλληλων εργαλείων <p>Βέλτιστες πρακτικές για την εφαρμογή ψηφιακών εργαλείων</p> <ul style="list-style-type: none"> ο Οδηγός εφαρμογής βήμα προς βήμα ο Συνήθεις παγίδες και τρόποι αποφυγής τους <p>Διαχείριση ψηφιακών έργων σε ΣΕΟs</p> <ul style="list-style-type: none"> ο Αρχές διαχείρισης ψηφιακών έργων ο Εργαλεία και τεχνικές για αποτελεσματική διαχείριση ο Μελέτες περιπτώσεων επιτυχημένων ψηφιακών έργων <p>LU03 Διαχείριση της ψηφιακής διαταραχής</p>

	<p>Κατανόηση της ψηφιακής διαταραχής και των επιπτώσεών της</p> <ul style="list-style-type: none"> ο Ορισμός και παραδείγματα της ψηφιακής διαταραχής ο Ο ρόλος της ψηφιακής διαταραχής στο SEO <p>Στρατηγικές για τη διαχείριση της ψηφιακής διαταραχής</p> <ul style="list-style-type: none"> ο Αξιολόγηση κινδύνων και στρατηγικές μετριασμού ο Αρχές και πρακτικές διαχείρισης αλλαγών <p>Μελέτες περιπτώσεων SEOs που αντιμετωπίζουν την ψηφιακή διαταραχή</p> <ul style="list-style-type: none"> ο Ανάλυση πραγματικών περιπτώσεων ο Διδάγματα και βέλτιστες πρακτικές <p>LU04 Προώθηση της ψηφιακής καινοτομίας στους SEOs</p> <p>Προώθηση του ψηφιακού αλφαριθμητισμού και των δεξιοτήτων ΤΠΕ</p> <ul style="list-style-type: none"> ο Σημασία του ψηφιακού αλφαριθμητισμού ο Προγράμματα κατάρτισης και πόροι <p>Ενθάρρυνση της ψηφιακής καινοτομίας και των λύσεων</p> <ul style="list-style-type: none"> ο Προώθηση κουλτούρας καινοτομίας ο Εργαλεία και τεχνικές για την ενθάρρυνση της δημιουργικότητας <p>Ανάπτυξη κουλτούρας ψηφιακής καινοτομίας</p> <ul style="list-style-type: none"> ο Στρατηγικές για την ενσωμάτωση της καινοτομίας στην οργανωτική κουλτούρα ο Μελέτες περιπτώσεων καινοτόμων SEO
Μεθοδολογίες μάθησης	<p>Οι πιο αποτελεσματικές μέθοδοι διδασκαλίας με ενήλικες εκπαιδευόμενους και εκπαιδευόμενες είναι οι ενεργητικές μεθοδολογίες, σε συνδυασμό με μια πρακτική προσέγγιση, που ενθαρρύνει την κριτική σκέψη και την εφαρμογή στον πραγματικό κόσμο. Προτείνουμε</p> <p>LU01: Διαλέξεις, ομαδικές ασκήσεις, μελέτες περιπτώσεων</p> <p>LU02: Μελέτες περιπτώσεων, παρουσιάσεις, ασκήσεις παιχνιδιού ρόλων για τη διαχείριση ψηφιακών έργων</p> <p>LU03: Διαλέξεις, ομαδικές ασκήσεις και ομαδικές συζητήσεις</p> <p>LU04: Ανάγνωση, παρουσιάσεις, παιχνίδια ρόλων.</p> <p>Μπορεί να προσφερθεί μικτή εκπαίδευση, χρησιμοποιώντας την πλατφόρμα MOOC για να ενσωματωθεί μια πιο παραδοσιακή, δια ζώσης εκπαίδευση.</p>
Μαθησιακό υλικό	<ul style="list-style-type: none"> - Εγχειρίδια και ηλεκτρονικά βιβλία - Διαλέξεις βίντεο και σεμινάρια - Μελέτες περιπτώσεων και παραδείγματα από την πραγματική ζωή <p>Αυτά τα μαθησιακά υλικά μπορούν να προσαρμοστούν ανάλογα με τις ανάγκες των συμμετεχόντων, διασφαλίζοντας ότι είναι ελκυστικά, διαδραστικά και αποτελεσματικά.</p> <p>Οι εκπαιδευτές και οι εκπαιδευόμενες του μαθήματος θα παρέχουν τη βιβλιογραφία και τις αναφορές σε δικτυακούς τόπους.</p>
Προϋποθέσεις συμμετοχής	<p>Δεν υπάρχουν τυπικές προϋποθέσεις για τη συμμετοχή στο μάθημα, εκτός από το να είναι κανείς διευθυντής ή υπεύθυνος σε Οργανισμούς Κοινωνικής Οικονομίας.</p>

Συστήματα αξιολόγησης και πιστοποίησης	<p>Η διαδικασία αξιολόγησης θα αποτιμήσει τα μαθησιακά αποτελέσματα που περιγράφονται στο πρωτότυπο και θα ακολουθήσει τις καθιερωμένες διαδικασίες.</p> <p>Τα κριτήρια βαθμολόγησης, τα επίπεδα και ο τρόπος αξιολόγησης θα κοινοποιηθούν στους εκπαιδευόμενους και τις εκπαιδευόμενες πριν από την πιλοτική φάση του baSE, με την απαιτούμενη αυθεντικοποίηση.</p> <p>Τα συστήματα πιστοποίησης θα ακολουθούν τα πρότυπα που ορίζονται από την EuroCert.</p> <p>Κατόπιν αιτήματος, θα είναι δυνατή (μόνο για MOOCs) η αναγνώριση μικρό-πιστοποιητικών.</p>
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TITLE: Introduce (the application of) Universal Design principles in your SEO

Duration	<p>14 hours (0,5 ECTS).</p> <p>The suggested structure:</p> <ul style="list-style-type: none"> - 10 hours of online training (asynchronous/recordings) - 2 hours of autonomous hands-on activities, including the preparation for the final exam - 2 hours of live sessions for implementation, questions and networking.
Who is this course for	<p>This course is designed for employees in Social Economy organisations across all job functions, especially those who have an interest in or are responsible for addressing Diversity, Equity, and Inclusion issues in the workplace.</p> <p>According to the baSE Occupational Profiles classification, this course was created to provide basic knowledge for OP1 Social Economy Managers, OP2 Social Economy Enablers and OP4 Social Economy Workers.</p>
Skill Gap Area	<p>The skills gap refers to the SocioComp Area “Fair & Inclusive Transition”, competence “Understanding of inclusive values and intersectionality”.</p>
Related Standards	<p>The European competencies’ frameworks related standards are: EntreComp - Area Ideas & Opportunities, competence 1.2 Creativity. Additionally, we can mention: LifeComp S2 Communication.</p>
EQF Level	EQF 3 (to 6) FOUNDATION.
Learning Outcomes	<p>Upon completion, participants will be able to:</p> <ul style="list-style-type: none"> - Explain the principles of Universal Design (UD) - Apply UD principles in the following areas: building a safe physical environment, communications, digital environment and learning. - Use suitable tools that help to promote UD standards - Understand “disability” through reflection on equity, diversity, and inclusion.
Contents	<p>LU01 - Introduction to Accessibility and Universal Design</p> <ul style="list-style-type: none"> - Recognising the benefits of Equity, Diversity and Inclusion in the workplace

	<ul style="list-style-type: none"> - Understanding disability - The 7 Principles of Universal Design - UDL Pyramid - EU policy framework for inclusion and accessibility. <p>LU02 - Understanding the Principles of Universal Design</p> <ul style="list-style-type: none"> - Explore the 7 Principles in detail - Learn about how UD principles are applied in the built environment - Learn about how UD principles are applied in communications and the digital environment - Learn about how UD principles are applied in learning. <p>LU03 - Universal Design in Practice</p> <ul style="list-style-type: none"> - Practical ideas to incorporate UD into everyday SEO activities and environments - Explore case studies of good practice - Use digital tools and low and no-tech options - Action Planning for UD.
Learning Methodologies	<p>The most effective teaching methods with adult learners are active methodologies, combined with a hands-on approach, encouraging critical thinking and real-world application.</p> <p>We suggest:</p> <ul style="list-style-type: none"> - Recorded webinar - Live sessions for Q&A, best practices and networking - Tutorial videos - Mockup activity using the digital tools introduced during the course - Extra resources such as blog articles and podcasts <p>Blended training can be offered, using the MOOC platform to integrate more traditional face-to-face training.</p>
Learning Materials	<p>Complementary learning materials are:</p> <ul style="list-style-type: none"> - ad hoc handouts; - learning materials and publications on the topic in English or the participants' languages; -activity sheets; -podcasts; - written material such as blog articles. <p>The course trainers will provide the bibliography and website references.</p>
Entry Requirements	<p>In the social economy ecosystem, there are no other prerequisites to participate in the course, except for SE workers, managers, and enablers interested in the topic.</p>
Assessment & Certification Schemes	<p>The assessment process will evaluate the learning outcomes outlined in the prototype and will follow established procedures.</p> <p>Grading criteria, levels, and assessment location will be communicated to learners before the baSE pilot phase, with authentication required.</p> <p>The Certification Schemes will follow the standards defined by EuroCert.</p> <p>Upon request, it will be possible to have (for MOOCs only) the recognition of micro-credentials.</p>



TITOLO: Sviluppare una roadmap per pratiche sostenibili nelle organizzazioni di economia sociale

Durata / Carico di lavoro stimato	18 ore (0,5 ECTS). La formazione sarà realizzata con queste modalità: <ul style="list-style-type: none"> - 6 ore di formazione sincrona, comprensiva di presentazione del corso (online sincrona/webinar/workshop) - 4 ore di formazione asincrona autonoma - 8 ore di formazione in aula con attività pratiche e di laboratorio, inclusa la prova finale
Destinatari del corso	Il corso è rivolto a manager di area/settore e ai coordinatori delle organizzazioni di economia sociale (OES) che desiderano integrare i principi di sostenibilità nelle loro attività quotidiane e nelle strategie di lungo periodo. L'attività si rivolge anche a quei responsabili delle pubbliche amministrazioni interessati ad approfondire le tematiche oggetto del corso. Il corso mira a fornire ai partecipanti gli strumenti necessari per conoscere, sviluppare e implementare strategie efficaci per integrare dimensione economica, sociale, ambientale e comunitaria nella visione e nelle attività dell'impresa sociale.
Area di gap di competenze	Il gap di competenze si riferisce alle Aree SocioComp: <ul style="list-style-type: none"> - "Transizione Verde", in particolare relativamente alla competenza "Applicazione del Pensiero Sistemico per la Transizione Verde" - "Transizione Equa & Inclusiva", in particolare relativamente alla competenza "Coltivare la leadership etica & il processo decisionale responsabile"
Standard europei di riferimento	I repertori europei delle competenze di riferimento sono: <p>GreenComp</p> <ul style="list-style-type: none"> - Area 4: Agire per la sostenibilità, competenza 4.4.1: Agentività politica. <p>EntreComp</p> <ul style="list-style-type: none"> - Area Idee & Opportunità, competenze 1.3: Visione; 1.4: Valorizzazione delle idee.
Livello di competenza EQF	EQF 6 AVANZATO Il corso si colloca al livello 6 dell'EQF, indicativo di competenze avanzate, comprensione critica in ambiti di lavoro o studio e capacità di guida e gestione
Risultati di apprendimento	I partecipanti al termine del percorso saranno in grado di: <ul style="list-style-type: none"> - Identificare le opportunità offerte dal Piano Europeo d'Azione per l'Economia Sociale per integrare pratiche sostenibili all'interno delle OES. - Applicare i principi della Sostenibilità Integrale all'interno delle organizzazioni per sviluppare strategie aziendali inclusive. - Analizzare le opportunità offerte dagli strumenti di finanza sociale per supportare la realizzazione di progetti sostenibili.

	<ul style="list-style-type: none"> - Comprendere i criteri ESG e gli standard per la rendicontazione di sostenibilità. - Comprendere come strutturare un bilancio di sostenibilità che rendiconti le performance ambientali e sociali dell'organizzazione. - Orientare all'impatto un bilancio di sostenibilità. - Migliorare gli asset informativi di un'organizzazione. - Comprendere come calcolare l'impronta di carbonio delle attività organizzative.
Contenuti	<p>LU 01. Piano d'Azione per l'Economia Sociale e la sua declinazione italiana</p> <ul style="list-style-type: none"> - Introduzione al Piano europeo d'Azione per l'Economia Sociale. - Panoramica degli strumenti e delle opportunità di finanziamento a livello europeo e nazionale per la realizzazione di progetti sostenibili da parte delle OES. <p>LU 02. Sostenibilità integrale</p> <ul style="list-style-type: none"> - Definizione e principi fondamentali della sostenibilità integrale - Modelli di business per la sostenibilità integrale <p>LU 03. Strumenti di finanza sociale e sostenibile</p> <ul style="list-style-type: none"> - Panoramica della finanza sociale e della finanza sostenibile: definizione, evoluzione e trend attuali. - La domanda di finanza sociale e sostenibile: il ruolo dell'economia sociale. - Impact Investing e Social Impact Bonds (SIBs): funzionamento, vantaggi e criticità. - Crowdfunding: strategie per campagne di crowdfunding di successo. <p>LU 04. Bilancio di sostenibilità orientato all'impatto</p> <ul style="list-style-type: none"> - Introduzione ai criteri ESG per la valutazione della performance organizzativa-aziendale. - Il quadro normativo europeo in materia di sostenibilità e il ruolo delle OES nella tassonomia sociale. - Il bilancio di sostenibilità: aree di reporting (reporting areas), tematiche (topics) e livelli di osservazione (reporting layers). - Bilancio Sociale e ESG. - Linee guida per la redazione: principali standard internazionali (GRI, SASB). - Cultura del dato e approccio data driven. - Orientamento all'impatto del bilancio di sostenibilità: dagli output alle categorie di cambiamento su cui insistono le azioni e le attività dell'organizzazione. - Comunicazione del bilancio: strategie per una comunicazione efficace verso stakeholder interni ed esterni. <p>LU 05. Carbon Footprint</p> <ul style="list-style-type: none"> - Principi di calcolo dell'impronta di carbonio: definizioni e contesto normativo. - Strumenti e metodi di calcolo: panoramica delle metodologie più diffuse (ISO 14064, GHG Protocol). - Riduzione dell'impronta di carbonio: strategie per una riduzione efficace delle emissioni.

	<ul style="list-style-type: none"> - Compensazione delle emissioni: meccanismi e opportunità di compensazione. - Calcolo dell'impronta di carbonio di un'organizzazione tipo.
Metodologie didattiche	<p>Siamo convinti che i metodi di insegnamento più efficaci per gli adulti siano le metodologie attive che, combinate con un approccio pratico, incoraggiano il pensiero critico e l'applicazione di quanto appreso nei contesti di lavoro.</p> <p>Per questo potranno essere utilizzate le seguenti metodologie che integreranno lezioni tradizionali con l'apprendimento interattivo:</p> <ul style="list-style-type: none"> - Analisi di Case studies e laboratori - Lavoro di gruppo e realizzazione di un project work - Lezioni teoriche, presentazioni e testimonianze - Apprendimento basato sui problemi (PBL): risoluzione di problemi reali, analisi di scenari. <p>Sarà inoltre possibile avere una formazione blended che integri formazione in aula e formazione a distanza, utilizzando la piattaforma MOOC messa a disposizione dal progetto.</p>
Materiali didattici	<p>Per offrire la migliore esperienza d'apprendimento possibile per qualità e fruibilità dei contenuti i materiali didattici saranno resi disponibili in prossimità dell'avvio del corso e tarati sulla base degli aggiornamenti disponibili e delle metodologie didattiche (formazione in presenza, ibrida o MOOC).</p> <p>In ogni caso le risorse potranno essere messe a disposizione dei discenti sotto forma di contenuti:</p> <ul style="list-style-type: none"> - digitali: video, audio, testo, siti web, animazioni e immagini - testuali: manuali, libri, pubblicazioni
Prerequisiti	Non ci sono prerequisiti formali per l'accesso al corso.
Valutazione finale	Il processo di valutazione verificherà il raggiungimento degli obiettivi formativi delineati nel prototipo secondo le procedure stabilite. I criteri e la modalità di svolgimento della valutazione saranno comunicati ai discenti regolarmente iscritti prima dell'avvio della formazione secondo gli standard definiti da EuroCert. Su richiesta, sarà possibile ottenere (solo per i moduli MOOC) il riconoscimento di micro-competenze.



TITLE: Wspieraj zespół przez etyczne przywództwo

Czas trwania	24 godziny (1 ECTS). Proponowana struktura kursu obejmuje: <ul style="list-style-type: none"> – 8 godzin szkolenia online – 16 godzin samodzielnej nauki i zajęć praktycznych, w tym przygotowanie do egzaminu końcowego.
Dla kogo jest ten kurs?	Kurs jest przeznaczony dla menedżerów, koordynatorów, kadry kierowniczej i personelu pomocniczego, którzy pomagają w codziennym zarządzaniu zespołami SEO. Zgodnie z klasyfikacją profili zawodowych baSE, kurs jest przeznaczony dla OP1 SE Manager i OP3 SE Supporter. Kurs ma na celu wyposażenie uczestników w zrozumienie i umiejętności potrzebne do planowania i wykonywania codziennego zarządzania, w tym integracyjnego i etycznego podejścia do wszystkich pracowników i innych interesariuszy.
Obszar luki umiejętności	Obszar luki umiejętności odnosi się do obszaru SocioComp "Sprawiedliwe i integracyjne przejście", kompetencji "Kultywowanie etycznego przywództwa i odpowiedzialnego podejmowania decyzji".
Powiązane standardy	Europejskie standardy związane z ramami kompetencji to: <ol style="list-style-type: none"> 1. EntreComp: <ol style="list-style-type: none"> 1.1. Obszar „Zasoby”, kompetencja 2.5 „Mobilizowanie innych”; 1.2. Obszar „W działaniu”, kompetencja 3.4 „Współpraca z innymi”.
Poziom Europejskich Ram Kwalifikacji	ERK 5 oraz ERK 6; poziom zaawansowany.
Efekty nauczania	Uczestnicy, po zakończeniu procesu uczenia się, potrafią <ul style="list-style-type: none"> – Zrozumieć znaczenie integracyjnych i etycznych zachowań wobec pracowników. – Wiedzieć, jak kształtować wewnętrzne zasady etycznego i integracyjnego postępowania – Stosować etyczne postawy i działania na co dzień – Ocenić skuteczność etycznych praktyk przywódczych we wspieraniu pozytywnej kultury organizacyjnej
Zawartość	Część I: Wprowadzenie do etyki przywództwa <ul style="list-style-type: none"> – Zrozumienie etyki przywództwa i jej znaczenia – Opracowanie kodeksu postępowania i regulacji wewnętrznych – Rola etyki w łańdże korporacyjnym i zaangażowaniu organizacyjnym Część II: Modele i wartości przywództwa <ul style="list-style-type: none"> – Badanie różnych modeli przywództwa – Przywództwo służebne i przywództwo transformacyjne

	<ul style="list-style-type: none"> – Wpływ stylów przywództwa na wyniki pracy i dopasowanie osobowości <p>Część III: Etyczne podejmowanie decyzji i narzędzia</p> <ul style="list-style-type: none"> – Wdrażanie zarządzania partycypacyjnego – Kulturowanie kultury konstruktywnej informacji zwrotnej – Techniki etycznego podejmowania decyzji i zarządzania konfliktami <p>Część IV: Ocena praktyk etycznego przywództwa</p> <ul style="list-style-type: none"> – Metody oceny skuteczności etycznego przywództwa – Studia przypadków skutecznego etycznego przywództwa w organizacjach ekonomii społecznej <p>Strategie ciągłego doskonalenia etycznego przywództwa</p>
Metody nauczania	<p>Najskuteczniejsze metody nauczania z dorosłymi uczniami to aktywne metody połączone z praktycznym podejściem, zachęcające do krytycznego myślenia i zastosowania w świecie rzeczywistym.</p> <p>Poniżej znajduje się lista metod:</p> <p>LU01: Notatki z wykładów, studia przypadków, zajęcia grupowe LU02: Wykład i dyskusja, ćwiczenia praktyczne LU03: Zajęcia grupowe, demonstracja, ćwiczenia praktyczne LU04: Wykład i dyskusja, zajęcia grupowe.</p>
Materiały szkoleniowe	<p>Notatki z wykładów i ćwiczenia praktyczne. Uzupełniające materiały edukacyjne to:</p> <ul style="list-style-type: none"> – materiały informacyjne ad hoc; – materiały szkoleniowe i publikacje na dany temat w języku angielskim lub w językach uczestników. <p>Nauczyciele kursu zapewnią bibliografię i odniesienia do stron internetowych.</p>
Wymogi rozpoczęcia	<p>Ten kurs jest przeznaczony dla menedżerów i osób wspierających pracujących w / dla organizacji ekonomii społecznej.</p> <p>W celu uzyskania najlepszych wyników zaleca się, aby uczestnicy byli już menedżerami lub pracownikami przygotowującymi się do takiej pozycji.</p>
Egzamin końcowy i schemat certyfikacji	<p>Proces oceny będzie obejmował efekty uczenia się opisane powyżej i będzie przebiegał zgodnie z ustalonymi procedurami. Kryteria oceniania, poziomy i miejsce oceny zostaną przekazane uczniom przed fazą pilotażową baSE, z wymaganym uwierzytelnieniem. Systemy certyfikacji będą zgodne ze standardami określonymi przez EuroCert. Na żądanie możliwe będzie uznawanie mikro-poświadczeń.</p>



TITLE: Evaluarea impactului social al organizațiilor de economie socială

Durată / Volum de lucru	<p>30 ore (1 ECTS).</p> <p>Structura de curs sugerată include:</p> <ul style="list-style-type: none"> - 24 ore de formare sincronă (online sau față-în-față cu webinarii/seminarii) - 6 ore de studiu și activități individuale, incluzând pregătirea pentru examenul final.
Publicul țintă	<p>Conform clasificării Profilelor ocupaționale baSE, cursul vizează manageri, specialiști, personal suport din organizațiile de economie socială.</p> <p>Cursul este dedicat managerilor, supervisorilor, coordonatorilor și experților în comunicare implicați în dezvoltarea/crearea, planificarea, comunicarea și coordonarea activităților și resurselor umane în cadrul organizațiilor de economie socială.</p> <p>Cursul își propune să ofere participanților cunoștințe și abilități avansate pentru proiectarea și implementarea proceselor de evaluare a impactului social în cadrul organizațiilor de economie socială.</p>
Competențe deficitare vizate	<p>Competențele deficitare se referă la domeniile SocioComp:</p> <ul style="list-style-type: none"> - “Tranziție Verde”, competența Aplicarea gândirii sistemice pentru Tranziția Verde - “Tranziție Echitabilă și Inclusiv”, competența Dezvoltarea competențelor economice și de advocacy.
Standarde asociate	<p>Cadrele europene de competențe includ ca standarde asociate:</p> <ul style="list-style-type: none"> - GreenComp Domeniul 2 Acceptarea complexității în materie de durabilitate, competență 2.2 Gândire critică - EntreComp Domeniul Idei și Oportunități, competența 1.5 Gândire etică și sustenabilă
Nivel EQF	EQF 6 AVANSAT
Obiective de învățare	<p>Participanții, la finalizarea procesului de învățare, vor putea să:</p> <ul style="list-style-type: none"> - Înțeleagă conceptele cheie ale evaluării impactului social - Înțeleagă cum să elaboreze un proces de evaluare a impactului social utilizând cele mai adecvate metode, instrumente și indicatori - Identifice cei mai buni indicatori ai impactului social care pot fi monitorizați de o organizație de economie socială - Implementeze un proces de evaluare a impactului social.
Conținut (unități de învățare)	<p>UÎ01 Evaluarea impactului social – aspecte de bază</p> <ul style="list-style-type: none"> - Prezentare generală a evaluării de impact - Prezentare generală a evaluării impactului social - Principii ale evaluării impactului social - Tipuri de evaluări de impact social (ex. SIA, SROI, SIA participativă etc). <p>UÎ02 Instrumente de evaluare a impactului social</p> <ul style="list-style-type: none"> - Dimensiuni ale evaluării impactului social - Metode și instrumente utilizate în evaluarea impactului social - Instrumente digitale pentru evaluarea impactului - Studii de caz cu instrumente variate de evaluare a impactului social.

	<p>UÎ03 Indicatori pentru evaluarea impactului social</p> <ul style="list-style-type: none"> - Indicatori ai evaluării impactului social - Exemple de indicatori pentru evaluarea impactului social - Exemple practice de indicatori aplicați în organizațiile de economie socială. <p>UÎ04 Implementarea și raportarea evaluării impactului social</p> <ul style="list-style-type: none"> - Etape ale evaluării impactului social - Abordări privind modul de implementare a indicatorilor de evaluare a impactului social în planul actual de monitorizare și evaluare - Introducere în ODD-uri și criteriile ESG și exemple de aplicare practică - Introducere în raportarea evaluării impactului social - Colectarea și analiza datelor - Comunicarea raportului: strategii pentru comunicarea eficientă către părțile interesate interne și externe.
Metodologii de învățare	<p>Cele mai eficiente metode de predare cu cursanții adulți sunt metodologiile active, combinate cu o abordare practică, încurajând gândirea critică și aplicarea în lumea reală.</p> <p>Noi sugerăm pentru:</p> <p>UÎ01: Prelegeri, lecturi (articole, cărți și studii de caz) și discuții privind conceptele cheie, activități de grup</p> <p>UÎ02: Prelegeri, exemple de aplicare practică a instrumentelor digitale pentru evaluarea impactului, prezentări de studii de caz ale diferitelor instrumente pentru evaluarea impactului social, jocuri de rol</p> <p>UÎ03: Discuții în grup, studii de caz privind implementarea cu succes a indicatorilor; activități de grup; exerciții</p> <p>UÎ04: prezentări, discuții în grup, studii de caz</p> <p>Se poate oferi formare mixtă, utilizând platforma MOOC pentru a integra formarea față în față mai tradițională.</p>
Materiale de învățare	<p>Materialele de învățare complementare sunt:</p> <ul style="list-style-type: none"> - exerciții ad hoc; - materiale de învățare și publicații pe această temă în limba engleză sau în limbile participanților - Note de curs privind conceptele-cheie ale evaluării impactului social - Resurse digitale de învățare, inclusiv video, audio, text, site-uri web, animații și imagini - Secțiunea Resurse <p>o Set de instrumente: manuale și instrumente existente</p> <p>o Publicații: literatură științifică sau non-științifică</p> <p>o Texte juridice</p> <p>o Materiale de referință</p> <p>Aceste materiale de învățare pot fi adaptate în funcție de nevoile participanților, asigurându-se că sunt atractive, interactive și eficiente.</p> <p>Formatorii cursului vor furniza bibliografia și referințele online.</p>
Criterii de participare	<p>Nu există condiții prealabile formale pentru a participa la curs, cu excepția faptului de a fi lucrători, manageri, specialiști sau personal suport în cadrul organizațiilor de economie socială.</p>
Evaluare și Certificare	<p>Procesul de evaluare va urmări rezultatele învățării prezentate în prototip și va urma procedurile stabilite.</p>

	<p>Criteriaile de notare, nivelurile și locul de evaluare vor fi comunicate cursanților înainte de faza pilot baSE, cu autentificarea necesară.</p> <p>Schemele de certificare vor respecta standardele definite de EuroCert.</p> <p>La cerere, va fi posibilă (numai pentru MOOC-uri) recunoașterea microcreditelor.</p>
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NASLOV: Spodbujanje strategij socialnegazagovorništva kot vzoda v ekosistemu SE

Trajanje / nominalna delovna obremenitev	<p>30 ur (1 ECTS).</p> <p>Predlagana struktura vključuje:</p> <ul style="list-style-type: none"> - 6 ur spletnega usposabljanja (sinhrono/spletni seminarji/delavnice) - 24 ur samostojnega študija in praktičnih dejavnosti (asinhrono), vključno s pripravo na končni izpit.
Komu je to usposabljanje namenjeno	<p>To usposabljanje je namenjeno svetovalcem, razvijalcem, oblikovalcem politik, strokovnjakom in drugemu podpornemu osebju, ki sodeluje v širšem ekosistemu socialne ekonomije (SE). Vključuje posameznike, ki delajo v mrežah ali zaveznih SE, razvojnih agencijah, občinah, ministrstvih, podjetniških inkubatorjih in podobnih organizacijah. Usposabljanje je namenjeno tistim, ki svetujejo in podpirajo rast organizacij SE in sektorja kot celote, ter tistim, ki se ukvarjajo s strateškim načrtovanjem in oblikovanjem politik na področju SE.</p> <p>V skladu s klasifikacijo poklicnih profilov baSE je to usposabljanje namenjeno OP3 SE Podporno osebje in je lahko pomemben za OP2 SE Omogočevalci na ravni 6 (napredni) evropskega ogrodja kvalifikacij (EQF).</p> <p>Cilj usposabljanja je, da udeleženci pridobijo napredno znanje in spretnosti za razvoj in izvajanje učinkovitih strategij socialnega zagovorništva ter s tem ekonomsko in politično opolnomočijo in okrepijo sektor SE.</p>
Področje vrzelispretnosti	<p>Vrzeli spretnostise nanašajo na SocioComp področje "Pravičen in vključujoč prehod", na kompetenco "Krepitev ekonomskega opolnomočenja in zagovorništva". "Advancing economic empowerment and advocacy".</p>
Sorodni standardi	<p>Standardi, povezani z evropskimi okviri kompetenc, so: EntreComp - Področni viri, kompetence</p> <p>2.1 Samozavedanje in samoučinkovitost</p> <p>2.4 Finančna in ekonomska pismenost;</p> <p>GreenComp Področje 4 Delovanje za trajnost, kompetenca 4.2. Skupnostno delovanje</p>
Raven EQF	EQF 5 in 6 NAPREDNO
Učni izidi	<p>Po zaključenem usposabljanju bodo udeleženci zmožni</p> <ul style="list-style-type: none"> - analizirati razvojne priložnosti za vključevanje SE v lokalni, nacionalni in globalni družbeno-gospodarski razvoj. - oblikovati inovativne in učinkovite strategije zagovorništva za priznavanje in vključevanje praks SE v lokalni in nacionalni razvojni kontekst.

	<ul style="list-style-type: none"> - izvajati strategije socialnega zagovorništva v praksah SE v lokalnem, nacionalnem in globalnem gospodarskem in družbenem kontekstu. - uporabiti strategije socialnega zagovorništva v ekosistemu SE za spodbujanje družbeno-gospodarskih sprememb in razvoja politik.
Vsebina	<p>UE01 Sektor socialne ekonomije v povezavi z javnim in zasebnim sektorjem</p> <ul style="list-style-type: none"> - Trije sektorji: razlike in interakcije med javnim, zasebnim in neprofitnim (tretjim) sektorjem - Dostop do dobrin in storitev v pravičnih in nepravičnih družbah <p>UE02 Socialna ekonomija in globalizirana gospodarstva</p> <ul style="list-style-type: none"> - Živeti v množstvu svetov: vpliv globalizacije na lokalno, nacionalno in svetovno gospodarstvo - Družbeni in gospodarski odnosi: raziskovanje odnosov med družbenimi in gospodarskimi vidiki različnih družb. - Socialna ekonomija in cilji trajnostnega razvoja: vloga socialne ekonomije pri doseganju ciljev trajnostnega razvoja (SDG) <p>UE03 Javne politike in zagovorništvo za SE</p> <ul style="list-style-type: none"> - Javne politike SE na ravni EU in nacionalni ravni. - Načela, metode in orodja zagovorništva - Utemeljitev socialnih ekonomij: utemeljitev socialnih ekonomij kot dragocenih družbenih dejavnosti <p>UE04 Ciljno usmerjene strategije socialnega zagovorništva</p> <ul style="list-style-type: none"> - Opredelitev jasnih in izvedljivih ciljev socialnega zagovorništva - Razvoj socialno zagovorniških strategij za socialno zagovorništvo - Oblikovanje učinkovitih dejavnosti socialnega zagovorništva, vključno z ukrepi, kampanjami in drugimi pobudami. - Kako učinkovito izvajati dejavnosti socialnega zagovorništva - Kako oceniti učinkovitost dejavnosti in strategij socialnega zagovorništva
Učne metodologije	<p>Najučinkovitejše metode poučevanja odraslih učencev so aktivne metodologije v kombinaciji s praktičnim pristopom, ki spodbujajo kritično razmišljanje in uporabo v resničnem svetu.</p> <p>Predlagamo za</p> <p>UE01: študije primerov, skupinske razprave, igranje vlog</p> <p>UE02: skupinske dejavnosti, usmerjene refleksije</p> <p>UE03: predavanje, študije primerov, igranje vlog</p> <p>UE04: delavnica, povratne informacije.</p> <p>Ponujeno je lahko mešano usposabljanje z uporabo platforme MOOC in hkratno vključitvi bolj tradicionalnega usposabljanja v živo.</p>
Učno gradivo	<ul style="list-style-type: none"> - "Massive Open Online Course" na voljo na platformi MOOC UP projekta baSE <p>Dopolnilno učno gradivo je:</p> <ul style="list-style-type: none"> - ad hoc gradiva; - učno gradivo in publikacije na to temo v angleščini ali jezikih udeležencev. <p>Seznam literature in spletnih virov bodo zagotovili izvajalci usposabljanja.</p>
Vstopni predpogoji	<p>V ekosistemu socialne ekonomije ni drugih predpogojev za udeležbo na usposabljanju, razen tega, da so udeleženci aktivni svetovalci, razvijalci, oblikovalci politik, podporniki in spodbujevalci.</p>
Sheme ocenjevanja in	<p>V postopku ocenjevanja se bodo ocenjevali učni izidi, opisani v prototipu,</p>

certificiranja	in sicer po ustaljenih postopkih. Merila za ocenjevanje, ravni in mesto ocenjevanja bodo udeležencem sporočena pred pilotno fazo base; zahtvana bo avtentikacija. Sistemi certificiranja bodo upoštevali standarde, ki jih je določil EuroCert. Na zahtevo bo mogoče (samo za MOOC) priznati mikrodokazila.
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TÍTULO: Implementar el Pensamiento Sistémico para la Economía Social en la Transición Verde

Duración / Carga de trabajo estimada:	24 horas (1 ECTS) La estructura sugerida implica bloques de 2-3 horas de formación principalmente en modalidad asíncrona: videos, ejercicios, lecturas, estudios de casos reales. -Formación asíncrona o síncrona (seminarios web, talleres). -Estudio autónomo y actividades prácticas, incluyendo la preparación para el examen final.
¿A quién va dirigido este curso?	Este curso está dirigido a gestores y facilitadores de Organizaciones de Economía Social (SEO-por sus siglas en ingles). Según la clasificación de Perfiles Ocupacionales de baSE, el curso está diseñado para gestores, personas de apoyo y facilitadores de las Organizaciones de Economía Social (SEOs), incluyendo aquellos involucrados en todas las áreas de actividades de las SEOs, así como miembros que no están empleados por SEOs pero tienen derecho de voto o como partes interesadas. El objetivo principal es dotar a los participantes de los conocimientos y habilidades para explorar e implementar innovaciones verdes y desafíos empresariales utilizando el pensamiento sistémico, sugiriendo soluciones personalizadas de sostenibilidad ambiental para las actividades de la Economía Social (SE-por sus siglas en inglés).
Área de GAP de habilidades	El GAP de habilidades se refiere al área del ScocioComp "Transición Verde", y a la competencia "Aplicar el pensamiento sistémico par la Transición Verde".
Normas relacionadas	Las normas relacionadas con los marcos de competencias europeas son: GreenComp Área 2 Abordar la complejidad en la sostenibilidad, competencia 2.1 Pensamiento sistémico.
Nivel EQF	EQF 5-6 AVANZADO
Resultados de aprendizaje	Los participantes, al completar el proceso de aprendizaje, podrán: -Comprender los principios y prácticas del Pensamiento Sistémico en el contexto de la transición verde. -Analizar oportunidades de desarrollo sostenible: identificar y evaluar oportunidades de desarrollo sostenible para las SEOs. -Explorar innovaciones verdes: investigar y proponer estrategias de innovación verde para las SEOs.

	<p>-Abordar desafíos de sostenibilidad: formular e implementar soluciones para desafíos de sostenibilidad de las actividades de la Economía Social.</p> <p>-Analizar el impacto de diferentes estrategias sostenibles para las organizaciones de la Economía Social y crear escenarios deseados tomando decisiones basadas en evidencias.</p>
Contenido	<p>LU01: Introducción al Pensamiento Sistémico</p> <ul style="list-style-type: none"> - Definición y principios del pensamiento sistémico. - Importancia de la transición verde desde una perspectiva sistémica. - Estudios de casos sobre pensamiento sistémico. <p>LU02: Desarrollo Sostenible en las Organizaciones de Economía Social (SEO)</p> <ul style="list-style-type: none"> - Conceptos de desarrollo sostenible. - Oportunidades para SEOs en la transición verde. - Estudios de casos sobre iniciativas de desarrollo sostenible exitosas. <p>LU03: Innovación Verde y Desafíos Empresariales</p> <ul style="list-style-type: none"> - Visión general de las innovaciones verdes en SEOs. - Identificación y superación de desafíos empresariales. - Ejercicios prácticos sobre el desarrollo de estrategias de innovación verde. <p>LU04: Soluciones de Sostenibilidad Ambiental utilizando Pensamiento Sistémico</p> <ul style="list-style-type: none"> - Adaptación de soluciones de sostenibilidad para actividades de Economía Social utilizando el Pensamiento Sistémico. - Herramientas y métodos para implementar soluciones. - Estudios de casos sobre soluciones efectivas de sostenibilidad ambiental.
Metodología de aprendizaje	<p>Los métodos de enseñanza más eficaces con alumnos adultos son las metodologías activas, combinadas con un enfoque práctico, que fomentan el pensamiento crítico y la aplicación al mundo real.</p> <p>Por ello, sugerimos:</p> <ul style="list-style-type: none"> - Presentaciones multimedia. - Clases interactivas. - Sesiones de lluvia de ideas facilitadas. - Presentaciones de ponentes invitados. - Actividades de aprendizaje basadas en problemas. - Ejercicios prácticos.
Material de aprendizaje	<p>Sesiones de aprendizaje a distancia.</p> <p>Materiales de aprendizaje complementarios son:</p> <ul style="list-style-type: none"> - Manuales ad hoc. - Materiales de aprendizaje y publicaciones sobre el tema en inglés o castellano (principalmente castellano). - Notas de clase sobre conceptos clave del Pensamiento Sistémico en la Transición Verde. <p>Estos materiales de aprendizaje se pueden adaptar para satisfacer las necesidades de los participantes, asegurando que sean atractivos, interactivos y efectivos. Los formadores del curso proporcionarán la bibliografía y las referencias de sitios web.</p>

Requisitos de entrada	No hay requisitos formales para participar en el curso excepto ser trabajadores de Organizaciones de Economía Social o miembro de ellos con derechos de voto o como partes interesadas.
Sistemas de Evaluación y Certificación	<p>El proceso de evaluación valorará los resultados de aprendizaje descritos en el prototipo y seguirá los procedimientos establecidos.</p> <p>Los criterios de calificación, los niveles y el lugar de evaluación se comunicarán a los alumnos antes de la fase piloto de baSE, siendo necesaria la autenticación.</p> <p>Los sistemas de certificación seguirán las normas definidas por EuroCert. Bajo solicitud, será posible tener (solo para MOOCs) el reconocimiento de microcredenciales.</p>

Partners

