

# CSR AND ETHICS IN TRAINING CENTRES

## REPOSITORY OF BEST PRACTICES



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# PART 1: INTRODUCTION

# INTRODUCTION

This repository is the result of collective work among the organisations:

FORMETHIC (France), KENTRO EPAGELMATIKIS KATARTISIS DIAS EPE (Greece), COMPLEXUL MUZEAL NATIONAL MOLDOVA (Romania), MOBILIZING EXPERTISE AB (Sweden), EPIMORFOTIKI KILKIS SM LLC (Greece), EUPHORIA NET SRL (Italy), ROUSSE INDUSTRIAL ASSOCIATION (Bulgaria), ARENA I SWIAT (Poland), MANTEIFELS PROJEKTI (Latvia), which participated in the project “CSR and Ethics in Training Centers for benefit of all” (CSREinTC KA204-062402), under the Erasmus+ programme.

All partners worked under the supervision and guidance of FORMETHIC which was responsible for the creation of this repository of good practices.

## TARGET OF THIS DOCUMENT AND REASON TO USE IT

This repository is intended for all professionals acting in the adult education sector. We have prepared these guidelines for training centre managers, trainers, educational engineers, specialists in “training professions” or any other employees of training centres interested in Corporate Social Responsibility.

It was designed for you, whatever level of maturity your organisation has on the subject. Whether you want to start your CSR approach, structure it, refresh it, move from a partial approach to a more comprehensive and systemic approach, you will find many tools and methods.

## AIM AND OBJECTIVE

This repository aims to contribute to “sustainable investment, performance and efficiency” by promoting social responsibility, as defined in ISO 26000, in the European educational field and more specifically in training centres which have, like all organisations, their own share of responsibility to contribute to sustainable development.

This sectoral CSR repository is an innovative tool, meant to be used as a benchmark of CSR best practices for the training sector at a European level. There are international standards for CSR and a few sectoral adaptations, like ISO 26000, mentioned above and the Green Paper (2001 - Commission of the European Communities), but not in the training sector and not in a field as wide and heterogeneous as Europe



The objective of this repository is to inspire and help training centres to develop their activities in line with CSR principles and integrate CSR good practices into their activities, to have a positive impact on economy, environment, social aspects, human rights and on the entire community in general.

The integration of CSR good practices will also promote inclusion, diversity, equality, ethics and non-discrimination in training. It will bring added value to all stakeholders involved in training at a European level, like trainers, trainees, employers, funders, communities, nature and environment and the European community.

With the help of this CSR repository and a self-diagnostic tool, the training centres will be able to measure their overall performance and create a plan of progress.

Moreover, this repository has been built in a way that overcomes the differences among European countries, due to different cultures and offers a common base to all countries.

## STRUCTURE

This repository of best responsible training practices is divided in 5 chapters:

### **1) Introduction**

### **2) CSR definition**

In order for a training centre to be socially responsible, it must first understand the meaning of CSR. This chapter includes information about the definition of CSR and its various forms.

### **3) CSR methodologies and approach**

After acquiring the necessary knowledge on fundamental elements related to CSR, this chapter provides guidance on how to apply CSR in a training centre, what methods to use and how to set them up.

### **4) Good practices**

The good practices chapter contains CSR good practices in 27 topics, related to skills development, expectations of trainees, ethics, environmental issues and human rights, divided in 5 main fields of priorities, namely:

- priorities for WORKERS in training centres (9 topics),
- priorities for TRAINEES in training centres (9 topics),
- priorities for PARTNERS in training centres (2 topics),
- priorities for ENVIRONMENT in training centres (2 topics),
- priorities for GOVERNANCE & ECONOMY in training centres (5 topics).

The 27 topics were carefully selected after all partners conducted a large-scale research.

## 5) Appendix

Glossary

Stakeholders map template

Materiality matrix template

CSR self assessment questionnaire

Sources & references

# METHODOLOGY OF COLLECTING THE GOOD PRACTICES

As a first step, the partners defined the stakeholders of training centres in each country, through a stakeholders map, including members of the board of directors/managers, employees/workers, investors, trainers, trainees, pedagogical engineers, organisations that fund training, organisations that purchase training sessions, companies that send their employees for training, suppliers/subcontractors of services or equipment for training centres, certification bodies, research centres/institutes, members of unions, members of government, members of local authorities, members of a European institution, media, NGOs.

The second step was to create a survey with 50 topics, related to skills development, expectations of trainees, ethics, environmental issues and human rights, divided in the 5 main fields of priorities, mentioned above, addressed to the stakeholders of training centres.

The partners collected 747 answers from the stakeholders on the surveys' topics and conducted 90 interviews. Through this procedure, the partners identified the most important 27 topics to be studied further and to be included in this repository, combined with action ideas, benefits and tips for each topic.

The search for good practices on these highlighted topics aimed to motivate training centres to adopt these good practices and adjust them to their own needs and capabilities in order to achieve the goals of sustainable development in various fields, like human rights, economy, protection of the environment, social inclusion, etc.

The application of these good practices will increase the value of training on the one hand and reduce negative impacts on the environment, economy and society on the other hand, and define a circular economy in training.

We sincerely hope that training centres of all sizes and sectors in all European countries will see this repository as a very useful and inspiring tool to guide them to a more socially responsible future.



## **PART 2: WHAT IS CORPORATE SOCIAL RESPONSIBILITY?**

# WHAT IS CSR?

The Corporate Social Responsibility (CSR) is the contribution of companies to the challenges of sustainable development.

The European Commission has defined CSR as the responsibility of enterprises for their impact on society and, therefore, it should be company led. Companies can become socially responsible by:

- integrating social, environmental, ethical, consumer, and human rights concerns into their business strategy and operations;
- following the law.

In the EU, the Commission promotes CSR and encourages enterprises to adhere to international guidelines and principles. More specifically, the EU's policy is built on its 2011 renewed strategy for CSR, which stresses the importance of enhancing the visibility of CSR and disseminating good practices, through the integration of CSR into education, training, and research.

*To know more:* [https://ec.europa.eu/growth/industry/sustainability/corporate-social-responsibility\\_en](https://ec.europa.eu/growth/industry/sustainability/corporate-social-responsibility_en)

## THE SUSTAINABLE DEVELOPMENT IS BASED ON 3 PILLARS:

**1. Economic efficiency:** that means economic growth can be sustainable and inclusive, can serve the firm development, drive progress, create decent jobs for all and improve living standards (this pillar includes local development, development of its territory and community, new partnerships)

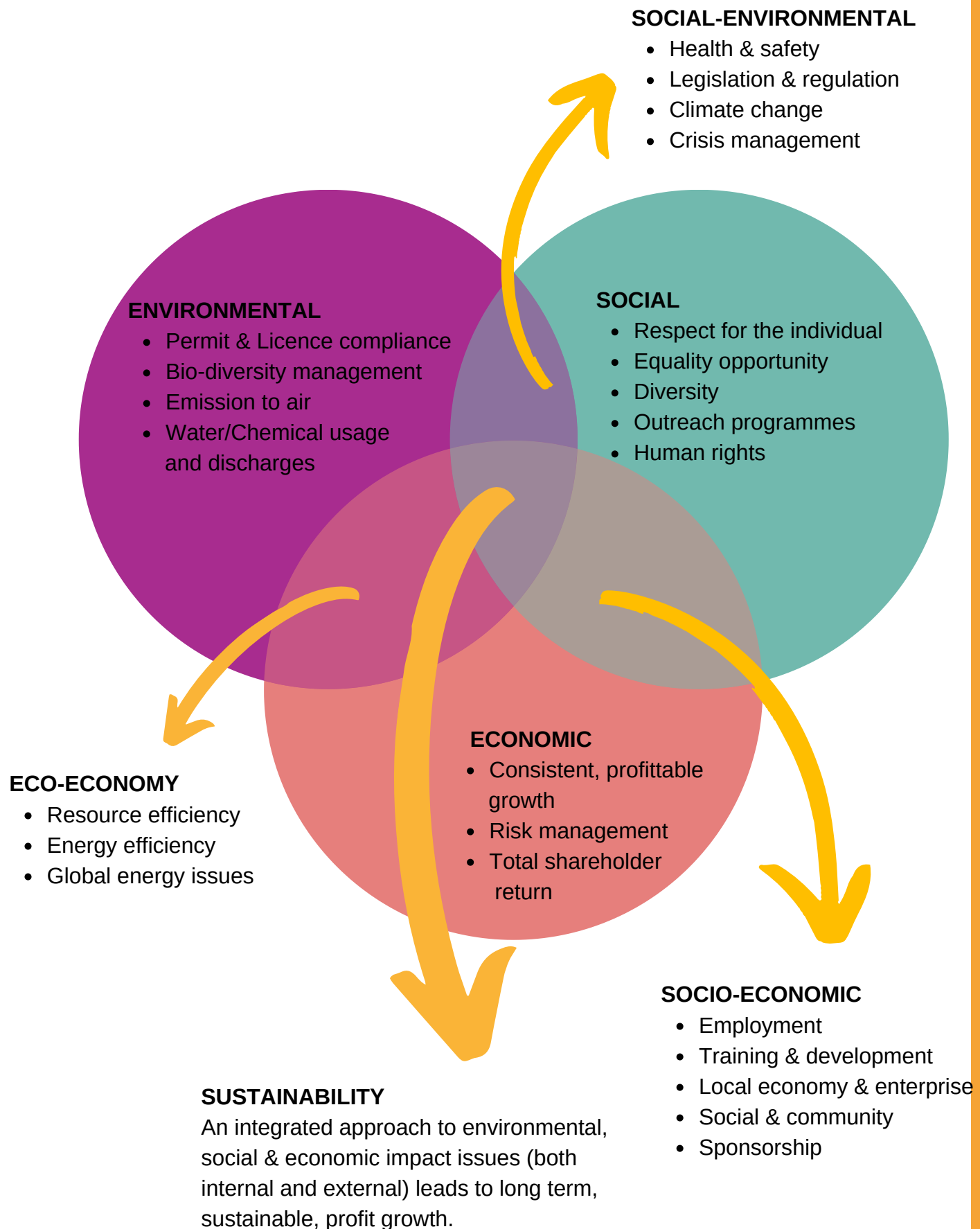
**2. Social equity:** this concept is relative to fair, just and equitable management of all people, all institutions serving the public, all public services. It also covers the commitment to promote fairness, justice and equity in the treatment of each human (workers, clients, consumers, suppliers, communities members, etc).

(In a firm social equity includes labour relations and working conditions, respect for the individual human rights, diversity, training, health and security of workers).

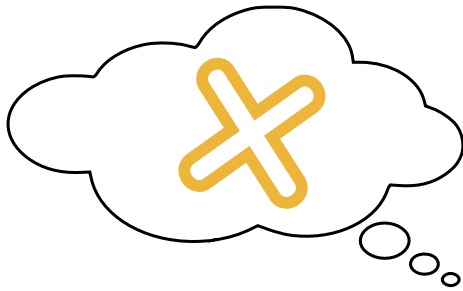
**3. Environmental responsibility:** that means respect and promoting environmental principles such as reducing environmental impacts caused by activities, products and services, fighting against climate change, managing natural resources consumption, waste, biodiversity, pollution, etc.



# CSR IS FOCUSED ON CREATING AN APPROPRIATE BALANCE BETWEEN THESE 3 PILLARS.



## MYTHS ABOUT CSR



"CSR is good. But it's for large enterprises only"

"CSR approach is too expensive"

"CSR is the manager's responsibility"

"CSR is only marketing, and it's only a temporary trend"

"CSR is difficult to implement because there are no proper standards"

"CSR is only for rich and developed organisations"

## FALSE IDEAS ABOUT CSR IN TRAINING CENTRES

### **"It is not relevant to our business"**

CSR is applicable to all sectors and activities. Education and skills development is a part of the CSR approach.

### **"We are a too small training centre to be involved and to make a change"**

In no way does the small size of a structure discriminate against the launch of a sustainable and responsible approach. On the contrary, it facilitates the involvement of everyone in the project.

### **"We are fortunately not affected by any CSR obligation"**

To take CSR as a regulatory constraint is not to understand it. It is not a question of writing a report on some issues. CSR is a more global approach to performance and continuous improvement, innovation and risk reduction.

### **"Training sector does not have a significant impact on society, so this is not our job"**

Training centres have a role to play in developing the capacities of trainees to become creators of sustainable value for business and society as a whole and to work for an inclusive and responsible global economy.

### **"Environmental issues cannot be addressed in training sessions"**

Adult training and learning never occurs in isolation from the environment that the trainee lives in or the wider world in general. Environmental issues and principles of sustainability can be applied to all training subjects.

### **"It is not fundamental to our stakeholders"**

Business data shows that more and more stakeholders are interested in the social and environmental performance of the organisations and businesses they use.

# BENEFITS OF THE CSR APPROACH IN TRAINING CENTRES

## **“Differ from competitors in the education market”**

Adapt to the requirements of customers and investors. Attract new employees who are looking for a training centre which corresponds to their values.

## **“Enhance its attractiveness”**

Aim for long-term profitability: organisations with a CSR portfolio do better than their counterparts without one, both with investors and stakeholders.

## **“Motivate your teams”**

Strengthen cohesion, giving meaning to the profession. Get closer to the employees and motivate them. Develop the skills of the employees and therefore of the organisation. Prevent social crises. Take into account the well-being of employees.

## **“Adapt to stakeholders' expectations”**

Build loyalty with partners, suppliers, subcontractors, etc. Perpetuate existing relationships and create new partnerships. React to the customers' growing demands for transparency about ethical and environmentally friendly performances in businesses and organisations.

## **“Enhance operational and resource efficiency (i.e. cost savings)”**

Follow guidelines for energy and resource saving and consumption: plan for sustainable operations, constant management and improvement.

## **“Contribute to sustainable business success”**

The CSR strategy is a stepping stone in order to understand and apply sustainable development in everyday operations. Establish better practices within the organisation, create wealth and support society.

## **“Secure supplies of high quality inputs”**

The CSR principles apply rules of fair trade, ethical labour, ethical competition, environmental and social standards and quality commitment.

## **“Create a confidence environment in the company's commitment”**

Better quality of management, products and services with introduction of principles like accountability, transparency and, as a result, credible performance.

# ISO 26000

## THE CSR REFERENCE FRAMEWORK

### Introduction/presentation of ISO 26000:

ISO 26000 is the only international standard for social responsibility. It defines the guidelines for corporate social responsibility (CSR), whatever their size, status, location, and sector of activity.

After five years of negotiation, this standard was adopted in 2010 by consensus using a multi-stakeholder approach involving experts from more than 90 states and 40 NGOs and international companies. Unlike management standards, it is not certifiable.

### Two fundamental practices of social responsibility:

- **Recognising social responsibility:** identify issues raised by the impacts of the organisation's decisions and activities and how they should be addressed to contribute to sustainable development.
- **Stakeholder identification and engagement:** stakeholders are organisations or individuals that have interests in any decision or activity of an organisation that can be impacted by them or influences them. Stakeholder engagement involves dialogue between the organisation and its stakeholders.

### Seven principles of social responsibility:

- **Accountability.** Account for the impacts of its decisions and activities on society, the environment, and the economy to prevent the repetition of unintended and unforeseen adverse effects.
- **Transparency.** Disclose in a clear, accurate, and complete manner, and to a reasonable and sufficient degree, the policies, decisions, and activities for which it is responsible, including their known and likely impacts on society and the environment.
- **Ethical behavior.** Based on the values of honesty, equity, and integrity, organisations must be mindful of the impact of activities on stakeholders and the environment.
- **Respect for stakeholders' interests.** Respect, consider, and respond to the interests of its stakeholders. Individuals or groups may also have rights, claims, or specific goods that should be considered.
- **Respect for the rule of law.** Respect for the rule of law is mandatory. It refers to the supremacy of law and, in particular, to the idea that no individual or organisation stands above the law and that the government is also subject to the law.
- **Respect for international norms and behavior.** If the law or its implementation does not provide for adequate environmental or social safeguards, strive to respect, as a minimum, international standards of conduct.
- **Respect for human rights.** Respect and promote the rights set out in the International Bill of Human Rights.



# SEVEN SOCIAL RESPONSIBILITY CORE SUBJECTS

**Social Responsibility** addresses **seven core subjects**, themselves divided into **36 issues**. Although these topics are linked and complementary, the theme of governance plays a central and crucial role, allows the process to be structured, ensures consistency with the organisation's strategic plan, and engages it in continuous improvement.



**From ISO 26000**

To raise social responsibility, organisations have to look at the seven core subjects holistically and consider all core subjects and issues. Organisations have to be aware that efforts to address one case may involve a trade-off with other problems. Improvements targeted at a specific topic should not harm the life cycle of the product or service or the value chain.

ISO 26000 guides putting social responsibility into practice in an organisation. This guidance intends to help organisations, whatever their starting point, integrate social responsibility into the way they operate. Following the ISO 26000 guidelines is a pledge of seriousness and credibility for its approach and its commitment.

# CSR STANDARD & LEGAL FRAMEWORK

Standard	Abstract & relevant core subjects (G:governance - W:workers - T:trainees E:environment - P:partners)
<b>Global compact</b> 	<p>United Nations organisation aiming to create incentives for organisations (companies, NGOs, etc.) to develop CSR. We can use GC in the training centre as a commitment to CSR. We have to publish a progress report every year.</p> <p><a href="https://www.unglobalcompact.org/">https://www.unglobalcompact.org/</a></p> <p><b>G-W-T-E-P</b></p>
<b>UN 17 SDG</b> 	<p>The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for all people and for the planet and sets 17 goals, to achieve that. Goal number 4 “QUALITY EDUCATION”, is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></p> <p><b>G-W-T-E-P</b></p>
<b>Standard - ISO 45 001</b> 	<p>ISO 45001 specifies requirements for an occupational health and safety (OH&amp;S) management system and guides organisations for its use. <a href="https://www.iso.org/standard/63787.html">https://www.iso.org/standard/63787.html</a></p> <p>Safety and health in the workplace are essential because they affect not only people’s lives but also their performance at work. The education sector employs thousands of people, and ISO 45001 can help to keep all these people safe and healthy</p> <p><b>G-W-P</b></p>
<b>Standard - ISO 14 001</b> 	<p>ISO 14001 specifies the requirements for an environmental management system that an organisation can use to enhance its environmental performance. <a href="https://www.iso.org/standard/60857.html">https://www.iso.org/standard/60857.html</a></p> <p>The education sector has a tremendous environmental impact because educational organisations are big consumers of electricity, gas, and water. They also produce a significant amount of waste and car/travel emissions through their employees/ students/teachers traveling to their premises.</p> <p><b>G-E-P</b></p>

### Standard-EMAS



The EU Eco-Management and Audit Scheme (EMAS) is a premium management instrument for organisations, including educational organisations, to evaluate, report, and improve their environmental performance.

[https://ec.europa.eu/environment/emas/index\\_en.htm](https://ec.europa.eu/environment/emas/index_en.htm)

**G-E-P**

### Standard-SA 8000



The SA8000® Standard is the leading social certification standard for organisations across the globe. Over the years, the Standard has evolved into an overall framework that helps certified organisations demonstrate their dedication to the fair treatment of workers across industries and in any country.

<https://certifications.controlunion.com/en/certification-programs/certification-programs/sa8000>

**G-E-P**

### Standard - ISO 9001



ISO 9001 is defined as the international standard that specifies a quality management system. In training centres, use the ISO 9001 standard to define stakeholders, identify their expectations, describe the process, the risk, and the opportunities, and apply the principle of continuous improvement to meet beneficiary's expectations

<https://asq.org/quality-resources/iso-9001>

**G**

### Standard - EFQM



The EFQM model is the European model of operational and managerial excellence. This standard covers all fields of global quality and requires the application of CSR requirements.

**G-W-T-W-P**

### Standard - Qfor

<http://qfor.org/>



Quality Assurance for Training Institutes and Consultancy companies. It's a label proposed by CERTUP (Bg)

The purpose of the Qfor European Collaboration Network (EESV Qfor 1998) is to manage and coordinate the Qfor Method and to promote the continuous innovation and adaptation of methods for the evaluation and certification of Training Institutes and Consultancy Firms. [https://qfor.org/qfor\\_methode.php?txtlang=en](https://qfor.org/qfor_methode.php?txtlang=en)

**G**

### International Labour Organisation



The only tripartite U.N. agency since 1919, the ILO brings together governments, employers, and workers of 187 member States, to set labour standards, develop policies and devise programs promoting decent work for all women and men.

<https://www.ilo.org/global/lang--en/index.htm>

**G-W-P**

### **Charter of Fundamental Rights of EU**



This Charter brings together the essential personal freedoms and rights enjoyed by citizens of the EU into one legally binding document. The Charter was declared in 2000 and came into force in December 2009 along with the Treaty of Lisbon

[https://www.europarl.europa.eu/charter/pdf/text\\_en.pdf](https://www.europarl.europa.eu/charter/pdf/text_en.pdf)

**G-W-T**

### **Regulation GDPR Europa**



General Data Protection Regulation is a REGULATION (EU) No 2016/679 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 27 April 2016

This regulation must be applied in training centres to protect the rights of individuals, and to regulate the processing of personal information, especially when saving and transferring digital information.

<https://eur-lex.europa.eu/eli/reg/2016/679/oj>

[https://ec.europa.eu/environment/emas/index\\_en.htm](https://ec.europa.eu/environment/emas/index_en.htm)

**G-W-T-P**

### **European directive on the duty of vigilance**



The European Parliament (EP) has repeatedly underlined the need for stronger European requirements for companies to prevent human rights abuses and environmental harm and to provide access to remedies for victims.

[https://www.europarl.europa.eu/RegData/etudes/BRIE/2020/603495/EXPO\\_BRI\(2020\)603495\\_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2020/603495/EXPO_BRI(2020)603495_EN.pdf)

**G-W-T-E-P**



# CSR IN TRAINING CENTRES

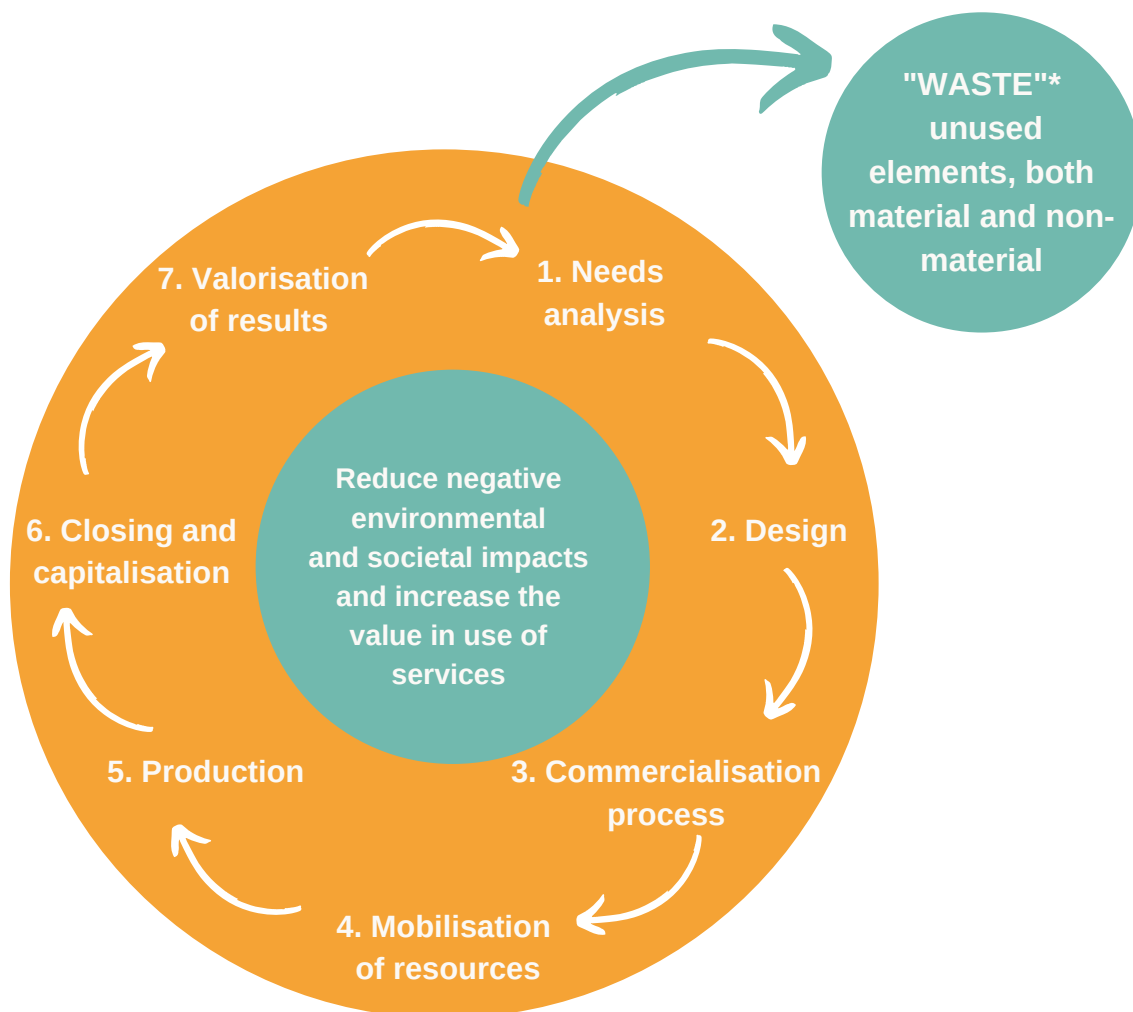
Through this document, we propose a sectoral guide of good practices based on the standard which is the benchmark in terms of CSR: ISO 26000.

Indeed, ISO 26000 is very general since it is applicable to any type of organisation. Long, theoretical and tedious to read, we want to facilitate the appropriation of CSR approaches by training centres by sending them concrete, operational and targeted directives on their profession and their activities.

Our ambition is to make the standard applicable and accessible by reducing the scope to that of education and adapting information to facilitate ownership.

There are many sectoral benchmarks in Europe (cleaning, communication, food, etc.). The “world of training” also needed a guide and a practical tool to take ownership of the ISO 26000 standard. We do not have the ambition to offer an exhaustive tool but we intend to be inspiring and to offer training centres a basis for developing their own CSR approach.

The document has been designed to fit into the day-to-day activities of a TC, which are presented in the following lifecycle:



“\* Non-material waste (courses that will no longer be taught, resource documents, training design, etc.) can be reused / recycled in other courses or distributed to anyone with free access so that they can increase the level of global knowledge of the population, provided that the author has allowed free access to his productions.”

## HOW TO USE THE LIFECYCLE:

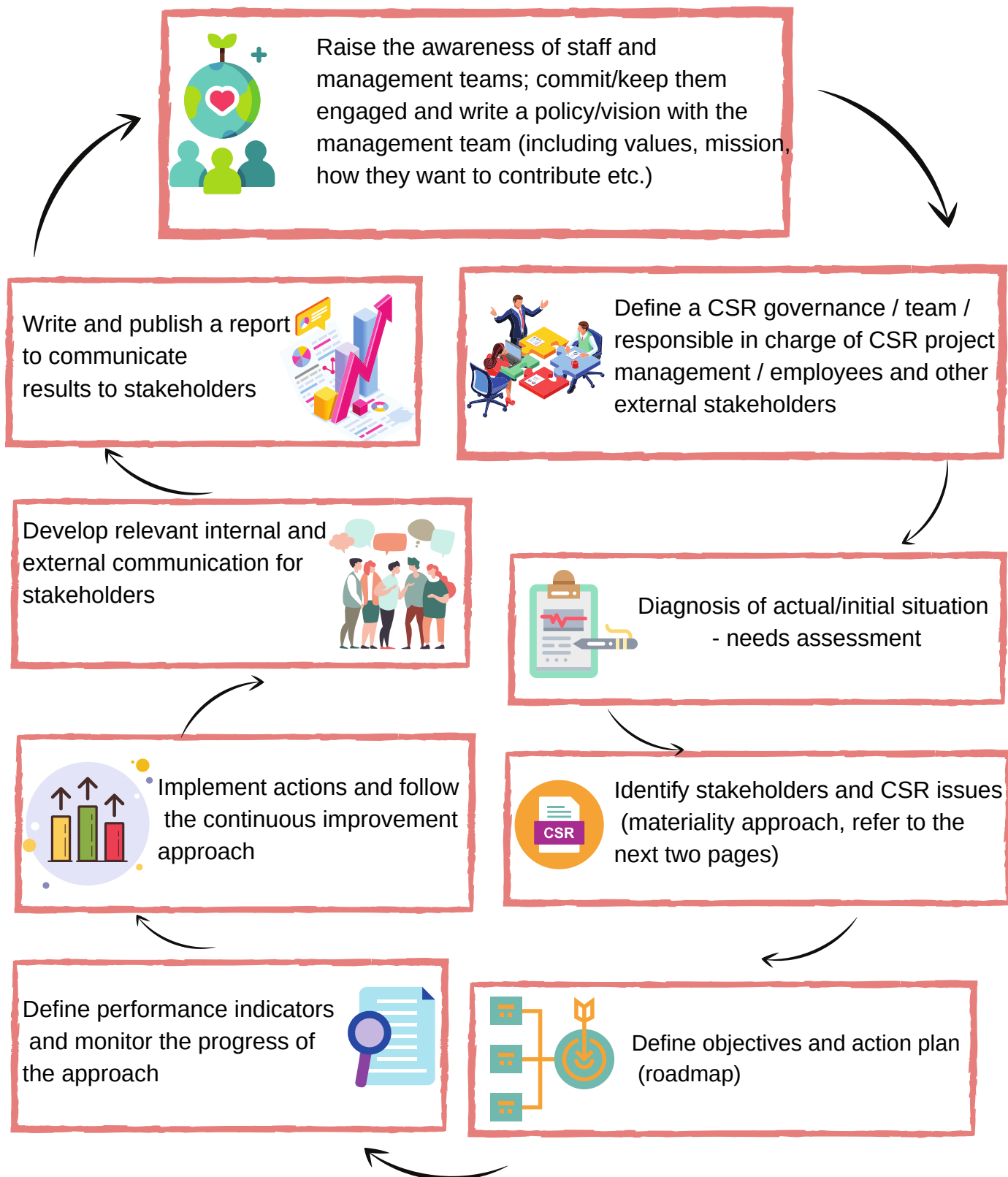
1. **Enable a diagnosis of sustainable practices**  
(good practices and practices to be improved) all along the loop, from the needs analysis to the valorisation of training session results.
2. **CSR risks and opportunities are defined at each step**, taking into account the interests of the stakeholders and the training centre.
3. **Build an action plan** with indicators for each step.



**CONCEPT**

**PART 3:  
CSR  
METHODOLOGY  
AND APPROACH**

# CSR IN TRAINING CENTRES: HOW TO IMPLEMENT IT?



## Key Success Factors

- Develop collaboration between stakeholders
- Manage change
- Make stakeholders active, committed and involved
- Ensure internal communication all along the process
- Implement step-by-step approach including clear timing for each step



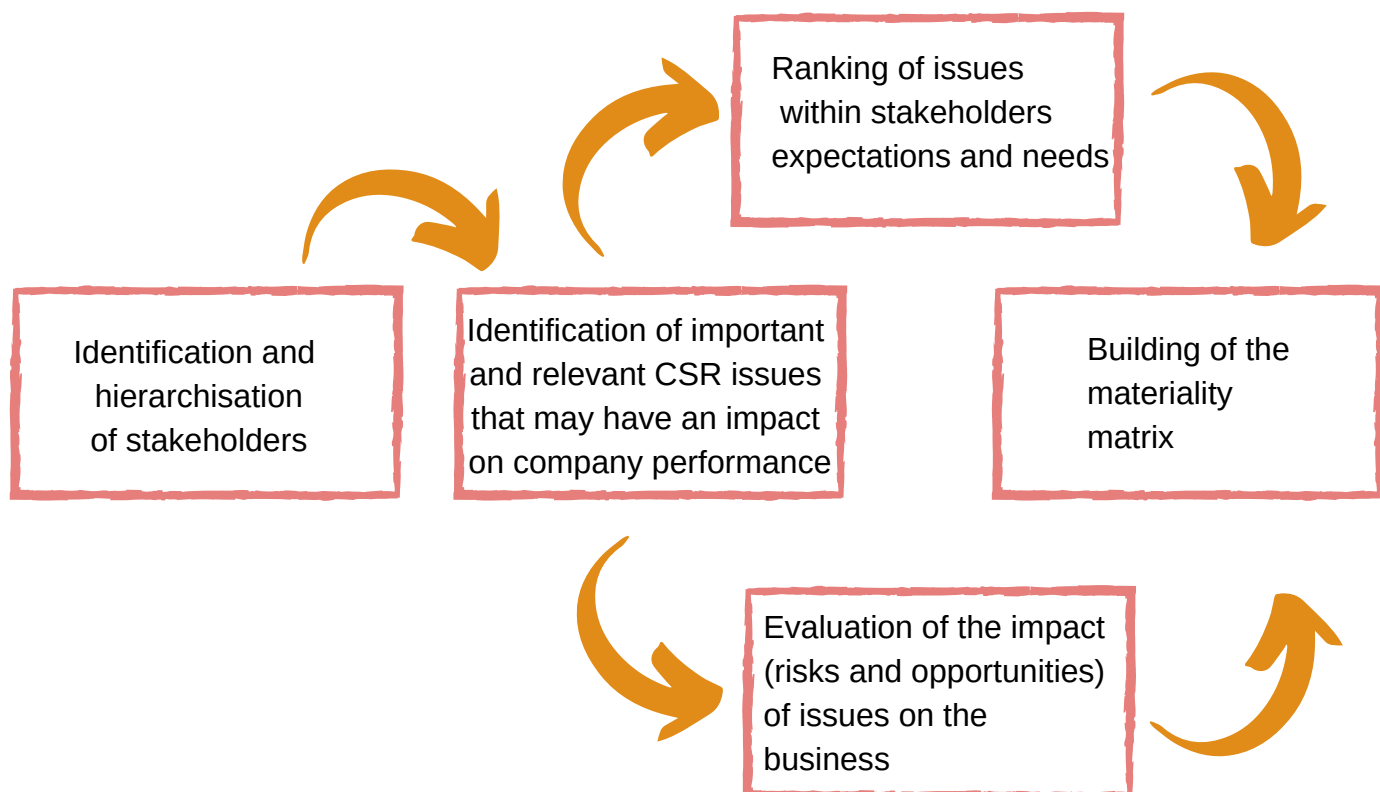


# METHODOLOGY: MATERIALITY ASSESSMENT

A **materiality approach** defines which CSR issues can significantly impact a business, its activities, and its ability to create financial and non-financial value for itself and its stakeholders. At the crossroads of trade and sustainable development, an analysis of materiality must:

1. **Identify essential and relevant issues** that may impact company performance.
2. **Prioritise** them according to their potential impact on the company and its ecosystem.

The materiality approach is a **five-step** process



# 1. STAKEHOLDERS MAP: IDENTIFICATION AND HIERARCHISATION

## What are stakeholders?

The training centre's activities, products, or services could affect individuals, groups of individuals, or organisations that influence and affect the training centre's activities, products, or services.

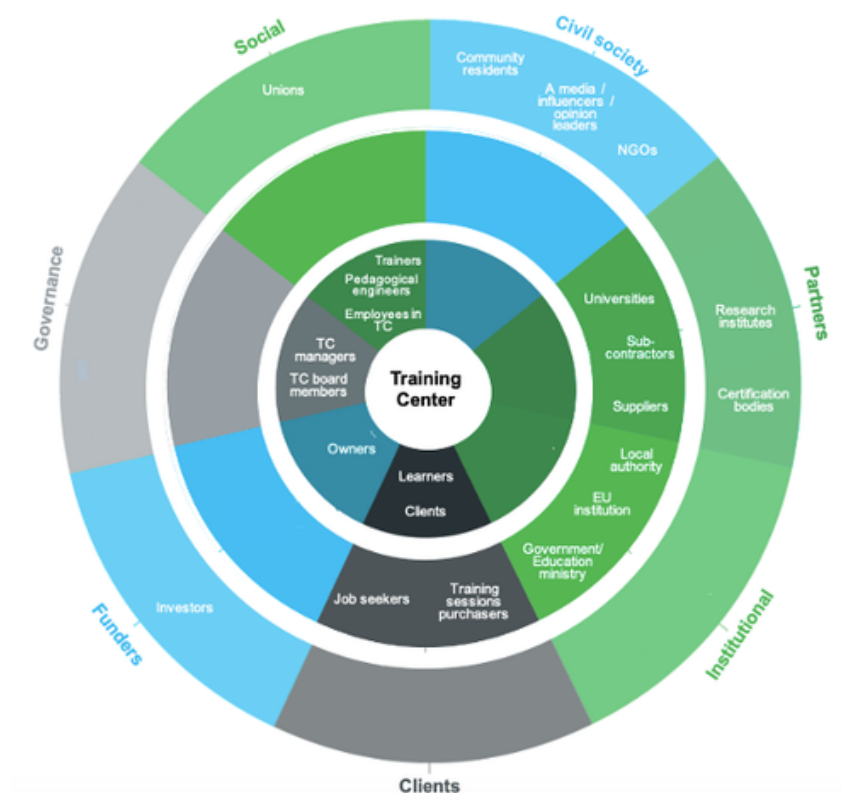
## Why and how to create a stakeholders map?

The identification and hierarchisation of stakeholders through a map provide a better vision to understand training centres' internal and external environment. The stakeholders ranking can be done in 3 circles.


- **Circle 1:** Stakeholders who have a strong influence on the organisation and who are strongly impacted by the organisation's activity
- **Circle 2:** Stakeholders who have some influence on the organisation and who are moderately impacted by the organisation's activity
- **Circle 3:** Stakeholders who have little influence on the organisation and who are weakly impacted by the organisation's activity

## What kind of results?

In 2019, as part of our Erasmus+ project, the 9 European partners (from Bulgaria, France, Greece, Italy, Latvia, Poland, Romania, and Sweden) had carried out the mapping for a typical European training organisation. This example can serve as a model, but it has to be adapted to each training centre according to its context, territory, ecosystem, etc.



## 2. CSR ISSUES SELECTION:



**TIP: Select a panel of 20 to 40 relevant CSR issues to test with stakeholders and business**

### What is a relevant issue?

- An important and relevant issue is a topic that may positively or negatively impact the Training Centre's performance, representing an essential topic for stakeholder's point of view.

### How to select CSR issues?

- You can prepare a list with sustainable topics based on the ISO 26000 principles, core subjects, and issues, B-corp label, the Sustainable Development Goals (SDGs), the UN Global Compact

- The first list needs to be complemented by issues relating to the context, ecosystem area of activity, current and future regulations, market trends (competitive practices), etc.

### - Define a stakeholders' panel

Be attentive to representativeness in relation to a stakeholder map, and it must be proportional to their importance/influence/impact

- **Organise a survey** to obtain detailed and wide-ranging results:

- quantitative study with a survey: data provide the figures that validate general points
- a qualitative study with face to face interviews: data give the detail and context to understand all the implications

## 4. ISSUES RANKING PART 2: ASSESSMENT OF BUSINESS

- **Identify the stakeholders** with a business vision: executive committee, board of directors, managers, etc.

- **Organise a meeting** to range issues with a business point of view

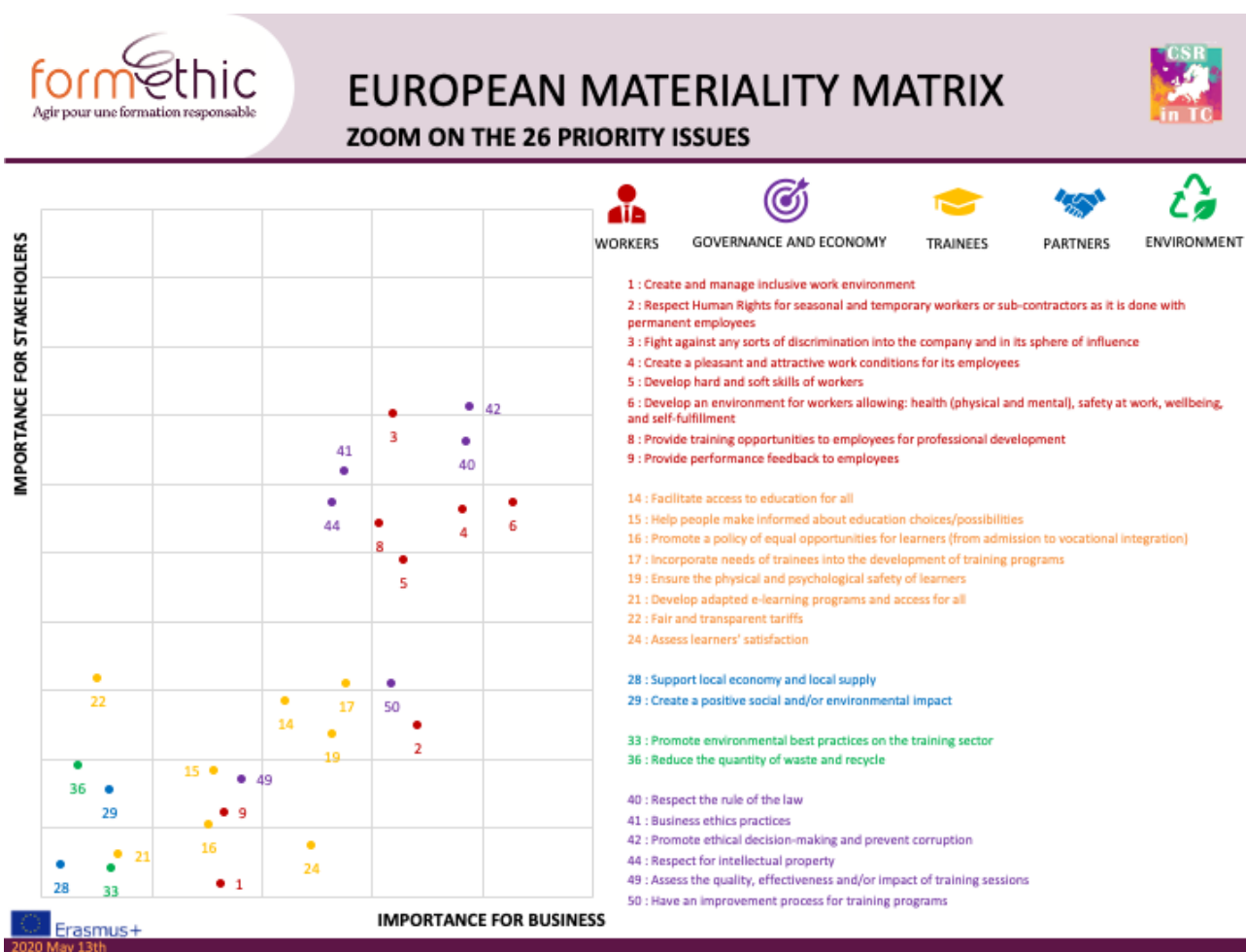
- **Identify the opportunities and risks** of each case with the argumentation (e.g. customer gain, turnover gain, turnover loss, legal and regulatory analysis)

## 3. ISSUES RANKING PART 1: STAKEHOLDERS EXPECTATIONS AND NEEDS

## 5. MATERIALITY MATRIX

It allows identifying the most critical issues (top right): priority areas of work to implement its CSR strategy.

You can find below the illustration of the materiality matrix produced in the framework of the Erasmus+ project. Twenty-six priority issues have been pointed. Each of them is the subject of a good practice page (part 4 of this repository).



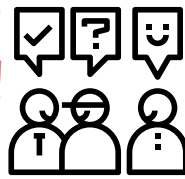
Following the survey of interested parties, you can see that our study on materiality reveals fewer priority issues on the themes of the environment and economic partnerships than on other themes such as employees, interns or even the governance. You will find a number of practical sheets proportionate to these results in part 4.

**More info:** <https://e-csr.eu/io1-benchmark-and-materiality-report/>

# HOW TO COMMUNICATE AND GAIN CREDIBILITY

## 7) Capitalise and focus on continuous improvement

- credibility is a long-term process and it is improving step by step
- learn to progressively integrate practices of social responsibility in the development of the organisation and to update the existing practices
- focus on exemplarity and influence stakeholders and business sector to develop social responsibility as well



## 1) Ask stakeholders what they want

- maintain a continuous, transparent and constructive dialogue
- materiality assessment is part of stakeholders dialogue to evaluate their expectations and needs

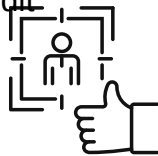
## 2) Define the role of the organisation's leaders (governance)

- embody the CSR approach
- pay attention to the evolution of governance
- define social responsibility commitments (clearly motivated, monitored and linked to the effectiveness of activities and global target)



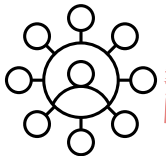
## 6) Assess the opportunity for external recognition

- build trust by obtaining a recognised label or by being evaluated by a third party
- use an external audit to improve CSR approach and practices



## 3) Integrate employees into the process

- internal communication, regular meetings with a CSR team
- engaging strategy and communication
- make employees actors in the CSR approach (change management)



## 5) Report on the process

- put in place a CSR reporting process to measure the evolution of the different indicators and the achievement of targets
- organise an internal audit
- publish CSR performance report each year (whatever the performance is (good or not))

## 4) Communicate fully and transparently

- publish a CSR Statement document, declare the organisation's commitment to CSR principles, goals and specific actions
- gain and keep the trust of CSR implementation
- regular newsletters about CSR actions or/and integrate CSR into communication actions







## **PART 4: REPOSITORY OF GOOD PRACTICES**

# GOOD PRACTICES SUMMARY

You will find in the following pages 27 good practices' (GP) pages split into 5 themes. These pages are not exhaustive but they will help/guide you for adopting a roadmap on priority issues.

## WORKERS - Page 27

- GP 1: INCLUSIVE WORK ENVIRONMENT
- GP 2: HUMAN RIGHTS FOR ALL EMPLOYEES
- GP 3: NON-DISCRIMINATORY TRAINING CENTRES
- GP 4: ATTRACTIVE WORK CONDITIONS
- GP 5: HARD AND SOFT SKILLS OF WORKERS
- GP 6: HEALTH, SAFETY AND WELLBEING ORIENTED WORK ENVIRONMENT
- GP 7: TRAINING OPPORTUNITIES FOR EMPLOYEES
- GP 8: PERFORMANCE FEEDBACK TO EMPLOYEES
- GP 9: COMPETENCIES OF TRAINERS

## TRAINEES - Page 37

- GP 10: ACCESS TO EDUCATION FOR ALL
- GP 11: AWARENESS OF EDUCATIONAL POSSIBILITIES
- GP 12: EQUAL OPPORTUNITIES POLICIES FOR LEARNERS
- GP 13: TRAINING PROGRAMMES INTEGRATING LEARNER'S NEEDS
- GP 14: PHYSICAL AND PSYCHOLOGICAL SAFETY OF LEARNERS
- GP 15: ACCESSIBLE e-LEARNING PROGRAMMES FOR ALL
- GP 16: FAIR AND TRANSPARENT TARIFFS
- GP 17: LEARNERS' SATISFACTION ASSESSMENT
- GP 18: EDUCATION FOR SUSTAINABLE DEVELOPMENT

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- GP 19: LOCAL ECONOMY AND SUPPLY
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- GP 21: PROMOTION OF PRO-ENVIRONMENTAL PRACTICES
- GP 22: REDUCTION OF WASTE AND RECYCLING

## GOVERNANCE - Page 53

- GP 23: THE RULE OF THE LAW
- GP 24: ETHICAL DECISION-MAKING
- GP 25: INTELLECTUAL PROPERTY
- GP 26: TRAINING SESSIONS: QUALITY - EFFECTIVENESS - IMPACT
- GP 27: IMPROVEMENT ACTIONS FOR TRAINING PROGRAMMES

# HOW TO EXPLORE GOOD PRACTICE PAGES?

All the Good Practice pages are built under the same model.

## Good practice title

Each sheet bears the colour code that corresponds to the CSR category issue to which it belongs

## Quote

In this box you will read some inspiring words

## Example of good practice

You will find here an interesting best practice that we noted during our meetings and research. The training centre gives you the benefit of its experience

## Action ideas

You will find here some ideas that can help you implement your CSR roadmap. Actions are listed by level of maturity in the CSR approach or by difficulties of implementation

FAIR AND TRANSPARENT TARIFFS	
<b>EXAMPLE OF GOOD PRACTICE</b> <p>At Formethic (France), the overall price of a training course is calculated by adding the costs associated with each step of the training life cycle. Formethic transparently communicates the detailed price to its clients.</p> <p>This transparency allows a valorisation of each activity of training. It is used as a dialogue tool and contributes to creating trust. Clients need to know what they are paying for and how the created value is shared between the different stakeholders.</p>	<b>QUOTE</b> <p>"Trainees need to know exactly what and why they are paying" - Veselina Dyakova - TC of Delta textile (Bulgaria)</p>
<b>ACTION IDEAS</b> <ul style="list-style-type: none"> <li>Communicate the training prices, training programs on all media before registration</li> <li>Refuse a price agreement with competitors</li> <li>Monitor and compare prices of similar services on the market</li> <li>Calculate a fair tariff taking into account the real costs of a TC and stakeholders</li> <li>Integrate long-term investments into prices</li> <li>Communicate to funders the cost structure (procedure for calculating the service price)</li> <li>Periodically review the prices of subcontracted services</li> <li>Offer free support in creative commons (CC) as often as possible</li> <li>Set up an ethics committee consisting of the important stakeholders (funders, client companies, employers, etc.) who participate in the price determination</li> <li>Dialogue with employees, trainers and subcontractors so that remuneration allows them not only to do their job well but also to develop their skills and adapt prices accordingly (fair trade rules)</li> </ul>	<b>ADVICE AND TIPS</b> <p>- Attractive communication about detailed, fair and transparent tariff (see below)</p>  <p>43% of the sale prices go to the teacher!</p>
<b>IMPACTS and BENEFITS</b> <p>The virtuous circle of adult education:</p> <ol style="list-style-type: none"> <li>the customer (collective, company, people) buys courses at a fair price defined by the trainers;</li> <li>learners and prescribers establish partnership relations with training organisations;</li> <li>trainers sell or are paid at a price that allows them to live and invest;</li> <li>training centres invest in the quality of services and recruiting;</li> <li>learners, job seekers, employees or individuals see their skills increase and funders and companies can pay the fair price.</li> </ol>	<b>LEGAL FRAMEWORK</b> <p>OECD : TALIS - The OECD Teaching and Learning International Survey  <a href="http://www.oecd.org/education/talis/">http://www.oecd.org/education/talis/</a>  WBCSD</p>

## Advice and tips

In this box you will find some valuable tips to help improve your process and your management change

## Legal framework

You will find in this box a list of European or national regulatory texts or standards relating to the topic

## Impacts and benefits

We have listed here the positive impacts and benefits that you can expect by implementing an action plan relating to the CSR topic





# GOOD PRACTICES ON WORKERS

# GP1: INCLUSIVE WORK ENVIRONMENT



## EXAMPLE OF GOOD PRACTICE

Ecological Future Education (Latvia) practices an inclusive work environment for persons with disabilities, making the premises accessible and adapted to their needs. The goal is to make persons with disabilities feel welcome and valued for their contributions, and to ensure that such persons have the same opportunities for self-fulfilment as other employees.

## QUOTE

"Each employee and his or her needs and abilities is what we build on" – Linda Sirmā, Ecological Future Education (Latvia)

## ACTION IDEAS



- Create a positive and supportive work environment by organising regular online satisfaction surveys and holding annual interviews with employees
- Develop team-oriented work environment where the team has a sense of unity and everyone does tasks according to capabilities
- Organise joint staff and team building activities
- Develop weekly lunch for all employees and management



- Communicate with your employees and listen to their needs
- Organise joint activities for the team - training on various important aspects such as diversity, leisure activities to improve work relationships, etc.
- Provide paid days off for joint volunteering activities



- Involve employees in decision making
- Make the premises accessible according to the accessible environment guidelines
- Involve employees into shaping the image of organisation
- Measure employee satisfaction of working conditions and work-life balance

## ADVICE AND TIPS

- Management must consider the added value of each employee without discriminating them
- Check laws and financial support to adapt workspace for people with disabilities
- Base recruitment policy on competences and not origins, gender, etc.

## IMPACTS and BENEFITS

1. Employees feel better/happy in company
2. Increased know-how of employees and easier to attract new employees
3. Continuous improvement to increase performance and to become a learning organisation
4. Increased contribution and efficiency of employees to the organisation
5. Provided access to equal growth opportunities
6. Strong and sustainable image of the organisation has been developed
7. Work environment adapted for persons with special needs

## LEGAL FRAMEWORK

[Accessibility: Principles and Guidelines](#)



# GP2: HUMAN RIGHTS FOR ALL EMPLOYEES

Human  
Rights



## EXAMPLE OF GOOD PRACTICE

Responsible training organisations offer to their subcontractors the same training opportunities and privileges as to their employees on transversal themes such as gender equality, climate change, disability, educational innovation, quality in training, responsible good practices, digital tools and all the techniques that can help people progress. FORMETHIC offers accommodation the day before training to the trainer who travels more than 150 km from his home, so he or she is rested on the training day.

## QUOTE

"Respect is key for sustainable business" –  
Ģirts Veigners, TC  
"P.I.T.E.C." Director,  
(Latvia)

## ACTION IDEAS



- Ensure that you train seasonal employees on the company's policies (anti-harassment, safety, etc.)
- Sign a charter with values/commitments with external workers and honour it
- Prepare and take the time to integrate them in your activities



- Apply human rights to the sub-contractors: decent wages, transparency, respect of intellectual property, no discrimination
- Consider all activities for retribution (preparation, travel time, accommodation, mentoring, evaluation, etc.)
- Plan activities in advance so they can organise their calendar and respect these time frames
- Plan and implement a departure process (end of contract meeting, evaluation, feedback, etc.)



- Evaluate seasonal, temporary workers and sub-contractors the same way as the permanent employees, whenever possible
- Coach or teach external workers towards best CSR practices

## ADVICE AND TIPS

- Remember that most employees rights apply to all workers, even in case of short-term employment
- Don't consider your sub-contractors as second-class workers
- Offer to write letters of recommendation
- Foster long-lasting partnership

## IMPACTS and BENEFITS

1. Improved TC image
2. Better collaboration between the external and internal team (exchange of good practices)
3. Increased loyalty of the external workers and clients
4. Being a fair employer attracts higher-skilled people
5. Learners perceive the TC as coherent

## LEGAL FRAMEWORK

ILO  
ISO 26000 - Supply Chain principle

# GP3: NON-DISCRIMINATORY TRAINING CENTRES



## EXAMPLE OF GOOD PRACTICE

In Moldova National Museum Complex of Iasi, Romania (CMNM), there is a constant interest and care shown towards any form of discrimination into our activities. We welcome participants from all environments and encourage involvement of people from disadvantaged backgrounds: Roma people, people living in poor conditions, old people in care centres.

## QUOTE

"What may seem a weakness can be turned into a strength or an asset, if you know how to integrate it into the general picture" – O. Dragotă, Museographer, CMNM, (Romania)

## ACTION IDEAS



- Organise awareness sessions for the staff on discriminatory behaviour, how to avoid it and related legislation
- Open the training centre to all kind of beneficiaries
- Allow working time for volunteering activities in favor of disadvantaged groups



- Communicate actions addressing disadvantaged people to attract them to the TC
- Ensure staff equal treatment (recruitment, recognition, pay, promotion, attitude, etc.)
- Train the staff to develop and monitor "adaptative learning" for disadvantaged learners
- Use a methodology that focuses on the persons and their intrinsic qualities
- Promote diversity throughout the entire organisation (trainings, team building, etc.)



- Make staff aware that discrimination of any type impacts everyone
- Implement a policy to fight against the discrimination
- Adapt TC activities to discriminated people when necessary

## ADVICE AND TIPS

- Break down barriers through design and communication in the organisation and trainings
- Check grants to offer free trainings for disadvantaged people
- Appoint equality/diversity/inclusion reference persons

## IMPACTS and BENEFITS

1. Improved staff satisfaction
2. Better reputation and increasing of clients' pool
3. Gained self-esteem for the disadvantaged people
4. More cohesive society achieved

## LEGAL FRAMEWORK

UNESCO, Convention against Discrimination in Education (1960)  
Framework Convention of the Council of Europe for the Protection of National Minorities of 1995: Art. 12 and 14



# GP4: ATTRACTIVE WORK CONDITIONS




## EXAMPLE OF GOOD PRACTICE

Private Training Centre – AUSTRUMVIDZEME (Latvia) – started operating in 1994 with hardworking employees. The training centre pays attention to job attractiveness by supporting employee’s needs, providing conducive working environment and offering professional development training and job sustainability.

## QUOTE

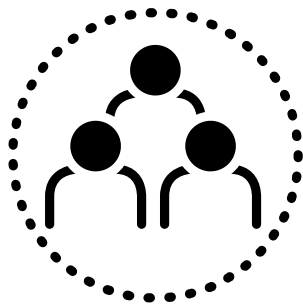
"Everyone in the training center must feel needed, expected and loved!" –  
Aija Kalēja (Latvia)

## ACTION IDEAS

-  - Implement flexible work balance – employees can organise their work structure and plan their schedules
- Create and organise social meeting places for employees based on their talents
-  - Equip private space – employees have access to a private working area as well as a lounge to enable them relax and focus on work activities
- Provide necessary resources – training centre provides all necessary materials and technical base for training
- Lead collaborative meetings (team building) to prepare, carry out, or evaluate projects
-  - Offer opportunities – employees receive annual professional development and/or self-development training
- Send employees as participants in Erasmus+ mobility training abroad
- Make the new working positions with priority for the current staff
- Measure annual employee satisfaction and organise collective decision making session

## ADVICE AND TIPS

- Involve employees into decision making so that they feel needed and motivated to do their job



## IMPACTS and BENEFITS

1. Better products are offered
2. Employee's stress decreases and they feel trustworthy/valued
3. Employees future work security is ensured and the turnover is reduced
4. Inspiration and motivation of partners/clients/suppliers has increased
5. More trust from clients and learners
6. Up-to-date qualification of the staff
7. Staff's loyalty to the company increases
8. Attracting better employees will result in a better reputation of the company
9. Fostered creativity

## LEGAL FRAMEWORK

SA 8000

Amfori BSCI code of conduct

# GP5: HARD AND SOFT SKILLS OF WORKERS

## SKILLS

### EXAMPLE OF GOOD PRACTICE

EPIMORFOTIKI KILKIS (Greece) is a VTC that values the development of its employees' skills, their personal abilities and the needs of the company. As an example, EPIMORFOTIKI KILKIS recently appointed one of its employees as centre manager for data management and protection Personal Data, after training him on the GDPR. It is meant to be the centre's responsible for management and security of personal data, and to receive special training on GDPR.

### QUOTE

"The development of hard and soft skills of workers is very important and beneficial for both, the company and the worker"  
– Nikolaos Georgiadis, beneficiary of good practice (Greece 2021)

### ACTION IDEAS



- Set up a self-evaluation model for workers to define, assess their weaknesses and evaluate their skills needed to be improved
- Develop talents (interpersonal skills, technical skills, etc.) and team skills
- Professional interviews must be based on both hard and soft skills



- Create multi-years individual development plans for workers to achieve the maximum of their abilities in line with career plans and market needs
- Offer training programs in your organisation for employees
- Set a minimum number of annual training hours for all workers



- Show equal value of hard and soft skills
- Develop a monitoring and evaluation plan to track employees' value added development
- Offer social and financial incentives for outstanding employees and offer training for skill development

### ADVICE AND TIPS

- Both hard and soft skilled workers are needed in a high performing organisation. To encourage the development of the skills, fund training programs are relevant
- Focus on internal cross-training to share skills within teams
- Invest in the development of your employees' soft skills and enhance them

### IMPACTS and BENEFITS

1. Workers self-confidence and willingness initiative is increased
2. Increased effectiveness of workers
3. Improved workers' performance
4. Increased employees satisfaction and their empowerment and motivation have been developed
5. Maintained and developed employability of employees and enhanced company reputation
6. The TC is attractive in the job market and attracts talents

### LEGAL FRAMEWORK

- National laws on GDPR
- Regulation (EU) 2016/679 and Directive (EU) 2016/680 of the EU Parliament and of the Council of 27/04/2016



# GP6: HEALTH, SAFETY, AND WELLBEING ORIENTED WORK ENVIRONMENT



## EXAMPLE OF GOOD PRACTICE

Manteifels Projekti (Latvia) provides professional development training for educators. Covid-19 consequences created not only problems with the transition from face-to-face to online training but also cultivated educators' mental health struggles. It was evident that educators struggled not only with IT skills but also with the mental burden caused by work in an online mode; therefore, training with psychologists and other specialists was carried out.

## QUOTE

"The best thing a leader can do is to lead by example" –  
Megija Kaleja, Chairperson of Manteifels Projekti (Latvia)

## ACTION IDEAS



- Find out employees' needs on a yearly basis (in terms of competences/training)
- Support/encourage preventive medical examinations
- Give feedback to the employees when they are doing a good job



- Communicate with your employees and listen to their needs
- Implement risk management
- Provide free physical and artistic activities based on employees' choice



- Create attractive and safe work environment (air quality, noise, light, etc.)
- Implement voluntary well-being activities based on employees' needs
- Measure employee satisfaction once a year
- Assess occupational health and safety risks, and implement an action plan to improve the quality of life at work
- Systemise and reuse the work done to save energy, time and mental/work-load

## ADVICE AND TIPS

- Give Human Resources a task to make annual evaluation of employees wellbeing in the training centre and of their self-fulfilment needs (questionnaires, interviews, etc.)



## IMPACTS and BENEFITS

1. Increased knowledge of employees needs
2. Employees needs are addressed based on current events in the world
3. Trust into management has been developed
4. Improved energy levels, physical and mental health of employees
5. Positive and supportive work environment has been created
6. Reduced absenteeism
7. Reduced number of work accidents and occupational diseases

## LEGAL FRAMEWORK

SA 8000  
OHSAS 18001 from ILO  
ISO 45001



# GP7: TRAINING OPPORTUNITIES FOR EMPLOYEES

## EXAMPLE OF GOOD PRACTICE

Amolingua, a Scottish training provider, pays much attention to professional development of the staff: they usually invite experts from various fields to give a webinar/answer questions for the staff. Sometimes employees take an initiative and check on courses to fill in their gaps on Udemy and similar platforms and Amolingua offers them for free. Also, the CEO and management coach the staff. Moreover, when some new issues arise, they organise ad-hoc training courses for the staff.

## QUOTE

"People do not leave companies because of money, but because they are not valued" –

Rachel Tuller, CEO and Business coach (USA)

## ACTION IDEAS



- Organise an on-boarding programme for new employees
- Try to implement different types of training programmes according to the employees' needs (e-learning, blended learning, on-site learning)
- Set up learning objectives for your staff
- Discuss the skills development plan with employees representatives



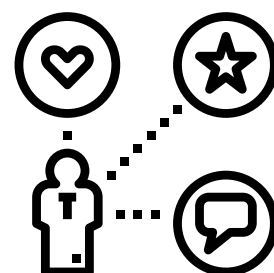
- Organise a structured training programme for all employees based on the need analysis of both business and staff
- Implement training programmes to develop hard and soft skills
- Offer employees the opportunity to go on long and certifying training, as well as support them when preparing for certification by validating prior experience



- Set up an evaluation model to assess the training programme's results and develop skills monitoring
- Create useful, personalised and engaging employee learning experiences, including providing them with needed literature, other resources and digital tools
- Collect and carry out structured needs' analysis

## ADVICE AND TIPS

- Soft skills are as just as important as hard skills
- Soft skills training in areas like communication and problem
- Solving boosts productivity and retention by 12% (Hay Group)



## IMPACTS and BENEFITS

1. Improved employee satisfaction, performance and motivation
2. Reduced turnover and a positive work environment is created
3. Addressing weaknesses and strengths that an employee may have
4. Boosting consistency for staff/managers for performance purposes
5. Increased creativity, innovation, especially in the methodologies and pedagogic approaches
6. Enhanced company reputation

## LEGAL FRAMEWORK

- Council Resolution on a renewed EU agenda for adult learning
- Council Recommendation on Upskilling Pathways: New opportunities for adults

# GP8: PERFORMANCE FEEDBACK TO EMPLOYEES



## EXAMPLE OF GOOD PRACTICE

DIAS VET in Greece, which employs 50 employees as trainers and admin staff, sets a plan of quarterly performance reviews and feedback from management to employees. Often feedback can be given to employees on a monthly or weekly basis and according to the project and the training task and is mainly based on two pillars: 1. The initial agreement of very clear targets and outputs at the beginning of the task; 2. Making use of valuable trainees' evaluation data on employee performance.

## QUOTE

"Knowing what is expected of you and having clear targets is fundamental for performing at your best" – Pallantzas, Director (Greece)

## ACTION IDEAS



- Be flexible and create different performance plans for individual employees
- Focus on good points of performance and make employees feel appreciated
- Explain the impact of the employee's work on the business success



- Set a continuous procedure of evaluation and feedback from trainers and learners
- Follow and observe both management and employee changes in satisfaction, in order to directly act accordingly
- Measure the impact of feedback
- Conduct an annual survey on employee satisfaction with their managers



- Set a quarterly plan of targets and achievement milestones in cooperation with the employee. Have monthly updates and allow for changes and adjustments
- Send staff/managers on mentoring/supervision training so they can provide effective and supportive feedback to employees
- Allow the employee to also request performance feedback from management when believed necessary

## ADVICE AND TIPS

- Encourage face to face communication – focus & reward good performance and positive attitude, take direct action, be clear and unambiguous, create a staff supervision policy
- Be clear on targets and expectations
- Foster feedback among peers

## IMPACTS and BENEFITS

1. Employees offer the maximum of their capacity
2. Fostered sense of belonging to the organisation
3. Promoted employees' advancement within the company
4. The employees feel heard and valued
5. Better organisation of the work
6. Improved work performance (reduced mistakes and errors)
7. Good atmosphere at work

## LEGAL FRAMEWORK

GDPR in Europe

Privacy Policy

ILO

# GP9: COMPETENCIES OF TRAINERS

## EXAMPLE OF GOOD PRACTICE

The FORMETHIC training centre (France) offers its trainers two professional development days per year. The first focuses on adherence to FORMETHIC's values, culture and the implementation of quality process. The second focuses on CSR topics for trainers such as gender equality, training people with disabilities, ethics in training, and the impact of training on the environment. These training courses are free of charge for the participants, but they are invited to make a conscious contribution.

## QUOTE

"A responsible TC should allow trainers to increase their competencies and to innovate continuously" – Marie Edith de la Brosse, Formethic pedagogical responsible (France)

## ACTION IDEAS



- Encourage participation in seminars, webinars, conferences, forums to develop competencies
- Share good practices with all trainers
- Join an external network to exchange good practices



- Organise meetings with your trainers to exchange and analyse practices
- Organise and offer workshops, webinars etc. for your trainers
- Organise time and space to allow exchange and collaboration



- Use a participative management style
- Set up a shared monitoring system on educational and technological innovations
- Set up a system to collect the ideas and needs of trainers (digital wall, suggestion box) and a multidisciplinary monitoring committee
- Define and monitor a competency development plan on the following 3 topics: the trainer's area of expertise, pedagogy and CSR

## ADVICE AND TIPS

- Be in an active listening posture for difficulties met by your trainers
- Share successes and decisions
- Consider that trainers, too, need lifelong learning
- Facilitate change, adaptability and open-mindedness

## IMPACTS and BENEFITS

1. Better quality, efficiency and impact of courses
2. Better job satisfaction
3. Cohesion within the group of trainers
4. Higher return on investment in training
5. Dissemination of CSR
6. Improving the quality of life at work
7. More competent trainers

## LEGAL FRAMEWORK

ISO 26000

Erasmus+ Priorities





# GOOD PRACTICES ON TRAINEES

# GP10: ACCESS TO EDUCATION FOR ALL

## EXAMPLE OF GOOD PRACTICE

In the "CFA Commerces et Services" training centre in Blagnac, near Toulouse (Fr), the trainers run their cookery, hotel management, sales or accounting courses and all the general education courses for learners whose mother tongue is not French, who are first-time arrivals, or who have major difficulties in written and oral expression or comprehension. An adapted pedagogy enables these learners to pass their exams, sometimes with longer training times. These classes are called allophone classes

## QUOTE

"Never give up, there may be reticence sometimes, but goodwill, professionalism and persistence will always convince even the most skeptical people that with patience and with the right methods everybody can get educated" – Coralia Costaş (Romania)

## ACTION IDEAS



- Ensure accessible TC facilities (classroom, welcome, etc.)
- Set up a learning context that allows everybody to learn, to improve, to consolidate previous knowledge
- Inform the TC beneficiaries about the existing support through various (adapted) forms of communication
- Provide accessible information on website



- Adapt training programmes and teaching tools/methodologies for people with special needs (invite companions, translators. etc.)
- Train staff how to recognise and deal with less visible disabilities (mental for instance)
- Design integrative training programme to anticipate and ensure the necessary means to implement them (train the staff for instance)



- Create a network of partners who can help compensate for a visual or hearing handicap for example
- Dissemination of information must be increased

## ADVICE AND TIPS

- Try to understand community engagement in all its aspects. Try to be as inclusive as possible. Act proactively in order to avoid discrimination



## IMPACTS and BENEFITS

1. Increased motivation of trainers to update their skills in communicating with people with various needs
2. Increased chances for all people to have access and enjoy similar/equal educational experiences
3. Improved integration of disabled people on the labour market thanks to skills and competences acquired in TCs
4. Improved perception and better reputation of the organisation within the community

## LEGAL FRAMEWORK

UNESCO, Convention against Discrimination in Education (1960)  
Universal Declaration of Human Rights: Art. 26  
Convention for Fighting Discrimination Against Women of 1979: Art. 10



# GP11: AWARENESS OF EDUCATIONAL POSSIBILITIES

## EXAMPLE OF GOOD PRACTICE

Epimorfotiki Kilkis, is a training centre in Greece, that helps people to be informed about educational choices by using both traditional and new methods. The company takes advantage of all possible ways that new technologies have to offer, like the website, social media (Facebook, Instagram), and e-mails. Other announcements are made in local newspapers and in radio stations. Also, people can be reached through a wide network of collaborating organisations, associations and local authorities/public services.

## QUOTE

"Helping people be informed about educational opportunities, improves a VET's ability to develop" – Panagiotis Amoiridis, Director of VET (Greece)

## ACTION IDEAS



- Measure effectiveness by getting feedback from trainees, on how they got the information about a specific training course (via facebook, website etc.)
- Check and evaluate the techniques of disseminating information about educational possibilities



- Reach out to people through local associations who have limited access to a VET's premises
- Use new technologies and applications to inform people about educational choices



- Dissemination of information must be increased
- Knowing the labour market needs and providing the appropriate training opportunities to the trainees, can make a VET useful to the local community/economy

## ADVICE AND TIPS

- Disseminate information about educational possibilities, cooperate with local associations to establish access to their members
- Try to connect educational choices to the local labour market needs
- Use all means to reach as many people as possible (see below )

## IMPACTS and BENEFITS

1. New career prospects for the trainees have been created
2. The labour market has qualified and skilled workers/employees
3. Building trust between training organisations and stakeholders
4. Increased turnover of a training organisation to attract more potential customers
5. Improved image of the training organisation in the community

## LEGAL FRAMEWORK

N/A



# GP12: EQUAL OPPORTUNITY POLICIES FOR LEARNERS

## EXAMPLE OF GOOD PRACTICE

Carousel TC (Scotland) specialises in the early years education. They promote equal opportunity policy in their application/interview process as they provide some adaptations depending on the people situation or physical ability. They help trainees to set up interviews and encounter local employers for the practical part of training. In learning process they try to accompany psychologically all trainees. They repeat this process after training has ended and support further study opportunities.

## QUOTE

"Adult education must enable people to progress whatever their difficulties, origins and talents" – Muriel Merienne (France)

## ACTION IDEAS



- Include commitments against discriminatory social concepts and gender restrictions in training
- Include all genders, ethnicities, ages and reduce stereotypes of career choices and equality opportunities
- Provide materials that are easy to read and understand



- Adapt training to accommodate people in difficulty (adapting schedules, compensation materials for disabilities, additional tailor-made training, individualisation, etc.)
- Plan preparation time upstream of the training sessions for trainees with specific needs
- Support trainees in their administrative and social procedures if necessary



- Measure an indicator of reception of people with disabilities, people excluded from employment, or those carrying other types of discrimination
- Measure job integration and social inclusion rates of all interns
- Support trainees in their search for an internship, employment or additional training

## ADVICE AND TIPS

- Partnerships with communities' institutions can be useful

- Training on different levels of diversity and vulnerable groups for trainers and the training centre employees

- Communicate about financial support that they can benefit from

## IMPACTS and BENEFITS

1. Diversity and inclusion
2. Increased access to labour market
3. Better and wider opportunities in terms of social mobility

## LEGAL FRAMEWORK

Declaration of Human Rights

# GP13: TRAINING PROGRAMS

## INTEGRATING LEARNERS' NEEDS

### EXAMPLE OF GOOD PRACTICE

John Rizzo, founder of the school Ecole du Dialogue in Brussels, is an expert in innovative pedagogy. He based his school programmes on personalised learning. This means that each student's programme is based on his or her educational needs and each learner progresses at their own pace. The program embraces the differences of level among students and proposes the desynchronisation of learning (personalised learning). According to Rizzo, this method can be applied to any age.

### QUOTE

"Education needs to be personalised not standardised, as students exhibit different talents" – Ken Robinson (UK)

### ACTION IDEAS



- Adapt the business' goals to meet the trainees needs
- Determine the training activities that can facilitate the trainees' learning process
- Determine the learning characteristics of the trainees that will make the training more effective, as well as the most suitable format
- Identify clear learning objectives



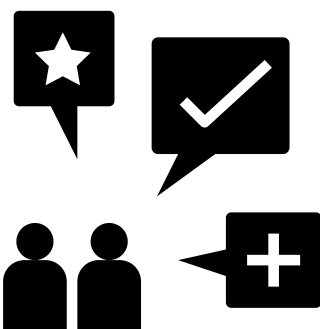
- Stay up to date on the development of skills in our field of training
- Be in contact with the professional branches to follow the evolution of the trainees' professions
- List the skills that trainees will improve
- Ask funders and prescribers about the needs of learners



- Evaluate the training programme from the point of view of trainees' satisfaction
- Promote your trainees to monitor the way the course is delivered

### ADVICE AND TIPS

- Keep adults motivated in learning principles in mind
- Listen to the market and be proactive about the skills of tomorrow

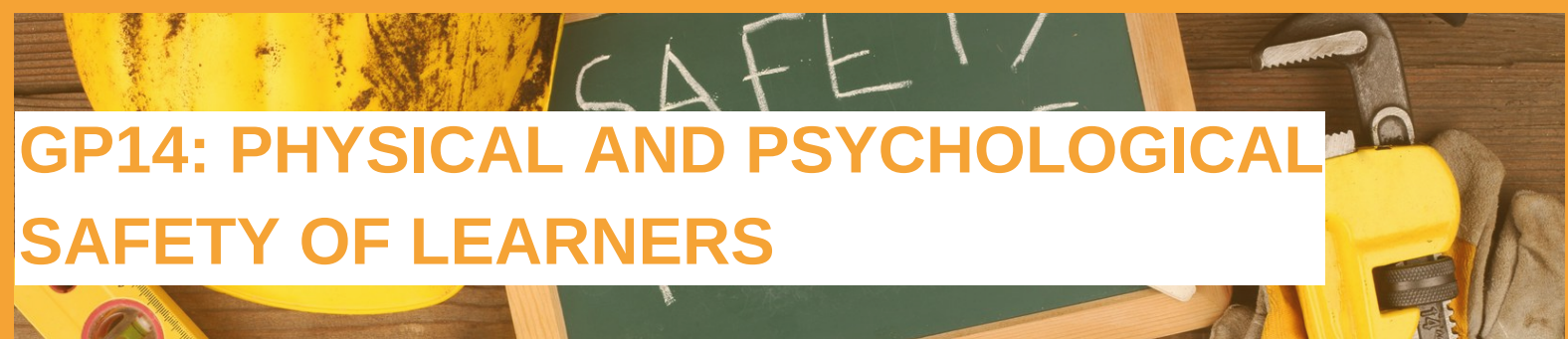


### IMPACTS and BENEFITS

1. Delivering more efficient training courses that meet both the expectations of the training centre, companies and trainees
2. Engaging staff in continuous learning and development
3. Providing the most appropriate training
4. Saving time and increasing the return on investment

### LEGAL FRAMEWORK

- Council Resolution on a renewed EU agenda for adult learning
- Council Recommendation on Upskilling Pathways: New opportunities for adults



# GP14: PHYSICAL AND PSYCHOLOGICAL SAFETY OF LEARNERS

## EXAMPLE OF GOOD PRACTICE

A trainee who had a mental illness hid his disability from trainers. He did not take his medication and was under influence of alcohol during the training. His behavior disturbed the learners and it divided the group. He was excluded from the training until the situation was addressed. An external facilitator trained in non-violent communication came and the trainees could express themselves and resumed learning. The training centre took into account their discomfort and provided solutions.

## QUOTE

"This is a duty for all training organisations, learners need to be safe, at ease, to feel comfortable" – Angela Sava, Phd (Romania)

## ACTION IDEAS



- Adapt rooms, furnitures and materials to the number and specificity of people and the planned activity
- Make sure of ventilated rooms, temperature, soundproofing, green plants, cleaned regularly
- Ensure that the premises are accessible and safe
- Provide good wifi for research on the internet, be attentive to electro-sensitive people



- Listen to trainees' feedback: space to speak (appointing trainee delegates)
- Take care of the physical needs and rhythm of the learners (breaks, physical activities, lunch time)
- Give the planning of the training sufficiently in advance to facilitate the organisation of personal life



- Ensure good working conditions for the trainers for the well-being of the trainees
- Assess the risks to the health of learners and put in place preventive actions
- Be attentive to weak and strong signals of dysfunction in groups and quickly implement corrective actions

## ADVICE AND TIPS

- Propose relaxation exercises
- Use tools for groups as appreciative inquiry, team building, non violence communication, active listening
- Ask your learners "what's new" or "how do you feel" to make them more comfortable and involved
- Train the trainers in the knowledge of biorhythm and group dynamics

## IMPACTS and BENEFITS

1. Pleasure to learn
2. Learning is facilitated
3. Good condition for learning is guaranteed
4. Better training results
5. More cooperation between learners
6. Better reputation
7. Better attendance of learners




## LEGAL FRAMEWORK

- Obligatory internal regulations (adapted to the place where the training takes place: TC, company, etc.)
- Human Rights
- SDG #3
- Single risk assessment document (see European directive 2001)





# GP15: ACCESSIBLE E-LEARNING PROGRAMS FOR ALL

<p><b>EXAMPLE OF GOOD PRACTICE</b></p> <p>"Learning to practise inclusion online" is a best practise approach of Behrang Foroughi (2017) in providing e-learning guidelines for TCs. Faroughi (2017) approach of creating e-learning tools and access for all "demands (learners) full engagement" through these main e-learning creation points; creating e-learning with inclusion at the centre, ensuring course communication and engagement with learners, highlighting similarities rather than differences in learners and understand the balancing act of the teacher in e-learning and e-learning content creation. This overall, enables all vulnerable target groups to be included.</p>	<p><b>QUOTE</b></p> <p>"Learners own their learning when they participate in creating its content" (USA)</p>
<p><b>ACTION IDEAS</b></p> <p></p> <ul style="list-style-type: none"> <li>- Promote the use of e-learning platforms within training centres</li> </ul> <p></p> <ul style="list-style-type: none"> <li>- Organise trainings to develop e-learning platforms and raise awareness for vulnerable groups</li> </ul> <p></p> <ul style="list-style-type: none"> <li>- Provide adequate online curriculums for TCs, managers and stakeholders</li> <li>- Develop specific tools to align with each vulnerable individual for efficient learning</li> <li>- The need to carry out needs analysis and audience research for target groups</li> </ul>	<p><b>ADVICE AND TIPS</b></p> <ul style="list-style-type: none"> <li>- Train training centre educators in basic digital/e-learning skills</li> <li>- Consider adapting current physical training or face to face training to online e-learning platforms</li> </ul>
<p><b>IMPACTS and BENEFITS</b></p> <ol style="list-style-type: none"> <li>1. Diversity implemented in the workplace, thus enhancing innovation</li> <li>2. TCs are enabled to have a more inclusive reach and span across multiple target groups</li> <li>3. Better inclusion into societies</li> <li>4. TCs are enabled to work remotely without face-to-face/physical contact with target groups</li> <li>5. The long training period, infrastructure, stationery, travel expenses, etc. is reduced</li> <li>6. Increased digital competences of staff and learners</li> </ol>	<p><b>LEGAL FRAMEWORK</b></p> <p>N/A</p>



# GP16: FAIR AND TRANSPARENT TARIFFS

## EXAMPLE OF GOOD PRACTICE




At Formethic (France), the overall price of a training course is calculated by adding the costs associated with each step of the training life cycle. Formethic transparently communicates the detailed price to its clients.

This transparency allows a valorisation of each activity of training. It is used as a dialogue tool and contributes to creating trust. Clients need to know what they are paying for and how the created value is shared between the different stakeholders.

## QUOTE

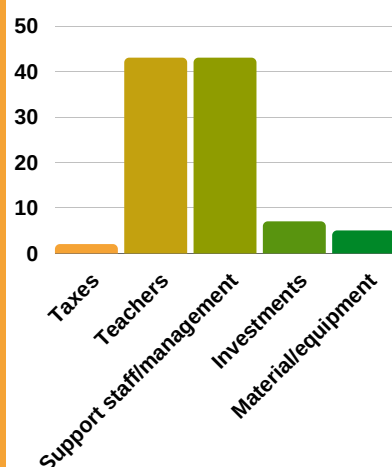
"Trainees need to know exactly what and why they are paying" – Veselina Dyakova, TC of Delta textile (Bulgaria)

## ACTION IDEAS

-  - Communicate the training prices, training programs on all media before registration
- Refuse a price agreement with competitors
- Monitor and compare prices of similar services on the market
-  - Calculate a fair tariff taking into account the real costs of a TC and stakeholders
- Integrate long-term investments into prices
- Communicate to funders the cost structure (procedure for calculating the service price)
- Periodically review the prices of subcontracted services
-  - Offer free support in creative commons (CC) as often as possible
- Set up an ethics committee consisting of the important stakeholders (funders, client companies, employers, etc.) who participate in the price determination
- Dialogue with employees, trainers and subcontractors so that remuneration allows them not only to do their job well but also to develop their skills and adapt prices accordingly (fair trade rules)

## ADVICE AND TIPS

- Attractive communication about detailed, fair and transparent tariff (see below )



**43 % of the sale prices go to the teacher!**



## IMPACTS and BENEFITS

The virtuous circle of adult education:

1. the customer (collective, company, people) buys courses at a fair price defined by the trainers;
2. learners and prescribers establish partnership relations with training organisations;
3. trainers sell or are paid at a price that allows them to live and invest;
4. training centres invest in the quality of services and recruiting;
5. learners, job seekers, employees or individuals see their skills increase and funders and companies can pay the fair price.

## LEGAL FRAMEWORK

OECD : TALIS - The OECD Teaching and Learning International Survey

<http://www.oecd.org/education/talis/>  
WBCSD

# GP17: LEARNERS' SATISFACTION ASSESSMENT



## EXAMPLE OF GOOD PRACTICE

ACMON VET is one of the most active Vocational Education Centres in Greece, established in 1995, with headquarters in Athens. Its experience in training and education has taught that assessing learner's satisfaction is fundamental to cover users' needs. They have created an online discussion forum for learners where they exchange opinions and information on training courses during the training. So the VET management receives direct feedback and corrective actions can be taken immediately.

## QUOTE

"There is a useful online support for ideas exchange and accessing trainer" – Learner in "ICT skills in Hospitality" (Greece)

## ACTION IDEAS



- Create a discussion forum with questions and answers



- Carry out surveys in two phases:
  - 1) post training survey at the end of a training course
  - 2) follow up surveys 1 or 2 months after the end of the training



- Plan for application of continuous monitoring of satisfaction, both from the discussion chat, during the duration of the course, and the interpretation of the surveys after the completion of the course
- Follow feedback with immediate response and corrective action. Then, at the next round of training session, repeatedly monitor changes in satisfaction levels
- Develop processes in the training centre to update working procedures, curricula, etc. according to the feedback from the learners
- Make the results of satisfaction assessments available to future learners

## ADVICE AND TIPS

- Keep a continuous contact and make obvious how the learner's feedback improved the organisation's training services

- Use the feedback to improve the educational programme, to evaluate the training programme results and to improve the trainers

## IMPACTS and BENEFITS

1. An insight to the difficulties the learners face during training
2. Q&A both between learners and also between a trainer and learners is possible
3. Relationships are facilitated
4. Immediate improvements in the teaching methods, also during the development of training courses, are enabled
5. The satisfaction surveys allow to monitor satisfaction – after the completion of the course and again 1 or 2 months later so that the learner has the opportunity to apply the skills acquired from the training

## LEGAL FRAMEWORK

Privacy policy

# GP18: EDUCATE FOR SUSTAINABLE DEVELOPMENT



## EXAMPLE OF GOOD PRACTICE

Fundacja Arena i Świat (Poland) organises systematically Nordic walking to the forest. It is a fruitful connection: movement, fresh air, nature and social aspects but also learning. Lesson can be taken in the natural space park or in the city space. Walks stimulate non-formal conversations and bring integration. As extra benefit it raises physical and mental health, and the importance of nature for balancing people's lives.

## QUOTE

"Let's use CSR as often as GPS. They both show the right way and direction. People are unaware that CSR is the only way to create a better world" – Marta, director of NGO & TC (Poland)

## ACTION IDEAS



- Use images and pictograms to disseminate sustainable development ideas
- Promote important events (women rights day, earth day, etc.)



- Engage trainees in joint actions with your stakeholders (NGO, municipality)
- Create collaborative workshops about CSR issues to deconstruct the false representations and consolidate good ideas
- Prepare courses in partnership with associations and NGOs involved in sustainable development



- Include sustainable development goals in courses
- Train learners in the analysis of economic, environmental, social risks, opportunities and impacts
- Implement CSR approach in long term trainings – explain to learners its rules to let them understand this concept

## ADVICE AND TIPS

- Changing behaviour by using suggestive and indirect incentives (nudge)

- Think about the least impacting modalities

- Saying is good, but doing and being exemplary is better

- Games, debates and workshops are innovative ways to transfer knowledge and foster engagement

## IMPACTS and BENEFITS

1. Created awareness of SDGs
2. Workers are engaged through intrinsic motivation
2. Societies must be built on resilience and responsibility

## LEGAL FRAMEWORK

SDG 2030



# GOOD PRACTICES ON PARTNERS



# GP19: LOCAL ECONOMY AND SUPPLY

## EXAMPLE OF GOOD PRACTICE

Training Centre Ragina (Bulgaria) has established a local non-formal group of economic operators who has the same interests in CSR. Its main idea is to support the local economy through collaboration of the group and the local community. The group participates and contributes voluntarily to specific local events and projects and they developed "one day training" in CSR for supply chains, which is free of charge for the local businesses.

## QUOTE

"Businesses cannot be successful when the society around them fails"  
– Linda Veinberga & Esin Duran (Sweden)

## ACTION IDEAS



- Raise awareness of the sustainable living in your courses (CSR modules, adaptation of lessons, etc.)
- Be an example in your local community as a loyal employer
- Determine CSR goals for purchasing function (saving papers, electricity, e-documents, etc.)
- Refuse gifts, free services, etc. from suppliers during supplier selection process



- Use local suppliers/partners to support and develop the local economy
- Apply a fair selection process of suppliers
- Collaborate with local community to establish Pro Bono actions



- Implement processes that support suppliers for local sustainable development
- Organise free public seminars, conferences on CSR and local economy/sustainable development
- Develop Green Local Supply Chain Management in your organisation

## ADVICE AND TIPS

- Look for potential of your local community (suppliers, partners, NGOs)
- Establish written supplier requirements and monitor suppliers' performance in CSR – collaboration on the CSR matters among the members of the local supply chain is a crucial factor for success
- Initiate a local economy network development and involve stakeholders

## IMPACTS and BENEFITS

1. Better brand recognition in the local community and positive business reputation
2. Economic benefits by reducing costs, increasing productivity and profits
3. Operational costs savings and better financial performance
4. Assign lower "carbon print" to your training sessions
5. Reach out sustainable growth based on a good collaboration with the local actors
6. Nurture a sustainable economy to stabilise incomes and promote local development

## LEGAL FRAMEWORK

- Sustainable Development Goals (SDG) number 17
- ISO 26000 ch. 6.8 Community involvement and development
- OECD Due Diligence Guidance





# GP20: POSITIVE SOCIAL IMPACT




## EXAMPLE OF GOOD PRACTICE

Language school Sky provides classes in public schools as extracurricular activities. They equip halls for fully interactive learning and offer training to the teachers in the schools to use the equipment for the regular classes during the study days. It provides better learning possibilities for children in a fully interactive learning environment, improves the teachers' professional qualification in the schools and strengthens the collaboration for better education in the local community.

## QUOTE

"Each year, we organise a FORMETHIC day where we exchange good practices, know-how, skills... for free!" –  
Muriel Merienne (France)

## ACTION IDEAS

-  - Comply with all relevant environmental EU legislative requirements and obligations
- Participate in community engagement projects with NGOs
- Allow paid time off for civic and public duties, organise volunteering opportunities for students and teachers
- Create a partnership with associations and give them material that is no longer used
-  - Encourage healthy and sustainable food options for staff, students and the public
- Be committed to ensuring your staff understands sustainable development and sustainable living
- Support the reduction of health inequalities in your local communities through teaching, learning and community engagement
- Implement CSR activities to encourage disadvantaged groups for social upliftment
-  - Initiate collaborations with stakeholders for strategic development of supportive community in the areas of health, education, community development, and environment

## ADVICE AND TIPS

- Do "Make a difference" days and involve your stakeholders from the community:
- volunteer in your community to bring social/environmental impact
  - become a mentor and help youth to gain new skills
  - make a training for CSR in local community

## IMPACTS and BENEFITS

1. Higher customer satisfaction and loyalty
2. Better corporate image and reputation
3. Easier process for recruiting or retaining employees
4. Some local authorities prefer to award contracts to businesses with a record of community involvement
5. Solidarity links between different local organisations have been strengthened

## LEGAL FRAMEWORK

N/A



# GOOD PRACTICES ON ENVIRONMENT

# GP21: PROMOTION OF PRO-ENVIRONMENTAL PRACTICES




## EXAMPLE OF GOOD PRACTICE

Fundacja dla Edukacji Ekologicznej in Krakow gives opportunity to apply for the Green Office certificate. Connected with meeting the criteria of ecological standard, divided into two groups. Technical criteria: in this group we can include management of water consumption, electricity, possibility of waste segregation. The second group of criteria is related to environmental education of employees, suppliers, customers, as well as creating a friendly working environment.

## QUOTE

"Looking for eco inspiration and certification helps organisations to develop and promote pro-environmental practices"  
– Marta Grzeško-Nyczka (Poland)

## ACTION IDEAS

-  - Organise training by promoting environmental awareness and strategies to become more sustainable
- Train the trainers and employees on good practices in the environmental area
- Apply the standard of "Green Office" and promote ecological practices in your TC to be an inspiring example
- Make your pro-environmental practices visible on social media
-  - Improve greenhouse emissions by implementing environmental strategies such as promote public transportation and car-share
- Encourage and support learners to organise responsible transportation
-  - Measure environmental indicators and openly publish results to regularly inspire new enterprises to favour climate policies in particular in renewable energies, locally sourced food, minimalisation at workplace
- Challenge enterprises in the local community to collaborate, promote our Green TC ideology and environmental management standard

## ADVICE AND TIPS

- Promote good practices and solutions by pictures, cartoons, drawings to catch attention. Illustrate short messages and display them in buildings to inspire learners, workers and guests of the TC to sustainable behaviors and routines

## IMPACTS and BENEFITS

1. Inspiring corporate image and customer trust
2. Better brand recognition and association with progress and nature
3. Raised awareness (of learners and trainers but also wider groups) of environmental issues
4. Impact on pro-environmental changes in the training sector
5. Economical/social/environmental cost reduction through ecological practices, pollution is prevented and greenhouse gas emissions that contribute to global climate changes are reduced
6. Protection of the environment for future generations

## LEGAL FRAMEWORK

EMAS  
ISO 14001  
SDG12  
trade.gov

# GP22: REDUCTION OF WASTE AND RECYCLING



## EXAMPLE OF GOOD PRACTICE

Arena & World Foundation act in a minimalistic way based on analysis of real needs and just necessary spends. Good practice is to buy reusable over disposable items and look for items that can be reused. They often maintain and repair products to reduce wastage. Interesting and very supportive practice is that they borrow, rent or share items that are used infrequently, like tools, sound system and tents for outdoor trainings.

## QUOTE

"It's perfect to not use disposable dishes and unnecessary gadgets. Little things generate a lot of waste" – Tetyana Didur (Poland)

## ACTION IDEAS



- Sort materials for recycling: paper, plastics, glass, electronics and metal



- Minimising waste:
  - reduce disposable elements (bottle, cup and grocery bags)
  - print when necessary, use recycled paper or dematerialise as much as possible and set your printer to duplex
  - use office and educational supplies made just from natural and recyclable materials
  - purchase wisely and minimise unnecessary gadgets and products



- Apply an environmental management:
  - apply waste management (rule 6xR – refuse, reduce, reuse, repair, recycle, rot)
  - identify and measure waste indicators and communicate about progress

## ADVICE AND TIPS

- Be on the lookout for new products or technologies that reduce waste
- Be open for solutions which demand new routines but bring a lot of social/economic/ environmental profits

## IMPACTS and BENEFITS

1. Create corporate image and customer loyalty
2. Better brand recognition
3. Raised awareness of learners and trainers on waste management
4. Reduction of waste that will need to be recycled or sent to landfills and incinerators
5. Air, land, water pollution can be prevented
6. Greenhouse gas emissions are reduced to contribute to global climate change
7. Protection of the environment for future generations

## LEGAL FRAMEWORK

EMAS  
ISO 14001  
SDG12





# GOOD PRACTICES ON GOVERNANCE



# GP23: THE RULE OF THE LAW

## EXAMPLE OF GOOD PRACTICE

At FORMETHIC, we monitor the publication of new laws, decrees and orders by reading newsletters and participating in meetings organised by institutions, and we are also proactive by participating in work organised by social partners, unions, communities and state representatives. These meetings make it possible to learn about future directions in terms of CSR and regulations.

## QUOTE

"Building customer trust in an organisation goes through mandatory compliance with legal rules and regulations" – Mitko Manolov (Bulgaria)

## ACTION IDEAS



- Write and display the internal regulations of the training centre
- Communicate the internal training regulations and ask the trainees sign them
- Declare all your workers and sub-contractors



- Subscribe to an official source of legal information to receive the one that concerns you
- Disseminate the new regulations to stakeholders so that they implement actions to be in compliance
- Respect human rights for seasonal and temporary workers or sub-contractors as it is done with permanent employees



- Have a legal risk management plan (procedure, process, monitoring, audit)
- Anticipate legal changes by working within an influential group

## ADVICE AND TIPS

The law respect is to be defined at three levels:

- macro level: laws, decrees (financing, orientations, strategy, etc.)
- meso level: obligations of service providers to exercise (declaration of activity, accounting obligations, etc.)
- micro level: trainees (respect of the internal rules, etc.)

## IMPACTS and BENEFITS

1. Reduction of legal risks and avoidance of lawsuits
2. Perception of a fair and compliant TC (opportunity to get public institutions' contracts)
3. Improvement of a TC's image and reputation in the community

## LEGAL FRAMEWORK

European directives and regulations and national laws

# GP24: ETHICAL DECISION-MAKING



## EXAMPLE OF GOOD PRACTICE

The Development Board should monitor the organisation's quality results and decide on the quality policy and continuous improvement actions. In Formethic the Development Board is also responsible for monitoring ethical issues; malfunctions such as conflicts of interest or suspicions of corruption are dealt with by the Board over the past period or in the event of a problem to be dealt with.

## QUOTE

"A well-established culture of professional ethics thanks to trainings from years ago" – Luarence Nottelet, AFPA (France)

## ACTION IDEAS



- Draw up a responsible conduct charter signed by all working stakeholders
- Train employees, trainers and trainees to identify the different levels of corruption and good ethical practices
- Keep trace of remarks in case of difficulties between trainer & trainees to ensure transparency
- Ensure that examination boards are independent



- Organise supplier assessment support for a supplier in its CSR approach if necessary
- Monitor and control co-contracting partners
- Define and apply CSR criteria for supplier selection
- Carry out the risk mapping of ethical risks, involve employees



- Lead an ethics committee partly made of external personalities of integrity
- Establish an improvement council or training monitoring committee
- Involve employees in decision-making in a spirit of shared governance
- Implement a reporting system for abuses or bad practices in matters of conflict of interest

## ADVICE AND TIPS

- Be reactive and agile
- Adjust behavior in order to reflect ethical values
- Communicate ethical values
- Reinforce ethical leadership
- Monitor feedbacks and keep being attentive
- Self reflect on personal ethical behaviors

## IMPACTS and BENEFITS

1. Equal treatment (exams, training tools, skills) for all trainees
2. Equal treatment (salary, advancement, benefits) for all trainers
3. Fair treatment of responses to public and private contracts
4. Confidence of TC stakeholders
5. The training centre gives an image of integrity
6. More business opportunities are available

## LEGAL FRAMEWORK

Future European directive on the duty of vigilance.  
([https://www.europarl.europa.eu/doceo/document/TA-9-2021-0073\\_EN.html](https://www.europarl.europa.eu/doceo/document/TA-9-2021-0073_EN.html))  
For example: Law in France  
ISO 26000

# GP25: INTELLECTUAL PROPERTY



## EXAMPLE OF GOOD PRACTICE

The Institut Supérieur Vidal (France) mentioned in all contracts with its employees and subcontractors “you hold intellectual and/or artistic property on the content of your training. We undertake not to reproduce or distribute this content without your consent ”.

## QUOTE

"In the copy-paste culture, we lose awareness of the existence of intellectual property and law compliance" –  
Patryk Sekulski (Poland)

## ACTION IDEAS

- ■ ■  
- Adopt a charter to promote the respect of the IP of external teachers
- Mention intellectual property rights in teachers contracts
- Prohibit plagiarism everywhere (teachers and learners)

- ■ ■  
- Register the copyright on the training courses to protect teachers IP
- Add copyright on each element of training: illustration, scheme, definitions, video, games, etc. (even when internet contents are used, mention the website and author)
- Raise staff awareness of intellectual property and develop a specific training program for teachers and all the staff

- ■ ■  
- Build a dashboard and set up a counter cyber-attacks that could go against the protection of trainers' intellectual property
- Open access to knowledge by encouraging the transfer of productions into Creative Commons (CC) platform and respecting the rules of Creative Commons
- Ask teachers to declare the number of resources copy they do and disseminate annually

## ADVICE AND TIPS

- Make intellectual property a cultural element within the training centre, its employees etc.
- If you use CC-licensed materials, you must follow the license conditions. One condition of all CC licenses is attribution. For example, mention the title, the author (with a link to their profile page), the source (with a link to the original material) and the licence reference (with a link to the license deed)

## IMPACTS and BENEFITS

1. Crime punishable by law: criminal proceedings, prohibitions on pursuing activities related to the crime, fines, prison, publication of the judgment
2. Ethics and reputation
3. Strengthening of trust with subcontractors and stakeholders
4. Develop recognition for trainers and give them the assurance of being able to make a living from their profession and their creations
5. Mentioning sources and authors is to give credibility to the content
6. Refuse the standardisation of the way of thinking and force students to develop their own thinking, critical mind and skills
7. Give the opportunity to deepen knowledge by consulting other references

## LEGAL FRAMEWORK

Charter of Fundamental Rights of the European Union  
<https://creativecommons.org/use-remix/>  
French Intellectual Property Code is a document of French law

# GP26: TRAINING SESSIONS: QUALITY-EFFECTIVENESS-IMPACT

Business

Customer

B

## EXAMPLE OF GOOD PRACTICE

ACMON's experience in training and education has concluded that the quality and impact of training sessions needs to be assessed accurately. The organization assesses the training courses in relation to its priorities and assesses the results of the training on the learners. Also, surveys and interviews are conducted to verify if participants have applied their professional skills in their working environment.

## QUOTE

"Evaluation of impact and effectiveness of training is fundamental in covering the user's needs in a qualitative manner and developing the organisation to its strategic priorities" –  
Team ACMON VET  
(Greece)

## ACTION IDEAS



- Collect data as a benchmark and identify the skills to be achieved
- Collect data after training through performance records, focus groups, supervisors
- Organise a feedback session with past trainees to see if they have applied the practices and carried out recommendation interviews



- Identify if training objectives were met and connect them to the changes of participants
- Apply stakeholders' principles and build a quality profile for the learners and the local community
- Collect complaints and note difficulties encountered during training sessions and correct identified faults



- Optimise every resource to maximise quality and satisfaction without compromising

## ADVICE AND TIPS

- Follow the learners' employment progress, monitor changes after training. Up to 6 months period is enough to allow learners to apply their new skills
- Be persistent, have patience to get feedback
- Ensure employees understand continuous improvement
- Get your trainers trained for assessment

## IMPACTS and BENEFITS

1. Efficient organisational training is done based on strategic priorities
2. End users needs have been fulfilled
3. Selection of the best training courses, methods and teaching material
4. Procedures of ongoing improvement of services
5. Gained positive reputation and loyal clients
6. Winning Markets

## LEGAL FRAMEWORK

ISO 9001



# GP27: IMPROVEMENT ACTIONS FOR TRAINING PROGRAMMES

## EXAMPLE OF GOOD PRACTICE

In SIRED, an NGO working with disadvantaged groups towards social inclusion and capacity building, they have found that flexibility and adaptability are important to establish a process of improving the offered training programs. Although most of the training courses in the offered list can be taught via e-learning, often a mixed approach of e-learning and face-to-face tutoring, or mentor led learning (e.g. webinars, teleconferences) is what works best. SIRED uses a platform that allows for this blended training to develop and changes design during the course. This allows for a combination of training methods each time, according to assessment from learners' feedback as the course develops.

## QUOTE

"The management is responsible to set up an improvement process based on learners' feedback and to make a real change with the staff" – SIRED Director (Greece)

## ACTION IDEAS



- Monitor feedback
- Survey skills gap before and after the training
- Set clear improvement goals



- Record all anomalies and complaints from stakeholders to plan corrective actions
- Have employees and trainers sign a quality charter



- Design improved training programs in line with trainees' feedback and organisation's mission
- Assess changes, monitor impacts and reward improvement in order to create a re-occurring habit
- Design training programs in the form of training pathways
- Define and implement the training design process and monitor quality indicators

## ADVICE AND TIPS

- Overcome fear of failure
- Recognise improvement efforts
- Evaluate the results and not the persons themselves
- Ensure the appraisal system is fair and transparent

## IMPACTS and BENEFITS

1. Eliminated recurrence of identified problems
2. Fulfilled learners' needs
3. Improved learners' satisfaction
4. Increased quality of service
5. Improved professional reputation of a training centre
6. Increased numbers of clients and facilitated strong partnerships

## LEGAL FRAMEWORK

ISO 9001

# CSR

# in TC

## PART 5: APPENDIX

# GLOSSARY

This glossary explains specific words that are not detailed in the repository.

- **Credibility of CSR approach**

The overall content quality and legitimacy of the CSR approach in the eyes of stakeholders. In order to avoid greenwashing risk and for enhanced credibility, the social responsibility claims may be verified by external assurance, and communications should provide opportunities for stakeholder feedback.

- **CSR indicators**

There are outcome indicators for the CSR performance in the training centre. For example: rate of disabled people in training, rate of reduction of GHG emissions, rate of use of recycled materials or consumables, index of quality of life at work for employees, etc.

- **CSR integrating system**

The integrated CSR management system enables the principle of continuous improvement to be applied to the training centre's processes. CSR risks are assessed for each activity, results are evaluated, feedback is recorded, and indicators measure the performance.

- **Discrimination**

Unfair treatment of people, based on various criteria (for example: age, ethnicity, religion, gender, medical condition, living standards, etc.) with impactful consequences both at human and society level.

- **Environmental footprint**

Environmental footprint is a quantitative measure showing the pressure of human activities on the nature. The approach consists of measuring the pressure on the planet Earth's capabilities with various indicators. It is used as a decision support tool for sustainability.

- **Ethical decision-making**

Making an ethical decision consists of evaluating the situation/dilemma, examining the alternatives, analysing impacts of the different alternatives and in the end taking the ethical decision consciously.

- **Fair practices**

Fair practices is a legal term that refers to reasonable and ethical business conduct. A fair practice is something that's both legal and ethical. It's a way for businesses to promote and develop their activities without being unfair or unethical.

- **Governance**

System by which an organisation makes and implements decisions in pursuit of its objectives (source ISO 26000:2010).

- **Hard skills**

"Technical skills"/know-how which are learned through lifelong learning or acquired and enhanced through professional experience.

- **Inclusive work environment**

A workplace which welcomes every employee, accepts and values each other's differences.

- **Impact**

An organisation should understand and recognise how its decisions and activities impact society and stakeholders. These impacts can be economic, social and environmental.

- **Life cycle approach**

The life cycle approach can help us make choices. It implies that everyone in the whole chain of a training action, from cradle to grave, has a responsibility and a role to play, taking into account all the relevant impacts on the economy, the environment and the society (based on the Life Cycle Initiative).

- **Lifelong learning**

Lifelong learning is the continuous pursuit of knowledge and skill development as a lifelong process.

- **Personalised education**

Personalised education is a pedagogic approach based on the specific needs of the learners. Its scope is to customise the learning experience according to the specific skills and attitudes of the students.

- **Responsible communication system**

A responsible communication system is a set of tools to monitor whether the messages transmitted to audiences are accessible, transparent, verifiable, non-misleading, etc. It helps to avoid the risk of greenwashing.

- **Responsible purchasing**

Responsible purchasing integrates requirements, specifications and criteria in order to minimise the negative environmental and human impacts and maximise the positive ones. In training centres it applies not only to materials and consumables but also to subcontractors.

- **Social investment**

Social investment is using the investment of capital to create a positive social impact. If necessary, the positive social impact refers to the effect of a company's activities on society. This includes improving communities, reducing poverty, and protecting the environment.

- **Social responsibility**

Social responsibility is an ethical duty that requires every individual to work and cooperate with others for the benefit of society. It ensures a balance between economic growth, human development and environmental protection, helping maintain equilibrium in these three spheres.

- **Soft skills**

They refer to behavioral competencies such as creativity, assertiveness, collaboration, adaptability, emotional intelligence, etc.

- **Sustainability**

Sustainability is a principle that can be applied to 3 dimensions: society, organisation, community member or individual. It consists of acting to face the challenges of human development and respecting the planet and its limits/boundaries.

- **Sustainable consumption**

Sustainable consumption is the practice of consuming resources in a way that doesn't damage the environment and society. It means reducing or preventing waste and reusing materials to make them last longer, respecting human health and rights, etc.

- **Vulnerable groups**

Vulnerable groups include but are not limited to: people with disabilities, migrants, ethnic minorities, homeless people, ex-prisoners, drug addicts, people with alcohol problems, isolated older people and children. These groups may experience homelessness, unemployment, low education, and subsequently their further exclusion from society.



## TO GO FURTHER

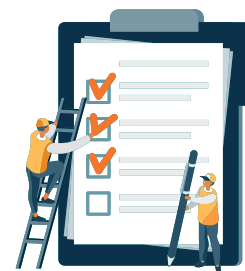
We hope that this repository of good practices will inspire you and support your training centres in integrating a CSR approach.

Within the scope of the project, we have created other two tools useful for your professional development in the field of CSR in the educational field:

1) **an online course with 9 modules** on the core areas resulting from the Materiality assessment: e-Learning CSR (e-csr.eu)  
You can enroll for free and train yourself everytime and everywhere.



2) **a self-assessment tool** to evaluate the CSR's state of play of your training centre: IO4 Toolkit for using the CSR guideline – CSR and Ethics in Training Centres for Benefit of all (e-csr.eu)  
Filling-in the survey, you can discover the state of maturity of your training centre in terms of CSR implementation.



You can follow all the project activities through our **website** and **Facebook account**:



**www.e-csr.eu**



**@CSRinEducation**

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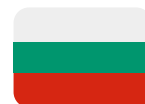
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