Greece - National Report

WP 2.6

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Title:	**GREECE National Report**		
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Executive Summary

The demographic profile of Europe is changing. Technological development, digitalisation and the use of artificial intelligence are impacting the way we live and work, increasing the need for new skills. In this context, social diversity and inequality are hotly debated, andaccess to education and lifelong learning, including higher education, has become a high priority toensure that no one is left behind.

The arrival of an increased number of refugees in Europe in last years has contributed to morecultural diversity and more awareness on the topic. Regarding gender, there is heightened awareness ofdiversity, but gender equality, or the underrepresentation of women in top positions of business andindustry as well as universities, remains an unresolved issue across Europe. The innovation economy is also linked to social diversity and questions of equality. The need for innovation increases the demand for highly skilled people,while demographic decline and outgoing migration putpressure on the economies and social systems in several European countries. This report presents the findings for the EDIFY EDU European Project - Work Package 2, which aims to addressthe skills gap in the Business Management education regarding competencies on workplace in equality,diversity, and inclusion (EDI). The report compares the European framework for the personal, social and learning to learn key competence (LifeComp), the European entrepreneurship competence framework (EntreComp), and the digital competence framework for citizens (DigComp) to competencies in undergraduate business management courses in Greece and explores the current labour market. It examines the experiences of professionals in the workplace and EDI in undergraduate business education.The report sets out a list of competencies needed to address EDI aligned to EntreComp, LifeComp and DigComp which should be considered in the design and development of modules within Work Package 3, to complement the identified competency gaps.

Section 1: Introduction

Business management education in Europe and the US share common ontological and epistemological assumptions based on classical management theory, referred to as scientific management. These early views, unconscious of gender and race discrimination, informed the foundations of modern business management. The work of Taylor, Fayol Weber, Mayo, McGregor, Maslow, Hertzberg and Schein, contributed to the evolution of business management thinking and schools of thought including: Scientific management, Bureaucracy, Human relations, Competitive advantage, and Shareholder value maximization. They have also shaped management practice conveying an image of who managers must be (Petriglieri, 2020).

Cummings (2016), noted the views of some scholars in relation to a decline in new ideas in business management studies, and points to the tendency to look to "best practice" instead of aiming for "next practice". Furthermore, there is a gap between business management studies and the realities of management practice (Smith and Lewis, 2011). According to Petriglieri (2020), the challenge facing management is not the lack of new theories; it is the strength of the old ones, he argues that it is impossible to build the future using the blueprints of the past. Attempts by Lillian Gilbreth and others interested in improving the working conditions of women in industry, attempted to expand Scientific Management theory to consider the position of women and include more humane and 'soft' approach to management. However, despite the early efforts to recognise women's position in the labour market, diplomatic circles and international labour ignored women's interests (Oldenziel, 2000). Scientific Management became associated chiefly with an accounting model of efficiency increasingly identified with Ford's assembly line, especially in Europe.

The new emerging business management theory combined paternalist notions with ideas about profitability, engineering concepts of mechanical efficiency and a military conception of discipline (Oldenziel, 2000).

The post-World War II period witnessed the spread of business schools at universities, where the first serious histories of management were written that outlined the fields noble origins and helped legitimise them as "university worthy." The Ford and Carnegie reports outlined the legitimate form of a business school and its curricula, and with a further growth spurt in student numbers and advances in pedagogy and publishing, the first textbooks (as we know them) emerged en masse. Business management education based on a limited and flawed foundation continues to be taught throughout Europe and globally in leading business schools, and inadvertently perpetuating labour market segregation and discrimination in relation to gender and other intersectionalities. Little has changed in 200 years, there is still no critical mass of women at the higher positions of organizations, from which women can access important organizational dynamics.

The need arises for a new education model, one that takes into consideration equity, diversity and inclusion. It needs to be capable of transferring new knowledge in the workplace and contributing towards the alleviation of the existing gendered labour market and workplace EDI discriminatory practices.

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Section 2: Research Aims and Objectives

The national analysis aims to 1) demonstrate how multiple and intersecting social statuses shape business management education and labour market participation; 2) explore how business management in higher education acts as a conduit in the perpetuation and embedding inequalities in the structure of the labour market; 3) demonstrate how business management education inadvertently stratifies and eschews labour market participation resulting in unequal treatment and unequal opportunities, glass ceilings and inaccessible corridors, for a significant percentage of the labour market. These aims will be addressed by the following:

Create new knowledge and understanding of the current situation and practices in EDI business management education across different European partner countries by:

o   Assessing the existing Higher Education management education courses and mapping
o   of Learning Outcomes with EntreComp, DigiComp and LifeComp
o   Assessing the VET management education courses and mapping of Learning
o   Outcomes with EntreComp, DigiComp and LifeComp
o   Comparing desk research on EDI European and national policies withprivate sector
o   engagement on management education
o   Conducting qualitative research among business experts and representatives involved
o   in focus groups/coaching circles and interviews for the collection of qualitative data

Section 3: Business Management Education

The aim of this activity is to map the most relevant training provisions in the field of business management education in the Higher education Institutions across Greece. Also, to identify the competences it aims to develop and map it towards the European frameworks of LifeComp, EntreComp and DigComp. From HOU, Mrs. PanagiotaPolymeropoulou and Mr.Kostas Mantzos are the researchers involved in the Desk Research & the Qualitative Research.

3.1 Methodology

Hellenic Open University conducted the desk research in order to record the training provisions of Universities in Greece, related to the field of management. Within the 30 programmes found, we searched for the keyword's "equality", "diversity", "inclusion" in the course title, description, programme learning outcomes, modules (where the information was available).We targeted undergraduate studies, at Level 6 according to EQF, recording a total of 30 programmes. These studies provide bachelor's degree in management, business administration, management science

and related fields.

The majority of studies are at level 6, apart from one programme that provides studies at level 7 (it includes both level 6 - bachelor and level 7 - Master's in one degree that students do not have to select):

- 9 training provisions by Universities established in Peloponnese/ Patras

- 4 training provisions by one University in North Greece (Macedonia, Thessaly)

- 5 training provisions by Universities in Greek Islands (Aegean, Crete)

- 12 training provisions by Universities in Attica region (Athens, Piraeus)

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Out of 30 programmes, only 8 programmes are aligned with the Sustainable Development Goals (SDG), see Table 1.1:

Programme	Level	University	Website Link
Tourism Management	HE	University of Patras	http://tourism.upatras.gr/?lang=en http://tourism.upatras.gr/wp-content/uploads/2022/09/Curriculum_EN_2022-2023.pdf
Tourism Management (DIT)	HE	Hellenic Open University	https://www.eap.gr/en/undergraduate/tourism-administration/?_gl=1*ruravf*_ga*MjY2NTc3MzQxLjE2NzgwNDczMjM.*_up*MQ..
Business Administration	HE	University of Thessaly	https://de.uth.gr/
Tourism Economics and Management	HE	University of the Aegean	https://www.tourem.aegean.gr/en/department/fiels-of-study
Business Administration and Tourism	HE	Hellenic Mediterrean University – Crete	https://bat.hmu.gr/en/home https://bat.hmu.gr/en/bachelor/course-list/
Industrial Management and Technology	HE	University of Piraeus	https://www.tex.unipi.gr/philosophy/?lang=en
Tourism Management	HE	University of West Attica	https://tourism.uniwa.gr/en/homepage/
Managerial Science and Technology	HE	University of Western Macedonia	https://mst.uowm.gr/wp-content/uploads/2021/07/0.%CE%91.MST_Undergraduate-Studies-Guide_2021_2022-w.v..pdf

Table 1.1: Identified training programmes in management in Greek Universities

3.2 Overview of Profile

The aim of the programmes is to provide knowledge and skills in the management of business and organizational systems (private and public), in order to make more efficient their contribution to the operation of these entities, and to be able to take leadership initiatives in possible technological or organizational changes, necessary for the response of the Business or Organization to the rapidly evolving international environment. In particular, the programs' graduates should combine theoretical and practical knowledge necessary for the management of contemporary businesses and organizations (private and public).

As it is evident from the curricula mapped, graduates of "Business Administration " degree programs should be able to:

- use statistical and economic methods to analyze the external and internal action conditions of their actors (organisations/businesses)

- understand the influences and interactions between economic circumstances, financing opportunities, government policy and the business environment in both national and international dimensions

- contribute decisively to the more appropriate and cost-effective organization of their institutions (organizations/businesses)

- act with confidence as expert advisers to SMEs, multinationals, finance companies and public organizations

- take leading initiatives in any technological or organizational changes that are characteristic of the rapidly evolving international business/organizational environment

The majority of the programmes found, aim to the relevant competencies:

- Planning and management
- Financial and economic literacy
- Interacting through digital technologies
- Sharing through digital technologies
- Collaborating through digital technologies
- Awareness of the need for a variety of communication strategies, language registers, and tools that are adapted to context and content
- Understanding and managing interactions and conversations in different sociocultural contexts and domain-specific situations
  - *EDI (Equality, Diversity and Inclusion) ensures fair treatment and opportunity for all. It aims to eradicate prejudice and discrimination on the basis of an individual or group of individual's protected characteristics.* The competences considered as Equality, Diversity and Inclusion (EDI) competences could be:
- **EntreComp:** Ethical and sustainable thinking, Mobilizing others, Taking the initiative, Working with others
- **DigComp:** 2.3 Engaging in citizenship through digital technologies, 2.4 Collaborating through digital technologies, 2.5 Netiquette, 3.3 Copyright and licenses, 4.3 Protecting health and well-being, 5.2 Identifying needs and technological responses, 5.3 Creatively using digital technologies
- **LifeComp:** P1.3 Nurturing optimism, hope, resilience, self-efficacy and a sense of purpose to support learning and action, P2.2 Understanding and adopting new ideas, approaches, tools, and actions in response to changing contexts,

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P2.3 Managing transitions in personal life, social participation, work and learning pathways, while making conscious choices and setting goals, P3.2 Understanding potential risks for well-being, and using reliable information and services for health and social protection, P3.3 Adoption of a sustainable lifestyle that respects the environment, and the physical and mental well-being of self and others, while seeking and offering social support,

All three competences under:
- S1 Empathy_The understanding of another person's emotions, experiences and values, and the provision of appropriate responses,
- S2 Communication_Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content,
- S3 Collaboration_Engagement in group activity and teamwork acknowledging and respecting others,
- L2 Critical thinking_Assessment of information and arguments to support reasoned conclusions and develop innovative solutions,
- L3.3 Reflecting on and assessing purposes, processes and outcomes of learning and knowledge construction, establishing relationships across domains.

3. 3 Key Findings & Discussion

All 30 programmes were analyzed towards the competencies included in 3 EU Frameworks: EntreComp, DigComp and LifeComp.

3.3.1 European frameworks

From the **EntreComp Framework**, HOU identified only 6 competences in the 30 recorded courses and specifically:

- Planning and management, applies in all programmes (30/30)
- Financial and economic literacy, applies in 29/30 programmes
- Coping with uncertainty, ambiguity and risk, applies in 27/30 programmes
- Mobilizing others and Working with others, apply in 25/30 programmes
- Mobilizing resources, applies in 25/30 programmes

From the **DigComp Framework**, HOU identified only 6 competences in the 30 recorded courses and specifically:

- 2.1 Interacting through digital technologies, applies in 26/30 programmes
- 2.2 Sharing through digital technologies and 2.4 Collaborating through digital technologies, apply in 25/30 programmes
- 2.3 Engaging in citizenship through digital technologies, applies in 23/30 programmes
- 4.3 Protecting health and well-being, applies in 20/30 programmes
- 5.2 Identifying needs and technological responses, applies in 19/30 programmes

From the **LifeComp Framework**, HOU identified only 5 competences in the 30 recorded courses and specifically:

- S2.1 Awareness of the need for a variety of communication strategies, language registers, and tools that are adapted to context and content, applies in 26/30 programmes.
- S2.2 Understanding and managing interactions and conversations in different sociocultural contexts and domain-specific situations, applies in 23/30 programmes.
- S3.1 Intention to contribute to the common good and awareness that others may have different cultural affiliations, backgrounds, beliefs, values, opinions or personal circumstances, applies in 22/30 programmes.
- L2.2 Comparing, analyzing, assessing, and synthesizing data, information, ideas, and media messages in order to draw logical conclusions and L3.1 Awareness of one's own learning interests, processes and preferred strategies, including learning needs and required support, apply in 20/30 programmes.

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3.3. .2 General gap analysis

One of the most apparent gaps identified in the curricula mapped by the desk research was the virtually lack of any interconnection among EDI concepts with those of the reported business and related degrees. Especially in Business Administration degrees there was an uneven focus towards the development of financial and digital competences, underplaying the role of socially informed conceptual knowledge. Questions of equality, diversity and inclusion are dealt somewhat insufficiently as part of HR curricula or Tourist Management Programmes and not as part of Business Administration. Even in such cases, EDI concerns are not introduced through cultural and social studies modules but through psychology ones. As a result, social and cultural issues related to EDI remain peripheral to Business Administration education. Turning now to specific gaps we can note that only 8 out of 30 courses are related to SDGs and even partially. Notably none of the courses is related to Sustainable Development Goal no. 5 (Gender Equality), which is a direct part of EDI. There are some characteristics of the Greek Labor Market that are particularly relevant thus: The presence of a large immigrant population among the labor force. The height of the unemployment rate among disabled persons (one of the highest in European context).

The gender Gap in managerial positions with women accounting for an approximate 30%.

The curricula mapped do not seem to take into consideration the above conclusions, creating yet another gap in Business Administration and related Disciplines courses.

3.3.3 Gap analysis - European frameworks

As far as European Competence Frameworks are concerned:

- in **EntreComp**, gaps can be identified in supporting self-awareness and self-efficacy (only 2 out of 30) and motivation/perseverance (4 out of 30).

- in **LifeComp**, the main gaps concern awareness and management of emotions, competences directly to EDI awareness, while only half of the programmes mapped seem to support empathy and understanding of others, which are also a necessary prerequisite for development of EDI values.

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Section 4: Qualitative Research

4.1 Procedure

The aim of this activity was to involve a heterogenous group of people, including students, professionals, senior managers, entrepreneurs and female entrepreneurs with representation from minority groups such as females, immigrants, and some from disadvantaged backgrounds to discuss issues of inclusion/exclusion at the workplace and implementation challenges of equality, diversity and inclusion.

The objective of the activity was to identify the discrepancies between both European and national legislation and lived experience. All partners had to undertake 4 focus groups; one with only HEI students; one with professionals from the labor market; and two heterogenous focus groups. HOU has conducted **five focus groups**: three focus groups with the participation of professionals from the labor market with a few of them being also PhD students, and two focus groups with HEI students; one solely with undergraduate and master's students and one focus group with three postgraduate students of Management of Business Administration (MBA), Department of Business Administration, University of Thessaly (UTH). Furthermore, due to the original difficulty for students' participation due to their exams period, an extra small number of replies was collected via an online questionnaire with open – ended questions.

4.2 Thematic Analysis

Prior to participating in the studies, research candidates received an invitation and information sheet detailing: purpose of the study; invitation to participate; statement that participation is purely voluntary and confidential; option to remove data before a stated date. Ethical approval was granted in the Dun Laoghaire Institute of Art, Design & Technology (IADT), Ireland. HOU and ACHADE, as all European partners, agreed and complied with the ethical approval process.

Identifiable information was not required for the purpose of the focus groups and the in-depth research interviews. **Each participant signed a consent form and agreed to keep discussions confidential. The focus groups' questions following the research guidelines were designed in order to open up discussions provoked by the different personal experiences.**

4.3 Focus Group

Participants for the **professional focus groups** were recruited from our EDIFY EDU business sector partner, ACHADE, who provided HOU with a list of people who are managing or working in small medium businesses from Greece. ACHAIA CHAMBER's DEVELOPMENT ENTITY as the Development Entity of the Chamber of Achaia is based like Hellenic Open University, in Patras, Western Greece. Therefore, the selection in labor market, was focused from businesses from the area of Achaia and the city of Patras. Each focus group consisted of four participants, from the labor market. Despite the fact that none of the participants were working in the same company, as part of the Patras business community, some knew each other in advance.

The age among all focus groups was in the range of 25-60 years of age. The professional participants worked mostly as the owners or managers in their business/ SMEs in sectors like agriculture, advisory companies, marketing and communication services, non-profit organizations fostering education, training, and innovation, culture and training, bakery, confectionery & horeca, superfoods

and coffee, Business and Management Consultants company. Their roles included EU projects management, training, educational programmes, counseling, trade, logistics, marketing, H&R, strategic marketing, active citizenship & volunteering, social integration & inclusion of vulnerable groups, internship, sales, shopping & retail, exportation of products abroad. The eight participants had varied educational backgrounds at Master degree level while five people are PhD candidates. The length of time employed in the company ranged from 2 years to more than 20 years.

4.3.1 Method - Participants

Apart from the three focus groups with professionals, HOU organized two focus groups with HEI students. The participants of the HEI students' focus groups, were recruited both from the University of Thessaly (northern part of Greece) and their Professor Mr. Panos Fitsilis, and the Hellenic Open University, where they attended the MSc in Social and Solidarity Economy. The **total** number of participants in the two **HEI focus groups was 9**, with 5 females and 4 male. All the of the participants were also employed in an array of business and services (a construction company, SME's, vocational training centers, an accountant firm and counselling services for addicted individuals). The age of the participants ranged from 25-44 years of age. Those that are studying in the University of Thessaly follow the MBA programme which provides postgraduate students with knowledge and skills that are directly applicable in the professional world. At the same time, the fact that it does not consider Business Management knowledge and skills from the undergraduate level as a prerequisite but provides comprehensive knowledge and skills at this level makes the MSc in Business Management ideal for people who wish to complement their financial - management knowledge and skills and combine Business Management with the subject matter of their undergraduate studies. On the other hand, the MSc in Social and Solidarity Economy is by definition oriented to social enterprises and the third sector of the economy, promoting a synthesis of business administration with social innovation. The **total** number of participants in all **5 focus groups (professional focus groups and HEI students' focus groups) was 20 people, with 8 females and 12 males.**

4.3.2 Design

Before contributing to the research process and in cooperation with ACHADE, our business project partner, the people that participated in the research received an invitation and information sheet detailing: purpose of the study; invitation to participate; statement that participation is purely voluntary and confidential; option to remove data before a stated date. Participants were required to complete six questions in relation to their education and employment and sign a consent form before the session began. Identifiable information was not required for the purpose of the focus groups and the in-depth research interviews. All focus groups were realized online and were recorded while indepth interviews were done both face to face and online and were recorded in most cases. Transcriptions and research notes were used to produce the analysis. No information that could lead to the identification of the participants was used.

The focus groups were organized through Zoom meetings scheduled on specific dates, based on the availability of the participants. The duration of each focus group was 90 minutes. The sessions were recorded and stored in the DAISSy research group – HOU's repository for internal processing by the HOU researchers, working for the project EDIFY EDU. The focus groups questions were designed to provoke interpersonal dynamics within the participating professional groups. The

five focus groups were held online in the national language, through Zoom, in May 2023. All focus groups were directed by the researchers in an attempt to elicit the sharing of experiences and opinions among the participants.

4.3.3 Materials

The moderator of each professional focus group had to follow a series of questions through the structure proposed for all partners, under three themes: Education, Promotion and Progression and Organizational Culture:

Theme 1: Education

· Brief overview of modules studies

· Did your studies include modules on: EDI, empathy, kindness, etc.

Theme 2: Promotion/Progression

· Have you been promoted since you joined this company? If yes, how many times?

· Have you applied for promotion and was unsuccessful? Did you think this was a fair outcome?

· Why?

Theme 3: Organization Culture

· Can you talk a bit about the organizational culture?

· Do you feel your company operates fair and transparent procedures in relation to pay, promotion and recognition of effort?

· Does equal pay operate in your company between women and men?

· What percentage of the senior management team are female?

· What percentage of the Board are female?

Discussion Questions:

What changes would you like to see introduced in the organization?

Does your company operate EDI policies and what could you tell us about them?

Do you have anything else that you would like to add?

For the HEI students' focus group

The moderator of this focus group had to follow a series of questions through the structure proposed for all partners, under three themes: Education, Promotion and Progression and Organizational Culture, adding more questions related to the students and Higher Education:

Theme 1: Education

· Brief overview of studies, modules in undergraduate and postgraduate level

· Did your studies include modules on: EDI, empathy, kindness, organizational culture, HR regarding the EDI

· Which is the essential knowledge, modules or skills/ competencies for the future manager regarding the EDI

· Do you believe that the University supports the graduates with the appropriate knowledge; is it mandatory an additional training / education regarding EDI

Theme 2: Promotion/Progression

· In the labor market, have you have encountered incidents of uneven treatment?

· In University/ studies, have you have encountered incidents of uneven treatment?

· Do you consider an even treatment in University among males- females' students?

Theme 3: Organization Culture

· Do you feel the University operates fair and transparent procedures in relation to study effort, recognition, assignments, grades?

Discussion Questions: What changes would you like to see introduced in Higher education? Do you have anything else that you would like to add?

4.4 In -Depth Interviews

Prior to participating in the studies, research candidates received an invitation and information sheet detailing: purpose of the study; invitation to participate; statement that participation is purely voluntary and confidential; option to remove data before a stated date. Ethical approval was granted in the Dun Laoghaire Institute of Art, Design & Technology (IADT), Ireland. HOU and ACHADE, as all **EDIFY EDU** partners, agreed and complied with the ethical approval **processes**. Identifiable information was not required for the purpose of the focus groups and the in-depth research interviews. Interview, according to Delamont. & Jones (2012), creates a connection and engagement between the participant and researcher, offering the researcher a better understanding of the experience of the interviewed. The qualitative descriptive study was selected as the applicable research method, due to its openness and flexibility which can elicit answers from the entrepreneurship community itself. Qualitative research gathers participants' experiences, perceptions, and behavior (Delamont & Jones, 2012, Tenny et al 2022) which is the aim of our study.

4.4.1 Method – participants

The objective of this task was to go deeper **into** understanding the complexity of labour settings **and in academia** and the difficulties encountered specifically in implementing the EDI principles. The interviews were organized through Zoom, Skype meetings **and** phone calls scheduled on specific dates, based on the availability of the participants. The duration of each interview **was** 60 minutes. The **online** interviews were recorded and stored in the DAISSy research group – HOU's repository for internal processing by the HOU researchers, working for EDIFY EDU. **In the case of phone calls, handwritten transcripts/notes were kept. A total of eleven (11) in depth interviews were conducted during May 2023, from the Greek side. Out of the 11 people interviewed (6 interviews conducted by HOU and 5 by ACHADE), the 8 were females and 3 were males.**

Participants in the **interviews** were recruited from personal & professional contacts. HOU conducted the six interviews with interviwees coming from from Patras and Ioannina, the North – West part of Greece. While, ACHADE conducted the five foreseen interviews.Two people from different Social Co-operative Enterprises, one person from a tyre and wheel trading company, three people from Hellenic Open University (in different positions). The length of time employed in each social company ranged from three years to 30 years, with an average of 8 years in an

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organization/self-employed. Out of the 6 people participating in the HOU's interviews, the 2 were males and the 4 females. The age range was between 35-55 years old.

The three women from HOU represented a variety of different positions, like Head at the educational material development office, Senior Head of the Directorate of Administrative Services, Secretarial assistance at Administrative Services &member of the Gender Equality Committee (E.I.F.in Greek). The length of time employed in the University was for more than ten years until twenty years. Out of the three interviews from HOU, the two with the superior position/ tenure staff and with the longest working experience had a bachelor's degree while the younger employee had a master's degree.

4.4.2 Design

The study was designed to gather insights from Head managers and HR manager and other industry experts through in-depth research interviews. Participants were selected based on their relevant and expertise in a range of different fields, sized companies and self-employed experts. Participants were not affiliated. Each participant signed consent form and agreed to keep the discussions confidential. The interviews were conducted in May 2023.

4.4. 3 Materials

The following list of questions was asked under three themes: EDI Principle Interpretations, and Implementation Challenges and Competences Used or Needed. Additional relevant questions were asked by the interviewer from the respondent's answers:

Theme 1: EDI Principle Interpretations

- How do you understand the concept EDI / Equality /Diversity /Inclusion?
- How do you see the current status of EDI in your company?

Theme 2: Implementation Challenges

- How do you see EDI-themes affecting your daily work as a manager?
- What are the most challenging aspects of managing EDI?
- Can you give an example of a challenging situation to managing EDI in your daily work? How did you handle the situation?

Theme 3: Competences Used or Needed

- What do you see as most valuable skills, knowledge and competence linked to managing EDI?
- Where did you yourself get such skills, knowledge and competence?
- Reflecting your own experiences on the EDI-related challenging situations, what skills, knowledge and competence were the most important?
- What would you suggest including in an EDI-related curriculum?

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4.5 Key Findings & Discussion

4.5.1 Focus Groups

The age range among all **focus groups with professionals from the labor market** was between 30-60 years of age. The professional participants worked in various roles in the following sectors: agriculture, catering, business consultancy, NGOs. Their roles included marketing, tech support, communication, sales, consultancy, and project management. All of the participants were in senior roles. The length of time held in each position started from less than a year to twenty years. The length of time employed in each company ranged from one year to 20 years. The participants had varied educational backgrounds with a range of credentials including bachelor's degree, master's Degrees and PhD candidates.

The findings from the **3 focus groups with professionals** indicate participants were aware of EDI as a current issue, though more discussed than applied. In SMEs dealing with EDI was presented as an idiosyncratic feature, related to the company's rather simple structure where "everyone knows their position". EDI in this sense was dealt with as an external characteristic that can affect the company through the relation of employees with the "market", that in most case is interpreted as a hostile environment to EDI in general. Younger participants recognized the need for extending EDI education to the workplace and the lack of practical tools for dealing with EDI issues.

The **main findings** include, but are not limited to, the following:

- All participants demonstrated a clear understanding of the concept of EDI but not in legal terms
- Accountability of EDI was related mostly to the level of communication
- EDI in the hiring process was not thought to be a problem projecting idea of work fit as the main issue.
- Gender, ethnic and age discrimination seems present in all aspects of the business, from the hiring process, through to dealing with staff, vendors and clients
- Clear distinction in policies between private and public sector
- Especially for those working in primary and secondary education it is recognized the lack of competences that would help to face the changing landscape of gender identity among students
- Heavy burden of gender stereotypes on job selection but also on expectancies of job roles.
- Training in Management and especially on how to support diverse employees in their roles and within the workplace, is essential.

The findings from the **HEI students' focus group** indicate participants were aware of what means Equality and Diversity but not very sure on the Inclusion. The younger generation seems to be more aware of the EDI issue in comparison to the older generations.

The **main findings** include, but are not limited to, the following:

- EDI in the higher education can be seen also among students with different previous background and knowledge in a master programme, students with different ethnicity/language/ culture in order to follow the studies, students with different learning needs, students with hearing – visibility – accessibility needs
- Openness is needed in the terms of culture and thinking

- The inclusivity can be enhanced not only by the structure/ standards/ regulations by the University but also by other students/ peers who will have EDI qualities
- Provide opportunities to all students regardless their knowledge and skills
- A host group of students, who are volunteers, could be created in order to introduce new registered students providing all the useful information make them feel welcome and inclusive
- Short introductory videos/ courses/ modules/ slides (especially about economical or technical terms) can be provided to students with a different degree, so to enhance their knowledge and fill any gaps
- Have been taught modules regarding EDI but very few (in Business administration and Human Resources management, Organizational Culture) with case studies in equality and inclusivity in a company
- A lot of digital gaps emerged during the covid era, which brough to the surface the needs for digital skills (not only of students but also of professors)
- In Greece, there is a gap in human resources regarding EDI
- The profile of a future and competent manager: should be a mentor for his/her group or employees, supportive, positive and encouraging, to be insightful and perceptive, to be skillful and have a good knowledge of his/her role and tasks. To know how to conduct time planning in logistics and project management. Should also be informed on the trends and the new advances of technology in an equal and fair society. Teamwork, communication and collaboration skills, leadership, empathy, human resources management are some essential soft skills. A good manager knows the strong and weak characteristics of each one of his/her employees/ coworkers. A combination of hard and softs skills. Vision and trusting others. A group or a company should operate as a unified group
- Practical lessons (like Accounting, Management Accounting, completion of tax declarations, Accounting, organizational behavior etc.) or similar labs should be inserted in the study programs of the Universities. There is a discrepancy of practical knowledge provided by former Technological Educational Institutes (TEI), with more theoretical knowledge offered among the studies in Higher Education Institutes (University). Management and economic studies should be more practical. Human rights are important to be taught also as a course.
- Apart from the education in HE, constant training is needed. In Greece, unfortunately the head or the manager of a Small – medium company often do not allow or do not recognize the necessity of an extra training of their employees.
- Training the trainers; upskilling the lecturers is mentioned vividly by the participants.
- In current study programmes there are some lectures in EDI. EDI is also promoted through the mass media and communication, so the new generation is more familiar with these issues.
- Examples of inequality of working women in the case of maternity leave, work leave, exam or study leave, discrepancies when women apply for a job.
- The students who work in parallel face inequalities from their employers.
- Mostly in large companies/ businesses can be seen the EDI applied.
- It can be organized practical training offered by the University to small - medium companies, so to conduct EDI management
- A change in the culture and in mindset is needed so to understand that the training of their employees or even of trainers/lectures could elevate the company or the University respectively!

- All participants have personally faced incidents of negative treatment, inequality, injustice, hostility, depreciation at least one time, by their Professors, in their studies (undergraduate) so far.
- The educational environment must be pure, respectful, ethical and inspiring.
- In master programmes with fees, inequalities can be seen among students. All students should be assessed/ evaluated based on their effort and grades and not because they all pay for their studies.
- Examples from other countries, case studies, European reports and meeting the experts can help the Universities or the companies be more efficient and effective.
- Seminar in EDI should be implemented in the educational process.
- Recently, it has been instituted in the Universities the role of "academic advisor", but it seems that the title is rather decorative than operative. It is the professor – advisor who should show interest in approaching the students and not only vice versa. The University should provide the necessary guidance and consultancy to their students to explore the possibilities of the career and guide the students to know what they want to proceed in their life. Very small steps in guidance have been seen in the Universities like the "Career days" and the "Student Counselling Service" or the "liaison office".

4.5.2 In – Depth Interviews

The overall findings from the data analysis of the interviews data focus on the predetermined themes as noted in the WP2 research framework, namely: education, promotion/progression, and organizational culture. Within these themes, other sub-themes were identified from the data.

The Hellenic Open University is innovative as an open university with the technical knowledge and capacity but at the same time is considered a pioneer in Greece, due to the inclusive procedures of accepting students in tertiary education, in comparison to the rest of Greek Universities. The findings from the three in-depth interviews in HOU, indicate that all interviewees are aware of EDI and how the University can implement EDI policies in practice and everyday tasks at administrative level.

All the participants shared their personal experience of studying abroad, affirming that the EDI principles were applied in their Universities, even twenty years ago. EDI seems to have become an increasingly dominant discourse and area of concern within these institutions. The examples of British educational systems and society show a more inclusive environment for students, staff and citizens.

In the process of inclusivity by addressing in the speech or in announcements/emails to both genders, may arise other difficulties grammatically and in syntax, by having very long sentences, losing the meaning of the text or other. Inclusivity may be better understood by accepting and approving, through a positive behavior or treatment.

A number of contemporary developments in the economy, social structures and technology, favor the development of open education systems. Firstly, rising labour costs require a significant investment in the human factor, i.e., the continuous improvement of the educational level and skills of workers. On the other hand, the massive entry of women into the labour market reinforces the need to provide them with educational opportunities through the curricula of the flexible open education system. In the same direction, contributes the modernization of the primary sector of the economy, as well as the development of the service sector, which requires continuous training of workers through flexible training schemes. More generally, the rapid development of science and technology is making initial formal education inadequate for the entire lifetime of modern man and is leading to a gradual deterioration in his knowledge, hence the need for him to be constantly educated and updated in order to keep abreast of developments and adapt to changes.

The **main findings** include, but are not limited to, the following:

- All participants reassured that in a non-formal way, the EDI principles are implemented in all procedures: among the employees, between senior and junior employees, as well as between academia/ Secretariat/ Administrative Services - Education Departments and the students.
- There is clear evidence that there is strong male presence in technical tasks like for IT technicians and programmers or in manual/ labour jobs like the preparation/ load/ educational (books) material handling which requires a physical strength. The phenomenon of usually seeing men at such jobs is sufficiently justified by the fact that so far only men apply for the specific jobs.
- It is noticed that even for the higher rank in position of Manager Head of Department, Presidency are men, but during the last five years or more, we see more women climbing the rank taking roles such as Head of Staff in

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Departments. The majority of the personnel in the University in management, administration, logistics education is covered by women.

- The University has considered the EDI principles of all members of the academia and of all students.

- There is HOU's Centre for Counselling and Psychological Support: The main objective of the Centre, established since 2013, is to provide free information, support and psychological counselling services to all members of the EAP community (students, faculty, administrative staff) who experience occasional difficulties in developmental, personal and educational issues, such as manifestations of anxiety and stress (e.g. reduced performance, lack of interest, psychologically induced physical manifestations, isolation problems), difficulties in adapting to study conditions, problems or difficulties in relationships (e.g. with friends, fellow students, family, partner), psychosomatic problems, problems with time management, decision-making, inability to concentrate, reduced performance, lack of interest, etc. The center can contribute to the field of information on mental health and counselling, to assist the work of the HOU and to support the studies of students with disabilities, and to conduct studies on a variety of issues concerning them in different aspects of the life of the members of the university community (such as mental health, work, social, etc.).

- it has been established the Gender Equality Committee (GEC) as an advisory body to the Senate and the Administrations of the Faculties and Departments for the promotion of equality at all levels of operation and in all processes of academic life", the process of establishing the unpaid Gender Equality Committee of the Hellenic Academy of Sciences was completed.

- The independent office of the "Student Advocate" of the Hellenic Open University operates in order to mediate between students and professors or administrative services of the institution. It investigates cases, on its own initiative or following a student's report, and mediates in the competent bodies of the institution for their resolution. It is responsible for upholding legality in the context of academic freedom, dealing with cases of maladministration and safeguarding the proper functioning of the institution. The Student Advocate will not have jurisdiction in matters of examinations and grading of students at the Hellenic Open University.

- the Master (MA) programme on "Gender studies: Methodologies, theories, policies": it critically examines the main issues and concepts related to gender relations and gender equality in the field of public policies and social movements. Emphasis is placed on the analysis of gender in areas of social, economic, political and cultural life such as the education system, the labour market, the political system, cultural practices, sexuality and migration. Aim of the MA is to equip students to understand the concepts, theories and academic debates on gender relations, while linking them to contemporary social practices and aspects of gender inequality.

- Students will be given the opportunity to acquire knowledge and become familiar with feminist methodologies and interdisciplinary approaches, theories of gender identity and sexuality, gender relations in contemporary societies as well as gender equality and anti-discrimination policies.

- The departments of IT or of technical work is mainly empowered by men. While for the rest of the services/ education/ administration / Committees of the University, the employees are women. The social stereotypes can be seen through the vocational guidance of people. The superior positions at University with the strategic roles of President or Manager at a department have been taken mostly by men instead of women.

- The University being by nature an open university, has undertaken a lot of measures to approach in an inclusive, equal and diverse way for:

including remote students from all over Greece by offering distant and digital/online services and education including adult students and/or working students by offering a plethora of programmes attended with a flexible and self-paced method

including economically weak students by providing scholarships, awards and financial facilities/ less fees based on criteria

educating and providing programmes of all cycles (level 6-8) as well as online life-long learning courses without setting gender/ age or other criterion for participation (raising the number of admissions in the last years)

educating the wider public (even those who have not advanced digital skills) by simplified procedures for application/registration/paying the fees/applying for certificates of studies etc.

having social awareness and sensitivity by including students with vision/hearing or mobility special needs coming to the examination centers (physical presence). The university is giving students with dyslexia the possibility to give oral examinations instead of written examinations.

including both genders in the written announcements/ applications and documents of the university. One of the strategic roles of the Gender Equality Committee is to change the method of addressing the public making sure to include the female gender also in the text.

accepting and modifying all the documents/certificates of a student who decided to change its gender. In another case, the modification of documents happened in the case of bullying with the change of surname.

supporting single – parent families by proving economic help through scholarships and grants or discounts in fees

supporting educators of older age in dealing with technical/ digital problems like accessing the online educational platform, sharing online their presentations, audio problems in online sessions, inserting online the students' grades, etc.

- the sensitivity of University towards EDI is proven in the case of students isolated or prison inmates, providing them more time and flexibility like extension of time in deadlines in assignments, in order to fulfill their studies or economic aid through scholarships and grants.

- At the level of Tertiary Education, Universities based on "face-to-face" teaching are characterized by a number of limitations in terms of access to them (impossibility for the student to be physically present in the classrooms, obligation to take entrance examinations, small coverage of the age range, unilateral determination of the educational pathway by the initial choice made by students, lack of offer of independent educational cycles of short duration).

Regarding the **EDI among the employees**, it has been stated that:

- Only a few incidents of discrimination or mobbing have come into the knowledge of the Gender Equality Committee (GEC) and of superior departments, underlying the issue of employees on fixedterm contracts treated less favorably than permanent employees by doing the same or largely the

same job, by not having the same rights regarding maternal or paternal leave/ workload/ annual leave.

- The academic and the administrative staff of the University are following and applying all the procedures and the state legislature, towards the EDI principles.
- The enforcement of EDI principles should overcome any personal beliefs of each employee. The decision to act according to EDI principles could be enhanced by the additional training of staff in counseling, career guidance, inclusivity and accessibility.

Regarding the **essential skills/competencies** for managers in academia, it was stated that:

- Any personal characteristics/ soft skills like active listening, teamwork, problem solving, empathy, communication and collaboration skills as well as life competences like:

Awareness of the need for a variety of communication strategies, language registers, and tools that are adapted to context and content

Understanding and managing interactions and conversations in different sociocultural contexts and domain-specific situations

Intention to contribute to the common good and awareness that others may have different cultural affiliations, backgrounds, beliefs, values, opinions or personal circumstances.

- Based on own experiences on the EDI-related challenging situations, it is essential the training on competences & topics regarding psychology, diversity, inclusivity, empathy, counseling, vocational and career development, H&R management, communication, decision-making, leadership, forecast development, active listening, team working, collaboration.

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Adrianna Varygianni, Managing Director Social Enterprise Adventure Therapy

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4.5.2.1 Questionnaire for HEI students

The questionnaire was completed by only four final-year students enrolled in business programs, one male and three female participants. Regarding Higher education, the findings from the questionnaires indicate a lack of knowledge regarding EDI among participants. This lack of knowledge is due to a lack of integration of EDI into the curriculum. As a survey indicates, students attend more accounting, management, and administrative courses. It is important to underline that most participants were not aware of EDI competencies. Maybe this happens as a result of assumptions made that students already know about EDI. However, education should be responsible to develop students' EDI competencies via seminars, workshops, modules, and conferences to clarify the topic and prepare students for it. In addition, the majority answered that their university covers just a small part of EDI competencies in lessons Most of them referred to EDI competencies as management and administrative skills or as "idealistic company's organization".

Moreover, students said that they have considered EDI in their Universities through some lessons. Particularly, a participant referred that "I had the chance to search and think about it through a lesson". Most of them hadn't had an unfair outcome in their applications for internships. Thus, the promotion of EDI competencies is recognizable through universities and progression is equal for the majority. Everyone has the opportunity to experiment with new things and there are equal opportunities for most of the students.

Regarding organizational culture, participants support that there is equal treatment between men and women in their universities. Generally, they noted that their universities operate fair and transparent procedures in relation to grades and recognition of the effort. However, it must point out that some students reported that the grading system is not so fair, and some others noted the Professor's Authority. This highlighted the missing grading policy. Thus, Professors have the permission and authorization to value according to their personal views and gains. Finally, as mandatory changes in their universities, undergraduate and postgraduate students recommend *"lessons to use in real life, better grading system, opportunities to meet successful people, more constructive education and making departments more multinational"*.

It underlined the need for holistic and more humanitarian knowledge in every study curriculum. In this way, equality, diversity, and inclusion could be more understandable and applicable to everyone in order to reduce discrimination and promote equal opportunities for everyone.

Moreover, these recommended changes highlighted the need for collaboration of students with mentors and meeting with distinguished persons to be an inspiration for their future careers.

The **main findings** include, but are not limited to, the following:

- Higher education does not integrate EDI into business management and administration programs
- Participants recognize a need for integrating EDI into all modules.
- There is no transparent grading system and often dominates Professors' Authority in the organizational culture of the university.
- Some participants support requisite changes in the study curriculum and vision of management, administrative, and accounting courses.

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4.5.3 Competencies/ gaps identified

The Table 1.1 below summarizes the **competencies** that were **identified as the most important from** the qualitative findings of **the in-depth interviews and focus groups on EDI topics** towards the European frameworks of EntreComp, DigComp and LifeComp:

Competencies Needed	EntreComp	DigComp	LifeComp
Business Management & Administration	o Vision o Valuing ideas o Ethical and sustainable thinking o Self-awareness and self-efficacy o Motivation and perseverance o Mobilising resources o Financial and economic literacy o Mobilising others o Taking the initiative o Planning and Management o Coping with uncertainty, ambiguity and risk o Working with others o Learning through experience	o 1.2 Evaluating data, information and digital content o 1.3 Managing data, information and digital content 2.1 Interacting through digital technologies o 2.2 Sharing through digital technologies o 2.3 Engaging in citizenship through digital technologies o 2.4 Collaborating through digital technologies o 2.5 Netiquette o 2.6 Managing digital identity o 3.2 Integrating and reelaborating digital content o 4.2 Protecting personal data and privacy o 4.3 Protecting health and well-being o 5.1 Solving technical problems o 5.2 Identifying needs and technological responses o 5.4 Identifying digital competence gap	o P1 Selfregulation_Awareness and management of emotions, thoughts and behavior o P2 Flexibility_Ability to manage transitions and uncertainty, and to face challenges o S1 Empathy_The understanding of another person's emotions, experiences and values, and the provision of appropriate responses o S2 Communication_Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content o S3 Collaboration_Engagement in group activity and teamwork acknowledging and respecting others o L2 Critical thinking_Assessment of information and arguments to support reasoned conclusions and develop innovative solutions
Human Resources	o Spotting opportunities o Creativity o Vision o Valuing ideas o Ethical and sustainable thinking	o 1.2 Evaluating data, o information and digital content 1.3 Managing data, information and digital content	o S1 Empathy_The understanding of another o person's emotions, o experiences and values, o and the provision of appropriate responses o S2 Communication_Use of relevant communication strategies, domain-specific

	o Self-awareness and self-efficacy o Motivation and perseverance o Mobilising others o Taking the initiative o Planning and management o Coping with uncertainty, ambiguity and risk o Working with others	o 2.4 Collaborating through digital technologies o 2.5 Netiquette o 2.6 Managing digital identity o 3.3 Copyright and licenses o 4.3 Protecting health and well-being o 5.1 Solving technical problems o 5.2 Identifying needs and technological responses o 5.3 Creatively using digital technologies o 5.4 Identifying digital competence gaps	codes and tools, depending on the context and content o S3 Collaboration_Engagement in group activity and teamwork acknowledging and respecting others o L1 Growth mindset_Belief in one's and others' potential to continuously learn and progress o L2 Critical thinking_Assessment of information and arguments to support reasoned conclusions and develop innovative solutions
Leadership	o Spotting opportunities o Creativity o Vision o Valuing ideas o Ethical and sustainable thinking o Motivation and perseverance o Mobilising others o Taking the initiative o Coping with uncertainty, ambiguity and risk o Working with others	o 1.3 Managing data, information and digital content o 2.1 Interacting through digital technologies o 2.2 Sharing through digital technologies o 2.3 Engaging in citizenship through digital technologies o 2.4 Collaborating through digital technologies o 2.5 Netiquette o 2.6 Managing digital identity o 3.3 Copyright and licenses o 4.1 Protecting devices o 4.2 Protecting personal data and privacy o 4.3 Protecting health and well-being o 5.1 Solving technical problems o 5.2 Identifying needs and technological responses	o S1 Empathy_The understanding of another person's emotions, experiences and values, and the provision of appropriate responses o S2 Communication_Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content o S3 Collaboration_Engagement in group activity and teamwork acknowledging and respecting others o L1 Growth mindset_Belief in one's and others' potential to continuously learn and progress o L2 Critical thinking_Assessment of information and arguments to support reasoned conclusions and develop innovative solutions

		o 5.4 Identifying digital competence gaps	
Communication	o Spotting opportunities o Creativity o Vision o Valuing ideas o Ethical and sustainable thinking o Motivation and perseverance o Mobilising others o Taking the initiative o Working with others o Learning through experience	o 2.1 Interacting through digital technologies o 2.2 Sharing through digital technologies o 2.3 Engaging in citizenship through digital technologies o 2.4 Collaborating through digital technologies o 2.5 Netiquette o 2.6 Managing digital identity o 3.2 Integrating and reelaborating digital content o 3.3 Copyright and licenses o 4.2 Protecting personal data and privacy o 4.3 Protecting health and well-being o 5.1 Solving technical problems	o S1 Empathy_The understanding of another person's emotions, experiences and values, and the provision of appropriate responses o S2 Communication_Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content o S3 Collaboration_Engagement in group activity and teamwork acknowledging and respecting others o L2 Critical thinking_Assessment of information and arguments to support reasoned conclusions and develop innovative solutions
Digital literacy	o Valuing ideas o Taking the initiative o Coping with uncertainty, ambiguity and risk o Learning through experience	o 1.2 Evaluating data, information and digital content o 1.3 Managing data, information and digital content o 2.1 Interacting through digital technologies o 2.2 Sharing through digital technologies o 2.4 Collaborating through digital technologies o 2.5 Netiquette o 2.6 Managing digital identity o 3.3 Copyright and licenses o 4.2 Protecting personal data and privacy o 5.1 Solving technical problems	o S2 Communication_Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content o S3 Collaboration_Engagement in group activity and teamwork acknowledging and respecting others o L1 Growth mindset_Belief in one's and others' potential to continuously learn and progress o L3 Managing learning_The planning, organising, monitoring and reviewing of one's own learning

		o 5.2 Identifying needs and technological responses o 5.3 Creatively using digital technologies o 5.4 Identifying digital competence gaps	
Problem solving	o Spotting opportunities o Creativity o Vision o Valuing ideas o Ethical and sustainable thinking o Taking the initiative o Coping with uncertainty, ambiguity and risk o Learning through experience	o Browsing, searching and filtering data, information and digital content o Evaluating data, information and digital content o Managing data, information and digital content o 2.1 Interacting through digital technologies o 2.2 Sharing through digital technologies o 2.5 Netiquette o 3.3 Copyright and licenses o 4.1 Protecting devices o 4.2 Protecting personal data and privacy o 4.3 Protecting health and well-being o 4.4 Protecting the environment o 5.1 Solving technical problems o 5.2 Identifying needs and technological responses o 5.4 Identifying digital competence gaps	o S1 Empathy_The understanding of another person's emotions, experiences and values, and the provision of appropriate responses o S3 Collaboration_Engagement in group activity and teamwork acknowledging and respecting others o L2 Critical thinking_Assessment of information and arguments to support reasoned conclusions and develop innovative solutions
Inclusivity and Accessibility	o Valuing ideas o Ethical and sustainable thinking o Self-awareness and self-efficacy o Mobilising others o Taking the initiative	o 1.2 Evaluating data, information and digital content o 1.3 Managing data, information and digital content	o S1 Empathy_The understanding of another person's emotions, experiences and values, and the provision of appropriate responses o S2 Communication_Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content

	o Learning through experience	o 2.1 Interacting through digital technologies o 2.2 Sharing through digital technologies o 2.3 Engaging in citizenship through digital technologies o 2.4 Collaborating through digital technologies o 2.5 Netiquette o 3.3 Copyright and licenses o 4.2 Protecting personal data and privacy o 4.3 Protecting health and well-being o 5.1 Solving technical problems	o S3 Collaboration_Engagement in group activity and teamwork acknowledging and respecting others o L1 Growth mindset_Belief in one's and others' potential to continuously learn and progress o L2 Critical thinking_Assessment of information and arguments to support reasoned conclusions and develop innovative solutions o L3 Managing learning_The planning, organising, monitoring and reviewing of one's own learning

Table 1.1: Identified competencies from focus groups and in-depth interviews

Section 5: Social Impact Assessment

The Social Impact Assessment follows the European Commission Guidelines (2009) to provide insights on the social impact of existing and emerging labour market laws and policies.

5.1 Methodology

The European Commission Impact Assessment Guidelines (SEC, 2009: 92), point out that an impactassessment has to answer 8 questions in relation to workplace equality diversity and inclusion, including:

1. What is the nature and scale of the problem, how is it evolving, and who is most affected by it?

2. What are the views of the stakeholders concerned?

3. Should the European Union be involved?
    a. If so, what objectives should it set to address the problem?
    b. What are the main policy options for reaching these objectives? What are the likely economic, social and environmental impacts of those options?
    c. How do the main options compare in terms of effectiveness, efficiency and coherence insolving the problems?
    d. How could future monitoring and evaluation be organized?

To complete the SIA framework, we conducted the following:

1. Collated Labour Market Information such as National Legislation, transposing EU Directives; and National Labour Market Policies, implementing EU and national laws to develop a comprehensive profile of each national partner's labour market laws and policies in relation to workplace Equality, Diversity and Inclusion (EDI).

2. Developed a Labour Market Profile, using the headings:
    *   Population by gender, ethnicity, disability, age
    *   Employment and unemployment by age, gender, disability
    *   Self employed by age, gender, and disability
    *   Employment by occupation and age/gender/disability/
    *   Education Level by age/gender and disability
    *   Labour market demographic and sectoral overview

3. Addressed the **8 questions** (European Commission, 2009) using the Greek labour market profile. Theresponses will identify gaps in relation to workplace EDI policies and practice (labour marketprofiles) and suggest a call to action on behalf of the European Commission. Our EDIFY_EDU business partner, ACHADE, was the partner responsible for completingthe Social impact assessment.

5.2 Key Findings & Discussion

The Hellenic Statistical Authority (ELSTAT), every ten years, conducts the Population-Housing Census for Greece, with the aim of gathering data on the demographic and social characteristics of the population, as well as on the composition of households and their housing conditions.

Population by gender, ethnicity, disability, age: out the 10,432,481 people, 5,075,249 are men and 5,357,232 are women (48,6% male, 51,4% female). It is noted that over the past decade, the Greek population records a decrease of 3.5%, compared to the 2011 census.

Employment and unemployment by age, gender, disability: the employment rate (62.6%) was the lowest in the EU in 2021. Greece with an employment rate of 60.6% had the second worst performance in the EU, after Italy in the third quarter of 2022. But it was also the country with the most spectacular post-pandemic recovery, increasing the employment rate by 4.7% compared to the corresponding quarter of 2019. The number of employees by sector of economic activity (in thousands and %), for 2021 (4th quarter) is:

* Primary sector 11.5%,
* Secondary sector 15.3%,
* Tertiary sector 73.2%.

The unemployment rate at 14.7% was higher among women in Greece in November 2022, compared to 8.7% for men (ELSTAT, 2023).Greece keeps the 2nd place in Eurozone with the highest unemployment rates for women, after Spain. According to OAED (Hellenic Manpower Employment Organization), out of the 1.1 million registered unemployed jobseekers, only 36.4% are men, while an overwhelming 63.6% are women, for December 2021.The youth unemployment rate (under 25 years old) increased to 31.3% in November 2022 from 27.9% in October 2022. We record the second highest youth unemployment rate in the EU, after Spain (32.3%). Despite the steady increase in female employment over the last forty years (from 35.8% in 1981 to 52.7% in 2021) Greece is far behind the other Member States (the female employment rate in the EU was 67.7% in 2021). Undeclared work remains a significant characteristic of the economy, despite the measures taken in recent years to address the problem.

The employment rate of disabled people in Greece remains one of the lowest in EU, while it decreased in 2018. Disabled people continue to encounter inaccessible physical and digital environments, and direct or indirect discrimination at the workplace. Data from EU-SILC (DirectorateGeneral for Employment, Social Affairs and Inclusion, 2021) indicate an employment rate for persons with disabilities in Greece of 31.1% in 2018, compared to 60.7 % for other persons. Disabled women in Greece are significantly less likely to be employed (26.7 %) than non-disabled women in country (50%) and compared to disabled men in country (36.1%); at the same time, they are considerably disadvantaged in comparison with their peers in EU on average (48%). The disability gap is also visible in the age group 16-24, where unemployment rates remain challenging overall. The disability equality gap in unemployment peaks for disabled people aged 35-44 (54.7%) in comparison to nondisabled population in that age group (19.5%).

Self employed by age, gender, and disability: According to the "Diagnostic Report on Undeclared Work in Greece" the size of the undeclared economy is estimated to be equivalent to 25% of Greece's GDP. Very small businesses with 1-9 employees

represent the 96% of all businesses in Greece, employing 55% of the workforce (compared to less than 30% in the EU of 28). Greece also has the highest rate of self-employed in the EU of the 28 with a percentage of more than 32% (14% in the EU of 28). According to Eurostat, in the third quarter of 2022, the 16.1% of employed men were self-employed compared to the 9.4% of women.

Self-employment is higher for men than women in the European Union, with the gap widening in older age groups. The self-employed gender gap (in 15-64) was largest among workers with a low level of education (8.4 percentage points), followed by those with a medium level of education (7.2 points) or high level of education (5.8 percentage points); At country level, almost one in three people employed were self-employed, with 27.4% recorded the highest percentage of self-employed in the EU for 2021 while the largest gender gaps in self-employment in the third quarter of 2022 were recorded in Greece (12.2%).

Employment by occupation and age/gender/disability: According to ELSTAT for the first quarter of 2019, the participation rate of women in the country's labor force is 44.4%, almost 16 percentage points lower than that of men, which stands at 59.7%. The percentage of employed women for 2018 and the first quarter of 2019 ranged from 44.6-45%. In 2019, only 48.7% of women aged 20-64 were working in Greece, while for men the corresponding percentage was 68.1%. The labor force, in addition to wage earners, unemployed women and subsidized and unpaid members, is completed by self-employed women, where for the first quarter of 2019 they amounted to 17.2%, almost half that of men, recorded in 29.7%.Employed persons aged 15 years and over by branch of Economic Activity in 2021 were:

- Agriculture, forestry and fishing 10.7%
- Industry, including energy 11.6%
- Construction 3.6%
- Trade, hotels and restaurants, transport and communication 34.9%
- Financial, real estate, renting and business activities 11.5%
- Other service activities 27.7%

Education Level by age/gender and disability: According to the ICAP business registry, the 24.2% of businesses operating in Greece are managed by in the majority of women. Out of the total of 27.267 businesses, 6.594 are managed by women. We notice that the sectors of activity of 24.2% of businesses managed by women is turning in the majority of the branches of other services and trade with 39.7% and 27.9% respectively. It is followed by industry with 17.6%, tourism with 12.3% and the financial sector with 2.5%.According to the Global Entrepreneurship Monitor in 2016, Greece ranked first in terms of the percentage of women in "well entrenched businesses", with a percentage of 10.8%.The percentage of women in senior management positions in Greece has increased, according to the results of a Grant Thornton survey (Grant_Thorton, 2023). In particular, the percentage registered a significant increase of 9 percentage points in 2023, to 37% from 28% in 2022, climbing to the highest level ever recorded.

Since 2000, Greece with the Law 2817/2000 "Education of Persons with Special Educational Needs" measures have been taken account with the provision of services to special needs' pupils and students in all classes of primary and secondary schools. According to the National Disability Observatory (2019), the student population with disabilities and/or special educational needs (with official assessment/opinion) amounts to 90,743 students in the 2017-18 school year with 70%

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being boys. These students make up 6.3% of the country's total student population and the 88% attend general schools of first grade and second grade education.

Labour market demographic and sectoral overview: from those attended no school at all, the 54,5% is unemployed while the 45,5% is employed, which proves that the economic crisis has equalized this discrimination between the people who have/not have taken the basic education. It is noticed that women with no education at all, are presenting the higher unemployment rates comparing to men, as the 65,7% of them has no work when men represent the 48,7%. Those who complete primary education represents the majority 80,4%) of employed people. Similar is the image of those who completed the secondary education (18,2% unemployed, 81,8% employed). The 87,3% of those employed have completed tertiary education with the 12,7% (unemployed) to have also completed similar education. Of those having received a post-graduate qualification, only the 9,3% is unemployed when the 90,7% is employed, something showing the opportunities available for this specific category of population.

Immigration: The last decade (2011- 2021) it has been a significant shift in new incoming migration flows. According to the Ministry of Immigration and Asylum, in December 2022, 755.806 legal immigrants were living in Greece, with a significant increase of 67% observed, and a total number of 985.191 applications for residence permission (40% rise) have been submitted.The 93.1% were born in Greece and 6.8% abroad. People with an immigrant background are approximately a 9.5% (of which 6.8% were born abroad while 2.7% were born in Greece and one or both of their parents were abroad). The majority of immigrants come from Albania (45,1%), former USSR countries (22,2%), other European countries (14,7%), Africa (3,1%), Asian countries (3,9%), Balkan countries (7,1%).

Top sectors in Greece are **tourism** (with a participation rate of more than 20% of the GDP in recent years), **energy** (in 2021, energy and construction, was estimated at 29,154-in millions €-of the Greek GDP), **audiovisual productions**, the development of global service centers, the **information technology and communications** sector, the **health sciences**, the Greek **food & agricultural products** (Agriculture, hunting and forestry & fishing present a Production approach of 7,126-in millions €- for the Greek GDP for 2021) as well as the investment in the **supply chain**, an element that is particularly strengthened due to Greece's geographical position at the crossroads of three continents. The European Skills Index 2022 confirmed Greece's lagging behind in the development and activation of skills, while in skills matching our country ranked 30th out of 31 countries. Despite high unemployment, 61% of employers face difficulties in recruiting qualified staff, a percentage higher than any other EU Member State. Only 21.7% of businesses offered vocational training to their employees in 2015, below the EU average (70.5%).There is a **wage gap** between men and women, with the difference in total earnings between the two sexes up to 45.2% while the average in Europe is 41.1%. Greek women are paid 10.4% less than men, when the European average is 14.1%.

The phenonomenon "brain drain": A percentage of 5.9% to 8% of Greek graduates left the country in the period 2008-2017 and remains abroad. The vast majority who immigrated (86.3%) were of working age (15-64 years), while approximately one in two (51.4%) came from the "critical" solar category 25-44. Business Sectors with brain drain are: Energy (49,2%), Digital Economy (41,9%), Agro-food (37,4%), Building materials (35,1%), Logistics (29,6%), Health (28,7%).

5.2.1 Involvement of European Union

There are ample EU Directives to promote workplace EDI which are transposed to Greek legislation. Yet, despite existence of these EU Directives, gender inequality persists in European labour markets at sectoral and occupational level. In Greece, there are legislation towards the EU laws concerning:

- Opportunities and equal treatment of women and men in employment and occupation;
- Statutory social security schemes and to self-employment;
- Employment rights;
- Racial Equality Directive;
- Employment Equality;
- Gender Equality;
- Adult Vocational Education and Training and Learning (Education and Training);
- Reorganization of the Public Employment Service and digitization of its services, upgrading of workforce skills and diagnosis of work needs and other provisions.

A research for Investigate Europe's "Secrets of the Council" project revealed that Greece is one of a handful of smaller EU member states blocking a proposed directive in the Council of the EU. The directive aims to improve the gender balance of non-executive directors on company boards. In spite of the presence of EU Uniformity Orders transposed to national enactment, and in spite of the presence of a considerable body of investigate on gender disparity within the Greek work environment, a gap continues between the operation of the law and working environment hones (2021).

It is well-known that equality between women and men is a core value that is enshrined in the EU Treaties. A large body of legislation actively promotes gender equality in areas such as equal pay, work-life balance, health and safety at work, social security, access to goods and services, and protection from human trafficking, gender-based violence and other forms of gender-based crime. For nearly 20 years, the European Commission has shown continuous efforts to strengthen gender equality and to include a gender dimension into research content in the European Research Area (ERA). The latest Greek Strategy for the European Research Area (ERA) – National Roadmap, 2016-2020, defines gender mainstreaming as one of its priorities. The Greek Strategy for the ERA 2016-2020 also urges public research bodies "to establish Gender Equality Plans and to include relevant provisions in their internal regulations and strategic plans".

The EU has developed a comprehensive policy of gender mainstreaming in the area of science, research and higher education, and has invited Member States to utilize the available tools in formulating national policy interventions. Greece has recently made significant steps in harmonizing its legal and policy frame with the EU normative and policy guidelines in this area. What is strongly needed though is to make available the necessary resources and to mobilize administrative officials, academics and researchers, as well as other key stakeholders to develop and apply existing tools, as well as the advocacy and pressure, to bring real change. It is high time to pay serious attention to gender imbalances in Greece and to explicitly incorporate and address it as an indispensable component in the policy reform of education that is currently under way in Greece. This is not only imperative as an issue of social justice. It is also a key step to making use of, rather than discarding and wasting, the abundant talent and human capital that can be released if gender

specific barriers to the scientific, research and academic professions are eliminated (ELIAMEP, 2019).

For further analysis, the reader may concult the Greek social impact assessment and the labour market policy documentation.

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Section 6: Overall Discussion & Conclusion

6.1 Main findings from the research activities

The aim of this section is to present the overall findings from the Greek research, for work package 2, in relation to inform the future design and development of new micro credential modules in work package 3. This section will highlight discrepancies between labour market legislation, activity and data from the interviews and focus groups. Professional and higher education course competencies/learning outcomes will be listed along with identified missing competencies that should be addressed in the design of the new micro credential modules. The qualitative part of the research aimed at bringing forward the views on EDI in general and EDI education in specific, of diverse groups of people that could offer a ground view from multiple angles on issues of equality and inclusion/exclusion. The focus groups included managers, entrepreneurs, HR managers, HEI students of all genders that were able to discuss the EDI issues pointing at discrepancies between proclaimed politics both in European and national level and what actually happens at a ground level.

In total, we conducted 4 focus groups, 3 consisting of professionals from the labor market and 1 with HEI management post graduate students. Out of 14 people (total number in 4 Focus groups), the 5 are women and the 9 are men.

It is clear from the interviews that Universities have to be sensitive to EDI matters since education is the core of the society of new citizens. As a participant of HOU stated "education is not only about learning but also ethics, awareness and perception". It is clear from the research that the University through its actions and the aforementioned measures expresses its commitment to promoting equal opportunities and equal treatment, diversity and inclusion in all areas of its activities, through the development of equal and fair policies, procedures, academic programmes, courses, as well as training and education programmes. The University encourages and promotes an inclusive approach which treats all colleagues, students and other members of our university community with respect.

There was a clear division among male/female working roles that was justified both as question of women having more 'expected' qualifications that make them not fit for all professional positions and also as a hostility/difficulty of the market to accept women in certain position.

Gender discrimination in relation to role expectations either in recruitment or in professional development was reported. No pay gap was reported however the participants were willing to go in depth into the issue. There was nominal recognition in larger companies of EDI issues the practice as experienced seemed quite different with incidents of gender discrimination being quite usual. The need for EDI as practice was expressed more strongly by younger participants.

The EU has developed a comprehensive policy of gender mainstreaming in the area of science, research and higher education, and has invited Member States to utilize the available tools in formulating national policy interventions. Greece has recently made significant steps in harmonizing its legal and policy frame with the EU normative and policy guidelines in this area.

6.1.1 Focus Group Findings

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The main findings include, but are not limited, to the following:

- EDI in the higher education can be seen also among students with different previous background and knowledge in a master programme, students with different ethnicity/language/ culture in order to follow the studies, students with different learning needs, students with hearing – visibility – accessibility needs, by providing opportunities to all students regardless their knowledge and skills
- Inclusivity can be enhanced not only by the structure/ standards/ regulations by the University but also by other students/ peers who will have EDI qualities, such as through volunteer students serving as host students to new ones or through introductory videos/ courses/modules/ enhancing students with a different degree
- Few modules are offered in Business administration programmes, with case studies in equality and inclusivity applied in a company
- Emergence of digital gaps emerged during the covid era, which brough to the surface the needs for digital skills (not only of students but also of professors)
- Practical lessons (like Accounting, Management Accounting, completion of tax declarations, Accounting, organizational behavior etc.) or similar labs should be inserted in the study programs of the Universities. There is a discrepancy of practical knowledge provided by former Technological Educational Institutes (TEI), with more theoretical knowledge offered among the studies in Higher Education Institutes (University). Management and economic studies should be more practical. Human rights are important to be taught also as a course.
- Training the trainers with upskilling the lecturers.
- The students who work in parallel face inequalities from their employers.
- University could organize and offer practical training to SMEs, so to conduct EDI management
- A change in the culture and in mindset is needed so to understand that the training of their employees or even of trainers/lectures could elevate the company or the University respectively!
- All have personally faced incidents of negative treatment, inequality, injustice, hostility, depreciation at least one time, by their Professors, in their studies.
- The educational environment must be pure, respectful, ethical and inspiring.
- In master programmes with fees, inequalities can be seen among students. All students should be assessed/ evaluated based on their effort and grades and not because they all pay for their studies.
- The EDI course should be implemented in the University curriculum.
- EDI gap in labor market in human resources
- Essential skills/competences of a future manager include: to be a mentor for his/her group or employees, supportive, positive and encouraging, insightful and perceptive, skillful and has a good knowledge of his/her role and tasks. To know how to conduct time planning in logistics and project management, informed on the trends and the new advances of technology in an equal and fair society. Teamwork, communication and collaboration skills, leadership, empathy, human resources management are some essential soft skills. A good manager knows the strong and weak characteristics of each one of his/ her employees/coworkers. A combination of hard and softs skills. Vision and trusting others. A group or a company should operate as a unified group
- The head or the manager of an SME often does not support er encourage the necessity of additional training of his/her employees.
- Examples of inequality of working women in the case of maternity leave, work leave, exam or study leave, discrepancies when women apply for a job.

- Mostly in large companies/ businesses can be seen the EDI applied.
- Examples from other countries, case studies, European reports and meeting the experts can help the Universities and labor market to become efficient and effective.

6.1.2 In - Depth Interviews Findings

The **main findings** include, but are not limited, to the following:

- In a non-formal way, the EDI principles are implemented in all procedures: among the employees, between senior and junior employees, as well as between academia/ Secretariat/ Administrative Services - Education Departments and the students.
- Discrepancies in positions are seen. For the higher rank of Manager/Head of Department/ President are men take over. During the last five years or more, more women are climbing the rank taking roles such as Head of Staff in Departments. The majority of the personnel in the University in management, administration, logistics education is covered by women. The departments of IT or of technical work is mainly empowered by men.
- The University supports the community (students, faculty, administrative staff through the Centre for Counselling and Psychological Support.
- The Gender Equality Committee (GEC) promotes the equality at all levels of operation and in all processes of academic life".
- The independent office of the "Student Advocate" of the University operates in order to mediate between students and professors or administrative services of the institution.
- The Master (MA) programme on "Gender studies: Methodologies, theories, policies" aims to equip students to understand the concepts, theories and academic debates on gender relations, while linking them to contemporary social practices and aspects of gender inequality.
- Students should be given the opportunity to acquire knowledge and become familiar with feminist methodologies and interdisciplinary approaches, theories of gender identity and sexuality, gender relations in contemporary societies as well as gender equality and anti-discrimination policies.
- Hellenic Open University being by nature an open university, has undertaken a lot of measures to approach students, employees, professors in an inclusive, equal and diverse way.
- Only a few incidents of discrimination or mobbing have come into the knowledge of the Gender Equality Committee (GEC) and of superior departments, underlying the issue of employees on fixedterm contracts treated less favorably than permanent employees by doing the same or largely the same job, by not having the same rights regarding maternal or paternal leave/ workload/ annual leave.
- The academic and the administrative staff of the University are following and applying all the procedures and the state legislature, towards the EDI principles.
- The EDI principles could be enhanced by the additional training of staff in counseling, career guidance, inclusivity and accessibility.
- It is essential the training on competences like active listening, teamwork, problem solving, empathy, communication and collaboration skills as well as life competences & topics regarding psychology, diversity, inclusivity, empathy, counseling, vocational and career development, H&R management, communication, decision-making, leadership, forecast development, active listening, team working, collaboration.

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6.2 Learning Outcomes and Competencies

6.2.1 Existing Learning Outcomes/competencies

The Table below summarizes the competencies identified during the desk research analysis, in relation to undergraduate business management EDI topics towards the European frameworks of EntreComp, DigComp and LifeComp:

EntreComp	DigComp	LifeComp
Ethical and sustainable thinking	1.3 Managing data, information and digital content	S1 Empathy_The understanding of another person's emotions, experiences and values, and the provision of appropriate responses
Mobilising resources	2.1 Interacting through digital technologies	S2 Communication_Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content
Mobilising others	2.2 Sharing through digital technologies	S3 Collaboration_Engagement in group activity and teamwork acknowledging and respecting others
Planning and management	2.3 Engaging in citizenship through digital technologies	L2 Critical thinking_Assessment of information and arguments to support reasoned conclusions and develop innovative solutions
Coping with uncertainty, ambiguity and risk	2.4 Collaborating through digital technologies	L3.3 Reflecting on and assessing purposes, processes and outcomes of learning and knowledge construction, establishing relationships across domains
Working with others	2.5 Netiquette	
Learning through experience	4.3 Protecting health and wellbeing	
	5.2 Identifying needs and technological responses	

Table 1.2: Identified competences desk research analysis towards EntreComp, DigComp and LifeComp

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6.2.2 European Competency Gaps

The competencies that were not addressed in relation to undergraduate business management EDI topics and modules are listed below. The design process of the new micro credential courses should evaluate each of these competencies in light of EDI undergraduate business management education, see Table 1.3

EntreComp	DigComp	LifeComp
Spotting Opportunities	1.3 Managing data, information and digital content <	P1 Self-regulation_Awareness and management of emotions, thoughts and behavior
Vision	2.5 Netiquette	S1 Empathy_The understanding of another person's emotions, experiences and values, and the provision of appropriate responses
Valuing ideas	3.3 Copyright and licenses	S2 Communication_Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content
Ethical and Sustainable Thinking	4.2 Protecting personal data and privacy	S3 Collaboration_Engagement in group activity and teamwork acknowledging and respecting others
Motivation and preservation	4.3 Protecting health and well - being	L1 Growth mindset_Belief in one's and others' potential to continuously learn and progress
Taking the initiative	5.4 Identifying digital competence gaps	L2 Critical thinking_Assessment of information and arguments to support reasoned conclusions and develop innovative solutions
Working with others		L3.3 Reflecting on and assessing purposes, processes and outcomes of learning and knowledge construction, establishing relationships across domains
Learning through experience		

Table 1.3: Identified competences desk research analysis towards EntreComp, DigComp and LifeComp

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6.2.3 Identified competencies from the in -depth interviews and focus groups

The Table below summarizes the competencies that were identified as the most important from the qualitative findings of the in-depth interviews and focus groups on EDI topics towards the European frameworks of EntreComp, DigComp and LifeComp:

Competencies Needed	EntreComp	DigComp	LifeComp
Business Management & Administration	o Vision o Valuing ideas o Ethical and sustainable thinking o Self-awareness and self-efficacy o Motivation and perseverance o Mobilising resources o Financial and economic literacy o Mobilising others o Taking the initiative o Planning and Management o Coping with uncertainty, ambiguity and risk o Working with others o Learning through experience	o 1.2 Evaluating data, information and digital content o 1.3 Managing data, information and digital content o 2.1 Interacting through digital technologies o 2.2 Sharing through digital technologies o 2.3 Engaging in citizenship through digital technologies o 2.4 Collaborating through digital technologies o 2.5 Netiquette o 2.6 Managing digital identity Integrating and reelaborating digital content o 4.2 Protecting personal data and privacy o 4.3 Protecting health and well-being o 5.1 Solving technical problems o 5.2 Identifying needs and technological responses o 5.4 Identifying digital competence gap	o P1 Selfregulation_Awareness and management of emotions, thoughts and behavior o P2 Flexibility_Ability to manage transitions and uncertainty, and to face challenges o S1 Empathy_The understanding of another person's emotions, experiences and values, and the provision of appropriate responses o S2 Communication_Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content o S3 Collaboration_Engagement in group activity and teamwork acknowledging and respecting others o L2 Critical thinking_Assessment of information and arguments to support reasoned conclusions and develop innovative solutions
Human Resources	o Spotting opportunities o Creativity o Vision	o 1.3 Managing data, information	o S1 Empathy_The understanding of another person's emotions, experiences and values, and

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	o Valuing ideas o Ethical and sustainable thinking o Self-awareness and self-efficacy o Motivation and perseverance o Mobilising others o Taking the initiative o Planning and management o Coping with uncertainty, ambiguity and risk o Working with others	and digital content o 2.4 Collaborating through digital technologies o 2.5 Netiquette o 2.6 Managing digital identity o Copyright and licenses o 4.3 Protecting health and well-being o 5.1 Solving technical problems o 5.2 Identifying needs and technological responses o 5.3 Creatively using digital technologies o 5.4 Identifying digital competence gaps	the provision of appropriate responses o S2 Communication_Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content o S3 Collaboration_Engagement in group activity and teamwork acknowledging and respecting others o L1 Growth mindset_Belief in one's and others' potential to continuously learn and progress o L2 Critical thinking_Assessment of information and arguments to support reasoned conclusions and develop innovative solutions

Leadership	o Spotting opportunities
	o Creativity
	o Vision
	o Valuing ideas
	o Ethical and sustainable thinking
	o Motivation and perseverance
	o Mobilising others
	o Taking the initiative
	o Coping with uncertainty, ambiguity and risk
	o Working with others
		o 1.3 Managing data, information and digital content
		o 2.1 Interacting through digital technologies
		o 2.2 Sharing through digital technologies
		o 2.3 Engaging in citizenship through digital technologies
		o 2.4 Collaborating through digital technologies
		o 2.5 Netiquette
		o 2.6 Managing digital identity
		o Copyright and licenses
		o 4.1 Protecting devices
		o 4.2 Protecting personal data and privacy
		o 4.3 Protecting health and well-being
		o 5.1 Solving technical
			o S1 Empathy_The understanding of another person's emotions,
			o experiences and values,
			o and the provision of
			o appropriate responses
			o S2 Communication_Use of
			o relevant communication
			o strategies, domain-specific
			o codes and tools, depending
			o on the context and content
			o S3
			o Collaboration_Engagement
			o in group activity and
			o teamwork acknowledging
			   o and respecting others
			o L1 Growth mindset_Belief in
			o one's and others' potential
			o to continuously learn and
			o progress
			o L2 Critical
			o thinking_Assessment of
			o information and arguments
			o to support reasoned
			o conclusions and develop
			   o innovative solutions

		o problems o 5.2 Identifying needs and technological responses o 5.4 Identifying digital competence gaps	
Communication	o Spotting opportunities o Vision o Valuing ideas o Ethical and sustainable thinking o Self-awareness and self-efficacy o Motivation and perseverance o Mobilising others o Taking the initiative	o 1.3 Managing data, information and digital content o 2.1 Interacting through digital technologies o 2.2 Sharing through digital technologies o 2.3 Engaging in citizenship through digital technologies o 2.4 Collaborating through digital technologies o 2.5 Netiquette o 2.6 Managing digital identity o Copyright and licenses o 4.2 Protecting personal data and privacy o 4.3 Protecting health and well-being o 5.1 Solving technical problems o 5.2 Identifying needs and technological responses o 5.4 Identifying digital competence gaps	o S1 Empathy_The understanding of another person's emotions, experiences and values, and the provision of appropriate responses o S2 Communication_Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content o S3 Collaboration_Engagement in group activity and teamwork acknowledging and respecting others o L2 Critical thinking_Assessment of information and arguments to support reasoned conclusions and develop innovative solutions
Collaboration	o Spotting opportunities o Creativity o Vision o Valuing ideas o Ethical and sustainable thinking o Motivation and perseverance	o 2.1 Interacting through digital technologies o 2.2 Sharing through digital technologies o 2.3 Engaging in citizenship through digital technologies	o S1 Empathy_The understanding of another person's emotions, experiences and values, and the provision of appropriate responses o S2 Communication_Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content

	o Mobilising others o Taking the initiative o Working with others o Learning through experience	o 2.4 Collaborating through digital technologies o 2.5 Netiquette o 2.6 Managing digital identity integrating and reelaborating digital content o Copyright and licenses o 4.2 Protecting personal data and privacy o 4.3 Protecting health and well-being o 5.1 Solving technical problems	o S3 Collaboration_Engagement in group activity and teamwork acknowledging and respecting others o L2 Critical thinking_Assessment of information and arguments to support reasoned conclusions and develop innovative solutions
Digital literacy	o Valuing ideas o Taking the initiative o Coping with uncertainty, ambiguity and risk o Learning through experience	o 1.2 Evaluating data, information and digital content o 1.3 Managing data, information and digital content o 2.1 Interacting through digital technologies o 2.2 Sharing through digital technologies o 2.4 Collaborating through digital technologies o 2.5 Netiquette o 2.6 Managing digital identity o Copyright and licenses o 4.2 Protecting personal data and privacy o 5.1 Solving technical problems o 5.2 Identifying needs and technological responses o 5.3 Creatively using digital technologies o 5.4 Identifying digital competence gaps	o S2 Communication_Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content o S3 Collaboration_Engagement in group activity and teamwork acknowledging and respecting others o L1 Growth mindset_Belief in one's and others' potential to continuously learn and progress o L3 Managing learning_The planning, organising, monitoring and reviewing of one's own learning

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| Problem solving | o Spotting opportunities
o Creativity
o Vision
o Valuing ideas
o Ethical and sustainable thinking
o Taking the initiative
o Coping with uncertainty, ambiguity and risk
o Learning through experience | o Browsing, searching and filtering data, information and digital content
o Evaluating data, information and digital content
o Managing data, information and digital content
o 2.1 Interacting through digital technologies
o 2.2 Sharing through digital technologies
o 2.5 Netiquette
o 3.3 Copyright and licenses
o 4.1 Protecting devices
o 4.2 Protecting personal data and privacy
o 4.3 Protecting health and well-being
o 4.4 Protecting the environment
o 5.1 Solving technical problems
o 5.2 Identifying needs and technological responses
o 5.4 Identifying digital competence gaps | o S1 Empathy_The understanding of another person's emotions, experiences and values, and the provision of appropriate responses
o S3 Collaboration_Engagement in group activity and teamwork acknowledging and respecting others
o L2 Critical thinking_Assessment of information and arguments to support reasoned conclusions and develop innovative solutions |
| Inclusivity and Accessibility | Valuing ideas
Ethical and sustainable thinking
Self-awareness and self-efficacy
Mobilising others
Taking the initiative
Learning through experience | o 1.2 Evaluating data, information and digital content
o 1.3 Managing data, information and digital content
o 2.1 Interacting through digital technologies
o 2.2 Sharing through digital technologies
o 2.3 Engaging in citizenship through digital technologies
o 2.4 Collaborating | o S1 Empathy_The understanding of another person's emotions, experiences and values, and the provision of appropriate responses
o S2 Communication_Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content
o S3 Collaboration_Engagement in group activity and teamwork acknowledging and respecting others
o L1 Growth mindset_Belief in one's and others' potential |

		through digital technologies ○ 2.5 Netiquette ○ 3.3 Copyright and licenses ○ 4.2 Protecting personal data and privacy ○ 4.3 Protecting health and well-being ○ 5.1 Solving technical problems	to continuously learn and progress ○ L2 Critical thinking_Assessment of information and arguments to support reasoned conclusions and develop innovative solutions ○ L3 Managing learning_The planning, organising, monitoring and reviewing of one's own learning

Table 1.1: Identified competencies from focus groups and in-depth interviews

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6.3 Updated version of the labour market policies

6.3.1 Focus on impact

According to the ICAP business registry, 24.2% of them of businesses operating in Greece are managed by a majority of women. That is, out of the total of 27,267 businesses, 6,594 are managed by women. In more detail, we notice that the sectors of activity of 24.2% of businesses managed by women is turning in the majority of the branches of other services and trade with 39.7% and 27.9% respectively. It is followed by industry with 17.6%, tourism with 12.3% and the financial sector with 2.5%.

In this ICAP's primary research on women's entrepreneurship conducted in the summer a sample of 141 businesses managed by women in Greece, the obstacles they faced were also recorded the women in question during their professional development.

According to the international research program GEM (Global Entrepreneurship Monitor) in 2016, Greece ranked first in terms of the percentage of women in "well entrenched businesses", with a percentage of 10.8%. Thus, the entrenched entrepreneurship of women active in Greece for more than 3.5 years comes in first place compared to averages terms of the rest of the European countries and the countries innovation, whose indicators are 4.7% and 4.4%, respectively. The difference between Greece and European average is explained as a consequence of the high of selfemployment observed in the country.

The percentage of women in senior management positions in Greece has increased, according to the results of a Grant Thornton survey (Grant_Thorton, 2023). In particular, the percentage registered a significant increase of 9 percentage points in 2023, to 37% from 28% in 2022, climbing to the highest level ever recorded since the recording of the relevant data began. At the same time, the percentage of businesses with no women in senior management fell significantly to 11% from 22% last year, the second lowest since the survey began. However, the percentage of women in Chief Executive Officer (CEO) and Managing Director positions fell to 14%, compared to 16% the previous year, while the percentage of women in Chief Finance Officer (CFO) positions also fell by two percentage points, to 34% versus 36% in 2022. The percentage of women in senior HR management positions rose to 24%, compared to 21% the previous year, while the percentage of women in Chief Information Officer (CIO) positions increased by 3 percentage points units, to 7%.

Related to the Education of people in Special Educational Needs, Greece up to 2000, hadn't recognize officially several disabilities and hadn't taken measures to support those people and their families. The absence of the state sector, the social climate, the level of the sciences, the lack of research, the political instability, the change of governments which always meant a change of programs, resulted in stagnation. Since 2000, withLaw 2817/2000 (Education of Persons with Special Educational Needs) the basic preconditions regarding the taking of measures are taken and the provision of services to the above persons aged up to 22 years in all classes of primary and secondary schools.UN CRPD Concluding Observations for Greece highlight that:

'34. (b) Schools and universities lack accessible and inclusive environments, buildings, educational material, services, equipment, information and communication technologies, as well as individualized support provided to students with disabilities.' (United Nations, 2019). Similarly, the Greek Ombudsman's Parallel Report (Greek_Ombudsman, 2019) emphasizes that despite progress in

legislative terms, there remain challenges in implementation related to limited resources, including human resources, inclusive educational programs and approaches, perceptions and practice, to the extent that inclusive education has not effectively functioned to date.

The transition from segregated special education and education to inclusive education, which is expressly mandated by the United Nations Convention on the Rights of Persons with Disabilities (2006) ratified by the Greek Parliament with Law n.4074/2012has been attempted in recent years in Greece with slow and mostly piecemeal steps. In this direction, the National Confederation of Persons with Disabilities submitted to the Greek Government in 2019, the (National_Confederation_Of_Persons_with_Disabilitie, 2019), in order to harmonize the Greek legislation with what is foreseen by Agenda 2030 (equal opportunities for all for education, work & employment, research and new technologies, accessible forms of information and communication.

6.3.2 Videos of Best Practice

In the framework of the implementation of **EDIFY EDU project**, ACHADE, as the partner responsible, proceeded by conducting five (5) **video interviews** related to **Equality, Diversity and Inclusion (EDI)** in order to be able to to get an overview of existing best practices. These specific interviews contribute not only for gathering useful examples but are also of high importance regarding the development and implementation of a **training programme for managers by also creating business management modules addressed to higher education students.** From PP10-ACHADE, Mr. Panagiotis Vafeidis and Mr. Panagiotis Christias are the researchers involved in this deliverable.

Experiences from the video interviews in Greece

The selected enterprises consist of male and female entrepreneurs. More specifically four (4) women representing the corresponding SMEs were interviewed during the video production and implementation procedure.

Main interest of the interviews and videos are focused on some specific pillars regarding:

Good Practices on EDI Themes in each organization related to the elimination of the discrimination on Labour Market

The methodology of these specific Best Practices introduced and greeted

Application and Operation in daily business operation -routine. The detection of any change to be seen and relevant description

The way that this specific change is followed up

The future needs on EDI themes and new practices

The main interest was to find out the best practices applied in each organization, how these practices take place and are applied, the relevant measures and actions undertaken in order to face discrimination and non-equality issues, the potential changes and the detection of future needs on EDI themes and new practices.

The **implementation of EDI policies**, the adaption and application of Best Practices, the potential **associated challenges** and risks in the workplace and the operation of the organization and the future needs detected, were a common theme in all developed interviews.

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For all the entrepreneurs it was of high importance and value the respect of equality, the nondiscrimination and diversity in workspace regarding the employees and the relevant stakeholders and beneficiaries. The issues of equality and rights are indisputable for all the enterprises involved.

In some enterprises the majority of employees are of female gender, and the personnel consists of variety of employees of different nationality, gender, immigrants, employees with mental health issues - problems, and also from LGBTI Community and Identity.

Every employee and staff member are always informed about the values advocated and the practices to be followed in order to limit discrimination & inequalities.

Every organization is following internal regulation, ethic codes and codes of conduct in order to achieve common understanding on behalf of the employees so as to incorporate entrepreneurial philosophy and culture related to discrimination in the workplace.

Employees have knowledge of the rules in order to respect the diversity and equality on workspace and prevention of behaviors that lead to discrimination, whereas the enterprises adhere the principle of equal treatment at work in terms of recruitment, remuneration, promotions and access to vocational training.

All enterprises are following and applying equality in recruitment criteria and selection processes, and they also foresee and take care of providing equal opportunities in vocational training of the employees. Furthermore, they foresee and apply salary scale for work positions according to predefined adequate and fair criteria, strictly related to their skills, merits and qualifications.

Furthermore, organizations are applying flexibility of working hours regardless of employees' position or age by also respecting specific individual needs. Salary increases & bonuses according to criteria linked to evaluation results are applied. SMEs also foresee the possibility of telecommuting, and they take care to create and maintain a safe working environment for the team members - employees.

Moreover, SMEs take measures in order to reassure the application of special measurements for women employees for some special days related to health issues (menstruation) by providing days off for these specific periods, without being charged as Leaves, and furthermore pharmaceutical equipment if needed.

In order for all involved stakeholders to feel open to target groups and environment, the use of Inclusive Language in all business communication channels is applied. Moreover, and in order to face any behavioral change the common methodology applied is constant updates and meetings with discussions between employees and the Administration-Executives about the company practices, their application in daily business operation and the development of mutual trust and understanding between team members and the Administration of the organization, in periodical predefined phases.

The aim and purpose of management meetings with executives of the company and the participation of all team members is to lead to the solution of problems detected, the makeup of solution proposals and the reflection of each member group personal opinion, taking also into consideration the satisfaction of the employees, the beneficiaries and stakeholders involved.

Moreover, the above mentioned procedure leads to the creation and development of a healthy work environment with an absence of anxiety, fatigue and absence of

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seizures and consequently to the increase of productivity and efficiency. The meetings operate also as a preventive measure in order to avoid similar issues in the future, as prevention is always better than treatment.

Regarding the future needs on EDI themes the specific issue has not yet been set as priority in Greek Labour Market. Through the rapid entrance of AI in market sector can operate as unconscious BIAS, transferred to algorithms. An evaluation and assessment framework of project results aimed at the satisfaction of all target groups involved must be set up.

In recent years some significant steps have been achieved for the elimination of discrimination, but there are more issues to be improved. Specific attention must also be paid to indirect discrimination, that is also of high importance, as this can probably affect mostly the younger ages. The development and implementation of projects both locally and internationally for this specific sector, with thematic sectors in equality and diversity, can also provide an added value.

Finally, a holistic approach to the issue of discrimination within the workspace is detected and proposed, accompanied by an analysis of all aspects and reasons that lead to such behaviors in order to contribute to the prevention of similar behaviors.

Acknowledgments

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