

According to the article 120 of the Faculty of Economics Nis Statute, the Dean of the Faculty adopted

## THE GENDER EQUALITY PLAN

### I INTRODUCTION

The Gender Equality Plan (GEP) is a fundamental action of the Faculty of Economics, University of Nis, Serbia, as well as of all legal entities, particularly in the research area.

This Gender Equality Strategy frames the European Commission's work on gender equality and sets out the policy objectives and key actions for the 2020-2025 period, following the Commission's 2016-2019 strategic engagement for gender equality. It aims at achieving a gender equal Europe where gender-based violence, sex discrimination and structural inequality between women and men are a thing of the past. A Europe where women and men, girls and boys, in all their diversity, are equal. Where they are *free* to pursue their chosen path in life, where they have equal opportunities to *thrive*, and where they can equally participate in and *lead* our European society. The core challenges affecting the EU today – including the green and digital transitions and demographic change – all have a gender dimension. The inclusion of a gender perspective in all EU policies and processes is essential to reach the goal of gender equality.

Gender mainstreaming ensures that policies and programmes maximise the potential of all – women and men, girls and boys, in all their diversity. The aim is to redistribute power, influence and resources in a fair and gender-equal way, tackling inequality, promoting fairness, and creating opportunity.

As laid out in 2012, in the European Commission's *Communication for a reinforced European research area*, EU Member States are encouraged to create a legal and policy environment and provide incentives to:

- (a) remove legal and other barriers to the recruitment, retention and career progression of female researchers while fully complying with EU law on gender equality, according to Directive 2006/54/EC,
- (b) address gender imbalances in decision-making processes,
- (c) strengthen the gender dimension in research programmes.

The overall structure of the GEP should be elaborated and be divided into five key areas:

- governance bodies, key actors, and decision makers,
- recruitment, career progression, and retention,
- work and personal life integration,
- researchers and research: gender equality and sex and gender perspective,
- integration of sex and gender dimension in teaching curricula.

### II LEGAL BASE

The first one is the action plan on gender equality and women's empowerment in external relations for the period 2016-2020, so-called GAP II. It focuses on ending violence against women and girls, promoting women's economic and social empowerment and ensuring the fulfilment of their human, political and civil rights.

Building on the achievements and lessons learned, GAP III will be launched in 2020, with a comprehensive approach, and will be coherent with the priorities of this strategy through integrating all its relevant elements into the EU's external action.

Additionally, there is European Parliament resolution 2019/2870(RSP) of 30 January 2020 on the gender pay gap.

Following European Parliament resolution 2019/2855(RSP) of 28 November 2019 on the EU's accession to the Istanbul Convention and other measures to combat gender-based violence, as well as European Parliament resolution 2016/2249(INI) of 14 March 2017 on equality between women and men in the European Union in 2014-2015.

Finally, legal activities of the Faculty of Economics Nis should be based on Gender Equality Act, came into power from this year (Official Gazette, 52/21).

### III MISSION AND VALUES

#### 1. *The Gender Equality Plan presents:*

- work undertaken to address gender issues in the project/program,
- targets and design features, included in the project/program to address gender concerns and ensures tangible benefits to women and men, especially from vulnerable communities,
- mechanisms to ensure implementation of the gender design elements, and
- gender - sensitive monitoring and evaluation indicators.

#### 2. *Scope*

The present Plan for Gender Equality is part of a broader set of measures undertaken by the faculty of economics. Equality Plan is matching the commitments and principles it has already made regarding diversity, particularly through:

- the promotion of mutual respect and ensuring equality of opportunities,
- the recognition of difference as a source of strength and human potential and valuing diversity within the organization, in its management and business strategy, and
- the adoption of positive discrimination policies and internal awareness, as well as with the community, with a view to the effective implementation and efficacy of its diversity policy.

The purpose of the Plan is to share the set of policies pursuant to its Guide for the Development of the Annual Equality Plans, established in accordance with the provisions of Gender Equality Act, covering the following areas:

- strategy, mission and values,
- equality in access to employment,
- initial and continuous training,
- equality in working conditions and equal pay,
- protection of parenting.

#### 3. *Objectives*

Three objectives underpin the European Commission's strategy on gender equality in research and innovation policy:

1. fostering equality in scientific careers,
2. ensuring gender balance in decision-making processes and bodies, and
3. integrating the gender dimension in research and innovation content.

Following previous, the Faculty of Economics own objectives could define in details as:

1. Promoting the creation of structures to support gender equality, and promoting gender equality in the institutional processes and practice
2. Promoting processes to favour and support gender sensitive recruitment, career and appointments
3. Promoting integration of work with family and personal life
4. Promoting a gender and sex perspective in research processes
5. Promoting the integration of a sex and gender perspective in teaching curricula

#### 4. Measures

- Appointing delegates in faculties, with a proactive and consultant role to be responsible for monitoring and ensuring that workplace procedures and practices respect gender equality.
- Gathering of gender disaggregated quantitative and qualitative data routinely, in faculties, if possible, in a digital format. Analysis of these data in a dedicated Report to monitor gender and diversity state of art in the organization and allow further data collection.
- Offer of Mentoring and Empowerment courses to improve visibility, self-confidence, negotiating and leadership skills, particularly dedicated to the underrepresented gender.
- Sharing career good practices - role models for women (scientists, researchers and academics).
- Promotion of campaigns within and outside the institution to make women's contribution to research and the gender diversity of research teams more visible.
- Creation of guidelines to foster a better planning of working meetings accordingly to work life balance needs (for example, management and communications of the meeting schedule).
- Availability of flexible working times arrangements, from part-time to remote working.
- Monitoring of all data regarding Research disaggregated by gender: funding allocation, publications submission, excellence evaluation, patent applications.
- Development, communication and implementation of standards for the incorporation of the sex and gender variables into research.
- Availability of Guides on the integration of gender equality and diversity issues in curriculum design, learning activities and program of study, as support for teaching staff.
- Development of introductory and advanced training courses in all levels (BA, MA, PhD) on sex and gender variables.
- Specific courses available for students on gender equality and soft skills in their study curricula.

#### **IV TARGER GROUPS AND KEY ACTORS AND THEIR RESPONSIBILITY**

A Gender equality plan needs to be strongly supported by a dedicated structure. According Gender Equality in Academia and Research made by European Institute for Gender Equality, structures to support gender equality work are dedicated organizational arrangements. Such a structure may already exist in the research organization or higher education institution.

1. Senior management and leadership posts

These are the actors responsible for governing the organization. In higher education – the Faculty of Economics Nis, as a part of the University, they can be a **rector or a chancellor**. They have the power to make decisions and are, therefore, very important allies when setting up and implementing a Gender equality plan.

## 2. Managers

These actors are in charge of the day-to-day management. In the context of the Faculty of Economics, these actors include the **dean, as well as the vice dean for scientific research**. They may have a closer relationship with teaching and research staff, as well as with students.

## 3. Research and teaching staff

**Research and teaching staff** are responsible and have a ground role in changing the way disciplines are taught and the way research is done. Integrating a gender dimension in research and innovation content and in teaching opens new horizons and creates new knowledge. Considering a gender dimension in research can have a positive and powerful impact on society and on improving people's lives.

## 4. Human resources

The **management** responsible for managing the human resources of the Faculty is key to promoting structural change towards gender equality.

## 5. Students

Generally, higher education institutions, including the Faculty of Economics, have a major responsibility in instructing their **students**. This includes raising their awareness regarding gender-relevant issues in all disciplines and subject areas. Students may become teachers or researchers themselves. Raising students' awareness and sensitivity about gender equality contributes to changing attitudes and behaviors in other spheres of their lives.

## V A GENDER ASSESSMENT

Gender analysis needs to take place early in the planning process so that an understanding of gender roles. All programs should include an analysis of gender and include data on gender issues within the overall situation analysis.

Gender analysis or assessment refers to methods used to understand relationships between men and women, their access to resources, their activities, and the constraints they face relative to each other. A comprehensive gender analysis or assessment entails the examination of the different roles, rights, needs, and opportunities of women and men, boys and girls in a given program context. It is a tool that helps to promote gender – relevant entry points, policies and identify opportunities for enhancing gender equality in a particular program.

The baseline assessment will give a thorough understanding of the current state of play in the institution with regards to gender equality and will identify any existing gender bias at institutional level. The baseline assessment stage begins with the collection of quantitative staff and student data, an audit of policies, practices and procedures and the collection of qualitative data from staff and student consultation exercises.

Data to be analyzed per year – in period October to December, include:

- staff numbers by gender at all levels, by disciplines, function,
- average numbers of years needed for women and men to make career advancements,
- wage gaps by gender and job,

- number of women and men in academic and administrative decision-making positions,
- number of female and male candidates applying for distinct job positions,
- number of women and men having left the organization in previous years, specifying the number of years spent in the Faculty;
- number of absence days taken by women and men according to absence motive,
- number of female and male students at all levels and for all disciplines.

Modus for mentioned analyze is a survey per year. The Faculty of Economics has already prepared a questionnaire for students. Period for survey is October to December, after enrollment a new school year. The same period is suitable for all key actors – administrative, researching, teaching staff, as well as management. Faculty will use existing questionnaire defined by official Statistical Office of Republic of Serbia.

## VI IMPLEMENTATION STAGE

The first step for adopted Gender Equality Strategy is to be implemented. The Faculty of Economics will follow defined timetable and measurements for realizing the objectives. The Faculty will organize regular meetings with the team responsible for the implementation of the Gender equality plan. These meetings are important for discussing the progress, main achievements and aspects that can be improved. This is the way for identification of possible problems. Plan meetings should involve all key actors. Expectations are to raise a motivation of key actors, as well as maximizing the impact of the plan's actions.

Monitoring implementation is one of very important phase. Monitoring actions would show how the gender equality plan is realizing in practice and address actual needs, and effectively support change.

Monitoring can also:

- indicate whether or not a transformative dynamic is going on,
- how mechanisms can help in identifying and addressing potential sources of resistance to change,
- what are the actions that could increase the participation of women in senior positions, as well as
- how the women can assess the enrolment in supporting schemes (such as training, mentoring or reserved fellowships) and their impact on the actual gender balance is also relevant.

Finally, monitoring indicators should be oriented on the transparency of recruitment, promotion and evaluation procedures. It means that in situation when tackling gender-based violence and sexual harassment, assessing reported cases and the functioning of alert and resolution mechanisms should not be the only concern.

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