



Mednarodna fakulteta
za družbene in poslovne študije
International School
for Social and Business Studies
Celje · Slovenia · Europe

GENDER EQUALITY PLAN of the International School for Social and Business Studies

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No. 15/2025-NES

The Gender Equality Plan was considered by the Dean's Board, the Dean's Advisory Board, the Commission for Study Affairs, and the ISSBS Student Council. It was adopted by the ISSBS Senate on 18 June 2025.

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1. Introduction

The International School for Social and Business Studies (ISSBS) is committed to creating an academic environment founded on the principles of equality, inclusion, respect for diversity and the prevention of all forms of discrimination. Core values such as fairness, dignity, responsibility, cooperation and respect for human rights are embedded at every level of the Faculty's operations, from educational and research work to governance, human resources policy and day-to-day relations with staff and students.

The Gender Equality Plan is an official document through which the Faculty systematically addresses gender equality and promotes the integration of the gender dimension into every aspect of its operations. It provides a framework for analysing the current situation, defining objectives and planning measures that support the creation of a fair, safe and inclusive academic environment. The Gender Equality Plan also addresses other aspects of diversity, such as sexual orientation, parenthood and other personal circumstances.

The document is intended for all key stakeholders at the Faculty, including management, staff and students involved in educational, research, employment and governance processes, as well as the wider public. It emphasises the responsibility of all stakeholders to identify, prevent and eliminate gender discrimination, harassment, stereotypes and barriers that may affect equal opportunities.

By implementing the measures set out in the Plan, ISSBS reinforces its commitment to quality, inclusion and fairness in higher education. The Gender Equality Plan promotes the comprehensive application of the principle of gender equality in recruitment, promotion and study, supports work-life balance and strengthens an institutional culture based on respect and equal treatment of all members of the academic community.

2. Definition of Gender Equality

According to the definition of the European Institute for Gender Equality (European Institute for Gender Equality, 2022), gender equality means equal rights, responsibilities and opportunities for women and men and for girls and boys. Equality does not mean that women and men will become the same or identical; rather, it means that rights, responsibilities and opportunities will not depend on whether a person is born male or female. Gender equality requires that the interests and needs of both women and men be taken into account, while recognising diversity within each gender.

Gender equality is a responsibility of those who have decision-making power and can therefore influence the position of individuals. Equality between women and men is regarded as a human rights issue and, in the latest sustainable development guidelines, as an indicator of progress. The principle encompasses several dimensions of equality, namely:

- i. equality before the law,
 - ii. equal opportunities,
 - iii. equal starting positions,
 - iv. equal treatment, and
 - v. the level of prejudice and stereotypes,
- which affect the status of genders in a given society and culture and may lead to discrimination.

We refer to genders in the plural because contemporary understanding recognises that gender is considerably more complex than a binary division into men and women. It is important that people who do not identify with the prevailing categories of male or female have equal opportunities and receive equal treatment, and that they are not disadvantaged or discriminated against on the grounds of gender identity or sexual orientation.

3. Statutory and Other Legal Bases

In implementing the principle of gender equality, the Faculty takes into account the guidelines of the [European Commission](#) and the [European Institute for Gender Equality](#), as well as the following national and European documents:

- [Constitution of the Republic of Slovenia](#),
- [Protection against Discrimination Act](#),
- [Equal Opportunities for Women and Men Act](#),
- [Scientific Research and Innovation Act](#),
- [Resolution on the Scientific Research and Innovation Strategy of Slovenia 2030](#),
- [Employment Relations Act](#),
- [Act on the Employment Rehabilitation and Employment of Disabled Persons](#),
- [The Equalization of Opportunities for Persons with Disabilities Act](#)
- [COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS A Union of Equality: Gender Equality Strategy 2020-2025, COM\(2020\) 152 final, 5.3.2020.](#)
- [ENAKOST SPOLOV – \(ŠE\) NEDOKONČANA ZGODBA, Pregled razvoja na področju enakosti spolov v Sloveniji, 1991–2016, MDDSZ, Sektor za enake možnosti, 2016, str. 7.](#)
- [European Institute for Gender Equality](#)
- [Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy](#)

4. Strategic Framework

- **The ISSBS Statute** defines the organisational structure, the operation of the Faculty's bodies, and the fundamental rights of students and staff. As part of its updating, the inclusion of an explicit provision on respect for the principle of gender equality is envisaged as a guiding principle for the operation of bodies, appointment procedures and institutional governance.
- **The ISSBS Quality Manual** provides for a comprehensive system of quality monitoring, evaluation and continuous improvement, including elements of fairness, respect and inclusion. Gender equality is recognised as a dimension of quality and is included in the Annual Self-Evaluation Report and strategic planning.
- **The ISSBS Development Strategy 2025–2030** defines equality, diversity and inclusion as core values and includes objectives relating to human resources development and the quality of education and research.
- **The Rules on the Prevention of Harassment and Bullying in the Workplace** define measures for preventing and eliminating harassment, including sexual harassment, and provide protection mechanisms for staff and students. The emphasis is on a safe and dignified working environment.
- **The Rules on disciplinary responsibility of students of ISSBS** contain provisions for action in the event of breaches, including inappropriate conduct, harassment or discrimination on the grounds of gender.
- **The Criteria for Assessing Applications from Students and Candidates for Enrolment** enable applications to be considered individually, taking account of personal circumstances including pregnancy, parenthood, health conditions and other factors that may also relate to the gender dimension.
- Through the **Erasmus+ Strategy for the Inclusion of Students with Fewer Opportunities**, the ISSBS provides additional support, counselling and financial assistance to students from vulnerable groups. Particular emphasis is placed on integrating the gender dimension and intersecting personal circumstances into the monitoring of mobility outcomes.

5. Analysis of Gender Representation at ISSBS

This chapter presents an analysis of gender composition in management positions and decision-making bodies¹, and among students and graduates.

Management positions and Decision-Making Decisions

Dean

Since the Faculty was established, the position of Dean was held by the same man. In 2024, a new Dean, also a man, was appointed.

Director

The Faculty has had a Director since 2014, and the position has been held by the same woman throughout this period.

Vice-Dean

From the establishment of the Faculty to the present, five individuals have held the position of Vice-Dean: three men and two women. The position is currently held by a woman.

Heads of Professional Departments

Since the establishment of the Faculty, the Research Department has been headed by a man, while the Education Department has consistently been headed by a woman.

Senate and Administrative Board

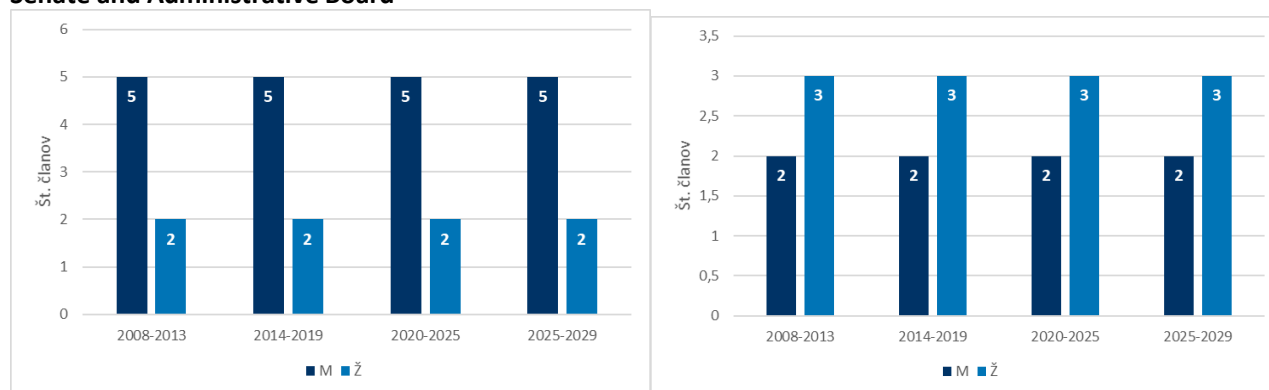


Figure 1: Gender composition of the ISSBS Senate (left) and the Administrative Board by term of office (right). M means male and Ž female. Št. članov means number of members.

Commission for Student Affairs and Commission for Study Affairs

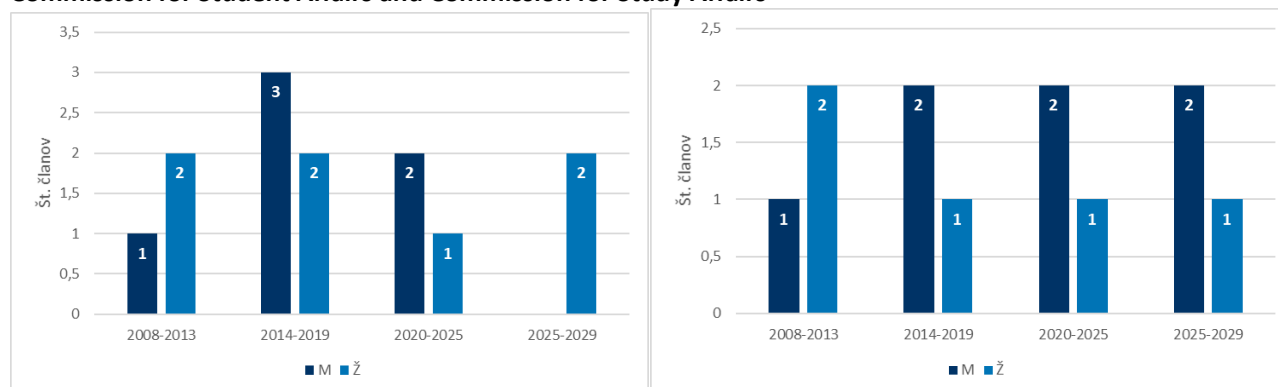


Figure 2: Gender composition of the Commission for Student Affairs (left) and the Commission for Study Affairs (right), by terms of office and number of members. M means male, Ž female. Št. članov means number of members.

¹ The analysis presents the gender composition of membership in the Faculty's bodies and Senate commissions among higher education teachers, faculty assistants, and representatives of the professional departments who served as members for at least 12 months.

Habilitation Commission and Commission for Quality and Evaluation

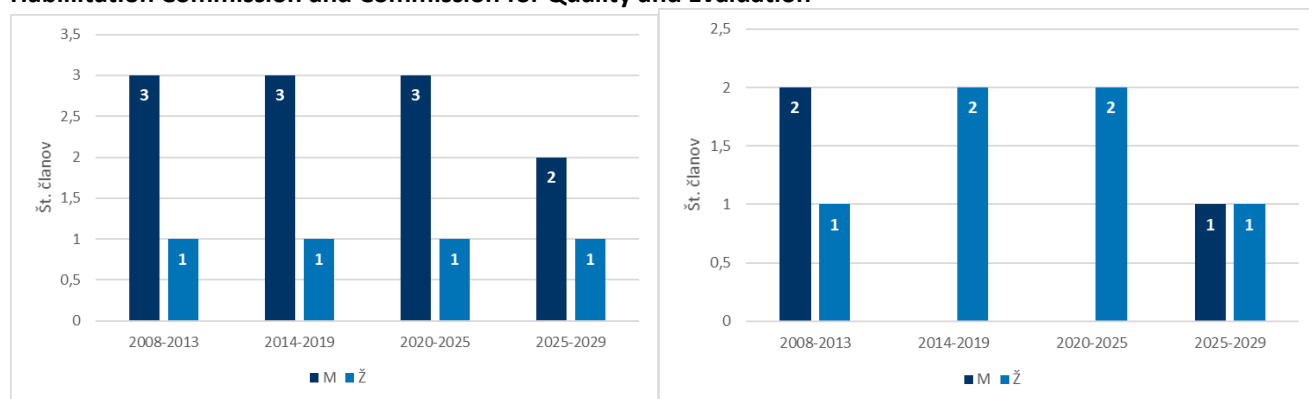


Figure 3: Gender composition of the Habilitation Commission (left) and the Commission for Quality and Evaluation (right), by term of office. M means male, Ž female. Št. članov means number of members.

Commission for Research and Doctoral Studies and Academic Assembly

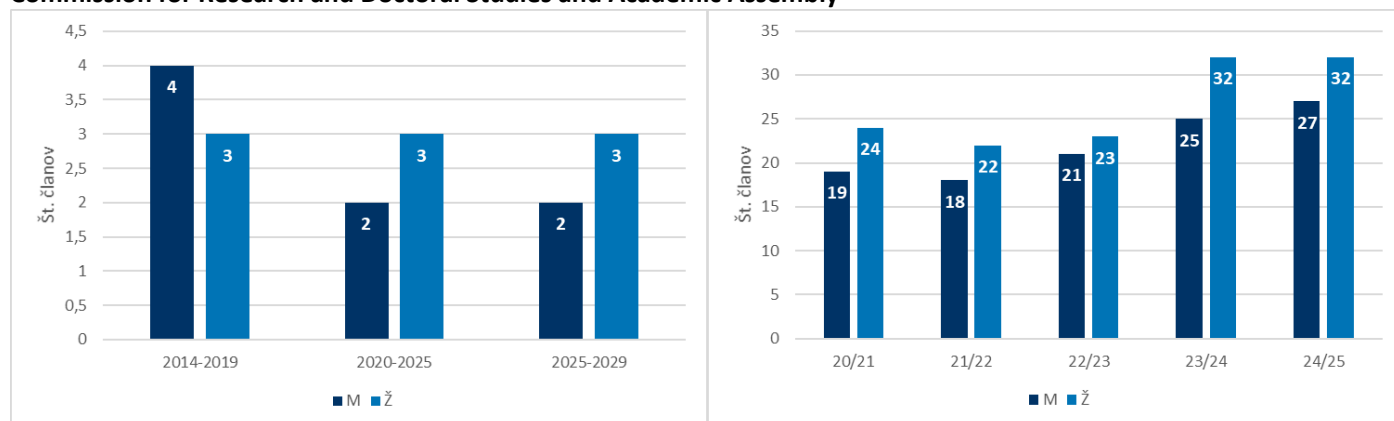


Figure 4: Gender composition of the Commission for Research and Doctoral Studies (left) and members of the Academic Assembly (right), by term of office. M means male, Ž female. Št. članov means number of members.

Employed Higher Education Teachers and Faculty Assistants, and Professional Staff

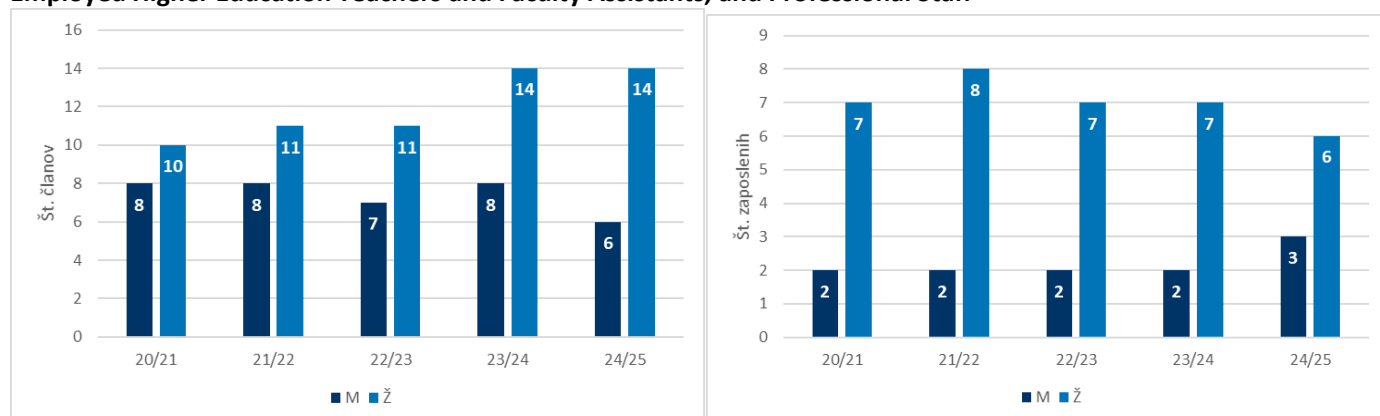


Figure 5: Gender composition of employed higher education teachers and faculty assistants (left) and professional staff (right), by academic year. M means male, Ž female. Št. članov means number of members.

As a small, development-oriented higher education institution, ISSBS has specific characteristics in the composition of its management positions and decision-making bodies. Since the Faculty was established, the position of Dean has been held by two men, demonstrating continuity in academic leadership. By contrast, the position of Director has been held by a woman for more than a decade, and the position of Vice-Dean has also been held by a woman since 2024. Among employed higher education teachers and faculty assistants, the proportion of women has increased in recent years.

Both women and men serve on Senate commissions and the Administrative Board, indicating openness to diversity, although this does not yet constitute systematic gender balance. The two professional departments are also headed by

persons of different genders, which indicates a degree of balance. It should be noted that, as a small faculty, ISSBS has less scope than larger institutions to adjust gender representation across different management positions.

On this basis, the following are considered essential in relation to management positions, decision-making bodies, and employed higher education teachers and faculty assistants:

- long-term monitoring of gender composition and efforts to achieve gender balance in management positions, decision-making bodies, and among employed higher education teachers and faculty assistants;
- ensuring transparent and inclusive application procedures for all vacancies.

Gender Composition of Students and Graduates

Students

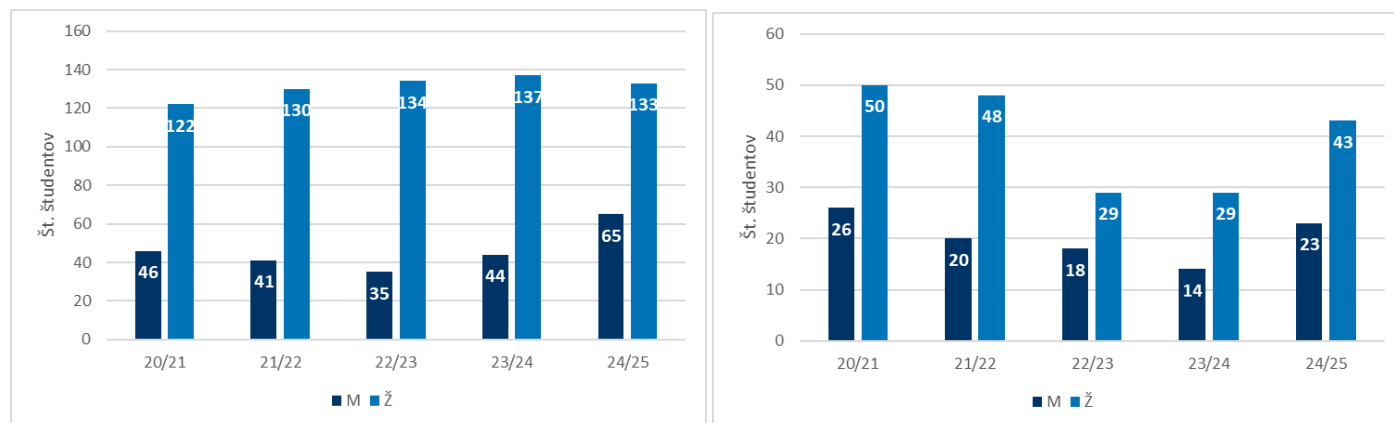


Figure 6: First-cycle students in Economy in Contemporary Society (ECS) (left) and Business in Contemporary Society (BCS) (right). M means male, Ž female. Št. študentov means number of students.

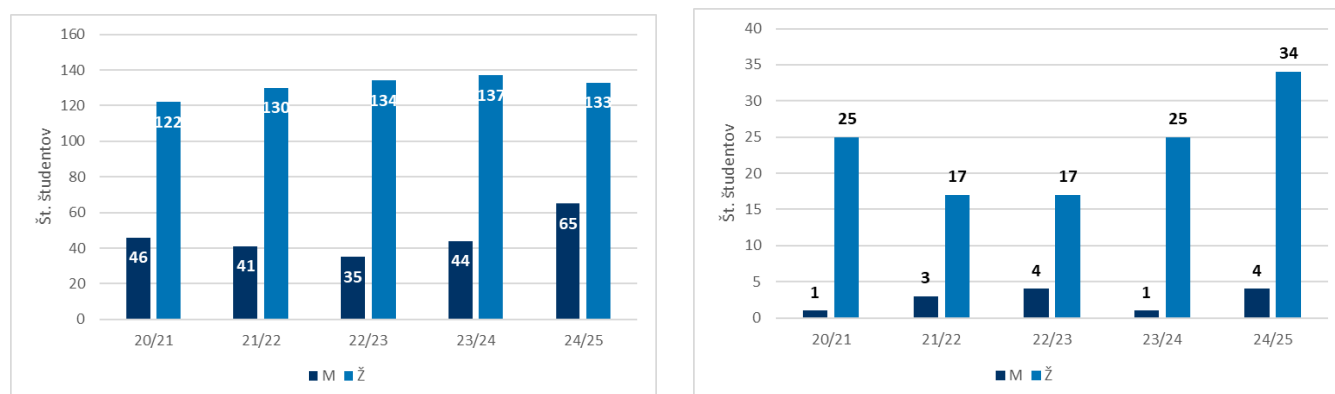


Figure 7: Second-cycle students in Knowledge Management (KM) (left) and Management and Quality in Education (MQE) (right). M means male, Ž female. Št. študentov means number of students.

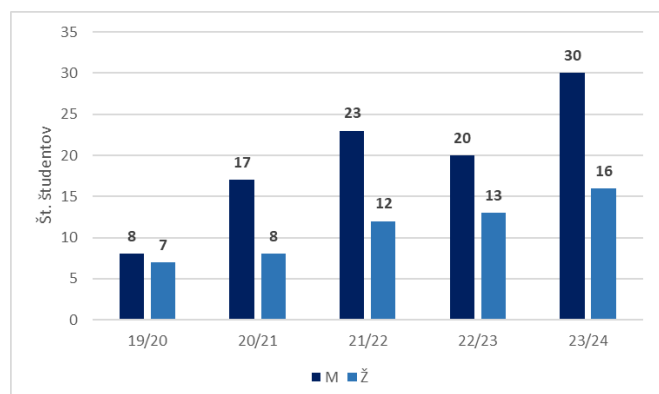


Figure 8: Third-cycle students in Knowledge Management (PhD). M means male, Ž female. Št. študentov means number of students.

Graduates

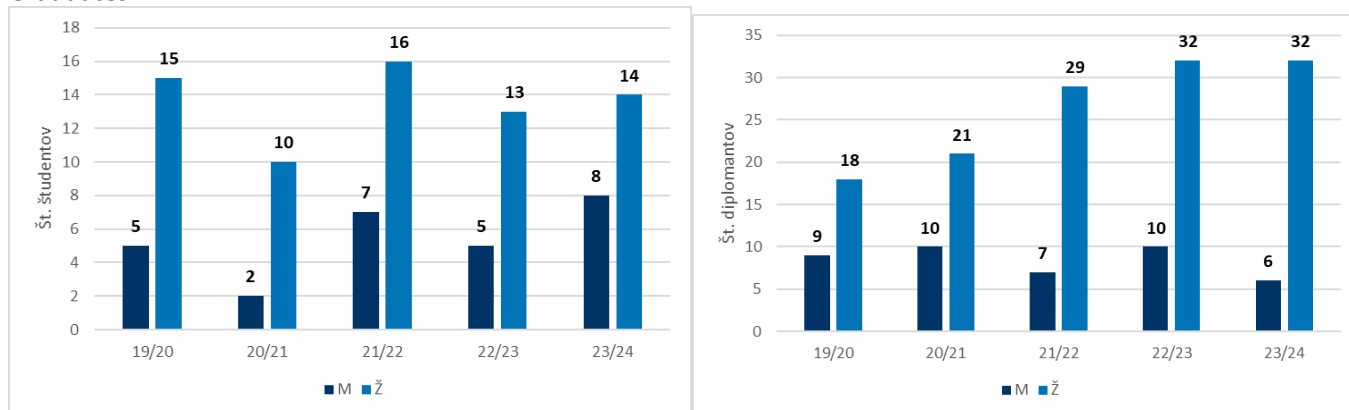


Figure 9: Gender composition of graduates of the ECS study programme (left) and the BCS study programme (right). M means male, Ž female. Št. diplomantov means number of graduates.

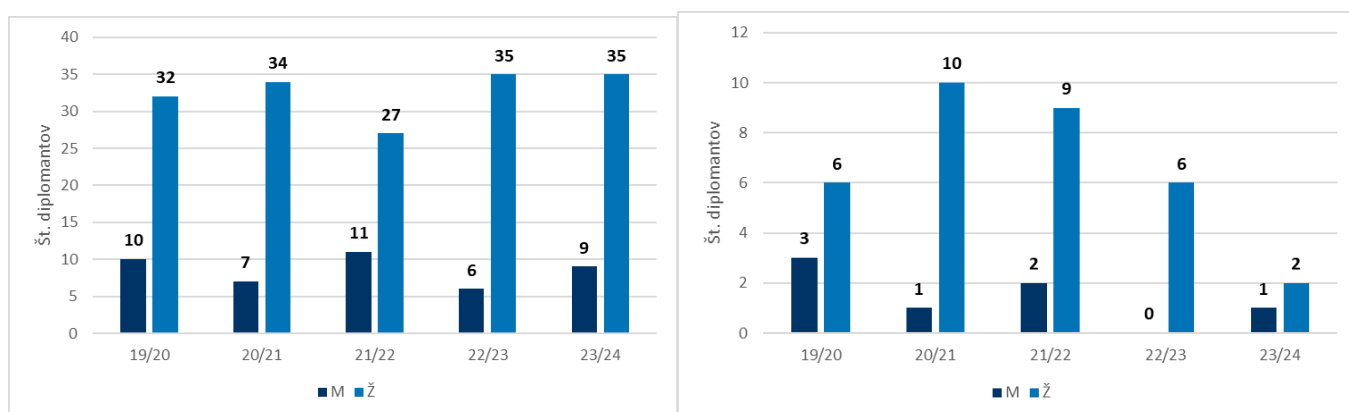


Figure 10: Gender composition of graduates of the KM study programme (left) and the MQE study programme (right). M means male, Ž female. Št. diplomantov means number of graduates.

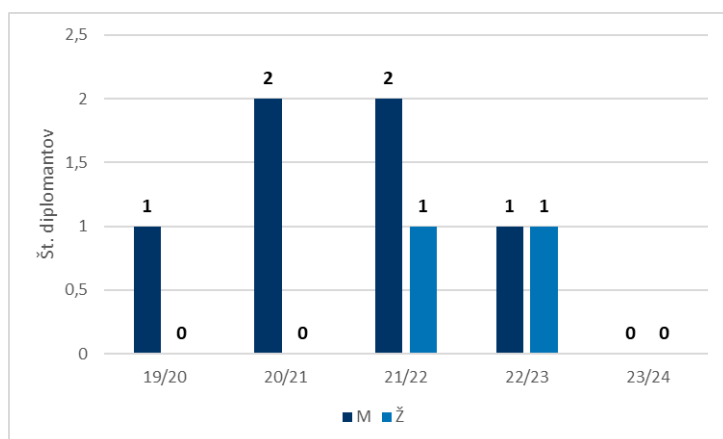


Figure 11: Gender composition of graduates of the Knowledge Management doctoral study programme (PhD). M means male, Ž female. Št. diplomantov means number of graduates.

The analysis of the student population shows a high proportion of women in all study programmes, consistent with broader trends in the social sciences in Slovenia and the European Union. Women regularly account for more than 60% of enrolments, and in some cases considerably more, reflecting their interest and active participation in higher education at the Faculty. The Faculty also aims to establish mechanisms to attract more male students. In conclusion, it is important to monitor student and graduate data by gender over the long term and to consider intersectional factors affecting equal opportunities in the study process. In analysing the student population, the Faculty also takes account of intersecting personal circumstances such as parenthood, economic disadvantage, health status and minority status, which may significantly affect equal opportunities in the study process and access to international opportunities.

6. Key Objectives and Guidelines

The ISSBS Gender Equality Plan is based on key objectives aimed at removing barriers to gender equality, improving institutional culture and strengthening inclusive practices. The objectives derive from the Faculty's strategic commitment to social responsibility and to providing a high-quality academic environment for all.

1. Strengthening a Culture of Gender Equality:

The purpose of this objective is to develop and maintain an academic culture based on respect for diversity, individual dignity and non-discriminatory conduct. Promoting respectful dialogue and ethical standards in relations among staff, students and management supports the use of gender-sensitive language in communication. The Faculty also aims to monitor the gender composition of staff and students in a dedicated section of the Annual Self-Evaluation Report.

2 Integrating the Gender Dimension into Education and Research

The Faculty is committed to integrating the gender dimension into academic and research processes, thereby contributing to scientific relevance, social responsibility and diversity of perspectives. Key activities include updating rules and general acts and incorporating gender equality content into the professional development of staff.

3 Ensuring Equal Opportunities in Recruitment and Promotion

This objective addresses the removal of structural and cultural barriers in human resources procedures that affect equal opportunities between genders.

4 Preventing Gender Discrimination, Harassment and Violence

ISSBS is committed to zero tolerance of all forms of violence and discrimination and to providing a safe environment for all members of the academic community.

5 Supporting the Reconciliation of Work, Study and Private Life

The Faculty recognises that balancing work, family and study commitments is a prerequisite for equality.

6 International Mobility and Participation in Erasmus+

In addition to regularly monitoring the gender composition of staff and students, the Faculty will monitor representation by gender and social group in Erasmus+ mobility. International mobility through Erasmus+ provides an important opportunity to strengthen equal opportunities and gender diversity at ISSBS. The Faculty seeks to ensure that all students, regardless of gender, social or health status, parenthood or other personal circumstances, have the opportunity to participate in international exchanges.

7. Guidelines for Implementing the Gender Equality Plan

The proposed guidelines for implementing the Gender Equality Plan are permanent responsibilities.

Area 1: Strengthening a Culture of Gender Equality

Sub-objective	Guidelines	Responsibility
Communicating equality	Promote respectful dialogue and ethical standards in communication at all events and in all publications.	Management, staff, students
Monitoring the gender composition of staff and students	Regularly evaluate the gender composition of students and staff in the relevant section of the Annual Self-Evaluation Report.	Vice-Dean and all departments

Area 2: Integrating the Gender Dimension into Education and Research

Sub-objective	Guidelines	Responsibility
Educational work	Ensure equal treatment of students in knowledge assessment and the educational process, regardless of gender or gender identity.	Learning unit coordinators and teaching staff
	Encourage the use of inclusive language and gender-sensitive materials.	Learning unit coordinators and teaching staff
	Include examples of good practice representing gender diversity in educational work.	Learning unit coordinators and teaching staff
Research work	Take all dimensions of gender into account when planning and designing research, including questionnaires and methodology.	Researchers, doctoral students, mentors
	Promote balanced gender representation in research teams and in the selection of participants.	Management, project leaders
	Research results should include interpretations that take gender diversity into account and thereby contribute to a better understanding of social phenomena.	Project leaders, research groups

Area 3: Ensuring Equal Opportunities in Recruitment and Promotion

Sub-objective	Guidelines	Responsibility
Ensuring transparent and inclusive recruitment and promotion procedures	Monitor gender composition in the Faculty's management positions, commissions and other bodies.	Management
	Use standardised recruitment guidelines and procedures incorporating the principle of non-discrimination, such as an equal opportunities statement.	Management, Human Resources Department

Area 4: Preventing Gender Discrimination, Harassment and Violence

Sub-objective	Guidelines	Responsibility
Preventing gender discrimination, harassment and violence	Educate staff and students about existing policies for preventing violence, gender discrimination and harassment.	Vice-Dean, all departments
	Update internal acts and rules in line with legislation and good practice on preventing gender discrimination, harassment and violence.	Vice-Dean, all departments
	Report incidents of gender-based violence, discrimination or harassment promptly and consistently to the competent bodies within disciplinary proceedings.	Management, all persons involved

Area 5: Reconciling Work, Study and Private Life

Sub-objective	Guidelines	Responsibility
Reconciling private, work and study life regardless of gender	Enable flexible working arrangements, such as flexible working hours and remote work, where permitted by the nature of the work.	Management, Human Resources Department
	Ensure that parental leave and caring responsibilities are taken up equally by all genders, without adverse career consequences.	Management, Human Resources Department
	Monitor staff satisfaction with the reconciliation of work and private life.	Human Resources Department

Area 6: Equal Opportunities in International Mobility (Erasmus+)

Sub-objective	Guidelines	Responsibility
Access and support for students with fewer opportunities	Raise awareness among and inform students with fewer opportunities about study and traineeship mobility opportunities, including Erasmus+ programmes.	International Office, ISSBS Career Centre, Education Department
	Use the Erasmus+ Inclusion and Diversity Strategy as the basis for tailored counselling, support and the allocation of top-up funding to eligible students.	Management, International Office, Human Resources Department
	Provide individual support to students with fewer opportunities.	International Office, ISSBS Career Centre, Education Department

Monitoring representation and equal opportunities in international mobility	Monitor participation in international mobility by gender and by key categories of fewer opportunities.	International Office, Education Department
	Prepare reports on inclusion and equal opportunities in mobility and proposals for improving the inclusion of students with fewer opportunities.	International Office, Education Department

8. Monitoring, Evaluation and Updating of the Plan

Effective implementation of the Gender Equality Plan is based on regular monitoring of progress towards objectives and sub-objectives, achievement of indicators, and ongoing adaptation of the guidelines on the basis of evaluation findings and data analysis. Monitoring and evaluation are key mechanisms for quality assurance and the sustainable development of equal opportunities policies. The Faculty will also monitor the participation of students with fewer opportunities and the gender composition of Erasmus+ participants. All data will be included in the Annual Self-Evaluation Report and will serve as a basis for further action.

The Vice-Dean of ISSBS is responsible for coordinating and monitoring implementation and leads the process in cooperation with the Faculty's management, those responsible for individual measures and the competent bodies. The Vice-Dean provides strategic direction for implementation of the Plan, interprets the results and proposes further directions and improvements. Organisational and substantive support is provided by the ISSBS Education Department and the Human Resources Department, which participate in:

- collecting and analysing gender-disaggregated data on staff, students, management positions and commissions;
- preparing contributions for inclusion in self-evaluation reports;
- coordinating with other departments and persons responsible for measures;
- preparing regular implementation and progress reports.

The indicators and measures of the Gender Equality Plan are integrated into ISSBS's internal quality assurance system, within which the Plan is regularly monitored, evaluated and updated as necessary. On the basis of evaluations, the Vice-Dean, in cooperation with the Education Department, prepares a proposal for revising the Plan. The proposal is considered by the Dean's Board, the Dean's Advisory Board, the Commission for Study Affairs and the Student Council. Following coordination, it is submitted to the ISSBS Senate for approval.

9. Conclusion

The ISSBS Gender Equality Plan expresses the Faculty's commitment to creating an academic environment founded on equal opportunities, respect for diversity and the prevention of discrimination. Because the Faculty aims to ensure the continuous implementation of the Gender Equality Plan, the document does not prescribe specific measures or timelines; these responsibilities are permanent and are therefore presented as guidelines. Clearly defined sub-objectives, guidelines and responsible persons establish a systematic approach to addressing and achieving greater gender equality in all areas of the Faculty's operations.

Implementation of the Plan is based on cooperation among all stakeholders, including management, staff, students and professional departments, with the Vice-Dean serving as the responsible person and the Education Department responsible for monitoring and coordination. As the Faculty continues to develop, this area will become increasingly important in terms of institutional maturity and responsibility. Ensuring balanced representation of women and men will therefore remain an important element of high-quality and inclusive operations in the future.