

Roadmap and Activities for a Gender (Women/Men) Equality Plan at the University of Carthage

General Context

The University of Carthage (UCAR) aims to implement a Gender (Women/Men) Equality Plan (GEP). This plan will allow UCAR to align with the United Nations Sustainable Development Goals (SDGs) and adopt a Corporate Social Responsibility approach. A Gender (Women/Men) Equality Plan (GEP) is defined as a set of actions aimed at:

Overall Objective

Create an inclusive university environment that promotes gender (Women/Men) equality. The University of Carthage recognizes the importance of gender (Women/Men) equity in the academic setting and is committed to striving towards gender (Women/Men) equality at all levels. While respecting national values, this plan aims to integrate gender (Women/Men) equity into all university activities, enhance the representation of women in leadership roles, and ensure an inclusive and respectful work environment.

Specific Objectives

- Promote gender (Women/Men) equity in all areas of the university based on a gender (Women/Men) equality plan.
- Strive for gender (Women/Men) equity in leadership and decision-making positions.
- Raise awareness and train staff and students on gender (Women/Men) equity.
- Create mechanisms to minimize inequalities in research and teaching.
- Aim for a zero-tolerance policy towards discrimination and sexual harassment.

To this end, the university will adopt the following phases:

Phase 1: Planning and Awareness

Phase 2: Policy Development and Implementation

Phase 3: Strengthening and Sustainability

Phase 4: Celebration and Dissemination of Results

The Gender (Women/Men) Equality Plan is not only a series of objectives for UCAR's commitment to gender (Women/Men) equality but also includes practical measures such as:

1. Implementing a formal GEP document:

- Preparing a document that best suits the University, considering the national context, university policy, and based on benchmarking and existing successful action documents and approaches.
- Validation by the authorities.
- Signature by top management.
- Publication and dissemination.

2. Ensuring resources:

- Involving gender experts and potential allies at various levels within and outside UCAR.
- Allocating the necessary financial resources.
- Participating in project calls related to gender (Women/Men) equality to support relevant actions.

3. Diagnosing, analyzing, and monitoring GEP activities:

- Analyzing and evaluating the current state of UCAR to get an overview of the measures that need to be implemented.
- Establishing performance indicators to measure the impact of initiatives.
- Conducting periodic evaluations and adjusting strategies based on the results obtained.
- Performing a periodic gender (Women/Men) equality audit to assess the current situation in terms of recruitment, promotion, salaries, and representation, based on the committee's recommendations and indicators.
- Collecting quantitative and qualitative data on women's experiences at the university.
- Defining corrective and preventive actions.

4. Organizing training and awareness-raising and dissemination activities:

- Periodically organizing workshops and training sessions on unconscious biases, gender (Women/Men) dynamics, and the importance of gender (Women/Men) equality.
- Disseminating information on the benefits of gender (Women/Men) through internal communications (newsletters, posters, emails).
- Integrating the gender (Women/Men) equality approach into the university's communications and partnerships.
- Launching a communication campaign to promote equal opportunities for both genders.
- Including content dedicated to gender equality on the university's platforms and websites, with resources, testimonials, and information on ongoing initiatives.
- Publishing a final report detailing the actions taken, results achieved, and lessons learned.
- Disseminating results and best practices through conferences, academic publications, and partnerships with other institutions.

The university's commitment to the GEP process is manifested through the following activities:

A. Establishing a Gender (Women/Men) Equality Committee:

- Forming a diverse committee composed of faculty members, administrative staff, and students.
- Defining the roles and responsibilities of the committee.
- Starting meetings and following up on decisions.
- Proposed members: Mongi Besbes, Afef Abdelkrim, Mohamed Gargouri, Samir Tlahig, Marwa Zouari, Mariem Louhibi, Yossr Sbais, Tahar Jallouli, Rania Bengriche, Mannoubia Ben Ghdhahem.

B. Identifying quantitative and qualitative indicators for diagnosing gender (Women/Men) equality at UCAR:

Quantitative Indicators:

- Gender (Women/Men) representation: Percentage of women and men in leadership positions, research teams, project coordination, and decision-making committees.
- Participation in training: Number of participants in workshops.
- Career progression: Rate of promotion and career progression of women within the university and the project framework.
- Impact of RDI projects: Number of RDI projects integrating gender (Women/Men) perspectives and their impact on the community.

Qualitative Indicators:

- Organization of training on gender equity.
- Employee and student satisfaction: Satisfaction surveys among staff and students regarding policies and work environment concerning gender (Women/Men) equity.
- Harassment, violence, maternity/paternity leave.

C. Research, Development, and Innovation (RDI) Activities

- Inclusive research projects: Encouraging research teams to integrate gender (Women/Men) perspectives into their projects, ensuring balanced participation of men and women.
- Innovation for equality: Supporting innovation initiatives aimed at solving specific problems related to gender equity, such as creating technologies or solutions promoting inclusion.
- Strategic partnerships: Establishing partnerships with other institutions and organizations to promote gender (Women/Men) equity in RDI projects.

This roadmap aims to create lasting change by fostering a culture of equality and inclusion within the university.