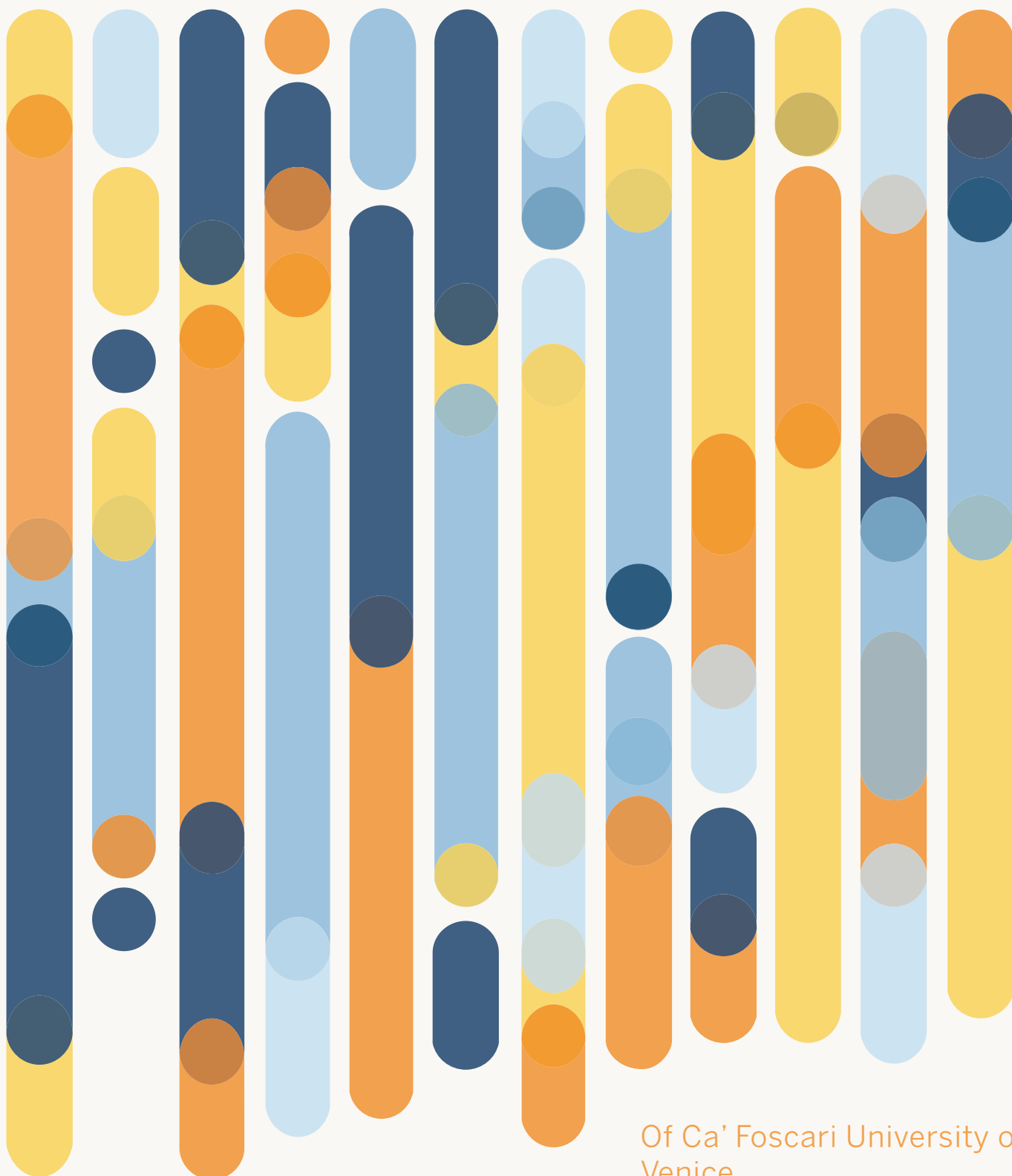




Ca' Foscari
University
of Venice

GENDER EQUALITY PLAN 2025



Of Ca' Foscari University of
Venice



Università
Ca' Foscari
Venezia

GENDER EQUALITY PLAN OF CA' FOSCARI UNIVERSITY OF VENICE VENICE 2025/2027

GEP TEAM

The drafting and monitoring of the actions contained in the Gender Equality Plan are entrusted to a dedicated working group - the GEP Team - composed of a group of people with specific expertise on gender issues, identified to represent the main components of the University. While forming the Ca' Foscari GEP Team, we considered the strong connections and potential synergies with the CUG - Equal Opportunities, Employee Well-Being and Inclusion Committee. Our goal is to improve our employees' well-being and combat workplace discrimination.

The supporting administrative structure is the Sustainability Office - Institutional Affairs Area

| Name and Surname | | | Position | |
|------------------|-----------|------------|--------------------|--|
| Prof. | Sara | De Vido | Coordinator | Rector's Delegate for Gender Equality |
| Prof. | Sabrina | Marchetti | Deputy coordinator | President of the CUG* |
| | Monica | Gussoni | Head of HR | Human Resources Area |
| Prof. | Stefania | Sbarra | | Faculty representative* |
| | Nicoletta | Bortoluzzi | | ARIC – Research Area Representative |
| | Dario | Petrantoni | | AAI – Sustainability Office Representative |
| | Giada | Tonetto | | Representative of PhD Students Assembly |
| | Mara | Ioculano | | Student Assembly Representative* |
| | Sergio | Favaretto | | APPS – Evaluation Office Representative |
| | Arianna | Cattarin | | ADISS - Career Service / Lei project Repr. |
| | Caterina | Pasinati | | ARU – HR Organisation and Development Office Representative |
| | Diletta | Mozzato | | ADiSS – Academic Guidance, Tutoring, and Campus Services Office Representative |
| Prof. | Giuliana | Giusti | | Extra Faculty Representative* |
| | Vivianne | Pavan | | Extra APPS – Management Control Office Representative |
| | Laura | Fagarazzi | | Extra ARIC - Research Area Representative |
| | Anna | Bonfante | | Extra AAI - Sustainability Office Representative |
| | Enrica | Orlandi | | Extra ARU – HR Organisation and Development Office Representative |

* Member of the Equal Opportunities, Employee Well-Being and Inclusion Committee (CUG)

CONTENTS

| | |
|---|-----------|
| FOREWORD | 5 |
| BASIC DATA | 6 |
| INTRODUCTION | 8 |
| Equality and non-discrimination: definitions | 8 |
| The methodology | 10 |
| Ongoing initiatives | 11 |
| Monitoring and updating | 12 |
| ACTION PLAN | 13 |
| FACT SHEETS | 18 |
| 1. Gender equality in recruitment and career advancement | 19 |
| 2. Culture of the organisation | 22 |
| 3. Gender mainstreaming in research and teaching programmes | 45 |
| 4. Gender balance in top positions and decision-making bodies | 55 |
| 5. Combating gender-based violence, including sexual harassment | 57 |
| 6. Work-life balance | 63 |

FOREWORD

The GEP- Gender Equality Plan provides a set of commitments and actions intended to promote gender equality within the organisation through institutional and cultural changes.

The GEP stems from the European Commission's Strategy for Gender Equality 2020-2025. It includes measures to enhance gender equality within Horizon Europe. As a result, the European Commission has made the GEP a prerequisite for all research organisations and higher education institutions aiming to access funding from the Horizon Europe research programme. The European Commission defines the GEP as a strategic plan aimed at:

- conducting impact assessments of procedures and practices to identify gender bias;
- identifying and implementing innovative strategies to correct gender bias;
- defining objectives and processes for monitoring progress through specific indicators.

The GEP, therefore, fits within the planning cycle of universities and is coordinated with other instruments for organisational well-being.

It was also mentioned in the NRRP guidelines for Mission 4 Component 2 (From research to business):

*'Access to funding from the NRRP programmes is only granted to those universities, research organisations and other public and private entities that have adopted, or commit to adopting in the first year of the project, a **Bilancio di genere (gender budget)** and a **Piano di uguaglianza di genere (Gender Equality Plan)**, in analogy to the Gender Equality Plan, GEP, which is a prerequisite in all Horizon Europe projects'.*

Gender equality is a cross-cutting strategic enabling factor that Ca' Foscari has included in its Strategic Plan 2021-2026. Therefore, the adoption of a GEP is an absolute requirement. This is not a formal step aimed only at obtaining funds but a set of objectives and actions aimed at developing an inclusive and gender-sensitive culture in the University.

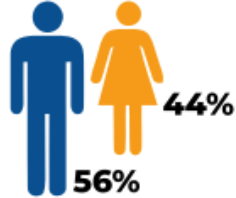
BASIC DATA

Faculty¹

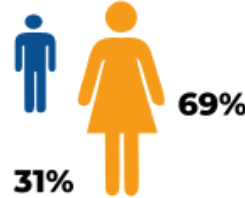
Full Professors



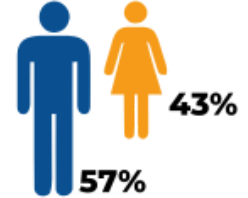
Associate Prof.



Researchers



Fixed-term Researchers

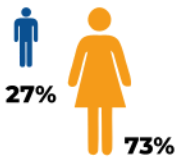


Proportion of female teaching and research staff

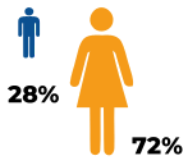


Technical and administrative staff¹

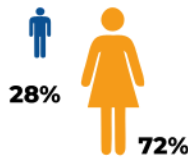
Auxiliary staff



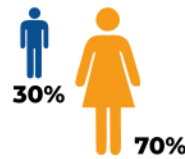
Collaborators



Administration



Senior techn.-admin. staff



CELS

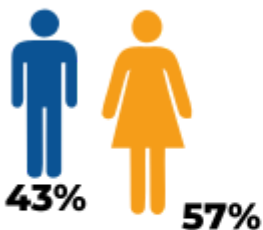


Proportion of female technical and administrative staff

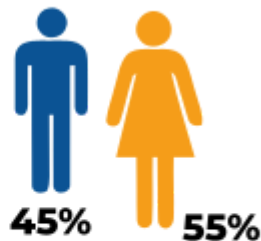


Teaching assistants and junior researchers¹

Teaching assistants



Research fellows

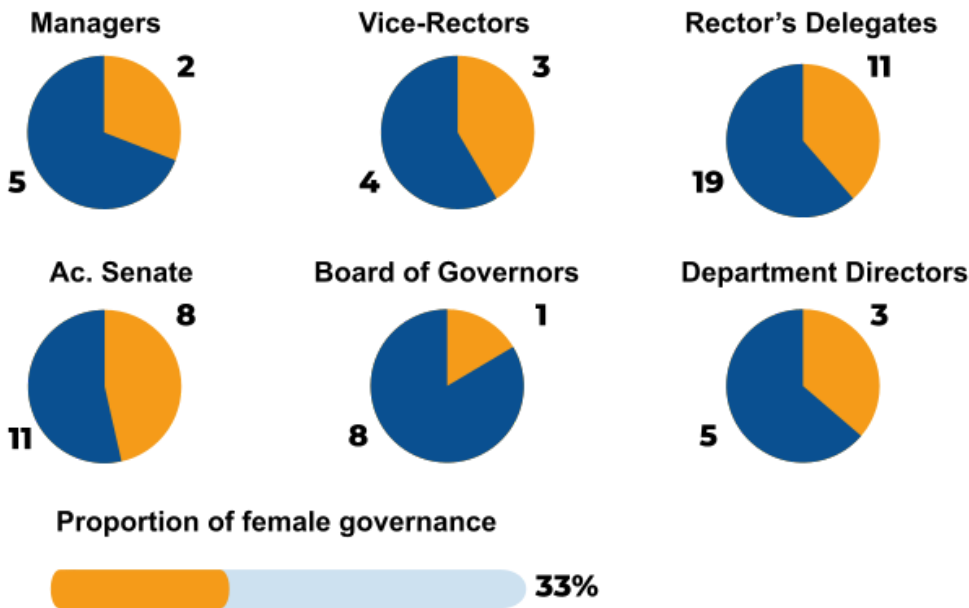


Proportion of female non-permanent staff

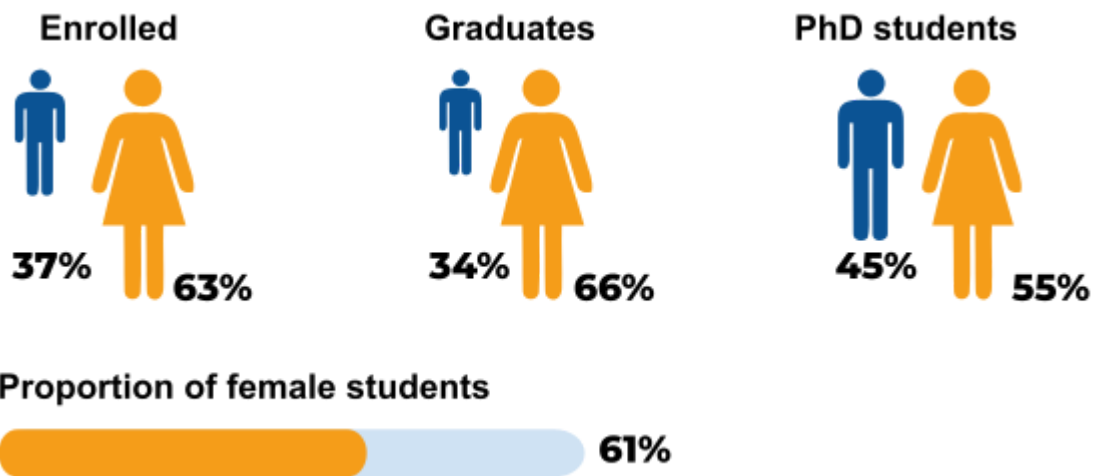


¹ Data as of 31/12/2024. Source: Management Control Office

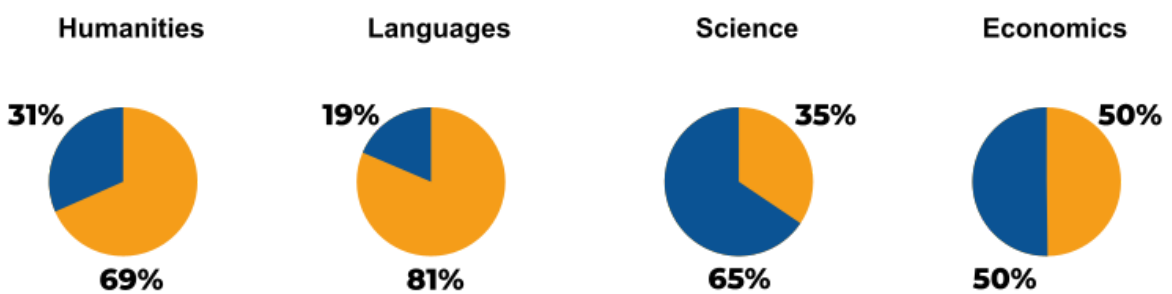
Governance¹



Students²



Enrolled students divided by area of study²



² Data refers to the 2023/24 a. y. and the 2024 calendar year. Source: Management Control Office.

INTRODUCTION

Equality and non-discrimination: definitions

Gender equality is one of the sustainable development goals of the United Nations 2030 Agenda (No. 5), an agenda that has long inspired the actions of our University.

Equality and non-discrimination are concepts that are often interchangeably used to express both the positive and negative aspects of the same principle: on the one hand, equal treatment, and on the other hand, the prohibition of unjustified differences based on certain characteristics such as gender. However, in recent years, the positive dimension of this term has been particularly highlighted, i.e. the negative obligation not to discriminate, but also the obligation to recognise differences and take positive action to achieve real equality. In this sense, therefore, the prohibition of discrimination should be read in the light of the more limited concept of formal equality, while the term 'equality' expresses the positive approach of equality itself.

Formal equality translates into the principle, present in all courtrooms of the Republic, that the law is the same for all and the consequent prohibition of direct discrimination. The prohibition of indirect discrimination, on the other hand, emphasises the removal of barriers that perpetuate entrenched structures of unequal access by virtue of belonging to a certain category or group, thus reflecting the concept of substantive equality.

In international human rights law, the right to equality and the principle of non-discrimination are recognised in many international and regional legal documents: in the International Covenant on Civil and Political Rights (Articles 2, 3 and 26), the International Covenant on Economic, Social and Cultural Rights (Articles 2(2) and 3), in specific conventions on certain forms of discrimination (the International Convention on the Elimination of All Forms of Racial Discrimination, for example), in the European Convention for the Protection of Human Rights and Fundamental Freedoms (Article 14 and Protocol No. 12), the EU Charter of Fundamental Rights (Articles 20, 21(1), 23), the African Charter on Human and Peoples' Rights (Articles 2, 3, 18(3)(4), 28), the American Convention on Human Rights (Articles 1 and 24), the American Declaration of the Rights and Duties of Man (Article II), the Arab Charter on Human Rights (Articles 2, 9 and 35), the ASEAN Human Rights Declaration (Articles 1, 2, 3, 9). The 1979 UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) establishes the substantive equality of women in a binding legal instrument for ratifying states. At European level, gender equality is both a value (Article 2 of the Treaty on European Union) and a fundamental objective of the Union (Article 3 of the Treaty on European Union). EU actions are aimed to “eliminate inequalities, and to promote equality, between men and women” (Article 8 of the Treaty on the Functioning of the European Union). Actions promoted by the EU include:

- Council Directive 79/7/EEC of 19 December 1978 on the progressive implementation of the principle of equal treatment for men and women in matters of social security;
- Council Directive 92/85/EEC of 19 October 1992 on the introduction of measures to encourage improvements in the safety and health at work of pregnant workers and workers who have recently given birth or are breastfeeding;
- Council Directive 2004/113/EC of 13 December 2004 implementing the principle of equal treatment between men and women in the access to and supply of goods and services;

- in 2006, a number of former legislative acts were repealed and replaced by Directive 2006/54/EC of the European Parliament and of the Council of 5 July 2006 on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation (recast); Council Directive 2010/18/EU of 8 March 2010 implementing the revised Framework Agreement on parental leave and repealing Directive 96/34/EC;
- Directive 2010/41/EU of the European Parliament and of the Council of 7 July 2010 on the application of the principle of equal treatment between men and women engaged in an activity in a self-employed capacity and repealing Council Directive 86/613/EEC;
- Directive 2011/36/EU of the European Parliament and of the Council of 5 April 2011 on preventing and combating trafficking in human beings and protecting its victims, and replacing Council Framework Decision 2002/629/JHA; Directive 2011/99/EU of the European Parliament and of the Council of 13 December 2011 on the European Protection Order; Directive 2012/29/EU of the European Parliament and of the Council of 25 October 2012 establishing minimum standards on the rights, support and protection of victims of crime and replacing Council Framework Decision 2001/220/JHA;
- Directive (EU) 2019/1158 of the European Parliament and of the Council of 20 June 2019 on work-life balance for parents and carers and repealing Council Directive 2010/18/EU.
- [Directive \(EU\) 2022/2381](#) of the European Parliament and of the Council of 23 November 2022 on improving the gender balance among directors of listed companies and related measures;
- [Directive \(EU\) 2023/970](#) of the European Parliament and of the Council of 10 May 2023 on strengthening the application of the principle of equal pay for men and women for equal work or work of equal value through pay transparency and related enforcement mechanisms;
- [Directive \(EU\) 2024/1385](#) of the European Parliament and of the Council of 24 May 2024 on combating violence against women and domestic violence.³

On the subject of sexual harassment in the workplace, mention should be made of the recent International Labour Organisation Convention (C 190) of 2019 and the measures against harassment in the digital world contained in Directive (EU) 2024/1385.

There are also numerous acts of a non-binding nature that emphasise the importance of achieving gender equality not only on a formal level, but also on a substantive level: the European Union Gender Equality Strategy 2020-2025⁴ and the European Charter for Researchers are clear examples⁵. The EU strategy has the following objectives: to end gender-based violence, to combat sexist stereotypes, to close the gender gap in the labour market, to achieve equality in participation in different economic sectors, to address the pay and pension gap, to close the gap and to achieve gender balance in decision-making and policy. The strategy adopts a gender mainstream approach combined with targeted actions, the implementation of which is based on the principle of intersectionality.

The prohibition of discrimination on the grounds of sex is widely present in national constitutions, including the Italian one (Article 3). As it is well known, EU directives must be transposed into the domestic legal systems of the EU Member States.

³ <https://www.europarl.europa.eu/factsheets/it/sheet/59/uguaglianza-tra-uomini-e-donne>

⁴ 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 Commission Recommendation of 11 March 2005 on the European Charter for Researchers and on a Code of Conduct for the Recruitment of Researchers, OJ L 75, 22.3.2005, p. 67-77.

The public administrations, as provided for in Article 7 of Legislative Decree No. 165 of 30 March 2001, on 'General rules on the organisation of work in public administrations', are required to guarantee equality and equal opportunities between men and women, the absence of any form of discrimination, direct or indirect, based on gender, age, sexual orientation, race, ethnic origin, disability, religion or language, in access to employment, treatment and working conditions, vocational training, promotion and safety at work. They are also required to ensure a working environment marked by organisational well-being. The National Strategic Plan on Male Violence against Women, provided for by Decree-Law No. 93 of 14 August 2013, converted into Law No. 119 of 15 October 2013, provided for a series of actions and measures aimed not only at the repression of crimes and the protection of victims, but also at a significant prevention action that starts as a priority from the fields of education, training and work. In addition, Legislative Decree No. 80 of 5 June 2015 on 'Measures for the reconciliation of care, life and work needs' introduced measures aimed at protecting maternity and paternity in order to make the take-up of parental leave more flexible and to encourage reconciliation opportunities for the generality of workers also in the public sector.

The areas of intervention within the Public Administrations are:

- 3.1 Prevention and removal of discrimination
- 3.2 Three-year positive action plans
- 3.3 Recruitment and personnel management policies
- 3.4 Work organisation
- 3.5 Training and dissemination of the cultural model aimed at promoting equal opportunities and work-life balance⁶

The methodology

Achieving gender equality at the university does not mean attempting to alter or violate existing legislation, nor does it mean creating 'fast lanes' just for women, but rather implementing those actions that are necessary to achieve real equality, removing the obstacles (see, for example, the glass ceiling) that place women in a position of inferiority to men.

It was in this sense that the Gender Equality Plan working group worked, which, however, broadly embraced an approach which is attentive to differences, not just those between men and women, with the aim of laying the foundations for a more inclusive university, capable of recognising the impact of multiple and intersectional forms of discrimination that affect members of the Cafoscarina community. By intersectionality, we mean the combination of gender with other personal characteristics or identities and how these intersections contribute to specific experiences of discrimination.

GEP is the result of joint, careful and reflective work. The participatory process and implementation of the GEP are relevant aspects of a journey that does not end with the work of the group and the

⁶ See Directive 2/19 'Measures to promote equal opportunities and strengthen the role of the Single Guarantee Committees in public administrations', registered by the Court of Auditors on 16 July 2019. ([Notice published in the Italian Official Gazette, General Series no.184 of 07-08-2019](#)).

drafting of the plan. The GEP, in its final drafting that follows, stands as a starting point for increasingly inclusive actions in the years to come.

Ongoing initiatives

Ca' Foscari has been committed for years to developing projects and actions aimed at promoting gender equality. In particular, it is one of the first universities to have marked the qualifications of women in the personal pages of teaching and technical-administrative staff, and to have activated the ALIAS career option for students in gender transition, which has been active since 2018. The university's commitment can also be seen in the introduction of activities such as smart working, coworking and teleworking, and the development of welfare and supplementary healthcare actions to improve the work-life balance (these measures earned the University Family Audit certification from the Autonomous Province of Trento in 2019, which then became Executive in 2022).

In particular, the last three years have seen the commitment of the entire organisation in the implementation of the 2022/2024 Gender Equality Plan, a set of commitments and actions aimed at reducing gender asymmetry and developing an attentive and inclusive culture, capable of valuing diversity, through institutional and cultural changes. The reasoning behind this plan was to achieve de facto equality in the University. The more than fifty actions already implemented had not only the ambition of not discriminating, but also and above all that of recognising differences and, on this basis, adopting positive actions to take the necessary steps towards substantial equality. Their achievement was monitored through specific indicators, surveys and regular reviews.⁷

Actions already implemented include, for example, the extension of the ALIAS profile also to administrative staff in gender transition (2024) and the updating of the guidelines on inclusive language for a more inclusive and uniform internal and external communication of the University (2022). In order to foster a cultural change capable of counteracting any kind of discrimination, actions from the educational point of view have aimed at the programming of masters, higher education courses, MOOCs, minors and other training initiatives on gender and diversity issues. As far as STEM disciplines are concerned, the University, in line with the third mission, has taken steps to activate scholarships and specific funding by involving external actors with the aim of taking the overall reflection on the subject beyond the internal context. Moreover, with the aim of setting an example for the whole of civil society, Ca' Foscari has successfully embarked on the path of gender equality certification, becoming the first Italian public University to obtain UNI/PdR 125:2022 certification in 2023. In the area of research, particular attention has been paid to measures aimed at overcoming gender asymmetry in conference panels (as early as 2022, guidelines have been drawn up to avoid so-called 'manel'). Finally, a delegate for gender equality has been established for each department.

⁷ To view all monitoring and annual reviews, see: <https://www.unive.it/pag/40679/> [ITA].

Monitoring and updating

This document spans a period of three years, in line with the University's other monitoring and planning tools. Specific indicators are foreseen for each action to measure the achievement of the objectives that the University has set itself. Periodic surveys are also planned for all the components of the University to assess the effectiveness of the actions implemented within the GEP.

The GEP Team undertakes, in compliance with the ongoing practice, to present and publish on its institutional website the annual monitoring report to make public the progress of the GEP, whose data and information will be the basis for the annual revision of the GEP itself and for all the other planning documents of the University, so as to align objectives and actions, taking into account the different conditions of the context and the needs and criticalities that have emerged.

ACTION PLAN

| Goal | Action | 2025 | 2026 | 2027 |
|--|---|------|------|------|
| 1. Gender equality in recruitment and career advancement | | | | |
| 1.1. Promote gender equality in recruitment and career advancement | Amendment of the University Regulation Governing the Selection and Appointment of Full and Associate Professors according to gender balance principles | X | X | |
| 1.2. Promote female leadership in research | Survey on female participation in research projects and definition of a shared monitoring method | X | X | X |
| | Coaching/mentoring activities and other training activities for young female researchers at the beginning/advancement of their career, by successful female researchers, also from outside the University | X | X | X |
| 2. Culture of the organisation | | | | |
| 2.1. Strengthen the University's role on gender issues | Renewal of the European HRS4R certification | | X | |
| | Consolidation and implementation of membership in Networks and Centres of national and international relevance dealing with gender equality and gender-based violence | X | X | X |
| | Updating, drafting and approval of the gender budget | X | | |
| | Appointment of the Committee introduced by the new Code of Conduct to Prevent and Combat Harassment, Art.8, c. 8. | X | | |
| | Drafting of a Risk Assessment Document for Sexual and Moral Harassment and Violence | X | | |
| | Confirm the UNI/PdR 125:2022 certification | X | | |

| | | | | |
|---|---|---|---|---|
| | Self-assessment of the institution's capacity to integrate gender mainstreaming using European best practices | X | | |
| | Survey to assess staff and student satisfaction with the introduction of the EasyAcademy application | | X | |
| 2.2. Make the language of the University more inclusive | Updating and (if necessary) editing of guidelines on inclusive language and definition of a vade mecum establishing shared rules for internal and external University communication | X | X | X |
| | Revision of the University website, institutional documents and forms to bring the language in line with the new guidelines | X | X | X |
| 2.3. Develop actions to spread an inclusive culture within the University's practices | Survey on perceived inequalities within the University | | X | |
| | Upkeeping and monitoring the psychological support desk | X | X | X |
| | Upkeeping and consolidation of the Philosophical Counselling Desk of the COFIL Master(provided the Master is activated) | X | X | X |
| | Inclusion of award criteria in tenders regarding commitment to gender issues (e.g. Gender Equality certification or ISO 30415 for diversity and inclusion) | X | X | X |
| | Continuation and monitoring of ALIAS careers for students | X | X | X |
| | Continuation and monitoring of ALIAS careers for staff | X | X | X |
| 2.4. Overcome gender asymmetry in the University's outreach activities | Publication of articles and news items on university research projects that have successfully integrated a gender perspective | | X | X |
| | Mapping of panel composition in conferences | X | X | X |
| | Programming of conferences, seminars and training activities on the topic of gender stereotypes | X | X | X |
| 2.5. To foster among women a greater awareness of their role | Organising talks with female professionals, researchers, scientists and academics whose professional history is an inspiration for guiding study and career choices | X | X | X |

| | | | | |
|--|---|---|---|---|
| | Planning training initiatives to help technical staff and faculty promote their leadership and develop strategic skills for the world of work | X | X | X |
| | ELLE lab for leadership development | X | X | X |
| | LeadHER mentoring programme | X | X | X |
| 3. Gender mainstreaming in research and teaching programmes | | | | |
| | Monitoring courses explicitly dedicated to gender issues in the degree programmes and other training initiatives on gender and diversity issues | X | X | X |
| 3.1. Include gender-related topics in the University's educational programme | Introduction of new courses explicitly dedicated to gender issues in the academic programmes | X | | |
| | Programming of Masters, Higher Education, MOOCs, Minors and other training initiatives on gender and diversity issues | X | X | X |
| | Promotion of the educational programme focused on gender issues within communication and orientation activities at the university | X | X | X |
| | | | | |
| 3.2. Promote gender mainstreaming as a cross-cutting element in research according to the subject area | Promote the use of research tools (databases, guidelines, etc.) and methodologies to include gender in research | X | X | X |
| 3.3. Reduce the gender gap in enrolment in STEM disciplines degree and PhD programmes | Maintain and strengthen dissertation prizes for female students enrolled in STEM degree and PhD programmes | X | X | X |
| | Orientation activities focused on STEM careers for high school female students, also in collaboration with external networks. | X | X | X |
| | Orientation activities focused on STEM careers for middle school (scuola media) female students, also in collaboration with external networks. | X | | |
| 3.4 Strengthen research on gender and diversity issues | Review of research outputs related to gender and diversity issues (over the past 5 years) | X | | |
| | Establishment of prize for theses (all levels) on gender, inclusion and diversity issues, subject to external funding opportunities | X | X | |

| | | | | |
|--|--|---|---|---|
| 4. Gender balance in top positions and decision-making bodies | | | | |
| 4.1. Promote female leadership in decision-making structures | Application of the University's General Regulations to introduce gender-based dual preference on ballot papers for elected student positions | X | | |
| | Internal mentoring schemes between managerial and non-managerial staff to support career progression in the public administration | | | X |
| 5. Combating gender-based violence, including sexual harassment | | | | |
| 5.1. Promoting knowledge of tools for reporting incidents of discrimination and violence | Promotion of the activities of the Equal Opportunities, Employee Well-Being and Inclusion Committee and the Confidential Councillor through both digital and printed informational materials | X | X | X |
| | Opening and management of a support desk run by an anti-violence centre at the University's Venice and Treviso campuses | X | X | X |
| 5.2. . Increase knowledge about different forms of gender-based violence | Ongoing monitoring of gender-based violence data within the University | X | X | X |
| | "Zero Tolerance" campaign against harassment and gender-based violence | X | | |
| | Awareness-raising activities against sexual harassment and gender-based violence, involving local anti-violence centres | X | X | X |
| 5.3 Increase awareness of the University's mission among external stakeholders | Preparation of a declaration of adherence to the University's code of conduct, to be signed by contracting/subcontracting companies, committing them to comply with and enforce the related behavioural obligations. Alternatively, preparation of integrity pacts, to be supplemented with a section dedicated to compliance with labour, social, and ethical regulations | | X | |
| 6. Work-life balance | | | | |

| | | | | |
|--|---|---|---|---|
| 6.1. Support work-life balance | Creating information materials about services and agreements for those relocating to Venice with children or dependents. | X | X | X |
| | Renewal of the Welfare Plan for PTA and CEL staff for the three-year period 2025- 2027 | X | | |
| | Confirmation of hybrid work arrangements (implementation of the POLA – Organisational Plan for Agile Work) | X | X | X |
| | Feasibility study for the introduction of a ‘Protected Category under the Equal Opportunities, Employee Well-Being and Inclusion Committee (CUG)’ in the preparation of teaching timetables | X | | |
| 6.2. Support parenting and life-work balance | Pilot set-up of a breastfeeding and baby care space at the San Giobbe campus, also open to the public | X | | |
| | Retention of the Family Audit Executive certification | | X | |

DETAIL SHEETS

The actions included within the 6 macro-areas of the plan are presented in detail below. For each action, the following have been identified:

- Recipients;
- Structure of reference;
- Other structures involved;
- Political authority;
- Expected result;
- Monitoring indicators;
- Resources;
- SDGs and 2030 Agenda targets;
- Timing.

It should be noted that the financial resources indicated in the forms are estimated costs, which will be revised annually during the drafting of the University's budget forecast.


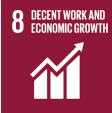
It is also emphasised that the amount of resources has not been specified where these consist of internal resources or are already allocated under other actions.

The categories of recipients listed should be interpreted inclusively. In particular, where broad groups are referred to, the following meanings apply:

- **Students** = students of all levels, including Master's students, those enrolled in individual courses, PhD candidates, Erasmus students, etc.;
- **University staff** = faculty, research, and technical-administrative staff, language experts (CEL), research fellows, scholarship holders, etc.;
- **Research staff** = all individuals engaged in research – including faculty, researchers, research fellows, PhD candidates, scholarship holders, etc.;
- **All members of the University** = both students and staff.

1. Gender equality in recruitment and career advancement

Confirming a nationwide trend, Ca' Foscari University shows vertical segregation in the academic sector, which was already highlighted in the 2022 Gender Balance, although it is improving. According to the data updated on 31/12/2024, compared to 122 full professors, there are 62 female full professors, i.e. 34 per cent - in 2021 they were only 27 per cent. The range narrows as one moves down the academic career grades (associate professors 44 per cent), to become more prominent as one moves down the academic grades (female university researchers 69 per cent, female fixed-term researchers 43 per cent). The actions presented, in compliance with the relevant national legislation, are aimed at taking the necessary steps to promote gender equality in recruitment and career advancement.

| 1.1. Promote gender equality in recruitment and career advancement | |
|--|---|
| Action 1 | Amendment of the University Regulation Governing the Selection and Appointment of Full and Associate Professors according to gender balance principles |
| Recipients | Full and Associate professors, Researchers |
| Structure of reference | ARU |
| Other structures involved | – |
| Political authority | Vice-Rector for General and Legal Affairs, staff relations and dealings with Ca' Foscari University of Venice Foundation |
| Expected result | Finding tools to promote gender equality in recruitment and career advancement |
| Monitoring indicators | Edits in Regulations |
| Resources | In-house only |
| SDGs |   |


| Timing | 2025 | 2026 | 2027 |
|--------|------|------|------|
|--------|------|------|------|

1.2. Promote female leadership in research

| | |
|----------------------------------|---|
| Action 1 2 | Survey on female participation in research projects and definition of a shared monitoring method |
| Recipients | Research staff |
| Structure of reference | ARIC |
| Other structures involved | APPS, Departments |
| Political authority | Vice-Rector for Research |
| Expected result | Improving knowledge of gender gaps within the University |
| Monitoring indicators | Definition of the monitoring method Updated mapping |
| Resources | In-house only |
| SDGs |  5.1, 5.5 |

| | | | |
|---------------|-------------|------|------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|------|------|

1.2. Promote female leadership in research

| | | | |
|----------------------------------|---|--|--|
| Action 1 2 | Coaching/mentoring activities and other training activities for young female researchers at the beginning/advancement of their career, by successful female researchers, also from outside the University | | |
| Recipients | Research staff | | |
| Structure of reference | ADISS - Innovative Education Sector | | |
| Other structures involved | ARIC, Departments | | |
| Political authority | Delegate for University and Secondary School Teacher training | | |
| Expected result | Increased awareness among young female researchers in building their careers | | |
| Monitoring indicators | Number of initiatives activated Number of participants | | |
| Resources | € 10,000 | | |
| SDGs |  5.5 | | |

| | | | |
|---------------|-------------|-------------|-------------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|-------------|-------------|

2. Culture of the organisation


Promoting a gender culture in the organisation of the University means encouraging gender inclusion and equality in the University's actions and raising awareness among the entire Ca' Foscari community. The organisation of the university is formally neutral, but certain social mechanisms can lead to inequality that is evident, for example, in gender imbalances in conference panels. The actions included in this area are transversal to the Ca' Foscari community and are aimed at encouraging cultural change.

2.1. Strengthen the University's role on gender issues

| Action 1 2 3 4 5 6 7 8 | Renewal of the European “HR Excellence in Research” certification |
|---------------------------|---|
| Recipients | Research staff |
| Structure of reference | ARU |
| Other structures involved | ARIC |
| Political authority | Vice-Rector for Research |
| Expected result | Continuation of the University's efforts to improve the working conditions of researchers at all career stages with particular attention to gender issues |
| Monitoring indicators | Renewal of certification |
| Resources | In-house only |
| SDGs |   |



| Timing | 2025 | 2026 | 2027 |
|--------|------|------|------|
| | | | |

2.1. Strengthen the University's role on gender issues

| | | | |
|----------------------------------|--|--|--|
| Action 1 2 3 4 5 6 7 8 | Consolidation and implementation of membership in Networks and Centres of national and international relevance dealing with gender equality and gender-based violence | | |
| Recipients | All members of the University | | |
| Structure of reference | CUG – Rector's office | | |
| Other structures involved | ACPIC | | |
| Political authority | Delegate for Gender Equality | | |
| Expected result | The commitment to and promotion of an inclusive culture becomes more apparent. The Ca' Foscari community's awareness is heightened through the university's dedication. | | |
| Monitoring indicators | Number of memberships maintained/activated with Networks and Centres | | |
| Resources | €1,000 | | |
| SDGs |  5.1, 5.c | | |



| | | | |
|---------------|-------------|-------------|-------------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|-------------|-------------|

2.1. Strengthen the University's role on gender issues

| | | |
|----------------------------------|---|---|
| Action 1 2 3 4 5 6 7 8 | | Updating, drafting and approval of the gender budget |
| Recipients | All members of the University | |
| Structure of reference | ARU | |
| Other structures involved | APPS, AAI | |
| Political authority | Delegate for Gender Equality | |
| Expected result | Miglioramento della conoscenza dello stato dell'arte e delle misure attuate in merito alle questioni di genere. | |
| Monitoring indicators | Approvazione del Bilancio di genere da parte degli organi | |
| Resources | In-house only | |
| SDGs |   4.a 5.1, 5.c | |



| | | | |
|---------------|-------------|------|------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|------|------|

2.1. Strengthen the University's role on gender issues

| | |
|----------------------------------|---|
| Action 1 2 3 4 5 6 7 8 | Appointment of the Committee introduced by the new Code of Conduct to Prevent and Combat Harassment, Art.8, c. 8. |
| Recipients | All members of the University |
| Structure of reference | AAI |
| Other structures involved | Rector's office, ARU |
| Political authority | Delegate for Gender Equality |
| Expected result | Miglioramento della conoscenza dello stato dell'arte e delle misure attuate in merito alle questioni di genere. con particolare riguardo ai casi di molestie |
| Monitoring indicators | Nomina della Commissione |
| Resources | In-house only |
| SDGs |   4.a 5.1, 5.5 |

| | | | |
|---------------|-------------|------|------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|------|------|

2.1. Strengthen the University's role on gender issues

| | |
|----------------------------------|--|
| Action 1 2 3 4 5 6 7 8 | Drafting of a Risk Assessment Document for Sexual and Moral Harassment and Violence |
| Recipients | Employees |
| Structure of reference | SPPR |
| Other structures involved | ARU |
| Political authority | Vice-Rector for General and Legal Affairs, staff relations and dealings with Ca' Foscari University of Venice Foundation |
| Expected result | Migliorare le condizioni generali di lavoro e di assessment del rischio |
| Monitoring indicators | Realizzazione del documento |
| Resources | In-house only |
| SDGs |   4.a 5.2 |



| | | | |
|---------------|-------------|------|------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|------|------|

2.1. Strengthen the University's role on gender issues

| | |
|--|---|
| Action 1 2 3 4 5 6 7 8 Confirm the UNI/PdR 125:2022 certification | |
| Recipients | Personale dell'Ateneo |
| Structure of reference | ARU |
| Other structures involved | AAI |
| Political authority | Vice-Rector for General and Legal Affairs, staff relations and dealings with Ca' Foscari University of Venice Foundation |
| Expected result | Rafforzamento misure di welfare/benessere organizzativo/conciliazione vita-lavoro e di parità di genere a esse associate |
| Monitoring indicators | Ottenimento conferma certificazione UNI/PdR 125:2022 |
| Resources | € 3.000 |
| SDGs |    |



| | | | |
|---------------|-------------|------|------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|------|------|

2.1. Strengthen the University's role on gender issues

| | |
|----------------------------------|---|
| Action 1 2 3 4 5 6 7 8 | Self-assessment of the institution's capacity to integrate gender mainstreaming using European best practices |
| Recipients | All members of the University |
| Structure of reference | GEP Team |
| Other structures involved | ARIC, AAI/ARU, APPS |
| Political authority | Delegate for Gender Equality |
| Expected result | Miglioramento della conoscenza dello stato dell'arte e delle misure attuate in merito alle questioni di genere |
| Monitoring indicators | Miglioramento della conoscenza dello stato dell'arte e delle misure attuate in merito alle questioni di genere |
| Resources | In-house only |
| SDGs |   4.a 5.1, 5.c |

| | | | |
|---------------|-------------|------|------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|------|------|

2.1. Strengthen the University's role on gender issues

| | |
|----------------------------------|---|
| Action 1 2 3 4 5 6 7 8 | Survey to assess staff and student satisfaction with the introduction of the EasyAcademy application |
| Recipients | Faculty and students |
| Structure of reference | ADISS |
| Other structures involved | APPS, CUG |
| Political authority | Delegate for Gender Equality |
| Expected result | Enhanced understanding of the current state of the art and the measures implemented to address gender issues. |
| Monitoring indicators | Actual conduction of the survey |
| Resources | In-house only |
| SDGs |   4.a 5.1, 5.c |



| | | | |
|---------------|------|-------------|------|
| Timing | 2025 | 2026 | 2027 |
|---------------|------|-------------|------|

2.2. Make the language of the University more inclusive

| | | | |
|----------------------------------|--|--|--|
| Action 1 2 | Updating and (if necessary) editing of guidelines on inclusive language and definition of a vade mecum establishing shared rules for internal and external University communication | | |
| Recipients | All members of the University | | |
| Structure of reference | ACPIC | | |
| Other structures involved | AAI | | |
| Political authority | Delegate for Gender Equality | | |
| Expected result | Promotion of inclusivity language | | |
| Monitoring indicators | Adoption of updated guidelines Production of information material | | |
| Resources | In-house only | | |
| SDGs |   4.a 5.1 | | |



| | | | |
|---------------|-------------|-------------|-------------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|-------------|-------------|

2.2. Make the language of the University more inclusive

| | | | |
|----------------------------------|---|--|--|
| Action 1 2 | Revision of the University website, institutional documents and forms to bring the language in line with the new guidelines | | |
| Recipients | All members of the University | | |
| Structure of reference | ASIT | | |
| Other structures involved | – | | |
| Political authority | Vice-Rector for Communication and Research Knowledge Valorisation | | |
| Expected result | Promotion of inclusivity language | | |
| Monitoring indicators | Completed revision | | |
| Resources | In-house only | | |
| SDGs |   | | |

| | | | |
|---------------|-------------|-------------|-------------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|-------------|-------------|

2.3. Develop actions to spread an inclusive culture within the University's practices

| Action 1 2 3 4 5 6 | |
|---|---|
| Survey on perceived inequalities within the University | |
| Recipients | University staff |
| Structure of reference | ARU |
| Other structures involved | CUG, APPS |
| Political authority | Delegate for Gender Equality |
| Expected result | Establishment of a perception framework on gender issues and evaluation of the impact of actions taken |
| Monitoring indicators | Conducting the survey |
| Resources | € 10,000 |
| SDGs |   |




| Timing | 2025 | 2026 | 2027 |
|--------|------|------|------|
| | | | |

2.3. Develop actions to spread an inclusive culture within the University's practices

| | |
|---|---|
| Action 1 2 3 4 5 6 Upkeeping and monitoring the psychological support desk | |
| Recipients | University staff |
| Structure of reference | ARU |
| Other structures involved | – |
| Political authority | Vice-Rector for General and Legal Affairs, staff relations and dealings with Ca' Foscari University of Venice Foundation |
| Expected result | Strengthening of welfare/organisational welfare/work-life balance measures |
| Monitoring indicators | Continuation of the service Number of support hours provided |
| Resources | €10,000 |
| SDGs |    |

| | | | |
|---------------|-------------|------|------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|------|------|

2.3. Develop actions to spread an inclusive culture within the University's practices

| | | | |
|----------------------------------|--|--|--|
| Action 1 2 3 4 5 6 | Upkeeping and consolidation of the Philosophical Counselling Desk of the COFIL Master(provided the Master is activated) | | |
| Recipients | All members of the University | | |
| Structure of reference | CUG | | |
| Other structures involved | ARU, ADISS | | |
| Political authority | Vice-rector for General, Legal and Personnel Affairs and Relations with the Ca' Foscari University of Venice Foundation Vice-rector for the right to study and student services | | |
| Expected result | Cultural awareness of the relevance of gender issues in human relations | | |
| Monitoring indicators | Maintenance of the desk's services Number of users | | |
| Resources | In-house only | | |
| SDGs |  3.4 |  5.1 |  8.8 |




| | | | |
|---------------|-------------|-------------|-------------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|-------------|-------------|

2.3. Develop actions to spread an inclusive culture within the University's practices

| | | | |
|----------------------------------|---|--|--|
| Action 1 2 3 4 5 6 | Inclusion of award criteria in tenders regarding commitment to gender issues (e.g. Gender Equality certification or ISO 30415 for diversity and inclusion) | | |
| Recipients | Technical-administrative staff | | |
| Structure of reference | ASIA | | |
| Other structures involved | AAI representative | | |
| Political authority | Delegate for Gender Equality | | |
| Expected result | Strengthening gender equality as a criterion in calls for tender | | |
| Monitoring indicators | % of calls for proposals including gender issues among the award criteria | | |
| Resources | In-house only | | |
| SDGs |   | | |




| | | | |
|---------------|-------------|-------------|-------------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|-------------|-------------|

2.3. Develop actions to spread an inclusive culture within the University's practices

| | | |
|----------------------------------|---|---|
| Action 1 2 3 4 5 6 | | Continuation and monitoring of ALIAS careers for students |
| Recipients | Students | |
| Structure of reference | ADISS | |
| Other structures involved | APPS | |
| Political authority | Vice-rector for the right to study and student services | |
| Expected result | Awareness of gender issues and of the main biases and stereotypes | |
| Monitoring indicators | Continuation of ALIAS career option Number of people who have used the ALIAS career | |
| Resources | In-house only | |
| SDGs |    | |



| | | | |
|---------------|-------------|-------------|-------------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|-------------|-------------|

2.3. Develop actions to spread an inclusive culture within the University's practices

| | |
|--|---|
| Action 1 2 3 4 5 6 Continuation and monitoring of ALIAS careers for staff | |
| Recipients | Technical administrative staff. Faculty and researchers |
| Structure of reference | ARU |
| Other structures involved | – |
| Political authority | Vice-Rector for General and Legal Affairs, staff relations and dealings with Ca' Foscari University of Venice Foundation |
| Expected result | Awareness of gender issues and of the main biases and stereotypes |
| Monitoring indicators | Feasibility study |
| Resources | In-house only |
| SDGs |    4.a 5.c 10.2 |




| | | | |
|---------------|-------------|-------------|-------------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|-------------|-------------|

2.4. Overcome gender asymmetry in the University's outreach activities

| | | | |
|----------------------------------|--|--|--|
| Action 1 2 3 | Publication of articles and news items on university research projects that have successfully integrated a gender perspective | | |
| Recipients | Research staff | | |
| Structure of reference | ACPIC | | |
| Other structures involved | ARIC, Departments | | |
| Political authority | Vice-Rector for Communication and Research Knowledge Valorisation | | |
| Expected result | Development of a culture of gender equality in the University's outreach activities, with specific reference to research projects that have successfully integrated gender-related topics. | | |
| Monitoring indicators | Publication of at least one article annually | | |
| Resources | In-house only | | |
| SDGs |    4.a 5.1, 5.5, 5.c 10.2, 10.3 | | |

| | | | |
|---------------|------|------|------|
| Timing | 2025 | 2026 | 2027 |
|---------------|------|------|------|

2.4. Overcome gender asymmetry in the University's outreach activities

| | | | |
|----------------------------------|--|--|--|
| Action 1 2 3 | | Mapping of panel composition in conferences | |
| Recipients | Research staff | | |
| Structure of reference | ACPIC | | |
| Other structures involved | Departments, ASIT, APPS | | |
| Political authority | Vice-Rector for Communication and Research Knowledge Valorisation | | |
| Expected result | A stronger culture of gender equality in the University's seminar and conference activities, along with a decrease in the number of all-male panels. | | |
| Monitoring indicators | Mapping | | |
| Resources | In-house only | | |
| SDGs |    4.a 5.1, 5.5 10.2, 10.3 | | |



| | | | |
|---------------|-------------|-------------|-------------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|-------------|-------------|

2.4. Overcome gender asymmetry in the University's outreach activities

| | | | |
|----------------------------------|---|--|--|
| Action 1 2 3 | Programming of conferences, seminars and training activities on the topic of gender stereotypes | | |
| Recipients | All members of the University | | |
| Structure of reference | CUG - Rector's office | | |
| Other structures involved | ACPIC | | |
| Political authority | Vice-Rector for Communication and Research Knowledge Valorisation | | |
| Expected result | Development of internal awareness on gender issues and prevalent stereotypes. | | |
| Monitoring indicators | Number of initiatives Number of participants | | |
| Resources | € 3,000 | | |
| SDGs |    4.a 5.1 10.2, 10.3 | | |




| | | | |
|---------------|-------------|-------------|-------------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|-------------|-------------|

2.5. To foster among women greater awareness of their role

| | | | |
|----------------------------------|--|--|--|
| Action 1 2 3 4 | Organising talks with female professionals, researchers, scientists and academics whose professional history is an inspiration for guiding study and career choices | | |
| Recipients | Female University and High School students | | |
| Structure of reference | Lei Project | | |
| Other structures involved | ADISS | | |
| Political authority | Vice-Rector for Communication and Research Knowledge Valorisation Delegate for Career Service | | |
| Expected result | Female career support | | |
| Monitoring indicators | Number of initiatives Number of participants | | |
| Resources | € 2.000 | | |
| SDGs |   5.5 10.2, 10.3 | | |

| | | | |
|---------------|-------------|-------------|-------------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|-------------|-------------|

2.5. To foster among women a greater awareness of their role

| | | | |
|----------------------------------|---|--|--|
| Action 1 2 3 4 | Planning training initiatives to help technical staff and faculty promote their leadership and develop strategic skills for the world of work | | |
| Recipients | Personale tecnico amministrativo e CEL dell'Ateneo | | |
| Structure of reference | ARU | | |
| Other structures involved | – | | |
| Political authority | Vice-Rector for General and Legal Affairs, staff relations and dealings with Ca' Foscari University of Venice Foundation | | |
| Expected result | Supporto alle carriere femminili | | |
| Monitoring indicators | Number of initiatives Number of participants | | |
| Resources | € 10,000 | | |
| SDGs |    | | |

| | | | |
|---------------|-------------|-------------|-------------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|-------------|-------------|

2.5. To foster among women greater awareness of their role

| | | | |
|----------------------------------|--|--|--|
| Action 1 2 3 4 | | ELLE lab for leadership development | |
| Recipients | Studentesse dell'Ateneo e studentesse delle scuole superiori | | |
| Structure of reference | Progetto LEi | | |
| Other structures involved | Competency Center | | |
| Political authority | Delegate for Career Service | | |
| Expected result | Supporto alle carriere femminili | | |
| Monitoring indicators | Number of initiatives Number of participants | | |
| Resources | In-house only | | |
| SDGs |   5.5 10.2, 10.3 | | |

| | | | |
|---------------|-------------|-------------|-------------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|-------------|-------------|




2.5. To foster among women greater awareness of their role

| Action 1 2 3 4 | | LEADHer mentoring programme |
|---------------------------|--|-----------------------------|
| Recipients | Students of the Atheneum and entrepreneur | |
| Structure of reference | Progetto LEi | |
| Other structures involved | - | |
| Political authority | Delegate for Career Service | |
| Expected result | Women's career support | |
| Monitoring indicators | Number of participants | |
| Resources | In-house only | |
| SDGs |   5.5 10.2, 10.3 | |


| Timing | 2025 | 2026 | 2027 |
|--------|------|------|------|
|--------|------|------|------|

3. Gender mainstreaming in research and teaching programmes

The gender dimension is present in many of the University's courses and over the years courses, including MOOCs, minors and master's courses, have been activated on gender equality and gender language issues. However, there are still considerable differences between departments and courses of study and, at times, difficulties in ensuring continuity in training and research activities. There are no University guidelines to promote greater visibility of gender issues and to integrate them into research and teaching programmes. The actions presented aim to fill these gaps.


| 3.1. Include gender-related topics in the University's educational programme | | | | | | | |
|--|---|------|------|------|--|--|--|
| Action 1 2 3 4 | Monitoring courses explicitly dedicated to gender issues in the degree programmes and other training initiatives on gender and diversity issues | | | | | | |
| Recipients | Students | | | | | | |
| Structure of reference | ADISS | | | | | | |
| Other structures involved | Departments | | | | | | |
| Political authority | Vice-rector for Education | | | | | | |
| Expected result | Acquisition of skills on gender equality and inclusion in the educational curriculum of students | | | | | | |
| Monitoring indicators | Monitoring map | | | | | | |
| Resources | In-house only | | | | | | |
| SDGs |    | | | | | | |
| Timing | <table border="1"> <thead> <tr> <th>2025</th> <th>2026</th> <th>2027</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2025 | 2026 | 2027 | | | |
| 2025 | 2026 | 2027 | | | | | |
| | | | | | | | |

3.1. Include gender-related topics in the University's educational programme

| | |
|----------------------------------|---|
| Action 1 2 3 4 | Introduction of new courses explicitly dedicated to gender issues in the academic programmes |
| Recipients | Students |
| Structure of reference | Departments |
| Other structures involved | ADISS |
| Political authority | Vice-rector for Education |
| Expected result | Acquisition of skills on gender equality and inclusion in the educational curriculum of students |
| Monitoring indicators | Number of courses added, starting from the a.y. 2024/25 |
| Resources | In-house only |
| SDGs |  |


| | | | |
|---------------|------|------|------|
| Timing | 2025 | 2026 | 2027 |
|---------------|------|------|------|

3.1. Include gender-related topics in the University's educational programme

| | | | |
|----------------------------------|--|--|--|
| Action 1 2 3 4 | Programming of Masters, Higher Education, MOOCs, Minors and other training initiatives on gender and diversity issues | | |
| Recipients | Students | | |
| Structure of reference | Challenge School | | |
| Other structures involved | ADISS, Departments | | |
| Political authority | Vice-rector for Education | | |
| Expected result | Acquisition of skills on gender equality and inclusion in the educational curriculum of students | | |
| Monitoring indicators | Number of training initiatives activated | | |
| Resources | In-house only | | |
| SDGs |  | | |


| | | | |
|---------------|-------------|-------------|-------------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|-------------|-------------|

3.1. Include gender-related topics in the University's educational programme

| | | | |
|----------------------------------|---|--|--|
| Action 1 2 3 4 | Promotion of the educational programme focused on gender issues within communication and orientation activities at the university | | |
| Recipients | Students | | |
| Structure of reference | ADISS | | |
| Other structures involved | ACPIC | | |
| Political authority | Vice-rector for Education Delegate for Orientation and Tutoring | | |
| Expected result | Acquisition of skills on gender equality and inclusion in the educational curriculum of students | | |
| Monitoring indicators | Number of promotional materials and initiatives carried out | | |
| Resources | In-house only | | |
| SDGs |  | | |



| | | | |
|---------------|-------------|-------------|-------------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|-------------|-------------|

3.2. Promote gender mainstreaming as a cross-cutting element in research according to the subject area

| | |
|----------------------------------|--|
| Action 1 | Promote the use of research tools (databases, guidelines, etc.) and methodologies to include gender in research |
| Recipients | Faculty and Research staff |
| Structure of reference | ARIC |
| Other structures involved | AAI, ACPIC, Departments |
| Political authority | Vice-rector for Research Department Delegates for Research |
| Expected result | Acquisition of methodological skills and tools for the promotion of gender research |
| Monitoring indicators | Number of promotional materials and initiatives carried out Number of participants |
| Resources | € 3,000 |
| SDGs |  5.1 |



| | | | |
|---------------|------|------|------|
| Timing | 2025 | 2026 | 2027 |
|---------------|------|------|------|

3.3 Reduce the gender gap in enrolment in STEM disciplines degree and PhD programmes

| | | | |
|----------------------------------|--|--|--|
| Action 1 2 3 | Maintain and strengthen dissertation prizes for female students enrolled in STEM degree and PhD programmes | | |
| Recipients | Students, female PhDs | | |
| Structure of reference | ADISS | | |
| Other structures involved | DAIS, DSMN, Development Office | | |
| Political authority | Vice-Rector for the Right to Education and Student Services | | |
| Expected result | Reducing the gender gap in STEM area degrees | | |
| Monitoring indicators | Number of grants activated and disbursed | | |
| Resources | Fundraising from external funders | | |
| SDGs |   4.5 5.1, 5.c | | |



| | | | |
|---------------|-------------|-------------|-------------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|-------------|-------------|

3.3. Reduce the gender gap in enrolment in STEM disciplines degree and PhD programmes

| | | | |
|----------------------------------|---|--|--|
| Action 1 2 3 | Orientation activities focused on STEM careers for high school female students, also in collaboration with external networks. | | |
| Recipients | High-school female students | | |
| Structure of reference | ADISS | | |
| Other structures involved | Progetto LEi | | |
| Political authority | Delegate for Orientation and Tutoring Delegate for Career Service | | |
| Expected result | Reducing the gender gap in STEM curricula | | |
| Monitoring indicators | Number of initiatives Number of people involved | | |
| Resources | Fundraising with external funders | | |
| SDGs |   | | |


| | | | |
|---------------|-------------|-------------|-------------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|-------------|-------------|

3.3. Reduce the gender gap in enrolment in STEM disciplines degree and PhD programmes

| | |
|----------------------------------|---|
| Action 1 2 3 | Orientation activities focused on STEM careers for middle school (scuola media) female students, also in collaboration with external networks. |
| Recipients | Middle school (scuola media) female students |
| Structure of reference | ADISS – Lei projects |
| Other structures involved | ADISS |
| Political authority | Delegate for Career Service |
| Expected result | Reducing the gender gap in STEM curricula |
| Monitoring indicators | Number of initiatives Number of people involved |
| Resources | In-house only |
| SDGs |   4.5 5.c |



| | | | |
|---------------|------|------|------|
| Timing | 2025 | 2026 | 2027 |
|---------------|------|------|------|

3.4. Strengthen research on gender and diversity issues

| | | | |
|----------------------------------|--|--|--|
| Action 1 2 | Review of research outputs related to gender and diversity issues (over the past 5 years) | | |
| Recipients | Faculty and Research staff | | |
| Structure of reference | APPS | | |
| Other structures involved | ARIC | | |
| Political authority | Vice-rector for Research | | |
| Expected result | Acquiring skills and methodological tools to promote research on gender | | |
| Monitoring indicators | Updated mapping | | |
| Resources | In-house only | | |
| SDGs |  5.1 | | |

| | | | |
|---------------|-------------|-------------|-------------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|-------------|-------------|

3.4. Strengthen research on gender and diversity issues

| | | | |
|----------------------------------|---|--|--|
| Action 1 2 | Establishment of prize for theses (all levels) on gender, inclusion and diversity issues, subject to external funding opportunities | | |
| Recipients | Students | | |
| Structure of reference | Development Office | | |
| Other structures involved | ADISS | | |
| Political authority | Vice-Rector for the Right to Education and Student Services | | |
| Expected result | Acquiring skills and methodological tools to promote research on gender | | |
| Monitoring indicators | Number of assigned prizes | | |
| Resources | Fundraising with external funders | | |
| SDGs |   | | |



| | | | |
|---------------|------|------|------|
| Timing | 2025 | 2026 | 2027 |
|---------------|------|------|------|

4. Gender balance in top positions and decision-making bodies



Gender balance in leadership roles and decision-making bodies must be ensured both in terms of quantitative representation and in terms of equal opportunities and ethical parity.

The first step towards achieving this is breaking the so-called “glass ceiling” – the set of social, cultural, and psychological barriers that hinder the realisation of genuine equality of rights.

The proposed actions represent important steps in this direction and are accompanied by a cultural and regulatory shift, which is the overall aim of the plan..

| 4.1. Promote female leadership in decision-making structures | | | | |
|--|--|-------------|------|------|
| Action 1 2 | Application of the University’s General Regulations to introduce gender-based dual preference on ballot papers for elected student positions | | | |
| Recipients | All members of the University | | | |
| Structure of reference | AAI | | | |
| Other structures involved | – | | | |
| Political authority | Vice-Rector for General and Legal Affairs, staff relations and dealings with Ca’ Foscari University of Venice Foundation | | | |
| Expected result | Achievement of gender balance in representation | | | |
| Monitoring indicators | Application of the General Regulations (in line with the revisions of the Statute and Regulations) | | | |
| Resources | In-house only | | | |
| SDGs |   4.a 5.1, 5.5 | | | |
| Timing | <table border="1"> <tr> <td style="background-color: #003366; color: white; text-align: center;">2025</td> <td style="background-color: #cccccc; text-align: center;">2026</td> <td style="background-color: #cccccc; text-align: center;">2027</td> </tr> </table> | 2025 | 2026 | 2027 |
| 2025 | 2026 | 2027 | | |

4.1. Promote female leadership in decision-making structures

| | | | |
|----------------------------------|--|--|--|
| Action 1 2 | Internal mentoring schemes between managerial and non-managerial staff to support career progression in the public administration | | |
| Recipients | Female technical-administrative staff and CELs | | |
| Structure of reference | ARU | | |
| Other structures involved | – | | |
| Political authority | Delegate for Gender Equality | | |
| Expected result | Women's career support | | |
| Monitoring indicators | Number of initiatives Number of participants | | |
| Resources | In-house only | | |
| SDGs |   5.1, 5.5 8.8 | | |

| | | | |
|---------------|------|------|------|
| Timing | 2025 | 2026 | 2027 |
|---------------|------|------|------|

5. Combating gender-based violence, including sexual harassment



Gender-based violence is structural in societies and disproportionately affects women and girls. It is a form of discrimination against women and a violation of fundamental human rights. Sexual harassment is a form of gender-based violence and consists of any form of unwanted verbal, non-verbal or physical conduct of a sexual nature with the purpose or effect of violating the dignity of a person, in particular when such conduct creates an intimidating, hostile, degrading, humiliating or offensive environment (Istanbul Convention, Art. 40). The actions placed within this area are aimed at responding to every case of gender-based violence in the University, but also at preventing violence, by raising the awareness of the entire Ca' Foscari community and changing a culture that discriminates and excludes.

5.1. Promoting knowledge of tools for reporting incidents of discrimination and violence

| | | | |
|----------------------------------|---|--|---|
| Action 1 2 | Promotion of the activities of the Equal Opportunities, Employee Well-Being and Inclusion Committee and the Confidential Councillor through both digital and printed informational materials | | |
| Recipients | All members of the University | | |
| Structure of reference | CUG - Rector's office | | |
| Other structures involved | ACPIC | | |
| Political authority | Delegate for Gender Equality | | |
| Expected result | Awareness of the activities of the CUG and awareness of the importance of the CUG's role, with particular emphasis on the QR your rights campaign. | | |
| Monitoring indicators | Number of dissemination activities carried out | | |
| Resources | € 7,500 | | |
| SDGs |  4.7 |  5.1 |  10.2 |



| | | | |
|---------------|-------------|-------------|-------------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|-------------|-------------|

5.1. Promoting knowledge of tools for reporting incidents of discrimination and violence

| | | | |
|----------------------------------|---|--|--|
| Action 1 2 | Opening and management of a support desk run by an anti-violence centre at the University's Venice and Treviso campuses | | |
| Recipients | All members of the University | | |
| Structure of reference | ADISS | | |
| Other structures involved | CUG, AAI | | |
| Political authority | Delegate for Gender Equality | | |
| Expected result | Developing a culture of inclusion against and combating discrimination | | |
| Monitoring indicators | Opening of the desk | | |
| Resources | Veneto Region funds | | |
| SDGs |   | | |

| | | | |
|---------------|-------------|-------------|-------------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|-------------|-------------|

5.2. Increase knowledge about different forms of gender-based violence

| | |
|----------------------------------|---|
| Action 1 2 3 | Ongoing monitoring of gender-based violence data within the University |
| Recipients | All members of the University |
| Structure of reference | AAI |
| Other structures involved | Confidential Counsellor, APPS, ARU |
| Political authority | Delegate for Gender Equality |
| Expected result | Improvement of knowledge on gender issues and violence within the University |
| Monitoring indicators | Implementation of 1 monitoring action per year |
| Resources | In-house only |
| SDGs |   |

| | | | |
|---------------|------|------|------|
| Timing | 2025 | 2026 | 2027 |
|---------------|------|------|------|

5.2. Increase knowledge about different forms of gender-based violence

| | | | |
|----------------------------------|---|--|--|
| Action 1 2 3 | “Zero Tolerance” campaign against harassment and gender-based violence | | |
| Recipients | All members of the University | | |
| Structure of reference | CUG - Rector's office | | |
| Other structures involved | ACPIC | | |
| Political authority | Delegate for Gender Equality | | |
| Expected result | Dissemination and clarification of the new Code of Conduct to Prevent and Combat Harassment across all University Departments and Offices | | |
| Monitoring indicators | Number of dissemination events | | |
| Resources | In-house only | | |
| SDGs |   | | |



| | | | |
|---------------|-------------|------|------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|------|------|

5.2. Increase knowledge about different forms of gender-based violence

| | | | |
|----------------------------------|---|--|--|
| Action 1 2 3 | Awareness-raising activities against sexual harassment and gender-based violence, involving local anti-violence centres | | |
| Recipients | All members of the University | | |
| Structure of reference | CUG - Rector's office | | |
| Other structures involved | ACPIC | | |
| Political authority | Delegate for Gender Equality | | |
| Expected result | Developing a culture of inclusion against discrimination. Help all members of the Ca' Foscari community to recognise violence and to be aware of what action to take. | | |
| Monitoring indicators | Number of initiatives implemented Number of participants | | |
| Resources | In-house only | | |
| SDGs |   | | |

| | | | |
|---------------|-------------|-------------|-------------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|-------------|-------------|



5.3 Increase awareness of the University's mission among external stakeholders

| | |
|----------------------------------|---|
| Action 1 | Preparation of a declaration of adherence to the University's code of conduct, to be signed by contracting/subcontracting companies, committing them to comply with and enforce the related behavioural obligations. Alternatively, preparation of integrity pacts, to be supplemented with a section dedicated to compliance with labour, social, and ethical regulations. |
| Recipients | Contracting and subcontracting companies |
| Structure of reference | AAI |
| Other structures involved | ASIA |
| Political authority | Delegate for Gender Equality |
| Expected result | Engaging stakeholders outside the university on principles and commitment to EDI issues. |
| Monitoring indicators | Preparation of the declaration |
| Resources | In-house only |
| SDGs |   |



| | | | |
|---------------|------|-------------|------|
| Timing | 2025 | 2026 | 2027 |
|---------------|------|-------------|------|

6. Work-Life Balance

Ensuring a balance between professional activities and family life for parents and caregivers entails assisting workers in reconciling their professional and family responsibilities by fostering flexibility in workload management and offering support for parenthood.


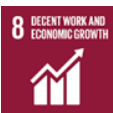
| 6.1. Support work-life balance | | | |
|----------------------------------|---|------|------|
| Action 1 2 3 4 | Creation information materials about services and agreements for those relocating to Venice with children or dependents | | |
| Recipients | All members of the University | | |
| Structure of reference | ARU | | |
| Other structures involved | – | | |
| Political authority | Delegate for Gender Equality | | |
| Expected result | Strengthening of welfare/organisational welfare/work-life balance measures | | |
| Monitoring indicators | Production and publication of information material | | |
| Resources | In-house only | | |
| SDGs |   | | |
| | 3.7 | 5.4 | |
| Timing | 2025 | 2026 | 2027 |

6.1. Support work-life balance

| | |
|----------------------------------|---|
| Action 1 2 3 4 | Renewal of the Welfare Plan for PTA and CEL staff for the three-year period 2025- 2027 |
| Recipients | Technical-administrative staffa and CELs |
| Structure of reference | ARU |
| Other structures involved | – |
| Political authority | Vice-Rector for General and Legal Affairs, staff relations and dealings with Ca' Foscari University of Venice Foundation |
| Expected result | Strengthening of welfare/organisational welfare/work-life balance measures |
| Monitoring indicators | Renewal of plan by 2025 of % of wallet usage by users |
| Resources | € 1,145,991 |
| SDGs |  3.7  8.5 |



| | | | |
|---------------|-------------|------|------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|------|------|

6.1. Support work-life balance

| | | | |
|----------------------------------|---|--|--|
| Action 1 2 3 4 | Confirmation of hybrid work arrangements (implementation of the POLA – Organisational Plan for Agile Work) | | |
| Recipients | Personale tecnico-amministrativo | | |
| Structure of reference | ARU | | |
| Other structures involved | – | | |
| Political authority | Vice-Rector for General and Legal Affairs, staff relations and dealings with Ca' Foscari University of Venice Foundation | | |
| Expected result | Strengthening of welfare/organisational welfare/work-life balance measures | | |
| Monitoring indicators | Development of the Integrated Plan for Activities and Organisation (PIAO) in line with annual targets | | |
| Resources | Resources allocated by the PIAO | | |
| SDGs |   | | |



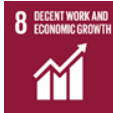
| | | | |
|---------------|-------------|-------------|-------------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|-------------|-------------|

6.1. Support work-life balance

| | |
|----------------------------------|---|
| Action 1 2 3 4 | Feasibility study for the introduction of a 'Protected Category under the Equal Opportunities, Employee Well-Being and Inclusion Committee (CUG)' in the preparation of teaching timetables |
| Recipients | Interested faculty |
| Structure of reference | ARU |
| Other structures involved | CUG |
| Political authority | Vice-Rector for General and Legal Affairs, staff relations and dealings with Ca' Foscari University of Venice Foundation |
| Expected result | Strengthening of welfare/organisational welfare/work-life balance measures |
| Monitoring indicators | Making of the feasibility study |
| Resources | In-house only |
| SDGs |   |


| | | | |
|---------------|------|------|------|
| Timing | 2025 | 2026 | 2027 |
|---------------|------|------|------|

6.2. Support parenting and work-life balance

| | | | |
|----------------------------------|--|--|--|
| Action 1 2 | Pilot set-up of a breastfeeding and baby care space at the San Giobbe campus, also open to the public | | |
| Recipients | Ca' Foscari community and city-dwellers | | |
| Structure of reference | Departments | | |
| Other structures involved | – | | |
| Political authority | Delegate for Gender Equality | | |
| Expected result | Strengthening of welfare/organisational welfare/work-life balance measures | | |
| Monitoring indicators | Creation of the breastfeeding and baby care space | | |
| Resources | DEC/VSM Department funds | | |
| SDGs |  3.7 |  5.4 |  8.8 |

| | | | |
|---------------|-------------|------|------|
| Timing | 2025 | 2026 | 2027 |
|---------------|-------------|------|------|

6.2. Support parenting and work-life balance

| | | |
|----------------------------------|--|--|
| Action 1 2 | | Retention of the Family Audit Executive certification |
| Recipients | University staff | |
| Structure of reference | ARU | |
| Other structures involved | – | |
| Political authority | Vice-Rector for General and Legal Affairs, staff relations and dealings with Ca' Foscari University of Venice Foundation | |
| Expected result | Strengthening of welfare/organisational welfare/work-life balance measures | |
| Monitoring indicators | Start of the two-year consolidation period | |
| Resources | € 5,000 | |
| SDGs |  | |

| | | | |
|---------------|------|------|------|
| Timing | 2025 | 2026 | 2027 |
|---------------|------|------|------|



The Gender Equality Plan is part of the 'Sustainable Ca' Foscari' programme and contributes to the implementation of the 2030 Agenda, with particular reference to the SDGs:

- 3 - Health and well-being
- 4 - Quality education
- 5 - Gender equality
- 8 - Decent work and economic growth
- 10 - Reducing inequalities
- 11 - Sustainable cities and communities
- 12 - Responsible consumption and production



Università
Ca'Foscari
Venezia

Delegate for Gender Equality
Prof. Sara De Vido

Published by the
Institutional Affairs Area
Sustainability Office
as a support office
to the GEP TEAM