The personal facilitator survey and curriculum

Project number 2015-1-CZ01-KA202-014013

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PANEVĖŽIO DARBO RINKOS
MOKYMO CENTRAS

Index

The factory can not look only to the index of profits. It must distribute wealth, culture, services, democracy. I think the factory for the people, not the people for the factory

Adriano Olivetti

About project and partners

1

PerVET project aims to contribute to the increasing labor relevance of VET provision and reducing skill mismatches between the labor market and VET.

The project outlines the opportunities that an alliance between VET learning and training agencies and labor market can offer.

PerVET project defines a new professional - the personal facilitator - a high-skilled person who, inside private companies and public bodies, empowering and working on his/her basic and transversal skills (communication in the mother and foreign languages; digital competence; mathematical competence and basic competences in science and technology; learning to learn; interpersonal, intercultural and social competences and civic competence; sense of initiative and entrepreneurship; cultural expression) can help both working people and companies to reach two strategic results:
1. improving the quality of working environment and the quality of services;
2. improving the quality of workers' lives (above all women in their reconciliation of work and family lives).

A new curriculum designed in this project is highly advocated to head off the emerging needs of market and people, and capable of meeting the challenges of a "non-stop changing job" framework.

The project has been designed and implemented by three organizations representing a multi sectorial partnership:
1. a VET provider, Viesoji istaiga Panevezio darbo rinkos mokymo centras (Lithuania);
2. a non-profit association, ProEduca z.s. (Czech Republic);
3. and a SME, Bluebook srl (Italy),

whose history, profile and expertise ensured the complementarity of the perspectives, requirements and contribution, thus providing for the high quality of the final outcome.

As an added value, the diversity of the partner curricula let the project to strengthen the cooperation with a wide network of stakeholders and to build a strong alliance with different social, economical and political sector.

Introduction

The document explores the state of the art of work-life balance in Europe and in three European countries – Czech Republic, Italy and Lithuania – and the way a new professional, focused on this issue, could improve companies' efficiency and people's lives.

The role of work has changed throughout the world due to economic conditions and social demands. Originally, work was a matter of necessity and survival. Throughout the years, the role of "work" has evolved and the composition of the workforce has changed. Today, work still is a necessity but it should be a source of personal satisfaction as well. Even if work-life balance is, by an holistic approach, meaningful achievement and enjoyment in everyday life, one of the vehicles to help provide attainment of personal and professional goals is work-life benefits and programs.

The work balance framework has been explored starting from an analysis of the gender equality framework, the current EU-level tools to support work-life balance and the tools available at national and regional level, if available, in partners' countries.
The document also prospects the Corporate Social Responsibility framework and the Corporate Family Responsibility as it centers the focus on the companies' attitude towards the balance between work and personal life, both for men and women workers.

The document contains the results of the survey conducted to support the implementation of the new professional curriculum defining expertises and competences necessary to play the new role. Employers and employees were interviewed and the new profile has been designed defining competences, which learner will gain, learning outcomes, objectives, contents, place and duration of learning, teaching and assessment methods, requirements for teaching staff and students.

According to the definition of curriculum as a normative document (or a collection of documents) setting the framework for planning learning experiences and to provide answers to fulfill the project objectives, the implementation of the curriculum has been carried out summarizing the competences in three main fields of activities for the new profession. Each field of activity has detailed description which was found out from the survey data. Twelve training subjects were determined in the curriculum in order to define the competences.

Training subjects were chosen according to the main goal of each competence. The state of the art proves that the need of new strategies to address the challenge of a full balance between work and life is an open challenge and an increasing point of interest: we designed one possible way.

Gender Policies

Why are we presenting an overview on gender policies talking about work-life balance?

Because the concept of work-life balance is the result of government policies "aimed specifically at addressing the pressures attendant in combining work with family life", where both parents are employed (Swan and Cooper) and the work-life balance policies are still considered within equal opportunities programmes, with a particular focus on working mothers.
The aim of our survey is showing the progress are being made according to this topic, considering work-life balance not only a female matter.

2

Legal framework

International level

Gender equality is at the very heart of human rights and United Nations values. A fundamental principle of the United Nations Charter adopted by world leaders in 1945 is "equal rights of men and women", and protecting and promoting women's human rights is the responsibility of all States.

Discrimination based on sex is prohibited under almost every human rights treaty - including the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights, which under their common article 3 provide for the rights to equality between men and women in the enjoyment of all rights.

International Covenant on Civil and Political Rights
www.ohchr.org/EN/ProfessionalInterest/Pages/CCPR.aspx

International Covenant on Economic, Social and Cultural Rights
www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx

Art.3
"The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all economic, social and cultural rights set forth in the present Covenant."
www.ohchr.org/EN/ProfessionalInterest/Pages/CCPR.aspx

At international level, there are treaties and expert bodies specifically dedicated to the realization of women's human rights.

1. The Convention on the Elimination of Discrimination Against Women (CEDAW)
Considered the international bill of rights for women, the Convention defines what constitutes discrimination against women and sets an agenda for national action to end such discrimination. It was adopted by the United Nations in 1979 and came into force on 3 September 1981.
www.ohchr.org/EN/ProfessionalInterest/Pages/CEDAW.aspx

2. The CEDAW Committee

Oversight of the Convention is the task of the Committee on the Elimination of Discrimination against Women, a group of 23 independent experts on women's rights from different States that have ratified the Convention. Countries that are parties to the Convention must submit reports detailing their compliance with its provisions every four years. The Committee (the treaty body) reviews those reports and may also hear claims of violations and inquire into situations of grave or systemic contraventions of women's rights.

www.ohchr.org/en/hrbodies/cedaw/pages/cedawindex.aspx

3. The Working Group

In 2010 the Human Rights Council established a Working Group on the issue of discrimination against women in law and in practice to promote the elimination of laws that discriminate women and/or have a discriminatory impact on them.

www.ohchr.org/EN/Issues/Women/WGWomen/Pages/WGWomenIndex.aspx

European level

The equal treatment of men and women has been a fundamental tenet of the European Union since its inception and the principle of gender equality is central to all its activities. The development of EU gender equality law has been a step-by-step process, starting, at least for the 'oldest' EU Member States, in the early sixties.

EU gender milestones

1957

The Treaty of Rome

Equality between women and men is one of the European Union's founding values. It goes back to 1957 when the principle of equal pay for equal work became part of the Treaty of Rome signed by the six founding countries of the European Economic Community (EEC).

http://ec.europa.eu/archives/emu_history/documents/treaties/rometreaty2.pdf

1997

The Treaty of Amsterdam

It stipulated that the promotion of equality between women and men was one of the EU's fundamental tasks. It also introduced the elimination of inequalities and discrimination and the promotion of equality between women and men in all activities.

http://eur-lex.europa.eu/legal-content/ro/TXT/?uri=OJ:C:1997:340:TOC

2000

The Charter of Fundamental Rights of the European Union

states that equality between men and women must be ensured in all areas, including employment, work and pay (Article 23) and reaffirms the ban on discrimination on a wide number of grounds, including sex (Article 21).

http://www.europarl.europa.eu/charter/pdf/text_en.pdf

2009

The Treaty of the European Union

It commits Member States to non-discrimination and equality between women and men (Article 2 and 3).

2012

The Treaty on the Functioning of the European Union

It provides that the Union will aim to eliminate inequalities and promote equality between men and women (Article 8). It also stipulates that the Union will aim to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation (Article 10).

Currently

The European Commission is the main implementation body within the EU structure, representing the body that proposes new legislation as well as the institution responsible for ensuring that EU law is applied throughout all Member States.

The Commission is divided into several departments, known as Directorates-General (DGs). Since 2010, the task area of gender equality has been allocated to Directorate D of the newly created Directorate-General, "Justice" (JUST).

The European Commission adopted a *Women's Charter* on 5 March 2010 and committed to strengthening gender equality in all its policies.

To translate the Women's Charter's objectives into reality, The European Commission adopted an action plan for promoting equality between men and women – *the Gender Equality Strategy.*

It sets the framework for the Commission's future work towards improving gender equality.

The Strategic engagement focuses on the following five priority areas:

1 increasing female labour market participation and equal economic independence;

2 reducing the gender pay, earnings and pension gaps and thus fighting poverty among women;

3 promoting equality between women and men in decision-making;

4 combating gender-based violence and protecting and supporting victims;

5 promoting gender equality and women's rights across the world.

The Strategic engagement sets out objectives in each of these priority areas and identifies more than 30 concrete actions. It reaffirms commitment to gender mainstreaming: a gender equality perspective will be integrated into all EU policies as well as into EU funding programmes. The Strategic engagement also supports the implementation of the gender equality dimension in the Europe 2020 Strategy.

The actions in the Strategy will help the European Commission to address some of the remaining gender gaps. The gender gap in the employment rate was 12 percentage points in 2009. If we are to achieve the EU's target of 75 % of men and women in employment in 2020 and, in particular, close the gender gap in employment, coordinated efforts will be required to facilitate women's labour-market participation.

The Strategic engagement for gender equality 2016-2019 was published in December 2015, and is a follow-up and prolongation of the Commission Strategy for equality between women and men 2010-2015.

The European Commission will work to improve women's participation in the labour market by facilitating the work-life balance, promoting female entrepreneurship and working with Member States on the availability of affordable high-quality child care. As underlined in the 2016 work programme, this will involve making it easier to balance caring and professional responsibilities. It also requires a more equal sharing of time spent on care and household responsibilities.

Continued action on increasing women's participation in the labour market and combining work and family life, complemented by a new and comprehensive initiative to address the work-life balance challenges faced by working parents and carers (2016-2019):

• modernising the current EU legal framework: ensure better enforcement and where appropriate adapt legislation in the areas of leave and flexible working arrangements, in consultation with the social partners, to provide better work-life balance for parents and people with caring responsibilities (2016-2019);

• setting out a broad policy framework supporting parents' participation in the labour market and a more equal use of leave and flexible work arrangements, including considering possible benchmarking, targeted use of EU financial tools to support Member States and awareness-raising (2016);

• continued monitoring and support for Member States in attaining the Barcelona targets on childcare (annually); taking into account the results of a public consultation on work-life balance, considering consulting Member States and stakeholders on how to make the Barcelona targets more ambitious and consider a more comprehensive approach, e.g. covering care of other dependants, accessibility and quality (2016);

• supporting Member States in their efforts to increase female labour-market participation, close monitoring of national reform measures under the European Semester in line with the employment guidelines and issuing country-specific recommendations where necessary (annually) and further supporting companies in their efforts to increase female labour-market participation by facilitating Diversity Charter platforms (ongoing).

The Commission has committed itself in its *Roadmap for equality between women and men* to undertake a number of actions, in order to accelerate progress and achieve real equality between the sexes.

National level: Czech Republic

The Czech Republic, one of the countries which joined the EU in 2004, is very similar to other European countries as regards gender (in)equality. This is despite the fact that the former Czechoslovakia was a pioneer in guaranteeing equal rights to women and men and introduced the right for women to vote, as well as equality before the law, as early as in 1920. Forty years of communist regime however damaged many aspects of societal life, including in the field of equality between men and women.

Current Czech legislation in force implements quite satisfactorily EU legislation, and Czech laws are harmonised with EU directives. This however does not mean that there are no persisting problems in the field of gender equality. Women are still discriminated against in the labour market, and the employment gap and gender pay gap remain among the highest in Europe, even though the relevant labour legislation and Anti-Discrimination Act guarantee equal treatment to all employees. Generous social protection for parents with small children (parental leave can be taken simultaneously by both parents until the child reaches three years of age and a parental allowance can be claimed until the child reaches four) is unfortunately not helping the situation, as it is almost exclusively women who take maternity and then parental leave. Most mothers stay at home with their children for three years, as affordable childcare services for children below two years barely exist.

The position of women in decision-making is also not very good. In politics, women are of course present in political parties, but they are often put in hardly electable positions on political lists and are also underrepresented in decision-making positions in political parties.

As regards the position of women in large companies, women rarely appear in high management positions. Czech society as such is however quite strongly against the idea of quotas for women in the executive boards of big companies. By contrast, the eradication of domestic violence has become quite an issue and a topic of wider debate within Czech society, probably thanks to many awareness-raising campaigns launched in recent years. Changes to criminal law and efforts by NGOs could help victims of gender-based violence in the near future. Trafficking in human beings remains a very serious problem, although not very often discussed. This phenomenon is seen and considered from the perspective of criminal law much more than within its gender dimensions.

Some amendments to criminal law were adopted over the last ten years in order to support victims of trafficking. In the field of health and reproductive rights, the topic of home births has recently been very much discussed and there is also very interesting case law in this regard.

The coercive sterilisations of Roma women remain a sad reality in Czech practice, even if very rarely carried out. Adequate compensation has never been paid to the victims.

There are still many aspects of gender equality where the Czech Republic has plenty of room for improvement in order to guarantee real equality, including for future generations.

1920

As early as 1920, Czechoslovakian women were guaranteed the right to vote under the first Czechoslovakian Constitution. At the same time, many women´s associations became active, aiming for a better position for women in the daily life of society.

1948

As of February 1948, the "women´s issue" became an instrument of communist propaganda. The communist regime achieved a relatively high level of participation of women in the labour market and families with small children were provided with generous social security benefits, as well as childcare facilities.

1970s

By the 1970s, social security for women with small children reached a relatively high level. Up to the age of three years of their child, women were entitled to a maternity allowance and to a child subsidy, and their job was guaranteed during that period.

1990s

The equal treatment of men and women was legislated as late as in the second half of the 1990s, encouraged by the need to harmonise Czech law with the EU law.

1998

Since 1998 a Board for human rights has been dealing with the gender equality issues, concretely its Committee for elimination of all forms of discrimination of women, as a consultative body of the government.
In the same year a Department for Gender Equality was established at the Ministry of Labour and Social Affairs, which has conceptual and coordinating role in the gender policy area. The department has been moved several times between the Ministry and Government office.

2002

Starting from 1.1.2002 there is at least one person working on each ministry who is specialized in gender equality in the respective administration branch.

July 2002: Chamber of Deputies commission for family and equal opportunities was established.
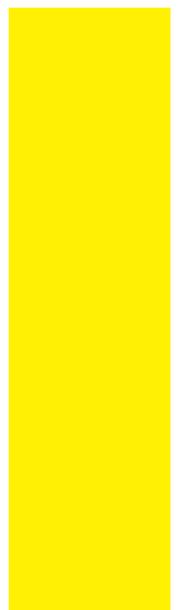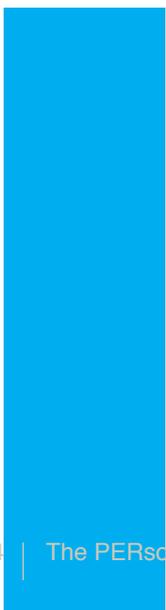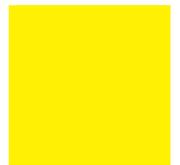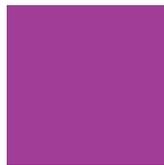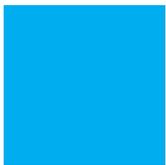
2014

The Department of Gender Equality in 2014 implemented a project named „Optimalisation": Optimalisation of the institutional provision for equal opportunities for men and women in the Czech Republic. Thanks to this project there were six people working in the Department.

In October 2014 the number of people working in the Department rose even more thanks to another project: Home violence and gender-conditioned violence / Enforcement of the equal opportunities and support of work and life reconciliation.

After moving the Department to Government office in October 2014 a sub-commision for human rights was established, as a part of the Resort coordination committe of the Minister of Human Rights, equal oportunities and legislation. This sub-commision is dealing with the coordination of the Czech law with the EU legislation.

In November 2014 was approved the first mid-term framework governmental document for enforcement of the gender policies in the Czech Republic, which defines the main priorities untill 2020, and which is one of the main outcomes of the „Optimalisation" project. It is named: Governmental strategy for gender equality in the Czech Republic for 2014 – 2020.
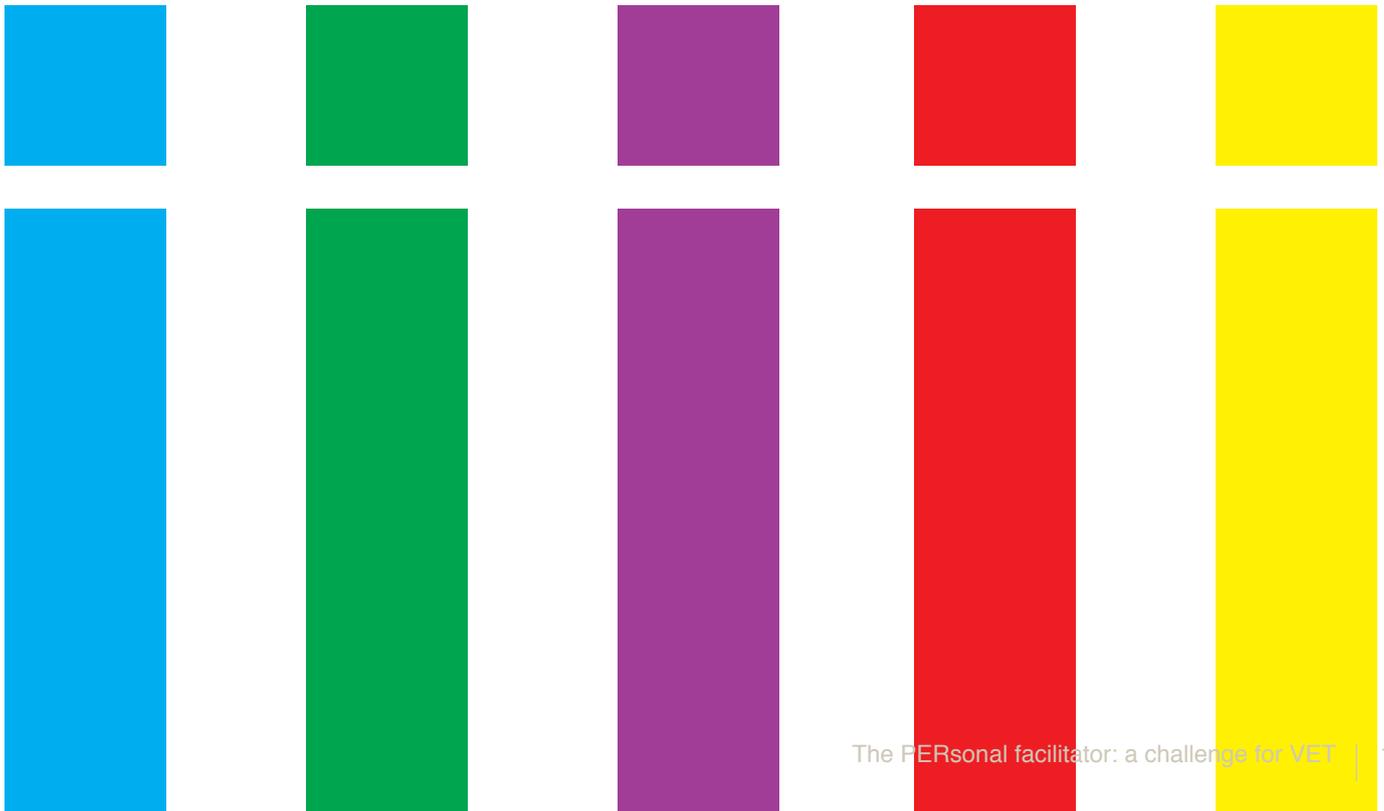
National level: Lithuania, historical facts

1529
Women's rights to an inheritance and to attend meetings were confirmed in the First Lithuanian Statute. The Statute also contained separate provision on protecting women against violence.

1905
The first women's organisation "Union of Lithuanian women for the protection of women's rights" has been founded in Vilnius.

1907
The first Congress of Lithuanian Women took place in Kaunas and discussed questions dealing with women's problems and equality.

1920
Lithuanian women took part in the elections of the Founding Seimas (Parliament). 10 of 112 delegates were women.
A provisional Constitution of Lithuania declared equal rights for women and men.

1922
5 women were elected to the First Seimas (Parliament) of Lithuania.

Women's right to vote and gender equality by the Law were confirmed in Lithuanian State Constitution. Equal opportunities and equal treatment is enshrined in Article 29.

1998
Lithuania has been the first accessing country of all the Eastern and Central European countries, which adopted the Law on Equal Opportunities for Women and Men in 1998. The Law prohibits both direct and indirect discrimination against men and women and establishes a legal obligation for state and private institutions to implement gender equality principles in employment, education, science, etc.

The years 2000

Since 2002 this Law regulates also equality between women and men in access to and supply of goods and services. The amendments to the Law of 2002 extended the scope of the application of the afore-mentioned Law establishing that equal opportunities for women and men have to be guaranteed and implemented in the field of consumers' rights. In addition to a prohibition giving priority to one of the sexes in employment and education advertisements employers were obliged not to ask job seekers about their age, marital status, private life and family plans. The Law on Equal Opportunities for Women and Men is not applied to family and private life.

The following cases are not considered to be discriminatory by law:
- special protection of women during pregnancy, childbirth and nursing;
- compulsory military service prescribed by the law exclusively for men;
- different retirement age for women and men;
- requirements for safety at work applicable to women aimed at protecting women's health owing to their physiological properties;
- specific work which can be performed only by a person of a particular sex;
- special temporary measures foreseen in the laws, which are applied to accelerate the implementation of de facto equality between women and men and are to be cancelled when equal opportunities for women and men are realised;
- different rules and conditions when implementing specific punishments.

The Law sets out preconditions for gender mainstreaming. All State and municipal institutions and agencies must ensure that equal rights for women and men are ensured in all the legal acts drafted and enacted by them, must draw up and implement programmes and measures aimed at ensuring equal opportunities for women and men and, in the manner prescribed by laws, must support the programmes of public establishments, associations and charitable foundations which assist in implementing equal opportunities for women and men.

The Government of Lithuania approved the State Equal Opportunities Programme for Males and Females in 2015-2021 prepared by the Ministry of Social Security and Labour. Programme's Action Plan is being implemented in order to achieve gender equality de facto.

The Programme is complex covering gender equality activities in priority areas. The goals of the programme are: promotion of equal employment opportunities for males and females, improvement of balance between genders in high-ranking positions, integration of the aspect of genders in education, national defence, culture, healthcare and international cooperation areas.

The Programme joins the efforts of State institutions, women's non-governmental organizations, researchers and social partners to reduce inequalities of different situations of women and men.

The programme notes that male and female employment is at a similar level, but in 2012 men earned on average 12.6 higher wages for the same work as women. Meanwhile, in enterprises providing financial and insurance services the difference sometimes reached as much as 40%.

According to the data of Statistics Lithuania, in 2013 most women worked in companies providing health and social care, accommodation, catering, financial and insurance services. Meanwhile predominant number of men worked in construction, transportation, agriculture and IT sectors.

EU directives on Equality between Women and Men (Employment, Equal Pay, Social Security matters, Protection of pregnant women etc.) have been transposed to the number of other relevant Laws (Labour Code, Law on Safety of Workers, Social Insurance). Gender Equality principle is also enshrined in a number of other laws: Civil code, Laws on Education and Higher Education, Law on Vocational training, Law on Science and Studies, Law on Elections, Law on Referendum, Law on Civil Service, Law on Local Self-Government and others.

There are more than 130 active Women's nongovernmental organizations, which draw society's attention to the needs and problems of women. Carrying out projects on gender issues in such fields as employment, education, politics and decision making, protecting women's human rights, combating violence against women and trafficking in women, health, including reproductive health, protection of environment, Women's NGOs positively influence development of genderequal society.

Gender equality issues remain a priority in Lithuania. Activities in this field include improvement of legislation, rapid development of institutional mechanisms, tools and methods, adoption and implementation of programmes and projects. Implementation of gender equality is carried out through the gender mainstreamed programmes, projects, other measures and activities, so contributing to visibility of gender equality, gender sensitive environment, including permanent attention to these issues both in the society and mass media, positive approach of governmental institutions and politicians, encouragement of social partners. Active and effective work and collaboration among different structures of the national machinery and public sector, especially numerous and active women NGO's, capacity building and partnership determines positive quantitative and qualitative results in the gender equality field.

National level: Italy

The structure of the national legal system for guaranteeing equal treatment in Italy is mainly based on constitutional and statutory law. Statutory law can take the form of Acts of Parliament or Governmental Decrees; governmental decrees are issued following an act of delegation sent by Parliament to the Government (a legislative decree). The Constitution ensures the fundamental rights of the person and sets limits on property rights and on private economic initiatives in relation to fundamental rights and the public interest. Civil actions are based on the fundamental rights contained in Article 2 of the Constitution (tort law, Article 2059 c.c.) in all cases of non-economic loss (pain and suffering). The principle of equality provided in Article 3 of the Constitution is generally not relied upon in civil actions although, theoretically, it could indeed be relied upon; however, reference to this principle of equality is quite often made by the Constitutional Court to verify the constitutional legitimacy of legislation.

EU equality directives are normally implemented by legislative decrees. Such a Decree quite often repeats word for word the text of the Directive. The verbatim reproduction of directives in our system can be regarded as a bad practice: indeed, this does not ensure the necessary coordination with other existing provisions and does not promote knowledge of European legislation.

In the field of gender equality case law plays only a marginal role, which could be both a cause and an effect of the merely formal implementation of directives.

Constitution of the Italian Republic, art.3

"All citizens have equal social dignity and are equal before the law, without distinction of sex, race, language, religion, political opinion, personal and social conditions.
It is the duty of the Republic to remove those obstacles of an economic or social nature which constrain the freedom and equality of citizens, thereby impeding the full development of the human person and the effective participation of all workers in the political, economic and social organisation of the country."

Constitution of the Italian Republic, art. 51

"Any citizen of either sex is eligible for public offices and elected positions on equal terms, according to the conditions established by law. To this end, the Republic shall adopt specific measures to promote equal opportunities between women and men.
The law may grant Italians who are not resident in the Republic the same rights as citizens for the purposes of access to public offices and elected positions.
Whoever is elected to a public function is entitled to the time needed to perform that function and to retain a previously held job."

1948

Constitution of the Italian Republic, art.37

"Working women are entitled to equal rights and, for comparable jobs, equal pay as men. Working conditions must allow women to fulfil their essential role in the family and ensure appropriate protection for the mother and child.

The law establishes the minimum age for paid labour.
The Republic protects the work of minors by means of special provisions and guarantees them the right to equal pay for equal work."

Law 53/2000

"Provisions for the support of motherhood 'and paternity', for the right to care and training, and for the coordination of the timing of the city".
It introduced parental leave, encouraging greater involvement of fathers in child care; it has focused the attention of the regional and local authorities on the importance of re-organizing the timing of the city and promoted, through the art. 9, the testing of positive actions for the reconciliation within the workplace, raising awareness of companies and social partners on this issue.

Reform of the family, law 151/1975

The reform puts an end to the hierarchical structure of the family.

Law 863/84

It introduces the Equality Advisor figure.

Law 125/91

It defines in detail the Equality Advisor figure.

Law 104/1992

It entitles workers taking care of a disabled relative to three days off work per month, or two hours off per day.

70's

80's

90's

Initially, national gender equality strategies were focused on the labour market, with the introduction of legislation and regulatory measures on the equal treatment of women and men in terms of employment. In more recent years, socio-economic changes have led to intervention being extended to other relevant fields, both in the labour market (pay gaps, working time, work-life balance) and other areas, such as violence against women, health, and economic and political decision-making.

For a List of main legislation transposing and implementing Directives visit
http://ec.europa.eu/justice/gender-equality/files/ge_country_reports_d1/2015-it-country_report_ge_final.pdf

National Code of Equal Opportunities between Women and Men, D.L. 198/2006

The Italian legal framework on gender equality is provided by this Code.
It organizes and harmonizes 11 laws on equal opportunities in a single text, with the view of regulating the promotion of equal opportunities between women and men in all areas of society.
The "Law on reconciliation of work and family life" now included in the law 198/2006 encourages flexible work arrangements in terms of hours, tele-working, job-sharing, hours savings, or the possibility for the self-employed to be substituted by a co-worker.

The "Fornero Reform" - after the name of the labour Minister who promoted it, Law 92/2012

The law has introduced a pilot compulsory paternity leave of one day at full salary, plus two optional extra days subtracted from the mother's mandatory leave.

Legislative Decree 15 June 2015, n.80 implementation of the Jobs Act: "Measures for reconciliation of the needs of care, life and work".

The stated objective of adopting "measures to protect maternity of women workers and to promote opportunities for conciliation of life and work for the majority of workers" (Art. 1). The Council of Ministers approved the decree implementing the Jobs Act: a regulation containing measures aimed at reconciling health, life and work necessities. The decree - adopted in accordance with law 183 (article 1, paragraphs 8 and 9) of December 2014 - comes into force with the legislative decree that reforms contracts and allows workers to undertake the transition to part-time in case of severe diseases or parental leave.

The new regulations concerning reconciliation of work and family life focus on leaves. Maternity leave has been made more flexible in order to facilitate the request in particular cases such as premature birth or the newborn hospitalization. On the other hand, the possibility of benefiting from facultative or parental leave- entitling to 30% of the daily retribution - has been extended from 3 to 6 years of children's age, further expandable up to 8 years for less well-off families. Unpaid leave - envisaging work suspension with the conservation of the job place - can be requested until the child is 12 years old, while paternal leave can be requested by all types of worker's categories. Finally, it is important to mention the fact that from now on self-employed workers and freelance professionals will be receiving maternity allowances even when employers did not pay contributions associated with their work (which would not allow them to access social security benefits), finally establishing the principle of "automaticity" of benefits also for self-employed workers.

the years 2000

Act of 2009 (D.L. 150/2009)

It requires all public administrations to carry out Gender Balance

Law 120/2011, commonly known as "Legge Golfo-Mosca"

This law introduces measures for the participation of women in the decision-making bodies of companies and administrations (the so-called "pink quotas") Pink quotas are aimed at promoting the involvement of women in corporate activities and are currently set out as follows:
-one fifth of the members of the Board of Directors for the first year;
-one third of the members of the Board of Directors for the following years.

Law 183/2014

Proxies to the Government on the reform of social welfare, the employment services and active labor market policies as well as 'in the field of reorganization of the law of labor relations and of the activities inspection and protection and reconciliation of care needs of life and work.

Regional level

As regards local legislation, Article 117 of the Constitution provides for the boundary between the legislative powers of the State and those of the regions. The State has exclusive competence in the 'determination of the basic standards of welfare relating to those civil and social rights that must be guaranteed in the entire national territory;' Article 117 then states: "Regional laws shall remove any hindrances to the full equality of men and women in social, cultural and economic life and promote equal access to elected offices for men and women." The regions can thus legislate on substantive equality and gender equality.

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At the local level, Equal Opportunity Commissions (CPOs) are active in each institution of the public sector since 1988 (regional, provincial, municipal administrations, universities, local units of the national health system, etc.). Their performance is extremely diverse. Some confine themselves to dealing with minor problems of the staff while others are active in promoting gender equality in society at large. The CPOs have recently been transformed (by Law 183/2010) into CUGs (Unified Committee for the rights of the employees), which combine the former commissions for gender equality with the committees for protection against mobbing.

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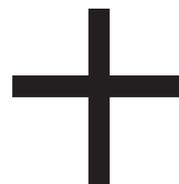
Equality Advisors were created in 1991 at the regional and provincial level to deal with cases of employment discrimination. They have been coordinated in a network headed by a National Equality Advisor since 2006. They cooperate with employment offices and equality bodies to monitor the concrete implementation of equal opportunity principles and can stand in court next to the victims of gender discrimination. In this case, too, there are considerable discrepancies in performance.

The regional strategy for the programming of the European Social Fund, the new Regional Operational Programme of the European Social Fund (ESF POR) 2014/2020, includes initiatives that can contribute to achieve the Europe 2020 objectives of smart, sustainable and inclusive growth and the achievement of economic, social and territorial cohesion. ESF aims are to increase and maintain jobs and social inclusion.

The ESF aims to provide all the necessary skills and conditions to find work and enjoy the same opportunities, given that a high level of employment is a prerequisite for tending the goal of social justice and cohesion.

In particular, the Europe 2020 Strategy requires the employment rate raising to 75% for women and men between 20 and 64 years.

We point out in this context, the Regional Law 43/1992 "Positive actions for the realization of the equality between man and woman in labor, making use of the Regional Commission for the implementation of Equal opportunity' between men and women, of which the regional law 12 November 1986, n. 46 ".

Through the Piedmont's Regional Council Resolution n. 34/2008, Piedmont Region and local authorities:

• promote positive actions for the realization of equal opportunities between men and women, availing themselves of the Commission for Equal Opportunities between Women and Men;

• promote the acquisition and dissemination of information regarding the EU, national and regional legislation on equality, in particular by means of regional and provincial equality advisors;

• implement specific active labor market policy measures for women to enter and to be re-employed;

• in the provision of financial resources, give priority to companies and organizations which implement internally positive actions in favor of women;

• support, also financially, projects, presented by companies and institutions, that have the mission of promoting and encouraging life-work balance actions.

Striving for this goal requires considerable synergy between various policies (economic, social, labor, etc.). Family policies certainly contribute to achieve the above mentioned objectives. An investment priority of the ROP ESF 2014/2020 may be cited in full in this area. The investment priority 8IV is aimed at achieving the growth of women employment, inter alia, through work-life balance measures and actions of responsibilities' sharing between men and women.The actions to be supported under this investment priority, include vouchers and other work-life balance interventions as well as measures for the promotion of corporate welfare and new forms of organization of family friendly work, with respect to which the Piedmont Region starts from a wide experience already developed in the past years to develop a new vision of welfare and for the dissemination of innovative models.

3 Corporate Social Responsibility

Because the concept of work-life balance is is a core issue in CSR policies.

The responsibility of enterprises for their impact on society

Corporate Social Responsibility has become a well known concept over the last decade and a half: a need for and value of CSR activities is growing constantly. Employees, government representatives, academic scholars, NGOs and international organisations have been contemplating which role they have to play in regard of CSR. Laws have been drafted that promote socially responsible behaviour by companies. International organisations have promoted principles. Companies have adopted CSR mission statements and programmes, and are sharing their efforts through sustainability reports. NGOs have contacted companies and pointed out how they can operate in a more responsible way, and academics have analysed all.

Investing in socially responsible activities has a pay-off for all, especially in the long term. On the other hand, the payback is not necessarily financial and long-term: positive effects of increasing social consciousness, maintaining sustainable environment, crowdsourcing community support to deal with sensitive social issues, moral satisfaction after volunteering activities, socially responsible management practices towards employees and customers and many other occur also in the short-term.

Work balance is a core issue in CSR policies. As a company integrates CSR practices into its structure, the way it treats employees will inevitably change. Individual interests are treated with more respect in CSR-conscious companies, and concerns such as employee health and family relations are considered. Employees, benefiting from increased care from the company (in whatever form it takes), carry the positive influence home, influencing their families and society as well.

CSR is a subject that has links with many areas of law, including international law and European law, corporate law and corporate governance, tort law and contract law, procedural law, labour and environmental law, and criminal law. All of these areas contribute importantly to the development of CSR, and ultimately to respond to the serious challenges that this world faces.

The CSR actors

Government
and public
bodies

Academic
scholars

NGOs and
international
organisations

Companies

Employees
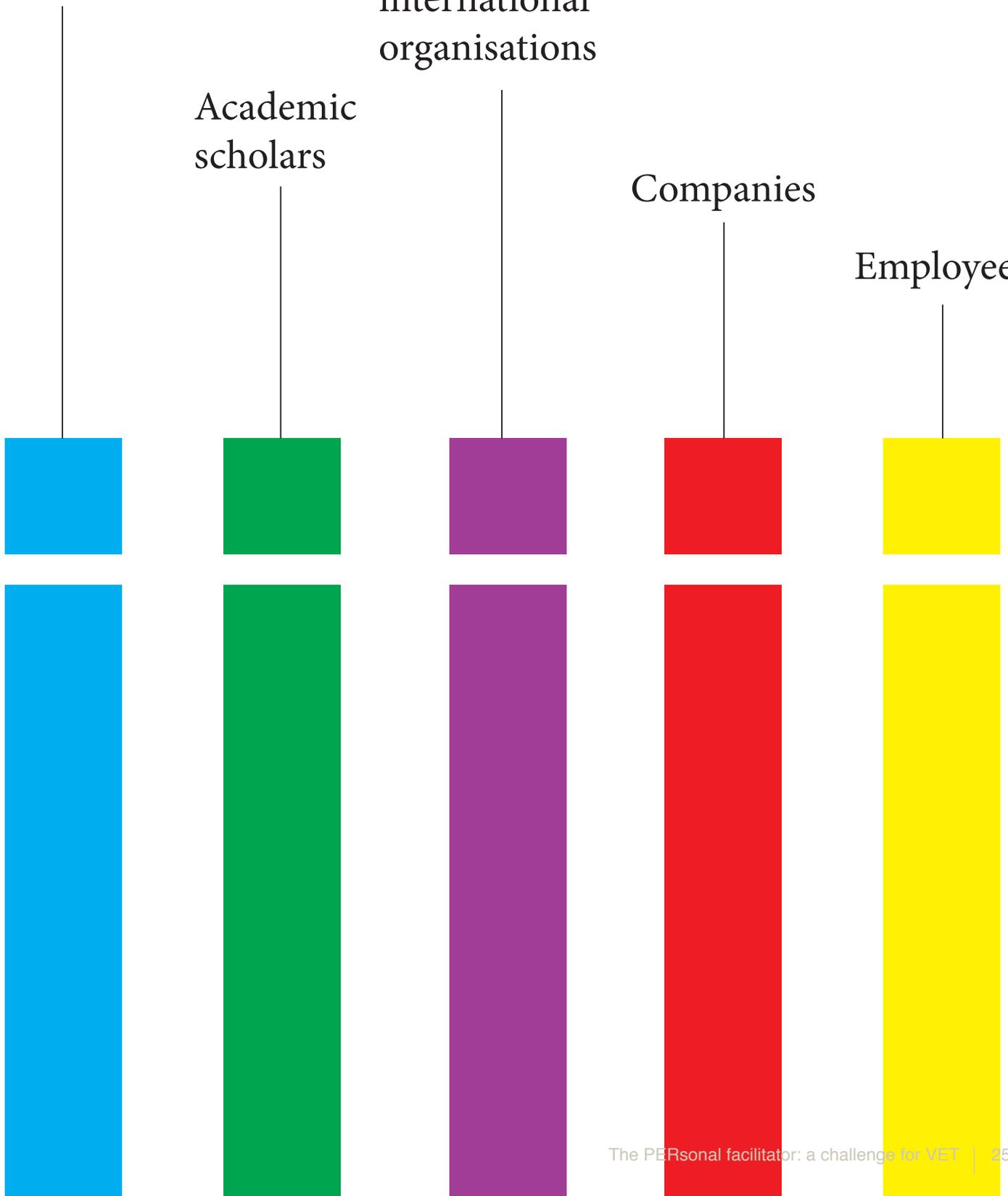
The international and European standards

The three sets of principles and guidelines developing the approach to CSR

1 ISO 26000 is the recognized international standard for CSR.

The International Standard ISO 26000 is one of the three documents being recommended by the European Commission (EC) on guidance for European enterprises to fulfil their commitment to social responsibility.

ISO 26000 was launched on 1 November 2010 and has become one of ISO's best known and important standards.

It provides guidance on social responsibility (SR) – the SR designation underlining ISO's intention that it should be as useful for public sector and non-governmental organizations as it is for business corporations. According to the standard, the perception and reality of an organization's performance on social responsibility can influence, among other things:

- competitive advantage;
- reputation;
- ability to attract and retain workers or members, customers, clients or users;
- maintenance of employees' morale, commitment and productivity;
- view of investors, owners, donors, sponsors and the financial community;
- relationship with companies, governments, the media, suppliers, peers, customers and the community in which it operates.

www.iso.org/iso-26000-social-responsibility.html

www.unglobalcompact.org/what-is-gc

www.oecd.org/corporate/mne

2 United Nations Global Compact guidelines

The United Nations Global Compact is the world's largest corporate sustainability initiative: a call to companies to align strategies and operations with universal principles on human rights, labour, environment and anti-corruption, and take actions that advance societal goals.

By encouraging companies to operate responsibly and take strategic actions that support society, the UN Global Compact works to ensure that business activity adds value not only to the bottom-line, but also to people, communities and the planet.
The UN Global Compact asks companies to take a comprehensive approach to sustainability, and lays out 5 essential elements of corporate sustainability. Foremost companies must:
* operate responsibly in alignment with universal principles;
* take strategic actions that support the society around them;
* commit at the highest level;
* report annually on their efforts;
* engage locally where they have a presence.

3 Guidelines for Multinational Enterprises developed by the Organisation for Economic Co-operation and Development (OECD)

The OECD Guidelines for Multinational Enterprises are recommendations addressed by governments to multinational enterprises operating in or from adhering countries. They provide non-binding principles and standards for responsible business conduct in a global context consistent with applicable laws and internationally recognised standards. The Guidelines are the only multilaterally agreed and comprehensive code of responsible business conduct that governments have committed to promote.

The CSR national framework: CZECH REPUBLIC

"The Government of the Czech Republic passed Resolution No. 458 on 10 May 2000 to adopt the National Quality Support Policy Programme. The Quality Council of the Czech Republic was entrusted with implementing this programme. The strategy in the field of social responsibility has been part of the Council's strategic plans since 2006. This resolution charges the Ministry of Industry and Trade (MITll) with managing the Quality Council of the Czech Republic and organising its activities. An MIT representative was also appointed chair of the Quality Council of the Czech Republic.

To manage CSR promotional and coordination activities, in 2008 the Quality Council of the Czech Republic set up a specialised Corporate social responsibility section, whose task is to coordinate CSR activities at the national level with the aim of fulfilling the strategic plans of the National Quality Policy in the field of social responsibility for the period 2011 – 2015. Members of the Specialised Section are representatives of business associations, public administration, professional organisations and non-governmental non-profit organisations and the academic sphere. As part of the process of creating the strategic document for the —National Action Plan for Corporate Social Responsibility in the Czech Republicll, the specialised section prepared the basic theses (plans, existing priorities and possible activities)." …

"Surveys carried out in firms (surveys by the Business Leaders Forum and Business for Society in 2012, the EMPRESS 2008 – 2012 projects), as well as public opinion polls (CSR Eurobarometer, surveys by the agencies IPSOS, GfK) have resulted in the following findings:

ATTITUDE OF BUSINESSES:
• Almost half of employers have come across the concept of CSR (large firms up to 64 %, medium 36 % and small 30 %).
• The main priorities are proper relations with customers, employees and owners, and efforts to help the needy.
• The main motives are ethical-moral reasons, interest in employee loyalty, the chance to improve the performance and competitiveness of the business, environmentally-friendly activities.
• The benefits that businesses see are primarily strengthening the corporate culture, improving the image of the business, greater employee satisfaction and customer loyalty.
• The barriers that hinder them are excessive bureaucracy, lack of support from the state (adverse legislative and tax environment), difficult to prove financial benefits and often a lack of interest on the part of senior management.
• CSR is seen as the basis for the use of other sustainable consumption and production tools (an initial evaluation of sustainable consumption and production has been carried out by more than 50 organisations).
• According to the survey carried out by Business for Society in 2012, 60 % of business emphasise the voluntary nature of CSR.

ATTITUDE OF THE PUBLIC:
• 75 % of citizens admit that responsible corporate behaviour is a factor when deciding on a purchase.
• 25 % know nothing about CSR (or do not follow CSR).

• Other respondents see CSR as an expression of ethics, integrity and decency, responsibility to employees and customers.
• The main priority is firms' relationship to the environment and their customers.
• Citizens are willing to pay extra for a —responsiblell product.
• Citizens are willing to get involved personally (waste recycling, donations, savings in households).
• The impact firms have on society and the environment is seen as positive and constantly improving.
• Activities called for as part of CSR include customer-related activities, job creation and product quality.
• Urgent problems are unemployment, poor-quality products, environmental pollution and over-exploitation of natural resources.
According to this survey, significant projects in the field of social responsibility were focused on social aspects (handicapped people, age management, social enterprise, the counselling centre network), on education and improving the environment (saving resources, use of renewable sources, sustainable consumption and production).

The Government of the Czech Republic considers social responsibility to be a voluntary concept based on self-regulation. The role of the state is thus especially to create conditions to assure the promotion and dissemination of the concept of social responsibility and also to remove elements of bureaucracy while maintaining transparency and respect for the concept of social responsibility in state administration and local government authorities.
Great promotional potential which must be exploited, particularly in relation to the public and small and medium enterprises, is offered by the aforementioned regional groups, as these are closer to the end recipients of the information. Financial and other motivational instruments should therefore be used to support the development of these partner regional networks and also get their representatives involved in sharing experience at the national level.

Strategic priorities
• Support for the active development of CSR in form of education and presenting examples of good practice.
• Positive image of public administration.
• Spreading information and promoting the concept of social responsibility.
• Better relations between the public and businesses and nonprofit entities.
• Support for rewards, education, specialised events and the organisation of events to spread awareness of social responsibility.
• Support for effective links between the economic and social activities of organisations.
• Use of EU structural funds to support the development of social responsibility.
• Enhancing the credibility of the concept of CSR by publishing the results of social responsibility in social and environmental fields.
• Support for public interest and public willingness to get involved in social responsibility.
• Surveys in enterprises and public opinion polls.
• More economical use of public funds.

Good practices in the Czech Republic

The following examples of best practice introduce the level of CSR implementation in the Czech environment: some hints on governance policies and on corporate actions in enterprises.

1

Association of Social Responsibility
Association of Social Responsibility supports corporate social responsibility (CSR) and sustainable business in the Czech Republic. Its unique vision makes it the biggest CSR platform in the Czech Republic (with almost 140 members), connecting organisations from corporate, nongovernmental, educational and public sector with the aim to increase their potential and competences in the topic of CSR and sustainable business.
As the host organization of Global Compact Network Czech Republic, Association of Social Responsibility brings to the Czech Republic a unique global know-how from United Nations Global Compact, the largest platform of corporate sustainability under United Nations. In cooperation with member organizations and partners, it transforms global know-how and strategies into local projects.
With the help of dialogs, including political dialog, Association of Social Responsibility actively influences CSR policies in the Czech Republic. Through innovative project Responsible School, it introduces Czech schools to a complex approach towards social responsibility and thus change the behaviour of future generations.
www.spolecenskaodpovednostfirem.cz

2

UN Global Compact Network Czech Republic - The world's largest corporate sustainability initiative. A call to companies to align strategies and operations with universal principles on human rights, labour, environment and anti-corruption, and take actions that advance societal goals.
www.globalcompact.cz/en/about

3

Česká spořitelna a.s.
The CSR Strategy is based on general principles of corporate social responsibility and was drafted on the basis of an opinion survey among our employees, clients, shareholders, and the public. On the basis of the outcomes of the survey, three main areas of CSR activities were identified on which Ceska sporitelna will focus in the future:
Education, with a primary, but not exclusive focus on financial education;
Helping people in need, focusing on the ageing society and on helping in the prevention and treatment of drug addicts;
Sustainable development and care for the environment in which we live.
www.csas.cz/static_internet/en/Komunikace/Spolecenska_odpovednost/
Spolecenska_odpovednost/Prilohy/cs_csr_vz_10_cze.pdf

4 **Czech Aeroholding**'s corporate social responsibility is underpinned by four pillars derived from the needs of the individual subsidiaries. The aims are to improve the environment, cultivate the group's employees, nurture good relations with locals living in the vicinity of the airport complex and, ultimately, support the non-profit sector. The entire CSR policy is available at: www.prg.aero/en/prague-airport/press-center/annual-reports/Contents/0/cah_csrr_final_na_web.pdf
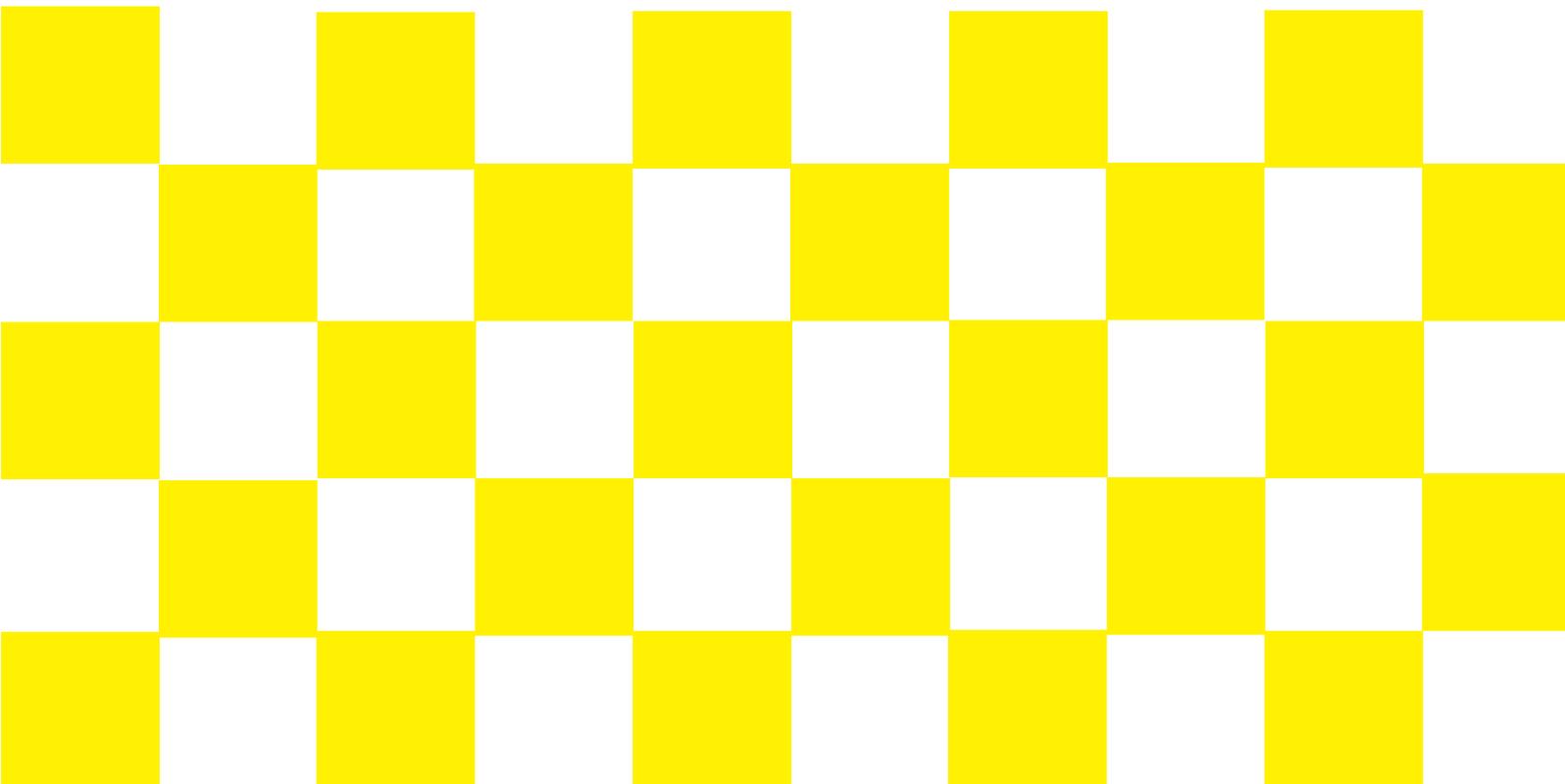
The CSR national framework: LITHUANIA

The development of CSR in Lithuania is closely related to the European Union harmonization processes and other external pressures such as those exerted by western business contractors, who demand social and environmental standards from their suppliers.

CRS in Lithuania was firstly associated with the Lisbon strategy (2000) for economic, social and environmental objectives.

The development of CSR in Lithuania dates from 2003, when the government of the Republic of Lithuania issued the National Strategy of Sustainable Development. The term CSR came into public use in 2004, when the National Network of Responsible Enterprises (NNRE), as informal association of 11 organizations was established, and in June 2005, 39 companies, mostly subsidiaries of transnational corporations, officially joined the Global Compact.

Since 2006, the CSR as the ideology, policy and practice of companies has been gradually developed in Lithuania, after the announcement of the obligatory Order of the Minister of Social Security and Labour of the Republic of Lithuania, 22 December 2005 on certification of measures promoting company's social responsibilities.

The CSR phenomenon at the corporate level became more widespread in the years 2006-2007, when the national economy was experiencing remarkable growth. Companies were investing in public relations, their brands and reputation management. CSR was taken up as a fashionable term by public relation companies and the concept gained very strong associations with corporate communication and sponsorship practices. After the global economic crisis in 2008 marketing budgets were among the first to be reduced.

National program for CSR development 2009 – 2013 was the one of many signposts helping to seek CSR in the country. The purpose of the National program for 2009–2013 was to create a friendly environment for the development of CSR in Lithuania and to encourage companies to implement these principles in their activities.

During the last decade many inspiring initiatives have already made a difference and some of them are already sustainable. For instance, Ministry of Social Security and Labour, in cooperation with partners Ministry of Economy and Ministry of Environment and other social partners organizes a special national award for the CSR activities. Public sector projects, such as "I can work" (led by 'The Union of Disabled Social Enterprises') give practical benefits – in that particular case special website helps disabled people to find an eligible job.

CSR is not about following mandatory requirements set by the law. Lithuanian and EU legislators have already put in place minimum standards for the society to function in a satisfactory way:

Paternity leave. Paternity benefit is paid during paternity leave for one moth after childbirth. The amount of paternity benefit is 100% of the recipient's compensated earnings. (Source: Lithuanian Labour Code (2002) §170, 2015 Edition; Law on Sickness and maternity social insurance of the Republic of Lithuania (2000) §4 and 18 thereof.)

Child care leave. According to family favourites to the mother (adoptive mother), father (adoptive father), grandmother, grandfather or other relatives who are actually raising the child, as well as employee appointed the child's guardian to be granted child care leave until the child is three years old. However, a person is entitled to 3 months leave if he adopts a child. Grandparents or other legal persons caring for a child have the right to paternity/maternity leave, but not the benefits.

The allowance is paid in (mostly) up to 2 years. Maternity (paternity) allowance from maternity leave before the child reaches the age of 1 year, 100 percent of the beneficiary's reimbursed
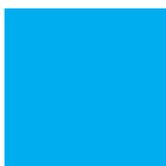
remuneration if the selected benefit payment is 1 year. If a person chooses to receive benefits for 2 years - the first year (until the child reaches the age of 12 months) benefit amounts to 70 percent of the benefit recipient of the wages for the second year (until the child reaches the age of 24 months) benefit amounts to 40 percent of the benefit recipient of the wages. It also provides for a maximum benefit amount - the maximum monthly compensatory wage - the current year's insured income, existing pregnancy and maternity leave began, 3.2 amounts: currently equal 1,379 euros. The allowance is paid to one parent.

(Source: Lithuanian Labour Code (2002) §180 article was last edited in 2015; Sickness and Maternity Social Insurance Law (2000) §18-22 articles)

Flexible working hours for parents / work - leisure balance. Provided for by law, parents can request to work part-time. Part-time or part weekly working time is determined request of a pregnant woman who has recently given birth, breast-feeding woman, an employee raising a child under 3 years old, and an employee – single parent who is raising a child up to 14 years old or a disabled child under the age of 18, an employee caring for a sick family member, a requirement by the conclusion of the medical institution.

Employees raising a disabled child under 18 years old or two children up to 12 years, are granted an additional day off per month (or the reduction in working time to 2 hours per week) and with 3 or more children up to 12 years - 2 days per month (or, respectively, the reduction in working time of 4 hours per week), paid the average wage.

(Source: Lithuanian Labour Code (2002), §146 and Article 214, 2015 edition).

It is also important to mention that the new 'Social model" including Labour Code is debated in the Parliament to enter into force on 1 July 2017. More flexible forms of work organization, implementation of family responsibilities, attention to work – life balance is initiated in this legal act.

Companies in Lithuania are following international trends of social responsibility and are starting to declare their social responsibility to create positive consumer attitude. However, it is not determined if socially responsible activities are noticed by consumers and if they are noticed, are these activities perceived positively.

It is usually believed that social responsibility is a duty of the large companies. However the community usually makes big influence on the success of a small company by approving or disapproving of its activities.

Some positive examples of CSR practices among Lithuanian companies include attempts to reduce energy costs, CO_2 emissions and encouraging employees to sort waste or to join volunteering activities, like collecting food donations for the poor or cleaning the environment during the annual "Darom" (Let's do)event. An example of societal initiative is project 'Mission: Siberia' that has been carried out for the past 10 years.

However Lithuania still has to do much so that CSR can naturally become useful both for the state, society and business companies. It lacks more initiatives, which support more flexible work forms and conditions, mentorship approaches, increasing self-motivation at work, better work-life balance and similar. Majority of Lithuanian business representatives recognize that social responsibility is a necessary element in public relations, their approaches to the composition of social responsibility are fundamentally different. Information and education of the society, fostering values are one of the most important factors to realize the practical and emotional benefits of CSR.

Good practices in Lithuania

The following examples of best practice introduce the level of CSR implementation in the lithuanian environment: some hints on governance policies and on corporate actions in enterprises.

1

Lithuanian Responsible Business Association (Lietuvos atsakingo verslo asociacija (LAVA) was founded in 30-08-2013, http://www.asociacijalava.lt/. It is the network of companies and organizations committed to implement responsible and ethical principles in their activities. The aim of the Association is to promote responsible ways of developing Lithuanian organizations and companies, creating favourable conditions for the development of the whole country and promoting corporate social responsibility, as well as sustainable development. LAVA provides a platform for sharing best practices and capacity building activities for embedding sustainability through cooperation. It aims at creating shared value for organizations, society and the state.
LAVA is also the only Lithuanian representative of the United Nations Global Compact, the world's largest United Nations initiative in favour of corporate social responsibility and promoting sustainable development. www.asociacijalava.lt

2

CSR Network Lithuania.
The network of sustainable development and Corporate Social Responsibility specialists „CSR Network Lithuania" was established in spring 2013 with an aim to unite knowledge, expertise and efforts for ultimate goal – promote social and environment responsibility of private and public sectors and each citizen of Lithuania. CSR Network Lithuania unites over 30 Lithuania's specialists, working and/or interested in the aspects of sustainable development and social, environmental responsibility. CSR Network Lithuania provides two on-line tools which may help business to: 1) Assess gender equality at the workplace (available only in Lithuanian); 2) Develop their annual CSR reports (available only in Lithuanian). http://csrbaltic.lt/en

3

"Omnitel" project "Creating a family friendly work environment in the company" has had a major impact on national working practices and female leadership within the company.
By initiating mobile working places, Omnitel led the way to make this form of organizing work legally allowed in Lithuania and encouraged other companies to follow their example. Similarly, Omnitel spearheaded a national law allowing each employee a day off on the first day back to school (September 1).
Whereas before only 50% of fathers exercised the right to take one month parental leave, Omnitel could increase this rate up to 100%. In addition, the exercise of the legally allowed monthly free day (for parents with two or more children younger than 12 years) could be increased from 0 to approx. 8-10% of all employees.
The percentage of female managers has increased from 32% in 2007 to 41% in 2009 and to 48% 2012. In the recent survey, the evaluation of sufficient work-life balance increased from 58% in 2009 to 63% in 2012. Also, 90% of all employees are saying that mobile working places help them to achieve their work-life balance.

4 **Microsoft Lithuania** offers the employees a lounge, a kitchen, a games area, a children's play room, moreover, outdoor terrace grill can be used for baking snacks. In order to maintain a normal balance between work and personal life employees must reconcile a number of interests, so the company tries to help employees to do this. Employees can bring their children to work when and where needed.

5 **Vinted:** employees can select courses for themselves, team building events and parties. Company also offers snacks, drinks, press, various entertainment, it is planning to install cafeteria, terrace, expand the rest of the available space only for the staff.

6 **SEB bank** benefits its employees with:
- sports festival in the summer, Christmas events;
- employee health insurance (you can buy at pharmacies, to manage tooth, study/ outpatient /health promotion services);
- annual bonuses according to the bank's results;
- supplementary pension for employees who worked for 2 years (% of salary);
- possibility of saving contributing for life insurance by employer;
- opportunity to participate in trainings (not only with the profession, but also personality development);
- shares - events for children of employees (celebrating the 1st of September and Father's Day);
- health events (health week in October - can be massage, fitness center, swimming pool);
- official car for personal needs.

7 **Schmitz Cargobull Baltic:** company is currently undergoing health projects – vaccination against the flu, workplace gymnastics, lectures in health topics including healthy lifestyle, healthy eating and so on. Even employees' children have possibility to spend one day a year in the factory to see where their parents work.

8 **Barclays Technology Centre in Lithuania:** play areas, a library, training programs and so on. For example, there is implemented an internal wellness and environmental initiative - not to use the elevator and climb the stairs in the office. Moreover, some workers created a mobile program to count calories burned each time worker logs into the office staircase.

9 **Sanofi-Aventis Lithuania** offers a massage room for the employees.

Regulations of the Tripartite Council (Economic Social Council) of the Republic of Lithuania. www.socmin.lt/public/uploads/5978_regulations-of-the-tripartite-council.pdf

Corporate social responsibility annual action plan for 2016-2020 www.e-tar.lt/portal/lt/legalActPrint?documentId=974612a0d15711e583a295d9366c7ab3

The CSR national framework: ITALY

Within the European and international level, the Italian Government strategy stresses the importance of enterprises' role in society and the responsible management of economic activities as vehicle for the creation of value, with mutual advantages for businesses, citizens and communities. This conviction is supported by two typical features of Italian enterprises: the ability of rooting themselves in, and relating to, the territory where they operate and the social dimension in terms of industrial relations and social commitment. These factors represent an asset of our enterprises, at risk of going to waste under pressure from international dynamics, and something our Government aims to valorise and support through strategic actions shared with all stakeholders.

As well as having a positive fallout on workers and on the local area, a correct strategic approach to CSR implies an advantage for enterprises' competitiveness, in terms of risk management, cost reduction, access to capital, customers' relationships, human resources management and innovation capacity. Acting on issues of sustainability in the relationship with internal and external stakeholders, businesses can foresee, and better respond to, the expectations of society and anticipate transformations in the contexts where they operate, distinguishing themselves, above all through innovation, from other international competitors and can thus access new resources, new markets and new perspectives of growth.

The role of CSR as a qualifying element of Italian company processes and productions is thus acknowledged in the frame of national policies for growth and employment, favouring the persistence of businesses on the middle to long term in the global markets. The "Made in Italy" concept can strengthen and distinguish itself on the markets through investments in human resources and knowledge, industrial relations, environmental protection, relationships with the territory and stakeholders, fight against corruption – all fundamental elements of CSR.

Being understood that CSR concerns the voluntary business conducts, going beyond the mere respect of legal obligations, the Government, with its action, can create a more favourable context to voluntary business conducts and third sector activities, to favour the attainment of public goals oriented towards the development of the economy, the society and the protection of the environment.

The National Action Plan 2012-2014 - agreed through a process of inter-ministerial consultation and a period of consultation with stakeholders including social partners and NGOs - is implemented under the guidance of two lead Administrations, i.e. the Ministry of Labour and Social Affairs and the Ministry of Economic Development, in compliance with the autonomies and prerogatives of (central, regional and local) public Administrations and businesses, trade unions, third sector, active citizenship and civil society organisations, contributing to the attainment of

its objectives. Such leading role lies within a vast action, long in operation, of national public administrations, at central and local level, supported by businesses' activities and stakeholders' initiatives, which accompany State actions.

The National Action Plan is therefore based, essentially, on what was already implemented at national level and, valorising best practices, aims at providing shared orientations for future actions. Given the multidisciplinary and integrated nature of CSR it is necessary to proceed with a synergic action among institutions – at the different sectorial and local levels. Businesses, but also stakeholders (unions, workers, consumers, third sector organisations, civil society) have naturally a key role, since through active involvement and co-participation (the so-called multi-stakeholders approach) they can encourage processes in operation. At the same time, the involvement of the financial sector is necessary to encourage access of businesses, in particular the small and medium sized enterprises (SMEs), to capital and to credit.

In the definition and implementation of the Plan, a particular attention is devoted to SMEs, which often do not have adequate financial resources and knowledge, but are crucial to the attainment of Government goals, given their number, their roots in the communities, their links with large enterprises in the supply chain and the growing role they take on in the internationalisation of productions.

The contribution of social enterprises and third sector, active citizenship and civil society organisations is also acknowledged, given their attention to the territory and the direct relationship with the community.

In defining the contents of interventions the whole business life cycle has been taken into account - from the definition of business strategy, actions and investments, to the financial and extra financial reporting of activities. Moreover, actions are foreseen aimed at reinforcing the contexts where businesses operate to strengthen citizens' trust, promote the contribution of market forces, project their actions on an international dimension.

In more detail, the Action Plan is organised according to the following objectives:

- increasing the culture of responsibility among enterprises, citizens and local communities;
- supporting CSR-adopting enterprises;
- contributing to the enhancement of "market rewards" for CSR;
- promoting initiatives of social enterprises and third sector, active citizenship and civil society organisations;
- encouraging transparency and disclosure of economic, financial, social and environmental information;
- promoting CSR through internationally recognized instruments and international cooperation.

Good practices in Italy

In accordance with the division of competences between the State and the Regions, the Italian Action Plan 2012-2014 includes the action of central and regional authorities and of other local administrations. The CSR highlights internal and external relations of the enterprises towards stakeholders and the local area. In this dimension, in virtue of the knowledge of specific company situations and of the constant dialogue between institutions and enterprises, specific issues and problems at local and regional administration level can be dealt with efficiently. In this respect we can talk about Territorial Social Responsibility (TSR), whereby public policies promote synergies and partnerships. The interdependence between actors and local communities is a necessary element, allowing also to promote not only economic and commercial, but also social and cultural processes of internationalisation of the local area. Italian Regions provided a contribution for the definition of priorities and the identification of the actions of the Action Plan. Regions proceeded to a recognition on activities on regional level, providing details on the typologies of the most significant interventions (implemented in the previous 5 years, being implemented, or being defined) and on best practices.

1
Piemonte CSR Project 2009 to the present days
Financial resources: EU – Communication plan POR FSE 2007/2013
Since 2009 and still on-going, the project has developed four areas:
- A first monitoring of socially responsible enterprises in Piemonte was performed. The mapping of experiences, opportunities, case histories and CSR projects, continues. The availability of necessary elements (dati, cases, methods, models) rendered possible the programming of an efficient systematic initiative.
- The existent scenario analysis based on Piemonte region was completed by models from other socially advanced realities. This permitted to elaborate the contents of a "Piemonte region model". This includes strategies and case histories. It is open to other regions, to national networks and to European organisations.
- A dedicated web area was developed. Seminars, workshops, local laboratories, meetings and participation to fairs were organised, in order to disseminate best practices.
- Communication and training modules were defined, in order to train and raise awareness of people involved and to strengthen the network.

For further information visit www.CSRPiemonte.it.

2
In 2012 the inter-regional project *"Creation of a network for the dissemination of corporate social responsibility"* was launched. Thirteen Italian regions, the Ministry of Labour and Social Affairs and the Ministry of Economic Development adhered to it. The project has as its main aim increasing the dissemination of corporate social responsibility among businesses through a process of exchange and mutual learning between public administrations on the approaches and programmes of interventions adopted, on experiences implemented, on the main problems linked to intervention tools.

Such a project contributes to the implementation of the priorities of the Action Plan and to the integration of the actions among the different levels of government. The Action Plan contributes to defining the intervention measures that could be financed with the Structural Funds within the European Cohesion policy 2014-2020.

Within regional policies a focused attention is given to Southern Regions that are involved in joint projects and exchanges of experiences with the Central and Northern Regions.

3 According to a study by Osservatorio Socialis of Errepi Comunicazione on the calendars published by the Italian universities and related academic year 2012-2013, 48 out of 78 universities provide teaching in educational programs dedicated to these themes (+ 12% compared to a similar survey carried out in the academic year 2010-2011). Of the 90 calendar teachings 66% belong to the Faculty of Economics, 10% in Humanities, 8% in Political Science. Among them 18% are focused on Corporate Governance, Corporate Ethics 15%, 9% to the Communication from the CSR and 6% to the Social Report.

4 The Bocconi University in Milan fosters, from 2013, the most important event in Italy dedicated to sustainability and social innovation: a stimulating opportunity to compare programs, projects and ideas for the future in a multidisciplinary and networking perspective.www.csreinnovazionesociale.it

5 Ferrero report 2014 CSR
The "FERRERO EWC Health and Safety Laboratory"
The laboratory is created at a meeting in October 2013, the Ferrero European Works Council decided to create a European laboratory for the exchange and sharing of information on risks, best practices and prevention strategies aimed at protecting the psychological-physical integrity of workers in all plants and centres of activities of the Ferrero Group. A project aims to promote also organizational well-being, environmental protection and corporate social responsibility policies.

The previous examples of best practice introduce the level of CSR implementation in the Italian environment: some hints on governance policies and on corporate actions in enterprises.

4

Hints on Corporate Family Responsibility

Why are we presenting an overview on Corporate Family Responsibility?

Because the concept of work-life balance is is a core issue in CSR policies, Corporate Family Responsibility is a step further.

"The theme of CFR is not particularly developed in the managerial, entrepreneurial and economic literature and has emerged only recently after the affirmation of CSR theories. This topic crosses diverse disciplines and diverse points of view (economic, sociological, ethical, organizational, legislation, and anthropological) and is significant on both the theoretical and practical levels, because the need to balance work and family must be responded to with concrete instruments and policies aimed at improving the relationship between quality and satisfaction in both work and life.

More generally, there exists a gap that only recently economic researchers have begun to address - the consideration of people not only as economic operators but in their integrity, that is, as immersed in the rich fabric of interpersonal relations, and the consideration that such relations are the fundamental object of analysis for understanding the logics of operating and developing a business (Faldetta, 2008). Considering the family as a stakeholder of the firm means stressing the advantages that come to the firm from employees' assets inserted in cohesive social contexts, to the highest level of solidarity and social control, and can guarantee a stable social fabric that is economically and culturally rich (Hochschild, 1997).
From the theoretical point of view, different models describe and interpret the relationships between work and family (Zedeck & Mosier, 1990).

According to the spillover theory, there exists a type of correlation of cause and effect between work and family: that which a person lives in his work is reversed in his private life. Compensation theory argues that people search in one of two places (work or life), and that which they cannot find in one they find in the other; segmentation theory considers the two environments as separate and without reciprocal influences: the family is the site of affects and relationships; work is the site of payments and capital. Nevertheless, according to the instrumental theory,

one environment should be the instrument for obtaining results in the other. Finally, conflict theory argues that the search for satisfaction in one of the two environments can only be achieved by sacrificing the other.

In searching for a perspective that can reconcile work with private life and familial responsibility, that is, work with responsibility towards one's family (Werbel & Walter, 2002), the diffusion of CSR policies and practices therefore becomes important for effective work-family balance policies.

The demand for such policies – which can be classified in diverse ways (Ponzellini & Tempia, 2003) is rising, especially for flexible hours, part-time work, understanding and trust (towards colleagues), flexibility in emergencies and paid or unpaid leaves of absences (Kodz et al., 2002; Yeandle et al., 2002).

The need for balance, which is associated with a higher quality of life (Greenhaus, 2003), is rendered even more acute in recent years, which have been associated with an increase in female employment and address such factors as the family's life cycle (Waismel-Manor et al., 2002) and the job's characteristics which require an equilibrium between work and family responsibilities.

At the same time, businesses have become more understanding in recognizing that the effective implementation of such practices requires a change in culture, values, and behaviors (Bond et al., 2002).

However, there are still many obstacles which are linked to the fear of carrying out these policies on the perspective of career and payoffs, to the dominant culture in the different work environment and to the lack of support from the management. And on the concept of the efficacy of these policies there is no connection between points of view of employees and employers due to a trade-off between what is requested and needed by employees, and a company's diffuse cultural orientation (Desrochers et al., 2004).

Few quantitative studies are focused on the correlation between the needs for these policies and the improvement of firm performance (Greenblatt, 2002; Glass & Finley, 2002). More often the focus is on equal opportunity policies more so than those of responsibility towards the family. In particular, the results of some studies reveal that, on the one hand, there seems to be a link between formal instruments, such as the availability of benefits to support family needs, with informal organizational factors, such as the organizational culture, the support of the management and the amount of autonomy that employees enjoy (Allen, 2001; Anderson et al., 2002; Behson, 2002, 2005).On the other hand, indexes

measuring the personnel's morale, commitment, production, absenteeism, and turnaround, demonstrate that there exist economic benefits that derive from the implementation of work-family balance instruments. Among the benefits one can enumerate (Bevan et al., 1999): the increase in: assistance for illness (Rode et al., 2002); in employees' pay and productivity; in the length of employment (loyalty); and in the effectiveness of personnel selection and hiring procedures.

The application of such initiatives implies several important benefits at an organizational level (AIDP, 2010): minor resistance to change on the part of human resources; creativity and individual contribution to the process of innovation; - attractiveness (in terms of employer branding) and reduction of turnover; reduction of costs and increase in the productivity of employees thanks to the promotion of a culture of performance; reduction of reintegration time after a long absence (such as maternity leave). Effective policies concerning the work-family balance are linked to higher quality and satisfaction of people both in their work and in their private life (Kapitàny et al., 2005).

Other studies that have gathered information on the employers reveal that family policies have significant effects on their needs (Dex et al., 2001), though not always positive and therefore of limited success. The studies centered on economic performance only examine the results of work-family balance initiatives and not the policies themselves (Gray, 2001). The relationship between economic performance and work-family balance policies is certainly not clear, nor easily analyzable; nor can the opportunity to implement such policies able to be determined only by economic reasoning (Butler et al., 2004). The usefulness and advantages can be evaluated only in the long term and are therefore difficult to measure only from the economic-financial point of view.

The case is different for companies that wish to assume the responsibility of providing for the well-being of its employees based on ethical motivations, and thus do not consider these policies merely as investments to evaluate only through cost/benefit analysis. This helps affirm that such policies posit a supportive corporate culture, one that can understand and meet the needs and expectations of its carriers of interests and can recognize the centrality of the human element.

Such a corporate culture finds fertile ground in companies that propose social responsibility at the center of their strategic design and which consider human capital, trust, and reciprocal loyalty (Roehling et al., 2001) as drivers of social and economic value. In other words, it founds its framework in the orientation towards the holistic development, a concept discussed in the following section. Researches on the conflict between work and family in different industrialized countries are limited, and there are few comparative studies developed with respect to the specific political, normative, economic, social, and cultural contexts that characterizes each country (Hofstede, 1980). The available data reveal similar situations among different countries (including the EU, U.K. and United States) and highlight the need for greater flexibility in the workplace, especially regarding women (Reynolds, 2004).

The policies adopted by various states are diverse: the United States favors research and development of instruments on the market; in Japan policies for the family has registered a notable development in recent years. In France, paid maternity leave was legislated as early as 1913 (Fagan, 2003; OECD, 2002-2005; Todd, 2004). In Australia, satisfaction regarding the work-family balance decreases at the same rate as the amount of hours per work increases.

In 2008 IFREI research (International Family Responsible Employer Index) held by IESE Business School (Spain), introduced a new on-line system which allows public or private companies to make an assessment as to what favors a balance

between work and family (AIDP, 2010; EURISKO, 2009; EU, 2010). A model was proposed which defined four levels of organization regarding the corporate and social model: "Systematically enriching corporations" are those characterized by a responsible family culture: "Discretionally enriching corporations" are those in which some balance policies and practices are present; "Discretionally polluting" companies are those in which some policies exist but are rarely applied; finally "Systematically polluting" companies are those in which responsible family policies are absent.

In 2009 the Italian Ministry of Equal Opportunity began adjustments to the IFREI in Italy, including specific Italian cultural realities. The research, which involved 216 businesses (SMEs and large enterprises) highlighted how most of these companies fall into the "discretionally polluting" category and only 2% fall within the category of top "systematically enriching" companies. In 2010 data confirmed the delay compared to other countries: the European average of enriching companies is 39%, in America 34%, Asia 55% and in Africa 62%. There are other cases of CFR practices in Italy at a regional and local level (Tuscany, Veneto and Piemonte) which have been developed under the General Directorate for Social Welfare and Family Policies. The early involvement has started with the Green Paper on reconciliation of family and work life, issued by the regional government on November 2010. One such example is the Region of Lombardy, which has placed the issue of reconciliation between family and work at the centre of its policy agenda. Lombardy Region (2011) formulates the White Paper as a Roadmap for reconciliation of family and work life. Change is to be promoted at both the cultural and organizational levels by focusing efforts in two main directions: considering the "reconciliation value chain" in its entirety: family mainstreaming and multi-level governance; and further the interconnection of people, ideas and resources: networks and pluralistic governance, implemented in all 12 Provinces of Lombardy."

Del Baldo M. 2013. Corporate social responsibility, human resource management and corporate family responsibility. When a company is «The best place to work»: Elica group, the hi-fi company, Ekonomska istraživanja – Economic Research Special Issue 2013

Our survey starts exactly from here

5

The Survey
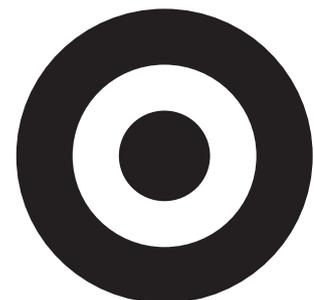
Why did we conducted a survey among employers, employees and VET providers?

As we have seen, the players acting in the CSR policies are various - Government and public bodies, NGOs and international organisations, Academic scholars, Companies and Emplyees: the ones who play the main role in the implementation of the new professional - the personal facilitator - and in its potential mainstreaming are: companies/employers, employees and education and training sectors.

According to this premise, we have identified three different groups of interviewees whose opinions can help in the creation of the training program curriculum: 1. employers, 2. employees, 3. VET providers.

We expected to receive relevant information to design the profile of the personal facilitator.

The purpose of the survey is to gather all relevant information necessary to design the profile of the personal facilitators as a vocation and to design a curriculum for their training at vocational schools.

The major findings of this survey may also help all three taget groups: employers may consider implementing a personal facilitator into their personal management system and benefit from it, employees will benefit from the help provided by the personal facilitator once one has been hired by their employer, and the last but not least – the VET providers may implement this vocation into their educational plans and offer it to the labour market.

We estimate that we will have significant information on the labour market expectations (from employers' as well as employees' point of view) and opportunities for the people seeking jobs, also we expect to have profile of the course graduate as a base for the curriculum design.

We expected the survey to provide answers to the following questions:

Employers
Main question
Do employers believe the personal facilitator could be beneficiary to them?

Secondary questions
Which areas of CSR are being considered the most important?
Is there a difference between the companies with implemented CSR and without CSR?
Which are the main characteristics the employers would expect from an effective personal facilitator?
Who should pay for the personal facilitator's services?

Employees
Main question

Would employees be interested in the services of the personal facilitator if they had one in the company they work at?

Secondary questions

What kind of employees are interested in the personal facilitator's services the most?
What qualities does a well lived life have?
Which work-life balance tools do they prefer?
What services would they want from the personal facilitator?
Who should pay for the personal facilitator's services?

VET providers
Main question

What should be the main characteristics of the curricula for the training course for the personal facilitator?

Secondary questions

Which are the main characteristics the employers would expect from an effective personal facilitator (from the VET providers' point of view)?
What kind of organizations would be interested in employing a personal facilitator?

Final question

Is there a potential for the personal facilitator on the European labour market?

Survey methodology

The PERVET survey questionnaires have been designed to fully achieve the survey objectives, to provide complete and accurate information; to be easy for both interviewers and respondents to complete, to make sound analysis and interpretation possible.

Respondents

Respondents can be divided generally into three basic groups: employers, employees and VET providers. We addressed these three target groups independently with three different sets of questions in order to obtain the whole picture about the future personal facilitator environment. Questionnaires were applied to a minimum of 30 respondents from each group in each country; we obtained 90+ responses per each type of respondents.

For the selection of respondents we used a convenience sampling, which was estimated (and proven) to be enough for the purpose of the survey. Respondents belonging to the „employers" group were generally (top) managers of companies that have employees. Employees were random persons being currently employed in various companies. VET providers were generally any schools providing vocational education for young students (15-19) or adult learners. Questionnaires were performed with the help of an online tool – Google Form. Respondents were guaranteed anonymity and they were assured that they will receive general information about the results obtained in the survey (some of them are also stakeholders of the PerVET project).

Questionnaires

For the data collection we have developed three different questionnaires, one for each group of respondents. The questionnaires are different in content as they were designed to answer different survey questions (see Survey questions) within 3 different survey groups.

In the begining of the creation of the forms, a simple independent test was required in order to define:
- whether the questions as they are worded will achieve the desired results;
- whether the questions have been placed in the best order;
- whether the questions are understood by all classes of respondent;
- whether additional questions are needed or whether some questions should be eliminated;
- whether the instructions are adequate.

To ensure the above mentioned features, we made a cognitive testing and pre-testing of the questionaires. The cognitive testing has been done in order to understand the thought processes that the respondents use in trying to answer the survey questions. A small number (27) of respondents have been selected for the cognitive testing. The respondents selected are broadly representative of the type of respondenst to be interviewed in the main survey.

The pre-testing has been administered to a sample of 3 VET organizations, 3 employees and 3 employers. Interviewees were selected from different socio-demographic backgrounds, so that interviews included a mix of respondents in terms of variables such as sex, age, occupational groups and full and part-time workers. With the help of the feedback recieved from this testing, the final versions of the questionnaires were created and organized as follows:

a) Questionnaire for employers

In the first section the respondents are asked about the profile of their company, in particular: number of employees, area of the business, whether the company is public or private and the level on which they provide their services or products (from local to international).

The second part of the form contains several questions regarding the CSR policy in the company: existence of the CSR, areas and of activity and importance of some practices within the CSR

The third part is focused on the questions regarding the possible scope of activities of the future personal facilitator in their company, features of his performance and benefits he could bring. Respondents could respond by two different ways: selecting from different scales with concrete fixed answers or selecting from a scale from 1 (strongly disagree) to 5 (strongly agree) or from 1 (totally useless) to 5 (very important).

b) Questionnaire for employees

In the first part of the questionnaire we focused on the collection of the personal characteristics of the respondents: gender, age, education level, marital status, children and their age, their work contract characteristics, work position and working overtime.

In the second part of the questionnaire, the respondents could define a „well-lived life" and express their agreement with several statements about the work-life balance in general and according to their personal experience.

In the third part the respondents could define work-life balance tools they prefer and the sets of tasks they would like the personal facilitator to help them with.

Most of the questions in this section could be responded by selecting one or more answers from the list. For some questions they could select from a scale from 1 (strongly disagree) to 5 (strongly agree) or from 1 (rarely) to 5 (very often) or from 1 (extremely dissatisfied) to 5 (extremely satisfied).

There are also 2 open questions.

c) Questionnaire for VET

The first section of the questionnaire was focused on the profile of the respondents in terms of their gender, age, position in the organisation, type and size of organisation (number of courses, number of learners) and types of learning programs provided.

The second set of questions was aimed at the respondents perception of the personal facilitator's performance features and several crucial features of the training program for personal facilitators (requirements on the learners, subjects taught, learning methods, size of the learning group, length of the program, requirements on the trainers).

The last section of this questionnaire sought the answer on the type of organizations that would employ a personal facilitator.

Most questions in this questionnaire could be responded by selecting one or more answers from the list. In one questions the respondents could select from a scale from 1 (totally useless) to 5 (very important).

For the questions with the fixed list of possible answers to select: the score of each answer was calculated as a sum of the occurrences divided by the number of answers.

For the questions where there was a possibility to select the answer from the scale from 1 to 5: the score was calculated as a sum of the scores and divided by the number of answers. In this case the final scores can range from 1 to 5.

Data analysis and results

We present results grouped according to the survey questions that were covered by the survey.

Survey among EMPLOYERS

The sample of respondents can be described by the following characteristics:

Czech Republic **Lithuania** **Italy** **Total**

31 30 34 95

Number of employees	Czech Republic	Lithuania	Italy	Total %
10 employees or less	9	12	8	31%
11-50 employees	13	11	10	36%
51-250 employees	6	4	8	19%
More than 250 employees	3	3	8	15%

Legal status	Czech Republic	Lithuania	Italy	Total %
Public	7	8	4	20%
Private	21	22	28	75%
Private with public participation	3	0	2	5%

Territory of activity	Czech Republic	Lithuania	Italy	Total %
Local	6	6	16	21%
Regional	11	8	20	29%
National	13	11	13	27%
European	6	4	4	10%
International	5	7	6	13%

Total sample size: 95 respondents (employers). The majority (almost ¾ of the repondents) can be described as a small, private and domestic companies.
(67% of respondents come from the small companies - up to 50 employees. 71% of respondents are private companies. 77% of respondents operate only within their own country).

Survey questions

Do employers believe the personal facilitator could be beneficiary to them?

Employers believe the personal facilitator can improve the wellbeing of their employees, in particular in optimizing the chance to focus on their work (58%) and in helping to reduce the work stress (42%). When it comes to the concrete tasks employers think might be interesting for their employees, the results show that it is intermediate-level and advanced-level tasks that would be most attractive.

Intermediate-level tasks cover children transport to school, accompanying children and relatives to medical visits and checks, withdrawal/delivery documents (for example Visas for foreign travel, airline tickets, driver's license renewal, various certificates), finding out information - searching for hard-to-find items, searching offers. 60% of employers agree or strongly agree that help to their employees in this area would be interesting for them. The same rate (60%) of employers agree or strongly agree that a help in advanced-level tasks would be interesting for their employers. Advanced-level tasks cover for example counseling, legal assistance, tutoring etc. Basic-level tasks (as laundry services, shopping services, making reservations, picking up and delivering items, paying bills and bulletins...) could be attractive to the employers according to the 45% or respondents.

41% of respondents already have implemented the CSR policy. The best rate can be found in Lithuania sample (53%), the lowers rate is in the Czech republic sample (23%). This rate reflects the possible chance of embedding the personal facilitator's services in the company's CSR practices.

Have you got an official Corporate Social Responsibility policy in your organization?

41% YES
59% NO

Employers obviously can also see the importance of personal facilitator in improving the organization's performance, especially in improving the job performace of employees (39%), improving the organization's climate (28%), improving organization's image (21%) and reducing absenteeism (12%).

Which areas of CSR are being considered the most important?

For the entire sample of subjects:
Generally the labour and employment practices are considered the most important. It includes training, diversity, gender equality and employee health and well-being (in this category belongs also the personal facilitating). This area has been selected by 39% of respondents. The other areas in descending order are as follows: Environmental issues 16%, Human rights 14%, Community involvement and development 12%, Consumer interests, including privacy 11% and the last is Combating bribery and corruption with 7%.

7%	**Combating bribery and corruption**
11%	**Consumer interests, including privacy**
12%	**Community involvement and development**
14%	**Human rights**
16%	**Environmental issues**
39%	**Labour and employment practices**

The most effective practice in order to improve the working environment is considered Work flexibility (it includes flexible working hours, part-time, job sharing, teleworking, maternity and paternity leave...). This option was chosen by 25% of respondents. The next is In-service life-long learning/ training with 23%. The other practices in descending order are as follows: Active communication inside the company (in-company news-paper, intranet, suggestion boxes, satisfaction surveys, Mother's Day and father's day…) with 13%, Corporate counseling services and Corporate facilities (gym, leisure center, kindergarten …) with 11%, In-service health care services (in-house doctor facility, education projects and training - food, sport, safety, smoking-alcohol-drug- conferences with experts, specialized medical visits, accompanying relatives to medical visits) with 9% and the last is Sharing services (carpooling and car sharing, the activation of groups of purchase with the territory suppliers or through wholesalers...) with 8%.

Which are the main characteristics the employers would expect from an effective personal facilitator?

When speaking about the characteristics of the future personal facilitator the employers would possible hire, it is necessary to mention, that the list of the personal facilitator's features have already been pre-selected as the most suitable for this profession and the respondents were choosing from the features that are all relevant to the profession. The scores given to the particular features only declare the order of their importance (and thus the share of the learning program dedicated to development of that particular feature in the trainees).

The percentage show the rate of the respondents who think the particular feature is important or very important for the quality personal facilitator's performance:

Reliability (95%), Problem solving (95%), Service orientation (94%), Active listening (93%), Speaking (92%), Social perceptiveness (92%), Critical thinking (92%), Reading comprehension (86%), Information Communication Technologies knowledge (78%), Writing skills (77%), Monitoring competences (76%).

There are 2 features that were considered not important and useless for the personal facilitator: English language knowledge (67%) and Ability to work in team (49%).

Who should pay for the personal facilitator's services?

Although the companies believe the in-company services of the personal facilitator could help to improve the organizations performance in many ways, they would prefer to share the payment for his services with employees (69%). 24% of employers would agree to cover these expenses fully, and only 2% of employers would let their employers to pay for personal facilitator without any contribution from the company.

Questionnaire overview – questions and results

How many people work in your organization?	**%**
10 employees or less	31%
11-50 employes	36%
51-250 employees	19%
More than 250	15%
Total	100%

What is the area of your business?	
Agriculture, hunting and forestry	2%
Fishing	0%
Mining and quarrying	0%
Manufacturing	16%
Electricity, gas and water supply	0%
Construction	3%
Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods	14%
Hotels and restaurants	0%
Transport, storage and communication	8%
Financial intermediation	2%
Real estate, renting and business activities	1%
Public administration and defence; compulsory social security	3%
Education	10%
Health and social work	13%
Other community, social and personal service activities	9%
Other	19%

Your organization is

Public	20%
Private	75%
Private with public participation	5%

At what level does your organization offer its goods and services?

Local	21%
Regional	29%
National	27%
European	10%
International	13%

Have you got an official Corporate Social Responsibility policy in your organization?

|	
Yes	41%
No	59%

If you answered YES: what are the areas in which your organization is active the most; if you answered NO: what are the areas in which you would like your organization to invest in?

Human rights	14%
Labour and employment practices	39%
Environmental issues	16%
Combating bribery and corruption	7%
Community involvement and development	12%
Consumer interests, including privacy	11%

According to you, within the labour and employment practices, which ones could be effective in order to improve the working environment?

|	
Active communication inside the company (in-company news-paper, intranet, suggestion boxes, satisfaction surveys, Mother's Day and father's day…)	13%
In-service long life learning /training	23%
Corporate counseling services	11%
Work flexibility (flexible working hours, part-time, job sharing, teleworking, maternity and paternity leave...)	25%
Sharing services (carpooling and car sharing, the activation of groups of purchase with the territory suppliers or through wholesalers...)	8%
In-service health care services (in-house doctor facility, education projects and training - food, sport, safety, smoking-alcohol-drug- conferences with experts, specialized medical visits, accompanying relatives to medical visits and checks…)	9%
Corporate facilities (gym, leisure center, kindergarten …)	11%

The following basic-level tasks would be interesting for my organization employees (Basic level tasks: laundry services, shopping services, make reservations, pick up and deliver items, paying bills and bulletins...)

7%	8%	39%	31%	15%
1	2	3	4	5

Strongly disagree   Strongly agree
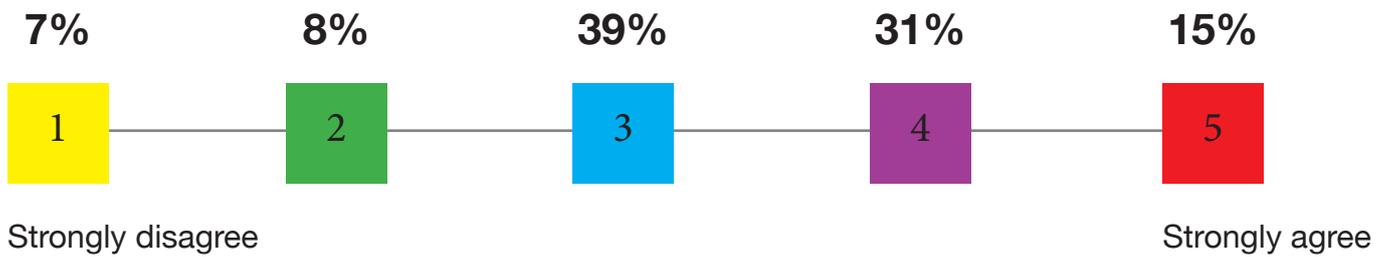
The following intermediate-level tasks would be interesting for my organization employees (Intermediate-level tasks: children transport to school, accompanying children and relatives to medical visits and checks, withdrawal/delivery documents - Visas for foreign travel, airline tickets, driver's license renewal, various certificates - finding out information - searching for hard-to-find items, searching offers...)

6%	16%	18%	31%	29%
1	2	3	4	5

Strongly disagree   Strongly agree
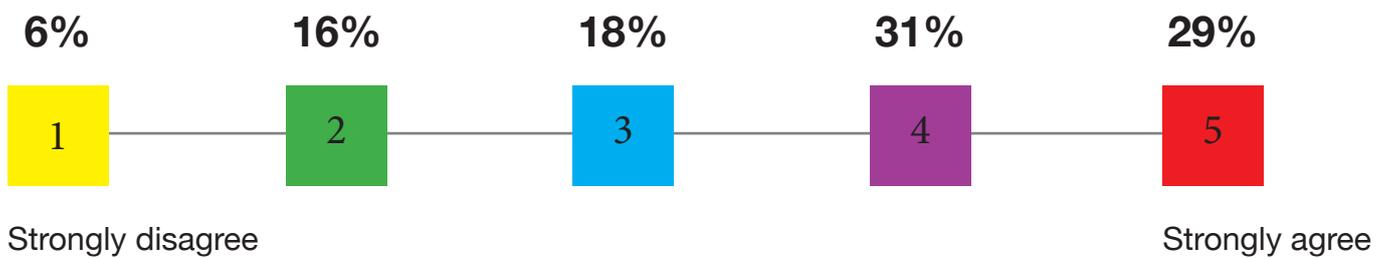
The following advanced-level tasks would be interesting for my organization employees (Advanced-level tasks: counseling, legal assistance, tutoring...)

6%	16%	18%	39%	21%
1	2	3	4	5

Strongly disagree   Strongly agree
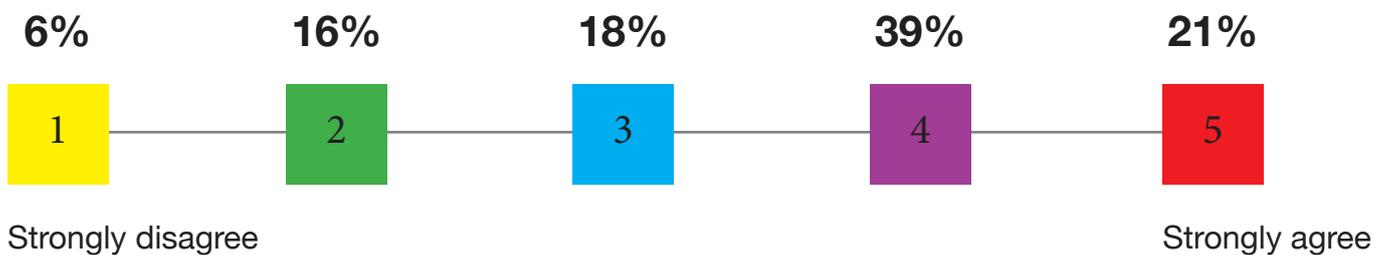
Which tasks would you add to the personal facilitator profile?
The majority of respondents believe that the tasks listed in the form, in order to outline the profile of the personal facilitator, are exhaustive.
However, we'd like to point out some interesting proposals as:
- the welcome and initial reintegration of people returning after long absences because of parental leaves, health problems, expectations for study etc.;
- cultural mediation;
- conflict management and the reconciliation between employees and management.

Mark how necessary you think the following feature is for the personal facilitator's performance (results are in % of the sample):	Totally useless	Useless	Not relevant	Important	Very important
Service Orientation (Actively looking for ways to help people)	2%	2%	2%	63%	30%
Social Perceptiveness (Being aware of others' reactions and understanding why they react as they do)	2%	1%	4%	63%	30%
Critical Thinking (Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems)	1%	1%	5%	57%	36%
Active Learning (Understanding the implications of new information for both current and future problem-solving and decision)	1%	0%	12%	65%	22%
Active Listening (Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times)	1%	2%	5%	45%	49%
Speaking (Talking to others to convey information effectively)	1%	0%	7%	58%	35%
Reading Comprehension (Understanding written sentences and paragraphs in related documents)	2%	1%	11%	69%	17%
Skill in writing	2%	3%	17%	63%	14%
Time Management	1%	1%	4%	52%	41%
Problem Solving (Identifying problems and reviewing related information to develop and evaluate options and implement solutions)	1%	0%	4%	36%	95%
Ability to monitor and evaluate the problém	0%	2%	22%	51%	25%
Information Communication Technologies knowledge	1%	3%	17%	63%	15%
English language knowledge	6%	17%	41%	27%	6%
Ability to work in team	6%	13%	30%	33%	17%
Reliability	2%	0%	3%	25%	70%

The personal facilitator can improve the people's wellbeing...

Helping to reduce work stress	58%
Optimizing the chance to focus on their work	80%

The personal facilitator can improve the organization's performance ...

Improving the organization's climate	55%
Helping to improve the job performance of employees	75%
Reducing absenteeism	23%
Improving organization's image	41%

According to you, who should pay for the personal facilitator services?

Employer	24%
Employee	2%
Employer and employee in a shared participation	69%

Survey among EMPLOYEES

The sample of respondents can be described by the following characteristics:

Czech Republic   **Lithuania**   **Italy**   **Total**

33	30	32	95
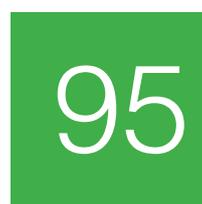
Gender	Czech Republic	Lithuania	Italy	Total %
Female	23	27	24	78%
Male	10	3	8	22%

Age	Czech Republic	Lithuania	Italy	Total %
18-20	1	0	0	1%
21-29	6	4	1	12%
30-39	5	11	5	22%
40-49	11	9	15	37%
50-59	8	3	9	21%
60-65	2	3	2	7%
More than 65	0	0	0	0%

Marital status	Czech Republic	Lithuania	Italy	Total %
Married/partnered	22	25	20	71%
Separated or divorced	5	4	4	14%
Single	6	1	8	16%

Children	Czech Republic	Lithuania	Italy	Total %
Yes	25	21	23	73%
No	58	9	9	27%

Age of children	Czech Republic	Lithuania	Italy	Total %
under age 1	0	1	2	3%
age 1 to 2	0	2	1	3%
age 3 to 5	4	5	0	10%
age 6 to 9	8	4	5	20%
age 10-13	4	5	7	18%
age 14-18	6	2	4	14%
I don't have children in these age groups	11	8	8	31%

84% the respondents work full time, 12% work part time for personal reasons, 3% of the respondents work half time as a requirement of their work position. 1% (1 respondent) was not able to specify his answer. These personal reasons are in 55% of cases little children, 9% or part-time employees take care about old parents and 36% simply do not want to work long hours. 82% or respondents work overtime (36% work overtime often, 46% sometimes). Only 18% of employees never work overtime. 87% of respondents have permanent work contract.

Survey questions

Would employees be interested in the services of the personal facilitator if they had one in the company they work at?

Generally, employees believe there is a strong link between the well-being and work-life balance: 97% of them think it is important or even very important to find a balance between these two parts of everyone's life. The same percentage believe that a policy promoting the reconciliation of private and professional employees' life improves the also a corporate image and increases productivity. 95% of employees agree or strongly agree with the statement of Adriano Olivetti, that "The factory can not look only to the index of profits. It must distribute wealth, culture, services, democracy. I think the factory for the people, not the people for the factory".

Despite of all mentioned before, 46% of respondent are satisfied or very satisfied with their work-life balance. 19% are not not satisfied. However, there is rather big portion of the respondents (35%) that are indifferent in this question.

As a result, 68% of employees would certainly welcome the help of the personal facilitator in their work, 26% do not need such kind of help. 6% of respondents are not decided: they feel indifferent towards the personal facilitator, yet they do not reject his importance completely.

Would you like to have a personal facilitator inside your company?

68% YES

26% NO

What kind of employees are interested in the personal facilitator's services the most?
It is obvious that employees perceive the possible imbalance between the work and personal life more sensitively than their employers. Being under pressure from the side of their employers, resulting in the need of working over-time (34% of employees work long hours often, 49% sometimes), and having the family responsibilities (having small children, taking care for old parents) leads to the overall opinion, that the services of a personal facilitator would help to balance their work and personal life.
68% of the employees would appreciate to have a personal facilitator in their company; this number is higher among those employees who work over-time sometimes or often – 71% and among those who have small children (up to 13 years) – 78%.

According to you what are the essential elements for "a well-lived life"?
We have grouped the answers in 4 blocks, according to the main topic.
For a part of respondents a well-lived life means to be serene and calm; for another part it means having an economic independence and a stable and adequate monthly income with a financial security able to meet the basic needs and desires of the family regardless of family composition. Most of them think that the balance between private life and working life is at the basis of a fully lived life.
For few respondents it means always new incentives in different sector.

We'd like to underline two answers that we found interesting and exhaustive
1."The balance between effort, satisfaction, fun with what is really essential: the health"

2. "Solid construction of family relationships + Strong local roots +Balance between family time work and leisure + Job satisfaction + Safety in relation to public services to support different ages"

According to most of the answers, a well-lived life means to have enough time for ourselves and for our family. However, only 48% of respondents can say they have enough time for themselves, and 49% of respondents have enough time for their families.
Only 18% of respondents need work permits to fulfill their personal and family responsibilities during the working day. 46%, which is rather surprising, don't need work permits to do so.
The above mentioned numbers prove an interesting fact, that if the employees have flexible working hours with no need for work permits, they are perfectly able to manage their personal and family duties with no negative effect on their work-life balance.

Which work-life balance tools do they prefer?
To receive the best picture about the tool the respondents really need, we let them choose more than one option from the list of various tools. The results can be seen in the following chart:

|		
In-house doctor facility	11%	
Job sharing	17%	
Nursery or kindergarten facility	22%	
Maternity and paternity leave	28%	
Teleworking	45%	
Permits to manage work life	48%	
Flexible working hours	69%	
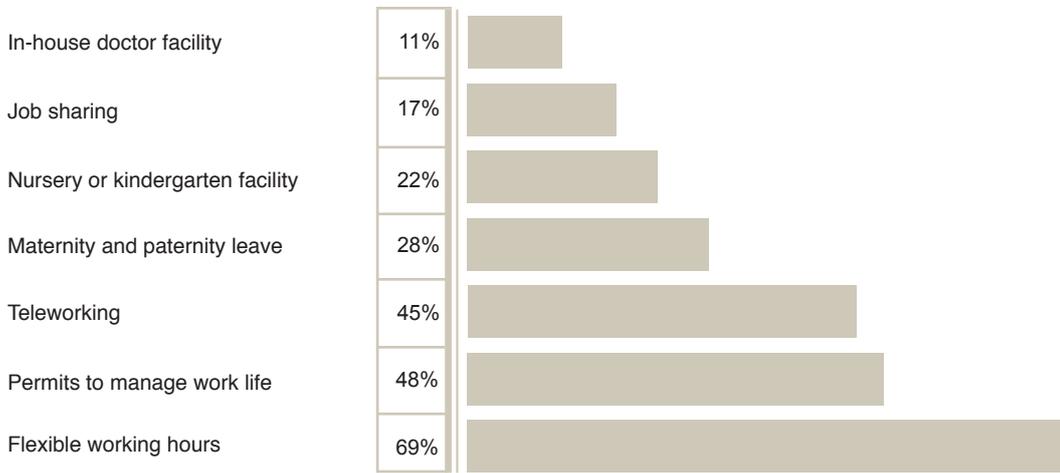
There is no doubt, the flexible working hours are the most desired CSR tool; it was chosen in 67% of all answers obtained. Permits from work are second most desirable tool, this option occurred in 48% of all answers received. The third one, also very attractive, appears to be the teleworking – working from home by various media (mostly internet and telephone). It received 45% of all answers obtained. These three tools complement each other; where there is no possibility of the flexible working hours, the permits are required for the employees to manage their personal issues, or the alternative working method, like teleworking, could have the same value for employees.

The remaining four tools seem to be less important: parental leave from work was chosen by 28% of respondents, 22% voted for nursery or kindergarten facility. Only 17% would prefer a job-sharing as an option, in-house doctor facility received only 11%.

What services would employees want from the personal facilitator?

Not all companies can offer the above mentioned tools in order to help their employees to manage their work-life balance the best. At least not for all work positions. In this case the personal facilitator could help to solve the issues of misbalance between the work and personal life.

The following chart shows the tasks the employees would need help with.

Task	Percentage
Mailing	6%
Buying tickets for events, travels…	7%
Withdrawal / delivery documents (Visas for foreign travel, airline tickets, driver's license renewal, various certificates ...)	8%
Accompanying children and relatives to medical visits and checks	9%
Make reservations	15%
Finding out information you need (searching for hard-to-find items , searching babysitting services….)	17%
Various Payments (fines, service charges…)	18%
Laundry services	19%
Paying bills and bulletins	19%
Searching offers (telephone, car insurance ...)	24%
Pick up and deliver items	26%
Children transport to school	26%
Shopping services	32%

The most desired tasks are: shopping services (32%), children transport to school (26%), pick up and deliver items (26%), searching offers (24%). All of these tasks are time consuming which makes them probably so attractive to employees.

Less desired tasks, such as mailing (6%) or buying tickets (7%) are either easy to handle during the day (not time demanding) or not that important.

Which task would you add?
Employees have added to the list, proposed by the form, several tasks, mainly related to family duties, such as booking medical appointments, doing the shopping, having a cook at home, tidying the house, or related to the work environment like picking up the lunch or more serious: legal support, labour law, psychological counsultation, help in IT implementation and accounting optimization.

Some respondents underline the need to have a support for the transport to get to the working place and others to get a private taxi or a car at disposal for employees.

On the subject of car, respondents list also car maintenance and washing, as a task and the carpark coordination.

Very interested a task pointed out by more respondents: elderly entrainement and support.
Infact a need felt is having the time or a support for the elderly relatives.
Also a "private secretary", reminding personal appointments and commitments, is requested.
At last, in order to save money, a suggestion: the arrangement, through the company, of collective purchase.

Who should pay for the personal facilitator's services?
38% of respondents think it should be the employer's responsibility to pay for the personal facilitator's services, 55% would agree to share these costs. Only 4% of respondents think it is employees responsibility and they should pay for the personal facilitator's services themselves.
If we compare the opinion of the employers and employees when it comes to the responsibility for the payment for the personal facilitator's services, 38% of employees would expect their employer to cover these expenses, while only 24% of employers have the same opinion.
However 55% of employees would agree to share the costs with their employer, while the rate of employers willing to share is 69%.
It is interesting that both groups – only 4% of employees and 2% of employers - think that the payment for the facilitators services should be the employees own responsibility.

Questionnaire overview - questions and results

What is your gender?

Female	78%
Male	22%

Which category below includes your age?

18-20	1%
21-29	11%
30-39	22%
40-49	38%
50-59	21%
60-65	7%
More than 65	0%

What is your education/schooling/degree according to the International Standard Classification of Education?

Primary education (ISCED 1)	0%
Lower secondary education (ISCED 2)	2%
Upper secondary education (ISCED 3)	21%
Post-secondary non-tertiary education (ISCED 4)	8%
Short-cycle tertiary education (ISCED 5)	6%
Bachelor (ISCED 6)	26%
Master (ISCED 7)	31%
Doctorate (ISCED 8)	5%

What is your marital status?

Married/partnered	71%
Separated or divorced	14%
Single	16%

Do you have children? 73%

Yes	27%
No	

If your answer is "YES": how old are your children?

under age 1	3%
age 1 to 2	3%
age 3 to 5	10%
age 6 to 9	19%
age 10-13	19%
age 14-18	14%
I don't have children in these age groups	31%

Are you currently working full-time or part-time?

Full-time	83%
Part-time on the initiative of the employer	3%
Part-time for personal reasons	13%

If your answer is "Part-time for personal reasons", what are these reasons? (Possible more than one option)

I have little children	50%
I have to look after old parents	14%
I don't want to work long hours	36%

I work overtime...

Never	17%
Sometimes	49%
Often	34%

Your job is

Permanent	88%
Fixed term	11%

Your position is best described as

Managers	21%
Professionals	38%
Technicians and associate professionals	2%
Clerical support workers	11%
Service and sales workers	22%
Skilled agricultural, forestry and fishery workers	0%
Craft and related trades workers	0%
Plant and machine operators, and assemblers	0%
Elementary occupations	0%
Armed forces occupations	0%
Other	6%

This second part of the questionnaire asks you to reflect on the topic "Well-being and work-life balance", on current tools today available to facilitate working people lives and on new possible paths.

According to you, from 1 to 5, what are the essential elements for "a well-lived life"?

It's important to achieve a balance between work and personal life
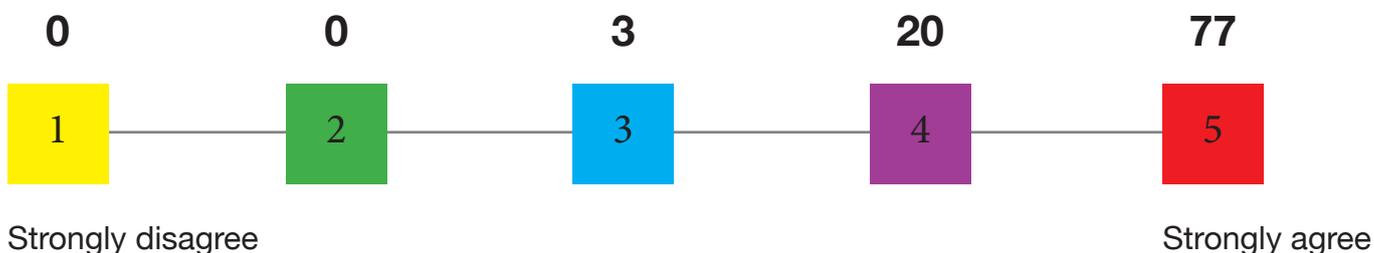
0	0	3	20	77
1	2	3	4	5

Strongly disagree   Strongly agree

A policy promoting the reconciliation of private and professional employees' life improves the corporate image.

0	0	3	29	68
1	2	3	4	5

Strongly disagree   Strongly agree
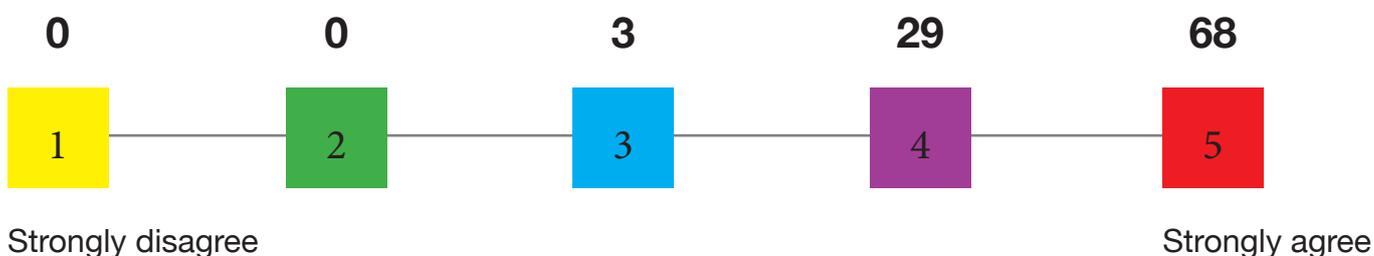
A policy promoting the reconciliation of private and professional employees' life increases productivity
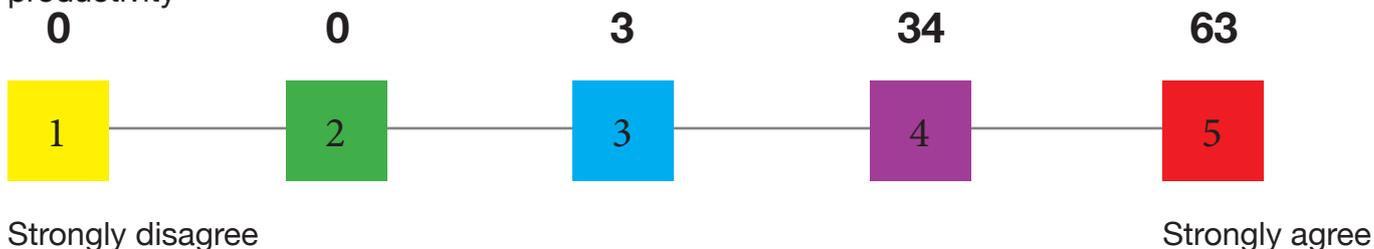
0	0	3	34	63
1	2	3	4	5

Strongly disagree   Strongly agree

The factory can not look only to the index of profits. It must distribute wealth, culture, services, democracy. I think the factory for the people, not the people for the factory (Italian industrialist Adriano Olivetti)

0	2	3	26	69
1	2	3	4	5

Strongly disagree   Strongly agree
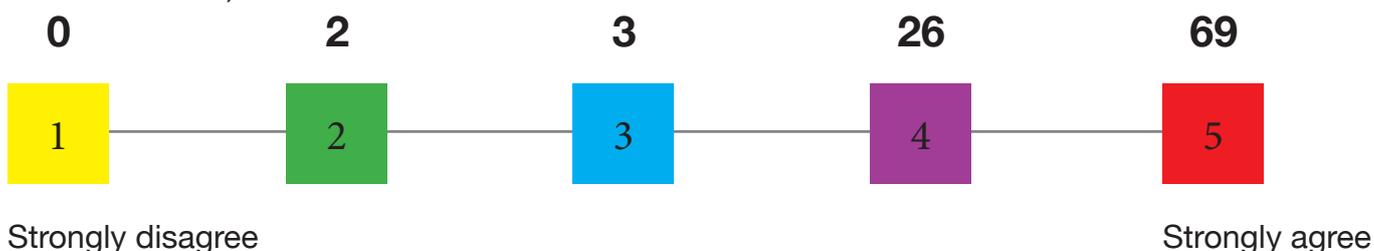
I have enough time for myself after my working hours

6	**17**	**29**	**29**	**19**
1	2	3	4	5

Strongly disagree · Strongly agree
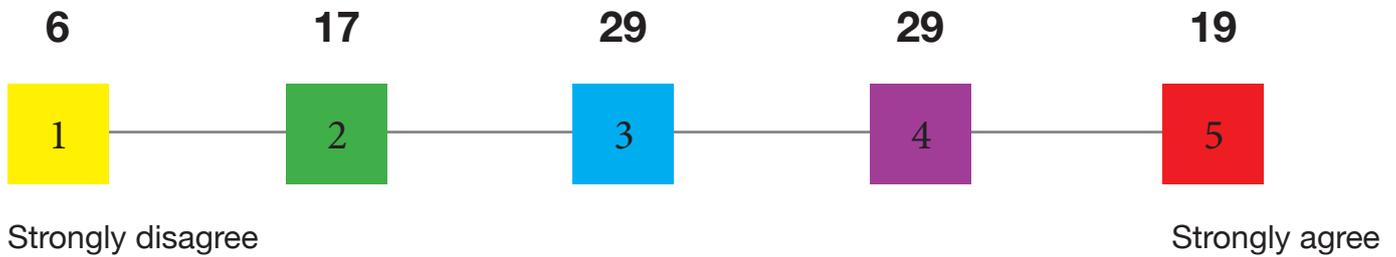
I have enough time for my family after my working hours

4	**15**	**32**	**31**	**18**
1	2	3	4	5

Strongly disagree · Strongly agree
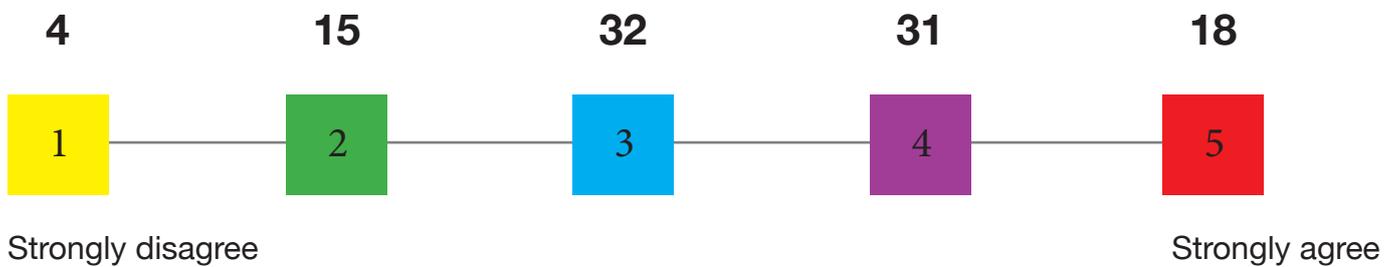
I require work permits to fulfill my personal and family responsibilities

39	**19**	**24**	**14**	**5**
1	2	3	4	5

Strongly disagree · Strongly agree
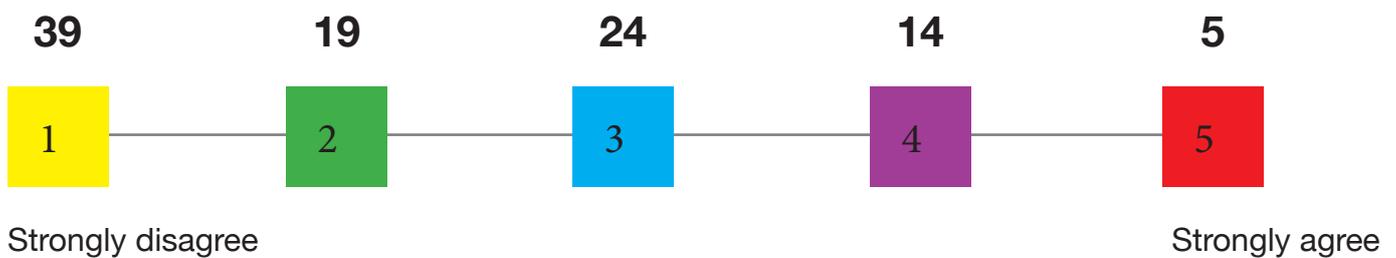
I am satisfied with my work-life balance

3	**16**	**34**	**36**	**10**
1	2	3	4	5

Strongly disagree · Strongly agree
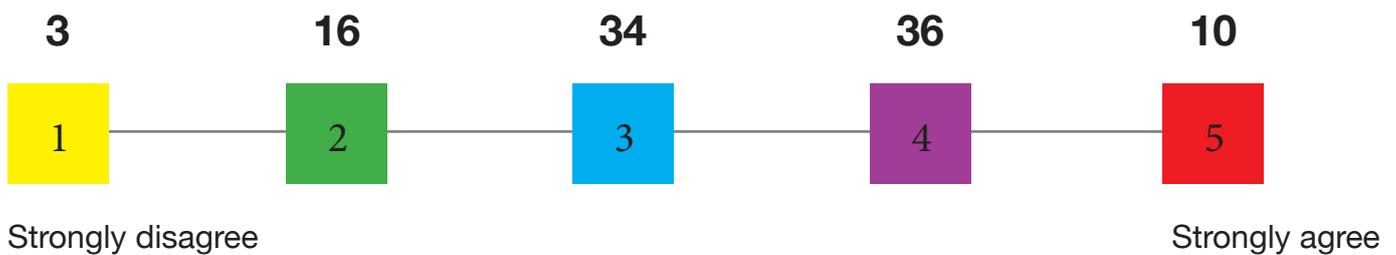
The following are work-life balance tools. Choose the ones you prefer (Possible more than one option)

Flexible working hours	29%
Permits to manage work life	20%
Job sharing	7%
Teleworking	19%
Maternity and paternity leave	12%
Nursery or kindergarten facility	9%
In-house doctor facility	5%

Some companies are currently offering new tools of work-life wellbeing. One of them is the "business concierge", a person who can help you in managing daily tasks. Among the tasks he/she could offer, which ones would you choose? (more than one is possible)

Children transport to school	11%
Laundry services	8%
Shopping services	14%
Make reservations	6%
Buying tickets for events, travels…	4%
Paying bills and bulletins	8%
Pick up and deliver items	12%
Searching offers (telephone, car insurance ...)	11%
Finding out information you need (searching for hard-to-find items , searching babysitting services….)	8%
	4%
Accompanying children and relatives to medical visits and checks	3%
Mailing	8%
Various payments (fines, service charges…)	4%
Withdrawal/delivery documents (Visas for foreign travel, airline tickets, driver's license renewal, various certificates ...)	0%

Would you like to have such a personal facilitator inside the company?

Yes	68%
No	26%
Other	6%

According to you, who should pay for the personal facilitator services?

Employer	38%
Employee	4%
Employer and employee in a shared participation	56%
Other	2%

Survey among VET providers

The sample of respondents can be described by the following characteristics:

Czech Republic	Lithuania	Italy	Total
33	**30**	**36**	**96**
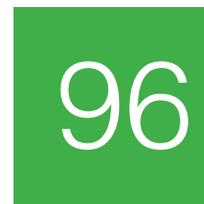
39% of respondents were directors, the rest of the sample were coordinators (18%), teachers (17%), trainers (10%), others (17%). Private and public organizations were almost in balance 47% and 44%, 10% of respondents were private with public participation.
As for the size of the organizations, 57% of the respondents come from the educational organizations with more than 35 different educational programs per year.

The major part of the training agencies choose new learning program starting from the company and territory needs analysis.The study of needs analysis is conducted through the analysis targeted the trend of the labor market and of employment policies within the territory of reference in which the training agencies act. The need analysis is the survey tool to conduct an assessment of the social reality from which to draw inspiration to plan training strategies.
For some training agencies the results combine the analysis of competition in the area, and the actual and potential user requests that weighs in the orbit of the teaching area and the conclusions reflect the educational offer to be proposed in the next training program school and representing programming and educational policy. In addition training agencies proposals depend from the priorities of regional, national and EU funds.

Survey questions

Main question
What should be the main characteristics of the curricula for the training course for the personal facilitator?
In the following charts you can see the individual characteristics of the training program as anticipated by the VET providers:

What are the minimum requirements on the learner to start the programme?

Primary education (ISCED 1)	0%
Lower secondary education (ISCED 2)	7%
Upper secondary education (ISCED 3)	60%
Post-secondary non-tertiary education (ISCED 4)	8%
Short-cycle tertiary education (ISCED 5)	24%

What are the subjects you would insert in the new personal facilitator curriculum?

Subject	Percentage
Accounting	9%
Marketing	10%
Law	15%
Personnel management	18%
Information technology	21%
Communication psychology	28%
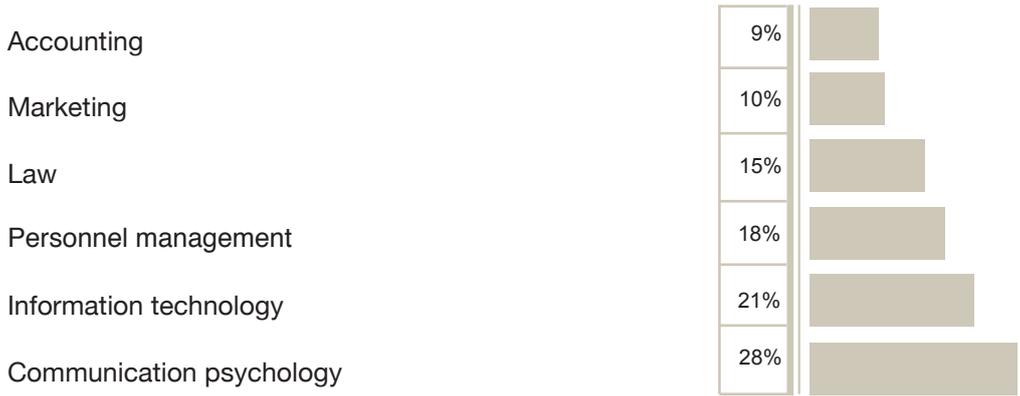
What learning methods should be used during learning process?

Method	Percentage
Theoretical lectures	23%
Work in groups	23%
Workshops	26%
Blended learning	28%

According to you, how big should be the learning group?

Group size	Percentage
Up to 5	4%
6-10	38%
11-15	55%
16 and more	3%

According to you how long should be the learning program for the definition of the personal facilitator profile?

Duration	Percentage
Up to 80 hours	16%
81-120 hours	18%
121-360 hours	40%
361-720 hours	19%
More than 720 hours	8%

What kind of requirements should be stated for teachers who prepare the personal facilitator profile?
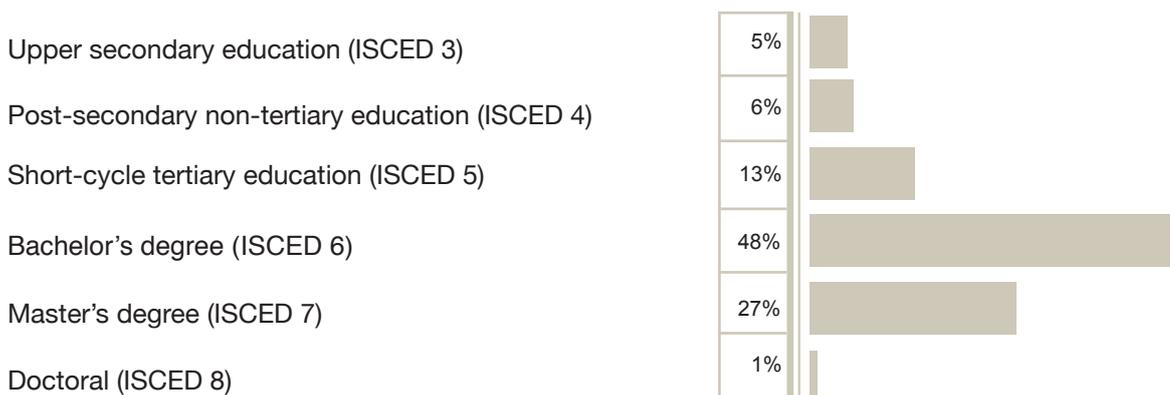
Upper secondary education (ISCED 3)	5%
Post-secondary non-tertiary education (ISCED 4)	6%
Short-cycle tertiary education (ISCED 5)	13%
Bachelor's degree (ISCED 6)	48%
Master's degree (ISCED 7)	27%
Doctoral (ISCED 8)	1%

Which are the main characteristics the employers would expect from an effective personal facilitator (from the VET providers' point of view)?
This questions reflects more or less the awareness of the real need of the world of work and the readiness of Vet providers to provide the education that will meet those needs.
The characteristics had been pre-selected and their importance according to the VET providers is shown in the following chart:

English language knowledge	40%
Ability to work in team	71%
Ability to monitor and evaluate the problem	77%
Skill in writing	78%
Reading Comprehension	80%
Information Communication Technologies knowledge	82%
Time Management	90%
Critical Thinking	90%
Active Learning	92%
Social Perceptiveness	93%
Speaking	94%
Active Listening	94%
Problem Solving	96%
Service Orientation	96%
Reliability	97%
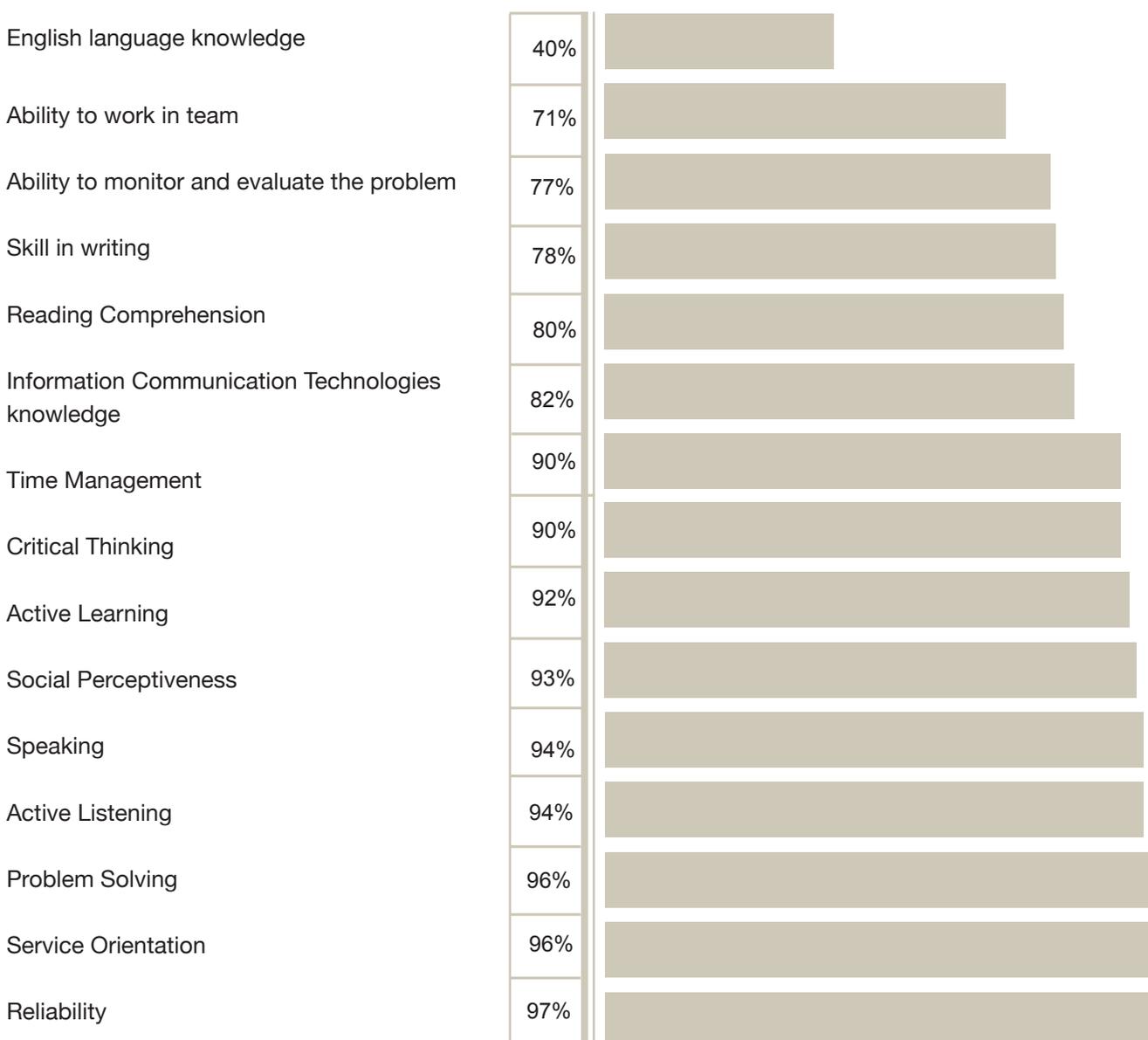
What kind of organizations would be interested in employing a personal facilitator?
VET providers believe it is mostly large and private organizations that will probably hire the personal facilitator: large organizations 34%, small organizations 8%, public organizations 26%, private organizations 31%. More detailed data can be found in the chart below.

According to you, what is the profile of the organization interested in the personal facilitator services?

Small organization	8%
Large organization	34%
Public organization	26%
Private organization	31%

The new curriculum should have these characteristics:

The minimum educational requirements (of a learner) to start the programme: upper secondary

Recommended subjects and their rate on the total hours:
Communication/psychology	28%
Information Technology	21%
Personnel management	18%
Marketing	10%
Law	15%
Accounting	9%

All relevant learning methods should be in even balance:
Theoretical lectures	23%
Workshops	26%
Work in groups	23%
Blended learning	28%

The learning group should be 11 to 15 learners.
The learning program should be up to 360 hours long.
The lecturers and trainers should have at least some university degree (bachelor's or master's)

Questionnaire overview – questions and results:

You are:

Female	60	63%
Male	36	38%
Other	0	0%

Which category below includes your age?

Up to 25	1	1%
26-35	15	16%
36-45	33	34%
46-55	25	26%
More than 55	22	23%

What is your role inside the organization?

Director	37	39%
Trainer/teacher coordinator	17	18%
Teacher	16	17%
Trainer	10	10%
Other	16	17%

What is the type of your organization?

Public organisation	44	47%
Private organisation	41	44%
Private organization with public participation	9	10%

How many learning programs does your organization provide per year?

Up to 5	8	8%
6 -10	10	10%
11 - 20	9	9%
21 - 35	14	15%
More than 35	55	57%

How many people have attended learning/training programs within your organization last year?

200 or less	12	13%
201- 400	19	21%
401-700	19	21%
701-1000	14	15%
1001-2000	9	10%
2001-3000	6	7%
More than 3000	13	14%

What kind of learning programs do you provide? (Possible more than one option)

Administrative	54	56%
Technical	55	57%
Mechanical	32	33%
Technological	47	49%
HORECA (hotel, restaurant, catering)	40	42%
Transport sector	23	24%
Wholesale and retail trade	40	42%
Agriculture	14	15%
Work safety	43	45%
Beauty services	31	32%
Handicrafts	32	33%
Care services	40	42%
Other	3	3%

Mark how necessary you think the following feature is for the personal facilitator's performance (results are in % of the sample):	Totally useless	Useless	Not relevant	Important	Very important
Service Orientation (Actively looking for ways to help people)	0%	1%	3%	53%	43%
Social Perceptiveness (Being aware of others' reactions and understanding why they react as they do)	0%	1%	6%	54%	39%
Critical Thinking (Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems)	0%	1%	9%	61%	38%
Active Learning (Understanding the implications of new information for both current and future problem-solving and decision)	2%	3%	6%	66%	26%
Active Listening (Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times)	0%	3%	3%	52%	42%
Speaking (Talking to others to convey information effectively)	0%	2%	4%	53%	41%
Reading Comprehension (Understanding written sentences and paragraphs in related documents)	0%	2%	18%	57%	23%
Skill in writing	0%	4%	18%	61%	17%
Time Management	0%	3%	7%	44%	46%
Problem Solving (Identifying problems and reviewing related information to develop and evaluate options and implement solutions)	0%	3%	1%	41%	55%
Ability to monitor and evaluate the problém	0%	4%	19%	54%	23%
Information Communication Technologies knowledge	0%	1%	17%	60%	22%
English language knowledge	3%	15%	45%	33%	6%
Ability to work in team	5%	9%	20%	43%	29%
Reliability	0%	1%	2%	26%	71%
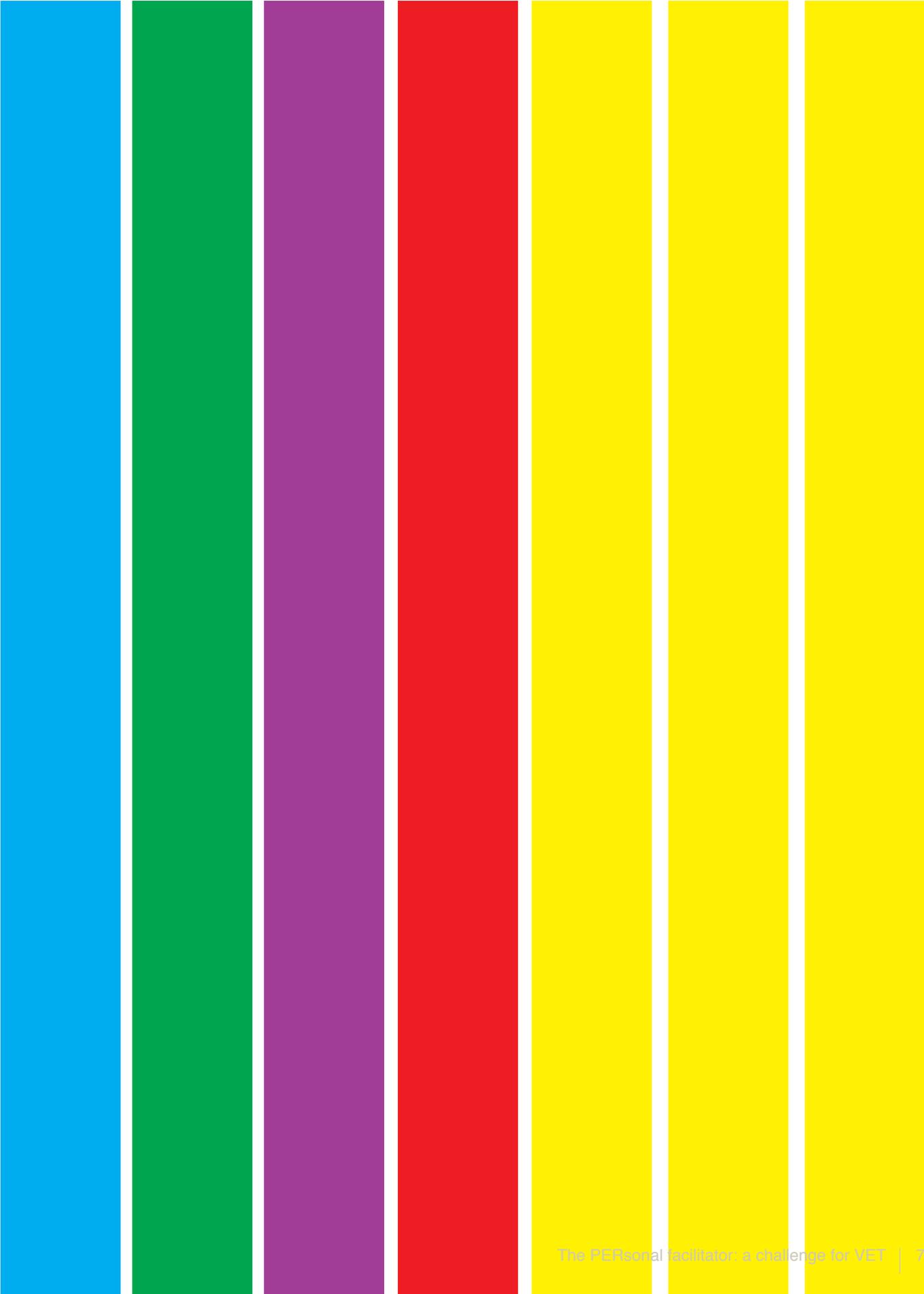
6 Profile and curriculum of the new professional

Curriculum purpose and general description

The PerVET survey results have confirmed the importance of people's increasing need for working wellbeing in three different areas (Czech Republic, Italy and Lithuania) from three different points of view: employers, employees and VET providers.
A new tool of work-life wellbeing could be a personal facilitator who can help employees in managing daily tasks and errands, relieving them from daily responsibilities and personal fulfillment, freeing up their days to do the things they enjoy, helping them in personal time management.
The survey results gave important data for curriculum of personal facilitator.

The results of the interviews and the questionnaires, submitted to the companies within the survey phase confirmed - as suggested during the preparation phase of the project - the need for tools for reconciling life time and working time and the preference of the respondents of complementary tools to traditional ones, confirming the interest in the project proposal: the potential functionality of a professional, operating within the company or as an external consultant, able to support the policies and the reconciliation tools by providing a range of services to employees. The results of the interviews and questionnaires submitted to training agencies allowed to generate data, information and suggestions for the definition of the curriculum and represent the basis on which the profile of the new professional is defined.

The objective of the curriculum
The objective of the curriculum is to define the profile of the professional identified in his/her role of supporting existing reconciliation policies and the pathways required for his/her training, providing - through a theoretical and practical path, enriched by a work-based learning experience - a mix of basic, transversal and specific competences necessary to carry out the tasks identified as priorities for this role.

Through interviews and questionnaires, submitted within the companies, the personal facilitator's activities have been defined on three progressive levels of complexity: a basic level that collects a set of simple services - such as supporting people in shopping and spending - an intermediate level, which includes, for example, activities such as searching for online goods and services, and an advanced level which includes activities like counselling or legal support*.

According to the results and in line with the training objectives of the VET providers, to which the curriculum is proposed, it was chosen to structure the profile by focusing on the basic and intermediate activity levels.

*However, the listed services are not exhaustive and although adaptable to most workplaces in Europe, a preventive needs analysis at local level is recommended.

Professional competences

In order to perform the identified activities adequately, to respond to the needs of people in a comprehensive and appropriate way by integrating their activities into a business environment, the personal facilitator should be able to apply:

a. basic competences[*] in order to:
- prepare and execute documents;
- communicate in a foreign language;
- know software diversity and function;
- work with the information on the web,

b. tranversal competences in order to:
- carry out the requests by employees;
- communicate properly to maintain proper psychological microclimate;
- communicate properly with the external environment (families, relatives, bank etc.);
- perform professional ethics,

c. specific competences in order to:
- mantain a safe work environment;
- mantain a legal work environment;
- carry out the orders using e-shop;
- apply the legal aspects of e-shop.

[*] More information on basic and transversal competences on https://ec.europa.eu/education/initiatives/key-competences-framework-review-2017_en

Knowledge gained by the learning

After completing the training course under the training program a person will know

know

- self-awareness techniques;
- team work principles;
- social and interpersonal communication principles;
- labour law elements;
- labour safety requirements;
- information and documentation procedures;
- procedures of employees's requests execution and control requirements (administration);
- information research methods (IT);
- electronic commerce principles;
- decision-making and marketing methods (management);
- stress and conflict causes and management methods.
- requirements of document preparation and formalization

Skills gained by the learning

After completing the training course under the training program a person will be able

able

- to know herself/himself, to communicate with others, to work in a team;
- to work under labour law and occupational safety requirements;
- to prepare and execute the documents by conducting business requirements;
- to choose the right type of e-shop, handling of goods and service delivery, payments online;
- to find the required information on the Internet;
- to decide independently;
- to run instructions;
- to set the stress and conflict causes, to manage conflicts;
- to plan time properly.

Curriculum content, teaching subjects

The duration of the learning process is 360 academic hours. The curriculum content is divided into theoretical and practical trainings: 196 academic hours for theoretical training, 124 academic hours for practical training and 40 additional hours for Work-Based Learning.
There are twelve teaching subjects as listed in the table below.

N.	Training subject	Dedicated hours		
		Total	Theoretical training	Practical training
I.	**Theoretical + practical training**	**320**	**196**	**124**
1	The personal facilitator's duties and professional characteristics	28	28	0
2	Safety and health of employees	4	4	0
3	Law basics	12	12	0
4	Professional ethics, communication psychology	60	40	20
5	Document management	20	8	12
6	Personnel management	40	20	20
7	Internal and external communication	8	8	0
8	Administration	12	8	4
9	Management basics	20	16	4
10	Foreign language	16	16	0
11	Information technology	60	16	44
12	Electronic commerce	40	20	20
II.	**Work-Based Learning**	**40**	**0**	**40**

Theoretical training + practical training (including 40 WBL hours)

360 = **196** + **164**

Profession activities, competences and training goals

A person who wants to get the profession of personal facilitator gains competences according to the fields of activity. All competences have their goals. The content of training subjects helps to reach those goals.

Competences	Training goals	Training subject
Basic competences		
To prepare and execute documents	To follow rules of document preparation	Document management
To communicate in a foreign language	To upgrade the level of foreign language (English) according to the specific requirements of the professional performances	Foreign language
To know software diversity and function	To be able to select and set up the software for one's own use at work	Information technology, document management
	To be able to enter, to process and organize text data	Information technology
	To be able to prepare documents in factsheets software, graphs display data	Information technology
To work with the information on the web	To be able to work with web documents, to communicate on the Internet, receive, view, send, manage emails	Information technology
	To be able to transfer data safely	Information technology

Competences	Training goals	Training subject
Transversal competences		
To carry out the requests by employees	To get acquainted with management methods, management functions and their evaluation	Personnel management
	To get acquainted with the organization's environmental assessment	
	To examine the organizational structure	
	To be able to communicate with colleagues	Professional ethics, communication psychology
	To be able to apply the prescribed ethical standards at work	Professional ethics, communication psychology, the personal facilitator's duties and professional characteristics
	To be able to organize the organization's staff assigned to the task	Internal and external communication, information technology, document management, management basics
To communicate properly to maintain proper psychological microclimate	To be able to communicate in the workplace, answer the phone, write letters	Internal and external communication, Document management
To communicate properly with the external environment	To be able to communicate in the workplace, answer the phone, write letters in a foreign language	Professional ethics, communication psychology, the personal facilitator's duties and professional characteristics, internal and external communication, foreign language
To perform professional ethics	To know the basic elements of professional ethics	Professional ethics

Competences	Training goals	Training subject
Specific competences		
To carry out the orders using e-shop	To be able to explain electronic commerce and its features	Electronic commerce
	To be able to pay orders in the internet banking system	
To apply the legal aspects of e-shop	To be able to recognize e-payment problems	Electronic commerce, law basics
To mantain a safe work environment	To follow rules of work safety	Safety and health of employees, Administration
To mantain a legal work environment	To follow the law governing labor relations	Law basics

Training methods and tools

The program methodology is based on an integrated learning (theoretical knowledge is combined with practical training).

Learning methods and tools:
- lectures;
- group work;
- presentation;
- practical work;
- discussion;
- individual work.

Required equipment for training

Equipment required for theoretical and practical training at school:
- training classroom;
- technical measures;
- internet connection;
- computer;
- projector;
- scanner;
- training material to illustrate and visualize theoretical training;
- practical tasks provided with utensils and tools;
- handouts;
- tasks sets.

VET school ensures a practical training in a real workplace: enters into a tripartite agreement with the student and the employer for 40 hours within the company.

Achievements and assessments

Achievements and final knowledge are assessed through an evaluation taking into account:
- test results;
- interview results;
- practical work presentation results.

Theoretical training achievements are evaluated after each topic. The evaluation form consists of an interview or a test.
Practical training outcomes are assessed in every practical task assessment through the practical demonstration of competence learning.

Evaluation results are presented like this:
- satisfactory rating of theoretical training is marked "passed", unsatisfactory rating "not passed";
- satisfactory rating of practical training is marked "done", unsatisfactory rating "not done".

Final assessment task consists of:
- theoretical part (knowledge) assessment test;
- practical training report presentation and evaluation.

Skills and competences are tested and assessed during the test and practical training report.

After the theoretical knowledge and practical skills are assessed positively, educational institution issues a certificate in the established form.

Requirements for teaching staff

Theoretical and practical training staff is required to have:
- at least a higher education in the field corresponding the taught discipline;
- at least one year of teaching experience;
- pedagogical, psychological and methodological knowledge (according to the national requirements).

Requirements for learner

Education level required: secondary.
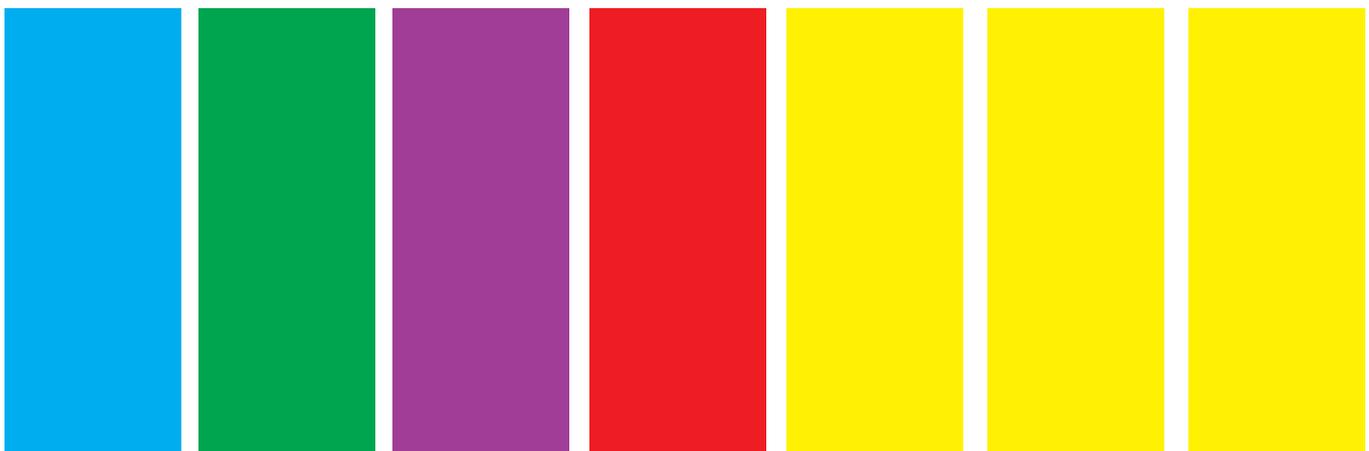
7 Discussion and conclusions

In this chapter, we will try to answer the main question of our survey: "What is the potential for the personal facilitator on the European labour market?" Proceeding from the results of the three surveys, among employers, employees and VET providers, the use of the personal facilitator on the European labour market appears to be more than promising.

The survey is based on the real need for the professional that could help employees with their personal duties and thus help them be more productive in their work. This need has been proven and supported by the results of the survey among the employees: more than 68% of employees would gladly accept the services of such a facilitator, the rate is even higher among employees in more difficult family situation (those who have small children or take care for relatives). This fact may be supported by one more reason: earlier the HR challenges were somehow limited to achieving maximum productivity by motivating the workforce and minimizing labor turnover. But today the employees are self-motivated: they want to deliver their best for accomplishing the work as well as personal goals. To do so, services of a personal facilitator can be very useful.

Employees are perfectly aware of the features of a well-lived life and they are also aware of the possible measures the employer can use in order to help them to achieve it.
From among all presented tools employees would welcome the flexible working hours the most. This reflects one interesting fact: the stress resulting from the balance between the work and personal life could be significantly decreased by providing the time during the day that could be used solely for the personal need of the employee. This option has been chosen by 67% of respondents.

Teleworking (working from home using various kinds of communication technology) as another one of the most desired ways to reduce the balance between the work and personal life occurs to be slightly questionable: not everybody can handle a relative „freedom" of working outside the actual work place. While it seems to be desired by employees and all indications lead to the conclusion it must be truly beneficial, some surveys indicate otherwise. In working from home situations, it seems that private life and work life mix together, thus create an unfavorable atmosphere for productive work, as well as a difficulty to manage private life while working at the same place. Maybe the physical separateness is actually a factor that contributes to psychological separateness between work and private life, so when coming to "work" we literally "leave" our private problems at home. Although home working can have such benefits like more flexibility and independence, it can erase the thin line between work and life, making people work more beyond regular working hours. A higher level of work-related stress and working hours, the possibility of working from home and flexible working hours, along with job dissatisfaction, predict higher levels of work-life imbalance.

On the other hand, this can be an opportunity for the personal facilitator; the tasks one could need to help with might be solved much easier by the professional approach of a well-trained facilitator than by risking the stress, and the low productivity that comes with it, by not being able to handle the work from home.

Employees would welcome the help mainly with the time-consuming duties such as shopping, delivering and accompanying, and they would be willing to participate on the payment for such a service.

The need from the side of the employees is there, but is there a willingness or intention from the side of employers to provide such services?
And that was also one of the essential questions of our survey: the usefulness of having a personal facilitator inside the organization in order to provide services to the employees while it would be useful also for the company.

Employers are convinced the help of the personal facilitator could be helpful to the employees especially in focusing on the work (and thus improving the organization's performance) and reducing the work stress. They also believe the personal facilitator's services could result in some other positive effects such as improving the organization's climate, improving organization's image and reducing absenteeism.

From among various Corporate Social Responsibility areas, the employers consider the labour and employment practices as the most important. Maintaining a proper work life balance is one of the biggest challenges of 21st century HR managers. The way for them to do so could be described as follows:

- Time management: there should be proper allocation of work among the workforce so that nobody is overburdened to work over time.
- Training: there should be proper provision of various kinds of training required for a job so that the employees can enjoy their job.
- Proper staffing: correct staffing is very important.
- Proper recruitment - the right person on the right position - helps employees to deliver their best to the organization. When people enjoy what they do, it enhances their productivity.
- Use of technology: virtual environments have really facilitated working from homes. This gives them enough time for the family. The HR managers should encourage use the technology to help employees maintain work life balance.
- Assessment of employees' needs: the HR managers can develop a personal relationship with the employees by listening to not only job-related problems but also hear their personal family matters. This gives a better understanding of employees' needs and also acts as kind of counseling to them.
- Employee friendly HR policies: by drafting employee friendly HR policies like maternity leave, childcare facilities, elderly care, flexible working location and hours, provision of holidays etc. HR managers can help employees to fulfill their family responsibilities along with their job, and one of the possible way is employing/hiring a personal facilitator.

Now, knowing there is a need for the professional personal facilitator on the labour market, the very next step is to provide a quality professional education and training to the job applicants. As this vocation is brand new in the European labour environment, in the third part of our survey we addressed the providers of the vocational training and education with a set of questions helping us to design to design the curriculum of this profession.The professional answers from the training and teaching staff of the vocational schools provided the main characteristics of the personal facilitator's profile, education/training process and outcomes. The hard characteristics were confronted with the expectations of the performance features the employers might/will have towards the personal facilitator.

The curriculum as a final result of the survey is available as an open source for the VET schools interested in providing education for the future personal facilitators. The future use of the curricula should follow the individual legal procedures in the particular EU countries in order to provide the education for the public.
It is evident from all the above-mentioned facts that the concept of work-life balance holds importance for an individual, organization and the society and creates a win-win situation for all the participants practicing it.

The personal facilitator and his/her services may represent just a little part of all the possibilities how to help employees to maintain their work-life balance, but its impact may be truly significant. All it takes is a company's commitment to provide this kind of services to their employees and thus benefit from their positive results. Job applicants and training organizations are ready to start.

Our deepest wish is to further exploit the results obtained in this project and to continue elaborating this idea to the European labour market's profit. Especially the cooperation wish the local labour offices and big employers seems to be the most useful channel to spread the word about the new professional on the labour market. With their help the idea of implementation of the personal facilitator into the work environment in EU will reach the next, more practical level and provide the first experience and feedback from their actual work performance.

Our survey has opened many questions that need to be answered. To help this process, the project team has started preparing new projects. We will be very happy to share them with you in the following years.

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