GEARING ROLES

University of Deusto Equality Plan

2020-2022

Table of Contents

1. UD Commitment

The University of Deusto, in its role as an institution that works to build a more just, united and humane world, has a special responsibility to make the right to equality between women and men effective. The University is committed to carrying out its third Equality Plan, assuming that gender equality is a basic principle and an unavoidable social demand.

The commitment to equality derives from the responsibility assumed by the institution towards the construction of a more just society searching the best ways to participate and to respond to the challenges of our current reality. As an organisation that transmits values and knowledge, it is committed to integrating the gender perspective into all organisational, teaching, research and transfer processes, as well as to improving the management conditions in which daily life takes place within the working and living space that is the university.

Gender equality is one of the key challenges facing society today. It is manifested in many ways throughout the world, including wages, employment opportunities and access to education. The United Nations' Sustainable Development Goals (SDGs) seek to address some of today's most pressing global problems and ODS 5 aims to address the issue of gender equality. Ending all forms of discrimination against women and girls is not only a basic human right, it is also crucial to accelerate sustainable development. The University of Deusto, as an entity committed to sustainable development and the promotion of fundamental rights, frames its work to promote effective equality between men and women in the agenda of the SGD and its associated goals. As stated in the guide for the contribution of Universities to the achievement of the SDG, this equality plan aims to contribute to ODS 5 through:

> "Working to close the gender pay gap" (SG2 Equality Plan)

> "Adopt conciliation measures such as providing childcare on campus and promoting flexibility in the workplace" (SG3 Equality Plan)

> "The SDG recognises the importance of education for sustainable development through SDG 4, which calls for the provision of "inclusive and equal quality education and the promotion of lifelong learning opportunities for all" (SG4 Equality Plan)

> "Implement gender equity strategies in the workplace, including those aimed at improving the representation of women in university leadership and senior academic positions" (SG5 Equality Plan)

> "Participate in national campaigns to prevent violence against women and commit to report the number of sexual assaults that have occurred in the institution" (SG6 Equality Plan)

In 2008 a first working document was drawn up focused on the development of an Equality Plan at the UD. However, its implementation and monitoring were limited, as the Plan only covered the area of work and actions related to the people who work at the institution, excluding other fundamental university functions (teaching, research), as well as other groups, such as the student community.

The second Institutional Plan for Equality 2017-2018 was designed after the new structures created to work for equality between women and men. Specifically, the objectives of the Equality Director Plan of the University Social Responsibility Project 7, approved in February 2016, established the goal of "Constituting and consolidating the working structures created particularly for the promotion of equality (Management, Core Group, Joint Commission for Equality, Dynamising Commission), as well as collaborating with other areas of the University to achieve effective equality and assume institutional representation in this area." To this end, the Joint Commission for Equality was set up in November 2015, which was responsible for proposing and approving the second Institutional Plan for Equality between women and men at the University of Deusto, which was unanimously approved at the session of the Joint Commission for Equality held on 22 May 2017. This Plan consisted of 16 actions organised around four main areas: teaching, research and transfer, service to the society and organisation of people.

The Institutional Equality Plan 2017/2018 was in force from January 2017 to December 2018. In January 2019, the European Gearing-Roles (GR) Project was launched, whose main objective is the design, implementation and evaluation of six equality plans in six European institutions, one of which is the University of Deusto. This project has enabled the creation of an interdisciplinary work team that has supported the tasks of the Joint Commission. In 2019 both the Joint Commission and the Gearing-Roles Project worked on the second Equality Diagnosis which was unanimously approved at the Joint Commission session of 13 November.

This Equality Plan has prioritised its dimensions and actions on the basis of a participatory and co-creative work in which the Joint Commission has actively participated during the months of January, February and March 2020 and was approved in the session of the 2nd of June of the Joint Commission and received the positive report from the Board of Directors on June the 23rd.

2. Legal Context

The regulatory framework on gender equality applicable to higher education and research institutions is shared by the European Union (EU), the State and the Autonomous Communities (regional entities).

Firstly, it is important to remember that the EU at the community level has had a founding role in equality issues since the Treaty of Rome. Since gender equality is an EU objective protected by the Treaty of Amsterdam and now the Treaty of Lisbon, the Union's institutions continue to work and make progress on gender equality legislation and policies which, in turn, are replicated by the Member States.

Based on three pillars (equal pay; equal treatment in social security schemes at work, in the access to employment, in vocational training and promotion; and working conditions) and having consolidated all EU rules and jurisprudence on gender equality into a single text, the Directive 2006/54/EC seeks to ensure the implementation of the principle of equal opportunities and equal treatment of women and men in matters of employment and occupation. The Directive contains provisions to implement the principle of equal treatment

in relation to: (a) access to employment, including promotion, and vocational training; (b) working conditions, including equal pay, return from maternity leave, paternity and adoption leave, and sexual harassment; and (c) occupational social security schemes. It also highlights the need for more effective implementation through the establishment of appropriate procedures.

Among the equality policies, the Strategic Commitment for Gender Equality 2016-2019 includes gender mainstreaming in all sectors and contains five thematic priorities covering employment, decision-making, sexual violence and EU external affairs, implemented by legislative, non-legislative and financial means: 1) Increase women's participation in the labour market and equal economic independence of women and men; 2) Reduce the gender pay, income and pension gap and thereby combat poverty among women; 3) Promote equality between women and men in decision-making; 4) Combat gender-based violence and protect and support victims; and 5) Promote gender equality and women's rights worldwide.
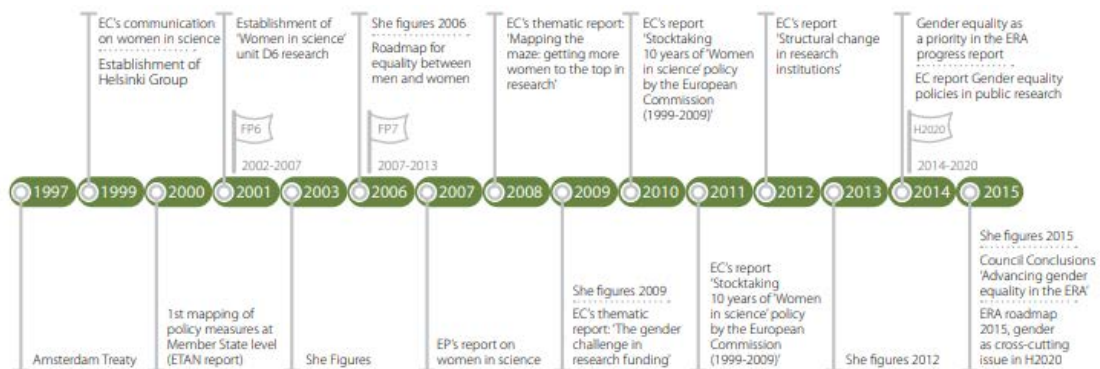
Picture 1: Integrating gender equality into academia and research organisations

Source: *EIGE 2016: Integrating gender equality into academia and research organisations - Analytical paper*

At the state level, first of all, the **Organic Law 3/2007, of 22 March, for Effective Equality between Women and Men** needs to be mentioned; it states that the public sector must orient its actions towards the achievement of the principle of equality, imposing the creation of equality units in each Ministry, as well as the implementation of equality plans in companies with more than 50 workers.

The RLD 6/2019, of March 1, on urgent measures to guarantee equal treatment and opportunities between women and men in employment and occupation, extends the compulsory nature of equality plans to companies with more than 50 workers. We emphasise that this Decree modifies seven regulations with the status of laws that directly affect equality between women and men. The Decree underlines the right of workers to reconcile personal, family and working life and also expressly establishes the right of workers to remuneration for their work, proposing equal remuneration without discrimination. The Decree also establishes a series of measures related to co-responsible

conciliation and care environments and modifies the Law on Infractions and Sanctions in Social Order (art. 7) to classify as serious misconduct the "13. Failure to comply with the obligations regarding equality plans and measures established in the Organic Law 3/2007, the Workers' Statute or the applicable collective agreement".

We must remember that equal pay is already required by the Directive 2006/54/EC of the European Parliament and of the Council (on the implementation of the principle of equal opportunities and equal treatment of women and men in matters of employment and occupation), such as the Recommendation of 7 March 2014 of the European Commission on strengthening the principle of equal pay for women and men through transparency, which introduces the concept of "work of equal value" into our legislation. Even at the European level, this objective has been reinforced by the Gender Pay Gap Action Plan 2017-2019, which addresses the various root causes of the gap through a holistic approach. Since the analysis of the results of such Action Plan, the Commission published a report on its implementation in March 2020, which resulted in a proposal for a Directive to specifically address the issue at European level.[1] Along this line, the Commission has also presented a Directive proposal that will introduce binding measures on wage transparency, with the aim of improving public understanding of the relevant legal concepts and strengthening enforcement mechanisms in the Member States.[2]

Furthermore, the provisions of the State Decree in relation to the reconciliation of personal, family and working life are also already required by the "Work-Life Balance" Directive of the European Parliament and the Council, which followed the withdrawal of the Directive on maternity leave and adopted a broader approach to addressing the challenges of balance by encouraging a better distribution of care tasks among parents. It introduces compensated paternity leave, strengthens parental leave by making 2 of the 4 months provided for non-transferable from one parent to the other, introduces career leave to provide personal care or support to a relative or person living in the same household, and extends flexible working arrangements.[3]

In the field of higher education, teaching and research focused on the meaning and scope of equality between women and men should be encouraged through the inclusion of gender-specific subjects, specific postgraduate courses and specialised research.

At state level, the **Basic Statute of the Public Employee** (RLD 5/2015) extends the obligation to implement equality plans to all public administrations. The **Universities Act** (Act 4/2007), on its part, mandates the creation in all universities of equality units, *"for the development of functions related to the principle of equality between women and men".*

In the area of research, the current **Science, Technology and Innovation Act** (Act 14/2011) has the general objective of *"promoting the inclusion of the gender perspective as a transversal category in science, technology and innovation, as well as a balanced presence of women and men in all areas of the Science, Technology and Innovation Spanish System".*

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[1] https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/equal-pay/eu-action-equal-pay_en#the-gender-pay-gap-action-plan

[2] https://ec.europa.eu/info/law/better-regulation/have-your-say/initiatives/12098-Strengthening-the-principle-of-equal-pay-between-men-and-women-through-pay-transparency

[3] https://ec.europa.eu/social/main.jsp?catId=1311&langId=en

To this end, public research bodies must also adopt equality plans containing incentives for those centres that improve their gender indicators.

Finally, the XIII State-level collective Agreement for the 2012 university education and research centres, in its VI title, regulates the question related to equal opportunities and non-discrimination (art. 63).

In the Autonomous Community of the Basque Country, **Act 4/2005 on Equality between Women and Men** encourages the promotion of the principle of equality in such region in similar terms to those set out in Act 3/2007, extending the promotion of equality to regional and local public administrations, as well as the need to have approved equality plans and equality units in each of the public administrations.

Likewise, with regard to the Basque university system, which includes the University of Deusto, the need to promote education and research on gender equality, with specific teaching and through the inclusion of the gender perspective in research projects, is included.

This commitment to equality in the university system of the Autonomous Community of the Basque Country is also reflected in the **Basque University System Act** (Act 3/2005), which enshrines the need for Basque universities to contribute to equal treatment between women and men, in addition to observing the principle of equality in the processes of selection and promotion of teaching and research staff in public universities. Finally, the right to equal treatment in access to university education is indicated. All these principles and rights must be made effective through the specific mandate that the law contains according to which the department of the Basque Government, responsible for university matters must promote the consolidation of the principle of equality between women and men.

3. Pre-assessment of the plan

At the time of writing, the evaluation of the second Equality Plan by the Joint Commission is under way. The University Social Responsibility Reports for 2017 and 2018 contain some assessments on the degree of compliance of the implementation of the Institutional Equality Plan for 2017/2018. Based on this information, and pending the final evaluation of the plan, we will now summarise some of the achievements and degrees of compliance with the Equality Plan 2017/2018.

Evaluation of the 2017/2018 Equality Plan based on University Social Responsibility (USR) Reports (2017 and 2018).

The 2017/18 equality plan established 16 actions, whose fulfilment and development have been uneven. The following is a summary of some of the aspects included for assessment in the University Social Responsibility Reports during 2017 and 2018. A more detailed assessment is attached in Annex 1.

| Action	Level of progress		
	Significant Advance	**Limited Advance**	**Without Advance**
Action 1. Disseminate good practices for gender mainstreaming in education		X	
Action 2. Promote reflection on equality in the curricula of the degree courses that qualify for teaching at the primary, secondary and baccalaureate levels of education			X
Action 3. Design and deliver courses on gender equality for teachers, both for the initial stage of learning and for continuous training		X	
Action 4. Promote the access of women to masculinised careers and the access of men to feminised careers		X	
Action 5. Deepen the diagnosis of gender and research at the University of Deusto (situation of both sexes regarding the leadership of research groups, obtaining research grants, accreditations, six-year periods, as well as research topics)		X	
Action 6. Introduce the gender perspective in current initiatives linked to the analysis and promotion of the social impact of research at the University of Deusto			X
Action 7. For the integration of thesis tribunals, advisory commissions, scientific committees, evaluation commissions or other groups, including the collegiate bodies of the UD, always request the name of a woman and a man in order to maintain parity and promote gender balance			X
Action 8. Include the gender perspective as a criterion to be considered in the allocation of research funds and transfer			x

Action 9. Approve an internal regulation on the use of non-sexist language and communication, as well as the appropriate instruments for its dissemination, implementation and use in the university community (web, news, UD magazine, advertising and marketing, regulations, degrees, forms and other university documents)		X	
Action 10. Disseminate the Equality Plan, harassment protocol and other tools and policies related to equality	x		
Action 11. Carry out gender and equality awareness actions directed towards the entire university community	x		
Action 12. Diagnose the situation of employability and labour insertion of UD students from a gender perspective			X
Action 13. Ensure the systematic inclusion of the gender variable in all statistics, surveys and data collection carried out in any area of the UD, including indicators of average pay by gender-segregated job range		X	
Action 14. Ensure that the gender perspective is integrated into the processes of selection, promotion, recruitment committee, own teaching staff, etc. In the case of a promotion, periods of leave of absence due to the upbringing or care of dependent people should not be penalised, and the measurement of teaching periods should be adapted according to the leave of absence taken, among other provisions			X
Action 15. Include specific gender equality themes in the Training Plan for areas of action that will encourage the implementation of internal measures (on teaching, on research, on non-sexist communication, on harassment and discrimination, etc.)		X	
Action 16. Propose measures to facilitate the reconciliation of personal, family and working life in order to respond to the need for flexible working hours, with special attention to the administrative staff	x		

Table 1: Evaluation of previous gender equality plan

4. Process of elaboration and structure of the Plan

In the context of the GEARING Roles project, a Participatory Gender Audit (PGA) has been implemented at the University of Deusto, which consists of the implementation of different participatory techniques during the process of preparing the diagnosis and design of the plan. The first part of the PGA, corresponding to the diagnosis phase, was implemented during the months of September, October and November and different bodies and structures participated.

The structure of the PGA is as follows:
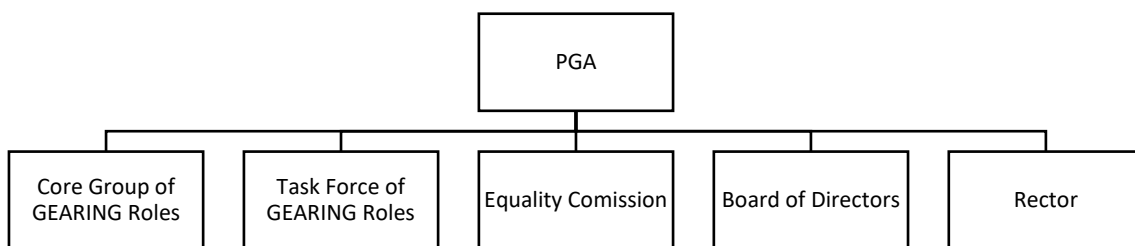
Picture 2: Groups participating into PGA

Specifically, the Core Group of GEARING Roles consists of:

- María Silvestre – Scientific Coordinator of the GEARING-Roles Project and Head of the Equality Unit
- María López Belloso – Manager of the GEARING-Roles Project
- Jon Pizarro – Researcher (DBS)
- Lorena Fernández – Head of Digital Identity
- María Jesús Pando – Head of the International Relations Office
- Toñi Caro – Head of the International Research Project Office
- Pilar Rodríguez – Professor and Researcher (Faculty of Social Sciences)
- David Lamiquiz – Human Resources Management
- Dolores Morondo – Researcher (Faculty of Social Sciences)
- Borja Sanz – Researcher (Faculty of Engineering)
- Ana Vidu – Researcher (Faculty of Law)
- Cristina de la Cruz – Head of the Ethic Committee and Researcher (Faculty of Social Sciences)
- Leire Gartzia – Researcher (DBS)
- Cristina Gimenez - Fundraising & University-Company Relations (Faculty of Engineering)
- Fernanda Campanini - Researcher of RSU – Equality

The process of preparing the diagnosis and designing the plan, through the implementation of various participatory techniques, is shown below:

11 September (Equality Comission and Core Group)

Presentation of the preliminary result of the diagnosis to the Commission
 Request for indicators and additional data
 Address concerns about methodology and other data

1 October (Core Group)

Discussion on the main challenges in the Institutional Evaluation Report (using the Lotus Flower technique)

2 October (Equality Comission)

Proposal: First participative technique to prioritise areas of intervention of the PEG (by means of Causal Diagram)
However: Resolution of doubts and discrepancies on diagnostic data.
Definition of three working groups:
 Union representatives (CCOO) in "Career advancement" and "Sexual harassment"
 Representative of the Regional Union (ELA) and Vice-Rector of the University Community in "Conciliation"
 Human Resources representatives in "Leadership and Decision Making" (failed to carry out the dynamic)

18 October (Task Force)

Round of intervention by each participant explaining why they thought they had been selected for that "expanded" group
Presentation of the summary of evaluation results
Explanation of the general national and regional framework, as well as basic concepts related to the implementation of the GEPs
Explanation of the general framework of the PGA and participatory techniques: Lotus Flower (Core Group) and Causal Diagrams (Equality Commission)
Group dynamics to work on the preferences of each working group for each of the axes (challenges) of the GEP and identify them:
 3 actions to address the challenges derived from the evaluation
 Agencies/persons responsible for directing actions
 Potential impacts of the suggested actions
Two presentations of the diagnosis and the EMP process: one to the University's Rector, José María Guibert, and the other one to the Board of Directors

Approved diagnosis

Prioritisation of actions using an Excel table (suggestions from the Motor Group and Joint Committee).
Collection of proposed actions.
Participatory dynamics to check if the proposals are valid and properly formulated.
This means increasing meetings of the Joint Commission to meet deadlines.

Identification of the diagnosis problems

"People" is designed (a technique instructed by YW, who supervised the writing of these).
A fictitious profile is created that reproduces some of the situations that emerge in the diagnosis.
Work is done within the motor group and contrasted with YW.

24 February (Task Force)

Reflection on the suitability and wording of the measures proposed for this case.
Actions are identified and transferred to the Joint Commission so that it can prioritise them in the way they are set out in this document.
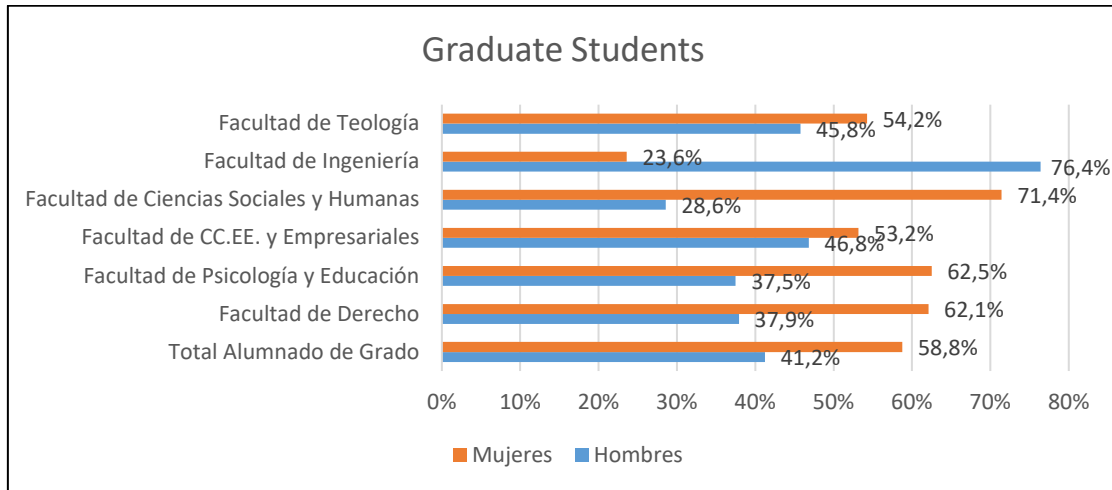
Picture 3: Process of approval of the assessment and gender equality plan

5. Diagnosis

The analysis carried out during the diagnosis phase reveals some fundamental conclusions about the situation of the University of Deusto in each of the areas of action envisaged in the plan.

Graph 1: Sex composition of graduate students

With regard to the **educational offer**, there is a clear educational segregation in the University; the Faculties of Social and Human Sciences and Psychology and Education are feminised, while the Faculty of Engineering is masculinised.

Power structures are male dominated at the highest level (Governing Council, Board of Directors and Rectorate), and parity is achieved in greater proportion at intermediate levels (Departments' Management, Vice-Deans' Offices and Unit Directorates), where the presence of women is very notable.
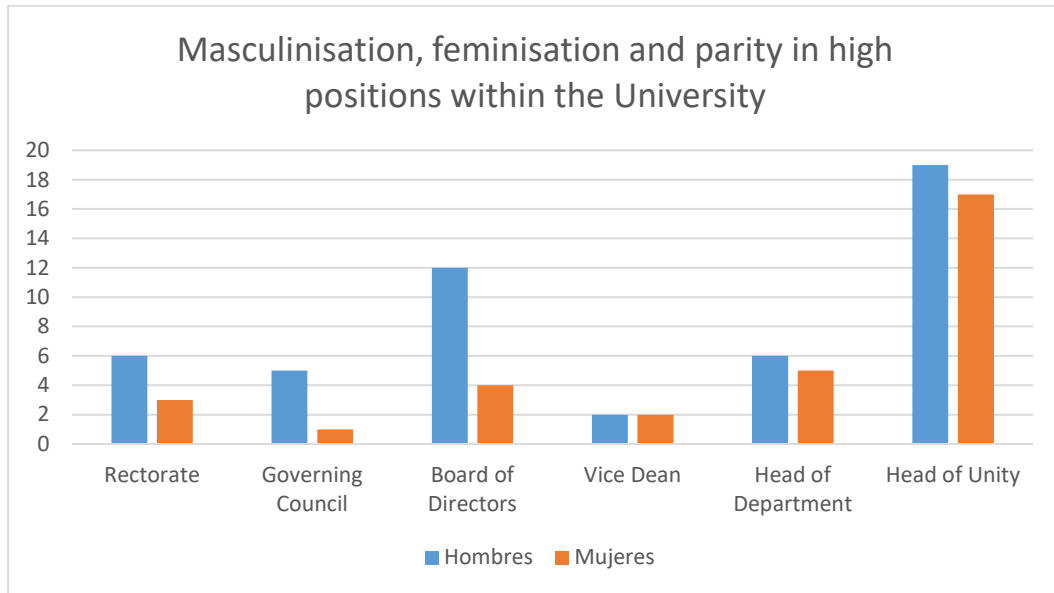

Graph 2: Sex composition of management bodies

If we look at the **composition and working conditions** of the University staff, at the level of teaching and research staff, we detect, on the one hand, a composition of the group that is close to parity, as well as a glass ceiling in the access to certain categories. With regard to the Administrative Staff, it is worth highlighting its clear feminisation, and the fact that it is the sector that most uses conciliation measures and lacks a clear career path for professional promotion.

At the pay level, there is no gender pay gap in the base salaries of the Teaching and Research personnel, but there are differences in the Research ones (in the category of "researchers") and the Administrative Staff. In the case of the Teaching and Research personnel, the differences are due, above all, to the variable part of the salary; that is to say, to the teaching assignment, an issue that should be analysed in greater depth, in order to establish whether there are heavier teaching loads assigned to men or a greater request by men, compared to those carried out by women, conditioned to a greater extent by family and personal conciliation.

The diagnosis highlights the scarce presence of the **gender perspective in teaching and research**. The inclusion of the gender perspective, both in teaching and in research lines study programmes, in projects and in publications of impact is testimonial. However, the large number of senior female researchers at the head of research teams recognised as teams of excellence is noteworthy.
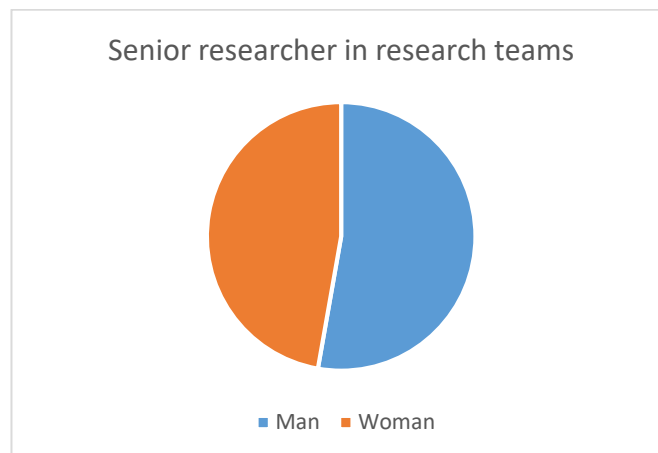
Graph 3: Sex composition of PIs of research teams

Nevertheless, it should be noted that interest in this subject is progressively being awakened, that specific subjects are being taught in certain degrees, and that there seems to be a collective effort to incorporate sensitivity to the gender perspective in much of the teaching activity, in spite of the fact that it is not clear exactly what this means. The Faculty of Social and Human Sciences is distinguished as the centre that brings together most of the teaching regarding this issue and confirms the need for a more detailed study of what is already being carried out invisibly and silently on a daily basis in a multitude of subjects in the most diverse fields. It is also confirmed that teacher training is necessary to combat resistances and mistrust, reduce uncertainty and eliminate confusion.

In the **field of communication**, important advances have been made in the care of images and inclusive language. The diagnosis reveals that this is an issue promoted from the areas of communication and not so much from the centres or bodies themselves, which are responsible for organising conferences, seminars, events or workshops. Women's participation in these academic events is still lower.

Finally, we must mention as a positive element the existence of the protocol for the **prevention of cases of sexual harassment**, the recent creation of structures and the training aimed at those who are part of them. However, a greater dissemination of their existence is still pending, and a real challenge is the socialisation of the protocols and procedures as reliable, confidential and effective instruments, to promote their use and the functionality for which they were designed and created.

6. Objectives

The main objective of this equality plan is to **increase awareness of the need to implement measures for effective equality** at the University of Deusto and to ensure compliance with the principle of equality between women and men.

This general objective is complemented by the following specific objectives:

SG1: **SELECTION, RECRUITMENT AND PROMOTION**

> *SG 1.1: Specify clear and non-discriminatory promotion criteria.*
>
> *SG 1.2: Empower and train women researchers in their research career.*
>
> *SG 1.3: Improve selection and promotion processes to avoid gender bias.*

SG2: WAGE GAP: Combat the possible existence of a salary gap in equivalent positions

SG3: CO-RESPONSIBLE CONCILIATION

> *SG 3.1: Mitigate the effect of caregiving on the promotion of the Teaching and Research personnel and the Research personnel.*
>
> *SG 3.2: Improve and promote the co-responsibility of the Administrative Staff.*

SG4: TEACHING AND RESEARCH

> *SG 4.1: Incorporate and promote the gender perspective in teaching.*
>
> *SG 4.2: Incorporate and promote the gender perspective in research.*

SG5: LEADERSHIP

SG 5.1: Promote equal representation in decision-making bodies.

SG 5.2: Promote behavioural changes towards inclusive leadership styles.

SG 5.3: Analyse and propose improvements in the institution's leadership model from a gender perspective.

SG6: SEXUAL AND SEX-RELATED HARASSMENT: Prevent and detect situations of harassment and discrimination that may occur in the university community, promoting tools that channel and solve, with due guarantees, cases

SG7: COMMUNICATION: Promote the elimination of the transmission of gender stereotypes in internal communication and external relations

SG8: EVALUATION: Analyse the impact of the actions of the Equality Plan beyond the result indicators in order to know the real impact of the organisational change achieved.

7. Measures and Actions

SG1: **SELECTION, RECRUITMENT AND PROMOTION**

SG 1.1: Specify clear and non-discriminatory promotion criteria

Measure 1. Identification of Administrative Staff profiles and roles and establishment of their relationship with the agreement categories

> Action 1. M1. Identify and define the different profiles and roles of the Administrative Staff

> Action 2. M1. Analyse the relationship of roles and profiles to pay scale categories

> Action 3. M1. Assign the jobs to the profiles/roles established for the Administrative Staff

Measure 2. Analyse the Teaching and Research personnel's career development procedures, as well as the Research personnel's career from a non-discriminatory gender perspective.

> Action 4. M2. Analyse the career development procedures of the Teaching and Research personnel

> Action 5. M2. Analyse the career development procedures of the Research personnel

Measure 3. Analyse and get to know the labor assets in order to relocate and retain talent via internal promotion

> Action 6. M3. Evaluate the use of people management tools in other organizations

> Action 7. M3. Acquire or develop a talent management tool

SG 1.2: Empower and train women researchers in their research career

Measure 4. Mentoring Program

> Acción 8. M4. Implement a mentoring program for female researchers at the University of Deusto (inter- and intra-institutional)

> Acción 9. M4. Participate in the workshops on Professional Career Development Plans (PCDP) organised by the Spanish Foundation for Science and Technology (FECYT) in the context of the Gearing-Roles project

SG 1.3: Improve selection and promotion processes to avoid gender bias

Measure 5. Training workshops

Action 10. M5. Participate in the workshops on Open, Transparent, Merit-based Recruitment (OTMR) organised by FECYT in the context of the Gearing-Roles project

SG2: WAGE GAP: Combat the possible existence of a salary gap in equivalent positions

Measure 6. Analysis of the existence or not of a salary gap in equivalent positions

Action 11. M6. Map the salary structure of the UD and analyse cases of salary gaps of more than 25% in equivalent positions

Action 12. M6. Make an action plan for its elimination

Acción 13. M6. Implement measures to prevent its reproduction

SG3: CO-RESPONSIBLE CONCILIATION

SG 3.1: Mitigate the effect of caregiving on the promotion of the Teaching and Research personnel and the Research personnel

Measure 7. Establish promotion and recognition measures that do not penalise care time

Action 14. M7. Maternity/paternity leave or leave to care for family members should not be counted as time spent in the calculation of the Management Plan for Teaching Personnel´s (MGPDI) three-year research period

Action 15. M7. Negotiate with the National Assessment Commission on Research Activities (CNEAI) the computation of the six-year periods of research as has already been done for civil servants

SG 3.2: Improve and promote the co-responsibility of the Administrative Staff

Measure 8. Qualitative monitoring of the implemented measures

Action 16. M8. Conduct a follow up on the implemented conciliation measures in the previous Equality Plan (2017/2018)

Measure 9. New co-responsible conciliation measures

Action 17. M9. Design conciliation measures for groups that were unable to access the measures established in the previous Equality Plan (2017-2018)

Action 18. M9. Analyse the possible improvement of existing legal conciliation measures

Measure 10. Analyse conciliation measures and their relation to the psychosocial health risk of "double presence"

Action 19. M10. Include a chapter about the psychosocial risk of "double presence" in the Plan of Prevention of Labor Risks

SG4: TEACHING AND RESEARCH

SG 4.1: Incorporate and promote the gender perspective in teaching

Measure 11. Incorporate the gender perspective as an evaluation criterion for Label 1, Label 2 by establishing a system of indicators that allows it to be identified in programmes, learning guides and research projects

Action 20. M11. Design a system of indicators to evaluate the inclusion of the gender perspective in learning programmes and guides

Action 21. M11. Design a training course for teachers

Action 22. M11. Apply the system of indicators to evaluate the inclusion of the gender perspective in programmes and learning guides

Action 23. M11. Create a pilot group of volunteer teachers with representation from all faculties for the application of the gender perspective in teaching

Measure 12. Promote from Teaching Innovation the elaboration of teaching materials to apply the gender perspective in the different areas of knowledge

Action 24. M12. Elaborate a Guide for the introduction of the gender perspective in teaching, adapting the already existing material

Action 25. M12. Publish the good practices in the introduction of the gender perspective of the Teaching Innovation Day

Action 26. M12. Realise a mapping of the key competences from a gender perspective in different subjects

Measure 13. Develop an incentive plan to incorporate gender mainstreaming in teaching

Action 27. M13. Establish an award for Master's Thesis and Final Degree Projects with a gender perspective

Action 28. M13. Approve gender mainstreaming in programmes/guidelines as a criterion for recognition of points in the MGPDI

Action 29. M13. Offer workshops and training actions on how to apply the gender perspective in teaching and research adapted to different levels

Measure 14. Carry out awareness activities for the entire university community

Action 30. M14. Summer School;

Action 31. M14. 25 November campaign;

Action 32. M14. 8 March campaign

SG 4.2: Incorporate and promote the gender perspective in research

Measure 15. Establish a system of indicators to identify the gender perspective in research projects

Action 33. M15. Design indicators

Measure 16. Incorporate the gender perspective as a criterion for assessing the social impact of research

Action 34. M16. Design indicators

Action 35. M16. Offer training workshops and actions on how to apply the gender perspective in research adapted to different levels

Action 36. M16. Develop a manual for gender mainstreaming in research

Action 37. M16. Promote a mentoring programme with doctoral students for the inclusion of the gender perspective in research

Measure 17. Develop an incentive plan to incorporate gender mainstreaming in research

Action 38. M17. Inclusion of the gender perspective as an assessment criterion in the UD research calls

Action 39. M17. Call for a doctoral thesis award with a gender perspective

SG5: LEADERSHIP

SG 5.1: Promote equal representation in decision-making bodies

Measure 18. Prioritise the promotion of women in those areas, positions and job categories where female leadership is less or non-existent

Action 40. M18. Include specific scores in the evaluation of candidates, based on the representativeness of the gender to which they belong in the body to which they aspire

SG 5.2: Promote behavioural changes towards inclusive leadership styles

Measure 19. Design and implement a training program for the people who exercise leadership in the institution

Action 41. M19. Design specific training actions within the UD training offer, which are compulsory for those people who access / are in management positions

Measure 20. Analyse the specific problems of conciliation and overload of work of women who assume responsibilities at the University

Action 42. M20. Implement a questionnaire to all UD workers with specific questions about the leadership observed (GR)

Measure 21: Develop a training program for the people who exercise leadership in the institution: training session for the board of directors and participation of two people in the training course for women leaders

Action 43. M21. Conduct a training and awareness session with the Board of Directors (GR)

Action 44. M21. Participate in the Training Program for Women Leaders developed by Yellow Window (YW) in the framework of the GEARING-Roles Project (GR)

Action 45. M21. Design specific webinars on leadership and encourage the participation of senior managers of the UD (GR)

SG 5.3: Analyse and propose improvements in the institution's leadership model from a gender perspective

Measure 22. Analyse the leadership model and make proposals for its improvement

Action 46. M22. Carry out group reflection sessions about the leadership model of the institution in the different groups of the UD

Action 47. M22. Apply a questionnaire to all UD staff with specific questions about the leadership observed (GR)

SG6: SEXUAL AND SEX-RELATED HARASSMENT: Prevent and detect situations of harassment and discrimination that may occur in the university community, promoting tools that channel and solve, with due guarantees, cases

Measure 23. Ensure safe environments in the university community (*establish the connection with the Society of Jesus intervention program*)

Action 48. M23. Manifest public commitment to pursue and eradicate any situation of discrimination, violence or sexual- or gender-based harassment

Measure 24. Plan necessary training to identify and learn to respond to sexual- and gender-based harassment situations in order to ensure safe environments

Action 49. M24. Carry out training actions aimed at specific audiences (students, Administrative Staff, Research personnel, Teaching and Research personnel)

Action 50. M24. Establish external partnerships to channel and address identified cases of gender-based violence

Measure 25. Carry out actions to raise awareness and publicize existing harassment protocols

Action 51. M25. Develop information and awareness campaigns on the Day for the Elimination of Violence against Women

Action 52. M25. Disseminate the protocols online and offline

Action 53. M25. Conduct information campaigns on existing resources on violence against women

SG7: COMMUNICATION: Promote the elimination of the transmission of gender stereotypes in internal communication and external relations

Measure 26. Promote the organisation of inclusive and parity events

Action 54. M26. Identify good practices in organising inclusive and parity public events and disseminate them for widespread use

Action 55. M26. Avoid all-male panels by ensuring the participation of female experts whenever possible

Action 56. M26. Analyse the events organised from UDEUSTO and the role played by women

Measure 27. Promote the inclusive and non-sexist use of language in the UD

Action 57. M27. Design and implement a plan for socialisation and monitoring of the non-sexist language guide for all groups

Action 58. M27. Promote the incorporation and progressive assumption of the recommendations in the use of non-sexist language

Action 59. M27. Establish priority groups and make a training plan in the use of the non-sexist language guide

Measure 28. Make visible the contribution of women to the various scientific fields and disciplines

> Action 60. M28. Create and disseminate a directory of women experts in different fields and areas of knowledge

> Action 61. M28. Develop and disseminate multimedia content to make women's knowledge in the different areas of knowledge visible (pills, interviews, inspirational phrases, etc.)

> Action 62. M28. Adhesion to the campaign "Where are they?": to make the presence of women experts visible in public spaces, especially as speakers in debates, events and conferences on European issues

SG8: EVALUATION: Analyse the impact of the actions of the Equality Plan beyond the result indicators in order to know the real impact of the organisational change achieved

Measure 29. Analysis of the impact achieved with the Equality Plan in the University Community

> Action 63. M29. Analyse the impact achieved by the Plan (degree of increase in socialisation, perception, awareness, implementation, etc.).

8. Table of objectives, measures, actions and indicators.

AREA OF INTERVENTION	OBJETIVES	MEASURES	ACTIONS	INDICATORS	RESPONSIBILITIES
SELECTION, RECRUITMENT AND PROMOTION	SG 1.1. Specify clear and non-discriminatory promotion criteria	M.1. Identification of administrative staff profiles and roles and establishment of their relationship with the agreement categories	A.1. Identify and define the different profiles and roles of the administrative staff	List of profile and role definitions	People Management Workers´ Legal Representation (RLT) Equality Commission (CPI)
			A.2 Analyse the relationship of roles and profiles to pay scale categories	Relationship matrix with profiles/roles, positions and categories	People Management RLT CPI
			A.3. Assign the jobs to the profiles/roles established for the Administrative Staff		People Management RLT CPI

		M.2. Analyse the Teaching and Research personnel´s career development procedures, as well as the Research personnel's career from a non-discriminatory gender perspective	A.4. Analyse the career development procedures of the Teaching and Research personnel	List of gender-discriminatory elements in the in the professional promotion processes of the Teaching and Research personnel	University Community Vice-Rectorate Own teachers staff Commission Recruitment Commission
			A.5. Analyse the career development procedures of the Research personnel	List of gender-discriminatory elements in the professional promotion processes of the Research personnel	University Community Vice-Rectorate Research Vice-Rectorate Research Commission
		M.3. Analyse and get to know the labor assets in order to relocate and retain talent via internal promotion	A.6. Evaluate the use of people management tools in other organizations	Evaluation results	People Management IT service
			A.7. Acquire or develop a talent management tool	Talent management tool	People Management IT service

SG 1.2: Empower and train women researchers in their research career	M.4. Mentoring Programme	A.8. Implement a mentoring program for female researchers at the University of Deusto (inter- and intra-institutional)	Number of mentors and mentees who have participated in the mentoring programme	GR
		A.9. Participate in the workshops on PCDP organised by FECYT in the context of the Gearing-Roles project	Number of participating women researchers Number of workshops	GR
SG 1.3: Improve selection and promotion processes to avoid gender bias	M.5. Training workshops	A.10. Participate in the workshops on OTMR organised by FECYT in the context of the Gearing-Roles project	Number of workshops Number of UDEUSTO participants	GR

Table 2: Selection, recruitment and promotion dimension

AREA OF INTERVENTION	OBJETIVES	MEASURES	ACTIONS	INDICATORS	RESPONSIBILITIES
WAGE GAP	Combat the possible existence of a salary gap in equivalent positions	M.6. Analysis of the existence or not of a salary gap in equivalent positions	A.11. Map the salary structure of the UD and analyse cases of salary gaps of more than 25% in equivalent positions	Number of workshops Number of detected cases with a salary gap of more than 25% in equivalent positions	People Management
			A.12. Make an action plan for its elimination	% reduction in salary gap in equivalent positions	People Management RLT CPI
			A.13. Implement measures to prevent its reproduction	Number of measures implemented	People Management RLT CPI

Table 3: Wage gap dimension

AREA OF INTERVENTION	OBJETIVES	MEASURES	ACTIONS	INDICATORS	RESPONSIBILITIES
CO-RESPONSIBLE CONCILIATION	SG 3.1: Mitigate the effect of caregiving on the promotion of the Teaching and Research personnel and the Research personnel	M.7. Establish promotion and recognition measures that do not penalise care time	A.14. Maternity/paternity leave or leave to care for family members should not be counted as time spent in the calculation of the MGPDI's three-year research period	Number of cases in which this measure has an effect	University Community Vice-Rectorate Joint Commission of the MGPDI
			A.15. Negotiate with the CNEAI the computation of the six-year periods of research as has already been done for civil servants	Amendment of the agreement	Research Vice-Rectorate

		M.8 Qualitative monitoring of the implemented measures	A.16. Realise a follow up on the implemented conciliation measures in the previous Equality Plan (2017/2018)	Qualitative analysis (discussion groups and interviews)	CPI
	SG 3.2: Improve and promote the co-responsibility of the administrative staff	M.9. New co-responsible conciliation measures	A.17. Design conciliation measures for groups that were unable to access the measures established in the previous Equality Plan (2017-2018)	Number of designed measures Number of measures implemented Number of eligible persons disaggregated by sex Number of people benefiting from conciliation measures disaggregated by sex	People Management CPI
			A.18. Analyse the possible improvement of existing legal conciliation measures	Number of added improvements over legislation	People Management CPI

		M.10. Analyse conciliation measures and their relation to the psychosocial health risk of "double presence"	A.19. Include a chapter about the psychosocial risk of "double presence" in the Plan of Prevention of Labour Risks	Specific section in the Prevention Plan	People Management Prevention Service

Table 4: Co-responsible conciliation dimension

AREA OF INTERVENTION	OBJETIVES	MEASURES	ACTIONS	INDICATORS	RESPONSIBILITIES
TEACHING AND RESEARCH	SG 4.1: Incorporate and promote the gender perspective in teaching	M.11. Incorporate the gender perspective as an evaluation criterion for Label 1, Label 2 by establishing a system of indicators that allows it to be identified in programmes, learning guides and research projects	A.20. Design a system of indicators to evaluate the inclusion of the gender perspective in learning programmes and guides	Number of Indicators	Teaching Innovation GR
			A.21. Design a training course for teachers	Number of attendees	Teaching Innovation
			A.22. Apply the system of indicators to evaluate the inclusion of the gender perspective in programmes and learning guides	Number of subjects with the new Label 1 and Label 2 Number of programmes and/or guides with a gender perspective incorporated by academic year in degree and master's	Teaching Innovation
			A.23. Create a pilot group of volunteer teachers with representation from all faculties for the application of the	Number of teachers by degree and faculty *Link it with USR strategic plan and action indicators*	Identity and Mission (IM) University Social Responsibility (USR) Teaching Innovation GR

				gender perspective in teaching	Faculties
		M.12. Promote from Teaching Innovation the elaboration of teaching materials to apply the gender perspective in the different areas of knowledge	A.24. Elaborate a Guide for the introduction of the gender perspective in teaching, adapting the already existing material	Number of guides / Publication of the UD Guide Dissemination indicators	Teaching Innovation GR
			A.25. Publish the good practices in the introduction of the gender perspective of the Teaching Innovation Day	Number of good practices published (*in process*) Number of good gender practices at the Conference Increase in the number of good gender practices in the successive teaching innovation conferences	Teaching Innovation
			A.26. Realise a mapping of the key competences from a gender perspective in different subjects	Number of key competences	Teaching Innovation GR

		M.13. Develop an incentive plan to incorporate gender mainstreaming in teaching	A.27. Call for an undergraduate thesis award and a master thesis award with a gender perspective	Number of papers submitted Number of awarded works Number of calls assuming the criterion	Teaching Innovation Faculties
			A.28. Approve gender mainstreaming in programmes/guidelines as a criterion for recognition of points in the MGPDI	Number of points (percentage of credit) assigned per program Number of teachers who incorporate these points into their MGPDI	University Community Vice-Rectorate Joint Commission of the MGPDI
			A.29. Offer workshops and training actions on how to apply the gender perspective in teaching and research adapted to different levels	Number of training actions Number of people attending	Teaching Innovation People Management Deusto International Research School (DIRS)

		M.14. Carry out awareness activities for the entire university community	A.30. Summer School; A.31. 25 November campaign; A.32. 8 March campaign	Number of awareness-raising activities Number of people attending Number of organising centres	GR University Community Vice-Rectorate
		M.15. Establish a system of indicators to identify the gender perspective in research projects	A.33. Design indicators	Number of indicators Checklist	Research Vice-Rectorate
	SG 4.2: Incorporate and promote the gender perspective in research	M.16. Incorporate the gender perspective as a criterion for assessing the social impact of research	A.34. Design indicators	Number of indicators Checklist	Research Vice-Rectorate
			A.35. Offer training workshops and actions on how to apply the gender perspective in research adapted to different levels	List of training actions and workshops Number of people enrolled in the activities	Teaching Innovation People Management DIRS
			A.36. Develop a manual for gender mainstreaming in research	Publication of the manual DIFFUSION	Research Vice-Rectorate GR
			A.37. Promote a mentoring programme with	Number of students and teachers involved	Research Vice-Rectorate GR

			doctoral students for the inclusion of the gender perspective in research	Evidence of impact on theses and research papers	
		M.17. Develop an incentive plan to incorporate gender mainstreaming in research	A.38. Inclusion of the gender perspective as an assessment criterion in the UD research calls	Publication of checklist on how to value the gender perspective. Number of projects that incorporate the gender perspective Inclusion follow-up within 3 years of its implementation	Research Vice-Rectorate
			A.39. Call for a doctoral thesis award with a gender perspective	Number of doctoral theses presented and evolution in a period of 3/5 years since its implementation	Research Vice-Rectorate DIRS

Table 5: Teaching and research dimension

AREA OF INTERVENTION	OBJETIVES	MEASURES	ACTIONS	INDICATORS	RESPONSIBILITIES
LEADERSHIP	SG 5.1: Promote equal representation in decision-making bodies	M.18. Prioritise the promotion of women in those areas, positions and job categories where female leadership is less or non-existent	A.40. Include specific scores in the evaluation of candidates, based on the representativeness of the gender to which they belong in the body to which they aspire	Deployment of the action: Criteria set? (yes/no) As a result: Recent promotions take into account the move towards higher levels of balanced representation.	Board of Directors People Management Teaching Staff Committee
	SG 5.2: Promote behavioural changes towards inclusive leadership styles	M.19. Design and implement a training program for the people who exercise leadership in the institution	A.41. Design specific training actions within the UD training offer, which are compulsory for those people who access / are in management positions	Deployment of the action: Number of training programs deployed Attendants to training programmes	Personal Management (Development)

		M.20. Analyse the specific problems of conciliation and overload of work of women who assume responsibilities at the University	A.42. Implement a questionnaire to all UD workers with specific questions about the leadership observed (GR)	Number of replies to the questionnaire	GR CPI
		M.21. Develop a training program for the people who exercise leadership in the institution: training session for the board of directors and participation of two people in the training course for women leaders	A.43. Conduct a training and awareness session with the Board of Directors (GR)	Implementation of the proposed actions Training attendance ratio	GR
			A.44. Participate in the Training Program for Women Leaders developed by Yellow Window (YW) in the framework of the GEARING-Roles Project (GR)	Implementation of the proposed actions Training attendance ratio	GR
			A.45. Design specific webinars on leadership and encourage the participation of senior managers of the UD (GR)	Implementation of the proposed actions Training attendance ratio	GR

| | SG 5.3: Analyse and propose improvements in the institution's leadership model from a gender perspective | M.22. Analyse the leadership model and make proposals for its improvement | A.46. Carry out group reflection sessions about the leadership model of the institution in the different groups of the UD | Number of focus groups conducted | USR |
| | | | A.47. Apply a questionnaire to all UD staff with specific questions about the leadership observed (GR) | Number of responses to questionnaire QUALITATIVES: Characteristic features of the institution's leadership identified Proposals for improvement made | USR-equality GR |

Table 6: Leadership dimension

AREA OF INTERVENTION	OBJETIVES	MEASURES	ACTIONS	INDICATORS	RESPONSIBILITIES
SEXUAL AND SEX-RELATED HARASSMENT	Prevent and detect situations of harassment and discrimination that may occur in the university community, promoting tools that channel and solve, with due guarantees, cases	M.23. Ensure safe environments in the university community (*establish the connection with the Society of Jesus intervention program*)	A.48. Manifest public commitment to pursue and eradicate any situation of discrimination, violence or sexual- or gender-based harassment	Public commitment statement posted on the USR website	University Community Vice-Rectorate
		M.24. Plan necessary training to identify and learn to respond to sexual- and gender-based harassment situations in order to ensure safe environments	A.49. Carry out training actions aimed at specific audiences (students, administrative staff, Research personnel, Teaching and Research personnel)	Number of training actions Number and position/responsibility of persons attending Number of unit/department heads who have participated in the training	University Community Vice-Rectorate
			A.50. Establish external partnerships to channel and address identified cases of gender-based violence	Number and type of alliances Number of events carried out in collaboration with external agents	USR

		M.25. Carry out actions to raise awareness and publicize existing harassment protocols	A.51. Develop information and awareness campaigns on the Day for the Elimination of Violence against Women	Number of campaigns	University Community Vice-Rectorate
			A.52. Disseminate the protocols online and offline	Number of copies Number of exhibitors Sites online	USR
			A.53. Conduct information campaigns on existing resources on violence against women	Number of campaigns Number of resources	USR

Table 7: Sexual and sex-related harassment dimension

AREA OF INTERVENTION	OBJETIVES	MEASURES	ACTIONS	INDICATORS	RESPONSIBILITIES
COMMUNICATION	Promote the elimination of the transmission of gender stereotypes in internal communication and external relations	M.26. Promote the organisation of inclusive and parity events	A.54. Identify good practices in organising inclusive and parity public events and disseminate them for widespread use	Number of good practices identified Number of good practices disseminated	Communication Office
			A.55. Avoid all-male panels by ensuring the participation of female experts whenever possible	Number of panels of experts with equal composition Number of panels with female minority composition Number of panels with all-male composition panels with the participation of women panels with no female participation	RSU (Campaign)
			A.56. Analyse the events organised from UDEUSTO and	Number of events organized per year with their	Communication Office

			the role played by women	composition and role disaggregated by sex Number of women conference Number of women speakers Number of women moderator table Number of women presenters	
		M.27. Promote the inclusive and non-sexist use of language in the UD	A.57. Design and implement a plan for socialisation and monitoring of the non-sexist language guide for all groups	Number of measures of the guide socialised Number of people aware of the importance of the use of non-sexist language	University Community Vice-Rectorate
			A.58. Promote the incorporation and progressive assumption of the recommendations in the use of non-sexist language	Number of people who have incorporated non-sexist language into their management	University Community Vice-Rectorate
			A.59. Establish priority groups and make a training plan	Number of priority groups detected	People Management

			in the use of the non-sexist language guide	Number of people attending the training plan	
		M.28. Make visible the contribution of women to the various scientific fields and disciplines	A.60. Create and disseminate a directory of women experts in different fields and areas of knowledge	Number of women included in the repository of experts for the organisation of events	Communication Office
			A.61. Develop and disseminate multimedia content to make women's knowledge in the different areas of knowledge visible (pills, interviews, inspirational phrases, etc.)	Number of video pills elaborated Number of interviews with UDEUSTO researchers Number of press articles by UDEUSTO researchers	Research Vice-Rectorate Communication Office

			A.62. Adhesion to the campaign "Where are they?": to make the presence of women experts visible in public spaces, especially as speakers in debates, events and conferences on European issues	Formal membership Number of contributions	GR Communication Office

Table 8: Communication dimension

AREA OF INTERVENTION	OBJETIVES	MEASURES	ACTIONS	INDICATORS	RESPONSIBILITIES
EVALUATION	Analyse the impact of the actions of the Equality Plan beyond the result indicators in order to know the real impact of the organisational change achieved	M.29. Analysis of the impact achieved with the Equality Plan in the University Community	A.63. Analyse the impact achieved by the Plan (degree of increase in socialisation, perception, awareness, implementation, etc.)	*Impact measurement and analysis questionnaire*	USR

Table 9: Evaluation dimension

9. Interim monitoring

The development of this plan has been carried out in collaboration with the European project Gearing-Roles, which contemplates the external evaluation by Radboud University of the achievements obtained with the implementation of the plan. This evaluation takes place on an ongoing basis, through constant communication between the project team and the evaluators. However, it is considered that a mid-term evaluation exercise by the project team is necessary. Therefore, it is foreseen that an annual collection of information will be made to see the degree of progress and to be able to design. If necessary, contingency measures.

In December 2020 and 2021, specific meetings will be held with the CPI and the university management to assess the degree of progress and to be able to implement the necessary measures or actions.

Annex 1: Evaluation of the previous Equality Plan.

At the time of writing, the evaluation of the second Equality Plan by the Joint Commission is under way. The University Social Responsibility Reports for 2017 and 2018 contain some assessments of the degree of compliance with the implementation of the Institutional Equality Plan for 2017/2018. On the basis of this information, and pending the final evaluation of the plan, a summary is given of some of the achievements and degrees of compliance with the 2017/2018 Equality Plan.

Evaluation of the 2017/2018 Equality Plan based on USR reports (2017 and 2018).

The 2017/18 equality plan established 16 actions, whose fulfilment and development have been uneven. The following is a summary of some of the aspects included for assessment in the University Social Responsibility Reports for 2017 and 2018.

Action 1. Disseminate good practices for gender mainstreaming in education

The dissemination of good practices for the inclusion of gender in teaching has been carried out through two actions. On the one hand, a questionnaire was sent to the faculties from RSU by IM asking the teaching staff to assess whether and how they included the areas of RSU in their teaching, including the gender perspective. In this questionnaire 200 responses were received, of which around 140 stated that they included gender to a greater or lesser extent in their teaching. This questionnaire also served to identify a group of teachers who were interested in studying this subject in greater depth and with whom it is planned to work in the framework of the next equality plan.

On the other hand, in 2019, during the Conference on Teaching Innovation, a specific panel was held with 5 good teaching practices to include the gender perspective in research.

Action 2. Promote reflection on equality in the curricula of the degree courses that quality for teaching at the primary, secondary and baccalaureate levels of education

No progress has been made in this area.

Action 3. Design and deliver courses on gender equality for teachers, both for the initial stage of learning and for continuous training

In this regard, a training course on the gender perspective in teaching has been added to the internal training offer.

This increased awareness of the need to apply gender in a cross-cutting manner is largely due to the awareness-raising and training work carried out by the Gender Platform. Some of the courses organised and that have contemplated the gender dimension in the period analysed are:

- Deeping on the social impact of research (2018/19, female attendance: 72%)
- From Horizon 2020 to Horizon Europe: Research committed with the SDGs (2018/19, female attendance: 61%)
- With the hands in the dough: Paving the way to the social impact dimension of research (2018/19, female attendance: 57%)
- MSCA-IF 'How to write a competitive proposal' (2017/18, female attendance: 23%)
- How to introduce Gender dimension in Research (2017/18, female attendance: 67%)
- I Social Impact in Research Symposium (2016/17, female attendance: 81%)

Approximately 55% of the attendance at these training courses during the period under review was female, assuming a decrease from previous periods (78% in 2015/16 and 64% in 206/17.) Female participation in courses that directly addressed the gender issue was 70% versus 60% female attendance in courses that did not cover or include the gender perspective.

The specific course on gender perspective in research trained 24 people from different disciplines, including research staff from the Faculties of Psychology and Education, Engineering and Social and Human Sciences.

Action 4. Promote the access of women to masculinised careers and the access of men to feminised careers

Inspira STEAM is a pioneering project for the promotion of scientific and technological vocation among girls, based on awareness and guidance actions, taught by women professionals from the world of research, science and technology. This is the first time that the technique of group mentoring is used in a project to promote STEAM (Science, Technology, Engineering, Arts and Maths) among primary school students.

The heart of the project are the mentors, who, on a voluntary basis, bring their day-to-day life closer to the children through 6 working sessions during school hours. All of them are scientists and technologists who develop their professional activity in different fields: academic, business, research, management, etc.

The Ada Byron Award for Women in Technology aims to reward and make visible the excellent careers of today's technologists, who have their reference in the women scientists and technologists who have been contributing for centuries in different scientific disciplines, such as the one that gives its name to this award, Ada Byron.

The award will be oriented to women with a degree or professional career in technological areas, engineering and other scientific fields closely related to technology.

The award has the following objectives:

To give visibility to women in the world of technology by recognising their important work, which is insufficiently known in society as a whole.

To enrich the society with events of technological diffusion, providing models of

women for the new generations.

To encourage technological vocations by bringing technological work closer to adolescents, highlighting the positive aspects, especially in female vocations.

To make socially visible the importance of technology for economic growth and as a future value for society.

After consolidating itself nationally (Díaz Martínez and Gómez Ruiz, 2015:4), the Ada Byron Award was internationalised in 2019, with a first experience in Mexico that is already planned to be exported to other countries.

Action 5. Deepen the diagnosis of gender and research at the University of Deusto (situation of both sexes regarding the leadership of research groups, obtaining research grants, accreditations, six-year periods, as well as research topics)

During the implementation of the 2017/18 plan, a more detailed and gender-disaggregated information was collected by Deiker and IRPO and analysed by the Joint Equality Commission. However, this process has been completed during the diagnosis for this plan, in which an exhaustive analysis of the composition of teams, funding obtained, and publications made was carried out.

Action 6. Introduce the gender perspective in current initiatives linked to the analysis and promotion of the social impact of research at the University of Deusto

The equality area proposed to the Research Vice-Rector and the IRPO a series of indicators to include the gender perspective in the evaluation of the promotion of the social impact of UD research, but this action could not be completed in 2018.

Action 7. For the integration of thesis tribunals, advisory commissions, scientific committees, evaluation commissions or other groups, including the collegiate bodies of the UD, always request the name of a woman and a man in order to maintain parity and promote gender balance

Not implemented

Action 8. Include the gender perspective as a criterion to be considered in the allocation of research funds and transfer

Not implemented

Action 9. Approve an internal regulation on the use of non-sexist language and communication, as well as the appropriate instruments for its dissemination, implementation and use in the university community (web, news, UD magazine, advertising and marketing, regulations, degrees, forms and other university documents)

The Guidelines for the use of non-sexist language in Spanish, Basque and English have been approved. The guide is considered to be of recommended use (not compulsory). Information sheet of the Board of Directors no. 2 2018/2019

Action 10. Disseminate the Equality Plan, harassment protocol and other tools and policies related to equality

Both the equality plan and the harassment protocols have been disseminated among the university community. In addition to dissemination by e-mail, in both cases the documents have been posted on the USR-Equality web page and on the UD intranet.

Furthermore, once the second diagnosis was completed (in 2019), it was disseminated via e-mail and on the USR-Equality website.

In addition, during this period, various events have been held at our university to disseminate the importance of the equality plan and harassment protocols.
Since 2017, the University has promoted a series of actions and events such as, for example, the symposium "Sexual Harassment of Second Order: Key to Eliminate Gender Violence", or the two days of reflection on sexual harassment and aggression, through the screening of the documentary "Voices against Silence" and subsequent symposium, or the APS symposium on harassment in schools and at work.

Annex 2: Training Plan

Training Actions for Students	Training Actions for Change Agents	Training actions for Teaching and Research personnel
Summer School-SD5	Training Seminar on Structural Change processes	Training seminar on gender in teaching
Training Sessions on Harassment Protocols	Training Seminar on Strategic Framing	Training seminar on gender in research
Training in basic concepts of equality	Training Seminar on Resistance to Change	
Training in unconscious biases	Training Seminar on Unconscious Bias	
	Training program for people who exercise leadership	
	Training course for women in leadership positions	

Table 10: Training plan