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G.E.D. plan

## Outline Curriculum

# Gender Equality and Diversity (GED) consultant at workplaces

Prepared by international partnership for the LLP Leonardo Da Vinci project "Gender Equality and Diversity Planning at Workplaces-GED-PLAN", 2008-2011

The Curriculum is designed to develop the training course to address the need for qualified gender equality and diversity (further in text – GED) consultants at workplaces. The demand of integrating this innovative qualification into Vocational Education and Training (VET) systems rises from necessity to implement EU directives No. 2002/73/EC and 2000/78/EC, which encourage employers in the Member States to promote equal treatment for everyone at the workplace in a planned and systematic way. The Outline curriculum "GED consultant at workplace" is developed to establish content, duration, learning outcomes/competences, teaching and learning strategies, teaching and learning facilities as well assessment and certification principles for the training course.

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# CONTENTS

Welcome to the EC Leonardo da Vinci project "Gender Equality and Diversity planning at workplaces" 4
Outline curriculum. Gender Equality and Diversity (GED) consultant at workplace 6
Content of the training course 7
Learningoutcomes/competences 8
Teaching and learning strategies 9
Teaching and learning facilities 10
Assessment strategy 11
Training plan for blended-learning course "GED consultant at workplace" 11

**I SECTION. INTRODUCTION TO GENDER EQUALITY AND DIVERSITY (GED) PLANNING AT WORKPLACES**

Module 1.1.GED planning at workplaces – benefit for the Employee and the Employer. 12
Module 1.2. European policy measures and challenges for GED planning at workplaces 12
Module 1.3. Overview of national legislation and policy measures for GED at work 13

**II SECTION. WORKPLACES FOR ALL: EQUAL TREATMENT AND PROHIBITION OF MULTI-DISCRIMINATION**

Module 2.1. Different dimensions of diversity at workplaces 14
Module 2.2. Gender sensitive workplaces 14
Module 2.3 Age – friendly workplace practices 15
Module 2.4. Workplaces for all: ethnicity, religion and beliefs 15
Module 2.5. Disability: accessibility and inclusion 16
Module 2.6. Workplace without barriers: sexual orientation and gender identity 16

**SECTION III. IMPLEMENTATION OF GED PLANNING AT WORKPLACES**

Module 3.1. Introduction to GED planning activities 17
Module 3.2. Assessment of the gender equality and diversity situation at workplace 17
Module 3.3. Management structure and division of tasks 18
Module 3.4. Recruitment policies and practices 18
Module 3.5 Remuneration policies 19
Module 3.6 Education and training for employees 19
Module 3.7. Career promotion and personnel development 20
Module 3.8. Working conditions and healthy workplaces 20
Module 3.9. Work-life balance 21
Module 3.10 Workplace culture: work atmosphere with no harassment 21
Module 3.11 Evaluation of effectiveness of GED planning at workplace 22
Module 3.12. Practical steps to implement GED plan 22

## Welcome to the EC Leonardo da Vinci project "Gender Equality and Diversity planning at workplaces"

*The Outline Curriculum for Gender Equality and Diversity (GED) Consultant at Workplaces* is one of the results of the co-operative activities of the partners of the EU Leonardo da Vinci project "Gender Equality and Diversity Planning at Workplaces (GED-PLAN)".

Project aims to develop an innovative solution within Vocational Education and Training (VET) system by introducing new institutional settings and practices ensuring implementation of gender equality and diversity planning at workplaces.

### Project objectives are:

- to create quality standards for GED (gender equality and diversity) consultancy at workplaces to assure the effectiveness of innovative qualification – GED consultant at workplace,
- to support innovation in vocational education and training practices by developing an e-learning-training program for GED consultant at workplace,
- to ensure effective promotion of GED consultancy model at national and European levels.

### Short-term target groups are:

- 18 public/private organisations; employers from the selected organizations will get acquainted with general principles of GED planning at workplaces,
- 21 trainers-multipliers for GED consultants, who will be trained to hold the piloting of the training program,
- 54 employees from the selected organisations, who will be trained to acquire complementary qualifications as GED consultants.

### Long-term target groups are:

- Public and private organisations willing to implement GED planning at workplaces,
- Employees within 18 pilot organisations who will benefit from implementation of GED planning at their workplaces,
- Labour market consultancy and training institutions,
- Trade unions, Employers' associations,
- Politicians and decision makers.

### The main products of the project:

- State of Art Review report defining the ways how new qualification of GED consultant at workplaces might be introduced into national programs of VET system.
- Quality standards for GED consultancy at workplaces both at system and VET provider levels to assure the effectiveness of proposed innovative qualification - GED consultant at workplace.
- Framework of the European model "Implementation of gender equality and diversity at workplaces" - a basis for integration of innovative professional profile of qualified in-house GED consultant into VET systems.
- Outline curriculum "GED consultant at workplace" describing content, duration, learning outcomes, teaching and learning

as well assessment strategies of the training program.

- Training program "GED consultant at workplace" with blended learning approach containing theoretical materials, practical exercises as well other methodical and didactical materials, such as good-practice examples on GED planning, tool-kit for GED planning and trainer's guide.
- E-learning platform for GED consultants' learning-conducive workplaces which allows learning at workplace environment.

The project will address the specific needs of the employers to have qualified in house GED consultant in order to promote equal treatment for all in the workplace in a planned and systematic way.

More information about the partnership, results and outcomes may be found on project website: www.gedplan.eu

## Outline curriculum
## Gender Equality and Diversity (GED) consultant at workplaces

The Curriculum is designed to develop the training course to address the need for qualified gender equality and diversity (further in text – GED) consultants at workplaces. The demand of integrating this innovative qualification into Vocational Education and Training (VET) systems rises from necessity to implement EU directives No. 2002/73/EC and 2000/78/EC, which encourage employers in the Member States to promote equal treatment for everyone at the workplace in a planned and systematic way. Despite some fragmented good initiatives in implementing GED planning at workplaces, none of the partner countries has a well-functioning framework of training facilities in their VET systems, ensuring preparation of in-house GED consultants at workplaces. The envisaged impact of this outcome concerns introducing innovative training for GED consultant at workplaces into VET systems. This will ensure transfer from fragmental implementation of GED policies at workplaces towards effective promotion of equal treatment of all employees at the workplace in a planned and systematic way by prepared qualified in-house GED consultants.

The Outline curriculum "GED consultant at workplaces" is developed to establish content, duration, learning outcomes/competences, teaching and learning strategies, teaching and learning facilities as well assessment and certification principles for the training course.

The Curriculum is based on the State of Art Review report, completed by the four European countries of the partnership (Finland, Germany, Luxembourg and Lithuania) to define the ways how the new qualification of GED consultant at workplaces might be introduced into the national programmes of VET system. This Report is available on the website www.gedplan.eu. The Report formed the base for GED consultancy model and produced recommendations for the content of the training programme for GED consultant at workplace. Responding to these recommendations, the training course will investigate and discuss the key subject matters through the series of specific modules, divided into three main sections:

- Section I. Introduction to Gender Equality and Diversity (GED) planning at workplaces, which consists of the specific modules on European and national legislation and policy measures directed towards the implementation of equal opportunities to all at workplaces.
- Section II. Workplaces for all: Equal Treatment and prohibition of Multi-discrimination, which includes the specific modules for acquiring and deepening knowledge on diversity of workforce, necessity to prohibit discrimination at workplace on the ground of gender, age, ethnicity, religion and beliefs, disability and sexual orientation.
- Section III. Implementation of GED planning at workplaces, which includes the specific modules making learners familiar with the methods of analysing the problems that usually occur while ensuring equal treatment of all at workplaces, as well as with the methods to develop, implement and monitor the gender equality and diversity plans at workplaces.

The training course will constitute 3 credits of the European Credit Transfer System for the non-formal adult education. The pedagogical strategy of this training course is based on a blended-learning approach for e-learning-conducive workplaces; the course allows a combination of face-to-face training and training via a developed e-learning platform with the possibility to study at workplace. Total duration is 81 academic hours, comprising: 16 contact-academic hours (7 academic hours for theory and 9 academic hours for practice), 62 academic hours for the e-learning (22 academic hours for theory and 40 academic hours' practices) and 3 academic hours for assessment and certification.

# Content of the training course

The content of the course is presented in sheet 1.

| Outline Curriculum "Gender Equality and Diversity (GED) consultant at workplaces" Content of the course | Face–to–face meetings (academic contact hours ) | | E – learning via platform (academic hours ) | | TOTAL Academic hours ★ |
|---|---|---|---|---|---|
| | Theory | Practice | Theory | Practice | |
| Introduction of the course/Getting know each other/ Analysis of participants needs | | 1 | - | - | 1 |
| I section Introduction to Gender Equality and Diversity (GED) Planning at workplaces | Total: 2 | | Total: 2,5 | Total: 3,5 | 8 |
| Module 1.1. GED planning at workplaces – benefit for the Employee and the Employer | | | 0,5 | 0,5 | |
| Module 1.2. European policy measures and challenges for GED planning at workplaces | | | 1,0 | 1,0 | |
| Module 1.3. Overview of national legislation and policy measures for GED at work | | | 1,0 | 2,0 | |
| II section Workplaces for all: Equal Treatment and Prohibition of Multi-Discrimination | Total: 2 | Total: 3 | Total: 7,5 | Total: 15 | 27,5 |
| Module 2.1. Different dimensions of diversity at workplaces | | | 1,5 | 2,0 | |
| Module 2.2. Gender-sensitive workplaces | | | 1,5 | 2,0 | |
| Module 2.3. Age – friendly workplace practices | | | 1,0 | 2,5 | |
| Module 2.4. Workplaces in multicultural societies: ethnicity, religion and beliefs | | | 1,5 | 3,5 | |
| Module 2.5. Disability: accessibility and inclusion | | | 1,0 | 2,5 | |
| Module 2.6. Workplace without barriers: sexual orientation and gender identity | | | 1,0 | 2,5 | |
| III section Implementation of GED planning at workplaces | Total: 3 | Total: 5 | Total: 12 | Total: 21,5 | 41,5 |
| Module 3.1. Introduction to GED planning activities | | | 1,0 | - | |
| Module 3.2. Assessment of the gender equality and diversity situation at workplaces | | | 1,0 | 4,0 | |
| Module 3.3. Management structure and division of tasks | | | 1,0 | 2,0 | |
| Module 3.4. Recruitment policies and practices | | | 1,0 | 2,0 | |
| Module 3.5. Remuneration policies | | | 1,0 | 2,0 | |
| Module 3.6. Education and training for employees | | | 1,0 | 2,0 | |
| Module 3.7. Career promotion and personnel development | | | 1,0 | 2,0 | |
| Module 3.8. Working conditions and healthy workplace | | | 1,0 | 2,0 | |
| Module 3.9. Work – life balance | | | 1,0 | 2,0 | |
| Module 3.10. Workplace culture: work atmosphere with no harassment | | | 1,0 | 2,0 | |
| Module 3.11. Evaluation of effectiveness of GED planning at workplace | | | 1,0 | 0,5 | |
| Module 3.12. Practical steps to implement GED plan | | | 1,0 | 1 | |
| TOTAL | 7 | 9 | 22 | 40 | 78 |
| Assessment and certification | | | | | 3 |
| | | | | TOTAL | 81 |

★One academic hour =45 minutes

## Learning outcomes/competences

By the end of the course the participant will be able to:

- Understand the basics of equal treatment for all at workplaces in the European and the national context.
- Conceptualise the benefit of GED planning for both employees and employers.
- Analyse the cases of discrimination at workplaces on the ground of gender, age, ethnicity, religion and beliefs, disability and sexual orientation.
- Understand the benefit of diversity management at workplaces.
- Define the ways of preventing the discrimination at workplaces by implementing gender equality and diversity measures.
- Evaluate the state of equality at workplaces.
- Create awareness of the equal workplace as ethical norm as well as a factor of well-being, profitability and public image.
- Suggest measures to change discriminative practises at workplaces.
- Utilise existing good practices on gender equality and diversity planning at workplaces for improving the situation in the organisation.
- Develop, implement and monitor the gender equality and diversity plans for equal workplace.
- Influence strategy development within organisation for promoting equality at work.
- Create cooperation networks to insure active participation of workers in developing and monitoring of GED plan.

## Teaching and learning strategies

The pedagogical strategy of this training course is based on a blended-learning approach for e-learning-conducive workplaces, which will allow trainees to apply acquired knowledge straight away within their working environment by developing and implementing the GED plan in consultation with co-workers.

The teaching and learning methodology follows a **3-stage learning process** as described by Taylor-Beale (Taylor H. Cox, Ruby L. Beale: "Developing Competency to Manage Diversity"): awareness raising, acquiring and deepening knowledge, as well as engendering practice.

To ensure the active participation and sensitiveness of the participants, two face-to face training sessions, 8 academic hours each, are incorporated into the teaching strategy. The first session is hold at the beginning of the course and is intended to sensitize the participants on the key subject matters presented in Sections I and II. The second face-to-face training session is hold in the middle of the course and aiming to sensitize the participants on the key subject matters presented in Section III. It is supposed to use the Power Point Presentations presented on CD-ROM and handouts during the face-to-face training sessions.

The deepening knowledge for each module at workplace is further ensured by the possibility to use the developed e-learning platform.

The content of every face-to-face training session should be adjusted to the needs of the group (or organisation) receiving the training.

The combination of theory, practical exercises and self-evaluation are ensured within each training session. The practical exercises given during the e-learning sessions are developed with the possibility for interactive self-evaluation.

The evaluation of the progress achieved by the participants during the training course is ensured by the active guidance of the tutors/teachers of the course, using the e-learning platform, as well as by the possibility for interactive self-evaluation.

The training course gives a broad overview of the main topics of gender and diversity in organisations. It is possible to select two modules out of Section II. 2.3 - 2.6 and 3 modules out of Section III 3.3 - 3.11. The trainers can work with good practice examples from the respective modules as well as discuss the suitable solutions for the participants' organisations.

## Teaching and learning facilities

The training institution, which will deliver the GED training course, should ensure adequate technical and human recourse capacity, necessary for providing the training based on the blended learning approach with the following minimum facilities:

- classrooms, multimedia projector and laptop with the possibility to use Power Point for face-to-face meeting;
- personal computers connected to the e-learning platform with the training programme "GED consultant at workplaces" to ensure the possibility to introduce e-learning process to the participants during the face-to-face meeting;
- personal computers for trainers to facilitate the e-learning process of trainees. Computers should have an elaborated password for entering the e-learning platform with the status of trainer, reliable internet connection; the software should be installed in the computer (Word, PowerPoint, Excel);
- a telephone hotline with the trainees has to be available to ensure the monitoring and facilitation of the training during the e-learning process.

The organisation, which sends an employee to acquire the new qualification "GED consultant at workplaces", has to ensure the technical facilities for distance learning at the employee's workplace. Technical equipment for the e-learning conducive workplace should ensure the access to the personal computer (PC) with the internet connection to the e-learning platform "GED consultant at workplaces". The PC has to have the technical characteristics to meet technological standard requirements.

Human resources (trainers) should be sufficient and appropriate to guarantee the quality of the implementation of the training programme "GED consultant at workplaces"; they have to feel motivated and satisfied by the teaching activities.

The trainers should possess:

- the main knowledge and experiences in equality and diversity at workplaces;
- the main skills and in holding the training programme with special emphasis on the competences to hold the e-learning sessions;
- appropriate personal skills, attitudes and values to encourage active learning with reflective, open and tolerant communication.

The GED trainer should be highly focused on constant professional and personal self-development, should constantly update and broaden his/her knowledge on gender equality and diversity and should be able to learn from, reflect upon and improve own training activities using experience of delivered training course.

Trainer has to be familiar with companies and organisations of learners and the way they work to ensure the long-term effectiveness of the training and encouraging further actions of learners within their organisations.

## Assessment strategy

The Certificate will be awarded for trainees, who have proven their understanding of the subject and have shown activity and competence within the whole training course. Assessment of trainees' knowledge will be performed in two steps: completion of a multiple-choice e-test and an active participation in the problem-based group discussion.

- Using the e-learning platform, the trainees will be asked to complete a multiple-choice test that will help to assess their knowledge. For certification it is required to provide correct answers to at least 50% of questions. General time consumption (including organisation of test and checking over the answers of trainee) is 1 academic hour.
- The trainees, who have passed successfully the first step of assessment, will be invited for the face-to-face evaluation procedure. Trainees will be divided into groups of 2 or 3 and given the problem-based case studies. The discussions within the groups will be set in order to analyse the situation described. Each group will present its work to the whole class and the tutor, who will make evaluation of trainees' competence and activity in the group discussions. General time consumption is 2 academic hours (group work with presentations –1,5 academic hour, final assessment and certification – half of academic hour).

## Training plan for blended-learning course "GED consultant at workplace"

- The training plan is developed to help trainer to organise the training course. The training plan is based on the content of the Curriculum and gives the step-by-step overview of the training process.

| Training session | Title | Content ★ | Place and type of training | Duration (in academic hours) |
|---|---|---|---|---|
| First training session | First face-to-face training | Introduction of the course.<br>Sensitizing of the participants on the key subject matters for the Section I and Section II | Class-room/ work as a group | 8 a.h |
| Second training session | | Deepen knowledge of the participants for Section I and Section II (theory and practice) | Workplace/ Distance learning | 10+18.5= 28,5 a.h |
| Third training session | Second face-to-face training | Sensitizing of the participants on the key subject matters for the Section III | Class-room/ work as a group | 8 a.h |
| Fourth training session | | Deepen knowledge of the participants for Section III (theory and practice). | Workplace/ Distance learning | 12+21,5= 33,5 a.h |
| Accreditation | | | | 3 a.h |
| | | | | 81 a.h |

★ The content of the training sessions is corresponded to the general content of the Course described above.

# I SECTION.
# INTRODUCTION TO GENDER EQUALITY AND DIVERSITY (GED) PLANNING AT WORKPLACES

This section is an introduction to the entire training course. It aims at sensitising the participants for questions of equality and inequality in work and private life and at creating awareness about the benefit of GED planning for both employees and employers. In addition, it provides trainees with a brief overview on European policy measures and challenges for GED planning at work. A greater focus is set on national legal and policy contexts and good initiatives in Finland, Germany, Lithuania and Luxembourg.

This section consists of three specific modules: GED planning at workplaces – benefit for the Employee and the Employer; European policy measures and challenges for GED planning at workplaces; Overview of national legislation and policy measures for GED at work.

## Module 1.1. GED planning at workplaces – benefit for the Employee and the Employer

The specific objectives of the module:

- Introduce the main concept of the gender equality and diversity (GED) planning at workplaces.
- Analyse the benefits of GED planning for both employees and employers.

The concept of the gender equality and diversity planning is presented. The module provides the trainees with an understanding of inequalities and knowledge of the main areas where equality is usually in need for development Based on the European surveys, the module analyses the benefits of GED planning for both employees and employers. In general, trainees get knowledge about outside (economic, marketing strategies etc.) and inside (culture, working conditions, etc.) benefits for organisation implementing gender equality and diversity policies.

## Module 1.2. European policy measures and challenges for GED planning at workplaces

The specific objectives of the module:

- Review the European legal acts and specific policy measures towards the implementation of the equal opportunities to all at workplaces.
- Raise awareness about the challenges for implementing the gender equality and diversity policies at European level.

The module introduces equality between women and men as a central socio-political target of EU policies. It emphasizes the equal rights, responsibilities and opportunities that both women and men should have in all areas of society. The module reviews European legislation and main policy measures concerning equal opportunities and diversity at workplaces. The main directives are analysed: EU directive 2002/73/EC, which aims at ensuring equal treatment for men and women in respect of access to employment, vocational training and career advancement, as well as working conditions; the Directive 2004/113/EC, which established the principle of equal treatment for men and women in access to and supply of goods and services; the racial equality directive (2000/43/EC and the employment framework directive (2000/78/EC, which set out the principles of diversity and non-discrimination regarding ethnic and racial origin, disability, religion or belief, age and sexual orientation. The module shows that the right to equal treatment at work is considered as a basic social right as well as characteristic of good workplace. The concept of the gender equality and diversity planning at workplace is discussed as a possible way to implement the above mentioned directives

in a planned and systematic way. The module describes challenges for GED planning at workplaces and offers good practices on how to surmount these challenges, using experience of other European countries.

### Module 1.3. Overview of national legislation and policy measures for GED at work

The specific objectives of the module:

- Review national legislation, policy measures, good practices and projects at national level concerning the implementation of gender equality and diversity at workplaces.
- Raise awareness about the national legislations and good policy measures in other European countries.
- Develop the basic understanding of equal treatment for all at workplaces.

This module provides general information about national institutional machinery of gender equality and diversity. National legal acts, special laws, national programmes/plans of action concerning equality are presented. The module also gives the trainees the possibility to get familiar with the national machinery in other European countries (Finland, Luxembourg, Germany, and Lithuania). The trainees are asked via offered practical exercises to compare the different national machineries of GED planning, to define differences and similarities, and to formulate the suggestions for improving the national machinery at their country while analysing good samples from other countries. The module raises awareness and develops critical thinking about challenges to implement gender equality and diversity at workplaces. It analyses good practices and projects at national level related with the implementation of the positive measures ensuring equal treatment to all at workplaces.

# II SECTION. WORKPLACES FOR ALL: EQUAL TREATMENT AND PROHIBITION OF MULTI-DISCRIMINATION

The section aims at acquiring and deepening knowledge of trainees on diversity of the workforce. It presents the concept of gender mainstreaming, the explanation of multiple discrimination cases and necessity to prohibit the discrimination at workplaces on the ground of gender, age, ethnicity, religion and beliefs, disability and sexual orientation. The section considers different comparative case-studies of multiple discrimination through the glass of the contemporary EU gender equality and anti-discrimination policies.

This section consists of a series of specific modules: Different dimensions of diversity at workplaces; Gender sensitive workplaces; Age – friendly workplace practices; Workplaces in multicultural societies: ethnicity, religion and beliefs; Disability: accessibility and inclusion; Workplace without barriers: sexual orientation and gender identity. Each module addresses the question of possible changes within the trainees' own organisations.

## Module 2.1. Different dimensions of diversity at workplaces

The specific objectives of the module:

- Review the different dimensions of diversity of the workforce.
- Introduce the concept of the gender mainstreaming in employment strategies.
- Present the glossary of the main term in the field of equal treatment and prohibition of the multi-discrimination at workplace.

The module provides content information needed to develop a foundation of the common understanding of the main conceptual principles of the gender mainstreaming and prohibition of multi-discrimination. The module provides main definitions and terminology in the field. The glossary of the terms, which will be used during the training course is provided via e-learning platform.

## Module 2.2. Gender sensitive workplaces

The specific objectives of the module:

- Raise awareness about the benefit for organisation implementing gender sensitive policies at workplaces.
- Analyse the cases of gender-based discrimination at the workplaces.
- Develop trainees' skills to define the ways to prohibit discrimination on the basis of gender and to create the gender-sensitive workplaces.

The module contains general information about the EU and national legislation on implementing gender equality at workplaces. The results of the European surveys that pointed out the benefit for the organisations from implementing gender-sensitises policies at workplaces are provided and analysed. Through given statistical and research data the module introduces different gender based problems at work including vertical and horizontal gender segregation, pay-gap, participation of women and men in decision-making and reconciliation of work and family/private life. The practical exercises and case studies are provided for deepening knowledge on the prohibition of gender discrimination at workplaces. The module describes good practices of implementing gender-sensitive workplaces in different

European countries and encourages trainees to develop some measures for their own organisation to promote the gender-sensitive workplaces.

### Module 2.3. Age – friendly workplace practices

The specific objectives of the module:

- Raise awareness about the benefit for organisations applying age-friendly policies at workplaces.
- Consider the problems of different age groups within organisation and analyse the cases of age-based discrimination at workplace.
- Develop trainees' skills in defining the ways to prohibit discrimination on the ground of age.

The module contains general information on EU and national anti-discrimination legislation prohibiting the discrimination on the ground of age. The results of the European surveys identifying the benefits for the organisations implementing age-friendly workplaces are provided and analysed. Through given statistical and research data the module introduces different age-based aspects related to work: demographical changes, problems of different age groups within the organisation, active ageing, age management over the life, lifelong learning and knowledge transfer aspects. This module suggests combining all relevant actions and policies into an integrated age management strategy within organisation. The practical exercises and case studies are provided for deepening knowledge on the prohibition of the discrimination on the ground of age at workplaces. The module describes good practices for implementing age-friendly workplaces in different European countries and encourages trainees to develop some measures for their own organisations to promote the age-friendly workplaces. This module presents important arguments why it is essential to implement consistent policies at workplaces aimed at increasing equality for young and elder people.

### Module 2.4. Workplaces for all: ethnicity, religion and beliefs

The specific objectives of the module:

- Raise awareness about the benefit for organisations promoting multicultural working environment and diversity sensitive workplaces.
- Analyse the cases of discrimination on the ground of ethnicity, religion and beliefs.
- Develop trainees' skills in defining the ways to prohibit discrimination on the ground of ethnicity, religion and beliefs.

The module contains general information on EU and national legislation prohibiting the discrimination on the ground of ethnicity, religion and beliefs with special emphasis on EU Racial equality directive (2000/43/EC) and EU Employment framework directive (2000/78/EC). Through provided statistical and research data the module introduces different problems including ethnical prejudice, stereotypes, social exclusion taking into account gender perspective. The module provides results of the surveys on how organisations can benefit from the promotion of multicultural working environment and implementation of diversity sensitive policies at workplaces. The practical exercises, case studies, legal cases are provided for deepening knowledge on prohibition of discrimination on the grounds of ethnicity, religion and beliefs at workplaces and for developing ideas for activities in the trainees' own organisation.

### Module 2.5.Disability: accessibility and inclusion

The specific objectives of the module:

- Review EU legal legislation assuring the prevention of discrimination on the grounds of disability.
- Raise awareness about good practices of implementation of disability-sensitive workplaces.
- Develop trainees' skills on defining the ways to prohibit discrimination on the discrimination of individuals with disabilities at workplace.

The module contains general information on EU and national legislations preventing discrimination on the grounds of disability with special emphasis on Employment framework directive (2000/78/EC), the Theory on European Dimension is presented as well as main definitions are given. The results of the European surveys and some statistical data are provided to analyse the situation of existing discrimination at workplaces for individuals with disabilities. Governmental positive actions and initiatives to support establishment of workplaces for disabled people are introduced to trainees. Accessibility strategies and good practises to ensure barriers-free environment for disabled people are discussed.

The practical exercises, case studies, legal cases are provided for deepening knowledge on prohibition of discrimination on the grounds of disability at workplaces. The module provides good practices on integration and empowerment of disabled people at workplaces.

### Module 2.6. Workplace without barriers: sexual orientation and gender identity

The specific objectives of the module:

- Review EU legal regulations regarding the prevention of discrimination on the grounds of sexual orientation and gender identity at work.
- Raise awareness about good practices and solutions to problems in this area.
- Develop trainees' skills on defining the ways to prohibit discrimination on the ground of sexual orientation.

The module contains general information on EU and national legislation prohibiting discrimination on the grounds of sexual orientation and gender-identity at workplaces.

Using statistical and research data the module introduces different problems related to discrimination on the grounds of sexual orientation and gender identity including direct and indirect discrimination, gender-based and sexual harassment, retaliatory actions or instructions to discriminate. The module discusses the importance of ability to be open at work, the problems of discrimination in the context of different places of work and different work cultures and the preventive work that has to be done at workplaces. The module also provides the case studies and good practices of combating discrimination at work on the ground of sexual orientation and gender identity.

# III SECTION. IMPLEMENTATION OF GED PLANNING AT WORKPLACES

The main aim of the section is to provide trainees with knowledge, which enables them to identify gender equality and diversity problems at workplaces, to develop, implement and monitor the GED plans coping with inequality.

This section consists of a series of specific modules, including the following topics: Introduction to GED planning activities; Assessment of the gender equality and diversity situation at workplace; Management structure and division of tasks; Recruitment policies and practices; Remuneration policies; Education and training for employees; Career promotion and personal development; Working conditions and healthy workplaces; Work-life balance; Work culture: work atmosphere with no harassment; Evaluation of effectiveness of GED planning at workplace, and Practical steps to implement a GED plan.

## Module 3.1. Introduction to GED planning activities

The specific objectives of the module:

- Introduce the main objectives of gender equality and diversity (GED) planning at workplaces.
- Present the main steps for development of GED plan.
- Raise awareness of the roles and duties of in-house GED consultant.

This module is an introduction to the section and gives the overview of the whole process of gender equality and diversity planning at workplace. The trainees get acquainted with the objectives of the GED planning at workplaces and learn about the good practices of the GED planning in other EU countries. The description of the process of GED planning and the main steps to be taken are presented. The main roles and the responsibilities of the in-house GED consultant in the organisation are defined.

The module introduces the possibility to create the Gender Equality and Diversity Working group, which can be initiated by the appointed GED in-house consultant and is advisable for the medium and large size enterprises. The GED Working group is formed in order to assist GED consultant in creation of the cooperation network to ensure active participation of workers in the processes of developing, implementing and monitoring the GED plan within their organisations. The GED Working group may consist of HR manager, the managers of other departments, health and safety manager, local trade union representatives etc. It is recommended, that this working group consist of both men and women of different ages working in different departments to ensure that the group is diverse enough and able to take into consideration different views and experiences in the workplace.

The trainees develop their understanding of the possible ways to reach a commitment for necessary changes and how to deal with change resistance in their organisations. Through practical exercises the trainees are asked to adapt a standard GED consultant duty profile to the specific organisation/enterprise that they represent. In the framework of this module interactive questions are offered on e-learning platform for self-evaluation.

## Module 3.2. Assessment of the gender equality and diversity situation at workplace

The specific objectives of the module:

- Review the process of assessment of gender equality and diversity situation at workplaces.
- Develop trainees' skills to perform equality assessment at her/his enterprise.
- Raise trainees' abilities to identify the areas where equality is in need for development.

This module contains general information about the assessment process of the gender equality and diversity situation at workplaces emphasizing the importance of collecting basic information on the main areas where equality is in need for development. The module describes some of the assessment tools such as: collecting the statistical data on equality situation at workplaces; performing an equality survey among the employees on how they perceive the realisation of equality at their workplaces, by using the GED self-assessment tools, the ways to calculate the gender pay gap. The Finnish experience presented in this module describes the importance of carring out the pay survey. The module also gives practical instructions how to perform equality assessment at workplace through appliance of statistical sheets, self-evaluation questionnaire, as well as techniques of pay survey.

Abilities of trainees to summarize information received through assessment process and to use it for identification and selection of the areas to be included in the GED plan are raised through the given practical exercises. Practical exercises provided by this module include the interviews with the HR managers aimed to assess the possibility to get statistical information for evaluation of the state of equality within the organisation.

### Module 3.3. Management structure and division of tasks

The specific objectives of the module:

- Review the most common inequality problems in the area of work organisation.
- Raise awareness of the obstacles determining / influencing the existing inequality in management and division of tasks.
- Develop trainees' skills to set up the concrete objectives and measures for GED plan in this area and to identify the indicators for monitoring.

The module provides available European statistical data and the results of the surveys on the topics of management structure and division of tasks within various organisations in different spheres of economic activities. The module reviews good practices of applied equality principles in the management structure, ensuring the equal participation of men and women in decision-making at all levels of the organisation. Trainees get familiar with the measures to overcome such barriers as "glass-ceiling" effect, occupational gender segregation, the stereotypes on "female" and "male" work, as well as measures to combat other forms of discrimination in management and the division of tasks on the ground of gender, age, ethnicity, religion and beliefs, disability and sexual orientation. The module provides practical advice and exercises in developing the GED plan for the area of the management structure and dividing the tasks: setting the objectives, defining different kind of measures for promotion of the equality. The module proposes possible indicators for monitoring the results achieved.

### Module 3.4. Recruitment policies and practices

The specific objectives of the module:

- Review the most common inequality problems in the area of recruitment policies and practices.
- Raise awareness about the benefit an organisation gains from diversity of its workforce.
- Develop trainees' skills to set up the concrete objectives and measures for GED plan in order to ensure equal opportunities for all during the recruitment process.
- Reinforce trainees' abilities to identify the indicators for monitoring.

The module reviews European surveys on benefits gained by organisations employing diverse staff members. The

most common inequality problems within the recruitment process are reviewed and measures to prevent inequality are proposed. The module shows the necessity to provide special trainings to managers responsible for recruitment, impelling them to break the existing stereotypes regarding the diversity of employees. Recommendations for recruitment policies are given. The trainees get familiar with good practices in recruitment policies where gender equality and diversity principles have been applied. The module offers practical examples of actions to be taken by employer to ensure equality in recruitment area. It also suggests the ways to encourage women to apply for positions usually dominated by men and vice versa.

The module analyses the possible indicators for monitoring equality and diversity situation during the process of recruitment.

### Module 3.5.Remuneration policies

The specific objectives of the module:

- Review the most common inequality problems in this area.
- Raise awareness about necessity of equal pay and its benefit for the enterprise.
- Develop trainees' skills to carry out a pay survey, to set up the concrete objectives and measures for GED plan in this area, and to identify the indicators for monitoring.

The module introduces some European pay surveys performed by organisations aimed to develop and implement gender equality and diversity planning. European statistics showing the existing pay gap between salaries paid for women and men is also presented. This module reviews inequality cases most often occurring in the area of remuneration policies. It raises awareness of trainees about the need to apply equality principles in this area aiming at same payment for the performance of the same work or work of equal value. Trainees get acquainted with good practices in implementing equality principles in remuneration policies. The module offers practical examples of actions to be taken by an employer in order to reduce the pay gap.

The module proposes practical exercises in developing the GED plan for this area: setting the objectives and defining different kind of measures for promoting equality at workplaces and reducing the pay gap. The module analyses the possible indicators to monitor equality and diversity situation in remuneration policies.

### Module 3.6.Education and training for employees

The specific objectives of the module:

- Review the most common inequality problems in this area.
- Raise awareness about necessity to create equal opportunities for all employees to raise their professional qualifications and to participate in trainings.
- Emphasize the importance of life-long learning training on gender equality and diversity issues for employees and employers to ensure an atmosphere of equality at workplaces.
- Develop trainees' skills to set up concrete objectives and measures for GED plan in this area and to identify the indicators for monitoring.

The module reviews the most common inequality problems in access to qualification raising, continuous education and

training for employees held within organisation. Provision of the special trainings for GED *Working group* members who will help to develop and monitor gender equality and diversity plan for enterprise/organisation is presented as good initiatives of organisations successfully implementing GED plans. Such trainings could be organised by in-house GED consultant or by outside consultancy agencies/experts.

The trainees get familiar with good practices in creating equal opportunities for all in access to training and re-training organised by enterprise/organisation. It gives special emphasis on encouraging those, who entered the company with lower level of education to develop their skills and to apply for more demanding duties. The module provides practical exercises to set up measures to be included into the GED plan to prevent inequality in this field. It also overviews the importance of organising informational and educational campaigns on gender equality and diversity within the organisation, thus ensuring the atmosphere of equality at workplaces. The module analyses the possible indicators to monitor equality and diversity situation in the area of access to education and training.

### Module 3.7.Career promotion and personnel development

The specific objectives of the module:

- Review the most common inequality problems in this area.
- Raise awareness about the benefit for organisations from creating equal opportunities for personal development and access to career advancement to all employees.
- Develop trainees' skills to set up concrete objectives and measures for GED plan in this area and to identify the indicators for monitoring.

The module reviews the necessity to apply equality principles in career development and work opportunities with special emphasis on female employees seeking career in the spheres traditionally dominated by men and vice versa. The module provides results of European research showing the benefits for organisations using the potential of the talent management and supporting equal opportunities in *career promotion and personnel development* within an enterprise/organisation. The trainees get familiar with the good practices in implementing GED principles in the field. The module gives practical advice and provides exercises in developing the GED plan to support equal opportunities in *career promotion and personnel development*: setting the objectives and defining different kind of measures by applying the knowledge received throughout this module. The module analyses the possible indicators to monitor equality and diversity situations in this area.

### Module 3.8.Working conditions and healthy workplaces

The specific objectives of the module:

- Review the most common inequality problems in this area.
- Raise awareness about the benefit for organisations from arranging workplaces suitable for both men and women.
- Present the benefit from maintaining a healthy workplace environment.
- Develop trainees' skills to set up concrete objectives and measures for a GED plan in this area and to identify the indicators for monitoring.

The module presents the results of some European surveys on benefit for organisations from implementing a healthy environment and ensuring good working conditions: social image, loyalty of employees, good psychological climate,

productive cooperation, etc. This module introduces some good initiatives to decrease horizontal segregation in organisations by rearranging workplaces to make them suitable for both men and women. The necessity to pay special attention to the needs of pregnant and breast-feeding women is underlined. The module presents good practices on carrying out the annual interviews with employees to assess their satisfaction with working conditions and environment. Those interviews serve as a base for further development of the measures to be included into the GED plan. The practical exercises are offered for developing actions/measures to be taken by an employer to create work conditions and a healthy environment suitable to all at workplaces. The module analyses the possible indicators to monitor equality and diversity situation in this area.

### Module 3.9.Work-life balance

The specific objectives of the module:

- Review the most common inequality problems in this area.
- Raise awareness about the benefit for an organisation to promote the reconciliation of work and family/private life at workplaces.
- Develop trainees' skills to set up concrete objectives and measures for a GED plan in this area and to identify the indicators for monitoring.

This module analyses the different challenges posed by reconciliation of work and family/private life for equality planning at workplaces. It raises awareness of trainees about the need to pay attention to working arrangements enabling work and life balance, such as responsible parenthood issues and family-friendly practices accessible for both men and women at workplaces. The module introduces some European statistics and surveys on the topic. The module also introduces different good practices on reconciliation of work and family/private life such as flexible working arrangements, part time work, possibility to get additional holidays in case of urgent family problems, promotion of parental leave, sufficient children' and other dependents' care facilities offered by enterprises, re-qualification activities for both parents returning to the workplace after the maternity/paternity and parental leaves, care for elderly dependents, etc. The practical exercises for setting up measures to be included into the GED plan to prevent inequality in this field are proposed. The module analyses the possible indicators to monitor the equality and diversity situation in this area.

### Module 3.10.Workplace culture: work atmosphere with no harassment

The specific objectives of the module:

- Review the most common harassment discrimination cases and/or psychological tension at workplaces.
- Raise awareness about necessity to create a corporate culture, which fosters respectful work atmosphere at workplaces tolerant to all employees regardless of their gender, age, ethnicity, religion and beliefs, disability and sexual orientation.
- Develop trainees' skills to set up concrete objectives and measures for a GED plan in this area and to identify the indicators for monitoring.

The module presents some European surveys on the creation of a psychologically safe atmosphere for all at workplaces regardless their gender, age, ethnicity, religion and beliefs, disability and sexual orientation. Good examples of corporate culture helping to prevent any kind of harassment are presented and the benefits for organisations to promote a respectful working surrounding are discussed. The trainees get familiar with different kinds of harassment

at workplaces, the ways to identify and to prevent it. The sense of tolerance to all regardless gender, age, ethnicity, religion and beliefs, disability and sexual orientation is emphasized. The module shows good practices on carrying out the annual interviews with employees regarding their satisfaction with corporate culture ensuring the respectful working surrounding. Those interviews serve as a base for further development of measures to be included into the GED plan. The module offers practical examples of actions to be taken by an employer to create respectful working conditions. The module analyses the possible indicators to monitor the equality and diversity conditions in this area.

### Module 3.11.Evaluation of effectiveness of GED planning at workplace

The specific objectives of the module:

- Introduce the process of monitoring the effectiveness of the implementation of GED plan.
- Reinforce trainees' skills to set up the indicators for monitoring the implementation of the measures proposed within the GED plan.

This module reviews the actions to be taken within the organisation to ensure the monitoring of the implementation of the measures proposed by the GED plan. The special emphasis is given on need to organise the informational campaigns for employees to make them familiar with the GED plan, with indicators to monitor the implementation of the measures and with the positive changes foreseen. The role of GED consultant in the process of monitoring is described. The module reviews the variety of indicators introduced in previous sections to monitor the effectiveness of the measures included into the GED plan. The trainees are given the practical exercises: to develop the concrete monitoring indicators for the provided case studies.

### Module 3.12. Practical steps to implement GED plan

The specific objectives of the module:

- Utilise the knowledge received throughout the whole section.
- Develop trainees' skills to set up a strategy for the organisation to promote equality at work.
- Raise awareness of the necessity to create cooperation networks to ensure the active participation of employees in the process of implementing GED plan within an organisation.

The module overviews step by step the whole process of the equality planning at workplace. It provides practical recommendations for the GED consultants on how to start the GED planning process within the organisation, analyses some obstacles in this process, gives suggestions on strategies, which could be used while implementing and monitoring the GED plan. It encourages the trainees to discuss their first experiences in their own organisations and asks them to analyse reactions both of consent and resistance to the changes envisaged. Special attention is given for establishing efficient communication strategies and creating cooperation networks among employees. The model provides examples of GED plans, successfully implemented in different organisations/enterprises.

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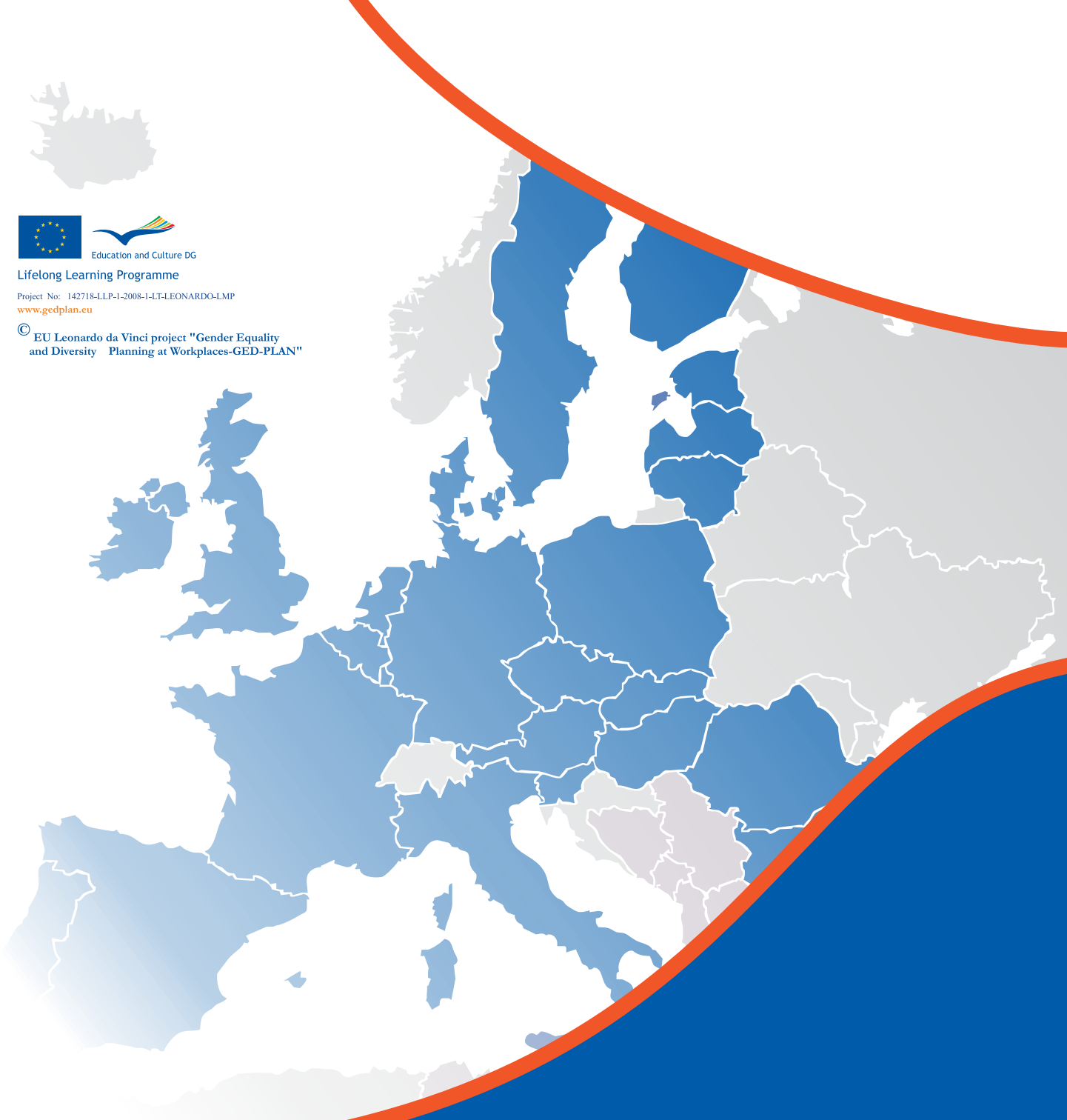
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