



Blueprint for advanced skills & trainings in the social economy

**WP4 DESIGN OF BASELINE
CURRICULA FOR UPSKILLING
SOCIAL ECONOMY
PRACTITIONERS
TRAINING GAP ANALYSIS D 4.1**



Co-funded by
the European Union



Project information

Project Acronym	base
Project title	Blueprint for advanced competences and trainings in the Social Economy
Agreement number	101055640
EU Programme	ERASMUS-EDU-2021-PI-ALL-INNO-BLUEPRINT
Prepared by	
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Date	April 2024



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Acronyms

ADG	Akademie Deutscher Genossenschaften (Academy of German Cooperatives)
BA	Bachelor of Arts
baSE	Blueprint for advanced skills and trainings in the social economy
CEC	continuing education credit
CEO	chief executive officer
Comp	competence framework(s)
CSR	corporate social responsibility
CSSE	case study simulation exercise
EC	European Commission
ECTS	European Credit Transfer and Accumulation System
EQF	European Qualifications 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
JEP	joint exercise programme
MA	Master of Arts
MOOC	massive open online course
NGO	non-governmental organisation
OER	open educational resources
OP	occupational profile
SD	sustainable development

SDG	sustainable development goal
SE	social economy
SEE	social and solidarity economy
SEO	social economy organisation
SME	small and medium-sized enterprise
TGA	training gap analysis
VET	vocational education and training
WP	work package

1. Introduction

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

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

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

They mainly analysed the broader programmes covering the competencies and skills relevant to the four **occupational profiles** defined within WP3, then the training offer which is relevant, consistent with the **set of comps of the SocioComp** framework and social economy-specific.

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

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

2. Methodology

To achieve the aims and objectives of the research, each participating country has followed the WP4 methodology:

- **Working in parallel on the same steps**, thus completing the country analysis within national clusters or national entities;
- **Filling in sequentially the synoptic table** to contribute to the mapping at the European level;
- **Sharing and peer reviewing** the results to validate the report.

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



3. Training gap analysis

3.1 Training gap analysis in Belgium

Introductory remarks. Belgian specificities in SE and transition training

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

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

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

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

Social economy occupational profiles – an overview

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

OP1 Social Economy Manager

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

- [“Master en Management des Entreprises Sociales et Durables HEC Liège”](#) (by ULiège);
- [“Certificat interuniversitaire en Management des Entreprises d’Économie Sociale”](#) (by ULiège/ULB/UCLouvain/UMons);
- [“GO For Directions : gestion d’une entreprise à valeurs sociales”](#) (by Unipso);
- [“Gérer une asbl”](#) (by Step Entreprendre).

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

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

OP2 Social Economy Enabler

We observed that SE Enablers could share the same training as managers, but only partially. Their cohesive competencies and intermediary role – between management and operational tasks – are absent from the long-term existing courses (which are mostly dedicated to managers). They are however addressed in short-term programmes, such as the following (among many others):

- [“Intelligence collective: la dynamique du groupe - Shake Up Your Team”](#) (by the Initiatives federation);
- [“Travailler en équipe avec l’outil de l’intelligence collective”](#) (by SMART).

OP3 Social Economy Supporter

We found that SE Supporters would also be potentially interested in the same training courses as managers. However, programmes based on supporter-specific skills are less diverse and less numerous than programmes for managers, at least in long-term academic programmes. The specific skills of SE Supporters are by contrast well-developed in short-term, field-based courses organised by SEOs. For instance, in SEOs’ training courses:

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

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

OP4 Social Economy Worker

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

Transition skills for social economy organisations: the SocioComp state of the art

Facing the green transition

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

- [“Eco-conseiller·ère”](#), [“Facilitateur·rice de transition socio-écologique”](#), [“Catalyseur des transitions”](#), (by Institut Eco-conseil pour la transition écologique).
- By contrast, in long-term academic training there exists various possibilities, such as:
- [“Formation complémentaire en développement durable”](#) (by UNamur);
- [“Master en transitions et innovations sociales”](#) (by Haute Ecole en Hainaut).

Adapting SE models in green transition

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

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

Applying systems thinking for the green transition

No field-oriented training on “Applying systems thinking for green transition” was found.

Enhancing SE performance through digital deployment

For digital-related skills, short-term training does exist, whereas we have not found any long-term

training for the three skills. Here is a sample of the short-term training we encountered :

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

Applying data governance and digital ethics

Only one (short-term) training course addresses the skill “Applying data governance and digital ethics” according to our findings:

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

Leading digital innovation and strategy

Only two (short-term) training courses address the skill “Leading digital innovation and strategy”:

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

Understanding of inclusive values and intersectionality

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

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

Cultivating ethical leadership and responsible and participatory decision-making

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

Advancing economic empowerment and advocacy

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

- [“Diversity Now!”](#) and [“Go for”](#) (by Unipso);

- [“Changer le monde au quotidien avec le Développement du Pouvoir d’Agir”](#) (by CESEP).

3.2 Training gap analysis in France

Social economy occupational profiles – an overview

The French partners refer to social economy profiles using the term “social (and solidarity) economy” (SSE) profiles. The four occupational profiles we worked on the WP3 are the SSE Manager (OP1), SSE Enabler (OP2), SSE Supporter (OP3) and SSE Worker (OP4).

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

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

We signal, for example, the following main gaps:

OP1 Social Economy Manager

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

OP2 Social Economy Enabler

- project management associated with collective intelligence skills

OP3 Social Economy Supporter

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

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

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

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

Insight into existing initial education

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

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

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

Relevance of continuous training

SSE networks (sectorial or statutory network heads), mostly specialised by trade type, have already implemented their internal training to help their organisations face particular transition issues. This training is much more in-house, and thus it is quite complicated to have a good overview of the existing offer. However, for the moment, internal training seems to be the best way for SEOs to be trained to face these transitions because it consists of short courses, closely related to the organisation's framework and thus addressing their real needs, as well as being much more accessible for SE employees who do not have enough time to be trained in general issues.

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

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

Transition skills for social economy organisations: the SocioComp state of the art.

Green transition

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

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

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

comprising:

[SOR toolbox](#)

[Self-diagnosis tool](#)

- [Events Climate Coach](#)
- [Energy efficiency plan for sport](#)
- [Water plan](#)
- Plan for adapting sporting practices to climate change (under development)
- [The 15 eco-responsible commitments of the Ministry of Sports](#)

Digital transition

Most existing in-house training programmes are designed for beneficiaries rather than employees. Additionally, there is often political and cultural scepticism towards digital tools. While some initial training does exist, it is not specific to the social economy. A solid initial training programme has yet to be identified. As with the green transition, where training must be concise, in the digital transition it must be focused on the immediate needs of workers and project managers. The manager should carefully plan this training in advance and use it to organise the digital transition strategy of their structure.

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

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

Fair and inclusive transition

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

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

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

3.3 Training gap analysis in Germany

Germany lacks a common understanding of the social economy sector, which is reflected in the structure of training programmes. Existing programmes are usually specific to certain organisational forms or work fields, leading to a dominance of training programmes offered by organisations for their members.

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

Social economy occupational profiles – an overview

Due to the wide range of skills mentioned in the SE occupational profiles, the following selection focuses on those programmes that take into account the skills stressed in the national validation workshop of the OPs in WP3.

OP1 Social Economy Manager

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

Education provider: Paritätische Akademie Nord (Care sector)¹

Management in social institutions. Skills: Legal basics, business administration, controlling, accounting, social/HR marketing, strategic management, HR development, project management, workplace health management. Duration: 12 days. Cost: €2,799. Certificate: Yes. [Link](#)

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

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

Education provider: Akademie Deutscher Genossenschaften

OP2 Social Economy Enabler

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

Internal conflict counselling - strengthening the corporate culture through conflict moderators. Duration: 4.5 days. Cost: [missing] Certificate: Yes. Paritätische Akademie Nord. [Link](#)

Leadership for team leaders (remote or on-site). Skills: Success factors of team leadership, team management and development as a task of the manager: methods and instruments, importance of communication for teamwork, Understanding and resolving conflicts in the team. Duration: 3 days. Cost: €1,200. Certificate: Yes. GenoAkademie. [Link](#)

Cooperative business development management. Skills: Business development and business models, management and market, organisational design and consulting, culture and communication. Duration: 12 days. Cost: €1,470. Certificate: No. GenoAkademie. [Link](#)

OP3 Social Economy Supporter

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

Education provider: Stiftung Trias (housing projects)

Further training for project consulting. Skills: group processes, legal forms, finance, property. Duration: 24 days. Cost: €4,500. Certificate: Yes. [Link](#)

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

General programme (lectures, workshops and project days on the common good economy, training of consultants). Skills: theory and application of the common good economy. Duration:

¹ This academy is present throughout Germany and the offer may vary in the different regions. The training programmes chosen here have a regional focus on Northern Germany.

not specified Cost: not specified. Certificate: Yes. [Link](#)

OP4 Social Economy Practitioner

No study programmes or certified short modules fully cover this profile. Some skills can be found in programmes listed under the other OPs.

Transition skills for social economy Organisations: the SocioComp state of the art

GREEN TRANSITION

- **Facing the green transition**

Diploma in sustainability management. Skills: sustainable business and organisational strategies, sustainable business culture, sustainable controlling, environmental management, leadership, sustainability reporting, sustainability risk management, energy and resource management. Duration: 420 hours. Cost: €13,250 Certificate: Yes. ADG. [Link](#)

- **Adapting SE models in the green transition**

Leadership task: Shaping transformation and change. Skills: the “new” role of the manager, willingness to change and role model function, implement and comply with changes in the team, moderate agile working style, management tools, ensure clarity, deal with resilience, coach as a manager. Duration: 2 Days. Cost: €690. Certificate: Yes. GenoAkademie. [Link](#)

Practical workshop in change in process and project management. Skills: Group dynamics of change: phases and levels of the change process, corporate culture as an influencing factor. Roles in change: function of roles, decision-makers, subjects/participants, consultant, change communication. Convincing instead of motivating: vision, participation, generation of change energy; plan, control and stabilise change; deal with conflicts and resistance. Duration: 3 Days. Cost: €900. Certificate: Yes. GenoAkademie

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

- **Applying systems thinking for green transition**

Certified sustainability officer. Skill: sustainability reporting, updated overview on sustainability management. Duration: 90 hours. Cost: €3,780. Cert.: No. ADG. [Link](#)

Diploma in sustainability management. Skills: sustainable business and organisational strategies, sustainable business culture and transparency, sustainable controlling, environmental management, sustainability reporting, risk management, energy and resource management. Duration: 420 hours. Cost: €13,250. Certificate: Yes. ADG. [Link](#)

Certified climate officer. Skills: energy and resource management, sustainability reporting, case studies+ 2 modules of choice. Duration: 90 hours. Cost: €5,250. Certificate: Yes. ADG. [Link](#)

Certified environmental officer. Skills: environmental management, sustainability risk management, sustainable controlling. Duration: 120 hours. Cost: €5,250. Certificate: Yes. ADG. [Link](#)

DIGITAL TRANSITION

- Enhancing SE performance through digital deployment

Diploma in digitalisation management. Skills: digital transformation, IT innovation. Duration: 25 days. Mode: online and in person. Cost: €10,530. Certificate: Yes. ADG. [Link](#)

IT-project management. Contents: IT project setup, IT project planning, risk management, contract management, project organisation, project controlling, business transfer, organisational IT project management. Duration: 30 hours. Cost: €1,890. Cert.: Yes. ADG. [Link](#)

- Managing data governance and digital ethics

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

Cyber security - an important facet of digitisation. Skills: Current findings from the field of “Cyber Security”, Attacks on companies, loss amounts, The technical side, The organisational side, The human side, Influencing the processes in the company through digitisation and cyber security. Duration: 4 hours. Cost: €240. Cert.: Yes (Participation). GenoAkademie.

- Leading Digital Innovation and Strategy

Digital transformation. Skills: management disciplines and fields of action in digitalisation, digital goods and sector-specific disruption, potentials of technologies and platforms, e.g. big data, cloud computing. Duration: 30 hours. Cost: €1,890. Cert.: Yes (Particip.). Pr.: ADG. [Link](#)

IT innovations. Skills: important information on mega-trends: blockchain, cloud computing, quantum computing, data science, artificial intelligence, robotics, internet of things, industry 4.0, virtual/augmented reality, metaverse, new work, theoretical models of innovation support, perspective on IT innovations, characteristics of innovations in practice, plannability of IT-innovations. Duration: 30 hours. Cost: €1,890. Cert.: Yes (Particip.). ADG. [Link](#)

Digital leadership. Skills: characteristics of digital enterprises, forming teams in IT organisations, identifying team development processes, building and developing a team culture, knowledge management, teamwork and process standardisation, organisation and leadership of virtual teams. Duration: 30 hours. Cost: €1,890. Cert.: Yes (Particip.). ADG. [Link](#)

FAIR TRANSITION

- Understanding of inclusive values and intersectionality

Diversity management - from generational diversity to inclusion? Contents: management of social institutions, methods of diversity management in organisations. Duration: 1 day. Mode: online. Cost: €149-189. Certificate: No. Provider: Paritätische Akademie Berlin.

Argumentation training against discriminatory statements. Skills: concrete strategies for deal-

ing with discriminatory and inhuman statements in the digital and real world. Duration: 1 day. Mode: online. Cost: €249. Cert.: No. Pr.: Paritätische Akademie. [Link](#)

- **Cultivating ethical leadership & responsible decision making**

Participative leadership: four core competencies for establishing change capability in teams.

Duration: 8 days. Cost: €2,899. Cert.: Yes. Pr.: Paritätische Akademie.

Professional from team member to management. Skills: illuminating the relationship with the team, management and other stakeholders, learning about models for good leadership, finding the appropriate relationship with the team. Duration: 2 days. Cost: €459. Cert.: No. Paritätische Akademie. [Link](#)

Corporate management and leadership in transformation. Contents: framework conditions for decisions in successful companies; power, understanding and trust; leadership vs. control; role of leaders in transformation; hierarchical leadership vs. self-responsibility; leadership tools and management methods in change. Duration: 2 days. Cost: €1,140. Cert.: Yes. ADG. [Link](#)

MGB Leadership II. Skills: Conflict management, mastering challenging leadership situations; health and resilience; leadership in the context of change; leading change processes; agile leadership: the success factors of high-performing teams. Duration: 32 days. Cost: €1,035. Cert.: Yes. GenoAkademie.

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

- **Advancing economic empowerment and advocacy**

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

WBT - AGG for employees and managers. Skills: the grounds of discrimination, forms of discrimination, rights and obligations, application procedure, job interview, rejection of the applicant, overviews of admissibility of the right to ask questions. Duration: 1 hour. Cost: €210. Cert.: Yes (Part.). GenoAkademie.

3.4 Training gap analysis in Greece

Social economy occupational profiles – an overview

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

Number of programmes: The number of programmes varies depending on factors such as funding, demand, government support and training category. Typically, there are programmes available across regions of Greece, mainly addressing the SE in general. In 2024, we mapped approximately 40 training opportunities during the baSE research project implementation.

Programme duration: The duration of training programmes varies widely, ranging from short-term (a few days to a few weeks) workshops and seminars to long-term certificate or diploma programmes.

Certification: Upon completion of the training programme, participants may receive a certificate of participation or completion. University and college programmes offer formal qualifications such as diplomas or vocational certificates recognised by relevant authorities.

Target groups in all programmes for the three transition skills in Greece:

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

Additionally, in graduate programmes:

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

OPI Social Economy Manager

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

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

Training Seminar In Social Work Social Economy and Social Entrepreneurship

Learning content: funding of social economy and social enterprises alternative forms of funding; economic sectors for developing social economy and social business; social entrepreneurship in Europe and Greece; EU and Greek social economy and social entrepreneurship laws; institutional framework, laws and regulatory acts of the SE; legal and administrative procedure for establishing SE and SEEs; social welfare and social entrepreneurship; social security and insurance for employees and members of social enterprises; social capital; social networking; support and empowerment of individuals and groups in extroversion and joint venturing; business risk assessment in the start-up and operation of SE; business plan at start-up; business management and staffing; business innovation: challenges and perspectives.

Skills and competencies: understanding the SE in national and international context, building up and managing a SE enterprise: management and networking. **Duration:** 200 hours. Includes: internships-apprenticeships, visits to social enterprises (15 hours). simulation exercise, virtual establishment of a JEP or a CSSE. **Target groups:** students of BA or MA study programme.

Link: http://www.teiath.gr/userfiles/martsi/diarthrosi_sococon.pdf (Greek language)

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

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

OP2 Social Economy Enabler

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

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

Skills and competencies: Management of budgets and/or finances of specific projects, operational management and planning, risk management, liaising and networking, advocacy, grant applications and tender management, administrative skills. **Duration:** 200 hours - Includes internships-apprenticeships, visits to social enterprises (15 hours), simulation exercise: virtual establishment of a JEP or a CSSE. **Target groups:** students of BA or MA study programme.

Link: http://www.teiath.gr/userfiles/martsi/diarthrosi_sococon.pdf (Greek language)

OP3 Social Economy Supporter

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

1. Technological Institute of Western Macedonia: Social Economy-Cooperative Entrepreneurship Programme

Skills and competencies: Focusing on social economy concepts and characteristics, entrepreneurship and management, basic principles and elements of SE cooperatives, and SE enterprise business plan development. **Duration:** 200 hours - includes internships-apprenticeships, visits to social enterprises (15 hours), simulation exercise: virtual establishment of a JEP or a CSSE. **Target groups:** students of BA or MA study programme. **Link:** <https://openclass.teiwm.gr/>

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

OP4 – Social Economy Worker

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

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

Skills and competencies: building up and managing an SE enterprise, focusing on the social economy's main characteristics, fundraising, management, including risk management in the SE. **Duration:** 200 hours. Includes internships, apprenticeships, visits to social enterprises (15 hours) simulation exercise - virtual establishment of a JEP or a CSSE. **Target groups:** students of BA or MA study programmes. **Link:** http://www.teiath.gr/userfiles/martsi/diarthrosi_socecon.pdf (Greek language)

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Green transition

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

Content: Ecotourism, rural tourism and agricultural cooperative: convergences and deviations from social enterprises, healthy trade. **Duration:** 20 hours of 200 hours, which is the full TRAINING SEMINAR IN SOCIAL WORK, SE AND SOCIAL ENTREPRENEURSHIP. **Target groups:** Students of BA

or MA. **Link:** http://www.teiath.gr/userfiles/martsi/diarthrosi_socecon.pdf

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

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

3. Athens University of Economics: Social and Green Entrepreneurship

Content: green entrepreneurship and sustainable development basics, sustainability, green and ethical practices: business practices, environmental responsibility, introduction to social economy: concept, principles, and objectives of social economy. **Duration:** 120 hours, online. **Target groups:** graduate and undergraduate students. **Link:** <https://diaviou.aueb.gr/>

Digital transition

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

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

Inclusive transition

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

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

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

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

3.5 Training gap analysis in Ireland

Please note that all the courses and training listed below for both the occupational profiles section and the SocioComp section have been selected on the basis that they are only directed to social economy organisations (SEOs).

Social economy occupational profiles – an overview

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

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

OP1 Social Economy Manager

TRANSFORMATIVE LEADERSHIP PROGRAMME, COMMUNITY ACTION NETWORK

Skills: Practical skills development, advocacy skills, leading change skills, internal communications skills, understanding organisational culture skills, skills related to working creatively with conflict and diversity, and skills development in collaborative working. **Target:** Senior leaders/managers in SEOs. **Duration:** 15 days. **Delivery:** In person, **Certificate:** No. **Cost:** €1,200. [Link](#).

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

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

BUSINESS AND ORGANISATION DEVELOPMENT FOR NON-PROFITS, CARMICHAEL

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

OP2 Social Economy Enabler

LEADERS, MANAGERS AND MANAGEMENT TEAMS, CARMICHAEL

Skills: Leadership, team management, skills to self-awareness and empathy. **Learning content:** team dynamics, leadership, and management; group development stages, leadership expecta-

tions, and exemplary leaders' impact on vision and strategy; different leadership styles are explored; defines management in non-profits, emphasises operational planning, self-awareness, empathy, and coaching skills. **Target:** CEOs, managers, members of management teams, or anyone interested in any of these roles. **Duration:** 2.5 hours. **Delivery:** Online. **Cost:** €80. **Certificate:** No. [Link](#).

GROUP COACHING FOR NONPROFIT LEADERS, THE WHEEL

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

PROJECT MANAGEMENT COURSE, THE WHEEL

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

OP3 Social Economy Supporter

There are no courses or training available to become a SEO Supporter/Consultant in Ireland. The person will have been trained in a specific area (finance, governance, etc.) and will have professional experience within the social economy sector.

OP4 Social Economy Worker

MASTERS IN VOLUNTARY AND COMMUNITY SECTOR MANAGEMENT, UNIVERSITY COLLEGE CORK

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

SCOPE, THE WHEEL

Skills: governance basics, financial basics, fundraising basics, communications basics, risk management basics. **Target:** European SEOs. **Duration:** 40-80 min. **Delivery:** Online. **Cost:** Free. **Certificate:** No. [Link](#).

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Few courses and training programmes exclusively cater to SEOs to upskill in the green and the fair and inclusive transitions. This shows a gap in training provision for SEO workers. More advanced digital training programmes are needed.

Linked to green transition

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

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

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

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

Linked to digital transition

GDPR LEVEL 2 – GENERAL DATA PROTECTION REGULATION, CARMICHAEL

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

CYBER SECURITY FOR MANAGEMENT, CARMICHAEL

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

CYBER SECURITY FOR STAFF, CARMICHAEL

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

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

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

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

Skills: GDPR. **Learning content:** An overview of GDPR, an understanding of the principles, terms and the key roles such as data controller, data processor and data protection officer and their obligations under the regulation. **Target:** SEO workers engaging with GDPR for the first time. **Duration:** 3.5 hours. **Delivery:** Online. **Cost:** €85 / €150 (depends on membership). **Certificate:** No.

[Link.](#)

NAVIGATING CYBERSECURITY AND COMPLIANCE FOR YOUR NONPROFIT, THE WHEEL

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

CRM TRAININGS, ENCLUDE

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

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

Skills: HR, communication, and leadership through digital tools. **Target:** line managers leading teams with remote workers. **Duration:** 35 days. **Delivery:** Online. **Cost:** Free. **Certificate:** No. [Link](#).

Linked to fair and inclusive transition

EMBRACING DIVERSITY, ENCOURAGING INCLUSION, CARMICHAEL & THE WHEEL

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

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

3.6 Training gap analysis in Italy

Social economy occupational profiles – an overview

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

OPI Social Economy Manager

Most of the national **SE Manager** training on offer focuses on management skills in different functional areas: human resources; accounting, budgeting, control and risk management; legislation; and finance (e.g. impact investing). Examples are the following master's courses: [Social Econom-](#)

[ics and Cooperative Enterprises](#) (University of Brescia); [Cooperative Enterprise: Economics, Law and Management](#) (University of Roma Tre); [Management and Governance of Third Sector entities](#) (University of Bergamo). All are university courses lasting approximately one year (EQF7).

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

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

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

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

OP2 Social Economy Enabler

There are training courses available for SE Managers that also cover the role of SE Enablers. These courses cover a wide range of skills, including administrative, economic, and social reporting, as well as identifying social needs. Additionally, some courses focus on democratic principles and inclusive decision-making processes. There is also a wide range of courses on offer in project management skills, including master's courses: [Social Design for Sustainability, Innovation and Gender Inclusion](#) (University of Rome La Sapienza); [Methodology, Organisation and Evaluation of Social Services](#) (University of Trento); [Master's Degree in Social Design: Designers of Tomorrow](#) (University of Volunteering in Milan). Again, there are gaps in addressing green transition competencies, which are only present in the basic skills. There is a relevant and specific offer available for SEOs.

OP3 Social Economy Supporter

Regarding **SE Supporter**, at a national level, we find a specific offer dedicated to structure coordinators in social health and educational services. An example is the 240-hour course in [Social Services Manager](#) of IRECOOP Emilia-Romagna; the second cycle degree in [Innovation and Re-](#)

[search for Social-Welfare-Educational Interventions](#) - University of Bozen; the degree course in [Social Service and Non-Profit Sciences](#) LUMSA University).

About the individual core competencies identified within the profile:

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

OP4 Social Economy Worker

Finally, regarding the **Social Economy Worker**, there are several technical and sectoral profiles in the field of education and care at EQF2, EQF3 and EQF4 levels (e.g. family assistant; educational facility assistant; socio-medical worker; socio-educational animator; intercultural mediator; educational lab technician; soft skills and innovative skills for care and education; etc.). These courses are not offered by universities but by regional training agencies. They typically last between 200 and 1,000 hours and are for people who work in the social economy sector. Courses teach technical skills and sustainable development, but no programme exists for the energy and environment sector. Needs development.

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Green transition competences

There is generally an plentiful offer in the segment of higher technological institutes, lasting between 1,800 and 2,000 hours (two-year non-academic courses), but they are not specific to the SE sector (e.g. energy supply and plant construction; management and testing of energy plants; energy saving in sustainable construction; energy specialist).

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

[master in Environmental Sustainability for the Third Sector](#) - University of Volunteering in Milan; “Organisational and Competitive Efficiency: the Green turning point provided by Ireforr). The offer does not address advanced skills like SE models in the green transition or systems thinking for the green transition.

Digital transition competences

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

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

Fair and inclusive transition competences

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

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

3.7 Training gap analysis in Poland

Social economy occupational profiles – an overview

All research conducted so far in the project has shown that the social economy sector in Poland is not yet mature. In the context of occupational profiles, the very concept of defining the competences of different OPs and moving away from the model of managers who do everything without delegating tasks and responsibilities to their employees, was considered an important step towards the professionalisation of the sector. As a result, a training offer tailored specifically to the

needs of social economy entities divided into the offer for particular occupational profiles does not exist in practice.

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

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

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

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

Transition skills for social economy organisations: the SocioComp state of the art

Facing the green transition

At a basic level. There are courses available to explain the basic concepts of sustainable development and ecological values, but these are not dedicated to the social economy sector. These courses are free of charge, conducted online and available to all Polish citizens interested in this topic. NGOs and government institutions provide training and courses. An example of such a training course is [Bezpłatne szkolenia online na temat zrównoważonego rozwoju - Polska pomoc - Por-](#)

[tal Gov.pl \(www.gov.pl\)](http://tal.gov.pl)

At intermediate and advanced levels, reflecting the operational level and adaptation activities and legal scopes, we have mainly paid training in Poland. These are training courses provided by the business sector or universities and dedicated to the business sector. Examples of such training and courses: [DEKRA - Szkolenia ISO i inne, doradztwo, analizy - Warszawa, Wrocław, Kraków, Poznań, Gdańsk, Opole, Bydgoszcz, Łódź, Rzeszów, Katowice, Szczecin](#)
[Zrównoważony rozwój \(bureauveritas.pl\)](#)

[„Akademia zrównoważonego rozwoju – zarządzanie ESG - kurs średniozaawansowany | EPALE \(europa.eu\)](#)

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

Adaptation of SE models to the green transition

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

Applying systems thinking for the green transition\$

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

[Szkolenia ze zrównoważonego rozwoju – zielona strategia szansą dla Twojego biznesu | EY Polska](#)

Leading digital innovation and strategy & understanding of inclusive values and intersectionality

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

- Leading digital innovation and strategy:
 - o foundation level

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

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

- intermediate level

<https://siecprzedsiębiorczychkobiet.pl/kurs-projektowania-innowacji-spoleschnych-bezplatne-materialy-do-pobrania/>

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

- Understanding of inclusive values and intersectionality:

- basic level

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

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

Cultivating ethical leadership & responsible and participatory decision-making & advancing economic empowerment and advocacy

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

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

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

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

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

Enhancing SE performance through digital deployment

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

https://szkolenia.certes.pl/szkolenia/przemysl-4-0/transformacja-cyfrowa-od-podstaw/zarzadzanie_transformacja_cyfrowa/

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

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

Applying data governance and digital ethics

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

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

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

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

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

3.8 Training gap analysis in Romania

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

Social economy occupational profiles – an overview

OP 1 Social Economy Manager

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

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

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

tical training).

Diploma: certified by the Ministry of Labour and Social Solidarity

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

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

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

- Lack of competencies related to green transition, digital transition and fair/inclusive transition.

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

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

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

Master's programmes at the university level

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

- Complexity of financial management: university master's programmes place a special emphasis on advanced theoretical knowledge in financial management, accounting, and cost analysis, while the basic competencies for SE managers focus more on the ethical and practical application of economic and financial principles. This gap between theory and practical application can often be a challenge for managers who must translate abstract concepts into effective and sustainable strategies on the ground.
- Analysis and social intervention: while university master's programmes provide a solid foundation in qualitative and quantitative analysis of social needs and organisational diagnosis, the fundamental competencies for SE managers require a direct and immediate application of these analyses to mobilise community resources and effectively respond to these needs. Managers must be able to interpret data and implement programmes that bring tangible and beneficial changes.
- Leadership and governance: universities may not pay sufficient attention to the development of participatory leadership and democratic governance skills, which are essential in the basic competency column for SE managers.
- Innovation and strategic application: although university programmes may introduce students to innovative theories and models, their strategic application in the real context of the social economy may be lacking. The basic competencies emphasise the need for agility, systemic design thinking, and practical innovation to address complex and dynamic societal problems, an aspect that needs reinforcement in the university curriculum.

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

OP 2 Social Economy Enabler

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

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

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

Diploma: certified by the Ministry of Labour and Social Solidarity

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

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

Core knowledge gaps: strategic analysis; equity and cultural sensitivity; data protection; IT/digital literacy; quality assurance; SEO values and policies; social impact assessment; diversity and inclusion; lack of information related to digital transition, green transition, fair transition, and transversal skills.

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

OP 3 Social Economy Supporter

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

Similar to the other two standards the duration is between:

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

Diploma: certified by the Ministry of Labour and Social Solidarity

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

Core skills gaps: business analysis; design thinking; diagnostic tools application; efficiency improvements analysis; facilitation skills; financial performance analysis; fundraising/grant writ-

ing, group dynamics; multi-stakeholder project coordination; guidance for sustainable solutions; training design and delivery; inclusive/effective communication; innovation process management; legal expertise and strategies, management support; networking; policy advocacy; project management, public speaking; reporting skills; risk management; systematic analysis and decision making.

- Lack of competencies in green, digital and fair/inclusive transition.

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

OP 4 Social Economy Worker

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

Core skills gaps: adopt fundamental green and waste use practices; agility; collaboration & participation; comprehension and basic use of digital tools & the internet; other skills are included in the general one that are present in the curricula of Practitioners in social services and Home caregiver.

Core knowledge gaps: Social economy concepts and characteristics; understanding the basic purpose of information and communication technologies; understanding collective and democratic/ participatory governance; understanding diversity and inclusiveness; understanding the use of digital tools.

Transition skills for social economy organisations: the SocioComp state of the art

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

Green transition

In Romania there are some master's programmes dedicated to sustainability, sustainable development and environment studies at the main universities. These master's programmes are more theoretical and provide a general overview on various topics related to climate change, environment protection or sustainable development. They are long-term courses dedicated to a general

audience, not specific to social economy entities.

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

- Facing the green transition

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

- Adapting SE models in the green transition

There is no dedicated training on adapting SE models in green transition, but there are modules in some training programmes dedicated to circular economy models and social life circle assessment.

- Applying systems thinking for the green transition

This competence is present in the training programmes.

Digital transition

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

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

- Enhancing SE performance through digital deployment - no
- Applying data governance and digital ethics - in general training programmes for people with advanced digital skills
- Leading digital innovation and strategy - no. This competence is mainly present in training programmes for professionals. It is present for company managers or at the university level.

Fair and inclusive transition

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

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

- Understanding of inclusive values and intersectionality - yes, there are short training programmes.
- Cultivating ethical leadership and responsible & participatory decision-making - inclusive management and participatory governance are present in the training programmes dedicated to SE managers, SE entrepreneurs and SE specialists.
- Advancing economic empowerment and advocacy - partially the economic aspects are included in the SE entrepreneur and SE specialist training programmes. Specific programmes develop advocacy

but there are no dedicated advocacy training programmes for the social economy.

3.9 Training gap analysis in Slovenia

Social economy occupational profiles – an overview

OP 1 Social Economy Manager

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

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

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

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

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

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

OP 2 Social Economy Enabler

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

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

Learning content: management and organisation in SE; ICT in SE; marketing for social impact;

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

Link: https://cpi.si/wp-content/uploads/2022/03/Strokovni-sodelavec_strokovna-sodel_av-ka-za-socialno-ekonomijo-1.pdf

ii) Limerick Institute of Technology, Ireland in partnership with University of Ljubljana. SocialB platform for e-learning.

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

OP 3 Social Economy Supporter

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

OP 4 Social Economy Worker

There are no study programmes or certified short modules to address this profile as such and to a full extent.²

Transition skills for social economy organisations: the SocioComp state of the art

Green transition competencies

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

² The above mentioned SocialB learning platform partly addresses this OP.

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

Learning content: Information not accessible online. **Skills and competencies:** Understanding the connection between personal and social responsibility and sustainable development; knowing how to prepare a sustainable development (SD) and CSR company strategy; how to prepare a company report on CSR activities; CSR networks and good practices; current legislation, documents and standards, guidelines of the EU and Slovenia in SD and CSR. **Duration:** 15 hours; **Certification:** yes (by provider, not official micro-credentials); **Target groups:** individuals working in companies or organisations. **Link:** https://www.irdo.si/pridobite-certifikat_vodja-za-druzbe-no-odgovornost-in-trajnostni-razvoj-podjetja-1-stopnja/

ii) SIQ Ljubljana, ISO 50001:2018 Energy management system administrator training

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

Digital transition competencies

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

Digital vouchers from the Digital Innovation Hub Slovenia, backed by the Ministry of Digital Transformation, offer micro and SMEs a 60% co-financing opportunity for digitisation. The Slovenian Enterprise Fund publishes public calls for these vouchers, including for social enterprises. (Four vouchers have been announced on the topic of raising digital competencies, digital marketing, preparation of digital strategy and cyber security (<https://dihslovenia.si/en/vouchers>). Additionally, the Hub offers a Catalogue of Experts. Slovenian educational institutions are encouraged to

³ Short courses offer green transition training for SEOs, but lack certification. Some VET or university programmes cover the green transition, but are not SEO-specific. Slovenian universities integrate the green transition into programme restructuring, exemplified by the ULTRA project at University of Ljubljana. The project aims to align 29 study programmes with the SDGs and green transition principles, funded by NextGenerationEU with over €25 million from 2022 to 2025.

embrace digital learning with financial support. They need to adopt more accessible digital formats and integrate digital competencies into curricula. Public and private organisations offer digital skills training, while EU-funded projects provide digital transition training for Slovenia.

Fair (inclusive) transition competencies

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

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

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

3.10 Training gap analysis in Spain

Social economy occupational profiles – an overview

As concluded in WP3, in Spain the occupational profiles are quite broad and merge several existing roles (as is the case in other European regions). This means that there are no specific training courses to prepare for the positions of SE Manager, SE Enabler, SE Supporter or SE Worker.

The research conducted so far reveals that in Spain the social economy (SE) faces a number of challenges and limitations, including staff and training needs. The vocational training system does not adequately meet the training needs of SE actors (managers, enablers, supporters or workers). The relationship between the representative structures of SE entities and the specialised training centres is weak, which leads to a disconnection between the real needs and what is offered. Furthermore, the training programmes available do not adequately address the specific values and principles of the SE.

In the case of Spain, if we examine the occupational profiles (OP) of social economy organisations (SEOs) and the training that is available to enable them to deal with the triple transition (green, fair and inclusive, and digital), we observe a lack of specific courses covering the key skills identified. This is particularly true of the green and inclusive transitions. The situation regarding courses aimed at the digital transition is different, so we will focus on the green and fair & inclusive transitions.

Overall, it seems that managers need to acquire a more global comprehension and vision of the transitions, such as “systematic analysis and decision-making” concerning the green transition, and “inclusive human resource management” as regards an inclusive and fair transition.

On the other hand, SEO supporters identify mechanisms to implement a strategy for the green and inclusive transitions within their organisations as crucial. Therefore, they focus more on operational needs that can help them deal with these transitions, such as “strategy for the green transition” concerning green transition and “managing diversity” concerning a fair and inclusive transition.

Finally, as far as SEO workers are concerned, it seems that their needs are more focused on understanding and comprehending other people’s needs and skills. In particular, they emphasise the need to “understand the green transition” within the green transition and “exercise empathy” about the inclusive transition.

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

These findings highlight the urgent necessity for tailored training programmes to meet the specific skill requirements of SE actors. Focusing on these critical areas is essential for empowering SE

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

Transition skills for social economy organisations: the SocioComp state of the art

There are no known training courses on competencies related to the green or fair and inclusive transitions which are exclusively addressed to SEOs. This shows a real gap in the offerings for SE actors (managers, enablers, supporters and workers) to upgrade their competencies in these fields. There are more training programmes in competencies related to the digital transition, although they are not exclusively targeted at SEOs either, so they are very general, which shows a gap in training in more advanced digital competencies.

Linked to the green transition

Circular economy: application to business, UNIVERSIDAD DEL PAÍS VASCO

Skills: The master's degree trains students to identify business opportunities in the circular economy and to anchor circular models in the business organisation. **Target:** Managers and directors. **Duration:** 60 ECTS. **Delivery:** Blended. **Certificate:** Master's degree. **Cost:** €2,700. [Link](#)

Energy management responsible of the company, FENAGE

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

Join the green transition and circular economy, MONDRAGON UNIBERTSITATEA

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

Advanced Course in Green Economy and Sustainability, INESEM

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

Linked to digital transition

Digitalize+, FUNDAE

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

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

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

Advanced digital competences, CEINPRO

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

Linked to fair and inclusive transition

Master's Degree in Cooperativism and Social-Entrepreneurial Management, MONDRAGON UNIB-ERTSITATEA

Skills: In addition to deepening their knowledge of cooperativism, in particular, they will be able to perform management and leadership functions in the following areas: organisational participation, cooperative culture and team facilitation, (intra)entrepreneurship and innovation, marketing and digital transformation, strategy, talent development, intercooperation and social transformation. **Target:** Coop managers and directors. **Duration:** 1,500 hours. **Delivery:** Online. **Certificate:** Official master's degree. [Link](#).

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

Skills: Skills to face inclusiveness challenges. **Target:** managers, enablers and workers. **Duration:** 25 hours. **Delivery:** On-site & online. **Cost:** Sponsored by the Spanish social economy and labour ministry. **Certificate:** No. [Link](#).

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

Skills: This is a diploma for people with intellectual disabilities to develop skills and abilities to have more opportunities to find a job. **Target:** persons with intellectual disabilities. **Duration:** 50 ECTS. **Delivery:** On-site. **Certificate:** No. [Link](#).

4. Synoptic table

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

Existing training	BE	DE	EI	EL	ES	FR	IT	PL	RO	SI
OP1 Social Economy Manager (SE Manager)										
OP2 SE Enabler										
OP3 SE Supporter										
OP4 Worker of SEO										
Facing the green transition										
Adapting SE models in the green transition										
Applying systems thinking for the green transition										
Enhancing SE performance through digital deployment										
Applying data governance and digital ethics										
Leading digital innovation and strategy										
Understanding of inclusive values and intersectionality										
Cultivating ethical leadership & responsible and participatory decision-making										
Advancing economic empowerment and advocacy										

Legenda:

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

5. Conclusions

General observations

- Analysing the synoptic table, we note the lack of homogeneity among the ten partner countries, which have different devices, professional repertoires, regulations, approaches and training paths. For this reason, they require targeted and country-specific interventions to develop within SEOs skills adequate to face the triple ecological, digital and inclusive transition.
- Mainly two training methods are mapped and used, as indicated in the introduction proposed by the Belgian cluster:
 - Long-term academic training aimed at creating vertical skills and self-consistent and complete profiles. The programmes are generally public and easily available. Certification of skills is usually guaranteed. Participation costs are high.
 - Short-term, modular and flexible permanent and continuous training dedicated to developing more transversal skills or, if of a technical-professional nature, linked to specific sectors and not to the entire ecosystem of the social and proximity economy, the subject of our analysis. The offer is fragmented. Information is not always available, nor can it be traced back to a standard. In-house training is the most frequent solution offered.

Occupational profile gaps

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

However, considering the SE Supporter (OP3), there are conflicting indications. In France, the supporter works as an independent consultant who does not work exclusively for the social and solidarity economy. For this reason, we should not even consider this profile. In Romania, however, this occupational profile corresponds to the standard Specialist in Social Economy, recognised by the Ministry of Labor and Social Solidarity and certified.

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

⁴ Personas are fictional characters representing the characteristics of a certain target group.

Triple transition gaps

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

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

- Adapting SE models in the green transition and Leading digital innovation and strategy (five red and five yellow).
- Applying systems thinking for the green transition follows closely (five red “smilies”) but registers the “green light” for Slovenia.

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

- Understanding of inclusive values and intersectionality;
- Cultivating ethical leadership and responsible & participatory decision-making;
- Advancing economic empowerment and advocacy.

Only Italy differs, a soloist outside the chorus, with specific programmes dedicated to SEOs. The countries where radical intervention is most necessary are Romania and Poland, where no profile is satisfactorily covered, and the skills offered to deal with the ecological, digital and social equity transitions do not seem to address the specific SEO target but a more undifferentiated audience. Germany and Spain also bring up the rear: the former has satisfactory training only in the green transition, while the latter has a specific offer only in digital ethics.

The shape of skills: the T-shaped model

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

In the recruiting sector, the concept of T-shaped skills, or T-shaped persons, was created to describe the characteristics and skills of candidates. The T shape represents the fusion between two large branches of human skills: so-called hard skills (technical skills) and soft skills (transversal skills). The vertical stroke of the letter T represents the depth of related skills and expertise in a single field, while the horizontal bar is the ability to collaborate across disciplines with experts in other areas and to apply knowledge in areas of expertise other than one’s own.

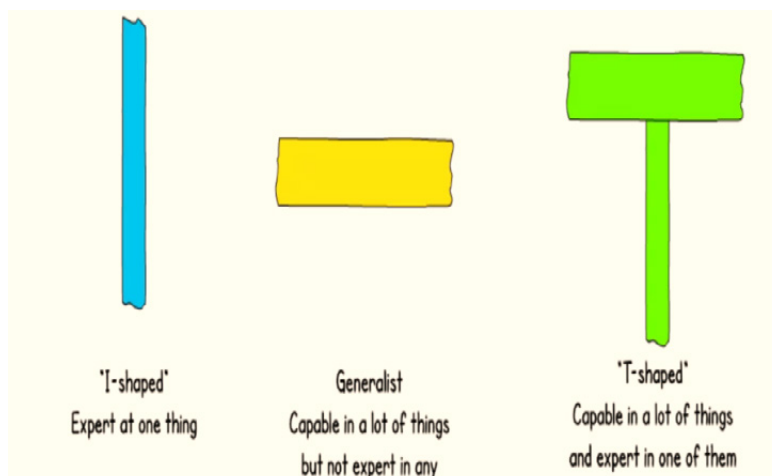
Alternative ways to define people with these characteristics is to use the terms versatelist, generalising specialist, renaissance developer, and master generalist.

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

- communication skills;
- empathy;

- problem solving.

The I-shaped model is represented, on the other hand, by a single vertical stroke, the letter “I”, implying a single and specific competence in one field. Therefore, it means being an expert in only one thing and having no knowledge of other topics, even at a basic level.



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

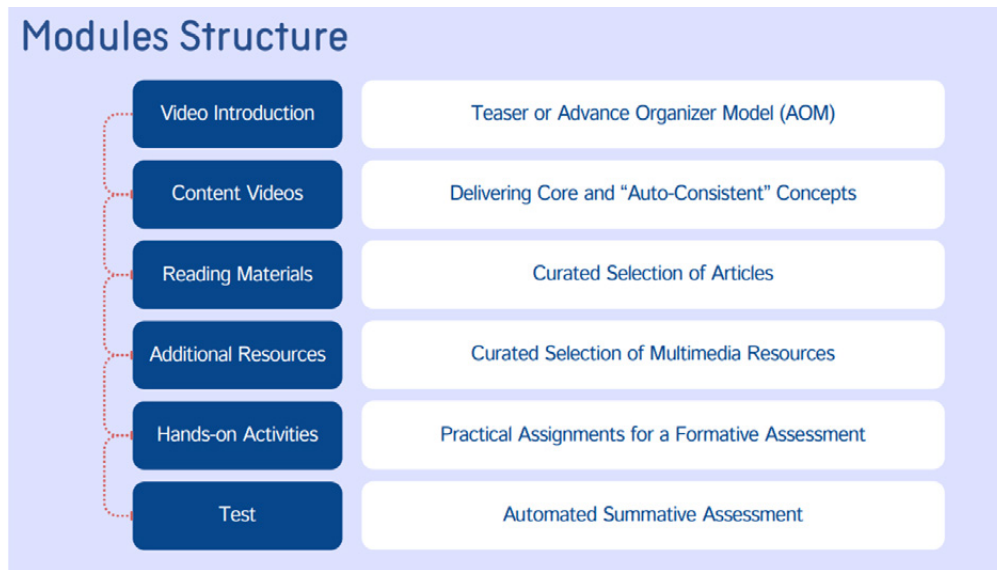
A fruitful approach to designing and delivering the course catalogue is to work on the SocioComps, but with a greater focus on specific work processes and well-defined sectors of activity to adapt the educational content to various contexts and target groups.

Training and programmes shapes

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

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

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



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

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

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

We will proceed by assigning priorities and selecting, in a shared and integrated manner, the themes to locally design and adapt the content for the piloting. It is a concrete example of how, in WP4, we translate the THINK GLOBALLY BUT ACT LOCALLY methodologies.

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

In conclusion, the training gap analysis at the country level reveals the lack of a specific offer devoted to SEOs to cope with the triple transition challenges.

As we have seen there is no homogeneity among the ten participating countries regarding the coverage of SE occupational profiles in academic and non-academic paths. The competencies set is not equally designed in the national curricula, in particular, "Adapting SE models in the

green transition”, “Leading digital innovation” and all topics related to a fair and just transition.

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

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

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

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

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Note & useful links

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

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

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

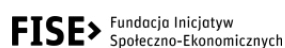
Digital skills and jobs <https://wayback.archive-it.org/12090/20221222151902/https://ec.europa.eu/inea/en/connecting-europe-facility>

Micro-credentials 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 https://social-economy-gateway.ec.europa.eu/topics-focus/skills-social-economy_en

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Co-funded by
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