Pannon Egyetem
University of Pannonia

University of Pannonia

Gender Equality Plan (GEP)

for the years 2026 and 2027

Prepared by: Judit Gabriella Sass

Chair of the Equal Opportunities Committee

and the members of the Equal Opportunities Committee

(unanimously approved at the meeting of 13.11.2025)

Table of Contents

Table of Contents 2
Executive summary 3
1. Introduction 5
2. Purpose of developing the 2026–2027 Gender Equality Plan 7
3. Background to the development of the 2026–2027 Gender Equality Plan 9
3.1. Alignment of the 2026–2027 Gender Equality Plan of the University of Pannonia with institutional strategic documents and European Union directives and recommendations 9
3.2. Data collection on gender equality at the University of Pannonia in 2024 and, in certain areas, in 2025 13
4.1. Key areas for intervention, principles and strategic directions for 2026 and 2027 .35
4.2. Summary of the objectives set for 2026 and 2027 and the planned activities 38
5. Semester-based schedule for the 2026–2027 GEP – action plan 40
6. Summary 44
7. Implementation and monitoring phase 45
8. Contact details 47
9. Implementation provisions 47
Sources: 47

Executive summary

The Gender Equality Plan (GEP) of the University of Pannonia for 2026 and 2027 is a comprehensive organisational development document designed to promote gender equality at the level of strategic governance. The Plan is based on the EU's post-2025 GEP guidelines, the requirements of Horizon Europe, and the University's own human resources, quality assurance and sustainability policies and documents.

The data collection and analysis conducted in 2024 and 2025 highlighted a number of areas requiring further action: achieving a more balanced gender representation in leadership positions, enhancing transparency in decision-making processes, strengthening the well-being of students and employees, supporting mental health, promoting family-friendly practices, and improving support for students with special needs. Based on these findings, a GEP Action Plan was developed for a four-semester period, containing measurable actions and clearly designated responsibilities.

The GEP focuses on five strategic priority areas:



- Dignity, equal rights and accessibility – inclusive education, complaints management and accessible doctoral education.
- Partnership and transparent decision-making – transparency in decision-making and review of gender representation in leadership positions.
- Work-life balance – flexible employment arrangements, parental leave reintegration programmes and a pilot child daycare scheme.
- Health and well-being – health promotion programmes, mental well-being initiatives and life-saving skills development.
- Awareness and an inclusive organisational culture – awareness-raising training, a zero-tolerance programme, Girls' Day and Women in Science initiatives.

The structure of the Plan ensures that equal opportunities are embedded in the University's operations not as a stand-alone project but as an integrated organisational practice. The implementation schedule, structured over four semesters, provides a balanced approach to preparation, implementation, pilot initiatives and evaluation. Monitoring of the implementation of the GEP will be carried out by the Equal Opportunities Committee and the Directorate of Human Resources Management, supported by the annual assessment of performance indicators.

The support of the Senate is required for the adoption of the GEP to ensure that the University of Pannonia remains eligible to participate in Horizon Europe funding programmes, complies with European Union requirements, and further strengthens its position as an institution that treats equality of opportunity, dignity and inclusion as core institutional values.

1. Introduction

The University of Pannonia is committed to upholding human dignity, equal opportunities and an inclusive, supportive organisational culture that ensures balanced participation, promotes work–life balance, supports health and well-being, and fosters transparent decision-making for all members of the University community.

This document presents the Gender Equality Plan of the University of Pannonia for the period 2026 to 2027. The Gender Equality Plan is a commitment and package of measures aimed at achieving structural change within the organisation by promoting gender equality through clearly defined objectives, actions, responsibilities and monitoring mechanisms.

The strategic priority areas of the previous GEP covering the period 2024 to 2025 at the University of Pannonia included recruitment, support for career progression, employee retention measures, the promotion of work–life balance, the development of family-friendly policies and infrastructure, the elimination of gender bias and stereotypes, and the prevention of sexual harassment.

All activities associated with these strategic priority areas were successfully implemented by the University, ensuring the practical impact of the GEP. The measures introduced contributed to the advancement of gender equality, the strengthening of an inclusive and supportive organisational culture, and the enhancement of the well-being of both students and staff.

The implemented activities demonstrated the University's commitment to equal treatment, an inclusive organisational culture, and the promotion of staff and student well-being. Measures such as conscious recruitment and career development processes, family-friendly and flexible working arrangements, awareness-raising training programmes, and the establishment of an online complaint submission platform contributed to the practical implementation of gender equality, the development of organisational culture, and the

provision of a supportive, safe and inclusive university environment for students and staff alike.

The experience gained and the results achieved provide the foundation for the improvement of the 2026–2027 GEP and confirm that the identified strategic priority areas remain relevant, while the measures introduced have proven effective and sustainable.

2. Purpose of developing the 2026–2027 Gender Equality Plan

The development of the Gender Equality Plan of the University of Pannonia for 2026 and 2027 is aligned with the University's strategic objectives, European Union requirements, and the findings of the comprehensive data collection and analysis conducted between 2024 and 2025. The purpose of the Plan is to establish a comprehensive institutional framework that will ensure the long-term promotion of gender equality, the creation of an inclusive and safe university environment, and equitable access to education and employment opportunities. The document seeks to define clear directions, measurable objectives and implementable actions that are consistent with the EU's post-2025 GEP guidelines, the requirements of Horizon Europe, and the University's own sustainability, human resources and quality assurance strategies.

The Plan also aims to strengthen data-driven decision-making, promote transparent governance practices, and enhance measures supporting the well-being of employees and students within the institute. Particular attention is given to fostering a family-friendly university environment, promoting work–life balance, ensuring balanced gender representation in leadership and decision-making bodies, supporting mental health, assisting disadvantaged students and students with special needs, and further developing an inclusive organisational culture. The purpose of the GEP is to provide a coherent and coordinated framework across all faculties and organisational units of the University of Pannonia for the implementation of equality-related principles, thereby reinforcing the University's values-based operations and its commitment to social responsibility.

Strategic objectives of the Gender Equality Plan

1. Dignity, equal rights and accessibility: We ensure equal, respectful and barrier-free access to education, research and employment opportunities for everyone.

2. Partnership, accountability and transparent decision-making: Equality is a shared responsibility, supported by decision-making processes based on participation, transparency and data-driven governance.

3. Work-life balance: We foster a family-friendly, flexible and supportive working environment that enables individuals to maintain a healthy balance between their professional and personal lives.

4. Health and well-being: We are committed to protecting physical and mental health, supporting psychological well-being, and promoting a health-conscious workplace culture.

5. Awareness and an inclusive organisational culture: We build on respect and diversity by strengthening inclusion and gender awareness through training, communication initiatives and community programmes.

3. Background to the development of the 2026–2027 Gender Equality Plan

The development of the Plan was based on the institutional strategic documents of the University of Pannonia, European Union directives and recommendations, and data collected from employees and students.

3.1. Alignment of the 2026–2027 Gender Equality Plan of the University of Pannonia with institutional strategic documents and European Union directives and recommendations

The Gender Equality Plan (GEP) of the University of Pannonia is closely aligned with the institution's overarching development, sustainability and quality assurance objectives, as well as with the European Union's post-2025 guidelines and recommendations on gender equality.

The Relationship between the strategic documents of the University of Pannonia and gender equality

The following section provides a brief overview of the University's key strategic documents and their relevance to gender equality:

Quality policy and human resources strategy: The University is committed to ensuring equal treatment and respect for human dignity in all employment and learning contexts. Through its organisational practices, students and employees from diverse backgrounds are provided with equal opportunities to participate in education, research and professional development.

Code of Ethics and Disciplinary Regulation, and Sustainability Strategy: The University provides a safe and supportive environment for all members of its community. To this end,

it has established procedures and awareness-raising programmes that contribute to the prevention of harassment, discrimination and gender-based violence.

Sustainability Strategy and Institutional Development Plan: The University places particular emphasis on the well-being of staff and students, the promotion of mental health, and the continuous improvement of the working and learning environment in order to provide an inclusive and healthy environment for all.

CoARA Action Plan and HR Strategy: The University operates a transparent evaluation and career progression system that recognises diverse career paths. The appropriate recognition of different sets of experience and career trajectories contributes to ensuring equal opportunities.

HR Strategy and Sustainability Strategy: The University of Pannonia provides a family-friendly and flexible working environment, supports staff members with caregiver responsibilities, and promotes a healthy balance between work and private life.

Institutional Development Plan and Organisational and Operational Rules: The University strives to achieve a balanced representation of genders in leadership positions and institutional bodies, thereby strengthening diversity and partnership in decision-making.

Quality Assurance System and CoARA Action Plan: Indicators related to equality objectives and annual monitoring are integrated into the quality management system, ensuring continuous oversight and the evaluation of the effectiveness of measures.

Sustainability and Internationalisation Strategy: The University supports awareness-raising training programmes, communication campaigns and organisational learning initiatives that contribute to strengthening an inclusive culture within the university community.

The implementation of equality objectives is not a separate activity but an integral part of the University's organisational culture and operations. The principles and actions of the

GEP are aligned with the key strategic documents of the University of Pannonia, promoting inclusive, responsible and value-based institutional governance.

The University of Pannonia ensures the implementation of the aforementioned principles through the following institutional structures: rectoral leadership and the Senate: strategic direction, approval and allocation of resources; Equal Opportunities Committee and HR Directorate: professional coordination, data analysis and monitoring; CoARA Working Group and Scientific Committee: reform of research careers, evaluation and assessment systems. The cooperation of these bodies ensures that equality objectives are reflected not only at regulatory level but also as measurable and monitorable institutional performance outcomes.

In addition to the above, the development of the Gender Equality Plan of the University of Pannonia is based on the following documents:

EU Roadmap for Women's Rights (2025)

Declaration of Principles for a Gender-Equal Society (2025)

Horizon Europe Guidance on Gender Equality Plans (2025)

CoARA (Coalition for Advancing Research Assessment) Action Plan (2024–2028)

LERU Gender Equality in Academia Recommendations

Hungarian Higher Education Guidelines on Gender Equality Plans (NRDI Office, 2024)

By integrating the principles set out in these documents, the University reaffirms its commitment to creating an inclusive, ethical and sustainable academic community in which gender equality is not only a core value but also a guarantee of organisational development and quality.

The European Commission's 2025 Roadmap for Women's Rights (COM(2025) 97), together with the associated Declaration of Principles for a Gender-Equal Society, confirms that

gender equality is both a fundamental value and a legal obligation within the European Union. For the period beyond 2025, the documents identify the following strategic priorities:

the elimination of gender-based violence;

ensuring the right to health and dignity;

equal economic participation and fair working conditions; and

institutional accountability for the promotion of gender equality.

At the same time, the document titled Horizon Europe (2025) – Gender Equality: A Strengthened Commitment stipulates that higher education and research organisations must maintain a concrete, measurable and publicly available Gender Equality Plan (GEP) that promotes equal opportunities, inclusion and equal access for women and men at the level of organisational culture.

The European Commission's 2025 Horizon Europe recommendations identify the following five areas in which specific measures should be incorporated into Gender Equality Plans:

Work–life balance and organisational culture: family-friendly measures, flexible working arrangements and an inclusive organisational culture.

Gender balance in leadership and decision-making: increasing the representation of women in leadership positions, committees and decision-making bodies.

Gender equality in recruitment and career development: transparent recruitment procedures, career progression pathways and mentoring schemes.

Integration of the gender dimension into research and teaching activities: gender-sensitive analysis and data collection, and the mainstreaming of gender perspectives within curricula.

Prevention of and taking measures against gender-based violence and harassment: procedures, support mechanisms, zero-tolerance policies and awareness-raising training programmes.

3.2. Data collection on gender equality at the University of Pannonia in 2024 and, in certain areas, in 2025

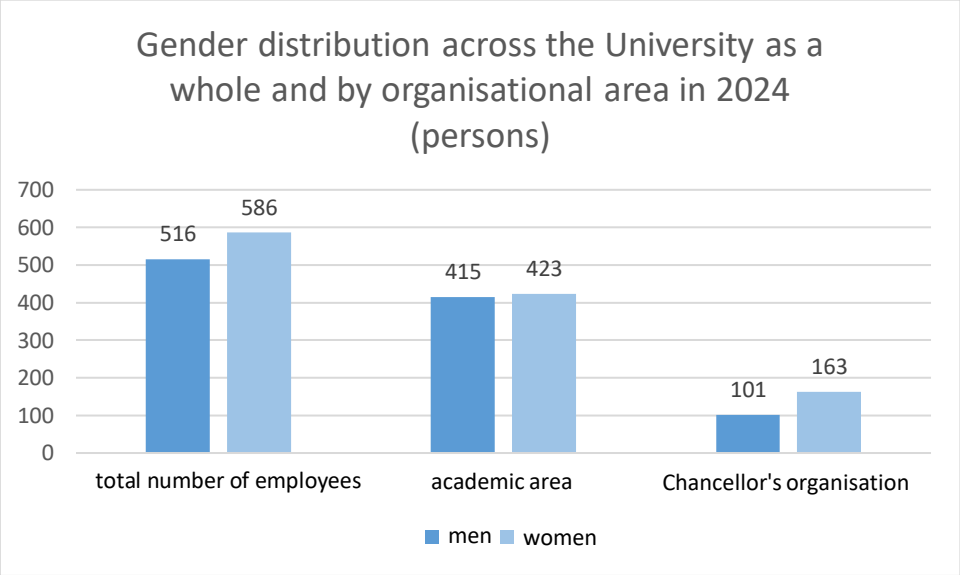
The analysis prepared on the basis of employment data from 2024 and surveys conducted in 2024 and 2025 presents gender-disaggregated data for the analysis and planning phase. The sources of the data included employee records maintained by the Directorate of Human Resources Management and the psychosocial risk assessment carried out in early 2025 with respect to employees. Student data (statistics from October 2025) were provided by the Directorate of Academic Affairs. Additional information was obtained from the annual reports of the Centre for Student Services and Career, the SAS Committee and the SH.

Based on these data, a critical review of existing processes and practices was conducted in order to identify gender inequalities and potential gender bias, using the following criteria:

- gender distribution across the University as a whole;
- gender distribution among leaders and managers;
- gender distribution by job category, broken down by faculty, university centre and campus;
- gender distribution by age group;
- gender distribution within decision-making and advisory bodies (voting members);
- number of employee complaints received;
- student-related data: gender distribution, demand for psychological support, proportion of students with disabilities, and proportion of international students;

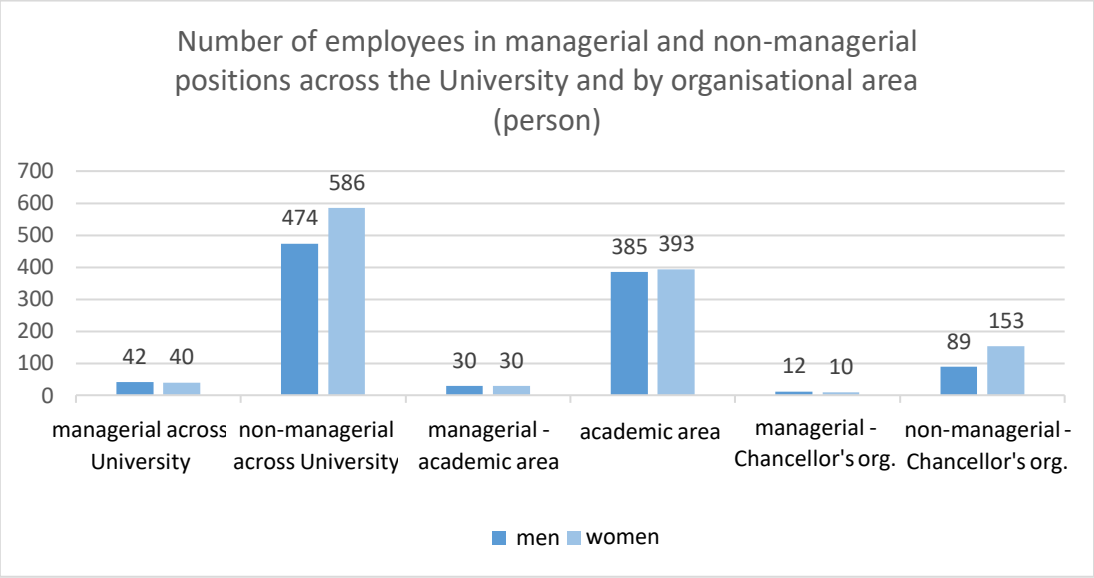
- employee health and wellbeing.

Gender distribution across the University as a whole and by organisational area

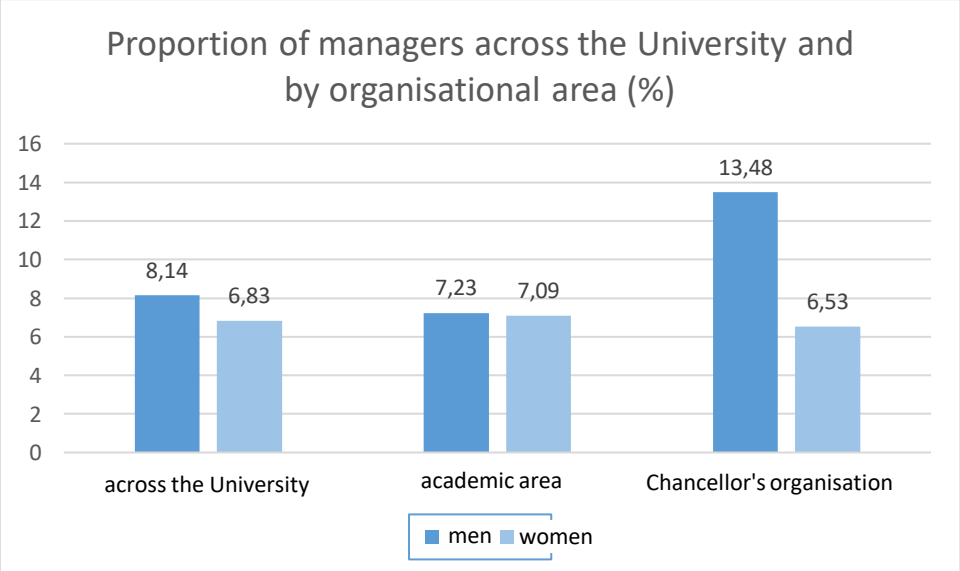


The data collected across the University as a whole and within individual organisational areas indicate that female employees are slightly overrepresented, although the gender distribution remains relatively balanced both at institutional level and across the different areas.

Gender distribution among leaders and managers

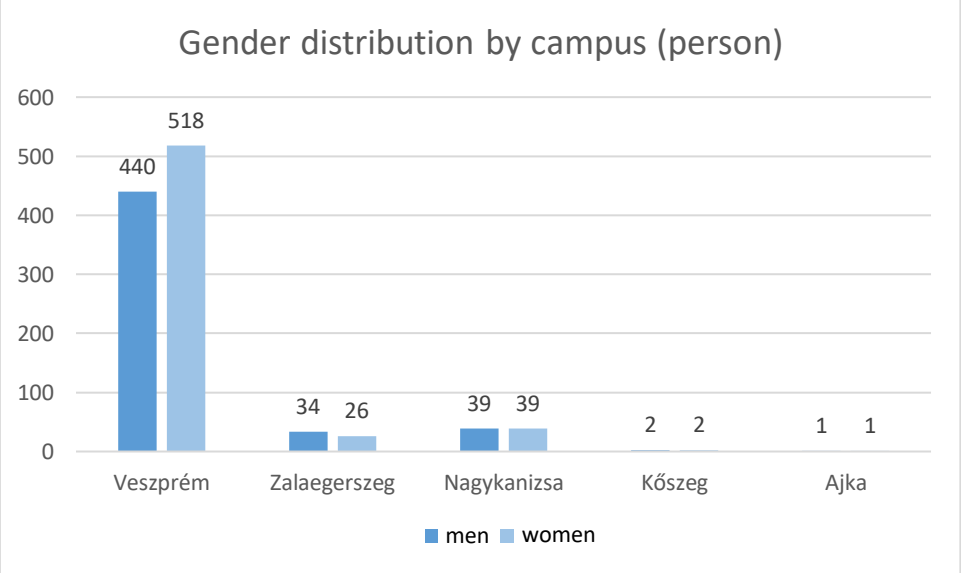


The comparison of managerial and non-managerial staff indicates that, at both institutional and organisational area level, leadership positions are held by women and men in largely equal numbers.

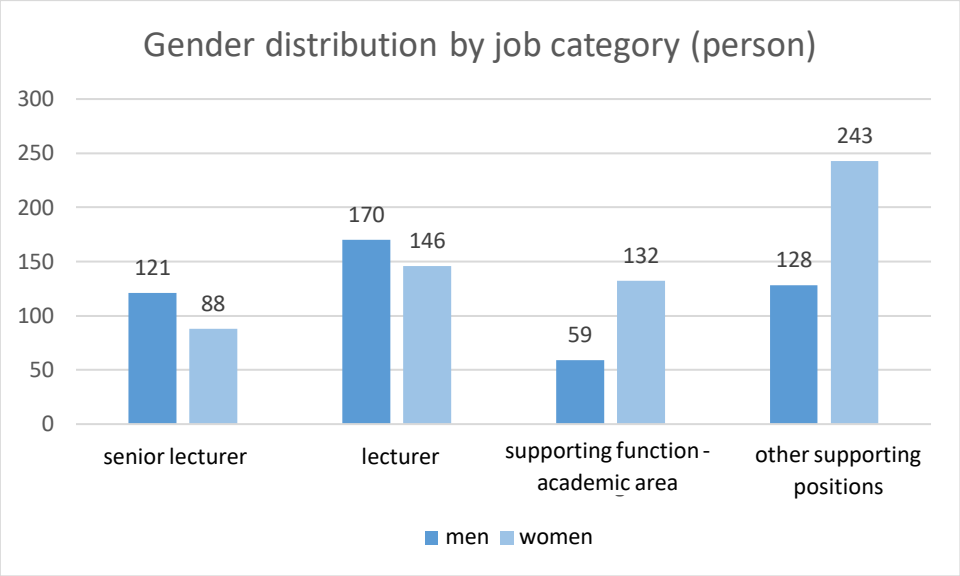


When the number of managers is compared with the total number of employees within each organisational area, the proportions change somewhat. At University level, the proportion of male managers is 1.3 percentage points higher than that of female managers. In the academic area, the proportions are almost identical, whereas within the Chancellor's organisation the proportion of male managers is approximately twice that of female managers. This difference can largely be explained by the nature of the functions performed within the Chancellor's organisation.

Gender distribution by campus and job category

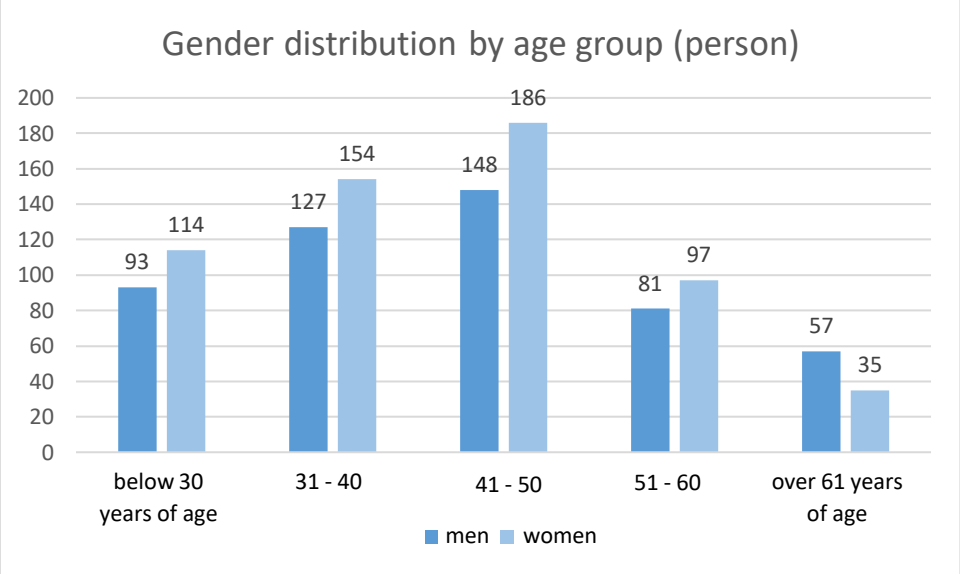


A comparison of employees across the University's five campuses by gender shows that the proportions of women and men are broadly balanced at the Nagykanizsa, Kőszeg and Ajka campuses. At the Zalaegerszeg campus, men constitute the majority, accounting for 56.67% of employees. In contrast, at the Veszprém campus women are more highly represented, comprising 54.07% of employees, while men account for 45.92%.



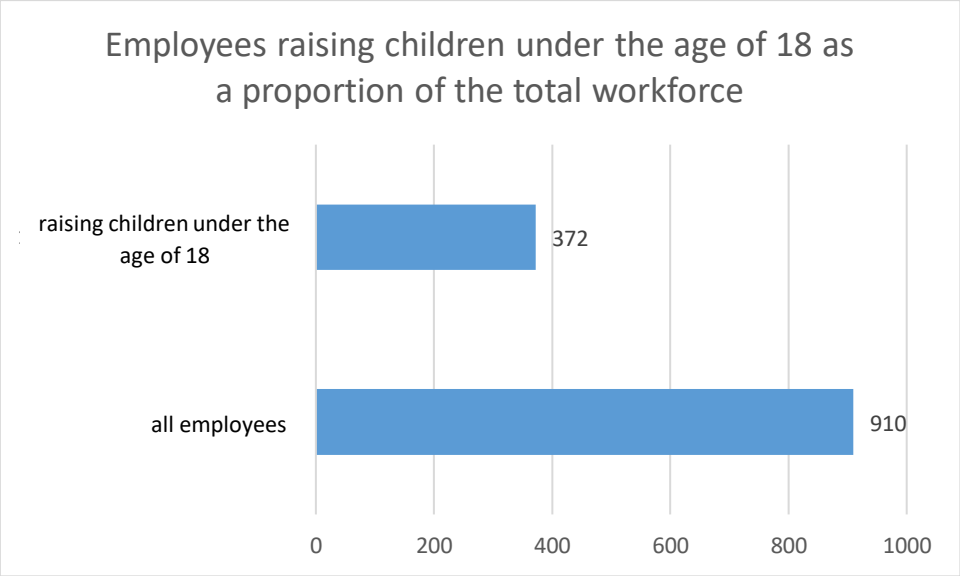
By job category, men are more highly represented within the academic area. Among senior lecturers, 57.89% are men, while among other lecturers the proportion of men is 53.80%. In contrast, women are more highly represented in support roles. Within academic support functions, women account for 69.11% of staff, while in other support functions they represent 65.50% of employees.

Gender distribution by age group

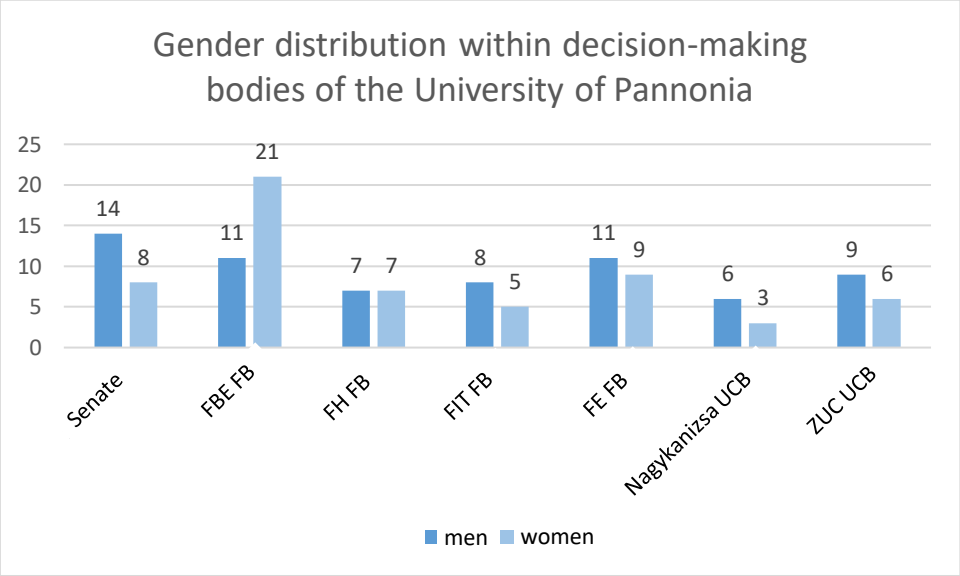


An analysis of the workforce by ten-year age cohorts shows that women are more highly represented in all age groups below 60 years of age, whereas men constitute the majority of employees in the age group above 60.

In addition to the 2024 employment data, the proportion of employees currently raising children under the age of 18 was also examined. The University currently has 910 employees, of whom 372 have at least one child under the age of 18. This means that more than 40% of all employees are raising minor children.



Gender distribution within decision-making and advisory bodies (voting members)



Among the elected governing and decision-making bodies of the University of Pannonia, a balanced gender distribution can be observed in the Faculty Board of the Faculty of Humanities. In the case of the University Centre Board of the Zalaegerszeg University

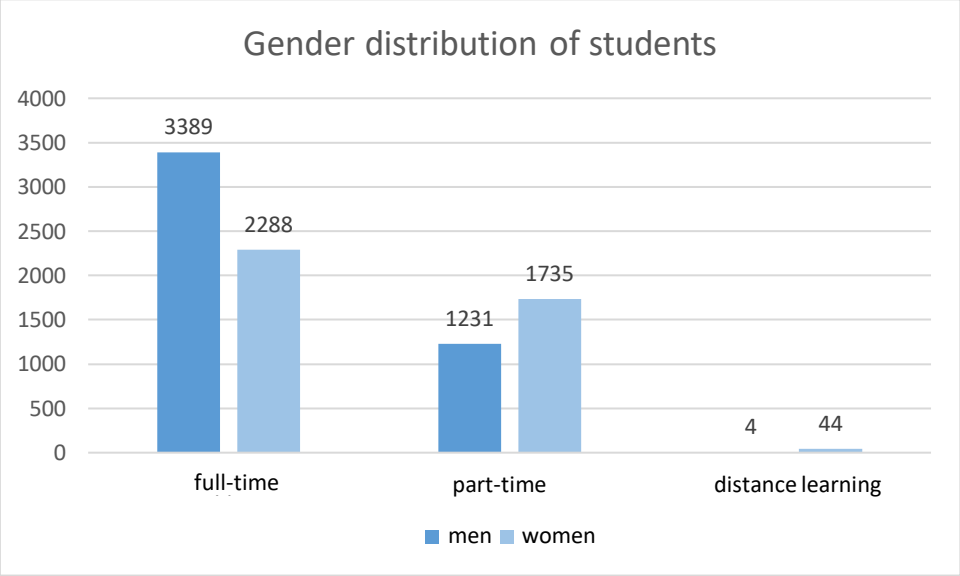
Centre, the Senate, the Faculty Board of the Faculty of Information Technology and the University Centre Board of the Nagykanizsa University Centre for Circular Economy, the proportion of women is at or below 40%. Specifically, the proportion of female members is 40%, 36%, 38%, and 33.33%, respectively, which falls slightly below the 40% benchmark set out in relevant guidelines. Within the Faculty Board of the Faculty of Engineering, women represent 45% of the members, while the most favourable ratio can be observed in the Faculty Board of the Faculty of Business and Economics, where women account for 65.6% of all the members.

Number of employee complaints received

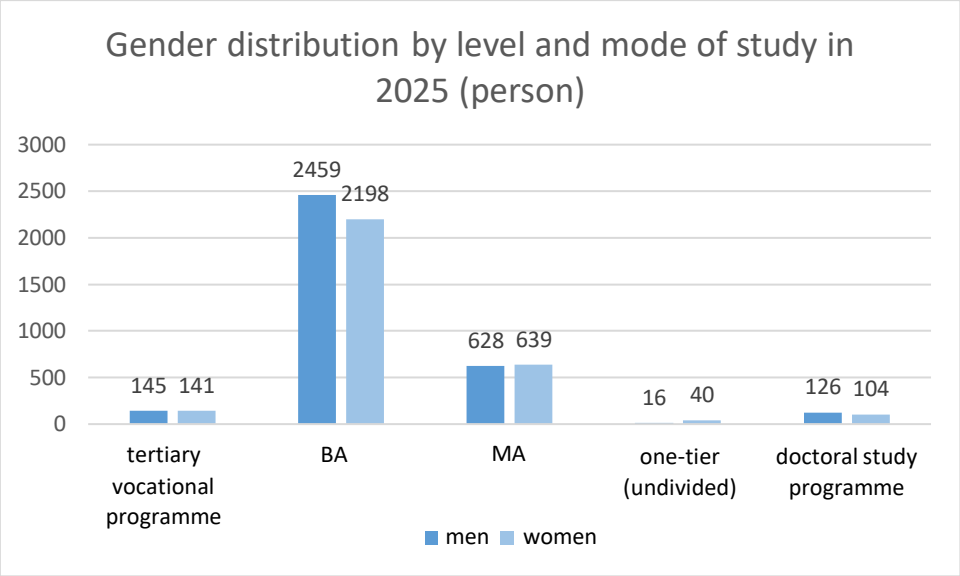
The online complaints reporting platform has been available on the website of the University of Pannonia since 1st March 2024, based on the Complaint Management Policy adopted by the Senate (Resolution No. 37/2024 (II.22.)), which has since been amended once by Senate Resolution No. 167/2025 (X.30.). The platform was established under the coordination of the former Quality Development Centre, with the involvement of several organisational units, and is intended to provide a uniform, transparent and accessible reporting mechanism for all stakeholders, including students, employees and individuals having a different legal relationship with the University. Students may submit complaints to the Complaint Management Forum regarding any grievance, perceived unfairness or suspected improper procedure related to their studies, educational administration, services or any other aspect of university life. Employees and other affiliated individuals may use the platform to report concerns relating to the working environment, contractual arrangements, organisational operations or internal regulations. Since the launch of the system in March 2024, only a small number of complaints and reports have been received (N = 3). These included, for example, a student complaint concerning two-factor authentication in the unified student information system, as well as an external complaint.

In all cases, the matters were investigated and addressed in accordance with the complaint management procedure. No complaints relating to gender discrimination have been submitted.

Gender distribution of students at the University of Pannonia by level and mode of study



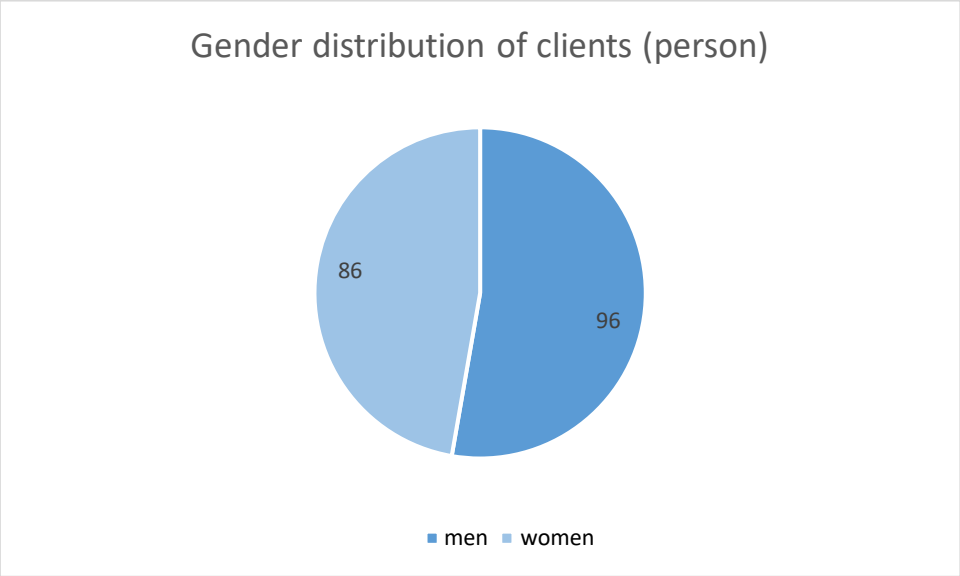
The gender distribution of students enrolled in full-time programmes (bachelor's, master's and doctoral levels) shows a predominance of male students, who account for 59.7% of enrolments. Among students participating in part-time and distance-learning programmes, women are in the majority, although these modes of study have lower overall enrolment levels. Women represent 58.5% of students enrolled in part-time programmes, while in distance-learning programmes their proportion reaches 77.78%.



The following section presents the proportion of students who seek psychological support, students with special educational needs, and international students within the University's student population. These are areas that may be particularly relevant from the perspective of equal treatment and inclusion, where the preparedness of academic and administrative staff to respond to student needs can play a crucial role.

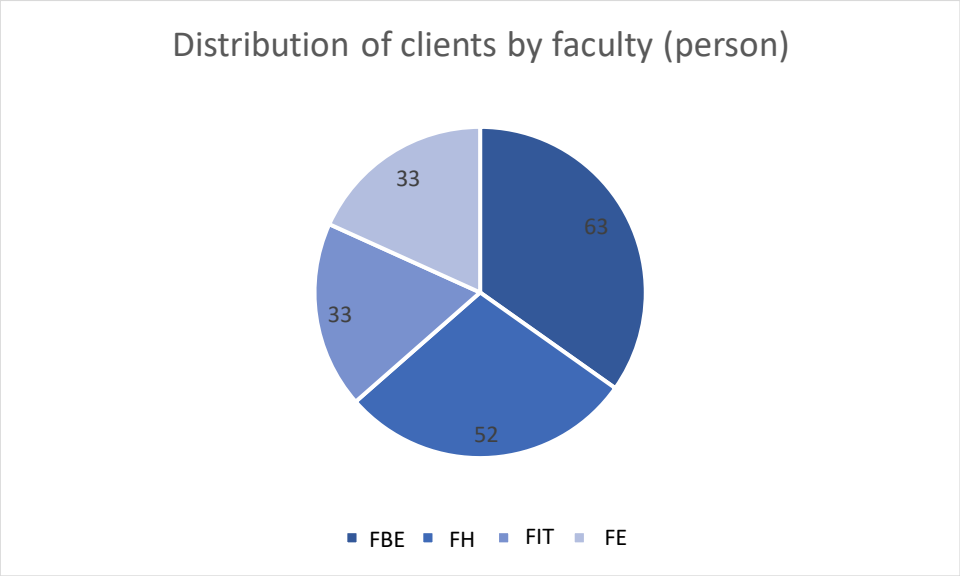
During the 2024/2025 academic year, the Centre for Student Services and Career provided psychological counselling services to a total of 186 students (hereinafter referred to as "clients") who sought assistance through counselling sessions. Demand for these services can be considered continuous and sustained. The related data are presented below on the basis of information provided by the Centre.

Gender distribution of students receiving support

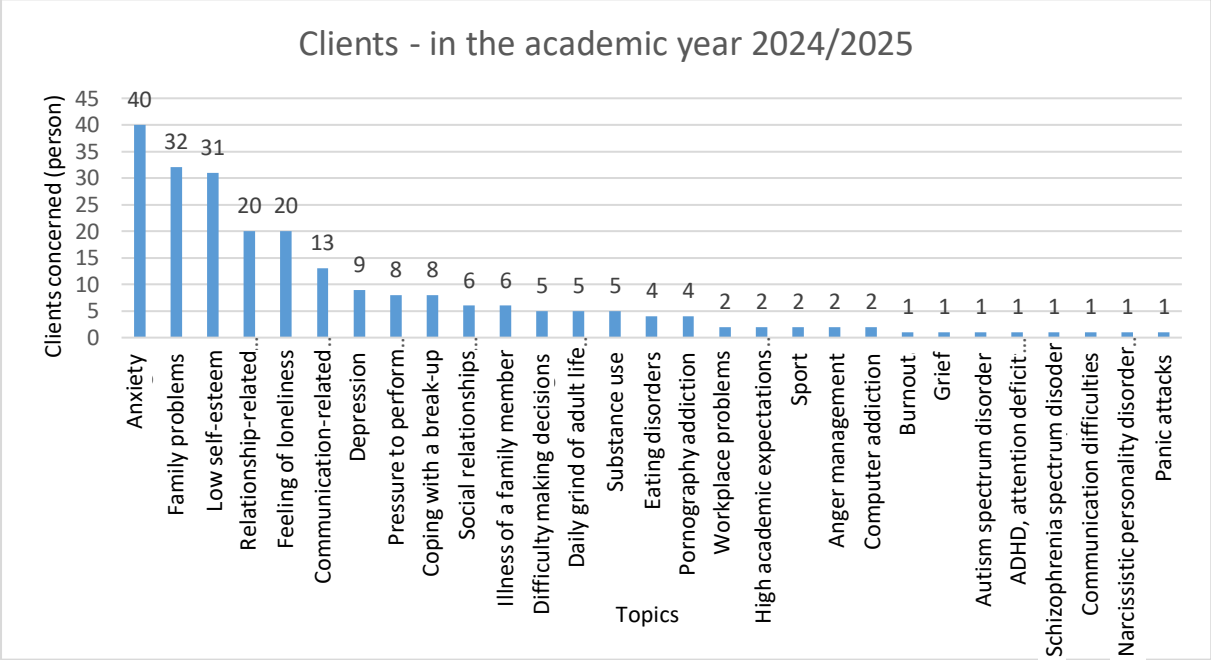


No significant differences can be observed in the gender distribution of students who made use of the counselling service. However, a slightly higher number of male students received support during the 2024/2025 academic year.

Distribution of students receiving support by faculty

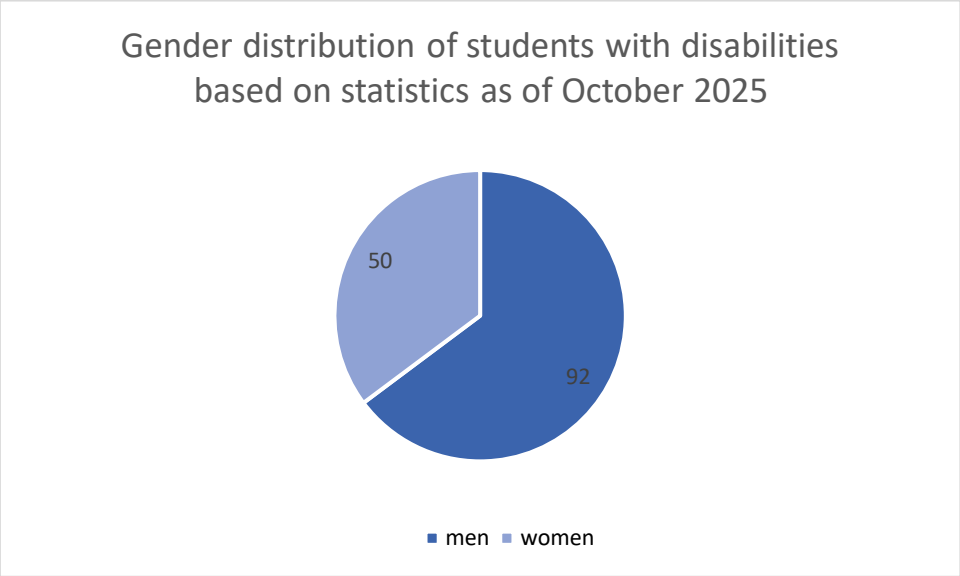


In terms of faculty affiliation, students from the Faculty of Business and Economics (GTK) and the Faculty of Humanities (HTK) made the greatest use of the service. Students from the Faculty of Information Technology (MIK) and the Faculty of Engineering (MK) each accounted for 17.74% of all clients.



The most frequently reported reasons for seeking student support were anxiety, family-related difficulties, low self-esteem, relationship problems, communication difficulties, and depression.

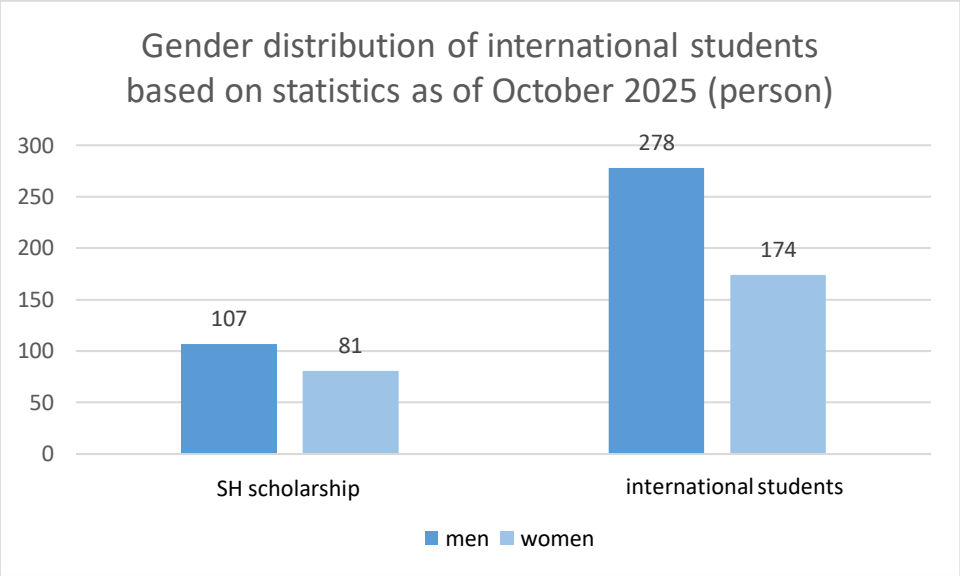
Students with special educational needs at the University of Pannonia



Students with special educational needs and disabilities are supported throughout their university studies by the Committee for Supporting Students with Special Needs (SAS Committee). According to data provided by the SAS Committee, 213 students with disabilities were enrolled at the University in 2024. The number of students requiring support has shown a steady increase in recent years.

According to the Committee's data report for autumn 2025, the largest group of students registered with SAS are those with learning difficulties, accounting for 55% of all registered students with disabilities. 14% are autistic students, 7% have hearing impairments, and 6% have visual impairments. The highest number of registered students with disabilities study at the Faculty of Information Technology (MIK), while the largest number of autistic students are enrolled at the Faculty of Humanities (HTK), followed by the Faculty of Information Technology (MIK) and the Faculty of Business and Economics (GTK).

International students at the University of Pannonia



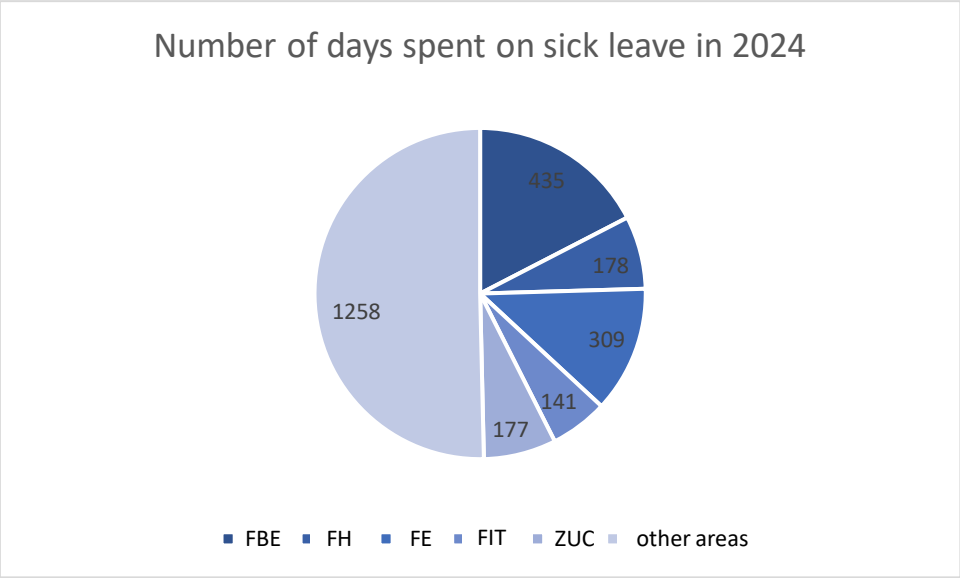
When considering the entire population of international students, as well as those participating in the Stipendium Hungaricum (SH) scholarship programme, male students are in the majority. Among all international students, men account for 61.5% of enrolments, while among SH scholarship holders the proportion of male students is 56.91%.

Over the past 3 years, a total of 78 students have arrived at the University through various international scholarship programmes (e.g. Erasmus, CEEPUS, and the Pannónia Programme).

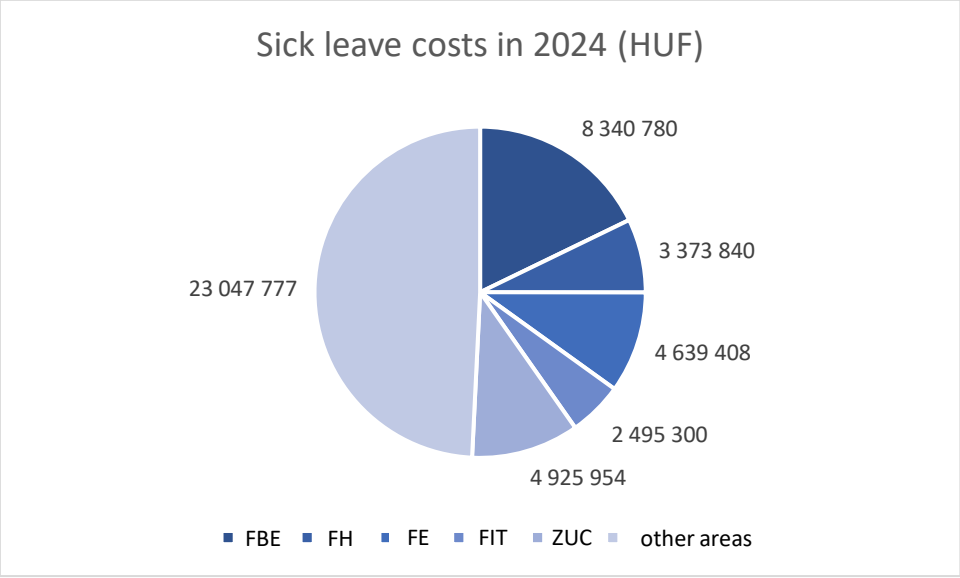
Employee health and well-being

Sick leave taken by employees and the related costs

One indicator of the health status of the employees of the University of Pannonia is the amount of time spent on sick leave and the associated costs incurred by the University. According to data from the Directorate of Human Resources Management (DHRM), the situation in 2024 was as follows:



The amount paid in relation to days spent on sick leave is presented below.

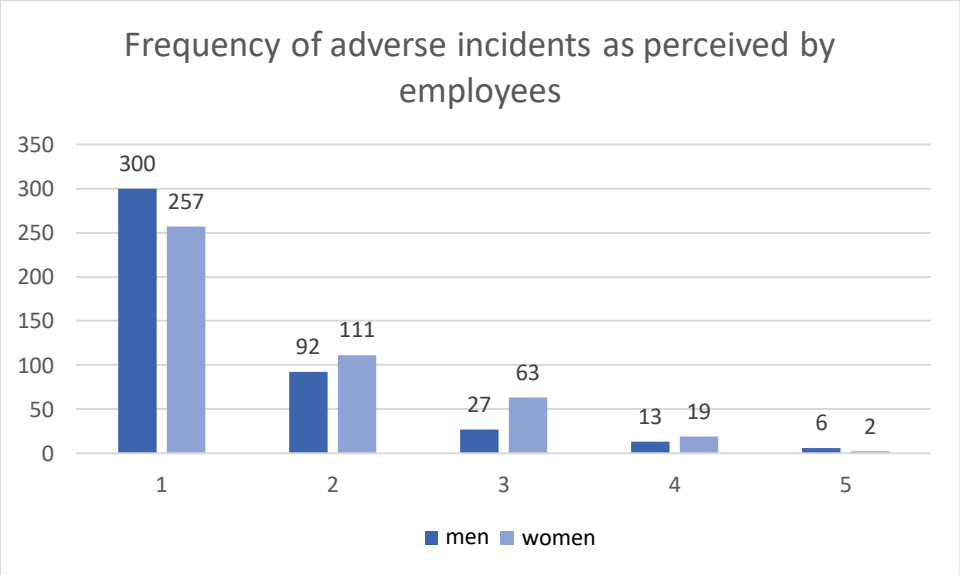


The data indicate that employee sick leave represents a significant cost for the institution.

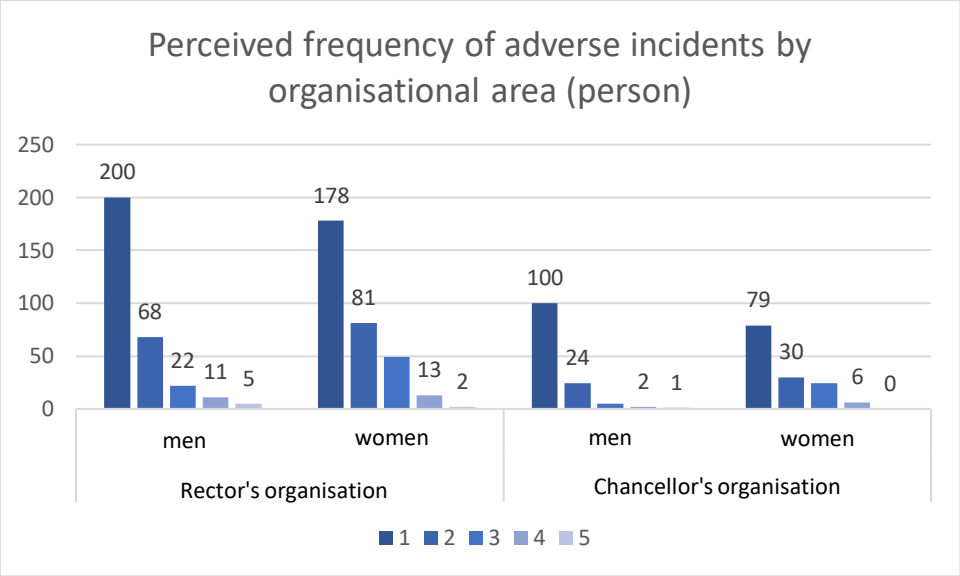
Assessment of psychosocial risk factors for employees

The survey was conducted in spring 2025 under the supervision of the DHRM. The following section presents selected findings relating to factors that are particularly relevant from the perspectives of equal opportunities and mental well-being. A total of 840 employees participated in the survey.

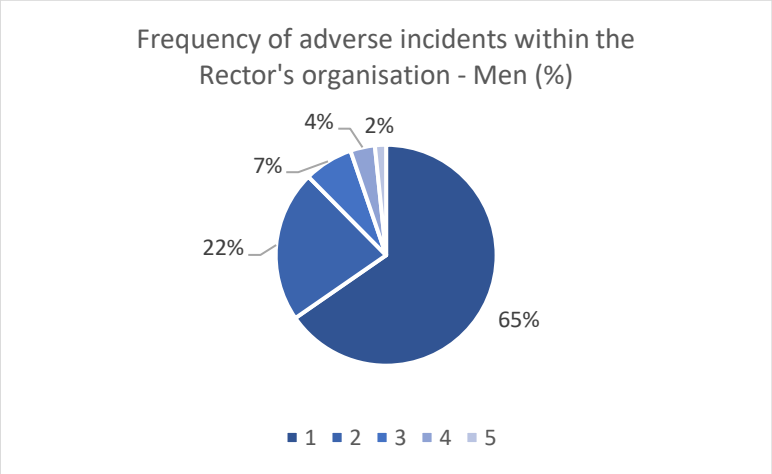
Frequency of adverse incidents as perceived by employees

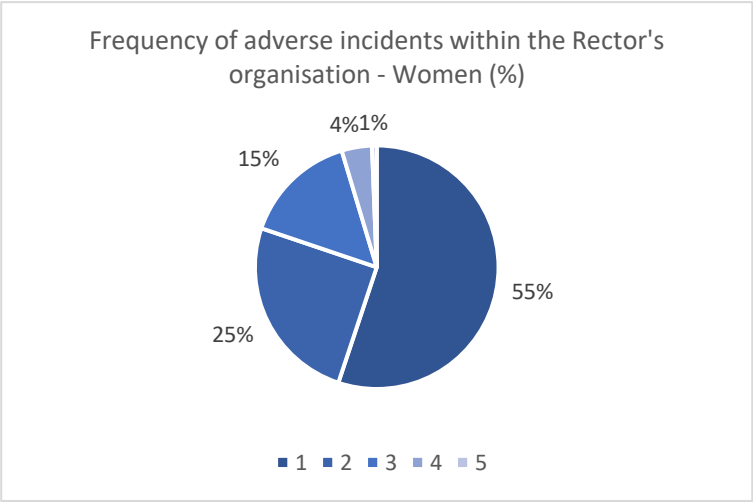


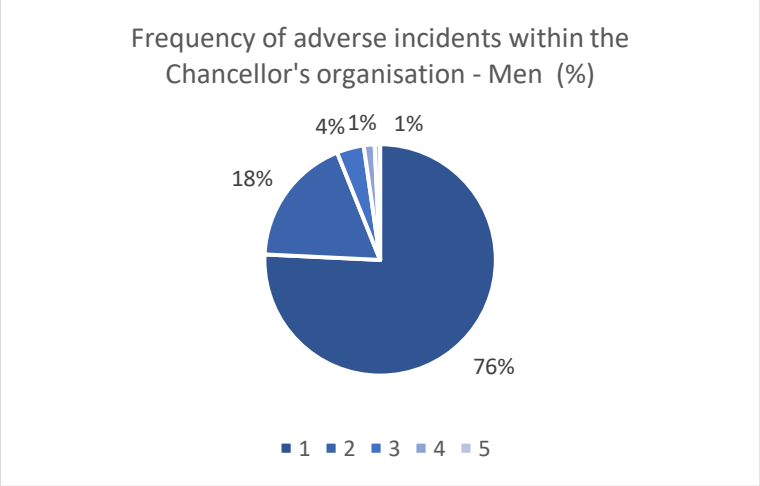
66.3% of respondents reported that they had only very rarely experienced or observed adverse incidents. Men were represented in a higher proportion within this group. At the same time, among respondents who assessed such incidents as more serious, women were represented in a higher proportion. However, among those reporting the most frequent occurrence of adverse incidents, there were six men and only two women. Of all respondents who reported experiencing or observing adverse incidents, 58.54% were women and 41.44% were men.

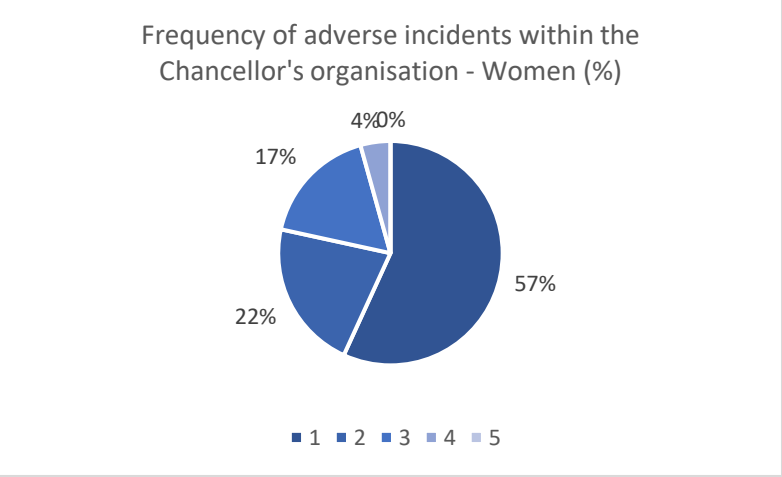


The percentage frequency of occurrence is also presented below by gender and organisational area.




Frequency of adverse incidents within the Rector's organisation - Women (%)
4%
1%
15%
55%
25%
1
2
3
4
5


Frequency of adverse incidents within the Chancellor's organisation - Men (%)
4%
1%
1%
18%
76%
1
2
3
4
5

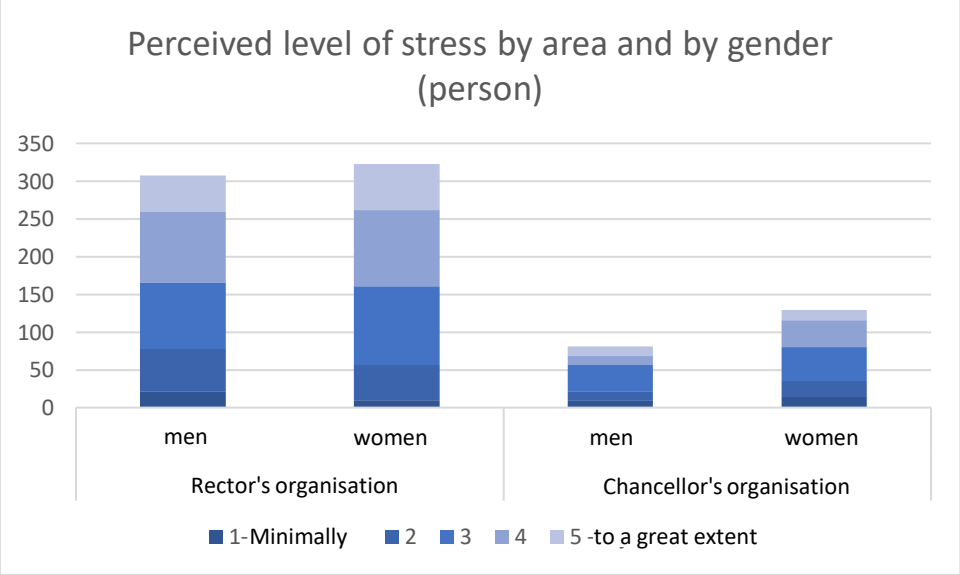

Frequency of adverse incidents within the Chancellor's organisation - Women (%)
4%
0%
17%
57%
22%
1
2
3
4
5

With regard to the occurrence of adverse incidents across organisational areas, the highest proportion of employees reporting the lowest frequency of occurrence was found among men working in the Chancellor's organisation, at 76%. They were followed by male employees in the Rector's organisation, at 65%. Among female employees, 57% in the Chancellor's organisation and 55% in the Rector's organisation reported the lowest frequency of occurrence of adverse incidents.

Employees' mental health

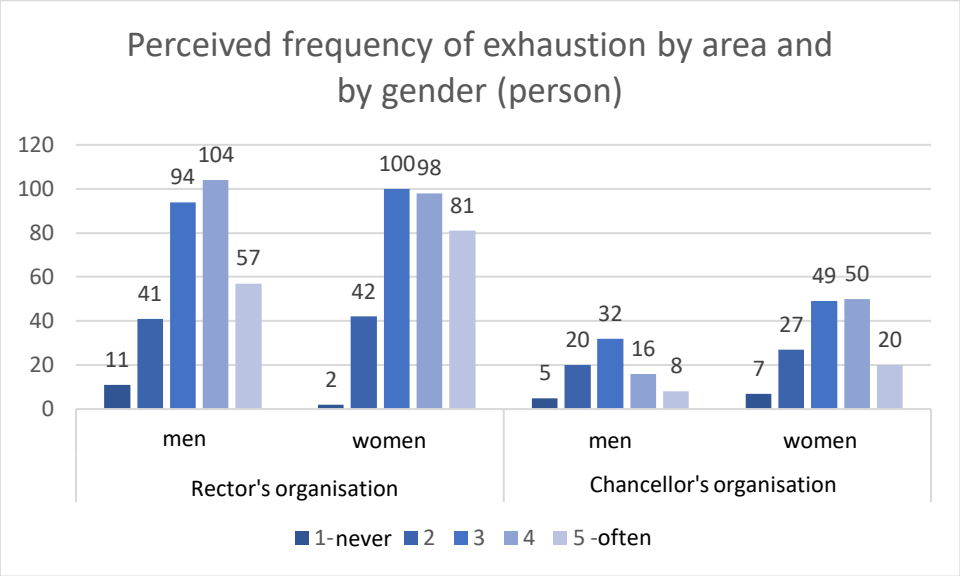
The state of employees' mental health in the workplace can be assessed through the levels of perceived stress and exhaustion.

Level of stress perceived at the workplace



When the data are analysed by organisational area and gender, it can be seen that 83% of women and 75% of men in the Rector's organisation reported a moderate or higher level of stress. In the Chancellor's organisation, this proportion is lower and more balanced: 63% of both female and male employees reported a moderate or higher level of workplace stress.

The level of work-related exhaustion perceived by employees is presented below:



The perceived frequency of exhaustion is also an indicator of mental health status, with high levels potentially signalling an increased risk of burnout. The data show that, in the Rector's organisation, exhaustion was reported with more than moderate frequency by 161 men (52.4%) and 179 women (55.4%). While the prevalence is relatively high, the distribution is broadly balanced between genders here. In the Chancellor's organisation, the overall frequency of reported exhaustion is lower; however, a significant gender difference can be observed. Exhaustion was reported with more than moderate frequency by 24 men (29.6%) and 70 women (45.8%), indicating a substantially higher prevalence among female employees.

Summary analysis

The comprehensive data collection conducted at the University of Pannonia between 2024 and 2025 indicates that the institution generally operates with balanced gender representation. Nevertheless, several areas warrant further improvement and the systematic integration of equality-related measures. At university level, women are slightly

overrepresented overall; however, notable differences emerge when the data are analysed by job category and campus location: women are particularly highly represented in support functions, whereas men constitute the majority in academic lecturer positions and at certain campuses (e.g. Zalaegerszeg). Leadership positions are generally balanced in terms of gender representation; however, within the Chancellor's organisation, the number of male leaders remains approximately twice that of female leaders, highlighting the need for further refinement of career progression and succession planning processes.

Several indicators underline the importance of promoting **dignity and equal access**. A considerable number of students have special educational needs (213 students in 2024), with the proportion of students with autism spectrum disorder and learning difficulties increasing year by year. The use of psychological counselling services has also continued to rise, with 186 students receiving support during the 2024/2025 academic year. These findings support the need for continued development of information and communication accessibility, learning support measures, and professional capacities dedicated to mental health support.

From the employee perspective, the results of the psychosocial risk assessment demonstrate that stress and exhaustion are present across several organisational areas to varying degrees, making **health promotion and well-being** initiatives a strategic priority. Levels of perceived stress and exhaustion are higher within the Rector's organisation, with women reporting higher levels of stress, while perceptions of exhaustion are relatively balanced between genders. In the Chancellor's organisation, both indicators are generally lower; however, women report substantially higher levels of exhaustion than men.

The need for an organisational culture based on **partnership and transparency** is reinforced by the fact that female representation in several decision-making bodies remains below the 40% minimum threshold recommended by international guidelines (e.g. Senate: 36%, Faculty Board of the Faculty of Information Technology: 38%,

Nagykanizsa University Centre: 33.3%). Although the complaint management system was introduced in 2024 and operates transparently, the very low number of employee complaints (N = 3) is more likely attributable to the recent implementation of the system than to an absence of risks. Consequently, further efforts to strengthen trust and stakeholder engagement are justified.

Work–life balance is also a significant consideration, given that more than 40% of employees are raising children under the age of 18, creating a substantial demand for flexible working arrangements and support for employees returning from parental leave. In addition, the number of sick leave days and their associated costs represent a noticeable burden on the institution, reinforcing the importance of preventive health promotion programmes.

The need to further develop an inclusive organisational culture is supported by both student and employee data: demand for psychological support among students continues to increase, the number of students with special educational needs is growing, and employees perceive the occurrence of adverse incidents differently depending on gender and organisational unit. These findings indicate that awareness-raising initiatives, leadership training programmes and communication campaigns remain essential for fostering an inclusive institutional environment that values diversity and promotes equal opportunities.

4. Gender Equality Plan of the University of Pannonia for the period 2026 to 2027

The purpose of the Gender Equality Plan is to define the University's key equality strategies and, through these, to establish measures, analytical frameworks and monitoring mechanisms that promote awareness and support the advancement of gender equality at the University of Pannonia. Particular emphasis is placed on achieving gender equality in the areas outlined below.

4.1. Key areas for intervention, principles and strategic directions for 2026 and 2027

Based on European Union frameworks and good practices in higher education, the following equality principles shall guide the 2026–2027 period:

1. Dignity, equal rights and accessibility

The principles of human dignity, equal treatment and non-discrimination are upheld at all levels of the University's operations.

The University of Pannonia ensures equal and accessible access to education, research, employment and professional development opportunities for all members of its community, regardless of gender, age, ethnic origin, religion, disability or sexual orientation.

The University aims to ensure that all students and staff are able to participate fully in and benefit from university life through the provision of physical, information and communication, learning and workplace accessibility measures.

Strategic objective: To ensure equal, inclusive and accessible access across all areas of education, research and employment, while strengthening an organisational culture founded on respect, diversity and human dignity.

2. Partnership, accountability and transparent decision-making

The promotion of equality is a shared responsibility of the University and is based on participation, partnership and transparent decision-making processes. The University aims to ensure balanced gender representation within leadership and decision-making bodies and to integrate equality considerations into institutional governance, quality assurance and data-driven decision-making processes.

A responsible and inclusive leadership culture is supported by dedicated resources, designated responsible officers, and monitoring mechanisms based on gender-disaggregated data and indicators.

Strategic objective: To establish a leadership culture grounded in partnership, transparency and evidence-based governance, ensuring balanced gender participation and the integration of equality considerations into university decision-making processes.

3. Work-life balance

The University provides a family-friendly, flexible and supportive working environment. Part-time employment, remote and hybrid working arrangements, the reintegration of employees returning from childcare leave, and mentoring schemes are actively supported.

Strategic objective: To introduce regulatory and practical measures that promote work–life balance, including part-time employment, hybrid working arrangements, reintegration programmes and mentoring opportunities.

4. Health and well-being

A healthy and supportive working environment is a fundamental institutional value. The University of Pannonia is committed to protecting physical and mental health, promoting mental well-being, and fostering a health-conscious workplace culture.

Strategic objective: To develop institutional programmes and infrastructure that support both mental and physical health, placing the well-being of employees and students at the centre of institutional priorities.

5. Awareness and inclusive organisational culture

The University is building a culture of respect, diversity and inclusion. Training programmes, awareness-raising campaigns and leadership development initiatives support the reduction of gender bias and promote inclusive communication and behaviour throughout the university community.

Strategic objective: To strengthen awareness of equality issues and gender sensitivity through training programmes, communication campaigns and leadership development initiatives.

4.2. Summary of the objectives set for 2026 and 2027 and the planned activities

1. *Focus areas of 'dignity, equal rights and accessibility'*: accessibility in the physical, info-communication, learning and working environments; individualised support and inclusive education; support for students with disabilities; equal opportunities in doctoral education; increasing awareness of the complaint submission procedure.

Objective: to ensure comprehensive, equal and accessible access to education, research and work.

Proposed activities:

- Workshop on individualised support and inclusive education.
- Communication campaign on the student and staff complaint management system – regular spring activity.
- Publication of the second edition of the Awareness-Raising Programmes booklet of the University of Pannonia.
- GEP Forum – sharing good practices.
- Regulations for accessible doctoral education (workshops and recommendations).

2. *Focus areas of 'partnership, accountability and transparent decision-making':* transparent career progression system; improving gender balance in decision-making bodies; monitoring through data collection and analysis.

Objective: to ensure balanced participation of women and men and to strengthen data-driven, transparent decision-making.

Proposed activities:

- Review of gender representation (in leadership and decision-making bodies).
- Assessment of the gender pay gap and implementation of a pay equity audit.

- Expansion of data collection and statistics (part-time employment, atypical forms of employment, parental leave, etc.).
- End-of-year monitoring report (GEP assessment).

3. *Focus areas of 'work-life balance'*: support for employees with young children; flexible working arrangements; support for employees returning from parental leave; summer child daycare programmes and family-friendly initiatives.

Objective: to create a family-friendly, flexible and supportive working environment.

Proposed activities:

- Mentoring programme and training sessions for employees returning from parental leave.
- Development of a child daycare system (three-semester process: planning → training → pilot implementation).
- Review of flexible working arrangements and preparation of recommendations.
- Summer child daycare programmes – regular spring and summer activity.
- Renewal of the Family-Friendly University certification.

4. *Focus areas of 'health and well-being'*: support for mental health; a health-conscious workplace; women's and men's health programmes; development of life-saving skills.

Objective: to support physical and mental health and promote well-being.

Proposed activities:

- Healthy Campus Programme (ensuring access to well-being services for all University citizens).
- Women's Health Month – Pink Walk and health screening programmes.
- Men's Health Programme – prostate cancer screening and sports day.
- Life-saving skills workshop (allergy emergencies and cardiac arrest response – two-phase programme).
- Mental health and stress management workshop.

5. *Focus areas of 'awareness and inclusive organisational culture':* reducing gender bias; combating gender-based violence; inclusive communication; inspiration and visibility for women researchers and girls in science.

Objective: to reduce gender stereotypes and strengthen inclusive communication and awareness.

Proposed activities:

- Anti-discrimination and awareness-raising training (for managers and employees).
- Zero tolerance workshop (addressing harassment and intimidation).
- Women in Science Day (Hungarian Academy of Sciences, National Association of Women in Science).
- Autumn awareness-raising internal training sessions focusing on well-being and conflict management.

5. Semester-based schedule for the 2026–2027 GEP – action plan

Spring 2026

objective: data collection, policy development and preparation.

Measure	Strategic objective	Responsible unit	Indicator
Preparation of regulations for accessible doctoral studies	Objective 1	Doctoral Schools, Rector's Office	Working group established, proposal completed

Development of a concept for an internship-based child daycare programme for employees (phase 1)	Objective 3	FH, DHRM	Concept document completed
Preparation of the parental leave and return-to-work programme	Objective 3	DHRM	Programme description completed
Data collection and needs assessment regarding flexible working arrangements	Objective 3	DHRM	Analysis completed
Mental health awareness workshop	Objective 4	DHRM, CSSC	Number of participants
Preparation of life-saving skills training and stakeholder engagement (phase 1)	Objective 4	DHRM, Chief Medical Officer	Number of participants
Communication campaign on the GEP and the Complaint Management Forum	Objective 1	DC, Quality Development Team	Reach achieved, campaign implemented
Organisation of summer child daycare programme	Objective 3	FH, DHRM	Number of participanting children
Awareness-raising trainings	Objective 5	Equal Opportunities Committee, FH, DHRM	Training sessions delivered

Deadline: 30.06.2026 (Summer Camp: 30.08.2026)

Autumn 2026

objective: start programmes, trainings, health-promotion campaigns

Measure	Strategic objective	Responsible unit	Indicator
Inclusive education workshop	Objective 1	FH, Directorate of Academic Affairs, Doctoral Schools	Number of participants
Publication of the 2nd Awareness-Raising Guide	Objective 5	DC, DHRM	Publication of the guide
Launch of the reintegration programme for employees returning from parental leave	Objective 3	DHRM	Number of participants
Child daycare internship programme for employees – phase 2: training sessions	Objective 3	FH	Training sessions delivered
Women's and men's health programme	Objective 4	DHRM	Programme implemented
Life-saving skills training (phase 2)	Objective 4	DHRM, (Chief Medical Officer), CSSC, Facility Management, Equal Opportunities Committee	Number of participants
Preparation of the 2026 Annual Report and annual data collection		Chair and members of the Equal Opportunities Committee	Data tables compiled for 2026

Deadline: 31.12.2026

Spring 2027

objective: pilot programmes, monitoring

Measure	Strategic objective	Responsible unit	Indicator
Launch of pilot child daycare internship programme for employees (phase 3)	Objective 3	FH, DHRM	Pilot programme launched
Organisation of summer child daycare programme	Objective 3	FH, DHRM	Number of participating children
GEP Forum – initiation of national cooperation	Objective 1	Equal Opportunities Committee	Forum held
Review of gender balance in leadership positions	Objective 2	DHRM, Senate	Report completed
Mental health and stress management workshop	Objective 4	DHRM, CSSC	Training delivered
Communication campaign of the GEP and the Complaint Management Forum	Objective 1	DC, Quality Development Team	Reach achieved, campaign implemented
Awareness-raising and wellbeing trainings	Objective 5	Equal Opportunities Committee, FH, DHRM	Training delivered

Deadline: 30.06.2027 (Summer Camp: 30.08.2027)

Autumn 2027

objective: assessment, consolidation

Measure	Strategic objective	Responsible unit	Indicator
Evaluation of the pilot phase of the internship-based child daycare programme for employees	Objective 3	FH, DHRM	Evaluation report completed
Renewal of the Family-Friendly University certificate	Objective 3	DHRM	Certificate renewed
Repeat delivery of the Zero Tolerance Workshop	Objective 5	Equal Opportunities Committee	Training delivered
Preparation of the 2027 Annual Report and annual data collection	Objective 2	Chair and members of the Equal Opportunities Committee	Report approved, 2027 data tables completed
Preparation of the 2028–2029 two-year GEP (data collection and planning)		Chair and members of the Equal Opportunities Committee	Two-year plan completed

Deadline: 31.12.2027

6. Summary

The purpose of the 2026–2027 GEP is to enhance the organisational culture of the University of Pannonia, promote equal access, strengthen transparency in leadership and decision-making, support family-friendly operations and well-being, and reduce

gender-based biases and structural barriers. The Plan contains detailed, measurable actions structured by semester, aligned with both European Union and national higher education expectations, and consistent with the University's strategic documents.

The Rector and the Chancellor shall designate the person responsible for ensuring the implementation of the planned measures within the specified deadlines and shall inform the Equal Opportunities Committee thereof. The designated responsible person shall provide regular updates (at least quarterly) to the Equal Opportunities Committee regarding the implementation of the assigned tasks. The Equal Opportunities Committee shall submit an annual report to the Senate on the progress of the implementation of the measures.

7. Implementation and monitoring phase

The purpose of the implementation phase is to monitor the execution of the planned activities and ensure the necessary reporting and communication.

a. Regular data collection. Responsible person: Chair of the Equal Opportunities Committee

based on data provided by the DHRM,

based on data provided by the Equal Opportunities Committee.

b. Regular monitoring of measures (annually). Responsible person: Chair of the Equal Opportunities Committee

At the meetings of the Senate, based on the progress reports presented by the leaders responsible for the respective actions, in a report prepared by the Equal Opportunities Committee.

Organisational structure and composition of the Committee

The implementation of the tasks (development of the GEP, planning, monitoring, analysis and further development phases, etc.) is carried out by the delegated members of the Equal Opportunities Committee currently operating at the University, acting as a working group (representing all faculties and the university centre/campus). Representatives of the following organisational units are involved in this work:

- Faculties and university centre/campus: 1 employee from each (the Chair may represent one faculty or university centre/campus);
- Directorate of Legal Affairs and Procurement: 1 employee;
- DHRM: 1 employee;
- Directorate for Development and Projects: 1 employee;
- 1 representative jointly delegated by the SUU and the DSUUP;
- 1 representative delegated by the Works Council;
- 1 representative delegated by the representative trade unions.

The size and composition of the Committee enable, on the one hand, the continuous auditing and monitoring activities required by European Union expectations and, on the other hand, the continuous development of the GEP in accordance with the document titled Horizon Europe Guidance on Gender Equality Plans. The objective is the continuous expansion of the Plan with the recommended content and the extension of existing knowledge and policy measures across the entire organisation.
In parallel with the further development of the GEP, the position of Equal Opportunities Officer has been established and is held by the incumbent Chair of the Equal Opportunities Committee.

8. Contact details

The person responsible for liaising (with both students and employees):
Chair of the Equal Opportunities Committee (Equal Opportunities Officer)
eselyegyenloseg@uni-pannon.hu

9. Implementation provisions

The Gender Equality Plan of the University of Pannonia was adopted by the Senate on 30th April 2026 by Senate Resolution No. 85/2026 (IV.30.). The Gender Equality Plan of the University of Pannonia shall enter into force on 1st May 2026 and shall remain in force until 31st December 2027.

Dated in Veszprém, on 30th April 2026

Dr. János Abonyi
Rector

Zsolt Csillag
Chancellor

Dr. Judit Gabriella Sass
Chair of the Equal Opportunities Committee

Sources:

European Commission Communication (2025) – A Roadmap for Women's Rights
COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS – A Roadmap for Women's Rights.

Available at: https://commission.europa.eu/document/download/0c3fe55d-9e4f-4377-9d14-93d03398b434_en?filename=Gender%20Equality%20Report%20Chapeau%20Communication.pdf

European Commission Declaration of Principles for a Gender-Equal Society

Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions - A Roadmap for Women's Rights – ANNEX)

Available at: https://commission.europa.eu/document/download/7d965089-e332-473a-88a9-e246f214e3bf_en?filename=Gender%20Equality%20Roadmap%20-%20Annex.pdf&prefLang=fr

European Commission (Horizon Europe) Guidance - GENDER EQUALITY A STRENGTHENED COMMITMENT IN HORIZON EUROPE European Commission: Directorate-General for Research and Innovation, Horizon Europe, gender equality – A strengthened commitment in Horizon Europe, Publications Office of the European Union, 2025, https://data.europa.eu/doi/10.2777/0508238

European Strategy for Universities (2022)

Recommendations of the League of European Research Universities (LERU): Tardos, K., & Paksi, V. (2020). Tudományos karrierutak kutatói értékelése: női és férfiperspektívák (Research Assessment of Academic Career Paths: Female and Male Perspectives).

Gender equality plans of other higher education institutions

Gender Equality Plan of the Corvinus University of Budapest (2022–2024)

Gender Equality Plan of the Hungarian University of Agriculture and Life Sciences for 2024 (2022-2024, extended until 2025)

Strategic documents of the University of Pannonia, employee and student surveys, and institutional data reports.