WP2. Understanding the MESS4Ge
T2.2 Training Methodology

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Introduction

This document presents the Training Methodology for ESG reporting, specifically targeting the SMEs. This result targets SMEs' trainers, offering activities that corporate trainers can implement on the workplace so to raise awareness on ESG trends in a corporate environment. Therefore, allowing to develop a comprehensive understanding of ESG performance reporting and tailor it to the specific needs identified by MESS4GE.

Training methodology

The training methodology for developing a foundational understanding of ESG among SME employees is designed to be comprehensive, engaging, and practical. It will employ a learner-centred approach that emphasizes active participation, knowledge sharing, and interactive learning experiences. The training will combine theoretical concepts with real-life case studies, discussions, and practical exercises to ensure a well-rounded learning experience for the participants.

The aim

The aim of the training is to give participants tools and methods to implement ESG training for SMEs. In particular, the course should help participants to:

- Gain a solid understanding of ESG principles, concepts, and frameworks.
- Acquire knowledge on the environmental, social, and governance aspects of ESG.
- Develop skills to identify and assess ESG impacts within SMEs.
- Apply ESG reporting guidelines and best practices to produce meaningful reports.
- Understand the importance of stakeholder engagement and transparency in ESG reporting.
- Be equipped to implement the ESG Reporting Template and drive sustainable practices within SMEs.
- Be prepared to effectively implement the ESG Reporting framework for SMEs and contribute to sustainable development in their organizations.

The target group

The training focus on SMEs' trainers and consultants.

The trainers

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The training course requires that trainers have a fundamental knowledge on the subject and specialized skills to manage and supervise activities, in an autonomous and responsible way. Additionally, the whole approach could be adopted also by individuals that already possess the knowledge, skills and competences but in other fields (mostly non-business/economic) and want to acquire the minimum level of understanding for the topics described in the training descriptor.

The trainer should follow an andragogical approach to keep participants actively involved in the learning process, by applying active and cooperative learning methods, such as working groups, visual mapping, panel discussions, action plans, etc. The training methodology to be utilized should be based on **face-to-face course delivery** of theoretical lectures accompanied by a set of other pedagogical techniques, such as **in-class discussions**, **class exercises**, and **quest lectures**. The instructors can also use many real examples from national and international **case studies**. In addition, participants are to be encouraged to ask questions (**Q&A sessions**) to clarify areas that were not clear to them.

Structure and content

Session 1: Understanding the Concept of ESG

- Define the key concepts and principles of ESG.
- Explain the importance of ESG reporting for SMEs.
- Understand the role of ESG in driving sustainable development.

Session 2: Environmental Pillar

- Identify and assess environmental impacts within SMEs.
- Define relevant environmental performance indicators.
- Understand the significance of environmental sustainability for SMEs.

Session 3: Social Pillar

- Explore effective stakeholder engagement strategies.
- Assess and prioritize social factors relevant to SMEs.
- Understand the social impacts and responsibilities of SMEs.

Session 4: Governance Pillar

- Analyse governance structures within SMEs.
- Discuss ethical decision-making processes.
- Identify areas for improvement in governance practices.

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Session 5: ESG Reporting Guidelines and Principles

- Understand existing ESG reporting frameworks.
- Apply best practices in ESG reporting.
- Comprehend the importance of transparency and disclosure in ESG reporting.

Session 6: ESG Reporting Framework for SMEs

- Familiarize with the ESG Reporting Template tailored for SMEs.
- Conduct a gap analysis using the ESG Reporting Template.
- Develop comprehensive ESG reports for SMEs.

The Training Profile has been allocated 18 learning hours in total, organized in 6 Modules that can be delivered in 3 days. These hours encompass contact hours, hands-on practice, self-study and assessment.

Trainers can modify the proposed ratio between contact hours and self-learning activities according to their target group needs and the relevant material they want to give to their participants.

Proposed schedule

Day 1:

Session 1: Understanding the Concept of ESG (3 hours)

- Introduction to ESG: Exploring the key concepts and principles of Environmental, Social, and Governance factors.
- Importance of ESG Reporting: Understanding the significance of ESG reporting for SMEs and its role in driving sustainability and responsible business practices.

Session 2: Environmental Pillar (3 hours)

- Environment and SMEs
- Training Activity 1 (Select an activity from Appendix B)
- Training Activity 2 (Select an activity from Appendix B)

Day 2:

Session 3: Social Pillar (3 hours)

- Society and SMEs

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- Training Activity 3 (Select an activity from Appendix B)
- Training Activity 4 (Select an activity from Appendix B)

Session 4: Governance Pillar (3 hours)

- Governance and SMEs
- Training Activity 5 (Select an activity from Appendix B)
- Training Activity 6 (Select an activity from Appendix B)

Day 3:

Session 5: ESG Reporting Guidelines and Principles (3 hours)

- Overview of Existing Frameworks: Understanding popular ESG reporting frameworks such as GRI, SASB, and CDP, and their guidelines for reporting.
- Best Practices in ESG Reporting: Exploring key principles and guidelines for effective ESG reporting and transparency.

Session 6: ESG Reporting Framework for SMEs (3 hours)

- Introduction to the Mess4ge ESG Reporting Template: Presenting the developed ESG Reporting Template specifically tailored for SMEs.
- Training Activity 7: Gap Analysis and Reporting: Assisting participants in conducting a gap analysis and developing comprehensive ESG reports using the ESG Reporting Template.

Training activities

The training program for ESG reporting for SMEs incorporates a variety of interactive training activities designed to enhance participants' understanding and application of key concepts in the areas of Environment, Social, and Governance (ESG). Partners involved in the project have carefully developed a range of activities, including debates, case studies, gamification, group discussions, quizzes, role-playing, and brainstorming exercises. Appendix A describes the different type of training activities that were examined by partners. These activities provide a dynamic and engaging learning experience, allowing participants to explore ESG topics from multiple perspectives, analyze real-life scenarios, and develop practical solutions. By utilizing these diverse training methods, the program aims to empower trainers and consultants with the necessary skills and knowledge to effectively implement the ESG reporting framework for SMEs, fostering sustainable practices and driving positive change within organizations.

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The training activities developed by each partner for the topics of Environment, Social, and Governance are the following:

Topic	Activities
Environment	Gamification, Quiz, Brainstorming
Social	Case Study, Group Discussion, Role Playing, Gamification
Governance	Debate, Case Study, Brainstorming, Role Playing

All 12 training activities developed by partners can be found in Appendix B.

APPENDIX A – Description of Training Activities

Application Exercise

An application exercise is a training activity that involves applying knowledge, skills, or concepts learned during a training session to a practical or real-life scenario. The goal of an application exercise is to help participants put into practice what they have learned and to reinforce their understanding of the subject matter.

Application exercises can take many different forms depending on the training topic and objectives. For example, an application exercise for ESG training program might involve working in groups to create a proposal for the company's management team outlining the benefits and potential challenges of implementing a telecommuting program, along with a detailed plan for to reduce an SME’s carbon footprint.

The key to a successful application exercise is to provide participants with a realistic and relevant scenario that is closely aligned with the training objectives. The exercise should be challenging enough to push participants out of their comfort zones and encourage them to apply their knowledge and skills in new and creative ways.

After completing the application exercise, it's important to debrief with participants to review what they learned and to provide feedback on their performance. This feedback can help participants identify areas where they need to improve and can also reinforce their successes.

Brainstorming

A brainstorming activity is a creative problem-solving technique that involves generating large number of ideas in a short period of time. It is typically used to generate new ideas, solve problems, or make decisions in a collaborative setting.

The brainstorming process typically involves a group of participants who are encouraged to freely share their ideas and thoughts, without judgment or criticism from others. The facilitator or moderator of the brainstorming session usually sets a goal or objective for the group and provides guidelines or ground rules to help the participants stay focused and on track.

During the brainstorming session, participants are encouraged to build on each other's ideas, expand on them, and come up with new and innovative solutions to the problem or challenge at hand. The focus is on generating a large quantity of ideas, rather than evaluating or analysing them.

Once the brainstorming session is over, the facilitator or moderator may review the ideas generated and identify the most promising ones for further development or implementation. Brainstorming activities can be conducted in a variety of formats, such as in-person or online, and can be used in a wide range of contexts, from business strategy to product design to creative writing.

Case Study

A case study activity is a training exercise that involves analysing a real or hypothetical situation, often in the form of a written or video narrative and discussing possible solutions or courses of action.

Participants are typically presented with a scenario that is related to the topic of the training and are asked to analyse the case and provide their insights, opinions, and recommendations. The case study activity can be conducted individually or in groups and is often followed by a facilitated discussion or debriefing session.

The purpose of a case study activity is to provide participants with an opportunity to apply the concepts and principles they have learned in a realistic and practical context. By analysing a real or hypothetical situation, participants can better understand the complexities and nuances of the topic and develop their critical thinking and problem-solving skills.

Gamification

Gamification training activity is a type of training that uses game mechanics, design techniques and principles to create a fun and engaging learning experience. It involves applying game design concepts such as points, rewards, competition, levels, and badges to non-game situations, such as training and education.

The main goal of gamification is to enhance the motivation and engagement of learners and increase the effectiveness of the training program. By creating a game-like atmosphere, learners are more likely to be invested in the learning experience and retain the knowledge they acquire.

A gaming training activity is a type of interactive training activity that uses game-like elements to engage learners in the learning process. Gaming training activities can include simulations, quizzes, puzzles, board games, and video games.

The goal of gaming training activities is to create a fun and engaging learning environment that encourages learners to actively participate in the learning process. Gaming training activities can also help to promote teamwork and collaboration, while also improving critical thinking and problem-solving skills.

One of the key benefits of gaming training activities is their ability to increase learner motivation and engagement. By creating a game-like atmosphere, learners are more likely to be invested in the learning experience, leading to improved learning outcomes and better retention of knowledge and skills.

Gaming training activities can be particularly effective in teaching complex or technical concepts, as they allow learners to explore the material in a hands-on and experiential way. This can help to increase understanding and retention of the material, while also making the learning process more enjoyable.

Group Discussion

A group discussion activity is a training exercise that involves participants sharing their opinions, experiences, and perspectives on a particular topic. The facilitator or trainer poses a question or topic, and participants are encouraged to share their thoughts, ideas, and insights in a structured and respectful way.

Group discussion activities can be conducted in various formats, such as small group discussions, panel discussions, or whole group discussions. The purpose of these activities is to encourage active participation, collaboration, and learning among participants.

The facilitator or trainer usually provides guidelines, ground rules, and prompts to facilitate the discussion and keep the conversation on track. They may also provide feedback and encourage participants to reflect on their experiences and learnings from the discussion.

On the Job Training (OJT)

On-the-job training (OJT) is a training method that is typically conducted in the workplace and involves learning through practical experience and observation. During OJT, an employee learns the skills and knowledge needed to perform specific job duties by working alongside experienced colleagues or trainers.

The focus of OJT is to provide hands-on learning opportunities that allow employees to develop skills and competencies through practice, feedback, and coaching. OJT is often used to train employees on new procedures, technologies, or equipment, and is particularly useful for roles that require technical or practical skills.

OJT can take many forms, including mentoring, coaching, apprenticeships, job shadowing, and simulations. It is often tailored to the needs of the individual employee and can be used to support ongoing professional development and career progression.

Presentation

A presentation training activity is a type of training that aims to develop the skills and confidence of individuals in delivering effective presentations to various audiences. This type of training typically covers a range of topics, including planning and structuring presentations, creating engaging visual aids, and delivering presentations with impact.

The main goal of presentation training is to equip individuals with the skills and techniques needed to deliver clear, concise, and engaging presentations. This type of training is especially relevant in business and professional settings, where effective communication and presentation skills are essential for success.

Role Playing

A role-playing activity is a type of training exercise in which participants are assigned different roles to simulate a real-life scenario. Participants are asked to act out a situation or problem, as if they were in a real-life situation, and interact with each other to explore different perspectives and solutions.

In a role-playing activity, participants can take on the roles of customers, suppliers, employees, managers, regulators, or any other stakeholders relevant to the scenario. The purpose of this activity is to encourage participants to think creatively and problem-solve in a safe, low-risk environment.

APPENDIX B – Training Activities

Training Activity 1: Environmental Debate - Group Discussion

Aim and objectives of training activity

To promote a debate on environmental issues

Content of the training activity

The goal of this exercise is to create awareness and engage participants to understand why ESG is important. In this activity, we will focus on the environmental area. The Organizer will divide the room in four teams, by separating those that come from the same partner (sequencing the participants 1 to 4). The goal of this exercise is to create awareness and engage relevant people to understand why ESG is important. In this activity, we will focus on the environmental area. This activity will take 40 minutes. The plan is:

- 2 minutes to form groups
- 8 minutes of preparation
- 12 minutes in the first round - 3 minutes for each team
- 8 minutes in the second round - 2 minutes for each team
- 10 minutes of discussion and appreciation.

To support this activity, you need pencil and paper.

Let's get started! Present the following rules to the team:

1. This activity is a **Debate,** and you are all competing teams for a price.
2. Each team will have only **7 minutes** to get prepared and choose the spokesperson for the group.
3. First round: Each team will present their speech in no more than 3 minutes.
4. After all teams present their speech, the teammates can take notes and provide them to the spoken person. A second spokesperson can be allocated for the second round.
5. Second round: Each team will have 2 extra minutes to complement their original speech.
6. Teams will present in the decrescent order of their numbers.
7. May the most creative ESG teams win!
8. Focusing ONLY on Environment within a SME context, "**Is ESG more about Sounding Good, Looking Good or Doing Good?**"

9. Starting the time! Remember you have 5 minutes to get ready, 3 to present your speech and another 2 to complement in the second round.

After the debate, facilitate a group discussion (no more than 10 minutes) to deepen the understanding of the environment in the context of ESG within a SME environment.

Additional training material & references

Please use the supplied power point to support the implementation of the activity. You can also use the following table to support you in implementing this activity.

ACTIVITY	TIME	METHOD	MATERIALS
Opening Activities	2 minutes	Introduce Topic: "Is ESG more about Sounding Good, Looking Good or Doing Good?" Form groups: Create four teams, separating those that come from the same partner (sequencing the participants 1 to 4).	Flipchart, with topic title.
Group preparation	minutes	Consider how different environmental metrics might relate to the topic (sound / look / do good) Choose group spokesperson.	Present EFRAG environmental metrics on O/H projector
Round one Present priority aspects of environmental pillar.	12 minutes: 3 minutes per group	Present the issues within the environmental pillar which you will focus on (to sound / look / do good) Determine possible priority actions to address these issues.	Flipchart – key issues
4. Round two Defend your chosen priorities considering other	8 minutes: 2 minutes per group	Identify obstacles to / contentious issues with regards to the implementation of other group's actions	Flipchart summaries

groups' presentations		Promote your own chosen priorities, based on feasible solutions	
5. Round-up Group discussion	10 minutes	Facilitated group discussion to address the issues raised by the discussion on "Sounding Good, Looking Good or Doing Good?"	Compile an overall summary sheet

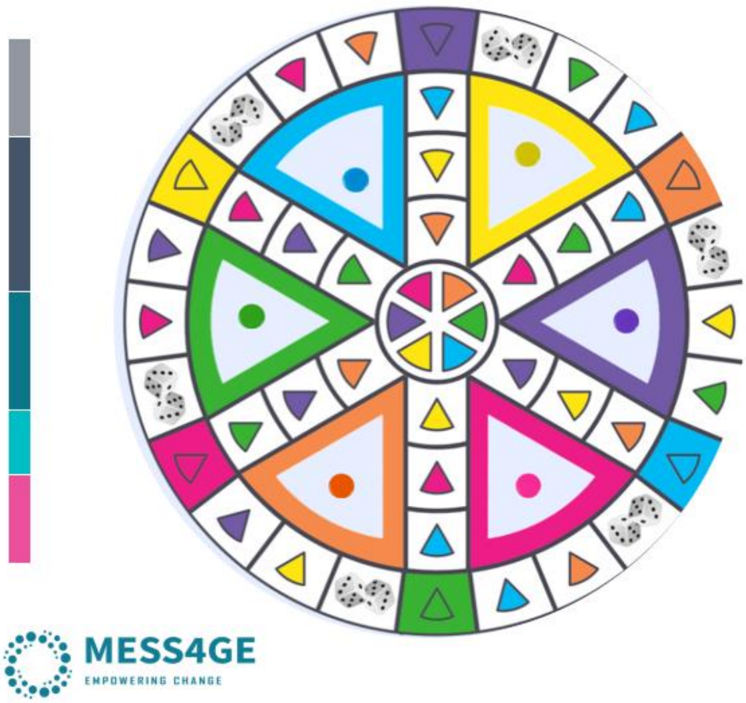
Training activity 2: Governance Quiz

Aim and objectives

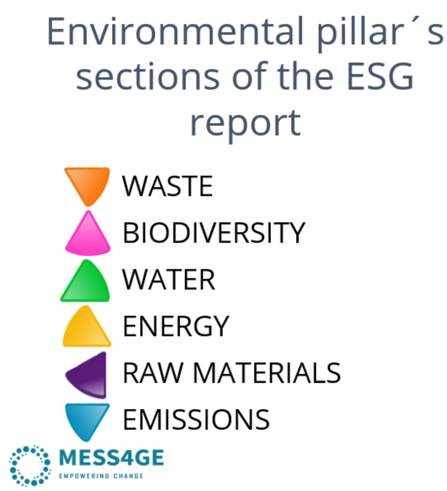
The aim of this activity is to bring in a funny atmosphere, the importance of environmental pillar within the context of ESG. An online quiz, using a gamified tool such as Mintimeeter or Kahoot can be used to facilitate the experience. The moderator can also decide to have the questions presented in the Power point if it suits him better.

Content of training activity

The trivial game adapted to each of the sections of the environmental pillar of the ESG report will be developed.



Each cell is colored; Depending on the color, a specific question must be answered in the environmental pillar section of the ESG report.



Each player has a cheese-shaped token and, with the help of the dice, moves around the board: if he/she gets it right, he/she rolls again; if he/she misses, he/she takes a turn.

The aim is to answer the question in the special square of each colour (and thus get the corresponding cheese) and return to the center of the board for the final question, chosen by the other players. Ten questions have been designed for each section of the environmental pillar and three answers have been developed where only one is correct.

EMISSIONS
Question 1: What greenhouse gases are typically included in a sustainability report to assess environmental impact?

a. The most common greenhouse gases are carbon dioxide (CO2), methane (CH4), nitrous oxide (N2O), and fluorocarbons.
b. The most common greenhouse gases are carbon dioxide (CO2) and fluorocarbons.
c. The most common greenhouse gases are sulfur dioxide (SO2), nitrogen dioxide (NO2), and particulate matter.

MESS4GE
EMPOWERING CHANGE

Each player has a cheese-shaped token and, with the help of the dice, moves around the board: if he/she gets it right, he/she rolls again; if he/she misses, he/she takes a turn. The aim is to answer the question in the special square of each colour (and thus get the corresponding cheese) and return to the centre of the board for the final question, chosen by the other players. Next in the ppt, the teacher has 10 questions in multi-answer format from each of the sections.

	WASTE Question 1 PPT 6 Question 2 PPT 7 Question 3 PPT 8 Question 4 PPT 9 Question 5 PPT 10	 Question 6 PPT 11 Question 7 PPT 12 Question 8 PPT 13 Question 9 PPT 14 Question 10 PPT 15
	BIODIVERSITY Question 1 PPT 16 Question 2 PPT 17 Question 3 PPT 18 Question 4 PPT 19	 Question 6 PPT 21 Question 7 PPT 22 Question 8 PPT 23 Question 9 PPT 24

	Question 5 PPT 20	Question 10 PPT 25
	WATER Question 1 PPT 26 Question 2 PPT 27 Question 3 PPT 28 Question 4 PPT 29 Question 5 PPT 30	 Question 6 PPT 31 Question 7 PPT 32 Question 8 PPT 33 Question 9 PPT 34 Question 10 PPT 35
	ENERGY Question 1 PPT 36 Question 2 PPT 37 Question 3 PPT 38 Question 4 PPT 39 Question 5 PPT 40	 Question 6 PPT 41 Question 7 PPT 42 Question 8 PPT 43 Question 9 PPT 44 Question 10 PPT 45
	RAW MATERIALS Question 1 PPT 46 Question 2 PPT 47 Question 3 PPT 48 Question 4 PPT 49 Question 5 PPT 50	 Question 6 PPT 51 Question 7 PPT 52 Question 8 PPT 53 Question 9 PPT 54 Question 10 PPT 55
	EMISSIONS Question 1 PPT 56 Question 2 PPT 57 Question 3 PPT 58 Question 4 PPT 59 Question 5 PPT 60	 Question 6 PPT 61 Question 7 PPT 62 Question 8 PPT 63 Question 9 PPT 64 Question 10 PPT 65

Correct answers Waste

WASTE

WASTE Question 1: What is "waste generation" in a sustainability report?

WASTE Answer 1:

a. Waste generation refers to the total amount of waste produced by an organization in its operations. (**TRUE**)
b. Waste generation refers to the deliberate creation of waste with the goal of increasing the organization's environmental footprint.
c. Waste generation is a term used to describe the production of nuclear waste in facilities controlled by the organization.

WASTE Question 2: What is the purpose of reporting on the composition of waste in a sustainability report?

WASTE Answer 2:

a. The purpose is to divert attention from waste management and highlight aspects unrelated to sustainability.
b. The purpose is to highlight only the recyclable components of waste, without addressing the non-recyclable aspects.
c. The purpose is to identify the types of waste generated and prioritize appropriate reduction and management strategies. (**TRUE**)

WASTE Question 3: In a sustainability report, what is "hazardous waste"?

WASTE Answer 3:

a. Hazardous waste is an irrelevant term, as sustainability does not consider the hazardousness of waste.
b. Hazardous waste is waste that contains substances that are harmful to human health or the environment and require specialized handling. (**TRUE**)
c. Hazardous waste refers to waste that does not pose significant risks to human health or the environment and is completely safe to handle.

WASTE Question 4: Why is it important to report the recycling rate in a sustainability report?

WASTE Answer 4:

a. It is important to demonstrate the organization's commitment to reusing resources and reducing waste sent to landfills. (**TRUE**)
b. It is important to report the recycling rate in a sustainability report to assess and communicate the organization's commitment to increasing waste, encouraging practices that consume the most energy.
c. It is relevant to report the recycling rate in a sustainability report to highlight only achievements in recycling, regardless of the organization's overall waste management practices.

WASTE Question 5: What is "municipal solid waste" in the context of a sustainability report?

WASTE Answer 5:

a. Municipal solid waste is household and commercial waste collected in urban areas, and its management is a key component of sustainability. (**TRUE**)
b. Municipal solid waste refers to waste generated exclusively in rural environments, excluding urban areas.
c. Municipal solid waste is an irrelevant term, as sustainability does not consider the geographical location of waste.

WASTE Question 6: What is the purpose of reporting on the waste stream in a sustainability report?

WASTE Answer 6:

a. The purpose is to monitor how waste is managed from generation to final disposal, identifying opportunities to improve management. (**TRUE**)
b. The purpose is to track how waste is managed in a generic way, identifying the main challenges that the organization has faced.
c. The purpose is to avoid addressing waste management in detail, keeping information superficial.

WASTE Question 7: Why is it relevant to report on waste reduction efforts in a sustainability report?

WASTE Answer 7:

a. It is important to highlight the organization's efforts to divert attention from poor environmental practices.

b. It is relevant to highlight the organization's efforts in the prevention and reuse of waste and the adoption of more sustainable practices. (**TRUE**)
c. It is relevant to highlight the organization's efforts in the repeated use of waste and the adoption of increasingly unsustainable practices.

WASTE Question 8: In a sustainability report, what is "organic waste"?

WASTE Answer 8:

a. Organic waste is biodegradable materials, such as food scraps and plant matter, that can be turned into compost or biogas. (**TRUE**)
b. Organic waste refers exclusively to waste generated by living organisms, excluding any material of mineral origin.
c. Organic waste is defined as carbon-containing waste that comes primarily from biological processes, such as garden waste and food scraps.

WASTE Question 9: Why is it important to provide data on the proper management of hazardous waste in a sustainability report?

WASTE Answer 9:

a. It is important to demonstrate regulatory compliance and responsible management of hazardous substances that can have a positive impact on the environment.
b. It is important to demonstrate regulatory compliance and responsible management of hazardous substances that can have a negative impact on the environment. (**TRUE**)
c. Although not significant, providing data on proper hazardous waste management is done to avoid addressing waste management in detail, while keeping information superficial.

WASTE Question 10: How can an organization show its commitment to the circular economy in a waste sustainability report?

WASTE Answer 10:

a. An organization can show its commitment by reporting on the implementation of sustainable recycling, reuse, and product design practices that promote the circularity of materials. (**TRUE**)

b. An organization can show its commitment to the circular economy by focusing solely on recycling practices without addressing broader product design and reuse strategies.
c. An organization can show its commitment by incorporating eco-design strategies into products and packaging, encouraging repair, and extending the useful life of products.

Correct answers Biodiversity

BIODIVERSITY Question 1: What is "biodiversity" in the context of a sustainability report?

BIODIVERSITY Answer 1:

a. Biodiversity refers to the variety of life on Earth, including the diversity of species, genes, and ecosystems. (**TRUE**)
b. Biodiversity refers exclusively to the variety of animal species, excluding plants and microorganisms.
c. Biodiversity refers to the variety of life on Earth and other planets, including the diversity of species, genes, ecosystems, and waste.

BIODIVERSITY Question 2: What is the main purpose of reporting on biodiversity in a sustainability report?

BIODIVERSITY Answer 2:

a. The objective is only to communicate how the organization's activities impact biodiversity, without making any assessment of it.
b. The main objective is to communicate the organization's efforts to preserve the variety of life in the ecosystems where it operates, highlighting the importance of environmental conservation.
c. The main objective is to assess and communicate how the organization's activities impact biodiversity and how it contributes to its conservation. (**TRUE**)

BIODIVERSITY Question 3: In a sustainability report, what are "critical habitats"?

BIODIVERSITY Answer 3:

a. Critical habitats in a sustainability report refer exclusively to aquatic environments, excluding terrestrial ecosystems.
b. Critical habitats are areas vital to the survival of threatened or endangered species and must be protected and conserved. (**TRUE**)
c. Critical habitats are dangerous areas where threatened or endangered species are found, so they must be destroyed.

BIODIVERSITY Question 4: Why is it relevant to report on endangered species in a sustainability report?

BIODIVERSITY Answer 4:

a. It is relevant to highlight the negative aspects of the organization's environmental management.
b. It is important to highlight the organization's responsibility in the conservation of threatened species and to identify possible negative impacts. (**TRUE**)
c. It is important to highlight the responsibility of the organization in the preservation of endangered species, seeking the capture and care of these species within their environment.

BIODIVERSITY Question 5: What is the role of a sustainability report in relation to habitat loss?

BIODIVERSITY Answer 5:

a. The sustainability report can highlight how the organization minimizes degradation and loss of natural habitats in its operations. (**TRUE**)
b. The sustainability report can highlight how the organization maximizes degradation and loss of natural habitats in its operations.
c. The sustainability report plays a significant role in relation to habitat loss by highlighting specific actions and strategies implemented by the organization to conserve and restore natural habitats.

BIODIVERSITY Question 6: In a sustainability report, how can negative impacts on biodiversity be measured?

BIODIVERSITY Answer 6:

a. Negative impacts on biodiversity can be effectively measured by identifying and assessing changes in species abundance and diversity, as well as positive effects on surrounding ecosystems.
b. Negative impacts on biodiversity can be effectively measured by quantifying habitat loss, increasing populations of keystone species, and deteriorating ecosystem health.
c. Negative impacts on biodiversity can be measured by assessing changes in species abundance and distribution, as well as habitat degradation. (**TRUE**)

BIODIVERSITY Question 7: Why is it important to report on biodiversity restoration measures in a sustainability report?

BIODIVERSITY Answer 7:

a. It is important to demonstrate the organization's commitment to repairing the damage caused and restoring the affected biodiversity. (**TRUE**)
b. It is important to highlight the organization's positive efforts in the rehabilitation of degraded ecosystems and the promotion of biodiversity.
c. It is important to demonstrate the organization's commitment to repairing the damage caused, although this does not imply the restoration of the affected biodiversity.

BIODIVERSITY Question 8: In a sustainability report, what is "environmental impact assessment"?

BIODIVERSITY Answer 8:

a. Environmental impact assessment is a process that identifies and evaluates the potential environmental effects of a project or activity, without considering those on biodiversity.
b. Environmental impact assessment is an irrelevant term, as sustainability does not consider the importance of assessing the environmental impact of the organization's activities.
c. Environmental impact assessment is a process that identifies and evaluates the potential environmental effects of a project or activity, including those on biodiversity. (**TRUE**)

BIODIVERSITY Question 9: What are "protected areas" and why are they relevant in a sustainability report?

BIODIVERSITY Answer 9:

a. Protected areas are natural spaces designated for the conservation of biodiversity, but they are not relevant in a sustainability report since the organization is not responsible for them.
b. Protected areas are crucial to underscore the organization's role in the destruction of biodiversity and the irresponsible management of natural resources.
c. Protected areas are natural spaces designated for the conservation of biodiversity and are relevant because they demonstrate the organization's support for the protection of nature. (**TRUE**)

BIODIVERSITY Question 10: How can an organization highlight its efforts to promote biodiversity in a sustainability report?

BIODIVERSITY Answer 10:

a. An organization may highlight its efforts to promote biodiversity by omitting any reference or details about specific actions that may prove harmful.
b. An organization can highlight its efforts by reporting on conservation projects, habitat restoration, environmental education programs, and collaborations with conservation organizations. (**TRUE**)
c. An organization can highlight their efforts by reporting on the costs they have incurred in carrying out habitat conservation and restoration projects.

Correct answers Water

WATER

WATER Question 1: What is one of the main benefits of including detailed information about water consumption in a sustainability report?

WATER Answers 1:

a. One of the main benefits is that it provides transparency and allows stakeholders, such as investors and the community, to assess the organisation's commitment to sustainable water management. (**TRUE**)
b. A major benefit is that by explaining how water is used, the company is letting citizens know they are working to use it wisely.
c. A key advantage is that detailed water information promotes a healthier workplace by showcasing the company's commitment to responsible resource management, indirectly benefiting employee well-being.

WATER Question 2: In a sustainability report, why is it important to break down water consumption by sources, such as rainwater, well water, and municipal supply water?

WATER Answers 2:

a. It's important to break down water consumption by sources to identify specific areas of opportunity in water management and to demonstrate the responsible use of local and renewable sources. (**TRUE**)
b. Detailing water sources demonstrates the company's commitment to eco-friendly practices, contributing to obtaining green certifications and reinforcing its environmental stewardship.
c. In a sustainability report, breaking down water consumption by sources, such as rainwater, well water, and municipal supply water, directly enhances internet connectivity, ensuring smoother online operations and communications.

WATER Question 3: What is the significance of including goals and objectives related to water consumption in a sustainability report?

WATER Answers 3:

a. Including goals and objectives related to water consumption primarily aims to enhance employee morale by showcasing the company's dedication to sustainability and creating a positive workplace culture.
b. Including goals and objectives provides a basis for measuring progress towards reducing

water consumption and demonstrates the organisation's commitment to sustainability and responsible resource management. (**TRUE**)

c. The significance of including goals and objectives related to water consumption is to boost customer satisfaction by signalling the company's commitment to eco-friendly practices, rather than for tracking progress in resource management.

WATER Question 4: What factors can influence the variability of an organisation's water consumption from year to year, and why is it relevant to mention them in a sustainability report?

WATER Answers 4:

a. Factors can include changes in production, weather conditions, and improvements in efficiency. However, it is not relevant to mention these factors in a sustainability report.
b. The variability can be influenced by the office's selection of water filter systems and the frequency of water fountain cleanings. Including these aspects in a sustainability report is relevant to showcase the company's dedication to maintaining high water quality standards in the workplace.
c. Factors can include changes in production, weather conditions, and improvements in efficiency. Mentioning them is relevant to contextualise fluctuations and show the organisation's adaptation to changing conditions. (**TRUE**)

WATER Question 5: What measures can be highlighted in a sustainability report as part of an organisation's efforts to reduce water consumption and minimise its environmental impact?

WATER Answers 5:

a. Some measures that can be highlighted include the implementation of water-saving technologies, the reuse of treated water, process optimisation, and employee education about the importance of conserving water as a precious resource. (**TRUE**)

b. Some measures that can be highlighted include the implementation of water-saving technologies, the reuse of treated water, and employee education about the importance of conserving water as a precious resource, neglecting process optimisation.

c. Some measures that can be highlighted in a sustainability report include exclusively relying on bottled water consumption reduction campaigns and introducing water-related office events for team building, overlooking substantial technological interventions and process enhancements.

WATER Question 6: In a sustainability report, what metrics can be used to assess the quality of water used by an organisation?

WATER Answers 6:

a. Metrics to assess water quality include only turbidity, pH, and chemical oxygen demand (COD).
b. Metrics to assess water quality can include parameters such as contaminant concentrations, turbidity, pH, and chemical oxygen demand (COD). (**TRUE**)
c. Metrics to assess water quality can include parameters such as contaminant concentrations, density, clarity of the water, pH, and chemical oxygen demand (COD).

WATER Question 7: Why is it important for an organisation to report on water-related risk management in its sustainability report?

WATER Answers 7:

a. Because it ensures compliance with regulatory standards and guidelines, increasing the risk of legal issues.
b. Because it demonstrates the organisation's commitment to transparency and accountability by openly addressing potential water-related risks.
c. Because it demonstrates a solid understanding of challenges and preventive measures being taken to avoid water scarcity or quality issues that could affect the organisation. (**TRUE**)

WATER Question 8: What environmental benefits can an organisation achieve by implementing water conservation practices, and how can they be highlighted in a sustainability report?

WATER Answers 8:

a. Some environmental benefits include the preservation of aquatic ecosystems and the reduction of freshwater extraction. These achievements can be highlighted in the sustainability report by showcasing the positive impact on biodiversity and the reduction of the water footprint. (**TRUE**)

b. Some environmental benefits include resource preservation, biodiversity protection, energy savings. These achievements can be highlighted in the sustainability report by showcasing the negative impact on biodiversity and the reduction of the water footprint.
c. Some environmental benefits include the preservation of aquatic ecosystems and the increase of freshwater extraction. These achievements can be highlighted in the sustainability report by showcasing the positive impact on biodiversity and the reduction of the water footprint.

WATER Question 9: What is the purpose of reporting on the water life cycle in a sustainability report?

WATER Answers 9:

a. The purpose is exclusively to highlight the organisation's alignment with SDGs related to clean water and sanitation,
b. The purpose is to understand and communicate how water is used throughout the entire life cycle of an organisation's products or services, from extraction to final disposal, to identify improvement opportunities and minimise environmental impact. (**TRUE**)
c. The purpose is to understand and communicate how water is used throughout the entire life cycle of an organisation's products or services, from extraction to final disposal, to identify improvement opportunities and maximise environmental impact.

WATER Question 10: In a sustainability report focused on water consumption, what are the two key indicators typically presented to assess an organisation's environmental performance?

WATER Answers 10: The two key indicators usually presented in a sustainability report related to water consumption are:

a. The two indicators are Total Water Consumption (represents the total amount of water used by the organisation in its operations. It is typically expressed in volume units such as cubic meters or litres) and Water Use Efficiency (assesses how efficiently the organisation uses water in its processes. It is generally calculated by dividing the organization's production or activity by the total water consumption. The lower this ratio, the higher the efficiency in water use.) (**TRUE**)
b. The two indicators are Total Water Consumption (represents the total amount of

water used by the organisation in its operations. It is typically expressed in It is typically expressed in non-standard units) and Water Use Efficiency (assesses how efficiently the organisation uses water in its processes. It is generally calculated by dividing the organization's production or activity by the total water consumption. The lower this ratio, the higher the efficiency in water use.)

c. The two indicators are Total Water Consumption (represents the total amount of water used by the organisation in its operations. It is typically expressed in volume units such as cubic meters or litres) and Water Use Efficiency (assesses how efficiently the organisation uses water in its processes. It is generally calculated by dividing the organization's production or activity by the total water consumption. The higher this ratio, the higher the efficiency in water use.)

Correct answers Energy

ENERGY Question 1: What is the "carbon footprint" in a sustainability report related to energy?

ENERGY Answers 1:

a. The carbon footprint is the measure of greenhouse gas emissions associated with an organisation's activities, especially in terms of carbon dioxide (CO_2) released into the atmosphere. (**TRUE**)
b. The carbon footprint represents the quantification of emissions linked to an entity's operations, specifically emphasizing methane (CH_4) release into the atmosphere.
c. The carbon footprint is the measure of greenhouse gas emissions associated with an organisation's activities, especially in terms nitrous oxide (N_2O) released into the atmosphere.

ENERGY Question 2: What is the primary purpose of reporting on the source of energy used in a sustainability report?

ENERGY Answers 2:

a. The primary purpose is to demonstrate the organisation's commitment to sustainable energy sources and how it contributes to emissions reduction and climate change mitigation. (**TRUE**)
b. The primary purpose is to showcase the organisation's dedication to renewable energy sources and its role in emissions escalation and climate change exacerbation.
c. The primary purpose is to manifest the organisation's allegiance to unconventional energy sources and its impact on emissions reduction and climate change adaptation.

ENERGY Question 3: In a sustainability report, what are "renewable energy indicators"?

ENERGY Answers 3:

a. Renewable energy indicators are metrics that signify the percentage of energy consumed by an organization derived from non-renewable sources, such as fossil fuels or nuclear power.
b. Renewable energy indicators are metrics that indicate the proportion of energy consumed by an organisation that comes from renewable sources, such as solar or wind. (**TRUE**)
c. Renewable energy indicators are metrics that measure the share of energy consumed by an organization originating from unconventional sources, like geothermal or tidal energy.

ENERGY Question 4: Why is it important to report energy consumption per unit of production in a sustainability report?

ENERGY Answer 4:

a. It's important to evaluate the energy efficiency of the organization and its capability to produce goods or services with higher energy consumption.
b. It’s important to evaluate the energy efficiency of the organisation because it serves as a key metric for demonstrating the organization's disregard for resource efficiency and environmental responsibility.
c. It's important to assess the energy efficiency of the organisation and its ability to produce goods or services with lower energy consumption. (**TRUE**)

ENERGY Question 5: What role does a sustainability report play in relation to an organisation's energy policy?

ENERGY Answer 5:

a. The sustainability report communicates how the organization, despite its overall commitment to energy policy, encounters occasional challenges in maintaining inconsistently responsible energy use.
b. The sustainability report communicates how the organisation implements its energy policy and how it contributes to responsible energy use. (**TRUE**)
c. The sustainability report communicates how the organization, in certain instances, deviates from its energy policy, resulting in occasional lapses in responsible energy use.

ENERGY Question 6: What does the term "energy efficiency" mean in a sustainability report?

ENERGY Answers 6:

a. Energy efficiency refers to the organisation's ability to perform its activities with lower energy consumption, often resulting in financial savings and emissions reduction. (**TRUE**)
b. Energy efficiency refers to the organisation's ability to perform its activities with higher energy consumption, often resulting in financial spendings and emissions increase.
c. Energy efficiency refers to the organisation's ability to perform its activities with lower energy consumption, often resulting in financial savings and emissions increase.

ENERGY Question 7: In a sustainability report, how is "per capita energy consumption" defined?

ENERGY Answers 7:

a. Per capita energy consumption is defined as the quantity of energy consumed per two individuals within the organization and is utilized to evaluate employees' irresponsible energy use.
b. Per capita energy consumption is defined as the magnitude of energy consumed per person within the organization and is employed to assess employees' sporadic energy use excesses.
c. Per capita energy consumption is defined as the amount of energy consumed per person within the organisation and is used to assess employees' responsible energy use. (**TRUE**)

ENERGY Question 8: What is the purpose of including goals and objectives related to energy efficiency in a sustainability report?

ENERGY Answers 8:

a. The purpose is to set clear objectives to reduce energy consumption and demonstrate the organisation's commitment to sustainability and responsible energy resource management. (**TRUE**)
b. The purpose is to provide stakeholders with a clear roadmap for the organization's efforts to escalate energy consumption and diminish its commitment to sustainability.
c. The purpose is to set clear objectives to maintain energy consumption at current levels and exhibit the organization's commitment to sustainability and responsible energy resource management.

ENERGY Question 9: What are "secondary energy sources" in a sustainability report?

ENERGY Answer 9:

a. Secondary energy sources are those primarily generated from primary sources, such as electricity derived exclusively from renewable or fossil sources, with no consideration for other potential origins.
b. Secondary energy sources are those generated from primary sources, such as electricity generated from renewable or fossil sources. (**TRUE**)
c. Secondary energy sources are those generated from secondary sources, such as electricity generated from renewable or fossil sources.

ENERGY Question 10: In a sustainability report, why is it relevant to report investments in clean energy technologies?

ENERGY Answer 10:

a. It is relevant to showcase how the organization supports the transition to cleaner energy sources and how it contributes to the increase of greenhouse gas emissions.
b. It is not relevant to showcase how the organization supports the transition to cleaner energy sources and how it contributes to the reduction of greenhouse gas emissions.
c. It is relevant to showcase how the organisation supports the transition to cleaner energy sources and how it contributes to the reduction of greenhouse gas emissions. (**TRUE**)

Correct answers Raw Materials

RAW MATERIALS

RAW MATERIALS Question 1: What are "raw materials" in the context of a sustainability report?

RAW MATERIALS Answer 1:

a. Raw materials are natural resources or materials that are mined or produced for use in the manufacture of products. (**TRUE**)
b. Raw materials are resources, the materials that are produced for use in the manufacture of products.
c. Raw materials are a vague category that encompasses any material used in production, without the need to consider their origin or environmental impact.

RAW MATERIALS Question 2: What is the main purpose of reporting on the use of raw materials in a sustainability report?

RAW MATERIALS Answer 2:

a. The main goal is to assess how the organization uses and manages natural resources and how it minimizes depletion and environmental impacts. (**TRUE**)
b. The main purpose of reporting on the use of raw materials is to highlight the total amount of resources used, without the need to detail associated sustainable practices.
c. The main objective is to evaluate how the organization uses and manages natural resources and how it maximizes depletion and environmental impacts.

RAW MATERIALS Question 3: In a sustainability report, what are "recycled materials"?

RAW MATERIALS Answer 3:

a. "Recycled materials" are mentioned as a marketing strategy to improve the company's image, without a genuine contribution to sustainability.
b. Recycled materials are materials that have been recovered and processed for reuse

instead of using new raw materials. (**TRUE**)

c. Recycled materials are those that are mentioned to appear to be committed to sustainability but have not necessarily been used in practice.

RAW MATERIALS Question 4: Why is it important to report on the traceability of raw materials in a sustainability report?

RAW MATERIALS Answer 4:

a. In a sustainability report, reporting on the traceability of raw materials is unnecessary, as opacity in the supply chain is preferable to preserve trade secrets and competitive strategies.
b. It is important to ensure responsible sourcing of raw materials and avoid contributing to unethical practices, such as reforestation.
c. It is important to ensure responsible sourcing of raw materials and avoid contributing to unethical practices, such as deforestation. (**TRUE**)

RAW MATERIALS Question 5: What is "raw material consumption per unit of production" and why is it reported in a sustainability report?

RAW MATERIALS Answer 5:

a. Raw material consumption per unit of production measures resource use efficiency and is reported as it assesses sustainable resource management. (**TRUE**)
b. Raw material consumption per unit of output measures resource efficiency and is mentioned as an additional metric with no practical relevance, simply to impress readers with numerical figures.
c. "Raw material consumption per unit of production" refers to the number of raw materials used for each unit produced, being a key metric for assessing efficiency in resource management and maximizing environmental impact.

RAW MATERIALS Question 6: In a sustainability report, what are "critical raw materials"?

RAW MATERIALS Answer 6:

a. Critical raw materials are those that are not essential to the organization's operations and may have a high risk of shortages or environmental impacts.

b. Critical raw materials are essential to the organization's operations and can have a high risk of shortages or environmental impacts. (**TRUE**)
c. Critical raw materials refer to those that are essential to the operation of the organization and whose availability does not affect business continuity but does affect the sustainability of the supply chain.

RAW MATERIALS Question 7: Why is it relevant to report on the ecological footprint of raw materials in a sustainability report?

RAW MATERIALS Answer 7:

a. Because it is important to assess the overall environmental impact of raw materials, including their production, transportation, and use in products. (**TRUE**)
b. Because it is important to show the organization's superficial commitment to sustainability, without implementing real measures to reduce that impact.
c. Because it is important to assess the overall environmental impact of raw materials, although their production, transport and use in products is not included.

RAW MATERIALS Question 8: How can an organization highlight its commitment to the responsible use of raw materials in a sustainability report?

RAW MATERIALS Answer 8:

a. The organization can highlight its commitment to the responsible use of raw materials through vague statements of intent, without providing concrete details on specific actions.
b. An organization can highlight its commitment by reporting on initiatives to reduce raw material consumption, adopt sustainable materials, and promote recycling. (**TRUE**)
c. An organization can show its commitment by reporting on initiatives to reduce the consumption of raw materials, adopt sustainable materials, and promote recycling, even if it has not actually implemented concrete actions in these areas.

RAW MATERIALS Question 9: What is "responsible mining" and why is it important in a sustainability report?

RAW MATERIALS Answer 9:

a. Responsible mining refers to ethical and sustainable practices in mineral extraction and is important to avoid negative environmental impacts and conflicts. (**TRUE**)
b. Responsible mining is presented as a marketing strategy of organizations, without indicating an effective management of the environmental and social impacts associated with mining. It is important because it improves the image of the organization.
c. Responsible mining refers to ethical, but not sustainable, practices related to mineral extraction, and is important to avoid negative environmental impacts and conflicts.

RAW MATERIALS Question 10: In a sustainability report, why is it relevant to report on the diversification of raw material sources?

RAW MATERIALS Answer 10:

a. Because it is relevant to ensure the short-term security and sustainability of the supply chain, minimizing risks associated with dependence on a single source.
b. In a sustainability report, the diversification of raw material sources can be omitted, as it does not add value to the organization's image or contribute significantly to sustainable practices.
c. Because it is important to reduce dependence on a single source of raw materials and mitigate risks related to availability and prices. (**TRUE**)

Correct answers Emissions

EMISSIONS

EMISSIONS Question 1: What greenhouse gases are typically included in a sustainability report to assess environmental impact?

EMISSIONS Answer 1:

a. The most common greenhouse gases are carbon dioxide (CO_2), methane (CH_4), nitrous oxide (N_2O), and fluorocarbons. (**TRUE**)
b. The most common greenhouse gases are carbon dioxide (CO_2) and fluorocarbons.
c. The most common greenhouse gases are sulfur dioxide (SO_2), nitrogen dioxide (NO_2), and particulate matter.

EMISSIONS Question 2: What is the main purpose of measuring greenhouse gas emissions in a sustainability report?

EMISSIONS Answer 2:

a. The main goal is to engage stakeholders in understanding the organization's efforts towards increasing emissions and mitigating climate change.
b. The main objective is to assess and communicate an organization's environmental impact and its contribution to climate change. (**TRUE**)
c. The main goal is to obfuscate the true environmental impact of the organization, diverting attention from shortcomings in reducing emissions.

EMISSIONS Question 3: Why is it relevant to break down greenhouse gas emissions by categories such as energy, transportation, and industrial processes in a sustainability report?

EMISSIONS Answer 3:

a. It is relevant to identify specific areas where action can be taken to increase emissions and prioritise sustainability management.
b. It is relevant to identify specific areas where action can be taken to emphasize selective categories of emissions, and thus divert attention from more impactful sources.
c. It is relevant to identify specific areas where action can be taken to reduce emissions and prioritize sustainability management. (**TRUE**)

EMISSIONS Question 4: What is "carbon intensity" and how is it calculated in a sustainability report?

EMISSIONS Answer 4:

a. Carbon intensity is a measure that relates carbon emissions to an organization's output or activity. It is calculated by dividing carbon emissions by production or activity. (**TRUE**)

b. Carbon intensity is a measure that relates carbon emissions to an organization's output or activity. It is calculated by dividing the carbon emissions by each worker in the organization.
c. Carbon intensity is a measure that assesses the amount of carbon dioxide in the air based on the number of employees in the organization. It is calculated by dividing carbon emissions by the total number of employees, providing insight into the relationship between emissions and staff.

EMISSIONS Question 5: Why is it important to set emission reduction targets in a sustainability report?

EMISSIONS Answer 5:

a. Although not relevant, it is suggested to do so to demonstrate the organization's commitment to expanding its carbon footprint and measuring progress towards lower environmental impact.
b. It is important to demonstrate the organization's commitment to reducing its carbon footprint and measure progress toward lower environmental impact. (**TRUE**)
c. It is important to demonstrate the organization's commitment to reducing its carbon footprint and measure progress toward greater environmental impact.

EMISSIONS Question 6: What is the purpose of reporting "Scope 1" greenhouse gas emissions in a sustainability report?

EMISSIONS Answer 6:

a. The purpose is to report on direct greenhouse gas emissions originating from sources owned or directly controlled by the organization. (**TRUE**)
b. The purpose is to report on direct greenhouse gas emissions originating from sources that are not owned or directly controlled by the organization.
c. The purpose is to minimize the importance of direct emissions and highlight the organization's positive contribution in non-climate related areas.

EMISSIONS Question 7: What does "Scope 2" mean in the context of greenhouse gas emissions and how is it reported in a sustainability report?

EMISSIONS Answer 7:

a. "Scope 2" refers to the assessment of emissions related to the organization's supply chain. It is reported to highlight the responsibility of suppliers in total emissions.
b. "Scope 2" refers to indirect greenhouse gas emissions associated with the purchase of electricity, heating or cooling. It is reported to assess the total carbon footprint of the organization. (**TRUE**)
c. "Scope 2" refers to direct greenhouse gas emissions associated with the purchase of electricity, heating or cooling. It is reported to assess the total carbon footprint of the organization.

EMISSIONS Question 8: In a sustainability report, why is it relevant to provide year-on-year comparisons of greenhouse gas emissions?

EMISSIONS Answer 8:

a. Providing year-over-year comparisons of greenhouse gas emissions in a sustainability report is irrelevant, as fluctuations are common and do not offer meaningful insight into the organization's environmental performance.
b. Providing year-on-year comparisons of greenhouse gas emissions makes it possible to assess the effectiveness of emission increase strategies and show progress toward environmental goals over time.
c. Providing year-over-year comparisons helps assess progress in reducing emissions and demonstrates the organization's ongoing commitment to sustainability. (**TRUE**)

EMISSIONS Question 9: What are "short-lived climate pollutants" and why are they important in a sustainability report?

EMISSIONS Answer 9:

a. They are gases with a shorter atmospheric life, such as methane, that are harmless to global warming. Its management has no significant impact on reducing global warming.
b. They are gases with a shorter atmospheric life, such as methane, which are potent greenhouse gases. They are important because their management can have a rapid impact on reducing global warming. (**TRUE**)

c. They are gases with a longer atmospheric life, such as carbon dioxide, that are harmless to global warming. Its management has no significant impact on reducing global warming.

EMISSIONS Question 10: How can an organization highlight its efforts to offset or reduce greenhouse gas emissions in a sustainability report?

EMISSIONS Answer 10:

a. An organization can highlight its efforts by reporting on investments in emission reduction projects, such as reforestation, renewable energy, or carbon sequestration, and their contribution to climate change mitigation. (**TRUE**)
b. An organization can highlight its efforts by reporting on divestments from emissions-increasing projects, such as deforestation, non-renewable energy use, or carbon release, and their contribution to exacerbating climate change.
c. An organization can highlight its efforts by reporting on investments in emissions-increasing projects, such as the massive burning of fossil fuels, and their contribution to accelerating climate change.

Training Activity 3: LCA: Find largest Environmental impacts of commonly used product – Application Exercise

Aim and objectives of training activity:

The Application Exercise titled "Life cycle analysis of products “is designed to help small and medium-sized enterprises (SMEs) to approach an environmental impact analysis of their products. The benefit of a Life Cycle analysis (LCA) for small businesses lies in providing a comprehensive assessment of the environmental impacts associated with the entire life cycle of their products or services. This exercise aims to raise awareness of environmental sustainability issues among SMEs through a detailed analysis of the process steps underlying the production and distribution of their products (or services). The reconstruction of the life cycle enables SMEs to identify possible improvements to reduce environmental impacts.
Each participant will initially work on the representation of the Life cycle inventory of its main product.

The Activity is followed by a group discussion where participants share their insights and reflections. The activity emphasizes the importance of integrating environmental impact knowledge in decision process of business practices and provides resources for further exploration and implementation.

Overall, the Exercise will provide awareness and tools to SMEs to actively learn and apply environmental responsibility principles to their businesses. The key takeaways of the activity are:

a. Awareness of environmental impact of products' production and disposal. Participants gain awareness of the impacts generated by the process of production and all other interlinked activities.

b. Learning how to make a Life cycle inventory. Participants will acquire a methodology to identify all relevant steps of the life cycle of a product.

c. Learning how to make informed decision. Make informed and sustainable choices in material sourcing, production processes, and distribution methods based on a holistic understanding of environmental implications.

d. Identify resources' efficiency. Optimize resource use, minimize waste, and improve energy efficiency throughout the product life cycle, leading to cost savings and reduced environmental footprint.

e. Identify hotspots. Pinpoint specific stages in the life cycle with the highest environmental impact, allowing targeted efforts for improvement.

f. Working on risk Mitigation. Anticipate and mitigate potential environmental risks, safeguarding the business against future regulatory changes or shifts in consumer preferences.

Content of training activity

Title: "LCA: find the products with the greatest environmental impact among those commonly used"

Duration: 45 minutes

Materials:

We make use of the following video https://www.youtube.com/watch?v=cYOC8_jJcII (4.03 minutes) that explains in an easy and comprehensible way the Life cycle analysis. The material needed is:

- A laptop and a video beam to share the video
- Flipchart or whiteboard
- Worksheet for individual activity

How to implement:

- Present Life cycle analysis (10 minutes):
- Introduce the concept of the LIFE CYCLE ANALYSIS as it relates to the environmental pillar and its relevance to all kind of business (SME included).
- Explain the importance of setting a SCOPE for the analysis.
- Introduce the INVENTORY as fundamental activity for LCA.
- Introduce the concept of PRIMARY AND SECONDARY DATA to conduct a LCA.
- Explain how important the interpretation of results is together with the opportunity of using benchmarks.
- Invite the SME to use the methodology to take decision on how to produce and distribute their products in order to minimize negative environmental impacts.
- SHOW the VIDEO on LCA (5minutes) https://www.youtube.com/watch?v=cYOC8_jJcII (4.03 minutes)

Introduce the activity (15 minutes):

- Distribute the LCA Inventory Sheet to each participant.
- Ask each SME to identify the more representative product of their company.
- They will make and inventory of all steps of life cycle of their product starting from the selection of raw materials up to the production of waste due to its usage or consumption (15 minutes)
- Group discussion (15 minutes)
- Based on the inventory each invite SME to share the hotspot of impacts it has identified.
- Take note on the flipchart, highlighting which hotspot are mostly recurring (by putting flags)

- Facilitate a group discussion to share actions to be put in place to mitigate the impacts of the TOP5 Hotspot.
- Share the final list of actions and ask for general consensus on it.
- Encourage a collaborative dialogue about the challenges, dilemmas, and potential solutions related to environmental responsibility in each scenario.

Conclusion and Takeaways (5 minutes)

- Summarize the key learnings and takeaways from the activity.
- Emphasize the importance of integrating environmental responsibility into daily decisions concerning raw material and goods purchase, design of product, type of processing applied in production, distribution solutions, packaging solutions and transport as well.
- Provide additional resources or guidance for participants to further explore and implement environmental responsibility practices in their businesses.
- Note: The timing for each step can be adjusted based on the dynamics of the training session, but make sure to allocate sufficient time for participants to engage in activity, discussion, and reflection.

Training Activity 4: Circular Practices in SME Management – Application Exercise

Aim and objectives of training activity

The exercise is aimed at spreading awareness among the SME group that there is an alternative to the linear economic model, which envisages as a possibility the continuous use of new resources, their transformation into products, their consumption, and their production of waste. The circular economy proposes alternative and more environmentally aware behaviour as well as new business opportunities.

We make use of the communication material developed by the Ellen mc Arthur Foundation and in particular 1 video on Circular economy pillars https://youtu.be/NBEvJwTxs4w (9.28 mins). Video can be subtitled in all languages.

Content of training activity

We make use of the communication material developed by the Ellen MacArthur Foundation and in particular 1 video on Circular economy pillars). Video can be subtitled in all languages: https://www.youtube.com/watch?v=zCRKvDyyHmI (3:48 minutes).

Materials:

- A laptop and a video beam to share the video.
- Flipchart or whiteboard
- Worksheet for group activity (to be distributed)

How to implement:

1) **Present circular economy (3 minutes):**

a) Introduce the concept of the circular economy as it relates to the environmental pillar of ESG and its relevance to SMEs.

b) The linear model involves the continuous use of new resources, their transformation into products, consumption, and the generation of waste. The circular economy presents an alternative, environmentally conscious behavior, and new business opportunities.

c) Mention the shift from a linear model to a circular model focused on sustainability.

2) **Display the Butterfly Diagrams and break down their components (10 minutes):**

Circular Inputs:
- Explain how Circular Inputs emphasize the importance of utilizing existing resources efficiently.
- Discuss the reduction of waste and environmental impact through this approach.

Lifecycle Loops:
- Illustrating the continuous loop of product life cycles.
- Emphasize the shift from a linear "take-make-dispose" model to a circular and regenerative one.

Explore the various business models depicted in the Butterfly Diagrams:
- Highlight examples such as product-as-a-service, sharing platforms, and remanufacturing.

Enablers:
- Identifying factors that support the adoption of circular practices.

- Discuss the enablers that support the adoption of circular practices.
- Examples include technological advancements, policy support, and consumer awareness.

Implementation in SMEs:
- Provide insights on how SMEs can practically implement the principles from the Butterfly Diagrams.
- Discuss potential benefits for SMEs, such as cost savings, enhanced resilience, and positive environmental impact.

Closing up:
- Emphasize that the diagrams will serve as visual aids for participants in understanding and implementing circular practices in SME management.
- Encourage participants to refer to the Butterfly Diagrams during the group activities and discussions.

3) Introduce the activity, set up teams and show the video (7 minutes):

a) Divide participants into groups (up to 6 people in each group).
b) Plenary Sharing of Ellen McArthur's Video (3:28 minutes).
c) Distribute worksheets for each team during the presentation.

In the worksheet, they are asked to identify with their team at least 10 possible applications of the Circularity concept in a specific business: **Office Chair production**

4) Group Work (15 minutes) - Provide instruction

a) Based on the concepts acquired from watching the video and the main adoptable circular economy practices, work in your group to identify at least 10 actions that can be implemented in the short to medium term in the company with the expected environmental benefits (10 minutes).
b) At the end of the teamwork each group will present (5 minutes)

5) Discussion and Reflection (10 minutes)

a) Facilitate a group discussion to share the results obtained by each team.

b) Share the list of actions provided in the training material (ppt) to identify additional initiatives applicable .
c) Encourage a collaborative dialogue about the challenges, dilemmas, and potential solutions related to environmental responsibility in each scenario.

6) <u>Conclusion and Takeaways (5 minutes)</u>

a) Summarize the key learnings and takeaways from the activity.
b) Emphasize the importance of integrating environmental responsibility into daily decisions concerning raw material and goods purchase, design of product, type of processing applied in production, distribution solutions.
c) Provide additional resources or guidance for participants to further explore and implement environmental responsibility practices in their businesses.

Note: The timing for each step can be adjusted based on the dynamics of the training session, but make sure to allocate sufficient time for participants to engage in activity, discussion, and reflection.

Training Activity 5: Social Aspects of SMEs – Group Discussion

Aim and objectives of training activity

The aim of the training activity is to understand important social aspects for SMEs and how they can conduct materiality analysis. Based on the general aim of the activity, there are three objectives that correspond to each main question of the group discussion. The objectives are:

- What are main ESG indexes for the social aspect
- What is the process to conduct a materiality analysis regarding social aspect

Content of training activity

Factual group discussions are used to assess a candidate's capacity for knowledge absorption and the analysis of socioeconomic or everyday issues. Based on the general purpose of the discussion we will follow the next six steps:

1. Topic Announcement: The topic of the discussion is to distinct social aspects of different industries and to engage participants to ESG reporting matters.
2. Preparation Time: In this period the participants will have approximately five minutes to prepare their answers.
3. Discussion starts: The panellist starts the conversation by setting the first question.
4. Discussion among participants: The participants
5. Results: The panellist announces the results of the discussion epigrammatically and asks for final comments in case there are any.

The main questions that will be addressed to the participants are:

- How do you identify material ESG issues regarding the social pillar? (ex. Third party research, internal research, management communications, internal research etc.)
- Do you think that the industry of a company, plays a significant role in the selection of social indicators?
- Which indicators do you know as key to the social pillar?
- In which way you believe that you can measure the above indicators?

According to the plan, we have approximately 40 minutes for the discussion and based on the number of participants and the questions that will arise during the conversation, four questions are sufficient to satisfy the purpose of the training activity.

Training Activity 6: Cosmos Electronics Ltd – Case Study

Aim and objectives of training activity

The aim of the activity is to enhance further knowledge of participants regarding the social aspect of ESG reporting.

Content of training activity

Instructions on how to deliver the case study in the classroom:

Introduction (5 minutes):

- Provide a brief overview of Cosmos Electronics Ltd (see below)) and its operations.
- Explain the relevance of the case study, emphasizing the importance of human rights, ESG principles, and supply chain management in today's business landscape.

Case Study Overview (5 minutes):

- Present an overview of the case study, summarizing the key points and the allegations of human rights violations at Cosmos Electronics Ltd's supplier in India.
- Highlight the specific human rights issues involved, such as forced labour, child labour, and unsafe working conditions.
- Discuss the potential implications for Cosmos Electronics Ltd's ESG performance, reputation, and relationships with stakeholders.

Group Discussion (20 minutes):

- Divide the participants into small groups (3-5 participants per group) and assign each group one or two discussion questions related to the case study (see the above sample discussion questions).
- Instruct the groups to discuss the questions, analyse the situation, and share their perspectives.
- Encourage active participation and thoughtful discussion within each group.

Group Presentations (10 minutes):

- Ask each group to present their findings and insights from the group discussion.

- Allow time for questions, comments, and discussions from other participants during and after each presentation.
- Facilitate the discussions by asking probing questions and encouraging critical thinking.

Wrap-up and Conclusion (5 minutes):

- Summarize the key takeaways from the case study and the group discussions.
- Highlight the importance of addressing human rights issues, implementing ESG practices, and promoting responsible supply chain management.
- Encourage participants to reflect on the learnings and consider the implications for their future careers or roles as informed consumers and advocates.

Case Study: Cosmos Electronics Ltd and Human Rights at the Workplace

Cosmos Electronics Ltd is a multinational corporation that specializes in the design, manufacturing, and distribution of electronic devices. With a global presence, the company has a complex supply chain that spans across multiple countries and involves numerous suppliers and subcontractors. Cosmos Electronics Ltd prides itself on its commitment to ESG principles and has implemented various policies to ensure the well-being of its employees and the communities in which it operates.

Recently, a report by a non-governmental organization (NGO) revealed that one of Cosmos Electronics Ltd's suppliers in Asia has been accused of violating human rights at the workplace. The allegations include forced labour, child labour, and unsafe working conditions. Workers at the supplier's factory have been subjected to long working hours without adequate breaks, low wages, and poor living conditions in the factory's dormitories. Additionally, the factory has been accused of employing underage workers and using coercive tactics to prevent workers from leaving their jobs.

Cosmos Electronics Ltd has a Supplier Code of Conduct that outlines its expectations for suppliers in terms of labour practices, health and safety, and environmental management. However, the recent allegations have raised concerns about the effectiveness of these policies and the company's ability to monitor its supply chain. The case has attracted significant media attention, and Cosmos Electronics Ltd's customers, investors, and other stakeholders are demanding swift action to address the human rights violations.

As Cosmos Electronics Ltd's management team grapples with the situation, they must consider the implications of the allegations on their ESG performance, reputation, and long-term sustainability. They must also evaluate their current supply chain management practices and identify opportunities for improvement to prevent similar issues from arising in the future.

This case study provides an opportunity for participants to explore the challenges and complexities associated with managing human rights at the workplace within the context of ESG and sustainability. Through the discussion questions, participants will be encouraged to think critically about the role of various stakeholders in promoting and enforcing human rights standards and the potential consequences of failing to address these issues effectively.

Discussion Questions:

[Q1] What are the key human rights issues in this case study, and how do they relate to the Social element of ESG?

[Q2] How should Cosmos Electronics Ltd respond to the allegations of human rights violations in its supply chain? What steps can they take to address these issues?

[Q3] What are the potential consequences for Cosmos Electronics Ltd if they fail to address these human rights issues effectively? Consider the impact on their reputation, financial performance, and relationships with stakeholders.

[Q4] How can Cosmos Electronics Ltd improve its supply chain monitoring and ensure that its suppliers adhere to its ESG policies and human rights standards?

[Q5] What role do governments, NGOs, and other stakeholders play in promoting and enforcing human rights at the workplace? How can Cosmos Electronics Ltd collaborate with these stakeholders to improve its ESG performance?

ANSWERS:

[A1] The key human rights issues in this case study are:

Forced labour: Workers at the supplier's factory are allegedly subjected to forced labour, which is a grave violation of human rights. Forced labour involves coercing individuals to work under exploitative conditions against their will, often through threats, deception, or withholding of wages.

Child labour: The supplier has been accused of employing underage workers, which constitutes a violation of children's rights. Child labour not only deprives children of their right to education and healthy development but also exposes them to hazardous conditions and denies them their childhood.

Unsafe working conditions: The workers are reportedly subjected to unsafe working conditions. This includes factors such as inadequate safety measures, lack of protective equipment, and disregard for occupational health standards. Unsafe working conditions pose significant risks to workers' well-being, health, and even their lives.

These human rights issues are closely related to the social element of ESG (Environmental, Social, and Governance) principles. The social element focuses on a company's impact on its employees, communities, and broader society. In this case, the human rights violations directly impact the social dimension of ESG by undermining the well-being, dignity, and rights of the workers involved.

By violating labour rights, including forced labour and child labour, the supplier fails to uphold the social aspect of ESG, which emphasizes fair treatment, respect for human rights, and the promotion of healthy and safe working environments. The unsafe working conditions also highlight a disregard for the social well-being of the workers, further exacerbating the violation of their rights.

Addressing these human rights issues is crucial for Cosmos Electronics Ltd to fulfil its social responsibilities, align with ESG principles, and demonstrate a commitment to ethical business practices. By effectively addressing the human rights violations and implementing corrective actions, the company can enhance its social performance, mitigate reputational risks, and contribute to a more sustainable and equitable society.

[A2] Cosmos Electronics Ltd should respond to the allegations of human rights violations in its supply chain in a comprehensive and proactive manner. Here are some steps they can take to address these issues:

1. Conduct a thorough investigation: Cosmos Electronics Ltd should initiate an immediate investigation into the allegations to gather accurate information about the extent of the human rights violations and identify the responsible parties. This investigation can involve internal teams, third-party auditors, or independent experts with expertise in labour rights and supply chain management.
2. Engage with the supplier: The company should open a dialogue with the accused supplier to discuss the allegations and ensure they are aware of the seriousness of the situation. They should clearly communicate their expectations regarding labour practices, human rights, and workplace safety, emphasizing compliance with Cosmos Electronics Ltd's Supplier Code of Conduct.
3. Implement remedial actions: Based on the findings of the investigation, Cosmos Electronics Ltd should establish a comprehensive remediation plan in collaboration with the supplier. This plan should address the specific human rights violations identified, setting clear and measurable targets for improvement. It may involve measures such as providing remedial support for affected workers, improving working conditions, ensuring fair wages, and implementing robust health and safety protocols.
4. Strengthen supply chain monitoring: Cosmos Electronics Ltd should enhance its monitoring and auditing mechanisms to detect and prevent human rights violations throughout its supply chain. This can include regular on-site visits, independent audits, worker hotlines, and risk assessments. Supplier performance should be evaluated not only based on financial metrics but also on adherence to ethical standards and compliance with human rights principles.

5. Collaborate with stakeholders: The company should engage with key stakeholders, including customers, investors, NGOs, and labour rights organisations. By actively seeking input and collaborating with external partners, Cosmos Electronics Ltd can benefit from their expertise, leverage collective influence, and demonstrate its commitment to transparency and accountability.
6. Provide training and capacity building: Cosmos Electronics Ltd should invest in training programs and capacity-building initiatives for suppliers and their workers to promote awareness of labour rights, ethical practices, and health and safety standards. This can help empower workers, foster a culture of respect, and improve overall compliance within the supply chain.
7. Communicate transparently: The company should develop a comprehensive communication strategy to address the allegations transparently. They should acknowledge the issues, outline the steps taken to investigate and address them, and provide regular updates on the progress of remediation efforts. Open and honest communication will help rebuild trust and demonstrate a commitment to responsible business practices.

By taking these steps, Cosmos Electronics Ltd can demonstrate its dedication to addressing the human rights violations, uphold its ESG commitments, protect its reputation, and contribute to positive change within its supply chain and the broader industry.

[A3] If Cosmos Electronics Ltd fails to effectively address the human rights issues in its supply chain, there can be several potential consequences:

1. Reputation damage: The company's reputation may suffer significantly. Failing to address human rights violations can lead to negative media coverage, public backlash, and damage to the brand's image. Customers, investors, and other stakeholders may lose trust in the company, resulting in a loss of business opportunities and market share.
2. Legal and regulatory risks: Failure to address human rights issues can expose Cosmos Electronics Ltd to legal and regulatory risks. Violations of labour laws, child labour regulations, or health and safety standards can lead to legal proceedings, fines, penalties, and even litigation. This can further damage the company's financial performance and reputation.
3. Stakeholder backlash: Stakeholders, including customers, investors, employees, and advocacy groups, may respond negatively to the company's inaction or inadequate response. They may organize protests, divest from the company, or launch campaigns to boycott its products or services. Such actions can significantly impact the company's revenue, market value, and long-term sustainability.

4. Supply chain disruptions: Failing to address human rights violations can disrupt the company's supply chain. Customers may demand more transparency and accountability, potentially leading to cancelled contracts or the loss of key clients. Suppliers may sever ties with Cosmos Electronics Ltd due to reputational risks, resulting in supply chain disruptions and increased costs to find alternative sources.
5. Investor concerns: Investors increasingly consider environmental, social, and governance factors when making investment decisions. If Cosmos Electronics Ltd fails to address human rights issues effectively, it may face challenges in attracting and retaining responsible investors. This can limit access to capital, increase borrowing costs, and negatively impact the company's financial performance.
6. Employee morale and retention: Employees within Cosmos Electronics Ltd may be demoralized and disengaged if they perceive the company's response to the human rights violations as inadequate. This can lead to a negative work environment, reduced productivity, and higher employee turnover rates. Addressing the human rights issues effectively is essential for maintaining a positive work culture and retaining top talent.

In summary, the consequences of failing to address these human rights issues effectively can include reputational damage, legal and regulatory risks, stakeholder backlash, supply chain disruptions, investor concerns, and negative impacts on employee morale and retention. Addressing these issues not only aligns with ethical principles but also helps safeguard the company's reputation, financial performance, and relationships with stakeholders.

[A4] To improve supply chain monitoring and ensure suppliers adhere to ESG policies and human rights standards, Cosmos Electronics Ltd can implement the following measures:

1. Enhanced due diligence: Conduct thorough assessments of potential suppliers before entering partnerships. This includes evaluating their labour practices, health and safety protocols, and commitment to human rights. Verification should go beyond paperwork and include on-site visits and interviews with workers to ensure compliance.
2. Robust supplier contracts: Develop clear and enforceable supplier contracts that explicitly outline expectations regarding labour practices, human rights, and ESG principles. Include provisions that allow for termination or penalties in case of non-compliance.
3. Supply chain transparency: Foster transparency throughout the supply chain by requesting suppliers to disclose information about their sub-suppliers and subcontractors. This allows for greater visibility and accountability, making it easier to trace and address potential human rights violations at every tier.
4. Regular audits and assessments: Conduct regular audits, both announced and unannounced, to assess supplier compliance with ESG policies and human rights standards. These audits should be conducted by independent third-party auditors with

expertise in labour rights. Audit findings should be shared with suppliers and used as a basis for improvement plans.

5. Supplier capacity building: Provide training and capacity-building programs to suppliers to enhance their understanding of ESG principles, labour rights, and human rights standards. Offer resources and support to help suppliers implement necessary changes and continuously improve their practices.
6. Worker hotlines and grievance mechanisms: Establish confidential worker hotlines and grievance mechanisms to allow workers to report any violations, concerns, or grievances without fear of reprisal. Ensure that these channels are accessible, well-publicized, and provide a safe avenue for communication.
7. Collaborative partnerships: Foster collaborative relationships with suppliers based on trust and mutual commitment to ESG principles. Engage in open dialogues, share best practices, and provide support to suppliers to help them meet the required standards. Encourage suppliers to join industry associations or initiatives that promote responsible business practices.
8. Continuous improvement and performance incentives: Encourage suppliers to implement sustainable improvements through performance incentives. Recognize and reward suppliers that demonstrate exemplary ESG practices, and work with them to share their success stories.
9. External certifications and standards: Encourage suppliers to obtain external certifications or adhere to recognized standards, such as ISO 14001 (environmental management) and SA8000 (social accountability). These certifications can provide independent verification of a supplier's commitment to responsible practices.
10. Regular reporting and transparency: Publish regular reports outlining progress on supply chain monitoring efforts, human rights performance, and ESG initiatives. Communicate openly with stakeholders about the challenges faced and the steps taken to address them.

By implementing these measures, Cosmos Electronics Ltd can strengthen its supply chain monitoring and ensure that suppliers adhere to its ESG policies and human rights standards. This proactive approach will help minimize risks, improve transparency, and promote a responsible and sustainable supply chain.

[A5] Governments, NGOs, and other stakeholders play vital roles in promoting and enforcing human rights at the workplace. Here's how they contribute, and how Cosmos Electronics Ltd can collaborate with them to improve its ESG performance:

Governments:

1. Legislation and Regulation: Governments enact laws and regulations that establish legal frameworks for labour rights, workplace safety, and human rights protections. Cosmos

Electronics Ltd can collaborate with governments by advocating for stronger regulations, supporting enforcement efforts, and actively complying with legal requirements.

2. Enforcement and Inspections: Governments are responsible for enforcing labour laws and conducting workplace inspections. Cosmos Electronics Ltd can support government efforts by cooperating during inspections, providing necessary documentation, and promptly addressing any identified violations.
3. Public-Private Partnerships: Governments often engage in partnerships with businesses to address social issues. Cosmos Electronics Ltd can collaborate with government agencies by participating in initiatives, sharing best practices, and contributing resources to promote sustainable business practices and protect human rights.

Non-Governmental Organizations (NGOs):

1. Research and Advocacy: NGOs conduct research, raise awareness, and advocate for human rights and worker welfare. Cosmos Electronics Ltd can collaborate with relevant NGOs by sharing information, participating in dialogues, and supporting their initiatives. This collaboration can help the company gain insights, identify improvement opportunities, and contribute to industry-wide change.
2. Monitoring and Reporting: NGOs play a crucial role in monitoring supply chains and reporting human rights violations. Cosmos Electronics Ltd can engage with NGOs to conduct independent audits, receive feedback on their practices, and address any identified issues in a transparent and timely manner.
3. Capacity Building: NGOs often provide training and capacity-building programs for workers and suppliers. Cosmos Electronics Ltd can support these initiatives financially or by actively participating in their design and implementation. This collaboration can help suppliers enhance their understanding of ESG principles, labour rights, and human rights standards.

Other Stakeholders:

1. Customers: Customers increasingly prioritize ethical practices and expect companies to uphold human rights standards. Cosmos Electronics Ltd can engage with customers by providing transparent information about its ESG performance, responding to inquiries and concerns, and incorporating customer feedback into its improvement efforts.
2. Investors: Responsible investors consider ESG factors when making investment decisions. Cosmos Electronics Ltd can collaborate with investors by actively communicating its commitment to ESG principles, sharing progress reports on supply chain monitoring and human rights improvements, and seeking input on sustainable business practices.
3. Industry Associations: Industry associations can provide platforms for knowledge-sharing, setting industry standards, and collective action. Cosmos Electronics Ltd can collaborate

with relevant industry associations to develop industry-wide guidelines, share best practices, and collectively address common challenges related to human rights and ESG performance.

By collaborating with governments, NGOs, and other stakeholders, Cosmos Electronics Ltd can benefit from their expertise, leverage collective influence, and drive positive change. This collaboration demonstrates the company's commitment to responsible business practices, improves its ESG performance, and helps build a more sustainable and equitable future.

Training Activity 7: Health & Safety Assessment– Gamification

Aim and objectives of training activity

The Health and Safety Assessment game has been carefully crafted to assist personnel from small and medium-sized enterprises (SMEs) in becoming familiar with essential documents like this. In today's business landscape, Health and Safety assessments have become mandatory for numerous organizations, particularly those seeking certifications and striving to embrace social responsibility.

Unfortunately, employees within SMEs often find themselves disengaged from these matters, either due to perceiving them as governance issues or receiving insufficient training. However, since Health & Safety concerns every employee, it is crucial that they possess the ability to comprehend, interpret, and even modify these assessments when necessary. By participating in this game, individuals will gain a profound understanding of why Health and Safety assessments hold immense significance across various fields. Furthermore, they will recognize the immense potential for preventing accidents without relying solely on experts, as employees possess intimate knowledge of the company's internal procedures.

The game's primary objective is to emphasize that Health and Safety is not only a corporate responsibility but also an individual one. It aims to promote the integration of social responsibility into business practices and equips participants with valuable resources for further exploration and implementation. Ultimately, this role play experience empowers SMEs to actively learn and apply principles of social responsibility to their day-to-day operations, fostering a safer and more responsible work environment.

Content of training activity

Materials: Game Cards/Health and Safety assessment Boards

Procedure:

Game 1: The participants should identify and place in order different variables such as risk, cause, likelihood and measures in a Health and Safety assessment board. (10 min)

Game 2: A completed Risk assessment will be given to the participants and they should search and find potential mistakes. After that they will reflect on them through discussion and explore ways to improve the assessment. (15 min)

Game 3: Participants will have to find ways to enrich another risk assessment taking into consideration vulnerable people like pregnant women, young people, or people with disabilities. (10min)

Risk assessment at the office

OFFICE (This is a risk assessment of an office, Fill in the blanks to the table with the existing options)

- Air circulation infrastructure
- Correct placement of the screen in relevance with the eyes, often brakes from the screen.
- Replace old lights with new ones.
- The existing measures
- Wrong body posture
- Ergonomic chairs
- 2 ,8, 4, 32, 48 ,64

The manager carried out a risk assessment of the office.

The company has 18 staff, with one being a wheelchair user. The offices contain a kitchen where staff can make drinks and heat food – there are toilet and washing facilities on each floor. The offices are cleaned every evening by contractors, who store the cleaning chemicals in a locked cupboard. The office block is locked from 9 pm to 6 am Monday to Friday and at the weekends. The building also has 24 hour/7 days a week security cover.
How was the risk assessment done?

To identify the hazards:

• walked around the office, noting things that might pose a risk.

• checked the HSE advice on employees with disabilities

• talked to supervisors and staff, including the wheelchair user, to learn from their experience and listen to their concerns

• talked to the office cleaning contractors, to make sure the cleaning activities did not pose a risk to office staff

• looked at the accident book to see how previous accidents had occurred

•They noted what was already being done to control the risks and recorded any further actions required. They pinned a copy of the findings on a noticeboard in the tearoom to encourage staff to help put the actions into practice.

•The manager will review the risk assessment whenever there are any significant changes such as new work equipment, work activities or workers.

	Danger	Danger source	Frequency (1-4)	Likelihood (1-4)	Severity (1,4,8,16)	Danger rating	Existing measures	Suggested extra measures
1	Vision problems – Injuries due to low light conditions	Bad lighting	4	2	4	32	Appropriate light conditions	
2	Radiation	PC Screen	4	4	4	64	Certified screens Use of filters	
3	Clean air						Remove of the air through appropriate air vents AC system maintenance	The existing measures

							Natural window fresh air	
4	Electroshock	Socket – equipment cables (PC, Printer , etc)	4	2			Existence of a security table	Protecting cables from natural and chemical pressure.
5	Fall down-slippery conditions	Stairs / Corridors	4	3	8	96	Normal size of stairs and corridors Enough lighting at stairs and corridors Protection barriers at the stairs	
6	Musculoskeletal disorders		4	3				Regular breaks and correct body posture Training of personnel about Work-related musculoskeletal disorders (MSDs)

Risk assessment of a warehouse

This is a risk assessment of a warehouse. Find what is missing in relevance with Game 1 at the top description before the table. The table is correct and very detailed so just take a quick look at it. But you will notice that something is missing right? Think of ways to make it more social-inclusive and write at the bottom lines. Also, think about other columns that could be added. Check at the end some indicative answers.

The warehouse manager carried out a risk assessment of the warehouse**.** The warehouse employed 13 staff, together with the office's personnel 21 and 7 of them were part of a union. Some workers have particular requirements, for example young workers, migrant workers, new or expectant mothers and people with disabilities.

To identify the hazards and risks, they:

- walked around the warehouse, noting activities that might pose a risk and basing this on HSE's warehousing guidance.

- looked at the accident book to gather information on past problems.

The manager wrote down who could be harmed by the hazards and how. They then noted what was already being done to control the risks and recorded any further actions required. They discussed the findings with the safety representative and gave copies to all members of staff. The manager will review the risk assessment whenever there are any significant changes such as new work equipment, work activities or workers.

Think of what is missing?

Danger	**Danger source**	Frequency (1-4)	Likelihood (1-4)	Severity (1,4,8,16)	**Danger rating**	**Existing measures**	**Suggested extra measures**
Falls from height.	Staff could suffer severe or fatal injuries if they fell while climbing racking.	3	2	8	32	All staff are given strict instructions never to climb racking – monitored by supervisors.	Share this risk assessment with regular contractors. Check their awareness of health and safety issues and ensure. they give health and

							safety information to any staff new to the site.
	Staff or contractor could suffer severe or fatal injuries falling through fragile roof lights when looking for leaks or repairing them.	2	2	8	32	No controls in place	Agree with maintenance worker that a contractor will be used for any access to the roof. Require contractor to provide an assessment before access is allowed if any roof work is required.
Slips, trips and falls	All staff may suffer sprains or fractures if they trip over debris or slip on spillages.	3	3	4	64	Flooring kept dry and quality maintained. All staff trained to maintain good housekeeping standards and ensure stock does not project	Suitable absorber to be made available for liquid spills. Extra bins to be provided for waste material near loading bays.

						into gangways. Cleaner empties bins and removes loose debris daily. Pallets stored safely in designated area. Protective non-slip footwear supplied and worn.	
Operation of lift trucks	The vehicle crashing into other vehicles and/or other objects and staff and visitors being hit by lift trucks objects falling from lift trucks onto staff and visitors	4	2	4	32	All operators trained and competent to use lift truck. Trucks serviced regularly and examined by suppliers every six months. System in place for refresher training of drivers. System in place to separate vehicles and pedestrians.	Supervisor to ensure truck drivers check trucks each day before starting. Strict requirement that only competent drivers may operate lift trucks to be explained to all staff. Disciplinary action to be taken against anyone involved in

						Access to warehouse restricted to staff. Warning signs located around the traffic route. Trucks have seat belts and roll cages.	breaking this rule.
Stretch-wrap machine	Staff using the machine. Moving parts can trap fingers, hands, arms etc, causing crush injuries. The whole body may also get trapped between moving pallet load and fixed structure. Staff can also be cut by sharp edges or scalded by hot parts.	4	2	4	32	Machine is relatively new and instructions show it meets the relevant guarding standard. Only standard palletised loads wrapped. Emergency stop button provided. Fixed guards on moving parts. Mechanical parts maintained regularly.	Indicate area around machine using markings in fluorescent orange-red.Weekly check on guarding and condition of machine.

						Staff trained to use correctly.	
Conveyor belt for unloading from lorries	As above, particularly where the belt meets rollers.	4	3	8	96	Guards provided for moving parts. Conveyor instructions show it meets guarding standards. Emergency stop button provided. Regular maintenance.	Weekly check on guarding and condition of conveyor
Portable electrical equipment Rest area: industrial cleaner, kettle and heater	All staff could receive potentially fatal electrical shocks or burns if they use faulty electrical equipment	4	3	4	48	Fixed electrical installations are maintained to a suitable standard and inspected every five years.	Manager to arrange and record the six-monthly inspection and testing of portable equipment Instruct staff to report faults immediately
Fire or Bulk storage of easily burnt materials.	If trapped in the warehouse, all staff and visitors could	2	2	8	32	Building designed with fire-resisting	Talk to insurer about providing

Ignited through electrical fault, battery charging etc.	suffer from smoke inhalation or burns which could potentially kill.					materials. Exits/fire exits marked and kept clear. Fire detection and alarm system. Each fire alarm point displays evacuation procedures. Maintenance contracts for extinguishers and detection/alarm system. Annual fire drill and training in correct use of extinguisher.	automatically closing, roller-shutter doors linked to the fire alarm
Hazardous Substances Vehicle exhaust Fumes Bleach and cleaning fluids Recharging of forklift truck batteries –	Fumes may irritate eyes, cause respiratory irritation. May irritate cleaner's skin, or vapor cause eye irritation breathing difficulties.	3	3	8	56	Drivers not allowed to leave engines running. Cleaner told safe procedures. Rubber gloves used. First-aid facilities (including eye wash) are	Supervisor to monitor and ensure protective equipment is being worn

potential explosion through release of hydrogen	Burns or fractures from material. ejected could affect any worker nearby					readily available. Batteries charged in designated bay that is well ventilated. Safe system of work used which includes provision and use of goggles and gloves. Potential sources of ignition controlled.	
Hygiene/comfort	All staff could suffer varied discomfort, eg being too hot/cold.	2	2	4	16	Heated rest area provided with hot and cold water. Area kept clean. Lockers available for staff members' belongings. Toilets a short walk away,	No further action required.

						cleaned daily.	
Think of dangers to make the assessment more inclusive and add to the table							

ANSWERS

The manager forgot that it is crucial to take input from the risk assessment stakeholders for example:

- talked through the issues with the union safety representative and asked about the workers' health and safety concerns.
- talked to supervisors to learn from their detailed knowledge
- talked to vulnerable groups and hear their needs.

Potential extra Lines for social inclusion in the risk assessment

Some workers have particular requirements, for example young workers, older workers migrant workers, new or expectant mothers and people with disabilities. These are some examples to enrich the risk assessment and reform it to be more inclusive.

Stress	All staff could be affected by factors such as lack of job control, bullying, not knowing their role etc.	4	3	8	96	Staff understand what their duties and responsibilities are. • Staff can talk to supervisors or manager if they are feeling unwell or at ease about things at work.	Remind staff they can speak confidentially to their manager or supervisors if they are feeling unwell or or ill at ease because of work.

						• 'No bullying' policy.	
Lone working	Staff could suffer injury or ill health while out of to office, eg visiting clients' offices, or while working alone in the office.	4	3	4	48	Staff writers visit details in office diary. and give a contact number. • Staff not returning to the office after a visit call in to report this. • Security staff check all areas, including toilets, before locking up at night.	Whereabouts of staff 'Out of the office' to be monitored by office-based staff.
Communication Barriers	Vulnerable individuals may face challenges in effective communication, leading to misunderstandings or isolation.	4	3	4	48	Provide communication aids such as written materials, visual aids, or interpreter services	Train staff in effective communication strategies and sensitivity.
Social Isolation	Vulnerable individuals may experience social isolation, leading to mental health issues.	4	3	8	96	Establish inclusive social activities, promote a supportive workplace culture, and assign a buddy or mentor to help individuals integrate into the	Implement stress-reduction programs, provide access to counseling services

						social fabric of the workplace.	
Harassment and Discrimination	Vulnerable individuals may be more susceptible to harassment or discrimination.	3	3	4	36	Conduct regular training sessions on diversity and inclusion, enforce a zero-tolerance policy for harassment	Establish a clear and confidential reporting mechanism for any incidents.
Health and Medical Needs	Vulnerable individuals may have specific health conditions or medical needs that are not adequately addressed in the workplace.	4	3	8	96	Conduct health assessments, provide necessary accommodations (e.g., ergonomic workstations)	ensure that medical emergency procedures are well-known and practiced.
Accessibility	The workplace may not be accessible to individuals with physical disabilities.	4	3	4	36	Conduct accessibility assessments, make necessary modifications to facilities	Provide assistive devices or technologies to ensure full participation in work activities.

https://www.hse.gov.uk/vulnerable-workers/index.htm

3. Potential extra column examples

Responsibility:
Assign responsibility for implementing and monitoring the mitigation measures. Specify the individuals or departments accountable for risk management.

Timeline:
Establish a timeline for implementing the mitigation measures. This column helps track progress and ensures timely actions.

Monitoring and Review:
Outline the frequency and process for monitoring the effectiveness of the mitigation measures. Specify when and how the risk assessment will be reviewed and updated.

Cost of Implementation:
Estimate the financial or resource cost associated with implementing the mitigation measures. This information can be crucial for budgeting and resource allocation.

Effectiveness:
After implementing the mitigation measures, assess their effectiveness in reducing or eliminating the identified risk. This column helps refine strategies over time.

Documentation:
Provide references to relevant documents, policies, or procedures that support the risk assessment and mitigation efforts.

Review Date:
Specify the date when the risk assessment should be reviewed and updated. Regular reviews are essential to ensure that the assessment remains current and relevant.

Total duration 35 min

Training Activity 8: Building Social Responsibility for SMEs

Aim and objectives of training activity
The main objective of the following explanations and discussions is to highlight the importance of ethical practices, social responsibility, and inclusion in business.

The aim is to promote awareness and understanding of these topics and their significance for organizations, particularly SMEs. By emphasizing the key learnings, takeaways, and potential benefits, the objective is to encourage participants and readers to integrate social responsibility into their business practices, address ethical challenges, and strive for inclusivity. Ultimately, the objective is to foster a culture of ethical behaviour, sustainability, and fairness within organizations, leading to positive impacts on stakeholders, reputation, and long-term success.

Role-playing is an active learning technique in which a situation that represents real life is simulated. Students/participants can learn difficult concepts by simulating a scenario where they must apply those concepts.

The supervisor provides the information that each student needs about the different characters that act in the representation. During role-play, students interact with each other, taking on the role and perspectives of the characters to understand their motivations, interests, and responsibilities.

It is possible to conceive the game as a learning tool after analysing the way in which it influences the participants. Therefore, the use of these activities inside and outside the classroom is basically due to the following factors:

- It turns out to be a form of entertainment, so learning is obtained, therefore.
- It maintains the interest and motivation of the players for the activity and for the topic to be treated.
- The game demands active participation, so those involved need the need to be attentive at each stage.
- Any new technique or strategy that is conferred the character of educational resource is because it is a useful means for the transmission of information, or it facilitates the learning process of people.
- In the case of role play in the classroom both aspects are fulfilled, and helps to promote in a great way the skills and abilities of students such as:
- Promotes creativity and imagination
- It is a way of introducing participants to a fictional world, with situations that they must know how to represent.

Of course, we can use different images or videos as a support to explain it properly, although the great weight of all the action will depend on the assertive communication and imagination of the participants.

Develops decision-making skills

When we play a role-playing game in the classroom, each participant will have to play a different role in the game, so they will be making the decisions for their character. These decisions will not have access in the real world but will serve to face the adventure while the dynamic lasts.
Along with the options chosen, they must be put before the situations that could come with the passage of the activity. It may seem like something without much importance, but this can help participants learn to choose wisely or meditate before performing any action in real life.

Responsibility

This activity encourages participants to be responsible and know how to make favourable decisions both for oneself and for the group in general, which favours cooperative learning. Participants should know that everything that happens in the role play in the classroom will depend on the decisions they make during it and must face the positive or negative consequences of them.

Teamwork

We commented that scientists have largely studied these activities in different fields of society. This has helped to identify and raise enrichment for cooperation and teamwork of those involved in these activities.

In the role-playing game all participants collaborate and put their skills into action to achieve a certain end. This type of activity favours learning to work as a team to want to participate in this activity. And cooperative work is something they will not only experience during classroom role play, but in the real life of students/participants.

In this role-playing game "WHO IS WHO?" the situation arises in which a group of professionals face the writing/verification and dissemination of an ESG sustainability report of an SME, particularly the Governance section. And how the exchange of the information presented by the EGS report (Governance pillar) is carried out between the different actors and the interpretation according to the role of each participant.

Through this activity, participants/professionals who play the following roles: SME workers (employees, managers), customers/investors, suppliers, verifiers, regulators, or any other stakeholders relevant to the scenario):

They will learn to collaborate with other roles to create the ESG report (section G), they will be able to identify the challenges encountered by the role they themselves interpret and the needs of the roles played by the rest of the participants/peers.

They will be able to identify what kind of qualitative information and what quantitative parameters measure the performance of a company with respect to the risks, opportunities and strategies that frame the Governance pillar.

They will learn to identify which person(s) have the information needed to write the ESG report (section G).

They will be able to create an information flowchart to generate the content of the ESG report (section G).

They will know how to interpret and what information is relevant for each of the roles (SME workers (employees, managers), customers, investors, suppliers, verifiers, regulators) the information that is collected and published in the ESG report (section G).

Content of training activity:

Duration: 30 minutes

Materials:

- Scenario cards (prepared in advance*)
- Role assignment slips (prepared in advance)
- Flipchart or whiteboard
- Markers

Introduction (5 minutes)

Among all participants, the ESG report, particularly the GOVERNANCE section for publication, of a bakery products manufacturing SME with 175 workers will be developed.

- ✓ Begin by introducing the concept of the social pillar of ESG and its relevance to SMEs.
- ✓ Explain the importance of social responsibility in building a sustainable and Ethical business.
- ✓ Set the stage for the role play activity and its objectives.

2. Scenario Presentation (5 minutes)

- ✓ Present the participants with different scenarios related to social responsibility challenges faced by SMEs. These scenarios could include topics like fair labor practices, community engagement, or customer privacy.

- ✓ Provide a brief overview of each scenario, highlighting the key social responsibility issues involved.

3. Role Assignment (2 minutes)

- ✓ Distribute role assignment slips to each participant, assigning them specific roles within the scenario. Ensure that each participant has a different role to encourage diverse perspectives.

4. Role Play (15 minutes)

- ✓ Instruct participants to form small groups based on their assigned roles.
- ✓ Give them a few minutes to discuss and prepare their roles, considering the social responsibility issues, challenges, and potential actions they can take.
- ✓ Start the role play session, allowing each group to present their scenario-based discussions and actions.
- ✓ Encourage participants to improvise and engage in dialogues that reflect real-world situations.

5. Discussion and Reflection (8 minutes)

- ✓ Facilitate a group discussion after each role play session. Ask participants to share their experiences, observations, and insights gained from the role play activity.

6. Conclusion and Takeaways (5 minutes)

- ✓ Summarize the key learnings and takeaways from the role play activity.
- ✓ Emphasize the importance of integrating social responsibility into business practices and the potential benefits for SMEs.

Note: The timing for each step can be adjusted based on the dynamics of the training session, but make sure to allocate sufficient time for participants to engage in role playing, discussion, and reflection.

Remember to adapt the scenario cards to suit the specific context and challenges relevant to the SMEs you are training.

SCENARIO No1: Addressing Inclusion and Gender Pay Gap in an SME

Title: Building Social Responsibility: Role Play for SMEs

Objective: The objective of this role play activity is to address the ethical issue of inclusion and the gender pay gap within an SME. Participants will assume various roles and engage in discussions, problem-solving, and decision-making activities to promote fairness, equality, and social responsibility.

Setting the Stage: Imagine you are part of a growing SME that prides itself on its commitment to social responsibility. However, concerns have arisen regarding the lack of gender equality and fair compensation practices within the organization. There are instances of a significant gender pay gap, limited opportunities for career advancement for women, and inadequate support for pregnant women and new mothers.

The scenario involves different roles within the organization, including the CEO, Human Resources Manager, a female employee, a male employee, and an external diversity and inclusion consultant. Each role represents a unique perspective and responsibilities related to addressing the ethical issue of inclusion and the gender pay gap.

The role play activity aims to create a simulated environment where participants can understand the complexities of the issue, explore the impact on stakeholders, and work together to develop strategies for promoting inclusion, gender equality, and social responsibility within the SME.

General Objectives:

- Recognize the importance of inclusion, gender equality, and fair compensation in building a socially responsible organization.
- Understand the perspectives and concerns of different stakeholders, including employees, managers, and external consultants.
- Engage in discussions, negotiation, and problem-solving activities to address the gender pay gap and promote equal opportunities within the SME.
- Explore strategies for fostering a culture of inclusivity, providing support for pregnant women and new mothers, and ensuring fair compensation practices.
- Develop action plans and policies to promote diversity, equality, and social responsibility within the SME, while considering legal obligations and business viability.

Through active participation in this role play activity, participants can gain a deeper understanding of the ethical issues related to inclusion and the gender pay gap in SMEs. They will develop insights into effective strategies for promoting fairness, equality, and social responsibility, creating a more inclusive and ethical work environment within the organization.

When participants discuss the specific challenges and concerns related to inclusion and the gender pay gap within the organization, they can focus on identifying and understanding the issues that contribute to these challenges. Here are some key points to consider for each area of discussion:

1. Gender Inequality:
   - Participants can share instances or examples of gender inequality that exist within the organization, such as disparities in salary, job assignments, or access to opportunities.
   - They can explore the impact of gender bias and stereotypes on decision-making processes, including hiring, promotions, and performance evaluations.
   - Discussions can revolve around the unequal distribution of power and influence, as well as the potential consequences on employee motivation, job satisfaction, and organizational culture.
2. Barriers to Career Advancement for Women:
   - Participants can identify and discuss the barriers that hinder the career advancement of women within the organization. This may include factors such as limited access to leadership roles, lack of mentorship or sponsorship opportunities, or gender-based biases in performance evaluations.
   - They can explore the impact of these barriers on the retention of talented women and the long-term development of a diverse and inclusive leadership pipeline.
   - Discussions may also touch upon the importance of creating an inclusive organizational culture that supports women's career growth, including providing training and development opportunities, addressing unconscious bias, and promoting work-life balance.
3. Gaps in Support for Pregnant Women and New Mothers:
   - Participants can examine the level of support and accommodations provided to pregnant women and new mothers within the organization.
   - They can discuss issues such as maternity leave policies, flexible work arrangements, childcare support, and the availability of breastfeeding facilities.
   - Participants can explore the impact of these gaps in support on the well-being, job satisfaction, and retention of female employees. They can also consider the

potential consequences for gender equality in the workplace and the overall perception of the organization's commitment to work-life balance and family-friendly practices.

In the scenario of addressing inclusion and the gender pay gap in an SME, the role assignments could be as follows:

- CEO: Responsible for setting the strategic direction of the company and making decisions related to diversity, inclusion, and compensation practices. The CEO should balance business objectives with the need for fairness and equality within the organization.
- HR Manager: Responsible for managing human resources and implementing policies and practices that promote inclusivity, fairness, and equality. The HR Manager should address concerns related to hiring, career advancement, and compensation to ensure a diverse and inclusive workplace.
- Female Employee: Represents a female employee within the SME who has experienced or witnessed instances of gender inequality and limited opportunities for career advancement. This role provides insights into the challenges faced by women within the organization.
- Male Employee: Represents a male employee within the SME who supports gender equality and inclusivity. This role provides perspectives on the importance of equality and highlights the role of male allies in addressing the gender pay gap.
- Diversity and Inclusion Consultant: A role external to the organization, the consultant brings expertise in diversity, inclusion, and gender equality. The consultant provides guidance, recommendations, and best practices to address the challenges faced by the SME and promote a more inclusive and equitable workplace.

Assigning these roles to participants ensures a diverse range of perspectives during the role play activity. It allows for meaningful discussions, problem-solving, and decision-making from various angles, leading to a comprehensive exploration of strategies to address inclusion and the gender pay gap in the SME.

SCENARIO No2: Scenario: Hiring Decision in an SME: Man vs. Pregnant Woman

Overview: This scenario revolves around an SME that is in the process of hiring for a position. Two candidates with the same qualifications, one being a man and the other a pregnant woman, have emerged as strong contenders. The organization must navigate this situation while ensuring fairness, compliance with legal obligations, and promoting a supportive and inclusive work environment.

Setting: The SME operates in the technology industry and is known for its commitment to diversity and inclusion. The hiring process involves multiple stakeholders, including the hiring manager, HR department, and senior leadership.

Role Assignments:

The person who moderates (responsible for the training), distributes the folders among the attendees, here the different roles are presented, in each one the type of information available is presented and has to write down who requests it and what they use it for. On the other hand, you indicate the information you need and what you need it for, and you have to write down who is given this information and why you have it.

Each participant/group of participants will read Sheet 1 and ask the questions to the person in charge of the training, in case they have any doubts about the role assigned to them. (If there are more roles than students, the coordinator assumes the roles not covered by the students. In the case of having more students than roles, groups of participants will be formed under the same role. (2 minutes).

- Hiring Manager: The hiring manager is responsible for making the final hiring decision. They must evaluate the qualifications, skills, and fit of each candidate while considering legal obligations and the organization's commitment to diversity and inclusivity.
- HR Representative: The HR representative provides guidance on legal considerations, anti-discrimination policies, and compliance with equal opportunity laws. They ensure that the hiring process adheres to company policies and relevant regulations.
- Male Candidate: This role represents a male candidate who has applied for the position. The candidate possesses the necessary qualifications and experience for the role.
- Pregnant Candidate: This role represents a pregnant candidate who is equally qualified for the position. The candidate discloses her pregnancy during the hiring process and seeks assurance of fair treatment and equal consideration.
- Senior Leadership: Senior leaders within the organization play an advisory role, providing insights and considerations from a strategic perspective. They emphasize the importance of promoting diversity, inclusion, and fairness in hiring decisions.

The person who moderates (responsible for the training), distributes the folders among the attendees, here the different roles are presented, in each one the type of information available is presented and must write down who requests it and what they use it for. On the other hand, you indicate the information you need and what you need it for, and you must write down who is given this information and why you have it.

Each participant/group of participants will read Sheet 1 and ask the questions to the person in charge of the training, in case they have any doubts about the role assigned to them. (If there are more roles than students, the coordinator assumes the roles not covered by the students. In the case of having more students than roles, groups of participants will be formed under the same role. (2 minutes).

SHEET 1

ROLE 1: ESG report writer (governance section)/ SME employee/external consultancy

Type of information I have:

Before starting the writing: I do not have information, I need to inform myself about the

Write down who needs the information I have (identify which role requests the information I have) and what to use it for:

Type of information I need:

Write down who has the information I need, (Identify which role has the information I need) and why they have this information:

ROLE 2: Person responsible for the management of the company

Type of information I have:

Write down who needs the information I have (identify which role requests the information I have) and what to use it for:

Type of information I need:

Write down who has the information I need, (Identify which role has the information I need) and why they have this information:

ROLE 3: Provider

Type of information I have:

Write down who needs the information I have (identify which role requests the information I have) and what to use it for:

Type of information I need:

Write down who has the information I need, (Identify which role has the information I need) and why they have this information:

ROLE 4: External auditor

Type of information I have:

Write down who needs the information I have (identify which role requests the information I have) and what to use it for:

Type of information I need:

Write down who has the information I need, (Identify which role has the information I need) and why they have this information:

ROLE 5: Regulatory body

Type of information I have:

Write down who needs the information I have (identify which role requests the information I have) and what to use it for:

Type of information I need:

Write down who has the information I need, (Identify which role has the information I need) and why they have this information:

ROLE 6: Client

Type of information I have:

Write down who needs the information I have (identify which role requests the information I have) and what to use it for:

Type of information I need:

Write down who has the information I need, (Identify which role has the information I need) and why they have this information:

ROLE 7: Investor

Type of information I have:

Write down who needs the information I have (identify which role requests the information I have) and what to use it for:

Type of information I need:

Write down who has the information I need, (Identify which role has the information I need) and why they have this information:

Implementation of the role-play

During the session, two roles will collaborate to pool and exchange information presented in Sheet 1. Each role will contribute and complete their respective Sheet 1 based on the information provided by the other role. The interviews between the roles will have a duration of 4 minutes each, resulting in a total of 28 minutes dedicated to this information-sharing process. This structured approach ensures that both roles could exchange knowledge, perspectives, and insights, fostering a comprehensive understanding and enhancing the quality of information on Sheet 1. (28 minutes)

1. Who is Who: 1-2; 3-4; 5-6; 7-moderator
2. Who is Who: 1-3, 2-4; 5-7; 6-moderdor
3. Who is Who: 1-4; 2-3; 5-Moderator; 6-7
4. Who is Who: 1-5, 2-6; 3-7; 4-Moderator
5. Who is Who: 1-6; 2-5; 3-Moderator; 4-7
6. Who is Who: 1-7; 2-Moderator; 3-5; 4-6
7. Who is Who: 1-moderator; 2-7; 3-6; 4-5

During the session, the moderator will take on the responsibility of creating a visual representation of the information flow between the different roles. This flow diagram will be drawn either on a physical board or displayed on the moderator's computer screen, which will then be projected onto the room screen for everyone to follow along. This visual aid will help participants better understand and visualize the connections and interactions between the various roles involved, facilitating a clearer comprehension of the overall process.

To conclude the role-playing exercise, the information flow diagram will be shared among the completed roles. The moderator will provide an explanation of how information is transferred between the different actors in the scenario. This step ensures that all participants gain a clear understanding of the interconnectedness and communication channels between the various roles. By visualizing the information flow, participants can grasp the dynamics and processes involved in sharing information effectively within the context of the role-playing scenario. (5 minutes)

Conclusions

Assessment of each role of the degree of difficulty in obtaining the information related to the ESG report (section G).

Degree of difficulty in obtaining the information related to the ESG report (section G).

		ery little	Little	tocking	loud	very high
LE 1	*ESG report writer (governance section)/SME employee/external consultancy*					
LE 2	*Person responsible for the management of the company*					
LE 3	*Supplier*					
LE 4	*External auditor*					
LE 5	*Regulatory body*					
LE 6	*Customer*					
LE 7	*Investor*					

The IR Framework suggests various indices related to governance that organizations can use to measure and report on their governance practices, including:

Board Composition and Structure: This index measures the effectiveness of the organization's board of directors, including the diversity and skills of its members, as well as the board's structure and committees.

Risk Management: This index measures the organization's ability to identify, assess, and manage risks, including the effectiveness of its risk management processes and the degree of integration of risk management into decision-making processes.

Ethics and Integrity: This index measures the organization's commitment to ethical behavior and integrity, including the effectiveness of its code of conduct and policies related to corruption, bribery, and other forms of unethical behavior.

Executive Compensation: This index measures the transparency and fairness of the organization's executive compensation practices, including the relationship between executive compensation and company performance, as well as the use of non-financial performance metrics.

Shareholder Engagement: This index measures the organization's engagement with its shareholders, including the frequency and effectiveness of communication, as well as the degree of participation in decision-making processes.

Board Effectiveness: This index evaluates the effectiveness of the board in overseeing the organization, including its decision-making processes, risk management, and the extent to which it considers the interests of stakeholders.

Stakeholder Engagement: This index focuses on how the organization engages with its stakeholders, including the nature and frequency of engagement, and the extent to which stakeholder input is considered in decision-making.

Objectives:

- Equal Consideration of Qualifications: Participants should ensure that both candidates receive equal consideration based solely on their qualifications, skills, and experience relevant to the position. The objective is to focus on merit and eliminate biases in the hiring decision.
- Legal Compliance and Anti-Discrimination: Participants should discuss legal obligations and anti-discrimination policies, emphasizing the importance of ensuring fair treatment and compliance with equal opportunity laws. They should strive to create an environment that fosters equal opportunities for all candidates.
- Understanding Pregnancy-related Accommodations: Participants should address any concerns or misconceptions regarding pregnancy-related accommodations. They should discuss the organization's commitment to supporting pregnant employees and ensuring a safe and inclusive work environment.
- Balancing the Organization's Needs: Participants should consider the organization's needs, such as filling the position promptly and considering the candidate's ability to perform the job effectively. They should discuss how to balance these needs with the principles of fairness, inclusivity, and legal compliance.
- Communicating Expectations: Participants should discuss the importance of transparent and open communication with the pregnant candidate. They should clarify expectations, including the hiring timeline, accommodation possibilities, and potential adjustments to the onboarding process.
- Collaboration and Decision-making: Participants should engage in collaborative discussions to make an informed hiring decision. They should consider diverse perspectives, explore potential implications, and weigh the benefits and challenges of each candidate's candidacy.

- Promoting an Inclusive Culture: Participants should emphasize the organization's commitment to fostering an inclusive culture, where all employees, including pregnant individuals, are treated with respect, fairness, and equal opportunities.

Through these discussions, participants can ensure that the hiring decision is made based on objective criteria, considering legal obligations, fairness, and the organization's commitment to inclusivity. The objective is to make a hiring decision that upholds these principles while considering the needs and qualifications of both candidates.

Extra information

The social pillar of Environmental, Social, and Governance (ESG) refers to the practices and policies implemented by a company to manage its social impact on various stakeholders, including employees, communities, customers, and society at large. It focuses on promoting positive social outcomes, addressing social issues, and fostering a responsible and inclusive business environment.

The social pillar is particularly relevant to Small and Medium Enterprises (SMEs) as they often operate within local communities and have a direct impact on the people and societies they interact with. By actively managing their social impact, SMEs can build stronger relationships with stakeholders, enhance their reputation, and contribute to sustainable development.

SMEs can address the social pillar of ESG through various initiatives. For instance, they can prioritize fair and inclusive employment practices, such as offering equal opportunities, promoting diversity, and ensuring safe and healthy working conditions. SMEs can also engage in community development by supporting local initiatives, contributing to charitable causes, and fostering positive relationships with neighboring communities.

Furthermore, SMEs can integrate responsible supply chain management practices, such as ensuring ethical sourcing, promoting fair trade, and minimizing negative impacts on human rights and labor conditions. They can also prioritize customer satisfaction by delivering quality products or services, ensuring data privacy and security, and promoting transparency in business operations.

In summary, the social pillar of ESG is highly relevant to SMEs as it guides them in managing their social impact and fostering responsible business practices. By prioritizing fair employment, community development, responsible supply chain management, and customer satisfaction, SMEs can contribute positively to society, build trust with stakeholders, and enhance their long-term sustainability.

Explain the importance of social responsibility in building a sustainable and ethical business.

Social responsibility plays a crucial role in building a sustainable and ethical business. Here are the key reasons why it is important:

4. *Enhancing reputation and trust: Engaging in socially responsible practices demonstrates a commitment to ethical behavior and sustainability. These builds trust among stakeholders, including customers, employees, investors, and the wider community. A positive reputation for social responsibility can differentiate a business from competitors and attract loyal customers who align with its values.*
5. *Stakeholder satisfaction: Socially responsible businesses prioritize the well-being of their stakeholders, including employees, customers, suppliers, and local communities. By considering their interests and needs, businesses can foster positive relationships, leading to increased loyalty, customer satisfaction, and improved stakeholder engagement.*
6. *Mitigating risks and ensuring long-term viability: By proactively addressing social issues, businesses can identify and mitigate risks that could impact their operations. This includes factors such as labor rights violations, environmental concerns, human rights abuses, or reputational damage. Taking social responsibility into account helps businesses anticipate and adapt to changing societal expectations and regulatory requirements, safeguarding their long-term viability.*

Key Learnings and Takeaways from the Role Play Activity:

- Enhanced understanding of the ethical issue: The role play activity provided participants with a deeper understanding of the ethical issue at hand, such as inclusion, gender pay gap, or other relevant topics. By assuming different roles and engaging in discussions, participants gained insights into the complexities and challenges involved in addressing these issues.
- Perspectives and empathy: Through the role play, participants were able to see the situation from various perspectives, including those of different stakeholders. This experience fostered empathy and a greater appreciation for the diverse viewpoints and considerations involved in ethical decision-making.
- Collaboration and problem-solving: The role play activity encouraged collaboration and problem-solving among participants. By engaging in discussions, negotiation, and decision-making, participants explored strategies, shared ideas, and developed actionable solutions to address the ethical issue.
- Importance of proactive action: The role play highlighted the significance of proactive action in addressing ethical dilemmas. Participants recognized the value of taking steps

to prevent issues, such as implementing policies, providing support, and fostering a culture of inclusivity, rather than solely reacting to problems after they arise.

- Role of social responsibility: The role play activity underscored the importance of integrating social responsibility into business practices. It emphasized that considering the ethical implications and impacts on stakeholders is crucial for maintaining trust, reputation, and long-term viability.

Emphasizing the Importance of Integrating Social Responsibility into Business Practices for SMEs:

Integrating social responsibility into business practices is essential for SMEs. It promotes ethical behavior, enhances reputation, and establishes a competitive advantage in the marketplace. By prioritizing social responsibility, SMEs can benefit in the following ways:

1. Enhanced reputation and customer loyalty: Embracing social responsibility builds trust and credibility among customers, leading to increased loyalty and positive brand perception. SMEs that prioritize ethical practices and demonstrate a commitment to social and environmental concerns can differentiate themselves and attract like-minded customers.

2. Attraction and retention of talent: Social responsibility is a key consideration for employees, particularly the younger generation. By demonstrating a commitment to social and environmental issues, SMEs can attract and retain top talent who value purpose-driven work and seek employers aligned with their values.

3. Risk mitigation and resilience: Integrating social responsibility into business practices helps SMEs identify and mitigate potential risks. By adhering to ethical standards and proactively addressing social and environmental concerns, SMEs can minimize legal, reputational, and operational risks, ensuring long-term resilience.

4. Access to new markets and partnerships: Demonstrating social responsibility opens doors to new markets and partnerships. SMEs that embrace sustainability, diversity, and community engagement are more likely to collaborate with like-minded organizations, expand their network, and access new customer segments.

5. Positive community impact: By integrating social responsibility into their operations, SMEs can make a positive impact on the communities they operate in. Supporting local initiatives, providing fair employment opportunities, and contributing to social and economic development contribute to a more inclusive and prosperous society.

6. *Attracting and retaining talent: Employees are increasingly seeking purpose-driven organizations that prioritize social responsibility. By integrating social responsibility into their business practices, companies can attract and retain top talent. Employees are more likely to be engaged and motivated when they feel their work contributes to a greater social impact, leading to increased productivity and loyalty.*
7. *Contributing to sustainable development: Socially responsible businesses have the potential to make a positive impact on society and the environment. By adopting sustainable practices, such as reducing carbon emissions, conserving resources, supporting local communities, and promoting fair labor practices, businesses can contribute to sustainable development goals, help address social and environmental challenges, and create a more equitable and inclusive society.*
8. *Regulatory compliance and risk management: Many jurisdictions require businesses to meet specific social responsibility standards and report on their sustainability efforts. By integrating social responsibility into their operations, businesses can ensure compliance with regulations and minimize legal and reputational risks.*

In summary, integrating social responsibility into business practices is crucial for SMEs. It not only aligns with ethical principles but also brings potential benefits such as enhanced reputation, talent attraction, risk mitigation, market access, and positive community impact. By prioritizing social responsibility, SMEs can contribute to a more sustainable and ethical business landscape.

Training Activity 9: Governance Quiz (University of Galway) - Gamification

Aim and objectives of training activity

The aim of this activity is to bring in a funny atmosphere, the importance of investing in governance within the context of ESG. An online quiz, using a gamified tool such as Mintimeeter or Kahoot can be used to facilitate the experience. The moderator can also decide to have the questions presented in the Power point if it suits him better. .

Content of training activity

The moderator may opt to form duos or trios to respond to the question. But the quiz can be played individually. This quiz can be adapted later to less experienced audiences to create awareness and engage relevant people within the SME to understand why ESG is important. In this activity we will focus on the governance area.

To support this activity, you need phones or computers and a data show to present the questions and possible answers.

This activity will take 35 minutes. The plan is:

- Present the site and code the participants will need to participate in the game. 2 minutes will be necessary to get the phones or computer connected to the platform (if Mentimeter or Kahoot to be used).
- (+2) for possible division into groups, to create a more competitive environment. If this is the case, please separate the groups with people from different countries.
- 25 minutes presenting and responding to the questions.
- 6 minutes of discussion and appreciation.

Let's get started! Present the following rules for the team:

1. If you are using online tools, explain that although the questions will appear online, the phones and computers will only show the possible answers.
2. The participants do not have to include their real name on the tool.
3. Enjoy the journey!

The overall plan is:

- Present the site and code the participants will need to participate in the game. 2 minutes will be necessary to get the phones or computer connected to the platform (if Mentimeter or Kahoot to be used).

- (+2) for possible division into groups, to create a more competitive environment.

If this is the case, please separate the groups with people from different countries.

- 25 minutes presenting and responding to the questions.
- 6 minutes of discussion and appreciation.

Let's get started! Present the following rules for the team:

1. If you are using online tools, explain that although the questions will appear online, the phones and computers will only show the possible answers.
2. The participants do not have to include their real name on the tool.
3. Enjoy the journey!

Quiz: ESG Governance

(Is everyone awake kind of question to start ;)

Q1. What does "ESG" stand for?

a) Economic, Social, and Governance

b) Environmental, Sustainability, and Governance

c) Ethical, Sustainable, and Governance

d) Environmental, Social, and Governance

Q2. What is the purpose of an ESG governance framework for SMEs?

a) To enhance stakeholder engagement

b) To manage environmental risks and opportunities

c) To ensure ethical business practices

d) All of the above

Q3. True or False: Governance practices are only relevant for large corporations and do not apply to SMEs.

Q4. Which of the following is NOT a component of governance within the ESG framework?

a) Board composition and structure

b) Executive compensation

c) Environmental management systems

d) Risk management and oversight

Q5. True or False: Good governance practices can help mitigate reputational and regulatory risks for organisations.

Q6. What is the purpose of the "G" in ESG?

a) To improve transparency and accountability in decision-making
b) To promote diversity and inclusion in the workforce
c) To ensure compliance with environmental regulations
d) To reduce carbon emissions and ecological footprint

Q7. Which of the following is an example of a governance metric that can be used to evaluate companies' ESG performance?
a) Carbon emissions reduction targets
b) Ratio of independent directors on the board
c) Number of employee training hours on diversity and inclusion
d) Renewable energy consumption goals
(Question to bring some fun to the environment)
Q8. What fictional character would make the best ESG governance committee member?
a) Tony Stark (Iron Man)
b) Hermione Granger (Harry Potter)
c) Captain Jack Sparrow (Pirates of the Caribbean)
d) Wonder Woman

Q9. What is the role of the board of directors in ESG governance for SMEs?
a) Ensuring compliance with environmental regulations
b) Overseeing social impact initiatives
c) Setting strategic goals and objectives
d) All of the above

Q10. True or False: In SMEs, it is not necessary to engage employees and stakeholders in ESG initiatives.

Q11. How can SME leaders promote good governance within their organisations?
a) Encouraging diversity and inclusion in decision-making processes
b) Establishing clear lines of accountability and transparency
c) Implementing effective risk management systems
d) All of the above

Q12. True or False: ESG governance is solely focused on financial performance and does not consider social and environmental factors.

Q13. What are some potential benefits of implementing strong governance practices for SMEs in relation to ESG?
a) Enhanced reputation and stakeholder trust
b) Improved access to capital and investment opportunities
c) Increased operational efficiency and cost savings
d) All of the above

Q14. True or False: Integrating ESG considerations into the company's mission and values is one step to ensure that ESG governance remains an ongoing priority to SMEs.

Q15. What are some key indicators or metrics that SMEs can use to assess their ESG governance performance?
a) Employee turnover rate
b) Number of regulatory violations
c) Board diversity and independence
d) All of the above

Q16. How can SME leaders foster a culture of accountability within their organisations?
a) Setting clear expectations and performance metrics
b) Providing training and development opportunities
c) Encouraging open and transparent communication
d) All of the above

Q17. True or False: ESG governance is a one-time exercise and does not require ongoing monitoring and improvement.

Q18. How can SMEs engage with external stakeholders to enhance their ESG governance practices?
a) Participating in industry associations and initiatives
b) Collaborating with suppliers and customers on sustainability initiatives
c) Seeking feedback and input from local communities
d) All of the above

Q19. In the context of ESG governance, what does "SME" stand for?
a) Sustainable Management Enterprises
b) Socially Minded Entities
c) Small and Medium Enterprises

d) Sustainable Manufacturing Excellence

Q20. Which song best represents the spirit of ESG governance?
a) "We Are the Champions" by Queen
b) "Imagine" by John Lennon
c) "Respect" by Aretha Franklin
d) "Don't Stop Believin'" by Journey

Q1. d) Environmental, Social, and Governance

Q2. d) All of the above

Q3. False

Q4. c) Environmental management systems

Q5. True

Q6. a) To improve transparency and accountability in decision-making

Q7. b) Ratio of independent directors on the board
Q8. b) Hermione Granger (Harry Potter)

Q9. d) All of the above

Q10. False

Q11. d) All of the above

Q12. False

Q13. d) All of the above

Q14. True

Q15. c) Board diversity and independence

Q16. d) All of the above

Q17. False

Q18. d) All of the above

Q19. a) "We Are the Champions" by Queen

Q20. c) Small and Medium Enterprises

Training Activity 10: Who is Who? (SGS) – Role Playing

Aim and objectives of training activity

Role-playing is an active learning technique in which a situation that represents real life is simulated. Students/participants can learn difficult concepts by simulating a scenario where they must apply those concepts.

The supervisor provides the information that each student needs about the different characters that act in the representation. During role-play, students interact with each other, taking on the role and perspectives of the characters to understand their motivations, interests, and responsibilities.

Why is Role – Playing considered as a didactic strategy?

It is possible to conceive the game as a learning tool after analysing the way in which it influences the participants. Therefore, the use of these activities inside and outside the classroom is basically due to the following factors:

- It turns out to be a form of entertainment, so learning is obtained consequently.
- It maintains the interest and motivation of the players for the activity and for the topic to be treated.
- The game demands active participation, so those involved need the need to be attentive at each stage.

Any new technique or strategy that is conferred the character of educational resource is because it is a useful means for the transmission of information, or it facilitates the learning process of people.

In the case of role play in the classroom both aspects are fulfilled, and helps to promote in a great way the skills and abilities of students such as:

Promotes creativity and imagination
It is a way of introducing participants to a fictional world, with situations that they must know how to represent. Of course, we can use different images or videos as a support to explain it properly, although the great weight of all the action will depend on the assertive communication and imagination of the participants.

Develops decision-making skills
When we play a role-playing game in the classroom, each participant will have to play a different role in the game, so they will be making the decisions for their character. These decisions will not have access in the real world but will serve to face the adventure while the dynamic lasts.

Along with the options chosen, they must be put before the situations that could come with the passage of the activity. It may seem like something without much importance, but this can help participants learn to choose wisely or meditate before performing any action in real life.

Responsibility
This activity encourages participants to be responsible and know how to make favourable decisions both for oneself and for the group in general, which favours cooperative learning.

Participants should know that everything that happens in the role play in the classroom will depend on the decisions they make during it and must face the positive or negative consequences of them.

Teamwork
We commented that scientists have largely studied these activities in different fields of society. This has helped to identify and raise enrichment for cooperation and teamwork of those involved in these activities.

In the role-playing game all participants collaborate and put their skills into action to achieve a certain end. This type of activity favours learning to work as a team to want to participate in this activity. And cooperative work is something they will not only experience during classroom role play, but in the real life of students/participants.

In this role-playing game: WHO IS WHO? the situation arises in which a group of professionals face the writing/verification and dissemination of an ESG sustainability report of an SME, particularly the Governance section. And how the exchange of the information presented by the EGS report (Governance pillar) is carried out between the different actors and the interpretation according to the role of each participant.

Through this activity, participants/professionals who play the following roles: SME workers (employees, managers), customers/investors, suppliers, verifiers, regulators, or any other stakeholders relevant to the scenario):

- They will learn to collaborate with other roles to create the ESG report (section G), they will be able to identify the challenges encountered by the role they themselves interpret and the needs of the roles played by the rest of the participants/peers.
- They will be able to identify what kind of qualitative information and what quantitative parameters measure the performance of a company with respect to the risks, opportunities and strategies that frame the Governance pillar.
- They will learn to identify which person(s) have the information needed to write the ESG report (section G).
- They will be able to create an information flowchart to generate the content of the ESG report (section G).

They will know how to interpret and what information is relevant for each of the roles (SME workers (employees, managers), customers, investors, suppliers, verifiers, regulators) the information that is collected and published in the ESG report (section G).

Content of training activity
The role-playing game: WHO is WHO? is a type of training exercise that has been created within the framework of the MESS4GE Project of the ERASMUS+ program.
This training activity will be used to train employees of SMEs and consultants in the drafting of the ESG report, this activity will be tested in the LLTA scheduled for its realization next October in Italy.
Among all participants, the ESG report, particularly the GOVERNANCE section for publication, of a bakery products manufacturing SME with 175 workers will be developed.

PHASES OF ROLE-PLAYING: WHO is WHO? (40 minutes)

[A] SIMULATION OF THE REAL SITUATION

First, the person who moderates (responsible for training) presents the dynamics of ROLE-PLAYING: WHO is WHO? (2 minutes)

"Among all participants the ESG report will be developed, in particular, the GOVERNANCE section for publication, of an SME manufacturing bakery product. To do this, it is necessary to compile a series of qualitative information and quantitative parameters that make up the ESG report, particularly the GOVERNANCE section.

Then I am going to give you a folder with two sheets on the first sheet indicates the description of your role and with the information that each role has or with the information that that role needs. And on the second sheet a blank information flowchart is presented, each participant must identify the role of each of the other participants from whom he has asked for the information he needs and place him in a box that corresponds to him in the diagram. "

[B] ROLE ASSIGNMENT

The person who moderates (responsible for the training), distributes the folders among the attendees, here the different roles are presented, in each one the type of information available is presented and has to write down who requests it and what they use it for. On the other hand, you indicate the information you need and what you need it for, and you have to write down who is given this information and why you have it.

Each participant/group of participants will read Sheet 1 and ask the questions to the person in charge of the training, in case they have any doubts about the role assigned to them. (If there are more roles than students, the coordinator assumes the roles not covered by the students. In the case of having more students than roles, groups of participants will be formed under the same role. (2 minutes).

SHEET 1

ROLE 1: ESG report writer (governance section)/ SME employee/external consultancy
Type of information I have:
Before starting the writing: I do not have information, I need to inform myself about the

Write down who needs the information I have (identify which role requests the information I have) and what to use it for:
Type of information I need:
Write down who has the information I need, (Identify which role has the information I need) and why they have this information:

ROLE 2: Person responsible for the management of the company
Type of information I have:
Write down who needs the information I have (identify which role requests the information I have) and what to use it for:
Type of information I need:
Write down who has the information I need, (Identify which role has the information I need) and why they have this information:

ROLE 3: Provider
Type of information I have:
Write down who needs the information I have (identify which role requests the information I have) and what to use it for:
Type of information I need:
Write down who has the information I need, (Identify which role has the information I need) and why they have this information:

ROLE 4: External auditor
Type of information I have:
Write down who needs the information I have (identify which role requests the information I have) and what to use it for:
Type of information I need:
Write down who has the information I need, (Identify which role has the information I need) and why they have this information:

ROLE 5: Regulatory body
Type of information I have:
Write down who needs the information I have (identify which role requests the information I have) and what to use it for:

Type of information I need:
Write down who has the information I need, (Identify which role has the information I need) and why they have this information:

ROLE 6: Client
Type of information I have:
Write down who needs the information I have (identify which role requests the information I have) and what to use it for:
Type of information I need:
Write down who has the information I need, (Identify which role has the information I need) and why they have this information:

ROLE 7: Investor
Type of information I have:
Write down who needs the information I have (identify which role requests the information I have) and what to use it for:
Type of information I need:
Write down who has the information I need, (Identify which role has the information I need) and why they have this information:

[C] IMPLEMENTATION OF THE ROLE-PLAY

During the session, two roles will collaborate to pool and exchange information presented in Sheet 1. Each role will contribute and complete their respective Sheet 1 based on the information provided by the other role. The interviews between the roles will have a duration of 4 minutes each, resulting in a total of 28 minutes dedicated to this information-sharing process. This structured approach ensures that both roles have the opportunity to exchange knowledge, perspectives, and insights, fostering a comprehensive understanding and enhancing the quality of information on Sheet 1. (28 minutes)

1. Who is Who: 1-2; 3-4; 5-6; 7-moderator
2. Who is Who: 1-3, 2-4; 5-7; 6-moderdor
3. Who is Who: 1-4; 2-3; 5-Moderator; 6-7
4. Who is Who: 1-5, 2-6; 3-7; 4-Moderator
5. Who is Who: 1-6; 2-5; 3-Moderator; 4-7
6. Who is Who: 1-7; 2-Moderator; 3-5; 4-6

7. Who is Who: 1-moderator; 2-7; 3-6; 4-5

During the session, the moderator will take on the responsibility of creating a visual representation of the information flow between the different roles. This flow diagram will be drawn either on a physical board or displayed on the moderator's computer screen, which will then be projected onto the room screen for everyone to follow along. This visual aid will help participants better understand and visualize the connections and interactions between the various roles involved, facilitating a clearer comprehension of the overall process.

[D] SHARING THE INFORMATION FLOW DIAGRAM

To conclude the role-playing exercise, the information flow diagram will be shared among the completed roles. The moderator will provide an explanation of how information is transferred between the different actors in the scenario. This step ensures that all participants gain a clear understanding of the interconnectedness and communication channels between the various roles. By visualizing the information flow, participants can grasp the dynamics and processes involved in sharing information effectively within the context of the role-playing scenario. (5 minutes)

[E] CONCLUSIONS

Assessment of each role of the degree of difficulty in obtaining the information related to the ESG report (section G).

		Degree of difficulty in obtaining the information related to the ESG report (section G).				
		very little	Little	stocking	loud	very high
ROLE 1	*ESG report writer (governance section)/SME employee/external consultancy*					
ROLE 2	*Person responsible for the management of the company*					
ROLE 3	*Supplier*					

ROLE 4	*External auditor*					
ROLE 5	*Regulatory body*					
ROLE 6	*Customer*					
ROLE 7	*Investor*					

Training Activity 11: Vallerie Patisserie– Case Study

Aim and objectives of training activity

Participants will immerse themselves in the case study, exploring the detrimental effects of bad governance practices exhibited by the characters in the accompanying video. Key themes include the lack of integrity, self-serving behaviours, and disregard for the well-being and rights of employees and stakeholders.

To facilitate learning, participants will engage with the case study through a documentary video that prompts them to answer thought-provoking questions. This approach allows them to delve into the various layers of bad governance and uncover the underlying motivations behind the actions of the individuals involved. Through subsequent discussions, participants can explore the complexities surrounding the issue, examining potential solutions on both a macro and micro level, including actions that individuals can take.

The case study activity is designed to foster group discussions, enabling participants to share their insights and reflections. By doing so, the activity indirectly emphasizes the crucial importance of integrating personal responsibility into business practices. Ultimately, the aim is to equip small and medium-sized enterprises (SMEs) with an active learning experience, enabling them to comprehend that ethical behaviour cannot be taken for granted in the world of business. Additionally, the case study highlights the significance of cultivating an ethical culture within the company to ensure responsible conduct across the organization.

Content of training activity:

Materials

- 1 Question card: Questions to identify key aspects of the video relative to governance and ethics
-
- 1 Informative reflection card: Guidelines

Questions to be answered

What type of business was Patisserie Valerie?
a. Clothing retailer
b. UK cafe and bakery chain
c. IT consulting firm
d. Car manufacturing company

What is the main lesson to be learned from the Patisserie Valerie case?
a. Expansion isn't always a safe strategy
b. Oversight of a company's finances is not crucial
c. Governance and transparency are vital for business success
d. External auditors cannot always detect financial discrepancies

What was the main problem that Patisserie Valerie encountered?
a. Rapid expansion
b. Conflicts of interest
c. Financial difficulties
d. High competition

What was the impact of these undisclosed financial difficulties?
a. Increased profits
b. Improved customer satisfaction
c. A substantial financial discrepancy
d. A rise in share prices

Who was scrutinized for their oversight of Patisserie Valerie?
a. External auditors
b. Competitors
c. Whistleblowers
d. Patisserie Valerie employees

Why did the chairman of Patisserie Valerie come under scrutiny?
a. For his excellent leadership skills
b. For his strong financial background
c. For his significant financial interests in the business
d. For his charitable contributions

Who was criticized for failing to detect the financial discrepancies?
a. Board of directors
b. Patisserie Valerie customers
c. Media outlets
d. The whole company

What was the consequence of Patisserie Valerie's ambitious expansion strategy?
a. It improved the company's financial situation
b. . It worsened the company's reputation
c. It worsened the company's financial situation
d. It led to decreased customer satisfaction

What is the key issue related to transparency in the Patisserie Valerie case?
a. Clarity of cake ingredients
b. Financial statement accuracy
c. Employee training programs
d. Bad antibribery policy

What role did external auditors play in this case?
a. They were commended for their thoroughness
b. They were blamed for the financial issues
c. They were not involved
d. They were responsible for rapid expansion that worsened the company's position

Case study text

Patisserie Valerie, a beloved UK cafe and bakery chain, was a staple on high streets across the country, known for its delectable pastries, cakes, and coffee. The company's journey began in 1926 when it was founded in London. Over the decades, it grew into a well-recognized brand, delighting customers with its delicious offerings.

However, the company's image was shattered when it faced a severe crisis in recent years. What made the situation even more shocking was that this was a business that had enjoyed a positive reputation and customer loyalty for many years.

The heart of the issue lay in financial difficulties that were not adequately disclosed to shareholders, regulators, and the general public. This lack of transparency led to financial problems. Patisserie Valerie's balance sheet did not reflect the actual state of its finances, which eventually came to light in a scandal that sent shockwaves through the business world.

The governance of the company also came under scrutiny. The chairman of Patisserie Valerie, Luke Johnson, who was known for his significant financial interests in the business, faced questions about his role in overseeing the company's operations. The board of directors, responsible for guiding the company's strategic decisions and financial health, was also criticized for its oversight.

Moreover, the external auditors, who were supposed to ensure the accuracy of the financial statements and identify any irregularities, were under the spotlight for their inability to detect the financial discrepancies. This raised broader concerns about the effectiveness of external audits.

In addition to financial issues, Patisserie Valerie had pursued an ambitious expansion strategy, aiming to open more stores across the UK. Unfortunately, this strategy ultimately worsened the company's financial situation, rather than achieving the expected growth and profitability.

The Patisserie Valerie scandal serves as a cautionary tale in the business world, highlighting the importance of governance, transparency, and accountability for the long-term success and sustainability of any company. The case demonstrates that even a well-established and cherished brand can face significant challenges when sound governance practices are not upheld.

Informative reflection card: The participants in this last subtask after they fill in the question card should reflect and discuss the issues regarding the inducement of the situation in terms of governance and ethics and figure out ways to prevent such incidents in their own SMEs by different measures, in different levels (corporate policy, individual responsibility). They can split in two or more groups to discuss more effectively. (10 min)

Reflection card

Discuss how can one address in an SME similar issues like Lack of transparency, conflict of interest, failure of oversight, culture of silence, inadequate regulatory oversight. Think about measuring compliance with which policies and which indexes if measured properly underscore the SME's dedication to responsible and accountable business practices.

- **Lack of transparency**

Answer:

Indicative answers: 1)Code of conduct /Ethics, 2)Anti-Corruption Policy, 3)Internal Audit Policy, 4)Risk Management Policy

- **Conflict of Interest**

Answer:

Indicative answers: 1)Protection of Whistle-Blowers Policy, 2)Independent directors

- **Failure of Oversight**

Answer:

Indicative answers: 1)External audit policies, 2) Supplier Relationship Management and Sustainability Strategy, 3)Due diligence procedures

- **Culture of Silence**

Answer:

Indicative answers: 1)Protection of Whistle-Blowers Policy

- **Inadequate Regulatory Oversight(Internal and External)**

Answer:

Indicative answers: 1)Competent board of directors with different expertise, 2)Internal and external audit policies , 3)Risk management system, 4)Implementation of management systems, 5)ESG reporting

Extra video: https://www.youtube.com/watch?v=wzicXbnmllc
This video is about cultivating individual responsibility and moral compass. (7min)
Total Duration: Approximately 35min

Training Activity 12: The Governance Brainstorming – Brainstorming (SAE-EPE)

This brainstorming activity aims to educate adults about the governance pillar of ESG (Environmental, Social, Governance) and the benefits of its implementation within the framework of SMEs. The central goal is to highlight the importance of ethical practices, responsible governance, and effective management in the business environment, with a focus on SMEs. The objective is to enhance awareness and understanding of these issues, encouraging participants to integrate governance principles into their business strategies.

Focusing on the governance pillar of ESG, some key issues that need to be considered when implementing these principles in businesses are outlined:

1. Ethical and Governance Issues:
    - How the company ensures transparency and accountability in its governance structure.
    - How principles of responsible governance can be integrated into business decisions.
2. Risk Management:
    - How uncertainties arising from governance decisions are addressed.
3. Board Diversity and Inclusion:
    - How a company ensures diversity on its board and creates an inclusive decision-making environment.
4. Corporate Governance:
    - How the company manages its governance structure and decision-making processes.
5. Seeking Professional Advice:
    - How entrepreneurs manage uncertainty and seek advice when facing governance challenges beyond their capabilities.
6. Implementation of ESG Principles:
    - How the governance principles of businesses (ESG) are applied in decision-making processes.

These issues provide a fundamental framework for developing and strengthening a corporate culture that promotes ethical behavior, responsible governance, and long-term prosperity, contributing to the reputation and success of the business.

Brainstorming activities have been established as a powerful brainstorming tool for adults, providing a multitude of benefits that contribute to enhancing their skills and knowledge. They encourage experiential and active learning, allowing for the practical application of knowledge and skills. Additionally, they strengthen problem-solving skills, promote communication skills, and contribute to teamwork while simultaneously fostering creativity and innovation.

This brainstorming activity offers an experiential learning experience that is not only enjoyable but also transcends the daily routine of the participants. It allows them to focus on real-life scenarios, generate ideas collaboratively, and possibly overcome concerns or hesitations in a supportive environment.

This activity serves as an effective bridge between theoretical concepts and practical application. It enables flexibility and efficiency in the ideation process, making the experience both effective and enjoyable, aligning it with specific brainstorming objectives. This flexibility and effectiveness make brainstorming activities an invaluable tool in various educational settings.

“Alpha.Com”: the scenario

Alpha.Com is a company with 100 employees, crafted a deceptive image of a thriving enterprise by presenting significant amounts at the treasury through forged certificates and banking records. Simultaneously, they created misleading sales records through circular transactions, primarily involving related companies. The manipulated financial data led to an increase in the stock value, which the shareholders then sold, reaping profits. Furthermore, there are suspicions that they conducted stock transactions through third parties.

This would not have been possible without a fully controlled environment by the CEO and his family, and an entirely inactive board of directors. Several board members did not participate in a single meeting. Although the law stipulates that the Governance Committee must be independent of the Board of Directors, in the Alpha.Com audit committee, the CEO's father-in-law was appointed as the head by the Board of Directors, who happened to be a dentist by profession and lacked the necessary financial knowledge to fulfill his duties. His daughter, the CEO's spouse and among the company's founders, also served as the head of the Corporate Affairs department.

After the scandal was exposed, the audit report by an independent auditing firm revealed emails from company executives indicating intervention by the management to present the company's financials much better than the reality.

As stated in the report, until the second fortnight of June 2018, the functioning of the audit committee was deemed inadequate, as meeting minutes were not kept until then. Therefore, there is no evidence that the committee was indeed meeting and functioning.

Auditors further noted that from January 2017 to May 2018, some members of the audit committee abstained from all 41 sessions that had taken place. In support of this, the report notes that the actual remuneration of the board members (excluding any additional benefits) from the company's expenses during the period 2012-2014 was higher than the amounts approved for allocation by the annual general meetings of shareholders: by €2.3 million in 2012, €512,000 in 2013, and €505,000 in 2014.

Beyond the above, it was found that a member of both the Board of Directors and the audit committee had entered into a contract with the company, receiving an annual remuneration of €300,000 without obtaining the required legal approval for providing strategic advisory services.

There is no doubt that the malpractices in the company were related to a practically nonexistent corporate governance system, which would have enforced independence between the Board of Directors and the president, and the members of the Audit Committee, prohibiting conflict of interest by setting safeguards for the protection of shareholders, employees, and the wider community.

Key Topics to be Addressed

During this brainstorming activity focusing on the governance pillar of ESG within the context of Alpha.Com, several key topics should be addressed to facilitate a comprehensive discussion. These topics aim to explore and develop strategies for strengthening corporate governance and addressing the identified issues. Here are the key discussion topics:

1. **Corporate Governance Structure:**
    - Assess the current structure of the board of directors and its effectiveness.
    - Discuss the importance of an independent and diverse board.
2. **Role of the CEO and Family Influence:**
    - Examine the role of the CEO and the extent of family influence in decision-making.
    - Evaluate the potential conflicts of interest arising from family members holding key positions.
3. **Audit Committee Independence:**
    - Discuss the necessity of an independent audit committee.
    - Explore ways to ensure the independence and competence of committee members.
4. **Transparency and Financial Reporting:**
    - Address the issues related to manipulated financial statements.
    - Brainstorm ways to enhance transparency in financial reporting.
5. **Remuneration Practices:**
    - Evaluate the company's remuneration practices, especially for board members.
    - Discuss the alignment of executive compensation with company performance.
6. **Functioning of Committees:**
    - Examine the adequacy and functioning of the audit committee.
    - Propose improvements in the committee's oversight and reporting mechanisms.

7. **Preventing Insider Trading:**
    - Discuss measures to prevent insider trading and unauthorized stock transactions.
    - Explore ways to enhance controls over stock-related activities.
8. **Strengthening the Role of the Governance Committee:**
    - Discuss strategies for strengthening the role of the Governance Committee.
    - Explore mechanisms for ensuring the committee's independence.
9. **Legal and Regulatory Compliance:**
    - Evaluate the company's compliance with legal and regulatory requirements.
    - Discuss ways to enhance compliance and mitigate legal risks.
10. **Whistleblower Protection:**
    - Explore the effectiveness of existing whistleblower protection mechanisms.
    - Discuss improvements to encourage reporting of unethical practices.
11. **Corporate Social Responsibility (CSR):**
    - Discuss the integration of CSR principles into the company's governance framework.
    - Explore ways to align governance practices with social and environmental responsibility.
12. **Long-Term Sustainability:**
    - Discuss strategies for ensuring the long-term sustainability of the company.
    - Explore governance practices that contribute to both financial success and social responsibility.

These topics provide a starting point for a comprehensive brainstorming session, allowing participants to share insights and develop actionable strategies for addressing governance issues within Alpha.Com.

Guidelines for Trainers

During the brainstorming session, the trainer should adhere to the following steps to ensure an effective and engaging simulation:

1. **Providing General Information:**

- Begin by offering participants a clear overview of the purpose and structure of the brainstorming activity.
- Introduce the context of the governance issues at Alpha.Com and the goal of collectively generating solutions.

2. **Role Assignment:**
   - Identify three participants to take on active roles in the brainstorming session.
   - Roles could include a governance expert, a representative from Alpha.Com's management, and a neutral facilitator.

3. **Issuing Instructions:**
   - Distribute instructions to each participant, clarifying their roles and emphasizing the importance of open collaboration.
   - Encourage participants to think creatively and contribute ideas without judgment.

4. **Discussion and Analysis:**
   - Facilitate a dynamic discussion where participants actively brainstorm potential solutions to the governance issues identified in the scenario.
   - Encourage players to explore the consequences of different solutions and analyze how each decision could impact the company.

5. **Timeline:**
   - Allocate a total of 60 minutes for the entire session:
     - 30 minutes for the brainstorming gameplay.
     - 30 minutes for the analysis and discussion of generated ideas.

6. **Call for Participation:**
   - Invite all team members and observers to actively engage in the post-brainstorming discussion.
   - Task observers with noting both verbal and non-verbal communication during the meeting.

7. **Conclusion and Next Steps:**
   - Conclude the session by summarizing key insights and highlighting the most promising governance solutions.

- Discuss potential next steps for Alpha.Com based on the generated ideas and encourage ongoing collaboration among participants.

By following these guidelines, the trainer can effectively guide the brainstorming activity, fostering creativity, collaboration, and meaningful discussions around governance issues within Alpha.Com.

Expected outcomes

Here are the expected outcomes associated with each specific objective:

Objective 1: Understanding Corporate Governance Structure

Expected Outcome: Participants will assess the current structure of Alpha.Com's board of directors and understand its effectiveness in promoting responsible governance. The outcome is an enhanced awareness of the strengths and weaknesses in the existing governance structure.

Objective 2: Emphasizing the Importance of Independence and Diversity

Expected Outcome: Participants will discuss the significance of having an independent and diverse board and explore ways to enhance these characteristics for better governance. The expected outcome is a collective understanding of the impact of independence and diversity on decision-making and corporate responsibility.

Objective 3: Analyzing CEO and Family Influence

Expected Outcome: Participants will examine the role of the CEO in decision-making and evaluate potential conflicts of interest arising from family members holding key positions. The expected outcome is a clearer understanding of the potential risks associated with family influence and steps to mitigate such risks.

Objective 4: Promoting Independent Audit Committees

Expected Outcome: Participants will discuss the necessity of an independent audit committee, exploring ways to ensure independence and competence among committee members. The expected outcome is a commitment to establishing or reinforcing the independence of the audit committee to enhance financial oversight.

Objective 5: Enhancing Transparency in Financial Reporting

Expected Outcome: Participants will address issues related to manipulated financial statements at Alpha.Com and brainstorm ways to enhance transparency in financial reporting. The expected outcome is the development of strategies to improve financial reporting practices, fostering trust among stakeholders.

Objective 6: Evaluating Remuneration Practices

Expected Outcome: Participants will evaluate Alpha.Com's remuneration practices, especially for board members, and discuss the alignment of executive compensation with company performance. The expected outcome is a set of recommendations for fair and performance-aligned remuneration practices.

Objective 7: Improving Committee Functionality

Expected Outcome: Participants will examine the adequacy and functioning of the audit committee at Alpha.Com, proposing improvements in oversight and reporting mechanisms. The expected outcome is a list of actionable improvements to enhance the effectiveness of committee functions.

Objective 8: Preventing Insider Trading

Expected Outcome: Participants will discuss measures to prevent insider trading and unauthorized stock transactions at Alpha.Com, exploring ways to enhance controls over stock-related activities. The expected outcome is a set of preventive measures and improved controls to mitigate the risk of insider trading.

Objective 9: Strengthening Governance Committee

Expected Outcome: Participants will discuss strategies for strengthening the role of the Governance Committee at Alpha.Com and explore mechanisms to ensure its independence. The expected outcome is a strengthened Governance Committee with clear responsibilities and independence.

Objective 10: Enhancing Legal and Regulatory Compliance

Expected Outcome: Participants will evaluate Alpha.Com's compliance with legal and regulatory requirements, discussing ways to enhance compliance and mitigate legal risks. The expected outcome is an improved understanding of legal obligations and a plan for enhanced compliance.

Objective 11: Improving Whistleblower Protection

Expected Outcome: Participants will explore the effectiveness of existing whistleblower protection mechanisms at Alpha.Com and discuss improvements to encourage reporting of unethical practices. The expected outcome is a strengthened whistleblower protection system and increased willingness to report unethical practices.

Objective 12: Integrating CSR Principles

Expected Outcome: Participants will discuss the integration of CSR principles into Alpha.Com's governance framework, exploring ways to align governance practices with social and environmental responsibility. The expected outcome is a roadmap for integrating CSR principles into governance, promoting ethical business practices.

Objective 13: Ensuring Long-Term Sustainability

Expected Outcome: Participants will discuss strategies for ensuring the long-term sustainability of Alpha.Com, exploring governance practices that contribute to both financial success and social responsibility. The expected outcome is a set of sustainable governance practices that align with the company's long-term goals and societal well-being.

Methodology for "Alpha.Com" Training Activity (One-Hour Simulation)
Introduction:

7. **Purpose and Context (5 minutes):**
    - Provide participants with an overview of the training activity.
    - Introduce the scenario of Alpha.Com and its governance challenges.
    - Emphasize the goal of collectively generating solutions to address governance issues.

8. **Role Assignment (5 minutes):**

- Identify three participants: a governance expert, a representative from Alpha.Com's management, and a neutral facilitator.
- Distribute role instructions to participants, highlighting the importance of collaboration and creative thinking.

Brainstorming Session: 3. **Discussion and Analysis (30 minutes):**

- Facilitate an interactive discussion where participants actively brainstorm solutions to the identified governance issues.
- Encourage creativity and open collaboration among participants.
- Allow each role to contribute unique perspectives: the governance expert analyzing, the Alpha.Com representative providing context, and the facilitator guiding the discussion.

9. **Time Management (5 minutes):**
   - Allocate a total of 60 minutes for the entire session.
   - Spend 30 minutes on the brainstorming gameplay.
   - Reserve the remaining 30 minutes for analyzing and discussing generated ideas.

Post-Brainstorming Discussion: 5. **Call for Participation (10 minutes):**

- Invite all participants and observers to actively engage in the post-brainstorming discussion.
- Encourage team members to share insights, ask questions, and provide feedback on generated ideas.
- Task observers with noting both verbal and non-verbal communication during the discussion.

10. **Conclusion and Next Steps (5 minutes):**
    - Summarize key insights and highlight the most promising governance solutions.
    - Discuss potential next steps for Alpha.Com based on the generated ideas.
    - Encourage ongoing collaboration among participants for continued problem-solving.

Expected Outcomes:

- **Understanding Corporate Governance Structure:**

- Enhanced awareness of strengths and weaknesses in the existing governance structure.

- **Emphasizing the Importance of Independence and Diversity:**
    - Collective understanding of the impact of independence and diversity on decision-making and corporate responsibility.
- **Analyzing CEO and Family Influence:**
    - Clearer understanding of potential risks associated with family influence and steps to mitigate such risks.
- **Promoting Independent Audit Committees:**
    - Commitment to establishing or reinforcing the independence of the audit committee to enhance financial oversight.
- **Enhancing Transparency in Financial Reporting:**
    - Development of strategies to improve financial reporting practices, fostering trust among stakeholders.
- **Evaluating Remuneration Practices:**
    - Recommendations for fair and performance-aligned remuneration practices.
- **Improving Committee Functionality:**
    - Actionable improvements to enhance the effectiveness of committee functions.
- **Preventing Insider Trading:**
    - Set of preventive measures and improved controls to mitigate the risk of insider trading.
- **Strengthening Governance Committee:**
    - Strengthened Governance Committee with clear responsibilities and independence.
- **Enhancing Legal and Regulatory Compliance:**
    - Improved understanding of legal obligations and a plan for enhanced compliance.
- **Improving Whistleblower Protection:**
    - Strengthened whistleblower protection system and increased willingness to report unethical practices.
- **Integrating CSR Principles:**
    - Roadmap for integrating CSR principles into governance, promoting ethical business practices.
- **Ensuring Long-Term Sustainability:**

- Set of sustainable governance practices aligning with the company's long-term goals and societal well-being.