



DOEER

Digital and Open Education
for equality-based resilience

**Quality guidelines
for HE digital and
pedagogical competencies
on equality**



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Introduction

The DOEER project represents a forward-looking digital-based initiative that places human well-being at its core. Rooted in a profound understanding of societal values, this project sets out to address the intricate web of digital challenges that can exacerbate social inequalities. Its overarching mission is to drive digital transformation within Higher Education (HE) while fostering collaboration between European universities and the workforce. By doing so, DOEER not only conceptualizes a vision but also delivers tangible learning experiences and tools that pave the way for equality-based processes and enhance digital skills in education.

The project's initial phase involved in-depth research into inequalities both within the university environment and the workplace. This research has centered on identifying best practices that can promote equality, laying the groundwork for forthcoming guidelines that will address a range of critical themes. These themes encompass the intersection of equality, human rights, and democracy in the digital transformation, understanding and promoting equality practices, identifying and addressing inequalities, social and economic impacts of equality-based practices, and their application in various professional settings. These themes are more current than ever, as one of the most serious forces of contemporary society is inequality and social inequity. Of course, it is not a new one, but today, when we become aware of it politically and socially, it appears as the main problem of the values and principles that underlie any democratic system: can people who have an equal vote be socially unequal, discriminated against, abused or marginalized by other people who have the same rights and the same equal vote?

Aware of this problem, DOEER proposed to draw up some guidelines on equal opportunities, non-discrimination and the fight against abuses for the training of trainers in tourism, business and didactic activities. These assignments and guidelines will be disseminated through digital platforms to students, equipping them with the skills and competencies needed to effectively implement equality measures in the workplace. DOEER is dedicated to contributing to the development of the Digital Education Action Plan (2021-2027) with major objectives that include nurturing a high-performing digital education ecosystem, enhancing digital skills and competencies for the ongoing digital transformation, and establishing a European Digital Education Hub. Additionally, it aspires to foster collaboration between the educational sector and the world of work, recognizing the importance of synergy in shaping a more equitable future.

Furthermore, recognizing the profound impact of the COVID-19 pandemic, the project has selected the tourism sector as a business pilot field to test and implement best practices in terms of



equality. By doing so, DOEER aims to not only address immediate challenges but also contribute to the resilience and sustainability of this vital industry. In sum, the DOEER project is a visionary endeavor, poised to bridge the digital divide and champion equality as a driving force in the realms of education and the workforce.

Prof. Andrei Taranu,

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DOEER

Framework





ENABLING FACTORS

Policy: recommendations/ strategies/ initiatives for equality in EU level.

Management: appropriate management of equality strategies in Higher Education and workplace.

Collaboration/Partnership: Higher Education's teachers, students, employees, employers cooperated for the promotion of these practices, and also, partners from different countries in Europe, in order to gather practices about equality in HE and workplace from their countries.

KEY COMPONENTS

1. Theoretical Context for Equality/Inequality

- Definitions of equality and inequality
- Different areas and dimensions of equality and inequality
- Resources
- Factors and parameters that can affect equality and inequality and examples

2. EU Strategies for Equality

- Description of several strategies/initiatives adopted by EU for equality.
- Funding schemes and programs to support equality in society.
- EU Quality statements for promoting equality.

3. Types of Equality/Inequality

- Description of all possible types of equality.

4. Best Practices of equality

- Description of good practices based on types of equality.
- Reasons that these practices have been chosen.
- Relevance of them with the project DOEER.

5. Resources/Materials

- Relevant websites for equality/inequality definitions.
- Websites with information about best practices.
- Websites of EU strategies/initiatives/programs.
- Materials for application of best practices for equality.

Theoretical Framework

EQUALITY – Definitions

1. French Declaration of the Rights of Man and of the Citizen (1789)

I. Men are born, and always continue, free and equal in respect of their rights. Civil distinctions, therefore, can be founded only on public utility.

VI. The law is an expression of the will of the community. All citizens have a right to concur, either personally, or by their representatives, in its formation. It should be the same to all, whether it protects or punishes; and all being equal in its sight, are equally eligible to all honors, places, and employments, according to their different abilities, without any other distinction than that created by their virtues and talents.

2. American Declaration of Independence (1776)

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

3. Universal Declaration of Human Rights

Preamble: Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 7: All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 10: Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 23.3: Everyone, without any discrimination, has the right to equal pay for equal work.

Article 26.1: Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

4. Encyclopedia of Marxism, Glossary of Terms,

<https://www.marxists.org/glossary/terms/e/q.htm>

Equality is „A system of relationships where everyone has equivalent privileges, rights, status, etc. The understanding of equality has evolved as the relations of production and conceptions of freedom and universality have developed throughout history. The societal version of equality (material) should not be confused with the mathematical version (abstract); equality as equivalence and not as sameness.

5. Barbara Gittings, American activist for LGBT:

“Equality means more than passing laws. The struggle is really won in the hearts and minds of the community, where it really counts.

INEQUALITY – Definitions

1. HUTMACHER, W. (2001): Introduction, in W. HUTMACHER, D. COCHRANE & N. BOTTANI (Eds.): In Pursuit of Equity in Education (Dordrecht, Kluwer Academic Publishers), p. 7.

Equality typically designates an equivalence between two or more terms, assessed on a scale of values or preference criteria. Inequality thus characterizes a difference, a disparity or a gap in terms of advantage or disadvantage in material and/or symbolic resources, such as wealth, social recognition, prestige, authority, power and influence.

2. <https://plato.stanford.edu/entries/equality/>

Rousseau (1755) declared social inequality to be the result of a decline from the natural equality that characterized our harmonious state of nature, a decline catalyzed by the human urge for perfection, property and possessions (Dahrendorf 1962).

For Rousseau (1755, 1762), the resulting inequality and rule of violence can only be overcome by binding individual subjectivity to a common civil existence and popular sovereignty.

3. International Encyclopedia of Human Geography (Second Edition), 2020, Pages 269-277

Inequality refers to the phenomenon of unequal and/or unjust distribution of resources and opportunities among members of a given society. The term inequality may mean different things to different people and in different contexts. Moreover, inequality encompasses distinct yet overlapping economic, social, and spatial dimensions. Debates about inequality are further complicated by the disjuncture between the moral ethics of equity and social justice, on the one hand, and the normative idea of “deservingness,” on the other hand. In recent years, there has been increasing awareness of inequalities that are observable within social groups, in addition to those across social groups. This

awareness has led to an increasing realization that inequality is systemic and entrenched in various socioeconomic and political structures. Geographers' contributions toward the topic of inequality in this regard include highlighting the persistence of unequal and differentiated rights, interrogating global and extreme inequality, and analyzing the manifestations and causes of urban inequalities.

Equality in EU

The EU has adopted several strategies and initiatives to promote equality and combat discrimination within its member states. Some of the most notable include:

- 1. EU Charter of Fundamental Rights:** The Charter was declared in 2000, and came into force in December 2009 along with the Treaty of Lisbon. The Charter brings together the most important personal freedoms and rights enjoyed by citizens of the EU into one legally binding document.
- 2. Gender Equality Strategy:** In 2020, the EU launched a new Gender Equality Strategy, which aims to close the gender pay gap, promote equal participation of women in the labor market, and combat gender-based violence and harassment. The strategy also seeks to strengthen the role of women in leadership and decision-making.
- 3. LGBTIQ Equality Strategy:** In November 2020, the EU adopted its first-ever strategy to promote equality for lesbian, gay, bisexual, transgender, intersex, and queer (LGBTIQ) persons. The strategy aims to tackle discrimination and promote LGBTIQ rights, including equal access to healthcare, education, and employment.
- 4. European Disability Strategy:** The European Disability Strategy aims to ensure that persons with disabilities have equal access to education, employment, and public services, as well as equal treatment in all aspects of life. The strategy also aims to promote independent living and social inclusion for persons with disabilities.
- 5. Roma Equality Strategy:** The EU's Roma Equality Strategy aims to promote the inclusion of Roma people in European society and address discrimination and inequality faced by Roma communities. The strategy focuses on access to education, employment, and housing, as well as combating hate speech and anti-Roma prejudice.
- 6. Employment and Social Innovation Programme:** The Employment and Social Innovation Programme (EaSI) provides funding for projects and initiatives aimed at promoting social inclusion, combating poverty and discrimination, and improving working conditions across the EU.
- 7. European Care Strategy:** Ensure quality, affordable and accessible care services across the European Union and improve the situation for both care receivers and the people caring for them, professionally or informally. Investing in high-quality care also means

improving women's participation in the labour market and gender equality, in particular gender pay and pension gaps. Women still bear the main brunt of care responsibilities, with 90% of the formal care workforce made up of women, and 7.7 million women out of employment because of care responsibilities.

These strategies and initiatives demonstrate the EU's commitment to promoting equality and combating discrimination in all its forms. However, much work remains to be done to ensure that these goals are fully achieved and that all individuals within the EU are able to enjoy equal opportunities and rights.

Best Practices for equality

1. GENDER EQUALITY

Gender equality refers to the equal rights, opportunities, and treatment of individuals regardless of their gender.

It means that all people, regardless of their gender, should have equal access to education, employment, healthcare, and political representation, and should be free from discrimination, harassment, and violence.

1.1 GENDER EQUALITY PLAN

The Gender Equality Plan, as proposed by several respondents of the questionnaire, is an in-detailed tool and a set of innovative solutions aimed at tackling gender inequality in specific workplace (in this regard, University). It foresees actions that aim to promote gender equality in an organisation through a process of structural change.

GEPs usually are holistic and comprehensive in the way that they address the whole organisation, engage all relevant stakeholders, and tackle several gender equality issues present in a specific organisation. Therefore, GEPs should not focus only on promoting career opportunities and equal access to resources; rather, they should be inclusive and target women and men in all their diversity.

Consequently, a GEP is a systematic and strategic instrument that establishes priorities and concrete objectives (based on a thorough status quo assessment), and the specific measures that will be implemented to improve gender equality.

At the academic level, this means that GEPs have to address to and affect all academic staff (professors, researchers, students, administrative staff) and must list several measures both at theoretical and practical level. Specifically, measures might include the reduction of gender gap in decision-making bodies through the support of female candidacies, the awareness- raising of gender equality through the involvement of students' organizations in the main actions' strategies aimed at building gender awareness, the promotion of work-life balance, especially for young people with children, and contributing to the gender perspective in research and teaching.¹

¹ <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/what-gender-equality-plan-gep>

- » *We selected this practice because several of the consulted experts indicated a Gender Equality Plan (GEP) as a useful tool to tackle gender inequality in their workplace, namely University.*

1.2 WORK-LIFE BALANCE REGULATIONS

A work-life balance program can be projected as a set of policies and practices designed to help employees balance their work and personal responsibilities, in order to promote overall satisfaction and reduce stress.

It is important by these programs to ensure: a flexible work schedule – for example: possibilities of working remotely or telecommuting or flexible hours; paid leave and parental leave; possibility of paid extra working hours etc.

- » *Providing work-life balance regulations promotes institutional and organization culture: a culture that values this ratio can create a more positive and supportive workplace environment, which can provide benefits for both employees and the organization as a whole.*

1.3 IMPLEMENTATION OF A GENDER EQUALITY PLAN

Agreeing on the potential positive impact of developing a Gender Equality Plan, a few comments have to be made in order to ensure its effectiveness:

- The appropriate dissemination of Gender Equality Plan measures is a requirement. Stakeholders, and especially employees, need to be aware of the commitments that the company is making so that they can contribute to them. The company's workforce is implicitly a part of the Gender Equality Plan, the challenge is to make them participants in it. For that, the Plan should also envision efforts for the diffusion of its contents among employees.
- Informing employees about the content of the Plan is as important as making them understand the need for it. It cannot be expected the involvement of the workforce in any action unless they genuinely believe in the need for it.
- Therefore, a Gender Equality Plan must include formative and awareness-raising actions for all-level employees, to make them face the inequality realities present in their company, sector, or even the society at large.
- In order to avoid the potential disconnection between the company's equality policymakers and the reality that the company encounters, measures monitoring is needed. Accurate tracking of the proposed actions, measures, and commitments is

essential for ensuring that they are actually accomplishing the desired goal.

- » *Experience has proven that such plans contribute to setting the lines for eliminating any sort of gender discrimination in the workplace.*
- » *Not for nothing the use of this equality instrument has become widespread in the last years, making evident the need to educate on it.*

1.4 BEST PRACTICES FOR EQUALITY

Work-family life balance measures include, for instance, labour and schedule flexibility, maternity and paternity leaves, or reduce workdays. These measures are intended to reduce gender inequality in the labor market. However, the reality that most companies find is that women are the ones primarily making use of these measures; what could make one think that these measures actually create new inequalities. In other words, even if the ultimate motivation for these measures is good, some issues need to be considered.

In fact, some public policies already acknowledge these issues. For example, the equal rights for paternity and maternity leaves are considered as an equality foster. Following these ideas, the reduction of working hours is already a well-settled measure in many companies. Now the challenge is to boost it among men as well, so that not only women appeal it, contributing this way to a greater equality.

- » *In order to accomplish the goal of equality, work-family life balance measures should be also promoted among men; and not only among women as it currently happens in most cases.*

1.5 GENDER EQUALITY IN SLOVAKIA

Establishment of the separate department of gender equality and equality of opportunities at Ministry of Social and Family Affairs provides space for intersectional policy organization as well as the strategic systematic approach to gender equality.

The Department of Gender Equality and Equal Opportunities of the Ministry of Labour, Social Affairs and Family of the Slovak Republic is dedicated to gender equality and empowerment of women.

The department serves as the body responsible for gender equality in Slovakia and as the coordinator for the implementation of horizontal principles antidiscrimination and equality between women and men in the projects co-financed by European structural and investments funds.

Department of Gender Equality and Equal Opportunities is also responsible for the coordination of the Committee on Gender Equality which is a standing committee of the Governmental Council for Human Rights, Minorities and Gender Equality. It also cooperates with women NGOs in Slovakia which database is listed here².

1.6 UNIVERSITY GENDER EQUALITY PLAN

Adoption of the Gender Equality Plan of the Comenius University is the unique presentation of the university policy, addressing the need to provide equal opportunities, data monitoring and prevention as well as sanction mechanism. Part of Comenius University's efforts to create better working and study conditions, as well as to improve the quality of research and education, is the preparation of the University's Gender Equality Plan. The UK Gender Equality Plan is a set of measures aimed at initiating structural changes that will result in the creation of an open, supportive, inclusive and non-discriminatory environment for all male and female employees, as well as for male and female students of individual faculties of Comenius University.

The preparation of the UK Gender Equality Plan is closely linked to the implementation of the international EQUAL4EUROPE project (www.equal4europe.eu) and also responds to the current EU requirement, which has made the participation of public research institutions in the Horizon Europe programme conditional on the existence of institutional gender equality plans. However, the plan is above all a response to the persistent manifestations of gender inequality that do not escape the academic environment of our university and lead to a loss of talent as well as to a lower quality of the research and education carried out³.

² www.gender.gov.sk/

³ uniba.sk/o-univerzite/plan-rodovej-rovnosti-uk/

2. SOCIAL EQUALITY:

Social equality refers to the principle of equal treatment and opportunity for all individuals in a society, regardless of their background, social status, or other personal characteristics.

It means that everyone should have access to the same resources, opportunities, and rights, and should be treated with the same dignity and respect.

Social equality encompasses various dimensions of inequality, including economic, political, and cultural factors, and seeks to address disparities in income, wealth, education, healthcare, and other areas of life.

2.1 EMPLOYEE SUPPORT PROGRAMS

By offering employee support programs, organizations can create a more supportive and inclusive workplace culture that promotes employee well-being and work-life balance. This can lead to higher levels of employee engagement, improved productivity, and better retention of talented employees.

Examples of employee support programs:

- Internal counselling services: Providing access to counselling or psychological services, either through an employee assistance program or through an external provider, can help employees deal with a variety of personal issues, such as stress, anxiety, depression, relationship problems, or substance abuse. Counselling services can be offered in-person, over the phone, or through online platforms, and can be available on a confidential basis.
- Parental leave: Offering parental leave for both mothers and fathers can help employees balance their work and family responsibilities. Parental leave can be paid or unpaid, and can vary in length depending on the organization's policies and the country's laws. Some organizations may also offer additional benefits, such as lactation support or child care assistance.
- Flexible work arrangements: Providing flexible work arrangements, such as telecommuting, flexible hours, or job-sharing, can help employees balance their work and personal responsibilities. This can be especially important for employees who have caregiving responsibilities for children or elderly relatives, or who are dealing with health issues.
- Employee resource groups: Creating employee resource groups that focus on specific issues, such as parenting, elder care, or mental health, can provide employees with

a supportive community of colleagues who can offer advice, share experiences, and provide resources.

- » *Providing access to resources such as counselling services, parental leave and flexible work arrangements to support employees who are dealing with family or personal issues.*
- » *Employee support programs are a crucial part of any workplace's effort to support its employees and foster a positive work environment.*
- » *These programs can include a variety of resources and services to help employees manage their work-life balance, address personal issues, and cope with challenging situations.*
- » *One key area where these programs can make a difference is in supporting employees who are dealing with family or personal issues.*

2.2 CERTIFICATION AS A TOOL FOR PROMOTION OF EQUALITY AND NON-DISCRIMINATION

In the frame of the Green Scheme of Slovenian Tourism programme, sustainable tourism standards are used to assess compliance and award the Slovenia Green certificate. Different sustainability standards are recognized for destinations and businesses, amongst them Green Destinations Standard, Green Key, Green Globe, Travelife, and HI Q&S. All of these are recognized by the Global Sustainable Tourism Council (GSTC) which is the body that defines how sustainable destinations and businesses should be operation.

In accordance with GSTC criteria for destinations, "A destination should encourage and support career opportunities and training in tourism. Destination's tourism enterprises should commit to providing equality of opportunity for local employment, training and advancement, a safe and secure working environment, and a living wage for all." (B2 Decent work and career opportunities)

In accordance with GSCT industry criteria, "Local residents should be given equal opportunities for employment and advancement, including in management positions." (B2 Local employment), and "The organization should offer employment opportunities, including in management positions, without discrimination by gender, race, religion, disability or in other ways" (B6 Equal opportunity).

As the Green Scheme of Slovenian Tourism awards destinations and businesses which commit to the above criteria and implement necessary measures, one can proclaim this national programme as a best practice in the field of promoting equality and non-discrimination in

tourism⁴.

- » *Tourist destinations and tourism businesses are encouraged to undergo a 3rd party certification with recognized international tourism standards. Through this process, non-discriminatory behavior and equal opportunities are encouraged.*

4 <https://www.slovenia.info/en/business/green-scheme-of-slovenian-tourism>
<https://www.greendestinations.org/>
<https://www.greenkey.global/>
<https://www.greenglobe.com/>
<https://travelifestaybetter.com/>
<https://hihostels.com/sustainable-hostelling/>
<https://www.gstcouncil.org/>

3. EQUALITY FOR PERSONS WITH DISABILITIES:

Equality for persons with disabilities means that individuals with disabilities should have the same opportunities, rights, and access to resources as those without disabilities.

This means that individuals with disabilities should have equal access to education, employment, healthcare, transportation, public services, and other areas of life. It also means that they should be protected from discrimination, prejudice, and stigmatization.

3.1 EQUALIZATION OF OPPORTUNITIES FOR PERSONS WITH DISABILITIES

The goal of the Act on the Equalization of Opportunities for Persons with Disabilities is to create equal opportunities for disabled people in all areas of life. All facilities, which are not yet adapted for the disabled, must therefore be restructured, access provided and barriers for the physically challenged removed.

A widespread challenge in tourism is the adaptation of tourist attractions with the status of monument protection or cultural heritage. When adapting such buildings, certain regulations of the Institute for the Protection of Cultural Heritage apply as to how they may be renovated. It is necessary to consider conservation guidelines, a certain typology, construction methods, shape, and architectural elements, which may conflict with or even prevent accessibility.

Amongst other issues we find that some older buildings do not have enough carrying capacity to allow for a certain type of renovation (e.g. installation of an elevator) or that managers of tourism facilities and sites are not even aware of the new legislation which fully enters into force in 2025. As a good practice in providing disabled tourists with information about the accessibility of attractions and services, we find the Ljubljana by Wheelchair application. A widespread challenge in tourism is the adaptation of tourist attractions with the status of monument protection or cultural heritage. When adapting such buildings, certain regulations of the Institute for the Protection of Cultural Heritage apply as to how they may be renovated. It is necessary to consider conservation guidelines, a certain typology, construction methods, shape, and architectural elements, which may conflict with or even prevent accessibility⁵.

» *The goal of this law is to create equal opportunities for disabled people in all areas of life, there by also determining the accessibility of services, goods and facilities for public use. Such facilities, which are not yet adapted for the disabled, must therefore be restructured, access provided and barriers for the physically challenged removed.*

5 <http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO4342>
<https://www.ljubljanabywheelchair.com/>

3.2 DISABILITIES & EQUALITY

Establishment of the separate and independent office of the Commissioner for persons with disabilities is the unique implementation of the Convention of the rights of persons with disabilities. The agenda of the Commissioner in important way contributes to implementation of measures and policies related to equality of all, in different areas. Its competence to review complaints is the relevant monitoring and assessment tool.

The office of the Commissioner for persons with disabilities cover 6 main topics: employment services and compensations, civil and family agenda, health and social insurance, social services and education, minor care, barrier-free accessibility.

The latest amendment to the Education Act maintains the eligibility of so-called school support measures for pupils with disabilities. The Commissioner's Office, together with other NGOs (Platform of Families of Disabled Children, Inclusion Centre - Centre for Inclusive Education and some MPs), this means that school support teams to help children with disabilities in schools will be, and schools will not only BE ABLE to create them, they WILL CREATE them.

However, funding from the Department will not be secured until September 2026. However, from as early as September 2023, schools can apply for support arrangements and create teams made up of teaching assistants, special education teachers, school psychologists, speech and language therapists, school health workers, social workers and others. A child's personal assistant will also be allowed to enter the school (this last applies to primary schools).

This is a significant step forward towards the realization of inclusion and the right to education of children with disabilities under the UN Convention on the Rights of Persons with Disabilities⁶.

⁶ <https://www.komisarprezdravotnepostihnutych.sk>

4. ECONOMIC EQUALITY:

Economic equality refers to the principle of equal access to economic resources, opportunities, and rewards for all individuals in a society. It means that everyone should have an equal opportunity to participate in the economy, regardless of their socioeconomic background or other personal characteristics.

4.1 TRANSPARENT SALARY POLICIES AND TRANSPARENT RESPONSIBILITIES IN ACCORDANCE WITH PAYMENT

Good practices in terms of equal pay in institutions must be implemented because it promotes fairness and equality in the workplace. When employees are paid fairly for their work regardless of their gender, race, ethnicity, or any other personal characteristic, it creates a positive work environment that can lead to higher job satisfaction and productivity.

Moreover, having good practices in terms of equal pay can help organizations attract and retain talented employees. Employees are more likely to stay with a company that values and respects them, and that pays them fairly for their work.

Also, having equal pay practices can also help organizations avoid legal disputes and negative publicity. Discrimination in pay can lead to lawsuits and damage to an organization's reputation, which can harm its ability to attract and retain customers and employees. Good practices in terms of equal pay are essential for promoting fairness, equality, and a positive work environment, which can benefit both employees and organizations.

- » *It is important for organizations to take proactive steps to ensure that they are complying with equal pay laws and regulations, and to regularly review their pay practices to identify and address any potential issues.*

- » *Employers can also establish internal policies and procedures that promote transparency and fairness in pay decisions, such as conducting regular pay audits, establishing clear criteria for pay and promotion decisions, and providing training for managers and employees on equal pay practices.*

5. EQUALITY IN OPPORTUNITIES IN LABOR MARKET:

Equality of opportunity in the labor market requires that there are no systemic barriers that prevent individuals from accessing employment or advancing in their careers.

This includes ensuring that education and training programs are accessible to everyone, and that employers provide equal access to job opportunities and fair treatment in terms of pay, promotions, and benefits.

It also means that employers should provide reasonable accommodations to individuals with disabilities to enable them to perform their jobs.

5.1 EQUALITY MONITORING BODY

Although many Universities already have several regulatory frameworks and policies that formally guarantee equal access to academic careers, gender equality, and full freedom of expression, as well as many other rights - this constitutes definite progress in organizational and jurisprudential terms -, they need further widespread forms of control and functional practices for their accomplished compliance.

An Equality Monitoring Body aims precisely at this: checking inequalities, promoting equality measures, providing assistance, subjecting any incidents of inequality to evaluation processes and providing for sanction mechanisms to those who break the basic principles. This might also be accomplished by an external committee, in compliance with the Equality Monitoring Body, with the scope of checking the decision process.

An Equality Monitoring Body can help to ensure that all members of a Higher Education Institution, including students, faculty, and staff, have equal access to opportunities regardless of their gender, race, ethnicity, religion, sexual orientation, or disability. By monitoring and addressing inequalities, such a body can help to promote a more diverse and inclusive community. It can also provide support and resources to members of the community who may be facing discrimination or marginalization. and encouraging diversity. This can lead to a richer and more varied learning environment, as well as increased innovation and creativity.

» *We selected this practice because several of the consulted experts indicated as a useful tool the implementation of an internal or external Equality Monitoring Body, which aims at tackling all the identified inequalities present in the organization, and at the same time at promoting solutions and best practices of equality.*

5.2 AWARENESS-RAISING AND PARTICIPATION PROCESSES

According to many of the respondents to the questionnaire, a regulatory framework alone is not enough for promoting equality practices and eradicate inequality. Many of them indicated as possible and fruitful tools an innovative solution which can be defined as a “bottom-up” approach to the matter: association initiatives to support substantial egalitarian processes in the workplace, peer-to-peer training to make people understand that differences are a valuable asset, moments and discussions to raise awareness, sharing opinions and ideas and ingenerate mechanism of co-design among different people.

It also means that the competent decision-making bodies must comply with updating their stakeholders on equal opportunity in a proper way, also promoting the already present regulations on equality matters.

These initiatives must have as an objective the activation of participative and egalitarian processing precisely supervised by a possible Monitory Body.

» *This practice is particularly important, as well as fragile, because it does not have any body or regulatory framework but the sole equality concept. It might be defined as an “informal best practice”.*

5.3 TRANSPARENCY IN RECRUITMENT, HIRING, AND JOB UPGRADING PROCESSES.

To achieve such transparency, the creation of a list or objective classification defining the competencies and job positions should be considered. It would consist of clearly- defined job descriptions, making sure their independence from working-hours reduction or any other work-family life balance measure. Such classification would avoid the consideration of discriminatory factors, such as gender or origin, in recruitment, hiring, or promotion processes.

Moreover, the classification should also include the procedure for opting for such hirings or promotions.

» *Current and future generations need to be educated on the importance of process openness and on how to achieve it.*

5.4 EQUAL CRITERIA OF PROMOTION

List of criteria on how someone is promoted as to be clear to everyone and nobody would

question the promotion of a colleague. So that, will be avoided the discrimination of some people based on their characteristics, such as gender, in order not to promote them. With this good practice, all employees will have the opportunity to get promotion in their company, following a clear procedure.

» *This practice shows an alternative approach of equality in the workplace, and so, is also related with this project.*

5.5 EQUALITY QUESTIONNAIRE & ETHIC COMMITTEE

Personal self-declaration on a yearly basis, where each employee fills a relevant form. In order for this to be successful anonymity and confidentiality should be ensured and an external committee (which does not in any way relate to the employers) should be formed for the evaluation and handling of such issues.

Ethic committee to take care of equality in the work environment (especially talking about big companies) preferably with external experts in order to identify and prevent this kind of behavior.

» *Sometimes, there are actions that shows inequality among employees in a company. This practice shows a fair and easy way to communicate these problematic situations in a company, and finally face them.*

5.6 SOFT SKILLS/COMPETENCE AWARENESS

Development of the culture awareness soft skill/competence of the employees and the team in general, introducing it as an important aspect within the organizational culture; in this case, you safeguard the co-existence of people coming from different backgrounds, national contexts etc. and the mutual respect as well as effective collaboration.

» *It is an unusual approach of cultivating equality in general, and mostly in a company/ workplace.*

6. INTERCULTURAL EQUALITY:

Intercultural equality refers to the principle of equal treatment and respect for all cultures, and the recognition of the diversity of cultural expressions and practices.

Intercultural equality recognizes the importance of understanding and valuing different cultural perspectives, and of promoting cross-cultural dialogue and exchange.

6.1 TRAINING “TASTES OF INTERCULTURALITY”

Between 2021 and 2023, the cultural and educational association Pina from Koper, Slovenia, delivered a free training programme called “Tastes of Interculturality”. The target group of the training were members of Italian minority in Slovenia, other (not officially recognized) minorities from former republics of Yugoslavia (i.e. Croats, Serbs, Bosnians, Macedonians) and immigrants. With the help of the project, members of various ethnic minority communities and immigrants were empowered through cultural and gastronomic tourism and cuisine, and actively participated in shaping the cultural, cultural-gastronomic-tourist and culinary offer of the regions. In addition, communities were thus able to actively express and preserve their cultural identity.

The participants acquired knowledge, mentoring support and practical training to improve their competences and work in the gastronomic-tourism industry, cuisine and culture. With the project, PINA strengthened employability in the Coastal Karst and Goriška regions, promoted the social inclusion of members of other national communities and immigrants, and provided them with a stimulating environment for the development of their own ideas in the field of tourism⁷.

» *Ensuring equal opportunities for everyone is essential for successful business development and operations in all services, incl. tourism. It is important that individuals who work or want to work in tourism, who develop their products or implement business models, can acquire the appropriate competences; especially when these individuals are members of minorities, ethnical groups or immigrants.*

⁷ <https://okusi-medkulturnosti.si/o-nas/#oprojektu>

CONCLUSIONS

Equality, respect for diversity, and, above all, the dissemination and adoption of these values in the workplace and society as a whole are the primary objectives of the DOEER project. These objectives represent an absolute priority for institutions at both the global and European levels. The process of societal change is just beginning, and the numerous crises affecting the planet underline the urgency of these goals. Achieving true equality in all its dimensions is an objective that can no longer be delayed in policies and reforms at every level.

In this context, the role of educational and training institutions is absolutely crucial. They play a vital role in enriching the theorization and application of certain concepts while also promoting their dissemination and practical application. Thus, it becomes essential to establish synergies at a supranational level capable of synthesizing a common knowledge and awareness from the comparison of different experiences, cultures, and skills. Multidisciplinary is necessary to comprehend all the different dimensions and facets of complex concepts such as diversity, equality, and inclusion.

With the complexity of the challenges and objectives in mind, the DOEER project partnership team conducted the initial phase of the project, resulting in the outputs presented in this document. Each partner's contribution provided the opportunity to consider a range of diverse experiences and socio-economic contexts, contributing to the production of a text that represents only the starting point of a longer and more complex process. This process aims to actively contribute to the training of human resources who are aware and competent in implementing certified and high-level knowledge in the field of fundamental issues of equality, diversity, and inclusiveness in the workplace, across all sectors, and in everyday life.

To this end, the Best Practices, Framework, and Guidelines are fundamental supporting tools for fully enjoying what represents the main output of the DOEER project: the OER DOEER online course on equality-based practices.

The online course, freely available on a special platform created within the project, aims to provide, test, and certify the acquisition of adequate competences on equality in the world of work.

It offers a multidimensional and multidisciplinary approach to the topic, comprising eight lessons prepared by partners from academic and training institutions within the project partnership.

The modules, enriched with additional bibliographical material, bear the following titles:

- *Equality, human rights, and democracy in the digital transformation*

- *Understanding and promoting equality practices*
- *Identifying and addressing inequalities*
- *Equality-based practices*
- *Social impact of equality-based practices*
- *Economic impact of equality-based practices*
- *Equality-based practices for business professionals*
- *The Added Value of Equity in Tourism Education and Business*

At the end of each module, learners undergo a skills acquisition assessment test. Upon successful completion of the entire course, a certificate is issued, confirming the completion of the course and the acquisition of relevant skills.

The OER MOOC is the most effective tool for reaching a broad audience, both in the project partners' countries and across all EU countries. The project's primary aim is to create and disseminate knowledge and awareness on the crucial issue of inclusion and diversity. Promoting awareness in the workplace and in civil society at large is fundamental to creating a resilient society in the face of ongoing changes. This resilience is essential for achieving definitive and genuine equality, making our societies more prosperous, and enabling us to truly uphold the goal articulated in the motto of the European Union: "United in Diversity."

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ANNEXES

1 GENDER EQUALITY

- 1.1 Gender Equality Plan
- 1.2 Work-life balance regulations
- 1.3 Implementation of Gender Equality Plan
- 1.4 University Gender Equality Plan
- 1.5 Gender Equality strategy in Slovakia

2 SOCIAL EQUALITY

- 2.1 Employee support programs
- 2.2 Certification as a tool for promotion of equality & non-discrimination

3 EQUALITY FOR PERSONS WITH DISABILITIES

- 3.1 Equalization of Opportunities for persons with Disabilities
- 3.2 Disabilities and equality

4 ECONOMIC EQUALITY

- 4.1 Transparent salary policies & responsibilities in accordance with payment

5 EQUALITY IN OPPORTUNITIES IN LABOUR MARKET

- 5.1 Equality Monitoring Body
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6 INTERCULTURAL EQUALITY

- 6.1 Tastes of interculturality
- 6.2 Awareness-raising and participation process

1.1 Gender Equality Plan

The Gender Equality Plan, as proposed by several respondents of the questionnaire, is an in-detailed tool and a set of innovative solutions aimed at tackling gender inequality in specific workplace (in this regard, University). It foresees actions that aim to promote gender equality in an organisation through a process of structural change. The Gender Equality Plan, as proposed by several respondents of the questionnaire, is an in-detailed tool and a set of innovative solutions aimed at tackling gender inequality in specific workplace (in this regard, University). It foresees actions that aim to promote gender equality in an organisation through a process of structural change. GEPs usually are holistic and comprehensive in the way that they address the whole organisation, engage all relevant stakeholders, and tackle several gender equality issues present in a specific organisation.



Therefore, GEPs should not focus only on promoting career opportunities and equal access to resources; rather, they should be inclusive and target women and men in all their diversity. Consequently, a GEP is a systematic and strategic instrument that establishes priorities and concrete objectives (based on a thorough status quo assessment), and the specific measures that will be implemented to improve gender equality. At the academic level, this means that GEPs have to address to and affect all academic staff (professors, researchers, students, administrative staff) and must list several measures both at theoretical and practical level. Specifically, measures might include the reduction of gender gap in decision-making bodies through the support of female candidacies, the awareness-raising of gender equality through the involvement of students' organisations in the main actions' strategies aimed at building gender awareness, the promotion of work-life balance, especially for young people with children, and contributing to the gender perspective in research and teaching.

eige.europa.eu/gender-mainstreaming/toolkits/gear/what-gender-equality-plan-gep

www.doeer.eu/en/worst-and-best-practice-on-equality/

1.2 Work-life balance regulations

A work-life balance program can be projected as a set of policies and practices designed to help employees balance their work and personal responsibilities, in order to promote overall satisfaction and reduce stress.

It is important by these programs to ensure: a flexible work schedule – for example: possibilities of working remotely or telecommuting or flexible hours; paid leave and parental leave; possibility of paid extra working hours etc.



1.3 Implementation of Gender Equality Plan

In the vast majority of cases, successful equality measures take place in businesses where a Gender Equality Plan exists. Experience has proven that such plans contribute to setting the lines for eliminating any sort of gender discrimination in the workplace. Not for nothing the use of this equality instrument has become widespread in the last years, making evident the need to educate on it. Agreeing on the potential positive impact of developing a Gender Equality Plan, a few comments have to be made in order to ensure its effectiveness:


- The appropriate dissemination of Gender Equality Plan measures is a requirement. Stakeholders, and especially employees, need to be aware of the commitments that the company is making so that they can contribute to them. The company's workforce is implicitly a part of the Gender Equality Plan, the challenge is to make them participants in it. For that, the Plan should also envision efforts for the diffusion of its contents among employees.



- Informing employees about the content of the Plan is as important as making them understand the need for it. It cannot be expected the involvement of the workforce in any action unless they genuinely believe in the need for it. Therefore, a Gender Equality Plan must include formative and awareness-raising actions for all-level employees, to make them face the inequality realities present in their company, sector, or even the society at large.
- In order to avoid the potential disconnection between the company's equality policymakers and the reality that the company encounters, measures monitoring is needed. Accurate tracking of the proposed actions, measures, and commitments is essential for ensuring that they are actually accomplishing the desired goal.

1.4 University Gender Equality Plan

Adoption of the Gender Equality Plan of the Comenius University is the unique presentation of the university policy, addressing the need to provide equal opportunities, data monitoring and prevention as well as sanction mechanism. It is example of the gender balanced university policy, which refer both to universal legal framework, as well as international and European obligations. It is part of the university quality standards assessment, and the process of preparation, drafting and adoption was participatory, transparent and data-driven (previous years of data collection and semi-structured interviews of different university stakeholders).



RODOVÁ ROVNOSTĚ NA UK

Part of Comenius University's efforts to create better working and study conditions, as well as to improve the quality of research and education, is the preparation of the University's Gender Equality Plan. The UK Gender Equality Plan is a set of measures aimed at initiating structural changes that will result in the creation of an open, supportive, inclusive and non-discriminatory environment for all male and female employees, as well as for male and female students of individual faculties of Comenius University.


The preparation of the UK Gender Equality Plan is closely linked to the implementation of the international EQUAL4EUROPE project (www.equal4europe.eu) and also responds to the current EU requirement, which has made the participation of public research institutions in the Horizon Europe programme conditional on the existence of institutional gender equality plans. However, the plan is above all a response to the persistent manifestations of gender inequality that do not escape the academic environment of our university and lead to a loss of talent as well as to a lower quality of the research and education carried out.

uniba.sk/o-univerzite/plan-rodovej-rovnosti-uk/

www.doeer.eu/en/worst-and-best-practice-on-equality/

1.5 Gender Equality strategy in Slovakia

The overall work and Gender Equality strategy provides Gender inequality in employment, but also in other areas in Slovakia persists due to a number of mutually affecting factors. These include e.g. traditional division of gender roles, poor knowledge of own rights and gender equality agenda, the lack of affirmative measures, but also due to the lack of social services that would allow a better balance between work and family life. Below are listed for illustration the most notable problems and gender differences regarding the impact of HP EO.



rodová rovnosť

This practice is relevant to DOEER due its intersectional character, and the overall work of the department is influencing also the education at universities, including preparation for the labour market with observing the equality requirement, as well as following addressing of payment gap, proportion of women working in services etc.

The Department of Gender Equality and Equal Opportunities of the Ministry of Labour, Social Affairs and Family of the Slovak Republic is dedicated to gender equality and empowerment of women.

The department serves as the body responsible for gender equality in Slovakia and as the coordinator for the implementation of horizontal principles antidiscrimination nad equality between women and men in the projects cofinanced by European structural and investments funds.

Department of Gender Equality and Equal Opportunities is also responsible for the coordination of the Committee on Gender Equality which is a standing committee of the Governmental Council for Human Rights, Minorities and Gender Equality. It also cooperates with women NGOs in Slovakia which database is listed at <http://www.gender.gov.sk>.

2.1 Employee support programs

By offering employee support programs, organizations can create a more supportive and inclusive workplace culture that promotes employee well-being and work-life balance. This can lead to higher levels of employee engagement, improved productivity, and better retention of talented employees.

Examples of employee support programs:

Internal counselling services: Providing access to counselling or psychological services, either through an employee assistance program or through an external provider, can help employees deal with a variety of personal issues, such as stress, anxiety, depression, relationship problems, or substance abuse. Counselling services can be offered in-person, over the phone, or through online platforms, and can be available on a confidential basis.



Parental leave: Offering parental leave for both mothers and fathers can help employees balance their work and family responsibilities. Parental leave can be paid or unpaid, and can vary in length depending on the organization's policies and the country's laws. Some organizations may also offer additional benefits, such as lactation support or child care assistance.

Flexible work arrangements: Providing flexible work arrangements, such as telecommuting, flexible hours, or job-sharing, can help employees balance their work and personal responsibilities. This can be especially important for employees who have caregiving responsibilities for children or elderly relatives, or who are dealing with health issues.

Employee resource groups: Creating employee resource groups that focus on specific issues, such as parenting, elder care, or mental health, can provide employees with a supportive community of colleagues who can offer advice, share experiences, and provide resources.

2.2 Certification as a tool for promotion of equality & non-discrimination

In the frame of the Green Scheme of Slovenian Tourism programme, sustainable tourism standards are used to assess compliance and award the Slovenia Green certificate. Different sustainability standards are recognised for destinations and businesses, amongst them Green Destinations Standard, Green Key, Green Globe, Travelife, and HI Q&S. All of these are recognized by the Global Sustainable Tourism Council (GSTC) which is the body that defines how sustainable destinations and businesses should be operation. In accordance with GSTC criteria for destinations, "A destination should encourage and support career opportunities and training in tourism. Destination's tourism enterprises should commit to providing equality of opportunity for local employment, training and advancement, a safe and secure working environment, and a living wage for all." (B2 Decent work and career opportunities)

In accordance with GSCT industry criteria, "Local residents should be given equal opportunities for employment and advancement, including in management positions." (B2 Local employment), and "The organization should offer employment opportunities, including in management positions, without discrimination by gender, race, religion, disability or in other ways" (B6 Equal opportunity).

As the Green Scheme of Slovenian Tourism awards destinations and businesses which commit to the above criteria and implement necessary measures, one can proclaim this national programme as a best practice in the field of promoting equality and non-discrimination in tourism.



www.slovenia.info/en/business/green-scheme-of-slovenian-tourism

www.greendestinations.org/

www.greenkey.global/

www.greenglobe.com/

travelifestaybetter.com/

hihostels.com/sustainable-hostelling/

www.gstcouncil.org/

www.doeer.eu/en/worst-and-best-practice-on-equality/

3.1 Equalization of Opportunities for persons with Disabilities

The Act on the Equalization of Opportunities for Persons with Disabilities (short: ZIMI Act) was adopted in Slovenia in 2010, and its purpose is to prevent and eliminate discrimination against people with disabilities based on disability. The goal of this law is to create equal opportunities for disabled people in all areas of life, thereby also determining the accessibility of services, goods and facilities for public use. Such facilities, which are not yet adapted for the disabled, must therefore be restructured, access provided and barriers for the physically challenged removed.



www.ljubljana.bywheelchair.com

www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO4342

www.doeer.eu/en/worst-and-best-practice-on-equality/

3.2 Disabilities and equality

Establishment of the separate and independent office of the Commissioner for persons with disabilities is the unique implementation of the Convention of the rights of persons with disabilities. The agenda of the Commissioner in important way contributes to implementation of measures and policies related to equality of all, in different areas. Its competence to review complaints is the relevant monitoring and assessment tool.

One of the Commissioner's agenda is education and social inclusion of students with disabilities. The important role plays the Commissioner in the preparation of legislation and education strategy and concrete policies.

The Commissioner played important role in incorporation of the "disabilities inclusion policies" at universities, involving establishment of centres for support of students with different disabilities, as well as financial support for implementation of the supportive measures.

The office of the Commissioner for persons with disabilities cover 6 main topics: employment services and compensations, civil and family agenda, health and social insurance, social services and education, minor care, barrier-free accessibility.

The latest amendment to the Education Act maintains the eligibility of so-called school support measures for pupils with disabilities. The Commissioner's Office, together with other NGOs (Platform of Families of Disabled Children, Inclusion Centre - Centre for Inclusive Education and some MPs), this means that school support teams to help children with disabilities in schools will be, and schools will not only BE

ABLE to create them, they WILL CREATE them. However, funding from the Department will not be secured until September 2026. However, from as early as September 2023, schools can apply for support arrangements and create teams made up of teaching assistants, special education teachers, school psychologists, speech and language therapists, school health workers, social workers and others. A child's personal assistant will also be allowed to enter the school (this last applies to primary schools).

This is a significant step forward towards the realisation of inclusion and the right to education of children with disabilities under the UN Convention on the Rights of Persons with Disabilities.



4.1 Transparent salary policies & responsibilities in accordance with payment

Good practices in terms of equal pay in institutions must be implemented because it promotes fairness and equality in the workplace. When employees are paid fairly for their work regardless of their gender, race, ethnicity, or any other personal characteristic, it creates a positive work environment that can lead to higher job satisfaction and productivity. Moreover, having good practices in terms of equal pay can help organizations attract and retain talented employees. Employees are more likely to stay with a company that values and respects them, and that pays them fairly for their work.



Also, having equal pay practices can also help organizations avoid legal disputes and negative publicity. Discrimination in pay can lead to lawsuits and damage to an organization's reputation, which can harm its ability to attract and retain customers and employees. Good practices in terms of equal pay are essential for promoting fairness, equality, and a positive work environment, which can benefit both employees and organizations.

5.1 Equality Monitoring Body

Although many Universities already have several regulatory frameworks and policies that formally guarantee equal access to academic careers, gender equality, and full freedom of expression, as well as many other rights - this constitutes definite progress in organizational and jurisprudential terms -, they need further widespread forms of control and functional practices for their accomplished compliance.

An Equality Monitoring Body aims precisely at this: checking inequalities, promoting equality measures, providing assistance, subjecting any incidents of inequality to evaluation processes and providing for sanction mechanisms to those who break the basic principles. This might also be accomplished by an external committee, in compliance with the Equality Monitoring Body, with the scope of checking the decision process.



An Equality Monitoring Body can help to ensure that all members of a Higher Education Institution, including students, faculty, and staff, have equal access to opportunities regardless of their gender, race, ethnicity, religion, sexual orientation, or disability. By monitoring and addressing inequalities, such a body can help to promote a more diverse and inclusive community. It can also provide support and resources to members of the community who may be facing discrimination or marginalization. and encouraging diversity. This can lead to a richer and more varied learning environment, as well as increased innovation and creativity.

5.2 Transparency in recruitment, hiring and job upgrading processes

To achieve such transparency, the creation of a list or objective classification defining the competencies and job positions should be considered. It would consist of clearly-defined job descriptions, making sure their independence from working-hours reduction or any other work-family life balance measure. Such classification would avoid the consideration of discriminatory factors, such as gender or origin, in recruitment, hiring, or promotion processes. Moreover, the classification should also include the procedure for opting for such hirings or promotions.

Open transparent and merit-based recruitment EC guidelines
under the gender equality lenses.

Some first GEARING-Roles results



5.3 Equal Criteria of promotion

List of criteria on how someone is promoted as to be clear to everyone and nobody would question the promotion of a colleague. So that, will be avoided the discrimination of some people based on their characteristics, such as gender, in order not to promote them. With this good practice, all employees will have the opportunity to get promotion in their company, following a clear procedure.



5.4 Equality Questionnaire & Ethic Committee

Personal self-declaration on a yearly basis, where each employee fills a relevant form. In order for this to be successful anonymity and confidentiality should be ensured and an external committee (which does not in any way relate to the employers) should be formed for the evaluation and handling of such issues.

Ethic committee to take care of equality in the work environment (especially talking about big companies) preferably with external experts in order to identify and prevent this kind of behaviour.



5.5 Soft Skills/Competence awareness

Development of the culture awareness soft skill/competence of the employees and the team in general, introducing it as an important aspect within the organizational culture; in this case, you safeguard the co-existence of people coming from different backgrounds, national contexts etc and the mutual respect as well as effective collaboration.



5.6 Work-family life balance measures for men & women

Work-family life balance measures include, for instance, labour and schedule flexibility, maternity and paternity leaves, or reduce workdays. These measures are intended to reduce gender inequality in the labour market. However, the reality that most companies find is that women are the ones primarily making use of these measures; what could make one think that these measures actually create new inequalities. In other words, even if the ultimate motivation for these measures is good, some issues need to be considered. Following these ideas, the reduction of working hours is already a well-settled measure in many companies.



Now the challenge is to boost it among men as well, so that not only women appeal it, contributing thi way to a greater equality.

In fact, some public policies already acknowledge these issues. For example, the equal rights for paternity and maternity leaves is considered as an equality foster.

6.1 Tastes of interculturality

Ensuring equal opportunities for everyone is essential for successful business development and operations in all services, incl. tourism.

It is important that individuals who work or want to work in tourism, who develop their products or implement business models, can acquire the appropriate competences; especially when these individuals are members of minorities, ethnical groups or immigrants.



6.2 Awareness-raising and participation process

According to many of the respondents to the questionnaire, a regulatory framework alone is not enough for promoting equality practices and eradicate inequality. Many of them indicated as possible and fruitful tools an innovative solution which can be defined as a “bottom-up” approach to the matter: association initiatives to support substantial egalitarian processes in the workplace, peer-to-peer training to make people understand that differences are a valuable asset, moments and discussions to raise awareness, sharing opinions and ideas and ingenerate mechanism of co-design among different people.



It also means that the competent decision-making bodies must comply with updating their stakeholders on equal opportunity in a proper way, also promoting the already present regulations on equality matters.

These initiatives must have as an objective the activation of participative and egalitarian processing precisely supervised by a possible Monitory Body.



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