

Unofficial translation

## Gender Equality Plan of the UP 2026-2030

### Introduction

The University of Primorska (UP) is a young institution that, since its establishment in 2003, has placed pedagogical and research excellence and cooperation with the environment at the core of its activities. Its growth has been based on flexibility, openness, and responsiveness to the needs of society. Entering a more mature phase of operation requires an in-depth reflection on fundamental issues, among which organizational culture is key. The first Gender Equality Plan (GEP UP 2021–2027) was prepared in 2021 at the initiative of the European Commission, which requires such a plan for applications to the Horizon Europe programme.

During the implementation of GEP UP 2021–2027, UP carried out a series of activities and adapted its operations at organizational and content levels. Special emphasis was placed on raising awareness of equal opportunities, improving gender representation monitoring, training in the field of equality, and integrating these principles into everyday work, research, education, and decision-making. To effectively monitor indicators, UP adapted its system for collecting gender-disaggregated data, ensuring a comprehensive and sustainable approach to tracking progress in gender equality and enabling timely adjustments of measures based on findings and emerging needs.

UP has adapted its system for collecting and processing gender-disaggregated data to effectively monitor the indicators of the GEP UP 2021–2027. These data are included in annual monitoring within the framework of the annual report and other reporting, such as reporting under the HR Strategy for Researchers at UP and reporting for stable financing of scientific and research work, as well as monitoring the implementation of the Mid-Term Development Strategy (SRS UP). This ensures a comprehensive and sustainable approach to tracking progress in gender equality and supports the university's strategic objectives in education, research, human resource development, and institutional excellence.

Between 2023 and 2025, UP participated in the international EU-funded project AGRIGEP<sup>1</sup>, which served as the main driver for the development of the new Gender Equality Plan. The project strengthened knowledge, encouraged innovative practices, and provided an opportunity for a thorough reflection on existing approaches to gender equality. External evaluations and expert support offered valuable insights, contributing significantly to the creation of an upgraded and more comprehensive plan that systematically embeds gender equality as a core value in the academic and research environment. In addition to content development, AGRIGEP enabled the strengthening of institutional capacities and the establishment of connections for benchmarking good practices at the European level.

UP is a member of the European university alliance Transform4Europe (T4EU), within which joint strategies and initiatives on gender equality are actively developed. The content of the new GEP 2026–2030 reflects UP's active engagement within T4EU. The Gender Equality Plan is a living document, systematically implemented in all aspects of the university's operations. UP promotes inclusive

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<sup>1</sup> Assessment and implementation of Agriculture and Life Science Universities' first Gender Equality Plans in widening countries; Horizon Europe WIDERA, 1.1.2023-31.12.2025; <https://cordis.europa.eu/project/id/101094158>

interpersonal relationships based on respect for diversity, human rights, and zero tolerance for discrimination and intolerance.

The Gender Equality Plan consists of five fundamental pillars, detailed 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 Senate and published on the university website. Training on its content and specific measures will be organized for various target groups within the university, including support staff, researchers, teaching staff, and leadership. Open discussions on ensuring equal treatment and protection against all forms of discrimination will be encouraged, aiming to strengthen a culture of respect, inclusion, and safety for all members of the academic community.

## Current Situation

### Environment: review of legislation and policies

Slovenia maintains a strong position in international comparisons of gender equality. According to the latest data for 2024, it ranks tenth among 139 countries on the SDG Gender Index published by Equal Measures 2030<sup>2</sup>, with an overall score of 85.3 points, slightly below Switzerland (90.1 points). Within the European Union, Slovenia ranks 12th on the Gender Equality Index 2024, with a score of 70.1 points, which is 0.9 points below the EU average of 71.0<sup>3</sup>.

Despite this, Slovenia still faces challenges. In 2024, women held 37.8% of parliamentary seats. Women also continue to perform the majority of unpaid care work, spending 20.6% of their time on such tasks compared to 11.1% for men<sup>4</sup>. Despite appropriate legal regulation, society remains marked by the traditional division of gender roles, reflected in unequal representation of genders in professions, positions, and social influence. The favorable position of women in Slovenian society stems from legislation supportive of women, largely established systemically after World War II. Women gained new rights and opportunities and became increasingly independent, resulting in a high proportion of employed women. In 2023, Slovenia ranked third among OECD member states according to the Women's Employment Index<sup>5</sup>.

[The Constitution of the Republic of Slovenia](#), in its Article 14, stipulates that in the Republic of Slovenia everyone is guaranteed equal human rights and fundamental freedoms, regardless of nationality, race, sex, language, religion, political or other conviction, material status, birth, education, social status, disability, or any other personal circumstance.

The field of equality protection and implementation in Slovenia is further regulated by general laws:

- [Protection Against Discrimination Act \(ZVarD\)](#)

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<sup>2</sup> [https://equalmeasures2030.org/wp-content/uploads/2024/09/EM2030\\_2024\\_SDG\\_Gender\\_Index\\_EN\\_digital.pdf?utm\\_source=chatgpt.com](https://equalmeasures2030.org/wp-content/uploads/2024/09/EM2030_2024_SDG_Gender_Index_EN_digital.pdf?utm_source=chatgpt.com)

<sup>3</sup> [https://eige.europa.eu/modules/custom/eige\\_gei/app/content/downloads/factsheets/SI\\_2024\\_factsheet.pdf](https://eige.europa.eu/modules/custom/eige_gei/app/content/downloads/factsheets/SI_2024_factsheet.pdf)

<sup>4</sup> <https://data.unwomen.org/country/slovenia>

<sup>5</sup> <https://www.oecd.org/en/data/datasets/oecd-employment-database.html>

- [Equal Opportunities for Women and Men Act \(ZEMŽM\)](#)

Equality principles are also embedded in other sectoral laws:

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

The Higher Education Act (ZViS-1) adopted in 2025 stipulates that higher education institutions must ensure equal treatment of all students and employees, regardless of gender, and create an environment that respects gender equality and prevents any form of discrimination. This law clearly defines the obligation of higher education institutions to promote an inclusive, fair, and safe academic environment where everyone has equal opportunities for education, career, and professional development.

In addition to the Advocate of the Principle of Equality<sup>6</sup>, an independent state body, Slovenia has many other governmental and non-governmental institutions supporting equality. The line ministry for higher education hosts the Commission for Equal Opportunities in Science, which focuses on promoting gender equality in science, particularly in research careers, decision-making, and advancement. The Commission addresses inequalities such as the underrepresentation of women in senior academic and research positions and their limited influence on shaping scientific policy.

### Equality regulation at UP

The area of equality is largely governed by national legislation and regulations, which UP, as a public university, is obliged to respect and implement. The principles of equality embedded in the national legal framework are reflected in UP's fundamental acts (Statute, Code of Ethics, Mid-Term Development Strategy, and others).

The Senate of UP adopted the first Gender Equality Plan (GEP UP 2021–2027) on 15 September 2021. In 2024, based on implementation data, a detailed review of measures was carried out. On this basis, the Senate adopted an update on 23 May 2024 to improve implementation and alignment with

UP further regulates specific issues through internal acts, such as:

- [Strategy for integrating flexible forms of learning and teaching into the study process 2023–2027 \(od 19.4.2023\)](#)
- [Strategy for inclusion and diversity in mobility programmes until 2027 \(of 20.12.2023\)](#)
- [Integrity Plan of UP](#) (no. 002-43/25 of 4.12.2025)
- [Rules for establishing internal reporting channels](#) (no. 002-1/25 of 14.2.2025)
- [Guidelines on defining and implementing activities against sexual and other harassment and mobbing in the workplace](#) (no. 221-43/09 of 22.12.2009) with amendments (št. 002-28/2020 z dne 23.10.2020)
- [Rules on students with special needs at UP](#) (no. 002-13/2019 of 22.11.2019)
- [Rules for granting the status of a candidate with special needs for enrolment in undergraduate study programmes of the UP](#) (no. 002-4/24 of 5.2.2024)
- [Plan for ensuring the right of deaf persons to use Slovenian sign language and follow the study process 2025–2028](#) (no. 002-18/25 of 27. 6. 2025)
- [Tutor System Rules at UP](#) (no. 002-4/22 of 23.3.2022)

<sup>6</sup> <http://www.zagovornik.si/sodelovanje/>

- UP Code of Ethics (of 16.11.2011)

UP systematically enables employees and students to extend maternity and parental leave rights and other employment-related rights linked to parenthood (e.g., part-time work, extended leave periods, reduced working hours for breastfeeding, extended habilitation deadlines, and extended deadlines for fulfilling student obligations). Exercising these legal rights is ensured upon request.

### Previous activities for gender equality

In addition to implementing measures under GEP UP 2021–2027, UP developed and adapted a range of supportive activities that strengthen the plan’s implementation at organizational and content levels. UP upgraded its system for collecting and processing gender-disaggregated data across multiple areas to monitor gender equality indicators. These data are included in annual reports and other strategic reporting, such as the HR Strategy for Researchers (including OTM-R indicators), reporting for stable financing of research activities, and monitoring of the Mid-Term Development Strategy (SRS UP).

To better understand the situation and detect potential inequalities, the employee satisfaction survey was adapted to provide annual data on various aspects of gender equality, including perceptions of discrimination, organizational climate, and work-life balance. For sustainable monitoring and improvement, GEP implementation was integrated into UP’s annual quality assurance cycle, enabling systematic inclusion of gender equality aspects at all levels of institutional functioning.

Based on gender-disaggregated data, UP prepared an analysis of the current situation, presented at the end of this document. The analysis showed:

- UP has a gender-balanced leadership and management structure.
- Academic positions (teachers, associates, researchers) are evenly occupied by men and women, while women strongly predominate in administrative staff.
- Men hold most of the highest academic and research titles, with the proportion of women decreasing along the academic career ladder.
- Nevertheless, the share of full female professors at UP exceeds both Slovenian and European averages.
- Among students, women represent more than three-quarters of the population, especially in education and health fields, while the lowest share of women is in ICT.
- The proportion of female students decreases at higher study levels, indicating the presence of “leaky pipeline” phenomena in the study process.
- Data on parental leave and absences due to childcare show significant gender differences, with women taking leave far more often than men.
- Differences also appear in research project leadership, with men predominating in some types of projects and women in others.
- Female students participate in mobility more often than male students, reflecting the overall gender structure of UP students.
- Among employees, mobility is slightly more frequent among women within Europe, while men participate more in mobility outside Europe.

## Project AGRIGEP

AGRIGEP (Assessment and Implementation of Agriculture and Life Science Universities' first Gender Equality Plans in widening countries) is an international project funded under Horizon Europe, addressing gender equality in higher education institutions and research centers, with a focus on the agri-food sector. In cooperation with partner organizations, including UP, the project involved assessment of the current situation, capacity building, exchange of good practices, and development and implementation of sector-specific gender equality plans.

UP actively participated in all key activities of the AGRIGEP project. This cooperation enabled the identification of specific challenges within its academic and research environment, access to expert knowledge and international networks, and strengthening of institutional capacities for sustainable transformation. The project served as the main driver for preparing the new Gender Equality Plan of UP, as experiences, evaluations, and recommendations obtained through AGRIGEP were integrated into the process. This contributed to more targeted, sector-relevant, and effective measures that systematically embed gender equality as a fundamental value in the academic and research environment.

## Transform4Europe Alliance

UP is a member of the European university alliance Transform4Europe<sup>7</sup> (T4EU), which is based on shared European values and committed to promoting diversity, inclusion, and respect for human rights. The alliance aims to become an integrated European university where mobility, interdisciplinarity, and inclusiveness are core values. Special attention is given to education and training for knowledge connected to regional environments, promoting equality, and building an inclusive academic community with a broader social impact. A key role is played by the transfer of good practices among partner universities, based on cooperation, mutual learning, and joint development of innovative solutions for societal challenges.

Within the alliance, the T4EU Diversity Strategy was developed, defining three key axes: discrimination, gender equality, and disability. Each axis includes specific objectives and measures to foster an inclusive academic community, such as ensuring equal opportunities, removing physical and digital barriers, and integrating diverse perspectives into research, teaching, and administrative activities of all alliance members. The commitments set out in this strategy were also considered in the preparation of the new Gender Equality Plan of UP.

## 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 fair society based on creating well-being for individuals as well as the local and wider environment.

## Mission and principles of equality

The mission of UP in the field of equality is aligned 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.

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<sup>7</sup> <https://transform4europe.eu/>

## Influence

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

- 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 staff) and students. It also indirectly impacts the wider social environment.

## Strategic objectives

The strategic objectives of the Gender Equality Plan of 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 field,
- equal career progression opportunities,
- successful integration of underrepresented groups into the study/professional environment,
- rejuvenation of staff in leadership positions with emphasis on gender equality,
- working conditions tailored to individual needs that enable a successful work/study/private life balance,
- inclusion of gender dimensions in the set of learning objectives, where 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

Gender equality is integrated into all aspects of UP's operations, including 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 gender equality strategy and action plan and to regularly review its activities in terms of equality principles.

The Gender Equality Action Plan defines specific measures, responsible offices, and resources for their implementation, ensuring coordination and monitoring of progress. Implementation will be monitored once a year as part of UP's annual report. Existing records will be upgraded to allow monitoring of gender-disaggregated data for employees and students, enabling precise tracking of equality indicators.

The equality situation will also be monitored through the annual employee satisfaction survey. Based on the analysis of survey results and identified trends, existing measures will be complemented and new measures introduced to further promote equality in the academic environment.

GEP is implemented, among other things, in connection with the Integrity Plan of the University of Primorska (NI UP). The measures under NES complement the integrity system and are carried out in accordance with the applicable internal regulations. Measures to prevent discrimination, monitor the transparency of procedures, and manage conflicts of interest are implemented in line with the measures set out in NI UP. In cases where risks of unethical conduct or corruption are identified, the procedures from NI apply, including the obligation to report and to withdraw from decision-making.

The plan is embedded in UP's broader governance framework. The Rector and the Senate ensure strategic oversight, while the Management Board allocates necessary resources. Implementation of the Gender Equality Plan 2026–2030 is supervised by the Gender Equality Working Group, supported at the member level by Gender Equality Coordinators. Specific parts of the plan are implemented by responsible services, sectors, or organizational units.

### Gender Equality Working Group

The key body for implementing the Gender Equality Plan is the Gender Equality Working Group – a multidisciplinary body established as a working body of the Senate of the UP. Its tasks include coordinating the implementation of measures, providing support and advice to leadership, monitoring progress, and overseeing the execution of activities defined in the plan. The group includes representatives of academic staff, administrative and technical staff, HR services, the research office, the student body, and gender equality coordinators at the members level. Both genders are represented in the group, ensuring diversity of perspectives and a balanced approach to addressing gender equality.

The group meets regularly and reports directly to the Rector and the Senate on progress, challenges, and proposed adjustments. In addition to coordinating implementation across members and departments, the group is responsible for monitoring equality-related activities, collecting and analyzing gender-disaggregated data, preparing annual progress reports, supporting external communication, and strengthening the visibility of equality initiatives. It also evaluates the impact of awareness campaigns, training activities, and policy changes related to gender equality.

### Gender Equality Coordinators at the Member Level

Each UP member appoints a Gender Equality Coordinator, who acts as a liaison between the central working group and the faculty community. Their tasks include coordination, documentation, stakeholder engagement, and reporting. Coordinators play a key role in localizing the GEP, ensuring that the specific needs and challenges of individual members are addressed through targeted measures.

Responsibilities of coordinators include promoting implementation of the GEP at the member level, organizing local training and awareness-raising events, facilitating data collection, representing the member's position at meetings of the Gender Equality Working Group .

This decentralized model ensures that the Gender Equality Plan is not limited to central administration but becomes part of everyday academic and administrative practice.

## Akcijski načrt Action Plan

### 1. Gender equality in recruitment, career progression and study

#### Objectives:

- Gender balance of employees and students by pedagogical/research field
- Equal career progression opportunities
- Successful integration of underrepresented groups into the study/professional environment
- Establishment of systems for monitoring, analysis and updating

Area	Category	Measure	Action Code	Indicator	Responsible Office	Resources	**AN SRS / AN HRS4R / T4EU DS
Gender	Employees	Promoting the recruitment of the underrepresented gender in fields with pronounced gender imbalance*, whereby a decision in favour of the underrepresented gender is only possible if candidates' competences are comparable or if the underrepresented gender has better competences	1.1.	Number of employees by field and sex  Number of candidates applying for vacancies by sex	Human Resources and Legal Office	No additional resources required	AN HRS4R 4, 19
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 fields 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	Offices responsible for preparation and custody of internal calls	Funds planned in AN SRS 2025–2030	AN SRS 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	Employees	Establishment of a system for regular monitoring of appointments to academic titles by gender to ensure transparency and equal opportunities	1.4.	Number of appointments to titles by sex	Human Resources and Legal Office	No additional resources required	
Gender	Students	Use of gender-inclusive messages (choice of inclusive language, image material, assessment and removal of hidden biases and stereotypes) to	1.5.	Number of students by field and sex	Department for education	No additional resources required	

		promote and encourage enrolment of students of the underrepresented gender					
Gender	Students, graduates	System for regular monitoring of student performance data disaggregated by gender	1.6.	Progression to the next year by sex  Average duration of study by sex  Number of PhD graduates by field and sex  Number of recipients of the Srečko Kosovel Award by gender	Department for education	No additional resources required	
Gender	Employees	Establishment of a support service aimed at career development and promoting gender equality	1.7	Establishment of career development support service	Department for Research, Development and Arts Activities; Human Resources and Legal Office		AN SRS 4.2.1.
Age, gender, disabilities, illnesses or disorders, cultural or ethnic origin	Zaposleni, študenti Employees, students	Incorporating the equality aspect into the support system for the integration of new employees and students at UP	1.8.	Number of activities to facilitate integration of new employees and students with emphasis on equality  Number of student tutors, including international students  Number of students included in Scholarship Fund by gender and international status	Human Resources and Legal Office; Career Centre	Funds planned in AN SRS 2025–2030	AN SRS 15.3.1. 13.5.1. 13.1.2. 8.4.1. 14.4.1  AN HRS4R 5, 6, 8  T4EU DS os 3

\* Fields with pronounced gender imbalance among academic staff (where on 31 December 2024 the ratio exceeds 60%/40%): educational sciences and teacher education (81% women), arts and humanities (68% women), social sciences, journalism and information (66% women), information and communication technologies (13% women), engineering, manufacturing technologies and construction (28% women), health and welfare (72% women). Data are updated annually.

\*\* AN SRS – Action Plan of the Mid-Term Development Strategy of UP 2025–2030; AN HRS4R – Action Plan of the HR Strategy for Researchers; T4EU DS – Transform4Europe Diversity Strategy

## 2. Gender balance in leadership and decision-making

### Objectives:

- Rejuvenation of staff in leadership positions with emphasis on gender equality
- Establishment of an institutional framework for coordination and implementation of the Gender Equality Plan

Area	Category	Measure	Action Code	Indicator	Responsible Office	Resources	**AN SRS / AN HRS4R / T4EU DS
Age, gender	Employees	Succession planning to identify employees showing potential and ability for career development, including the gender dimension	2.1.	Structure of employees in leadership and decision-making positions by age and gender	Leadership of members	Funds planned in AN SRS 2025–2030	AN SRS 14.1., 14.2. 14.3., 14.4.  AN HRS4R 10
Gender	Employees	Implementation of additional activities (training, guidelines, etc.) including gender equality content and development of skills needed for researchers to transition to higher roles	2.2.	Number of activities including gender equality content;	Career Centre, Department for Research, Development and Arts	Funds planned in AN SRS 2025–2030	AN SRS 14.1., 14.2. 14.3., 14.4.  AN HRS4R 8 , 15, 20
Gender	Employees, students	Appointment of the Gender Equality Working Group as a Senate body in the new term and establishment of a system of gender equality coordinators at member level	2.3.	Establishment of the working group  Appointment and functioning of coordinators at each member institution	UP Leadership and member institutions	No additional resources required	

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

Objectives:

- Working conditions tailored to individual's needs that enable successful work /study / private life balance
- Enhancement of a supportive environment that encourages inclusion of all employees and students and builds an inclusive university community
- Support for employees before, during and after longer and shorter absences

Area	Category	Measure	Action Code	Indicator	Responsible Office	Resources	**AN SRS / AN HRS4R / T4EU DS
Gender	Employees	Flexible working arrangements (adjustments to working hours, spatial flexibility and work organization)	3.1.	Number of employed parents and employees caring for elderly family members with adjusted working hours, remote work option (by employee sex)	Human Resources and Legal Office	No additional resources required	
Gender	Employees	Support for employees and their families going abroad for teaching or research work (e.g., assistance in maintaining contact with work area and trends after long absence, organizational support)	3.2.	Number of outgoing mobilities by gender	Department for Internationalization	No additional resources required	AN HRS4R 8
Gender	Employees	Inclusion in the system for establishing and external assessment of measures for work-life balance	3.3.	Obtaining the Family-Friendly Company certificate	Human Resources and Legal Office	5.000 EUR for certification expenses through the period	
Gender, cultural and ethnic origins	Employees, students	Organization of childcare for participants of international events at UP	3.4.	Number of events providing childcare	Career Centre	Funds planned in AN SRS 2025–2030	AN SRS 13.1.2 AN HRS4R 6
Gender, disabilities, illnesses or disorders	Students	Family and disability student housing	3.5.	Number of family student apartments and number of accommodations adapted to the needs of persons with disabilities	UP Student Housing	Funds planned in AN SRS 2025–2030	AN SRS 13.5.1.

Gender, disabilities, illnesses or disorders	Employees	Establish support structures for employees returning after long absences to facilitate reintegration and effective inclusion in work processes	3.6.	Recommendations by HR Office for supporting employees returning after long absence, including discussion with supervisors and temporary adjustments	Human Resources and Legal Office		
Age, gender, disabilities, illnesses or disorders cultural and ethnic origins	Students, Employees, Public	Ensure minimum accessibility at UP-organized events (physical adjustments, sign language interpreter presence, special dietary requirements, etc.)	3.7.	UP Event organization manual providing option to report special needs or restrictions	Communication Office	Funds planned in AN SRS 2025–2030	AN SRS 11.1.2 T4EU DS os 3

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

Objectives:

- Inclusion of the gender dimension in the set of learning objectives and practices, where relevant
- Excellent science that integrates gender dimensions

Area	Category	Measure	Action Code	Indicator	Responsible Office	Resources	**AN SRS / AN HRS4R / T4EU DS
Gender	Employees, students	Updates of curricula and teaching processes by integrating the gender dimension where relevant (materials using gender-sensitive approach, mixed-gender group work, gender balance among guest lecturers, gender-sensitive approach in teaching)	4.1.	Number of new or updated courses c gender dimension themes	Programme coordinators, Department for education	No additional resources required	
Gender	Employees, students	Integration of the gender dimension into all phases of basic and applied research where relevant	4.2.	Number of researchers involved in trainings for integration of gender dimensions in research  Number of research projects including gender dimension	Research leaders, Department for Research, Development and Arts	No additional resources required	AN HRS4R 15  T4EU DS os 2

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

### Objectives:

- Safe working/study environment
- Better transparency and easier access to instruments for preventing violence and providing assistance to victims at the university level

Area	Category	Measure	Action Code	Indicator	Responsible Office	Resources	**AN SRS / AN HRS4R / T4EU DS
Gender, gender identity	Employees, students	Update of internal legal bases, guidelines and recommendations for preventing gender-based violence	5.1.	Number of updated and new internal legal acts	Human Resources and Legal Office	No additional resources required	
Gender, age, cultural, ethnic and religious affiliation, disability, illness or disorder, gender identity, sexual orientation	Employees, students	Provision of free psychological support for students and employees	5.2.	Number of individuals included in psychological support system  Number of trained counselors	Career Centre	1,000/year and planned in AN SRS 2025–2030	AN SRS 13.2.1
Gender, age, cultural, ethnic and religious affiliation, disability, illness or disorder, gender identity, sexual orientation	Employees, students	Operation of mechanisms for reporting disrespectful behavior, abuse of position and harassment at UP; investigation procedures and follow-up actions; functioning of the confidential advisor	5.3.	Number of initiatives/reports	Relevant commissions, confidential advisor, leadership	No additional resources required	
Gender	Employees, students	Clear and easily accessible presentation of procedures for reporting sexual violence and harassment	5.4.	Established and regularly updated presentation on the university website	Human Resources and Legal Office	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	**AN SRS / AN HRS4R / T4EU DS
Gender	Employees, students, public	Organization of a symposium on the role and position of genders in the academic environment	6.1.	Number of participants at the consultation	UP Faculty of Humanities	2.000 EUR / year	
Gender	Employees, public	Promotion of scientific excellence of female researchers through a dedicated PR campaign and social media channels	6.1.	Number of published posts	Communication Office	Funds planned in AN SRS 2025–2030	AN SRS 1.5.1.
Gender, cultural, ethnic and religious affiliation, disability, illness or disorder, gender identity, sexual orientation	Employees, students, general public	Awareness-raising, de-stereotyping and de-stigmatization activities, e.g.: International Day of Women and Girls in Science (Feb 11), Women's Day (Mar 8), IDAHOT (May 17), World Day for Cultural Diversity (May 21), Father's Day (Jun 18), World Mental Health Day (Oct 10), International Day of Persons with Disabilities (Dec 3)	6.3.	Number of awareness-raising activities (events, materials, statements)	Communication Office	2.000 EUR / year	T4EU DS os 1
Gender	Employees, students, general public	Establishment of a publicly accessible presentation of gender-disaggregated data	6.4.	Launch of a dedicated webpage presenting data	Gender Equality Coordinator	No additional resources required	

# Gender Structure at UP – Overview (31 December 2024, academic year 2024/2025)

## Leadership Structure

Since the establishment of the University of Primorska in 2003, the leadership structure has been relatively gender-balanced. The university has so far been led by two male rectors and two female rectors, with an equal distribution of mandates (three terms for male rectors and three for female rectors). UP members have had a total of 47 leadership mandates (deans or directors), of which 24 were held by men and 23 by women. All members have had both a male and a female leader in their history.

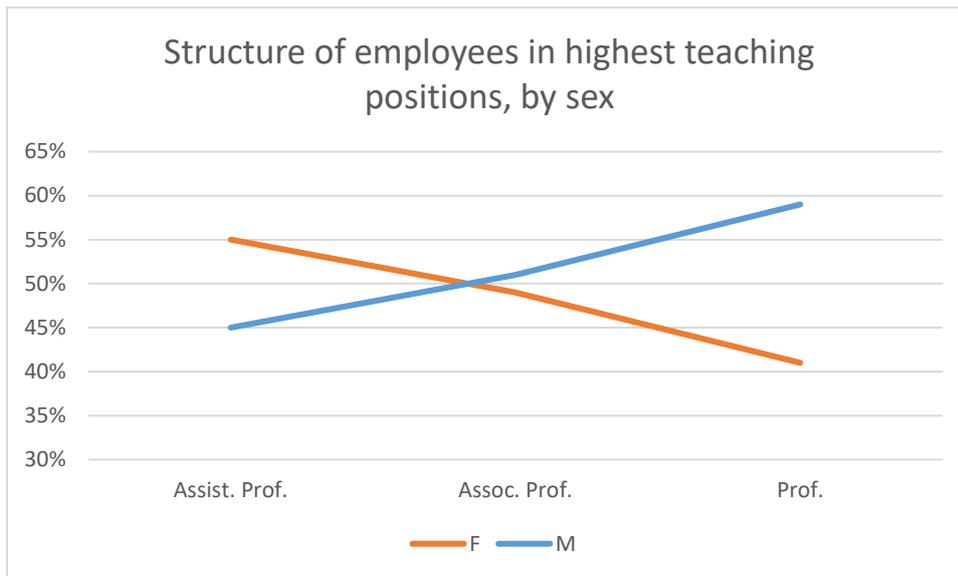
Of the ten mandates of the Secretary General, six were held by men and four by women, while faculty secretary positions have always been occupied exclusively by women. Among the chairs of university committees, there were 98 mandates in total, 51 held by men (52%) and 47 by women (48%). In academic leadership positions, women held 5 vice-rector positions and 86 vice-dean positions, while men held 20 vice-rector and 90 vice-dean positions. The Senate included 117 female senators and 155 male senators.

Between 2015 and 2025, the share of women among university committee chairs slightly increased, with 52 mandates awarded, 30 to women (58%) and 22 to men (42%). In academic leadership, women held 3 vice-rector and 51 vice-dean positions, while men held 12 vice-rector and 40 vice-dean positions, indicating a slight improvement compared to the overall history.

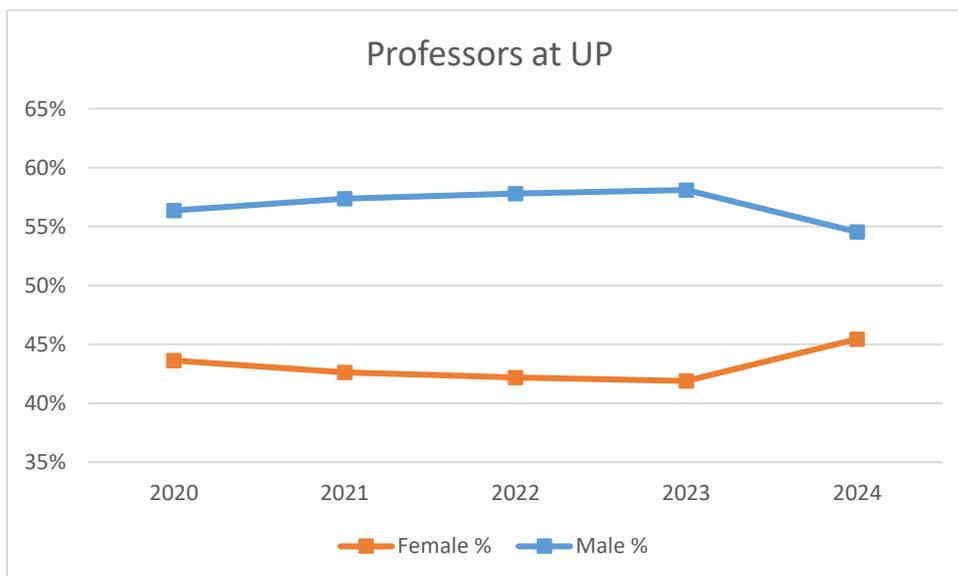
## Employees

Academic positions at UP as of 31 December 2024 are held by 52% women and 48% men, indicating a relatively balanced gender structure. However, data reveal a significant decline in the share of women at the highest academic and research titles. While women represent 55% of assistant professors, their share among full professors drops to 41%. A similar trend is observed in research titles: among research fellows, 57% are women, while among research councillors only 41% are women. This illustrates the typical “leaky pipeline” phenomenon, where women gradually disappear on the way to the highest academic and research positions.

Teaching positions					Research positions						
	Total	F		M		Total	F		M		
Assistant Professor	112	62	55 %	50	45%	Research Fellow	113	64	57%	49	43%
Associate Professor	85	42	49%	43	51%	Senior Research Fellow	83	40	48%	43	52%
Professor	97	40	41%	57	59%	Research Counsellor	97	40	41%	57	59%



In the European context, the share of women among full professors is 30% (She Figures 2024). Slovenia exceeds this average with 37% (academic year 2023/24, source: SURS), and the situation at UP is even more encouraging, with 41% of full professors being women.



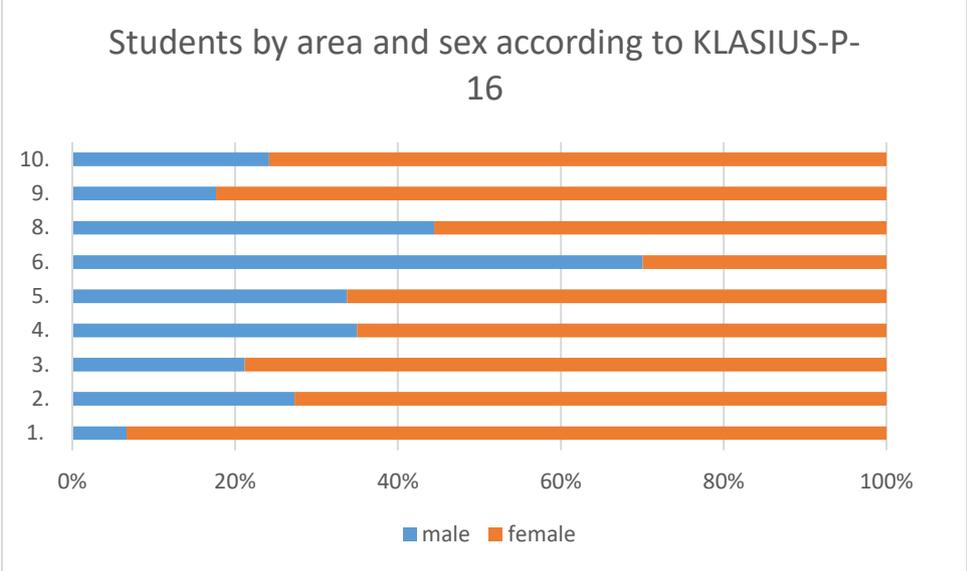
A detailed review of the distribution of men and women in the three highest academic titles reveals the influence of traditional gender-based occupational segregation. The lowest share of women is recorded in computer science and informatics (only 5%) and in engineering, manufacturing technologies and construction (29%). Conversely, the highest share of women is in educational sciences (79%), followed by arts and humanities and social sciences, journalism and information (58% each), and health and welfare (56%).

Compared to 2024 data, the share of women in the highest titles decreased most in health and welfare (by 23 percentage points; from 79% to 56%), in computer science and informatics (by 8 percentage points; from 13% to 5%), and in educational sciences (by 7 percentage points; from 86% to 79%).

While academic and research positions are gender-balanced, women dominate support positions, accounting for 75% of employees in administrative, technical and professional roles.

### Students

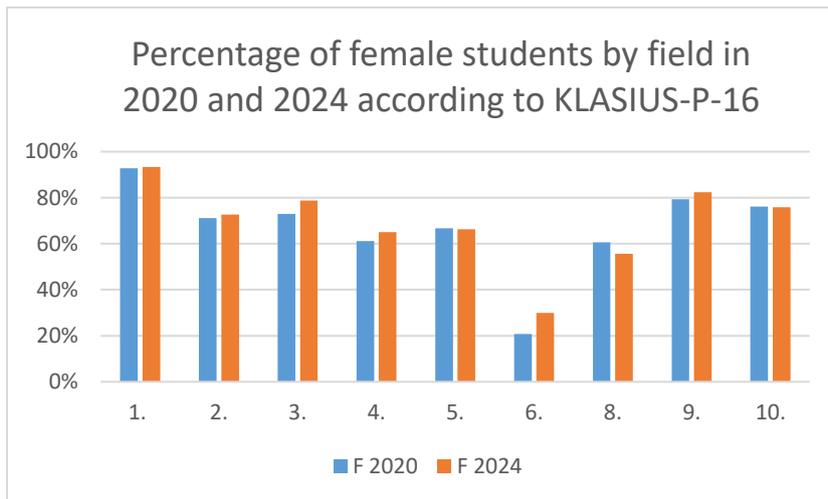
In the academic year 2024/2025, women represented more than three-quarters of students across all three study levels at UP. Overall, women outnumber men in all study programs, except in information and communication technologies, where women account for only 30%. The greatest gender imbalances occur in educational sciences and teacher education (93% women) and in health and welfare (82% women). These two fields are also the largest, comprising 49% 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

Compared to 2020, the share of women in ICT increased by six percentage points, but the gender ratio remains highly imbalanced. In contrast, the share of women in educational sciences and teacher education remained unchanged.



An overview of student gender structure by study level shows that the share of women increases from the first to the second level (from 75% to 82%), but decreases again at the third level (to 65%). The most significant changes are observed in health and welfare, where the share of women drops by 23 percentage points from the first to the third level. The opposite trend is seen in natural sciences and mathematics, where the share of women increases by 18 percentage points, and in social sciences, journalism and information, where it increases by 14 percentage points.

Among 380 doctoral graduates at UP so far, 209 were women (approximately 55%). Gender structure among doctoral students reflects diverse representation across fields, consistent with traditional occupational segregation. The highest share of women is in educational sciences and teacher education (82%), while men dominate in health and welfare (100%), ICT (75%) and natural sciences and mathematics (67%). Most other fields show relatively balanced gender representation

Data indicate a slight improvement in gender balance over the past four years, particularly in natural sciences and technical studies. However, the pronounced imbalance in educational sciences remains unchanged. There is still a need to encourage underrepresented genders to enroll and continue studies in fields traditionally not associated with their gender. The “leaky pipeline” phenomenon is also evident across study levels, as the share of women decreases with progression to higher levels.

### Work-Life Balance

In 2024, data on parental leave at UP revealed a significant gender gap. Women used substantially more hours of parental leave than men – the ratio is 50.5:1 (women 30.3 hours, men 0.6 hours). A similar imbalance is observed in absences due to childcare, where the ratio is 7.8:1 (women 7.1 hours, men 0.9 hours). These data show that childcare responsibilities are still largely borne by women, resulting in greater challenges in reconciling private and professional life. This reflects the traditional division of gender roles in society, where family care remains primarily a female responsibility.

### Gender Dimension in Teaching and Research

UP strives for gender balance in research teams, as encouraged by research funders. A review of research program and project leadership at UP shows that men dominate in leading research programs (80%) and adapted research projects. Men also lead most basic research projects (60%). Women prevail only in targeted research programs (53%) and postdoctoral research projects (60%), while both international cooperation projects are led by women.

Participation by gender among young researchers is also interesting – 70% are women, while most mentors are men (65%)

Projects under Horizon Europe at UP are led by women in 60% of cases, and all three projects where UP is the lead partner are led by female researchers. In other types of research and development projects (Erasmus, structural funds, other international projects, Recovery and Resilience Plan), leadership is relatively balanced, with women leading 58% of projects. A strong predominance of female leaders is observed in projects funded under the Recovery and Resilience Plan, where women lead 77%.

UP has previously participated in several Horizon Europe projects directly related to gender equality. Between 2016 and 2020, UP was involved in the STARBIOS 2 project under Horizon 2020, aimed at promoting structural changes in research institutions, with a special focus on gender equality in biosciences. Activities included analysis of employment statistics, assessment of researchers' positions, and promotion of gender dimension integration at research events and in institutional organization. This project laid the foundation for UP's continued work on gender equality in research.

The RESBIOS project (Responsible Research and Innovation Grounding Practices in Biosciences), which ended in 2022, continued work on responsible research and innovation by integrating gender dimensions. It focused on implementing practices that promote responsible research in biosciences, aiming to improve inclusion and support for women in research environments.

At the UP Faculty of Management, the AGRIGEP project (Assessment and Implementation of Agriculture and Life Science Universities' First Gender Equality Plans in Widening Countries) is concluding. It focuses on promoting gender equality in the academic environment of agricultural and life sciences. The project develops and implements gender equality plans, includes education and training for staff and students, and integrates gender issues into curricula to reduce inequalities and create a more inclusive academic environment.

With the adoption of the first version of the Gender Equality Plan at UP, systematic changes began in new and revised study programs to include gender dimension topics. Intensive training and workshops were also organized for stakeholders in education and research as part of AGRIGEP. Participants were trained to integrate gender dimensions into teaching, research practices and curriculum development, gained practical tools to improve equality in the academic environment, and strengthened their competencies to promote an inclusive and balanced environment for students and researchers.

### Mobility by Gender

During studies, female students participate in mobility programs more often – in the academic year 2023/2024, 69% of outgoing mobilities were by women and 31% by men. Given that UP has more female students, this is not surprising. Over the past four years, this ratio has slightly decreased by three percentage points in favor of men. Regarding geographic distribution (Europe vs. other regions: Americas, Asia, Africa, Oceania), there are no major gender differences, as 56% of mobilities outside Europe were by women.

Incoming mobilities show a similar ratio (58% women and 42% men), while incoming mobilities from outside Europe show a pronounced imbalance – men predominated (80%), women were in the minority (20%).

A similar ratio is observed in outgoing staff mobilities, slightly favoring women (61%). For mobilities outside Europe, 39% were women and 61% men; for mobilities within Europe, 63% were women.

By type of mobility, 44% of research mobilities in 2023/2024 were by women and 56% by men; teaching and training mobilities were 41% men and 59% women. Of 43 bilateral research cooperation projects in 2024, 77% were led by male researchers.

Incoming staff mobilities were completely gender-balanced (50% women and 50% men). Incoming staff mobility from Europe was also balanced (52% women), while incoming mobility from outside Europe had a lower share of women (39%).

### Awards and Recognition

Since 2004, UP has awarded the title of Honorary Doctor of Science. Of 20 recipients, only three were women. Since 2009, UP has granted awards from the Scientific Excellence Fund and the Teaching Excellence Fund to 64 employees, with 58% of recipients being men and 42% women. The title of Distinguished Professor has been awarded six times, with only one female recipient. Considering the balanced representation of men and women in research and teaching positions, this indicates slight underrepresentation of women in awards.

National scientific awards, such as the Zois Award and recognitions, have also been predominantly awarded to men over the past 20 years. Women have received about one-fifth of awards, with particularly low representation in the highest awards for lifetime achievement and top accomplishments, and slightly higher representation in lower categories.

The Srečko Kosovel Award for students has been granted 79 times since the university's establishment, 52 times to female students, meaning women are the majority among recipients.

Data suggest the need to further encourage women's candidacies for awards at UP and national level, and to promote women's achievements through internal communication channels, media and social

Done at Koper, on December 17, 2025

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