



UNIVERSITY OF MEDICINE, TIRANA

GENDER EQUALITY PLAN

2023-2024

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Abbreviations

GEP	Gender Equality Plan
EC	European Commission
HMI	Higher Medical Institute
UoMT	University of Medicine of Tirana
GFG	Gender Focal Group

Introduction

The European Commission, since more than twenty years now, has identified gender equality among the priorities of European policies for research and innovation. To this end The European Commission promoted the drafting of a Gender Equality Plan as one of the measures to reach this objective. During the 2020 edition of the European Research and Innovation Days, the EC General Directorate for Research and Innovation announced that the adoption of a Gender Equality Plan (GEP) by all Higher Education and Research Institutions is a condition for the access to Horizon Europe research program funding. In this perspective, the European Commission provided precise indications for the GEPs drafting.

These indications are a set of commitments and actions that aim to promote gender equity and gender balance policies as the first step towards absolute equality in an organization through structural change.

This document aimed to represent an analysis of the real identity of our University, but also a starting point allowing: to evaluate the effectiveness and sustainability of the actions, to optimize the results obtained and to highlight opportunities and resources, with the aim of promoting new policies.

The Gender Equality Plan (GEP) of the University of Medicine, Tirana is a policy document covering the next years (2023-2024) with which the University aims to implement actions and projects to reduce gender inequalities and to enhance diversity.

In this Equality Plan key areas of intervention are identified, according to the contents requested by the European Commission, making it a dynamic plan that will adapt to the needs of the University of Medicine of Tirana and society.

Statement of Commitment

As part of a higher education institution, it is our duty to offer new generations a different pathway free from prejudice and stereotypes, a path embracing the freedom of people and appreciating their individuality and originality. GEP should not focus only on promoting career opportunities and equal access to resources for one gender rather; they should be inclusive and target women and men in all their diversity.

Removing barriers to equality in the workplace is a strategic priority for us. We recognize that gender equity drives education excellence, matches student needs and enables us to attract and retain top industry talent. Therefore, we offer employees the opportunity to develop, progress,

and fulfill their career aspirations based on their talent and incentive, not their gender identity, gender characteristics, expression, or sexual orientation.

Consequently, this GEP is a systematic and strategic instrument that will establish priorities and concrete objectives and the precise measures that will be implemented to improve gender equality within our organization.

Introduction about the University of Medicine, Tirana

The University of Medicine, Tirana, was established in 2013 by separating from the University of Tirana, some of its key units in the medical sciences field. The beginnings of university education in the country in the medical field started with the establishment of the Higher Medical Institute (HMI) on 22 September 1952 with its mission to prepare General Physicians. In 1957 the establishment of the University of Tirana was approved, upon the basis of several high-ranking institutes, which included the Higher Medical Institute, which became the Faculty of Medicine of the State University of Tirana.

Since 2016, after the institutional reorganization, UoMT is composed of three faculties: Faculty of Medicine, Faculty of Medical Sciences and Faculty of Dental Medicine. Currently in the academic structure of UoMT are included, 3 faculties, 22 departments, 72 health services (with diagnostic-treatment and teaching function, scientific research); 1 center for professional development, as well as 8 Public University Health Structures of which 5 Public University Hospital Health Structures, thus making UoMT the largest academic, research and scientific unit in the country in the medical field.

UoMT offers study programs in three academic levels (cycle), first cycle: Bachelor; second cycle: Integrated programs, Master of Science and Professional Master, third cycle: Long-term Specializations in the medical field and Doctoral programs.

The University of Medicine, Tirana is composed of over 300 academic staff full time, of which 80% are with scientific degrees (PhD)/academic titles (Prof/Prof.as) and around 7000 students enrolled at the three levels of study Bachelor (BSc); Master (Integrated, professional e master of sciences), Doctoral degree (PhD) and Long-term Specializations in the medical field.

Figure 1 and Figure 2 presents the distribution of the students and academic staff by gender at the University of Medicine, Tirana. In each Faculty and study cycle the proportion of female students is higher than male students and this gender gap is more pronounced for the Master of Science (92.15% female vs. 7.85% male) and Bachelor study cycle (90.61% female vs. 9.39% male) in the Faculty of Technical Medical Sciences. In the Doctorate study cycles across the

three Faculties the gender gap is significantly narrower, with even a reverse trend in the Faculty of Medicine.

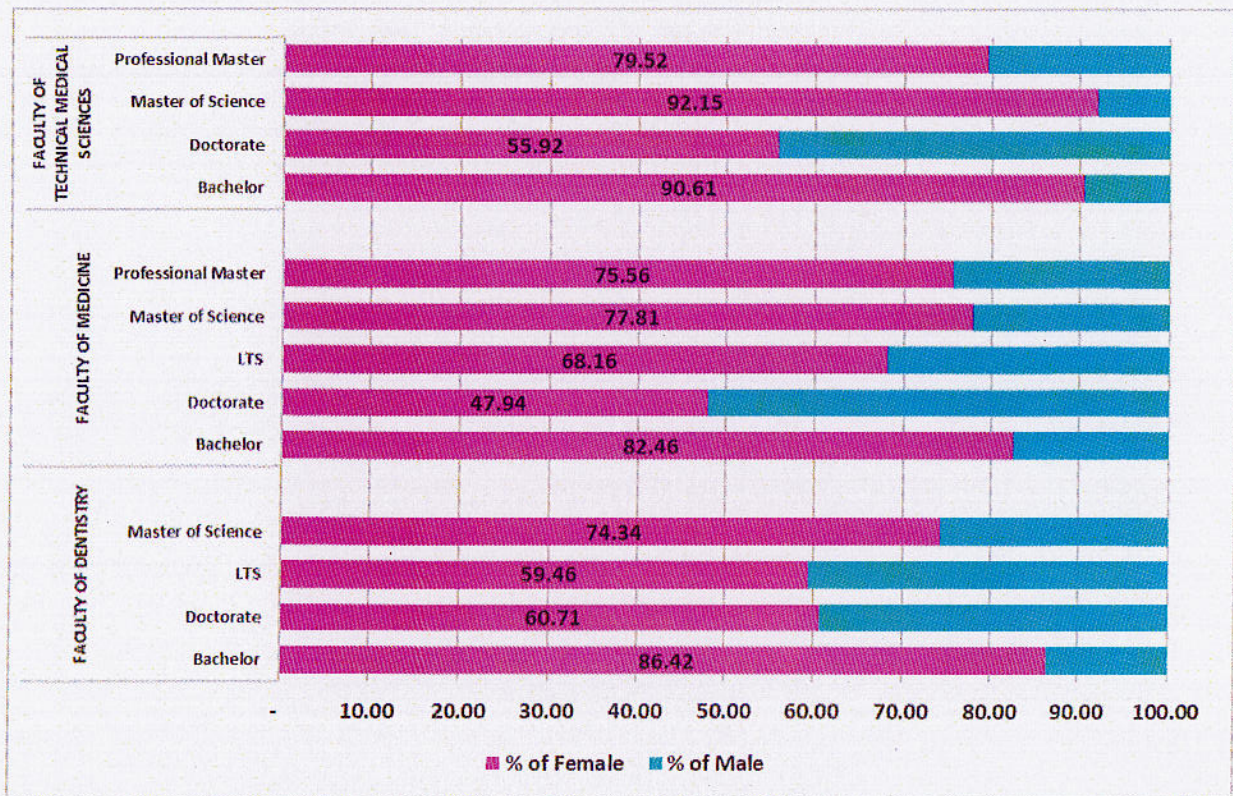


Figure 1: Distribution of students according to study program and gender

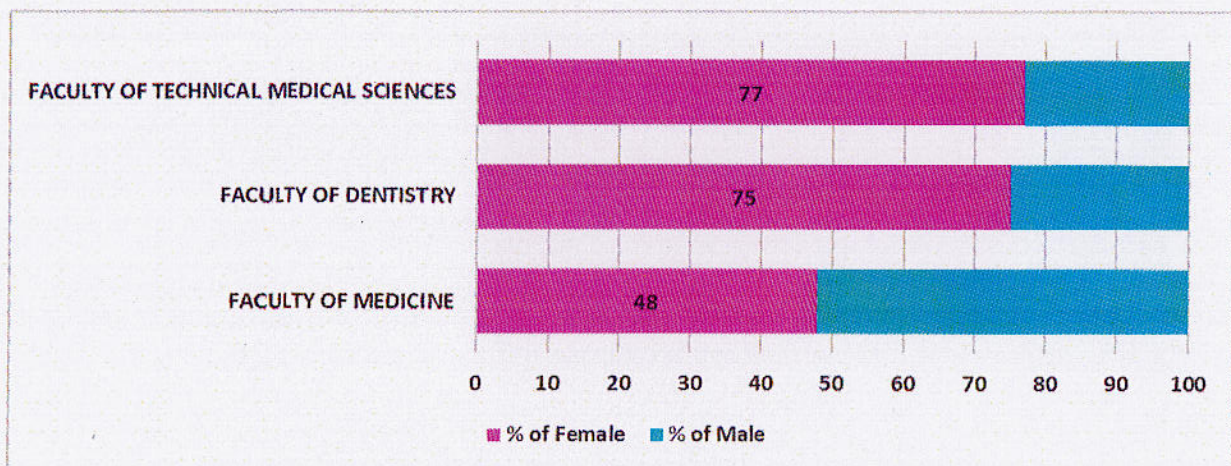


Figure 2: Distribution of academic staff according to faculty and gender

Women dominate the academic staff in the Faculty of Technical Medical Sciences and Faculty of Dentistry, with almost a 3:1 ratio to men, with a reverse trend and almost an equal distribution of men and women among the academic staff of the Faculty of Medicine (Figure 2).

GEP UMT (2023-2024)

Based on the data of the current situation of the University of Medicine, where it has to be taken into consideration that there was lack of the institutional policies and structures to promote gender equality, we designed this GEP for the upcoming years 2023-2024.

The main Gender gap challenges identified so far at the institutional level are:

- There are still very few data and data collection procedures established to monitor the situation with gender lenses.
- Institutional policies and recognized structures to promote GEP have been missing and are just starting progress.
- There has been no previous incentive to develop and apply the GEP.
- Gender aspects are not included in systematic way into research work.
- Institutional regulation and institution mission and vision are not gender sensitive.

This GEP aims to promote gender equality through the sustainable change of organizational processes, culture and structure that produce and sustain gender imbalances and inequalities.

In compliance with the Horizon Europe GEP eligibility criterion, the UMT GEP aims to meet the four mandatory process-related requirements, as follows:

1. Public document: Our GEP is publicly available on the University's website and signed by the top management and actively communicated within the institution.

2. Dedicated resources: The UMT GEP is proposing as the first measure appointment of Gender Focal Group at Rectorate level. The Gender Focal Group will be tasked with reviewing the current Gender Equality measures at UMT, setting out future actions and measuring their progress annually. The GFG is responsible for ensuring and monitoring the policies, workplace procedures and practices respect gender equality.

3. Data collection and monitoring: Based on the data collected until now it is noticeable that the complete and detailed data and matrix are still missing, not only for our University but at a

national level. The Human Resources and Academic Affairs Departments are working on establishing a relevant system to collect and track data related to Gender Equality in the upcoming year. This data will be monitored annually to report on the progress made towards the actions mentioned above and to put forward upcoming steps.

4. Training: A series of training and workshop needs have been identified and will be implemented throughout the GEP, targeting faculties, staff, and students. Integration of the gender aspect into research and teaching content will be in focus.

The main Goal of this GEP is to increase and implement measures for Gender equality at the University of Medicine in Tirana.

UMT will develop cooperation with stakeholders and partners engaged in Equality projects at EU, regional and national level focusing on implementing selected measures and activities.

Our Goals and Expected results are represented as objectives below along with their respective measures and actions.

Measures and actions - GEP UMT

1. Work-life balance and organizational culture

1.1 Foster work-life balances and organizational culture;

2. Measures against gender violence, including sexual harassment

2.2 Prevent gender-based violence, including sexual harassment;

3. Gender balance in leadership and decision-making

3.1 Promoting gender equality in the individual culture processes and practice;

4. Gender equality in recruitment and career progression

4.1 Promoting process supporting female to pursue their career prospects

5. Integration of the gender dimension into research and teaching content

5.1 Incorporate the gender perspective in research and teaching

The main indicators for the above Objectives will consist on:

- Number of workshops
- Number of trainings.
- Number of persons trained
- Number of Gender indicators introduced and collected
- Number of gender sensitive policies and regulation approved and applied
- Number of activities on gender equality.
- Number of reports on gender equality.
- Number of research and publication focused on gender equality.

Each goal will be explained below in detail below by focusing on measures and actions taken by UMT to achieve the objectives of GET.

1. Work-life balance and organizational culture

Our final target in this field will be building a work environment that enables employees to balance their professional and personal duties and responsibilities.

1.1 Foster Work-Life Balance and organizational balance

Measures /Actions

- 1.1.1 Creating recommendations to foster a better planning of working meetings and working time accordingly to work life balance needs.
- 1.1.2 Improving regulation for flexible working time arrangement Promoting hybrid working modes, which include both remote and physical working in conformity with the Labor code requirements.
- 1.1.3 Encouragement to men to take parental leave.

2. Measures against gender violence, including sexual harassment

Our final target in this field will be to ensure peaceful study and work environment, where the respect of freedom inviolability of personal rights is the foundation of all relationship.

2.1 Prevent Gender Based violence including Sexual harassment

Measures /Actions

- 2.1.1 Introduce/ propose measures to prevent gender-based violence and harassment at the University Normative Acts.
- 2.1.2 Organize in the context of Training and refresher activities aimed at the university community, workshops and open days on discrimination and fight against violence.

- 2.1.3 Enhancing institutional protocol for reporting instances of gender-based violence, including sexual harassment, and how any such instances will be investigated, and sanctions/disciplinary measures applied, acting upon sexual harassment and violence cases, and preventing secondary victimization.

3. Gender balance in leadership and decision-making

Our final target is to promote equal opportunities into institutional processes, management practices and, in general, into the University culture.

Raising awareness about the importance of equality issues and strengthening positive attitudes towards diversity.

3.1 Promoting gender equality in the individual culture processes and practice

Measures /Actions

- 3.1.1 Gathering of gender disaggregated quantitative and qualitative data routinely, in departments/ faculties/ schools, if possible, in a digital format. Analysis of these data in a dedicated Report to monitor gender and diversity state of art in the organization and allow further data collection.
- 3.1.2 Appointing delegates (in departments/ faculties/ schools, with a proactive and consultant role) to be responsible for monitoring and ensuring that workplace procedures and practices respect gender equality.
- 3.1.3 Plan of regular GFG follow-up meetings with governance key actors and senior management (Vice Rectors and Administrative Divisions Managers) to create ownership of the GEP.

4. Gender equality in recruitment and career progression

Our final target in this filed will be Promoting process to favor and support gender sensitive recruitment; Promote career development of both researchers to prevent waste of talents particularly for women, who more often drop out their career; improve decision-making by addressing gender imbalances to meet new opportunities for excellence; incorporate the sex/gender dimension variable in research.

4.1 Promoting process supporting female to pursue their career prospects;

Measures /Actions

- 4.1.1 Promoting good practice and the role-model principle for women by, for example, showcasing the outstanding work of women at the University.

- 4.1.2 Substantially promote the application of gender equality in institutional policies through workshops with working group that will work on drafting Propositions on strategy, Code of Ethic, Regulation etc.

5. Integration of the gender dimension into research and teaching content

Our final target in this filed will be to Integrate gender dimension into study programs and research especially where is traditionally not applied, ensuring diversification of views and methodologies in research and teaching

5.1 Incorporate the gender perspective in research and teaching;

Measures /Actions

- 5.1.1 Development of gender sensitive statistic and indicators to be analyzed in the annual report.
- 5.1.2 Conducting workshops for faculty on how to integrate the topics of gender equality and diversity into curricula, course structures and teaching methods.

Annexes

Annex 1: The first key area: work–life balance and organizational culture

Key Area	Objective	Measures	Target /Recipients	Timeline	Responsible	Indicators
1.Work–life balance and organizational culture	1.1Foster Work-Life Balance and organizational balance	1.1.1 Creation of rekomandation to foster a better planning of working meetings accordingly to work life balance needs (e.g. management and communications of the meeting schedule/timing)	Key actors and decisionmakers researchers/ professors and technical and administrative staff and their families	September 2023	GFG	Policies on work and personal life integration
1.Work–life balance and organizational culture	1.1Foster Work-Life Balance and organizational balance	1.1.2 Improving regulation for flexible working time arrangement and Promoting hybrid working modes, which include both remote and physical working in conformity with the Labor code requirements	Researchers/ professors and technical and administrative staff and their families	2023-2024	HR,Head of Departments, Deans	Policies on work and personal life integration, changes in regulations and manuals that enable flexibility in the work place,surveys
1.Work–life balance and organizational culture	1.1Foster Work-Life Balance and organizational balance	1.1.3 Encouragement to men to take parental leave	Researchers/ professors and technical and administrative staff and their families	2023-2024	HR,GFG	Standart procedures for parental leave , reports

Annex 2: The second key area: measures against gender violence, including sexual harassment.

Key Area	Objective	Measures	Target /Recipients	Time line	Responsible	Indicators
2.Measures against gender violence, including sexual harassment.	2.1 Prevent gender-based violence, including sexual harassment.	2.1.1 Introduce measures to prevent gender based violence and harassment at the University <i>Normative Acts</i>	Students, Researchers/ professors and technical and administrative staff	2023-2024	Rector,Dean, General direction, HR, ,	Measures Introduction,
2.Measures against gender violence, including sexual harassment.	2.1 Prevent gender-based violence, including sexual harassment.	2.1.2 Organize in the context of Training and refresher activities aimed at the university community ,workshops and open days on discrimination and fight against violence	Students, Researchers/ professors and technical and administrative staff	2023 -2024	General direction, HR,GFG	Number and gender of students and staff unit reached by training
2.Measures against gender violence, including sexual harassment.	2.1 Prevent gender-based violence, including sexual harassment.	2.1.2 Enhancing institutional protocol for reporting instances of gender-based violence, including sexual harassment, and how any such instances will be investigated, and sanctions/disciplinary measures applied, acting upon sexual harassment and violence cases, and preventing secondary victimization.	Students, Researchers/ professors and technical and administrative staff	2024	HR,General direction	Rules Introduction, Verification of the implemetnation of action and sanctions taken

Annex 3: The third key area: gender balance in leadership and decision-making

Key Area	Objective	Measures	Target /Recipients	Timeline	Responsible for observation and implementation	Indicators
Gender balance in leadership and decision-making;	Promoting gender equality in the individual culture processes and practice	Gathering of gender disaggregated quantitative and qualitative data routinely, in departments/ faculties/ schools, if possible, in a digital format. Analysis of these data in a dedicated Report so as to monitor gender and diversity state of art in the organization and allow further data collection	Key Stakeholders ,Students, Researchers/ professors and technical and administrative staff, prospective students	2023-2024	GFG, HEAD OF DEP HR,	Reports
Gender balance in leadership and decision-making;	Promoting gender equality in the individual culture processes and practice	Appointing delegates (in departments/ faculties/ schools, with a proactive and consultant role) to be responsible for monitoring and ensuring that workplace procedures and practices respect gender equality	Students, Researchers/ professors and technical and administrative staff,	October 2023	Dep Director, Deans	One delegate for each faculty
Gender balance in leadership and decision-making;	Promoting gender equality in the individual culture processes and practice	Plan of regular GFG follow-up meetings with governance key actors and senior management (Vice Rectors and Administrative Divisions Managers) to create ownership of the GEP	Students, Researchers/ professors, and technical and administrative staff,	January 2024	GFG, Key managers	Annual review of GEP

Annex 4: The fourth key area: gender equality in recruitment and career progression

Key Area	Objective	Measures	Target /Recipients	Timeline	Responsible for observation and implementation	Indicators
4.Gender equality in recruitment and career progression	4.1 Promoting process supporting female to pursue their career prospects	4.1.1 Promoting good practice and the role-model principle for women by, for example, showcasing the outstanding work of women at the University	Students, Academic and administrative staff,	2023	Faculties and Department	Workshops organisation
4.Gender equality in recruitment and career progression	4.1 Promoting process supporting female to pursue their career prospects	4.1.2 Substantially promote the application of gender equality in institutional policies through workshops with working group that will work on drafting Propositions on strategy , Code of Ethic, Regulation etc	Students, Academic and administrative staff,	2023	General Managemten, HR,GFG	Workshop organization.

Annex 5: The fifth key area: integration of the gender dimension into research and teaching content

Key Area	Objective	Measures	Target /Recipients	Timeline	Responsible for observation and implementation	Indicators
5.Integration of the gender dimension into research and teaching content	5.1 Incorporate the gender perspective in research and teaching;	5.1.1 Development of gender sensitive statistic and indicators to be analyzed in the annual report	Students, Academic Staff	Dec.23	Vice Rector of Research sector, Deputy Deans	Indicators for papers, projects, conferences, workshops, master& PHD thesis ect. developed and approved
5.Integration of the gender dimension into research and teaching content	5.1 Incorporate the gender perspective in research and teaching;	5.1.2 Conducting workshops for faculty on how to integrate the topics of gender equality and diversity into curricula, course structures and teaching methods	Students, Academic Staff	2023-2024	Research and project sector, Deputy Deans	Workshops organization