CSR2VET

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CSR A-Z Guidebook

Project code: 2021-1-SE01-KA220-VET-000028142

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Released in November 2022

The document is created to be used digitally.
We encourage you to avoid printing unless you feel it is absolutely necessary.

Foreword

This guidebook is a collective effort of ideas, practices, and research from the partners of the CSR2VET project. The partnership of CSR2VET consists of six partners: Mobilizing Expertise-Sweden, FAAL Dernegi-Turkey, Action Synergy-Greece, Bluebook-Italy, EPRALIMA-Portugal, and Aydin-Turkey, which have participated in the project CSR2VET under the Erasmus plus program. All partners worked and contributed to the creation of this guidebook.

The main aim of the CSR2VET project is to promote and integrate CSR methodologies and values within the VET sector and training centres as a core principle. Using CSR values such as environmentally friendly approaches, more inclusivity, and more active community involvement will ensure that students, teachers, companies, organisations, and the community will all benefit.

The project has four main objectives:

- to promote CSR as a methodology in the Vet Sector;
- to increase engagement and participation for persons within the Vet Sector;
- to increase employability opportunities by promoting new roles in companies through CSR methodologies and values;
- to raise awareness of the relationship between vocational education and CSR values.

This guidebook, as one of the project results, aims to be an inspirational tool that is intended for all professionals within the VET sector and any other professionals interested in integrating Corporate Social Responsibility in the VET sector, as well as all corporate entities and professionals that will hire or interact with learners within the VET sector.

Introduction

Addressing corporate social responsibility (CSR), defined as “the responsibility of enterprises for their impact on society”[1], is in the interests of enterprises and in the interests of society as a whole.

By looking at CSR from this perspective, it is possible to imagine how its principles can be integrated into the vocational education and training (VET) sector and the positive impacts this interaction may cause.

CSR is not a novel notion, however, as the European Commission states for further development of CSR, it requires new skills as well as changes in values and behaviour. We believe that the interaction between these actors, companies, and educational institutions, is one step in that direction, which, at the same time, benefits both sides and has a concatenation of positive effects on the rest of society.

This handbook is aimed at VET teachers, educators, and managers, with the intention of providing them with practical advice on how to include CSR policies and values into the educational and training process and into their organisations’ management.

To do this, we analysed the results of the questionnaire conducted in the first phase of the project activities, the results of a series of face-face interviews, and a selected number of inspiring practices both in the VET and the business sector.

We collected particularly significant suggestions and keywords in the respondents’ answers, that will be the basis for implementing teaching methodologies and techniques, as well as operational conditions that facilitate the expression of the

[1] COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS - A renewed EU strategy 2011-14 for Corporate Social Responsibility. Brussels, 25.10.2011, COM(2011) 681 final

CSR principles in the second main result of the project: “CSR Ambassador Training Programme”.

We hope this guidebook will become a point of reference and debate for anyone who works in the VET sector, which is why we came up with an annexed online dictionary on csr2vet.eu which is an ongoing project progress[2].

[2] All the words in red in this document are part of the csr2vet.eu online dictionary.

CSR and RBC

Reporting from The European Commission

“The actions of companies have significant impacts on the lives of citizens in the EU and around the world. Not just in terms of the products and services they offer or the jobs and opportunities they create, but also in terms of working conditions, human rights, health, the environment, innovation, education, and training. For this reason, EU citizens rightly expect companies to understand their positive and negative impacts on society and the environment. And, therefore, prevent, manage and mitigate any negative impact that they may cause, including within their global supply chain. Living up to this duty is commonly known as 'corporate social responsibility (CSR) or 'responsible business conduct' (RBC).”[3]

Reporting from The Harvard Business School online

“Corporate social responsibility (CSR) is the idea that a business has a responsibility to the society that exists around it. Firms that embrace corporate social responsibility are typically organised in a manner that empowers them to be and act in a socially responsible way to have a positive impact on the world. It’s a form of self-regulation that can be expressed in initiatives or strategies, depending on an organisation’s goals. Many organisations communicate these efforts to external and internal stakeholders through corporate social responsibility reports.

There are various examples of what “socially responsible” means from organisation to organisation. Firms are often guided by a concept known as the triple bottom line, which dictates that a business should be committed to measuring its social and

[3] Internal Market, Industry, Entrepreneurship and SMEs
Responsible business conduct (RBC) is an alternative term introduced by the OECD in close cooperation with business, trade unions and non-governmental organisations. The OECD has defined RBC as "making a positive contribution to economic, environmental and social progress with a view to achieving sustainable development and avoiding and addressing adverse impacts related to an enterprise's direct and indirect operations, products or services".

environmental impact, sustainability efforts, and profits. The adage “profit, people, planet” is often used to summarise the driving force behind the triple bottom line”.

Tracking the trends

Statistics highlight the growing significance of corporate social responsibility (CSR), no doubt accelerated by the pandemic – as many as 77% of consumers are more motivated to purchase from companies that are committed to a greater good. Furthermore, the majority of investors (73%) affirm that efforts to improve the environment and society have an impact on their investment decisions.

For businesses, CSR is no longer an optional choice, but a necessary commitment: new CSR trends are emerging and exerting a strong influence over the corporate environment.

Some of the most popular CSR trends include increased transparency, investment in green technologies, local community and employee engagement, diversity and inclusion initiatives.

Comparing the results presented by researchers both at the European and international level[4], and the results of the research done within the project, we list the following points of interest:

- Stakeholders' awareness

The economic crisis and the worsening environmental crisis are forcing an increasing number of companies to revise their business model and adopt a corporate governance model based on the centrality of stakeholders. Consumers have become more conscious of issues such as climate change, income inequality, health care disparities, unfair labour practices, and gender inequity. This increased consumer awareness has led to businesses embracing CSR practices. On another front, investors also require CSR policies. Current figures are likely to increase as future generations seem to be more attentive to understanding how investments impact society and the world at large.

[4] https://www.aflac.com/docs/about-aflac/csr-survey-assets/2019-aflac-csr-infographic-and-survey.pdf

- Employee Engagement

When employees feel their work is having a real and lasting positive impact at the social and environmental levels, they are more engaged and loyal to the company. This fact translates directly to the organisation's bottom line. Researchers reveal that even a small investment in CSR initiatives can result in significant improvements in employee engagement and, therefore, how profitable the company can be.

- Partnerships between companies and local civil organisations

As much as it is beneficial for companies to take high-profile action on an international scale, there is an opportunity for businesses to make a really significant impact closer to home, within the local community. For example, companies can use their team's professional skills to create a lasting impact by providing volunteer training sessions to small local businesses or schools.

- Supply Chain Accountability

Supply chain encompasses the efficient management of a business' logistics and all the processes involved in the product or service offered. In this context, CSR aligns with the supply chain by examining social and environmental responsibility, ensuring, just as an example, all partners are vetted and are environmentally responsible.

- Transparency in communication

Demands for transparency have become commonplace among consumers. This CSR trend is partly in response to heightened regulatory oversight such as the European Union's General Data Protection Regulation (GDPR). It is also partly a result of the increasing awareness of the stakeholders. With CSR becoming a more precise and measurable practice, analytics will also be more complete, benefiting from better tracking of progress, stats, facts, and figures.

- Involvement of SMEs

Small and medium-sized enterprises (SMEs) are the most common type of businesses in the EU. They may not know or use the term 'CSR' or 'RBC', but through their close relations with employees, the local community, and their business partners, they often have a naturally responsible approach to business. For most SMEs, the process by which they meet their social responsibility goals is likely to remain informal and intuitive. Nevertheless, the European Commission promotes CSR/RBC among SMEs by developing CSR handbooks and manuals.

- Close Focus On SDGs

CSR trends include a higher prominence of SDG framework in external and internal communications of CSR strategy. As the deadline approaches, many companies rethink their existing CSR strategy to include and better align with the SDGs going forward.

CSR Pillars

Corporate social responsibility is traditionally broken into four categories: environmental, philanthropic, ethical, and economic responsibility. For the purpose of this Guidebook and according to the results of the research we are focusing on the following: environmental, ethical, and economic responsibility.

Ethical responsibility

Ethical responsibility is concerned with ensuring an organisation is operating in a fair and ethical manner. Organisations that embrace ethical responsibility aim to practise ethical behaviour through fair treatment of all stakeholders, including leadership, investors, employees, suppliers, and customers. Firms can embrace ethical responsibility in different ways.

These are examples of business strategies for social change:

- promote inclusion, diversity, and equality on the basis of the Declaration of Human Rights.
- Engage in and promote ethical business practices.
- Adapt an Ethical Supply chain[5].
- Form strategic partnerships with Nonprofit organisations.
- Encourage employers to volunteer.
- Contribute to community development.

Environmental responsibility

Environmental responsibility is one of the main pillars of CSR. It can be defined as a business duty to mitigate the environmental damage that comes from business operations or find innovative ways to drive positive, environmental change. Environmental responsibility is a complex issue that can be declined in many ways, especially depending on the type of company: it can generally range from the existence of pollution reduction programs, the extent to which an organisation

[5] To learn more we suggest reading "Ethical Supply Chain programme" in GE

conserves natural resources, involvement in voluntary environmental restoration activities, eco-design practices or the systematic reduction of waste and emissions from activities (Kathy Babiak and Sylvia Trendafilova, 2011)[6].

Economic responsibility

Economic responsibility is the practice of a firm backing all of its financial decisions in its commitment to do good in the areas listed above. The end goal is not to simply maximise profits, but to make sure the business operations positively impact the environment, people, and society. In the economic field, CSR emphasis on transparency in the business and building good relations with stakeholders who can influence the economic activity of the company, especially with the customers, suppliers, shareholders, investors, and business partners. Corporate governance (CG) also plays an important role in the economic area of the CSR concept, particularly in relation to shareholders and employees. There is no single accepted definition for corporate governance but it can be defined as a set of processes and structures for controlling and directing an organisation. It constitutes a set of rules, which governs the relationships between management, shareholders, and stakeholders[7].

These are examples of business strategies for Economic responsibility:

- Make the Statement on Corporate Governance
- Disclosure of information in the context of corporate governance (disclosure of information about the composition and remuneration of board members; disclosure of information about the number of board members, proportion of women and employees on Companies' boards).

[6] Kathy Babiak and Sylvia Trendafilova, CSR and environmental responsibility: motives and pressures to adopt green management practices, 2011, Volume18, Issue1, Pages 11-24

[7] IntechOpen Hussam Musa, Zdenka Musová and Lenka Debnárová

TIPS for VET organisations

Given the complexity and diversity of actions that can be performed from the point of view of ethical, environmental, and economic responsibility, it is the aim of this Guidebook to describe and focus on the actions that can be carried out within VET institutions and in the relationship between VET organisations and businesses[8].

In implementing this section of the Guidebook we mainly referred to the keywords underlined by the respondents to questionnaires and interviews: we collected their proposals and suggestions, clustering them in the following main areas of interest.

- Training courses and information actions on the subject for teaching and non-teaching staff;
- training courses and information actions on the subject for students;
- information actions on the subject for stakeholders (stakeholders engagement);
- implementation of strategies for ethical, environmental, and economical responsibility within the VET institution;
- creation of a collaboration and supply network consistent with the principles of CSR.

The results consist of a list of potential actions, methodologies, and techniques - closely connected to CSR - which can be developed in the VET sector when it looks at CSR as a framework of interest.

[8] All the listed topics will be faced in the The CSR2VET Ambassador course.

Tips transversal to all the three CSR pillars

The words in red are listed in the CSR2VET dictionary you can find online at csr2vet.eu.

- Design the organisation's policy on ethical, economic and environmental responsibility.
- Share the objectives of the organisation's policy on ethical, economic and environmental responsibility among all the members of the educational community.
- Develop learning modules for strengthening the competencies of teachers and of non-teaching staff on ethical, economic and environmental responsibility.
- Include, transversally, ethical, economic and environmental responsibility issues in the curricula.
- Select the organisation's supply network consistent with the principles of ethical, economic and environmental responsibility.
- Organise lessons for students inviting companies, at the local level, that are developing good or best practices on ethical, economic and environmental responsibility.

Tips under Environmental responsibility

The actions proposed under the Environmental sustainability pillar are the following.

- Involve students in practical actions to improve their environmental sustainability behaviour (for example use of reusable water bottles).
- Create protocols of use for teaching and non-teaching staff (reduction of printing; reduction of cleaning products, etc.) on the basis of environmental responsibility.
- Monitor the quantity of food waste in the school canteen.
- Involve students in Service learning projects on environmental responsibility.

Tips under Ethical responsibility

The actions proposed under the Ethical responsibility pillar are the following:

- Hire personnel with multiculturality in mind.
- Promote the use of accessible educational materials.
- Promote a Universal Design in Learning approach.
- Involve the whole educational community (teachers, educators, not teaching staff, students, and families) in the creation of a No hate speech Manifesto.
- Design and implement actions to prevent bullying and cyberbullying.
- Involve your students in Service learning projects on social issues.

Tips under Economic responsibility

The actions proposed under the Economic responsibility pillar are the following:

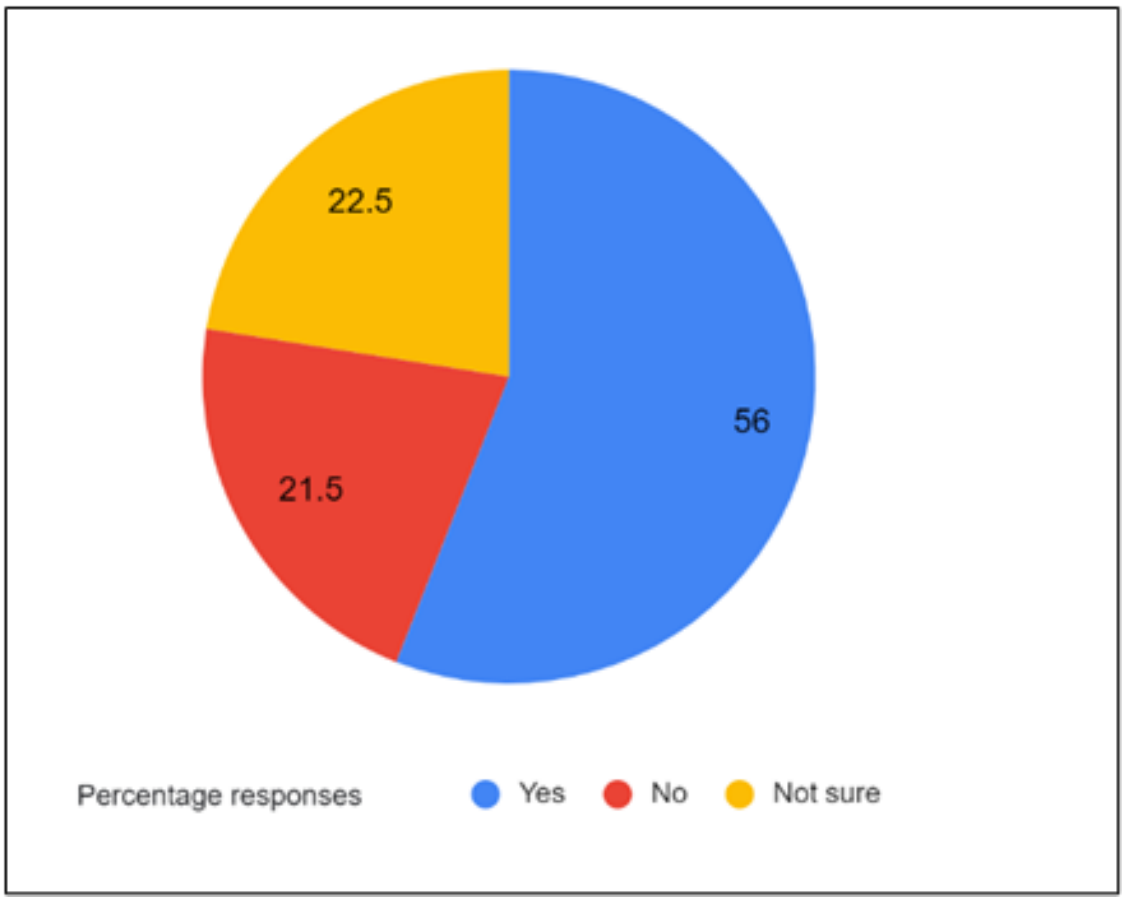
- Inform teaching and non-teaching staff about the Organisation's Corporate Governance.
- Inform students and families about the Organisation's Corporate Governance.
- Implement informative materials (easy writing is suggested) about the Organisation's Corporate Governance.

Main findings of the questionnaire and interviews

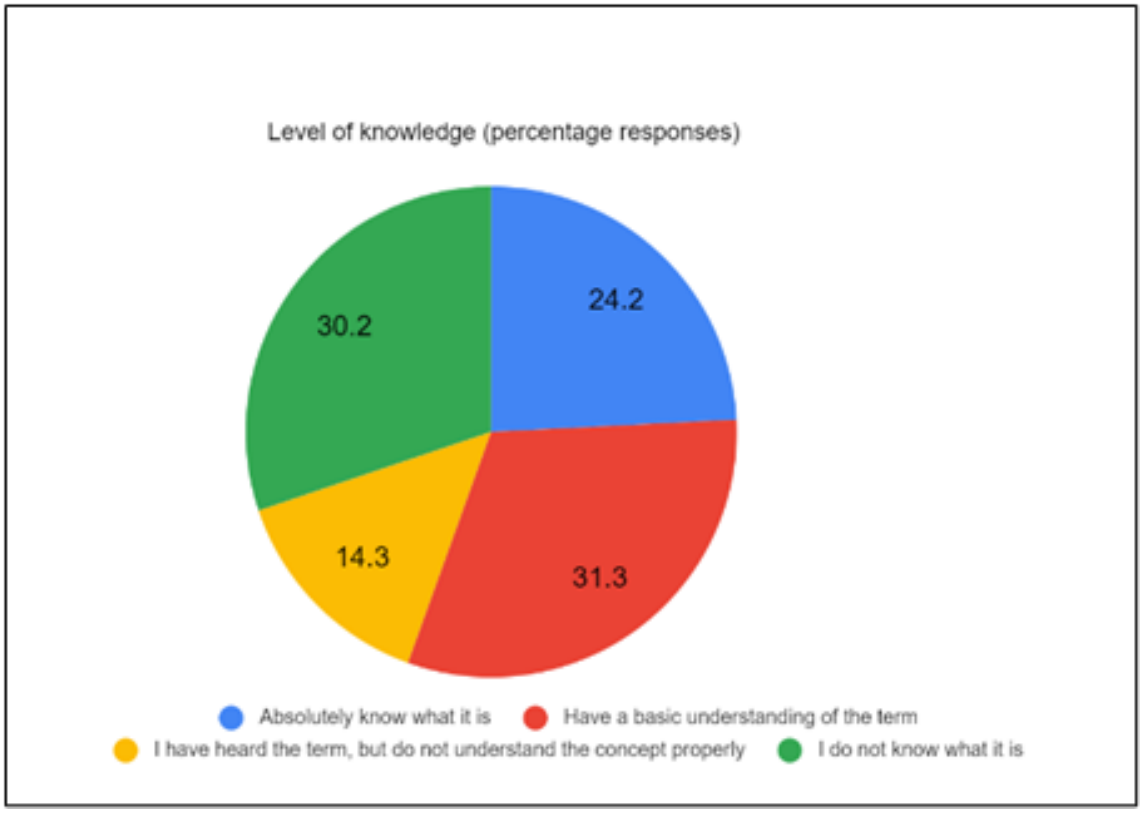
The result of the questionnaire

As a part of the project activities, the project partners conducted a questionnaire survey that involved VET organisations in five countries (Sweden, Greece, Italy, Portugal, and Turkey). This report presents the summary of the responses (568 responses in total) to this questionnaire.

1) Do you know what CSR is?



2) What is your level of knowledge about the term Corporate Social Responsibility?



3) What do you understand from the concept of CSR?

Respondents who stated that they totally know about CSR or mentioned that they have a basic understanding of it explained CSR as a management concept or as a business model whereby companies integrate social and environmental concerns in their business operations and interactions with their stakeholders, and as a way that an organisation looks after the interests of the community (such as investing in education, health and well-being), and takes care of the environment. Some respondents associated it with work ethics, good governance, fair distribution of salaries, ensuring the safety and health of employees, and strategies for increasing a company's reputation. Few referred to CSR as practices and policies undertaken by corporations with the intention of having a positive influence on the world and associated it with the aspects of sustainability. There is a small number of

respondents who described it at an individual level and considered CSR as a responsibility that every citizen has towards society.

4)Is it possible to apply CSR in the VET sector? If yes, how?

Although many respondents declared that they do not have an exact understanding of what CSR is (as per Q2), many respondents gave a direct “YES” to this question. However, the majority responded “NO” or “No idea”. Others stated, “maybe”, “perhaps”, or “not sure”. Those who responded “YES” further explained that it can be done through government initiatives such as policies and legislations, introducing it into the education system/curriculum, whereas employers can educate and train their employees on CSR. Some respondents indicated that they apply CSR within their VET schools, as they provide training to students and help them to develop their skills for future employment. Further, it is stated that developing the spirit of solidarity in the education sector and policies for equal treatment would be good strategies for applying CSR in the VET sector.

5) Are there any CSR best practices that you are familiar with?

According to the responses, approximately more than forty percent do not know any CSR practices. Others gave examples such as community work, actions for environmental conservation (rain forest rehabilitation), construction of social amenities (building hospitals and schools), charity work (helping households with basic commodities, helping needy students), protecting human rights, working to have a positive social impact and a sustainable environment. Some respondents associated it with the workplace and gave examples such as good governance, fair pay, improving labour policies, celebrating achievements and knowledge sharing, team-building, and fair treatment for all employees. Providing training opportunities for employees and involving them in corporate governance are some other examples given.

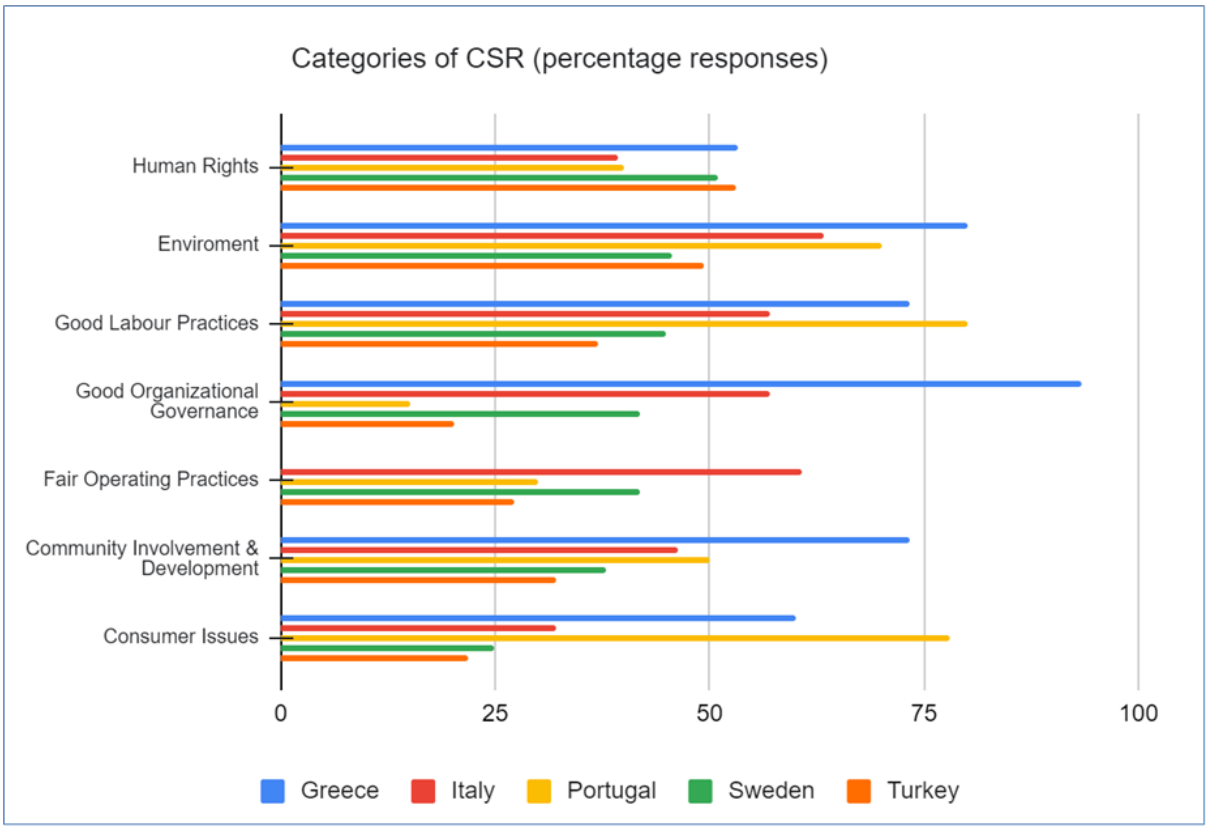
6) What is your perception and willingness to CSR?

Many of the respondents did not convey their perception of CSR even if they said they knew the concept of CSR. Others expressed positive perceptions stating that it is good for environmental and social sustainability, and is the best way for companies or institutions to create rapport with their immediate environment. Few respondents stated that adopting CSR would promote the quality of products and services provided by business entities and would make the path for better employee relations. Many of them expressed their willingness to see more companies, and schools adopting CSR practices.

7) Are you willing to involve CSR in your curriculum or organisation? If yes, why and how?

Approximately 40% of respondents stated “No”, “Not yet” or “Not sure”, while all the others responded positively to this question. They stated that CSR would improve the relationship between the community and the organisation, make people more responsive to their social duties, ensure fair treatment to all, make a better future generation with enhanced accountability and responsibility, help smooth running of business and increase his/her professionalism, and allows us to be more innovative, creative and think about the future. They would like to involve CSR by: educating and training students, informing clients, building a positive work culture and employee involvement in everything the company does, providing health care facilities and educational opportunities for needy students, becoming a voice for those who have been deprived of their rights, and by catering to the needs of the society such as providing pipe borne water and constructing roads.

8) What categories would you like to implement in this field?



9) What do you think about your students'/employees' knowledge of CSR?

The majority of respondents declared that their students/employees have no or limited knowledge of CSR. Some declared that they have no idea of their students' knowledge of CSR. Very few stated that the students/employees have excellent or good knowledge. Others' answers varied: from having excellent knowledge, sufficient knowledge, adequate knowledge, to some knowledge, etc. Yet, many respondents admitted that students should be made aware of CSR practices and their benefits, whereas a few respondents indicated that they are already working on improving their students' knowledge.

10) Have you worked with external entities that have CSR practices? If yes, how?

Many respondents stated that they have no idea, or they are not sure. Only a few respondents stated “YES” to this question. The examples given are: working to reduce the impact on the planet, providing awareness/basic knowledge, collaborating to enhance positive co-existence with the community, cooperating to make sure that basic amenities are available to the people in the immediate community, and working with rainforest alliances to conserve forest reserves.

11) How do you implement these practices?

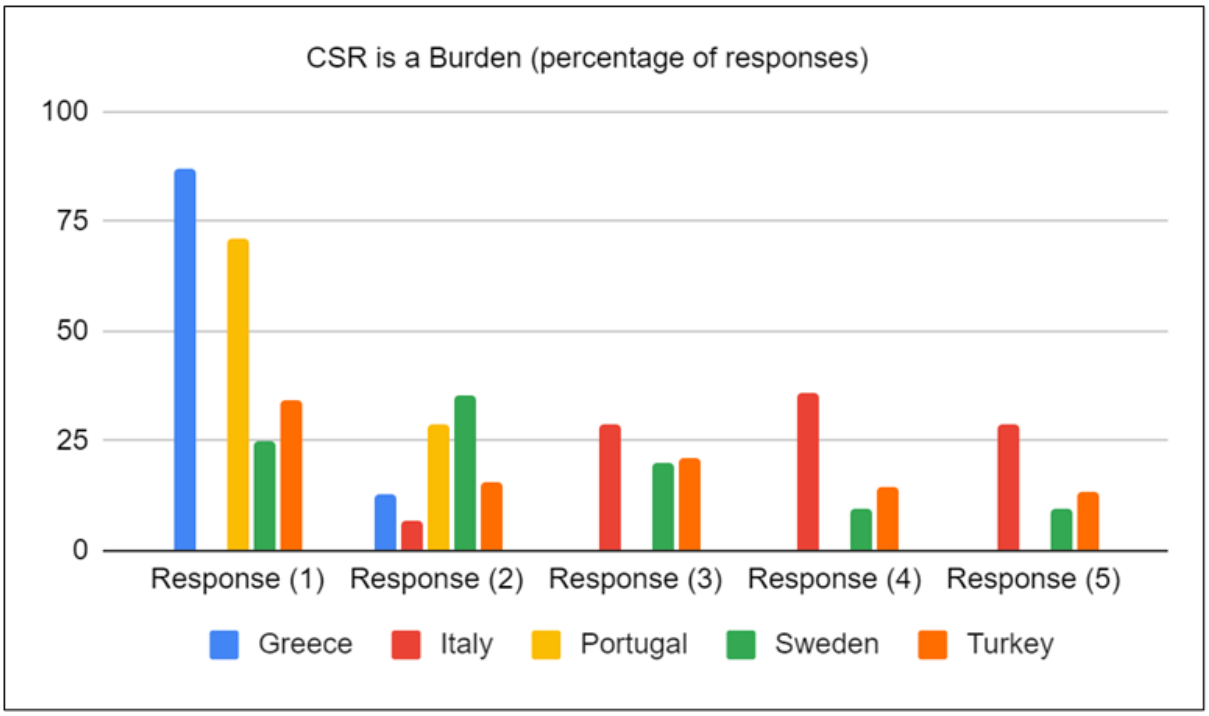
Most respondents stated that they do not know how or are not sure how to implement these practices. Others stated that they can do it by involving them in charity work that involves their immediate community, talking about environmental issues and how to curb them, involving them in activities such as reforestation and cleaning beaches, and supporting cultural activities and small sports clubs to promote sportsmanship in their immediate community. Some respondents associated with their own organisation and stated that they do it by ensuring free and fair treatment to all along with improved labour policies, ensuring good operating practices within the organisation and training programmes, facilitating a friendly work environment, and implementing quality assessments and minimum standards.

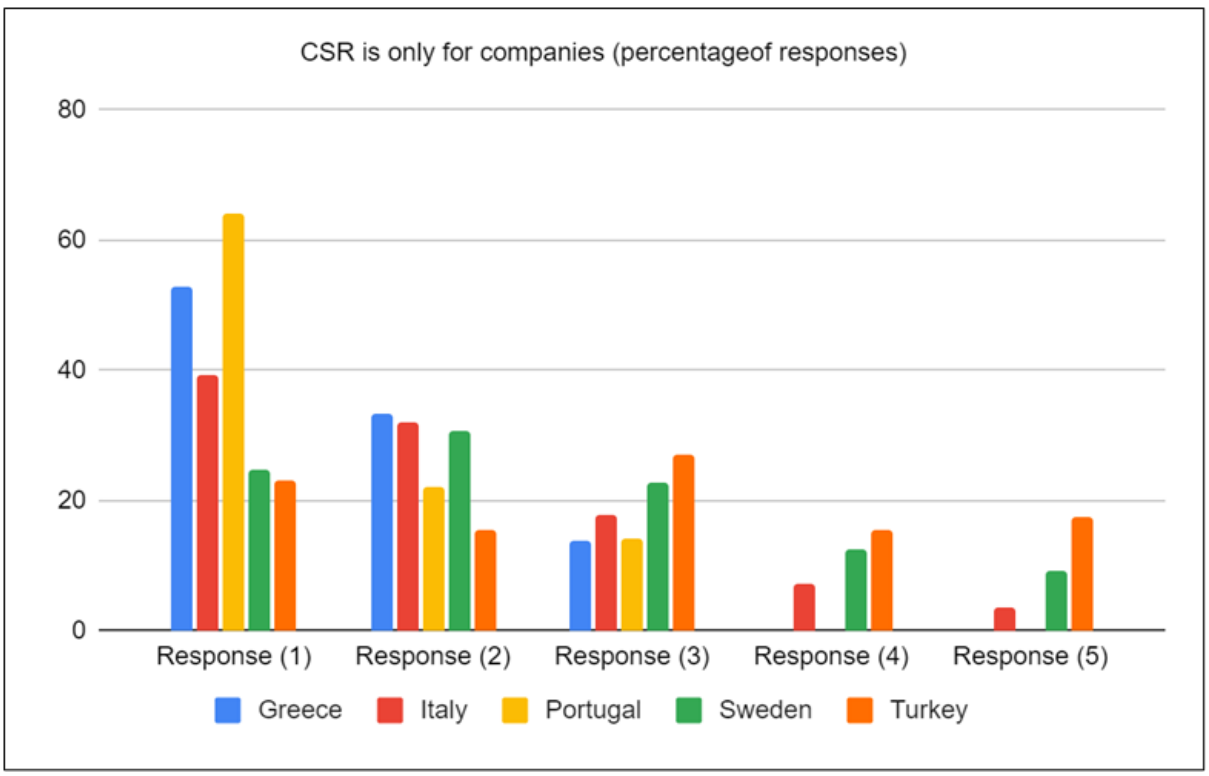
12) What can be the benefits of CSR in training/education centers?

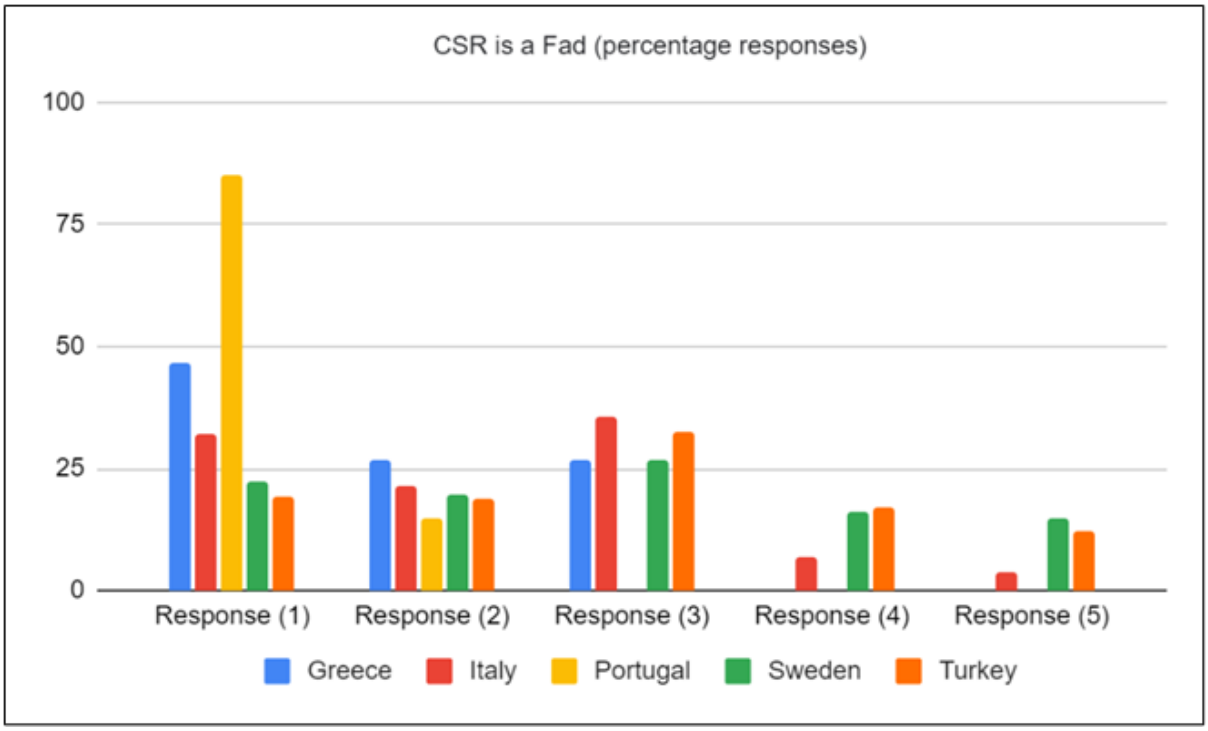
Very few respondents stated that they are not aware of or not sure of any benefits from CSR. Others gave responses such as protection and promotion of human rights, becoming more concerned about ethics, a healthy working environment, positive work culture, a better work-life balance, especially for women, better connection with the outside world of the training centers, promoting sensitivity and responsibility towards the society and environment, building a better future for students, and making them conscious citizens.

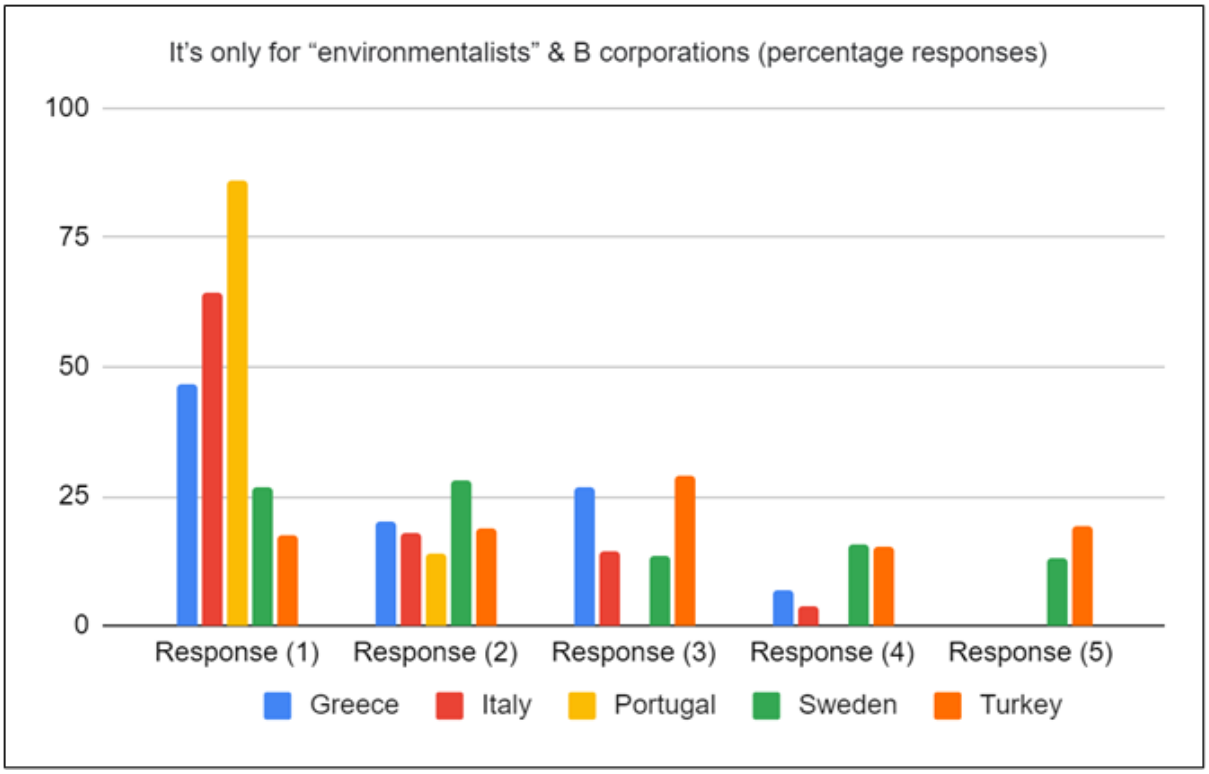
13) How much do you agree or disagree with the following statements?

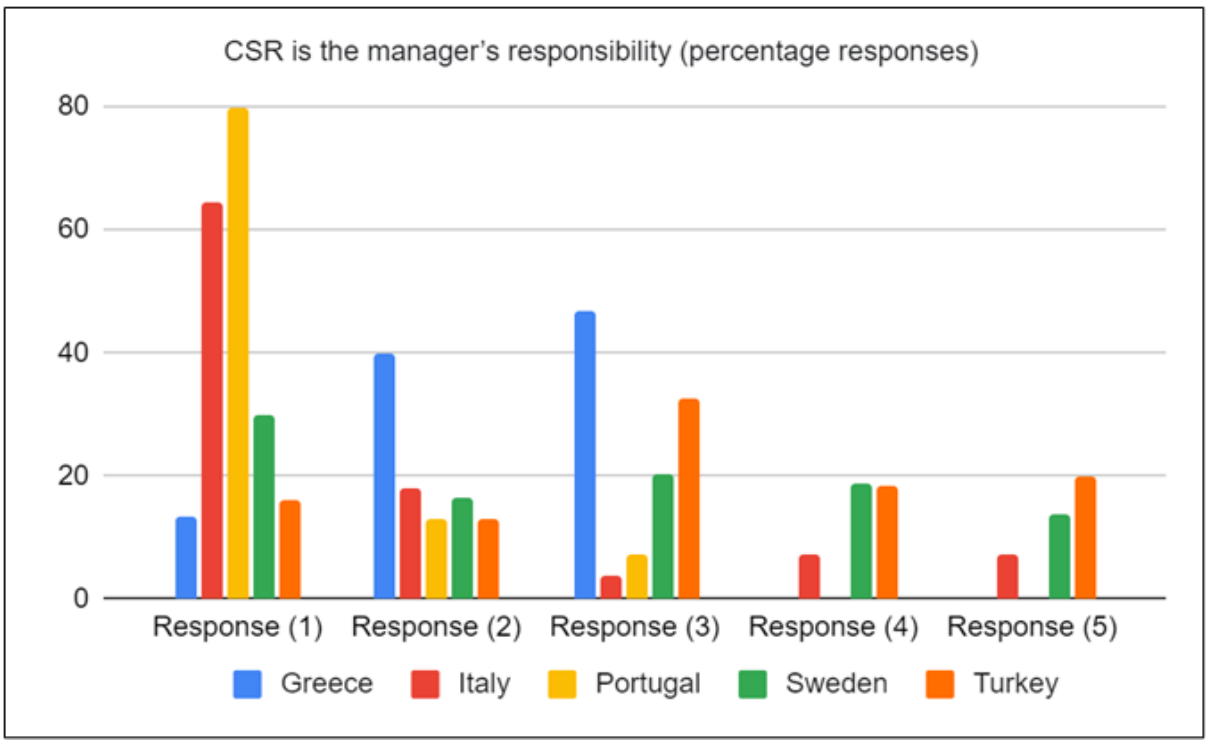
(1: Strongly disagree ….. 5: Strongly Agree)

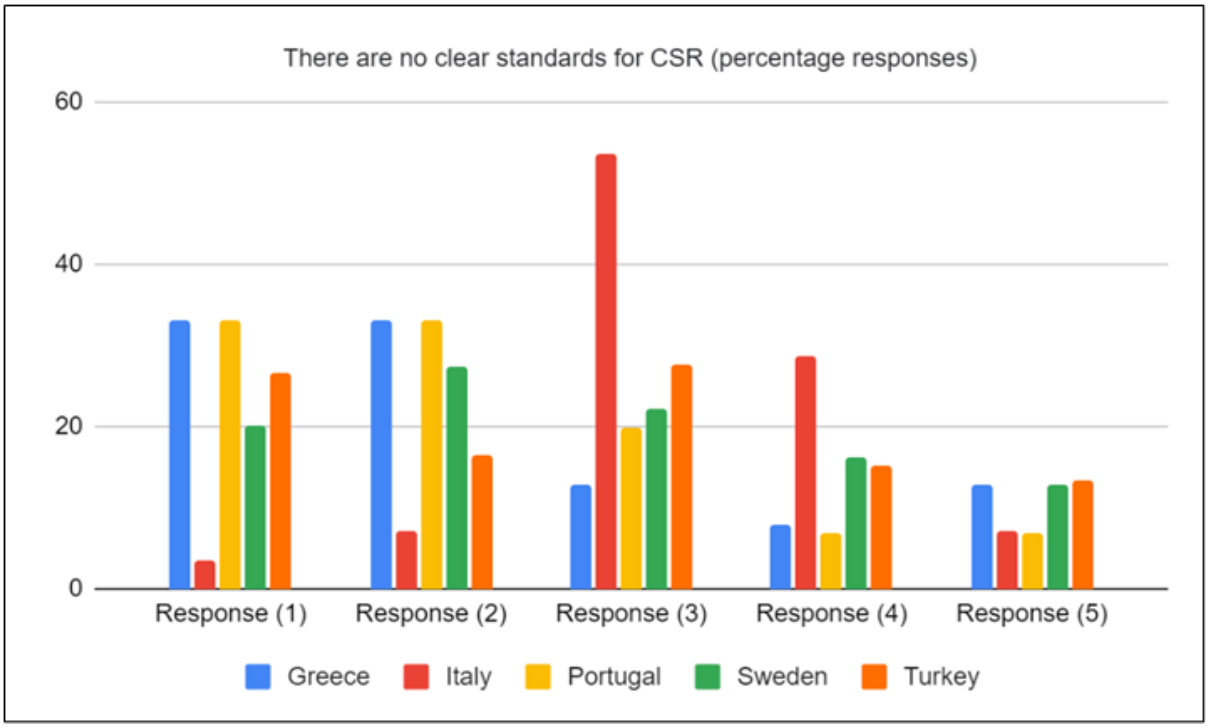

CSR is a Burden (percentage of responses)
100
75
50
25
0
Response (1)
Response (2)
Response (3)
Response (4)
Response (5)
Greece
Italy
Portugal
Sweden
Turkey

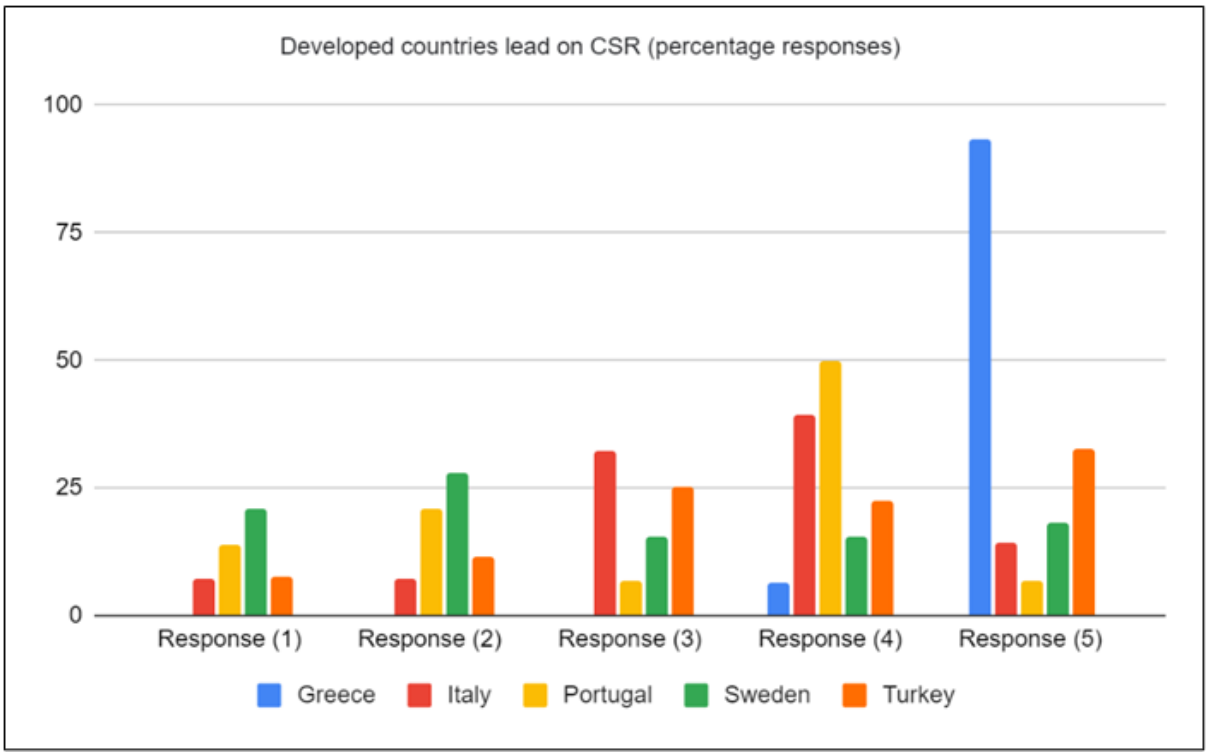

CSR is only for companies (percentageof responses)
80
60
40
20
0
Response (1)
Response (2)
Response (3)
Response (4)
Response (5)
Greece
Italy
Portugal
Sweden
Turkey


CSR is a Fad (percentage responses)
100
75
50
25
0
Response (1)
Response (2)
Response (3)
Response (4)
Response (5)
Greece
Italy
Portugal
Sweden
Turkey


It's only for "environmentalists" & B corporations (percentage responses)
100
75
50
25
0
Response (1)
Response (2)
Response (3)
Response (4)
Response (5)
Greece
Italy
Portugal
Sweden
Turkey


CSR is the manager's responsibility (percentage responses)
80
60
40
20
0
Response (1)
Response (2)
Response (3)
Response (4)
Response (5)
Greece
Italy
Portugal
Sweden
Turkey


There are no clear standards for CSR (percentage responses)
60
40
20
0
Response (1)
Response (2)
Response (3)
Response (4)
Response (5)
Greece
Italy
Portugal
Sweden
Turkey


Developed countries lead on CSR (percentage responses)
100
75
50
25
0
Response (1)
Response (2)
Response (3)
Response (4)
Response (5)
Greece
Italy
Portugal
Sweden
Turkey

The result of the interviews

Interviews within VET organisations is a follow-up activity conducted to deepen the results of the above-presented questionnaire.

Thirty persons working in the sector (managers, teachers, educators, etc.) have been interviewed face-to-face asking about their perceptions of CSR, what CSR practices they adopt, and how they wish to promote CSR concepts and make them more appealing to the young generations.

Understanding the concept of CSR

The results reveal that the interviewees have some basic understanding of CSR-related aspects. However, it seems that some of them are not sufficiently knowledgeable in implementing these activities within the organisational context. The majority of the respondents associate CSR with human rights, fair labour practices, and environmental issues, whereas they expressed their willingness to focus on those areas.

Categories of CSR that VET institutions would like to focus on

Interviewees stated the following aspects

- Protection and promotion of human rights.
- Inclusion (equal treatment for all genders and people with special needs or disabilities).
- Diversity (integration of immigrants in the labour force, greater representation of women and people with diverse cultural backgrounds at the highest levels in companies).
- Environmental issues (preventing ocean pollution caused by plastic waste, promoting green spaces in cities, planting endangered species).

- Promoting sustainability (reusing containers to make new office premises, reusing waste plastic to make items such as shoes and home decor, using gardening to reach people, and teaching sustainability principles).

- Establishing eco-friendly offices with sustainable equipment and utensils, and promoting green energy consumption.

- Good labour practices (respect for workers' rights such as parental leave, paying attention to the welfare of employees, and providing a safe and healthy work environment).

- Good organisational policies and fair treatment for all (equal pay for men and women).

CSR practices they would like to promote more within the belonging organisations

The respondents explained several practices/strategies that can be adopted to promote the above-listed aspects:

- Teachers should take the initiative in creating awareness among students.

- Initiating school projects relevant to social responsibility.

- Creating volunteer opportunities for students to work with the immediate communities.

- Conducting workshops and seminars, especially focussed on: gender equality, creating a balance between motherhood and work, family life, and on women's rights such as the right to equal pay and hierarchies within organisations.

- Conducting campaigns regarding waste management.

● Investing in nature-friendly techniques such as establishing solar power panels for energy requirements within the organisations.

● Introducing gardening to the school curriculum to build up a society that lives in harmony with nature.

How can VET organisations can create a broader awareness of CSR practices

● Conducting programmes and training activities focussed on changing gender-based stereotypes.

● Awareness campaigns on aspects such as global consequences of climate change and human rights (right to health care, right to education, right to move to another country, and Individual Freedom).

● Seminars or workshops for the younger generation focussing on their attitudes.

● Develop student group projects giving them an opportunity to analyse the sustainability values and practices adopted by companies that produce 'branded' items; then share this knowledge in a common forum.

● Using educational games and digital quizzes such as Trivia games and digital tools such as kids coding camps to promote knowledge in CSR practices.

● Providing internship opportunities for immigrants and helping them integrate into the host country's labour market, which will promote the concepts of diversity and inclusion/equity.

● Sponsoring events that tackle social and environmental issues.

Why are these CSR practices/policies important

● The awareness campaigns create a positive impact on society. The community also gains an understanding of CSR aspects, and it would contribute to a knowledgeable and equal society.

● The more people are informed about their rights, the easier it is to fight for them. They can make a big contribution to the future.

● If all companies apply CSR policies, there will be more social justice, the country's income will increase, public debt will decrease, and the level of human health (physical and psychological) and environmental health will increase.

● CSR practices would lead to creating a gender-equal society, giving better lives for women both at professional and personal levels.

● Alert the younger generation on the migration issue in Europe, which results from several factors such as poverty, war/conflicts, and climate conditions.

● They will help students who would be future consumers to be wiser, know their rights, and make informed decisions. They can be more conscious about the sustainability aspects of companies when they purchase their products.

● Fair and equal treatment for all at workplaces will ensure that women and the disabled have the opportunity for their professional growth.

● Being conscious of environmental issues will remind us to acknowledge and take care of the environment around us.

● The concept of inclusion is taken care of by providing internship opportunities for immigrants, which will support them in facing the extra challenges they face in the labour market, especially if they are born outside

Europe. It also gives an opportunity for all to be exposed to different cultures and learn to respect them. These initiatives make diversity and equality policies a reality, and they can really make a difference in society.

How can we gain a greater impact and better knowledge of CSR practices?

There were not many clear responses to this question. Some have indicated that we must encourage creativity, increase transparency, improve the levels of responsiveness, and respect cultural diversity, equity, and values of individual freedom and integrity. Others presented strategies such as partnering with several national institutions to reach out to more people, disseminating information on the benefits of putting CSR into practice, and organising forums to share best practices. However, it can be seen that most respondents expect large and successful companies to take the lead in creating awareness and promoting CSR practices by sharing their experiences with others. Many have highlighted the significance of government involvement in promoting the concept of CSR.

How can the topic of CSR be made more interesting to young people?

There were various suggestions such as: organising more interactive workshops integrated with fun activities, and information sessions that lead young people to recognize how important this issue is for their future and their personal and professional lives. One respondent highlighted the significance of sharing statistics and real-life stories (ex: how CSR principles helped in his/her life). Some respondents pointed out that it is important to encourage young people to become authors of change and to make them more aware of the importance of their intervention in building democracy and fostering social cohesion. It has been

suggested that young people should be involved more in CSR activities by giving them responsibilities of identifying issues, organising activities, and conducting them.

Further, it was stated that we can take advantage of young people's competencies in IT, and connect CSR activities with the digital world to make it more appealing to them. We can encourage them by acknowledging even the small contributions made within CSR activities and providing them with the necessary resources for intended activities. Giving a voice to young people and promoting their activities through social networks, ensuring transparency and due credit for them, was suggested by one respondent. There was another suggestion that we should begin from preschool to create awareness of CSR and have it in school curricula to prepare young students for their future careers. The middle school students can be introduced to apps that evaluate the environmental and social impacts of consumer products and develop it as a class project to evaluate well-known companies and their sustainable practices.

Some of these responses may not directly answer the question asked, yet they indicate that the respondents have some perceptions of promoting CSR values.

Impacts of using CSR principles

Each interviewee was requested to give 5 examples of how the organisation makes a difference or impact by using CSR practices. Many of them could not give specific examples for this. Some respondents provided examples as below:

- Raising socially responsible students as a member of future citizens.
- Project-based learning integrated with social and volunteering projects.
- Celebration of World Environment Day.
- Employee satisfaction evaluation.

- Compliance with the labour code.
- Participation in projects on well-being at work.
- Having a reflection day to evaluate good practices and to discuss what can be done better.
- Giving opportunities for people at risk or social exclusion to join the company.
- Providing workers with the necessary and correct equipment and facilities to perform their tasks.
- Connection with the community and dissemination of ideas and knowledge on CSR to the community.
- Encourage Start-up entrepreneurs, aimed at providing business and management skills for young people to create eco/business.
- Create awareness of the natural treasures, and cultural heritage (physical), as well as how they are destroyed due to human activities.
- Create awareness of environmental problems such as global warming, pollution, and energy shortage.
- Encourage students to create solutions for environmental problems and become active citizens through the Project activities.

Inspiring experiences

The following datasheets are the results of desk research conducted by all the partners and the results of a series of face-to-face interviews with some of the authors of the presented experiences.

Environment

Good Practice 01

"Sustainable on the Frontline"

Countries	• Portugal - Headquarters • Colombia • Poland
Title	Corporate Responsibility – "**Sustainable on the Frontline"**
Target Audience	• Shareholders and Investors • Official Organisations, Supervisory Entities and Local Authorities • Employees • Customers and Consumers • Local Communities
Organisation name	Jerónimo Martins Group
Author	The same
Main Methodologies	As a food specialist, the ***Jerónimo Martins Group*** believes that it can influence practices and processes with relevant impacts on the environment and on people. Based on the following pillars: • promoting health through food; • respect the environment; • buy with responsibly; • supporting the surrounding communities; • to be a reference employer.
Summary/description	The group promotes the adoption of good environmental and social practices, through five pillars across all companies, thus

	creating value in a sustainable and socially responsible way, aiming to respond to the challenges and opportunities identified by its stakeholders, the sustainable development goals, and the principles of global compact, both defined by the United Nations. **I. Promoting Health through Food** The Gropp invests in the quality and diversity of food products. Additionally, central concern is to guarantee food safety, namely availability, accessibility and sustainability of the sustainability of commercialised products. **II. Respect the Environment** The Group works daily with the objective of reducing the environmental impacts of its operations and supply chains, seeking to improve efficiency and adopting measures and technologies with a smaller ecological footprint. There are three priority areas of action: combating climate change, preserving biodiversity, and managing waste responsibly. **III. Buy responsibly** The Group companies have as their guiding principles of their purchasing strategy to guarantee the quality and food safety of the products they commercialise promoting the integration of ethical social and environmental criteria throughout the supply chain and giving preference to long-lasting and close commercial relationships**.** **IV. Supporting the Communities** The Group seeks to contribute to combat hunger and malnutrition in the communities where its operations, helping to break cycles of poverty and also helping to break cycles of extreme poverty and poverty and social exclusion, by supporting projects and causes among the most fragile groups in society: children and young people, and elderly in need. **V. Being an Employer of Reference** The Group seeks to stimulate the socioeconomic development of the markets where it is present through the creation of employment, the promotion balanced remuneration policies and a stimulating and positive work stimulating and positive work environment, in a relationship of firm commitment to its

	employees, who have at their disposal social responsibility programs in the areas of health, education and extended to their families.
Aim/s, impact, methodology	**Aim:** creating value in a sustainable and socially responsible way. **Impact:** With its good practices, the JM group managed to achieve the following objectives/impact: ● Quality and food safety ● Reduction of packaging materials and use of sustainable materials; ● Ethics and transparency; ● Fight against food waste; ● Respect for human and labour rights; ● Offering products at affordable prices; ● Respect for human and labour rights in the supply chain; ● Mission, Vision and Strategy; ● Support for social projects; ● Integration of circular economy principles **Methods:** The Group promotes a regular dialogue with its stakeholders in order to identify, prioritise stakeholders, with the aim of identifying, prioritising and managing sustainability aspects with relevant impact on society and on the business.
Further reading/Direct Links	● https://www.jeronimomartins.com/wp-content/uploads/01-DOCUMENTS/Responsibility/Reports/Relatorio-de-Responsabilidade-Corporativa-JM-2020.pdf ● https://www.jeronimomartins.com/en/about-us/
How can this example be used in VET?	Through this good practice it is possible to alert/awaken the students/youth to the importance of fighting food waste. Alerting to the fact that there are many undernourished communities at risk.

Good Practice 02

"Nos collèges engagés dans la lutte contre le gaspillage alimentaire"

Country	France
Title	"Nos collèges engagés dans la lutte contre le gaspillage alimentaire" ("Our colleges committed to the fight against food waste") Three pilot colleges in the Lozere Department eradicate food waste from the menu.
Target Audience	The program involved actors at all levels in three colleges (Département de la Lozère): director, manager, kitchen team, teachers, students and their parents.
Organisation name	Département de la Lozère
Author	The activity has been led by the Département de la Lozère, as a local authority at the regional level.
Main Methodologies	The methodology to fight against food waste includes the following 4 phases: 1. Creating a project team 2. Establish a diagnosis to measure and analyse the causes of waste 3. Design and implement the action plan 4. Sustaining and monitoring the actions See the details below.
Summary/description	In 2014-2015, the Department de la Lozère supported three secondary schools involved in the fight against food waste (Saint-Chély - Langogne - Le Collet de Dèze): a waste diagnosis, weighing of catering waste, working meetings and steering committees in each school, development of 15 action sheets presented to the schools to support them in their choices. In 2016, the Department organised training on this topic for the cooks of all the public secondary schools. Within the framework of the ZDZG project ("Territoire Zéro Déchet Zéro Gaspillage"), it is planned to support 3 secondary schools per year in the fight against food waste and to lead a project team per school.

Aim/s, impact, methodology	**Aim:** eradicate food waste from the menu in schools canteens **Impact:** the actions implemented in the three pilot colleges addressed: ● awareness of students in the social, environmental, and food waste ● economic impact the involvement of students in the development of the menus and the adjustment of quantities (for example with a tailor-made "hungry" or "great hunger" system) ● immediate reinvestment 'on the plate' with better quality and locally sourced food. **Methods:** The methodology to fight against food waste includes the following 4 phases: 1 - Creating a project team Bringing together the head teacher, the administrator, the referent teachers, the kitchen team, the pupils (referents), the nurse, the CG agents, the dietician. 2 - Establish a diagnosis to measure and analyse the causes of waste The diagnostic phase allows the organisation to compare itself with national or European averages for food waste in collective restaurants. Identify the causes of waste in two areas: ● kitchen waste (food prepared but not served and thrown away) ● consumption waste (food served on plates, taken from trays, not consumed). The diagnosis can be carried out by weighing: on starters, main course, dessert, bread. Each day of weighing, transfer the figures on the weighing grid, analysis of all the weighing grids, comparison with the values observed at the national level. An analysis of the practices that influence food waste. 3 - Design and implement the action plan

	• Identify the causes of food waste in order to choose the actions to be taken: overestimation of the quantities ordered, prepared and served • the difficulty of getting people to eat certain balanced dishes, the waste of bread. Define the objectives and act on 3 levels: • Menu production: the chef and the manager: change practices and visions in order to reduce the quantities ordered. • Service - distribution: kitchen and supervisory staff: change practices in order to adjust the quantities served and better accompany the guests. • Consumption: the guests and the professionals of the site: raise awareness of waste and more generally of balanced nutrition. 4 Sustaining and monitoring the actions The aim is to make food waste a long-term issue. • Integrate food waste into the school's procedures (job descriptions, consultations with professionals) - provide ongoing training for professionals - provide for regular mobilisation of the various players (teaching team, kitchen team, manager). • Regularly monitor the evolution of waste: organise regular weighings - organise actions to raise awareness of food waste, particularly during annual events (sustainable development week, taste week, European waste reduction week).
Further reading/Direct Links	https://circulareconomy.europa.eu/platform/en/good-practices/three-pilot-colleges-lozere-department-eradicate-food-waste-menu https://lozere.fr/actualites/1435046813-nos-colleges-engages-dans-la-lutte-contre-le-gaspillage-alimentaire.html

How can this example be used in VET?	The experience applies to all the schools that have a canteen and can be considered a CSR action that VET providers can carry on at the internal level. The activities conducted in the pilot colleges allowed to draw the following conclusions, leading to a more systematic way of further implementing this commitment at the Departmental level: 1. Actors of the operation agree on the importance of appointing a referent or a team in each institution to continue the actions taken and organise a minimum 1-2 weight evaluation of waste per year, with a double aim of awareness and keeping track of indicators. 2. Awareness of teams and students must be sustained in the long term, for instance with yearly animations (at least during a weigh-in) to maintain interest. 3. Ideally, the fight against food waste should be included in the college governance program (duration 3 years), to mobilise all the actors.

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Good Practice 03

"E-waste Race: school-based collection of old electronic devices"

Country	Netherlands (Eindhoven)
Title	E-waste Race: school-based collection of old electronic devices
Target Audience	Students of primary schools
Organisation name	Holland Circular Hotspot (Holland Circular Hotspot is a private-public platform in which companies, knowledge institutes and local authorities collaborate to promote and support international collaboration and knowledge exchange on Dutch circular economy).
Author	The same
Main Methodologies	The methodology integrates educational tools and plays in a way that involves different stakeholders: teachers, students, families, public and private bodies. Participating schools are involved in an initial training process aimed at increasing knowledge and skills and strengthening a more positive attitude towards the topic. Following the initial training, they are involved in a competition to collect disused electrical products that are directed toward valorisation processes.
Summary/description	The E-waste Race is an educational competition between primary schools to collect old electronic devices. Participants of the project get an introductory lecture about recycling and the valuable materials electronic devices contain. Then they start collecting e-waste and the school that collects the most e-waste wins an educational and fun school trip. The project was initiated in 2014 with four races and currently more than 30 races annually are organised.
Aim/s, impact, methodology	**Aim:** to make children learn why recycling electronic devices is important and more broadly why they need to recycle rather than throw things away. **Impact:** to date (2021), more than a thousand schools in The Netherlands have taken part in the races and over 1.4 million old electronic devices (an average of 14 000 kg per race) have been collected, resulting in savings of almost 20 000 kg of CO2. **Methods:**

	The methodology of E-waste Race includes the following phases: 1. Design and implementation of the educational materials 2. Meetings in schools to present the materials and the subsequent race 3. Launch of the race, including the local communities 4. Collection of the E-waste 5. Valorisation of the collected materials in collaboration with municipalities and waste processors: all the E-waste that the children collect is recycled and all the valuable metals and resources it contains can be reused.
Further reading/Direct Links	https://hollandcircularhotspot.nl/case/e-waste-race-local-collection-of-old-electronic-devices/ https://circulareconomy.europa.eu/platform/en/good-practices/e-waste-race-school-based-collection-old-electronic-devices
How can this example be used in VET?	The practice can be easily transferred and proposed to VET students. Obviously, the preparation materials (introductory lecture) must be adapted to the different level of prior knowledge of the students, but it can also be enriched, in some specific curricula (e.g. electricians) with supplementary proposals including the practical study of the collected products and their eventual repair and refurbishment.

Good Practice 04

"Ristorazione Sostenibile 360°"

Reviewed and approved by the authors

Country	Italy
Title	Ristorazione Sostenibile 360° (360° Sustainable Catering Services)
Target Audience	Restaurant owners/managers
Organisation name	The project has been developed by "Piace Cibo Sano APS" (an agri-food supply chain network), in partnership with Università Cattolica del Sacro Cuore of Piacenza and OPERA Research Center. The project has been supported by Regione Emilia Romagna (public entity operating at regional level).
Author	The same as above The practice is submitted by ICESP (Italian Circular Economy Stakeholder Platform)
Main Methodologies	The methodological approach adopted by the project consists of: 1. A self-assessment of the restaurant's management performance based on a technical specification (guidelines, indicators and scorecards). The process is supported by a web platform. At the end, the restaurant obtains certification and can declare its status as a "sustainable restaurant" both through a document reporting its commitments and on the Ristorazione Sostenibile 360 App (available in app stores); 2. Design, implementation and release of a multidisciplinary training course on the 10 points on which the sustainable restaurant certification pathway is developed. The course is not mandatory for the purposes of certification but is functional to bring professionals closer to and raise awareness of sustainability in the catering sector.
Summary/description	Ristorazione Sostenibile 360° (or 360° Sustainable Catering) is the first voluntary certification programme for regional catering, suitable for any type of restaurant in the Emilia-Romagna Region (IT). It is called "360°" because it factors in the environmental,

	economic and social aspects of catering and gives a broad and holistic view of sustainability. The certification is based on a technical specification drawn up within the project and containing guidelines, indicators and evaluation sheets. When a restaurant owner/manager undergoes the evaluation and is certified, he/she undertakes to abide by sustainable principles. Preventing food waste and embracing circularity are part and parcel of the general concept of sustainability.
Aim/s, impact, methodology	**Aim:** making restaurant owners/managers aware of the environmental, social and economic sustainability of their activities giving them tools to promote their commitment. **Impact:** the project is ongoing. At the moment (June 2022), 32 enterprises in the catering sector got the certification. **Methods:** The course is structured in 7 modules of 2h, realised and accessible via the web. In each module, an expert from the world of research gives the lecture, in collaboration with an expert representing the catering sector. At the end of each lesson (1h 30 minutes) there is half an hour of discussion also through the creation of short group papers. At the end of the course a certificate of participation in the course "What does a sustainable restaurateur do?" is issued. The RS360 programme proposes to deal with the theme of sustainability in the various areas of restaurant management, from the purchase of food and non-food raw materials, through the formulation of the menu, to staff training, awareness-raising and valorisation of the territory, responsible management of the work team, including transversal aspects such as responsible management of energy, water and waste and their constant monitoring (certification lasts two years). The teaching methods include the presentation of theoretical aspects through case studies and practical examples and is aimed at encouraging discussion among participants in order to

	share experiences and disseminate the most effective sustainability practices in the regional catering sector.
Further reading/Direct Links	https://circulareconomy.europa.eu/platform/en/good-practices/ristorazione-sostenibile-360deg-how-make-catering-wholly-sustainable https://ristorazionesostenibile360.it
How can this example be used in VET?	The presented practice falls within the C-VET framework (Continuous Vocational Education and Training). The model has an enormous potential for replicability. It has been tested and has demonstrated positive impacts that could be also multiplied at European level by network agreements.

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Good Practice 05

"Delta environment"

Country	Portugal
Title	Environmental Statement – "Delta environment"
Target Audience	Delta Cafés' Employees and Families
Organisation name	Delta Cafés
Author	Delta Cafés
Main Methodologies	The Delta Cafés assumes responsibilities in both the creation of wealth and the protection of the environment, and therefore adopts environmental management practices that allow a clear understanding of the impacts caused. Only a management perspective that integrates environmental management will provide a competitive advantage for companies. In that sense has goal: Minimising Environmental Risks (Protecting the environment and responding to changing environmental conditions in balance with socio-economic needs); Leveraging Synergies between Businesses (and improvements in policies and simplification of procedures (management system); Training and Skills (Increase in skills through training and environmental awareness actions for employees) awareness actions for collaborators); Stakeholder Engagement and Satisfaction; Positioning of Nabeiro's Group (in matters of sustainability and strengthening of the image).
Summary/description	The project's main objective is to promote the reduction of environmental impacts, namely through the reduction of paper, electricity, water and fuel consumption in the Group's companies. In order to make the Delta Environment project operational, a network of Sustainability Ambassadors was set up, consisting of one employee from each company and commercial department, which has consolidated the sustainability policy and strengthened the feeling of belonging at Delta Cafés.

Aim/s, impact, methodology	**Aim:** to promote the reduction of environmental impacts **Impact:** Consolidation of the sustainability policy and strengthened the feeling of belonging at Delta Cafés its missions and values **Methods:** Creation of a network of Sustainability Ambassadors who replicate the goal for other employees and their families.
Further reading/Direct Links	https://www.deltacafes.pt/pt/sustentabilidade/responsabilidade-ambiental
How can this example be used in VET?	This best practice can be used in Professional Education, since by creating a network of ambassadors they will more effectively convey the importance of the impact of their years on protecting the environment.

Community Involvement & Development

Good Practice 06

"The Support of Ministry of National Education to Science and Art Centres"

Country	Turkey
Title	VakifBank / The Support of Ministry of National Education to Science and Art Centres (BİLSEM)
Target Audience	Youth Children Future engineers, scientists and artists Youth Workers
Organisation name	VAKIFBANK
Main Methodologies	In Science and Art Centres (BİLSEM), the students are taken to training programs organised in the fields of: **a) Adaptation (Orientation),** **b) Support Training;** 1) Communication Skills, 2) Group Working Techniques, 3) Learning Methods, 4) Problem Solving Techniques, 5) Scientific Research Techniques, 6) Foreign Language, 7) Computer, 8) Social Activities, **c) Recognizing Individual Talents,** **d)Developing Special Talents,**

	e) Project Production/Management. The programs do not have a certain completion time, and the student progresses in the programs according to their own learning pace. Students can continue their education until they finish high school, depending on their performance, desire, diligence and attendance at the program stages. All programs are student-centred, interdisciplinary, modular; It is prepared individually in a way that will develop students' creativity, different approaches to problems and their ability to find solutions and prepare them for the conditions in adulthood. In the implementation of the programs, completely different special education methods and techniques, special materials and special education environments are used. Although individual education is essential in Bilsem, teachers, places, etc. Due to limitations, training is mostly done in small groups of 3-5 people. Education in Science and Art Centers is carried out differently from the formal education of students. While students in their schools act for the purpose of getting passing grades and preparing for exams, Bilsem's structure includes passing grades, taking notes, etc. are not included. Instead, teaching is provided with a process-oriented, project-based teaching model and students are expected to carry out projects that meet the desired qualifications. This is the main methodology of BİLSEM.
Summary/description	Within the framework of its corporate social responsibility policy, VakıfBank aims to touch the lives of special children in the field of education, to bring their dreams to life, to raise engineers, scientists and artists of the future, and to ensure that gifted students, who are determined by exams in primary schools, are aware of their individual abilities in a way that does not disrupt their education in formal education institutions, and by developing their capacities. It provides support to BİLSEM, which are private educational institutions opened under the state in order to make them useful at

	a high level. VakıfBank, which has supported more than 20 thousand children within the scope of the project, has increased the number of workshops located all over Turkey to 54. VakıfBank aims to increase this number even more in 2022.
Aim/s, impact, methodology	**Aim:** In collaboration with the Ministry of National Education (MEB) of the Republic of Turkey, VakıfBank undertook the construction of 54 mechatronics, mind games and artificial intelligence workshops and over 170 information technology laboratories within the body of Science and Art Education Centres (BİLSEM), which it has been supporting since 2017. VakıfBank aims to help approximately 20 thousand gifted children, who receive education in the workshops it supports, to discover their individual talents and to help them use these talents at the highest level. VakıfBank's aim for BİLSEM workshops is to invest in the future of our country by contributing to the education of especially talented children who study in disadvantaged regions or who cannot be guided only by formal education. Our ultimate goal is to reach as many provinces, workshops and students as we can in Turkey within the scope of our strategy, not through a specific number. **Impact**: According to the report on the evaluation of the educational quality of the workshops established within BİLSEM with the support of VakıfBank, in terms of student and teacher dimensions; the satisfaction rate of using the workshop was 100%. Among the reasons for satisfaction, the availability of up-to-date and powerful technical equipment (45.45%) and the availability of interesting materials for children (36.36%) took the first place. In the professional contributions of the use of the workshop to the teacher;

	learning innovative teaching methods (88%), improvement in motivation (88%) and improvement in sense of belonging (66%). Among the observed effects of the workshops on the students; development in motivation (92%) is in the first place, followed by improvement in interest and sense of belonging to BİLSEM (88%) and self-confidence (64%). Creativity (88%), collaborative working and communication skills (84%), and analytical thinking skills (72%) are in the first three ranks among the skills that workshops provide to students. While the participation rate in projects and competitions with workshop products is 80%, Teknofest, TÜBİTAK Research Projects Competition and MEB Robot Competition are in the first three places among these competitions. Among the products produced for the benefit of society in the workshops of the students; There are innovative examples such as fire extinguisher drone design, air quality test for asthma patients, 3 Colour 3D printer design, visor, hapmatic, new intelligence games design. **Methods:** The main method is to provide students with high-quality scientific, artistic and technology-related education and to implement them as a summative. In BİLSEMs, which provide a kind of vocational education, students can contribute to their professional life outside of formal education. In Science and Art Centres, no action is taken to measure academic success, no exams are held, and no points or grades are used in measurement and evaluation. Monitoring and evaluation are made by using Observation Forms at every stage of the applied education programs and at the end of the program, students who complete the program are given a "Program Completion Certificate".

Further reading/Direct Links	13.KSS-Zirvesi-Proje-Katalog-R5 (kssd.org) www.kssd.org / www.csrturkey.org
How can this example be used in VET?	VakıfBank undertook the construction of 54 mechatronics, mind games and artificial intelligence workshops and more than 170 information technology laboratories within BİLSEM, in collaboration with the Ministry of National Education. Approximately 20 thousand gifted children, who receive training in workshops supported by VakıfBank, have the opportunity to discover their individual talents and use these talents at the highest level. VET provides and ensures skills development in a wide range of occupational fields, through school-based and work-based learning. It plays a key role in ensuring lower school dropout rates and facilitates the school-to-work transition. This best practice example provides serious and high-quality training and workshops on science, art and technology with the young people it has raised from the core. It will be easier for the young people who can reach such training to apply their acquired competencies and skills to vocational high schools and integrate them into their business life after school.

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Good Practice 07

"Empowering young people for a better tomorrow"

Country	Austria
Title of Best Practise	Empowering young people for a better tomorrow
Target Audience	Young people Students Children
Organisation name	SOS Children's Villages
Main Methodologies	The charity of SOS Children's Villages supports young people on their way to employment and independence through a special focus on youth empowerment by conducting corporate social responsibility projects and applications.Their activities include the following methodologies: • Job orientation to help young people understand the job market • Soft and basic skills training to improve employability • Access to a professional working environment to gain initial work experience • Mentoring to help the young people to find their own way and build a network • Entrepreneurship to empower them to become independent and fulfil their own dreams.
Summary/description	SOS Children's Villages supports and advocates for children without parental care or at risk of losing it. They work in 134 countries and territories, reaching over 1.5 million children, young people, families and caregivers each year. SOS Children's Villages empowers young people to acquire the skills they need to transition to the workplace and an independent life.
Aim/s Impact	**Aim:** The aim of the organisation is to provide young people access to education, training and mentorship to help develop their knowledge, confidence and resilience.

	Impact: Poor education, together with a lack of social support networks, parental encouragement and career guidance are some of the reasons for historically poorer employment prospects of young people living in alternative care.With the help of the project's applications these disadvantages situations will be decreased in children's life. A good example is the GoTeach programme with Deutsche Post DHL which improves the employability of disadvantaged young people and early school leavers by connecting them with the world of work. More than 9,000 young people in 26 countries across Latin America, Asia, Africa and Eastern Europe have benefited from the programme.This is already proof of how the programme's impact is wide.
Further reading/Direct Links	Learning-and-Education-for-Development.pdf (sos-childrensvillages.org
How can this example be used in VET?	SOS Children's Villages equips disadvantaged young people with the skills and qualifications to increase their employability.This organisation assists young people to get practical work experience through job shadowing and internships. On the other hand, as it is known, vet schools and centres that provide vocational training also provide young people with internship opportunities, the opportunity to learn a craft and practice related to their future jobs. Since this social responsibility project of the SOS Children's Village institution also provides such vocational training, this example can be used in VET education.

Governance

Good Practice 08

"Reporting on the SDGs"

Reviewed and approved by the authors

Country	Italy
Title	SDGs objectives - Reporting on the SDGs
Target Audience	Internal staff and stakeholders
Organisation name	ENGIM Italia
Author	SDGs ENGIM working team
Main Methodologies	The activity refers to the guidelines of the Global Reporting Initiative (GRI)
Summary/description	The selected practice describes an ongoing process of change within the organisation involving pilot centres for the integration of sustainable development objectives into management and reporting practices. The process is coordinated by a national contact person, to whom the coordinators of the pilot centres refer; it involves the use of data collection forms, the definition of short and medium-term objectives and the development of indicators.
Aim/s, impact, methodology	**Aim:** the aim of the strategy is to turn all the ENGIM centres into places where the 17 Goals can be tested integrating the SDGs into the management of the organisation at national and international level. **Impact:** the model is an ongoing process and the impacts are not at the moment available but it represents a radical change in the organisation's Governance policy. **Methods:** the first phase of the process consisted in an analysis of each SDGs target. Following the suggestions indicated in the ASviS 2019 Report, the organisation therefore identified the "areas" considered to be of commitment, the targets, the actors

	to be involved and some initial possible actions to be implemented. The work begun in the final months of 2020 has led to the drafting of a detailed report. In 2021 the criteria for measuring the implemented actions have been identified in order to monitor the progress made by each pilot centre. The monitoring for 2022 is in progress.
Further reading/Direct Links	https://www.engim.org/sites/default/files/u1583/AnnualReport_FondazioneENGIM_web.pdf
How can this example be used in VET?	The model represents an example of Governance in the VET sector, as ENGIM operates at regional and national level in Italy both in Initial vocational education and training (IVET) and in Continuing vocational education and training CVET.

Recommended readings

- Communication From The Commission To The European Parliament, The Council, The European Economic And Social Committee And The Committee Of The Regions A renewed EU strategy 2011-14 for Corporate Social Responsibility /* COM/2011/0681 final */
- Corporate Social Responsibility, Responsible Business Conduct, and Business & Human Rights. - Overview of Progress
  Document date: 15/04/2019 - Created by GROW.A.1.DIR - Publication date: 16/04/2019
- 15 Eye-Opening Corporate Social Responsibility Statistics
- 2019 Aflac CSR Survey Report Results and Analysis
- Global Employment Trends for Youth 2022: Investing in transforming futures for young people - ILO
- https://benevity.com/resources/types- of-corporate-social-responsibility.