



**BME**

**GENDER EQUALITY PLAN 2026-2029  
BUDAPEST UNIVERSITY OF TECHNOLOGY  
AND ECONOMICS**

## INTRODUCTION

Budapest University of Technology and Economics (BME) is committed to providing equal opportunities for its employees and students. As an implementation of this commitment, BME revised its Equal Opportunities Plan in July 2024 in Hungarian (see [A BME Esélyegyenlőségi Terve 8/2024. \(06.06.\) számú Rektori és Kancellári közös Utasítás](#)). These values were also supported by the Institutional Development Plan (2021-2025) (Intézményi Fejlesztési Terv). The Gender Equality Plan (BME GEP) developed in 2025 October in line with the existing university regulatory framework and national and European policies and it further strengthens the commitment of the university towards an inclusive institutional culture and countering any type of gender-based discrimination.

Beyond the university regulations the BME GEP incorporates recommendations of the European Institute of Gender Equality ([EIGE Toolkits](#)), the European Commission (Horizon Europe General Annexes, [Horizon Europe guidance on gender equality plans](#) September 27, 2021.) and the National Research, Development and Innovation Office (Recommendation, July 14, 2021.). Toolkits and guidelines developed in European projects, like the GEAR or the EQUAL-IST toolboxes and international best practices acquired in the CESAER and EELISA framework have also been taken into account when preparing this document. This version has also taken into account the GEPs: [Alma Mater Studiorum University Di Bologna](#), [Università degli Studi Mediterranea de Reggio di Calabria](#), [Cracow University of Technology](#), [University of Warsaw](#), [University of Bergen](#), [University of Helsinki](#), as references.

The BME GEP is a strategic document and will be supplemented by annual Action Plans that define priorities and timelines of actions for the respective coming year. The BME GEP defines objectives and activities in the following five main areas (Key Intervention Areas):

1

**Fostering gender equality in recruitment and career progression**

*Objective 1.1.* Ensuring that all phases of recruitment are gender-sensitive

*Objective 1.2.* Increasing and stimulating women's involvement in scientific career

2

**Supporting work-life balance**

*Objective 2.1.* Adjusting work obligations to child-care responsibilities

*Objective 2.2.* Providing family-friendly university infrastructure and services

*Objective 2.3.* Supporting the reintegration of employees after maternal/paternal leave

3

**Achieving gender-balance in leadership, decision-making and representation**

*Objective 3.1.* Increasing the number of applications among women for leadership positions

*Objective 3.2.* Ensuring that women and men are fairly represented in all the university committees, boards and outreach events

*Objective 3.3.* Ensuring that the participants of both genders can equally fulfil their assigned responsibilities

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**Applying measures against gender-based violence, supporting inclusive institutional culture**

*Objective 4.1.* Providing efficient channels for resolving cases of gender-based violence and discrimination

*Objective 4.2.* Means to further strengthen pro-equity attitudes and fighting stereotypes, implicit and explicit gender bias

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**Integration of gender dimensions in the research and teaching content.**

*Objective 5.1.* Implementing gender aspects in research, with special attention to STEM fields

*Objective 5.2.* Implementing gender-inclusive teaching practices

Regarding each Key Intervention Area existing initiatives are reinforced, and new programmes launched for employees supporting gender equality in the respective field.

The Gender Equality Plan will be implemented through the engagement of the entire organization with the involvement of all faculties, boards and committees. Some units will be assigned specific tasks in the implementation of the GEP:

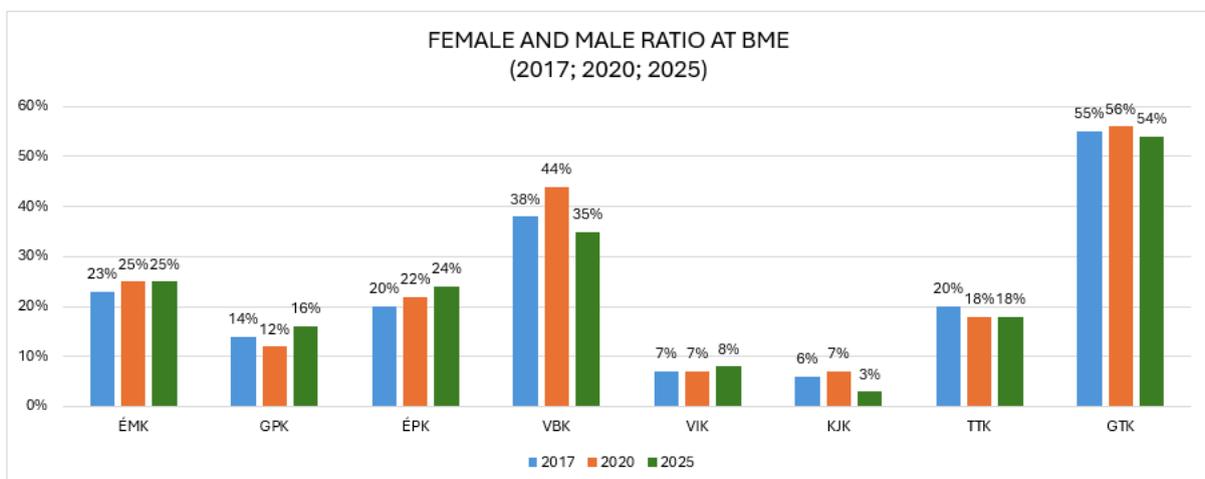
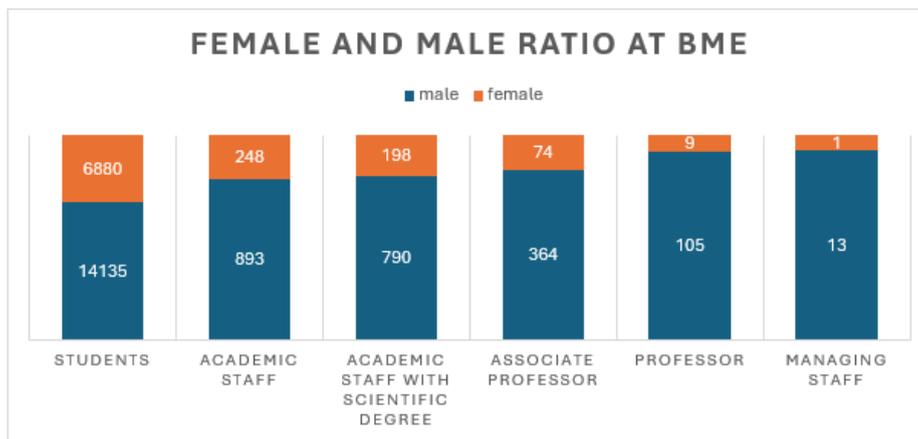
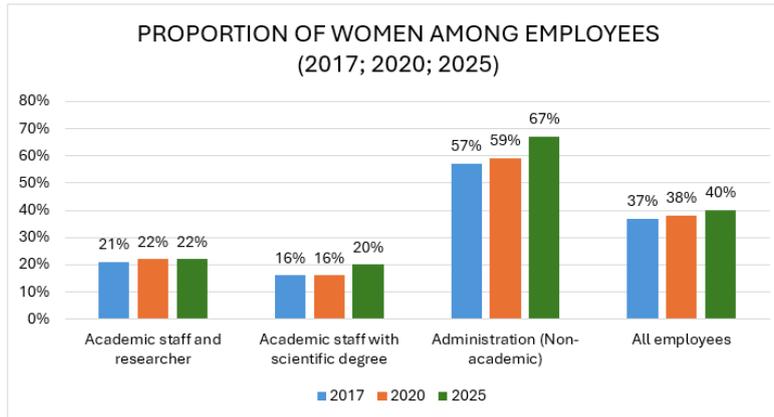
Main units involved	Types of activities
Research and Innovation Committee headed by the Vice-Rector for Research and Innovation	main responsible body for setting up and reviewing the GEP Action Plans yearly and defining the training programme for the respective upcoming year
Gender Equality Advisor	supporting the work of the <b>Research and Innovation</b> Committee, collecting and analyzing feedback from the university community on the content and implementation of the GEP, helps designing data collection and indicators in accordance with the European Commission's "She figures" report
Esélyegyenlőségi Bizottság / Equal Opportunities Committee	analyzing data, setting up diagnosis, advisory for the <b>Research and Innovation</b> Committee, developing recommendations, and advising the <b>Research and Innovation</b> Committee on designing trainings
Humánerőforrás Igazgatóság / HR Directorate	data collection, tasks related to the non-discriminatory nature of the recruitment process, monitoring promotion and performance assessment regulations, disseminating information
Rector's Office	decision-making on providing infrastructure and services, setting up the position of the Gender Equality Advisor, counselling activities and training development
Directorate General for Financial and Technical Affairs	decision-making on providing infrastructure and services
OMIKK / National Technical Information Centre and Library	monitoring of the involvement of women authors in scientific publications
Secretary of TDK Committee	monitoring of the involvement of women in competitions
Directorate of Communications	providing for balanced representation in visuals, organizing and promoting awareness-raising programs
Pályázattámogatási Csoport / Grants Office	scanning for grant opportunities for BME to support the implementation of the GEP
FIEK / Center for Innovation Management and Cooperation (Horizon Europe)	providing access to relevant European documents and project results, organizing training on gender-inclusive research
Members of the EELISA and CESAER committees and task forces	disseminating information and good practices for the <b>Research and Innovation</b> Committee and the university community
PhD and DLA Student Union	integrating training activities in the training programme

# KEY INTERVENTION AREAS, OBJECTIVES, ACTIVITIES

## KEY INTERVENTION AREA 1:

### GENDER EQUALITY IN RECRUITMENT AND CAREER PROGRESSION

The following figures show the male/female ratio with regard to the entire BME community and specifically the academic staff and researchers.



The recruitment procedure of BME guarantees equal opportunities for all applicants as regulated by national law and university rules. The following activities aim at providing additional support in order to achieve better gender balance in employment positions.

## OBJECTIVE 1.1.

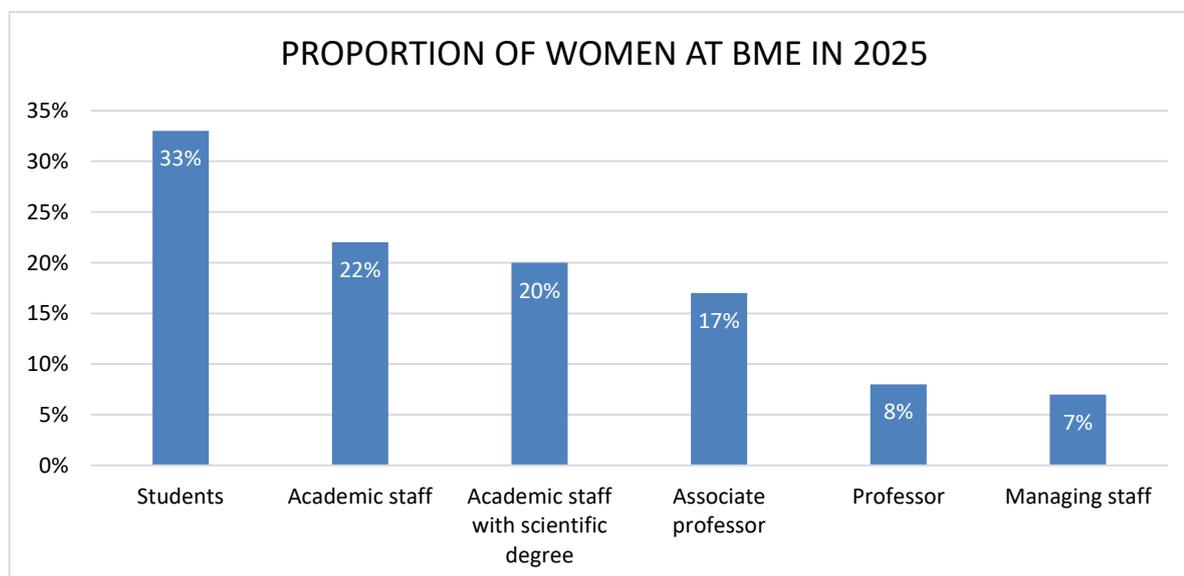
Ensuring that all phases of recruitment are gender-sensitive

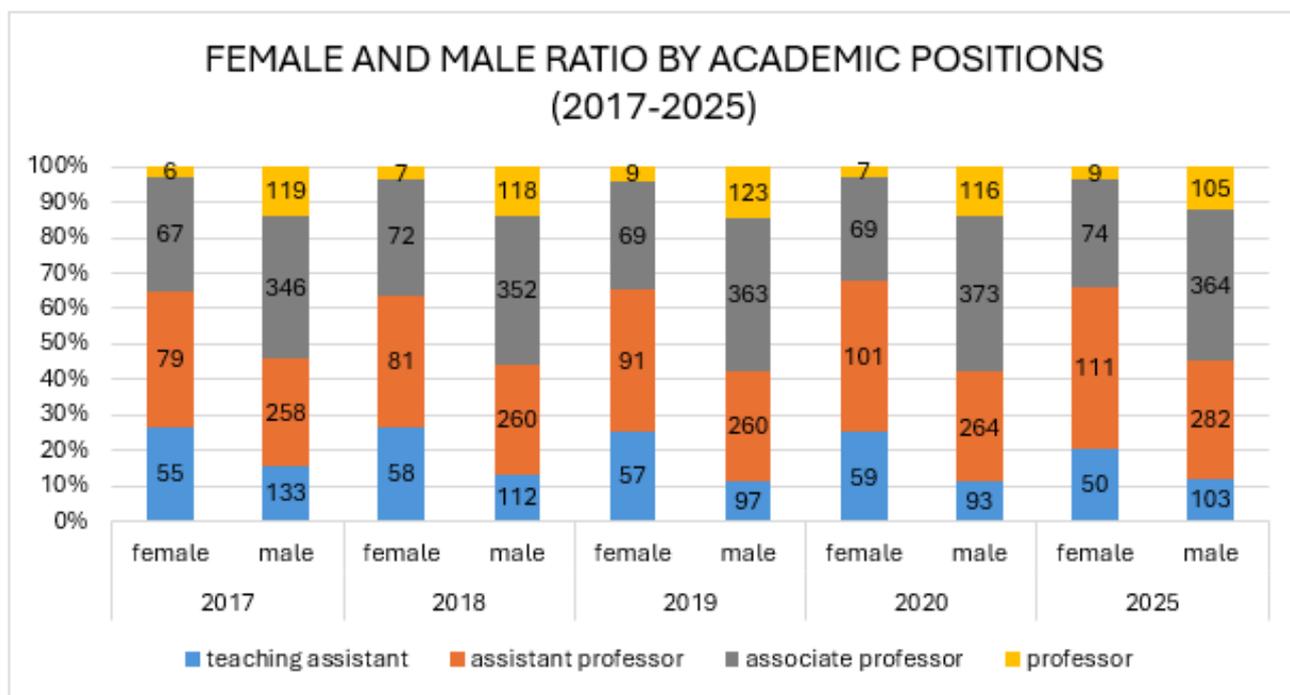
Activities	Actors involved
Phrasing job applications in a way to show the commitment of the university towards equal opportunities in the recruitment and employment process	All faculties Humánerőforrás Igazgatóság / HR Directorate
When possible, highlighting benefits in job announcements that support work-life balance and child-care duties	All faculties Humánerőforrás Igazgatóság / HR Directorate
Collecting and analyzing data on the number of candidates and people selected	Humánerőforrás Igazgatóság / HR Directorate Equal Opportunities Committee
Disseminating information on how the university supports equal opportunities and work-life balance during the new employee's entry process	All faculties Humánerőforrás Igazgatóság / HR Directorate

## OBJECTIVE 1.2.

Increasing and stimulating women's involvement in scientific careers

As the figures show, the gender ratios for academics and students are aligned. However, there are significant disparities in individual positions both at the university management levels and among research staff. Men prevail, both among those in managerial positions and among those with the title of full professors. This may mean that the path of promotion and scientific career does not go the same way for women and men.





Although the figures above clearly indicate an increase in the number of women in university positions, BME is still facing a risk of losing talented women from the research and teaching staff. Thus, it is crucial to mend the “leaky pipeline” by understanding the reasons behind this phenomenon and acting against those conditions that hinder personal and professional growth of women.

Activities	Actors involved
Systematic monitoring of the participation of women and men in grant competitions, projects, financial support and publications	All faculties Secretary of TDK Committee OMIKK / National Technical Information Centre and Library
Diagnosing drop-out rates and obstacles to promotion, organizing career counselling for women	Equal Opportunities Committee All faculties Rector’s Office Research and Innovation Committee
Dissemination of good practices related to the promotion and support of the women’s career across faculties	All faculties Equal Opportunities Committee
Monitoring whether child-care responsibilities are considered in the promotion and performance assessment procedures	Humánerőforrás Igazgatóság / HR Directorate
Participating in international and national campaigns that promote successful careers (i.e. #thislittlegirlisme)	Directorate of Communications All faculties
Continuous support and reinforced promotion for already existing university initiatives (i.e. “Lányok Napja”)	Directorate of Communications All faculties

## KEY INTERVENTION AREA 2:

### SUPPORTING WORK-LIFE BALANCE

During the analysis period (2017-2025), both the proportion of women among university employees and the proportion of female academic staff compared to the number of whole academic staff clearly increased.

#### Employees' data at BME

Data description	26.04.2017		02.05.2020		09.10.2025	
	Person	%	Person	%	Person	%
All employees	2630	100.00%	2646	100.00%	2461	100.00%
Women	982	37.34%	1008	38.10%	977	39.70%
Academic staff	1340	50.95%	1309	49.47%	1435	58.31%
Women at academic staff level	260	19.40%	274	20.93%	314	21.88%
Parents raising young child (under 10)	606	23.04%	619	23.39%	520	21.13%
Parents raising child (under 16)	813	30.91%	843	31.86%	806	32.75%
Parents raising more children (under 16)	548	20.84%	503	19.01%	413	16.78%
Employees working atypical way (part time, working form home etc.)	308	11.71%	439	16.59%	380	15.44%
Employees coming back to work from maternity / paternity leave	9	0.34%	16	0.60%	6	0.24%
Employees working during maternity / paternity leave	1	0.04%	21	0.79%	34	1.38%
Employees on maternity / paternity leave	-	-	54	2.04%	54	2.19%

Given the significant number of parents with young children among employees, reconciling work and family life should be an important consideration in the design of working conditions. Usage of the tools needed to achieve a family-friendly workplace and work-life balance benefits both the employee and employer. Therefore, the University considers it an important goal to help its employees with children to fulfil their family and work responsibilities.

## OBJECTIVE 2.1.

### Adjusting work obligations to child-care responsibilities

Activities	Actors involved
Allowing flexible working hours and/or home-office opportunities	All faculties Humánerőforrás Igazgatóság / HR Directorate
Adjusting working hours and scheduling meetings (including meetings, trainings etc.) to opening hours of child-care institutions and schools	All faculties Humánerőforrás Igazgatóság / HR Directorate
Allowing the adjustment of annual leave with school holidays	All faculties Humánerőforrás Igazgatóság / HR Directorate

## OBJECTIVE 2.2.

### Providing family-friendly university infrastructure and services

Activities	Actors involved
Providing baby care facilities in some buildings (nappy-changing and breastfeeding room), taking care to create them	Rector's Office Directorate General for Financial and Technical Affairs
Developing a plan to create short term child-care space facilities on campus (e.g. temporary childcare)	Rector's Office Directorate General for Financial and Technical Affairs
Factoring child-care and baby care aspects in planning new buildings	Rector's Office Directorate General for Financial and Technical Affairs
Monitoring "Családbarát munkahely"/Family-friendly workplace grant possibilities	Pályázattámogatási csoport / Grants Office
Extension of in-house medicinal services	Rector's Office Directorate General for Financial and Technical Affairs

## OBJECTIVE 2.3.

### Supporting the reintegration of employees after maternal/paternal leave

Activities	Actors involved
Providing easy access to information about university benefits via university homepage or Intranet	Pályázattámogatási csoport / Grants Office Humánerőforrás Igazgatóság / HR Directorate
Keeping the employees on parental leave in the communication loop	All faculties
Diagnosing the needs of employees planning to return to work through consultations, channeling this information in the revision process of the GEP	Humánerőforrás Igazgatóság / HR Directorate
Fostering the setup of peer networking groups (allowing for less formal contacts) via organization of mailing groups, Teams-channels	All faculties

# KEY INTERVENTION AREA 3:

## GENDER-BALANCE IN LEADERSHIP, DECISIONMAKING AND REPRESENTATION

Even though equal opportunities are provided for men and women employees to participate in leadership, decision-making committees and bodies of representation, the number of women participating in these positions is low as the figures demonstrate. However, it can be seen that the proportion of women in the Senate has increased by 2025, as well as the number of female Vice-Deans, and a female Dean was also elected in 2025. The number of Heads of Departments and Institutes has decreased in proportion compared to previous years, but the number of departments and institutes has also decreased significantly.

### Gender ratios in the management of BME

	2017					2020					2025				
	female	male	sum	f%	m%	female	male	sum	f%	m%	female	male	sum	f%	m%
<b>Central Level</b>															
Senate	1	26	27	3.7%	96.3%	5	23	28	17.9%	82.1%	6	27	33	18.2%	81.8%
<b>Rectorate / Chancellery Level</b>															
Chancellery / Director General for Economic and Technical Affairs*	0	1	1	0.0%	100.0%	0	1	1	0.0%	100.0%	0	1	1	0.0%	100.0%
Vice-Chancellery	0	2	2	0.0%	100.0%	0	1	1	0.0%	100.0%	-	-	-	-	-
Rectorate	0	1	1	0.0%	100.0%	0	1	1	0.0%	100.0%	0	1	1	0.0%	100.0%
Vice-Rectotartes	1	5	6	16.7%	83.3%	0	3	3	0.0%	100.0%	0	5	5	0.0%	100.0%
Directotartes	7	11	18	38.9%	61.1%	5	11	16	31.3%	68.8%	6	8	14	42.9%	57.1%
<b>Faculty Level</b>															
Deans	0	8	8	0.0%	100.0%	0	8	8	0.0%	100.0%	1	7	8	12.5%	87.5%
Vice-Deans	6	27	33	18.2%	81.8%	3	25	28	10.7%	89.3%	7	21	28	25.0%	75.0%
Leaders of Doctorate schools	0	12	12	0.0%	100.0%	1	11	12	8.3%	91.7%	1	11	12	8.3%	91.7%
Head of Departements / Institutes	15	92	107	14.0%	86.0%	16	100	116	13.8%	86.2%	5	57	62	8.1%	91.9%

\* Since 2025

The following activities aim at understanding the reasons behind the low-rate of representation of women and providing support for them in all phases of leadership activities from the application to the effective fulfillment of their obligations. These initiatives do not only aim at achieving better ratio of male-female participants in the governing bodies, but also at balanced representation at the university outreach events.

## OBJECTIVE 3.1.

### Increasing the number of applications among women for leadership positions

Activities	Actors involved
Collecting and analyzing data on the number of candidates and people selected	All committees and their supervising leaders
Launching promotion campaigns, ensuring that the widest possible range of candidates are reached	All committees and their supervising leaders
Developing clear selection procedures showing how the gender aspect is taken into account	All committees and their supervising leaders
Ensuring that both men and women are represented in the application review committees	All committees and their supervising leaders
Designing a set of soft skill-development activities for women for taking leadership positions (training, counselling)	Humánerőforrás Igazgatóság / HR Directorate
Showcasing examples of women taking leadership position in the university	Directorate of Communications

## OBJECTIVE 3.2.

### Ensuring that women and men are fairly represented in all the university committees, boards and outreach events

Activities	Actors involved
Developing recruitment guidelines on: in the case of candidates with identical qualifications, member of the under-represented gender group should be favored.	Equal Opportunities Committee
Formulating and implementing guidelines on rotation of women and men as chairpersons (where possible)	All committees and their supervising leaders
Collecting and analyzing data on the ratio of men and women in leadership, decision-making and representation	All committees and their supervising leaders
Inviting diverse panel of speakers for university events	All faculties Rector's Office

## OBJECTIVE 3.3.

Ensuring that the participants of both genders can fulfil their assigned responsibilities equally

Activities	Actors involved
Developing recommendations to eliminate implicit gender-bias in language and communication (i.e. addressing the titles equally of both male and female members in official correspondence)	Equal Opportunities Committee
Raising awareness for gender-stereotypes and habits in the operation of committees (i.e. assignment of administrative and substantive tasks)	All committees and their supervising leaders
Family-friendly timing of meetings and events, scheduling practices that allow for planning in advance	All committees and their supervising leaders
Awareness-raising training on gender equality and implicit gender bias for staff and decision-makers	All committees and their supervising leaders

## KEY INTERVENTION AREA 4:

### MEASURES AGAINST GENDER-BIASED VIOLENCE SUPPORTING INCLUSIVE INSTITUTIONAL CULTURE

*BME has already adopted a policy of zero-tolerance towards sexual harassment and discrimination in the Equal Opportunities Plan. The following activities reinforce and operationalize this commitment towards the employees. Countering stereotypes, strengthening pro-equity attitudes and sensitizing the community for potential explicit and implicit gender bias are also of primary importance.*

## OBJECTIVE 4.1.

Providing efficient channels for resolving cases of gender-based violence and discrimination

Activities	Actors involved
Identifying advisors/contact points at university level	Equal Opportunities Committee
Participation in operation a clear, transparent and safe complaint procedure	Equal Opportunities Committee
Operating means of conflict-resolution, involving expert counselling if needed	Equal Opportunities Committee
Communicating and reinforcing the commitment of the university management towards zero tolerance towards gender-based violence and discrimination	Equal Opportunities Committee

## OBJECTIVE 4.2.

Means to further strengthen pro-equity attitudes and fighting stereotypes, implicit and explicit gender bias

Activities	Actors involved
Establishing the position of the Gender Equality Advisor within the Equal Opportunities Committee	<b>Rector's Office</b>
Revision of Ethics rules and procedures to reflect gender equality aspects	<b>Rectorate</b>
Ensuring that the contribution of women is appropriately represented in the communication of the university, including university and faculty homepages, fostering the use of inclusive visuals	<b>All faculties Rector's Office</b>
Support and promote the successful university initiative: „Lányok Napja”/ „Girls' day”	<b>All faculties</b>
Making relevant tools developed in European projects easily accessible (i.e. GEAR Toolbox, the EQUAL-IST Toolkit)	<b>FIEK / Center for Innovation Management and Cooperation (Horizon Europe)</b>
Active participation in the EELISA Gender Equality Working Group, disseminating experiences obtained in the EELISA University Alliance and the CESAER Diversity, Equality and Inclusion Task Force	<b>Members of the relevant bodies</b>

## KEY INTERVENTION AREA 5:

### INTEGRATION OF GENDER DIMENSION INTO RESEARCH AND TEACHING CONTENT

#### OBJECTIVE 5.1.

##### Implementing gender aspects in research, with special attention to STEM fields

*The objective of the following activities is to start discussion why gender aspect integration in research design is relevant, showing its importance in the STEM-fields as well and to support researchers in its practical implementation.*

Activities	Actors involved
Identifying strategic research areas in the university portfolio in which gender aspects are especially important (i.e. robotics, AI, mobility), creating channels of consultations with researchers	All faculties Vice-Deans for Science and Innovation
Supporting lecturers to include gender-aspects in the syllabuses of the above-mentioned areas by training or by inviting external experts	All faculties
Training and presentation on what gender-inclusive research means in Horizon Europe	FIEK / Center for Innovation Management and Cooperation (Horizon Europe)
Organizing webinars and discussions, dissemination of best practices of other universities	FIEK / Center for Innovation Management and Cooperation (Horizon Europe) Members of the EELISA and CESAER committees and task forces

#### OBJECTIVE 5.2.

##### Implementing gender-inclusive teaching practices

*Raising awareness for teaching and communication practices that eliminate explicit or implicit gender-bias in class thus contribute to an inclusive atmosphere.*

Activities	Actors involved
Raising awareness for gender-sensitive communication practices in teaching (i.e. abandoning discriminatory language and jokes)	All faculties
Including gender-sensitive communication and teaching practices in the training portfolio offered for PhD-students and doctoral candidates	Egyetemi Doktorandusz Képviselő / PhD and DLA Student Union

## IMPLEMENTATION

In order to ensure the implementation and the sustainability of the BME GEP, analysis, monitoring, discussion, evaluation and review is needed on a recurrent basis in cooperation involving the university community.

Data will be collected in lines with the following indicators of measuring progress corresponding to the [“She Figures” 2024](#) reports of the European Commission

- ▶ gender composition at all levels and fields of the workforce
- ▶ gender composition of governing bodies
- ▶ recruitment and promotion
- ▶ leave and flexibility.

The Research and Innovation Committee headed by the Vice-Rector for Research and Innovation will be the main responsible body for setting up and reviewing GEP Action Plans yearly with the Gender Equality Advisor. Based on the directions and activities defined in the BME GEP, the Action Plans will set priorities and timelines for the respective coming year. The Research and Innovation Committee supported by the Gender Equality Advisor will revise the progress according to the data collected and decide on continuing with existing programmes and/ or adding new actions and designing the training programme for the upcoming year. Adopting the yearly Action Plans will be on the agenda of the Committee in February-March each year.

In order to channel the feedback and suggestions of the university community, a dedicated [gep@bme.hu](mailto:gep@bme.hu) e-mail account have been made available and handled by the Gender Equality Advisor. The feedback from the university community will be considered during the development of the yearly Action Plans.

In 2029 the GEP is expected to undergo a major revision process and a new plan will be launched for the 2029-2032 period.

  
Dr. Hassan Charaf  
Rector

