



جامعة تونس
Université de Tunis

GEP GENDER EQUALITY PLAN

UNIVERSITY OF TUNIS



2025-2028

Introduction

The University of Tunis Gender Equality Plan (GEP) is a policy statement that outlines the university's goals for implementing initiatives and activities to advance diversity and reduce gender inequality ; it's a set of actions aiming at:

- *Conducting impact assessment of procedures and practices to identify gender bias;*
- *Identifying and implementing innovative strategies to correct any bias;*
- *Setting targets and monitoring progress via indicators*

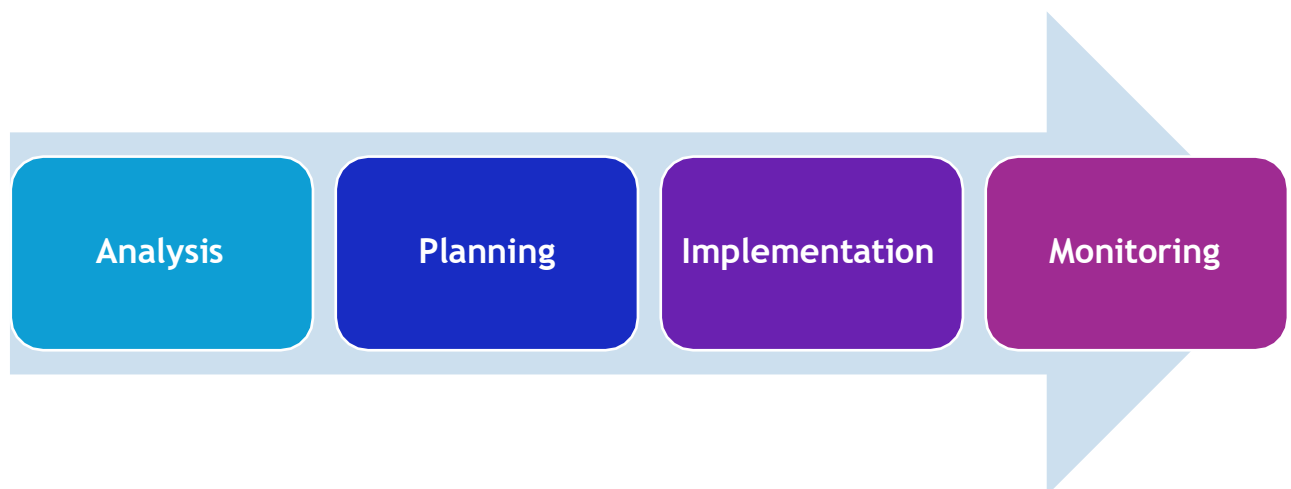
This set of actions is meant to articulate a strategic view aimed at achieving gender equality

The University of Tunis Gender Equality Plan (GEP) can be broken up in different phases :

- An **analysis** phase, in which sex-disaggregated data is collected; procedures, processes and practices are critically assessed with a view to detect gender inequalities and gender bias

The University publishes equality and diversity data **annually** , The reports are published on the website : *bepp.rnu.tn*

- A **planning** phase, in which objectives are defined, targets are set, actions and measures to remedy the identified problems are decided, resources and responsibilities are attributed and timelines are agreed upon; (DONE)
- An **implementation** phase, in which activities are implemented and outreach efforts are undertaken so as to gradually expand the network of stakeholders;
- A **monitoring** phase, in which the process and the progress are regularly followed through and assessed. Findings from the monitoring exercise(s) allow to adjust and to improve interventions, so that their results can be optimised.



1. Context analysis from a gender perspective

1.1. *The National Context*

It has long been believed that when it comes to women's rights, Tunisia is among the most progressive Arab nations : a family code promulgated in 1956, followed by the amendment of the labour codes, the penal code and nationality; The rights of women in Tunisia have been reinforced by these laws.

The reform movement in Tunisia during the pre-independence era (1956) brought up the topic of women's empowerment, namely in the area of education debates regarding women's role in society have emerged , and women's organizations have expanded.

Women participated in political activities and had a significant role in the liberation movement..



The foundations of the contemporary state and the development of modern society were established during the post-independence period (from 1956)..

During this time, considerable efforts were made to elevate the status of women.

The legal reform movement reached its zenith with the release of the Personal Status Code on August 13, 1956.

It governed how family relationships were organized and protected women's fundamental rights.

The equality of men and women is enshrined in the June 1959 constitution

Unavoidably, a series of laws approving women's civil and political rights (including the ability to vote, receive an education, work, etc.) came next..

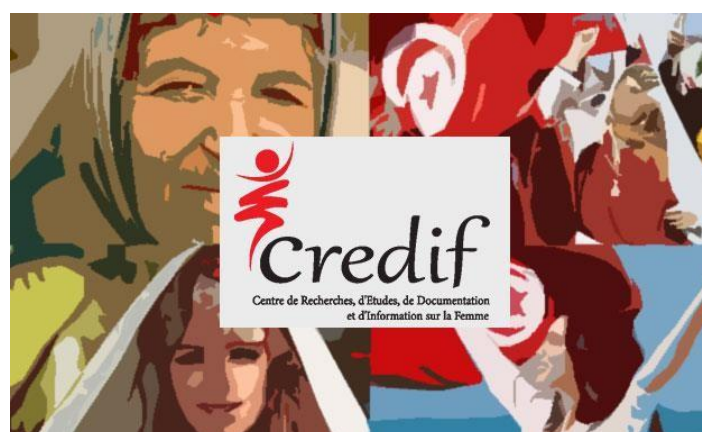
Following the adoption of the new Constitution on January 14, 2011, the foundations of human rights in Tunisia were guaranteed, confirming the desire of a segment of the population to grant women equal rights and freedoms under the democratic system.

In Tunisia, there are numerous governmental entities and NGOs working to promote gender equalit.

- **The Centre for Research, Studies, Documentation and Information on Women (CREDIF)** was created in 1990.

whose mission is :

- to encourage studies and research on the role and status of women in Tunisian society
- collect data and documentation relating to the situation of women
- ensure the dissemination of documentation relating to the situation of women
- reporting on the evolution of the status of women in Tunisian society
- inform decision-makers about strategies and action plans to implement to reduce gender gaps and achieve gender equality.



Despite all laws and government initiatives, improvements in women's rights around maternity health and education have not resulted in a more significant integration of women into the political and economic spheres..

International indicators make this disparity quite evident.

The presence in Parliament and holding cabinet positions are the two main disparities that are exposed by international assessments..

In terms of mandate, human resources, and financial resources, the institutional mechanisms for gender mainstreaming that have been in place since the 1990s to institutionalize the gender issue are rather poor.



The lack of coordination between governmental parties and civic society should also be highlighted, which, combined with the lack of a regional mapping of intervention priorities, Locality and sector do not support a focused intervention with a global and strategic approach to successfully combat inequality.

Given this landscape, there is cause to acknowledge the new coordinating initiative, networking and the search for synergies on the gender issue, such as: the UNFPA and UN-Women informal gender group, and Coalition for Women of Tunisia, launched in 2012, which brings together nearly 30 women's rights

NGOs as well as a more specific Gender, Agriculture and Rural Development group initiated by FAO-Tunisia, UNDP and Canada at the service of socio-economic inclusion and the empowerment of vulnerable women in Tunisia, launched in 2022 and the new national program for gender-sensitive women entrepreneurship "Raidat", launched in the International Women's Day, on March 8, 2022

1.2. The institutional context

Referring to 2025 statistics, 622 workers and 1903 teacher are the total workforce of the UT :

- The gender distribution of workers reveals that women make up the majority; in fact, the repartition is as follows: There are 276 men (44,38%) and 346 women (55,62%).

Regarding the teacher, the gender distribution indicates that women are more prevalent; in fact, the repartition is as follows: There are 775 men (40,73%) and 1128 women (59,27%).



Regarding the For top level management, the employee distribution by level and gender (directors, administratives) is primarily male (71%), with 29% being female.

There is just one female director and fourteen male directors competing for elected posts on the university council

The gender distribution of students at UT, compared to other universities in Tunisia, shows broad patterns as well as variances based on academic levels and subject areas. Although there are differences in some locations, women make up a sizable fraction of college students : 29 % male and 71% being female

in the sum The gender distribution at the university of Tunis indicates that women make up the majority; in fact, the repartition is as follows: There are 1051 men (41,63%) and 1474 women (58,37%)

2. Overall objectives of UT Gender Equality Plan

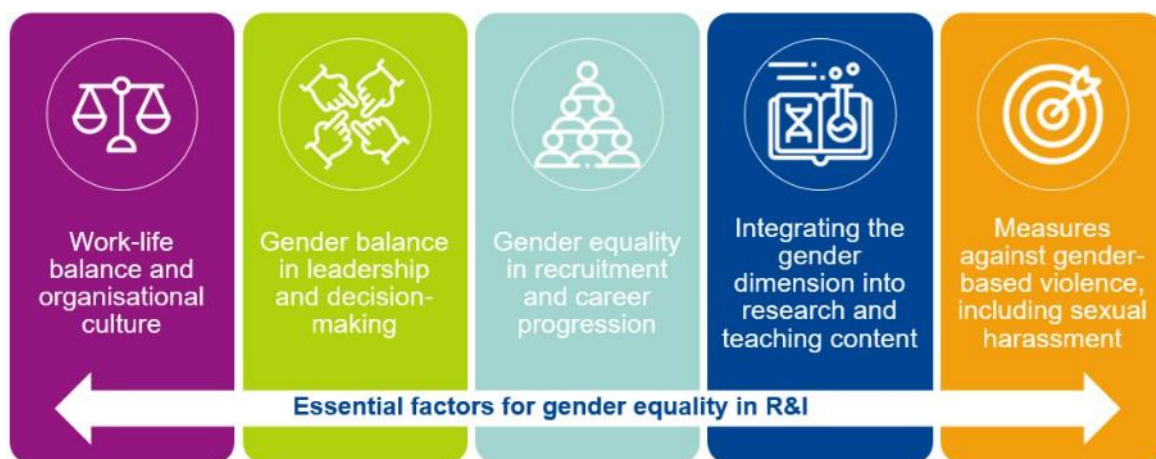
With the introduction/start of Horizon Europe, the European Commission made gender equality plans (GEPs) a basic requirement for participation in its research framework programme.

It defined GEPs a set of commitments and actions that aim to promote gender equality in an organisation through a process of structural change

The UT Gender Equality Plan is built around five goals that will be accomplished by targeted actions, the success of which will be evaluated using defined metrics.

The following are these five goals:

- 1- Integrating the gender dimension in to research and teaching tools
- 2- Work-life balance and organisational culture
- 3- Gender equality in recruitment and career progression
- 4- Gender balance in leadership and decision-making
- 5- Measures against gender-based violence including sexual harassmen



Source: How to prepare a successful proposal in Horizon Europe: Horizontal Aspects, presentation by Pepin, A., European Commission, 21 April 2021, Icons - © Flaticon

3. The Structure of UT Gender Equality Plan

The UT Gender Equality Plan intercepts the university's mission and reacts to it in a way that is suitable, appreciating the variations and distinctions that give each situation its own identity.

The Gender Equality Plan, as previously stated, is organized into five priority areas. The GEP offers a series of Twelve strategic objectifs , the actual execution of which, within a specific **time frame**, from one year to three years in concordance with the electoral mandate of the presidential college

will be monitored in progress by indicators and will be subjected to evaluation by the members of the university council .

it is consistent with the European Commission format and definition of a GEP.

The UT GEP adhere to the EC format

The structure of the plan is in line with the five minimum areas indicated by the European Commission which are broken down into different objectives:

3.1. The first area concerning work-life balance, organisational culture seeks to achieve a balance between work, parenting and care-taking activities, the reinforcement of a shared culture of equal opportunities and of the value of inclusion, and aims to combat gender stereotypes, giving support also to under-represented communities.

3.2. The second area pursues gender balance in senior positions and in decision-making bodies, promoting the amendment of regulations and the implementation of measures to support gender balance in the main bodies and structures, as well as in the organisation and staging of scientific events.

3.3. The third area pursues gender equality in recruitment and career progression, promoting gender equality in the assessment and selection committees .

3.4. The fourth area focuses on gender and intersectionality in research, teaching and third mission activities.

3.5. The fifth area focuses on combatting gender-based violence and sexual or moral harassment through preventive actions and initiatives to raise awareness.

Overall objectives of University of Tunis Gender Equality Plan

Key Area / Responsibility	Objective	Description of the actions	Time frame				
			2025	2026	2027	2028	
<p style="text-align: center;">KEY AREA1</p> <p style="text-align: center;"><i>Integrating the gender dimension into research and teaching content</i></p> <p><i>Rector, Vice-Rector for students life , Director of academic affairs</i></p>	<p><i>Integrating the gender dimension into processes for research, innovation, and evaluation</i></p>	<p><i>Incorporating sex and gender analysis throughout the research process and curriculum development</i></p>					
	<p><i>Creating curriculum aimed at gaining knowledge and skills on human rights, diversity, and gender equality</i></p>	<p><i>Considering gender perspectives in research questions, methods, data collection, and dissemination</i></p>					
<p style="text-align: center;">AREA 2</p> <p style="text-align: center;">Work-life balance organisational culture and combatting stereotypes</p> <p><i>Rector, Director General, Human Resources Division, Vice-Rector for students life, Director of academic affairs</i></p>	<p><i>Reconciling the demands of people's private and professional lives in order to promote a better work-life balance</i></p>	<p><i>Dissemination of Guidelines concerning the right to disconnect and better planning of meetings and work activities.</i></p>					
	<p><i>Supporting in maintaining the work parenting and /or care taking work balance-</i></p>	<p><i>Empowers employees to split time and energy between work and other important areas of their life successfully</i></p>					
	<p><i>Reinforcing the value of inclusion and a shared culture of equal opportunities at the university</i></p>	<p><i>prioritizing tasks, setting boundaries, leveraging technology, ,</i></p>					
	<p><i>Overcoming gender stereotypes , improving diversity, and assisting under-represented communities</i></p>	<p><i>building a strong support system</i></p>					

Key Area / Responsibility	Objective	Description of the actions	Time frame			
			2025	2026	2027	2028
KEY AREA3 Gender equality in recruitment and career progression Rector, Director General, Human Resources Division, Vice-Rector for scientific research, Director of commun affairs	Ensuring gender parity in selection committees for hiring teachers, technical-administrative employees, and researchers	using gender-neutral language in job descriptions, providing unconscious bias training, and involving diverse interview panels. Actively seeking out qualified women candidates in under-represented fields establishing accountability for recruitment				
	Promoting actions actions to support cross-institutional relatability and gender balance in recruitment training	implementing inclusive language in job postings, establishing clear promotion pathways. Actively recruit from underrepresented groups creating equal job opportunities, regardless of a person's sex or gender				
KEY AREA4 Gender balance in leadership and decision-making Rector, , Vice-Rector for scientific research, Director of commun affairs	The promotion of frameworks and measures to support gender balance in university senior management, as well as the amendment of existing regulations	Examining decision-making processes to ensure they consider gender issues				
	Encouraging gender parity in the planning, staging, dissemination, and visibility of scientific and informative events	dissemination				
KEY AREA5 Measures against gender-based violence including sexual harassmen Rector, , Vice-Rector for scientific research, Director of commun affairs	Encouraging initiatives to increase awareness of the problems associated with the different types of gender-based violence	community engagement utilizing diverse communication strategies Prevention, response, and support for victims				
	Promoting actions to prevent moral and sexual harassment	establish clear policies, provide comprehensive training				



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