



**ISORESS**

promoting the idea  
of corporate social responsibility  
and sustainable development  
in small and micro enterprises

**I03**

**Curriculum for Entrepreneurs**

**ISORESS**

**Promoting the idea of corporate social responsibility and  
sustainable development in small and micro enterprises**

**Project number: 2017-1-PL01-KA202-038501**



This work has been funded by the Erasmus+ Programme of the European Union, project „Promoting the idea of corporate social responsibility and sustainable development in small and micro enterprises“, project no. 2017-1-PL01- KA202-038501.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## Content

1. Executive summary .....	4
2. Methodology and Aims .....	6
3. Part A: In-class training for entrepreneurs (8 hours) .....	8



Intellectual Output 3  
Curriculum for entrepreneurs

4. Part B Online training for entrepreneurs (42 hours).....	16
4.1. Contents of Online Learning Units.....	17
4.2. Learning Outcomes.....	23

## 1. Executive summary

ISORESS project aims to promote the idea of CSR and sustainable development in small and micro enterprises, including those run by migrants by introducing relevant training programmes, sharing and transferring innovative practices, as well as presenting benefits from applying the ideas to their own business practice.

To set up the basis for the development of the curricula and training material, the partners conducted national researches in the area of CSR and sustainable development. The research was based on desktop research – internet search, questionnaires and interviews in all project countries. Moreover, a guide was developed which collects good practice of CSR in smaller enterprises in all project countries and beyond.

The feedback, ideas and recommendations from the research and good practice examples were taken into consideration for the development of this curriculum for entrepreneurs.

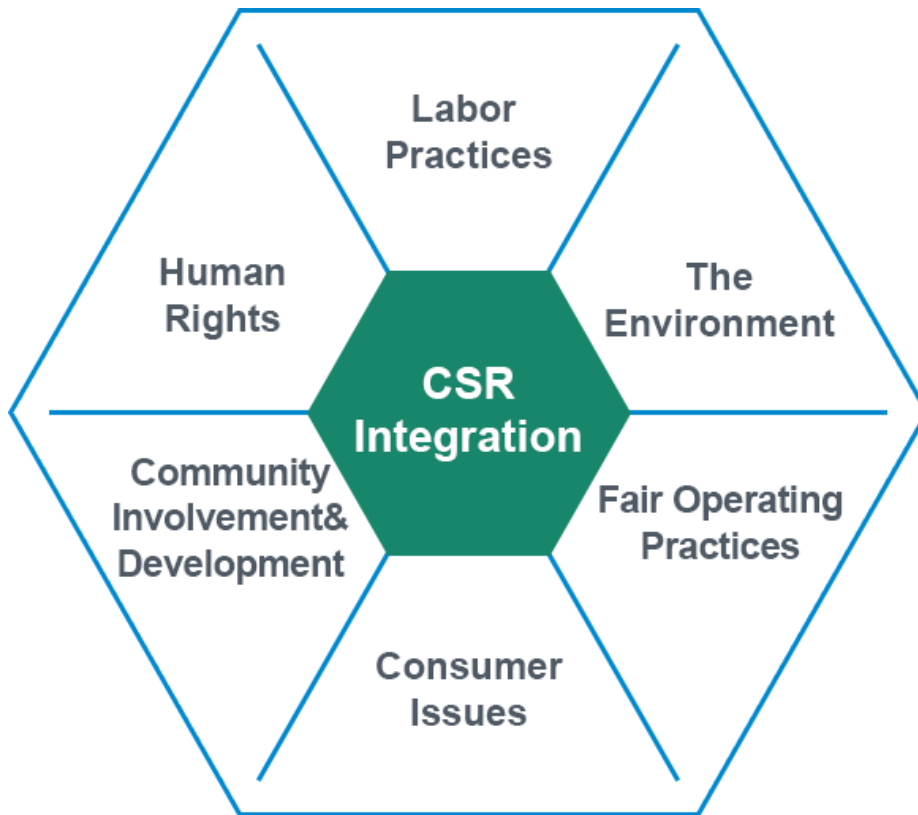
It is designed for a one day in-class training (8 hours) and a one month on-line training (42 hours). It includes the description of the methodology adapted, the main aims of the course as well as the expected competences in terms of learning outcomes (knowledge, skills as well as responsibility and autonomy) for each unit.

This document is the common European ISORESS curriculum for entrepreneurs in English, however, there are adjusted, national curricula, taking into account the country specificities, for the project countries Poland, Germany, Spain, Former Yugoslav Republic of Macedonia, Greece in national languages.

A core element of the ISORESS Curriculum for Entrepreneurs is the classification of CSR practices with its six areas, as it is often presented in the assessment tools for evaluating CSR in companies:

- Environment,
- Fair Operating Practices,
- Consumer Issues,
- Community Involvement & Development,
- Human Rights
- Labour Practices.

The ISORESS learning units will cover the six identified areas which will then be developed in more specific fields and discussed in more details.



<http://www.doosanheavy.com/en/csr/summary/strategy/assessment-tool/>

## 2. Methodology and Aims

Basically, the Curriculum for Entrepreneurs is allocated on Level 4 of the EQF (European Qualifications Framework) which contains the following descriptors<sup>1</sup>:

Knowledge	Skills	Responsibility and autonomy
Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

The partners decided to use the document *IO1 - Myself&Europe Curriculum – Learning Outcomes definition (A2), Developed by ISQ, Reference number 2017-1-BE01-KA202-024762* as a point of reference for the description of the learning outcomes.

**Part A** is dedicated to a one day in-class training (8 hours), **Part B** to the one month on-line training (42 hours). Both parts of the curriculum respect the ECVET approach with describing the learning outcomes (knowledge, skills, responsibility and autonomy) for each unit. The 50-hours programme may be equivalent to 2 ECTS credits, if delivered by universities.

**Part A** of 8 hours in-class training for entrepreneurs includes an introduction to the topic of CSR and SD as well as six learning units dedicated to the topics of CSR, one hour dedicated to each topic. Another hour is foreseen for in-class evaluation of learning outcomes and conclusion of the in-class training. The project resources for these learning units A0-A6 comprise of *PowerPoint* presentations, detailed descriptions of activities with clear instructions for trainers as well as additional materials, such as worksheets, etc. An ISORESS handbook for trainers will support

<sup>1</sup> <https://ec.europa.eu/ploteus/en/content/descriptors-page>

Intellectual Output 3  
Curriculum for entrepreneurs

the in-class training. The activities include group work, pair work, role plays, discussions, case studies which means all these which would be a challenge to run on the platform.

**Part B** of 42 hours online training is accessible from the project website and comprises of learning units B1-B6 following the classification of CSR practices with its six areas: *Environment, Fair Operating Practices, Consumer Issues, Community Involvement & Development, Human Rights and Labour Practices.*

**Part B** of the course is mainly designed for self learning. Therefore the types of exercises can be automatically checked by the software. In order to create an entertaining and involving course most activities are allocated a certain number of points and estimated time of execution. The types of activities include: "Single choice: A, B or C.", "True of false.", "Yes or No.", "Scroll down menu.", "Multiple choice.", "Matching.", "Drag and drop.", "Open questions.", "Gap filling."

The teaching material is introduced through short reading texts, dialogues, descriptions, open questions, charts, tables, quotes, case studies etc..., which makes it more comprehensive and easier to learn. All teaching material is accompanied by a nice graphics design plus Artwork designed especially for the course. The learners are presented with particular topics in a simple, intuitive, user-friendly way, they can also refer to their own experience as businesspeople. They do not need to do the activities sequentially, in the compulsory order, they may have access to particular topics at random, depending on their interest at a particular time. Since the aim of the course is to increase their awareness regarding CSR and SD thus a lot of practical examples and commentaries on different types of socially responsible business behaviour have been provided. **Part B** of the course is supported by **Part A**; both are complimentary – while **Part B** is more focussed on technicalities related to CSR and SD, **Part A** focuses on reflection, team work, discussion and self-evaluation of CSR and SD business potential.

### 3. Part A: In-class training for entrepreneurs (8 hours)

<b>ISORESS – Curriculum for Entrepreneurs – In-class training</b>	
<b>Main contents</b>	<ul style="list-style-type: none"> <li>▪ Unit A0: Introduction to CSR and SD in SMEs (1 hour)</li> <li>▪ Unit A1: Environment (1 hour)</li> <li>▪ Unit A2: Fair Operating Practices (1 hour)</li> <li>▪ Unit A3: Consumer Issues (1 hour)</li> <li>▪ Unit A4: Community Involvement &amp; Development (1 hour)</li> <li>▪ Unit A5: Human Rights (1 hour)</li> <li>▪ Unit A6: Labour Practices (1 hour)</li> <li>▪ Conclusion, Evaluation (1 hour)</li> </ul>
<b>Target Group</b>	Entrepreneurs of micro and SMEs, including those with migrant background
<b>Prerequisites</b>	Running or planning to start a micro or SME
<b>Duration</b>	8 hours in-class training
<b>Methodology</b>	Presentations, case studies, group work, discussion, reflection
<b>Evaluation of Learning Outcomes</b>	Consolidation, revision, mini-project (if feasible)
<b>EQF Level</b>	4
<b>ECTS</b>	2 (in total, including the 42-hours online-learning



## UNIT A0 – INTRODUCTION TO CSR AND SD IN MICRO AND SMEs

### IN-CLASS

Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee will be able to.....</b>		
<p><b>identify</b> core areas of CSR and SD.</p>	<p><b>select</b> core concepts related to CSR and SD which can be applied in the trainee’s own business.</p>	<p><b>decide</b> which practices related to CSR and SD could be implemented in their own business.</p>
<p><b>define</b> most of the areas related to CSR and SD.</p>	<p><b>compile</b> a set of a few practices which can be effortlessly implemented in their own business.</p>	<p><b>demonstrate</b> understanding for introducing CSR and SD practices in their own business.</p>
<p><b>exemplify</b> some of the areas related to CSR and SD in real life scenarios.</p>	<p><b>check</b> if there is potential for implementing some of the practices related to CSR and SD in trainee’s own business.</p>	

## UNIT A1 – ENVIRONMENT

### IN-CLASS

Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee will be able to.....</b>		
<b>identify</b> practices related to Environment and Sustainable Development.	<b>select</b> activities in the related to the environmental responsibility and sustainable development classified into the following categories: energy, resources, pollution, public awareness.	<b>decide</b> which practices related to the environment and sustainable development could be introduced in the trainee's business.
<b>recognize</b> potential problems when applying strategies related to the environment in CSR.	<b>show</b> benefits from different activities related to environment activity and protection.	<b>demonstrate</b> possible benefits of introducing some measures related to the environmental protection to convince co-workers to implement them.
	<b>select</b> activities which can be applied in trainees' own business.	

## UNIT A2 – FAIR OPERATING PRACTICES

### IN-CLASS

Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee will be able to.....</b>		
<b>identify</b> activities related to Fair Operating Practices.	<b>classify</b> Fair Operating Practices according to the categories: labour and social standards, fair and sustainable partnerships with business partners, communication, fair pay and other benefits for staff, diversity and equality, education and training, staff orientation and employer attractiveness.	<b>distinguish</b> which practices are related to Fair Operating Practices in CSR although there might be overlapping with other topics.
<b>label</b> Fair Operating Practices in the context of CSR general principles.	<b>select</b> Fair Operating Practices on their potential for implementation according to relevance, costs, level of difficulty to implement, time needed, resources needed.	<b>reflect</b> on a strategy to apply some practices related to Fair Operating Practices in their own business.
		<b>modify</b> practices related to Fair Operating Practices in order to apply them in their own business on SME level.
		<b>develop</b> a pool of CSR ideas related to Fair Operating Practices with more or less potential for immediate implementation in their own business.

## UNIT A3 – CONSUMER ISSUES

### IN-CLASS

Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee will be able to.....</b>		
<b>identify</b> practices related to Consumer Issues.	<b>classify</b> Consumer Issues according to 5 categories: quality control policy, ensuring product safety, enhancement of product satisfaction, universal design and customer service and support.	<b>decide</b> which practices are related to Consumer Issues in CSR.
<b>label</b> Consumer Issues in the context of CSR general principles.	<b>select</b> Consumer Issues on the basis of cost, innovation, level of difficulty to implement, time needed, resources needed.	<b>develop</b> strategy to apply some practices related to Consumer Issues in their own business.
		<b>modify</b> practices related to Consumer to apply them in their own business.
		<b>foresee</b> consequences related to applying a particular strategy in their own business.

## UNIT A4 – COMMUNITY INVOLVEMENT & DEVELOPMENT

### IN-CLASS

Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee will be able to.....</b>		
<p><b>identify</b> possible connections between the company and the local community (stakeholders, needs of the community, needs and expectation of the company etc).</p>	<p><b>select</b> stakeholders to build partnerships consistent with the development of specific CSR Community Involvement &amp; Development projects/activities.</p>	<p><b>stimulate</b> strategic partnerships consistent with specific CSR Community Involvement &amp; Development activities/projects.</p>
<p><b>identify</b> areas where practices related to Community Involvement &amp; Development can be implemented.</p>	<p><b>present</b> ideas for CSR Community Involvement &amp; Development projects/activities to the wide public</p>	<p><b>develop</b> ideas of practices related to Community Involvement &amp; Development in CSR.</p>
		<p><b>foresee</b> pro and cons of CSR Community Involvement &amp; Development activities/projects.</p>

## UNIT A5 – HUMAN RIGHTS

### IN-CLASS

Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee will be able to.....</b>		
<b>identify</b> the Human Rights related to business.	<b>classify</b> different types of discrimination at work.	<b>decide</b> which practices are related to Human Rights.
	<b>select</b> the best practice according to the possibilities of the companies.	<b>develop</b> strategy to safeguard the Human Rights in his/her company.
		<b>modify</b> practices related to Human Rights to apply them correctly in their own business.
		<b>foresee</b> consequences of avoiding taking care of Human Right issues at work.

## UNIT A6 – LABOUR PRACTICES

### IN-CLASS

Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee will be able to.....</b>		
<b>acquire</b> sufficient theoretical approach in relation to the employee's needs and working environment in small and micro enterprises.	<b>apply</b> practical set of tools and techniques to deal with threats and ability to build successful and sustainable diverse work team.	<b>decide</b> which decisions are related to Labour Practices within CSR.
<b>identify</b> employee's needs, potential risks and issues that could occur and affect SME's working environment, employees motivation and their safety.	<b>classify</b> different ideas and practices through acquired knowledge in engaging employees towards good working conditions.	<b>develop</b> action plan to increase employees' productivity within companies and social engagement.
		<b>modify</b> practices related to current employee's position and behaviours within their companies.
		<b>foresee</b> the outcomes of applied practices in the context of CSR's Labour Practices.

#### 4. Part B Online training for entrepreneurs (42 hours)

<b>ISORESS – Curriculum for Entrepreneurs –On-line training</b>	
<b>Main contents</b>	<ul style="list-style-type: none"> <li>▪ Unit B1: Environment (7 hours)</li> <li>▪ Unit B2: Fair Operating Practices (7 hours)</li> <li>▪ Unit B3: Consumer Issues (7 hours)</li> <li>▪ Unit B4: Community Involvement &amp; Development (7 hours)</li> <li>▪ Unit B5: Human Rights (7 hours)</li> <li>▪ Unit B6: Labour Practices (7 hours)</li> </ul>
<b>Target Group</b>	Entrepreneurs of SMEs, including those with migrant background
<b>Prerequisites</b>	Running or planning to start a micro or SME
<b>Duration</b>	7 hours online training per unit including introduction and revision (42 hours)  The trainees will also have access to the general introduction and revision done during the in-class training.
<b>Methodology</b>	Exercises, case studies/good practice, webinars
<b>Evaluation of Learning Outcomes</b>	Included in the revision part of each unit
<b>EQF Level</b>	4
<b>ECTS credits</b>	2 (in total, including the 8-hours in-class-training)



## 4.1. Contents of Online Learning Units

### **UNIT B1 – ENVIRONMENT**

#### **ONLINE**

Introduction B1

Section B1\_1           Waste Management

Section B1\_2           Energy Saving

Section B1\_3           Water Saving

Section B1\_4           Transportation and Logistics

Section B1\_5           Ecodesign

Section B1\_6           Cleaner Production

Section B1\_7           Green Procurement

Revision B1

## **UNIT B2 – FAIR OPERATING PRACTICES**

### **ONLINE**

Introduction B2

Section B2\_1 Labour and Social Standards

Section B2\_2 Fair and Sustainable Partnerships with Business Partners

Section B2\_3 Communication

Section B2\_4 Fair Pay and Other Benefits for Staff

Section B2\_5 Diversity and Equality

Section B2\_6 Education and Training

Section B2\_7 Staff Orientation and Employer Attractiveness

Revision B2

## **UNIT B3 – CONSUMER ISSUES**

### **ONLINE**

Introduction B3

Section B3\_1            Quality Control Policy

Section B3\_2            Product Safety

Section B3\_3            Enhancing Customer Satisfaction

Section B3\_4            Customer Service

Section B3\_5            Consumer Surveys

Section B3\_6            Increasing Consumers' Awareness

Section B3\_7            Universal Design

Revision B3

# **UNIT B4 – COMMUNITY INVOLVEMENT AND DEVELOPMENT ONLINE**

Introduction B4

Section B4\_1      Community Involvement

Section B4\_2      Stakeholder Engagement

Section B4\_3      Employee Engagement

Section B4\_4      Community Development

Section B4\_5      Volunteering and Giving

Revision B4

## **UNIT B5 – HUMAN RIGHTS**

### **ONLINE**

Introduction B5

Section B5\_1            Human Rights in Depth

Section B5\_2            Workplace Situations

Section B5\_3            Discrimination

Section B5\_4            Company Practices

Section B5\_5            The Future of Human Rights

Revision B5

## **UNIT B6 – LABOUR PRACTICES**

### **ONLINE**

Introduction B6

Section B6\_1 Employees' Health and Safety

Section B6\_2 Good Working Conditions

Section B6\_3 Team Work Concept

Section B6\_4 Human Capital Diversity

Revision B6

## 4.2. Learning Outcomes

### UNIT B1 – ENVIRONMENT

#### ONLINE

Section	Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee will be able to.....</b>			
Introduction	<b>identify</b> activities related to protection of the environment.	<b>select</b> practices in the company's activity which are related to the environment.	<b>identify</b> practices related to the environment already implemented in the company.
	<b>define</b> concepts related to environment and sustainable development.	<b>categorise</b> basic practices related to the environment.	
	<b>recognise</b> benefits deriving from CSR practices related to the environment.		
B1_1	<b>illustrate</b> the hierarchy of waste management.	<b>distinguish</b> between recyclable and non-recyclable materials.	<b>reflect</b> on recycling policy in trainee's own business.
	<b>classify</b> types of waste according to the sector of activity.	<b>decide</b> whether the presented practices are positive or negative towards	<b>demonstrate</b> awareness of the significance of some actions related to the waste management.

Intellectual Output 3  
Curriculum for entrepreneurs

		environment.	
	<b>match</b> guidelines with particular categories of waste reduction, waste reuse and waste recycling.		
B1_2	<b>recognise</b> activities related to saving energy for heating.	<b>provide</b> the list of benefits related to saving energy.	<b>decide</b> which activities related to saving energy for heating are done in trainee's own business.
	<b>identify</b> ways of reducing cooling loads of the building.	<b>classify</b> activities related to energy saving according to cost, level of difficulty and usefulness.	<b>consider</b> implementing some of the strategies related to energy saving in trainee's own business.
		<b>estimate</b> energy efficiency of some common practices	<b>justify</b> choices related to introducing energy saving policy.
			<b>consider</b> long term benefits and impact of adopting a particular policy regarding energy saving.
B1_3	<b>name</b> services which help save water.	<b>apply</b> water saving strategies.	<b>decide</b> which water saving strategies can be used in trainee's own business.
	<b>recall</b> some well known facts regarding saving water.		
	<b>define</b> terms related to water saving.		
B1_4	<b>differentiate</b> between good and bad practices related to eco-driving.		<b>identify</b> policies in their own business which reduce excessive transport requirements.



Intellectual Output 3  
Curriculum for entrepreneurs

B1_5	<b>list</b> internal and external factors which determine eco-design.		
B1_6	<b>name</b> principles of related to the prevention of pollution.		<b>demonstrate</b> awareness of the impact of business activity on the prevention of pollution.
	<b>name</b> principles related to sustainable use of resources.		<b>demonstrate</b> awareness of the impact of business activity on the use of sustainable resources.
B1_7	<b>recognise</b> the concepts of Green Procurement	<b>match</b> the concepts of Green Procurement with corresponding practices.	
	<b>classify</b> the benefits of Green Procurement to three categories: resource and energy saving, waste reduction and greenhouse gas reduction.		

## UNIT B2 – FAIR OPERATING PRACTICES

### ONLINE

Section	Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee will be able to.....</b>			
<b>Introduction</b>	<p><b>identify</b> activities related to Fair Operating Practices.</p> <p><b>label</b> Fair Operating Practices in the context of CSR general principles.</p>	<p><b>differentiate</b> between CSR and non-CSR behaviour regarding Fair Operating Practices.</p> <p><b>recognize</b> situations related to Fair Operating Practices in context.</p>	<p><b>decide</b> which practices are related to Fair Operating Practices in CSR.</p>
B2_1	<p><b>recognize</b> guidelines for labour and social standards.</p>	<p><b>select</b> best practices related to labour and social standards</p>	<p><b>demonstrate</b> positive attitude to introducing labour and social standard measures.</p>
			<p><b>develop</b> a labour and social standard policy for their own business.</p>
B2_2	<p><b>list</b> recommendations related to fair and sustainable partnerships with business partners.</p>	<p><b>make use of</b> recommendations related to fair and sustainable partnerships with business partners in particular cases.</p>	<p><b>decide</b> on best procedures how to implement fair and sustainable partnerships with business partners.</p>
			<p><b>implement</b> guidelines on fair and sustainable</p>

Intellectual Output 3  
Curriculum for entrepreneurs

			partnerships with business partners in their own business.
B2_3	<b>exemplify</b> issues related to communication.	<b>identify</b> good practice regarding communication.	<b>decide</b> which good practice in the area of communication can be transferred into their own business.
	<b>define</b> values related to communication.		
B2_4	<b>name</b> activities related to fair pay and other benefits for staff.	<b>classify</b> activities related to fair pay and other benefits for staff according to cost, level of difficulty and usefulness.	<b>demonstrate</b> willingness to apply some of the practices related to fair pay and other benefits for staff in their own business.
B2_5	<b>recognize</b> activities related to diversity and equality.	<b>classify</b> activities related to diversity and equality according to cost, time needed, level of difficulty and usefulness.	<b>search</b> for online best practice according to diversity and equality
	<b>list</b> advantages of implementing diversity and equality in the business.	<b>modify</b> ready made best practices in the area of diversity and equality for their business.	<b>decide</b> on business modifications/improvement after collecting best practice.
B2_6	<b>illustrate</b> different activities offered to staff related to education and training.	<b>match</b> types of education and training with type of business.	<b>design</b> different types of education and training for their own business.
	<b>list</b> different activities in education and training offered to	<b>estimate</b> cost of organising education and training for a	

Intellectual Output 3  
Curriculum for entrepreneurs

	the staff.	particular business.	
B2_7	<b>recall</b> principles for staff orientation and employer attractiveness.	<b>relate</b> business activities with employer attractiveness	<b>act</b> to improve staff orientation and employer attractiveness.
		<b>decide</b> which activities to implement in their business in order to increase the employer attractiveness.	

## UNIT B3 – CONSUMER ISSUES

### ONLINE

Section	Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee will be able to.....</b>			
Introduction	<p><b>identify</b> practices related to Consumer Issues</p> <p><b>label</b> Consumer Issues in the context of CSR general principles.</p>	<p><b>differentiate</b> between CSR and non-CSR behaviour regarding Consumer Issues.</p> <p><b>recognize</b> situations related to Consumer Issues in context.</p>	<p><b>decide</b> which practices are related to Consumer Issues in CSR.</p>
B3_1	<p><b>recognize</b> guidelines for quality control policy.</p>	<p><b>select</b> best practices related to quality control policy.</p>	<p><b>demonstrate</b> positive attitude to introducing quality control measures.</p>
			<p><b>develop</b> a quality control policy for their own business.</p>
B3_2	<p><b>list</b> recommendations related to product safety.</p>	<p><b>make use of</b> recommendations related to product safety in particular cases.</p>	<p><b>decide</b> on best procedures in the production and launching process related to product safety.</p>
			<p><b>implement</b> product safety guidelines in their own business.</p>
B3_3	<p><b>exemplify</b> issues related to customer</p>	<p><b>identify</b> good practice regarding customer</p>	<p><b>decide</b> which good practice can be transferred into their</p>

Intellectual Output 3  
Curriculum for entrepreneurs

	satisfaction.	satisfaction.	own business.
	define values related to customer satisfaction.		
B3_4	name activities related to after sales service.	classify activities related to after sales service according to cost, level of difficulty and usefulness.	demonstrate willingness to apply some of the practices related to after sales service in their own business.
B3_5	recognize activities/techniques related to getting feedback from customers.	classify activities related to getting feedback according to cost, time needed, level of difficulty and usefulness.	search for online ready-made questionnaires related to customer feedback.
	list advantages of conducting consumer satisfaction surveys.	compile questions for getting feedback from customers.	draw conclusions from survey analysis to improve on products / service.
		modify and implement ready made questionnaires for their business.	decide on product or service modifications/ improvement after collecting data from customers.
		calculate cost of making improvements to products / services.	
B3_6	illustrate different activities offered to community related to particular business .	match types of awareness raising activity with type of business.	design different types of awareness raising activity offered to community for their own business.
	list different techniques for activities offered to community.	estimate cost of organising awareness raising activity for a	

Intellectual Output 3  
Curriculum for entrepreneurs

		particular business.	
B3_7	<i>recall Universal Design</i> principles.	<i>relate Universal Design</i> principles with Consumer Issues.	<i>act</i> to improve products/services in order to follow <i>Universal Design</i> principles.
		<i>decide</i> which <i>Universal Design</i> principles are violated in cases presented.	

## UNIT B4 – COMMUNITY INVOLVEMENT AND DEVELOPMENT

### ONLINE

Section	Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee will be able to.....</b>			
Introduction	<p><b>define</b> main terminology related to community involvement and development.</p> <p><b>identify</b> and <b>compare</b> Carroll's four part definition of CSR.</p>	<p><b>recognize</b> benefits deriving from Community involvement and development practices.</p> <p><b>differentiate</b> the main characteristic of Carroll's four part definition of CSR.</p>	<p><b>choose</b> and <b>combine</b> practises related to Community involvement and development.</p> <p><b>explain</b> and <b>prioritize</b> Carroll's four part definition of CSR.</p>
B4_1	<b>interpret</b> the impact of community involvement practices.	<b>make use</b> of community involvement practices that maximise the impact.	<b>act</b> based upon the core principles of public/community engagement.
	<b>identify</b> the purpose and the scope of the engagement process.	<b>choose</b> and <b>organize</b> the appropriate plan and strategy to enable community engagement.	<b>elaborate</b> and <b>adapt</b> a plan to enable community engagement.
	<b>classify</b> and <b>compare</b> a broad range of methods and	<b>select</b> the appropriate methods and techniques for	<b>evaluate</b> the appropriate methods and techniques for



Intellectual Output 3  
Curriculum for entrepreneurs

	techniques for engagement events <b>identifying</b> positive and negative practices.	engagement events.	engagement events.
B4_2	<b>illustrate</b> activities related with stakeholder engagement.	<b>select</b> and <b>organize</b> practices related with stakeholder engagement.	<b>evaluate</b> the impact of practices related with stakeholder engagement.
	<b>identify</b> stakeholders, their needs, the techniques to engage them and the benefit deriving.	<b>choose</b> the appropriate techniques to engage stakeholders.	<b>assess</b> stakeholders and their needs, <b>improve</b> and <b>adapt</b> practices to engage stakeholders.
B4_3	<b>define</b> company values and a culture of purpose.	<b>outline</b> and <b>summarize</b> company values, mission and purpose.	<b>elaborate</b> clear guidelines related to company values.
	<b>recognize</b> differences in the types of engagement strategies that appeal to the various workers generations.	<b>choose</b> activities and practices that engage employees.	<b>explore</b> new strategies to engage workers who belong to the younger generations.
	<b>identify</b> strategies that enable employees to get engaged with the community.	<b>make use</b> of strategies that enable employees to get engaged with the community.	<b>assess, evaluate</b> and <b>adapt</b> different strategies of employee engagement.
B4_4	<b>identify</b> practices related to community development	<b>decide</b> which practices are related to community development	<b>elaborate</b> critically about the issues and challenges related to community development.
	<b>recall</b> the knowledge and skills required to work on the	<b>organize</b> the actions needed to perform effectively	<b>demonstrate</b> autonomy in <b>assessing</b> and <b>evaluating</b> practices

Intellectual Output 3  
Curriculum for entrepreneurs

	community development and <b>recognize</b> the deriving benefits.	community development activities following a hierarchical process.	related to community development.
B4_5	<b>remember</b> principles related to volunteering and giving.	<b>select</b> and <b>organize</b> practices that enable the participation in volunteering practices.	<b>develop</b> practices that enable the participation in volunteering practices.
	<b>identify</b> employees' needs and <b>compare</b> appropriate activities to fulfil those needs.	<b>select</b> and <b>organize</b> activities that fulfil employees' needs.	<b>reflect</b> and <b>elaborate</b> on the values of volunteering.

## UNIT B5 – HUMAN RIGHTS

### ONLINE

Section	Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee will be able to.....</b>			
Introduction	<b>identify</b> Human Rights related to business.	<b>differentiate</b> between CSR and non-CSR behaviour regarding Human Rights.  <b>recognize</b> Human Rights practices and issues in real companies.	<b>decide</b> which practices are related to Human Rights.
B5_1	<b>recognize</b> guidelines and main tools for safeguarding Human Rights.	<b>select</b> the characteristics of Human Rights.	<b>demonstrate</b> awareness about the human rights situation in business.
			<b>develop</b> a critical thinking about the responsibility of business with regards to Human Rights.
B5_2	<b>list</b> different situations where Human Rights are not appropriately addressed.	<b>recognize</b> different possibilities to address Human Rights abuses or bad practices.	<b>decide</b> on best procedures when facing a Human Rights violation at work.
			<b>implement</b> a strategy or policy in order to comply with Human

Intellectual Output 3  
Curriculum for entrepreneurs

			Rights.
B5_3	<b>exemplify</b> different types of discrimination in the workplace.	<b>identify</b> good practices in order to avoid any kind of discrimination at work.	<b>decide</b> which good practice can be transferred into their own business.
	<b>define</b> a strategy to avoid discrimination at work.		
B5_4	<b>name</b> different business activities carried out which are related to Human Rights.	<b>classify</b> activities related to production, fair business, workers rights etc.	<b>demonstrate</b> willingness to apply some of the practices related to Human Rights in their own business.
	<b>identify</b> different good practices that could be implementable in different stages of the business making.	<b>differentiate</b> between how companies should comply with human rights and how organizations may support Human Rights fulfilment.	<b>decide</b> to which extent may his/her company enhance Human Rights in particular conditions.
B5_5	<b>recognize</b> the future trends with regards to Human Rights and business.	<b>estimate</b> which procedures would require an update/change in order to comply with future Human Rights requirements.	<b>search</b> for national applicable regulation in the field of Human Rights for the organization.
	<b>list</b> different tools/treaties to safeguard Human Rights.	<b>calculate</b> cost of complying with the main Human Rights regulations.	<b>draw conclusions</b> from the main future goals with regards to Human Rights
	<b>name</b> benefits of complying with Human Rights for the business.		<b>decide</b> which strategy to apply in the business in order to comply with future requirements.
B5_6	<b>recall</b> Human Rights principles applied to	<b>relate</b> how Human Rights could be	<b>act</b> to improve products/services in

	business.	addressed from organizations.	order to follow Human Rights principles.
			<b>decide</b> how to tackle Human Rights violations.

## UNIT B6 – LABOUR PRACTICES

### ONLINE

Section	Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee will be able to.....</b>			

Intellectual Output 3  
Curriculum for entrepreneurs

Introduction	<b>identify</b> Labour Practices and CSR content.	<b>recognize</b> Labour Practices as important part of business.  <b>recognize</b> Labour Practices and terminology.	<b>decide</b> which practices are related to Labour Practices.
B6_1	<b>identify</b> Safety and Health of employees related to company's cases.	<b>recognize</b> the characteristics of Safety and Health within Labour Practices.	<b>demonstrate</b> awareness about Safety and Health of employees.
	<b>list</b> of recommendations related to employees Safety and Health.		<b>decide</b> which good practice can be applied into their companies.
B6_2	<b>recognize</b> the benefits from providing good working conditions.	<b>classify</b> activities related to good and bad employees working conditions.	<b>decide</b> on best procedures and how they could be applied in their companies.
		<b>match</b> types of most appropriate content related to company working conditions.	<b>recall</b> the gained skills and knowledge required to work on the company improvements.
B6_3	<b>list</b> different cases how working conditions could increase company employees' motivation.		<b>design</b> various steps for awareness raising activities offered to company's employees.
	<b>recognize</b> best practices on promoting team work concept.	<b>make use of</b> recommendations related to the concept of good team work.	<b>compile</b> set of tasks to receive employees' feedback.
		<b>classify</b> activities related to teamwork concept.	<b>adapt</b> different approaches of employee engagement.

Intellectual Output 3  
Curriculum for entrepreneurs

B6_4	<b>list</b> recommendations related to work environment that embrace diversity.	<b>recognize</b> practices that embrace diversity in real companies.	<b>demonstrate</b> awareness related to work environment that embraces diversity in human capital.
		<b>select</b> and <b>organize</b> practices that enable the participation of employees in their work environment.	<b>define</b> action plan to avoid risks in team diversity.
		<b>identify</b> company's needs and <b>implement</b> appropriate measures to fulfil those needs.	<b>define</b> company values and recommendation towards CSR engagement.
		<b>recognize</b> different measures which address Labour Practices.	<b>explore</b> new approaches and strategies to engage employees' diversity as a part of Labour practices.