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REPUBLIKA E SHQIPËRISË
UNIVERSITETI I TIRANËS
DREJTORIA E KËRKIMIT SHKENCOR, PROJEKTEVE DHE MARRËDHËNIEVE ME JASHTË
SEKTORI I KËRKIMIT SHKENCOR DHE PROJEKTEVE

Nr. 1143/Prot
2

Tiranë, më 20.5.2021

Lënda: Mbi miratimin e Planit të Barazisë Gjinore të Universitetit të Tiranës në kuadër të projektit “Leading Towards Sustainable Gender Equality Plans in research institutions – LeTSGEPs”

Drejtuar: Prof. Dr. Dhori Kule,
Dekan i Fakultetit të Ekonomisë

Në vijim të shkresave tuaja Nr. 332 Prot., datë 05.05.2021 dhe Nr. 332/1 Prot., datë 18.05.2021, po ju përcjellim të miratuar, në versionin shqip/ anglisht, Planin e Barazisë Gjinore të Universitetit të Tiranës për periudhën 1.6.2021-31.05.2022 në kuadër të projektit “Leading Towards Sustainable Gender Equality Plans in research institutions – LeTSGEPs”, Programi Horizon 2020.

REKTORI
Prof. Dr. Artan Hoxha



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	294	4.4%	2,271	10.0%	2,565	8.7%	89%	84%
Arts and humanities	1,214	18.2%	5,544	24.3%	6,758	22.9%	82%	76%
Social sciences, journalism and information	789	11.8%	4,156	18.2%	4,945	16.8%	84%	72%
Business, administration and law	1,772	26.6%	5,419	23.8%	7,191	24.4%	75%	59%
Natural sciences, mathematics and statistics	755	11.3%	2,676	11.7%	3,431	11.6%	78%	67%
Information and Communication Technologies	1,640	24.6%	2,214	9.7%	3,854	13.1%	57%	39%
Services	8	0.1%	12	0.1%	20	0.1%	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%	-	0%	-	0%	0%	0.0%
Arts and humanities	8	38%	15	23%	23	27%	65%	52.4%
Social sciences, journalism and information	6	29%	7	11%	13	15%	54%	72.4%
Business, administration and law	1	5%	20	31%	21	24%	95%	65.2%

Natural sciences, mathematics and statistics	6	29%	22	34%	28	33%	79%	64.1%
Information and Communication Technologies		0%	1	2%	1	1%	100%	100.0%
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)

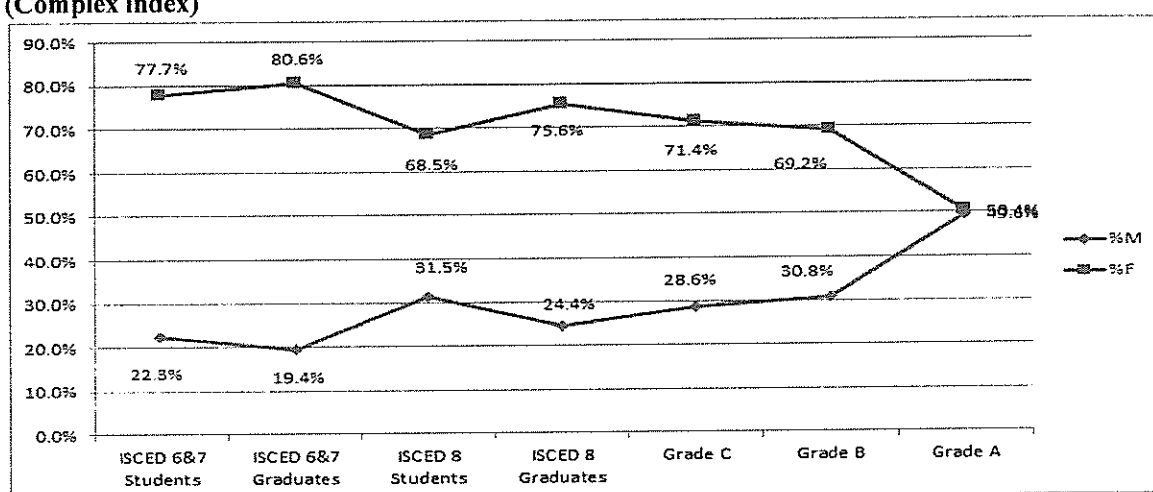
PARTNER:		Data for University of Tirana						
INDEX:		3. Women among doctoral graduates by narrow field of education (STEM)						
		M	%M	F	%F	TOT	%TOT	%F/TOT
Natural sciences, mathematics and statistics (EF05)	Biological and related sciences (EF051)	3	50%	3	13%	6	21%	50%
	Physical sciences (EF053)	-	0%	8	35%	8	28%	100%
	Mathematics and statistics (EF054)	3	50%	11	48%	14	48%	79%
	Subtotal	6	100%	22	96%	28	97%	79%
Information and Communication Technologies (EF06)	Information and Communication Technologies (EF061)	-	0%	1	4%	1	3%	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		
	M	F	TOT
%GRADE A/TOTAL	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

Age group	21-34	35-44	45-54	55-64	65+
Respondents %	44.4%	29.4%	28 (17.5%)	10 (6.2%)	2 (1.2%)
Field of research:	Arts and Humanities	Economics, Business, Finance and Management	Law, Political Science	Maths, Physics, Chemistry, Biology, statistics	Sociology
Respondents %	24 (15.1%)	85 (53.5%)	4 (2.5%)	17 (10.7%)	6 (3.8%)

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)

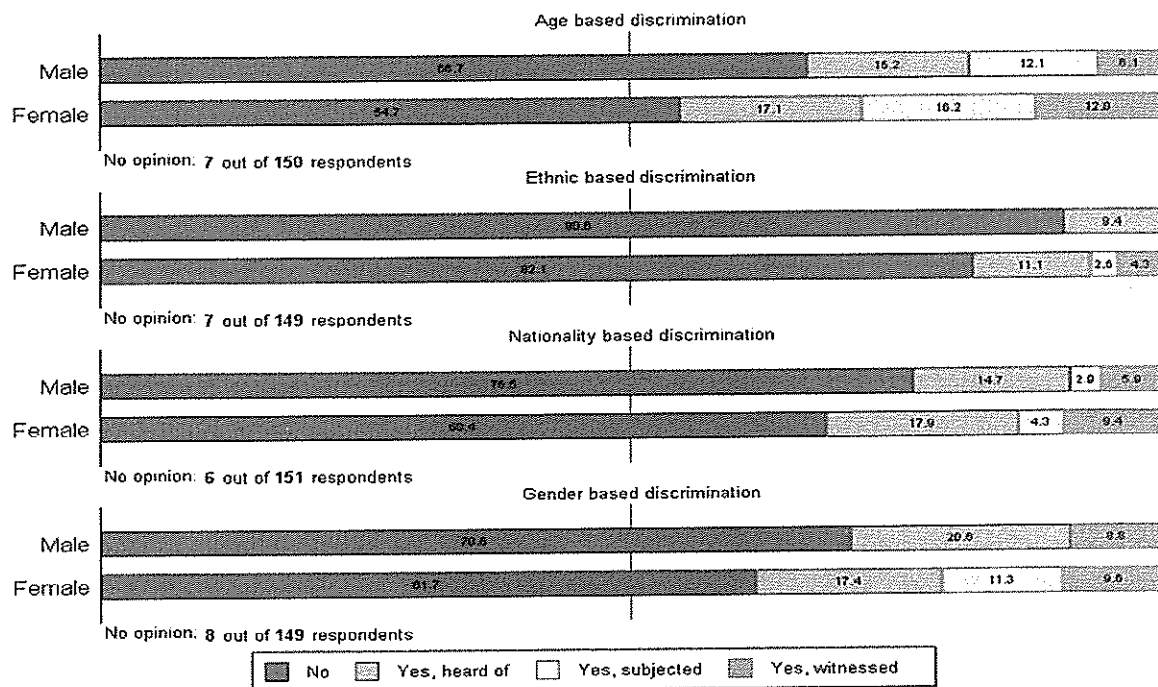
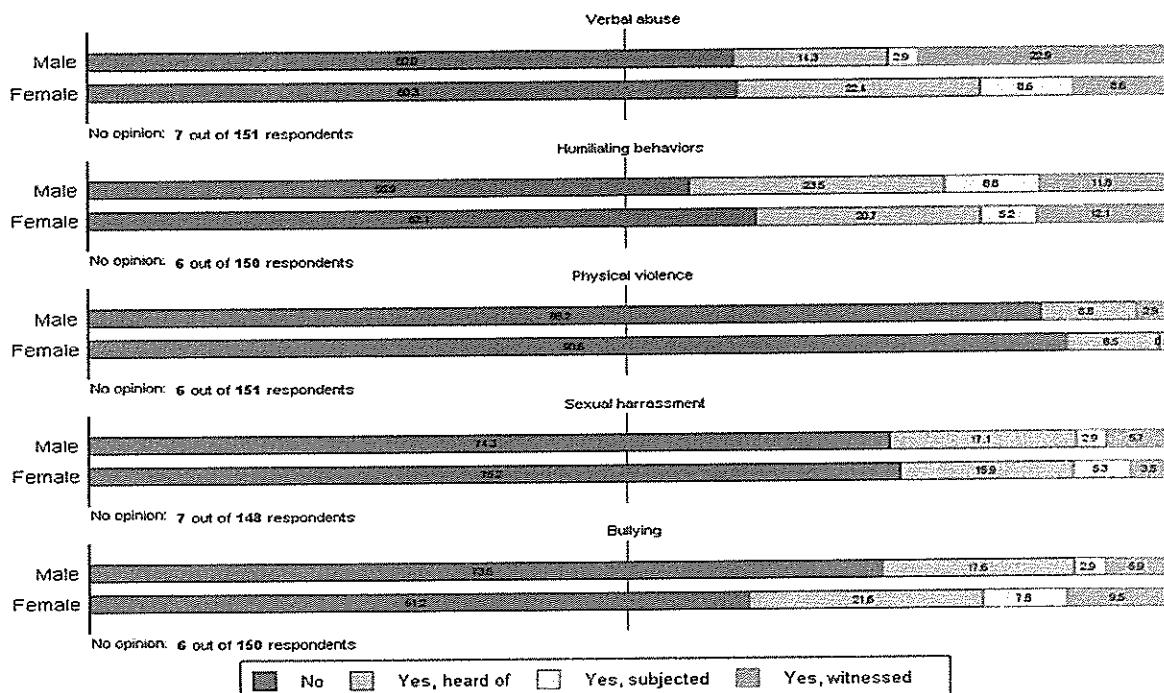


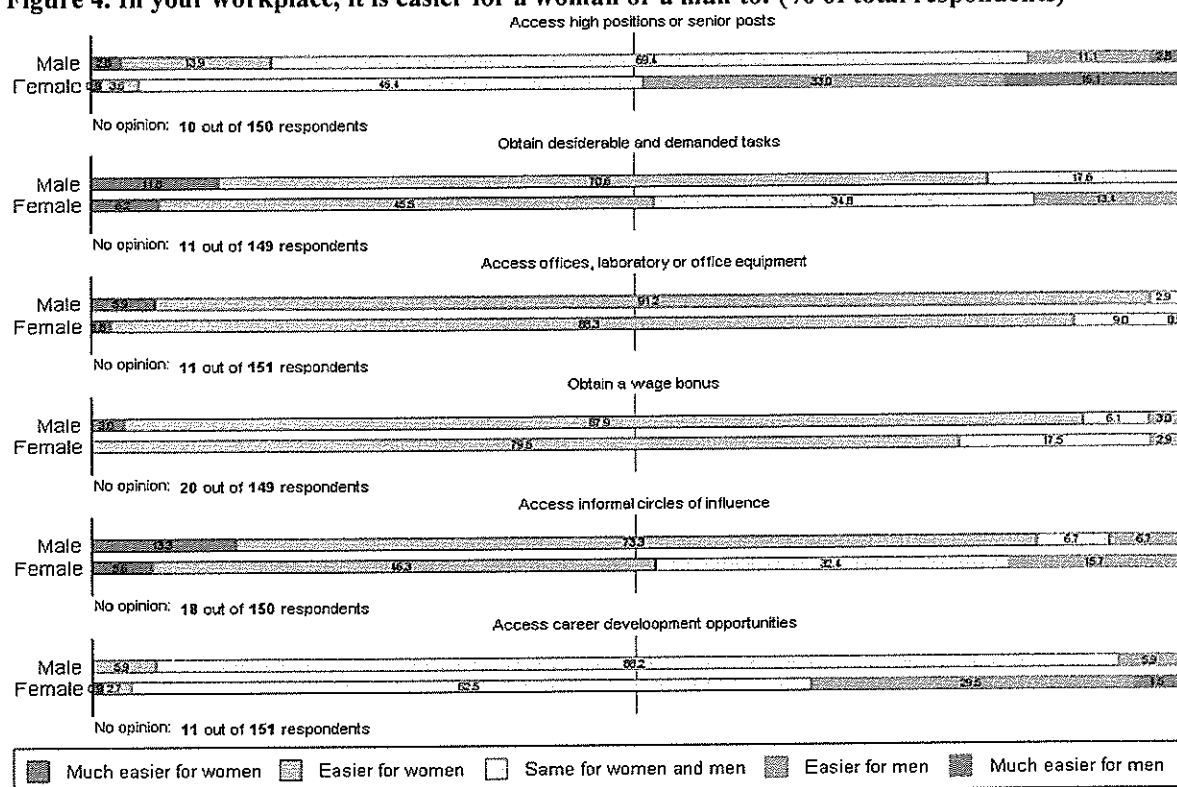
Figure 3. Since you started working in this institution, have you been subjected to or have you witnessed or heard of at work any of the following? (% of total respondents)



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)

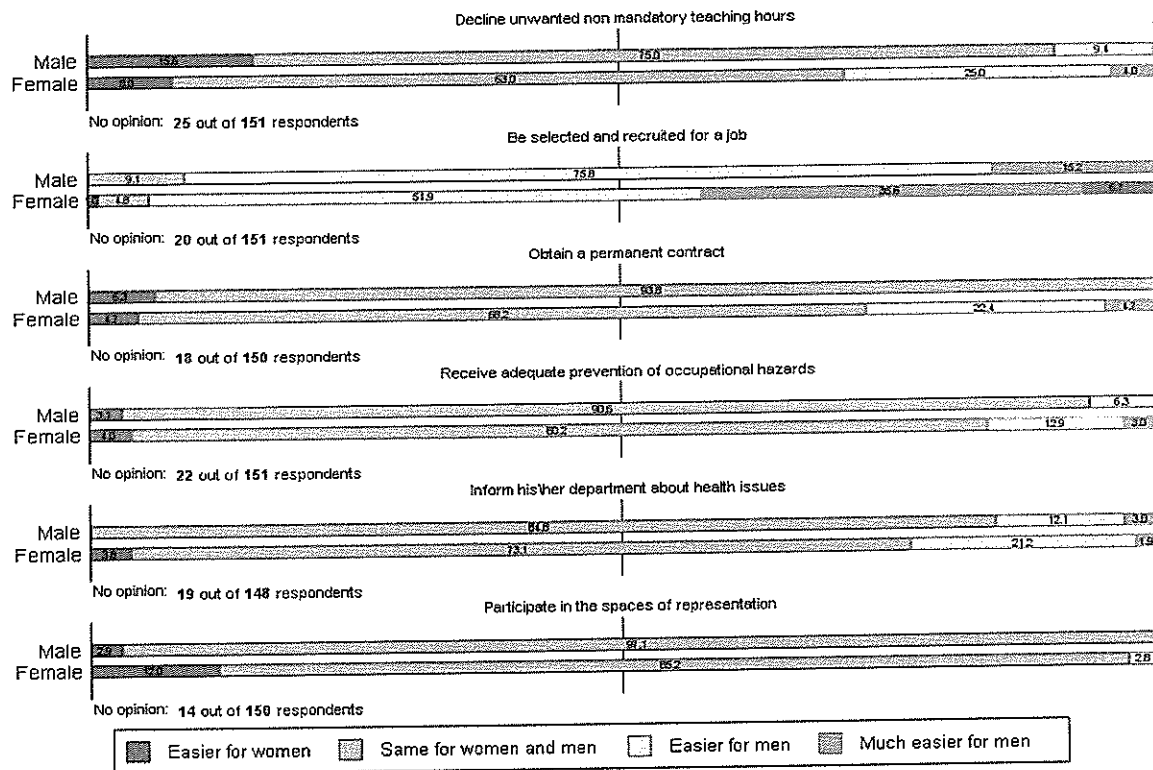
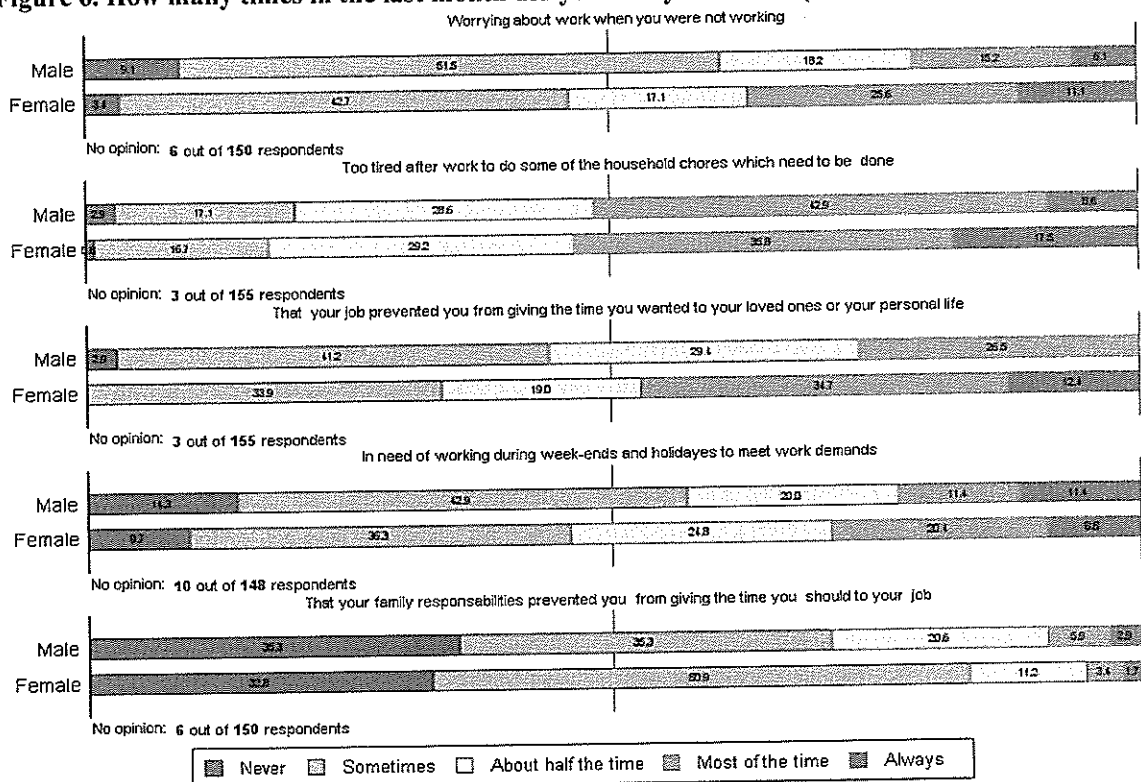


Figure 6. How many times in the last month did you find yourself... (% of total respondents)

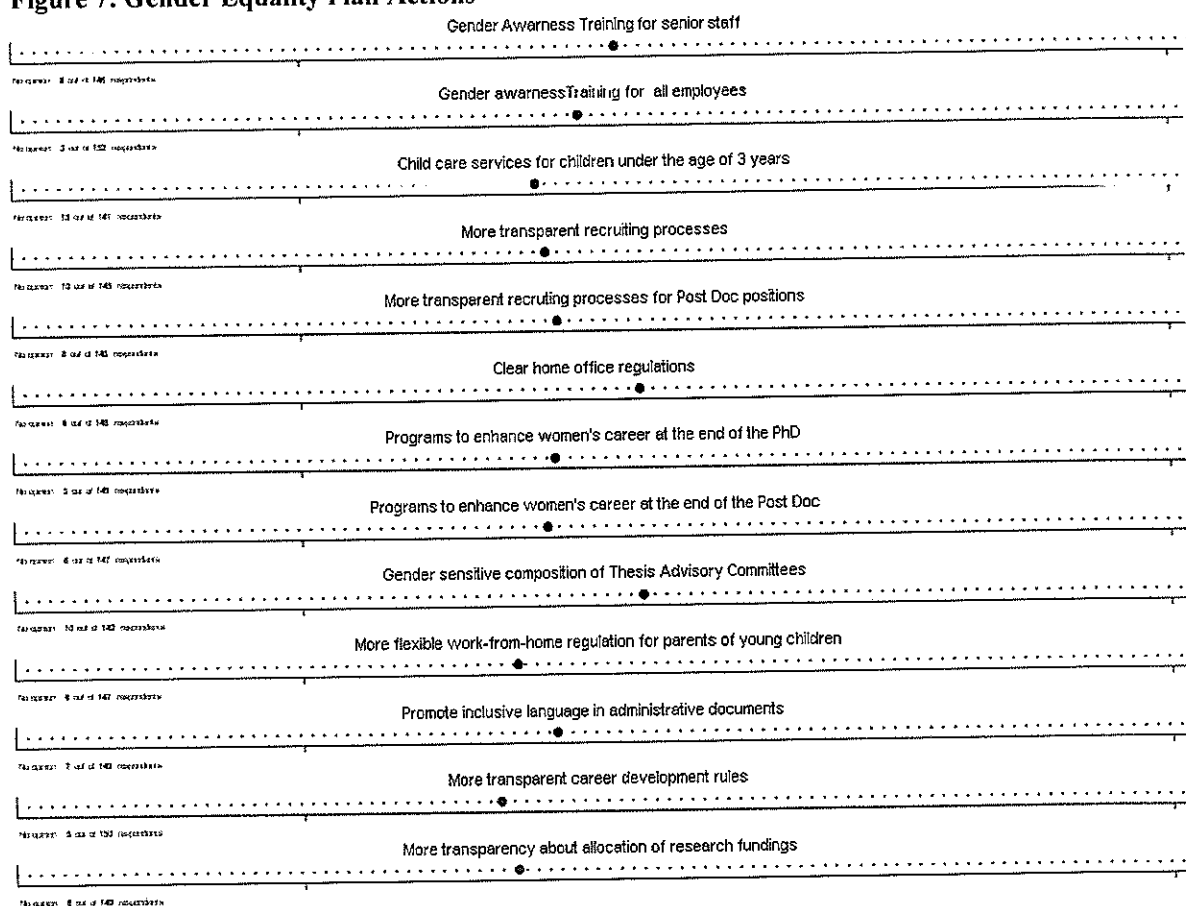


In Figure 6 we show some indicators of “professional burnout”. The percentages are very similar for men and women. We see that about 40 percent of the respondents worry about work when they are not working at least half of the time; about 80 percent of them are too tired to take care of housework at 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.

Prepared by LeTSGEP Team

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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			
<u>Expected results:</u>	• 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.			
<u>Indicators:</u>	• 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			
		Baseline (2021)	Targets (2022)	
		0	1	
		0	2	
		0	20	
		0	5	
		0	2	
		0	1	
		0	2	
		0	1	
		0	1	
		0	1	
		0	1	
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

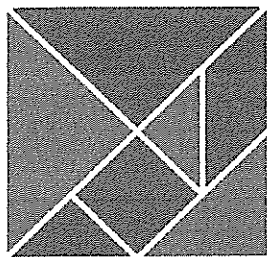
Sub Measure 1.2 Increasing capacity to apply gender equality in the institutional policies						
Action 1.2.1 Workshop with the working groups who will work on drafting new policies	Working groups trained and increased capacities to draft new policies on the specifics and needs that UT has for gender issues	LetsGep Project team/Gender focal point External Experts	Members of working groups	January 2022	No additional budget needed	
Measures and activities	Outputs	Responsible for the implementation	Target Groups	Timeline	Budget	
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	1 workshop/year in the field of gender issues or a session of annual conference	Faculties and Departments	Academic staff PhD students Master students	April 2022	No additional budget needed	
Specific Objective						
Awareness raising on gender equality and unconscious gender biases for staff and decision-makers						
<u>Expected results:</u>	- 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					
<u>Indicators:</u>	- Number of evaluation procedures that take into consideration the gender perspective - Percentage of women in decision making bodies - Number of trained persons			Baseline (2021)	Targets (2022)	

Measures and activities	Outputs	Responsible for the implementation	Target Groups	Timeline	Budget
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 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					
Expected results:					
• 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					
Indicators:					
• 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					
Improving the work-life balance and organizational culture					
<u>Expected results:</u>	• 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				

<u>Indicators:</u>		- 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)	Targets (2022)
					0	1
					0	All women applicants
					0	10
Measures and activities	Outputs	Responsible for the implementation	Target Groups	Timeline	Budget	
Measure 4. Work-life balance and organisational culture						
<u>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.</u>						
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 workplace	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	
<u>Sub Measure 4.2 Clear regulation of the working time to avoid burden on the women</u>						
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	

Specific Objective		Prevent gender-based violence and discrimination			
Expected results:		- 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:		- 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.			
Measures and activities	Outputs	Responsible for the implementation	Target Groups	Timeline	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



LeTSGEPs

**DETAILED DESCRIPTION
OF THE
GENDER EQUALITY PLAN**

ANEX WP5

UNIVERSITY OF TIRANA

Detailed description of planned GEP activities

Action 1.1.1.		Action name: Appointing a gender focal point at the University level			
Short description of the action	The Gender Focal Point will assist the process of gender mainstreaming in the Rectorate and also in the main units. It will be responsible for ensuring and monitoring that policies, workplace procedures and practices respect gender equality. While GFPs may be directly involved in implementing certain gender-specific activities such as training on gender issues, workshops and advocacy campaigns. The Rector is responsible to appoint a person as Gender Focal Point.				
Impact area(s) ¹	1. Increase in the participation of women in research and innovation and improvement of their career prospects ☐ 2. Gender balance in decision-making bodies ☒ 3. Gender dimension in research content ☐ 4. Work-life balance and organisational culture ☐ 5. Measures to prevent GBV incl. sexual harassment ☐ Other, please specify:				
Field(s) of action (one action might tackle more than one field of action)	☐ Understanding the organization ☐ Data collection ☐ Other: ☐ Raising awareness ☐ Gender (& Diversity) training ☐ Other: ☐ Career progression and development ☒ Recruitment ☐ Promotion ☐ Retention ☐ Creating a gender-inclusive workplace culture ☐ Prevention of gender-based violence/sexual harassment ☐ Institutional Governance ☐ Gender equality policies ☐ Gender monitoring ☐ Gender balanced decision bodies ☐ Integration of gender aspects in ☐ Research ☐ Teaching ☐ Internal funding applications ☐ Work-life-balance aspects ☐ Flexible working conditions ☐ Dual Career ☐ Care & family work ☐ Other, please specify ☐ Gender Budgeting, please specify: ☐ Other fields, please specify:				
Institutional key site(s) of inequality to be addressed by this action (= organizational context)	University of Tirana has not an institutional structures in place that promote gender mainstreaming and gender equality; approved strategies and plans are not gender sensitive; there are very few data to monitor the situation with gender lenses.				
Target group(s) to be addressed by this action	☐ Students	☒ Research and teaching staff Please specify who: Rector office/Academic Senate	☒ Administration Please specify who: Bord of Administration		
Involved actors for the implementation	☐ LeTSGEPs core team ☒ LeTSGEPs WG ☐ Administration ☒ Management		Please specify who: Rector Administrator Head of LeTSGEPs WG		
Responsible for the implementation	Academic Senate/Board of Administration				
Action's importance for your institution	☐ Very high ☒ High	☐ Medium ☐ Low	☐ Very low ☐ Can't decide		

¹The first five points refer to the five minimum areas of GEPs to be compulsory introduced in Horizon Europe.

Planned implementation period ²	September 2021	January 2022
Resources needed for implementation (personnel, equipment)	Annual salary of a staff; PC and office supply.	
Expected (measurable) output of this action (short-term effects)	One person appointed as Gender Focal Point. The person should have appropriate knowledge and certain expertise on Gender Equality, gender statistics, gender mainstreaming, etc.	
Expected outcome ³ of this action (mid-term effects)	Integrate gender dimensions into strategic planning processes and management	
Evaluation procedure (How to determine if goal was reached.)	Monitoring the appointment procedure	
<i>Any additional comments you would like to make:</i> The gender focal point will be affiliated with the rector's office. The gender focal point needs adequate financial resources to work effectively. Board of Administration will add a new budget line in the Rectorate budget to fund some activities each year. .		

Action 1.1.2		Action name: Draw up a job description for gender focal point
Short description of the action	A person will be recruited from the human resource office in the position of the Gender Focal Point through open procedures. Human Resource Department will draft and include in human resource manual job description, responsibilities, rights, obligations and hierarchy line, of the employee who will be responsible about gender issues and will be appointed as a gender focal point at UT. Responsibilities, rights and obligations of gender focal point also will be included in UT regulation. Job description will be approved by Rector and published by the human resources office in the public procurement bulletin. Rector and Human Recourse office will be responsible to follow the procedures.	
Impact area(s) ⁴	1. Increase in the participation of women in research and innovation and improvement of their career prospects ☐ 2. Gender balance in decision-making bodies X 3. Gender dimension in research content ☐ 4. Work-life balance and organisational culture ☐ 5. Measures to prevent GBV incl. sexual harassment ☐ Other, please specify:	
Field(s) of action (one action might tackle more than one field of action)	☐ Understanding the organization ☐ Data collection ☐ Other: ☐ Raising awareness ☐ Gender (& Diversity) training ☐ Other: ☐ Career progression and development X Recruitment ☐ Promotion ☐ Retention ☐ Creating a gender-inclusive workplace culture ☐ Prevention of gender-based violence/sexual harassment X Institutional Governance ☐ Gender equality policies	☐ Integration of gender aspects in ☐ Research ☐ Teaching ☐ Internal funding applications ☐ Work-life-balance aspects ☐ Flexible working conditions ☐ Dual Career ☐ Care & family work ☐ Other, please specify ☐ Gender Budgeting, please specify: ☐ Other fields, please specify:

²For long-time measures or actions, which are to be institutionalized permanently put in N/A in the 'end' box.

³Outcomes refer to mid-term effects on the individual or organizational level of the measure

⁴The first five points refer to the five minimum areas of GEPs to be compulsory introduced in Horizon Europe.

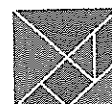
	☐ Gender monitoring ☒ Gender balanced decision bodies	
Institutional key site(s) of inequality to be addressed by this action(= organizational context)	There are no rights and duties, as well as the job description for the gender focal point in the statute of UT, the institutional regulation and the manual of human resources.	
Target group(s) to be addressed by this action	☐ Students	☒ Research and teaching staff Please specify who:
Involved actors for the implementation	☐ LeTSGEPScore team ☒ LeTSGEPS WG ☒ Administration ☐ Management	Please specify who: Human Resource Department Rector
Responsible for the implementation	Human Resource Department in collaboration with LeTSGEPS WG	
Action's importance for your institution	☐ Very high ☐ High	☒ Medium ☐ Low
Planned implementation period ⁵	November 2021	December 2021
Resources needed for implementation (personnel, equipment)	No additional resources are needed for this activity. The staff of Human Recourse department will draft the job description for the gender focal point. LeTSGEPS WG also will provide its expertise and feedback for the implementation of this activity.	
Expected (measurable) output of this action (short-term effects)	Job description, responsibilities, rights, obligations and hierarchy line, of the employee who will be appointed as gender focal point are drafted, approved and included in human resource manual and in UT regulation.	
Expected outcome ⁶ of this action (mid-term effects)	Integrate gender dimensions into strategic planning processes and management	
Evaluation procedure (How to determine if goal was reached.)	Job description approved by Academic Senate. Human resources manual and the UT regulation are also amended by senate.	
Any additional comments you would like to make: This is a normal procedure and we believe that there will be no obstacles to its approval		

Action 1.1.3	Action name: Gathering data on gender equality at the University of Tirana	
Short description of the action	Main units at the University of Tirana will collect and process more data disaggregated by gender, especially to measure achievements in the field of research and teaching. The type of data will be determined based on best practices to measure gender inequality in teaching and research. Structures at all levels will work together to determine the type of data to be collected.	
Impact area(s) ⁷	1. Increase in the participation of women in research and innovation and improvement of their career prospects ☐ 2. Gender balance in decision-making bodies ☒ 3. Gender dimension in research content ☐ 4. Work-life balance and organisational culture ☐ 5. Measures to prevent GBV incl. sexual harassment ☐ Other, please specify:	
Field(s) of action	☐ Understanding the organization ☒ Data collection	☐ Integration of gender aspects in ☐ Research

⁵For long-time measures or actions, which are to be institutionalized permanently put in N/A in the 'end' box.

⁶Outcomes refer to mid-term effects on the individual or organizational level of the measure

⁷The first five points refer to the five minimum areas of GEPs to be compulsory introduced in Horizon Europe.



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(one action might tackle more than one field of action)	☐ Other: ☐ Raising awareness ☐ Gender (& Diversity) training ☐ Other: ☐ Career progression and development ☐ Recruitment ☐ Promotion ☐ Retention ☐ Creating a gender-inclusive workplace culture ☐ Prevention of gender-based violence/sexual harassment ☐ Institutional Governance ☐ Gender equality policies ☒ Gender monitoring ☐ Gender balanced decision bodies		☐ Teaching ☐ Internal funding applications ☐ Work-life-balance aspects ☐ Flexible working conditions ☐ Dual Career ☐ Care & family work ☐ Other, please specify: ☐ Gender Budgeting, please specify: ☐ Other fields, please specify: -	
Institutional key site(s) of inequality to be addressed by this action(= organizational context)	UT collects and reports very few data disaggregated by gender . To monitor all processes and especially teaching and research with gender lenses it is a need to increase the number of collected data and to produce gender indicators. Data are needed to identify gender gaps and address them also in new policies.			
Target group(s) to be addressed by this action	X Students	X Research and teaching staff Please specify who:	☐ Administration Please specify who:	
Involved actors for the implementation	☐ LeTSGEP score team ☐ LeTSGEPs WG ☒ Administration ☐ Management		Please specify who: Deaprtament of curricula and quality assurance, Office of Career and Student Relations in UT and main units, Teaching secretaries main units	
Responsible for the implementation	Academic Senate/Human Resurse Department			
Action's importance for your institution	☐ Very high ☒ High	☐ Medium ☐ Low	☐ Very low ☐ Can't decide	
Planned implementation period ⁸	January 2022		May 2022	
Resources needed for implementation (personnel, equipment)	There is no need for a dedicated budget for staff as well as for equipment, as they exist in rectorates and faculties.			
Expected (measurable) output of this action (short-term effects)	Reporting of staff and student data according to the ISCED classification as well as the teaching and research activities.			
Expected outcome ⁹ of this action (mid-term effects)	Improved the quality of gender disaggregated data on staff, students, teaching and research and calculation of some indicators.			
Evaluation procedure (How to determine if goal was reached.)	Number of gender indicators introduced and collected , number of gender indicators reported in annual reports, number of indicators used to draft the new strategy.			
<i>Any additional comments you would like to make:</i> IT department will be directly involved in the implementation of this activity. They will be responsible to install the software and to provide training for main users.				

⁸For long-time measures or actions, which are to be institutionalized permanently put in N/A in the 'end' box.

⁹Outcomes refer to mid-term effects on the individual or organizational level of the measure

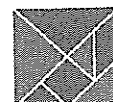


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Action 1.2.1	Action name: Workshop with the working groups who will work on drafting new policies		
Short description of the action	University of Tirana has a strategic plan which will be reviews next year. This activity aims to increase the capacities of the working group that will deal with the drafting of the plan to develop a new strategic plan with gender lenses.		
Impact area(s) ¹⁰	1. Increase in the participation of women in research and innovation and improvement of their career prospects ☐ 2. Gender balance in decision-making bodies ☐ 3. Gender dimension in research content ☐ 4. Work-life balance and organisational culture ☐ 5. Measures to prevent GBV incl. sexual harassment ☐ Other, please specify:		
Field(s) of action (one action might tackle more than one field of action)	☐ Understanding the organization ☐ Data collection ☐ Other: ☐ Raising awareness ☐ Gender (& Diversity) training ☐ Other: ☐ Career progression and development ☐ Recruitment ☐ Promotion ☐ Retention ☐ Creating a gender-inclusive workplace culture ☐ Prevention of gender-based violence/sexual harassment ☒ Institutional Governance ☒ Gender equality policies ☐ Gender monitoring ☐ Gender balanced decision bodies	☐ Integration of gender aspects in ☐ Research ☐ Teaching ☐ Internal funding applications ☐ Work-life-balance aspects ☐ Flexible working conditions ☐ Dual Career ☐ Care & family work ☐ Other, please specify ☐ Gender Budgeting, please specify: ☐ Other fields, please specify:	
Institutional key site(s) of inequality to be addressed by this action(= organizational context)	The Academic Senate creates working groups for drafting political documents. Members of the working groups are academic staff from different faculties. In general, the members of the working group do not have the necessary knowledge to include gender equality issues in policy making.		
Target group(s) to be addressed by this action	X Students	X Research and teaching staff Please specify who:	X Administration Please specify who:
Involved actors for the implementation	☒ LeTSGEPs core team ☐ LeTSGEPs WG ☐ Administration ☒ Management		Please specify who: LeTSGEPs core team External expert
Responsible for the implementation	Academic Senate/working group; gender focal point		
Action's importance for your institution	☐ Very high ☐ High	☒ Medium ☐ Low	☐ Very low ☐ Can't decide
Planned implementation period ¹¹	November 2021		January 2022

¹⁰The first five points refer to the five minimum areas of GEPs to be compulsory introduced in Horizon Europe.

¹¹For long-time measures or actions, which are to be institutionalized permanently put in N/A in the 'end' box.



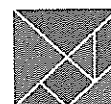
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Resources needed for implementation (personnel, equipment)	No
Expected (measurable) output of this action (short-term effects)	A workshop programme with the list of working group participant signed. In total will be delivered 1 workshop and 15 person will participate.
Expected outcome ¹² of this action (mid-term effects)	Integrate gender dimensions into strategic planning processes
Evaluation procedure (How to determine if goal was reached.)	Number of participants; the new strategic plan
Any additional comments you would like to make:	

Action 1.3.1	Action name: Organizing annual workshop to promote the work of multidisciplinary research groups interested on gender issues	
Short description of the action	University of Tirana will provide funds for at least one annual workshop per year that has in their programme a special session on gender issues. This activity aims to fund mainly the workshops dedicated to gender issues.	
Impact area(s) ¹³	1. Increase in the participation of women in research and innovation and improvement of their career prospects ☒ 2. Gender balance in decision-making bodies ☐ 3. Gender dimension in research content ☒ 4. Work-life balance and organisational culture ☐ 5. Measures to prevent GBV incl. sexual harassment ☐ Other, please specify:	
Field(s) of action (one action might tackle more than one field of action)	☐ Understanding the organization ☐ Data collection ☐ Other: ☐ Raising awareness ☐ Gender (& Diversity) training ☐ Other: ☐ Career progression and development ☐ Recruitment ☐ Promotion ☐ Retention ☐ Creating a gender-inclusive workplace culture ☐ Prevention of gender-based violence/sexual harassment ☐ Institutional Governance ☐ Gender equality policies ☐ Gender monitoring ☐ Gender balanced decision bodies	X Integration of gender aspects in X Research ☐ Teaching X Internal funding applications ☐ Work-life-balance aspects ☐ Flexible working conditions ☐ Dual Career ☐ Care & family work ☐ Other, please specify ☐ Gender Budgeting, please specify: ☐ Other fields, please specify:
Institutional key site(s) of inequality to be addressed by this action (= organizational context)	Gender aspects are not included in systemic way into research work. Very few articles focus on gender equality analysis and/or take into consideration the gender impact.	

¹²Outcomes refer to mid-term effects on the individual or organizational level of the measure

¹³The first five points refer to the five minimum areas of GEPs to be compulsory introduced in Horizon Europe.



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Target group(s) to be addressed by this action	☐ Students	☒ Research and teaching staff Please specify who: Departments and main units, Organizing Committees	☒ Administration Please specify who: Board of Administration
Involved actors for the implementation	☐ LeTSGEPs core team ☐ LeTSGEPs WG ☐ Administration ☒ Management		Please specify who: Dean Office, Academic Senate, Board of Administration
Responsible for the implementation	Faculties And Departments, Organizing Committee, Academic Senate, Board Of administration		
Action's importance for your institution	☐ Very high ☐ High	☒ Medium ☐ Low	☐ Very low ☐ Can't decide
Planned implementation period ¹⁴	January 2022		April 2022
Resources needed for implementation (personnel, equipment)	No		
Expected (measurable) output of this action (short-term effects)	One workshops focusing on gender issues will be funded each year; some articles will address directly different gender issues		
Expected outcome ¹⁵ of this action (mid-term effects)	Gender perspective has increased on research work (gender issues being addressed in articles that are published)		
Evaluation procedure (How to determine if goal was reached.)	Workshops data (number of articles addressing gender issues, number of female speakers, number of articles published), number of participants, etc.		
Any additional comments you would like to make:			

Action 2.1.1	Action name: Workshop with the university staff who exercise leadership in the institution	
Short description of the action	The activity aims to increase the capacity in the field of leadership of key managers and head of departments to secure their support in applying gender equality in teaching and research.	
Impact area(s) ¹⁶	1. Increase in the participation of women in research and innovation and improvement of their career prospects ☐ 2. Gender balance in decision-making bodies ☒ 3. Gender dimension in research content ☐ 4. Work-life balance and organisational culture ☐ 5. Measures to prevent GBV incl. sexual harassment ☐ Other, please specify:	
Field(s) of action (one action might tackle more than one field of action)	☐ Understanding the organization ☐ Data collection ☐ Other: ☒ Raising awareness ☐ Gender (& Diversity) training ☐ Other:	☐ Integration of gender aspects in ☐ Research ☐ Teaching ☐ Internal funding applications ☐ Work-life-balance aspects

¹⁴For long-time measures or actions, which are to be institutionalized permanently put in N/A in the 'end' box.

¹⁵Outcomes refer to mid-term effects on the individual or organizational level of the measure

¹⁶The first five points refer to the five minimum areas of GEPs to be compulsory introduced in Horizon Europe.

	☐ Career progression and development ☐ Recruitment ☐ Promotion ☐ Retention ☐ Creating a gender-inclusive workplace culture ☐ Prevention of gender-based violence/sexual harassment ☒ Institutional Governance ☐ Gender equality policies ☐ Gender monitoring ☒ Gender balanced decision bodies	☐ Flexible working conditions ☐ Dual Career ☐ Care & family work ☐ Other, please specify: ☐ Gender Budgeting, please specify: ☐ Other fields, please specify:
Institutional key site(s) of inequality to be addressed by this action(= organizational context)	We have not provided workshop dedicated to management staff and heads of departments about leadership. However UT has the human resources to provide such workshop.	
Target group(s) to be addressed by this action	☐ Students ☒ Research and teaching staff Please specify who: Head of Departments	☒ Administration Please specify who: Key managers
Involved actors for the implementation	☐ LeTSGEPScore team ☒ LeTSGEPS WG ☐ Administration ☒ Management	Please specify who: Head of departments, key managers, human resource department
Responsible for the implementation	Human Resource Department, Gender focal point	
Action's importance for your institution	☐ Very high ☐ High ☒ Medium ☐ Low	☐ Very low ☐ Can't decide
Planned implementation period ¹⁷	January 2022	March 2022
Resources needed for implementation (personnel, equipment)	NO	
Expected (measurable) output of this action (short-term effects)	A workshop programme with heads of departments and other key managers. The list of participants, at least 10 person.	
Expected outcome ¹⁸ of this action (mid-term effects)	Increased role of female members in governing bodies; Increased number of women elected as members of decision-making bodies.	
Evaluation procedure (How to determine if goal was reached.)	Number of participants; percentage of women in decision making bodies.	
Any additional comments you would like to make: Based on the findings of this training we will work to design a more detailed training program on gender equality for the period after 2022		

Action 3.1.1	Action name: Development the gender sensitive statistics and indicators to annually report on teaching and research
Short description of the action	University of Tirana will introduce and collect new gender sensitive statistics and indicators to evaluate the teaching and research. We collect some statistics about research in our institution, meanwhile gender statistics and indicators are missing.

¹⁷For long-time measures or actions, which are to be institutionalized permanently put in N/A in the 'end' box.

¹⁸Outcomes refer to mid-term effects on the individual or organizational level of the measure



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Impact area(s) ¹⁹	1. Increase in the participation of women in research and innovation and improvement of their career prospects X 2. Gender balance in decision-making bodies ☐ 3. Gender dimension in research content X 4. Work-life balance and organisational culture ☐ 5. Measures to prevent GBV incl. sexual harassment ☐ Other, please specify:		
Field(s) of action (one action might tackle more than one field of action)	☐ Understanding the organization X Data collection ☐ Other: ☐ Raising awareness ☐ Gender (& Diversity) training ☐ Other: ☐ Career progression and development ☐ Recruitment ☐ Promotion ☐ Retention ☐ Creating a gender-inclusive workplace culture ☐ Prevention of gender-based violence/sexual harassment ☐ Institutional Governance ☐ Gender equality policies ☐ Gender monitoring ☐ Gender balanced decision bodies	X Integration of gender aspects in X Research ☐ Teaching ☐ Internal funding applications ☐ Work-life-balance aspects ☐ Flexible working conditions ☐ Dual Career ☐ Care & family work ☐ Other, please specify ☐ Gender Budgeting, please specify: ☐ Other fields, please specify:	
Institutional key site(s) of inequality to be addressed by this action (= organizational context)	Gender aspects not included in systemic way into research work. No data in place to evaluate the teaching and research with gender lenses.		
Target group(s) to be addressed by this action	☐ Students	X Research and teaching staff Please specify who: All main units	☐ Administration Please specify who:
Involved actors for the implementation	☐ LeTSGEPS core team X LeTSGEPS WG ☐ Administration X Management	Please specify who: Head of LeTSGEPS WG Directorate of Scientific Research and IT	
Responsible for the implementation	Main Units, Directorate of Scientific Research and IT; Curriculum and Quality Assurance Directorate, Deputy Deans		
Action's importance for your institution	☐ Very high ☐ High	x Medium ☐ Low	☐ Very low ☐ Can't decide
Planned implementation period ²⁰	January 2022		May 2022
Resources needed for implementation (personnel, equipment)	No		
Expected (measurable) output of this action (short-term effects)	A list of indicators developed and approved (indicators for papers, projects, conferences, workshops, master thesis, phd thesis, etc, in gender issues)		

¹⁹The first five points refer to the five minimum areas of GEPs to be compulsory introduced in Horizon Europe.

²⁰For long-time measures or actions, which are to be institutionalized permanently put in N/A in the 'end' box.



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Expected outcome ²¹ of this action (mid-term effects)	Integration of gender analyses in all institutional reports.
Evaluation procedure (How to determine if goal was reached.)	Gender sensitive statistics and indicators collected and reported by all main unites (Department and Faculties).
Any additional comments you would like to make: Improve data collection; include gender indicators in annual report.	

Action 3.1.2	Action name: Introducing Gender equality elective courses with at least 3 ECTS known for Bachelor/Master Programs at the UT level(at least 10 students)		
Short description of the action	The aim of this activity is to add new elective courses in bachelor and master programme focus on gender quality. Department in both faculties will make the decisions about the modules based on existing curricula.		
Impact area(s) ²²	1. Increase in the participation of women in research and innovation and improvement of their career prospects X 2. Gender balance in decision-making bodies ☐ 3. Gender dimension in research content ☐ 4. Work-life balance and organisational culture ☐ 5. Measures to prevent GBV incl. sexual harassment ☐ Other, please specify:		
Field(s) of action (one action might tackle more than one field of action)	☐ Understanding the organization ☐ Data collection ☐ Other: ☐ Raising awareness ☐ Gender (& Diversity) training ☐ Other: ☐ Career progression and development ☐ Recruitment ☐ Promotion ☐ Retention ☐ Creating a gender-inclusive workplace culture ☐ Prevention of gender-based violence/sexual harassment ☐ Institutional Governance ☐ Gender equality policies ☐ Gender monitoring ☐ Gender balanced decision bodies	☒ Integration of gender aspects in ☐ Research ☒ Teaching ☐ Internal funding applications ☐ Work-life-balance aspects ☐ Flexible working conditions ☐ Dual Career ☐ Care & family work ☐ Other, please specify ☐ Gender Budgeting, please specify: ☐ Other fields, please specify:	
Institutional key site(s) of inequality to be addressed by this action(= organizational context)	Gender issues are included in our curricula in very few modules in both Faculties. We want to increase the number and the variety of courses offered.		
Target group(s) to be addressed by this action	X Students	X Research and teaching staff Please specify who: Teaching staff	☐ Administration Please specify who:
Involved actors for the implementation	☐ LeTSGEPScore team ☐ LeTSGEPS WG		Please specify who: Faculty of Social Sciences

²¹Outcomes refer to mid-term effects on the individual or organizational level of the measure

²²The first five points refer to the five minimum areas of GEPs to be compulsory introduced in Horizon Europe.

	☐ Administration ☐ Management		Faculty of Economy
Responsible for the implementation	Faculty of Social Sciences Faculty of Economy		
Action's importance for your institution	☐ Very high ☐ High	☒ Medium ☐ Low	☐ Very low ☐ Can't decide
Planned implementation period ²³	March 2022	April 2022	
Resources needed for implementation (personnel, equipment)	No additional budget needed		
Expected (measurable) output of this action (short-term effects)	New elective courses developed and approved		
Expected outcome ²⁴ of this action (mid-term effects)	Gender issues more present in the existing curricula		
Evaluation procedure (How to determine if goal was reached.)	Number of elected modules proposed, number of modules approved by Academic Senate		
Any additional comments you would like to make:			

Action 4.1.1	Action name: Availability of flexible working times arrangements, offering remote working and online working in conformity with the Labour Code requirements, Art.15.	
Short description of the action	Young mothers and especially single mothers have difficulty to take care for their children during the day. Nursery and public kindergarten schedules are not adequate, as most of them close at 4 p.m. This activity aims to make the necessary adjustments to the regulations that enable the flexible working times arrangements.	
Impact area(s) ²⁵	1. Increase in the participation of women in research and innovation and improvement of their career prospects ☐ 2. Gender balance in decision-making bodies ☐ 3. Gender dimension in research content ☐ 4. Work-life balance and organisational culture ☒ 5. Measures to prevent GBV incl. sexual harassment ☐ Other, please specify:	
Field(s) of action (one action might tackle more than one field of action)	☐ Understanding the organization ☐ Data collection ☐ Other: ☐ Raising awareness ☐ Gender (& Diversity) training ☐ Other: ☐ Career progression and development ☐ Recruitment ☐ Promotion ☐ Retention	☐ Integration of gender aspects in ☐ Research ☐ Teaching ☐ Internal funding applications ☒ Work-life-balance aspects ☒ Flexible working conditions ☐ Dual Career ☐ Care & family work ☐ Other, please specify ☐ Gender Budgeting, please specify:

²³For long-time measures or actions, which are to be institutionalized permanently put in N/A in the 'end' box.

²⁴Outcomes refer to mid-term effects on the individual or organizational level of the measure

²⁵The first five points refer to the five minimum areas of GEPs to be compulsory introduced in Horizon Europe.



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	☐ Creating a gender-inclusive workplace culture ☐ Prevention of gender-based violence/sexual harassment ☐ Institutional Governance ☐ Gender equality policies ☐ Gender monitoring ☐ Gender balanced decision bodies	☐ Other fields, please specify: -
Institutional key site(s) of inequality to be addressed by this action(= organizational context)	The teaching process takes place from 8:30 A.M to 20:30 P.M. The regulations do not provide facilities for female academic staff who have other family responsibilities.	
Target group(s) to be addressed by this action	☐ Students	☒ Research and teaching staff Please specify who: Academic and their families
Involved actors for the implementation	☐ LeTSGEPs core team ☐ LeTSGEPs WG ☒ Administration ☒ Management	Please specify who: Human Resource Department; Head of Department
Responsible for the implementation	Human Resource Department	
Action's importance for your institution	☐ Very high ☒ High	☐ Medium ☐ Low
Planned implementation period ²⁶	October 2021	December 2021
Resources needed for implementation (personnel, equipment)	No additional budget needed	
Expected (measurable) output of this action (short-term effects)	Changes in regulations and human resource manual that enable flexibility in the workplace	
Expected outcome ²⁷ of this action (mid-term effects)	Improved rules and procedures that enable the integration of work with family and personal life (about 40 percent of teaching staff are impacted by the new regulation)	
Evaluation procedure (How to determine if goal was reached.)	Number of female academic staff who have benefited from the flexibility in the working time against the total female academic staff	
Any additional comments you would like to make:		

Action 4.1.2	Action name: Offering online elective/ compulsory courses as normal teaching options
Short description of the action	Young mothers and especially single mothers have difficulty to take care for their children during the day. Nursery and public kindergarten schedules are not adequate, as most of them close at 4 p.m. This activity aims to make the necessary adjustments to the regulations that enable online courses when staff are unable to be physically present in the auditorium (not only in the pandemic period).

²⁶For long-time measures or actions, which are to be institutionalized permanently put in N/A in the 'end' box.

²⁷Outcomes refer to mid-term effects on the individual or organizational level of the measure



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Impact area(s) ²⁸	1. Increase in the participation of women in research and innovation and improvement of their career prospects ☐ 2. Gender balance in decision-making bodies ☐ 3. Gender dimension in research content ☐ 4. Work-life balance and organisational culture ☐ 5. Measures to prevent GBV incl. sexual harassment ☐ Other, please specify:		
Field(s) of action (one action might tackle more than one field of action)	☐ Understanding the organization ☐ Data collection ☐ Other: ☐ Raising awareness ☐ Gender (& Diversity) training ☐ Other: ☐ Career progression and development ☐ Recruitment ☐ Promotion ☐ Retention ☐ Creating a gender-inclusive workplace culture ☐ Prevention of gender-based violence/sexual harassment ☐ Institutional Governance ☐ Gender equality policies ☐ Gender monitoring ☐ Gender balanced decision bodies	☐ Integration of gender aspects in ☐ Research ☐ Teaching ☐ Internal funding applications X Work-life-balance aspects X Flexible working conditions ☐ Dual Career ☐ Care & family work ☐ Other, please specify ☐ Gender Budgeting, please specify: ☐ Other fields, please specify: -	
Institutional key site(s) of inequality to be addressed by this action(= organizational context)	Online teaching is not anticipated as a way of teaching in the UT regulation. It was applied during the pandemic situation (Covid-19) by order of the Ministry of Education.		
Target group(s) to be addressed by this action	☐ Students	X Research and teaching staff Please specify who: Academic staff and their families	☐ Administration Please specify who:
Involved actors for the implementation	☐ LeTSGEPs core team ☐ LeTSGEPs WG X Administration X Management	Please specify who: Human Resource Department Head of Departments, Deans	
Responsible for the implementation	Human Resource Department, head of Department, Deans		
Action's importance for your institution	☐ Very high X High	☐ Medium ☐ Low	☐ Very low ☐ Can't decide
Planned implementation period ²⁹	September 2021	May 2022	
Resources needed for implementation (personnel, equipment)	No additional budget needed		
Expected (measurable) output of this action (short-term effects)	Number of modules offered online		

²⁸The first five points refer to the five minimum areas of GEPs to be compulsory introduced in Horizon Europe.

²⁹For long-time measures or actions, which are to be institutionalized permanently put in N/A in the 'end' box.



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Expected outcome ³⁰ of this action (mid-term effects)	Improved rules and procedures that enable the integration of work with family and personal life
Evaluation procedure (How to determine if goal was reached.)	Number of online modules offered by female academic staff against the total
Any additional comments you would like to make:	

Action 4.2.1	Action name: A more flexible working time for women with small children to avoid extended working time after in the late afternoon		
Short description of the action	Young mothers and especially single mothers have difficulty to take care for their children in the afternoon. Nursery and public kindergarten schedules are not adequate, as most of them close at 4 p.m. This activity aims to make the necessary adjustments to the regulations that enable that mothers with small children to avoid teaching time late in the afternoon.		
Impact area(s) ³¹	1. Increase in the participation of women in research and innovation and improvement of their career prospects ☐ 2. Gender balance in decision-making bodies ☐ 3. Gender dimension in research content ☐ 4. Work-life balance and organisational culture X 5. Measures to prevent GBV incl. sexual harassment ☐ Other, please specify:		
Field(s) of action (one action might tackle more than one field of action)	☐ Understanding the organization ☐ Data collection ☐ Other: ☐ Raising awareness ☐ Gender (& Diversity) training ☐ Other: ☐ Career progression and development ☐ Recruitment ☐ Promotion ☐ Retention ☐ Creating a gender-inclusive workplace culture ☐ Prevention of gender-based violence/sexual harassment ☐ Institutional Governance ☐ Gender equality policies ☐ Gender monitoring ☐ Gender balanced decision bodies	☐ Integration of gender aspects in ☐ Research ☐ Teaching ☐ Internal funding applications X Work-life-balance aspects X Flexible working conditions ☐ Dual Career ☐ Care & family work ☐ Other, please specify ☐ Gender Budgeting, please specify: ☐ Other fields, please specify:	
Institutional key site(s) of inequality to be addressed by this action (= organizational context)	The teaching process takes place from 8:30 A.M to 20:30 P.M. The regulations do not provide facilities for female academic staff.		
Target group(s) to be addressed by this action	☐ Students	X Research and teaching staff Please specify who: Academic staff and their families	☐ Administration Please specify who:

³⁰Outcomes refer to mid-term effects on the individual or organizational level of the measure

³¹The first five points refer to the five minimum areas of GEPs to be compulsory introduced in Horizon Europe.



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Involved actors for the implementation	☐ LeTSGEPScore team ☐ LeTSGEPS WG ☐ Administration ☐ Management		Please specify who: Human resource department; Academic Senate, main units
Responsible for the implementation	Academic Senate/ Human resource department		
Action's importance for your institution	☐ Very high ☒ High	☐ Medium ☐ Low	☐ Very low ☐ Can't decide
Planned implementation period ³²	April 2021	April 2021	
Resources needed for implementation (personnel, equipment)	No additional budget needed		
Expected (measurable) output of this action (short-term effects)	Policies in place on work and personal life balance		
Expected outcome ³³ of this action (mid-term effects)	Improved rules and procedures that enable the integration of work with family and personal life		
Evaluation procedure (How to determine if goal was reached.)	Number of female academic staff with small children who have benefited from the flexibility in the working time against the total female academic staff		
Any additional comments you would like to make:			

Action 5.1	Action name: Introduce measures to prevent gender –based violence and sexual harassment at the university regulations such as Code of Ethics	
Short description of the action	In respect of the Albanian Labour Code, prevention of gender based violence and sexual harassment is an obligation of any public and private organization.	
Impact area(s) ³⁴	1. Increase in the participation of women in research and innovation and improvement of their career prospects ☐ 2. Gender balance in decision-making bodies ☐ 3. Gender dimension in research content ☐ 4. Work-life balance and organisational culture 5. Measures to prevent GBV incl. sexual harassment ☒ Other, please specify:	
Field(s) of action (one action might tackle more than one field of action)	☐ Understanding the organization ☐ Data collection ☐ Other: ☒ Raising awareness ☐ Gender (& Diversity) training ☐ Other: ☐ Career progression and development ☐ Recruitment ☐ Promotion ☐ Retention ☒ Creating a gender-inclusive workplace culture ☒ Prevention of gender-based violence/sexual harassment	☐ Integration of gender aspects in ☐ Research ☐ Teaching ☐ Internal funding applications Work-life-balance aspects Flexible working conditions ☐ Dual Career ☐ Care & family work ☐ Other, please specify ☐ Gender Budgeting, please specify: ☐ Other fields, please specify:

³²For long-time measures or actions, which are to be institutionalized permanently put in N/A in the 'end' box.

³³Outcomes refer to mid-term effects on the individual or organizational level of the measure

³⁴The first five points refer to the five minimum areas of GEPs to be compulsory introduced in Horizon Europe.

	☐ Institutional Governance ☐ Gender equality policies ☐ Gender monitoring ☐ Gender balanced decision bodies		
Institutional key site(s) of inequality to be addressed by this action(= organizational context)	The Code of Ethics have to specify the definitions and measures to prevent any form of violence in any kind of circumstances at the University.		
Target group(s) to be addressed by this action	☒ Students	☒ Research and teaching staff Please specify who: Academic staff and their families	☒ Administration Please specify who:
Involved actors for the implementation	☐ LeTSGEPScore team ☐ LeTSGEPS WG ☒ Administration ☐ Management		Please specify who: ☒ Human resource department; Academic Senate, main units
Responsible for the implementation	Academic Senate, Human resource department		
Action's importance for your institution	☐ Very high ☒ High	☐ Medium ☐ Low	☐ Very low ☐ Can't decide
Planned implementation period ³⁵	October 2021		December 2021
Resources needed for implementation (personnel, equipment)	No additional funds needed		
Expected (measurable) output of this action (short-term effects)	Policies in place on Code of Ethics and other regulations		
Expected outcome ³⁶ of this action (mid-term effects)	Improved rules and procedures that prevent all kinds of gender violence		
Evaluation procedure (How to determine if goal was reached.)	Amendments to the Code of Ethics and Regulations		
Any additional comments you would like to make:			

Action 5.2	Action name: Defined rules for prevention of age-based discrimination especially for women	
Short description of the action	The respect for the career and work of the academic and research staff need to be reflected in regulations when the experience of the older staff might be used in decision making bodies and in research teams.	
Impact area(s) ³⁷	1. Increase in the participation of women in research and innovation and improvement of their career prospects ☐ 2. Gender balance in decision-making bodies ☐ 3. Gender dimension in research content ☐ 4. Work-life balance and organisational culture ☒ 5. Measures to prevent GBV incl. sexual harassment ☐ Other, please specify:	
Field(s) of action	☐ Understanding the organization	☐ Integration of gender aspects in

³⁵For long-time measures or actions, which are to be institutionalized permanently put in N/A in the 'end' box.

³⁶Outcomes refer to mid-term effects on the individual or organizational level of the measure

³⁷The first five points refer to the five minimum areas of GEPs to be compulsory introduced in Horizon Europe.



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(one action might tackle more than one field of action)	☐ Data collection ☐ Other: ☒ Raising awareness ☐ Gender (& Diversity) training ☐ Other: ☐ Career progression and development ☐ Recruitment ☒ Promotion ☐ Retention ☐ Creating a gender-inclusive workplace culture ☒ Prevention of gender-based violence/sexual harassment ☐ Institutional Governance ☐ Gender equality policies ☐ Gender monitoring ☐ Gender balanced decision bodies			☐ Research ☐ Teaching ☐ Internal funding applications Work-life-balance aspects Flexible working conditions ☐ Dual Career ☐ Care & family work ☐ Other, please specify: ☐ Gender Budgeting, please specify: ☐ Other fields, please specify:
Institutional key site(s) of inequality to be addressed by this action(= organizational context)	The Code of Ethics and regulations.			
Target group(s) to be addressed by this action	☒ Students	☒ Research and teaching staff Please specify who: Academic staff and their families	☒ Administration Please specify who: Human Resource Management Unit	
Involved actors for the implementation	☒ LeTSGEPS core team ☐ LeTSGEPS WG ☒ Administration ☒ Management		Please specify who: Human resource department; Academic Senate, main units	
Responsible for the implementation	Academic Senate, Human resource department			
Action's importance for your institution	☐ Very high ☐ High	☒ Medium ☐ Low	☐ Very low ☐ Can't decide	
Planned implementation period ³⁸	October 2021		December 2021	
Resources needed for implementation (personnel, equipment)	No additional funds needed			
Expected (measurable) output of this action (short-term effects)	Policies in place on prevention age-based discrimination			
Expected outcome ³⁹ of this action (mid-term effects)	Improved rules and procedures that enable respect on the work of older staff			
Evaluation procedure (How to determine if goal was reached.)	Amendments to the Code of Ethics and Regulations			
Any additional comments you would like to make:				

³⁸For long-time measures or actions, which are to be institutionalized permanently put in N/A in the 'end' box.

³⁹Outcomes refer to mid-term effects on the individual or organizational level of the measure

I. BARAZIA GJINORE NË UNIVERSITETIN E TIRANËS

Universiteti i Tiranës përbëhet nga gjashtë fakultete dhe dy institute. Ofron 174 programe në të gjitha ciklet e studimit, 842 me kohë të plotë dhe 1,327 personel akademik me kohë të pjesshme, me një numër të përafërt 23,551 studentë. Aktualisht, pjesa maxhoritare e stafit akademik (65,4%), profesorë të asociuar (69%) dhe lektorë të cilët mbajnë gradën PhD (71%) janë gra. Ndërkohë, paraqitja e grave në organet vendimmarrëse është e vakët, përkatësisht me 10% të Rektoratit dhe 37% e anëtarëve të Senatit Akademik janë gra, por me një përqindje më e lartë me 57.1% e anëtarëve të Bordit të Administrimit. Balancat gjinore janë shumë të ndryshme në komisionet e përhershme me 57.1% të anëtarëve femra në Komisionin e Nxitjes së Personelit Akademik, por në Komisionin e Progresit të Aktivitetit dhe Marrëdhëniet me Studentët ka vetëm 28.6% të femrave.

Çështjet gjinore përfshihen në kurrikulën e Programit Bachelor dhe Master në fushat e studimit të Punës Sociale dhe Politikave Sociale, dhe Sociologjisë në Fakultetin e Shkencave Sociale, si dhe në programet mësimore të Fakultetit të Ekonomisë për modulet "Menaxhimi i Burimeve Njerëzore" në nivelin Bachelor, dhe "Manaxhimi i Avancuar i Burimeve Njerëzore" në nivelin Master. Analiza e Buxhetit Gjinor nuk është përfshirë në asnjë program studimor.

Mangësitë kryesore gjinore të identifikuara deri më tani në nivelin institucional janë:

- Misioni dhe vizioni i institucionit nuk janë të ndjeshëm ndaj gjinisë.
- Mungojnë politikat dhe strukturat institucionale për të promovuar GEP.
- Deri më tani nuk ka pasur asnjë përpjekje për të zhvilluar buxhetin e përgjegjshëm gjinor dhe GEP.
- Ka shumë pak të dhëna në dispozicion për të monitoruar situatën nën kënveshtrimin gjinor.
- Aspektet gjinore nuk janë përfshirë në mënyrë sistematike në punën kërkimore.
- Shumë pak botime përqendrohen në analizën e barazisë gjinore dhe / ose marrin parasysh ndikimin gjinor.

GEP përmban disa masa të zhvilluara bazuar në nevojat dhe analizën e kontekstit të Universitetit të Tiranës, një analizë e kryer përmes bashkëpunimit të vlefshëm të ekipit të projektit dhe rezultateve të sondazhit të ndërmarra nën projektin LetGEPS. Këta tregues statistikorë dhe rezultatet e studimit janë të rëndësishëm për përcaktimin e veprimeve dhe masave në GEP. Pyetësi i'u shpërnda të gjithë stafit akademik dhe administrativ të UT-së nga serveri kryesor duke përdorur adresat e tyre zyrtare të postës elektronike gjatë muajve Mars-Prill 2021.

II.1 Analiza e treguesve statistikorë të UT sipas ISCED

Tabela I tregon numrin e studentëve të regjistruar në arsimin e lartë sipas gjinisë dhe fushës së studimit në Universitetin e Tiranës dhe atje tregohet numri përgjithshëm i studentëve në institucionet e arsimit të lartë në Shqipëri. Analiza e zhvilluar mbi studentet duke u bazuar në përmbajtjen gjinore tregon se numri i grave është më i lartë se ai i burrave në pothuajse të gjitha fushat e studimit në UT. Konkretisht, ekzaminimi i studentëve të regjistruar në fushat e studimit tregon fenomenin e përhapur të njohur ndërkombëtarisht si ndarja horizontale sipas profesioneve, ku gratë në Universitetin e Tiranës përfaqësojnë nga 57% (Teknologjitë e Informacionit dhe Komunikimit) në 89% (Edukimin) të totalit të studentëve në fushat repektive të studimit.

Tabela I. Studentët e regjistruar në arsimin e lartë sipas gjinisë dhe fushës së arsimit

PARTNER:	Universiteti i Tiranës							
INDEKSI:	1. Studentët e regjistruar në arsimin e lartë sipas gjinisë dhe fushës së arsimit							
	B	%B	G	%G	TOT	%TOT	%G/TOT	Qyteti G/TOT
Edukimi	294	4.4%	2,271	10.0%	2,565	8.7%	89%	84%
Arte dhe Shkenca humane	1,214	18.2%	5,544	24.3%	6,758	22.9%	82%	76%
Shkencat shoqërore, gazetaria dhe informacioni	789	11.8%	4,156	18.2%	4,945	16.8%	84%	72%
Administrim Biznesi dhe Ligjor	1,772	26.6%	5,419	23.8%	7,191	24.4%	75%	59%
Shkencat natyrore, matematika dhe statistika	755	11.3%	2,676	11.7%	3,431	11.6%	78%	67%
Teknologjitë e Informacionit dhe Komunikimit	1,640	24.6%	2,214	9.7%	3,854	13.1%	57%	39%
Sherbimet	8	0.1%	12	0.1%	20	0.1%	60%	31%
Total-	6,660	100%	22,800	100%	29,460	100%	77%	60%

Burimi: Të dhënat nga Universiteti i Tiranës

Tabela II tregon analizën e të diplomuarve të doktoraturës sipas gjinisë. Mund të shohim se ka më shumë gra të diplomuara për doktoraturë në të gjitha fushat e studimeve. Përqindja e grave të diplomuara për doktoraturë është nga 54% në fushën e shkencave shoqërore, gazetarisë dhe informacionit në pothuajse 100% në fushën e Teknologjive të Informacionit dhe Komunikimit.

Table II. Gratë e diplomuara me doktoraturë sipas fushës së arsimit

PARTNER:	Universiteti i Tiranës							
INDEKSI:	2. Gratë e diplomuara me doktoraturë sipas fushës së arsimit							
	B	%B	G	%G	TOT	%TOT	%G/TOT	Qyteti G/TOT
Edukimi	-	0%	-	0%	-	0%	0%	0.0%
Arte dhe Shkenca humane	8	38%	15	23%	23	27%	65%	52.4%
Shkencat shoqërore, gazetaria dhe informacioni	6	29%	7	11%	13	15%	54%	72.4%

Administrim Biznezi dhe Ligjor	1	5%	20	31%	21	24%	95%	65.2%
Shkencat natyrore, matematika dhe statistika	6	29%	22	34%	28	33%	79%	64.1%
Teknologjitë e Informacionit dhe Komunikimit		0%	1	2%	1	1%	100%	100.0%
Totali	21	100%	65	100%	86	100%	76%	57,6%

Burimi: Të dhënat nga Universiteti i Tiranës

Duke krahasuar këto të dhëna, duke iu referuar numrit të studentëve në secilën fushë të studimit për Universitetin e Tiranës, është e qartë se gratë midis të diplomuarve të doktoratës janë të nënpërfaqësuar në fushën e Arteve dhe Shkencave Humane me 65% krahasuar me 82% të studentëve në këtë fushë, si dhe në Shkencat Sociale 54% PhD / 87% studentë, ndërsa janë tepër të përfaqësuar në fushat e studimit Biznes, Administrim dhe Drejtësi 95% PhD / 75% studentë dhe në fushën e Teknologjive të Informacionit dhe Komunikimit 100% PhD / 57 % studentë. Tabela III konfirmon se ka më shumë gra sesa burra midis të diplomuarve të doktoraturës, nga një fushë më e kufizuar studimesh. Përqindja e grave të diplomuara për doktoraturë është nga 50% në fushën e shkencave natyrore, në 100% në fushën e Teknologjive të Informacionit e Komunikimit

Tabela III. Gratë midis të diplomuarve të doktoraturës sipas fushës së kufizuar të arsimit (STEM)

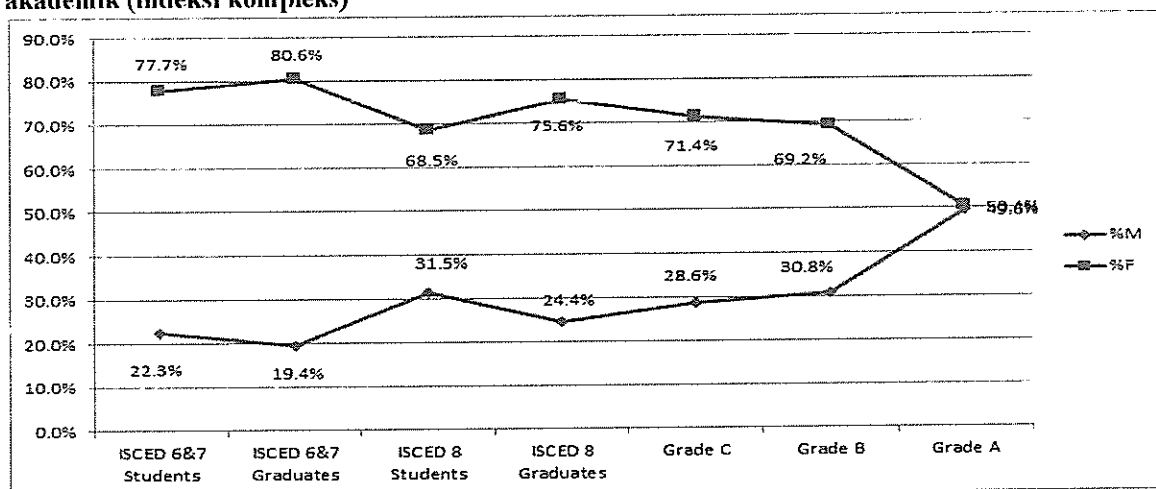
PARTNER:		Të dhëna nga Universiteti i Tiranës						
INDEKSI:		3. Gratë midis të diplomuarve të doktoraturës sipas fushës së kufizuar të arsimit (STEM)						
		B	%B	G	%G	TOT	%TOT	%G/TOT
Shkencat natyres, matematikë dhe statistikë (EF05)	Shkencat biologjike dhe të ngjashme (EF051)	3	50%	3	13%	6	21%	50%
	Shkencat fizike (EF053)	-	0%	8	35%	8	28%	100%
	Matematikë dhe statistikë (EF054)	3	50%	11	48%	14	48%	79%
	Nëntotali	6	100%	22	96%	28	97%	79%
Teknologjitë e informacionit dhe komunikimit (EF06)	Teknologjitë e informacionit dhe komunikimit (EF061)	-	0%	1	4%	1	3%	100%
Totali	Totali	6	100%	23	100%	29	100%	79%

Burimi: Të dhëna nga Universiteti i Tiranës

Figura 1 tregon trendin e karrierës akademike sipas gjinisë. Duke parë përbërjen sipas gjinisë përgjatë rrugës të karrierës akademike duke filluar nga pozicioni i studentit, duke kaluar nëpër kërkimet për doktoraturë deri te kalimi në studiues (C), Profesor i asociuar (B) dhe titullit Profesor (A), efekti i të ashtuquajturës “Leaky pipeline”.

Në fakt, gratë përfaqësojnë 77.9% të studentëve dhe stafit akademik të UT-së. Në fazat e mëvonshme të karrierës, prania e grave zvogëlohet progresivisht, duke rënë në 69.2% midis profesorëve të asociuar dhe në 50.4% midis titullit të plotë Profesor. Ndoshta, kalimi nga Profesor i Asociuar në pozicionin e plotë të Profesorit është faza më kritike për gratë, në të cilën ato duhet të plotësojnë shumë kërkesa kërkimore dhe botuese. Kjo renie në përqindjen e pjesëmarrjes së grave nga Prof.As. në Profesor ka të bëjë me detyrimet familjare si edhe me faktore të tjera që lidhen me koston e leartë të aktiviteteve kërkimore dhe të publikimeve. Nevojitet të mblidhen të dhëna edhe gjatë zbatimit të Planit Barazisë Gjimore për të perkufizuar me më mirë masat që duhet të ndermerren nga Universiteti.

Figura 1. Përqindja (%) e burrave dhe grave në një karrierë tipike akademike, studentëve dhe stafit akademik (indeksi kompleks)



Shënim: Të dhëna për UT

Tabela IV tregon një analizë më të detajuar të gjinisë duke parë vetëm klasën A, pozicionin e plotë të Profesorit. Në terma të përqindjes, prania e profesoreve femra nga numri i përgjithshëm i personelit akademik femëror është 13.3%, ndërsa ai mashkullor është rreth 25.4%. Kjo konfirmon se disa pengesa sociale, kulturore, ekonomike ose institucionale mund të përfaqësojnë kufizime në karrierën e grave.

Table IV. Përqindja (%) e stafit të klasës A midis të gjithë stafit akademik, sipas gjinisë

PARTNER:	Të dhëna për UT		
INDEKSI:	10 Përqindja (%) e stafit të klasës A midis të gjithë stafit akademik, sipas gjinisë		
	B	G	TOT
%GRADA A/TOTAL	25.4%	13.6%	17.7%

Burimi: Të dhëna për UT

Indeksi i Tavanit të Qelqit përcaktohet si raport midis përqindjes së grave në stafin mësimdhënës (shkalla A + shkalla B + shkalla C) dhe përqindjes së grave në rolin e titullit Profesor (shkalla A). Vlera e këtij indeksi mund të ndryshojë nga 0 në pafundësi. Një vlerë indeksi e barabartë me 1 tregon se nuk ka asnjë ndryshim midis grave dhe burrave për sa i përket probabilitetit për të arritur nivelin maksimal të karrierës (profesor); një

vlerë indeksi më e vogël se 1 do të thotë që përqindja e grave në rolin maksimal të arritshëm është më e lartë se prania e tyre mesatare si pjesë e stafit mësimdhënës (shkalla A + shkalla B + shkalla C); një vlerë indeksi më e lartë se uniteti në vend tregon praninë e efektit të njohur si "efekti i tavanit të qelqit", i cili i sheh gratë më pak të përfaqësuara në pozitat e larta (shkalla A) sesa zona mesatare e prezencës së tyre si pjesë e stafit të mësimdhënës (shkalla A + shkalla B + shkalla C). Në përgjithësi, sa më e lartë të jetë vlera e supozuar mbi njësinë nga indeksi i Tavanit të Qelqit, aq më i lartë është efekti i tavanit të qelqit dhe aq më e vështirë është për gratë që të arrijnë rolin kryesor në karrierën e tyre akademike. Indeksi i Tavanit të Qelqit për të gjitha institucionet e arsimit të lartë në Shqipëri është 1,33 që tregon pengesat në përparimin e karrierës të stafit akademik femëror.

Analiza e mësipërme tregon se ka evidenca të pabarazisë gjinore në kërkim dhe hulumtim që ndikon në një përfaqësim të pamjaftueshëm të grave në pozitat udhëheqëse.

II.2 Analiza e përgjithshme e rezultateve të sondazhit

Në këtë Seksion, ne do të përmbledhim disa nga rezultatet e një sondazhi që është zhvilluar nga Universiteti CY Cergy Paris dhe që është i plotësuar në UT në gjuhën Shqipe. Sondazhi është zhvilluar në Qualtrics, i cili siguron një mjedis miqësor për përdoruesit për të anketuarit. Në fillim të studimit, të gjithë pjesëmarrësit u informuan për anonimin e të dhënave të tyre. Përgjigjet u morën në javën e fundit të Marsit deri në 2 Prill 2021. Sondazhi kërkoi rreth 20 deri në 25 minuta për të përfunduar. Pjesëmarrësve i'u dha mundësia të mos përgjigjeshin në secilën pyetje.

II.2.1 Struktura e Sondazhit

Sondazhi është i përbërë nga disa blloqe pyetjesh:

- *Pyetjet demografike*: moshë, gjinia, statusi personal, numri i fëmijëve, moshë e fëmijës më të vogël, kujdesi për fëmijët, pjesa e të ardhurave të familjes, statusi i punës së partnerit;
- *Pyetjet e jetës profesionale*: roli në institucion, fusha kërkimore, lloji dhe kohëzgjatja e kontratës së punës, preferencat për punën inteligjente, ngritja në detyrë, paga, kënaqësia e punës, marrëdhëniet me eprorin.
- *Pyetjet e bilancit midis jetës dhe punës*: (disa pyetje janë përzgjedhur nga Eurofound 3rd Living, sondazhi elektronik Working dhe COVID-19) ndarja e punës dhe kohës familjare, koha e udhëtimit për në punë, punët e shtëpisë / koha kushtuar kujdesit të fëmijëve, leja e prindërimit, kënaqësia nga jeta;
- *Vlerat shoqërore dhe pyetjet e orientuara në politikat gjinore*: pyetjet tradicionale të rolit gjinor (marrë nga Anketa e Vlerave Sociale), diskriminimi (raca, moshë, gjinia), ndjenjat mbi lehtësitë /vështirësitë për gratë për të fituar të mira nga karriera e tyre (në disa kontekste) në dallim nga burrat, renditja e veprimeve të mundshme për t'u zbatuar në GEP;
- *Pyetjet për kohën e lirë*: aktivitete të praktikuara, kujtime nga pushimet, koha e kaluar duke parë televizionin / videot;
- *Test i thjeshtë i shoqërimit* (të fjalëve).

II.2.2 Metodologjia

Të anketuarit nuk kishin informacion të plotë në lidhje me qëllimin e sondazhit. Letra e ftesës dhe faqja e parë e sondazhit vijon si më poshtë:

"Objektivi kryesor i sondazhit është të kuptohen më mirë praktikat e institucionit tonë në mënyrë që të përmirësojë ekuilibrin punë-jetë. Rezultatet e përgjithshme të kësaj ankete do të bëjnë të mundur hartimin e një plani veprimi (i cili do të përfshijë, për shembull: aktivitete trajnuese, politika rekrutimi, fleksibilitet të orëve të punës) që është në përputhje me pritjet dhe nevojat e stafit dhe institucionit". Vendimi ynë për të zbuluar pjesërisht qëllimin e sondazhit është sepse deklarimi i emrit të projektit ose planit të barazisë gjinore

mund të paragjykojë me forcë përgjigjet. Studiuesit kanë treguar se të anketuarit mund të ndryshojnë përgjigjet e tyre për të kënaqur njerëzit që paraqesin sondazhin. Ekziston një literaturë e gjerë në sociologji rreth asaj se si sondazhet mund të ndërtojnë atë që pretendojnë të matin; një literaturë e madhe në ekonominë empirike, e cila paralajmëron kundër zgjedhjes së shëmbullit dhe si mund t'i parandalojë studiuesit të nxjerrin konkluzione nga rezultatet e studimit; një literaturë e gjerë për hartimin e një sondazhi, e cila tregon se si ndryshojnë përgjigjet bazuar në rendin në të cilin ngrihen pyetjet, me përgjigjet e zgjedhura paraprakisht ose "parazgjedhja", ose me mënyrën e hartimit të pyetjeve. Blloqet e pyetjeve të përshkruara më sipër u janë paraqitur në mënyrë të rastësishme të anketuarve.

II.2.3 Rezultatet: Diskutime të Përgjithëshme

Numri i të anketuarve (160) korrespondon me madhësinë e shëmbullit, e cila lejon arritjen e një objektivi të një marzhi gabimi prej 10% (interval besimi 95%). Pjesëmarrja e femrave në sondazh ishte 76.4% (123 të anketuar) ndërsa 22% (35 të anketuar) meshkuj. Tabela 5 tregon të anketuarit në lidhje me moshën ku 44.4% i përket grupmoshës 21-34 vjeç dhe 29.4% grupmoshës 35-44 vjeç dhe fushën e hulumtimit. Personeli akademik mori pjesë me 82.5% (132), ndërsa personeli administrativ me 10% (16).

Tabela 5. Të anketuarit në lidhje me intervalet e moshës dhe fushën e hulumtimit

Grupmosha	21-34	35-44	45-54	55-64	65+
	44.4%	29.4%	28 (17.5%)	10 (6.2%)	2 (1.2%)
Fusha e Kërkimit:	Arte dhe Shkenca Humane	Ekonomiksi, Biznes, Financë dhe Manaxhim	Juridik, Shkenca Politike	Matematikë, Fizikë, Kimi, Biologji, statistikë	Sociologji
	24 (15.1%)	85 (53.5%)	4 (2.5%)	17 (10.7%)	6 (3.8%)

Përqindja e përgjigjeve sipas gjinisë në pyetjet në lidhje me diskriminimin dhe dhunën (dëshmuar, i nënshtruar ose dëgjuar); perceptimet e barazisë gjinore në alokimin e detyrave dhe burimeve të reja; dhe ekuilibrimi i jetës dhe punës janë konsideruar si më të rëndësishmet për përcaktimin e veprimeve që do të përfshihen në Planin e Barazisë Gjinore.

Në Figurën 2 dhe 3 ka përgjigje në pyetjet në lidhje me diskriminimin dhe dhunën, respektivisht. Në të dy grupet e pyetjeve, të anketuarit kishin zgjedhjen për t'iu përgjigjur "Jo", "Po, dëgjuar", "Po, i nënshtruar", ose "Po, i dëshmuar". Në Figurën 1, ne mund të shohim që 60 deri në 80 përqind e të anketuarve nuk kanë qenë viktima të diskriminimit (ose të njohur për raste të tilla). Gratë kryesisht i janë nënshtruar diskriminimit të bazuar në gjini (11 përqind) ose e kanë parë atë (9 përqind); 16 përqind e grave kanë dëgjuar për diskriminim të bazuar në gjini, ndërsa 16 (11) përqind të grave (burra) kanë qenë viktima të diskriminimit të bazuar në moshë.

Figura 2. Që nga fillimi i punës tuaj në këtë institucion, i jeni nënshtruar apo keni qenë dëshmitar apo dëgjuar në punë ndonjë nga sa më poshtë? (% e totalit të të anketuarve)

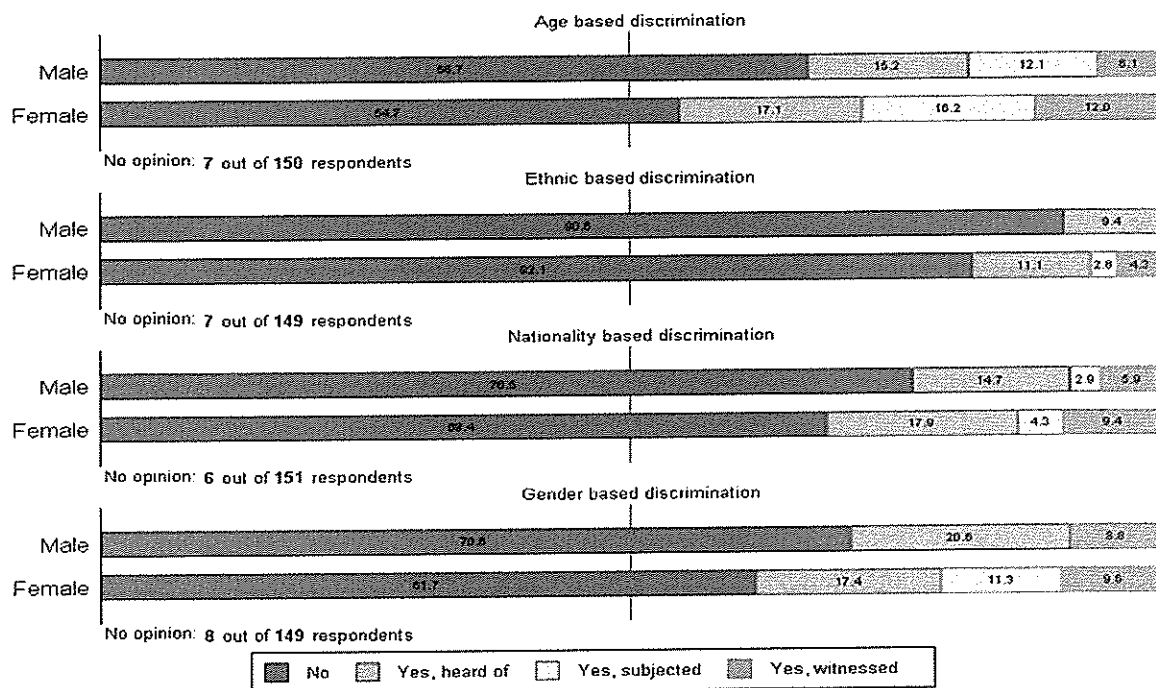
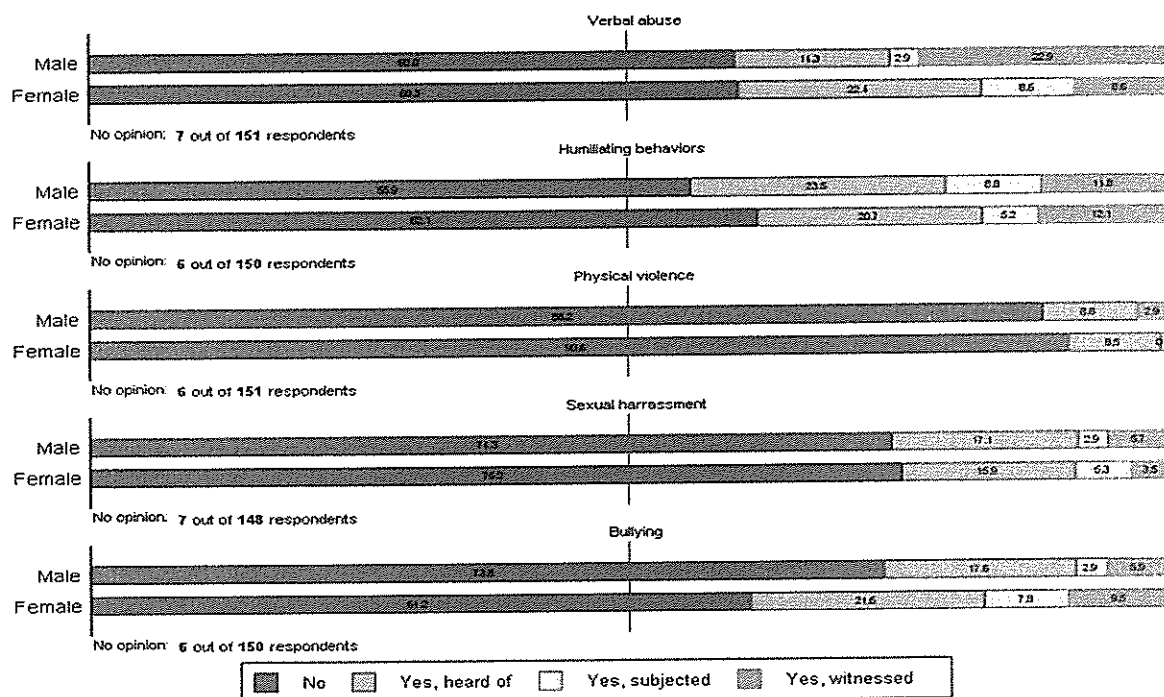


Figura 3. Që nga fillimi i punës tuaj në këtë institucion, a jeni nënshtruar apo keni dëshmuar ose dëgjuar në punë ndonjë nga më poshtë? (% e totalit të të anketuarve)

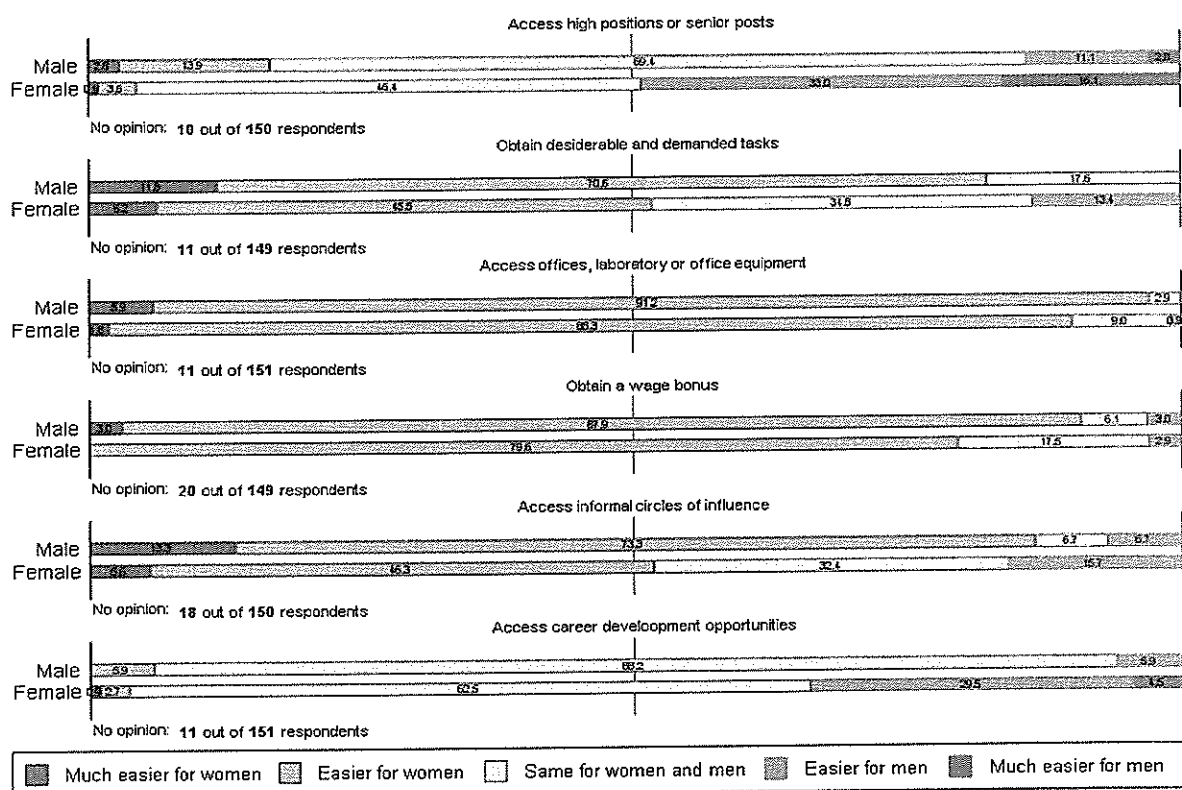


Në Figurën 3, ne mund të shohim se rreth 40 përqind e burrave dhe grave deklarojnë të kenë përjetuar, në mënyrë të drejtpërdrejtë (3 përqind për burrat dhe 8 përqind për gratë) ose indirekte (të dëshmuar ose dëgjuar), abuzim verbal. Rreth 16 përqind e grave dhe 19 përqind e burrave u janë nënshtruar ose kanë qenë dëshmitarë të sjelljeve diskriminuese. Rreth 17 (15) përqind e burrave (grave) kanë dëgjuar për ngacmime seksuale, dhe

3 deri në 5 përqind e tyre kanë përjetuar ngacmime seksuale. Rreth 30 për qind e burrave të anketuar dhe 40 për qind e grave të anketuara kanë përjetuar ngacmime

Për të vlerësuar nëse burrat dhe gratë perceptojnë që detyrat dhe burimet janë ndarë në mënyrë të barabartë në departamentet e tyre, u vlerësuan disa detyra dhe burime. Në Figurën 4, mund të shohim shpërndarjen e përgjigjeve sipas gjinisë. Në përgjithësi, si burrat ashtu edhe gratë besojnë se është më e lehtë për gratë të marrin detyra të pëlqyeshme dhe të kërkuara, të aksesojnë në zyra ose pajisje, të marrin një shpërblim page dhe të kenë mundësi të zhvillimit të karrierës. Burrat e konsiderojnë më të mundshme se gratë. Krahësuar me burrat, një përqindje më e lartë e grave zbulojnë se përdorimi i mundësive të zhvillimit të karrierës është më i lehtë për burrat.

Figura 4. Në vendin tuaj të punës, është më lehtë për një grua ose një burrë të: (% e totalit të të anketuarve)



Në Figurën 5 mund të shohim se krahasuar me burrat, një përqindje më e lartë e grave zbulojnë se rënia e orëve të padëshiruara të mësimdhënies jo të detyrueshme, marrja e një kontrate të përhershme, veprimet e përshtatshme të parandalimit të rreziqeve në punë dhe pjesëmarrja në hapësirën e përfaqësimit është më e lehtë për burrat. Të dy burrat dhe gratë e perceptojnë që procesi i rekrutimit është më i arritshëm për burrat.

Figura 5. Në vendin tuaj të punës, është më lehtë për një grua ose një burrë të: (% e totalit të të anketuarve)

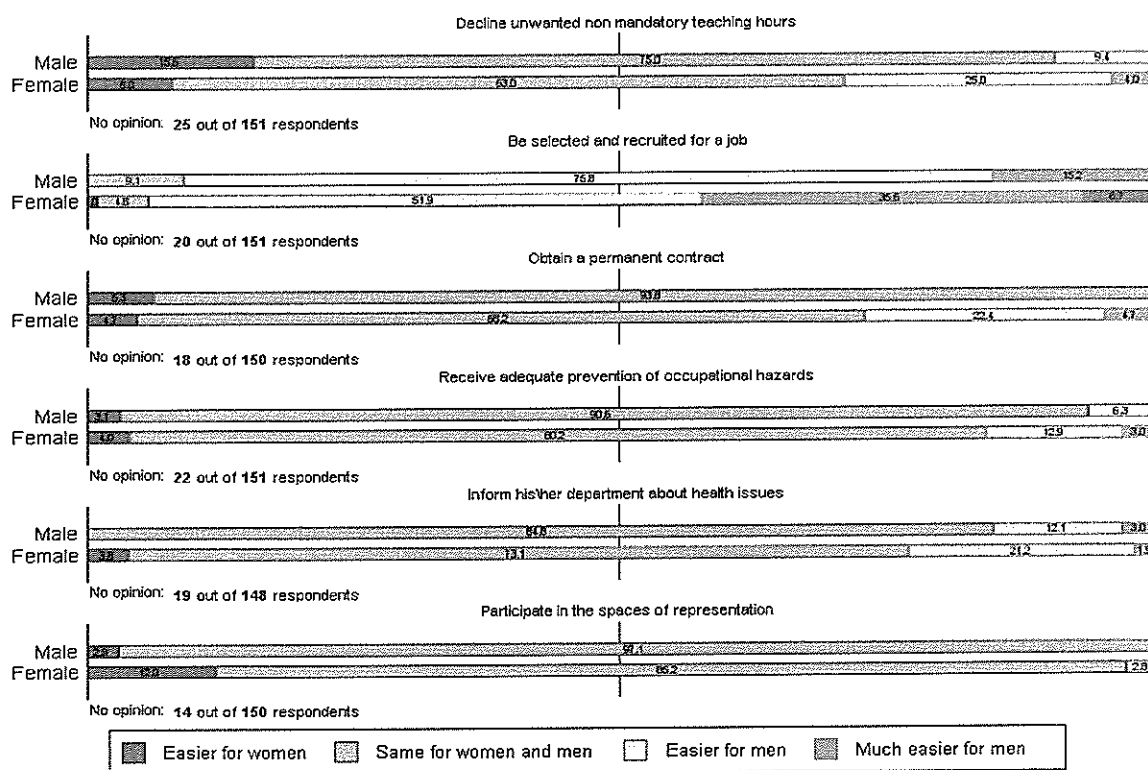
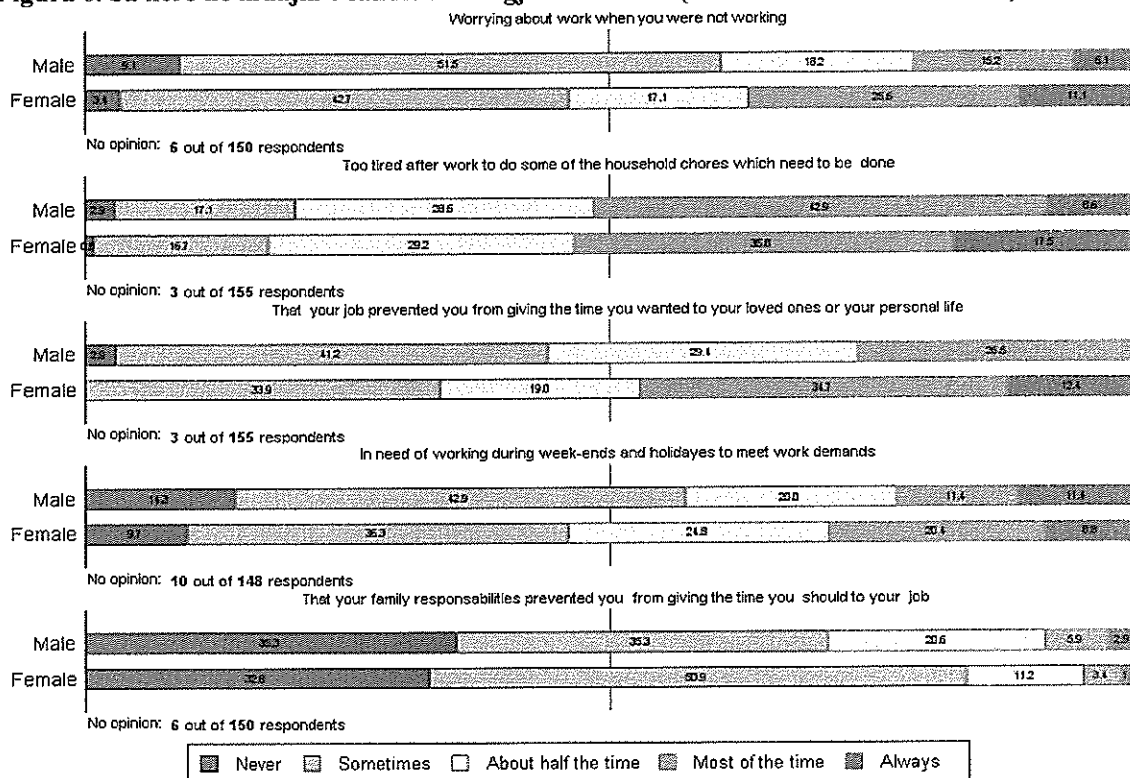


Figura 6. Sa herë në muajin e fundit e keni gjetur veten... (% e totalit të të anketuarve)

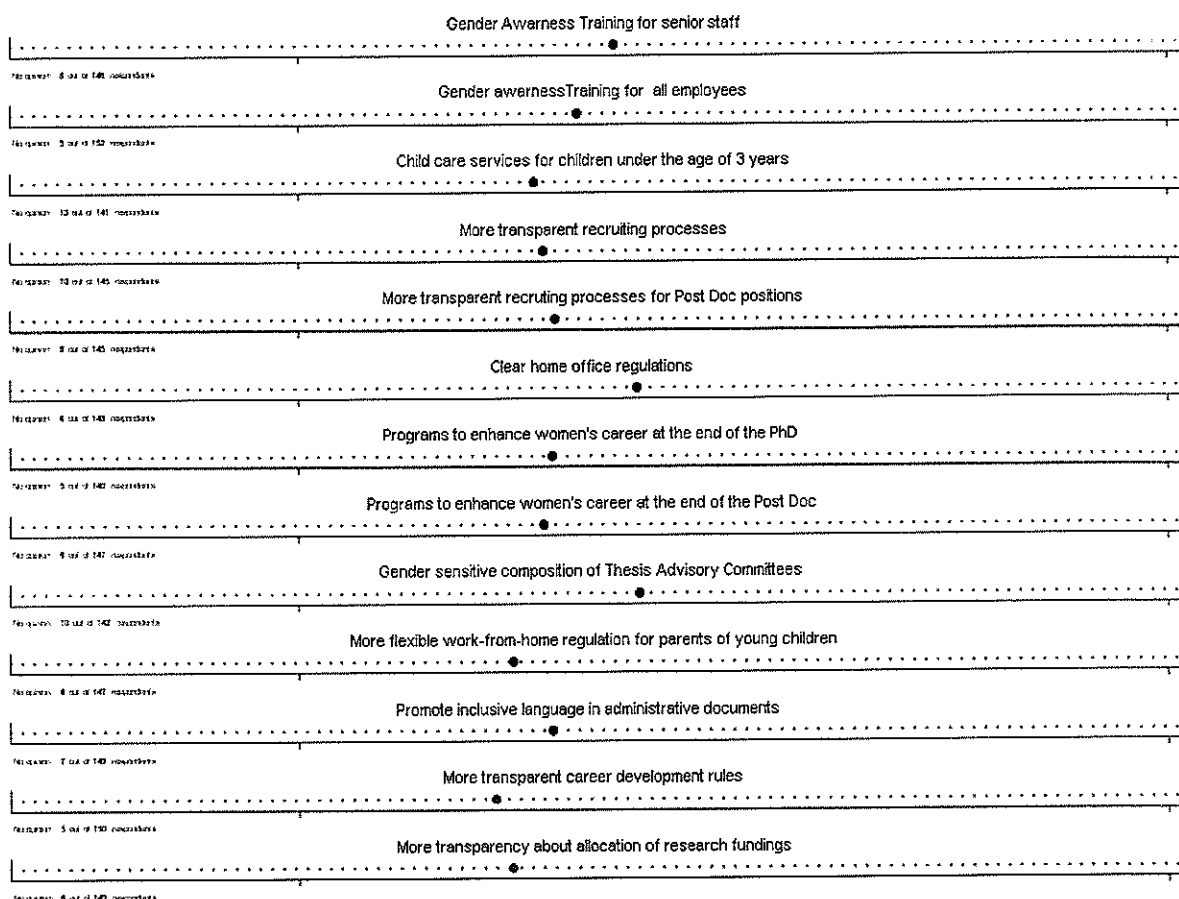


Në Figurën 6 ne tregojmë disa tregues të "professional burnout". Përqindjet janë shumë të ngjashme për burrat dhe gratë. Ne shohim se rreth 40 përqind e të anketuarve shqetësohen për punën kur nuk janë duke punuar në të paktën në gjysmën e kohës; rreth 80 përqind e tyre janë tepër të lodhur për t'u kujdesur për punët e shtëpisë në fund të ditës. Rreth 60 përqind e të anketuarve perceptojnë se puna e tyre i pengon ata që t'i kushtojnë kohën e duhur për jetën e tyre personale. Rreth 40 përqind e të anketuarve ndiejnë nevojën për të punuar gjatë pushimeve për të përmbushur kërkesat e punës.

Figura 7 tregon renditjen mesatare të disa veprimeve të Planit të Barazisë Gjinore. Veprimet e mëposhtme janë sugjeruar nga të anketuarit:

- "Shumicen e trajnimeve e kanë përfituar gra dhe shumica janë pjese perberese e komisioneve te ndryshme"
- "Transparence per perdorimin e kohes per personat ne varesi".

Figura 7: Veprimet e Planit të Barazisë Gjinore



Bazuar ne rezultatet e survey, aspektet kruesore te pabarazise per t'u vendosur ne Planin e Barazise Gjinore te Universitetit te Tiranes jane: Rritja e ndergjegjesimit gjinor dhe trainimi i stafëve dhe punonjesve; Rregulla te qarta te punes nga shtepia; Pune me fleksibel nga shtepia per prinderit e femijeve te vegjel, e regulluar me ligj; Programe per e mbeshtetur karrieren e grave gjate dhe pas studimeve te doktorates; me shume transparence rreth alokimit te fondeve te kerkimit; Mbeshtetje e grave me sherbime per femijet, nese kane femije nen 3 vjec; Me shume transparence ne procesin e rekrutimeve; Perberje e komisioneve te ndryshme marre parasysh ndjeshmerine gjinore.

II. FOKUSI I PLANIT TE BARAZISË GJINORE

Bazuar në analizën e situatës aktuale të Universitetit të Tiranës, ku mungojnë politikat dhe strukturat institucionale të vendosura për të promovuar barazinë gjinore, ne po iniciojmë këtë dokument GEP për vitin e ardhshëm 1 Qershor 2021 - 31 Maj 2022. Ky dokument merr në konsideratë katër elementët e kërkuar nga standardet e BE-së në lidhje me zbatimin e parimit të barazisë gjinore.

Ekspertiza e dedikuar për burimet njerëzore dhe gjininë për ta zbatuar atë është një shtyllë thelbësore. Lidhur me këtë aspekt, GEP po propozon si masën e parë emërimin e një Pike Fokale Gjinore në nivelin e Rekrutimit. GEP do të ndihmojë procesin e integritit gjinor në UT dhe do të jetë përgjegjës për sigurimin dhe monitorimin që politikat, procedurat dhe praktikën e vendit të punës të respektojnë barazinë gjinore. GEP mund të përfshihen drejtpërdrejt në zbatimin e aktiviteteve të caktuara specifike gjinore mbi ndërgjegjësimin siç janë trajnimi mbi çështjet gjinore, grupet e punës dhe fushatat e përkrahjes. Rektori do të jetë i përgjegjshëm për emërimin e një Pike Fokale Gjinore.

Mbledhja e të dhënave dhe monitorimi i të dhënave të ndara gjinore për personelin dhe studentët për tregues të caktuar dhe raportimi vjetor është një tjetër qëllim i GEP. Në të dhënat e mbledhura nën këtë projekt është e qartë se disa të dhëna mungojnë, jo vetëm për UT por në nivel kombëtar. Ne presim që në vitet e ardhshme UT të jetë në gjendje të mbledhë të gjitha të dhënat e kërkuara sipas standardeve të BE, duke i'u referuar klasifikimit ndërkombëtar ISCED dhe klasifikuar sipas gjinisë dhe moshës.

Ndërgjegjësimi do të shoqërohet me trajnime për barazinë gjinore. Do të jetë në fokus Integrimi i dimensionit gjinor në përmbajtjen kërkimore dhe mësimore. Organizimi vjetor i grupeve të punës / konferencave vjetore të punës që kanë një seksion të veçantë për çështjet gjinore dhe botimi i punimeve të referuara në Revistat aktuale të Fakulteteve / Departamenteve të UT që duhet të publikohen në faqen e internetit të UT. Seksione trajnimi ose seminare mbi përfshirjen e dimensionit gjinor në përmbajtjen kërkimore dhe mësimore do të motivojnë Departamentet dhe stafin akademik për të përfshirë në kurset e tyre çështje gjinore ose për të implementuar kurse zgjedhore në nivelin UT mbi barazinë gjinore.

UT do të ndajë GEP-në e tij dhe do të zhvillojë bashkëpunim të ngushtë me palët e tjera të interesit dhe partnerët, të tillë si RPO-të e angazhuar në projekte të Barazisë Gjinore në nivelin e BE-së, rajonit dhe vendit. GEP paraqet rastin për zhvillimin e një qasjeje të përbashkët për të gjithë aktorët në nivel vendi dhe për përqendrimin në zbatimin e masave dhe aktiviteteve të zgjedhura. Analiza e kujdesshme gjinore dhe konsultimi i ngushtë me pikat kryesore të qeverisë qendrore mbi barazinë gjinore, organizatat e shoqërisë civile, aktivistët e të drejtave të grave dhe të rinjtë, do të sigurojnë një themel të fortë për veprimet në terren.

III. QELLIMET DHE MASAT

Qëllimi kryesor i GEP është rritja e ndërgjegjësimit dhe zbatimi i masave për barazinë gjinore në Universitetin e Tiranës. Ky qëllim arrihet duke ndjekur objektivat e mëposhtëme:

- Angazhimi i burimeve të dedikuara si njerëzore dhe ekspertizës gjinore për ta zbatuar atë.
- Mbledhja dhe monitorimi i të dhënave: Të dhëna sipas klasifikimit gjinore për personelin dhe studentët për tregues të caktuar dhe raportim vjetor bazuar në këta tregues.
- Ndërgjegjësimi / trajnime mbi barazinë gjinore dhe paragjykimet e pavetëdijshme gjinore për stafin dhe vendimmarrësit.

Në këtë dokument të parë GEP, janë adresuar dhe propozuar pesë matësa kryesore:

1. Rritja e pjesëmarrjes së grave në proceset kërkimore, dhe inovative, avancimi i tyre në karrierë.
2. Bilanci gjinor në udhëheqje dhe vendimmarrje.
3. Integrimi i dimensionit gjinor në përmbajtjen kërkimore dhe mësimore
4. Bilanci punë-jetë dhe kultura organizative.
5. Matës për parandalimin e dhunës me bazë gjinore, përfshirë edhe ngacmimet seksuale.

Matësi 1. Rritja e pjesëmarrjes të gruas në proceset kërkimore dhe inovative dhe avancimi i tyre në karrierë.

Nënmasa 1.1 Nxiti krijimin e njësisë për të mbështetur barazinë gjinore në nivelin e Universitetit

- ✓ Veprimi 1.1.1 Emërimi i një personi që do merret me çështjet gjinore në nivelin e Universitetit
- ✓ Veprimi 1.1.2 Projektimi i përshkrimit të punës së personit që do merret me çështjet gjinore
- ✓ Veprimi 1.1.3 Mbledhja e të dhënave për barazinë gjinore në Universitetin e Tiranës

Nënmasa 1.2 Rritja e kapacitetit për të implementuar barazinë gjinore në politikat institucionale

- ✓ Veprimi 1.2.1 Seminare me grupet e punës që do të punojnë për rishikimin e dokumentave të UNiversitetit të Tiranës si: Strategji, Rregullore, Kodin e Etikës etj.

Nënmasa 1.3 Promovimi i projekteve të drejtuara nga kërkuese gra

Veprimi 1.3.1 Organizimi i seminare/konferenca vjetore për të nxitur punën e grupeve ndërdisiplinore të interesuara për çështjet gjinore.

Matësi 2. Bilanci gjinor në udhëheqje dhe vendimmarrje.

Nënmasa 2.1 Promovimi i përfaqësimit të barabartë në organet vendimarrëse

- ✓ Veprimi 2.1.1 Seminar me stafin e universitetit me pozitë vendimarrje në institucion

Matësi 3. Integrimi i dimensionit gjinor në përmbajtjen kërkimore dhe mësimore

Nënmasa 3.1 Inkorporimi i perspektivës gjinore si kriter për vlerësimin projekteve kërkimore

- ✓ Veprimi 3.1.1 Zhvillimi i statistikave me bazë gjinore dhe i treguesve për t'u analizuar në raportet vjetore.
- ✓ Veprimi 3.1.2 Përfshirja si lëndë me zgjedhje e barazisë gjinore me të paktën 3 kredite për programet e studimit Bachelor ose Master në UT (klasa me të paktën 10 studentë).

Matësi 4. Balanca punë-jetë dhe kultura organizative.

Nënmasa 4.1 Zbatimi i sistemeve të bazuara në ICT për rritjen e fleksibilitetit dhe përmirësimin e ekuilibrit të punë - jetë të stafit, pas eksperiencave të fituara gjatë situatës së pandemisë COVID-19.

- ✓ Veprimi 4.1.1 Përmirësimi i legjislacionit për të mundësuar të punuarit me orare fleksible, nga puna me kohë të pjesëshme në punën në distance, sipas Kodit të Punës (Ligji nr. 136/2015, datë 5.12.2015) requirements, Neni 15 "Puna në shtëpi dhe telepuna. 1. Me kontratën e punës në shtëpi punë-marrësi kryen punën e tij në shtëpi, ose në ndonjë vend tjetër të përcaktuar në marrëveshje me punëdhënësin, sipas kushteve të rëna dakord midis tyre në kontratën e punës. 2. Me kontratën e telepunës punë-marrësi kryen punën e tij në shtëpi, ose në një vend tjetër, të përcaktuar në marrëveshje me punëdhënësin, duke përdorur teknologjinë e informacionit, brenda kohës së punës, të përcaktuar nga punë-marrësi, sipas kushteve të rëna dakord midis tyre në kontratën e punës.
- ✓ Veprimi 4.1.2 Ofrimi i kurseve online ose disa nga kurset mund të zhvillohen online.

Nënmasa 4.2 Rregullim i qartë i kohës së punës për të shmangur ngarkesën e grave

- ✓ Veprimi 4.2.1 Një orar më fleksibël pune për grate me fëmijë të vegjël për të shmangur të punuarit në ore të vona, në përputhje me Kodin e Punes, Ligji nr. 136/2015 date 05.12.2015, neni 81.

Masa 5. Parandalimi i dhunës me bazë gjinore, përfshirë edhe ngacmimet seksuale.

Kjo masë është përshtatur edhe nga Organizata Ndërkombëtare e Punës ILO “Konventa e Dhunës dhe Ngacmimit”, Nr. 190 dhe Rekomandimet që e shoqërojnë Nr.206, në Qershor 2019. Konventa njeh që gjithkush ka të drejtë të punojë në një botë pa dhunë dhe ngacmim. Konventa ofron mbrojtje të gjerë dhe zbatohet në sektorin public dhe privat, në ekonominë formale dhe informale, në zonat urbane dhe rurale.

Veprimi 5.1 Futja e masave të parandalimit të dhunës dhe ngacmimit me bazë gjinore në rregulloret e universitetit.

Veprimi 5.2 Pëcaktimi i rregullave për parandalimin e diskriminimit me bazë moshën vecanërisht për grate. Për performancë të barabartë, gratë e moshuara të motivohen krahasuar me gratë më të reja në poste vendimmarrëse dhe në aktivitete kërkimore.

Përgatitur nga Grupi i Punës i LeTSGEPs

1. Ingrid Shuli Buçka–Koordinator Projekti
2. Merita Xhumari
3. Etleva Leskaj
4. Rezarta Perri
5. Lindita Gjika

Me kontributin e veçantë të Rajmonda Duka – Konsulent/Mentor.

Rektor i Universitetit të Tiranës
Prof. Dr. Artan Hoxha



Plani i Barazisë Gjimore (GEP) 1 Qershor 2021 – 31 Maj 2022

Qëllimi i përgjithshëm: Qëllimi kryesor i GEP është rritja e ndërgjegjësimit dhe implementimi i masave për barazinë gjimore në Universitetin e Tiranës

Objekivi specifik:	Rritja e ndërgjegjësimit/trajnimet mbi barazinë gjimore dhe paragjykimet e pavetëdijshme gjimore për stafin dhe vendimmarrësit			
<u>Rezultatet e pritura:</u>	Njësia Institucionale e Barazisë Gjimore e vendosur dhe e fuqizuar me burime njerëzore, financiare dhe infrastrukturore Integrimi i dimensioneve gjimore në proceset e planifikimit strategjik Përmirësimi i cilësisë së të dhënave të ndara gjimore për stafin, studentët, mësindhënien dhe hulumtimin për tregues të caktuar Përmirësimi i ekuilibrit pune-jete me mjedis me fleksibel në pune Parandalimi i dhunës me baze gjimore dhe diskriminimin			
<u>Treguesit:</u>	• Një person i emëruar si Pikë Fokale Gjimore • Numri i programeve të trajnimit / numri i pjesëmarrësve • Numri i personave të trajnuar • Numri i indikatorëve gjimorë të prezantuar dhe mbledhur • Numri i politikave të ndjeshme gjimore të aprovuara • Numri i kurseve mbi barazinë gjimore • Numri i kërkesave fokusuar në barazinë gjimore • Numri i konferencave mbi barazinë gjimore • Numri i publikimeve mbi barazinë gjimore • Numri i raporteve vjetore mbi barazinë gjimore			Baza fillestare (2021) 1 2 20 5 2 1 2 1 1 1
Masat dhe aktivitetet	Rezultatet	Përgjegjës për implementimin	Target-Grupet	Afati kohor Buxheti

Masa 1. Rritja e pjesëmarrjes së grave në kërkime, inovacione dhe përmirësimin e perspektivave të tyre të karrierës

Nënmasa 1.1 Promovimi i krijimit të njësisë për të mbështetur gjininë në nivel Universiteti

Aksioni 1.1.1 Emërimi i një pike fokale gjinore në nivel Universiteti	Emërimi i një punonjësi në Rektorat i cili do të shërbejë si një pikë fokale për çështjet gjinore	Rektorati, Senati Akademik Bordi i Administrimit	Stafi kërkimor dhe mësimdhënës Studentët	Dhjetor 2021	Nuk ka nevojë për buxhet shtesë.
Aksioni 1.1.2 Hartoni një përshkrim të punës për pesonin pikë kontakti per ceshjtet gjinore	Përshkrimi i punës, përgjegjësitë, të drejtat, detyrimet dhe linja hierarkike, e punonjësit që do të mbulojë çështjet gjinore dhe do të shërbejë si një pikë fokale në UT	Departamenti i Burimeve Njerëzore në UT	Stafi kërkimor dhe mësimdhënës	Tetor-Nëntor 2021	Nuk ka nevojë për buxhet shtesë
Aksioni 1.1.3 Mbledhja e të dhënave për barazinë gjinore në Universitetin e Tiranës	Raportimi i të dhënave të staft dhe studentëve sipas klasifikimit të ISCED si dhe veprimtaritë mësimore dhe kërkimore	Departamenti i Burimeve Njerëzore në njësitë kryesore dhe UT -Departamenti i kurrikulës dhe sigurimit të cilësisë Zyra e Karrierës dhe Marrëdhënieve me Studentët në UT dhe njësitë kryesore -Mësimi i sekretarëve të njësive kryesore	Personeli akademik Studentët	Janar-Dhjetor 2022	Nuk ka nevojë për buxhet shtesë
Masat dhe aktivitetet	Rezultatet	Përgjegjës për implementimin	Target-Grupet	Afati kohor	Buxheti

Nënmasa 1.2 Rritja e kapaciteteit për të zbatuar barazinë gjinore në politikat institucionale

Aksioni 1.2.1 Seminare te grupeve të punës të cilët do të punojnë në hartimin e politikave të reja	Grupet e punës të trajnuara dhe rritja e kapaciteteve për të hartuar politika të reja mbi specifikat dhe nevojat që ka UT për çështjet gjinore	Ekipi i Projektit LetsGep/ Person kontakti për çështjet gjinore	Anëtarët e grupeve të punës	Maj-Qershor 2022	Nuk ka nevojë për buxhet shesë
Masat dhe aktivitetet	Rezultatet	Përgjegjës për implementimin	Target-Grupet	Afati kohor	Buxheti
Nëmmasa 1.3 Promovimi i projekteve te drejtuara nga gra kerkuese					
Veprimi 1.3.1 Organizimi i seminareve/konferencave vjetore per te promovuar punen e grupeve kerkimore nderdisiplinare ne ceshtjet gjinore	1 seminar ne vit ne fushen gjinore ose rje sesion ne konference/vit	Fakultetet dhe Departamentet		Stafi akademik	Prill 2022
Objektiv specifik	Ndergjegjesimi mbi barazine gjinore dhe barrierat gjinore per stafin dhe vendimmarrtesit				

<u>Rezultate te prieshme</u>	Rritja e numrit te grave qe aplikojne si anetare te organeve vendimmarrtese Rritja e numrit te grave te zgjedhura si anetare te organeve vendimmarrtese Menyra te reja promovimi qe marrin ne konsiderate ekuilibrat gjinore Rritja e rolit te grave anetare te organeve drejtuese				
<u>Treguesit</u>	Numri i procedurave vleresuese qe marrin ne konsiderate perspektiven gjinore Dergindja E grave ne bordet drejtuese Numri ipersonave te trainuar				
Masat dhe aktivitetet	Rezultatet	Përgjegjës për implementimin	Target-Grupet	Afati kohor	Buxheti
Masa 2. Balanca gjinore në udhëheqje dhe vendimmarrje					
<u>Nëmmasa 2.1 Promovimi i përfaqësimit të barabartë në organet vendimmarrëse</u>					
Aksioni 2.1.1 Përfshirja e perspektivës gjinore si një kriter vlerësimi i kandidatëve, në organet vendimmarrëse për të cilat ata aspirojnë	Një manual trajnimi i zhvilluar Kryerja e një trajnimi me shëfat e	Pika fokale gjinore Departamenti i	Shefi i njërive Menaxherët krye-	Janar-Mars 2022	Nuk ka nevojë për buxhet shesë

	departamenteve dhe menaxherët e tjerë kryesorë	Burimeve Njerezore	sortë		
Objektivi specifik	Përfshirja dhe promovimi i perspektivës gjinore në kërkimin dhe përmbajtjen e mësimdhënies				
<u>Rezultatet e pritura:</u>	- Mbështetje më e madhe në fushën e kërkimit shkencor për personelin akademik femëror - Rritja e numrit të projekteve që përfshijnë perspektivën gjinore në rezultatet e tyre - Çështjet gjinore më të pranishme në kurrikulën ekzistuese				
Treguesit:				Baza fillestare (2021)	Target-et (2022)
	Numri i tezave bachelor, tezave master ose tezave PhD që adresojnë çështje të barazisë gjinore			0	4
	Numri i workshop-ve të organizuara që promovojnë punën e grupeve kërkimore multidisiplinare			0	2
	Numri i grave kerkuese pjesëmarrëse në aktivitete kërkimore ndërkombëtare			0	20
Masat dhe aktivitetet	Rezultatet	Përgjegjës për implementimin	Target-Grupet	Afati kohor	Buxheti
Masa 3. Integrimi i dimensionit gjinor në përmbajtjen kërkimore dhe mësimore					
Nënmasa 3.1 Përfshirja e perspektivës gjinore si kriter për vlerësimin e projekteve kërkimore					
Aksioni 3.1.1 Zhvillimi i statistikave të ndjeshme ndaj çështjeve gjinore dhe i treguesve mbi mesimin dhe kërkimin në raportimet vjetore	Liste treguesish që do të zhvillohen dhe o aprovoen (Tregues per artikujt, projektet, konferencat, diplomat e masterave, temat doktorates, etj., mbi çështjet gjinore	Zëvendës Dekanet per Kërkimin dhe projektet Njësia e kërkimit dhe projektit në UT Departamentet e pershira ne projektin LeTSGEPs e	Personeli akademik te Masterave Studente te Doktorates	Janar-Maj 2022	Nuk ka nevojë për buxhet shtesë

Aksioni 3.1.2 Përfshirja e perspektivës gjimore ne kurset me zgjedhje me te pakten 3 Kredite ne Programet e studimit Bachelor/Master në nivelin e UT (te pakten 10 studente)	Zhvillimi i kurseve per ceshjet gjimore, me zgjedhje	Fakulteti i Shkencave Sociale e Fakulteti i Ekonomise	Personel akademik, Studente	Mars-Prill 2022	Nuk ka nevojë për buxhet shtesë
Objektivi specifik	Përmirësimi i balancës punë-jetë dhe kulturës organizative				
Rezultatet e pritura:	- Rregulla dhe procedura të përmirësuara që mundësojnë integrimin e punës me familjen dhe jetën personale - Rritja e mbështetjes për kërkuese të reja për të përmbyshur detyrimet e tyre në fushën e mësimdhënies dhe kërkimit				
Treguesit:				Baza fillestare (2021)	Target-et (2022)
	- Numri i moduleve online të ofruara nga personeli akademik femra përkundrejt totalit - Numri i personelit akademik femra që ka përfutur nga fleksibiliteti në kohën e punës kundrejt totalit të personelit akademik femëror			0	1
	Numri i studenteve perfutues nga modulet te ofruara online			0	Gjithe grate aplikuese
Masat dhe aktivitetet	Rezultatet	Përgjegjës për implementimin	Target-Grupet	Afati kohor	Buxheti

Masa 4. Balanca punë-jetë dhe kultura organizative

Nëmmasa 4.1 Implementimi i sistemeve të bazuara në TIK për rritjen e fleksibilitetit dhe përmirësimin e balancës punë-jetë të stafit, pas eksperiencave të fituara gjate situates se pandemise COVID-19

Aksioni 4.1.1 Disponueshmëria e rregullimeve për fleksibilitet të orarit të punës, nga puna me kohë të pjesshme në	Ndrysishmet në rregullore dhe manuale që mundësojnë	Departamenti i Burimeve Njerezore	Personeli akademik dhe familjet e tyre	Tetor Dhjetor 2022	Nuk ka nevojë për buxhet
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punën në distancë, sipas kërkesave të Kodit të Punes, viti 2015	fleksibilitet në vendin e punës	Dekanët		shtesë
Aksioni 4.2.2 Ofrimi i mundësive për ofrimin e kurseve online me zgjedhje të detyrueshme si mundësi normale e mesimdhënie online	Disa module të ofruara online	Departamenti i Burimeve Njerezore Shefi i departamentit Dekanët	Personeli akademik dhe familjet e tyre	Shtator 2021-maj 2022 Nuk ka nevojë për buxhet shtesë
Nëmmasa 4.2 Rregullim i qartë i kohës së punës për të shmangur ngarkesën e femrave				
Aksioni 4.2.1 Një kohë më fleksibel e punës për grate me fëmijë të vegjël për të shmangur kohën e punës me orët e vona	Politikat mbi punën dhe integrimi i jetës personale	Senati Akademik Njësitë kryesore Departamenti i Burimeve Njerezore	Personeli akademik dhe administrativ dhe familjet e tyre	Prill 2021 Asnjë buxhet shtesë
Objektivi specifik	Përmirësimi i balancës punë-jetë dhe kulturës organizative			
Rezultate të pritshme	Përfshirje e rregullave dhe procedurave që parandalojnë dhunën me baze me gjinore Rritja e mbështetjes për grate e moshuara kerkuese për të plotësuar detyrimet mesimdhënie ne fushat e kerkimit			
Treguesit	Perfshirje e Rregullave per parandalimin e dhunes me baze gjinore Rregulla per parandalimin e diskriminimit me baze moshen Numri i grave mbi 50 vjec personel akademik te perfshihen ne bordet e UT kur aplikojne		Baza fillestare (2021) 0 0	Target-et (2022) Rregullimi me masa per parandalim in e dhunes me baze gjinore Legjislacioni te ketë specifikkim e lidhur me diskrimini
Numri i grave mbi 50 vjec personel akademik te perfshihen ne grupet kerkimore e projektet			0	

				min sipas moshes se grave kur aplikojne	
	Rezultatet	Personat pergjegjes per zbatimin	Grupet e synuara	Koha	Buxheti
Masat dhe aktivitetet					
Matesi 5: Parandalimi i dhunes me baze gjinore perfshire dhe ngacnimet seksuale					
Veprimi 5.1 Përfshirja e masave per parandalimin e dhunes dhe ngacmimeve me baze gjinore ne rregulloret e universitetit	Ndryshimet ne rregulloret dhe procedurat	Burimeve Njerezore e Pergjegjesit Departamenteve Dekanet	Stafi i Universitetit e studentet	Tetor-Dhjetor 2021	Nuk ka nevojë për buxhet shtesë
Veprimi 5.2 Përfshirja e rregullave per parandalimin e diskriminimit me baze moshë, vecanerisht per grate	Ndryshimet ne rregulloret dhe procedurat	Burimeve Njerezore e Pergjegjesit Departamenteve Dekanet	Personeli akademik	Tetor-Dhjetor 2021	Nuk ka nevojë për buxhet shtesë

Referencat

Gender Action Plan III – a priority of EU external action, available at: https://ec.europa.eu/commission/presscorner/detail/en/IP_20_2184
 Joint Communication – EU Gender Action Plan (GAP) III