baSE

Blueprint for advanced skills
& trainings in the social economy

SocioComp

Social Economy Competence Framework

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PROJECT INFORMATION

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Acronyms

baSE	Blueprint for advanced skills and training in the Social Economy
Comp(s)	Competence Framework(s)
EC	European Commission
EU	European Union
LSP	Large-scale Skills Partnership
SE	Social Economy
SEOs	Social Economy Organizations and Entreprises
WP	Work Package(s)

Table of Contents

Introduction

This document is presenting the SocioComp - the Social Economy Competence Framework that is developed within baSE project[1]. This document represents a pioneering effort to identify the competences related to the SE and support individuals and organizations to identify and equip with necessary skills, knowledge, attitudes that can lead towards the triple transition: digital, green and fair/ inclusive. The SocioComp is reflecting the SE ecosystem, taking into consideration its diverse characteristics through the description of SE-specific competences within digital and green dimensions. Additionally, it incorporates a critical third pillar focusing on fair/inclusive practices, highlighting these as distinctive aspects of the SE. The SocioComp is a key component both for the project but at the same time it will serve the SE Organizations and Entreprises (SEOs) as a tool to compass the competences needed, design curricula and trainings which will also be provided by baSE project, while promoting highly important competences that are aligned with SE values.

Scope of the Project

The baSE project is a Blueprint Alliance for Social Economy and Proximity Skills, and it is funded by the European Commission in the framework of the Erasmus+ Program. The project comprises key stakeholders from SE, research institutions, vocational education and training (VET) institutions, experts, certification bodies, and organizations. The main goal is to develop skills strategies to support the overall green and digital transition while also enhancing the inclusivity of the ecosystem. This partnership includes 25 partners from 10 European countries: Belgium, France, Germany, Greece, Ireland, Italy, Poland, Romania, Slovenia and Spain.

The project encompasses a range of interconnected outputs, each contributing to a comprehensive understanding of the required steps for effective transitions. During the first year, extensive research on SE competences – needs and gaps, was conducted across the partner countries. The insights gained from the research are intricately connected to the development of the SocioComp Framework. This framework details the essential competences necessary for achieving the triple transition of SEOs, which are closely tied to four Occupational Profiles designed within baSE project as well as the upcoming development of Curricula for these profiles. Another significant outcome of the project is the formulation of policy recommendations together with a Common Glossary related to baSE project. Together, these elements form the main results and contributions of the project.

Key words

Competences, competence areas, digital, fair, inclusive, green, skills, social economy, SE ecosystem, SEOs, twin / triple transition.

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Structure of the SocioComp

Following the introduction paragraphs, the SocioComp commences with a detailed presentation of the methodology and the steps followed towards the completion of this deliverable, along with a discussion of potential limitations. Following, chapters dedicated to the connection between the project and the Social Economy, as well as an explanation to the EU agenda for SE is presented. Next, a strong dedication towards the Social Economy Competences and the matrix analysis of the 4 competence frameworks (DigComp, GreenComp, EntreComp, LifeComp) and their interconnection that have been considered for the development of the Sociocomp, is presented. The SE competences are presented, divided into competences related to the three transitions (green, digital and fair/inclusive).

baSE and Social Economy

The social economy covers entities (such as cooperatives, associations, foundations, mutuals, etc.) sharing the following main common principles and features: the **primacy of people as well as social and/or environmental purpose over profit**, the **reinvestment of most of the profits and surpluses** to carry out activities in the interest of members/users ("collective interest") or society at large ("general interest") and **democratic and/or participatory governance.**

Specific definitions and insights for SE are also described within Deliverable D2.2[2]. For baSE project, recognising the diversity and uniqueness of SE ecosystem is crucial. It highlights the importance of investigating and creating tools and strategies that will support SEOs to maximize their capacities and support the various challenges of the current times towards achieving the objectives of triple transition. SE is characterized by this diversity and sensitivity to societal demands, and it is imperative to cultivate specialized knowledge focused on social impact. The development of skills that support the effectiveness and efficiency of SE, not only enhances the effectiveness of these entities but also ensures that their economic activities are well-aligned with their social missions. The development and nurturing of these competences are essential for the SE to continue its growth and make a significant impact on European society.

Methodology

SocioComp is a comprehensive framework developed under Work Package 3 of the baSE project, intricately designed to address the competence needs of the SEOs to lead towards the triple transition. To begin with, SocioComp based its foundations upon the outcomes of the systematic and in-depth research that was conducted during the first year across the partner countries of baSE project within Work Package 2. This research investigated the

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[2] https://socialeconomyskills.eu/

skills gaps in SE and current training offer in the countries involved. Led by ULiège, and conducted by the project partners at national level, the research highlighted the key areas and the gaps existing, providing a critical basis for the development of SocioComp. In this chapter, we describe the various methodological phases that were followed to design and finalize the competence framework.

Phase 1: Reviewing and utilizing research insights from previous stages of baSE project
In the initial phase of the project, project's primary objective was to identify and select competences that are important to the SE. To achieve this, we conducted an in-depth analysis of the findings from Work Package 2[3]. By analysing the initial research findings, focus groups on partner countries were instrumental in compiling an initial list of competences. This foundational list serves as a critical stepping stone for further development and refinement in WP3, ensuring that the SocioComp framework is built on a solid, empirically grounded understanding of the competences required in the SE.
At the initial stage, during the Advisory Board meeting of the project that was held online on the 8th of September 2023, the WP leader presented the main ideas and working methodology aiming to gather the first inputs and suggestions.

Phase 2: Workshop for Competence Reflection and Discussion
The second phase of the SocioComp Framework development involved a workshop with representatives from the baSE Steering Committee[4]. This workshop, held in Dolo, Italy, in October 2023 served as a strategic platform for leveraging the valuable insights gained from the initial phase. Participants in the Steering Committee were coming from both VET institutions and SEOs as well as from companies and experts that are involved in the baSE project. Main goal of this workshop was to have a thorough contemplation and conversation on the competences necessary to navigate the anticipated and future changes arising from the triple transition in the SE. Participants in the workshop were able to critically examine and discuss the significance, applicability, and range of the competences that had been discovered in a collaborative setting. This procedure played a crucial part in guaranteeing that the competences chosen for the SocioComp framework were not only based on empirical research but also aligned with the dynamic and realistic requirements of the SE and the alignment with existing EU Competence Frameworks (DigComp, GreenComp, LifeComp, EntreComp). The outcome of this workshop was the design of a collective list of competences. This list was more than just a collection of skills; it represented a collective vision of the baSE Steering Committee, an important milestone for designing the next steps.

Phase 3: Reviewing other Competence Frameworks
An in-depth analysis of the 4 Competence Frameworks (DigComp, GreenComp, LifeComp, and EntreComp) was undertaken to build SocioComp in established knowledge, aiming for a comprehensive strategy in competency enhancement within the SE, important for achieving the desirable triple transition. The analysis consists of a thorough exploration of the 4 Competence frameworks by exploring the competence areas and the descriptors in relevance with the results of the baSE research and the results of the experts' workshop.

This examination of existing frameworks guarantees that SocioComp incorporates benchmarked best practices, encompassing proven standards across various enterprises. Furthermore, it facilitates a dialogue among these frameworks, emphasizing the significance of synergies in fostering targeted skill development and an integrated approach towards the transitions.

Phase 4: Feedback Integration and Competence List Refinement
This phase of the SocioComp framework development was dedicated to refining and validating the preliminary list of competences. Two feedback sessions were conducted, inviting expert opinions and viewpoints from the participating organizations. Following this, a preliminary list of competences was drafted and shared among the partners. Following the workshop in Dolo, Italy, the preliminary list of competences, which was enriched by workshop insights, was disseminated among the partners of the baSE project. This collaborative process ensured that the list of competences was thoroughly reviewed and refined.

Phase 5: Validation of the Competence Framework
A final version of the competences was subsequently released. To validate the efficacy and relevance of these competences, a validation workshop was held among the partnership members. This release functioned as the middle stage coordination group initial attempt to provide specific feedback and gather inputs and suggestions for improvement. Such a feedback collection was essential for providing a final draft that aligns with the project objectives and the partners' realities. The working group members were provided with the ultimate version of the Competence Framework, and at a secondary level, it was shared with the consortium to move forward with additional validations and improvements.

Phase 6: Finalization of the SocioComp
The final version of the SocioComp framework was released to the entire partnership. This release marked the beginning of a broader consultation process, inviting inputs, validation, and endorsement from the wider partnership. The partnership's consultation was an essential stage since it provided a wide spectrum of viewpoints from different SE stakeholders. Through this wider engagement process, the framework was validated by a larger community as well as by a concentrated group of specialists, enhancing its adaptability and usefulness in various scenarios within the SE ecosystem.

Phase 7: Quality Assurance Check and finalization of the deliverable
The final stage of the deliverable's development involved a comprehensive and detailed review process by the Quality Assurance Board, playing an important role in the project. This Board, composed of experts and stakeholders relevant to the project's objectives, provided in-depth feedback on the various components and outcomes of the development phase.

Steps towards the Publication

Collecting and reviewing Data

Launch internal Methodology

SocioComp First Draft proposal

Internal workshop and reflections

Competence Proposal Update

Internal Validation

Inputs from the consortium

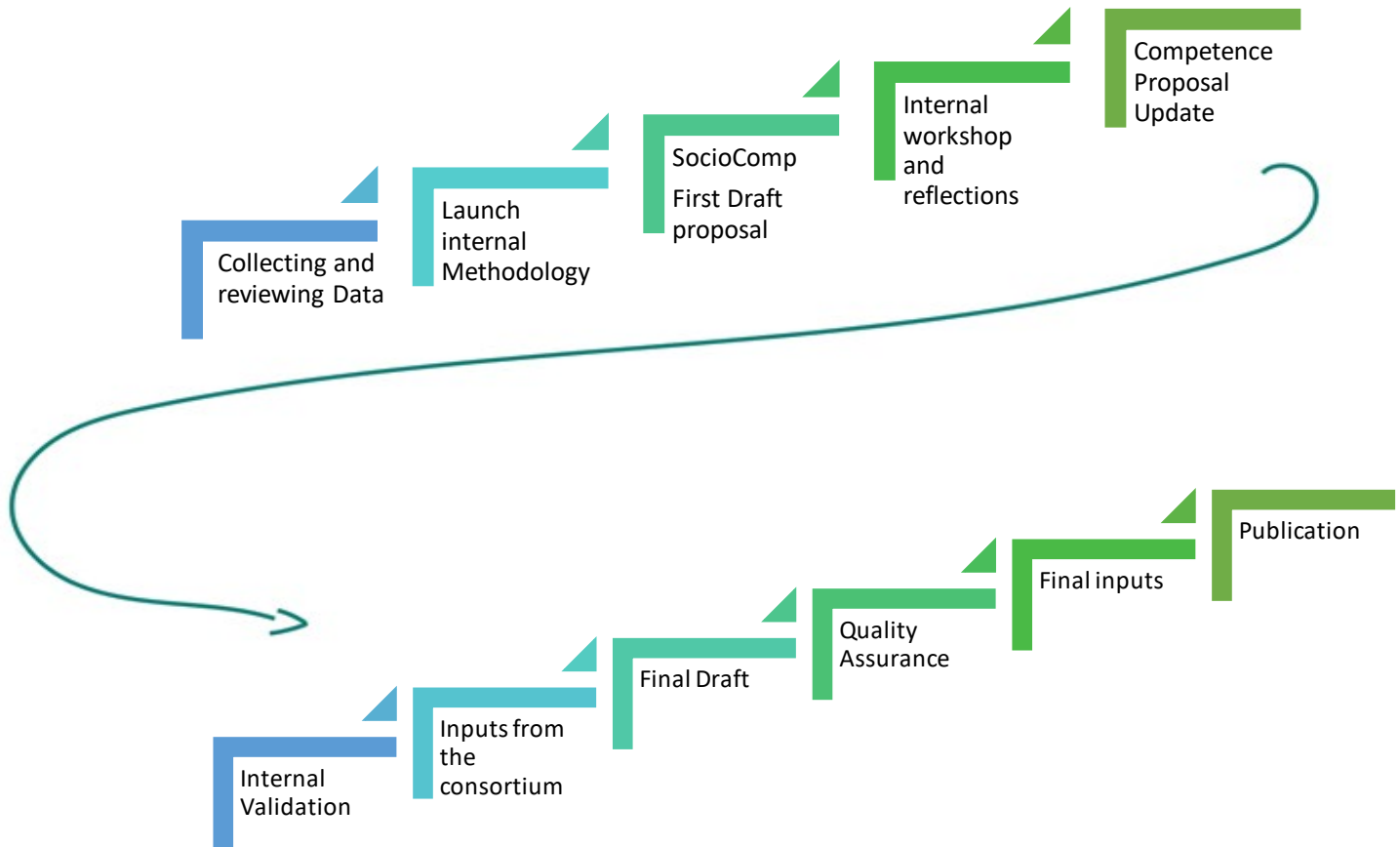Final Draft

Quality Assurance

Final inputs

Publication

Figure 1 Main Steps to Develop SocioComp

Limitations

In this edition of the SocioComp Framework, we have made concerted efforts to ensure the integrity and applicability of our content. This has been achieved through a series of validation processes as described above, directly involving experts in the SE, as well as through extensive consultations and feedback gathering from experts from the partner organizations. Our primary goal has been to ensure the accuracy, relevance, and European-wide applicability of our materials. However, it is crucial to acknowledge that despite the thorough validation of the content through various stages of its development, its actual application remains at an initial phase. The content's practical implementation is organized for the subsequent phase of the project. This upcoming phase encompasses the subsequent Work Packages, which will involve developing curricula and conducting pilot training to foster and encourage SEOs to embark in the triple transition. We envision SocioComp as an evolving document, one that will serve as a milestone for future iterations within the baSE project's lifetime. We expect continuous enhancements and adaptations to meet the changing needs and challenges in the SE ecosystem. SocioComp addresses the immediate needs of the triple transition while remaining open to future adaptations and discussions, ensuring its relevance and responsiveness to ever-evolving ecosystem demands. As a next step of the project, we plan to develop training curricula that will be also piloted, bridging the gap between theoretical understanding of competence development needs and their practical application. This will facilitate hands-on training, allowing trainees to actively participate in the implementation process.

Furthermore, the expansive and varied nature of the SE ecosystem encompasses a broad spectrum of activities and sub-sectors, which may have unique requirements and challenges, necessitating tailored approaches for effective implementation. SocioComp, in this current version, has taken a comprehensive approach to address this issue by attempting to encompass the ecosystem. This wide-ranging perspective is crucial for recognizing and addressing the various elements and interactions that define the SE. By considering the ecosystem, SocioComp seeks to provide a flexible and inclusive framework that can be used in a variety of SE areas. SocioComp can serve as a foundation for additional future steps for future developments such as sub-Comps dedicated to specific sectors. It can also engage in discussions with other projects and initiatives.

The EU Agenda for Social Economy

The **EU skills agenda for the SE** is replete with policies aimed at boosting the upskilling and reskilling of the workforce. As with the rest of the industrial ecosystems established under the EU Industrial Strategy[5], the proximity and SE Ecosystem must also re-skill and up-skill its workforce to achieve the green and digital transitions requiring a variety of skills from basic, to technical and transversal[6].

The Pact for Skills[7] aims to support public and private organizations with upskilling and reskilling, so they can thrive through the green and digital transitions being a key action of the **European Skills Agenda**[8] that has as main objectives strengthening sustainable competitiveness, as set out in the European **Green Deal**[9]**,** ensuring social fairness putting into practice the key principles of the **European Pillar of Social Rights**: such as access to education, training and lifelong learning for everybody, everywhere in the EU and building resilience to react to crises, based on the lessons learnt during the COVID-19 pandemic.

With the aim to accelerate the twin transition (green and digital) the **European Commission** published in 2022 the Transition Pathway for the Proximity and SE ecosystem[10] as part of its Industrial Strategy. The Transition Pathways includes 14 actions to boost the green and digital transitions, 2 of these 14 actions are dedicated to skills. Among them, action 7, aims at promoting the green transition within the proposed actions, focuses on addressing the capacity and skills gap and action 14 aims at boosting digital skills by - and in the social economy. This initiative targets the upskilling and reskilling of 5% of the workforce annually, including SE entrepreneurs (p.42). This entails developing better information and data on green skills needs for the SE, crafting specific ecosystem curricula and targeted educational programs supporting up- and re-skilling of employees for the green transition.

To achieve these goals, the Transition Pathway has set as actions promoting SE specific curricula and certification, joining **the EU Pact for Skills**[11] and the **Large-scale Skills Partnership (LSP) for the Proximity and SE**[12] by signing its Declaration and actively engaging on its commitments on digital skills. As second objective to be achieved at short-medium term, the Transition Pathway has set facilitating B2B (Business to Business) cooperation between social organizations and tech companies to further develop SE digital

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[5] https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/europe-fit-digital-age/european-industrial-strategy_en

[6] https://social-economy-gateway.ec.europa.eu/topics-focus/skills-social-economy_en

[7] [9] https://pact-for-skills.ec.europa.eu/index_en

[8] https://ec.europa.eu/social/main.jsp?catId=1223

[9] https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en

[10] https://single-market-economy.ec.europa.eu/sectors/proximity-and-social-economy/transition-pathway_en

[11] https://pact-for-skills.ec.europa.eu/index_en

[12] htttps://pact-for-skills.ec.europa.eu/about/industrial-ecosystems-and-partnerships/proximity-and-social-economy_en

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training centres (e.g. coding schools)[13]. Those SE training centres are key partners for Public Employment Services in supporting vulnerable groups towards an IT job. SE contributes to the Digital Decade target of having 20 million ICT Specialists in the EU by 2030.

The LSP for the Proximity and SE ecosystem, co-coordinated by Social Economy Europe and Euricse, was launched in May 2022 and has more than 200 members including European and transnational organizations, national and regional SE organizations and enterprises, vocational education and training providers, research centres and universities, regional and local authorities and clusters. Some of the goals of the LSP is to improve the skills intelligence of the ecosystem and support its members to develop up and reskilling activities.

Additionally, the SE plays an important role in promoting upskilling and reskilling across numerous economic sectors, positioning it as an essential contributor to the objectives of the **European Year of Skills[14].** This initiative, which began on May 9, 2023, and concludes on May 8, 2024, aligns with the broader EU goal for 2030. This target aims for at least 60% of all adults to participate in annual training, and the SE is crucial in facilitating the achievement of this milestone.

The EU agenda also includes the **Youth Entrepreneurship Policy Academy (YEPA)[15]** a policy-learning network of 150 participants, including policymakers, youth entrepreneurship networks and organizations, social entrepreneurship networks, programme managers and researchers. This initiative aims at strengthening youth entrepreneurship policies and programmes by raising knowledge about the barriers faced by young people in entrepreneurship, and facilitating exchanges between policy makers, young entrepreneurs and experts on "what works" in youth entrepreneurship policy.
Moreover, the Liege Roadmap for SE[16] in the EU was crafted during the conference of European Ministers responsible for Social Economy organised on the 12th of February 2024 crafted during the Belgian Presidency. It underscores the important role of SE in shaping a more inclusive, sustainable and community oriented economic landscape. It champions the SE's core values of democratic participation, cooperation and solidarity highlighting the potential to address pressing socio-economic and environmental challenges promoting SE model and recognizing the transformative activities. Such engagement in SE shows the focus on the interlinks between SE and the triple transitions.[17]

In summary, the commitment to align with the EU agenda has an important role within baSE project and in particular within SocioComp context. It supports the project's dedication to stay in line with policies that emphasize upskilling and reskilling, thereby ensuring that SEOs can fully realize their potentials through the triple transitions. As the EU prioritizes

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[13] https://single-market-economy.ec.europa.eu/sectors/proximity-and-social-economy/transition-pathway_en
[14] https://year-of-skills.europa.eu/about_en
[15] https://yepa-hub.org/
[16] https://socialeconomy2024.eu/wp-content/uploads/2024/02/LiegeRoadmap-SocialEconomy-3-final_propre.pdf
[17] https://socialeconomy2024.eu/

social fairness, access to education and lifelong learning, baSE alignment with such principles, contribute to a more inclusive and resilient SE ecosystem.

Social Economy Competences

The development of a Competence Framework based on the SE is designed to address several interrelated needs that are crucial for fostering sustainable and inclusive development within SE Ecosystem. The development of such competence framework is essential to empower individuals and organizations within SE to face the complexity of the contemporary socio-economic and environmental challenges effectively.

Directly addressing the triple transition

Central to Sociocomp is the commitment to provide a fair, inclusive and equitable approach to social and economic development. The framework seeks to establish a strong set of competences that improve the capacity of individuals and organizations within the SE to face successfully to the green, digital and fair/inclusive transitions. The Spanish Presidency[18], in September 2023, in a more general scope, has underlined the importance of the triple transition to achieve the Sustainable Development Goals, with a strong emphasis on the fair and inclusive transition as a key wheel for the sustainable futures.

Bridging the Gaps: Practical Application of Competences

Understanding the gaps and demands that the SocioComp addresses is an important aspect of our approach. Recent policy papers, and reports have highlighted several critical needs that are encompassed in legal, financial, policy and visibility aspects that play important role in the sustainable development of SE.

Addressing a number of pressing demands is necessary to provide a thorough and functional framework for the transitions within SE. Providing accessible funding and financial support (EC, 2022)[19], adjusting legal and regulatory frameworks to the sector's unique requirements, and giving staff members opportunities for capacity-building and upskilling are a few of these (EC, 2021)[20]. For SEOs, encouraging less energy-intensive solutions and supporting the circular economy are important priorities, together with infrastructure development, especially in technology and sustainable practices (EC, 2023)[21]. Additionally, the SE has to be more widely acknowledged and visible in mainstream markets and educational curricula (EC, 2021). Finally, to address the many demands of the SE, comprehensive strategies involving stakeholders at all levels are required, and policy adaptation and multilevel coordination are critical especially when referring to the digital and green transitions.

A Blueprint for Competence Development

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[18] https://spanish-presidency.consilium.europa.eu/en/news/informal-ministerial-meeting-development-cadiz-september-5/

[19] European Commission. (2022). Transition Pathway for Proximity and Social Economy. Retrieved from: https://ec.europa.eu/docsroom/documents/52015

[20] European Commission. (2021) Social Economy Action Plan. Retrieved from: https://ec.europa.eu/social/main.jsp?catId=1537&langId=en

[21] European Commission. (2023). Council Recommendations on Social Economy. Retrieved from: https://ec.europa.eu/commission/presscorner/detail/en/ip_23_3188

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The SocioComp framework serves as a guide for SEOs to evaluate and develop their competences systematically. It can be used as a tool for training and competence development programs, policy-making, and strategic planning. By focusing on these competences, SEOs can ensure that they build their activities and strategic plans upon specific competences that lead to the achievement of the transitions concerned.

Matrix Analysis of Competence Frameworks

SE Ecosystem is a diverse field with extensive needs. Little has been written about the background, motivation and aspirations of individuals involved in the ecosystem as entrepreneurs, employees or volunteers (Amin, 2009). In order to build an overall understanding of the skills that are necessary and optional in the SE, partners are developing a matrix between the research results that took place between January and June 2023 in the framework of the project, as well as connecting findings with other Competence frameworks such as EntreComp, GreenComp, DigComp and LifeComp. The aim of this synthesis is to provide readers a thorough understanding of the competence needed to navigate themselves in the complex world of the SE, which will help those who work in it to further develop themselves both personally and professionally.

An extensive review of the existing Competence Frameworks was conducted and analysed in supporting the process of selecting and rebuilding the competences that will lead the SE towards the triple transition (green, digital and fair/inclusive).

To start with **DigComp,** as the European Digital Competence Framework, is important in boosting employability by enhancing digital competences in the workforce, aligning employee skills with the evolving demands of the digital era (Kluzer, 2020). DigComp encompasses key areas such as information and data literacy, communication and collaboration, digital content creation, safety, and problem-solving. This framework is integral in understanding and developing digital competences, targeting citizens, education systems, consumers, and businesses, thereby creating a comprehensive impact on the digital skills landscape. In the context of the labour market, DigComp is vital for developing digital skills of employees and jobseekers, thereby enhancing their employability in both, public and private sectors (Kluzer, 2020). It has also become a reference for initiatives at European and Member State levels, illustrating its wide acceptance and applicability (Riina et al., 2016).

Furthermore, the alignment of **GreenComp** plays an important role in promoting sustainable practices and environmental awareness in various sectors aligned with the European Green Deal's objectives. It integrates diverse knowledge domains to support environmentally friendly design and decision-making while it offers a comprehensive assessment of sustainable development policies in EU countries, focusing particularly on climate sustainability and energy efficiency which are key areas under the European Green Deal Strategy and Agenda 2030 (Tutak et al., 2021). Furthermore, GreenComp plays a vital role in directing skills associated with Environmental, Social, and Governance (ESG) standards. It supports both individuals and organizations in aligning their activities with sustainable practices, fostering the transformation of socio-economic decisions, and shaping project lifecycles to be more sustainable.

EntreComp facilitates entrepreneurial competences, crucial for fostering personal growth, career advancement, and the initiation of new business initiatives, thus contributing

significantly to the entrepreneurial ecosystem. EntreComp, focuses on developing entrepreneurship competences boosting their employability, mobility, and active participation in the socio-economic landscape (Piedra & Caro, 2018). It outlines competences necessary for entrepreneurial success which is fundamental for SE.

LifeComp, emphasizing personal, social, and learning competences, plays a significant role in the holistic development of individuals, especially within the educational sphere, thereby developing well-rounded personalities capable of contributing effectively to the SE (Sala et al., 2020). The framework also emphasizes personal agency, self-efficacy, and expected outcomes in career development and lifelong learning improving individual's competences across a spectrum of personal and professional skills.

Gaining an in-depth understanding of the many skills sets and competences required in today's interconnected and quickly changing world requires studying the four Competence Frameworks: DigComp, GreenComp, LifeComp, and EntreComp. These frameworks collectively encompass a broad spectrum of competences that are essential for the modern workforce and are critical for facilitating the triple transition.

Developing a comprehensive strategy in the SE requires incorporating, evaluating and re-establishing these competences into the SocioComp framework built to serve the digital, green, and fair/inclusive transition. Through this integration, individuals and organizations are guaranteed to possess specialized technical competences and a more comprehensive outlook that encompasses ethical responsibility, sustainability, personal development, and an entrepreneurial spirit. Encouraging sustainable development, tackling complex social concerns, and building a more resilient and equitable society all depend on having a well-rounded competency basis.

Grounding the SocioComp framework in already established ones ensures the efficiency of the process and the effectiveness of the results. This approach fosters a well-rounded group of competences in individuals and organizations but also ensures that SE can effectively respond to the current needs, challenges and opportunities. Furthermore, SocioComp is not a collective of competences from the other existing Competence Frameworks (Comps). In contrary, it is a developed framework that selects, uses and builds upon the competences tailored to the needs and realities of the SE Ecosystem and at the same time it provides insights and perspectives on competences from various other fields.

Interconnection Frameworks

SocioComp is a unique Competence framework that has drawn its foundations from the competences suggested by previously established frameworks. The main objective of the SocioComp is to place SE at the center and enhance the skills and competences that are required to support innovation needed for SEOs to have a leading role in the triple transitions. SocioComp takes into consideration and synthesizes relevant aspects from other competence frameworks (DigComp, GreenComp, EntreComp) actively shaping them in ways that align with the needs and requirements of SE triple transition. Thus, SocioComp intends to contextualize the competences presented in other frameworks with a diverse and relevant skill set for the modern world (see Table 1).

SocioComp uniquely integrates SE-specific competences, driving the ecosystem towards a holistic transition that incorporates the digital competences, becomes environmentally sustainable and fosters inclusivity. While GreenComp is broadly addressing environmental responsibility across sectors, SocioComp tailors its approach to build skills, knowledge, and attitudes that resonate specifically with the SE's goals and values. Similarly, while DigComp outlines digital competences for general technology engagement, SocioComp focuses on digital skills critical for enhancing the digital aspects of SE. In addition, SocioComp shares characteristics with EntreComp and LifeComp frameworks encouraging a combination of personal development and entrepreneurial spirit. However, SocioComp goes a step further by incorporating social impact, ethical decision-making, and democratic governance aspects, strengthening its position in the development of an entrepreneurial ecosystem that is socially conscious and respectful of people and planet boundaries.

Framework	Structure Type	Core Areas	No. of Competences	Proficiency Levels	Unique Features
DigComp	5 Areas → 21 Competences	Digital literacy, communication, safety, content creation, problem-solving	21	8 Levels (based on EQF + Bloom's)	Pan-European reference for digital skills in all sectors
EntreComp	3 Areas → 15 Competences	Entrepreneurial Ideas & Opportunities, Resources, Into Action	15	8 Levels (foundation → expert)	Promotes initiative, creativity, and social value creation
GreenComp	4 Areas → 12 Competences	Sustainability values, complexity, envisioning futures, action	12	Flexible (Non-prescriptive)	Embeds Green Deal & SDG values, systems thinking

Framework	Structure Type	Core Areas	No. of Competences	Proficiency Levels	Unique Features
LifeComp	3 Areas → 9 Competences	Personal/Social	9	Descriptive (Not Linear)	Focuses on socio-emotional & lifelong learning
SocioComp	3 Areas → 9 SE-Specific Competences	Green, Digital, Fair & Inclusive Transition	9	3 Levels (Foundation → Advanced)	Built on DigComp, GreenComp, EntreComp; SE-specific; includes SDGs & ethical focus

Table 1: The Interconnectedness of SocioComp with previous Competence Frameworks

The SocioComp Framework

The SocioComp Framework that is presented below is a structured guide to the competences required for individuals and organizations to operate within SE to effectively engage, operate and support the transitions in the **key areas**: Green, Digital and Fair/inclusive transition. Sociocomp is a unique competence framework that draw its foundation in previously established frameworks. This focus, is deliberate, aiming to complement rather than replicate other competence frameworks that have been already supporting the development of SocioComp. Instead, it positions itself as a specialized tool that works in concert with these other frameworks, ensuring a broad and holistic development path for
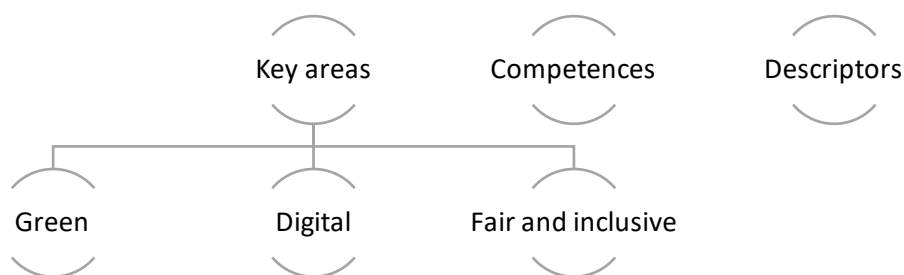
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        Key areas        Competences        Descriptors

  ┌─────────────┼──────────────┐
Green        Digital      Fair and inclusive
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Figure 2 - The SocioComp presentation

individuals and organizations within SE ecosystem.

Within the key areas there are the **Competences** together with their **descriptors that explain and clarify each competence. The descriptors** are written in an evolutionary way corresponding to 3 levels: foundation, intermediate and advanced level.

Each Area is broken down into specific categories:

Green Transition: This area details the competences needed to understand and apply sustainable principles. It includes the ability of adapting and adjusting to new approaches, using innovation, systems thinking approaches and technologies for developing green opportunities.

Digital Transition: This area focuses on the adoption and integration of digital technologies and processes within the SE. It covers different topics such as digital performance, data governance, digital ethics, digital innovation and strategic leadership required for digital transformation.

Fair and inclusive Transition: This area addresses the competences to ensure inclusivity, equity, ethical decision making and democratic governance within SE. It emphasizes the importance of cultural sensitivity, advocacy and highlights the necessary skills to influence policies for social justice.

Why a triple transition?

A triple transition for green, digital and fair and inclusive aspects is crucial for the SE, to ensure holistic and sustainable development. **This triple transition forms a holistic overview that addresses environmental, technological, and social dimensions, thereby reinforcing the core mission of the SE.** Embracing environmental sustainability (green transition) is aligned with SE core values for responsible and long-term impact in society emphasizing in the well-being of the citizens. The green transition underscores a commitment to environmentally conscious practices promoting a shift towards renewable energy sources, waste reduction, and sustainable resource management. The digital transition is essential for staying relevant and efficient in the technology-driven world. It encompasses the integration of digital tools, technologies, and methodologies to optimize processes, enhance communication, and innovate services. It is very current to upskill and reskill the workforce to be aligned with the technological needs of each role via specific skills development. This upskill ensures that the workforce is not only competent in using new technologies but also adaptable to future digital advancements. Moreover, prioritizing fairness, and more specifically inclusivity, ensures that the benefits of these transitions are widely shared upholding the SE commitment to an equitable and accessible economy for all. This aspect involves ensuring equal opportunities, promoting diversity, and implementing practices that reduce multiple existing inequalities within the SE such as economic disparities, social or geographical inequalities, educational accessibility and others.

Competence Development

The following **Competence Tables** in the SocioComp framework serve as a structured guide for defining and describing the key competences required for individuals and organizations within the **Social Economy (SE) ecosystem** to navigate the **triple transition**—Green, Digital, and Fair/Inclusive. These tables are developed in alignment with **Bloom's Taxonomy** and the **European Qualifications Framework (EQF)** to ensure a standardized, progressive, and structured approach to competence development.

The **EQF** is an **8-level reference framework** that harmonizes national qualification systems across Europe, categorizing qualifications from **basic to advanced** based on distinct learning outcomes in **knowledge, skills, and competences**. By aligning with the EQF, SocioComp ensures that competences are structured in a way that allows for comparability across different educational and training systems. The methodology behind the **Knowledge, Skills, and Attitudes (KSA)** approach in the SocioComp framework provides detailed examples of each competence, ensuring clear and measurable development pathways.

The integration of **Bloom's Taxonomy** further strengthens the framework by classifying learning objectives **progressively**, from **basic knowledge acquisition** to **higher order thinking skills** such as evaluation, creation, and application in **complex scenarios**. This **evolutionary structure** ensures that competences are not only learned but also developed to support **problem-solving, critical thinking, and innovation**.

Each **Competence Table** follows a **logical sequence**:
1. **Competence Name** – A title that clearly defines the competence.
2. **Knowledge, Skills, and Attitudes (KSA)** – The theoretical foundation (knowledge), the practical application (skills), and the mindset required (attitudes).
3. **Proficiency Levels (Foundation, Intermediate, Advanced)** and their following Descriptor – Based on Bloom's Taxonomy, competences are structured progressively:
   - **Foundation Level**: Establishes basic awareness and understanding.
   - **Intermediate Level**: Focuses on the ability to apply and adapt the competence in real-world situations.
   - **Advanced Level**: Emphasizes leadership, strategic thinking, and innovation.
4. **Real-Life Practice** – To enhance practical relevance, real-world applications are provided. These examples are often linked to **Sustainable Development Goals (SDGs)** and international priorities set by organizations such as the **UN and the EU**, demonstrating how the competence is applied in practice within SE organizations.

This structured approach ensures that **competences are not only clearly defined but also contextualized**, allowing for **practical application, career development, and organizational growth** in the Social Economy sector. By aligning with **EQF and Bloom's Taxonomy**, the SocioComp framework provides a **coherent, standardized, and competency-based learning pathway**, making it an effective tool for **skills development, curriculum design, and policy implementation** in the SE ecosystem.

Green Transition Competences

The following table describes the competences essential for navigating the green transition within SEOs. These competences are presented in an evolutionary way, progressing from foundational to intermediate and advanced levels. This means that each competence reflects a deeper and more integrated approach to sustainability, going from addressing green transition topics, to the adaptation and application of sustainable practices. This process ensures that work in the green transition of SE is not only progressive but holistic, including both strategic and cultural shifts towards sustainability.

At the foundational level, the competences focus on fostering a basic understanding of sustainable values within the SEOs, ensuring individuals recognize and communicate the importance of sustainability. At the intermediate level, the competences reflect the operational aspects of sustainability, emphasising adaptation measures. At the advanced level, sustainability is applied through a systems-thinking approach, aligning SEOs with broader social and environmental goals.

Competence	K-S-A	Level	Descriptor	Real-life Practice
Facing the Green Transition	**Knowledge:** Understanding sustainability principles, including environmental laws and green transition strategies relevant to SEOs. **Skill:** Communicating and implementing sustainable values effectively to stakeholders while organizing communities and driving strategic initiatives. **Attitude:** Being committed to sustainability, demonstrating	foundation	- Understand and explain sustainable values within the SE.	*The Association des Centrales Villageoises* in Rhône-Alpes, France, empowers citizens and municipalities to co-develop renewable energy projects that respect local heritage and retain economic value within communities (SDG 7, 13). It promotes collective self-consumption, local energy sharing, and reinvests profits into regional development.
		intermediate	- Analyze and align sustainable principles with SE operational strategies - Construct an understanding of the green transition and actively involve local communities; Examine challenges and tailor sustainable opportunities for SE.	

	proactivity, empathy, and a collaborative approach towards achieving long-term social and environmental goals.	advanced	- Interpret and apply relevant environmental policies and legislations to SE activities, ensuring alignment with the organization's mission and sustainability goals. - Support and engage SE stakeholders in embracing sustainable practices, fostering innovative solutions for sustainability.	With diverse projects—from solar carports to electric mobility—the initiative fosters community engagement, education, and inclusive governance. Celebrated by locals, each solar installation becomes a symbol of shared achievement, demonstrating how citizen-led energy transition can unify and strengthen territorial resilience.
Adapting SE models in Green Transition	**Knowledge:** Understanding sustainable approaches and practices, and how they can be integrated into everyday tasks within SEOs models. **Skill:** Selecting and employing environmentally efficient technologies and practices, while developing and implementing eco-friendly tools and technologiesto	foundation	- Identify and assess sustainable approaches and best practices - Choose and establish sustainable practices within daily tasks.	Formació i Treball, Empresa d'Inserció (FITEI) is Spain's largest Work Integration Social Enterprise (WISE), created by the Formació i Treball Foundation to support individuals facing social exclusion. Operating as a non-profit, FITEI reinvests all profits into empowering vulnerable people through employment in socially and environmentally
		intermediate	- Select and employ environmentally efficient technologies and practices within SE models. - Develop innovative approaches and tools to improve SE's environmental footprint.	

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	advanced	reduce the SE's environmental footprint. **Attitude:** Being committed to ethical decision-making, openness to adapting to uncertainty and risks, and fostering collaboration in supporting local communities' green transition goals.	- Formulate and plan ethical decisions to address uncertainty, ambiguity and risks in green transitions efforts - Appraise and award local communities in pursuing SE's green transition goals.	impactful sectors. It manages over 27 activities – including textile recycling, food services, and second-hand retail – processing 8,600+ tonnes of textile waste and creating 782 insertion contracts in 2024 alone (SDGs 8, 10, 12). With tailored training and job placement support, 64% of participants transition into regular employment, making FITEI a national leader in inclusive, sustainable economic development.
Applying systems thinking for Green Transition	**foundation**	**Knowledge:** Understanding sustainable development opportunities and how they align with the SEOs mission and values. **Skill:** Using systems thinking to address green innovation challenges, lead teams toward environmental	- Understand sustainable development opportunities and how they interact with the SE's mission and values.	Brupower is Brussels' first citizen energy cooperative, created to accelerate the region's energy transition and make solar energy accessible to all. Rooted in democratic values, it empowers residents to collectively produce and share clean energy, especially through rooftop solar
	intermediate		- Examine green innovation and business challenges using a systems thinking approach. - Include, motivate and lead teams towards impactful environmental stewardship. - Apply innovative sustainable business models that	

		integrate eco-social values into SE operations.	installations (SDG 7, 11, 13). With 27.4% of households affected by energy poverty and 60% renting, Brupower focuses on inclusion, energy sharing, and community ownership. It has raised €700,000 in citizen equity, installed over 300 kWp of solar capacity, and launched Brussels' first solar neighbourhood on social housing. With 500+ members and 60+ community events, Brupower is driving a just, local, and inclusive energy movement.
stewardship, and apply eco-social business models in SE operations. **Attitude:** Being committed to sustainable management, fostering collaboration with stakeholders, and embracing cross-sectoral innovation for social and environmental impact.	advanced	- Set up sustainable management strategies to harmonize organizational values with environmental impact. - Foster collaboration among stakeholders to develop stakeholders' collaboration to generate innovation alongside social impact, including cross-sectoral partnerships.	

Digital Transition Competences

The competences listed below related to the Digital transition in SE are demonstrated in an evolutionary manner, progressing from basic understanding to deeper engagement with digital proficiency within SEOs. This ensures that the transition towards digitalization is effective, efficient and comprehensive within the operational and strategic dimensions of SE, while cultivating an adaptable digital culture and mindset. The journey encompasses areas such as data governance, digital ethics, digital innovation and leveraging technologies for continuous learning and innovation.

Digital Transition

Competence	K-S-A	Level	Descriptor	Real-life Practice
Enhancing SE performance through digital deployment	**Knowledge:** Understanding the role of digital tools in community engagement and how they support SEOs objectives. **Skill:** Applying digital tools to manage projects, streamline operations, and analyze their impact on SE performance and decision-making. **Attitude:** Being open to integrating digital technologies, continuously evaluating their effectiveness, and embracing digital solutions to enhance communication, collaboration, and competitiveness.	foundation	- Recognize and list digital tools essential for community-based engagement within SE. - Understand the role of digital tools in supporting SE objectives.	Panacea Cooperative Research is a pioneering Spanish worker cooperative that applies advanced Artificial Intelligence to the field of forensic human identification. Founded in 2018 as a University of Granada spin-off, it brings together software developers and leading AI researchers to create high-impact digital tools. Its flagship product, Skeleton-ID, is the world's first AI-based system capable of identifying human remains through forensic anthropology and odontology, providing a crucial alternative where DNA or fingerprints fail. Recognised with the EU Seal of Excellence and Spain's Innovative SME Seal, Panacea combines scientific innovation, open knowledge, and social
		intermediate	- Apply digital tools to manage projects and tasks effectively and streamline operations. - Analyze the impact of digital engagement on SE operations and collaborative decision-making.	
		advanced	- Integrate and evaluate digital tools to optimize communication, collaboration, community engagement and competitiveness. - Measure the readiness and strategic advantages of using such tools within the organization.	

					purpose. With global pilot projects and a scalable SaaS/on-premise business model, the cooperative shows how digitalisation can drive humanitarian impact, international collaboration, and local economic transformation (SDGs 4,8,9,10,11, 17).
Applying Data Governance and Digital Ethics	**Knowledge:** Understanding the importance of safeguarding data, confidentiality, and privacy, and the protocols that protect sensitive data within SEOs. **Skill:** Applying and enforcing data privacy legislation, while promoting digital ethics literacy to empower individuals and safeguard privacy within the SE context. **Attitude:** Being committed to fostering trust, ethical responsibility, and community welfare through the development and implementation of	foundation	- Recognize the importance of safeguarding data, confidentiality and privacy legislations within the context of community trust in SE. - Understand protocols and practices that safeguard the confidentiality, integrity, and security of sensitive data.		Coop cycle is an international federation of worker-owned bicycle delivery cooperatives that provides a democratic, socially responsible alternative to mainstream gig-economy platforms. Created in France, it develops and maintains a fully open-source digital platform for organising deliveries, managing logistics, and enabling fairer working conditions. Only cooperatives that respect workers' rights
		intermediate	- Operate and enforce data privacy legislation and regulations within the SE context. - Support the promotion of digital ethics literacy to empower individuals with the skills necessary to protect personal and communal privacy.		

	comprehensive data governance policies.	**advanced**	- Develop and implement comprehensive data governance policies that build trust and ethical responsibility in data management, aligned with SE's commitment to community welfare.	can use the software, ensuring that digitalisation strengthens labour standards.(SDGs 8,9,10,11, 13,17).
Leading Digital Innovation and strategy	**Knowledge:** Understanding the relevance of emerging technologies for SEOs, particularly those that drive community-centric innovation. **Skill:** Applying advanced digital solutions to lead community-based projects, coordinate digital tools, and investigate new problem-solving approaches. **Attitude:** Being committed to fostering a dynamic ecosystem of collaboration, continuous learning, and experimentation with emerging technologies to drive growth and innovation.	**foundation**	- Identify and understand the relevance of emerging technologies for SE, focusing on community-centric innovation.	Decidim is a spanish free, open-source digital infrastructure for participatory democracy. Its platform enables cities and CSOs to facilitate participatory processes like budgeting, citizen initiatives, consultations, and assemblies, integrating online and physical-world democratic deliberation. Built on principles of transparency, traceability and collaborative governance, it embodies a "technopolitical" project combining software design
		intermediate	- Apply state-of-the-art digital solutions to spearhead innovative community-based projects and consistently investigate new approaches to problem-solving. - Coordinate and enhance the use of digital tools and systems to develop and disseminate the content.	
		advanced	- Develop strategies to integrate open-source digital tools within SEs and collaborate with industry partners to create a dynamic ecosystem that fosters innovation and growth through emerging technologies. - Reinforce continuous learning and experimentation with new digital	

| | | | approaches and tools within the SE community. | with democratic values. Decidim has been deployed in numerous cities and organisations around the world, offering a digital alternative to proprietary platforms and strengthening citizen engagement in decision-making (SDGs 9, 11, 16, 17). |

Fair and Inclusive Transition Competences

The representation of a fair and inclusive transition within SE encloses the progress from foundational understanding of inclusive values and intersectionality focusing on empowering, accessibility, inclusivity and overcoming barriers to inclusion. It focuses on ethical leadership and responsible and participatory decision-making to reach social impact while incorporating the business concept and advocacy for financial equity and policies. This ensures the holistic approach of fair and inclusive transition of the SE ecosystem that is requested for the successful implementation of the triple transition.

Fair and Inclusive Transition

Competence	K-S-A	Level	Descriptor	Real-life Practice
Understanding of inclusive values and intersectionality	**Knowledge:** Understanding the basis of inclusive values and intersectionality within SEOs and recognizing the social impacts of inclusion, discrimination, and biases related to intersecting identities. **Skill:** Applying inclusive values strategically by integrating them into organizational practices, policies, and decision-making, while adapting actions to respond to individual needs across diverse backgrounds. **Attitude:** Being committed to defending inclusive practices, demonstrating sensitivity and empathy, and driving systematic	foundation	- Identify the basis of inclusive values and intersectionality within SEOs and understand the social impact and implications in SE practices. - Understand the social impact of inclusion practices and implications of discrimination, and biases that can occur based on intersecting identities. - Demonstrate sensitivity and empathy towards individuals from diverse backgrounds	Taller Àuria, launched in Catalonia in 2008 by Àuria Group, is an inclusive perfume and cosmetics initiative that creates qualified, sustainable jobs for people with intellectual disabilities and other vulnerable groups. It integrates workers into the full production cycle – from R&D to packaging – within a competitive, socially driven business model. With over 70% of its 500+ employees facing employment barriers, the cooperative produces up to 15
		intermediate	- Recognize and analyze norms, power relations and realities including digital and environmental dimensions within the different work settings. - Apply inclusive values strategically, demonstrate the ability to integrate them into organizational practices, policies and	

	changes to uphold inclusive values within both the community and organization.		- decision-making processes and business models. - Recognize and adapt behaviors and actions to respond to individual needs, valuing diversity and fostering inclusive environments. - Provide accessible and inclusive solutions across diverse contexts, including products, and services tailored to the intersecting social needs.	million perfume units annually. Taller Àuria champions inclusive innovation, tailored training, sustainability, and international collaboration, standing as a benchmark for Work Integration Social Enterprises and proving that industrial excellence can go hand in hand with social impact (SDGs 4,8,9,10,11,17).
		advanced	- Defend and promote inclusive practices that reflect the diverse realities of all community members within SE, implementing systematic changes to uphold these values.	
Cultivating Ethical Leadership & Responsible and Participatory Decision Making	**Knowledge:** Understanding the concept of democratic and participatory governance within SEOs and recognizing ethical standards that promote equity in operations. **Skill:** Fostering inclusive environments, by critically analyzing complex situations using ethical standards, and collaborating in decision-making processes that prioritize participation and inclusivity.	foundation	- Explain the concept of democratic and participatory governance within SEOs. - Recognize and apply SE ethical standards in operational tasks and processes contributing to a more equitable approach.	*Mondragon Corporation* cooperatives exemplifies ethical leadership and participatory decision-making, by promoting inclusive, work-participatory models that prioritize fairness, (**SDG 8**), and community welfare.
		intermediate	- Foster environments that actively welcome diverse perspectives, ensuring inclusive engagement of all relevant stakeholders within SE. - Analyze and evaluate critically complex situations by using ethical standards aligned to SE unique context.	

	Attitude: Being committed to ethical leadership, empathetic management practices, and decision-making that reflects the SE's values, focusing on participatory approaches and community welfare.		- Collaborate in decision-making processes that prioritize and advocate for inclusive and participatory approaches.	
		advanced	- Lead with an ethical compass, grounded in the values SE, making decisions that consistently reflect these principles. - Prioritize and integrate ethical community frameworks, emphasizing participatory and inclusive practices at all decision-making and organizational levels. - Adopt empathetic management practices that involve active listening, supportive leadership and lead towards democratic governance, balancing both the social and economic objectives.	
Advancing economic empowerment and advocacy	**Knowledge:** Understanding key elements of economic empowerment and the principles of equitable economic policies within SEOs. **Skill:** Implementing strategies that promote economic sustainability and advocating for inclusive policies that create equitable opportunities for all. **Attitude:** Being committed to formulating and implementing equitable economic policies that	**foundation**	- Understand the key elements of economic empowerment within SE. - Understand the basic principles of equitable economic policies and practices.	Just a Change is a Portuguese initiative founded in 2010 to combat hidden housing poverty affecting over 6% of the population. Originating as a student movement, it rehabilitates homes and institutions through inclusive partnerships with municipalities, companies, NGOs, and volunteers. With
		intermediate	- Implement strategies to promote economic sustainability in SE initiatives. - Advocate for inclusive policies that ensure equitable opportunities for all.	
		advanced	- Formulate and implement equitable economic policies within SE that ensure	

	empower communities, ensuring access to resources, and advancing economic empowerment within SEOs.	access to financial resources and opportunities. - Identify and create opportunities for the economic empowerment of SEOs, driving social and economic impact.	over 530 homes renovated and 200 institutions supported, the organisation has mobilised more than 12,000 volunteers. It promotes intergenerational solidarity, sustainable renovation, and community engagement, while also running awareness campaigns and monitoring social impact. Recognised nationally, Just a Change aims to scale its model across Portugal and beyond, redefining housing as a driver of social transformation (SDGs 1,3,10,11,17).

Conclusions

SocioComp is an innovative tool designed under baSE project and funded by the EC under the Erasmus+ program that underscores the importance of developing competences related to SE. It stresses the importance of equipping individuals and SE organizations with skills, knowledge and attitudes necessary for navigating the complexities of challenges posed by digital, green and fair/ inclusive transitions. SocioComp reflects the diverse characteristics of the SE Ecosystem and brings a core basis for the development of tailored made curricula and training programs promoting an aligned and holistic approach to the SE competences.

This SocioComp is not only crucial for the baSE project itself, but it brings a great added value to a European Level for SEOs. It serves as a guiding framework for competences necessary for effective engagement in the evolving socio-economic landscape. It addresses specific challenges and opportunities in the field, contributing significantly to the development of a more sustainable, inclusive SE environment capable of embracing and effectively employing technological innovations. This design ensures that SocioComp has an ongoing relevance and strength in the evolving socioeconomic structure.

The SocioComp competence framework, with its open-access design, is an important tool for ongoing learning and adaptation. This platform is unique not only in that it is easily accessible, but also in the significant value that it adds for learners, teachers, and SE workers to enhance their skills and competences.

The capability of SocioComp to develop and strengthen partnerships between educational institutions and SE representatives is one of its main advantages. These synergies are critical for developing curricula and modules that both embody SE principles and greatly improve their practical execution. Future SEOs need to be prepared for meaningful and productive engagement in the SE ecosystem, and this is made possible by such breakthroughs in lifelong learning.

Lastly, SocioComp will support the evolution in the SE highlighting and strengthening its transformational and active role in the society. By identifying specific competences for the dynamic ecosystem, SocioComp not only guides educational initiatives but also shapes policy directions, fostering a transformative impact on society and setting the stage for a dynamic, inclusive, and resilient SE in the face of digital, green, and fair / inclusive transitions.

Glossary of the SocioComp[22]

Attitudes	Are underpinned by values and beliefs and have an influence on behaviour. It reflects a disposition to react to something or someone positively or negatively and attitudes can vary according to specific contexts and situations. Attitudes are made of a complex interweaving of beliefs and affective responses that influence individuals' views on their environment, as well as their decisions and judgements, and consequently their actions. Attitudes are also related to socio-emotional skills: interactions with others play an important role because "relationships provide the crucible out of which develops not only conscience and ethics but also self-attitudes and identities.[23]
Competences	Ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.[24]
Knowledge	Outcome of assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices related to a field of study or work.[25]
Skills	Ability to apply knowledge and use know-how to complete tasks and solve problems.[26]
Social Economy	It is an umbrella term covering a wide range of private entities that prioritise people, social, and environmental causes over profit. While the scope and the terms used to describe the social economy concept can vary depending on national traditions, it typically comprises cooperatives, mutual benefit societies, associations (including charities), foundations, and SEOs. In addition to putting people and the

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[22] Further reading regarding baSE glossary can be found here: https://socialeconomyskills.eu/resources/
[23] https://www.oecd-ilibrary.org/sites/5d94796e-en/index.html?itemId=/content/component/5d94796e-en#:~:text=The%20Learning%20Compass%20defines%20attitudes,OECD%2C%202019%5B6%5D
[24] https://www.cedefop.europa.eu/files/4117_en.pdf
[25] https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary?letter=K#glossary-150187
[26] https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary?letter=S

	planet first, these entities share other key principles, including reinvesting profits in activities that serve the collective interest or society, and democratic and/or participatory governance.[27]
Social Economy Ecosystem	The social economy ecosystem is made up of a diversity of enterprises and organizations like cooperatives, mutuals, associations, charities, foundations, ethical banks, social entreprises among other forms specific to each country. What makes them part of the social economy are the shared values and features which unite them, for instance they put people over profits, they are governed democratically, and they reinvest most profits.
Social Economy Organizations	Social economy organizations traditionally refer to the set of associations, cooperatives, mutual organizations, foundations and enterprises whose activity is driven by values of solidarity, the primacy of people over capital, and democratic and participative governance.

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[27] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52021DC0778
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Useful Links

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