



# EUROPEAN RESEARCH UNIVERSITY

## Gender Equality Plan

### Introduction

The European Research University is a non-governmental, non-profit institution whose primary mission is to provide education through accredited undergraduate and postgraduate degree programmes, non-degree programmes, and lifelong learning initiatives, as well as to undertake associated scientific research activities. Founded on the principles of openness, inclusivity, equality, and respect for individual needs, the ERUNI is dedicated to delivering education based on a non-profit model.

The educational experience at the ERUNI is highly personalised, with students being actively engaged in research from their undergraduate studies onwards. The number of students admitted to the University is deliberately limited, as applicants undergo a rigorous multi-round admission process in which their research aptitude is assessed. Research activities, and their integration with teaching in the accredited study programmes, remain a central focus of the institution.

In addition to its strong research orientation, the ERUNI is distinguished by a high level of internationalisation, which permeates both its teaching and its broader activities, particularly in the field of research. The University maintains collaborations with academic institutions worldwide, and its researchers are regularly involved in international research teams.

In order to facilitate access to higher education, the ERUNI operates on a non-profit basis and provides a scholarship programme that, under certain conditions, can cover up to 100% of the costs associated with study. This scholarship initiative is designed to ensure equal access to education for students regardless of their financial or social background.

In our vision, the ERUNI is an internationally respected institution that achieves excellent results in the field of accredited study programmes and that has a good position in the world university rankings, particularly in relation to the quality of teaching and its connection with research activities. Its graduates are successful later in life and the results of research are socially relevant. We strive that the graduates have a natural sense for social responsibility and that they accept the challenges associated with life in a multi-cultural environment, with the development of new technologies and sustainability of economic growth. The fundamental element for fulfilling the goals of the ERUNI is primarily the stable and loyal core of academics from all over the world with a high standard of expertise and an appropriate age structure who share common visions and values. The University also cooperates with the business and public sectors as well as with charities and volunteers.





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## Ten Principles of the PriorityGO Approach

As one of the members of the PRIGO educational group, the ERUNI adheres to the ten PriorityGO principles of education adopted by this group. PriorityGO is a unique trademark-protected approach to education which is based on the combination of individualisation of teaching, modern didactic methods and respect for the challenges of contemporary society. Within this framework, the PRIGO schools focus not only on academic education, but especially on the practical applicability of our graduates in later life. Emphasis is therefore placed on the high quality of teaching with priority given to the development of actual skills.

The philosophy of the PRIGO schools is therefore clearly defined and is constantly adapting to the dynamical development of society. We know who we educate and how we educate them. Like our students, even we make mistakes that we try to learn from.

### 1. School for life as it will be

*We have a vision.* A vision to be a school for life as it will be. We derive from the values applicable in the European cultural environment while inspiring ourselves by examples of good practice from the whole the world. The European educational tradition is applied in a way to meet the needs of the 21st century as well as the role of the Europa in the world global area. We strive to educate creative personalities with a strong sense of adaptability and flexibility who will be able to prove themselves successful in life. Our teaching and balanced offer of extracurricular events include sports activities, cultural activities, and activities necessary for everyday life, such as courses of housework and crafts.

### 2. Personality development

*We have a mission.* It is based on the premise that boundaries of one's development are in fact just the boundaries of people's minds. We do our best for our pupils and students to invest their efforts mainly in developing skills in the areas in which they are good at, not wasting their potential in areas where their possibilities are limited. We teach our students to work with mistakes and embrace both their strengths and weaknesses. We support the development of creativity, which we consider to be the basis of personality development. Similarly, we make efforts to contribute to the personal development of our teachers. We then find harmony by identifying suitable groups of teachers and pupils so that their mutual interaction is compatible with their personality characteristics and





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learning goals. Our schools further focus on the development and education of talented individuals, in other words, those whose capabilities significantly exceed the average. Nonetheless, an emphasis is always placed on openness and equal opportunities.

### 3. Critical thinking

*We are not afraid to use our own reason.* Therefore, we consider the development of critical thinking as the basis for preparation for future life. We emphasise modern didactic methods, the development of transferable competencies, an active approach to the notion of feedback, self-evaluation, and self-reflection in teaching. We advocate for independence in decision-making and assuming responsibility for our actions. We teach pupils and students not to rely on first impressions, to navigate through the flood of information and work with them appropriately, and, not to take over mainstream opinions without thinking. We encourage the students to build their own qualified opinion while using a critical distance and reducing the superficiality of information. We enhance the natural curiosity and desire for knowledge, as well as comprehensive development with a suitable mix of school and extracurricular activities. Our goal is an education aimed at lifelong learning and preparation for future life, where it is necessary to critically gain and process information and where it is desirable to respond flexibly to dynamic changes of the needs of society.

### 4. Individualisation

*We are unique.* Teaching in our schools is highly individualised and it includes personal and career counselling, which allows us to develop each person's unique abilities. We do not perceive the process of individualisation merely in terms of decreasing the number of pupils or students educated by a single teacher. Contrarily, the opportunity to identify the strengths and weaknesses of each student and educator lies at the heart of this process. We engage in active work to develop the individual needs of our students in order to achieve their maximum applicability in further studies and life. We apply a supportive and friendly approach to every student since we understand education as a public service and mission. However, we educate our students to reasonably respect authorities, the rules of common conduct and tolerance towards other members of society. We promote the development of skills in the field of etiquette.

### 5. Mentoring

*We learn intergenerationally.* We provide a unique opportunity to transfer intergenerational experiences between our schools, which cover the entire education system and include children from two years of age to senior students at the university of the third age. We create opportunities for





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developing intergenerational respect and exchanging experiences within and among all schools. Older pupils and students become mentors of the younger ones, which makes it possible to increase the quality of the educational process and boost their own sense of responsibility. Similarly, mentoring takes place between individual groups of teachers. We advocate for the development of natural respect between the generations through informal events for all age groups.

## **6. Project approach to teaching**

*We support responsibility and teamwork.* We apply stimulating teaching methods such as discussion, problem solving, or real-life simulation in teaching. Beyond that, however, we also build on complex methods which combine various didactic elements, especially those aimed at developing critical thinking, cooperative teaching, and project teaching. Taking part in projects helps our students to better understand current challenges and the cultural-historical development of society. The project approach to problem solving is directed for use in later life and work – for this purpose, we intensively rely on practical training. Additionally, we support creative and sometimes even slightly unconventional or risky projects, which allow us to grow.

## **7. Smart school**

*We follow the current trends.* We are aware that the school itself is no longer the sole or main source of information, and that its role is to some extent assumed by the online environment in the present time. We focus on the use of modern technologies in terms of teaching and in terms of our study field offer, but always in line with the study goals and the personality development of the student. We are a smart school. Our priorities are connectivity, electronic communication, and transparency. We use mobile devices and the Internet environment not only as a part of teaching, but also in all other activities associated with attending the school. Meanwhile, our goal is for technologies to become a natural part of life, a tool for solving problems and simplifying work and life in general, not as a mean of consuming free time and replacing one's personal social ties. We emphasise education aimed at safety in the use of technologies.

## **8. Internationalisation**

*We are global.* Our schools have students and teachers from all over the world. We support international student exchanges during and after graduation, while we make efforts to help our students in finding a work engagement around the world. International mobility of students and teachers is therefore at an above-standard level at our schools. We include teaching about other cultures and customs, including their limits in European setting.





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## 9. Ethics

*We respect European values.* Therefore, in accordance with the traditions in our cultural area and especially with regard to the challenges of the surrounding globalised environment, we focus on formal and informal transferring of experience and moral postulates into education, always with regard to the degree of the specific study and the student's age. We support charitable and volunteering events. We guide our pupils and students to respect normative systems, such as law, morality, and religion, and to understand the significance of social values. Despite that, we always choose a balanced, rational, and non-dogmatic approach.

## 10. Sustainability

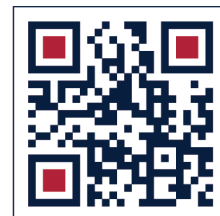
*We are humans.* Not only do we educate our pupils and students to respect one another but also to respect the surrounding environment. With an appropriate mix of educational, and in particular volunteering extracurricular activities, we guide them towards sustainable behaviour, environmental consideration, and the understanding of global issues – always with a non-dogmatic and sensible approach based on the awareness of social responsibility. We support the extracurricular activities of pupils and students, especially those which help them to assume responsibility for their surroundings, enable them to understand the role of public life and active participation in it.

### Objectives of the Gender Equality Plan

We strive for equality in teaching, leadership, research, and development at all levels and in all disciplines and activities that the ERUNI offers. Equality between men and women is one of our core values. Gender equality takes us even further. In broad terms, this means that anyone, regardless of gender, nationality, religion, and age, should have the same opportunities, rights and privileges.

We provide creative environments for research, science, and for students. Mutual interaction and respect between students, academics, and staff is a cornerstone not only for development in science and research but also for respectful relationships.

In order to ensure that all gender equality principles are respected in all respects and that they are not violated, we have assembled a team of staff who will regularly monitor the progress of all activities. In case of violation of the principles, steps will be set up to ensure that immediate remedial





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action is taken. The head of this team receives regular training in gender equality. Currently, the Ethics Committee, among other activities, is already dealing with the gender equality policy.

We are committed to upholding all the principles of gender equality, which is why every year we will conduct regular monitoring and evaluation. At the end of each year, we will compile an analysis comparing the actual results with the previous period. Through these activities, we want to find solutions where the situation regarding gender equality is not ideal. Our aim is to set all processes so that decision-making and involvement in all our activities is automatic, taking into account gender equality.

## **Phases of the Gender Equality Plan**

- Analysis - a collection of consistent data disaggregated by gender and other important characteristics. In this phase, we analyze all processes, procedures, and rules and also carry out an equal opportunities analysis.
- Creating a plan - we define the areas, goals, and means to achieve gender equality. We identify specific indicators, activities, and resources needed to achieve the goal.
- Implementation - we will put in place a Gender Equality Plan (GEP), to be implemented on an ongoing basis, monitoring and evaluating of its implementation. At this stage, the GEP may be modified.
- Evaluation - evaluation of the progress of the implementation of the plan and its impact on the institution. On the basis of the results, a new plan will be implemented.

The GEP process is cyclical and takes 5 years.

## **Gender Analysis of the Current Situation**

According to the Act 111/1998 Coll. on Higher Education Institutions and Amendments to Other Acts (the Higher Education Act) Schools, the ERUNI carries out regular monitoring of employees and students.





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**Table 1. Staff as at 31 December 2024**

|                      | Total     | of which women |
|----------------------|-----------|----------------|
| Academic staff:      |           |                |
| Professors           | 8         | 2              |
| Associate Professors | 6         | 4              |
| Assistant Professors | 17        | 5              |
| Lecturers            | 16        | 11             |
| Research fellows     | 12        | 3              |
| Other workers        | 7         | 7              |
| <b>Total</b>         | <b>66</b> | <b>32</b>      |

At the ERUNI, we consistently ensure equal treatment of all employees and the elimination of any discrimination, including harassment and sexual violence, in accordance with the Labour Code and the Anti-Discrimination Act. In addition to the matriculation pledge, our students also undertake in writing to act in accordance with the generally recognised rules of good conduct and ethics in relation to all persons with whom they come into contact.

Any gender-based or other harassment will be immediately dealt according to the severity of the offense based on the results of disciplinary procedure (in the case of students) and termination of employment (in the case of employees and proof of their guilt).

## **Areas of the Gender Equality Plan**

In the following section, the most important areas of activity at the ERUNI are discussed in more detail. Within each area, we have set targets and the means to achieve them. We intend to document these and monitor how we are able to achieve each objective.

### **Recruitment, Salaries, Working Process**

One of our guiding principles is gender equality for all our employees and colleagues. From the level of recruitment and hiring of new employees, through the induction of new employees to equal opportunities for existing employees, we aim for equality in all areas, regardless of gender, age,





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nationality or religion. All our employees are entitled to equal pay, dependent only on their workload and performance.

Every year, we conduct a gender analysis to assess the status of compliance with the rules according to the principles of gender equality. The results of this analysis are presented in the Annual Report on the activities of the ERUNI.

## Objectives:

- To apply an equal personal approach to all staff and students.
- Equal pay for our employees regardless of gender.
- Equal access for our employees to information regarding the workplace, the work team, training, etc.

## Instruments:

- We advertise vacant positions so that the under-represented gender group is also motivated.
- We try not to suggest in our advertisements that the predominant gender group for a given position interests in a particular gender group.
- Each year we inform male and female students of the opportunity to participate equally in activities at our university.
- We inform male and female students equally about the possibilities of joining the workforce after graduation.
- The salary level at ERUNI is not based on gender but on the workload and the quality of the work done. Workers are also motivated to do their work in the same way.
- We are aware that the work in the school, the management, and the visit and other activities have to be done by every employee in a given position, regardless of gender. We will also publish all the information provided in English. Emphasis should also be placed on the fact that new starters or visiting foreign employees and foreign students had the same opportunity to participate in scientific research activities of ERUNI.
- All our employees, due to their job position, have the same right to regular educational courses and training in order to achieve equivalence of competencies for the position.







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## Parental Leave, Mothers with Children

We do not forget the role of our employees and students as parents and respect their responsibilities towards their families. For this reason, at the ERUNI we allow all those who stay at home with their children on maternity or parental leave to participate in scientific and educational activities according to individual rules.

The support for workers with children is implemented through a modified work schedule (e.g. a lower share of working hours. ) We also accommodate employees after their return from parental/maternity leave and offer various work adaptation options, e.g. shorter working hours and the most flexible schedule possible. Another possibility is flexible working hours where the nature of work allows it. During the summer holidays, employees may place their children in the PRIGO Kindergarten or in suburban camps organised by the PRIGO group. The ERUNI offers educational courses, workshops and other means of self-realisation after return from parental leave back to work.

Also, our students with young children have the opportunity to adjust their schedule to suit their needs and complete their studies. We also offer them an individual study plan upon request.

We try to give them an opportunity to combine employment and studies with childcare.

### Objectives:

- To enable mothers on maternity leave and parents on parental leave to study and work so that they can fulfill their work and study commitments while they are still on these duties.

### Instruments:

- We will design seminars, classes, and exercises in a way that the schedule can be structured so that, for example, it does not interfere with the evening hours.
- We will set up an appropriate working contact with employees on parental leave in such a way that they do not lose their professional connection in terms of leadership and knowledge and can still retain their competencies to supplement their competencies.
- We make parental leave available not only to women but also to men.





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## Science and Research

Our mission is, among other things, to cultivate and develop scientific and other creative activities in cooperation with domestic and foreign universities, research institutions, the state administration, and the corporate and cultural sphere.

We organise invited lectures and seminars, we cooperate in science and research with other institutions, we organise professional workshops, research seminars, and conferences. There are also many external collaborators.

We are classified as a research institution by the Ministry of Education, Youth, and Physical Education, we meet the defining characteristics. We have ratified the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers, and we hold the prestigious HR Excellence in Research Award (HR Award).

All this allows the development of scientific, research, and other creative activities of the university.

### Objectives:

- To organise internal and external staff in such a way as to ensure gender equality.

### Instruments:

- Organisers and leaders of professional activities will focus on ensuring gender equality (women, men, foreign guests, access for the disabled, etc.) to scientific and research activities.

## Sexual Harassment

This type of behaviour is highly inappropriate in our workplace and undermines the integrity of the employee. It includes activities such as unwanted physical contact, stalking, soliciting sex, intimidation or humiliation. Also unacceptable are attacks on physical appearance and efforts to show off one's superiority over others, as well as signs of ignorance and non-cooperation over gender issues, etc.

At the ERUNI, we fundamentally reject this behaviour. In the event of a violation of ethical principles, persons who experience this type of behaviour may contact Dr. Martin Černek, who will evaluate the complaint and forward it to the Ethics Committee. E-mail: [martin.cernek@eruni.org](mailto:martin.cernek@eruni.org)





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## How is the prevention carried out:

1. An employee or a student of the ERUNI has the possibility to contact the Dean or the Rector, or the employee in charge Dr. Martin Černek. The hearing will be conducted in such way that the privacy of the complainant and any witnesses is not invaded.

2. The employee or student has the right to submit a written complaint to the Ethics Committee. The deadlines for the discussion and the meeting of the Ethics Committee are governed by relevant rector's decree.

### Objectives:

- To set up the working and teaching environment so that the above activities do not occur.
- To organise preventive actions against this type of behaviour.

### Instruments:

- Regular seminars where the issue of sexual violence and harassment is discussed by experts. They guide potential victims on how to react and defend themselves, and in turn direct potential perpetrators of violence.
- Preventive information on investigations and consequences for any inappropriate activities.
- Informing staff and students about gender equality at ERUNI and what to do and who to contact in the event of a personal attack against them.
- Immediate replacement of the staff member causing the unwanted activity (e.g. reassignment to another workplace, another group of students, other staff, etc.).
- Regularly informing staff and students about the gender equality policy at the ERUNI.

## Gender and Teaching

The ERUNI will include gender issues in its teaching and education. The gender aspect should be visible in the course content, we will also introduce discussions on gender issues as part of the student evaluation, which will include an evaluation of the approach to gender issues.

### Objectives:

- Include gender issues in teaching and education as much as possible.





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## Instruments:

- We will provide and recommend literature to educate students on gender balance as part of the curriculum.
- We will also include gender issues in the classroom, have discussions with students on this topic and guide their behaviour towards equality in all areas of life.
- Evaluations will also include gender equality issues. We will then respond to the evaluations.
- Our courses, seminars and lectures will also be a model for students in terms of their approach to gender equality.

## Social Environment, Foreign Students, Accommodation

Students are being prepared for life as it will be, and this cannot be done without teaching methods that develop critical thinking and general competencies combined with the use of modern technology. Therefore, after passing the entrance exam and being admitted, students are equipped with the latest technology to eliminate any differences in their socio-economic backgrounds. Applicants are then prepared for study abroad in a special CMD programme.

## Objectives:

- To create equal entry and study conditions for all students, regardless of their social background they come from. To provide these conditions for international students and students with disabilities.
- To provide accommodation for students commuting to ERUNI from a greater distance.

## Instruments:

- Students have access to an iPad for both classroom and personal use.
- Study materials are also available in English.
- A housing scholarship will be provided for students in need.
- Wheelchair access in the ERUNI building.
- Individual study plan for students if necessary according to the given rules with which all students are familiar.





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## Provisions on Exceptional Circumstances

The following provisions relate to exceptional circumstances arising from epidemics, natural disasters, and similar events, in response to the recent situation resulting from the Covid-19 pandemic.

The situation surrounding the pandemic, the uncertainty, and the consequences are not only major psychological problem but can also be a cause of inequality between staff and students. It can cause disparities in access to information, work responsibilities, and contact with colleagues and fellow students.

At the ERUNI, we strive to create the conditions so that in the study and professional life there is equality between all actors.

### Objectives:

- To create, through the home office, suitable conditions for women who also play a role as teachers of their children in distance learning.
- To set appropriate conditions for managers to be able to communicate with their subordinates in a form other than present and to have comparable results.
- All employees should be allowed to use information technology with which they can perform their job duties.
- To adapt to the changing pace of research and science due to online environment and other constraints.

### Instruments:

- Establishing a new system and rules for communication in the online environment for lock-down and isolation is essential.
- Online learning materials become part of all learning subjects.
- We will develop the possibility of using information technology for those employees who need it for their work but do not own at home (e.g. laptop, etc.).





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## Statement

This Gender Equality Plan is adopted for the years 2022-2027 with binding minimum requirements, which are:

- Publication - Gender Equality Plan is published on the official notice board of ERUNI.
- Allocated resources - resources are increased and expertise in the area of gender equality is deepened.
- Data collection and monitoring - this data is regularly monitored and is part of the Annual activity report.
- Training - awareness raising/training on gender equality and unconscious gender bias for staff and decision-makers.

Actualised: 18 January 2025

Pavel Petr, PhD, signed  
on behalf of the Board of Directors

