

*Trans*CSR

Transparency of CSR skills through ECVET in European tourism

Work Package 7

R12 “Compendium Publication and policy recommendations”

Stuttgart (Germany), August 28th, 2015

Responsible for work package and result

kate - Ecology & Development (D)



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1 Project overview

On the current European labour market the acknowledgement and transparency of qualifications becomes of increasing importance due to the demand for higher mobility of professionals. Additional skills are necessary for employability and future requirements on the demanding European labour market. Corporate Social Responsibility (CSR) is a growing area of concern in society and the European Union intends to establish sustainable economic development through the Europe 2020 strategy. Especially for small and medium-sized enterprises (SME) the implementation of CSR is a quality feature that allows meeting future market requirements and enhancing their competitiveness. This requires qualified employees, who are able to drive and lead this change.

In line with the identified challenges of the European Commission on the European labour market TransCSR aims at the transparency and acknowledgement of CSR skills in the tourism sector of at least six European countries using the tools of the ECVET system and the EQF. TransCSR transfers the results of the current LdV project Train to Change and other CSR trainings into a broader systemic and geographic environment. Therefore a self-assessment tool, tested by least 200 CSR qualified persons, evaluates skills gained in diverse learning environments. A transparent additional CSR-qualification, supported by a first network of acknowledgement, provides transparency. ECVET adoptions of additional qualifications in Europe are optimized methodologically for the future use.

The consortium is composed of nine European partners: The German consulting organization KATE with expertise in the field of CSR, tourism and adult education, the Italian association of tour operators AITR, the Latvian Country Tourism Association, the European Alliance for Responsible Tourism and Hospitality EARTH, the educational partner BEST in Austria, the University College Birmingham in the United Kingdom, the German University for Sustainable Development HNE Eberswalde, both with experiences in the recognition and validation of skills, the European organisation Diesis in Brussels and the Italian association LEGACOOP, both with extensive networking experiences.

The foreseeable impact of TransCSR is significant as CSR skills are obtained in a broad variety of trainings in Europe:

- Transparency on the basis of the ECVET system valorises the CSR qualifications on the labour market on local, regional, national and European level.
- Obstacles to mobility of tourism professionals are removed, employability increases, and the shortage of skilled professionals in regards to CSR declines.
- New skills are transferred through acknowledgement contributing to the emergence of generally accepted qualifications and training standards.
- Recommendations and an optimization proposal of the transfer will support future ECVET adoptions of additional qualifications.

Figure 1 shows all work packages of the project with its respective lead partners and results. Relevant results, which are presented in this compendium publication, are highlighted. This report summarizes main results and findings of the project and contains conclusions and recommendations as well. The entire result documents can be found in the annexes to this publication.

Work package	Lead partner	Results
WP1: Coordination and project management	KATE	R1 Interim Report R2 Final Report R3 Quality management plan
WP2: Analysis and preparatory researches	University for Sustainable Development HNE Eberswalde	R4 Analysis Report and Recommendations
WP3: Definition of a CSR qualification	KATE	R5 Learning Outcome Matrix R6 Documentation for the skills pass R7 Model for the attribution of ECVET credits
WP4: Self-assessment of CSR skills	KATE	R8 Web-based self-assessment tool
WP5: Learning Agreement and Memorandum of Understanding	BEST	R9 Template of a Learning Agreement R10 Memorandum of Understanding
WP6: Evaluation and quality monitoring of methodology	University College Birmingham	R11 Lessons learnt and recommendations
WP7: Dissemination and exploitation	Diesis	R12 Compendium publication and policy recommendations R13 Flyer for dissemination in colleges and vocational schools R14 Website R15 Dissemination on tourism and education fairs R16 Public event for project dissemination in Brussels

Figure 1: Work package overview.

2 Analysis and preparatory researches

All partners carried out a research to find national qualification offers and VET programmes targeted in the field of CSR in tourism/sustainable tourism. The main aim was to map those programmes and to develop learning outcomes that reflect an ideal qualification path for trainees.

The evaluation of this research revealed the following challenges for developing a consequent learning outcome matrix:

CSR as a niche topic in tourism-education without a general approach

- VET trainings either focus on CSR aspects in general without references to tourism specifics or provide information about sustainable tourism or rather focus on specific aspects of sustainable tourism like climate change or sustainable destination management. One VET training combines CSR and tourism (kate CSR-Manager course).
- Academic courses mainly include CSR as course modules, within an aspect of sustainable tourism. In some countries no training courses about CSR could be found at all. In fact, CSR in tourism is rarely educated as a single independent course within the educational programme.
- According to this, there is no general learning approach about CSR in tourism. The modules found on CSR provided different qualification contents.
- VET CSR-trainings use classic academic methods such as on site classes or handbooks – only a few integrate trainings within the job environment.

EQF-system not integrated in CSR trainings

- The EQF-system is not yet implemented in educational systems of the partner countries. Therefore, the analysed courses do not integrate ECVET credits or the system of describing learning outcomes.
- The funded VET training STITCH uses ECVET-points but there is no information given about the actual realisation of this training.
- Also, no EQF-level assignment to a certain training could be found.

Diversity of learning outcomes

- The partner analysis provided inputs for all areas of the predefined CSR-themes.
- However, VET-trainings do not always provide learning outcomes and rather communicate training contents without specifics of achieved outcomes. The analysis therefore delivered a larger quantity of learning outcomes in higher educational trainings, since many learning outcomes of VET trainings were unknown.
- Learning outcomes in the sense of the ECVET-system need to be phrased in certain ways and be differentiated according to the descriptors. In order to create a learning outcome matrix, fulfilling to the needs of ECVET, the learning outcomes have to be rephrased.

For more detailed information, see Annex 1 “R4 Analysis Report and Recommendations”.

3 Definition of a CSR qualification

Based on the analysis of key competences (in CSR) in the tourism industry and best practice examples of ECVET processes, a learning outcome matrix (LOM) for CSR in tourism is developed. This matrix reflects the descriptors (knowledge, skills and competences) that were identified as key for CSR in the tourism industry. They are assigned to several CSR-topics, which are illustrated in figure 2.



Figure 2: CSR-topics of Learning Outcome Matrix.

The LOM for CSR in tourism has a clear focus. It is designed for the tourism industry and for vocational education and training on the EQF levels 3 to 5. Other industries such as hospitality and higher education are not covered. It is based on the EQF. National qualification schemes are addressed as recommendations where applicable. Key competences for Lifelong learning especially social and civic are considered a precondition for all learners confronted with CSR-topics.

The entire learning outcome matrix (R5) can be found at the end of the report “Definition of a CSR qualification” in Annex 2 along with R7 “Model for the attribution of ECVET credits” in Annex 3.

4 Self-assessment of CSR skills

Based on the results of the preparatory researches and the definition of a CSR qualification, a web-based self-assessment tool for CSR-skilled persons is designed – based on EQF levels 3-5. The tool is modelled after the language passport, one element of the European europass. It allows CSR-skilled persons to self-assess their level of CSR-knowledge (basic, solid or expert) and experience (assistant, operational or expert) and will lead to more transparency and comparability in the field. This will be an aid for employers as well as job-seekers.

The CSR-Pass

- ➔ offers a **self assessment tool** to evaluate skills gained during professional life (see R8 www.csr-pass.eu)
- ➔ offers a **skills pass for the European Skills Passport** indicating the knowledge, skills and competences of CSR professionals in tourism (see an exemplary skills pass in Annex 4)
- ➔ offers an overview of areas and topics of **state of the art** CSR skills and competences (see figure 3)
- ➔ valorises **professional CSR qualifications** on the European labour market through ECVET credits (see chapter 5)

The self-assessment tool is available under www.csr-pass.eu. On completion of the questionnaire, an individual skills pass can be downloaded. An exemplary skills-pass can be found in Annex 4.

CSR-Basics	Governance	CSR-Management	Supply Chain	CSR in the workplace
Corporate Social Responsibility	Values and Ethics	CSR-implementation	Sustainable supply chain management	Workers rights and protection
Sustainable Tourism	Voluntary Commitments Mission statement	Continuous improvement	Supply chain analysis	Diversity and equality
Impacts of tourism	Stakeholders	CSR-analysis	Suppliers development	Work-life-balance
	Human rights	CSR-reporting		Social dialogue and participation
	Legal Compliance	Certification		Training and Education

Consumers	Ecological responsibility	Economic responsibility	Social responsibility	Soft-/ Change-Skills
Customer rights and protection	Environmental management	Sustainable economics	Corporate Citizenship	External CSR-communication
Customer information	Climate protection	Financial indicators	Cultural heritage protection	Internal CSR-communication
Customer satisfaction	Biodiversity	Local value creation	Regional development and community involvement	Project-management
	Resource management			
	Mobility management			

Figure 3: CSR-Topics of self-assessment.

5 Learning Agreement and Memorandum of Understanding

ECVET is a technical framework for the transfer, recognition and, where appropriate, accumulation of individuals' learning outcomes with a view to achieving a qualification according to the 2009 EU Recommendation. ECVET tools and methodology comprise the description of qualifications in terms of units of learning outcomes with associated points, a transfer and accumulation process and complementary documents such as learning agreements, transcripts of records and ECVET users' guides. ECVET is intended to facilitate the recognition of learning outcomes in accordance with national legislation, in the framework of mobility, for the purpose of achieving a qualification.

The *TransCSR* transfer of innovation project was designed to achieve the general objectives mentioned above with particular reference to CSR skills in the tourism sector offering ECVET learning outcomes and an assessment tool to achieve transparency of related knowledge, skills and competences.

The *TransCSR* project activities have until now allowed the definition of a trans-national document (Memorandum of Understanding), shared by all the participating European partners aiming to form the framework for cooperation between competent institutions. It aims to establish mutual trust between the partners. In this Memorandum of Understanding partner organisations mutually accept their respective criteria and procedures for quality assurance, assessment, validation and recognition of knowledge, skills and competence for the purpose of transferring the qualifications of **'CSR-assistant', 'Operational CSR', 'CSR- specialist/ CSR-manager' in tourism** which are based on the learning outcome matrix for CSR in tourism-

The MoU establishes that each participating party:

- accepts each other's status as interested actors and/or competent institutions;
- accepts each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer;
- agrees the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU;
- agrees on the comparability of qualification concerned for the purposes of credit transfer, using EQF to establish the reference levels;
- each organisation is responsible for its own funding.

A draft of the MoU can be found in Annex 5. A draft for a Learning Agreement, which can be used by educational institutions who offer CSR trainings in Tourism, can be found in Annex 6.

6 Conclusions and policy recommendations on ECVET tools

Research in this project showed that in each partner country of TransCSR the approach to VET is different. Further the implementation of other relevant European tools such as the EQF are also at different stages from country to country.

Research on CSR-qualifications showed that CSR is a niche topic in tourism-education without a general approach. This applies equally to all partner countries. Across all partner countries only one training, which is provided by a private institution, was identified which focuses on CSR as well as on tourism. But neither this nor all other VET-offers which were analyzed have a reference to the EQF nor do they systematically apply any other tool of ECVET.

Therefore a general deficit in the application and implementation of ECVET can be attested with regard to the field of CSR in tourism. It is a general aim of this project to make a contribution to improvements in this field. Each ECVET-tool developed and applied in the project TransCSR will aid to this goal. Unfortunately the attribution of credit points has so far proven to be the weakest of tools.

The recommendation therefore is to put aside the attribution of ECVET credits for the CSR qualification in tourism and rather focus on the other ECVET-tools, mainly building on learning outcomes.

The introduction of ECVET credit points could be a project of the future when the CSR-qualification and other ECVET-tools are generally more established. It would also be necessary to base such an attribution on more practical experience and practical examples than from just one prototype training. The development of more VET-offers for CSR in tourism will be needed to achieve this. The dissemination of the learning outcome matrix for the CSR-qualification will be a crucial step in order to build a common understanding on CSR in tourism. The developed tools (Learning agreement and Memorandum of understanding) will be of aid in attaining this goal.

These efforts by the TransCSR partners will be grass root initiatives. For a broader success of the overall ECVET-process and thereby for the CSR-qualification in tourism, national top-down decisions e.g. on the EQF will be needed. Forming this sort of framework and basis for other tools will be a crucial success factor since VET is strongly linked to national education systems.

The stakeholders who need to support this issue are quite diverse. For the additional CSR-qualification it will be important to aim at the integration of a CSR-qualification at EQF levels 3 and 4 into regular tourism training curricula, which are mainly part of the formal educational system. The structured and transparent overview of the learning outcome matrix will be of aid to training providers and educational institutions.

The training CSR-manager in tourism could be used as a best practice referencing model for the development of further trainings on EQF-level 5 with the learning outcome matrix as a substructure. These could be provided by different organizations such as private organizations as well as state-related institutions.

All ECVET-tools developed within the TransCSR project will be of great help in this process. The time for the attribution of ECVET-credit points might come at a later stage.

Partners :



Kate ecology & development (DE)



Associazione Italiana Turismo Responsabile (IT)



Diesis Coop scr-l-fs (BE)



BEST Institute of Continuous Vocational Qualification Training and Personnel Training Ltd (AT)



Latvian Country Tourism Association "Lauku ceļotājs" (LV)



Legacoop Nazionale delle Cooperative e Mutue (Legacoop) (IT)



Eberswalde University for Sustainable Development (DE)



University College Birmingham (UK)

Associated partner:



European Alliance for Responsible Tourism and Hospitality – EARTH (BE)

7 Annexes

Annex 1 – “R04_WP2_P5_Analysis Report and Recommendations”

Annex 2 – “R05_WP3_P0_Learning outcome matrix”

Annex 3 – “R07_WP3_P0_Model for the attribution of ECVET credits”

Annex 4 – “R06_WP3_P0_Documentation for the skills pass”

Annex 5 – “R10_WP5_P2_Memorandum of Understanding”

Annex 6 – “R09_WP5_P2_Template of Learning Agreement”

Annex 7 – “R13_Flyer for dissemination in colleges and vocational schools”