



**Hecos for Ethics – Higher  
Education and Companies  
FOsteRing ETHICAl Skills**

# **HECOS for Ethics Training Guide**



“HECOS for Ethics Training Guide”

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## List of abbreviations

**AICCRE**- Associazione Italiana del Consiglio dei Comuni e delle Regioni d' Europa –  
Federazione Veneta

**CSO** - Civil Society Organizations

**CSR** – Corporate Social Responsibility

**CV** – *Curriculum Vitae*

**EC** – European Commission

**ECTS** - European Credit Transfer System

**EQF** – European Qualification Framework

**HECOS** - Hecos for Ethics:Higher Education and Companies FOsteRing ETHICAl Skills

**ILO**- International Labour Organisation

**ILS** - International Labour Standards

**NGO** – Non-governmental organization

**NGOD** – Non-governmental organization for development

**OECD** - Organisation for Economic Co operation and Development

**SCM** - Supply Chain Management;

**SD** - Sustainable Development

**SDG** – Sustainable Development Goals

**UN** - United Nations



## Summary

“Hecos for Ethics (HECOS) is a worldwide network offering training opportunities on skills, attitudes and knowledge in cooperation with 3 different stakeholders (companies, NGOs, training providers) aiming for a sustainable way of living and working.”

HECOS for Ethics - Higher Education and Companies Fostering Ethical Skills (HECOS) first started as a three years project implemented by AICCRE from 2015 to 2017, funded by Erasmus+ programme through the Italian National Agency. This project strives to develop new methods and tools to assess and certify learning outcomes within European Qualification Framework, enhancing non-formal training as a vehicle to let the private and sector civil society and non-governmental organizations sector meet and, at the same time, to foster the adoption of CSR by the private sector.

Recognizing non-formal training and experiences at the field level as a major learning opportunity and eventually life changing, HECOS as a network offers its participants a three-step path in order to develop ethical skills that can be applied to CSR practices. In the first place participants will attend a non-formal training which is followed by a field experience. To close participants will have a final meeting to assess the learning experiences and to draw upon follow up actions.

Organizations such as NGOs, Companies, Chambers of Commerce, Universities and Training providers, etc are the HECOS target groups. Each organization can select one or more topic of interest from the set of suggestions and from there draw the experience it wants to provide to its students, collaborators, professionals, etc.

This document - Training Course Model - intends to give guidance to organizations and participants throughout the three steps named above as well as to present the training options and topics related. HECOS background is presented on Chapter 1 along with the conceptual framework and methodological approach. Chapter 2 includes the description of all training modules available for the non-formal training. Chapter 3 is related to the informal training: volunteering experience at the field level. Finally Chapter 4 gives some orientation on how to assess learning and sustainability and ethical competencies coming from an HECOS experience once the participant returns from the informal training.



# 1. HECOS for Ethics Project

## 1.1. Background

From 2015 to 2017 HECOS for Ethics was developed as a three year project on Ethical Skills and Corporate Social Responsibility funded by Erasmus + Programme<sup>1</sup>, led by AICCRE.

As a project HECOS aimed to foster ethical skills development and internationalization within educational and training institutions, through enhanced transnational cooperation between those and other stakeholders such as chambers of commerce, non-governmental organizations (NGOs), companies, etc.

The need for the ethical training of employees, and managers in particular, was already formally acknowledged in the Green Paper of the European Commission on 'Promoting a European Framework for CSR'<sup>2</sup>, which stated that 'In response to the need to integrate CSR into the training of existing managers and employees and to anticipate the skills that will be required by managers and employees of the future, courses or modules in business ethics have become quite a common element of business degrees'. It is a matter of fact that the EC has incorporated ethics into the common European Qualifications Framework (EQF).

Ethical training may be considered as a key element in terms of the development of individual responsibility for lifelong employability and its sustainability. For these reasons the EC affirmed that the EQF system for managers requires 4 areas of competence: cognitive competence, functional competence (skills and knowhow), personal competence and ethical competence. During the last few years the ethical skills concept has been shifted from being a skill area, to being an indicator of learning results. In the EQF by the fourth to eighth level you can find ethical competencies explained progressively more complexly. The growth of ethical skills today is a challenge for both the business sector and educational sector, because if the managers of today are facing these topics it is necessary that they become part of the skills portfolio and CV of future managers. For the same reason the higher education system, like colleges and universities, must integrate ethical skills into the development of business CV, as well as its integration into economic and social courses.

<sup>1</sup> [http://ec.europa.eu/programmes/erasmus-plus/node\\_en](http://ec.europa.eu/programmes/erasmus-plus/node_en)

<sup>2</sup> [http://europa.eu/rapid/press-release\\_DOC-01-9\\_en.pdf](http://europa.eu/rapid/press-release_DOC-01-9_en.pdf)



## 1.2. HECOS Aims

The first aim of HECOS was to enhance the role of ethical competencies in the European Qualifications Framework (EQF) for managers by developing an innovative and attractive training format which would hit, assess, and recognize learning results and set common learning results standards related to ethical and sustainability competencies whilst also developing organizational skills in non-formal and informal training contexts.

A second aim was to facilitate the enrichment of ethical skills in managerial curricula and to foster the promotion of CSR in both the tertiary education sector and companies, by raising the awareness within private companies of the issues related to human rights, respect for the environment and the consumption of land and resources; values that are part of the ethical skills area of EQF for managers.

The third aim was to create a network of companies interested in experimenting with innovative training methods of non-formal and informal education for adults on the issues of the environment and human rights aimed at improving the organizational and management skills through the adoption of positive actions in the field of CSR and local, national and international solidarity.

## 1.3. HECOS Stakeholders

### Partnership

The project was implemented by a partnership of nine organizations from six countries, including four training providers and universities, three NGOs and two chambers of commerce. These organizations are the Organization for International Kooperation and Solidarity Onlus and AICCRE-Associazione Italiana del Consiglio dei Comuni e delle Regioni d' Europa – Federazione Veneta - Italy; Voka - Kamer van Koophandel Oost-Vlaanderen and Odisee-Hogeschool - Belgium; InnoSpectrum- Hungary, Technical University Kosice and Presovska regionalna komora SOPK - Slovakia; Stockholms Universitet - Sweden; and Rosto Solidário - Portugal. Partners led project activities at the country level and gave their contributions to the project's outputs according to their expertise and experience.

The responsibilities of the training providers and universities included the implementation of the catalogues in their countries/regions and fostering horizontal mainstreaming within educational and training networks. Universities also supported the project by mapping students who were willing to engage in project activities. NGOs supported the mapping of good practices of non-formal training linked to NGOs projects in European marginalized areas and in developing countries. Chambers of Commerce responsibilities included





mapping companies interested in implementing a HECOS experience from the catalogue and facilitating the pilot activity.

## **Participants**

HECOS was designed to reach for participants at two levels. In one hand by directly approaching private companies' managers and executives, university vocational and education center students, and companies willing to add to their training programs the aims related to a CSR culture and the subsequent assessment of learning results. On the other hand were the people that can benefit from the project indirectly such as students, managers and executives who can grow their consciousness for human rights, environment protection and other topics and will be able to certify new learning results in their curricula as part of the European Qualifications Framework. Benefiting also the NGOs - by identifying a network of companies interested in CSR and by being willing to improve innovative training methods in cooperation processes.

## **1.4. HECOS Outputs**

The project work plan was developed according to a set of linked steps: the initial assessment; developing a training format; the planning and construction of a training catalogue; piloting, application and commercialization of the catalogue; which is the final output.

To support all these steps there is a set of outputs developed through the project by the organizations included in the partnership. The core outputs are the Research Report - Final results and conclusions; the Training Guide (current document); the Informal Experiences Catalogue; and HECOS Website.

## **1.5. Conceptual framework**

### **Sustainable Development**

HECOS for Ethics as a project and as a network is deep-rooted in a Sustainable Development conceptual and political framework.

The Sustainable Development (SD) definition goes back to the 1987 World Commission on Environment and Development: "Sustainable Development is a development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (cit in Ebner, D. and Baumgartner, R., 2006). This definition raises two main concepts. On one hand the concept of 'needs', from all the population in the world, and on



the other the concept of "environment limits". 40 years on from "The Club of Roma" report on "The limits to growth"<sup>3</sup> we have a new / old question: how can we grow within environmental limits? How to achieve in the future the world's needs? It still depends on how well we balance social, economic, and environmental objectives or needs when we make decisions today.

According to the Renewed EU Sustainable Development Strategy adopted by the European Council on 15/16 June 2006: "Sustainable development means that the needs of the present generation should be met (...) It is about safeguarding the earth's capacity to support life in all its diversity and is based on the principles of democracy, gender equality, solidarity, the rule of law and respect for fundamental rights, including freedom and equal opportunities for all." Aiming towards "continuous improvement of the quality of life and well-being on Earth for present and future generations" the Strategy support the idea that SD should foster the economy in order to ensure "full employment and a high level of education, health protection, social and territorial cohesion and environmental protection in a peaceful and secure world, respecting cultural diversity without compromising the ability of future generations to meet their own needs."

From an Ethical perspective Sustainable Development is "(...) ethically founded response to a worldwide process in which not only research is increasingly carried out on the basis of private and economic interests but where these interests are also shaping the profile of academically educated young people" (Altner and Michelsen, 2005 cit. in Barth et al, 2007).

## **Transforming Our World: 2030 Agenda for Sustainable Development**

For the past 40 years a big effort has been made to push for SD in international agendas and to raise awareness and proactive attitudes to create a global conscious on this matter. In 2015, at the United Nations, the world leaders adopted the 2030 Agenda for Sustainable Development, which includes a set of 17 Sustainable Development Goals (SDG) to end poverty, fight inequality and injustice, and tackle climate change by 2030. The Goals and targets will stimulate action over the next 15 years in areas of critical importance: People, Planet, Prosperity, Peace and Partnership (UN, 2015).

## **Sustainable Development Goals**

1. End poverty in all its forms everywhere;
2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture;

<sup>3</sup><http://www.clubofrome.org/report/the-limits-to-growth/>



3. Ensure healthy lives and promote well-being for all at all ages;
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all;
5. Achieve gender equality and empower all women and girls;
6. Ensure availability and sustainable management of water and sanitation for all;
7. Ensure access to affordable, reliable, sustainable and modern energy for all;
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all;
9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation;
10. Reduce inequality within and among countries;
11. Make cities and human settlements inclusive, safe, resilient and sustainable;
12. Ensure sustainable consumption and production patterns;
13. Take urgent action to combat climate change and its impacts;
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development;
15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss;
16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels;
17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.

To achieve these goals civil society, governments, international organizations, etc., must be committed and engaged. HECOS for Ethics approach is to make the proposal that companies, NGOs, and training providers (including Universities) work together to fulfill the SDG from Corporate Social Responsibility practices.

### **Corporate Social Responsibility**

The first steps on CSR led to it being defined from a sheerly economic perspective but it has quickly been made clear that this paradigm must change. In 2001 European Commission on the Green Paper “Promoting a European framework for Corporate Social Responsibility”<sup>4</sup>

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<sup>4</sup> COM(2001) 366



defined it as “a concept whereby companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis”. On the renewed strategy 2011-2014 for CSR European Commission puts forward a new definition of CSR as being “the responsibility of enterprises for their impacts on society”.

The United Nations on their 2015 Guide to Corporate Sustainability presents CSR as an “imperative for business today – essential to long-term corporate success and for ensuring that markets deliver value across society”. In fact “the well-being of workers, communities and the planet is inextricably tied to the health of the business”. But how can companies manage to be socially responsible? How do they integrate social, environmental, ethical, human rights and consumer concerns into their business operations and core strategy? To be sustainable, companies have to ensure 5 aspects: 1) to operate responsibly in alignment with universal principles and take actions that support the society around them; 2) to push sustainability deep into the corporate culture and identity; 3) to commit at the highest level; 4) to report annually on their efforts; and 5) to engage locally where they have a presence at the local level (UN, 2015). Moreover CSR aims are: to maximize the creation of shared value for their owners/shareholders and society at large; and to identify, prevent and mitigate its possible adverse impacts.

In particular within HECOS, CSR operationally links to a list of topics which were established following research developed at an early stage of the project led by the University of Stockholm (Furusten, Staffan and Grafström, Maria, 2015). To each of the following areas: Human Rights; Labour; Environment; Safety & Security; Non-discrimination; Anti-corruption; Supply Chain Management and Responsible Marketing there is a corresponding training module described in Chapter 2.

## 1.6. Methodological framework

Throughout HECOS implementation as a project and as a network its methodological approaches were based on a set of assumptions related to Non-Formal Education, Experiential Learning (Beard, Wilson, 2002), Sustainability competencies based on Wiek (2011) framework and Learning to Learn.

Non-formal learning and education “have been indisputably established as key priorities within the European institutions’ policies and programme” (COE, 2012:2). Building on this priority there has been an effort to establish common elements of non-formal education approaches (COE, 2009). Following non-formal learning and education features HECOS approach to training envisions a learning path which links individual and social learning; fosters symmetrical teaching/learning relations; is participatory and learner-centered,



holistic and process-oriented, close to real-life concerns, experiential and oriented to learning-by-doing, voluntary, uses intercultural exchanges and encounters as learning devices, and aims above all to convey and practice the values and skills of democratic life (COE, 2012:4-6).

Experiential Learning can be defined as a “person-focused, supported approach to individual, group, or organizational development, which engages the young or adult learner, using the elements of action, reflection, and transfer” (Beard, Wilson, 2002). Building on participants former experiences, each person within the group should be guided by the facilitators to engage in effective learning exercises following a four-step cycle called the Experiential Learning Cycle (David Kolb,1984): 1) Concrete Experience; 2) Observation and reflection; 3) Forming Abstract Concepts; 4) Testing in new situations.

Within the HECOS training of Experiential Learning Cycle the first step should allow participants to experience a new situation or to reinterpret an existing experience. The second step should guide participants to remember, describe and understand the experience from first step. In step 3 participants are invited to reflect on their experience looking for patterns and overall conclusions and its links to the “real world”. Finally in step 4 participants have the chance to find ways to apply conclusions to the world around them and their personal lives (David Kolb, 1984). This step has crucial relevance to learning consolidations and can trigger new learning cycles.

According to Rieckmann (2012: 128) “The fundamental reorientations and transformations in terms of sustainable development require a far-reaching change of consciousness in individuals and thus the development of competencies to contribute to a (more) sustainable future.” Building on the aims of HECOS as a network - “a sustainable way of living and working”- by “offering training opportunities on skills, attitudes and knowledge” brings added attention to the methodological approaches of the training paths proposed. The Modules and activities suggested were developed by taking into consideration a set of learning outcomes related to skills, knowledge and attitudes which will foster Key Competencies development.

Learning to Learn is one of the Key Competencies for Lifelong Learning within the European Union<sup>5</sup> and the Common European Framework<sup>6</sup>. Learning to Learn is framed in the individual dimension of learning recognition.

<sup>5</sup> Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competencies for lifelong learning [Official Journal L 394 of 30.12.2006].

<sup>6</sup> “The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. (...) The Framework also defines levels of proficiency which allow learners’ progress to be measured at each stage of learning and on a life-long basis.” ([http://www.coe.int/t/dg4/linguistic/source/framework\\_en.pdf](http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf)).



“Learning to learn’ is the ability to pursue and persist in learning, to organize one’s own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one’s learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully.” (2006/962/EC)

From the methodological perspective non-formal and informal trainings are built on the assumption that each participant should be protagonist of one’s own learning process. The HECOS for Ethics experience should encourage participants’ autonomy. By fostering participants’ motivation and confidence: “Individuals should be able to dedicate time to learning autonomously and with self-discipline, but also to work collaboratively as part of the learning process, draw the benefits from a heterogeneous group, and to share what they have learnt.”(2006/962/EC).

## 1.7. HECOS Experience - Training course

In the last few years the search for new ways in which to train companies’ executives and managers to develop managerial and organizational skills has been increasing. It requires a kind of training that does not only concern formal learning, but rather, increasingly inductive methodologies that put the learner in a concrete experience facing real problems, as a way of fostering problem solving skills and organizational strategies as a group.

Before an institute participates in a HECOS experience it should choose the specific areas in which it wants foster ethical competencies, according to their goals and expectations. Simultaneously it’s recommended to map a group of participants following criteria outlined in section 1.3. HECOS stakeholder’s description.

It is up to the stakeholder universities/training providers, business companies or NGOs based in Global North to begin leading an HECOS learning path. Despite the fact that the learning stages come subsequently the institution leading the process should plan the experience as a whole. In this way it is possible to develop a non-formal training that is a better suit to that which is desired by the institutions and eventually the participants.

HECOS proposes eight specific areas in which institutions and participants can develop sustainability competencies corresponding to the eight modules presented in Chapter 2. The area/module mapping is a result of research led by the University of Stockholm in the beginning of 2015 closely linked to HECOS potential stakeholders and partners. Research report findings show that amongst CSR and Sustainable Development respondents the



following themes were considered the most relevant in which to develop competencies: Human Rights; Labour; Environment; Safety & Security; Non-discrimination; Anti-corruption; Supply Chain Management and Responsible Marketing scope.

To develop sustainability and ethical competencies within HECOS for Ethics implies a 3 stages learning path rooted in the conceptual and methodological principles already mentioned. The 3 stages are sequential and should be implemented by the order presented here: 1) non-formal training, 2) informal experience, 3) final assessment.

### **Non-formal training**

Non-formal training, as the first stage of an HECOS experience, is a classroom training course based in non-formal education methods. This course aims to train and prepare HECOS participants for the following stage of training; their experience at the field level. It is up to the institution to decide and develop a training plan. Participants can attend one or more training modules depending on the specific area(s) chosen. Each module has a range of different topics embracing the different possible contexts and expectations. Moreover there are four schedule options within each module. These options allow each institution to fit its training plan to the time and financial resources available.

Ideally throughout the 3 steps training process should be developed in partnership with business companies and commerce chambers, training providers (i.e. universities) and civil society organizations (i.e. NGOs):

- Companies, Universities and NGOs making the decision to engage HECOS and to take the lead of the process (individually or as a group); mapping a group of participants and drawing a HECOS experience plan based on group and institutional expectations (area/module, timeframe, schedule, group of trainers, informal training context and location);
- Training providers/Universities preparing and facilitating non-formal training as well as conducting the final learning assessment. Alternatively the training can be ensured by a consultant or independent trainers willing to work pro-bono. It is up to the leading organization which is more suitable.
- NGOs and civil society organizations (CSO) hosting a participant in their informal experience in local development or international development cooperation program/projects implement in a Global South context. NGOs and CSOs should support the non-formal training particularly in aspects related to national/local context and their scope of work.



## Informal training

Informal training as the second stage of a HECOS experience is a volunteer working experience at the field level that will allow participants to consolidate learning from the non-formal training. This experience is planned to last one to two weeks.

Informal training venues will be settings/contexts where NGOs and CSOs usually carry out their cooperation projects for Human Rights and against poverty, discrimination and other fragility situations. Informal training can take place around the world after organizations and projects have been mapped within HECOS and presented in the HECOS for Ethics training catalogue and the area/module attended by the participants in the non-formal training.

## Final assessment

The last step of an HECOS experience is a final assessment of participants learning and particularly the competencies developed throughout the earlier stages. Back from the field experience participants are invited to a final meeting with the leading institution(s) representatives and/or trainers. They will facilitate an individual process of mapping and assessing learning and competencies.

Building on each module's specific learning outcomes every training experience should aim to develop organizational, management, problem solving, organizational and ethical skills. To this purpose, leading institutions choose the non-formal training methodology and informal training context most appropriate to accomplish its CSR policy aims.

## HECOS Experiences: four options

Taking into consideration stakeholder's time available and learning path wanted it's possible to choose one of four HECOS Experiences. Each of this option is aligned with the European Credit Transfer System (ECTS)<sup>7</sup> framework so by attending Option A, Option B, Option C or Option D participants will accumulate a different number of credits (*see next page*).

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<sup>7</sup> "ECTS is a credit system designed to make it easier for students to move between different countries. Since they are based on the learning achievements and workload of a course, a student can transfer their ECTS credits from one university to another so they are added up to contribute to an individual's degree programme or training." ([http://ec.europa.eu/education/ects/ects\\_en.htm](http://ec.europa.eu/education/ects/ects_en.htm))





### HECOS Experiences: four options

Stage	HECOS Experience			
	Option A	Option B	Option C	Option D
1. Non-Formal Training	40	30	20	18
2. Informal Training	100	56	40	30
3. Final assessment	8	8	4	2
<b>Total (h)</b>	<b>148</b>	<b>94</b>	<b>64</b>	<b>50</b>
<b>ECTS (1ECTS=30h)</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>1</b>



## 2. Non-Formal Training

### 2.1. Shape

As stated Non-Formal Training is the first stage of a HECOS experience which is given to support the participant's capacity building and learning in order to prepare them for the informal training. This training includes eight thematic modules.

Each module includes a set of topics related to policies, practices and relevant discussions at the international, regional and national levels. The set of topics presented in each of the modules is a proposal that the partners or facilitators can transform and add information to in order to adapt it to the aims of the HECOS experience wanted. The topic selection and time frames that are suggested are set according to the four options within each module. These options allow different non-formal trainings to fit participants and organizations availabilities to engage in HECOS experiences. There are four HECOS Experiences Options (presented in Chapter 1). Nevertheless facilitators and trainers are free to mix in topics from the other modules. Ensure that the workload of the complete module is not different to that which is indicated in the non-formal training option.

### 2.2. Learning Outcomes and Crosscutting Competencies

All training modules are planned to correspond a Level 6 learning experience within the European Qualification Framework. As the rest of the eight EQF levels, level 6 "is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications<sup>8</sup>":

EQF Level	Knowledge	Skills	Competence
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

<sup>8</sup> Source: "Descriptors defining levels in the European Qualifications Framework (EQF)" <https://ec.europa.eu/ploteus/en/content/descriptors-page>



The goal of a HfE training is to **learn from the different modules** as well as to **develop sustainability competencies** (knowledge, skills and attitudes) at the end of its three stages process: formal training, informal training and final assessment. Participants who want to obtain credits for participation in the HfE training should:

- Take part in a HfE **training on one of the 8 topics** mentioned in the Catalogue: Human Rights, Labour, Environment, Safety & Security, Non-discrimination, Anti-corruption, Supply Chain Management, Responsible Marketing.
- Take part in an **evaluation trajectory** which shows their level of performance of sustainability competencies and the progress they have made on several aspects.

The sustainability competencies which will be developed during the HfE training are based on Wiek's (2011) interlinked and interdependent competencies framework. **The development of these sustainability competencies** allows students to create solutions and give advice about complex, problem-based sustainability issues/cases related to the HfE topics. The sustainability competencies which should be developed are:

**1. Systems-thinking competence:**

- the ability to analyze complex systems across different domains (society, environment, economy, etc.) and across different scales (local to global)
- the ability to analyze complex systems includes comprehending, empirically verifying, and articulating their structure, key components, and dynamics

**2. Strategic competence:**

- the ability to design and implement interventions, transitions, and transformative governance strategies toward sustainability

**3. Anticipatory competence:**

- the ability to analyze, evaluate, and craft visions of the future related to sustainability issues

**4. Normative competence:**

- the ability to map, specify, apply, reconcile, and negotiate sustainability values, principles, goals, and targets
- this capacity is based on acquired normative knowledge including concepts of justice, equity, social-ecological integrity, and ethics

**5. Interpersonal competence:**

- the ability to motivate, enable, and facilitate collaborative and participatory sustainability research and problem solving



- this capacity includes advanced skills in communicating, deliberating and negotiating, collaborating, leadership, pluralistic and trans-cultural thinking and empathy.

### 2.3. Modules and Topics

As already mentioned HECOS Training Guide has eight thematic modules:

- I. **Human Rights;**
- II. **Labour;**
- III. **Environment;**
- IV. **Safety & Security;**
- V. **Non-discrimination;**
- VI. **Anti-corruption;**
- VII. **Supply Chain Management;**
- VIII. **Responsible Marketing.**

In the next pages of the current chapter the reader can find the description of each one, following the order shown above.

Within the descriptions of the modules, there can be found sets of specific **learning outcomes** that the participants are expect to acquire by the end of the experience. These learning outcomes are relevant to the specific module – irrespective of the training option chosen. The Learning outcomes are related to the planned topics of the training. For each one of the modules there are specific learning outcomes. Moreover is important that trainers keep in mind that learning outcomes are cumulative with crosscutting competencies.

Each module presents a combination of topics related with the thematic chosen from the HECOS experience umbrella. Topic selections include criteria with international, regional and national relevance and introductions to critical approaches. Moreover all modules include a group exercise in which the participants can experiment and apply their competencies in a particular case, as part of a safe learning environment. The proposal is that all **topics** are mandatory but with different workloads, taking into consideration different **training options**. Each of the four possible training options are presented in a table within each module folder. This table present the topics followed by the workload proposed for those topics depending on the training options: A, B, C or D. Our recommendation is that the training option is decided before the training starts and if possible even negotiated with the participants.



There are two **topics** which should be **common to each of the eight modules**: the first module is for setting a baseline on CSR concepts and understandings and to contextualize HECOS assumptions with each experience wanted. The last topic is planned to support participant learning about intercultural work, participant understanding of cooperation for development principles and scenarios: forming a cornerstone of the HECOS experience. Also considered is letting participants know the specifics of the country/context/organizations where they are having their informal training experience.

Following on from the topics and training options presentation in each of the modules there are to be found sets of **suggested activities**. They are linked with the Theme and the Topics presented and have potential to complement the learning outcomes and key competencies expected to be acquired by the end of the module whilst also enhancing the experience as a whole. They are not original activities created for the manual. Instead the suggested activities are a compilation of other relevant training guides and manuals to which the themes add methodological approaches that are also close to HECOS scope and propose.

In the end of each module participants have to plan a development project that links the topics that they learned about incorporating CSR. Participants, working in groups, then have to present to both their colleagues and facilitators/trainers their competence in providing services in accordance with Project Cycle Management being able to demonstrate their ability to “solve complex and unpredictable problems in a specialized field of work or study” (Level 6 Skills, EQF).

Despite the fact that a HECOS experience is a three stage process in which key competencies are expected to be acquired and which should be assessed at the end of that same process, the Final assessment stage, it is important to have **assessment and evaluation** moments throughout the whole experience. Particularly in non-formal training it's recommended to include learning and competencies assessment as trainers go further in the chosen module to ensure that each participant takes the most from the contents and methods proposed to the group. Evaluations should be held through participatory<sup>9</sup> and non-formal tools; a potential eventuality being that the facilitators/trainers can re-orientate the methods and the topics in case the group is not learning from it.

In the end of each module trainers and participants can find a list of **references** – literature, academic papers, materials, websites, international and regional documents, resolutions, declarations and other items related to theme of the module. This list can eventually support

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<sup>9</sup> More information available in: [http://betterevaluation.org/plan/approach/participatory\\_evaluation](http://betterevaluation.org/plan/approach/participatory_evaluation)



facilitators, trainers and participants in developing training materials, and having or recommending further reading.



## Modules Common Topics

In order to allow a complete learning path to any HECOS experience participants and to support their crosscutting competencies acquirement, all modules and training options should include the following topics.

Topic		Workload (hours)			
		Option A	Option B	Option C	Option D
<b>Corporate Social Responsibility</b> <i>(Starting topic)</i>	<p><b>Corporate Social Responsibility (CSR)</b> what it is and why does it matter</p> <p>Implications to the Organization when including CSR</p> <p>CSR Plans</p> <p>Companies indices, standards and certifications (UN Global Compact, ISSO 26000, Dow Jones Sustainability Index, FTSE4 Good Index requirements)</p> <p>The Business Case for CSR</p>	4	4	2	2
<b>Introduction to destination country and informal training venue</b> <i>(Closing topic)</i>	<p><b>Cooperation for Development and Intercultural Dialogue</b></p> <p>Cooperation for Development concepts</p> <p>Sustainable development goals (SDG)</p> <p>Dealing with stereotypes and prejudices</p> <p>Reflection on own cultural identity, find out our own resources and raising awareness of the perception of the others</p> <p>Dealing with cultural diversity, overcoming language barriers</p> <p><b>Informal training specifications</b></p> <p>Destination Country indexes and description</p> <p>Description of the destination venue</p> <p>Description of cooperation project and activities that will be carried out during Introduction to destination country and informal training venue</p>	4	4	3	3

**Knowledge attainments** related to these two topics are mirrored in specific learning outcomes set to each module. Moreover in being common topics shared by all modules their evaluation is ensured in the concluding evaluation of modules and furthermore their assessment is possible as part of the final group project presentation.



**Corporate Social Responsibility** is the starting topic of all modules, and it will set the ground for the succeeding ones. Considering that the participants might be less familiar with non-formal education methods the recommendation is to therefore start with the expositive method. Then fostering the interest and the awareness made by the knowledge attainment through the non-formal approaches and leveraging the use of non-formal education activities.

The aim of having, by the end of the modules, participants who are familiar with non-formal education methods is to be highly recommended. Both **Cooperation for Development and Intercultural Dialogue, and Informal training specifications** should be taught through practical experiences and games related with intercultural learning.

### References and additional reading:

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- OECD (2016) *Global Forum on Business Conduct*. <https://mneguidelines.oecd.org/globalforumonresponsiblebusinessconduct/> [29 April 2016].





- OECD (2011) *Guidelines for Multinational Enterprises*. OECD.  
<http://www.oecd.org/daf/inv/mne/48004323.pdf> [29 April 2016].
- UN (2015) *Sustainable Millenium Goals*. URL:  
<http://www.un.org/sustainabledevelopment/sustainable-development-goals/> [20 May 2016].
- UN Global Compact (n.d) *Principles for Responsible Management Education*. URL:  
<http://www.unprme.org/> [20 April 2016].
- UN Global Compact (n.d.) *Human Rights and Business Dilemmas Forum*. URL:  
<http://hrbdf.org/> [29 April 2016].



## Module I - Human Rights

United Nations Human Rights Council unanimously adopted on 16 June 2011 the Guiding Principles for the Implementation of the UN “Protect, Respect and Remedy” Framework<sup>10</sup>. The UN Guiding Principles provide an authoritative global standard for preventing and addressing the risk of adverse impacts on human rights linked to business activity. They clarify the meaning of the corporate responsibility as being the respect of human rights and calling on business to support and respect the protection of internationally proclaimed human rights.

UNICEF, the United Nations Global Compact and Save the Children (the sponsoring organizations) hosted a global release event for the Children’s Rights and Business Principles (the Principles) on 12 March 2012, in London. The 10 Principles set out concrete actions by which businesses can respect and support children’s rights. The event was attended by more than 160 invitees from business and civil society, the objective being to provide a comprehensive introduction to the Principles, illustrating their practicality and broad relevance with examples of good business practice from across the globe. These principles will be objectives and topics of this training course.

### Learning Outcomes

Within the Human Rights Module participants are expected to demonstrate the following specific learning outcomes:

1. Understanding business influence on Human Rights - contributions and violations;
2. Recognizing different approaches to Human Rights according to specific groups: women, migrants, children;
3. Acknowledging Human Rights Education and Activism initiatives and tools within CSR.

Note: Building on these specific learning outcomes, this non-formal training module should be guided in order to allow the participants to acquire crosscutting competencies detailed in the beginning of this chapter.

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<sup>10</sup> Available at [http://www.ohchr.org/Documents/Publications/GuidingPrinciplesBusinessHR\\_EN.pdf](http://www.ohchr.org/Documents/Publications/GuidingPrinciplesBusinessHR_EN.pdf) [29 April 2016]



## Topics and Training options

This training module contains the following topics as found in the table below. In addition to this set of topics facilitators/trainers should include Modules Common Topics in the training plan such as Corporate Social Responsibility (CSR), Cooperation for Development and Intercultural Dialogue and Informal training specifications as they are described above in this chapter. From the table it is possible to understand the time trainers should dedicate to each set of topics depending on the training option (A, B, C or D) chosen by the leading organizations for a specific group of participants.

This plan is flexible and trainers/facilitators can reformulate it in order to match the needs and expectations of participants. However is important to take into consideration ECTS and level 6 EQF criteria in all the changes made.

The longer topic is the one related with the final assignment – participants are invited to build up a development project relating to both the module thematic and CSR. This assignment should be presented and negotiated with participants from the beginning so that they can work on it from the outset. Trainers/facilitators should follow all group work very closely. As it is a task similar to that which they can find at the field level, participants should take any leftover time that they have from other topics to work on the final project.

Topic	Workload (hours)			
	Option A	Option B	Option C	Option D
<b>1. Human Rights</b> - 4 Generations - Legal framework: The Universal Declaration of Human Rights, African Charter on Human and People's Rights - Hegemonic and contra-hegemonic agendas: Boaventura de Sousa Santos	3	2	1	1
<b>2. Women Rights</b> - Beijing Declaration: right to education, political participation, protection - Gender Equality	2	1	1	1
<b>3. Human Rights and Migrations</b> - Refugees, Migrants and asylum seekers - Integration, Legal and social support, etc	2	2	1	1
<b>4. Children Rights Convention</b>	3	2	1	1



<ul style="list-style-type: none"> <li>- Right to education, to protection</li> <li>- Child labour</li> <li>- Military use of children</li> <li>- Children trafficking</li> </ul> <p>Children's Rights and Business Principles</p>				
<p><b>5. Human Rights violations</b></p> <ul style="list-style-type: none"> <li>- Racial discrimination, Data Protection, Death Penalty, etc</li> </ul>	3	2	1	1
<p><b>6. Analysis, advocacy, lobbying and reporting - Human Rights Activism and Human Rights Education</b></p> <ul style="list-style-type: none"> <li>- Examples of campaigns against Human Rights violations</li> <li>- CSR contributions to Human Rights</li> </ul>	4	4	2	2
<p><b>7. Business and Human Rights</b></p> <ul style="list-style-type: none"> <li>- Global Ethics and Human Rights responsibilities in business</li> <li>- Social inclusion and entrepreneurship</li> <li>- Business approaches following human rights declaration</li> <li>- UN Guiding Principles for the implementation of Protect, Respect and Remedy Framework</li> </ul>	5	3	3	2
<p><b>8. Human Rights &amp; CSR (final project)</b></p> <ul style="list-style-type: none"> <li>- Project Cycle Management</li> <li>- Presentation to the larger group and Evaluation by the trainer.</li> </ul>	10	6	5	4

## Suggested Activities

This training guide also includes some activities suggestions that could fit topics listed in to each module. The activities suggested don't cover all topics and are not original. A thematic and methodological resources mapping was carried out. Afterwards the following activities were selected as having greater potential for the acquirement of the learning outcomes that set for the module.

For each activity the reader can find its name, short description, the topic which best suits the activity, and the source; either the manual or website where the full activity description can be found. Trainers/Facilitators have options as to which activities are chosen from those presented. They can alternatively match the activities described here with different topics and even in a different module. Moreover trainers/facilitators are free to invite experts on the topic to come to training sessions and share their knowledge as well as to map and explore specific business cases within training sessions. Regardless of the choices made it is highly recommended to pay attention to the HECOS crosscutting methodological assumptions as well as to ensure the activities chosen are linked to the learning outcomes.



To further explore topic “4. Children Rights Convention” related with Children Rights please see Appendix 1.

Activity	<b>“Focus groups on respect”</b>
Description	As a group activity, this exercise allows to initiate discussion on the concept of ‘respect’, what it means, and how a lack of respect can affect society, through a focus group approach.
Topic	Topic 1 Human Rights - Legal framework: The Universal Declaration of Human Rights, African Charter on Human and People’s Rights.
Source	<i>Learning to Live Together – An Intercultural and Interfaith Programme for Ethics Education</i> . Arigatou Foundation (2008, p. 95)  Available online at: <a href="https://ethicseducationforchildren.org/images/zdocs/Learning-to-Live-Together-En.pdf">https://ethicseducationforchildren.org/images/zdocs/Learning-to-Live-Together-En.pdf</a>

Activity	<b>“Child rights campaigns”</b>
Description	Through this activity participants could focus on a specific right or set of rights on children living in difficult circumstances, by working in group to create child rights campaigns based on Convention on the Rights of the Child.
Topic	4. Children Rights Convention
Source	<i>Learning to Live Together – An Intercultural and Interfaith Programme for Ethics Education</i> . Arigatou Foundation (2008, p. 120)  Available online at: <a href="https://ethicseducationforchildren.org/images/zdocs/Learning-to-Live-Together-En.pdf">https://ethicseducationforchildren.org/images/zdocs/Learning-to-Live-Together-En.pdf</a>

Activity	<b>“Learning from real-life stories”</b>
Description	This activity looks at real-life stories on current human-rights violations. Using case studies, participants will explore situations of injustice, conflict and disrespect coming to realize that everyone has a responsibility to respect the right to human dignity, which is universal and inalienable.



Topic	5. Human Rights violations
Source	<p><i>Learning to Live Together – An Intercultural and Interfaith Programme for Ethics Education.</i> Arigatou Foundation (2008, p. 72)</p> <p>Available online at:  <a href="https://ethicseducationforchildren.org/images/zdocs/Learning-to-Live-Together-En.pdf">https://ethicseducationforchildren.org/images/zdocs/Learning-to-Live-Together-En.pdf</a></p>

### Assessment and evaluation

The Final module and ongoing evaluation of participant learning progress, is crucial to ensure training goals are being accomplished. The outcome for trainers/facilitators is to adapt the process to participants' needs and expectations. Building on that, trainers should save a moment during the end of a training session, either about one or about several topics, in which participants evaluate their learning and participation in the session as well as session contents, methods, and the performance of trainers. Also, the final group exercise is itself a good opportunity to assess group needs and concerns related to the informal training as well as for participants to demonstrate the achievements of the learning outcomes set by the module.

At the end of the module facilitators/trainers should hold a final evaluation asking participants to self-evaluate and to evaluate: the topics, methodology, trainers, logistics, support, etc.

The crosscutting competencies assessment and recognition process is planned for the final stage of the HECOS experience, after the informal training. There is more information about this process available in Chapter 4.

### References and additional reading:

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[http://www.caritas.eu/sites/default/files/160317\\_migration\\_report\\_migrants\\_have\\_rights.pdf](http://www.caritas.eu/sites/default/files/160317_migration_report_migrants_have_rights.pdf) [10 April 2016].
- Human Rights Watch (2016) *Children's Rights*. URL:  
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## Module II – Labour

Corporate social responsibility (CSR) initiatives, based on international labour standards and the Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy, can contribute to the promotion of economic and social development. Promoting the respect of rights at work and providing an important complement to government regulation of the workplace. The International Labour Standards (ILS) which were elaborated, adopted and supervised by the ILO are an essential component of the international framework for ensuring that globalization provides benefits to all. They are a valuable benchmark not only for governments, employers' and workers' organizations, but also for enterprises, international institutions, and non-governmental organizations.

The Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy (MNE Declaration), adopted in 1977 and most recently revised in 2006, is key instrument of the ILO for promoting international labour standards and principles in the corporate world. It is founded on ILS and reflects good practice accepted internationally by all players of the global economy.

### Learning Outcomes

Within the Labour Module participants are expected to demonstrate the following specific learning outcomes:

1. Understanding different CSR dimensions concerning labour;
2. Recognizing different social and cultural perceptions related to labour status - informal economy, volunteering, etc;
3. Acknowledging tools and systems that foster justice and sustainability within the labour framework.

Note: Building on these specific learning outcomes, this non-formal training module should be guided in order to allow the participants to acquire crosscutting competencies detailed in the beginning of this chapter.

### Topics and Training options

This training module contains the following topics as found in the table below. In addition to this set of topics facilitators/trainers should include Modules Common Topics in the training





plan such as Corporate Social Responsibility (CSR), Cooperation for Development and Intercultural Dialogue and Informal training specifications as they are described above in this chapter. From the table it is possible to understand the time trainers should dedicate to each set of topics depending on the training option (A, B, C or D) chosen by the leading organizations for a specific group of participants.

This plan is flexible and trainers/facilitators can reformulate it in order to match the needs and expectations of participants. However is important to take into consideration ECTS and level 6 EQF criteria in all the changes made.

The longer topic is the one related with the final assignment – participants are invited to build up a development project relating to both the module thematic and CSR. This assignment should be presented and negotiated with participants from the beginning so that they can work on it from the outset. Trainers/facilitators should follow all group work very closely. As it is a task similar to that which they can find at the field level, participants should take any leftover time that they have from other topics to work on the final project.

Topics	Workload (hours)			
	Option A	Option B	Option C	Option D
<b>1. Labour:</b> concept (s)	1	1	1	1
<b>2. Legal framework, regional and international protection mechanisms:</b> eg. International Labour Organization (ILO)	2	2	1	1
<b>4. Self-employment and work placement</b>	2	2	1	1
<b>3. Informal economy</b> (local products, relations with poverty): - Unpaid work (domestic work and care for dependants) - The impact of work on personal, family and social life	4	3	1	2
<b>4. Voluntary work</b> - Volunteering law - Volunteering figures around the world	4	3	1	1
<b>5. Labour and CSR as a Human Right</b> - Employees rights - Internal corporate social responsibility - Trade (fair trade) as a motor for global economy	5	3	3	2
<b>6. Cultural representations of work related to gender, age, etc.</b>	4	2	2	1
<b>7. Labour Rights &amp; CSR</b> (final project)	10	6	5	4



- Project Cycle Management				
- Presentation to the larger group and Evaluation by the trainer				

## Suggested Activities

This training guide also includes some activities suggestions that could fit topics listed in to each module. The activities suggested don't cover all topics and are not original. A thematic and methodological resources mapping was carried out. Afterwards the following activities were selected as having greater potential for the acquirement of the learning outcomes that set for the module.

For each activity the reader can find its name, short description, the topic which best suits the activity, and the source; either the manual or website where the full activity description can be found. Trainers/Facilitators have options as to which activities are chosen from those presented. They can alternatively match the activities described here with different topics and even in a different module. Moreover trainers/facilitators are free to invite experts on the topic to come to training sessions and share their knowledge as well as to map and explore specific business cases within training sessions. Regardless of the choices made it is highly recommended to pay attention to the HECOS crosscutting methodological assumptions as well as to ensure the activities chosen are linked to the learning outcomes.

Activity	<b>“Ashique’s story”</b>
Description	This is a discussion activity. The starting point is a case study of a child labourer. Participants go on to explore aspects of child labour, its the causes and how to bring it to an end. It allows extend knowledge about child labour, especially in relation to the SDG.
Topic	6. Cultural representations of work related to gender, age, etc.
Source	<i>Compass - Manual for human rights education with young people</i> . Council of Europe (2012, p. 100) Available online at: <a href="http://www.coe.int/t/dg4/eycb/Source/Compass_2012_FINAL.pdf">http://www.coe.int/t/dg4/eycb/Source/Compass_2012_FINAL.pdf</a>



Activity	<b>“Different Wages”</b>
Description	This activity consists of a simulation that confronts people with the realities of the labour market. It addresses issues of different wages for the same job, discrimination in the workplace and policies of low pay for young workers.
Topic	5. Labour as CSR and a Human Right - Employees rights
Source	<i>Compass - Manual for human rights education with young people</i> . Council of Europe (2012, p. 135)  Available online at: <a href="http://www.coe.int/t/dg4/eycb/Source/Compass_2012_FINAL.pdf">http://www.coe.int/t/dg4/eycb/Source/Compass_2012_FINAL.pdf</a>

### Assessment and evaluation

The Final module and ongoing evaluation of participant learning progress, is crucial to ensure training goals are being accomplished. The outcome for trainers/facilitators is to adapt the process to participants’ needs and expectations. Building on that, trainers should save a moment during the end of a training session, either about one or about several topics, in which participants evaluate their learning and participation in the session as well as session contents, methods, and the performance of trainers. Also, the final group exercise is itself a good opportunity to assess group needs and concerns related to the informal training as well as for participants to demonstrate the achievements of the learning outcomes set by the module.

At the end of the module facilitators/trainers should hold a final evaluation asking participants to self-evaluate and to evaluate: the topics, methodology, trainers, logistics, support, etc.

The crosscutting competencies assessment and recognition process is planned for the final stage of the HECOS experience, after the informal training. There is more information about this process available in Chapter 4.

### References and additional reading:

- Blanpain, R. (ed.) (2011). *International Encyclopaedia for Labour Law and Industrial Relations*. Kluwer.



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## Module III – Environment

Corporate Social Responsibility (CSR) in business is essentially about the taking of responsibility for the effects companies have on the environment and their effect on social wellbeing. CSR contributes to economic success and even gives competitive advantage by building reputation and gaining the trust of people.

The way companies regulate their consumption and production procedures has been impacting the global environment, particularly with respect to fossil fuel companies. Suzanne Goldenberg (2013)<sup>11</sup> highlights that new research points to the fact that “Oil, coal and gas companies are contributing to most carbon emissions, causing climate change”. Moreover “The climate crisis of the 21st century has been caused largely by just 90 companies, which between them produced nearly two-thirds of the greenhouse gas emissions generated since the dawning of the industrial age.”

In 2015 on the 12<sup>th</sup> of December in Paris the United Nations Conference on Climate Change Parties to the U.N. Framework Convention on Climate Change (UNFCCC) reached a landmark agreement. After 4 years of negotiations the Paris Agreement calls for all countries to act responsibly to stop global warming and therefore Climate Change. All parties must report regularly on their emissions and implementation efforts, and undergo international review. Non-state actors, including companies and investors, are also called upon to comply with this Agreement.

### Learning Outcomes

Within the Environment Module participants are expected to demonstrate the following specific learning outcomes:

1. Understanding Business impact on Environment and Natural Resources;
2. Recognizing that respecting the Environment and Natural Resources is crucial for Sustainable Development;
3. Acknowledging the tools and strategies for ethical Environment Management.

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<sup>11</sup> Source: <http://www.theguardian.com/environment/2013/nov/20/90-companies-man-made-global-warming-emissions-climate-change>



Note: Building on these specific learning outcomes, this non-formal training module should be guided in order to allow the participants to acquire crosscutting competencies detailed in the beginning of this chapter.

## Topics and Training options

This training module contains the following topics as found in the table below. In addition to this set of topics facilitators/trainers should include Modules Common Topics in the training plan such as Corporate Social Responsibility (CSR), Cooperation for Development and Intercultural Dialogue and Informal training specifications as they are described above in this chapter. From the table it is possible to understand the time trainers should dedicate to each set of topics depending on the training option (A, B, C or D) chosen by the leading organizations for a specific group of participants.

This plan is flexible and trainers/facilitators can reformulate it in order to match the needs and expectations of participants. However is important to take into consideration ECTS and level 6 EQF criteria in all the changes made.

The longer topic is the one related with the final assignment – participants are invited to build up a development project relating to both the module thematic and CSR. This assignment should be presented and negotiated with participants from the beginning so that they can work on it from the outset. Trainers/facilitators should follow all group work very closely. As it is a task similar to that which they can find at the field level, participants should take any leftover time that they have from other topics to work on the final project.

To further explore topic “1. Environment - Concepts and scope” related with Natural Resources please see Appendix 2.

Topics	Workload (hours)			
	Option A	Option B	Option C	Option D
<b>1. Environment - Concepts and scope:</b> - Sustainable development – the 'big picture' - SDG - Natural resources framework - United Nations Framework Convention on Climate Change - COP21 – UN Conference on Climate Change: Paris Agreement	2	2	1	1
<b>2. Environment protection</b> - Environmental responsibility objectives - Application of best available techniques (BAT) to environmental	3	2	2	1



<p>media</p> <ul style="list-style-type: none"> <li>- Environmental risk assessment (eg. impact on biodiversity)</li> <li>- Pollution prevention and control measures: Contaminated land, assessment and remediation, Air abatement technologies, Noise measurement and control, water pollution</li> </ul>				
<p><b>3. Environment Sustainability for business</b></p> <ul style="list-style-type: none"> <li>- Sustainability indicators</li> <li>- Holistic approaches - Improvement of energy efficiency in production, distribution and consumption</li> <li>- Resource efficiency management and its potential for cost reduction</li> <li>- Other concepts: pollution prevention, environmental accounting, eco-design</li> <li>- Business case on sustainability</li> </ul>	5	3	2	2
<p><b>4. Environmental Management and Corporate Social Responsibility</b></p> <ul style="list-style-type: none"> <li>- Emergence and Development of Environmental Management &amp; CSR</li> <li>- History of development of environmental management &amp; CSR</li> <li>- Drivers for, and motives of business for Environmental Management &amp; CSR (revision on the competitiveness advantages)</li> <li>- Organizational impacts of implementation of corporate social responsibility</li> <li>- Sustainability reporting</li> </ul>	5	4	2	3
<p><b>5. Tools and Strategies for Environmental Management &amp; CSR</b></p> <ul style="list-style-type: none"> <li>- Implementation of Environmental Management Systems</li> <li>- ISO 14001: What does it demand from a company</li> <li>- Global Reporting Initiative: How to relate to stakeholders</li> <li>- Strategic implications of EM and CSR for governance schemes on sustainability</li> <li>- Universal access to modern energy services.</li> </ul>	7	5	3	3
<p><b>6. Environment &amp; CSR (final project)</b></p> <ul style="list-style-type: none"> <li>- Project Cycle Management</li> <li>- Presentation to the larger group and Evaluation by the trainer</li> </ul>	10	6	5	3

## Suggested Activities

This training guide also includes some activities suggestions that could fit topics listed in to each module. The activities suggested don't cover all topics and are not original. A thematic and methodological resources mapping was carried out. Afterwards the following activities



were selected as having greater potential for the acquirement of the learning outcomes that set for the module.

For each activity the reader can find its name, short description, the topic which best suits the activity, and the source; either the manual or website where the full activity description can be found. Trainers/Facilitators have options as to which activities are chosen from those presented. They can alternatively match the activities described here with different topics and even in a different module. Moreover trainers/facilitators are free to invite experts on the topic to come to training sessions and share their knowledge as well as to map and explore specific business cases within training sessions. Regardless of the choices made it is highly recommended to pay attention to the HECOS crosscutting methodological assumptions as well as to ensure the activities chosen are linked to the learning outcomes.

Activity	<b>“Picture Sharing”</b>
Description	This activity aims at developing a greater understanding of the world and what happens when people fail to understand each other. The activity is run through the construction of a mural with collages, drawings and graffiti’s which represents the way they see the world followed by group discussion and reflection.
Topic	1. Environment - Concepts and scope
Source	<i>Learning to Live Together – An Intercultural and Interfaith Programme for Ethics Education</i> . Arigatou Foundation (2008, p. 70) Available online at: <a href="https://ethicseducationforchildren.org/images/zdocs/Learning-to-Live-Together-En.pdf">https://ethicseducationforchildren.org/images/zdocs/Learning-to-Live-Together-En.pdf</a>

Activity	<b>“Makah whaling”</b>
Description	This activity involves small group work, role play, discussion and consensus building about the issues of sustainable use of marine resources and the rights of indigenous peoples to freely determine their economic, social and cultural development.
Topic	2. Environment protection
Source	<i>Compass - Manual for human rights education with young people</i> . Council of Europe (2012, p. 215)





Available online at:  
[http://www.coe.int/t/dg4/eycb/Source/Compass\\_2012\\_FINAL.pdf](http://www.coe.int/t/dg4/eycb/Source/Compass_2012_FINAL.pdf)

## Assessment and evaluation

The Final module and ongoing evaluation of participant learning progress, is crucial to ensure training goals are being accomplished. The outcome for trainers/facilitators is to adapt the process to participants' needs and expectations. Building on that, trainers should save a moment during the end of a training session, either about one or about several topics, in which participants evaluate their learning and participation in the session as well as session contents, methods, and the performance of trainers. Also, the final group exercise is itself a good opportunity to assess group needs and concerns related to the informal training as well as for participants to demonstrate the achievements of the learning outcomes set by the module.

At the end of the module facilitators/trainers should hold a final evaluation asking participants to self-evaluate and to evaluate: the topics, methodology, trainers, logistics, support, etc.

The crosscutting competencies assessment and recognition process is planned for the final stage of the HECOS experience, after the informal training. There is more information about this process available in Chapter 4.

## References and additional reading:

- Christen, M., & Schmidt, S. (2012). "A formal framework for conceptions of sustainability—a theoretical contribution to the discourse in sustainable development". *Sustainable Development*, 20(6), pp. 400-410.
- Dincer, I., & Rosen, M. A. (2012). *Exergy: energy, environment and sustainable development*. Newnes.
- Griggs, D., *et al.* (2013). "Policy: Sustainable development goals for people and planet". *Nature*, 495(7441), pp. 305-307.
- OECD (2011) "Environment" in *Guidelines for Multinational Enterprises*. OECD. pp. 42-46. <http://www.oecd.org/daf/inv/mne/48004323.pdf> [29 April 2016].
- UN Global Compact (n.d.) *Human Rights and Business Dilemmas Forum*. URL: <http://hrbdf.org/dilemmas/> [29 April 2016].
- United Nations Treaty Collection. *Paris Agreement*. URL: [https://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg\\_no=XXVII-7-d&chapter=27&lang=en](https://treaties.un.org/pages/ViewDetails.aspx?src=TREATY&mtdsg_no=XXVII-7-d&chapter=27&lang=en) [17 May 2016].



- Welford, R. (2013). *Hijacking environmentalism: Corporate responses to sustainable development*. Routledge.



## Module IV - Safety & Security

Companies have the responsibility to maintain the safety and security of their operations within an operating framework that ensures respect for human rights and fundamental freedoms. All actors in society, including businesses, have a responsibility to respect human rights.

Moreover safety and security practices along the supply chain management are also very relevant in order to avoid the spread of pandemic diseases, to mitigate risks related to obesity, and to raise awareness about the consequences of genetically modified ingredients (Lamberti & Lettieri, 2009).

From the risk assessment – concerned with the security of people, local communities and assets – to the promotion and protection of human rights business companies have therefore a crucial role to play (UN Global Compact<sup>12</sup>).

### Learning Outcomes

Within the Safety & Security Module participants are expected to demonstrate the following specific learning outcomes:

1. Understanding the Safety and Security scope within CSR;
2. Recognizing the relevance of Safety and Security particularly within private sector;
3. Acknowledging the tools and business models that respect and foster Safety and Security.

### Topics and Training options

This training module contains the following topics as found in the table below. In addition to this set of topics facilitators/trainers should include Modules Common Topics in the training plan such as Corporate Social Responsibility (CSR), Cooperation for Development and Intercultural Dialogue and Informal training specifications as they are described above in this chapter. From the table it is possible to understand the time trainers should dedicate to each set of topics depending on the training option (A, B, C or D) chosen by the leading organizations for a specific group of participants.

<sup>12</sup> Source: [www.unglobalcompact.org](http://www.unglobalcompact.org)



This plan is flexible and trainers/facilitators can reformulate it in order to match the needs and expectations of participants. However is important to take into consideration ECTS and level 6 EQF criteria in all the changes made.

The longer topic is the one related with the final assignment – participants are invited to build up a development project relating to both the module thematic and CSR. This assignment should be presented and negotiated with participants from the beginning so that they can work on it from the outset. Trainers/facilitators should follow all group work very closely. As it is a task similar to that which they can find at the field level, participants should take any leftover time that they have from other topics to work on the final project.

Topics	Workload (hours)			
	Option A	Option B	Option C	Option D
<b>1. Safety and Security: concepts and scope</b> - Global and National Security and individual safety - Global and National Security impacts on Business and vice versa - The link between Business models and individual safety	4	3	2	2
<b>2. Safety and security for business:</b> - Management models impact on positive peace building processes (including chain supply principles)	5	4	2	2
<b>3. Business Social Support Systems:</b> - Social Services - Medical care programs - Insurances	6	4	3	2
<b>4. CSR related to Safety and security:</b> - How to deal with safety, security and risk management in production process	7	5	3	4
<b>5. Safety and Security &amp; CSR (final project)</b> - Project Cycle Management - Presentation to the larger group and Evaluation by the trainer	10	6	5	3

### Suggested Activities

This training guide also includes some activities suggestions that could fit topics listed in to each module. The activities suggested don't cover all topics and are not original. A thematic and methodological resources mapping was carried out. Afterwards the following activities



were selected as having greater potential for the acquirement of the learning outcomes that set for the module.

For each activity the reader can find its name, short description, the topic which best suits the activity, and the source; either the manual or website where the full activity description can be found. Trainers/Facilitators have options as to which activities are chosen from those presented. They can alternatively match the activities described here with different topics and even in a different module. Moreover trainers/facilitators are free to invite experts on the topic to come to training sessions and share their knowledge as well as to map and explore specific business cases within training sessions. Regardless of the choices made it is highly recommended to pay attention to the HECOS crosscutting methodological assumptions as well as to ensure the activities chosen are linked to the learning outcomes.

Activity	<b>“Violence in my life”</b>
Description	This activity aims to foster participants sharing the ways in which they have experienced interpersonal violence. Through group discussion the participants can acknowledge interpersonal violence as a consequence of the absence of safety and its link to security.
Topic	1. Safety and Security: concepts and scope
Source	<i>T-Kit Youth Transforming Conflict</i> . European Commission and the Council of Europe (2012, p.217) Available online at: <a href="http://pjp-eu.coe.int/documents/1017981/7110680/T-Kit12_EN.pdf/9791dece-4a27-45e5-b2f1-b7443cb2125b">http://pjp-eu.coe.int/documents/1017981/7110680/T-Kit12_EN.pdf/9791dece-4a27-45e5-b2f1-b7443cb2125b</a>

Activity	<b>“Summit”</b>
Description	This activity suggests a role-play for a summit discussion between the leaders of all countries about a critical issue. In this case, taking into consideration the module theme, this issue would be international security.
Topic	2. Safety and security for business
Source	<i>Teaching Human Rights - Practical activities for primary and secondary</i> . Youth Partnership (2043, p. 53) Available online at:



[http://www.un.org/wcm/webdav/site/visitors/shared/documents/pdfs/Pub\\_United%20Nations\\_ABC\\_human%20rights.pdf](http://www.un.org/wcm/webdav/site/visitors/shared/documents/pdfs/Pub_United%20Nations_ABC_human%20rights.pdf)

## Assessment and evaluation

The Final module and ongoing evaluation of participant learning progress, is crucial to ensure training goals are being accomplished. The outcome for trainers/facilitators is to adapt the process to participants' needs and expectations. Building on that, trainers should save a moment during the end of a training session, either about one or about several topics, in which participants evaluate their learning and participation in the session as well as session contents, methods, and the performance of trainers. Also, the final group exercise is itself a good opportunity to assess group needs and concerns related to the informal training as well as for participants to demonstrate the achievements of the learning outcomes set by the module.

At the end of the module facilitators/trainers should hold a final evaluation asking participants to self-evaluate and to evaluate: the topics, methodology, trainers, logistics, support, etc.

The crosscutting competencies assessment and recognition process is planned for the final stage of the HECOS experience, after the informal training. There is more information about this process available in Chapter 4.

## References and additional reading:

- Deudney, D. (2014). "The case against linking environmental degradation and national security". *Green Planet Blues: Critical Perspectives on Global Environmental Politics*, 273.
- Hough, P. (2014). *Understanding global security*. Routledge.
- Lamberti, L., & Lettieri, E. (2009). "CSR practices and corporate strategy: Evidence from a longitudinal case study". *Journal of Business Ethics*, 87(2), 153-168.
- UN Global Compact (2016) *The Ten Principles of the UN Global Compact*. URL: <https://www.unglobalcompact.org/what-is-gc/mission/principles/principle-1> [20 May 2016].
- UN Global Compact (n.d.) "Security forces and human rights" in *Human Rights and Business Dilemmas Forum*. URL: <http://hrbdf.org/dilemmas/security-forces-and-human-rights/#.V161MrsrLGg> [29 April 2016].
- *Voluntary Principles on Security and Human Rights* URL: <http://www.voluntaryprinciples.org/what-are-the-voluntary-principles/> [20 May 2016].



- Zwolski, K., & Kaunert, C. (2013). *The EU as a global security actor—a comprehensive analysis beyond CFSP and JHA*. Palgrave Macmillan.



## Module V - Non-discrimination

More than ever, businesses, governments, nonprofits and other organizations are finding it necessary to adopt a global mindset in order to remain viable and relevant in today's global marketplace. As organizations recognize the importance of developing greater cross-cultural competence, Diversity and Inclusion practitioners are often at the forefront of this work. These professionals have long been engaged in helping individuals and organizations manage and leverage diversity in ways that allow people from all backgrounds to hear and be heard, understand and be understood, and above all work together productively. Some will suggest that one's national culture is the most powerful differentiator there is, greater than ethnicity, gender or language.

And yet, Diversity and Inclusion practitioners are often caught in the same conundrum as those they serve, because — like every other facet of business — the concepts of “Diversity” and “Inclusion” themselves often mean very different things in different countries around the world.

### Learning Outcomes

Within the Non-discrimination Module participants are expected to demonstrate the following specific learning outcomes:

1. Understanding concepts of Equality, Equity and Discrimination;
2. Recognizing different discrimination drivers;
3. Acknowledging the tools and approaches that foster non-discrimination attitudes.

Note: Building on these specific learning outcomes, this non-formal training module should be guided in order to allow the participants to acquire crosscutting competencies detailed in the beginning of this chapter.

### Topics and Training options

This training module contains the following topics as found in the table below. In addition to this set of topics facilitators/trainers should include Modules Common Topics in the training plan such as Corporate Social Responsibility (CSR), Cooperation for Development and Intercultural Dialogue and Informal training specifications as they are described above in this chapter. From the table it is possible to understand the time trainers should dedicate to each





set of topics depending on the training option (A, B, C or D) chosen by the leading organizations for a specific group of participants.

This plan is flexible and trainers/facilitators can reformulate it in order to match the needs and expectations of participants. However is important to take into consideration ECTS and level 6 EQF criteria in all the changes made.

The longer topic is the one related with the final assignment – participants are invited to build up a development project relating to both the module thematic and CSR. This assignment should be presented and negotiated with participants from the beginning so that they can work on it from the outset. Trainers/facilitators should follow all group work very closely. As it is a task similar to that which they can find at the field level, participants should take any leftover time that they have from other topics to work on the final project.

To further explore topic “1.Identity, Diversity, Equality, Equity concepts” please see Appendix 3.

Topics	Workload (hours)			
	Option A	Option B	Option C	Option D
<b>1.Identity, Diversity, Equality, Equity concepts :</b> - Social representation and stereotypes - Human Rights Framework	4	3	1	1
<b>2. Discrimination based on disabilities, religion, nationality, political options, gender, cultural background:</b> - Scope - World Data on Discrimination - Tools to fight Discrimination	4	3	2	2
<b>3. Intercultural understanding and dialogue</b>	4	3	2	2
<b>4. Gender Equality and balance</b> - gender based approaches	4	3	2	2
<b>5. Global Citizenship Education</b>	6	4	3	3
<b>6. Non Discrimination &amp; CSR (final project)</b>	10	6	5	3



## Suggested Activities

This training guide also includes some activities suggestions that could fit topics listed in to each module. The activities suggested don't cover all topics and are not original. A thematic and methodological resources mapping was carried out. Afterwards the following activities were selected as having greater potential for the acquirement of the learning outcomes that set for the module.

For each activity the reader can find its name, short description, the topic which best suits the activity, and the source; either the manual or website where the full activity description can be found. Trainers/Facilitators have options as to which activities are chosen from those presented. They can alternatively match the activities described here with different topics and even in a different module. Moreover trainers/facilitators are free to invite experts on the topic to come to training sessions and share their knowledge as well as to map and explore specific business cases within training sessions. Regardless of the choices made it is highly recommended to pay attention to the HECOS crosscutting methodological assumptions as well as to ensure the activities chosen are linked to the learning outcomes.

Activity	<b>“Take a step forward”</b>
Description	This exercise helps participants to have a greater understanding on the rights of equality and dignity. Participants take on roles and move forward depending on their chances and opportunities in life.
Topic	Topic 2. Discrimination based on disabilities, religion, nationality, political options, gender, cultural background
Source	<i>Compass - Manual for human rights education with young people</i> . Council of Europe (2012, p. 281) Available online at: <a href="http://www.coe.int/t/dg4/eycb/Source/Compass_2012_FINAL.pdf">http://www.coe.int/t/dg4/eycb/Source/Compass_2012_FINAL.pdf</a>

Activity	<b>“Force the circle!”</b>
Description	This exercise consists of a physical activity that helps the participants to have a greater understanding of the feelings of inclusion and exclusion.



Topic	Topic 2. Discrimination based on disabilities, religion, nationality, political options, gender, cultural background
Source	<i>T-Kit Youth Transforming Conflict</i> . European Commission and the Council of Europe in the field of youth (2012, p.187). Available online at: <a href="http://pjp-eu.coe.int/documents/1017981/7110680/T-Kit12_EN.pdf/9791dece-4a27-45e5-b2f1-b7443cb2125b">http://pjp-eu.coe.int/documents/1017981/7110680/T-Kit12_EN.pdf/9791dece-4a27-45e5-b2f1-b7443cb2125b</a>

### Assessment and evaluation

The Final module and ongoing evaluation of participant learning progress, is crucial to ensure training goals are being accomplished. The outcome for trainers/facilitators is to adapt the process to participants' needs and expectations. Building on that, trainers should save a moment during the end of a training session, either about one or about several topics, in which participants evaluate their learning and participation in the session as well as session contents, methods, and the performance of trainers. Also, the final group exercise is itself a good opportunity to assess group needs and concerns related to the informal training as well as for participants to demonstrate the achievements of the learning outcomes set by the module.

At the end of the module facilitators/trainers should hold a final evaluation asking participants to self-evaluate and to evaluate: the topics, methodology, trainers, logistics, support, etc.

The crosscutting competencies assessment and recognition process is planned for the final stage of the HECOS experience, after the informal training. There is more information about this process available in Chapter 4.

### References and additional reading:

- Andreotti, V (2006) 'Soft versus critical global citizenship education', *Policy & Practice: A Development Education Review*, Vol. 3, Autumn, pp. 40-51.
- Barak, M. E. M. (2013). *Managing diversity: Toward a globally inclusive workplace*. Sage Publications.
- Derven, M., & Gundling, E. (2014). *Leveraging Diversity & Inclusion for a Global Economy*. Association for Training and Development.
- Karamessini, M., & Rubery, J. (2013). *Women and austerity: The economic crisis and the future for gender equality (Vol. 11)*. Routledge.



- Simpson, G. E., & Yinger, J. M. (2013). *Racial and cultural minorities: An analysis of prejudice and discrimination*. Springer Science & Business Media.
- UN Global Compact (n.d.) “Security forces and human rights” in *Human Rights and Business Dilemmas Forum*. URL: <http://hrbdf.org/dilemmas/security-forces-and-human-rights/#.V161MrsrLGg> [29 April 2016].
- UNESCO (2014), *Global Citizenship Education: Preparing learners for the challenges of the 21st century*. UNESCO Education Sector: Paris. URL: <http://unesdoc.unesco.org/images/0022/002277/227729E.pdf> [20 May 2016].



## Module VI - Anti-corruption

Corruption causes huge damage to society impacting and implicating governments, a variety of organizations, and individuals.

“Corruption scandals involving international companies increasingly make headlines around the world. Fines, legal costs, and reputational damage diminish corporations’ revenue streams as well as their appeal to consumers, business partners and prospective employees, causing significant losses for their stakeholders (UN Global Compact, 2015)”.

The challenge posed by corruption needs to be fought in more effective ways and a wide range of actors need to be engaged in building Anti-Corruption systems and mechanisms - such as governments, judicial systems, NGOs, academia and corporations.

### Learning Outcomes

Within the Anti-corruption Module participants are expected to demonstrate the following specific learning outcomes:

1. Understanding the impact of Corruption on Business;
2. Recognizing CSR as an Anti-corruption Mechanism;
3. Acknowledging the international Anti-corruption framework and being aware of its weaknesses.

Note: Building on these specific learning outcomes, this non-formal training module should be guided in order to allow the participants to acquire crosscutting competencies detailed in the beginning of this chapter.

### Topics and Training options

This training module contains the following topics: In addition to the set topics facilitators/trainers should add to the training plan Modules Common Topics: Corporate Social Responsibility (CSR), Cooperation for Development and Intercultural Dialogue and Informal training specifications as described above in this chapter. From the table it is possible to understand the time trainers should dedicate to each set of topics depending on the training option (A, B, C or D) chosen by the leading organizations for a specific group of participants.



This plan is flexible and trainers/facilitators can reformulate it in order to match the needs and expectations of participants. However is important to take into consideration ECTS and level 6 EQF criteria in all the changes made.

The longer topic is the one related with the final assignment – participants are invited to build up a development project relating to both module thematic and CSR. This assignment should be presented and negotiated with participants from the beginning so that they can work on it from the outset. Trainers/facilitators should follow all group work very closely. As it is a task similar to that which they can find at the field level, participants should take any leftover time that they have from other topics to work on the final project.

Topics	Workload (hours)			
	Option A	Option B	Option C	Option D
<b>1. Corruption concept(s) and World figures</b>	3	2	1	1
<b>2. Corruption impact on business</b> (operative, legal and competitive); social (reduced government services for disadvantaged people, crime raising, social insecurity)	3	2	1	1
<b>3. Governments and private sector: Power balance and promiscuity</b> - Private sector guidance on fighting poverty - Links between public, private, and non-governmental sectors	4	3	1	1
<b>4. Political commitment and international policies, principles and recommendations anti-corruption:</b> UN Convention against Corruption, UN Global Compact	4	3	2	2
<b>5. Anti-corruption organizational culture:</b> transparency, ethics, accountability and advocacy - Integrity, credibility, honesty and transparency values	4	3	3	2
<b>6. Anti-corruption mechanisms</b>	4	3	2	2
<b>7. Anti corruption &amp; CSR</b> (final project)	10	6	5	4

## Suggested Activities

This training guide also includes some activities suggestions that could fit topics listed in to each module. The activities suggested don't cover all topics and are not original. A thematic and methodological resources mapping was carried out. Afterwards the following activities



were selected as having greater potential for the acquirement of the learning outcomes that set for the module.

For each activity the reader can find its name, short description, the topic which best suits the activity, and the source; either the manual or website where the full activity description can be found. Trainers/Facilitators have options as to which activities are chosen from those presented. They can alternatively match the activities described here with different topics and even in a different module. Moreover trainers/facilitators are free to invite experts on the topic to come to training sessions and share their knowledge as well as to map and explore specific business cases within training sessions. Regardless of the choices made it is highly recommended to pay attention to the HECOS crosscutting methodological assumptions as well as to ensure the activities chosen are linked to the learning outcomes.

Activity	<b>“Dilemmas”</b>
Description	This group activity intends to develop the participants’ ability to make ethical decisions by themselves through the discussion of an ethical dilemma and the pursuit of a consensual solution.
Topic	Topic 3 Governments and private sector: Power balances and fraud and Anti-corruption organizational culture: transparency, ethics, accountability and advocacy - Integrity, credibility, honesty and transparency values.
Source	<i>Learning to Live Together – An Intercultural and Interfaith Programme for Ethics Education</i> . Arigatou Foundation (2008, p. 89)  Available online at: <a href="https://ethicseducationforchildren.org/images/zdocs/Learning-to-Live-Together-En.pdf">https://ethicseducationforchildren.org/images/zdocs/Learning-to-Live-Together-En.pdf</a>

Activity	<b>“The scramble for wealth and power”</b>
Description	This activity simulates the fight for wealth and power between countries, raising issues like inequality in distribution of wealth, power imbalances and their consequences, the relationship between power and hierarchy and the distribution of resources.
Topic	3. Governments and private sector: Power balance and promiscuity
Source	<i>T-Kit Youth Transforming Conflict</i> . European Commission and the Council



of Europe (2012, p.225).

Available online at: [http://pjp-eu.coe.int/documents/1017981/7110680/T-Kit12\\_EN.pdf/9791dece-4a27-45e5-b2f1-b7443cb2125b](http://pjp-eu.coe.int/documents/1017981/7110680/T-Kit12_EN.pdf/9791dece-4a27-45e5-b2f1-b7443cb2125b)

## Assessment and evaluation

The Final module and ongoing evaluation of participant learning progress, is crucial to ensure training goals are being accomplished. The outcome for trainers/facilitators is to adapt the process to participants' needs and expectations. Building on that, trainers should save a moment during the end of a training session, either about one or about several topics, in which participants evaluate their learning and participation in the session as well as session contents, methods, and the performance of trainers. Also, the final group exercise is itself a good opportunity to assess group needs and concerns related to the informal training as well as for participants to demonstrate the achievements of the learning outcomes set by the module.

At the end of the module facilitators/trainers should hold a final evaluation asking participants to self-evaluate and to evaluate: the topics, methodology, trainers, logistics, support, etc.

The crosscutting competencies assessment and recognition process is planned for the final stage of the HECOS experience, after the informal training. There is more information about this process available in Chapter 4.

## References and additional reading:

- Adeyeye, A. O. (2012). *Corporate Social Responsibility of Multinational Corporations in Developing Countries: Perspectives on Anti-Corruption*. Cambridge University Press.
- Hough, D. (2013). *Corruption, anti-corruption and governance*. Palgrave Macmillan.
- OECD (2011) "Combating Bribery, Bribe Solicitation and Extortion" in *Guidelines for Multinational Enterprises*. OECD. pp. 47-50.  
<http://www.oecd.org/daf/inv/mne/48004323.pdf> [29 April 2016].
- Rose, C. (2015). *International Anti-corruption Norms: Their Creation and Influence on Domestic Legal Systems*. OUP Oxford.
- UN Global Compact (n.d.) "Business integrity and corruption" in *Human Rights and Business Dilemmas Forum*. URL: <http://hrbdf.org/dilemmas/> [29 April 2016].





- UN Global Compact. *A Practical Guide for Collective Action Against Corruption*. 2015  
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## Module VII - Supply chain management

The increasing of globalization and business competition raise new challenges and opportunities to manage chains of suppliers. The relation between Supply Chain Management and CSR seeks an efficient, holistic and comprehensive approach to supply chain management and business strategy.

“A key area of CSR adherence is the extent to which companies manage their supply responsibility, ie. that they ensure their chains of suppliers and/or subsidiaries respect basic rights – whether labour rights (for example, a living wage, freedom of association, work-life balance, or aspects of decent work), or other rights (for example, health and safety at work, no use of child or forced labour, respect for citizens in local communities, or access to water/food)” (Opijnen and Oldenziel, 2011).

Hi-Tech devices and Coffee sectors business cases are used in this module to foster awareness of the relevance of responsible supply chain management. Hi-tech devices bring to light and supporting the efforts of the European civil society in the creation of a law related to the traceability of minerals (approved by the European Parliament on May 2015). This module provides a set of principles and practices for sustainable green coffee production in all regions of the world. It has to be integrated with practical tools based on local innovations and adapted to local prevailing conditions (according to the region and its climates, ecological variables, farming systems, cultures etc) as well as respecting national laws and regulations. Building on that, participants will have the opportunity to understand the impact of companies' choices within Supply Chain Management in terms of their global carbon footprint.

### Learning Outcomes

Within the Supply Chain Management Module participants are expected to demonstrate the following specific learning outcomes:

1. Understanding the fundamentals of Supply Chain Management;
2. Recognizing challenges and opportunities within SCM;
3. Acknowledging tools and systems that foster justice and common well being within SCM.



Note: Building on these specific learning outcomes, this non-formal training module should be guided in order to allow the participants to acquire crosscutting competencies detailed in the beginning of this chapter.

## Topics and Training options

This training module contains the following topics as found in the table below. In addition to this set of topics facilitators/trainers should include Modules Common Topics in the training plan such as Corporate Social Responsibility (CSR), Cooperation for Development and Intercultural Dialogue and Informal training specifications as they are described above in this chapter. From the table it is possible to understand the time trainers should dedicate to each set of topics depending on the training option (A, B, C or D) chosen by the leading organizations for a specific group of participants.

This plan is flexible and trainers/facilitators can reformulate it in order to match the needs and expectations of participants. However is important to take into consideration ECTS and level 6 EQF criteria in all the changes made.

The longer topic is the one related with the final assignment – participants are invited to build up a development project relating to both the module thematic and CSR. This assignment should be presented and negotiated with participants from the beginning so that they can work on it from the outset. Trainers/facilitators should follow all group work very closely. As it is a task similar to that which they can find at the field level, participants should take any leftover time that they have from other topics to work on the final project.

To further explore topic “4. Sustainable initiatives and green causes” related with Coffee Production and Hi-Tech please see Appendix 4 and Appendix 5.

Topics	Workload (hours)			
	Option A	Option B	Option C	Option D
<b>1. Fundamentals of Supply Chain Management</b> - Concepts and strategies	2	2	1	1
<b>2. Data and context around the world:</b> - International conventions - European Union legislation and norms	2	2	1	1



<b>3. Supply Chain challenges and opportunities:</b> - Ethical principles - Supply chain of renewable and non-renewable resources	4	2	2	2
<b>4. Sustainable initiatives and “green causes”:</b> - Coffee supply chain management - case study - Supply chain of hi-tech devices (smart-phone, Tablet, Computers) - case study - Tracking the carbon footprint (manufacturing activities, transportation, distribution, procurement activities, monitoring, hiring practices)	7	5	3	2
<b>5. Supply Chain Management and CSR</b> - Responsible SCM - Ethical organizational culture - Personal training and value orientations - Positive moral influence along supply chains	7	5	3	3
<b>6. Supply Chain Management &amp; CSR (final project)</b>	10	6	5	4

### Suggested Activities

This training guide also includes some activities suggestions that could fit topics listed in to each module. The activities suggested don't cover all topics and are not original. A thematic and methodological resources mapping was carried out. Afterwards the following activities were selected as having greater potential for the acquirement of the learning outcomes that set for the module.

For each activity the reader can find its name, short description, the topic which best suits the activity, and the source; either the manual or website where the full activity description can be found. Trainers/Facilitators have options as to which activities are chosen from those presented. They can alternatively match the activities described here with different topics and even in a different module. Moreover trainers/facilitators are free to invite experts on the topic to come to training sessions and share their knowledge as well as to map and explore specific business cases within training sessions. Regardless of the choices made it is highly recommended to pay attention to the HECOS crosscutting methodological assumptions as well as to ensure the activities chosen are linked to the learning outcomes.



Activity	<b>“Beware, we are watching”</b>
Description	In this activity participants learn about the social, economic and environmental costs of a cotton T-shirt. They then go on to plan and implement action to address the human rights violations.
Topic	4. Sustainable initiatives and “green causes”
Reference	<i>Compass - Manual for human rights education with young people</i> . Council of Europe (2012, p. 110). Available online at: <a href="http://www.coe.int/t/dg4/eycb/Source/Compass_2012_FINAL.pdf">http://www.coe.int/t/dg4/eycb/Source/Compass_2012_FINAL.pdf</a>

Activity	<b>“The Coffee Chain Game”</b>
Description	The activity helps players understand how coffee is produced, how it reaches us, and how it is that the people at one end of the chain – the farmers – receive such a small share of the profits that they have helped to generate. The game allows participants to learn more about international trade, and why its benefits are so unequally distributed.
Topic	4. Sustainable initiatives and “green causes”
Reference	<i>“The Coffee Chain Game”</i> . Oxfam (2005). Available online at: <a href="https://www.oxfam.org.uk/~-/media/Files/Education/Resources/The%20coffee%20chain%20game/Coffee%20Chain%20Game.ashx">https://www.oxfam.org.uk/~-/media/Files/Education/Resources/The%20coffee%20chain%20game/Coffee%20Chain%20Game.ashx</a>

### Assessment and evaluation

The Final module and ongoing evaluation of participant learning progress, is crucial to ensure training goals are being accomplished. The outcome for trainers/facilitators is to adapt the process to participants’ needs and expectations. Building on that, trainers should save a moment during the end of a training session, either about one or about several topics, in which participants evaluate their learning and participation in the session as well as session contents, methods, and the performance of trainers. Also, the final group exercise is itself a good opportunity to assess group needs and concerns related to the informal training



as well as for participants to demonstrate the achievements of the learning outcomes set by the module.

At the end of the module facilitators/trainers should hold a final evaluation asking participants to self-evaluate and to evaluate: the topics, methodology, trainers, logistics, support, etc.

The crosscutting competencies assessment and recognition process is planned for the final stage of the HECOS experience, after the informal training. There is more information about this process available in Chapter 4.

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## Module VIII - Responsible Marketing

Corporate Social Responsibility (CSR) in Marketing should be instrumentally infused in branding. Activities such as product development, supply chain construction and other strategic decisions represent the social components of companies.

Currently there are examples of good practises within Responsible Marketing, showing the commitment of companies with regards to their products' social impact and the response to the consumers, activists and society in general expectations (Murphy et al., 2013).

### Learning Outcomes

Within the Responsible Marketing Module participants are expected to demonstrate the following specific learning outcomes:

1. Understanding the links between Marketing strategies and the Business Sector and its impact on global development;
2. Recognizing the value added by responsible marketing
3. Acknowledging the tools and approaches of responsible marketing.

Note: Building on these specific learning outcomes, this non-formal training module should be guided in order to allow the participants to acquire crosscutting competencies detailed in the beginning of this chapter.

### Topics and Training options

This training module contains the following topics as found in the table below. In addition to this set of topics facilitators/trainers should include Modules Common Topics in the training plan such as Corporate Social Responsibility (CSR), Cooperation for Development and Intercultural Dialogue and Informal training specifications as they are described above in this chapter. From the table it is possible to understand the time trainers should dedicate to each set of topics depending on the training option (A, B, C or D) chosen by the leading organizations for a specific group of participants.



This plan is flexible and trainers/facilitators can reformulate it in order to match the needs and expectations of participants. However is important to take into consideration ECTS and level 6 EQF criteria in all the changes made.

The longer topic is the one related with the final assignment – participants are invited to build up a development project relating to both the module thematic and CSR. This assignment should be presented and negotiated with participants from the beginning so that they can work on it from the outset. Trainers/facilitators should follow all group work very closely. As it is a task similar to that which they can find at the field level, participants should take any leftover time that they have from other topics to work on the final project.

Topics	Workload (hours)			
	Option A	Option B	Option C	Option D
<b>1. Marketing Concept:</b> - Principles of Marketing - Marketing management	2	2	2	2
<b>2. Cause Marketing Trends:</b> - Social Marketing - Marketing of social causes - Responsible Marketing	6	4	2	2
<b>3. Responsible Marketing Mix:</b> - Product, price, place, promotion	7	5	3	2
<b>4. Responsible Marketing:</b> - Case Study on Human Rights: <i>Grameen Danone Foods Ltd</i> - Case Study on Environment: <i>Ecotourism</i>	7	5	3	3
<b>5. Responsible Marketing &amp; CSR</b> (final project)	10	6	5	4

### Suggested Activities

This training guide also includes some activities suggestions that could fit topics listed in to each module. The activities suggested don't cover all topics and are not original. A thematic and methodological resources mapping was carried out. Afterwards the following activities were selected as having greater potential for the acquirement of the learning outcomes that set for the module.





For each activity the reader can find its name, short description, the topic which best suits the activity, and the source; either the manual or website where the full activity description can be found. Trainers/Facilitators have options as to which activities are chosen from those presented. They can alternatively match the activities described here with different topics and even in a different module. Moreover trainers/facilitators are free to invite experts on the topic to come to training sessions and share their knowledge as well as to map and explore specific business cases within training sessions. Regardless of the choices made it is highly recommended to pay attention to the HECOS crosscutting methodological assumptions as well as to ensure the activities chosen are linked to the learning outcomes.

Activity	<b>Brainstorming on “Difference between Social Marketing and Commercial Marketing”</b>
Description	This activity allows participants to explore the concept and characteristics of social marketing and to understand the difference between social marketing and commercial marketing.
Topic	2. Marketing Trends
Reference	<i>Training Manual on Social Marketing Approach</i> . Population Services International (2011, p.12). Available online at: <a href="http://www.sdgfund.org/training-manual-social-marketing-approach">http://www.sdgfund.org/training-manual-social-marketing-approach</a>

Activity	<b>Video: “Let's save Africa! - Gone wrong”</b>
Description	The video suggested is included in a awareness campaign “The Rusty Radiator Award” that aims to highlight both the positive and negative examples of fundraising campaigns with the worst use of stereotypes. This kind of portrayal is not only unfair to the persons portrayed in the campaign, but also hinders long-term development and the fight against poverty. From the suggested video <sup>13</sup> participants can start a discussion on the use of the wrong marketing messages in non profit sector.

<sup>13</sup> Trainers/facilitators can show participants other videos related to The Rusty Radiator Award Campaign (<http://www.rustyradiator.com/>) such as “Who Wants To Be A Volunteer?” or “Africa For Norway - New charity single out now”.



Topic	1. Marketing Concept and scope
Reference	SAIH – Norwegian Students’ and Academics International Assistance Fund. Available online at: <a href="https://www.youtube.com/watch?v=xbqA6o8_WC0">https://www.youtube.com/watch?v=xbqA6o8_WC0</a>

### Assessment and evaluation

The Final module and ongoing evaluation of participant learning progress, is crucial to ensure training goals are being accomplished. The outcome for trainers/facilitators is to adapt the process to participants’ needs and expectations. Building on that, trainers should save a moment during the end of a training session, either about one or about several topics, in which participants evaluate their learning and participation in the session as well as session contents, methods, and the performance of trainers. Also, the final group exercise is itself a good opportunity to assess group needs and concerns related to the informal training as well as for participants to demonstrate the achievements of the learning outcomes set by the module.

At the end of the module facilitators/trainers should hold a final evaluation asking participants to self-evaluate and to evaluate: the topics, methodology, trainers, logistics, support, etc.

The crosscutting competencies assessment and recognition process is planned for the final stage of the HECOS experience, after the informal training. There is more information about this process available in Chapter 4.

### References and additional reading:

- Groucutt, J., Leadley, P., & Forsyth, P. (2004). *Marketing: Essential principles, new realities*. Kogan Page Publishers.
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### 3. Informal training guidelines

Informal training is the second stage of an HECOS experience. After the non-formal training each participant is given the opportunity to go through a field experience where they can learn from a study case related to the theme that they have been working on in the class room.

In order to increase the knowledge acquisition and skills development it is crucial that the Non-Formal and Informal training aligns with the theme of the Module. To support this alignment stakeholder(s) leading HECOS experiences should plan in advance of the Informal training. The HECOS for Ethics training catalogue can support this planning as it offers to the participants many suggestions for venues that bridge their expectations and Non-Formal training path.

Potential Informal training venues include scenarios where NGOs and CSOs usually carry out their cooperation projects related to fragile socioeconomic situations and economically developing contexts. Informal training can take place at the local, national, regional or international level, depending on the learning goals of the HECOS Experience proposed by the leading organization/company/university or other.

In the cases where the informal training means participants have to leave their home town for a while the logistics are a little bit more complex. The team or individual responsible for planning the informal training should build a dialogue with the local partner in order to ensure the hosting arrangements and safety of the participants. To support these dialogues organizations can follow the form proposed in appendix 6. Moreover it is crucial to include information and background on the host organization and on the town, country or regional cultural, social and political framework in which the Non-Formal training will take place. This will prevent inappropriate behaviors from the participants and will support their learning as they will be more prepared to face challenges at the field level and to understand and respect local contexts.

Informal training should happen directly after the non-formal training<sup>14</sup>. Following the EQF framework and the ECTS criteria an Informal training experience duration follows one of the 4 options (described in the earlier chapter) proposals.

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<sup>14</sup> Nevertheless if trainers/facilitators and/or stakeholders find more suitable Informal Training can happen simultaneous with the non-formal training.



Stage	HECOS Experience			
	Option A	Option B	Option C	Option D
<b>1. Non-Formal Training</b>	40	30	20	18
<b>2. Informal Training</b>	100	56	40	30
<b>3. Final assessment</b>	8	8	4	2
<b>Total (h)</b>	<b>148</b>	<b>94</b>	<b>64</b>	<b>50</b>
<b>ECTS (1ECTS=30h)</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>1</b>

Each participant should have a work plan, developed together with the leading stakeholder and with the local partner, so that his or her volunteering work can be useful for the hosting partner. Even more important than being useful is ensuring that the participant does not disturb either the on-going activities or the people to whom the hosting organization is trying to reach and give aid. The work plan should be monitored and evaluated during the informal training by both the volunteer, the leading stakeholder, and the hosting organization.

Ideally – in case a staff member agrees to do it as a volunteer or if there's funding available to pay for it - a tutor from the hosting organization should be assigned to each participant. This tutor has the responsibility of supporting the learning path of the participant and to also support him/her with any of the personal issues that are common in these situations – particularly if the participant is far from their home town or in another country. Despite the fact that each participant could have the support of a tutor at the hosting organizing the leading stakeholder must maintain regular contact with him or her as well – it could be that this tutor was not appointed. It is best that the regulations and the tools to be used in this follow up are agreed upon from the beginning.

It is crucial for the leading stakeholder to keep an open communication channel with the local partner: the hosting organization, to follow the progress of the experience, to ensure that the informal training goals are being achieved and most importantly to ensure that volunteering and observation work are doing no harm at the field level.



## 4. Final Assessment

The last step of an HECOS experience is a final assessment of participants learning outcomes and competencies developed throughout the earlier stages of the experience. After the participants have experienced the informal training the leading organization should invite the participants for a last meeting. The main propose of this meeting is not to score the learning and competencies of the participants in a quantitative or even qualitative scale but to support the participants in recognizing and acknowledging the personal transformation triggered by an HECOS for Ethics experience.

The duration of this final meeting also depends on the training option chosen. As can be seem in the following table it can last from 2 hours up to 8.

Stage	HECOS Experience			
	Option A	Option B	Option C	Option D
<b>1. Non-Formal Training</b>	40	30	20	18
<b>2. Informal Training</b>	100	56	40	30
<b>3. Final assessment</b>	8	8	4	2
<b>Total (h)</b>	<b>148</b>	<b>94</b>	<b>64</b>	<b>50</b>
<b>ECTS (1ECTS=30h)</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>1</b>

If possible the meeting should be facilitated by the same trainers/facilitators team that led the earlier stages of the HECOS experience. Having followed the participants learning path throughout all stages of the process the trainers/facilitators can support the participants in acknowledging their transformation by highlighting the difference that they notice in themselves. To recognize and acknowledge personal transformation is the core outcome of the HECOS experience and each person will carry their learning and attitude towards the world.

In being an experience centered on developing sustainability competencies this final meeting should include a final assessment of the competencies presented on Chapter 2 in section 2.2. Learning outcomes and Crosscutting Competencies. To support the final assessment trainers/facilitators can use the HECOS for Ethics Final Assessment Tool developed within HECOS project.



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## List of Appendixes

**Appendix 1** - Training Plan on Corporate Social Responsibility and Children Rights;

**Appendix 2** - Training Plan on Corporate Social Responsibility and Respect of Natural Resources;

**Appendix 3** - Training Plan on Corporate Social Responsibility, Non-Discrimination, Diversity and Equality;

**Appendix 4** - Training Plan on Corporate Social Responsibility and Coffee Production;

**Appendix 5** - Training Plan on Corporate Social Responsibility and Hi-tech;

**Appendix 6** - Informal Training Partner Form.