



# Blueprint for advanced skills & trainings in the social economy

## NATIONAL SYNTHESIS FOR POLAND



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## Introduction to national synthesis

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

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

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

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

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

In Poland, the goals of the social economy are implemented by social economy entities, operating in the sphere of public benefit. These entities include non-governmental organisations, such as non-profit associations and foundations, as well as business entities established in order to implement a social goal, i.e. non-profit companies and social cooperatives. **The Social Economy Act,<sup>1</sup> passed on 5 August 2022, is the first act that provides a complete list of all kinds of SE entities. However, the structure and rules of operation of each type of SE entity are regulated by separate acts, such as the Associations Act,<sup>2</sup> Foundations Act,<sup>3</sup> Social Cooperatives Act<sup>4</sup> and Commercial Companies Code.<sup>5</sup>**

**The Social Economy Act also states that each SE entity can obtain a status of a social enterprise and establishes:**

- rules for obtaining and losing the status of a social enterprise and for the supervision of social enterprises;
- social enterprise support instruments;
- principles and forms of supporting the development of the social economy by administrative bodies.

The social economy includes over 90,000 non-governmental organisations and 1,500 active cooperatives. In 2016, it employed just over 130,000 people under employment contracts and approximately 50,000 on civil law contracts, which translates into less than 1.5% of average employment in the entire Polish economy. Importantly, the percentage of people with disabilities working in SE entities was twice as high as in profit-oriented and public sector enterprises. The numbers regarding employment are as follows: number of employees in the social economy entities: 344,700; % of social economy: 2.7%; number of all employees: 12,970,000 (31 December 2016). Number of employees in the social economy entities: 206,400; % of social economy: 1.6%, number of all employees: 13,190,000 (31 December 2019).

1 Ustawa z dnia 5 sierpnia 2022 roku o ekonomii społecznej (Dz.U. z 2022 r. poz. 1812), Eng: Act of 5 August 2022, Social Economy Act (Journal of Laws of 2022, item 1812).

2 Ustawa z dnia 7 kwietnia 1989 roku, Prawo o stowarzyszeniach (Dz.U. z 2020 r. poz. 2261), Eng: Act of 7 April 1989, Law on Associations (Journal of Laws of 2020, item 2261).

3 Ustawa z dnia 6 kwietnia 1984 roku, o fundacjach (Dz.U. z 2021 r. poz. 97), Eng: Act of 6 April 1984, Foundations Act (Journal of Laws of 2021, item 21).

4 Ustawa z dnia 27 kwietnia 2006 roku o spółdzielniach socjalnych (Dz.U. z 1994 r. poz. 651), Eng: Act of 27 April 2006 on social cooperatives (Journal of Laws of 2023, item 571).

5 Ustawa z dnia 15 września 2000 roku kodeks spółek handlowych (Dz.U. 2000 Nr 94, poz.1037), Eng: Act of 15 September 2000 Commercial Companies Code (Journal of Laws of 2000, number 94, item 1037).

**Non-profit associations represent the largest share of social economy entities in Poland, amounting to 69.31% of these organisations.**<sup>6</sup> This is, among other reasons, due to the fact that they are traditionally perceived in Polish society as a way of achieving important social goals, through the cooperation of citizens. According to the Associations Act **a minimum of seven individuals is required to establish a non-profit association, but such associations sometimes achieve significant sizes**, uniting several dozen or even several hundred people. At the same time, **they do not require large funds to establish themselves** and start their operations. The registration process is free of charge for non-profit associations that do not conduct entrepreneurial activities, and costs 600 zlotys (c. €140) for those that do plan to be entrepreneurs.

The main aim of non-profit associations' existence is to carry out public benefit activities, which are defined in the Act on Public Benefit Activity and Volunteerism.<sup>7</sup> Non-profit associations are entitled to choose the range of public benefit tasks they want to pursue. They indicate this choice in their statutes. They can receive public funds in the form of grants, subsidies or other financial support to help them carry out their projects, which serve the community or public interest. Optionally, they can conduct entrepreneurial activities. However, these must always be on a smaller scale than their public benefit activities. The profit they obtain from entrepreneurial activities is not limited by any regulations but shall be entirely allocated to pursuing social goals.

**Foundations constitute 17.25% of social economy entities in Poland** and are placed second in numbers. They are **relatively inexpensive to establish**, from 850 zlotys (c. €200) for registration and initial activities. **One person alone can start and run a foundation and form its management board.** As in the case of associations, foundations' main scope of activity is public benefit, whereas they are not obliged to conduct entrepreneurial activities and, if they choose to do so, the entrepreneurial activities must be treated as additional and might be carried out only to raise funds for public benefit.

**The main aims of both foundations and non-profit associations is to pursue social goals through carrying out public benefit tasks**, which is very evident when analysing the sectors they operate in. Thus, the sectors most strongly represented in their activities are the ones indicated in the Act on Public Benefit Activity and Volunteerism, such as **culture, communication, recreation, social services, rescue services and the representation of professionals** in protecting their interests or supporting their professional development. The industrial sector (mining, manufacturing and construction), and the trade sector, which are both exclusively entrepreneurial, are not really visible in their activities.

Cooperatives in Poland differ significantly from non-profit associations and foundations. For co-operatives, **entrepreneurial activity is their main activity. Cooperatives that belong to the group of social economy entities are called “social cooperatives” and must fulfil additional**

<sup>6</sup> Data from 31st December 2021.

<sup>7</sup> Ustawa z dnia 24 kwietnia 2003 roku o działalności pożytku publicznego i o wolontariacie (Dz.U. z 2023 r. poz. 571) (Eng: Act of 24 April 2003 on public benefit activity and volunteerism (Journal of Laws of 2023, item 571).

**requirements, set out in the Social Cooperatives Act.** They must target people at risk of social exclusion, providing them with job opportunities and reintegrating them socially and vocationally. People at risk of social exclusion are often members of social cooperatives, but this is not a legal obligation, and sometimes they are non-member employees. They always have the right to advise the management board on the cooperative's activities. Due to their specific objectives and requirements to include certain categories of people in their activities (whereas foundations and associations can be established and run by any citizens with no obligations to create and maintain any workplaces), cooperatives are less commonly chosen as a legal form and represent only 1.33% of social economy entities.

Since entrepreneurial activity is the main sphere of operation of cooperatives, alongside their integration-related endeavours, their primary sectors of activity vary substantially from those of non-profit associations and foundations. **The most popular sectors are accommodation and food services, manufacturing, trade, administrative and support services, and construction.**

**In Poland, any SE entity can obtain the status of social enterprise, regardless of its legal form, but only if it fulfils certain criteria.** The criteria are set in the Social Economy Act of 5 August 2022. **Currently, as of 25 July 2023, there are 522 social enterprises registered in Poland. Even though any SE entity can become a social enterprise, the status is most often obtained by non-profit associations, foundations and social cooperatives.** The status is granted by the voivode (local representative of government administration), who registers the organisation on the nationwide List of Social Enterprises. This allows such entities, for example, to receive preference when it comes to obtaining subsidies or public procurement orders. **In Poland, the characteristics of a social enterprise currently include:**

- conducting entrepreneurial activity or public benefit activity, but only if carried out in return for payment, in contrast to public benefit activities that are free of charge for beneficiaries (an entity must earn its own money);
- employment of at least 3 people;
- provision of social services or activities for the social and vocational integration of individuals at risk of social exclusion plus employment of at least 30% of people at risk of social exclusion;
- participation of employees in the management of the enterprise.

**The concept of social economy in Poland has a rich tradition.** Until the interwar period, charitable and cooperative assistance movements had been developing in society in various places and in various forms, such as hospitals, religious orders, rural cooperatives, industrial associations in cities, mutual insurance societies, and credit cooperatives. This activity aimed to help the poorest, but it was also focused on economic development, raising citizens' awareness and education. It also served as a means to preserve national identity and foster economic and social growth in Pol-

ish society during the 19th century when Poland was partitioned among neighbouring countries.<sup>8</sup>

**After World War II, during the period of the Polish People's Republic (PRL), grassroots social cooperation was limited and became state-controlled,** which greatly reduced people's willingness to undertake authentic actions. It was only after the 1989 transformation that opportunities for the reconstruction of the social economy reappeared, and the early 1990s witnessed spontaneous and rapid development in this field. In addition to charitable activities, many organisations were involved in supporting political change. There was also a renewed focus on reintroducing economic and integration components alongside the social aspect of SE entities.<sup>9</sup>

**In recent years, we have observed dynamic growth in various forms of organisation,** even in smaller communities, supported by government programmes, European Union grants, and donations of other organisations. **Significant progress has been made in creating legal frameworks that underpin the activities of social economy entities,** culminating in the passage of the Social Economy Act. Current discussions are focused on whether the social economy will continue to develop in a similar way when financial support is limited, and how it will be affected by the rising costs associated with job creation.

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<sup>8</sup> T. Sadowski, "Social Economy in Poland - New Perspectives in Combating Exclusion," Mutual Assistance Foundation "Barka" <https://bazekon.uek.krakow.pl/gospodarka/100000156> ; P. Frączak, "Sketch of the History of Social Economy in Poland," in: "Social Economy. Texts 2006"; A. Waśniewska, [http://www.owes.info.pl/biblioteka/11\\_fraczak\\_historia.pdf](http://www.owes.info.pl/biblioteka/11_fraczak_historia.pdf); "Opportunities and Threats to the Development of Social Economy," in Scientific Works of the University of Economics in Wrocław, No. 179/2011 [https://dbc.wroc.pl/Content/119068/Wasniewska\\_Szanse\\_i\\_zagrozenia\\_rozwoju.pdf](https://dbc.wroc.pl/Content/119068/Wasniewska_Szanse_i_zagrozenia_rozwoju.pdf).

<sup>9</sup> T. Sadowski, «Social Economy in Poland - New Perspectives in Combating Exclusion,» Mutual Assistance Foundation «Barka» <https://bazekon.uek.krakow.pl/gospodarka/100000156>.

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

### a. Statistical description of the national sample

The survey yielded 180 responses from 120 organisations. After aggregating the data contained in the survey returns, it was determined that 126 of these came from women (70%), 51 (28%) from men. 3 respondents (2%) refused to disclose their sex. The age distribution among respondents is as follows:

Age	No. of responses
18-29	14 (8%)
30-39	52 (29%)
40-49	60 (30%)
50-59	38 (21%)
60+	16 (9%)

Among the forms of education, the 3 most frequently mentioned responses were master's degree (117 responses; 65%), higher vocational education (34; 19%) and high school (18 responses; 10%). In addition, 94 (52.22%) people indicated that they have a managerial role in the organisation, 35 (19.44%) support the social economy sector, and 51 (28.33%) are SE employees that are neither working as manager nor are supporters.

Further analysis of the survey returns showed that respondents represented a total of 120 organisations, including 40 foundations (33.33%), 40 non-profit associations or similar social organisations (33.33%), 23 cooperatives (19.17%) and 17 other legal forms (14.17%). 40 of them in total (33.33%) have social enterprise status.

Among the most frequently selected responses to the question about the sector of activity are social action (118 responses; 65.56%) and education (77; 42.78%).

Nearly half of respondents (47%) indicated that their organisation is more than 10 years old, and the median number of paid employees is 5.

Among the converging features of the sample of subjects and the general population is certainly the fact that the subgroup of women is large. The NGO sector in Poland is highly feminised. Moreover, the education sector remains one of the most popular fields of activity. The very high per-

centage of respondents with higher education is the result of the implementation of post-transformation higher education policies. The massification of higher education, the widespread belief in its benefits, and the neglect of vocational training has resulted in an overrepresentation of people with higher education in the general population.

## b. Regarding the green transition

Although practitioners and managers in social economy organisations recognise the importance of the green transition, many of them face numerous challenges in implementing it. One of the main challenges is the lack of knowledge and skills necessary to effectively implement green solutions. Respondents in focus groups indicated that they are often confused about what exactly the green transition means and what steps they should take to implement it. It is therefore necessary to provide adequate educational support to help participants in social economy organisations understand what steps are involved in the green transition and what skills are needed to successfully implement it.

In the focus group survey, respondents indicated that the main challenge for the social economy sector would be:

1. Understanding the processes related to the green transition and their effects – that is, the ability to analyse changes in the economy and society as a result of the need to take new actions related to sustainable development or climate change;
2. Skilful use of reliable sources of information – terminology related to ecology and sustainable development is subject to change and manipulation, so it is important to be conscious of the terms used and their meaning. Employees and members of organisations should be equipped with the ability to critically evaluate the sources of information;
3. Keeping abreast of new trends and inspiration – as the green transition evolves, new trends, ideas and examples of activities emerge. Social economy entities need to stay up to date with these changes in order to remain competitive and effective;
4. Business-specific training, especially in the area of green technology and customer service incorporating green values – employees in the social economy sector need to participate in business-specific training that will provide them with the latest knowledge and skills related to green technology. However, the new area of green customer service should not be forgotten. This will allow organisations to adapt to the requirements of sustainable development and to develop competitiveness.

Also, the results of our survey confirmed earlier findings on the development needs of all 3 profiles of interviewees. Among managers and supporters, the greatest need for support is in **systemic analysis and decision-making skills**, as well as in **raising awareness and recognition** (SYSTEMATIC ANALYSIS, AWARENESS & ENGAGEMENT). **Change management** and **(self-)critical thinking** come next (CHANGE MANAGEMENT, CRITICAL THINKING AND SELF-REFLECTION). Implementing the change involves effective management of the process and internal and external communication by managers and supporters. In addition, these individuals must be able to critically assess the impact of green transformation activities and adjust strategy based on the results of the analysis.

The above responses were made primarily by those with a university education and extensive life experience who have been working in businesses that have operated for between 4 and 10 years.

**Ability to analyse systems and make decisions** is crucial for the social service sector, while **change management** is crucial for the personnel of businesses, federations and agencies supporting the social economy, because the personnel of these sectors must be able to accurately analyse an organisation's situation, identify sustainability goals, and plan specific actions.

**Practitioners** focus primarily on communication and adaptation skills, pointing mainly to **support for communication and awareness raising on ecology and green behaviour skills** (BE ABLE TO COMMUNICATE AND RAISE AWARENESS ABOUT GREEN TRANSITION and BE ABLE TO ADOPT GREEN BEHAVIOUR). Critical thinking skills (CRITICAL THINKING), are emerging as a development need common to practitioners and managers. Therefore, it can be concluded that the development of competencies and skills in this area can be a key tool to support practitioners, allowing social economy organisations to adapt to new conditions. In addition to CRITICAL THINKING skills, among various competences, managers identified that AWARENESS & ENGAGEMENT and CHANGE MANAGEMENT are the top three missing skills.

First, the lack of training opportunities on green communication is evident in practitioners', managers' and supporters' responses. In an era of green transition, the ability to effectively communicate green information, to understand the needs of the public and to build environmental awareness is becoming a key competence.

Second, there is an apparent shortage of training programmes related to raising environmental awareness. The study clearly indicates a gap in access to training related to understanding the green transition. Managers indicate the need to educate their employees on the green challenges and actions they can take.

Third, the ability to think critically is crucial for both practitioners and managers when implementing climate-related changes and the green transition. It allows them to analyse, evaluate and adapt their strategies and actions to dynamic environmental requirements. The results of the survey highlight the lack of knowledge or access to such profiled training opportunities. Therefore, critical thinking skills become even more important, as practitioners and managers need to be able to independently evaluate available information, implement innovations and make decisions in accordance with the long-term goals of the green transition.

Practitioners and managers expect access to training that will allow them to operate more effectively in the context of the green transition and, above all, they want practical tools and methods that will enable them to effectively put change into practice.

## c. Regarding digitalisation

Participants in the focus interviews pointed to several issues that are important for supporting the SE ecosystem, i.e. knowledge of modern technologies and trends in digitisation, as well as specific solutions that are useful to organisations and tailored to the specifics of their operations. They mentioned proficiency in navigating social media and the ability to tailor a digital solution to the needs of the beneficiary and user (organisation). They also emphasised the ability to manage change and the need to have someone in an organisation to help other employees understand the importance and benefits of the digitisation process.

The results of the national survey reveal a somewhat different picture. First and foremost, respondents cited **general knowledge and understanding of how existing digital tools work** among the most frequently mentioned priorities for digital transformation training. Almost equally important was the issue of effective management and strategic use of an organisation's data. Issues of digital security and inclusion, on the other hand, were considered least important by respondents. The above observations should be balanced by an analysis of responses by selected groups of respondents – SEO practitioners, supporters and managers. The first group most often indicated digital collaboration and digital security as missing. Managers and support staff, on the other hand, put more emphasis on general knowledge of digital tools, data management skills and digital collaboration.

The next step involved analysing perceptions of training availability. Respondents mostly indicated that the market offers training in general knowledge and understanding of the operation of existing digital tools, but these are inaccessible for various reasons (e.g. distance, cost, frequency of training). In terms of training in effective organisational data management, respondents were either unaware of market offers or considered them unavailable.

## d. Regarding inclusiveness

The survey results clearly indicate that **inclusiveness is an area that poses mainly practical challenges for SEOs**. Respondents understand the importance of inclusiveness: in social enterprises it is often one of the basic principles of operation, or even the main area of activity. Therefore, in general, it can be said that inclusiveness is understood by survey participants. From the point of view of **managers and supporters**, what is needed most is support for the ability to **manage inclusiveness** and to **introduce it into an organisation's operating practice** (managing diversity, inclusive communication). Only in third place in both groups comes the need for training support in the **general understanding of the area** (understanding diversity, inclusiveness training and awareness), which can be understood as the need for ongoing personal and personnel education, and improvement of existing competencies. **Practitioners** focus on **inclusiveness in action**: this group points to specific skills that in the context of diversity are useful in their work (collaborating with a diverse group, participating in the inclusiveness of the workplace, exercising empathy and communicating in an inclusive way). **The need for support in inclusive communication is common to all three groups of respondents** (rank 2 for managers and supporters, rank 4 for

practitioners).

When asked about the missing practitioners' skills, the managers pointed out the area of inclusiveness as **relatively least important** compared to competencies from the other areas surveyed – in the ranking of skills useful to SEO practitioners, competencies related to inclusiveness come last, after green transition and digitalisation. Such an approach may be due to **an already high awareness of the importance of inclusiveness in SE ecosystem employees**. Indeed during the focus group participants indicated that inclusiveness is the best understood among the areas studied, often even being an object or principle of the SEO. These are the competencies that employees most often possess, so the need for training in the competences related to inclusion is relatively the smallest.

Respondents indicated in the survey a lack of training for the following priority competencies (in order of frequency of indication):

1. **Management of a diverse team** – In the survey, respondents did not comment on the availability of training in this area. The results of the earlier research (review of training availability) led us to the conclusion that there is a lack of training in this area. Of course, diversity management is quite a broad term, and various topics can be included in it (in the survey, respondents indicated, for example, inclusive human resources, inclusive leadership or an inclusiveness action plan, which is part of the management strategy);
2. **Workplace inclusiveness and collaborating with a diverse group** – the review of training availability confirms the lack of training in competencies falling within this area in relation to more specific topics in this field, for example: hiring people aged 50+ and creating career development plans adapted to their needs and capabilities, attention to biases and stereotypes and education of the team in this regard, ability to navigate among people of different nationalities/cultures;
3. **Inclusive language and communication** – is a common need among respondents representing all three groups. Training in this area was also not found in the research. The competency referred to by respondents in this section concerned both internal and external communication;
4. **Interpersonal competencies** – among the priorities and training gaps of practitioners, the need for empathy training emerged, but the results of the research indicate that training on empathy and related competencies such as openness and communication skills is already available on the market.

## e. Regarding the social economy

With regard to the general competencies needed by **managers and supporters** of SEOs, the results of the survey are consistent with the conclusions of the focus groups conducted earlier. These groups of respondents are most in need of **basic managerial competencies** that are **relevant** to SEOs and, **taking into account the social aspect of their business**, allow them to effectively manage the enterprise not only for the sake of achieving financial, but also social, goals. Therefore, among **the most useful competencies**, survey participants included strategy for SE organisation, problem-solving, threat and opportunity analysis, and financing & reporting. The next position was occupied by competencies that are more **generic** to the entire labour market and that

are considered useful in virtually **every segment** of it, namely agility & innovation. Summarising the needs defined in the survey relating to useful management skills in the social economy sector, we can therefore say that **they are not specific, but there is a need to profile them**, to match the specificity of SE entities.

**Practitioners** in the survey put the need for **a better understanding of the social economy** (knowledge of and attitude towards the social economy) at the top of the list. They also considered **agility** as a useful skill – so, as you can see, it is important not only for management, but also for daily work in SE enterprises. Next in line are three competencies with **a shared focus on relationships and cooperation** (facilitate and manage relations with various stakeholders, collaborate & participate, and networks & collaboration). The need for a better understanding of the SE ecosystem by those who are employed in social enterprises is interesting. It may have to do with the ongoing changes that are taking place in Poland in terms of the very definition of the sector and social enterprise. The results of the project's research and surveys support the belief that the SE sector has not yet had time to solidify in Poland, that it is in a process of continuous definition. Thus, the need to understand the sector may have a component of willingness to stay up to date, to update knowledge about SEOs in Poland. In turn, **the need for agility empowerment is common to representatives of all three groups of respondents.**

Respondents indicated a lack of training for the following priority competencies (in order of frequency of indication):

1. **Knowledge of and attitude towards the social economy** – the answers to the question about the availability of training in this area were very ambiguous. It can be concluded that such training can be found on the market, but supply is insufficient (not everywhere, not always available or insufficiently communicated);
2. **Strategy and Problem-solving, threat and opportunity analysis** – are the competencies most desired by management and at the same time, in their opinion, the least available in the training market. What emerges from the research conducted earlier is a picture of a training market that includes issues related to strategic business management, but which are not specifically tailored to the needs of SE businesses (e.g. the ability to formulate and communicate a social mission and social goals, ability to operate in a competitive economy and strategic thinking in the context of market changes). Thus, this training addresses only one part of an SEO's activities: economic or social. There is a lack of training that combines both aspects. The result of the research thus confirms the result of the survey;
3. **Financing & reporting** – research confirms the survey results. Training specifically tailored to the needs of SE entities to strengthen or build the indicated competencies was not found;
4. **Networking & collaboration** – research indicated that training in the area of collaboration in teams and networking is available on the market. Thus, it does not confirm the views of survey participants;
5. **Relations with stakeholders** – relationship-building training is available on the market. However, it seems that in the case of SEOs, the network of stakeholders consists of a more diverse range of entities than in the case of economic entities – they are not just customers or shareholders, they may also include, for example, representatives of local government, beneficiaries of activities and public institutions. The research did not show specific training tailored to different types of SEO stakeholders;
6. **Agility & innovation** – training on innovation and openness to innovative solutions is available on

the market (e.g. openness to innovations, ability to adjust business solutions to them, designing new services, orientation in product or service innovations). Agility, on the other hand, is a very current, relatively new issue, and research has not led to finding training focused on strengthening this competence.

## Preferred training techniques

In addition, the study results clearly indicate **the need for training based on active methods and practical problem-solving**. Practitioners and managers expect to be able to practically apply the knowledge they have learned, which will allow them to better understand and implement the green and digital transition and inclusion policies in their work. **Training based on practical examples and exercises can increase participants' engagement and enable them to better apply in practice the knowledge they have gained.**

The four most frequently marked training forms are: **learning by doing** (100), **sharing best practices** (87), **group learning** (87), and **learning through problem-solving** (86).

## 3. Recommendations

### a. Addressed to national institutions

#### Green transition

The green transition is a relatively new and little-known topic in Poland. The survey shows that even in the area of definitions or proper understanding of the phenomenon, there is a need to educate SE actors. Polish society has a very short history of environmental (un)awareness. As a society, we do not have habits and a deep understanding of, for example, the need to sort waste, and this obligation is often enforced under the threat of administrative penalties, and only for this reason is it carried out.

Unfortunately, green issues are sometimes treated in public discourse as an argument in a political game, to the significant detriment of nature and increasing knowledge and understanding of green transition issues. As a society, we also often experience greenwashing by companies and public institutions. This phenomenon does not help build understanding of the need to address the climate crisis.

Recommendations:

It is necessary to conduct educational activities aimed at building understanding and raising awareness among the population in Poland in the area of green transition – from the very general level, spreading basic knowledge based on scientific facts and forecasts about climate change, to

tools for taking specific actions to reduce the negative impact of a social enterprise on the environment. At the same time, the survey showed that, among 4 areas (green transition, digitalisation, inclusiveness and social economy), the competencies in the green transition area are the ones that managers believe are the most needed for SEO practitioners.

The Ministry of Climate and Environment, NFOŚiGW (the National Fund for Environmental Protection and Water Management) and its regional branches, the Chief Inspectorate of Environmental Protection, the Social Economy Support Centres (provided funding for this activity) and NGOs engaged in environmental education could implement this recommendation.

For example:

- The Ministry for Climate and Environment should manage the Climate Education Fund. The main goal of such a fund should be to increase climate awareness in society by enabling education and training, and creating educational materials and tools to help make more informed and responsible consumer and business decisions, which will ultimately contribute to improving the ability to manage resources and achieve stability and sustainability.
- The Ministry for Climate and Environment may launch a call for proposals to select entities that will establish and operate local Climate Education Centres to support the development of the public's "green competencies", especially those who need this support the most. Similar measures have been introduced by the Ministry of Finance, which, within the framework of the Financial Education Fund, launched a nationwide call in 2023 for the establishment and operation of Financial Education Centres.

Tailoring climate education and green competency education activities to local needs and threats in Poland is not only necessary, but crucial. Poland is characterised by great geographic and environmental diversity, which means that climate threats and sustainability needs vary greatly from region to region.

According to the survey and focus groups, climate education should provide specific tools and strategies tailored to these specific threats, encouraging practical prevention and adaptation measures at the local level.

The Ministry for Climate and Environment, NFOŚiGW (the National Fund for Environmental Protection and Water Management) and its regional branches, the Chief Inspectorate for Environmental Protection, the Social Economy Support Centres (provided funding is obtained for this activity) and NGOs engaged in environmental education could implement this recommendation.

## Digitalisation

Digitisation is a relatively well-known area. The research shows that the greatest demand as regards the digital transition is for non-specific training for the social economy sector to use basic

digital tools and to improve the digital communication process. This demand is particularly important for managers and supporters among the respondents. From the practitioners' perspective, digital data security issues are also important.

#### Recommendations

To ensure access to training and learning opportunities for managers and practitioners to support them in introducing and further using digital tools in SE entities.

The Ministry of Digitalisation, private teaching centres, NGOs and Social Economy Support Centres (under the condition of access to funding) are the proposed entities which can implement this recommendation.

### Inclusiveness

Inclusiveness – often the basis of the activities of SE entities, a topic on which those working in the sector are particularly sensitive, and are often experts in it. At the same time, it is the most current topic, an area that is developing, subject to change, and there are always new topics that are related to. For instance, respondents most often pointed to inclusive communication as a needed skill. In the Polish context, the need for inclusiveness is beginning to include new groups of people - more and more immigrants are appearing, intercultural competence is gaining importance, but new groups requiring special attention, for example, neuroatypical people, are also being identified. The area of inclusiveness therefore requires training support not only because it is considered important by those working in the sector, but also because it is undergoing very dynamic changes.

#### Recommendations:

- Inclusion through diversity management seems to require the most support – supporters and managers indicated the need to increase the availability of tools useful for inclusive management of a diverse group. We recommend introducing both general and specific tools tailored to the specific groups being included;
- Inclusive language and communication is a very dynamic area that requires training support at every employee level, and this applies to both internal and external communication

Who can implement: ideally, this type of training could be offered by Social Economy Support Centres, i.e. locally operating centres of substantive, financial support and development of the SE sector. The condition for the implementation of such a recommendation is to ensure access to know how (training programs) and funds for implementation. Such activities could be financed or implemented by regional social policy centres.

### Social economy

The study found that the main need related to management and work in the SE sector is to adapt existing tools to the specificities of the sector. A SEO has both financial and social goals, and respondents indicated that it is a challenge to maintain a balance, so as to achieve both goals. The specificity of a SEO also lies in the fact that it often operates at the interface of several environments: business, social, public institutions, local governments. Communicating and maintaining relations with each of these environments requires a slightly different approach, and different competencies – in this regard, respondents lack training support.

#### Recommendations:

- Include the needs of the social economy sector in the Operational Programme for the Implementation of the Integrated Skills Strategy 2030 for each region;
- The provisions of the Integrated Skills Strategy 2030 form the basis for determining plans for the management of national and European funds for skills development. Thus, the provisions adopted at the regional level in the Operational Programme of the Integrated Skills Strategy 2030 should be regarded as a substantive roadmap for the optimal allocation of national and European funds for skills development at the regional level.

#### Operational Programme for the Implementation of the Integrated Skills Strategy 2030 for:

- Building specific managerial competencies that take into account the social perspective – we recommend creating educational programmes in this area;
- Strengthening communication skills that take into account the specific needs of the sector – the need to establish and maintain relationships with stakeholders, who in the case of the SE sector are an extremely diverse group

Who can implement: As in the case of inclusion training, these activities could be implemented by Social Economy Support Centres or by regional social policy centres. These are the entities that operate closest to the social economy sector and have the best local knowledge of the needs of entrepreneurs.

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

The Social Economy Action Plan and the Transition Pathway for Proximity and Social Economy strategy documents provide answers to the key needs expressed in this report. The resulting initiatives and grant calls at the European level that strengthen the social economy sector from all angles are crucial. In the context of this report, this especially includes strengthening the business functioning of social economy organisations, and increasing their activity in the area of the green and digital transitions, including increasing the competence of personnel at every level.

It is also necessary, animated by the European Commission and its agendas, to continuously work to build a positive image of social enterprises and raise awareness among citizens about the role

and opportunities of the social economy.

In practice, it is necessary to promote the Social Economy Gateway portal as a source of knowledge about the social economy, its regulations and sources of funding.

A useful educational and promotional tool for the social economy would be a space to showcase good practices especially from the areas of green and digital transformation. The New European Bauhaus initiative plays such a role in part, but it does not focus exclusively on social economy projects.

It would be very helpful to provide access to known development tools in the national languages of EU countries.

Translating training programmes with digital tools into the national language is important for the social economy. Availability in the native language eliminates language barriers, allowing more workers to participate, which is especially important in the context of workers with special needs or those at risk of socioeconomic exclusion. Understanding the content and tools is key to the proper use of new technologies, which translates into organisational growth and greater profits for social economy entities. National translation is also about supporting local ecosystems and identifying with them. It is an investment in the region's socioeconomic development and activities that is in line with the proximity economy.

## Appendix 1 – Importance of social economy in Poland

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

	2018	2023	Method
National population in age of working.	Working age population (18-59 women, 18-64 men) <b>23,518 thousand</b> (31.12.2017)	Working age population (18-59 women, 18-64 men) <b>22,169 thousand</b> (31.12.2022)  <i>-1,349 thousand</i> (5%)	Central Statistical Office  Note: working age in Poland can be defined differently than in other countries.

% of social economy in the whole national economy <b>in terms of employment</b>	Number of employees in the social economy sector: 344.7 thousand	Number of employees in the social economy sector: 206.4 thousand	The National Programme for Social Economy Development 2014-2023 (published: 2018)
	Number of all employees: 12,970 thousand	Number of all employees: 13,190 thousand	The National Programme for Social Economy Development 2023-2030 (published: December 2022)
	% of social economy: <b>2.7%</b> (31.12.2016)	% of social economy: <b>1.6%</b> (31.12.2019)	Central Statistical Office
% of social economy in the whole national economy <b>in terms of number of organisations</b>	Number of entities active in the social economy sector: 106.3 thousand	Number of entities active in the social economy sector: 103.8 thousand	The National Programme for Social Economy Development 2014-2023 (published: 2018)
	Number of all enterprises: 2.01 million	Number of all enterprises: 2.2 million	The National Programme for Social Economy Development 2023-2030 (published: December 2022)
	% of social economy: <b>5.0%</b> (31.12.2016)	% of social economy: <b>4.5%</b> (31.12.2019)	<i>Both editions of the Programme use different methodology. The estimated number of organisations for 2016 is based on the latest edition of this document.</i>
Increase rate of social economy.	In terms of employment: -1,1% In terms of number of organisations: -0,5%		

Comment:

The decreasing percentage of employees in social economy entities and the decreasing number of entities in the sector, visible in the data, do not reflect the whole truth. Three more factors affect the data:

- the decreasing number of traditional worker cooperatives – they dissolve or transform into other types of entities that no longer fit into the category of social economy, even if their activity does not change
- an increase in the number of civil law contracts that are not registered as employment contracts and are not included in the statistics
- new social economy entities are often enterprises employing less than 10 people and many statistics do not cover them

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

	2018	2023	Method
% of Cooperatives	1,50%  1400 (as of 31.12.2017)  Source: Central Statistics Office, Cooperative movement conducive to social and professional inclusion, Statistics Poland (link: <a href="https://stat.gov.pl/download/gfx/portalinformacyjny/en/defaultaktualnosci/3681/4/1/1/spoldzielczosc_sprzysajaca_wlaczaniu_spolecznemu_i_zawodowemu_-_raport.pdf">https://stat.gov.pl/download/gfx/portalinformacyjny/en/defaultaktualnosci/3681/4/1/1/spoldzielczosc_sprzysajaca_wlaczaniu_spolecznemu_i_zawodowemu_-_raport.pdf</a> )	1,33%  1300 (as of 31.12.2021)  Source: Central Statistics Office, "Social economy entities in 2021" (link: <a href="https://stat.gov.pl/files/gfx/portalinformacyjny/pl/defaultaktualnosci/5490/23/1/1/podmioty_gospodarki_spolecznej_w_2021_r.pdf">https://stat.gov.pl/files/gfx/portalinformacyjny/pl/defaultaktualnosci/5490/23/1/1/podmioty_gospodarki_spolecznej_w_2021_r.pdf</a> ).	Data obtained from surveys conducted by state institutions. The set includes following types of organisations: 0. social cooperatives, 0. invalids cooperatives, 0. work cooperatives. Different sums may emerge as a result of application of alternative ways of counting organisations, i.e. registered vs active.
% of Non-profit Associations	78,75%  73400 (as of 31.12.2016)  Source: Central Statistics Office, Activities of associations and similar social organisations, foundations, social religious entities and economic and professional self-government in 2020. - preliminary results (link: <a href="https://niw.gov.pl/wp-content/uploads/2018/07/GUS-Dzia%C5%82a-no%C5%9B%C4%87-organizacji-non-profit-w-2016-wyniki-wstepne-1.pdf">https://niw.gov.pl/wp-content/uploads/2018/07/GUS-Dzia%C5%82a-no%C5%9B%C4%87-organizacji-non-profit-w-2016-wyniki-wstepne-1.pdf</a> )	69,31%  67500 (as of 31.12.2021)  Source: see above.	Data obtained from surveys conducted by state institutions. The set includes different types of following organisations: a) social associations and organisations, b) sports associations, c) voluntary fire brigades.  Different sums may emerge as a result of application of alternative ways of counting organisations, i.e. registered vs active.
% of Foundations	14,60%  13600 (as of 31.12.2016)  Source: see above.	17,25%  16800 (as of 31.12.2021)  Source: as above	Data obtained from surveys conducted by state institutions. Divergences may exist due to the coverage of different categories of entities, i.e. registered or active

% of others	<p>5,15%</p> <p>4800 (as of 31.12.2016)</p> <p>Source: as above.</p> <p>(this figure does not include rural women's associations that were operating in a non-registered form before 2018)</p>	<p>12,11%</p> <p>11800 (as of 31.12.2021)</p> <p>Source: as above.</p>	<p>Data obtained from surveys conducted by state institutions. The category includes:</p> <ul style="list-style-type: none"> <li>0. social religious entities,</li> <li>0. rural women's associations,</li> <li>0. business self-government.</li> <li>0. agricultural clubs.</li> </ul> <p>Divergences may exist due to the coverage of different categories of entities, i.e. registered or active</p>
Total	<p>100%</p> <p>93200</p> <p>Source: as above.</p>	<p>100%</p> <p>97400</p> <p>Source: as above.</p>	<p>Data obtained from surveys conducted by state institutions.</p>
% of Mutualities	<p>14% (as of 31.12.2018)</p>	<p>15% (as of 25.07.2023)</p>	<p>According to Polish legislation, mutual societies are not part of the social economy sector.</p> <p>Data source - National Court Register.</p>
% of Social Enterprises	<p>Legal act containing social enterprise definition came into force on 31.10.2022</p>	<p>522 (as of 25.07.2023)</p> <p>Source: Registry of Social Help Organisations (link: <a href="https://rjps.mrjps.gov.pl/">https://rjps.mrjps.gov.pl/</a>).</p>	<p>According to Polish legislation, social enterprise status is provided to social economy entities regardless of their legal form if they fulfil certain requirements.</p>

## c. Sectors most represented in social economy ecosystem

	Sector	% of SE Ecosystem	Method
1	Culture, communication and recreation activities	35,7%	<p>Social economy entities (non profit) activity is differentiated by the main field of their statutory activity, defined according to the ICNPO classification in 2017.</p> <p><i>Social Economy Satellite Account for Poland 2018</i>  <a href="https://stat.gov.pl">https://stat.gov.pl</a></p>
2	Education services and re-search	8,9%	
3	Human health services	3,6%	
4	Social services, rescue services, employment assistance	21,7%	
5	Environmental protection and animal welfare activities	2,3%	
6	Community and economic development, housing activities	3,5%	
7	Civic, advocacy, political and international activities	1,6%	
8	Philanthropic intermediaries and voluntarism promotion	1,2%	
9	Religious congregations and associations	0,2%	
10	Business, professional and labour organisations	15,8%	
11	Other Activities	5,5%	

	Sector	% of SE Ecosystem	Method
1	Manufacturing	21	Structure of cooperatives by sectors and type of activity according to NACE in 2017 <i>Social Economy Satellite Account for Poland 2018</i> <a href="https://stat.gov.pl">https://stat.gov.pl</a>
2	Construction	4,4	
3	Wholesale and retail trade; repair of motor vehicles	8,8	
4	Transportation and storage	2,4	
5	Accommodation and food service activities	13,1	
6	Information and communication	3,1	
7	Real estate activities	5,2	
8	Professional, science and technical activities	4,5	
9	Administrative and support service activities	15,7	
10	Education	4,4	
11	Health and social work activities	10,2	
12	Arts, entertainment and recreation activities	2,3	
13	Other service activities, others	2,2	
14	Others	2,7	

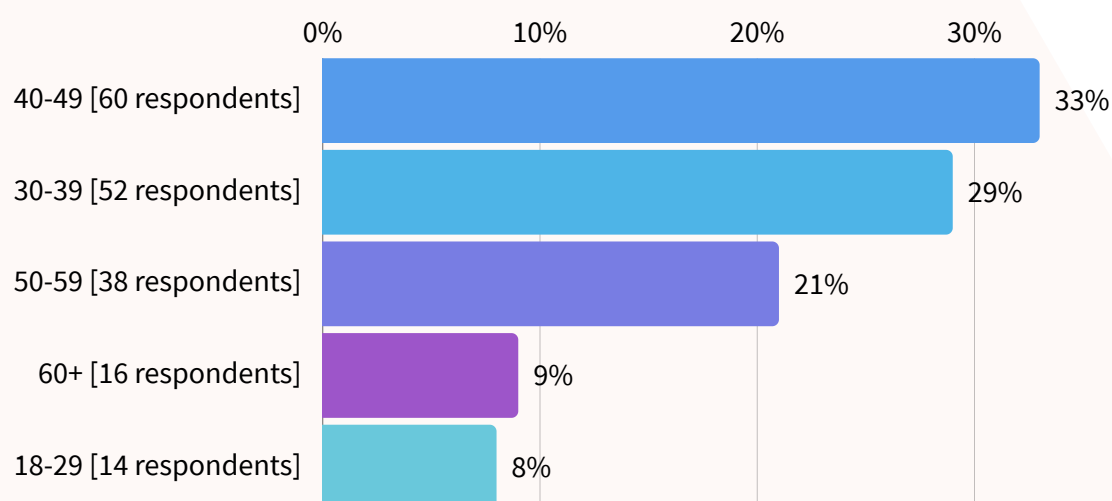
## Appendix 2 – Survey report for Poland

### General description of the statistical sample

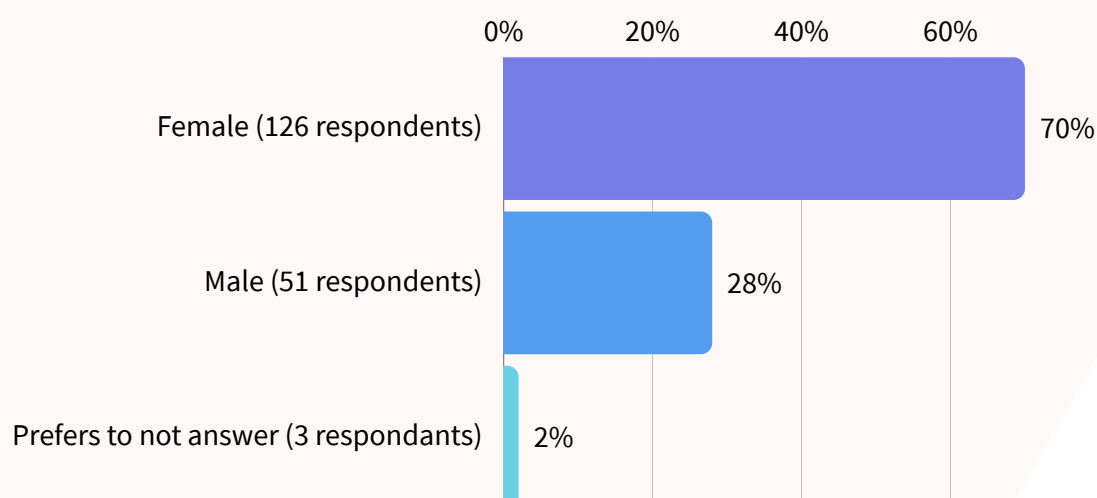
#### A. Total number of valid answers:

180 respondents

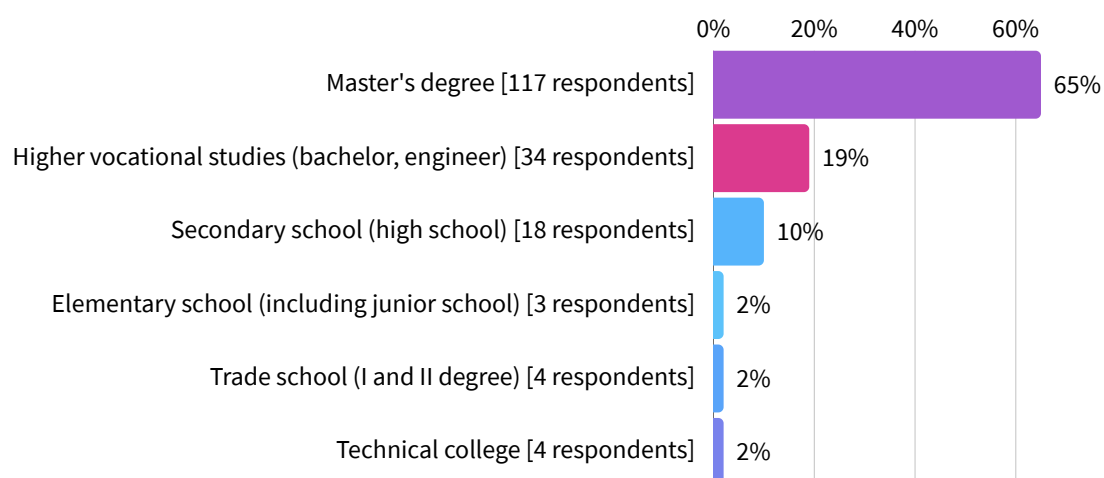
#### B - Age distribution by respondents



#### C - Gender distribution by respondents



## D - Level of education



## E - Categories of workers within respondents

Categories	Percentage	Count
CEO, Senior Manager or Director of a social economy organisation	52,22%	94
Work in a social economy federation, a social economy network or a social economy consultancy	19,44%	35
Work in a social economy organisation in a role other than that of CEO, senior manager or director	28,33%	51
Total		180

## F - Categories of social economy organisations

Categories	Percentage	Count
Foundation	36%	63
Association or similar social organisation	29%	50
Cooperative (additional element of choice: social, labour, agricultural production)	22%	38
Joint-stock company, limited liability company	5%	9
Other, what kind? (e.g. social religious entities, associations of local government units, sports clubs)	5%	8

Reintegration entity (additional element of choice: occupational therapy workshop, vocational activity facility, social integration centre, social integration club)	3%	5
I do not know	0%	0
Total		173

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

Field	Percentage	Count
WISEs	77%	133
Not WISEs	16%	28
The respondent did not know	6%	11
Total		172

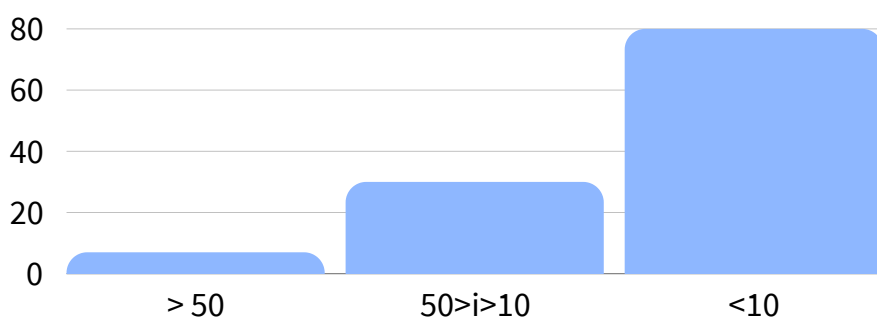
### H - Distribution of organisation's age

Field	Percentage	Count
Less than a year	5%	9
Between 1 and 3 years	16%	28
Between 4 and 10 years	31%	54
More than 10 years	47%	80
The respondent did not know	1%	1
Total		200

## I. Distribution of organisations according to their sizes (in terms of number of workers)

- Number of respondents: 180
- Number of unique organisations: 117
- Mean: 21,14
- Median: 5,00
- Standard deviation: 38,25

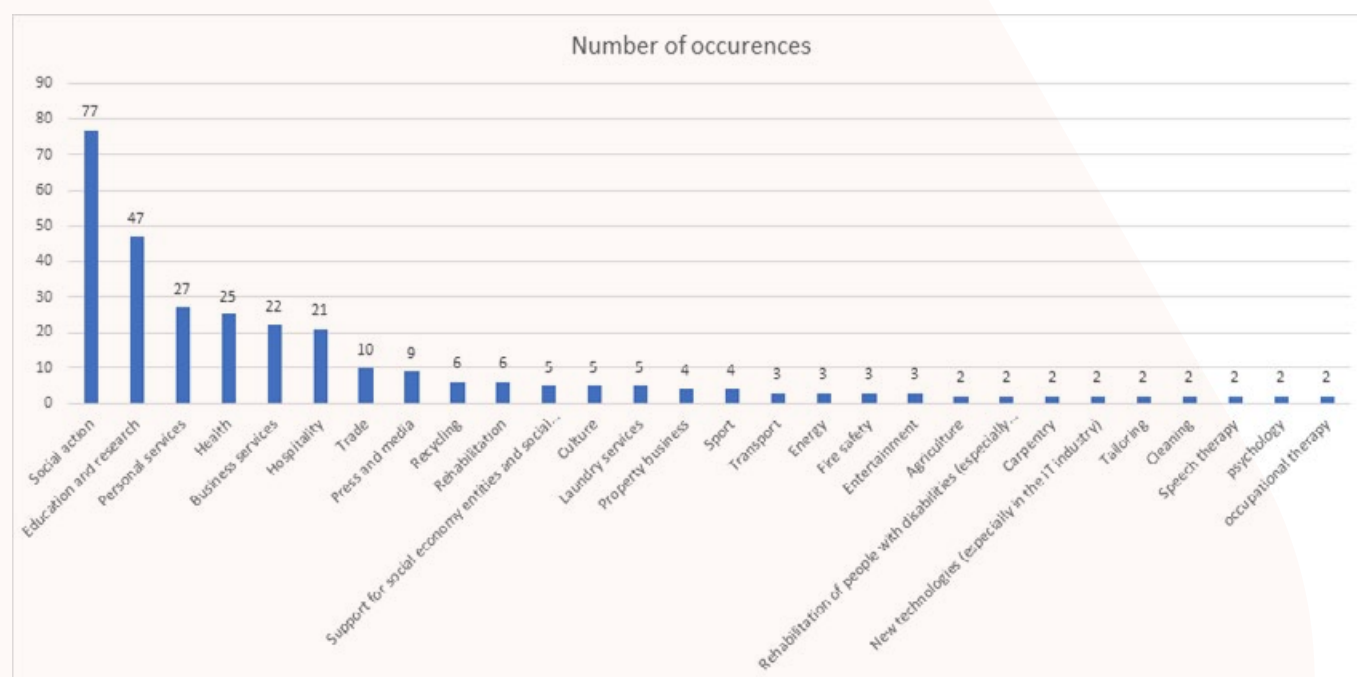
Please note that bar graph of sectorial distribution is based on number of unique organisations. In many cases an organisation is represented by more than one respondent, which may lead to misrepresentation of actual distribution of organisation by sector of activities, if it's not taken into account in further analysis. The answers with less than 2 occurrences were not included in the graph for the sake of clarity.



## J. Distribution of organisations according to their sectors of activities

- Number of respondents: 180
- Number of unique organisations: 117

Please note that bar graph of sectorial distribution is based on number of unique organisations. In many cases an organisation is represented by more than one respondent, which may lead to misrepresentation of actual distribution of organisation by sector of activities, if it's not taken into account in further analysis. The answers with less than 2 occurrences were not included in the graph for the sake of clarity.



## Appendix 3 – Priority skills by profile

### Managers

Manager skill need for green transition	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
SYSTEMATIC ANALYSIS & DECISION MAKING	29	8	11	114
AWARENESS & ENGAGEMENT	17	24	8	107
CHANGE MANAGEMENT	13	14	14	81
CRITICAL THINKING AND SELF-REFLECTION	13	12	13	76
NETWORKS & COLLABORATION	6	6	16	46
STRATEGY FOR GREEN TRANSITION	8	4	4	36
RESOURCE & WASTE MANAGEMENT	2	8	8	30
UNDERSTANDING THE GREEN TRANSITION	3	6	6	27
GREEN LEGISLATION	2	5	8	24
ENVIRONMENTAL RISK ANALYSIS	1	7	6	23
TOTAL	94	94	94	

Manager skill need for digitalization	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
GENERAL KNOWLEDGE OF IT OPERATIONS	15	16	14	91
DIGITAL COMMUNICATION	14	17	10	86
DATA MANAGEMENT	13	14	16	83
DIGITAL COLLABORATION	17	10	9	80
COMPREHENSION & BASIC USE OF DIGITAL TOOLS & THE INTERNET	12	14	6	70
CHANGE MANAGEMENT	7	6	9	42
DIGITAL INCLUSION	3	7	11	34
DIAGNOSTIC & DIGITAL STRATEGY	6	3	9	33
DIGITAL SECURITY	2	2	5	15
TOTAL	89	89	89	

Manager skill need for Inclusivity	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
MANAGING DIVERSITY	19	8	8	81
INCLUSIVE COMMUNICATION	11	16	5	70
UNDERSTANDING DIVERSITY	11	10	5	58
INCLUSIVE HUMAN RESOURCES MANAGEMENT	7	13	8	55
INCLUSIVITY TRAINING AND AWARENESS	11	9	2	53
INCLUSIVE LEADERSHIP	8	7	13	51
INCLUSIVITY ACTION PLAN	5	11	10	47
WORKPLACE INCLUSIVITY	6	2	13	35
CHANGE MANAGEMENT	3	4	13	30
LEGISLATION & ECOSYSTEM	2	3	6	18
TOTAL	83	83	83	

Managers skill need for SE day to day	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
STRATEGY FOR SOCIAL ECONOMY ORGANISATIONS	33	11	11	132
PROBLEM SOLVING, THREAT AND OPPORTUNITY ANALYSIS	13	14	5	72
FINANCING & REPORTING	13	11	11	72
AGILITY & INNOVATION	9	4	12	47
OPERATIONAL MANAGEMENT	3	11	13	44
NETWORKS & COLLABORATION	5	10	7	42
LEGISLATION	2	6	7	25
FACILITATION & STAKEHOLDER RELATIONS	1	9	4	25
COMMUNICATE THE SOCIAL ECONOMY	3	4	6	23
EMPLOYEE ENGAGEMENT AND DEVELOPMENT	1	3	7	16
TOTAL	83	83	83	

## Supporters

Supporter skill need for green transition	NB priority 1	Nb Priority 2	Nb Priority 3	After ponderation
AWARENESS & ENGAGEMENT	8	4	3	35
SYSTEMATIC ANALYSIS & DECISION MAKING	6	2	6	28
NETWORKS & COLLABORATION	5	4	5	28
CHANGE MANAGEMENT	3	4	10	27
CRITICAL THINKING AND SELF-REFLECTION	4	4	4	24
GREEN LEGISLATION	2	6	2	20
RESOURCE & WASTE MANAGEMENT	2	4	2	16
STRATEGY FOR GREEN TRANSITION	3	2	1	14
UNDERSTANDING THE GREEN TRANSITION	2	3	2	14
ENVIRONMENTAL RISK ANALYSIS	0	2	0	4
TOTAL	35	35	35	

Supporters skill need for digitalization	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
DATA MANAGEMENT	7	5	3	34
COMPREHENSION & BASIC USE OF DIGITAL TOOLS & THE INTERNET	4	5	6	28
GENERAL KNOWLEDGE OF IT OPERATIONS	3	7	4	27
CHANGE MANAGEMENT	6	2	4	26
DIGITAL COLLABORATION	4	3	7	25
DIGITAL COMMUNICATION	4	4	4	24
DIGITAL INCLUSION	2	5	0	16
DIGITAL SECURITY	2	3	2	14
DIAGNOSTIC & DIGITAL STRATEGY	2	0	4	10
TOTAL	34	34	34	

Supporter skill need for Inclusivity	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
MANAGING DIVERSITY	7	4	5	34
INCLUSIVE COMMUNICATION	7	4	3	32
INCLUSIVITY TRAINING AND AWARENESS	8	3	1	31
INCLUSIVITY ACTION PLAN	4	4	3	23
INCLUSIVE HUMAN RESOURCES MANAGEMENT	2	6	4	22
UNDERSTANDING DIVERSITY	2	6	0	18
INCLUSIVE LEADERSHIP	2	3	3	15
WORKPLACE INCLUSIVITY	1	1	7	12
CHANGE MANAGEMENT	0	1	7	9
LEGISLATION & ECOSYSTEM	1	2	1	8
TOTAL	34	34	34	

Supporter skill need for SE day to day	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
STRATEGY FOR SOCIAL ECONOMY ORGANISATIONS	15	5	3	58
PROBLEM SOLVING, THREAT AND OPPORTUNITY ANALYSIS	8	5	3	37
AGILITY & INNOVATION	2	5	5	21
NETWORKS & COLLABORATION	2	5	4	20
COMMUNICATE THE SOCIAL ECONOMY	3	1	5	16
FINANCING & REPORTING	2	3	3	15
OPERATIONAL MANAGEMENT	1	4	4	15
FACILITATION & STAKEHOLDER RELATIONS	0	5	1	11
LEGISLATION	1	0	3	6
EMPLOYEE ENGAGEMENT AND DEVELOPMENT	0	1	3	5
TOTAL	34	34	34	

## Practitioners

Practitioners skill need for green transition	NB priority 1	Nb Priority 2	Nb Priority 3	After ponderation
BE ABLE TO COMMUNICATE AND RAISE AWARENESS ABOUT GREEN TRANSITION	15	6	6	63
UNDERSTANDING THE GREEN TRANSITION	12	4	2	46
CRITICAL THINKING	6	6	6	36
UNDERSTANDING THE LINKS AND INTERACTIONS BETWEEN THE SOCIAL ECONOMY AND THE GREEN TRANSITION	6	4	5	31
BE ABLE TO ADOPT GREEN BEHAVIOUR	3	5	10	29
ANALYSING ENVIRONMENTAL RISKS	3	8	2	27
BE ABLE TO OBSERVE AND UNDERSTAND COMPLEX INTERACTIONS	3	6	4	25

KNOWING ENVIRONMENTAL LEGISLATION	1	6	7	22
MANAGE RESOURCES & WASTE	2	1	8	16
MEASURING ENVIRONMENTAL IMPACT	0	5	1	11
TOTAL	51	51	51	

Practitioners skill need for digitalization	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
COLLABORATING DIGITALLY	17	3	5	62
DIGITAL SECURITY	13	6	8	59
DEVELOPING AN AGILE ATTITUDE	8	7	19	57
UNDERSTAND & USE BASIC DIGITAL TOOLS	8	4	3	35
COMMUNICATING DIGITALLY	4	9	4	34
UNDERSTANDING AND MANAGING DIGITAL DATA	0	14	3	31
UNDERSTANDING THE CHALLENGE OF DIGITAL INCLUSION	0	6	5	17
UNDERSTANDING AND USING THE INTERNET	1	2	4	11
TOTAL	51	51	51	

Practitioners skill need for Inclusivity	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
COLLABORATING WITH A DIVERSIFIED GROUP	24	6	2	86
PARTICIPATING IN THE INCLUSIVITY OF THE WORKPLACE	5	12	13	52
EXERCISE EMPATHY	9	8	6	49
COMMUNICATING IN AN INCLUSIVE WAY	5	5	3	28
UNDERSTANDING DIVERSITY	2	7	6	26
TAKING DIVERSITY INTO ACCOUNT	1	7	6	23
PROMOTE INCLUSIVITY	2	3	7	19
LEGISLATION & ECOSYSTEM	2	2	7	17
TOTAL	50	50	50	300

Practitioners skill need for SE day to day	NB Priority 1	NB Priority 2	NB Priority 3	After ponderation
KNOWLEDGE & ATTITUDE OF THE SOCIAL ECONOMY	16	3	4	58
DEMONSTRATE AGILITY	13	5	7	56
FACILITATING & MANAGING RELATIONS WITH VARIOUS STAKEHOLDERS	6	8	6	40
COLLABORATE & PARTICIPATE	2	14	3	37
NETWORKS & COLLABORATION	2	12	6	36
PROBLEM SOLVING, THREAT AND OPPORTUNITY ANALYSIS	5	3	12	33
UNDERSTANDING AND PARTICIPATING IN GOVERNANCE	4	2	11	27
BE OPEN AND SENSITIVE TO INTER-CULTURAL ENVIRONMENT	2	3	1	13
TOTAL	50	50	50	

## Partners





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