SELART EUROPEAN ACADEMY – GENEVA

GENDER EQUALITY PLAN

Institution: SELART European Academy – Geneva
Document: Gender Equality Plan
Applies to: PLLs, facilitators, academic staff, administrative staff, leadership, visiting experts, partners and participants in Academy activities
Delivery environments: Online, hybrid and onsite/offline
Responsible Leadership: Rector & Academic Director / Managing Director / Quality Assurance Responsible
Review Cycle: Annually or earlier where institutional needs or evidence require review

1. Institutional Commitment

SELART European Academy – Geneva is committed to creating an educational and professional environment in which all individuals have equal dignity, opportunity, participation and possibilities for development, regardless of gender.

This Gender Equality Plan forms part of SELART's broader commitment to inclusion and reflects the Academy's principle:

No PLL Left Behind.

Gender equality at SELART means that women, men, girls and boys are provided equitable opportunities to participate, learn, contribute, lead, develop professionally and achieve their potential without discrimination, stereotypes, harassment or unnecessary barriers.

Equality does not necessarily mean treating every individual identically. Consistent with SELART's Inclusion Policy, appropriate support may be provided where barriers or individual circumstances affect meaningful participation. The Inclusion Policy specifically recognizes that inclusion means providing the support, challenge, opportunity and conditions required for participation and progress.

2. Purpose

The purpose of this Gender Equality Plan is to ensure that gender equality is embedded within:

- admission and access to learning;
- recruitment and professional opportunities;

- ➢ teaching, facilitating and learning practices;
- ➢ participation and leadership;
- ➢ assessment and feedback;
- ➢ professional development;
- ➢ communication and institutional representation;
- ➢ safeguarding and respectful conduct;
- ➢ decision-making;
- ➢ institutional monitoring and continuous improvement.

The Plan complements SELART's Inclusion Policy, which identifies accessibility, equity, learner-centeredness, respect, safety, support and inclusion as fundamental characteristics of the Academy's educational activities.

3. Definitions

For the purpose of this Plan:

- ✓ Gender Equality means that individuals of all genders have equal rights, responsibilities, opportunities, dignity and access to participation, development and leadership.
- ✓ Gender Equity recognizes that different individuals may face different barriers and may therefore require appropriate support or measures to ensure genuinely fair opportunities.
- ✓ Gender-Based Discrimination means any distinction, exclusion, limitation or disadvantage based on gender that unnecessarily restricts a person's access, participation, development, employment or educational opportunity.
- ✓ Gender-Based Harassment includes unwanted verbal, non-verbal, digital or physical conduct related to gender that violates a person's dignity or creates an intimidating, hostile, humiliating or offensive environment.

4. Core Principles

SELART European Academy applies the following gender equality principles:

- ✓ Equal dignity: Every person is valued equally.
- ✓ Equal opportunity: Gender should not create unnecessary barriers to educational, professional or leadership opportunities.
- ✓ Equal participation: All PLLs and staff should be encouraged and enabled to participate meaningfully.
- ✓ Freedom from discrimination: Gender-based discrimination, exclusion, humiliation, intimidation, bullying or harassment is not accepted.
- ✓ Freedom from stereotypes: Educational materials, examples, communication and expectations should avoid limiting people through gender stereotypes.

- ✓ Equitable support: Where an individual faces a barrier affecting participation, reasonable support should be considered.
- ✓ Voice and agency: Women, men, girls and boys should be provided meaningful opportunities to express ideas, contribute to decisions and exercise leadership.
- ✓ Confidentiality and respect: Gender-related concerns must be managed sensitively, objectively and confidentially.

5. Gender Equality in Learning and Facilitation

Facilitators should create learning environments in which gender does not determine:

- who speaks;
- who leads;
- who performs particular roles;
- who participates in STEM, technology, entrepreneurship, leadership or other subject areas;
- who receives challenging tasks;
- who represents a group;
- who receives facilitator attention;
- whose views are valued.

Facilitators should actively encourage balanced participation and should avoid assumptions about the abilities, interests, behavior, leadership potential or career aspirations of PLLs based on gender.

This approach is consistent with SELART's existing expectation that facilitators establish respectful environments, differentiate learning, provide multiple participation methods and continuously ensure that no PLL is left behind.

6. Gender-Inclusive Curriculum and Learning Resources

Where reasonably possible, SELART learning materials should:

- ✓ represent women and men in diverse professional, academic and leadership roles;
- ✓ avoid gender stereotypes;
- ✓ include examples and case studies reflecting different genders;
- ✓ demonstrate that career and academic pathways are open to everyone;
- ✓ promote respectful discussion of different perspectives;
- ✓ provide positive examples of women and men contributing to society, science, technology, business, leadership, education and culture.

This also reflects SELART's broader commitment to cultural and linguistic inclusion and its requirement that facilitators use inclusive language and avoid stereotypes.

7. Equal Access and Participation

Admissions, course placement, educational opportunities, mobility activities, projects, competitions, professional development and leadership opportunities should be offered without discrimination based on gender.

Where participation data indicate that one gender is significantly underrepresented, SELART may examine whether avoidable institutional, communication, scheduling, cultural or educational barriers are contributing to the imbalance.

The purpose is not to establish artificial quotas unless specifically required by a relevant project or framework, but to identify and remove unnecessary barriers to participation.

8.Work-Life Balance and Gender-Inclusive Organizational Culture

SELART European Academy – Geneva seeks to maintain an organizational culture that enables staff members to contribute professionally without unnecessary gender-related barriers.
Where reasonably possible and compatible with institutional responsibilities, consideration may be given to:

- ✓ flexible participation arrangements;
- ✓ online or hybrid participation when appropriate;
- ✓ reasonable scheduling considerations;
- ✓ family and caregiving responsibilities;
- ✓ maternity, paternity and parental responsibilities;
- ✓ equitable access to professional development following periods of leave;
- ✓ avoiding assumptions regarding professional availability or career ambition based on gender or family responsibilities.

Family responsibilities should not automatically restrict an individual's access to professional development, projects, leadership opportunities or institutional participation.

9. Recruitment, Employment and Professional Development

SELART seeks to ensure fair and gender-inclusive practices in:

- recruitment;
- selection;
- assignment of responsibilities;
- professional development;
- leadership opportunities;
- participation in projects;
- international activities;
- institutional committees and working groups.

Professional decisions should primarily be based on relevant competence, qualifications, experience, performance, institutional needs and role requirements rather than gender.

Where reasonably possible, both women and men should have meaningful opportunities to participate in institutional leadership and professional development.

10. Leadership and Decision-Making

SELART supports meaningful participation of different genders within institutional decision-making.

When appointing committees, project teams, academic groups or working groups, leadership should, where reasonably possible, consider gender representation together with competence, expertise, experience and institutional requirements.

Gender equality should therefore be viewed not simply as numerical representation but as meaningful opportunity to contribute, influence and lead.

11. Prevention of Gender-Based Discrimination and Harassment

SELART does not accept:

- ✓ gender-based discrimination;
- ✓ sexual harassment;
- ✓ gender-based bullying;
- ✓ humiliation;
- ✓ intimidation;
- ✓ offensive gender-related comments;
- ✓ exclusion based on gender;
- ✓ inappropriate gender stereotypes;
- ✓ retaliation against an individual who raises a concern in good faith.

This extends the Inclusion Policy's requirement that every PLL experience dignity, belonging, fairness and mutual respect and its explicit prohibition of discrimination, humiliation, intimidation, bullying and harassment.

SELART European Academy – Geneva maintains zero tolerance toward sexual harassment, sexual intimidation, gender-based violence, exploitation or abuse within educational, professional, digital, mobility or Academy-related environments. Any reported concern will be handled promptly, sensitively, objectively and confidentially, with appropriate safeguarding and escalation measures where required.

Gender-based harassment or inappropriate conduct through email, messaging applications, video-conferencing platforms, social media or other digital communication connected with Academy activities is subject to the same expectations of respectful conduct as face-to-face interaction.

Any concern should be treated respectfully, objectively and confidentially.

12. Reporting Concerns

PLLs, staff members, parents/guardians where applicable, or other stakeholders may raise gender equality concerns through the Academy's established communication and quality assurance structures.

Depending on the nature of the concern, it may be addressed to:

- ✓ the relevant facilitator or staff member;
- ✓ Director of SELART International School – K-12 Online Education where applicable;
- ✓ Rector & Academic Director;
- ✓ Managing Director;
- ✓ Quality Assurance Responsible.

No person should experience negative treatment for raising a genuine concern in good faith, consistent with the procedures already established within the Inclusion Policy.

13. Gender Equality Awareness and Professional Development

SELART will progressively integrate gender equality awareness within staff and facilitator professional development.

Relevant themes may include:

- ✓ unconscious gender bias;

- ✓ gender-inclusive facilitation;
- ✓ avoiding stereotypes;
- ✓ inclusive language;
- ✓ equitable classroom participation;
- ✓ gender-sensitive communication;
- ✓ prevention of discrimination and harassment;
- ✓ inclusive leadership;
- ✓ gender representation in curriculum materials;
- ✓ respectful professional relationships.

This complements the Academy's existing commitment to continuous professional development in inclusive facilitation, intercultural learning, accessibility, learner agency and the creation of learning environments where everyone participates.

14. Monitoring and Indicators

Gender equality will be monitored proportionately through available institutional evidence.

Where appropriate, lawful and proportionate, SELART will use gender-disaggregated institutional data to identify patterns in access, participation, continuation, professional development, leadership opportunities and other relevant institutional activities. Data will be interpreted carefully and confidentially and will be used for improvement rather than labeling or stereotyping individuals or groups.

Area: Career and Leadership Development
Suggested Indicator: Gender distribution in leadership responsibilities, project coordination, committee membership and professional advancement opportunities.

Where appropriate, SELART may review:

Area	Suggested Indicator
PLL participation	**Participation by gender where relevant**
Enrollment	**Gender distribution across programs**
Completion	**Completion/continuation patterns**
Leadership	**Representation in leadership or project roles**
Staff development	**Participation in professional development**
Learning participation	**Evidence of equitable engagement**
Mobility	**Participation in mobility opportunities**
Complaints	**Gender-related concerns or incidents**
PLL feedback	**Perceptions of fairness, respect and belonging**
Staff feedback	**Perceptions of institutional equality**
Curriculum	**Representation and avoidance of stereotypes**

Area	Suggested Indicator
Recruitment	**Fair access to employment opportunities**

Where significant differences are identified, SELART will seek to understand the underlying causes before determining whether an institutional response or improvement action is required.

SELART's Inclusion Policy already establishes an evidence-based approach to monitoring participation, attendance, feedback, engagement, concerns and quality assurance findings.

15. Annual Gender Equality Action Plan

Each annual review may identify a small number of practical priorities.

Objective	Action	Responsibility	Evidence
Promote equitable participation	**Review PLL participation and engagement**	**Academic Leadership / Facilitators**	**Participation evidence**
Promote inclusive teaching	**Include gender equality within facilitator development**	**Rector & Academic Director**	**PD records**
Prevent stereotypes	**Review selected learning materials and communication**	**Academic Leadership**	**Resource review**
Strengthen representation	**Encourage meaningful participation of different genders in projects and leadership**	**Leadership**	**Participation records**
Maintain safe environments	**Ensure concerns can be reported confidentially**	**Leadership / QA**	**Concern records**
Monitor progress	**Include gender equality within annual quality review**	**Quality Assurance Responsible**	**Annual QA review**

16. Responsibilities

- ✓ Rector & Academic Director
  Provides overall leadership for implementation of the Gender Equality Plan and ensures its integration within academic quality and institutional practice.
- ✓ Managing Director
  Supports operational implementation, communication and appropriate institutional actions.
- ✓ Quality Assurance Responsible
  Reviews relevant evidence, feedback, concerns and improvement actions and incorporates gender equality into quality assurance processes.

- ✓ Director of SELART International School – K-12 Online Education
  Supports gender-inclusive participation and safeguarding within Grades 5–12 programs.
- ✓ Facilitators and Staff
  Maintain respectful environments, use inclusive language, avoid stereotypes, encourage equitable participation and report significant concerns.
- ✓ PLLs
  Contribute to a respectful community, respect the dignity of others and communicate genuine concerns where appropriate.

17. Institutional Responsibility and Resources

SELART European Academy – Geneva recognizes that gender equality requires active implementation rather than policy statements alone.

Accordingly, the Academy will, within its institutional capacity:

- ✓ assign clear responsibility for implementation and monitoring of the Gender Equality Plan;
- ✓ provide appropriate time for monitoring, review and improvement actions;
- ✓ integrate gender equality into relevant professional development and quality assurance activities;
- ✓ make appropriate institutional resources available when corrective or preventive actions are required;
- ✓ ensure that responsible leadership periodically reviews progress against the Plan.

Implementation of gender equality is therefore considered a shared institutional responsibility supported by leadership, rather than the responsibility of individual PLLs or staff members alone.

18. Review and Continuous Improvement

The Gender Equality Plan will be reviewed at least annually together with relevant institutional quality and inclusion evidence.

The review will consider:

- ✓ Are women, men, girls and boys genuinely provided equitable opportunities to access, participate, develop, contribute and progress within the SELART learning and professional community?
- ✓ Where evidence identifies an unnecessary barrier, imbalance, discriminatory practice or emerging concern, SELART will determine appropriate improvement measures.

19. Final Commitment

At SELART European Academy – Geneva, gender should never become a barrier to learning, participation, professional development, leadership or success.

We seek an environment in which every person is respected, every voice has the opportunity to be heard, talent is recognized without gender bias, and every Passionate Lifelong Learner has a genuine opportunity to develop their potential.

Equal dignity.
Equal opportunity.
Meaningful participation.
Shared responsibility.
No PLL Left Behind.

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