

Gender Equality Plan of the UP 2021-2027

Introduction

The University of Primorska (hereinafter: UP) is a young university. Since its establishment in 2003, it has placed pedagogical and research excellence and cooperation with society and industry at the very core of its business. Youth, enthusiasm and high expectations of the regional society have allowed and at the same time required the university to be flexible, open and proactive, allowing it to grow and develop exceptionally quickly.

The transition to a mature period requires from the university an in-depth reflection on fundamental issues, which certainly include the organizational culture of all employees and students. The European Commission's initiative that requires each public higher education and research organization to provide a gender equality plan for applications for the new Horizon Europe Framework Programme has provided the opportunity for an in-depth analysis of the situation within the university.

This document, which focuses on gender equality, was produced from April to September 2021 in an interaction between the university's leadership, an expert group and UP faculties / institute. A broad debate and consensus on the substance guarantee that our equality plan will not remain a dead letter, but a living document that will be systematically implemented in all aspects of the university's functioning and for the benefit of the entire academic community. In its midst, UP builds and promotes interpersonal relationships based on the integration of diversity, since understanding and coexistence with the otherwise-minded are fundamental pillars of a critical (academic) community that respects human rights and has zero tolerance for discrimination and intolerance.

UP collected gender-segregated data to be monitored and included in the annual implementation review of the Mid-term Development Strategy of the UP 2021 – 2027 and in annual plans and reports of the UP.

The Gender Equality Plan contains 5 fundamental pillars, which are concretized in the Action Plan:

- **gender equality in recruitment, career progression and study,**
- **gender balance in leadership and decision-making,**
- **work, study and private life balance within the organizational culture,**
- **integration of the gender dimension into research and teaching content,**
- **measures to prevent gender-based violence, including sexual harassment**

and two horizontal pillars: equality governance and communication.

The plan is an official UP document adopted by the UP Senate and published on the university website. Training on the content will be organized for staff and leadership and concrete actions will follow. Discussions on equality, equal treatment and protection against discrimination will be encouraged.

Current situation

Environment: review of legislation and policies

Slovenia ranks very high in international comparisons of gender equality. According to the SDG Gender Index scale¹ published by the international organization Equal Measures 2030, Slovenia ranked sixth in 2019 among the 129 countries for best gender equality achievers globally. Slovenia is also ranked high, in 10th place among 189 countries, according to the United Nations Gender Inequality Index² (2020).

The good position of women in society in Slovenia stems from the regulations that favour women and was largely systemically established after the Second World War. Women have acquired new rights and opportunities and become increasingly independent, resulting in the high proportion of working women. In 2020, according to the Women's Employment Index³, Slovenia ranked third among OECD member states. Despite the appropriate legal regulation, society is still marked by the traditional division of gender roles, which is reflected in the unequal representation of genders in occupations, positions, social impact, etc.

[The Constitution of the Republic of Slovenia \(URS\)](#) states in its fourteenth Article that in the Republic of Slovenia everyone is guaranteed equal human rights and fundamental freedoms, irrespective of national origin, race, sex, language, religion, political, or other conviction, material standing, birth, education, social status, disability, or any other personal circumstance.

The field of protection and implementation of equality in the Republic of Slovenia is further governed by the general laws:

- [Protection Against Discrimination Act \(ZVarD\)](#)
- [Implementation of the Principle of Equal Treatment Act \(ZUNEO\)](#)
- [Equal Opportunities for Women and Men Act \(ZEMM\)](#)

The principles of equality are also included in other specific laws:

- [Employment Relationships Act \(ZDR-1\)](#)
- [Vocational Rehabilitation and Employment of Persons with Disabilities Act \(ZRZI\)](#)
- [Equalisation of Opportunities for Persons with Disabilities Act \(ZIMI\)](#)

In addition to the Advocate of the Principle of Equality, which is an independent state body, in Slovenia there are many other state and non-governmental institutions that support the principle of equality⁴. The line ministry for higher education has the Commission for Equal Opportunities in Science, which addresses issues of gender balance in science as well as other types of inequalities.

Equality regulation at the UP

The area of equality is largely governed by national legislation and regulations which the UP, being a public university, is obliged to respect and implement. The principles of equality, which are set out in the legal order at national level, are reflected in the basic acts of the UP (UP Statute, UP Code of Ethics, Mid-Term Development Strategy of the UP and others).

UP regulates specific issues in more detail by the following internal acts:

¹ <https://data.em2030.org/2019-sdg-gender-index/explore-the-2019-index-data/>

² <http://hdr.undp.org/en/content/gender-inequality-index-gii>

³ <https://www.pwc.com/si/sl/pwc-jev-indeks-zaposlenosti-ensk-2020--slovenija-na-tretjem-mest.html>

⁴ <http://www.zagovornik.si/en/useful-links/>

- Guidance on the Definition and Implementation of Activities Against Sexual and Other Harassment and Mobbing in the Workplace ([No 221-43/09 of 22.12.2009](#)) and amendments ([No 002-28/2020 of 23.10.2020](#))
- Rules on Students with Special Needs at UP ([No. 002-13/2019 of 22.11.2019](#))

UP also systematically allows employees and students to extend their maternity and parental leave rights and other rights in the employment relationship linked to parenthood (e.g. allowing part-time work, extending the period for taking leave, allowing reduction of working hours due to breastfeeding, extending habilitation and time limits for the fulfilment of students' obligations). Exercising these legal rights is ensured upon request of employed workers or students.

UP collected the currently available sexually segregated data and prepared an overview of the current situation, presented at the end of this document. An analysis of data on the representation of women and men at UP showed that:

- UP has a sexually balanced leadership and management structure,
- the positions of higher education teachers and associates and researchers are held evenly by men and women, while women strongly predominate in accompanying positions,
- there are more men in the highest pedagogical and research titles, while the proportion of women falls from the lower to the highest titles,
- the sexual structure of staff employed by pedagogic / research areas reflects the traditional gender roles division. A marked imbalance occurs in the fields of computer science and informatics and mathematics (more men) and linguistics, education and public health (more women),
- professional and administrative staff (pay group J) are predominantly women (81%), and women also occupy the majority (84%) of management posts in this pay group,
- more than three quarters of UP students are female,
- the fields of study with the greatest imbalance of students by gender are: information and communication technologies (more men) and educational sciences, teacher education and health and social security (more women),
- amongst students there are more women than men at all levels of study, but the proportion of women in the third level of the study (doctoral degree study) is lower than at the first and second level,
- absence from work due to childcare is much more common in women than in men,
- absence from work due to illness and injuries is more common in women.

Vision

UP is an inclusive academic community that provides equal opportunities for all stakeholders, regardless of their personal or social circumstances. In doing so, it contributes to building a just society based on creating well-being for individuals as well as the local and wider environment.

Mission and principles of equality

The mission of the UP in the field of equality is in line with the university's overall mission. Openness, acceptance of diversity and inclusiveness, equal opportunities and meritocracy are basic principles that underpin the achievement of the university's general objectives.

Influence

In addition to gender, UP's active equality policy affects the following areas as well:

- gender identity,
- cultural, ethnic origin and religious beliefs,
- disabilities, illnesses or disorders,
- age.

The equality policy addresses all employees (leadership, teaching staff and researchers, professional and other workers) and students. It also indirectly impacts the wider social environment.

Strategic objectives

The strategic objectives of the Gender Equality Plan of the UP are:

- to raise awareness on the importance of equality,
- to establish a system of indicator monitoring and feedback loops for equality measures,
- gender balance of employees and students by pedagogical / research areas,
- equal career progression opportunities,
- successful integration of sub-represented groups into the study / professional environment,
- rejuvenation of staff in leadership positions with emphasis on gender equality,
- working conditions tailored to the individual's needs that enable a successful work / study / private life balance,
- inclusion of gender dimensions in the set of learning objectives, where it is feasible,
- excellent science involving gender dimensions,
- safe working / study environment,
- better transparency and easier access to violence prevention instruments and assistance to victims at the university level,
- communication, reflecting an inclusive organizational climate,
- socially responsible engagement by spreading positive values into the wider society.

Management

Equality is integrated into all aspects of the operation and the performance of individual tasks. In accordance with the management structure and organization of work, each individual, service or body is obliged to align its functioning with the equality strategy and action plan and to constantly examine its functioning in terms of the principles of equality.

UP will appoint a Senior Advisor to the Rector for equality, who will be responsible for the coordination of implementation and the monitoring of the Gender Equality Plan at the UP level.

UP will appoint an Equality Advocate who will carry out the tasks of advising and assisting employees and students in cases of unequal treatment and make recommendations to management and staff regarding equality issues.

The action plan sets out the measures and institutions responsible for coordinating the implementation of each action.

The implementation of the Action Plan will be monitored once a year, as part of the UP annual report. Existing records will be upgraded to allow for the monitoring of sexually segregated data for employees and students, allowing monitoring of equality indicators. The equality situation will also be monitored through the annual survey on employee satisfaction. Based on the analysis of surveys and trends identified, existing and new equality measures will be able to complement existing ones in the future.

Action Plan

1. Gender equality in recruitment, career progression and study

Objectives:

- Gender balance of employees and students by pedagogical / research areas
- Equal career progression opportunities
- Successful integration of sub-represented groups into the study / professional environment

Area	Category	Measure	Action Code	Indicator	Responsible office	Resources	AP MTDS**
Gender	Employees	Promoting the recruitment of the under-represented gender in areas with a pronounced imbalance between genders*, whereby a decision in favour of the under-represented gender is only possible if competences of candidates are comparable or if the under-represented gender has better competences	1.1.	Number of employees by area and by sex Number of candidates registered for vacancies, by sex	Human Resources and Legal Office	No additional resources required	
Gender	Employees	Inclusion of the gender dimension in the selection decision of candidates in internal calls for co-financing activities in the field of human resources, research and pedagogical activities, for areas with marked gender imbalance*, whereby a decision in favour of the under-represented gender is only possible if competences of candidates are comparable or if the under-represented gender has better competences	1.2.	Number of recipients of funding from internal calls, by sex	Departments in charge of the preparation and custody of internal calls	Funds planned in the AP MTDS 2021-2027	1.6.2, 3.1.1
Gender	Employees	Establishment of a support group aimed at identifying barriers to career progression by gender and addressing these barriers	1.3.	Number of initiatives under consideration / initiated Number of support group meetings	UP Leadership	1.000 EUR / year	
Gender	Students	Use of gender inclusive messages (choice of inclusive language, image material, assessment and removal of any hidden biases and stereotypes) to promote and encourage the enrolment of students of the under-represented gender	1.4.	Number of students by area and gender	Sector for Education	No additional resources required	

Area	Category	Measure	Action Code	Indicator	Responsible office	Resources	AP MTDS**
Age, gender, disabilities, illnesses or disorders, cultural or ethnic origin	Employees, students	Incorporating the equality aspect into the support system for the integration of new employees and students in the UP	1.5.	Number of activities to facilitate the integration of new employees, with an emphasis on the equality aspect Number of students enrolled in career marketplace and Scholarship Fund, by sex, foreign students and students with disabilities	Human Resources And Legal Service, Career Center	Funds planned in the AP MTDS 2021-2027	15.3.1. 8.4.1.

*Areas with a pronounced imbalance of employed academic staff by gender (where on 31 May 2020 the ratio exceeds 60% / 40%): computer science and informatics (13% of women), mathematics (19% of women), linguistics (92% of women), education (86% of women), public health (79% of women).

** Action Plan of the Mid-Term Development Strategy of UP 2021-2027

2. Gender balance in leadership and decision-making

Objectives:

- Rejuvenation of staff in leadership positions with emphasis on gender equality

Area	Category	Measure	Action Code	Indicator	Responsible office	Resources	AP MTDS**
Age, gender	Employees	Inclusion of the gender dimension into succession planning to identify employees who show potential and ability to develop successful careers	2.1.	Structure of employees in leadership and separable positions, by age and gender	Sector for Educational Activities, Career Center	Funds planned in the AP MTDS 2021-2027	14.3., 14.4., 14.5.
Gender	Employees	Implementation of additional training by including content in the field of gender equality and developing the skills of researchers needed to move to more responsible functions at UP	2.2.	Number of participants in training	Career Center	Funds planned in the AP MTDS 2021-2027	14.3., 14.4., 14.5.

3. Work, study and private life balance within the organizational culture

Objectives:

- Working conditions tailored to the individual's needs that enable a successful work / study / private life balance
- Reduction of disproportion in absence from work, by gender

Area	Category	Measure	Action Code	Indicator	Responsible office	Resources	AP MTDS**
Gender	Employees	Forms of working time adjustments, spatial flexibility and work organization	3.1.	Number of employed parents and employees caring for the elderly in the immediate family by adjusting working time, the possibility of working remotely and substituting (by employee sex)	Human Resources and Legal office	No additional resources required	
Gender	Employees	Support for employees and their families going abroad for pedagogic or research work (e.g. helping to keep in touch with the field of work and trends after long absences, organizational support)	3.2.	Number of outgoing mobility, by sex	Sector for Internationalization	No additional resources required	
Gender	Employees	Inclusion in the system of establishment and external assessment of work-life balance measures	3.3.	Obtaining a Family Friendly Company Certificate	Human Resources and Legal Office	5.000 EUR for certification expenses throughout the period	
Gender, cultural and ethnicity	Employees, students	Multilingual kindergarten for children of employees and students, which will perform occasional holiday and afternoon care	3.4.	Number of employees' and students' children enrolled in multilingual kindergarten in form of holiday or afternoon childcare	UP Faculty of Education	Funds planned in the AP MTDS 2021-2027	13.1.2.
Gender, disabilities, illnesses or disorders	Students	Family and disabled students dwellings	3.5.	Number of family student dwellings and number of accommodations adapted to the needs of persons with disabilities	UP Student Housing	Funds planned in the AP MTDS 2021-2027	13.5.1.

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

Objectives:

- Inclusion of gender dimensions in the set of learning objectives and practices, where it is feasible
- Excellent science involving gender dimensions

Area	Category	Measure	Action Code	Indicator	Responsible office	Resources	AP MTDS**
Gender	Employees, students	Updates of curricula and pedagogical process by positioning the gender dimension where it is feasible (materials using a gender sensitive approach, working in sexually diverse groups, gender balance of visiting lecturers, use of gender sensitive approach in the pedagogical process)	4.1.	Number of study courses containing gender dimension themes	Study program promoters, Sector for Educational Activities	No additional resources required	
Gender	Employees, students	Inclusion of gender dimensions in all phases of basic and applied research, where it is feasible	4.2.	Number of researchers involved in trainings for integration of gender dimensions in research Number of surveys involving gender dimensions	Research promoters, Sector for Research, Development and Arts Activities	No additional resources required	

5. Measures to prevent gender-based violence, including sexual harassment

Objectives:

- Safe working / study environment
- Better transparency and easier access to violence prevention instruments and assistance to victims at university level

Area	Category	Measure	Action Code	Indicator	Responsible Office	Resources	AP MTDS**
Gender, gender identity	Employees, students	Update of internal legal acts, guidelines and recommendations to prevent gender-based violence	5.1.	Number of updated and new internal legal acts	Human Resources and Legal Office	No additional resources required	
Gender, gender identity	Employees, students	Establishment of a support group for victims of violence and covert sexual bias (including lawyers, psychologists, health professionals, etc.)	5.2.	Number of support staff with expressed interest (and relevant knowledge and competences in the field) to provide assistance within the support group	Equality Advocate	1.000 EUR / year	
Gender, age, cultural, ethnic origins and religious beliefs, disabilities, illnesses or disorders, gender identity, sexual orientation	Employees, students	Establishment of channels for anonymous reporting of disrespectful behaviour, abuse of position and harassment in the workplace and establishment of procedures for investigation and consequent action	5.3.	Number of initiatives / applications	Equality Advocate, leadership	No additional resources required	

6. Communicating equality

Objectives:

- Communication reflecting an inclusive organizational climate
- Socially responsible engagement by spreading positive values into the wider society

Area	Category	Measure	Action Code	Indicator	Responsible office	Resources	AP MTDS**
Gender	Employees, students, general public	Implementation of a consultation on gender roles and positions in academia	6.1.	Number of participants in the consultation	UP Faculty of Humanities	2.000 EUR / year	
Gender	Employees, general public	Promoting scientific excellence of women researchers through a special PR campaign and social media channels	6.2.	Number of posts Number of events in the “UP mixing space” on the topic of scientific excellence of women researchers	Communication Office, Sector for Research, Development and Arts Activities	Funds planned in the AP MTDS 2021-2027	1.5.1. 12.2.1.
Gender, cultural, ethnic origins and religious beliefs, disabilities, illnesses or disorders, gender identity, sexual orientation	Employees, students, general public	Awareness-raising, de-stereotyping and destigmatisation activities: International Day of Women and Girls in Science (11 February), Women's Day (8 March), International Day Against Homophobia, Transphobia and Biphobia (17 May), International Day for the Promotion of Cultural Diversity for Dialogue and Development (21 May), World Father's Day (18 June), World Mental Health Day (10 October), International Day of Persons with Disabilities (3 December)	6.3.	Number of awareness-raising activities carried out (events, informational material, statements...)	Communication Office	2.000 EUR / year	

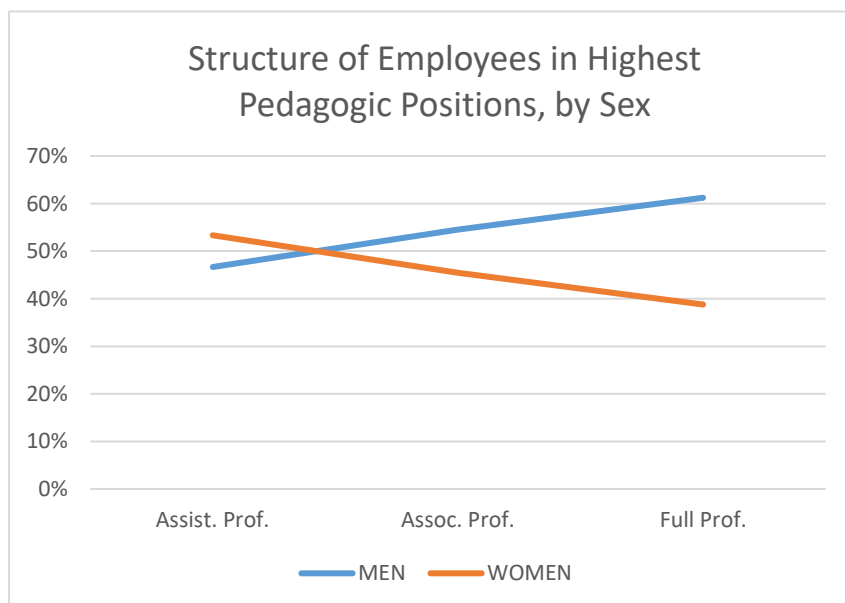
Gender structure at UP - Overview (Study/ academic year 2020/2021, 31st December 2020)

Leadership structure

The leadership structure of the UP is gender-balanced. Between the years 2014 and 2020 there were 448 nominations for senior work positions, among which gender was equally represented, with 228 men and 220 women. The University has had two male rectors and two female rectors. Faculties of the UP were headed by nine female deans and eight male deans and directors. Secretaries-General of the University were three females and two males while the Secretaries-General of the Faculties were exclusively women. During the period mentioned above, women held three vice-rector positions and 37 vice-dean positions, while men held seven vice-rector positions and 31 vice-dean positions. The university was represented in the senate by 30 female senators and 37 male senators, and the departments were headed by 59 females and 58 males.

Employees

The positions of higher education teachers, associates and researchers are held by 50% of women and 50% of men (data as of 31st December 2020). While the overall picture of the gender structure is balanced, some inequalities are observed (more than 40%/60%) among the highest pedagogical (Full Professor, Associate Professor, Assistant Professor) and research titles (Research Counsellor, Senior Research Associate, Research Associate). In both cases, the effect of “leaking pipeline” is noticeable, as the percentage of women in higher titles falls. Among all full professors, 35% are women, which is 11 percentage points above the EU average (European Commission, She figures 2018). The proportion of women among full professors is expected to be higher in the coming years, due to the relatively higher percentage of women in lower positions. Nevertheless, it is necessary to pay special attention to the system of career advancement of pedagogues and researchers.



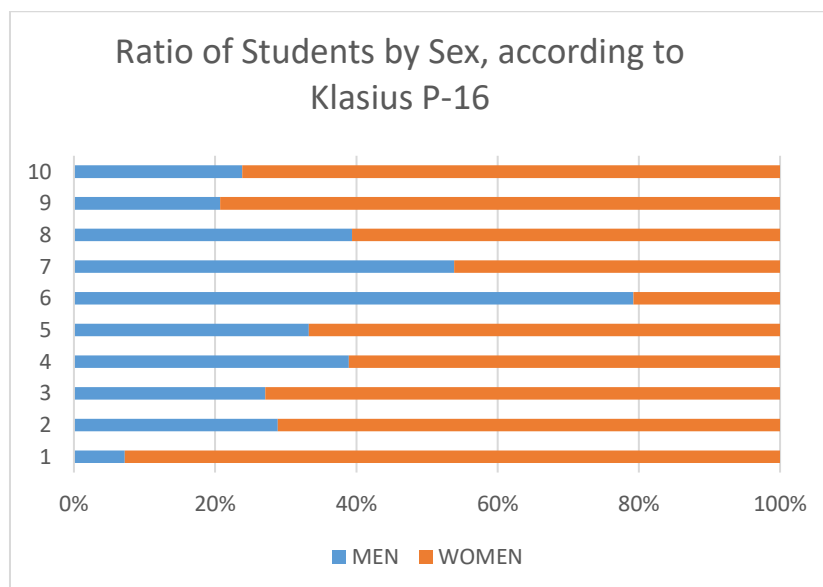
A detailed look at the distribution of men and women by the top three titles also shows the traditional division of occupations by gender. In the research/pedagogical fields where 90 % of academic staff work, the lowest percentage of women is in the field of computer science and informatics (13%) and mathematics (19%); on the other hand, they are highly represented in the field of

linguistics (92%), education and training (86%) and public health (79%). Therefore, as expected, the three highest positions in the field of mathematics are held by men (85%) and in the field of education and training by women (76%).

While the number of women and men is balanced in pedagogical and research job positions, the situation is different with accompanying job positions, where women represent a majority, that is 81% of remuneration group J. In remuneration brackets up to VII/1 there is no significant difference linked to salary grades of employees by age or sex (the possibility of career development is the same for both sexes), however, in the remuneration bracket VII/2, the average difference is 1.2 salary grade in favour of men.

Students

Among UP students, more than three quarters are female, with the ratio of male to female students being stable over the past 10 years. The number of male students has risen by 1 percentage point per year in the last three academic years, which can be attributed to the development of natural science and engineering study programs. Overall at the UP, there are more female students, except in the study fields of information and communication technologies (20% of female students), engineering, production technologies and construction (46% of female students). The study programs with the largest gender disparity in the main Klasius P-16 classification are Education (93% of women) and Health and welfare (79% of women). Study programs in these two categories are also the most numerous, as they educate 50% of all UP students.



Classification System of Education and Training KLASIUS P-16

1. Education
2. Arts and humanities
3. Social sciences, journalism and information
4. Business, administration and law
5. Natural sciences, mathematics and statistics
6. Information and Communication Technologies (ICTs)
7. Engineering, manufacturing and construction
8. Agriculture. Forestry, fisheries and veterinary
9. Health and welfare
10. Services

A review of the gender structure by study levels shows that in the study year 2020/2021 the share of female students from study level I (75%) to study level II increases (81%) but drops at study level III

(68%). The decrease in the share of female students is greatest in the studies of Natural sciences, mathematics and statistics (33 percentage points fewer female students study at level III than at level I) and in Health and welfare (by 24 percentage points between level III and level I); in the field of information and communication technologies the number of female students increases by 15 percentage points.

Since its establishment in 2003, 284 students have graduated in doctoral study programs at the UP, among them 164 female students, which represents 58%. The gender structure of the third cycle graduates reflects the traditional divisions of male and female occupations. In the field of Education, there were 84% female graduates, whereas only 34% females graduated in the field of Natural sciences, mathematics and statistics. In the field of Arts and Humanities, gender representation is 60 % versus 40% in favour of females but in the field of Health and welfare there is a reduction in female third cycle graduates, since 62% of the third cycle graduates are men. The situation is similar in the field of Tourism. The most gender-balanced share of the graduates in the third cycle is in the field of Management.

Collected data show that it is necessary to stimulate young people to decide for study programs that are not compliant with traditional divisions of male and female occupations. Furthermore, the “leaking pipeline” phenomenon is detected when we observe different study cycles, with the drop-out of female students at higher study levels / cycles, especially in the fields of Health, welfare and Tourism.

Professional and private life balance

According to data from 2020, women are 27 times more absent from work due to parenthood and child care than men but at the same time they work three times more overtime than their male counterparts. The workload of women in the work environment, on one hand, and caring for the family on the other results in a higher number of hours of sick leave (50% higher than men) and consequently in lower income. The data, as expected, reflect the division of gender roles in our society, where family care is still the primary role of women. But we can also observe that some women strive to develop a successful career, for example in working overtime and in the additional pedagogical obligation that they perform in greater numbers than men.

Integrating gender in teaching and research

The UP follows the gender balance of research groups which is also stipulated by research funders. Overview of the gender structure of research project and program leaders shows that male researchers predominate in the leadership of the research programs (74% male leaders); they also lead all adjusted research projects and international cooperation projects. Also, 56% of basic projects are led by male researchers. Female researchers dominate only in the leadership of targeted research projects (58%).

Horizon 2020 projects are led by slightly more men (66%) but financially larger and more demanding projects are dominated by women. It is important to point out that the largest project at the University, InnoRenew CoE, is led by a female researcher. The leadership of other research and development projects (Erasmus+, Structural Funds, DG Grants and other international projects) is more gender-balanced. Men are leaders of 55%, women of 45% of projects. Female researchers predominate in the leadership of the projects financed from Structural Funds (72%).

Until now the UP has not yet started to systematically introduce a gender-sensitive approach in research. But between 2016 and 2020, UP was involved in the Horizon 2020 project “Structural Transformation to Attain Responsible Biosciences” (STARBIOS 2), where the majority of researchers were women, and the project was also led by a woman. The project orientation was to achieve structural changes in research institutions through RRI (Responsible Research and Innovation) strategy.

One of the five RRI key topics was gender equality in the field of Biosciences. Focus on gender equality was raised at all organizational levels of two member institutions of the UP (UP IAM and UP FAMNIT), emphasizing the support of woman researchers through targeted activities. In collaboration with the University of Oxford, objective measures regarding gender bias in general were established by analysing the employment statistics within UP IAM and UP FAMNIT, the list of invited guest lecturers for the last 5 years and the list of past project leaders. Project activities were presented at many events, among others at the meeting with the European Institute for gender equality and to the Ministry of Education, Science and Sport of the Republic of Slovenia. The core project team participated in many consultations and networking events of institutions which promoted the importance of including the elements of gender equality in research and organization of scientific events. Project STARBIOS 2 was one of the first projects at the UP to address the gender dimension in research and laid the foundations for thinking and working in that direction. Previously, the DISCO project was implemented at the Faculty of Humanities (UP FHŠ), which focused on the position of women in archaeology and the future of women in archaeology within the archaeological labour market research. The work of female researchers at the UP continues with the project "Responsible Research and Innovation Grounding Practices in Biosciences" (RESBIOS) in collaboration with 9 partner institutions, among which are University Tor Vergata from Rome, University of Aarhus from Denmark and University of Zagreb. The project ends in 2022.

Currently, there is no comprehensive overview of how gender equality is implemented in the pedagogical process throughout the university, based on an insight into the practices of some faculties. Implicit practices that support gender equality must become explicit. However, there are several courses on gender that are already held at the Faculty of Humanities such as: Gender Studies, Anthropology of Kinship, etc.

Gender and mobility

At the UP until 2019, in the field of staff and student mobility, no records of mobility by gender were kept. For this period only the aggregated data is available, showing the total number of students or staff that participated in mobility by UP members. In the academic year 2019/2020, monitoring of staff and student mobility became more accurate and includes the gender/sex dimension. The following is a brief outline of mobility data for the 2019/2020 academic year, but the data are not representative due to the SARS-CoV-2 epidemic (COVID-19), which resulted in a significantly lower number of realized mobilities.

The data show that during their studies more female students participate in mobility (in the 2019/2020 academic year, 66% of female students and only 34% of male students took part in mobility). Incoming mobility was carried out within the CEEPUS program in the field of geography, and outgoing mobility was predominant in the field of natural sciences, where only female students were involved in mobility. Given the fact that there are more female students that study at the UP, the data is not surprising. But it is interesting that in the field of science and information technologies, where there are more male students, the mobility was mostly undertaken by female students.

When we look at the staff mobility the picture is exactly the opposite. In the academic year 2019/2020, 61% of male researchers and only 39% of female researchers participated in research mobility while 71% of higher education teachers and associates and 28% of female higher education teachers and associates participated in pedagogical mobility. Female pedagogues from the field of natural sciences and tourism are predominant. Bilateral scientific-research cooperation projects show a similar picture. Of the 49 bilateral scientific research cooperation projects that took place in 2020, 73% were led by male researchers.

University recognitions and awards

Since 2004, UP has been awarding recognised scientists with the title Honorary Doctor of Science. Out of 19 honorary doctors of science, only 3 women have received the title so far. Since 2009, the University has awarded 47 employees with prizes from the Scientific Excellence Fund and the Pedagogical Excellence Fund, with 60% of the recipients being men and 40% of the recipients being women. Given the balanced representation of women and men in research and teaching positions, this means that women are underrepresented in the awards. At the national level, the national science awards (Zois Award and recognition) are dominated by men. Furthermore, out of a total of 31 recipients receiving the highest lifetime achievement award there were only four female scientists.

All presented data from the analysis of the current situation will be used to adjust activities and plan measures to achieve the above to ensure gender equality at UP.

Done at Koper, on September 15, 2021



Prof. Klavdija Kutnar, PhD
Rector of the University of Primorska

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