

BEST

*boosting environmental
and social topics*

BEST PROGRAMME CATALOGUE

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GENERAL INFORMATION

What is BEST (Boosting Environmental and Social Topics)

A project to help companies taking their first steps in the transition towards sustainability.

To guide them towards the right approach and support them in finding the tools best suited to their needs.

What is NOT BEST

BEST training program is not a certification. It can be the step before.

Aim of BEST

To have a clearer idea of what sustainability is really about, how it can affect (negatively and positively) a company, how it can be managed from different perspectives and with different approaches. BEST would like to help European companies to reflect and better understand how a transformative approach is what we need to be really effective on sustainability and how it could also be powerful in terms of business.

BEST training target(s)

Enterprises and companies that want to begin to do something on sustainability, but still do not have a clear picture of the topic or do not have a clear idea of the approach they want, nor instruments and tools to use.

Multiplier event of
the European project
Erasmus+ BEST





The BEST proposal:

5 modules of training to be seen as a start-kit. To have the main basic concepts of the problems we are globally facing and more specifically companies are facing. The challenges; the root causes of the problems; some alternative existing approach already used and concretized by companies. Basic concepts and frameworks to understand how to bring impact management and conduct an impact assessment in the company.

5 modules to have a complete picture of what it would mean, from the approach, to the tools. To have a clearer idea of which approach better suits your company or enterprise and from where to start.

5 modules to already start engaging your collaborators on the topic. From the preliminary survey and interviews we have conducted, we had confirmation from entrepreneurs that one of the key factor is the involvement and engagement of the collaborators. We believe that a successful approach to sustainability can be put in place only having an active and propositive involvement of the collaborators of the company. That's why we propose to deliver the BEST training to the greatest possible number of the collaborators of the company, to have them on board on the topic from day 1.

That's the reason why we have created 5 modules with a mix of informative and technical contents that can be tailored to be delivered from workers to managers, with a simplified and compelling language, with didactic games and . Our suggestion is to deliver the training to everyone, but considering business continuity needs, different solutions can be agreed with each company.

Who is behind the BEST project

BEST is a training project which creation has been co-funded by Erasmus+ Programme of European Union.

The project has been executed by four partners:

- AIPEC
- AMU
- Ku Leuven University
- Starkmacher

Disclaimer on BEST training program and materials

BEST formation is intended to ideally be for each and every company of the Earth. Even if the main concepts contained in the training can be adapted to companies of different sectors and dimensions, a clear understanding of the needs, desires and context of the company that would like BEST training to be delivered is required.

The materials are open and free, available upon requirements at the contacts...





MODULE 1

THE SUSTAINABLE
DEVELOPMENT CHALLENGE



Type: Compulsory
Expected Duration: 4 hours
Author of the Module: Marta Avesani

Aims



The aims of Module 1 are:

- to raise awareness on glocal societal challenges;
- to know and understand the concept of sustainable development and its interconnection with business and the economy;
- to explore the Business Case for sustainability and new Business Models which put sustainability and the common good at the core of business activity;
- to foster business model transformations towards ethic and purpose-driven businesses through raising employees' awareness.





Course content



1.1 Major glocal crises and challenges I

The section presents both symptomatic crises (climate crisis, ecosystemic crisis, inequalities, ...) and the deeper crisis related to "common good sense loss" which originates all other crises. Environmental, social and economic crises are presented in a continuum underlying interdependencies among systems. Both historic series and future scenarios are provided for several topics.

1.2 Introduction to sustainability and the 2030 Agenda I

Sustainable Development is presented as a model trying to combine human development for all within planetary boundaries. In presenting both Sustainable Development and the 2030 Agenda an ecosystemic approach is used stressing the fundamental role of natural capital and the biosphere also for meeting socio-economic goals.

1.3 Business Sustainability I

The role of business in sustainability is reflected by stressing that companies are both part of the problem, put at risk and can be part of the solution. The EU definition of CSR is given together with a critical review of business sustainability typologies in order to provoke participants on the deep sense of doing business and its effectiveness in the sustainability challenge. The 3 main business cases for sustainability are listed with several examples. In the last part of the section the focus is made on new business models and legal frameworks that put sustainability and the common good at the core of doing business.



Learning outcomes

After completing this unit participants should know and be able:

- recognise some major societal global sustainability challenges and business positive and negative impacts on them;
- know the concepts of interdependency, intragenerationality and intergenerationality, sufficiency, efficiency and effectiveness related to Sustainable Development and the relationship between environmental, social and economic dimensions of sustainability and to correctly apply those concepts in their professional and personal life to shape their decisionmaking;
- be able to critically analyze different options and ask themselves sound questions in their own sector (i.e. choice of suppliers, development of new products and services, ...) for a decision-making based on sustainability and the common good;
- be aware of the different approaches to business sustainability and of sustainable business models in order to understand where their own organization stands on these matters and to plan and take part in its sustainability-oriented evolution according to their own roles.



Mode of delivery (face-to-face / distance learning etc.): face-to-face or distance synchronous learning.



Prerequisites and co-requisites: no prerequisites.



Planned learning activities and teaching methods:

3 Learning areas:

- cognitive
- socio-emotional
- behavioral

3 learning approaches combined together:

- lecture (definitions, facts and figures, examples)
- games and experiences
- meta-games and meta-cognition (Self and collective reflection on what has been played / experienced to examine oneself opinions and oneself acknowledge patterns of thoughts).



Recommended reading to enter the topic:

Meadows, D., & Randers, J. (2012). *The limits to growth: the 30-year update*. Routledge.



Assessment methods and criteria:

Satisfaction survey post-module; results of the meta-games and the collective reflection during the module.



Language: Module materials in English or Italian.



MODULE 2

ROOT CAUSES – AN OVERVIEW
OF ECONOMIC HISTORY

Type: Compulsory
Expected Duration: 4 hours
Author of the Module: Luca Guandalini

Aims



The aims of Module 2 are:

- to create a basic knowledge of History of the economic thought, referred to the aim and object of Economics (and consequently of Economy): from the beginning, through the major changes and why;
- to know and understand what Economics currently measures and what not;
- get to know the Happiness Paradox, the effects and side-effects of what it is not properly considered in economic metrics;
- to raise awareness on the effects of economic thought on our daily life;
- to get the feeling of the complexity of the number of variables in unsustainability problems and how many interlinks they have.



Course content



2.1 Outlines of History of Economic Thought I

What is the Economy and which are the objectives and the purpose of Economics? In order to give a proper answer, an historical overview of the occurred changes in economic thought is useful to understand the “root causes” of current unsustainability.

2.2 Happiness Paradox and implications I

Easterlin’s Paradox clearly underline the difference between Economics assumptions and the reality of people’s life. Reasoning about it and about the theories proposed to explain the paradox is useful for reasoning about the root causes of the current problems in the economic system. The first step to plan possible solutions.

2.3 Mapping the (Un)Sustainability I

Through a simplified version of System Thinking and Problem Trees analysis, the participants will be guided in the mapping of a defined situation, trying to track down all the variables involved and their interlinks.



Learning outcomes

After completing this unit participants should know and be able:

- to have a basic knowledge about how objective and purpose of Economics have changed in history and how powerful the implications can be on our lives;
- be aware of how deeply everyone is impacted by the Economy and Economics;
- know what current economic metrics measure and what not (and implications)
- be more aware of the concepts of interdependency, intragenerationality and intergenerationality, sufficiency, efficiency and effectiveness related to Sustainable Development and the relationship between environmental, social and economic dimensions of sustainability seen in the first module and applied in a concrete case in this second module.



Mode of delivery (face-to-face / distance learning etc.): face-to-face or distance synchronous learning.



Prerequisites and co-requisites: Module 1.



Planned learning activities and teaching methods:

3 Learning areas:

- cognitive
- socio-emotional
- behavioral

3 learning approaches combined together:

- lecture (definitions, facts and figures, examples)
- games and experiences
- meta-games and meta-cognition (self and collective reflection on what has been played / experienced to examine oneself opinions and oneself acknowledge patterns of thoughts).



Recommended reading to enter the topic:

Bartolini S. (2010), *Manifesto per la felicità - come passare dalla società del ben-avere a quella del ben-essere*. Donzelli Editore (English: *Manifesto for happiness*)

Meadows, Donella (2008). *Thinking in Systems*

Sandel M. (2012), *What money can't buy: The moral limits of markets*.



Assessment methods and criteria:

Satisfaction survey post-module; results of the meta-games and the collective reflection during the module



Language: Module materials in English or Italian



MODULE 3

ALTERNATIVES TO OVERCOME
PREVIOUS ECONOMIC
PARADOXES



Type: Compulsory

Expected Duration: 4 hours

Author of the Module: Luca Guandalini

Aims



The aims of Module 3 are:

- to know about the existence of the paradigm of Civil Economy: how it was born before the classical economics, why it was misknown for long time and understand how it can propose interesting points to answer to the paradoxes seen in module 2;
- get to know some examples of concretization of Civil Economy, such as Economy of Communion and Economy for the Common Good: different approaches under the same paradigm;
- to reason about the common point of the different approaches presented and what is needed to have a real transformative approach;
- discover the importance of purpose for which we operate in our organization and how to keep coherence with it, it can bring (and keep) transformation to the organization.



Course content



3.1 The paradigm of Civil Economy I

Elements of history and main concepts of Civil Economy, from its foundation in the mid of 18th century, up to the present day. How Civil Economy can be seen as an alternative paradigm, for a changing of view: starting from the aim and anthropological view, to the object of study. From the role of the market and the others, to a different conception of happiness.

3.2 Examples of concretization of Civil Economy I

Concrete examples of how the concepts of Civil Economy have been put into practice in various contexts. Two specific examples that would be explored in detail are the Economy of Communion (EoC) and the Economy for the Common Good (ECG). Participants would gain an understanding of the key principles and practices of these approaches and how they have been implemented in different countries around the world. Other examples of organizations that align with the Civil Economy paradigm, and their origins in different countries, would also be explored.

3.3 The purpose I

The EoC and ECG approaches and some examples of business cases, The importance of the purpose of an organization in order to have and keep a real and solid transformative approach that can generate positive impact, exceeding (without excluding them) monetary results. Exercise of application in groups to identify concrete steps from purpose to action.



Learning outcomes

After completing this unit participants should know and be able:

- to understand how a different view of Economy is required to overcome current economic paradoxes, restoring some of the elements of economic thought lost in time;
- to understand through the EoC and ECG approaches and the provided examples, how a different economic view can find concretization in different ways;
- be aware of the importance of the purpose to start and keep focus in a real transformative approach;
- to get the idea of how it looks like passing from the purpose and changes we want to see to planning the actions to achieve them.



Mode of delivery (face-to-face / distance learning etc.):

face-to-face or distance synchronous learning.



Prerequisites and co-requisites:

Module 1 and 2.



Planned learning activities and teaching methods:

3 Learning areas:

- cognitive
- socio-emotional
- behavioral

3 learning approaches combined together:

- lecture (definitions, facts and figures, examples)
- games and experiences
- meta-games and meta-cognition (self and collective reflection on what has been played / experienced to examine oneself opinions and oneself acknowledge patterns of thoughts).



Recommended reading to enter the topic:

Chouinard Y. (2016), *Let my people go surfing. Philosophy of a rebel entrepreneur.*

Bruni, L., & Zamagni, S. (2004). *The "Economy of Communion": Inspirations and Achievements.*

Felber, Christian (2010). *Economy for the Common Good.*

Raworth, Kate (2017). *Doughnut Economy.*

Academic paper:

Bartolini S.; Saracino F. (2021), *Happier and Sustainable. Possibilities for a post-growth society*, Department of Economics University of Siena 855, Department of Economics, University of Siena.



Assessment methods and criteria:

Satisfaction survey post-module; results of the meta-games and the collective reflection during the module.



Language: Module materials in English or Italian.



MODULE 4

MANAGING THE IMPACT

Type: Compulsory

Expected Duration: 4 hours

Author of the Module: Alexis Versele & Lucie Evers

Aims



The aims of Module 4 are:

- providing definition and understanding of what social impact is and understanding in a practical way how can be managed by an organization;
 - facing the social impact management as the most difficult aspect of ESG to monitor and measure;
 - understanding the connection between ESG measurement methods and outcomes and the scope of the focus of the organization;
 - systematize what started to see in practice during the first 3 modules, in order to give the correct place to each required activity in the 5+1 cycle
- for impact management framework. Both with theoretical and practical approach;
- through examples and published case studies understanding the difference between linear thinking and system thinking and how this last one can bring to more reliable results.



Course content

4.1 Why Social Impact Management

Definition and understanding the relevance for the public. Harder than environmental impact to monitoring and measuring correctly, is still a requisition for ESG criteria and may help to improve also on environmental impacts.

4.2 The 5+1 steps of cycle for impact management

Step 0 - Motivation: values and policies. It all starts with values and policies which need to be translated into a framework, strategy, and toolbox;

step 1 - Problems: challenges and assumptions. To analyze complex problems such as the sustainability challenge brings to us, non-linear thinking, broadening the scope

in time, space, and to other stakeholders are required for an adequate analysis. The problem tree and ISO 2006 are two of the tools used, which are useful for this purpose;

step 2 - Transition: System Thinking and Theory of Change. System thinking seems to lead to more sustainable and intentional outcomes. Theory of Change is used to model, design, and evaluate social impact;

step 3 - Stakeholders: Chart & Sphere of influence. A map of stakeholders always has a particular focus and is a dynamic instrument that needs to be created involving relevant stakeholders;

step 4 - Changes: Vision and (Social) Business Model Canvas. It's important to know the relationship between the mission and how the operations contribute to the mission. An exercise has been created to help

select actions to optimize the outcome of the process;

step 5 - Measuring: Measurement and validation. To define the impact indicators, actions need to be clearly defined and categorized under the relevant impact category. The next step is to define the indicators for measurement and assure the possibility of collecting qualitative data.

4.3 Workshop on 5+1 steps of cycle for impact management

To practically understand what is seen in theory during the module.

Learning outcomes



Upon completion of this module, learners will be able to:

- define social impact and understand the importance of social impact management for an organization. Recognize the challenges of monitoring and measuring social impact, and understand its strategic relevance;
- understand the connection between ESG measurement methods and outcomes, and how they relate to the organization's focus;
- systematize the knowledge gained from the previous three modules and apply it to the 5+1 cycle for impact management framework;
- have experienced application of non-linear thinking to analyze complex sustainability problems, and utilize tools such as the problem tree and ISO 2006 for this purpose;
- understand the principles of system thinking and theory of change, and how it would look like to apply them to model, design, and evaluate social impact;
- understand the relationship between an organization's mission and its operations, and optimize actions to achieve the desired outcomes;
- apply the knowledge gained through the workshop on the 5+1 cycle for impact management to practically understand the theory taught during the module.



Mode of delivery (face-to-face / distance learning etc.): face-to-face or distance synchronous learning.



Prerequisites and co-requisites: Module 1-3 strongly suggested as prerequisites.



Planned learning activities and teaching methods:

3 Learning areas:

- cognitive
- socio-emotional
- behavioral

2 main learning approaches:

- lecture (definitions, facts and figures, examples)
- workshop(s) of experimentation(s)

Methodology note on workshop 4: Module 4 collects and systematizes what is exposed on macro level on the first 3 modules, bringing all more in practice at organizational level and adding actions for management (mod. 4) and assessment (mod.5), and providing an overall view with the management cycle. A single workshop for module 4 containing all the phases would be too heavily loaded with concepts and content. For practical reasons,

it is recommended to 'spread' the content over several workshops, depending on the organization's ability to absorb the content and its willingness to implement it



Recommended reading to enter the topic:

Golin, E, & Parolin, G. (2006). *4 Rainbow Score®: A Strategic Approach for Multi-dimensional Value.*

Stroh, David Peter (2015). *Systems Thinking for Social Change*

EVPA : <https://www.evpango/>

Benoît, Catherine, Mazijn, Bernard, United Nations Environment Programme, CIRAI, Interuniversity Research Centre for the Life Cycle of Products, P. and Services, & Canadian Electronic Library. (2009). *Guidelines for social life cycle assessment of products.* United Nations Environment Programme



Assessment methods and criteria:

Satisfaction survey post-module; results of the collective reflection during the module (theoretical part) and of the different workshops of the module (practical part).



Language: Module materials in English.



MODULE 5

IMPACT ASSESSMENT



Type: Compulsory

Expected Duration: 4 hours

Author of the Module: Cihan Kayacetin; Lucie Evers & Alexis Versele

Aims



The aims of Module 5 are:

- to provide adequate knowledge and tools for the disposal of 'social managers' who aims for initiating a social change in their professional environments;
- to provide available definitions for what social impact may mean for different stakeholders;
- increase awareness of the several benefits for a company to measure and be aware of their social impacts;
- broach the impact management with special focus on social impact seen as the most challenging and strategic aspect of the impact to manage;
- to provide a brief overview and comparison of available frameworks (with specific references to Social Impact Management - Module 4) and a proposal for measuring social impact on an organizational (and on product) level.

Course content



5.1 Why an assessment/ measurement is necessary?

(Re-)focus on the benefits of impact management (and in particular of social impact management), understanding how measurement is crucial to monitor and keep focus on the aspect.

5.2 State of the art of literature on impact assessment

(With specific references to Social Impact Management - Module 4). An analysis of frameworks for social impact assessment by approach and focus of selected frameworks is provided.

5.3 Frameworks overview

ECG, EoC and sLCA are compared according to:

- coverage of stakeholders categories;
- availability of impact categories;
- emerging focus on product or organizational level;

Based on the analysis, a proposal for measuring social impact on an organizational (and on product) level is provided.

5.4 Frameworks overview

- Goal and scoping
- Selection of stakeholders and impact categories
 - > Workshop format (Tool I)
- Social Impact Assessment (Calculate sheet - Tool II)
- Data sources



Learning outcomes

Upon completion of this module, learners will be able to:

- identify the various definitions of social impact from different stakeholders' perspectives;
- appreciate the benefits of measuring and being aware of an organization's social impacts;
- compare and contrast available frameworks for social impact assessment;
- be aware of the different focus of analyzed frameworks such as ECG, EoC, and sLCA, according to their different coverage of stakeholder categories, availability of impact categories, and focus on product or organizational level;
- understand the methodology for conducting an Impact Assessment, including goal and scoping, selection of stakeholders and impact categories and data sources;
- apply the methodology to conduct an Impact Assessment to a real-life scenario through the workshop;
- synthesize and communicate the findings and recommendations of the Impact Assessment to relevant stakeholders.



Mode of delivery (face-to-face / distance learning etc.): face-to-face or distance synchronous learning



Prerequisites and co-requisites: Modules from 1 to 4 prerequisites.



Planned learning activities and teaching methods:

3 Learning areas:

- Cognitive
- Socio-emotional
- Behavioral

2 learning approaches combined together:

- Lecture (definitions, facts and figures, examples)
- Workshop(s) of experimentation(s)



Recommended reading and other learning resources to enter the topic:

Walker, A. M., Opferkuch, K., Roos Lindgreen, E., Simboli, A., Vermeulen, W. J. V., & Raggi, A. (2021). *Assessing the social sustainability of circular economy practices: Industry perspectives from Italy and the Netherlands. Sustainable Production and Consumption*, 27, 831–844. <https://doi.org/10.1016/j.spc.2021.01.030>

Focus on frameworks:

Blachfellner, M., Drosig-Plöckinger, A., Fieber, S., Hofielen, G., Knakrügge, L., Kofranek, M., Koloo, S., Loy, C., Rüter, C., Sennes, D., Sörgel, R., & Teriete, M. (2017). *Full Balance Sheet 5.0*. Publisher: The Matrix DevelopmentTeam
Publisher: Matrix Development Team.

Golin, E., & Parolin, G. (2006). *4 RainbowScore®. A Strategic Approach for Multi-dimensional Value*.

Iso. (2017). *Using ISO 26000:2010 in management systems IWA 26:2017(E) ii* COPYRIGHT PROTECTED DOCUMENT. www.iso.org

UNEP. (2015). *Guidance on Organizational life cycle assessment*. www.lifecycleinitiative.org

UNEP. (2020). *Guidelines for Social Life Cycle Assessment of Products and Organizations*, United Nations Environment Programme.

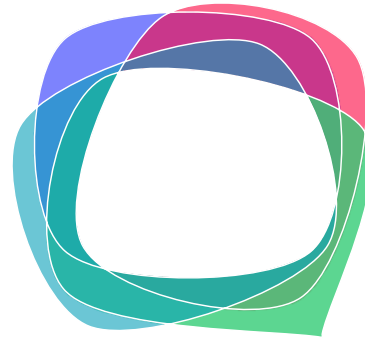


Assessment methods and criteria:

Satisfaction survey post-module; results of the collective reflection during the module (theoretical part) and of the different workshops of the module (practical part);



Language: Module materials in English.



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