



TWIN TRANSITION FOR
SOCIAL ENTREPRENEURS
IN ART AND CRAFT SECTOR



Co-funded by
the European Union

Compendium of Best Practices



Compendium of Best Practices

Deliverable table

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INDEX

1. Introduction and Methodology

Project Overview: TtraSE and the Twin Transition in Arts & Crafts.....	4
Aim of the Compendium: Supporting capacity building for trainers.....	4
Collection Process and methodology	5
Contents and structure of the compendium.....	7

2. Training Programmes:

Escuela de Arte 3 – School of Art 3	7
Gelves Artisan Training School – Escuela de Formación de Artesanos de Gelves ib-Arte Cultural and Social Association	9
Good Energy in Social Entrepreneurship	11
Tailor-Made Training Program for Social Enterprises on Green Economy	13
The Generative ai academy	14
Atelier Groot Eiland	16
Werkraum Bregenzerwald.....	18
Equal Pay 4 All	20
baSE MOOC platform.....	22
Programme for acquiring the key competence Digital Marketing (adult education curriculum)	24
Piramid ErasmusPlus	26
BALKAN GREEN ACADEMY	28
“For the Economic Women Empowerment” for Women Artisans and Startups.....	30
Boosting the startup of green and ethical enterprises, based on GreenComp Competences	32
GreenCCircle Academy	34
BoneVet Training programme.....	36

3. Learning Methodologies:

Chair for Innovation in Craft, Design and Contemporary Art	38
Entrepreneurial Learning through Participatory Public Service Design (ENTREPUBL Project).....	40
Interactive web platform “Eco-SE-E-lab” within the BC4ESE project.....	42
SupportSphere: digital and green career guidance for VET learners at risk of NEET.....	44
Design Without Waste: Upcycling and Circular Tailoring in the ANKAA Training Model	46
Empowering youth artisans in Albania.....	48
Close The Loop	50
Mosaic- Hackathon Methodology for Art and Craft	52

4. Workshop & Mentoring:

Taller Artesano del Cuero (ArtesamArt).....	54
Center Rog	56
Skills Development and Employment Centers	58
DO Impact - Digital and Data-Driven Opportunities to Strengthen the Social Economy Impact	60
Greening Agrifood in Social Economy (GRAINS).....	62
Training on digital skills - RIDE Reach Inclusion through Digital Empowerment for Migrant Women	64
Digital Innovation of Cultural Heritage - Tourism 4.0 knowledge transfer to Montenegro.....	66
Textile Recycling to Sustainable Solutions	68

5. Certification Methods:

National reference centre for jewelry and goldsmithing.....	70
Validation & Micro-Credentialing of skills gained through motherhood (Move-UP Project).....	72
Social Economy Transition Skills (SETS)	74
NextGen E-Commerce Academy	76
Accreditation system & database of accredited training programmes (Social and Child Protection sector)	78
Micro-qualifications and key competencies recognised within the National Professional Qualifications framework....	80
LOST2: Definition of competences at European level for the recognition of the qualification	82
Guidelines on how to apply micro-credentials to learning pathways for Creative and cultural sector	84

Project Overview: TtraSE and the Twin Transition in Arts & Crafts

The TtraSE project represents a transformative Erasmus+ Capacity Building initiative specifically designed to modernise the arts and crafts sector by fundamentally strengthening Vocational Education and Training (VET and C-VET) systems. By facilitating the exchange of the most innovative and experimental training methodologies between European Union member states and the Western Balkans, the project serves as a bridge for knowledge transfer and institutional growth. At its core, TtraSE is a vehicle for the “Twin Transition”—the strategic and simultaneous shift toward green and digital economies—ensuring that social enterprises within the creative industries are not only preserved as cultural pillars but are also equipped to thrive within the complexities of a contemporary global market.

The initiative is meticulously aligned with high-level European strategic priorities, including the European Green Deal, the 2030 Digital Compass, and the aesthetic and sustainable values championed by the New European Bauhaus. TtraSE addresses the urgent necessity for digitalisation and the adoption of circular, sustainable production methods within a sector that is deeply rooted in heritage yet frequently lacks access to modern technological infrastructure.

To realise this vision, the project focuses on enhancing the institutional and organisational capacities of education providers while simultaneously reinforcing the professional competences of trainers. This involves moving beyond traditional teaching to embrace innovative pedagogical approaches that integrate entrepreneurship with ecological responsibility. A primary geographical objective is the systemic alignment of the Western Balkans with the rigorous standards and labour market requirements of the European Union. By adopting modern mechanisms for the recognition and validation of skills—most notably through the implementation of EU-standardised micro-credentials—the project ensures that the Western Balkan region utilises the European Qualifications Framework (EQF) as its primary benchmark. This structural alignment guarantees that local expertise meets international quality standards, thereby facilitating smoother regional integration, enhancing professional mobility, and creating a unified language of skills across borders.

Ultimately, TtraSE delivers a comprehensive pathway for social enterprises to update their business models, implement greener production cycles, and access highly specialised training pathways that were previously out of reach. By modernising VET programs according to European best practices, the project equips the arts and crafts community in the Western Balkans with the precise digital, green and entrepreneurial toolsets required to compete and collaborate within the broader European economy. Through this strategic synchronisation, TtraSE fosters long-term economic resilience, ensuring that local development is firmly rooted in proven EU frameworks while empowering artisans to become leaders in the sustainable transition.

Aim of the Compendium: Supporting capacity building for trainers

Within the framework of WP3: Strengthening the capacity of VET and C-VET trainers to support the twin transition in the social enterprises in arts & craft, the Compendium of Best Practices serves as the fundamental information base for the entire “Train the Trainers” initiative. By surveying and documenting high-impact initiatives per partner country, the Compendium ensures that the subsequent training content is not merely theoretical but rooted in “most efficient solutions” already proven to work within the social economy and the arts and crafts sector. This collection acts as a strategic precursor to the in-depth workshops and the training toolkit; it bridges the gap between current educator competences and the actual requirements of the labour market by identifying successful models of green and digital integration across the EU and the Western Balkans.

The Compendium acts as an analytical roadmap that shapes the pedagogical direction of the WP3 toolkit. By evaluating established successful initiatives, ranging from training curricula and learning methodologies to certification systems, the partnership can pinpoint the specific “soft” and “hard” skills that allowed the Vet providers system to modernise and to respond to the real needs and changes in the enterprise system. This real-world data is then mapped directly onto relevant European reference frameworks, ensuring that the training provided to VET and C-VET educators is standardised, high-quality, and globally relevant. Furthermore, this process facilitates a cross-border exchange of experiential knowledge, where trainers from the Western Balkans use established European standards as a benchmark for their local educational practices. This ensures that the final training outputs are not developed in a vacuum but are instead a synthesis of the most effective and scalable strategies currently driving the twin transition in the social economy.

Collection Process and methodology

The development of the Compendium follows a rigorous, collaborative methodology led by the Academy of Entrepreneurship (AKEP) and Materahub. The process is structured into three distinct phases to ensure the quality and transferability of the gathered data:

- **Phase 1: Framework and Standardisation:** The Academy of Entrepreneurship (AKEP) takes the lead in preparing a common, standardised template and detailed guidelines. This ensures that all partners apply a uniform set of criteria to describe the gathered information. The primary focus of this phase is on identifying initiatives for VET providers, which in turn support the capacity of enterprises in the arts and crafts sector to navigate the twin transition
- **Phase 2: Regional Research and Fieldwork:** All partners across Italy, Spain, Belgium, Greece, Albania, Montenegro, Kosovo, and Bosnia and Herzegovina engage in active collection. Each country identifies best practices at the EU/WB level, ensuring diversity in scale and context, such as urban versus rural settings and type. Partners analyse internal sources, such as their own pilot programs and initiatives, and external networks through interviews or questionnaires. During this phase, partners must select initiatives from four distinct categories:
 - **Training Curricula / Programmes:** Structured courses or curricula that integrate green and digital skills.
 - **Learning Methodologies:** Innovative teaching approaches like blended, peer, or project-based learning.
 - **Workshop or Mentoring Methodologies:** Targeted interventions focused on upskilling trainers or social enterprise staff.
 - **Certification Methods:** Approaches that validate learning outcomes, such as micro-credentials or digital badges aligned with the EQF.
- **Phase 3: Synthesis and Validation:** Materahub concludes the task by creating the Compendium with the collected material. During this phase, the practices are verified for their transferability potential and alignment with EU frameworks like GreenComp and DigComp to ensure they serve as high-impact examples for the wider TtraSE Toolkit.
- **Contents and structure of the compendium**

The Compendium of Best Practices is a comprehensive digital resource, downloadable in PDF format, designed to serve as a functional guide for VET and C-VET trainers. The document is structured to ensure that the gathered information is both accessible and actionable, primarily categorised by the type of initiative to allow users to navigate through specialised sections. These sections include **Training Curricula and Programmes** that integrate green and digital skills, **Learning Methodologies** highlighting innovative teaching approaches like blended or project-based learning, **Workshop or Mentoring Methodologies** for targeted upskilling of trainers and staff, and **Certification Methods** such as micro-credentials or digital badges aligned with European frameworks. Within these sections, each selected best practice is presented through a standardised board that consolidates all essential information and professional references. This format provides a clear breakdown of the initiative's context and the specific challenges it addresses, such as gaps in digital literacy or green skills.

A key feature of the Compendium's selection process is its emphasis on versatility and broad applicability. While the primary objective of TtraSE is to support the Vet and C-Vet providers and arts and crafts sector, the partnership recognised that innovation often emerges from diverse sources. Consequently, the initiatives captured in this collection were implemented across a wide array of target groups, ranging from specialised VET trainers and social enterprise staff to artisans and general social economy actors. Not all identified best practices have a narrow, specific focus on the arts and crafts sector; some originate from the broader social economy where they have already demonstrated successful results. These practices were intentionally selected because they represent efficient solutions that possess a high capacity for transferability and adaptation. By looking beyond a single niche, the Compendium provides trainers with a richer set of methodologies and tools that can be successfully integrated into the VET and C-Vet providers.

Each specific board within the Compendium concludes with technical details structured into standardised categories to facilitate ease of use. The Background explains the origin of the best

practice and the context of the organisation involved. The Digital and Green Elements detail the specific digital aspects and tools and sustainable practices, describing how they complement each other to support the twin transition. Bright Spots highlight the most successful aspects of the initiative, including measurable results and gained competences. The Main Challenges identify the obstacles faced during implementation, such as outdated training methods or limited resources. Finally, Tips for Replication provide practical advice and working methods to ensure the initiative can be smoothly adapted by other VET/C-VET providers in new environments.

For more detailed information, please consult the digital table, which provides an in-depth overview of the best practices collected by the consortium, offering insights into the specific methodologies, tools and real impacts of each initiative, which can be found on the project website

<https://www.ttrase.eu/>



Escuela de Arte 3 – School of Art 3

Type of Best Practice

Training Programme

Country

Spain, Madrid

Reference Organisation

Escuela de Arte 3 – School of Art 3

Target Group

Students and young professionals in arts and design

Focus Area

Green and Digital

Format

Course, Certification

Background, brief description and main challenges addressed

Escuela de Arte 3 is a public vocational school in Madrid offering official professional training in arts and design. The school provides structured VET programmes in areas such as graphic design, illustration, visual communication and other artistic disciplines, combining technical, artistic and creative skills. Its programmes follow official curricula of the Spanish system of Enseñanzas Artísticas Profesionales, providing students with recognised qualifications and practical training that prepares them for employment in the creative industries.

The school integrates traditional artistic techniques with digital design tools, studio work and project-based learning, supporting students in developing professional portfolios and industry-oriented competencies. As a formally accredited centre, it plays an important role in providing accessible, high-quality artistic education to young people and future creative professionals in the Community of Madrid. The school addresses the need for specialised professional training in arts and design, offering structured VET programmes that combine artistic, technical and creative skills for students seeking formal qualifications in visual communication, graphic design and related fields.

Key resources and tools used

Art and design studios, digital design labs, specialised software, professional artistic equipment

Digital and Green elements

The school integrates digital tools and software into its official VET programmes, particularly in graphic design, illustration and visual communication, where students work with digital design platforms, digital editing, and professional creative technologies. Training includes content related to sustainable design practices and responsible material use, as reflected in modules addressing environmentally conscious approaches within creative and visual communication fields. Digital tools support the adoption of greener design practices by enabling efficient workflows, reduced material waste and more sustainable production processes in creative and visual communication work.



Best Practices

Main challenges faced

Coordinating activities with many external partners can be difficult, especially when their schedules or priorities differ from the school's academic calendar. Another challenge is keeping training content updated in a creative sector that changes very quickly.

Main Competences gained

Digital, Green, Artistic and design skills

Bright Spots

The school's strong collaboration with companies, studios and craft professionals proved very effective. These partnerships gave students real work experience and helped them develop practical skills that complement their formal artistic and digital training.

Tips for replication and adaptation

Build stable partnerships with companies to offer internships and practical projects, ensure that training programmes stay aligned with current professional practices, and create flexible cooperation arrangements that can adapt to the needs of both the school and external partners.

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Gelves Artisan Training School ib-Arte Cultural and Social Association

Type of Best Practice

Training Programme

Country

Spain, Andalusia

Reference Organisation

Andalusian Employment
Service – Servicio Andaluz de
Empleo (SAE)

Target Group

Artisans

Focus Area

Green and Digital

Format

Course, Workshop, Certification

Background, brief description and main challenges addressed

The School began in 1993 focusing on ceramics and was integrated into SAE in 2015 to widen its reach within the public vocational training network. Its creation supports job integration, traditional craft preservation, and addresses the employment needs of the regional artisan sector. The Gelves Artisan Training School, part of the Andalusian Employment Service's network of public vocational centres, offers professional training courses in traditional crafts to enhance employability and preserve regional craft heritage. Its programmes include ceramics (pottery, mould-making, painting, tile design) and woodworking (decorative carving and lutherie), providing quality vocational pathways for both unemployed and employed participants. Through collaboration with artisan workshops and alignment with professional certification frameworks, the School helps learners acquire specialised competencies while strengthening local craft ecosystems. The Gelves Artisan Training School addresses the need to preserve and revitalise Andalusian artisan heritage while supporting employment and professional qualification in craft sectors such as ceramics, woodworking, and musical instrument making. It responds to skill gaps among both unemployed and employed individuals in these specialised fields.

Key resources and tools used

Specialised training workshops, professional craft tools and materials, basic digital tools for design and innovation applied to crafts, service-learning training approaches, and resources aligned with professional qualification and quality, environmental and safety standards.

Digital and Green elements

Although not primarily digital, some courses integrate modern techniques such as model digitisation and 3D printing applied to ceramics as part of advanced pathways. The curriculum incorporates sustainable practices such as environmental and safety standards implicitly via professional qualification frameworks and embedded management systems (e.g., waste reduction and risk management). The School has triple quality certification, and in each training activity, they address aspects related to the reduction of polluting products, waste treatment, energy-saving measures, and the circular economy. The introduction of digital techniques in traditional craft training supports more efficient, innovative, and potentially environmentally mindful production methods within artisanal sectors.



Key Results for Social Enterprises

Improved professional skills in traditional craft sectors, increased quality and sustainability of artisanal production, strengthened collaboration between artisan workshops and the regional training ecosystem.

Main challenges faced

Maintaining the balance between preservation of traditional crafts and adaptation to new market, digital, and sustainability demands.

Main Competences gained

Digital, Green, professional craft skills, social and cultural skills linked to artisanal production

Bright Spots

Strong linkage between vocational training and local productive sectors, hands-on learning methodologies, and integration within a public employment and qualification system.

Tips for replication and adaptation

Aligning traditional craftsmanship with contemporary demands for digital innovation and environmental responsibility.

Additional Comments

Types of certificates issued: ISO 9001 ; ISO 14001; ISO 45001. Level of qualification: Level 1-3 (Spanish framework of professional qualifications) Level 1-4 (European framework of professional qualifications)

Website

<https://saempleo.es/portalsae/>

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Good Energy in Social Entrepreneurship

Type of Best Practice

Training Programme

Country

Croatia

Reference Organisation

Green Energy Cooperative in partnership with Craft College Zagreb

Target Group

SE staff, Young and unemployed persons – energy advisors

Focus Area

Green

Format

Course, Workshop

Background, brief description and main challenges addressed

The Good Energy project was created to address several interconnected challenges in the field of green energy and social entrepreneurship:

Lack of skilled workforce and entrepreneurial knowledge; Underdeveloped business models for energy cooperatives; High youth unemployment in pilot areas (Karlovac, Sisak, Vis); Limited public awareness and stakeholder engagement. The objectives of the project were focused on: improving the professional and business skills of Green Energy Cooperative employees; improving the skills of young and unemployed people for energy consultant jobs; networking and developing the business of other energy cooperatives, and promoting the project to the general public and interested stakeholders.

Through this project, Green Energy Cooperative supported the business and the improvement of the knowledge and skills of employees and members of existing social enterprises; supported the business of legal personalities who want to engage in social entrepreneurship and educate young and unemployed persons – energy advisors to conduct energy consulting in their local community. The Good Energy in Social Entrepreneurship project addressed the challenge of limited access to affordable, clean energy and community ownership of energy systems. Key challenges tackled: Dependence on fossil fuels; Energy poverty; Lack of citizen participation in energy production and decision-making; Underutilization of local renewable resources.

Key resources and tools used

Publications, lecture manuals

Digital and Green elements

The skills and competencies gained by participants after completing the program are intended to:

- Recognize energy and financial savings from efficient consumption of electricity, heat and water in households;
- Measure basic technical parameters (temperature, humidity and lighting) and electricity consumption of household appliances and lighting;
- Identify energy and water consumers in the household and analyze the corresponding bills;
- Analyze the collected data with the help of a computer program and based on that draw conclusions and propose the most appropriate measures for saving energy and water;
- Recognize an opportunity to start their company and organize business activities;
- Communicate appropriately and use the rules of business etiquette.



Key Results for Social Enterprises

Improved professional and business skills of employees of the Green Energy Cooperative of employees and members of existing social enterprises. Increased understanding and visibility of the topic green energy entrepreneurship among general public and interested stakeholders.

Main challenges faced

Low awareness of cooperatives and energy-sharing; long-term sustainability; Regulatory hurdles in the energy sector

Main Competences gained

Green, Entrepreneurial

Bright Spots

Effective skills development – Training programs successfully improved professional and business skills of cooperative employees, as well as the capacities of young and unemployed participants for energy consultant roles.

Successful cooperative business model design – New business models for energy cooperatives were practical, and scalable.

Community engagement and awareness – Public outreach and promotion activities increased awareness about renewable energy, social entrepreneurship, and the benefits of cooperative models.

Pilot area focus proved effective – Concentrating efforts in Karlovac, Sisak, and Vis allowed tailored support, visible impact, and practical testing of project approaches before wider replication.

Tips for replication and adaptation

- Focus on skill-building for target groups
- Design employment-inclusive cooperative models
- Leverage pilot areas for testing
- Engage and educate the public

Website

<https://www.zez.coop/en/projekt/good-energy-in-social-entrepreneurship/>

<https://www.obrtnicko-uciliste.hr/dobra-energija>

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Tailor-Made Training Program for Social Enterprises on Green Economy

Type of Best Practice

Training Programme

Country

Tirana

Reference Organisation

Tirana Chamber of Commerce and Industry

Target Group

SE staff

Focus Area

Green

Format

Course

Background, brief description and main challenges addressed

This specific training initiative supports Small and Medium Enterprises (SMEs) in transitioning from traditional practices to environmentally sustainable operations. Recognising that many businesses lack a clear path toward sustainability, the program provides customised skill development rather than a generic approach. By combining core concepts with practical application, companies gain the specific tools and guidance needed to modernise their environmental impact. The training includes lessons, practical exercises, and advice on how to change their business to be better for the environment. The main challenge addressed is the lack of knowledge and skills among SMEs related to the green economy.

Key resources and tools used

Custom training modules, Presentation slides, case studies

Digital and Green elements

Green economy skills training

Bright Spots

The training was customised to the real needs of each SME, which increased engagement, motivation and learning outcomes.

Main Competences gained

Green skills

Website

<https://www.cci.al/>

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THE GENERATIVE AI ACADEMY

Type of Best Practice

Training Programme

Country

Italy, especially southern Italy

Reference Organisation

Materahub / Sineglossa / Basilicata
Creativa / Università Orientale
Naples / Tlon

Target Group

SE staff, Artisans, GLAM, ICC,
artists and creatives

Focus Area

Digital

Format

Course, Workshop, Online Module

Background, brief description and main challenges addressed

THE GENERATIVE AI ACADEMY is a continuous training programme aimed at cultural institutions, cultural enterprises and artists/designers from diverse sectors (visual arts, music, publishing, fashion, etc.). The Academy aims to support the professional strengthening of the sector, promoting the acquisition of new skills and the redeployment of existing professionals, as well as the training of new professionals, and providing concrete tools for the development of new service models. The challenge is to understand the disruptive potential of GenAI in the culture and creativity sector, assessing whether and how these applications could replace or complement the work of professionals in the sector, and identifying opportunities that could benefit the sector. Addressing the lack of specialised training on AI and the challenge posed by Generative Artificial Intelligence (GenAI) to the Italian cultural and creative production system.

Key resources and tools used

Scientific committee for training design, 23 specialist experts/teachers, 1 course coordinator. Tools used: E-learning platform, MOOC (asynchronous e-learning), Live webinar (synchronous e-learning), 2 training labs in presence

Digital and Green elements

Theoretical and cultural foundations of generative AI: Five thematic modules on AI literacy, the cultural history of AI, prompt thinking, and data and AI ethics.

The systemic impact of generative AI: Legal, economic, geopolitical and data literacy aspects.

Training path GLAM: A course designed for those working in GLAM contexts (Galleries, Libraries, Archives, Museums), aimed at exploring the concrete applications of generative AI in cultural contexts, the use of tools for creating visual and textual content, and the design and management of AI projects in the GLAM field, curatorial practices with AI, recommendation systems and chatbots, and discuss emerging issues such as digital archives, data poisoning and future scenarios.

Training path ICC: A course dedicated to those working in the Cultural and Creative Industries sector (ICC), with the aim of exploring the potential of generative AI in communication and content production. The modules alternate between theoretical, technical and practical sessions on texts, images and real-life using analysis and experimentation of concrete and current use cases.

Training path Artists&Creatives: Exploration of emerging artistic practices and vernacular culture related to the critical use of AI. Includes operational tools of generative AI, creative use of autoregressive, diffusion and agentic AI models, basic principles of programming and applied problem solving, and guided experimentation.



Key Results for Social Enterprises

Cross-sector collaboration and co-creation capability, increased networking capacity, increased digital skills, knowledge of ethical issues of AI.

Main challenges faced

Organisational aspects related to the in presence part of the training.

Main Competences gained

Digital, Collaborative competences (competence allows individuals to co-create solutions, respect diverse perspectives, and enhance team productivity)

Bright Spots

High calibre of experts and lecturers involved. Training programme developed based on requirements gathered in the field through focus groups and meetings with industry stakeholders. Establishing strict selection criteria for participants to ensure a multidisciplinary and motivated class composition. Free delivery thanks to co-financing from national PNRR funds.

Tips for replication and adaptation

Diversification of training courses based on sectors/ sub-sectors. Appropriate involvement of partners, experts or stakeholders with recognised experience in the field.

Website

<https://www.generativa.art/>

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Atelier Groot Eiland

Type of Best Practice

Training Programme

Country

Belgium

Reference Organisation

Atelier Groot Eiland

Target Group

Residents of Brussels and the urban fringe area who are distanced from the labor market

Focus Area

Green

Format

Course, Workshop, Mentoring

Background, brief description and main challenges addressed

Atelier Groot Eiland is a Brussels-based social enterprise founded to combat poverty, social exclusion, and structural unemployment among people who are far from the regular labour market. It addresses barriers such as long-term unemployment, low qualifications, limited work experience, and social precarity by combining vocational training, real work experience, and personalised support within economically viable activities. Through its sector enterprises such as food services, retail, carpentry, and urban agriculture, Atelier Groot Eiland helps beneficiaries develop professional and social skills, rebuild confidence, and progressively reintegrate into the labour market, while also promoting social inclusion, local economic development, and sustainable practices.

Atelier Groot Eiland seeks to resolve the lack of access to meaningful employment and professional integration for vulnerable populations in the Brussels metropolitan area, including long-term unemployed persons, individuals with low levels of formal education, people with disabilities, and those experiencing situations of social and economic disadvantage. Many beneficiaries face multiple barriers to employment, such as limited work experience, insufficient vocational skills, low self-confidence, and social exclusion. Atelier Groot Eiland offers work experience, pre-training, employment support and job support.

Key resources and tools used

A tailor-made education - work and guidance programme under expert support, job coaching

Digital and Green elements

Basic digital skills training for beneficiaries and job search tools. Training in green skills.

Raising awareness-on sustainability. Sustainable and local food production. Food waste reduction and food recovery practices. Environmentally responsible production methods.



Key Results for Social Enterprises

Improved professional and business skills of people who are distant from the labor market, disadvantaged, long-term unemployed and low-skilled who could become social entrepreneurs and/or work in social enterprise. Increased opportunities within as a social enterprise to grow thanks to human capital.

Main challenges faced

Finding skilled and effective trainers.
Not only must they be competent in their profession, they also need to be able to work with people and preferably be bilingual.

Main Competences gained

Green and Entrepreneurial skills

Bright Spots

Accredited social enterprise with integrated tailor made work and education to prepare vulnerable groups for the labour market.

Personalised coaching and mentoring: Tailored support and guidance help beneficiaries overcome personal and professional barriers, boosting confidence and motivation.

Integration of social, economic, and environmental objectives: Combining employability with sustainable practices strengthens engagement and impact.

Tips for replication and adaptation

- Integrating training with real work
- Providing personalised support – Tailor coaching and guidance
- Building strong partnerships
- Incorporating environmentally responsible methods and circular economy principles from the beginning.

Website

<https://www.grooteiland.brussels/>

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Werkraum Bregenzerwald

Type of Best Practice

Training Programme

Country

Austria

Reference Organisation

Werkraum Bregenzerwald

Target Group

Artisans, Apprentices, creative entrepreneurs

Focus Area

Green

Format

Course, Workshop, Mentoring, Exhibitions / Design Labs

Background, brief description and main challenges addressed

Werkraum Bregenzerwald was created to preserve the region's traditional crafts, support local artisans, promote innovation and modern design, and provide education and mentorship in sustainable, high-quality craftsmanship. Werkraum Bregenzerwald is a craft and trade association established in 1999, uniting craftsmen of different guilds, promoting cooperation and exchange of ideas. Today, it consists of around 100 members representing different crafts and trades – an innovative platform. The members representing different crafts and trades such as carpentry, cabinet making, metal work, clothing, shoemaking, goldsmith and other service sectors. Most organisations are small enterprises with fewer than 10 employees. As a joint platform, the Werkraum organises permanent and mobile exhibitions, trainee programs to make crafts attractive for young people and public relations.

Since 2013 the Werkraum points the way forward for the culture of craft techniques in a new building – the Werkraum Haus, designed by the famous Swiss architect Peter Zumthor as a showcase and meeting point. Peter Zumthor is an apprenticed cabinet maker himself and his cooperation with the craftspeople of the Bregenzerwald goes back to one of his best-known projects the Kunsthau Bregenz. Main challenges and problem addressed are: Preservation and modernization of traditional craft skills in the context of contemporary design and entrepreneurship. More precisely: Decline of traditional craft skills ;Need for innovation in craftsmanship ;Gap between education and industry ; Limited access to mentoring and hands-on experience

Key resources and tools used

Hands-on tools and machinery, sustainable local materials, collaborative design spaces, and educational resources.

Digital and Green elements

Use of digital design tools, CAD software, CNC machines, and 3D printing for prototyping and modernizing craft techniques. Emphasis on sustainable materials (local wood, textiles, metals). Environmentally responsible craftsmanship and production methods.



Best Practices

Main challenges faced

Market competition, declining numbers of artisans, and insufficient policy support according to METU, Weszely, B. And Bodis, G. COMMHERITOUR, 2025

Main Competences gained

Digital, Green, Entrepreneurial, Craft & Design Skills

Bright Spots

Hands-on learning, mentorship, integration of tradition with modern design, collaborative projects, focus on sustainability, and community engagement.

Tips for replication and adaptation

- Hands-on learning
- Combine tradition with innovation
- Flexible program structure.

Additional Comments

Other sources:

- <https://www.bregenzerwald.at/en/good-to-know/werkraum-bregenzerwald/>
- https://zumtobel.us/inspiration/werkraum-bregenzerwald_25/
- <https://www.hirschen.at/en/active/excursion/museums-bregenzerwald-vorarlberg/>
- <https://www.archiweb.cz/en/b/dilensky-prostor-v-bregenzskem-lese-werkraum-bregenzerwald>
- <https://www.au-schopperrau.at/en/story/craftsmanship-and-design-from-the-bregenzerwald-2/>
- <https://interreg-danube.eu/projects/commheritour/library>

Website

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Equal Pay 4 All

Type of Best Practice

Training Programme

Country

Europe

Reference Organisation

A consortium of partners (Kulturlife, Lidere, Cwep, Irida, Futureneeds, Syllogos Gynaikon Larnaca, European progress)

Target Group

Young People

Focus Area

Digital

Format

Workshop, Mentoring, Online Module, Certification

Background, brief description and main challenges addressed

The project's objective is to develop concepts and methods for social workers, youth workers, educators, mentors, trainers, and young women themselves to support the social inclusion and empowerment of young women before they enter the labour market. EqPay4all is a transformative initiative addressing the gender pay gap and promoting gender equality in the workforce. The mission is to raise awareness, advocate for change, and empower women of all ages. It aims to create an inclusive society where all genders receive equal pay for equal work. Key elements of work include: Awareness & Advocacy: conducting webinars, exchanges, and campaigns to raise awareness and push for systemic change. Empowerment: focusing on empowering women of all ages, from young women entering the workforce to experienced professionals. Education: Our educational initiatives inspire young people to challenge gender inequalities early, helping build a more equal future. Collaboration: fostering collaboration by sharing best practices and experiences, encouraging a united front for gender equality. Mobilization: Actively engaging stakeholders and contribute to broader gender equality movements. Grassroots Activism: supporting grassroots efforts to create meaningful, on-the-ground change in communities and workplaces. The Erasmus+ funded project "EqPay4all" aims to raise awareness of gender pay gaps in the labour market, particularly among youth.

Key resources and tools used

A forum for meaningful discussions and sharing best practices. A chat room for real-time collaboration and support. A mentor network connecting users with experienced professionals. The complete webinar series modules, offering in-depth training on gender pay equality. Campaign materials to help users raise awareness and advocate for equal pay.

Digital and Green elements

E- learning material, mentoring via platform



Key Results for Social Enterprises

Growth

Main challenges faced

Engaging people and getting them actively involved

Main Competences gained

Digital, Entrepreneurial

Bright Spots

Local workshops with target groups. Co- creation of the material involving directly the target groups

Tips for replication and adaptation

The material produced can be easily adapted and added as transversal knowledge in other curriculum

Website

<https://www.eqpayforall.eu/>

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baSE MOOC platform

Type of Best Practice

Training Programme

Country

Europe

Reference Organisation

A consortium of partners (Mondragon corporation, EVBA, EVBB, SEE, Diesis, Universite de Liege, ENAIP NET, Universitat Hildesheim, AKMI, CLNR, DOBA, AgroParisTech, SZOWES, Eurocert, ConcertES, Legacoopsociali, FISE, innova, ESS France, ADV Romania, Symplexis, Mondragon university, The Wheel)

Target Group

Trainers, SE staff

Focus Area

Green and Digital

Format

Course, Online Module, Certification

Background, brief description and main challenges addressed

Following the Blueprint principles, baSE aims at reinforcing the capacities of Social Economy and its human capital. The baSE catalogue, that provides a comprehensive program with 29 courses for all occupational profiles defined within the project: Managers, Enablers, Supporters, and Workers, and covers EQF levels 3 to 7 and proficiency levels from Foundation, passing through Intermediate, to Advanced. The suggested learning methodologies reflect innovative techniques and teaching methods with adult learners. The main challenge addressed is the skills gap for SEOs in the triple transition (green, digital, fair&inclusive).

Key resources and tools used

Research with survey and validation through national workshops in 10 different EU countries, EQF and EPSO frameworks

Digital and Green elements

Free MOOC platform with digital, green and fair&inclusive courses



Key Results for Social Enterprises

Depending on the course, skills such as - governance model, digital maturity, data assessment and management, systemic thinking, ethical data governance, agile

Main challenges faced

Maintain the local needs within a EU level reach.
Recruitment of participants

Main Competences gained

Digital, Entrepreneurial

Bright Spots

Hybrid model course - face to face training and online self-paced, credibility based on EU competences framework and tools, digital badges, effective at local and community level thanks to the national consortium and EU reach.

Tips for replication and adaptation

The material produced can be easily adapted and added as transversal knowledge in other curriculum

Website

<https://socialeconomyskills.eu/training/>

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Programme for acquiring the key competence Digital Marketing (adult education curriculum)

Type of Best Practice

Training Programme

Country

Montenegro

Reference Organisation

Centar za stručno obrazovanje
(author/publisher of the official
programme document)

Target Group

Trainers, SE staff, Artisans,
job-seekers/adults in upskilling
(programme is designed for
adult education)

Focus Area

Digital

Format

Course

Background, brief description and main challenges addressed

Part of the adult-learning/VET system strengthening to respond to digitalisation skills needs. An official adult-education curriculum that builds practical digital marketing capability: foundations, content marketing, social media marketing and advertising, SEO, Google Ads, and analytics. It supports social enterprises and craft/artisan micro-businesses to improve online visibility, attract customers, and measure results using modern tools. It addresses the lack of job-relevant digital marketing skills needed by small businesses/social economy actors to sell, communicate and reach markets online (web presence, social media, analytics, paid advertising).

Key resources and tools used

Social media platforms, content planning tools, SEO methods, Google advertising and analytics concepts/tools.

Digital and Green elements

The digital aspect is the core focus, social media, paid ads, SEO, analytics, digital content strategy.



Key Results for Social Enterprises

Better online visibility, improved customer acquisition, improved ability to measure and optimise marketing spend/effort

Main challenges faced

Ensuring trainers keep pace with fast-changing digital platforms (content, ads, analytics).

Main Competences gained

Digital, Entrepreneurial

Bright Spots

Modular structure makes it easy to deliver as a whole course or stackable learning blocks.

Tips for replication and adaptation

Use craft and artisan case studies (e.g., “eco-souvenir” product lines), and require learners to produce real campaigns and simple dashboards.

Additional Comments

Strong match for arts/crafts SEs that need digital sales channels (Etsy-style thinking, but local platforms too).

Website

<https://www.gov.me/cso>

Contact Person & Email

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Piramid ErasmusPlus

Type of Best Practice

Training Programme

Country

Italy, Basilicata

Reference Organisation

ARLAB

Target Group

Trainers, VET Students, VET Teachers, companies in tourism sector

Focus Area

Digital

Format

Course, Online Module

Background, brief description and main challenges addressed

P.I.R.A.M.I.D. (Path for Intercultural Awareness, Measurement and Development) aims to structure the intercultural competencies of VET students and teachers in the tourism sector, together with tourism companies, through training activities and transnational mobilities. The aim is to raise awareness and provide useful and applicable tools and methods for defining and assessing these competences.

The project's objectives are to strengthen the internationalisation process of schools and companies, raise awareness of the importance of intercultural competences and share methods/tools for better management of multicultural environments. The challenge addressed is the multiculturalism in VET Sector and Business environment.

Key resources and tools used

Generative AI; Digital Learning Platforms, Digital Collaboration and Communication Tools.

Digital and Green elements

Generative AI, Digital learning Platform, Digital environment for management. Green protocol applied to both on line and off line activities, promotion of green transport, use of recycled materials during events, no printing policy. The whole implementation has been carried on with a 100% NO Printing approach.



Key Results for Social Enterprises

Online course for companies

Main challenges faced

Timeline, sensitiveness of the topic.

Main Competences gained

Entrepreneurial, Transversal skills related to
Multiculturalism

Bright Spots

Transnational cooperation, Dissemination,
pertinence of the involved organisation with
reference to the topic

Tips for replication and adaptation

Structure a realistic timeline since the beginning,
Formalise each part commitment since the very
beginning, online training.

Website

<https://www.agenziaregionalelab.it>

[https://www.piramiderasmusplusplatform.com/
challenge-page/5222a8dd-a977-41e4-8f47-
d0ef433a1602?programId=5222a8dd-a977-41e4-
8f47-d0ef433a1602](https://www.piramiderasmusplusplatform.com/challenge-page/5222a8dd-a977-41e4-8f47-d0ef433a1602?programId=5222a8dd-a977-41e4-8f47-d0ef433a1602)

Contact Person & Email

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BALKAN GREEN ACADEMY

Type of Best Practice

Training Programme

Target Group

SE staff, Artisans, Green Social Enterprises, winners of the “Green Ideas” national competitions in each WB country

Country

Western Balkans countries: Albania, Bosnia and Herzegovina, North Macedonia, Montenegro, Kosovo, Serbia

Focus Area

Green

Reference Organisation

Balkan Green Foundation

Format

Course, Workshop, Mentoring

Background, brief description and main challenges addressed

The Balkan Green Academy, 2-nd edition held in 2022, was implemented as part of the Balkan Green Ideas Regional Competition, established and functioning since 2011. Balkan Green Academy is a two-week long program consisted of modules that covers three main pillars: Policy - Economy - Society. The Academy uses a cross-sectoral and transdisciplinary approach, encourages in-depth knowledge building and at the same time combining modules that will explore the policy perspective, economical business approach and societal impact. Each year the academy is educating future Balkan Green Ideas applicants about green and sustainable development. The main challenges addressed are: lack of green skills, lack of knowledge about the aspects of policy, economy, society, and present issues that Western Balkan countries face in terms of reaching sustainability

Key resources and tools used

The Academy involved subjects on the aspects of policy, economy, society, and present issues that Western Balkan countries are dealing with in the framework of green sustainable development. In addition to the training sessions, the Academy included five guest speakers who shared their personal and professional experiences with the participants on topics that try to raise awareness of the importance of environmental protection, environmental justice, promoting green activism, by emphasising the Western Balkans potential to transform into a greener sustainable region.

Digital and Green elements

The sessions of the Balkan Green Academy specifically focused on “Circular Society and Circular Economy”; “Green Sustainable Cities and Eco Villages”; “Local Community Development through Green Impact Ideas”; “Communities Mobilisation for Local/Regional Policy Change”



Key Results for Social Enterprises

Promoting principles and values of sustainable and green policy in issues related to economic, social and political development of the Western Balkan societies (with special focus on 2030 Agenda - Sustainable Development and Green Agenda for the Western Balkan).

Connecting grass roots green activists, CSOs with green sustainable initiatives and potential or existing rural and urban green entrepreneurs.

Stimulating regional cooperation on green principles, values and experience sharing through cooperation with international and European stakeholders.

Preparing local and regional actors to identify potentials within-in their communities for creation of green and sustainable initiatives and businesses.

Main challenges faced

Inability of some participants to attend, considering that it was held in-person in North Macedonia, therefore extending the invitation to winners and participants of the other editions (previous years editions) to participate.

Main Competences gained

Green, Entrepreneurial

Bright Spots

Knowledge gaining in the specific topics, sharing of experiences and of operation of the SEs, learning from peers, exchange of the experience of guest speakers (social entrepreneurs, experts, practitioners).

Tips for replication and adaptation

Ensure both in-person and online participation

Website

BGI website:

<https://balkangreenideas.org/about-bga/>

BGF website:

<https://www.balkangreenfoundation.org/en-us/>

Contact Person & Email

Balkan Green Foundation

info@balkangreenfoundation.org



“For the Economic Women Empowerment” for Women Artisans and Startups

Type of Best Practice

A program combining Training with Mentoring and provision of access to Fairs

Target Group

Trainers, Artisans

Country

Albania

Focus Area

Green and Digital

Reference Organisation

Regional Development Agency (RDA)

Format

Workshop, Mentoring, Online Module

Background, brief description and main challenges addressed

The area of interest for start-ups and SMEs is the limited knowledge of green ideas and practices, which are considered new concepts for businesses. However, digitalisation also remains an important issue. Mentoring, in which artisans receive short- and long-term advice and assistance, has been and continues to be considered best practice. Specifically, 15 female artisans from Kruja are receiving mentoring on the following topics: Developing simple business plans and support during their implementation; Improving presentation/promotion skills; Sales techniques and support until funding is obtained; Online mentoring for 3 months on the topics of online marketing and access to funding. The main challenge faced was the lack of training for craftswomen and artists outside Tirana, particularly for women in rural areas. Very limited knowledge of digitalisation, considering that they are in the early stages of learning.

Key resources and tools used

Training modules, role play, exercises and practical examples (case studies), group work, use of meta-plan cards for practical exercises.

Digital and Green elements

Digital and green skills to support business and enterprise development



Key Results for Social Enterprises

Increased skills in managing the enterprise/business, increased skills in financial management, increased skills in sales and negotiation techniques

Main challenges faced

Lack of information about their business potential, Lack of loans with suitable conditions/ criteria for women. Lack of programs dedicated only to women, especially those operating in rural areas and artisanal ones

Main Competences gained

Digital, Green, Entrepreneurial, Exercises on how to use social media, and how to sell online. Artisans have just started selling their products online. Generation and implementation of green ideas, with a specific one on both agriculture and the production of green products. Skills in managing the enterprise/business, skills in financial management, skills in sales and negotiation techniques

Bright Spots

Training of participants: capacity building, networking among participants, B2B, exchange of cooperation contacts, participation in local and regional Art and Craft Fairs.

Tips for replication and adaptation

Expansion of similar projects to all Albania

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Boosting the startup of green and ethical enterprises, based on GreenComp Competences

Type of Best Practice

Training Programme

Country

Italy

Reference Organisation

Materahub

Target Group

Trainers, SE staff,
Entrepreneurs

Focus Area

Green and Digital

Format

Course, Mentoring, Online
Module, Certification, Training

Background, brief description and main challenges addressed

GreenComp Enterprises is a 24-month Erasmus+ project (2022–2024) aimed at fostering sustainable entrepreneurship across Denmark, Italy, Bulgaria, Greece, and Sweden. Grounded in the EU GreenComp framework, the initiative has developed a comprehensive Business Sustainability Handbook, an interactive digital course with final certification, and a specialized manual for trainers to support tailored mentoring and business planning. By providing startups and established entrepreneurs with essential green and ethical competencies, the project seeks to drive the creation of innovative, eco-friendly enterprises throughout Europe.

Key resources and tools used

Business sustainability handbook consisting of seven chapters, each of which discusses a topic on sustainable entrepreneurship. GreenComp provided a framework to the selection of the chapters. The development of accompanying digital tools containing two main parts: a MOOC that mirrors the seven modules of the handbook, but with interactive tools and videos. The MOOC is expected to take 30 hours to complete, and participants will receive a certificate upon successful completion. A virtual space where participants have the possibility to connect with each other in order to communicate and create a network as well as sharing experiences and ideas. A selected number of entrepreneurs from each partner country can also participate in an accelerator programme that provides mentor-based training for them.

Digital and Green elements

The GreenComp Business Sustainability Handbook serves as a comprehensive training methodology, offering seven modules based on the EU framework to help entrepreneurs launch or transition to ethical, green businesses. This content has been adapted into a multilingual digital course (available in English, Danish, Italian, Greek, Swedish, and Bulgarian) featuring interactive videos, self-assessment quizzes, and a virtual networking space for startups. Upon completion of the digital program, participants receive a formal certificate, supported by a dedicated platform user guide to facilitate the learning experience.



Key Results for Social Enterprises

The Business Sustainability Handbook offers a 7-module training methodology based on the EU GreenComp framework, designed to help entrepreneurs launch or transition to ethical, green businesses. This content has been transformed into a multilingual digital course (available in English and all partner languages) that features interactive videos, self-assessment quizzes, and a virtual networking space for startups. Available as both a downloadable PDF and an interactive online tool, the program provides a comprehensive learning journey that awards a certificate upon successful completion.

Main challenges faced

The project worked well. It takes commitment to develop all the parts that meet the KPIs, especially since the work is shared between partners from different countries who have to work remotely, even though there are face-to-face meetings at certain stages. A strong commitment is to recruit all the necessary participants and target categories, keep them engaged, and complete the training sessions properly.

Main Competences gained

Digital, Green, Entrepreneurial

Bright Spots

The project's success is highlighted by its recognition as a Best Practice in an official European Union guide, reflecting the high level of cooperation among international partners. A key achievement was the full retention and active participation of all stakeholders, with every entrepreneur and startup successfully completing the training phases. This collaborative environment fostered a dynamic exchange of business ideas and ethical solutions, building a strong transnational network dedicated to sustainable innovation.

Tips for replication and adaptation

Reuse educational materials for future projects or continue to explore the GreenComp Framework. The structure of the online course can also be replicated or reused also when covering new topics. The training course and individual acceleration procedure can be adapted to new training programs, including on new topics.

Website

<https://greencomp-project.eu/>

Contact Person & Email

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GreenCCircle Academy

Type of Best Practice

Traning Programme

Country

Italy, Online

Reference Organisation

Materahub and european partners

Target Group

Trainers, SE staff, Artisans, CCI professionals, students in creative disciplines

Focus Area

Green

Format

Course, Online Modules, GreenCCircle Hub

Background, brief description and main challenges addressed

GreenCCircle project aims to empower Cultural and Creative Industries (CCIs) to tackle climate change by developing a comprehensive support scheme. This initiative will identify skill gaps, create the GreenCCircle training for sustainable skills, and establish a multi-stakeholder ecosystem across 9 countries, fostering collaboration and innovation. GreenCCircle introduces the Sustainability Facilitator role, enhancing CCIs' green transformation and resilience. The Green CCircle Academy is a free, online learning platform designed for creative professionals, educators and changemakers. It offers modular courses that help you gain green, digital and entrepreneurial skills all tailored to the realities of the cultural and creative industries. Green & Sustainable Skills – From basic of sustainability to eco-friendly strategies tailored CCIs; Business & Entrepreneurship – Entrepreneurship for CCIs, funding opportunities and new tech; Strategic Leadership – User-centric and design thinking and tools, leadership for transformation processes in any sector. The Academy equips creatives with vital sustainability, business, and leadership skills. Rooted in the EU Green Deal and Circular Economy principles, the initiative supports climate action through cross-sector learning, innovative tools.

Key resources and tools used

Fully online and self-paced courses. Blended learning with webinars, workshops, and local Living Labs. Interactive modules, case studies, and real-world applications

Digital and Green elements

How green and digital skills can support professionals in the cultural and creative sector. The course focuses primarily on green skills and skills related to sustainability in CCI sector. There is a specific module dedicated to digital skills and how these skills could support the sustainability of the sector.



Key Results for Social Enterprises

Social enterprises are included in the target groups for training in order to acquire skills related to sustainability and how to make increasingly environmentally friendly choices, as well as skills related to entrepreneurship.

Main challenges faced

Make it interesting and interactive, as it is an online course and not synchronous, so there is a lack of interaction.

Main Competences gained

Digital, Green, Entrepreneurial

Bright Spots

The course is online, self-paced, free, accessible to anyone depending on their interests and level. It is the result of careful and detailed research into the green and sustainability skills that can make the cultural and creative sector a real lever for change and environmental respect. It is modular, so everyone can create their own personalised training path within the course, with certificates awarded for individual modules and for the entire course.

Tips for replication and adaptation

The course is particularly adaptable and replicable in other contexts. It is online, available in multiple languages, and modular, as it is possible to follow individual modules. It has developed content related to cross-cutting and entrepreneurial skills that are also useful in other contexts.

Additional Comments

To complement the course, the GreenCCircle Hub has also been created, where you can explore issues related to sustainability in the cultural and creative sector and find additional resources such as tools, guidelines and case studies.

Website

<https://www.xamk.fi/en/greencircle-academy/>

Contact Person & Email

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BoneVet Training programme

Type of Best Practice

Traning Programme

Country

Kosovo

Reference Organisation

BoneVet

Target Group

Trainers, Artisans

Focus Area

Green and Digital

Format

Course, Workshop, Mentoring,
Online Module, Certification,
Work-based learning in art and
craft production

Background, brief description and main challenges addressed

BoneVet Social Enterprise and VET provider implementing a best practice in art and craft-based vocational education and training. The approach integrates structured theoretical learning with work-based and experiential training in real production environments. Learners develop technical craft skills, design awareness, material handling, and quality standards, alongside transversal competences such as entrepreneurship, teamwork, and employability. Delivery is based on competence-based learning, workshops, project assignments, and continuous mentoring by qualified trainers. Strong cooperation with local artisans, SMEs, and social enterprises ensures labour-market relevance and supports the preservation of cultural heritage through sustainable production practices. The best practice contributes to social inclusion and local economic development, and enables participants to transition into employment or self-employment in the art and craft sector. Moreover address lack of green skills. The model is scalable and transferable to other local contexts.

Key resources and tools used

Dedicated art and craft training workshops and production facilities Professional tools and equipment relevant to the selected craft areas Raw materials and sustainable production inputs Competence-based curricula, learning materials, and technical guidelines Qualified trainers and mentors with sector experience Partnerships with local artisans, SMEs, and social enterprises supporting work-based learning

Digital and Green elements

BoneVet integrates digital elements into art and craft training through the use of basic digital design tools, online learning resources, and digital communication platforms. Learners are introduced to digital sketching, simple design software, and online templates to support product development and customisation. Digital platforms are used for learning materials, documentation of work processes, and mentoring feedback. In addition, trainees gain introductory skills in digital marketing, including product presentation, photography for crafts, and promotion through social media and online marketplaces, supporting access to wider markets. BoneVet promotes environmentally sustainable craft production by emphasizing efficient use of materials, reduction of waste, reuse of leftover materials, and application of environmentally friendly techniques. Learners are encouraged to work with locally sourced and sustainable materials, respect traditional low-impact production methods, and apply basic principles of circular economy in craft production.



Awareness of environmental responsibility, resource efficiency, and sustainable consumption is embedded throughout the training. Digital tools support the green transition by enabling efficient design, reduced material waste through prototyping and planning, and improved market access without increasing physical production. At the same time, sustainable craft practices give digital skills a clear purpose, supporting environmentally responsible entrepreneurship and reinforcing the twin transition objectives of innovation and sustainability.

Key Results for Social Enterprises

The best practice contributed to improved sustainability and operational capacity of the involved Social Enterprise(s). Key results include increased visibility of locally produced craft products, improved product quality, and strengthened market readiness. Collaboration between BoneVet and local artisans and SEs led to better networking, knowledge exchange, and opportunities for joint production and sales. The initiative also supported the social mission of the SE by promoting inclusion, skills development, and local economic development.

Main challenges faced

Limited access to fully equipped training spaces or specialised tools for some craft disciplines. Balancing theoretical instruction and practical work within the available timeframe. Ensuring sufficient market linkages for trainees' products and entrepreneurship opportunities. Maintaining consistent engagement from external stakeholders due to scheduling and resource constraints. Some participants needed additional support to develop digital skills alongside craft techniques.

Main Competences gained

Digital, Green, Entrepreneurial, Practical craft and manual skills
Creativity and design thinking
Teamwork, communication, and work ethics

Bright Spots

Hands-on, work-based learning ensured participants gained practical, market-relevant skills. Continuous mentoring and support strengthened learner confidence and employability. Collaboration with local artisans, SEs, and SMEs provided authentic work environments and real-world exposure. Integration of digital and green elements enhanced creativity, sustainability, and market readiness. Competence-based approach allowed tailored learning, meeting individual participant needs.

Tips for replication and adaptation

Establish strong partnerships with local artisans, SMEs, and SEs to ensure work-based learning is relevant and sustainable. Combine competence-based curricula with mentoring, hands-on practice, and digital tools. Include green production practices and sustainable material usage from the start. Ensure training is flexible in duration and intensity to accommodate participant learning needs. Use feedback loops with participants and external stakeholders to continuously improve content and methods. Document processes, tools, and best practices clearly to facilitate transfer to other regions or sectors.

Website

<https://bonevet.org/en/>

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Chair for Innovation in Craft, Design and Contemporary Art

Type of Best Practice

Learning Methodology

Country

Spain, Andalusia

Reference Organisation

University of Granada (UGR)
Chair for Innovation in Craft,
Design & Contemporary art

Target Group

Trainers, SE staff, Artisans

Focus Area

Green and Digital

Format

Workshop, VET/C-VET training
and innovation support services

Background, brief description and main challenges addressed

The Chair was created in 2021 to address the need for innovation in the craft/design/art sector. It emerged from earlier collaboration between the university and craft training centres to connect craftsmen, designers and researchers, and to transfer knowledge from academia to the artisan sector. Its purpose is to lead actions in research, training and innovation – applying new materials, technologies, digital tools, circular economy approaches – to revitalise the craft sector and support generational renewal. The Chair for Innovation in Craft, Design and Contemporary Art at the University of Granada is a specialised VET/C-VET and research unit created to modernise and revitalise the craft and creative industries. It provides training, consultancy, and innovation support for artisans, designers, artists, trainers, and SMEs, combining traditional craftsmanship with contemporary design, digital tools, and sustainable practices. The Chair promotes interdisciplinary collaboration between university departments, craft training centres, and the creative sector to facilitate knowledge transfer and strengthen the adoption of green and digital innovation. Its activities include training programmes, applied research, support for new materials and technologies, and initiatives that enhance creativity, competitiveness, and sector visibility. By integrating circular economy principles, digital design tools, and collaborative methodologies, the Chair contributes to improving the capacity of SMEs and professionals to adapt to emerging challenges and opportunities in the twin transition, ensuring a more resilient and innovative craft ecosystem in Andalusia. The Chair addresses the innovation gap in the craft sector, characterised by limited digital skills, outdated production methods, and insufficient adoption of sustainable practices. It responds to the need for knowledge transfer between the university and artisans/SMEs to support modernisation through design, digital technologies, and green innovation.

Key resources and tools used

University labs and facilities, digital design tools, sustainable materials methods, and collaborative projects with SMEs and craft training centres.

Digital and Green elements

Integration of digital design tools, 3D modelling, digital fabrication, and technology-driven innovation to modernise craft and design practices. Use of sustainable materials, circular design approaches, eco-innovation, and promotion of environmentally responsible craft production. Digital technologies support greener craft practices by enabling efficient use of materials, experimentation with sustainable alternatives, and innovative design methods that reduce waste and improve resource efficiency.



Key Results for Social Enterprises

Improved innovation capacity thanks to collaboration with university researchers, designers and materials experts; increased visibility of artisan SMEs through public exhibitions, prototype showcases and dissemination activities; introduction of sustainable materials and circular approaches in craft production via training and research support; support for digital transformation, including the adoption of digital design tools and new technologies for craft innovation; strengthened collaboration networks between SMEs, designers, artisans and training centers such as Centro Albayzin.

Main challenges faced

Encouraging traditional craft professionals to adopt new digital and sustainable practices was challenging, as was maintaining long-term engagement and ensuring the resources needed for continuous innovation and collaboration across multiple stakeholders.

Main Competences gained

Digital, Green

Bright Spots

Effective collaboration between artisans, SMEs and university departments proved key, enabling co-creation, practical experimentation and the integration of design, technology and sustainability into traditional craft practices.

Tips for replication and adaptation

Build strong partnerships between universities, craft centres and SMEs, use co-creation and project-based work, and introduce digital and sustainable practices gradually to fit the craft sector's needs.

Additional Comments

At the National Crafts Awards the Chair's role in "connecting research, design and craft" and in promoting innovation and sustainability in the sector is highlighted; in collaboration with the Centro Albayzin and the Andalusian Employment Service, the Chair is present in official reports as a key tool for the development of innovative training, processes and technologies in the craft sector.

<https://ws148.juntadeandalucia.es/memoriadeactividades-sae/2021/contenido/escuelas-formacion.html>

Website

<https://catedras.ugr.es/artesania/>

Contact Person & Email

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Entrepreneurial Learning through Participatory Public Service Design (ENTREPUBL Project)

Type of Best Practice

Learning Methodology

Country

Greece

Reference Organisation

Academy of Entrepreneurship

Target Group

Trainers, Public Sector Professionals

Focus Area

Digital

Format

Course, Online Module

Background, brief description and main challenges addressed

The ENTREPUBL project was developed to address the lack of entrepreneurial and digital upskilling opportunities for public employees, particularly at the local level. As public administrations face increasing pressure to innovate, deliver citizen-centred services, and adapt to digital transformation, staff often lack the tools and training needed to respond effectively. ENTREPUBL aimed to introduce new participatory learning methodologies, encouraging public sector professionals to co-design services with users while building practical competences in entrepreneurship, collaboration, and digital tools. ENTREPUBL introduced an innovative learning methodology for public employees, aimed at strengthening their entrepreneurial mindset and digital competences through hands-on, participatory processes. The project focused on developing a training model based on real-world service design, where trainers co-created solutions alongside public sector staff and local stakeholders. This approach allowed participants to build competences such as creativity, collaboration, problem-solving, and digital tool usage—all essential for modern, citizen-centred public services.

The methodology combined workshops, peer learning, and online components, offering flexible and transferable training suitable for different institutional settings. It also aligned with EU frameworks like EntreComp and DigComp, ensuring consistency with broader policy goals. ENTREPUBL's model is especially useful for local authorities and civil servants who need to adapt to digital transformation while remaining socially responsive. It offers a replicable path to embed entrepreneurial culture within the public sector. The best practice was developed to address the limited entrepreneurial and digital competences among public sector employees, especially those working in or with local authorities and public institutions. Many public servants lack training opportunities that combine innovation, digital transformation, and civic engagement. ENTREPUBL aimed to fill this gap by introducing participatory learning methodologies that build practical skills in digital tools, service design, and entrepreneurial thinking, aligned with modern public service challenges.

Key resources and tools used

The best practice used a combination of online collaborative tools, such as video conferencing platforms, and shared digital workspaces. Key resources included training materials based on the EntreComp and DigComp frameworks, interactive learning modules, and facilitation guides to support participatory methods. The approach also relied on real case studies from local public services to ensure hands-on, challenge-based learning.



Digital and Green elements

The methodology placed strong emphasis on developing digital competences for public employees, in line with the DigComp framework. Participants were trained in using online collaborative tools, and digital platforms. The approach also encouraged critical thinking around how digital technologies can support citizen engagement and innovation in public administration. Although the green focus was limited, the practice demonstrated how digital transformation in public services can indirectly contribute to sustainability—by streamlining processes, reducing waste, and encouraging inclusive digital participation. This complements broader goals of the twin transition by modernising public sector operations in an environmentally conscious manner.

Main challenges faced

One key challenge was ensuring that public employees—often unfamiliar with entrepreneurial or digital learning approaches—fully engaged with the participatory methodology. Additionally, adapting the service design tools to different institutional cultures and digital capacities required flexibility. Balancing innovation with the formal structure of public administration was also a recurring difficulty.

Main Competences gained

Digital, Entrepreneurial

Bright Spots

The participatory learning model worked especially well due to its practical orientation and use of real public service challenges. Participants valued the blended format combining workshops and digital collaboration, and the connection to the EntreComp and DigComp frameworks gave the training structure and credibility. The flexibility of the methodology made it adaptable to different institutional contexts, while the focus on co-creation enhanced engagement and ownership of the learning process. Participants were explicitly satisfied by the transnational aspect of the training.

Tips for replication and adaptation

The ENTREPUBL learning methodology can be easily adapted to train social enterprises in the arts and crafts sector in twin transition topics. By applying its participatory, challenge-based approach, SEs can engage in co-designing solutions relevant to their own operations. The model fosters entrepreneurial thinking and digital tool use—skills essential for sustainable growth. Trainers can adapt the content to focus on green innovation, digital promotion, or circular practices, making the methodology both flexible and highly relevant for the sector.

Website

<https://academyofentrepreneurship.org/course/entrepubl>

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Interactive web platform “Eco-SE-E-lab” within the BC4ESE project

Type of Best Practice

Learning Methodology

Country

European Union
and Western
Balkans

Reference Organisation

CEDRA Split from Croatia (coordinator) in partnership with Diesis Network (Belgium), HUB Nicosia (Cyprus), Young Ambassadors (Serbia), CDP “Globus” (Bosnia and Herzegovina), Association for Democratic Prosperity – Zid (Montenegro), Agencija za lokalni razvoj d.o.o. Prozor-Rama (Bosnia and Herzegovina), Centre for Vocational Education (Montenegro)

Target Group

Trainers, Youth

Focus Area

Green and Digital

Format

Online Module

Background, brief description and main challenges addressed

The project primarily addressed the needs of organisations in the Western Balkans that work with young people. In this region, traditional teaching methods still dominate formal education, and non-formal learning is often undervalued as a tool for youth development. Local organisations require capacity-building support to strengthen their ability to implement innovative non-formal learning activities and become leaders in promoting new approaches for young people. One of the needs the project Building capacities for innovation in the eco-social entrepreneurship education aimed to solve is making possibilities for socio-economic development and well-being of youth organisations and young people in partners' countries. This is achieved by promoting the principles and practices of social entrepreneurship as a tool for sustainable growth and community impact. It aimed to innovate the teaching/training material that youth organizations and youth centres tend to introduce in their daily routines and which are interwoven with the reinforcement of the field of eco-social entrepreneurship. Take full advantage of all the possibilities offered by gamified digital processes, and in particular by the major trend of digital game-based learning, which takes into account the validated results of existing research, using various synchronous digital tools, such as online courses and interactive platforms, gamified digital processes, digital media, VR elements, apps, QR codes, etc. Interactive web platform “Eco-SE-E-lab” features 18 engaging educational modules designed to immerse learners in the world of eco-social entrepreneurship. Each module is dedicated to instilling and promoting essential eco-social entrepreneurship topics and competences. Through a variety of online games, virtual challenges, and digital activities, participants explore the journeys of real-life eco-social entrepreneurs, drawn from insights gleaned from the “Eco-social entrepreneurship analysis: needs, obstacles and good practices” e-book. Each gameplay experience offers a narrative showcasing one or several eco-social enterprises, carefully chosen as exemplary models for aspiring eco-social entrepreneurs. These modules are meticulously crafted based on educational scenarios outlined in the Gamified eco-entrepreneurship education e-book, aiming to both educate and inspire.

Key resources and tools used

Digital Learning Platforms, Digital Collaboration and Communication Tools.



Digital and Green elements

The BC4ESE project integrates digital transformation as a cross-cutting priority, enhancing the quality, accessibility, and innovation of eco-social entrepreneurship education. The key digital elements of the project include: Use of Digital Learning Platforms. Development of Digital Educational Resources. Strengthening Digital Competences. The BC4ESE project integrates sustainability and environmental responsibility as core principles across its objectives, activities, and outcomes. The main green elements of the project include: Promotion of Eco-Social Entrepreneurship, Integration of Green Competences into Education, Support for Sustainable Innovation, Awareness Raising and Behavioral Change. In the BC4ESE project, green and digital elements are closely interconnected and mutually reinforcing. Digital tools and technologies enable the project to deliver green education in the field of social entrepreneurship in a more efficient, accessible, and sustainable way.

Key Results for Social Enterprises

The project had a strong social inclusion impact, providing marginalized and disadvantaged youth, and individuals facing socio-economic obstacles – with access to educational resources and skill-building opportunities. Partners implemented targeted dissemination activities through events held in schools, universities, and NGOs, with the aim of reaching groups that are often underrepresented in entrepreneurship initiatives and enabling them to access and benefit from BC4ESE resources.

Main challenges faced

Low awareness and understanding of eco-social entrepreneurship concepts in some of Western Balkans countries; A low level of familiarity with digital tools and technologies in some of the Western Balkans countries.

Main Competences gained

Digital, Green, Entrepreneurial

Bright Spots

The combination of eco-social entrepreneurship content with digital learning tools enhanced both the quality and accessibility of project activities. Interactive training methods, practical case studies, and real-life examples successfully engaged learners, educators, and aspiring eco-social entrepreneurs

Tips for replication and adaptation

Flexible delivery formats (online, in-person) to meet the needs of different target groups.

Cooperation with universities, NGOs, and local entrepreneurs to strengthen outreach and impact.

Inclusive and accessible participation, particularly for underrepresented groups.

Support to educators and trainers through capacity-building activities to enable effective implementation

Additional Comments

The BC4ESE project, i.e. the interactive platform, does include digital certificates with badges. By completing the games, learners earn specific digital badges that validate their acquired competences

Website

<https://ecosocent.eu/o3-interactive-web-platform-eco-se-e-lab/>
https://ecosocent.eu/#project_results

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SupportSphere: digital and green career guidance for VET learners at risk of NEET

Type of Best Practice

Learning Methodology

Country

Greece, Italy,
Spain

Reference Organisation

Thematic School of Advanced Vocational Training Egaleo (SAEK Egaleo), Greece, in cooperation with EURICON EPE (Greece), Instituto Montecastelo – Fomento de Centros de Enseñanza S.A. (Spain), ENAIP NET Impresa Sociale (Italy), University of Verona (Italy), and the European Vocational Training Association – EVTA (Belgium)

Target Group

Trainers, VET learners and young adults at risk of NEET, including future and existing members of social enterprises in the arts and crafts and related creative sectors

Focus Area

Digital

Format

Course, Mentoring, Online Module

Background, brief description and main challenges addressed

This best practice, developed within the SupportSphere project, addresses the rising risk of NEET situations and the skills gap in VET sectors undergoing digital and green transitions. Grounded in qualitative research and aligned with the DigComp, GreenComp, and EntreComp frameworks, the initiative provides a learner-centered, blended methodology combining peer mentoring with digital guidance tools. By offering structured e-learning modules and practical resources for trainers, the project enhances digital career literacy and supports informed, sustainable decision-making. Ultimately, this evidence-based approach fosters social inclusion and employability, particularly for learners at risk of disengagement within the creative and social enterprise sectors.

Key resources and tools used

The implementation of the best practice is supported by a set of digital and pedagogical resources, including an online learning platform, interactive training modules, and self-assessment and reflection tools for career guidance. It also uses mentoring guidelines, peer learning activities, and qualitative research tools such as focus groups and feedback questionnaires. Digital resources are combined with sustainability-oriented learning materials and case examples that promote awareness of green skills, sustainable career pathways, and transversal competences aligned with DigComp, GreenComp, and EntreComp.



Digital and Green elements

The best practice integrates digital elements through the use of an e-learning platform that hosts online training modules, learning materials, and interactive content for VET trainers and learners. Digital self-assessment and reflection tools support career exploration, skills mapping, and informed decision-making. The methodology also promotes digital literacy, online collaboration, and the effective use of digital resources for career guidance, in line with DigComp, by enabling learners to reflect on their competences, and engage with digital tools that mirror contemporary and future-oriented labour market practices.

Key Results for Social Enterprises

The project strengthens social enterprises by equipping the workforce with essential digital, green, and entrepreneurial skills. By promoting sustainable business models and innovative work practices, it helps the creative and social sectors adapt to the twin transition. This approach boosts employability and builds stronger connections between VET providers and social enterprises.

Main challenges faced

The piloting phase faced challenges in engaging VET learners with varying digital readiness and coordinating activities across diverse international contexts. Balancing green and digital content required constant adjustment to keep materials practical for trainers. Additionally, the project had to remain agile, incorporating real-time feedback while training sessions were still in progress.

Main Competences gained

Digital, Entrepreneurial, career management skills, transversal and social competences, informed career decision-making skills

Bright Spots

The project's strength lies in its learner-centered approach, blending digital tools with sustainability-focused mentoring. Its clear methodology and online platform allow trainers to easily adapt content to diverse VET contexts. By utilizing evidence-based design and aligning with EU frameworks, the program ensures high relevance, flexibility, and seamless transferability across the green and digital transitions.

Tips for replication and adaptation

To replicate this success, integrate the methodology into VET structures and tailor content to local needs. Use a hybrid of digital tools and face-to-face mentoring to ensure engagement, while aligning with EU frameworks for sustainability and transferability.

Additional Comments

The SupportSphere learning platform (<https://supportspherelearning.eu/>) is currently under development. However, users can already create an account and access the materials that have been uploaded in the English version, including training content and selected recorded interviews. The platform is being progressively enriched as part of the ongoing project implementation.

Website

<https://supportsphereproject.eu/>

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Design Without Waste: Upcycling and Circular Tailoring in the ANKAA Training Model

Type of Best Practice

Learning Methodology

Country

Greece

Reference Organisation

ANKAA Project

Target Group

Young professionals and young creatives

Focus Area

Green

Format

Course, Workshop, Mentoring

Background, brief description and main challenges addressed

The ANKAA project was created to respond to the environmental impact of textile waste and the growing need for sustainable practices in the arts and crafts sector. It aimed to modernize tailoring vocational training by embedding circular economy principles, equipping learners with practical zero-waste and upcycling skills while supporting social enterprises in adopting greener production models. The initiative also addressed employability by aligning craft skills with emerging sustainability demands in the market. This best practice integrates zero-waste techniques and upcycling into vocational tailoring training, addressing the lack of sustainability-focused skills in the arts and crafts sector. Through hands-on workshops, learners are trained to minimize textile waste, and repurpose materials.

The BP combines hands-on learning, peer collaboration, and mentoring to foster green technical competences. Participants gain knowledge in eco-friendly production methods while developing creativity and problem-solving skills. The initiative also supports trainers and social enterprise staff in adopting green practices, providing replicable teaching methodologies and tools. It addresses the lack of sustainability-focused vocational training in the tailoring sector, particularly the absence of practical skills in zero-waste production and upcycling. Traditional training models often overlook circular economy principles, leaving learners and social enterprises without the competencies needed to reduce textile waste and adopt environmentally responsible production methods.

Key resources and tools used

Main resources include ANKAA's tried and tested curriculum, developed over the years alongside Tailors, Teachers and sustainability experts.

Digital and Green elements

This Best Practice relies on sustainable, zero waste methodologies, using upcycled fabrics and consumables, natural dyes, and organising sustainable carts and crafts workshops to complement formal technical training.



Best Practices

Main challenges faced

Challenges include sourcing sufficient sustainable materials, adapting traditional tailoring curricula to incorporate upcycling principles, adapting methodologies to zero-waste (or low-waste) patterns and techniques, and ensuring all trainers were confident with zero-waste and upcycling techniques.

Main Competences gained

Green, Entrepreneurial

Bright Spots

Hands-on workshops and inclusive, practical learning effectively built participants' green skills. Peer learning and mentoring fostered engagement and knowledge sharing. Clear toolkits supported trainers and learners.

Tips for replication and adaptation

Use hands-on, project-based learning and provide clear toolkits for trainers. Start with small pilot workshops to adapt curricula, and offer mentoring to build trainers' confidence.

Website

<https://www.ankaaproject.org/learn-sewing>

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Empowering youth artisans in Albania

Type of Best Practice

Learning Methodology

Country

Albania

Reference Organisation

Association of Artisans in Vau i Dejes (Shoqata Artizanet e Vaut te Dejes)

Target Group

SE staff, Artisans, Young and Women Artisans and SEs of the craft sector

Focus Area

Green

Format

Course, Workshop, Mentoring

Background, brief description and main challenges addressed

The need for the implementation of this program came from the identified need in the area, especially regarding the textile and recycling techniques and the preservation of the tradition at the young people and women in the area. The project is being developed by a group of women from the Vau i Dejës Artisans Association and refers to efforts to keep the traditions and culture of this area alive through handicrafts. This activity focuses on young people and women artisans who want to advance the values of this area, but also on involving the younger generations in preserving the tradition and creating employment opportunities so that they do not leave Albania. It aims to encourage young people to get employed and to follow professional courses. The young people of Vau i Dejës show interest in following courses to advance the heritage of their ancestors. The challenges addressed were lack of skills, especially at the younger generations regarding the textile and recycling techniques. Preservation of the tradition and transmission to the younger generations, for them to get employment and to have their own entrepreneurial initiative in the craft sector.

Key resources and tools used

The Training Program on Recycling practices in the field of textile and clothes (Learning Modules); The textile looms and the respective tools (as part of the practical work and demonstration and workshops)

Digital and Green elements

Recycling of the textile waste and all the other waste generated by the artisans during their operation processes.



Key Results for Social Enterprises

For the Green SEs (including those operating in the art and craft sector), women artisans were able to establish their own entrepreneurial initiative.

Simultaneously, they and all the other participants increased their knowledge regarding the work processes and the use of equipment and tools in crafting techniques.

Main challenges faced

Financial resources. All the costs for delivering the programme, are covered by the Association and financial support is needed to replicate it in all the urban and rural areas of Albania.

Main Competences gained

Green, Entrepreneurial

Bright Spots

The provision of knowledge and opportunity to use the crafting equipment and tools; the opportunity to gather all women artisans.

Tips for replication and adaptation

Having the necessary financial resources to formalise the practice into a structured programme and implementation in all the areas of Albania.

Website

<https://www.facebook.com/people/Shoqata-Artizanet-Vau-Dejes/100088172351138/#>

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Close The Loop

Type of Best Practice

Learning Methodology

Country

Belgium , Flanders

Reference Organisation

Flanders District of Creativity

Target Group

Trainers, SE staff, fashion professionals (designers, buyers, sustainability managers, management)

Focus Area

Green

Format

Workshop, Online Module

Background, brief description and main challenges addressed

Close The Loop (CTL), developed by Flanders District of Creativity (FDC), is a program to accelerate the circular and sustainable transition in the fashion industry. The program began in 2015 as a response to the request of the Flemish Agency for Innovation and Entrepreneurship to focus more on sustainability in the fashion industry, because of the introduction of European directives on sustainability and circularity in this industry. CTL is the implementation of that policy objective. It originated as an information platform to raise awareness among fashion brands about the urgency of circular strategies and to guide them through the many ways these strategies can be implemented. The first version of the CTL website functioned as a mini-Wikipedia for more sustainable fashion: a clear, unbiased and practical knowledge base for brands at the beginning of their transition journey. The focus gradually shifted from “evangelising” about why change is necessary to offering hands-on support on how to make the transition. FDC started designing tailored guidance programs for fashion companies - both one-on-one and in group settings - to help them develop their own sustainability strategies. Close The Loop supports fashion businesses in the transition to a sustainable and circular way of working, through best practices, strategic advice & guidance. The platform developed includes a range of self-assessment tools, including the True Cost Calculator, which allows brands to calculate the total environmental and social impact of a garment across its entire life cycle - from raw materials to end of life. The tool helps companies identify where their biggest impacts lie and explore alternative scenarios to reduce them. CTL also developed practical ecodesign tools in collaboration with research partners and fashion companies. One example is a design guide for long-lasting clothing, offering objective criteria and ready-to-use recommendations for designers.

Key resources and tools used

Guide fashion brands with the information on the platform, presented in slide decks, while supporting the implementation of the learned lessons in their company through exercises on a Mural board and in document templates.

Digital and Green elements

Specific green topics and issues in the fashion sector



TWIN TRANSITION FOR
SOCIAL ENTREPRENEURS
IN ART AND CRAFT SECTOR

Best Practices

Main Competences gained

Green, Entrepreneurial

Website

<https://close-the-loop.be/en>

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Mosaic - Hackathon Methodology for Art and Craft

Type of Best Practice

Learning Methodology

Country

France, Finland, Italy

Reference Organisation

Materahub and Mosaic project consortium

Target Group

Trainers of Vet providers in art and craft

Focus Area

Green and Digital

Format

Workshop, Online Module

Background, brief description and main challenges addressed

This specific course and methodology were developed and tested as part of the European MOSAIC project. The project brings together relevant partners from the EU and third countries who wish to promote excellence in vocational education and training in the arts and crafts sector, ensuring high-level skills that lead to quality employment and lasting career opportunities, capable of meeting the needs of an innovative, inclusive and sustainable economy. The project focuses on three areas of the artistic craft sector: traditional and rare crafts, precious metals and jewellery, furniture and wood, and their relationship with design, art and industry. The Hackathon methodology originates from the IT world but has been used effectively in vocational training in the craft and design sector as it is an innovative methodology that addresses the issues of digital tool use and material recycling. The hackathon format has become very popular for several reasons. First, as an event gathering together people from different backgrounds and places, a hackathon is a great example of inclusion as it creates space for different people to collaborate together in pursuit of the same goal. It is also an innovative approach to problem solving as it presents an intense format, during which the participants from different backgrounds are thrown together and need to find a solution to a task under a tight time constraint, usually between a day and a week. This is a course for trainers and teachers to introduce the Hackathon Methodology as a valuable tool for vocational teachers, to promote the use of new technologies and recycled materials. It is also an innovative approach to problem solving and inclusion gathering people from different backgrounds and places. The main challenge is Innovate training of Vet-C-vet providers.

Key resources and tools used

Knowledge of the Hackathon methodology and its phases, group facilitators (who may also be teachers of different subjects), digital design programmes, various types of waste materials (textiles, wood, etc.).

Digital and Green elements

The digital and green spheres combine perfectly in the methodology, as digital technology supports both the conception and design phases and the implementation phase, as well as supporting the ability to create products using waste materials. Environmental sustainability is at the heart of the cooperation and the challenge. The theme of environmental sustainability is central to the methodology, as it has been adapted to the field of design and crafts, setting the challenge of using and giving new life to waste materials such as wood, fabric scraps, etc. This methodology integrates and utilises software programmes and AI, for example for the design of objects and models, and 3D printers applied to the craft sector.



Best Practices

Main challenges faced

Organisational difficulties for in-person events with participants from different countries, need for trainers and facilitators to be familiar with the methodology in order to guide and support the process.

Main Competences gained

Digital, Green, cooperation and collaboration in team, lateral thinking, problem solving

Bright Spots

Transdisciplinary collaboration, international environment and ability to work with people from other countries, focus on creativity, sustainability and use of digital tools, focus on specific issues and challenges to be solved in a participatory and collaborative manner.

Tips for replication and adaptation

This methodology can be easily transferred and adapted to different contexts. Clarify the objective and have trained facilitators and trainers.

Website

<https://www.craftingthefuture.eu/training/>

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Taller Artesano del Cuero (ArtesamArt)

Type of Best Practice

Workshop / Mentoring

Country

Spain, Serranía de Ronda,
Málaga

Reference Organisation

Taller Artesano del Cuero
(ArtesamArt)

Target Group

Artisans

Focus Area

Green and Digital

Format

Course, Workshop

Background, brief description and main challenges addressed

The workshop was created to preserve traditional leatherworking techniques, support local craftsmanship and provide training opportunities for artisans. It aims to maintain heritage craft methods using sustainable, non-electric processes while strengthening the local circular economy. Taller Artesano del Cuero – ArtesamArt is a traditional leather workshop located in the Serranía de Ronda region of Málaga. Founded in 2012 by artisan Francisco Rienda Trillo, the workshop preserves ancestral leatherworking techniques carried out entirely by hand, without the use of electric machinery. It offers leather training courses and provides workshop space for other artisans to conduct hands-on learning activities. The workshop produces belts, bags, wallets and embossed leather pieces, maintaining a strong commitment to sustainability through the use of traditionally tanned, locally sourced raw materials. ArtesamArt promotes a circular and local economy by transmitting craft knowledge, supporting artisans and engaging both the local population and the tourism sector in the preservation of traditional leather craftsmanship. The workshop addresses the need to preserve traditional leather craftsmanship in the Serranía de Ronda region, while offering training opportunities for artisans and responding to the lack of access to high-quality, sustainable craft skills in the local community and tourism sector.

Key resources and tools used

Only hand tools used, in order to reduce energy consumption and use raw materials produced sustainably and with the least impact on the environment. the promotion of the traditional trade is through digital marketing.

Digital and Green elements

The workshop uses digital tools mainly for online visibility and commercialisation. This includes promoting traditional leathercraft through digital marketing and online sales, helping to expand the reach of artisan products and support the sustainability of the craft business. ArtesamArt is strongly committed to sustainable and low-impact production. The workshop uses only hand tools to reduce energy consumption, avoids electric machinery, and works with traditionally tanned leather produced through environmentally respectful processes. These practices support a local, circular and low-carbon craft economy. Digital tools help increase the visibility and market reach of sustainably produced leather goods, supporting the viability of environmentally friendly artisanal practices. Green production methods reinforce the authenticity and value of the products promoted through digital channels.



Key Results for Social Enterprises

The workshop contributes to preserving traditional leather craftsmanship, promotes a local circular economy, and supports sustainable, low-energy artisanal production. It also strengthens the visibility of traditional crafts through digital promotion, benefiting both the local community and the regional tourism sector.

Main challenges faced

Maintaining traditional craftsmanship in a market dominated by industrial products can be challenging. Ensuring economic sustainability while avoiding electric machinery and relying exclusively on manual production methods also requires significant effort.

Main Competences gained

Digital, Green, Traditional leatherworking skills and manual craft techniques

Bright Spots

The focus on fully manual, traditional techniques combined with sustainable production practices has proven effective in preserving local craftsmanship. Offering training and sharing workshop space to other artisans has also strengthened knowledge transmission and reinforced the local artisan community.

Tips for replication and adaptation

Promote sustainability through low-energy manual techniques, foster collaboration with local artisan associations, and maintain high-quality craftsmanship. Creating training opportunities and sharing workshop space can help replicate the model in other regions seeking to preserve traditional artisanal skills.

Website

<https://artesamart.com/>

Facebook: <https://www.facebook.com/Artesamart>

Instagram: <https://www.instagram.com/artesamart/>

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Center Rog

Type of Best Practice

Workshop / Mentoring

Country

Slovenia

Reference Organisation

Center Rog

Target Group

Artisans, Everyone who enjoys creating with their hands, regardless of their knowledge and age; Designers, architects, engineers, and creatives

Focus Area

Green and Digital

Format

Course, Workshop, Mentoring, Center Rog has nine production labs: woodworking lab, textile lab, metalworking lab, green lab, jewelry lab, ceramics lab, glassworking lab, cooking lab, and FabLab.

Background, brief description and main challenges addressed

The center is established at the place of the former Rog factory to serve as a public production space for applied arts crafts, design and architecture with special focus on sustainable development. Dates back to 1871, when Ivan Janesch established a leather workshop in what was then the Šempeter suburb, later expanding it into a factory. In the 20th century, the complex was taken over by Rog, a famous Slovenian bicycle manufacturer. After World War II, Rog produced iconic bicycles until the factory closed in 1991, the buildings fell into disrepair. In the mid-2000s, the space was informally occupied by students, artists, and activists, turning it into an autonomous cultural and social center (also called "Avtonomna tovarna Rog"), hosting workshops, concerts, skate parks, studios, and alternative cultural programs. Starting in 2007, the City of Ljubljana began plans to revitalize the site as a cultural and creative hub, part of efforts like the Second Chance project. After legal disputes between the city and former occupants, the city officially launched Center Rog as a public creative institution. By autumn 2023, after extensive renovation, Rog reopened as a modern creative hub, featuring fab labs, studios, exhibition spaces, a library, cafés, and programs in art, design, and craft. Today, Center Rog is a space for creation, learning, and collaboration, hosting makers, professionals, hobbyists, and the local community. Center Rog offers studios, workshops, fab labs, exhibition spaces, and community programs, fostering art, design, and collaborative innovation. Facilities include workshops for textiles, metal, glass, wood, digital fabrication, and even gastronomy. Center Rog serves not just as a makerspace, but as a community-oriented hub for skills development, creativity, inclusion and innovation, directly addressing challenges such as: lack of accessible practical training and green/digital skills, limited access to tools and collaborative spaces, social exclusion of under-represented groups, and barriers to sustainable creative practice.

Key resources and tools used

Equipped production laboratories; Traditional craft tools and machinery; Digital tools & software, etc. The Rog Library is part of Ljubljana's City Library network, and offers 20,000 items of library material on almost 300 square meters. It offers fiction for all age groups, as well as specialized materials and serial publications from the creative sector.



Digital and Green elements

The Center Rog is combining art, craft and technology, where participants can learn about through theory and practice. The nine production labs (workshops) use both latest technologies and traditional techniques. Center Rog promotes sustainable modes of operation and production.

Main challenges faced

Resolving legal and ownership issues, managing stakeholder interests, and transitioning the site from informal use to a structured public institution. Additional difficulties involved securing long-term financial sustainability, balancing heritage preservation with modern functional requirements.

Main Competences gained

Digital, Green, Entrepreneurial

Bright Spots

Center Rog demonstrated that participatory design, inclusive access, heritage-led regeneration, and collaborative programming are key success factors for creative hubs. Its ability to integrate a historic site into contemporary cultural life, partner with educational and international institutions, and secure external funding have all been major achievements worth highlighting.

Tips for replication and adaptation

- Engagement of the community
- Combination of heritage conservation with modern use
- Diverse, flexible programming
- Accessibility and inclusivity
- Diverse funding streams

Website

<https://www.center-rog.si/en/>

Contact Person & Email

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Skills Development and Employment Centers

Type of Best Practice

Workshop / Mentoring

Country

Greece

Reference Organisation

APOPSI SA

Target Group

Trainers, Artisans

Focus Area

Green and Digital

Format

Course, Workshop, Mentoring,
Certification

Background, brief description and main challenges addressed

The project aims to develop and upgrade human resources and to promote employment in the areas of the Just Development Transition (Municipalities in the Peloponnese Region – Megalopolis, Gortynia, Tripoli, Oichalia, in the Regions of Western Macedonia, North Aegean, Crete, and South Aegean). The main objectives of the project are achieved through the development of an integrated mechanism that includes actions for needs assessment (Transition Skills Observatory), specialized career counseling services, open, flexible learning, and micro-credentialing. At the same time, the project includes networking activities for the effective matching of local labour markets in the areas that are phasing out lignite. The main challenges addressed are lack of green skills and lack of digital knowledge. It aims to improve integration/reintegration into the labour market.

Key resources and tools used

Micro learning, job matching and career counseling

Digital and Green elements

Limiting printed outputs and using QR codes to provide access to information material, questionnaires, and digital tools. Raising awareness among stakeholders and participants on sustainability issues through project-related content. Selection of sustainable materials and eco-friendly inks when printed material is necessary. Digital and green elements complement and reinforce each other, as the digital approach is a key driver of environmental sustainability.



Key Results for Social Enterprises

Improving the environment, supporting job seekers, reducing digital illiteracy, and supporting innovative ideas.

Main challenges faced

Some difficulties in communication

Main Competences gained

Digital, Green, Entrepreneurial

Bright Spots

Greater awareness of critical issues and improvement in the approach to work and innovation

Tips for replication and adaptation

Good organisational plan and preparation, targeted tasks, and brainstorming

Website

<https://ejust4skills.gr/en/the-project/#metavasi>

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DO Impact - Digital and Data-Driven Opportunities to Strengthen the Social Economy Impact

Type of Best Practice

Workshop / Mentoring

Country

Europe

Reference Organisation

Consortium of partners
(Fondazione Piemonte Innova,
Torino Social Impact, Diesis
Network, Cluster Digital, Taula
del Tercer Sector de Catalunya,
Social Entrepreneurship
Association of Latvia, Lithuania
Social Business Association,
Politecnico de Milano,
Coompanion Gothenburg)

Target Group

SE staff, Enabling organisations
in the Proximity and Social
Economy (PSE)

Focus Area

Digital

Format

Workshop, Mentoring

Background, brief description and main challenges addressed

DO impact was created to support SMEs and enabling organisations in the social economy to integrate digital technologies and data-driven approaches so they can improve sustainability, maximize social impact, strengthen competitiveness, and address current operational challenges through capacity building and strategic programs. It delivers modular programs and targeted capacity building, including transnational workshops and strategy development, to help organisations enhance sustainability, operational efficiency, and social impact. The methodology includes ecosystem analysis, tailored regional approaches, and impact monitoring. It relies on the need to strengthen digital and data-driven skills and adoption of innovative digital solutions in social economy and proximity economy organisations to enhance sustainability, operational capacity, and competitiveness.

Key resources and tools used

Modular digital and data-driven programs; Capacity building sessions; Transnational and local workshops; Strategy documents and resources developed throughout the project

Digital and Green elements

Digital and data-driven programs for skills development; Integration of digital solutions to support organisational operations and impact measurement. Support for sustainability as part of operational capacity development (included as twin transition support).



Key Results for Social Enterprises

Improved digital and data skills; enhanced ability to adopt digital tools; stronger networks and resources to support transformation processes

Main challenges faced

Recruiting and engaging organisations through the whole learning process

Main Competences gained

Digital, Entrepreneurial, data-driven strategic thinking / operational capacity

Bright Spots

Trainings for Social Economy Enabling Organisations, and then tailored for local SMEs and SEOs, creating a cascade knowledge and reaching more people. Financial support to cover part of expenses

Tips for replication and adaptation

Financial support and tailored courses

Website

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Greening Agrifood in Social Economy (GRAINS)

Type of Best Practice

Workshop / Mentoring

Country

Europe and Ukraine

Reference Organisation

Project Consortium

Target Group

SE staff, Social Economy SMEs
in the agrifood sector

Focus Area

Green

Format

Workshop, Mentoring, Advisory
& Financial Support Structures

Background, brief description and main challenges addressed

The agrifood sector contributes to and is affected by climate change; SMEs in the social economy face skills gaps, policy restrictions, and funding constraints for adopting sustainable practices and reducing their environmental footprint. The project aims to support social economy SMEs in the agrifood sector in transitioning toward more sustainable and environmentally friendly practices, promote sustainable technologies and innovations, and strengthen capacity and competitiveness through knowledge transfer and skills development. Online capacity-building trainings, mentoring, advisory services, and financial support for implementation of greening projects - through training on sustainable practices, knowledge transfer, funding and collaboration with experts.

Key resources and tools used

Online capacity building trainings; Coaching and mentoring services; Business advisory services; Training materials for sustainable business practices; Financial support opportunities

Digital and Green elements

Sustainable farming practices.

Eco-packaging & waste reduction

Biodiversity and resource efficiency.

Sustainable diets and local markets

Reducing environmental footprint



Key Results for Social Enterprises

Training on sustainable practices and reducing environmental impact
Advisory services and mentoring for implementation of green initiatives
Financial support to implement greening projects
Enhanced capacity and competitiveness of agrifood SMEs

Main challenges faced

Beneficiaries with projects related to agriculture suffered changes in project due to external - climate reasons, difficulty in long-term support and follow up. Low level of applicants at the beginning, then increased boosting communication and dissemination

Main Competences gained

Green, Entrepreneurial

Bright Spots

High level of applications due to financial support and long-term follow up (mentoring after training) . List of service providers of local social enterprises to be chosen - boost local and rural services and employment

Tips for replication and adaptation

Free, open and public training materials and case studies made available online can support adaptation

Website

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Training on digital skills - RIDE Reach Inclusion through Digital Empowerment for Migrant Women

Type of Best Practice

Workshop / Mentoring

Target Group

SE staff, Migrant and refugee women

Country

Europe (Belgium, Netherlands, Czech Republic, Germany, Greece, Italy, Bulgaria)

Focus Area

Digital

Reference Organisation

Project consortium (UNITEE, Legacoopsociali, Symplexis, the Bulgarian Chamber of Commerce and Industry, Litus Novum, Youth Included, The Code to Change, European Network of Migrant Women, Diesis)

Format

Course, Workshop, Mentoring

Background, brief description and main challenges addressed

RIDE was developed to enable migrant and refugee women to reskill/upskill in digital fields and improve inclusion and access to employment opportunities in the digital labour market. Migrant and refugee women face barriers to entering the digital labour market due to lack of digital skills, limited access to tailored information, and social exclusion. The project provides training, mentoring, and job-market integration support through activities as digital skills training, individual coaching, mentoring on social inclusion and labour rights, and job placement support. The project also developed a guidelines booklet and a crowd-map tool to support future inclusion initiatives.

Key resources and tools used

Digital skills training with Cisco and The Code to Change; Mentoring & coaching sessions; Job Placement Fairs; Guidelines Booklet; Interactive crowd-map tool

Digital and Green elements

Digital skills training enabling re-skilling/upskilling in the digital sector.



Key Results for Social Enterprises

Migrant and refugee women gained digital skills and job placement opportunities.

Job fairs connected participants with employers across countries.

Enhanced social inclusion and awareness of labour rights.

Main challenges faced

Different levels of digital literacy and balancing training with personal responsibilities (family and childcare)

Main Competences gained

Digital, Entrepreneurial

Bright Spots

Not only the training but an integrated approach combining digital training, mentoring, and job market engagement was effective in supporting participant inclusion. The use of known tech platform (Code to Change and Cisco)

Tips for replication and adaptation

Tailored, flexible training that combines digital skills with mentoring and direct employer engagement can reinforce inclusion

Website

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Digital Innovation of Cultural Heritage - Tourism 4.0 knowledge transfer to Montenegro

Type of Best Practice

Workshop / Mentoring

Country

Montenegro

Reference Organisation

UNIDO and Ministry of Tourism of Montenegro

Target Group

Trainers, SE staff, SMEs, destinations, heritage institutions

Focus Area

Green and Digital

Format

Course, Workshop, Mentoring

Background, brief description and main challenges addressed

UNIDO and partners launched and implemented Tourism 4.0 cooperation with Montenegro to drive digital transformation in tourism and heritage with sustainability goals. A structured training and consulting approach to help tourism and heritage actors in Montenegro adopt digital technologies (3D digitisation, VR/AR/XR, digital storytelling) to preserve heritage and build sustainable, high-value tourism experiences. It strengthens skills, supports strategy development, and helps participants develop concrete products—an approach that can be transferred to crafts and artisan social enterprises connected to cultural heritage. Modernising tourism and cultural heritage value chains through advanced digital tech while strengthening sustainability and cultural preservation—helping SMEs create higher-value, sustainable products and services.

Key resources and tools used

Digital storytelling; 3D digitisation (photogrammetry, laser scanning); VR/AR/XR, holograms, interactive displays/apps; plus a national digital cultural heritage platform concept.

Digital and Green elements

Core—3D, immersive tech, digital platforms, digital interpretation of heritage. Sustainable tourism development; increasing sustainability and long-term value of tourism products. Digital tools enable low-impact, high-value experiences (virtual interpretation, smarter visitor management) while sustainability goals guide what is built and why—protecting heritage and local identity.



Key Results for Social Enterprises

New tech-enabled product development, improved competitiveness, and stronger sustainability positioning for SMEs

Main challenges faced

High cost and complexity of advanced tech; need for skilled trainers and equipment access.

Main Competences gained

Digital, Green, Entrepreneurial

Bright Spots

Combining training with product development support.

Tips for replication and adaptation

For crafts SEs—use the same model but with craft-heritage assets: digital storytelling, e-commerce, sustainable materials, heritage certification narratives.

Website

<https://www.unido.org/news/montenegro-embarks-tourism-40-unido-and-slovenia-partner-drive-digital-transformation-tourism-sector>

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Textile Recycling to Sustainable Solutions

Type of Best Practice

Workshop / Mentoring

Country

Montenegro

Reference Organisation

SOS Telefon Nikšić

Target Group

SE staff, women beneficiaries

Focus Area

Green

Format

Course, Workshop, Mentoring

Background, brief description and main challenges addressed

Implemented under an EU Cross-border Programme Serbia - Montenegro. A series of textile recycling workshops where participants learned to transform textile waste into new products with market potential. The project also included public awareness activities and a joint exhibition of products produced in workshops. In Montenegro, the initiative linked ecological benefits (waste reduction) with social employment objectives by supporting women to develop practical production skills that can generate income. The challenges addressed are textile waste, social inclusion and employment barriers; turning waste into marketable craft products as a livelihood pathway.

Key resources and tools used

Textile waste, sewing and production tools, workshop set-up; exhibition and public event.

Digital and Green elements

Textile recycling to reduce pollution; Explicit environmental framing



Key Results for Social Enterprises

New upcycled products suitable for sale; stronger link between recycling and livelihood creation; increased public awareness through exhibition.

Main challenges faced

Scaling production and access to markets

Main Competences gained

Green, Entrepreneurial

Bright Spots

Clear product output, public exhibition, employment linkage

Tips for replication and adaptation

Add a brief digital complement (product photos, Instagram shop, simple electronic catalogue) to more quickly transform eco-friendly craft skills into income.

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National reference centre for jewelry and goldsmithing

Type of Best Practice

Certification Method

Country

Spain, Andalucia

Reference Organisation

Centro de referencia nacional de joyería y orfebrería

Target Group

Artisans, Jewelry and goldsmithing professionals

Focus Area

Green and Digital

Format

Course, Workshop, Certification

Background, brief description and main challenges addressed

The National Reference Centre for Jewelry and Goldsmithing is a specialised vocational excellence centre supporting the certification and recognition of professional competences in the jewelry and goldsmithing sector. It operates as a national reference point for quality, innovation and skills standards, contributing to the development and updating of professional qualifications aligned with labour market needs. The Centre delivers accredited training pathways that combine traditional craftsmanship with contemporary techniques, including digital tools and sustainable production practices. Through its role within the national vocational training system, it supports the validation of skills, professional upskilling and the continuous improvement of training quality.

By collaborating with companies, sector organisations and public authorities, the Centre strengthens the link between training, certification and industry requirements, contributing to competitiveness, employability and long-term sustainability in the jewelry and goldsmithing sector. The CRN was created in response to the need for specialised and updated professional training in jewelry and goldsmithing in Spain. The sector faces challenges such as outdated traditional artisan methods, increasing technological demands (e.g. 3D design, CAD/CAM, modern manufacturing), lack of qualified professionals able to meet modern production and design standards, and the need to modernise the industry while preserving craft traditions.

Key resources and tools used

Workshops and specialized laboratories; traditional jewelry tools; metalworking equipment; CAD/CAM design tools; 3D modeling and rapid prototyping technologies.

Digital and Green elements

The centre integrates digital tools in jewelry training, including CAD/CAM systems, 3D modelling, digital design software and rapid prototyping technologies used in modern jewelry design and manufacturing. The training offer includes modules related to sustainable practices in jewelry production, such as responsible material selection, reduction of waste in manufacturing processes and environmentally conscious approaches, as indicated in the database. Digital tools help support greener production by enabling precise design, reducing material waste and allowing more efficient and sustainable manufacturing workflows.



Best Practices

Main challenges faced

Coordinating training activities with multiple companies and keeping programmes updated in a sector that changes quickly in terms of techniques and technologies can be challenging.

Main Competences gained

Digital, Green, Jewelry-making and goldsmithing technical

Bright Spots

Close collaboration with jewelry companies and industry partners worked well, as it provided learners with real practical experience and helped ensure that training remained aligned with current sector demands.

Tips for replication and adaptation

Build strong links with local industry, integrate practical training in real-work settings, and update training content regularly to reflect new tools, materials and production techniques.

Website

<https://ws054.juntadeandalucia.es/crnandalucia/joyeria-y-orfebreria/>

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Validation & Micro-Credentialing of skills gained through motherhood (Move-UP Project)

Type of Best Practice

Certification Method

Country

Greece

Reference Organisation

Academy of Entrepreneurship

Target Group

Trainers, SE staff, Artisans, The common characteristic of the target group was motherhood, so we had the chance to involve SE staff, artisans and trainers as well.

Focus Area

Digital

Format

Mentoring, Certification

Background, brief description and main challenges addressed

The Move-UP project was created to address the invisible gap in competence validation for women whose primary life experience was motherhood. Many mothers acquire critical soft skills during this time, yet these competences are rarely acknowledged or certified by formal systems. The project aimed to bring recognition, confidence, and employability to mothers by building a structured, validated path to micro-credential their skills, supporting their reintegration into the labour market. It also challenged traditional views on care work and promoted inclusive, gender-sensitive certification frameworks. The Move-UP project introduced an innovative validation and certification method that recognises competences developed through motherhood—skills often overlooked in traditional training and labour market systems. By mapping these competences against EU frameworks like LifeComp & DigComp and integrating them into a digital platform, the project enabled mothers to receive personalised micro-credentials reflecting their real-life learning experiences.

This approach increased the visibility and value of soft skills such as time management, resilience, multitasking, and emotional intelligence, particularly for women facing barriers to employment. Implemented with VET/C-VET involvement, the method supported inclusive certification pathways, strengthened self-confidence, and opened new learning or career opportunities. The practice aimed to tackle the lack of formal recognition of competences acquired through motherhood, which are often overlooked in traditional certification systems. It supported mothers—especially those distanced from the labour market—by validating soft skills like resilience, problem-solving, and multitasking through micro-credentials, enhancing their employability and self-confidence.

Key resources and tools used

The main tools included a competence-mapping platform aligned with LifeComp & DigComp, which allowed participants to identify and reflect on skills developed through motherhood. A structured micro-credentialing system was used to validate these competences with clearly defined learning outcomes. The process was supported by online modules, digital self-assessment forms, and mentoring sessions. Digital communication and feedback tools (e.g., video conferencing, cloud-based forms) supported flexible delivery and interaction between participants and trainers.



Digital and Green elements

The Move-UP project integrated several digital elements to support competence validation. These included a digital self-assessment platform aligned with the LifeComp & DigComp framework, online mentoring tools, and the development of micro-credentials that could be digitally issued and stored. Participants engaged through online modules, and their skills were documented using a digital competence passport. This allowed for scalable, remote participation and supported digital inclusion, particularly for women who may not be able to attend in-person sessions. While the primary focus was on the digital transition, the green element was present in the method of delivery rather than the content itself. The digital-first approach enabled a more accessible and environmentally mindful process—one that could be replicated without a heavy physical or carbon footprint. This demonstrates how social innovation and digital empowerment can intersect with broader sustainability principles.

Main challenges faced

One of the main challenges was the lack of existing frameworks for validating competences acquired through motherhood, which required extensive design and alignment work. In addition, ensuring the technical accessibility of the digital tools for all participants and maintaining engagement remotely required careful planning and support.

Main Competences gained

Digital

Bright Spots

The combination of personalised mentoring, digital self-assessment tools, and micro-credentialing proved highly effective. The use of the LifeComp, DigComp and EntreComp framework made the process structured yet flexible, while participants appreciated the chance to see their informal competences formally recognised. The digital format enabled wider participation, and the collaboration between trainers, social stakeholders, and VET professionals ensured the method was grounded and impactful. Overall, the approach offered high engagement, strong relevance, and real-life application potential.

Tips for replication and adaptation

The practice is transferable across countries and sectors, especially where recognition of informal learning and care-related competences is needed. It serves as a replicable model for competence-based, gender-sensitive certification systems in the context of the digital transition. Use a competence framework (like LifeComp, DigComp, EntreComp) to structure validation. Adapt the content to reflect digital/green relevant to artisans. Keep the process simple, digital, and inclusive, supported by mentoring. Link the micro-credentials to employability pathways, and embed them in broader reskilling or twin transition training for SEs in arts & crafts.

Website

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Social Economy Transition Skills (SETS)

Type of Best Practice

Certification Method

Country

Spain, Andalusia

Reference Organisation

Project Consortium (DIESIS, ALL DIGITAL, TIRESIA, OPEN IMPACT, SOGA, PRIZMA)

Target Group

Trainers, SE staff, SEO managers, employees, service providers, job seekers

Focus Area

Green and Digital

Format

Course, Online Module, Certification

Background, brief description and main challenges addressed

SETS (Social Economy Transition Skills) conducts skills gap analysis, creates modular up-skilling and re-skilling courses, and implements them in pilot settings in France and Slovenia. The approach includes impact assessment, ICT tools for monitoring, and certification of competencies to support mutual recognition across Member States. It aims to develop, test and disseminate training programmes and modules that equip social economy organisations with the skills needed for the green and digital transition; also to include job seekers in the job market, by training them exactly with the skills needed for the sector. The main challenge addressed is lack of suitable skills development programmes to enable the green and digital transition of Social Economy Organisations (SEOs), tackling gaps for staff, managers, service providers and also job seekers

Key resources and tools used

Skills development programmes and modules; Research and gap analysis; ICT-driven impact assessment dashboard; Certification frameworks for competences.

Digital and Green elements

Digital and green skills training are combined to support SEOs in holistic transition pathways.



Key Results for Social Enterprises

Service providers - improvement of services. SEO - increased intellectual capital; increased organisation sustainability; upgrade of professional profiles. Job seekers - increased access to jobs. Overall - improved digital and transversal skills; increased knowledge on SE; increased digital autonomy

Main challenges faced

Main challenge in a EU certification was the cross-border recognition of training outcomes

Main Competences gained

Digital, Green

Bright Spots

Social impact framework based on participant feedback and course data, offering the possibility to measure the social impact of courses. Promotion of harmonisation of training standards across EU Member States. Use of the EIT brand for non-university education and training. Exploration and definition of various pathways through which digital and entrepreneurial skills can be effectively certified and recognised across Europe.

Tips for replication and adaptation

Mapped 21 key competences with potential certification routes, use cases, and alignment with EU frameworks (such as DigComp and EntreComp)

Website

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NextGen E-Commerce Academy

Type of Best Practice

Certification Method

Country

Montenegro

Reference Organisation

Certification Method

Target Group

Trainers, Artisans

Focus Area

Digital

Format

Course, Workshop

Background, brief description and main challenges addressed

A structured non-formal academy that trains participants in core e-commerce capabilities through a multi-module format and awards completion certificates. The programme is designed to help businesses and entrepreneurs build practical competence for launching and scaling online sales, with modern topics including AI-related content. For craft-based social enterprises, it offers a fast route to improved market access beyond local tourism and seasonal sales. It responded to the low readiness of SMEs and entrepreneurs for online sales, digital customer acquisition, and modern e-commerce operations (relevant for craft producers and social enterprises selling handmade goods).

Key resources and tools used

E-commerce operational tools and digital sales know-how; AI-related content included in the module set.

Digital and Green elements

E-commerce setup/operations and AI-related learning components.



Key Results for Social Enterprises

Online sales channel creation; improved customer reach; better conversion and market access for handmade products.

Main challenges faced

Keeping pace with fast-changing platforms and AI tools.

Bright Spots

Modular cohort format and certificates; easy to replicate

Main Competences gained

Digital

Tips for replication and adaptation

Add craft-specific labs (photo/product listings, Etsy/Shopify patterns, storytelling, sustainable value proposition).

Additional Comments

Strong “market access” accelerator for craft-based SEs

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Accreditation system & database of accredited training programmes (Social and Child Protection sector)

Type of Best Practice

Certification Method

Country

Montenegro

Reference Organisation

Institute for Social and Child Protection

Target Group

Trainers, SE staff

Focus Area

Green and Digital

Format

Certification

Background, brief description and main challenges addressed

Public institutional framework providing accreditation guidance, public calls, and a database, listing of accredited training programmes. A national certification/validation approach that accredits professional training programmes in the social and child protection system. The model supports transparent quality assurance through published guidance ("instructions for accreditation"), public calls, and a searchable/ listed base of accredited programmes. This is highly transferable to the project context because it demonstrates how a sector can operationalise validation and recognition of learning outcomes (certification and validation systems). It is a response to the need for quality assurance, standardization and recognition of continuing training for professionals and service providers in the social/child protection system.

Key resources and tools used

Accreditation guidance; accredited programme database/listing; institutional commission and public call procedures.

Digital and Green elements

Digital publication of guidance, listings, and training calendar supports transparency and access. At the same time, the system can accredit environmentally relevant content, if designed to that end. System enables recognition of both digital and green competences when embedded into accredited programmes



Key Results for Social Enterprises

Better quality assurance for SEs providing social services; clearer competence standards; easier procurement and partner trust.

Main challenges faced

Keeping accredited content aligned with emerging competence frameworks (e.g., digital/green), while being bound with Social and Child Protection Law.

Main Competences gained

Validated and recognised professional competences

Bright Spots

Publicly visible accredited programme base and clear process.

Tips for replication and adaptation

Ensure both in-person and online participation

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Micro-qualifications and key competencies recognised within the National Professional Qualifications framework

Type of Best Practice

Certification Method

Country

Montenegro

Reference Organisation

Center for Vocational Education and Training

Target Group

Trainers, SE staff, Artisans

Focus Area

Green and Digital

Format

Certification

Background, brief description and main challenges addressed

Eurydice reports that the Law on National Professional Qualifications (June 2025) introduced micro-qualifications and key competencies as separate and recognised forms of training, enabling shorter, market-relevant skills acquisition, evidenced by a certificate. A national certification/recognition approach that enables shorter training units (“micro-qualifications”) to be recognised and certified, supporting quicker upskilling and reskilling. This is relevant for the twin transition because craft-sector SEs and artisans often need targeted digital (e-commerce, marketing, design tools) and green skills (materials, circular practices) in short formats rather than long qualifications. The approach strengthens the ecosystem for VET/C-VET providers to offer recognised, modular learning. It responded to the need for faster, flexible validation of labour-market relevant competences, included digital and green skills via shorter learning units.

Key resources and tools used

National qualifications framework infrastructure; CSO coordination role in adult education programmes and validation of non-formal learning is described on CSO profile.

Digital and Green elements

The certification mechanism supports stackable training pathways combining green and digital learning outcomes. Enables modular recognition of digital competences (depends on programme design). Enables modular recognition of green competences.



Key Results for Social Enterprises

Easier access to certified short training; faster competence building; supports employability and professional development.

Main challenges faced

Turning legal framework into widely available micro-qualification offers.

Main Competences gained

Depending on micro-qualification specific content.

Bright Spots

Formal recognition of short learning; aligns with labour market needs and skill gap.

Tips for replication and adaptation

Create micro-qualifications explicitly mapped to DigComp/GreenComp/EntreComp frameworks for craft SE needs.

Website

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LOST2: Definition of competences at European level for the recognition of the qualification

Type of Best Practice

Certification Method

Target Group

Professionals involved in competence recognition and validation (VET/C-VET institutions, certification bodies, public authorities)

Country

Italy, Basilicata

Focus Area

Digital

Reference Organisation

ARLAB

Format

Course, Certification, Competence-based qualification and validation framework (EQF-aligned)

Background, brief description and main challenges addressed

The Best Practice was developed within the Erasmus+ KA220-VET project LOST2, taking as a reference ARLAB, a regional public body responsible for labour policies and the identification, validation and certification of competences. It was created to address the lack of structured and comparable certification methods in specialised professional fields, where training outcomes were often fragmented and not easily recognisable across regions. The methodology supports VET/C-VET authorities in adopting a competence-based approach, aligned with EQF principles, including the recognition of non-formal and informal learning. Its goal is to strengthen transparency, quality and transferability of qualifications, improving interoperability at national and European level. The methodology developed within the Erasmus+ KA220-VET project LOST2 introduces a competence-based certification method for the definition and recognition of professional competences at European level. Based on learning outcomes and EQF principles, the approach supports the validation of competences acquired through formal, non-formal and informal learning. It helps VET/C-VET providers and certification bodies improve transparency, quality and comparability of qualifications. The model is transferable and can be adapted to other sectors, strengthening interoperability and recognition of skills across regions and countries. The core challenge is the absence of a shared, competence-based qualification framework that can be used by VET/C-VET providers to train practitioners and by institutions to recognise and validate those competences consistently. LOST2 was designed to respond to this by building a structured approach for competence definition and qualification recognition, supporting more reliable training design, assessment, and cross-context transferability of skills.

Key resources and tools used

The BP used EQF-aligned competence frameworks based on learning outcomes, along with guidelines for the identification, validation and certification of competences, including non-formal and informal learning. It also relied on shared templates for qualification profiles and structured assessment and validation procedures. Digital tools supported documentation, coordination and consistency across partners.

Digital and Green elements

The methodology includes digital tools supporting competence mapping, documentation and validation processes, as well as shared digital resources for coordinating partners and ensuring consistency of certification procedures across contexts.



Key Results for Social Enterprises

Although not directly targeting social enterprises, the Best Practice generated indirect benefits by improving the quality, transparency and recognition of certified competences. Social enterprises can rely on clearer qualification profiles and validated skills when recruiting, upskilling staff or collaborating with VET/C-VET providers, leading to better role definition, increased trust in certifications and improved workforce effectiveness.

Main challenges faced

- Main challenges included coordinating a multi-country, multi-stakeholder process and reaching a shared agreement on competence definitions and assessment criteria across different national systems. Another challenge was ensuring the coherence between competence profiles, learning outcomes and validation procedures, while keeping the method practical for VET/C-VET providers.
- Finally, collecting consistent feedback during pilots (online and in-person) and integrating it into a refined, transferable certification approach required significant facilitation and iterative adjustments.”

Main Competences gained

Competence-based assessment and certification
Learning outcomes definition (EQF-aligned)
Validation of non-formal and informal learning
Qualification framework design and recognition procedures

Additional Comments

The Best Practice represents a strong institutional and transferable model for competence-based certification within VET/C-VET systems. Its main added value lies in the alignment with European frameworks and the involvement of public authorities, making it suitable for adaptation in other sectors and national contexts where skills recognition and qualification transparency are key priorities.

Bright Spots

- The strong institutional grounding of the Best Practice, led by public VET authorities such as ARLAB, which ensured credibility and alignment with existing certification systems. The competence-based approach, structured around learning outcomes and EQF principles, proved effective in improving clarity, transparency and comparability of qualifications.
- The active involvement of external stakeholders—including trainers, certification bodies and practitioners—strengthened the quality of the framework through real-world testing and feedback. Finally, the transferability of the method, adaptable to other sectors and contexts, emerged as a key asset, supporting sustainability and wider uptake beyond the project.”

Tips for replication and adaptation

- For successful replication, it is recommended to involve public authorities or recognised certification bodies early, ensuring alignment with national qualification systems and EQF principles. Start with a clear competence mapping based on learning outcomes, and pilot the framework with trainers and practitioners to test feasibility.
- Adaptation is easier when the method is modular and flexible, allowing competences to be tailored to different sectors or contexts. Continuous stakeholder feedback and iterative refinement are key to maintaining quality and transferability.

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Guidelines on how to apply micro-credentials to learning pathways for Creative and cultural sector

Type of Best Practice

Certification Method

Target Group

Trainers, SE staff, Artisans,
Trainers, SE staff, Artisans,
Vet/C-Vet organisations and
managers, policy makers

Country

Italy, Austria, the Netherlands
and the Czech Republic

Focus Area

Green and Digital

Reference Organisation

Materahub and Saccord
partners

Format

Guideline and toolkit

Background, brief description and main challenges addressed

The guideline was developed as part of the SACCORD project, which aims to strengthen Europe's capacity to upskill and reskill the cultural and creative sectors and industries (CCSI). SACCORD links European policy ambitions with implementation at local and regional level, focusing on governance, collaboration models, micro-credentials and ecosystem-based skills development. Moving from just understanding what micro-credentials are to putting them into practice. As a living document, the guide encourages ongoing discussion and refinement within the LargeScale Skills Partnership (LSP). It is designed to evolve through collaborative input and real-world application, ensuring its continued relevance and effectiveness in addressing the unique challenges and opportunities within the CCIs. It intends to assist all CCIs stakeholders in adopting, comprehending, and acknowledging micro-credentials, thereby promoting wider adoption across the sector. A practical guide on the state of the art of what micro-credentials are and how they are used in the cultural and creative sector, and a toolkit illustrating the main steps for experimenting with micro-credentials, including practical examples and best practices. The main challenge faced is the practical application of micro-credentials for learning activities within the Cultural and Creative Industries (CCIs).

Key resources and tools used

Awareness: Understanding the status of Qualification Frameworks for Micro-credentials, Local ecosystems partnership (LEPs), stakeholders map,

Digital and Green elements

Micro-credentials belong to new learning methods to rapidly bridge crucial skill gaps in vital areas such as the European Green Transition and Digitalisation. It is transversal, flexible and applicable both to green and digital competences.



Key Results for Social Enterprises

The social system and social enterprises were important stakeholders that took part in the process of creation and co-design to bridge the gap between training and business, between the skills that are actually needed and changing in the sector and recognition by companies.

Main challenges faced

Working with organisations from different sectors, fragmentation of actions and work, readiness of educational and economic contexts for implementation

Main Competences gained

Ability to work with different organisations from different sectors to create a system for applying and recognising micro-credentials

Bright Spots

Have a clear framework of reference for the meaning and use of micro-credentials. Be aware of the level of preparedness of the education system, the labour market and politics at national level in order to guide the work of co-design and implementation, using the stakeholder power map.

Tips for replication and adaptation

The toolkit is a guide with specific steps that begin with an analysis of the country's actual system in order to guide and enhance the choices made by stakeholders and their synergistic actions. It is a process that aims to create a method and system that can be replicated in any country and field.

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TWIN TRANSITION FOR
SOCIAL ENTREPRENEURS
IN ART AND CRAFT SECTOR