PROGEDi
Promoting Gender Equality, Diversity and Inclusion in the workplace

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DEI Training curriculum for public sector employees

Co-funded by the European Union

PROGEDI, Promoting Gender Equality, Diversity and Inclusion is a new and innovative European project which aims to promote diversity, equality and social inclusion in the business and public sector in Greece. It is implemented by The International Rescue Committee (IRC) Hellas, Cell of Alternative Youth Activities (KEAN) and Generation 2.0 for Rights, Equality & Diversity, starting on January 2023. The program is co-funded by European Union.

The current document is developed by KEAN, and consists the deliverable 2.3 DEI Training curriculum for public sector employees that is part of WP2 Capacity Building of businesses, organizations and public sector agencies in Greece on Diversity Management and Inclusion.

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INTRODUCTION

I. Introduction to the training program on Diversity and Inclusion in public bodies

Equality and respect for diversity are top priorities for the European Commission to fight discrimination and promote equal societies. The European Commission's mission is to promote diversity and inclusion across the community, as stated in the statement by the Commissioner for Equality:

«Thousands of EU-based companies and organisations in different sectors and of different sizes are actively enhancing inclusion and belonging in their workplaces. They are thus contributing to a Union of Equality, where everyone is valued and appreciated for who they are. Diversity and inclusion policies in the workplace can also help organisations, employers and workers, embrace the opportunities of a changing world of work, spurred by the demographic, green and technological transitions. Helena Dalli, European Commissioner for Equality.[1]

The Diversity Charter is also an initiative of the European Commission established in every EU member state since 2004, to promote diversity in companies. In Greece, it was founded in 2019 by KEAN, aiming to act as a means of commitment for the implementation of equality of equal opportunities and diversity in every working environment in Greece.

PROGEDI is a new European project that aims to promote diversity, equality and social inclusion in the business and public sector in Greece. Although diversity and equality are key priorities of European Union (EU) values and the business case for diversity is stronger than ever, evidence from various international reports and especially for Greece shows that progress towards a more equal, inclusive and diverse work environment is a complex and slow process.

The training program for Diversity and Inclusion in public bodies is created based on the experience and expertise of the PROGEDI project partners in the field of diversity management and inclusion practices in the workplace, the available best practices shared between the network of the European Platform for the Diversity Charter, and the case studies analyzed in public organizations.

II. Objectives of the training program and methodology

The Diversity and Inclusion training curriculum in the workplace is designed to empower executives employed in public bodies and develop knowledge of diversity management practices. Through the research in the framework of the project, public bodies have implemented similar

[1] https://eudiversity2024.eu/european-diversity-month-2024/

practices on a small scale and the working individuals have minimal training in diversity and inclusion issues.

The curriculum aims to raise awareness among participants about how multidimensional identities contribute to experiences of oppression or removal of privileges between colleagues and corresponding practices to promote inclusion in the workplace. It will be available in English and Greek and will be distributed to public sector bodies in Greece, key stakeholders such as the Ministry of Labor and Social Affairs.

The methodology applied aims at the effective training of executives of the public body. For this reason, factors such as the age and educational needs of the target audience, the objectives of the program and the way in which readers will use this manual were evaluated, aiming at a successful implementation of the training program.

In addition, it has been formed at two levels, the analysis of the theoretical framework that includes basic concepts and presentation of best practices at European and National level regarding diversity management and inclusion in the public sector and includes initiatives by the European Commission and real examples of actions implemented by public bodies. The aim is to promote and recognise diversity and inclusion practices at all levels of the public service system.

Through the theoretical part, the participants will be informed about the main pillars of diversity, the situation in Greece and Europe and best practices concerning the public sector. Specifically, it includes:

- Module 1: Introduction to Diversity and Inclusion.
- Module 2: Diversity and inclusion practices in the work environment.
- Module 3: Presentation of Best Practices, focused on public bodies.

The second level includes the practical part that consist of interactive group activities, to understand the content. The purpose of interactive activities is to enable participants to experience practically and deal with situations they may encounter in the workplace, as well as to enhance the development of personal skills such as communication, collaboration and individual recognition of issues.

The training curriculum includes text, images, diagrams, videos, etc. with the aim of ensuring educational needs and meeting various educational preferences.

MODULE 1: INTRODUCTION TO DIVERSITY AND INCLUSION

The **purpose** of the first module is to inform executives employed in public sector bodies about the basic concepts of diversity and inclusion as well as key elements that deepen the specific needs of each group.

The **methodology** applied in this section is:

- **Lecture**, presenting a theoretical framework for the transmission of basic knowledge and concepts
- **Presentation of research,** enhancing the knowledge base with statistical data.
- **Discussion/Conversation,** encouraging the participation of individuals and offering space to discuss diversity and inclusion issues, exchange views and experiences.
- **Picture containing polychromatic, drawing Auto-generated description**, encouraging collaboration and skills development on issues or problems related to diversity and inclusion in their work environment.

The **expected result** is the recognition and management of diversity in the working environment by executives employed in public bodies and the development of practices tailored to the needs of each pillar of diversity.

I. PILLARS OF DIVERSITY

Diversity and Inclusion is an important priority at national and European level for the development of equal opportunities and the creation of an inclusive work environment. The European Commission defines and promotes policies and specific practices aimed at promoting diversity and inclusion in the workplace as well as in the areas of social, economic and cultural life.

In this context, Diversity refers to the recognition and utilization of the unique characteristics that each person has. The elements of diversity consist of a set of visible and invisible characteristics, such as age, race, gender, nationality or ethnic origin, a disability or chronic disease, religion, sexual orientation, economic status, marital status, political beliefs, etc. The pillars of diversity are the framework of the European Commission for the implementation of programs aimed at

ensuring equal treatment and social cohesion. The main pillars of diversity as defined by the Eu Diversity Charter network are:

- Sex
- Age
- Color/ Breed
- People with Disabilities/Chronic Diseases
- National/Ethnic origin
- Sexual Orientation

Inclusion refers to the process that creates an environment where all individuals, regardless of their differences, receive recognition and respect. In addition, it includes policies and measures that encourage accessibility, equal treatment and enhancing the participation of all individuals in the work environment.

a) GENDER

Gender-based discrimination refers to inequality and the treatment people experience because of their gender, whether this is linked to differences in employment opportunities, access to education, pay, social expectations or other areas of life. Gender discrimination may be determined by law or manifest itself at more distinctive levels of social behaviour. Some of the main inequalities in the workplace are:

- **Different employment and promotion opportunities**: Women face difficulties in finding a job, in their appraisal at the work environment, and advancing to senior positions due to stereotypes in society.
- **Wage inequality:** Women often receive a lower wage than men for the same work or work of equal value.
- **Education opportunities**: Women in some societies face limitations in accessing education or providing educational opportunities.

Gender discrimination in the workplace is still a key issue for women around the world, regardless of age or social background.

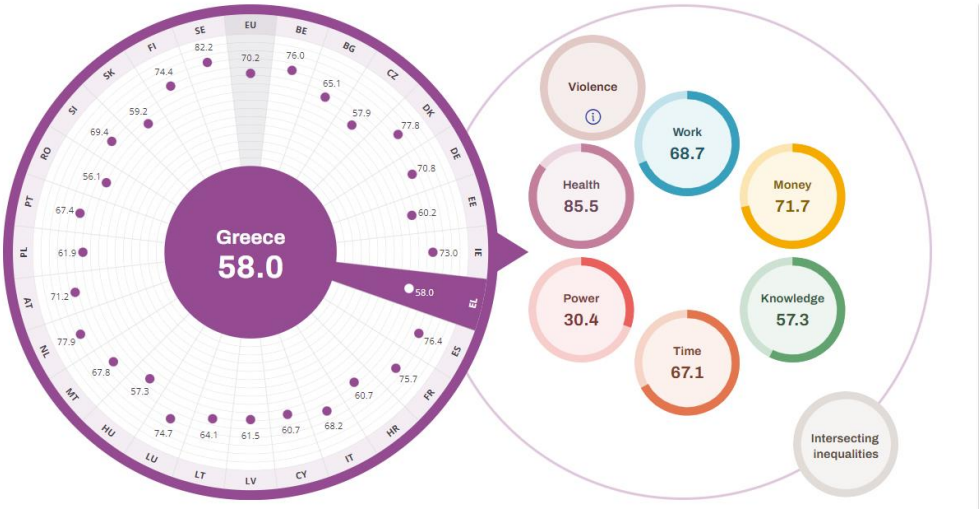


Figure 1: Gender Equality Index, 2023, European Institute for Gender Equality

b) AGE

Age discrimination in the workplace refers to inequality and the treatment people experience because of their age. These distinctions can also manifest themselves in various areas of life and are cultivated mainly towards older people or young people.

- **Job discrimination**: It occurs in people who are in an older age group and face difficulties in finding a job or progressing in their careers due to prejudices or perceptions about that age group. In addition, the adoption of new technologies in the workplace has increased prejudice against older people. Conversely, people who belong to a younger age, They experience limitations in finding a job due to reduced experience, which is a consequence of young age.
- **Financial Independence**: People belonging to an older age group face difficulties in maintaining their financial independence due to problems such as retirement or lack of job opportunities.
- **Social Inclusion and Stigma**: People in an older age group may face social isolation or stigma because of their age.

By 2030, it is estimated that older people will make up 20% of the world's population, while the population over 60 is expected to reach 1.4 billion by 2030[2]. In Greece, the proportion of the elderly population increased significantly, from 16.7% to 19.4%, a level higher than the corresponding EU average (17.5% in 2011).[3]

[2] United Nations Social Development Network, First ever index to measure wellbeing of older people launched, 1.10.2014, Available σε: http://unsdn.org/first-ever-index-to-measure-wellbeingof-older-people-launched/.
[3] HELLENIC REPUBLIC NATIONAL COMMISSION FOR HUMAN RIGHTS, 'Protection of the rights of the elderly'.

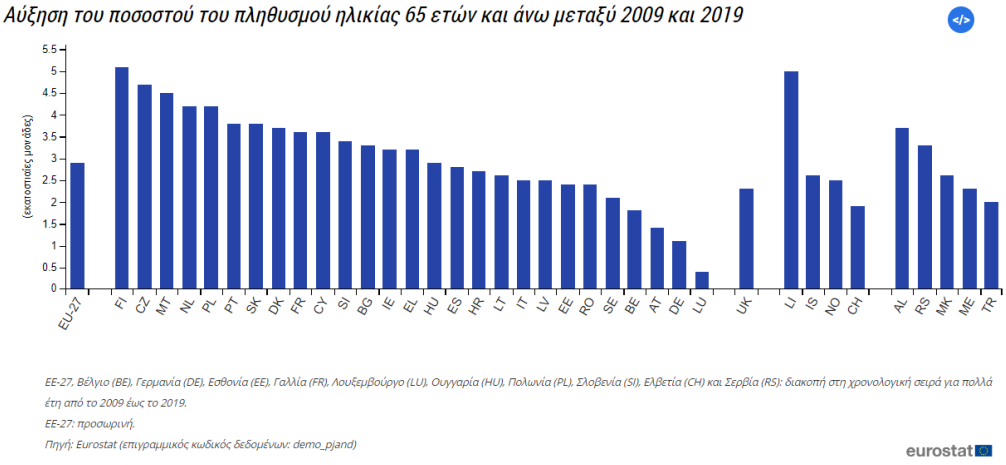


Figure 2: Raise of population % over 65years old between 2009-2019, Table Eurostat

In the EU-27 Member States, the highest share of young people in the total population in 2019 was observed in Ireland (20.5 %), France (18.0 %) and Sweden (17.8 %), while the lowest share was recorded in Italy (13.2 %), Germany (13.6 %), Malta and Portugal (both 13.7 %). In terms of the share of people aged 65 and over in the total population, Italy (22.8%), Greece (22.0%), Portugal and Finland (both 21.8%) had the highest rates, while Ireland (14.1%) and Luxembourg (14.4%) had the lowest rates.[4]

The employment rate of older people (people aged 55-64) increased overall over the same period, with Bulgaria, Germany, Slovakia and the Netherlands recording the largest increases in the employment rate of older people.

c) COLOR / RACE

Racial discrimination differentiates individuals on the basis of actual and perceived racial and ethnic differences. The concept of "direct racial discrimination" refers to any situation where a person is treated differently on the basis of race, colour, language or nationality, with an excuse that is not objective and reasonable. Contemporary manifestations of racism often stem from societal perceptions of biological differences between different ethnicities. These perceptions can be expressed through social practices, beliefs, or even political systems, where different races are considered either inherently superior or inferior to each other, based on supposedly shared characteristics, abilities, or qualities.

The application of a difference in treatment is objectively and logically not justified where the objective pursued is not fair. Areas of discrimination related to race and color include work, with

4 Eurostat, 2020 Archive: Population structure and ageing

significant challenges in finding employment or promotion because of their race or skin color. In addition, they face limitations in health services and the social environment.

d) DISABILITY/ CHRONIC DISEASE

Persons with disabilities include persons with long-term physical, mental, intellectual or sensory disabilities that may hinder their full and effective participation in society. As stated in the Convention on the Rights of Persons with Disabilities, "Recognizing that disability is an evolving concept and that it results from the interaction between persons with impairment and behavioural disorders and obstacles arising from their environment, which hinder their full and effective participation in society on an equal basis with others."[5]

Key challenges recorded based on Eurostat data, 2022, are people at risk of poverty, people deprived of basic materials and social interactions.

To ensure their full inclusion and participation in humanitarian action, the specific needs of persons with disabilities must be taken into account. The barriers they face must be removed, reduced and their impact mitigated through protective and enabling factors that allow access to and equal participation in society.

[5] Extract from the Convention on the Rights of Persons with Disabilities and Optional Protocol, https://unric.org/el/%CF%83%CF%8D%CE%BC%CE%B2%CE%B1%CF%83%CE%B7-%CE%B3%CE%B9%CE%B1-%CF%84%CE%B1-%CE%B4%CE%B9%CE%BA%CE%B1%CE%B9%CF%8E%CE%BC%CE%B1%CF%84%CE%B1-%CF%84%CF%89%CE%BD-%CE%B1%CF%84%CF%8C%CE%BC%CF%89%CE%BD-%CE%BC-2/

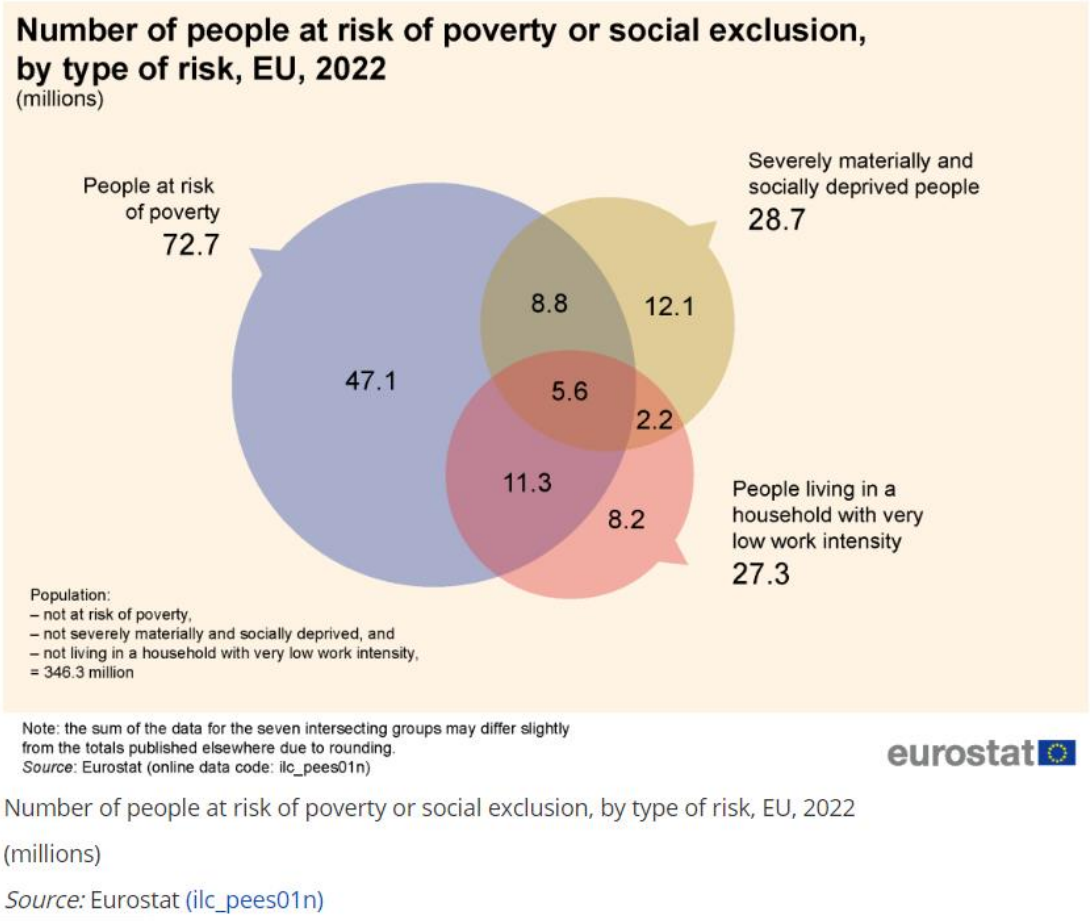


Figure 3: Challenges for people with disabilities, Eurostat

e) NATIONAL/ETHNIC ORIGIN

The problems they face consist of discrimination and racist attacks, problems with access to education and work, social isolation and exclusion due to limited resources, lack of legal and social status for integration into the workforce, etc

In 2022, 9.93 million non-EU citizens were employed in the EU labour market, out of a total of 193.5 million people aged 20–64, representing 5.1% of the total. Overall, the total number of people in the 20–64 age group in work is 197.458 million, of whom 9.927 million are third-country nationals. [6]

f) SEXUAL ORIENTATION / GENDER IDENTITY

Sexual orientation refers to "each person's capacity for deep emotional, affectionate and sexual attraction and intimate and sexual relationships with persons of different sexes or of the same sex or of more than one sex." Sexual orientation refers to identity/existence, behavior and how

[6] Data for employment of immigrants. Eurostat,

you relate to other people/relationships. It is generally assumed that people are heterosexual (orientation towards people of different sex), homosexual (homosexual or lesbian orientation towards people of the same sex) or bisexual (oriented towards both sexes).[7]

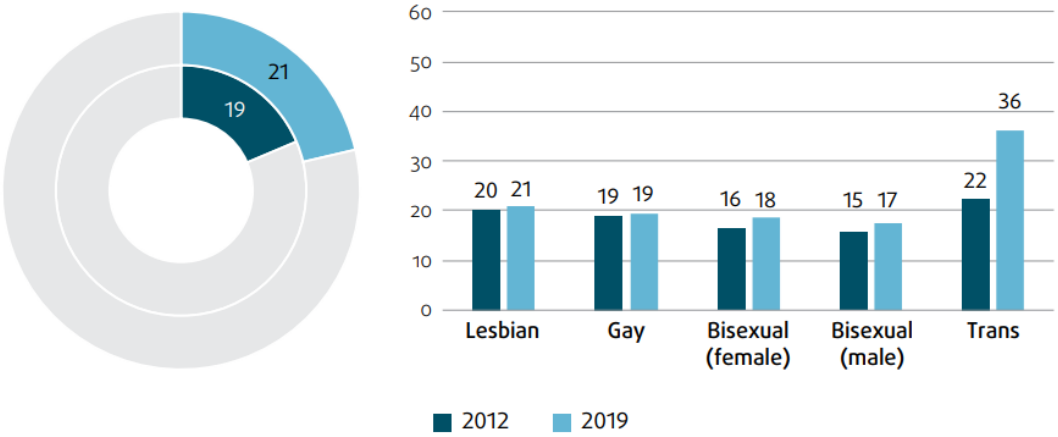
The diversity pillar of sexual orientation is defined as the recognition and exploitation of the diversity of sexual orientations within a society or organization. In addition, it includes promoting inclusion and equality for all individuals, regardless of sexual orientation, and creating an environment that supports authenticity and freedom of expression of sexual orientation and identities, and recognizes the importance of diversity of sexual expressions in the human experience.[8]

Gender identity refers to the "deeply felt inner and individual experience of each person's gender, which may or may not correspond to the sex assigned at birth, including personal body sensation (which may include, if freely chosen, modification of physical appearance or function by medical, surgical or other means) and other gender expressions; including dress, speech, and mannerisms.[9]" Those whose gender identity does not correspond to the sex assigned at birth are commonly referred to as transgender people. Gender expression therefore refers to the manifestation of a person's gender identity, for example through "masculine", "feminine" or "gender variation" behaviour, clothing, haircut, voice or body features.[10]

Gender is the set of characteristics, behaviors and interests with which each person fits into human society. It is mainly based on each person's self-perception of their gender, combined with the social factors that apply in a given society at a given time. Each person's social sex does not by definition coincide with their biological sex. It is important to stress that we should not confuse people who are socialized with a gender other than their biological sex with sexual orientation.

[7] A long way to go for LGBTI equality, European Union Agency for fundamental rights, https://fra.europa.eu/sites/default/files/fra_uploads/fra-2020-lgbti-equality-1_en.pdf
[8] . *To learn more about these identities, read the list of definitions Colour Youth - Community LGBTQ Neon Athens: https://www.colouryouth.gr/terms/
[9] European Commission, Document promoting equality for LGBTQI https://commission.europa.eu/document/download/66adbc7e-99cb-4d88-a653-d7fbfba9d7e8_el?filename=JUST-2023-06229-00-00-EL-TRA-00.pdf
[10] A long way to go for LGBTI equality, European Union Agency for fundamental rights, https://fra.europa.eu/sites/default/files/fra_uploads/fra-2020-lgbti-equality-1_en.pdf

Figure 2: Respondents who felt discriminated against at work due to being LGBT in the last 12 months before the survey (2012 and 2019), EU-28 and by group (%)[a,b]



Notes: *The EU-28 aggregate includes the United Kingdom (UK) because the reference period of the data collection is from when the UK was a Member State.*

[a] *Out of LGBT respondents aged 18+ of the 2019 Survey II, and of all LGBT respondents of the 2012 Survey I, who had been at work during the 12 months before the survey (2012 n =68,996, 2019 n=83,816); weighted results.*

[b] *Question 2019: "C1. During the last 12 months, have you personally felt discriminated against because of being [category on the basis of A3 or A4] in any of the following situations: At work."*

Source: *FRA, EU-LGBTI I (2012) and EU-LGBTI II (2019)*

Figure 4: Discrimination in the sexual orientation/gender identity pillar. People who felt discriminated against in the workplace

People belonging to this pillar face a lot of discrimination at work, family and social level. In a national context, in recent years many initiatives have been implemented and the legislative framework has been enriched, aiming at the equal treatment of all individuals and the defense of their rights.

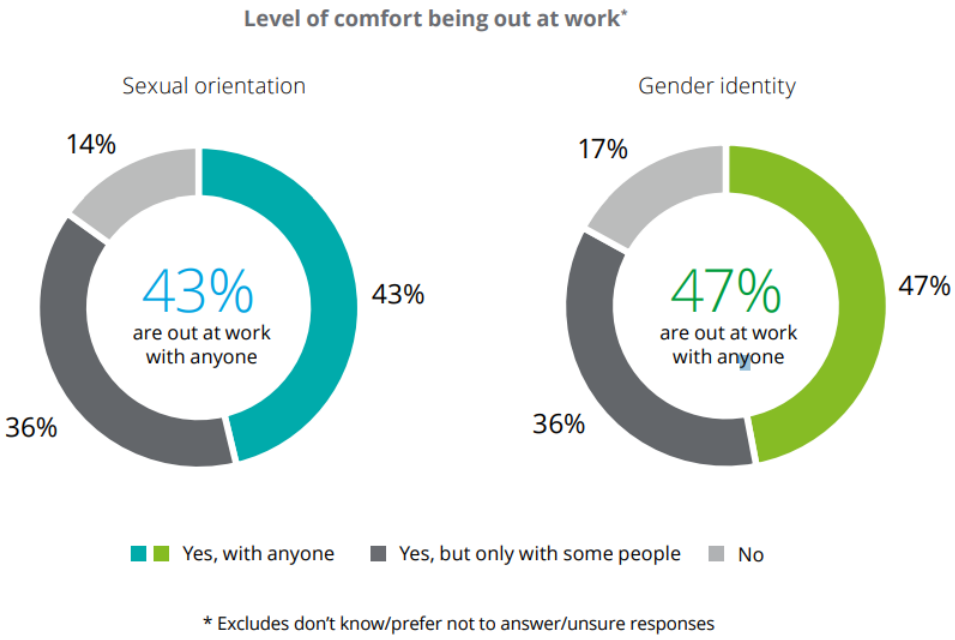


Figure 5: How comfortable do you feel with your sexual orientation and identity in the workplace? Deloitte Global 2023 LGBT+ Inclusion @ Work

II. Diversity, Equality and Inclusion in Greece and the EU

The Gender Equality Index is a tool to measure progress on gender equality in the EU, developed by the Institute for Gender Equality (EIGE).[11] The Gender Equality Index highlights areas that need improvement towards full equality and at the same time supports equality policy makers, at European and national level, to design more effective gender equality measures. It annually scores the EU and Member States on a scale ranging from 1 to 100. If a country scores 100, it will mean that the country in question has achieved full equality between women and men. The scores reflect differences between women and men and achievement levels in six key areas: work, money, knowledge, time, power and health, as well as in their subdomains.

The Index also includes two complementary areas: violence against women and intersecting inequalities. The analysis of intersecting inequalities looks at how various factors, such as disability, age, level of education, country of birth and family type, intersect with gender to create different life paths for women and men.

[11] European Institute for Gender Equality, https://eige.europa.eu/gender-equality-index/2023/EL

The figures for Greece differ greatly from the European average with Greece in last place.

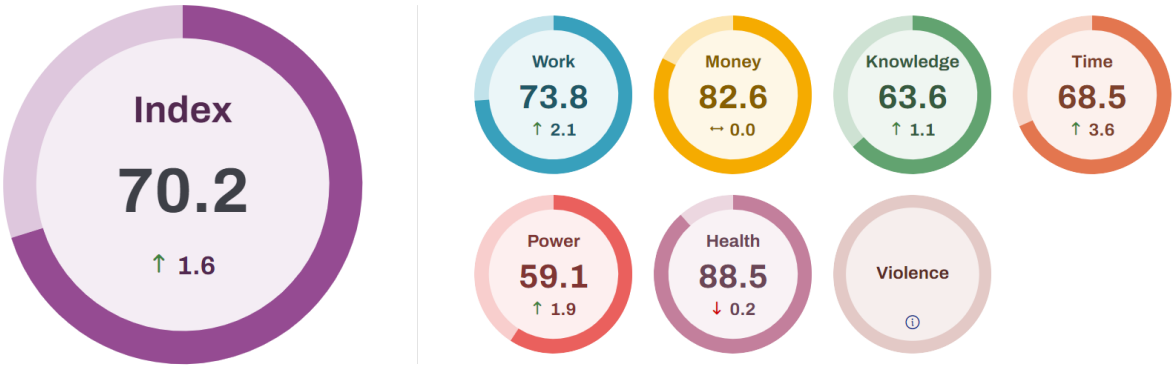


Figure 6: Gender Equality Index, EIGE, 2023

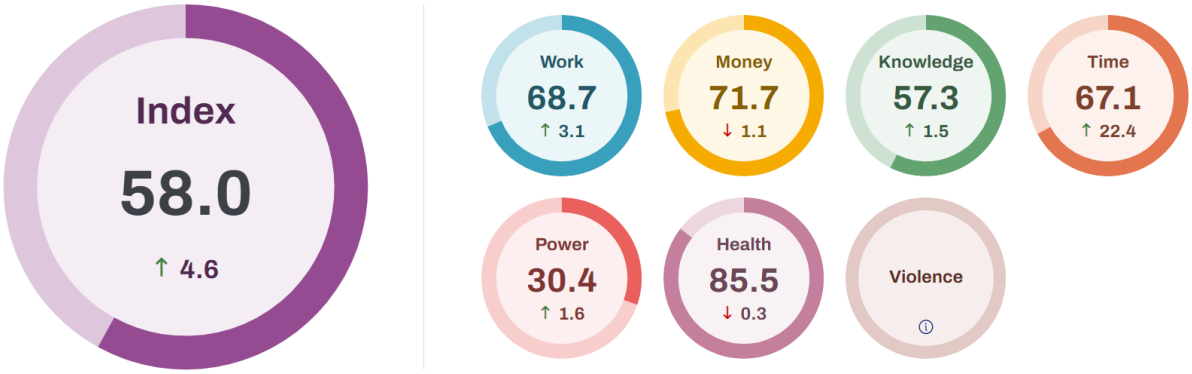
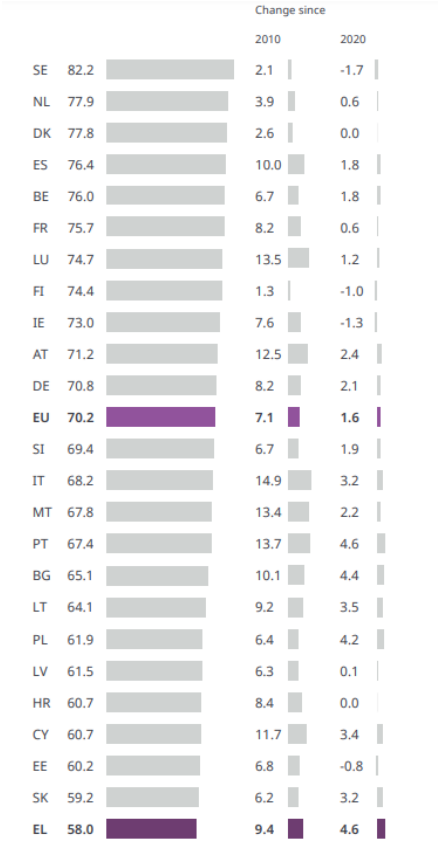


Figure 7: Equality Index Gender Equality Index in Europe in 2023



With a score of 58 with 100 as a maximum, in 2023 Greece ranks last in the EU in the Gender Equality Index. Its score is 12.2 points lower than the EU score. From 2010 to 2023, Greece's score has increased by 4.8 points. Since 2019, her score has increased by 0.9 points, mainly due to improvements in health and authority, regarding presence in leadership positions. However, its ranking has not changed since 2010.

Greece's highest score is in health (85.5 points), where it ranks 17th. Due to progress since 2010, Greece has moved up two places in the health sector, from 19th in 2010 to 17th place in 2021. In this area, the country has the best performance in the field of health status, in which it gathers 94.3 points, ranking 6th out of all Member States. [12]

Gender inequalities are strongly pronounced in the labour sector (68.7 points). Greece's lowest ranking is in this area, where it ranks 25th. Since 2010, Greece's ranking in this area has improved by only one place, although the country's score has improved by 3.1 points since 2020. In the labour sector, Greece's lowest ranking is in the field of employment participation (penultimate among all Member States). However, the country achieves its lowest score in the subsector of segregation and quality of work (64,6 points).

Since 2020, the biggest improvement in Greece's score has been in the time domain (+22.4 points), in which the country's ranking rises from 26th place to 13th. This is the biggest improvement among all Member States. Progress in the care activities sub-sector (+23.9 points since 2020) has been the main driver of this change. The country's score in the social activities subsector has also increased significantly (+20.9), improving Greece's ranking by 16 places, to now be in 7th place.

[12] Gender Equality Index, Greece https://eige.europa.eu/gender-equality-index/2023/country/EL

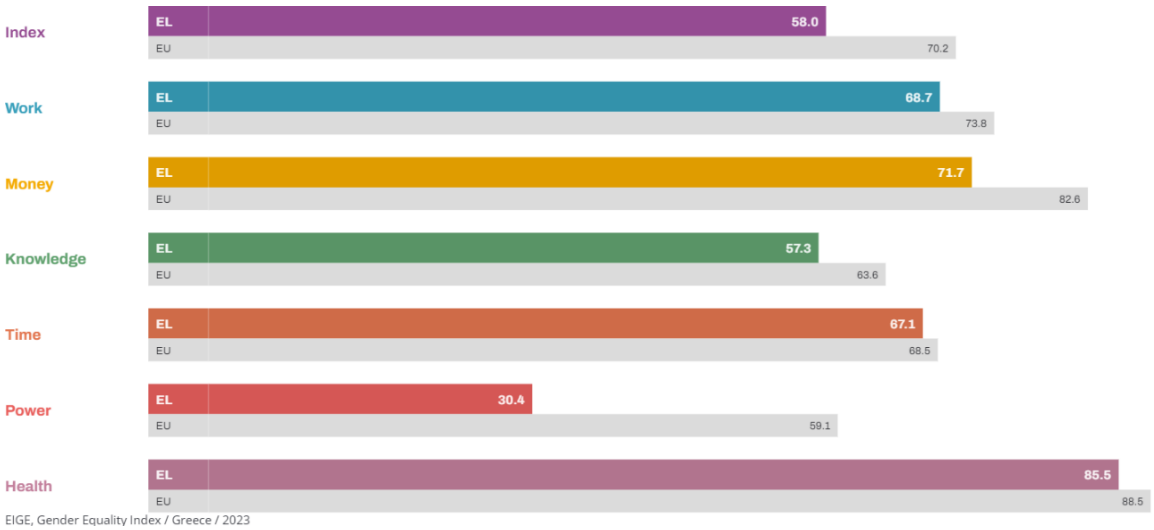


Figure 8: Δείκτης ισότητας φύλου ανά πεδίο για την Ελλάδα και σύγκριση με την Ευρώπη

Since 2020, Greece's score has declined in the area of money (– 1.1 points), with its ranking among all Member States decreasing over the years (from 16th place in 2010 to 23rd in 2021). This regression is partly due to an increase in gender inequalities in the different areas of the economic situation (– 2.2 points) and financial resources (– 0.4 points) between 2020 and 2021.

III. ACTIVITY

Methodology: For the implementation of the activity, the participants will be divided into groups of 4-5 people, preferably by mixing different sectors, with the aim of exchanging views on the issues assigned to them.

Each group will be given a copy of the theoretical framework presented in module 1, which includes basic information and statistics on the diversity pillars and general statistics for the country. They can also find further information on the diversity pillars online.

The teams are invited to discuss the main issues they identify regarding diversity in their workplace and will choose 2 pillars that they consider a priority for the workplace they are in. The selection will be made through the presentation of arguments and relevant examples by each person in the group and the final 2 pillars will be selected by agreement of the group. Each group will list the 5 main issues highlighted by the discussion on each pillar. **[Duration 15']**

Once the issues have been recorded, each group will present them followed by a discussion on the significance and implications of these issues for the work organisation. **[Duration 5' per group]**

The results of the group activity per group on the main issues highlighted will be recorded in a document that will be distributed to all participants. This could be used as a starting point for future actions and policies to improve diversity management in the workplace.

Resources for the implementation of the activity:

- Copy of the theoretical framework presented in module 1.
- Stationery to capture issues on paper and present after.
- Internet connection.
- Lectures projector equipment.

MODULE 2: DIVERSITY AND INCLUSION PRACTICES

The **purpose** of the second module is to inform executives employed in public sector bodies about important practices of diversity and inclusion in the workplace, giving examples and practical tools that could be used to design actions and practices in the bodies they employ.

The **methodology** applied in this section is:

- **Lectures**, presenting a theoretical framework for the transmission of basic knowledge and concepts
- **Discussion/Conversation,** encouraging the participation of individuals and offering space to discuss diversity and inclusion issues, exchange views and experiences.
- **Case study and best practices,** where they analyze facts or problems related to the issue of management diversity and inclusion in the workplace and the individuals involved discuss solutions.
- **Exercises/Activities,** which allow participants to apply the knowledge and skills acquired during the training**.**

The **expected result** is the recognition and implementation of diversity practices in the work environment and the use of relevant tools presented in the module.

Diversity management in the workplace includes practices for recognizing and respecting the diversity of its human resources. The aim is to promote diversity in order to combine and effectively exploit the uniqueness of each individual.

Through the survey of Greek companies and organizations conducted in the framework of the PROGEDI project[13], important findings were presented on the added value and benefits of Diversity and Inclusion for organizations. When it comes to the concept of Diversity, 80% feel fairly or very familiar with the concept of Diversity.

[13] Baseline Assesment Report, 2023, PROGEDI https://progedi.eu/baseline-assessment-report/

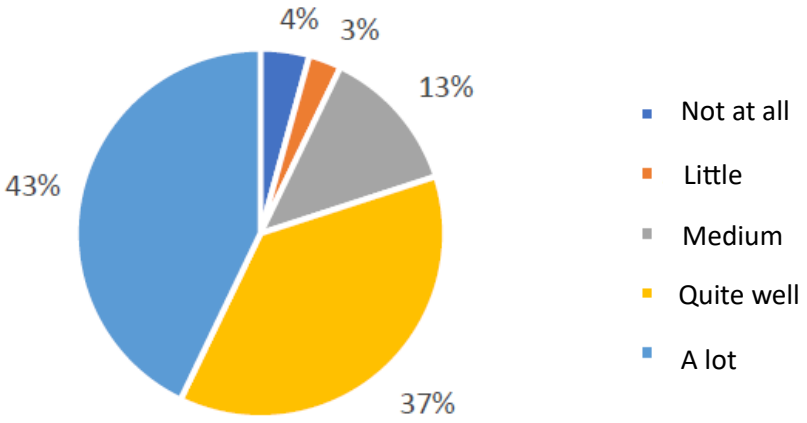


Figure 9: Familiarity with the concept of diversity

A diverse environment consisting of people with different social identities can provide great added value to an organization, as mentioned by employees in the relevant project research. The collaboration of people with different thoughts, perceptions and opinions can create a climate of innovation and creativity in an organization, leading to improved processes and products, offer a variety of solutions to problems and lead to the reduction of racist behaviors. In addition, in a work environment where diversity is promoted, teamwork and equality are also enhanced, as having different views brings new ideas and allows people from different social backgrounds to work together to cope with different needs, cultivating greater sensitivity.

The most important benefits arising from a working environment with respect for diversity and inclusive practices are:

- the reputation of the organisation, innovation and creativity,
- access to a larger share of the market/consumers,
- employee satisfaction and loyalty equally with better performance and productivity.
- The achievement of goals in the context of Corporate and Social Responsibility and
- Access to a larger pool of candidates.

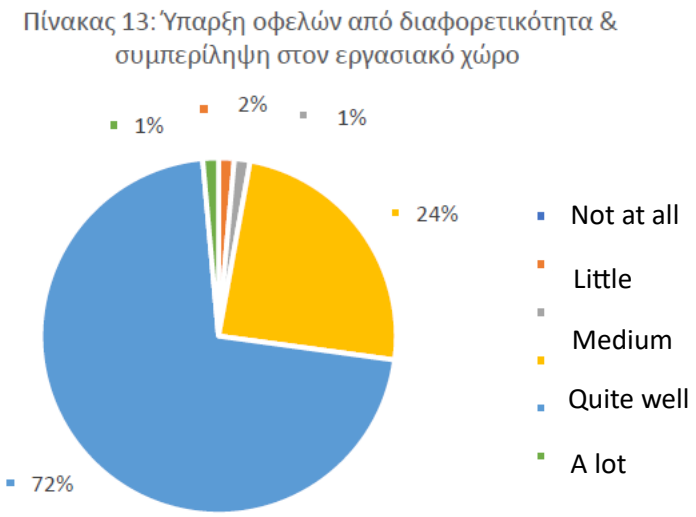
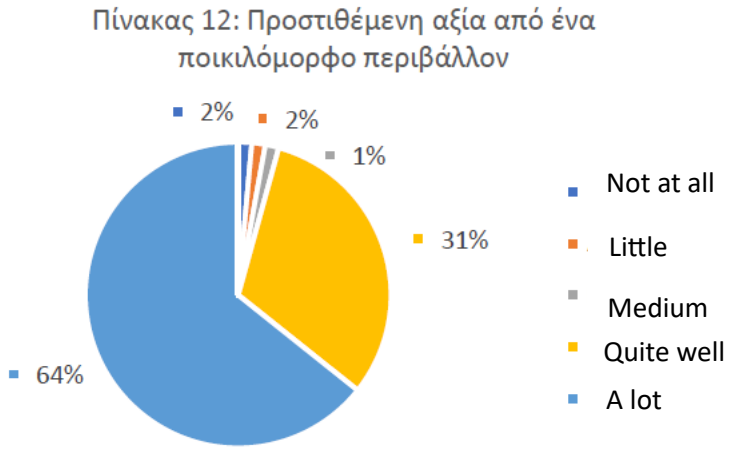


Figure 10: There is a benefit for businesses;

Promoting diversity can promote the creation of new ideas and help reduce racist attitudes, while sharing good practices at all levels can help improve the working environment. Also, the exchange of good practices at service level and dialogue with people of different religious beliefs are important elements for creating an inclusive working environment.



Based on the project's research, companies implement diversity management practices that are visible to the people working in the organization at a rate of almost 40%.

Figure 11: Well-known onboarding practices in organizations

Common practices in organisations are::

I. Impartial selection and recruitment process:

The unbiased selection and recruitment process is a systematic approach that prevails in the selection and recruitment of individuals by an organization. It refers to the recruitment process from the design of the advertisement, to recruitment to the organization, which is carried out in a fair and objective manner, without prejudice or discrimination, with the aim of selecting the right candidates for a job. This process seeks to encourage equality, transparency and fairness in staff evaluation and selection, thereby promoting a fair and impartial working environment. More detailed analysis can be found in the guide: "Unconscious bias in the workplace", created in the framework of the PROGEDI project.

II. Diversity and Inclusion (D&I) training:

Staff training on diversity and inclusion issues is a process through which individuals are trained and sensitized about respect for diversity and tolerance towards different personalities, cultures, genders, nationalities, religions, ethnic background and other different characteristics of individuals. The training may include presentations, seminars, workshops and other forms of educational activities aimed at understanding and developing skills for managing diversity in the workplace or in communities in general. Topics usually covered mainly include recognition of biases, development of inclusive communication skills, intercultural knowledge aimed at understanding people from different cultures. In addition, the promotion of equality and mutual respect, relevant legislation and other practices, with the aim of promoting equal opportunities and justice for all persons, regardless of gender, nationality, religion or other characteristics.

III. Implementation of written rules/protocols for dealing with and managing discrimination and similar incidents in the workplace.

It includes creating practices and processes to manage diversity and promote inclusion space, including strategies to create a work environment that is safe, inclusive and fairer for all. These can be internal processes and protocols, tailored to organizations' needs, at a national level following local laws, or international policies and approaches.

IV. Accessibility to Infrastructure and the Corporate Website:

It refers to the creation of infrastructures and applications offering the possibility to all individuals, including people with disabilities, to access and use the infrastructure and website of a business or organization with comfort and efficiency. In practice, this means that infrastructure, such as buildings, parking lots, meeting rooms and the website of the business or organization, is designed and configured so that it is accessible and useful for everyone, without any discrimination based on the physical or social condition of the individual. Examples are: the installation of lifts for people with mobility difficulties, the provision of special facilities for people with disabilities in toilets, and the development of a website accessible to everyone, including visually or hearing impaired people. Accessibility to infrastructure and the corporate website enables all individuals to participate fully in social and professional life.

V. Existence of a Reference Point for Incidents of Discrimination:

It involves creating a role or specific responsibilities within the organization so that people who have experienced or witnessed incidents of discrimination can report it. In addition, on the part of the organization, there should be management and evaluation of incidents.

VI. Transparency & Parity in salaries:

It is the policy or practice of an organization to ensure that salaries paid to working individuals are transparent and equal for all, without discrimination based on gender, nationality, ethnic origin, age or other considerations. This implies implementing transparent procedures for wage setting, such as open and transparent criteria for determining wages, employee evaluations and addressing wage inequalities between workers. In addition, salaries are based on objective criteria such as experience, education, professional competencies and job performance, regardless of gender, nationality or other parameters.

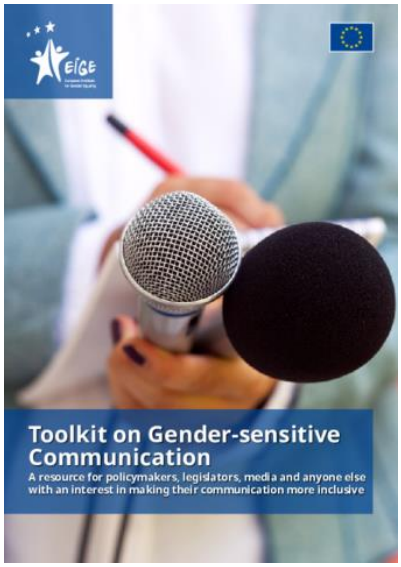
VII. Use of Neutral Language:

It is the use of language, images, other symbols and modes of communication, which are non-discriminatory, gender-neutral and cultivate respect for the characteristics of people belonging to specific social, ethnic, racial or other groups, e.g. people with disabilities, LGBTQI+, older people, people from ethnic or racial minorities, etc.). This includes the use of language, images,

other symbols and modes of communication, which are non-discriminatory and gender-neutral, such as the use of the pronouns "he/she" or "he/her/it", instead of the exclusive use of the form of only the male or female gender.

In addition, when gender equality is achieved in communication example when women, men and those who do not adapt to the gender binary system are treated as persons of equal value, dignity, integrity and respect. The use of neutral language seeks to avoid discrimination or reinforcement of stereotypes based on gender or other parameters.

The European Institute for Gender Equality (EIGE) has published a toolkit to provide guidelines for the use of gender-sensitive written language. Although it provides advice and examples for the English language, the basic principles for the gender-sensitive communication language are universal and some rules are applicable in many languages.



The main objectives of this guide are:

- raising awareness of the importance of gender-sensitive language;
- Practical examples of gender bias and what gender-discriminatory communication is and how to avoid it.
- providing practical tools and advice to communication policy makers and all those involved in drafting documents for the public. The aim is for these texts to be gender-sensitive and inclusive for members of society;
- They provide useful lists of examples for users.

Other useful documents include a glossary for explanation, the meaning of key terms linked to gender equality, and a list exploring the relationship between different terms. [14]

Key concepts introduced in the Guide to Gender-Neutral Communication are:

Gender-sensitive language *is one where gender equality manifests itself through language. Gender equality in language is achieved when women, men and non-binary people are treated through language as persons of equal value, dignity, integrity and respect, with equal reference.*

Gender-neutral language*: This does not define a specific gender and takes into account people in general, without any reference to women or men. It is also called blind language. One potential advantage of gender-neutral language is that it can be more inclusive for people who do not identify in a binary way with a gender.*

[14] Gender-sensitive communication guide, http://eige.europa.eu/rdc/thesaurus.

Gender-discriminatory language: *The opposite of gender-sensitive language. It includes words, phrases and/or other linguistic features that assign gender when gender is unknown or irrelevant, and therefore encourage stereotypes or downplay or ignore women or men or non-binary people.*

In addition, the creation of the **Guide for the Use of Non-Sexist Language**[15] by the General Secretariat for Gender Equality (GSGE), which from 2023 is called the General Secretariat for Equality and Human Rights (GSGE), represents an innovative effort in Greece, summarizing an extensive scientific effort to address the phenomenon of sexism in language as reflected in administrative documents. It is a highly specialized and easy-to-use tool, which allows the recognition and understanding of linguistic sexism, proposing specific practices to eliminate it. The Guide includes comments, guidance, recommendations, advice and concrete suggestions on the use of non-sexist language to promote and implement gender equality in public bodies. In addition, it highlights the unequal position of women in the field of work, which is often even unintentionally reflected in the language of documents.

Sexist communication language, or gender-discriminatory language, is the opposite of gender-sensitive language. It includes words, phrases and/or other linguistic characteristics that assign gender when gender is unknown or irrelevant, and therefore encourage stereotypes or downplay or ignore women or men or people non-binary. Additional is the use of stereotypical characterizations and gender prejudices.

The objectives of the guide to non-sexist language in administrative documents are:

- ✓ Recognition and understanding of linguistic sexism in communication.
- ✓ Clarity on practices to eliminate linguistic sexism in communication.
- ✓ Promotion and implementation of gender equality in administrative documents.
- ✓ Information and awareness raising on the field.

[15] Guide to non-sexist language in administrative documents, General Secretariat for Equality, https://isotita.gr/wp-content/uploads/2018/01/%CE%9F%CE%B4%CE%B7%CE%B3%CF%8C%CF%82-%CE%BC%CE%B7-%CF%83%CE%B5%CE%BE%CE%B9%CF%83%CF%84%CE%B9%CE%BA%CE%AE%CF%82-%CE%B3%CE%BB%CF%8E%CF%83%CF%83%CE%B1%CF%82.pdf

IV. ACTIVITY: Inclusion in public documents

Methodology: For the implementation of the activity, the participants will be divided into groups of 4-5 people, preferably by mixing different fields, aiming at cooperation around the internship to be assigned. The participants are asked to evaluate and manage real examples of incidents of discrimination and inclusion that have occurred in public sector administrative documents. **[Duration 15']**

ΟΔΗΓΙΕΣ:

1. Below is a list of text excerpts from communications analysed in the guide to non-sexist language in administrative documents and other documents, and from images used in the workplace to capture professionals. (excerpts are suggested to be transferred to cards and distributed to participants to make the exercise more interactive)
2. Participants are asked to divide the excerpts into two categories according to their content:
   a. **Discriminatory communication; and**
   b. **Communication that fosters equality**.
3. People are divided into groups of 5 and are shared with a list of clips from communications to start the activity.
4. The duration of the grouping is recommended to be 10 minutes, to analyze the excerpts and gather the findings.
5. Each group will have 10 minutes to present their findings to the rest of the group.
6. After the presentations are over, there are 10 minutes to comment and discuss the findings and any differences per group.
7. Through the discussion it is important to extract results to highlight challenges and opportunities in public bodies, regarding the improvement of communication in relation to equality and inclusion. In addition, to highlight possible actions that can be designed to improve communication in the context of equality and non-discrimination.

List of text and visual excerpts from communications analyzed in the guide to non-sexist language in administrative documents[16]:

- *Employers, as described in paragraph 1, are obliged to ensure that migrant workers and employees receive immediate medical evaluation and care and in case of any symptomatological disease, to refer at the doctor's office and ask his advice.*
- *[...] promoting young people's active citizenship and European citizenship.*
- *[...] a doctor himself and, failing that, a nurse herself [..]*
- *[...]' the appointment with the responsible representative of the Municipality will hapen at his office'[...]*

[16] Examples from Guide to non-sexist language in administrative documents, General Secretariat for Equality

- *The Chocolate Foundation Board is looking for a new Chairman to take the helm and provide the strategic vision to move our organisation forward. He will be expected to participate actively in defining the organisational priorities of the coming year, drawing from his extensive business insights and quickly mastering all the necessary details of the Foundation's functioning.*[17]
- *[...] '2. In the case of polygamy, if the sponsor already has a spouse living with him in Greece, family reunification with another spouse shall not be permitted. Family reunification of minor children of the sponsor and another spouse shall not be permitted, except in cases where he or she has been legally awarded custody.'*
- *Employers as described in paragraph 'x' are obliged to ensure that their migrant workers receive immediate medical evaluation and care in case of any symptomatological disease, with reference to competent Health Services.*
- *The Chocolate Foundation is looking for a new secretary to carry out administrative responsibilities and man the front desk, providing a friendly and attentive service to all customers, without being bossy.*[18]
- *International studies have shown that between 40 and 90 percent of women surveyed have experienced some form of violence or harassment during their working lives.*
- *"This is a mass sport competition with free participation for men and women. The participants..."*
- *Candidates are invited to send their CV with a cover letter.*
- *The students who excelled will be announced soon.*
- *[...] The 'Deputy Ministers himself and State Secretaries'...*

After the batching is complete, each group will present them and a discussion will follow on the significance and implications of these issues for the work organization. **[Duration 5' per group]**

Resources for the implementation of the activity:

- List of communications snippets by group.
- 2 Tables per group for grouping into a) Discriminatory communication and b) Communication that fosters equality.

[17] Examples from Gender sensitive toolkit, EIGE
[18] Examples from Gender sensitive toolkit, EIGE

MODULE 3: DIVERSITY AND INCLUSION INITIATIVES

The **purpose** of the third module is to inform executives employed in public sector bodies about important initiatives of diversity and inclusion in the workplace at European and national level, focusing on public bodies and local government.

The **methodology** applied in this section is:

- **Presentation of initiatives and practices,** where they are presented, analyze real incidents related to the promotion of diversity and inclusion in the workplace and by extension of society.
- **Discussion/Conversation,** encouraging the participation of individuals and offering space to discuss diversity and inclusion issues, exchange views and experiences.
- **Exercises/Activities,** which allow participants to apply the knowledge and skills acquired during the training**.**

The **expected result** is the motivation and implementation of diversity practices in the work environment and the exchange of views on addressing obstacles in public bodies.

I. European Cities Award for Diversity and Inclusion

Equality and diversity is a top priority for the European Commission. To combat discrimination and promote more equal societies, the Commission has adopted an approach, with targeted action plans and measures to deliver on its commitment to promote fairer and more inclusive societies in Europe. Since 2021, the Commission has been organising the **European Capitals of Inclusion and Diversity Award[19].** The award is open to all local authorities in the EU that build fairer societies by promoting respect for diversity and inclusion, in terms of:

- **Sex**
- **National/ethnic origin**
- **Age**
- **Breed/ Color**
- **Disability/ Chronic Disease**
- **Sexual orientation/Gender identity**

[19] https://eudiversity2024.eu/

The award is organized every year and recognises the work done by cities, towns or regions in Europe to promote inclusion and create non-discriminatory societies. Local authorities can apply and it is an opportunity to showcase their initiatives in creating diverse and inclusive societies for their citizens. The award covers two main categories:

EUROPEAN CAPITALS OF INCLUSION AND DIVERSITY

- Cities with fewer than 50,000 inhabitants and
- Cities with more than 50,000 inhabitants.

In 2024, a special prize will be awarded for actions and initiatives to local authorities that create the conditions for safe cities and regions, that actively support women (gender pillar), and tackle violence against them. (https://eudiversity2024.eu/)

The cities awarded in 2023 are:

- **Gold Winner: The city of Gdańsk to fight discrimination with empowerment actions.**
  - The winning city for the 2023 European Capitals of Inclusion and Diversity Special Award is Gdansk, Poland, for its LGBTIQ equality initiative by creating a safe society for LGBTIQ communities. They implemented a systemic approach to empower the local LGBTIQ community by raising awareness, supporting victims and ensuring support for LGBTIQ people through their public services.

- **Gold Winner: La Zarza: A city focused on inclusion for all (<50,000 inhabitants)**
  - The winning city for the European Capitals of Inclusion and Diversity Under 50,000 Award in 2023 is La Zarza in Spain. La Zarza is a role model in its integration actions, which cover everything from sport to transport. Their initiatives are aimed at a range of groups and use many lines of activity, although they are particularly proud of their achievements in the transport sector.

- **Gold Winner: Terrassa: Building Diversity through Education (>50,000 inhabitants)**
  - The winning city for the European Capitals of Inclusion and Diversity Award of more than 50,000 inhabitants in 2023 is Terrassa in Spain. Terrassa has proven to be a beacon of equality, prioritizing a sense of belonging to its community and embracing the richness of diversity. They have created a sense of inclusivity, allowing residents to feel safe, to be themselves, and have cultivated a culture of learning and reflection on equality issues.

II. Initiatives of Municipalities in Greece

1) MUNICIPALITY OF RHODES

The municipality of Rhodes has developed a series of actions in recent years to enhance gender equality and diversity management and inclusion in the local community.

2023: The **Signing of the Diversity Charter,** in the framework of an extensive Public Information and Awareness Conference and Award in a special section at the **2nd Diverity & Inclussion Business Awards 2023**, as a reward for their extroversion actions on the occasion of submitting a proposal to the **2nd European Capitals of Inclusion Awards.**

2022: The Municipal Equality Committee, following the two femicides that took place on the island of Rhodes and on the occasion of International Women's Day, designates **March as Women's Month.**

2021: The innovative Network against Gender-Based and Domestic Violence of Rhodes is founded. The objectives of the Network are both to undertake, design and implement policies, tools and actions to prevent and address gender stereotypes, multiple discrimination and violence, as well as to inform and raise awareness of all those related to women and children.

N.O.W (New Opportunities for Women) Center, which was founded and operated through continuous funding a Center for the Support of Women Employment and Entrepreneurship. Its goal through information, seminars and psychosocial counseling is the integration of women into the labor market.

Creation of a Department for the Implementation of Social Policy and Gender Equality Programs in the Directorate of Social Policy and Health, signing of a Diversity Charter for Gender Equality in local communities and appointment of an Equality Expert. Additional operation of Women's Support Structures, which consist of:

- the Guest House for Women Victims of Violence and
- the Women's Counseling Centre.
- Operation of municipal kindergartens, centers for creative activities of children and children with disabilities, Day Care Centers for the Elderly and a Community Center with a Roma Branch in order to facilitate women in the multiple roles they are called upon to cope with daily.

2) MUNICIPALITY OF ELLINIKO- ARGYROUPOLI

The municipality of Elliniko-Argyroupoli has also developed a series of actions in recent years to enhance respect, diversity management and inclusion in the local community.

2023: Signing of the Diversity Charter in July 2023. Also, the Award in a special section at the 2nd Diverity & Inclussion Business Awards 2023, as a reward for their extroversion actions on the occasion of submitting a proposal to the 2nd European Capitals of Inclusion Awards. Development of a series of seminars for the psychological empowerment of women and creation of a communication campaign for the elimination of violence against women.

Additional actions related to the diversity pillars of age, disability / chronic disease are the educational program "I respect diversity" which is an innovative initiative addressed to children and aims to promote respect and acceptance of diversity. Through a variety of activities, children are invited to explore the differences between them and discover the beauty and richness of

diversity. Through games, educational activities and group discussions, children are encouraged to recognize the values of respectful behavior and tolerance towards diversity.

In the context of programmes for older people, education, sport and leisure are key pillars in promoting active living and well-being in the local community. In addition, awareness actions on disability and chronic diseases promote the understanding and integration of people with disabilities by offering workshops in the arts that enable everyone to express their creativity.

III. ACTIVITY: PRACTICAL ACTIONS TO MANAGE DIVERSITY

Methodology: For the implementation of the activity, the participants will be divided into groups of 4-5 people, preferably with a mix of different sectors, aiming at cooperation around the internship to be assigned. The participants are invited to design a practical action to be implemented in the organization they are employed for, for the management of Diversity and Inclusion in the workplace. **[Duration 15']**

INSTRUCTIONS:

- Having as a reference the practices and initiatives presented in the theoretical part, the participants will choose a practice, which they believe should be applied by the organization.
- The action should include the following information: (a) description of action/practice, (b) department and role responsible for implementation, (c) implementation process, (d) what is expected to change in the organisation, (e) issue addressed, (e) possible implementation obstacles.

After the design is completed, each group will present the action/practice they designed and comments will follow from the other groups. **[Duration 5' per group]**

Through the discussion it is important to extract results to highlight the challenges and opportunities regarding the design of practices in public bodies, regarding equality, diversity management and inclusion.

Resources for the implementation of the activity:

- Stationery for planning actions.

PROGEDI
Promoting Gender Equality, Diversity and Inclusion in the workplace

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