EQUALIST

Gender Equality in Information Sciences and Technology
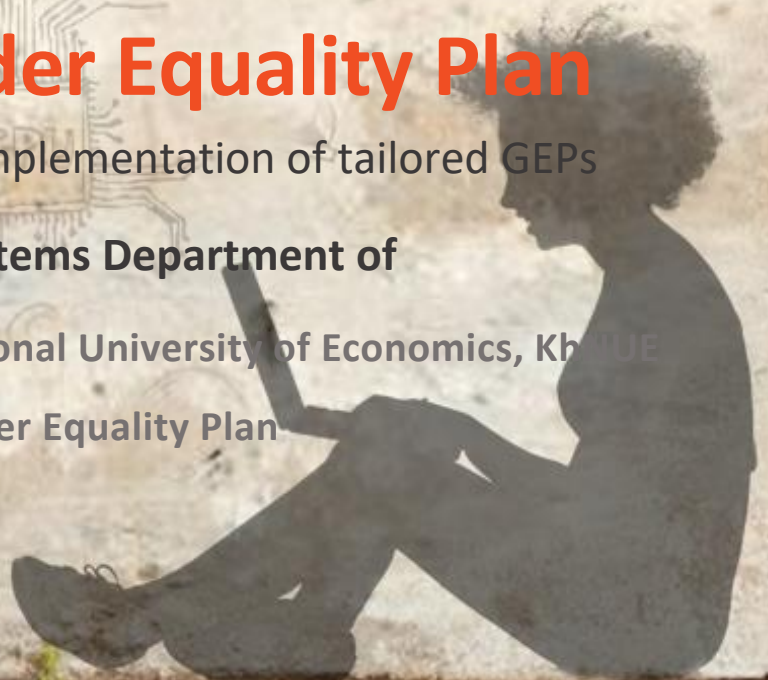
Updated Gender Equality Plan

WP3– Development and implementation of tailored GEPs

Information Systems Department of

Simon Kuznets Kharkiv National University of Economics, KhNUE

(Ukraine) – Gender Equality Plan

Table of Contents

1 Simon Kuznets Kharkiv National University of Economics, Information Systems Department – Gender Equality Plan

1.1   Introduction

This Gender Equality Plan (GEP) was developed for the Information Systems Department (IS) of the Simon Kuznets Kharkiv National University of Economics (KhNUE) in the frame of the EQUAL-IST project ("Gender Equality Plans for Information Sciences and Technology Research Institutions"). This plan was based on the National Gender equality regulation in Ukraine, results of personal interviews and internal gender audit, the ideas of crowdsourcing process supported by the CrowdEquality[1] platform, discussions with the KhNUE Working Group members of the EQUAL-IST project, discussions at workshops and meetings with the other stakeholders involved in GEP implementation (namely, Head of University Trade Union Organization, Head of HR department, Dean of Economic Informatics Faculty, Head of Scientific and Research Department, Head of Educational Department, Head of Department of Marketing and Corporate Communication, Head of PhD department, Head of International Relations Department). The gender audit process and GEP were elaborated during the regular meetings of the Working Group members of the EQUAL-IST project from September 2016.

The Gender equality plan is created by the joint efforts of both the researchers of the EQUAL-IST project and the working group of KhNUE. For Ukraine, this is a pilot gender project that is being implemented at the University, thus a lot of University's staff do not have a developed "gender" concept. KhNUE doesn't have an Equality Plan for the University. The Rector of the University issued an order where indicated the list of persons and departments who were recommended and were obliged to take part in the audit and to provide gender-related data. For attracting staff and increasing awareness of the project in this order, the following were mentioned:

- Participation in workshops and personal interviews during the working hours.
- Presentation of EQUAL-IST project and crowdsourcing platform at the meeting of the Academic Senate of the University.
- Presentation of EQUAL-IST project and crowdsourcing platform at the meeting of the Information Systems Department.

---

[1] https://www.crowdequality.eu

- Promotion through the personal contacts.
- Promotion through the University's mailing list.
- Promotion through the University's web-resources (web-site and Facebook)[2].

After the conduction of the internal gender audit, the Rector of the University issued an order with the list of persons and departments who were obliged to take part in the development of GEP. Leaders of the University and the members of the Working Group decided to develop a GEP for the Department of Information Systems which is part of the Economic Informatics Faculty, but some of the plan's actions to be implemented at once at the University's level.

KhNUE internal gender audit and GEP development involved students of IS Department as well as academic staff-members and non-academic staff members of the University. First of all, available and possible gender-disaggregated statistics at the National level, University level and the level of Department were collected. Secondly, a National mini report was conducted. Thirdly, workshops with the students enrolled in the Information Systems study programme, workshops with academic staff-members, non-academic staff members were carried out. Fourthly, interviews with decision-makers were organised. At the end, a focus group with academic and non-academic staff members took place. As a result of this activity, the Working Group was able to identify challenges and potential ideas to address them. These challenges and ideas were indicated on the CrowdEquality**Σφάλμα! Δεν έχει οριστεί σελιδοδείκτης.** platform.

Some ideas were first further extended, then reviewed and refined during March 2017 - July 2017 and at the end of the process they were ranked. The ideas were reviewed and continuously discussed during the regular meetings of the KhNUE Working Group members of the EQUAL-IST project for elaboration of Action plan.

This Action plan was developed on the base of the selected ideas and discussed with all stakeholders according to the Rector's order. Part of the plan connected with IS Department level was approved at the academic staff meeting. This Action plan was presented at the meeting of the Academic Senate of the University. After discussions, it was adopted and approved by the Rector. One of the features of the Action plan is that it includes an implementation of 5 principles of the European Charter for Researchers[3].

1.2   Selection of Challenges

The list of specific challenges and actions which have been selected out of the auditing process as well as sources of them are presented in the table below.

---

[2] http://www.hneu.edu.ua/articles/profile/2201
[3] https://euraxess.ec.europa.eu/jobs/charter/european-charter

Challenges	Source of challenge	Actions	Source of actions
Challenge 1: "Work-life balance" problem and lack of facilities for the balance support	Personal interviews; workshops	Action 1. Implement provisions for ensuring priority when drawing up the schedule of classes for academic staff having young children, large families, for pregnant women	Crowdsourcing platform "The best solution could be to provide a partial employment and flexible schedule for young parents" (*+5, 114 views, 3 comments*)
		Action 2. Carry out research on determining the need and resources for opening a children's room on campus	Crowdsourcing platform "Internal day care centers. Goals: it gives to young mothers more free time for studying, working etc. Details: create small internal day kinder garden in Universities and Companies with minimal costs for workers and students" (*+4/-1, 254 views, 3 likes, 6 comments*) "it is necessary to create Childcare centers that are located at or near the university, and where the children of the students will be" *(+4/-1, 154 views, 1 like, 4 comments)*
		Action 3. Implement provisions for ensuring teleworking for academic staff having young children, large families, for pregnant women	Meeting of Working Group and Head of University Trade Union Organization
		Action 4. Promote a culture of equal family responsibilities among students and staff	Working Group meeting
		Action 5. Create and support section on the University website (and / or Intranet) with information on gender equality issues, work-life balance rights, provisions and regulations	Working Group meeting
Challenge 2: "Glass ceiling" problem (vertical segregation)	Personal interviews; workshops	Action 6. Conduct seminars and round tables on gender equality for administrative staff	Crowdsourcing platform "We need organise seminars and lectures to acknowledge people about gender problems as a part of educational process in schools and universities. People need to understand how to define gender, what are the main problems in its culture and how to resolve that problems" *(+5, 21 views, 1 likes)* "Consider pay transparency for everyone despite their gender" *(+3, -2, 2 views, 74 likes)*

		Action 7. Make recruitment procedures and selection criteria transparent	Crowdsourcing platform "Make employees hiring process gender-independent" *(+5, 130 views, 1 like, 2 comments)* "Pursue a gender equality policy among employees from their first working day" *(+4/-1, 62 views, 1 like)*
Challenge 3: Concentration of female staff in certain women's sectors of employment (horizontal segregation)	Workshops	Action 8. Conduct information and awareness raising activities on gender equality issues for staff	Crowdsourcing platform "Equal and transparent gender balance" *(-3, 1 view, 59 likes)*
Challenge 4: Lack of gender equality machineries	Workshops	Action 9. Establish a Commission on Gender Equality Issues and develop mechanisms for its functioning	Crowdsourcing platform "Creation of a gender committee; protection of rights and interests of faculty members and students on gender equality" *(+5, 19 views, 1 like)*
		Action 10. Ensure the support of certain provisions of European Charter for Researchers by University staff	Meeting of Working Group and University administration
		Action 11. Propose and implement changes to existing Collective Agreement of University Administration and Trade Union Committee in order to insure the implementation of GEP	Meeting of Working Group and Head of University Trade Union Organization
Challenge 5: Gender issue is not in focus in decision-making process	Personal interviews; workshops	Action 12. Collect, analyze and publish gender disaggregated statistics of the University	Meeting of Working Group
Challenge 6: Lack of gender culture and	Personal interviews	Action 13. Conduct information and awareness raising activities on gender equality issues for students and academic staff	Crowdsourcing platform "We need organise seminars and lectures to acknowledge people about gender problems as a part of educational process in schools and universities. People

awareness about gender equality issues			need to understand how to define gender, what are the main problems in it's culture and how to resolve that problems" *(+5, 21 views, 1 like)*
		Action 14. Develop and disseminate printed and electronic awareness raising materials on gender equality	Meeting of Working Group
		Action 15. Perform pilot anti-discriminatory expert assessment of teaching materials	Meeting of Working Group
Challenge 7: Gender imbalance among students of computer sciences and economy sciences	Workshops	Action 16. Conduct awareness raising events to spread information about women in IT industry and women's career opportunities in IT	<u>Crowdsourcing platform</u> "Inspiring Meetings" *(5, 85 views, 3 likes, 1 comment)* "Hold events with people of different gender" *(5, 32 views, 1 like)*
		Action 17. Establish special nominations for women / female teams in existing IT championships, competitions, conferences	<u>Crowdsourcing platform</u> "Competitions in sports programming among student women's teams" *(+4, -1, 116 views, 1 like, 3 comments)*
		Action 18. Perform pilot anti-discriminatory expert assessment of marketing and advertising materials for IT Bachelor's and Master's programs	<u>Crowdsourcing platform</u> "Change the mindset, stereotypes and improve school background" *(+3/-2, 77 views, 2 likes, 3 comments)*
Challenge 8: Gender insensitive communications	Personal interviews; workshops	Action 19. Provide language and visual support for gender equality in the media content of the University	<u>Crowdsourcing platform</u> " To provide special training on gender-sensitive language for staff responsible for internal communications" (+5, 22 views, 1 like)

2 Current challenges

Unfortunately, gender equality isn`t taken seriously in the educational and scientific spheres as well as it is new for Ukraine in general. This results to a list of related problems as absence of interest of academic and teaching staff, low students' motivation to take part at workshops, destructive contributions in open discussions on the gender equality topic caused by the high emotional background and not deeply analyzed professional and personal experience, lack of time by students, academic and teaching staff for additional activities and tasks, etc. Individual and group resistance to the gender change was observed, that makes the achievement of the gender equality on the University level even more difficult. Individual resistance seems to be related to the feeling of 'incapacity' that is caused by a lack of resources such as gender knowledge and skills, time, financial resources, and power. Individual resistance is connected to the group resistance, which appears if the group does not provide actors with knowledge and capacity for performing the gender mainstreaming task. Group resistance exists when the group does not provide actors with knowledge and capacity for performing the gender mainstreaming tasks as well as because the transformation of gender relations is considered to be 'feminist' and thus excessively based on ideological and emotional rather than rational, scientific, or legal arguments. According to the results of workshops and personal interviews organized in the University, there are some challenges to work on.

2.1 Main area: HR & Management practices

2.1.1 Sub-area: Work Life Balance

Challenge 1 "Work-life balance" problem and lack of facilities for the balance support

Challenge description:

Misbalance between work and life activities among students, academic and administrative staff is one of the most important challenges that influence gender inequality at the University. Institution provides two shifts for students and faculties with classes on the evening that enable to pay attention to their families: unsuitable work schedule and lot difficulties to combine work/study and childcare often make staff to work part-time or to change the workplace. The University isn't providing any services for students who became parents as far as for staff: in fact, after the birth of a child such students are forced to leave the University or to transfer to the faculty of correspondence education. One of the positive steps realized by KhNUE was to affirm the Concept of the University development that declares the principles of gender equality for staff and students. But it is still not enough to achieve work-life balance and make staff and students feel their needs are taken care of. That could be done with the help of trainings on gender equality and non-discrimination, creation of the Gender Committee and children's room, development and implementation of the "Family Friendly University» concept. It seems to be a good way to create opportunity for staff and student to connect carrier / education and family responsibilities.

2.1.2 Sub-area: Gender Segregation

Challenge 2: "Glass ceiling" problem (vertical segregation)

Challenge description:

Vertical segregation is a consequence of the multifactorial influence on the decision-making process made on all levels of the institutional hierarchy. There are some reasons that cause gender inequality in educational and scientific spheres: low salaries at the operational level of management; traditional gender stereotypes related to the opinion that women choose to and are more effective to work on the operational management level and men – at the top management level; parental family tradition in Ukraine causes that women have a several years gap in the career after the birth of a child; the traditional administrative approach to management when the chiefs of departments are appointed by higher management and not selected by the team. Possible ways to find the solution could be presented by the actions focused to organize special training on gender issues for staff and students or create a Committee that will take preventive measures.

Challenge 3: Concentration of female staff in certain women's sectors of employment (horizontal segregation)

Challenge description:

Some fields of activities stay traditionally female or male, it depends on the level of income, full or part-time shift of work and image. In Ukraine, the level of economic activity differs significantly among women and men and is 56.1% and 69.3%, respectively. The results of the research conducted in Ukraine by the International Personnel Portal Headhunter, testify to horizontal and vertical gender segregation of demand in the labor market. According to the data, men are assigned to such professional spheres as security (4% of women), installation and service (5%), automobile business (9%), raw material extraction (9%), working personnel (15%), information technologies 16%). The vacancies in such spheres as production (21%), top management (24%), transport and logistics (24%), construction and real estate (25%) are also in low demand among women. At the same time, women are traditionally assigned to the "women's" spheres of work, such as administration (19% of men), personnel management and training (23%), science and education (25%), accounting (27%), enterprise finances (27%). It can be concluded that there are still disappointing trends: more profitable spheres of activity and higher positions with more influence on the decision-making process are assigned to men; women are more likely to work in low-income areas. The same situation is to observe in the University: cleaning services (for example) are providing mostly by women, IT-services – by men.

2.1.3   Sub-area: Gender Equality Machineries

Challenge 4: Lack of gender equality machineries

Main area: HR & Management practices

Challenge description:

Low interest for the gender-sensitive questions and achievement of gender equality in different spheres and at all levels of the University is one of the most important barriers to develop and implement effective gender equality machineries. Lack of knowledge and skills is the second point that influences negatively the adaptation of the best world and Ukrainian practices in the field of gender equality at the University. Some instruments like the non-permanent commission responsible for tackle gender inequalities or the Collective Agreement with approved basic gender equality's norms form the fundament for further steps. But the high personal and group resistance observed by interviews and workshops shows a wide field for the deep work aimed to fight with gender stereotypes and make numerous inequalities in educational and scientific fields more visible. The

development and implementation of Gender Equality Machineries could be provided by Commission on Gender Equality Issues, but the main task is not only to pass the administrative procedure, but also to ensure its functioning with specific skills, budget and tasks.

2.1.4 Sub-area: Gender Disaggregated Data and Monitoring

Challenge 5: Gender issue is not in focus in decision-making process

Challenge description:

Lack of financial resources at the University and lack of motivation to implement gender-related initiatives are two important reasons why at the University still doesn't exist any permanent body for the settlement of disputes on gender inequality and internal expertise on gender issues. There were made first positive steps in this direction, including the launch of Gender Educational Center that was working 6 months and the creation of a non-permanent commission responsible for tackle gender inequalities, which consists of Rector, Vice Rector, Head of HR Department and Head of University Labor Union and which work is regulated by the Collective Agreement. But it's not enough to form the basis to achieve gender equality on the departments and University's level. According to the results of interviews and workshops, the most supported actions are presented by the implementation of the concept of "Family Friendly University" and protection of rights and interests of faculty members and students on gender equality. Broad educational and enlightenment activities, as well as selected courses on gender issues for students, seems to be a good fundament to aim at gender balance in the composition of student groups, management and teaching staff.

2.2 Main area: Teaching and students services

2.2.1 Sub-area: Integration of gender issues into teaching

Challenge 6: Lack of gender culture and awareness about gender equality issues

Challenge description:

The norms and working methods that exist today have been created in an unequal society, and if we behave in the same way as until now, gender inequality will be maintained. The results of workshops and personal interviews with students as well as with members of administrative, teaching and researching staff have shown that KhNUE has been able to identify examples of positive work experience and research aimed at promoting gender equality. Very popular was the opinion among respondents that the University has more pressing problems that require urgent solutions as well as resources. But was still no clear understanding of the main gender concepts among the management and staff, as well as the differences between the measures aimed at supporting women and the concept of "Gender and Organizational Development". In addition, the workshops found that, although the use of the gender approach at various stages of development, implementation, monitoring and evaluation in general has intensified, this practice has not yet become permanent at the University. As a result, the teaching materials provided by the University differed significantly in quality, and the work of staff was often "gender blind".

European Union

2.2.2   Sub-area: Contrasting gender segregation in studies choices

Challenge 7: Gender imbalance among students of computer sciences and economy sciences

Challenge description:

Students groups at the IT faculty are mostly gender balanced, but it is still to observe in comparison with other faculties that girls prefer to study humanitarian disciplines and boys are mainly involved in studying programming and data mining. It could be assumed that it is caused by existing traditional gender stereotypes which postulate that girls are not so good in exact science and boys should earn more money. Interesting, that female and male students do not feel a problem in low share of girls at computer sciences and boys at economy sciences. This situation is suiting also members of teaching and academic staff which see no opportunities and instruments to change this situation. Proposed actions include organization of broad outreach campaign and special trainings aimed to raise the awareness of gender equality's principles, regular participation of students and staff members in the project "Girls in STEM", providing of flexible schedule for young parents and creation of Gender Educational Centre.

2.2.3   Sub-area: Contrasting gender segregation in studies choices

Challenge 8: Gender insensitive communications

Challenge description:

Students, academic and teaching staff of the University don't see the importance of the integration of the gender sensitive language in teaching and informational materials as well as in research and internal administrative documents. The first reason is that according to the Ukrainian legislation, the title of the post can only be in the male name and implementation of the gender sensitive language is rather a voluntary initiative of employees or institution. Secondly, employees of KhNUE haven't wished and effective instruments to change the internal policy, their low motivation is caused by a lot of additional work made for free on departments level and strict vertical hierarchy. The third reason is hiding in the wider range of gender stereotypes which postulate for example that "women should be at home and raise children" and "male job titles are causing more respect". These difficulties are also related to the lack of traditions of applying a gender sensitive language in Ukrainian society and in other institutions. The problem of gender-sensitive language was debated internally after the workshops on gender issues, but gender-sensitive language adaptation is still at the start phase because of the high resistance of members of the administrative staff. Possible instruments to solve this problem could be the following: start of the regular gender analysis of textbooks especially in humanitarian disciplines, trainings for employees on the gender sensitive communications, providing of creative informative campaigns, organization of interesting lectures with integrated gender equality information blocks and interactive workshops.

European Union

3 Gender Equality Strategy: areas of intervention and goals

Gender Equality Strategy presented in this document covers three areas of intervention:

- HR & Management practices,
- Teaching and students services,
- Institutional Communication.

The actions envisaged by this plan are extended to two levels of intervention: University level or level of the Information Systems Department.

The main goals for which the gender equality strategy is directed to are presented below.

Challenge 1 - "Work-life balance" problem and lack of facilities for the balance support - the main area of intervention: HR & Management practices

Goal 1: Improve work-life balance of staff and students

Challenge 2 - "Glass ceiling" problem (vertical segregation) – main area of intervention: HR & Management practices

Goal 2: Encourage the achievement of gender equality (vertical principle) through information and awareness raising activities

---

Challenge 3 - Concentration of female staff in certain women's sectors of employment (horizontal segregation) – main area of intervention: HR & Management practices

Goal 3: Encourage the achievement of gender equality (horizontal principle) through information and awareness raising activities

---

Challenge 4 - Lack of gender equality machineries – main area of intervention: HR & Management practices

Goal 4: Ensure sustainability of GEP's actions by establishing gender equality machineries

Goal 5: Ensure sustainability of GEP's actions by including gender equality goals and measures in the University strategic documents

---

Challenge 5 - Gender issue is not in focus in decision-making process - main area of intervention: HR & Management practices

Goal 6: Make decision-making bodies informed and committed to the principles of gender equality

---

Challenge 6 – Lack of gender culture and awareness about gender equality issues - main area of intervention: Teaching and students services

Goal 7: Raise awareness about gender equality issues, develop gender culture of academic staff and students

: Adopt a gender approach in specific teaching materials

Challenge 7 - Gender imbalance among students of computer sciences and economy sciences - main area of intervention: Teaching and students services

Goal 9: Improve gender balance among students of computer and economy sciences

Challenge 8: Gender insensitive communications - main area of intervention: Institutional Communication

Goal 10: Raise awareness about the value of gender sensitive/gender neutral communication

4 Action Plan

4.1 Goal 1 - Improve work-life balance of staff and students

4.1.1.1 Action 1. Implement provisions for ensuring priority when drawing up the schedule of classes for academic staff having young children, children with disabilities, large families, for pregnant women

The University provides two shifts, and this significantly affects the work-life balance of academic staff who have small children. They have no opportunity to pay attention to their families. Public kindergartens usually work from 8:00 am to 5:00 pm, public schools from 8:00 or 9:00 to 4:00 pm. The first shift at the University begins at 8:30 am, classes on the second shift last until 7:30 pm and rarely until 9:00 pm. Thus, for those who have classes in the first shift, it is difficult to take children to kindergartens and schools. And for those who work in the second shift it is impossible to pick up their children from kindergarten /school. This is the most burning issue for those families in which both husband and wife are academic staff of the University. To solve this problem it is necessary to allow academic staff having young children, children with disabilities, large families, for pregnant women to have priority when drawing up the schedule of classes. The provision of such a priority should be recorded in the normative document of the University – 'Regulation on Drawing up the Schedule of Classes at S. Kuznets KhNUE'. In addition, it is necessary to develop a mechanism for ensuring such a priority.

Timeframe: M16-M19

Allocated resources: This action will be conducted by the Educational Department and EQUAL-IST team. It may be necessary to involve a lawyer or an external expert for consultations.

Responsible Units/Stakeholders/Persons: Educational Department, EQUAL-IST team.

4.1.1.2 Action 2. Carry out research on determining the need and resources for opening a children's room on campus

In order to understand whether there are needs to open children's room on campus the Trade Union Committee and EQUAL-IST team will conduct a survey at University level. The main issues to be addressed by the survey are:

- the opinion of employees and students about the need to open children's room on campus,
- the number of children who intend to visit the room and their age,
- wishes for the time of work of the room,

European Union

- wishes for the organization of children's activities: playroom, hobby and creative activities groups, special-interest clubs etc.

Besides, in the frame of this activity it is planned to conduct series of meetings of the administration, the Trade Union Committee and the lawyer in order to discuss the organizational and legal aspects as well as resource abilities for opening the room.

Timeframe: M16-M19

Allocated resources: This action will be conducted by the Trade Union Committee and EQUAL-IST team.

Responsible Units/Stakeholders/Persons: Trade Union Committee, EQUAL-IST team.

4.1.1.3 Action 3. Implement provisions for ensuring teleworking for academic staff having young children, children with disabilities, large families, for pregnant women

Some academic staff members work at two shifts, have regular classes on Saturday and from time to time - classes for correspondent (extramural) students on Sunday. The first shift starts at 8:30 am, classes on the second shift last until 9:00 pm. Surely, it affects negatively at "Work-life" balance of academic staff, especially for those who have young children and of those who work at the second shift. To solve this problem, it is necessary to allow academic staff to perform part of their work remotely. To such kind of work belong methodical and scientific activities, for example writing of papers, methodical and teaching materials, textbooks, preparation of presentations for the classes etc.

For non-academic staff, flexible hours and teleworking mode is impossible according to Ukrainian legislation.

In order to provide such possibility, it is necessary to make changes in normative documents of the University and to develop a mechanism for ensuring possibility of teleworking.

Besides, this action requires changes to the Collective Agreement of University Administration and Trade Union Committee, which is a legal act that regulates social and labor relations in the University.

Timeframe: M16-M36

Allocated resources: This action will be conducted by the Trade Union Committee and EQUAL-IST team. It may be necessary to involve a lawyer or an external expert for consultations.

Responsible Units/Stakeholders/Persons: Trade Union Committee, and EQUAL-IST team.

4.1.1.4 Action 4. Promote a culture of equal family responsibilities among students and staff

The gendered division of labour continues to reflect traditional gender roles perceiving women as caregivers and men as breadwinners. The need for facilitating a balance between work and family life as a means to overcome women's persistently disadvantaged position in the labour market as a result of having to choose between full paid employment and childcare responsibilities. Despite increasing female labour force participation around the world, women continue to shoulder a disproportionate share of family responsibilities resulting in a double burden. According to this, there is a need to promote a culture of equality among students and staff. Ways to promote such culture are organizing and conducting trainings and round tables. Such activities are necessary to discuss issues about balance between work and family through the provision of affordable and qualitative child minding and family friendly policies would establish a win-win situation for

women and men with considerable gains for society and the economy. To organize trainings and round tables it is necessary to create a project team that will take responsibility for scheduling events, attracting students and staff. In addition, to conduct trainings and round tables it is necessary to involve external experts and psychologists. We can shape a culture of equal family responsibilities and change the perceptions of paid employment and unpaid domestic work and the value that society attributes to them only through discussion.

Timeframe: M17-M36

Allocated resources: This action will be conducted by the project team (EQUAL-IST team). External experts (optional) and Psychologist will be involved in these activities. Premises are needed to conduct trainings and round tables.

Responsible Units/Stakeholders/Persons: EQUAL-IST team, Psychologist.

4.1.1.5   Action 5. Create and support section on the University website (and / or Intranet) with information on gender equality issues, work-life balance rights, provisions and regulations

Within the framework of this action, a section on gender equality will be added on the University's website. The content of this section will include:

- KhNUE's Gender Equality Plan
- information on leaves and work flexibility regulations,
- recruitment and career advancement procedures and the selection criteria,
- basic gender equality terminology,
- regular reports on gender disaggregated statistics,
- useful materials for academic staff on how to avoid gender discrimination at teaching materials (for instance, the special matrix for anti-discrimination expertise of teaching materials),
- online form for appeals students and staff to the University Commission on Gender Issues,
- promotion and awareness raising materials on gender equality,
- Such additional information

EQUAL-IST team will be responsible for keeping updated this section of the website.

Timeframe: M16-M36

Allocated resources: This action will be conducted by the EQUAL-IST team. Also, two departments will be involved in this action: ICT Department as it is responsible for the technical support of the site and Marketing and Corporate Communication Department as it is responsible for the content of the University's site.

Responsible Units/Stakeholders/Persons: EQUAL-IST team, ICT Department, Marketing and Corporate Communication Department.

4.2 Goal 2 - Encourage the achievement of gender equality (vertical principle) through information and awareness raising activities

4.2.1.1 Action 6. Conduct seminars and round tables on gender equality for administrative staff

Conducting seminars and round tables on gender equality for administrative staff is a key activity related to the shaping of a culture of gender equality. First of all, senior management, leadership posts and HR-senior have to publicly support the principle of gender equality in/for the University. Besides, they have to make available sufficient financial and human resources to implement the gender equality policy at the University. Decision makers have to be responsible for approving the relevant documentation, procedures and activities supporting structural change towards gender equality at the University.

According to this, the main goal of conducting information and awareness raising activities among administrative staff is to increase their accountable for delivering gender equality results, and for creating and maintaining workplaces where women and men have equal opportunities.

In the framework of such events, it is necessary to familiarize of the administrative staff with gender statistics and discuss issues related to the gender imbalance at the University. An important component is the conducting of seminars on gender equality in recruitment procedures. It gives us the opportunity to avoid gender vertical and horizontal segregation in order to make recruitment and career progression. It is important to involve authoritative external experts to conduct seminars and round tables on gender equality for administrative staff. Similar activities will ensure gender balance in decision-making processes and bodies.

Timeframe: M16-M36

Allocated resources: This action will be conducted by the project team (EQUAL-IST team). External experts will be involved in these activities. Premises are needed to conduct trainings and round tables.

Responsible Units/Stakeholders/Persons: EQUAL-IST team, Deputy Rector for organizational and educational work

4.2.1.2 Action 7. Make recruitment procedures and selection criteria transparent

In order to make recruitment procedures and selection criteria transparent, the relevant information will be posted on the University's website in the section dedicated to gender equality. This information includes:
- recruitment and career advancement procedures,
- selection criteria.

It will help to avoid gender bias and gender vertical segregation and will support career progression of both men and women.

HR department will be responsible or preparing relevant information for publication.

Timeframe: M28-M36

Allocated resources: HR department. In this action will be also involved: ICT Department as it is responsible for the technical support of the site; Marketing and Corporate Communication Department as it is responsible

European Union

for the content of the University's site; EQUAL-IST team as it is responsible for keeping updated 'Gender Equality' section on the website.

Responsible Units/Stakeholders/Persons: HR department, EQUAL-IST team.

4.3 Goal 3 - Encourage the achievement of gender equality (horizontal principle) through information and awareness raising activities

4.3.1.1 Action 8. Conduct information and awareness raising activities on gender equality issues for staff

Ordinary staff should be not indifferent to the problems of gender equality and urge management to implement gender principles at the University. To do this, it is necessary to plan and conduct a series of awareness-raising activities aimed at explaining that gender equality is rooted in human rights, is increasingly recognized both as an essential development. It is important to involve external experts and the administrative staff for conducting information and educational activities for the University staff. As such events, training, round tables, sections on gender equality in scientific conferences will be held. Having a clear overview of the gender-mainstreaming cycle will help staff understand, in general terms, the steps to develop a gender culture at the University. Such information and awareness raising activities will be fostering equality in scientific careers and strengthened in the gender dimension in research programs.

Timeframe: M16-M36

Allocated resources: This action will be conducted by the project team (EQUAL-IST team). External experts and Deputy Rector for organizational and educational work will be involved in these activities. Premises are needed to conduct trainings and round tables.

Responsible Units/Stakeholders/Persons: EQUAL-IST team, Deputy Rector for Organizational and Educational Work.

4.4 Goal 4 - Ensure sustainability of GEP's actions by establishing gender equality machineries

4.4.1.1 Action 9. Establish a Commission on Gender Equality Issues and develop mechanisms for its functioning

In the frame of this action it is planned to:

- establish a Commission on Gender Issues at the University,
- determine functions and develop mechanisms of the Commission's functioning,
- develop an online form on the University's website for appeals students and staff to the Commission (including anonymous appeals).

Timeframe: M16-M19

Allocated resources: This action will be conducted by the Trade Union Committee with support of EQUAL-IST team and lawyer. At least three persons of the University's staff will be involved as members of the Commission.

European Union

Responsible Units/Stakeholders/Persons: Trade Union Committee, EQUAL-IST team.

4.5 Goal 5: Ensure sustainability of GEP's actions by including gender equality goals and measures in the University strategic documents

4.5.1.1 Action 10. Ensure the support of certain provisions of European Charter for Researchers by University staff

The European Charter for Researchers promoted by the Euraxess network is a set of general principles and requirements which specifies the roles, responsibilities, and entitlements of researchers as well as of employers of researchers. The European Commission understood that Europe's competitiveness is strongly related to developments in research and the knowledge economy and therefore introduced recommendations for member states of the European Union. Ukraine is not a member of EU. KhNUE's mission mentioned in the Strategic Plan describes that our University has the same values: formation of a creative, fully developed personality, a real professional for scientific and practical work in the field of socio-economic activity in order to improve the level and people's life quality and the development of society. But these require detailing in order it corresponds to European Charter for Researchers according to the actions that are planned in GEP. Changes to the Collective Agreement and Code of professional ethics and organizational culture for workers and students are made through an open vote at a meeting of the workforce, which is held twice a year (usually in August and in February). Charter will be posted on the University website indicating the contacts of responsible people for an acquaintance. After the internal discussion of the principles of Charter with University's management and Faculty Senate certain principles will be chosen for discussion at a meeting of the workforce and in case of successful voting - will be fixed in the Collective Agreement and Code of Professional Ethics and Organizational Culture for Workers and Students.

Timeframe: M16-M24

Allocated resources: This action will be conducted by the Trade Union Committee and Deputy Rector for organizational and educational work. University's management and academic staff and EQUAL-IST team will be involved in the discussion. As meeting of the workforce are organized regularly, no additional resources to conduct voting are required.

Responsible Units/Stakeholders/Persons: Trade Union Committee, Deputy Rector for organizational and educational work, EQUAL-IST team.

4.5.1.2 Action 11. Propose and implement changes to existing Collective Agreement of University Administration and Trade Union Committee in order to insure the implementation of GEP

Collective Agreement of University Administration and Trade Union Committee is one of the University strategic documents. Collective agreement is a legal act that regulates social and labor relations in the University. It was concluded by the employer and Trade Union of workers. According to this Agreement the University is obliged to install the principle of gender equality and to prohibit discrimination on grounds of sex, to establish legal protection of women's rights on an equal basis with men, to provide measures to prevent cases of sexual harassment, to give men and women the opportunity to combine employment with family responsibilities etc. Despite the presence of such paragraphs in the Collective Agreement, the Agreement still

requires changes and improvements in order it corresponds to the actions that are planned in GEP. Changes to the Collective Agreement are made through an open vote at a meeting of the workforce, which is held twice a year (usually in August and in February). During the first year of GEP's implementation it is planned to discuss to University's administration and to fix in the Collective Agreement the point about the possibility of teleworking for academic staff having young children, large families, for pregnant women.

Timeframe: M18-M36

Allocated resources: This action will be conducted by the Head of Trade Union Committee. University's administration and EQUAL-IST team will be involved in discussion. As meeting of the workforce are organized regularly, no additional resources to conduct voting are required.

Responsible Units/Stakeholders/Persons: Trade Union Committee.

4.6 Goal 6: Make decision-making bodies informed and committed to the principles of gender equality

4.6.1.1 Action 12. Collect, analyze and publish gender disaggregated statistics of the University

Now the collection and analysis of statistics on gender issues are done manually, since these tasks did not stand before the University employees. However, almost all the necessary information for the formation of these reports is already available in the University's database.

These reports should be made both for students and for University staff.

Reports on students should include the next information: number of graduated students (bachelor, master and PhD levels), average degree grade of graduated students (bachelor and master), number of enrolled students, dropout percentages disaggregated by gender and specialities.

Reports on University staff should include information by: positions at all levels, type of contract (full-time or part-time), duration of the contract (temporary/permanent), number of publications, teaching load, gross hourly wage, number of projects headed, seniority in the position, age, salary disaggregated by gender and type of workers.

So, the first task is to improve the current database, this will allow to generate reports with the dynamics of the state of gender issues; as well as developing requests to generate the necessary reports automatically.

After this, regular reports on gender statistics will be formed by the HR department staff. Data from these reports will be published on the University's website, included in regular reports of the rector, included in the future GEPs and can be the basis for decision making.

Timeframe: M16-M36

Allocated resources: This action will be conducted by the Head of HR Department. EQUAL-IST team and ICT Department will take part in creating reports.

Responsible Units/Stakeholders/Persons: EQUAL-IST team, ICT Department, HR Department

4.7 Goal 7: Raise awareness about gender equality issues, develop gender culture of academic staff and students

4.7.1.1 Action 13. Conduct information and awareness raising activities on gender equality issues for students and academic staff

Higher education institutions have a major responsibility in instructing their students. This includes raising their awareness regarding gender-relevant issues in all disciplines and subject areas. In addition, they also need to be encouraged and taught to integrate and apply a gender perspective to their research. Students may become teachers or researchers themselves. Raising students' awareness and sensitivity about gender equality contributes to changing attitudes and behaviours in other spheres of their lives. Staff with research and/or teaching responsibilities can have a ground-breaking role in changing the way disciplines are taught and the way research is done. Integrating a gender dimension in research and innovation content and in teaching opens new horizons and creates new knowledge. Considering a gender dimension in research can have a positive and powerful impact on society and on improving people's lives.

Conducting information and awareness raising activities on gender equality issues among students and academic staff will include such activities: trainings and round tables, scientific conferences within which to discuss issues of gender equality, visits to Gender Museum. Particularly important is the involvement of students and academic staff in joint scientific work on preparing scientific papers and thesis on gender-oriented problematic.

Timeframe: M16-M36

Allocated resources: This action will be conducted by the project team (EQUAL-IST team). Youth Organization, Deputy Rector for Organizational and Educational Work as well as external organizations that work in the sphere of nonformal gender education (such as Centre of Gender Culture, Gender Museum, All-Ukrainian Network of Gender Centers etc.) will be involved in these activities. Premises are needed to conduct trainings and round tables.

Responsible Units/Stakeholders/Persons: EQUAL-IST team, Youth Organization, Deputy Rector for Organizational and Educational Work.

4.7.1.2 Action 14. Develop and disseminate printed and electronic awareness raising materials on gender equality

Printed and electronic informational materials on gender equality are an effective tool to raise the awareness about gender equality issues and support the development of gender culture at the University. Those materials could be disseminated among students, academic, teaching and administrative staff and contain actual information about women and men rate at different positions, some anti-discrimination tools and positive examples of Ukrainian and foreign universities achieved gender equality and overcome vertical and horizontal gender segregation. This action was proposed by the Head of University`s Youth Organization and supported by the representatives of students community during the workshops on gender equality topic. Students have underlined that modern attractive leaflets are the best instrument to be read by the youth audience to become new information and to form the basis for a personal point of view on gender equality`s problem. Those printed materials about gender equality as well as posts and articles on the web-site and in social media linked with the University`s account could support the integration of gender instruments into teaching and the raising of gender culture and tolerance in the teachers, researchers and students' communities.

Timeframe: M16-M36

Allocated resources: This action will be conducted by the Youth Organization by the permanent consultations with an EQUAL-IST team. The cost of printing will be covered by EQUAL-IST project funds. Youth Organization will help to disseminate printed materials among students. Trade Union Committee will disseminate printed materials among staff.

Responsible Units/Stakeholders/Persons: EQUAL-IST team, Youth Organization, Trade Union Committee.

4.8 Goal 8: Adopt a gender approach in specific teaching material

4.8.1.1 Action 15. Perform pilot anti-discriminatory expert assessment of teaching materials

Anti-discriminatory expert assessment of teaching materials has never held at KhNUE. In the frame of this action anti-discrimination expert will prepare a special matrix focusing on gender sensitive language to conduct anti-discrimination expertise of teaching materials. Academic staff of Information System Department during a meeting will choose 5 units of teaching materials for pilot anti-discrimination expertise and will approve the special matrix. The expert will prepare expert conclusion (the required time for this work is approximately 8 weeks) for each unit of teaching materials and one general conclusion. The general conclusion will be published at the University's website and transferred to the Methodological Department. Each author will receive expert conclusion. If changes are required, the author is obliged to do so. Authors will have 2 months for this work. After meeting the requirements, anti-discrimination expert together with a representative of Methodological Department will review these 5 units of teaching materials and will prepare a Special Opinion about changes in these teaching materials. The Special Opinion will be presented at the meeting of the Information System Department.

It is planned to carry out expert screening of 5 units of teaching materials per year: 5 units at the 1st iteration of GEP implementation and 5 units at the 2nd iteration.

Timeframe: M16-M36

Allocated resources: This action will be conducted by the anti-discrimination expert who is a member of EQUAL-IST team. Methodological Department and academic staff of IS Department will be involved in the process. Besides, useful materials for academic staff on how to avoid gender discrimination at teaching materials will be allocated on University's website.

Responsible Units/Stakeholders/Persons: EQUAL-IST team, Methodological Department.

4.9 Goal 9: Improve gender balance among students of computer and economy sciences

4.9.1.1 Action 16. Conduct awareness raising events to spread information about women in IT industry and women's career opportunities in IT

In the frame of this action it is planned to conduct number of events and activities aimed at creating a positive image of women in IT sphere and promoting women's career opportunities in IT, such as:

- to prepare and post at the Faculty of Economic Informatics posters / information stands about famous women in IT,
- to organize a series of meetings of students with successful women leaders in IT,
- to participate in the project "Girls in STEM",
- to invite female alumnae who have made a successful career in IT as guest lecturers,
- to promote women's career opportunities in the ICT field at Career Days, Open Days and other University's events.

Timeframe: M16-M36

Allocated resources: In order to ensure the participation in this action of women leaders in IT, Kharkiv IT Cluster and IT Association of Ukraine as well as local IT companies and alumnae will be involved in this activity. All guest lecturers will work on a voluntary basis, so no financial resources to conduct meetings are required.

The cost of posters printing will be covered by EQUAL-IST project funds.

As Career Days and Open Days are organized regularly by the University, no additional resources to conduct these events are required. Department of Student Employment and Interaction with Business and Department of Youth Policy and Social Development are responsible for organizing Career Days, Open Days and other events at University level.

EQUAL-IST team and academic staff of IS Department will organize activities at IS Department level.

Responsible Units/Stakeholders/Persons: EQUAL-IST team, IS Department.

4.9.1.2 Action 17. Establish special nominations for women / female teams in existing IT championships and competitions

Information Systems Department regularly organizes IT championships, IT competitions, summer schools for students who are learning IT specialties and for schoolchildren who are interested in IT such as: Open Championship of Kharkiv in Sports Programming, All-Ukrainian Student Contest in Programming, Summer School in programming for schoolchildren etc. Male participants traditionally prevail at such events. In order to attract female students to IT specialties and to create a positive image of women in IT, it is planned to establish in these existing competitions new nominations / new categories for female participants and teams.

Timeframe: M16-M36

Allocated resources: EQUAL-IST team and Information Systems Department. As IT championships, competitions, summer schools are organized regularly by Information Systems Department, no additional resources to conduct events are required. Prizes for women's teams will provide sponsors of events (usually sponsors of such events are local IT companies and / or Kharkiv IT Cluster).

Responsible Units/Stakeholders/Persons: EQUAL-IST team, IS Department

4.9.1.3 Action 18. Perform pilot anti-discriminatory expert assessment of marketing and advertising materials for IT Bachelor's and Master's programs

Anti-discriminatory expert assessment of marketing and promotional materials was never held at KhNUE. Anti-discrimination expert will prepare a special matrix focusing on the gender sensitive language and balanced representation of men and women in content (including pictures and videos) in order to conduct anti-

discrimination expertise of promotional materials. Academic staff of Information Systems Department will approve the special matrix. Then the expert will prepare expert conclusion for each marketing and promotional materials and one general conclusion (this activity will take approximately 5 weeks). The general conclusion will be published at the University's website and transferred to Marketing Department. If changes of promotional materials are required, the responsible person of Information Systems Department is obliged to do so. After meeting the requirements, anti-discrimination expert will review these promotional materials and will prepare a Special Opinion about changes in these marketing and advertising materials. The Special Opinion will be presented for consideration at the meeting of the Information Systems Department.

Timeframe: M17-M24

Allocated resources: This action will be conducted by the anti-discrimination expert who is a member of EQUAL-IST team. Information Systems Department will be involved in the process (a person responsible for marketing and promotion as well as the Head of Information Systems Department).

Responsible Units/Stakeholders/Persons: EQUAL-IST team, IS Department

4.10 Goal 10: Raise awareness about the value of gender sensitive/gender neutral communication

4.10.1.1 Action 19. Provide language and visual support for gender equality in the media content of the University

Gender insensitive language used in internal and external communications at the University represent existing lack of gender culture and awareness about gender equality issues as well as supports gender stereotypes, that have formed the basis for today`s gender inequalities. Media content could attract different audiences and help to influence possible changemakers for forming new models of behavior and fighting against gender discrimination on the workplace and in the daisy life. Usage of the gender sensitive or gender-neutral communication could be an effective step for providing structural systematic changes aimed to form gender neutral and friendly atmosphere for all students and employees. This work will include 2 stages:

- conducting trainings on language and visual support for gender equality in media content,
- implementation of language and visual support for gender equality at media content of the University (at social media, University's website, videos, printed materials etc.)

Timeframe: M16-M36

Allocated resources: This action will be conducted by the Marketing and Corporate Communication Department, functions of control will be realized by the Deputy Rector for Organizational and Educational Work. EQUAL-IST team will provide consulting services and stay in touch with Department and Deputy Rector at all phases of integrating language and visual support for gender equality in the media content. In order to conduct trainings, experts from external organizations a well as premises are needed.

Responsible Units/Stakeholders/Persons: EQUAL-IST team, Deputy Rector for Organizational and Educational work, Marketing and Corporate Communication Department.

4.11 Duration

Specific duration of this action plan (in the form of GANNT chart) is presented in the table below. Implementation period for this action plan includes two iteration phases:

- o 1st iteration phase - months 14-24 of the project;
- o 2nd iteration phase - months 25-36 of the project.

Goals / Actions	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24	M25	M26	M27	M28	M29	M30	M31	M32	M33	M34	M35	M36
Goal 1. Improve work-life balance of staff and students																							
Action 1. Implement provisions for ensuring priority when drawing up the schedule of classes for academic staff having young children, children with disabilities, large families, for pregnant women			x	x	x	x																	
Action 2. Carry out research on determining the need and resources for opening a children's room on campus			x	x	x	x																	
Action 3. Implement provisions for ensuring teleworking for academic staff having young children, children with disabilities, large families, for pregnant women			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Action 4. Promote a culture of equal family responsibilities among students and staff				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Action 5. Create and support section on the University website (and / or Intranet) with information on gender equality			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Goals / Actions	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24	M25	M26	M27	M28	M29	M30	M31	M32	M33	M34	M35	M36
issues, work-life balance rights, provisions and regulations																							
Goal 2. Encourage the achievement of gender equality (vertical principle) through information and awareness raising activities																							
Action 6. Conduct seminars and round tables on gender equality for administrative staff			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Action 7. Make recruitment procedures and selection criteria transparent															x	x	x	x	x	x	x	x	x
Goal 3. Encourage the achievement of gender equality (horizontal principle) through information and awareness raising activities																							
Action 8. Conduct information and awareness raising activities on gender equality issues for staff			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Goal 4. Ensure sustainability of GEP's actions by establishing gender equality machineries																							

EQUALIST

European Union

Goals / Actions	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24	M25	M26	M27	M28	M29	M30	M31	M32	M33	M34	M35	M36
Action 9. Establish a Commission on Gender Equality Issues and develop mechanisms for its functioning			x	x	x	x																	
Goal 5. Ensure sustainability of GEP's actions by including gender equality goals and measures in the University strategic documents																							
Action 10. Ensure the support of certain provisions of European Charter for Researchers by university staff			x	x	x	x	x	x	x	x	x												
Action 11. Propose and implement changes to existing Collective Agreement of University Administration and Trade Union Committee in order to insure the implementation of GEP					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Goal 6. Make decision-making bodies informed and committed to the principles of gender equality																							

Goals / Actions	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24	M25	M26	M27	M28	M29	M30	M31	M32	M33	M34	M35	M36
Action 12. Collect, analyze and publish gender disaggregated statistics of the University			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Goal 7. Raise awareness about gender equality issues, develop gender culture of academic staff and students																							
Action 13. Conduct information and awareness raising activities on gender equality issues for students and academic staff			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Action 14. Develop and disseminate printed and electronic awareness raising materials on gender equality			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Goal 8. Adopt a gender approach in specific teaching materials																							
Action 15. Perfom pilot anti-discriminatory expert assessment of teaching materials			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Goal 9. Improve gender balance among students of computer and economy sciences																							

EQUALIST
Gender Equality in Information Sciences and Technology

European Union

Goals / Actions	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24	M25	M26	M27	M28	M29	M30	M31	M32	M33	M34	M35	M36
Action 16. Conduct awareness raising events to spread information about women in IT industry and women's career opportunities in IT			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Action 17. Establish special nominations for women / female teams in existing IT championships and competitions			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Action 18. Perfom pilot anti-discriminatory expert assessment of marketing and advertising materials for IT Bachelor's and Master's programs				x	x	x	x	x	x	x	x												
Goal 10. Raise awareness about the value of gender sensitive/gender neutral communication																							
Action 19. Provide language and visual support for gender equality in the media content of the University			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

5 Summary table of the Gender Equality Action Plan

Summary Table of all challenges, goals and actions is presented in Annex A. Summary Table includes the changes made after the first iteration of the GEP implementation.

6 Monitoring

Indicators and measure to monitor GEPs implementation are presented at GEP Summary table (Annex A, columns 'Target indicators (for the 1st iteration)' and 'Indicators (results) of changes after phase 1'). The column 'Target indicators (for the 1st iteration)' includes measures for the 1st iteration phase (months 14-24 of the project). The column 'Indicators (results) of changes after phase 1' includes measures for the 2nd iteration phase (months 25-36 of the project) if there were any changes. More detailed instructions how to monitor the results of the GEP implementations in terms of outputs planned compared to what has been achieved are presented in the Monitoring Plan.

7 Annex A GEP Summary Table

Main Area	Sub-Area	Challenges and Goals	Actions	Target indicators (for the 1st iteration)	Responsible Stakeholders /Units	Time-frame Mx - My	Resources	Specific Changes after phase 1	Indicators (results) of changes after phase 1	Sustainability
HR & Management practices	Work Life Balance	**Challenge 1:** "Work-life balance" problem and lack of facilities for the balance support **Goal 1:** Improve work-life balance of staff and students	Action 1. Implement provisions for ensuring priority when drawing up the schedule of classes for academic staff having young children, children with disabilities, large families, for pregnant women (Level of intervention : University)	A set of binding Guidelines prepared and published The value of work flexibility policy recognized as relevant in formal management documents	Educational Department, EQUAL-IST team	M16 - M19	Educational Department, EQUAL-IST team, lawyer, external expert	Completed	Completed	The changes in the internal university's documents guarantee the sustainability of this action
			Action 2. Carry out research on determining the need and resources for opening a children's room on campus (Level of intervention : University)	Survey to determine the need for opening a children's room on campus carried out	Trade Union Committee, EQUAL-IST team	M16 - M18	Trade Union Committee, EQUAL-IST team	Completed	Completed	Since the survey is the first step to opening a children's room it is in themselves a guarantee of sustainability of this action. Besides, this action provides a change in the attitude of the administration towards the social

									policy of the University
			Action 3. Implement provisions for ensuring teleworking for academic staff having young children, children with disabilities, large families, for pregnant women (Level of intervention : University)	A set of binding Guidelines prepared and published The value of work flexibility policy recognized as relevant in formal management documents	Trade Union Committee, EQUAL-IST team	M16 - M24	Educational Department, EQUAL-IST team, lawyer, external expert	Imple-mentation timeframe was prolonged M16-M36	A set of binding Guidelines prepared and published The value of work flexibility policy recognized as relevant in formal management documents	The changes in the internal university's documents guarantee the sustainability of this action
			Action 4. Promote a culture of equal family responsibilities among students and staff (Level of intervention : IS Department)	N.° of activities organized on sharing equal family and care duties: 2 at the 1st iteration	EQUAL-IST team, Psychologist	M17 - M36	EQUAL-IST team, psychologist, external experts (optional), premises	In progress. Changes of indicators	N.° of activities organized on sharing equal family and care duties: 2 at the 2nd iteration	Awareness raising activities ensure changing in mindset and thus affect the sustainability and support of the gender movement at the University in the future
			Action 5. Create and support section on the University website (and / or Intranet) with information on gender equality issues, work-	A dedicated section on gender equality issues opened in University website (and / or Intranet)	EQUAL-IST team, ICT Department, Marketing and Corporate Communication Department	M16 - M36	EQUAL-IST team, ICT Department, Marketing and Corporate Communication	In progress. No change	In progress. No change	Section about gender equality issues is created on the website and will be filling with new materials. GEP and relevant

European Union

	Challenge / Goal	Action	Indicator	Responsible	Timeline	Resources	Status	Indicator (2nd iteration)	Notes
			life balance rights, provisions and regulations (Level of intervention: University)			Depart ment			activities materials are to find on the official university's website and can be reused in the future
Gender Segregation	Challenge 2: "Glass ceiling" problem (vertical segregation) Goal 2: Encourage the achievement of gender equality (vertical principle) through information and awareness raising activities	Action 6. Conduct seminars and round tables on gender equality for administrative staff (Level of intervention: University)	N° of gender equality seminars and round tables for administrative staff organized: 1 at the 1st iteration	EQUAL-IST team, Deputy Rector for organizational and educational work	M16 - M36	EQUAL-IST team, Deputy Rector for organizational and educational work, external experts (optional), premises	In progress. Changes of indicators	N° of gender equality seminars and round tables for administrative staff organized: 1 at the 2nd iteration	Seminars for administrative staff ensure the further implementation and sustainability of the GEP and play a key role in changing the way of thinking of administrative personnel and providing support of the gender movement at the University in the future
		Action 7. Make recruitment procedures and selection criteria transparent (Level of intervention: University)	Planned for 2nd iteration.	HR Department, EQUAL-IST team	M28 - M36	HR department, ICT Department, Marketing and Corporate Communication Department, EQUAL-IST team	Planned for the 2nd iteration. No change	HR selection criteria published in the Academia website	Ukrainian legislation requires disclosure of selection criteria and it guarantees sustainability of this action. This will become a regular practice of HR department

| | | Challenge 3: Concentration of female staff in certain women's sectors of employment (horizontal segregation) Goal 3: Encourage the achievement of gender equality (horizontal principle) through information and awareness raising activities | Action 8. Conduct information and awareness raising activities on gender equality issues for staff (Level of intervention: University) | N° of gender equality seminars and round tables for non-administrative staff organized: 1 at the 1st iteration | EQUAL-IST team, Deputy Rector for organizational and educational work | M16 - M36 | EQUAL-IST team, Deputy Rector for organizational and educational work, external experts (optional), premises | In progress. Changes of indicators | N° of gender equality seminars and round tables for non-administrative staff organized: 1 at the 2nd iteration | Awareness raising activities ensure changing in mindset and thus affect the sustainability and support of the gender movement at the University in the future |
| Gender Equality Machineries | Challenge 4: Lack of gender equality machineries Goal 4: Ensure sustainability of GEP's actions by establishing gender equality | Action 9. Establish a Commission on Gender Equality Issues and develop mechanisms for its functioning (Level of intervention: University) | A Commission on Gender Equality Issues set-up | Trade Union Committee, EQUAL-IST team | M16 - M19 | Trade Union Committee, EQUAL-IST team, lawyer, members of the Commission on Gender Issues | Completed | Completed | The changes in the internal university's documents guarantee the sustainability of this action |

machine ries								
Goal 5: Ensure sustainability of GEP's actions by including gender equality goals and measures in the University strategic documents	Action 10. Ensure the support of certain provisions of European Charter for Researchers by university staff (Level of intervention: University)	Certain provisions of European Charter for Researchers are fixed in Code of Professional Ethics and Organizational Culture for Workers and Students of S. Kuznets KhNUE	Trade Union Committee, Deputy Rector for organizational and educational work, EQUAL-IST team	M16 - M24	Trade Union Committee, Deputy Rector for organizational and educational work, EQUAL-IST team	Completed	Completed	The changes in the internal university's documents guarantee the sustainability of this action
	Action 11. Propose and implement changes to existing Collective Agreement of University Administration and Trade Union Committee in order to insure the implementation of GEP (Level of intervention: University)	Dedicated changes are fixed in Collective Agreement of University Administration and Trade Union Committee	Trade Union Committee	M18 - M36	Trade Union Committee, University's administration, EQUAL-IST team	In progress. No change	In progress. No change	As the Collective Agreement is one of the University strategic documents, changes of it are in themselves a guarantee of sustainability of gender mainstreaming at the University. Section of the Collective Agreement on gender equality was and remains to be a permanent section of

									this document
Gender Disaggregated Data and Monitoring	Challenge 5: Gender issue is not in focus in decision-making process Goal 6: Make decision-making bodies informed and committed to the principles of gender equality	Action 12. Collect, analyze and publish gender disaggregated statistics of the University (Level of intervention: University)	The recurring staff data gathering, disaggregated by the many variables necessary to understand the gender equality context, formally included in the administration tasks The recurring students' data gathering, disaggregated by the many variables necessary to understand the gender equality context, formally included in the	EQUAL-IST team, ICT Department, HR Department	M16 - M36	EQUAL-IST team, ICT Department, HR Department	In progress. No change	In progress. No change	This activity involves redesign of the University's software and inclusion of data gathering in the administration tasks of HR manager. And it guarantees the sustainability of this action

European Union

				administration tasks						
Teaching and students services	Integration of gender issues into teaching	Challenge 6: Lack of gender culture and awareness about gender equality issues Goal 7: Raise awareness about gender equality issues, develop gender culture of academic staff and students	Action 13. Conduct information and awareness raising activities on gender equality issues for students and academic staff (Level of intervention: IS Department)	N° of awareness raising activities organized for teaching staff and students: 2 at the 1st iteration Basic gender equality concepts and terminology published in the Academia website	EQUAL-IST team, Youth Organization, Deputy Rector for organizational and educational work	M16 - M36	EQUAL-IST team, Youth Organization, Deputy Rector for Organizational and Educational work, external experts, premises	In progress. Changes of indicators	N° of awareness raising activities organized for teaching staff and students: 1 at the 2nd iteration Basic gender equality concepts and terminology published in the Academia website	Awareness raising activities ensure changing in mindset and thus affect the sustainability and support of the gender movement at the University in the future
			Action 14. Develop and disseminate printed and electronic awareness raising materials on gender equality (Level of intervention: IS Department)	N° of awareness raising materials developed and disseminated: 3 at the 1st iteration	EQUAL-IST team, Youth Organization, Trade Union Committee	M16 - M36	EQUAL-IST team, Youth Organization, Trade Union Committee, financial resources for printing	In progress. Changes of indicators	N° of awareness raising materials developed and disseminated: 2 at the 2nd iteration	The exhibition of the posters about women in IT is planned to be held regularly within the framework of the Open University events. The leaflets about gender equality in education and about women in IT are planned to share regularly within the framework

									of the University events and meetings
	Goal 8: Adopt a gender approach in specific teaching materials	Action 15. Perfom pilot anti-discriminatory expert assessment of teaching materials (Level of intervention: IS Department)	N° of experimental adoptions of anti-discriminatory expert assessment of teaching materials carried out: 3 at the 1st iteration	EQUAL-IST team, Methodological Department	M16 - M36	Anti-discrimination expert (a member of EQUAL-IST team), Methodological Department, academic staff of IS Department	In progress. Changes of indicators	N° of experimental adoptions of anti-discriminatory expert assessment of teaching materials carried out: 1 at the 2nd iteration	It is expected that Gender-sensitive language will be used regularly in teaching materials of IS Department
Contrasting gender segregation in studies choices	Challenge 7: Gender imbalance among students of computer sciences and economy sciences Goal 9: Improve gender balance among students of computer and economy sciences	Action 16. Conduct awareness raising events to spread information about women in IT industry and women's career opportunities in IT (Level of intervention: IS Department)	N° of events where female alumnae were invited: 2 at the 1st iteration N° of women in ICT invited as guest lecturers: 2 at the 1st iteration N° of events organized for primarymiddle school students:	EQUAL-IST team, IS Department	M16 - M36	EQUAL-IST team, IS Department, Department of Student Employment and Interaction with Business, Department of Youth Policy and Social Development guest lecturers and	In progress. Changes of indicators	N° of events where female alumnae invited: 1 at the 2nd iteration N° of women in ICT invited as guest lecturers: 1 at the 2nd iteration N° of events organized for primarymiddle school students:	Awareness raising activities ensure changing in mindset and thus affect the sustainability and support of the gender movement at the University in the future

				1 at the 1st iteration N° of events organized for students: 1 at the 1st iteration			alumnae, premises, financial resources for printing		1 at the 2nd iteration N° of events organized for students: 1 at the 2nd iteration	
				Action 17. Establish special nominations for women / female teams in existing IT championships and competitions (Level of intervention : IS Department)	N° of events where nominations for women / female teams were established: 2 at the 1st iteration	EQUAL-IST team, IS Department	M16 - M36	EQUAL-IST team, IS Department, prizes from sponsors	In progress. Changes of indicators	N° of events where nominations for women / female teams were established: 1 at the 2nd iteration	The nominations "IT Girls" for women / female teams in existing IT championships will become regularly. Since this competition involved children and students of different age groups, the impact on this activity will ensure a long lasting effect in the future
				Action 18. Perfom pilot anti-discriminatory expert assessment of marketing and advertising materials for IT Bachelor's and Master's programs (Level of	A person/office, with specific knowledge, assigned with the revisions task of gender balanced	EQUAL-IST team, IS Department	M17 - M24	Anti-discrimi nation expert (a member of EQUAL-IST team), IS Department	Comple ted	Complete d	It is expected that Gender-sensitive language will be used regularly in promotional and marketing materials and experience of IS Department

			intervention : IS Department)	represent ations					will be transferred to other departments
Institu tional Com muni- cation	**Challenge 8:** Gender insensitive communications **Goal 10:** Raise awareness about the value of gender sensitive/gender neutral communication		Action 19. Provide language and visual support for gender equality in the media content of the University (Level of intervention : University)	N° of seminars on "Gender in communic ation" for communic ation office members organized: 1 at the 1st iteration	EQUAL-IST team, Deputy Rector for organizatio nal and educationa l work, Marketing and Corporate Communic ation Departmen t	M16 - M36	EQUAL- IST team, premise s, Deputy Rector for organiza tional and educatio nal work, Marketi ng and Corpora te Commu nication Depart ment external experts,	In progres s. Change s of indicat ors	N° of seminars on "Gender in communic ation" for communic ation office members organized: 1 at the 2nd iteration	Seminars conducted in the frame of this action ensure changing in mindset and thus affect the sustainabilit y of the gender movement at the University in the future as well as language and visual support for gender equality in the media content of the University