



# 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 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.

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

### 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 (Women/Men).
- Including content dedicated to gender (Women/Men) 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.

## A. Establishing a Gender 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:**

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

### Quantitative Indicators:

- Gender 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 (Women/Men) 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 (Women/Men) 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.