A 10 Year Journey of Promoting Gender Equality in and through Academia in Belarus: Gender Plans and Gender Audits in Higher Education Institutions
This Publication has been prepared by the Raoul Wallenberg Institute of Human Rights and Humanitarian Law, the Faculty of International Relations at the Belarus State University, and the Faculty of Management Technologies and Humanitarization at the Belarus National Technical University, with financial support from the Government of Sweden represented by the Swedish International Development Cooperation Agency (Sida).

The opinions expressed in this publication do not necessarily reflect the views of the Institute, or of Sida. The publication is distributed free of charge.


This publication presents key results of ten years’ experiences from the development and implementation of gender plans and gender audits at Belarusian universities, in cooperation with the Raoul Wallenberg Institute of Human Rights and Humanitarian Law (RWI). It features the experiences of two faculties and universities in Belarus: The Faculty of International Relations at the Belarus State University (BSU FIR), and the Faculty of Management Technologies and Humanitarization at the Belarus National Technical University (BNTU FMTH).

It also includes tools for the development of gender plans and gender audits used at higher education institutions in Belarus.

We hope that this publication will be useful for anyone with an interest in gender equality in academia, including for managers, teachers, students, and practitioners in the field. It is meant to be a resource that, based on practical experiences, can inspire others to take steps to promote gender equality in academia.

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### Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AES</td>
<td>Auxiliary Educational Staff</td>
</tr>
<tr>
<td>FIR BSU</td>
<td>Faculty of International Relations at the Belarus State University</td>
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<tr>
<td>FMTH BNTU</td>
<td>Faculty of Management Technologies and Humanitarization at the Belarus National Technical University</td>
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<tr>
<td>HEIs</td>
<td>Higher Education Institutions</td>
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<tr>
<td>HETS</td>
<td>Higher Education Teaching Staff</td>
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<tr>
<td>RWI</td>
<td>Raoul Wallenberg Institute of Human Rights and Humanitarian Law</td>
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<td>UN</td>
<td>United Nations</td>
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<td>UPR</td>
<td>Universal Periodic Review</td>
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1. Promoting gender equality in and through academia in Belarus: 10 years of experience

By Olga Bezbozhna, Senior Programme Officer, RWI Europe Office

RWI Cooperation in Belarus

The Raoul Wallenberg Institute of Human Rights and Humanitarian Law is strongly committed to the promotion of gender equality. The Institute seeks to address human rights and gender equality together, concentrating on their common and complementary aspects. This approach is based on the recognition of gender equality and non-discrimination as human rights, and that human rights include gender-related human rights.

The Institute understands gender equality as a goal in itself, and as a transversal goal.

The Institute’s body of work is established in the overall framework of four focus areas – People on the Move, Inclusive Societies, Fair and Efficient Justice, and Economic Globalisation and Human Rights. The Institute strives to integrate a gender equality perspective into the design of interventions even when the primary objective is something else.¹

The Institute takes every opportunity to advance gender equality through its operations. In 2010, cooperation was initiated with the Belarusian State University and with other higher education institutions (HEIs) in Belarus. After 10 years, the engagement of RWI and partners is still highly active.

The overall objective of the cooperation has been to promote human rights and gender equality among Belarusian academics, and among other actors in society, by developing capacities and resources on human rights and gender equality. Gender mainstreaming is deployed as a main strategy to promote gender equality within the RWI cooperation with Belarusian HEIs.

To facilitate gender-mainstreaming efforts, four strategic gender equality objectives were identified between partners in this cooperation:

- To support and create educational opportunities that contribute to promoting knowledge about gender equality, and achieving gender equality in Belarus.
- To support and create research that is gender-aware and addresses gender issues that are relevant to Belarus.
- To promote and support the development of partner organisations’ institutional capacity to address gender equality in its operations and interaction with students.
- To raise awareness about gender equality in society and disseminate results to a broader public.

The objectives are inter-related and mutually supporting. For instance, gender-aware research feeds into educational opportunities, and vice versa. Furthermore, all objectives are also important. It is clear from this 10 year experience, that it would have been hard to achieve progress if either objective was excluded.

Purpose of the Publication

While acknowledging the equal importance of all strategic objectives presented in the previous section, this publication will focus on experiences regarding one of the four: The objective of promoting and supporting institutional capacity of partner organizations to address gender equality in its operation and interaction with students. Several different interventions and tools were

deployed to achieve this objective, but two main instruments will be emphasized here: gender plans and gender audits.

We have selected these two instruments, convinced, after the experiences of developing and implementing gender plans and gender audits at HEIs in Belarus, that these tools can provide valuable contributions to the body of knowledge on such processes, and inspiration to other organizations.

With this publication we aim to:

- Present examples and key results of the development and implementation of gender plans and gender audits at two faculties in Belarus since 2010.
- Present and share tools for the development of gender plans and gender audits, used at HEIs in Belarus.
- Share lessons learned and inspiration to other HEIs, in Belarus and elsewhere, that wish to pursue positive change towards gender equality at their institutions.

The publication starts (in chapter two) with an introduction to gender audits and gender plans as tools for gender equality, exemplified by HEI cases from Africa, North and South America and Asia. It ends with reflections from the Senior Gender Adviser at RWI regarding the work of the two faculties.

Some limitations should be noted before we start: The publication draws (mainly) on the experiences of two Belarusian faculties. Tools, presented in this publication, and listed in annexes, are designed and shaped to the context where they are applied, including at these two faculties. As explained in chapter two (2), and further in subsequent chapter, gender equality work at HEIs is highly contextual. Readers should be aware that the applicability of tools might vary, and tools require adjustments, depending on context.

**Why gender equality plans and gender audits at HEIs?**

The use of gender plans and gender audits have been perceived as important instruments for the achievement of a number of results within the RWI cooperation with Belarusian HEIs.

While the concepts and rationale of such plans and audits are explained in chapter two, they are among other used to sensitise relevant decision makers, teachers, staff and students to values of gender equality.

By creating a welcoming and constructive environment for discussions on gender equality within the faculties, RWI and its partners have, with these tools, sought to ensure that relevant courses are being taught in a supportive environment, and that research is produced with support from managers, librarians and colleagues. Gender plans and gender audits have also proven useful to sustain the quality of gender equality education and research at the institutions. This publication will explore how this was done.

**Outline**

In Chapter 1, above, we have provided background to RWI cooperation in Belarus, the strategic gender equality objectives and how we work to promote gender equality in Belarusian academia. We have also explained the purpose of this publication and how it can be used, and acknowledged its limitations.

In Chapter 2, we offer a global perspective on engendering gender equality at higher education institutions. This chapter discusses in a general sense the rationale for gender equality at HEIs and offers further context for this process by sampling good practices adopted by HEIs around the globe, for learning purposes.

In Chapter 3, we briefly outline legislative and policy framework on gender equality in Belarus, and with regards to higher education in particular.
Chapter 4 presents the experiences of FIR BSU in the development and implementation of the gender plan and the gender audit. The chapter describes how FIR BSU worked with these tools, and key results of the gender plan and gender audit on the institution.

Chapter 5 will present the experiences of FMTH BNTU in the development and implementation of the gender plan and the gender audit. The chapter shows how FMTH BNTU worked with the tools, as well as key results of the gender plan and gender audit on the institution.

Chapter 6 will present a general step-by-step guide for development and implementation of gender plans and audits at HEIs, based on the experiences of the two Belarusian faculties.

In Chapter 7, we will analyse challenges faced by the two faculties when implementing the gender plans and audits, and outline areas which can be further improved in the future.

In the Annexes, we will present fourteen (14) tools used at the two faculties, including for:

i. Gender Equality Plans
ii. Establishing the Scope of Gender Audits
iii. Focus Groups
iv. Time-Budget
v. Gender Analysis of Documentation
vi. Quantitative Analysis, and
vii. Questionnaire Surveys

We hope that the content of this publication, and the tools, will spark interest and further discussion within academia around the importance of working systematically to promote gender equality at HEIs.
2. Engendering gender equality at higher education institutions – A global perspective

By Anyango Yvonne Oyieke, Programme Officer, RWI Nairobi Office

This chapter offers a global reference for the engendering of gender at higher education institutions, and should be seen as a point of departure for the analysis of processes of gender inclusion at select HEIs in Belarus. The chapter provides a background to such processes, considering, for learning purposes, good practices adopted by HEIs across the globe.

Gender equality and the rationale for self-assessment at higher education institutions

HEIs in general, are a favourable space for the promotion of gender equality. They have been identified as key institutions towards social and economic development, and further espouse the principles of merit and capability as the breeding ground for innovative ideas and the production of knowledge. It is however a truism that despite this, certain assumptions made about the neutrality and fairness of HEIs are false. In fact, it is noted that these institutions often are subject to deeply insidious forms of discrimination and other forms of exclusion based on gender, and sex.2

Studies have revealed the influence of certain gendered biases in several aspects of HEIs including in the management and governance, the recruitment processes, student life and even in teaching curricula. There is the presence of a certain gender blindness, which assumes that men and women will have access to the same opportunities despite social factors that impact their lived realities. A female academic for example, that chooses to start a family, would not be able to progress in the same way that a male academic would, despite the existence of equitable promotion criteria, due to a gendered burden of care. It would be important for a higher education institution, to therefore be more conscious of the gendered realities of students and staff alike to ensure that equality is realized within this space.

The question in this context is how to go about this. What ways and means exists, have been tried and tested within organizations in general, but specifically within HEIs that would provide a suitable environment for this transformation? There are several frameworks that may be relied on for these purposes, however Interaction3 has delineated a simple but useful framework that organizations may adopt in their quest for greater gender equality. Although it is not specifically focused on HEIs, it seems to provide a conceptual framework though which several HEIs have formulated their own gender plans and strategies, and formed that basis of the assessments and audits that informed those processes.

According to Interaction,4 for gender integration, an organization should consider:

a. **Political will** – which is the root of all gender integration processes and the very basis on which the success (or lack thereof) is founded. This considers whether leadership in any organization

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is determined to use their position of influence to support, leadership, enthusiasm and commitment towards gender equality.

b. **Technical capacity** – which would seek to analyze the ability (including qualifications and skills) of individuals in an organization to carry out the practical aspects of gender inclusion and integration. This also relates to the level of institutionalization of gender equitable processes, and the ability of staff to adopt adjustments for gender equitable outcomes.

c. **Organizational culture** – which would seek to understand what norms, customs, beliefs, codes of behavior exist in an organization that encourage or hinder the realization of gender equality. How do people relate? What behaviors are acceptable? Are different groups of people expected to behave in a certain way? Are there sanctions or rewards for deviation or adherence to these codes?

d. **Accountability** – which would seek to analyze the extent to which an organization has adopted certain mechanisms to determine or measure their achievement of their gender equality goals.

This chapter shall therefore rely on the above framework as relates to its discussion of the ultimate outcomes of any gender inclusion processes adopted at higher education institutions. What follows next is a brief description of the various tools that exist, that may be relied on for gender inclusion at HEIs.

### Gender Audit Tools and Plans as a means for gender inclusion at higher education institutions

Addressing gender issues within HEIs requires going beyond numbers to raise awareness of biases and barriers, to understand and adapt policies and practices to meet the needs of both women and men, and to address the structural and power issues that tend to keep inequalities in place. To this end, there are several tools that an institution may rely on as it works towards the inclusion of gender and the effective integration of gender within its systems and activities. The most common tools however, that have been used within a higher education context, and the ones discussed in this chapter, are gender audits and the development of gender plans. The two are often used jointly as they are interconnected in several ways, with an audit paving way for the development of a gender plan which takes the audit results and operationalizes the findings and recommendations highlighted by that process.

#### (Participatory) Gender Audits

Gender audits are a tool applied within the broader gender mainstreaming and inclusion agenda. According to the ILO, a (participatory) gender audit is:

"[A] tool and a process based on a participatory methodology that ... promotes organizational learning on mainstreaming gender practically and effectively. It: Considers whether internal practices and related support systems for gender mainstreaming are effective and reinforce each other; Monitors and assesses the relative progress made in gender mainstreaming; Establishes a baseline for the audited unit; Identifies critical gaps and challenges; Recommends ways of addressing them and suggests new and more effective strategies; [and] Documents good practices towards the achievement of gender equality."\(^6\)

Although several institutions have a number of ways of evaluating their outputs, a gender audit offers a different kind of analysis that aims to determine the extent to which policies, practices, systems,
procedures, culture and resources are being used in the most effective manner to realize an institution’s commitment to gender equality.7

Unlike other tools, that may proceed from the assumption that it is an institution’s culture at the root of any inequalities, gender audits at HEIs depart on the assumption that the challenge with gender equality at these institutions is gaps between gender theory and practice, and thus seeks to identify these gaps to positively impact their outputs on (gender) equality.8 It hence aims to:

i. Focus on improving the performance of an institution for the promotion of gender equality.
ii. Analyse public policy; including legislation, regulations, allocations, and social projects, to gauge their effect on gender equality.
iii. Assess gender inequalities in the practices and policies of an institution, such as human resource issues, budgeting, and management so as to provide a complete picture of gender relations.
v. Offer a learning experience through exchange of good practices, information, and knowledge.
vi. Enable an institution to steadily take stock of and address the status of gender equality to identify areas of strength and achievement, innovative policies and practices, as well as to highlight continuing challenges as starting point for gender planning and action.9

The main outcome of an audit is a report that includes recommendations for improvement and actions for follow-up. Gender auditing may be a once-off event, or an ongoing process of review and improvement that may lead to gender equality at large.10

Gender (Equality) Plans

The European Institute for Gender Equality (EIGE) identifies gender plans as a key process for structural change and gender transformation within research and HEIs. It defines a Gender Equality Plan as:

“a set of actions aimed at: conducting impact assessment/audits of procedures and practices to identify gender bias; identifying and implementing innovative strategies to correct any bias; [and] setting targets and monitoring progress via indicators.”11

EIGE further provides that the scope of such a plan would vary depending on the type of the institution, the institutional culture and context, as well as the various gendered manifestations within such an institution (explicit and implicit). The development and implementation of a gender equality plan may be divided into a series of stages as outlined below by EIGE:

i. Analysis, in which sex-disaggregated data is collected; procedures, processes and practices are critically assessed with a view to detecting gender inequalities and gender bias.

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7 Centre for Human Rights, Gender Equality at higher education institutions in Africa: A gender audit tool” available at file:///C:/Users/HP%20PROBOOK%20440%20G4/Documents/RWI%20DOCUMENTS/Gender%20Audit%20Belarus/Gender_Audit_Tool_ Web_version.pdf (page 14)
8 Centre for Human Rights, Gender Equality at higher education institutions in Africa: A gender audit tool” available at file:///C:/Users/HP%20PROBOOK%20440%20G4/Documents/RWI%20DOCUMENTS/Gender%20Audit%20Belarus/Gender_Audit_Tool_ Web_version.pdf (page 14)
9 Centre for Human Rights, Gender Equality at higher education institutions in Africa: A gender audit tool” available at file:///C:/Users/HP%20PROBOOK%20440%20G4/Documents/RWI%20DOCUMENTS/Gender%20Audit%20Belarus/Gender_Audit_Tool_ Web_version.pdf (page 14)
10 Centre for Human Rights, Gender Equality at higher education institutions in Africa: A gender audit tool” available at file:///C:/Users/HP%20PROBOOK%20440%20G4/Documents/RWI%20DOCUMENTS/Gender%20Audit%20Belarus/Gender_Audit_Tool_ Web_version.pdf (page 15)
ii. Planning, in which objectives are defined, targets set, actions and measures to remedy the identified problems decided, resources and responsibilities attributed, and timelines agreed upon.

iii. Implementation phase, in which activities are implemented and outreach efforts are undertaken to gradually expand the network of stakeholders.

iv. Monitoring phase, in which the process and the progress are regularly followed up on and assessed. Findings from the monitoring exercise(s) allow adjustment and improvement measures and activities, so that the results can be optimised.\(^\text{12}\)

These stages are meant to articulate a strategic view towards the attainment of gender equality within institutions. A gender equality plan is useful particularly because it seeks to materialize various commitments into a concrete set of actions towards a specific goal. In this way there are clear goals and targets set that should be achieved both long, intermediate, and short term, to ultimately realize an institution transformed towards gender equality. Gender equality plans rely specifically on gender disaggregated data and designs a wide set of measures and indicators to ensure that gender equality is realized. Therefore, a broader diversity strategy would not suffice for these purposes as it does not define with specificity what concrete outcomes are expected as pertains to the specific issue of gender equality as manifests within a specific institution.\(^\text{13}\)

Gender Audits and Gender (Equality) Plans are both tools that are relied on for enhanced gender inclusion within HEIs and, as mentioned above, often used in conjunction in the first instance to assess the status of gender equality, and further to operationalize the determined outcomes from such a process. The form of gender audits and plans will however vary based on several factors, including the geography, size, history and culture of the institution. Yet the theory upon which these methods are founded is the same - that is to evaluate, learn and adjust as relates to the inclusion of gender at higher education institutions. The section that follows draws examples from across the globe, looking at HEIs that have conducted audits and developed gender plans, to offer further lessons.

**Drawing a global comparison – lessons learned and good practices**

Following on the above, gender audits and plans are more than the total number of tools available to assess the level of gender responsiveness in an institution towards greater gender equality goals. We have also mentioned that audits and plans will take different forms, which for instance can mean focusing on different areas, depending on the institution and the context in which these tools are to be applied.

The following section describes experiences from four institutions that have conducted gender audits and that have developed gender plans. These institutions have been picked from different countries across the globe, including Africa, North America, South America and Asia, and are highlighted for the good practices that emerged, and lessons learned from the challenges faced. As we explore gender equality at HEIs in Belarus, these four constitute points of comparison against which the following sections may be understood, as well as references for further learning.


Gender Audit at Higher Education institutions in Africa: A South African case study

South Africa is a constitutional democracy with what is described as one of the most progressive constitutions in the world, which provides a detailed bill of rights, and the promotion of equality and prevention of unfair discrimination including on the basis of gender. Despite the strides that have been made in the reformation of laws and policies for enhanced gender equality, women still bear the brunt of social inequalities, with disparities in access to among other economic empowerment and access to education. South Africa also has one of the highest rates of sexual and gender based violence in the world.

The University of Pretoria carried out a gender audit in 2014, which, among other, sought to contribute to discourse around gender equality at HEIs, considering a wave of transformation that was taking place at the time. The focus of the broader social transformation was largely on racial disparity in higher education institutions, without the corresponding investigation of the intersection of gender, and how that impacts the lived reality of a substantive constituency of higher education beneficiaries in South Africa.14

The tool used was divided into six sections and focused on:

i. Management and governance which would effectively address the question of political will and whether a suitable environment existed for the realization of gender equality within the University.

ii. Institutional culture investigated the tacit assumptions present within the university, popularly thought of as the ‘way we do things around here’ and the impact on gender equality within that space.

iii. Policy review considered university policies and their responsiveness to gender, and whether they made efforts to address and redress, and perceived instances of blindness leading to further exclusion.

iv. Teaching and research which focused on teaching curricula, and research projects and outputs, and the extent to which these perpetuated or challenged gender stereotypes.

v. Student life which focused on the social aspects of the university experience, including residences, student societies and extracurricular activities, and their role in the reproduction of gender roles and thus gendered inequalities.

vi. Human resources, including recruitment, promotion, and affirmative action/employment equity processes, access to opportunities, diversity and the extent to which there was gender sensitivity in these spaces.

Source of the image15

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14 Centre for Human Rights, Gender Equality at higher education institutions in Africa: A gender audit tool” available at file:///C:/Users/HP%20PROBOOK%20440%20G4/Documents/RWI%20DOCUMENTS/Gender%20Audit%20Belarus/Gender_Audit_Tool_Web_version.pdf (page 15)

15 Ibid.
The tool’s defining feature was the scoring matrix against which institutions were able to form a baseline for their own monitoring and evaluation purposes. Especially if the tool is repeated and refined over time, measuring the different areas listed, it would be able to offer a detailed overview of the areas where measures for gender equality are progressing and areas that would benefit from adjustment.

**The Athena Swan Charter and the entrenchment of gender equality in Canadian higher education institutions**

Canada is considered a gender equality champion across the globe, and scores well on several metrics of gender equality. To drive greater gender equality results, the Government of Canada in 2018 commissioned the Organization for Economic Co-operation and Development (OECD) to undertake a Review which assesses the policy and institutional framework from a “whole of government” perspective. The Review was commissioned with a view to building on Canada’s ambitious gender equality agenda, and to further boost and sustain the effectiveness of on-going gender equality initiatives at the federal level. This strategy delineates the federal wide approach against which gender equality measures should be developed and adopted.

This commitment to gender equality is reflected in several HEIs including York University. In order to realize equality within this university, they developed a detailed equality, diversity and inclusion strategy with detailed actions that will specify targets, timescales and responsibilities. In further realization of the principles of gender equality, the university has adopted the Athena Swan Charter. This Charter was adopted in 2005 to encourage and recognize commitment to advancing the careers of women in science, technology, engineering, math and medicine (STEMM) in higher education and research. In 2015 the charter was expanded to also include the arts, humanities, social sciences, business and law (AHSSBL) and professional and support roles, and for trans staff and students. It now aims to address gender equality more broadly and not only barriers to the promotion and progression of female academics and researchers.

The Charter is based on 10 Key principles and institutions that commit to being an Athena SWAN institution commit to adopt these progressive principles within their policies, practices, action plans and culture. Some of the principles of the charter are:

1. …advancing gender equality in academia, addressing the loss of women across the career pipeline and the absence of women from senior academic, professional and support roles
2. …tackling the gender pay gap
3. …removing the obstacles faced by women at major points of career development and progression including the transition from PhD into a sustainable academic career.
4. …acknowledging that advancing gender equality demands commitment and action from all levels of the organisation and active leadership from those in senior roles.
5. …making and mainstreaming sustainable structural and cultural changes to advance gender equality, recognising that initiatives and actions that support individuals alone will not sufficiently advance equality.

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16 OECD, Gender Equality in Canada: Mainstreaming, governance and budgeting, (2018) OECD publishing Paris
17 University of York, Equality, Diversity and Inclusion, [https://www.york.ac.uk/about/equality/gender-equality/](https://www.york.ac.uk/about/equality/gender-equality/) (accessed on 14 September 2020)
In response to this, the York University developed and adopted a three-point gender plan against which they measure themselves towards the achievement of the charter goals.

In coordination with the Equality, Diversity and Inclusion Committee these principles have been mainstreamed into university systems and policies, and are evaluated annually, upon submission of the annual application to the Athena SWAN Committee for accountability purposes. The drafting of this report is coordinated by the Athena SWAN Submission working group who steer this self-assessment process according to the indicators defined and adopted under the University’s action plan 2018-2022.

**An intersectional approach to gender audits in India**

Higher education institutions in India are at a critical juncture in relation to the basic ideals of equality that are enshrined in their Constitution. India has seen a recent expansion of higher education, which has made universities more demographically diverse than ever before, with a growing heterogeneity of social groups represented. It is reported that women currently constitute 42% of students at HEIs in India. Yet, gendered inequalities persist, causing disparities among men and women that can best be addressed with an intersectional approach that considers gender along with other bases of discrimination, such as class, caste, religion and ability.19

The Veer Wajekar Arts, Science and Commerce College, Phunde conducted a gender audit which was reported in 2019. The overarching framework against which this audit was carried out was the college gender policy which aims to promote equality of opportunity and treatment for all men and women working and studying at the College, or applying to do so and to ensure equality of access to all services provided by the College. The gender policy is self-descriptive and defines itself as “a strategy and pursued as a systematic and planned process for organizational learning within the College in order to achieve gender equality both internally and especially in regard to working results and outcomes.”20 The strategic goal of the policy is to integrate gender equality into the regular rules, procedures and practices of the College, and it is based on the theory of change that if the policy is successfully implemented then this will lead to the transformation of the College, thus also impacting the organizational culture of the college.21

The Gender Audit of Veer Wajekar Arts, Science and Commerce in 2019 aimed to:

1. identify areas of gender imbalance and to recognise their cause.
2. examine the gender policies of the college and to understand the needs and interest of both men and women, staff and students.
3. take active steps to establish gender balance in decision making processes in all areas of College activities.

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iv. suggest measures for bridging the gender gap if any exists.
v. adopt measures for prevention of sexual harassment at the college.
vi. promote growth of gender equality in all aspects of college campus life.22

The main findings of the audit were that although there was a general awareness about the policy, there needed to be more sensitization on the contents at a general level. It was also found that there were some best practices that were noted throughout the college, such as awareness programmes against sexual harassment and other awareness programmes. However, on closer analysis the audit found that certain practices in the institution did not align with the gender policy. The committee stated that:

“[T]rue gender equality can be brought out only when Gender Policy Document is implemented in all its fairness and consistency. This committee appreciates the efforts taken by the College in bringing out gender parity in all walks of College life. The Committee specially appreciates the vision of the College in designing its Gender Policy Document that aims to achieve high levels of gender balance in the College campus.”23

Summary

The above shows that there have been serious initiatives and important progress in higher education to achieve gender equality through the use of gender audits and gender plans. The two methods are linked to the extent that an audit, may form an integral part of the development of a gender plan as it allows one to introspect and collect relevant and aggregated data against which an impactful plan may be developed.

As also illustrated, there is no set method, or even a preferred tool that may be used for these purposes. Gender audits and gender plans have received much attention, but these are often tools that have already been used in a broader sense for the analysis of organizational cultures, applied for the realization of (gender) equality. The above examples are illustrative of methods that have been adopted by other HEIs, the rationale that grounds them and the possible good practices that may be distilled from their outcomes.

The paramount consideration in the design of a gender equality tool, be it an audit or plan, is that it must be responsive to the institution and context where it is applied. It is important to consider local conditions, and to align institutional goals with gender equality objectives. Context in this instance may refer to:24

- **Location**: the location of a higher education institution is relevant to determine what interventions will be most effective and relevant.
- **Economy**: the local or regional economic situation often affects institutional hiring opportunities and can affect the efforts of gender equality interventions.

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22 The methodology adopted by the committee seemed to focus on three main areas of investigation:
   a) **Gender sensitive features**, such as common facilities and the extent to which they are sensitive to the different lived experiences of women especially.
   b) **Gender balance** at all levels which provided gender disaggregated data for enrollment of students at all years of study, as well as further disaggregated data according to various social categories such as religion and caste. The audit also considered representation amongst teaching and non-teaching staff, across the different levels, and gender representation for student leadership.
   c) **Prevention of sexual harassment** where the audit considered sexual harassment in its entirety focusing on the various prevention methods provided, the extent to which the curricula and other course promote prevention of sexual harassment, as well as the operation of the anti-ragging committee.


• **Institutional characteristics.** such as history, size, leadership, structure and governance, policies and culture, all have an impact on the landscape against which any interventions for gender equality are set.

All the above factors are important to consider in engendering gender at a higher education institution.

It would also be important to find support both within and outside the organisation - which is only effectively possible once key agents of change have an understanding about the context and the dynamics of the institution. It is also important to map actors that have expertise in gender equality and that can provide relevant gender-related input, and possible also act as promoters to support gender equality interventions. It is also important to identify (potential) allies at top and middle management levels, human resources staff and peer co-workers, among others. These will prove invaluable in pushing the gender agenda and promote support for future interventions. All these factors are relevant to making decisions about which interventions to include or omit in the design of a gender inclusion strategy, be it an audit tool, or the design of a detailed gender plan.
3. Gender equality in the republic of Belarus

By Irina Kandrichina, Deputy Dean, FMTH BNTU (on top),
and Yanina Zinchenka, Senior Lecturer, FIR BSU (below)

Legislative and policy frameworks and statistics

Gender policy in the Republic of Belarus is based on generally accepted international standards and international norms. The country has signed and ratified a series of international Treaties of the United Nations and, thus, assumed obligations to implement solutions aimed to protect the interests of women and achieve gender equality. One of the key documents, ratified by the Republic of Belarus, is the UN Convention on the Elimination of all forms of Discrimination against Women, CEDAW.

Among key policy instruments in Belarus are the five National Action Plans on Achievement of Gender Equality (hereinafter, National Plans):

- the first one – for 1996-2000;
- the second one – for 2001-2005;
- the third one – for 2008-2010;
- the fourth one – for 2011-2015.
- the fifth National Action for 2017-2020, which currently is being implemented.  

The proclaimed purpose of the gender policies of the Republic of Belarus is gender equality achievement in all areas of life and activities of society, as well as mainstreaming of gender approaches in the development and implementation of government policies.

Priority areas for implementation of government gender policies of the Republic of Belarus are the:

- development of national legislation intended to give effect to gender equality principles;
- development of institutional conditions facilitating the achievement of gender equality;
- creation of conditions for equal representation of men and women in management and decision making;
- development of gender enlightenment of people;
- support to gender equality achievement in family relations;
- provision of gender-focused health care;
- achievement of gender equality in social and labor area;
- prevention of domestic violence and human trafficking as extreme forms of discrimination on the grounds of sex;

- improvement of gender equality monitoring and status assessment system, as well as extension of scientific and methodical support of gender policy.

National Plans are policy documents outlining conditions for equal participation of men and women in all areas of life and activities. The following common objectives are included in the National Plans:

- facilitation of equal representation of men and women at all management levels;
- integration of gender knowledge into education system; formation of the public perception of necessity for social equality of men and women in all areas of public life;
- preservation and strengthening of reproductive health of men, women, teenagers and kids;
- facilitation of gender equality achievement in economic area and improvement of competitive ability of women at the employment market.

Special emphasis is given to strengthening of the institution of family and marriage relations, propaganda of marriage and family values, achievement of gender equality in family relations, as well as eradication of gender stereotypes associated with the idea of superiority and dominance of one sex over the other one.

Results of gender policy implementation are often presented to the UN bodies. For example, the delegation of the Republic of Belarus presented the Eighth Periodic Report on Compliance by the Republic of Belarus with the Provisions of the Convention on the Elimination of all forms of Discrimination against Women at the 65th Session of the United Nations Committee on the Elimination of Discrimination against Women (October 2016, Geneva).

The National Action Plan on Achievement of Gender Equality in the Republic of Belarus for 2017 – 2020 is the fifth policy document. Its purpose is the development of mechanisms for gender mainstreaming in working out and implementing government policies in different areas of public life.

The following tasks are listed to be completed to achieve this purpose:

1. Development of institutional mechanism for the achievement of gender equality;
2. Extension of economic opportunities for women and men;
3. Provision of gender-focused health care;
4. Achievement of gender equality in family relations;
5. Combating domestic violence and human trafficking;
6. Gender education and enlightenment.

The coordinating function in the performance of activities provided for by the National Plans belongs to the National Gender Policy Board of the Council of Ministers of the Republic of Belarus. The Board is composed of representatives of legislative and executive authorities, and non-government organizations. Gender problems are also reflected in such national programs and projects as the Major Lines of the State Family Policy, the National Plan on Betterment of Children and their Rights Protection, the National Program of Demographic Safety, the Presidential Program "Children of Belarus", and the State Employment Program.
The National gender equality agenda was also addressed in the National Human Rights Action Plan 2016-2019 (NHRAP). In 2016, the NHRAP was adopted, in order to implement the recommendations of the preceding Universal Periodic Review. The NHRAP presents a first in the history of independent Belarus in terms of programmatic documents that seek to systematically address human rights issues in the country. All twenty UPR recommendations on gender equality were accepted by the State. A number of Belarusian CSOs, including the Belarusian Helsinki Committee, work with the NHRAP, in order to hold the State accountable for the obligations undertaken.

In the Global Human Development rating 2019, Belarus now shares the 50th place with Kazakhstan among 189 countries. The Human development index of women in Belarus is higher than that of men. This situation is caused by a gap in the life expectancy of men and women (almost 10 years), that is explained by a high level of education among women (average duration of study is 15.7 years), as well as by a record-low maternal mortality (in 2018 it was 4 women per 100 thou. of maternity patients, in 2019 – 2 women per 100 thou.). However, gender inequality persists in the economy where the level of women’s participation is more than 10% lower than that of men. According to the National Statistical Committee (Belstat), the difference in income between men and women does not exceed 25%: salaries of women make up not less than 70% of salaries of men.

Certain progress is also noticeable in the settlement of problems of employment for women, provision of social support to them for the period of job search, vocational training and business development. Over the years, female unemployment in Belarus prevailed as in most countries of the world. However, as a result of the application of targeted measures at the state and local level, gender factors in unemployment have diminished: The specific weight of women among unemployed persons is gradually decreasing.

Women have also become more active in public and political areas. Generally, women make up more than a half of the total number of members of non-government organizations. There are 30 female non-government organizations. Over the last five years, the role of women in decision making has increased in the Republic of Belarus. Women-government officers at all levels of management make up 68.5%, including in the positions of head of organization or deputy heads of organization which amount to 52.9%. Despite the fact that there are no statutory electoral quotas for women in Belarus, the Republic of Belarus is among the 27 countries of the world which have reached the target value of participation of women in decision making. In the National Assembly, women make up 29.7%.

According to the annual report of the World Economic Forum, Belarus was in 2019 ranked 30th among 144 countries of the world in the rating of equality achievement between women and men. A gap in the achievement of gender equality in Belarus is overcome at 73.7%, which considerably exceeds the worldwide average value (68%). Belarus ranks as high as 5th in achievement of equality of women and men in economy (0.823 points), 29th – in access to education (1.000), and 40th – in access to healthcare system (0.979). In the column "political influence", WEF has put Belarus on the 80th place.

**Gender policy in higher education**


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no discriminatory provisions in respect of women or men.[4] Representatives of both biological sexes have equal opportunities to exercise the right to education. The constitutional and legal provisions related directly to participation of women and men in educational relations are codified in the articles 32, 42 and 49 of the Constitution of the Republic of Belarus.

Furthermore, Article 3 of the Education Code of the Republic of Belarus provides the right for education to all citizens (men and women), while the article 57 secures general requirements to the order of admission of persons to educational institutions for getting an education. According to the article 18 para 5.7, “gender upbringing is intended to form an idea for a student about the role and life destination of men and women in modern society”.

Gender policy in higher education is a targeted activity of government authorities, and aimed to create equal conditions for getting a higher education for men and women. As part of education policy, gender policy in higher education is focused on the following tasks:

- provision of equal access to higher education of all steps and specialties to young women and young men;
- elimination of gender differences in access of men and women to all types of postgraduate education; creation of equal conditions for research career;
- equal participation of women and men in administration and decision making in higher education;
- Institutionalization of gender education in the training process in order to form egalitarian mind among young students and teaching staff.

In the academic area of the Republic of Belarus, there are no special normative legal acts dedicated to gender equality achievement. Strategies are generally based on the legal framework and reflect social policies in Belarus.

According to the results of survey conducted in the Republic of Belarus, sex equality indexes in the primary and secondary education system are close to 1; however, upon completion of the obligatory step of education, boys leave comprehensive educational institutions to get vocational or secondary specialized education more often than girls. According to the National Statistical Committee of the Republic of Belarus, in 2017 the total population as of the end of the year was 9 491 800 people (for reference in 2015 – 9 498 400), where women are 5 077 600 (2015) and 5 078 200 (2017). Total employment rate of population of working age among women is 85.0% in 2015, 84.2% in 2016 and 83.2% in 2017. Specific weight of women among higher-education teaching staff of HEIs at the beginning of the academic year was 54.3% (2015), 54.7% (2016), and 54.9% (2017) respectively. Among those participating in economy, the proportion of employed women with higher education is 33.9 %, while the same indicator among men is 24.4 %.

Among higher educational institution graduates in the period from 2015 to 2017, women prevail. For example, in 2015 their number was 49 422, in 2016 – 47 978, in 2017 – 50 474, while the number of men was 33 067 in 2015, 31 627 in 2016, and 36 402 in 2017, respectively. Traditionally “female” areas include teaching, humanitarian sciences, communication, law, economics, management, economics and business administration, healthcare, and social protection. Men usually prefer areas such as: engineering and technologies, agriculture and forestry, garden and park construction,

29 Статья 18 п. 5.7. Кодекса об Образовании Республики Беларусь: гендерное воспитание, направленное на формирование у обучающегося представлений о роли и жизненном предназначении мужчин и женщин в современном обществе”
architecture and construction, and security services. The percentage of women and men in these areas differs from the others in that the difference varies here from 70 to 90 percent. For example, in 2017 among graduates of teaching specialties women made up 80.3%, in social protection – 90.3%, in healthcare – 74.2%. Men, in their turn, made up 81.5% in security services, and 71.8% in engineering and technologies.

The situation of gender balance among HETS and management of HEIs seems to be more dramatic. Relative parity can be noted in the total staff number. Thus, in 2016 women made up 54.3%, in 2017–54.9%, while men, respectively, 45.7% (2016) and 45.1% (2017). However, representation of women diminishes as position grades and management levels grow. Among rectors of all higher educational institutions of Belarus, women made up only 9.1% (2016) and 9.6% (2017). Positions of pro-rectors and ranch directors were held by 77.5% (2015) and 77.6% (2017) of men; among deans of faculties and deputy deans, men made up 63.4% (2015) and 63.8% (2017), respectively. Relatively, the same distribution of sexes can be observed among heads of departments. For illustrative purposes, here are the examples of the BSU) and the BNTU) which are the oldest, leading and largest HEIs of the Republic of Belarus. As of 2020, they are in the top 100 of the world’s best universities according to the Quacquarelli Symonds Ranking (QS) and top 4000 of the world’s best universities according to the Webometrics Ranking of World Universities (WRWU). A summary of top managers of the said universities (rectorate composition) shows absence of gender balance. According to the data available at the official websites, in BSU among 7 rectorate members there is only one woman in the position of pro-rector; whereas in BNTU, all 8 rectorate members are men.

The situation is slightly different with professors, assistant professors, senior lecturers and lecturers in departments. The most gender-balanced group here is that of assistant professors (with at least “Candidate of Sciences” degree): 50.1% (2016) are men and 52.2% (2017) are women. Traditionally, women prevail among senior lecturers (generally, with no academic degree or with PhD degree): 64.2% (2016) and 64.1% (2017), as well as lecturers (with no academic degree or recent graduates): 66.1% (2016) and 66.6% (2017).

The following conclusions can be drawn from the above figures.

Firstly, there is gender imbalance among HETS (professors, senior lecturers and lecturers). The lower the position, the higher is the percentage of women employed. However, among candidates to vacancies in middle management positions (employees with PhD degree and academic rank of assistant professor), the number of women and men is nearly equal.

Secondly, there is gender imbalance in management and administration of higher educational institutions. Despite some narrow margin of men among the economically active population of the country, in higher education, among HETS, women prevail, while at the level of top and middle management gender imbalance with wide margin of men can be observed.

Thirdly, there is gender imbalance among higher education students, and by the field of education. Division of professions into “male” and “female” is still preserved when choosing the profession. At the same time, it should be noted that “female” professions are traditionally among low-paid ones, despite their social significance.

High level of education helped Belarus make the top 16 countries by women development index. However, it should be noted that the situation in higher education of the Republic of Belarus in 2020 may differ from that fixed by the statistics of 2018.
4. Experience in gender planning and gender audit at the faculty of international relations of the Belarusian State University

By Yanina Zinchenka, Senior Lecturer, FIR BSU

The Faculty of International Relations of the Belarusian State University (FIR BSU) is one of the youngest faculties of BSU. It was founded in 1995. Today, FIR provides education in six specialties at the first and second stages of higher education: international relations, international law, world economy, customs affairs, management in the field of international tourism and linguistics and country studies (Oriental languages).

Currently, about 2,500 students are studying at the bachelor and master levels of FIR: 1,847 students were studying at the bachelor level as of November 1, 2017 and 127 students – at the master level. By gender, 70% of the bachelor students are women. At the master level, the ratio of men and women is approaching gender parity – 46% and 54%, respectively. The total number of employees (teaching and administrative staff) makes up 387 persons. The vast majority among them (79%) are women. It should be noted here that this figure generally correlates with the data for the country, which shows a gender disparity in education in general and in universities in particular.

RWI cooperation with FIR BSU dates back to 2010, when the first joint seminar on human rights was organized in Minsk. Cooperation went on since, and sought to specifically address gender equality as one of the human rights. A number of educational study visits, workshops and conferences were carried out, in order to strengthen capacities and understanding on gender equality among managers, HETS and students. And in 2014, an idea of developing a gender plan and conducting a gender audit arose.

FIR BSU Gender Plan 2015-2017

In May 2015, a seminar was held in Minsk under the auspices of RWI. At the seminar, the draft of the first Gender Plan of FIR BSU was actively discussed, and was subsequently updated with account of the comments and suggestions of the participants of the seminar, and then finally approved in December, 2015. The original plan consisted of four parts32, designed for two years and provided for implementation of various activities. In particular, it was proposed to hold various events for:

− increasing awareness of employees and students of FIR BSU in the field of gender policy and gender equality;
− overcoming gender disparity in the field of science and research activities;
− improving gender policy in the personnel policy;
− conducting a gender audit.

Gender Plan of the Faculty of International Relations of BSU for 2015 - 2017

The proposed Gender Plan was a pilot project. It was prepared within the framework of inter-academic cooperation for FIR BSU with the term of implementation 2015-2017.

The purpose of the gender plan of FIR BSU was to coordinate actions aimed at preventing gender discrimination and creating conditions that ensure the fuller realization of the personal potential of women and men in all spheres of the faculty’s life.

The objectives of the gender plan of FIR were:

- promoting equal representation of men and women at all levels of administration;
- integrating gender knowledge into the education system;
- formation in the public consciousness of the need for social equality of men and women in all spheres of public life;
- transformation of public consciousness, elimination of gender stereotypes associated with the idea of superiority and dominance of one sex over the other.

The implementation of the gender plan and the achievement of its main goal, namely, establishing gender equality at FIR BSU, is based on the following principles:

- full recognition and respect for human rights regardless of gender, taking measures that will allow men and women to enjoy these rights;
- implementation of the policy of equal access of women and men to participation in the scientific, pedagogical and administrative spheres of the faculty’s life, meaning that men and women jointly participate in making decisions that are significant for them bringing their personal experience in this work;
- harmonization and successful combination of professional activities and family life for women and men;
- recognition by both sexes of the need to correct social disparities and share responsibility in this effort.

The main activities proposed in this document were advisory by nature and aimed at disseminating knowledge about the gender equality policy, developing and implementing a gender audit system and a gender-oriented development program, forming guidelines of gender-neutral behavior, and attracting attention of as many supporters as possible to related issues.

The implementation of the Gender Plan of FIR BSU involved a number of activities in four areas: education, science, public relations and management as follows:

1. Education
   1.1. to create information materials (bulletin, section on the website) for employees and students that present the goal, objectives, basic concepts of gender equality, ways to ensure gender equality in professional activities, the main legal acts regulating gender quality in the work collective in an accessible form;
   1.2. to promote the provision of the faculty’s library with the necessary scientific and popular science literature, international and national legal acts regulating issues of gender equality; promptly disseminate information on current additions of the relevant literature to the library’s collection;
   1.3. during the academic year, to conduct at least two educational events (trainings, round tables) for teachers (and students);
A strategic goal of the plan was to expand gender dialogue as a tool to strengthen the corporate spirit of the faculty staff and improve internal communication. The practical goal of the Gender Plan of FIR BSU 2015-2017 was to coordinate actions aimed at preventing gender discrimination and creating conditions that ensure the fuller realization of the personal potential of women and men in all areas of the faculty’s life.

The implementation of the Gender Plan of FIR BSU itself assumed conducting a number of activities in four areas: education, science, public relations and management. The main activities proposed in this document were of advisory nature and aimed at spreading knowledge on the gender equality policy, developing and implementing a gender audit system and a gender-oriented development
program, forming guidelines of gender-neutral behavior and attracting the attention of as many supporters as possibly to this problem field.

In such a way, during 2015-2016, the faculty members organized various events for employees and students of FIR BSU within the framework of the gender plan implementation. Among the examples of educational activities, two trainings for students which were planned and conducted in cooperation with the International Public Association “Gender Perspectives” are worth noting.

In the field of research, the gender aspect found its reflection in a number of scientific publications, presentations and term papers on gender issues. According to the results of the 2017 gender audit, only during the period of 2015-2016, six events on gender issues or including gender issues were held at the faculty. Up to this point, such intense activity was not observed.

According to Viktor Shadurski, dean of FIR BSU, the main result of implementation of the adopted plan was the increase in the level of awareness of employees and students of FIR BSU about gender education, gender culture and gender problems of the Belarusian society. According to the dean, issues of gender equality have started to be actively discussed. The faculty’s public opinion has become noticeably strengthened in the belief that achieving gender balance and gender equality leads to the establishment of more harmonious and fair relations amongst the staff and students, and that it also creates a more favorable internal atmosphere, and improves the quality of professional activities.

The key point of implementation of the Gender Plan for 2015 – 2017 was conducting an audit by FIR BSU employees. Throughout 2016, a group of experts worked on developing a methodology and tools for conducting gender audit. This group included Dean of FIR V. Shadurski, representative of FIR BSU Larissa Lukina, as well as external experts: Olga Bezbozhna (RWI, Sweden), Irina Kandrichina (BNTU, Belarus), Nina Svitailo (Sumy State University, Ukraine), Anneli Häyrén (Uppsala University, Sweden). At the end of 2016, a working group was created from among the faculty members to prepare and conduct a gender audit, which started in March 2017.

Gender audit at FIR BSU

The audit period was limited to one calendar year – 2017. All the work can be divided into four stages: 1) creating an organizing committee having functions of a coordinating body; 2) preparing the audit (planning activities and training auditors); 3) conducting the research itself; 4) processing the results.

and drawing up an analytical report.

The first stage was the creation of an organizing committee, the main task of which was to coordinate the audit: updating the concept, tools, and conducting the audit itself, collecting data, processing the results received. In its turn, the organizing committee formed working groups, which included the faculty’s employees and students concerned. In order to provide consulting support in the application of audit tools and methodology, external experts were also invited to the organizing committee.

At this stage, deadlines were also set and specific tools were finally selected. The study itself lasted six months, from June to November 2017. First, it was necessary to collect the empirical base, then process the results and prepare the final analytical report. The following seven tools were identified for the research:

1. focused interview with the dean;
2. collection of statistical data;
3. interview of staff and students of all six specialties of FIR BSU;
4. focused interview (2 focus groups for students and 3 focus groups for employees);
5. time budget diaries (participant observation);
6. quantitative analysis of publications;
7. qualitative analysis of regulatory documents.

The second stage was the preparation of the audit. At this stage, the leading role was given to the organizing committee and working groups. The organizing committee was created from among full-time employees of FIR BSU and consisted of eight people, including the dean. The main tasks of the organizing committee were to develop a concept, define audit tools, and coordinate the collection and processing of data obtained as a result of the research. In its turn, to collect and process data, the organizing committee formed working groups from among employees and students. The total number of people directly involved in the research was 26 (11 men and 15 women). External experts were invited to provide consulting support.

The third stage, being the stage of implementation of audit activities, was the collection and processing of data. At this stage, it was necessary to cover a sufficient number of employees and students with audit activities, analyze the results and make a final report. Again, the main role here was assigned to working groups. It was in the working groups that research methods were clarified, the schedule of specific activities was determined, questionnaires were developed, lists of questions, tables, evaluation and analysis criteria, and a dictionary of important terms were worked out. The organizing committee, in its turn, discussed the results, reports of working groups and the final version of the analytical report. An important achievement of the organizing committee and working groups was the expansion of tools though the development of additional data collection tables, report forms and separate reporting forms for each group. The meetings of the organizing committee are reflected in the minutes and schedules of audit events, the results in presentations and information letters.
At the final stage of the audit, the leading role was taken by the heads of the working groups. During the month, summary reports from each working group were presented, which covered both the organizational aspects of the audit along with the reflection of the working group members, and the analytical report, namely, the actual results of the research.

On the basis of these reports, the final report in the volume of 30 pages was drawn up, and the volume of annexes (research protocols and summary analytical reports) made up more than 100 pages. In total, the audit took eight months during one calendar year, including the time spent on creating the organizing committee and preparing the final report. The preparation of the final report was accompanied by a number of general discussions and clarifications. After completion of the work, the results of the audit were presented at the faculty.

**Results and Impact of the FIR BSU Gender Plan (2015-2017) and Gender Audit (2017)**

In 2014, a baseline of information for FIR BSU was collected, in order to lay the ground for preparation of the gender plan at FIR BSU. This data was meant to determine a baseline for comparison and monitoring of the results achieved. It was a “first of its kind” pilot project at the faculty, and at that point, it was hard to foresee what information exactly should be collected. As a result, the baseline information collected in 2014 presented a good basis for the first initial gender plan, however, realized to be less relevant when it came to measurement of results in 2017. It was a clear lesson learnt for the organizers. This lesson was accounted for and mitigated in the experience of the FMTH BNTU, which was the second faculty where gender plans and audit were implemented.

In the section below the reader will find less comparisons between 2014 and 2017 situation, but more descriptive representation of the situation at the FIR BSU in 2017, and actions taken during the implementation of the gender plan and organizers reflections on the impact of the gender audit.

**Social and demographic structure**

The total number of FIR employees as of 1 November 2017 was 387, including administrative personnel (AP) – 51, teaching staff (TS) – 336. There were 17 Doctors of Science and 110 PhDs. The majority of employees (full-time and part-time) were women – 305 (78.8%), men – 82 (21.2%).

*Table 1. FIR BSU Bachelor’s students*

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Female students</th>
<th>Male students</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Relations</td>
<td>281</td>
<td>163</td>
<td>444</td>
</tr>
<tr>
<td>International Law</td>
<td>258</td>
<td>91</td>
<td>349</td>
</tr>
<tr>
<td>World Economy</td>
<td>193</td>
<td>163</td>
<td>356</td>
</tr>
<tr>
<td>Management (in international tourism)</td>
<td>249</td>
<td>47</td>
<td>296</td>
</tr>
<tr>
<td>Customs Affairs</td>
<td>193</td>
<td>61</td>
<td>25</td>
</tr>
<tr>
<td>Linguistic and Country Studies</td>
<td>127</td>
<td>21</td>
<td>148</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>1301</strong></td>
<td><strong>546</strong></td>
<td><strong>1847</strong></td>
</tr>
</tbody>
</table>

In the section below the reader will find less comparisons between 2014 and 2017 situation, but more descriptive representation of the situation at the FIR BSU in 2017, and actions taken during the implementation of the gender plan and organizers reflections on the impact of the gender audit.
The average age of FIR BSU employees was 47. The average age of women was 43 and of men 51. Most women belonged to age groups the 30 to 49 (109), most men belonged to the age group 40–54 (44). It is worthy of note that among 110 PhDs, working both full time and part time, 79 are women (72%). Among Doctors of Science (17), men constitute the majority (13 - 76% of the total number of Doctors of Science).

Table 2. FIR BSU Master’s students

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Female students</th>
<th>Male students</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of International Relations and Foreign Policy</td>
<td>15</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>Law Studies</td>
<td>11</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>World Economy</td>
<td>12</td>
<td>22</td>
<td>34</td>
</tr>
<tr>
<td>Innovative Management in Tourism</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Administration in Social and Economic Systems</td>
<td>25</td>
<td>9</td>
<td>34</td>
</tr>
<tr>
<td>Oriental Studies</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>68</strong></td>
<td><strong>59</strong></td>
<td><strong>127</strong></td>
</tr>
</tbody>
</table>

**Education**

Education During an analysis of FIR BSU research activities, employees and students evaluated, applying their own experience, the degree of inclusion of gender aspects in academic programs, as well as the reasonability of such inclusion and their knowledge in this area. Quantitative analysis of topics of publications was conducted.

In the context of audit, “gender-focused course” meant a course intended to increase the level of gender education and gender culture, while “course, which includes gender aspects” meant a course within which gender aspects are touched upon indirectly or addressed as a component. The same approach was applied to research publications.

**Research**

In 2015, out of 922 research publications from teaching staff, 4 were gender-focused, and 18 included gender aspects. In 2016, the number of such publications increased to 14 and 31 respectively. A total of 343 courses in six specialties are taught at the faculty: 3 of these are gender-focused (Family Law, International Family Law, Comparative
Labour Law), 19 include gender aspects (most of them are law courses). Some 41% of employee respondents considered that the basics of gender equality and gender-focused modules were not included in academic programs, 32% answered that they were included in certain courses while 22% stated that they were included in special courses.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Publications of TS</th>
<th>Gender Focus</th>
<th>Included Gender Aspects</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>922</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>2016</td>
<td>1031</td>
<td>14</td>
<td>31</td>
</tr>
</tbody>
</table>

The review showed that student research papers are rarely devoted to gender aspects exclusively, but sometimes include a gender component. Basically, women are interested in these issues (13 women and 1 young man in 2015–2016). In 2015–2016, 2 graduate theses of 1 252 were gender-focused, and 5 included a gender component. Only one Master’s thesis of 121 was gender-focused, and 2 included a gender component. As of November 1, 2017, of 114 dissertations in progress, 2 were gender-focused and 7 included gender issues. Of 614 student reports at conferences in 2015–2016, 4 were devoted to gender and 18 included gender aspects. Of 152 published abstracts from conferences, 2 were devoted to gender aspects and 8 included a gender component.

An analysis of FIR Plan on Research Activity for 2017 made it possible to find 23 international scientific and technological cooperation projects, 5 of which included gender aspects and 2 of which were gender-focused.

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36 Human Rights Law; European Law of Human Rights (in English); International Non-Government Organisations; International Humanitarian Law; Refugee Law (including European Migration and Refugee Law); Constitutional Law of the republic of Belarus; Constitutional Law of Foreign Countries; Law of the Council of Europe; International Public Law (general part); International Public Law (special part); History of State and Rights of Foreign Countries; International Law (for specialty “International Relations”); Civil Law; International Private Law; International Medical Law; European Labor Migration; Specialty introductory course for students, specialty “International Law”; Theory and Practice of Translation with the Foreign Language; Basics of Psychology and Pedagogy.
FIR BSU employee and student information awareness concerning gender equality

More than a half of respondent employees were familiar with the contents of the gender policy of the Republic of Belarus and the FIR BSU Gender Plan.

A considerable number of the employees (40%), considered that they are well aware of the means and methods used to integrate a gender approach in the educational process and their research work. Of these, 60% were men and 40% were women. At the same time, 38% of respondents answered that they rarely used a gender approach in their work. In general, employees consider it important to include a gender approach in educational work: “quite important” – 48% of respondents (63% of the men and 37% of the women), “absolutely unimportant” – only 10% of the respondents, of which 60% were men.

Although 52% and 40% of students assessed their level of gender education as “medium” or “high”, 58% of respondents expressed interest in gaining additional knowledge on this theme. Most of them identified the difference between sex and gender correctly. They understood gender equality as “equal rights and equal opportunities for women and men”.

Gender aspect of organisational culture

FIR employees and students assessed gender equality at the faculty in different ways. 54% of employees (56% men and 44% women) and 38% of students (56% men and 44% women) considered it to be high. Of the 20.8% students who pointed out that a problem of gender inequality exists at the faculty, 72% were women.

In general, students assessed decision-making processes at the faculty as free from bias concerning gender. 44 percent consider that men and women are equally involved in this process (among these 75% were women), 50% expressed the opinion that women were involved more actively. However, the degree of inclusion of students of both genders was generally assessed as medium (50%).

In the assessment of the social and psychological climate at FIR, student men more often mentioned such characteristics as collective decision-making and cooperation, the tendency among women was to avoid conflict situations to a considerable degree and to build up harmonic relations.
Role of the gender audit

The role of the audit in the faculty’s life is difficult to overestimate. In the format of this publication, it is worth saying a few words regarding the positive practices obtained during the research.

First, in spite of numerical preponderance of women both among employees and students, in the end the research covered a larger percentage of men than it was required for the formation of a sample. This is largely due to their own interest in the research and a high degree of engagement. This is also evidenced by the sample data for all instruments: on average, the ratio of respondents by gender is 50/50.

Second, all audit activities have become the best tool for distributing information on gender equality. Direct audit activities covered 30% of FIR BSU employees and 20% of bachelor students. Some audit events required extensive coverage, which makes it possible to assume that 100% of the faculty’s employees and students received information about the audit.

Third, a positive fact is the direct participation of representatives of the faculty management in the organization and implementation of the audit. In this regard, the chairperson of the organizing committee repeatedly participated in meetings of the Dean’s Office and the Faculty Council presenting information on the audit progress and its results. To distribute questionnaires and attract employees to participate in the events, it was necessary to contact heads of structural subdivisions of the faculty. An important factor was the administrative support of the Dean’s Office in the person of Dean and Deputy Dean with respect to information technologies, as well as a specialist of the Dean’s Office who has direct access to statistical information of the faculty.

Fourth, the audit allowed us to take a systematic look at the research work, the staff of the faculty, our male and female students in general, and showed how social gender audit can help us to track and determine trends in the development of the faculty and its scientific potential. In particular, knowledge of the state of affairs at FIR BSU was systemized (number and subject of publications and qualification papers (term papers, theses) that include gender issues, the staff of FIR by gender, and much more). In addition, as a result of the audit, a cross-section of public opinion on a number of issues directly related to the idea of promoting gender education at FIR and the culture of relations in the gender context in general was obtained.

Fifth, the main results of the audit are reflected in the public report, which is now available in the electronic library of FIR BSU, namely, “Gender Dialogue: Summary Results of Gender Audit at the Faculty of International Relations of the Belarusian State University”37.

It is safe to say that the audit has become a tool for drawing attention to the issue of gender equality at FIR BSU. Another main result of the audit was the obtaining by FIR of tools for conducting such an audit and a group of people who have the appropriate knowledge and skills to conduct such activities.

The results of the audit are still relevant, and many of the recommendations developed on the basis of the research serve material for long-term planning. The results of the audit are used in one way or another by the faculty administration in its work with staff and students’ core group. For instance, at present statistics is collected with a gender breakdown. Gender issues have become an integral part of conference presentations and term papers. Ideally, the gender component could be integrated into work plans of the faculty and individual chairs. But, for now, the gender dimension is integrated into the work of the faculty by default, but is not documented.

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5. Development and implementation of gender plan and gender audit at faculty of management technologies and humanitarization of the Belarusian National Technical University

By Irina Kandrichina, Deputy Dean, FMTH BNTU

Implementation of gender planning policy in the academic environment of Belarus is an important and crucial step on the way to establish gender equality. The first step in this area is development and implementation of gender plans into the life of the Belarusian higher educational institution. In April – December 2016, a group of employees of the FMTH BNTU took the initiative to develop a document containing the major objectives of the faculty in the achievement of gender equality. This document sought to determine operational procedures for work to be done in this area with an indication of the work’s goals, contents, methods, sequence and time for completion. This was a beginning of the Gender Plan of the FMTH BNTU.

The FMTH was created in 1995 as part of the Republican Educational Center. The faculty is one of the leaders in the BNTU in the number of higher-education teaching staff and number of foreign students. The Bachelor level has 9 specialties: economics and enterprise management, management (by areas of activity), low-temperature equipment, packaging production, production equipment design, energy efficient technologies and power engineering management, and customs affairs.

As of May 1, 2016, the total number of the faculty staff is 190 persons, of which 162 persons are members of the higher-education teaching staff (hereinafter – HETS), and 28 persons are members of the auxiliary educational staff (hereinafter – AES). In addition, in the academic year 2015/2016, 41 faculty teachers were under external secondary employment and 58 – under internal secondary employment. Among 162 teachers the overwhelming majority are women – 66 %, while among management there are only 3 women (20%). Among heads of departments there is only 1 woman (10 %).

As of May 1, 2016, among 162 FMTH HETS only 84 persons (52 %) have a degree above master level. It should be noted that female PhDs make up 55.2 %, while female Doctors of Science38 – only 5.88% (1 of 17). The average age of HETS is 49 year old.

In the academic year 2015/2016, more than 1100 students were intramural students, and about 840 – extramural ones (including 125 foreign citizens from 13 countries); 75 – at the master level. 65.5% of FMTH intramural students are women. 38.6 % of FMTH students are receiving scholarship from the Republican budget, among which women prevail (69.4%). 60.2% of FMTH extramural students are women, 39.8% are men, respectively. Among FMTH extramural students, 7.6 % are receiving scholarship from the Republican budget, and 92.4 % are fee-paying students. Among the Republican budget funded students women prevail (70.3%).

38 In Belarus, two academic research degree apply Doctor of Philosophy (PhD) and Doctor of Science (D.S.). D.S. is awarded in recognition of a substantial and sustained contribution to scientific knowledge beyond that required for a PhD.
FMTH BNTU Gender Plan 2017-2019

The Gender Plan was made for the years 2017-2019 for FMTH BNTU, and it was focused, first of all, on improvement of gender culture and gender education level of the faculty’s staff and students. The plan development starting point was a comprehensive analysis of the initial situation at FMTH, for the implementation of which tools were developed. The data obtained as a result of the analysis were representative of FMTH BNTU and could be extrapolated only to the staff and students of the faculty.

It should be emphasized that the analysis of results were of a certain inherent value, as they provided insight into the opinions and evaluations of gender aspects of the HETS’s professional activity, as well as into the level of gender education and gender culture of the faculty’s staff and students. Additionally, the main gender problems of the faculty were found during the comprehensive initial analysis, namely:

- absence of systematic knowledge on gender theory;
- poor awareness of gender equality social aspects;
- insufficient level of gender equality culture;
- dependence on popular mentality gender stereotypes existing in the Belarusian society;
- taking gender segregation in society as a standard;
- presence of gender disproportion in management and scientific areas.

BELARUSIAN NATIONAL TECHNICAL UNIVERSITY
Faculty of Management Technologies and Humanitarization

**GENDER PLAN 2020-2022**

**Goal of the FMTH BNTU Gender Plan:** coordination of actions to maintain the achieved level of gender education and promote research with regard to gender aspect among the faculty staff and male and female students, as well as maintaining of high gender culture level at the faculty.

**Implementation of the FMTH BNTU Gender Plan** involves a range of measures in four areas: education, research, public relations and management.

1. **Education**
   1. Review of the results of the FMTH BNTU Gender Plan 2017-2019 in education by the Faculty Board meeting in 2020.
   2. Efficiency analysis of gender-focused topical units integrated into the training process by the faculty’s Methodic Commission in 2020.
   3. Familiarization of male and female faculty staff members and students with the National Action Plan in Achievement of Gender Equality in the Republic of Belarus in 2020.
   4. Questionnaire for male and female students aimed to find reasons for their lack of interest in academic disciplines which include gender-focused topical units and basics of gender equality concept in 2020.
   7. Training for male and female faculty staff members on implementation of aspects of gender theory and gender knowledge into the academic subjects taught at the faculty in 2021.
   8. Educational lecture for male and female faculty staff members on the formation of philosophy of gender correct behaviour in the work place in 2021-2022.

2. **Research**
   1. Inclusion of gender problems into the program of research and practical conference of BNTU teachers and students in 2020-2022.
   2. Making and approval of a list of topics for Master theses, diploma and term papers with included gender aspects for the faculty students in 2021, 2022.
   5. Round table on the basics of gender analysis methodology, basics of gender equality in industrial design in 2021.
   6. Scientific seminar for male and female faculty students on the basics of gender equality in energy saving and renewable sources of energy and waste recycling in 2022.

3. **Public relations**
   1. Preparation and publication of an information booklet on the basics of gender equality and tolerance towards representatives of different cultures and nationalities in 2020.
   2. Holding a public event “Gender Week” at FMTH BNTU 2021, 2022.
   4. Preparation and publication of articles covering the activities held within the FMTH BNTU Gender Plan in the student newspaper “FMTH –facts” in 2020-2022.
   5. Presentation of the activities held within the FMTH BNTU Gender Plan on the information portal “Times BNTU” in 2020-2022.

4. **Management**
   1. Formation of permanent contact group from among the faculty staff responsible for coordination of events provided for by this plan in 2020-2022.
   2. Inclusion of gender audit system into the faculty’s quality management system in 2021.

Figure 1. Gender Plan of FMTH BNTU 2017-2019
At the same time, while participating in the questionnaire survey, both the staff and the students of the faculty showed their interest, activity and consciousness which is illustrative of the relevance and timeliness of inclusion of gender problems into the life of the faculty.

Based on the results of the initial analysis, the FMTH BNTU Gender Plan was developed. The FMTH Gender Plan objectives reflected the problematic field of this particular faculty, and were a kind of steps towards establishment of gender equality in the specified structural unit. The specific recommendations and corrective measures developed were aimed at establishing a smooth step-by-step implementation of a gender equality achievement system at FMTH BNTU.

Thus, the FMTH BNTU Gender Plan is a document containing the faculty’s main objectives in the area of facilitation of gender equality achievement and determining the operational procedure for work to be done in this area.

The main goal of the FMTH BNTU Gender Plan was the coordination of promotion of gender education and gender equality research among the staff and students of FMTH. The plan also had a purpose to facilitate development of a gender equality culture at the faculty. For this purpose, it was necessary to coordinate a range of measures simultaneously in all areas of the faculty life: education, research, public relations and management. Since the first experience of gender planning was a public initiative and was implemented for the first time, a significant factor for the success of this undertaking was the approval and support of the faculty’s and the university’s management, as well as student self-government bodies.


**Gender Audit at FMTH BNTU**

The gender audit methodology development was delivered between 1 October - 1 December 2019 by the designated working group. In the course of gender audit methodology development, consultations and discussions were held.

The goal of the gender audit at FMTH BNTU was to assess quality of implementation of the FMTH BNTU Gender Plan 2017-2019. Respectively, the gender audit at FMTH BNTU was conducted in the same four areas of the faculty life: education, research, public relations and management.

Survey target groups were:

1. FMTH BNTU higher-education teaching staff (full-time);
2. FMTH BNTU auxiliary educational staff (full-time);
3. FMTH BNTU students at bachelor and master levels.

Audit events covered 59 members of FMTH BNTU staff, which is 32.35 % of their total number, of which 47.5 % are men and 52.5% are women; and 211 FMTH BNTU students, which is 23.3 % of their total number, of which 99 (47 %) are men and 112 (53 %) are women.

The audit was planned and conducted by an organizing committee and work groups created from among staff members and students of FMTH BNTU. There were five working level meetings. In addition to the main meetings, the organizing committee head held a range of working meetings with work groups’ representatives for the purpose of general coordination of actions, as well as for clarification of tools and preparation of reports.
Figure 2. Tools developed for the purposes of the FMTH BNTU Gender Audit, and steps of the FMTH BNTU Gender Audit

**FMTH BNTU Gender Plan 2020-2022**

Based on the analysis of the audit results, recommendations were made for the areas of the faculty life. The main result of the gender audit at FMTH BNTU in 2019 is a new gender plan – FMTH BNTU Gender Plan 2020-2022.

It should be noted that conducting gender audits has become a logical end of the Gender Plan activities implementation. It helped carrying out quantitative and qualitative analyses of planned activities for the reporting period, while the results thereof helped assess the efficiency of the Gender Plan implementation. Moreover, the work performed led to rethinking of further planning of educational and research activity at the faculty. The most important achievement was the positive experience of interaction between the faculty management, male and female staff members, and male and female students.

Thus, the Gender Plan has become not only a document or an example of positive experience in promotion of gender equality ideas in one of the universities of the Republic of Belarus, but helped implement a gender approach into various areas of faculty life at different stages of the education cycle. At the same time, the Gender Audit acted as a procedure of information and analytical support.
of the activity on distribution of gender aspects, increase of gender culture and gender education level, and the integration of gender approach components into educational processes and areas of the faculty life.

**BELARUSIAN NATIONAL TECHNICAL UNIVERSITY**

**Faculty of Management Technologies and Humanitarization**

**GENDER PLAN 2020-2022**

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1. Formation of permanent contact group from among the faculty staff responsible for coordination of events provided for by this plan in 2020-2022.
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**Figure 3. Gender Plan of the Faculty of Management Technologies and Humanitarization of the Belarusian National Technical University 2020-2022**
6. Guide for gender planning and gender audit: generalized experience and recommendations by two Belarusian faculties

By Irina Kandrichina, Deputy Dean, FMTH BNTU

As has been highlighted in other parts of this publication, there is no “one-size-fits-all” approach to gender equality work in HEIs. This work is contextual, and relies on a number of internal and external factors. In this chapter, we would like to summarize and consequently describe the generalized steps, which were taken by two faculties in Belarus (FIR BSU and FMTH BNTU) in order to develop and implement gender plans and gender audits:

Step 1: Work starts
Step 2: Baseline situation analysis and assessment
Step 3: Gender plan development and implementation
Step 4: Preparation for gender audit
Step 5: Gender audit implementation
Step 6: Further actions

Step 1: Work starts

The starting point for putting the gender equality work at your faculty into action is to engage a wide range of specialists and consultants on gender plan development processes. This group can consist as internal, as well as external experts. Methodologically, the development of gender plans and audits is based on a range of methods, such as descriptive research, secondary data analysis and application of statistical methods. At this stage, you may want to ensure that you have people on your team who is acquainted with sociological research methods and global best practices in gender planning for HEIs. For the purpose of mastering methodological aspects of gender planning, it is advisable to attend gender planning workshops and courses.

One of the conditions of gender policy formation and inclusion thereof into the faculty life is expression of interest by the faculty management.

Important!

At this stage, it is necessary to gather support of the university / faculty management, and assume importance and value of gender plan implementation into the life of the faculty and university for the long run.

Instead of mere borrowing of successful practices of different organizations, it is better to ask yourself a question: which actions will be more effective in your own educational institution? Goal, objectives and recommendations shall be based on the underlying situation analysis and allow for the context of such analysis. Accordingly, the main questions the developers should ask themselves may be as follows: “Which actions, educational measures, rules of conduct, etc. will be appropriate to the organization’s internal conditions to the fullest extent possible? Which measures may accord with the goals and educational policy of the educational institution? Which actions, educational measures, rules of conduct, etc. will be in line with the external factors to the fullest extent possible?”
Consultations with gender planning experts shall be held at all stages of the gender plan development: concept formation; baseline analysis; revision of concept against baseline assessment results; gender plan expert review and approval.

The working group shall be formed to undertake the gender planning work, and shall include representatives of both sexes.

Advice! How to increase management support of the gender planning work:

- to provide convincing examples showing in what way such gender initiative increases organization efficiency;
- to provide the management with an opportunity to take gender trainings;
- to establish gender mentorship programs;
- to develop normative documents and action plans on gender in combination with management of organizations in the course of gender knowledge or gender training capacity development. During the problem discussion and the normative document preparation, the management should have the feeling of being part of this problem solution.
- to engage the management in gender planning process so that it can demonstrate its interest. It shows to the staff that the management gives much value to these events.

Besides, success of gender planning work depends largely on availability of specialists, allocation of material and financial assets required for this work, as well as (at times) authorization from the management of the HEI.

Step 2: Baseline situation analysis and assessment

The best starting point for effective gender planning is fundamental understanding of how your organization acts to provide equal rights, opportunities and conditions for self-fulfillment to all of its employees. Upon the baseline situation analysis and assessment in your organization, you will know which measures are necessary.

The scope of the baseline analysis will depend on the resources available to you: human, intellectual, material and technical, and financial. It is also necessary to determine internal assets available (for example, availability of gender experts) and consider the possibility to attract external resources.

Then, it is necessary to determine the main aspects which are to be investigated in order to analyze and evaluate the current state of gender equality. The best international practice advices to include the following aspects:

1) review of international law and experience;
2) analysis of the country’s legislation and policy;

*One needs to know the fundamental laws and policy in gender equality and non-discrimination, as well as legal and normative documents governing the activity in the area of higher education and research.*

3) collection and analysis of sex-based disaggregated data on staff and students;
4) evaluation of existing measures to facilitate gender equality at HEIs in your country. Existing measures aimed to improve the position of women; increase awareness about gender equality; improve balance between job and personal life, etc. will require an inventory check and mapping.
A standard approach may also be supplemented by the analysis of aspects such as age, marital status, race and ethnic origin, disability, sexual orientation and religion. Understanding of interrelation between sex and other social and demographic characteristics will help identify multiple discrimination manifestations.

The baseline situation analysis involves a range of steps, including:
1. Development of a detailed concept of measures, specifying the scope, goals and methodology of gender planning.
2. Consultation with external experts.
3. Submission of the concept of measures to management.
4. Preparation and development of the tools (questionnaire, interview, and focus group, statistical tables, etc.). Consultations with external experts.
5. Conducting of sociological survey (questionnaires, interviews, and focus groups) of staff and students.
6. Collection of statistical data about staff and students.39
7. Preparation of an analytical note based on the results of the conducted study. Comparison and matching of the results of sociological and statistical survey, consolidation, explanations and interpretation thereof, formation of practical conclusions and recommendations.

It should be noted that a baseline analysis shall comply with the principles of anonymity and confidentiality, as well as with personal data and privacy protection requirements.

In the event your organization structure has a unit, the operation of which is directly or indirectly related to the formation of non-discriminative and barrier-free environment, and gender equality, this structure’s staff may undertake the task of initial evaluation in your organization. Besides, trade union representatives, HETSs, AES and students may participate in this work. Do not forget to involve gender planning specialists. They may give advice, review documents, support activities, etc.

If there is no such unit in the structure of your educational institution, you need to form a small group for carrying out the baseline analysis. This group may consist of trade union representatives, HETS, AES and students, as well as HR department specialists. Obligations of each member of the group shall be agreed upon and clearly worded. This is the stage when it is better to have an idea of the workers who may be engaged in the gender equality achievement plan.

In both of the above cases, the management’s consent to the baseline situation analysis is of great importance.

Thus, for example, the starting point of the FMTH BNTU Gender Plan development was a comprehensive analysis of the baseline situation at FMTH which included the following:

- document analysis;
- statistical analysis of staff number and composition;
- statistical analysis of FMTH students number and composition;
- questionnaire survey of the faculty staff and students.

The following tools were developed to accomplish his goal:

1. questionnaire for FMTH BNTU staff;
2. questionnaire for FMTH BNTU students;
3. instructions for sample designing for opinion surveys of FMTH BNTU students and staff;
4. categories and indicators for the collection of quantitative parameters for the faculty staff and students;

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39 Basic list of criteria applicable to data collection and indicators may include: sex; age; specialty and year of study (for students); education mode and basis (for students); marital status; presence of children and persons in dependence/care; skill level (for staff); position (for staff); full-time or part-time employment/combined job.
The starting point of the FIR BSU Gender Plan development was also the baseline situation analysis which included the following:

- document analysis;
- statistical analysis of staff number and composition;
- statistical analysis of students number and composition;
- questionnaire survey of the faculty staff and students.

The following tools were developed to accomplish this goal:

1. questionnaire for FIR BSU staff;
2. questionnaire for FIR BSU students;
3. instructions for sample designing for opinion surveys of FIR BSU students and staff;
4. categories and indicators for the statistical analysis of the faculty staff and students number and composition;
5. table forms for presentation of the results of the statistical analysis of the faculty staff and students number and composition;
6. list of documents subject to quantitative and qualitative analysis.

The baseline situation analysis should result in the identification of problematic areas, the negative effects of which should be eliminated by appropriate gender measures.

**For example, problematic areas of the life of Belarusian HEIs include:**

1. Low level of awareness of the faculty staff about gender equality in the institution
2. Gender stereotypes
3. Gender disproportion among the faculty staff in research activity
4. Gender disproportion in management among the faculty staff
5. Certain weaknesses in the faculty staff management system (candidate pool, recruitment)
6. Absence of gender balance
7. Poor knowledge and awareness of importance of sex-based discrimination problems, as well as about negative effect of silencing and ignoring of this problem
8. Absence of developed gender audit system

**Step 3: Gender plan development and implementation**

Upon completion of the baseline analysis in your organization, you may proceed to the gender plan development. The results of the baseline analysis will help identify problematic areas to be reflected in your future gender plan. Not all the problems may be solved at a time, and they all have different level of significance. It is necessary to identify priority areas and available resources.

The **gender plan development stage** may appear to be the most difficult and labor intensive. This stage includes:

- Gender plan drafting
- Consultations with external experts
• Gender plan finalization
• Gender plan approval by management
• Gender plan presentation to staff and students

While developing the gender plan, it should be borne in mind that it must be integrated and comprehensive. This means that the identified problem areas must be taken into account, interrelated and interdependent.

The gender plan shall touch upon a range of issues in different areas of life of the faculty / university.

Thus, for example, the FMTH BNTU Gender Plan covered the following:

1. the faculty’s strategy and policy in accordance with the National Action Plan in Achievement of Gender Equality in the Republic of Belarus;
2. communication and organizational awareness;
3. capacity development (via training, upbringing and promotion of gender equality ideas);
4. implementation of gender education components into academic disciplines taught at the faculty.

Execution of this plan involved a range of measures in four areas: education, research, public relations and management.

The gender plan can include the following sections:
- goal;
- objectives;
- principles;
- areas of implementation;
- activities;
- deadlines of activities;
- responsible persons;
- necessary resources.

The gender plan implementation stage comes with a number of factors that you shall consider. One of the tasks of gender equality work at HEIs is to create conditions for growth of self-consciousness and opportunities for self-fulfillment of persons (both staff and students) with an individual set of characteristics. Gender work with students can be based on explanations of gender stereotypes young people come across with while entering the adult life, as well as on cooperative search for the ways to overcome such stereotypes. Special emphasis in gender plan implementation can be placed on education activities held by both HETS and student self-government groups, participation in research conferences on gender, meetings and discussions with students living in dorms.

It can be planned to hold a range of information events: seminars and round tables for teachers, workshops for students, permanent renewal of information materials on the topic in the library. The key word for this part of the plan is information - extension of information spaces around gender problems, and inclusion thereof into academic and research discourse.

Another important task for gender plan implementation stage is implementation of gender-focused approach into educational process. This task does the work for the long run; however, it is difficult and also long-term.

The gender plan tasks shall be interconnected so that the solution of one task involves partial solution of another one. For example, the integration of gender approaches into human resources policy and gender audits. How can equal participation of men and women be achieved in management of the faculty / university, research activity, educational process and recruitment? –
This is the main question for a general audit to answer. It can be a starting point for renewed human resources policy.

**Advice** Gender plan can focus on an increase of the gender education level of HETS, management, students against gender stereotypes. At the same time, the gender plan should not set a goal to immediately break the existing stereotypes and require that HETS and management rigorously implement and comply with gender-focused policy at the faculty. This is because drastic change of ideological attitudes and norms, ultimatum demands and severe sanctions may cause rejection, condemnation and lack of understanding of the offered gender initiative. These are the reasons why it is important to make a list of specific recommendations and corrective measures that will be interconnected and targeted at smooth step-by-step the integration of gender equality in the HEIs.

**Example**

**The goal of the FMTH Gender Plan:** coordination of actions aimed to prevent manifestations of gender discrimination and create conditions for more complete personal fulfillment of women and men in all areas of life of the faculty.

**Objectives of the FMTH Gender Plan:**

1. spread the knowledge about gender equality policy among the faculty staff and students;
2. increase of the level of gender culture and gender education of the faculty staff and students;
3. integration of gender education components into educational process;
4. formation of gender-neutral behavior attitudes;
5. creation of social situation when men and women will have equal opportunities for personal and occupational development, access to education and resources;
6. facilitation of extermination of gender stereotypes and prevention of gender discrimination manifestations.

**Implementation of the FMTH BNTU Gender Plan is planned to rely on the following principles:**

1. full recognition and respect of human rights regardless of sex, creation of conditions for enjoyment of such rights equally by men and women;
2. operation of gender-focused policy and policy of equal inclusion of men and women into research, teaching and administrative life of the faculty, and into common decision-making process;
3. harmonization and effective combination of occupational activity and family life for men and women;
4. acceptance by both sexes of the need for overcoming of social disproportions and sharing of responsibility in this effort.

Thus, the FMTH Gender Plan objectives were formulated on the basis of the results of the underlying situation analysis, reflected the problematic field of this particular faculty and are sort of steps contributing to the formation of gender equality in the specified structural unit. At the same time, specific recommendations developed and corrective measures were targeted at smooth step-by-step integration of gender equality achievement system at the FMTH BNTU.
Advice!
Create a permanent contact group from among male and female faculty staff members responsible for coordination of activities contemplated by the gender plan.
Avoid cisgender approach or understanding of gender as “male-female” dichotomy.
Abstain from gender bias in the plan contents, language of presentation and focus of activities.

Gender equality achievement plans are not static: it develops. The organization’s priorities and goal may change drastically with time. That is why the plan must be flexible, while its developers must be ready to correct it throughout the whole implementation period.

While implementing the gender plan, the following things are important:

- Try to hold the planned activities at the scheduled time.
- Try to integrate all the developed recommendations.
- Organize regular meetings of the contact group responsible for the gender plan implementation with the purpose of the most effective planning, organization and holding of the activities, as well as for discussion of results, positive and negative experience, main achievements, possible consequences, etc. Group discussions will help identify possible problems and mitigate risks.
- Establish areas of responsibility and allocate duties among the contact group members.
- Motivate staff members and students involved in gender plan implementation.
- Arrange visualization of the gender plan.
- Make the results of the gender plan activities public. Use various channels for dissemination of information about the plan, its main areas of focus, activities and timeframes thereof.
- Inform the target audience about timeframes of activities in advance using respective information channels so as to ensure participation.
- Consider the possibility of initial workshop organization for the group responsible for the gender plan implementation. Raising awareness and competence levels will help increase the chances for success maximally.
- Be ready to face obstacles or counteractions while implementing individual measures and recommendations.
- Do not forget to monitor the gender plan implementation process and assess the progress. Pay attention to the comments and assessments of those who participated in organization and holding of specific activities (for example, by means of evaluation forms).

Step 4: Preparation for gender audit

Gender audit is viewed as the main instrument of systematic information collection and assessment of gender integration into the organization’s structure, policy, research and project activity, programs and strategy. Gender audit will help:

1. determine the degree of effectiveness of the organization’s gender equality work;
2. monitor and assess relative progress in gender equality promotion;
3. establish initial principles and criteria for evaluation of gender situation and gender plan implementation;
4. identify main problems connected with inclusion of gender education aspects into education and research;
5. develop practical recommendations for the solution of possible problems and offer new and more effective strategies of gender equality achievement in academic environment;
6. bring positive experience in gender equality achievement.
The starting point of gender audit implementation into the life of the HEI begins with a setting up of the **scope and target group**, development of its **methodology, procedures, and tools**.

**Scope and target groups**

Gender audit areas for HEIs can meet areas of the gender plan, for example, education, research, public relations and management.

Target groups of gender audit may be as follows:

1. higher-education teaching staff;
2. auxiliary educational staff;
3. students at bachelor and master level;
4. management.

**Methodology**

The following methods may be used in the course of gender audit:

1. qualitative and quantitative analysis of statistical data;
2. sociological methods (questionnaire-based survey; interviews, focus groups, qualitative and quantitative analysis of documents);
3. comparative analysis;
4. general scientific principles (dialectics, objectivity, and historicism) general scientific methods of inquiry (abstraction, idealization, formalization, induction and deduction; analysis and synthesis, modeling and typology);
5. gender analysis.

While developing gender audit methodology, it is necessary to hold permanent consultations and discussions, and use relevant literature and Internet resources.

**Procedures**

Inclusion of gender audit into the life of HEIs should be based on principles of active participation. It will promote self-training and consolidation of the organization. Gender based parity shall be also achieved at all times during the gender audit, ex. within the working groups, interviewees, etc.

**Tools**

It has to be considered that gender audit tools shall be developed with regard to the necessity to involve all the faculty staff members in the audit procedure in one form or another. It is necessary to define the goal and objectives for each tool to be used during the gender audit.

**Example**

The following tools were developed for implementation of gender audit at FIR BSU:

1. questionnaire for FIR BSU staff;
2. questionnaire for FIR BSU students;
3. instructions for sample designing for opinion surveys of FIR BSU students and staff;
4. categories and indicators for the statistical analysis of the faculty staff and students number and composition;
5. table forms for presentation of the results of the statistical analysis of the faculty staff and students number and composition;
6. list of documents (with respective indicators) subject to quantitative and qualitative analysis;
7. instructions for qualitative and/or quantitative analysis of documentation;
8. program for focused group interviews (focus groups) of FIR BSU teachers;
9. program for focused group interviews (focus groups) of FIR BSU students;
10. instructions for designing of sampling population of focus group members;
11. questions to be discussed with Dean;
12. instructions and tools ("diary" form and summary tables) for self-observation and
determination of time budget for teachers;
13. instructions and tools ("diary" form and summary tables) for self-observation and
determination of time budget for students;
14. instructions for organization, carrying out, and results consolidation and presentation of
the documentation gender audit;
15. 2017 Gender Audit Report form.

A gender audit is necessary for carrying out a comprehensive analysis of changes at FIR
resulting from the integration and implementation of the gender plan. The specificity of
the faculty was taken into account while developing a list of documents to be analyzed
and indicators. Data obtained as a result of the gender audit is representative of FIR BSU
only and may be extrapolated only to the staff and students of this faculty.

The developed tools focus on the analysis of the problematic field of this particular faculty and
contributing to the formation of gender equality in the specified structural unit.

Example

For the purposes of conducting of the audit activities at FMTH BNTU, the following tools were
developed and used:

1. instruction for analysis of documents;
2. tables for quantitative (statistical) analysis of audit areas;
3. table for qualitative analysis of document;
4. questionnaires for opinion poll of male and female faculty staff members;
5. questionnaires for opinion poll of male and female faculty students;
6. questionnaires – measures assessment forms;
7. tables for quantitative (statistical) analysis of faculty young students;
8. tables for quantitative (statistical) analysis of faculty young students.

Step 5: Gender audit implementation

Gender audit conducting involves a range of steps:

1. Statistical analysis of staff and students (qualitative and quantitative analysis).
2. Analysis of results and consolidation of data.
3. Obtaining of primary sociological information from male and female staff members and
students:
4. Comparison and matching of the results of sociological and statistical survey, consolidation,
explanation and interpretation thereof, formation of practical conclusions and
recommendations.
5. Analysis of documents by areas of survey (education, research, management and public
relations).
6. Analysis, consolidation and preparation of the gender audit report.

Successful gender audit implementation in HEIs is only possible, if audit procedures and actions are
coordinated between different actors in the process. In the experience of two Belarusian faculties, it
was also crucial to obtain approval and support from the faculty and university administration, because the audit was realized at the faculties for the first time.

**It is essential to:**

- use the audit time with maximum effectiveness. The organizing committee of the gender audit shall make every possible effort to have all the participants present at all stages of the audit.
- have a good knowledge of gender audit conducting methods, especially when it is the first audit for the organization. It is important that members of the organization committee put their names down only for the activities they have the best knowledge of.
- make sure that the audit report reflects the situation in this particular organization and/or unit. The organizing committee shall make a report on the basis of the results of the activities held. During the meeting with the staff, the group shall present main conclusions and recommendations of the report and receive “feedback”. In the event of different opinions, the organizing committee shall hold an open discussion of all disputable matters and be ready to make any amendments as the staff of this unit / organization may think fit to present a clearer view of the situation.
- refrain from acting as “gender police”, and from making an impression that the audit organizers have come to assess the work of the unit. On the contrary, it must be made clear that the role of the organizers is to help the unit evaluate its own potential as regards gender equality and help the staff develop the necessary recommendations.

Due to the involvement of the whole staff of the organization, regardless of position, length of employment, age, sex and other factors, a gender audit may act as an internal social program. It can help increase the staff loyalty level, reduce staff turnover, attract best specialists, improve image and enhance reputation of the organization, stability and balance in the long run. Due to gender audit, the organization may have additional promotion and stand out as a socially responsible and innovative organization.

**Step 6: Further actions**

Once a gender plan and gender audit is completed, a new cycle of gender equality work will begin. The audit results can become a basis for development of recommendations on improvement of gender equality at the unit, definition of the most effective practices, possible identification of new problematic fields and areas requiring attention. A new gender plan may be developed on the basis of the obtained results.

**Example**

*The FMTH BNTU Gender Audit was used in order to spread of knowledge of gender equality policy, increase of gender culture and gender education level of the faculty staff and students, implementation of gender education components into the educational process, formation of conditions for more complete personal fulfilment of women and men in all areas of life of the faculty. It helped identify disproportions and areas of tension, effective practices and positive experience examples, positive shifts and lags in this area. During the Gender audit a number of gender indicators were measured and analyzed for the purpose of quality assessment of implementation of the FMTH BNTU Gender Plan 2017-2019. On the basis of the gender audit conducted at FMTH BNTU in 2019, a new gender plan of the faculty for 2020-2022 was developed.*

However, it is not always the case that new gender plans must be linked to completed gender audits. Based on the experience of FIR BSU where the Gender Plan 2015-2017 was successfully implemented, a gender audit was conducted in 2017 and a new plan was not developed. It is fair to
say that the development of plans is not always required. FIR BSU has opted for an integrated approach which involves the inclusion of gender dimensions into statistics maintenance, into work plans of departments and the faculty, into topics of scientific reports and term papers, as well as into other activities. Currently, a dialogue is ongoing with the faculty management about ways to make the gender policy stable by inclusion of a range of relevant issues into the general annual plan of the faculty.
7. Lessons learned and areas for improvement

By Sebnem Kenis, Senior Policy Advisor on Gender and Human Rights, RWI

This chapter relies on the findings of the study that reviewed the implementation of the gender audit and gender plans at two faculties in Belarus, within RWI’s Academic Cooperation in Belarus. The study was carried out from October to December 2018 and examined the experiences of two Belarusian faculties, FIR BSU and FMTH BNTU, in designing and implementing gender plans and gender audit. The purpose of the study was to draw lessons and learn from these experiences for future similar initiatives by the same institutions or other RWI partners in Belarus or other countries. This chapter will present an overview of lessons learnt and point out potential areas for improvement.

Stakeholder involvement and gender capacity development in the core teams (ex. organizing committee, working groups, etc.)

Ensuring active participation of diverse university actors (teaching staff, research staff, students, administrative staff, management, etc.) in designing, implementing and monitoring gender audits and gender plans is very important to identify and respond to their varying gender-related needs and problems. The daily practices and experiences of campus life may vary tremendously between stakeholders depending on their age, gender, position, level, socioeconomic status, department, faculty, unit, and other factors. Therefore, promoting and enabling the participation of representatives of diverse groups is crucial to make sure that their different problems, needs, priorities and perspectives are taken into consideration.

FIR BSU’s Organizing Committee for implementation of the Gender Plan (2015-2017) sets a good example for involving the representatives from each academic department. The Organizing Committee consisted of representatives of FIR BSU management and HETS, however, did not include students. This shortcoming was addressed at the stage of preparation and implementation of the gender audit (2017), where students were actively involved in working groups, carrying out gender audit FIR BSU. Involving diverse segments of campus community in the design and implementation of the gender plans through requesting their written feedback and organizing open forums or consultations in which students and staff can share their inputs on gender plan can be effective methods to achieve broader stakeholder involvement.

When forming the core teams (ex. organizing committee, working groups, etc.) that plan or implement gender audits and gender plans, it is also important to make sure that team possesses strong gender expertise and research experience. Team members can be selected members from among staff and students with strong gender knowledge or be provided a series of trainings in gender, gender equality, gender audit, and gender plan. It was, for example, found very positive that all members of the FIR BSU’s Organizing Committee for implementation of the Gender Plan had undergone a gender seminar.

Management, governance and decision-making processes

‘Achieving gender parity at all levels of management’ is indispensable to achieve gender equality in HEIs. It is therefore recommended to add this as one of main objectives of a gender plan. To make sure this objective can really be achieved in practice in a reasonable period of time, it is important to define clear actions and steps that will be taken towards it.
For assessing gender equality in management, governance and decision-making processes in gender audits, it is recommended to go beyond collecting gender-disaggregated data on managerial positions (dean, vice-deans, heads of departments etc.) and composition of decision-making committees and bodies. Additionally, it is recommended to further analyze the level of active participation and level of effective influence over the decisions by men and women. Even in the committees or positions where there is equal representation of genders, this does not always mean that women have equal conditions or space for active participation or influence over decisions. Manifestations of unconscious bias or subtle or obvious barriers may exist as impediments to these. Identifying such obstacles can develop an understanding not just based on ‘quantity’ but also ‘quality’, not just on ‘representation’ but also ‘active participation’.

**Integrating gender perspective into research**

In its gender audit, FIR BSU made a robust analysis of its research products (publications and presentations by the faculty, students’ papers, etc.) to find out the extent to which research content incorporate gender dimensions. Research products had been classified into three categories, those with a gender focus, those with a gender component, and those with no gender component. This assessment is a good practice that is recommended to be replicated in future gender audits as it is very helpful to reveal the extent to which academic knowledge production sheds light on gender issues and identify the gaps.

When designing gender plans, HEIs can consider including a number of actions to improve gender integration into research such as increasing number of and funding for gender-focused and gender-integrated research projects by the faculty, providing trainings to researchers on how to integrate gender dimension to research, and increasing gender equality in the management of research teams. Future gender plans can also include actions to further implement and disseminate the *Guideline on Integrating Gender into Human Rights Research*[^40], a valuable tool developed by a group of Belarusian academics.

**Integrating gender perspective into teaching**

Teaching is not free of gender bias, and it can perpetuate gender inequalities and stereotypes in many ways. It also carries the potential to increase the gender awareness of the students, transform their gender values and attitudes, and equip them with gender-related conceptual and theoretical tools and knowledge to analyse and understand gender dimensions of the world around us. Which of these potentials will prevail depends on what is taught (curricula, learning objectives, content), how it is taught (teaching methods and materials, and pedagogy) and under which conditions and environment it is taught (classroom environment, socioeconomic conditions of the students, inequalities between students regarding the opportunities and privileges).

It is found very positive that both FIR BSU and FMTH BNTU have prioritized integrating gender into teaching and included a number of clear actions to achieve this such as offering new gender courses in the curricula, improving the gender competence of the teaching staff through organizing workshops or developing manuals and guidelines on how to integrate gender into courses.

In its teachers’ survey and focus group discussions, FIR BSU asked a set of questions to the instructors to learn their assessment of level of gender integration into teaching practices. In both faculties, the content of the courses syllabi was analysed, in order to identify gender-focused and gender-integrated disciplines. For future gender audits, this could be accompanied with a thorough analysis of curricula, course syllabi, plans, reading materials, assignments, and teaching methods, based on which gaps and further steps to strengthen gender dimensions in teaching can be identified.

Prevention of sexual harassment, gender-based discrimination and violence on campus

Academic institutions are responsible for providing a safe and inclusive learning, teaching and working environment where students and staff can interact each other with dignity, respect and courtesy. Prevention of sexual harassment, violence, gender-based discrimination, and gender stereotyping on campus is a substantial part of this. These issues had been only partially touched upon in the gender audits of two institutions and not been addressed in their gender plans. For future audits, a more detailed investigation of these issues might be considered. And if needed, actions to address them such as development of accessible and well-communicated prevention and support structures and procedures could be added to the future gender plans.

Recruitment, promotions, career development, and work – life balance

Aside from being a space for learning, teaching, and knowledge production, a HEI is at the same time a workplace which must ensure gender equality in recruitment and promotion practices and provide equal opportunities for the staff regardless of gender to develop and advance their careers and balancing their personal lives with work. In its gender audit, FIR BSU had made a very comprehensive assessment of publicity, availability and transparency of information regarding career development opportunities and also conducted a rigorous analysis of work-life balance through a diary study. Similar analyses could be repeated in new gender audits. And it is also highly advisable to include in new gender plans measures to improve gender equality in the recruitment, promotions, career development, and work – life balance.

Results-oriented vs. activity-centered approach in the gender plans

Potential area for improvement for both gender plans is their activity-centered approach. Both are inclined toward an activity-centered approach rather than a results-oriented approach, and therefore lack a clearly defined direction and methodology to achieve an institutional transformation towards gender equality. In the future efforts, it is recommended to clearly describe an underpinning logical chain of results describing how and why the goal and objectives are expected to occur as a result of the activities. This will further facilitate monitoring, measurement and reporting on the progress.

For future gender plans, it is recommended to formulate the logical connections between the activities, objectives and the overall goal and clearly define how the activities might lead to the achievement of the overall goal in the long run. Also, for each objective and activity, specific, measurable, attainable, realistic, and time-bound (SMART) indicators could be decided along with clear division of responsibilities, sources of verification, and timeline so the progress can be easily tracked over time41. A periodical reporting schedule (quarterly, biannually, annually so on) can also be introduced. In these short reports, responsible persons, units or committees can analytically explain the outcomes and changes that occur as a result of the activities, describe the progress made toward the objectives, and discuss the challenges and barriers encountered and the strategies used to overcome them. Such a periodical reporting system would also serve building an institutional memory around institutional gender equality efforts.

Conclusion

This chapter presented good practices as well as potential areas of improvements that can be learned from FIR BSU’s and FMTH BNTU’s gender audits and gender plans, which were first-of-its-kind and pioneering in the higher education landscape in Belarus. It may usually not be possible to cover all of

41 For some good examples of this, please see the gender equality plans of Ozyegin University (2017-2020) and Alma Mater Studiorum Università di Bologna (2017-2020):
http://surdurulebilirlik.ozyegin.edu.tr/sites/surdurulebilirlik.ozyegin.edu.tr/files/ozu-gep.pdf,
the key fields mentioned in the previous pages at once in a single gender audit or gender plan as it would require lots of time, resources, research capacity, preparation as well as a very large audit team. As gender audits and plans of FIR BSU and FMTH BNTU had been conducted with limited resources and mostly thanks to precious voluntary efforts by involved staff and students, their decisions to prioritize and focus on only some of these fields based on their circumstances, capacities and needs, and leave the remaining fields for future audits in the next years were reasonable and practical. The experiences of these two faculties have proved that gender audit and gender plan are very effective starting points for increasing dialogue on gender (in)equality and roles and raising gender awareness among participating actors (managers, students, academic and professional staff). The processes of designing and implementing these tools have drastically improved the collective capacity of both institutions to gather gender statistics and data internally that have not been paid attention in such a structured manner before. They have also triggered a process of organizational learning about practical actions needed for gender mainstreaming. Both institutions have acquired enormous experience upon which they can now build the new cycle of gender audits and gender plans that would add another brick to organizational transformation toward gender equality. Our hope is that their experiences will be guiding and inspiring not just for other Belarusian higher education institutions but, also, for other universities around the world.
Gender equality means equal rights and equal opportunities for men and women in spiritual, material, economic, academic and political life. This is society’s understanding of equality of men’s and women’s roles, equality of social status and equal conditions for enjoyment of human rights by men and women. It means not only statutory equality, but also achievement of such social situation when both men and women will have equal access to resources: equal distribution of powers, influence, equal labour conditions, including salary size, provision of work places, premises, access to office equipment, and career opportunities. It is also important that equal opportunities are provided for personal and professional development, and for access to education.

Education is one of the critical social institutions in society because its main function is transfer of experience, new knowledge accumulation, distribution of information on social changes and best practices, elaboration of research activity and implementation of its results into educational process. HEIs play a key part in this process. Gender agenda can be integrated into the life of HEIs by means of gender policy and gender education. Gender agenda for HEIs helps to create equal conditions for getting higher education for men and women.

Gender agenda in HEIs shall focus on (non-exhaustive list):

- provision of equal access for young women and men to higher education of all steps and specialties;
- elimination of gender differences in access of men and women to all types of postgraduate education;
- creation of equal conditions for research career;
- equal participation of women and men in management and decision-making in higher education;
- institutionalisation of gender education in the training process in order to form egalitarian mind among young students and teaching staff.

Gender education is an educational model which reflects gender interests, considers presence of gender problems in social development of society and education system, and tries to find ways to solve them.

At the same time, educational activity in HEIs is carried out in the setting of structural inequality and gender imbalance. This problem may be solved through the use of different strategies: actualization of gender problems in education programs and development plans; empowerment of women; development of practices of gender equality encouragement, prohibition of harassment, quota setting; integration of gender plans and gender audits, etc.

In this presentation, the authors presented 10 years of experience in setting and implementing gender plans and gender audits at two faculties in Belarus. This works is still ongoing and many more needs to be done! We hope this publication will spark an interest in the promotion of gender equality in HEIs more widely, both at HEIs in Belarus and in other countries and contexts.
Annexes

These annexes represent tools, all of which were used at FIR BSU or FMTH BNTU to carry out gender plans and gender audits. Those are the samples of the tools, and different customized versions that were used at each faculty.

The tools are presented with a purpose of sharing the experience and knowledge both faculties have gained while implementing gender plans and audits. All tools were customized for the purposes and needs identified by each faculty, and can, as repeatedly stated above, not be used as “one-size-fits-all” templates.

Tools:

Section I. Gender Equality Plan
1. Gender equality plan

Section II. Establishing the scope of the gender audit
2. Areas of gender audit, indicators and sources (for staff)
3. Areas for gender audit, indicators, sources (for students)

Section III. Focus Groups
4. Program of focused interview of Higher Education Teaching Staff (HETS) conducted as part of FIR BSU gender audit
5. Program of focused interview of students conducted as part of the gender audit

Section IV. Time-budget
6. Instructions for self-observation and time budget drawing up for a higher educational institution staff member.
7. Instructions for self-observation and time budget drawing up for higher educational institution student.

Section V. Gender analysis of documentation
8. Gender audit of documentation: Instructions for analysis of internal document
• Criteria for documentation assessment during gender audit
• Suggested package of documents for gender audit
• List of documents that may be used for gender audit, according to the File Register of Educational Institutions of the Republic of Belarus
• Document analysis table
• Analytical summary on documentation
• Final analytical summary on the documentation of the structural unit
• Structure of gender audit report

Section VI. Quantitative analysis
9. Tables for faculty staff quantitative analysis
10. Tables for faculty students analysis

Section VII. Questionnaire Survey
11. Sampling of faculty staff members
12. Sample of faculty students
13. Questionnaire for staff
14. Questionnaire for students
## Section I. Gender Equality Plan

**Gender equality plan**

The present gender plan is made for ____ (years) for ____ (of the faculty, university) and is focused on ____.

Gender plan ____ is a document containing the faculty’s main objectives in the area of facilitation of gender equality achievement and determining the operational procedure for work do be done in this area.

The purpose of gender plan: ____.

The main objectives of gender plan are:

1. ____;
2. ____;
3. ____ etc.

Gender plan implementation and achievement of its main purpose are based on such principles as:

1. ____;
2. ____;
3. ____ etc.

Gender plan shall cover (mention specific areas of life of the faculty or university):

Implementation of the Gender Plan involves a range of activities in ____ areas: ____. For example, in education, research, public relations and management.

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<th>No.</th>
<th>Activity</th>
<th>Implementation dates</th>
<th>Responsible persons or structures</th>
<th>Resourced needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</table>

4. Management

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>Implementation dates</th>
<th>Responsible persons or structures</th>
<th>Resourced needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</tbody>
</table>
## Section II. Establishing the scope of the gender audit

### Areas of gender audit, indicators and sources (for staff)

<table>
<thead>
<tr>
<th>Area of study</th>
<th>Indicators</th>
<th>Source of information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td><strong>Quantitative indicators:</strong></td>
<td><strong>lists of staff of the structural unit with an indication of their education, specialty, qualification and main duties;</strong></td>
</tr>
<tr>
<td></td>
<td>- Total number of HETS / Administration / AES (in the context of gender)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- HETS / Administration / AES breakdown by positions (in the context of gender)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- HETS / Administration / AES breakdown by academic degrees and academic ranks (in the context of gender)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- HETS / Administration / AES breakdown by total employment length and employment length in current position (in the context of gender)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- HETS / Administration / AES breakdown by age (in the context of gender)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- dynamics of HETS / Administration / AES moving up the career ladder (in the context of gender)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Qualitative indicators:</strong></td>
<td><strong>Questionnaire / focus groups</strong></td>
</tr>
<tr>
<td></td>
<td>- HETS / Administration / AES – men and women have equal access to moving up the career ladder</td>
<td><strong>Rules and procedures applicable in the structural unit, Labor Code (first two indicators)</strong></td>
</tr>
<tr>
<td></td>
<td>- moving up the career ladder depends on objective factors (employment length, academic degree, academic rank)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- HETS / Administration / AES – men and women understand the procedure of moving up the career ladder</td>
<td></td>
</tr>
<tr>
<td><strong>PhD students</strong></td>
<td><strong>Quantitative indicators:</strong></td>
<td><strong>PhD students admission orders</strong></td>
</tr>
<tr>
<td></td>
<td>- number of PhD students and candidates with breakdown by sex and age groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- dynamics in defense (number of those who successfully defended and number of those who failed) of research theses (with breakdown by sex)</td>
<td></td>
</tr>
<tr>
<td>Knowledge of gender equality among the faculty staff</td>
<td><strong>Level of knowledge of gender equality (gender equality understanding) among HETS / Administration / AES/ PhD students</strong></td>
<td><strong>Focus group / poll</strong></td>
</tr>
<tr>
<td><strong>2. Level of awareness of HETS / Administration / AES/ PhD students about gender equality</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 3. Faculty’s plans and policy in educational services

<table>
<thead>
<tr>
<th>Qualitative indicators:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- FIR’s plan and policy in educational services are presented in gender-neutral language</td>
</tr>
<tr>
<td>- FIR’s plan and policy in educational services account for necessity to achieve gender equality</td>
</tr>
<tr>
<td>- opportunity to participate in implementation of the FIR’s plan and policy in educational services is provided to all HETS and AES members on a non-discriminatory basis</td>
</tr>
</tbody>
</table>

**Poll/focus group**

- HETS / Administration / AES are aware of FIR’s plan and policy in educational services

**How do HETS / Administration / AES assess the importance of inclusion of and account for gender aspects in the FIR’s plan and policy in educational services?**

**Level of preparedness of HETS / Administration / AES for implementation of the FIR’s plan and policy in educational services, taking into account the necessity to achieve gender equality**

### 4. Plans and policy in research at the faculty (what is the faculty’s mission in research?)

<table>
<thead>
<tr>
<th>Qualitative indicators:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- FIR’s plan and policy in research are presented in gender-neutral language</td>
</tr>
<tr>
<td>- FIR’s plan and policy in research account for necessity to achieve gender equality</td>
</tr>
<tr>
<td>- opportunity to participate in implementation of the FIR’s plan and policy in research is provided to all HETS and AES members on a non-discriminatory basis</td>
</tr>
</tbody>
</table>

**Poll/focus group**

- HETS / Administration / AES are aware of FIR’s plan and policy in research

**How do HETS / Administration / AES assess the importance of inclusion of and account for gender aspects in the FIR’s plan and policy in research?**

**Level of preparedness of HETS / Administration / AES for implementation of the FIR’s plan and policy in research, taking into account the necessity to achieve gender equality**

### Training process

<table>
<thead>
<tr>
<th>5. Class schedule</th>
<th>Quantitative indicator</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Distribution of academic and non-academic load</td>
<td>7. Preparation for and participation in edition of educational and methodological complexes, teaching aids, textbooks, etc. (in general)</td>
<td>8. Study materials on gender topic</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td><strong>Academic:</strong></td>
<td>Quantitative indicators</td>
<td>Quantitative indicators:</td>
</tr>
<tr>
<td>- curricular load</td>
<td>- academic and non-academic load balance with breakdown by sex, position, academic degree, academic rank</td>
<td>- number of study materials on gender topic (as the main topic of publication) (in the gender context of authors and with an indication of whether the given publication is prepared by FIR worker)</td>
</tr>
<tr>
<td>- term papers/diploma papers/practice</td>
<td>- extracurricular load types with breakdown by sex, position, academic degree, academic rank</td>
<td></td>
</tr>
<tr>
<td>9. Gender equality education</td>
<td>- number of academic subjects on gender topic / number of academic subjects including gender aspects</td>
<td>FIR curricula and academic programs</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td></td>
<td>- number of topics for term / diploma and Master papers on gender / number of topics for term / diploma and Master papers including gender aspects</td>
<td>Approved topics for Master papers / journals / list of tentative topics for term papers, diploma papers, approved topics for Master papers</td>
</tr>
<tr>
<td>Qualitative indicator</td>
<td>- which incentives can be distinguished for integration of academic subjects on gender or inclusion of gender aspects into other subjects? - are there any negative factors preventing from integration of academic subjects on gender or inclusion of gender aspects into other subjects? - is there any positive financial or social effect from availability of academic subjects on gender or inclusion of gender aspects into other subjects?</td>
<td>Poll / focus groups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Atmosphere in the classroom, teaching methods, culture of relationship during curricular and extracurricular time. Teaching methods (pedagogy)</th>
<th>Qualitative indicator</th>
<th>Poll / focus groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>- communication and training methods allow for inclusion of all attending students in training and communication process - students are given an equal opportunity to express their opinions on the questions under discussion - formulation of the questions under discussion and discussion thereof are not of degrading, contemptuous, offensive judgmental nature - relations of HETS and AES with students, among students, and between HETS and AES are based on mutual respect, observance of generally accepted rules of courtesy, observance of seniority system and rules of conduct</td>
<td>Poll / focus groups</td>
<td></td>
</tr>
</tbody>
</table>

| Balance of work, family and rest | Qualitative indicator: distribution of time among preparation for classes, extracurricular activities, public load and homework, family circumstances and rest is balanced | Time budget drawing up (self-observation) |

| 11. Preparation for classes, relation of the number of hours for working load and for family and rest | Qualitative indicator: distribution of time among preparation for classes, extracurricular activities, public load and homework, family circumstances and rest is balanced | Time budget drawing up (self-observation) |

| Academic mobility | | |
| 12. Satisfaction with availability of information about inter-university cooperation, academic mobility | Qualitative indicators:  
- information is distributed publicly,  
- HETS (both men and women) know where to find information on cooperation and academic mobility | Poll / focus groups  
Educational and Methodological Board (EMB) website, EMB social media service |
|---|---|---|
| 13. Business trips / probations / skills upgrading in and outside Belarus | Qualitative indicators:  
- breakdown of the number of business trips / probations / skills upgrading by sex, position, academic degree, academic rank, source of finance, duration  
- breakdown of the place of business trips / probations / skills upgrading (in Belarus or abroad) by sex, position, academic degree, academic rank, source of finance  
- reasons for HETS refusal from business trips / probations / skills upgrading  
- why exactly this business trip / probation / skills upgrading is selected  
- HETS demands are taken into account during planning of business trips / probations / skills upgrading | Business trip orders at the faculty  
Poll / focus groups |

### Conducting of research and effectiveness

| 14. Making decisions on research area of department’s work | Qualitative indicators:  
- all department members from among HETS take part in discussion of research area of department’s work  
- research area of department’s work includes gender topics | Regulation on department/ Poll  
Plans of department/ research work reports |
| 15. Award for active research work | Quantitative indicator:  
number of bonuses, merit certificates, acknowledgement certificates with breakdown by sex, position, academic degree, academic rank | Bonus orders, regulations on acknowledgement certificates, merit certificates |
| | Qualitative indicator:  
- satisfaction with receipt of award for active research work; availability of information about possibility to get an award | Poll / focus group |
| 16. Research grants | - number of applications for a grant with breakdown by sex, position, academic degree, academic rank  
- number of awarded grants with breakdown by sex, position, academic degree, academic rank | source |
| 17. Conduction of research at departments / publication rate | Quantitative indicators:  
- number of published research works (including by sex, position, academic degree, academic rank (including PhD students and candidates)  
- research rating  
- author citation rate, number of publications (with breakdown by edition level: compilation of theses, scientific journal)  
Number and topics of PhD students’ research works (with breakdown by sex) | HETS research work reports  
Reports on rating, citations  
Google citations |
| 18. Conducting of gender studies on gender equality at departments | Qualitative indicators:  
- number of publications/surveys on gender equality prepared by department members (with breakdown by sex, academic degree, department, level of edition: compilation of theses, scientific journal)  
- number of publications/surveys including gender issues (with breakdown by sex, academic degree, department, level of edition: compilation of theses, scientific journal)  
-number of surveys on gender prepared by PhD students | HETS research work reports  
Certificates of approved topics of research works |
| 19. Integration of gender equality elements in research | Level of awareness of the category of gender and use of gender analysis in research work  
-level of interest to integrate the category of gender and gender analysis into research work | Poll |
| 20. Awarding for active research work | Quantitative indicator:  
number of bonuses, merit certificates, acknowledgement certificates depending on sex, position, academic degree, academic rank  
Qualitative indicator:  
- satisfaction with receipt of award for active research work; availability of information about possibility to get an award | Bonus orders, regulations on acknowledgement certificates, merit certificates  
Poll / focus group |
| 21. Speaking at international / republican research / research and practical events (including | Quantitative indicators:  
- number of research events at FIR with breakdown by level, orientation;  
- number of HETS members participating in research events breakdown by level, | Faculty (annual) reports  
Research reports |
<table>
<thead>
<tr>
<th>Master students and candidates</th>
<th>orientation, as well as by sex, position, academic degree, academic rank</th>
<th></th>
</tr>
</thead>
</table>
# Areas for gender audit, indicators, sources (for students)

<table>
<thead>
<tr>
<th>Area of study</th>
<th>Indicators</th>
<th>Source of information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 22. Students (staff) | Quantitative indicators:  
- total number of students (with breakdown by sex)  
- age structure of students (with breakdown by sex)  
- structure of students by year of study (with breakdown by sex)  
- structure of students by specialty (with breakdown by sex)  
- structure of students by sex (with breakdown by sex)  
- structure of students by mode of study (financed from the budget / on a fee-paying basis) (with breakdown by sex)  
- expulsion statistics (with breakdown by sex)  
Qualitative indicators:  
- equal access to educational services; equal opportunities in all areas of student life | Dean’s office information:  
- information on training load movement (monthly)  
- information on progress and results of examination-end-test session (twice per academic year)  
- higher educational institution report (annually)  
- university rector’s orders concerning students  
- lists of students by training groups  
Education Code  
Admission rules |
| **Knowledge of gender equality among the faculty students** | Level of knowledge about gender equality (gender equality understanding) among the faculty students | Focus group /Poll |
| **Training process** | Qualitative indicator  
- the schedule allows for effective day planning  
- the schedule helps combine study with other types of social activity (students’ scientific research, public and volunteering activity, students’ self-government)  
- student’s time budget (relation of classroom studies, extracurricular preparation for classroom studies, public activity, family and household duties and leisure) |  
- poll /  
- self-observation (time budget drawing up) |
| 25. Academic progress of students | Quantitative indicators  
- student’s academic progress average score (with breakdown by sex) – provided that it will be compared within the same specialty  
- number of “approaches”, instances of examination retaking, and renewals, with breakdown by sex  
- number of students with grades 8-10, 6-7, 4-5, and below 4, with breakdown by sex and year of study | Session reports:  
- information and supporting documents concerning reasons of students’ absence from study  
- summary grade report sheets of trainees (students)  
- information on progress and results of examination-end-test session  
- academic transcripts  
- expulsion and re-admission orders |
| Qualitative indicators  
- motivation, factors determining activity of students in training process (in the context of gender) (tuition fee reduction, enhanced scholarship, social remuneration and approval) | Focus group |
| 26. Transfer to education step II (Master’s degree) | Quantitative indicator  
- number of Master students (in the context of gender)  
- structure of Master students by sex, age, specialty | - university rector’s orders concerning education step II (Master) students (admission, expulsion, transfer, re-admission, graduation, award of scholarship). |
| 27. Relationship culture among students within training process | Quantitative indicator:  
- number of disciplinary sanctions with regard to student’s sex and year of study | - Orders for giving reprimands and other disciplinary sanctions |
| Qualitative indicator  
- structure of interpersonal communication and relations in a group  
- social and psychological climate  
- style of communication in a students’ group  
- joint decision-making  
- intra-group standards and rules | Polls/focus groups |

### Research work of students

| 28. Participation of students in research activity  
29. Speaking at research / research and practical events  
30. Publication rate of students’ scientific research projects on gender topic | Quantitative indicator  
- number of students’ scientific research projects (in the gender context of authors)  
- number of reports at student conferences (in the context of gender)  
- number of projects presented at students’ research contests (in the context of gender)  
- number of published scientific research projects of FIR students (in the context of gender) | - faculty report on students’ scientific research for the academic year  
- programs of student conferences, FIR  
- compilations of materials of student research conferences |
<table>
<thead>
<tr>
<th>31. Conducting of student research studies on gender equality</th>
<th>- number of publications / studies on gender equality prepared by FIR students (with breakdown by sex)</th>
<th>- compilations of materials of student research conferences (qualitative analysis of text)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- number of student publications / studies including gender issues (with breakdown by sex)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>32. Motivation and awards for active research activity</th>
<th>Quantitative indicator: - number of bonuses, merit certificates, acknowledgement certificates, and sex and age structure of students who have received them (in the context of gender)</th>
<th>- bonus orders, regulations on acknowledgement certificates, merit certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Qualitative indicator: Satisfaction of students (female and male) with receipt of award for active research activity</td>
<td>Poll, focus group</td>
</tr>
<tr>
<td></td>
<td>Factors affecting the activity of students within research projects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reasons for refusal from participation in research events (in the context of gender)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>33. Master theses</th>
<th>Number of Master theses on gender (in the context of gender)</th>
<th>Orders concerning approved topics of Master theses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Master theses including gender issues (in the context of gender)</td>
<td></td>
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</table>

| Academic mobility                                           |                                                                 |                                                                                      |

<table>
<thead>
<tr>
<th>34. Availability of information on research probations / conferences / training opportunities, as well as on possibility to apply for a grant for participation in research probations / conferences, etc., and winning of grants</th>
<th>Quantitative indicators: - information messages about research probations, conferences, possibility to win a grant and get additional education, etc. on stands, on the website, and in the newspaper of the faculty</th>
<th>- information and promotional materials about research probations / conferences / training opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Qualitative indicators: - information is distributed publicly - level of knowledge of students (female and male) about where it is possible to find information about research probations / conferences / training opportunities, and about grants</td>
<td>- poll / focus groups</td>
</tr>
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<td></td>
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</tbody>
</table>
| 35. Possibility to participate in research probations / conferences and training abroad, etc. (including financing possibilities) | Quantitative indicators:  
- number of students sent to probations, recommended for participation in conferences and research contests, and those who completed training abroad (in the context of gender and with an indication of the form of finance)  
- student business trip orders  
- order on year off provision for a valid reason (training abroad)  
Qualitative indicator:  
equal access to and equal opportunities for obtaining references for participation in conferences, probations and research contests, and for training abroad | - poll  
- focus group |

**Miscellaneous**

| 36. Participation of students in the university’s public life  
37. Participation of students in voluntary organizations | Quantitative indicators  
- number of students who are members of students’ self-government (in the context of gender and by positions)  
- number of students who are members of the university’s voluntary organizations, and participate in important public events (in the context of gender)  
- number of students involved in volunteering (in the context of gender)  
- number of students participating in sport events (in the context of gender and by kinds of sport)  
Lists of activist students (deputy dean for educational and ideological work)  
Lists of volunteers  
Qualitative indicator:  
- degree of gender problems inclusion into the activity of voluntary organizations  
- accounting for gender aspects in the faculty’s public life  
Poll  
Faculty and department level plans and reports  
| |

| 38. Participation of students in decision-making (in the area of education and research) | Quantitative indicators  
- number of students involved in decision-making (in the area of education and research) (in the context of gender)  
member lists of the Faculty Board, council of prefects, student board of the faculty  
Qualitative indicators:  
- ways of participation of students in decision-making (in the context of gender)  
Regulation on the Faculty Board, student board, and council of prefects  
- evaluation of involvement of students in decision-making (in the context of gender);  
- evaluation of account for opinions of students in decision-making (in the context of gender)  
Poll / focus groups  
|
| 39. Problem-solving mechanisms for problems at the level “teacher – student” (curator – student), and “student – student”, related to education and research | Availability of problem-solving mechanism for problems at the level “teacher – student” (curator – student), and “student – student”, related to education and research (for example, complaints and suggestion book / box) Processes of such mechanism Number of cases when such mechanism was used. For example: number of appeals of students (in the context of gender), subject of appeals (Is there a gender factor?) | Documents: job descriptions, documents establishing rights and duties of HETS, curators, students, administration “One contact mechanism” Conversation with dean |
| Are the faculty students and staff members (men and women) aware of such mechanism availability | Poll and focus group |
Section III. Focus Groups

Program of focused interview of Higher Education Teaching Staff (HETS) conducted as part of FIR BSU gender audit

Object of research: higher-education teaching staff of the faculty of International Relations (FIR) of the Belarusian State University (BSU).

Subject of research: attitudes of FIR BSU staff members to different aspects of professional activity: training process organization, research conducting and academic mobility.

Purpose of social research: to study the attitudes of FIR BSU higher-education teaching staff to different aspects of professional activity.

Objectives of social research:

1. To analyze attitudes of FIR BSU staff members to distribution of load, as well as to class schedule making.
2. To discover the opinions of HETS on opportunities of academic mobility, implementation of research projects and getting additional education.
3. To characterize the styles of interpersonal communication and training methods, as well as basic conflict resolution mechanisms adopted by FIR BSU.
4. To assess the level of knowledge of respondents about gender equality.

Research method: focus group.

Determination of the number, size and composition of focus groups. Focus groups shall be formed on the basis of indicators of social and demographic standing of participants. The key principle for the formation of groups was achievement of homogeneity and heterogeneity of composition of the groups. While completing the groups, it is essential to minimize factors adversely affecting the atmosphere of discussion. Thus, the following categories of respondents must be discarded:

— persons who have recently participated in focus groups.
— persons connected with promotion and marketing research.
— persons familiar with each other or with the moderator.

The size of group shall be 12 persons. Since a range of issues to be considered and discussed is fairly wide, it seems reasonable to break the discussion into following three parts dedicating 2-3 focus groups to each of them:

1. Class schedule and load of HETS
2. Academic mobility and research activity
3. Relationship culture and level of knowledge of gender equality

Number of projected focus groups: 6-9.

Sampled population shall reproduce the structure of staff by positions, academic degree holders’ rate and age. Thus, 72 faculty staff members will take part in the research as respondents:
from among the faculty administration: 4 persons (2 men and 2 women);
from among HETS: 60 persons (by main characteristics: position, academic
degree holders’ rate and age);
from among AES: 8 persons (4 men and 4 women).

It should be noted that AES members are invited only to focus groups dedicated to relationship culture
and level of knowledge about gender equality.

Focus group guide

1. Introduction

Before focus group start, all the participants shall be provided with questionnaires, pens, and name
badges.

“My name is __________ and I resort to You to discover Your attitudes to certain aspects
of Your professional activity. The research You are taking part in is very important, and I would like to
listen to all of Your thoughts and suggestions on this topic. The room where the conversation will take
place is fitted with audio equipment for research process recording for the purpose of further data
processing and analysis. Our research is confidential, and information received during it will not be
disclosed”.

Then, the moderator presents the topic of conversation to the participants, and makes an introduction
of respondents to the problem.

2. Main part

Part 1. It is dedicated to discovery of attitudes of FIR BSU staff members to distribution of load and
class schedule making.

Schedule of classes and load of HETS

1. Please write what associations or characteristics come to your mind when you hear a phrase “good
class schedule”. Give not more than three characteristics or associations.

2. Please write the first requirement to the class schedule which comes to your mind.

3. Please write the number of classroom studies you hold per day and per week.

4. Please write the balance of curricular and extracurricular load you have in this academic year.

5. Give distribution of your load by the following categories:

   - teaching load:
     hours of classroom load (lectures, laboratory and practical classes),
     hours for management of term, diploma and Master papers, as well as academic and on-the-
     job practice of students.

   - second-half-of-the-day load:
     hours of educational and methodological work,
     hours of organization and methodological work,
     hours of research work.
6. Let’s discuss...

- To what degree are you satisfied with your class schedule?
- Does the schedule account for family circumstances (small children who need to be taken to/from kindergarten/school/hobby groups)?
- Are the preferences of department workers taken into account during load distribution?
- Does the schedule allow for effective day planning?
- Does the schedule give possibility to combine educational activity with research work, public load, additional education and skills upgrading?
- Which incentives can be distinguished for research work and educational and methodological work (preparation and publication of educational and methodological complexes, teaching aids, textbooks, etc.)?
- Are there any negative factors preventing from preparation of educational and methodological publications for students?
- Is there any positive financial or social effect from publication of educational and methodological complexes, teaching aids, textbooks, monographs and other research works;
- Is the load evenly distributed among the department staff?

7. Let’s try to make an ideal class schedule. What is it like?

**Part 2.** It is dedicated to discovery of HETS opinions on possibilities of academic mobility, implementation of research projects and additional education.

**Academic mobility and research activity**

1. Please write when and where your latest skills upgrading took place. Did you have any probation in Belarus and abroad? Did you go to business trips? If yes, where and when;
2. Please write where you have found information on the opportunity for skills upgrading, probation or business trip?
3. Do you agree that information on opportunities for skills upgrading, probation or business trip is distributed publicly and is publicly available?
4. Assess the level of your satisfaction with skills upgrading courses, probation or business trip.
5. Please write if you are engaged in research activity. What are the grounds of your choice of research project topic?
6. Is there any established research awarding system at FIR? Assess the level of your satisfaction with types and forms of awards for active research activity effective at FIR.
7. Let’s discuss…

- Is the information on opportunities for skills upgrading, probation, business trip, or grant obtaining distributed publicly?
- Do all the faculty staff members (both men and women) know where to find information on cooperation and academic mobility? Do they have equal access to such information?

- What are the reasons for refusal of HETS from business trips, probation or skills upgrading?

- Are the demands and professional demands of HETS taken into account during planning of business trips / probation / skills upgrading?

- Why did you choose exactly this business trip / probation / skills upgrading course;

- Does academic mobility / research activity / additional education help move up the career ladder;

- Is the information on the opportunity to receive an award for active research activity publicly distributed?

- Do men and women working at the faculty have equal access to moving up the career ladder?

- Do men and women working at the faculty understand the career ladder moving up procedure?

- Does the process of moving up the career ladder depend only on objective factors (length of employment, academic degree and academic rank, and qualification)?

**Part 3.** It is dedicated to the analysis of relationship culture at FIR, as well as to discovery of opinions of HETS on the main styles of interpersonal communication, most commonly used training methods, as well as basic conflict-resolving mechanisms adopted by FIR BSU.

**Relationship culture.**

1. Please write if there is any mechanism to solve the problems and/or conflict situations arising at the level “teacher – student” (curator – student), and “student – student” at FIR. What main procedures/stages does this mechanism include?

2. Give the number of cases known to you when this problem and conflict solving mechanism was applied. What do you think is the ratio of appeals / complaints of students to those of faculty staff in the context of gender? Does their subject depend on the applicant’s sex?

3. Let’s find out and discuss…

   - communication and training methods which make it possible to involve all the students present into training and communication process;

   - communication and training methods which give the students an equal opportunity to express their minds on the issues under discussion;

   - How do you think discussion with students should be organized? And which formulations and expressions should be avoided when putting questions and discussing them;

   - mechanisms to solve the problems arising at the level “teacher – student” (curator – student), and “student – student”;

   - Do the students and staff of the faculty (men and women) know that there is a mechanism to solve the problems and/or conflict situations arising at the level “teacher – student” (curator – student), and “student – student”.
4. Let’s try to make a code of conduct and communication between HETS and AES, as well as between students and HETS.

**Part 4.** It is dedicated to identification of gender education level of FIR BSU staff members.

**Level of knowledge of gender equality**

1. Please assess the level of knowledge about gender equality of your faculty’s staff, PhD students and common students.

2. Please assess the level of preparedness of HETS / faculty administration / AES to take into account the necessity to achieve gender equality during implementation of FIR plan and policy in the area of educational services.

3. Please assess the level of preparedness of HETS / administration of the faculty / AES / PhD students for implementation of FIR plan and policy in the area of research which accounts for necessity to achieve gender equality.

4. Please assess the level of awareness about the category of gender and use of gender analysis in research.

5. Please assess the level of interest to implement the category of gender and gender analysis while conducting research.

6. In your opinion, how do HETS / administration of the faculty / AES assess importance of inclusion of and account for gender aspects in the FIR plan and policy in the area of educational services?

7. In your opinion, HETS / administration of the faculty / AES assess importance of inclusion of and account for gender aspects in the FIR plan and policy in the area of research?

8. Let’s find out and discuss…

- Are HETS / administration of the faculty / AES aware of the FIR plan and policy in the area of educational services? What ways and methods are used for distribution of information about the FIR plan and policy in the area of educational services? Do you consider them to be sufficient?
- Are HETS / administration of the faculty / AES aware of the FIR plan and policy in the area of research? What ways and methods are used for distribution of information about the FIR plan and policy in the area of research? Do you consider them to be sufficient?
- Does the faculty have a developed system of motivation and stimulation of activity in implementation of gender in educational process? Which incentives for development and implementation of academic disciplines on gender or inclusion of gender aspects into the academic subjects being taught can be distinguished? Are they sufficient?
- Are there any negative factors preventing inclusion of academic disciplines on gender, implementation of gender topical units or gender aspects into the academic subjects being taught?
- Is there any positive financial or social effect from implementation of academic disciplines on gender or inclusion of gender aspects into the academic subjects being taught?
Program of focused interview of students conducted as part of the gender audit

Object of research: faculty students.

Subject of research: attitudes of FIR BSU students to different aspects of study at the faculty: training process organization, research conducting and academic mobility, style and methods of interpersonal communication.

Purpose of social research: to study the attitudes of FIR students to training process organization.

Objectives of social research:

1. To analyze attitudes of FIR BSU students to training process organization and motivation of students’ activeness within the training process.
2. To discover the opinions of students on opportunities of participation in research activity and academic mobility.
3. To assess the level of knowledge of respondents about gender equality.
4. To characterize the styles of interpersonal communication and training methods, as well as basic conflict-resolving mechanisms adopted by FIR BSU.

Research method: focus group.

Determination of the number, size and composition of focus groups. Focus groups shall be formed on the basis of indicators of social and demographic standing of participants. The key principle for the formation of groups was achievement of homogeneity and heterogeneity of composition of the groups. While completing the groups, it is essential to minimize factors adversely affecting the atmosphere of discussion. Thus, the following categories of respondents must be discarded:

— persons who have recently participated in focus groups.
— persons connected with promotion and marketing research.
— persons familiar with each other or with the moderator.

The size of group shall be 12 persons. Since a range of issues to be considered and discussed is fairly wide, it seems reasonable to break the discussion into following three parts dedicating 2 focus groups to each of them:

1. Class schedule and load of HETS
2. Academic mobility and research activity
3. Relationship culture and level of knowledge about gender equality

Number of projected focus groups: 6.

Totally, 72 persons shall be interviewed, 18 students at each of the four academic years, in which case the number of interviewed young women and young men shall be proportionate: 36 persons of each sex.
Focus group guide

Introduction

Before focus group start, all the participants shall be provided with questionnaires, pens, and name badges.

“My name is ______________ and I resort to You to discover Your attitudes to certain aspects of Your study at FIR BSU. The research You are taking part in is very important, and I would like to listen to all of Your thoughts and suggestions on this topic. The room where the conversation will take place is fitted with audio equipment for research process recording for the purpose of further data processing and analysis. Our research is confidential, and information received during it will not be disclosed”.

Then, the moderator presents the topic of conversation to the participants, and makes an introduction of respondents to the problem.

Main part

Part 1. It is dedicated to discovery and analysis of attitudes of FIR BSU students to organization of training process and research activity of students, as well as to assessment of their gender education level.

Training process, research activity and level of awareness of gender equality

8. Please assess the degree of your satisfaction with the way the training process is organized at your faculty.

9. Please assess the degree of your satisfaction with a system of motivation of students’ activeness at your faculty.

10. Do you carry out any research activity? What is the reason for your choice of this topic for your research project?

11. Is there any established system of awarding for research activity at FIR? Please assess the degree of your satisfaction with the types and forms of awards for active research work used at FIR.

12. Please assess the level of students’ awareness of where to find information about the available research probation opportunities / conferences / training opportunities and grants.

13. Please assess the level of knowledge of your faculty students, PhD students and lecturers about gender equality.

14. Please assess the level of knowledge about the content of the categories of “gender” and “gender equality”.

15. Please assess the level of interest in acquiring of additional knowledge on gender topic.

16. Let’s discuss…

• factors determining your activeness within the training process (reduced tuition fee, enhanced scholarship, social remuneration, and approval);

• factors affecting your activeness in research activity;
• Why do the students, in your opinion, refuse to take part in research activity? What are the main reasons for their refusal from participation in research activity?

• Is the information on the opportunities for research probation, participation in conferences, acquiring additional education and receiving grants distributed publicly at the faculty?

• What are the ways of distribution of information on the opportunities for research probation, participation in conferences, acquiring additional education and receiving grants?

• What are the sources from which students receive information on the opportunities for research probation, participation in conferences, acquiring additional education and receiving grants?

• Do all the faculty’s students have equal access to and equal opportunities for building of references for participation in research conferences and contests, probations and training abroad?

Part 2. It is dedicated to the analysis of relationship culture at FIR, as well as to discovery of opinions of students on the main styles of interpersonal communication, most commonly used training methods, as well as basic conflict-resolving mechanisms adopted by FIR BSU.

Relationship culture

1. Please write if there is any mechanism to solve the problems and/or conflict situations arising at the level “teacher – student” (curator – student), and “student – student” at FIR. What main procedures/stages does this mechanism include?

2. Give the number of cases known to you when this problem and conflict solving mechanism was applied. What do you think is the ratio of appeals/complaints of students to those of faculty staff in the context of gender? Does their subject depend on the applicant’s sex?

3. Give a brief summary of interpersonal communication and relationship structure in your group;

4. Please write the basic characteristic and the first requirement to the communication style in your group coming to your mind;

5. Assess social and psychological climate in your group;

6. Please write what associations come to your mind when you hear a phrase “good social and psychological climate in students’ group”. Give not more than three characteristics or associations.

7. Assess the degree of involvement of all of your group students into the collective intra-group decision making (in the context of gender);

8. Assess the degree of involvement of the faculty students into faculty decision-making process (in the context of gender);

9. Assess the degree of account for the opinions of students during decision making at your faculty.

10. Let’s find out and discuss…

• communication style within the student group;
• communication and training methods which make it possible to include all the present students into training and communication;
• collective decision-making process;
• How do you think it is better to organize discussion of decision options? And which formulations or expressions should be avoided?
• intra-group standards and rules;
• mechanisms to solve the problems arising at the level “teacher – student” (curator – student), and “student – student”;
• Do the students and staff of the faculty (men and women) know that there is a mechanism to solve the problems and/or conflict situations arising at the level “teacher – student” (curator – student), and “student – student”.

11. Let’s try to make a code of conduct and communication among students, as well as between students and HETS.

Thanks for participation!
Section IV. Time-budget

Instructions for self-observation and time budget drawing up for a higher educational institution staff member

Observation is a method of collection of initial sociological information based on sense reflection of reality with well-defined scientific purpose. It differs from typical sense experience in that it is always targeted, is determined by special program, and its results are recorded in special documents – observation protocols. Observation is a method of collection of empirical data involving targeted and systematic observation over the object (visual perception of the object’s state) with mandatory permanent recording of the current of events in special documents.

Self-observation is a special type of observation where researchers use not only observation data on behavior of individuals, but their judgments and evaluations of facts. Self-observation is a method of collecting empirical data from observation by a person over him-/herself, which helps fix behavior facts, inner turmoil, thoughts, feelings, etc. Self-observation plays an important part in the formation of self-consciousness and self-control of a person.

For the purposes of time budget drawing up, it is necessary to record time expenditure during the week by the following categories:

1. Working time, including
   - academic work
   - academic and methodological work
   - organizational and methodological work
   - research work
2. Time expenditure related to the principal place of work (travelling to the place of work and back, lunch break, etc.)
3. Working from home
4. Time expenditure for housekeeping
5. Time expenditure for purchase of goods and use of services
6. Time expenditure for personal subsidiary plot and garden work
7. Spare time, including
   - time expenditure for hobbies
   - time expenditure for entertainment
   - time expenditure self-education and self-development
   - time expenditure for religious needs
   - time expenditure for inactive leisure
   - undistributed time
8. Time for satisfaction of physiological needs (sleeping, meals, self-care, etc.)

Together with this, it is necessary to complete an observation diary (appendix 1).

Then, based on the data obtained, the gender audit organizers will complete the summary table and draw up the time budget of an individual worker of the higher educational institution (appendix 2).

Based on summary tables, the final budget time table will be drawn up (appendix 3).

__________ faculty staff members will take part in self-observation survey as respondents:
from among the faculty administration - 2 persons (1 man and 1 woman);
from among higher-education teaching staff - 2 persons from each faculty department (1 man and 1 woman);
from among auxiliary educational staff – 2 persons (1 man and 1 woman).
### APPENDIX 1

Self-observation diary (from  to  )

<table>
<thead>
<tr>
<th>Date</th>
<th>Daily time fund distribution</th>
<th>Remarks and brief conclusions on observation materials</th>
</tr>
</thead>
</table>
| 1    | 1. Working time\(^{42}\), including  
- academic work  
- academic and methodological work  
- organizational and methodological work  
- research work  
- social load at the department  
2. Time expenditure related to the principal place of work (travelling to the place of work and back, lunch break, etc.)  
3. Working from home, needs (sleeping, meals, self-care, etc.)  
4. Time expenditure for housekeeping  
5. Time expenditure for purchase of goods and use of services  
6. Time expenditure for personal subsidiary plot and garden work  
7. Spare time, including  
- time expenditure for hobbies  
- time expenditure for entertainment  
- time expenditure self-education and self-development  
- time expenditure for religious needs  
- time expenditure for inactive leisure  
- undistributed time  
8. Time for satisfaction of physiological | |

### APPENDIX 2

Summary table Time budget

<table>
<thead>
<tr>
<th>Daily time fund</th>
<th>Working day</th>
<th>Day off</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24 hours</td>
<td>24 hours</td>
</tr>
</tbody>
</table>

1. Working time:  
- academic work  
- academic and methodological work  
- organizational and methodological work

\(^{42}\) To be completed for each type of work
### APPENDIX 3

Summary table **Time budget**

<table>
<thead>
<tr>
<th></th>
<th>Men Working day</th>
<th>Women Working day</th>
<th>Women Day off</th>
<th>Men Day off</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daily time fund</strong></td>
<td>24 hours</td>
<td>24 hours</td>
<td>24 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td><strong>1. Working time:</strong></td>
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<td>- academic work</td>
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<tr>
<td>- academic and methodological work</td>
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<tr>
<td>- organizational and methodological work</td>
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<tr>
<td>- research work</td>
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<tr>
<td><strong>2. Time expenditure related to the principal place of work</strong> (travelling to the place of work and back, lunch break, etc.)</td>
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<tr>
<td><strong>3. Working from home</strong></td>
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<tr>
<td><strong>4. Time expenditure for housekeeping</strong></td>
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<tr>
<td><strong>5. Time expenditure for purchase of goods and use of services</strong></td>
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<tr>
<td><strong>6. Time expenditure for personal subsidiary plot and garden work</strong></td>
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<tr>
<td><strong>7. Spare time</strong></td>
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<tr>
<td>- hobbies</td>
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<tr>
<td>- entertainment</td>
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<tr>
<td>- self-education and self-development</td>
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<td>- religious needs</td>
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<td>- inactive leisure</td>
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<tr>
<td>- undistributed time</td>
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<tr>
<td><strong>8. Time for satisfaction of physiological needs</strong> (sleeping, meals, self-care, etc.)</td>
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</tbody>
</table>
Instructions for self-observation and time budget drawing up for higher educational institution student.

Observation is a method of collection of initial sociological information based on sense reflection of reality with well-defined scientific purpose. It differs from typical sense experience in that it is always targeted, is determined by special program, and its results are recorded in special documents – observation protocols. Observation is a method of collection of empirical data involving targeted and systematic observation over the object (visual perception of the object’s state) with mandatory permanent recording of the current of events in special documents.

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For the purposes of time budget drawing up, it is necessary to record time expenditure during the week by the following categories:

1. Study time, including
   - classroom studies
   - preparation for classroom studies
   - working on term/control papers
   - discussion and sharing information concerning educational process, research work and public activity
2. Time expenditure for getting a higher education (travelling to the place of study and back)
3. Social work, including
   • social activity
   • volunteering
   • participation in student self-government bodies
4. Time expenditure for research work
5. Time expenditure for side work
6. Time expenditure for house-keeping
7. Spare time, including
   - time expenditure for hobbies (for example, football, crackle manicure, computer games, embroidery)
   - time expenditure for entertainment (visiting theatres, cinemas, clubs, imaginative literature reading)
   - time expenditure for self-education and self-development (foreign language courses, online courses)
   - time expenditure for religious needs
   - time expenditure for inactive leisure
   - undistributed time
   - quality time with children (development games, help in homework preparation, communication, joint time out-of-doors, etc.)
8. Time for satisfaction of physiological needs (sleeping, meals, self-care, etc.)
9. Time expenditure for children transportation (travelling to kindergarten / school and back home from kindergarten / school, travels connected with the child’s visits to early development schools, clubs, sports groups, etc.)

Together with this, it is necessary to complete an observation diary (appendix 1). Then, based on the data obtained, the gender audit organizers will complete the summary table and draw up time budget of an individual student of the higher educational institution (appendix 2).
Based on summary tables, the final budget time table will be drawn up by gender audit organizers (appendix 3).

__________ faculty students will take part in self-observation survey as respondents, 2 students from each term and each specialty, among them 50% are male students, and 50% are female students.

**APPENDIX 1**

Self-observation diary (from                      to                      )

<table>
<thead>
<tr>
<th>Date</th>
<th>Daily time fund distribution</th>
<th>Remarks and brief conclusions on observation materials</th>
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</thead>
<tbody>
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<tr>
<td>(Specify week day)</td>
<td>1. Study time^43, including</td>
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<td></td>
<td>- classroom studies</td>
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<td></td>
<td>- preparation for classroom studies</td>
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<td></td>
<td>- working on term/control papers</td>
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<tr>
<td></td>
<td>- discussion and sharing information concerning educational process, research work and public activity</td>
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<tr>
<td></td>
<td>2. Time expenditure for getting a higher education (travelling to the place of study and back)</td>
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<td></td>
<td>3. Social work^44, including</td>
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<td></td>
<td>- social activity</td>
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<td></td>
<td>- volunteering</td>
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<td></td>
<td>- participation in student self-government bodies</td>
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<td>4. Time expenditure for research work</td>
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<td>- time expenditure for religious needs</td>
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<td></td>
<td>- quality time with children</td>
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</tbody>
</table>

^43 To be completed for each type of work

^44 To be completed for each line
(development games, help in homework preparation, communication, joint time out-of-doors, etc.)

8. Time for satisfaction of physiological needs (sleeping, meals, self-care, etc.)

9. Time expenditure for children transportation (travelling to kindergarten / school and back home from kindergarten / school, travels connected with the child’s visits to early development schools, clubs, sports groups, etc.)

APPENDIX 2

Summary table **Time budget**

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<th>Day off</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>1. Study time[^45], including</td>
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</tr>
<tr>
<td>- classroom studies</td>
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<td></td>
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<tr>
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<td></td>
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<tr>
<td>- discussion and sharing information concerning educational process, research work and public activity</td>
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<tr>
<td>2. Time expenditure for getting a higher education (travelling to the place of study and back)</td>
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<tr>
<td>3. Social work[^46], including</td>
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<tr>
<td>- social activity</td>
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<td>- volunteering</td>
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<tr>
<td>- participation in student self-government bodies</td>
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<tr>
<td>4. Time expenditure for research work</td>
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<td>8. Time for satisfaction of physiological needs (sleeping, meals, self-care, etc.)</td>
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<td></td>
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</tbody>
</table>

[^45]: Заполняется по каждому виду работы
[^46]: Заполняется по каждой строке
9. Time expenditure for children transportation (travelling to kindergarten / school and back home from kindergarten / school, travels connected with the child’s visits to early development schools, clubs, sports groups, etc.)

**APPENDIX 3**

Summary table *Time budget*

<table>
<thead>
<tr>
<th>Daily time fund</th>
<th>Men</th>
<th></th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Working day</td>
<td>Day off</td>
<td>Working day</td>
</tr>
<tr>
<td>1. Study time, including</td>
<td>24 hours</td>
<td>24 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>- classroom studies</td>
<td></td>
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<td></td>
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<tr>
<td>- preparation for classroom studies</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- working on term/control papers</td>
<td></td>
<td></td>
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<tr>
<td>- discussion and sharing information concerning educational process, research work and public activity</td>
<td></td>
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</tr>
<tr>
<td>2. Time expenditure for getting a higher education (travelling to the place of study and back)</td>
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<td></td>
</tr>
<tr>
<td>3. Social work, including</td>
<td></td>
<td></td>
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<tr>
<td>- social activity</td>
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<td></td>
<td></td>
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<tr>
<td>- volunteering</td>
<td></td>
<td></td>
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<tr>
<td>- participation in student self-government bodies</td>
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<tr>
<td>4. Time expenditure for research work</td>
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<tr>
<td>5. Time expenditure for side work</td>
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<tr>
<td>6. Time expenditure for house-keeping</td>
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<tr>
<td>7. Spare time, including</td>
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<tr>
<td>- time expenditure for hobbies</td>
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<td></td>
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<tr>
<td>- time expenditure for entertainment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- time expenditure for self-education and self-development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- time expenditure for religious needs</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- time expenditure for inactive leisure</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- undistributed time</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- quality time with children (development games, help in homework preparation, communication, joint time out-of-doors, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Time for satisfaction of physiological needs (sleeping, meals, self-care, etc.)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9. Time expenditure for children transportation (travelling to kindergarten / school and back home from kindergarten / school, travels connected with the child’s visits to early development schools, clubs, sports groups, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section V. Gender analysis of documentation

Gender audit of documentation: Instructions for analysis of internal documents

Gender audit in a higher educational institution is an instrument and process that determines the scope of problematic field in the area of sexual equality; recommends methods to solve existing gender problems, and fixes positive experience in gender equality achievement.

Gender audit of the whole higher educational institution or its separate structural unit (faculty, department) shall start with documentation analysis. The analysis of documents may be carried out at different levels, for example, at the level of the higher educational institution, faculty, department and other structural units. It pursues three main objectives:

1. To obtain verifiable quantitative information which is going to be a starting point and will complement the results of other gender audit methods (questionnaire survey, individual interviews, group seminars, etc.).
2. To obtain materials for discussion and assessment.
3. To form basis for mainstreaming of comprehensive gender approach in the life of higher educational institution.

In the course of gender audit of documentation, both gender materials and the documents that do not touch upon this problem should be analyzed.

It is also important to determine gender sensitivity of documents submitted for analysis. Gender sensitivity of a document is determined not only by information contained in it, but also by its concept, style and tone. In order to determine gender sensitivity of documents, the following questions must be answered:

- Do the contents of this document produce identical (equal) influence on men and women?
- Which effect do the contents of this document have on men and women?
- If the contents of the document have different effect on representative of different sexes, what measures are taken to get through it?

Gender neutral materials do not address the issues of sexual equality, discrimination of men and women.

Organization and conducting of documentation analysis in the course of gender audit

Gender audit procedure in an educational institution involves a range of logically interconnected stages:

1. Selection and assessment of documents.
2. Documentation analysis.
3. Generalization and explanation of data, drawing practical conclusions and recommendations from the results of document analysis.

Stage 1. Selection and assessment of documents.

In order to make gender audit of a higher educational institution’s structural unit integral, it is necessary to determine materials which are the main sources of information covering all the aspects of life of the
object under investigation. A package of selected documents for gender audit acts as the main source of information for the unit’s activity assessment.

Package of documents for gender audit (appendix 1 and 2) is used for recheck of qualitative and individual analysis outcomes.

Before the work start, the higher educational institution’s structural unit (faculty, department) subject to gender audit shall collect materials for documentation gender audit. At the same time, each structural unit shall determine which documents are essential to it, i.e., containing main objectives, and reflect everyday work of this structural unit. The audit coordinator shall be appointed from among the structural unit staff, who shall organize collection of documents before the auditors’ group starts their work. Then, the gender audit organizing group shall distribute the collected materials among themselves according to their specialty, qualification and area of interests. Here, the basic rules of the documentation gender audit organizers are as follows:

- the same document may not be given to the two members of the auditors’ group;
- all members of the group shall have equal access to the package of documents to be analyzed;
- members of the group shall receive the documents for analysis in about two weeks before the audit start, in order to familiarize themselves with specificity of the structural unit’s activity, its main purposes and structure;
- documents for gender analysis shall be distributed among the auditors’ group members by the group leader.

Criteria for selection of documents for analysis

Upon agreement with the structural unit under gender audit, the audit organizers shall select documents best reflecting its work. The documents shall be dated to two or three years before the audit, with the exception of earlier essential documents still in effect.

Analysis of the structural unit’s whole documentation shall be carried out from the point of view of comprehensive gender approach. Thus, it is important that all the documents, whether or not directly related to gender issues, are analyzed. The most important information on implementation of gender aspect into the structural unit’s activity may be obtained exactly from general documents, not dedicated to gender issues. The documents fully dedicated to gender issues or placing significant emphasis on such issues shall be viewed as examples of the available positive experience. Much more important information on problematic moments in the structural unit’s life may be obtained from the materials giving little attention to gender aspect, touching it upon indirectly or even being gender-neutral. Gender analysis of documentation should not be viewed as a way to carry out gender expert evaluation of existing and completed documents, as its main purpose is formulation of gender approach principles and criteria when drawing up documents in the future professional activity based on optimization of available experience in document management.

Stage 2. Documentation analysis.

In order to ensure objectivity and validity of the documentation gender audit results, members of the auditors’ group shall complete the following documents during analysis of the documents selected at the previous stage:

1. documentation analysis tables (appendix 3). The documentation analysis table shall be completed for the purpose of finding of gender aspect and common gender signs in the documents under analysis. This table may be used for the analysis of documentation on learning, administrative and household, and staff issues, as well as documents related to research, educational, ideological, and information and propaganda activity.

2. analytical summary on various categories of documents, for example, analytical summary on administrative documentation (appendix 4);
3. final analytical summary on the structural unit’s documentation (appendix 5).

The document analysis tables and final analytical summaries on the structural unit’s documentation act here as instruments for quantitative calculation of the obtained data and as a basis for future actions.

When completing the document analysis table (appendix 3), one should first specify the type of documentation and name of the document under analysis. Then, it is necessary to evaluate assertions given in the table from the point of how precise are they in reflecting the document contents, and circle respective figure.

For assessment of correspondence of the document to the assertions specified in the document analysis table, it is reasonable to use assessment criteria given in the Table:

<table>
<thead>
<tr>
<th>Grade in points</th>
<th>Assessment indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>the document does not correspond to the assertion at all</td>
</tr>
<tr>
<td>1</td>
<td>the document corresponds to the assertion to a slight degree (for 10 - 25%)</td>
</tr>
<tr>
<td>2</td>
<td>the document corresponds to the assertion to a medium degree (for 25 - 50%)</td>
</tr>
<tr>
<td>3</td>
<td>the document corresponds to the assertion to an adequate degree (for 50 - 75%)</td>
</tr>
<tr>
<td>4</td>
<td>the document corresponds to the assertion to a rather full degree (for 75 - 95%)</td>
</tr>
<tr>
<td>5</td>
<td>the document corresponds to the assertion to the fullest degree (for 95 - 100%) (comprehensive gender approach can be traced throughout the whole document)</td>
</tr>
</tbody>
</table>

Having completed the document analysis tables, members of documentation gender audit group shall complete the analytical summary on all the categories of documentation (appendix 4).

When completing these tools, it is necessary to take into account the following rules of getting integrated marks:

1. Aggregate score is calculated by summation of points for the given type of documentation from all similar tables completed during gender audit of documents of the structural unit.
2. Average score is calculated by division of the aggregate score by the number of analyzed documents.
3. Average grade for the whole administrative documentation is determined as a sum of average scores of all six types of documentation.

Then, the final analytical summary of the structural unit’s documentation is made (appendix 5).

In the column “Total number of documents”, the number of analyzed documents of the given type taken from respective analytical summary shall be specified.

Aggregate score is the total number of points for the given category of documentation taken from respective analytical summary.

Average score is the average value for the given category of documentation taken from respective analytical summary.

The final grade for the whole documentation of the structural unit is calculated by summation of average scores of all categories of documentation.

For deeper gender analysis of the structural unit’s documentation, it is reasonable to use a range of additional questions.

The following questions may be asked to identify gender-focused documentation:
- Are there any gender-focused documents in your structural unit?
- If so, are they an effective instrument of gender equality promotion among the staff of your structural unit? The whole educational institution?

The following questions may be used for assessment of availability and degree of use of gender-focused documentation:

- What materials on gender issues are available in your structural unit?
- Are they widely used?
- If so, who uses them and for what purposes?

These questions may refer to all sources on gender problems available in the structural unit, not only to those made by the structural unit itself or respective higher educational institution.

- To what extent are the documents made and used by the structural unit accessible, and to whom?
- Are the documents generally accessible, internal, or confidential?
- Is it possible to get acquainted with them outside the structural unit (sector) they are made by?
- Are the documents on gender aspects of a certain problem made by the structural unit dealing with this problem, or only by those specializing in gender issues?

It is important to fix the name of each document and use the maximum number of forms for analysis as follows:

1) an analytical summary shall be drawn up for each category of documents. As a result, the organizing group will receive a brief description of gender sensitivity of materials for the four categories;
2) the final analytical summary of the structural unit’s documentation helps the audit organizers fix data on all the four categories of documents in the form of a table, as well as make qualitative conclusions by two parameters:
   - structural unit’s documents dedicated to gender issues;
   - accessibility and use of documents;
3) the quantitative rating of documents should be supplemented with comments. Comments are highly important in audit, as they help formulate significant questions, especially in the area of planning of individual interviews and focus groups.

Style of documents may also be the subject of analysis. Language of business communication and documentation must be gender-neutral, while the language and stylistic forms used must be focused on equality of men and women. Gender-blind terms, such as “educational institution staff members” or “workers from among HETS”, often camouflage the fact that women make up a considerable part in these groups. Instead of gender-blind terms, more precise ones, such as “women working in the educational institution” and “men from among HETS”, should be used. Pronouns “he”, “his” as the so-called common designation of both sexes must be avoided. It is better to use plural forms or alternate male and female gender instead.

Sense and contents of the text of documents must reflect various influence produced by events and processes on women and men working in the structural unit. The text must clearly cite and/or summarize their position and specify whom this position belongs to. Equal number of men and women must be interviewed.

Analytical and statistical information data shall be presented with breakdown by sex. The text shall reflect gender interrelation, including distribution of powers both in organization and other areas, and describe specific experience, position and interests of each group.

Texts of documents shall promote principles of equal partnership between men and women in all areas of life: labor, home and society.
Images (photos, figures, diagrams, logotypes, illustrations, etc.) used in the educational institution shall meet the criteria of gender equality. Images shall not reflect stereotype roles of women and men (for example, a man is shown in the governing, dominant role, while a woman – in secondary, auxiliary, or subordinate one), but shall demonstrate diversity of gender roles.

Stage 3. Generalization and explanation of data, drawing practical conclusions and recommendations from the results of document analysis.

Based on the completed documentation analysis tables, analytical summary on different categories of documentation and final analytical summary on the structural unit’s documentation, members of the documentation gender audit organizing group should:

1. define how gender sensitive these documents are, using documentation analysis tables;
2. write a conclusion on the documents assigned to him/her, so that the authorized member of the group then generalized them or included the audit results in the documentation gender audit report (appendix 5);
3. generalize all the forms and conclusions, and complete respective sections of the report;
4. formulate the main conclusions based on the results of the documentation gender audit and develop specific practical recommendation on improvement of work in the area of resolution of gender problems and achievement of gender equality.

It is recommended that the report on the documentation gender audit in the structural unit or higher educational institution under survey includes the following sections:

1. List of abbreviations
2. Introduction
3. Methodology and methods
4. Report on the meetings with the structural unit staff members
5. Examples of positive experience
6. Conclusions and recommendations
7. Appendices

For more detailed report structure, see Appendix 6.

**APPENDIX 1**

**Suggested package of documents for gender audit**

<table>
<thead>
<tr>
<th>Names of materials</th>
<th>List of documents forming the material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials on administrative matters:</td>
<td>- lists of workers of the structural unit with an indication of their education, speciality, qualification and main duties;</td>
</tr>
<tr>
<td></td>
<td>- lists of advisors with an indication of their duties;</td>
</tr>
<tr>
<td></td>
<td>- lists of persons for financial aid provision, referrals to skills upgrading, retraining and probation;</td>
</tr>
<tr>
<td></td>
<td>- business trip reports of employees;</td>
</tr>
<tr>
<td></td>
<td>- rules and procedures applied in the structural unit, including staff policy and procedures;</td>
</tr>
<tr>
<td></td>
<td>- Regulation on the structural unit, job duties of employees;</td>
</tr>
<tr>
<td></td>
<td>- plans of premises</td>
</tr>
<tr>
<td>Materials on training and syllabus matters:</td>
<td>- main documents, surveys and publications of the structural unit;</td>
</tr>
<tr>
<td></td>
<td>- plans and reports of the structural unit;</td>
</tr>
<tr>
<td></td>
<td>- reports of major meetings, consultations, sessions, and training events with a list of participants;</td>
</tr>
<tr>
<td></td>
<td>- lists of students and information on training load movement;</td>
</tr>
<tr>
<td></td>
<td>- training materials currently used;</td>
</tr>
<tr>
<td></td>
<td>- other important documents showing the work of the structural unit</td>
</tr>
</tbody>
</table>
Materials on information and educational work:
- certificate of structural unit operation (if any);
- plans and reports on organization and performance of ideological, educational, information and propaganda, and preventive work;
- information materials, brochures, posters, booklets, video materials, CDs;
- cover sheets of publications with photos, figures;
- links to the internet and intranet sites;
- information bulletins (printed and electronic)

Materials on gender matters:
- all significant gender documentation

## APPENDIX 2

List of documents that may be used for gender audit, according to the File Register of Educational Institutions of the Republic of Belarus

<table>
<thead>
<tr>
<th>Documentation category</th>
<th>List of documents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DEAN’S OFFICE</strong></td>
<td></td>
</tr>
<tr>
<td>Materials on administrative matters:</td>
<td>Rector’s orders concerning acceptance for employment (appointment to the position), transfer, redeployment, dismissal, awarding, incentives, bonuses, extension of employment agreements (contracts), transfer to contract form of employment, establishment of fringes, extra pays, temporary deputizing, awarding qualification grades, categories, classes, increase of standard salaries, long-time (more than a month) business trips within the Republic of Belarus and outside, provision of social leaves, and change of surname, name and patronymic of employees.</td>
</tr>
<tr>
<td></td>
<td>Rector’s orders concerning provision of annual leaves, recalling from leave, imposition of disciplinary sanctions, appointment of duty persons, business trips within the Republic of Belarus and outside, material aid provision, referrals to skills upgrading (retraining, probation).</td>
</tr>
<tr>
<td></td>
<td>Faculty dean’s instructions concerning administrative and household activity</td>
</tr>
<tr>
<td></td>
<td>Regulation on the faculty and its structural units</td>
</tr>
<tr>
<td></td>
<td>Job descriptions for the faculty dean’s office workers</td>
</tr>
<tr>
<td></td>
<td>Rector’s orders concerning principal activity.</td>
</tr>
<tr>
<td>Materials on training and syllabus matters:</td>
<td>Faculty dean’s instructions concerning principal activity</td>
</tr>
<tr>
<td></td>
<td>Minutes of the Faculty Board meetings and documents thereto</td>
</tr>
<tr>
<td></td>
<td>Minutes of meetings of certification committees.</td>
</tr>
<tr>
<td></td>
<td>Minutes of meetings of committees assigning fringe benefits for academic degrees and (or) academic status.</td>
</tr>
<tr>
<td></td>
<td>Information on training load movement (students and Master students).</td>
</tr>
<tr>
<td></td>
<td>Information on progress and results of examination-end-test session. Copies</td>
</tr>
<tr>
<td></td>
<td>Information and supporting documents concerning reasons of students’ absence from study</td>
</tr>
<tr>
<td></td>
<td>Lists of students by training groups</td>
</tr>
<tr>
<td></td>
<td>Summary grade report sheets (for students and Master students)</td>
</tr>
<tr>
<td><strong>Materials on information and educational work:</strong></td>
<td>Research activity plan of the faculty for the academic year and report on plan performance</td>
</tr>
<tr>
<td></td>
<td>Information on training load movement (students and Master students).</td>
</tr>
<tr>
<td></td>
<td>Documents concerning the Ideological and Educational Work Coordination Board activity (instructions, resolutions and reports).</td>
</tr>
<tr>
<td></td>
<td>Documents concerning organization and conducting of educational and preventive work (normative legal acts, correspondence, minutes, reports, etc.).</td>
</tr>
<tr>
<td></td>
<td>Documents concerning organization and conducting of information and propaganda (schedules, reports, information materials, etc.).</td>
</tr>
<tr>
<td></td>
<td>Documents concerning organization and conducting of ideological and educational work (plans, reports, programs, etc.).</td>
</tr>
<tr>
<td></td>
<td>Correspondence with organizations and citizens on the faculty operation matters</td>
</tr>
</tbody>
</table>

**NON-PRINCIPAL (NON-GRADUATE) DEPARTMENTS**

| **Materials on administrative matters:** | Orders of rector and pro-rectors concerning HETS and workers of a department about acceptance for employment (appointment to the position), transfer, redeployment, dismissal (appointment termination), awarding, incentives, bonuses, extension of employment agreements (contracts), conclusion of new employment agreements (contracts), transfer to contract form of employment, establishment of fringes, extra pays, temporary deputizing, awarding qualification grades, categories, classes, increase of standard salaries, long-time (more than a month) business trips within the Republic of Belarus and outside, provision of social leaves, and change of surname, name and patronymic of employees. |
| | Copies |
| | Faculty dean’s instructions concerning principal activity and administrative issues. |
| | Regulation on the department. |
| | Copy |
| | Workers’ job description. |
| | Labor safety instructions. |
| | Documents on professional training, retraining, skills upgrading, and probation of workers (internal memorandums, certificates, data, calculations, etc.). |

| **Materials on training and syllabus matters:** | HETS teaching load distribution plans for the academic year and its completion report |
| | Minutes of department sessions and documents thereto |
| | Information on completion of teaching load by teaching staff |
| | Typical academic programs on academic disciplines |
| | Academic programs on academic disciplines |
| | Individual plans of teachers and their completion reports for the academic year |
| | Department operation plan and its completion report for the academic year |
| | Departmental plan on research work for the academic year and its completion report. |
| | Faculty plan on research work for the academic year and its completion report |

| **Materials on information and educational work:** | Reviews, comments and conclusion reports for textbooks, study guides, other training publications, methodical developments, monographs, and articles |
| | Textbooks, study guides, other training publications, methodical developments, monographs, articles and other publications of the department’s HETS |
| | Documents on the state of educational and methodological work and measures to improve it (plans, reports, certificates, information, etc.). |
| | Documents concerning organization of ideological and educational work (plans, reports, information, etc.). |
| Materials on administrative matters: | Orders of rector and pro-rectors concerning HETS and workers of a department about acceptance for employment (appointment to the position), transfer, redeployment, dismissal (appointment termination), awarding, incentives, bonuses, extension of employment agreements (contracts), conclusion of new employment agreements (contracts), transfer to contract form of employment, establishment of fringes, extra pays, temporary deputizing, awarding qualification grades, categories, classes, increase of standard salaries, long-time (more than a month) business trips within the Republic of Belarus and outside, provision of social leaves, and change of surname, name and patronymic of employees Copies |
| ----------------------------------- | ********************************************************************************************************************************************************************************************************** |
| Faculty dean’s instructions concerning principal activity and administrative issues. | |
| Regulation on the department. | |
| Workers’ job description. | |
| Labor safety instructions. | |
| Documents on professional training, retraining, skills upgrading, and probation of workers (internal memorandums, certificates, data, calculations, etc.) | |
| Contractor agreements for works with hourly pay. | |
| Minutes of department sessions and documents thereto | |
| HETS teaching load distribution plan for the academic year and its completion report | |
| Information on completion of teaching load by teaching staff | |
| Typical curricula by specialties (areas of specialties). | |
| Typical academic programs on academic disciplines. | |
| University curricula by specialties (areas of specialties, specialization). | |
| Academic programs on academic disciplines. | |
| University academic program for step II of higher education. | |
| Individual curricula for step II of higher education (Master students). | |
| Individual plans of teachers and their completion reports for the academic year | |
| Department operation plan and its completion report for the academic year | |
| Departmental plan on research work for the academic year and its completion report. | |
| Faculty plan on research work for the academic year and its completion report | |
| Reports of state qualifying committees, and state examination committees. | |
| Reviews, comments and conclusion reports for textbooks, study guides, other training publications, methodical developments, monographs, and articles | |
| Textbooks, study guides, other training publications, methodical developments, monographs, articles and other publications of the department’s HETS | |
| Documents on the state of educational and methodological work and measures to improve it (plans, reports, certificates, information, etc.) | |
| Documents concerning organization of ideological and educational work (plans, reports, information, etc.). | |
| Documents of research and methodic conferences of teachers and students (reports, certificates, and resolutions) | |

**APPENDIX 3**
Assessment of documents for correspondence to the assertions (respective correspondence point)  

Area of documentation analysis  

1. Staff  
1.1 Staff schedule points to equal distribution of positions of administrative workers, higher-education teaching staff, auxiliary education staff and technical staff between men and women.  

1.2 Positions connected with decision making are held in the structural unit by both men and women.  

1.3 Staff schedule or a separate task list specify experts and coordinators for gender issues and define a share of their working time dedicated to resolution of gender issues.  

1.4 The documentation reflects that the staff attends introductory, training and development courses/seminars on gender issues.  

1.5 Staff and planning documents reflect the focus of staff policy on positive actions in the area of gender equality promotion.  

1.6 Rules established in the structural unit indicate presence of measures to achieve gender balance among the staff.  

2. Agendas and minutes of working meetings  
2.1 Agendas and minutes of working meetings (minutes of the Faculty Board sessions, department sessions, methodical commission sessions, etc.) show that gender issues are often brought up and discussed during such meetings and sessions.  

3. Plans of office and service premises  
3.1 Plan of office premises indicates fair distribution of working space between men and women.  

3.2 Infrastructure of office premises and education buildings accounts for sex-based physiological peculiarities  

3. Plans and programs  
4.1 Documents concerning planning of principal areas of activity clearly specify gender purposes and indicators.  

4.2 The structural unit’s plans and programs clearly specify what resources are allocated for the work related to gender equality promotion.  

4.3 Do the structural unit’s plans and programs include gender aspects?
4. **Business trips**

5.1 All responsible workers and technical specialists, regardless of position and sex, are sent on business trips.

0 1 2 3 4 5

5.2 Business trip reports reflect gender issues touched upon due to the work being carried out, regardless of sex of business travelers.

0 1 2 3 4 5

5. **Consulting and information activity**

6.1 Job duties of consultants include reporting on gender equality issues in the context of tasks carried out by them.

0 1 2 3 4 5

6.2 Both men and women participate in consulting and information projects.

0 1 2 3 4 5

6.3 Female and male consultants receive remuneration on an equitable basis, in accordance with the same negotiated criteria.

0 1 2 3 4 5

6.4. Such criterion as ability to demonstrate gender sensitivity is used, among others, during recruitment and examination of consultants.

0 1 2 3 4 5

**APPENDIX 4**

Analytical summary on ______________________ documentation

(documentation category)

<table>
<thead>
<tr>
<th>Documentation type</th>
<th>Number of analyzed documents</th>
<th>Aggregate score47</th>
<th>Average score48</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agendas and minutes of working meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan of office and service premises</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plans and programs on principal areas of activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business trips</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consulting and information activity</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

47 Aggregate score is calculated by summation of points for the given type of documentation from all similar tables completed during gender audit of documents of the structural unit

48 Average score is calculated by division of the aggregate score by the number of analyzed documents
APPENDIX 5

Final analytical summary on the documentation of the structural unit

<table>
<thead>
<tr>
<th>Documentation category</th>
<th>Total number of documents</th>
<th>Aggregate score</th>
<th>Average score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administrative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Training and syllabus matters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Information and educational matters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Gender matters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final grade for the whole documentation of the structural unit</td>
<td></td>
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</table>

APPENDIX 6

Structure of gender audit report

<table>
<thead>
<tr>
<th>Report section name</th>
<th>Report section summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of abbreviations</td>
<td>- list of abbreviations used in the report text</td>
</tr>
<tr>
<td></td>
<td>- gender audit purpose and objectives;</td>
</tr>
<tr>
<td></td>
<td>- general information on the audit of educational institution or its structural unit;</td>
</tr>
<tr>
<td></td>
<td>- conducting times and procedure;</td>
</tr>
<tr>
<td></td>
<td>- gender audit coordinator and members of gender audit organizing group;</td>
</tr>
<tr>
<td></td>
<td>- brief insight into the main sections of the report</td>
</tr>
<tr>
<td>Introduction</td>
<td>- brief description of source information, methods and procedure of gender audit;</td>
</tr>
<tr>
<td></td>
<td>- essence and contents of methods applied for gender audit conducting and justification thereof;</td>
</tr>
<tr>
<td>Methodology and methods</td>
<td>- justification of source information analysis methods.</td>
</tr>
<tr>
<td>Report on the meetings with the structural unit staff members</td>
<td>- information on the number and nature of meetings for the purpose of feedback with the workers of the structural unit under survey;</td>
</tr>
<tr>
<td></td>
<td>- information on participants of meetings, on discussion progress and results, on issues being discussed, and on detected problems and ways to solve them</td>
</tr>
<tr>
<td>Examples of positive experience</td>
<td>- brief description of the practice of gender issues inclusion into different areas of the structural unit’s life;</td>
</tr>
<tr>
<td></td>
<td>- experience in analysis of gender issues and problems;</td>
</tr>
<tr>
<td></td>
<td>- positive examples of achievement of balance of gender interests in the structural unit</td>
</tr>
<tr>
<td>Conclusions and recommendations</td>
<td>- gender problems existing within particular structural unit;</td>
</tr>
<tr>
<td></td>
<td>- availability of gender expert resources, knowledge and potential;</td>
</tr>
<tr>
<td></td>
<td>- gender aspect in the structural unit’s purposes, in development and implementation of its programs and plans;</td>
</tr>
</tbody>
</table>

49 Aggregate score for the given category of documentation taken from respective analytical summary

50 Average score for the given category of documentation taken from respective analytical summary

51 Final grade for the whole documentation of the structural unit is calculated by summation of average scores for all the four categories of documentation.
| Appendices | - use and distribution of information and knowledge about gender in the structural unit;  
- reflection of gender equality promotion policy in the principal activity and public opinion of the structural unit;  
- staff policy, organization and gender culture;  
- the structural unit’s vision of achievements in gender equality  
- program of audit conducting in the structural unit;  
- lists of seminars and meetings with staff, lists of participants;  
- audit organizing group work program;  
- list of analyzed documentation;  
- final analytical summary on analyzed documentation of the structural unit. |
Section VI. Quantitative analysis

Tables for faculty staff quantitative analysis

As of ______________, the total number of faculty staff members is __________ persons, including:

- Higher-education teaching staff (hereinafter – HETS) – ______;
- Auxiliary educational staff (hereinafter – AES) – ______.

The category of senior officials of the faculty includes:

- Dean – ______;
- Deputy deans – ______;
- Heads of departments – ______;

HETS of the faculty is distributed by positions as follows:

- Professors – ______;
- Assistant professors – ______;
- Senior lecturers – ______;
- Lecturers, assistants – ______.

AES of the faculty is distributed by positions as follows:

- Heads of laboratories – ______;
- Laboratory assistants – ______;
- Methodologists – ______;
- Specialists – ______.

In addition, in __________ academic year, ______ lecturers of the faculty worked in external secondary employment, and ______ – in internal secondary employment.

Administration

By age, administration of the faculty is currently represented as follows:

Table 1 – Structure of FIR administration by age

<table>
<thead>
<tr>
<th>Position</th>
<th>under 24</th>
<th>25-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-54</th>
<th>55-59</th>
<th>60 -</th>
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</tr>
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<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Dean</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy deans</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>Heads of departments</td>
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</tr>
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</table>

Table 2 – Structure of FIR administration by sex

<table>
<thead>
<tr>
<th>Positions</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy deans</td>
<td></td>
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</tr>
<tr>
<td>Heads of departments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td></td>
<td></td>
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</table>

Table 3 – Structure of FIR administration by academic degree holders’ rate

<table>
<thead>
<tr>
<th>Academic degree</th>
<th>Candidates of Sciences</th>
<th>Doctors of Sciences</th>
<th>Without academic degree</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position</td>
<td></td>
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</tbody>
</table>
The faculty’s government body is the Faculty Board

### Table 4 – Structure of Faculty Board by age

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<th>Position</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>under 24</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
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<tr>
<td>Deputy deans</td>
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<td>Heads of departments</td>
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<td>Student self-government</td>
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</tr>
</tbody>
</table>

### Table 5 – Structure of Faculty Board by sex

<table>
<thead>
<tr>
<th>Positions</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy deans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heads of departments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HETS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student self-government</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 6 – Structure of Faculty Board by academic degree holders’ rate

<table>
<thead>
<tr>
<th>Academic degree</th>
<th>Candidates of Sciences</th>
<th>Doctors of Sciences</th>
<th>Without academic degree</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position</td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Dean</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy deans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heads of departments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HETS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student self-government</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Higher-education teaching staff

### Table 7 – Structure of faculty HETS by age

<table>
<thead>
<tr>
<th>Position</th>
<th>Age</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>TOTAL</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>under 24</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Professors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Table 8 – Structure of faculty HETS by sex

<table>
<thead>
<tr>
<th>Positions</th>
<th>Women</th>
<th>Men</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Assistant professors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior lecturers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
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</table>

### Table 9 – Structure of faculty HETS by academic degree holders’ rate

<table>
<thead>
<tr>
<th>Academic degree Position</th>
<th>Candidates of Sciences</th>
<th>Doctors of Sciences</th>
<th>Without academic degree</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Professors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant professors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior lecturers</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Lecturers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tables for faculty students analysis

In ___________ academic year, at the faculty, there were over _________ intramural students, including ________ foreign citizens from ________ countries.

_______ - at the education step II (Master students): _________ – intramural, _________ – extramural.

As of _______________, at the faculty, ____________persons study by intramural mode.

**Students**

*Table 10 – Structure of faculty students by age*

<table>
<thead>
<tr>
<th>Specialty</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20-21</th>
<th>22-23</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
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<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
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</tr>
</tbody>
</table>

Total:

*Table 11 – Structure of faculty students by year of study*

<table>
<thead>
<tr>
<th>Year of study/specialty</th>
<th>1 year</th>
<th>2 year</th>
<th>3 year</th>
<th>4 year</th>
<th>5 year</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
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</table>

Total:

*Table 12 – Structure of faculty students by sex*

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Women</th>
<th>Men</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>
### Table 16 – Structure of faculty students by form of study

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>budget</td>
<td>paid</td>
<td>budget</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>budget</td>
<td>paid</td>
<td>budget</td>
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</tbody>
</table>

Total:

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### Master students

#### Table 17 – Structure of faculty Master students by age

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<thead>
<tr>
<th>Specialty</th>
<th>22</th>
<th>23</th>
<th>24</th>
<th>25</th>
<th>26 and older</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td></td>
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<td>F</td>
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</table>

<table>
<thead>
<tr>
<th>Specialty</th>
<th>22</th>
<th>23</th>
<th>24</th>
<th>25</th>
<th>26 and older</th>
<th>TOTAL</th>
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<td>F</td>
<td>M</td>
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</table>

Total:

#### Table 18 – Structure of faculty Master students by year of study

<table>
<thead>
<tr>
<th>Year of study / Specialty</th>
<th>1 year of study</th>
<th>2 year of study</th>
<th>TOTAL</th>
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<tr>
<td></td>
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<table>
<thead>
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<th>Year of study / Specialty</th>
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<th>2 year of study</th>
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Table 19 – Structure of faculty Master students by sex

<table>
<thead>
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<th>Specialty</th>
<th>Women</th>
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Total:

Table 20 – Structure of faculty Master students by form of study

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Women budget</th>
<th>Men budget</th>
<th>Total budget</th>
<th>Women paid</th>
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<th>Total paid</th>
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</table>

Total:

PhD students

Table 21 – Structure of faculty PhD students by age

<table>
<thead>
<tr>
<th>Specialty</th>
<th>23-25</th>
<th>25-30</th>
<th>30-35</th>
<th>35-40</th>
<th>40 and older</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
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</tbody>
</table>
Table 22 – Structure of faculty PhD students by year of study

<table>
<thead>
<tr>
<th>Year of study / Specialty</th>
<th>1 year of study</th>
<th>2 year of study</th>
<th>3 year of study</th>
<th>4 year of study</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
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<td>Total:</td>
<td></td>
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</tr>
</tbody>
</table>

Table 23 – Structure of faculty PhD students by sex

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Women</th>
<th>Men</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>Total:</td>
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</tbody>
</table>

Table 24 – Structure of faculty PhD students by form of study

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>TOTAL</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialty</th>
<th>budget</th>
<th>paid</th>
<th>budget</th>
<th>paid</th>
<th>budget</th>
<th>paid</th>
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</table>
### Dynamics of number of students at the faculty

**Table 25 – Dynamics of the number of students at FIR**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>men</td>
<td>women</td>
<td>men</td>
</tr>
<tr>
<td>Total number of students, including:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master students</td>
<td></td>
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<tr>
<td>PhD students</td>
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<td></td>
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<tr>
<td>Specialists</td>
<td></td>
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</tbody>
</table>

For the period from January 1, 2015 to January 1, 2017 ____________ intramural students (exclusive of students who graduated with diploma) were expulsed.

**Table 26 – Reasons for expulsion of students**

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>academic failure;</td>
<td></td>
<td></td>
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<tr>
<td>non-liquidation of academic arrear;</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>final assessment failure;</td>
<td></td>
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<tr>
<td>voluntarily.</td>
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<tr>
<td>Total</td>
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</tbody>
</table>

**Table 27 – Number of expelled students by years of study**

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic year 2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 year</td>
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<td>2 year</td>
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<td>3 year</td>
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<td>4 year</td>
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<tr>
<td>Total</td>
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<tr>
<td>Academic year 2016</td>
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<tr>
<td>1 year</td>
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<tr>
<td>2 year</td>
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</tbody>
</table>


<table>
<thead>
<tr>
<th>Specialty</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td><strong>Table 28 – Number of expelled students by specialties</strong></td>
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<tr>
<td><strong>Academic year 2015</strong></td>
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<tr>
<td><strong>Total</strong></td>
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<tr>
<td><strong>Academic year 2016</strong></td>
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<tr>
<td><strong>Total</strong></td>
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<tr>
<td><strong>Total for the reporting period from 01.01.2015 to 01.01.2017</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Table 29 – Reasons for expulsion of Master students</strong></td>
<td></td>
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<tr>
<td>due to receipt of Master thesis</td>
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</tr>
<tr>
<td>academic failure;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>non-liquidation of academic arrear;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>final assessment failure;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>voluntarily.</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>
Table 30 – Total number of Master students by years of study

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic year 2015</td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
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<tr>
<td>Academic year 2016</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total for the reporting period from 01.01.2015 to 01.01.2017</td>
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Table 31 – Dynamics of defense of PhD theses

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>men</td>
<td>women</td>
<td>men</td>
</tr>
<tr>
<td>Total PhD students, incl.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dismissed due to completion of PhD course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dismissed due to defense of PhD thesis</td>
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</tbody>
</table>
**Section VII. Questionnaire Survey**

**Sampling of faculty staff members**

The total number of faculty staff is ____________ persons,

including higher-education teaching staff (hereinafter – HETS) - ____________ persons.

20% of the faculty staff members will take part in the questionnaire survey as respondents. Sampled population will reproduce HETS structure by positions, academic degree holders’ rate and age. Thus, persons will be interviewed during the opinion poll, among them ____________ persons from HETS and officials.

<table>
<thead>
<tr>
<th>Position</th>
<th>General population (FMTH staff listed strength)</th>
<th>Sampled population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy deans</td>
<td></td>
<td></td>
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<tr>
<td>Heads of departments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors</td>
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<td></td>
</tr>
<tr>
<td>Assistant professors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior lecturers</td>
<td></td>
<td></td>
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<tr>
<td>Lecturers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auxiliary educational staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(hereinafter – AES)</td>
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<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General population** Age structure of the faculty staff members

<table>
<thead>
<tr>
<th>Position</th>
<th>Professors</th>
<th>Assistant professors</th>
<th>Senior lecturers</th>
<th>Lecturers</th>
<th>AES</th>
<th><strong>Total:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>under 24</td>
<td>25-29</td>
<td>30-39</td>
<td>40-49</td>
<td>50-54</td>
<td>55-59</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sampled population** Age structure of the faculty staff members</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position</strong></td>
</tr>
<tr>
<td>Age</td>
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</tbody>
</table>
Thus, equal number of men and women from among HETS and AES will take part in the survey, namely.

____men and ____women. Among them

- men among HETS
- women among HETS
- men among AES
- women among AES
Sampling of faculty students

The faculty performs training in ___ specialties:

Total number of students _______ (including ______ foreign citizens from ______ countries).

15% of students will take part in the questionnaire survey as respondents.

Sampled population will reproduce the structure of students by education mode, year and specialties.

**General population**

*The structure of students by year of study and specialty*

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Year</th>
<th>1 year</th>
<th>2 year</th>
<th>3 year</th>
<th>4 year</th>
<th>5 year</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
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Total:

*The structure of FMTH students by sex*

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Total:

*Sampled population*

*The structure of students by year of study and specialty*

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Total:
The structure of FMTH students by sex

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Total:

Thus, ____ persons will be interviewed during the opinion poll, among them

- young male students;
- young female students
Questionnaire for staff

You are, please, requested to express your opinion on some gender aspects of your professional activities. Your sincere and well-thought-out answers to the questions asked will assist in working out recommendations related to the educational process optimisation.

Please, read the questions and the answer options and then ring the answer number which complies with your opinion. If you are not satisfied with any of the answers proposed, write down yours in the blank line.

The survey is anonymous. The research materials will be used in a generalised form.

1. Is, in your opinion, the existing unspoken separation of various scientific spheres into the ‘male’ and ‘female’ ones justified?
   - Yes, it is. Women and men have different capabilities in these or those types of research activity.
   - No, it is not. Both women and men can realize their potentials in any branches of knowledge.
   - I am at a loss to answer.

2. What do you think, who represents science at present to a higher degree?
   - Men.
   - Women.
   - Approximately in equal numbers.
   - I am at a loss to answer.

3. What do you think: does a human being’s aptitude to research depend on her/his sex?
   - Yes.
   - No.
   - I am at a loss to answer.

4. What, in your opinion, is the proportion of working women and men at your Faculty?
   - There are more women.
   - There are more men.
   - Men and women are represented approximately in equal numbers.
   - I am at a loss to answer.

5. What, in your opinion, is the proportion of working women and men at the Chair where you work?
   - There are more women.
   - There are more men.
   - Men and women are represented approximately in equal numbers.
   - I am at a loss to answer.

6. Do you believe that an approximately equal number of men and women in a team affects positively its emotional and psychological situation?
   - Yes.
   - No.
   - I am at a loss to answer.
7. Does an approximately equal number of men and women in a team boosts its working potential?
   - Yes.
   - No.
   - I am at a loss to answer.

8. Who, in your opinion, has higher capacities to engage in managerial activities?
   - A man.
   - A woman.
   - Sex is irrelevant.
   - I am at a loss to answer.

9. Do you believe that it is easier for women to discharge their labour functions, if the team is managed by a man?
   - Yes.
   - No.
   - I am at a loss to answer.

10. Do you believe that it is easier for men to discharge their labour functions, if the team is managed by a woman?
    - Yes.
    - No.
    - I am at a loss to answer.

11. Should, in your opinion, the men to women balance be observed in all positions?
    - Yes.
    - No.
    - I am at a loss to answer.

12. Do you believe that the sex factor affects displaying initiatives?
    - Yes, it does. Women display more initiatives than men.
    - Yes, it does. Men display more initiatives.
    - This quality is not related to sex.

13. Do you believe that the sex factor affects the aspiration to leadership?
    - Yes, it does. Women are more inclined to leadership than men.
    - Yes, it does. Men display more leadership qualities.
    - This quality is not related to sex.

14. Does, in your opinion, an employee/teacher’s behavioural philosophy in a team depend on her/his sex?
    - Yes.
    - No.
    - I am at a loss to answer.
15. Do you believe men and women have equal chances to be hired as a teacher at a higher educational establishment?

- Yes, their chances are equal.
- No, their chances are not equal. Men have more chances.
- No, their chances are not equal. Women have more chances.
- I am at a loss to answer.

16. Should there be any sex-related preferences, when hiring a candidate for a job?

- Yes, men should be preferred.
- Yes, women should be preferred.
- No, a human being’s biological sex should not affect her/his employment.

17. Does, in your opinion, a human being's situation in your entity depend on her/his sex?

- Yes.
- No.
- I am at a loss to answer.

18. Whom would you give preference for joint work in a team?

- I prefer to work with women.
- I prefer to work with men.
- Sex is irrelevant.

19. Do you believe that the men to women balance in a professional team boosts its working efficiency?

- Yes.
- No.
- I am at a loss to answer.

20. Do you believe that sex attribute affects career prospects?

- Yes, it does. Men have more opportunities to hew out a career for themselves.
- Yes, it does. Women have more opportunities to hew out a career for themselves.
- No, it does not.

21. Are you satisfied with your work in your current position?

- Yes.
- Rather yes.
- Rather no.
- No.
- I am at a loss to answer.

22. Does, in your opinion, the academic building infrastructure at your University factor in the physiological sex-related peculiarities (equipment of toilets, wash-basins, etc.)?

- Yes.
- No.
- I am at a loss to answer.

23. You prefer to work in students' group where:
24. Is there a need, in your opinion, for including gender equality courses in the syllabuses of the higher educational establishments in the Republic of Belarus?

- Yes, they should be included in the syllabuses of all the higher educational establishments of the country.
- Yes, they should be included in the syllabuses of some higher educational establishments.
- No, no need to include them, there is no such necessity.
- I am at a loss to answer.

25. What, in your opinion, gender culture of every person is about? (Please, provide not more than three answers).

- Giving up tough gender characteristics and rigid roles.
- Formation of clear ideas as to the character qualities and behavioural norms of a human being in conformance with the sphere which is chosen by everyone for herself/himself (profession or domestic sphere).
- Women should always respect men, while men should always compliment women.
- Women should understand that men are more important in the social sphere due to their mission.
- Recognition of sex equality.
- Men should understand that women are weaker and more dependent on them and, therefore, should always be condescending to them.

26. How do you assess the gender equality level at your Faculty?

- Low.
- Average.
- High.
- I am at a loss to answer.

27. Have you personally encountered any gender discrimination manifestations at your work post?

- Yes.
- No.
- I am at a loss to answer.

28. What sense do you put in the notion of ‘gender’?

- It is a trendy modern interpretation of the notion of sex.
- It is about identification of interrelations between men and women.
- These are social and cultural features of women and men.
- I am at a loss to answer.
- Other answer. Please, write it down: __________________________________________

29. What sense do you put in the notion of ‘gender equality’?
Equal rights for all women.
Equal rights for men and women.
Equal rights and equal opportunities for women and men.
I am at a loss to answer.
Other answer. Please, write it down: ______________________________________

30. What is your sex?

- Male.
- Female.

31. What is your position category?

- (Deputy) Dean.
- Chairholder.
- Professor.
- Associate Professor.
- Senior Teacher.
- Teacher.
- Laboratory Technician, Methodologist or Specialist.

32. For how many years have you worked at your entity?

- Less than 2 years.
- Between 2 and 5 years.
- Between 5 and 10 years.
- 10 years or more.

33. What is your age?

- Less than 24 years.
- Between 25 and 29 years.
- Between 30 and 39 years.
- Between 40 and 49 years.
- Between 50 and 59 years.
- 60 years or more.

Thank you for having taken part in our survey!
Questionnaire for students

You are, please, requested to express your opinion on some gender aspect of your education at the Faculty. Your sincere and well-thought-out answers to the questions asked will assist in working out recommendations related to the educational process optimisation.

Please, read the questions and the answer options and then ring the answer number which complies with your opinion. If you are not satisfied with any of the answers proposed, write down yours in the blank line.

The survey is anonymous. The research materials will be used in a generalised form.

1. What sense do you put in the notion of ‘gender’?
   - It is a trendy modern interpretation of the notion of sex.
   - It is about identification of interrelations between men and women.
   - These are social and cultural features of women and men.
   - I am at a loss to answer.
   - Other answer. Please, write it down: ________________________________

2. What sense do you put in the notion of ‘gender equality’?
   - Equal rights for all women.
   - Equal rights for men and women.
   - Equal rights and equal opportunities for women and men.
   - I am at a loss to answer.
   - Other answer. Please, write it down: ________________________________

3. Does, in your opinion, a human being’s position in our society depend on her/his sex?
   - Yes.
   - No.
   - I am at a loss to answer.

4. Do you believe that there is a gender inequality problem in the society?
   - Yes.
   - No.
   - I am at a loss to answer.

5. Is, in your opinion, the existing unspoken profession separation into the ‘male’ and ‘female’ ones justified?
   - Yes, it is. Women and men have different predispositions to these or those activity types.
   - No, it is not. Both women and men may realize their potentials in any sectors.
   - I am at a loss to answer.

6. If you were granted the right to choose your teacher (provided the selectable teachers had an equal professionalism), whom would you prefer? Please, provide one answer.
   - A female teacher.
   - A male teacher.
   - Sex is irrelevant.
7. What do you think, teachers of which sex enjoy a greater authority among students? Please, provide one answer.
   - Female teachers.
   - Male teachers.
   - Sex is irrelevant.

8. What, in your opinion, is the ratio of female teachers to male teachers at your Faculty?
   - There are more women.
   - There are more men.
   - Men and women are approximately equal in numbers.
   - I am at a loss to answer.

9. Do you believe that an approximately equal number of boys and girls in students’ group affects positively its emotional and psychological situation?
   - Yes.
   - No.
   - I am at a loss to answer.

10. Do you believe that an approximately equal number of boys and girls in students’ group boosts its working potential?
    - Yes.
    - No.
    - I am at a loss to answer.

11. Who, in your opinion, have higher leadership capacities in a team of young people?
    - Young men
    - Young men
    - Sex is irrelevant.
    - I am at a loss to answer.

12. Do you believe that the sex factor affects displaying initiatives?
    - Yes, it does. Women display more initiatives than men.
    - Yes, it does. Men display more initiatives.
    - This quality is not related to sex.

13. Do you believe that the sex factor affects the aspiration to leadership?
    - Yes, it does. Women are more inclined to leadership than men.
    - Yes, it does. Men display more leadership qualities.
    - This quality is not related to sex.

14. Does a student’s behavioural philosophy within a team depend on her/his sex, in your opinion?
    - Yes.
    - No.
    - I am at a loss to answer.

15. Who would you prefer to jointly prepare with for classes?
16. Do you believe that sex balance within students’ group boosts its working efficiency?
   o Yes.
   o No.
   o I am at a loss to answer.

17. Do you believe that sex attribute affects progress in studies?
   o Yes, it does. Men have more opportunities to hew out a career for themselves.
   o Yes, it does. Women have more opportunities to hew out a career for themselves.
   o No, it does not.

18. Whose opinion, according to you, is a decisive one while making common decisions or addressing a problem in your group?
   o Boys’ opinion
   o Girls’ opinion.
   o Sex is irrelevant.

19. Whom do you prefer to spend your time off with?
   o With girls.
   o With boys.
   o Sex is irrelevant.

20. Does, in your opinion, the academic building infrastructure at your University factor in the physiological sex-related peculiarities (equipment of toilets, wash-basins, etc.)?
   o Yes.
   o No.
   o I am at a loss to answer.

21. Do you prefer to study in students’ group where:
   o Girls prevail.
   o Boys prevail
   o Boys and girls are approximately equal in number.

22. Is there a need, in your opinion, for including gender equality courses in the syllabuses of the higher educational establishments in the Republic of Belarus?
   o Yes, they should be included in the syllabuses of all the higher educational establishments of the country.
   o Yes, they should be included in the syllabuses of some higher educational establishments.
   o No, no need to include them, there is no such necessity.
   o I am at a loss to answer.

23. How do you assess the gender equality level at your Faculty?
   o Low.
24. Have you personally encountered any gender discrimination manifestations at your Faculty?
   o Yes.
   o No.
   o I am at a loss to answer.

25. What is your sex?
   o Male.
   o Female.

26. Age (number of completed years).
   o 17-18
   o 19-20
   o 21-23
   o 24 or more

27. Year of education (please, circle the relevant figure).

   1  2  3  4  5

28. Are you married?
   o I am not married.
   o I am officially married.
   o I live in a partnership (actual extramarital relationship).
   o Other answer: _________________________________

29. Do you have children?
   o No.
   o Yes.

30. You are a national of what country?
   o Republic of Belarus.
   o Russian Federation.
   o Ukraine.
   o Other. Which one? Please, write it down: ________________________________

Thank you for having taken part in our survey!