



Esprit Éducatif

# European Projects Provider

## GENDER EQUALITY, DIVERSITY AND INCLUSION (GED&I) POLICY

March 2024



## **1. GED&I SCOPE OF APPLICATION**

### **1.1 Reference context**

Gender Equality, Diversity, and Inclusion (hereinafter also referred to as “GED&I”) makes fundamental values for the creation of an open, respectful and diverse working environment, where everyone can fulfil their own potential. Each person is unique and different, with his or her own history, experiences, characteristics, abilities, and qualities. For this reason, in line with Goals No. 5 (Gender Equality) and No. 10 (Reduced Inequalities) of the 2030 Agenda for Sustainable Development, this policy recognizes and embraces the value of the principles of diversity, equity and inclusion as an integral part of its culture, the values expressed in its Code of Ethics and its business activities.

### **1.2 Purposes of this document**

This document defines the guiding principles and operating methods to constantly promote diversity, equity and inclusion within the organizational system of cooperating partners and all groups, stakeholders and wide people involved in the organization activities, fostering an increasingly open work environment for the people, and externally for other stakeholders, supporting the commitment to all forms of diversity.

## **2. GENERAL PRINCIPLES**

### **2.1 Commitment to diversity, equity and inclusion**

Acknowledging diversity, ensuring equity through impartial decisions and creating the conditions necessary for everyone to freely express their value are key strategic factors for Esprit Éducatif philosophy. To ensure the fullest expression of oneself, The organization encourages a supportive and inclusive culture that is respectful and offers equal opportunities across all its functions and areas of operation, without distinction of marital status, biological sex, gender identity and expression, emotional/sexual orientation, health status, religious beliefs, political and trade union opinions, ethnicity and ethnic origin, nationality, age or disability.

The GED&I policy is aimed to reach and integrate the following:

- 2030 Agenda for Sustainable Development and the related Sustainable Development Goals (SDGs);
- United Nations Global Compact Principles;
- United Nations Women’s Empowerment Principles;
- Universal Declaration of Human Rights;
- United Nations Conventions on the Elimination of All Forms of Discrimination Against Women, on the Elimination of All Forms of Racial Discrimination, on the Rights of the Child and on the Rights of Persons with Disabilities;

As confirmation of its commitment to these issues and without limitation, the policy also undertakes to implement safeguards and initiatives aimed at ensuring the monitoring and reporting of GED&I aspects and the effective application of the principles set out in this document. This monitoring activity involves the evaluation of specific KPIs based on set GED&I targets.

### **2.2 Descriptions of commitments in the specific aspects of people diversity**

#### **Gender:**

People diversity is a value that fuels creativity, innovation, productivity and the generation of ideas, there by improving the work climate and favouring a heterogeneous cultural environment. It must therefore be safeguarded and protected in all its forms, including gender, age, disability, culture, gender identity and expression and emotional/sexual orientation. GED&I policy is aimed to promote an environment that fosters gender equity at all levels and the overcoming of all stereotypes. It is committed to policies and actions aimed at promoting equal access to opportunities for all people,

eliminating the gender pay gap and strengthening and supporting the presence of women in key roles, and to awareness-raising initiatives and training activities aimed at spreading a culture of gender balance.

**Age:**

Esprit Éducatif promotes inter-generational dialogue, coexistence and sharing of knowledge between people of different ages, thus promoting workplace integration and the development of a multi generational context that values and promotes the development of all professional skills for staffs we involve in our activities.

**Disabilities:**

Esprit Éducatif promotes equal access to opportunities to all its people, identifying and removing anything that could be considered a hidden barrier or a visible cause of discrimination in the use of spaces, in access to digital resources, or in professional development, thereby allowing everyone in a position to make an optimal contribution to processes.

**Culture:**

Esprit Éducatif fosters, supports and encourages openness to dialogue, integration and multiculturalism both internally and externally, considering this a source of knowledge, innovation and creativity.

**Gender identity and emotional/sexual orientation:**

Esprit Éducatif promotes the creation of inclusive and open environments where every person feels respected and appreciated, regardless of their gender identity and/or expression or emotional/sexual orientation, by rejecting and undertaking to eliminate any form of discrimination.

### **3. IMPLEMENTATION OF GED&I POLICY**

Based on the principles described above, they strive to act on certain strategic areas with a direct impact on its people and stakeholders and on civil society as a whole. In particular:

Within internal and cooperating people:

- to break down all types of stereotypes and prejudices through the proactive identification of the elements that constitute an obstacle to the objective elimination of any form of discrimination or penalization, such as conscious or unconscious cognitive bias and explicit or implicit requests for actions at work that are not objectively necessary to achieve business results
- to build relationships based on trust and mutual respect, in order to allow people to express themselves in the best possible way without the fear of being judged/penalized in relation to their biological sex, marital status, gender identity and emotional/sexual orientation, health status, religious beliefs, political and trade union opinions, ethnicity, nationality, age or disability
- to commit to identifying and implementing initiatives in terms of inclusion in its various forms and to develop dedicated activities to remove existing barriers, monitoring the achievement of results
- to promote dignity and respect for every individual, condemning every form of intimidation, bullying, or harassment
- to use language and a style of communication that takes into account respect and inclusion
- to foster an environment where the uniqueness and contribution of all are recognized and appreciated, spreading inclusive management and leadership styles at all levels

- to promote equal opportunities throughout working life by offering possibilities for growth and development based on principles of merit and recognizing professional fulfillment of all age groups consistent with the combination of experience/motivation/flexibility of each individual
- to support, through specific funding initiatives, female employment
- to promote awareness campaigns, partnerships, training courses and events dedicated to the issues of diversity, equity and inclusion, both for its corporate community and stakeholders and for civil society as a whole
- to ensure that diversity and inclusion practices are also adopted and shared by the partners

### 3.1 Monitoring

In order to achieve a diverse, fair and inclusive environment, four macro-areas of action have been identified that will impact people, choices, and communication methods. The activities are regularly monitored as well as the effectiveness of the actions undertaken using dedicated KPIs and adopts appropriate mitigation/correction actions where necessary.

Evaluation	Description	Evaluation Method	Symbol	Unit of Measure
Gender Gap Index	Presence of gender equality policies in the company/organization to improve the gender balance ratio	KPI/Metrics	GGI	[Number of women involved in the project]/ [Total number of persons involved in the project]
Gender Managerial Gap	% female in managerial/key position	KPI/Metrics	GMG	[Number of women in managerial/key position in the project]/ [Total number of persons in managerial/key position in the project]
Ethnic Gap	Presence of different ethnics	KPI/metrics	EG	[Number of persons with provenance from minority ethnics involved in the project]/ [Total number of persons with provenance from dominant ethnics involved in the project]
Ethnic managerial Gap	Presence of minorities in managerial/key position	KPI/metrics	EMG	Number of persons with provenance from minority ethnics involved in the project in manageria/key positions]/ [Total number of persons with provenance from dominant ethnics involved in the project n manageria/key positions]
Ability Gap	Presence of persons with disability	KPI/metrics	AG	[Number of persons with disability involved in the project]/ [Total number of persons involved in the project ]
Ability Managerial Gap	Presence of persons with disability in managerial/key position	KPI/metrics	AMG	[Number of persons with disability involved in the project in managerial/key positions]/ [Total number of persons involved in the project in managerial/key positions]
Inclusion Gap 1	Presence of person with provenance from social/economic diseased context	KPI/metrics	IG1	[Number of persons with provenance from social/economic diseased context involved in the project]/ [Total number of persons involved in the project]
Inclusion Managerial Gap 1	Presence of person with provenance from social/economic diseased context in managerial/key positions	KPI/metrics	IMG1	[Number of persons with provenance from social/economic diseased context involved in the project in managerial/key positions]/

				[Total number of persons involved in the project in managerial/key positions]
Inclusion Gap 2	Presence of LGBTQ+ community persons	KPI/metrics	IG2	[Number of persons belonging to LGBTQ+ community involved in the project]/ [Total number of persons involved in the project]
Inclusion Managerial Gap 2	Presence of LGBTQ+ community persons context in managerial/key positions	KPI/metrics	IMG2	[Number of persons belonging to LGBTQ+ community involved in the project in managerial/key positions]/ [Total number of persons involved in the project in managerial/key positions]

### 3.2 Training and development

With regard to training, the Esprit Éducatif is committed to ensuring that there is no discrimination in the supply of training programmes inside and outside the its staffs. These processes are designed to foster the professional and human development of every individual, enabling them to realize their full potential through opportunities grounded solely in their skills, experience, and capabilities, thereby allowing each person to manifest their utmost potential through skill and experience-based opportunities. In addition, with a view to further developing a culture of non-discrimination within the organization, Esprit Éducatif is committed to structuring training that helps to recognize and remove stereotypes and prejudices of all kinds. This trainings are provided to all interested community and scheduled within the activities.

### 4.3 Awareness

Recognizing the impact that actions and words can have on interpersonal relationships, Esprit Éducatif encourages the use of everyday language that is respectful, aimed at avoiding any confrontational or judgmental approach and maintaining polite and appropriate behaviour. The organization is committed to keep its people abreast of developments in the areas of Diversity, Equity and Inclusion through its communication and engagement tools, and undertakes to launch and/or participate in awareness-raising initiatives in order to ensure the constant and rigorous application of the principles set out in this Policy. Every person is encouraged to implement the principles and intentions outlined in this policy, as respect for all forms of diversity at all levels of the organization, target groups, stakeholders and all involved people.

### 4.4 Communication

Esprit Éducatif is committed to ensuring that there always be adequate representation of women in conferences, institutional events and talks organized and promoted. Moreover we are also committed to ensuring that the entire corporate community employs inclusive, respectful, and non-judgmental language.

### 4.5 Environment

Esprit Éducatif is committed to create a nice and harmonic work and relational environment inside and outside the cooperating resources in every space and time segment of development and toward all kind of participants and involved people. All forms of violence, intimidation, discrimination, harassment and abuse is prohibited. Anyone who believes they have been discriminated against, intimidated, bullied, or harassed, or who has witnessed physical, verbal, or moral abuse, must immediately report it, in order to undertake corrective actions.

Violations of the principles outlined in this document could imply exclusion from the organization.

## 5. ROLES AND RESPONSIBILITIES

In order to spread the values of diversity and inclusion as broadly as possible, Esprit Éducatif ensures

structured monitoring of these issues to be assigned to specific responsible each partner organization. The activities in charge of responsible for GED&I policy are:

- Coordinate the reporting and monitoring of KPIs in accordance with international standards and regulatory developments, as well as any certifications in the areas of diversity, equity, and inclusion
- Promote this policy and related initiatives among external and internal stakeholders, reinforcing its positioning, also through overseeing engagement and communication activities directed both internally and externally
- Guarantee compliance with the principles outlined in this policy

## **6. DISSEMINATION OF GED&I POLICY**

Esprit Éducatif is committed to disseminating the contents of this policy and making it available to all stakeholders on the corporate intranet and on the institutional website, with a perspective of transparency and collaboration.

END OF THE DOCUMENT