



OUTPUT 1

PRESENTATION OF MATERIALITY RESULTS FOR FRANCE

- STAKEHOLDERS MAP
- MATERIALITY MATRIX



12th May 2020





OUTPUT 1

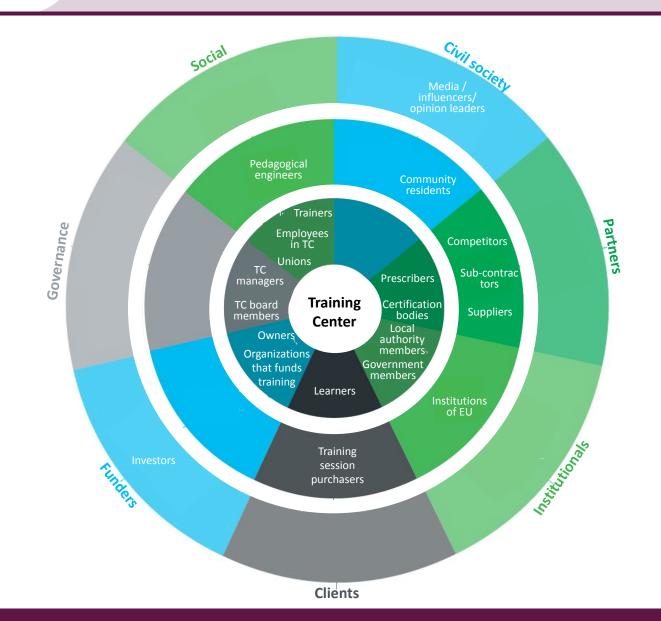
PRESENTATION OF MATERIALITY RESULTS

• STAKEHOLDERS MAP



FRENCH STAKEHOLDERS MAP









OUTPUT 1

PRESENTATION OF MATERIALITY RESULTS

• MATERIALITY MATRIX





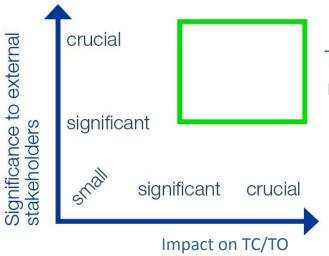
DEFINITION

Materiality defines what can have a significant impact on a business, its activities and its ability to create financial and non-financial value for itself and its stakeholders. At the crossroads of business and sustainable development, an analysis of materiality must:

- Identify important and relevant issues that may impact on company performance
- Prioritize them according to their potential impact on the company and its ecosystem



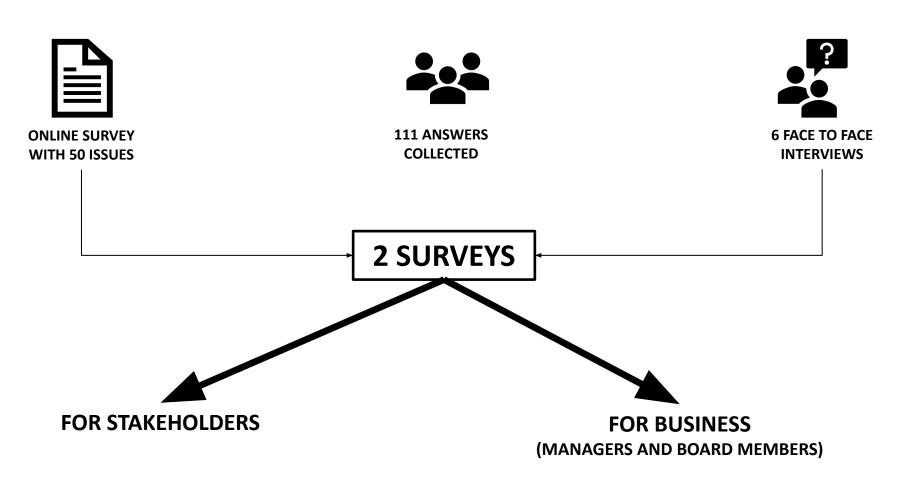




The significance of the material issues presented in the matrix is significant or crucial

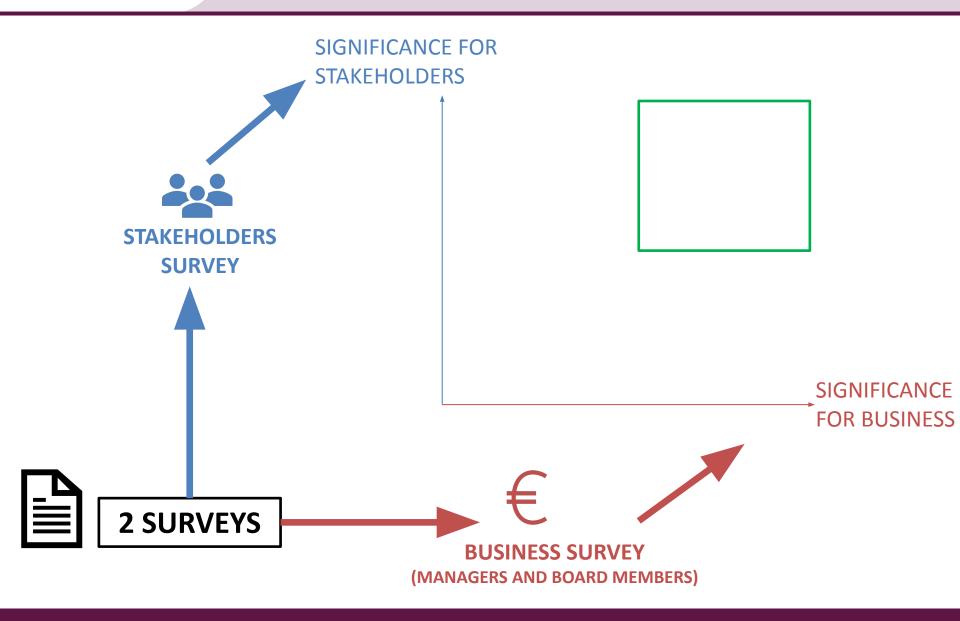


ABOUT THE SURVEY



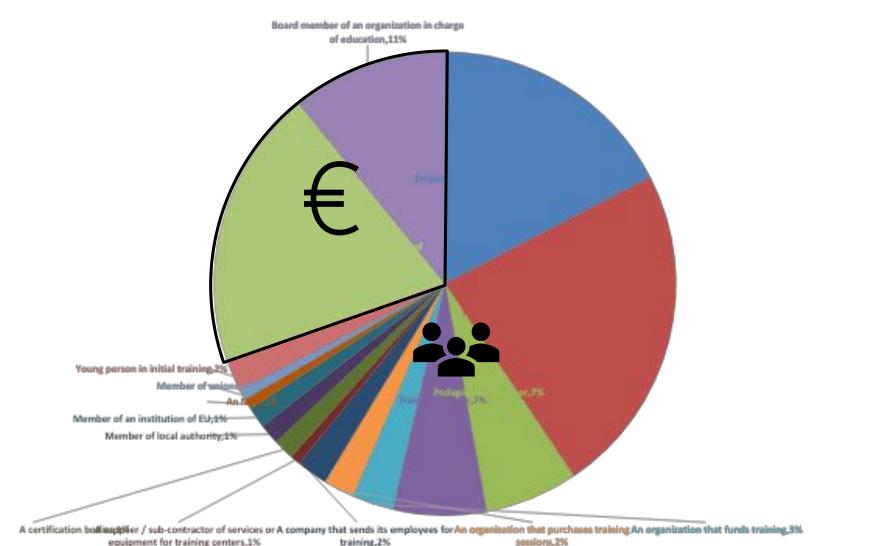


ABOUT THE SURVEY





PROFILE REPARTITION



equipment for training centers,1% training,2% **ISSUES RANKING**





0.00 0.50 50 4.00 -00 00 WORKERS the company and in its sphere of influence t corruption orary workers or sub-contractors as it is done with permanent employees. limpact pment of training programs GOVERNANCE ict of training sessions. L AND ECONOMY ingrams. ions for its employees. loyees and staff] al groups of trainees a training sector TRAINEES within the supply chain earners (from admission to vocational integration) /Sustainable Development approach into all activities of the institution (purchasing, pedagogy, HR, public action, etc.) ent usions and activities PARTNERS g: health (physical and mental), safety at work, wellbeing, and self-fulfilment s, methods and materials promoting the dissemination and access to knowledge for professional development elor / professional practices ENVIRONMENT + choices/possibilities sanagement and travel incentive policy for employees and learners esumption, and contribute to the awareness of trainees, trainers, etc. agogical engineering. stainable and responsible skills and practices for training centers' employees al innovation of learners. stainable Development /Corporate Social Responsibility research at territorial, national, international level xenters and actions to improve the behavior of staff and learners. ment / Corporate Social Responsibility and integration into courses and training sessions scess for all r learners. iations, developing countries, etc. nvironmental impact e, gender, disability ...) into the company



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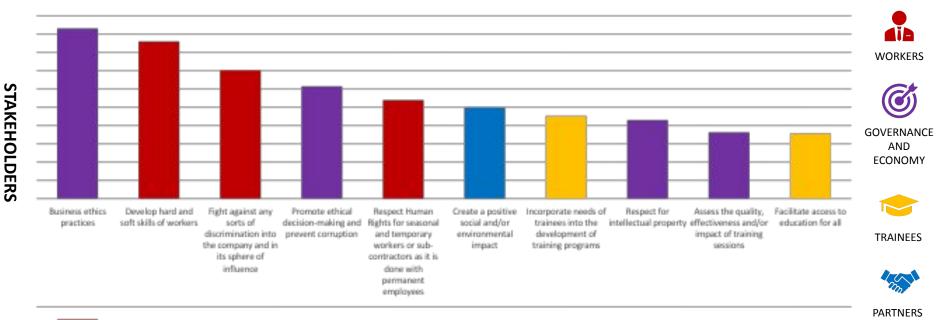
ISSUES RANKING

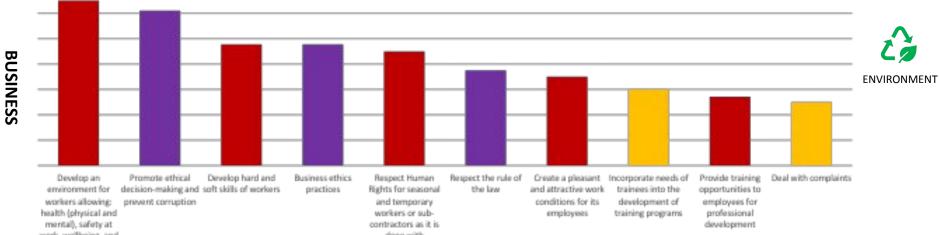


0.00 0.50 1.00 1.50 2.00 2.50 3.00 3.50 ___4.00 wing: health (physical and mental), safety at work, wellbeing, and self-fulfilment vent corruption WORKERS emporary workers or sub-contractors as it is done with permanent employees aditions for its employees velopment of training programs ees for professional development GOVERNANCE AND g programs pedagogical engineering ECONOMY nto the company and in its sphere of influence lety of learners. mployees and staff) TRAINEES /000 ental impact or learners (from admission to vocational integration) ches, methods and materials promoting the dissemination and access to knowledge repact of training sessions. a for learners Appment / Corporate Social Responsibility and integration into courses and training sessions PARTNERS agical innovation tion choices/possibilities I sustainable and responsible skills and practices for training centers' employees ł. ssical groups of trainees. ehavior / professional practices sessions and activities ENVIRONMENT п oment , age, gender, disability ... | into the company el management and travel incentive policy for employees and learners d access for all ng centers and actions to improve the behavior of staff and learners. ted within the supply chain ility /Sustainable Development approach into all activities of the institution (purchasing, pedagogy, HR, public action, etc.) Sustainable Development /Corporate Social Responsibility research at territorial, national, international level nd environmental impact d consumption, and contribute to the awareness of trainees, trainers, etc. tern (EMS) the training sector

FOCUS ON PRIORITY ISSUES : TOP 10

STAKEHOLDERS AND BUSINESS POINT OF VIEW





work, wellbeing, and

self-fulfilment

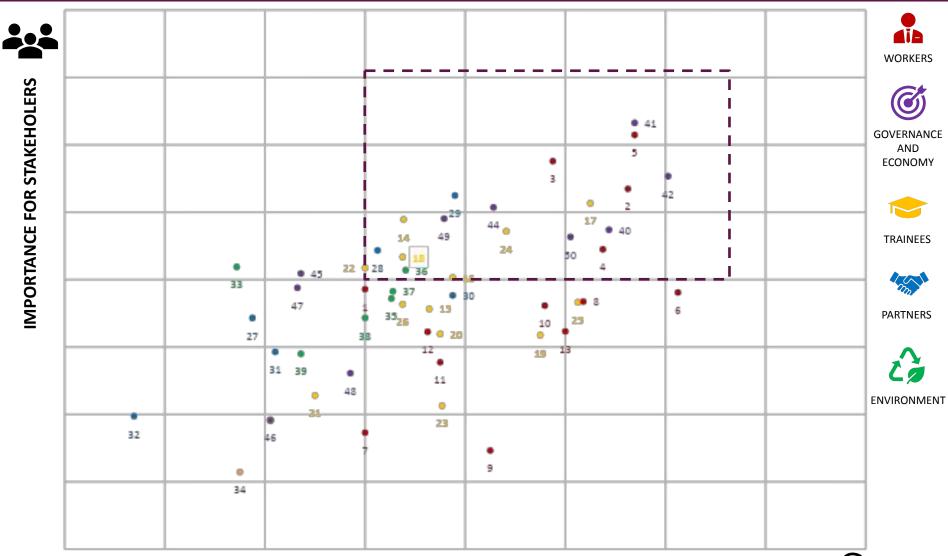
Agir pour une formation responsable

dane with permanent employees



MATERIALITY MATRIX

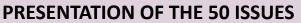
50 ISSUES



IMPORTANCE FOR BUSINESS \in



MATERIALITY MATRIX







WORKERS



GOVERNANCE AND ECONOMY





TRAINEES PARTNERS

ENVIRONMENT

1 : Create and manage inclusive work environment

2 : Respect Human Rights for seasonal and temporary workers or sub-contractors as it is done with permanent employees

- 3 : Fight against any sorts of discrimination into the company and in its sphere of influence
- 4 : Create a pleasant and attractive work conditions for its employees
- 5 : Develop hard and soft skills of workers

6 : Develop an environment for workers allowing: health (physical and mental), safety at work, wellbeing, and self-fulfillment

- 7 : Develop/maintain diversity (social, origin, age, gender, disability ...) into the company
- 8 : Provide training opportunities to employees for professional development
- 9 : Provide performance feedback to employees
- 10 : Engage and empower workers

11 : Learning to learn about Sustainable Development / Corporate Social Responsibility and integration into courses and training sessions

12 : Promote and support the development of sustainable and responsible skills and practices for training centers' employees

- 13 : Develop skills in pedagogical design and pedagogical engineering
- 14 : Facilitate access to education for all
- 15 : Help people make informed about education choices/possibilities

16 : Promote a policy of equal opportunities for learners (from admission to vocational integration)

- 17 : Incorporate needs of trainees into the development of training programs
- 18 : Integrate people with disabilities into classical groups of trainees
- 19 : Ensure the physical and psychological safety of learners
- 20 : Develop and promote sustainable pedagogical innovation
- 21 : Develop adapted e-learning programs and access for all
- 22 : Fair and transparent tariffs
- 23 : Track and measure longer-term outcomes for learners
- 24 : Assess learners' satisfaction
- 25 : Deal with complaints
- 26 : Educate in a sustainable consumption/ behavior / professional practices

27 : Be an actor of sustainable production and consumption, and contribute to the awareness of trainees, trainers, etc.

- 28 : Support local economy and local supply
- 29 : Create a positive social and/or environmental impact

30 : Develop and support pedagogical approaches, methods and materials promoting the dissemination and access to knowledge

31 : Participate and promote interdisciplinary Sustainable Development /Corporate Social Responsibility research at territorial, national, international level

- 32 : Develop partnerships with NGOs, local associations, developing countries, etc.
- 33 : Promote environmental best practices on the training sector
- 34 : Have an environmental management system (EMS)
- 35 : Reduce and optimize energy consumption
- 36 : Reduce the quantity of waste and recycle
- 37 : Reduce environment footprint of training sessions and activities

38 : Implement environmentally friendly travel management and travel incentive policy for employees and learners

39 : Implement energy management of training centers and actions to improve the behavior of staff and learners

- 40 : Respect the rule of the law
- 41 : Business ethics practices
- 42 : Promote ethical decision-making and prevent corruption
- 43 : Protect personal information (learners, employees and staff)
- 44 : Respect for intellectual property
- 45 : Make sure that Human Rights are respected within the supply chain
- 46 : Evaluate significant suppliers for social and environmental impact
- 47 : Integrate the Corporate Social Responsibility /Sustainable Development approach into all activities of the institution (purchasing, pedagogy, HR, public action, etc.)
- 48 : Develop social innovation
- 49 : Assess the quality, effectiveness and/or impact of training sessions
- 50 : Have an improvement process for training programs



MATERIALITY MATRIX

ZOOM ON THE PRIORITY ISSUES

