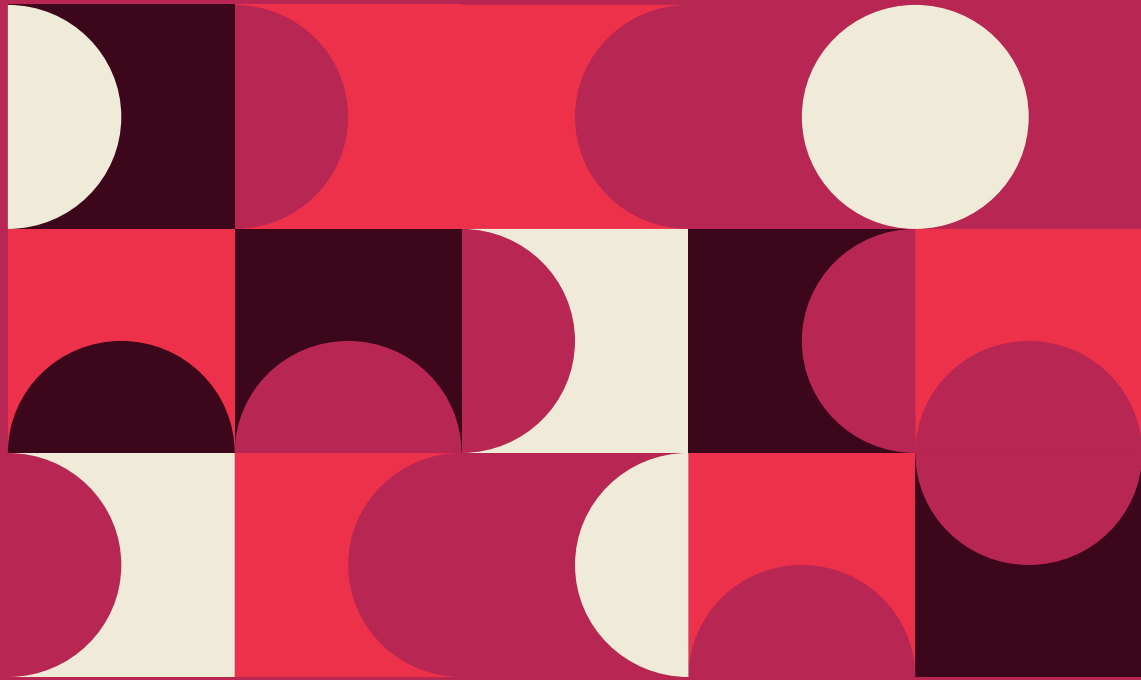


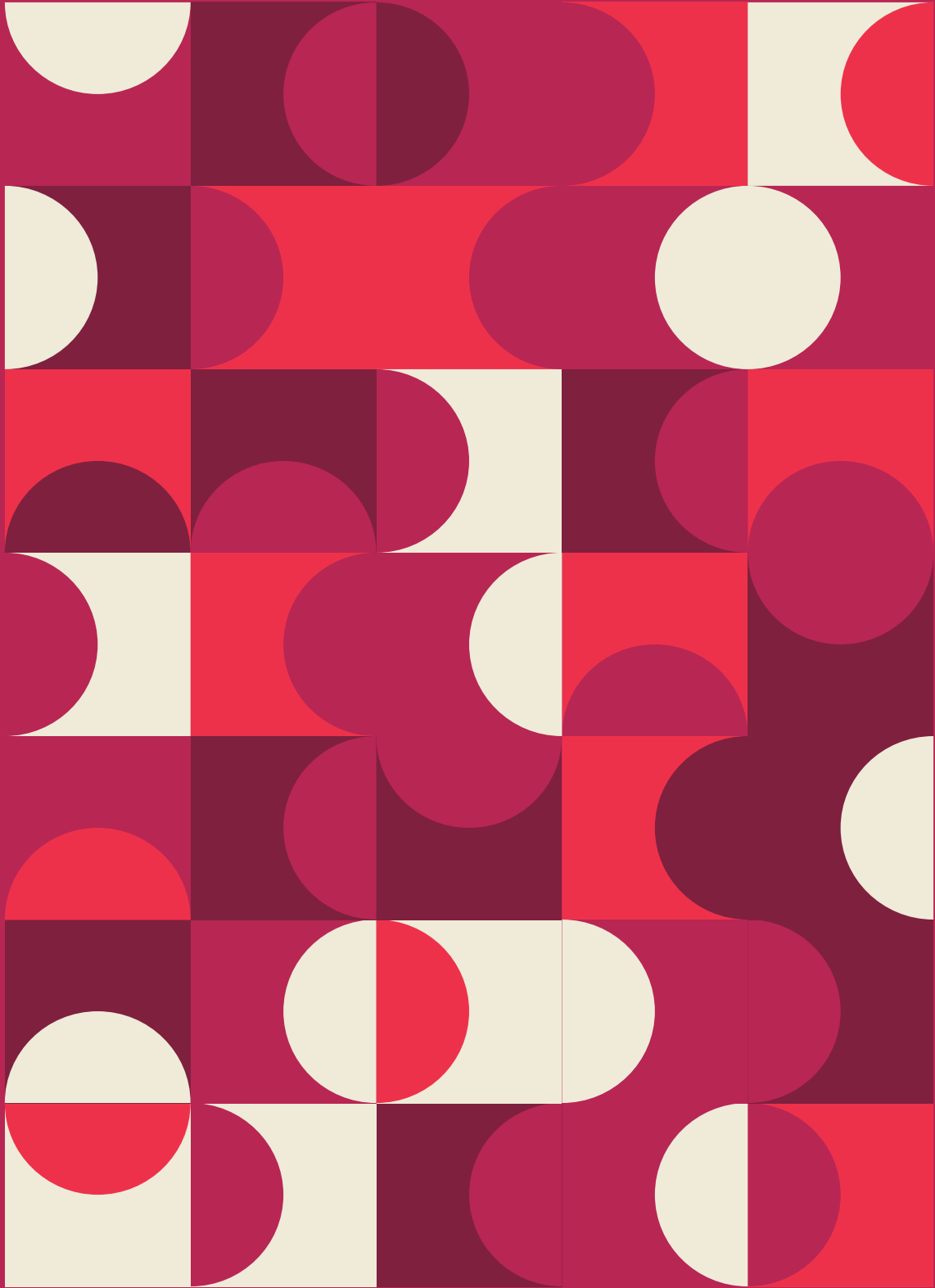
EQUATION



Akademia WSB
WSB University



Gender Equality Report



Erasmus+

This project has been funded with support from the European Commission. The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Report on Gender Equality in Business Schools and Accreditation

Higher education stands as a beacon of progress and equality, yet the representation of genders within business schools and their leadership remains imbalanced. Addressing this inequity, the EQUATION project—EQUality through AccreditaTION—implemented with the support of the European Commission seeks to embed gender parity into the fabric of higher education through a strategic focus on accreditation.

Within the framework of the EQUATION project, Work Package 2 (WP2) serves as an analytical part to interrogate the current state of gender equality in business schools and to understand the contributory role of accreditation processes. Our consortium, with the collective expertise of CEEMAN, IEDC–Bled School of Management, Akademia WSB, Akademia Finansów i Biznesu Vistula, and Riga Technical University, is focused on the gender-balanced academic sphere, resonating with the Erasmus+ commitment to inclusion and diversity.

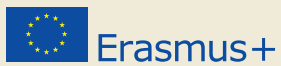
WP2 unfolds its mission through a series of structured tasks:

- Undertaking a methodical evaluation of accreditation bodies' standards and their impact on gender equality in educational institutions.
- Conducting a comprehensive set of interviews—ranging from 2 to 4 per partner institution, totalling between 8 to 10 across the consortium—and deploying surveys to capture diverse perspectives on gender-related issues.
- Synthesising these insights into a substantive Report on Gender Equality in Business Schools and Accreditation will inform the development of enhanced accreditation standards and practices.

Through the systematic approach of WP2, comprising quantitative measures such as survey distributions (targeting 2–6% of the student body, 5–10% of the academic and administrative staff, and 20% of leadership) and qualitative analysis via stakeholder interviews, WP2 endeavours to craft a nuanced understanding of the gender dynamics at play.

This report is poised to lay the groundwork for transformative action, advocating for equitable opportunities and outcomes across genders within the management and business school sectors. The following sections will detail our methodology, unfold our findings, and chart a strategic course towards achieving true gender equality in higher education.

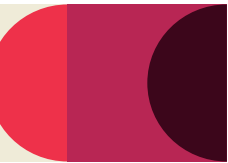
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Contents

Report on Gender Equality in Business Schools and Accreditation	3
Country chapters	6
Country chapter: Poland, by WSB University	6
INSTITUTIONAL CHARACTERISTICS	7
ECONOMIC SITUATION	7
NATIONAL AND LOCAL LEGISLATION AND POLICIES	8
GENDER EQUALITY IN ACADEMIA IN POLAND	8
GENDER EQUALITY AT UNIVERSITIES	8
Country chapter: Poland, by Vistula University	12
INSTITUTIONAL CHARACTERISTICS	12
ECONOMIC SITUATION	12
NATIONAL AND LOCAL LEGISLATION AND POLICIES	12
GENDER EQUALITY IN ACADEMIA IN POLAND	12
Country chapter: Latvia, by Riga Technical University	15
INSTITUTIONAL CHARACTERISTICS	16
ECONOMIC SITUATION	16
NATIONAL AND LOCAL LEGISLATION AND POLICIES	17
GENDER EQUALITY IN ACADEMIA IN LATVIA	17
GENDER EQUALITY AND STUDIES MAJOR	17
Country Chapter: Slovenia by CEEMAN & IEDC	20
INSTITUTIONAL CHARACTERISTICS	20
ECONOMIC SITUATION AND GENDER EQUALITY RANKINGS	21
NATIONAL AND LOCAL LEGISLATION, POLICIES AND INFRASTRUCTURE	23
GENDER EQUALITY IN HIGHER EDUCATION AND ACADEMIA IN SLOVENIA	24
Cross-country chapter	26
Questionnaire analysis	27
Questionnaire results: academic and non-academic employees' perception	29
Key insights	30
Questionnaire results: students	36
Key insights	38
Questionnaire: leadership perception	39
Conclusion	43
Interviews	44
Attachment 1.	53
Attachment 2.	60
Attachment 3.	66
Attachment 4.	73



Country chapters

To effectively advocate for gender equality in business education, it's crucial to understand each country's specific set of challenges and opportunities. Our report's "Country Chapter" examines the complex gender dynamics within our member institutions' varied cultural, economic, and educational contexts. This section explores how local factors shape these dynamics. Through detailed discussions of each nation's achievements and ongoing obstacles to achieving a gender-balanced academic environment, we offer a closer look at the realities on the ground. This enables us to develop targeted, relevant strategies that align with the Erasmus+ vision of fostering inclusive and diverse educational settings. This segment stitches together distinct local stories to create an overarching strategy to overcome gender imbalances in business education worldwide.

Country chapter: Poland, by WSB University

This chapter provides an in-depth look at the current state of gender equality within the academic sector in Poland, with a particular focus on WSB University's structure, its economic context, relevant legislation, and the specific situation of gender equality in academia. By dissecting these areas, we aim to shed light on the complexities of gender dynamics in the Polish educational system and the labour market at large.

Layout of the Chapter:

- Institutional Characteristics of WSB University:
 - Detailing the university's educational services, staff composition, student diversity, and emphasis on innovative teaching methods.
 - Highlighting the university's achievements in quality assurance and international recognition through various accreditations.
- Economic Situation and Gender Pay Gap in Poland:
 - Analysing the contradiction between the statutory provisions for equal pay and the reality of persistent wage disparities.
 - Delving into the nuances of these disparities across different sectors and their broader societal implications.
- National and Local Legislation and Policies on Gender Equality:
 - Outlining the Polish legal framework for gender equality and the challenges in enforcing these laws in practice.
 - Assessing the impact of these policies on real-world gender discrimination, particularly in wages and leadership roles.
- Gender Equality in Academia in Poland:
 - Examining Poland's ranking in the EU for gender equality and the representation of women in academic decision-making.
 - Addressing the gap between the educational achievements of Polish women and their professional advancement.
 - Discussing the underlying social and institutional barriers to gender equality in academia and proposing paths forward.

The chapter will conclude with a critical analysis of the research findings and propose actionable strategies for promoting gender equality within the academic sphere in Poland.

Institutional characteristics

Akademia WSB (WSB University - WSB) has been operating on the educational market for over 25 years, running I, II and III cycle education, postgraduate studies, and other forms of non-formal education (business training) in 16 different fields of study, which are conducted in 3 languages: Polish, English, and Russian.

WSBU employs 1.200 academic staff and 270 non-academic. Currently, it educates 12.000 students, of whom 3,000 are international students of over 90 nationalities. In the framework of various forms of non-formal training, it educates 6.000 learners.

Besides didactic activities, WSBU implements academic research and conducts actions activating the local community. WSBU cooperates with many educational and research centres in Poland and abroad. Therefore, didactic activities are more innovative and research potential is substantial. WSBU implements other forms of non-formal education focusing on the increase of the region, companies, and students' competitiveness in the international labour market - WSB Science Academy, Science Festivals, School of Leaders, Youth Academy of Media (MAM), E-Teacher Academy.

Additionally, WSB focuses on innovation in the learning process, which is carried out, among others, through e-learning activities using a specially configured e-learning platform. Centre for Modern Methods and Educational Technology monitors the operation of e-learning platform e-learning courses. 3.300 people are covered by distance learning, including students, entrepreneurs, and international students.

At WSB, a pro-quality attitude is dominant; therefore, many activities for developing infrastructure and permanently improving the education process have been undertaken. WSBU has an Institutional Internal Quality Assurance System, which was introduced in 2008. It has obtained numerous distinguished assessments from the most crucial institutional accreditation body, the National Accreditation Commission. WSB University holds international CEEMAN, KAUT, and HR Excellence in Research accreditations.

WSB implements modern standards in the quality of education, which is confirmed by the following distinguished assessments awarded by the Polish Accreditation Commission, the accreditation of Management major awarded by the Foundation of Promotion and Accreditation of Economic Majors. WSBU has obtained the pro-quality award from the Ministry of Science and Higher Education. The award is granted for the best educational programs and for implementing innovative education quality systems.

WSB has one of the highest scientific categories and is a leader in non-formal education in southern Poland. Being in close collaboration with many educational establishments in the country and abroad, WSBU presents a high level of educational and innovative service, and the potential for scientific work is significantly increasing. Collaboration with foreign universities worldwide includes academic exchange, joint educational programs, double degree programs and joint research. WSB has been working with the LLP/Erasmus+ program since 2001. WSB is a member of the European Universities Association, Businet, EFMD, EAEC, CEEMAN, EAIE and Magna Charta.

At the regional and state levels, WSBU closely cooperates with business, public administration institutions (institutions of local government, government, and resort), non-government organisations, and social and economic institutions. WSBU is highly experienced in building effective relations with the socioeconomic environment. It is confirmed by the University's participation in numerous organisations, associations, and influential Polish and regional bodies.

Economic situation

In Poland, despite the equality of treatment guaranteed by law, including equal pay, complex professional, organisational and even cultural aspects related to gender issues translate into the phenomenon of disparities in opportunities and a noticeable pay gap between men and women in the labour market.

Although statutory wages are equal for male and female workers at all employment levels and in all public institutions, there are nevertheless disparities, indicating that the actual average earnings of men are higher than those of women with the same education. According to Eurostat, the wage gap in Poland is 4.5 per cent (2023), while according to the Ministry of Family and Social Policy - the difference between men's and women's wages is 4.8 per cent to the detriment of women (the average gap in the EU is 7.9 per cent). Significantly, the indicated interval is mainly generated by the private sector, which amounted to 12.9 per cent, while in the

public sector, it was only 2.3 per cent¹. According to the Central Statistical Office, the average hourly wage of men is 2.3 per cent higher than women's in the public sector, while it is as high as 12.9 per cent in the private sector².

The referred wage gap indicator refers to the population as a whole, and its level indicates that women earn less than men, which – as shown – is widely conditioned; wages are differentiated by, among other things, level of education, professional activity, job tenure, occupation, availability, readiness to undertake new tasks, etc. This is why a more precise measure is the wage gap. Therefore, a more accurate estimate is the adjusted wage gap, which compares the wages received by women and men for doing the same or similar jobs. According to Eurostat, Poland's estimated wage gap is just 4.5 (one of the lower in Europe; the average of EU countries is 13)³ but the adjusted wage gap is 10.4 (to the detriment of women), one percentage point lower than the average in the EU countries (11.1 per cent to women's liability)⁴.

As the research indicates, women have a worse assessment of their situation in the labour market. It is seen as good or very good by 48 per cent of them, which is a much lower rate than men assessing their situation. The results of the Pracuj.pl survey (2021) indicate that many women still have a sense of gender inequality in the labour market: only one-third of the respondents indicated that men and women have equal opportunities in the labour market, while in the case of men, as many as half indicated that both genders have the same options in their professional lives⁵.

Earnings disparities are also visible at another level. According to the "Polish Labour Market Barometer" report, men have a clear advantage in the groups of employees receiving the highest salaries. For remuneration of more than PLN 6 thousand net per month is received by 13% of men and only 6% of women (two times less), while in the group of people with the highest earnings (more than PLN 10 thousand net per month) there are 3% of men and only 1% of women. The trend is flattening out (the group of people earning between 4 and 5 thousand is made up of 11 per cent women vs. 17 per cent men). On the other hand, earnings of less than PLN 3,000 net per month are received by as many as 32% of women, compared to one in five men (22%). Women are also more likely than men to earn between PLN 3,000 and PLN 4,000 net per month – 27% and 23%, respectively⁶. Of course, these are figures for the economy in general (polish labour market), but the trend also applies to academic institutions.

As indicated, salaries are broadly conditioned, and one of the critical factors is the level of education. This is where we face a significant problem: Poland has a high level of women's education and thus their competencies, which only translates evenly into the story of their salaries about men. Therefore, there is still unequal remuneration based on gender, not based on substantial reasons. Available data, analyses and opinion surveys indicate that the situation of compliance with the principles of equality has been improving in recent years (e.g., the wage gap in Poland has been narrowing over the past decade, opportunities and opportunities in the labour market for women and men are equalising)⁷, but still requires broad and diverse actions in all dimensions of social policy.

National and local legislation and policies

In Poland, the issue of gender equality is regulated by several legal acts at different levels, including the Constitution, laws, executive shows and international agreements and conventions. Here are some critical aspects of gender equality according to Polish law:

1. The Constitution of the Republic of Poland: The 1997 Constitution states, "A woman and a man have equal rights in family, political, social and economic life". This principle is the foundation of gender equality in Poland.

1 G. J. Leśniak, Dyrektywa unijna wymusi zmniejszenie różnic między zarobkami kobiet i mężczyzn: <https://www.prawo.pl/kadry/luka-placowa-w-polsce-roznice-w-zarobkach-kobiet-i-mezczyzn,519852.html>

2 Raport Głównego Urzędu Statystycznego: Struktura wynagrodzeń według zawodów w październiku 2020 r. (Structure of wages and salaries by occupations in October 2020), p. 12. [online] <https://stat.gov.pl/obszary-tematyczne/rynek-pracy/pracujacy-zatrudnieni-wynagrodzenia-koszty-pracy/struktura-wynagrodzen-wedlug-zawodow-w-pazdzierniku-2020-roku,4,10.html>

3 EUROSTAT: Gender pay gap statistics [online] https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Gender_pay_gap_statistics

4 Global Gender Gap Report 2022 (World Economic Forum), [online] <https://www.weforum.org/publications/global-gender-gap-report-2022/>

5 Does a career have a gender? Women and men about work: Material from the survey "Poles in the work environment": the working lives of women and men [online] <https://media.pracuj.pl/130094-czy-kariera-ma-plec-kobiety-i-mezczyzni-o-pracy>

6 all data in accordance with publication BAROMETR POLSKIEGO RYNKU PRACY 2022 [BAROMETER OF THE POLISH LABOR MARKET], Raport Personnel Service, III edycja.

7 Ku lepszemu życiu Polska w OECD [Towards better lives, Poland in the OECD], GUS, Warszawa 2021, [online] https://stat.gov.pl/files/gfx/portalinformacyjny/pl/defaultaktualnosci/5501/44/1/1/ku_lepszemu_zyciu_polska_w_oecd.pdf

2. **Equal Treatment Act:** The Act was adopted in 2010 and aims to prevent discrimination based on gender and other factors such as age, disability, sexual orientation or national origin. The Act prohibits discrimination in the workplace, education, access to goods and services and many other areas.
3. **Gender Equality Act:** Adopted in 2003, this law aims to promote gender equality in public and private life and to eliminate all forms of gender discrimination. Among other things, this law introduces the principles of equal access to public positions and functions.
4. **Labour Code:** The Labour Code Act contains provisions on gender equality in the workplace, including the prohibition of gender discrimination, the condition of equal pay for work of equal value, and requirements on parental leave and childcare. In addition, Polish law regulates parental leave for fathers and mothers and provides for the right to maternity leave, parental leave, and other forms of support for parents.
5. **International agreements and conventions:** Poland is a party to various international agreements and conventions on gender equality, including the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention).

It is worth noting that, despite these laws and acts, challenges remain in implementing gender equality in practice. Gender discrimination continues to be a social issue, especially in certain areas, such as wages or the representation of women in top positions. Therefore, gender equality efforts in Poland include (and require) the development of new standards and legislation (e.g. gender equality plans), as well as education and raising the issue in public discourse.

Gender equality in academia in Poland

According to the methodology of the European Institute for Gender Equality (EIGE), Poland's gender equality ranking (as a result of a recent survey) currently ranks a relatively distant 18th in the EU (2023). This result is 8.3 points lower than the EU average, currently 70.2 points, out of a possible 100, signifying full gender equality. Poland has dropped 8 places since 2010, but since 2021 (when it fell as low as 23rd place) the index has been improving year after year.

The data shows that the principles of equality are least implemented in power (women's participation in strategic business, economic and social decisions). Women's involvement decreases as the level on the 'ladder' of decision-making increases. Inequalities related to decision-making opportunities in various social, political, and economic dimensions are steadily increasing. For example, women are only a 23% minority of those who sit on the boards of the largest listed companies⁸. The situation in the labour market is also highly problematic (there are far more men in the groups of managers of 1st and 2nd sector institutions and middle and senior management positions). Only in 3rd sector organisations do we observe a gender balance and even a predominance of women in selected areas. The results concerning equal access to time are also alarming (due to numerous social, caring and child-rearing roles, women have significantly less time at their disposal than men). This also translates into restricted access to some services.

Gender equality at universities

In Poland, significant improvements in applying equality principles are observed in the financial situation and access to education. The trend that women are increasingly better educated and thus possess the most sought-after competencies in today's labour market is reinforcing.

According to data for 2022, in the age group 25-34, 42 % of Polish citizens had higher education (an increase of 1 percentage point compared to 2021). In this group (people with higher education), there are more women than men by a 48% to 37% ratio. This trend has an upward dynamic, with 40.5 per cent of persons aged 25-34 completing tertiary education in 2022; by gender, 50.1 per cent of women and 31.2 per cent of men have completed tertiary education⁹.

⁸ Polska na odległym 23. miejscu w UE w rankingu równości płci. Marzena Strzelczak komentuje wyniki EIGE Index, Forum Odpowiedzialnego Biznesu.

⁹ Więcej kobiet niż mężczyzn po studiach w UE. Co pokazują dane z Polski w grupie 25-34? Forsal: <https://forsal.pl/lifestyle/edukacja/artykuly/8727170,wiecej-kobiet-niz-mezczyzn-po-studiach-w-ue-co-pokazuja-dane-z-polski.html>

Even though women now account for as much as 57 per cent of the total number of students at Polish higher education institutions, the trend of a gender divide between male-dominated and female-dominated faculties continues (albeit with decreasing dynamics). Above all, the high level of feminization in the teaching and pedagogical faculties is alarming (equal interest of women and men is observed only in re-socialisation and therapeutic specialisations) and in the broadly defined helping professions (social work). However, the number of women studying technical subjects is regularly increasing, with 36 per cent of students studying at technical universities¹⁰. This compares with 30.7 per cent of the total number of students as recently as 2007, while in the 1990s, the proportion of women balanced between 5 and 120 per cent, depending on the faculty.

The situation of gender equality in the organisation of science in Poland itself, i.e. academic life, is much worse. The report "Science in Poland 2022"¹¹, based on a nationwide survey, indicates that women account for almost 50 per cent of academic teachers, so theoretically, one can point to equality in this respect. Theoretically, however, significant disproportions are only visible in individual groups of university employees, and the general trend is towards a substantial lengthening of women's promotion paths about men and a predominance of men in groups of independent academics (holders of postdoctoral degrees, professors). Currently, only 27 per cent of professors in the Polish science and higher education system are women; the proportion of women in the group of postdoctoral researchers is 42 per cent, while in the group of doctoral researchers, there is a 52 per cent predominance of women. On the other hand, among all employees carrying out R&D activities in scientific institutions, women account for 45 per cent (data for 2022). While there is a gender balance in the humanities and social sciences and, for example, in the medical sciences, there is a female preponderance, the problem becomes more apparent in the engineering and technical sciences (female share of 32 per cent, but only 15 per cent in the groups of independent researchers).

The reasons for the slower career path of women in Polish science can be boiled down to two areas: social and structural. The social area consists, among other things, of the life roles taken up by women, such as motherhood, the associated breaks, and the numerous caring roles in bringing up duties and activities traditionally ascribed to the sexes. Hence, among other things, career-related interruptions affect promotions and career development, less willingness to travel or undertake internships abroad, and the limited possibility to undertake additional research work in grants and teams, which generally require time, organisational and emotional commitment. The change of this model and the subsequent habilitation and advancement of women in science is conditioned by the acceptance and spread of men's participation in domestic and family affairs¹². In the structural area, tendencies such as conservatism and the hierarchical structure of parts of the scientific community, especially its institutional dimension, enter. How entrenched this model may be evidenced by the persistence of the tendency (predominance of men in high scientific positions) present de facto since the regaining of independence in 1918. It is worth recalling that even before the democratic transition, in 1980, only 21% of those with a postdoctoral degree and 13% of those with the title of professor were women, and in 2012, 32 and 21%, respectively¹³. Of symbolic importance is that only a few of (including the WSB University) Poland's 359 higher education institutions are currently led by a woman as rector.

The most recent and, at the same time, alarming data on gender equality in Polish science is provided by a report from a survey conducted as part of the activities of the National Science Centre.¹⁴ The information on the functioning of women and men in science was based on almost six thousand detailed questionnaires completed by scientists, women, and men from all over Poland actively involved in research¹⁵. The starting point of the diagnosis was an attempt to answer why the success rate of women and men when it comes to obtaining NCN grants is permanently and consistently lower for women¹⁶. The main conclusions of the study

¹⁰ Raport „Kobiety na politechnikach 2020”: kobiety w technologiach to przyszłość. <https://www.gov.pl/web/edukacja-i-nauka/raport-kobiety-na-politechnikach-2020-kobiety-w-technologiach-to-przyszlosc>

¹¹ The "Science in Poland" report is a cyclical monitoring of the state of science in Poland, which is conducted on behalf of the Ministry of Education and Science by the Information Processing Center - National Research Institute. <https://radon.nauka.gov.pl/analizy/nauka-w-Polsce-2022>

¹² A. Knapieńska, Kobiety stanowią tylko nieco ponad jedną czwartą środowiska profesorskiego. Jest im trudniej osiągać kolejne stopnie w karierze naukowca, <https://biznes.newseria.pl/news/kobiety-stanowia-tylko-pl816958891>. A. Knapieńska, Kobiety w technonauce. Biografie zawodowe profesorek, OPI, Warszawa 2022.

¹³ M. Młodożeniec, A. Knapieńska, Czy nauka wciąż ma męską pleć? Udział kobiet w nauce, *NAUKA* 2/2013, 47-72.

¹⁴ Funkcjonowanie kobiet i mężczyzn w nauce. Wyniki sondażu, Narodowe Centrum Nauki, Kraków 2022, [online] https://www.ncn.gov.pl/sites/default/files/pliki/funkcjonowanie_kobiet_i_mezczyzn_w_nauce_wyniki_sondażu_NCN.pdf

¹⁵ Raport NCN: Funkcjonowanie kobiet i mężczyzn w nauce. Wyniki sondażu. Opracowanie Zespołu ds. Analiz i Ewaluacji NCN oraz Komisji Analiz Aktywności Naukowej Rady NCN: A.Strzebońska, R. Mazurkiewicz, A. Sienkiewicz, P. Wojciechowska.

¹⁶ Interview with prof. Teresa Zielińska, Forum Akademickie 2022: <https://forumakademickie.pl/sprawy-nauki/krzyk-kobiet-nauki/>

(survey conducted on a representative sample) focus, as if through a lens, on the most critical problems and challenges of gender equality in Polish science. Recalling the various theses of the report, derived from the generalised statements of the scientists participating in the study (research)¹⁷:

- Women's and men's activity in obtaining research project funding in domestic competitions is high but relatively low in foreign competitors.
- Female researchers are more likely than male researchers to have a low opinion of their scientific output and their chances of obtaining research project funding; this is why they give up applying for grants and funding.
- Women often doubt the quality of their scientific output and fear that personal family commitments will limit their ability to fulfil their ability to take on new tasks or project leader roles.
- Female researchers are more likely to experience excessive, significant administrative workload. Women are also more likely than men to express concerns about undue family burdens, lack of support in their research unit and lack of assistance in preparing proposals. Additionally, women are more likely than men to feel that they do not have sufficient knowledge of the competitions available. These responses indicate that women are more doubtful about their ability to obtain funding for research projects and to implement them successfully.
- Both women and men are interested in being project managers to a similar extent. Still, the results show that men are more likely to have experience in this area among the respondents. In addition, men are more likely than women to consciously make such career decisions to avoid the administrative burden of, for example, managing a research project.
- Women are more likely than men to report the need for support in childcare and family situations, both in the research setting and the research unit, suggesting the need for systemic facilitation in the workplace.
- Women are more likely than men to perceive difficulties in harmonising work and family life, which may be due to the pressures of the traditional social role of women. There are concerns that parental leave, while a form of systemic facilitation, may negatively impact women's academic careers. In particular, female respondents on maternity leave report that the break, restriction of activity and academic mobility have negatively affected their careers.
- The survey reveals numerous inappropriate behaviours regarding respecting the principles of gender equality in institutions and the scientific community despite noticeable positive changes. As the authors of the report indicate, women are far more likely than men to experience inappropriate treatment based on gender and violations of equality principles. Women are also more likely to suggest that they share an unfair distribution of tasks and responsibilities, feel pressured to take on additional charges and are paid less than men in the same position.

The examples of gender equality violations collected in the survey and collated were divided into four categories:

- professional
- those violating personal dignity,
- concerning family life and marital status,
- micro-behaviour.

All four apply to women, while two categories of misconduct dominate men's experiences: professional and violating personal dignity. In conclusion, the results obtained in the research indicate a well-established need for the implementation of gender equality policies in scientific units and the environment as a whole, as well as the need to broadly inform researchers of the current situation, the need for change and good practices and actions taken in this direction¹⁸.

17 Ibidem.

18 Raport NCN: Funkcjonowanie kobiet i mężczyzn w nauce.

Country chapter: Poland, by Vistula University

This chapter outlines the state of gender equality in Poland, focusing on Vistula University and the broader academic landscape. It will explore the institutional characteristics of Vistula University, the economic context in Poland, national and local legislation and policies on gender equality, and the specific situation of gender equality in academia.

Layout of the Chapter:

- Institutional Characteristics of Vistula University:
 - The university's history, growth, and positioning as a multicultural and innovative institution.
 - Its commitment to social responsibility, sustainability, and equality in education and leadership.
- Economic Situation and Gender Disparity in Poland:
 - The imbalance in unpaid work between genders and traditional views on women's roles.
 - Policy implications for flexible working arrangements and parental leave.
 - The impact of an ageing population and low fertility rates on the labour force highlights the necessity of gender equality for economic growth.
 - Educational attainment by gender and NEET (Not in Education, Employment or Training) rates, compared to OECD averages.
- National and Local Legislation and Policies:
 - The EU's stance on gender equality and its reflection in Polish law.
 - The constitutional foundation for equality and the specific legal acts that govern gender rights in Poland.
- Gender Equality in Academia in Poland:
 - The benefits of equality and diversity in science and higher education.
 - EU directives and their implications for wage transparency and equality in higher education institutions.
 - Vistula University's proactive approach to establishing transparent and fair pay mechanisms ahead of legislative requirements.

The chapter aims to provide an informative and analytical perspective on the challenges and advancements in gender equality, particularly in the academic sector, and how they intersect with national policies and economic conditions.

Institutional characteristics

Vistula University is one of the oldest non-public universities in Poland. Established in 1992 under the University of Insurance and Banking, it achieved its current status through dynamic development and contacts with other non-public higher education institutions. Vistula University is an international school of business taking a multicultural and innovative approach to contemporary and future global challenges. We promote social responsibility and sustainable development in all educational programs, scientific research and management, and organisational solutions. Equality, solidarity and partnership principles have been the cornerstones of our University's teaching, research and leadership.

Vistula University's ambition is to have our voice for justice and social change widely heard. The university strives to become a world leader in responsible management education. It has already earned a reputation as an international, open, diverse, accessible, friendly and inclusive university. Vistula University is a member of prestigious international and national networks and organisations working for sustainable development.

Through active participation in them, the University directly impacts co-creating trends and setting guidelines for the global area of research and higher education with sustainable development goals.

According to the Polish Ministry of Science and Higher Education, VU is 9th among private universities, most often chosen by candidates (by the total number of undergraduate candidates in 2019/2020). To date, VU has almost 66,000 alumni.

Economic situation

In Poland, there exists a significant gender disparity in the allocation of unpaid work, with women dedicating nearly two and a half hours more per day to such activities compared to men. Additionally, over half of the parents hold traditional views regarding women's roles in both paid and unpaid work, suggesting an expectation that women should scale back their participation in the labour force to accommodate caregiving responsibilities. Notably, parental leave is primarily utilised by mothers, as less than 3% of fathers take advantage of this benefit.

Policy changes are imperative to address these profoundly ingrained attitudes. These may encompass expanding formal childcare facilities to ease the burden on working parents and promote gender-equitable utilisation of flexible working arrangements, such as part-time employment and parental leave entitlements. For instance, a proposed reform introduces incentives for fathers to take a two-week leave. However, it's worth noting that this reform also extends paid maternity leave, potentially not achieving a more balanced distribution of parental leave days.

Looking ahead, Poland faces the dual challenges of an ageing population and a consistently low fertility rate, which together are projected to result in a substantial decline of the national labour force by approximately 15 percentage points over the next two decades if labour force participation rates for both men and women remain stagnant. To counteract this trend, Poland must harness the skills and potential of all its citizens, fostering more excellent educational and economic involvement. Achieving greater gender equality is crucial for sustaining labour force participation and spurring economic growth in this context.

In 2022, the educational attainment of 25–34-year-olds in Poland by gender showed that 8% of men and 5% of women had education levels below upper secondary. The OECD average for this category was 16% for men and 12% for women [2].

In 2022, 61% of Polish men and 45% of Polish women in the same age group had upper-secondary or post-secondary non-tertiary education. In contrast, the OECD average for this category was 44% for men and 35% for women [2].

Tertiary education was attained by 31% of Polish men and 50% of Polish women in 2022. In the OECD average, 41% of men and 54% of women had tertiary education [2].

The NEET (Not in Education, Employment, or Training) rates of 18–24-year-olds in Poland 2022 were 12.8% for men and 12.5% for women. The OECD average for the same year was 14% for men and 15.5% for women [2].

In 2022, the employment rates of 25–64-year-olds in Poland, categorised by educational attainment and gender, were as follows:

For those with education levels below upper secondary, 60% of men and 37% of women were employed, while the OECD average was 70% for men and 48% for women [2].

Among those with upper secondary or post-secondary non-tertiary education, 84% of Polish men and 64% of Polish women were employed, matching the OECD average of 84% for men and 69% for women [2].

Tertiary-educated individuals in Poland had employment rates of 94% for men and 89% for women, while the OECD average was 90% for men and 83% for women [1].

[1] [Closing the Gender Gap – Poland FINAL.pdf \(oecd.org\)](#)

[2] [Education at a Glance 2023 Country note Poland, OECD 2023](#)

National and local legislation and policies

Equality between women and men is, next to pluralism, non-discrimination, tolerance, justice, and solidarity,

one of the central values common to the Member States of the European Union, guaranteed by Article 2 of the Treaty on European Union [1].

By establishing, in Article 3(3) of the Treaty on the European Union, the internal market, which is intended to lead to the sustainable development of Europe, the European Union strives to combat social exclusion and discrimination. It supports social justice and equality for women and men—article 21(1) of the Charter of Rights. The European Union [2] prohibits any discrimination on sex. At the same time, Article 23 of the Charter explicitly states the need to ensure equality between men and women in all areas, including employment, work, and remuneration.

Equality rights in Poland are based and regulated in particular on the following legal acts:

- Constitution of the Republic of Poland of 02/04/1997 (Journal of Laws 1997/78, item 483);
- Family and Custodial Code of 25/02/1964 (Journal of Laws 2020, item 1359, as amended);
- Civil Code of 23/04/1964 (Journal of Laws 2020, item 1740, as amended);
- Labor Code of 26/06/1974 (Journal of Laws 2020, item 1320, and 2021, item 1162);
- Criminal Code of 06/07/1997 (Journal of Laws 2021, items 2345 and 2447).

The principle of equality between men and women originates in national law. Article 33[1] of The Constitution of the Republic of Poland states that women and men have equal rights in family, political, social and economic life[3]. Moreover, Article 33[2] of the Constitution of the Republic of Poland indicates the equal right to education, employment and promotion, and to equal pay for work of equal value, social security, occupying positions, performing functions, and obtaining public dignity and decorations. The principle of equality is a principle of the constitutional order, which must also be seen as a principle of the system of individual rights and freedoms and as a subjective right.

[1] Treaty on European Union (Journal of Laws, 2016)

[2] Charter of Fundamental Rights of the European Union (Journal of Laws, 2016)

[3] [The Constitution of the Republic of Poland \(sejm.gov.pl\)](http://sejm.gov.pl)

Gender equality in academia in Poland

Among the numerous advantages of equality and diversity in science and higher education, one can highlight the positive effects on research and teaching quality and strengthen institutions' scientific and research positions in a competitive environment. Additionally, improving dialogue and exchange of ideas by fostering inclusivity and a sense of community will enhance dialogue and exchange of ideas. Diversity and equality in research and higher education contribute to work and classroom happiness. Equality rules support more transparent processes, improving both the working environment and the ability to recruit and retain scientific talents.

In connection with the adoption of the EU Directive on Pay Equality between Women and Men in Employment and Pay Transparency, Member States (including Poland) should implement national regulations by June 2026 regarding the introduction of transparent, precise, and fair mechanisms for determining wages and pay principles, as well as the public disclosure of information concerning wage rates offered for positions and paid to employees. The Directive also envisions, among other things, the introduction of monitoring and corrective mechanisms in the event of wage disparities. The initiative was created to eliminate the gender pay gap. Still, its systemic approach will also contribute to addressing other wage inequalities prevalent among employers and, consequently, equalising wages.

From the perspective of a higher education institution as an employer, it's essential to be aware that the exact date of implementation of the aforementioned national regulations in Poland has yet to be discovered. It may occur by June 7, 2026, or even earlier. It's unlikely that the date for implementing these regulations will be postponed since the Directive does not provide for transitional periods, staging, or similar flexible solutions. What's crucial is that if higher education institutions, as employers, still need to start using systematic pay solutions or if wage disparities exist within them, the introduction of national regulations may require the sudden development of transparent pay mechanisms. This significant undertaking typically lasts at least a

year and often longer in many organisations. It may also necessitate the elimination of unjustified wage disparities, which usually require substantial budgets. Therefore, many employers that need to equalise wages spread this process over several years. There are better options than waiting until the national regulations come into effect. Vistula University has already begun such efforts, but for other higher education institutions in Poland, the current timeframe may be insufficient to complete the necessary project, especially if there are wage disparities or if the employer cannot conduct analyses in this area due to the absence of objective criteria and principles. The Directive provides clear directions for solutions, making it possible to initiate preparatory work before the national regulations take effect.

Higher education institutions, as employers, are required to comply with the Directive by implementing or updating the following:

- 1. Job Comparison Mechanism:** Implement a mechanism for comparing jobs to determine positions and employees performing the same or comparable work. This means implementing a job evaluation mechanism that meets the Directive's requirements.
- 2. Transparent and Fair Pay Mechanisms:** Establish transparent and fair pay mechanisms based on criteria. This practically involves precise and objective pay principles, as well as pay scales and grids based on job evaluations that determine the remuneration of individual employees. Employers are also expected to provide employees with easy access to these mechanisms (make them public).
- 3. Informing Employees about Pay Progression Rules:** Develop, introduce, and apply pay progression rules. This includes their development, implementation, and practical application. Employers are also expected to give employees easy access to these rules (make them public).
- 4. Providing Employees with Information about Their Pay Levels:** Share information with employees about their pay levels and the average pay levels within categories of employees performing the same or comparable work, including gender-based breakdowns.
- 5. Providing Salary Information in Recruitment:** Share information about salary rates or ranges offered for positions early enough in the recruitment process to allow candidates to prepare for reasonable salary negotiations.
- 6. Conducting Periodic Transparent Reporting:** Conduct comprehensive, transparent, and easily accessible periodic reporting of wage data for employees performing the same or comparable work.
- 7. Subjecting to Monitoring and Corrective Mechanisms:** Be subject to monitoring and corrective mechanisms, even in cases of minor wage disparities, involving the participation of social partners or equality bodies.
- 8. These measures aim to promote pay equality between men and women in the workplace and ensure transparency and fairness in pay practices within higher education institutions.**

Country chapter: Latvia, by Riga Technical University

This chapter focuses on Riga Technical University (RTU) in the context of gender equality in Latvia's academic sector. It will discuss RTU's institutional characteristics, the economic situation regarding gender disparities in Latvia, national and local legislation and policies on gender equality, and the specific challenges and progress related to gender equality in academia.

Layout of the Chapter:

- Institutional Characteristics of Riga Technical University:
 - Overview of RTU's historical significance and its evolution as a centre of scientific excellence.
 - Examine RTU's strategic emphasis on aligning university work with the national economy and its focus on research, innovation, and industry collaboration.
 - Description of RTU's Gender Equality Plan and its impact within the institution.
- Economic Situation and Gender Disparity in Latvia:

- Analysis of gender wage disparities in Latvia's labour market, particularly in the educational sector.
- Insights into the societal and economic factors contributing to the gender divide in unpaid work and the utilisation of parental leave.
- Discuss Latvia's investment in education relative to its GDP and the implications for gender equality.
- National and Local Legislation and Policies:
 - Exploration of Latvia's commitment to gender equality through its constitutional provisions and international treaties.
 - Assessment of the integrated approach to gender equality across various sectors and the role of the Ministry of Welfare in policy formulation.
- Gender Equality in Academia in Latvia:
 - Presentation of Latvia's ranking in the European Gender Equality Index and the effects of the pandemic on gender equality.
 - Evaluation of the gender segregation in education and higher education graduation rates.
 - Consider the potential impacts of EU directives on pay transparency and equality in higher education institutions as employers.

The chapter will conclude by providing a comprehensive analysis of gender equality in academia in Latvia, acknowledging both the advances made and the persistent challenges that need to be addressed to ensure equitable opportunities for all genders in the academic sector.

Institutional characteristics

Riga Technical University is the largest science-based university in the Baltic States, established in 1862. RTU has over 150 years of history as a centre of scientific excellence and has Nobel Prize winners, Presidents and Prime Ministers as former professors and students. The core tenet of Riga Technical University's (further referred to as RTU) strategy is the proactive connection between university work and the needs of the national economy, emphasising high quality and efficiency. The foundation of RTU's activities is the study process based on research, innovation, and collaboration with industry, which enables the preparation of experts needed by the Latvian national economy and thus serves as the platform for Latvia's sustainable growth.¹⁹ Riga Technical University is an internationally competitive, dynamic and modern university of science and technology. Currently, there are 13,326 students (01.10.2022.), whereas 2,263 are International students. Permanent academic staff (including those with scientific degrees) (01.10.2022) are 577.²⁰

The Riga Technical University's (RTU) Gender Equality Plan (GEP) was incorporated into the RTU's Constitution in 2017. Given the absence of assistance from state authorities for implementing GEPs, RTU remains the only university in Latvia to monitor gender equality and gender balance. According to the RTU Constitution, the university must be tolerant and inclusive. Its GEP eliminates inequality by ensuring gender parity in faculties and research institutions.²¹

Economic situation

Due to the wage discrepancy between men and women in the labour market, there are significant disparities between the relative salaries of male and female teachers (statutory salaries are equal for male and female teachers in public educational institutions). The average actual earnings of teachers are more significant for women and lower for males compared to those of tertiary-educated workers. In Latvia, the proportion of women with primary and general secondary education ranges from 150 to 162 per cent (98 to 110 per cent on average across OECD countries and economies). The proportion of men with primary and general secondary education ranges from 118 to 129 per cent (76 to 85 per cent on average across OECD countries and econo-

¹⁹ Riga Technical University, www.rtu.lv

²⁰ Ibid

²¹ <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/legislative-policy-backgrounds/latvia>

mies).²² Latvia was one of the OECD countries that allocated the smallest share of its GDP to primary through higher education. In 2018, Latvia gave 4.1 per cent of its gross domestic product to elementary through higher education, 0.8 percentage points less than the OECD average. At both the non-tertiary and tertiary levels, Latvia spent less of its GDP on education than the OECD average.²³

National and local legislation and policies

Equality is a condition in which the roles of men and women in the development of society are acknowledged as equal, and they are accorded equal rights and duties. De jure, Latvia has a gender equality policy that aims to support the implementation of integrated, targeted, and successful sectoral policies, thereby encouraging equal rights and opportunities for women and men in all aspects of life.²⁴ Article 91 of the Constitution of the Republic of Latvia specifies, with the following emphasis, that equal rights and opportunities for women and men are fundamental human rights: "In Latvia, everyone is treated equally before the law and the courts. Human rights are exercised without any form of prejudice."²⁵ Latvia has joined several international documents in human rights and gender equality. Concurrently, the rules in several sectors prohibit gender-based discrimination or discrimination. Latvia has chosen an integrated approach to gender equality, which means that gender equality should be viewed as a horizontal principle that fits into all sectorial policies defined in the country (defence, foreign affairs, economics, finances, internal affairs, education, science, culture, welfare, traffic, justice, health, environment, regional development, and agricultural policies) at all stages of their product and implementation, involving all stakeholders and cooperating with international organisations. As the primary national regulatory agency, the Ministry of Welfare formulates national policies to execute an integrated approach to gender issues.²⁶ Although gender equality principles have been enshrined in the legislation and the situation has improved, several challenges remain in ensuring women's rights and opportunities in practice, as the most substantial is explicit gender segregation in the choice of vocational education and higher education study programs/thematic directions.²⁷

Gender equality in Academia in Latvia

On October 24, the European Institute for Gender Equality released the European Gender Equality Index 2022, which shows that Latvia ranks 16th out of 27 Member States with a score of 61.4 out of 100 (100 being full equality).²⁸ The index is based on data from 2020 and reveals that the pandemic has significantly impacted gender equality.²⁹ The EU member state with the lowest scores in Knowledge (47.7 points) and Power (50.9 points) is Latvia, which ranks last in Knowledge. With a reduction of 3.2 points compared to the previous year, Knowledge showed the most remarkable drop. Latvia is disproportionately affected by the gender gap in education, where specialised fields of study are predominantly male or female.³⁰ Latvian Gender Equality Index calculated by the European Institute for Gender Equality (EIGE) in the domain of Knowledge, which measures gender inequalities in educational attainment, participation in education and training over the life course and gender segregation, is assessed with 47.7 points, which is notably less than the EU average (62.5). The poor grade is attributable to a more significant proportion of women among graduates of higher education institutions and the gender gap in several disciplines of study (females more commonly choose humanities, while males choose science and technical fields). According to the EIGE evaluation, Latvia has been ranked last among EU nations in the domain of Knowledge since 2015; therefore, it is possible to conclude that Latvia should continue to make significant progress in education.³¹

Gender equality and studies major

22 OECD (2022), Education at a Glance 2022: OECD Indicators, OECD Publishing, Paris, <https://doi.org/10.1787/3197152b-en>

23 OECD (2022), Education at a Glance 2022: OECD Indicators, OECD Publishing, Paris, <https://doi.org/10.1787/3197152b-en>.

24 Latvia social briefing: Status-Quo of Gender Equality in Latvia Institute of Economics at the Latvian Academy of Sciences, Chine-CEE Institute, Weekly Briefing Vol. 59, No. 3 (LVA), February 2023, ISSN 2939-5933

25 Ibid

26 National report on the Beijing Declaration and Platform of Action adopted at the Fourth World Conference on Women and on the results of the 23 rd Special Session of the General Assembly

27 National report on the Beijing Declaration and Platform of Action adopted at the Fourth World Conference on Women and on the results of the 23 rd Special Session of the General Assembly

28 Gender Equality Index | 2022 | European Institute for Gender Equality. (n.d.). European Institute for Gender Equality. <https://eige.europa.eu/gender-equality-index/2022/EU>

29 Ibid

30 Ibid

31 European Institute for Gender Equality, <https://eige.europa.eu/gender-equality-index/2020/domain/knowledge/LV>

In 2022, 40.6% of Latvian women and 25.4% of Latvian men had a higher degree. Of vocational and professional school graduates, 33.7 per cent and 26.6 per cent are male. The percentage of men in Latvia with higher education is 1.4 percentage points lower than the EU average, while the rate of women is 10.1 percentage points higher.³² In 2022, health and welfare (90.1 per cent of all graduates), as well as social sciences, business, and law programmes, will be dominated by women (73.2 per cent). Meanwhile, most men earned degrees in science, mathematics, and computing (93.8%) and engineering, manufacturing, and construction (87.0%).³³ Even though women comprise the majority of students in higher education, men are more likely to pursue careers in science and technology. In 2022, 13,422 students graduated from higher education institutions in Latvia, with 65.8 per cent of graduates being female. However, only 29.9 percent of science and technical field (life science, mathematics, IT, engineering, manufacturing, and construction) graduates are women.³⁴ At the beginning of 2022, the number of doctorate holders was similar among both genders – 3,982 females and 3,741 males.

Regarding the female share among researchers (scientists, professionals, managers, and administrators) who have a doctorate, Latvia ranks among the EU countries. In 2021, females accounted for half (49.5 %) of Latvian researchers.³⁵ The tertiary education system is characterised by horizontal segregation by fields of study and vertical segregation among academic staff – the higher the academic rank or post, the lower the percentage of women in that position. Ninety-two per cent of 2017/2018 academic-year graduates in education and 92 per cent of 2017/2018 academic-year graduates in health and social services are women, whereas 74 per cent of engineering, manufacturing, and construction graduates are men. In the dynamics, the percentage of women in the education and humanities sectors tends to rise, whilst the percentage of women in science, mathematics, and information technology has stayed virtually steady.³⁶

In all OECD nations, 25–34-year-old women were more likely than males to earn a tertiary degree in 2020. In 2020, 55% of 25–34-year-old Latvian women held a postsecondary degree, compared to 34% of their male counterparts, but the OECD average was 52% for young women and 39% for young men.³⁷ Significant gender variations exist in the distribution of tertiary entrants across disciplines of study. In most OECD nations, women are underrepresented in specific STEM sectors (science, technology, engineering, and mathematics). In 2019, women comprised an average of 26% of new entrants in engineering, manufacturing, and construction and 20% of new entrants in technology and communication technologies. Latvia had 23% female new entrants in engineering, manufacturing, and construction programmes and 20% in computer and communication technology.³⁸

In OECD nations, women average a greater level of education than men.³⁹ Nevertheless, the reversal of profoundly ingrained gender inequities in schooling has occurred despite apparent imbalances in the selection of majors. The underrepresentation of women in STEM disciplines has received the attention of scholars, policymakers, and the media for a long time. Still, a similar or even more significant disparity has recently piqued their interest. In contrast, economics has emerged considerably more lately, despite their implications for women's employment and income prospects and overall economic effectiveness⁴⁰. In the Anglo-Saxon system, however, the two degrees are typically offered by separate university departments (i.e., schools of arts and sciences for Economics and business schools for business). Among the drivers of gender differences in primary selection, mathematics requirements may play a significant influence, as it is well-known that they discourage women from pursuing STEM degrees while encouraging them to pursue business rather than Economics.⁴¹ The gender gap in economics has remained consistent or increased through time and is more than in industry. Several researchers found major choices closely linked with psychological gender differences, like gender variations in primary choice to psychological differences in views toward competi-

32 Population by labour status, education and sex 1996 – 2022, NBA060 Population aged 15–74 by educational attainment and sex, Central Statistical Bureau of Latvia

33 Population by labour status, education and sex 1996 – 2022, NBA060 Higher education graduates (ISCED 5, 6, 7, 8) by sex, Central Statistical Bureau of Latvia

34 Population by labour status, education and sex 1996 – 2022, NBA060 Higher education graduates (ISCED 5, 6, 7, 8) by sex, Central Statistical Bureau of Latvia

35 Population by labour status, education and sex 1996 – 2022, IGA040 Female graduates having ISCED 5 or ISCED 6 in science and technologies (natural sciences, mathematics, IT, engineering, manufacturing, construction)

36 Population by labour status, education and sex 1996 – 2022 . NBA060 Population aged 15–74 by educational attainment and sex, Central Statistical Bureau of Latvia

37 OECD (2022), Education at a Glance 2022: OECD Indicators, OECD Publishing, Paris, <https://doi.org/10.1787/3197152b-en>.

38 OECD (2022), Education at a Glance 2022: OECD Indicators, OECD Publishing, Paris, <https://doi.org/10.1787/3197152b-en>.

39 OECD (2022), Education at a Glance 2022: OECD Indicators, OECD Publishing, Paris, <https://doi.org/10.1787/3197152b-en>.

40 Bertocchi, G., Bonacini, L., & Murat, M. (2023). Adams and Eves: High school math and the gender gap in Economics majors. *Economic Inquiry*. <https://doi.org/10.1111/ecin.13152>

41 Bertocchi, G., Bonacini, L., & Murat, M. (2023). Adams and Eves: High school math and the gender gap in Economics majors. *Economic Inquiry*. <https://doi.org/10.1111/ecin.13152>

tion and benevolence.⁴² Since women tend to be less competitive and more humanitarian, they gravitate toward socially focused majors (Education, Social Sciences) instead of profit-oriented ones (Engineering, Business).⁴³ Researchers confirm that the gender composition of peers influences women's and men's business school decisions. Women allocated to teaching sections with more female peers are less likely to pursue male-dominated majors (such as Finance) and more likely to pick female-dominated fields (like Marketing).⁴⁴ Men exposed to more female classmates can select male-dominated majors and are less likely to choose female-dominated majors.⁴⁵ Bachelor's degrees in business are in high demand and lead to profitable employment. Female business graduates earn less than their male counterparts.⁴⁶ Although women surpass men intellectually, they shy away from majors that lead to high wages, such as Finance.⁴⁷ To comprehend why women who choose to major in business wind up in lower-paying positions, we must understand what motivates women's and men's major decisions. Their university peers may influence the significant selection of women and men. This influence can operate via numerous mechanisms. Peers may influence primary choice by influencing students' academic performance and enjoyment of their courses.⁴⁸ Even after accounting for disparities in university graduation rates between the sexes, some Eastern European nations have a more considerable proportion of women than men with economics degrees (conversion rate greater than 1).

In contrast, Northern European nations that have attained very high levels of female university enrollment score relatively poorly regarding the gender gap in economics undergraduate graduation rates.⁴⁹ Except for the United Kingdom, the average conversion rate of women to males in economics has remained consistent or decreased through time, which is currently about 0.6%. Unlike Economics, the closest substitute, business, has a conversion rate of 1.1, indicating that after adjusting for university-wide gender ratios, more women than men graduate. STEM has a lower average conversion rate than economics at 0.35 but has increased slightly over time.⁵⁰ As discussed, there is a significant gender difference in higher education in Europe and Latvia regarding major choices and graduation fields.

In Latvia, the trend in education is that women are more educated than men, and the gap is pronounced among those with higher education. In 2015, the proportion of women among graduates was 65.4%, and in 2018 it was 63.5%. Similarly, women are underrepresented in scientific and technical subjects at all levels of schooling, which is consistent with the current state of the labour market, where gender segregation is evident.

Serious problems exist in Latvia regarding gender equality-related public education, statistical data, and theme research. This is because it makes it more challenging to address gender disparity issues effectively. Without enough data and analysis, it is difficult to determine the root causes of gender inequality and to create successful policies and programmes.⁵¹ In addition, due to a lack of public education on gender equality, the general population lacks an understanding of the significance of gender equality and how it can benefit society. This lack of awareness and understanding of gender equality can perpetuate gender inequalities in all domains of society, including the workplace, education, and politics.⁵² Individuals benefit directly and significantly through investment in tertiary education, where the rates of return (profitability for individuals) are generally higher for women than for men globally across low-income and high-income countries.⁵³ While the percentage of female graduates and researchers is healthy in higher education in Latvia, more details and factors should be considered to avoid gender disparity issues, including but not limited to significant choice, competitiveness, and wage gap in the labour market.

42 Massimo Anelli & Giovanni Peri, 2016. "The Effects of High School Peers' Gender on College Major, College Performance and Income," CESifo Working Paper Series 6014, CESifo.

43 Turpat

44 Zöllitz, U., & Feld, J. (2021). The Effect of Peer Gender on Major Choice in Business School. *Management Science*, 67(11), 6963–6979. <https://doi.org/10.1287/mnsc.2020.3860>

45 Turpat

46 Zöllitz, U., & Feld, J. (2021). The Effect of Peer Gender on Major Choice in Business School. *Management Science*, 67(11), 6963–6979. <https://doi.org/10.1287/mnsc.2020.3860>

47 Zöllitz, U., & Feld, J. (2021). The Effect of Peer Gender on Major Choice in Business School. *Management Science*, 67(11), 6963–6979. <https://doi.org/10.1287/mnsc.2020.3860>

48 Turpat

49 Megalokonomou, Rigissa; Vidal-Fernandez, Marian; Yengin, Duygu (2021) : Underrepresentation of women in undergraduate economics degrees in Europe: A comparison with STEM and business, IZA Policy Paper, No. 175, Institute of Labor Economics (IZA), Bonn

50 Megalokonomou, Rigissa; Vidal-Fernandez, Marian; Yengin, Duygu (2021) : Underrepresentation of women in undergraduate economics degrees in Europe: A comparison with STEM and business, IZA Policy Paper, No. 175, Institute of Labor Economics (IZA), Bonn

51 Latvia social briefing: Status-Quo of Gender Equality in Latvia Institute of Economics at the Latvian Academy of Sciences, China-CEE Institute, Weekly Briefing Vol. 59, No. 3 (LVA), February 2023, ISSN 2939-5933

52 Gender equality in higher education: maximising impacts Report by Helen Mott March 2022, British Council

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Country Chapter: Slovenia by CEEMAN & IEDC

This chapter details the initiatives and status of gender equality at the IEDC-Bled School of Management and the broader academic context in Slovenia. It highlights IEDC's innovative approach to management education, its inclusion of ethics and sustainability in the curriculum, and its institutional efforts in gender equality. Additionally, the chapter will examine the economic situation in Slovenia, relevant national legislation and policies on gender equality, and the specific circumstances surrounding gender equality in higher education and academia.

Layout of the Chapter:

- Institutional Characteristics of IEDC-Bled School of Management:
 - History and development of IEDC as a pioneering institution in Central and Eastern Europe.
 - Overview of IEDC's ethos in management and leadership, focusing on creativity and innovation.
 - Description of IEDC's academic staff and student demographics.
 - Details of IEDC's Gender Equality Plan and its influence within the institution.
- Economic Situation in Slovenia:
 - Analysis of gender disparities in education and the labour market in Slovenia.
 - Country's investment in education relative to its GDP and the implications for gender equality.
- National and Local Legislation and Policies:
 - Overview of Slovenia's legal framework promoting gender equality.
 - Exploration of national strategies like the National Programme for Equal Opportunities for Women and Men.
 - Examination of the roles of governmental and independent bodies in gender equality promotion.
- Gender Equality in Higher Education and Academia in Slovenia:
 - Presentation of Slovenia's standing in the European Gender Equality Index.
 - It is evaluating gender segregation in educational fields and its impact on the labour market.
 - Consideration of Slovenia's progress and remaining challenges in political empowerment and economic participation concerning gender equality.

The chapter concludes by providing a synthesised view of gender equality efforts within the educational sector in Slovenia, acknowledging both the strides made and the ongoing efforts needed to ensure equitable opportunities for all genders in academia.

Institutional characteristics

The IEDC-Bled School of Management, founded in 1986 as the first business school in Central and Eastern Europe, is one of Europe's leading international management development institutions. The core tenet of the vision of IEDC-Bled School of Management (further referred to as IEDC) is to be a centre of excellence in general management and leadership development, offering a creative environment for creative leadership, being one of the best small but innovative business schools in the world, and being a meeting place for leaders, with particular focus on emerging economies.

IEDC is known for ethical and socially responsible leadership, which can be promoted through learning from art, science, sport and other professions, drawing parallels, and encouraging people to reflect. IEDC has integrated a business ethics component into all its extended management programs over twenty years ago. Ten years ago, sustainability was added to the curriculum as an additional innovation component. Over the last decade, IEDC has pioneered the incorporation of arts and artistic processes into management education. The school was designed and built as an art gallery and conceived as a place where managers come to learn

and become inspired. IEDC has also incorporated Art and Leadership as part of its Executive MBA course, one of the first of its kind in the world.⁵⁴

There are 11 permanently employed academic staff (9 used in teaching and research and three employed in study). Among the Visiting Faculty, ten participate in the MBA programme and 6 in the DBA/PhD. Students enrolled in specific programmes are distributed as follows: 12 in DBA (7 of them are international students), 18 in PhD (13 of them are international students), and 68 in MBA (40 of them are international students).

IEDC's Gender Equality Plan (GEP) was developed under the EU Horizon project "Equal4Europe" umbrella and published on the IEDC's website⁵⁵ in early 2022. This is reflecting the introduction of gender mainstreaming into Slovenian national legislation through the Equal Opportunities for Women and Men Act in 2002, which remains the key legal instrument for gender equality and gender mainstreaming in addition to the Equal Treatment Act of 2006, succeeded by the Protection against Discrimination Act in May 2016.⁵⁶

CEEMAN (The International Association for Management Development in Dynamic Societies) is an international management development association established in 1993 to accelerate the growth in the quality of management development in central and eastern Europe. Now, it is a global network of management development institutions pursuing quality education and innovations in this field, as well as in the broad area of subjects related to change, with 200 members from 50 countries in Europe, North America, Latin America, Africa, and Asia.

The organisation has the following objectives:

- To improve the quality of management and leadership development in general and in countries undergoing transition and dynamic change in particular;
- To provide a network and meeting place for management schools and other management development institutions to promote and facilitate cooperation and the exchange of experience;
- To provide a platform for dialogue, cooperation and learning between management development institutions and businesses that are operating in the context of transition and dynamic change;
- To promote leadership for change, global competitiveness and social responsibility, innovation and creativity, and respect for cultural values;
- To represent the interests of its members in other constituencies.

To accomplish these objectives, CEEMAN organises international conferences, provides educational programs to strengthen teaching, management, and leadership capabilities in management schools, offers case writing support and competitions, engages in international research and publications, and facilitates international quality accreditation of business schools through CEEMAN IQA - International Quality Accreditation.⁵⁷

Economic situation and gender equality rankings

In Slovenia, the proportion of women with primary and general secondary education ranges from 94% to 102%, slightly lower than the OECD (98% to 110% on average across OECD countries and economies). The proportion of men with primary and general secondary education ranges from 78% to 83% (76% to 85% on average across OECD countries and economies).⁵⁸ Slovenia's share of GDP in primary through higher education was 5.1% in 2018, higher than the OECD average of 4.9%. Slovenia's share of GDP on non-tertiary education is 3.3%, which is also higher than the OECD average of 2.9%. Slovenia's share of GDP on tertiary education is 1.8%, slightly lower than the OECD average of 1.9%.⁵⁹ The spending capacity in 2022 has increased, showing that Slovenia has spent 5.7% of GDP on educational institutions, offering the following composition: Preschool education 1.11%, Basic education 2.49%, Upper secondary education 0.91%, Tertiary education 1.19%.⁶⁰

54 IEDC-Bled School of Management (n.d.), <https://www.iedc.si/>

55 [https://www.iedc.si/docs/default-source/regulations/iedc-gep_equal4europe-\(3\).pdf?sfvrsn=2](https://www.iedc.si/docs/default-source/regulations/iedc-gep_equal4europe-(3).pdf?sfvrsn=2)

56 European Institute for Gender Equality (EIGE). (n.d.). Gender mainstreaming. Country information. Slovenia, https://eige.europa.eu/gender-mainstreaming/countries/slovenia?language_content_entity=en

57 CEEMAN (n.d.), <https://www.ceeman.org/about-us>

58 OECD (2021), Education at a Glance 2021: OECD Indicators, OECD Publishing, Paris, https://www.oecd-ilibrary.org/education/education-at-a-glance-2021_b35a14e5-en

59 OECD (2021), Education at a Glance 2021: OECD Indicators, OECD Publishing, Paris, https://www.oecd-ilibrary.org/education/education-at-a-glance-2021_b35a14e5-en

60 Republic of Slovenia Statistical Office (2023) – SiStat. The share of expenditure on educational institutions in GDP (%), by level of education, Slovenia, annually, <https://pxweb.stat.si/SiStatData/pxweb/en/Data/-/H0935.px/table/tableViewLayout2/>

Slovenia is making significant strides in gender equality.

On October 24 2023, the European Institute for Gender Equality released the European Gender Equality Index 2022 (primarily based on data from 2020), which shows that Slovenia ranks 12th out of 27 Member States with a score of 67.5 out of 100 (100 being full equality).⁶¹ Its score is 1.1 points below the EU's score.⁶² Since 2010, Slovenia's score has observed a gain of 4.8 points. The advancement of this member state has exhibited a somewhat slower pace than others, leading to a decline in its standing by three positions. Since 2019, Slovenia's score has stagnated, decreasing by 0.1 points. Consequently, the country has maintained its position at the 12th rank. Slovenia has had marginal declines in its ratings in health and knowledge, amounting to a fall of 0.9 and 0.6 points, respectively.⁶³

Slovenia shows the following scores: Work (73.4 points), Money (83.9 points), Knowledge (56.0 points), Time (72.9 points), Power (53.3 points), and Health (86.9 points). Slovenia shows the best performance, namely the 7th rank among all member states, in the area of time, with a score of 72.9 points. Within this particular field, Slovenia demonstrates superior performance in the sub-field of social activities, securing a commendable 4th position with an impressive score of 76.4 points. From 2010 onwards, Slovenia has had a notable growth of 4.6 points in its score within the temporal domain, resulting in a rise of three positions in its ranking. The shift above can be attributed to advancements in healthcare (+5.0 points) and social engagement (+4.0 points).⁶⁴

Notably, most room for improvement was shown in the realm of power, with Slovenia ranking 14th among all member states, scoring 53.3 points. Slovenia's sub-domain of economic decision-making exhibits the most significant potential for enhancement, as indicated by its score of 45.0 points and current ranking of 16th, reflecting a decline of two positions compared to the previous year (2019). Since 2019, there has been a marginal improvement of 0.3 points in Slovenia's power sector score. The observed increase of 4.7 points in the sub-domain of social decision-making is attributed to notable advancements. However, this positive trend is counterbalanced by a decline of 3.6 points in the sub-domain of political decision-making.⁶⁵

From 2019 onwards, Slovenia has significantly improved in the work domain, with a score increase of 0.4 points. This progress has resulted in the country's ranking ascending from the 15th to the 14th. The observed shift may be attributed to segregation and work quality advancements, resulting in a 0.6-point increase. This progress is seen in Slovenia's rise from the 15th to the 13th in the rankings. Since the year 2010, Slovenia has had a modest improvement of 1.5 points in its score within the work domain. However, its ranking has declined by four places concurrently, mainly attributed to its comparatively slower pace of advancement than other Member States.⁶⁶

Since 2019, there has been a decline in Slovenia's health score, with a decrease of 0.9 points, resulting in the current score of 86.9 points and a degression from the 13th to the 16th position. The decline can be attributed to elevated levels of gender disparity within the sub-domain of "Behaviour", resulting in a decrease of 2.3 points. Slovenia's score in the health sector has experienced stagnation, with a marginal increase of 0.1 points since 2010. During the period spanning from 2019 to 2020, Slovenia had a notable decline in its ranking within the knowledge domain, dropping from the 18th to the 22nd position. Slovenia scored 56.0 points in this domain, reflecting a fall of 0.6 compared to the previous year. The decline in rank from 19th to 24th place may be attributed to the growing gender inequality observed in the specific area of gender segregation within the field of education, as indicated by a decrease of 1.4 points.⁶⁷

Globally, some progress on women's rights has been achieved. In Slovenia, 91.7% of legal frameworks that promote, enforce and monitor gender equality under the SDG indicator, with a focus on violence against women, are in place.⁶⁸

According to the World Economic Forum's Global Gender Gap Index 2023, Slovenia ranked 17th in Europe (out

61 Gender Equality Index | 2022 | European Institute for Gender Equality. (n.d.). European Institute for Gender Equality. <https://eige.europa.eu/gender-equality-index/2022/EU>

62 European Institute for Gender Equality (EIGE). (2022). Gender Equality Index 2022. The COVID-19 pandemic and care. Luxembourg: Publications Office of the European Union.

63 European Institute for Gender Equality (EIGE). (2022). Gender Equality Index 2022. The COVID-19 pandemic and care. Luxembourg: Publications Office of the European Union.

64 European Institute for Gender Equality (EIGE). (2022). Gender Equality Index 2022. The COVID-19 pandemic and care. Luxembourg: Publications Office of the European Union.

65 European Institute for Gender Equality (EIGE). (2022). Gender Equality Index 2022. The COVID-19 pandemic and care. Luxembourg: Publications Office of the European Union.

66 European Institute for Gender Equality (EIGE). (2022). Gender Equality Index 2022. The COVID-19 pandemic and care. Luxembourg: Publications Office of the European Union.

67 European Institute for Gender Equality (EIGE). (2022). Gender Equality Index 2022. The COVID-19 pandemic and care. Luxembourg: Publications Office of the European Union.

68 UN Women (n.d.). Women Count. Slovenia, <https://data.unwomen.org/country/slovenia>

of 36) and 29th globally (out of 146), with a score of 0.773 (imparity = 0, parity = 1).⁶⁹ The Global Gender Gap Index is a tool introduced by the World Economic Forum in 2006 to measure progress towards gender parity and compare countries' gender gaps across four key dimensions:⁷⁰

1. Economic Participation and Opportunity,
2. Educational Attainment,
3. Health and Survival,
4. Political Empowerment.

The index aims to offer a consistent annual metric for assessing progress over time. The level of progress toward gender parity (the parity score) for each indicator is calculated as the ratio of the value of each hand for women to the value for men. A parity score of 1 indicates full parity.⁷¹ The index is the longest-standing tool tracking the progress of numerous countries' efforts towards closing these gaps since its inception in 2006.⁷²

National and local legislation, policies and infrastructure

Slovenia has established different institutions and policies to achieve gender equality.

The primary legal measure assuring (gender) equality in Slovenia is The Constitution of the Republic of Slovenia, which states:

*In Slovenia, everyone shall be guaranteed equal human rights and fundamental freedoms irrespective of national origin, race, sex, language, religion, political conviction, material standing, birth, education, social status, disability, or other personal circumstances.*⁷³

Slovenia has established the Women's Policy Office, later renamed the Office for Equal Opportunity, and currently called the Sector for Equal Opportunities at the Ministry of Labour, Family, Social Affairs and Equal Opportunities.⁷⁴

In 2002, Slovenia passed the Equal Opportunities for Women and Men Act. This subsidiary regulation ensures gender balance and adopts special measures that relate to the imbalanced gender representation of one gender in a specific field of social life or a part of such a field, where representation of one gender is lower than 40%. This applies to the composition of the National Assembly of Slovenia and the country's various ministries, government bodies, councils, and persons of public law nominated by the government.

The Act also introduced an institution of the Advocate of the Principle of Equality (established in 2016) and a Coordinator for Equal Opportunities for Women and Men within each ministry.

The critical national policy document was the Resolution on a National Programme for Equal Opportunities for Men and Women (2015–2020). In 2023, as its subsequence, the Resolution on the National Programme for Equal Opportunities for Women and Men until 2030⁷⁵ was adopted. The Resolution defines the main objectives and key stakeholders in different public and private spheres for women and men. It puts forth priority areas and critical goals for the improvement of the position of women. It aims to ensure the sustainable development of equal opportunities and gender equality in Slovenia.

Gender equality and its expected outcomes are also included in different national acts and regulations:

- Employment Relationships Act,⁷⁶ article 6, for example, prohibits discrimination (explicit and implicit) in all processes related to recruitment, progression, and termination of contracts. Less favourable treatment of workers related to pregnancy or parental leave is also considered discriminatory. In complaints

69 <https://www.weforum.org/reports/global-gender-gap-report-2023>

70 World Economic Forum (2023). Global Gender Gap Report 2023. Insight Report June 2023, <https://www.weforum.org/reports/global-gender-gap-report-2023/in-full/benchmarking-gender-gaps-2023>; World Population Review (n.d.), <https://worldpopulationreview.com/country-rankings/gender-equality-by-country>

71 World Economic Forum (2023). Global Gender Gap Report 2023. Insight Report June 2023, <https://www.weforum.org/reports/global-gender-gap-report-2023/in-full/benchmarking-gender-gaps-2023>

72 World Economic Forum (2023). Global Gender Gap Report 2023. Insight Report June 2023, <https://www.weforum.org/reports/global-gender-gap-report-2023>

73 UN Women (n.d.). Global Gender Equality Constitutional Database. Slovenia. Constitution of the Republic of Slovenia 1991, as amended to 2017, <https://constitutions.unwomen.org/en/countries/europe/slovenia>; Republic of Slovenia (n.d.). Human rights and equal opportunities, <https://www.gov.si/en/policies/state-and-society/human-rights-and-equal-opportunities/>

74 Republic of Slovenia (n.d.). Equal opportunities, <https://www.gov.si/en/policies/state-and-society/human-rights-and-equal-opportunities/equal-opportunities/>

75 PIS - Pravno-informacijski sistem (n.d.). Resolucija o nacionalnem programu za enake možnosti žensk in moških 2023–2030 (ReNPEMŽM30), <http://www.pisrs.si/Pis.web/pregledPredpisa?id=RESO132>. See also the versions of the National Programme for Equal Opportunities for Women and Men 2015–2020 in English [here](https://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO5944).

76 ILO (n.d.). NATLEX. Database of national labour, social security and related human rights legislation. Slovenia. Zakon o delovnih razmerjih, https://www.ilo.org/dyn/natlex/natlex4.detail?p_isn=97493; PIS - Pravno-informacijski sistem (n.d.). Zakon o delovnih razmerjih (ZDR-1), <http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO5944>

of discriminatory practices, victims of discrimination are protected by law. Article 7 furthermore prohibits its sexual and other harassment in the workplace. It defines sexual harassment as any unwanted verbal and non-verbal physical acts or behaviour of a sexual nature to hurt the dignity of persons. Article 133 demands equal payment regardless of gender. There is also a section dedicated to the protection of women and the protection of workers during pregnancy and parental care. Articles 187–193 outlines special treatment for parents and parents to be and oblige the employers to enable balanced/harmonised work–family relations, ensure special protection during pregnancy and the duration of breastfeeding, parental leave, etc. These include financial compensation and security against termination of contracts.

- The Protection Against Discrimination Act⁷⁷ defines the role of Advocate of the Principle of Equality. It protects everyone against discrimination regardless of gender, race or ethnic origin, nationality, language, religion or belief, disability, age, sexual orientation, sexual identity or sexual expression, social status, property status, education, or other personal circumstances. It aligns the national legislation with EC directives (2000/43/ES, 2000/78/ES, 2004/113/ES, 2006/54/ES). The Act also defines and prohibits discrimination, emphasising harassment and sexual harassment as specific forms of discrimination in Article 8 and determines measures for promoting equal treatment.

The Equal Opportunities Division of the Minister of Labour, Family, Social Affairs and Equal Opportunities (MDDSZEM) is the governmental body responsible for gender equality, which coordinates, proposes, implements and promotes programmes and measures for strengthening equality between women and men.

In the year 2012, the nation of Slovenia decided to abolish its autonomous gender equality entity. Subsequently, it reconstituted it as a comprehensive equality entity, encompassing all forms of discrimination. This newly formed organisation originally started its operations under the MDDSZEM. A novel autonomous entity dedicated to advancing equitable treatment was established in October 2016. The so-called Advocate of the Principle of Equality, as the independent body for promoting equal treatment, covers all grounds of discrimination, including gender. It has various functions, such as conducting research, publishing reports, providing assistance and legal support, processing complaints, raising awareness, participating in judicial proceedings and ensuring information exchange.⁷⁸

Among the parliamentary bodies, the Commission for Petitions, Human Rights and Equal Opportunities covers gender equality as a specific part of its brief. Its role is to monitor, analyse and promote human rights and liberties, including equal opportunities policies.

As part of the regional structures, local administrators can establish local Coordinators for Equal Opportunities for Women and Men as officials appointed within each ministry and some municipalities to perform tasks related to gender equality and gender mainstreaming within their competence. They cooperate with the governmental body and the independent body on this matter. The government and ministries are obliged to cooperate with social partners and NGOs working in the field of equal opportunities to formulate solutions and proposals. There is also an Expert Council for Gender Equality attached to the governmental body, which comprises various professionals from different fields⁷⁹.

Gender equality in higher education and Academia in Slovenia

In most OECD nations, men have a higher propensity than women to choose a vocational pathway throughout their upper secondary education. In Slovenia, the proportion of male upper-secondary vocational graduates in 2019 was 56%, somewhat higher than the average of 55% in OECD countries. Women have a higher likelihood of completing upper secondary general programs. In Slovenia, the proportion of women who graduate from upper secondary available courses is 61%, which is higher than the average of 55% in OECD nations.⁸⁰

In recent decades, postsecondary education has experienced significant growth. By 2020, women between the ages of 25 and 34 were more inclined to pursue university education than men in all OECD nations. In Slovenia, the proportion of women aged 25–34 with a tertiary qualification in 2020 was 57%, compared to 36%

77 ILO (n.d.). NATLEX. Database of national labour, social security and related human rights legislation. Slovenia. Zakon o varstvu pred diskriminacijo, https://www.ilo.org/dyn/natlex/natlex4.detail?p_isn=104553; PIS – Pravno-informacijski sistem (n.d.). Zakon o varstvu pred diskriminacijo (ZVarD), <http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO7273>

78 European Institute for Gender Equality (EIGE). (n.d.). Gender mainstreaming. Country information. Slovenia, https://eige.europa.eu/gender-mainstreaming/countries/slovenia?language_content_entity=en

79 European Institute for Gender Equality (EIGE). (n.d.). Gender mainstreaming. Country information. Slovenia, https://eige.europa.eu/gender-mainstreaming/countries/slovenia?language_content_entity=en

80 OECD (2021), Education at a Glance 2021: OECD Indicators, OECD Publishing, Paris, <https://www.oecd-ilibrary.org/sites/e7ee86cb-en/index.html?itemId=/content/component/e7ee86cb-en#section-d12020e19000>

for men in the same age group. In comparison, the average percentages for young women and men across OECD nations were 52% and 39%, respectively.⁸¹

The distribution of students across various disciplines shows considerable gender-specific variations. In most OECD countries, women are underrepresented in STEM disciplines. In 2019, the representation of women in engineering, manufacturing, and construction was 26%, while in information and communication technology it was 20%. Within Slovenia, the proportion of women in engineering, manufacturing, and construction programs was 23%, while in computer and communication technologies it was 16%. Conversely, they constituted 86% of those who recently joined the education profession, which was historically predominantly occupied by women. In Slovenia, the proportion of male instructors throughout all levels of education is 22%, which is lower than the average of 30% observed in OECD nations.⁸²

Young women have a reduced probability of employment compared to young men, especially those with lower level of education. In Slovenia, the employment rate for women aged 25–34 with less than upper secondary education was 42% in 2020, whereas the corresponding rate for males was 62%. Gender inequality in employment among individuals with less than upper secondary education is less pronounced in Slovenia than the average across OECD nations.⁸³

Across OECD nations, women aged 25–64, regardless of their educational status, often earn less than men. On average, their wages are 76%–78% of men’s earnings. The differences in this ratio are more significant among different levels of education within nations on average across all OECD countries. Women in Slovenia with university education have lower wages than males with the same level of education, earning just 83% of what men earn. Women with upper secondary or post-secondary non-tertiary education make somewhat more, at 86% of men’s earnings.⁸⁴

In Slovenia, there is a higher share of women in tertiary education. In 2022/23, there were a total of 79,987 students enrolled, of which 33,799 were women and 46,188 were men, 58% vs. 42%, respectively.⁸⁵ In 2022/23, among the 70,000 students, 27,649 were male (39%) and 42,351 were female (61%). Among these, 3,471 were students in a Doctor of Science program, 1,581 male (46%) and 1,890 female (54%). For master programs, 22,245 students were enrolled, of which 7,980 were male (36%) and 14,265 were female (64%).⁸⁶ More women than men were enrolled in all levels of education, including the doctorate program. Among the total of 16,111 students in tertiary education graduating in 2022, 41% were male vs. 54% female.⁸⁷ The below table also provides a general overview of the current situation:

Educational attainment of 25–34 year-olds by gender	Slovenia (2022)		OECD average (2022)	
	Women (%)	Men (%)	Women (%)	Men (%)
Below upper secondary	6%	3%	16%	12%
Upper secondary or post-secondary non-tertiary	58%	36%	44%	35%
Tertiary	36%	60%	41%	54%

Source: OECD (2023), Education at a Glance 2023: OECD Indicators, OECD Publishing, Paris.

81 OECD (2021), Education at a Glance 2021: OECD Indicators, OECD Publishing, Paris, <https://www.oecd-ilibrary.org/sites/e7ee86cb-en/index.html?itemId=/content/component/e7ee86cb-en#section-d12020e19000>

82 OECD (2021), Education at a Glance 2021: OECD Indicators, OECD Publishing, Paris, <https://www.oecd-ilibrary.org/sites/e7ee86cb-en/index.html?itemId=/content/component/e7ee86cb-en#section-d12020e19000>

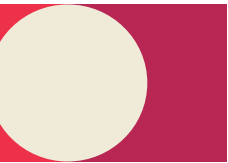
83 OECD (2021), Education at a Glance 2021: OECD Indicators, OECD Publishing, Paris, <https://www.oecd-ilibrary.org/sites/e7ee86cb-en/index.html?itemId=/content/component/e7ee86cb-en#section-d12020e19000>

84 OECD (2021), Education at a Glance 2021: OECD Indicators, OECD Publishing, Paris, <https://www.oecd-ilibrary.org/sites/e7ee86cb-en/index.html?itemId=/content/component/e7ee86cb-en#section-d12020e19000>

85 Republic of Slovenia Statistical Office (2023) – SiStat. Participants in formal education by type of program and sex, Slovenia, annually, <https://pxweb.stat.si/SiStatData/pxweb/en/Data/-/09513055.px/table/tableViewLayout2/>

86 Republic of Slovenia Statistical Office (2023) – SiStat. Students in higher education by type of education, age, mode of study and sex, Slovenia, annually, <https://pxweb.stat.si/SiStatData/pxweb/en/Data/-/09552035.px/table/tableViewLayout2/>

87 Republic of Slovenia Statistical Office (2023) – SiStat. Tertiary education graduates by type of education and sex, Slovenia, annually, <https://pxweb.stat.si/SiStatData/pxweb/en/Data/-/0954305.px/table/tableViewLayout2/>



Cross-country chapter

In a comparative analysis of gender equality across the IEDC-Bled School of Management in Slovenia, Vistula University in Poland, Akademia WSB and Riga Technical University in Latvia, we can draw inferences from their institutional characteristics, economic landscapes, legislative frameworks, and academic environments.

According to European Institute for Gender Equality, the Gender Equality Index among the analyzed countries varies similarly. Latvia and Poland are mentioned among countries with slower pace, meaning that countries have improved their Gender Equality Index scores, but are consistently and significantly lower than the EU average. In addition, their progress in gender equality is slower, leading to growing disparities over time compared with the EU. In contrast, Slovenia is mentioned among flattening group of countries, meaning that it has improved their Index scores. Their gender equality levels are higher than the EU average, but their progress has been slower than the EU average. As a result, the gaps between these countries and the EU have narrowed over time. (<https://eige.europa.eu/gender-equality-index/2023/country>).

In 2023 Slovenia has the index of 69.4, Latvia – 61.5, and Poland – 61.9, comparing to the average among EU countries, that is 70.2. (<https://eige.europa.eu/gender-equality-index/2023/country>)

Institutional Characteristics and Gender Equality Initiatives:

- IEDC-Bled School of Management stands out for its holistic educational approach, integrating arts and ethical leadership into its curriculum, indicating a forward-thinking approach to gender equality.
- Vistula University showcases its global perspective and commitment to sustainable development, yet its gender equality efforts may benefit from more excellent practical application and creative teaching methods.
- Riga Technical University offers a strong tradition of technical excellence and has made strides in gender equality, though it could further enhance its educational strategies with innovative cross-disciplinary practices.

Economic Context and Gender Disparity:

- Slovenia has made notable investments in education and there are more women in all levels of education than men. Nevertheless, the existent wage gap indicates persistent economic inequalities despite high educational attainment of women.
- Poland faces deep-seated societal expectations perpetuating wage disparities, underscoring the complex interplay between cultural norms and economic realities.
- Latvia shows discrepancies in pay between male and female educators and a significant commitment of women to unpaid labor, pointing to entrenched societal roles that impact economic participation.

The relationship between educational investments and gender wage gaps in these countries highlights that economic empowerment for women involves educational opportunities, broader societal change, and monetary policy reforms.

Legislation and Policy Framework:

- Slovenia reflects a proactive legal environment for gender equality, with supportive government and independent bodies that foster gender equality.
- Poland has the legal provisions to support gender equality but faces the ongoing challenge of turning these laws into lived realities.

- Latvia adopts a policy of integrating gender equality across sectors, yet the practical outcomes of such policies require more vigorous enforcement and societal buy-in.

Legislative support for gender equality is present across these nations. Yet, the degree to which these laws are actualized varies, underscoring the need for enforcement mechanisms and cultural adaptation of gender norms.

Gender Equality in Academia:

- Slovenia sees high female participation in higher education, but this has yet to fully translate into equal representation in leadership, suggesting that barriers beyond education limit women's empowerment.
- Poland grapples with gendered choices in higher education, which reflect and reinforce broader societal gender biases despite educational advancements.
- Latvia struggles with gender segregation in educational fields, reflecting a more considerable labour market disparity that limits women's career opportunities in high-paying technical areas.

Academic institutions mirror the gender dynamics of their broader societies. While they can be pivotal in advancing gender equality, their efforts must be part of a more significant societal commitment to changing gender norms and ensuring equality of opportunity.

Across the countries, while there is a clear commitment to gender equality, the integration and impact of such initiatives vary greatly. The analysis suggests the need for multifaceted approaches that encompass innovative educational strategies, challenge societal norms, enforce and enhance legal frameworks, and bridge the gap between academic achievement and economic opportunities for women.

Questionnaire analysis

The project "EQUATION - EQUality through AccreditaTION" disseminated a comprehensive questionnaire to gather insights into gender equality across the project higher education institutions (HEIs). This report, which aligns with the project's commitment to promoting gender equality and diversity, aimed to capture the experiences and perceptions of stakeholders actively engaged in the participating institutions. Ensuring confidentiality and anonymity, the questionnaire was designed to delve into the respondents' awareness and personal experiences concerning gender equality initiatives within their respective HEIs. Among responders there were: 62 representatives of academic and non-academic personnel, 34 representatives of leadership and 384 representatives of the student body.

The initial analysis of the responses indicates a varied level of awareness regarding formal gender equality documents, such as Gender Equality or Diversity Plans, with some respondents confirming their existence and others either unaware or not specifying any such documents. This chapter begins with a detailed examination of these findings, setting the stage for a deeper understanding of gender dynamics within the HEIs.

To analyse the questionnaire data, we will look at several aspects: awareness of gender equality initiatives, attendance and topics of gender equality events, personal experiences with gender-biased behaviour, perceptions of gender equality within the institutions, and suggestions for improvement.

Awareness and Documents:

- Most respondents are aware of formal documents related to gender equality at their institution. This suggests a level of transparency and commitment to gender equality.

72.4% of leadership representatives and 46.8% of academic personnel are aware of the existence of the official documents targeting gender equality issues.

- However, a noticeable number of respondents need to be made aware or need clarification on the presence of such documents, indicating a potential communication gap. Only 17.9% of students are aware that their university has such records available.

Gender Equality Information and Events:

- Awareness of gender equality-related information on institution web pages is mixed, with some respondents unaware of its existence. 59.7% of academic representatives, 78.7% of students' representatives, and 41.4% of leaders must be aware that such information is available on their HEI webpage.
- Many respondents reported that their institutions organised workshops or initiatives to support gender equality, but attendance varies. Only 40% of leadership, 17.6% of the student body and 57.7% of academic personnel have attended such events.
- Topics addressed at events are diverse, with career progression, work-life balance, and discrimination prevention being expected. However, some respondents have suggested more focus on childcare services, access to leadership, and equal pay.

Personal Experiences with Gender-Biased Behavior:

- A notable portion of respondents have experienced or witnessed gender-biased behaviour, with academic staff, leadership, and students often cited as exhibiting this behaviour.
- Situations experienced include judgment on ability/character and appearance, with some respondents detailing instances of sexual harassment.

Perceptions of Gender Equality:

- Respondents' perceptions of their institution's gender equality are varied, with some believing there is balanced gender representation and equal treatment, while others disagree.
- Specific areas like leadership support for work-life balance, promotion opportunities, and commitment to integrating gender in the curriculum have mixed reviews.

Suggestions for Improvement:

- Respondents have provided various suggestions for improving gender equality, such as promoting women to leadership positions, implementing equality standards, providing parental support, and increasing awareness of rights.
- There's a call for more transparent career paths and for leadership to recognise and address gender equality issues.

Comfort with Reporting:

- Most respondents would feel comfortable contacting the individual or office in charge if they experienced discrimination. This implies trust in the institution's mechanisms for handling such issues.

Demographics and Additional Observations:

- Respondents represent various positions, from administrative staff to faculty, and have varying lengths of service at their institutions.
- There's a mix of genders, educational backgrounds, and fields of study among the respondents, with ages ranging between 26-65 years.
- Some respondents express satisfaction with the current state of gender equality at their institutions, while others point out areas needing significant improvement.

This analysis shows that while there is an awareness and some level of effort towards addressing gender equality in higher education institutions, individuals' experiences and perceptions vary significantly. Continued dialogue, transparent reporting, and effective communication seem crucial in advancing gender equality within these settings.

Questionnaire results: academic and non-academic employees' perception

This subchapter analyses data gleaned from the responses of academic and non-academic personnel across HEIs involved in the Erasmus+ "EQUATION - EQUality through AccreditaTION" project. The insights shared by this diverse group of respondents form a multifaceted picture of gender equality within their institutions. The information gathered not only highlights the current awareness and implementation of gender equality measures, but also personal experiences and perceptions related to this critical issue. The forthcoming sections will dissect the collected data to offer a comprehensive view of the prevailing gender dynamics among the staff of participating HEIs.

The respondents hold various positions, ranging from administrative staff to professors and including roles in the international office and project management. 38.7% of respondents are aged 36–45 years, with an equal share of 19.4% in the age groups of 26–35 and 46–55 years. 46.8% of respondents in this group hold a Master's degree. Male and female respondents were 33.9% and 61.3%, respectively. The time spent at their institutions ranges from less than three years to over 21 years.

1. Institutional Awareness and Documents on Gender Equality:

- A significant proportion of respondents from IEDC - Bled School of Management (48%) and Riga Technical University (58%) are aware that their higher education institutions (HEIs) have formal documents related to gender equality, such as Gender Equality or Diversity Plans and Strategies.
- At WSB University (47%) and Vistula University (33%), there is mixed awareness about such documents, with some respondents needing to be informed about their existence.

Overall, there is a varied level of awareness regarding formal gender equality documents at these institutions. Some respondents are knowledgeable and can specify the type of document, such as a Gender Equality or Diversity Plan, strategy, or mandate. In contrast, others are either unaware or do not know the specific name of the document, indicating that they do not utilize it in their work.

2. Gender Equality Information and Initiatives:

- Awareness of gender equality-related information on institutional webpages varies. Some respondents noted specific information available, such as anti-sexual harassment clauses and trustee contacts. The percentages of respondents aware of online information are as follows: Vistula University and RTU at 25%, IEDC at 48%, and WSB University at 47%.
- Workshops and events aimed at raising awareness on gender equality are somewhat known among respondents, but not all have participated in these events. The awareness of such events is reported at 47% for WSB University, 33% for both Vistula University and RTU, and 48% for IEDC. Of those who are aware of the events, only 57% have attended them. These events cover topics such as career progression, equal pay, diversity and inclusion, and work-life balance. Employees were asked which topics they would like future events to cover; the results are depicted in Figure 1.

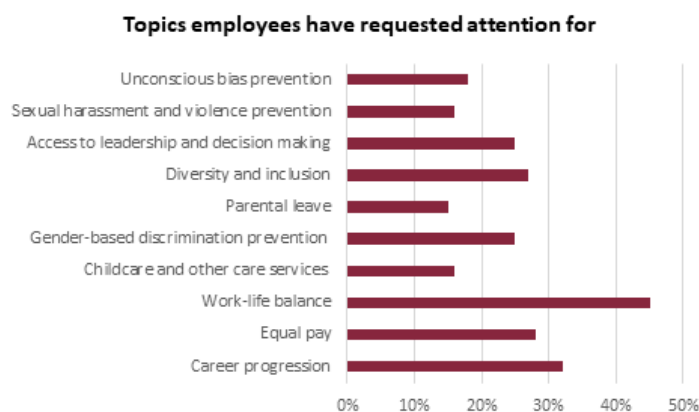


Fig. 1. Topics employees have brought up for attention

3. Experiences and Perceptions:

- A few respondents reported personal experiences with gender-based discrimination, while others have observed colleagues being treated differently due to gender. 19% of respondents admitted to experiencing such behavior, and 22% have witnessed it. They mentioned comments about appearance and unrealistic work expectations, highlighting the systemic barriers to professional advancement that are more stringent for women than for their male colleagues.
- The reported situations include judgments about abilities and character, wage disparities, and inappropriate comments or behavior, often attributed to academic and administrative staff. Some respondents expressed concerns that women are frequently consigned to multitasking and administrative roles, subjected to harsher criticism for mistakes, and offered less autonomy compared to men, who are seen as strategic thinkers and are more readily forgiven for their faults. Additionally, as to some respondents' opinion, women are expected to maintain a polished appearance and a subservient attitude during events, bearing an unequal share of the workload with excessive micro-management.

4. Institutional Ratings on Gender Equality:

- On a scale from 1 to 5, ratings for gender representation among employees and management, management's contributions to reducing inequality, and equal promotion opportunities generally average around 3 to 4, indicating moderate to high agreement that gender equality measures are effective.

5. Suggestions for Improvement:

- Respondents suggest various improvements such as promoting women to leadership positions, implementing equality standards in accreditation, providing more support for parental roles, and increasing transparency in career paths.

6. Demographics and Additional Insights:

- The demographic range of respondents is diverse, with varying fields of study and years of experience within their institutions.
- Additional comments and insights include the need for more support structures for women, non-discrimination training, and women's engagement in supervisory roles.

7. Actionable Steps:

- Most respondents know the steps to take if they experience gender-based discrimination and feel comfortable contacting the responsible parties within their institutions.

There is an expressed interest in more workshops, better work-life balance policies, and increased representation of women in leadership positions.

Key insights

Events dedicated to gender equality:

- Awareness vs. Attendance: Several respondents are aware of events dedicated to gender diversity being organized, but chose not to attend.
- Common Topics at Past Events: Career progression, access to leadership and decision-making, equal pay, and work-life balance were commonly addressed.
- Future Interests: Many respondents have expressed interest in seeing similar topics at future events, with a notable interest in further discussions on diversity and inclusion, gender-based discrimination prevention, and unconscious bias prevention.
- Diversity of Needs: Individuals are interested in various topics, suggesting diverse needs and interests regarding gender equality within the institution.
- Lack of Necessity: Some respondents believe that specific topics or initiatives are unnecessary, indicat-

ing a possible split in the perception of gender equality issues within the institution.

Areas of Concern:

- **Underrepresented Topics:** While career progression and equal pay are consistently mentioned, there seems to be a lesser focus on sexual harassment and violence prevention, suggesting this may be an area needing more attention.
- **Work-Life Balance:** This is a recurring theme, indicating it is a significant concern for many and should be a continued focus for future initiatives.
- **Participation Gap:** The data suggests a gap between awareness and participation, highlighting a potential barrier to engagement that institutions may need to address.

The data suggests that while there is awareness of gender equality initiatives, there is room for improvement in participation and the range of topics covered. Future events should ensure a broader inclusion of issues that interest the institution's community and explore why some community members do not require such initiatives.

Gender-biased behaviour

The data indicates that several instances of gender-biased behaviour and treatment have been observed across various roles within the institutions. While many respondents reported not having witnessed any gender-based differential treatment, those who did highlighted several concerns:

- **Judgment Based on Ability and Character:** Both administrative and academic staff, students, and leadership were reported to have exhibited bias in judging individuals' capabilities and character based on gender. This included assumptions about the ability to handle critical or promotable assignments.
- **Pay Gap and Task Allocation:** Respondents witnessed a pay gap between genders, with women often being allocated tasks that are seen as less critical, impacting their chances of promotion.
- **Sexual Harassment:** There were reports of sexual harassment, including inappropriate comments, jokes, and language, mainly by administrative staff and students. A few also mentioned physical contact.
- **Professional Development:** Women, especially those in academic staff roles, were perceived to have less access to professional development opportunities than their male counterparts.
- **Cultural Bias:** Foreign male students reportedly showed reluctance to accept female professors, indicating a cultural bias in getting gender-based authority.
- **Workload and Management:** Women were assigned more work than men and subjected to stricter management. This suggests a disparity in workload distribution and management practices based on gender.
- **Perception and Treatment During Events:** Women were expected to maintain a particular appearance and demeanour, often performing subservient roles.
- **Maternity Leave:** It was frowned upon for women to take full advantage of their maternity leave, pointing towards a lack of support for work-life balance for women.

The detailed accounts suggest systemic issues of gender inequality, where stereotypical gender roles are enforced, and women face barriers to professional advancement, fair treatment, and equitable workload. These issues call for an organisational culture shift and the implementation of policies that ensure gender equality and support.

Several respondents reported experiencing gender-based discrimination:

- The perpetrators of gender-biased behaviour span different groups within the institution, including academic staff, administrative staff, students, and leadership.
- The types of gender-biased situations experienced are varied, including:
- Judgment about one's ability and character.

- Sexual harassment, including inappropriate comments, jokes, offensive or sexist language, and physical contact.
- Pay disparity and perceived inequalities in professional development opportunities.
- Mistreatment when being considered for critical or promotable assignments.
- Task allocation perceived as unfair or biased.
- A detailed account provided by one respondent highlights multiple issues, including:
 - Comments about appearance and excessive administrative work expectations.
 - Challenges with professional progression due to administrative responsibilities.
 - Systemic barriers such as a masculine organisational culture and persistence of gendered stereotypes.
 - Harsher judgment compared to male colleagues and negative perceptions if the respondent does not comply with these expectations.

The data underscores the importance of addressing gender-based discrimination through policies, training, and a cultural shift to ensure a safe and equitable work environment. It also highlights the need for mechanisms to support individuals facing discrimination and to hold accountable those who exhibit such behaviour.

Respondents were asked to rate several statements on a scale from 1, if they strongly disagree, to 5, if they strongly agree. The mean data and standard deviation are shown in Figure 2.

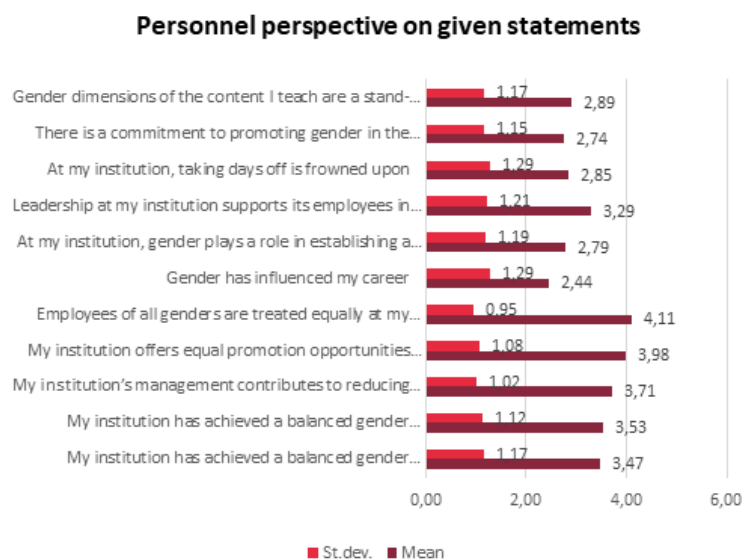


Fig. 2. Personnel perspective on given statements.

The average rating for the statement **“My institution has achieved a balanced gender representation among employees”** is approximately 3.47 out of 5. This suggests that, on average, the respondents moderately agree with the statement.

These figures indicate a diverse range of perceptions regarding gender balance among employees at the institution, with the highest number of respondents indicating they agree (rating 4). However, many respondents are neutral, and notable percentages disagree or strongly disagree, suggesting room for improvement in achieving gender balance.

The average rating for the statement **“My institution has achieved a balanced gender representation among higher management positions”** is approximately 3.53 out of 5. This suggests that, on average, respondents agree with the statement, albeit not strongly.

These figures show a spread in perceptions about gender balance in higher management positions. The majority of respondents agree or are neutral. Still, there is also a noticeable proportion of respondents who

disagree or strongly disagree, which points to the potential for improvement in the institution's gender representation at higher levels of management.

The average rating for the statement **"My institution's management contributes to reducing gender inequality"** is approximately 3.71 out of 5. This suggests that, on average, respondents somewhat agree that their institution's management actively contributes to reducing gender inequality.

The data indicates that the largest group of respondents agrees (rating 4) that their institution's management is trying to reduce gender inequality. Nevertheless, many neutral respondents suggest that not everyone observes active contributions towards this goal. A smaller, yet notable, group of respondents disagree or strongly disagree, highlighting areas where some individuals feel that management's actions could be improved.

The average rating for the statement **"My institution offers equal promotion opportunities based on performance and merit, regardless of gender"** is approximately 3.98 out of 5. This implies that the respondents agree that their institution provides equal promotion opportunities without gender bias.

This distribution shows that most respondents agree or strongly agree with the statement, indicating positive perceptions of merit-based promotion opportunities at the institution. With the most common response being agreement (rating 4), many feel promotions are pretty awarded. However, there are still some respondents who are neutral or disagree, indicating that there is a perception among some individuals that promotion opportunities could be more equitable.

The average rating for the statement **"Employees of all genders are treated equally at my institution"** is approximately 4.11 out of 5. This indicates that respondents generally agree that all genders are treated equally within the institution.

The data shows a high level of agreement among respondents, with a majority leaning towards agreement (rating 4) and strong agreement (rating 5), totalling over 77% combined. However, a small percentage of respondents indicated neutrality or disagreement, pointing to some perceptions of inequality that could be addressed.

The analysis of the responses to the statement **"Gender has influenced my career"** on a scale from 1 (strongly disagree) to 5 (strongly agree) yields an average rating of approximately 2.44 out of 5. This average suggests that the respondents lean slightly towards disagreement with the statement.

These figures indicate that many respondents strongly disagree that gender has influenced their career, with solid disagreement being the most common response. The percentages also reflect that many respondents are neutral or counter, while fewer agree or strongly agree with the statement.

For the statement **"At my institution, gender plays a role in establishing a good work-life balance"** the responses on a scale from 1 (strongly disagree) to 5 (strongly agree) give an average rating of approximately 2.79 out of 5. This suggests a mild disagreement overall with the statement.

The data shows a lean towards disagreement, with 46.88% of respondents selecting 'strongly disagree' or 'disagree'. The highest percentage of respondents were neutral on the matter. A smaller segment of the respondents agree or strongly agree with the statement, indicating that opinions on the role of gender in establishing work-life balance at the institution are varied, with a tendency towards an opposing view.

The average rating for the statement **"Leadership at my institution supports its employees in establishing work-life balance"** is approximately 3.29 out of 5. This suggests that, on average, the respondents moderately agree with the statement. Here is the percentage of responses for each rating:

These figures indicate a spread of opinions on the support provided by leadership for work-life balance. Most respondents are neutral, with a relatively even distribution of the remaining responses across the other ratings. This diversity in responses highlights different perceptions of leadership's support for work-life balance, with many respondents feeling less optimistic about it.

The average rating for the statement **"At my institution, taking days off is frowned upon"** is approximately 2.85 out of 5. This suggests that, on average, respondents are closer to disagreeing than agreeing with the statement.

These figures indicate that opinions are pretty spread across the spectrum, with the most common response being neutral or agreeing that taking days off is frowned upon. The data suggests a trend where there is some perception of negative views towards taking days off, but not overwhelmingly so.

The average rating for the statement **“There is a commitment to promoting gender in the curriculum at my institution”** is approximately 2.74 out of 5. This indicates a neutral tendency, with no strong agreement or disagreement overall. Here is the distribution of responses for each rating:

Most respondents are neutral, with a significant number expressing strong disagreement. The percentages of agreement and strong agreement are relatively lower, suggesting that while there may be some commitment to promoting gender in the curriculum, it is not widely recognised or agreed upon among the respondents.

The average rating for the statement **“Gender dimensions of the content I teach are a stand-alone or integrated element in my curriculum/curricula”** is approximately 2.89 out of 5. This suggests that respondents are, on average, leaning towards neutrality, neither agreeing nor disagreeing strongly with the statement.

These figures indicate that most respondents are neutral about integrating gender dimensions into their curriculum. However, there is a significant portion of respondents who strongly disagree, which suggests that for these individuals, gender dimensions are not a prominent part of the curriculum. The low percentages for agree and strongly agree ratings indicate that there is potential for increasing the integration of gender dimensions into the curriculum content.

As seen on figure 3 there is no big difference between the mean of man and women perspective on the statements.

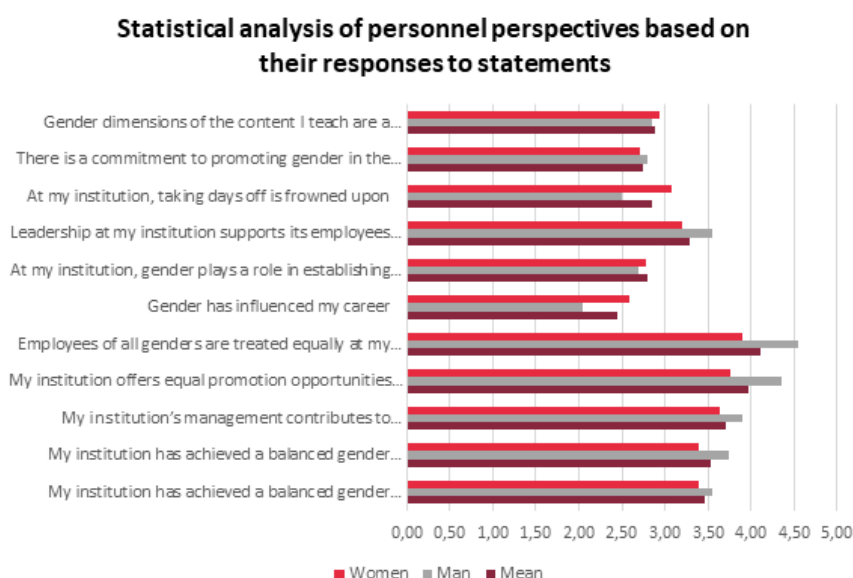


Fig. 3. Statistical analysis of personnel perspectives based on their responses to statements.

Problem Areas:

- There is a clear need for increased visibility and communication regarding management’s efforts to promote gender equality.
- The perception of gender representation in management and its influence on career development varies, pointing to potential disparities that could be addressed.
- Although leadership seems to support work-life balance, this must be universally recognised, suggesting the need for more consistent policies or communication.
- The curriculum’s integration of gender dimensions appears to be lacking or unrecognised, indicating room for development in educational content.

Overall, the institution appears to be on a positive trajectory regarding gender equality. However, these insights show there is still work to do to ensure that all employees perceive and experience this equality.

The responses reveal various perspectives on how leadership at multiple institutions could improve gender equality. A common theme is the call for increased representation of women in leadership positions and the implementation of equality standards across systems. A notable emphasis is the need for more parental support, work-life balance, and informing employees about their rights.

Several respondents suggested that acknowledging the presence of a problem is the first step, highlighting the importance of awareness before action. Promoting work-life balance and an open-minded atmosphere are part of creating a more inclusive environment.

The responses also point towards a perceived need to recruit more men in specific sectors, suggesting that gender balance should focus on promoting women and ensuring men are represented in traditionally female-dominated areas.

There are suggestions to introduce more transparent career paths, provide equal opportunities for professional development, and foster a culture of respect and inclusivity. Regular training and education are highlighted as tools to raise awareness about gender equality and to help eliminate unconscious biases.

Some respondents indicate that gender equality is not currently an issue at their institution, while others suggest room for improvement. Recommendations include not only putting policies on paper but also taking proper actions to enforce them, such as mentoring programs where women mentor men and having accurate data to support the benefits of gender balance in management.

Other specific suggestions include:

- Equal representation and pay for the same duties.
- Incorporating gender equality into curricula.
- Anti-discrimination training for management and student governments.
- Collect and show data on gender pay gaps.
- Non-personalized assessment of work or study to avoid biases.
- Engaging female faculty in teaching and decision-making positions.

There are also calls for more events and workshops that address work-life balance and gender equality more seriously, indicating a desire for ongoing dialogue and action on these issues.

Overall, the responses indicate that while there is a general awareness of gender equality issues and some institutions are making efforts, there is a recognised need for continuous action and assessment to ensure gender equality is understood, actively promoted, and integrated into institutional practices.

Analysing the responses to the questions about knowing the steps to take and comfort in reaching out in case of gender-based discrimination, a majority indicate affirmative knowledge of the procedures and ease in reaching out for support within their organisations. Many respondents stated an explicit "Yes" to knowing the steps and feeling comfortable reaching out. This suggests that their institutions have clear procedures and supportive environments for addressing gender-based discrimination.

However, there are noteworthy exceptions. Some respondents wondered if the efficacy of reporting would make a difference. This could indicate a lack of trust in the system or past experiences where actions were not adequately addressed. A few respondents mentioned the absence of a designated individual or office to handle such complaints or a lack of importance given to the issue by management, highlighting a potential gap in institutional support structures.

There were also concerns about confidentiality and potential repercussions, which might deter individuals from reporting incidents. The mention of needing more time and considering it too much trouble to write suggests that the process may be perceived as cumbersome or not worth the effort, which can be a significant barrier to seeking justice.

Some respondents were unsure or had never experienced such problems, which might indicate either a lack of awareness of the processes or a genuinely inclusive environment where such discrimination is not evident or has yet to occur to them personally.

Overall, the responses show a positive inclination towards institutional support against gender-based discrimination but also underline areas where improvements are necessary, such as ensuring the visibility and accessibility of support systems, enhancing the trust in the system's effectiveness, and guaranteeing confidentiality and protection against any form of retaliation.

Questionnaire results: students

This subchapter presents an analysis of data obtained from student responses across Higher Education Institutions (HEIs) participating in the Erasmus+ „EQUATION - EQUality through AccreditaTION“ project. The feedback from this diverse group offers a comprehensive view of gender equality within their respective institutions, encompassing current awareness, implementation of gender equality measures, and personal experiences and perceptions on this pivotal issue.

In terms of demographics, 73.1% of the respondents fall within the 18-25 age group, while 14.3% are aged 26-35 years. A significant portion of the respondents, 41%, are students in business and management programs, with others enrolled in finance and accounting, entrepreneurship, and marketing. The majority, 59.9%, are pursuing bachelor's degrees, and 30.5% are engaged in master's programs. The gender distribution among the respondents is 37.6% male and 55.5% female. This diverse set of responses provides a nuanced understanding of how gender equality is perceived and experienced in the academic environment of these institutions. Responses show a spectrum of engagement, from disinterest to active concern, highlighting the diversity in student attitudes towards gender equality.

- **Document Awareness:** A subset of students (17%) is aware of gender equality or diversity plans at their institutions, while many are not, indicating a gap in communication or engagement. Some students know official documents targeting gender equality issues, such as Gender Equality or Diversity Plans, strategies, or mandates at their institutions. However, a notable number of students either need to be made aware of such documents or have not specified their awareness.
- There is a lack of clarity regarding the availability of gender equality information on institutional webpages, indicating a need for enhanced transparency and accessibility. Only 24% of students reported being aware of documents related to gender equality that are available on their HEI webpage.
- Responses regarding whether Higher Education Institutions (HEIs) have organized workshops or initiatives for gender equality are varied. Approximately 29.7% of respondents confirmed the existence of such events, while a majority of 70.3% said 'No', and some were unaware of any such initiatives. Attendance at these events appears to be low, with many respondents not participating in any. A smaller group (17.6%) reported attending events focused specifically on career progression.

Among those who are aware of the topics covered in these events, there is a range that includes career progression, prevention of sexual harassment and violence, unconscious bias prevention, access to leadership and decision-making, childcare and other care services, equal pay, and work-life balance.

Respondents expressed interest in seeing a variety of topics addressed in future events. These interests include more discussions on career progression, equal pay, access to leadership positions, as well as work-life balance and childcare services. There is also a significant interest in topics related to the prevention of sexual harassment, violence, and unconscious bias. However, some respondents do not see the necessity for such events, suggesting a potential lack of perceived importance or awareness of gender equality issues.

- **Perceived Institutional Efforts:** The average rating for institutional efforts towards gender equality is moderate (3.32 out of 5). This indicates a moderate perception of effort towards gender equality, highlighting some acknowledgement of the institution's initiatives. However, this also points to a significant potential for growth and improvement.
- The average response to the statement „Students of all genders are treated equally at my institution“ was calculated to be approximately 4.22 out of 5. This score suggests a general agreement among the participants that there is a perception of equal treatment across genders within the institution. The distribution of responses leans towards the higher end of the scale, indicating that most students feel that

the institution treats all students fairly, regardless of gender.

While this positive response is encouraging, it's important to note that there are still some ratings at the lower end of the scale. These outliers may represent individual experiences or perceptions where equality is not fully realised or recognised. The institution could use this feedback to investigate and address specific areas where gender equality can be improved, ensuring that all students genuinely receive equal treatment.

- **Influence of Lecturer's Gender:** With a low average importance rating (2.07 out of 5), most students do not consider a lecturer's gender a significant factor, prioritising teaching quality instead.
- **Gender-Biased Experiences Reported:** A significant number of students (24.2%) have reported encountering gender-biased behavior, including instances of sexual harassment and biased judgments, highlighting persisting issues in academic settings. Among these students, 75% are female. The reported behavior mainly originated from fellow students (55.8% of cases) and academic staff (37.2% of cases). The specific types of incidents reported include sexual harassment, such as inappropriate comments, jokes, and offensive or sexist language (42%), as well as judgments about an individual's abilities and character (52.3%), and comments about their appearance (35.2%).
- **Observations of Gender Bias:** A notable proportion of students (17.3%) have observed instances of gender discrimination, indicating that it is a noticeable issue in some academic institutions. The behaviours observed were attributed to various individuals within the academic community, including academic staff (46%), administrative staff (15.9%), students (54%), leadership (20.6). Situations witnessed included:
 - Sexual harassment, including inappropriate comments, jokes, offensive or sexist language, and unwanted physical contact (36.3%).
 - Propositioning and unwanted advances (22.2%).
 - Judgment about individuals' abilities, character, appearance, and behaviour (47.6%).
 - Differential grading of exams and coursework (19%).
 - Unequal access to scholarships, student jobs, internships, mentoring, networking opportunities, and other career-related offerings (4.8%).
 - Varied participation opportunities in student governance bodies and class discussions (3.2%).
 - Disparities in workload and dynamics in group assignments (14.3%).

Several narratives describe specific incidents where witnesses felt compelled to intervene or report inappropriate behaviour, such as a lecturer making discriminatory jokes at the expense of female students or another instance where a lecturer was perceived to be unfairly challenging a female student based on her gender, leading to discomfort among the class.

The data collected on the statement **"The lecturer's gender plays an important role for me"** reveals an average response of 2.07 on a scale from 1 to 5, where 1 signifies strong disagreement, and 5 signifies strong agreement. This moderate leans towards dispute, indicating that for most respondents, the gender of a lecturer is not a significant factor. This suggests that the student's perception of the importance of a lecturer's gender is relatively low, with a tendency to view it as an insignificant aspect of their educational experience.

Analysing the responses regarding whether the lecturer's gender doesn't play a vital role for students, it's evident that a significant majority of students place a greater emphasis on the quality of education, expertise, and teaching methods rather than the gender of the lecturer. Many responses highlight a focus on the acquisition of knowledge, the professionalism of the lecturer, and the delivery of course content as critical factors in their educational experience.

Some students express that gender diversity among faculty can contribute to a more inclusive and modern academic environment, which they appreciate. However, it's also noted that for a few students, personal comfort with the lecturer's gender may influence their ability to relate or communicate, though this is less common among the responses.

Instances of students noting a preference for one gender over another are minimal. The overriding sentiment is that competence, experience, and the ability to provide a valuable and understandable education are of

utmost importance, regardless of gender. This indicates a progressive attitude among students who value equality and prioritise educational substance over gender-based considerations.

The responses regarding the qualities that play a crucial role in teaching effectiveness highlight diverse perspectives. Still, there are clear patterns in the characteristics students value most in their educators. The most frequently mentioned and prioritised qualities are shown in figure 4.

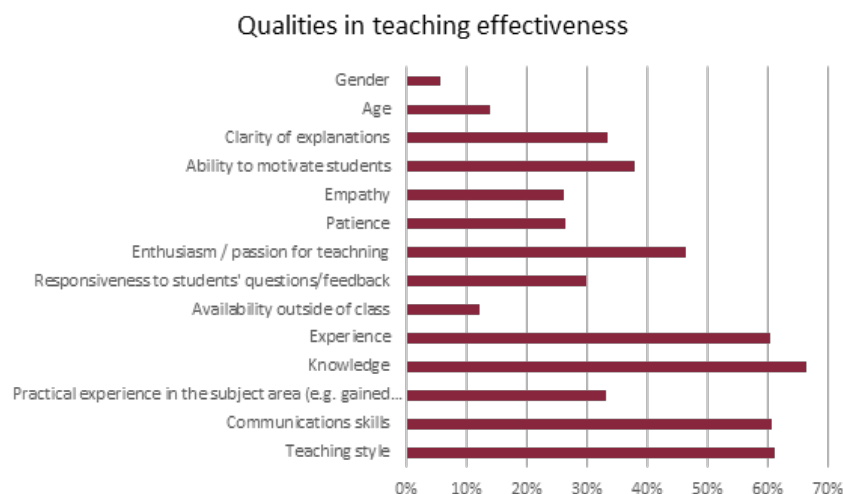


Figure 4. Qualities that play a crucial role in teaching effectiveness according to students

- 1. Knowledge:** Students consistently rate a lecturer's in-depth knowledge of the subject as critical to effective teaching. This suggests that authority and expertise in the subject matter are fundamental to students' learning experiences.
- 2. Communication Skills:** Communicating complex ideas clearly and effectively is another highly valued quality. Students emphasise the importance of clarity in explanations and the lecturer's engagement with the classroom.
- 3. Teaching Style:** Many responses point to the importance of how the information is delivered. Teaching style encompasses various methods and approaches to presenting content, engaging students, and facilitating learning.

Other notable qualities frequently appearing in the responses include enthusiasm or passion for teaching, the ability to motivate students, and practical experience in the subject area. Patience, empathy, and responsiveness to students' questions and feedback are highlighted, suggesting that students appreciate a supportive learning environment where their needs and concerns are addressed.

Less commonly mentioned but still present in the responses are qualities like age and gender. However, these are less crucial than the intellectual and interpersonal skills of the lecturer.

Students value a balance of intellectual rigour, practical experience, and interpersonal skills that create a dynamic and effective learning environment.

Key insights

While there is an acknowledgement of gender equality measures, communication and effectiveness need enhancement. The survey highlights a critical need for institutions to promote awareness and actively address gender-related concerns. There is a gap in knowledge regarding the availability of gender equality information, indicating potential improvement areas for institutions in disseminating information. Some respondents know these plans, while many either need more information or have not specified their awareness. The mixed response to the HEIs' organised workshops or initiatives for gender equality reflects varying levels of institutional commitment and awareness among students. Attendance at gender equality events is low, and the topics addressed vary considerably, suggesting a need for more targeted outreach and engagement strategies. Suggestions for improvement include more active gender equality programming, increased awareness, and sensitivity training, particularly for faculty and leadership. These points underscore a need for HEIs to bolster their gender equality initiatives, improve communication strategies, and actively engage the student body to create a more inclusive and equitable academic environment.

Most students feel there is equal gender treatment at their institutions, although some disagree. The lecturer's gender is generally considered insignificant compared to teaching quality. Several students report experiences with gender-biased behaviour, such as sexual harassment and biased judgments. Witnessed gender discrimination suggests it's an observable issue at some institutions. There is a call for more active and diverse gender equality programming. Interested students left their emails, showing a readiness to engage with gender equality initiatives further. Here are some of the critical points and recommendations made by respondents:

- Some suggest that the institution offer different training and online tests to improve gender equality.
- A few respondents are unsure about the steps to take or who to turn to in the event of experiencing gender-based discrimination, while others feel confident about the process.
- Comfort levels with reaching out to the institution's office in charge vary, with some comfortable and others fearing dismissal or not being taken seriously.
- Suggestions for improvement include providing workshops, holding campaigns, raising awareness, and ensuring information about gender equality is readily available.
- Some respondents desire stricter guidelines for lecturers to avoid inappropriate comments and for seminars to openly discuss gender issues.
- A few responses note that addressing racism is also crucial alongside gender equality.
- Respondents recommend that gender awareness should be increased, especially among older university employees.
- A sense of scepticism is evident in some responses, where individuals feel that reaching out won't make a difference or is not worth their time.

This variety of perspectives indicates that while some feel that gender equality measures are adequate, others see significant room for improvement, specifically in awareness, reporting processes, and educational initiatives.

Questionnaire: leadership perception

This chapter analyses leadership perspectives on gender equality within their institutions. The data was collected to understand the current state of gender equality initiatives, the awareness of institutional policies, and personal experiences related to gender in the workplace. Their tenure ranges from less than three years to over 20 years, providing a broad spectrum of experiences and insights. Respondents span a range of ages and hold various highest education levels, primarily Master's and PhDs, across diverse fields such as social sciences, humanities, technical sciences, and economics.

- Most leaders (72%) know official documents targeting gender equality issues, such as Gender Equality or Diversity Plans, strategies, or mandates. However, some leaders need to be made aware of such documents or unsure if they exist within their institutions.
- There is a lack of consistent awareness regarding the availability of gender equality-related information on the institution's web pages, only 59% of leaders are aware of such online information. This suggests a potential gap in communication or visibility of these resources.
- Opinions vary regarding the institution's practice of collecting sex-disaggregated data. While 13% of respondents report that their institution does not collect such data, representatives from the same higher education institutions (HEIs) either state the opposite or are unaware of the practice altogether, with 56% of leaders indicating they do not know of such a practice. This reflects differing degrees of commitment to tracking gender-related metrics, which are crucial for informed policymaking.
- Many leaders (69%) report that their institutions have organised workshops or initiatives to promote gender equality. Yet, 60% have not attended these events, pointing to possible challenges in engagement or relevance.

- In general, 82% of respondents have not personally experienced gender-biased treatment, and there are only instances where 7% of leaders have observed such behavior, particularly from academic staff and leadership. Cases of this behavior include jokes, frustrating compliments, and biased task allocation.
- Responses strongly agree (91%) that leadership positions influence fostering a culture that values gender equality. Yet, the conviction to ensure gender equality personally varies.
- Most leaders (98%) express confidence in knowing the steps to take and the appropriate contacts within their institution in case of gender-based discrimination.
- Most leaders (53%) do not feel that gender has influenced their career, suggesting a perception of meritocracy or equality within their institutions.
- There is a notable acknowledgement of the importance of leaders in ensuring gender equality, with many expressing a personal investment in this area.
- Leaders generally (66%) feel they can achieve work-life balance in their current positions and support their employees in establishing the same. However, some express (2,62%) that taking days off is frowned upon, indicating room for improvement in institutional culture.

The responses to the statement ‘Employees of all genders are treated equally at my institution’ reveal a generally high level of agreement, with a mean of 4.3 out of 5 among participants, the majority of whom selected ‘4’ or ‘5’ on the scale. This suggests that most respondents perceive their institution as one offering equal treatment to employees regardless of gender. The data points towards a positive sentiment regarding gender equality practices within these institutions. The means and standard deviations of leaders’ responses to the given statements are shown in Figure 4.

This distribution of responses shows a generally positive perception of gender equality within these institutions. However, it also highlights that there is still a minority of leaders who see room for improvement. The low scores could indicate specific challenges or negative experiences that could be addressed further to enhance the sense of equality in these workplaces.



Fig. 4. Leaders' perspective on the given statements

As illustrated in Figure 5, there is no significant difference between the mean perspectives of men and women leaders regarding the statements. This encompasses viewpoints on various aspects, including the perception of gender equality in treatment at the institution, the influence of gender on career progression, the personal investment of leaders in ensuring gender equality, the impact of leadership in fostering a culture that values gender equality, the attainment of work-life balance in their current positions, attitudes towards taking days off, and support for employees in establishing work-life balance. The consistency in responses across genders highlights a shared recognition of these issues among HEI leaders, suggesting a collective awareness and potentially a unified approach towards addressing gender-related matters in their institutions.

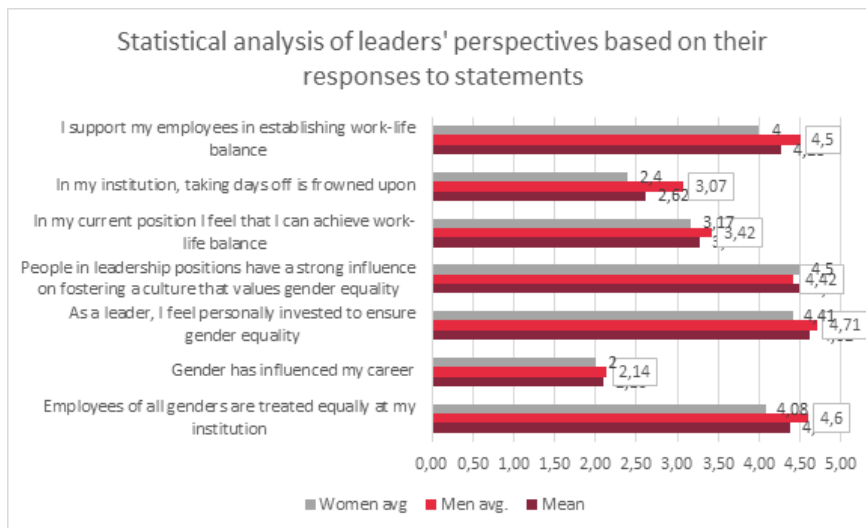


Fig. 5. Statistical analysis of leaders' perspectives based on their responses to the statements.

The data reflects a complex picture of gender equality within institutions, with leaders recognising the role of policies and personal agency in promoting equality. Despite this, there are indications of inconsistent application and awareness of gender equality measures, highlighting areas for further development and engagement. The insights provided by these leaders will be crucial in shaping more effective gender equality strategies in the future.

The responses regarding what leaders are doing to support gender equality are diverse and reflect a range of efforts and actions. Let's analyse each response:

(try to) Ensure my team can receive enough support for family/private needs (e.g., covering their work to facilitate absence).

- This response indicates a commitment to supporting team members in balancing their work and family/private needs.

Talk to employees about their rights.

- This action involves actively engaging in conversations with employees to educate them about their rights, which can empower them regarding gender equality.

Arrange workshops about it.

- Organizing workshops is a proactive step towards addressing gender equality by providing education and awareness.

Equal treatment.

- The simplicity of this response underscores the importance of treating all individuals equally, regardless of gender.

Consistently maintain and inform everyone about equal treatment.

- This response highlights the importance of ongoing communication and education about equal treatment.

Treat all people with the same respect.

- Demonstrating respect for all individuals, regardless of gender, is fundamental to promoting gender equality.

Design programs, discuss the topic, use cases; Professional: equal treatment, flexibility towards balancing.

- This response showcases a multifaceted approach to promoting gender equality, including academic and professional aspects.

We are organising debates, preparing reports, and supporting initiatives regarding gender equality.

- These activities involve advocacy, documentation, and support for gender equality initiatives.

Proposes the same admission rules for studies regardless of the field of study.

- This action promotes equality in admissions without discrimination based on the field of study.

We are taking appropriate action.

- While vague, this response suggests a willingness to take necessary actions to address gender equality issues.

I don't differentiate between genders regarding hiring workers, establishing their salaries, etc.

- This commitment to gender-blind hiring and salary practices is crucial for ensuring equality in the workplace.

I analyse all situations employees or students report and try to solve problems through mediation amicably. If such action is insufficient, I say the issue to the person responsible for counteracting discrimination, the Ombudsman, or the special university committee for Ethics and Counteracting Discrimination.

- This response demonstrates a structured approach to addressing gender-related issues through mediation and reporting.

During my meetings with students, I always stress the importance of non-discrimination on the grounds of sex, sexual orientation, religion, race, social background, etc.

- Education and awareness-raising among students about non-discrimination is a proactive step.

Support women in professional advancement.

- This action explicitly supports the advancement of women in their careers.

Assist with driving the program forward.

- This suggests active involvement in gender equality programs and initiatives.

Gender is not a criterion in employee advertisements.

- Eliminating gender as a criterion in job advertisements promotes equal opportunities.

I try not to consider the gender of the employee, only his competence.

- Focusing on competence over gender is a crucial principle of gender equality.

I am participating in gender equality plan preparation workshops.

- Actively participating in planning for gender equality initiatives is a proactive step.

If my male employee says his child is sick, I encourage him to take a few days off. I underline that both parents (not only mothers) are entitled to take days off because of their children's illnesses. Sometimes, when in offices, stereotypical comments about sex occur, I always put opposite situations to show that stereotypes about sex are stupid.

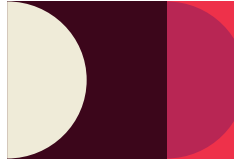
- This response highlights advocacy for equal parental rights and challenging gender stereotypes.

I instil among my co-workers the belief that we are all human beings, and gender is just a matter of organs, not competence.

- This response emphasises the importance of treating everyone as individuals beyond their gender.

Overall, the responses reflect a wide range of actions and perspectives on promoting gender equality, including education, advocacy, policy changes, and a commitment to treating all individuals equally regardless of gender.

Conclusion



In a comprehensive survey involving participants from diverse educational institutions, we uncover the intricate dynamics of gender equality awareness and experiences within the academic realm. This exploration encompassed universities like CEEMAN - International Association for Management Development in Dynamic Societies, IEDC - Bled School of Management, WSB University, Vistula University, and Riga Technical University.

Regarding awareness of official documents related to gender equality at their Higher Education Institutions (HEI), 72.4% of leaders responded affirmatively. In comparison, 82.1% of students and 53.2% of academic staff indicated they were unaware. Nearly 90% of all respondents who were aware of such documents specified that they were Gender Equality or Diversity Plans.

In response to the question about HEI organising initiatives to support gender equality, 69% of leaders answered positively, compared to 29.7% of students and 41.9% of academic staff.

When asked about preferred topics for future gender equality events at their institutions, the top three choices among students, academic staff, and leaders were Work-life balance, Career progression, and Equal pay.

Regarding personal experiences of gender-based differential treatment, 24.2% of students, 19.4% of academic staff, and 17.2% of leaders reported having such experiences.

In response to the question about specific situations they had personally experienced, 52.3% of students mentioned being judged about their ability and character. In comparison, 42% reported experiencing problems related to sexual harassment, such as inappropriate comments, jokes, or offensive language. Among academic staff, 75% said judgment regarding their ability and character, and 41.7% mentioned decisions related to their appearance and behaviour.

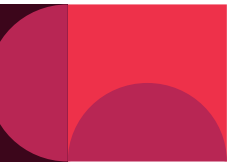
Regarding witnessing gender-based differential treatment, 6.9% of leaders, 17.3% of students, and 22.6% of academic staff reported having observed such situations.

Leaders described their actions supporting gender equality, including avoiding gender differentiation in hiring and salary decisions, supporting family/private needs, conducting workshops on equal treatment, and maintaining a culture of respect.

Students and academic staff suggested various actions for institutional leadership to improve gender equality, such as promoting women in leadership roles, implementing equality standards in accreditation systems, providing parental support and promoting work-life balance, informing employees about their rights, and organising anti-discrimination training.

When university staff were asked if their career has been influenced by gender, only 8.68% of respondents agreed. When they were asked whether gender factors influence the achievement of a favourable work-life balance at their institution, merely 11.78% of respondents concurred.

Among the participants in the survey, 87.4% of students fell within the age range of 18-35, 77.5% of staff members were aged between 26 and 55, and 75.8% of leaders were in the 36-65 age bracket. The survey data reveals varying levels of awareness and experiences related to gender equality across different groups, with leaders generally showing higher awareness and involvement in initiatives. Additionally, the responses suggest a strong desire to promote work-life balance, equal career opportunities, and awareness-raising efforts to improve gender equality within the academic community.



Interview analysis

The following section presents insights from interviews with representatives of leadership and accreditation institutions, highlighting the current status of gender equality, challenges, recommendations, and best practices.

Interviews with Representatives of HEIs' Leadership: WSB University

The gender equality and diversity strategy at WSB University is implemented as a core aspect of the university's social responsibility and development strategy, aimed at addressing the needs of staff, students, and stakeholders. This approach is integrated into key university documents like the Development Strategy, Mission, Vision, Strategic Objectives, and various policies including the Internal Anti-Bullying and Anti-Discrimination Policy and the WSBU Staff Code of Ethics. The university actively pursues equality and inclusion across diverse areas such as gender, age, disability, ethnicity, religion, beliefs, and sexual orientation. This commitment is evident in the balanced representation of genders in leadership roles, such as the Rector's College and dean structures, and is detailed in the university's Gender Equality Plan (GEP).

WSB University has embedded gender equality and diversity within its vital strategic documents, reflecting a commitment to social responsibility and the needs of its community. The implementation is multifaceted, involving continuous diagnosis and action plans across various diversity dimensions, with gender equality being prominently balanced in decision-making bodies.

The assessment process at WSB University is dynamic and involves regular surveys to gather perspectives on equality and inclusion. The results feed into the university's short-term and long-term strategic planning, with a permanent equality officer in place to ensure continuous monitoring and embedding of equality principles.

At WSB University, the process of assessing gender equality potential involves conducting regular, open-ended surveys among students, staff, and lecturers, allowing participants to candidly share their experiences and opinions on the subject. Additionally, annual anonymous surveys focus on equal treatment using fixed quantifiers. The university also maintains a permanent, active equality officer to oversee these initiatives. Assessing the potential for gender equality is embedded in the strategic framework of the university, with evaluations of the implementation of equality policies being a key part of its Development Strategy, HRS4R Strategy, and other strategic documents. This approach ensures that gender equality assessment is an integral component of both the short-term and long-term strategic planning at the university.

WSB University has established committees and offers support services to address and prevent violence, harassment, and discrimination. It emphasises the importance of legal and psychological assistance, proactive workshops, and integrating equality issues into educational programs. The university has adopted a gender equality model in employment and promotes diversity through various cultural and educational events.

The Gender Equality Plan (GEP) at WSB University outlines actions for achieving gender balance in decision-making and ensuring equal access to opportunities for all genders. The university has achieved gender parity among its authorities and continues to monitor and prevent preferential treatment. Systematic analysis and action plans are developed based on equality assessments.

In response to the specific challenges outlined in the EU Gender Equality Strategy for 2020/2025, WSB University has implemented or planned several actions. While the issue of violence is deemed practically non-existent, the university has established a disciplinary committee and an anti-bullying committee to address any occurrences. Other measures include: the role of the Plenipotentiary as a whistleblower and authority to initiate procedures; provision of legal and psychological assistance; discussion of these issues in workshops, internal meetings, and free training weeks; informing students about standards and policies and integrating equality issues into programs; implementing an employment model that supports gender equality; promoting diversity through culture days, diversity days, and equality workshops; considering the diverse cultural backgrounds of over 2,700 international students from more than 70 countries, the university focuses on ed-

educating to avoid stereotypes.

Additional measures include: pay equity, where gender is not a factor, but employee efficiency is; flexible working hours; employee integration; support for single employees or those with family care responsibilities; options for remote and hybrid working; Encouraging employee participation in various improvement workshops.

These initiatives demonstrate the university's commitment to addressing and promoting gender equality and diversity in various aspects of university life.

To increase diversity, the university encourages strategic orientation toward sustainability objectives and promotes an inclusive environment that values collaboration and integration across various cultures and demographics. It also ensures diverse representation among lecturers and staff, with significant foreign nationals contributing to a multicultural academic setting.

The strategic documents at WSB University, such as the Gender Equality Plan and equality policy, address the enhancement of gender balance in decision-making positions through several specific actions:

- The plan outlines actions to equalize opportunities for both women and men, ensuring equal access to resources, services, infrastructure, information, education, and decision-making positions.
- Among the university authorities, including the rector and vice-rectors, there is a gender balance with equal representation of three men and three women.
- The equality plan includes actions to prevent preferential treatment of any gender and to remove barriers affecting equal access, which are continuously implemented and monitored.
- A systematic analysis and diagnosis of the equality situation are conducted as part of the equality plan, forming the basis for further action plans.
- Every position at the WSB Academy is open to both women and men without any gender preference.
- In practice, the University implements principles of equality, resulting in gender balance not only in the rector's college and senate but also among department heads, managerial staff, competition and recruitment committees. This balance extends to those involved in grants, research team leadership, research grant beneficiaries, and participants in international exchanges like Erasmus and CEEPUS.

These initiatives demonstrate WSB University's commitment to fostering gender equality, particularly in leadership and decision-making roles, aligning with broader efforts to ensure an inclusive academic environment.

WSB University encourages a balanced participation of women and men across all sectors to enhance workplace diversity through several key approaches: promoting strategic orientations that include sustainability objectives; emphasizing diversity as collaboration and integration in international, intergenerational, and intercultural environments; organizing events such as Metropolitan Cultural Diversity Days; appointing a representative for persons with disabilities.

To ensure diversity among university lecturers, over 10% of tenured faculty are international, representing various countries and education systems, and including both women and men. In administrative roles, the university employs more than 30 foreigners from different countries, contributing to a diverse staff.

To monitor and evaluate its gender equality and diversity strategy, the university undertakes the following specific measures: conducting diagnostic surveys among students, staff, and doctoral students to gather opinions on stereotypes and prejudices in private and public spaces that could indicate discrimination and unequal treatment; providing cyclical training on various forms of discrimination and violence; appointing a Gender Equality Plenipotentiary at the WSB Academy to coordinate equality policies, conduct outreach activities, and provide accessible contact options for support; celebrating diversity days and international women's day, and implementing a range of activities to ensure the effective implementation of the equality strategy;

To further improve the current gender equality situation, the university recognizes the importance of continuous monitoring and quick response to any identified irregularities. The university practices gender equality in decision-making and administrative leadership roles, academic and governing boards, and in recruitment and promotion committees. This is evident in the top management structure, where there is equal represen-

tation of three men and three women among rectors and pro-rectors. The pro-dean structure also reflects gender balance, with many women holding pro-dean positions.

The university ensures equal opportunities for all individuals across different groups, applicable to career advancement, academic progress, and personal development. The university doesn't use quotas but ensures equal opportunity in recruitment and competition committees in accordance with the HRS4R policy.

WSB University has a zero-tolerance policy towards any form of gender-based violence, supported by formal internal policies like the Internal Anti-Harassment and Anti-Discrimination Policy and the AWSB Employee Code of Ethics. The effectiveness of these policies is confirmed by diagnostic surveys and is subject to continuous monitoring and evaluation.

In terms of eliminating gender differences in caring responsibilities, performing important roles in society on an equal basis, and achieving gender balance in decision-making processes, the university maintains gender balance within the electoral college and key positions. This balance is also observed in various institutions like the Metropolis, the Regional Chamber of Commerce, and the Leviathan, where positions are held by both men and women.

These approaches demonstrate the university's dedication to fostering an environment of gender equality and diversity in all its dimensions.

WSB University actively monitors and evaluates its gender equality and diversity strategy through surveys, questionnaires, and training, with a dedicated gender equality officer overseeing the implementation. The university plans to improve current measures by ensuring timely and effective monitoring and responses to irregularities.

While progress is evident, challenges remain in achieving complete gender equality, particularly in higher academic ranks and among diverse student populations. WSB University is advised to continue its efforts in policy development, monitoring, and actively promoting gender equality as an integral part of its institutional culture and operations. The university is encouraged to create comprehensive documentation and ensure transparency in its gender equality initiatives.

WSB University demonstrates a proactive and structured approach to gender equality and diversity, with strategies that align with broader societal and EU directives. The university acknowledges the complexity of the task and is committed to ongoing improvement and adherence to its established policies and practices. With continuous monitoring, evaluation, and community involvement, WSB University aims to maintain an inclusive and equitable environment for all members of its academic community.

Interviews with Representatives of HEIs' Leadership: Vistula University

Vistula University has integrated gender equality and diversity as a fundamental part of its long-term strategy and the HR Excellence in Research action plan. The commitment is to adhere to non-discrimination and gender balance rules. The challenge lies in monitoring these activities effectively. It's recommended that these strategies be linked more closely with the university's overall strategy and action plans derived from accreditations.

Ongoing monitoring and information transfer to related university systems is part of the gender equality capacity assessment process. The challenge is the limited staffing capacity to fulfil and monitor new initiatives. The recommendation is to maintain data monitoring and develop a single system for monitoring and strategic indicator implementation.

The university has policies against reprehensible practices, including discrimination and harassment, and is committed to being an inclusive academic community. Challenges include preventing cheating and embedding awareness of gender-related issues into the organisational culture. Recommendations include joint development of solutions and public resolutions to improve gender-related problems.

Vistula University's strategy includes a gender equality plan to improve gender balance in decision-making positions. While there has been success, achieving a perfect gender balance remains challenging, with a focus on merit-based criteria for recruitment and promotion. The recommendation is to continue improving

gender balance and highlight successful initiatives supporting women in various roles.

The university fosters a balanced participation of women and men, focusing on competency-based hiring and adherence to recruitment guidelines that prevent gender discrimination. Challenges include implicit bias, retention and advancement of underrepresented groups, and resistance to change. Recommendations suggest continuous evaluation, communication, training, and awareness to enhance the university's approach to promoting diversity and gender balance.

Vistula University employs cultural diversity initiatives and gender diversity analysis and conducts annual anonymous surveys to monitor and evaluate its gender equality and diversity strategies. The university aims to maintain gender equality and balance in its academic environment. Challenges include selecting appropriate data collection methods and overcoming resistance to disclosure. Recommendations call for a comprehensive system for monitoring, evaluating, and incorporating feedback into university policies and practices.

The multicultural environment presents unique challenges, such as addressing the needs of students with diverse backgrounds and traumas. The recommendation is to pay special attention to sensitive student populations and create a single public document to monitor through indicators.

The Gender Equality Plan and other strategic documents at the HEI specifically address improving the balance between women and men in decision-making positions. The current university strategy, valid until 2025, includes these plans and outlines specific actions for researchers, emphasizing the public disclosure of these plans on the university's website. The university acknowledges the complexity of implementing these actions, which require simultaneous focus on multiple aspects. The aim is not only to make verbal commitments but also to ensure visible, balanced participation of women and men across all sectors, thereby enhancing workplace diversity.

Key aspects highlighted in the gender equality plan, based on insights from Vice Rector Prof. Borowski, include:

Gender Diversity at the Top: The university has historically achieved gender balance in its highest managerial positions. Key roles such as the rector, vice-rectors, and the financial director are equally held by men and women, demonstrating the university's commitment to equal access in leadership.

Nomination and Promotion Practices: The nomination and promotion processes at the university actively consider gender diversity, indicating an intentional incorporation of gender-related considerations into decision-making.

Model Institution: With these achievements, the university serves as a model institution for improving gender balance in decision-making roles. The effective implementation of the actions outlined in the gender equality plan has contributed to fostering a balanced and diverse academic community.

Despite the university's efforts, achieving a perfect 50-50 gender balance in academic positions remains challenging, with approximately 53% women and 47% men in these roles. Balancing gender equality while considering merit-based criteria is a complex task, and continuous work is being done in this area. However, in administrative staff roles, women hold a majority, making up about 67% of the workforce, which is seen as a significant achievement. Maintaining this balance while promoting gender equality is an ongoing challenge.

The university conducts annual anonymous surveys to respect non-discrimination principles. The challenge is the need for a comprehensive document covering all aspects of the procedure. Recommendations include creating a uniform document and periodic monitoring of indicators.

The institution is considering the European Commission's criteria and is committed to ensuring the implementation of these elements, including HR Excellence in Research. The challenge is the ethnic diversity of students, with the recommendation to compile all necessary components into a single public document.

The university's current strategy and gender equality plan set the stage for ongoing efforts to improve gender balance across academic and administrative positions. While challenges exist, the university's commitment to promoting gender equality through various initiatives and a focus on competencies and qualifications is evident and should be continued and highlighted. - said Rector prof. W. Konarski

Vistula University is committed to gender equality and diversity, with strategies aligning with European standards. The university acknowledges the challenges ahead, particularly regarding cultural diversity, and rec-

ognises the need for continuous improvement. With recommendations focused on increasing awareness, improving data monitoring, and reinforcing a merit-based approach, Vistula University is positioned to advance its gender equality and diversity objectives effectively.

At Vistula University, there is a strong commitment to promoting a more balanced participation of both women and men across all sectors within the institution. This commitment is reflected in the recruitment and selection processes, which are aligned with the principles of excellence in research. The university's approach to recruitment ensures no gender-based limitations or discrimination, providing equal opportunity for all individuals to apply for any position. Recruitment procedures are conducted in strict accordance with guidelines established by the university rector, prioritizing a fair and unbiased selection process. The primary focus during recruitment interviews is on assessing candidates' competencies, experience, and skills, rather than factors such as gender or national origin. The overarching goal of the university is to hire the most qualified employees, irrespective of gender or nationality, and this is exemplified by the presence of deans and vice-rectors from diverse national backgrounds in the highest management positions. Vistula University aims to foster a work environment that is both diverse and inclusive, where competencies and skills are the primary criteria for career advancement and employment.

However, challenges persist in promoting gender balance and diversity through these recruitment and selection processes. Despite formal policies promoting gender equality, implicit biases can still influence decision-makers during recruitment, affecting how candidates are evaluated and selected. In some fields or disciplines, there may be fewer women or underrepresented groups in the candidate pool, making it challenging to achieve a balanced gender representation without broader systemic changes in education and professional development. Even if the recruitment process is unbiased, ensuring that women and other underrepresented groups are retained and advanced in their careers can be challenging. Issues related to work-life balance, mentorship, and career development opportunities may arise. Ensuring that all staff involved in the recruitment process are aware of and trained in best practices for diversity and inclusion is crucial to mitigate biases. Some members of the institution may resist changes aimed at promoting diversity and gender balance, including faculty, administrators, or other stakeholders. Tracking and analyzing data related to gender and diversity in recruitment and advancement is essential for assessing the effectiveness of diversity initiatives, but it can be complex. Lastly, focusing solely on gender can sometimes overlook the intersectionality of identity and experience, necessitating that diversity efforts consider factors such as race, ethnicity, disability, and socioeconomic background.

Vistula University has been actively working on managing diversity within its academic environment, particularly focusing on cultural, ethnic, and gender diversity among its staff.

Regarding cultural and ethnic diversity, the university demonstrates openness to various nationalities and cultures. Regular events are organized to celebrate different countries, where students prepare events and presentations about specific countries. These activities allow participants to gain insights into the culture and traditions of various countries, thereby promoting cultural diversity within the university.

When it comes to gender diversity among the academic staff, Vistula University boasts an equal representation of both genders. The academic workforce is almost evenly divided, with women constituting 46% and men 53.8%, indicating a balanced gender representation in this sector. However, there's a noticeable difference in the administrative staff, where men comprise 60.4% and women 36%. This disparity is attributed to the different profiles of positions and the nature of tasks in the university's administration. Nonetheless, Vistula University remains committed to maintaining gender equality and balance across its academic environment.

Vistula University has implemented several specific measures to monitor and evaluate gender equality and diversity strategies, as revealed through various interviews.

The university actively fosters an open and inclusive environment, highlighted by cultural diversity events focusing on different countries. These events involve students in presentations and activities that emphasize the culture and traditions of these nations, thereby promoting cultural diversity on campus.

Regarding gender diversity, the academic staff at the university exhibits a near-equal gender representation, with women constituting 46% and men 53.8%. However, the administrative staff shows a different distribution, with 60.4% men and 36% women. This variance is attributed to the distinct nature of roles in various positions at the university. Despite this, the university remains committed to maintaining gender equality and balance

within its academic community.

An integral part of the university's strategy includes conducting annual anonymous surveys among all employees. These surveys allow staff to express their views and report any discrimination issues in a confidential manner. The responses are thoroughly analyzed, and so far, no significant gender-related discrimination issues have been reported, indicating general contentment among the employees.

The university is also in the process of developing a comprehensive gender equality plan, aligning with its strategic focus on gender equality. This plan is expected to be publicly released in the upcoming academic year and will consolidate various gender equality commitments into a single document. This effort aims to provide clear commitments regarding resources and knowledge related to gender equality.

However, the university faces challenges in this endeavor, including designing effective surveys and data analysis techniques to accurately capture diversity-related information. There is also a concern that some individuals may be reluctant to share their identities or experiences in surveys, especially if they are anonymous, affecting the completeness and accuracy of the data collected.

Managing diversity at an academic institution like Vistula University is not without its challenges. Ensuring cultural competency among faculty and staff is crucial for creating a truly inclusive environment. This requires ongoing learning and adaptation to understand and respect cultural and individual differences. Additionally, external factors such as economic conditions, societal attitudes, and regional influences can affect the ability to recruit and retain a diverse workforce, posing further challenges to the university's diversity efforts.

Interviews with Representatives of HEIs' Leadership: IEDC-Bled School of Management and CEEMAN

The interview analysis reveals contrasting views on gender equality within the IEDC-Bled School of Management and CEEMAN, highlighting areas of both progress and need for improvement and offering recommendations for future actions.

It was acknowledged that the institution lacks a clear gender equality strategy, with a low level of awareness around gender issues. Historically, gender equality has not been a prominent focus for the institution, and there has been a noticeable lack of women in decision-making roles. Although there are some informal initiatives to promote gender equality, the institution has yet to establish a formal campaign or a structured approach.

Another interviewee contended that gender equality has not been a significant issue at the institution, noting sufficient diversity in decision-making roles. However, they observed a shortage of women professors in business and management, attributing this to broader societal trends and the institution's policy of sourcing faculty from abroad.

Interviewee pointed out that challenges to gender equality are deeply embedded in the institution's culture, including its governance structures, management practices, and leadership styles. They highlighted a lack of clear responsibility for driving the gender equality initiative, noting that existing strategies like the Gender Equality Plan have not been effectively integrated into daily practices. The absence of monitoring mechanisms and the need for more sensitivity to gender issues among diverse staff were also identified as significant obstacles.

Contrastingly, another interviewee discussed the informal nature of existing gender equality initiatives, which allows the institution the flexibility to address these issues without the constraints of formal adoption processes. However, they also noted that significant barriers for women often originate outside the workplace, particularly in family and partnership roles where women face disproportionate burdens of domestic and care work, impacting their career advancement.

Gender equality is recognized as a critical goal, but there is room for improvement in its implementation, policies, and measures. There is a desire to further integrate gender equality and diversity into CEEMAN's programs and practices. CEEMAN has made progress in increasing women's representation as speakers and

in decision-making roles, and its academic community is open to discussing gender equality and diversity topics.

The interviewees emphasized the importance of integrating gender equality into the institution's accreditation process, advocating for a collaborative and culturally sensitive approach. However, navigating cultural differences in addressing gender equality, particularly for an association with a diverse membership, remains a primary challenge. The institution aims to create a culturally inclusive approach that fosters open discussions and mutual learning, yet this potential has not been fully realized. Ensuring effective integration of gender equality topics into the accreditation process, beyond just Internal Quality Assurance (IQA) but also involving other accreditation bodies, is seen as crucial.

Interviews with Representatives of HEIs' Leadership: Riga Technical University

Riga Technical University (RTU) maintains a neutral stance on gender equality, asserting that gender is not a pressing issue within its institutional framework. The leadership believes that opportunities at RTU are based solely on merit and competence, regardless of gender. The institution upholds that its policies and practices are aligned with the principles of equality, providing an environment where all students and staff are judged on their academic and professional abilities.

While RTU regards its environment as inclusive, it acknowledges the broader societal discussions on gender equality. However, RTU has not identified gender inequality as an obstacle within its setting. The leadership suggests that RTU's culture naturally fosters an equitable environment without the need for gender-specific initiatives or programs. The institution believes its current system adequately supports equality and does not necessitate additional gender-focused measures.

In line with its neutral position, RTU does not propose any substantial changes to its current policies concerning gender equality. Instead, RTU recommends upholding its merit-based approach to education and employment. The institution emphasises the importance of maintaining an unbiased recruitment and selection process, encouraging all qualified individuals to pursue opportunities at RTU.

The leadership at RTU may recommend regular reviews of current policies to ensure they continue to reflect the institution's commitment to impartiality and meritocracy. They also suggest continuing to monitor the demographic composition of the student and staff body to ensure that any significant disparities are addressed promptly and fairly.

Implied Best Practices for Gender Neutrality:

Merit-based Approach: RTU's practices imply a strong belief in meritocracy, suggesting that opportunities should be awarded based on qualifications and performance rather than gender.

Regular Policy Reviews: By continuously reviewing policies, RTU ensures its practices remain relevant and effective in promoting a fair and neutral environment.

Monitoring and Responsiveness: While not actively pursuing gender-specific initiatives, RTU's approach suggests a readiness to respond to any disparities, thus maintaining a balanced and equitable setting for all.

In conclusion, RTU's neutral view on gender reflects confidence in its existing systems and practices, which are believed to support a fair and equitable environment for all members of its community. The university's leadership does not see the need for additional gender-focused measures, relying instead on its merit-based culture to ensure equality.

Recommendations

The interview analysis provides several general recommendations for enhancing gender equality and diversity strategies in higher education institutions:

Strategic Alignment: Integrating gender equality and diversity strategies with an institution's overall strategy

and action plans, including those stemming from accreditations, is crucial. This ensures a cohesive approach to gender diversity.

Data Monitoring and Reporting: Continual monitoring and periodic submission of gender diversity data into relevant systems is important. Establishing a single system for monitoring and implementing strategic indicators, including data for reporting, can streamline this process.

Joint Development of Solutions: Solutions should be developed collaboratively with participation from various organizational units. Formulating formal management resolutions and making them public can enhance transparency and accountability.

Focus on Competencies in Academic Positions: While striving for a balanced gender representation in academic roles is important, the focus should remain on competencies and qualifications. This ensures that recruitment and promotion are based on skills and abilities rather than solely on gender.

Showcasing Success: Highlighting achievements in attaining gender balance, especially in administrative staff roles, can serve as evidence of an institution's commitment to gender equality and diversity.

Promotion of Diverse Initiatives: Initiatives that encourage creativity and address societal issues related to gender equality should be promoted. This includes cultural events, festivals, and other activities that showcase diversity.

Global Perspective: Participation in global initiatives that address gender equality issues can reinforce the importance of this issue both locally and globally.

Sustaining Success: Continuation of current practices that have led to gender balance in managerial positions is key to maintaining these achievements.

Sharing Best Practices: Institutions can share their successful strategies for promoting gender diversity in leadership roles with other academic institutions, serving as models in this area.

Ongoing Evaluation: Regular evaluation and monitoring of gender balance in decision-making positions are crucial to ensure sustainability of gender equality efforts.

Continuous Improvement: Institutions should regularly evaluate and refine their recruitment and selection processes to ensure they are free from bias. Emphasis should be placed on merit-based hiring.

Training and Awareness: Providing training and awareness programs for staff involved in recruitment processes can help conduct assessments without bias.

Enhanced Diversity in Administrative Roles: Exploring strategies to increase gender diversity within administrative staff is recommended, potentially through targeted recruitment practices or mentorship programs.

Cultural and Ethnic Diversity: Organizing events and presentations that celebrate different cultures can promote cross-cultural learning and understanding.

Inclusive Policies: Developing and implementing policies that foster diversity and inclusion is essential to embedding these principles in all aspects of institutional life.

Awareness and Open Dialogues: Creating spaces for open dialogues and discussions can be an effective practice to raise awareness and understanding of gender equality issues.

Practical Application of Research: Regular meetings for gender equality researchers and practitioners to report on current affairs and progress can encourage the practical application of research findings.

Broader Diversity Management: Taking a holistic approach to diversity management that includes various factors such as discipline, nationality, and geography, alongside gender, can promote inclusivity.

Integrating Diversity into Institutional Strategy: Gender equality should be integrated into the broader institutional strategy, not just as a standalone initiative.

In summary, these recommendations highlight the importance of a comprehensive, strategic approach to promoting gender equality and diversity within academic institutions. They emphasize the need for ongoing evaluation, awareness-raising, inclusive policy development, and a commitment to continuous improvement in diversity management.

Interviews with Representatives of accreditation institutions

Accrediting bodies recognise the importance of gender equality in educational quality but note that specific criteria do not explicitly address gender issues. There is an acknowledgement of the need for greater emphasis on gender equality in accreditation processes, suggesting that gender data could be incorporated into self-evaluation procedures by institutions.

Respondent 1 discussed the principle of equality as it's currently implemented in university proceedings. The implementation is mainly evident in the criteria for access to different university activities by various social groups, such as teachers' rights and university regulations aimed at promoting equality and counteracting inequalities. With regard to students, criteria assessing the conditions created for their development also incorporate elements related to equality. However, there are no explicit criteria about gender equality or equal access to university activities; instead, these are more broadly covered under regulations and activities aimed at counteracting various forms of inequality. The selection process for evaluation teams and university meeting compositions is based on competence, without a specific focus on gender.

Respondent 1 also noted that if gender discriminatory acts were identified during accreditation, it would likely be addressed under criterion 4, which deals with staff development and matching staff to teaching activities. This criterion encompasses policies to prevent various types of inequality. Although gender issues are a part of ensuring the quality of education, particularly in higher education where gender inequality is prevalent, especially in management positions and postdoctoral and professorial promotions, there's no specific emphasis on gender discrimination within the board of the Commission or its administrative part.

Respondent 2 pointed out that gender equality is not explicitly expressed in the evaluation criteria. The criteria related to management and institutional capacity do consider equality, and attention is paid to whether the institution promotes women entrepreneurs. However, gender equality data is not actively verified. The Commission currently lacks a specific equality policy but is working towards developing one, potentially including equality data in the institution's self-evaluation process. The aspect of equality could be incorporated in various contexts within the institution, not just as an aspect of gender equality but also considering other forms of equality. Although there has been an increase in policies and reporting related to equality, partly due to its inclusion in the UN Agenda, there is still significant progress to be made in this area.

AMBA values female participation as an accreditation institution and has updated its criteria to emphasise sustainability and gender equality. However, it faces logistical challenges in mandating training and achieving gender balance due to cultural and age-related dynamics. The interviewee emphasized the significance of female participation in the accreditation process. Although female representation is not explicitly mandated, efforts are made to include women in accreditation panels. Female representation is tracked and reported to the Board of Trustees, demonstrating a commitment to gender diversity. The accreditation process encourages the integration of sustainability and gender equality issues into the curriculum, focusing on the impact at both institutional and program levels. In 2021-2022, the accreditation criteria were updated to include a separate chapter on impact and sustainability, with sustainability-related keywords appearing 11 times, up from 6 in previous iterations.

Logistical constraints in implementing external training programs were noted, especially the feasibility of mandating senior staff members to undergo specific training due to potential sensitivities. The challenge of ensuring gender balance and equality in institutions was acknowledged, particularly in relation to certain cultural dynamics, age-related factors, and work-life balance issues. The interviewee suggested integrating a broader spectrum of diversity considerations into the curriculum for a more comprehensive approach to diversity issues. They also emphasized the importance of incorporating sustainability issues throughout the curriculum to foster a holistic understanding of sustainability. Accreditation of bachelor's programs allows for a more comprehensive evaluation of the institution's approach to gender equality, particularly among younger students, compared to MBA and DBA accreditations.

The interviews provided several best practices and recommendations:

Transparency and Accountability: Tracking and reporting female participation within the institution and ac-

creditation process demonstrates a commitment to gender diversity and transparency, fostering a culture of accountability and continuous improvement in pursuing gender equality.

Holistic Integration of Sustainability: Schools are encouraged to integrate sustainability issues throughout the curriculum rather than segregating them into specific courses. This approach promotes a comprehensive understanding of sustainability, allowing students to grasp its interconnected nature across various disciplines.

Proactive Engagement and Continuous Improvement: The willingness to review and provide feedback on new training programs reflects a proactive approach to addressing gender equality challenges. This engagement signifies a commitment to staying current and implementing strategies for ongoing enhancement, fostering a culture of continuous improvement within the institution.

By adopting these best practices, the accreditation institution can establish a solid foundation for fostering gender equality and sustainability, creating a more inclusive and forward-thinking educational environment.

Contacts

Vistula University

- Magdalena Kaczkowska-Serafińska, PhD
- Anna Sabat, PhD
- Marianna Filipchuk

Attachment 1.

EQUATION – EQUALity through AccreditaTION (survey for employees)

This questionnaire is prepared for the ongoing Erasmus+ Project, "EQUATION – EQUALity through AccreditaTION" funded by the European Commission. Participation in the survey is voluntary. Only active stakeholders in the project institutions are asked to complete this questionnaire. Personal information will not be requested; your answers will be anonymised and only be used for scientific purposes. Forthcoming reports and other analyses will paraphrase answers from open-format questions rather than quote them directly.

To get an overview of the current situation at your institution, we ask you to share your impressions and experiences with gender equality at your institution.

The survey will take up to 10 min of your time.

Thank you in advance for your valuable help and contributions.

The European Commission's support for conducting the following survey does not constitute an endorsement of the contents, which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

If you have questions about the survey or the project, don't hesitate to contact us:

m.filipchuk@vistula.edu.pl

viktorija.babica@rtu.lv

All means are in place to ensure your privacy and the confidentiality of your information. Any personal information that could identify you will be removed or changed before data is shared with other researchers or analyses are disseminated.

1. Name of the institution you present:

- CEEMAN – International Association for Management Development in Dynamic Societies
- IEDC – Bled School of Management
- WSB University
- Vistula University
- Riga Technical University

2. What is your specific job position? (select all that apply)

- Assistant professor
- Associate professor
- Facility/Hospitality Management
- Finance/Accounting
- HR
- International Office
- IT
- Lecturer
- Marketing/Sales
- Professor
- Project Management
- Researcher
- Research Assistant
- Strategy/Business Development
- Other ...

3. Are you aware if your HEI has any formal documents related to gender equality issues? (e.g. a Gender Equality or Diversity Plan, strategy, mandate, etc.)

- Yes
- No

If yes:

3.1. Please specify what kind of document this is.

- Gender Equality or Diversity Plan
- Gender Equality or Diversity strategy
- Gender Equality or Diversity mandate

4. Are you aware if there is any gender equality-related information available on your institution's HEI webpage?

- Gender equality plan
- Anti-sexual harassment clauses
- People to turn to (trustees)
- Information about gender representation among faculty, leadership, etc.
- I don't know
- Other ...

5. Are you aware if your HEI ever organised workshops/meetings or any other initiatives to raise awareness or support for gender equality?

Yes

No

If yes:

5.1. Did you attend any of these events?

Yes

No

If yes:

5.1.1. What topics were addressed by the event(s)? Select all that apply.

Career progression

Childcare and other care services

Access to leadership and decision-making

Equal pay

Parental leave

Diversity and inclusion

Gender-based discrimination prevention

Sexual harassment and violence prevention

Unconscious bias prevention

Work-life balance

Other ...

6. What topics would you like to see included at future gender equality events at your institution? Select all that apply.

Career progression

Childcare and other care services

Access to leadership and decision-making

Equal pay

Parental leave

Diversity and inclusion

Gender-based discrimination prevention

Sexual harassment and violence prevention

Unconscious bias prevention

Work-life balance

I don't think this is necessary

Other ...

7. Have you personally experienced situations where you had the impression that you were treated differently because of your gender?

Yes

No

If yes:

7.1. Who exhibited gender-biased behaviour? Select all that apply.?

- Academic staff
- Administrative staff
- Students
- Leadership
- Other

7.1.1. Please indicate what situations you have experienced personally. Select all that apply.

- Sexual harassment: inappropriate comments, jokes, offensive/sexist language, etc.
- Sexual harassment: inappropriate touching and physical contact
- Sexual assault
- Propositioning/unwanted advances
- Pay gap
- Getting a raise
- Getting a promotion
- Judgment about your ability and/or character
- Judgment about your appearance, behaviour, etc.
- Mistreatment when getting a critical/promotable assignment
- Task allocation
- Lack of professional development
- Lack of social benefits
- Limited access to any other privileges
- Other ...

7.1.2. If you feel comfortable, please briefly describe the situation you experienced. Quotes will not be published.

8. Have you ever witnessed a situation in which any employee or student was treated differently because of gender?

- Yes
- No

If yes:

8.1. Who exhibited gender-biased behaviour? Select all that apply.?

- Academic staff
- Administrative staff
- Students
- Leadership
- Other

8.1.1. Please indicate what situations you have experienced personally. Select all that apply.

- Sexual harassment: inappropriate comments, jokes, offensive/sexist language, etc.
- Sexual harassment: inappropriate touching and physical contact

- Sexual assault
- Propositioning/unwanted advances
- Pay gap
- Getting a raise
- Getting a promotion
- Judgment about your ability and/or character
- Judgment about your appearance, behavior etc.
- Mistreatment when getting a critical/promotable assignment
- Task allocation
- Lack of professional development
- Lack of social benefits
- Limited access to any other privileges
- Other ...

8.1.2. If you feel comfortable, please briefly describe the situation you experienced. Quotes will not be published.

9. On a scale from 1 (strongly disagree) to 5 (strongly agree), how much do you agree or disagree with the following statements?

- My institution has achieved a balanced gender representation among employees.
- My institution has achieved a balanced gender representation among higher management positions.
- My institution's management contributes to reducing gender inequality.
- My institution offers equal promotion opportunities based on performance and merit, regardless of gender.
- Employees of all genders are treated equally at my institution.
- Gender has influenced my career.
- At my institution, gender plays a role in establishing a good work-life balance.
- Leadership at my institution supports its employees in establishing work-life balance.
- At my institution, taking days off is frowned upon.
- There is a commitment to promoting gender in the curriculum at my institution.
- Gender dimensions of the content I teach are a stand-alone or integrated element in my curriculum/curricula.

10. According to you, what should leadership at your institution do to improve gender equality?

11. In the event of experiencing gender-based discrimination, would you know what steps to take and who to turn to in your organisation?

12. Would you feel comfortable contacting the individual or office in charge at your institution? If not, why not?

13. Is there anything else related to the survey topic (gender equality) that you would like to share with us?

14. In case you are interested in the results or would like to follow the project's progress, you can leave your email below.

15. How do you identify yourself?

- Woman
- Man
- Nonbinary
- Prefer not to say
- Other ...

16. Please indicate the highest level of education you have completed: *

- High school or equivalent
- Bachelor/undergraduate
- Master
- PhD

17. What is your field of study or professional field? *

- Entrepreneurship
- Finance & Accounting
- HR
- Business and Management
- Marketing
- Economics
- Public relations
- International relations
- Controlling
- Business IT
- Other ...

18. How old are you?

- 18-25
- 26-35
- 36-45
- 46-55
- 56-65
- 66-75
- 76+

Thank you for your participation!

Please be aware that in case of an event when you or someone you may know has experienced discrimination, sexual harassment, or other forms of violence, do not hesitate to speak to the following:

1) Vistula University

- Ombudsman for Equal Treatment and Counteracting Discrimination – Grzegorz Mathea Ph.D., g.mathea@vistula.edu.pl
- Ombudsman of the Ethics and Anti-Discrimination Committee – Davut Han Aslan, Ph.D., d.aslan@vistula.edu.pl
- Rector’s Plenipotentiary for Security – Michał Jasiński, m.jasinski@vistula.edu.pl
- Academic Ombudsman – Zygmunt Janiec Ph.D., z.janiec@vistula.edu.pl

Poland:

Victim Help Line: +48 222 309 900

<https://www.funduszsprawiedliwosci.gov.pl/>

National Labour Inspectorate, Owocowa 6/6a, 40-158 Katowice

Women Rights Centre, Dunajewskiego 5, 31-133 Kraków, Feminoteka Foundation, ul. Konrada Guderskiego 3/96, 03-982, Warszawa

2) Slovenia

Advocate the Principle of Equality (gp@zagovornik-rs.si, tel.: 080 81 80) or submit a motion to address sexual harassment via <http://www.zagovornik.si/oddajte-predlog-za-obravnavo-diskriminacije/>, Društvo SOS: Helpline for people experiencing violence in the workplace (sostelefon@drustvo-sos.si, tel.: 080 11 55), Ženska Svetovalnica (Women’s Counselor – Psychosocial assistance for women) (tel.: 01 25 11 602 / 040 359 909), Human Rights Ombudsman (info@varuh-rs.si, tel.: +386 80 15 30), or the social worker or a trade union representative.

3) Latvia:

<https://www.tiesibsargs.lv> or Latvijas Cilvēktiesību centrs (LCC) Skolas iela 21, 6. stāvs, 609c, Rīga, LV – 1010, Latvija

Telefons: +371 67039290, 67039290 (CSC Telecom) office@humanrights.org.lv, cilvektiesibucentrs@gmail.com

4) At WSB University

Edyta Nowak-Zótty

Attachment 2.

EQUATION – EQUality through AccreditaTION (survey for students)

This questionnaire is prepared for the ongoing Erasmus+ Project, "EQUATION – EQUality through AccreditaTION" funded by the European Commission. Participation in the survey is voluntary. Only active stakeholders in the project institutions are asked to complete this questionnaire. Personal information will not be requested; your answers will be anonymised and only be used for scientific purposes. Forthcoming reports and other analyses will paraphrase answers from open-format questions rather than quote them directly.

To get an overview of the current situation at your institution, we ask you to share your impressions and experiences with gender equality at your institution.

The survey will take up to 10 min of your time.

Thank you in advance for your valuable help and contributions.

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If you have questions about the survey or the project, don't hesitate to contact us:

m.filipchuk@vistula.edu.pl

viktorija.babica@rtu.lv

All means are in place to ensure your privacy and the confidentiality of your information. Any personal information that could identify you will be removed or changed before data is shared with other researchers or analyses are disseminated.

1. Name of the institution you present:

- CEEMAN – International Association for Management Development in Dynamic Societies
- IEDC – Bled School of Management
- WSB University
- Vistula University
- Riga Technical University

2. Which level of studies are you currently pursuing?

- Bachelor or equivalent
- Masters/MBA or equivalent
- PhD/DBA or equivalent
- Other

3. Are you aware if your HEI has any formal documents related to gender equality issues? (e.g. a Gender Equality or Diversity Plan, strategy, mandate, etc.)

- Yes
- No

If yes:

3.1. Please specify what kind of document this is.

- Gender Equality or Diversity Plan
- Gender Equality or Diversity strategy

Gender Equality or Diversity mandate

4. Are you aware if there is any gender equality-related information available on your institution's HEI webpage?

Gender equality plan

Anti-sexual harassment clauses

People to turn to (trustees)

Information about gender representation among faculty, leadership, etc.

I don't know

Other ...

5. Are you aware if your HEI ever organised workshops/meetings or any other initiatives to raise awareness or support for gender equality?

Yes

No

If yes:

5.1. Did you attend any of these events?

Yes

No

If yes:

5.1.1. What topics were addressed by the event(s)? Select all that apply.

Career progression

Childcare and other care services

Access to leadership and decision-making

Equal pay

Parental leave

Diversity and inclusion

Gender-based discrimination prevention

Sexual harassment and violence prevention

Unconscious bias prevention

Work-life balance

Other ...

6. What topics would you like to see included at future gender equality events at your institution? Select all that apply.

Career progression

Childcare and other care services

Access to leadership and decision-making

Equal pay

Parental leave

Diversity and inclusion

Gender-based discrimination prevention

- Sexual harassment and violence prevention
- Unconscious bias prevention
- Work-life balance
- I don't think this is necessary
- Other ...

7. On a scale from 1 (strongly disagree) to 5 (strongly agree), how much do you agree or disagree with the following statements?

- My institution contributes to reducing gender inequality.
- Students of all genders are treated equally at my institution.
- The lecturer's gender plays a vital role for me.

8. Please explain why the lecturer's gender does/does not play a vital role for you.

9. What qualities, in your opinion, play a crucial role in teaching effectiveness? Please select no more than three characteristics that you think are most important:

- Age
- Gender
- Knowledge
- Experience
- Teaching style
- Communications skills
- Enthusiasm/passion for teaching
- Patience
- Practical experience in the subject area (e.g. gained outside of the university)
- Empathy
- Ability to motivate students
- Clarity of explanations
- Availability outside of class
- Responsiveness to students' questions/feedback
- Other ...

10. Have you personally experienced situations where you had the impression that you were treated differently because of your gender?

- Yes
- No

If yes:

10.1. Who exhibited gender-biased behaviour? Select all that apply.?

- Academic staff
- Administrative staff
- Students
- Leadership
- Other

10.1.1. Please indicate what situations you have experienced personally. Select all that apply.

- Sexual harassment: inappropriate comments, jokes, offensive/sexist language, etc.
- Sexual harassment: inappropriate touching and physical contact
- Sexual assault
- Propositioning/unwanted advances
- Judgment about your ability and/or character
- Judgment about your appearance, behavior etc.
- Access to scholarships
- Access to mentoring/networks
- Access to students' jobs/internships
- Access to other career-related opportunities and offerings (job fairs, extracurricular activities)
- Grading of exams/coursework etc.
- Participation opportunities in student governance bodies
- Participation in class discussions
- Workload and dynamics in group assignments
- Other ...

10.1.2. If you feel comfortable, please briefly describe the situation you experienced. Quotes will not be published.

11. Have you ever witnessed a situation in which any employee or student was treated differently because of gender?

- Yes
- No

If yes:

11.1. Who exhibited gender-biased behaviour? Select all that apply.?

- Academic staff
- Administrative staff
- Students
- Leadership
- Other

11.1.1. Please indicate what situations you have experienced personally. Select all that apply.

- Sexual harassment: inappropriate touching and physical contact
- Sexual assault
- Propositioning/unwanted advances
- Judgment about your ability and/or character
- Judgment about your appearance, behavior etc.
- Access to scholarships
- Access to mentoring/networks
- Access to students' jobs/internships
- Access to other career-related opportunities and offerings (job fairs, extracurricular activities)

- Grading of exams/coursework etc.
- Participation opportunities in student governance bodies
- Participation in class discussions
- Workload and dynamics in group assignments
- Other ...

11.1.2. If you feel comfortable, please briefly describe the situation you experienced. Quotes will not be published.

12. On a scale from 1 (strongly disagree) to 5 (strongly agree), how much do you agree or disagree with the following statements?

- My institution has achieved a balanced gender representation among employees.
- My institution has achieved a balanced gender representation among higher management positions.
- My institution's management contributes to reducing gender inequality.
- My institution offers equal promotion opportunities based on performance and merit, regardless of gender.
- Employees of all genders are treated equally at my institution.
- Gender has influenced my career.
- At my institution, gender plays a role in establishing a good work-life balance.
- Leadership at my institution supports its employees in establishing work-life balance.
- At my institution, taking days off is frowned upon.
- There is a commitment to promoting gender in the curriculum at my institution.
- Gender dimensions of the content I teach are a stand-alone or integrated element in my curriculum/curricula.

13. According to you, what should leadership at your institution do to improve gender equality?

14. In the event of experiencing gender-based discrimination, would you know what steps to take and who to turn to in your organisation?

15. Would you feel comfortable contacting the individual or office in charge at your institution? If not, why not?

16. Is there anything else related to the survey topic (gender equality) that you would like to share with us?

17. In case you are interested in the results or would like to follow the project's progress, you can leave your email below.

18. How do you identify yourself?

- Woman
- Man
- Nonbinary
- Prefer not to say
- Other ...

19. Please indicate the highest level of education you have completed: *

- High school or equivalent
- Bachelor/undergraduate

Master

PhD

20. What is your field of study or professional field? *

Entrepreneurship

Finance & Accounting

HR

Business and Management

Marketing

Economics

Public relations

International relations

Controlling

Business IT

Other ...

21. How old are you?

18-25

26-35

36-45

46-55

56-65

66-75

76+

Thank you for your participation!

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- Rector’s Plenipotentiary for Security – Michał Jasiński, m.jasinski@vistula.edu.pl
- Academic Ombudsman – Zygmunt Janiec Ph.D., z.janiec@vistula.edu.pl

Poland:

Victim Help Line: +48 222 309 900

<https://www.funduszsprawiedliwosci.gov.pl/>

National Labour Inspectorate, Owocowa 6/6a, 40-158 Katowice

Women Rights Centre, Dunajewskiego 5, 31-133 Kraków, Feminoteka Foundation, ul. Konrada Guderskiego 3/96, 03-982, Warszawa

2) Slovenia

Advocate the Principle of Equality (gp@zagovornik-rs.si, tel.: 080 81 80) or submit a motion to address sexual harassment via <http://www.zagovornik.si/oddajte-predlog-za-obravnavo-diskriminacije/>, Društvo SOS: Helpline for people experiencing violence in the workplace (sostelefon@drustvo-sos.si, tel.: 080 11 55), Ženska Svetovalnica (Women's Counselor - Psychosocial assistance for women) (tel.: 01 25 11 602 / 040 359 909), Human Rights Ombudsman (info@varuh-rs.si, tel.: +386 80 15 30), or the social worker or a trade union representative.

3) Latvia:

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Telefons: +371 67039290, 67039290 (CSC Telecom) office@humanrights.org.lv, cilvektiesibucentrs@gmail.com

4) At WSB University

Edyta Nowak-Zótty

Attachment 3.

EQUATION - EQUality through AccreditaTION (survey for leadership)

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To get an overview of the current situation at your institution, we ask you to share your impressions and experiences with gender equality at your institution.

The survey will take up to 10 min of your time.

Thank you in advance for your valuable help and contributions.

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m.filipchuk@vistula.edu.pl

viktoria.babica@rtu.lv

All means are in place to ensure your privacy and the confidentiality of your information. Any personal information that could identify you will be removed or changed before data is shared with other researchers or analyses are disseminated.

1. 1. Name of the institution you present:

- CEEMAN - International Association for Management Development in Dynamic Societies
- IEDC - Bled School of Management
- WSB University
- Vistula University
- Riga Technical University

2. What is your job position?

- Academic leadership
- Nonacademic leadership
- Other

3. For how long have you worked at the institution?

- 0 - 3 years
- 4 - 6 years
- 7 - 10 years
- 10 - 15 years
- 16 - 20 years
- 20+ years

4. Are you aware if your HEI has any formal documents related to gender equality issues? (e.g. a Gender Equality or Diversity Plan, strategy, mandate, etc.)

- Yes
- No

If yes:

4.1. Please specify what kind of document this is.

- Gender Equality or Diversity Plan
- Gender Equality or Diversity strategy
- Gender Equality or Diversity mandate

5. Are you aware if there is any gender equality-related information available on your institution's HEI webpage?

- Gender equality plan
- Anti-sexual harassment clauses
- People to turn to (trustees)
- Information about gender representation among faculty, leadership, etc.
- I don't know
- Other ...

6. Does your institution collect sex-disaggregated data?

- Yes
- No
- I don't know

7. Are you aware if your HEI ever organised workshops/meetings or any other initiatives to raise awareness or support for gender equality?

- Yes
- No

If yes:

7.1. Did you attend any of these events?

- Yes
- No

If yes:

7.1.1. What topics were addressed by the event(s)? Select all that apply.

- Career progression
- Childcare and other care services
- Access to leadership and decision-making
- Equal pay
- Parental leave
- Diversity and inclusion
- Gender-based discrimination prevention
- Sexual harassment and violence prevention
- Unconscious bias prevention
- Work-life balance
- Other ...

8. What topics would you like to see included at future gender equality events at your institution? Select all that apply.

- Career progression
- Childcare and other care services
- Access to leadership and decision-making
- Equal pay
- Parental leave
- Diversity and inclusion
- Gender-based discrimination prevention
- Sexual harassment and violence prevention
- Unconscious bias prevention
- Work-life balance
- I don't think this is necessary
- Other ...

9. Have you personally experienced situations where you had the impression that you were treated differently because of your gender?

Yes

No

If yes:

9.1. Who exhibited gender-biased behaviour? Select all that apply.?

Academic staff

Administrative staff

Students

Leadership

Other

9.1.1. Please indicate what situations you have experienced personally. Select all that apply.

Sexual harassment: inappropriate comments, jokes, offensive/sexist language, etc.

Sexual harassment: inappropriate touching and physical contact

Sexual assault

Propositioning/unwanted advances

Pay gap

Getting a raise

Getting a promotion

Judgment about your ability and/or character

Judgment about your appearance, behavior etc.

Mistreatment when getting a critical/promotable assignment

Task allocation

Lack of professional development

Lack of social benefits

Limited access to any other privileges

Other ...

9.1.2. If you feel comfortable, please briefly describe the situation you experienced. Quotes will not be published.

10. 10. Have you ever witnessed a situation in which any employee or student was treated differently because of gender?

Yes

No

If yes:

10.1. Who exhibited gender-biased behaviour? Select all that apply.?

Academic staff

Administrative staff

Students

Leadership

Other

10.1.1. Please indicate what situations you have experienced personally. Select all that apply.

- Sexual harassment: inappropriate comments, jokes, offensive/sexist language, etc.
- Sexual harassment: inappropriate touching and physical contact
- Sexual assault
- Propositioning/unwanted advances
- Pay gap
- Getting a raise
- Getting a promotion
- Judgment about your ability and/or character
- Judgment about your appearance, behavior etc.
- Mistreatment when getting a critical/promotable assignment
- Task allocation
- Lack of professional development
- Lack of social benefits
- Limited access to any other privileges
- Other ...

10.1.2. If you feel comfortable, please briefly describe the situation you experienced. Quotes will not be published.

11. On a scale from 1 (strongly disagree) to 5 (strongly agree), how much do you agree or disagree with the following statements?

- Employees of all genders are treated equally at my institution.
- Gender has influenced my career.
- As a leader, I feel personally invested in ensuring gender equality.
- People in leadership positions strongly influence fostering a culture that values gender equality.
- In my current position, I can achieve a work-life balance.
- In my institution, taking days off is frowned upon.
- I support my employees in establishing work-life balance.

12. What are you, as a leader, doing in support of gender equality?

13. In the event of experiencing gender-based discrimination, would you know what steps to take and who to turn to in your organisation?

14. Would you feel comfortable contacting the individual or office in charge at your institution? If not, why not?

15. Is there anything else related to the survey topic (gender equality) that you would like to share with us?

16. In case you are interested in the results or would like to follow the project's progress, you can leave your email below.

17. How do you identify yourself?

- Woman
- Man
- Nonbinary

Prefer not to say

Other ...

18. Please indicate the highest level of education you have completed: *

High school or equivalent

Bachelor/undergraduate

Master

PhD

19. What is your educational background?

Natural sciences

Humanities

Art sciences

Social sciences

Technical sciences

Other ...

20. How old are you?

18-25

26-35

36-45

46-55

56-65

66-75

76+

Thank you for your participation!

Please be aware that in case of an event when you or someone you may know has experienced discrimination, sexual harassment, or other forms of violence, do not hesitate to speak to the following:

1) Vistula University

Ombudsman for Equal Treatment and Counteracting Discrimination - Magdalena Kłęk, Ph.D., m.klek@vistula.edu.pl

Ombudsman of the Ethics and Anti-Discrimination Committee - Davut Han Aslan, PhD, d.aslan@vistula.edu.pl

Rector's Plenipotentiary for Security - Michał Jasiński, m.jasinski@vistula.edu.pl

Academic Ombudsman - Zygmunt Janiec Ph.D., z.janiec@vistula.edu.pl

Poland:

Victim Help Line: +48 222 309 900

<https://www.funduszsprawiedliwosci.gov.pl/>

National Labour Inspectorate, Owocowa 6/6a, 40-158 Katowice

Women Rights Centre, Dunajewskiego 5, 31-133 Kraków, Feminoteka Foundation, ul. Konrada Guderskiego 3/96, 03-982, Warszawa

2) Slovenia

Advocate the Principle of Equality (gp@zagovornik-rs.si, tel.: 080 81 80) or submit a motion to address sexual harassment via <http://www.zagovornik.si/oddajte-predlog-za-obravnavo-diskriminacije/>, Društvo SOS: Helpline for people experiencing violence in the workplace (sostelefon@drustvo-sos.si, tel.: 080 11 55), Ženska Svetovalnica (Women's Counselor - Psychosocial assistance for women) (tel.: 01 25 11 602 / 040 359 909), Human Rights Ombudsman (info@varuh-rs.si, tel.: +386 80 15 30), or the social worker or a trade union representative.

3) Latvia:

<https://www.tiesibsargs.lv> or Latvijas Cilvēktiesību centrs (LCC) Skolas iela 21, 6. stāvs, 609c, Rīga, LV - 1010, Latvija

Telefons: +371 67039290, 67039290 (CSC Telecom) office@humanrights.org.lv, cilvektiesibucentrs@gmail.com

4) At WSB University

Edyta Nowak-Zótty

Attachment 4.

INTERVIEW QUESTIONS

Q1. How is the Gender Equality and Diversity strategy implemented at your HEI?

Q2. What is the process of gender equality capacity assessment at your HEI?[1] (How is it included in the short-term strategy?) Where do you see the capacity assessment in the long-term strategy?

Q3. According to the EU Gender Equality Strategy 2020–2025, specific challenges must be addressed, including violence and harassment, gender stereotypes, equal pay, work-life balance, childcare and other care services.[2] What concrete actions are you taking to address these challenges or plan to take at your HEI?

Q3.1. Violence and harassment ...

Q3.2. Gender stereotypes...

Q3.3. Equal pay...

Q3.4. Work-life balance...

Q3.5. Childcare and other care services...

Q4. How does your strategy document (gender equality plan, mandate, etc.) address improving the balance between women and men in decision-making positions at your HEI?

Q5. How does your HEI encourage a more balanced participation of women and men in all HEI sectors for more diversity in the workplace?

Q6.1. Tackling diversity among faculty (academic)

Q6.2. Tackling diversity among admin. staff

Q7. What concrete activities do you take to monitor and evaluate your HEI's gender equality and diversity strategies?

Q8. What are the challenges to ensuring gender diversity and equality?

Q9. What are the specific additional actions needed by your HEI to ensure or improve the current situation in the field of gender equality?

Q9.1. Is your GEP a public document?

Q9.2. Does your GEP include a commitment to provide sufficient resources and expertise in gender equality for implementation?

Q9.3. Is your GEP informed by collecting and analysing sex-disaggregated data on personnel (and students, for the relevant organisations)? If so, how often do you report on these?

Q9.4. Does your GEP include awareness-raising and training activities on gender equality for the whole organisation and training on unconscious gender biases for staff and decision-makers?

Q9.5. Does your GEP address work-life balance and organisational culture?

Q9.6. Does your GEP address gender balance in leadership and decision-making?

Q9.7. Does your GEP address gender equality in recruitment and career progression?

Q9.8. Does your GEP address integrating the gender dimension into research and teaching content?

Q9.9 Does your GEP address measures against gender-based violence, including sexual harassment?

Q10. How is your institution coping with the additional criteria suggested by the European Commission for the gender equality plan?

Additional questions:

1. How would you rate the overall commitment of the institution's leadership to promoting equality and inclusivity?
2. Have you observed any instances where decisions or actions have perpetuated gender-based stereotypes or biases?
3. Are there any policies or practices that actively support advancing and representing individuals from diverse gender backgrounds in leadership positions?
4. Is there a transparent and fair process for selecting leaders within the institution that considers gender diversity as a factor?
5. How effectively does the leadership team address and respond to concerns or complaints related to gender equality?
6. Are any training programs or workshops the leadership team offers explicitly focusing on fostering an inclusive and equitable environment?
7. To what extent do you feel that the voices and perspectives of individuals from all genders are valued and considered in decision-making processes?
8. Are there any gender-related issues or challenges that you believe need to be prioritised and addressed by the institution's leadership?
9. Were there any cases of gender inequality at the university? What were your actions, and how did the university act?
10. Since the university is multicultural, are there any difficulties conveying information about equality?

General

19. What do you understand by gender equality?
20. Do you think gender equality is necessary, and why?
 - How do you enable gender equality within the institution?
 - Do you provide enough backing to the Gender Equality Officer?
 - Do you actively promote the Gender Equality Plan?
 - Is gender equality included in the institution's strategic documents?
 - Have you made financial resources available?
21. In your opinion, is gender adequately mainstreamed (systematically integrated) in (e.g. policy, programming, monitoring and evaluation) to ensure greater equality between women and men?
22. What are the most significant achievements of the past year?
23. Where do you see room for improvement?

Work-life balance and organisational culture

25. do you believe there is resistance in your organisation concerning gender equality measures?
 - Do you have any concrete indications for this assumption?
 - In which layers of the organisation do you think resistance is most present?
26. Do you think enough attention is given to gender-sensitive language and images in all documents produced by the institution?

Gender balance in leadership and decision-making bodies

- 27.** Do you perceive the decision-making bodies as gender-balanced?
- 28.** How are new members for decision-making bodies/leadership positions selected, and how is the gender aspect considered?
- Are members of decision-making bodies trained concerning gender equality? If so, what kind of training have they received?
 - Are there other measures to guarantee gender-sensitive selection (e.g. guidelines)?
- 29.** In the case of elected decision-making bodies, is there an equal number of women on the electoral list compared to the number of men (share of women among candidates)?
- If not, why do you believe this is the case?
 - Do you have any solutions to improve this?
- 30.** Would you favour a quota for women in decision-making bodies/leadership positions?
- Is the highest management committed to promoting female representation at senior and top levels?
 - Are you actively counteracting hierarchical gendered relations in your institution?
- 31.** Do you believe enough women are available for leadership positions or positions in decision-making bodies?
- If so, why are they not selected?
 - Do you believe that women have equal opportunities as men?
 - Do you believe that unconscious biases play a role in selecting men instead of women?
- 32.** Gender equality in recruitment and career progression
- Do you know how substantial the leaky pipeline is in your organisation?
 - What do you believe are the main reasons for the leaky pipeline in your organisation (i.e., main barriers concerning women's career progress)?
- 33.** Do you think there is a gender pay gap in your institution?
- What do you think is the difference in pay between men and women in %?
 - Do you think this could be resolved? If so, how?
- 34.** Do you believe recruitment and selection procedures are transparent and gender-sensitive for all jobs?
- 35.** Does your institution have a gender-sensitive promotion policy?
- 36.** Do you think enough measures are taken to recruit women and help them progress in their careers?
- What do you consider the most important measures?

Measures against gender-based violence, incl. sexual harassment

- 37.** Do you consider your institute a safe and respectful place for women?
- Are you aware of any problems in your organisation related to gender-based violence and sexual harassment?
 - What is the scope of the problem (known and estimated)?
 - Where in the organisation is the problem most present?

38. Are there any policies in place against harassment and discrimination?

39. What concrete actions can be done to improve the situation?

Integrating the gender dimension in teaching and research

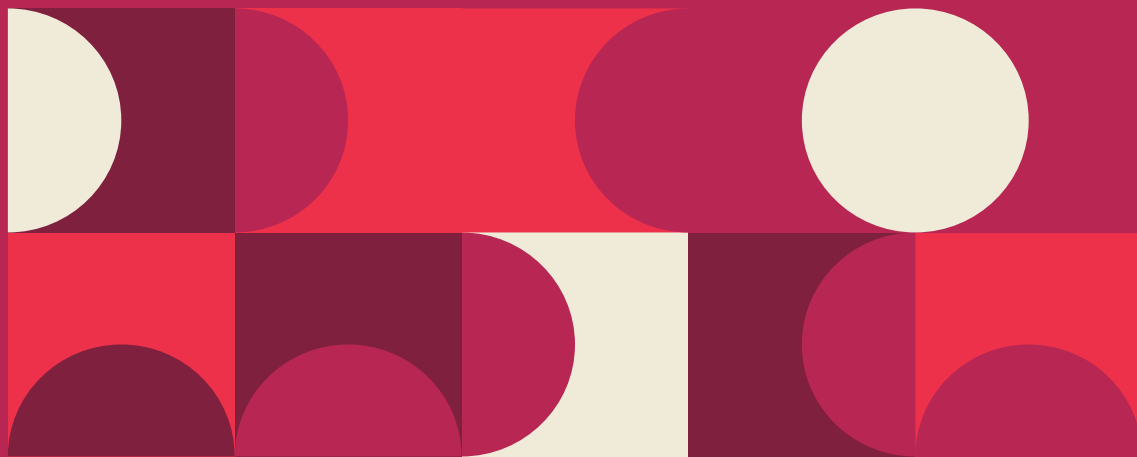
40. Does your institution have a policy to strengthen the gender dimension in research content and teaching?

41. Do you think men and women have equal opportunities in research?

[1] Gender equality capacity assessment assesses the understanding, knowledge and skills of a given organisation and individuals on gender equality, women's empowerment, and the organisation's gender architecture and gender policy. When assessing the capacity of individuals, attention is paid to the knowledge, skills, and attitudes that each person has regarding gender equality, the empowerment of women, and the integration of these into their daily work. Capacity assessment at an organisational level evaluates what policies, strategies and procedures are in place to ensure that gender equality and women's empowerment can be included in the agency's mandate.

[2] <https://ec.europa.eu/newsroom/just/items/682425/en>





E θ UATION



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