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Fakultet
ZA MENADŽMENT
HERCEG NOVI

PLAN RODNE RAVNOPRAVNOSTI

2025 – 2030

GENDER EQUALITY PLAN

2025 - 2030



GEAR

GENDER EQUALITY IN ACADEMIA
AND RESEARCH



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1. UVOD

Rodna ravnopravnost predstavlja temeljno ljudsko pravo, ključan uslov za razvoj inkluzivnog društva i preduslov za ostvarenje akademske izvrsnosti, inovacija i održivog razvoja. U savremenom obrazovnom okruženju, institucije visokog obrazovanja imaju posebnu odgovornost da promovišu jednak pristup obrazovanju, zapošljavanju i učešću u odlučivanju za sve pripadnike akademske zajednice, bez obzira na pol, rodni identitet ili druge lične karakteristike. Gender Equality Plan (GEP) Fakulteta za menadžment Herceg Novi izrađen je kao strateški dokument kojim se uspostavlja sistemski pristup unapređenju rodne ravnopravnosti i eliminaciji rodno zasnovane diskriminacije na svim nivoima rada i odlučivanja.

Izrada GEP-a zasniva se na obavezama koje proističu iz nacionalnog zakonodavstva Crne Gore, uključujući Zakon o rodnoj ravnopravnosti i Zakon o zabrani diskriminacije, kao i strateških dokumenata poput Nacionalne strategije za rodnu ravnopravnost 2021–2025. Takođe, GEP je usklađen sa principima i standardima Evropske komisije, koji kroz programe kao što je *Horizon Europe* i inicijative poput *GEAR* (Gender Equality in Academia and Research) zahtevaju usvajanje i implementaciju GEP-a kao uslov za učešće u međunarodnim istraživačkim i obrazovnim projektima.

Fakultet prepoznaje da izazovi u oblasti rodne ravnopravnosti nisu isključivo pravne ili administrativne prirode, već da se oni često nalaze u suptilnim oblicima stereotipa, kulturološkim obrascima i nevidljivim barijerama koje utiču na ravnopravnu participaciju. Posebnu pažnju plan posvećuje pitanjima podzastupljenosti žena na rukovodećim pozicijama, ravnoteži između privatnog i profesionalnog života, podršci istraživačicama, kao i prevenciji diskriminacije i uznemiravanja u akademskom okruženju.

Ovim dokumentom, Fakultet za menadžment Herceg Novi potvrđuje svoju institucionalnu posvećenost razvoju otvorene, ravnopravne i podržavajuće akademske zajednice, u kojoj se svi članovi – studenti, nastavno i nenastavno osoblje – osjećaju poštovano, bezbjedno i ravnopravno uključeno u sve aspekte obrazovnog i naučnoistraživačkog procesa.

1. INTRODUCTION

Gender equality is a fundamental human right, a key condition for the development of inclusive societies, and a prerequisite for achieving academic excellence, innovation, and sustainable development. In today's higher education environment, academic institutions have a particular responsibility to promote equal access to education, employment, and participation in decision-making processes for all members of the academic community—regardless of gender, gender identity, or other personal characteristics. The Gender Equality Plan (GEP) of the Faculty of Management Herceg Novi is a strategic document that establishes a systemic approach to advancing gender equality and eliminating gender-based discrimination at all levels of work and governance.

The development of the GEP is based on obligations arising from Montenegro's national legislation, including the Law on Gender Equality and the Law on the Prohibition of Discrimination, as well as key strategic documents such as the National Strategy for Gender Equality 2021–2025. Additionally, the GEP is aligned with the principles and standards of the European Commission, which—through initiatives like *Horizon Europe* and the *GEAR* (Gender Equality in Academia and Research) tool—require the adoption and implementation of a GEP as a prerequisite for participation in international research and education projects.

The Faculty recognizes that challenges in achieving gender equality are not only legal or administrative in nature, but are often rooted in subtle forms of stereotyping, cultural norms, and invisible barriers that hinder equal participation. This plan places particular emphasis on addressing the underrepresentation of women in leadership roles, work-life balance, support for female researchers, and the prevention of discrimination and harassment in the academic environment.

With this document, the Faculty of Management Herceg Novi affirms its institutional commitment to building an open, equitable, and supportive academic community—one in which all members, including students, academic staff, and administrative personnel, are respected, feel safe, and are equally engaged in all aspects of the educational and research process.



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2. PRAVNI I STRATEŠKI OKVIR

2.1 Nacionalni pravni okvir

Rodna ravnopravnost u Crnoj Gori ima jasno definisan zakonodavni temelj koji obavezuje sve javne institucije, uključujući i ustanove visokog obrazovanja, da aktivno sprovode politike koje eliminišu rodnu diskriminaciju i obezbjeđuju jednake mogućnosti. Temeljni zakon u ovoj oblasti je Zakon o rodnoj ravnopravnosti (Službeni list CG, br. 46/07 i 73/10), kojim se definiše rodna ravnopravnost kao „jednako učešće žena i muškaraca, kao i osoba različitih rodni identiteta, u svim oblastima društvenog života, sa jednakim pravima i mogućnostima za razvoj i korišćenje svojih potencijala“.

Zakon jasno propisuje obavezu javnih ustanova da:

- analiziraju i ocjenjuju uticaj svojih odluka na položaj žena i muškaraca,
- uvode mehanizme za zaštitu od diskriminacije po osnovu pola i roda,
- afirmišu principe jednakosti kroz svoje interne politike i dokumenta,
- obezbijede upotrebu rodno osjetljivog jezika u komunikaciji i aktima.

Pored toga, Zakon o zabrani diskriminacije (2010, sa izmjenama) obuhvata i zabranu diskriminacije po osnovu pola, rodnog identiteta i seksualne orijentacije, i obavezuje sve subjekte – javne i privatne – da preduzmu proaktivne mjere u prevenciji i otklanjanju diskriminatornih praksi.

2.2 Nacionalni strateški okvir

Crna Gora je usvojila Nacionalnu strategiju za rodnu ravnopravnost 2021–2025 (NSRR), koja predstavlja ključni dokument za operacionalizaciju politika jednakosti. Ova strategija identifikuje tri glavna izazova:

- Nedovoljna efikasnost institucionalnih mehanizama za sprovođenje zakona.

2. LEGAL AND STRATEGIC FRAMEWORK

2.1 National Legal Framework

Gender equality in Montenegro is grounded in a clearly defined legal framework that obliges all public institutions—including higher education institutions—to actively implement policies aimed at eliminating gender discrimination and ensuring equal opportunities. The key legal act in this area is the Law on Gender Equality (*Official Gazette of Montenegro*, No. 46/07 and 73/10), which defines gender equality as “equal participation of women and men, as well as persons of different gender identities, in all areas of public and private life, with equal status and opportunities to exercise rights and contribute to societal development.”

The Law mandates public institutions to:

- Assess the gender impact of their decisions and policies,
- Establish mechanisms for the prevention of discrimination based on gender or sex,
- Integrate the principles of equality into all internal documents and procedures,
- Use gender-sensitive language in communication and formal acts.

Additionally, the Law on the Prohibition of Discrimination (2010, with amendments) covers discrimination on the grounds of sex, gender identity, and sexual orientation, requiring both public and private entities to take proactive measures to eliminate discriminatory practices.

2.2 National Strategic Framework

Montenegro adopted the National Strategy for Gender Equality 2021–2025 (NSGE), which serves as the central public policy document for the promotion of gender equality. The strategy identifies three main challenges:



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- Povećana prisutnost rodni stereotipa i tradicionalnih uloga u društvu.
- Ograničen pristup žena i osoba različitih rodni identiteta resursima i odlučivanju.

Strategija definiše tri operativna cilja:

- jačanje pravnog i institucionalnog okvira za zaštitu od diskriminacije,
- smanjenje stereotipa kroz obrazovanje, kulturu i medije,
- povećanje učešća žena u donošenju odluka, ekonomskom životu i javnim politikama.

Fakultet za menadžment prepoznaje svoju ulogu u realizaciji ove strategije, posebno kroz aktivnosti u oblasti obrazovanja, nauke, upravljanja i kulture rada.

- Insufficient effectiveness of institutional mechanisms for implementing the legal framework,
- Pervasive gender stereotypes and traditional roles across all sectors of society,
- Limited access of women and persons of different gender identities to resources and decision-making processes.

To address these challenges, the NSGE defines the following operational objectives:

- Strengthening the legal and institutional framework for protection against discrimination,
- Reducing gender stereotypes through education, culture, and media,
- Increasing the participation of women in decision-making, economic life, and public policies.

The Faculty of Management acknowledges its role in fulfilling this strategy, especially through its activities in education, research, institutional governance, and shaping of inclusive workplace culture.

2.3 Međunarodne obaveze Crne Gore

Crna Gora je ratifikovala ključne međunarodne dokumente koji se odnose na ljudska prava i rodnu ravnopravnost, uključujući:

- CEDAW – Konvenciju o eliminaciji svih oblika diskriminacije žena (UN, 1979),
- Istanbulsku konvenciju – Savjet Evrope o sprečavanju nasilja nad ženama i nasilja u porodici (2011),
- Povelju o osnovnim pravima Evropske unije,
- UN Agendu 2030 – ciljevi održivog razvoja (posebno SDG 5: Gender Equality),
- Bečku deklaraciju, Pekingšku platformu za akciju, Rezoluciju 1325 SB UN o ženama, miru i bezbjednosti.

U skladu sa tim obavezama, institucije poput Fakulteta za menadžment dužne su da:

2.3 International Commitments of Montenegro

Montenegro has ratified several international conventions and frameworks relevant to gender equality, including:

- CEDAW – The UN Convention on the Elimination of All Forms of Discrimination against Women (1979),
- Istanbul Convention – Council of Europe Convention on Preventing and Combating Violence Against Women and Domestic Violence (2011),
- Charter of Fundamental Rights of the European Union,
- UN 2030 Agenda for Sustainable Development (particularly SDG 5 – Gender Equality),
- The Beijing Declaration and Platform for Action, and UN Security Council Resolution 1325 on Women, Peace and Security.

These frameworks require institutions such as the Faculty of Management to:

- Align their internal policies with international standards,



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- usklađuju svoje interne politike sa međunarodnim standardima,
- razvijaju kapacitete zaposlenih za primjenu međunarodnih principa u praksi,
- sistematski izvještavaju i prate sprovođenje mjera jednakosti.
- Strengthen staff capacities to implement these standards in practice,
- Report regularly on progress and ensure accountability in the implementation of equality measures.

2.4 EU standardi i Erasmus+ obaveze

Rodna ravnopravnost je sastavni dio evropskog zakonodavstva i politike istraživanja i obrazovanja. Evropska komisija je kroz dokumente kao što su Union of Equality: EU Gender Equality Strategy 2020–2025 i program Horizon Europe (2021–2027) definisala rodnu ravnopravnost kao obavezni uslov za institucionalnu akreditaciju i finansiranje iz evropskih fondova.

U tom kontekstu, Evropska komisija je uvela obavezu izrade i sprovođenja GEP-a za sve institucije koje učestvuju u Horizon projektima, kao i kroz program Erasmus+. Prema smernicama GEAR (Gender Equality in Academia and Research), GEP mora sadržati:

- posvećenost rukovodstva,
- budžet i resurse za sprovođenje mjera,
- podatke razvrstane po polu,
- aktivnosti edukacije i osnaživanja osoblja i studenata,
- mehanizme za monitoring, evaluaciju i reviziju.

Fakultet za menadžment svojim GEP-om odgovara na ovu obavezu i postavlja temelje za punu usklađenost s evropskim standardima kvaliteta i jednakosti.

2.5 Uloga Fakulteta u kontekstu institucionalne odgovornosti

Kao visokoškolska ustanova u okviru Univerziteta "Adriatik", Fakultet za menadžment ima ključnu ulogu u promociji i primjeni politika rodne

2.4 EU Standards and Erasmus+ Obligations

Gender equality is a key pillar of the European Union's research and education policy. Through strategic documents like the Union of Equality: EU Gender Equality Strategy 2020–2025 and the Horizon Europe (2021–2027) program, the European Commission has made the adoption and implementation of Gender Equality Plans (GEPs) a requirement for participation in EU-funded research and academic projects.

As such, under Erasmus+ and Horizon Europe, all participating institutions must meet GEP requirements defined in the GEAR Tool (Gender Equality in Academia and Research), which includes:

- Public commitment and leadership support,
- Dedicated resources and budget,
- Collection and use of sex-disaggregated data,
- Awareness-raising and capacity-building activities,
- Monitoring, evaluation, and plan revision mechanisms.

Through its GEP, the Faculty of Management demonstrates full alignment with these European quality standards and commits to integrating gender equality as a structural component of its institutional development.

2.5 Institutional Responsibility of the Faculty

As a higher education institution within the University of Adriatic, the Faculty of Management bears significant responsibility in promoting and



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ravnopravnosti, ne samo u okviru akademske zajednice, već i kroz širi društveni uticaj koji proizilazi iz njegovih obrazovnih, istraživačkih i razvojnih aktivnosti.

GEP Fakulteta nije samo formalni dokument, već strateški instrument za:

- eliminaciju strukturnih barijera za učešće žena u akademskoj karijeri i odlučivanju,
- promovisanje kulture poštovanja različitosti,
- afirmaciju vrijednosti jednakosti kao osnove društvenog napretka.

Time se GEP pozicionira kao sastavni dio institucionalne odgovornosti i vizije za modernu, evropski orijentisanu akademsku zajednicu.

implementing gender equality—not only within the academic environment but also through its broader influence on society via education, research, and innovation.

This Gender Equality Plan is not a mere formal obligation, but a strategic instrument for:

- Removing structural barriers to women's participation in academic careers and governance,
- Fostering a culture of respect and inclusion,
- Upholding equality as a fundamental value of democratic and progressive institutions.

In doing so, the GEP becomes an integral part of the Faculty's strategic vision for a modern, European-oriented academic community.

3. ANALIZA TRENUTNOG STANJA

Detaljna analiza trenutnog stanja u oblasti rodne ravnopravnosti na Fakultetu za menadžment Herceg Novi predstavlja ključnu osnovu za formulisanje ciljeva i mjera u okviru GEP-a. Ova analiza se oslanja na dostupne podatke o rodnoj strukturi zaposlenih i studenata, učešću žena u rukovodstvu, dosadašnjim aktivnostima, kao i o institucionalnim praksama koje se tiču rodne ravnopravnosti.

3.1 Rodna struktura zaposlenih

Zaposleni na Fakultetu dijele se na nastavno i nenastavno osoblje. Prema raspoloživim internim podacima:

- Nastavno osoblje je relativno uravnoteženo po polu, s nešto većim brojem muškaraca koji su prisutni na pozicijama redovnih profesora.
- U upravljačkim strukturama (npr. dekanski tim, rukovodioci odsjeka), muškarci nisu zastupljeniji, što ukazuje na nedostatak horizontalnu i vertikalnu segregaciju koja je uobičajena u institucijama visokog obrazovanja.

3. ANALYSIS OF THE CURRENT SITUATION

A comprehensive analysis of the current situation regarding gender equality at the Faculty of Management Herceg Novi serves as the foundation for defining the goals and measures of the Gender Equality Plan (GEP). This analysis is based on available data related to the gender structure of staff and students, the participation of women in leadership roles, previous equality-related initiatives, and the institutional practices in place regarding gender sensitivity.

3.1 Gender Structure of Employees

The Faculty's staff is divided into academic (teaching) and non-academic (administrative) personnel. According to internal data:

- The academic staff is relatively balanced in terms of gender, with a slightly higher number of men who are more represented in full professorships.
- Men do not dominate managerial positions, such as department heads and roles within the Dean's Office, indicating the lack of horizontal and vertical segregation, a pattern commonly observed in higher education institutions.



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- Nenastavno osoblje, posebno u administraciji i studentskim službama, čine većinom žene, što potvrđuje tendenciju koncentracije žena u sektorima podrške, nižeg institucionalnog statusa.

Ovi podaci ukazuju na potrebu za podsticanjem ravnomjernijeg učešća žena u najvišim akademskim zvanjima kroz mjere osnaživanja, transparentnog zapošljavanja i rodno osjetljive politike napredovanja.

3.2 Rodna struktura studenata

Analiza broja studenata po polu pokazuje sledeće:

- Na osnovnim studijama, studentkinje čine većinu upisanih, što odražava širi nacionalni obrazovni trend u Crnoj Gori.
- Na master studijama, polna zastupljenost je uravnoteženija.

Trend, ipak, zahtijeva razvoj ciljanih mjera podrške mladim istraživačicama kroz mentorstvo, stipendije i aktivno uključivanje u istraživačke projekte.

3.3 Učešće žena u odlučivanju i liderstvu

Prethodne unutrašnje analize i zapažanja ukazuju na ograničeno učešće žena u ključnim tijelima odlučivanja:

- Senat i savjeti često nemaju rodno izbalansiranu zastupljenost.
- Nije uspostavljen sistem za praćenje rodne strukture u komisijama, organima upravljanja i stručnim tijelima.

Nedostatak formalnih mehanizama za rodnu ravnotežu u odlučivanju predstavlja prepreku za institucionalnu ravnotežu moći i kreiranje inkluzivnijih politika. Potrebno je institucionalizovati praćenje rodne zastupljenosti u upravljačkim tijelima, kao i uvesti princip „rodne kvote“ ili afirmativne mjere.

- The majority of non-academic staff—particularly in administration and student services—are women, reflecting the broader trend of gender concentration in lower-status support roles.

These findings point to a need to promote more balanced gender representation in senior academic positions through empowerment programs, transparent recruitment policies, and gender-sensitive promotion practices.

3.2 Gender Structure of Students

An analysis of the student population by gender reveals the following:

- At the undergraduate level, female students represent the majority, which aligns with national trends in Montenegro.
- Gender balance is more equal at the master's level.

The trend, nonetheless, highlights the need to implement targeted measures supporting young female researchers, including mentorship, research scholarships, and greater inclusion in faculty projects.

3.3 Participation of Women in Leadership and Decision-Making

Internal observations and prior assessments indicate limited participation of women in key decision-making bodies:

- The Faculty Senate and Councils often lack balanced gender representation.
- There is no formal system for tracking gender composition in committees, governing bodies, and expert panels.

The absence of formal mechanisms for ensuring gender balance in leadership represents an obstacle to power-sharing and inclusive policy-making. It is necessary to institutionalize the monitoring of gender representation and consider introducing "gender quotas" or other affirmative actions.



3.4 Rodna ravnoteža u nastavnim programima i kurikulumima

Fakultet već u nastavne planove i predmete (posebno u oblastima komunikacije, menadžmenta znanja, menadžmenta ljudskih resursa) integriše teme koje afirmišu:

- Jednake mogućnosti,
- Profesionalnu etiku,
- Razbijanje stereotipa.

Međutim, trenutno ne postoji sistematski pristup rodnoj perspektivi u svim kurikulumima. Ne postoji mapa kurseva koji uključuju rodno osjetljive sadržaje, niti se koristi standardizovana metodologija za analizu rodnog aspekta u obrazovnim materijalima.

Uvođenje gender mainstreaminga u nastavu predstavlja jednu od ključnih oblasti intervencije. Preporučuje se identifikacija postojećih sadržaja, obuka nastavnika i integracija rodne perspektive u nastavne ishode i literaturu.

3.5 Postojeće inicijative i primjeri dobre prakse

Fakultet je već sproveo niz aktivnosti koje predstavljaju dobru osnovu za dalji razvoj GEP-a:

- Osnivanje kluba “Girls in Science”, koji podstiče aktivno uključivanje studentkinja u naučnoistraživačke i preduzetničke projekte.
- Afirmacija tema rodne jednakosti u okviru relevantnih predmeta.
- Promocija pozitivnih primjera ženskog liderstva kroz gostujuća predavanja i seminare.

Iako su ove inicijative važne, njihov institucionalni domet je ograničen – potrebno ih je formalizovati, integrisati u strategije Fakulteta i proširiti obuhvat.

3.6 Institucionalna kultura i normativna osjetljivost

Analiza internih politika i komunikacije pokazuje da:

- Ne postoji sistematizovana upotreba rodno senzitivnog jezika u dokumentima, internim aktima i javnoj komunikaciji.

3.4 Gender Mainstreaming in Curriculum and Educational Content

The Faculty has already integrated some gender-sensitive content into its curricula, particularly in courses related to communication, ethics, and human resource management. These promote:

- Equal opportunities,
- Professional ethics,
- Deconstruction of stereotypes.
-

However, there is no systematic or comprehensive approach to gender mainstreaming across all programs. There is no course mapping exercise identifying which subjects include gender content, nor are there standardized methods for assessing gender sensitivity in educational materials.

The integration of gender mainstreaming into the curriculum is therefore a strategic priority. Recommended actions include course content audits, capacity-building for teaching staff, and the introduction of learning outcomes that reflect gender equality principles.

3.5 Existing Initiatives and Good Practices

The Faculty has already implemented several initiatives that can serve as a foundation for further development:

- Establishment of the “Girls in Science” Club, encouraging female students to participate in research and entrepreneurship.
- Inclusion of gender equality themes in relevant course materials.
- Promotion of female leadership role models through guest lectures and seminars.

While these initiatives are valuable, their institutional reach is limited—they should be formally recognized, integrated into the Faculty’s strategy, and expanded across programs.

3.6 Institutional Culture and Normative Sensitivity

An analysis of internal practices and policies reveals that:

- Gender-sensitive language is not systematically applied in institutional documents or public communication.



- Nije imenovano lice za pitanja rodne ravnopravnosti niti postavljen mehanizam za sprovođenje internih politika jednakosti.

Ovo ukazuje na potrebu da se razvije jasan institucionalni okvir za integraciju rodne perspektive, uključujući etički kodeks, protokole, unutrašnje politike i edukaciju zaposlenih i studenata.

3.7 Prikupljanje i obrada podataka po polu

Jedan od osnovnih zahtjeva Erasmus+ projekta GEAR i EU strategije je sistematsko prikupljanje rodno razvrstanih podataka. Na Fakultetu, trenutno:

- Postoje podaci o studentima i zaposlenima po polu,
- Međutim, ne postoji redovno izvještavanje, niti standardizovani indikatori za praćenje napretka u rodnoj ravnopravnosti.

Ovo predstavlja osnov za izgradnju internog sistema monitoringa i evaluacije GEP-a.

Analiza trenutnog stanja pokazuje da Fakultet ima solidnu početnu osnovu i dobru volju u pogledu rodne ravnopravnosti, ali mu nedostaju sistemski mehanizmi, politika i instrumenti da ovu oblast razvije u skladu sa evropskim standardima i nacionalnim strategijama. GEP ima zadatak da te praznine identifikuje, sistematski adresira i uspostavi održive institucionalne kapacitete za sprovođenje politike rodne ravnopravnosti.

4. CILJEVI I PRIORITETI

Rodna ravnopravnost predstavlja ne samo zakonsku obavezu, već i strateško opredjeljenje Fakulteta za menadžment Herceg Novi da stvori inkluzivnu, pravednu i akademski podsticajnu zajednicu. Na osnovu analize trenutnog stanja i identifikovanih izazova, Fakultet definiše pet strateških ciljeva koji se odnose na ključne domene institucionalnog djelovanja: upravljanje, zapošljavanje i

- The Faculty has not yet appointed a Gender Equality Officer or established an internal mechanism for implementing gender-related policies.

This highlights the need to develop a clear institutional framework for gender mainstreaming, including an ethics code, reporting procedures, internal equality policies, and awareness-raising activities for both staff and students.

3.7 Collection and Use of Gender-Disaggregated Data

One of the core requirements of the Erasmus+ project GEAR and the EU Gender Equality Strategy is the systematic collection and analysis of sex-disaggregated data. At the Faculty:

- Data on student and staff gender composition is available,
- However, there is no regular reporting or standardized set of indicators for monitoring gender equality progress.

This presents an opportunity to develop an internal system for monitoring and evaluating GEP implementation and institutional performance in this area.

The analysis of the current state reveals that the Faculty possesses a solid starting point and demonstrable willingness to improve gender equality. However, it lacks systemic mechanisms, formalized policies, and institutional tools necessary to meet national and EU standards. The Gender Equality Plan aims to identify and address these gaps and to build sustainable institutional capacities for the effective and accountable implementation of gender equality policies.

4. OBJECTIVES AND PRIORITIES

Gender equality is not only a legal obligation but also a strategic commitment of the Faculty of Management Herceg Novi to build an inclusive, fair, and academically stimulating environment. Based on the analysis of the current situation and the identified challenges, the Faculty defines five strategic objectives addressing key domains of institutional



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napredovanje, obrazovanje i istraživanje, institucionalna kultura i prevencija diskriminacije.

Svaki cilj je povezan sa prioritetnim oblastima i sadržava planirane smjernice za aktivnosti koje će biti detaljno razrađene u narednom poglavlju (Mjere i aktivnosti). Ovi ciljevi su međusobno povezani i usmjereni ka postepenoj transformaciji organizacione kulture Fakulteta u skladu sa principima ravnopravnosti, raznolikosti i društvene odgovornosti.

Cilj 1: Jačanje institucionalne kulture zasnovane na principima ravnopravnosti, uključivosti i transparentnosti

Ovaj cilj se odnosi na integraciju rodne ravnopravnosti u sve slojeve organizacione kulture Fakulteta, uključujući komunikaciju, normativne akte, donošenje odluka i svakodnevno profesionalno ponašanje.

Prioriteti:

- Uvođenje rodno senzitivnog jezika u svim zvaničnim dokumentima i internim aktima Fakulteta (statut, pravilnici, konkursi, e-mail komunikacija).
- Promocija inkluzivnog jezika i simbolike u vizuelnim i komunikacijskim materijalima.
- Razvijanje etičkog kodeksa koji uključuje princip jednakih šansi, nultu toleranciju prema diskriminaciji i obavezu svih zaposlenih da postupaju u skladu s tim principima.
- Uspostavljanje institucionalnog Komiteta za rodnu ravnopravnost (ili imenovanje Koordinatora), kao mehanizma za sprovođenje i nadzor GEP-a.

Dugoročni efekti:

- Kreiranje bezbjednog i otvorenog prostora za izražavanje, profesionalno napredovanje i uključivanje svih članova akademske zajednice.
- Unapređenje kvaliteta unutrašnje komunikacije i jačanje međusobnog povjerenja među zaposlenima i studentima.

Cilj 2: Osigurati rodnu ravnotežu u zapošljavanju, napredovanju i rukovodećim pozicijama

Rodni disbalans u strukturama moći i donošenju odluka predstavlja ključnu prepreku rodnoj ravnopravnosti. Fakultet se obavezuje da identifikuje

functioning: governance, employment and promotion, education and research, institutional culture, and discrimination prevention.

Each objective is linked to priority areas and includes guiding directions for action, which will be elaborated in detail in the next chapter (Measures and Activities). These objectives are interconnected and aimed at the progressive transformation of the Faculty's organizational culture, in line with the principles of equality, diversity, and social responsibility.

Objective 1: Strengthening institutional culture based on the principles of equality, inclusiveness, and transparency

This objective refers to the integration of gender equality into all aspects of the Faculty's organizational culture, including communication, regulations, decision-making, and professional conduct.

Priorities:

- Introducing gender-sensitive language in all official documents and internal acts (statutes, rulebooks, job advertisements, email correspondence).
- Promoting inclusive language and visual representation in all communication and branding materials.
- Developing an Ethical Code that includes principles of equal opportunity, zero tolerance for discrimination, and the obligation of all staff to uphold these values.
- Establishing an institutional Gender Equality Committee (or appointing a Gender Equality Officer) as a formal mechanism for GEP implementation and monitoring.

Long-term outcomes:

- Creating a safe and inclusive environment for professional development and engagement for all members of the academic community.
- Improving internal communication and strengthening mutual trust among employees and students.

Objective 2: Ensuring gender balance in recruitment, promotion, and leadership

Gender imbalance in decision-making structures and leadership positions is a key obstacle to equality.



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i ukloni barijere koje onemogućavaju jednake šanse za profesionalni razvoj.

Prioriteti:

- Uvođenje transparentnih i rodno osjetljivih procedura prilikom zapošljavanja, uključujući balansirane komisije za izbor u zvanja.
- Prikupljanje i analiziranje podataka o polnoj strukturi u svim fazama zapošljavanja i promocije (aplikacije, shortlist, odabrani kandidati).
- Uvođenje afirmativnih mjera (npr. prednost kandidatu manje zastupljenog pola kada su kvalifikacije izjednačene).
- Mapiranje rodne strukture u rukovodećim tijelima i plan postepenog usklađivanja sa principom 40:40:20 (žene : muškarci : fleksibilno).

Dugoročni efekti:

- Ravnopravna zastupljenost žena i muškaraca u svim akademskim i upravljačkim segmentima.
- Jačanje kredibiliteta i profesionalnog integriteta institucije u pogledu jednakih šansi.

Cilj 3: Integracija rodne perspektive u obrazovne programe, istraživačke projekte i stručni razvoj

Kao obrazovna institucija, Fakultet ima dužnost da oblikuje buduće stručnjake koji su osjetljivi na društvenu nepravdu i spremni da djeluju u skladu s vrijednostima jednakosti i solidarnosti.

Prioriteti:

- Sistematizacija kurseva koji već sadrže teme iz oblasti rodne ravnopravnosti i njihova formalna klasifikacija.
- Razvoj novih kurseva ili modula koji obrađuju rodne teme (npr. „Rod i liderstvo“, „Etika i raznolikost u organizaciji“).
- Uvođenje obaveznih edukacija za osoblje (naučno i administrativno) o osnovnim konceptima rodne ravnopravnosti.
- Podsticanje istraživanja koja uključuju rodno-osjetljivu metodologiju, kao i podsticanje učešća studentkinja u istraživačkim timovima.

Dugoročni efekti:

The Faculty commits to identifying and removing barriers that prevent equal career advancement opportunities.

Priorities:

- Implementing transparent and gender-sensitive recruitment procedures, including balanced composition of selection committees.
- Collecting and analyzing sex-disaggregated data at every stage of hiring and promotion (applications, shortlists, final selections).
- Introducing affirmative measures (e.g., preference given to equally qualified candidates from underrepresented gender groups).
- Mapping the gender composition of leadership bodies and gradually aligning with the 40:40:20 principle (40% women, 40% men, 20% open).

Long-term outcomes:

- Balanced gender representation in academic and administrative decision-making.
- Enhanced institutional credibility and professionalism regarding equal opportunity practices.

Objective 3: Mainstreaming gender in educational programs, research projects, and professional development

As an educational institution, the Faculty has a responsibility to shape future professionals who are aware of social inequalities and committed to the values of equity and justice.

Priorities:

- Systematizing existing courses that include gender equality topics and formally classifying them as such.
- Developing new courses or modules addressing gender issues (e.g., “Gender and Leadership”, “Ethics and Diversity in Organizations”).
- Introducing mandatory gender equality training for all staff (academic and administrative).
- Encouraging research that applies gender-sensitive methodology and actively includes female students and researchers in project teams.

Long-term outcomes:



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- Generacije studenata i stručnjaka obrazovane u duhu jednakosti i socijalne odgovornosti.
- Veća vidljivost ženskog doprinosa u nauci i menadžmentu.
- Generations of graduates educated in a spirit of equality and social responsibility.
- Increased visibility of women's contributions to science, academia, and management.

Cilj 4: Podrška balansu između profesionalnog i privatnog života

Usaglašavanje profesionalnih obaveza sa porodičnim i ličnim životom važan je faktor za dugoročno zadovoljstvo zaposlenih, posebno žena koje često snose veći teret neplaćenog rada.

Prioriteti:

- Uvođenje fleksibilnog radnog vremena, mogućnosti hibridnog rada i kraćeg radnog angažmana uz proporcionalnu naknadu.
- Prilagođavanje akademskog kalendara i rokova (npr. za evaluaciju nastave ili aplikacije za projekte) osobama koje koriste roditeljsko odsustvo.
- Promocija ravnopravne podjele porodičnih obaveza kroz edukativne kampanje i radionice.
- Razvijanje infrastrukture podrške (npr. ugovori sa predškolskim ustanovama, info centar za roditelje).

Dugoročni efekti:

- Povećana produktivnost i zadovoljstvo zaposlenih.
- Smanjen odliv žena iz akademskog sektora usljed neusklađenosti poslovnog i porodičnog života.

Cilj 5: Prevencija i borba protiv diskriminacije, uznemiravanja i rodno zasnovanog nasilja

Diskriminacija i uznemiravanje, naročito u akademskom okruženju, imaju ozbiljne posljedice po psihološko zdravlje i karijerni razvoj žrtava. Fakultet se obavezuje da razvije nultu toleranciju prema svim oblicima nasilja.

Prioriteti:

- Uspostavljanje jasnih procedura za prijavu, zaštitu i postupanje u slučajevima uznemiravanja, uključujući anonimne kanale i zaštitu uzbunjivača.
- Uvođenje obavezne obuke za sve studente i osoblje o prepoznavanju i reagovanju na nasilje i diskriminaciju.

Objective 4: Supporting work-life balance for employees and students

Harmonizing professional obligations with private and family life is a crucial factor for long-term employee satisfaction, especially for women who disproportionately shoulder unpaid care responsibilities.

Priorities:

- Introducing flexible working hours, remote and hybrid work models, and part-time work options with proportional compensation.
- Adjusting academic calendars and deadlines (e.g., evaluations, project applications) for staff on parental leave.
- Promoting equal distribution of family responsibilities through educational workshops and awareness campaigns.
- Developing support infrastructure (e.g., partnerships with childcare facilities, family resource centers).

Long-term outcomes:

- Increased employee productivity and wellbeing.
- Reduced attrition of women from academic careers due to work-life imbalance.

Objective 5: Preventing and combating discrimination, harassment, and gender-based violence

Discrimination and harassment, especially within academia, have serious consequences on victims' mental health and professional trajectories. The Faculty pledges to uphold a zero-tolerance approach to all forms of violence.

Priorities:

- Establishing clear and confidential procedures for reporting, protecting, and responding to harassment, including anonymous reporting channels and whistleblower safeguards.
- Implementing mandatory training for all students and staff on recognizing and responding to violence and discrimination.



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- Saradnja sa Zaštitnikom ljudskih prava (Ombudsmanom) i centrima za socijalni rad u vezi s prevencijom i intervencijama.
- Razvijanje sistema podrške žrtvama, uključujući povjerljiva savjetovanja i psihološku pomoć.

Dugoročni efekti:

- Fakultet kao sigurno, profesionalno i etički odgovorno mjesto rada i učenja.
- Podizanje svijesti o ozbiljnosti i neprihvatljivosti nasilja u obrazovanju.

- Cooperating with the Ombudsperson and social service centers to ensure external support and legal compliance.
- Developing victim support systems, including confidential counseling and psychological assistance.

Long-term outcomes:

- A safe, ethical, and professional learning and working environment.
- Raised awareness of the seriousness and unacceptability of all forms of violence in academic settings.

Medusobna povezanost ciljeva

Svi gore navedeni ciljevi međusobno su povezani i djeluju sinergijski. Npr. jačanje institucionalne kulture direktno podržava bolji balans života i rada, dok uključivanje rodne perspektive u nastavu jača otpornost sistema na stereotipe i diskriminaciju. Upravljanje ovim ciljevima zahtijeva jasno postavljene odgovornosti, definisane indikatore uspjeha i mehanizme evaluacije – što će biti detaljno obrađeno u narednim poglavljima.

Interconnection of Objectives

These five objectives are mutually reinforcing and function synergistically. For example, strengthening institutional culture supports better work–life balance; mainstreaming gender in education helps reduce stereotypes and promote resilience against discrimination. Managing these objectives requires clearly defined responsibilities, measurable success indicators, and robust evaluation mechanisms—which will be elaborated in the next sections.

5. MJERE I AKTIVNOSTI

Na osnovu postavljenih ciljeva i prioriteta, Fakultet za menadžment Herceg Novi opredjeljuje se za usvajanje seta strateških mjera koje će dugoročno omogućiti institucionalnu transformaciju u pravcu rodne ravnopravnosti. Mjere su usmjerene ka promjeni kulturnih obrazaca, unapređenju normativnog okvira, reformi zapošljavanja, obrazovnoj reformi i jačanju zaštitnih mehanizama protiv diskriminacije i uznemiravanja.

5. MEASURES AND ACTIVITIES

Based on the defined strategic objectives, the Faculty of Management Herceg Novi adopts a set of concrete and comprehensive measures aimed at long-term institutional transformation toward gender equality. These measures are focused on transforming organizational culture, improving governance frameworks, reforming recruitment and advancement policies, strengthening educational content, and establishing robust mechanisms for the prevention of discrimination and harassment.

5.1. Unapređenje institucionalne kulture i upravljanja

Fakultet prepoznaje značaj izgradnje organizacione kulture koja reflektuje principe jednakosti, profesionalnog integriteta i međusobnog poštovanja. U tom pravcu, planirano je uvođenje rodno senzitivnog jezika u sve institucionalne dokumente, komunikaciju i javne materijale. Biće izrađen i interni vodič za rodno osjetljivu upotrebu jezika, koji će

5.1. Institutional Culture and Governance

The Faculty recognizes that fostering an organizational culture rooted in equality, professional integrity, and mutual respect is essential for sustainable change. To that end, all institutional documents, internal communication, and public materials will be revised to include gender-sensitive language. A practical internal guide for inclusive



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služiti kao alat za dosljednu i inkluzivnu komunikaciju.

Uz to, Fakultet će imenovati osobu zaduženu za pitanja rodne ravnopravnosti (Koordinator/ka za GEP), koja će imati savjetodavnu i operativnu ulogu u sprovođenju GEP-a. Takođe, biće formirana Radna grupa za rodnu ravnopravnost, kao multidisciplinarno tijelo koje će pružati podršku i nadzor nad implementacijom politika jednakosti.

Planira se i izrada Etičkog kodeksa Fakulteta sa jasno definisanim pravilima ponašanja, odgovornosti i sankcija u slučaju diskriminatornog ponašanja, kao i donošenje posebne interne politike o jednakim šansama i inkluzivnosti.

5.2. Promocija jednakih šansi u zapošljavanju i napredovanju

U cilju eliminisanja strukturnih barijera koje uslovljavaju nejednaku zastupljenost žena u rukovodstvu i napredovanju, Fakultet će reformisati interne procedure zapošljavanja i izbora u akademika zvanja. Posebna pažnja biće posvećena uspostavljanju transparentnih i rodno osjetljivih kriterijuma, kao i obezbjeđivanju rodne ravnoteže u komisijama za izbor i evaluaciju.

Fakultet će uspostaviti sistem za redovno prikupljanje i analiziranje podataka o zapošljavanju, napredovanju i stručnoj strukturi po polu, čime će se omogućiti praćenje napretka u postizanju rodne ravnoteže.

Kao oblik podrške ženama u ranoj fazi karijere, biće razvijen program mentorstva i profesionalnog usmjeravanja koji će obuhvatiti karijerne savjete, umrežavanje i podršku u apliciranju za zvanja, projekte i liderske pozicije. Takođe, razmatraće se mogućnost uvođenja afirmativnih mjera u slučajevima jednakih kvalifikacija kandidata.

5.3. Integracija rodne perspektive u obrazovni i istraživački process

Obrazovni sadržaji će biti predmet analize s ciljem utvrđivanja stepena zastupljenosti rodniha tema u

language use will be developed to assist staff in applying these principles consistently.

A Gender Equality Officer will be appointed to coordinate the implementation of the Gender Equality Plan (GEP), act as an advisor, and monitor progress. Additionally, a Gender Equality Working Group will be formed, composed of representatives from academic and administrative units, students, and decision-makers, with the mandate to support and supervise the GEP implementation.

The Faculty will also develop and adopt a comprehensive Ethical Code, which will explicitly outline standards of professional conduct, rules on equal treatment, and accountability mechanisms. This will be accompanied by the creation of an internal equal opportunity policy that will formalize the institution's commitment to non-discrimination and inclusivity.

5.2. Fair and Inclusive Recruitment and Career Advancement

To address structural barriers that limit equal access to academic positions and leadership roles, the Faculty will revise its hiring and promotion procedures to ensure fairness and gender sensitivity. Recruitment notices, evaluation criteria, and selection processes will be reviewed and adjusted to reflect principles of transparency and inclusion.

All selection and evaluation committees will be required to have balanced gender representation. The Faculty will introduce systematic collection and analysis of gender-disaggregated data on employment and promotions to monitor trends and support evidence-based policy changes.

To support the advancement of women in early career stages, a mentorship program will be established. This program will provide access to guidance, professional networking, and support in applying for academic titles, research projects, and leadership positions. The Faculty also plans to explore affirmative measures where appropriate, such as giving preference to candidates of the underrepresented gender when qualifications are equal.

5.3. Mainstreaming Gender in Education, Research, and Training

Educational programs will undergo a mapping process to identify existing courses that include



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nastavnim planovima i programima. Kursevi koji već sadrže elemente rodne ravnopravnosti biće formalno mapirani i prepoznati kao dio institucionalnog odgovora na društvene izazove.

Fakultet će razviti nove nastavne jedinice ili izborne kurseve koji se bave temama roda, diskriminacije, liderstva i raznolikosti, čime će se dodatno ojačati društvena odgovornost obrazovnog procesa.

U planu su i obavezne obuke za nastavno i nenastavno osoblje o osnovnim principima rodne ravnopravnosti, savremenim pristupima u obrazovanju i rodno osjetljivoj komunikaciji. U oblasti istraživanja, podstićaće se primjena rodno osjetljive metodologije i veće učešće istraživačica i studentkinja u projektima.

5.4. Podrška balansu između profesionalnog i privatnog života

Fakultet će razvijati institucionalne modele podrške zaposlenima i studentima u usklađivanju profesionalnih i porodičnih obaveza. Ovi modeli će uključivati mogućnosti fleksibilnog radnog vremena, korišćenje hibridnih i povremenih radnih aranžmana, kao i razvijanje politika koje olakšavaju roditeljsko odsustvo bez negativnog uticaja na karijeru.

Biće predložene mjere za unapređenje uslova za studente i studentkinje koji imaju porodične obaveze, uključujući dostupnost savjetodavnih usluga i uspostavljanje podrške kroz saradnju sa lokalnim ustanovama (npr. vrtići, centri za porodicu).

Uz institucionalne mjere, planirane su i edukativne kampanje usmjerene na promovisanje ravnopravne podjele kućnih i porodičnih obaveza, čime se utiče i na šire društvene norme.

5.5. Prevencija diskriminacije, uznemiravanja i nasilja

Fakultet će uspostaviti formalne protokole za prijavu, zaštitu i postupanje u slučajevima diskriminacije, seksualnog i psihološkog uznemiravanja. Biće uvedeni povjerljivi kanali za prijavu, uključujući i anonimne digitalne platforme koje omogućavaju sigurnu i pravovremenu reakciju.

gender-related content. These courses will be formally recognized and highlighted as part of the institution's commitment to social responsibility and equality.

The Faculty will develop new elective courses and modules focusing on gender-related topics, such as "Gender and Leadership," "Organizational Ethics and Diversity," and "Gender in Communication." These will be designed to raise awareness among students and prepare future professionals to act responsibly in diverse environments.

Mandatory training on gender equality will be introduced for all academic and administrative staff. These sessions will cover fundamental gender concepts, inclusive teaching practices, and the use of gender-sensitive communication. In the research domain, the Faculty will promote gender-sensitive methodologies and encourage greater participation of female researchers and students in scientific and applied projects.

5.4. Supporting Work-Life Balance

The Faculty acknowledges the importance of balancing professional and private life, particularly for those who face disproportionate burdens related to caregiving and family responsibilities. A set of supportive policies will be developed to facilitate flexible working arrangements, including hybrid work models and adjusted workloads.

Staff and students with parenting responsibilities will be provided with advisory services and access to relevant resources, possibly through cooperation with local childcare institutions and family support centers.

Awareness-raising campaigns will be launched to promote gender-equal sharing of care and domestic responsibilities, contributing not only to institutional change but also to the transformation of wider social norms.

5.5. Prevention of Discrimination, Harassment, and Gender-Based Violence

The Faculty will establish formal protocols for reporting, protecting, and responding to cases of discrimination and harassment, including sexual and psychological violence. These protocols will be clear, confidential, and accessible, offering both in-person and anonymous digital reporting channels.



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U okviru podrške žrtvama, planira se formiranje Savjetodavnog tijela ili povjerljive osobe za rodnu ravnopravnost kojoj se mogu obratiti sve članice i članovi zajednice. Takođe, obezbijediće se mogućnost psihološke podrške i saradnje sa eksternim institucijama za zaštitu ljudskih prava. Obuke i radionice o prepoznavanju i sprečavanju nasilja, diskriminacije i seksizma biće organizovane za studente, nastavno osoblje i upravu, sa ciljem stvaranja zajednice nulte tolerancije na nasilje.

5.6. Monitoring, evaluacija i javno izvještavanje

Za sve aktivnosti predviđa se uspostavljanje sistema za internu evaluaciju i izvještavanje. Definisaće se indikatori uspjeha po svakom strateškom cilju, a GEP tim će imati zadatak da periodično izrađuje izvještaje o napretku i izazovima u implementaciji.

Biće organizovani redovni forumi, konsultacije i dijalozi sa studentima i osobljem kako bi se dobile povratne informacije i unaprijedile politike na osnovu stvarnog iskustva i potreba zajednice.

Pored toga, planira se javna dostupnost GEP-a i godišnjih izvještaja putem internet stranice Fakulteta, čime se obezbjeđuje transparentnost i odgovornost prema široj akademskoj i društvenoj zajednici.

A confidential support mechanism for victims will be introduced, which may include the appointment of a trusted person or team to provide psychological support, legal advice, and assistance in navigating institutional processes. Collaboration with external human rights institutions and professional psychological services will also be established to ensure comprehensive support.

Mandatory workshops and training sessions will be held for students, faculty, and management on recognizing and preventing harassment and discrimination. These will foster a shared understanding of ethical behavior and reinforce a zero-tolerance policy toward all forms of violence.

5.6. Monitoring, Evaluation, and Public Reporting

All GEP-related activities will be accompanied by a monitoring and evaluation system that defines clear indicators for each strategic objective. The Gender Equality Officer and Working Group will be responsible for compiling **annual progress reports**, which will assess both quantitative and qualitative outcomes.

Regular dialogues with staff and students will be organized to collect feedback and ensure participatory oversight. Findings from evaluations will be used to inform adjustments in measures and policies, ensuring flexibility and responsiveness to changing needs.

To ensure transparency and institutional accountability, the GEP and related reports will be made publicly available on the Faculty's official website and other relevant platforms.

6. PRAĆENJE, EVALUACIJA I ODRŽIVOST

Efikasna implementacija i dugoročna održivost Gender Equality Plan-a (GEP) zahtijeva jasno definisan mehanizam praćenja, evaluacije i kontinuiranog unapređenja. Monitoring ne podrazumijeva samo praćenje sprovođenja mjera, već i sistemsku analizu njihovog uticaja, uz uključivanje zaposlenih, studenata i šire zajednice. Evaluacija omogućava institucionalno učenje, prilagođavanje strategije i jačanje odgovornosti. Održivost GEP-a je osigurana njegovom integracijom u ključne procese upravljanja, donošenja odluka i razvoja Fakulteta.

6. MONITORING, EVALUATION AND SUSTAINABILITY

Effective implementation and long-term sustainability of the Gender Equality Plan (GEP) require a clearly defined mechanism for monitoring, evaluation, and continuous improvement. Monitoring goes beyond mere tracking of implemented activities—it entails systemic analysis of the impact of the measures, involving staff, students, and the wider community. Evaluation enables institutional learning, strategic adjustment, and strengthened accountability. Sustainability is ensured through the integration of GEP into the Faculty's core



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governance, decision-making, and development processes.

6.1 Uspostavljanje sistema za monitoring

Fakultet će uspostaviti formalizovan i strukturiran sistem za praćenje napretka u sprovođenju GEP-a. Osnovne komponente tog sistema uključuju:

- **Definisanje indikatora učinka** za svaki od strateških ciljeva i ključnih mjera (npr. broj žena u upravljačkim tijelima, broj realizovanih obuka, stepen rodne ravnoteže u konkursima, broj prijavljenih slučajeva uznemiravanja i njihov ishod).
- **Periodično prikupljanje i analiziranje kvantitativnih i kvalitativnih podataka**, uključujući anketiranje zaposlenih i studenata, tematske fokus-grupe i institucionalne izvještaje.
- **Izrada godišnjeg izvještaja o napretku**, koji uključuje pregled realizovanih aktivnosti, izazove u implementaciji i preporuke za poboljšanje.

Praćenje će sprovoditi Koordinator/ka za rodnu ravnopravnost, uz tehničku podršku Radne grupe i administrativnih službi. Izvještaji će biti dostavljani Rektoratu Univerziteta Adriatik, upravi Fakulteta i javno objavljivani na veb sajtu.

6.1 Establishing a Monitoring System

The Faculty will establish a formal and structured system for monitoring progress in the implementation of the GEP. The core components of this system include:

- **Defining performance indicators** for each strategic objective and corresponding measures (e.g. gender representation in management bodies, number of gender equality trainings, proportion of gender-balanced recruitment, number of reported harassment cases and their resolution).
- **Regular collection and analysis of quantitative and qualitative data**, including surveys among staff and students, focus groups, and institutional reports.
- **Preparation of an annual progress report** that provides an overview of implemented activities, encountered challenges, and recommendations for improvement.

Monitoring will be coordinated by the Gender Equality Officer, with technical support from the Gender Equality Working Group and relevant administrative departments. Reports will be submitted to the Rectorate of the Adriatic University, the Faculty leadership, and made publicly available on the official website.

6.2 Participativna evaluacija i revizija GEP-a

Evaluacija predstavlja ključni mehanizam institucionalnog učenja i adaptivnog upravljanja GEP-om. Fakultet se obavezuje na sprovođenje periodične evaluacije, kako bi se utvrdio stvarni učinak sprovedenih mjera i identifikovale nove potrebe.

Evaluacija će biti zasnovana na sledećim principima:

- **Uključenost svih aktera** – akademskog i administrativnog osoblja, studenata, sindikata i nevladinih partnera.
- **Kombinacija metoda** – analiza podataka, strukturisani intervjui, otvorene diskusije i benchmarking u odnosu na druge institucije.
- **Revizija GEP-a** – nakon svake evaluacije, dokument će biti ažuriran i usklađen sa

6.2 Participatory Evaluation and GEP Revision

Evaluation is a central mechanism for institutional learning and adaptive management of the GEP. The Faculty is committed to conducting periodic evaluations to assess the real impact of implemented measures and identify emerging needs.

The evaluation process will be based on the following principles:

- **Inclusive participation** – involving academic and administrative staff, students, trade unions, and civil society partners.
- **Mixed-methods approach** – combining data analysis, structured interviews, open consultations, and benchmarking against peer institutions.



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novim izazovima, zakonskim promjenama i preporukama relevantnih tijela EU i države. Planirano je da se evaluacija vrši na svake tri godine, uz mogućnost ad hoc izmjena u vanrednim okolnostima ili na osnovu povratnih informacija od zajednice.

- **Regular revision of the GEP** – after each evaluation cycle, the plan will be updated in accordance with new challenges, legal requirements, and recommendations from national and EU-level institutions.

Evaluations will be conducted every three years, with the possibility of ad hoc revisions in response to significant changes or stakeholder feedback.

6.3 Mehanizmi institucionalne odgovornosti

Za uspješno sprovođenje GEP-a biće definisani jasni lanci odgovornosti i obaveza. Ove odgovornosti uključuju:

- **Dekan:** odgovoran za strateško usmjerenje, institucionalnu podršku i resursno planiranje.
- **Koordinator/ka za GEP:** nosilac svakodnevnih aktivnosti, komunikacije, pripreme izvještaja i povezivanja sa eksternim tijelima.
- **Radna grupa:** kolegijalno tijelo koje učestvuje u planiranju, nadzoru i evaluaciji.
- **Administrativne službe:** podrška u prikupljanju podataka, obradama i logističkoj realizaciji mjera.
- **Upravni odbor i Savjet Fakulteta:** nadzorni organi koji formalno usvajaju ključne dokumente, izvještaje i planove.

Pored formalne odgovornosti, biće uveden sistem **unutrašnjih konsultacija**, gdje će svi članovi zajednice imati priliku da daju sugestije, ukazuju na barijere i učestvuju u kreiranju inkluzivnijeg okruženja.

6.3 Institutional Accountability Mechanisms

The successful implementation of the GEP depends on clearly assigned roles and responsibilities across the institution. These include:

- **Dean:** provides strategic direction, institutional support, and resource planning.
- **GEP Coordinator (Gender Equality Officer):** manages day-to-day implementation, communication, and reporting.
- **Gender Equality Working Group:** serves as a collective advisory and oversight body, contributing to planning, monitoring, and evaluation.
- **Administrative units:** support data collection, documentation, and logistics.
- **Faculty Council and Board:** act as supervisory authorities, formally adopting key documents, plans, and reports.

In addition to formal accountability, the Faculty will introduce **internal consultation mechanisms** that encourage all community members to contribute suggestions, flag obstacles, and participate in building a more inclusive academic environment.

6.4 Održivost GEP-a i integracija u institucionalne politike

Održivost GEP-a ne zavisi samo od pojedinačnih mjera, već od njegove integracije u sve strateške, akademske i administrativne politike Fakulteta. U tom kontekstu:

- GEP će postati obavezni dio strateškog plana razvoja Fakulteta i biti referenciran u svim značajnim institucionalnim dokumentima (npr. planovima akreditacije, izvještajima o kvalitetu, projektima razvoja kadrova).
- Uključivanje GEP ciljeva u budžetsko planiranje i raspodjelu resursa biće prioritet,

6.4 GEP Sustainability and Policy Integration

The sustainability of the GEP is not dependent solely on individual measures, but on its integration into the Faculty's strategic, academic, and administrative policies. In this regard:

- The GEP will be incorporated into the Faculty's strategic development plan and referenced in other core documents (e.g. accreditation plans, quality assurance reports, staff development strategies).
- Gender equality goals will be integrated into budget planning and resource allocation, ensuring financial and operational support.



kako bi se osigurala finansijska i operativna podrška.

- Fakultet će uspostaviti saradnju sa drugim visokoškolskim ustanovama, relevantnim državnim tijelima, civilnim sektorom i međunarodnim mrežama radi razmjene iskustava i dobrih praksi.
- Rodna ravnopravnost će postati jedan od indikatora institucionalne izvrsnosti, uključujući njeno vrednovanje u procesima akreditacije, reakreditacije i eksternih evaluacija.

Kroz ovu integraciju, GEP neće biti izolovana inicijativa, već sastavni dio identiteta i misije Fakulteta – alat za jačanje društvene odgovornosti, akademskog integriteta i evropskog profila institucije.

- The Faculty will pursue collaboration with other higher education institutions, public authorities, NGOs, and international networks to exchange good practices and align with EU standards.
- Gender equality will be included as one of the indicators of institutional **excellence**, reflected in external evaluations, accreditation, and quality assurance processes.

Through such integration, the GEP will not remain a stand-alone initiative, but rather become an essential element of the Faculty's identity and mission—a tool for promoting social responsibility, academic integrity, and a strong European profile.

7. ZAKLJUČAK

Usvajanjem i sprovođenjem Plana rodne ravnopravnosti, Fakultet za menadžment Herceg Novi jasno potvrđuje svoju stratešku i društvenu odgovornost da gradi visokoškolsko okruženje utemeljeno na jednakim šansama, raznolikosti, poštovanju ljudskih prava i akademskoj izvrsnosti. GEP nije samo odgovor na nacionalne i evropske regulatorne zahtjeve, već izraz institucionalne zrelosti i spremnosti da aktivno doprinosi razvoju pravednijeg društva.

Dokument jasno prepoznaje da rodna neravnopravnost nije izolovan problem već duboko ukorijenjen društveni i organizacioni izazov koji se može prevazići isključivo sistemskim pristupom. Kroz analizu postojećeg stanja, strateške ciljeve, konkretne mjere i predviđene mehanizme evaluacije i održivosti, Fakultet je uspostavio održiv okvir koji omogućava realnu promjenu.

Primjena ovog plana zahtijeva aktivnu i stalnu uključenost svih članova akademske zajednice – od rukovodstva do studenata. Posebno je važna kontinuirana politička i finansijska podrška, praćenje rezultata i spremnost na institucionalno učenje. Jedino kroz zajednički angažman moguće je izgraditi kulturu ravnopravnosti koja nije formalna obaveza, već istinska vrijednost i osnov akademskog integriteta.

7. CONCLUSION

By adopting and implementing its Gender Equality Plan, the Faculty of Management Herceg Novi affirms its strategic and social responsibility to cultivate a higher education environment founded on equal opportunities, diversity, respect for human rights, and academic excellence. The GEP is not merely a response to national and European regulatory demands, but a reflection of institutional maturity and readiness to actively contribute to the creation of a more just and equitable society.

This document acknowledges that gender inequality is not an isolated issue but a deeply rooted structural challenge, one that can only be addressed through a systemic, coordinated approach. Through the assessment of the current situation, formulation of strategic goals, concrete measures, and the establishment of monitoring and sustainability mechanisms, the Faculty has laid a solid foundation for meaningful and lasting change.

Successful implementation of this Plan depends on the continuous and active engagement of all members of the academic community—from leadership to students. Crucial to its success is ongoing political and financial support, transparent progress tracking, and a commitment to institutional learning. Only through shared responsibility and collective action can a culture of gender equality be built—not as a



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U narednim godinama, GEP će služiti kao živi dokument – alat za praćenje napretka, prilagođavanje novih potreba i potvrdu da obrazovanje i znanje ne mogu biti istinski vrijedni ukoliko nisu dostupni i dostupni *svima* pod jednakim uslovima.

formal obligation, but as a core value and pillar of academic integrity.

In the coming years, the GEP will function as a living document—a tool for monitoring progress, responding to emerging needs, and reaffirming the principle that education and knowledge cannot reach their full value unless they are equally accessible to *everyone*, under equal conditions.



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