



**ISORESS**

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

## **I05 - Curriculum for Trainers**

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

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Intellectual Output 5  
*Curriculum for Trainers*

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## 1. Executive summary

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

CSR and sustainable development are not only innovative for entrepreneurs but also for many education providers in Europe. This is the reason why ISORESS provides tailor-made training materials for trainers in adult education and vocational education, in particular trainers for entrepreneurship.

The training course will enable them to teach and train the target group of entrepreneurs based on up-to-date contents and resources.

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

This document is the common European ISORESS curriculum for trainers in English, however, there are adjusted, national curricula, taking into account the country specificities for the project countries Poland, Germany, Spain, North Macedonia and Greece in national language.

## 2. Methodology and Aims

The ISORESS *Curriculum for Trainers* is divided into following main learning units:

- Induction course (online) / Introduction (in-class)
- ICT, e-learning and b-learning
- Focus on learners: psychology and soft skills
- Intercultural communication
- CSR and SD for trainers
- Revision (online) / Consolidation / Mini project (in-class)

The ISORESS learning units for trainers will cover all these topics.

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

Basically, the *Curriculum for Trainers* is allocated on Level 5 of the EQF (European Qualifications Framework), which contains the following descriptors<sup>1</sup>:

<b>Knowledge</b>	<b>Skills</b>	<b>Competences (Responsibility and autonomy)</b>
Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

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

### 3. Part AT: In-class training for trainers (8 hours)

<b>ISORESS – Curriculum for Trainers – In-class training</b>	
<b>Main contents</b>	<ul style="list-style-type: none"> <li>▪ Unit AT0 Introduction (1 hour)</li> <li>▪ Unit AT1 ICT, e-learning and b-learning (1 hour)</li> <li>▪ Unit AT2 Focus on learners: psychology and soft skills (1 hour)</li> <li>▪ Unit AT3 Intercultural communication (1 hour) (1 hour)</li> <li>▪ Unit AT4 CSR and SD issues (2 hours)</li> <li>▪ Unit ATC Consolidation / Mini project (2 hours)</li> </ul>
<b>Target Group</b>	trainers in adult education and vocational education, trainers for entrepreneurship
<b>Prerequisites</b>	didactic skills, adult trainers
<b>Duration</b>	8 hours in-class training
<b>Methodology</b>	presentations, exercises, group work, discussion, role-play
<b>Evaluation</b>	consolidation, revision, mini-project
<b>EQF Level</b>	5
<b>ECTS</b>	2 (in total, including the 42-hour online-learning)

## UNIT ATO

### Introduction

#### IN-CLASS

Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee trainer will ...</b>		
<b>recognise</b> course components and ISORESS intellectual outputs.	<b>build</b> relations with other course participants'.	<b>reflect</b> on their teaching practice /professional career.
	<b>be able to find</b> where particular contents of the course are presented.	<b>share</b> some teaching experience with other participants.

## UNIT AT1

### ICT, e-learning and b-learning

#### IN-CLASS

Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee trainer will...</b>		
<b>differentiate</b> between different learning methodologies.	<b>tackle</b> the risks each methodology implies.	<b>decide on</b> using innovative methods to subjects that do not have a direct link to technology (environmental, social, CSR).
<b>identify</b> the benefits and advantages of each methodology and teaching using ICT.	<b>use</b> ICT tools to enhance intercultural dialogue and understanding.	<b>enhance</b> motivation through the use of ICT in the face to face classroom.
<b>list</b> the risks and challenges of each methodology.	<b>choose</b> the best methodology depending on the needs of the target group.	<b>design</b> an appropriate training depending on the methodology chosen.
	<b>use</b> ICT tools in a learning context (web 2.0 tools), in the virtual and face to face classroom.	<b>adopt</b> the best role as trainer according to the training delivery model.

## UNIT AT2

### Focus on learners: psychology and soft skills

#### IN-CLASS

Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee trainer will ...</b>		
distinguish hard from soft skills.	perceive and make good use of the essential parts of the classification of soft skills.	realise the impact of psychology on people's productivity and mindset.
classify soft skills according to common elements.	integrate the "Keys" mentioned in every skill.	focus on empathy for others and its value among peers and partners.
recognise soft skills that refer to psychology.	conduct self evaluation and self observation.	realise the importance of self esteem and integral acknowledgement in career achievement.
learn how to improve his/her role inside a team.	create a strong teamwork spirit for himself/herself and for others too.	transform this knowledge and skills to an efficient teamwork play.



## UNIT AT3

### Intercultural communication

#### IN-CLASS

Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee trainer will ...</b>		
<b>understand</b> the foundational concepts of culture.	<b>utilize</b> his/her own understanding of culture.	better <b>communicate</b> with people belonging to different cultures.
<b>understand</b> the dynamics that influence human interaction and communication across cultures.	<b>recognize</b> cultural variations in communication styles.	<b>assess</b> the risk of clashes due to intercultural misunderstanding.
<b>be aware</b> of both visible and non-visible components of culture.	<b>analyze</b> how categories of cultural values might underlie different behaviours.	<b>become</b> more empathetic and inclusive of the culturally 'other'.

## UNIT AT4

### CSR and SD issues

#### IN-CLASS

Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee trainer will...</b>		
<b>recognise</b> good practices related to different dimensions of CSR and Environment as well as Sustainable Development.	<b>adapt</b> the activities to the needs of the students.	<b>show</b> confidence to support CSR and SD issues to others.
<b>understand</b> the structure of the course for entrepreneurs.	<b>distinguish</b> which activities should be taught for each occasion, related to CSR and SD.	<b>disseminate</b> CSR and SD to stakeholders.
<b>relate</b> Sustainable Development goals to CSR dimensions.	<b>analyse</b> texts related to EU regulations and interpret it in particular national context.	

## UNIT ATC

### Consolidation / Mini-project

#### IN-CLASS

Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee trainer will ...</b>		
	<b>identify</b> learner's and trainer's profile .	<b>design</b> their own learning activity related to CSR and SD.
	<b>choose</b> the contents to be taught and <b>compile</b> necessary material.	<b>develop</b> classroom scenario taking into account target group, their background and attitude.
	<b>describe</b> group's characteristics (motivation, social background, expectations) etc...	<b>find solutions</b> to increase participants' motivation.
		<b>foresee</b> potential problems which may arise during introduction of the activity and <b>suggest</b> solutions.

## Part BT: Online training for trainers (42 hours)

<b>ISORESS – Curriculum for Trainers – Online training</b>	
<b>Main contents</b>	<ul style="list-style-type: none"> <li>• Unit BT0: Induction course (8 hours)</li> <li>• Unit BT1: ICT, e-learning and b-learning (6 hours)</li> <li>• Unit BT2: Focus on learners: psychology and soft skills (4 hours)</li> <li>• Unit BT3: Intercultural communication (4 hours)</li> <li>• Unit BT4: CSR and SD for trainers (18 hours)</li> <li>• Unit BTR: Revision (2 hours)</li> </ul>
<b>Target Group</b>	trainers in adult education and vocational education, trainers for entrepreneurship
<b>Prerequisites</b>	didactic skills, adult trainers
<b>Duration</b>	42 hours online training
<b>Methodology</b>	exercises, case studies/good practice, videos
<b>Evaluation</b>	revision after each unit
<b>EQF Level</b>	5
<b>ECTS credits</b>	2 (in total, including the 8-hour in-class-training)

## **CONTENTS OF THE ONLINE COURSE**

### **UNIT BT0**

#### **Induction course**

#### **ONLINE**

Section BT0_1	ISORESS - <i>Course for entrepreneurs</i> components
Section BT0_2	ISORESS – <i>Handbook for Trainers</i>
Section BT0_3	ISORESS – <i>CSR and SD</i>

## **UNIT BT1**

### **ICT, e-learning and b-learning**

#### **ONLINE**

Introduction BT1

Section BT1\_1      Blended learning in depth

Section BT1\_2      Role of the tutor

Section BT1\_3      ICT tools

Section BT1\_4      *Moodle* in depth

Revision BT1

## **UNIT BT2**

### **Focus on learners: psychology and soft skills**

#### **ONLINE**

Introduction BT2

Section BT2\_1      Self-knowledge

Section BT2\_2      Confidence - Self-esteem

Section BT2\_3      Emotional intelligence

Section BT2\_4      Conflict management

Section BT2\_5      Communication

Section BT2\_6      Team work

Revision BT2

## **UNIT BT3**

# **Intercultural communication**

## **ONLINE**

Introduction BT3

Section BT3\_1 Cultural awareness and norms

Section BT3\_2 Prejudices and stereotypes

Section BT3\_3 Intercultural verbal and non-verbal communication

Section BT3\_4 Time perception

Section BT3\_5 Cultural incidents

Revision BT3



## **UNIT BT4**

### **CSR and SD for trainers**

#### **ONLINE**

Introduction BT4

Section BT4\_1

Environment

Section BT4\_2

Fair Operating Practices

Section BT4\_3

Consumer Issues

Section BT4\_4

Community involvement and Development

Section BT4\_5

Human Rights

Section BT4\_6

Labour Practices

Revision BT4

## **UNIT BTR**

### **Revision**

### **ONLINE**

Section BTR\_1

Quiz

Section BTR\_2

Case studies

## UNIT BT0

### Induction course

### ONLINE

Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee trainer will ...</b>		
<i>list</i> all <i>Intellectual outputs</i> of ISORESS project, their objective and major contents.	<i>select</i> material and types of activities.	<i>demonstrate</i> willingness to teach CSR and SD related issues.
<i>recognise</i> basic concepts of CSR, SD, particular areas and their significance in business.	<i>develop</i> learner's profile.	<i>search</i> for some practical solutions related to the management of the training course.
<i>recognise</i> basics of methodology for running the course.		<i>show</i> interest in CSR and SD related issues.
<i>identify</i> and characterise target group of learners.		<i>decide on</i> the best way of delivering the course contents.
<i>identify</i> some problems which may arise during course implementation.		

## UNIT BT1

### ICT, e-learning and b-learning

#### ONLINE

Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee trainer will .....</b>		
<b>name</b> some of the most common websites dedicated to teaching on-line.	<b>use</b> ICT tools in a learning context (web 2.0 tools), in the virtual and face to face classroom.	<b>promote</b> creativity through the use of digital tools.
<b>compare</b> different online tools for introducing teaching content.	<b>use</b> ICT tools to enhance intercultural dialogue and understanding.	<b>decide on</b> using innovative methods to subjects that do not have a direct link to technology (environmental, social, CSR).
<b>recognise</b> the basic tools for searching content, creating photos and videos.	<b>select</b> among all the model's methodologies offer.	<b>enhance</b> motivation through the use of ICT in the face to face classroom.
<b>recognise</b> tools on the Moodle platform.	<b>communicate</b> through different digital tools and portals.	<b>edit</b> content as trainer in on-line learning platforms.
<b>mention</b> the different blended learning models.	safely <b>use</b> on-line materials taking into account licenses and GRDP.	<b>create</b> on-line content that may substitute the in-class traditional learning.
<b>understand</b> the requirements of each methodology. and target group.	<b>use</b> different digital devices and formats as supportive tools to the training.	<b>choose</b> the best evaluation or assessment methods for the training developed.

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<p><b>identify</b> the different steps of implementation of a learning methodology.</p>		<p>proactively <b>participate</b> in different portals.</p>
<p><b>acknowledge</b> different Learning Management Systems.</p>		<p><b>use</b> trustworthy sources, platforms, forums and networks.</p>
<p><b>list</b> the necessary requirements for each methodology and model.</p>		

## UNIT BT2

### Focus on learners: psychology and soft skills

#### ONLINE

Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee trainer will ...</b>		
<b>define</b> self-knowledge, emotional intelligence and social skills.	<b>estimate</b> his/her emotional intelligence.	<b>manage</b> his/her emotions during social interactions in the workplace.
<b>understand</b> emotions and their role in everyday life.	<b>take action</b> to control his/her emotions.	<b>handle-understand</b> circumstances in the workplace that are related to emotions.
<b>discover</b> tips in order to improve communication	<b>communicate</b> in an appropriate, adequate, respectful and clear way.	<b>detect</b> and <b>use</b> appropriate resources needed in specific moments.
<b>realise</b> the importance of teamwork	<b>work effectively</b> within a team.	<b>clearly express</b> his/her opinion with respect to others.

## UNIT BT3

### Intercultural communication

#### ONLINE

Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee trainer will...</b>		
<b>see</b> the need and importance of learning and exploring intercultural communication	<b>improve</b> awareness of own cultural background and how that impacts their values, beliefs, and assumptions.	<b>develop</b> an awareness of own cultural identities and an appreciation for others'.
<b>interpret</b> cultural differences in verbal and nonverbal communication.	<b>identify</b> some and is aware that misunderstandings can occur based on cultural differences in verbal and nonverbal communication.	better <b>communicate</b> in an intercultural environment and deal with a multicultural classroom.
<b>recall</b> that people have negative attitudes and what is meant by prejudice and stereotypes.	<b>identify</b> own and others' stereotypical and prejudicial <b>attitudes</b> .	<b>address</b> stereotypes and understand cultural identity.
<b>define</b> the complexity of culture.	<b>identify</b> cultural incidents and know how to deal with them.	<b>employ</b> strategies to improve intercultural communication in order to avoid cultural



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		incidents.
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## UNIT BT4

### CSR & SD for trainers

### ONLINE

Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee trainer will ...</b>		
<b>recognise</b> all activities developed for entrepreneurs in the in-class and online <i>Training for entrepreneurs</i> .	<b>adapt</b> the activities to the trainees' needs.	<b>develop</b> own teaching material in the field of CSR and SD.
<b>recognise</b> major official documents on CSR and SD issued by national and European Union authorities/institutions.	<b>illustrate</b> what CSR and SD is using active methods.	actively <b>support</b> learners when solving CSR and SD based problems.
<b>list</b> major areas discussed in the training and corresponding fields: <i>Environment/Sustainable development</i> <i>Fair Operating Practices</i> <i>Consumer Issues</i> <i>Community involvement and Development</i> <i>Human Rights</i> <i>Labour Practices</i>	<b>distinguish</b> which activities should be taught for each occasion, related to CSR and SD.	<b>search</b> for additional material related to CSR and SD online (continuous learning).
<b>define</b> major concepts and ideas related to CSR and SD.		<b>search</b> for sources of CSR and SD knowledge in case of doubts / controversy.
<b>classify</b> different types of activities within the major areas of CSR and SD.		actively <b>update</b> knowledge on CSR and SD.

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<p><b>illustrate</b> many CSR and SD practices using real life examples.</p>		<p><b>disseminate</b> ideas of CSR and SD to entrepreneurs.</p>
<p><b>distinguish</b> between CSR, non-CSR and formal/legal requirements regarding some business practices.</p>		<p><b>show</b> confidence to support CSR and SD issues.</p>
<p><b>identify</b> and list competencies and skills related to CSR and SD which an entrepreneur needs.</p>		

## UNIT BTR

### Revision

### ONLINE

Knowledge	Skills	Responsibility and autonomy
<b>After this Unit the trainee trainer will ...</b>		
consolidate knowledge from all course components.		identify and solve basic problems and dilemmas related to teaching entrepreneurs.
		show understanding of group complexity and consider it when delivering the course.