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The GRI Basic Training Program – 1 Program & Lesson Plans LEAD Canada Inc



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It comprises LEAD Canada Inc's (LCI) Program and Lesson Plans developed in line with the "Instructions for GRI certified training development" and the "Guide for Trainer", dated July 2008, and feedback provided by GRI after its review of the first draft submission. This report forms the first part of three documents. The second document, the Context Topics, comprises answers to 14 Canadian context questions (MS Word document) which is now merged with GRI's basic training materials to form a 'Trainers Manual'. The third document comprises the corresponding PowerPoint document of answers to the local context questions contained the second document. Please refer comments and questions about this document to the contact details provided on the front cover.



1. Program Summary

Training Program presented by: LEAD Canada Inc (LCI or LEAD)

Responsible for development: Mehrdad Nazari, VP, LCI; Director, Prizma LLC

Targeted audiences: Report makers and users, including consultants; business and NGO professionals, CSR and financial analysts; and government officials. We expect our audience to reflect the significance of the natural resources sectors in Canada.

Nominated trainers: The training pool has been reduced to four and comprises Mehrdad Nazari, Julian Lee, Marc Paquin and Hugh Maynard. Short bios are presented below.

Mehrdad Nazari (MBA, MSc, LEAD Fellow) is Senior ESIA and CSR Advisor at Prizma LLC. He was previously a Project Manager, Dames & Moore (now URS), Principal Environmental Specialist, European Bank, and CSR Research Director, CoreRatings (now Innovest, DNV). He contributes to international extractive ESIA & CSR initiatives, is an ISO 14,000 Lead Auditor and advised IFC's Compliance Advisor Ombudsman office.

Julian Lee (BA) is the COO of Planetair, a high quality carbon offset program. He also advises corporations on CSR matters with Ayrli Partners, is a Research Associate at the Centre for Applied Studies in Intern'l Negotiations, Geneva. Previously, Julian managed an economic governance and rural development project (UNDP, Rwanda), and designed monitoring & evaluation systems for an SME program for IFC in the Balkans.

Marc Paquin (MBA, LL.M., LEAD Fellow) is the CEO of Unisféra International Centre, a sustainable development advisor and a management trainer, teaching also at the Université de Sherbrooke. Previously, Marc was Secretary of Council of Ministers at the Commission for Environmental Cooperation of North America, created in the context of NAFTA. Marc was also advisor on governmental & regulatory affairs (environment and energy) at Hydro-Québec. He began his career with the Montreal-based law firm of Mackenzie Gervais.

Hugh Maynard (DEC, Dip. Ag., LEAD Fellow) is the Director of Qu'anglo Communications & Consulting and manages LEAD Canada's Professional Development Program. He contributed to training program for Newmont's community relations staff. He was previously the Executive Director of the Quebec Farmers' Association and is an award-winning communicator and radio presenter.

Program Plan: The proposed program plan, which is summarized in Table 1 and detailed further in Tables 2-5 further below, closely follows the 16 hours /4 block model provided by GRI. These incorporate all obligatory topics. The course will be delivered over two consecutive days using two trainers. These will be anchored by Mehrdad Nazari to ensure consistency and support LCI's own quality assurance.



Table 1: Summary of Program Plan

Part, Title	Duration	Topics to be covered
1. Framework	Day 1 4 hours	<p>Guest speaker: “my organization’s sustainability reporting journey”</p> <p>What is a Sustainability Report, what is GRI and its Guidelines?</p> <p>What is a GRI Sustainability Reporting process and what are its benefits?</p> <p>What challenges does the reporting process pose?</p> <p>How is a GRI reporting process planned?</p> <p>Linkage with Global Compact Principles</p> <p>Combining Global Compact Principles with GRI reporting process</p> <p>Linkage between and prioritization of activities and associated economic, environmental and social impacts.</p> <p>CSR self-evaluation tools</p>
2. Credibility	Day 1 4 hours	<p>How are stakeholders identified and prioritized?</p> <p>Why and how to consult with stakeholders?</p> <p>What are: “Category”, “Aspect” and “Indicator”?</p> <p>What is the GRI Materiality Principle and its significance?</p> <p>How is the GRI Materiality Principle used to select reporting Indicators?</p> <p>How to approach material Indicators for which there is insufficient data?</p> <p>Which GRI Reporting Principles can be used to define content?</p> <p>Main financial and non-financial reporting regulations in the country.</p>
3. Content	Day 2 4 hours	<p>Who should decide which Indicators should be included in the report?</p> <p>How can a recommendations regarding report content be elaborated?</p> <p>Which decisions on the content of the report need to be taken by “decision-makers”?</p> <p>How do you approach disclosure of “boundary”, “period of reporting” and “stakeholders consulted”?</p> <p>Why is it important to take the decisions on report content, before starting to monitor? Why is “monitoring” usually the longest phase in the reporting process?</p> <p>How are performance targets/goals for the Material Aspects defined?</p> <p>Why is it important to review internal policies at the beginning and during the “monitoring” process?</p> <p>Who should be responsible for the quality of information to be published?</p> <p>How is the data/information on selected GRI Indicators, which is already available in the organization, collected and evaluated?</p> <p>How can the implementation of policy changes and processes be recorded, followed up and communicated in future reports?</p> <p>Which GRI Principles can be applied to ensure quality of information in a report?</p> <p>Why is it better to cover fewer Indicators with high quality than to try to cover a wider scope with poor quality?</p> <p>Which actions can be effective during “monitoring” to quickly make changes in the reporting process if necessary?</p> <p>Why is the GRI reporting process not only about preparing a publication?</p> <p>What is the value of sustainability reporting?</p>
4. Reporting	Day 2 4 hours	<p>What is the obligatory information required for final report?</p> <p>Advantages of external assurance to the reporting process.</p> <p>Report level self-declaration, external check and assurance.</p> <p>Review and evaluate sample of Canadian sustainability reports</p>

Summary of student assessment activities to verify whether participants have achieved course objectives:

The course size target is about 20 participants to facilitate an effective learning environment. Most sections can be delivered using a participative approach. We will employ trainer facilitated and interactive discussions to further maximize learning – and fun. This means that trainers will continuously work towards engaging students to share and relate their own experiences with the topic/discussion at hand. This will also provide a real-time feedback loop to evaluate if learning objectives are being achieved. As detailed further in the trainers' manual, exercises will be conducted by breaking the course into small teams to “workshop” exercises and report back to the plenary for further discussion in a larger group. The specific exercises and “report back” activities are detailed for each learning objective in the tables of each part under the column “student assessment”. The size and number of the teams will be adjusted to the number of course participants. This approach is not only more conducive to adult and peer learning, but will also provide an opportunity to evaluate if learning objectives are being met and allow for immediate corrective action. Finally, a short oral quiz will be conducted at the end of the course to help re-enforce some of the key concepts.

Summary of training materials used during the whole of the course:

The core materials used for this training program includes GRI's Sustainability Reporting Guidelines (2006); The GRI sustainability reporting cycle (2007) and Making the Connection (2007). Selected Canadian sustainability reports¹ have also been used as illustrative examples, case studies and practice materials. The list below contains additional support, reference and further reading materials (listed in reverse chronological order):

- Corporate Reporting to Stakeholders, June 2008, CICA Research Study
- Best Practices in Canadian Corporate Sustainability Reporting (2008) by Stratos Inc.
- The CSR Assurance Statement Report (2008) by CorporateRegister.com
- Practical Guide to Communication on Progress (2008), by Global Compact
- Making The Connection: Using GRI's G3 Guidelines for the COP (2007), Global Compact, GRI
- Capital Markets and Sustainability. The State of the Debate (2007), by the National Roundtable on the Environment and the Economy
- The National Roundtables on CSR and the Canadian Extractive Industry in Developing Countries - Advisory Group Report (2007)
- The Role of Industry Associations in the Promotion of Sustainability and Corporate Social Responsibility: Study Findings. March 2007. Prepared by Five Winds International & Strandberg Consulting on behalf of Natural Resources Canada
- Corporate Responsibility: An Implementation Guide for Canadian Business (2006) by Industry Canada (Government agency).
- Measuring Up: A Study on Corporate Sustainability Reporting in Canada (2005) by the Certified General Accountants Association of Canada (CGA-Canada)
- The National CSR Report: Managing Risks, Leveraging Opportunities. GOVERNANCE AND CORPORATE SOCIAL RESPONSIBILITY (2004). By the Conference Board of Canada.
- Corporate Social Responsibility: Lessons Learned, Natural Resources Canada (undated)
- Updated Edition: After the Signature - A Guide to Engagement in the Global Compact (undated), by Global Compact

¹ By mid Sept 2008, 14 Canadian sustainability reports were recorded in the 2008 GRI Reports List



2. Overview

Part 1: Conceptual introduction and preparation of a GRI reporting process

Learning Objectives - Participants should be able to:

- Explain in their own words what a sustainability report is.
- Identify, using their own words, the main potential benefits and challenges of the process involved in producing a report.
- Give examples of links between everyday organizational activities and their economic, social and environmental impacts based on their own current experience and context.
- Recognize some “self-assessment tools” (local or not) for initial evaluation of such impacts.
- Identify the Global Compact Principles and relate them to the GRI reporting process.
- List the steps to plan and present a reporting process.

Content topics to be covered:

Please refer to Table 2, further below, for detailed Lesson Plans. Obligatory content topics 1 to 8 in the “Guide for Trainers” document will be included. We also propose to include a guest speaker to present “my organization’s sustainable reporting journey”. We propose to move the linkage with Global Compact to Part 4 to simplify the overview session on GRI and avoid “distraction” which would be associated with the proper introduction of the Global Compact at this stage.

Part 2: Dialogue with stakeholders and credibility of the reporting process

Learning Objectives - Participants should be able to:

- Explain in their own words how they would decide which are the priority stakeholders in their context.
- Justify why stakeholders’ input is critical for the success of the reporting process.
- Explain the difference between a GRI category, GRI aspect and a GRI indicator.
- Explain what is the GRI materiality principle and what is the result of its applicability.[will be used extensively during final exercise Q36B]
- Explain and give examples of the GRI G3 reporting principles.

Content topics to be covered:

Please see Table 3, further below, for detailed Lesson Plans for Part 2. Obligatory content topics 9 to 19 in the “Guide for Trainers” document have been included.

Part 3: Defining the content of the report and monitoring

Learning Objectives - Participants should be able to:

- Show using examples, how an organization should report on material indicators, which are not ready to be reported on.
- Explain the difference between self-declared GRI report levels and assurance on report information.



Content topics to be covered:

Please refer to Table 4, further below, for detailed Lesson Plans for Part 3. Obligatory content topics 20 to 34 shown in the “Guide for Trainers” document will be included. The report level and assurance discussions will be moved to Part 4 to improve content flow.

Part 4: Preparing final reporting and communicating

Learning Objectives - Participants should be able to:

- Identify the obligatory components of a GRI G3 report.
- Identify the 5 key steps in the development of a GRI reporting process.
- Justify the internal and external value of reporting.
- Give examples of GRI reports where the Global Compact Principles were considered in the reporting process.
- Explain what a high quality sustainability report entails.

Content topics to be covered:

Please refer to Table 5, further below, for detailed Lesson Plans for Part 4. It includes the obligatory content topics 35 to 36 from the “Guide for Trainers” document. We move questions dealing with the linkage between GRI and Global Compact, and discussion on GRI application level, third party check, and external assurance to this final section. This section also includes the evaluation of 10 sustainability reports in small group work, with each group reviewing about 2-3 reports each followed by their plenary presentation and discussion of results. Part 4 may also provide a good section to briefly introduce Sector Supplement materials for which an additional set of optional slides will be produced for GRI’s certification. The best placement and duration of these optional slides will be defined after the first training course has been delivered.



Introduction: The following four tables comprise the detailed Lesson Plans for Part 1 – 4 (each approximately 4 hours in length) and delivered over a 2-day period. Obligatory learning objectives provided by GRI (and related Student Assessments) were matched with the most relevant content topics, although the same objectives may also be relevant for other sections. The detailed arrangements of each topic within and across the blocks may be adjusted and clustered further for the final presentation materials to support a more coherent course flow. Where noted in the tables below, a participative method refers to our approach as trainers to engage students and draw out their experiences and jointly “brainstorm” specific topics in a full classroom size group setting. This will help the group to arrive at the desired learning outcome instead of simply being “spoon fed” the correct answer. This may be supported by flip charting or other techniques to support the interactive learning process. Also, exercises, such as the evaluation of 10 sustainability reports in Part 4 (Question 36B), will be conducted by dividing the course into teams of about 3 individuals to conduct the exercise in small group before sharing the outcomes in a plenary for further discussion. Additional guidance for students and trainers is provided in the slides and the trainers’ manual, respectively. The 14 Canadian context questions, which had to be developed by LEAD Canada, are highlighted in yellow.

Table 2: Lesson Plan for Part 1 - Framework (total time: 4 hours)

Learning Objectives (write the objective that relates to each content topic question)	Content Topic	Teaching Methods	Teaching Materials	Student Assessment *	Time (min)	Comments
Explain in their own words what a sustainability report is.	1. What is a Sustainability Report?	Guest speaker Presentation	Case studies	Ask students to discuss and define in own words & provide verbal feedback	35	Includes introductions of course participants
	2. What is GRI? What are the GRI Guidelines?	Presentation	GRI-G3 GRI Handbook		20	
	3. What is a GRI Sustainability Reporting process?	Presentation	GRI-G3 GRI Handbook		20	
	4. What are the benefits of the reporting process for an organization (and for society)?	Presentation, Participative (plenary)	GRI materials (business case) students’ examples		15	Combine with Q5
	5. What challenges does the reporting process pose for the organization (and for society)?	Participative (plenary), Presentation,	Handbook GRI Pack		10	Combine with Q4
Identify, using their own words, the main potential benefits and challenges of the process involved in producing a report.	5A. What are the particular challenges for (financial & non-financial) reporting related to the country or the sector of the participants?	Presentation Participative (plenary)	Presentation of literature & results of surveys in Canada; Summarize student input from on flip chart	Ask students to define and help assemble table on flip chart	20	

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Table 2 Lesson Plan for Part 1 – Framework (continued)

Learning Objectives (write the objective that relates to each content topic question)	Content Topic	Teaching Methods	Teaching Materials	Student Assessment *	Time (min)	Comments
List the steps to plan and present a reporting process	6. How is a GRI reporting process planned?	Presentation Participative (plenary)	GRI Handbook	Ask students to discuss in context of their own organizations & provide verbal feedback	20	
Give examples of links between everyday organizational activities and their economic, social and environmental impacts based on their own current experience and context.	7. How can the link between the everyday activities of an organization and its economic, environmental and social impacts be identified and prioritized?	Participative (plenary), presentation	Students' own examples, collected in flip chart	Ask students to use own experience to help fill flip-chart	20	
	7A. Give three local examples (from media) of an organization that had a negative impact by just trying to achieve its regular business performance goals. For each example, identify the Indicators that, if monitored, may have helped to prevent the negative impacts.	Participative (plenary), Presentations	Media based case studies, some of which will be familiar to participants due to extensive press coverage		15	
	7B. Prepare a list of three main economic performance results of the country/city in the last two years and list the related main economic, environmental and social impacts resulting from these achievements.	Participative (plenary) Presentations	Sector case studies Students' examples		15	
Recognize some "self-assessment tools" (local or not) for initial evaluation of such impacts.	7C. Prepare a presentation about the main sustainability/CSR self-evaluation tools available or most	Presentation Participative (plenary)	Introduce examples from Canadian Gov. ² and industry	Students to discuss own experiences with presented and/or other	15	Tools will be presented. 1-2 students who have used these tools (if any) will be asked to

² <http://www.ic.gc.ca/epic/site/csr-rse.nsf/en/rs00126e.html>, http://www.ic.gc.ca/epic/site/csr-rse.nsf/en/h_rs00094e.html



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	used in the country or sector. Explain the main pros and cons of each of them in helping a GRI reporting process.			tools they have used in the past & provide verbal feedback		share their experience (pros/cons, other tools)
Identify the Global Compact Principles and relate them to the GRI reporting process	7D. Prepare slide(s) on the Global Compact Principles and how they might be considered in the initial evaluation process of aspects to report on.	Presentation (plenary) Participative	GRI-G3 Global Compact publications on background and COP		25	
	8. What preparations can be made for a first kick-off meeting to start the GRI reporting process?	Presentation Participative (plenary)	GRI Handbook materials		10	



Table 3: Lesson Plan for Part 2 – Credibility (total time: 4 hours)

Learning Objectives (write the objective that relates to each content topic question)	Content Topic	Teaching Methods	Teaching Materials	Student Assessment *	Time min	Comments
	9. How are stakeholders identified?	Participative (plenary) Presentation	GRI-G3		15	Should be clustered with Q13A and Q13B
Explain in their own words how they would decide which are the priority stakeholders in their context	10. How are stakeholders prioritized?	Participative (plenary) Presentation Use 2x2 on flip chart “forcing” ranking	GRI Handbook	Participants to provide examples & prioritize in their context. Use flip chart to present	20	Should be clustered with Q13A and Q13B
Justify why stakeholders’ input is critical for the success of the reporting process.	11. Why consult stakeholders when defining topics to be reported on?	Participative (plenary) Presentation	GRI-G3	Participants to justify using examples & provide verbal feedback	15	
Explain the difference between a GRI category, GRI aspect and a GRI indicator.	12. What is a “Category”, an “Aspect” and an “Indicator” in the GRI G3 Guidelines?	Presentation	GRI-G3 Develop “funnel” on flip chart	Participants to select a category and funnel through to indicators. Use flip chart to present	20	
	13. What is the best way to consult stakeholders about issues to be reported on?	Participative (plenary) Presentation	GRI-G3, draw on students’ experiences, lessons learned		10	
	13A. Prepare three examples, (from newspapers, magazines, Sustainability Reports, etc.) where stakeholders were not consulted before an organization took a decision and where their reaction damaged the credibility of the company or organization.	Presentation (plenary) Presentation	Well known media supported case studies which allows students to join in; expand to include participants’ own experiences		20	Should be clustered with Q9 and Q10
	13B. List three sectors and their most probable main stakeholders. Present this list for discussion and ask which other stakeholders could or should be included and why.	Small group exercise	Use study on stakeholders selected by different business associations	Students to develop list; compare with stakeholders “recognized” by business associations. Each group presents.	20	Should be clustered with Q9 and Q10 (joint time would be almost a full hour)
	14. Question: What is the GRI Materiality Principle? Why is it important?	Presentation Participative (plenary)	GRI G3 Handbook		20	

Table 4: Lesson Plan for Part 2 – Credibility (continued)

Learning Objectives (write the objective that relates to each content topic question)	Content Topic	Teaching Methods	Teaching Materials	Student Assessment *	Time (min)	Comments
Explain what is the GRI materiality principle and what is the result of its applicability.	15. How is the GRI Materiality Principle applied to select Indicators for reporting on?	Presentation Participative (plenary)	GRI G3(-> Tests) GRI Handbook Use one sector case studies to draw out materiality concept, introduce “Ford Motor Materiality Matrix”	Ask students to discuss concept and illustrate using sector impacts presented earlier (Q7B) & provide verbal feedback	20	Will be discussed further with real case studies with Q25A
	16. Why are the best GRI G3 reports not necessarily the longest ones?	Presentation Participative (plenary)	GRI Handbook		10	
	17. What do the G3 Guidelines recommend regarding the material Indicators on which the organization is not prepared to report?	Presentation Participative (plenary)	GRI G3, p. 37 Add Symantec example on labor issues and lack of data		10	
Explain and give examples of the GRI G3 reporting principles	18. Question: Which GRI Reporting Principles can be used for defining content?	Presentation Participative (plenary)	GRI G3 (Content & Quality Principles)	Walk through tests in GRI G3, apply to case studies. Students provide verbal feedback	30	
	18A. Prepare a summary of the main financial and non-financial reporting regulations in the country.	Presentation Participative (plenary)	CGA-Canada study Present also other reporting drivers in Canada (survey results)		20	
	19. How can monitoring systems already available be checked for measuring GRI Material Indicators?	Presentation Participative (plenary)	GRI G3		10	

Table 5: Lesson Plan for Part 3 – Content (total time: 4 hours)

Learning Objectives (write the objective that relates to each content topic question)	Content Topic	Teaching Methods	Teaching Materials	Student Assessment	Time (min)	Comments
	20. Who should decide which Indicators should be included in the report? Why?	Participative (plenary) Presentation	GRI Handbook	Students provide verbal feedback	10	
	21. How can a recommendation regarding what to report on be elaborated on? What are the key points?	Participative (plenary) Presentation	GRI Handbook	Students provide verbal feedback	10	
	22. Which decisions on the content of the report need to be taken by “decision-makers”?	Participative (plenary) Presentation	GRI Handbook	Students provide verbal feedback	10	
	22A. Prepare 3 examples for discussion from real reports where the following are identified; “boundary”, “period of reporting” and “stakeholders consulted”.	Small group exercise	Case studies from reports	Discuss results of group exercise in plenary	30	
	23. Why is it important to take the decisions on report content, (described in Q. 22), before starting to monitor?	Participative (plenary) Presentation	GRI Handbook	Students provide verbal feedback	10	
	24. Why is “monitoring” usually the longest phase in the reporting process?	Participative (plenary) Presentation	GRI Handbook	Students provide verbal feedback	10	
	25. How are performance targets/goals for the Material Aspects defined?	Participative (plenary) Presentation	GRI G3 GRI Handbook	Students provide verbal feedback	10	
	25A. Prepare 3 real examples of definitions of targets for Material Indicators to be discussed with participants.	Presentation	Case study		30	
	26. Why is it important to review internal policies at the beginning and during the “monitoring” process?	Participative (plenary) Presentation	GRI Handbook	Students provide verbal feedback	10	

Table 4: Lesson Plan for Part 3 – Content (continued)

Learning Objectives (write the objective that relates to each content topic question)	Content Topic	Teaching Methods	Teaching Materials	Student Assessment *	Time (min)	Comments
	27. Question: Who should be responsible for the quality of information to be published?	Participative (plenary) Presentation	GRI Handbook – ask students to check their legal advisors	Students provide verbal feedback	10	
	28. Question: How is the data/information on selected GRI Indicators, which is already available in the organization, collected and evaluated?	Participative (plenary) Presentation	GRI Handbook	Students provide verbal feedback	10	
	29. How can the implementation of policy changes and processes be recorded, followed up and communicated in future reports?	Participative (plenary) Presentation	GRI Handbook	Students provide verbal feedback	10	
	30. Which GRI Principles can be applied to ensure quality of information in a report?	Participative (plenary) Presentation	GRI G3 GRI Handbook	Students provide verbal feedback	30	
Show using examples, how an organization should report on material indicators, which are not ready to be reported on	31. Why is it better to cover fewer Indicators with high quality than to try to cover a wider scope with poor quality? [see also Q17]	Participative Presentation	GRI G3 GRI Handbook use Symantec example	Participants to use and apply to examples	20	See also Q25
	32. Which actions can be effective during “monitoring” to quickly make changes in the reporting process if necessary?	Participative Presentation	GRI Handbook		10	
	33. Why is the GRI reporting process not only about preparing a publication?	Participative Presentation	GRI G3 GRI Handbook		10	
	33A. Collect from existing reports 5 declarations from representatives of companies about the value of Sustainability Reporting.	Participative (plenary) Presentation	5 declarations	Students provide verbal feedback	10	

Table 4: Lesson Plan for Part 3 – Content (continued)

Learning Objectives (write the objective that relates to each content topic question)	Content Topic	Teaching Methods	Teaching Materials	Student Assessment *	Time (min)	Comments
	34. Is an organization allowed to ask an expert to check its obligatory self declaration of the GRI report level (A, A+, B, B+, C, C+)? What is the difference between this check and the assurance process on the final report?				0	Moved to Part 4
	34A. Prepare a slide on the advantages of external assurance to the reporting process, within the context of your country.				0	Moved to Part 4

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Table 6: Lesson Plan for Part 4 - Reporting

Learning Objectives (write the objective that relates to each content topic question)	Content Topic	Teaching Methods	Teaching Materials	Student Assessment *	Time (min)	Comments
Identify the obligatory components of a GRI G3 report	35. What is the obligatory information to be included in the final report?	Participative (plenary) Presentation	GRI G3	Participants to define and correct listing	25	
Justify the internal and external value of reporting.	36. Is it possible to have different presentation's format or different communication pieces on the final complete report?	Participative (plenary) Presentation	GRI Handbook Case studies CSR Trends	Participants to discuss and rate in own context	25	
	34A. Prepare a slide on the advantages of external assurance to the reporting process, within the context of your country.	Participative (plenary) Presentation	The CSR Assurance Statement Report (2008)		25	Moved here from Part 3
Explain the difference between self-declared GRI report levels and assurance on report information	34. Is an organization allowed to ask an expert to check its obligatory self-declaration of the GRI report level (A, A+, B, B+, C, C+)? What is the difference between this check and the assurance process on the final report?	Participative (plenary) Presentation	GRI G3 The CSR Assurance Statement Report (2008) ; Best Canadian Practice study by Stratos	Participants to discuss pro/cons and their views quality & credibility & provide verbal feedback	40	Moved from Part 3
Give examples of GRI reports where the Global Compact Principles were considered in the reporting process	36A. Prepare 3 examples on how the Global Compact Principles have been combined with the GRI reporting process, (preferably real examples from your country).	Small group exercise, Presentation	Case studies Making the Connection: The GRI Guidelines and the Global Compact	Participants to workshop example and discuss in plenary	35	



Table 5: Lesson Plan for Part 4 – Reporting (continued)

Learning Objectives (write the objective that relates to each content topic question)	<i>Content Topic</i>	Teaching Methods	Teaching Materials	Student Assessment *	Time (min)	Comments
Explain what a high quality sustainability report entails	<i>36B. Prepare a methodology to evaluate Sustainability Reports, (based on GRI principles and other issues you consider important), and ask the participants to evaluate 10 existing Sustainability Reports (or report parts) from your country.</i>	Small group work	Methodology (focus: materiality and stakeholder inclusiveness); Sustainability report	Participants to evaluate report and present and defend their comparative rankings in plenary discussion.	60	This section could be reduced in future to about 30 minutes and provide additional time to discuss GRI Sector Supplement and/or review indicators (additional slides to be produced for GRI's certification in due course).
Identify the 5 key steps in the development of a GRI reporting process.	<i>[See also Q3, Part 1]</i>	Oral quiz for plenary	Summary review of key questions	Self-assessment during oral quiz	30	Few basic questions from the "basic training program" will be raised for plenary discussions.