

# Benchmark report

## Abstract

“CSR and Ethics in Training Centers for benefit of all” is the Erasmus+ Project, and its main objective is to bring innovation into adult education to enhance trainers’ skills from the CSR perspective. Output01 of the project focuses on the European Benchmark and Materiality Reports. Benchmark aims to understand and analyse similarities and differences between the eight participating European countries, on the subject of Governance, Funding, Certification, Evaluation of the Training Centres and major Stakeholders involved in the training organizations. Eight European countries and their adult education practices were studied during the project: France, Bulgaria, Italy, Sweden, Greece, Latvia, Romania, and Poland. This report will be useful for the partners in the training centers and adult educational institutions to understand the various European training systems and to propose relevant practices and tools at the European level.

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## I. Context

“CSR and Ethic in Training Centres for benefit of all” (2019-2022) is an Erasmus+ project, funded with support from the European Commission carried by a consortium of ten European educational institutions from eight countries including Bulgaria (RIA), Italy (EUPHORIA), Sweden (PROIFALL), Greece (EPIMORPHOTIKIS and DIAS VET), Latvia (MANTEFIELS), Romania ( COMPLEXUL MUZEAL NATIONAL MOLDOVA IASI) and Poland (ARENA I SWIAT) and France (INEOPOLE and FORMETHIC). The project is supervised by FormEthic in France.

The project aims to develop a more inclusive educational system by promoting CSR in the European educational field through sustainable investment, performance and efficiency and extend and develop educator’s competences through online courses and good practices in Corporate Social Responsibility (CSR) and Ethics by establishing guidelines for Training Centres.

The Project, 2019-1-FR01-KA204-062402, started in September 2019 and will end in December 2021. This project will be useful for managers or the training centers (TC), TC employees and instructors, and people involved with the adult education industry and vocational training.

The project’s outputs and the timeline are as following:

- IO1 Benchmark and materiality report (2020)
- IO2 Online courses about CSR and Ethics in Training Centres (2020)
- IO3 Repository of Good Practices in CSR (CSR & Ethics guidelines for Training Centres) (2021)
- IO4 Toolkit for using the CSR guideline (2021)
- IO5 CSR Report (2021)

One of the expected impacts of IO1 Benchmark and materiality report is that it will make CSR attractive and relevant in adult education. Training organizations, funders, regions and ministries will be able to access this study free of charge. Awareness of the CSR in Education field for actors and decision-makers should increase. The report will be available in all languages, and the number of downloads of the Benchmark Report and Materiality Study will be measured and is expected to be over 500 downloads and prints of the reports.

This Benchmark study aims to interview organizations in the partnering countries to gather information about governance, funding, policy, learners’ participation, evaluation, certification and environment of the training centers. Eight European countries led by partners responsible for training centers have been interviewed. The methodology was to collect data about the different points of the benchmark in each country and to synthesize information. Data collection was piloted by the European project partners. Each partner was responsible of quality of data in its country. For some of them the collection was realized with stakeholders’ interviews, especially for NGOs partners, for others their own knowledge of national training system was sufficient to fill in the benchmark.

The results of the stakeholders’ interviews allow to establish a benchmark including similarities and differences, common practices, best practices in education



and training to establish a European standard or a point of reference for the future. It must be noted that the responses taken into account make it possible to identify trends, but these are by no means quantitative studies, but rather a qualitative study.

## II. Objectives

The report aims to establish a European Benchmark in the field of adult education and training organizations, for both private and public training centres. Objectives of the Project is to build benchmarks on best practices in vocational training, while highlighting the similarities, differences and best practices across the European countries. The benchmark will be realized in two steps. The first part developed in this report, will allow partners to understand the different training systems and stakeholders in the eight European countries. The benchmark report will focus on:

- 1) the main quality and CSR standards, safety, environment, risks, and ethical behaviour relevant to training organisations and
- 2) the different institutional and financing systems of adult continuing education in Europe.

The second part, that will be realized after the materiality assessment and will collect best practices in the field of material topics identified as priority. The Second benchmark report is an overview of good practices in CSR in the field of training in the different European partner countries involved in the project, and other peripheral countries.

Results of a benchmark anchored in the real and usable by all the stakeholders of the project. The deliverables of the “Benchmark Results” is document in the form of this report containing a cartography. This report will be translated into each partners’ languages later. This report will have the merit of drawing up an inventory of existing standards and uses of CSR certification and Evaluations in Europe.

### III. Methodology

The first part of the Benchmark was conducted by all partners in eight European countries, and completes the Materiality study conducted at the same time. This project aims to establish a benchmark to understand educational systems in Europe, how is the training financed in each country, who decides on the training offered and followed, what are the differences in practices and points of convergence in the governance of the training system in Europe.

During the starting Kick-off meeting in France in November 2019, FormEthic, who leads the project, has transmitted to partners of the consortium a benchmark template (Appendix 1) to collect data in the eight different countries and to facilitate the analyze at European level. For a better understanding, FormEthic gave an example of the French benchmark. In Greece and France, the different partners had to organize a collaboration to realize their national benchmark. Each partner was responsible for the quality of data. Templates had to be completed thanks to partners' knowledge, and possibly online research. For partners who had not a clear vision of their national training system, FormEthic advised to interview their relevant stakeholders. All the benchmark results from partners had been delivered between January and March 2020. An analysis has been realized by FormEthic to identify similarities and differences on the following categories of data collected:

- Governance
- Finding and Financing of Training Centres (TC)
- Target Groups
- The prescribers
- Training Providers
- Training accessibility for a trainee
- Evaluating Quality of Training
- Supervising
- Communicating results
- Certifications
- Environment
- Health and Safety
- Norms, Standards, Guidelines

The analysis consists of a characterization of the different national education systems by country represented with a cartography (Appendix 2.)

## IV. Results and Discussion

The results from the eight benchmark templates were combined into a Cartography (Appendix 2). The analysis describes similarities and differences between the different countries.

### A. Description of training system in each country

#### i. Governance

*“Who, in your country, decides/influences general policy for adult education?”*  
(Appendix 2, Table 1A-E)

#### Similarities in Governance

At the National level, all the eight countries have a similar system of governing policy development for the adult education, which is made by the ruling authority, Ministry of Education generally, separate and independent for each country.

- Bulgaria: Ministry of Education and Science (MSE) and the Regions apply national policy.
- France: State governs, and the Regions apply.
- Greece: Ministry of Education and Religious Affairs and Ministry of labour, The Labour Force Employment Agency (OAED).
- Italy: Ministry of Education, University and Research.
- Latvia: Ministry of Education and Science, regions implement policy.
- Poland: Minister of National Education (Department of Vocational and Continuing Education) and Ministry of Economy and Labour, Ministry of Culture and the Ministry of Health.
- Romania: Ministry of Education and Research.
- Sweden: The National Agency for Education is the central administrative authority for adult education.

#### Differences in Governance

In addition, every country has additional bodies responsible for the Adult and Vocational training.

- Bulgaria: National Agency for Vocational Education and Training (NAVET 1999).
- Greece: National Organization for the Certification of Qualifications and Vocational Guidance (EOPPEP) and the Youth and Lifelong Learning Foundation, Hellenic Qualifications Framework.
- Italy: “School education for adults” (istruzione degli adulti - IDA) and third age Universities. CPIAs are autonomous education institutions organized at local level according also to Regional rules Provincial Centres for School Education for Adults (Centri provinciali per l’istruzione degli adulti) have the same degree of autonomy as mainstream schools.
- Latvia: The National Centre for Education. Vocational education is regulated, but informal adult education is not regulated.
- Poland: Ministry of Culture and the Ministry of Health. National Agency, independent and informal regulates non-formal adult training.
- Romania: The National Authority for Qualifications.
- Sweden: Sweden has a decentralised education system.

NGO's generally don't take part in the governance, or are an insignificant contributor (Poland, Italy, Bulgaria) for Non-formal education. NGO's for non-formal educators in Latvia can get licence from regional departments. Private companies, also, generally don't take part in the governance. Some can influence (Bulgaria, France, Latvia and Poland) which courses are created for the skills needed in the job market. In Italy, most non-formal adult education training centres are privately owned. Other governing bodies, such as representative trade unions are present in France and Italy. In Greece, trade unions try to lobby the government and give some assessment of training, but don't develop own policy. Latvia, Romania and Poland have influence from the Erasmus+ program and European Agenda.

## ii. Funding / Financing of TC's

*"Who funds or finances adult continuing education?"* (Appendix 2, Table 2A-F)

### Similarities in Funding

All eight countries finance unemployment training from the State budget. Private companies also contribute to finance Vocational Training in France. This contribution is collected by a national financial institute and distributed as every employer. Private schools also exist in Greece (private Vocational Training Institutes (IEK)), Italy, Latvia. And in Poland, Romania and Sweden, they may receive some grants from the government or NGO's such as the Swedish National Council of Adult Education, a non-profit association.

Individuals can finance their own training and professional development, for example in Bulgaria, Greece, Italy, Poland and Romania. For Individual financing, grants and special programs are available in France, Latvia (some regional funding) and student grants in Sweden. All countries benefit from contributions of the Erasmus+ program (former Life Learning Program 2007-2013).

### Differences in Funding

In most countries, except Sweden, The Ministry of Education supports formal adult education but there is no financing for non-formal education. In Sweden, learners may receive government subsidized grants towards training through mixed financing from municipalities and county councils. If an individual wants to take training for a fee, grants would be available in France and in Sweden.

Sometimes Banks act as financing institutions, in the case of Latvia and Romania.

In terms of European Financing, in Greece, it exists a Partnership Agreement for the Development Framework (PA) 2014-2020. The programs are financed by 75% from EU resources and by 25% from national resources, as well as European Solidarity Corps. France, Italy and Poland benefit from European Social Fund. Romania receives non-reimbursable funds from European programs (Human Capital Operational Program 2014 - 2020). Latvia participates in the Nord+ financing program.



### iii. Target groups

*“Who is in the adult education? Which groups attend vocational training courses most often?”*

#### Similarities in Target Groups

All eight countries identified adult learning students as following categories:

1. An employee (economically active, occupied persons)
2. A self-employed worker
3. A job applicant
4. A retiree
5. A young worker
6. Other (Socially excluded groups (refugees, unemployed, person with disabilities, prisoners)).
7. Women

#### Differences in Target Groups

Bulgaria and France: Other groups of learners were identified by the partners as people with integration difficulties.

##### France:

- Middle managers train twice as often as blue-collar workers. Irrespective of their age and level of education.
- Civil servants train more than their colleagues in the private sector (source: Insee and DGAFP).

##### Greece:

- School early leavers, people wishing to improve language, digital & entrepreneurial skills.
- Socially excluded groups such as refugees, single parents, ex-offenders, ex-addicts and in general groups finding difficulties in having equal employment opportunities.

##### Italy:

- Immigrants, women, unemployed adults and prisoners represent a significant target group of formal and non-formal adult education.

##### Latvia:

- Women attended the courses more than men (which agrees with the European statistics on education).
- The most active participants are aged from 35- 54, the next big group is aged from 25- 34.

##### Poland:

- Participation in adult learning rates are particularly high among the occupations where formal requirements or rapid technological advances require continuous upskilling, such as teachers and those in medical and ICT jobs.

##### Romania:

- The Ministry of Labour and Social Justice promotes the training of the unemployed, apprenticeship in the workplace, actions for NEETs (young people who are not professionally employed and do not follow any educational or training program).



## Sweden:

- Adult education has deep-rooted traditions in Sweden, and the country has the highest proportion of adults participating in education and training in Europe. Other learners were identified as people who are at some distance from the labour market and who, for example, have been unemployed for a longer period time.

## iv. Prescribers

*“Who decides which training a person should follow?” (Appendix 2, Table 3A-C)*

**Similarities in the prescribers**

All eight countries have state-run labour offices, who may send individuals for training, as well as employers and individuals themselves.

Employers can decide which training the employee will follow which seems to be a fair assumption in all countries, based on the necessity of the company the job market.

**Differences in the prescribers**

## France:

- A private company, the employer, may prescribe training in France through Human Resources Department; every company must have a Skills Development Plan.
- Each employee, self-employed, unemployed can be its own prescriber and decide to use the CPF (personal grant) for professional transitions (if decide to change profession) or to develop other competences.

## Greece:

- The Labour Force Employment Agency (OAED) give a subsidy that enables companies to organize training programs for their staff.

## Latvia:

- Youth consultation web portal is available ([www.prakse.lv](http://www.prakse.lv)) since 2008.

## Poland:

- Often, individuals learn by themselves, even if they work for the company.

## v. Training providers

*“Who are the actors? Who are the providers of training centers?” (Appendix 2, Table 4A-E)*

**Similarities in Training Providers**

All eight countries have licensed providers training centers, National Agency for Employment or private providers. Employers in all countries can also provide training, through private organizations and companies.

In Latvian State institutions, training centers of local governments, lifelong learning divisions at universities, State Administration School offers training particularly for those employed.

**Differences in Training Providers**

In some countries, other institutions can provide training.

- Greece: Social, religious or cultural bodies, and other professional associations and chambers.
- Italy: Unions deliver highly specialized training, in some fields like security.
- France: Other training providers include Skill operators (OPCOs).
- Romania: Romanian museums can provide non formal, cultural training.
- Sweden: National Council of Adult Education, a non-profit association exists, which can also provide training in Sweden.

#### vi. Learners

“How can I take a training if I am” Appendix 2, Table 5A-F

The following learner categories have been identified:

- a. "An employee (economically active occupied persons)"
- b. A self-employed worker
- c. A job applicant
- d. A retiree
- e. A young worker
- f. Other

The “Other” category in Italy includes some courses, especially organized at Regional level and funded by the European Social Fund that can be attended by unemployed or NEET people only. Latvian associations organize courses for people with special needs, who are not necessarily able to attend all the courses mentioned before.

## B. Description of existing norms

### i. Evaluation of the quality of training

*“Who, in your country, evaluates the quality of training?”* (Appendix 2, Table 6A-D)

#### Similarities in Evaluating Quality

In most countries, national ministry (public) evaluates the quality of training.

#### Differences in Evaluating Quality

Local and Regional governments are significant contributors to evaluation of quality of training in Italy, but not in other countries.

In Greece, private companies (ex. Consulting companies) can evaluate the quality; internal evaluation system for each TC - self-evaluation process for non-formal education providers, but not for an external evaluation system.

### ii. Supervising

*“Are training organizations supervised by an institution? If yes, which one?”* (Appendix 2, Table 7A-B)

#### Similarities in Supervising

In all eight countries, public Ministry plays a supervisory role, similar to the governance.

#### Differences in Supervising

Romania some external audit are realized by private auditing companies, and Poland is also supervised by the Erasmus+ (related to Erasmus+ programs only).

### iii. Communication

*“Do training organizations communicate their results/performance to their stakeholders, if yes, which ones?”* (Appendix 2, Table 8A-B)

#### Similarities in Communicating Results

In terms of communication of the results, most countries report their results to the public ministry, except in Italy, Poland and Latvia.

#### Differences in Communicating Results

Swedish training centers must submit an annual report to the government authority, as well as communicate performance results on social media.

Erasmus+ always disseminate results in Poland, and Romania where the Mobility certificates are entered into EU online database.

### iv. Certification Bodies

*“Who certifies training centres programs and who issues certificates to learners?”* (Appendix 2, Table 9A-B)

#### Similarities in Certification of TC's

In all countries, there is some form of a national certification body for TC and TC programs. We must distinguish between:

1- Training certifications

Training certifications are used to give a diploma, title or a certificate to the learner, upon the completion of training. Learners take an exam to obtain this certification. Not all training is necessarily certifying. For example, to become a nurse, you have to follow a certification course, and the learner obtains a diploma. But for training on transversal creativity skills, for example, the learner does not obtain a diploma, but rather a training certificate. In all countries, the certifying training courses are decided by a national entity (a ministry) or a professional branch that represents a well-defined sector of activity the health branch, for example.

## 2- Certifications of the training centres

The certifications of training centres most often relate to the quality of training delivered and the quality of the organization in the centre.

### Differences in Certification of TC's

In France, certification of training centres can be carried out by labelling bodies. In Greece, there is also European certification "Europass", which is the certification of attendance only, not a diploma or certificate, and it is insignificant.

#### v. Environment

*"Who assesses environmental impacts, carbon emissions, air quality, water quality?"* (Appendix 2, Table 10)

In most countries, the environment ministry (or environmental agency) plays a major role. In some countries, private organizations can also intervene.

#### vi. Health and Safety

*"How health and safety risks are assessed and controlled?"* (Appendix 2, Table 11).

In most countries, there is an assigned person in every organization responsible for health and safety. The differences are outlines below.

- In Bulgaria, all companies with at least one employee must carry out a risk study in occupational health and safety provided by a specialized company.
- In France, there is a labour inspectorate who is the representative of the State and one employee per organization responsible for Health & Safety.
- In Greece, there is a safety technician in the organization.
- In Italy, School's Headmaster, internal or external consultant, teachers oversee Prevention and Protection Service and Workers' Safety Representatives, Emergency Teams.
- In Latvia, Health inspectorate is responsible; each organization needs to have manuals and plans on the action in cases of emergency, and a designated person.
- In Poland there is SANEPID and BHP (Occupational Health and Safety).
- In Romania, internal procedures of each training provider exist, as well as territorial offices and agencies of the Ministry of Environment, Waters and Forests, European Directives who monitor health and safety.
- In Sweden, Health and Safety in Sweden is part of the Education Ministry, as well as The Swedish National Agency for Education.

## C. Norms, Standards, Guidelines

“What norms, labels are used in your country?”

See Appendix Table 12 for what is the standard used per country, and if it's applicable to training centres in that country specifically.

- 1) Global Compact 2000 – Sustainable Development / Social Responsibility is used in all the eight European countries analysed. However, at the TC level, it is only being applied in Bulgaria, Romania and Sweden.
- 2) ISO 26000 2010 - Social Responsibility is used in all the eight European countries analysed. However, at the TC level, it is only being applied in Bulgaria, Romania and Sweden.
- 3) ISO 9001 2015 – Quality is used in all the eight European countries analysed. However, at the TC level, it is only being applied in Bulgaria, France, Romania and Sweden.
- 4) ISO 14001 2015 – Environment is used in all the eight European countries analysed. However, at the TC level, it is only being applied in Bulgaria, Romania and Sweden.
- 5) ISO 45001 2018 – Health and Safety is used in all the eight European countries analysed. However, at the TC level, it is only being applied in Bulgaria, Romania and Sweden.
- 6) B-CORP certificate – Social Responsibility is only applied in France, Italy and Poland at the national level.
- 7) CEEP CSR LABEL (UE) is used in Italy, Romania and Sweden at the national level. It's used at TC level only in Sweden.
- 8) Hi4CSR (DE) is only used in Italy national level.
- 9) Label LUCIE (Fr) Social Responsibility is used in France and Romania national level.
- 10) Gaïa rating is only used in France. DDRS Label is used at the national level for French universities, and at the TC level for sustainable development.
- 11) ISO 29 993 – Quality is used in France, Greece, Italy, Latvia and Poland.
- 12) ISO 29990 2010 – Training services is only used in Greece.

## V. Conclusion

Is there any trends across European territories (Northern Europe (Sweden and Latvia) - Central Europe (Bulgaria, Poland & Romania) - Western Europe (France) - Southern Europe (Italy and Greece)) ?

As concluded from the analysis in this report, there are in fact, very few trends across the four territories, the results are not homogeneous, and therefore, inconclusive across the territorial indicators. Also, only eight countries were analyzed, which is a small number compared to the total number of countries inside the European Union. For example, France was the only country analyzed in the Western Europe, and therefore cannot be held as a comparison, trends cannot be compared to other Western European countries because they were out of scope for this project.

Territorial indicators were studied with an aim for a more or less equitable distribution in the four zones of Europe. As expected, European countries studied in this report have a great deal of differences when it comes to their adult education training system, due to their political and cultural differences. Some similarities, especially in terms of public governance, funding types and Erasmus program influence in the education sector, were observed. European ecosystem is extremely complex, due to cultural and historic backgrounds of each country, but have some trends in common, which are mentioned below. Overall, the state (public sector) plays a central role in governance, certification and funding of the training centres, as well as the presence of the European funding, such as Erasmus+ program, is significant in many countries.

Per the analysis, the Northern European sector, both Latvia and Sweden share the state-run, financed and certified adult education sector. There are some similarities in funding, as Latvia is eligible to receive Nord+ funding, alike with its Scandinavian neighbors. For the young workers, both Latvia and Sweden have youth consultation portals ([www.prakse.lv](http://www.prakse.lv) since 2008) and MUCF.SE, a Swedish agency for youth and civil society, as well as a number of NGO's participating in adult education.

Western Europe is represented solely by France, therefore, doesn't have any good examples for comparison with other Western European countries. France shares similarities with Italy, its territorial neighbor, in a way that both countries use consultants and consulting firms more frequently than other countries, in areas such certification and health and safety.

Southern Europe is represented by Italy and Greece. Italy has a lot of private-run training centers, while TC's in Greece are predominantly organized by the state and non-for-profit organizations, professional associations and chambers, Institutes and associations. Greece and Italy both benefit from the European Social Funds and Erasmus+ adult education programs.

For the moment, we have benchmarked the various training systems and we will complete a benchmark of CSR practices for the training sector at the European level. There is a European benchmark of good practices for universities and big schools, however. ISO 26000 and other international standards for CSR are widely available,

a few sectoral adaptations, for example in the agri-food sector, and social housing, but not in the training sector and not in a field as wide and heterogeneous as Europe. ISO 26000 is being used at the country level in some countries, but not at the training center level, see Appendix Table 12, for the countries mentioned.

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## Appendix 1: CSR in TC BENCHMARK Template

**My country:**

**My name:**

**My organization:**

### 1. Describe the training system in your country

- Who, in your country, decides/influences general policy for adult education?
- Who funds adult continuing education?
- Which groups attend vocational training courses most often?
- Who are the prescribers? Who decides which training a person should follow?
- Who are the providers of training centers?

How can I take training if I am: An employee, A self-employed worker, A job applicant, A retiree, A young worker, Other people.

### 2. Describe existing norms :

- Who, in your country, evaluates the quality of training?
- Who assesses environmental impacts, carbon emissions, air quality, water quality?
- Are training organizations supervised by an institution? If yes, which one?
- Do training organizations communicate their results/performance to their stakeholders, if yes, which ones?
- How health and safety risks are assessed and controlled?

What norms, labels are used in your country?

Name or of the label/norm		Used in my country (yes/no)	Specific norm/label for training centers (yes/no)	Topics covered
Global Compact	2000			Sustainable development/ Social responsibility
ISO 26000	2010			Social responsibility
ISO 9001	2015			Quality
ISO 14001	2015			Environnement
ISO 45001	2018			Health and safety
B-CORP certificate				Social responsibility
CEEP CSR LABEL (UE)				
Hi4CSR (DE)				
Label LUCIE (Fr)				Social responsibility
Gaïa rating				
ISO 29 993			yes	Quality

## Appendix 2: Cartography

**Table 1A: Governance:** “Who, in your country, decides/influences general policy for adult education?” National Level (public)

Stakeholders	National Level (public)	Comments
Bulgaria	Ministry of Education and Science (MSE) & National Agency for Vocational Education and Training (NAVET 1999)	<b>Significant, bearing in mind that all of the policies decision is under its governance</b>
France	State (national level)	
Greece	Ministry of Education and Religious Affairs, National Organization for the Certification of Qualifications and Vocational Guidance (EOPPEP), and the Youth and Lifelong Learning Foundation, Hellenic Qualifications Framework, Ministry of labour, The Labour Force Employment Agency (OAED)	<b>Significant</b>
Italy	Ministry of Education, University and Research – ‘school education for adults’ (istruzione degli adulti – IDA) and third age Universities.	<b>Significant contributor</b>
Latvia	Ministry of Education and Science, The National Centre for Education. Vocational education is regulated (national). Adult education (informal) is not regulated	
Poland	Ministry of National Education (Department of Vocational and Continuing Education), Ministry of Economy and Labour, Ministry of Culture and the Ministry of Health. National Agency, independent and informal regulates non-formal adult training.	<b>Significant</b>
Romania	Ministry of Education and Research, <b>The National Authority for Qualifications</b>	<b>Significant</b>
Sweden	The government sets the framework for education at all levels. The National Agency for Education is the central administrative authority for adult education.	

**Table 1B: Governance:** “Who, in your country, decides/influences general policy for adult education?” Regional Level (public)

Stakeholders	Regional Level (public)	Comments
Bulgaria	Regions apply national policy.	
France	The Regions	
Greece	Regional development of Hessoli, Regional government, departments of regional government, The Labour Force Employment Agency (OAED)	
Italy	CPIAs are autonomous education institutions organized at local level according also to Regional rules Provincial Centres for School Education for Adults (Centri provinciali per l'istruzione degli adulti) have the same degree of autonomy as mainstream schools	<b>Significant contributor</b>
Latvia	Yes, regions implement the policy	
Poland	Municipality departments. Significant, but according to the national rule.	
Romania	Implemented by the 42 county inspectorates – significant	
Sweden	Sweden has a decentralized education system.	

**Table 1C: Governance:** “Who, in your country, decides/influences general policy for adult education?” NGO

Stakeholders	NGO	Comments
Bulgaria	Yes	<b>Insignificant</b>
France	No	
Greece	No	
Italy	Yes	<b>Insignificant contributor</b>
Latvia	Non formal, can get license from regional departments.	
Poland	Non-formal education.	<b>Insignificant</b>
Romania	No	

**Table 1D: Governance:** “Who, in your country, decides/influences general policy for adult education?” Private companies

Stakeholders	Private companies	Comments
Bulgaria	<b>Insignificant</b>	
France	Employers organizations	
Greece	No	
Italy	Non-formal adult education – SIGNIFICANT Influence	
Latvia	Can influence which skills are important nowadays, what kind of specialists are needed.	
Poland	Yes, <b>some areas totally independent</b> . Postgraduate studies are also considered to be a form of continuing education, and are organized by public or <b>non-public higher education institutions</b> , research units and by units of the Polish Academy of Sciences.	
Romania	No	

**Table 1E: Governance:** “Who, in your country, decides/influences general policy for adult education?” Other

Stakeholders	Other: ex. Trade Unions, European Government (Erasmus program)	Comments
Bulgaria	No	
France	representative trade unions	
Greece	Lobby, give assessment, don't develop own policy. Chamber of commerce – insignificant 2	
Italy	Yes (insignificant contributor)	
Latvia	State Education Development Agency (Erasmus+), Eu social funds, also trade unions – raise salaries. Annual questionnaire about skills – then decision is taken by the national level	
Poland	Not significant. Sometimes Eu government Erasmus programs.	
Romania	European Agenda for Adult Learning, European Commission, through the Executive Agency for Education, Culture and Audio-visual (EACEA), Yes, Erasmus+ (Non-significant)	

**Table 2A: Funding. Financing of the adult education – Public**

Stakeholders	Public	Comments
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Bulgaria	VET (state budget) 100% funding for unemployment training.	
France	State training of job seekers (Skills Investment Plan)	
Greece	The Directors of the regional educational authorities, The Public Investments Program (PIP)	
Italy	The Ministry of Education supports formal adult education but there is no financing for non-formal education	
Latvia	State budget – adult education may be financed from State and local government budgets, vocational education programs funds are calculated per student. A majority of vocational schools are State-owned and -run	
Poland	The Ministry of Education supports formal adult education but there is no financing for non-formal education.	
Romania	Public, state budget, through the budget of the Ministry of Labor, Family and Social Protection. National Plan of Vocational Training, the National Agency for Employment includes in free vocational training programs. Unemployment insurance budget	
Sweden	State and municipal adult education is grant-aided and free of charge. Advanced vocational education programs receive grants from the state and are free of charge. <b>Swedish Public Employment Service</b>	

**Table 2B: Funding. Financing of the adult education - Private (including NGO)**

Stakeholders	Private (including NGO)	Comments
Bulgaria		
France	Contribution to Vocational Training (Compte personnel de formation, CPF). This contribution, collected by URSSAF, is redistributed. Employer credits the CPF account of the employee.	
Greece	Private expenditure on education, private tuition fees for private schools and <b>private Vocational Training Institutes (IEK)</b> ,	
Italy	Yes	
Latvia	Yes	
Poland	Yes, can receive some grants from the governments.	
Romania	Private funds, non-government organizations, Regional Adult Vocational Training Centers	
Sweden	Private education organizers often charge fees (government-subsidized) the Swedish National Council of Adult Education, a non-profit association	

**Table 2C: Funding. Financing of the adult education – Individual**

Stakeholders	Individual	Comments
Bulgaria	Adult Vocational training paid privately	
France	Yes, some funding available after CFP contributions	
Greece	Additional centers of private tuitions, lessons at home.	
Italy	Yes, privately financed.	
Latvia	Yes (some regional funding)	
Poland	Yes	
Romania	Yes	
Sweden	Yes, and grants available	

**Table 2D: Funding. Financing of the adult education – Mixed**

Stakeholders	Mixed	Comments
Bulgaria		
France	Skills operators (OPCO), Transitions Pro, Caisse des dépôts et consignations, (CPF); the Services and Payment Agency (ASP), which manages the driver's license aid for apprentices.	
Greece	Partnership Agreement for the Development Framework (PA) 2014-2020. The programs are financed by 75% from EU resources and by 25% from national resources. "Human Resources Development – Education and Lifelong Learning". Partnerships between OAED and private sector stakeholders, employers, unions and NGOs.	
Italy		
Latvia	employers' resources, students' fees, donations and other sources. Local governments and private entities may also provide subsidies	
Poland	Yes	
Romania	public-private partnership, through financing and co-financing from employers, non-governmental organizations	
Sweden	Municipalities and county councils.	

**Table 2E: Funding. Financing of the adult education – European**

Stakeholders	European	Comments
Bulgaria		
France	Yes, access funding from the European Social Fund	
Greece	European Structural and Investment Funds, Erasmus+ program for youth and the European Solidarity Corps	
Italy	European funds. European Social Fund	
Latvia	EU, Nord+ funding Structural Funds and Erasmus+ (former Lifelong learning program 2007-13)	
Poland	European funds support non formal education in Poland.	
Romania	Non-reimbursable funds from European programs (Human Capital Operational Program 2014 – 2020) Trainings by Erasmus+	
Sweden		

**Table 2F: Funding. Financing of the adult education - Other: Banks**

Stakeholders	Other: Banks	Comments
Bulgaria		
France		
Greece	Sometimes – mixed	
Italy		
Latvia		
Poland		
Romania	Sponsorships by banks, specific topics, may support parts of funding	
Sweden		



**Table 3A: Who are the prescribers?** Who decides which training a person should follow? Labour office

Stakeholders	Labour office	Comments
Bulgaria	Yes	
France	Career development counselling (CEP in French) (Pôle Emploi, local missions, Cap Emploi and Association pour l'emploi des cadres (APEC)).	
Greece	The Youth and Lifelong Learning Foundation (INEDIVIM). Ministry of Labour and Social Affairs, Vocational Training Institutes (IEK), The Labour Force Employment Agency (OAED)	
Italy	CPIA	
Latvia	State Employment Agency – The available courses may be influenced by the stakeholders, meaning, the training centres might offer the courses which have been recognized as useful by the local governments, entrepreneurs and other stakeholders. The Ministry of Education and Science and the Ministry of Welfare are responsible for career guidance and counselling	
Poland	Labour Offices which as rules assist unemployed and jobseekers with some advices and consultancy	
Romania	Labour Offices which as rules assist unemployed and jobseekers with some advices and consultancy	
Sweden	study guidance offices in the municipalities. Swedish National Agency for Higher Vocational Education analyses the labour market, decides which program qualify to be offered as Higher Vocational Education (HVE), allocates governments grants, conduct reviews, produces statistics and promotes quality improvement in HVE. Swedish Public Employment Service	

**Table 3B: Who are the prescribers?** Who decides which training a person should follow? Employers

Stakeholders	Employers, company which employs the individual	Comments
Bulgaria	Yes	
France	Employees can register themselves for training, or Companies can guide their choices and offer training selected by the Human Resources Department. Every company must have a Skills Development Plan.	
Greece	<b>The Labour Force Employment Agency (OAED)</b> The <b>subsidy</b> enables companies to organize training programs for their staff.	
Italy	Yes	
Latvia	If an employer sends the person to training, he or she will decide what the employee needs to learn.	
Poland	Employers depending by the necessity of the company.	
Romania	Employers depending by the necessity of the company	
Sweden		

**Table 3C: Who are the prescribers?** Who decides which training a person should follow? Individual themselves

Stakeholders	Individual themselves	Comments
Bulgaria	Yes	
France	Self-employed can use the CPF for professional transitions if decide to change profession.	
Greece	Vocational training programs for their members and for other groups of citizens: Such programs are provided by GSEE (General Confederation of Greek Workers), by The Hellenic Confederation of Professionals, Craftsmen and Merchants, The Civil Servants' Confederation, and the National Confederation of Hellenic Commerce	
Italy		
Latvia	youth consultation web portal ( <a href="http://www.prakse.lv">www.prakse.lv</a> ) (since 2008)	
Poland	Yes, learn by themselves, even if they work for the company.	
Romania	Yes	
Sweden		

**Table 4A: Training providers** – Who are the actors? Licensed providers (training centers)

Stakeholders	Licensed providers (training centers)	Comments
Bulgaria	Yes	
France	Yes	
Greece	Yes	
Italy	Regional professional training bodies, associations and training bodies	
Latvia	Vocational education institutions	
Poland	Training institutions, Institutions providing training to the unemployed and job seekers.	
Romania	Ministry of Labour, National Agency for Employment	
Sweden	Yes (for fee)	

**Table 4B: Training providers** – Who are the actors? NGO

Stakeholders	NGO	Comments
Bulgaria	Yes	
France		
Greece	Yes	
Italy	Yes	
Latvia	Yes	
Poland	Yes	
Romania	Yes	
Sweden	National Council of Adult Education is a non-profit association	

**Table 4C: Training providers** – Who are the actors? Employers

Stakeholders	Employers	Comments
Bulgaria	Yes	
France	Yes	
Greece	Yes	
Italy	Yes	
Latvia	Yes	Private organizations
Poland	Yes	Private companies
Romania	Yes	
Sweden	Yes	

**Table 4D: Training providers – Who are the actors? State**

Stakeholders	State (Ministry, local authorities, public universities, schools)	Comments
Bulgaria	Yes	
France	Yes	
Greece	Second Chance Schools, Hellenic Open University, Vocational Training Institutes (IEK) (General and Vocational Upper Secondary Schools) and for Vocational Training Schools (SEK), National Centre for Public Administration and Local Government (EKDDA)	
Italy	third age universities. CPIAs	
Latvia	training centers of local governments, lifelong learning divisions at universities, State Administration School offers training particularly for those employed in State institutions	
Poland	Open universities and third-age universities	
Romania	Yes	
Sweden	University of third age, MUCF.SE Swedish agency for youth and civil society	

**Table 4E: Training providers – Who are the actors? Other**

Stakeholders	Other: Unions, Trade organizations, etc.	Comments
Bulgaria	Yes	
France	Skill operators (OPCOs),	
Greece	Centre for Education Policy Development of the General Confederation of Greek Workers (KANEP-GSEE). Recognized agents registered in the relevant General Secretariat for Lifelong Learning and Youth: social, religious or cultural bodies. The Employment Promotion Centres (KPA), and other professional associations and chambers, Institute for Small Businesses of the General Confederation of Professionals, Craftsmen and Merchants (IME-GSEBEE)	
Italy	Unions can deliver training courses. In some fields like security, they need to have a high representativeness to be eligible for this role	
Latvia	Trade Unions - Not significant, through training organizations. ESF funded program for raising qualifications	
Poland	Industrial Associations/Unions	Insignificant.
Romania	non formal, museum, NGO – cultural training	
Sweden		

**Table 5A: How can I take training if I am:** An employee (economically active occupied persons)

Stakeholders	An employee (economically active occupied persons)	Comments
Bulgaria	By attending the training course paid by: 1) the company; 2) the training program, funded by public source; 3) the participant	
France	Personal Training Account (CPF in French) My employer can offer me training actions paid for by the relevant skills operator (OPCO) through the Skills Development Plan and/or the Pro-A scheme. I can use the CPF for professional transitions if I decide to change profession.	
Greece	Through OAED and the LAEK programs	
Italy	enroll in a CPIA,  - the literacy and Italian language courses are open to foreign people, regardless the academic title. As for the non-formal sector, it very much depends on the training providers and the criteria they set to enroll participants	
Latvia	-individual initiative according to one's preferences -upon the initiative of an employer if there is a necessity to improve certain skills -an ESF funded program for raising qualifications (specifically for employed persons) -various informal courses provided by local governments, NGOs -sectoral education programs	
Poland	Founded by company, or looking on your own (paid-private, public, or for free – NGOs, or accreditations	
Romania	By attending the training course paid by: 1) the company; 2) the training program, funded by public source; 3) the participant	
Sweden	There is a system in place which gives a right to a leave of absence from work for studying to everyone who has been employed for at least six consecutive months or a total of at least 12 months during the last two years. This is not absolute, and the employer has the right to postpone the leave, however the study can be of any nature (not only to improve skills in the current job), as long as it is not classed as a 'hobby'. When the employee returns to work after a leave of absence, they have the right to the same or equivalent working and employment conditions as before	

**Table 5B: How can I take training if I am: A self-employed worker**

Stakeholders	A self-employed worker	Comments
Bulgaria	By attending the training course paid by: 1) the company; 2) the training programme, funded by public source – in some specific cases; 3) the participant	
France	I must contribute to vocational training and in return I will get some funding for training	
Greece	Through OAED	
Italy	enroll in a CPIA, - the literacy and Italian language courses are open to foreign people, regardless the academic title. As for the non-formal sector, it very much depends on the training providers and the criteria they set to enroll participants	
Latvia	-individual initiative according to one' s preferences * an ESF funded programme for raising qualifications (specifically for employed persons) * various informal courses provided by local governments, NGOs * sectoral education program	
Poland	Founded by company, or looking on your own (paid-private, public, or for free – NGOs, or accreditations	
Romania	By attending the training course paid by: 1) the company; 2) the training program, funded by public source – in some specific cases; 3) the participant	
Sweden	Individually search	

**Table 5C: How can I take training if I am: A job applicant**

Stakeholders	A job applicant	Comments
Bulgaria	By attending the training course paid by: 1) the company; 2) the training programme, funded by public source or Apprenticeship contract	
France	I can sign a work-study or an apprenticeship contract with a private sector employer. I can benefit from operational preparation for individual or group employment (POE or POEC) I can use my Personal Training Account (CPF) or my Professional Transition CPF (CTP) (after a fixed-term employment contract) I can benefit from specific devices set up temporarily by the funders (Innov'emploi Recrutement, Prép'apprentissage...)	
Greece	Through OAED	
Italy	enroll in a CPIA, - the literacy and Italian language courses are open to foreign people, regardless the academic title. As for the non-formal sector, it very much depends on the training providers and the criteria they set to enroll participants	
Latvia	* courses provided through the State Employment Agency * apprenticeship programs (not always paid) -various informal courses provided by local governments, NGOs	
Poland	Proposed by job office, or looking on your own (paid-private, public, or for free – NGOs, or accreditations)	
Romania	By attending the training course paid by: 1) the company; 2) the training program, funded by public source or Apprenticeship contract	
Sweden	Contact the Swedish Public Employment Service	



**Table 5D: How can I take training if I am: A retiree**

Stakeholders	A retiree	Comments
Bulgaria	By attending the training course paid by: 1) the company; 2) the participant	
France	No special tools	
Greece	Through OAED	
Italy	enroll in a CPIA, - the literacy and Italian language courses are open to foreign people, regardless the academic title. As for the non-formal sector, it very much depends on the training providers and the criteria they set to enroll participants Usually retirees attend courses organized by third age universities	
Latvia	-courses provided through the State Employment Agency -apprenticeship programs (not always paid) -various informal courses provided by local governments, NGOs	
Poland	Look on your own	
Romania	By attending the training course paid by: 1) the company; 2) the participant	
Sweden	University of third age (U3A)	

**Table 5E: How can I take training if I am: A young worker**

Stakeholders	A young worker	Comments
Bulgaria	Apprenticeship open to young people aged 16 to 29 Or By attending the training course paid by: 1) the company; 2) the training programme, funded by public source; 3) the participant	
France	If I am a worker between 16 and 30 years old: I can sign, under certain conditions, an apprenticeship contract.	
Greece	OAED, INEDIVIM	
Italy	enrol in a CPIA, - the literacy and Italian language courses are open to foreign people, regardless the academic title. As for the non-formal sector, it very much depends on the training providers and the criteria they set to enroll participants	
Latvia	-apprenticeship programs -various informal courses provided by local governments, NGOs -courses provided through the State Employment Agency	
Poland	Founded by company, or looking on your own (paid-private, public, or for free – NGOs, or accreditations	
Romania	Apprenticeship open to young people aged 16 to 29 or By attending the training course paid by: 1) the company; 2) the training program, funded by public source; 3) the participant	
Sweden	MUCF.SE Swedish agency for youth and civil society	

**Table 5F: How can I take training if I am: Other**

Stakeholders	Other	Comments
Bulgaria		
France	I can benefit from an outplacement package.	
Greece	None	
Italy	There are some courses, especially organized at Regional level and funded by the European Social Fund that can be attended by unemployed or NEET people only	
Latvia	People with special needs, for example, sensory or mental disorders, are not necessarily able to attend all the courses mentioned before. Sometimes they have special courses, trainings organized by the respective associations, foundations.	
Poland	None	
Romania	None	
Sweden	None	

**Table 6A: Evaluation** - Who, in your country, evaluates the quality of training? The Ministry (Public)

Stakeholders	The Ministry (Public)	Comments
Bulgaria	The Ministry of Education And Science through the NAVET	<b>Significant</b>
France	France Compétences, Validation of Work Acquired Experience (VAE in French)	
Greece	Certification of Qualifications and Vocational Guidance (EOPPEP) , - national point of reference	
Italy	The National evaluation system (Sistema nazionale di valutazione – SNV)	<b>Significant contributor</b>
Latvia	Ministry of Education and Science, State Education Quality Service ( <a href="https://ikvd.gov.lv/en/">https://ikvd.gov.lv/en/</a> ).	
Poland	Department of Vocational and Continuing Education, <b>PAC</b> , Ministers, the Parliament, the Conferences of Rectors and the General Council for Science and Higher Education	
Romania	National Qualifications Authority, Ministry of Labor and Social Justice	
Sweden	National Agency for Education	

**Table 6B: Evaluation** - Who, in your country, evaluates the quality of training? Local, Regional Government (Public)

Stakeholders	Local, Regional Government (Public)	Comments
Bulgaria	does not contribute	
France		
Greece	No	
Italy	Yes	<b>Significant contributor</b>
Latvia	Vocational – no. non-formal – yes provide license.	
Poland	Department of Vocational and Continuing Education, <b>PAC</b> , Ministers, the Parliament, the Conferences of Rectors and the General Council for Science and Higher Education	
Romania	Yes	
Sweden		

**Table 6C: Evaluation** - Who, in your country, evaluates the quality of training?  
Private organization

Stakeholders	Private organization (ex. Consulting companies)	Comments
Bulgaria	Yes	insignificant
France		
Greece	internal evaluation system for each TC – self-evaluation process for non-formal education providers, but not for an external evaluation system.	
Italy	No	
Latvia	No, may be hired as consultants as part of State Education Quality Service ( <a href="https://ikvd.gov.lv/en/">https://ikvd.gov.lv/en/</a> )	
Poland	No	
Romania	Yes	
Sweden		

**Table 6D: Evaluation** - Who, in your country, evaluates the quality of training? Other

Stakeholders	Other: Certification body	Comments
Bulgaria	NAVET is the Certification body	
France		
Greece	No	
Italy	Yes	Insignificant influencer
Latvia		
Poland	No	
Romania		Erasmus+ starting 2020
Sweden		

**Table 7A: Supervision** - Are training organizations supervised by an institution? If yes, which one? The Ministry (Public)

Stakeholders	The Ministry (Public)	Comments
Bulgaria	Yes, by the National Agency for Vocational Education and Training (NAVET)	
France	Regional Directorates for Enterprises, Competition, Consumer Affairs, Labour and Employment (Direccte).	
Greece	Organization for the Certification of Qualifications and Vocational Guidance (EOPPEP), which is the supervising authority of VETs, General Secretariat for Lifelong Learning of the Ministry of Education and Religious Affairs	
Italy	Formal adult education: the National evaluation system (Sistema nazionale di valutazione – SNV) and the Ministry of Education. Non formal adult education: courses funded by the ESF, Regions or Regional Authorities monitor the processes.	
Latvia	State authorities, State Education Quality Service. By local governments or other State authorities if ESF funds are used.	
Poland	Ministry (same as governance)	
Romania	Ministry of Labor and Family and Social Protection. Or ministry of culture	
Sweden	Swedish Council for Higher Education (Universitets- och högskolerådet)	

**Table 7B: Supervision** - Are training organizations supervised by an institution? If yes, which one? Other

Stakeholders	Other (Private)	Comments
Bulgaria		
France		
Greece		
Italy		
Latvia	No	
Poland	Erasmus +	
Romania	Auditing, external audit, private auditing companies	
Sweden		

**Table 8A: Communication** - Do training organizations communicate their results/performance to their stakeholders? The State, Ministry (Public)

Stakeholders	The State, Ministry (Public)	Comments
Bulgaria	The CVET must provide information to the NAVET once a year	
France	State – Pedagogical and Financial Review (BPF in French)	
Greece	General Secretariat for Lifelong Learning of the Ministry of Education and Religious Affairs, (EOPPEP) “Certification and Quality Assurance Authority in Higher Education”. Ministry of Labour	
Italy	Not a common practice. State Employment Agency sometimes	
Latvia	Not a common practice. State Employment Agency sometimes (for vocational TC)	
Poland	Not a common practice.	
Romania	Certificates of attendance, with ECVET credits – communicated to the stateholders, and course participants.	
Sweden	Annual report to the government	

**Table 8B: Communication** - Do training organizations communicate their results/performance to their stakeholders? Other

Stakeholders	Other: Certification body	Comments
Bulgaria		
France		
Greece		
Italy		
Latvia	Erasmus+	
Poland	Erasmus+ always disseminate results	
Romania	Mobility certificates into Eu online database (EU)	
Sweden	Social Media	



**Table 9A: Certification bodies. Public**

Stakeholders	Public - The State, Ministry, Local Governments.	Comments
Bulgaria	The Ministry of education through NAVET	
France	French Accreditation Committee (COFRAC)	
Greece	Organization for the Certification of Qualifications and Vocational Guidance (EOPPEP), which is the supervising authority of VETs,	
Italy	Training centers, especially those delivering certificates, need to be "validated" (accreditati in Italian) by a certification body. The certification body is always public and varies according to the field. But it belongs always at national (Ministry) or regional level. Just for example, in order to deliver courses to teachers at national level, a training center must be validated by the Education Ministry, while to deliver at regional level, it is the Regional Education Department.	
Latvia	State Education Quality Service (.gov.lv/en/).	
Poland	Minister of Science and Higher Education, with the Polish Accreditation Committee (PAC)	
Romania	National Qualifications Authority 5 year certification (Ministry)	
Sweden	National Council of Adult Education, a non-profit association	

**Table 9B: Certification bodies. Other**

Stakeholders	Other: Private company, European certification	Comments
Bulgaria		
France	Labelling bodies recognized by France Compétences	Private company
Greece	European certification – Europass. Certification of attendance only, not a diploma or certificate.	<b>insignificant.</b>
Italy		
Latvia		
Poland		
Romania	Yes, European Certification	
Sweden		

**Table 10A: Environment** - Who assesses environmental impacts, carbon emissions, air quality, water quality? Government body (Public)

Stakeholders	Government body (Public)	Comments
Bulgaria	The Ministry of Environment and Water through its Regional Offices	
France	Certifying bodies	
Greece	Ministry of Environment and Energy, the Institute of Environmental Research and Sustainable Development of the National Observatory of Athens. National Air Pollution Monitoring Network of the Ministry of Environment and Energy. Water Supply and Drainage Company through the central and regional departments.	
Italy	Environmental Ministry	
Latvia	Health Inspectorate. State Labour Inspectorate - Labour Protection Requirements in Workplaces	
Poland	The Ministry of Environment	
Romania	The Ministry of Environment, Waters and Forests through its Regional Offices	
Sweden	The Swedish Environment Protection Agency	

**Table 10B: Environment** - Who assesses environmental impacts, carbon emissions, air quality, water quality? Other

Stakeholders	Other: Ex. Consulting firms	Comments
Bulgaria		
France	Specialized consulting firms. Private firms are commissioned by companies to measure emissions	
Greece	No	
Italy	Independent organizations, corporate social responsibility managers, external experts/consultants or employee of the same organization.	
Latvia		
Poland		
Romania	Some	
Sweden		

**Table 11: Health & safety** - How health and safety risks are assessed and controlled?

Stakeholders		Comments
Bulgaria	All companies in Bulgaria with at least one employee must carry out a risk study in occupational health and safety provided by a specialized company.	
France	Labour inspectorate (representative of the State), and one employee per organization responsible for Health & Safety.	
Greece	Safety technician in the organization	
Italy	School's Headmaster, internal or external consultant, teachers are in charge of Prevention and Protection Service and Workers' Safety Representatives, Emergency Teams	
Latvia	Health inspectorate. Each organization needs to have manuals and plans on the action in cases of emergency, and a designated person	
Poland	SANEPID, BHP (Occupational Health and Safety).	
Romania	Internal procedures of each training provider, territorial offices and agencies of the Ministry of Environment, Waters and Forests, European Directives	
Sweden	Health and Safety in Sweden (Education), The Swedish National Agency for Education	

**Table 12 : Standards**

What norms, labels are used in your country?  Used in my country? Specific norm/label for training centers?	<b>Bulgaria</b>		<b>France</b>		<b>Greece</b>		<b>Italy</b>	
	Country	TC	Country	TC	Country	TC	Country	TC
Global Compact 2000 - Sustainable Development / Social Responsibility	Yes	Yes	Yes	No	Yes	No	Yes	No
ISO 26000 2010 - Social Responsibility	Yes	Yes	Yes	No	Yes	No	Yes	No
ISO 9001 2015 - Quality	Yes	Yes	Yes	Yes	Yes	No	Yes	No
ISO 14001 2015 - Environnement	Yes	Yes	Yes	No	Yes	No	Yes	No
ISO 45001 2018 - Health and Safety	Yes	Yes	Yes	No	Yes	No	Yes	No
B-CORP certificate - Social Responsibility	No	No	Yes	No	No	No	Yes	No
CEEP CSR LABEL (UE)	No	No	-	-	No	No	Yes	No
Hi4CSR (DE)	No	No	-	-	No	No	Yes	No
Label LUCIE (Fr) Social Responsibility	No	No	Yes	No	No	No	No	No
Gaïa rating	No	No	Yes-DDR S Label (for French universities)	Yes-Sustainable development	No	No	No	No
ISO 29 993 - Quality	No	No	Yes	Yes	Yes	Yes	Yes	Yes
ISO 29990 2010 - Training services					Yes	Yes		

What norms, labels are used in your country? Used in my country? Specific norm/label for training centers?	Latvia		Poland		Romania		Sweden	
	Country	TC	Country	TC	Country	TC	Country	TC
Global Compact 2000 - Sustainable Development / Social Responsibility	Yes	No	Yes	Not Verified	Yes	Yes	<u>YES 1</u>	<u>YES 1</u>
ISO 26000 2010 - Social Responsibility	Yes	No	Yes	Not Verified	Yes	Yes	Yes	Yes
ISO 9001 2015 - Quality	Yes	No	Yes	Not Verified	Yes	Yes	<u>YES (5000 compagnies)</u>	<u>YES (5000 compagnies)</u>
ISO 14001 2015 - Environnement	Yes	No	Yes	Not Verified	Yes	Yes	YES (4000 companies)	YES (4000 companies)
ISO 45001 2018 - Health and Safety	Yes	No	Yes	Not Verified	Yes	Yes	<u>YES 3</u>	<u>YES 3</u>
B-CORP certificate - Social Responsibility	No	No	Yes	Not Verified	No	No	N/A	N/A
CEEP CSR LABEL (UE)	No	No	Yes	Not Verified	No	No	<u>YES 4</u>	<u>YES 4</u>
Hi4CSR (DE)	No	No	No	No	No	No	N/A	N/A
Label LUCIE (Fr) Social Responsibility	No	No	Yes	Not Verified	No	No	N/A	N/A
Gaïa rating	No	No	No	No	No	No	N/A	N/A
ISO 29 993 - Quality	No	Yes	Can't find info	Yes	No	No	N/A	N/A
ISO 29990 2010 - Training services					No	No		