Gender Equality in Higher Education Institutions in Kosovo
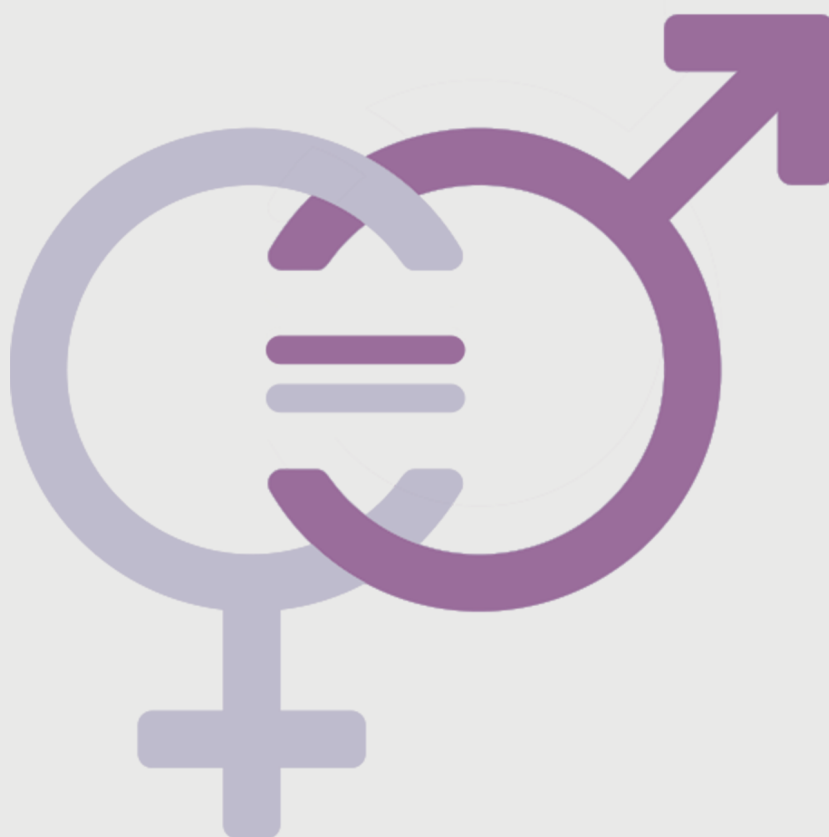
September 2022

Contents

List of Tables

List of Figures

Abbreviations

CEDAW	Convention on the Elimination of Discrimination against Women
CRIS	Current Research Information System
EIGE	European Institute for Gender Equality
ERA	European Reform Agenda
GEAR	Gender Equality in Academia and Research
GEP	Gender Equality Plan
HEI	Higher Education Institutions
HRBA	Human Rights-Based Approach
KAA	Kosovo Accreditation Agency
MESTI	Ministry of Education, Science, Technology, and Innovation
NPISAA	National Programme for Implementation of the Stabilisation and Association Agreement
SDG	UN Sustainable Development Goal
GAP	Gender Action Plan

The following team has been responsible for the development of this document:

Main Author

Fjolla Kacaniku, HERAS Plus National expert

Reviewed by

Donjeta Morina, Kosovo Women's Network

Overall lead and coordination

Louise Sperl, HERAS Plus International Expert

Fitore Fazliu, HERAS Plus Thematic Coordinator

This document was prepared as part of HERAS Plus' efforts to strengthen a human rights-based approach (HRBA) in higher education.

It was launched at the HERAS Plus workshop "Gender Equality in Higher Education" in October 2022.
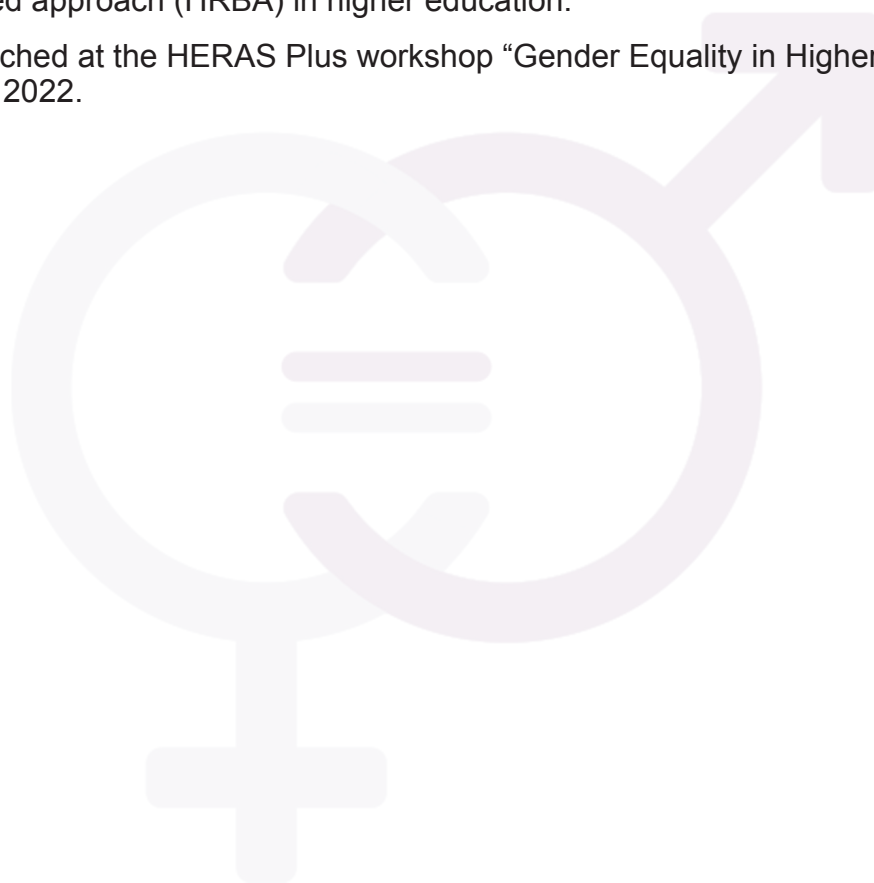
Foreword

Dear Readers and friends of the HERAS Plus project,

There is a critical need to address gender inequalities in higher education, and concerted efforts are required to respond to existing challenges. The Education 2030 agenda recognises that gender equality requires an approach that "ensures that (…) women and men not only gain access to and complete education cycles but are empowered equally in and through education". Also, inequality does not equally affect all women in higher education but intersects with other characteristics, such as socio-economic background, ethnicity, or disability.

With this report, it is our true pleasure to respond to a recommendation voiced by educational actors and civil society - for HERAS Plus to provide an analysis of gender equality in higher education in Kosovo. The idea for this report dates back to a HERAS Plus workshop on human rights in higher education in September 2021, where participants unanimously agreed on the need for such an analysis that would be designed as a practical tool, also identifying entry points for further strengthening gender equality at higher education institutions in Kosovo.

The present report offers guidance and proposes a set of recommendations to strengthen gender in various dimensions of academic life. This guidance may also be used by higher education institutions (HEIs) in designing their own Gender Equality Plans – the latter being also a prerequisite for future applications/grants – such as Horizon Europe. HERAS Plus stands ready to provide further support.

Thank you to all involved for their commitment and dedicated work!

Louise Sperl, HERAS Plus International Expert

Higher education, once the privilege of the elite, is increasingly within reach of the majority – including women and girls – in all countries. Education at all levels, but higher education especially, gives women options, empowers them to be independent thinkers and agents of change.

Michele Bachelet, Executive Director UN Women, addressing the 5th Global Colloquium of University Presidents, Pennsylvania, April 2011

Executive Summary

The main purpose of this study is to analyse the gender dimensions in local higher education institutions (HEI) in Kosovo. The Gender Analysis takes an action-oriented approach to provide relevant practical guidance and recommendations for local HEIs and other stakeholders, including recommendations and guidance regarding implementing the principles of the "Horizon Europe Guidance on Gender Equality Plans" in the Kosovo context. HEIs may use this guidance and recommendations to better address gender dimensions in higher education.

The study uses a mixed-methods approach. It combines an online questionnaire with academic and management staff to collect general perceptions and understandings of existing gender differences in higher education. It initially involved desk research, including a review of previous gender analyses of higher education in Kosovo. Additionally, eight focus groups were conducted, where seven of them were represented by academic and management staff and one with student representatives.

To better understand existing issues concerning gender dimensions in higher education, a framework was developed to include both gender and higher education dimensions as follows: (i) gender & policy and management (focusing on: internal policies and regulations, strategic planning and orientation, leadership and management, organisational culture, available capacities, instruments and mechanisms (including gender equality plans), (ii) gender & academic staff practice (focusing on: staff disciplines, fields, profiles and academic ranks from a gender perspective, roles and responsibilities of academic staff in light of gender equality, continuous professional development, including teaching, research, mobility, international projects, and co-operation, etc.), and (iii) gender & study programmes design and delivery (focusing on: study programmes' goals and values, teaching & learning and student distribution from a gender perspective).

The results were grouped into three dimensions of the analytical framework and point toward several issues that HEIs face regarding gender aspects. **(i) Gender & policy and management** - the following issues have emerged: formalistic policies promoting gender equality, lack of strategies and tailored-made approaches to address and promote gender equality, overall positive organisational culture reflecting gender equality, lack of institutional mechanisms supporting women academic staff, and management appointments considered to be "gender-neutral."

Regarding **(ii) gender & academic staff practice**, the study identifies the following themes: de jure-based academic promotion, family-oriented reasoning (also in light of unequal domestic burdens) and academic advancement trajectories, disciplinary gaps from a gender perspective, staff professional development is ad-hoc and considered "gender-neutral," informal (predominantly male) networks strengthening gender gaps, research/scientific contributions in a "men's world," and limited publications addressing gender dimensions.

Regarding **(iii) gender & study programmes' design and delivery**, issues such as lack of programmatic goals promoting gender equality, the disciplinary gap in student distribution, and negative and positive gender bias have emerged.

The study offers action-oriented and practical recommendations for HEIs to consider and address the following three dimensions to guide them in handling the numerous issues and concerns regarding gender dimensions in higher education.

Gender & policy and management: reviewing policies from a gender perspective, developing gender-responsive and tailor-made institutional strategies, institutionalising gender equality plans (GEPs), rethinking flexible working time arrangements, providing support for caring responsibilities, offering counselling and support services, introducing gender-responsive budgeting, empowering women in decision-making, providing management staff with gender equality training, introducing monitoring and evaluation to ensure transparency and accountability, en-

suring gender balance through introducing gender quotas for management positions, and institutional reflections on the impact of Covid-19 on gender equality.

Gender & academic staff practice: involving gender equality expertise in academic recruitment and promotion committees, providing training to mitigate unconscious bias, increasing the number of potential women candidates by broadening the disciplinary range of recruitment in fields where women are underrepresented, ensuring that academic recruitment and promotion committees are gender-balanced, increasing gender-balance by requiring academic recruitment and promotion committees to justify the recommendation of non-women candidates, active mentoring and support, men as allies in promoting gender equality, and enhancing the integration of gender dimensions in research contribution.

Gender & programmes design and delivery: incorporate a gender dimension in the design and delivery of programmes, provide training to academic staff on mainstreaming gender as a cross-cutting theme in their courses, invite practitioners and experts as part of course implementation, and enhance promotion mechanisms to integrate girls and boys equally into different study programmes.

1. Introduction

A Human Rights-Based Approach (HRBA) is embedded in the HERAS Plus project as an overall framework and a particular activity. It constitutes an overarching theme throughout project implementation and mentoring through inclusion, awareness-raising, empowerment, and visibility, emphasising the right to education and relevant human rights principles. Activities to foster a human rights-based approach under HERAS Plus are also informed by results, lessons learned, good practices from HERAS, and inputs from relevant stakeholders.

In 2021, HERAS Plus researched to identify good practices from an HRBA perspective at HEIs in Kosovo. The results of this research are synthesised in the HERAS Plus publication "Integration of a human rights-based approach in public HEIs in Kosovo,"[1] aiming to provide an overview of the inclusion of human rights in study programmes (teaching and learning practices), research activities, and their protection and the promotion by university mechanisms. The report was presented during HERAS Plus' first HRBA workshop in September 2021. Inputs from participants during discussions at the workshop were also suggested as a follow-up to a thorough and practically relevant gender analysis of higher education with a view on learning-teaching, research, and international cooperation.

Furthermore, an HRBA has been mainstreamed so far into various activities of HERAS Plus: Access, participation, and successful completion of higher education for persons from marginalised groups are at the core of the Social Dimension Small Grant Scheme with ten small projects being implemented by HEIs, NGOs and groups of students in 2022 and 2023.

1.1 The objective of the assignment

Considering the project's approach, findings, and recommendations from the previous activities, this Gender Analysis of Higher Education aims to reflect on:

- the institutional set-up, mechanisms, and capacities of HEIs and other HE actors to promote gender equality in higher education;
- Gender & learning/teaching, Gender & research, and professional development, and
- Gender & international cooperation.

The methodology (discussed in the following chapter) is designed to best explore and identify good practices and recommendations for further strengthening gender equality in higher education. It is emphasised that the methodology includes a desk-research (including a review of previous gender analyses of HE in Kosovo) and focus groups based on pre-designed questionnaires targeting HEI academic and management staff.

---

[1] HERAS Plus, 2021. Integration and mainstreaming of human rights in public higher education institutions in Kosovo. [online] Available at: <https://www.heraskosovo.org/wp-content/uploads/2021/09/Integration-and-mainstreaming.pdf> [Accessed 2022].

2. Methodology

The study uses a mixed-methods approach. It combines an online questionnaire with academic and management staff to collect general perceptions and understandings of existing gender differences in higher education. It initially involved desk research, including a review of policies and other documents/reports addressing gender dimensions in higher education in Kosovo. Additionally, eight focus groups were conducted, where seven of them were represented by academic and management staff and one with student representatives.

As the study is overarching, it includes all seven public HEIs in Kosovo, including the University of Pristina, University of Mitrovica, University of Prizren, University of Gjakova, University of Gjilan, University of Peja, and University of Applied Sciences Ferizaj. See the table below for more information on sample distribution.

Table 1: Sample description

HEIS	QUESTIONNAIRE (with academic and management staff)			FOCUS GROUPS (with academic and management staff)			FOCUS GROUPS (with students)		
	Women	Men	Total	W	M	T	W	M	T
University of Pristina	34.44%	22.96%	57.4%	5.4%	3.6%	9			
University of Mitrovica	9.6%	6.4%	16%	3%	2%	5			
University of Prizren	2.4%	1.6%	4%	2.4%	1.6%	4			
University of Gjakova	4.02%	2.68%	6.7%	2.4%	1.6%	4			
University of Gjilan	0.78%	0.52%	1.3%	2.4%	1.6%	4	7	4	11
University of Peja	0.78%	0.52%	1.3%	1.8%	1.2%	3			
University of Applied Sciences Ferizaj	7.98%	5.32%	13.3%	1.8%	1.2%	3			
Total	45	30	n = 75	19	12	n = 31			

The questionnaire was disseminated online by the HERAS Plus team to key management and academic staff, who then forwarded the questionnaire to their entire staff. Academic and management staff filled out the questionnaire voluntarily (n = 75). The content of the questionnaire included three parts: (I) demographic questions, (II) structured questions related to perspectives and gender differences, and (III) open-ended questions and individual reflections regarding gender differences. Of academic and management staff that participated in the online questionnaire, 60% were women (out of 1.049 women in total), and 40% were men (out of 1.042 men in total). Women's participation in responding to the questionnaire could be explained by the fact that gender inequality affects women more strongly, hence they may be more likely to respond to a survey on this topic.

The invitation to participate in focus group discussions was sent by the HERAS Plus expert to key management and academic staff. Academic and management staff that participated in the focus groups were selected with purposive sampling to represent different aspects of the Uni-

versity concerning the existing gender differences, namely: management positions, academic rank and progress, research (including publications, research projects, and other research networks), and other advancement prospects. Focus group protocols were prepared following the initial analysis of questionnaire results. All focus groups were held online via the Zoom platform and technically administered by the HERAS Plus team.

Similarly, students were selected with purposive sampling with representatives from student bodies and organisations, able to voice students' perspectives regarding existing gender differences in higher education. The focus groups were held online via the Zoom platform.

An analytical framework was developed to structure the data analysis focusing on three dimensions representing the building blocks of HEIs, including aspects related to (i) gender & policy and management framework, (ii) gender & academic staff (practice), and (iii) gender & study programmes design and delivery. For detailed information on the analytical framework dimensions and indicators, see Table 2.

The data from the questionnaire were analysed with the SPSS programme to offer general descriptive statistics, while data from focus groups were analysed using content and thematic analysis.

Table 2: Analytical framework

DIMENSIONS	INDICATORS/AREAS TO BE ADDRESSED

Gender & Policy and management framework	• Internal policies and regulations.
	• Strategic planning and orientation.
	• Leadership and management .
	• Organisational culture.
	• Available capacities, instruments, and mechanisms (such as Gender Equality Plans at the level of HEIs):
	  • Conducting impact assessment/audits of procedures and practices to identify gender bias and inequalities.
	  • Identifying and implementing innovative strategies to address any bias/inequalities identified.
	  • Setting targets and monitoring progress via indicators.

Gender & Academic staff (practice)	• Staff disciplines, fields, profiles, and gender perspectives.
	• Academic rank per gender:
	  • Women with grade A (full professorship or equivalent) academic positions.
	• Roles and responsibilities of academic staff per gender.
	• Continuous professional development (teaching, research, mobility, international projects, cooperation, etc.):
	  • Number of women researchers.
	  • Members of scientific and academic boards memberships.
	  • Authors of scientific publications.
	  • Publications addressing gender dimensions and others.

Gender & Study Programmes design and delivery	• Mainstreaming of gender dimensions into programme goals, values, and overall framework for learning and teaching. • Student distribution and the gender perspective.

3. Findings

Findings are grouped into three main dimensions (as specified in the Methodology section), including (i) Gender & Policy and Management, (ii) Gender & Academic Staff, and (iii) Gender & Programmes Design and Delivery. These three dimensions are purposely divided to frame the main areas of higher education in relation to gender equality. However, the study recognises and discusses that all dimensions interact and influence one another and cannot be treated in isolation.

3.1   Gender & Policy and Management

This section provides an overview of the findings concerning the relationship between gender & policy and management practices among local HEIs. It comprises results from comprehensive document analysis and results from focus groups. The section concludes with operational considerations as a way forward.

3.1.1   Existing Legal Framework and Policy Documents

Relevant conventions and legislation applicable to the higher education sector:

- The Universal Declaration of Human Rights (UDHR) provides that higher education shall be equally accessible to all based on merit (Art 26). The rights contained in the UDHR and other human rights instruments (e.g., ECHR plus Protocols, CEDAW, CERD), including the right to education, are made directly applicable in Kosovo by Art 22 of the Constitution. CEDAW General Recommendation No. 3 urges states to adopt education and public information programmes to help eliminate prejudices and practices that hinder the social equality of women.
- Art 47 of the Constitution guarantees the right to free basic education and requires public institutions to ensure equal education opportunities for everyone according to their abilities and needs.[2]
- The Law on research-scientific activity[3] describes equal research opportunities for women and men in higher education.
- The UN Sustainable Development Goal (SDG) 4 seeks to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all[4]; SDG 5 aims to provide women and girls with equal access to education, health care, decent work, and representation in political and economic decision-making processes will fuel sustainable economies and benefit societies and humanity at large.
- The Law on Gender Equality (No. 05/L -020)[5] (see: chapter IV equal treatment and protection against discrimination based on gender in the education field): This Law guarantees, protects, and promotes gender equality as a democratic value and requires the participation and contribution of both genders in political, economic, social, cultural and other spheres of life. Article 20 prohibits discrimination based on sex within educational institutions at all levels, including access to education, admission process, access to services, facilities, and benefits such as scholarships, evaluation results, obtaining scientific degrees and titles, access to vocational training, education, sports, and other fields.
- The Law on the Protection from Discrimination No. 05/L-021 offers protections from discrimi-

---

[2] Kosovo Government, 2008. Constitution of the Republic of Kosovo. [online] Official Gazette of the Republic of Kosovo, p.Article 47. Available at: <https://gzk.rks-gov.net/Default.aspx?index-=1&index=1> [Accessed 2022].

[3] Assembly of the Republic of Kosovo, 2013. LAW NO. 04/L-135 ON SCIENTIFIC- RESEARCH ACTIVITIES. [online] Official Gazette of the Republic of Kosovo. Available at: <https://gzk.rks-gov.net/ActDetail.aspx?ActID=8660> [Accessed 2022].

[4] United Nations Sustainable Development. 2016. Take Action for the Sustainable Development Goals - United Nations Sustainable Development. [online] Available at: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/> [Accessed 2022].

[5] Kosovo Government, 2015. LAW NO. 05/L-020 ON GENDER EQUALITY. [online] Official Gazette of the Republic of Kosovo. Available at: <https://gzk.rks-gov.net/ActDetail.aspx?Ac-tID=10923> [Accessed 2022].

nation based on gender, sex, sexual orientation, and gender identity.[6]

Relevant policy documents applicable to the higher education sector:

- The Kosovo Program for Gender Equality aims to ensure that gender equality is placed at the centre of the transformation processes in Kosovo, within all structures, institutions, policies, procedures, practices, and programs of the government, agencies, civil society, the private sector, and the donors' community. Regarding higher education, the 2020-2024 programme identifies a series of challenges, including women's participation in HE from marginalised communities or gender segregation in the field of study. The program further states that "Higher education is almost completely blind to gender studies and legal obligations to create equal opportunities despite the need for a gender expert in the market in different areas (economy, ICT, policy-making, civil society, education, human resources, agriculture, entrepreneurship)." Indicators related to HE, among others, include the number of programs in HE curricula that have a gender perspective integrated or the percentage of girls/women (from the overall population) who complete higher education.
- The Kosovar Strategy for Youth 2019-2023 covers education, health, human security, employment, sports, culture, and recreation and has incorporated social inclusion as a general approach (e.g., gender, ethnicity, rural/urban youth, and other marginalised groups).[7]
- The NPISAA aims to improve the standard of education, including vocational education, training, and policy development work for young women and men without discrimination on the grounds of sex, race, ethnicity, religion, belief, disability, age, or sexual orientation. Chapter 25 on Science and Research and Chapter 26 on Education and Culture are relevant to this Action.[8]
- The European Reform Agenda (ERA) states that it should be implemented in line with the LGE, including concerning education policy reforms, improving the overall quality of Higher Education, and fostering better links between higher education and the job market. The ERA should be "conducted in line with the Law on Gender Equality." ERA II is currently being drafted.[9]
- Statute of public HEIs declares, "The University must create equal opportunities for all without discrimination be it gender, race, sexual orientation, civil status, language, religion, political beliefs, birth status or another status, and to the extent where it's reasonable practically, age and physical or mental disabilities," and "The University ensure and supports gender equality. When men and women candidates have the same qualifications, priority will be given to women candidates."[10]
- University of Prishtina's regulation against sexual harassment was approved in 2021[11] This regulation may serve as a model for other public universities as part of the Action against sexual harassment.

3.1.2 Results from Focus Groups

Discussions with academic and administrative staff have reported several challenges point-

---

[6] Assembly of the Republic of Kosovo, 2015. Law No. 05/L-021 ON THE PROTECTION FROM DISCRIMINATION. [online] Official Gazette of the Republic of Kosovo. Available at: <http://old.kuvendikosoves.org/common/docs/ligjet/05-L-021%20a.pdf> [Accessed 2022].

[7] Kosovo Government, 2018. STRATEGY FOR YOUTH 2019-2023. [online] Ministria e Kulturës, Rinisë dhe Sportit –Ministarstvo Kulture, Omladine i Sporta Ministry of Culture, Youth and Sport. Available at: <https://www.mkrs-ks.org/repository/docs/Strategy_for_Youth_2019-2023.pdf> [Accessed 2022].

[8] Kosovo Government, 2016. National Programme for Implementation of the Stabilization and Association Agreement (NPISAA). [online] Available at: <http://mei-ks.net/repository/docs/3_pkzmsa_miratuar_nga_kuvendi_final_eng_.pdf> [Accessed 2022].

[9] Kosovo Government, 2016. Kosovo – EU High Level Dialogue on Key Priorities – European Reform Agenda (ERA). [online] Available at: <https://www.mei-ks.net/repository/docs/era_final.pdf> [Accessed 2022].

[10] See articles 6 and 7 of the university statutes of Ferizaj, Gjilan, Gjakova and Mitrovica; and articles 7 and 8 of the university statutes of Prishtina, Peja and Prizren.

[11] University of Prishtina "Hasan Prishtina", 2021. Regulation for the prevention and protection from harassment and sexual harassment at University of Prishtina. [online] Available at: <https://juridiku.uni-pr.edu/desk/inc/media/9C29E2A3-0DE7-412F-9961-CE4850B35A03.pdf> [Accessed 2022].

ing toward gender inequality at the academic staff practice level, including "formal" policies promoting gender equality, lack of strategies and tailor-made approaches to address gender quality, and lack of institutional mechanisms supporting women academic staff. Management appointments in public higher education institutions are often considered "gender-neutral.", Also a positive organisational culture was observed among management and academic staff during interviews. For a detailed elaboration of each of the challenges, see Table 3.

Table 3: Gender and policy and management framework findings overview

DIMENSIONS: Gender & Policy and management framework	
THEMES	**DESCRIPTION**
"Formal" policies promoting gender equality	• General and broad description of gender equality in internal policies and documents (mostly limited to general principles). • Lack of institutional policy on gender equality. • Institutions have failed to develop a tailored policy framework to address and ensure issues of gender equality in higher education. • Great potential to introduce gender equality plans to promote the following: 　• Conducting impact assessment/audits of procedures and practices to identify gender bias and inequalities. 　• Identifying and implementing innovative strategies to address any bias/inequalities identified. 　• Setting targets and monitoring progress via indicators.
Lack of strategies and tailor-made approaches to address gender equality	• Institutions have failed to develop strategies and tailor-made approaches to address gender equality in higher education. • General clauses and principles related to gender quality within institutional strategic planning. • Institutions should aim at introducing gender equality plans as a tailor-made approach to support gender equality in higher education, including concrete activities, targets, and indicators.
Organisational culture regarding gender equality	• Several respondents observe a general positive culture being promoted institutionally regarding gender equality and an Institutional readiness to understand and accept gender equality as a standard norm and value in higher education. • On the other hand, a few cases were reported on sexist hate speech.
Lack of institutional mechanisms supporting women academic staff	• Lack of tailor-made institutional mechanisms addressing gender equality. • There is a need to institutionalise mechanisms to ensure gender equality. • Institutionalising gender equality plans as a possible way forward.
Management appointments considered "gender-neutral"	• Management appointments are considered "gender-neutral" and based on "individual interests, "motivation, and performance. • Interest for management positions is considered to be based on "individual interest" but impacted by unequal domestic burden, family orientations, issues related to work-life balance, and expectations and cultural values of society. • Problems that were highlighted: family orientation, work-life balance, existing childcare infrastructure. • Encouragement from academic staff to promote women in

> management is sometimes lacking.
> • Institutional mechanisms promoting women in manage-
> ment positions are lacking and should be encouraged (for
> instance: childcare facilities within University campuses or
> faculties, flexible worktime arrangements).

3.1.3 Operational Considerations

The analysis of gender dimensions in higher education concerning policy and management showed that although there are several policy documents regulating different aspects of higher education in Kosovo, such documents fail to address gender issues in a concrete and meaningful way. Specifically, the analysis reports that existing higher education policies are formalistic and broad in promoting gender equality. Also, the analysis shows that local HEIs and individual entities are not adopting tailor-made strategic planning that encourages and obliges institutions to address gender inequality. On a more positive note, institutions have reflected a common understanding that a positive organisational culture has been cultivated, reflecting gender equality. Nevertheless, this is still considered insufficient to promote gender equality at all institutional levels and reflects in a lack of institutional mechanisms supporting women academic staff, and management appointments are considered oriented to "individual interest." To address these challenges, this study provides direct and practical recommendations as a way forward (see section 4).

3.2 Gender and Academic Staff

This section provides an overview of the findings concerning the relationship between gender and academic staff's professional practice. It comprises results from the online questionnaire and results from focus groups. Lastly, the section offers a data synthesis and provides some preliminary conclusions at the end.

3.2.1 Results from the online Questionnaire

This section offers an overview of the descriptive analysis of the results gathered from the online questionnaire. It focuses on a number of variables such as (1) Education, (2) Academic Discipline, (3) Academic Rank, (4) Management Positions, (5) Publications, and (6) Funded research projects and membership in formal research networks, boards, committees (and others) - all in comparison to gender. In addition, the section looks at general perceptions (perceived understanding) of academic and management staff on existing gender differences and biases in higher education.
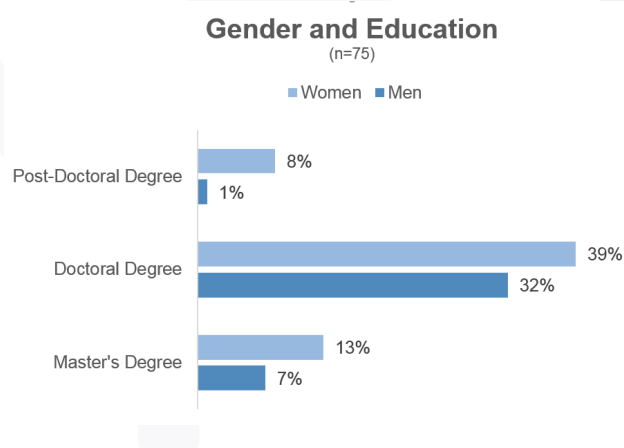

Figure 1: Gender and Education

Concerning gender and education, it can be seen that, on average, among those surveyed, women academic staff have comparably higher degrees of education than men academic and management staff. For instance, women academic staff have a higher number of post-doc degrees as compared to men. However, the difference between academic staff with Master's and Doctoral Degree is insignificant. Figure 1 could infer that women in academia are far more prone to advancing their professional development (the example with post-doc degrees that women in higher education hold, which is further explored through focus groups).

When it comes to disciplines and profiles that women and men in academia are more interested in pursuing, Figure 2 shows strong preferences of men and women for certain academic disciplines: Specifically, there is a statistically significant difference between women and men in the profiles of Social Sciences, Arts and Humanities, and Mathematics and Natural Sciences. In the first two areas, academic staff consists predominantly of women, whereas, in the latter areas, academic staff consists predominantly of men.
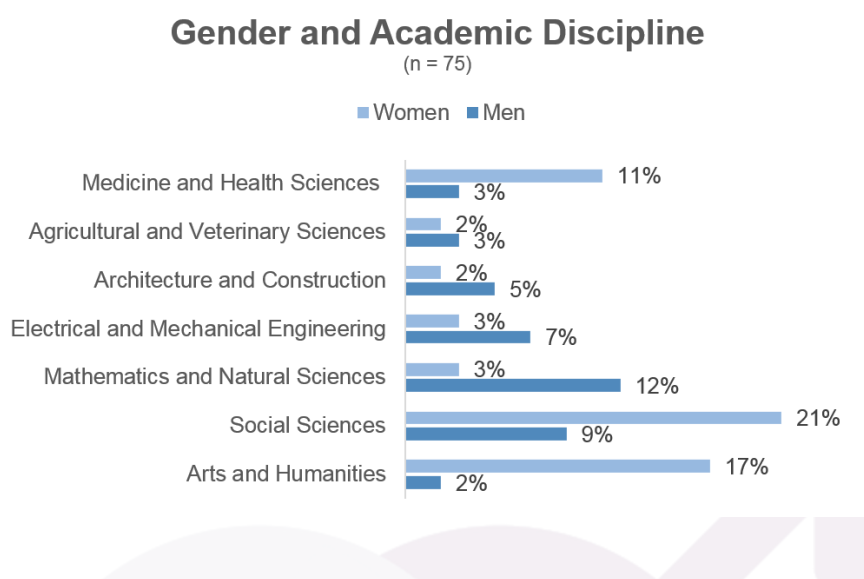
Gender and Academic Discipline
(n = 75)

■ Women ■ Men

Discipline	Women	Men
Medicine and Health Sciences	11%	3%
Agricultural and Veterinary Sciences	2%	3%
Architecture and Construction	2%	5%
Electrical and Mechanical Engineering	3%	7%
Mathematics and Natural Sciences	3%	12%
Social Sciences	21%	9%
Arts and Humanities	17%	2%

Figure 2: Gender and Academic Discipline

Differences of women and men in their preferences of academic disciplines are not new and can be seen already at the Bachelor level. This was also emphasized in an analysis provided by KWN (2019) in the design process of HERAS Plus: The report showed that segregation by gender depending on the field of study persists. Men continue to be underrepresented in the field of Education, comprising less than 10% of all students in this field, as well as in Social Sciences, Philology, and Medicine. Women comprise 69.3% of all students in the Social Sciences, 68.5% of all students in Philology, and 62.22% of students in Medicine. Women continue to be underrepresented in several fields, most notably Agriculture, Engineering and Technology, and physical Education. Concretely, women comprise 43.2% of all students in Agriculture, 32.7% of all students in Engineering and Technology, and 28% of all enrolled students in Physical Education. Further analysis is needed to study in depth the underlying cause of this phenomenon.

When analysing women's progress in academia, the online questionnaire results show a significant difference between women and men in most academic ranks. Even though in the early stages of the research career, there aren't many differences between women and men and their rank (e.g., Teaching Assistant and Lecturer positions), the differences are becoming apparent as we move up the academic rank ladder (see Figure 3). The focus groups discussed many explanatory factors, including family orientation, institutional culture, societal expectations, and stereotypes.

Gender and Academic Rank
(n=75)

■Women ■Men

Full Professor	Women 3% / Men 12%
Associate Professor	Women 6% / Men 11%
Assistant Professor	Women 16% / Men 27%
Lecturer	Women 3% / Men 5%
Teaching Assistant	Women 10% / Men 7%
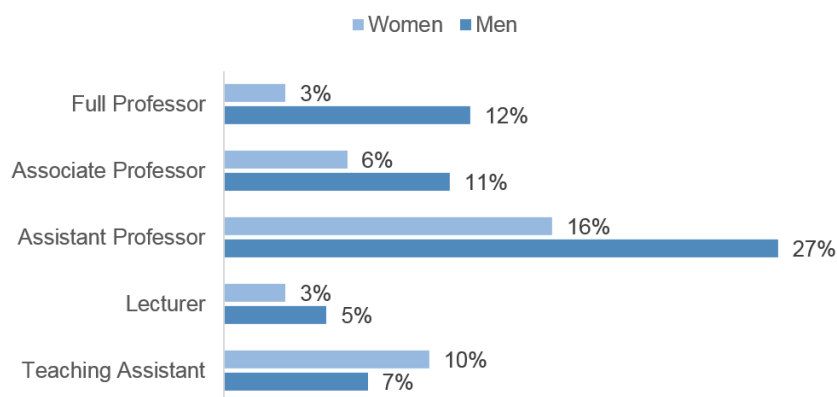
Figure 3: Gender and Academic Rank

Moreover, when examining the relationship between gender and management, the results clearly show men's domination in upper-level management positions compared to women (see Figure 4). Although from a historical perspective, it can be argued that the situation has improved over the years, the largest higher education provider in the country never had an elected female Rector.

Gender and Management Positions
(n = 75)

■Women ■Men

Others	Women 4% / Men 2%
Department head	Women 4% / Men 4%
Director of Research Institute	
Senator	Men 1%
Vice-dean	Women 1% / Men 7%
Dean	Men 7%
Vice-rector	Women 2% / Men 7%
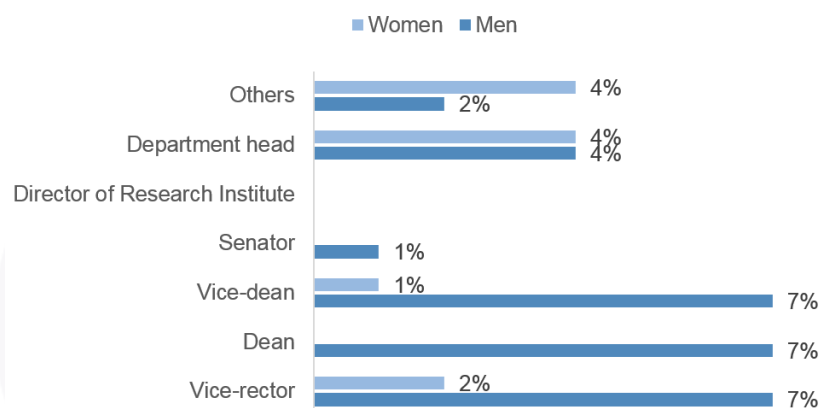
Figure 4: Gender and Management Position

Gender and Publications

(n = 75)

■ Women ■ Men

Category	Women	Men
Abtract	27%	49%
Conference proceedings	31%	69%
Working paper	9%	16%
Monograph	15%	30%
Book chapter	5%	21%
Book	8%	22%
Journal article	31%	69%

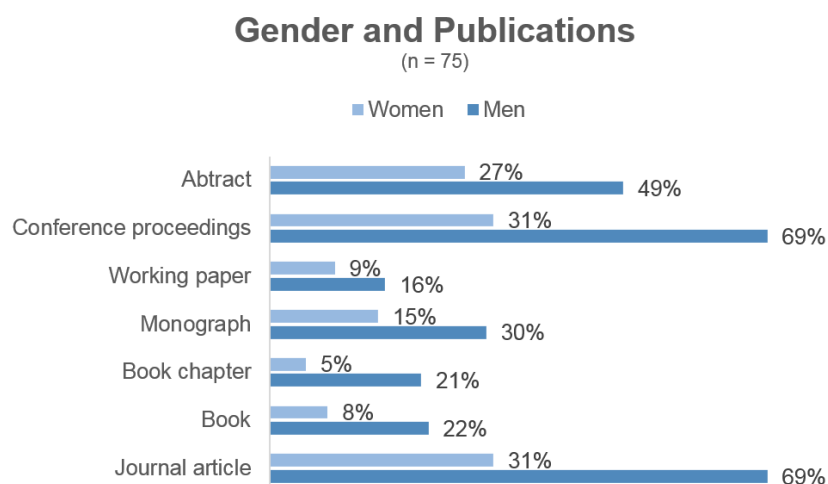**Figure 5:** Gender and Publications

An important dimension of academic staff's work is research and publications. When comparing publications of women and men academic staff, the data in Figure 5 clearly shows significant differences among women and men academic staff and their research contributions in different categories. The data should not be generalised to the entire academic staff population as this would require a deeper and more detailed analysis of academic staff publications. Nevertheless, the online questionnaire and the data collected within this project's scope indicate the existing gender differences in publications, with men producing far more research (see also the below data from the focus groups).

In addition to publications, the online questionnaire collected other research engagements of women and men academic staff. Table 4 shows the difference among women and men academic staff, both concerning funded research projects and membership in formal research networks, boards, and committees (and others), which seems to be a "men-oriented show".

Table 4: Gender and other research engagements

GENDER	FUNDED RESEARCH AND OTHER PROJECTS	MEMBERSHIP IN FORMAL RESEARCH NETWORKS, BOARDS, COMMITTEES (AND OTHERS)
Men	0-10	0- 20
Women	0-3	0 - 10

When academic staff was asked about their general perceptions and their perceived understanding of existing gender differences in higher education related to management positions, research, career progression, management track, and research track prospects, the majority of academic staff, regardless of gender, responded that there are gender differences in higher education (see Table 5).

Table 5: Perceptions of academic staff on existing gender differences in higher education

REFERENCE	STATEMENT	YES			NO		
		W	M	T	W	M	T
No: 01a	Do you believe there is a difference between the number of men and women academics in the HEIs?	47.86%	27.16%	77.3%	30.83%	39.67%	22.7%
No: 02a	Do you believe there is a difference between the number of men and women managers in HEIs?	46.89%	28.13%	85.3%	34.01%	40.81%	14.7%
No: 03a	Do you believe there is a difference between the number of men and women researchers in HEIs?	45.02%	31.37%	73.3%	44.94%	26.21%	26.7%
No: 04a	Do you believe there is a difference between men's and women's academic prospects for career progression in HEIs?	35.93%	39.06%	64%	61.11%	13.88%	36%
No: 05a	Do you believe there is a difference between men's and women's managers' prospects for career progression in HEIs?	29.58%	45.26%	50.7%	60.85%	14.19%	49.3%
No: 06a	Do you believe there is a difference between men's and women's researchers' prospects for career progression in HEIs?	35.08%	39.87%	62.7%	61.66%	13.40%	37.3%

Moreover, when academic staff was asked how significant they preceded the existing gender differences, the results were similar, namely that the majority of academic staff consider existing gender differences in higher education to be significant (see Table 6).

Table 6: Perceptions of academic staff on existing gender differences in higher education

REFERENCE	STATEMENT	MORE MEN	MORE WOMEN
No: 01b	If 'Yes,' how would you describe the difference in the number of men and women academics in HEIs?	90.3%	9.7%
No: 02b	If 'Yes,' how would you describe the difference in the number of men and women managers in HEIs?	92.5%	7.5%
No: 03b	If 'Yes,' how would you describe the difference in the number of men and women researchers in HEIs?	81.7%	18.3%
No: 04b	If 'Yes,' how would you describe the difference in prospects for career progression men and women academics have in HEIs?	77.2% (Men have greater prospects)	22.8% (Women have greater prospects)
No: 05b	If 'Yes,' how would you describe the difference in prospects for career progression men and women administrators/managers have in HEIs?	75.4% (Men have greater prospects)	24.6% (Women have greater prospects)
No: 06b	If 'Yes,' how would you describe the different prospects for career progression men and women researchers have in HEIs?	67.3% (Men have greater prospects)	32.7% (Women have greater prospects)

3.2.2 Results from Focus Groups

Discussions with academic and administrative staff have reported several challenges pointing towards gender inequality at the academic staff practice level, including academic promotion based on formal requirements. However, at the same time, family-oriented reasoning and academic advancement trajectories, disciplinary gender gaps, and staff professional development is ad-hoc and considered "gender-neutral," informal networks strengthening gender gaps, research/scientific contribution in a predominantly "men's world," and limited publications addressing gender dimensions. For a detailed elaboration of each of the challenges, see Table 7.

Table 7 : Gender and Academic Staff (practice)

DIMENSIONS: Gender and Academic staff (practice)	
THEMES	**DESCRIPTION**
Academic promotion based on formal requirements	• Academic staff promotion is generally related to a set of criteria and not impacted by gender-related factors with some exceptions as stipulated in the respective HEI Statutes (see section 3.1.1.): In the cases when men and women candidates have the same qualifications, priority will be given to women candidates". [12] • Academic staff undergo academic promotion based on academic promotion regulations. • The general understanding is that, if criteria are met, "no woman is left behind" in the academic promotion path. • Individual ambitions play a role in this process . • These ambitions are, however, influenced by social and cultural norms, domestic burden and family orientation, work-life balance, and existing childcare infrastructure.
Family-oriented reasoning and academic advancement trajectories	• Women's academic staff advancement trajectories are slower as compared to men due to family-related orientations. • Women academics consider having more obligations at home compared to men, which reflects cultural norms. • Women academics spend more time on domestic duties and have less time and slower progress with research projects, publications, and mobility experiences as compared to men. • Having supportive families is seen as a decisive factor for women's success in higher education. • Travelling/mobility is at times perceived difficult for women with small children (whereas, in a similar context, men are not considered disadvantaged). • Keeping up with international projects is perceived difficult for women in higher education. • Willingness and ambitions vs culture, context, and family reality (reflected in the saying that "you can be the "president" at work, but you are perceived as a housewife at home". • A lower number of women academic staff with a full professorship. • COVID-related dimensions about gender equality in higher education. • (COVID has widened existing gaps and reinforced gender roles but also functioned as an eye-opener regarding existing gender gaps). • Recommendations that were highlighted: childcare facilities within universities, flexible work schedules/home office.
Disciplinary gaps and gender perspectives	• An apparent gap between women and men academic staff in different profiles (social and natural sciences). • Social sciences are dominated by women, whereas men dominate natural sciences and engineering. • Need to challenge these choices already at the pre-university level (e.g., STEM days for girls or similar). • Cultural and contextual rooted reasons for career orientation.
Staff professional development is ad-hoc and considered "gender-neutral"	• Lack of institutional, professional development mechanisms. • Professional development is ad hoc. • There are no gender-related factors influencing staff professional development (e.g., training based on specific needs of women). • Need for institutional instruments promoting tailor-made academic development of professional staff.

---

[12]No information is available on the implementation of this provision in practice

	• Instruments promoting women in academia should be institutionalised and encouraged.
Informal networks strengthening gender gaps	• Men academic staff are more available and prone to attending informal networks. • Men academic staff tend to benefit more from informal meetings and networks. • Women often do not/cannot attend after-work drinks/dinner where at times (informal) decisions are made.
Research/scientific contribution in a "men's world"	• Although the majority of academic staff agree that staff development depends on individual ambitions, there are lack of support mechanisms for research contributions of women in higher education. • There is a tendency to cooperate with own-gender colleagues in an overall men-dominated research world. • Due to family obligations, women in academia are often left out of collaboration clusters. • Authorship of publications is an issue (who should be the first author?). • Women helping women initiatives (peer-to-peer) are lacking and should be institutionalised (for instance: women to women initiatives, role models). • Male role models/"gender champions" should be identified and promoted to set positive examples.
Limited publications addressing gender equality or mainstreaming gender	• Other than in gender studies, gender dimensions are not being addressed in scientific publications of HEIs. • Gender studies are relatively new and stigmatised. • The perception that women in academia get targeted when publishing on gender. • Common misconception: dealing with gender dimensions is often considered as "asking too much in a small country like Kosovo".

3.2.3 Operational Considerations

The analysis of academic staff practice from a gender perspective has shown many issues regarding gender inequality amongst academic staff. Although academic promotion is undertaken based on formal criteria, the study highlights that women's academic staff advancement trajectories are slower and rather difficult due to care-taking responsibilities, childcare, unpaid care-work, and social norms/expectations. The results also showed strong disciplinary gender gaps and preferences. Furthermore, the results confirm that academic staff professional development is ad-hoc and seems "gender-neutral." Informal networks among male academic staff further strengthen gender gaps and can impact men's and women's academic and professional development paths. The study also has shown that women academic staff face challenges in making research/scientific contributions in a "men's world," which is also reflected in a lower number of publications by women compared to men. Lastly, gender dimensions are rarely addressed in research and publications. To address these challenges, this report provides direct and practical recommendations as a possible way forward (see section 4).

3.3 Gender & Design and Delivery of Study Programmes

This section provides an overview of the findings concerning the relationship between gender & the design and delivery of study programmes. It summarises the results from the focus groups conducted with academic and management staff. The section concludes with operational considerations as possible ways forward.

3.3.1 Results from Focus Groups

Discussions with academic and administrative staff have shown several challenges pointing toward gender inequality at the level of academic staff, including a lack of programmatic goals promoting gender equality in study programmes, a disciplinary gap in student distribution, and gender bias. For a detailed elaboration of each of these issues, see Table 8.

Table 8: Gender and Programmes design and delivery findings overview

DIMENSIONS: Gender and Programmes design and delivery findings overview	
THEMES	**DESCRIPTION**
Lack of programmatic goals promoting gender equality	• Programmes do not main stream / incorporate gender dimensions. • No use of teaching strategies or activities promoting discussions related to gender-equality/gender dimensions in the specific disciplines of study programmes. • Bachelor studies students seem less informed about gender equality compared to Master's students. • There are limited learning opportunities related to gender unless the study programme specifically targets gender studies.
The disciplinary gap in student distribution	• A clear preference of male and female students for different fields of studies. • Social sciences are dominated by women, whereas men dominate natural sciences and engineering. • Cultural and contextually rooted reasons for career orientation. • Family-oriented factors play a decisive role. • The recommendation provided: Co-teaching sessions (as a multidisciplinary tool) to raise awareness on gender dimensions in specific fields of study, inviting practitioners as external experts (practice-oriented approach).
Negative and positive gender bias	• Bias in the choice of study programs: Study programs are not equally attractive to women/men (Women are underrepresented in STEM while men are underrepresented in Humanities). • Positive or negative treatment of students because of their sex; on the other hand. • Positive/negative experiences of students irrespective of their sex.

3.3.2 Operational Considerations

The analysis of gender dimensions in higher education concerning the design and delivery of study programmes highlighted several challenges. One of the key results in the study confirms the lack of programmatic goals promoting gender equality and gender mainstreaming across study programmes. Moreover, the analysis shows the existing disciplinary gap between men and women in student distribution. Lastly, the study identified a gender bias within organisational cultures of local HEIs reflected at the student level. To address these challenges, the report provides direct and practical recommendations as possible ways forward (see section 4).

4. The Way Forward and Recommendations

This analysis concludes that gender dimensions in higher education need to be further strengthened in Kosovo, and the conclusion applies to all areas covered in this research (Gender & Policy and Management, Gender & Academic Staff, and Gender & Study Programmes Design and Delivery). Overall, gender dimensions should be addressed more thoroughly and systematically at the level of HEIs.

In addition to providing an overview of the current situation concerning gender dimensions in higher education, the analysis offers practical and detailed recommendations for public HEIs in Kosovo to consider. A specific framing of the recommendations is grounded on the Horizon Europe Guidance on Gender Equality Plans (GEPs).[13] For more information, please refer to Table 9.

Table 9: Practical recommendations to ensure gender equality in higher education

DIMENSIONS: Gender and Policy and Management		
RECOMMENDATIONS	**GENERAL INFORMATION**	**IMPLICATIONS**
Reviewing policies through a gender perspective"	This recommendation supports reviewing institutional policies and other guiding documents by integrating a gender perspective into their content. This component also promotes addressing the representation of women and men in the given policy area. Lastly, addressing gender bias in regulatory documents should be foreseen.	• Involvement of external expertise focusing on gender. • Close cooperation with the Ministry of Education, Science, Technology, and Innovation (MESTI). • Institutional commitment • Mobilisation of institutional human resources.
Developing gender-oriented and personalised institutional strategies, based on gender analysis	Higher education institutional strategies are broad and general and sometimes fail to tackle specific needs for development in a tailor-made way. Strategies should include a detailed and tailor-made gender dimension, including concrete goals related to gender equality.	• Involvement of external expertise focusing on gender. • Close cooperation with the Ministry of Education, Science, Technology, and Innovation (MESTI). • Institutional commitment. • Mobilisation of institutional human resources.
Institutionalising Gender Equality Plans (GEPs)	HEIs should have a gender equality plan, covering the following minimum process-related requirements: publication: a formal document published on the institution's website and signed by the top management, dedicated resources: commitment of resources and expertise in gender equality to implement the plan, data collection and monitoring:	• Financial implications need to be foreseen by institutional implementing parties. • Other financial sources from potential donor projects. • Involvement of external expertise focusing on gender.

---

[13] European Commission, Directorate-General for Research and Innovation, Horizon Europe guidance on gender equality plans, Publications Office of the European Union, 2021, https://data.europa.eu/doi/10.2777/876509

	sex and/or gender-disaggregated data on personnel (and students, for the establishments concerned) and annual reporting based on indicators, training: awareness-raising/training on gender equality and unconscious gender biases for staff and decision-makers. Content-wise, it is recommended that the gender equality plan addresses the following areas, using concrete measures and targets: (i) work-life balance and organisational culture, (ii) gender balance in leadership and decision-making, (iii) gender equality in recruitment and career progression, (iv) integration of the gender dimension into research and teaching content, and (v) measure against gender-based violence, including sexual harassment.	• Close cooperation with the Ministry of Education, Science, Technology, and Innovation (MESTI). • Institutional commitment. • Mobilisation of institutional human resources (including academic and administrative staff). • Institutional openness in hiring new people. • chart by including new roles and responsibilities. • Institutional openness to organisational change.
Rethink flexible working time arrangements	Although introducing flexible working time arrangements within public HEIs is not straightforward, institutions should rethink the option of offering flexible working time arrangements to academic staff to increase productivity and collaboration among academic staff in enhancing their progress (in terms of research, projects, and other types of engagement)	• Institutional commitment to changing staff regulations/operations. • Management commitment to embracing flexible working time arrangements. • Involvement of external expertise focusing on gender.
Providing support for caring responsibilities	Institutions should consider offering support for caring responsibilities to academic staff (especially women in higher education), including childcare and care for other dependents (e.g., people with disabilities and elderly relatives.	• Institutional commitment. • Financial implications need to be foreseen by institutional implementing parties. • Other financial sources from potential donor projects. • Involvement of external expertise focusing on gender. • Different faculties may require infrastructural changes. • Institutional openness in hiring new people . • Intuitional readiness in changing organisational chart by including new roles and responsibilities.

Offering counselling and support services	In addition to providing support for caring responsibilities to academic staff, women academic staff also need services that offer advice and support on work-life balance matters. We recommend counselling and support services to ease their challenges and discuss potential solutions. This support will facilitate women achieving leadership and decision-making roles and other career-oriented goals.	• Institutional openness in hiring new people. • Intuitional readiness in changing organisational chart by including new roles and responsibilities. • Financial implications need to be foreseen by institutional implementing parties. • Other financial sources from potential donor projects. • Involvement of external expertise focusing on gender.
Gender-responsive budgeting	Gender-responsive budgeting is considered essential for ensuring gender equality in higher education. It is recommended to analyse Universities' budgets (although tied to Government budgets for higher education). The recommendation also supports transforming these budgets to ensure that gender equality commitments are realised. This is one of the recommendations which is rather demanding and takes a longer time to be addressed fully. Nevertheless, it is recommended that public HEIs promote and implement gender-responsive budgeting and equal financial support for women in higher education.	• Close cooperation with the Ministry of Finance Ministry of Education, Science, Technology, and Innovation (MESTI). • Institutional commitment. • Financial implications need to be foreseen by institutional implementing parties. • Other financial sources from potential donor projects. • Involvement of external expertise focusing on gender. • Intuitional readiness in changing organisational chart by including new roles and responsibilities. • Institutional openness in hiring new people.
Empowering women in decision-making	Achieving gender balance in decision-making requires more than just increased representation of women in different decision-making bodies and committees. This recommendation considers that in parallel to increasing the number of women that are on committees, such initiatives should be accompanied by measures to examine also the role of women in decision-making processes concerning gender issues and to empower women to take an active stand in decision-making processes to make a practical impact in their institutional dynamics.	• Institutional commitment. • Management devising plans. • Mobilisation of institutional human resources. • Involvement of external expertise focusing on gender.

Providing management staff with gender equality training	Although HEIs argued that institutions have a general positive organisational culture regarding gender equality, at times, this sounds formalistic and does not seem to reflect detailed gender dynamics. Hence, providing management staff with gender equality training is recommended to raise awareness of gender dynamics within institutions which would also help to avoid unintentional gender bias. Training should also address the intersection of gender with other characteristics, such as socio-economic background, ethnicity, or disability.	• Institutional and staff commitment. • Mobilisation of institutional human resources. • Individual staff readiness and openness. • Involvement of external expertise focusing on gender.
Introducing monitoring and evaluation to ensure transparency and accountability	Institutionalising monitoring and evaluation of staff in terms of set parameters is seen as a positive mechanism that ensures transparency and accountability. This instrument could have sub-instruments that deal with M&E in different institutional contexts, e.g., meetings and decision-making, quality assurance, and staff professional development.	• Institutional and staff commitment. • Mobilisation of institutional human resources. • Involvement of external expertise focusing on gender.
Ensuring gender balance through introducing gender quotas for management positions	Although introducing gender quotas within public HEIs is not easily achieved, gender quotas for management positions are seen as a positive measurement instrument that sets an agreed percentage of women and/or men's involvement in management positions, following a set of appointment criteria.	• Review and change in internal regulation for management position appointments. • Involvement of external expertise focusing on gender. • Close cooperation with the central government. • Close cooperation with MESTI.
Institutional reflections on the impact of COVID-19 on gender equality	COVID-19 has further enhanced gender gaps also faced by women in academia. This recommendation is purposely left general to prompt public HEIs to analyse further the imbalances that COVID-19 has caused among women in academia and to reflect on potent modalities to address them. This could include the generation of tailor-made/institutional analysis reports to initially depict the type of imbalances and further	• Initial situational analysis. • Review and change internal regulations and policies reflecting new roles and modes of work. • Involvement of external expertise focusing on gender. • Mapping a new and practical way forward.

	plan specific actions to be under-taken. Such an analysis may also look at the intersection of gender with other characteristics, such as socio-economic background, ethnicity, or disability.	
DIMENSIONS: Gender and Academic Staff		
Involvement of gender equality expertise in academic recruitment and promotion committees	Although public HEIs only appoint internal committees for academic recruitment and promotion, it is recommended to seek gender expertise during such a process. This does not mean that gender expertise should come from exter- nal consultants. Institutions could easily appoint a gender equality expertise group within each institution that deals with gender dimensions (for example, gender studies scholars and professionals etc.).	• Institutional commitment to change. • Review and change academic staff advancement regulation that reflects a change in the recruitment process. • Involvement of external expertise focusing on gender. • Financial implications should be considered. • Initial support from donor projects.
Providing training to mitigate unconscious bias	In addition to the training recommended for management staff, also academic staff should participate in awareness-raising training that could help staff avoid and mitigate unconscious bias. Trainings should also address the intersection of gender with other characteristics, such as socio-economic background, ethnicity, or disability.	• Institutional commitment to change. • Mobilisation of staff. • Staff openness and commitment. • Financial implications should be considered. • Initial support from donor projects.
Increasing the number of potential women candidates by broadening the disciplinary range of recruitment in fields where women are underrepresented	The disciplinary gap in gender underrepresentation is evident not only when recruiting academic staff but also dates as early as the enrolment of students in different programmes in higher education. Public HEIs should therefore increase the number of potential women candidates by broadening the disciplinary range of recruitment in fields where women are underrepresented.	• Institutional commitment toward new priorities. • Review of staff recruitment and headhunting procedures. • Specific calls should be available all year long. • Financial implications should be foreseen. • Include external expertise. • Support from donor projects as an initial push.
Ensuring that academic recruitment and promotion committees are gender-balanced	Although it seems that HEIs aim at ensuring gender balance broadly, at times, they fail to address the importance of ensuring that academic recruitment and promotion committees are gender-balanced. It is recommended to consider that if an entire	• Institutional commitment to change. • Review and change academic staff advancement regulation that reflects a change in the recruitment process.

	gender balance of commissions is not possible, institutions are required to include at least a minimum number of women in such committees.	• Involvement of external expertise focusing on gender. • Financial implications should be considered. • Initial support from donor projects.
Increasing gender balance by requiring academic recruitment and promotion committees to justify the recommendation of non-women candidates	Although academic recruitment and promotion committees are responsible for always justifying why they have recommended and selected a particular candidate over others, it is recommended that such committees go beyond initial justification and offer details as to why they have not recommended women candidates.	• Institutional commitment to change. • Review and change academic staff advancement regulation that reflects a change in the recruitment process. • Involvement of external expertise focusing on gender.
Active mentoring and support	It is recommended that active mentoring and support is provided to academic staff, especially women struggling to manage a work-life balance. Mechanisms such as initiatives supporting women in mentoring, issues to consider, and how to ensure their process (serving as a helping hand) are needed.	• Intuitional readiness in changing organisational chart by including new roles and responsibilities (specific appointment of mentors). • Financial implications need to be foreseen by institutional implementing parties. • Other financial sources from potential donor projects. • Involvement of external expertise focusing on gender.
Men as allies in promoting gender equality	In addition to active mentoring and support, it is recommended that institutions facilitate an environment in which men in academia are empowered to act as allies in promoting gender equality in higher education. This also encourages a view of gender equality not to be seen as a "women's issue" but as concerning and benefitting both men and women in society.	• Initiate an explicit call from involvement. • Institutional and staff commitment. • Financial implications should be foreseen.
Enhance the integration of gender dimensions in research contribution	Institutional mechanisms could promote and officially require academic staff to integrate a gender dimension in their research contributions. Such institutional mechanisms could potentially enhance and promote publications addressing gender dimensions as a cross-cutting theme.	• Institutional and staff commitment. • Promotion of a new and cross-cutting research area. • Involvement in international and national projects.

DIMENSIONS: Gender and Study Programmes Design and Delivery		
Incorporate gender dimension in the design and delivery of study programmes	The programme accreditation process already requires the integration of a gender dimension in program design. However, a gender dimension is only generally integrated into programmes and institutions, and staff needs to reconsider and ensure an in-depth integration of gender dimensions in programmes' design and delivery. A specific section to be included in the syllabi is considered imperative. Curricula should also address the intersection of gender with other characteristics, such as socio-economic background, ethnicity, or disability.	• Close cooperation with Kosovo Accreditation Agency to review/add requirements for programmes to consider gender dimension. • Close cooperation with MESTI as umbrella education policy level. • Establishment of external (KAA) and internal (local universities) monitoring and evaluation mechanisms. • Review and change programme regulations for new study programmes. • Involvement of external expertise as a mandatory component.
Provide training to academic staff to include gender dimensions as a cross-cutting theme in their courses	In addition to requiring staff to incorporate a gender dimension in the design and delivery of programmes, practical training should be provided to understand how to include gender dimensions as a cross-cutting theme in their courses.	• Institutional and academic staff commitment. • Review internal policies and regulations for syllabi preparation. • Involvement of external expertise as a mandatory component. • Establishment of external (KAA) and internal (local universities) monitoring and evaluation mechanisms.
Invite practitioners and experts as part of the course implementation	To make the integration of gender dimensions in the design and delivery of courses smoother and more natural for academic staff, we recommend that they invite practitioners and experts as part of course implementation. This could include co-teaching experience, which ensures that gender is part of course implementation as a cross-cutting theme in different programmes and courses.	• Institutional commitment and openness. • Academic staff openness to new collaboration possibilities. • The commitment of external experts. • Financial implications should be considered. • Support from donor projects as an initial push.
Enhance promotion mechanisms to integrate girls and boys equally into different profiles	In profiles with an underrepresentation of girls and boys, we recommend that an early intervention approach is necessary. Institutions and programmes should rethink the inclusion of students from both genders in different programmes and consider different incentives and awareness-raising measures.	• Close cooperation with the government and MESTI (specifically). • Development of new programmes. • Working towards new approaches for programmes promotion. • Financial implications should be considered. • Support from donor projects as an initial push.

5. Resources and Tools

This section provides a list of resources and tools for supporting HEIs in addressing the gender dimension in higher education (see Table 10). The table lists selected resources and tools, provides an overview/description, specifies the target group and elaborates on practical benefits. All resources and tools are grouped into the following clusters (including Gender and Policy and Management, Gender and Academic Staff, and Gender and Study Programmes Design and Delivery).

Table 10: Resources and tools for addressing gender dimension in higher education

DIMENSIONS	RESOURCES AND TOOLS	OVERVIEW	TARGET GROUP	PRACTICAL BENEFITS
Gender and Policy and Management	Practical Guide to Improving Gender Equality in Research Organisations (Science Europe, 2017) [14], including gender indicators and guidance on improving grant management practices	Science Europe (SE) is dedicated to improving the scientific environment within the European research system, thereby ensuring that the research careers of women and men are equally facilitated. In turn, research organisations are strengthened at the national level.	Management and academic staff	• This guide provides the backbone for implementing gender equality in research funding and European organisations. • It starts by listing recommendations for the implementation of appropriate indicators, as well as for measures to avoid bias. • It provides further recommendations on implementing an efficient system to monitor gender equality. • Finally, it provides an overview of relevant grant management systems.
	SAGA (STEM and Gender Advancement) searchable international database of policies and instruments focused on gender equality in science, technology, and innovation.	The STEM and Gender Advancement (SAGA) project is a global UNESCO project launched in 2015 to strengthen UNESCO's work in support of gender equality in Science, Technology, and Innovation (STI).	Policymakers, institutional management	• Develop a methodology and tools to support policymakers worldwide in setting up, implementing, and monitoring gender equality in STI policies. • Conduct training workshops in pilot countries to reinforce capacities.

---

[14]Eige.europa.eu. 2017. Science Europe: Practical Guide to Improving Gender Equality in Research Organizations. [online] Available at: <https://eige.europa.eu/sites/default/files/se_gender_practical-guide.pdf> [Accessed 2022].

Searchable by ministries, HEIs, and other organisations (SAGA, n.d.)[15]	SAGA's main objective is to offer governments and policymakers various tools to help reduce the current global gender gap in STI fields at all levels of education and research. By reaching this objective, the SAGA project will increase the visibility, participation, and recognition of women's contributions to Science, Technology, Engineering, and Mathematics (STEM).		• Collect STI gender-related policies and instruments and sex-disaggregated data. • Advocate for the importance of improving STI gender-related policies and instruments and collecting sex-disaggregated data.
UNESCO's portal of education plans and policies (Planipolis, n.d.)[16]	Planipolis is a portal of national education plans, policies, key education frameworks, and monitoring reports. It provides a single entry point to official education resources for national policymakers, donors, and partners.	Policymakers, institutional management, and academic staff	• Support HEIs in developing internal institutional policies and gender action plans (GAP) oriented toward the gender dimension.
Toolkit and templates for self-assessing institutional gender action plans in HE and research. Surveys, spreadsheets, guidance – in English, French, Lithuanian (Integer, n.d.)[17]	INTEGER is an online platform that offers a toolkit and templates for self-assessing gender action plans in HEIs. It provides aspects to self-assess research dimension and gender, as well. In addition, it gives surveys, spreadsheets, and HEIs to develop such internal mechanisms.	Management and academic staff External evaluators (KAA, for instance)	• This recourse can support HEIs in developing internal mechanisms and instruments for self-assessing gender action plans.

---

15 UNESCO. 2015. STEM and Gender Advancement (SAGA). [online] Available at: <https://en.unesco.org/saga> [Accessed 2022].
16 Planipolis. 2022. PORTAL OF EDUCATION PLANS AND POLICIES. [online] Available at: <https://planipolis.iiep.unesco.org/en> [Accessed 2022].
17 2022. integer-tools-for-action. [online] Available at: <http://integer-tools-for-action.eu/> [Accessed 2022].

	Data, research, and recommendations on women in HE leadership in South Asia (Afghanistan, Bangladesh, India, Nepal, Pakistan, Sri Lanka) (Morley & Crossouard, 2015)[18]	The British Council in Pakistan commissioned the research in response to concerns in the profession about the under-representation of women in senior leadership positions in higher education (HE) in South Asia. However, the study showed that many women academics are reluctant to aim for senior leadership and perceive it as an unattractive career option. The study also found that women are not being identified and prepared for leadership. There is also evidence globally that women are frequently rejected from the most senior positions when they aspire for leadership.	Management staff/ institutional leaders	• The report offers recommendations and practical ways in how women can engage in more leadership roles in higher education. • Although the report shows that multidimensional social, cultural, economic, and institutional barriers exist to women in leadership, there are also enablers, including training and development, support and mentorship, and international networks and mobility.
Gender and Academic staff	EIGE Toolkit for Gender Equality in Academia and Research, including speaking notes to support advocacy for gender equality and guide to setting up and implementing a gender equality plan (EIGE, 2016)[19]	The Gender Equality in Academia and Research (GEAR) tool provides universities and research organisations with practical advice and tools through all stages of institutional change, from setting up a gender equality plan to evaluating its real impact.	Management, academic staff, and students	• Increased success and innovation performance of organisations thanks to greater diversity. • A greater understanding of sex and gender specificities. • Improved work-life balance, equal access to opportunities, and increased well-being.

---

[18] 2014. Women in Higher Education Leadership in South Asia: Rejection, Refusal, Reluctance, Revisioning. [online] British council. Available at: <https://www.britishcouncil.org/sites/default/files/morley_crossouard_final_report_22_dec2014.pdf> [Accessed 2022]

[19] European Institute for Gender Equality. n.d. Gender Equality in Academia and Research - GEAR tool. [online] Available at: <https://eige.europa.eu/gender-mainstreaming/toolkits/gear> [Accessed January 2022].

	Gender Issues in Recruitment, Appointment & Promotion Processes: recommendations for the gender-sensitive application of excellence criteria (FESTA, 2015)[7][20]	This expert report is thought of as a handbook. It is intended to support practitioners involved in hiring processes and stakeholders who can influence regulations. Finally, guidelines are included that aim to reduce or eliminate these biases and lead to gender equality.	Management and academic staff External evaluators (KAA, for instance)	• This handbook will support creating awareness of the biases that can influence appointment processes and criteria. • Support HEIs to ensure a fair process with equal opportunities for female and male researchers.
	Gender Responsive Pedagogy: a Teacher's Handbook (FAWE, 2005) (designed for schools: Africa) [8][21]	These toolkit targets teachers and all other practitioners who deal with students. It is a practical guide that can be adapted to any context and the related needs and a source of ideas and resources that individual teachers and school leaders can use in their classrooms and schools. The toolkit is also helpful for researchers, school-parent committees and governing bodies, civil society organisations, community leaders, and education policymakers.	Management and academic staff	• A practical guide for academic staff on how to implement gender-responsive pedagogy (how to teach by taking into consideration the gender dimension in higher education).
Gender and Study Programmes Design and Delivery	Gender Curricula searchable database (in English and German) of guidance to bring gender mainstreaming for quality assurance across 55 academic degree subjects	As part of the research project "Gender Aspects in the Introduction and Accreditation of Tertiary Degree Programmes," the Network for Women's and Gender Studies NRW has compiled 54 subjects of gender	Academic staff and students	• A practical database that supports HEIs in developing gender-equitable curriculum design.

[20] 2015. Gender Issues in Recruitment, Appointment and Promotion Processes – Recommendations for a Gender Sensitive Application of Excellence Criteria. ER-FESTA-2015-002. [online] Available at: <https://eige.europa.eu/sites/default/files/festa_gender_issues_recruitment_appointment_promotion.pdf> [Accessed 2022]

[21] Forum for African Women Educationalists. 2020. Gender Responsive Pedagogy - 2nd Edition. [online] Available at: <https://issuu.com/fawe/docs/grp_toolkit_2nd_edition>.

	(Gender Curricula, n.d.) [9][22]	curricula in a database. These are proposals for integrating teaching content in women's and gender studies into the curricula of (almost) all subjects.			39

[22]Gender-curricula. n.d. Gender Curricula Proposals of integrating the contents of (subject-specific) women's and gender studies into degree courses. [online] Available at: <https://www.gender-curricula.com/en/gender-curricula-startseite> [Accessed 2022]

6. Gender Equality Glossary and Thesaurus[23]

Benchmarking	Establishment of a criterion, standard, or reference point against which targets can be established and progress measured.
Best practices for gender equality	Accumulating and applying knowledge about what works and what does not work in promoting gender equality and non-discrimination against women in different situations and contexts.
Direct discrimination	Discrimination where one person is treated less favourably on grounds such as sex and gender, age, nationality, race, ethnicity, religion or belief, health, disability, sexual orientation or gender identity than another person is, has been or would be treated in a comparable situation.
Discrimination against women	Any distinction, exclusion or restriction made on the basis of sex and gender that has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, and on a basis of equality between women and men, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.
Domestic division of labour	Division of care work and household responsibilities between women and men.
Dual approach to gender equality	Complementarity between gender mainstreaming and specific gender equality policies and measures, including positive measures.
Empowerment of women	Process by which women gain power and control over their own lives and acquire the ability to make strategic choices.
Equal access to justice for women and men	Right of individuals and groups to obtain a quick, effective and fair response to protect their rights, prevent or solve disputes and control the abuse of power through a transparent and efficient process, in which mechanisms are available, affordable and accountable, and conducted on the basis of equality.
Equal access to resources for women and men	Concept implying that both women and men have equal access to, use of and benefit from all specific resources (material, financial, human, social, political, etc.).
Equal opportunities for women and men	Absence of barriers to economic, political and social participation on grounds of sex and gender.
equal pay for work of equal value	Equal pay for work to which equal value is attributed, without discrimination on grounds of sex or marital status, with regard to all aspects of pay and conditions of remuneration.
Equal sharing of domestic responsibilities	Women and men equally sharing care tasks in the family as well as tasks relating to all aspects of household work.

---

[23] Note. This glossary was adapted from European Institute for Gender Equality (EIGE) Gender Equality Glossary and Thesaurus - European Institute for Gender Equality. 2022. *A-Z Index*. [online] Available at: <https://eige.europa.eu/thesaurus> [Accessed 2022].

Equal treatment of women and men	A state of no direct or indirect discrimination based on sex and gender, including less favourable treatment of women for reasons of pregnancy and maternity.
Family responsibilities	Care of, and support for, dependent children and other members of the immediate family who need help.
Formal gender equality	Principles of equality of women and men, equal recognition and the enjoyment and exercise of all human rights and fundamental freedoms, as well as measures providing for equal treatment of, and equal opportunities for, women and men in the political, economic, social, cultural, civil, domestic or any other field.
Gender analysis	Critical examination of how differences in gender roles, activities, needs, opportunities and rights/entitlements affect women, men, girls and boys in a given policy area, situation or context.
Gender and development	Approach focussing on the socially constructed basis of differences and unequal relations between women and men, emphasising the need to challenge existing gender roles and relations and recognises women's and men's contribution to development.
Gender audit	Assessment of the extent to which gender equality is effectively institutionalised in policies, programmes, organisational structures and proceedings (including decision-making processes), and in the corresponding budgets.
Gender awareness	Ability to view society from the perspective of gender roles and understand how this has affected women's needs in comparison to the needs of men.
Gender awareness raising	Process that aims at showing how existing values and norms influence our picture of reality, perpetuate stereotypes and support mechanisms (re)producing inequality.
Gender balance	Human resources and equal participation of women and men in all areas of work, projects or programmes.
Gender bias	Prejudiced actions or thoughts based on the gender-based perception that women are not equal to men in rights and dignity.
Gender blindness	Failure to recognise that the roles and responsibilities of women/girls and men/boys are ascribed to, or imposed upon, them in specific social, cultural, economic and political contexts.
Gender budgeting	Application of gender mainstreaming in the budgetary process. It entails a gender-based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process, and restructuring revenues and expenditures in order to promote gender equality.
Gender Development Index (GDI)	Direct measure of gender gaps in human development achievements in three basic areas of human development: health, education, and command over economic resources.
Gender dimension	Ways in which the situation and needs of, and challenges facing, women and men (and girls and boys) differ, with a view to eliminating inequalities and avoiding their perpetuation, as well as to promoting gender equality within a particular policy, programme or procedure.

Gender discrimination	Any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.
Gender disparities	Differences in women's and men's access to resources, status, and well-being usually favor men and are often institutionalised through Law, justice, and social norms.
Gender division of labour	Allocation of different jobs or types of work to women and men.
Gender dynamics	Relationships and interactions between and among girls, boys, women, and men.
Gender education	A necessary part of curricula at all levels of the education system would enable both girls and boys, women and men, to understand how constructions of masculinities and femininities and models for assigning social roles – which shape our societies – influence their lives, relationships, life choices, career trajectories, etc.
Gender empowerment measures (GEM)	'Bottom-up' process of awareness and capacity building leading to greater participation in transforming gender power relations through individuals or groups developing awareness of women's subordination and building their capacity to challenge it.
Gender equality	Equal rights, responsibilities, and opportunities for women and men and girls and boys.
Gender equality bodies	Gender equality bodies are independent national bodies to promote equal treatment of women and men. They are responsible for providing independent assistance to victims of alleged sex- and gender-based discrimination, conducting independent surveys concerning discrimination, publishing independent reports, and making recommendations on any issue relating to such discrimination. Their mandate may include other functions, such as awareness raising, training, and capacity-building activities.
Gender equality competence	Skills, attributes, and behaviors that people need to mainstream gender concerns effectively into policies and plans and help build gender equality.
Gender equality competence development	Series of activities that aim at strengthening people's skills and knowledge on a certain matter, in this case gender equality.
Gender Equality Index	Unique measurement tool that synthesises the complexity of gender equality as a multidimensional concept into a user-friendly and easily interpretable measure.

Gender equality training	Any educational tool or process that aims to make policymakers and other actors in the EU and Member States more aware of gender equality issues, build their gender competence and enable them to promote gender equality goals in their work at all levels.
Gender equity	Provision of fairness and justice in the distribution of benefits and responsibilities between women and men.
Gender evaluation	Evaluation applied as a method of gender mainstreaming that integrates gender equality concerns into the evaluation objectives, evaluation methodology, approaches and use.
Gender gap	Gap in any area between women and men in terms of their levels of participation, access, rights, remuneration or benefits.
Gender impact assessment	Policy tool for the screening of a given policy proposal, in order to detect and assess its differential impact or effects on women and men, so that these imbalances can be redressed before the proposal is endorsed.
Gender indicators	Tools for monitoring gender differences, gender-related changes over time and progress towards gender equality goals.
Gender inequality	Legal, social and cultural situation in which sex and/or gender determine different rights and dignity for women and men, which are reflected in their unequal access to or enjoyment of rights, as well as the assumption of stereotyped social and cultural roles.
Gender issue(s)	Any issue or concern determined by gender-based and/or sex-based differences between women and men.
Gender mainstreaming	Systematic consideration of the differences between the conditions, situations and needs of women and men in all policies and actions.
Gender monitoring and evaluation	Process requiring that the monitoring, reporting and evaluation practices of all policies and plans integrate a gender perspective both in processes and inputs as well as in results and impacts, so as to learn how programmes or specific projects affect women's and men's lives and to guarantee that inequality is not perpetuated.
Gender parity	Numerical concept related to gender equality. Gender parity concerns relative equality in terms of numbers and proportions of women and men, girls and boys, and is often calculated as the ratio of female-to-male values for a given indicator.
Gender pay gap	Percentage of men's earnings and represents the difference between the average gross hourly earnings of female and male employees.
Gender perspective	Perspective taking into account gender-based differences when looking at any social phenomenon, policy or process.
Gender planning	Active approach to planning that takes gender as a key variable or criterion and which seeks to integrate an explicit gender dimension into policy or action.

Gender position	Women's social and economic standing in society relative to men, such as female/male disparities in wages and employment opportunities, unequal representation in the political process, unequal ownership of land and property, and vulnerability to violence (i.e. strategic gender need/interests).
Gender power relations	Ways in which gender shapes the distributions of power at all levels of society.
Gender quotas	Positive measurement instrument aimed at accelerating the achievement of gender-balanced participation and representation by establishing a defined proportion (percentage) or number of places or seats to be filled by, or allocated to, women and/or men, generally under certain rules or criteria.
Gender redistributive policies	Policy aiming to transform the existing distribution of resources and responsibilities in order to create a more equal relationship between women and men.
Gender relevance	Question of whether a particular law, policy or action is relevant to gender relations and/or gender equality.
Gender roles	Social and behavioural norms which, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex.
Gender stereotypes	Preconceived ideas whereby females and males are arbitrarily assigned characteristics and roles determined and limited by their gender.
Gender stereotyping	Practice of ascribing to an individual woman or man specific attributes, characteristics or roles on the sole basis of her or his membership of the social group of women or men.
Gender studies	Academic, usually interdisciplinary, approach to the analysis of the situations of women and men and gender relations, as well as the gender dimension of all other disciplines.
Gender system	System of economic, social, cultural and political structures that sustain and reproduce distinctive gender roles and the attributes of women and men.
Gender training	Process of developing awareness and capacity on gender issues, to bring about personal or organisational change for gender equality.
Gender-balanced participation	Representation of either women or men in any decision-making body in public and political life not falling below 40 % as a parity threshold.
Gender-neutral	Policy, programme or situation that has no differential positive or negative impact in terms of gender relations or equality between women and men.

Gender-neutral policies	Policies that are not specifically aimed at either women or men and are assumed to affect both sexes equally.
Gender-sensitive accountability	Obligation and responsibility on the part of state structures and public officials to implement gender mainstreaming and achieve gender equality policy objectives, to report on progress achieved, and to be answerable in the event of a failure to meet stated gender equality objectives.
Gender-sensitive institutional transformation	Process that aims to integrate gender equality into the regular rules, procedures and practices of an institution, leading to its transformation of an institution, thus also impacting on the organisational culture.
Glass ceiling	Artificial impediments and invisible barriers that militate against women's access to top decision-making and managerial positions in an organisation, whether public or private and in whatever domain.
Good practice for gender mainstreaming	Any experience or initiative displaying techniques, methods or approaches which function in a way that produces effects and results coherent with the definition of gender mainstreaming, which are considered to be effective in delivering gender mainstreaming as a transformative strategy, and which, therefore, deserve to be disseminated and proposed to other organisational contexts.
Governmental gender equality body	Body within government whose purpose is to design, coordinate and implement government policies for gender equality, and which is normally located in the government hierarchy (i.e. in a ministry or in the Prime Minister's Office).

7. References

1.   HERAS Plus, 2021. Integration and mainstreaming of human rights in public higher education institutions in Kosovo. [online] Available at: <https://www.heraskosovo.org/wp-content/uploads/2021/09/Integration-and-mainstreaming.pdf> [Accessed 2022].

2.   Kosovo Government, 2008. Constitution of the Republic of Kosovo. [online] Official Gazette of the Republic of Kosovo, p.Article 47. Available at: <https://gzk.rks-gov.net/Default.aspx?index=1&index=1> [Accessed 2022].

3.   Assembly of the Republic of Kosovo, 2013. LAW NO. 04/L-135 ON SCIENTIFIC- RESEARCH ACTIVITIES. [online] Official Gazette of the Republic of Kosovo. Available at: <https://gzk.rks-gov.net/ActDetail.aspx?ActID=8660> [Accessed 2022].

4.   United Nations Sustainable Development. 2016. Take Action for the Sustainable Development Goals - United Nations Sustainable Development. [online] Available at: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/> [Accessed 2022].

5.   Kosovo Government, 2015. LAW NO. 05/L-020 ON GENDER EQUALITY. [online] Official Gazette of the Republic of Kosovo. Available at: <https://gzk.rks-gov.net/ActDetail.aspx?ActID=10923> [Accessed 2022].

6.   Assembly of the Republic of Kosovo, 2015. Law No. 05/L-021 ON THE PROTECTION FROM DISCRIMINATION. [online] Official Gazette of the Republic of Kosovo. Available at: <http://old.kuvendikosoves.org/common/docs/ligjet/05-L-021%20a.pdf> [Accessed 2022].

7.   Kosovo Government, 2018. STRATEGY FOR YOUTH 2019-2023. [online] Ministria e Kulturës, Rinisë dhe Sportit –Ministarstvo Kulture, Omladine i Sporta Ministry of Culture, Youth and Sport. Available at: <https://www.mkrs-ks.org/repository/docs/Strategy_for_Youth_2019-2023.pdf> [Accessed 2022].

8.   Kosovo Government, 2016. National Programme for Implementation of the Stabilisation and Association Agreement (NPISAA). [online] Available at: <http://mei-ks.net/repository/docs/3_pkzmsa_miratuar_nga_kuvendi_final_eng_.pdf> [Accessed 2022].

9.   Kosovo Government, 2016. Kosovo – EU High-Level Dialogue on Key Priorities – European Reform Agenda (ERA). [online] Available at: <https://www.mei-ks.net/repository/docs/era_final.pdf> [Accessed 2022].

10.   See articles 6 and 7 of the university statutes of Ferizaj, Gjilan, Gjakova and Mitrovica; and articles 7 and 8 of the university statutes of Prishtina, Peja and Prizren.

11.   University of Prishtina "Hasan Prishtina", 2021. Regulation for the prevention and protection from harassment and sexual harassment at the University of Prishtina. [online] Available at: <https://juridiku.uni-pr.edu/desk/inc/media/9C29E2A3-0DE7-412F-9961-CE4850B35A03.pdf> [Accessed 2022].

12.   No information is available on the implementation of this provision in practice.

13.   European Commission, Directorate-General for Research and Innovation, Horizon Europe guidance on gender equality plans, Publications Office of the European Union, 2021, https://data.europa.eu/doi/10.2777/876509

14.   Eige.europa.eu. 2017. Science Europe: Practical Guide to Improving Gender Equality in Research Organizations. [online] Available at: <https://eige.europa.eu/sites/default/files/se_gender_practical-guide.pdf> [Accessed 2022].

15.   UNESCO. 2015. STEM and Gender Advancement (SAGA). [online] Available at: <https://en.unesco.org/saga> [Accessed 2022].

16.   Planipolis. 2022. PORTAL OF EDUCATION PLANS AND POLICIES. [online] Available at: <https://planipolis.iiep.unesco.org/en> [Accessed 2022].

17.   2022. integer-tools-for-action. [online] Available at: <http://integer-tools-for-action.eu/> [Accessed 2022].

18.   2014. Women in Higher Education Leadership in South Asia: Rejection, Refusal, Reluctance, Revisioning. [online] British council. Available at: <https://www.britishcouncil.org/sites/default/files/morley_crossouard_final_report_22_dec2014.pdf> [Accessed 2022].

19.   European Institute for Gender Equality. n.d. Gender Equality in Academia and Research - GEAR tool. [online] Available at: <https://eige.europa.eu/gender-mainstreaming/toolkits/gear> [Accessed January 2022].

20.   2015. Gender Issues in Recruitment, Appointment and Promotion Processes – Recom-

mendations for a Gender Sensitive Application of Excellence Criteria. ER-FESTA-2015-002. [online] Available at: <https://eige.europa.eu/sites/default/files/festa_gender_issues_recruitment_appointment_promotion.pdf> [Accessed 2022].

21. Forum for African Women Educationalists. 2020. Gender Responsive Pedagogy - 2nd Edition. [online] Available at: <https://issuu.com/fawe/docs/grp_toolkit_2nd_edition>.

22. Gender-curricula. n.d. Gender Curricula Proposals of integrating the contents of (subject-specific) women's and gender studies into degree courses. [online] Available at: <https://www.gender-curricula.com/en/gender-curricula-startseite> [Accessed 2022].

23. Note. This glossary was adapted from1 European Institute for Gender Equality (EIGE) Gender Equality Glossary and Thesaurus - European Institute for Gender Equality. 2022. A-Z Index. [online] Available at: <https://eige.europa.eu/thesaurus> [Accessed 2022].