

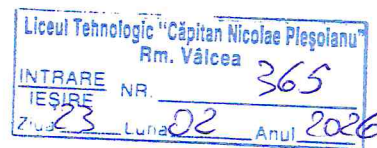


LICEUL TEHNOLOGIC „CĂPITAN NICOLAE PLEȘOIANU”

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GENDER EQUALITY PLAN

2026 – 2029

Organisation	Liceul Tehnologic "Căpitan Nicolae Pleșoianu" (LTCNP)
PIC / Organisation ID	948683475 / E10045340
Document status	Yes — the organisation has a Gender Equality Plan (GEP)
Adopted by	Director Bitică Cristiana Nicoleta, on behalf of the School Board
GEP coordination	Traian Hoidrag, School Counsellor and Erasmus+ Commission President
Publication	https://cnplesoianu.ro/ (institutional website)
Review cycle	Annual review; full revision at the end of each three-year cycle

1. Institutional Context and Purpose

The "Căpitan Nicolae Pleșoianu" Technological High School (LTCNP), founded in 1913 in Râmnicu Vâlcea, is a public benchmark institution for vocational, technical and technological education in Vâlcea County, South-West Oltenia region. Since the 2012–2013 school year, LTCNP has integrated "Spiru Haret" Middle School and Kindergarten No. 5, giving the institution a multi-tiered vertical structure spanning pre-school, primary, middle school, high school, vocational (VET) and post-secondary education, and serving approximately 670 students, including 458 enrolled in VET programmes at EQF levels 3–5.

LTCNP's core technical specialisations — Automotive Mechanic, Automotive Electrician, CNC Machine Operator, Technical-Sanitary and Gas Installations, Machinist for Railway and Earthworks Machinery, Transport Technician, Construction Installation Technician, Automotive Diagnostic Technician, Driving Instructor Technician and Master Mechanic — belong to fields that, nationally and locally, remain male-dominated. This structural imbalance, alongside a general-education population (Spiru Haret, kindergarten) that is considerably more gender-balanced, is the starting point for this Gender Equality Plan (GEP): the plan addresses gender equality both within the institution's staff and management structures and within student orientation, participation and wellbeing across all educational tiers.

This GEP has been developed in line with the minimum process-related requirements for Horizon Europe and Erasmus+ eligibility (publication, dedicated resources, data collection and monitoring, and training) and with the recommended content areas: work-life balance and organisational culture; gender balance in leadership and decision-making; gender equality in recruitment and career progression; integration of the gender dimension into teaching and project content; and measures against gender-based violence, including sexual harassment. It draws on the institutional profile submitted in LTCNP's Erasmus+ Partner Identification Form (PIF) and on the priorities of the School Development Plan (PAS) 2021–2026.

The GEP applies to all LTCNP staff, students (from kindergarten to post-secondary level) and to all activities carried out under EU-funded projects in which LTCNP participates, including the ongoing Jean Monnet project "EU-FUTURE-LAB: Empowering Young Citizens through Learning EU Initiatives" (2026–2029) and the KA240 project "European Scalable Inclusive Teaching System – EASIT" (2026–2029).

2. Publication

This GEP is issued as a formal institutional document. It is approved by the LTCNP School Board and signed by the Director, Mrs Bitică Cristiana Nicoleta, as top management representative and legal representative of the institution. Once adopted, the GEP is published on the school's official website (<https://cnplesoianu.ro/>) and referenced on the institution's Facebook page, ensuring it is publicly accessible to staff, students, families, and partner organisations.

- Signed and dated by the Director as top management.
- Published on the institutional website and made available in printed form at the school secretariat.
- Communicated to all staff through the Teachers' Council and to students through class-level information sessions.
- Reviewed annually and formally re-adopted at the end of each three-year cycle (next full revision due in 2029).

3. Dedicated Resources and Gender Expertise

Implementation of the GEP is coordinated by a small GEP Working Group operating within LTCNP's existing Erasmus+ Commission, so that gender-equality work is embedded in structures the institution already resources and sustains.

GEP Working Group

- Traian Hoidrag — School Counsellor and President of the Erasmus+ Commission, GEP Coordinator. Over 19 years of experience as a psychologist at the National Anti-Drug Agency, providing psychological services to adolescents, adults and families, and delivering prevention training to teachers and social workers. Holds a bachelor's and master's degree in psychology, with ongoing training in cognitive-behavioural therapy (CBT) and motivational interviewing, and completed courses in project management, training, digital skills and advocacy. This profile is directly relevant to the GEP's work-life-balance, training and gender-based-violence-prevention components.
- Bitică Cristiana Nicoleta — Director, top management sponsor of the GEP, with experience managing European-funded projects (POCU, PEO, Erasmus+, PNRR) and a stated institutional focus on equal opportunities for students.
- Zamfir Lăcrămioara — Deputy Director, member of the implementation team of ten Erasmus+ projects and of the writing team of two, with specific experience supporting young people from vulnerable backgrounds.

The GEP Working Group is allocated time within existing Erasmus+ Commission meetings and Teachers' Council sessions to plan, monitor and report on GEP actions, and coordinates with department heads (VET specialisations, Spiru Haret Middle School, boarding school) to ensure the plan reaches all educational tiers. Where specialised external gender-equality expertise is required (for example, for initial management training — Section 6), the institution will draw on training providers already used for its Erasmus+ and PNRAS project activities.

4. Data Collection and Monitoring

LTCNP already produces an annual internal Needs Analysis Report to plan its Erasmus+ and institutional priorities (the 2026 edition informed the data cited in the school's PIF). This GEP formalises the collection of sex/gender-disaggregated data on personnel and students as part of that existing reporting cycle, with annual indicator-based reporting to the School Board.

Action	Responsible	Timeline	Indicator
Collect and maintain sex-disaggregated data on staff: total headcount, leadership/management positions, participation in Erasmus+ mobilities and training, and applications for promotion.	School Secretariat; Erasmus+ Commission	Annually, from 2026/2027	Data set produced and archived each school year
Collect and maintain sex-disaggregated data on students: enrolment by specialisation and EQF level, boarding-school residents, Erasmus+ mobility participants, and early-school-leaving risk indicators.	School Secretariat; School Counsellor	Annually, from 2026/2027	Data set produced and archived each school year

Action	Responsible	Timeline	Indicator
Integrate GEP indicators into the school's existing annual internal Needs Analysis Report and present a short GEP progress update to the School Board.	GEP Working Group	Annually, from 2026/2027	GEP section included in Needs Analysis Report; Board briefing held

5. Training

Awareness-raising and training on gender equality and unconscious gender bias are delivered in stages, starting with management and decision-makers and extending to all staff, using the school's existing Teachers' Council and Pedagogical Circle formats that already support Erasmus+ dissemination.

Action	Responsible	Timeline	Indicator
Deliver an initial awareness-raising session on gender equality and unconscious gender bias to management and decision-makers (Director, Deputy Director, department heads, Erasmus+ Commission).	School Counsellor, supported by an external gender-equality expert where available	2026 (within 6 months of GEP adoption)	Session delivered; attendance record
Extend gender-equality and unconscious-bias awareness training to all teaching and boarding-school staff, using existing Teachers' Council sessions.	School Counsellor; Deputy Director	2026/2027, then refreshed periodically	% of staff trained
Include gender-equality awareness as a standing topic in the induction process for newly recruited staff.	Deputy Director; School Counsellor	From 2027	Induction materials updated; new staff briefed

6. Recommended Content Areas

6.1 Work-Life Balance and Organisational Culture

LTCNP's staff structure includes teaching staff, boarding-school personnel responsible for 54 resident students, and administrative staff, several of whom balance caregiving responsibilities with participation in an increasingly active EU-project agenda (92% of staff report wanting to engage in Erasmus+ projects). The GEP aims to ensure that increased international project activity does not disproportionately burden any group defined by gender.

Action	Responsible	Timeline	Indicator
Publish clear internal guidance on parental, maternity, paternity and care leave entitlements, and appoint the school	School Counsellor (Traian Hoidrag); Director	2026–2027	Guidance document published; number of staff

Action	Responsible	Timeline	Indicator
counsellor as the first point of contact for staff returning from leave.			briefed on return
Review meeting and training scheduling practices (Teachers' Council, Pedagogical Circles, Erasmus+ project meetings) to avoid systematically conflicting with core family-care hours.	Deputy Director (Zamfir Lăcrămioara); Erasmus+ Commission	Ongoing from 2026	Staff scheduling survey; % of meetings held within agreed core hours
Include a work–life balance and organisational-culture item in the annual staff Needs Analysis Report already used to plan Erasmus+ and institutional priorities.	School Counsellor; Management team	Annually, starting 2026/2027	Item included in Needs Analysis Report; response rate
Ensure boarding-school staff schedules (54-place boarding facility) account for equitable distribution of evening/weekend supervision duties between male and female staff.	Boarding School Coordinator; Deputy Director	2026–2027	Duty roster reviewed and gender-balanced

6.2 Gender Balance in Leadership and Decision-Making

LTCNP's top management is currently led by women — Director Bitică Cristiana Nicoleta and Deputy Director Zamfir Lăcrămioara — reflecting positive practice at senior level. The GEP's aim is to maintain this balance transparently over time, extend it to project coordination and committee roles, and ensure both women and men have equal, visible pathways into leadership.

Action	Responsible	Timeline	Indicator
Maintain and formally record the gender composition of the School Board, the Erasmus+ Commission, and all project management/implementation teams (currently led by a female Director and female Deputy Director).	Director (Bitică Cristiana Nicoleta); Erasmus+ Commission Secretariat	Annually, starting 2026	Sex-disaggregated composition table produced each year
Apply open, merit-based, and transparent selection procedures for coordination roles in new and ongoing EU projects (EU-FUTURE-LAB, EASIT and future calls), with selection criteria published in advance.	Erasmus+ Commission; Director	Each project cycle, from 2026	Selection criteria published; applicant pool gender ratio recorded
Encourage and support both women and men on staff to apply for project-writing, coordination, and mobility-accompanying roles, building on the 34% of staff already expressing interest in project writing.	Deputy Director; School Counsellor	Ongoing	Gender ratio of staff engaged in writing/coordination roles

6.3 Gender Equality in Recruitment and Career Progression

This content area addresses two related dimensions specific to a technological/vocational school: equitable recruitment and promotion of staff, and equitable orientation of students into VET specialisations that are currently strongly gender-imbalanced (automotive, mechanical and construction trades).

Action	Responsible	Timeline	Indicator
Use gender-neutral wording and clearly merit-based criteria in all internal vacancy announcements and promotion procedures.	Director; HR-responsible staff	From 2026	Vacancy texts reviewed against a gender-neutral-language checklist
Run targeted orientation and career-guidance activities, led by the School Counsellor, to encourage girls to enrol in male-dominated VET specialisations (Automotive Mechanic, Automotive Electrician, CNC Machine Operator, Installations, Machinist) and boys to consider fields where they are under-represented.	School Counsellor; VET department heads	Each admissions cycle, from 2026/2027	Female enrolment share per VET specialisation tracked year-on-year
Invite female professionals from the automotive, construction, and technical sectors as role models / guest speakers during career-guidance sessions and open days.	School Counsellor; Local economic-agent partners	Annually	Number of role-model sessions delivered; participant feedback
Ensure equal access for men and women teaching staff to Erasmus+ mobility, international training courses, and internal promotion opportunities, monitoring the existing gap between the 90% of staff requesting training and actual participation.	Erasmus+ Commission; Director	Ongoing, reviewed annually	Sex-disaggregated participation rate in mobilities/training vs. staff requests

6.4 Integration of the Gender Dimension into Teaching and Project Content

As a technological high school rather than a research institution, LTCNP integrates the gender dimension primarily through its teaching materials, career-guidance and non-formal education activities, and through the design and dissemination of its Erasmus+ and Jean Monnet project activities.

Action	Responsible	Timeline	Indicator
Review teaching materials, career-guidance resources, and promotional/dissemination materials (including those produced for Erasmus+	School Counsellor; Erasmus+ Commission	2026–2027, then periodically	Checklist-based review completed; number of materials revised

Action	Responsible	Timeline	Indicator
projects) to identify and remove gender stereotypes.			
Integrate a gender-sensitive perspective into the school's existing healthy-lifestyle, addiction-prevention, and non-formal education activities, reflecting documented differences in risk factors and help-seeking behaviour between girls and boys.	School Counsellor (drawing on CBT and motivational-interviewing background)	From 2026/2027, ongoing	Number of activities with an explicit gender-sensitive component
Apply gender-balance criteria when selecting students and staff for Erasmus+ mobilities and when documenting project results and dissemination materials.	Erasmus+ Commission	Each mobility flow, from 2026	Sex-disaggregated participation figures published in project reports
Introduce a short module on gender stereotypes and unconscious bias into student mentoring and Teachers' Council sessions, building on the school's existing dissemination channels (Teachers' Council, regional Pedagogical Circles).	School Counsellor; Deputy Director	2027	Module delivered; number of participants

6.5 Measures Against Gender-Based Violence, Including Sexual Harassment

LTCNP already runs a structured counselling and prevention function, led by a school counsellor with nearly two decades of specialised experience in addiction prevention, psychological support and cognitive-behavioural counselling. This capacity is extended explicitly to the prevention of, and response to, gender-based violence and sexual harassment affecting students and staff, across the school, the boarding facility, internship placements and Erasmus+ mobilities.

Action	Responsible	Timeline	Indicator
Adopt a written institutional protocol on the prevention of and response to gender-based violence and sexual harassment affecting students and staff, aligned with Romanian legislation on equal opportunities and the protection of children, and covering on-campus, boarding-school, internship and Erasmus+ mobility settings.	Director; School Counsellor; Deputy Director	2026 (adoption), reviewed annually	Protocol formally adopted and published
Establish a confidential reporting and referral channel through the School Counsellor, drawing on his professional background in psychological support and cooperation with anti-drug and social-protection services, with clear escalation steps to management and, where required, external authorities.	School Counsellor (Traian Hoidrag)	From 2026	Reporting channel in place; number of staff/students aware of it (survey)

Action	Responsible	Timeline	Indicator
Deliver awareness-raising sessions on gender-based violence and sexual harassment for staff, students, and boarding-school personnel, using the school's existing Teachers' Council and non-formal activity formats.	School Counsellor; Deputy Director	Annually, from 2026/2027	Number of sessions delivered; number of participants
Include a mandatory pre-departure briefing on gender-based violence prevention, safe conduct, and reporting channels for all students and staff participating in Erasmus+ mobilities.	Erasmus+ Commission; School Counsellor	Before each mobility flow, from 2026	Briefing delivered to 100% of outgoing participants
Record and review (in anonymised, aggregated form) any reports related to gender-based violence or harassment as part of the annual monitoring cycle, to inform future prevention measures.	School Counsellor; Director	Annually	Annual anonymised summary produced and discussed by management

7. Monitoring, Review and Reporting

- The GEP Working Group reports annually to the Director and School Board on progress against the indicators set out in Sections 5–7.
- Sex-disaggregated staff and student data, and GEP progress, are included in the school's existing annual Needs Analysis Report.
- The GEP is reviewed annually and formally revised at the end of each three-year cycle, aligned with the timelines of LTCNP's Erasmus+ Jean Monnet project (2026–2029) and KA240 EASIT project (2026–2029).
- Any reports related to gender-based violence or harassment are reviewed, in anonymised and aggregated form, as part of this annual cycle to inform future prevention measures.

8. Approval

This Gender Equality Plan has been prepared by the GEP Working Group and is submitted for formal adoption by the LTCNP School Board and signature by the Director as top management representative.

Approved by:

Bitică Cristiana Nicoleta

Director, Liceul Tehnologic "Căpitan Nicolae Pleșoianu" (LTCNP)

Signature: _____

Date: _____

06.03.2026

Prepared by:

Traian Hoidrag

School Counsellor Teacher / GEP Coordinator

