

Rector 
APPROVED BY
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December 16, 2025
Daugavpils

Daugavpils University Gender Equality Plan 2026–2029

1. SUMMARY

Daugavpils University (hereinafter – DU) Gender Equality Plan 2026–2029 (hereinafter – Gender Equality Plan) describes DU's approach to gender equality and effective, targeted action at the institutional level. The aim of the DU Gender Equality Plan is to provide a basis for DU's strategic activities in relation to gender equality in all aspects of study, research, and innovation. It ensures an integrated, targeted, and effective policy that promotes equal rights and opportunities for women, men, and non-binary persons at DU. Five areas of action have been set to achieve this goal and to be implemented between 2026 and 2029:

- 1) ensuring equal and fair recruitment procedures;
- 2) gender-neutral involvement in decision-making;
- 3) promoting a gender-inclusive work environment and culture within the organization;
- 4) development and implementation of procedures for the inclusion of underrepresented groups;
- 5) training on inclusive gender equality, intersectionality and diversity.

The development and implementation of the DU gender equality plan is based on international and national regulatory and policy documents that stipulate the provision of equal rights and opportunities for women and men in higher education and research. At the international level, the principle of equality between women and men is enshrined in the Treaty on European Union, the Treaty on the Functioning of the European Union, the Charter of Fundamental Rights, and confirmed in EU secondary legislation, as well as in the European Union Gender Equality Strategy 2026-2030. In addition, through the implementation of the European Union-funded OpenEU project "*The learner-centred, inclusive, digital and green Open European University for the strengthening of the European Higher Education Area*", together with the project partners, a

jointly developed policy on inclusive gender equality was approved on 16 September 2025. In Latvia, gender equality policy is based on Article 91 of the Constitution of the Republic of Latvia, which stipulates that all persons are equal in the eyes of the law and the courts. The fundamental norms are detailed in the Gender Equality Law (May 1, 2004, No. 66), which defines the principles of equal rights and institutional responsibility, and the Labour Law (June 20, 2001, No. 60), which prohibits discrimination in the field of employment. The implementation of gender equality policy is also regulated by the Ministry of Welfare's Guidelines for the Implementation of Gender Equality 2021-2027 (February 16, 2021, Cabinet of Ministers Order No. 91) and the National Development Plan 2021-2027 (July 2, 2020, Cabinet of Ministers Order No. 436), in which gender equality is included as a horizontal policy principle. These documents together form the legal and political basis for DU's commitment to promoting an inclusive, fair and gender-equal environment in studies, research and administrative work, ensuring equal opportunities for all university staff and students.

2. PRIORITY AREAS

Priority areas of action in the DU Gender Equality Plan:

1.1. Ensuring equal and fair recruitment procedures

This priority area focuses on ensuring equal and fair recruitment practices, as well as compliance with established procedures. International and national legislation, including European Union anti-discrimination rules and the Labour Law in Latvia, stipulate that candidates may not be evaluated based on gender, age, race, ethnicity, religious beliefs, sexual orientation, disability, or other factors unrelated to job performance. Measures include training for personnel selection specialists, regular data collection and career support.

1.2. Prevention of discrimination and violence

Support and provision of resources for the prevention of discrimination and violence, including sexual harassment. Educating staff and students, discussions and information on recognizing and preventing gender-based violence, discrimination and sexual harassment. Staff training about students from underrepresented groups, i.e., women in STEAM, migrants and refugees, people with disabilities and people from rural areas.

1.3. Gender-inclusive work environment and culture

Creating an environment where all staff, regardless of gender, feel valued, respected, and equally involved in decision-making and work processes. Ensuring equal opportunities for career growth, remuneration, and training. Consciously reducing stereotypes and prejudices through regular training and educational campaigns. Introducing support mechanisms, mentoring programmes, and the option of partial remote work to promote work-life balance. Promoting inclusive communication where every staff member's opinion is taken into account. This approach will promote fairness and employee well-being, as well as improve the DU's reputation, innovation capabilities, and work efficiency.

1.4. Inclusion of underrepresented groups, development and implementation of procedures

A systematic approach to ensure that all DU students and staff feel involved and valued. Identification and analysis of underrepresented groups (women in STEAM, migrants and refugees, people with disabilities and people from rural areas) within the organization's structure and processes. Development of policies and procedures that promote inclusive career advancement, selection processes and decision-making. Implementation and monitoring of procedures, regular reporting, setting of targets and evaluation of results to ensure effective inclusion. Educational activities and training to promote awareness of diversity and inclusion at all levels. This approach helps create a fair, inclusive work environment and strengthens the organization's culture, improving staff satisfaction and productivity.

1.5. Training on inclusive gender equality, intersectionality and diversity.

Training on inclusive gender equality, intersectionality and diversity is an essential tool for promoting awareness and practical action among staff. Education on gender equality and how stereotypes and prejudices can affect the work environment and decision-making. Understanding the principle of intersectionality, recognizing that different identities (gender, ethnicity, age, disability) interact and influence people's experiences in the workplace. Promoting diversity in practice by providing staff with tools and strategies for inclusive decision-making and cultural

strengthening. Regular training and discussion sessions to ensure continuous learning and the development of the organization's culture.

3. FUTURE ACTIONS

- 2.1. Conduct systematic monitoring, analysis, and evaluation of the Gender Equality Plan, presenting summarized data at the annual staff meeting.
- 2.2. Informing staff and students about the latest developments, measures, training, campaigns, or mentoring programmes related to the Gender Equality Plan.
- 2.3. Internal discussions on identifying underrepresented groups and providing support.
- 2.4. Internal discussions on gender equality and the prevention of discrimination and violence.
- 2.5. Ensuring the accessibility of the Gender Equality Plan by publishing it on the DU website and guaranteeing that any amendments are updated within five working days of their adoption.
- 2.6. Inclusion of gender equality-related aspects in the annual anonymous survey of DU students.

4. ACTION PLAN 2026–2029

Action	2026	2027	2028	2029
Publication of the Gender Equality Plan on the DU website.				
Monitoring and analysis of gender balance (staff and students); Analysis of the impact of gender equality policies on the development of the institution.				
Promoting gender equality and analyzing data on gender proportions in research and the study process, integrating gender equality issues into the work of the DU Ethics Committee.				
Ensuring gender pay equity in accordance with job classification and employee evaluation.				

Ensuring equal treatment in the implementation and supervision of the personnel selection process in accordance with the principle of gender equality.				
Support for work-life balance, facilitating partial remote work options, supported by individual risk assessments to ensure safe and flexible working conditions.				
Staff training, mentoring, campaigns on inclusive gender equality, intersectionality and diversity.				
Staff training, mentoring, campaigns for underrepresented groups, i.e. women in STEAM, migrants and refugees, people with disabilities, and residents of rural areas.				
Staff surveys on gender equality aspects (inclusion, intersectionality, diversity).				
Annual student surveys on aspects of inclusive gender equality.				