

# EUROPEAN HUMANITIES UNIVERSITY EQUAL OPPORTUNITIES AND GENDER EQUALITY MONITORING REPORT

2024-2025 academic year

## 1. Introduction

The European Humanities University (hereinafter referred to as the University or EHU) aims to create an academic environment that fosters respect for the dignity of the individual, recognizes the individual contribution of each member of the community, and ensures equal opportunities for all, both staff and students. Guided by international human rights principles and the values of the European Union, the University is committed to systematically strengthening a culture of equality, diversity and inclusion.

In 2021, EHU approved the Equal Opportunities and Gender Equality Policy and provided an action plan for its implementation. The aim of the policy is to ensure equal treatment of all University employees and applicants for employment, both before and after the conclusion of an employment contract, as well as students and trainees, both before and after their admission to the University, regardless of gender, race, nationality, language, origin, social status, faith, beliefs or views, age, sexual orientation, disability, ethnicity, religion. A responsible coordinator has been appointed to ensure the implementation of the policy, who monitors the implementation of measures, consults community members, initiates educational activities and contributes to the integration of equality principles into the university's decision-making processes.

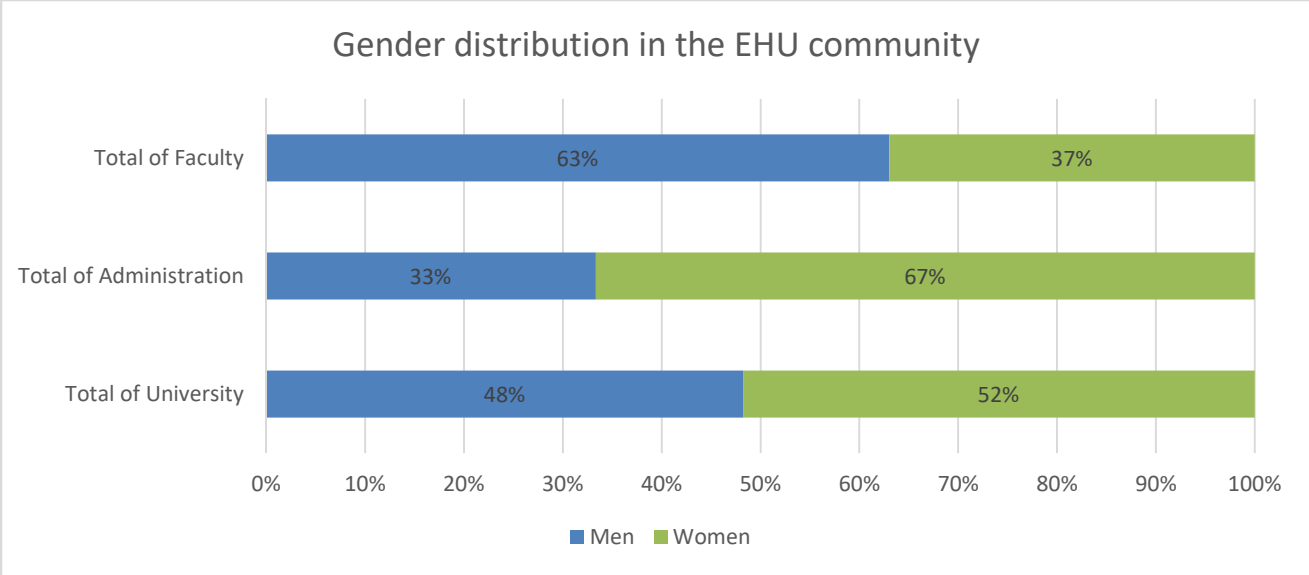
In recent years, the University has increased its focus not only on formal principles, but also on their practical implementation: actively monitoring the gender balance in structures, reviewing employee selection and evaluation procedures, and promoting public discourse on discrimination prevention and gender balance. EHU understands that achieving real equality requires continuous process improvement and open dialogue with the entire community.

This report is based on the Equal Opportunities and Gender Equality Policy and its Implementation Program approved by the Public Institution "European Humanities University" (2021-06-07, Order No. 01-47), as well as the EHU Gender Equality Measures Plan. The aim is to assess the implementation of measures, progress, challenges and provide recommendations for further policy implementation.

## 2. General situation

### 2.1. Gender distribution in the EHU community

When analyzing the total composition of employees, women make up **52%** and men – **48%** . This indicates that women and men are distributed approximately equally at the university staff level.

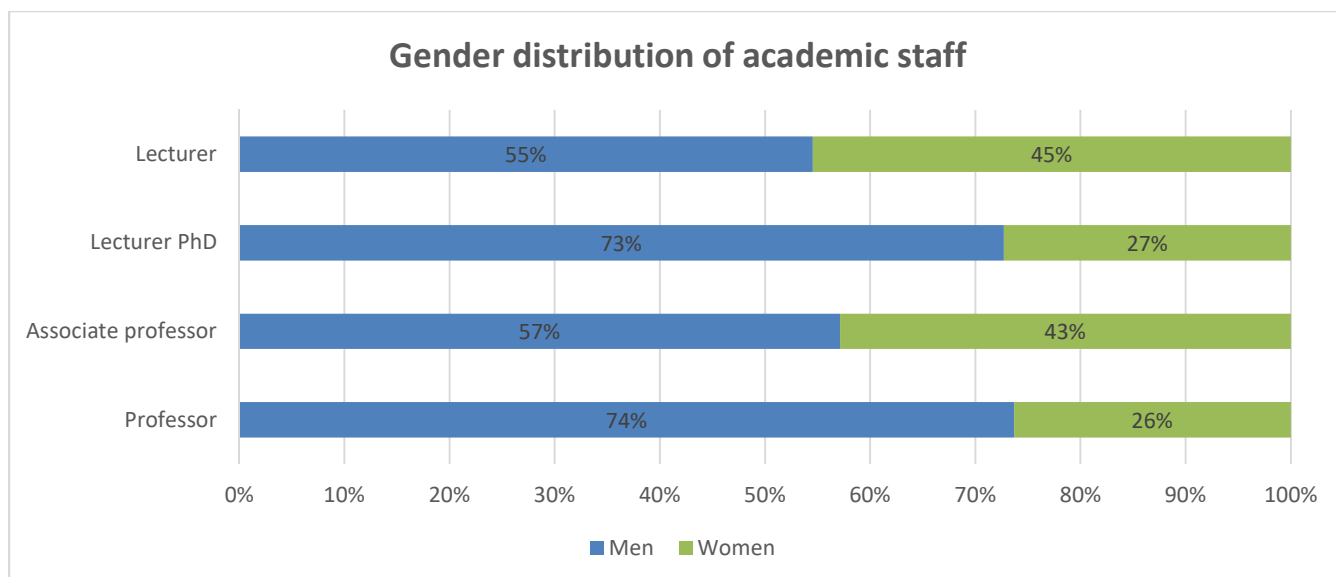


However, a deeper look at different position groups reveals more pronounced signs of gender disproportion:

- **In the field of administration**, women make up as much as **67%** , while men make up only **33%** . This shows a strong dominance of women in administrative positions.
- The situation is reversed in the composition **of academic staff – men make up 63%** and women only **37%** . This shows that women are still a minority in academic positions, especially at the higher level.

These data reveal a structural gender imbalance depending on the field of activity: women are more concentrated in administration, while men dominate in academia. This may indicate both long-standing trends of occupational segregation and the possible need to further promote the inclusion of women in academia and the participation of men in administrative positions.

**2.2. Gender distribution of academic staff**



According to the data collected, the share of men at the academic staff level is 63%, while that of women is 37%. Gender imbalance persists in all positions, but to varying degrees:

- **professors** , the proportion of women is only 26%, while that of men is 74%. This shows a clear underrepresentation of women in the highest academic positions.
- **the associate professor** level, the situation is slightly better – the share of women is 43%, men – 57%, but men still predominate.
- Men also dominate among **lecturers with a doctoral degree (PhD) - 73%, while women make up 27%.**
- **of lecturers (without PhDs)**, the gender distribution is closer to balance: women make up 45%, men – 55%.

The general trend is that the higher the position in the academic hierarchy, the lower the proportion of women represented. This may signal the need for additional action to promote women's career advancement, especially in higher academic positions.

### 2.3. Gender distribution of leaders and the Senate

Women dominate leadership positions at EHU, accounting for 63% of all managers . This demonstrates the high level of female involvement in decision-making and leadership, which is in line with gender equality goals and can be seen as a positive example in the higher education sector.

The gender balance in the University Senate is less balanced, with 44% women and 56% men. Although this is close to the 40/60 ratio often considered an acceptable criterion for gender balance, there is still room for further promotion of women's participation in academic decision-making. The lower representation of women in the Senate may be partly due to the overall gender imbalance in the composition of the academic staff. As men constitute the majority of the academic staff, their higher representation in the Senate is a reflection of the systemic structure and not simply a matter of representation.

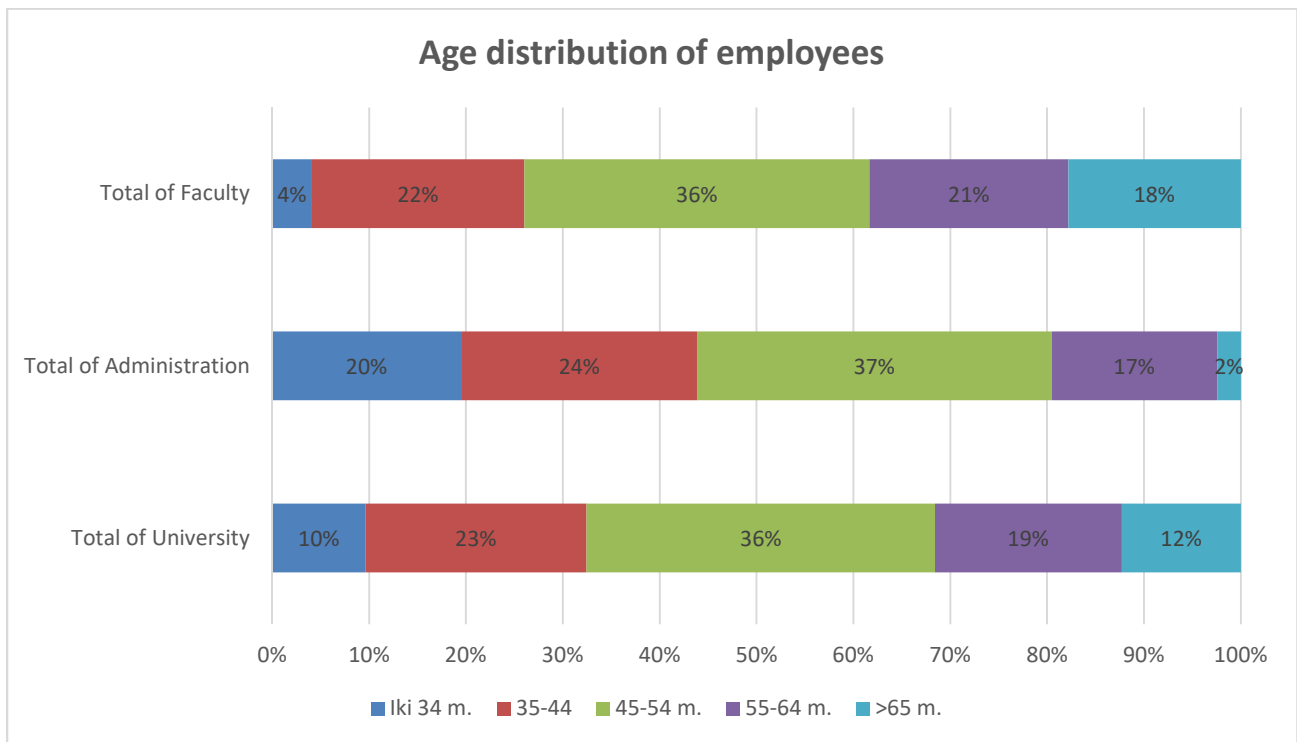
It is observed that women are more represented at the executive management level than in academic collegiate bodies. This may indicate different patterns of women's involvement in administrative and academic leadership and the need to strengthen their empowerment in the field of science and studies.

Overall, EHU shows positive trends in the area of gender equality, but there remains a need to ensure equal representation of women and men in management structures at all levels.

#### 2.4. Age distribution of employees

The age structure of EHU staff shows that the largest proportion of employees is in the 45–54 age group, accounting for **36%** of all university staff. This age group dominates both in the administration (37%) and the academic staff segment (36%).

- **Employees under the age of 34** make up only **10%** of the total staff. While they make up a fifth (20%) of the administration staff, they make up only **4%** of the **academic staff** , which indicates a very low level of youth engagement in academic activities.
- **Employees aged 35–44** make up **23%** of the university's staff. This group is fairly evenly split between administration (24%) and academic staff (22%).
- **The 55–64 age group** makes up **19%** of university employees, with their share higher in the academic segment (21%) than in administration (17%).
- **Employees over 65 years old** make up **12%** of the university's workforce. In the academic staff segment, they make up as much as **18%** , while in the administration segment they make up only **2%** .



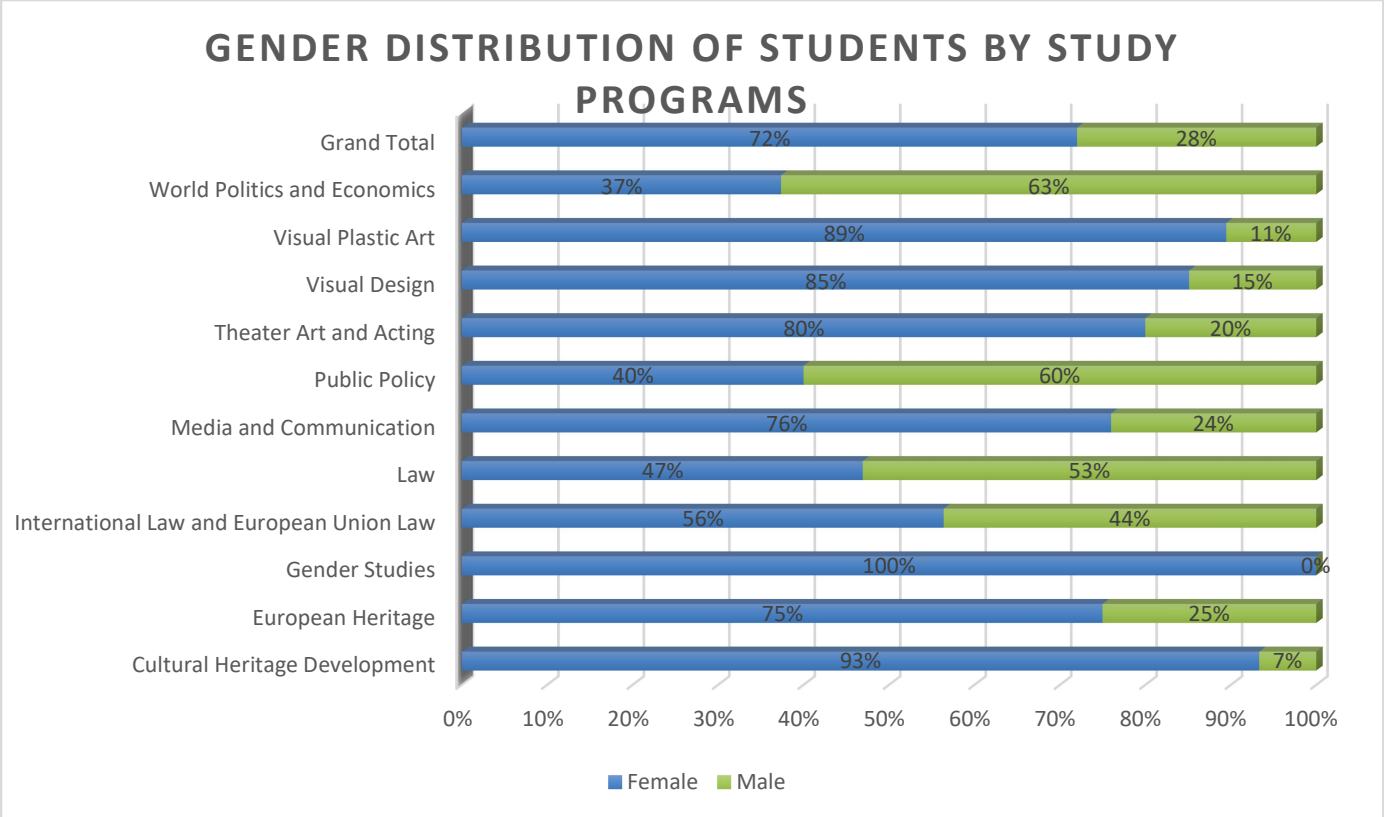
**is noticeable :** A large part of academic staff belongs to older age groups (55 years and older – almost 40%). This indicates the need to plan for the renewal of human resources and encourage the involvement of younger researchers and lecturers.

**It is worth noting the differences in youth inclusion:** In administration, employees under 34 years of age make up a significant proportion (20%), while in academic activities – just 4%. This signals a potential barrier for young scientists and lecturers to enter teaching or research positions.

**There is a noticeable balance in the middle age groups:** the 35–54-year-old segment of employees covers almost 60% of the total staff, which is a professionally mature group of employees that ensures the continuity and stability of the institution's activities .

Considering that a **large proportion of academic staff (39%) are over 55 years of age, including 18% over 65 years of age, it can be concluded that** older employees are provided with conditions to continue their professional activities, which is in line with the principle of equal opportunities not to discriminate on the basis of age and to ensure working conditions throughout the entire professional cycle.

## **2.5. Gender distribution of students by study programs as of 30 September 2024**



The overall gender distribution of students across all EHU study programmes shows that **women make up 72%** and **men 28%**. However, the distribution between specific programmes is very uneven and highlights a clear gender specialization:

- **Female-dominated programs:**
  - *Gender Studies* – 100% women;
  - *Cultural Heritage Development* - 93% women;
  - *Visual Plastic Arts* – 89%;
  - *Visual Design* – 85%;
  - *Theater Art and Acting* – 80%;
  - *Media and Communication* - 76%;
  - *European Heritage* – 75%.

In these areas, men are in the minority or do not participate at all.

- **Balanced programs:**
  - *International Law and European Union Law* – 56% women, 44% men;
  - *Law* – 47% women, 53% men.

These programs observe a relatively close gender balance.

- **Male-dominated programs:**
  - *Public Policy* – 60% men, 40% women;

- *World Politics and Economics* – 63% men, 37% women.

Men are significantly overrepresented in these fields of study.

The overall picture shows a gender distribution along traditional fields of interest – women are more likely to choose humanities and arts studies, while men are more likely to choose social science (especially politics and economics) programmes. This reflects general trends in higher education in Europe, but at the same time raises questions about the pursuit of gender balance across all fields of study.

## 2.6. Projects on gender equality at EHU

### **Women in Tech - I (2023-2024) and Women in Tech - II (2023-2025)**

<https://wintech.me/>

**The Women in Tech** program is an educational and scientific project aimed at supporting Belarusian women in IT and promoting gender equality in high-tech. The project is implemented with financial support from the European Union. The project covers the following areas of activity:

- Login to Tech is a video lecture and hands-on course designed for women planning to start a career in IT.
- Conference on ways to address gender discrimination in the IT sector. Intended for representatives of the IT business, non-governmental organizations and anyone interested in this topic.
- IT courses in various fields, teaching specific technical skills needed for work in the IT field.
- A mentoring program to support women, with the participation of IT, human resources and business professionals.
- Women in Tech Academic is a research program on gender inequality in IT in Belarus.

The project **Gender Studies and War Challenges in Resilience of Universities in Ukraine: digitalization, internationalization, and networking for excellence in teaching and research** (financed by the Swedish Institute, 2023–2024)

<https://www.soc.lu.se/en/calendar/conference-gender-equality-and-gender-studies-universities-war-peace-and-development>

Partner universities: Lund University (Sweden); Kyiv Taras Shevchenko State University (Ukraine); Kharkiv State University (Ukraine); EHU (Lithuania); Ilia State University (Georgia)

The project aims to support Ukrainian academics and students in the field of gender studies. Planned project results:

- a joint online course “ Rethinking Gender, War and Peace in the XXI century ” (2023–2024);
- preparation of multimedia teaching aids for this course;
- creating a network of gender studies researchers from partner institutions.

### **Project "Gendered BNR"**

(a series of publications about women who contributed to the activities of the Belarusian People's Republic).

The first book in this series was published in 2019 and is dedicated to Paluta Badunova. The series continues with Vanda Liavitskaja, Larysa Henijuš, Ivonka Survila, Nina Abramčyk. The project is carried out in collaboration with the Belarusian diaspora in the United Kingdom, Francis Skaryna Belarusian Library and Museum , London (2019–2024).

The project "**Gender Studies and War Challenges in Resilience of the Universities in Ukraine: Networking for Excellence in Teaching and Institutional Development**" 2023–2024; partners – Lund University (LU) , Taras Shevchenko National University of Kyiv (TSNUK) and Ilia State University, Tbilisi (ISU)

### **Student projects:**

#### **One's Own Room: Feminist Thursdays**

The project team is organizing a series of webinars on feminism – “ Own Room” . “Own Room” is an open discussion space where everyone can not only learn and discover new aspects of gender equality and non-discrimination, but also ask questions, express their opinions and participate in the discussion of relevant and complex issues.

## **3. Implementation of gender equality measures by area**

### **3.1. Personnel**

In the personnel area, 5 measures were planned, such as the appointment of a person responsible for the implementation of equal opportunities and diversity issues, continuous monitoring of the gender equality situation by implementing community surveys on gender equality, opportunities to combine work duties with family responsibilities, a separate email address [genderandequalopportunities@ehu.lt](mailto:genderandequalopportunities@ehu.lt) for complaints about discrimination and sexual harassment for staff and students, the development of a study schedule that meets family needs were implemented. According to the 2025 employee survey data, the assessment of work-life balance increased by 8 percentage points to 60 percent compared to the 2024 survey data. According to the employee survey data, the employee diversity and inclusion score, which shows whether employees believe that the same rules apply to everyone in the organization, all employees are treated with equal respect, there is no discrimination based on position, beliefs, age, nationality, gender, sexual orientation or other differences, and career decisions are made based on work results, and not on likes, acquaintances, beliefs or other characteristics, is 66 percent in 2025, as in 2024, and is close to the Lithuanian average.

This demonstrates the University's consistent and systematic approach to equal opportunities and their integration into personnel management processes. The function of the designated responsible person allows for centralized coordination of the implementation of the equal opportunities policy, ensuring that issues of diversity, discrimination prevention and community awareness are not left to the formalities . Regular monitoring of the gender equality situation and conducting surveys help to base decisions on data and allow the identification of problem areas based on community opinion.

By introducing more flexible working conditions and responding to the needs of family commitments, an important step has been taken in the area of work-life balance, which is particularly relevant in the context of gender equality . The creation of a clear and secure communication tool (separate email) for submitting complaints about discrimination or sexual harassment contributes to a transparent and confidential assistance system, institution that strengthens trust . Adapting study schedules to the needs of family commitments shows that the principles of equal opportunities apply not only to employees, but also to students, ensuring universal access to favourable learning and working conditions.

### **3.2. Implementation of management measures**

The goal is to achieve a 40/60 gender balance in representation structures.

In the area of governance, the goal of achieving a 40/60 gender balance in university structures was only partially achieved. While a tangible result was achieved – increased female representation on the Governing Board, other measures remained unimplemented or implemented to a limited extent.

Measures related to senior management appointments, nominations of honorary doctors and maintaining gender balance in the Core Curriculum program have not been fully implemented, mostly due to objective reasons – the existing gender imbalance in the academic field, where the dominant number of men limits the possibility of maintaining the proportion. Despite the recommendations made, some structures have not applied active measures to correct the gender balance, indicating that their implementation is not possible due to objective external circumstances. This situation reveals systemic problems related to the lack of representation of women in academic activities, which directly lead to imbalance in collegial governing bodies and decision-making processes. In order to achieve real change, it is necessary to assess gender balance not only structurally, but also systematically – through long-term measures that promote women's academic careers and leadership, and not solely based on formal quotas or recommendations. In the case of the EHU, it is necessary to review existing measures and adapt them to the real gender distribution of staff , while ensuring that recommendations do not become declarative and are supported by practical actions.

The second and third measures Integration of gender and equal opportunities aspects into EHU strategic plans, integration of gender-sensitive language into documents and communication and gender representation in university activity reports, information provided in activity reports reflecting gender aspects are being implemented continuously. Integration of gender and equal opportunities aspects into EHU strategic plans and internal documents is being implemented consistently and purposefully.

Equal opportunities and gender equality aspects are integrated in the preparation of the main funding agreement of the European Humanities University (EHU) concluded with the Central Project Management Agency (CPMA) for the use of the EHU Trust Fund funds.

The equal opportunities and gender equality policy is implemented and monitored at the strategic level, and an overview of its implementation is provided in the audited annual reports of the university:

2023-2024 academic year <https://en.ehu.lt/wp-content/uploads/2025/03/concise-report-2023-24.pdf> (p.10-11);

2022-2023 academic year [https://en.ehu.lt/wp-content/uploads/2024/01/CONCISE-REPORT-29-12-2023-engl\\_final.pdf](https://en.ehu.lt/wp-content/uploads/2024/01/CONCISE-REPORT-29-12-2023-engl_final.pdf) (p. 10-11)

2021-2023 academic year [https://en.ehu.lt/wp-content/uploads/2023/05/00\\_EHU-Annual-Report-2020-2021.pdf](https://en.ehu.lt/wp-content/uploads/2023/05/00_EHU-Annual-Report-2020-2021.pdf) (p. 9-10)

This demonstrates a conscious effort by the institution to include equality principles in the highest-level planning documents, rather than leaving them only at the level of individual measures.

The university's activity reports systematically present data reflecting the gender aspect, which allows for transparency and an objective assessment of the situation, and also forms the basis for further improvement of gender policy.

### **3.3. Studies and science, communication**

The aim of implementing these block measures is to strengthen the understanding of the importance of ensuring gender equality, to strengthen awareness and sensitivity to gender differences.

This block of measures included activities such as members of the EHU community publishing at least 2 comments, studies or other works of another format per year on the topics of gender equality or women's leadership, which are published and publicized through internal and external communication channels; The aforementioned studies are promoted through internal communication channels; Lectures or courses on the topic of gender equality; Training on the topic of gender equality organized at EHU by the end of 2021; At least one expert event (discussion, conference, expert visit, etc.) organized per year; presentation of gender equality and equal opportunities policy to the community in newsletters; Prepare an entry on the EHU website and social media accounts each semester, communicating the work done on gender equality issues; Prepare 1 entry per month on the topic of gender equality on EHU social media.

In these blocks, the measures are interconnected, since achievements, organized events, and topics are announced and publicized through internal and external communication channels, such activities contribute to the understanding of the importance of ensuring gender equality, strengthening awareness and sensitivity to gender differences.

Information about achievements is published [on www.ehu.lt](http://www.ehu.lt), Facebook and Instagram platforms, invitations to events are also sent to employees' and students' e-mails, and information is collected [at https://en.ehu.lt/research/centers-laboratories-and-institutes/center-for-gender-studies/](https://en.ehu.lt/research/centers-laboratories-and-institutes/center-for-gender-studies/).

EHU purposefully and consistently implements study, research and communication measures aimed at strengthening the topic of gender equality in the community . This includes not only scientific works and lectures, but also public communication, information accessibility and event organization.

Gender equality issues are integrated into academic activities – conferences, lectures, courses are organized, and scientific research or commentaries related to gender issues are published. During the 2024/2025 academic year, the following reports on gender equality appeared in the news section of [www.ehu.lt](http://www.ehu.lt):

<https://en.ehu.lt/news/rethinking-urban-spaces/>  
<https://en.ehu.lt/news/conference-city-as-a-feminist-care-infrastructures-and-cultural-heritage/>  
<https://en.ehu.lt/news/ehu-gender-equality-workshop-recap/>  
[https://en.ehu.lt/news/dr-uladzislau\\_ivanou\\_visits\\_university\\_of\\_warsaw/](https://en.ehu.lt/news/dr-uladzislau_ivanou_visits_university_of_warsaw/)  
[https://en.ehu.lt/news/gender\\_studies/](https://en.ehu.lt/news/gender_studies/) ( Exploring the Intersection of Gender, Work, and Technology: A Two-Day Lecture Series for MA Gender Studies Students)  
<https://en.ehu.lt/news/feeling-machines-gender-technologies-and-capitals/>  
<https://en.ehu.lt/news/the-liquid-modernity-of-zygmunt-bauman/>  
<https://en.ehu.lt/news/join-the-fragile-connections-webinar-series/>  
<https://en.ehu.lt/events/lecture-series-gender-work-technology-march-25-26/>  
<https://en.ehu.lt/events/workshop-shaping-attitudes-towards-gender-equality-when-a-billion-reasons-may-not-work/>  
<https://en.ehu.lt/events/human-vs-ai/>  
[https://en.ehu.lt/events/women\\_in\\_tech/](https://en.ehu.lt/events/women_in_tech/) (*Feeling Machines: Gender, Technologies, and Capitals*)  
<https://www.wintech.me/blog>

Such practices strengthen thematic visibility within the university community and contribute to the development of knowledge in this area.

Communication tools (internal channels, social networks, newsletters, e-mail) are actively used to communicate equality issues, which indicates targeted dissemination of information and an effort to engage diverse audiences.

The implementation of measures is not formal – information about gender equality activities and achievements is published according to relevance, scope and context, which increases the authenticity and relevance of communication.

Community awareness of gender equality issues is strengthened not only through academic formats, but also through everyday communication and events; such actions develop sensitivity to gender differences and help shape an inclusive institutional culture.

#### **4. Conclusions**

1. EHU demonstrates a focused and consistent commitment to the implementation of equal opportunities principles , both in formal documents and in practical activities. The measures implemented cover all key aspects of the university's activities - personnel, management, studies, research and communication.
2. Gender balance in the overall distribution of employees is approximately achieved , however, significant disproportions are observed in the areas of activity - women dominate in administration, men in the academic staff segment, especially in the highest positions.

3. There is a clear underrepresentation of women in academia , especially in senior positions. This highlights the persistence of vertical gender segregation and the need for career advancement measures for women in academia.
4. Women dominate senior administrative positions (63%) , but the proportion of women in the Senate is lower (44%) , partly reflecting the overall composition of the academic staff. This demonstrates a systemic impact on women's involvement in academic decision-making processes.
5. Academic staff tends to age - almost 40% of employees are over 55 years old, of which as many as 18% are over 65. This makes it necessary to pay attention to generational change and attracting young teachers and researchers.
6. There is a clear gender distribution in study programs by field of study. Humanities and arts programs are most often chosen by women, while politics and economics are most often chosen by men. This reflects general social trends, but highlights possible differences in the formation of interests and professional orientation by gender.
7. In the area of personnel, all planned measures have been implemented. An e-mail for submitting complaints has been installed, working conditions have been adapted to family obligations, schedules have been adapted to the needs of students, and a responsible person has been appointed - this strengthens an inclusive environment and trust in institutional procedures.
8. In the area of governance, progress has been made in part. The number of women on the Governing Board has increased, but not all measures have been implemented due to objective obstacles, in particular the gender imbalance in academia.
9. Gender mainstreaming in strategic documents and communications is carried out consistently, demonstrating a mature institutional approach and long-term commitment.
10. Various measures are implemented in the fields of studies, science and communication to promote community awareness. Gender issues are integrated into lectures, scientific research, social media outreach and events.
11. Effective gender equality policies require ongoing attention, informed by data, community engagement, and reflection .

## **5. Recommendations:**

1. Regular data collection and disclosure:
  - Establish a regular (at least once every two years) analysis of gender balance, age, and career progression by positions, departments, and study programs.
  - Present the collected information in a structured manner in public reports and use it as a basis for decision-making and planning processes.
  - It is recommended to establish data monitoring as an ongoing process , rather than a single reporting action.
2. Consistent education and dissemination of information:
  - Ensure that education on equal opportunities, non-discrimination and gender equality topics is continuous, not episodic – i.e. training, lectures, discussions should be organized regularly, involving various community members (employees, students, management).
  - It is recommended to continue already proven forms of communication and education (newsletters, expert events, social media campaigns), adapting them to the changing needs of the community.
3. Integrating equality into the content of studies and research:

- Encourage bachelor's and master's theses to include topics of equality, diversity, human rights or inclusion, when relevant to the content of the programs.
  - It is recommended to continue including equal opportunities topics in the content of lectures, research and public discussions, thus strengthening thematic visibility at all levels of study .
4. Continue proven measures:
- Measures such as appointing a responsible person, applying flexible work and study schedules, using a special contact email for complaints, and strengthening communication about equality have proven effective and should be continued and constantly updated .
5. It is recommended to expand the scope of the action plan to include diversity & inclusion components.