

I. GENDER EQUALITY AT THE UNIVERSITY OF TIRANA

University of Tirana consists of six faculties and two institutes. It offers 174 programmes in all three cycles of study, with 842 full time (Female/Male) and 1,327 part time (Female/Male) academic staff and around 23,551 students (Female/Male). Currently, the majority of academic staff (65,4%), Associate professors (69 %) and lectures that hold a PhD degree (71%) are women. Meanwhile, the representation of women in decision making bodies is weak with 10% of Rectorate and 37% of members of the Academic Senate, that is the University's highest academic body, are women, but higher with 57.1% of members of the Board of Administration, that is the highest governing administrative body. Gender balances are very different in permanent commissions with 57.1% of female members in the Academic Staff Promotion Commission, but in the Commission of the Progress of the Activity and the Relations with the Students there are only 28.6% of female.

Gender issues are included in the curricula of the Bachelor and Master Programs in the fields of study of Social Work and Social Policies, and Sociology at Faculty of Social Science, as well as in curricula of the Faculty of Economy on the modules "Human Resource Management" at the Bachelor level, and "Advanced Human Resource Management" at the Master level. Gender Budget Analysis are not included yet in any study programme.

The main gender gaps identified so far at the institutional level are:

- Mission and vision of the institution are not gender sensitive.
- There are missing the institutional policies and structures to promote GEP.
- There has been no attempt so far to develop the GEP and Gender Responsive Budget.
- There are very few data available to monitor the situation with gender lenses.
- Gender aspects not included in systemic way into research work.
- Very few published papers focus on gender equality analysis and/or take into consideration the gender impact.

The GEP contains measures developed based on the needs and the context analysis of the University of Tirana, an analysis carried out through the valuable collaboration of the project team and the survey's results undertaken under LetGEPs project. These statistical indicators and the survey's results are relevant for determining the actions and measures in the GEP. The questionnaire was distributed to all academic and administrative staff of UT from the main server using their official e-mail addresses during March –April 2021.

II.1 Analysis of the UT statistical indicators according to ISCED

Table I displays the number of the students enrolled in tertiary education by sex and field of study at the University of Tirana and there share to total number of students in higher education institutions in Albania. The analysis of the student component by gender shows that the number of women is higher than that of men in almost all fields of study in UT. Specifically, the examination of students enrolled by fields of study shows the widespread phenomenon known internationally as horizontal segregation, where women at the University of Tirana represent from 57% (Information and Communication Technologies) to 89% (Education) of the total students in the respective field of studies.

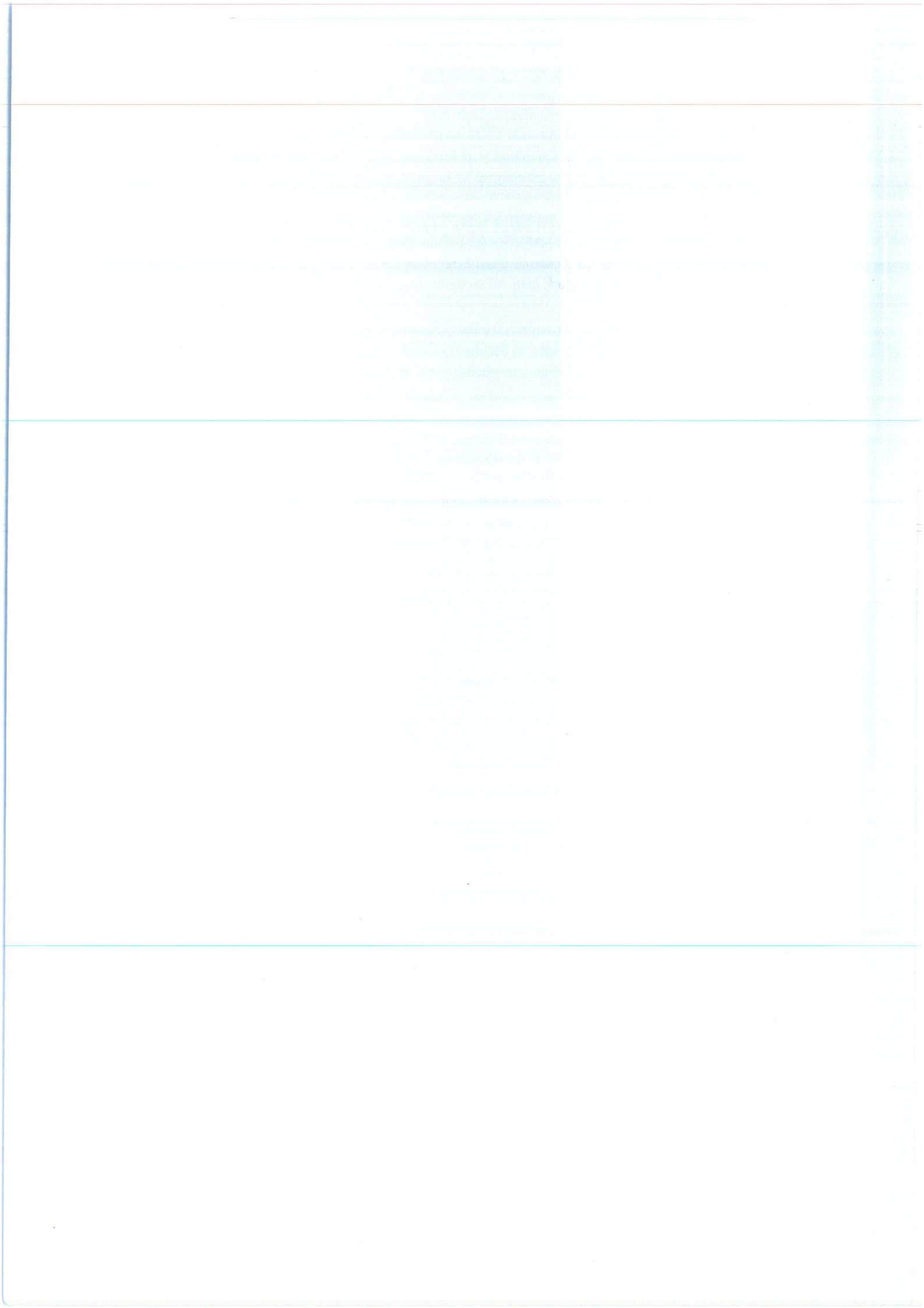


Table I. Students enrolled in tertiary education by sex and field of education

PARTNER:	University of Tirana							
INDEX:	1. Students enrolled in tertiary education by sex and field of education							
	M	%M	F	%F	TOT	%TOT	%F/TOT	Country F/TOT
Education	794				794		89%	84%
Arts and humanities	1,214				1,214		82%	76%
Social sciences, journalism and information	789		4,156		4,945		84%	72%
Business, administration and law	1,772		5,419		7,191		75%	59%
Natural sciences, mathematics and statistics	755		2,678		3,433		78%	67%
Information and Communication Technologies	1,640		2,214		3,854			39%
Services	8		12		20		60%	31%
Total	6,660	100%	22,800	100%	29,460	100%	77%	60%

Source: Data from University of Tirana

Table II shows the analysis of doctoral graduates by gender. We can observe that there are more female doctoral graduates in all fields of studies. The percentage of female doctoral graduates is from 54% in the field of Social sciences, journalism and information to almost 100% in the field of Information and Communication Technologies.

Table II. Women among doctoral graduates by field of education

PARTNER:	University of Tirana							
INDEX:	2. Women among doctoral graduates by field of education							
	M	%M	F	%F	TOT	%TOT	%F/TOT	Country F/TOT
Education							0%	
Arts and humanities	3		13		16		65%	
Social sciences, journalism and information	6		7		13		54%	
Business, administration and law	1		20		21		95%	

Natural sciences, mathematics and statistics	6		22		28		79%	
Information and Communication Technologies			1		1		100%	
Total	21	100%	65	100%	86	100%	76%	57,6%

Source: Data from University of Tirana

Comparing these data referring to the number of students in each field of study for the University of Tirana, it is evident that the women among doctoral graduates are underrepresented in the field of Arts and Humanities with 65% compared to 82% of students in this field, as well as in Social Sciences 54% PhD/87% students, while they are overrepresented in the fields of study Business, Administration and Law 95%PhD/75% students and in the field of Information and Communication Technologies 100% PhD /57% students.

Table III confirms that there are more women than men among doctoral graduates, by a narrow field of studies. The percentage of women doctoral graduates is from 50% in the field of Natural sciences, to 100% in the field of Information and Communication Technologies.

Table III. Women among doctoral graduates by narrow field of education (STEM)

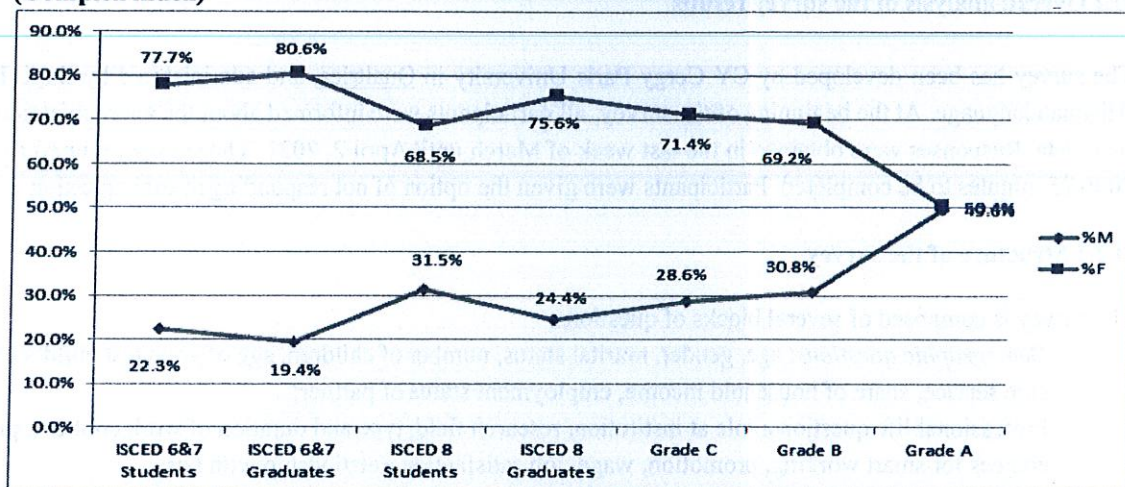
PARTNER:		Data for University of Tirana						
INDEX:		3. Women among doctoral graduates by narrow field of education (STEM)						
		M	%M	F	%F	TOT	%TOT	%F/TOT
Natural sciences, mathematics and statistics (EF05)	Biological and related sciences (EF051)	3		3		6		50%
	Physical sciences (EF053)			8		8		100%
	Mathematics and statistics (EF054)			11		14		79%
	Subtotal	6		22		28		79%
Information and Communication Technologies (EF06)	Information and Communication Technologies (EF061)	-		1		1		100%
Total	Total	6	100%	23	100%	29	100%	79%

Source: Data from University of Tirana

Figure 1 displays the trend of the academic career by gender. Looking at the composition by gender along the academic career path starting from the position of student, passing through the research doctorate to becoming a researcher (C), associate professor (B) and full professor (A), the effect of the so-called leaky pipeline is easily recognized.

In fact, women represent 77.9% of the students and academic staff of UT. In the later stages of the career the presence of women is reduced progressively, falling to 69.2% among the associate professors and to 50.4% among the full professors. Probably, the transition from Associate Professor to the position of Full Professor is the most critical phase for women, in which they should meet a lot of research and publication requirements. This decline in female participation from Associate Professor to Full Professor has something to do with family obligations as well as other factors related with the high cost of research activities and publications. Further data collection is necessary to be provided during GEP implementation to proper define the measures that should be taken from the University.

Figure 1. Proportion (%) of men and women in a typical academic career, students and academic staff (Complex index)



Note: Data for UT

Table IV below shows a more in-depth analysis of gender by looking only at grade A, the position of full professor. In percentage terms, the presence of female professors out of the total female academic staff is 13.3%, while the male one is about 25.4%. This confirms that some social, cultural, economic or institutional barriers may have limited females' careers.

Table IV. Proportion (%) of grade A staff among all academic staff, by sex

PARTNER:	Data for UT		
INDEX:	10 Proportion (%) of grade A staff among all academic staff, by sex		
%GRADE A/TOTAL	M	F	TOT
	25.4%	13.6%	17.7%

Source: Data for UT

The Glass Ceiling index is determined as the ratio between the share of women in teaching staff (grade A + grade B + grade C) and the share of women in the role of full professors (grade A). The value of this index can

vary from 0 to infinity. An index value of 1 indicates that there is no difference between women and men in terms of the probability of reaching the maximum career level (full professor); an index value of less than 1 means that the share of women in the maximum achievable role is higher than their average presence among the teaching staff (grade A + grade B + grade C); an index value higher than unity instead shows the presence of the effect known as "glass ceiling effect", which sees women less represented in the top positions (grade A) than their average presence area of teaching staff (grade A + grade B + grade C). In general, the higher the value assumed above the unit by the Glass Ceiling index, the stronger the effect of the glass ceiling and the more difficult it is for women to reach the top role in the academic career. The Glass Ceiling index for all higher educational institutions of Albania is 1,33 that indicates the barriers to the career progression of female academic staff.

The above analysis provided evidence that there is a gender inequality in research leading to insufficient representation of women in leadership positions. The following part show the survey results undertaken for the aim of this project.

II.2 Overall analysis of the survey results

The survey has been developed by CY Cergy Paris University in Qualtrics, and administered by the UT in Albanian language. At the beginning of the survey, all participants were informed about the anonymization of their data. Responses were obtained in the last week of March until April 2, 2021. The survey required about 20 to 25 minutes to be completed. Participants were given the option of not responding at each question.

II.2.1 Structure of the survey

The survey is composed of several blocks of questions:

- *Demographic questions*: age, gender, marital status, number of children, age of youngest child, child-care service, share of household income, employment status of partner;
- *Professional life questions*: role at institution, research field, type and duration of work contract, preferences for smart working, promotion, wage, job satisfaction, relationship with boss,
- *Work-life balance questions*: (some questions have been selected from the Eurofound 3rd Living, Working and COVID-19 e-survey) trade off work and family time, commuting time to work, house-work/childcare time use, paternity leave, life satisfaction;
- *Social value and gender policy oriented questions*: traditional gender role questions (taken from the Social Value Survey), discrimination (race, age, sexual), feelings about easier/harder for women to obtain better careers (several contexts) than men, ranking of possible actions to implement in GEP;
- *Leisure time questions*: activities practiced, vacation memories, time spent watching television/videos;
- *Implicit Association Test*.

II.2.2 Methodology

The respondents did not have complete information about the purpose of the survey.¹ The invitation letter and the first page of the survey specify the following:

“The main objective of the survey is to better understand the practices of our institution in order to improve the work-life balance. The overall results of this survey will make it possible to draw up an action plan (which will include, for example: training activities, recruitment policies, flexibility of working hours) that is consistent with the expectations and needs of the staff and the institution.”

¹ This decision has been taken in agreement with the DPOs of the RPOs.

Our decision to partially disclose the aim of the survey is because stating the name of the project or the gender equality plan might strongly bias the responses. Researchers have shown that respondents could change their responses to please the people submitting the survey. There is a large literature in sociology about how surveys can construct what they pretend to measure; a large literature in empirical economics which warns against sample selection and how it might prevent researchers to infer anything from survey results; a large literature on survey design which shows how responses change with the order in which questions are raised, with the preselected or "by default" answers, or with the way questions are framed. The blocks of questions described above have been presented in a random order to respondents.

1.2.3 Results: General discussion

The number of respondents (160) corresponds to a sample size, which allows reaching a target of a 10% error margin (95% confidence interval). The female participation in the survey was 76.4% (123 respondents) while 22% (35 respondents) male. Table 5 shows the respondents regarding age patterns where 44.4% belongs to the age group 21-34 and 29.4% to the age group 35-44 and the field of research. The Academic staff participated at 82.5% (132), while the administrative staff at 10% (16).

Table 5. The respondents regarding age patterns and the field of research

	35-44	55-64
Respondents %	29.4%	10 (6.2%)
	Economics, Business, Finance and Management	Maths, Physics, Chemistry, Biology, statistics
Respondents %	85 (53.5%)	17 (10.7%)

The percentage of responses by gender to the questions about discriminations and violence (witnessed, subjected, or heard of); perceptions of gender equality in the allocation of tasks and resources; and work-life balance has been considered as the most relevant for determining the actions to be included in the Gender Equality Plan.

In Figure 2 and 3 there are the replies to questions concerning discrimination and violence, respectively. In both groups of questions, the respondents had the choice to answer "No", "Yes, heard of", "Yes, subjected", or "Yes, witnessed". In Figure 1, we can see that 60 to 80 percent of the respondents have not been victims of discriminations (or known of such cases). Women have mostly been subjected to gender based discrimination (11 percent) or have witnessed it (9 percent); 16 percent of women have heard of gender based discrimination, while 16 (11) percent of women (men) have been victims of age based discrimination which is considered as the dominant form of discrimination. Taking in consideration the high participation of women in this survey, the University of Tirana should consider measures for talking the age based discrimination of women, when their retirement ages are relatively high (65-68 years) compared to other part of women population (61 years). This perception reflects the administrative data regarding the lower percentage of women in high levels of their academic and research career.

Figure 2. Since you started working in this institution, have you been subject to or have you witnessed or heard of at work any of the following? (% of total respondents)

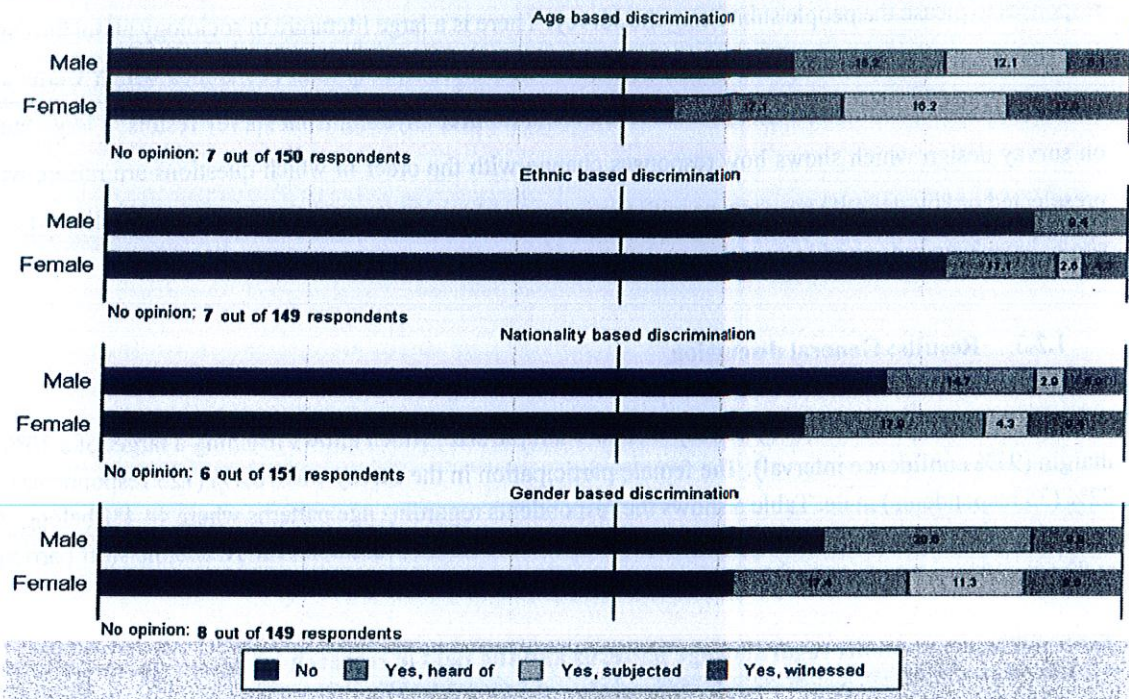
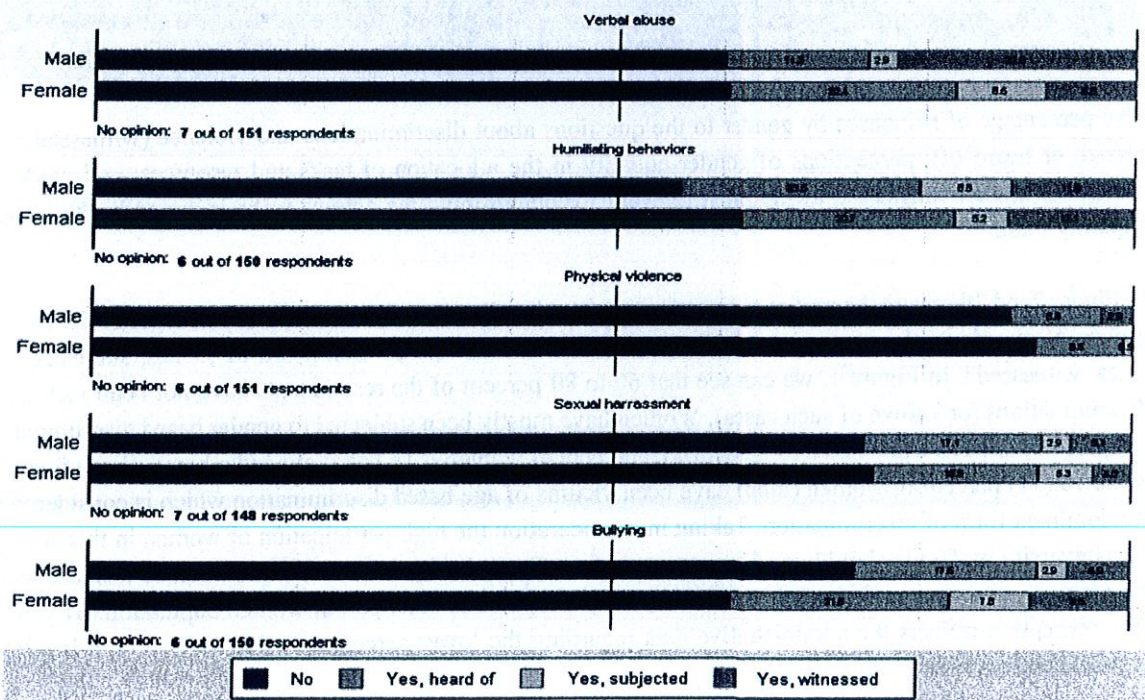


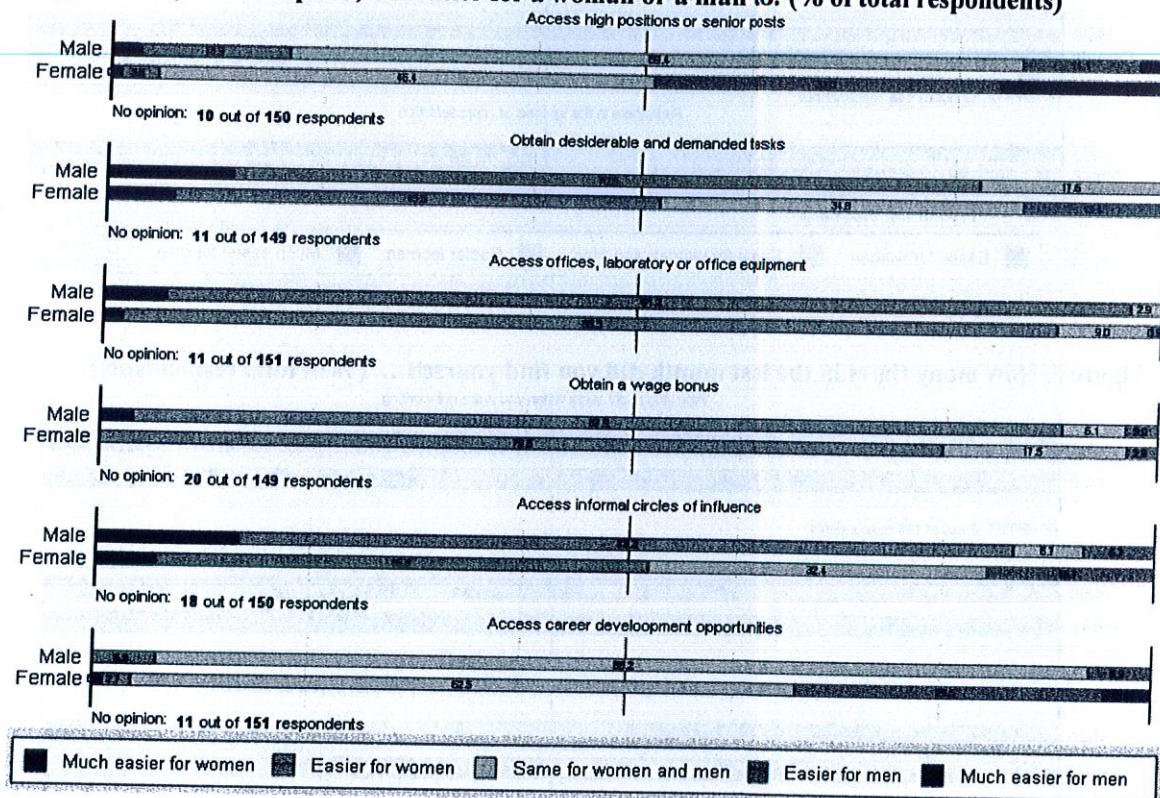
Figure 3. Since you started working in this institution, have you been subjected to or have you witnessed or heard of at work any of the following? (% of total respondents)



In Figure 3, we can see that about 40 percent of men and women declare to have experienced, directly (3 percent for men and 8 percent for women) or indirectly (witnessed or heard of), verbal abuse. About 16 percent of women and 19 percent of men have been subjected to or witnessed humiliating behaviours. About 17 (15) percent of men (women) have heard of sexual harassment, and 3 to 5 percent of them have experienced sexual harassment. About 30 percent of men respondents and 40 percent of women respondents have experienced bullies. Some measures might be introduced in regulations of the University of Tirana to avoid any form of abuse for both staff and students.

To evaluate whether men and women perceive that the tasks and resources are equally allocated in their departments, several tasks and resources were assessed. In Figure 4, we can see the distributions of the replies by gender. In general, both men and women believe that it is easier for women to obtain desirable and demanded tasks, access offices or equipment, obtain a wage bonus, and access career development opportunities. Men find it more likely than women. Compared to men, a higher percentage of women find that accessing career development opportunities is easier for men.

Figure 4. In your workplace, it is easier for a woman or a man to: (% of total respondents)



In Figure 5 we can see that compared to men, a higher percentage of women find that declining unwanted non mandatory teaching hours, obtaining a permanent contract, receiving adequate prevention of occupational hazards, and participating in the space of representation are easier for men. Both men and women perceive that the recruitment process is more accessible to men.

Figure 5. In your workplace, it is easier for a woman or a man to: (% of total respondents)

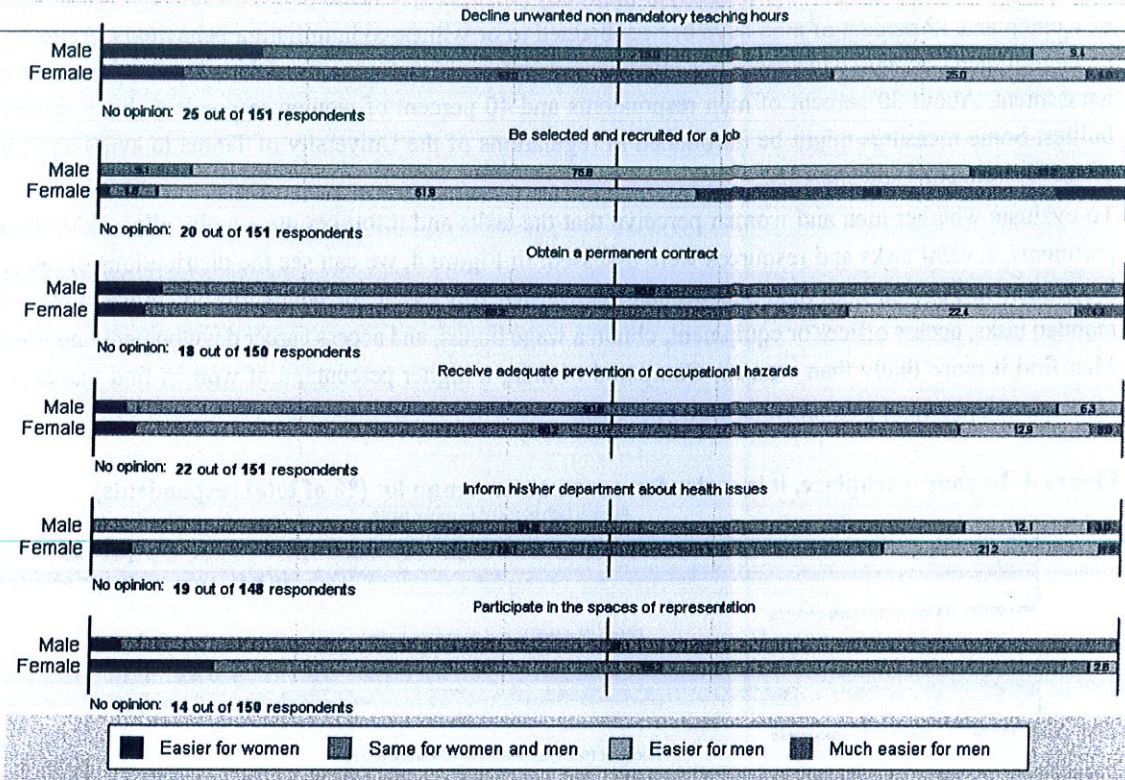
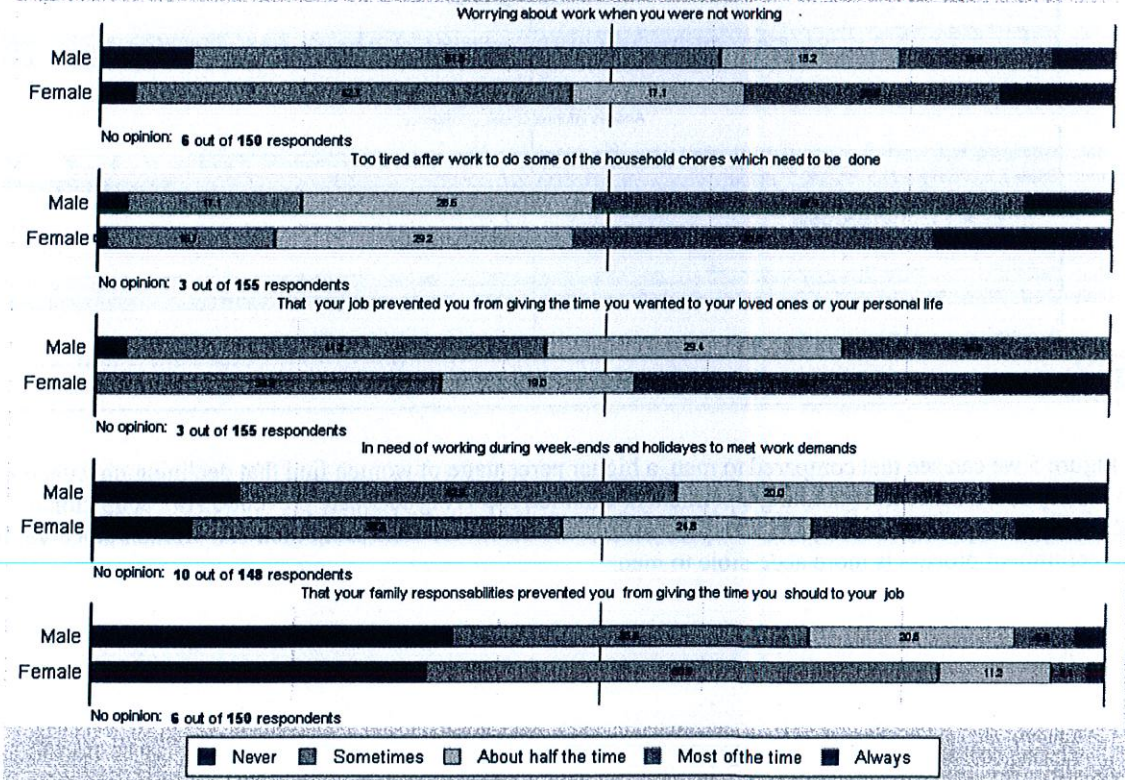


Figure 6. How many times in the last month did you find yourself... (% of total respondents)

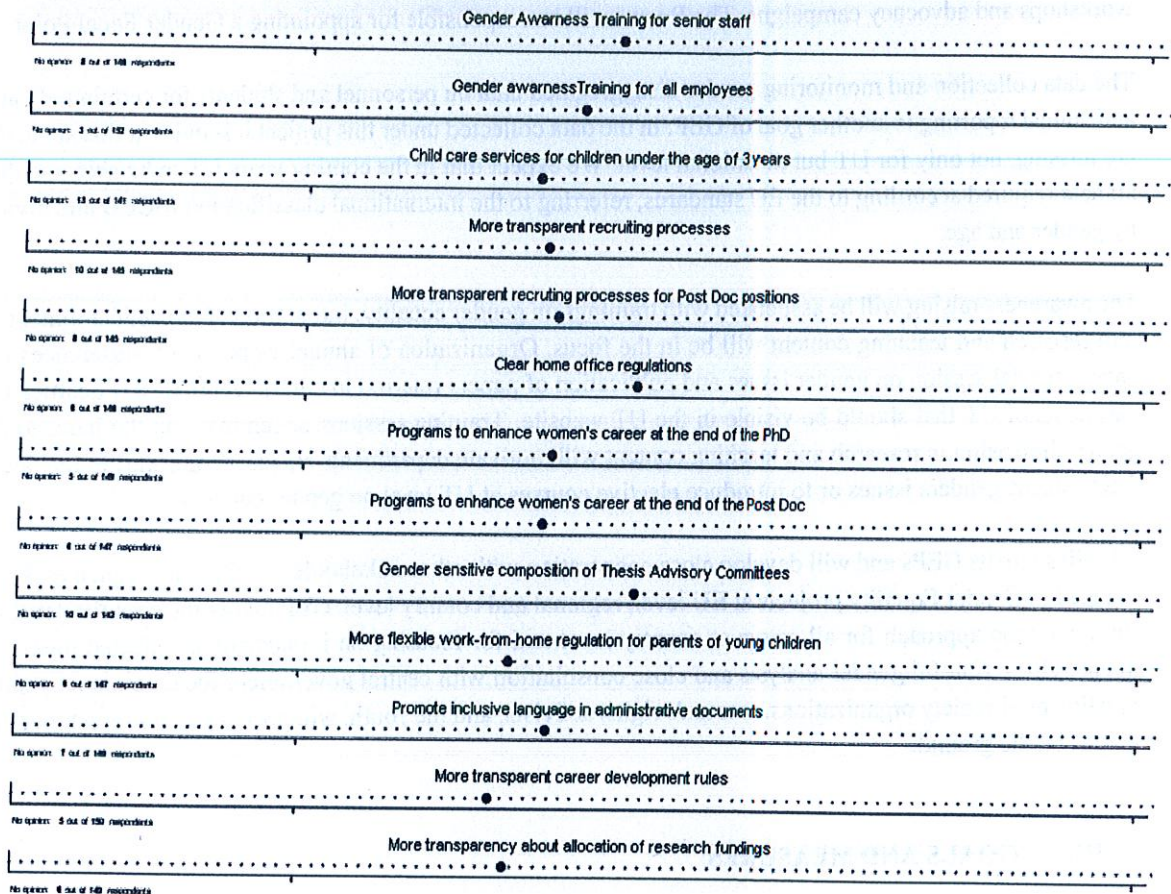


In Figure 6 we show some indicators of “professional burnout”. The percentages are very similar for men and women. We see that about 40 percent of the respondents worry about work when they are not working at least half of the time; about 80 percent of them are too tired to take care of housework at the end of the day, which is referring mostly to women which represent 76.4% of respondents. About 60 percent of respondents perceive that their job prevents them from devoting the time they wanted to their personal life. About 40 percent of the respondents feel the need to work during holidays to meet work demands. Such issues are treated on the GEP measures regarding work-life balances.

Figure 7 shows the average ranking of several suggested Gender Equality Plan actions. The following actions have been suggested by the respondents:

- Most of the trainings have benefited women and most of them are part of various commissions.
- Transparency in the use of time for dependent.

Figure 7: Gender Equality Plan Actions



Based on the survey's results, the main aspects of inequality to be addressed in GEP of University of Tirana are:

1. Increasing gender awareness and training of senior staff and all employees;
2. Clear home office regulations;
3. More flexible work-from-home regulations for parents of young children;
4. Programs to enhance women's career during and after Doctoral studies;
5. More transparency about allocation of research funding.
6. Supporting women with child care services for children under the age of 3 years;
7. More transparent for recruiting processes;
8. Gender sensitive composition of various commissions.

II. FOCUS OF THE GENDER EQUALITY PLAN

Based on the above analysis of the situation of the University of Tirana, where the institutional policies and structures in place to promote the gender equality are missing at all, was designed this GEP document for the next year 1 June 2021- 31 May 2022. This document takes in consideration the four elements required by the EU standards regarding implementation of the principle of gender equality.

The dedicated human resources and gender expertise to implement it is one of the crucial pillars. Regarding to this aspect, the GEP is proposing as the first measure appointment of a Gender Focal Point at Rectorate level. GFP will assist the process of gender mainstreaming in the UT and will be responsible for ensuring and monitoring that policies, workplace procedures and practices respect gender equality. GFPs may be directly involved in implementing certain gender-specific activities on awareness such as training on gender issues, workshops and advocacy campaigns. The Rector will be responsible for appointing a Gender Focal Point.

The data collection and monitoring gender disaggregated data on personnel and students for certain indicators and annual reporting is another goal of GEP. In the data collected under this project it is evident that some data are missing, not only for UT but at national level. We expect that in the coming years UT to be able to collect all data required according to the EU standards, referring to the international classification ISCED and divided by gender and age.

The awareness raising will be associated with trainings on gender equality. Integration of the gender dimension into research and teaching content will be in the focus. Organization of annual workshops/ conferences that have a special session on gender issues and publication of papers referred in current Journals of Faculties/Departments of UT that should be visible in the UT website. Training sessions or seminars on the inclusion of gender dimension in research and teaching content will motivate departments and academic staff to include in their courses genders issues or to introduce elective courses at UT level on gender equality.

UT will share its GEPs and will develop close cooperation with other stakeholders and partners, such as RPOs engaged in Gender Equality projects at EU level, regional and country level. GEP makes the case for developing a common approach for all actors at country-level and for focusing on implementing selected measures and activities. Careful gender analysis and close consultation with central government focal points on gender equality, civil society organizations, women's rights activists, and the youth, will provide a firm foundation for actions on the ground.

III. GOALS AND MEASURES

The main goal of GEP is to increase awareness and to implement measures for gender equality at the University of Tirana. This main goal is complemented by the following specific objectives:

1. Dedicated resources commitment of human resources and gender expertise to implement it.
2. Data collection and monitoring: gender disaggregated data on personnel and students for certain indicators and annual reporting based on these indicators.
3. Awareness raising/trainings on gender equality and unconscious gender biases for staff and decision-makers.

In this first GEP document design at the University of Tirana, five action fields are addressed:

1. Increase the participation of women in research, innovation and improvement of their career prospects.
2. Gender balance in leadership and decision-making.
3. Integration of the gender dimension into research and teaching content
4. Work-life balance and organizational culture.
5. Measures to prevent gender-based violence including sexual harassment.

Measure 1. Increase the participation of women in research and innovation and improvement of their career prospects

Sub Measure 1.1 Promote the creation of unit to support gender equality at the University level

- ✓ Action 1.1.1 Appointing a gender focal point at the University level
- ✓ Action 1.1.2 Draw up a job description for gender focal point
- ✓ Action 1.1.3 Gathering data on gender equality at the University of Tirana

Sub Measure 1.2 Increasing capacity to apply gender equality in the institutional policies

- ✓ Action 1.2.1 Workshop with the working groups who will work on drafting or revising documents of the University of Tirana such as Strategies, Regulations, Code of Ethics, etc.

Sub Measure 1.3 Promoting projects led by women researchers

- ✓ Action 1.3.1 Organizing annual workshop/conference to promote the work of multidisciplinary research groups interested in gender issues

Measure 2. Gender balance in leadership and decision-making

Sub Measure 2.1 Promote equal representation in decision-making bodies

- ✓ Action 2.1.1 Workshop with university staff who exercise leadership in the institution

Measure 3. Integration of the gender dimension into research and teaching content

Sub Measure 3.1 Incorporate the gender perspective in research and teaching content

- ✓ Action 3.1.1 Development the gender sensitive statistics and indicator to be analysed to annual report.
- ✓ Action 3.1.2 Introducing Gender equality elective courses with at least 3 ECTS known for Bachelor / Master Programs at the UT level (classes with at least 10 students).

Measure 4. Work-life balance and organisational culture

Sub Measure 4.1 Implementation of ICT-based system for enhancing flexibility and improving the work life balance of the staff, after experience gained during pandemic situation of COVID-19.

- ✓ Action 4.1.1 Improve regulations for flexible working times arrangements offering remote working and online working in conformity with the Labour Code, Law No. 136/2015, date 05.12.2015, requirements, Article 15 "Homework and Telework".
- ✓ Action 4.1.2 Offering online elective /compulsory courses as normal teaching options.

Sub Measure 4.2 Clear regulation of the working time to avoid burden on the women

- ✓ Action 4.2.1 A more flexible working time for women with small children to avoid extended working time in the late afternoon, in conformity with the Labor Code, Law No. 136/2015, date 05.12.2015, requirements, Article 81

Measure 5. Prevent gender-based violence including sexual harassment

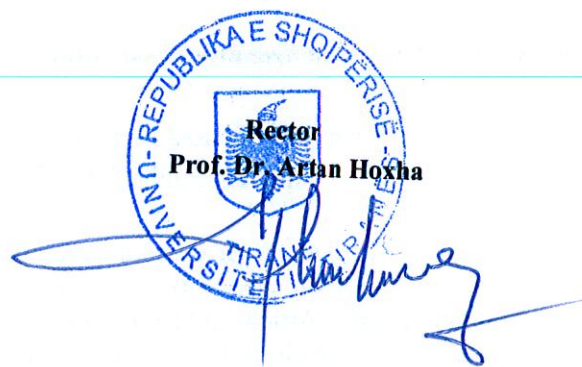
This measure is adopted in conformity with the Labor Code, Law No. 136/2015, date 05.12.2015, requirements, Article 32 "Protection of personality", and is also adopted by the ILO "Violence and Harassment Convention" (No. 190) and its accompanying Recommendation (No. 206) in June 2019. The Convention recognizes that everyone has the right to a world of work free from violence and harassment. It offers broad protection and applies to the public and private sectors, to the formal and informal economy, and in urban and rural areas.

- ✓ Action 5.1 Introduce measures to prevent gender-based violence and harassment at the university regulations.
- ✓ Action 5.2 Define rules for prevention age-based discrimination especially for women. For equal performance, the older women to be promoted compared to the youngest one in decision making bodies and in research activities.

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UNIVERSITETI I TIRANES
REPUBLICA E SHQIPERISE

Rector
Prof. Dr. Artan Hoxha

Gender Equality Plan (GEP) 1 June 2021 – 31 May 2022

General goal: The main goal of GEP is to increase awareness and to implement measures for gender equality at the University of Tirana

Specific objective:	Awareness raising/trainings on gender equality and unconscious gender biases for staff and decision-makers				
<p><u>Expected results:</u></p> <ul style="list-style-type: none"> • Institutional Gender Equality Unit in place and empowered with human, financial and infrastructural resource • Integrate gender dimensions into strategic planning processes • Improved the quality of gender disaggregated data on staff, students, teaching and research for certain indicators • Improve work-life balance with flexible working environment • Prevent gender-based violence and discrimination. 					
<p><u>Indicators:</u></p> <ul style="list-style-type: none"> • One person appointed as Gender Focal Point • Number of workshops • Number of persons trained • Number of gender indicators introduced and collected • Number of gender-sensitive policies approved • Number of courses on gender equality • Number of researches focused on gender equality • Number of conferences on gender equality • Number of publications on gender equality • Number of annual report on gender equality 		<p>Baseline (2021)</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p>	<p>Targets (2022)</p> <p>1</p> <p>2</p> <p>20</p> <p>5</p> <p>2</p> <p>1</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>		
Measures and activities	Outputs	Responsible for the implementation	Target Groups	Timeline	Budget

Measure 1. Increase the participation of women in research, innovation and improvement of their career prospects						
Sub Measure 1.1 Promote the creation of unit to support gender equality at the University level						
Action 1.1.1 Appointing a gender focal point at the University level	Appointment of an employee in the Rectorate who will serve as a focal point for gender issues	Rectorate, Academic Senate Board of Administration	Research and teaching staff Students	January 2022	Yearly salary depends on the full time or part-time position	
Action 1.1.2 Draw up a job description for gender focal point	Job description, responsibilities, rights, obligations and hierarchy line, of the employee who will cover gender issues and will serve as a focal point at UT	Human Resource Department in UT Rector	Research and teaching staff	December 2021	No additional budget needed	
Action 1.1.3 Gathering data on gender equality at the University of Tirana	Reporting of staff and student data according to the ISCED classification as well as the teaching and research activities	Human Resource Department in main units and UT Department of curricula and quality assurance Office of Career and Student Relations in UT and main units Teaching secretaries-main units	Academic staff Students	January- May 2022	No additional budget needed	
Measures and activities	Outputs	Responsible for the implementation	Target Groups	Timeline	Budget	

<p>Sub Measure 1.2 Increasing capacity to apply gender equality in the institutional policies</p> <p>Action 1.2.1 Workshop with the working groups who will work on drafting new policies</p>		<p>Working groups trained and increased capacities to draft new policies on the specifics and needs that UT has for gender issues</p>	<p>LetsGep Project team/Gender focal point External Experts</p>	<p>Members of working groups</p>	<p>January 2022</p>	<p>No additional budget needed</p>
<p>Sub Measure 1.3 Promoting projects led by women researchers</p>						
<p>Action 1.3.1 Organizing annual workshop/conference to promote the work of multidisciplinary research groups interested in gender issues</p>		<p>1 workshop/year in the field of gender issues or a session of annual conference</p>	<p>Faculties and Departments</p>	<p>Academic staff PHD students Master students</p>	<p>April 2022</p>	<p>No additional budget needed</p>
<p>Specific Objective</p>						
<p>Awareness raising on gender equality and unconscious gender biases for staff and decision-makers</p>						
<p>Expected results:</p> <ul style="list-style-type: none"> • Increased number of women applying to be members of decision making bodies • Increased number of women elected as members of decision-making bodies • New promotions take into consideration the gender balance • Increased role of female members in governing bodies 						
<p>Indicators:</p> <ul style="list-style-type: none"> • Number of evaluation procedures that take into consideration the gender perspective • Percentage of women in decision making bodies • Number of trained persons 						
				<p>Baseline (2021)</p>	<p>Targets (2022)</p>	

Measures and activities	Outputs	Responsible for the implementation	Target Groups	Timeline	Budget
Measure 2. Gender balance in leadership and decision-making					
<u>Sub Measure 2.1</u> Promote equal representation in decision-making bodies					
Action 2.1.1 Workshop with the university staff who exercise leadership in the institution	A training manual developed Conducting a training with heads of departments and other key managers	Gender focal point Human resource department	Head of departments Key managers	January March 2022	No additional budget needed
Specific Objective					
Incorporate and promote the gender perspective in research and teaching content					
<u>Expected results:</u>					
<ul style="list-style-type: none"> • Greater support in the field of scientific research for female academic staff • Increased number of projects that incorporate gender perspective in their outputs • Gender issues more present in the existing curricula 					
<u>Indicators:</u>					
<ul style="list-style-type: none"> • Number of paper published by female researchers • Number of organised workshops that promote the work of multidisciplinary research groups • Number of women research staff that participated in international research activities 					
				Baseline (2021)	Targets (2022)
				0	4
				0	2
				0	20

Measures and activities	Outputs	Responsible for the implementation	Target Groups	Timeline	Budget
Measure 3. Integration of the gender dimension into research and teaching content					
Sub Measure 3.1 Incorporate the gender perspective in research and teaching content					
Action 3.1.1 Development the gender sensitive statistics and indicator to annually report on teaching and research	A list of indicators developed and approved (Indicators for papers, projects, conferences, workshops, master thesis, phd thesis, etc, in gender issues)	- Departments involved in Letsgeps project - Deputy Deans for Research and projects sector - Research and projects sector in UT - Letsgep Teams	-Academic staff -Master Students - Phd Students	January - May 2022	No additional budget needed
Action 3.1.2 Introducing Gender equality elective courses with at least 3 ECTS known for Bachelor/Master Programs at the UT level (at least 10 students	New elective courses developed and approved	Faculty of Social Sciences Faculty of Economy	Academic staff Students	March - April 2022	No additional budget needed
Specific Objective					
<u>Expected results:</u>					
<ul style="list-style-type: none"> Improved rules and procedures that enable the work - life balance Increased support for young female researchers to fulfil their obligations in the field of teaching and research 					

Indicators:		Measures and activities		Outputs	Responsible for the implementation	Target Groups	Timeline	Targets (2022)	
		<ul style="list-style-type: none"> Number of online modules offered by female academic staff against the total Number of women academic staff who have benefited from the flexibility in the working time based on their request (work time limited in the afternoon) Number of students who benefit from online teaching modules 						Baseline (2021) 0 0 0	1 All women applicants 10
		Measure 4. Work-life balance and organisational culture							
		Sub Measure 4.1 Implementation of ICT-based systems for enhancing flexibility and improving the work life balance of the staff, after experience gained during pandemic situation of COVID-19.							
Action 4.1.1	Availability of flexible working times arrangements offering remote working and online working in conformity with the Labour Code requirements.	Changes in regulations and manuals that enable flexibility in the work-place	Human Resource Department Head of Departments Deans	Academic staff and their families			October-December 2021	No additional budget needed	
Action 4.1.2	Offering online elective /compulsory courses as normal teaching options.	Some modules offered online	Human Resource Department Head of Departments Deans	Academic staff and their families			September 2021 - May 2022	No additional budget needed	
		Sub Measure 4.2 Clear regulation of the working time to avoid burden on the women							
Action 4.2.1	A more flexible working time for women with small children to avoid extended working time in the late afternoon.	Policies on work and personal life integration	Academic Senate Main units Human resource department	Academic and administrative staff and their families			April 2021	No additional budget	

Prevent gender-based violence and discrimination					
Specific Objective					
Expected results:	<ul style="list-style-type: none"> Introduce rules and procedures prevent gender-based violence Increased support for old-age female researchers to fulfill their obligations in the field of teaching and research 				
Indicators:		<ul style="list-style-type: none"> Rules for preventing gender-based violence are introduced Rules for preventing age-based discrimination are introduced Number of women 50+academic staff is represented in all bodies of UT where they are applying. Number of women 50+ research staff is represented in research teams and projects. 	Baseline (2021) 0 0 0 0		
			Targets (2022) Regulation with measures against gender-based violence All regulation to have specification against age-based discrimination women applicants		
Measures and activities		Outputs	Responsible for the implementation	Baseline	Budget
Measure 5. Prevent gender-based violence including sexual harassment					
Action 5.1. Introduce measures to prevent gender-based violence and harassment at the university regulations.	Changes in regulations and procedures	Human Resource Department Head of Departments Deans	University staff and students	October-December 2021	No additional budget needed
Action 5.2 Define rules for prevention age-based discrimination especially for women.	Changes in regulations and procedures	Human Resource Department Head of Departments Deans	Academic staff	October-December 2021	No additional budget needed

