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Transition Skills

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Executive summary

SETS responds to clearly documented skills gaps among social economy organisations and their service providers in the twin green and digital transition. The project designed and tested a modular training offer combining advanced digital skills, transversal competences and impact management, with 70 participants completing 100 courses across several European and African countries. The Impact Report shows that learners reported significant improvements in advanced digital skills (3.5 out of 5) and transversal competences (4.14 out of 5), with particularly strong gains in contexts (such as Benin) where training offers are limited. The Social Return on Investment analysis estimates that each euro invested generated €1.57 in social value, most of it linked to economic and organisational development, technological upgrading and improved access to quality education. At the same time, the evaluation highlights that these positive effects emerge within a relatively short pilot period, which makes the documented outcomes particularly noteworthy but also underscores the need for sustained follow-up.

The Impact Report distinguishes clearly between individual learning outcomes and organisational change. Participants describe concrete improvements in their capacity to use digital tools, structure projects, collaborate across teams and reflect on social impact, and some have already applied new methods in areas such as communication, data management and service design. However, organisational routines, internal processes and governance structures change more slowly and remain constrained by limited staff time, scarce resources and informal management practices. Differences across geographies are also evident: French and Slovenian organisations tend to operate in more structured ecosystems with existing support instruments, while African participants, particularly in Benin, often face an almost complete absence of comparable training opportunities. In these contexts, SETS functions as both an introduction to key concepts and a catalyst for experimentation, especially around artificial intelligence and digital applications for service delivery. This diversity of starting points confirms that a one-size-fits-all model is not appropriate and that policy support must be sensitive to maturity levels and institutional environments.

On this basis, the report proposes a set of policy recommendations that connect the empirical findings of SETS with concrete national and European levers. The recommendations are structured along four dimensions that proved decisive in the pilots: strategic positioning of SETS-type training within evolving skills agendas; design and content of programmes, including the use of competence frameworks; delivery, pedagogy and follow-up, with an emphasis on practice-oriented learning; and ecosystem uptake and organisational support, including financing and coordination mechanisms. For Slovenia and France, the report translates these dimensions into country-specific priorities that reflect the different stages of ecosystem development and the distinct configurations of institutions and funding tools. At European level, it identifies opportunities to embed SETS-type programmes within existing frameworks such as Horizon Europe, Erasmus+, ESF+ and the Transition Pathway for Proximity and Social Economy, while reinforcing links to competence frameworks like DigComp, EntreComp, GreenComp and emerging socio-economic competence models. The overarching message is that skills initiatives for the social economy should move from isolated, short-term courses towards integrated, evidence-based strategies that combine individual upskilling with organisational transformation and long-term sustainability.



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Abstract

This document presents the policy analysis and recommendations derived from the SETS Impact Report. The assessment examined the project's core activities—including the skill gap analysis, training development, pilot implementation in France and Slovenia, and certification and dissemination actions—and evaluated their alignment with the SETS Impact Framework. Using a mixed-methods approach, the analysis integrated quantitative data from two surveys administered immediately after the training (T1) and five months later (T2), as well as qualitative interviews and internal documentation.

Findings indicate that the SETS training modules were conceptually coherent and responsive to the skill needs of Social Economy Organisations and service providers. Participants reported measurable improvements in advanced digital and transversal skills, with early signs of professional development and individual-level application. Medium-term organisational effects were more limited, reflecting the structural characteristics of many SEOs and the need for sustained follow-up and applied learning. Technological outcomes were strongest in the area of AI adoption, while the development of digital products and services proved more challenging. The project's contribution to research, innovation and scale-up was supported by positive perceptions of training quality and by emerging collaborations with EU-funded networks. The Social Return on Investment (SROI) ratio of 1.57 indicates that the initiative generated added social and economic value relative to the investment.

The report situates these results within the national policy contexts of France and Slovenia and the broader EU framework on the digital and green transitions. It concludes with a set of policy recommendations structured across four dimensions—strategic positioning, training design, delivery and pedagogy, and ecosystem uptake—to inform future developments of SETS-type programmes at national and European levels.



Introduction

This document presents the policy analysis and recommendations developed on the basis of the SETS Impact Report. It translates the empirical findings of the evaluation into guidance for public authorities, intermediary organisations and training providers that wish to adopt, scale or replicate SETS-type training offers. The Impact Report confirmed that the project has generated significant learning gains in advanced digital skills and transversal competences, alongside a positive Social Return on Investment, but also that the translation of individual learning into organisational change is partial and uneven. This policy report therefore focuses on the enabling conditions that can help close that gap, with particular attention to how national and European instruments on skills, digitalisation and the social economy can support sustained application of the training. Throughout, the analysis treats SETS not as a fixed product but as a proof of concept for modular, competence-based learning pathways tailored to the realities of social economy organisations and their service providers.

The introductory section of the document synthesises the main findings of the Impact Report. The evaluation examined the SETS project across its key implementation components: WP2 (Skill Gap Analysis), WP3 (Training Development), WP4 (Pilots), and WP5–WP7 (Certification, Dissemination and Exploitation) and assessed the extent to which activities and outputs align with the impact pathways defined in the SETS Impact Framework. Drawing on quantitative evidence (Survey T1 and Survey T2) and qualitative material (interviews, internal documentation and databases), the Impact Report identified meaningful individual-level gains in digital and transversal skills, early signals of professional advancement, and uneven but observable patterns in organisational uptake. The analysis further emphasised differences across national contexts and highlighted the need for practical, operationalised training formats and structured follow-up mechanisms.

Building on this evidence base, the document then positions the SETS results within the national policy contexts of France and Slovenia. For France, the analysis considers the established legal recognition of the social economy (ESS Law), the presence of national funding and certification infrastructures (France 2030, RNCP/RS registers, Qualiopi), and the availability of mature institutional intermediaries (OPCO networks, France Travail). For Slovenia, the policy context is characterised by an emerging social-economy ecosystem with foundational regulatory elements (ZSocP, ZSOK), significant opportunities linked to the Recovery and Resilience Plan, and a development trajectory supported by national strategies for digital transition and adult learning. These sections clarify the institutional levers and constraints that shape the feasibility and potential added value of SETS-type interventions within each national environment.

The document then examines the European policy framework, outlining how SETS aligns with Horizon Europe priorities, the Transition Pathway for the Proximity & Social Economy ecosystem, the Social Economy Action Plan (SEAP), Digital Decade objectives, and the work of Blueprint alliances such as baSE and B-WISE. In this context, SETS emerges as a potential reference model for integrating digital, transversal and impact-oriented skills into coordinated EU-level strategies, with implications for recognition (EQF/ECTS, Europass Digital Credentials) and cross-border transferability.



Finally, the policy recommendations are presented. They are structured around four dimensions that emerged from the Impact Report as central to the effective deployment and sustainability of SETS-type training initiatives:

1. Strategic positioning of SETS-type training, reflecting its role within evolving skill agendas and twin-transition strategies.
2. Design and content of training programmes, addressing coherence, specificity and alignment with competence frameworks.
3. Delivery, pedagogy and follow-up, focusing on operational modalities that support the transition from individual learning to organisational application.
4. Ecosystem uptake and organisational support, identifying the institutional conditions and coordination mechanisms required for scaling and long-term sustainability.

These dimensions provide a consistent analytical frame for policy recommendations at both national and European levels. Through this structure, the document connects empirical evidence from the impact assessment with concrete, context-sensitive policy guidance aimed at enhancing the strategic relevance, transferability and durability of SETS-type programmes.

1) Summary of result from Impact report

The Impact report assessed the SETS project across its key implementation components: WP2 (Skill Gap Analysis), WP3 (Development of Training), WP4 (Pilots), and WP5–WP7 (Certification, Dissemination and Exploitation) with a strong focus on WP3 and WP4 and examined the extent to which project activities and outcomes align with the expected impact defined in the SETS Impact Framework. The evaluation considered both short-term evidence collected immediately after the training and medium-term effects observed five months later, integrating quantitative data from Survey T1 and T2 with qualitative insights from participant interviews and internal documentation and databases.

The analysis confirms that SETS delivered an innovative and well-structured training programme: 70 participants completed 100 courses. Results show that the course content is conceptually coherent, responds to the identified skill needs of Social Economy Organisations (SEOs) and service providers, and integrates elements of quality and innovation. Participants reported meaningful gains in both advanced digital skills (average 3.50/5) and transversal competences (4.14/5), indicating a good alignment between the design of the training modules and the needs emerging from the skill gap analysis. Feedback from co-design activities further supports the relevance and clarity of the training architecture.

The evaluation also highlights differences across geographical contexts and a specific interesting pattern. Participants from African countries (particularly Benin) reported the highest perceived learning gains, suggesting that SETS addressed an existing educational gap in environments where comparable training opportunities remain limited. This reinforces the programme's role in widening access to digital and managerial capacity building beyond EU Member States.

Across all countries, the social economy sector demonstrates a persistent need for training interventions that combine digital literacy, critical assessment of technological tools, and transversal capabilities related to planning, collaboration and ethical decision-making. Interview findings



indicate that, while some participants integrated new tools or methods into ongoing work, others remained at the level of conceptual understanding. This points to a need for more practice-oriented, operational modules and structured follow-up support.

Medium-term evidence shows a clear distinction between individual and organisational effects. Participants were generally able to apply new skills in their own work, but the transfer of competencies, management and digital tools and practices within organisations was more limited. Intellectual capital gains were evident at the individual level, yet their internal diffusion was constrained by organisational structures, limited resources, and the absence of formalised internal processes, features typical of many SEOs. Similarly, while perceptions of improved processes and service quality were positive in T1, Survey T2 shows that concrete operational changes have still to be developed.

Professional development outcomes suggest early but meaningful signals. Among the 27 respondents, 1 internship, 3 job contracts, 2 career advancements, and 5 ongoing progression processes were reported. Although attribution is not absolute, these results indicate that the training provided skills consistent with labour-market expectations in the social economy and adjacent fields.

In the area of Technological Development, the strongest progress concerned AI. Given the low initial exposure of the sector to AI tools, SETS succeeded in introducing participants to practical applications, which generated the most immediate behavioural changes. Conversely, the development of digital products and services (an ambitious component of the framework) requires more specialised training and longer implementation cycles than those covered by the pilot.

In the domain of Research, Innovation and Scale-up, SETS demonstrated good but still quiescent potential for replication. While concrete uptake remains limited, participants and University institutions expressed interest in the modular structure of the training. Furthermore, the project established a relevant network of collaborations with EU-funded initiatives, which supports knowledge exchange and strengthens SETS' positioning within the European skills ecosystem.

The long-term sustainability of the training is supported by the Spark platform which ensures accessibility and availability of training materials. However, broader dissemination and commercialisation strategies remain undefined and represent an important area for future development.

From a quantitative perspective, the Social Return on Investment (SROI) analysis indicates that SETS generated an estimated €1.57 of social value for every euro invested. This result reflects the combined contributions of the four impact areas (Education and Training, Economic and Organisational Development, Technological Development, and Research and Scale-up) whose effects vary in intensity according to organisational characteristics, contextual conditions and project timelines. This means that the project was able to generate added social and economic value.

Taken together, these results provide a clear mandate for policy. They confirm that SETS-type training is conceptually robust and capable of producing measurable improvements in skills, confidence and perceived value within a relatively short timeframe. At the same time, they reveal structural constraints that cannot be addressed by training alone: limited staff time and financial resources in many social economy organisations, fragmented support ecosystems, uneven access to digital infrastructure and the absence of systematic follow-up once courses end. The Impact Report therefore suggests that the core challenge for policy makers is not whether to support SETS-type programmes,

but how to embed them within broader strategies that also resource organisational change, encourage collaboration between actors and ensure continuity of learning pathways. The following sections translate this challenge into concrete implications for national and European policies, identifying where existing instruments can be leveraged and where targeted adjustments or new measures would be most beneficial.

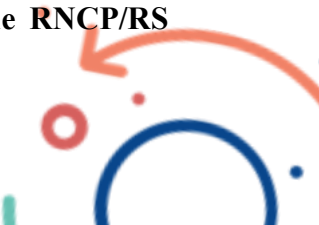
2) Policy Context

The policy context will be analysed first at national level, covering Slovenia and France, to reflect the specific institutional conditions, ecosystem maturity and implementation pathways in each country. It will then be examined at EU level, where broader strategic frameworks on skills, digitalisation and the social economy shape the overall direction for SETS-type initiatives. This sequencing allows national priorities to be contextualised within the wider European agenda.

2.1) National – Slovenia and France

Slovenia offers an emerging ecosystem for SETS because the **Social Entrepreneurship Act (ZSocP)** gives the field a legal base and explicitly tasks government with a 10-year strategy while assigning municipalities a role in planning and delivery, an institutional hook for local SEO partnerships and procurement once pilots are proven. On the digital side, the government's **Digital Slovenia 2030** strategy sets a national direction for skills, services and infrastructure; it is the natural place to map SETS' DigComp-aligned modules and to build public-private coalitions around adoption. Financing and scale-up can ride the Recovery and Resilience Plan (RRP), which dedicates reforms and investments to digital competences and the green transition in education and adult learning, down to a specific RRP component on "strengthening competences (especially digital and those required by new occupations and the green transition)". Moreover, the Slovenian **Qualifications Framework Act (ZSOK)** aligns national levels with the EQF and opens the door to supplementary qualifications awarded on the labour market, which means SETS' short, modular training can be referenced and recognised without inventing new instruments. For adult-learning delivery, the Adult Education Act and the government's **ReNPIO 2022–2030 master plan** give a stable public-service backbone for guidance and programmes, useful to institutionalise SETS pathways beyond the project cycle. Against this backdrop (and consistent with the proposal's rationale for choosing Slovenia as a smaller, emerging ecosystem) the project run three pilots with a 30-participant target to test transferability, recognition and ecosystem cooperation before scaling via RRP and regional funds. Finally, the policy conversation on the Social Economy is active (OECD review; national portals) and provides additional evidence and convening spaces to embed SETS outputs in future strategy updates.

On the other hand, France offers a uniquely enabling setting for the SETS pilots because the social economy is legally recognised and operationally supported, and the training/recognition rails are already in place. The **2014 ESS Law** gives the sector a clear perimeter and policy tools, providing a natural anchor for Social Economy Organisations (SEOs) that will benefit from twin-transition up-/re-skilling. On the funding and investment side, **France 2030 – Compétences et Métiers d'Avenir** finances the adaptation and scaling of green- and digital-skills provision, which maps well to SETS' modular curricula and provider upgrades. Quality and recognition are backed by the national **Qualiopi** standard for training providers and by **France Compétences through the RNCP/RS**



registers, which together make it straightforward to translate short modules into recognised “blocks of competences” and, where appropriate, into **CPF-fundable offers**. For delivery and co-financing, the OPCO network finances apprenticeships, helps build certifications with branches, and supports SMEs (practical levers for sectoral cohorts in the pilot phase). Labour-market linkages can be tightened through France Travail (ex-Pôle emploi), which now coordinates the public employment service with a stronger mission on inclusion. All this sits within the national ecological planning framework (France Nation Verte), giving territorial actors a green-transition mandate that is directly relevant to SEO capabilities. Against this backdrop, SETS can test larger cohorts in France and align its recognition pathway (EQF/ECTS and EIT non-degree Label) with the country’s everyday rails, with the work plan already foreseeing pilot deliveries for SEO managers, employees/job-seekers and service providers in France that are pre-assessed for certification and designed for scale.

2.2) EU Frameworks

At EU level, SETS is framed by **Horizon Europe’s human-centred approach** to digital and industrial innovation and by the Transition Pathway for the Proximity & Social Economy ecosystem, which recognises that SEOs will be deeply affected by and can actively steer the twin transition. In this perspective, the project treats skills as the hinge between technological change and social value: it commits to define learning outcomes with EU competence frameworks (**GreenComp, DigComp 2.2, EntreComp, LifeComp**) and to shape short, modular programmes that are recognisable and portable across Member States through EQF/ECTS and targeted certification routes. Importantly, SETS also looks beyond the existing JRC frameworks to the sector-specific work now advancing under the baSE Blueprint: the project explicitly “refers to the work... to create a ‘**SocioComp**’ **competence framework** defining the knowledge, skills and attitudes needed to act and participate effectively in the Social Economy.” Bringing SocioComp into scope ensures that curricula and assessments capture the distinctive competences of SE actors while remaining interoperable with ESCO and national systems.

This architecture sits squarely within the Social Economy Action Plan (SEAP), which explicitly recognises social-economy organisations as key actors in the green and digital transitions and sets out concrete measures on skills, innovation and scaling, from better framework conditions and access to finance, to support for skills partnerships and visibility. Positioning SETS inside SEAP gives the training offer a policy mandate beyond the project cycle, and a direct line to Member-State implementation. Strategically, the Horizon Europe Strategic Plan 2025–2027 confirms the Union’s direction of travel for the programme’s final triennium, steering R&I funding toward the green transition, the digital transition, and a more resilient, competitive, inclusive and democratic Europe. That orientation strengthens SETS’ claim that twin-transition skills in the Social Economy are not ancillary but integral to EU research-and-innovation priorities, and it aligns the project’s human-centred digitalisation with Horizon Europe’s planning logic.

SETS aligns its ecosystem model with the **Digital Decade cooperation mechanism** and targets: it brings together incubators, companies, business-support organisations, and training and education centres to “train people in the right skills” so that adoption follows—deep-tech uptake, the rise and scale-up of innovators, and the catch-up of late adopters (with 75% of companies, including SEOs, using cloud/AI/big data and more than 90% of SMEs reaching a basic level of digital intensity). By



tying skills delivery to these measurable outcomes, the project treats training as an instrument of EU-level industrial policy rather than a stand-alone social measure.

This ecosystem logic is reinforced by SETS' connection to the **Blueprint Alliances in the Social Economy—baSE and B-WISE**—whose multi-country partnerships generate a shared skills evidence base and act as multipliers for programme design and dissemination; and it is operationalised through the project's recognition workstream: each training is prepared for the **EIT non-degree Label and referenced to EQF/ECTS**, directly addressing comparability and cross-border recognition, in line with the Council Recommendation on automatic mutual recognition. In combination with the Skills and Innovation agendas, this gives Member States and local ecosystems a practical route to mainstream SETS-type programmes as they implement their twin-transition strategies.

3) Policy Recommendations

The policy recommendations presented in this section are structured around four dimensions that emerged as central for the follow up of SETS project and the transfer of its knowledge to public authorities. The four dimensions are:

1. **Strategic positioning of SETS-type training**
2. **Design and content of training programmes**
3. **Delivery, pedagogy and follow-up**
4. **Ecosystem uptake and organisational support.**

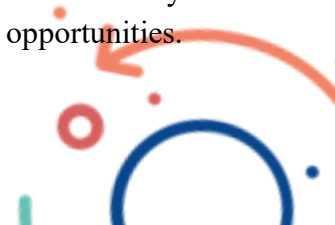
Recommendations are first formulated at national level, with specific guidance for Slovenia and France, reflecting the different degrees of maturity of their social-economy ecosystems and the distinct policy infrastructures available in each country.

A final set of recommendations is then provided at European level, addressing cross-border recognition, alignment with EU strategies and opportunities for coordination, scaling and interoperability.

3.1) Policy recommendations – Slovenia

1. Strategic positioning of SETS-type training

The Slovenian social economy ecosystem is still consolidating and remains relatively fragmented, with many organisations operating on a small scale and with limited managerial and digital capacity. SETS piloting showed strong interest in the training offer but also highlighted structural constraints, including scarce time for learning, dependence on project funding and the absence of a coherent national map of available skills initiatives for social economy organisations. In this context, the primary policy priority is to position SETS-type training as a foundation for a more integrated adult-learning offer for the sector, rather than as a stand-alone project outcome. This implies using the modules as a reference to organise and connect existing courses, filling gaps in basic and intermediate digital and transversal skills, and building simple pathways that allow managers, staff and volunteers to progress over time. It also calls for stronger coordination roles for municipalities and local development agencies, which are often the closest institutional interlocutors for social economy organisations and can help align training with local development strategies and funding opportunities.



Recommendations:

- Use SETS as a basis to build a **national mapping of relevant training pathways for SEOs**.
- **Embed SETS modules in existing public adult-learning offers** instead of creating parallel training streams.
- Involve **municipalities and local development agencies in coordinating the offer** and identifying training needs.

2. Design and content of training programmes

Training content should be calibrated to the current maturity of Slovenian SEOs, focusing on competencies that can be applied in small organisations with limited resources. The inclusion of SEO-specific use cases strengthens transferability.

Recommendations:

- Prioritise **basic and intermediate** digital and transversal skills modules to **maximise outreach**.
- **Include concrete use cases relevant to Slovenian SEOs** (volunteer management, community-service delivery, micro-project planning).
- Use AI and data-literacy modules as an accessible entry point while keeping expectations realistic.
- Offer **advanced technical tracks separately**, targeting organisations or individuals ready for higher-level specialisation.

3. Delivery, pedagogy and follow-up

Effective application of skills requires practical delivery formats and structured follow-up. The objective is to facilitate the transition from individual learning to organisational use.

Recommendations:

- Prioritise **workshops**, guided exercises and micro-pilots directly applicable within organisations.
- **Combine online learning with facilitated group sessions** for operational discussion and troubleshooting.
- Implement **follow-up cycles 3–6 months after training** to monitor use, identify barriers and provide targeted support.
- Provide light coaching and periodic check-ins to sustain adoption.

4. Ecosystem uptake and organisational support

Organisational adoption depends on structural conditions and proactive engagement from territorial institutions. Supporting peer networks and small-scale experimentation can accelerate uptake.

Recommendations:

- Engage **municipalities and local development agencies as intermediaries** for delivery and diffusion.
- Promote **peer-learning groups** among SEOs that have completed SETS.



- Use national, regional and RRP funds to **finance small experiments** applying course content to specific processes or services.
- Encourage **joint planning between local authorities** and training providers to structure content and funding in a coordinated manner.

3.2) Policy recommendations – France

1. Strategic positioning of SETS-type training

France has a mature social-economy ecosystem with dense networks of cooperatives, associations and social enterprises, and a well-developed architecture of public institutions, funding tools and training providers. Participants in SETS-type courses generally brought higher baseline levels of digital and managerial competence, and the evaluation indicates that they see the training primarily as a way to deepen and specialise existing capacities rather than to acquire very basic skills. At the same time, the French context is characterised by a proliferation of programmes and labels, which can create complexity for smaller organisations and make it difficult to identify the most relevant offers. Policy recommendations for France therefore focus less on creating new instruments and more on using SETS-type modules to add value within existing frameworks such as France Travail, OPCO networks, territorial strategies for the green and digital transitions and the broader ESS policy agenda. The priority is to position SETS-type programmes as targeted upskilling pathways for social economy managers and staff already engaged in transformation processes, while leveraging national institutions to secure funding, recognition and scale.

Recommendations:

- **Integrate SETS-type training into national instruments** supporting the social economy, including France 2030, Compétences et Métiers d’Avenir, and the ESS policy framework.
- Position the modules as targeted upskilling pathways for SEO managers, employees and service providers **already operating within structured ecosystems**.
- Use **existing institutions** (e.g. OPCO networks, France Travail, Chambers and federations) to **identify demand** and direct relevant cohorts toward SETS-type programmes.
- Encourage **alignment with national digital-transition initiatives and territorial strategies** under France Nation Verte.

2. Design and content of training programmes

Given the maturity of French SEOs, training should prioritise depth, specialisation and applied content. Participants expressed the need for modules that move beyond introductory digital literacy.

Recommendations:

- Emphasise **advanced digital and transversal skills**, including applied AI, data for service management, and digital tools for complex operational environments.
- Develop **case studies and exercises tailored to French SEOs** (e.g. multi-site organisations, contracting with public authorities, hybrid financing models).
- **Integrate modules linking digital transformation and organizational development**, supporting organisations in redesigning processes and services.
- Structure curricula into **modular blocks compatible** with existing national recognition systems (e.g. RNCP/RS).



3. Delivery, pedagogy and follow-up

French SEOs benefit from structured human resources, but application of digital skills still requires operational support. Delivery formats should reflect the complexity of the organisations involved.

Recommendations:

- **Combine online training with in-depth project labs** where participants develop concrete outputs (e.g. a service prototype, a process improvement plan).
- **Training should include a practice, case study dimension.**
- Offer **modular, stackable units** aligned with the “blocs de compétences” logic for flexibility and recognition.

4. Ecosystem uptake and organisational support

France’s institutional architecture offers multiple levers for adoption and scaling both in France and in non-European francophone countries.

Recommendations:

- Open SETS-type courses **systematically to extra-EU francophone countries**, where this is compatible with funding frameworks, to leverage linguistic continuity and expand participation from ecosystems with limited access to similar programmes.
- **Engage federations, cooperatives, large SE networks and OPCO bodies as channels for dissemination, funding and cohort formation.**
- Link SETS-type training to **ongoing organisational projects** (digital transformation, quality processes, new service lines) to ensure relevance and continuity.
- Explore opportunities for integration of SETS content **within higher-education programmes and professional schools** already active in the SE and digital fields.

3.3) Policy recommendations – European level

1. Strategic positioning of SETS-type training at EU level

SETS-type programmes can contribute to EU priorities on twin transitions, skills development and social economy strengthening. At European level, strategic positioning should facilitate coherence across Member States and create conditions for cross-border adoption and extension to non EU interested countries.

Recommendations:

- **Position SETS-type training within the implementation of the Social Economy Action Plan (SEAP)** as a reference model for digital and transversal upskilling.
- Use the Digital Decade cooperation mechanism to support Member States in integrating **SETS-type modules into national digital-skill strategies.**
- When planning future partnerships, **foster inclusion of organisations from non-EU countries that share working languages with project partners (e.g. francophone, Spanish-speaking or anglophone regions)**, especially for online training activities. These ecosystems often show high demand and limited access to structured digital-skills programmes, and their participation can maximise impact generation.

2. Design and content of training programmes



At EU level, the focus should be on ensuring content coherence, transferability and alignment with European competence frameworks, while keeping materials accessible for cross-country and extra-EU participation.

Recommendations:

- Align SETS-type programmes with **DigComp, EntreComp, GreenComp and the emerging SocioComp** to harmonise learning outcomes across the EU.
- Ensure that all **core learning materials are available in English**, enabling reuse across countries and participation from extra-EU regions with shared languages.
- Support the development of **advanced and specialised modules** (AI applications, data use, digital service design) through EU funding mechanisms (Erasmus+, Horizon Europe, Blueprint alliances).
- When appropriate, allow online training modules to be **open to participants from neighbouring or linguistically aligned non-EU countries**.

3. Delivery, pedagogy and follow-up

European-level delivery should emphasise interoperability, resource-sharing and the creation of communities of practice across countries. Follow-up mechanisms are important to monitor medium-term effects.

Recommendations:

- Promote **EU-wide communities of practice** bringing together trainers, intermediaries and SEOs to exchange lessons and create a shared pedagogical base.
- Integrate **structured follow-up cycles** (3–6 months after training) into EU funding guidelines to track application and determine support needs.
- Support flexible delivery formats that combine **online learning, guided exercises and inter-organisational workshops** to meet varied capacities across Member States.

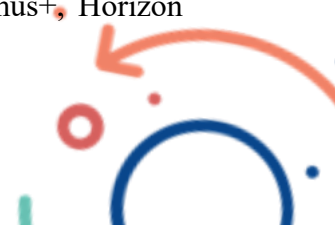
4. Ecosystem uptake, interoperability and long-term sustainability

Scaling SETS-type programmes at EU level requires coordinated governance, interoperable infrastructures and mechanisms ensuring the reusability of training outputs beyond project cycles.

Recommendations:

- **Strengthen cooperation with Blueprint alliances** (e.g. baSE, B-WISE) to ensure alignment of skills evidence and avoid duplication of training investments.
- Promote the **interoperability of e-learning platforms across EU-funded projects**, favouring convergence or shared access points for training content.
- Encourage the use of **shared repositories** and open standards for hosting SETS-type materials, ensuring long-term accessibility.
- **Integrate SETS-type training outputs into ESF+, ERDF and Interreg programmes**, enabling Member States and regions to consolidate and extend them.

To operationalise these European-level recommendations, an indicative roadmap can be drawn across three horizons. In the short term, ongoing and upcoming calls under ESF+, Erasmus+, Horizon



Europe and related instruments can explicitly reference SETS-type training models when supporting skills for the social economy and the twin transition, encouraging projects to adopt modular, competence-based curricula and to deposit materials in open repositories. In the medium term, the Commission and Member States could consolidate a more structured community of practice by linking SETS and similar initiatives to Blueprint alliances, the Transition Pathway for Proximity and Social Economy and the Digital Decade cooperation mechanism, with regular exchanges on pedagogy, impact evidence and digital infrastructures. In the longer term, the objective should be to embed social-economy-oriented skills pathways within mainstream competence frameworks and lifelong-learning systems, so that programmes inspired by SETS are recognised, interoperable and financially sustainable beyond individual project cycles. This staged approach would help move from successful pilots to a durable European architecture for skills in the social economy.



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