

GENDER EQUALITY PLAN

2022–2025

Economics Institute of the Czech Academy of Sciences
Národohospodářský ústav AV ČR

April 2022

INTRODUCTION



The Economics Institute (EI) of the Czech Academy of Sciences has long been committed to fostering gender equality. Prominent examples include addressing gender topics in research and teaching, running a mentoring program for women researchers to help them define and achieve career goals, as well as intensive efforts to recruit female students, researchers and staff members. This Gender Equality Plan (GEP) will further develop and enhance various gender equality aspects of our institution.

Over the past four months, a newly formed working group has assessed the status of gender equality at EI and designed the first GEP for our workplace. The GEP aims to systematize the efforts of EI to enhance gender equality and consolidate institutional support for the gender equality initiatives. The GEP outlines specific goals to achieve and actions to be taken in key areas of gender equality, ranging from the governance and operation of EI to recruitment and employment issues, data collection and measurement, training and PR activities, as well as preventive measures. The GEP concerns not only EI researchers but also our students and non-research staff members. Implementation of the GEP will be monitored throughout the 2022-2025 period. I am confident that the plan provides a solid, long-term framework for fostering gender equality in our workplace.

Sergey Slobodyan

Director, Economics Institute

GEP Working Group:

Deputy Director for Research

Deputy Director for Graduate Studies

Deputy Director for PR&Development

Head of Personnel Office

Deputy Director for Administration

KEY PRIORITIES



1. Integrate gender equality into institutional governance

While gender equality has played an important role in the institution's life, the aim of the GEP is to establish the position of a Gender Equality Officer primarily responsible for overseeing and systematically developing key priorities and initiatives. Resources will be earmarked for the purpose of fostering gender equality.

| Objective | Action | Timeline | | | |
|---|--|----------|------|------|------|
| | | 2022 | 2023 | 2024 | 2025 |
| 1.1 Improve governance of gender equality | → Establish the position of a Gender Equality Officer (GEO) including lines of reporting, responsibilities and accountability | ★ | ★ | | |
| | → Develop GEO's key priorities as well as their associated implementation and reporting mechanisms | ★ | ★ | | |
| 1.2 Earmark resources for gender equality initiatives | → Earmark institutional budget for gender equality initiatives | ★ | ★ | ★ | ★ |
| | → Set up corresponding budget allocation rules and budget reporting | ★ | | | |
| 1.3 Enhance gender equality in institutional governance | → Further promote the gender equality principles in appointing members of the institution's executive, supervisory and advisory boards | ★ | ★ | ★ | ★ |

2. Promote gender equality in the recruitment, employment and career progression of employees

Although gender equality has played an important role in institutional recruitment and hiring processes, it is desirable to review whether hiring rules and procedures are consistent with general gender equality principles promoted within the institution. Similarly, it is desirable to pay closer attention to any remaining gender pay gaps that might have arisen due to the dynamic nature of the workplace.

While the institution has been accommodating in allowing flexible work arrangements, particularly benefiting employees with family responsibilities, it seems warranted to evaluate whether the current employee benefits can be further improved with regard to enhancing gender equality, for instance in response to labour market trends.

| Objective | Action | Timeline | | | |
|---|--|----------|------|------|------|
| | | 2022 | 2023 | 2024 | 2025 |
| 2.1 Ensure gender equality in recruitment and evaluation of employees | → Review the consistency of recruitment procedures and career progression and evaluation rules with gender equality principles | ★ | ★ | | |
| | → Continuously instruct members of recruitment and evaluation committees in gender equality principles | ★ | ★ | ★ | ★ |
| 2.2 Foster gender equality in employment conditions | → Support flexible work arrangements such as part-time employment and work-from-home arrangements whenever compatible with work agendas | ★ | ★ | ★ | ★ |
| | → Eliminate any remaining involuntary part-time employment | ★ | ★ | | |
| 2.3 Improve gender equality in remuneration | → Continuously ensure that gender pay differences only reflect relevant observable employee characteristics such as qualification and experience | ★ | ★ | | |

2. | Develop data collection and monitoring related to gender equality

Aspects of gender equality are generally included in the internal employment and hiring databases but gender-sensitive indicators are not regularly monitored and analysed. As an important input for institutional analyses on gender equality, the GEP aims to develop a system of gender-sensitive data collection and monitoring.

| Objective | Action | Timeline | | | |
|---|--|----------|------|------|------|
| | | 2022 | 2023 | 2024 | 2025 |
| 3.1 Improve gender-sensitive data collection and monitoring | → Develop a system of gender data collection and monitoring | ★ | ★ | | |
| | → Fill gaps in gender data collection reflecting the system's requirements | ★ | | | |
| | → Produce data in line with the established system on an annual basis | ★ | ★ | ★ | ★ |

4. | Raise awareness of gender equality issues and provide gender equality training

Gender equality topics have been standard part of curricula, e.g. in the instruction of labour economics, econometrics, and experimental economics courses, as well as in a broad range of research projects and associated dissemination events. However, there is scope for devoting greater attention to gender equality aspects in both teaching and research. The GEP aims to raise awareness of gender equality issues through employee training and the production and circulation of relevant learning materials. Indeed, there is always room for improving top-down communication of gender equality issues and the institution's general standpoint.

| Objective | Action | Timeline | | | |
|---|---|----------|------|------|------|
| | | 2022 | 2023 | 2024 | 2025 |
| 4.1 Raise awareness of gender equality within the institution | → Provide training to employees and students on gender equality topics | | ★ | ★ | ★ |
| | → Publish institutional documents summarizing the institution's approach to gender equality | | ★ | ★ | ★ |
| 4.2 Improve the integration of gender equality in teaching and research | → Promote teaching on topics related to gender equality | | ★ | ★ | ★ |
| | → Promote research on topics related to gender equality; ensure that EI researchers take gender aspects into account (i.e., ensure that research studies are not gender-blind or gender-biased) | ★ | ★ | ★ | ★ |
| 4.3 Promote gender mainstreaming | → Integrate a general gender equality perspective into the institution's culture and operations | ★ | ★ | ★ | ★ |

5. Strengthen policies to prevent sexism, harassment and unprofessional behaviour in the workplace

Oversight, notification and intervention procedures with regard to sexism and gender harassment are in place, but need to be audited and promoted to ensure that they are consistently adhered to.

| Objective | Action | Timeline | | | |
|---|--|----------|------|------|------|
| | | 2022 | 2023 | 2024 | 2025 |
| 5.1 Maintain awareness of existing notification channels regarding sexism and gender harassment | → Regularly promote a dedicated email for anonymous reports on incidents of sexism and gender harassment | ★ | ★ | ★ | ★ |
| | → Run an anonymous survey on sexism and gender harassment in the workplace | | ★ | ★ | ★ |
| 5.2 Provide guidelines on sexism and gender harassment | → Audit guidelines and procedures addressing sexism and gender harassment | | ★ | | |
| | → Establish a “whistleblower” process | | ★ | | |

