Gender Equality and Diversity Policy

2025

EuroClio
Inspiring History and Citizenship Educators

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Definitions

Diversity	Refers to the wide range of differences that exist between people, encompassing factors such as gender, ethnicity, disability, age, sexual orientation, and socioeconomic background. Acknowledging diversity involves recognising the interconnectedness of these characteristics and how they intersect in unique ways, particularly within the context of relevant policies.[1]
	In the context of gender equality, diversity encompasses acknowledging the unique characteristics and experiences of all individuals, regardless of gender. It emphasizes the fundamental principle that all human beings should have the freedom to develop their full potential and make choices without the constraints imposed by societal stereotypes and prejudices related to gender roles.[2]
Gender	Is a social construct defining the roles, responsibilities, and expectations of men and women, shaped by cultural contexts and evolving over time. The concept of gender also includes the assumptions about traits, skills, and typical behaviours associated with both women and men, often defined as femininity and masculinity.[3]
Gender analysis	Is a process to evaluate how proposed or existing policies, programmes, projects, and legislation affect men and women differently. It acknowledges that men and women experience life differently and that equal opportunities do not always lead to equal outcomes.[4]
Gender-based violence (GBV)	Refers to any form of violence targeting individuals due to their gender identity or perceived gender. GBV is a persistent issue affecting people across all ages, cultures, and backgrounds. It encompasses various forms of harm, including violence against women and girls, intimate partner violence, and harmful practices such as child, early, and forced marriage, female genital mutilation, forced pregnancy, and human trafficking. Violence against women and girls remains one of the most widespread yet often hidden forms of GBV.[5]
Gender bias	Is the act of making decisions based on gender, leading to preferential treatment of one gender over another. This often manifests in situations that favour men and/or boys over women and/or girls.[6]

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[1] United Nations Women, *Gender Impact Assessment Methodology – Academy Paper* (UN Women, 2021), p. 5.

[2] United Nations International Children's Emergency Fund, *Gender Equality – Glossary of terms and concepts* (UNICEF, 2017), p. 2.

[3] *Ibid.*

[4] UN Women, p. 5.

[5] Plan International, *Gender-based violence (GBV)*, at: https://plan-international.org/learn/what-is-gender-based-violence-gbv/#:~:text=GBV%20includes%3A%20violence%20against%20women,cutting%2C%20forced%20pregnancy%20and%20trafficking, accessed 10 January 2025.

[6] UNICEF, p. 3.

Gender blindness	Is the failure to acknowledge that the roles and responsibilities assigned to women/girls and men/boys are shaped by specific social, cultural, economic, and political contexts.[7]
Gender equality	Is the process of ensuring fairness for all individuals, regardless of their gender, with a focus on achieving equal outcomes and results. Gender equity may involve the implementation of temporary measures to address historical or systemic biases and discrimination. It also refers to differential treatment that is fair and just, specifically designed to counteract biases or disadvantages arising from gender roles, norms, or inherent differences between sexes.[8]
Gender mainstreaming	Is an organisational strategy that integrates a gender perspective into all aspects of an institution's policies and activities. This involves enhancing gender capacity and ensuring accountability for gender-related outcomes.[9]
Gender norms	Are the recognised traits and qualities associated with male and female identities within a specific society or community at a given time. These norms represent the standards and expectations that shape how gender identity is typically expressed, reflecting the cultural and social framework of that time and place. Gender norms embody beliefs about how men and women should behave and are often internalised early in life, fostering a cycle of gender-based socialisation and stereotyping.[10]
Gender stereotyping	Involves attributing specific traits, characteristics, or roles to an individual solely based on their membership in the social group of women or men.[11]
LGBTIQ	The initialism for lesbian, gay, bisexual, transgender, intersex, queer/questioning and (+) other people with sexual orientations, gender identities and expressions and sex characteristics that are perceived not to conform to social norms. The use of LGBTIQ or LGBTIQ+ may depend may depend on location, language, generation and other cultural contexts. In accordance with this policy, individuals' chosen terms of self-identification will always be respected.[12]
Sex	Refers to the biological and physical characteristics that define individuals as male or female.
SOGIESC	An acronym for sexual orientation, gender identity, gender expression and sex characteristics.
Systemic discrimination	Arises from policies and practices embedded within systems that inadvertently exclude women and minority groups. While it may not affect all members of

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[7] UN Women, p. 6.
[8] UNICEF, p. 3.
[9] UN Women, p. 5.
[10] UNICEF, p. 4.
[11] International Organization for Migration, *Gender stereotypes and Stereotyping and women's rights*, (IOM, 2020), p. 1.
[12] United Nations Free and Equal, Definitions, at: https://www.unfe.org/know-the-facts/definitions/, accessed 9 January 2025.

these groups equally, its impact is disproportionately felt by certain segments.[13]

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[13] UN Women, p. 6.

Introduction

Diversity and representation have long been central to debates in the field of history education. However, effectively addressing these issues remains a persistent challenge. Factors contributing to this include the dominance of male-centred historical narratives, exclusionary education systems and curricula, and insufficient resources and support for educators. Moreover, traditional approaches to history education have often overlooked the contributions of women, LGBTQI+ individuals, and marginalised groups defined by ethnicity, beliefs, or socio-economic background.

As an organisation dedicated to innovative and responsible history, EuroClio considers that challenging and transforming these traditional historical narratives is fundamental to foster a richer and more inclusive understanding of the past; and to build a more equal and peaceful future. Hence, we believe that history learning extends beyond the mere acquisition of knowledge. Furthermore, addressing gender and diversity issues requires more than simply adding or including women and 'minorities' within historical narratives.

By adopting our Gender Equality and Diversity Policy (GED Policy), EuroClio establishes a strategic framework for embedding these principles across all areas of the organisation's work; and ultimate to contribute in the advancement of these principles within the field of history and citizenship education.

The GED Policy is designed to address systemic inequalities and discriminations by integrating gender mainstreaming, equality, and diversity into EuroClio's structure, programmes, and activities. It also reflects our commitment to empowering individuals in all their diversities and tackling discrimination, particularly at the intersections of gender and other marginalised identities. Through this policy, we also aim to foster environments and fields of action that uphold dignity, safety, and inclusion, ensuring that everyone associated with EuroClio – from Board Members, staff and trainees to educators, experts, and partner organisations – can thrive.

Our commitment is rooted in a Human Rights-Based Approach, which emphasises the inherent dignity and equal rights of all individuals, regardless of sex, sexual orientation, gender identity, or other characteristics. This approach is based on international and regional human rights instruments including the Convention on the Rights of the Child (CRC), the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), and the Convention on the Rights of Persons with Disabilities (CRPD) and the European Convention on Human Rights (ECHR). We are also committed to global ambitions like the Sustainable Development Goals (SDGs). Furthermore, we are guided by regional standards such as the *A Union of Equality: Gender Equality Strategy 2020-2025* and the *LGBTIQ Equality Strategy 2020-2025* by the European Commission and the Council of Europe's Quality History Education in the 21st Century.

I.   Policy framework

1. Objectives

As an organisation dedicated to promoting responsible and innovative approaches to history, citizenship, and heritage education, EuroClio aims to achieve two primary objectives through this policy. Firstly, to integrate gender mainstreaming, equality and diversity throughout its structure, programmes, and activities. Secondly, to empower individuals in all their diversities by addressing discrimination at the intersections of gender and marginalised identities during the design, planning, and implementation of its long-term programmes, projects, and related initiatives.

The GED Policy marks an important first step towards achieving these objectives. It provides a strategic framework for embedding gender mainstreaming, equality, and diversity across EuroClio's core areas of work, including governance, professional development, research, advocacy, the development of educational resources, outreach and dissemination, and fundraising.

2. Scope

The GED Policy applies to:

- EuroClio Board Members, staff, trainees, and young professionals.
- Individuals representing EuroClio, including historians, ambassadors, researchers, authors, editors, mentors, keynote speakers, facilitators, interpreters, translators, designers, and video producers.
- Partner organisations participating in EuroClio-led projects.

3. Guiding frameworks and principles

In addition to our core values and principles – mutual respect, inclusion, democratic engagement, multiperspectivity, and critical thinking – EuroClio is committed to integrating gender equality and diversity across all aspects of its structure and operations. For this we are guided by the following frameworks and principles.

- **Human Rights-Based Approach:** This framework upholds the principles of equality and non-discrimination universally, respecting the rights of all individuals regardless of their sex, sexual orientation, gender identity, or other status. It acknowledges that individuals experience discrimination differently based on the intersectionality of various identities (e.g., gender, ethnicity, socioeconomic status). Therefore, it is crucial to prevent and address violence and discrimination rooted in sexual orientations, particularly when they intersect with other identities. By adopting this framework, the GED Policy aims to empower individuals of all genders and sexual orientations, recognising their roles as rights-holders with agency and the capacity to effect structural change. This transformation encompasses shaping historical narratives, fostering mutual understanding, and promoting peace.

- **Inclusive History Learning:** Traditional history education has often overlooked the contributions of women and other marginalised groups, including LGBTQI+ individuals. While women have always constituted half the population, their perspectives are frequently absent from traditional historical narratives. This underrepresentation extends to other marginalised groups, such as LGBTQI+ individuals and those based on nationality, religion, ethnicity, language, and disability. These groups have always existed but have been largely ignored in historical accounts.

  For EuroClio, it is crucial to acknowledge that our history is rich with the stories of diverse individuals and experiences. We believe that the relevance of history learning lies beyond mere knowledge acquisition. For us, history should equip young people with essential competencies, attitudes, and skills that foster inclusion, perspective-taking, and a tolerance for ambiguity. By developing the GED Policy, we want to play a leading role in addressing this imbalance by recognising the presence and contributions of these underrepresented groups and fostering an inclusive history learning approach.

- **Participation and Empowerment:** Our experience over 25 years in the field of history education has shown that when learners see themselves reflected in the historical narratives they encounter, they feel more empowered, connected to the past, and inclined to reflect upon the struggles and achievements of historically marginalised groups. Building on this insight, we strive to advance an inclusive approach to history learning. Through this approach, we seek to equip learners with the skills, knowledge, and attitudes necessary to pursue their own goals and contribute to a more just and equitable future based on the learned experiences from the past.

- **Do-No-Harm and Protection**: Adopting a gender equality and diversity approach requires recognising the potential risks of harm and the various forms of violence faced by different groups. It also encompasses the implementation of effective safeguarding mechanisms. To this end, EuroClio is committed to mitigating these risks and establishing measures to uphold the dignity, rights, and safety of all individuals involved in its operations, programmes, and activities, with particular attention given to those from vulnerable groups. We are dedicated to creating safe learning and working environments that are free from harassment, discrimination, or any form of violence based on gender identity or expression**.**

- **Collaboration and Learning:** As a lifelong learning organisation, we inspire and empower educators while working closely with an extensive network of experts to promote innovative and responsible approaches to history and citizenship education. We recognise the fundamental importance of understanding the impact of gender equality on history teaching and learning. Through this policy, we aim to advance the development of tools and content that enable educators to effectively address gender equality and diversity in the classroom, ensuring a safe and inclusive learning environment for all students. To achieve this, we are committed to strengthening our collaboration with experts and creating innovative learning tools that respond to the contextual needs and challenges regarding gender issues faced by educators.

- **Inclusive and Safe Working Environment:** At EuroClio, fostering safe and inclusive environments for all stakeholders is a priority. This includes EuroClio Board Members,

staff, trainees, young professionals, partner organisations, and all individuals working with or on behalf of our organisation. Through this policy, we reaffirm our commitment to creating and maintaining a working environment where everyone feels safe, valued, and free to express their views. We are dedicated to preventing discrimination and harassment and uphold a zero-tolerance approach towards any behaviour based on gender identity, expression, or sexual orientation.

II.   Responsibilities

All individuals working for or on behalf of EuroClio, irrespective of their role, location, or working relationship, are responsible for implementing the principles and mechanisms outlined in this policy. However, specific responsibilities apply as follows:

Board members:

- Integrate gender equality and diversity into strategic planning and decision-making.
- Oversee the implementation of the GED Policy and ensure accountability.

EuroClio Executive Director:

- Ensure the cohesion and integration of gender diversity and equality across all organisational policies and within strategic planning.
- Monitor the progress of the GED Policy, ensuring its effective implementation across projects.
- Allocate resources to support the responsibilities and tasks of the Gender and Diversity Focal Persons.
- Oversee the responsibilities and progress of the Gender and Diversity Focal Persons.

Gender and Diversity Focal Persons:

- Implement the GED Policy through day-to-day operations and initiatives.
- Monitor progress and report on the policy's achievements and areas requiring improvement.
- Organise training sessions and workshops to build staff awareness and skills related to gender mainstreaming, diversity, and the application of the GED Policy.
- Serve as a resource person for project design and planning, ensuring gender mainstreaming and inclusive approaches.
- Address and resolve concerns or complaints related to gender and diversity issues impartially and confidentially.
- Ensure the GED Policy is regularly updated and remains accessible on the EuroClio website: https://euroclio.eu/

Staff and volunteers:

- Uphold the principles of the GED Policy in all interactions and activities undertaken by EuroClio.
- Inform EuroClio's partner organisations about the GED Policy and its procedures.
- Report any breaches of the policy to the Gender and Diversity Focal Persons or through other established channels.

III.   EuroClio's fields of action

 In all fields of actions EuroClio will:

1. Governance and policies

- Ensure that individuals of all genders are represented in decision-making bodies and working groups.
- Set specific targets for achieving gender equality in all areas of the organisation's work.
- Incorporate gender equality and diversity indicators within impact assessment strategies and tools.
- Design and set mechanism to collect and analyze gender-disaggregated data: data on the participation and outcomes of women and men, girls and boys in all their diversities in all areas of the organisation's work.
- Identify and systematically address gaps related to gender equality and diversity within existing policies and guidelines, ensuring a progressive alignment of gender considerations across these documents.
- Conduct regular reviews and updates of policies and guidelines to incorporate evolving best practices and address new challenges related to gender equality and diversity.
- Adapt policies and guidelines to address specific challenges faced by individuals of different genders, such as gender-based violence, discrimination in recruitment and promotion, working conditions and access to resources.
- Ensure all policies and guidelines explicitly address gender equality and diversity considerations.

2. Partnerships

- Actively seek partnerships with organisations and individuals who demonstrate a strong commitment to gender equality and diversity.
- Advocate the importance of gender equality and diversity among existing partners, emphasising EuroClio's dedication to these principles.
- Conduct risk assessments of partner organisations to evaluate their approach to gender-related matters.
- Conduct risk assessments of partner organisations to identify and mitigate potential gender-based risks of harm.
- Ensure all partners are fully informed about the GED policy and related documents, including the Code of Conduct.
- Incorporate the GED Policy and associated documents into all partnership agreements or memorandums of understanding.

- Request partner organisations to share their gender policies.
- Require formal acceptance and commitment to the GED Policy policy and related documents from partners participating in EuroClio-led projects (See Annex I: EuroClio's Code of Conduct and Annex II: Declaration of Commitment to the EuroClio Gender Equality and Diversity Policy).
- Terminate agreements and contracts with partners who infringe the GED Policy or its related documents.

3. Project management

- Embed gender mainstreaming, as well as gender equality and diversity analysis, into the preparation and design phases of all EuroClio programmes and projects.
- Integrate gender mainstreaming and gender equality and diversity considerations across the entire project cycle, including planning, implementation, monitoring, and evaluation.
- Develop specific gender indicators for each stage of the project to track progress and measure impact.
- Incorporate a dedicated chapter on gender mainstreaming and gender equality and diversity into the EuroClio Project Management Handbook.

4. Advocacy, communications and Information, Communication Technologies (ICT)

- Ensure that all advocacy and communication materials reflect EuroClio's commitment to gender equality and diversity, promoting inclusive messaging and diverse representation.
- Develop internal guidelines for the use of inclusive, positive language, and for the avoidance of stereotypes, with particular emphasis on gender-related biases.
- Ensure that social media posts and digital communications reflect EuroClio's gender equality values.
- Ensure the protection of gender identity in compliance with the General Data Protection Regulation (GDPR), reviewing EuroClio's GDPR policy to ensure it explicitly addresses the safeguarding of sensitive gender data.
- Only collect gender data when necessary, and ensure it is securely stored and processed.

5. Research

In all research projects and outputs EuroClio will:

- Consider how research findings will contribute to advancing gender equality and diversity.
- Identify potential gender-based biases and inequalities that may affect the research design, data collection, interpretation and dissemination.
- Consider the intersectionality of gender with other social categories (e.g., ethnicity, socio-economic group, disability, sexual orientation).
- Ensure that the research methodology is appropriate for addressing gender-related issues.

- Additionally, EuroClio will develop guidelines regarding gender mainstreaming and gender equality and diversity in conducting research.

6. Professional development (Events and outdoor activities)

In all professional development events and activities including conferences, workshops, seminars in on-site and offline EuroClio will ensure:

- Prior to the event, appointed staff will conduct a risk assessment to identify potential safety concerns related to harassment, discrimination, and GBV. Preventing measures will be implemented.
- Emphasise a zero-tolerance approach to harassment, discrimination, and Gender-Based Violence (GBV) in all event communications, invitations, agendas of events.
- Include briefings or sessions at the beginning of events activities to inform participants about the GEI policy, GBV) discrimination, and their role in fostering a respectful and inclusive environment.
- Additionally, EuroClio is committed to develop report mechanism for alleged incidents of harassment, discrimination, or GBV in a confidential and safe manner.
- Take all complaints seriously and investigate them promptly
- In case the Gender and Diversity Focal Persons are not attending the event, EuroClio will assign staff members or who are trained to receive and address complaints.
- Request to participants the use of respectful, inclusive and positive language.

IV.   Learning environment

1. Preventing and responding gender-based violence

EuroClio maintains a zero-tolerance policy towards Gender-Based Violence (GBV), and discrimination including sexual harassment, bullying, and cyberbullying in all history learning environments.

Furthermore, as outlined in our Child Protection Policy, we are dedicated to safeguarding the dignity, rights, and safety of all young participants involved in our projects, operations, and activities. To this end, we will actively encourage and support educators in upholding the following principles and commitments:

- Accept and formally commit to the GED Policy and related documents (See Annex I: EuroClio's Code of Conduct and Annex II: Declaration of Commitment to the EuroClio Gender Equality and Diversity Policy).
- Share the gender policies and//or child protection policies of their schools/organisations.
- Share the procedures and documentation for reporting incidents established within their schools/organisations.
- Review and coordinate with EuroClio project managers responding and investigation procedures.
- Ensure students feel safe and supported in reporting incidents.

- Foster a classroom culture that values respect, equality, and inclusivity for all students, regardless of gender identity or expression.
- Avoid language that perpetuates stereotypes or biases, and ensure the use of inclusive and positive language.
- Avoid reinforcing stereotypes of gender roles in history.
- Guide students to identify and analyses gender stereotypes in historical narratives and media representations.

2. Diversity and Inclusion

Gender equality, diversity, and inclusion are fundamental to fostering learning environments where all students feel valued, represented, respected, and empowered to critically engage with the past and contribute to building a more peaceful and inclusive future. To achieve this, we will proactively support and inspire educators to uphold the following values and responsibilities:

- Challenge traditional and dominant historical narratives by actively seek out and include the stories of women, LGBTQ+ individuals, people of diverse gender identities and marginalised groups throughout history.
- Encourage critical thinking by questioning traditional narratives and exploring alternative perspectives.
- Explore the contributions women, LGBTQ+ individuals, people of diverse gender identities and marginalised groups in the local history.
- Discuss how societal expectations and gender roles have changed throughout history and they have been used to limit opportunities and perpetuate inequality.
- Create a safe and inclusive space for all students to discuss gender identity and expression.
- Avoid language that perpetuates stereotypes or biases, and ensure the use of inclusive and positive language.
- Support gathering and analysing data on student learning outcomes, identifying any gender gaps in achievement and addressing any disparities.

3. Development of inclusive history learning materials and tools

EuroClio will:

- Ensure that all history learning materials include contributions, experiences, and perspectives of individuals of all genders and groups, particularly those traditionally marginalised in dominant historical narratives.
- Develop learning materials that can be adapted or respond to the age, developmental level and cultural background of all the students.
- Review and include a gender related session in the Guidelines for the Creation of Educational Materials.
- Ensure that all learning materials and tools use gender-neutral, respectful and positive language.
- Consult with specialists in gender studies and history learning to ensure learning materials and methodologies align with gender mainstreaming and gender equality and diversity principles.
- Establish specific goals for gender inclusion in authorship of educational materials or representation in case studies.

4. Collaboration and knowledge sharing

EuroClio will:

- Facilitate the sharing of resources and best practices among educators and history learning experts on inclusive history education including a gender equality and inclusion perspective.
- Work with trainers and facilitators who are experienced in gender-sensitive approaches and committed to fostering inclusive environments.
- Offer mentorship and support networks for educators to develop and implement inclusive teaching practices.
- Encourage the use of digital resources and technologies to access diverse historical perspectives.

5. Professional development and training

EuroClio will:

- Increase professional development opportunities to help educators and history learning experts to incorporate gender related approaches into their teaching and work considering localization.
- Include topics such as gender equality, unconscious gender bias and stereotypes in professional development about curricula and text books to raise awareness and promote equitable practices.
- Strive for gender-balanced participation in all professional development activities aimed at educators and history learning experts.
- Review and improve selecting procedures of participants for professional development programmes and activities, ensuring representation across genders.
- Establish measurable objectives for gender representation in training and leadership programmes, and evaluate progress regularly.
- Proactively promote and support the participation of individuals from underrepresented genders in professional development programmes.
- Identify and mitigate barriers to participation by considering how factors such as language, ethnicity, age, caregiving responsibilities, language proficiency, or physical accessibility socio-economic background intersect with gender to influence access to professional development.
- Provide multiple formats for professional development, such as online training, part-time courses, or self-paced learning, to accommodate diverse schedules and commitments.
- Conduct feedback surveys from participants to assess the inclusivity and impact of professional development programmes.
- Collect disaggregated data on participation rates, completion rates, and outcomes of professional development initiatives to identify gaps and areas for improvement.

V. Working environment

1. Preventing and responding gender-based violence

EuroClio will:

- Ensure that all staff members understand and comply with this GED policy.
- Designate two Gender and Diversity Focal Persons (ensuring gender diversity) responsible for overseeing of the GED policy and the implementation of gender mainstreaming efforts within the organisation.
- Ensure that staff members are treated fairly and respectfully, free from discrimination, harassment and bias.
- Ensure that employees from diverse backgrounds are represented in decision-making processes related to preventing and responding to gender-based violence.
- Develop a Human Resources Policy that foster the prevention gender-based violence, harassment, or discrimination.
- Create confidential and accessible reporting mechanisms for incidents of gender-based violence, harassment, or discrimination within the staff or with external partners.

2. Strengthening gender equality and equity

EuroClio will:

- Ensure that all employees, regardless of gender or any other background have equal access to opportunities for recruitment, promotion, training, and development.
- Regularly review promotion rates and ensure gender parity in advancement opportunities
- Assess and improve current practices and identify areas for improvement in areas such as recruitment, promotion, pay equity, and work-life balance.
- Collect and analyse data on gender representation, pay gaps, and employee experiences.
- Conduct regular pay audits to identify and address gender pay gaps, ensuring equitable compensation for equal work.
- Develop a Human Resources Policy that improve current procedures regarding gender equality and equity.
- Provide flexible work options to support the diverse needs of employees and ensure work-life balance.
- Provide adequate time and space for employees with childcare responsibilities.

3. Training and professional development

EuroClio will:

- Provide regular training to all employees about the relevance and implementation of the GED policy.
- Partner with organisations and consultants specialising in gender equality and diversity to design and deliver professional development programmes.
- Provide equal access to training, development, and career advancement opportunities.
- Strive for gender-balanced participation in all professional development activities, ensuring the active participation of all groups.

VI.   Accountability framework

- The members of the EuroClio's Board are responsible for overseeing the GED Policy and ensuring its effective implementation.
- The EuroClio Executive Director, alongside the Gender and Diversity Focal Persons, is responsible for the implementation, monitoring, and evaluation of the GED Policy.
- The Executive Director of EuroClio will provide an annual report to the Board Members on the progress and effectiveness of the GED Policy implementation.
- The review of the GED Policy will be every two years.
- With the support of the Gender and Diversity Focal Persons, EuroClio will conduct regular internal audits to assess progress in implementing the GED Policy. These audits may include surveys, focus groups, and data analysis.
- EuroClio will conduct an annual Gender Impact Assessment to evaluate the effectiveness of the GED Policy in achieving its objectives.

VII.   Related documents

- Child Protection Policy
- Guidelines for the Creation of Educational Materials
- EuroClio's Privacy & General Data Protection Regulation (GDPR) Policy.

Annex I: EuroClio's Code of Conduct

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**Code of Conduct
for people working for or with EuroClio**
(Last review: March 2020)

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Why this Code of Conduct?

The European Association of History Educators (EuroClio) aims to support the development of responsible history, heritage and citizenship education by the promotion of acquainted values, critical awareness, mutual respect, peace, stability and democracy. It acknowledges the values of the Universal Declaration of Human Rights (UDHR), the United Nations Convention on the Rights of the Child (UNCRC), the European Convention on Human Rights (ECHR), and the conventions concerning human rights as ordained by the United Nations. These values are reflected in the Manifesto, which amongst others, stresses the importance of questioning traditional patterns such as social, generational, sexual, national, ethnic and racial, linguistic and religious backgrounds.

This code of conduct is part of our ambition to ensure a safe, welcoming, inspirational and professional environment for everybody working for and with EuroClio, and for those involved in/impacted by EuroClio's activities and operations.

To whom and when does it apply?

This code applies to people who are affiliated or contracted with EuroClio. This includes, but is not limited to, the Board and Staff members, both permanent and temporary, Professional Volunteers, Ambassadors, Authors, Editors, Mentors, Workshop Leaders, Keynote Lecturers, Coordinators, Experts, Contractors, Consultants, Trainees, Research Trainees, and Partner Organisations who are working in projects led by EuroClio.

EuroClio seeks to protect as much as possible all participants- including children, young people and adults at risk- in the events it organises and the partners of external organisations, therefore this Code of conduct applies to all people attending EuroClio's events, both onsite and online.

Harassment and forms of discrimination

Harassment and discrimination are linked. Harassment being an expression of discrimination. Harassment is a behaviour characterized by an unwelcome conduct causing unease, offence or humiliation to another person. It is often repetitive, and that is why such behaviours should be prevented or addressed in their early stages. Harassment can relate to sex, gender identity, sexual orientation, physical ability, appearance, ethnicity, national origin, age, religion and any other physical or non-psychical trait.

It can be any conduct of verbal, nonverbal or physical nature, including written and electronic communications, and may occur between people of different or the same genders. The following behaviours Examples include, but are not limited to:
- Attempted or actual sexual assault, including rape.
- Unwelcome body-touching in any manner.

- Sexually suggestive communications in any format.
- Insults with gender/sexual connotation.
- Repeatedly asking a person for dates, or asking for sexual intercourses.
- Derogatory comments about someone's sexual orientation, gender identity, race, ethnicity, disability.
- Comments about physical appearance, clothes or behaviours.

Furthermore, under EuroClio's commitment to prevent child abuse and exploitation, all persons and organisations working for and with EuroClio will not:

- Engage in any sexual activity with a child (person under 18 years old). This regardless of the age of consent or custom of the local context.
- Exchange money, goods, favours, employment or services for sex.
- Hit or physically abuse children, even if it is culturally acceptable in the local context.
- Send any private message to children who are involved or participating in EuroClio's activities, events and projects, or any other circumstances related to EuroClio's work and operations.
- Emotionally or verbally abuse children.
- Make inappropriate comments or referrals about their gender, sexual orientation, age, language, socio-economic condition, etcetera.
- Show favouritism to a child or children or exclude a child or children.
- Involve a child in any type of exploitation, illegal activity and harmful or hazardous labour.

The above-mentioned behaviours are not comprehensive nor exclusive of others, and this list does not represent the totality of sexual harassment, abuse and discrimination cases. Similar behaviours targeting other traits, such as listed above, will be sanctioned as well.

As part of our Code of conduct, all people that are involved with the work of EuroClio, should refrain from the behaviour listed in this section. These are professional standards which everybody should abide by at all times when dealing with EuroClio related-work and needed in order to work with integrity and respect toward each other.

In case violations of the code happen and harassment or violation did take place, we have the complaint procedures listed below. This complaint process applies to everyone EuroClio-related, including EuroClio partners during projects, to project contributors, or to people attending events hosted or organized by EuroClio.

Actions taken in response to complaints

A variety of actions can be taken by EuroClio in retaliation to documented misconduct, ranging from mediation between the victim and the harasser for cases of poor-chosen words, to legal action and cessation of collaboration and ban for assessed harassment and aggressions.

EuroClio has in place a Child Protection Policy. Incidents and allegations related to a child or children must follow the reporting and responding mechanism established in the Policy. (See: EuroClio's Child Protection Policy, Section 3).

EuroClio wants to make clear it will support the victim in any case, and might itself launch a separate trial in case of criminal offense and a breach of contract.

Overview of complaint procedures

- **Direct**: If deemed comfortable with it, for example in case of minor offense such as offensive or inappropriate jokes, a victim can address the offender directly to discuss the issue. EuroClio insists that the victims should do so only if they feel safe with the people involved.
- **Informal complaint system:** Two Staff Members, Alice Modena and Steven Stegers, have received training in mediation, and are the contact persons to report cases of harassment and discrimination within EuroClio.
- **Formal complaint system:** Depending on the judgement of the victim, mediation might not be possible. For such cases, an email address has been set up for anyone EuroClio-related to file a complaint: complaints@euroclio.eu. This inbox will be monitored by Alice Modena. The Executive Director and the Board will be notified of the complaints, and an enquiry will be conducted by EuroCLio.
- **External:** In severe cases and cases where victims feel unsafe, EuroClio encourages victims to report serious cases to competent legal authorities and seek help. In countries of the European Union, victims fearing for their security can call emergency number 112.

All complaints and remarks will be processed with care and understanding, and no legal action will be undertaken without the consent of the person reporting.

The complaints process should not disrupt the normal course of business at EuroClio. Intimidation or threats to a victim who has initiated such a procedure will result in the immediate termination of all EuroClio activities with the offender.

Annex II: Declaration of Commitment to the EuroClio Gender Equality and Diversity Policy

[Partner Organisation Name] formally affirms its full commitment to the EuroClio Gender Equality and Diversity Policy and all associated documents, including the Code of Conduct.

We acknowledge and agree to:

- Uphold the principles of gender equality and inclusion as set out in the EuroClio GED Policy
- Foster a safe and inclusive environment for all individuals, regardless of gender identity or expression.
- Take proactive measures to prevent and address any incidents of harassment, discrimination, or gender-based violence within the framework of our partnership with EuroClio.
- Collaborate fully with EuroClio in investigating and resolving any reported concerns relating to gender-based discrimination or violence.

We recognise that breaches of the GED Policy or its related documents may lead to disciplinary measures, including temporary suspension, termination of employment or partnership agreements, and, where applicable, legal or other appropriate actions.

Signature/authorised
representative: _____

Name and title of authorised
representative: _____

Partner organisation Name:

                                        _____

Date:

                                        _____

*Please return this document to EuroClio's staff or project manager once it is completed.

EuroClio Contact Details

- **EuroClio's Secretariat**
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  E-mail: secretariat@euroclio.eu

- **Gender and Diversity Focal Persons:**

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This policy has been reviewed and is approved by:

Steven Stegers

Executive Director   24 January 2025