

**GENDER
EQUALITY
PLAN**



2021-2024

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1 Introduction

This Gender Equality Plan (GEP) was developed for the Plovdiv University "Paisii Hilendarski" (PU) to establish a framework for promoting gender equality (GE) in, study, research, employment and social relations among university community.



In a global context, the Plan is formulated to give adherence to the Agenda 2030 issued by the United Nations (UN).....

The PU GEP development corresponds to an essential aspects in the work of the **European Union (EU)** and all its policies, which refers to equality between women and men.....

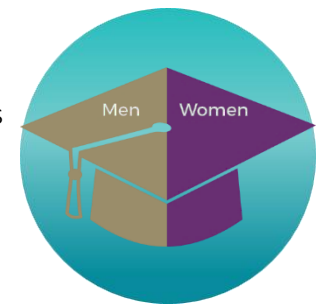


In general, **the national context** also favours the PU GEP.....



Bulgaria, as a member of the EU and the UN, shares the responsibility of governments and all stakeholders in planning,...

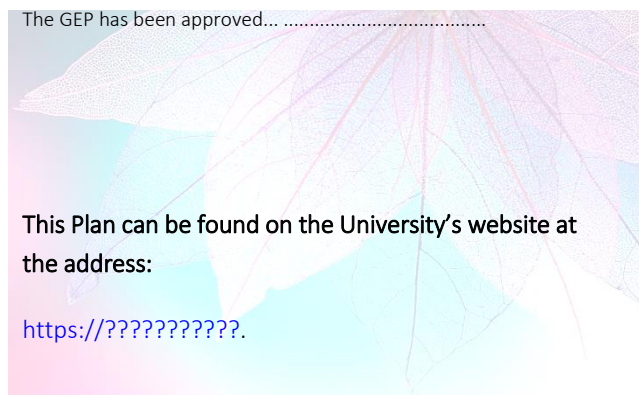
The Plan is completely in line with the integral **institutional policy** and commitment of PU to provide equal learning opportunities and job conditions.....



In terms of its content the PU GEP is compiled

The Plan was developed with the support of the SPEAR project (funded by the European Commission), along with substantial contributions from the Gender Equality Group (GEG) formed at the university.....

The GEP has been approved.....



This Plan can be found on the University's website at the address:
<https://??????????.>

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1.1 Areas of intervention

Based on the data have been collected and analysed, areas of intervention (AI) of this Plan are:



Area of intervention 1. Designing and driving institutional change towards GE

Area of intervention 2. Commitment of the university and sustainable support towards GE

Area of intervention 3. Building gender-capacity

Area of intervention 4. Gender-sensitive culture at the university

Area of intervention 5. Work-life balance and work or study conditions

Area of intervention 6. Gender dimension in research and education

1.2 Objectives

The main goal behind the PU GEP is to set a basis of promoting, strengthening, providing, ensuring and preserving equal access for university students and employees to all activities and opportunities related to education and research regardless of their gender.

The broad GEP objectives are.....



2 Measure by areas of intervention

GEP contains measures developed on the basis of

2.1 Designing and driving institutional change towards GE (A1)

The idea for this area of intervention and measures in it came from the analysis of

| Key area | Measure/Activity | Target Groups | People Involved | Time Frame | Indicators |
|---|---|------------------|---|------------|--|
| Designing and driving institutional change towards GE | Establish and operate an University ombudsman supporting the change in the GE area | All stakeholders | TLP ¹ PIP ² Top management | 2021 | Ombudsman establishment and engagement |
| | Ensure GE as an integral part of university ethics policy | All stakeholders | TLP PIP Top management Ethics and Academic Unity Committee | 2021 | Ethical committee engagement Scale of the target group Updated ethics document |
| | Analyse recruitment and academic career progression criteria as well as other institutional official documents from GE perspective | All stakeholders | SMP ³ PU GEG HR officer | 2022-2023 | Number of analysed institutional documents |
| | Compile and maintain a list of people (actors, supporters, change agents, etc.) who will regularly collaborate in GE activities and will help in the advancement of GE work | All stakeholders | SCP ⁴ TLP PU GEG | Continuous | Compiled list of GE collaborative people with roles Number of people in the list |

¹ TLP (Team Leading Person) – PU GEG leader

² PIP (Gender Equality Plan Implementation Person) – PU GEG member responsible for GEP implementation activities

³ SMP (Sustainability and Mainstreaming Person) – PU GEG member responsible for GE sustainability and mainstreaming activities

⁴ SCP (Stakeholder Collaboration Person) – PU GEG member responsible for GE stakeholder collaboration activities

| | | | | | |
|--|--|---|--|------------|--|
| | Perform periodic consultations with stakeholders and academic community on issues related to both, GEP and GE activities | All stakeholders | PIP SCP TLP Middle Managers (HR officer, Deans,...) Scientist in the field of Psychology, Sociology and Statistics Supportive and active stakeholders Internal and external stakeholders | Continuous | |
| | Make additions/changes in some university regulatory documents affecting equality from the gender perspective | All stakeholders | Academic Council Ethics and Academic Unity Committee Management Board of the Research Fund Faculty Ethic Committees TLP PIP | 2021 | |
| | Design and maintain continuous GE monitoring based on indicators – procedure, data collection, reporting | All stakeholders | MEP ⁵ TLP University Information Center | Continuous | |
| | Ensure awareness of all University bodies and community about important results from GE monitoring indicators | University top (Rector, Vice-rectors) and | DCP ⁶ TLP HR Department | Continuous | |

⁵ MEP (Monitoring and Evaluation Person) – PU GEG member responsible for GE monitoring and evaluation activities

⁶ DCP (Dissemination and Communication Person) – PU GEG member responsible for GE dissemination and communication activities

| | | | | | |
|--|--|---|--|------------|--|
| | | middle management (Deans, Vice-Deans, Head of University Units) | University Information Center | | |
| | Gradually enrich the types of collected sex-disaggregated data for in-depth GE monitoring | Top and middle management | TLP MEP HR Department University Information Centre | Continuous | |
| | Introduce and enrich tools and methods for collecting necessary data for the monitoring indicators | All stakeholders | TLP MEP HR Department University Information Centre | 2024 | |
| | Stimulate better gender balance at the university where it is distorted, including in decision making bodies, STEM field, etc. | Students PhD Students Academic Staff | TLP PIP DCP PU GEG Vice-rectors (International Cooperation and PR, Study Activity) | Continuous | |
| | Collect and popularize GE and GEP best practices of European universities and research organizations | All stakeholders | DCP PU GEG International Cooperation officer | 2021-2022 | |

2.2 Commitment of the university and sustainable support towards GE (AI2)

The findings from surveys

| Key area | Measure/Activity | Target Groups | People Involved | Time Frame | Indicators |
|---|--|---|---|------------|------------|
| Commitment of the university and sustainable support towards GE | Ensure tailored support towards GE from PU leadership and all stakeholder groups (vertical support) | Top and Middle Management All stakeholders | SCP PIP SMP TLP PU GEG | 2021-2024 | |
| | Engage participants in GE initiatives from different PU units from the same level (horizontal support) | All stakeholders | SCP SMP TLP PU GEG | 2021-2024 | |
| | Motivate PU community to support GE institutional change (mass support) | All stakeholders | SCP TLP SMP PU GEG | 2021-2024 | |
| | Establish and develop a network of gender practice in a local level with effective and competent GE practitioners | All stakeholders | SCP TLP SMP PU GEG | 2021-2024 | |
| | Establish collaboration with national and international GE-networks and communities to explore and exchange experience | Top Management | DCP TLP PU GEG International Cooperation officer | Continuous | |
| | Find proper (in respect of local context) channels, styles and speakers so that the GE messages to be heard | All stakeholders | DCP TLP SMP | Continuous | |

| | | | | | |
|--|--|------------------|--|------------|--|
| | Collect and popularize European GE policy and initiatives | All stakeholders | DCP TLP SMP PU GEG International Cooperation officer | 2021-2022 | |
| | Maintain a special local GE website as a multipurpose channel allowing to reach the widest possible audience in the local language | All stakeholders | DCP TLP PU GEG | Continuous | |

2.3 Building gender-capacity (AI3)

| Key area | Measure/Activity | Target Groups | People Involved | Time Frame | Indicators |
|--------------------------|---|------------------|---|------------|---|
| Building gender-capacity | Build sensitivity, understanding and knowledge about gender equality by various type of initiatives | All stakeholders | SMP PIP PU GEG Internal/External experts | 2021-2022 | Number of capacity building initiatives Translation in the local language SPEAR teaching/learning materials Number of participants Number of stakeholder groups covered Scale of the target group Number of speakers |
| | Collect and popularize showcases on different gender-based inequalities and preventive actions – (un)conscious gender biases (as glass ceiling), accepted professional role models for women and men, gender-based violence, etc. | All stakeholders | DCP PU GEG | 2022 | Number of participants |
| | Ensure that research staff are aware of options supporting career/professional development | Academic staff | SMP TLP PU GEG | 2022 | |

| | | | | | |
|--|--|------------------|---|------|---|
| | Raise awareness on use of gender-sensitive language in professional communication | All stakeholders | Internal experts (scientist in Psychology and Sociology) DCP PU GEG | 2022 | Number of stakeholder groups covered |
| | Perform and communicate deeper analysis on equal treatment regardless of gender among staff and students | All stakeholders | DCP TLP PU GEG | 2022 | Conducted surveys Popularized analysis Number of participants Number of stakeholder groups covered |

2.4 Gender-sensitive culture at the university (AI4)

| Key area | Measure/Activity | Target Groups | People Involved | Time Frame | Indicators |
|--|--|------------------|---|------------|------------|
| Gender-sensitive culture at the university | Focusing the PU community on importance of GE culture (by organizing and participating in trainings, publishing promotional and information materials) | All stakeholders | DCP SMP TLP PU GEG Internal/External experts Academia luventutis | 2021-2024 | |
| | Raise awareness of different stakeholder groups on traditional for the society gender-based stereotypes and violence | All stakeholders | DCP SMP TLP PU GEG Internal experts | 2023 | |
| | Study and communicate the hidden gender inequality issues | All stakeholders | TLP PU GEG DCP Internal experts | 2023 | |

| | | | | | |
|--|---|------------------|--|------|--|
| | Collect and popularize appropriate from GE perspective professional role models (top managers, decision makers, women/men in science and education, etc.) | All stakeholders | TLP PU GEG DCP Internal experts | 2024 | |
| | Promote understanding of current changes in the roles of women and men in family life and a culture of equal family responsibilities among academics, students and administrative staff | All stakeholders | DCP SMP TLP PU GEG | 2024 | |

2.5 Work-life balance and work or study conditions (AI5)

| Key area | Measure/Activity | Target Groups | People Involved | Time Frame | Indicators |
|--|---|--|---|------------|------------|
| Work-life balance and work or study conditions | Compile a summary of the measures supporting the reconciliation of work/study and private life laid down by national law, university or faculty regulations | All stakeholders | PU GEG Top Managers Middle Managers | 2023 | |
| | Popularize information on work-life/study-life balance measures for academics and students | Academic staff Students PhD Students | DCP SMP PU GEG | 2023 | |
| | Promote possibility for flexible working/study time and distance work/learning | Academic staff Students PhD Students | DCP SMP PU GEG Top Managers Middle Managers | 2024 | |

| | | | | | |
|--|---|--|--|-----------|--|
| | Study and communicate satisfaction of personal development (professional/educational) and work-life/study-life balance among academics and students | Academic staff Students PhD Students | DCP PU GEG Supportive stakeholders | 2022 | |
| | Organize work-life balance and time management trainings and guidance related to competition procedures for occupation of academic positions | Academic staff PhD Students | TLP Internal/External experts DCP Professors from supportive stakeholders | 2023-2024 | |
| | Organize courses, discussions, mentoring programs on work-life balance and time management targeting particularly PhD students and young scientists | PhD Students Young scientists | TLP DCP Internal/External experts Academia luventutis ⁷ | 2021-2024 | |

⁷ University centre for young scholars, PhD candidates, and post-doctoral researchers

2.6 Gender dimension in research and education (A16)

| Key area | Measure/Activity | Target Groups | People Involved | Time Frame | Indicators |
|---|--|---|-----------------|------------|------------|
| ender dimension in research and education | Collect and popularize useful research topics and data sources to attract young scientists and PhD students to GE cross-disciplinary field | Students PhD Students Young scientists | | 2024 | |
| | Conduct gender-related joint initiatives and courses with Academia Iuventutis | Postdoctoral fellows PhD Students Young scientists | | 2021-2024 | |
| | Study and communicate participation of academic staff in research projects | Academic staff | | 2021 | |
| | Propose and adopt measures for gender balance in project teams | Academic staff Students PhD Students | | 2021 | |
| | Provide project management showcases, success stories and guiding (especially for men) | Academic staff | | 2022-2023 | |
| | Introduce or enrich gender dimension in education by special topics in curricula, elective disciplines in some study programs, themes for course projects, diploma or PhD theses | Students PhD Students | | 2023-2024 | |

| | | | | | |
|--|--|--|--|-----------|--|
| | Stimulate integration of gender dimensions in the STEM field by providing appropriate best practices and showcases | STEM academic staff | | 2023-2024 | |
| | Carry out a pilot gender-sensitive expert evaluation of training courses and materials | Academic staff Students PhD Students | | 2024 | |