



**DRIVE** DEVELOPING RESEARCH  
AND INNOVATION CAPACITIES IN ALBANIA AND KOSOVO

Co-funded by the  
Erasmus+ Programme  
of the European Union



Universiteti · University  
**FEHMI AGANI**  
GJAKOVË

# GENDER EQUALITY PLAN

## 2022-2026

Gjakovë, 2022

## INTRODUCTION

The Gender Equality Plan (GEP) is a fundamental action of the DRIVE Project “Developing Research and Innovation Capacities in Albania and Kosovo – DRIVE” granted under the Erasmus+. The Consortium is composed of 9 partners that represent the diversity of European as well as the diversity of Western Balkan social and cultural environments. It includes the following:

1. POLIS University
2. European University of Tirana
3. Polytechnic University of Tirana
4. University of Prishtina “Hasan Prishtina”
5. University of Gjakova “Fehmi Agani”
6. Universum College
7. Hamburg University of Technology, Germany
8. Politecnico di Milano, Italy
9. Aalborg University, Denmark

The general objective of the DRIVE project is to contribute to the development of the research and innovation capacities of HEIs in Albania and Kosovo by enhancing their institutional capabilities, staff skills and networking.

Specifically, the project intends to:

1. Enhance the teachers’ capacities and their methodologies so that they effectively equip the students (graduate level and beyond) with the skills to conduct independent research;
2. Enhance the mentors’ capacities to effectively guide the students in their research activity;
3. Enhance the research capacities of the academic and managerial staff through study visits and tailored trainings;
4. Strengthen the managerial capacities for research activities and innovation at the institutional level by setting or strengthening dedicated research and innovation support structures (RISS);
5. Promote research excellence and innovation by developing a network that eases the interdisciplinary and cooperation among local and international actors.

These objectives have been designed to directly address the needs identified in the proposal, namely:

- The need to improve the HEIs capacities for research and innovation;
- The need to foster the links and cooperation among the actors in the innovation ecosystem.

Respectively the first need corresponds to the specific objectives 1-4 which consist in developing the capacities for research of the target groups within the higher education institutions, whereas the specific objective 5 corresponds to the identified need to strengthen the cooperation among the higher education institutions as such with other entities such as businesses and local and international partners. The objectives also serve as a basis to identify the target groups that require capacity building actions. Therefore, the set of activities that contribute to capacity development such as trainings, study visits, new structures, development of guidelines, etc. are grouped into work-packages that focus respectively on the identified target groups within the institution. While in response to the second need, a network among researchers, institutions and other actors will be established at country and regional level.

DRIVE Project do support promoting career - development of both female and male researchers, particularly for women, who more often drop out (or interrupt/ abandon) their career; improving decision-making by addressing gender imbalances to meet new opportunities for excellence; incorporating the sex/ gender dimension variable in research, especially where it is traditionally not applied; ensuring diversification of views and methodologies in research and teaching; stimulating a gender aware culture change.

The University “Fehmi Agani” Gjakovë has supported the formulation of the GEP in the context of its adhesion to the Agenda 2030 issued by the United Nations, aimed to contribute to the achievement of a future Sustainable Development.

The GEP includes actions to reach the previous objectives and responds to the guidelines of the European Institute for Gender Equality (EIGE) as it aims to “identify and implement innovative strategies to promote cultural change and equal opportunities in Universities and Research Centers” (EIGE, <http://eige.europa.eu>).

The overall structure of the GEP has been elaborated with the other Drive project partners and is divided into five key areas:

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

## ACKNOWLEDGEMENT and DISCLAIMER

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## Relevant gender dimensions at UFAGJ

A number of indicators show that UGJFA has taken important steps to ensure gender balance in among the academic staff, administrative staff and among students. The gender composition among the academic staff is 55% men and 45% women<sup>1</sup>. The number of women compared to men is higher in the administration. Out of 25 employees in the administration, 15 are women, making it 60% of the administrative staff.

Women also dominate among students, making it up to 75% of the total number of students. This could be a reflection of the overall situation in Kosovo. The gender difference among students in bachelor and master studies in 2019 across all public universes in Kosovo was 57% women and 43% men<sup>2</sup>. However, gender balance is missing in managerial positions. For instance, the Steering Council of the university, which is the main governing authority of the university, is dominated by men – with 2 female and 5 male representatives (for two years ago it was 0 female and 7 man). The Council is composed of 7 members, of whom 3 are appointed by the Ministry of Education and Science and 4 are among the academic staff appointed from the university, are all men<sup>3</sup>. Only three out of a 13 members of the senate are women<sup>4</sup>. In addition to the rector, three out of four vice-rectors<sup>5</sup> (two years ago, it was only one female) are also woman and only one of three deans is a woman. However, the general secretary, two vice-deans and 3 heads of programs are women.

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<sup>1</sup> Strategic Plan 2021-2022

<sup>2</sup> [http://www.ins-tu-gap.org/documents/23239\\_Employment%20of%20women%202019.pdf](http://www.ins-tu-gap.org/documents/23239_Employment%20of%20women%202019.pdf)

<sup>3</sup> <https://uni-gjk.org/en/faqe/1/keshilli-drejtues>

<sup>4</sup> <https://uni-gjk.org/en/faqe/6/senati>

<sup>5</sup> <https://uni-gjk.org/en/faqe/9/prorektoret>

Key areas	Objectives	Measures	Direct Target	Indirect Target	Timeline					Who is in charge of this?	Indicators	Connection with SDGs Agenda 2030
					2022	2023	2024	2025	2026			
KA1 - The governance bodies, key actors and decision-makers	1.1 Promoting the creation of structures to support gender equality	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	Representatives of researchers/professors and technical and administrative staff, with know-how and interest in gender equality	Researchers and Professors, Technical and Administrative staff of the Departments with delegates	x	x	x	x	x	Rector, Human Resources (HR) Vice-Rector, Administrative Division Directors	Gender equality policy and structures	 <p>10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status 10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality</p>

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KA1 - The governance bodies, key actors and decision-makers	1.1. Promoting the creation of structures to support gender equality	Routine revision of any text, communication, images, from a gender equality and diversity standing point	Researchers/ professors and technical and administrative staff		x	x	x	x	x	Rector, Vice-Rector, Communication Unit	Gender sensitive language and images in institutional documents	 5.1 End all forms of discrimination against all women and girls everywhere
KA1 - The governance bodies, key actors and decision-makers	1.2. Promoting gender equality in the institutional 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 actors and decision-makers	Researchers/ professors and technical and administrative staff, students	x	x	x	x	x	Rector, Vice Rector, HR, Directors of Departments, ect	Provision of an annual gender report	

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KA1 - The governance bodies, key actors and decision-makers	1.2. Promoting gender equality in the institutional culture, processes and practice	Plan of regular GEP follow-up meetings with governance key actors and senior management (Vice-Rectors and Administrative Divisions Managers) to create ownership of the GEP, to strengthen the potential of the plan and to maximize its impact	Key actors and decision- makers, Departmental delegates	Researchers/ professors and technical and administrative staff, students	x	x	x	x	x	Rector, Vice Rectors HR, Directors of Administrative Divisions, Departmental delegates	Meetings for GEPs implementation	 5.1 End all forms of discrimination against all women and girls everywhere
KA1 - The governance bodies, key actors and decision-makers	1.3. Promoting gender equality in the individual culture, processes and practice	Promotion of initiatives to favor a widespread gender competence at all levels of the organization with provision of training to staff, teachers and researchers	Researchers/ professors and technical and administrative staff	Students	x	x	x	x	x	Rector, Vice Rectors HR, Directors of Administrative Divisions, Departmental delegates	Awareness training on gender sensitive issues	

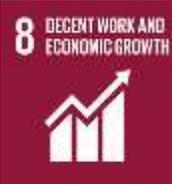
Key areas	Objectives	Measures	Direct Target	Indirect Target	Timeline					Who is in charge of this?	Indicators	Connection with SDGs Agenda 2030
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KA2 - Recruitment, career progression and retention	2.1. Promoting processes to favor and support gender-sensitive recruitment, career and appointments	Carrying out gender awareness initiatives, briefings or creating guidelines to be undersigned by recruitment and appointment Commission Members	Commission Members and administrative staff with supporting roles	Candidates		x	x	x	x	HR, Directors of Departments, Deans, Vice-Rectors, Rector	Positive actions in recruitment processes	 <p>5.5 Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision- making in political, economic and public life</p>
KA2 - Recruitment, career progression and retention	2.1. Promoting processes to favor and support gender-sensitive recruitment, career and appointments	Offer of Mentoring and Empowerment courses to improve visibility, self-confidence, negotiating and leadership skills, particularly dedicated to the underrepresented gender	Newly recruited staff, researchers and professors			x	x	x	x	HR, Directors of Departments, Deans, Vice-Rectors, Rector	Empowerment trainings for career progression  Trainings for leadership	 <p>5.1 End all forms of discrimination against all women and girls everywhere</p>

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KA2 - Recruitment, career progression and retention	2.1. Promoting processes to favour and support gender-sensitive recruitment, career and appointments	Sharing career good practices - role models for women (scientists, researchers and academics)	Newly recruited staff, researchers and professors	Students	x	x	x	x	x	HR, Directors of Departments, Deans, Vice-Rectors, Rector	<p>Initiatives for raising awareness on female role models</p> <p>Initiatives for raising awareness on gender diversity in research teams</p>	 <p>8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value</p>
KA2 - Recruitment, career progression and retention	2.1. Promoting processes to favor and support gender-sensitive recruitment, career and appointments	Introduction/ retention in the RPO's internal research evaluation procedure of the consideration of maternity and parental leave periods in order to reach a more equal assessment	Researchers and professors		x	x	x	x	x	HR, Directors of Departments, Deans, Vice-Rectors, Rector	Positive actions in research evaluation	

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KA2 - Recruitment, career progression and retention	2.1. Promoting processes to favor and support gender- sensitive recruitment, career and appointments	Promotion of campaigns within and outside the institution to make women's contribution to research and the gender diversity of research teams more visible	Researchers	Students		x	x	x	x	Rector, Vice-Rectors, Deans, HR, Directors of Departments	<p>Initiatives for raising awareness on female role models</p> <p>Initiatives for raising awareness on gender diversity in research teams</p>	 <p>5.1 End all forms of discrimination against all women and girls everywhere</p>

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KA3 – Work and personal life integration	3.1. Promoting integration of work with family and personal life	Availability of structured supports inside the organization for child-care, family-members with special needs, elder family-members, etc.	Researchers/ professors and technical and administrative staff	Families of researchers/ professors and technical and administrative staff	x	x	x	x	x	Rector, HR, Rector Delegate to Disability, Directors of Departments	Demand and supply of basic child care  Provision of services for work and personal life integration	 <p>8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value</p>

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KA3 – Work and personal life integration	3.1. Promoting integration of work with family and personal life	Feasibility plans for the creation of new welfare services, e.g. contract arrangements with service suppliers from family care duties and house chores to summer camp organization, to child-care in case of conference or congress	Researchers/ professors and technical and administrative staff	Families of researchers/ professors and technical and administrative staff	x	x	x	x	x	Rector, HR, Rector Delegate to Disability, Directors of Departments, Delegate of workers syndicate	Policies on work and personal life integration	 <p>8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value</p>
KA3 – Work and personal life integration	3.1. Promoting integration of work with family and personal life	Encouragement to men to take parental leaves	Researchers/ professors and technical and administrative staff	Families of researchers/ professors and technical and administrative staff	x	x	x	x	x	Rector, HR, Deans, Directors of Departments,	Standard procedure for parental leave	

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KA3 – Work and personal life integration	3.1. Promoting integration of work with family and personal life	Creation of guidelines 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 decision- makers (e.g. Departments Directors), researchers/ professors and technical and administrative staff			x	x	x	x	Rector, Vice-Rectors, Deans, Delegate to Workers Syndicate	Policies on work and personal life integration	 <p>8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value</p>
KA3 – Work and personal life integration	3.1. Promoting integration of work with family and personal life	Availability of flexible working times arrangements, from part-time to remote working	Researchers/ professors and technical and administrative staff	Families of researchers/ professors and technical and administrative staff		x	x	x	x	Rector, Vice-Rectors, Deans, Delegate to Workers Syndicate	Policies on work and personal life integration	

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KA4 - Researchers and research: gender equality and sex and gender perspective	4.1. Promoting a gender and sex perspective in Research processes	Monitoring of all data regarding Research disaggregated by gender: funding allocation, publications submission, excellence evaluation, patent applications	Key actors and decision- makers (e.g. Departments Directors	researchers/ professors	x	x	x	x	x	Rector, Vice Rectors, HR, Deans, Directors of Departments,	Provision of an annual RPO gender report	 <p>10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard</p>
KA4 - Researchers and research: gender equality and sex and gender perspective	4.1. Promoting a gender and sex perspective in Research processes	Development , communication and implementation of standards for the incorporation of the sex and gender variables into research	Researchers/ professors	Students and Scientific Community		x	x	x	x	Rector, Vice Rectors, HR, Deans, Directors of Departments,	Participation in training seminars on integrating sex/ gender analysis methods, by gender and field of research	Perception of the gender/ sex variables in research contents, by gender

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KA4 - Researchers and research: gender equality and sex and gender perspective	4.1. Promoting a gender and sex perspective in Research processes	Internal training seminars on the use of sex and gender perspective in research, to foster the acknowledgment of its economic, social and innovation value	Researchers/ professors	Students and Scientific Community	x	x	x	x	x	Rector, Vice Rectors, HR, Deans, Directors of Departments,	Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research	 <p>10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard</p>
KA4 - Researchers and research: gender equality and sex and gender perspective	4.1. Promoting a gender and sex perspective in Research processes	Introduction in the local calls of the integration of 'sex and gender' variables in research as a criterion for evaluation	Researchers/ professors	Students and Scientific Community		x	x	x	x	Research Office, Rector, Vice Rectors, HR, Deans, Directors of Departments,	Sex and/or gender analysis as requirements in internal calls	

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KA4 - Researchers and research: gender equality and sex and gender perspective	4.1. Promoting a gender and sex perspective in Research processes	Promotion of networking of multidisciplinary research groups interested in gender issues and diversity management	Researchers/ professors	Students and Scientific Community	x	x	x	x	x	Rector, Vice Rectors, HR, Deans, Directors of Departments,	6.4.4 Participation in training seminars on integrating sex/gender analysis methods, by gender and field of research	 <p>10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard</p>

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KA5 – Integration of sex and gender dimension in teaching curricula	5.1. Promoting the integration of a sex and gender perspective in teaching curricula	Availability of Guides and/or Workshops on the integration of gender equality and diversity issues in curriculum design, learning activities and/or program of study, as support for teaching staff	Professors and Teaching Staff	Students		x	x	x	x	Teaching staff	Training seminars or guidelines on integrating sex/gender in teaching curricula	 <p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p>
KA5 – Integration of sex and gender dimension in teaching curricula	5.1. Promoting the integration of a sex and gender perspective in teaching curricula	Development of introductory and advanced training tools/courses in all Schools/levels (BA, MA, PhD) on sex and gender variables	Professors and Teaching Staff	Students			x	x	x	Teaching staff	Courses on specific gender dimensions, per field of research	

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KA5 – Integration of sex and gender dimension in teaching curricula	5.1. Promoting the integration of a sex and gender perspective in teaching curricula	Specific courses available for students on gender equality and soft skills in their study curricula	Students							Teaching staff	Sex/ gender variables in teaching modules/ courses, per field of research	 <p>By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p>



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