

Skills Monitoring Platform Design

Deliverable 2.3



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Editors: Philippe Eiselein, Bram Oers, Dries Couckuyt, Karel Deneckere, Sander Bergmans

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Executive Summary

This deliverable (D2.3 ESIC Skills Monitor Platform) documents the design, purpose, current status, and planned development of the Skills Monitor developed within Work Package 2 (WP2) of the European Social Innovation Campus (ESIC). The Skills Monitor is conceived as a digital knowledge instrument that supports the identification, structuring, and visualisation of social innovation competencies across Europe, and acts as a bridge between research evidence, education design, and policy-oriented skills intelligence.

The Skills Monitor builds directly on the evidence base generated in WP2, including the structured literature review, qualitative interviews, focus groups, workshops, and longitudinal survey activities. Its primary objective is to translate this evidence into an accessible, continuously evolving digital interface that supports ESIC's broader goals: developing a European skills strategy for social innovation, occupational profiles, curriculum design, and validation activities across multiple countries and institutional contexts.

At this stage, the Skills Monitor serves as a structured platform concept and early implementation, defining the system's core architecture, data model, and functional logic. It enables the organisation and categorisation of social innovation competencies, pedagogical approaches, and contextual information, and prepares the ground for future data integration, visualisation, and comparative analysis. The platform is designed to serve multiple user groups, including educators, researchers, policymakers, and ESIC partners, each with distinct use cases such as exploring competence frameworks, identifying skills gaps, and supporting curriculum and training design.

From a functional perspective, the Skills Monitor is designed to support the browsing and filtering of competencies, alignment with ESIC occupational



profiles and curricula, and the progressive integration of quantitative and qualitative data generated throughout the project. From a technical perspective, the platform is developed in alignment with ESIC's overall digital infrastructure and adheres to data security, GDPR compliance, accessibility, and maintainability principles. Where functionalities are not yet fully implemented, this deliverable explicitly documents their planned development and integration for the remainder of the project period.

Importantly, the Skills Monitor is not conceived as a static end product, but as a living system that evolves in parallel with ESIC's research, pilot activities, and validation processes. As additional data becomes available through WP2 research and WP4 pilots, the platform will be iteratively expanded, refined, and validated. This phased approach ensures that early versions of the Skills Monitor remain transparent about their scope and limitations, while providing a robust foundation for long-term impact.

In this way, D2.3 demonstrates how the Skills Monitor operationalises WP2 evidence into a digital asset that supports ESIC's skills strategy, curriculum development, and policy relevance. The deliverable clarifies what has been achieved to date, how the platform fits within the ESIC architecture, and how it will mature over the remaining project lifecycle to support a coherent European ecosystem for developing social innovation skills.

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1. Introduction

1.1 Context

Across Europe, social innovation is increasingly recognised as a key mechanism for addressing complex societal challenges, including social exclusion, environmental degradation, and systemic inequalities (Lubberink et al., 2018). Social innovators, ranging from social entrepreneurs and hybrid organisations to civil society actors and public innovators (Defourny et al., 2021; Phillips et al., 2015), operate in environments characterised by uncertainty, institutional complexity, and competing social and economic demands. Successfully navigating these environments requires a diverse and evolving set of competencies that combine entrepreneurial, collaborative, systems-oriented, and ethical capabilities (Bacq & Eddleston, 2018; Hahn et al., 2018; Pless & Appel, 2012).

While the importance of skills development for social innovation is widely acknowledged, the existing landscape of competencies, frameworks, and educational offerings remains fragmented (Wang & Horta, 2024). Skills related to social innovation are often dispersed across academic disciplines, policy domains, and sectoral initiatives, making it difficult for educators, learners, and policymakers to obtain a coherent overview. This fragmentation limits the ability to design aligned curricula (Tejedor et al., 2019; Wang & Horta, 2024), to compare skill needs across contexts (Biggs & Tang, 2011), and to translate research insights into actionable educational and policy interventions.

In response to these challenges, the European Social Innovation Campus (ESIC) seeks to strengthen Europe's capacity for social innovation by developing a shared skills strategy, occupational profiles, curricula, and validation mechanisms. Central to this ambition is the need for a structured, evidence-based, and accessible instrument that can organise, visualise, and update knowledge on social innovation competencies



across countries and stakeholder groups. The ESIC Skills Monitor Platform is designed to fulfil this role.

1.2 Purpose of this deliverable

The purpose of Deliverable D2.3 is to document the design, scope, current status, and planned development of the ESIC Skills Monitor Platform. This deliverable explains how the platform translates the empirical and conceptual insights generated in Work Package 2 into a digital instrument that supports skills intelligence, curriculum development, and policy-relevant analysis. More specifically, D2.3 aims to:

- Describe the conceptual and functional logic underpinning the Skills Monitor.
- Clarify the types of data and evidence that feed into the platform, and how these are structured;
- Explain the current level of implementation, distinguishing between existing functionalities and those planned for subsequent project phases;
- Situate the Skills Monitor within the broader ESIC digital and methodological architecture;
- Ensure transparency and traceability for reviewers, partners, and external stakeholders regarding what the platform delivers at this stage of the project.

This deliverable does not present the Skills Monitor as a fully finalised technical product, but rather as a phased and evolving system that develops alongside ESIC's research activities, pilots, and validation processes. By doing so, it supports informed assessment, reuse, and further development by ESIC partners and associated stakeholders.



1.3 Link to ESIC and Work Package 2

Deliverable D2.3 presents the conceptual design of the ESIC Skills Monitor, which translates research-based skills intelligence into an accessible digital resource. The Skills Monitor builds on empirical evidence generated through literature analysis, qualitative research, and longitudinal data collection on social innovation competencies across European contexts. By structuring and visualising this evidence, the Skills Monitor supports the development of skills strategies, competence clusters, and educational content within ESIC. It enables users to explore skills intelligence across countries, sectors, and stakeholder groups while maintaining the transparency and traceability of the underlying data sources. In this way, the Skills Monitor ensures that insights on social innovation skills remain accessible, reusable, and adaptable over time, supporting educational, analytical, and policy-oriented use beyond the project's immediate implementation phase.



2. Conceptual Overview of the ESIC Skills Monitor

2.1 Scope

The European Social Innovation Campus (ESIC) is an Erasmus+ Blueprint that contributes to the EU-level objective of upskilling the social economy workforce, as promoted through initiatives such as the Pact for Skills. Rather than directly training a fixed share of the workforce, ESIC provides evidence-based curricula, occupational profiles, and skills intelligence tools that enable partners and ecosystems to deliver training at scale.

Within this context, the Skills Monitor serves as a central digital tool to organise, visualise, and share skills intelligence on social innovation competences at the European level. The Skills Monitor translates the empirical evidence generated by WP2, including structured literature review data and ongoing stakeholder research, into a structured, accessible, and continuously evolving digital format that can support education, policy, research, and practice.

The scope of the Skills Monitor encompasses multiple dimensions of social innovation skills, including foundational competence frameworks, stakeholder evidence, longitudinal trends, and emerging profiles. It is designed to accommodate both quantitative and qualitative inputs, facilitating comparative analysis across countries, sectors, and stakeholder groups.

2.2 Objectives of the Skills Monitor

The Skills Monitor is intended to achieve various key objectives. These objectives position the Skills Monitor as both a repository of evidence and



a decision-support tool, bridging research and practice in developing a European skills ecosystem for social innovation.

- Capture and organise evidence on social innovation competencies grounded in academic literature, praxis-based research, stakeholder insights, and ongoing data streams from the ESIC research programme.
- Provide a publicly accessible interface through which educators, researchers, policymakers, and practitioners can explore, compare, and interpret skills-related data.
- Support evidence-based curriculum design by making skills intelligence data actionable for training development, validation frameworks, and educational planning.
- Enable trend visualisation and analysis over time, capturing how skills needs evolve across the social innovation ecosystem and across geographic or stakeholder segments.
- Link skills intelligence to ESIC's strategic outputs, such as occupational profiles, core curricula, and validation frameworks, ensuring continuity between research evidence and practical implementation.

2.3 Target users

- Educators and curriculum designers require evidence on competencies and pedagogy to inform course development and alignment with emerging occupational profiles.
- Researchers and analysts who seek structured access to social innovation skills data for comparative studies, policy analysis, and meta-research.



- Policymakers and institutional stakeholders need insights into competence gaps, trends, and labour-market dynamics to inform regional, national, or European strategies.
- Practitioners and social innovators, who may use the Monitor to benchmark skills needs, identify priority areas for professional development, or contribute to evidence generation.
- Students and learners can explore competencies and pathways relevant to careers in social innovation and the social economy.

2.4 Position of the Skills Monitor within ESIC and WP2

The Skills Monitor is a central component of the European Social Innovation Campus, designed to make research-based skills intelligence accessible, comparable, and reusable. It consolidates evidence on social innovation competencies derived from literature analysis, qualitative research, surveys, and ongoing stakeholder engagement, and presents it in a structured digital format.

By organising and visualising skills data, the Skills Monitor supports the development and continuous refinement of skills strategies, competence clusters, and educational content within ESIC. It enables users to explore how social innovation competencies evolve across countries, sectors, and stakeholder groups, while maintaining transparency regarding data sources and methodological foundations. In addition, the Skills Monitor is designed to support longitudinal analysis by incorporating new data as it becomes available. This allows skills intelligence to remain up to date and responsive to changes in social innovation practice, education, and labour-market needs, while supporting the dissemination and reuse of insights beyond the immediate project context.



3. Conceptual Functional Description of the ESIC Skills Monitor

This section provides a conceptual and indicative description of the Skills Monitor based on the current implementation and agreed design principles. Detailed technical specifications and system-level requirements are developed in collaboration with Work Package 5 (WP5) and documented separately.

3.1 Indicative Core Functionalities

The ESIC Skills Monitor is a digital skills intelligence instrument designed to provide structured access to evidence on social innovation competencies. It functions as both an analytical repository and an interpretive tool that bridges research-based evidence with practical application in education, policy, and ecosystem development.

At a conceptual level, the Skills Monitor supports the following core functionalities:

- Structured presentation of competencies, organised into competence domains, clusters, and sub-competencies grounded in empirical research on social innovation skills.
- Exploratory navigation and filtering, enabling users to browse competencies across thematic areas, stakeholder perspectives, and educational or occupational relevance.
- Visual representation of skills intelligence, allowing users to identify patterns, gaps, and emerging trends in social innovation competencies across contexts.

- Connections to strategic and educational outputs, supporting the use of skills intelligence in skills strategies, occupational profiling, and curriculum development.
- Iterative enrichment over time, allowing newly generated evidence to be integrated as additional research, surveys, and validation activities become available.

These conceptual functionalities are implemented through concrete platform features that support interactive visualisation, user-defined filters, and data export (e.g., CSV and PDF). In addition, the platform enables structured publication of reports and resources, supporting transparency, reuse, and dissemination of skills intelligence for educational, policy, and research purposes.

3.2 User Roles (Conceptual Perspective)

The Skills Monitor user roles align with the target user groups described in Section 2.3. Role differentiation primarily concerns access rights and functionality (e.g. viewing, filtering, exporting data), rather than distinct user categories.

3.3 Indicative User Journeys (High-level)

At a high level, the Skills Monitor supports a variety of indicative user journeys, depending on the needs and objectives of different stakeholders:

- An educator explores competence clusters to inform the design or revision of a social innovation course or module.
- A researcher reviews existing competence frameworks to situate new empirical findings within the broader literature.



- A policymaker examines emerging skill trends to identify priority areas for intervention or investment.
- A practitioner consults the Monitor to benchmark skill requirements against organisational or personal development goals.
- A student or learner uses the Monitor to understand the skills associated with different roles within the social innovation ecosystem.

These journeys are intentionally described at a conceptual level and will be further refined and operationalised through collaboration with WP5 and through pilot activities in subsequent work packages.

The conceptual functionalities, user roles, and indicative user journeys described above provide the foundation for the Skills Monitor's technical and functional specifications. Detailed descriptions of system architecture, infrastructure, data governance, security, performance, and testing are developed in collaboration with WP5 to ensure alignment with ESIC's digital infrastructure and EU compliance requirements.

3.4 Survey-based evidence

A recurring European survey partially informs the Skills Monitor on social innovation competencies and labour-market needs. The survey is designed to be accessible, GDPR-compliant, and repeatable over time. Results are analysed in aggregate and visualised in the Skills Monitor to identify trends, gaps, and regional differences. The survey methodology and scope are expected to evolve as ESIC progresses.



4. Technical Requirements

This section outlines the technical design principles and requirements guiding the development of the ESIC Skills Monitor Platform. Detailed technical specifications, system architecture, and implementation choices are developed and maintained in close collaboration with Work Package 5 (WP5), which is responsible for the technical development and maintenance of ESIC's digital infrastructure.

The technical infrastructure, hosting environment, security protocols, GDPR compliance measures, accessibility standards, multilingual structure, and non-functional performance requirements of the ESIC Skills Monitor are defined and implemented within the ESIC Online Platform under Work Package 5. These aspects are documented in detail in Deliverable D5.1 and are therefore not duplicated here. D2.3 focuses on the conceptual, functional, and skills-intelligence logic of the Skills Monitor, while relying on D5.1 for technical implementation and system governance.

The following principles guide the technical requirements of the Skills Monitor:

4.1 Infrastructure and hosting

The Skills Monitor is developed as part of ESIC's overall digital infrastructure. Hosting, system architecture, and deployment decisions are aligned with ESIC's technical ecosystem to ensure reliability, scalability, and long-term maintainability. WP5 coordinates final infrastructure choices.



4.2 Data security, privacy and GDPR compliance

The platform follows EU data protection standards and GDPR requirements. Data stored within the Skills Monitor is limited to non-personal or appropriately anonymised information. Data governance, storage, backup, and recovery procedures are defined and implemented in collaboration with WP5 to ensure compliance and security.

Data collection. The Skills Monitor aggregates data from literature analysis, surveys, and qualitative research conducted within WP2. Only aggregated and anonymised outputs are made available through the platform.

Personal data and GDPR compliance. Any primary data collection follows GDPR principles, including data minimisation, purpose limitation, and informed consent. No personally identifiable information is published through the Skills Monitor.

Data storage. Data are stored on a secure infrastructure located within the EU/EEA, with appropriate technical and organisational safeguards.

Access control. Access to raw data and administrative functions is restricted to authorised project personnel through role-based access controls.

Transparency. Users are informed about how their data is used and stored, and about their rights, through clear privacy notices linked to the Skills Monitor.

4.3 Data structure, integration, usability, accessibility

The Skills Monitor is designed to accommodate both qualitative and quantitative data originating from WP2 research activities and subsequent ESIC work packages. The data model supports structured



competence frameworks, metadata, and future integration of survey and pilot data. Integration with visualisation or analytics tools is addressed within WP5.

The platform is designed with accessibility and usability in mind, ensuring that content is understandable and navigable for diverse user groups, including educators, researchers, policymakers, practitioners, and learners. Accessibility principles align with EU standards and best practices.

4.4 Performance and maintenance

The Skills Monitor is conceived as a living system that will be updated iteratively throughout the project. Version control, updating procedures, performance monitoring, and testing protocols are defined and managed by WP5 in coordination with ESIC partners.

Note: A more detailed technical description, including system architecture diagrams, performance metrics, and testing procedures, is provided by WP5 and may be included as annexes or complementary documentation.



5. Current as-is vs to-be

The Skills Monitor Platform is developed through a phased, iterative approach aligned with the overall ESIC project timeline. This section distinguishes between the platform's current status at the time of reporting (as-is) and the planned developments for subsequent project phases (to-be). This phased development ensures transparency about what is currently available while clearly outlining the planned evolution of the Skills Monitor for the remainder of the project.

The phased development of the Skills Monitor follows the ESIC Online Platform roadmap (see D5.1), with qualitative intelligence reports implemented in Phase 1 (Q3 2025), quantitative datasets and visualisations added in Phase 2 (Q1 2026), and longitudinal survey data integrated from 2027 onwards.

Component	As-Is (January 2026)	To-Be (Planned during ESIC)
Conceptual framework	Defined and validated based on WP2 research	Iteratively refined with pilot and validation feedback
Competence structure	Initial competence domains and clusters available	Expanded and validated competence frameworks
Data sources	Literature review and early qualitative research	Integration of survey data, pilots and validation outputs
Platform structure	Conceptual design and early implementation	Fully operational platform integrated in the ESIC ecosystem
Visualisations	Indicative or prototype-level representations	Advanced visualisation and comparative analytics

User access	Conceptual user roles defined	Refined user journeys and access logic
Integration with ESIC outputs	Linked conceptually to WP3 and WP4	Fully aligned with curricula, profiles and validation
Maintenance and updates	Defined at the principal level	Operational update and versioning procedures

Table 1. As-Is vs To-Be Overview of the Skills Monitor Platform

6.Limitations

The Skills Monitor Platform described in this deliverable is developed as part of a multi-year, phased project. It therefore has several limitations that should be interpreted in light of the ESIC project timeline and scope. These limitations are not considered weaknesses, but rather, they reflect the intentional design of the Skills Monitor as an adaptive and evolving component of a long-term European capacity-building initiative.

First, the Skills Monitor is dependent on the progressive availability of empirical data generated across ESIC work packages. While WP2 provides an initial evidence base through literature reviews and early qualitative research, additional datasets will only become available as pilot activities, validation processes, and further stakeholder engagement are completed in subsequent project phases. As a result, early versions of the platform do not yet reflect the full breadth of data anticipated by the end of the project.

Second, the platform is designed as a living, evolving system. Functionalities, visualisations, and analytical depth are incrementally expanded as technical development (WP5) and educational pilots (WP4) progress. This means that some features described conceptually in this deliverable may be partially implemented or scheduled for later integration, rather than fully operational at the time of reporting.

Third, the scope of the Skills Monitor is shaped by resource and coordination dependencies within a large, multi-partner consortium. The platform's development requires alignment between research, technical implementation, dissemination, and validation activities, which may influence the sequencing and prioritisation of features.

Finally, while the Skills Monitor aims to support a wide range of users across education, research, policy, and practice, it does not seek to replace detailed national or sector-specific labour market intelligence



systems. Instead, it complements existing tools by focusing on social innovation competencies and their relevance for education and skills development within the ESIC framework.



7. Conclusions

Deliverable D2.3 documents the conceptual design, purpose, and current status of the ESIC Skills Monitor Platform as a core output of Work Package 2. The Skills Monitor is conceived as a digital skills intelligence tool that translates research-based evidence on social innovation competencies into an accessible, structured format to support education, policy, and practice.

By linking empirical insights from WP2 to ESIC's broader objectives (such as developing a European skills strategy, occupational profiles, curricula, and validation frameworks), the Skills Monitor serves as a connector within the ESIC architecture. It ensures that skills intelligence generated within the project remains visible, traceable, and reusable across work packages and stakeholder groups.

Importantly, the Skills Monitor is not positioned as a static end product but as a phased, evolving system that matures alongside ESIC's research activities, pilots, and validation processes. This approach allows the platform to remain responsive to emerging evidence, contextual differences across countries, and the needs of diverse user groups.

As technical development and data integration continue in collaboration with WP5 and other ESIC partners, the Skills Monitor will progressively expand its functionality and analytical depth. In doing so, it will strengthen Europe's capacity to design, deliver, and validate education and training pathways that support social innovation and the social economy.



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Tables

Table 1. As-Is vs To-Be Overview of the Skills Monitor Platform





**European
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[Website](#)



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