

**V Action Plan for Gender Equality of the Universitat
Autònoma de Barcelona. Six-year term 2024-2030**

(I Plan for Gender Equality in Labour Matters)

Agreement of the Governing Council of 25 September 2024

UAB
Universitat Autònoma
de Barcelona

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1. Introduction

The V Action Plan for Gender Equality of the Universitat Autònoma de Barcelona (UAB) is the instrument that allows the University's gender equality and LGBTI+ policies to be articulated. As a continuation of the previous plan, it reaffirms once again the political commitment of the University to the effective application of the principle of equal opportunities and non-discrimination. It is understood that the guarantee of people's rights and effective equality in social relations requires a strong political commitment but also gender mainstreaming in all the activities of the University and, therefore, the involvement of the entire community.

The V Plan incorporates for the first time the I Plan for Gender Equality in Labour Matters of the UAB (I PIGML). This document results from the negotiation process between the representatives of the institution and the UAB staff to comply with the seventh additional provision of Royal Decree-Law 5/2015, which approves the revised text of the Law on the Basic Statute of Public Employees, amended by Law 31/2022 on the General State Budget for the year 2023. This provision establishes that the public administrations must approve in each legislature a plan for equality between women and men negotiated with the representation of the working staff in the terms established in article 37 of the Basic Statute of Public Employees (EBEP), and that its compliance will be subject to evaluation on an annual basis. It is worth mentioning that, with this modification, public universities are no longer obliged to comply with the Royal Decree 901/2020, the regulation that regulates equality plans and their registration and which came into force on 13 October 2020. Likewise, the I PIGML of the UAB takes as a reference the provisions of this royal decree in relation to the content of the diagnosis and the aspects that an equality plan must address, considering the context of the Universitat Autònoma de Barcelona.

Although the V Action Plan takes as its starting point the context defined by current regulations, it is also based on the experience accumulated by the UAB in the design and implementation of four equality plans and, therefore, on the knowledge generated in recent years in this field. It is for this reason that, in the preparation of this plan, the same methodology and instruments used for the preparation of the University's previous equality plans have been applied. Moreover, in relation to aspects related to the labour field, the representation of the working staff has participated throughout the process.

As for the structure of the Plan, the document is organised into eight points plus a section on sources and references. After this introduction, the process of preparing the Plan is detailed, which begins with the diagnosis and ends with the approval of the document by the Governing Council. Section 3 presents a summary of the regulatory framework in force in the matter in question. The fourth section describes the situation of women in our University and the V section presents the community's assessment of the actions that are being carried out at the UAB in terms of gender equality and LGBTI+. The sixth section presents the main results of the evaluation of the degree of implementation of the actions of the UAB's IV Action Plan for Gender Equality (PAG). These last aspects of the diagnosis highlight some shortcomings and needs that have been considered in the design of the actions. The seventh section contains the set of objectives defined to achieve gender equality and the measures that must be applied to achieve these objectives. For each measure, the executing body, the instruments, the necessary resources and the indicator to evaluate its implementation are specified. The actions are structured in axes, one of which encompasses and distinguishes the labour aspects defined by Royal Decree 901/2020: 1) selection and promotion; 2) professional classification and remuneration; 3) working conditions; 4) training; 5) exercise of co-responsibility in care; 6) female underrepresentation. Moreover, measures have been negotiated that affect other areas of action, such as the promotion of culture and equality policies, or those related to sexist and

LGBTI-phobic violence. To identify the measures negotiated and included in the I PIGML, these have been highlighted in bold. Finally, the eighth point defines the methodology and instruments that will be used to promote the application of the measures and to monitor the annual level of implementation of the Plan.

2. Development process

The measures envisaged in this plan are based on the results of the diagnosis carried out by the Equality and Diversity Service, but also, with respect to the actions relating to the workplace, on the negotiation process with the representation of the workers.

In order to comply with the regulations, the UAB has set up the Negotiating Committee of the Gender Equality Plan, made up of 26 members: 13 representatives of the institution and 13 representatives of the working staff.

The Commission met for the first time on 4 June 2021 and, as a first step, it was considered necessary for its members to receive basic training on equality plans. The Equality and Diversity Service designed and offered, together with the Training and Development Unit, this training. The first function assigned to this commission was the preparation of the I Plan for Gender Equality in Labour Matters. As a methodology for the preparation of the Plan, it was agreed to create a working group made up of 12 members of the Negotiating Committee: 5 representing the institution and 7 representing the workers, one representative of each union.

The tasks and dynamics of the working group were approved at the Commission's sessions of April 21, 2022, October 20, 2022, and December 21, 2023. In these sessions, the following was agreed:

1. Design and preparation **of a proposal for indicators and studies** to be carried out, which will form part of the diagnosis of the Gender Equality Plan in Labour Matters. The proposal was designed in the sessions held between May and September 2022 and was approved in the commissions of July 13 and October 20, 2022.
2. Design and implementation of a **survey** aimed at working staff on the equality policies of our University, as part of the Plan's diagnosis.
3. Design of the **proposal for measures** in the labour field to be included in the Plan.
4. Preparation of the **proposal for the I Plan for Gender Equality in Labour Matters of the UAB**, included in the V PAG.

The assigned tasks were carried out over 18 months and through monthly or fortnightly work sessions, coordinated and led by the Equality and Diversity Service. In each meeting, the different contents that are part of the diagnosis and the Plan were addressed. In this process, the Equality and Diversity Service was the entity in charge of preparing the proposals to be worked on and introducing the modifications agreed upon by the members of the group. Ultimately, the results of these sessions were approved by the Negotiating Committee and gave as a final product the measures of the labour field of the V PAG of the UAB.

The V PAG contemplates a set of measures structured around five axes or areas of action. These actions are based on or justified in the diagnosis and, with respect to the labour part, in the negotiation process carried out by the Commission. Specifically, the preparation of the Plan included three phases: 1) diagnosis, 2) proposal of measures and 3) approval of the V PAG by the Commission for Equality and University Social Responsibility delegated by the Governing Council and, subsequently, by the Governing Council.

In 2021, the first phase of the Plan's development began (the diagnostic phase) with the objective of determining the current state of the situation at the UAB, considering the regulatory framework that affects the University. To achieve this objective, a set of indicators was designed and calculated to measure the situation of women at the UAB, and a survey was conducted among staff and students to assess their level of awareness and evaluation of the University's gender equality policies. The results of this survey made it possible to identify shortcomings and emerging needs. In addition, as part of the diagnostic process, the current regulations were reviewed and the degree of implementation, the necessary information was collected through secondary sources and through meetings or working sessions with the bodies responsible for the application of these measures. The working sessions made it possible to identify factors that hinder the application of these measures and the possible strategies to overcome these obstacles.

The first proposal for objectives and measures arising from the diagnosis and work of the Negotiating Committee was presented on 23 July to the University Equality and Social Responsibility Committee and, subsequently, at the 25 September session of the Governing Council for approval. Before the presentation of these objectives and measures, the main results of the diagnosis are presented below.

3. Regulatory framework

One of the foundations of the measures in this plan is the regulatory framework of reference. This section describes current Spanish, regional, community, and international legislation in the field of gender equality and the university. This description has been organised according to the aspects regulated by the regulations, with a previous section on the general principles provided for in current legislation.

3.1. General principles

First, it is necessary to start from the Universal Declaration of Human Rights, a document that has become international law and is binding on all countries of the international community, since it is considered a norm of customary law due to its wide acceptance. Furthermore, this Declaration is recognised in Article 10(2) of the Spanish Constitution of 1978: "The rules relating to the fundamental rights and freedoms recognised by the Constitution shall be interpreted in accordance with the Universal Declaration of Human Rights". In addition to placing the right to dignity, Liberty, equality and non-discrimination as fundamental principles, the Declaration also establishes the right of everyone to equal access to education (Article 26) and work, as well as equal pay (Article 23).

Specifically, on women's rights, the 1979 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) pronounces itself, as international treaty adopted by the United Nations General Assembly that defines the concept of *discrimination* and requires states that ratify it to repeal all discriminatory legislation and adopt new legislation to protect women in areas such as education and employment market. Finally, the various world conferences on women organized by the United Nations, especially the Fourth World Conference, which took place in Beijing in 1995, globalized the demands on governments and established a series of commitments addressed to the member States.

Specifically, with regard to violence against women, the 2011 Council of Europe Convention on preventing and combating violence against women and domestic violence, also known as the

Istanbul Convention, provides a legal framework for Member States to address violence against women and recognises this type of violence as a human rights violation.

At a European level, the framework documents that legally regulate the Union are the Treaty of the European Union, which in its common provisions mentions equality between men and women (Articles 2 and 3) and the principle of non-discrimination (Article 3) as values shared by all Member States, and the Charter of Fundamental Rights of the European Union. This Charter, with the entry into force of the Treaty of Lisbon, becomes legally binding throughout the Union. It also prohibits any discrimination on the grounds of, inter alia, sex or sexual orientation (Article 21), as well as guaranteeing the principle of equality between men and women (Article 23) and maternity protection (Article 33). Furthermore, it recognizes and endorses the concept of *positive action* and considers it compatible with the principle of equality (Article 23). Likewise, the Rights, Equality and Citizenship Programme, established by Regulation (EU) No. 1381/2013 for the period 2014–2020, seeks to promote, among other things, the effective implementation of the right to non-discrimination, equality between men and women and the prevention and elimination of violence against minors, young people and women. In this last area, it is worth mentioning the Council of Europe Convention on preventing and combating violence against women and domestic violence (2011), which defines the types of violence extends the concept to other areas outside intimate partner violence against women. Finally, the *European Commission's Recommendation CM/Rec(2019)1 of the Committee of Ministers to the member states to prevent and combat sexism* provides an updated definition of sexism that covers the public and private spheres, real life and online life, and incorporates cyberspace (internet and social networks) as a space for action against sexism.

At the state level, we necessarily start from the supreme norm of the legal system of the Spanish State, the Spanish Constitution of 1978. This norm enshrines in Article 14 the right to equality and non-discrimination on grounds of sex, race or any other personal condition or circumstance, a fundamental right that constitutes the main guarantee of equality and non-discrimination in the Spanish State. Since it can be protected directly before the ordinary justice system or the Constitutional Court. Equality is also established as the highest value of the legal system (Article 1) and the duty of all public authorities to guarantee that equality is real and effective (Article 9).

In the same vein, the Statute of Autonomy of Catalonia (2006), the fundamental institutional norm of Catalonia, establishes the duty of the public authorities to promote equality and to eradicate racism, antisemitism, xenophobia, homophobia, and any other expression that undermines equality and human dignity (Article 40). It also regulates the duty of the public authorities to ensure equal opportunities for women and men in access to employment, training, professional promotion, working conditions, and remuneration; the duty to guarantee non-discrimination in cases of pregnancy or maternity; the mainstreaming of the gender perspective in public policies to ensure real and effective equality; comprehensive protection against all forms of violence against women and sexism; the revaluation of care, domestic, and family work; and the duty to guarantee, within their areas of competence, the right to one's own body and to reproductive and sexual health (Article 41).

In recent years, two laws have been passed, one in the Spanish Congress and the other in the Parliament of Catalonia, which develop this obligation of the public authorities to promote equal treatment and eradicate non-discrimination. Catalan Law 19/2020, of 30 December, on equal treatment and non-discrimination, includes 12 axes of discrimination, including those related to gender and sexual orientation, as well as disability, racism or discrimination based on economic status. This law also determines the obligation of public administrations to establish policies

(including positive action measures or differences in treatment) to guarantee equal opportunities at work. Spanish Law 15/2022, of July, comprehensive for equal treatment and non-discrimination, is supplementary to Catalan law, and extends it to “any other personal or social condition or circumstance”.

In specific matters of gender equality, the main law in Spain is Organic Law 3/2007 for the effective equality of women and men (LOI), amended by Royal Decree-Law (RDL) 6/2019.¹ In a generic way, it introduces the idea of real and effective equality in all public policies. With regard to companies' equality plans, Article 46 (amended by RDL 6/2019, Article 1.2) defines the aspects that, as a minimum, must be included in the diagnoses of equality plans: *a*) selection and hiring process, *b*) professional classification, *c*) training, *d*) professional promotion, *e*) working conditions, including salary audits between women and men, *f*) co-responsible exercise of the rights of personal, family and work life, *g*) underrepresentation of women, *h*) remuneration, and *i*) prevention of sexual and gender-based harassment. The same article, after the modification of the RDL 6/2019, establishes the obligation to register equality plans in the new Register of Equality Plans. Along the same lines, the amendment carried out by RDL 6/2019 (Article 6) of Article 7 of the Law on infringements and sanctions of the social order establishes that non-compliance with the obligations on equality plans of Organic Law 3/2007 will be considered a serious infringement. Other of the main contributions it makes are: the differentiation of direct and indirect discrimination; the labour right to protection against sexual and gender-based harassment; the reversal of the burden of proof in judicial proceedings, except in criminal proceedings (Article 13); and the obligation of the public authorities to draw up temporary and proportional positive actions (Article 11).

Similarly, in Catalonia we have Law 17/2015, of July, on effective equality between women and men, which is a specific and complementary regulation of the LOI and binds all administrations, institutions and public authorities in accordance with the powers of self-government of Catalonia. This law reserves a specific section for universities and research, which provides for many measures that are applicable to us. In addition, the university, as a public entity, is also bound by other provisions. Specifically, Article 8 mentions the obligation to apply the mainstreaming of the gender perspective in the planning, management and evaluation of their policies, as well as to implement cross-cutting plans and programmes of gender equality policies, promote studies and statistics on gender equality, train the staff of the entities and exercise any function necessary to implement the gender perspective.

Finally, in recent years, two pieces of legislation have been incorporated into the legal system that establish basic principles in relation to the rights of LGBTI+ people. Firstly, Law 11/2014, of 10 October, to guarantee the rights of lesbian, gays, bisexual, approved by the Parliament of Catalonia. This law protects the rights of LGBTI+ people and establishes in Article 13 the obligation of universities to have a non-discrimination protocol for its purpose. Secondly, Law 4/2023, of February, for the real and effective equality of trans people and for the guarantee of

¹ For the interpretation of the legislative amendments introduced by Royal Decree-Law 6/2019, the following references have been used: the document “Analysis of the Novelties and Implications for Local Administrations of Royal Decree-Law 6/2019”, of March 1, on Urgent Measures to Guarantee Equal Treatment and Opportunities between Women and Men in Employment and Occupation, by ANEXPAL (National Association of Managers and Experts in Human Resources in Local Administration), <https://anexpal.com/2019/03/10/analisis-sobre-las-novedades-e-implicaciones-para-las-administraciones-locales-del-real-decreto-ley-6-2019/>; the article “Una primera aproximación al Real decreto-ley de medidas urgentes para la igualdad de mujeres y hombres en el empleo y la ocupación”, from the CEF-Laboral Social website, <https://www.laboral-social.com/novedades-real-decreto-ley-6-2019medidas-urgentes-igualdad-modificaciones-leyes-estatuto-trabajadores-seguridad-social-autonomos-funcionarios-cuidadores-dependientes.html>; as well as the lecture by Dr Carolina Gala during the “Essential Contents and Challenges Arising from RDL 6/2019 seminar” held on May 8, 2018, at the Faculty of Law of the UAB, organized by the Women and Law Research Centre of the UAB and the Equality Observatory.

the rights of LGBTI+ people, establishes the duty of protection (Article 4), recognition and institutional support of the Administration with respect to trans and LGBTI+ people (Article 5) and protects access to public employment. It also includes the obligation of the Administration to adapt administrative documentation to sexual, gender and family diversity (Article 13).

3.2. Promotion of culture and equality policies

In this area, the regulations establish the obligation of universities not to make a sexist or androcentric use of language, as well as to eliminate sexist stereotypes from teaching material. In relation to university policy, the institution should prepare reports and studies on the nature and extent of multiple forms of discrimination and implement a plan of action on gender equality. In the framework of public procurement, companies that promote equal treatment and non-discrimination must be assessed, especially regarding to discrimination based on gender, gender identity or expression or sexual orientation. In addition, administrations have the obligation to adequately train their staff in equal treatment and non-discrimination, and to include knowledge on equal treatment and non-discrimination towards LGBTI+ people in the selection tests. In relation to institutional communication, universities must ensure that they do not reproduce sexist stereotypes and promote the visibility of LGBTI+ people, as well as include non-binarism and family diversity in administrative documents and information systems.

Table 1. Content of the regulations on the promotion of culture and gender equality policies

Regulations	Content
L 17/2015, of July 21	Actions to promote equal treatment and opportunities between women and men in the labour market. They are as follows: 1) incorporating the gender perspective in public procurement offers, 2) valuing companies that have equality plans, the distinction of business excellence in equality or lasting and effective measures to achieve equal opportunities, and 3) including measures to promote equal opportunities, as well as establishing evaluation and monitoring mechanisms to ensure effective compliance with the measures in the public recruitment offer. (Article 10).
EBEP RDL 5/2015	It obliges universities to draw up and implement an action plan (seventh additional provision).
LOVG – Organic Law 1/2004, of December 28	Education authorities must eliminate sexist stereotypes from educational materials (Article 6).
LOI – LO 3/2007, of March 22	It obliges the public administration to make a non-sexist use of language (Article 14).
L 17/2015, of July 21	The public administrations of Catalonia must encourage that sexist stereotypes or prejudices are not reproduced in cultural manifestations of any kind, and promote the creation and dissemination of works that present formal innovations favourable to overcoming androcentrism and sexism, to knowledge of the ethnic, cultural and functional diversity of the different groups of women, and to the visualization of the different sexual orientations or identities of women. They must also ensure that public cultural productions incorporate a non-sexist and non-androcentric vision, and encourage cultural creation centres to favour the creation and dissemination of cultural works authored by women through appropriate awareness-raising, promotion and encouragement measures (Article 24). It obliges to make a non-sexist or androcentric use of language. In addition, Catalan universities, higher education centres and research centres and institutions must carry out actions to balance the presence of both sexes in all disciplines, especially in those in which one of the two sexes is significantly underrepresented (Article 28).
LOSU – LO 2/2023, of March 22	Universities must analyse and correct gender inequalities in the use of academic time (Article 65). Universities must have among their basic structures an equality and diversity unit endowed with sufficient human and economic resources (Article 43).
L 4/2023, of February 28	It establishes that public administrations must include in the programmes of the selection tests for access to public employment training and knowledge on equal treatment and non-discrimination of LGBTI people (Article 12).
L 19/2020, of December 30	It establishes the obligation to promote the compulsory training of staff, both civil servants and workers, on equal treatment and non-discrimination in all areas, especially among teaching staff, as well as to make available to educational centres the human and material resources necessary to guarantee real and effective equality and non-discrimination, intolerance and hatred (Article 12). The Administration has the obligation to promote the compulsory training of staff, both civil servants and workers, on equal treatment and non-discrimination in all areas, especially among teaching staff, as well as to make available to educational centres the human and material resources necessary to guarantee real and effective equality and non-discrimination (Articles 10 and 32).
L 15/2022, of July 12	It promotes the need to support groups that carry out awareness-raising, advice, training and defence activities for the dignity of the person and equal treatment against discrimination, intolerance and hatred (Article 12). Regarding to the promotion of the values of equal treatment and non-discrimination, the public authorities have the obligation to promote awareness-raising, training and prevention of any form of discrimination, and to prepare studies and statistics to ascertain the nature and extent of discrimination (Articles 33 and 36). In addition, administrations may establish special conditions to promote equal treatment and non-discrimination and encourage the inclusion of qualitative criteria in public procurement that facilitate the participation of members of vulnerable groups (Article 37).

Table 1 (continued)

L 11/2014 – Law 11/2014, of October 10	It states that the Generalitat and Catalan universities, respecting academic freedom and university autonomy, must promote protection, support and research measures for the visibility of LGBTI+ people and the development of non-discrimination and awareness-raising measures in the university environment (Article 14).
L 4/2023 – Law 4/2023, of February 28	It establishes that universities must promote the introduction of content aimed at the necessary training to address sexual, gender and family diversity in the teaching plans of official degrees that enable the exercise of teaching, health and legal professions. They must also promote training, teaching and research on sexual, gender and family diversity, and research groups specialized in the reality of the LGBTI community and the specific needs of people with HIV (Article 20).
AGREEMENT GOV/45/2022 – Government Agreement 45/2022, of March 15	The Government Agreement approves the strategy to incorporate references to non-binarism, gender-neutral nouns, and family diversity into administrative documents and information systems. It also establishes a review and amendment process for the administrative documents and information systems of the Government, the Administration of the Generalitat of Catalonia, and the affiliated entities and bodies, so that the diversity of sexual orientation and gender identity of people who interact with the Administration in any procedure is respected, as well as the diversity of cohabitation units.

Note: the acronym of the *Diccionario del español jurídico* of the Real Academia Española has been used, the meaning of which can be consulted in Annex 1.

3.3. Equal conditions in access, promotion and organisation of work and study

Work

The most noteworthy aspects provided for in the regulations on labour matters and in relation to the study conditions that affect universities revolve around ensuring the reconciliation of work or student and family life to the right to non-discrimination on grounds of sex, pregnancy or maternity, as well as the duty of the public authorities to guarantee equal opportunities between women and men in access to employment, training, professional promotion, working or study conditions and remuneration. To this end, measures are envisaged to ensure work-life balance, as well as the promotion of co-responsibility in domestic chores and in caring for the family. For example, it establishes the right to adapt the duration and distribution of the working day and assimilates the duration of the leave addressed to the parent other than the biological mother to the birth leave for the mother, and, as for students, the right to make their academic activities and tutorials more flexible and to choose the teaching group to promote conciliation and co-responsibility is recognized. In relation to the filling of vacancies for internal promotion, more points are also awarded in the competition to people with school-age children and other family circumstances, provided that the transfer brings an improvement in the family reconciliation of these people.

Another important element is the principle of equal pay, which has established the regulations that determine the obligation and procedure for preparing reports on the salary distribution of companies, and the obligation to analyse and correct discrimination on grounds of gender or other reasons. The new legislation on equal treatment and non-discrimination, whether in general or specific to the LGBTI+ community, adds multiple axes of discrimination to be included in positive action policies, and with respect to those of access and promotion of vulnerable groups. The entire Spanish and Catalan regulatory framework that binds universities in terms of human resources and academic careers provides that the principle of equality in access and throughout the professional career must be guaranteed, for example, by promoting the balanced presence of women and men in selection and evaluation bodies. It also provides for the promotion of balanced representation in the governing bodies of the university institution, in the appointments and designations of the corresponding positions or responsibility, and in

the staff selection committees or tribunals. In addition, mechanisms should be created in curriculum selection and evaluation procedures to avoid gender bias or other biases.

Table 2.1. Content of the regulations on equal conditions in access, promotion and organisation of work

Regulations	Content
D 92/85/CEE	Protection of pregnant workers, workers who have given birth or are breastfeeding.
D 2006/54/CE	Women’s right to reinstatement after maternity leave in the same or equivalent job and under the same conditions.
	Women’s right to equal access to the labour market, as well as to equal working conditions, including remuneration. It regulates the legal system of the Member States to reverse the burden of proof in cases where direct or indirect discrimination in the field of employment is alleged.
D 2000/78/CE	It includes discrimination on the grounds of sexual orientation in this area within the European body of law and applies the same conditions regarding the reversal of the burden of proof and positive action as in cases of discrimination on grounds of sex.
CE, of December 27, 1978	The right to non-discrimination on grounds of sex in the workplace, as well as the right and duty to work, the free choice of profession or trade, promotion through work and remuneration sufficient to meet personal and family needs (Article 35).
EAC – LO 6/2006, of July 19	The duty of the public authorities to guarantee equal opportunities for women and men in access to employment, training, professional training, working conditions and remuneration, and to guarantee non-discrimination in pregnancy or maternity (Article 19).
LOSU – LO 2/2023, of March 22	Universities must analyse and correct gender inequalities in the use of academic time (Article 65).
	Universities can modify the regime of dedication to teaching (the range of hours) to correct inequalities between women and men derived from the care of dependent people (Article 75).
	Universities must ensure the effective exercise of the rights to conciliation of the PTGAS ² , and the same law explains that leave, leave, flexible working hours and leaves of absence due to maternity, adoption, foster care or breastfeeding, gender violence or conciliation, will not be counted in the contract time of the assistant lecturer or lecturer (Articles 89.6 and 78).
LOI – LO 3/2007, of March 22	To offer conditions of effective equality between women and men in terms of access to public employment and career development; facilitate the reconciliation of personal, family and individual life; promoting training in equality; to promote the balanced presence of women and men in selection and evaluation bodies; order protection measures against sexual harassment or harassment based on sex; eliminate any pay discrimination on grounds of sex, and evaluate the effectiveness of the principle of equality in the respective areas of action (Article 51).
	Establishment of measures for the reconciliation of work between women and men and the promotion of co-responsibility in the care of children and the home (article 14).
	The right of all workers, women and men, to conciliation in order to promote a balanced distribution of family responsibilities, and the right of fathers to enjoy paid paternity leave (Article 44).
	Public administrations must provide measures for reconciling personal, family and work life without prejudice to professional promotion (Article 51).
RD 902/2020 – Royal Decree 902/2020, of October 13	It establishes the rules for keeping the remuneration register, which must include the average values of salaries, salary supplements and non-salary payments disaggregated by sex (Article 5).
L 15/2022 – Law 15/2022, of July 12	Companies with more than 250 workers may be required to publish the wage information necessary to analyse the factors of wage differentials in the axes of discrimination provided for by law (Article 9.6). In addition, access to public or private employment may not be limited, segregated or excluded for any reason provided for in the regulation, including selection and promotion criteria, and other working conditions. Criteria and systems of access or working conditions that produce indirect discrimination are also considered discriminatory (Articles 9.1 and 9.2).

² Throughout this document, these acronyms will be used for clarity and brevity: PTGAS (technical, management, administrative and service staff), PDI (teaching and research staff), and PAS (administrative and service staff).

Table 2.1 (continued)

RDL 5/2023 – Royal Decree-Law 5/2023, of June 28	It expands the cases of discrimination by adding discrimination for exercising the rights of conciliation or co-responsibility. It also extends the cases of five-day leave for accident or serious illness, hospitalisation or surgery without hospitalisation that requires home rest for cohabitants (Article 9).
L 4/2023 – Law 4/2023, of February 28	It is established that public administrations must adopt adequate and effective measures to prevent, correct and eliminate all discrimination against LGBTI+ people in terms of access to and promotion of employment, and working conditions (Article 14).
EBEP RDL 5/2015	Selection bodies must comply with the criterion of parity between women and men and ensure compliance with the principle of equal opportunities between women and men (Articles 60, 61 and 79).
EBEP RDL 5/2015	<p>The birth leave for the biological mother is extended to cases of fostering, legal guardianship and adoption and becomes non-transferable.</p> <p>The time of birth leave for the parent other than the biological mother – a new term that replaces the so-called paternity leave – is equated with the birth leave for the mother and becomes 16 weeks.</p> <p>It also includes the obligation to simultaneously take birth leave – or adoption, legal guardianship or foster care – with the permission of the parent other than the biological mother during the first six weeks of birth, being able to enjoy uninterrupted or interrupted periods of weeks until the child is 12 months old.</p> <p>It also establishes the possibility of taking training courses during these leaves, except for the first six weeks of mandatory rest.</p> <p>The child's breastfeeding leave becomes an individual and non-transferable right that can be enjoyed by both parents simultaneously.</p> <p>The right to immediate reinstatement to the job once the period of leave has ended is evident.</p> <p>Leave to care for a minor child affected by cancer or another serious illness can be obtained by both parents, adoptive parents or guardians for the purpose of adoption or permanent foster parents. It also mentions the right to a reduction in working hours with full remuneration, charged to the budgets of the body or entity where the services are provided, for the care of the minor child (Article 49, amended by RDL 6/2019, art. 3.3 a and b).</p>
ET – RDL 2/2015, of October 23	<p>It provides for the possibility, under equal conditions of suitability, of establishing reservations and preferences for the underrepresented sex in the conditions of recruitment, professional classification, promotion and training (Article 17).</p> <p>The classification of professional groups must be adjusted to criteria based on a correlational analysis between gender biases, jobs, framing criteria and remuneration that guarantee the absence of discrimination, direct or indirect, between women and men (Article 22.3, amended by RDL 6/2019, art. 2.6.3).</p> <p>Definition of the concept of work of equal value: one job has the same value as another when the functions or tasks entrusted, the educational, professional or training conditions required, the factors related to their performance and the working conditions in which they are carried out are equivalent.</p> <p>Companies with more than 50 workers are obliged to keep a register with the average values of the salaries, salary supplements and non-salary payments of the workforce, disaggregated by sex and distributed by professional groups, professional categories or jobs equal or of equal value, and the staff has the right, through their representatives, to access this data.</p>
ET – RDL 2/2015, of October 23	When differences between women and men are found in the average total salary remuneration greater than 25%, it must be justified that the differences respond to reasons unrelated to the sex of the workers. In the event of nullity due to wage discrimination on grounds of sex, staff are entitled to remuneration corresponding to equal or equal value work (Article 28, amended by RDL 6/2019, art. 2.7).

Table 2.1 (continued)

ET – RDL 2/2015, of October 23	<p>The right of workers to request adaptations to the duration and distribution of their working hours, in the organisation of working time and in the form of provision, including the provision of remote work, in order to make effective their right to reconcile family and work life, in a reasonable and proportionate manner in relation to the needs of the worker and the organisational or productive needs of the company.</p> <p>In the case of having children, this right extends until they reach the age of 12, and it is established that it is through collective bargaining that the terms of the exercise of this right will be agreed, guaranteeing the absence of direct or indirect discrimination.</p> <p>The worker has the right to return to their working hours or contractual modality prior to the adaptation before the end of the planned period and in the event of a change in circumstances (Article 34, amended by RDL 6/2019, art. 2.8).</p>
L 14/2011, of June 1	<p>The right of research staff to respect the principle of gender equality both in their research functions and in the recruitment and development of their professional careers (Article 14).</p>
L 17/2015, of July 21	<p>The university must guarantee effective equality between women and men both in the professional careers of research teaching staff and technical, management and administrative and service staff, as well as the balanced promotion of women and men in collegiate bodies and decision-making levels. Universities must also approve a plan for equality in access, promotion and working conditions for staff that includes specific measures aimed at students and an inclusive recruitment policy that provides for the formation of tribunals to avoid any gender discrimination in selection processes (Article 28).</p>
Collective agreement for PDI at Catalan public universities	<p>Commits universities, within the framework of their gender policies, to develop a set of measures to promote gender equality in the institution, prioritising women's access to all areas and bodies in which their presence is deficient, and to promote active policies for the selection of women as teaching staff, labour and support researcher (first additional provision).</p> <p>It establishes that gender equality in selection committees is a priority (Article 17).</p> <p>It establishes that paid and non-recoverable leave is granted, as well as the duration of the leave, for the birth of a child, adoption or permanent or pre-adoptive foster care of a minor, for serious illness or hospitalisation of a first- or second-degree relative, for breastfeeding a son or daughter under 12 months of age – adaptable to the father or mother – or for physical disability, psychological or sensory of a family member (Article 37).</p> <p>Leaves of absence are granted to care for a child by nature, adoption or permanent or pre-adoptive foster care – including non-heterosexual couples – or to care for a family member. However, it is also established that this leave of absence is lost as soon as the beneficiary carries out any remunerated activity (Article 40).</p> <p>Right to suspension of the employment contract with reservation of the post in the event of maternity (Article 41).</p>
VI Collective Agreement of the Administrative and Service Staff of the Catalan Universities	<p>It establishes that, in the filling of vacancies for internal promotion, more points are awarded in the competition to people with children of school age or other family circumstances, provided that the transfer brings an improvement in family reconciliation (Article 19).</p> <p>A worker who is on maternity leave during the holiday period will enjoy the days of leave that correspond to her once this leave has ended (Article 45).</p>

Note: the acronym of the *Diccionario del español jurídico* of the Real Academia Española has been used, the meaning of which can be consulted in Annex 1.

Studies

In relation to study conditions, the regulations focus on ensuring the reconciliation of student and family life in order to guarantee equal opportunities for people with care responsibilities. In this sense, it establishes the obligation of universities to carry out the relevant curricular adaptations to facilitate the needs of students for conciliation.

Table 2.1. Content of the regulations on equality in the organisation of studies

L 17/2015 – Law 17/2015, of July 21	Universities must try to adapt the location and timetables to the needs of reconciling the personal, family and educational life of the students (Article 46).
LOSU – LO 2/2023, of March 22	It establishes that students have the right to a design of academic activities that facilitates the reconciliation of studies with work and family life (Article 33).
RD 678/ 2023, of July 18	It regulates that ANECA may waive the requirement to carry out research or teaching activities, for a cumulative period of at least nine months, in universities or research centres other than the institution in which the doctoral thesis was presented, to those persons who can prove prolonged situations over time that have prevented them from carrying out such activities for reasons of disability, illness, conciliation or care of minors, family members or dependents, and leaves of absence to care for children, relatives or gender violence, by means of a reasoned resolution.
RD 1791/2010 – Royal Decree 1791/2010, of December 30	<p>Students have the right to attention and design of academic activities that facilitate the reconciliation of studies with work and family life, as well as the exercise of their rights in the event of being women victims of gender violence, to the extent of the organisational and budgetary availability of the university.</p> <p>Specifically, they have the right to be able to make their academic activities more flexible, to choose the teaching group for both bachelor's and master's degrees, to receive a degree tutorial that configures a curricular itinerary in accordance with their needs to promote co-responsibility, and for these tutorials to be flexible according to their needs (Articles 7, 8, 9, 20 and 21).</p> <p>University centres are obliged to inform in advance of the start of the enrolment period about the planning of the degree, including the volume of dedication that the student must allocate to the subjects and their time distribution, as well as the possibility of creating tribunals to assess the academic and work career of the student in cases of compensation of subjects (Article 23).</p> <p>Calendars with the dates, times and place of the tests must be effective for all students – full-time or part-time – and, in the event that a student is unable to attend for reasons of work or work-life balance, he or she has the right to take the test on a different day and time (Article 25).</p>

Note: the acronym of the *Diccionario del español jurídico* of the Real Academia Española has been used, the meaning of which can be consulted in Annex 1.

3.4. Promotion of the gender perspective in teaching and research

In this area, the obligation to introduce the gender perspective in a transversal way in all areas of knowledge in academic and research activity is highlighted. Thus, in teaching, the gender perspective must be included in the curriculum of undergraduate and postgraduate degrees, in the curricula, creating postgraduate courses and specific training modules on the gender perspective in all academic disciplines as a mandatory curricular proposal. In this sense, the university is obliged to accompany applications for accreditation of undergraduate and postgraduate degrees with a report on the incorporation of the gender perspective in the curriculum. On the other hand, it also establishes the elimination of sexist and stereotyped content from teaching materials, the training of teachers in gender perspective and coeducation, and the incorporation of the perspective of sexual and affective diversity, gender identity and family diversity in the principle of coeducation.

In research, the obligation to include the gender perspective as a cross-cutting category is also established, to promote that research groups have a balanced presence of women and men and to promote the work of female researchers. In addition, in relation to the calls for grants for collective research projects, it is recognised as a positive merit that the group is made up of at least 40% women, or that it is led by a woman, in addition to incorporating the gender perspective.

Table 3. Content of the regulations on the promotion of gender perspective in teaching and research

Regulations	Content
LOVG – LO 1/2004, of December 28	Integrate within the same education system the principles of respect for fundamental rights and freedoms, equality between women and men, the exercise of tolerance and freedom, the elimination of obstacles to full gender equality, and training and conflict prevention, as well as their peaceful resolution. Universities must include training, teaching and research on gender equality and non-discrimination in a cross-cutting manner (Article 4).
LOI – LO 3/2007, of March 22	Obligation of the education system to include among its aims education with equal rights and opportunities, as well as to integrate within the principles of quality the elimination of obstacles that hinder effective equality between the sexes (article 23). Educational institutions must incorporate the principle of equal treatment into their educational objectives and actions and avoid any type of inequality derived from sexist behaviour or gender stereotypes. To this end, they must develop measures such as addressing the principle of equality between the sexes in the curricula, eliminating and rejecting sexist and stereotyped behaviour and content in teaching materials, including the principle of equality in initial and ongoing teacher training, and carrying out educational actions to recognise and teach the contribution of women in history (Article 24). Universities are obliged to promote teaching and research on the meaning and scope of equality between women and men. To fulfil this mandate, they must promote the inclusion of teaching on gender equality in the curricula, the creation of specific postgraduate courses and the development of specialized research on the subject (Article 25).
LO 3/2020 – Organic Law 3/2020, of December 29	Education authorities must promote that curricula, textbooks and other educational materials promote the equal value of women and men and do not contain sexist or discriminatory stereotypes (twenty-fifth additional provision).
LOSU – LO 2/2023, of March 22	The promotion of scientific projects with a gender perspective, gender parity in research teams and mechanisms that facilitate the promotion of a greater number of women principal investigators should be encouraged (Article 13).
L 14/2011 – Law 14/2011, of June 1	In research activity, gender and women's studies must be promoted, as well as establishing measures to encourage and recognize the presence of women in research teams (thirteenth additional provision).
L 11/2014, of October 10	The principle of co-education must be included in tutorial action plans, as well as in coexistence plans and regulations. Regarding the content of educational materials, they must consider gender diversity to avoid any type of discrimination.
L 17/2015, of July 21	Universities must carry out actions and activities aimed at promoting research work related to coeducation and the gender perspective (Article 21). It requires the introduction of the gender perspective in academic and research activity in a transversal way in all areas of knowledge, including the curriculum of undergraduate and postgraduate degrees in all disciplines, so it is mandatory to accompany applications for accreditation of undergraduate and postgraduate degrees with a report on the incorporation of the gender perspective in the curriculum. It requires PDI to be trained in co-education. Universities must promote the work of women researchers, train their staff and offer specific modules or courses in gender perspective in the different disciplines. In calls for grants for research projects or collective research grants, universities must establish as an assessment criterion that the group is made up of a minimum of 40% women or that it is led by a woman and incorporates the gender perspective. They must also create specific modules or courses on the gender perspective as a mandatory curricular proposal in recognized faculties and studies (Article 28).

Note: the acronym of the *Diccionario del español jurídico* of the Real Academia Española has been used, the meaning of which can be consulted in Annex 1.

3.5. Participation and equal representation in the university community

The promotion of balanced representation of women and men, as well as the correction of all forms of discrimination against vulnerable groups, also appears as an obligation of universities in relation to governing and representative bodies and positions of responsibility. In addition, it obliges universities to promote equality and non-discrimination in student groups.

Table 4. Content of the regulations on participation and equal representation in the university community

Regulations	Content
LOI – LO 3/2007, of March 22	It obliges educational institutions to promote the balanced presence of women and men in the control and governing bodies of their educational establishments (Article 24). The principle of balanced presence of women and men in appointments and designations to positions of responsibility in the public authorities (Article 16).
L 4/2023 – Law 4/2023, of February 28	Administrations must correct and eliminate all forms of discrimination on the grounds provided for in this Law in terms of access to employment, working conditions and professional promotion of LGBT+ people (Article 16).
LOSU – LO 2/2023, of March 22	It establishes that positive action measures may be adopted in competitions for access to civil servant and labour PDI positions to promote access by women, or by the under-represented sex (Article 65).
L 15/2022 – Law 15/2022, of July 12	It provides that, through collective bargaining, positive action measures may be established to prevent, eliminate and correct all forms of discrimination in the field of employment and working conditions (Article 10.2).
L 19/2020, of December 30	Administrations are urged to apply positive action measures, proportionate to the specific needs of people in situations of greater vulnerability, such as groups underrepresented in employment and the public service (Article 6).
RD 1791/2010 – Royal Decree 1791/2010	Students, individually and organized in groups, must contribute proactively and responsibly to balance, parity and equal opportunities in student representation and in the representative bodies of the associations. Likewise, the administrations with competence in university matters and the universities must allocate in their budgets the corresponding items that allow subsidizing the management of these associations and the participation of students in them. This must be done respecting the principle of equality and non-discrimination on grounds of age, sex, race, religion, nationality, disability, sexual orientation or gender identity, or any other personal or social circumstance (Article 38).
RD 678/ 2023, of July 18	It determines that universities may establish positive action measures in competitions for civil servant PDI positions to promote balanced access for women (Article 33.3).
Collective agreement for PDI at Catalan Public Universities	It urges trade unions to carry out a set of measures to collective representation bodies (first additional provision).

Note: the acronym of the *Diccionario del español jurídico* of the Real Academia Española has been used, the meaning of which can be consulted in Annex 1.

3.6. Promotion of an organization free of sexism and gender-based violence

Many measures are envisaged in this area that bind universities and that are based on the duty of the public authorities, enshrined in the Spanish and Catalan legal system, to guarantee comprehensive protection against sexism, discrimination and all types of violence against women and LGBTI+ people. It points out the obligation to have a protocol against sexual harassment and harassment based on sex, gender identity and expression and sexual orientation that may affect workers, which must include detection mechanisms and preventive and sanctioning measures against abusive conduct. In addition, universities must also carry out awareness-raising work, have codes of good practice and offer training, both initial and permanent, to teachers to prevent and detect situations of sexist violence, sexual harassment or LGBTI-phobic and other forms of discrimination.

Regarding the victims of gender violence, it is expected that universities will have specific programs for teaching help and adaptation for students. For staff, additional leave is contemplated such as the reduction of working time with the adaptation of the schedule and the application of flexible hours.

Table 5. Content of the regulations on the promotion of an organisation free of sexism and gender-based violence

Regulations	Content
EAC	Obligation of the public authorities –through the implementation of public policies– to guarantee comprehensive protection against all types of violence against women and against sexist and discriminatory acts (Article 41).
LOI – LO 3/2007, of March 22	It calls for the implementation of measures to eliminate any direct or indirect discrimination in pay on grounds of sex and for the establishment of effective measures to protect against sexual harassment and harassment on grounds of sex (Article 51). Obligation of public administrations to establish an action protocol resulting from negotiation with the legal representation of workers (Article 62).
RD 1791/2010, of December 30	It obliges the institutions and the Administration of the Generalitat of Catalonia and the public bodies linked to or dependent on it to approve a protocol for the prevention of sexual harassment and harassment based on sex (Article 18).
L 4/2023 – Law 4/2023, of February 28	The right of victims of gender-based violence to choose a teaching group is recognized (Article 8). Regarding the training of public administration personnel, it states that initial and continuous training will continue to be provided to staff on sexual and gender diversity, on family diversity and on equality and non-discrimination of LGBTI people (articles 12 and 22). It establishes as mandatory for administrations the development of support and accompaniment protocols for trans students, and against transphobic bullying (article 61).
L 15/2022 – Law 15/2022, of July 12	Victims of discrimination have the right to receive advice and information from administrations (article 5). Teacher training must include specific training in the field of educational attention to diversity and equal treatment and non-discrimination (Article 13).
L 19/2020, of December 30	It states that the human and material resources must be made available to educational centres, as well as the appropriate training of teachers and non-teaching staff necessary to guarantee real and effective equality and non-discrimination (Article 10). Regarding training, public administrations must promote mandatory training for staff, both civil servants and workers, on equal treatment and non-discrimination (Article 32).
L 3/2022, of February 24	It establishes the obligation to establish measures for prevention and action in cases of violence, harassment and gender discrimination, as well as various guiding principles and provides for the creation of specific reporting channels (Article 4).
LO 10/2022 – Organic Law 10/2022	It is guaranteed, through the necessary means, that all persons who are victims of discrimination, especially those with disabilities, have full access to information on their rights and on existing remedies (Article 5). Schools must have action protocols that contain guidelines for action for the prevention, detection and eradication of sexual violence in the educational environment (Article 19). In the ongoing training of both teaching and research staff and PTGAS, content aimed at training for the prevention, awareness and detection of sexual violence will be incorporated (Article 24).
L 5/2008, of April 24	The protocols must include a set of measures and mechanisms for support, coordination and cooperation between public institutions and other agents involved; guaranteeing coordinated attention from the different departments of the Generalitat of Catalonia, local authorities and social agents; to ensure a continuous and fluid transmission of information between them; avoiding the revictimization of affected women through appropriate intervention methodologies; design appropriate care circuit; and to establish a single and consensual model for data collection (Article 85). Education authorities must provide initial and continuing training plans for teachers with specific training in the field of equality in order to, among other things, acquire knowledge and techniques in the early detection of violence in the family and promote attitudes favourable to the exercise of equal rights and obligations by women and men (Article 7).

Table 5 (continued)

RD 1791/2010, of December 30	<p>The right of students to receive care and training that guarantees victims of gender-based violence the exercise of their rights (Article 7).</p> <p>The right of victims of gender-based violence to choose a teaching group is recognized (Article 8).</p>
L 17/2015, of July 21	<p>Obligation of the institutions and the Administration of the Generalitat of Catalonia and of the public bodies linked to or dependent on it to approve a protocol for the prevention of sexual harassment and harassment based on sex (Article 18).</p>
L 11/2014, of October 10	<p>It obliges universities to draw up a protocol for non-discrimination on the basis of sexual orientation, gender identity or gender expression (Article 14).</p> <p>Education professionals must receive training on effective equality of LGBTI+ people, and have the duty to intervene in a situation of risk or suspicion of discrimination or violence based on sexual orientation, gender identity or gender expression, and to communicate this to the security forces according to the specific protocol of action (articles 10 and 11).</p> <p>Establishment through a regulation of the conditions for transgender and intersex people to be treated and named with the name felt without the need for any diagnosis of gender dysphoria, or any medical treatment (Article 23).</p>
EBEP – RDL 5/2015 / ET – RDL 2/2015, of October 23	<p>In the employment relationship, the right of individuals to privacy and dignity, which includes, among others, protection against sexual harassment and harassment based on sexual orientation.</p> <p>The right of the worker not to be discriminated against – directly or indirectly – for these reasons (article 14 of the TREBEP and article 4 of the SW).</p> <p>Training and promotion must ensure that there is no discrimination, direct or indirect, between workers of different sexes (Article 23).</p>
ET – RDL 2/2015, of October 23	<p>It annuls and invalidates any action, regulation, decision, negotiation or order that entails a situation of direct or indirect discrimination on grounds of sex and sexual orientation or condition (Article 17).</p> <p>Guarantee the absence of discrimination, direct or indirect, in the case of part-time workers (article 12, amended by RDL 6/2019).</p> <p>Nullity of the probationary dismissal of pregnant workers or those who are exercising maternity (article 14, amended by RDL 6/2019).</p>
EBEP RDL 5/2015	<p>The duty and ethical principle of public employees to respect equality between women and men and to avoid any action that may lead to discrimination on grounds of gender, sex or sexual orientation (Articles 52 and 53).</p> <p>In relation to the disciplinary regime, it defines as a very serious offence any action that involves discrimination on grounds of sex, gender or sexual orientation, as well as sexual harassment, on grounds of sex or sexual orientation (Article 95).</p> <p>With regard to leave due to gender violence, it is established that any lack of assistance –partial or total– is considered justified to the extent that the social care or health services accredit it.</p> <p>The right of victims of gender violence to a reduction in working hours or to an adaptation of hours is foreseen, although the terms of these modifications are established by the competent public administration (article 49).</p>
EBEP – RDL 5/2015	<p>A provision is made for victims of gender-based violence that determines that, in the event that they are forced to leave their job in the locality where they provided their services, they have the right to transfer to another job in their professional category without the need for it to be a necessary vacancy (article 82).</p>
Collective agreement for PDI at Catalan public universities	<p>It classifies as a very serious offence any action that involves discrimination based on sex, as well as proven sexual, moral or psychological harassment within the university (Article 55).</p> <p>Universities must have a protocol for action in situations of harassment, which must include mechanisms for detection, as well as preventive and sanctioning measures for this type of conduct and situations.</p> <p>It considers harassment as a situation that can harm the health of workers and therefore defines it as an object of prevention.</p> <p>It obliges universities to develop analysis, detection and training actions, as well as programmes to prevent harassment and promote a harassment-free climate and workspaces (second additional provision).</p>

Table 5 (continued)

<p>VI Collective Agreement of the PAS of the Catalan universities</p>	<p>Commitment of Works councils and management to promote the measures provided for in the Catalan Equality Law and other applicable regulations with the aim of eliminating any type of discrimination based on gender. Works councils and management must take the appropriate measures to prevent, avoid and punish sexual harassment conduct, as set out in current legislation (first and second additional provisions).</p> <hr/> <p>Additional leave for victims of gender-based violence, such as the reduction of working hours with a proportional reduction in salary or the reorganisation of working time with the adaptation of working hours and the application of flexible working hours or other forms of time organisation (Article 46).</p> <hr/> <p>In the event that the victim of gender-based violence is forced to leave her job, it provides that she may request the suspension of the contract for a maximum duration of six to eighteen months (Article 48).</p>
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Note: the acronym of the *Diccionario del español jurídico* of the Real Academia Española has been used, the meaning of which can be consulted in Annex 1.

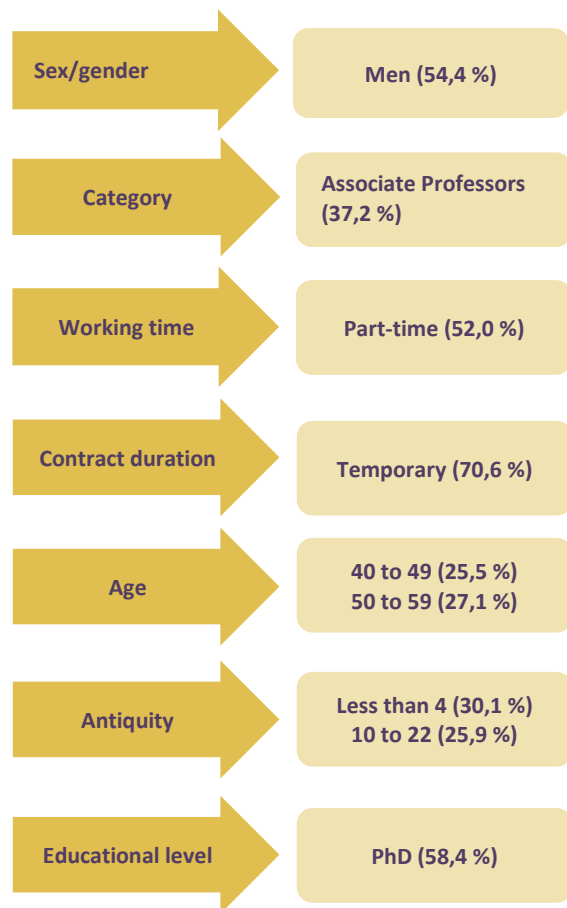
4. Description of the situation of women at the UAB

This section presents the main results in relation to the situation of working staff and students at the University as of December 2022 and considering the sex or gender variable. The information is organised by distinguishing various aspects and, in relation to the workplace, those established by Royal Decree 901/2020, adding one more issue: that of the general characteristics of the population or its profile. At the same time, the data are presented distinguishing by group (PDI, PTGAS and students).

4.1 Population profile

Teaching and research staff (PDI)

The teaching and research staff is characterised by being a group made up mostly of men (54%), aged 40 to 59 (52.6%), with a doctorate degree (58%), and who mainly occupy the category of associate (37.2%). For this reason, most of the teaching staff are part-time and have temporary contracts, 52% and 71%, respectively. In terms of seniority, people under 4 years of age are the group with the highest proportion, 30%, along with the 10-22 age range, 27%. Finally, it can be seen that the field with the highest representation is the social sciences, with 32%.



In relation to the dimensions included in the PDI profile, the following statistically significant differences have been observed³ between women and men:

- **Women** are above the general total in the category of **associates** (+2 points) and **men** in the category of **professors** (+2 points).
- **Women** are above their overall weight in the **30-39 and 40-49 age ranges** (+6 and +5 points) and **men** in the **over-60 range** (+4 points).
- **Men** have more **fixed-rate contracts** (+3 points in relation to the general total).
- **Women** have been **with the company for less than 4 years** (+3 points) and men have been working for **more than 22 years** (+3.5 points).
- **Women** are more present in the field of **social sciences** (+3 points) and **men** in the field of **technology and experimentation** (+5 points).

³ Standardized residuals have been used to determine statistical significance. An absolute value greater than 1.96 in standardised residuals indicates a statistically significant deviation with a 95% confidence level. The residual sign indicates whether the observed frequency is higher (positive) or lower (negative) than the expected frequency.

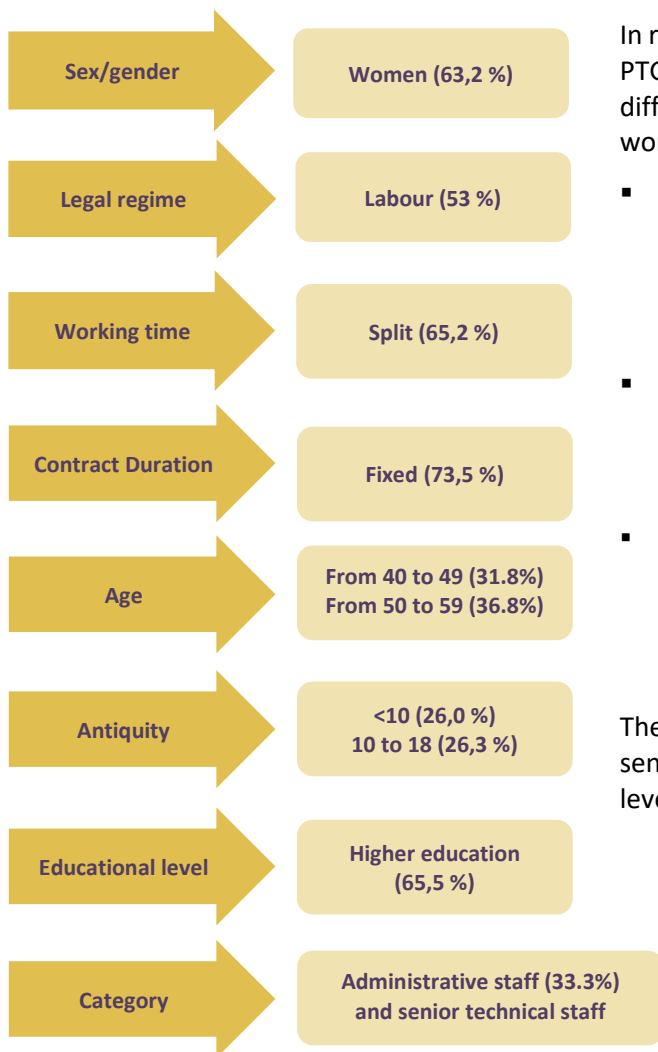


Source: prepared by the Equality and Diversity Service for Equality based on data provided by the UAB Data Governance Office.

Note: total number of teaching and research staff, 3,752; total number of paid and postdoctoral research staff, 961.

Technical, Management, Administration and Services (PTGAS) staff

The PTGAS is a group with the highest participation of women (63%), aged between 40 and 59 years (68.6%), and whose category with the greatest weight is that of administrative staff. It is also observed that 65% of the PTGAS have a higher degree. In terms of hiring characteristics and working conditions, the labour regime is the legal one with the highest proportion (53%) and a large part of the workforce has a permanent contract (73.5%), with split working hours (65.2%).



In relation to the dimensions included in the PTGAS profile, some statistically significant differences have been observed⁴ between women and men. They are as follows:

- **Women** are above the general total in the **administrative** category (+7 points) and **men** in the middle technician and specialist category (+6 and +5 points).
- **Women** are above the total weight in the civil **servant** regime (+9 points) and men in the **labour regime** (+13.4 points).
- Men are above the total in afternoon, night and open (+3, +1 and +3 points) and women, in split working hours (+4 points).

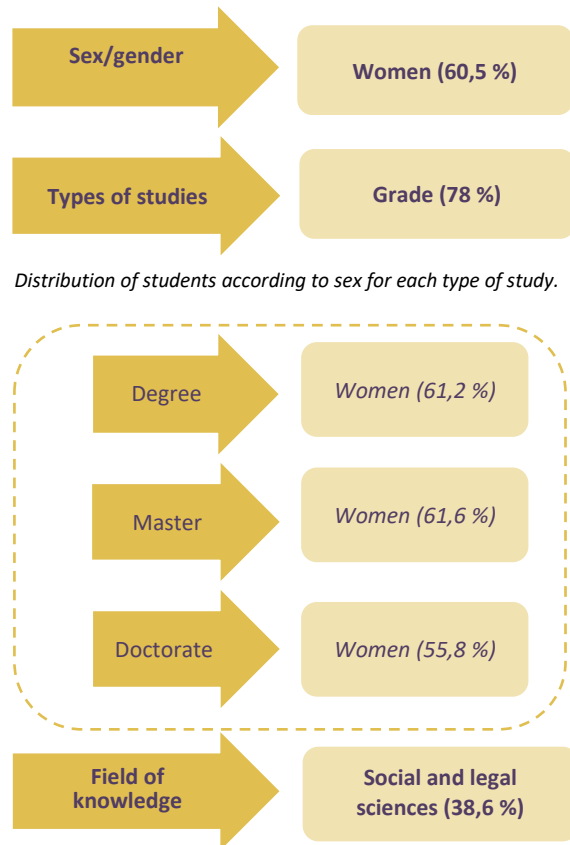
There are no significant differences by age, seniority, length of contract or educational level.

Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.
 Note: total PTGAS, 2.269

⁴ Standardized residuals have been used to determine statistical significance. An absolute value greater than 1.96 in standardised residuals indicates a statistically significant deviation with a 95% confidence level. The residual sign indicates whether the observed frequency is higher (positive) or lower (negative) than the expected frequency.

Students

UAB students are a group with the highest female participation: 60.5% are women, especially concentrated in undergraduate studies, 78% of students are enrolled in this type of study, where degrees in the field of social and legal sciences are the ones with the highest proportion, and 38.6% of students are studying in this field of knowledge.



Distribution of students according to sex for each type of study.

In relation to the dimensions included in the student profile, some statistically significant differences have been observed⁵ between women and men. They are as follows:

- In relation to undergraduate students, **women** are more present in the Faculties of **Education** (+24 points), **Psychology** (+21 points) and **Medicine** (+16.6 points), and men in the School of **Engineering** (+40 points), in the Faculty of **Sciences** (+21 points) and in the Faculty of **Economics and Business** (+16 points).
- With regard to **master's degree students**, **the same trend as** for undergraduate students is maintained, with the exception of Education, where the difference between the presence of women and men is not significant.
- If we consider the field of knowledge, **women** are above their overall weight in the field of **health** (+17 points), **art and humanities** (+7 points) and **social and legal sciences** (+2 points), and **men** in the field of **engineering** (+42 points) and **experimental** (+11 points).

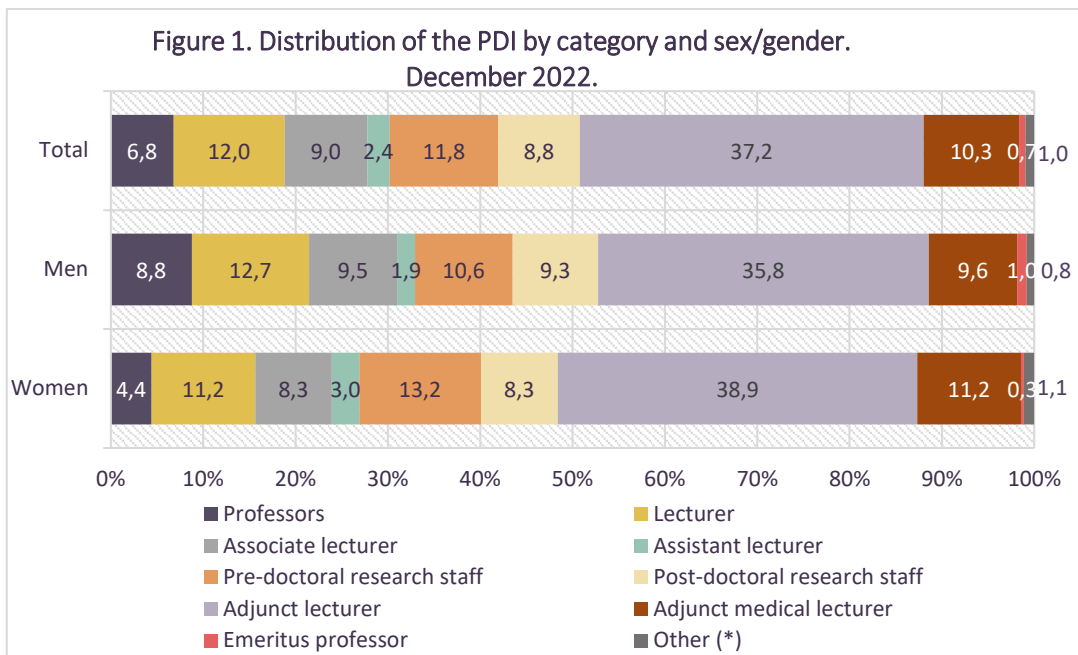
Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.
Note: total number of students, 35.012.

4.2. Female underrepresentation

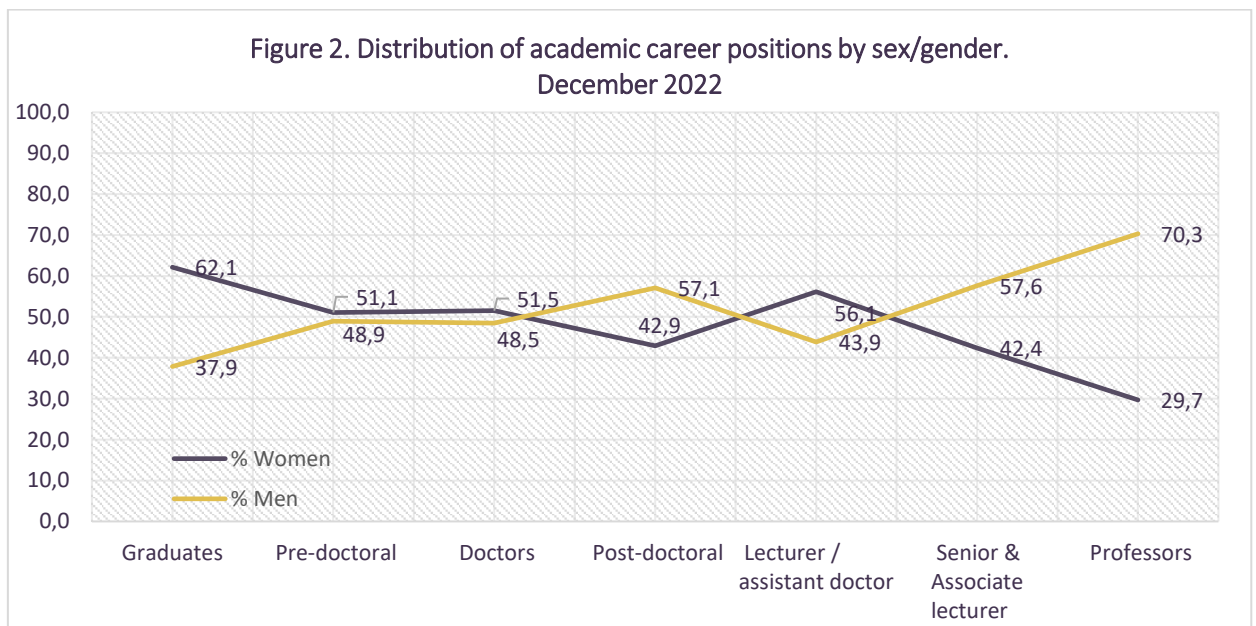
Teaching and research

The data relating to the teaching and research staff and in relation to this aspect show the persistence of occupational segregation within the University. The continuity of the scissors effect in the academic trajectory according to gender is observed: the relative weight of women in the different positions is inverted with respect to the weight corresponding to their peers as the category rises. Women are the majority group among graduate students, predoctoral research staff, doctoral students and lecturers and doctoral assistants; on the other hand, they only account for 30% of university professors, despite the fact that there has been an increase of 8 points compared to 2006 and 5 points in relation to 2017. It should be noted that women also rank above the overall total in the associate category.

⁵ Standardized residuals have been used to determine statistical significance. An absolute value greater than 1.96 in standardised residuals indicates a statistically significant deviation with a 95% confidence level. The residual sign indicates whether the observed frequency is higher (positive) or lower (negative) than the expected frequency.



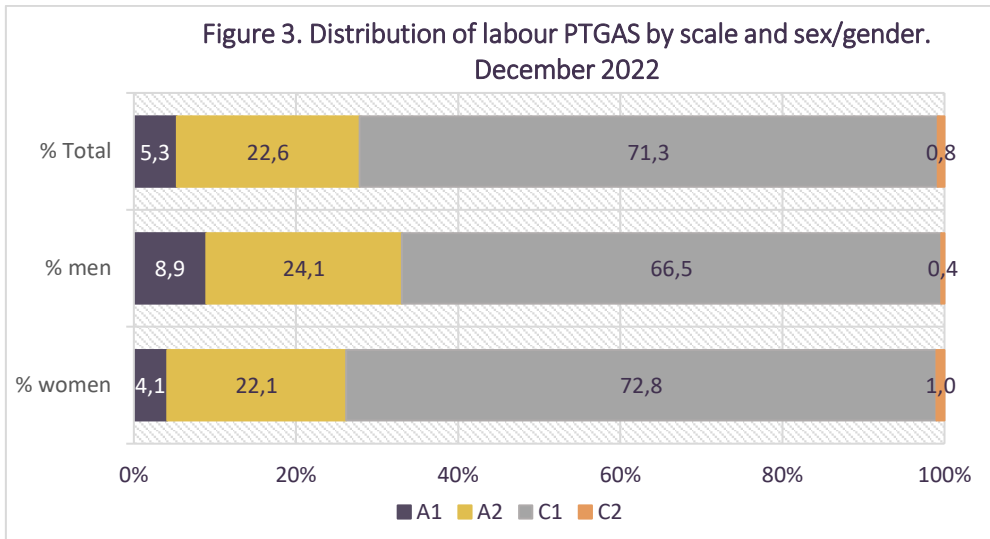
Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.



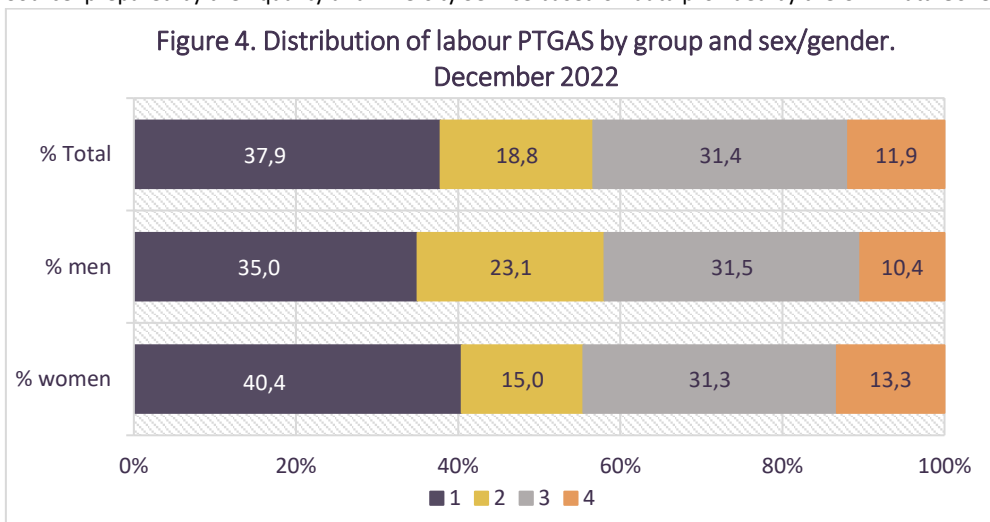
Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.

Management, administration and services

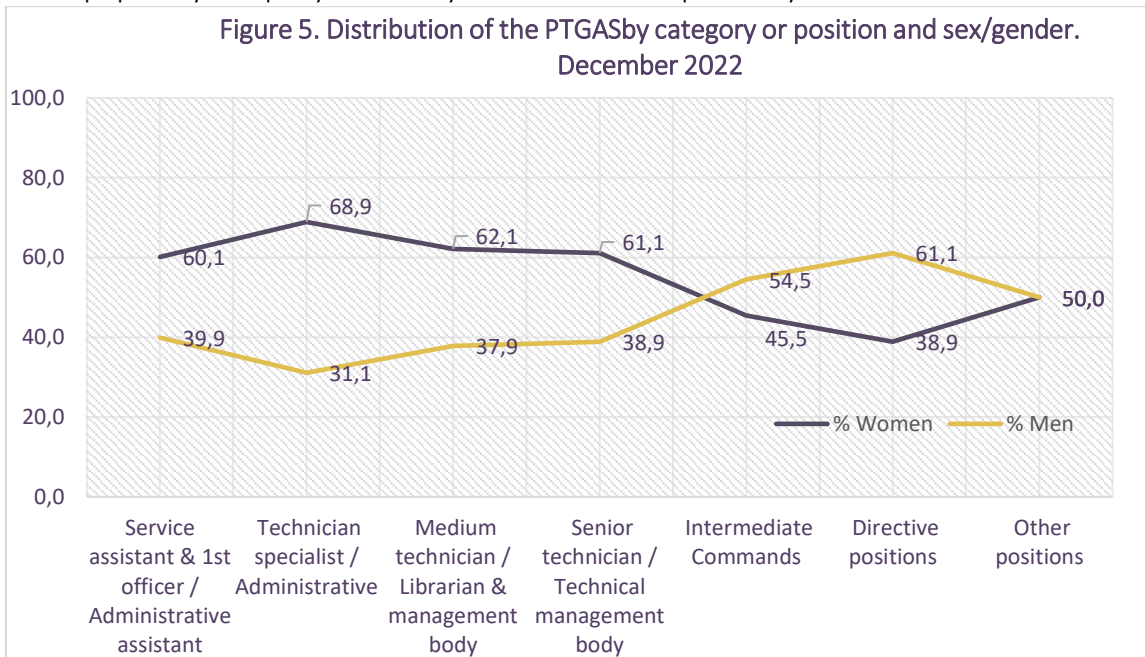
In relation to the PTGAS, despite the greater presence of women, the persistence of occupational segregation is also observed, especially in the group of civil servants. If we consider the group or scale, it is observed that women have a lower presence compared to the general proportion in group A and a greater presence in group C1. On the other hand, in the case of group 1, women are 2 points above their total weight. If we consider the distribution of positions in professional careers, the presence of women decreases as responsibility increases: women are placed above their total weight in the management category and below in the management categories.



Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.



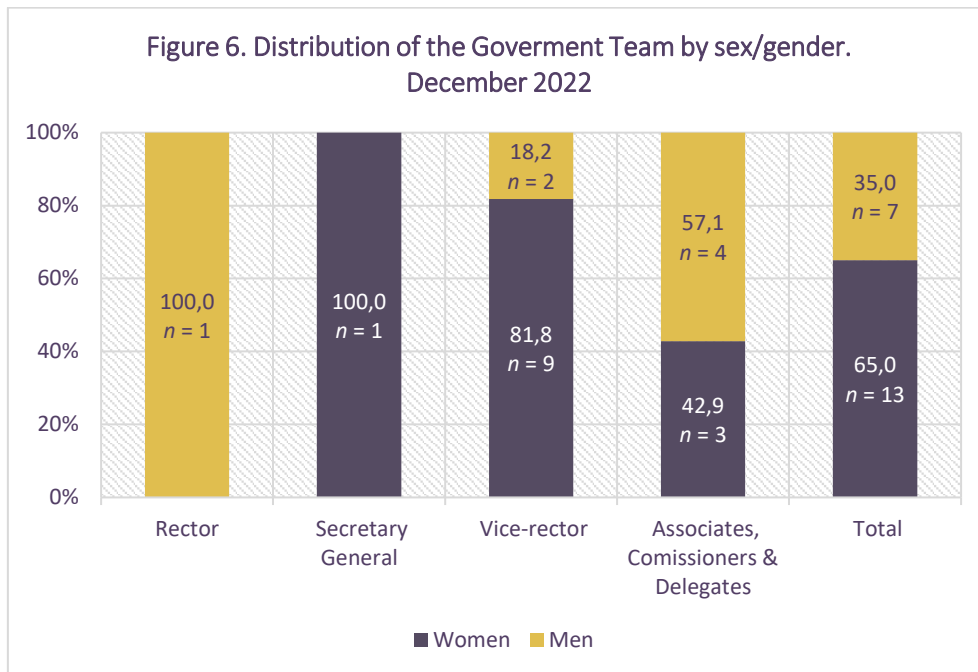
Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.



Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.

Academic management positions

With regard to single-person positions, there is evidence of a significant improvement in the participation of the female group, possibly as a result of the application of the UAB regulations on balance. Thus, the presence of women in the Governing Team, in December 2022, is quite high: it represents 65% and they especially occupy the positions of vice-rectors (82%). As for the governing teams of the educational centres, a higher proportion of women is observed in the positions of dean or school management, with 53.8%. On the other hand, in department directorates, women only represent 35%. It should also be noted that participation in general has increased considerably since the I Action Plan in 2006, when women held about 22% of management positions.



Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.

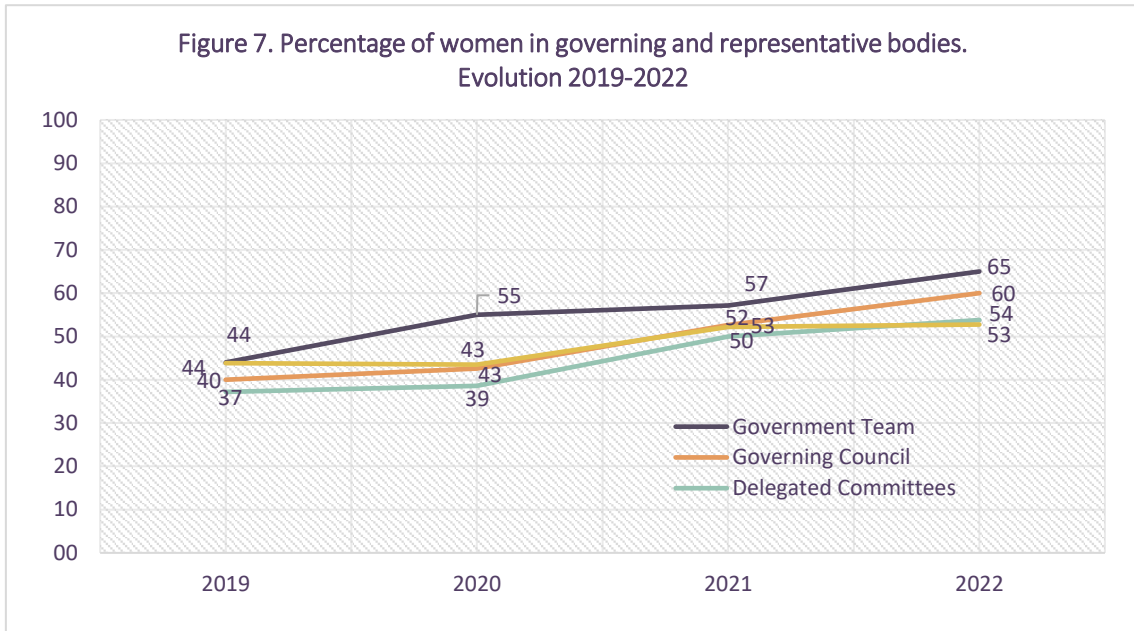
Table 1. Distribution of academic management positions by sex/gender. December 2022

Charge	Women	Men	% women	% men
Dean or Director of School	7	6	53,8	46,2
School Secretary	7	5	58,3	41,7
Vice-Dean or Deputy Director	27	20	57,4	42,6
Equality Policy Officer	12	1	92,3	7,7
Department Director	20	37	35,1	64,9
Department Secretary	38	47	44,7	55,3
Coordinator, sub-coordinator or person in charge	277	372	42,7	57,3
Director of services, institutes or foundations	4	6	40,0	60,0
High School Secretary	1	3	25,0	75,0
Other (*)	2	5	28,6	71,4
Total	395	502	44,0	56,0

Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.

Governing and representative bodies

With regard to participation in representative and governing bodies, the data show how the presence of women has been increasing over the last few years to become the majority group.

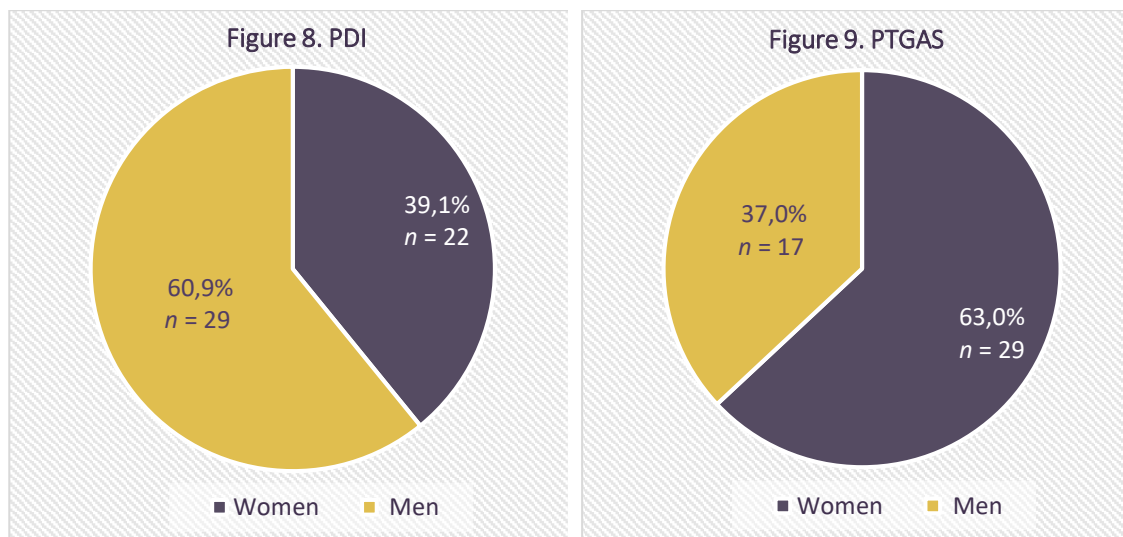


Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.

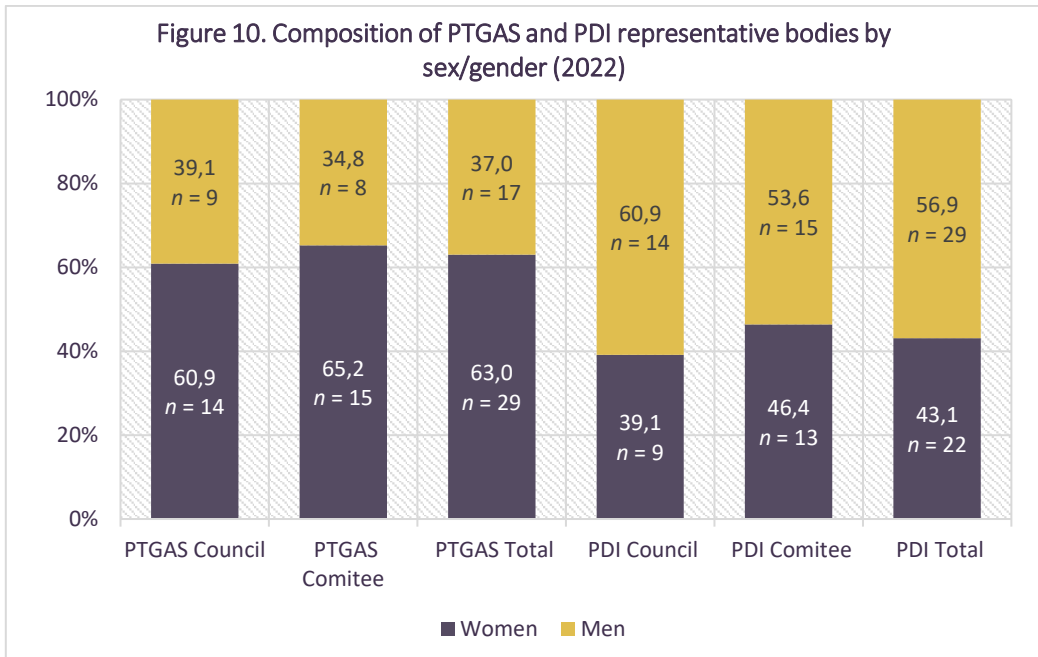
Union representation

In general, trade union representation shows an equal composition: women are represented according to their total proportion, accounting for 43.1% of the PDI and 63% of the PTGAS. If the distribution according to the bodies is considered, it can be seen that the female group is above its total weight in the Works Council (4 percentage points) both in terms of teachers and PTGAS.

Figures 8 and 9. Distribution of members of staff representative bodies by sex and gender. December 2022

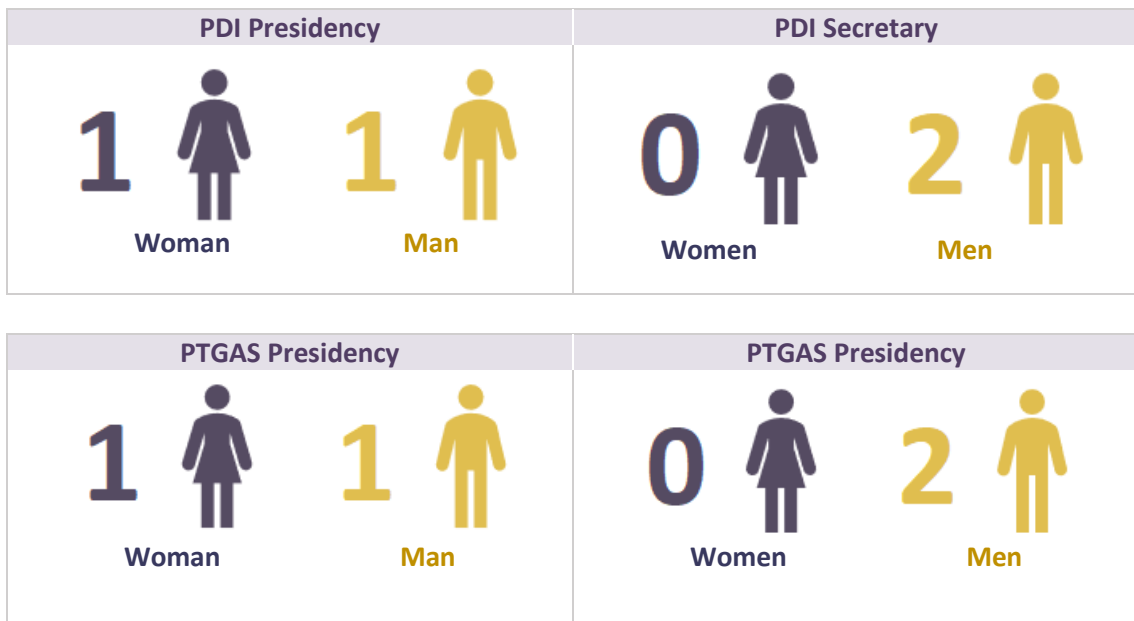


Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.



Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.

Infographic 1. Distribution of the presidency and secretary of the representative bodies of the working staff by sex/gender. December 2022



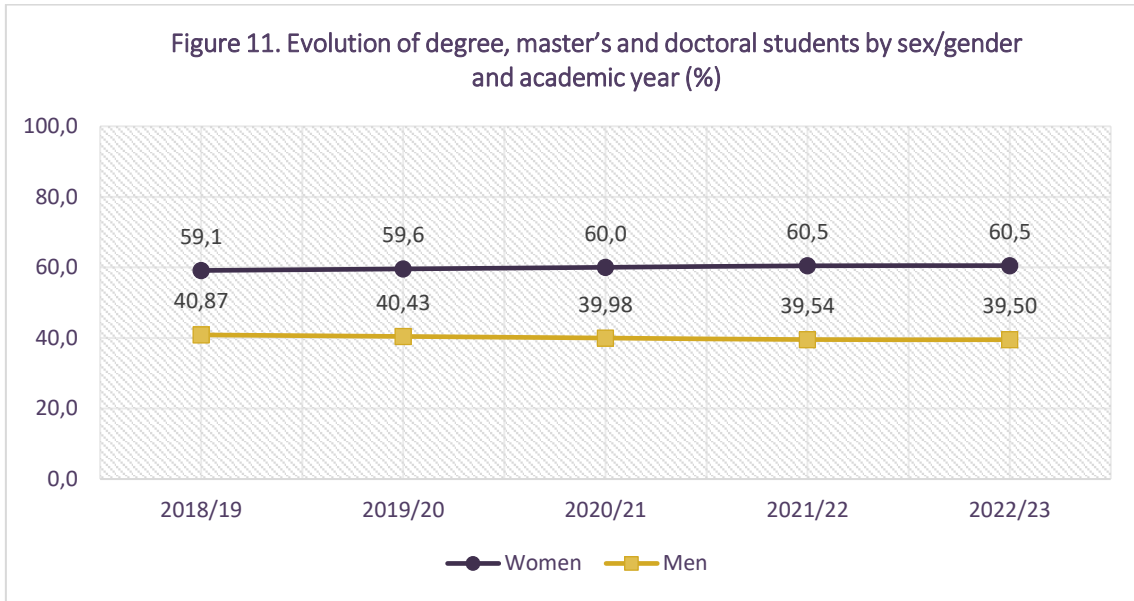
Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.

Students

The largest presence of women among the students enrolled in bachelor's, master's and doctoral degrees is maintained. In the graph below, it can be seen that their presence has been increasing to represent 61% of the 2022-2023 academic year. If we consider the evolution according to the type of studies, the trend is the same: in bachelor's and master's degrees the percentage of women stands at 61% and in doctorate degrees it is 56%.

With regard to graduates, women are the majority group among undergraduate and master's degree graduates, and their presence has been increasing to represent 63%. On the other hand,

in relation to the students who obtain the doctorate, despite being mostly female, the proportion has remained practically the same, at 55%.

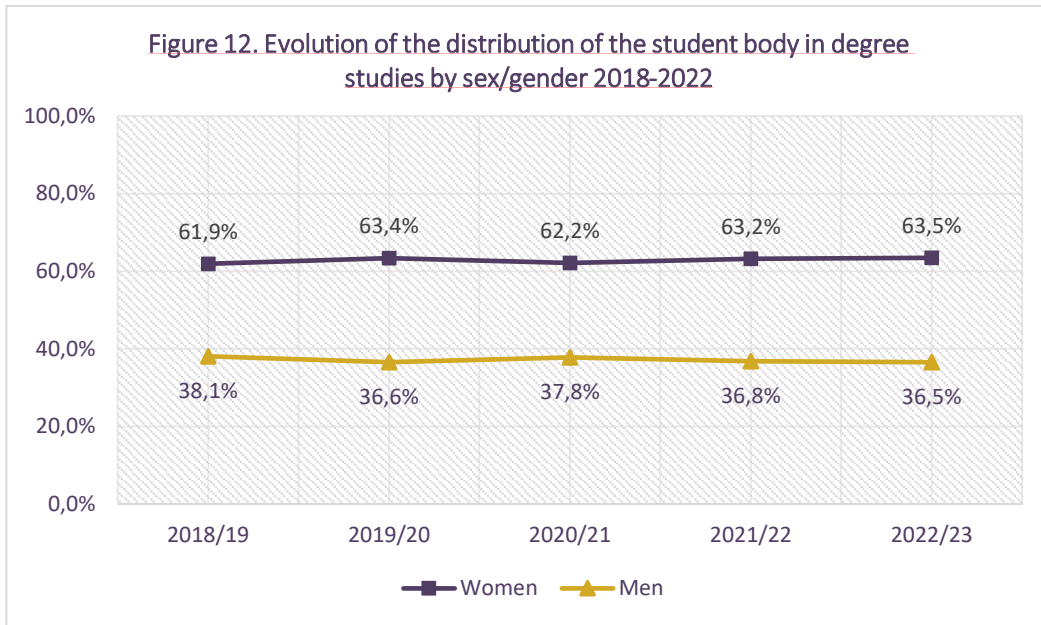


Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.

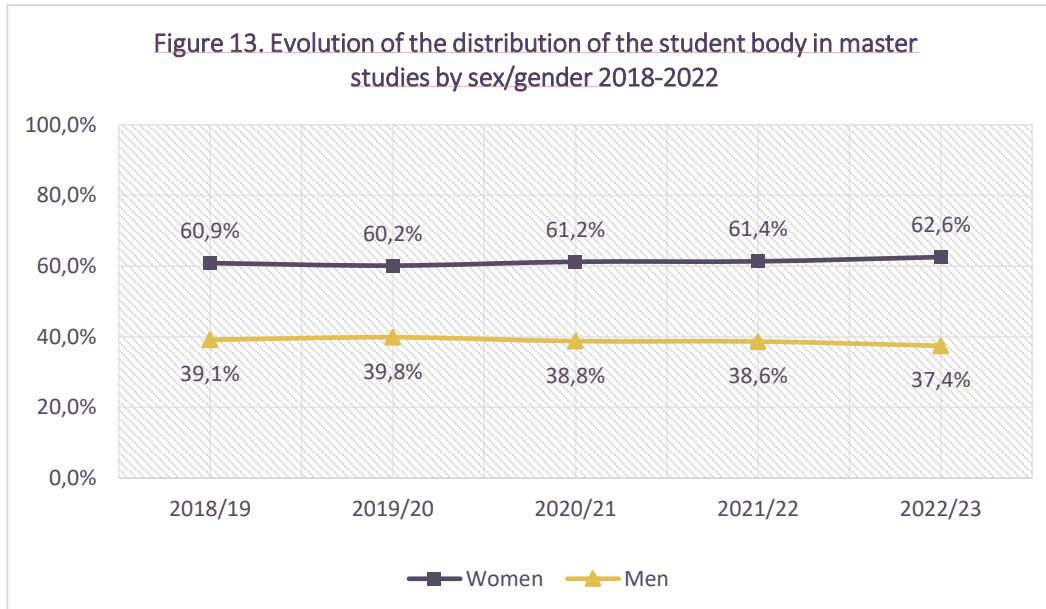
Table 2. Evolution of enrolled students by year, types of studies and sex/gender

Academic year	Type of study	Women		Men	
		n	%	n	%
2018-2019	Doctorate	2.638	54,6	2.197	45,4
	Degree	15.549	60,0	10.366	40,0
	Master	1.782	59,0	1.237	41,0
2019-2020	Doctorate	2.627	54,8	2.165	45,2
	Degree	15.883	60,5	10.378	39,5
	Master	1.819	59,2	1.254	40,8
2020-2021	Doctorate	2.681	55,4	2.161	44,6
	Degree	16.475	60,7	10.655	39,3
	Master	1.803	61,1	1.146	38,9
2021-2022	Doctorate	2.582	55,7	2.054	44,3
	Degree	16.657	61,2	10.545	38,8
	Master	1.825	60,78	1.179	39,2
2022-2023	Doctorate	2.561	55,8	2.029	44,2
	Degree	16.693	61,2	10.600	38,8
	Master	1.929	61,6	1.200	38,4

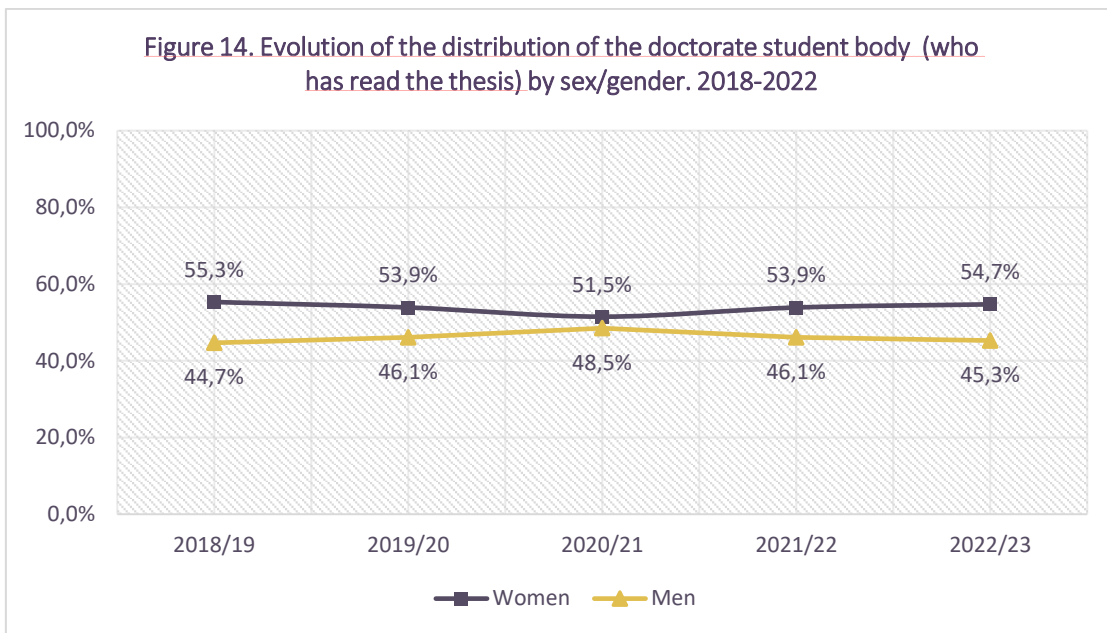
Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.



Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.



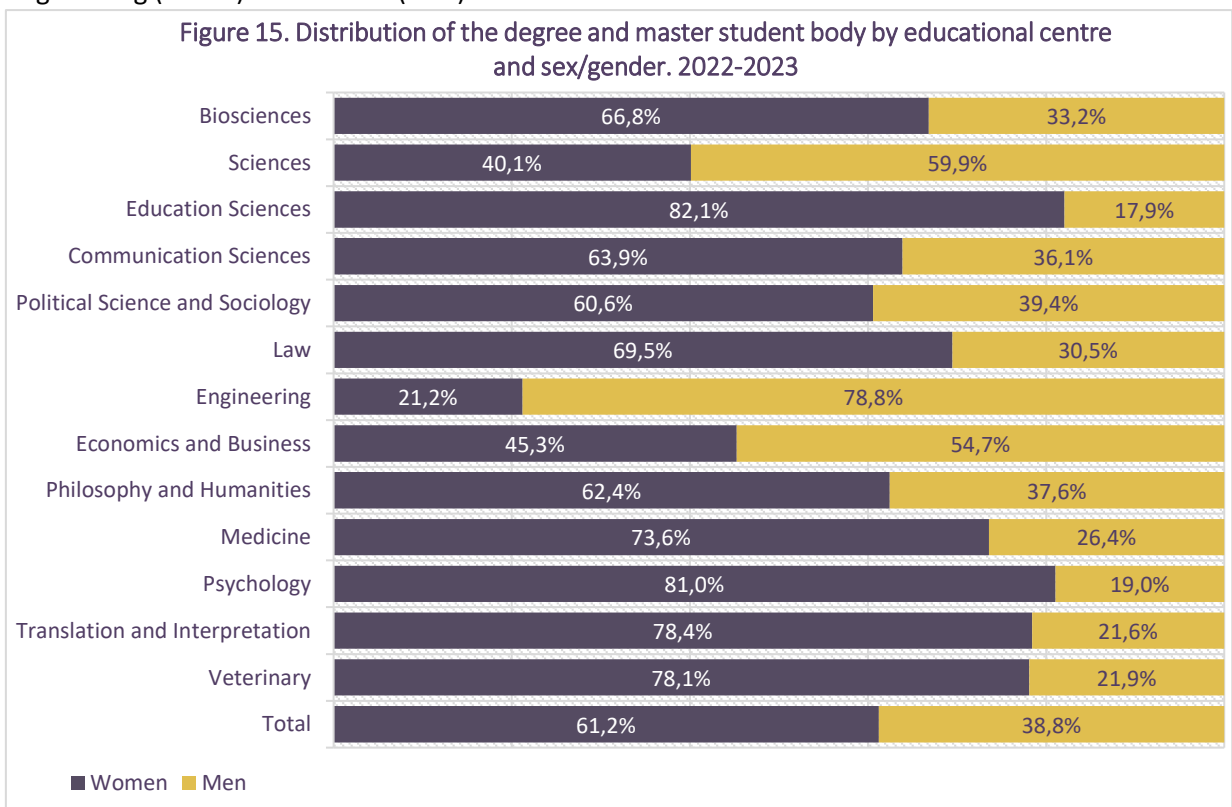
Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.



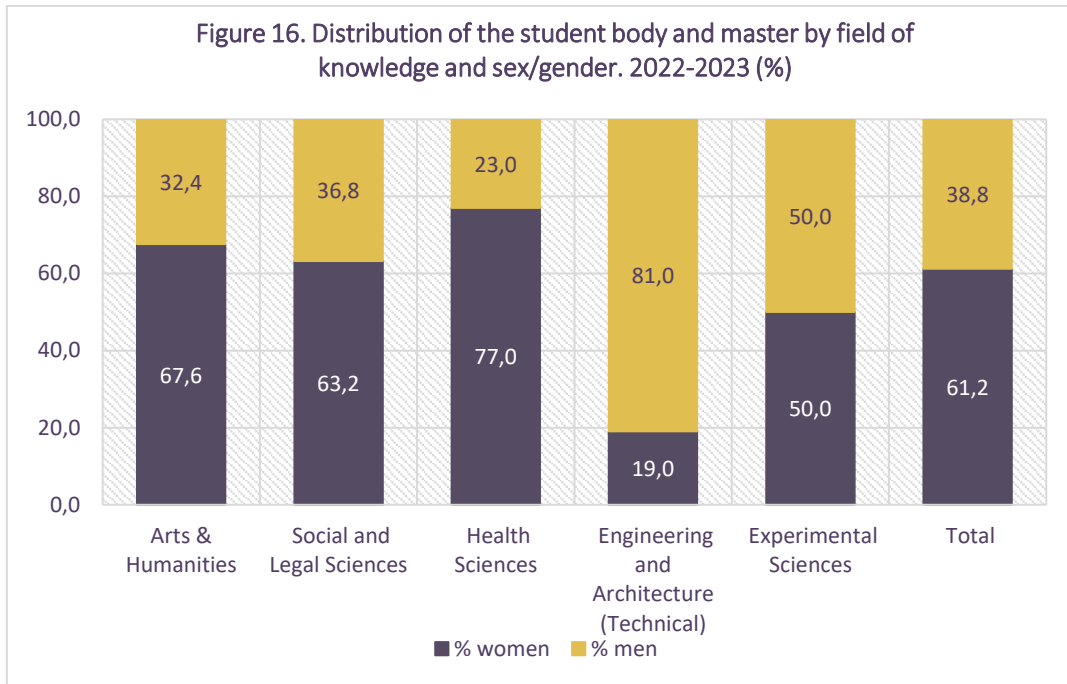
Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.

4.3. Segregation in studies

Student data show the persistence of gender segregation in university studies. The overrepresentation of women in certain fields of knowledge continues to be observed, such as education (82.1%), psychology (81%), veterinary medicine (78.1%), translation and interpreting (78.4%) and medicine (73.6%), and the underrepresentation of women in others such as engineering (21.2%) and science (40%).



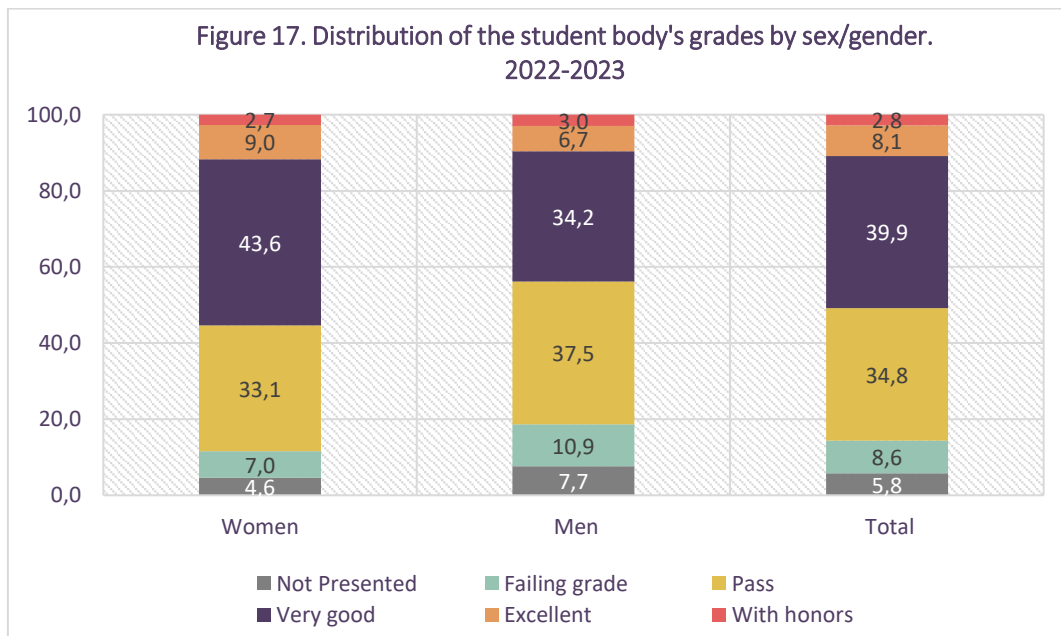
Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.



Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.

4.4 Academic performance of students

In general, women have a higher academic performance than men: they are above the total in the grades of remarkable and excellent, a trend that continues when considering the field of knowledge. In addition, women have a higher proportion of subjects passed compared to those enrolled, 89%, compared to 83% of men, although the difference is not relevant.



Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.

Table 3. Distribution of grades obtained in degree subjects according to sex/gender and field of knowledge (%). Academic year 2022-2023

Mark	Human Sciences			Social Sciences		
	Women	Men	Total	Women	Men	Total
Not presented	7,8	13,6	9,7	3,2	5,6	4,1
Failing grade	8,4	9,4	8,7	6,1	10,4	7,7
Eligible for compensation	0,2	0,2	0,2	0,2	0,4	0,3
Pass	33,5	34,1	33,7	32,7	42,3	36,3
Very good	37,1	30,7	35,0	46,8	34,5	42,2
Excellent	9,9	8,1	9,3	8,6	4,8	7,1
With honours	3,2	4,0	3,4	2,4	2,0	2,3

Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.

Mark	Health Sciences			Technologies		
	Women	Men	Total	Women	Men	Total
Not presented	3,7	4,7	3,9	4,8	5,4	5,3
Failing grade	5,6	5,4	5,5	14,2	15,6	15,4
Eligible for compensation	0,2	0,3	0,2	0,4	0,5	0,5
Pass	27,0	26,7	26,9	37,7	36,3	36,5
Very good	47,5	46,0	47,2	32,9	33,6	33,4
Excellent	13,3	13,3	13,3	6,7	5,9	6,1
With honours	2,7	3,6	2,9	3,3	2,7	2,8

Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.

Mark	Experimental Sciences			UAB Total		
	Women	Men	Total	Women	Men	Total
Not presented	3,0	4,9	3,9	4,6	7,7	5,8
Failing grade	6,3	8,7	7,5	7,0	10,9	8,6
Eligible for compensation	0,3	0,3	0,3	0,2	0,3	0,3
Pass	31,9	33,8	32,8	32,8	37,2	34,5
Very good	45,5	40,1	42,9	43,6	34,2	39,9
Excellent	9,5	8,4	9,0	9,0	6,7	8,1
With honours	3,3	3,9	3,6	2,7	3,0	2,8

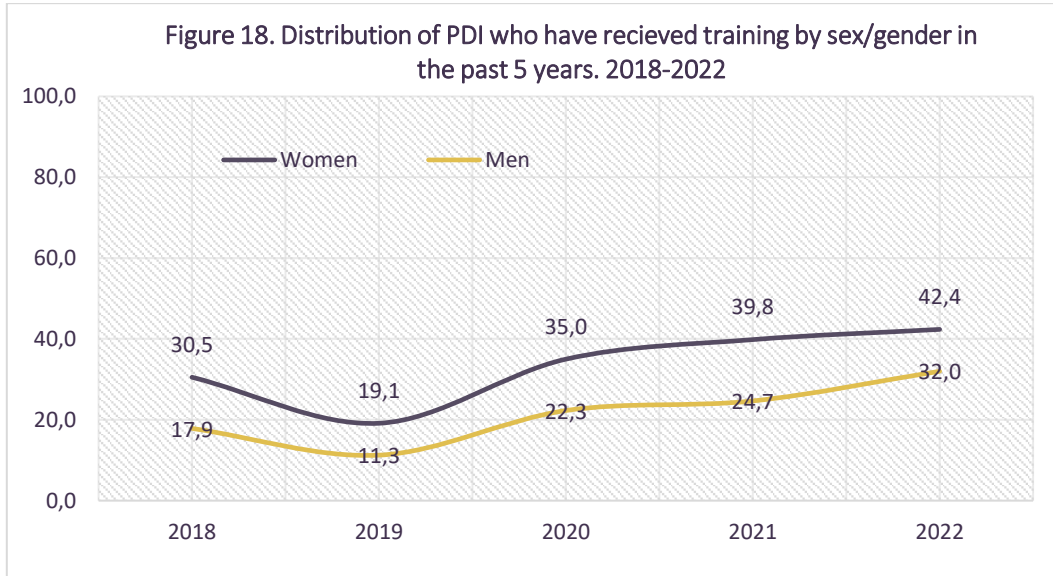
Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.

4.5. Training of working staff

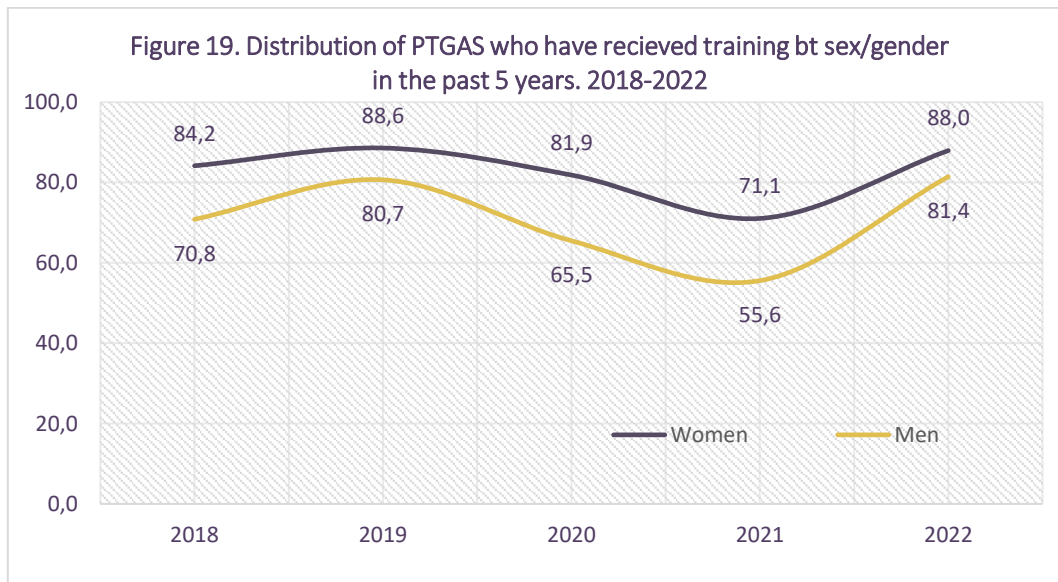
In general, the proportion of teaching staff who have completed training within the UAB programme has been increasing in recent years. A higher participation of women is observed: in 2022, 42% of them did some training, while the percentage of men stood at 32%.

Regarding the PTGAS, most of this group has received training in recent years. The higher participation of women is also noteworthy, given that in 2022 88% of PTGAS women took courses compared to 81% of their male colleagues.

As for significant differences between the sexes with respect to these aspects, they have only been observed in relation to the PTGAS and the modality and the training program. Women are above the general total in non-face-to-face and blended courses; men are above in training programmes for management and management positions, in specific groups and in prevention, safety and occupational health of people, and women in training in basic tools for the workplace.⁶



Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.



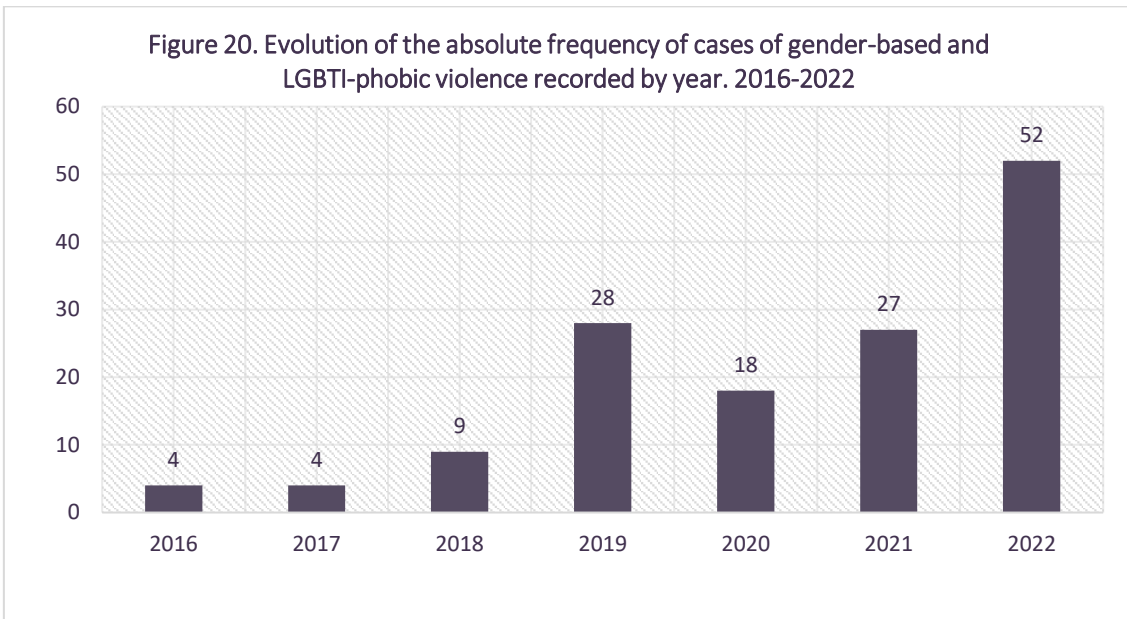
Source: prepared by the Equality and Diversity Service based on data provided by the UAB Data Governance Office.

⁶ The details of the data can be consulted in the document *Diagnosis of the I Plan of Gender Equality in Labour Matters and the V Action Plan for Gender Equality of the UAB. Population data. 2023.*

4.6. Sexist and LGBTI-phobic violence

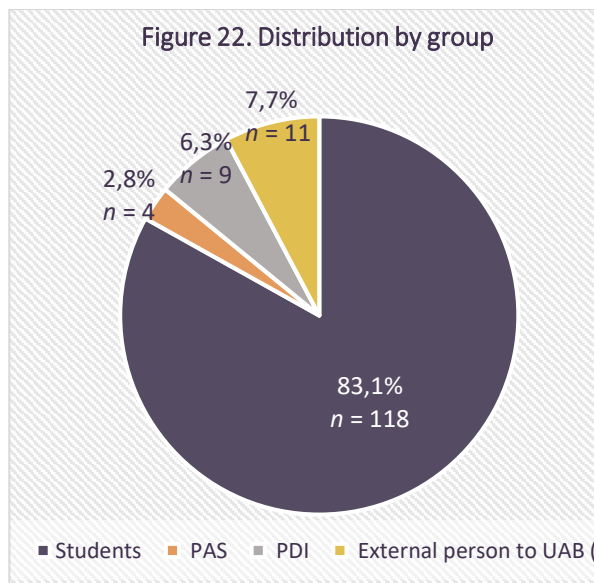
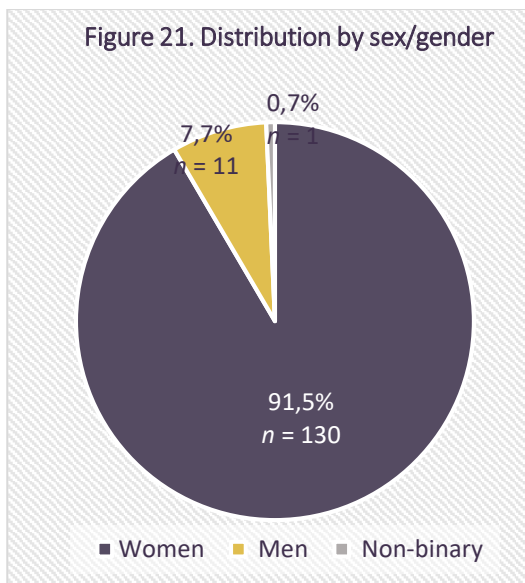
Cases registered

During the period from 2016 to 2022, the Equality and Diversity Service registered a total of 142 services in the field of sexist and LGBTI-phobic violence. Over the years, these services have been increasing and have stood at 52 in 2022. Most of these situations refer to cases of violence within the couple (33.1%), sexual harassment (23.3%) and other types of harassment and violence (14%). As for the sex and group of people who suffered a situation of harassment or discrimination in this period, almost all are women (91.5%) and belong to the student body (83.1%). On the other hand, most of the people who exercised a situation of harassment or discrimination are men (90.8%), belonging to both teachers (26%) and students (20%). There is also a fairly high proportion of people from outside the UAB, 48%.



Source: Observatory for Equality.

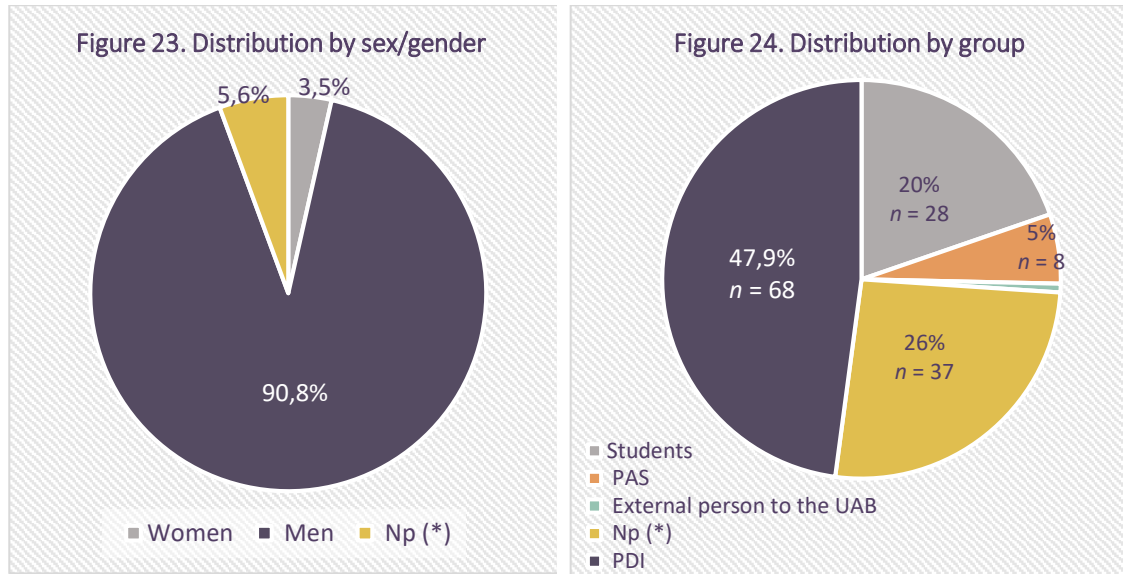
Figures 21 & 22. People who have suffered a situation of harassment or discrimination. 2016-2022



Source: Observatory for Equality.

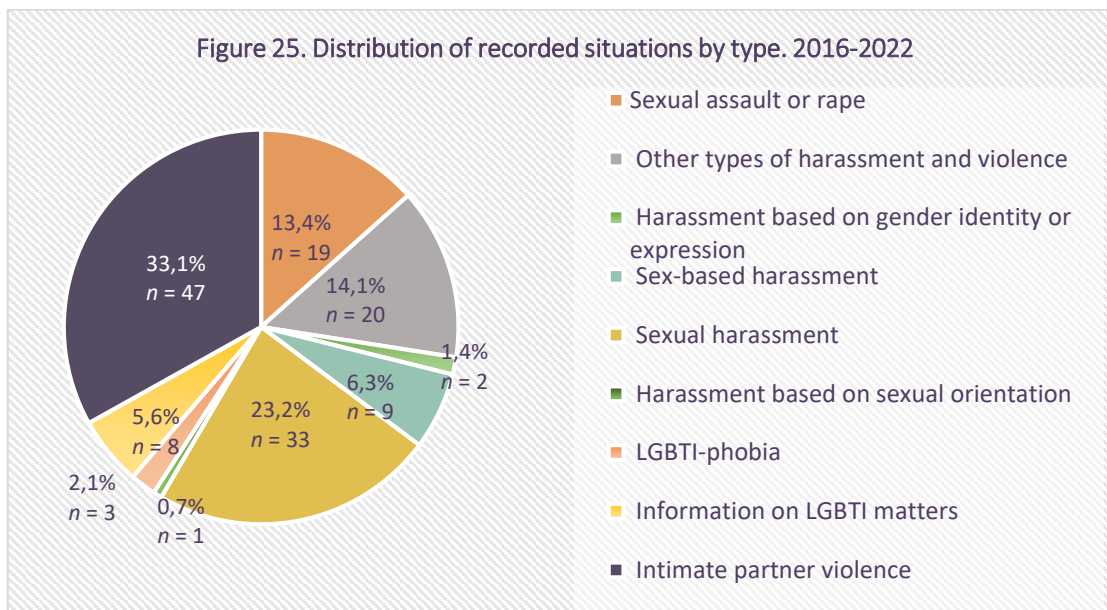
(*) Users or those who no longer belong to the UAB collective.

Figures 23 & 24. People who have exercised a situation of harassment or discrimination. 2016-2022



Source: Observatory for Equality.

(*) Cases that refer to advice or some type of request related to the protocol for changing the legal name to a meaningful name.

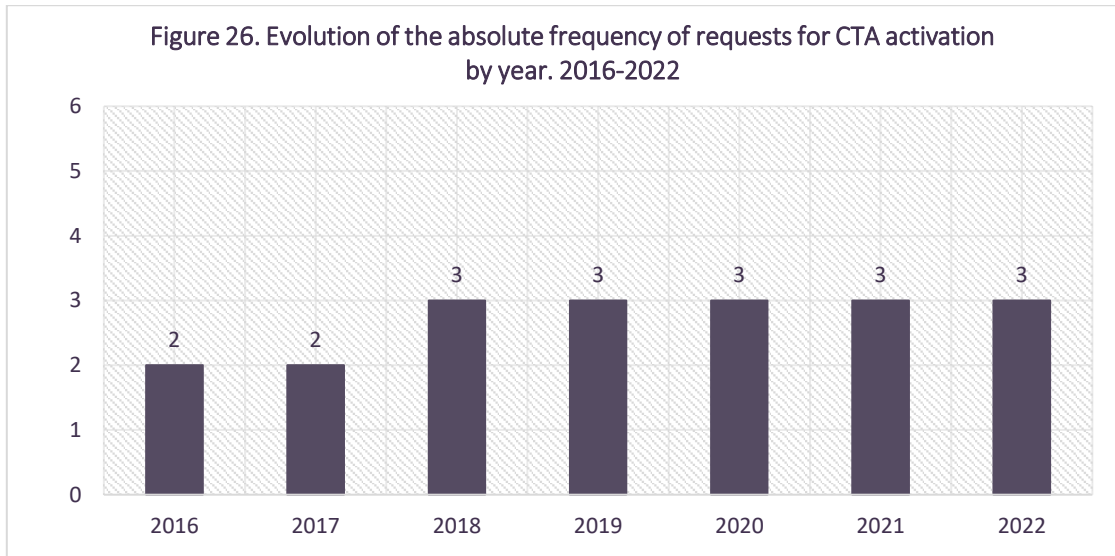


Source: Observatory for Equality.

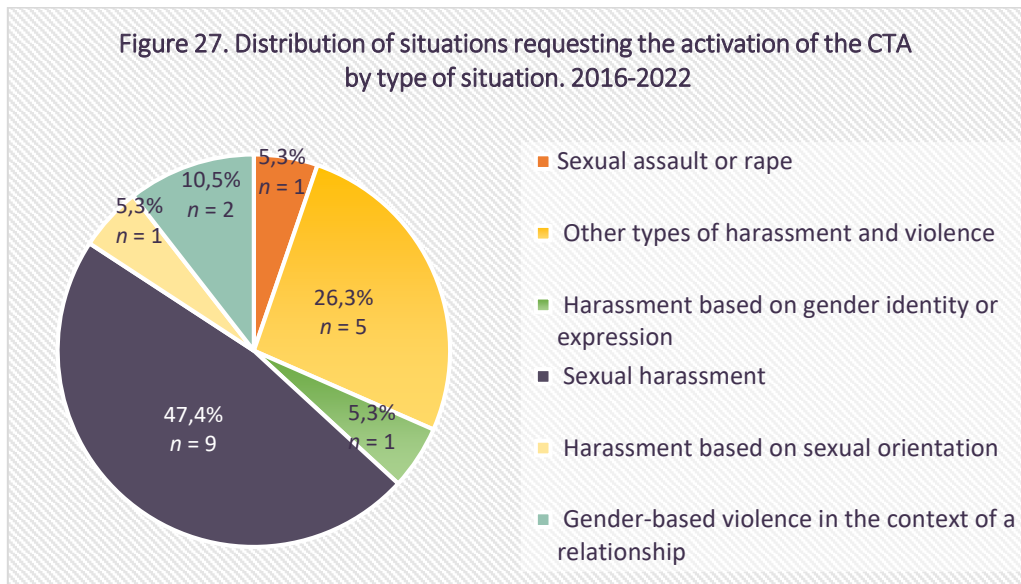
Requests for activation of the Technical Advisory Commission

Of the 142 cases registered by the Observatory for Equality, in 76 it was not possible to request the activation of the Technical Advisory Commission (CTA) because the aggressor was external to the UAB or because they were situations not contemplated in the protocol. In the remaining 66 cases, the activation of the CTA was requested in 19 cases and the remaining 47 were managed to respond to the needs of the person who had suffered the situation. Figure 26 shows that, from 2016 to the present, the number of CTA activation requests per year has remained practically the same. Most of the situations refer to cases of sexual harassment (47.4%) and other types of harassment and violence (26.3%). Most of the people who suffered the situation

are students (79%). As for the person who exercised these situations, half are teachers (52.6%) and the other half are students (47.4%).

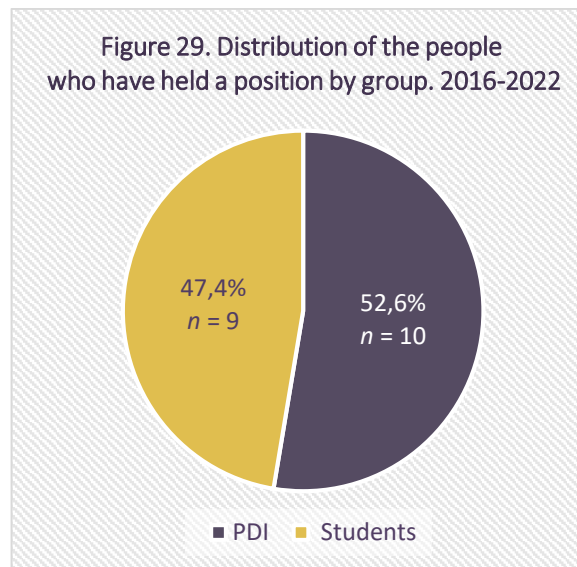
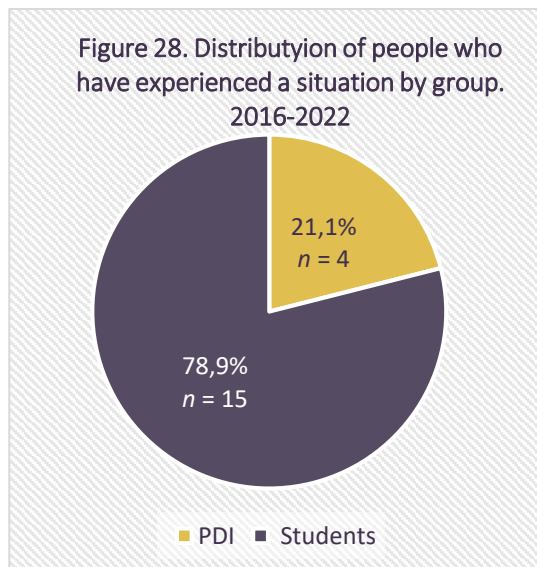


Source: Observatory for Equality.



Source: Observatory for Equality.

Figures 28 & 29. People who have suffered and exercised a situation of harassment or discrimination



Source: Observatory for Equality.

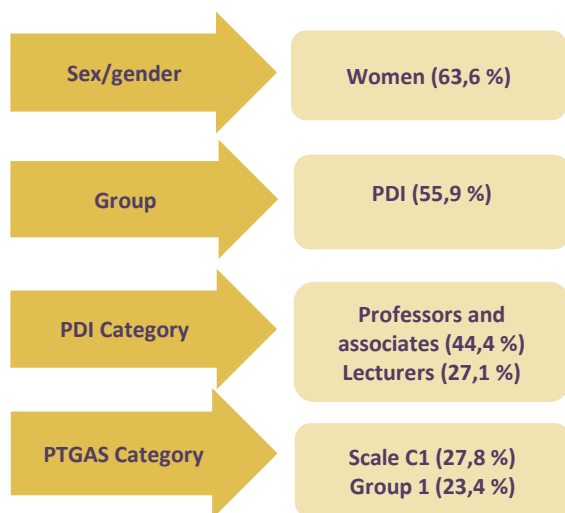
5. Knowledge and perception of the UAB’s gender equality policies in labour matters

The data obtained from the survey on UAB policies in relation to gender equality in the workplace have also made it possible to identify needs and shortcomings in terms of the degree of knowledge of these policies and the resources available for the promotion of equality. Specifically, the survey questions were structured into a section on personal data and five thematic blocks: 1) gender equality policies; 2) work-life balance; 3) gender perspective in teaching and research; 4) gender perspective in UAB spaces; 5) sexist violence and LGBTI-phobia. The main results for each of the blocks and sections of the survey are presented below.

5.1. Sample profile

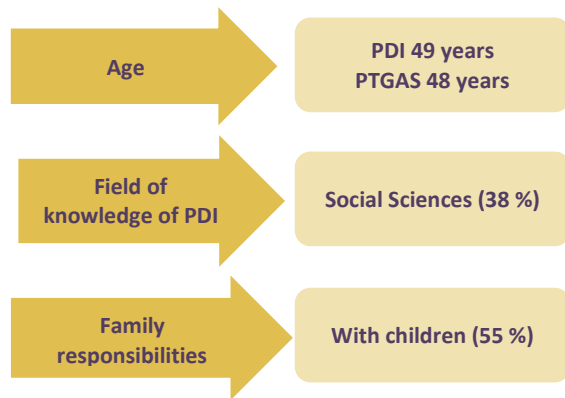
Working staff

The survey on equality policies at the UAB has been answered by a total of 859 people, 480 corresponding to the teaching and research staff group and 379 to the PTGAS group, which represents the 12.3% of the working staff population.



As for the characteristics of the sample, there is a greater participation of women (representing 63.6%), 12.3 percentage points more than their weight in the population (51.3%). Although most of the people who responded to the survey belong to the PDI, 56%, this percentage is lower than the representation of teaching staff among the UAB's working staff, which is 67.5%.

In relation to the category, 44.4% correspond to professors and associate lecturers, a percentage much higher than their weight in the population (21%). With regard to the

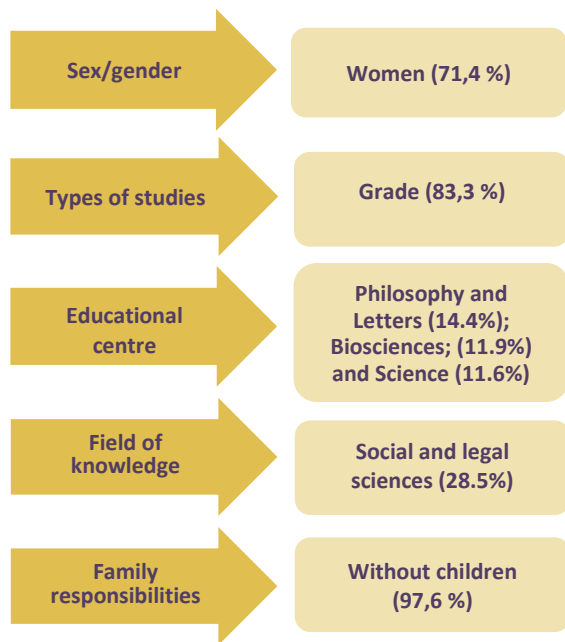


PTGAS, the participation of group 1 and the A1, A2 and C2 scales is the highest, being above the proportion of these groups in the population (+3, +6, +6 and +4 percentage points, respectively). In terms of age, the data show a greater presence of people between the ages of 48 and 49.

Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, 2023.

Students

In relation to students, a total of 855 responses were obtained [827 corresponding to undergraduate students, 68 to master's and postgraduate students, and 53 to doctoral students (information on the type of studies is not available in 7 cases)], which represents 2.4% of the total population of this group.



In terms of the characteristics of the sample, there is a greater participation of women: women account for 71.4%, 10.9 points above their weight in the population (60.5%). Likewise, in relation to this variable, it is worth mentioning that there has been a significant increase compared to the 2018 survey in the percentage of people who describe themselves as non-binary among students, which accounts for 5%, while in the previous survey they represented only 0.8%. When considering the data related to studies, the vast majority of the people who have responded to the survey are undergraduate students, 83.3%, and a greater participation of the faculties of Philosophy and Letters (14.4%), Biosciences (11.9%) and Sciences (11.6%) is observed. The field of knowledge with the greatest weight is social and legal sciences (28.5% of students). Finally, it is also noted that practically the entire sample states that they do not have children (97.6%).

Note: Cases without information have been excluded from the analysis.

Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, 2023.

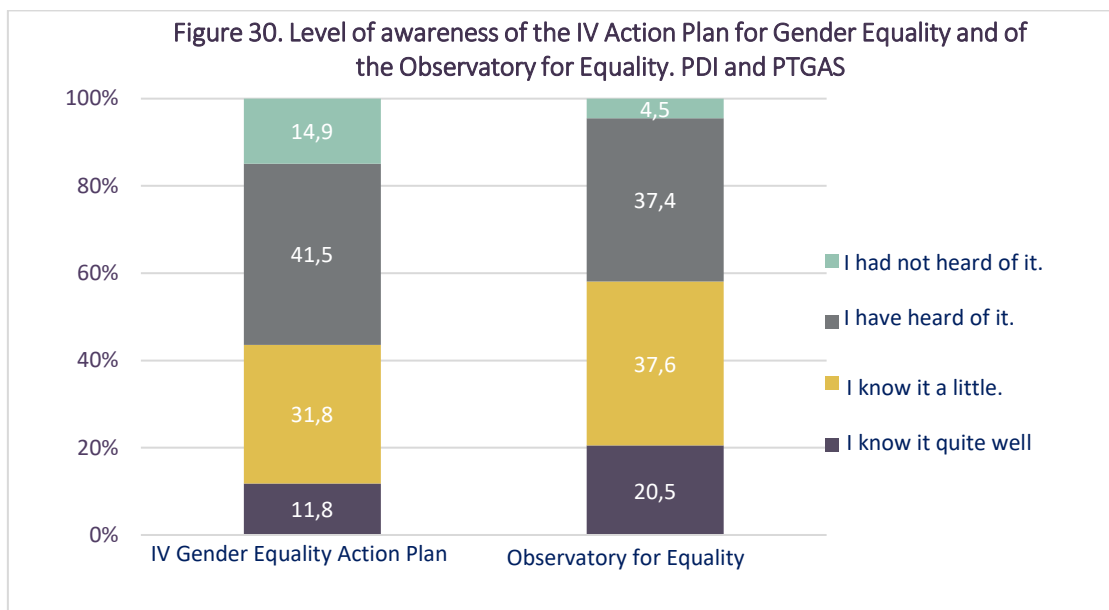
5.2. Knowledge of gender equality policies

Working staff

The proportion of people who are aware to some degree of the IV PAG and the Equality and Diversity Service is quite high, at 85% and 95%, respectively. The Protocol against sexist and

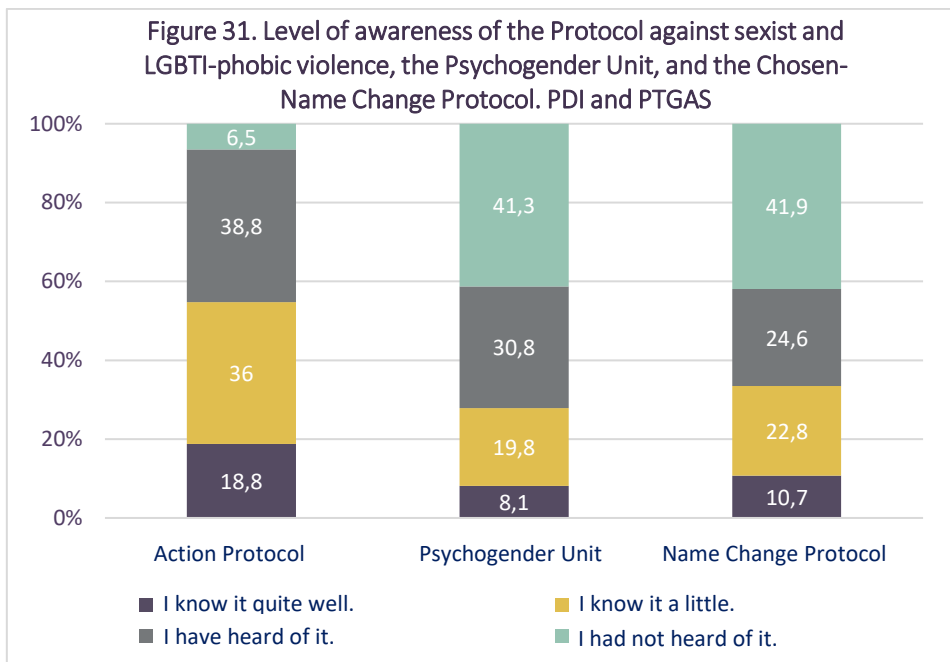
LGBTI-phobic violence is also a tool known to practically all the teachers and the PTGAS who have responded to the survey, 93.5%. On the other hand, the reception service, the Psychogender Unit and the Protocol for changing the name are still unknown to 41% of the working staff in the sample. The proportion of people who are aware of the Guide to the Non-Sexist Use of Language and Training on Equality is quite high, representing 85.5% and 86.7% of the sample, respectively. It should be noted that 52.2% are users of the Guide. However, in relation to courses, only 32.2% have completed training. In this last area, the comments of the people participating in the survey highlight the need to establish training in gender equality as mandatory for teachers in general, and especially for new teachers. It is also considered necessary to disseminate more training in equality among associate professors and to increase the offer in virtual format and in terms of schedule options.

In relation to the awareness days and campaigns carried out on equality, these are widely known activities, and 83.3% and 91% of the people who have responded to the survey are aware of them. As for the conferences, 24% of the sample said they had attended.

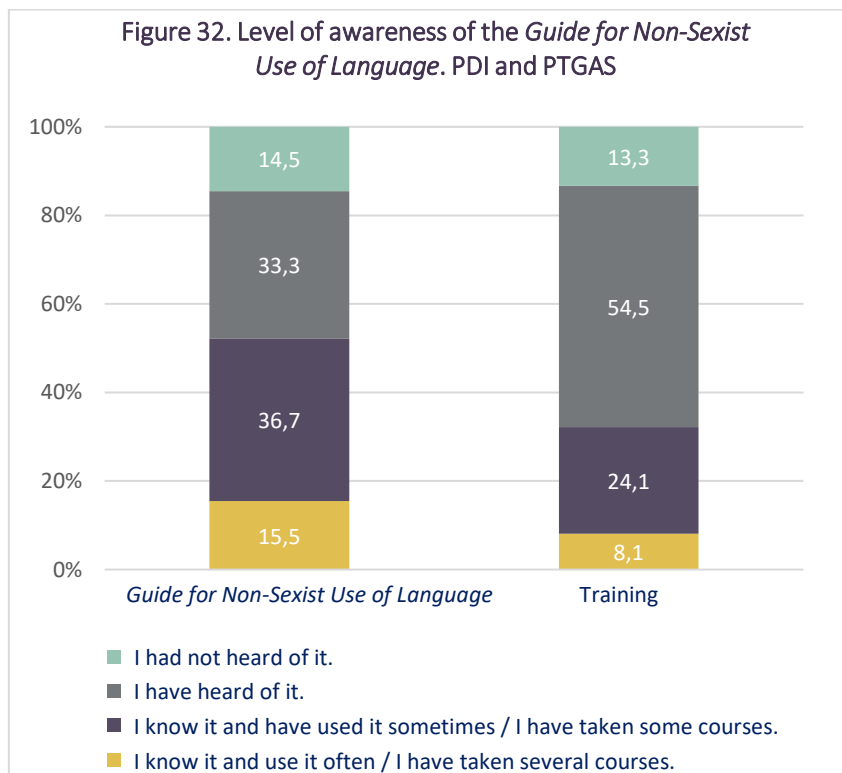


Note: cases without information, 8 and 9, respectively, have been excluded from the analysis.

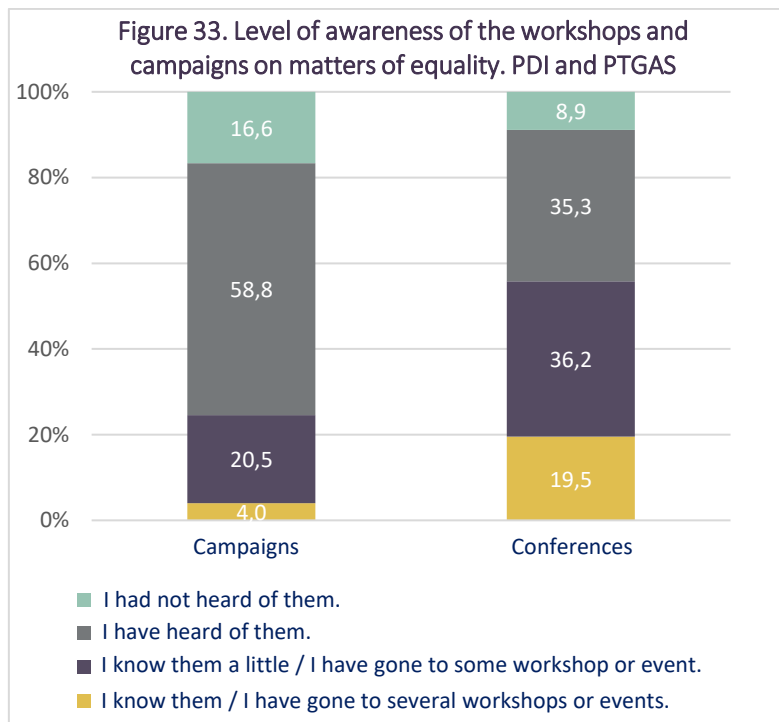
Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, 2023.



Note: cases without information, 8, 9 and 9, respectively, have been excluded from the analysis.
 Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, 2023.



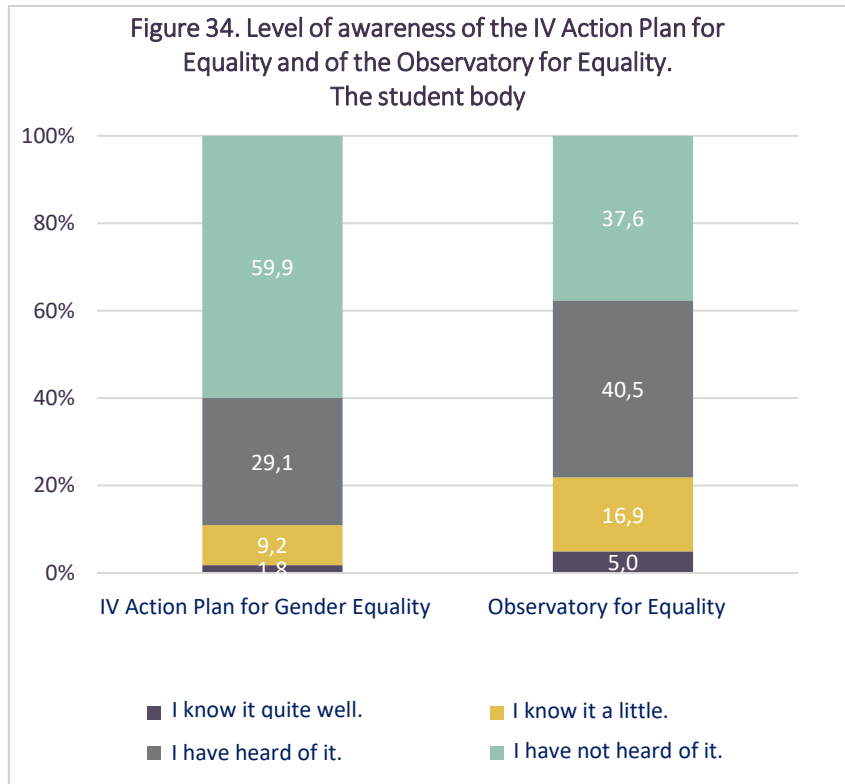
Note: cases without information have been excluded from the analysis, 9 for both variables.
 Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, 2023.



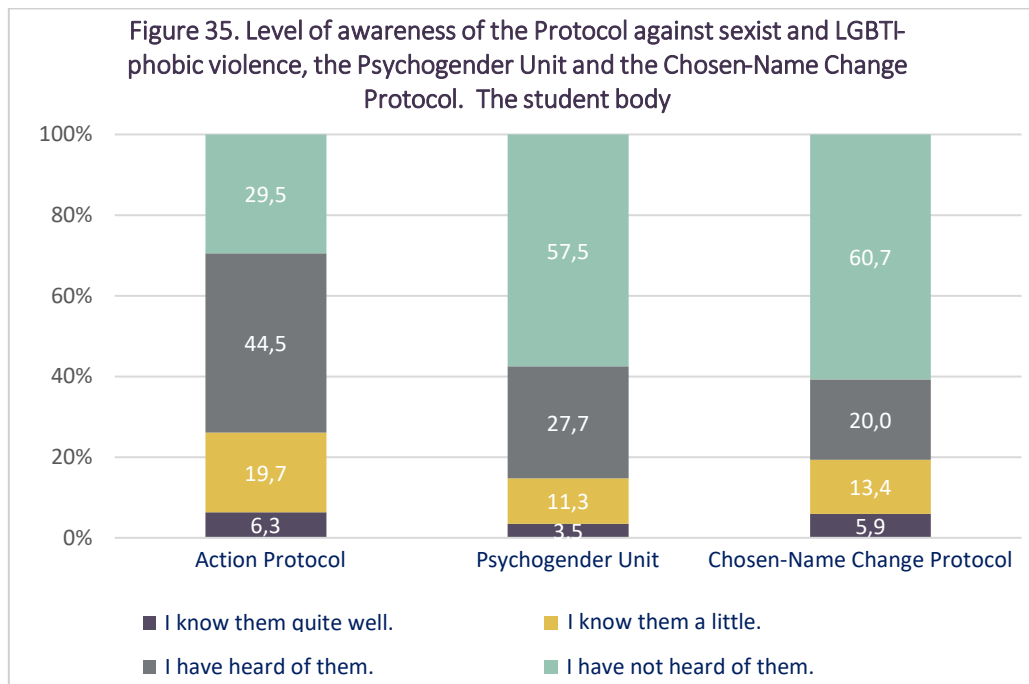
Note: cases without information, 11 and 9, respectively, have been excluded from the analysis.
 Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, 2023

Students

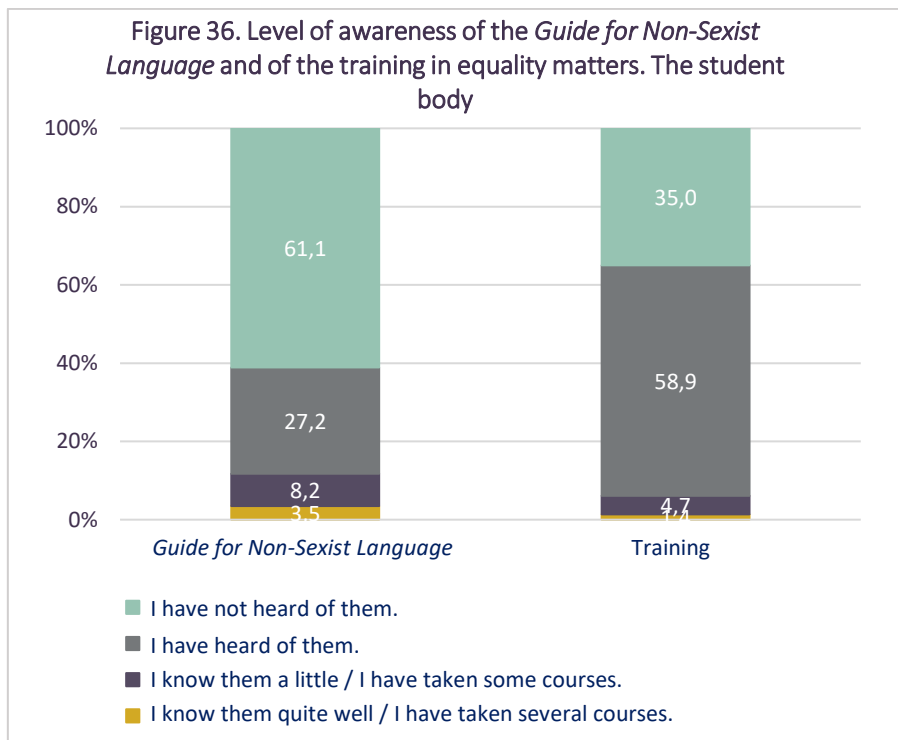
The percentage of students who know to some degree the IV PAG and the Observatory is lower compared to working staff, 40.1% and 62.4%, respectively. The Protocol against sexist and LGBTI-phobic violence is known by a large part of the student body, 70.5%. The Psychogender Unit and the Protocol for changing the meaning of names are still unknown to most of the students, around 60%. Campaigns and training are the most well-known awareness-raising actions for this group, with 73.3% and 65%. On the other hand, there is still a significant part of the student body who are unaware of the conference and, especially, the *Guide for the Non-Sexist use of Language*, 48% and 61.1%, respectively.



Note: cases without information, 7 and 9, respectively, have been excluded from the analysis. Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, 2023.

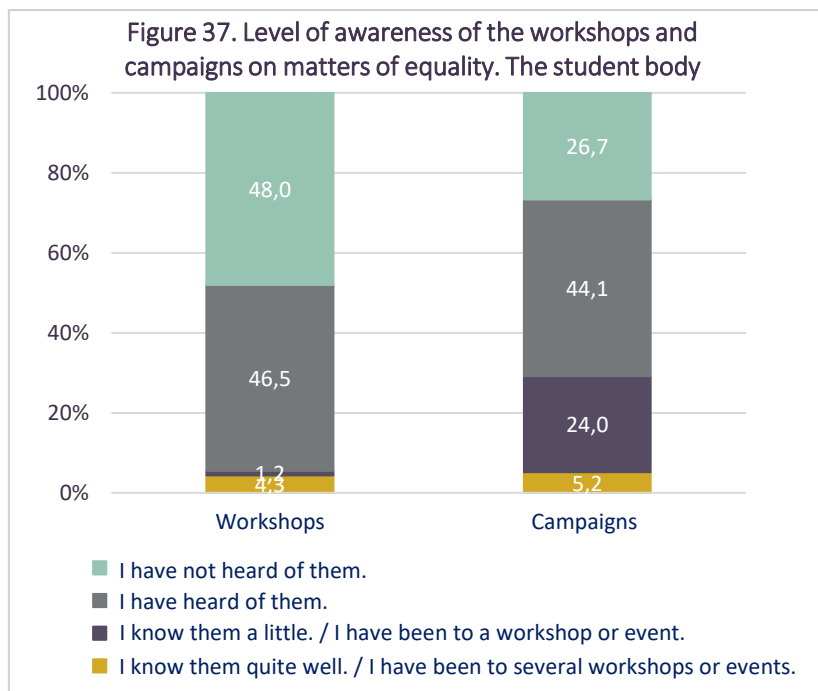


Note: cases without information, 8, 7 and 8, respectively, have been excluded from the analysis. Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, 2023.



Note: cases without information, 9 and 7, respectively, have been excluded from the analysis.

Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, 2023.



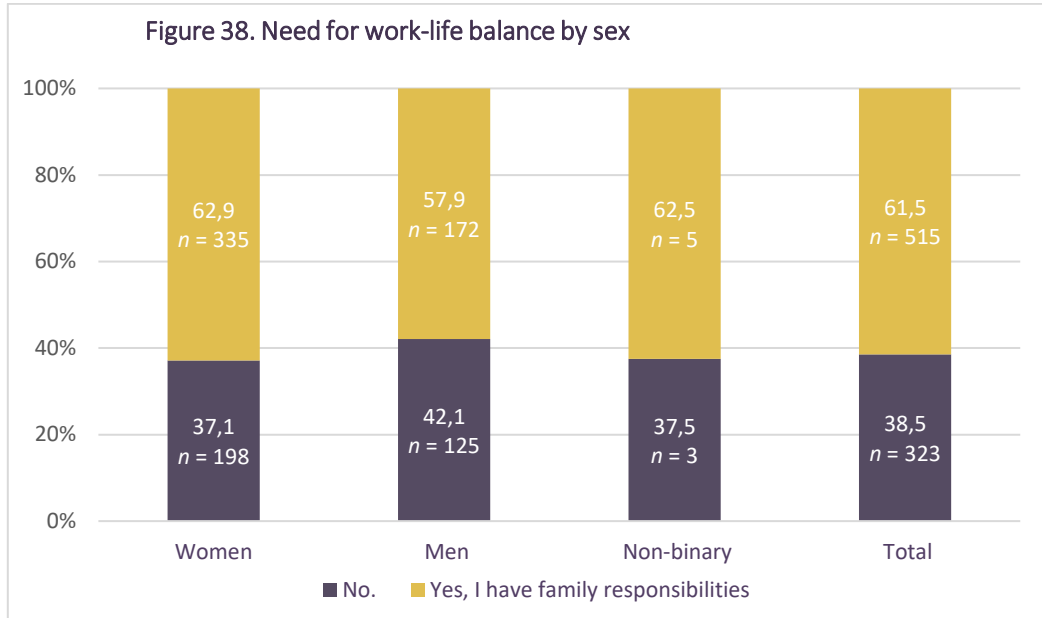
Note: cases without information have been excluded from the analysis, 10 for both variables.

Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, 2023.

5.3. Work-life balance

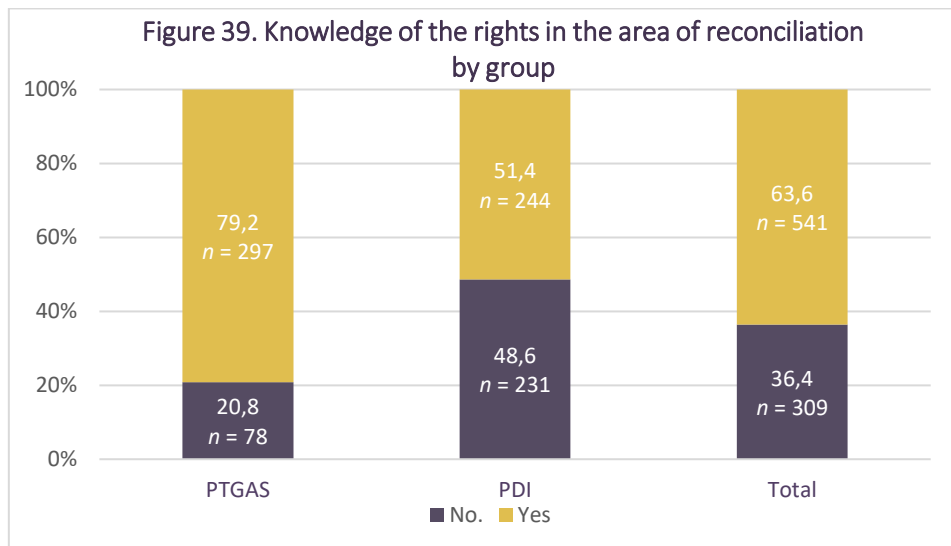
More than half of the UAB's staff, 61.5%, say they have work-life balance needs, with no significant differences observed between women and men. In relation to conciliation rights, they

are widely known by the PTGAS (79.2%); on the other hand, the proportion of people in the teaching and research staff who say they are not aware of these rights (48.6%) stands out. With regard to their opinion on policies in this area, 71% of the sample considers that they provide solutions for work flexibility, 45% believe that they provide resources and services for work-life balance, and only 31.7% consider that they contemplate the incorporation of staff to cover reductions in working hours and sick leave. It is worth mentioning that in these last aspects a significant part does not take a clear position (37% and 35%, respectively).



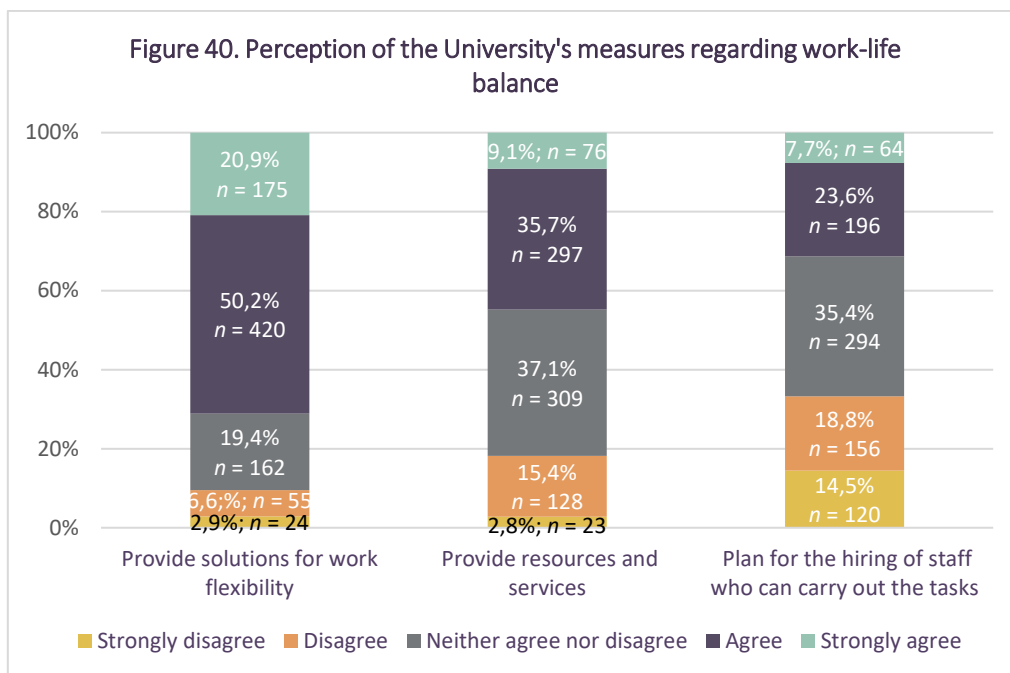
Note: unanswered cases have been excluded, 21.

Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, 2023.



Note: unanswered cases have been excluded, 21.

Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, 2023.



Note: No response cases, 23, 26 and 29, respectively, have been excluded.

Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, 2023.

In considering the comments of the survey, in relation to the PTGAS, it is repeatedly questioned whether the decision to enjoy a right to conciliation depends, ultimately, on the will of the boss. The need to strengthen support for services or areas is identified when there are staff with reduced working hours due to family reconciliation or medical leave, and teleworking is proposed as a conciliation mechanism, which is why it is requested to reconsider the obligation to be present in the services and facilitate access to teleworking for interim staff. It is also proposed to expand work-life balance to people's self-care and strengthen psychological care for working personnel.

In the case of the PDI, the complaint about the impossibility of enjoying family reconciliation due to teaching schedules and the high workload derived from the need to publish, carry out research, prepare teaching and take on management tasks stands out. In the case of the most vulnerable teaching staff, such as associate teachers, the difficulties in conciliation are aggravated due to the impossibility of choosing the teaching schedule, and in relation to research staff in training, a precarious situation is perceived with a high workload that makes it difficult to form a family. Moreover, the lack of knowledge of conciliation rights is highlighted. In this regard, it is requested to improve the dissemination of these rights and to create a clear and visible information point to which to turn for these issues. On the other hand, there is a proposal to include the time spent on care in the assessment of the curriculum.⁷

5.4. Gender perspective in UAB spaces

In relation to this area, the survey addresses for the first time several aspects related to gender diversity, the menstrual cup and breastfeeding in UAB spaces. The main results on these aspects are presented below, differentiating between the working staff and the students.

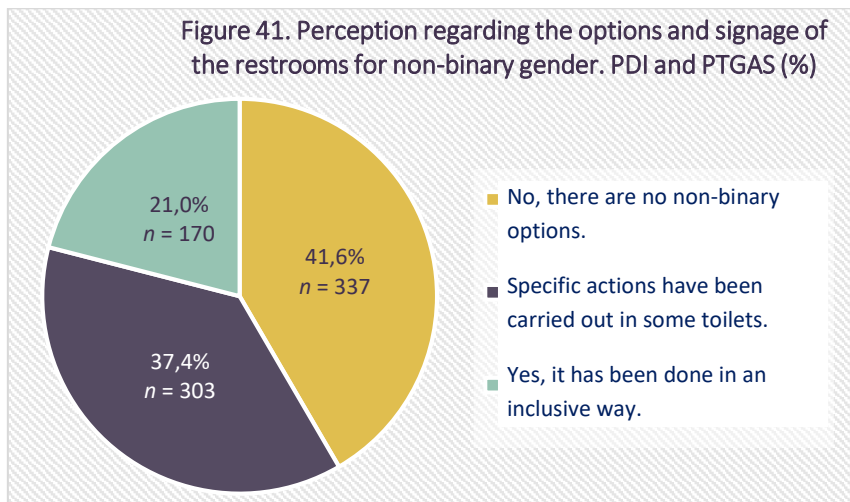
⁷ The details of the information can be consulted in the document *Diagnosis of the I Plan for Gender Equality in Labour Matters and the V Action Plan for Gender Equality of the UAB. Data from the survey on equality policies, 2023.*

Working staff

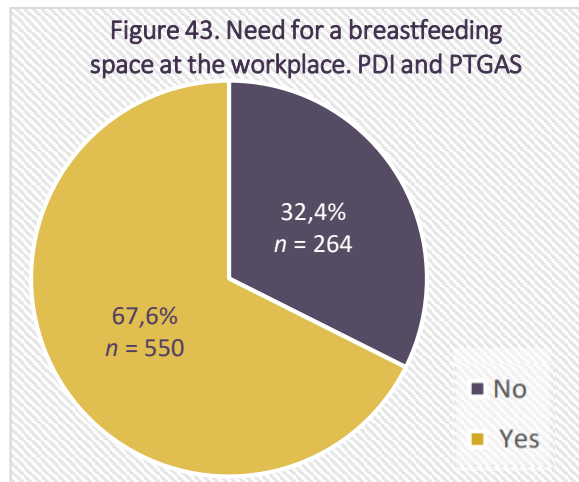
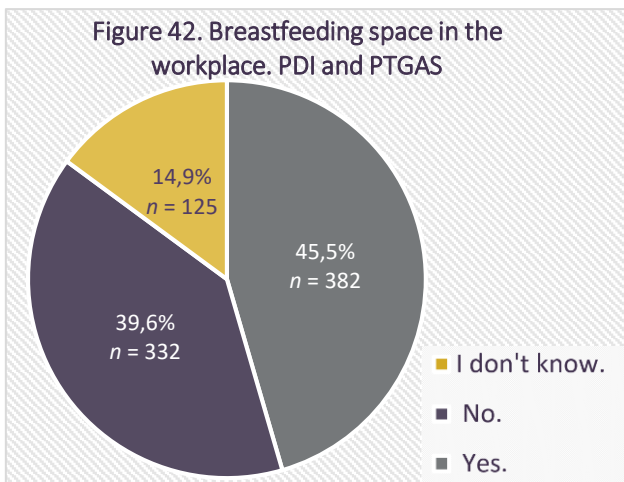
A significant proportion of the workers who participated in the survey, 42%, believe that there are no options for non-binary gender. As for how this diversity should be included, 39% believe that it should be done using icons and signs without any type of gender identity, and 28% consider that icons and signs should be diversified to include all diversities.

In relation to the existence of toilets where the menstrual cup can be cleaned comfortably and safely, 57.8% of the people who responded to the survey stated that there are no toilets prepared for this service. In addition, 43% consider that it is necessary to improve the provision of hygienic material in the toilets, such as soap, paper or sanitary towels, and that a sink should be included inside for cleaning the menstrual cup or any other element.

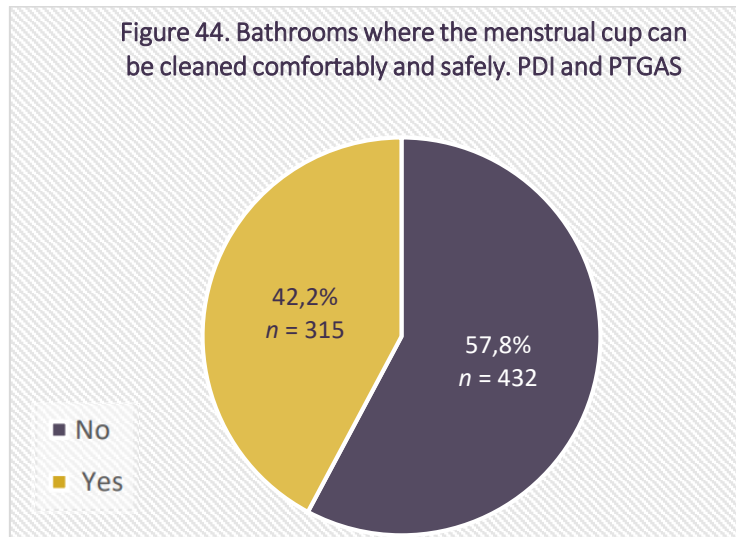
Regarding breastfeeding spaces, most respondents are unaware of whether such facilities exist in their workplace. Additionally, 39.6% state that these spaces do not exist. Regarding the need to have these spaces, about 68% consider that they are necessary. The comments also reinforce the perception of the need to set up breastfeeding spaces or *baby-friendly points*, where natural or artificial breastfeeding can be offered in a calm and safe environment.



Note: 49 cases without information (NS/NC) have been excluded from the analysis.
 Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, 2023.



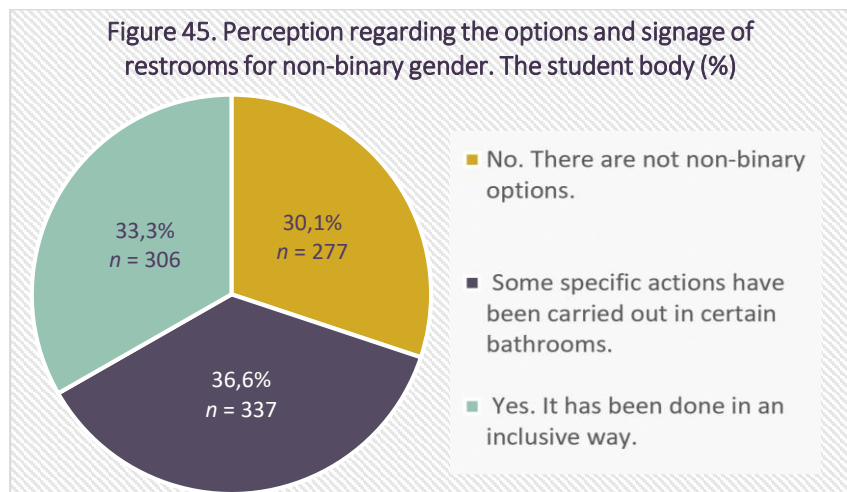
Note: cases without information (NS/NC) (20 in Figure 42 and 45 in Figure 43) have been excluded from the analysis.
 Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, 2023.



Note: 122 cases without information (NS/NC) have been excluded from the analysis.
 Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, 2023.

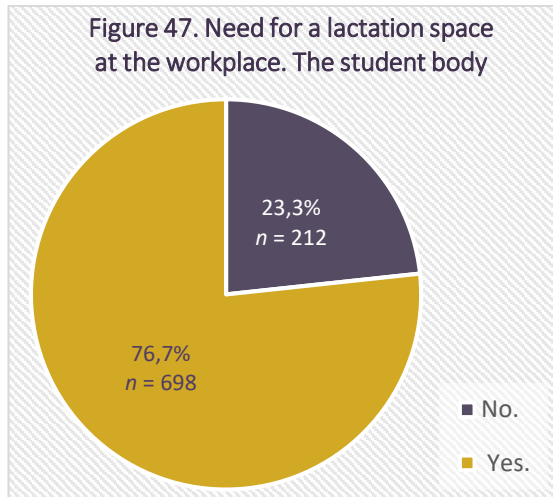
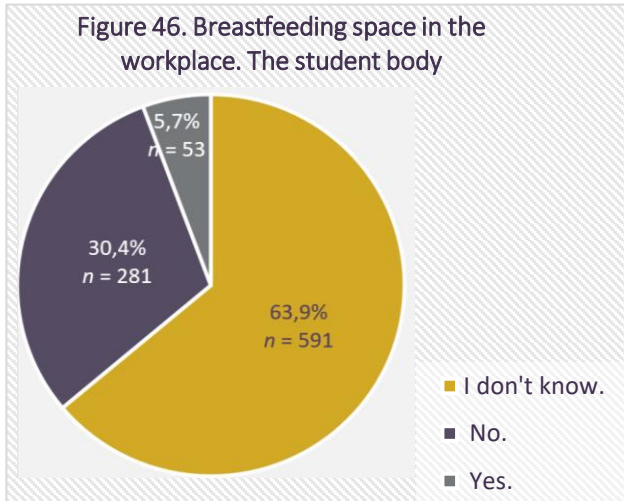
Students

With regard to non-binary toilet options, students consider in a higher proportion than working staff (37% vs. 33%, respectively) that specific actions have been carried out and that the services are inclusive. Regarding the existence of toilets where the menstrual cup can be cleaned comfortably and safely, the perception is similar to that of the working staff: 55% say that there are no toilets that offer this service and 44% consider that it is necessary to improve the provision of hygienic material and that a sink or some other element inside should be included for cleaning the menstrual⁸ cup. As for breastfeeding spaces, the proportion of students who do not know if they exist in their centres is higher than that of working staff, 64%. However, the trend is reversed with respect to the importance of having these spaces, as most consider that they are necessary, 77%.

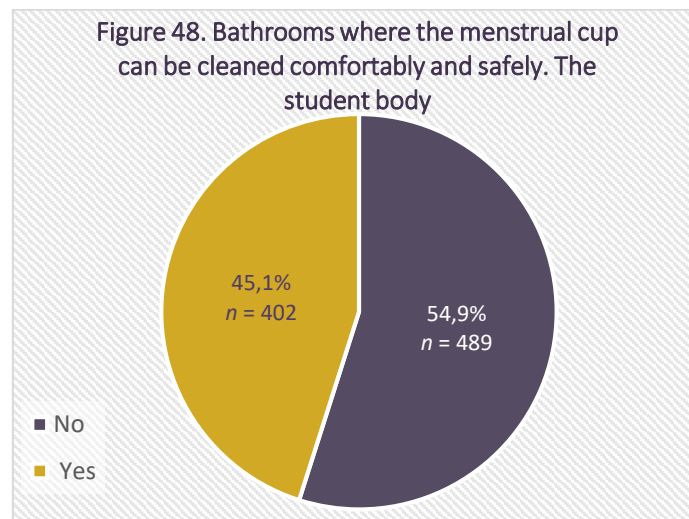


Note: 35 cases without information (NS/NC) have been excluded from the analysis.
 Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, 2023.

⁸ The details of the information can be consulted in the document *Diagnosis of the I Plan for Gender Equality in Labour Matters and the V Action Plan for Gender Equality of the UAB. Data from the survey on equality policies, 2023.*



Note: cases without information (NS/NC) (30 in Figure 46 and 43 in Figure 47) have been excluded from the analysis. Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, 2023.



Note: 64 cases without information (NS/NC) have been excluded from the analysis. Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, 2023.

5.5. Sexist and LGBTI-phobic violence

Working staff

As can be seen in the graphs in this section, a significant part of the people who participated in the survey say that they have not suffered or witnessed situations of this type, either from someone from the UAB or from an external person. Likewise, with regard to people who stated that they had suffered a situation of this type at the UAB, the most indicated were harassment based on sex and sexual harassment exercised by a co-worker. The situations indicated as most frequent in the work environment are: making jokes or comments with sexual content, jokes or offensive comments against the LGBTI+ community, offensive comments about the body or private life, suffering unwanted physical contact and discomfort with the explanation of one's own sexual experiences. In addition, through open questions, some people report experiences

related to normalization and high tolerance towards sexist and/or LGBTI-phobic jokes and jokes, sexual comments or other inappropriate comments about people's private lives.⁹

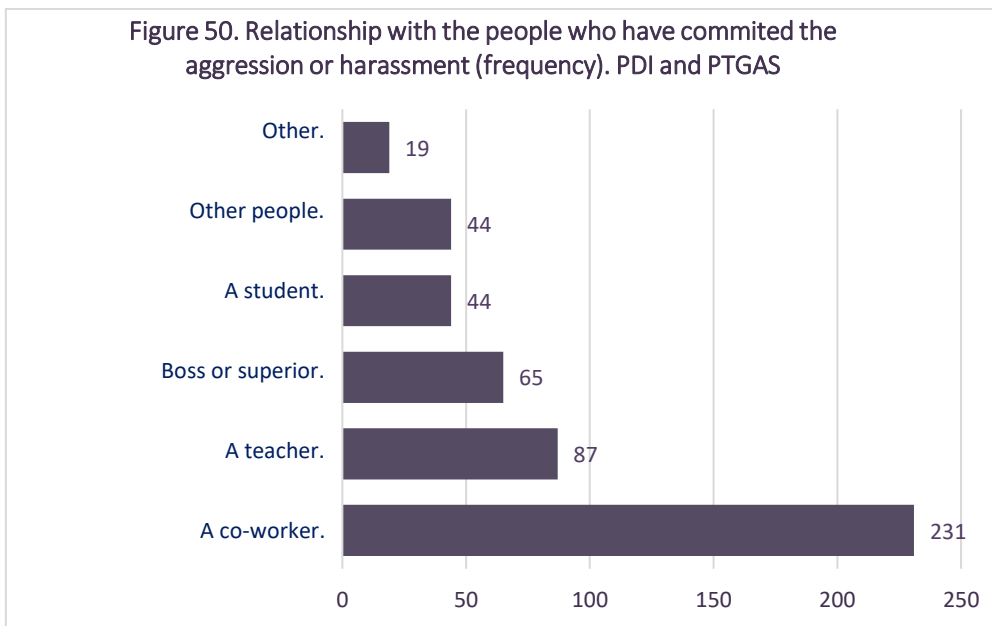
When faced with sexist or LGBTI-phobic violence, most victims report not knowing which service or figure to contact, especially people from the PTGAS collective, who represent 77.2%, 9 percentage points more than the PDI, located around 68%. However, with regard to people who did go to a service or figure, the option "Others" appears as the most frequent, followed by "Equality policy managers of the centres". Within "Others", representatives of the working staff, managers and people external to the UAB have been specified, although this option has also been marked when no service or figure has been used. For those people who did go to a service or figure, the highest scores in terms of the degree of satisfaction with the care and management of the case were awarded to the equality policy managers of the centres and, secondly, to the Observatory for Equality: on a scale of 1 (lowest) to 5 (highest), equality policymakers between 4 and 5 were assigned 70% in care received and 60% in situation management; the Equality and Diversity Service received these values, 4 and 5, by 65.7% with respect to care and 54.6% in case management.



Note: 45, 42, 46, 38 and 38 cases without information (NS/NC) have been excluded from the analysis, respectively.

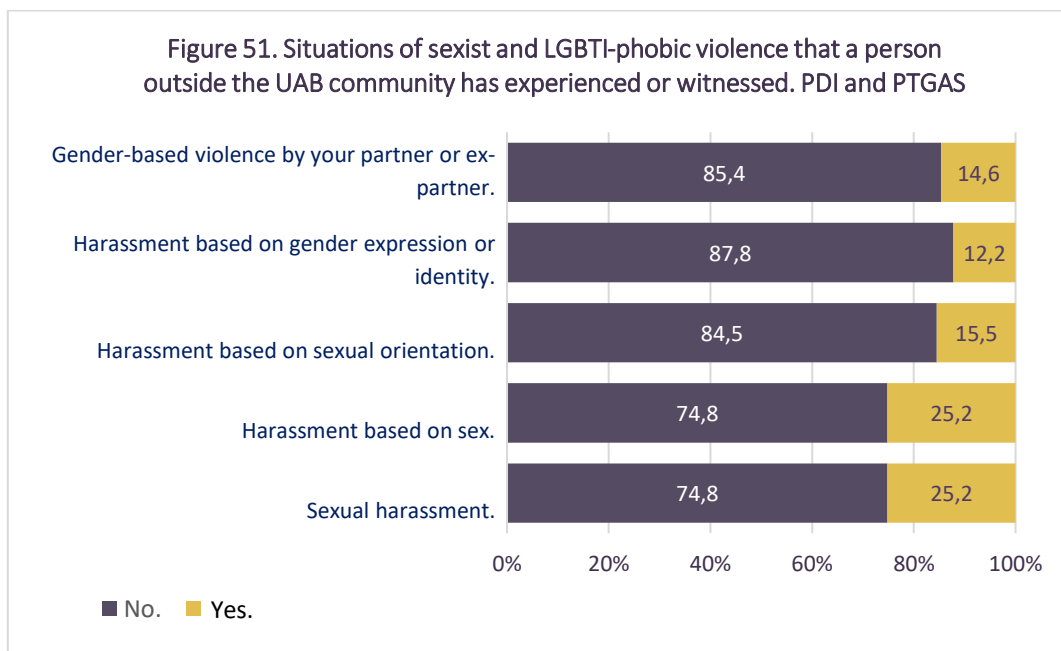
Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, October 2023.

⁹ The details of the information can be consulted in the document Diagnosis of the I Plan for Gender Equality in Labour Matters and the V Action Plan for Gender Equality of the UAB. Data from the survey on equality policies, 2023.



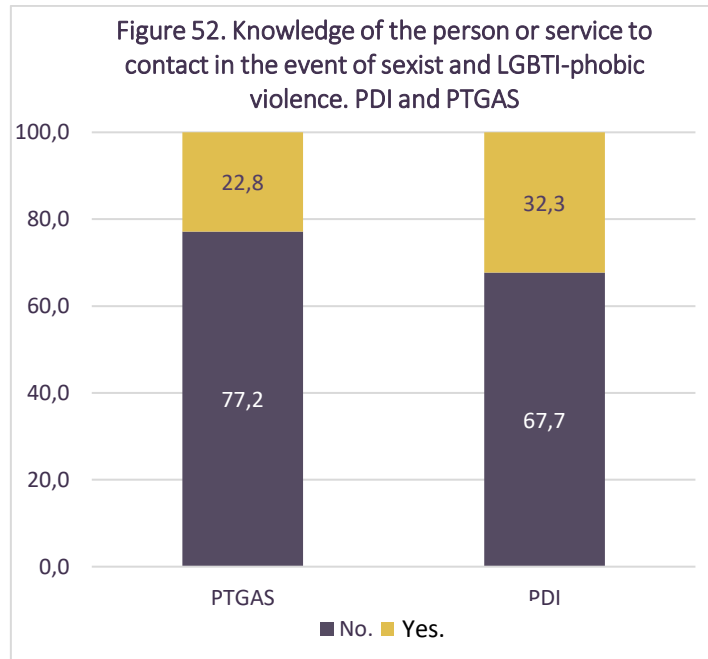
Note: 541 cases without information (NS/NC) have been excluded from the analysis.

Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, October 2023.

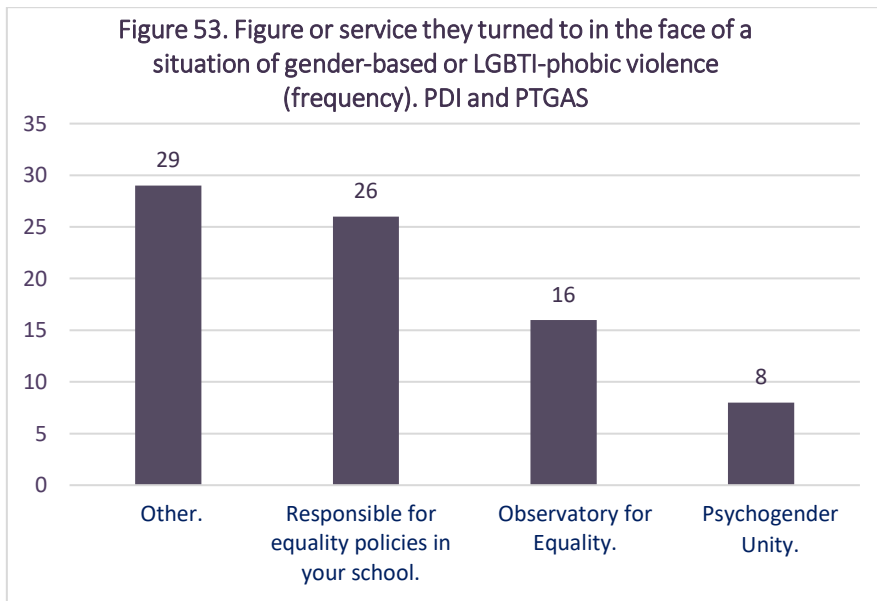


Note: 56, 59, 54, 50 and 50 cases without information (NS/NC), respectively, have been excluded from the analysis.

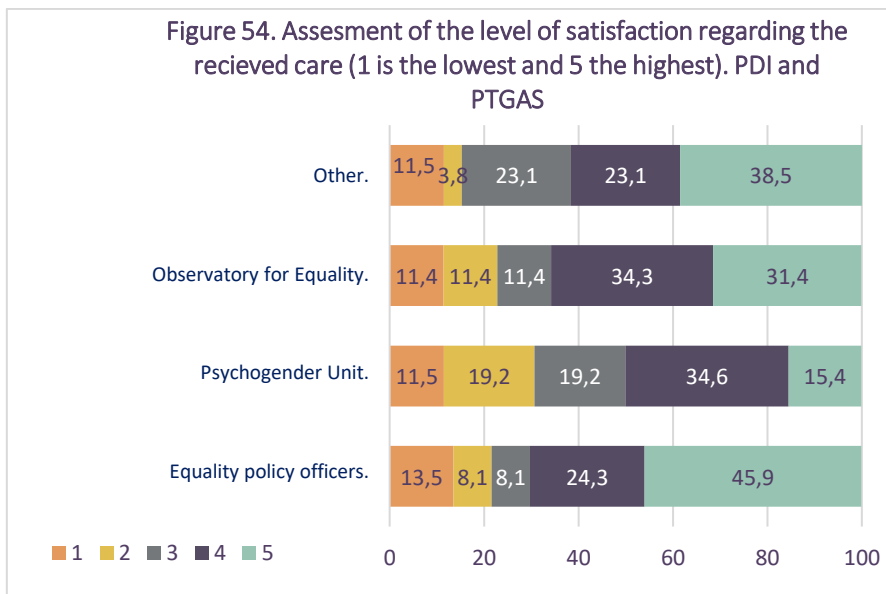
Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, October 2023.



Note: 603 cases without information (NS/NC) have been excluded from the analysis.
 Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, October 2023.

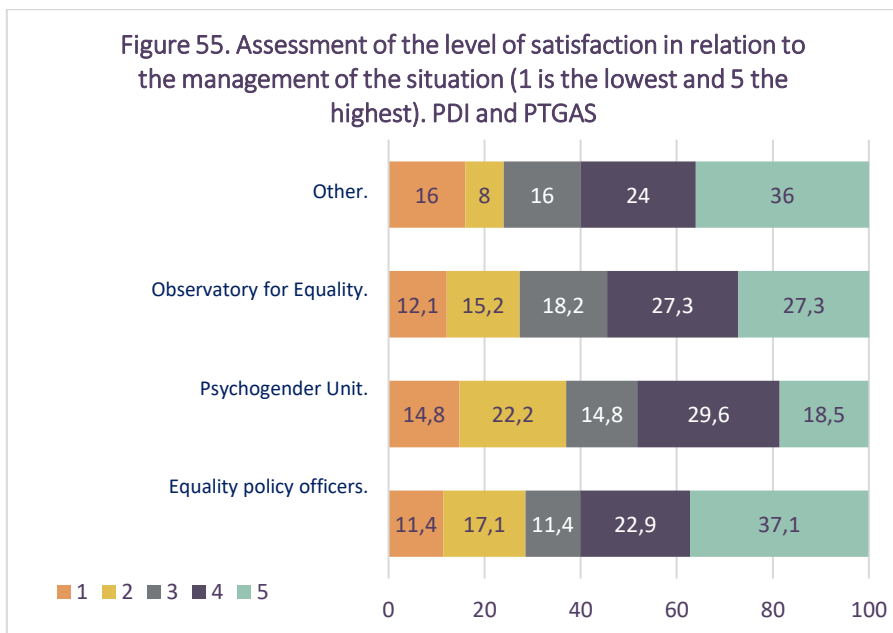


Note: 603 cases without information (NS/NC) have been excluded from the analysis. Within the "Other" option, representatives of the working staff, superiors or people external to the UAB have been specified in some cases. It should be noted that, in most of the cases that answered "Other", it was decided not to address any service or figure.
 Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, October 2023.



Note: 833, 824, 833 and 822 cases without information (NS/NC) have been excluded from the analysis, respectively.

Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, October 2023



Note: 834, 826, 832 and 824 cases without information (NS/NC) have been excluded from the analysis, respectively.

Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, October 2023.

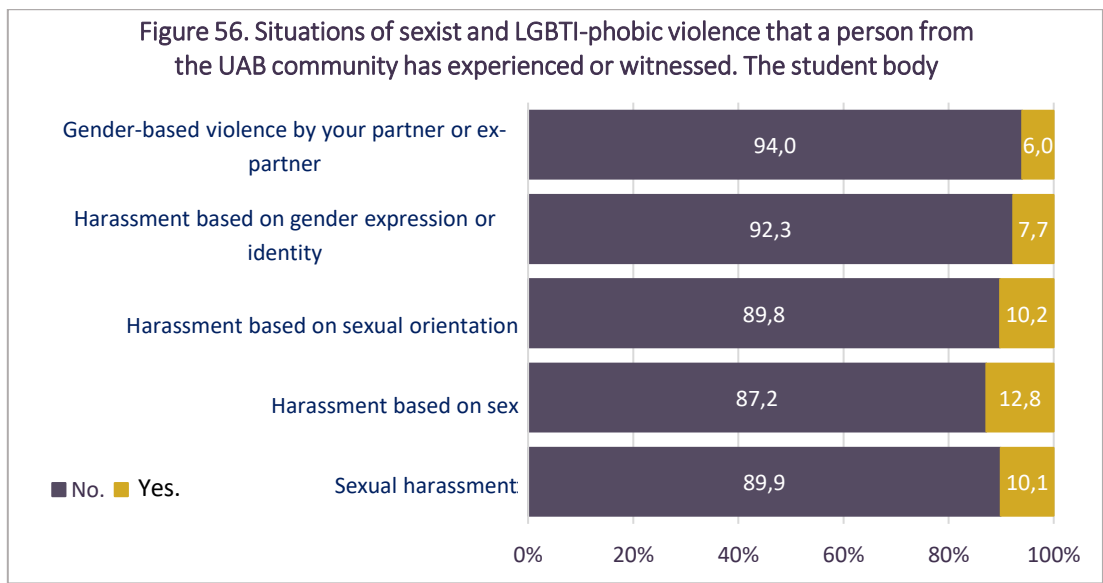
If we consider the comments, the general assessment with the institution and in relation to the performance is not very positive, since there is a perceived lack of response from the University to situations of harassment and other forms of sexist violence. Various proposals are put forward to improve the attention of cases: 1) design clearer procedures and circuits; 2) update the current protocol; 3) strengthen the care and protection of victims and their environment, and make visible the mechanisms of action and prevention; 4) strengthen the investigation of reported cases; 5) enable anonymous reporting channels; 6) greater speed in the action in general and, especially, in the procedures for changing the direction of the thesis; 7) establish

restorative justice and specific programmes to empower people who have suffered a situation of sexist or LGBTI-phobic violence; 8) Create the reception figure in the departments for the first attention and labour recognition of the time dedicated to the management of this type of case. Finally, there are also comments on the demand for greater dissemination of the Protocol and the circuits and for training in the prevention of this type of violence.¹⁰

Students

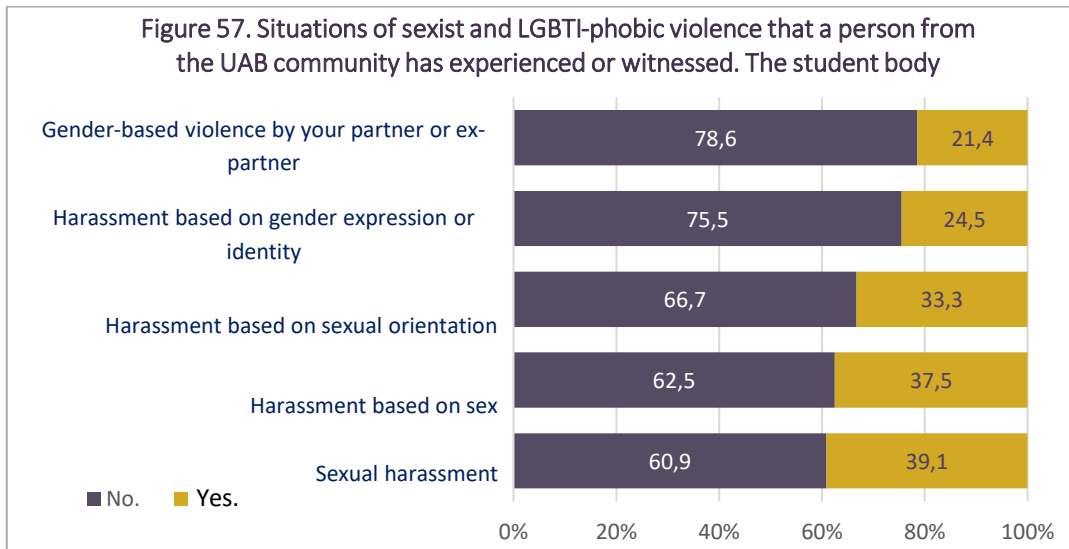
Also, the majority of the students who participated in the survey stated that they had not suffered or witnessed situations of sexist or LGBTI-phobic violence at the UAB or outside it. However, among the people who do declare that they have experienced a situation, the most indicated have been harassment based on sex, sexual orientation and sexual harassment, exercised by a colleague. The situations indicated as the most frequent are practically the same as those mentioned by the workers: making jokes or comments with sexual content, jokes or offensive comments against the LGBTI+ community, or offensive comments about the body or private life; making them uncomfortable when explaining their own sexual experiences, or insistent or lascivious looks that have intimidated.

When faced with a situation of sexist or LGBTI-phobic violence, 78% of students say they do not know which service or figure to turn to. For those people who have gone to a service or figure, the most frequent option has been "Others" and "Heads of equality policies of the centres". "Others" includes friends, family members or other people outside the UAB. The highest scores in relation to the degree of satisfaction with the care received (between 4 and 5) have been assigned to the Equality and Diversity Service (38%) and, in second place, to the people responsible for equality policies at the centre (31.3%). On the other hand, with regard to case management, the figure of the people responsible for equality policies at the school has been the one who has received these scores: 37% of the students scored with a 4 or 5, while the Equality and Diversity Service received this score from 34%. It is worth mentioning that, in general, students have scored lower than working staff.



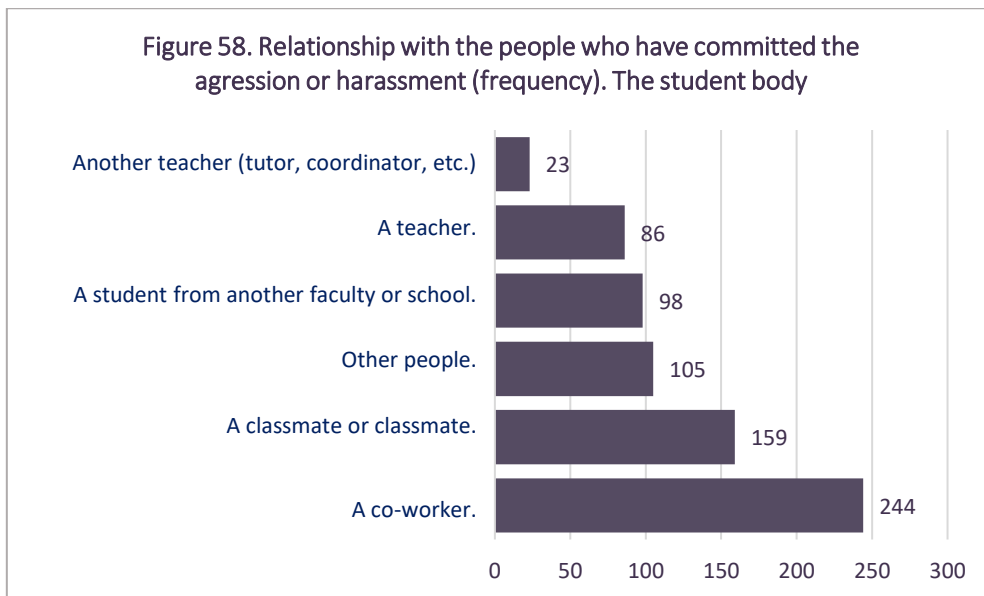
Note: 36, 35, 34, 35 and 32 cases without information (NS/NC), respectively, have been excluded from the analysis. Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, October 2023.

¹⁰ The details of the information can be consulted in the document *Diagnosis of the I Plan for Gender Equality in Labour Matters and the V Action Plan for Gender Equality of the UAB. Data from the survey on equality policies. 2023.*



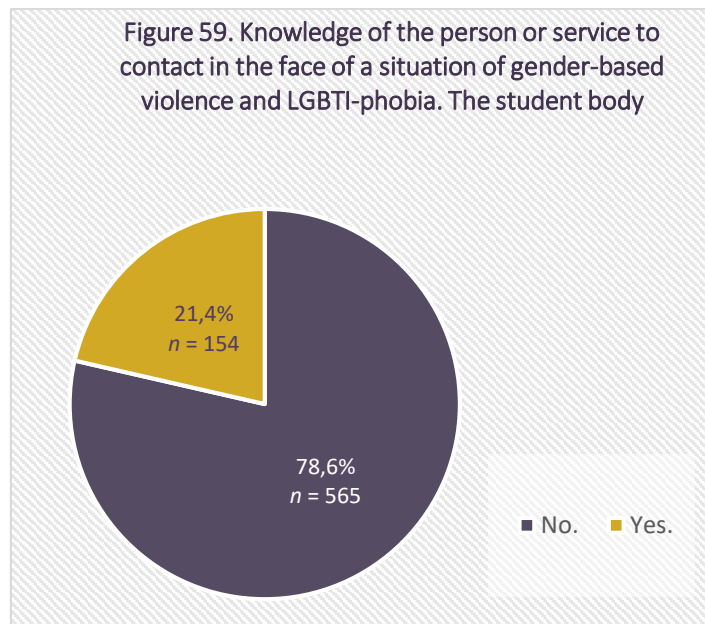
Note: 59, 65, 66, 60 and 53 cases without information (NS/NC) have been excluded from the analysis, respectively.

Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, October 2023.



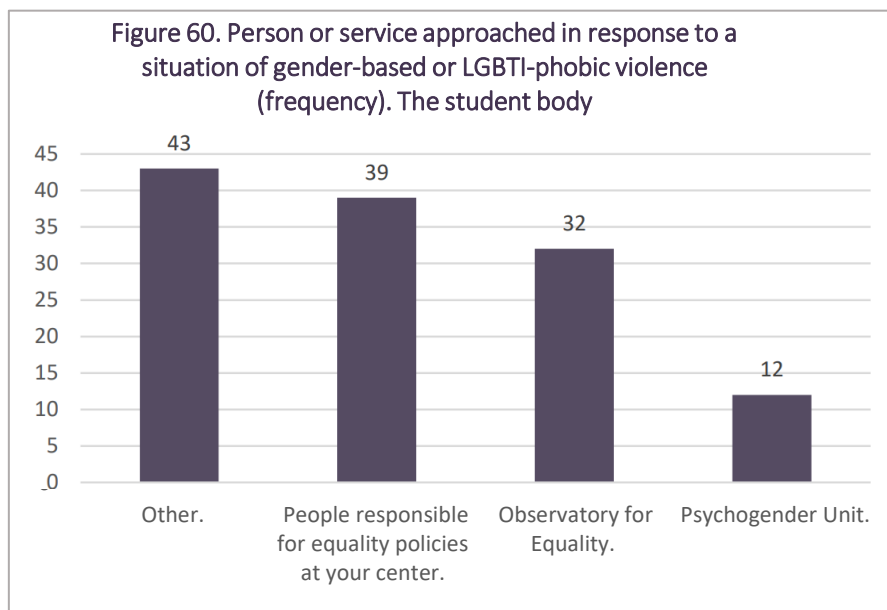
Note: 475 cases without information (NS/NC) have been excluded from the analysis.

Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, October 2023.



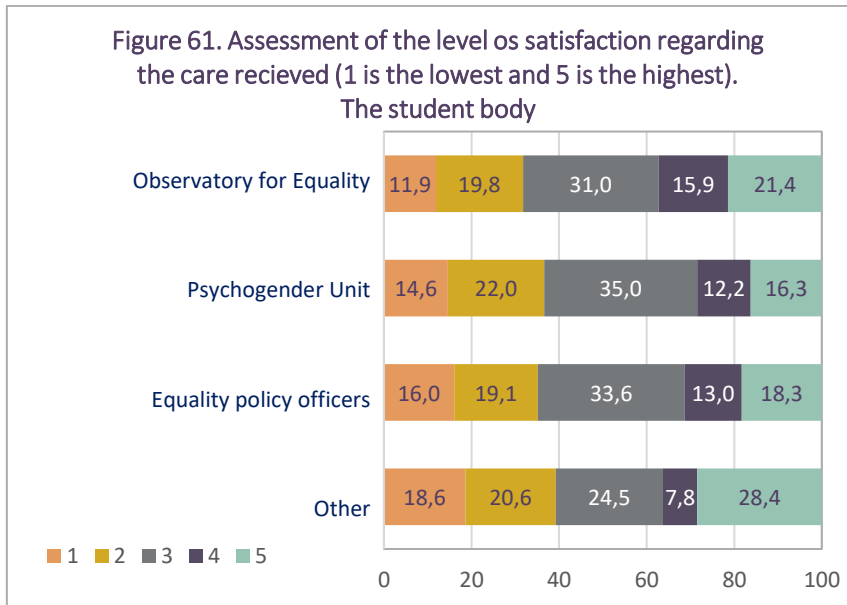
Note: 1,095 cases without information (NS/NC) have been excluded from the analysis.

Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, October 2023.



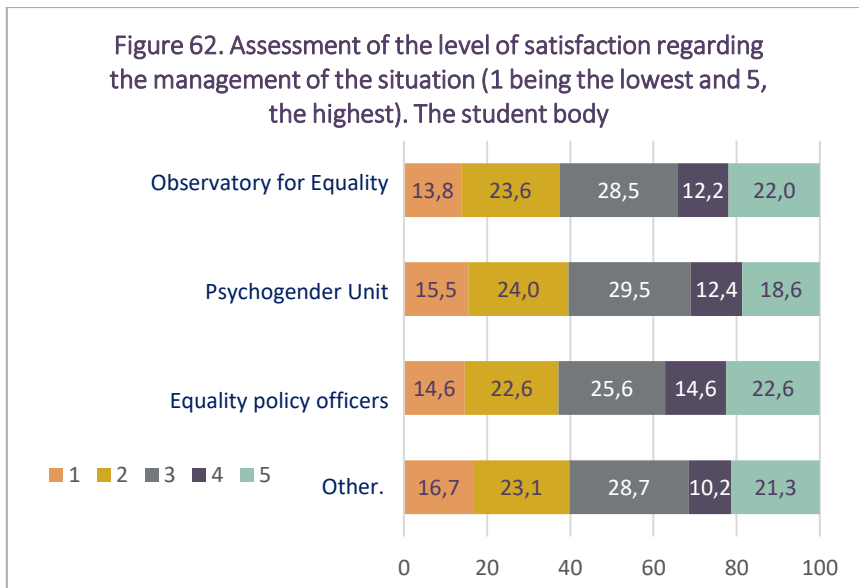
Note: 1,095 cases without information (NS/NC) have been excluded from the analysis. Within the "Others" option, friends, relatives and other people outside the UAB have been specified. It should be noted that, in most of the cases that answered "Other", it was decided not to address any service or figure.

Source: prepared by the Equality and Diversity Service based on data obtained from the survey on equality policies at the UAB, October 2023.



Note: 829, 832, 824 and 853 cases without information (NS/NC) have been excluded from the analysis, respectively.

Source: prepared by the Equality and Diversity Service based on data obtained in the survey on equality policies at the UAB, October 2023.



Note: 832, 836, 826 and 847 cases without information (NS/NC), respectively, have been excluded from the analysis.

Source: prepared by the Equality and Diversity Service based on data obtained in the survey on equality policies at the UAB, October 2023.

6. Degree of implementation of the measures of the IV PAG

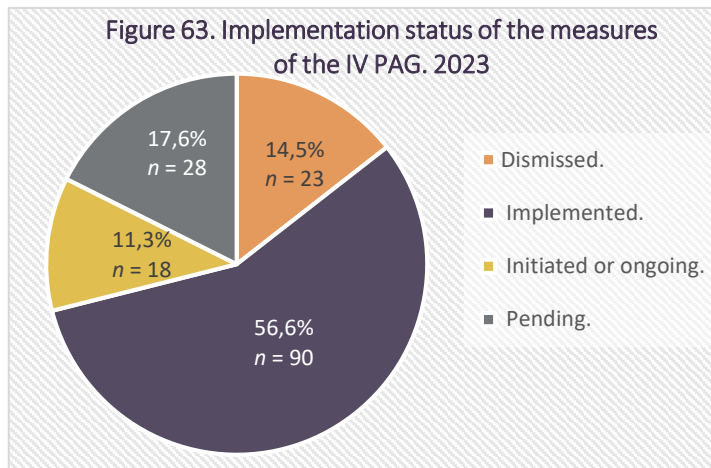
This section presents the main results of the evaluation of the degree of implementation of the measures of the IV PAG. Specifically, 159 measures have been evaluated, including those corresponding to the addendum resulting from the adaptation of the Plan to RD/901/2020.¹¹

¹¹ In application of this Royal Decree, in 2022 a process of adaptation of the IV PAG to its requirements begins, which results in an addendum with measures. These measures have been included.

The evaluation has been carried out through a system of indicators designed to measure the degree of application of the actions. The data for the calculation of these indicators have been obtained from various sources of information (contents of documents, publications and websites) and from the monitoring sheets prepared by the Observatory's technical team based on meetings with the bodies involved in the implementation of the measures.

The result of this evaluation is presented below in general terms and in more detail, distinguishing the measures and aspects corresponding to the workplace.

6.1. Overall results of the IV PAG measures



In general, it can be stated that 56.6% of the measures included in the IV PAG and its addendum have been fully implemented, 11.3% have been partially implemented and 17.6% have been left pending. It is worth mentioning that 23 actions, 14.5%, have been rejected because their execution was not viable.

Note: The graph shows the distribution of the measures of the IV Plan and its addendum (result of the adaptation to RD 901/2020), a total of 159. It should be noted that some measures appear repeated because, in reality, they contain more than one action and their execution corresponds to more than one body.

Source: Observatory for Equality, December 2023.

Table 4. Degree of implementation of the measures of the IV PAG according to the axes or scope of action.

AXES		STATUS				Total
		Dismissed	Implemented	Initiated or in progress	Pending	
Axis 1. Promotion of gender equality culture and policies	n	2	30	10	0	42
	%f	4,8	71,4	23,8	0,0	100,0
Axis 2. Equal conditions in access, promotion and organisation of work and study	n	7	16	6	17	46
	%f	15,2	34,8	13,0	37,0	100,0
Axis 3. Promotion of the gender perspective in teaching and research	n	10	11	0	8	29
	%f	34,5	37,9	0,0	27,6	100,0
Axis 4. Participation and equal representation in the university community	n	2	16	0	3	21
	%f	9,5	76,2	0,0	14,3	100,0
Axis 5. Promotion of an organization free of sexism and gender violence	n	2	17	2	0	21
	%f	9,5	81,0	9,5	0,0	100,0
Total	n	23	90	18	28	159
	%f	14,5	56,6	11,3	17,6	100,0

Note: The table shows the distribution of the measurements of the IV Plan and its addendum (result of the adaptation of RD 901/2020), a total of 159. It is worth mentioning that there are some measures that appear repeated because they actually contain more than one action and their execution corresponds to more than one body.

Source: Observatory for Equality, December 2023.

With regard to the application of the measures according to the areas or axes of action, the table above shows that the axes "Promotion of an organisation free of sexism and gender violence",

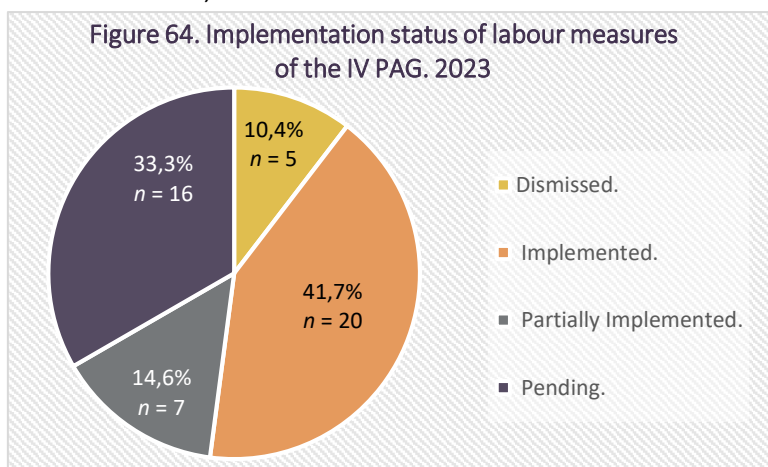
"Participation and equal representation in the university community" and "Promotion of culture and gender equality policies" are the ones with the highest number of measures implemented, with 81%, 76.2% and 71.4%, respectively (between 24.3 and 14.8 points above the total percentage of measures implemented).

The axes "Equal conditions in access, promotion and organisation of work and study" and "Promotion of the gender perspective in teaching and research" stand out for having the highest percentage of measures pending implementation: 37% (19.3 points above the total proportion) in the case of the former and 27.6% in the case of the latter (10 points above the total proportion).

6.2. General results of the measures in labour matters

The UAB's IV Action Plan for Gender Equality included within its areas of action equal conditions in access, promotion and organisation of work; participation and equal representation in positions and decision-making bodies, and the promotion of an organisation free of sexism and gender violence. All these areas are aspects included in current regulations and refer to equality plans. For this reason, in the process of negotiating the measures in labour matters, the assessment of the degree of application of the actions relating to the labour field included in the IV PAG has been considered as part of its foundations.

The main results of the evaluation of the degree of implementation of these measures are described below, a total of 48.



In general terms, and as shown in the graph, 41.7% of the labour measures of the IV PAG have been implemented, 14.6% have been partially applied, 33.3% have remained pending and 10.4% have been rejected.

Note: it is worth mentioning that there are some measures that appear repeated because, in reality, they contain more than one action and their execution corresponds to more than one body.

Source: Observatory for Equality, December 2023.

If the data are considered according to the areas of action or the aspects defined by RD 901/2020, the following table shows that the prevention of harassment and the promotion of gender culture and policies are the aspects that present the highest number of measures implemented, with an application percentage of 100% and 75%. respectively. The areas of professional classification and remuneration; female underrepresentation; and working conditions stand out for presenting fairly high percentages in relation to the measures pending implementation (75% in the case of the first two aspects and 66.7% in the case of the last). The co-responsible exercise is characterised by measures partially implemented and rejected, with 40% in both cases.

Table 2. Degree of implementation of the measures of the IV PAG in labour matters according to aspects or scope of action.

SCOPE	STATUS					
	Dismissed	Implemented	Partially executed	Pending	Total	
1. Selection, hiring and promotion process	<i>n</i>	2	4	1	3	10
	%f	20,0	40,0	10,0	30,0	100,0
2. Professional classification and remuneration	<i>n</i>	0	1	0	3	4
	%f	0,0	25,0	0,0	75,0	100,0
3. Working conditions	<i>n</i>	0	1	2	6	9
	%f	0,0	11,1	22,2	66,7	100,0
4. Training in gender equality	<i>n</i>	0	1	1	0	2
	%f	0,0	50,0	50,0	0,0	100,0
5. Co-responsible exercise	<i>n</i>	2	0	2	1	5
	%f	40,0	0,0	40,0	20,0	100,0
6. Female underrepresentation	<i>n</i>	1	0	0	3	4
	%f	25,0	0,0	0,0	75,0	100,0
7. Bullying Prevention	<i>n</i>	0	10	0	0	10
	%f	0,0	100,0	0,0	0,0	100,0
8. Promotion of gender culture and policies	<i>n</i>	0	3	1	0	4
	%f	0,0	75,0	25,0	0,0	100,0
Total	<i>n</i>	5	20	7	16	48
	%f	10,4	41,7	14,6	33,3	100,0

Source: Observatory for Equality, December 2023.

6.3. Main results of the evaluation

In relation to the specification of the assessment of the implementation of the actions of the IV PAG, below, by scope of action or axis, the specification of the measures that have been implemented and the results they have generated, as well as the actions that have been left pending or have been rejected, are presented.

Axis 1. Promotion of gender equality culture and policies

In the field of promoting culture and gender equality policies, several bodies have been created that contribute to the institutionalization, mainstreaming, and strengthening of equality policies. Specifically, these are the Equality and University Social Responsibility Committee delegated by the Governing Council; the equality committees of faculty or school boards, and the figure of the student equality delegates.

On the other hand, key measures have also been implemented, such as the development of a system of indicators to measure the position of women workers and students at the University, the review of the non-sexist use of language in all calls and resolutions of selection processes, or the inclusion of gender equality as a prioritization criterion in service procurement tenders. This incorporation has been made by modifying point 14 of the document Resolution of ties in the clauses of procurement tenders, introducing the provision that, in the case of a tie in score, priority will be given to the company or entity that has a gender equality plan and a protocol against sexual harassment, harassment on the grounds of sex, sexual orientation, gender identity, or gender expression. Additionally, mention must be made of the inclusion of the gender perspective in the University's budget through the creation of a section presenting information on staff expenses by category and sex, tuition income by areas of knowledge and sex, and income and expenses allocated to the gender perspective at the University.

Finally, the Equality and Diversity Service has prepared the Guide to the Rights of LGBTI+ People at the University, designed and implemented the Communication Plan for policies, actions, and activities on equality, and carried out and promoted various awareness-raising initiatives, namely courses on equality and LGBTI+ rights aimed at the entire community, and campaigns and conferences on these topics. Regarding **gender equality training** during the validity period of the IV PAG, the Training Unit, in collaboration with the Equality Observatory and within the framework of the training programme aimed at staff, has offered several courses on equality and LGBTIQ matters—specifically, a total of 14 training activities with 40 editions and with the participation of 539 people, 81% of whom were women and 19% men. Currently, the People Management Office is assessing the possibility of designing and applying strategies for the promotion and recognition of this training, especially that related to harassment and discrimination based on sex, gender identity or expression, and sexual orientation. One of the proposals put forward is the inclusion of accredited training in these areas as a merit in all promotions, in the form of a generic competence and with proportional and appropriate weight.

Some measures have been ruled out due to the volume of resources required to carry them out, such as the study of the University's budget from a gender perspective or the recognition of compliance with the Plan's measures with a gender equality seal or distinction.

Axis 2. Equal conditions in access, promotion and organisation of work and study

Regarding the selection, recruitment, and promotion process, improvements have been made in the transparency and dissemination of selection processes through the new UAB website, and new prioritization models for full professor and associate professor positions have been approved, which include the non-counting of maternity and paternity leave periods. Additionally, the People Management Office notes, on the one hand, the completion of the review of regulations concerning the selection and promotion of PTGAS and PDI staff in order to adjust them to current legislation and consider aspects related to the promotion of gender equality; and, on the other hand, the completion by the technical staff who participate as committee members in PTGAS selection processes of the course "Equal Opportunities and Non-Discrimination in PAS Recruitment Processes: Gender and Disability." In this regard, measures aimed at incorporating, through the CIC's Women and Science Committee, the gender perspective in academic career evaluation models defined by quality agencies have been ruled out. These are considered low-impact measures, given that the UAB has no direct capacity to intervene in these agencies. The pending measures refer particularly to various studies on the PTGAS and PDI selection processes, specifically the study on access in masculinized environments, the obstacles to women's success in work environments, and the inequalities generated by the current academic career model for PDI staff.

With regard to measures under the area of **professional classification and remuneration**, during the validity of the Plan, the criteria for assigning PTGAS groups and complements (Table of distribution of groups and complements for PTGAS labour staff positions in central and territorial areas) have been drafted and published on the UAB intranet. Also, in this area, the largest number of pending measures are studies: a study on the gender distribution of job functions and management positions and the economic valuation assigned to these functions; an analysis of sex differences in profiles and freely appointed positions; and, finally, a study on complementary pay for PTGAS and PDI by sex and age.

Regarding **working conditions**, the implementation of the measure concerning the assessment of risks for pregnant women, breastfeeding women, or those undergoing fertility treatment stands out. The UAB has a Standard Operating Procedure (PNT) for the protection of persons who are pregnant or breastfeeding against occupational risks, prepared by the Prevention and

Assistance Area, which includes the review and monitoring of each case. Additionally, it should be mentioned that the pay register for 2021 was completed and that work is currently underway to automate its publication and annual updates, in accordance with Decree-Law 901/2020. Pending actions include the incorporation of personal caregiving responsibilities for dependants and children as a criterion in the allocation of teaching schedules for academic staff, and the organization of training for the development of management positions from a gender perspective, as well as various studies: one on the causes of the gender pay gap among staff; one on access to, development of, and recognition of training for PTGAS and PDI; the impact of the double burden (family and work) on the health of academic staff; and a study on the effect of leave, reduced working hours, and permissions related to maternity and the care of dependants on PTGAS promotion.

In promoting **shared responsibility**, the People Management Office has begun creating a section on work–life balance on the website, and the Faculty of Science has set up a space in the centre for breastfeeding and childcare. Furthermore, the Observatory submitted a project to the UAB Social Council's 2023 grant call for the creation of a breastfeeding space in Plaça Cívica for the UAB community.

On the other hand, a working group has been set up, coordinated by the Observatory, to design a proposed procedure for curricular adaptation and for modifying enrolment for students who are victims of gender-based violence or who are responsible for the care of dependent persons. Likewise, it has been decided to dismiss the measure of drawing up a work–life balance plan, since the UAB is governed by what is established in the *Pla Concilia* for universities, as well as the review of maternity and paternity leave considering single-parent families, given that any changes depend on the Social Security leave system.

Finally, regarding gender segregation in studies, the measure related to drafting and publishing a report showing the implications of this phenomenon remains pending. Measures have been implemented concerning the incorporation of the gender perspective in the PAT, and actions have been carried out to foster a friendly environment in educational centres that are strongly masculinized or feminized. To reduce this segregation, the Communication Area has reviewed promotional materials for segregated degree programmes.

Axis 3. Promotion of the gender perspective in teaching and research

With regard to the axis on promoting the gender perspective in teaching and research, several measures have been implemented: 1) the revision of 68% of the bachelor's degree study programme reports in order to identify the gender competence and learning outcome; 2) the dissemination of the Guides for University Teaching with a Gender Perspective by the Vives Network, of the General Framework for the Incorporation of the Gender Perspective in University Teaching by the Catalan University Quality Assurance Agency (AQU), and of the Guide for Working on and Assessing UAB Competences; 3) the introduction of items to measure the gender perspective in the application of teaching guides; and 4) the inclusion of a question on the gender perspective in the student survey on teaching quality evaluation.

With regard to actions promoted under the III PAG, the call for teaching innovation projects on the introduction of the gender perspective (modality B) has been consolidated and continues, as does the training of teaching and research staff to strengthen the incorporation of the gender perspective in teaching and research, and the annual call for awards for the best bachelor's theses with a gender perspective. However, the extension of these awards to master's theses and doctoral dissertations remains pending. Other pending measures include the creation of an interdisciplinary network at the UAB for the incorporation of the gender perspective in teaching

and research, the organization of conferences, and the design of a communication strategy on this topic.

In addition, some measures have been ruled out due to lack of feasibility and resources or because of the low impact of the action, specifically: the inclusion of the gender perspective in the internal quality assurance system, although the non-sexist use of language and sex-disaggregated indicators are incorporated into the system; the analysis of students' perception of the degree of incorporation of the gender perspective in their studies and the assessment of equality in the classroom; the creation of resources for the incorporation of the gender perspective in teaching and research, and of tools for making good practices visible in this field; the proposal for an internal call for research project grants to detect possible gender inequalities at the UAB; and measures that involve external bodies with regard to incorporating the gender perspective in the evaluation criteria and in the reports required for applying for teaching and research assessment bonuses.

Axis 4. Participation and equal representation in the university community

Regarding the axis of participation and gender-balanced representation in the university community, the representative bodies of staff ensure parity on the works council and on the PTGAS and PDI staff boards, and they are even considering extending this to the trade union sections for the next action plan. Parity is also guaranteed in student representation roles, in group student delegates and in the Student Council, as well as in formal communication and transparency to facilitate the participation of women in the University's governing bodies.

Furthermore, the Community Engagement Unit has consolidated training activities on the gender and LGBTI+ perspective for student representatives and for the organization of sociocultural activities, as well as the introduction of the gender perspective in the awarding of grants for student-organized activities and in the debate league regulations. The Live Culture Unit also continues to offer artistic productions on gender equality and LGBTI+ issues, and productions created by women. However, a course on leadership with a gender perspective in research, teaching, and management remains to be launched.

In the area of **female underrepresentation**, the introduction, in selection and promotion processes, of the criterion of the underrepresented sex in cases of candidates with equal merit is being considered for inclusion in the negotiation of the next collective agreement for PTGAS labour staff at universities. As for the measures that have not been implemented, the creation of a mentoring programme to increase the number of women in leadership positions and campaigns to promote the presence of women in masculinized work and study environments remain pending. Regarding this last action, it is proposed to redirect the content of the campaigns and focus on raising awareness about occupational segregation both in university studies and in the professions developed at the University.

Axis 5. Prevention of sexual harassment based on sex, gender, gender identity or expression

The prevention of sexual harassment on the grounds of sex, gender, gender identity or expression is the area that shows a 100% level of implementation. The successful completion of all the measures established in this area has been possible in part because, during the period from 2019 to 2023, the UAB had access to funding from the State Pact against Gender-Based Violence, a grant that enabled the implementation of most awareness-raising and prevention actions. In more detail, the following actions have been implemented:

- 1) Preparation and publication of the annual report on the actions carried out within the framework of the Protocol for Preventing and Acting Against Sexual Harassment,

Harassment Based on Sex, Sexual Orientation, Gender Identity or Gender Expression, and Gender-Based Violence.

- 2) Review and adaptation of the Protocol for Preventing and Acting Against Sexual Harassment, Harassment Based on Sex, Sexual Orientation, Gender Identity or Gender Expression, and Gender-Based Violence in accordance with current regulations and through a working group made up of various members of the UAB community.
- 3) Review of the circuits and channels for reporting cases of harassment and discrimination on the grounds of sex, sexual orientation, gender identity or gender expression, as well as the coordination of the services and units involved in addressing cases.
- 4) Development of a database to record all support actions carried out concerning gender-based violence and LGBTI+ issues.
- 5) Specific meetings with delegates and persons responsible for equality policies in teaching and research centres in order to inform and address matters related to gender-based violence and to remind them of existing protocols, circuits, and resources.
- 6) Prevention and awareness-raising actions such as campaigns (a total of 6), events (a total of 16), and specific training aimed at staff and students (a total of 27 editions of 5 different courses) (278 people trained: 235 women and 43 men).
- 7) Preparation of the Basic Guide to the Rights of Women in Situations of Gender-Based Violence at the UAB and publication on the Equality and Diversity Service website.
- 8) Design and implementation of a specific communication strategy on gender-based and LGBTI-phobic violence through the Communication Plan of the Equality and Diversity Service and in coordination with the UAB Communication and Promotion Area.
- 9) Preparation of the framework document on the policy of faculties, schools, and research centres regarding situations of harassment, inappropriate sexual behaviour, and discrimination. This document was prepared based on policy and values documents from the Faculty of Science, the Code of Ethics of the Faculty of Veterinary Medicine, and the communication document for such situations from the Faculty of Political Science and Sociology.
- 10) Design, printing, and dissemination of infographics with information about available resources and the procedure to follow in situations of gender-based or LGBTI-phobic violence. In addition, within this project, large informational panels with content very similar to that of the infographics were created and installed in different UAB teaching centres.

7. Objectives and measures

This section presents the objectives and measures of the Plan as a result of the result of the diagnosis and the negotiation process. Specifically, the Equality Plan includes a total of 134 measures to comply with 27 objectives that are distributed in 5 axes or areas of action.

Table 2. Number of objectives and measures according to aspects or areas of action

Axis	Objectives	Measures
1. Promotion of equality culture and policies	6	29
2. Equal conditions in access, promotion and organisation of work and study	11	49
3. Promotion of the gender perspective in teaching and research	3	14
4. Equal participation and representation in the university community and with a gender perspective	4	17
5. Prevention of sexual harassment, based on sex, gender, gender identity or expression	3	25
TOTAL	27	134

Axis 1. Promotion of equality culture and policies	
Objective 1.1. To make sexism and gender inequalities visible.	
Measures	
1.1.1. Present all the statistics on staff and students disaggregated by sex in the course report and in the section "UAB in figures".	
Executing body	Communication and Promotion Area together with the Office of Data Governance
Instruments	DWH
Resources	Technical Team
Indicators	(Amount of data disaggregated by sex / amount of data that can be presented disaggregated by sex) * 100, for the course report and in the UAB section in figures and by year
Execution	2025 -
Type	Permanent
1.1.2. Regularly update and publish the indicators to measure the position of women at the UAB.	
Executing body	Office of Data Governance with the support of the Equality and Diversity Service
Instruments	Data Report
Resources	Technical Team
Indicators	- (Number of Updated Indicators / Number of Total Indicators) * 100, per year - Publication of the data (yes or no)
Execution	2025 -
Type	Permanent
1.1.3. To prepare and publish statistics disaggregated by sex on participation in the university community.	
Executing body	Community Involvement Unit
Instruments	Census of delegates of the course; Directory of collectives
Resources	Technical Team of the Unit
Indicators	- (Amount of data disaggregated by sex / amount of data that can be presented disaggregated by sex) * 100, with respect to data disaggregated by sex / amount of data

	that can be presented disaggregated by sex) * 100, with respect to elCens and elDirectori, and per year - Publication of the data (yes or no)
Execution	2025 -
Type	Permanent
1.1.4. Publish statistics disaggregated by sex of the care provided by the Healthcare Service according to the type of pathologies, also specifying the type of mental health affectations, the group and whether it has been classified as an occupational accident.	
Executing body	Healthcare Service
Instruments	Data / website
Resources	Technical Team of the Service
Indicators	- Statistics on the care provided by the Healthcare Service (yes or no) - Publication of statistics on care provided by the Healthcare Service (yes or no)
Execution	2026 -
Type	Permanent
1.2. Raise awareness of gender equality.	
Measures	
1.2.1. Organize an institutional event on the occasion of Working Women's Day that includes an act of recognition of the person, entity, department, teaching centre or research centre that has distinguished itself for the defence of women's rights at the University.	
Executing body	Equality and Diversity Service
Instruments	Conference and act of recognition
Resources	Technical Team of the Unit
Indicators	- Number of days carried out - Number of recognition certificates
Execution	2025 -
Type	Permanent
1.2.2. Draw up a programme with all the events organised around 8M that are held at the University and disseminate them.	
Executing body	Equality and Diversity Service
Instruments	Programme with UAB events, social networks, website
Resources	Communication Technical Team of the Service
Indicators	- Number of programs developed - Number of social media posts
Execution	2025 -
Type	Permanent
1.2.3. Organize commemorative days in the LGBT+ field.	
Executing body	Equality and Diversity Service
Instruments	Conference
Resources	Technical Team of the Unit
Indicators	Number of days carried out by year
Execution	2025 -
Type	Permanent

1.2.4. Undertake awareness-raising campaigns on gender equality and LGBTI+ rights.	
Executing body	Equality and Diversity Service
Instruments	Conferences
Resources	Technical Team of the Unit
Indicators	Number of campaigns carried out per year
Execution	2025 -
Types	Permanent
1.2.5. Provide training for the attention and management of gender diversity in the classroom and in work environments.	
Executing body	Training Unit together with the Equality and Diversity Service
Instruments	Courses offered within the framework of the training program
Resources	Technical Team of the Units
Indicators	- Number of courses taken per year - Number of people who have taken the courses per year
Execution	2025 -
Type	Permanent
Objective 1.3. Improving the management of equality in the University	
Measures	
1.3.1. Provide the Equality Unit with the human and economic resources necessary to make it possible to diagnose and draw up the Equality Plan, as well as to promote and monitor the implementation of the measures of the Equality Plan.	
Executing body	Management
Instruments	Resolution for the creation of the Equality and Diversity Service
Resources	Cost of Scaling
Indicators	- Equality and Diversity Service - Increase in the number of people who are part of the Service - Job stability of the Service's staff
Execution	2025
Type	Punctual
1.3.2. Annually evaluate the application of the measures of the Gender Equality Plan in labour matters.	
Executing body	Equality and Diversity Service together with the Equality Plan Commission
Instruments	Strategy for promoting and monitoring the implementation of equality plans
Resources	Technical Team of the Unit
Indicators	- (Number of assessments conducted during the Plan's term / Number of years of validity of the Plan) * 100 - Number of reports produced - Degree of implementation of the Equality Plan by years and by areas
Execution	2025 -
Type	Permanent

Objective 1.4. To promote the application of equality policies in UAB concessionaire companies.	
Measures	
1.4.1. Establish as a prioritization criterion in service procurement tenders the requirement for companies to have a gender equality plan.	
Executing body	Office of the Deputy Executive Administrator for Economics
Instruments	Tender specifications
Resources	—
Indicators	- Incorporation of the criterion in the tender specifications - (Number of service contracts by companies that have an equality plan / number of service contracts) × 100
Execution	2025 -
Type	Permanent
1.4.2. Establish as a prioritization criterion in tenders for the contracting of company services the fact of having a protocol to prevent sexual harassment and harassment based on sex, sexual orientation, gender identity or gender expression.	
Executing body	Office of the Deputy Executive Administrator for Economics
Instruments	Tender specifications
Resources	—
Indicators	- Incorporation of the criterion in the tender specifications - (Number of service contracts by companies that have an equality plan / total number of service contracts) × 100
Execution	2025 -
Type	Permanent
Objective 1.5. Make a non-sexist and inclusive use of language in any form and means of communication of the University.	
Measures	
1.5.1. Use inclusive language in the calls and resolutions of selection processes.	
Executing body	Selection Unit
Instruments	<i>Guide to Non-Sexist Use of Language and Training</i>
Resources	Cost of the course on non-sexist communication
Indicators	- (Number of calls for the provision of places where a non-sexist use of language is made / number of calls for the provision of places) * 100 - (Number of resolutions to fill places where there is a non-sexist use of language / number of decisions to fill places) * 100 - Number of people who have taken the course on non-sexist communication by sex and group - Number of people who use the <i>Guide for the non-sexist use of language</i> .
Execution	2025 -
Type	Permanent
1.5.2. Making non-sexist use of language in writings, communications and documents in the UAB's workplace.	
Executing body	Administration
Instruments	<i>Guide to Non-Sexist Use of Language and Training</i>
Resources	Cost of the course on non-sexist communication
Indicators	- Number of people who have taken the course on non-sexist communication by sex and group - Number of people using the Guide
Execution	2025 -

Type	Permanent
1.5.3. Use inclusive language in regulations, institutional documents and in the media.	
Executing body	Administration and Communication and Promotion Area
Instruments	<i>Guide to Non-Sexist Use of Language and Training</i>
Resources	Cost of the course on non-sexist communication
Indicators	- Number of people who have taken the course on non-sexist communication by sex and group - Number of people using the Guide
Execution	2025 -
Type	Permanent
1.5.4. Create a section on the Equality and Diversity Service website on the use of inclusive language.	
Executing body	Equality and Diversity Service
Instruments	Website
Resources	Communication Technical Team
Indicators	Section created (yes or no)
Execution	2028
Type	Punctual
1.5.4. Create a section on the Equality and Diversity Service website on the use of inclusive language.	
Executing body	Directorate of Information and Communication Technologies with the support of the Equality and Diversity Service
Instruments	<i>Guide to the Non-Sexist Use of Language</i>
Resources	Technical team
Indicators	(Number of management software applications reviewed / total number of management software applications) * 100
Execution	2029
Type	Punctual
1.5.5. Disseminate the Non-Binary Language Guide of the Vives Network	
Executing body	Equality and Diversity Service
Instruments	Website, mail, social media
Resources	Technical communication team
Indicators	- Number of posts made on social media - Publication of the Guide on the website (yes or no) - Number of emails sent
Execution	2025 -
Type	Permanent
Objective 1.6. Introduce the gender perspective and diversity in the different areas and spaces.	
Measures	
1.6.1. Include equal treatment and non-discrimination in gender and LGBTI+ matters as a syllabus in the selection tests.	
Executing body	Selection Unit in collaboration with the Equality and Diversity Service
Instruments	Tests
Resources	Technical Team of the Units

Indicators	- Incorporation of equal treatment and non-discrimination of gender and LGBTI+ in the syllabus and in the tests - (Number of competitions in which this syllabus has been included / number of competitions carried out) * 100, by year
Execution	2026 -
Type	Permanent
1.6.2. Incorporate accredited training in equality and LGBTI+ as a merit in selection processes and, in particular, in matters of harassment and discrimination based on sex, gender identity or expression and sexual orientation.	
Executing body	Selection Unit
Instruments	Assessment of curriculum and merits
Resources	Technical Team of the Unit
Indicators	- Incorporation of these aspects in the assessment of the curriculum and merits - (Number of selection processes where this assessment has been included / number of selection processes) * 100, per year
Execution	2026 -
Type	Permanent
1.6.3. Increase the number of women in teaching and research events and conferences.	
Executing body	Rector's Office, own teaching and research centres
Instruments	Events and conferences
Resources	—
Indicators	(Number of women invited to events and conferences / total number of people invited) * 100 per year
Execution	2025 -
Type	Permanent
1.6.4. Increase the number of honorary doctors from the University.	
Executing body	Rector's Office, educational centres
Instruments	—
Resources	—
Indicators	(Number of honorary women / total number of honorary degrees) * 100 per year
Execution	2025 -
Type	Permanent
1.6.5. Include gender impact reports in the preparation of the budget.	
Executing body	Office of the Deputy Executive Administrator for Economics
Instruments	Gender impact reports and tailored training course
Resources	Technical Team
Indicators	Number of reports carried out
Execution	2025 -
Type	Permanent
1.6.6. Appoint a person responsible for equality policies in each teaching and research centre.	
Executing body	Own teaching and research centres
Instruments	Position of Equality Policy Officer
Resources	—

Indicators	- (Number of equality policy makers / number of educational institutions) * 100 - (Number of equality policymakers / number of own research centres) * 100
Execution	2025 -
Type	Permanent
<i>1.6.7. Instruct the figure of student equality delegate per educational centre.</i>	
Executing body	Community Involvement Unit together with the Equality and Diversity Service
Instruments	Regulations on the figure of equality delegate
Resources	Technical Team of the Units
Indicators	(Number of equality delegates / number of educational centres) * 100
Execution	2025 -
Type	Permanent
<i>1.6.8. Carry out actions to offer an inclusive toilet service that incorporates the gender perspective.</i>	
Executing body	Equality and Diversity Service together with the Architecture and Logistics Directorate
Instruments	Non-binary washbasin options and adequacy of menstrual cup cleaning services
Resources	Cost of adaptation
Indicators	- Number of sinks with non-binary gender option - Number of sinks suitable for cleaning the menstrual cup
Execution	2025 -
Type	Permanent
<i>1.6.9. Awareness campaigns for the use of toilets from a feminist and trans-inclusive perspective.</i>	
Executing body	Equality and Diversity Service
Instruments	Brochures, posters, leaflets or audiovisual material
Resources	Communication Technical Team
Indicators	- Number of campaigns carried out - Number of campaign posts on social media
Execution	2025 -
Type	Permanent

Axis 2. Equal conditions in access, promotion and organisation of work and study	
Selection, hiring and promotion process	
Objective 2.1. Guarantee equal conditions and non-discrimination (indirect) in the processes of access to and promotion to work.	
Measures	
2.1.1. To carry out a study of the selection processes, in all their phases, of PTGAS and permanent and temporary teaching and research staff, and of the factors that condition the results in order to identify gender biases, also analysing these processes in a particular way in masculinised environments.	
Executing body	Equality and Diversity Service
Instruments	Study
Resources	Technical Team of the Unit
Indicators	- Study carried out (yes or no)
Execution	2025

Type	Punctual
2.1.2. Offer training to university staff to avoid any gender discrimination in personnel selection processes.	
Executing body	Training Unit in collaboration with the Equality and Diversity Service
Instruments	Course
Resources	Cost of the course, technical equipment of the Units
Indicators	- Number of courses taken per year - Number of people who have attended these courses disaggregated by sex and group
Execution	2026 -
Type	Permanent
2.1.3. Create and provide the members of the panel with tools and resources to avoid gender bias in selection processes.	
Executing body	Selection Unit (PTGAS) and Academic Staff Unit (PDI) in collaboration with the Equality and Training Unit
Instruments	Checklists, Guides and Manual
Resources	Technical Team of the Units
Indicators	- Number of tools and resources designed - Use of the Instruments (yes or no)
Execution	2027
Type	Punctual
2.1.4. Study the obstacles in the access, permanence and promotion or success of women in work contexts.	
Executing body	Equality and Diversity Service
Instruments	Study
Resources	Technical Team of the Unit
Indicators	- Study carried out
Execution	2028
Type	Punctual
Objective 2.2. Introduce the gender perspective in selection processes and in the work trajectory model.	
Measures	
2.2.1. Introduce the gender perspective in all calls.	
Executing body	Selection Unit (PTGAS) and Academic Staff Unit (PDI) in collaboration with the Equality and Diversity Service
Instruments	Gender impact assessment, training and support guides or guidelines
Resources	Technical Team of the Units
Indicators	- Gender impact report carried out - Number of courses per year - Number of guides or other types of materials made - Percentage of calls with a gender perspective
Execution	2029
Type	Permanent
2.2.2. Prepare a report on the impact and inequalities of the current academic career model on the teaching and research staff (PDI) of the UAB.	
Executing body	Equality and Diversity Service

Instruments	Working Group and Report
Resources	Technical Team of the Unit
Indicators	- Working group constituted and sessions held - Report carried out
Execution	2029
Type	Punctual

2.2.3. Create a working group to define an academic career model that incorporates the gender perspective.

Executing body	Equality and Diversity Service
Instruments	Working Group and Report on the Impact and Gender Inequalities of the Current Academic Career Model on the UAB Teaching and Research Staff (PDI)
Resources	Technical Team of the Unit and Community members who make up the group
Indicators	- Constituted working group - Academic career model with a defined gender perspective
Execution	2030
Type	Punctual

2.2.4. Consider the impact of gender in the design of criteria for the evaluation of academic careers.

Executing body	Academic Staff Unit in collaboration with the Equality and Diversity Service
Instruments	Gender Impact Assessment
Resources	Technical team of the Units
Indicators	Gender impact assessment carried out
Execution	2030
Type	Punctual

2.2.5. Study the possibility of applying a corrective factor for the care of dependent people in the selection processes of the teaching and research staff (PDI)

Executing body	Academic Staff Unit
Instruments	Study on the feasibility of applying a corrective factor, what it should be and at what stage it should be applied
Resources	Technical Team of the Unit
Indicators	Study of the possibility of applying a corrective factor (yes or no)
Execution	2025
Type	Punctual

2.2.6. Promote a mentoring program to guide women's access to and promotion in their professional careers.

Executing body	Office of the Deputy Executive Administrator for People in collaboration with the Equality and Diversity Service
Instruments	Programme
Resources	Technical Team of the corresponding Unit
Indicators	- Program design - Implementation of the program - Number of beneficiaries of the programme per group
Execution	2028 -
Type	Permanent

Career classification and remuneration

Objective 2.3. Guarantee the principle of equality in the system of professional classification and remuneration.	
Measures	
2.3.1. To study the distribution by sex of the functions of the jobs and management positions, and the economic valuation assigned to these functions according to the value provided by the work carried out.	
Executing body	Equality and Diversity Service
Instruments	Study
Resources	Technical Team of the Unit and with external advice, if necessary
Indicators	Study carried out
Execution	2025
Type	Punctual
2.3.2. Define, if appropriate, actions based on the results obtained from the study on the distribution by sex of the functions of jobs and management positions, and the economic valuation assigned to these functions.	
Executing body	Equality and Diversity Service together with the Equality Plan Negotiating Committee
Instruments	Measures
Resources	Technical Team of the Unit
Indicators	Number of measures defined
Execution	2026
Type	Punctual
2.3.3. Analyse the differences by sex of the profiles and freely designated positions.	
Executing body	Equality and Diversity Service
Instruments	Study
Resources	Technical Team of the Unit
Indicators	Study carried out
Execution	2028
Type	Punctual
2.3.4. Study the complementary remuneration of the PTGAS and the PDI by sex and age	
Executing body	Equality and Diversity Service
Instruments	Study
Resources	Technical Team of the Unit
Indicators	Study carried out
Execution	2029
Type	Punctual

Working conditions	
Objective 2.4. To create a culture of work organisation based on the gender perspective and equality.	
Measures	
2.4.1. Incorporate personal situations (care of children or dependents, illness or disability, etc.) as criteria for assigning the timetables of the subjects.	
Executing body	Departments
Instruments	Regulations
Resources	—
Indicators	Incorporation of care situations in the assignment of subject schedules (yes or no)
Execution	2025
Type	Permanent
2.4.2. Develop a guide of good practices with a gender perspective on the management of meetings.	
Executing body	Equality and Diversity Service
Instruments	Guide of good practices
Resources	Technical Team of the Unit
Indicators	Preparation of the guide of good practices (yes or no) - Dissemination of the guide (yes or no) - Schedule meetings in the time slot compatible with the care of minors (form for the collection of this information)
Execution	2029
Type	Punctual
2.4.3. Awareness-raising actions to promote a friendly culture with the care of children and dependent persons.	
Executing body	Equality and Diversity Service
Instruments	Campaign (physical and virtual brochures, leaflets and posters)
Resources	Cost of the dissemination material and Technical Team of the Unit
Indicators	- Campaign carried out (yes or no) - Number of brochures, leaflets or posters printed and distributed - Number of publications of the material carried out on social networks - Number of people who have viewed the material posted on social media
Execution	2027
Type	Permanent
2.4.4. Review the Risk Prevention and Occupational Health Plan with a gender and intersectional perspective.	
Executing body	Area of Risk Prevention and Healthcare together with the Equality and Diversity Service
Instruments	Have the review carried out by an expert considering the different stages of the women's life cycle (fertile period, menopause, etc.)
Resources	Cost of the revision
Indicators	- Review of the Risk Prevention and Occupational Health Plan (yes or no) - Modifications incorporated into the Risk Prevention and Occupational Health Plan as a result of the review
Execution	2027
Type	Punctual

2.4.5. Assess the gender impact of the teleworking agreement and working hours, considering the needs for work-life balance and co-responsibility for care.

Executing body	Labour Relations and Personnel Management Unit
Instruments	Commission
Resources	Technical Team of the Unit
Indicators	<ul style="list-style-type: none"> - Review of the telework agreement (yes or no) - Review of working hours (yes or no) - Modifications made to the telework agreement - Modifications introduced in working hours
Execution	2027
Type	Punctual

Objective 2.5. Guarantee the rights and care of pregnant people, breastfeeding people or people undergoing fertility treatment in the workplace.**2.5.1. Create instruments for the dissemination of rights in the prevention of specific risks to pregnant people, those who are breastfeeding or undergoing fertility treatment.**

Executing body	Equality and Diversity Service
Instruments	Physical and virtual brochures, leaflets and posters, newsletter
Resources	Cost of the dissemination material and Technical Team of the Unit
Indicators	<ul style="list-style-type: none"> - Number of brochures, leaflets or posters printed and distributed - Number of posts of the material on social media - Number of people who have viewed the material posted on social media
Execution	2026
Type	Permanent

2.5.2. Publish on a regular basis information on the risk assessment of pregnant people, breastfeeding people or people undergoing fertility treatment and the corrective actions carried out.

Executing body	Prevention and Assistance Area
Instruments	Report and website
Resources	Technical Team of the Unit
Indicators	<ul style="list-style-type: none"> - Report on the risk assessment of pregnant people, breastfeeding or fertility treatment and the corrective actions carried out (yes or no) - Publication of the report on the website (yes or no)
Execution	2025
Type	Permanent

2.5.3. Review the protocol or procedure for action with pregnant workers, those who are breastfeeding or undergoing fertility treatment to ensure compliance with the regulations, health and safety, and their needs.

Executing body	Prevention and Assistance Area together with the Equality and Diversity Service
Instruments	Have an expert reviewed
Resources	Cost of the revision
Indicators	<ul style="list-style-type: none"> - Review of the protocol or procedure for action with pregnant workers, breastfeeding workers or those undergoing fertility treatment (yes or no) - Incorporated modifications of the protocol or procedure for action in the case of pregnant workers, those who are breastfeeding or undergoing fertility treatment as a result of the review
Execution	2026
Type	Punctual

Objective 2.6. To analyse sexism and gender inequalities in working conditions.	
Measures	
2.6.1. Prepare a register on the wage gap, in accordance with the provisions of Decree-Law 901/2020, with the average values without equalisation and by supplement.	
Executing body	Technical Unit of the People Development Area together with the Data Governance Area
Instruments	- Joint committee between the signatory parties to analyse the origin of possible inequalities and propose, where appropriate, corrective measures to be taken by the institution - Data on the wage gap within <i>the LGAI of gender data</i>
Resources	Technical Team of the Units
Indicators	- Creation of the pay gap pay register (yes or no) - (Number of registry updates carried out / number of years of validity of the period) * 100
Execution	2025 -
Type	Permanent
2.6.2. Study the causes of the salary gap between teaching and research staff and PTGAS.	
Executing body	Equality and Diversity Service
Instruments	- Joint committee between the signatory parties to analyse the origin of possible inequalities and propose, where appropriate, corrective measures to be taken by the institution - Diagnostic study
Resources	Technical Team of the Unit
Indicators	Study carried out (yes or no)
Execution	2029
Type	Punctual
2.6.4. Study with a gender perspective the access, development and recognition of the training of PTGAS and PDI.	
Executing body	Equality and Diversity Service
Instruments	Diagnostic study
Resources	Technical equipment of the unit
Indicators	Study carried out (yes or no)
Execution	2029
Type	Punctual
2.6.5. Carry out a descriptive study on the incidence of the double burden (family and work) on the health of working personnel and differentiating by sex (stress, anxiety, etc.).	
Executing body	Equality and Diversity Service
Instruments	Diagnostic study
Resources	Technical Team of the Unit
Indicators	Study carried out (yes or no)
Execution	2030
Type	Punctual
2.6.6. To study the impact of sick leave, reductions in working hours and leave linked to maternity and the care of dependents, in the promotion of the PTGAS and the PDI.	
Executing body	Equality and Diversity Service
Instruments	Diagnostic study

Resources	Technical Team of the Unit
Indicators	Study carried out (yes or no)
Execution	2030
Type	Punctual
Training	
Objective 2.7. Raise awareness of gender equality and LGBTI+ rights.	
Measures	
2.7.1. Provide workers with virtual and face-to-face training on gender equality and LGBTIQ	
Executing body	Training Unit
Instruments	Courses within the training program
Resources	Cost of training, technical team of the Training Unit and the Equality and Diversity Service
Indicators	<ul style="list-style-type: none"> - Number of courses conducted on gender and LGBTI+ per year - Number of people who have taken courses on gender and LGBTI+ matters by year and sex and group - Number of courses carried out on gender and LGBTI+ according to specific topics and per year - Number of people who have taken gender and LGBTI+ courses by topic and year
Execution	2025 -
Type	Permanent
2.7.2. Include gender equality and the gender perspective in compulsory training for new teachers and new recruits.	
Executing body	Training Unit
Instruments	Specific module on gender within compulsory training
Resources	Technical Team of the Training Unit and of the Equality and Diversity Service
Indicators	<ul style="list-style-type: none"> - Number of courses carried out in the novice teaching staff where a module on gender equality has been incorporated per year - Number of courses carried out in the newly incorporated PTGAS where a module on gender equality has been included per year - Number of people who have taken these courses by sex and year
Execution	2025 -
Type	Permanent
Objective 2.8. Raise awareness and prevent sexist and LGBTI-phobic violence.	
Measures	
2.8.1. Offer training to teachers and technical, management, administration and service staff on gender violence and LGBTI-phobic.	
Executing body	Training Unit
Instruments	Courses within the training program
Resources	Cost of training, technical team of the Training Unit and the Equality and Diversity Service
Indicators	<ul style="list-style-type: none"> - Number of courses carried out on gender-based violence and LGBTI-phobia per year - Number of people who have taken courses on gender-based violence and LGBTI-phobia by year and sex and group
Execution	2025 -
Type	Permanent

2.8.2. Include gender-based and LGBTI-phobic violence in compulsory training for new teachers and new PTGAS.

Executing body	Training Unit
Instruments	Specific module on gender violence and LGBTI-phobic within the compulsory training
Resources	Technical Team of the Training Unit and of the Equality and Diversity Service
Indicators	- Number of courses carried out in the novice teaching staff where a module on gender violence and LGBTI-phobic has been incorporated per year - Number of courses carried out in the newly incorporated PTGAS where a module on sexist and LGBTI-phobic violence has been included per year - Number of people who have taken these courses by sex, year and group
Execution	2025 -
Type	Permanent

Objective 2.9. Promote an organisational culture that incorporates the gender perspective and equality.

Measures

2.9.1. Create review instruments to ensure that the content and language of the training provided to workers is gender-sensitive and diverse.

Executing body	Equality and Diversity Service (creation of Instruments) / Training Unit (implementation of Instruments)
Instruments	Checklist, guide, guidelines...
Resources	Technical Team of the Equality and Diversity Service and of the Training Unit
Indicators	- Number of instruments created - Number of courses reviewed
Execution	2025
Type	Permanent

2.9.2. Check that the Training Plan is designed with a gender perspective.

Executing body	Training Unit
Instruments	Training of the Unit's technical staff or advisory session of the Equality and Diversity Service
Resources	Equality and Diversity Service Staff
Indicators	- Training or session carried out (yes or no) - Number of people in the Unit team who have followed the training
Execution	2025
Type	Punctual

2.9.3. Design strategies for the dissemination of training on gender equality and LGBTI+.

Executing body	Training Unit in coordination with the Equality and Diversity Service
Instruments	Website, email, intranet
Resources	Technical Team of the units
Indicators	- Number of dissemination actions carried out per year - Number of dissemination actions carried out according to the media or communication channel per year
Execution	2025 -
Type	Permanent

2.9.4. Offer training to introduce the gender perspective in the exercise of management and leadership positions.

Executing body	Training Unit
Instruments	Training for people in management positions

Resources	Cost of training, technical team of the Training Unit and the Equality and Diversity Service
Indicators	- Number of courses carried out for people in management and leadership positions - Number of people who have followed the course by sex, year and group
Execution	2026 -
Type	Permanent
Exercise co-responsible for care	
Objective 2.10. To promote the University to be a benchmark in terms of co-responsibility rights and obligations in care.	
Measures	
2.10.1. Organize an awareness-raising and information campaign on the rights of UAB workers (PDI and PTGAS) in terms of co-responsibility in care.	
Executing body	Equality and Diversity Service
Instruments	Physical and Virtual Posters
Resources	Cost of prints, technical equipment of the unit
Indicators	- Number of posters printed and distributed - Number of posts of the material on social media - Number of people who have viewed the material posted on social media
Execution	2026
Type	Permanent
2.10.2. Design a procedure for the violation of rights in terms of co-responsibility in care.	
Executing body	Equality and Diversity Service
Instruments	Procedure for action
Resources	Technical Team of the Unit
Indicators	Design of an action procedure (yes or no)
Execution	2026
Type	Punctual
2.10.3. Open a form to be able to report the violation of rights in terms of co-responsibility in care.	
Executing body	Equality and Diversity Service
Instruments	Online Form
Resources	Technical Team of the Unit
Indicators	Design and publication of an online form (yes or no)
Execution	2026
Type	Permanent
2.10.4. Analyse the specific needs of families considering diversity (single-parent, etc.)	
Executing body	Equality and Diversity Service
Instruments	Study
Resources	Technical Team of the Unit
Indicators	Study carried out (yes or no)
Execution	2027
Type	Punctual
2.10.5. Create breastfeeding and childcare spaces in each centre.	

Executing body	Equality and Diversity in collaboration with educational centres
Instruments	—
Resources	Estimated cost of the adaptation works and equipment for each space 8,500€ Equality and Diversity Service Staff
Indicators	(Number of spaces enabled / total number of educational centres) * 100
Execution	2027 -
Type	Punctual

2.10.6. Organize an awareness campaign to promote breastfeeding and childcare-friendly spaces.

Executing body	Equality and Diversity Service
Instruments	Physical and virtual posters or audiovisual material
Resources	Poster printing cost, unit technical equipment
Indicators	- Number of posters printed and distributed or videos created - Number of posts of the material on social media - Number of people who have viewed the material posted on social media
Execution	2027
Type	Permanent

2.10.7. Include the gender perspective in the negotiation committees on conciliation matters.

Executing body	Office of the executive administrator in collaboration with the Equality and Diversity Service
Instruments	Experts
Resources	Expert teachers in the subject
Indicators	(Number of conciliation negotiation committees where an expert has been incorporated / number of conciliation negotiation committees) * 100
Execution	2026 -
Type	Permanent

2.10.8. Incorporate the gender perspective in the revision of the teaching dedication model.

Executing body	Office of the Vice-Rector for Academic Staff
Instruments	Revision of the teaching dedication model
Resources	—
Indicators	Incorporation of the situation of care for dependent people in the teaching dedication model (yes or no)
Execution	2025
Type	Punctual

2.10.9. Develop a procedure for the curricular adaptation of students responsible for the care of minors and dependent people or in a situation of victims of gender violence.

Executing body	Equality and Diversity Service
Instruments	Working Group
Resources	Technical team and teaching staff who are experts in the subject
Indicators	Procedure development (yes or no)
Execution	2025
Type	Punctual

Objective 2.11. To disseminate the regulations and policies for reconciling work, personal and family life at the University.

Measures	
2.11.1. Create a section on work-life balance on the University's main website.	
Executing body	Communication and Promotion Area in collaboration with the PTGAS Management Unit and the Equality and Diversity Service
Instruments	Website
Resources	Technical Team of the Units
Indicators	Creation of the specific section on conciliation measures (yes or no)
Execution	2026
Type	Punctual
2.11.2. Design informative material aimed at teaching and research staff with their rights in terms of co-responsibility in care.	
Executing body	Equality and Diversity Service in collaboration with the Time Management Unit
Instruments	Physical and virtual triptychs
Resources	Cost of prints, Technical Team of the Units
Indicators	- Number of printed and distributed leaflets - Number of publications of the triptych on social networks - Number of people who have viewed the material posted on social media
Execution	2027 -
Type	Permanent
2.11.3. Disseminate the rights of students to conciliation.	
Executing body	Equality and Diversity Service
Instruments	Physical and virtual triptychs
Resources	Cost of prints, Technical Team of the Units
Indicators	- Number of printed and distributed leaflets - Number of publications of the triptych on social networks - Number of people who have viewed the material posted on social media
Execution	2027 -
Type	Permanent
2.11.4. Design a specific dissemination plan for each group.	
Executing body	Communication and Promotion Area in collaboration with the Time Management Unit and the Equality and Diversity Service
Instruments	Dissemination plan
Resources	Technical Team of the Units
Indicators	Creation of the dissemination plan (yes or no)
Execution	2027
Type	Punctual
2.11.5. Publish and disseminate the procedure for the curricular adaptation of students in a situation of victim of gender violence or responsible for the care of minors and dependents.	
Executing body	Equality and Diversity Service
Instruments	Website and social networks
Resources	Communication Technical Team
Indicators	- Publishing on the website (yes or no) - Number of social media posts - Number of people who have viewed the material posted on social media

Execution	2025 -
Type	Permanent

Axis 3. Promotion of the gender perspective in teaching and research

Objective 3.1. To promote and make visible the incorporation of the UAB's general gender competence in all undergraduate reports.

Measures

3.1.1. Incorporate competence in gender perspective in the subjects of research methodologies of bachelor's and master's degree.

Executing body	Educational centres
Instruments	Teaching guide
Resources	—
Indicators	Incorporation of the competition (yes or no)
Execution	2025 -
Type	Permanent

3.1.2. Disseminate the example guides on how to incorporate the UAB's general competencies.

Executing body	Equality and Diversity Service
Instruments	Website and social networks
Resources	Technical communication team
Indicators	- Publish the guides on the Service's website (yes or no) - Number of guides posted on social media - Number of people who have viewed the guides published on social networks
Execution	2025 -
Type	Permanent

3.1.3. Monitor the review plan for the undergraduate study plans to assess the incorporation of the UAB's general gender competence.

Executing body	Teaching Quality Office
Instruments	Report
Resources	Office Technical Team
Indicators	- Tracked (yes or no) - (Number of grades that introduce general gender competency / number of grades) * 100
Execution	2025 -
Type	Permanent

3.1.4. Publish the degree of incorporation of the gender perspective into the curricula.

Executing body	Equality and Diversity Service
Instruments	Website
Resources	Communication Technical Team
Indicators	The data on the level of incorporation of the competence have been published (yes or no)
Execution	2025 -
Type	Permanent

Objective 3.2. To offer resources and support training to incorporate the gender and LGBTI+ perspective in teaching and research.

Measures	
<i>3.2.1. Maintain the introduction of the gender perspective in teaching as a priority in the call for grants for innovation projects and improvement of teaching quality at the UAB.</i>	
Executing body	Teaching Quality Office
Instruments	Call for grants
Resources	Office Technical Team
Indicators	- Incorporation of the introduction of the gender perspective in the call for grants for innovation projects and improvement of teaching quality (yes or no) - Number of projects that have obtained this aid
Execution	2025 -
Type	Permanent
<i>3.2.2. Create an interdisciplinary network to facilitate the exchange of methodologies, practices and strategies to incorporate the gender perspective in teaching and research.</i>	
Executing body	Equality and Diversity Service
Instruments	Interdisciplinary network
Resources	Technical Team of the Unit
Indicators	- Creating the network (yes or no) - Number of actions carried out by the network
Execution	2028
Type	Punctual
<i>3.2.3. Offer training to teaching and research staff (PDI) on the incorporation of the gender and LGBTI+ perspective in teaching content and teaching methodologies.</i>	
Executing body	Training Unit together with the Equality and Diversity Service
Instruments	Courses
Resources	Technical Team of the Units
Indicators	- Number of courses on gender mainstreaming and LGBTI+ teaching offered per year - Number of participants in courses on gender mainstreaming in teaching
Execution	2025 -
Type	Permanent
<i>3.2.4. Offer training to teaching and research staff and doctoral students on the incorporation of the gender and LGBTI+ perspective in research according to the field of knowledge.</i>	
Executing body	Training Unit together with the Equality and Diversity Service
Instruments	Courses
Resources	Technical Team of the Units
Indicators	- Number of courses on gender mainstreaming and LGBTI+ research offered per year - Number of participants in courses on gender mainstreaming in research
Execution	2025 -
Type	Permanent
<i>3.2.5. Prepare informative materials on the incorporation of the gender and LGBTI+ perspective in teaching and research.</i>	
Executing body	Equality and Diversity Service
Instruments	Guides, leaflets, posters or audiovisual material
Resources	Technical team of the Service
Indicators	- Number of dissemination materials produced - Number of impressions and distributions or posts of the materials on social media

	- Number of people who have viewed the material posted on social media
Execution	2028 -
Type	Permanent
Objective 3.3. To promote, recognize and make visible the incorporation of gender perspective in research.	
Measures	
<i>3.3.1. To annually announce awards for the best TFGs with a gender perspective at the UAB.</i>	
Executing body	Equality and Diversity Service
Instruments	Prize
Resources	Team of the Service
Indicators	- (Number of calls / years of plan validity) * 100 - Number of degrees awarded per year
Execution	2025 -
Type	Permanent
<i>3.3.2. Create an award for the best TFG with a gender perspective at the UAB.</i>	
Executing body	Equality and Diversity Service
Instruments	Prize
Resources	Team of the Service
Indicators	- (Number of calls / years of validity of the plan) * 100 - Number of master's degrees awarded per year
Execution	2027 -
Type	Permanent
<i>3.3.3. Create an award for the best doctoral thesis with a gender perspective.</i>	
Executing body	Equality and Diversity Service
Instruments	Award
Resources	Team of the Service
Indicators	- (Number of calls / years of validity of the plan) * 100 - Number of theses awarded per year
Execution	2027 -
Type	Permanent
<i>3.3.4. Organize a first day to present initiatives and good practices in the incorporation of the gender and LGBTI+ perspective in teaching and research.</i>	
Executing body	Equality and Diversity Service
Instruments	Conference
Resources	Team of the Service together with the Interdisciplinary Network on Gender Perspective
Indicators	- Conference on initiatives and good practices in the incorporation of the gender and LGBTI+ perspective in teaching and research carried out (yes or no) - Number of participants in the conference
Execution	2029 -
Type	Punctual
<i>3.3.5. To promote the UAB's candidatures for the Encarna Sanahuja YII Mention in excellence in the inclusion of the gender perspective in teaching practice.</i>	
Executing body	Equality and Diversity Service
Instruments	Nomination report
Resources	Team of the Service together with the Interdisciplinary Network on Gender Perspective

Indicators	- Number of UAB candidatures submitted for the Encarna Sanahuja YII Mention - Number of UAB candidatures that have won the Encarna Sanahuja YII Mention
Execution	2029 -
Type	Permanent

Axis 4. Equal participation and representation in the university community and with a gender perspective

Objective 4.1. To promote participation and balanced representation at different levels, positions, spaces and areas.

Measures

4.1.1. In the selection processes for PIF scholarships, on an equal basis of merit, study the possibility of establishing criteria in the event of a tie in favour of the underrepresented sex in this group, with respect to the composition of the department's teaching and research staff.

Executing body	Office of the Deputy Executive Administrator for Human Resources
Instruments	Regulations
Resources	Technical Team of the Academic Staff Unit
Indicators	Incorporation as a tie-breaking criterion in the selection process (yes or no)
Execution	2027
Type	Punctual

4.1.2. In the selection and promotion processes of the teaching and research staff and the PTGAS, on equal merits, study the possibility of establishing criteria in the event of a tie in favour of the underrepresented sex.

Executing body	Office of the Deputy Executive Administrator for Human Resources
Instruments	Regulations
Resources	Technical Team of the Selection Unit
Indicators	Incorporation as a tie-breaking criterion in the selection process (yes or no)
Execution	2027
Type	Punctual

4.1.3. Study the possibility of establishing compensatory measures for women in masculinized environments and for men in feminized environments who participate on a recurring basis in tribunals for the evaluation of positions to guarantee parity in the processes.

Executing body	Office of the Vice-Rector for Academic Staff
Instruments	Regulations
Resources	Technical Team of the corresponding Unit
Indicators	Incorporation of recognition or compensation in the corresponding regulations (yes or no)
Execution	2027
Type	Punctual

4.1.4. Organize campaigns to promote the presence of women in masculinized jobs and study environments.

Executing body	Equality and Diversity Service
Instruments	Website and social networks
Resources	Technical Team of the Unit
Indicators	- Number of social media and website posts - Number of people who have viewed the material posted on social media

Execution	2028
Type	Permanent
4.1.5. Promote a mentoring program to increase the number of women in leadership positions.	
Executing body	Office of the Deputy Executive Administrator for Human Resources in collaboration with the Equality and Diversity Service
Instruments	Program
Resources	Technical Team of the corresponding Unit
Indicators	- Program design - Implementation of the program - Number of beneficiaries of the programme per group
Execution	2028 -
Type	Permanent
4.1.6. Establish mechanisms to guarantee the application of the regulations of equal representation in academic management positions.	
Executing body	Equality and Diversity Service
Instruments	Equality badge
Resources	Technical Team of the Unit
Indicators	- Badge design (yes or no) - Creating the application form (yes or no) - Number of schools and departments that have applied for the badge per year - Number of schools and departments that have obtained the distinction per year
Execution	2028 -
Type	Permanent
4.1.7. Offer training to empower women for professional development with a gender perspective.	
Executing body	Training Unit
Instruments	Courses
Resources	Cost of training, Technical Team of the Training Unit and the Equality and Diversity Service
Indicators	- Number of courses taken per year - Number of women participating in these courses per year and per group
Execution	2028 -
Type	Permanent

Objective 4.2. Reversing gender segregation in studies.	
Measures	
4.2.1. Design resources and training to avoid reproducing gender stereotypes in the promotion of degrees and to include diversity.	
Executing body	Equality and Diversity Service
Instruments	Courses, checklists or guides for no-sexist and inclusive communication
Resources	Technical Team of the Service
Indicators	- Number of resources carried out in the field of non-sexist and inclusive communication - Number of courses carried out on non-sexist and inclusive communication per year - Number of participants in trainings on non-sexist and inclusive communication per year
Execution	2027 -

Type	Permanent
<i>4.2.2. Incorporate the gender perspective in the Ítaca Campus and in the Aragón Program.</i>	
Executing body	Fundació Autònoma Solidària and the Institute of Education Sciences
Instruments	Counselling sessions, training
Resources	Technical Team of the entities with the support of the Equality and Diversity Service
Indicators	- Incorporation of the gender perspective in the Ithaca Campus (yes or no) - Incorporation of the gender perspective in the Argon Program (yes or no)
Execution	2025 -
Type	Permanent
Objective 4.3. Incorporate the gender perspective in dynamization and artistic activities.	
Measures	
<i>4.3.1. Incorporate the equality policy as a criterion for granting financial aid to activities organised by students and groups</i>	
Executing body	Community Involvement Unit
Instruments	Bases of the grants
Resources	—
Indicators	Incorporation of the equality policy as a criterion in the bases of the aid (yes or no)
Execution	2025 -
Type	Permanent
<i>4.3.2. Promote the organization of activities related to gender equality by students</i>	
Executing body	Community Involvement Unit
Instruments	Training
Resources	—
Indicators	Number of activities organized by students linked to gender equality
Execution	2025 -
Type	Permanent
<i>4.3.3 Strengthen training actions to incorporate the gender and LGBTI perspective in the regular practice of student representation roles and of the groups registered in elDirectori.</i>	
Executing body	Community Involvement Unit
Instruments	Training
Resources	Technical Team of the Equality and Diversity Service
Indicators	- Number of trainings on gender mainstreaming and LGBTI+ carried out for student course delegates and equality delegates, and for groups - Number of participants in the trainings on gender perspective and LGBTI+
Execution	2025 -
Type	Permanent
<i>4.3.4. Promote the gender perspective in the organization of the recreational activities carried out on campus</i>	
Executing body	Community Involvement Unit
Instruments	Consultation
Resources	Technical Team of the Unit with the support of the Equality and Diversity Service
Indicators	Number of consultations carried out over the years

Execution	2025 -
Type	Permanent
<i>4.3.5. Include artistic productions on gender equality and LGBTI+ in the cultural agenda.</i>	
Executing body	Cultura en Viu Unit
Instruments	Cultural Agenda
Resources	Technical Team of the Unit with the support of the Equality and Diversity Service
Indicators	- Number of artistic productions carried out on gender equality and LGBTI+ per year - Number of participants in artistic productions carried out on gender equality and LGBTI+ per year
Execution	2025 -
Type	Permanent
Objective 4.4. Promote the participation of women in the revitalization of the community	
Measures	
<i>4.4.1. Programming activities and artistic productions created by women until balance is reached.</i>	
Executing body	Cultura en Viu Unit
Instruments	Cultural Agenda
Resources	Technical Team of the Unit with the support of the Equality and Diversity Service
Indicators	- Number of artistic activities and productions created by women, per year - Number of participants in artistic activities and productions created by women, per year
Execution	2025 -
Type	Permanent
<i>4.4.2. Include in the call for the Autònoma Actua Award a prioritization criterion and/or a specific mention for equal groups or groups made up of women</i>	
Executing body	Cultura en Viu Unit
Instruments	Bases of the Award
Resources	Technical Team of the Unit with the support of the Equality and Diversity Service
Indicators	- Introduction of the specific mention for equal groups or groups made up of women in the Autonomous Act Award (yes or no) - Number of calls carried out with the specific mention for parity groups or groups made up of women per year - Number of groups that have earned the specific mention for peer or women-based groups per year
Execution	2025 -
Type	Permanent
<i>4.4.3. Incorporate parity in the teams in the regulations of the UAB University Debate League.</i>	
Executing body	Community Involvement Unit
Instruments	Regulations
Resources	—
Indicators	Incorporation of the parity in the teams of the University Debate League (yes or no)
Execution	2025 -
Type	Permanent

Axis 5. Prevention of sexual harassment based on sex, gender, gender identity or expression	
Objective 5.1. Disseminate the existing protocols and resources on gender violence at the University	
Measures	
5.1.1. Design materials to disseminate the psychological reception service for victims of gender-based and LGBTI-phobic violence	
Executing body	Equality and Diversity Service
Instruments	Physical and virtual brochures, tri-folds and posters
Resources	Cost of prints, Technical Team of the Unit
Indicators	- Number of printed and distributed material - Number of posts of the material on social media - Number of people who have viewed the material posted on social media
Execution	2025 -
Type	Permanent
5.1.2. Carry out actions to disseminate the protocol and the circuit to be followed in situations of sexist and LGBTI-phobic violence	
Executing body	Equality and Diversity Service in collaboration with the Communication and Promotion Area and the educational centres
Instruments	Banners on the websites of the teaching centres and the Postgraduate and Doctoral School, of the UAB and the Equality and Diversity Service; physical and virtual posters and leaflets; newsletter; Bachelor's, Master's and Doctorate Reception Days
Resources	Cost of prints, Technical Team of the Unit
Indicators	- (Number of UAB websites with the banner / number of UAB websites) * 100 - Number of printed and distributed material - Number of posts of the material on social media - Number of people who have viewed the material posted on social media - Number of participations in the reception days of the faculties and schools per year
Execution	2025 -
Type	Permanent
5.1.3. Develop material to disseminate the space to work on masculinity.	
Executing body	Equality and Diversity Service
Instruments	Physical and virtual brochures, tri-folds and posters
Resources	Cost of prints, Technical Team of the Unit
Indicators	- Number of printed and distributed material - Number of posts of the material on social media - Number of people who have viewed the material posted on social media
Execution	2025 -
Type	Permanent
5.1.4. Inform those responsible for equality policies and equality delegates of the existing protocols and resources in the field of gender-based violence	
Executing body	Equality and Diversity Service
Instruments	Annual Meeting
Resources	Technical Team of the Unit
Indicators	- Annual meeting with people responsible for equality policies (yes or no) - Number of managers attending the meeting
Execution	2025 -
Type	Permanent

5.1.5. Design a strategy for the dissemination of the Guide on the rights of victims of gender-based violence.	
Executing body	Equality and Diversity Service
Instruments	Website and social networks
Resources	Technical Team of the Unit
Indicators	- Website posts (yes or no) - Number of posts of the material on social media - Number of people who have viewed the material posted on social media
Execution	2025 -
Type	Permanent
5.1.6. Carry out actions to disseminate LGBTI+ rights	
Executing body	Equality and Diversity Service
Instruments	Campaigns, website section, dissemination material
Resources	Technical Team of the Unit
Indicators	- Section on the website with information on LGBTI+ rights (yes or no) - Number of actions carried out per year - Number of publications of the material carried out on social networks - Number of people who have viewed the material posted on social media
Execution	2025 -
Type	Permanent
Objective 5.2. Raise awareness and prevent situations of sexist and LGBTI-phobic violence.	
Measures	
5.2.1. Organize campaigns to identify situations of gender-based and LGBTI-phobic violence.	
Executing body	Equality and Diversity Service
Instruments	Physical and virtual posters or audiovisual material
Resources	Poster printing cost, Technical Team of the Unit
Indicators	- Number of posters printed and distributed or videos created - Number of posts of the material on social media - Number of people who have viewed the material posted on social media
Execution	2025 -
Type	Permanent
5.2.2. Organize awareness campaigns on co-responsibility and information due diligence in situations of gender-based and LGBTI-phobic violence.	
Executing body	Equality and Diversity Service
Instruments	Physical and virtual posters or audiovisual material
Resources	Poster printing cost, Technical Team of the Unit
Indicators	- Number of posters printed and distributed or videos created - Number of posts of the material on social media - Number of people who have viewed the material posted on social media
Execution	2025 -
Type	Permanent
5.2.3. Organize campaigns to raise awareness of sexist, and LGBTI-phobic attitudes in work and study environments.	
Executing body	Equality and Diversity Service

Instruments	Physical or virtual posters or audiovisual material / Newsletter
Resources	Poster printing cost, Technical Team of the Unit
Indicators	- Number of posters printed and distributed or videos created - Number of posts of the material on social media - Number of people who have viewed the material posted on social media - Number of publications in the Bulletin
Execution	2025 -
Type	Permanent

5.2.4. Prepare and publish annually a report on the actions carried out within the framework of the Protocol to prevent and act against sexual harassment based on sex, sexual orientation, gender identity or gender expression, and gender violence (requests for information, complaints, actions and resolutions)

Executing body	Equality and Diversity Service
Instruments	Report
Resources	Technical Team of the Unit
Indicators	(Number of reports published during the Plan's term / Plan's year number) * 100
Execution	2025 -
Type	Permanent

5.2.5. Facilitate access by the entire community to the annual report on the actions carried out within the framework of the Protocol to prevent and act against sexual harassment based on sex, sexual orientation, gender identity or gender expression, and gender violence.

Executing body	Equality and Diversity Service
Instruments	Unit's website and social networks
Resources	Technical Team of the Unit
Indicators	- Link to the documents of the annual reports available on the unit's website (yes or no) - Preparation of an annual news item (yes or no) - Number of posts about the reports on social media - Number of people who viewed posts about the report on social media
Execution	2025 -
Type	Permanent

5.2.6. Publish data on sexist and LGBTI-phobic violence recorded by the Equality and Diversity Service

Executing body	Equality and Diversity Service
Instruments	Unit's website and social networks
Resources	Technical Team of the Unit
Indicators	- Number of statistics published on the unit's website - Number of posts about statisticians on social media - Number of people who viewed posts about statisticians on social media
Execution	2028 -
Type	Permanent

Objective 5.3. Guarantee accompaniment and support to people who have suffered a situation of harassment.

Measures

5.3.1. Register requests for information and requests for activation of the Technical Advisory Commission provided for in the Protocol.

Executing body	Equality and Diversity Service
Instruments	Database (record)

Resources	Technical Team of the Unit
Indicators	- Statistics on the number of visits registered by year and sex (yes or no) - Statistics on the number of CTA activation requests by year and gender (yes or no)
Execution	2025 -
Type	Permanent

5.3.2. Accompany the affected people.

Executing body	Equality and Diversity Service
Instruments	Support and accompaniment procedure, the circuit to be followed and coordination with the agents involved.
Resources	Technical Team of the Unit
Indicators	- Preparation of the accompanying procedure (yes or no) - Number of accompaniments carried out per year and by type - Number of people who have received the accompaniment by year, sex and group
Execution	2025 -
Type	Permanent

5.3.3. Introduce mechanisms for the evaluation by the people affected of the care received and the management of situations by the Service

Executing body	Equality and Diversity Service
Instruments	Form and interview
Resources	Technical Team of the Unit
Indicators	- Incorporation of a form in the process of accompaniment to the victim with questions to evaluate the care received and the management of the situation by the Unit (yes or no) - (Number of people who have received accompaniment and have answered the form / number of people who have received accompaniment) * 100, data per year - Statistics referring to the evaluations by year, group and type of situation (yes or no)
Execution	2025 -
Type	Permanent

5.3.3. Offer psychological care to victims of gender-based and LGBTI-phobic specialised violence.

Executing body	Equality and Diversity Service
Instruments	Psychological Reception Service
Resources	Technical Team of the Unit
Indicators	- Number of psychological cares provided per year - Number of people who have received psychological care by year, sex and group
Execution	2025 -
Type	Permanent

5.3.4. Offer legal advice and accompaniment to affected persons in internal investigation processes.

Executing body	Equality and Diversity Service
Instruments	Service outsourcing
Resources	Service cost, Technical Team of the Unit
Indicators	- Number of legal advices carried out per year - Number of legal accompaniments carried out per year - Number of people who have received the service by year, group and Type of situation
Execution	2025 -
Type	Permanent

5.3.5. Create a catalogue of preventive measures and good practices in case management.	
Executing body	Equality and Diversity Service
Instruments	Website section
Resources	Technical Team of the Unit
Indicators	- Preparation of a catalogue (yes or no) - Publication of the catalogue on the website (yes or no)
Execution	2028 -
Type	Permanent
5.3.6. Coordinate the services and units involved in dealing with cases.	
Executing body	Equality and Diversity Service
Instruments	Coordination procedure with agents involved
Resources	Technical Team of the Unit
Indicators	- Preparation of the coordination procedure (yes or no) - Number of coordination actions carried out per year
Execution	2025 -
Type	Permanent
5.3.7. Design resources for the empowerment of victims and their environment	
Executing body	Equality and Diversity Service
Instruments	Support Group
Resources	Technical Team of the Service
Indicators	Creation of the Support Group (yes or no)
Execution	2027 -
Type	Permanent
Objective 5.4. To improve the instruments for action and approach to situations of sexist and LGBTI-phobic violence at the University	
Measures	
5.4.1. Introduce mechanisms for the evaluation by complainants of the procedures and results of the Technical Advisory Commission	
Executing body	Equality and Diversity Service in collaboration with the Legal Office
Instruments	Form and interview
Resources	Technical Team of the Units
Indicators	- Incorporation of a form in the complaint process requested from the CTA with questions to evaluate the procedures and results (yes or no) - (Number of people who have made the CTA activation request and answered the form / number of people who have made the CTA activation request) * 100, data per year - Statistics regarding the evaluations by year and Type of situation (yes or no)
Execution	2025 -
Type	Permanent
5.4.2. Review and adapt the Protocol to prevent and act against sexual harassment, harassment based on sex, sexual orientation, gender identity or gender expression, and gender violence in accordance with current regulations and the new reality.	
Executing body	Technical Advisory Committee (revision), Office of the Secretary General in collaboration with the Equality and Diversity Service (adaptation)

Instruments	Annual meetings (revision), working groups for adaptation of the Protocol
Resources	Members of the CTA, Technical Team of the Unit
Indicators	- (Number of assessment meetings held by the CTA and during the period of validity of the Plan / number of years of validity of the Plan) * 100 - Number of processes to modify the Protocol carried out
Execution	2025 -
Type	Permanent

5.4.3. Review the circuits and channels of attention and information to report cases of harassment and discrimination based on sex, sexual orientation, gender identity or expression.

Executing body	Equality and Diversity Service
Instruments	Annual meetings and user assessment
Resources	Technical Team of the Unit
Indicators	- (Number of assessment meetings during the period of validity of the Plan / number of years of validity of the Plan) * 100 - (Number of people who have been treated and have answered the form / number of people who have been treated) * 100, data per year - Statistics regarding the evaluations by year and Type of situation (yes or no)
Execution	2025 -
Type	Permanent

5.4.4. Approve by the faculty and school board the school's policy towards situations of harassment, sexual misconduct and discrimination.

Executing body	Educational centres
Instruments	Document School Policy Towards Situations of Harassment, Inappropriate Sexual Conduct and Discrimination
Resources	Members of the Dean's Office of the educational centres
Indicators	- (Number of documents approved by faculty and school board / number of teaching centres) * 100
Execution	2025 -
Type	Punctual

5.4.5. Offer specific training in the treatment and accompaniment of victims of sexist aggressions aimed at the people involved in the care and management of cases.

Executing body	Training Unit
Instruments	Course
Resources	Training cost, Technical Team of the Training Unit and Equality and Diversity Service
Indicators	- Number of edits carried out per year - Number of participants by sex, year and group
Execution	2025 -
Type	Permanent

8. Strategy for promoting and monitoring implementation

The seventh additional provision of Royal Decree-Law 5/2015, which approves the revised text of the Law on Basic Statute of the Employee, amended by Law 31/2022 on General State Budget for the year 2023, establishes that compliance with the objectives set in the equality plans of the public administrations must be assessed on annual basis. In order to comply with this mandate and with the aim of guaranteeing the implementation of the measures that make up this plan, a strategy has been designed to promote and monitor the application of the V PAG, which we present in this section.

8.1. Methodology

In the previous section, it is specified for each of the measures in the year of Execution. The Equality and Diversity Service is responsible for promoting the application of the corresponding measures each year, for advising these bodies in this implementation process and for monitoring the degree and result of implementation.

To carry out the work of promoting and monitoring the implementation of the measures, the unit convenes a minimum of three meetings a year with the bodies involved to advise and evaluate the progress of the implementation of the measures of the current year: 1) first meeting at the beginning of the year for the implementation where doubts are resolved, the measure is specified, if applicable, and whether or not support from the Equality and Diversity Service is necessary and this support is defined; 2) second meeting in the middle of the year to evaluate the Implementation process (if there are difficulties and some kind of reorientation is necessary), and 3) third meeting at the end of the year to collect information regarding the degree and result of implementation. Also, if necessary, more meetings can be set and communication can be established through email or other means.

The advice provided by the Equality and Diversity Service consists of clarifying doubts and supporting the implementation of the action, gathering information, coordinating processes, preparing exploratory documents (reviewing the subject and compiling approaches) or managing outsourcing if the specificity of the subject matter addressed by the measure so requires.

The unit is also responsible for preparing an annual report on the degree of implementation of the measures as well as the results obtained from their implementation. The report is written on the basis of the data generated in the implementation process itself and in the work of advice and support to the bodies involved carried out by the unit's technical team. This report is the starting point for the following year, as measures with a degree of implementation below 100% should be included in the planning.

In order to monitor the measures of the I Gender Equality Plan in the workplace, a joint monitoring committee is set up between the signatory parties to assess compliance with the actions and objectives established in this plan. To this end, the assessment of the degree of implementation of the Plan and its results are presented annually to the monitoring committee of the Gender Equality Plan in Labour Matters. The Commission may request the extraordinary convocation of the plenary session to take the measures that may eventually correspond.

The assessment of the degree of implementation of the Plan and its results must be submitted at the end of the year to the University Equality and Social Responsibility Commission delegated by the Governing Council, and to the Negotiating Committee of the Gender Equality Plan in Labour Matters.

8.2. Instruments

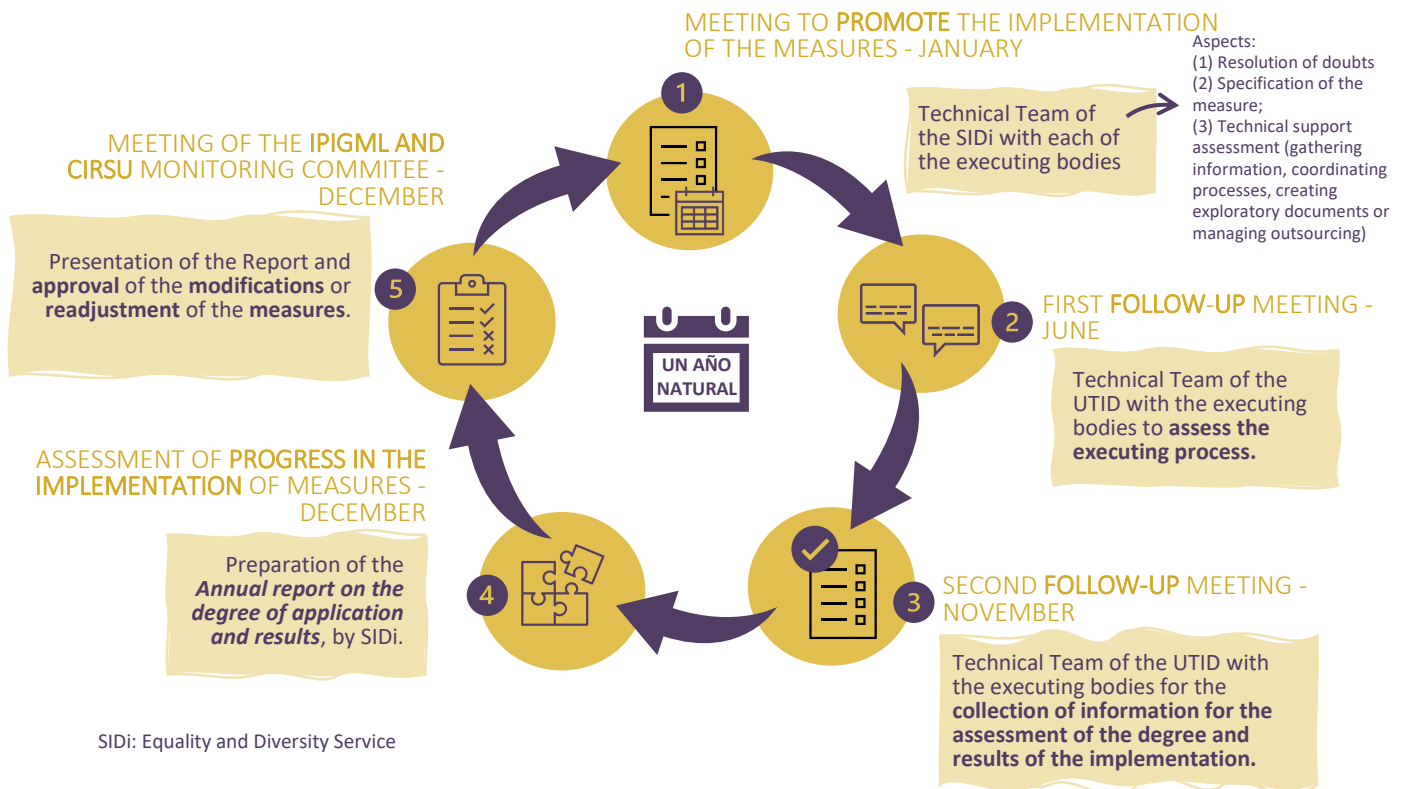
The instruments identified to carry out the promotion and monitoring are the Mentoring Committee of the Equality Plan in Labour Matters itself, as well as the tools used to oversee the execution and assessment of the measures.

In relation to the tools, the Equality and Diversity Service uses files to collect data on the Implementation process, and to provide and exchange this information with the executing bodies. These files not only contain the data corresponding to each of the measures (instrument, calendar, indicators, etc.), but also include the necessary fields to be able to collect the information required for the calculation of the indicators, and the difficulties and obstacles that have arisen in the process of applying the action. Furthermore, they must also include the specification of the economic and personnel resources used for the implementation of each measure.

The *Report on the degree of application and results of the annual planning* is the means used to present and publish the results of the implementation and results assessment. To this end, the report includes the following aspects: 1) an indicator of the degree of implementation of each measure; 2) description of the measure applied; 3) description of the results obtained; 4) assessment of the process (resources required, difficulties, modifications, other actions that arise, etc.).

With regard to measures in the workplace, the Equality Plan Monitoring Committee is the body to which the result of this implementation must be submitted each year in order to assess and approve, where appropriate, the modifications or readjustments that have been proposed, and duly justified, by the executing bodies. The measures of the Plan that correspond to the scope of the promotion of equal treatment and opportunity in public employment are subject to negotiation in the corresponding bodies and under the terms of article 37 of the EBEP, as established in its seventh additional provision.

8.3. Graphical representation of the process and schedule



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